

The American Revolution

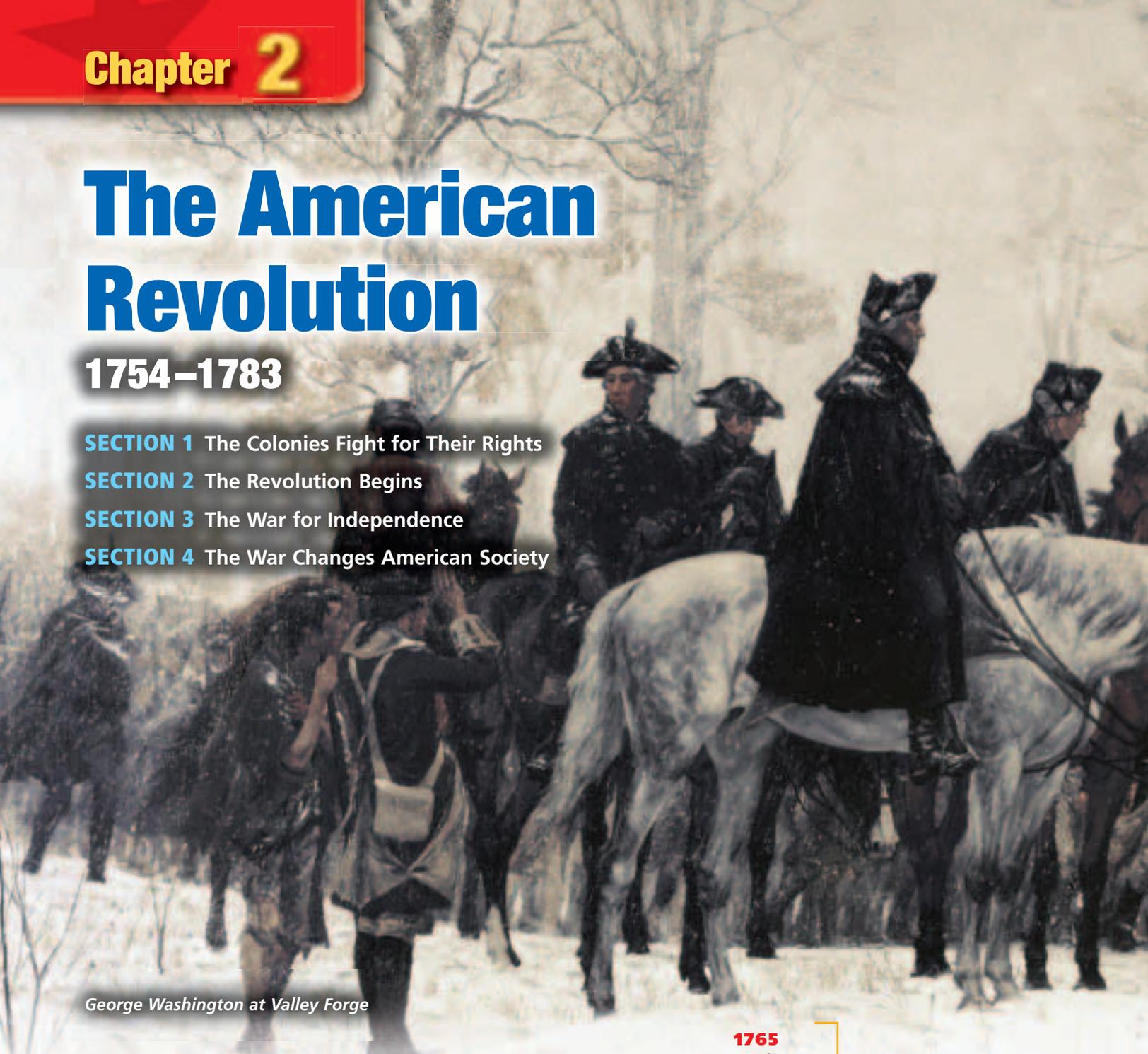
1754–1783

SECTION 1 The Colonies Fight for Their Rights

SECTION 2 The Revolution Begins

SECTION 3 The War for Independence

SECTION 4 The War Changes American Society



George Washington at Valley Forge



1754
• French and Indian War begins



1765
• Parliament passes the Stamp Act, triggering protests throughout the colonies

1770
• British troops fire on colonists in Boston Massacre

U.S. PRESIDENTS

U.S. EVENTS

WORLD EVENTS

1745

1748
• Montesquieu's *Spirit of the Laws* is published

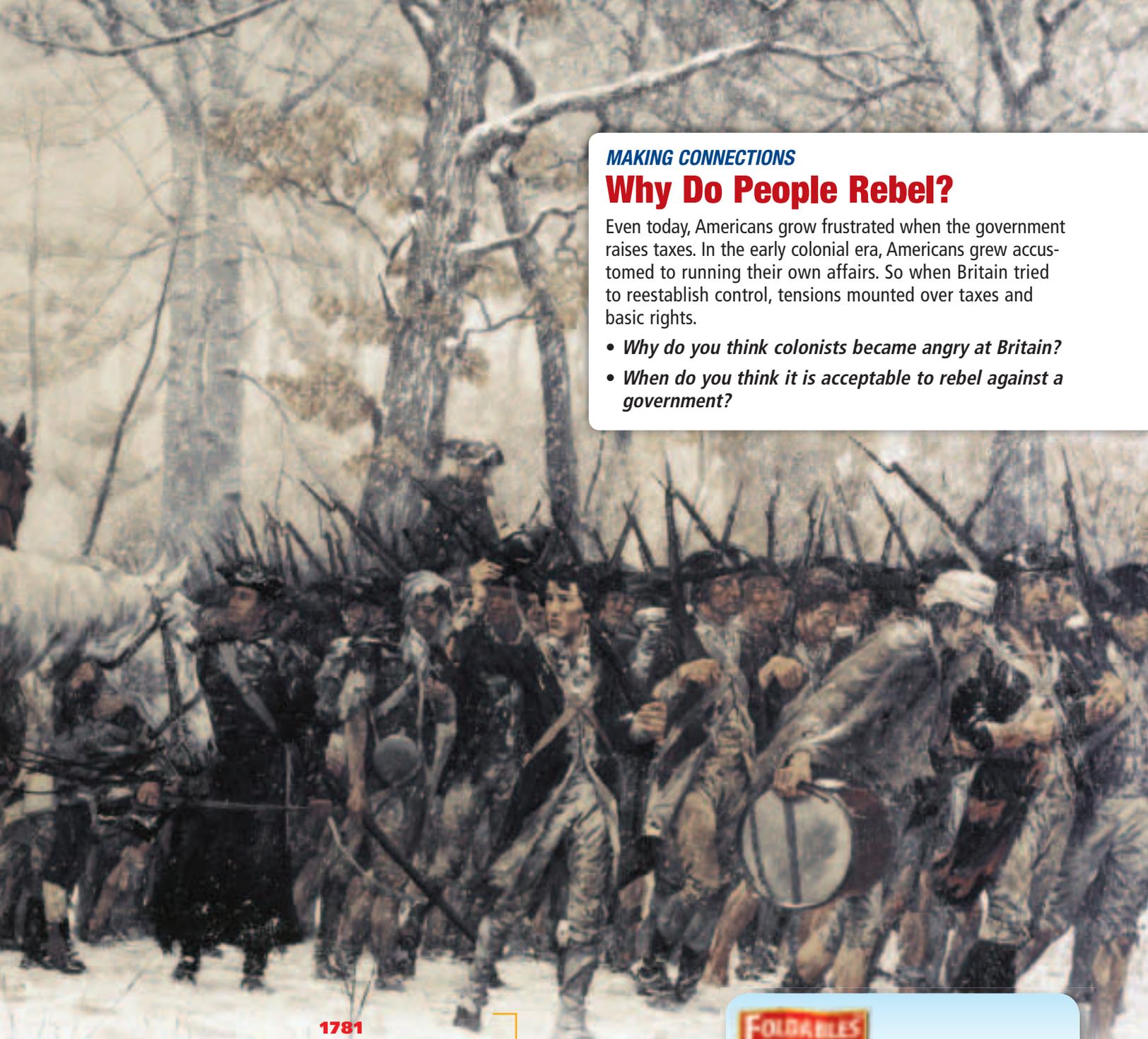
1755

1751
• Chinese invade Tibet and control succession to the throne

1755
• Samuel Johnson's *Dictionary of the English Language* is published

1765

1769
• Steam engine is patented by James Watt



MAKING CONNECTIONS

Why Do People Rebel?

Even today, Americans grow frustrated when the government raises taxes. In the early colonial era, Americans grew accustomed to running their own affairs. So when Britain tried to reestablish control, tensions mounted over taxes and basic rights.

- *Why do you think colonists became angry at Britain?*
- *When do you think it is acceptable to rebel against a government?*

1775

- First shots of the War are fired at Lexington and Concord

1781

- Cornwallis surrenders at Yorktown, marking the end of the Revolutionary War

1776

- Declaration of Independence is signed

1783

- Treaty of Paris is signed, officially recognizing the independence of the United States

1775

1785

1776

- Adam Smith's treatise on mercantilism, *Wealth of Nations*, is published

1780

- Empress Maria Theresa of Austria-Hungary dies

FOLDABLES

Generalizing on the American Revolution

Create a Concept-Map Book Foldable that details the causes and the course of the American Revolutionary War. Select the most important causes of the war and list them inside one-half of the Concept-Map. Use the other half to list the outcomes of battles during the war.



History  **ONLINE Chapter Overview**
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Section 1

The Colonies Fight for Their Rights

Guide to Reading

Big Ideas

Struggles for Rights The colonists used economic protest to fight the power of the British Parliament.

Content Vocabulary

- customs duty (p. 57)
- inflation (p. 58)
- nonimportation agreement (p. 59)
- writ of assistance (p. 60)

Academic Vocabulary

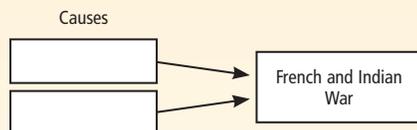
- dominance (p. 54)
- substitute (p. 59)

People and Events to Identify

- Albany Plan of Union (p. 55)
- French and Indian War (p. 56)
- Stamp Act (p. 58)
- Sons of Liberty (p. 59)
- Townshend Acts (p. 60)
- Boston Massacre (p. 61)

Reading Strategy

Organizing Complete a graphic organizer similar to the one below by listing the causes of the French and Indian War.



In the mid-1700s, England and France fought a war for control of North America. Britain emerged from the conflict victorious. After the war, however, Parliament's attempts to raise revenue from the colonies met with resistance and protests.

The French and Indian War

MAIN Idea Rivalry between France and England turned into a war for control of North America.

HISTORY AND YOU During the colonial era, France and England were frequently at war. Can you think of similar national conflicts today? Read on to learn about George Washington's role in the French and Indian War.

The French and English had been vying for **dominance** in Europe since the late 1600s, fighting three major wars between 1689 and 1748. Most of the fighting took place in Europe, but whenever France and England were at war, their colonies went to war as well. In 1754 a fourth struggle began.

The First Skirmish

In the 1740s, the British and French both became interested in the Ohio River valley. By crossing from Lake Ontario to the Ohio River and following the river south to the Mississippi River, the French could travel from New France to Louisiana very easily. Meanwhile, British fur traders had begun entering the Ohio River valley, and British land speculators—people who bought empty land hoping to sell it to settlers for a profit—had become interested in the region.

To block British claims in the region, the French built a chain of forts from Lake Ontario to the Ohio River. The British governor of Virginia tried to counter the French by building a British fort in western Pennsylvania. Before the British fort was completed, the French seized it and built Fort Duquesne at the site. Virginia's governor then asked George Washington, a young officer in the Virginia militia, to raise a force and expel the French.

As Washington's troops marched toward the Ohio River in the spring of 1754, they encountered a small French force near Great Meadows. After a brief battle, Washington retreated a short distance and built a stockade named Fort Necessity. A little over a month later, a large French force arrived and forced Washington to surrender. As the fighting between France and Britain expanded into a world war, the 22-year-old Washington became a hero in the colonies for his courageous attempt to resist the French.

The British Triumph

In 1755 the new British commander in chief, General Edward Braddock, arrived in Virginia with 1,400 British troops. After linking up with 450 local militia troops, Braddock appointed Lieutenant Colonel George Washington to serve as his aide. He then marched west intending to attack Fort Duquesne.

Seven miles from the fort, French and Native American forces ambushed the British. Braddock was killed. His troops panicked and only Washington saved them from disaster. As shots whizzed past him—leaving four holes in his hat and clothes—Washington rallied the men and organized a retreat.

The successful ambush emboldened the Delaware people, and they began attacking British settlers in western Pennsylvania. For the next two years, the **French and Indian War**, as it was called, raged along the frontier. In 1756 the fighting between Britain and France spread to Europe, where it later became known as the Seven Years' War.

Gradually, the British fleet cut off the flow of supplies and reinforcements to the colonies from France. The Iroquois, realizing the tide was turning in favor of the British, pressured the Delaware to end their attacks. With their Native American allies giving up, the French found themselves badly outnumbered. In 1759 a British fleet commanded by General James Wolfe sailed to Quebec, the capital of New France. After defeating the French troops defending the city, the British seized Quebec and took control of New France. Elsewhere in the world, the fighting continued. When the Spanish joined forces with the French in 1761, Britain seized Spain's colonies in Cuba and the Philippines.

The Treaty of Paris finally ended the war in 1763. Except for a few offshore islands, the treaty eliminated French power in North America. New France became part of the British Empire, as did all of Louisiana east of the Mississippi, except for New Orleans. To get Cuba and the Philippines back, Spain gave Florida to Britain. To compensate Spain, the French then signed a separate treaty giving the Spanish control of New Orleans and all of Louisiana west of the Mississippi.

 **Examining** Why were the French and the British interested in the Ohio River valley?

Growing Discontent

MAIN Idea The British decision to stop colonists from settling new western lands and to impose new taxes led to widespread protests.

HISTORY AND YOU The English Bill of Rights guarantees certain individual rights. Can you recall some of these rights? Read on to learn how Parliament denied these rights to colonists.

Great Britain's victory in 1763 left the country deeply in debt. It had to pay not only the cost of the war but also the cost of governing and defending its new territories. Many British officials thought that the colonies should pay part of the costs, especially the cost of stationing British troops there. As the British government adopted new policies to solve its financial problems, resentment began to grow in the American colonies.

The Proclamation of 1763

In the spring of 1763, Pontiac, the chief of the Ottawa people, decided to go to war against the British. After uniting several Native American groups, including the Ottawa, Delaware, Shawnee, and Seneca peoples, Pontiac's forces attacked forts along the frontier and burned down several towns before British troops were able to stop them. Pontiac's War did not surprise British officials. They had been expecting trouble since 1758, when reports first indicated that settlers were moving into western Pennsylvania in defiance of the colony's treaty with the region's Native Americans.

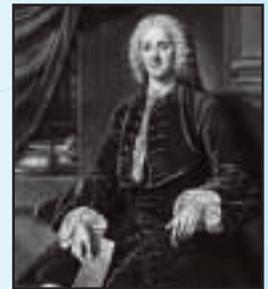
British leaders did not want to bear the cost of another war. Many officials also owned shares in fur-trading companies operating in the region, and they knew a war would disrupt trade. They decided that the best solution was to limit western settlement until new treaties could be negotiated.

In early October, King George III issued the Proclamation of 1763. The Proclamation drew a line from north to south along the Appalachian Mountains and declared that colonists could not settle west of that line without the British government's permission. This enraged many farmers and land speculators, who wanted access to the land.



How Did Britain Anger Colonists After the French and Indian War?

- Proclamation of 1763 limited western settlement.
- Vice-admiralty court in Halifax began dealing with smugglers.
- Sugar Act of 1764 imposed new taxes on trade and required accused smugglers to prove their innocence.
- Currency Act of 1764 banned use of paper money.
- Stamp Act imposed direct tax on printed materials.



▲ George Grenville developed many of the policies that angered the colonists.

Analyzing GEOGRAPHY

- 1. Location** At what physical barrier did the Proclamation of 1763 set the western boundary of the colonies?
- 2. Movement** Why do you think colonists wanted to move west of that boundary?

Customs Reform

At the same time the Royal Proclamation Act was angering western farmers, eastern merchants were objecting to new tax policies. In 1763 George Grenville became prime minister and first lord of the Treasury. Grenville had to find a way to reduce Britain's debt and pay for the 10,000 British troops now stationed in North America.

Grenville knew that merchants were smuggling many goods into and out of the colonies without paying **customs duties**, taxes on imports and exports. He convinced Parliament to pass a law allowing smugglers to be tried at a new vice-admiralty court in Halifax, Nova

Scotia. Unlike colonial courts, where the juries were often sympathetic to smugglers, vice-admiralty courts were run by naval officers. These courts had no juries and did not follow British common law, a violation of the traditional English right to a jury of one's peers. Sending colonists to distant Nova Scotia also violated their right to a speedy trial.

Among those tried by the vice-admiralty court was John Hancock. Hancock had made a fortune in the sugar trade, smuggling molasses from French colonies in the Caribbean. Defending Hancock was a young lawyer named John Adams. Adams argued that the use of vice-admiralty courts denied colonists their rights as British citizens.

The Sugar Act

In addition to stepping up enforcement of customs duties, Grenville also introduced the American Revenue Act of 1764, better known as the Sugar Act. The act raised the tax rates on imports of raw sugar and molasses. It also placed new taxes on silk, wine, coffee, pimento, and indigo.

Merchants throughout the colonies complained to Parliament that the Sugar Act hurt trade. Many were also furious that the act violated several traditional English rights. Under the act, merchants accused of smuggling were presumed guilty unless proven innocent. The act also let officials seize goods without due process—proper court procedures—in some circumstances, and prevented lawsuits by merchants whose goods had been improperly seized.

In many colonial cities, pamphlets circulated condemning the Sugar Act. In one pamphlet James Otis argued that although Parliament could impose taxes to regulate trade, taxing Americans to pay for British programs was different because the colonies had no representatives in Parliament. Otis's arguments gave rise

to the popular expression, "No taxation without representation."

Despite the protests, the Sugar Act remained in force, and Grenville pressed ahead with other new policies. To slow **inflation**, Parliament passed the Currency Act of 1764. This act banned the use of paper money in the colonies, because it tended to lose its value quickly. The act angered colonial farmers and artisans who liked paper money precisely because it lost value quickly. They could use paper money to pay back loans, and since the money was not worth as much as when they borrowed it, the loans were easier to pay back.

The Stamp Act Crisis

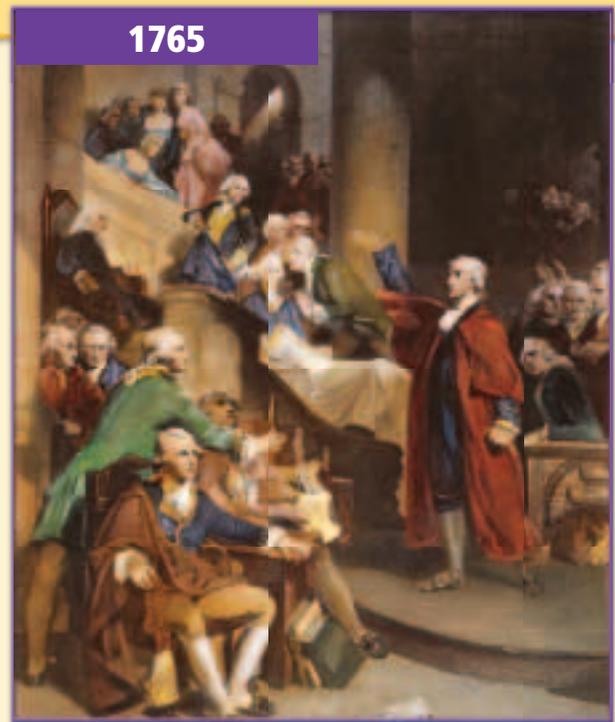
Although the Sugar Act began to bring in revenue for Britain, Grenville did not believe it would cover all of the government's expenses in America. To raise more money, he asked Parliament to pass the **Stamp Act**.

Enacted in March 1765, the Stamp Act required stamps to be placed on most printed materials, including newspapers, pamphlets, posters, wills, mortgages, deeds, licenses,

PAST & PRESENT

Protesting Government Actions

Americans have a long tradition of exercising freedom of speech and assembly to protest unpopular government actions. In 1765, for example, the British Stamp Act enraged the colonists. Many, like Patrick Henry of Virginia, spoke publicly against the act. At the same time, groups such as the Sons of Liberty organized demonstrations and other forms of protest. The tradition continues today. In Seattle, Washington, in 2002, thousands of angry protesters demonstrated for days against United States involvement in the World Trade Organization (WTO). These demonstrators believed the WTO's support for globalization damages local economies at home and abroad.



▲ Patrick Henry speaks out in protest against the Stamp Act in the Virginia House of Burgesses.

diplomas, even playing cards. Unlike previous taxes, which had always been imposed on trade, the stamp tax was a direct tax—the first Britain had ever levied on the colonists.

As word of the Stamp Act spread through the colonies in the spring of 1765, a huge debate began. Roused by Patrick Henry's speeches, the Virginia House of Burgesses passed resolutions declaring that Virginians were entitled to the rights of British people and could be taxed only by their own representatives. Other colonial assemblies passed similar resolutions.

By the summer of 1765, a group called the **Sons of Liberty** was organizing huge demonstrations and intimidating stamp distributors. In August, a crowd in Boston hung effigies—crude stuffed figures meant to represent persons—of several British officials, including Boston's stamp agent.

In October, representatives from nine colonies met for what became known as the Stamp Act Congress. Together, they issued the Declaration of Rights and Grievances, drafted by a wealthy lawyer from Pennsylvania named John Dickinson. The resolutions declared that because taxation depended upon representation, only the colonists' political representa-

tives, and not Parliament, had the right to tax them. The congress further petitioned King George III for relief and asked Parliament to repeal the Stamp Act.

When the Stamp Act went into effect on November 1, 1765, the colonists ignored it. Instead, they began to boycott all British goods. People **substituted** sage and sassafras for imported tea. They stopped buying British cloth. In New York, 200 merchants signed a **nonimportation agreement**, pledging not to buy any British goods until Parliament repealed the Stamp Act.

The boycott had a powerful effect in Britain. Thousands of workers lost their jobs as orders from the colonies were cancelled and British merchants could not collect money the colonies owed them. With protests mounting in both Britain and the American colonies, British lawmakers repealed the act in 1766. To assert its authority, however, Parliament also passed the Declaratory Act. This act affirmed that Parliament had the power to make laws for the colonies.

Reading Check Evaluating How was the Stamp Act different from other taxes Britain had imposed on the colonies?



2002

▼ Thousands gathered in Seattle, Washington, to protest policies of the World Trade Organization.

MAKING CONNECTIONS

- 1. Identifying Central Issues** What were the reasons for the protests in 1765 and 2002?
- 2. Comparing** How were the protests in 1765 against the Stamp Act similar to the protests in 2002 against the WTO policies?

The Townshend Acts

MAIN Idea Colonists continued to deny Parliament had the right to tax them and began organizing resistance to new taxes.

HISTORY AND YOU Have you ever disagreed with a policy at your school? Did you speak up about it? Read on to learn how the colonists reacted to the Townshend Acts.

During the Stamp Act crisis, Britain's financial problems had worsened. Protests in Britain had forced Parliament to lower property taxes there, yet somehow the government had to pay for its troops in America. In 1767 Charles Townshend, the new chancellor of the Exchequer, introduced new regulations and taxes. These came to be called the **Townshend Acts**.

One of the Townshend Acts was the Revenue Act of 1767. This act put new customs duties on glass, lead, paper, paint, and tea imported by the colonies. Violators of the Revenue Act had to face trial in vice-admiralty courts, where they were presumed guilty and had to prove

their innocence. The Townshend Acts, like the Sugar Act, also allowed officials to seize private property under certain circumstances without following due process.

To help customs officers arrest smugglers, the Revenue Act legalized the use of **writs of assistance**. The writs were general search warrants that enabled customs officers to enter any location during the day to look for evidence of smuggling.

Action and Reaction

The Townshend Acts infuriated many colonists. During the winter of 1767–1768, John Dickinson published a series of essays entitled *Letters From a Farmer in Pennsylvania*. Dickinson reasserted that only assemblies elected by the colonists had the right to tax them. In addition, he called on the colonies to become “firmly bound together” to “form one body politic” to resist the Townshend Acts.

Less than a month after Dickinson's first essay appeared, the Massachusetts assembly

People IN HISTORY

Samuel Adams 1722–1803

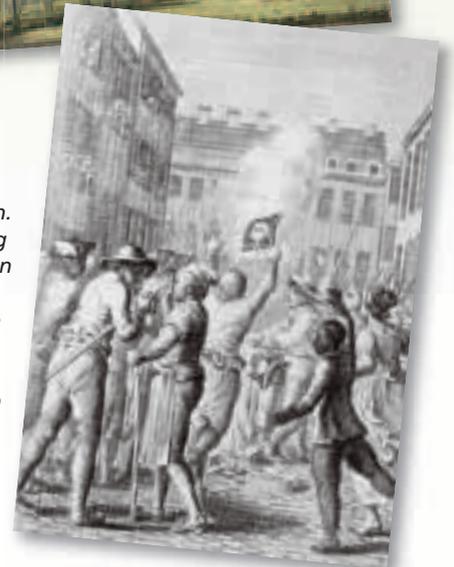
A passionate defender of colonial rights, Boston's Sam Adams was either a saint or a scoundrel—depending on who was describing him. Adams enjoyed his reputation as a fiery agitator. “Where there is a spark of patriotic fire,” he once declared, “we will enkindle it.”

Born in Boston, Adams graduated from Harvard College in 1740. He briefly studied law, worked as a clerk and merchant, and managed a brewery before being elected tax collector for Boston. As tensions with Britain increased, Adams discovered his true talents: speaking out against British tax laws and organizing resistance against them. He helped organize the Boston chapter of the Sons of Liberty. Adams forged an anti-British alliance of merchants, lawyers, and other members of the social elite with artisans, shopkeepers, and common laborers, all of whom worked together to protest British tax policies.

How did Sam Adams become a leader in the protests against British tax laws?



Sam Adams played an important role in organizing resistance to the Stamp Act and the Townshend Acts in Boston. To the right, an engraving shows protestors in Boston burning British stamps. The British cartoon above shows George Grenville carrying a tiny coffin labeled “Miss Ame-Stamp” born 1765 died 1766.”



Section 1 REVIEW

began organizing resistance against Britain. Among the leaders of this resistance was Sam Adams, cousin of John Adams. In February 1768, Sam Adams, with the help of James Otis, drafted a “circular letter” for the Massachusetts assembly to pass and circulate to other colonies criticizing the Townshend Acts. British officials ordered the Massachusetts assembly to withdraw the letter. The assembly refused. Furious, the British government ordered the Massachusetts assembly dissolved. In August 1768, the merchants of Boston and New York responded by signing nonimportation agreements, promising not to import any goods from Britain. Philadelphia’s merchants joined the boycott in March 1769.

In May 1769 Virginia’s House of Burgesses passed the Virginia Resolves, stating that only the House could tax Virginians. When Britain dissolved the House of Burgesses, its leaders—including George Washington, Patrick Henry, and Thomas Jefferson—immediately called the members to a convention. This convention then passed a nonimportation law, blocking the sale of British goods in Virginia.

As the boycott spread, Americans again stopped drinking British tea or buying British cloth. Women’s groups, known as the Daughters of Liberty, began spinning their own rough cloth, called “homespun.” Wearing homespun became a sign of patriotism. Throughout the colonies, the Sons of Liberty encouraged people to support the boycotts. In 1769 colonial imports from Britain declined sharply from what they had been in 1768.

The Boston Massacre

In the fall of 1768, as violence against customs officers in Boston increased, Britain dispatched roughly 1,000 troops to the city to maintain order. Bostonians referred to the British troops stationed there as “lobster backs” because of the red coats they wore. Crowds constantly heckled and harassed the troops. On March 5, 1770, a crowd of colonists began taunting and throwing snowballs at a British soldier guarding a customs house. His call for help brought Captain Thomas Preston and a squad of soldiers.

In the midst of the tumult, the troops began firing into the crowd. According to accounts, the first colonist to die was a man of African and Native American descent known as both Michael Johnson and Crispus Attucks. When the smoke cleared, three people lay dead, two more would die later, and six others were wounded. The shootings became known as the **Boston Massacre**. Colonial newspapers portrayed the British as tyrants who were willing to kill people who stood up for their rights.

News of the Boston Massacre raced like lightning across the colonies. It might have set off a revolution, but only a few weeks later, news arrived that the British had repealed almost all of the Townshend Acts. Parliament kept one tax—a tax on tea—to uphold its right to tax the colonies. At the same time, it allowed the colonial assemblies to resume meeting. Peace and stability returned to the colonies, but only temporarily.

 **Examining** What was stated in the Virginia Resolves passed by Virginia’s House of Burgesses?

Vocabulary

1. **Explain** the significance of: Albany Plan of Union, French and Indian War, customs duty, inflation, Stamp Act, Sons of Liberty, nonimportation agreement, Townshend Acts, writ of assistance, Boston Massacre.

Main Ideas

2. **Explaining** What did the Albany Plan of Union demonstrate?
3. **Describing** How did the colonists fight the Stamp Act, and what was the result?
4. **Stating** What did John Dickinson suggest that the colonies should do in his *Letters From a Farmer in Pennsylvania*?

Critical Thinking

5. **Big Ideas** What argument did the Stamp Act Congress make in protest against the British taxes?
6. **Categorizing** Use a graphic organizer similar to the one below to list the acts passed by the British Parliament and the colonists’ reactions to each.

Act	Colonists’ Reactions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
7. **Analyzing Visuals** Study the political cartoon on page 55, and then summarize its main idea.

Writing About History

8. **Persuasive Writing** Suppose that you are a member of the Sons of Liberty. Write a pamphlet explaining what your group does and urging other colonists to join.



Study Central To review this section, go to glencoe.com and click on Study Central.

ANALYZING PRIMARY SOURCES

Boston: Hotbed of Revolution

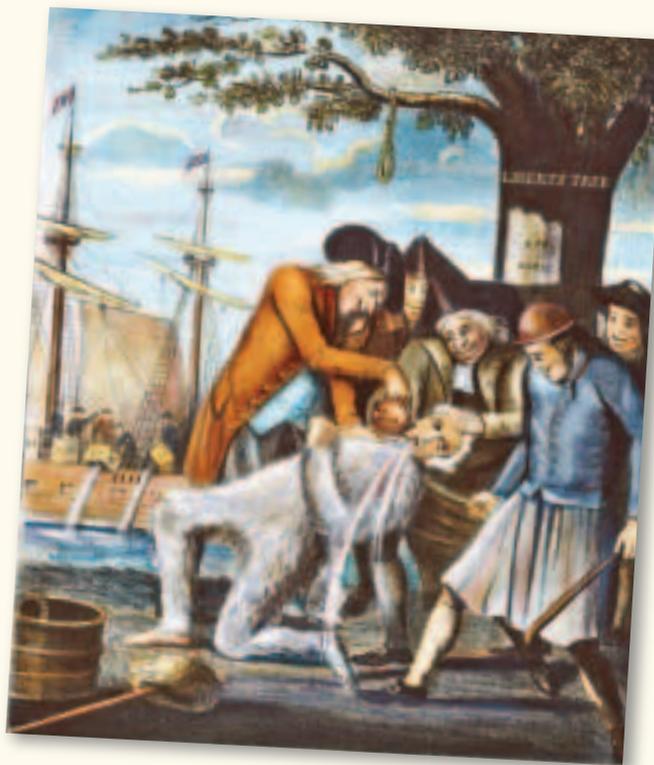
The growing dispute between colonists and British authorities centered on the extent of Parliament's power over the colonies, particularly the power to levy taxes. Boston was a center of protest against British policies. When, on the night of March 5, 1770, British soldiers fired into a crowd, killing or injuring 11 people, colonists were quick to declare the event a "massacre," even though exactly what occurred is debatable.

Study these primary sources and answer the questions that follow.

PRIMARY SOURCE 1

Engraving, 1774

▼ "The Bostonians Paying the Excise-man, or Tarring and Feathering" depicts the Sons of Liberty tarring and feathering a British customs officer.



PRIMARY SOURCE 2

Political Essay, 1767

"From what has been said, I think this uncontrovertible conclusion may be deduced, that when a ruling state obliges a dependent state to take certain commodities from her alone, it is implied in the nature of that obligation; is essentially requisite to give it the least degree of justice; and is inseparably united with it, in order to preserve any share of freedom to the dependent state; that those commodities should never be loaded with duties, FOR THE SOLE PURPOSE OF LEVYING MONEY ON THE DEPENDENT STATE.

Upon the whole, the single question is, whether the parliament can legally impose duties to be paid by the people of these colonies only, FOR THE SOLE PURPOSE OF RAISING A REVENUE, on commodities which she obliges us to take from her alone, or, in other words, whether the parliament can legally take money out of our pockets, without our consent."

—John Dickinson, "Letter From a Farmer in Pennsylvania, to the Inhabitants of the British Colonies,"
Pennsylvania Gazette, December 10, 1767

PRIMARY SOURCE 3

Political Essay, 1774

"To suppose, that by sending out a colony, the nation established an independent power; that when, by indulgence and favour, emigrants are become rich, they shall not contribute to their own defence, but at their own pleasure; and that they shall not be included, like millions of their fellow subjects, in the general system of representation; involves such an accumulation of absurdity, as nothing but the show of patriotism could palliate.

He that accepts protection, stipulates obedience. We have always protected the Americans; we may therefore subject them to government.

The less is included in the greater. That power which can take away life, may seize upon property. The parliament may enact, for America, a law of capital punishment; it may therefore establish a mode and proportion of taxation."

—Samuel Johnson, *The Patriot*

PRIMARY SOURCE 4**Letter, 1770**

"[T]he Mob proceeded to a [S]entinel posted upon the Custom House, at a small Distance from the Guard, and Attacked him. . . . Captain Preston . . . hearing the [S]entinel was in Danger of being Murdered, he detached a sergeant and twelve Men to relieve him. . . . This Party as well as the [S]entinel was immediately attacked, Some [colonists] throwing Bricks, Stones, Pieces of Ice and Snow-Balls at them, whilst others advanced up to their Bayonets, and endeavored to close with them, to use their Bludgeons and Clubs; calling out to [the soldiers] to fire if they dared, and provoking them to it by the most Opprobrious Language.

Captain Preston stood between the Soldiers and the Mob . . . using every conciliating Method to perswade [sic] them to retire peaceably. . . . All he could say had no Effect, and one of the Soldiers, receiving a violent Blow, instantly fired . . . and the Mob . . . attacked with greater Violence, continually Striking at the Soldiers and pelting them, and calling out to them to fire. The Soldiers at length perceiving their Lives in Danger, and hearing the Word Fire all round them, three or four of them fired one after another, and again three more in the same hurry and Confusion. . . .

Some have sworn Captain Preston gave Orders to fire; others who were near, that the Soldiers fired without Orders from the Provocation they received. None can deny the Attack made upon the Troops, but differ in the Degree of violence in the Attack."

—Thomas Gage, commander in chief of all British North American soldiers, explaining the events of March 5, 1770

PRIMARY SOURCE 5**Engraving, 1770**

▼ *The Bloody Massacre*, by Paul Revere

**PRIMARY SOURCE 6****Newspaper Account, 1770**

"Thirty or forty persons, mostly lads, being . . . gathered in King-street, Capt. Preston, with a party of men with charged bayonets, came from the main guard to the Commissioners house, the soldiers pushing their bayonets, crying, Make way! They took place by the custom-house, and continuing to push to drive the people off, pricked some in several places; on which [the colonists] were clamorous, and, it is said, threw snow-balls. On this, the Captain commanded them to fire, and more snow-balls coming, he again said, Damn you, Fire, be the consequence what it will! One soldier then fired . . . [and] the soldiers continued the fire, successively, till 7 or 8, or as some say 11 guns were discharged."

—"A Particular Account of the Most Barbarous and Horrid Massacre," *Essex [Mass.] Gazette*, March 6, 1770

DBQ Document-Based Questions

- 1. Identifying** Consider the image presented in Source 1 from a British point of view. What is going on in the picture? What image of American colonists is presented?
- 2. Contrasting** Compare the arguments made in Source 2 and Source 3. How do they differ on the right of Parliament to tax the colonists?
- 3. Contrasting** How do the accounts of the events of March 5, 1770, differ in Source 4 and Source 6? Which do you find more convincing?
- 4. Analyzing** How does the engraving in Source 5 portray the Boston Massacre? Does this depiction more accurately reflect the account given in Source 4 or Source 6? Why?

Section 2

The Revolution Begins

Guide to Reading

Big Ideas

Government and Society The colonists formed the Continental Congress to act as a government during the American Revolution.

Content Vocabulary

- committee of correspondence (p. 64)
- minuteman (p. 68)

Academic Vocabulary

- enforce (p. 67)
- submit (p. 73)

People and Events to Identify

- Boston Tea Party (p. 66)
- Intolerable Acts (p. 67)
- Loyalist (p. 68)
- Patriot (p. 68)
- Battle of Bunker Hill (p. 70)
- Thomas Paine (p. 73)
- Declaration of Independence (p. 73)

Reading Strategy

Organizing Use the major headings of the section to create an outline similar to the one below, with information about the rising tensions between the colonies and Britain.

The Revolution Begins
I. Massachusetts Defies Britain
A.
B.
C.
D.
II.

After years of escalating tensions, a true revolt against British rule began in the colonies in the 1770s. The colonists established a new government for themselves and organized militias to combat what they saw as British tyranny.

Massachusetts Defies Britain

MAIN Idea When Parliament punished Massachusetts for the Boston Tea Party, the colonists organized the First Continental Congress.

HISTORY AND YOU Is it ever acceptable to break the law to make a political point? Read how some colonists responded to unpopular laws.

Despite the tragedy of the Boston Massacre, the British decision to repeal the Townshend Acts had ended another crisis in colonial relations. For more than two years, the situation remained calm. Then, in the spring of 1772, a new crisis began. Britain introduced several new policies that again ignited the flames of rebellion in the American colonies. This time the fire could not be put out.

The Gaspee Affair

After Britain repealed the Townshend Acts, trade with the American colonies resumed, and so did smuggling. To intercept smugglers, the British sent customs ships to patrol North American waters. One such ship was the *Gaspee*, stationed off the coast of Rhode Island. Many Rhode Islanders hated the commander of the *Gaspee* because he often searched ships without a warrant and sent his crew ashore to seize food without paying for it. In June 1772, when the *Gaspee* ran aground, some 150 colonists seized and burned the ship.

The attack outraged the British. They sent a commission to investigate and gave it authority to take suspects to Britain for trial. This angered the colonists, who believed it violated their right to a trial by a jury of their peers. Rhode Island's assembly then sent a letter to the other colonies asking for help.

After the Virginia House of Burgesses received the letter in March 1773, one of its members, Thomas Jefferson, suggested that each colony create a **committee of correspondence** to communicate with the other colonies about British activities. These committees of correspondence helped unify the colonies and shape public opinion. They also helped colonial leaders coordinate their plans for resisting the British.

The Boston Tea Party, December 1773



Some 150 raiders disguised themselves as Native Americans, boarded the British ships, and threw the tea overboard.

A large crowd gathered on the pier to cheer the raiders and to make it difficult for any British troops that might arrive to get to the ships.

What Were the Coercive Acts?

Britain responded to the Boston Tea Party with four acts intended to punish Massachusetts and reassert British authority:

1. Boston Port Act
 - Closed the port of Boston until Massachusetts paid for the tea
2. Massachusetts Government Act
 - Banned town meetings
 - Required all sheriffs, council members, and judges to be appointed by the British governor
3. Administration of Justice Act
 - Allowed trials of British soldiers and officials to be transferred to Britain to protect them from American juries
4. Quartering Act
 - Required local officials to lodge British troops at the scene of a disturbance; in private homes, if necessary

▲ This lithograph, titled *The Destruction of Tea at Boston Harbor*, was created by engravers Currier & Ives in 1846. The engravers depict the scene in daylight—most likely to make the image clearer—although it happened at night.

Analyzing VISUALS

1. **Explaining** What was the purpose of the Boston Port Act?
2. **Drawing Conclusions** Why would the British want to ban town meetings?

The Boston Tea Party

In May 1773, Britain's new prime minister, Lord North, made a serious mistake. He decided to help the struggling British East India Company. Corrupt management and costly wars in India had put the company deeply in debt. At the same time, British taxes on tea had encouraged colonial merchants to smuggle in cheaper Dutch tea. As a result, the company had in its warehouses over 17 million pounds of tea that it needed to sell quickly.

To help the company, Parliament passed the Tea Act of 1773. The Tea Act refunded four-fifths of the taxes the company had to pay to ship tea to the colonies, leaving only the Townshend Tax. East India Company tea could now be sold at lower prices than smuggled

Dutch tea. The act also allowed the East India Company to sell directly to shopkeepers, bypassing American merchants who usually distributed the tea. The Tea Act enraged the colonial merchants, who feared it was the first step by the British to squeeze them out of business.

In October 1773, the East India Company shipped 1,253 chests of tea to Boston, New York, Philadelphia, and Charles Town. The committees of correspondence decided that they must not allow the tea to be unloaded. When the first shipments arrived in New York and Philadelphia, the colonists forced the agents for the East India Company to return home with the tea. In Charles Town, customs officers seized the tea and stored it in a local warehouse where it remained unsold.

The most dramatic event occurred in Boston Harbor, shortly after the tea ships arrived. On December 17, 1773, the night before customs officials planned to bring the tea ashore, a group of approximately 150 men secretly gathered at the Boston dock. One of the men was George Hewes, a struggling Boston shoemaker who had grown to despise the British. Hewes had taken offense when British soldiers stopped and questioned him on the street and when they refused to pay him for shoes. After witnessing the Boston Massacre, his hatred grew deeper and more political.

So, after he “daubed his face and hands with coal dust, in the shop of a blacksmith,” Hewes gladly joined the other volunteers as they prepared to sneak aboard several British ships anchored in Boston Harbor and destroy the tea stored on board:

PRIMARY SOURCE

“When we arrived at the wharf . . . they divided us into three parties for the purpose of boarding the three ships which contained the tea. . . . We then were ordered by our commander to open the hatches and take out all the chests of tea and

throw them overboard, and we immediately proceeded to execute his orders, first cutting and splitting the chests with our tomahawks, so as thoroughly to expose them to the effects of the water. . . . In about three hours . . . we had thus broken and thrown over board every tea chest . . . in the ship.”

—quoted in *The Spirit of 'Seventy-Six*

Several thousand people on the shore cheered as Hewes and the other men dumped 342 chests of tea into Boston Harbor. Although the men were disguised as Native Americans, many knew who they were. A witness later testified that Sam Adams and John Hancock were among those who boarded the ships. The raid came to be called the **Boston Tea Party**.

The Coercive Acts

The Boston Tea Party was the last straw for the British. King George III informed Lord North that “concessions have made matters worse. The time has come for compulsion.” In the spring of 1774, Parliament passed four new

Countdown to Revolution, 1763–1776

1763

Proclamation of 1763 bans colonists from settling west of the Proclamation Line

1764

1764

Sugar Act imposes new taxes on trade; James Otis argues that taxation without representation violates colonists' liberties

1765

Stamp Act Congress issues Declaration of Rights and Grievances

1766

1765

The Stamp Act imposes taxes on printed materials; Sons of Liberty organize protests and boycotts

1767

Townshend Acts impose new taxes on trade goods; violators to be tried in vice admiralty courts

1768

1768

Colonial merchants begin nonimportation campaign, refuse to import British goods; Daughters of Liberty help by spinning cloth

1770

1770

British troops shoot colonists at Boston Massacre; most Townshend Acts are repealed



laws that came to be known as the Coercive Acts. These laws were intended to punish Massachusetts and end colonial challenges to British authority.

The first act was the Boston Port Act. It shut down Boston's port until the city paid for the tea that had been destroyed. The second act was the Massachusetts Government Act. It required all council members, judges, and sheriffs in Massachusetts to be appointed by the governor instead of being elected. This act also banned most town meetings.

The third act, the Administration of Justice Act, allowed the governor to transfer trials of British soldiers and officials to Britain to protect them from American juries. The final act was a new Quartering Act. It required local officials to provide lodging for British soldiers, in private homes if necessary. To **enforce** the acts, the British moved 2,000 troops to New England and appointed General Thomas Gage as the new governor of Massachusetts.

The Coercive Acts violated several traditional English rights, including the right to trial by a jury of one's peers and the right not to have troops quartered in one's home. The king

was also not supposed to maintain a standing army in peacetime without Parliament's consent. Although the British Parliament had authorized the troops, colonists believed that their own local assemblies had to give their consent as well.

In July 1774, a month after the last Coercive Act had become law, the British introduced the Quebec Act. This law had nothing to do with events in the American colonies, but it, too, angered colonists. The Quebec Act stated that a governor and council appointed by the king would run Quebec. It also extended Quebec's boundaries to include much of what is today Ohio, Illinois, Michigan, Indiana, and Wisconsin. If colonists moved west, they would have to live in territory where they had no elected assembly. The Quebec Act, coming so soon after the Coercive Acts, seemed to imply that the British were trying to seize control of the colonial governments.

As other colonies learned of the harsh measures imposed on Massachusetts, they reacted with sympathy and outrage. The Coercive Acts and the Quebec Act together became known as the **Intolerable Acts**.



1773
At Boston Tea Party, colonists toss British tea into Boston Harbor

1774
Britain imposes Coercive Acts; First Continental Congress meets, passes the Suffolk Resolves, and issues Declaration of Rights and Grievances

January 1776
Tom Paine publishes *Common Sense*, arguing for independence



July 4, 1776
Congress issues Declaration of Independence

1772

1774

1776



1775
British battle colonial militia at Lexington and Concord; Second Continental Congress meets, selects George Washington to head Continental Army

Analyzing TIME LINES

- 1. Stating** When and under what circumstances did the concept of "taxation without representation" first appear?
- 2. Specifying** Which occurred first—the Boston Tea Party or the battles at Lexington and Concord?

The First Continental Congress

In May 1774, the Virginia House of Burgesses declared the arrival of British troops in Boston a “military invasion” and called for a day of fasting and prayer. When Virginia’s governor dissolved the House of Burgesses, its members went to a nearby tavern and issued a resolution urging the colonies to suspend trade with Britain and to send delegates to a colonial congress to discuss what to do next. At least one burgess, Patrick Henry, was ready for war: “I know not what course others may take, but as for me, give me liberty or give me death!”

In New York and Rhode Island, similar calls for a congress had already been made. The committees of correspondence coordinated the different proposals, and on September 5, 1774, the First Continental Congress met in Philadelphia. The 55 delegates to the Congress represented 12 of Britain’s North American colonies. Florida, Georgia, Nova Scotia, and Quebec did not attend. They also represented a wide range of opinion. Moderate delegates opposed the Intolerable Acts but believed a compromise was possible. Other, more radical, delegates believed the time had come to fight.

The Congress’s first order of business was to endorse the Suffolk Resolves. These resolutions, prepared by Bostonians and other residents of Suffolk County, Massachusetts, urged colonists not to obey the Coercive Acts. They also called on the people of Suffolk County to arm themselves against the British and to stop buying British goods.

While discussing what other steps to take, the Congress learned that the British had suspended the Massachusetts assembly. In response, the Congress voted to issue the Declaration of Rights and Grievances. The declaration expressed loyalty to the king, but it also condemned the Coercive Acts and stated that the colonies would form a nonimportation association. Several days later, the delegates approved the Continental Association, a plan for every county and town to form committees to enforce a boycott of British goods. The delegates then agreed to hold a second Continental Congress in May 1775 if the crisis had not been resolved.

 **Examining** How did the British react to the Boston Tea Party?

The Revolution Begins

MAIN Idea Colonists organized alternative governments and formed militias to oppose British “tyranny.”

HISTORY AND YOU Your political views are partly shaped by your personal background. Read on to learn why some colonists supported the British while others fought for independence.

In October 1774, members of the suspended Massachusetts assembly defied the British and organized the Massachusetts Provincial Congress. They then formed the Committee of Safety and chose John Hancock to lead it, giving him the power to call up the militia. In effect, the Provincial Congress had made Hancock a rival governor to General Gage.

A full-scale rebellion was now underway. Militias began to drill and practice shooting. The town of Concord created a special unit of men trained and ready to “stand at a minute’s warning in case of alarm.” These were the famous **minutemen**. All through the summer and fall of 1774, British control of the colonies weakened as colonists created provincial congresses and militias raided military depots for ammunition and gunpowder. These rebellious acts infuriated British officials.

Loyalists and Patriots

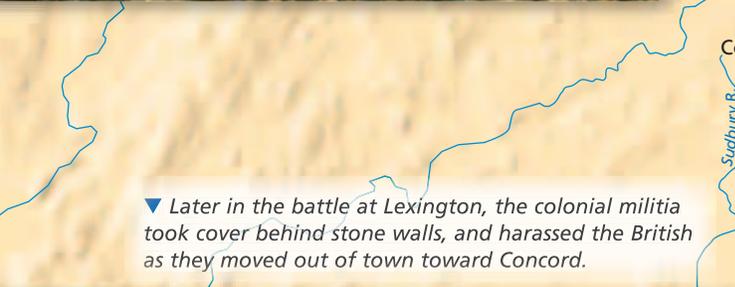
Although many colonists did not agree with Parliament’s policies, they were still loyal to the king and to Britain and believed that British law should be upheld. Americans who supported the British side in the conflict became known as **Loyalists**, or Tories.

Loyalists came from all parts of American society. Many were government officials or Anglican ministers. Others were prominent merchants and landowners. Many backcountry farmers on the frontier remained loyal as well, because they regarded the king as their protector against the planters and merchants who controlled the local governments.

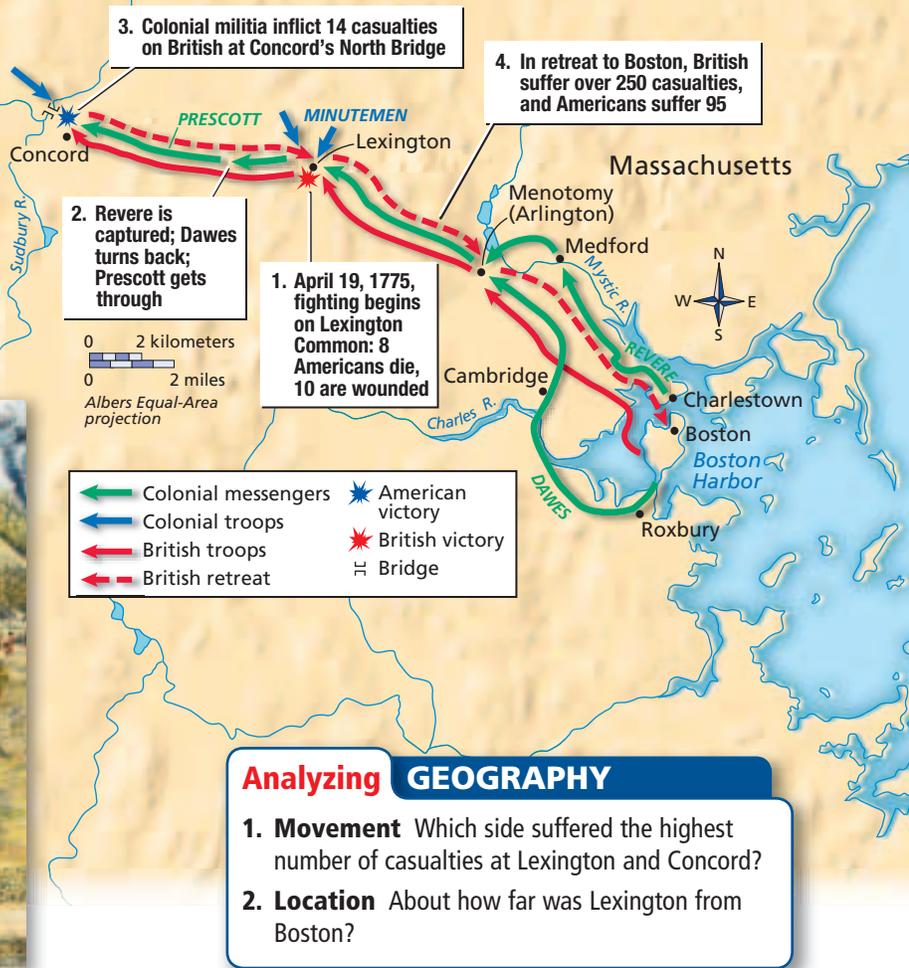
On the other side were those who believed that the British had become tyrants. These people were known as **Patriots**, or Whigs. Patriots also represented a wide cross-section of society. They were artisans, farmers, merchants, planters, lawyers, and urban workers. The Patriots were strong in New England and Virginia, while



◀ This engraving, one of a famous series by Amos Doolittle, shows the initial exchange of fire on Lexington Green between the colonists and the British soldiers.



▼ Later in the battle at Lexington, the colonial militia took cover behind stone walls, and harassed the British as they moved out of town toward Concord.



Analyzing GEOGRAPHY

- 1. Movement** Which side suffered the highest number of casualties at Lexington and Concord?
- 2. Location** About how far was Lexington from Boston?

most of the Loyalists lived in Georgia, the Carolinas, and New York. Political differences divided communities and even split families. The American Revolution was not simply a war between the Americans and the British. It was also a civil war between Patriots and Loyalists.

Even before the Revolution, Patriot groups brutally enforced the boycott of British goods. They tarred and feathered Loyalists, and broke up Loyalist gatherings. Loyalists fought back, but there were not as many of them and they were not as well organized. Caught between the two groups were many people, possibly a

majority, who did not favor either side and would support whichever side won.

Lexington and Concord

In April 1775, the British government ordered General Gage to arrest the Massachusetts Provincial Congress, even if it meant risking armed conflict. Gage did not know where the Congress was sitting, so he decided to seize the militia's supply depot at Concord instead. On April 18, about 700 British troops set out for Concord on a road that took them through the town of Lexington.

Patriot leaders heard about the plan and sent Paul Revere and William Dawes to spread the alarm. The two men made it to Lexington and warned people that the British were coming. Along with a third man, Dr. Samuel Prescott, they then headed for Concord. A British patrol stopped Revere and Dawes, but Prescott got through in time to warn Concord.

On April 19, British troops arrived in Lexington and spotted some 70 minutemen lined up on the village green. The British marched onto the field and ordered them to disperse. The minutemen had begun to back away when a shot was fired; no one is sure by whom. The British soldiers then fired at the minutemen, killing 8 and wounding 10.

The British then headed to Concord, where they found that most of the military supplies had been removed. When they tried to cross the North Bridge on the far side of town, they ran into some 400 colonial militia. A fight broke out, forcing the British to retreat.

As the British headed back to Boston, militia and farmers fired at them from behind trees, stone walls, barns, and houses. By the time the British reached Boston, they had lost 99 men, and another 174 were wounded. The colonial forces had lost 49 militia, and another 46 were wounded. News of the fighting spread across the colonies. Militia from all over New England raced to the area to help fight the British. By May 1775, the militia had surrounded Boston, trapping the British.

The Second Continental Congress

Three weeks after the battles at Lexington and Concord, the Second Continental Congress met in Philadelphia. The first issue was defense. The Congress voted to “adopt” the militia army surrounding Boston, and they named it the Continental Army. On June 15, 1775, the Congress selected George Washington to command the new army.

Before Washington could get to his new command, however, the British landed reinforcements in Boston. Determined to gain control of the area, the British decided to seize the hills north of the city. Warned in advance, the militia acted first. On June 16, 1775, they dug in on Breed’s Hill near Bunker Hill and began building a fort at the top.

The following day, General Gage sent 2,200 troops to take the hill. According to legend, an American commander named William Prescott told his troops, “Don’t fire until you see the whites of their eyes.” When the British closed to within 50 yards, the Americans fired. They stopped two British attacks and were forced to retreat only after running out of ammunition.

The **Battle of Bunker Hill**, as it came to be called, helped to build American confidence. It showed that the colonial militia could stand up to one of the world’s most feared armies. The British suffered more than 1,000 casualties in the fighting. Shortly afterward, General Gage resigned and was replaced by General William Howe. The situation became a stalemate, with the British troops encircled by colonial militia.

 **Reading Check** **Interpreting** Why was the Battle of Bunker Hill important to the Americans?

Debates IN HISTORY

Should the American Colonies Declare Independence?

Although it may seem like the only natural course today, in 1776 independence was not the obvious choice for the 13 British colonies. While many were fed up with British actions and thought that it was time to institute true self-rule, others felt loyalty to what they considered their mother country and wanted to pursue a resolution of their grievances through political and diplomatic, not military, means. British-born Thomas Paine was one who strongly supported independence, as he discussed in his famous pamphlet, *Common Sense*. American-born John Dickinson, while angered at the behavior of the British, expressed in a speech to the Congress his arguments against splitting from Great Britain.

The Decision to Declare Independence

MAIN Idea After more than a year of war, the Continental Congress issued the Declaration of Independence.

HISTORY AND YOU Have you ever tried to mediate a disagreement between siblings or friends? Read on to learn about the Olive Branch Petition, and how it failed to achieve peace.

Despite the onset of fighting, many colonists in the summer of 1775 were not prepared to break away from Great Britain. Most members of the Second Continental Congress wanted the right to govern themselves, but they did not want to break with the British Empire. By 1776, however, opinions had changed. Frustrated by

Britain's refusal to compromise, many Patriot leaders began to call for independence.

Efforts at Peace

In July 1775, as the siege of Boston continued, the Continental Congress sent a document known as the Olive Branch Petition to King George III. Written by John Dickinson, the petition stated that the colonies were still loyal to the king and asked him to call off hostilities and resolve the situation peacefully.

In the meantime, the radical delegates of the Congress convinced the body to order an attack on the British troops based in Quebec. They hoped the attack would convince the French in Quebec to rebel and join in fighting the British. The American forces captured the city of Montreal, but the French did not rebel.

History ONLINE
Student Web Activity Visit glencoe.com and complete the activity on the American Revolution.

YES

Thomas Paine

Writer

PRIMARY SOURCE

"It is the good fortune of many to live distant from the scene of present sorrow; . . . But let our imaginations transport us for a few moments to Boston. . . . The inhabitants of that unfortunate city who but a few months ago were in ease and affluence, have now no other alternative than to stay and starve, or turn out to beg. . . .

Men of passive tempers look somewhat lightly over the offenses of Britain and, still hoping for the best, are apt to call out, *Come, come we shall be friends again for all this*. But examine the passions and feelings of mankind; Bring the doctrine of reconciliation to the touchstone of nature, and then tell me whether you can hereafter love, honour, and faithfully serve the power that hath carried fire and sword into your land?"

—from *Common Sense*



NO

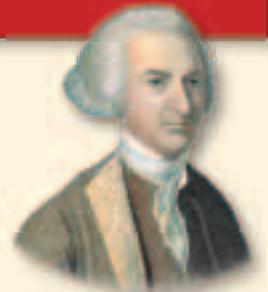
John Dickinson

Delegate, Continental Congress

PRIMARY SOURCE

"Even those Delegates who are not restrained by Instructions [from their legislatures] have no Right to establish an independent separate Government for a Time of Peace. . . . without a full & free Consent of the People plainly express [sic]. . . . We are now acting on a principle of the English Constitution in resisting the assumption or Usurpation of an unjust power. We are now acting under that Constitution. Does that Circumstance [support] its Dissolution? But granting the present oppression to be a Dissolution, the Choice of . . . Restoring it, or forming a new one is vested in our Constituents, not in Us. They have not given it to Us. We may pursue measures that will force them into it. But that implies not a Right so to force them."

—from *Letters of Delegates to Congress, 1774–1789*

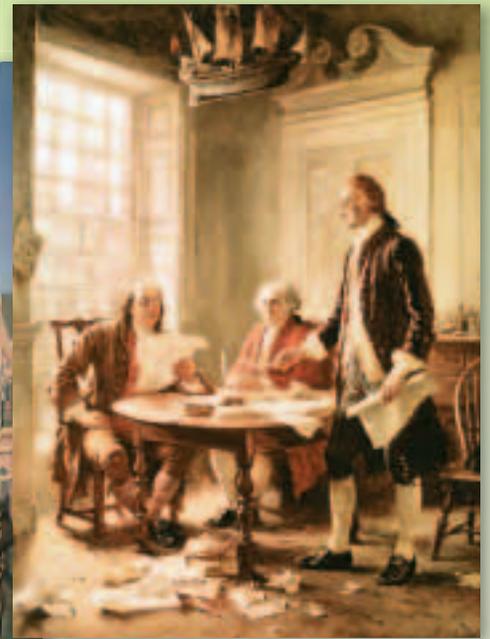


DBQ Document-Based Questions

- 1. Finding the Main Idea** What are the main ideas in Paine's argument?
- 2. Paraphrasing** Why does Dickinson believe that the Congress has no right to form a new government?
- 3. Assessing** Which argument do you think is the most logical? Explain.

Turning Point

▼ *Colonists in Manhattan pull down a statue of King George III upon hearing the news of the Declaration.*



▲ *Benjamin Franklin, John Adams, and Thomas Jefferson are shown here working to draft the Declaration of Independence.*



The Colonies Declare Independence

The Declaration of Independence was an important turning point in the political history of the world. Not until this event had a colony declared itself truly independent of its ruling nation in a written document that specified the legal and moral reasons for that separation. The precedent set by the Declaration and the American Revolution was repeatedly followed over the next two hundred years by other colonies and nations. Additionally, in the United States, minority groups and women would use the language of the Declaration in their arguments for increased equality and civil rights.

ANALYZING HISTORY Why was the Declaration of Independence a turning point in political history?



▲ *In this 1779 English cartoon, a horse named "America" throws its rider, King George.*

The attack on Quebec convinced British officials that there was no hope of reconciliation. When the Olive Branch Petition arrived in Britain, King George III refused to look at it. Instead he proclaimed that the colonies were now "open and avowed enemies" and ordered the military to suppress the rebellion in America.

With no compromise likely, the Continental Congress increasingly began to act like an independent government. It sent people to negotiate with the Native Americans and established a postal system, a Continental Navy, and a Marine Corps. By March 1776, the Continental Navy had raided the Bahamas and had begun seizing British merchant ships.

The Fighting Spreads

As the Revolution began, Governor Dunmore of Virginia organized two Loyalist armies to assist the British troops in Virginia, one composed of white Loyalists, the other of enslaved Africans. Dunmore proclaimed that Africans enslaved by rebels would be freed if they fought for the Loyalists. The announcement convinced many Southern planters that the colonies had to declare independence. Otherwise, they might lose their lands and labor force. They also increased their efforts to raise a large Patriot army.

In December 1775, the Patriot troops attacked and defeated Dunmore's forces near Norfolk,

History ONLINE
Student Web Activity Visit glencoe.com and complete the activity on the Declaration of Independence.

Section 2 REVIEW

Virginia. The British then pulled their soldiers out of Virginia, leaving the Patriots in control. In North Carolina, Patriot troops dispersed Loyalists at the Battle of Moore's Creek in February 1776. The British then decided to seize Charles Town, South Carolina, but the city militia thwarted their attack.

While fighting raged in the South, Washington ordered his troops to capture the hills south of Boston. After the Americans seized the hills by surprise and surrounded Boston, the British navy evacuated the British troops, leaving the Patriots in control.

Despite their defeats, it was clear that the British were not backing down. In December 1775 the king issued the Prohibitory Act, shutting down trade with the colonies and ordering a naval blockade. The British also began expanding their army by recruiting mercenaries, or soldiers for hire, from Germany.

Common Sense and Independence

As the war dragged on, more and more Patriots began to think that the time had come to declare independence, although they feared that most colonists were still loyal to the king. In January 1776, however, public opinion began to change when **Thomas Paine** published a lively and persuasive pamphlet called *Common Sense*. Until *Common Sense* appeared, nearly everyone viewed Parliament, not the king, as the enemy. In *Common Sense*, Paine attacked King George III. Parliament, he wrote, did nothing without the king's support. Paine argued that monarchies had been set up by seizing power from the people. King George III was a tyrant, and it was time to declare independence:

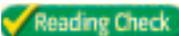
PRIMARY SOURCE

"Everything that is right or reasonable pleads for separation. The blood of the slain, the weeping voice of nature cries, 'TIS TIME TO PART. . . . Every spot of the old world is over-run with oppression. Freedom hath been hunted round the globe . . . and England hath given her warning to depart. Oh receive the fugitive, and prepare in time an asylum for mankind."

—from *Common Sense*

Within three months, *Common Sense* had sold 100,000 copies. George Washington noted that "*Common Sense* is working a powerful change in the minds of men." One by one the provincial congresses and legislatures told their representatives at the Continental Congress to vote for independence.

In early July a committee composed of John Adams, Benjamin Franklin, Roger Sherman, Robert Livingston, and Thomas Jefferson **submitted** a document Jefferson had drafted, explaining why it was time for independence. On July 4, 1776, the Continental Congress issued this **Declaration of Independence**. The colonies had now become the United States of America. The American Revolution had begun.

 **Reading Check Analyzing** How did Thomas Paine help persuade colonists to declare independence?

Vocabulary

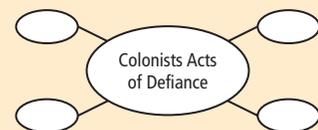
1. **Explain** the significance of: committee of correspondence, Boston Tea Party, Intolerable Acts, minuteman, Loyalist, Patriot, Battle of Bunker Hill, Thomas Paine, Declaration of Independence.

Main Ideas

2. **Summarizing** What were the first two actions of the First Continental Congress?
3. **Explaining** What was significant about the battles at Lexington and Concord?
4. **Making Connections** What motivated the Southern colonists to join the Revolution?

Critical Thinking

5. **Big Ideas** After King George III rejected the Olive Branch Petition, in what ways did the Continental Congress begin to act like an independent government?
6. **Organizing** Use a graphic organizer similar to the one below to indicate ways in which colonists defied Britain after the repeal of the Townshend Acts.



7. **Analyzing Visuals** Study the painting of the colonists toppling King George's statue on page 72. What did the colonists hope to accomplish by this act?

Writing About History

8. **Descriptive Writing** Suppose that you were a participant in the Boston Tea Party. Write a diary entry describing the event.

History  **ONLINE**

Study Central To review this section, go to glencoe.com and click on Study Central.

THE DECLARATION OF INDEPENDENCE

What It Means

The Preamble The Declaration of Independence has four parts. The Preamble explains why the Continental Congress drew up the Declaration.

impel force

What It Means

Natural Rights The second part, the Declaration of Natural Rights, states that people have certain basic rights and that government should protect those rights. John Locke's ideas strongly influenced this part. In 1690 Locke wrote that government was based on the consent of the people and that people had the right to rebel if the government did not uphold their right to life, liberty, and property.

endowed provided

despotism unlimited power

What It Means

List of Grievances The third part of the Declaration lists the colonists' complaints against the British government. Notice that King George III is singled out for blame.

In Congress, July 4, 1776. The unanimous Declaration of the thirteen united States of America,

[Preamble]

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the Powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which **impel** them to the separation.

[Declaration of Natural Rights]

We hold these truths to be self-evident, that all men are created equal, that they are **endowed** by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.

That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,

That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute **Despotism**, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.

[List of Grievances]

Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the

present King of Great Britain is a history of repeated injuries and **usurpations**, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would **relinquish** the right of Representation in the Legislature, a right **inestimable** to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their Public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative Powers, incapable of **Annihilation**, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and **convulsions** within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for **Naturalization of Foreigners**; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary Powers.

He has made Judges dependent on his Will alone, for the **tenure** of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislature.

He has affected to render the Military independent of and superior to the Civil Power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their acts of pretended legislation:

For **quartering** large bodies of troops among us:

For protecting them, by a mock Trial, from Punishment for any Murders which they should commit on the Inhabitants of these States:

usurpations *unjust uses of power*

relinquish *give up*
inestimable *priceless*

annihilation *destruction*

convulsions *violent disturbances*

Naturalization of Foreigners *process by which foreign-born persons become citizens*

tenure *term*

quartering *lodging*

render *make*

abdicated *given up*

perfidy *violation of trust*

insurrections *rebellions*

petitioned for redress *asked formally for a correction of wrongs*

unwarrantable jurisdiction *unjustified authority*

consanguinity *originating from the same ancestor*

For cutting off our Trade with all parts of the world:
For imposing taxes on us without our Consent:
For depriving us in many cases, of the benefits of Trial
by Jury:
For transporting us beyond Seas to be tried for pretended
offences:
For abolishing the free System of English Laws in a
neighbouring Province, establishing therein an Arbitrary
government, and enlarging its Boundaries so as to **render**
it at once an example and fit instrument for introducing the
same absolute rule into these Colonies:
For taking away our Charters, abolishing our most valu-
able Laws, and altering fundamentally the Forms of our
Governments:
For suspending our own Legislature, and declaring them-
selves invested with Power to legislate for us in all cases
whatsoever.
He has **abdicated** Government here, by declaring us out
of his Protection and waging War against us.
He has plundered our seas, ravaged our Coasts, burnt
our towns, and destroyed the lives of our people.
He is at this time transporting large armies of foreign
mercenaries to compleat the works of death, desolation and
tyranny, already begun with circumstances of Cruelty &
perfidy scarcely paralleled in the most barbarous ages, and
totally unworthy the Head of a civilized nation.
He has constrained our fellow Citizens taken Captive on
the high Seas to bear Arms against their Country, to become
the executioners of their friends and Brethren, or to fall
themselves by their Hands.
He has excited domestic **insurrections** amongst us, and has
endeavoured to bring on the inhabitants of our frontiers, the
merciless Indian Savages, whose known rule of warfare, is an
undistinguished destruction of all ages, sexes and conditions.
In every stage of these Oppressions We have **Petitioned**
for Redress in the most humble terms: Our repeated
Petitions have been answered only by repeated injury. A
Prince, whose character is thus marked by every act which
may define a Tyrant, is unfit to be the ruler of a free People.
Nor have We been wanting in attention to our British
brethren. We have warned them from time to time of
attempts by their legislature to extend an **unwarrantable**
jurisdiction over us. We have reminded them of the cir-
cumstances of our emigration and settlement here. We have
appealed to their native justice and magnanimity, and we
have conjured them by the ties of our common kindred to
disavow these usurpations, which, would inevitably inter-
rupt our connections and correspondence. They too have
been deaf to the voice of justice and of **consanguinity**. We
must, therefore, acquiesce in the necessity, which denounces
our Separation, and hold them, as we hold the rest of man-
kind, Enemies in War, in Peace Friends.

[Resolution of Independence by the United States]

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the **rectitude** of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do.

And for the support of this Declaration, with a firm reliance on the Protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

John Hancock
President from
Massachusetts

Georgia
Button Gwinnett
Lyman Hall
George Walton

North Carolina
William Hooper
Joseph Hewes
John Penn

South Carolina
Edward Rutledge
Thomas Heyward, Jr.
Thomas Lynch, Jr.
Arthur Middleton

Maryland
Samuel Chase
William Paca
Thomas Stone
Charles Carroll
of Carrollton

Virginia
George Wythe
Richard Henry Lee
Thomas Jefferson
Benjamin Harrison
Thomas Nelson, Jr.
Francis Lightfoot Lee
Carter Braxton

Pennsylvania
Robert Morris
Benjamin Rush
Benjamin Franklin
John Morton
George Clymer
James Smith
George Taylor
James Wilson
George Ross

Delaware
Caesar Rodney
George Read
Thomas McKean

New York
William Floyd
Philip Livingston
Francis Lewis
Lewis Morris

New Jersey
Richard Stockton
John Witherspoon
Francis Hopkinson
John Hart
Abraham Clark

New Hampshire
Josiah Bartlett
William Whipple
Matthew Thornton

Massachusetts
Samuel Adams
John Adams
Robert Treat Paine
Elbridge Gerry

Rhode Island
Stephen Hopkins
William Ellery

Connecticut
Samuel Huntington
William Williams
Oliver Wolcott
Roger Sherman

What It Means Resolution of Independence

The final section declares that the colonies are "Free and Independent States" with the full power to make war, to form alliances, and to trade with other countries.

rectitude *rightness*

What It Means Signers of the Declaration

The signers, as representatives of the American people, declared the colonies independent from Great Britain. Most members signed the document on August 2, 1776.

Section 3

The War for Independence

Guide to Reading

Big Ideas

Trade, War, and Migration Hostility between France and Britain caused France to enter the Revolution on the side of the colonies.

Content Vocabulary

- guerrilla warfare (p. 78)
- letter of marque (p. 82)

Academic Vocabulary

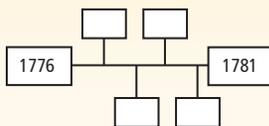
- equip (p. 78)
- objective (p. 83)

People and Events to Identify

- William Howe (p. 78)
- Nathan Hale (p. 80)
- Valley Forge (p. 81)
- Marquis de Lafayette (p. 81)
- Saratoga (p. 82)
- John Paul Jones (p. 82)
- Charles Cornwallis (p. 84)
- Battle of Kings Mountain (p. 84)
- Treaty of Paris (p. 85)

Reading Strategy

Sequencing Complete a time line similar to the one below to record the major battles of the American Revolution and their outcomes.



The Continental Army experienced several setbacks while fighting against the British military in a war that lasted many years. Eventually, the Americans, with the help of the French and other nations, were able to foil the British war strategy to win independence.

The Opposing Sides

MAIN Idea The Continental Army and local militias had to fight more experienced and better equipped British troops.

HISTORY AND YOU Have you ever tried something new without having time to prepare? Read on to learn how the Americans fought a war without proper training or equipment.

On the same day that the Continental Congress voted for independence, the British began landing troops in New York Harbor. By mid-August, they had assembled an estimated 32,000 men under the command of General **William Howe**. British officials did not expect the rebellion to last long. Their troops were disciplined, well trained, and well **equipped**.

Compared to the British troops, the Continental Army was inexperienced and poorly equipped. Although more than 230,000 men served in the Continental Army at various times, it rarely numbered more than 20,000 at any one time. Many soldiers deserted or refused to reenlist when their term was up. Others left their posts and returned to their farms at planting or harvest time.

Paying for the war was equally difficult. Lacking the power to tax, the Continental Congress issued paper money. These “Continental” were not backed by gold or silver and became almost worthless very quickly. Fortunately, Robert Morris, a wealthy Pennsylvania merchant and banker, personally pledged large amounts of money for the war effort. Morris also set up an efficient method of buying rations and uniforms, arranged for foreign loans, and convinced the Congress to create the Bank of North America to finance the military.

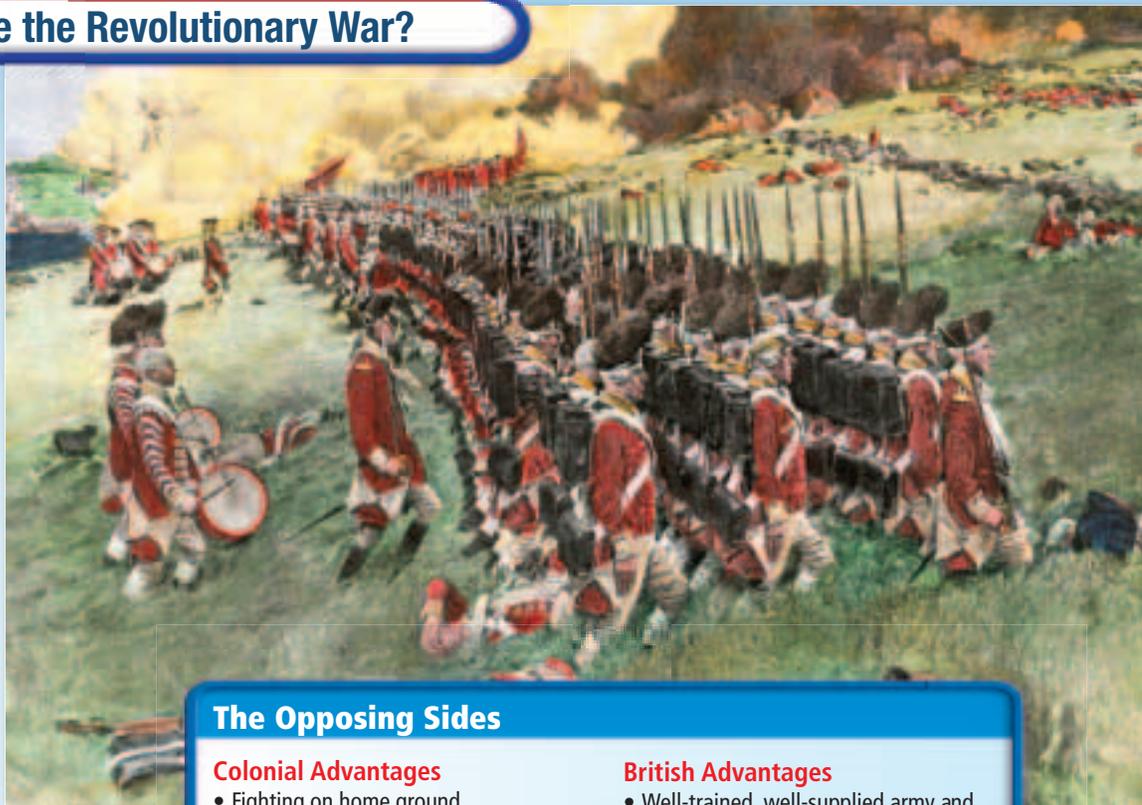
Not only did the British have to worry about fighting the Continental Army, they also had to contend with the local militias. The militias were poorly trained, but they fought differently. They did not always line up for battle. They hid behind trees and walls and ambushed British troops and supply wagons. This kind of fighting is called **guerrilla warfare**, and it is very difficult to defeat.

Another problem for the British was that they were not united at home. Many merchants and members of Parliament opposed the war. The British had to win quickly and cheaply; otherwise, opinions in Parliament would shift against the war. The United States did not have

Why Did Britain Lose the Revolutionary War?

At the time of the Revolution, the British military was among the most powerful forces in the world. Pitted against this formidable fighting machine, the ragtag colonial forces did not seem to have a chance. Yet perseverance and the desire to secure individual freedoms eventually tipped the scales in the colonists' favor.

► *The British army, though extremely disciplined and well-trained, fought in the traditional way, by marching forward across an open space in tight formation. This approach made the soldiers easy targets when colonial troops fought in a guerrilla style.*



Analyzing VISUALS

- 1. Comparing** How did different approaches to warfare sometimes give the Americans the advantage over the better-trained and better-supplied British army?
- 2. Summarizing** What other advantages did the Americans have in the war?

The Opposing Sides

Colonial Advantages

- Fighting on home ground
- Good decisions by generals
- Fighting for their rights and freedoms
- French alliance providing loans, naval support, and troops
- Time: the longer the war dragged on, the more likely the British were to give up

Colonial Disadvantages

- Untrained soldiers
- Food and ammunition shortages
- Weak and divided central government

British Advantages

- Well-trained, well-supplied army and navy
- Wealthy nation with substantial resources
- Strong central government

British Disadvantages

- Fighting in unfamiliar, hostile territory
- Fighting far from Britain
- Many troops were mercenaries, many indifferent to the cause
- Half-hearted support at home

to defeat Britain—it simply had to survive until the British became tired of paying for the war.

The European balance of power also hampered the British. The French, Dutch, and Spanish were all eager to exploit Britain's problems. As a result, Britain had to station much of its military elsewhere in the world to defend its empire. The European balance of power also meant that the Patriots might be able to find allies against the British.

All these factors meant that the British had to win quickly. To do so, they had to convince Americans that their cause was hopeless and that they could safely surrender without being hanged for treason. General Howe's strategy,

therefore, had two parts. First, he sent a large number of troops to capture New York City. This would separate New England from the South and demonstrate to Americans that they could not win. The second part of Howe's strategy was diplomatic. He invited delegates from the Continental Congress to a peace conference. Howe promised that rebels who laid down their arms and swore loyalty to the king would be pardoned. When the Americans realized that Howe had no authority to negotiate a compromise, they refused to talk further.

 **Reading Check Identifying** What three major disadvantages did the British face in the American Revolution?

Battles in the North

MAIN Idea Early setbacks plagued the Continental Army, but the victory at Saratoga convinced France to enter the war.

HISTORY AND YOU Can you think of other wars in which the weaker side managed to defeat a stronger power? Read on to learn how the Battle of Saratoga was a turning point in the war.

Although the British had sent a huge force to seize New York City, the Congress asked Washington to try to defend it. Congressional leaders feared that if New York fell without a fight it would hurt American morale. Washington agreed and moved much of his army to Long Island to intercept the British.

The inexperience of Washington's troops became obvious when British troops attacked them in the summer of 1776. Many American soldiers fled, and some 1,500 were wounded or killed. Fortunately, the British were slow to advance, and the surviving American troops were able to escape to Manhattan. There, they joined the remainder of Washington's army defending New York City. As the British advanced, Washington abandoned the city and retreated to the northern end of Manhattan. The British then captured New York and used it as their headquarters for the rest of the war.

About this time, Washington sent volunteer Captain **Nathan Hale** to spy on the British. Although Hale was disguised as a Dutch schoolteacher, he was caught by the British and hanged. Brave until the end, Hale's last words were: "I only regret that I have but one life to lose for my country." Shortly afterward, Washington moved most of his troops from Manhattan Island to White Plains, New York.

Crossing the Delaware

At the Battle of White Plains in October 1776, the British forced Washington to retreat again. Then they surprised him. Instead of coming after the Continental Army, the British troops headed toward Philadelphia, where the Continental Congress was meeting. Caught by surprise, Washington's troops had to move quickly to get there ahead of the British.

While this march was taking place, Thomas Paine wrote another pamphlet to help boost American morale. In *The American Crisis*, he

reminded Americans that "the harder the conflict, the more glorious the triumph":

PRIMARY SOURCE

"These are the times that try men's souls. The summer soldier and the sunshine patriot will in this crisis shrink from the service of their country; but he that stands it now deserves the love and thanks of man and woman."

—from *The American Crisis*

As the armies headed toward Philadelphia, winter began. The British stopped their advance and dispersed into winter camps in New Jersey. In the 1700s, armies did not usually fight in the winter because of the weather and scarce food supplies.

At this point Washington tried something daring—a winter attack. On December 25, 1776, he led some 2,400 men across the icy Delaware River and attacked a British camp at Trenton in the middle of a sleet storm. They killed or captured almost 1,000 British. Several days later, Washington's forces scattered three British regiments near Princeton. After these small victories, Washington headed into the hills of northern New Jersey for the winter.

Philadelphia Falls

In March 1777 General John Burgoyne, based in Quebec, developed a plan to isolate New England from the other American states. Burgoyne proposed a three-pronged attack on New York. He would take a large force south from Montreal. Another force would move from Montreal up the St. Lawrence River to Lake Ontario, and then head east into New York. A third force, led by General Howe, would march north from New York City. The three forces would meet near Albany and then march east into New England.

Unfortunately for the British, they did not coordinate the plan. By the time Burgoyne began marching south, General Howe had already moved 13,000 men by ship to Maryland and attacked Philadelphia from the south. Howe believed capturing Philadelphia and the Continental Congress would cripple the Revolution and convince Loyalists to rise up and take control of Pennsylvania.

Howe's action was a military success but a political failure. He defeated Washington at the Battle of Brandywine Creek and captured



▲ The famous Washington Crossing the Delaware was painted by Emanuel Gottlieb Leutze in 1851.



▲ This painting depicts the surrender of British General John Burgoyne to American General Horatio Gates at Saratoga on October 17, 1777. The American victory there encouraged the French to support the Americans.

Analyzing GEOGRAPHY

- Location** What are two colonial victories that occurred in New Jersey?
- Movement** What was the role of the British navy in the Revolution?

Philadelphia, but the Continental Congress escaped and no Loyalist uprising occurred.

Howe also failed to destroy the Continental Army, which set up its winter camp at **Valley Forge**. There, bitter cold and food shortages killed nearly 2,500 men.

Joining Washington at Valley Forge were two European military officers, the **Marquis de Lafayette** from France and Baron Friedrich von Steuben from Prussia. These officers helped Washington improve discipline and boost morale among the weary troops despite the camp's harsh conditions.

The Battle of Saratoga

General Burgoyne did not know Howe had gone south to attack Philadelphia. In June 1777, he and an estimated 8,000 troops marched south from Quebec into New York. Another 900 troops under the command of Colonel Barry St. Leger headed down the St. Lawrence to the eastern end of Lake Ontario. There they joined more than 1,000 Iroquois warriors and headed east toward Albany. The Iroquois had allied with the British hoping to keep American settlers off Iroquois lands.

At first, Burgoyne's march south went smoothly. His troops easily seized Fort Ticonderoga with its large store of gunpowder and supplies. In response, the Congress fired the commander defending the region and replaced him with General Horatio Gates.

After this early victory, Burgoyne's march slowed to a crawl. American troops felled trees in front of the British army and removed all the crops and cattle from the region in an effort to cut off the British food supply. Meanwhile, the British and Iroquois forces marching east from Lake Ontario were ambushed by militia and then driven back by American troops under General Benedict Arnold.

In desperation, Burgoyne retreated to **Saratoga**, where he was quickly surrounded by an American army nearly three times the size of his own. On October 17, 1777, he surrendered to General Gates. More than 5,000 British soldiers were taken prisoner. The American victory at Saratoga was astonishing and marked a turning point in the war. It not only dramatically improved American morale, it also convinced the French that the time had come to commit troops to the American cause.

Both Spain and France had been secretly sending arms and supplies to the United States well before Saratoga. The Congress appreciated the supplies but wanted the French to send troops, too. In September 1776, the Congress sent Benjamin Franklin, Arthur Lee, and Silas Deane to France to ask for troops. The French, however, were not willing to risk war until they believed the Americans could win. The victory at Saratoga convinced them, and shortly afterward they began negotiations to enter the war against Britain.

On February 6, 1778, the United States signed its first two treaties. In the first treaty, France became the first country to recognize the United States as an independent nation. The second treaty was an alliance between the United States and France. By June 1778, Britain and France were at war. In 1779 Spain entered the war as well, as an ally of France but not of the United States.

The War in the West

Not all the fighting in the Revolutionary War took place in the East. In 1778 Patriot George Rogers Clark took 175 troops down

the Ohio River and captured several towns. By February 1779, the British had surrendered, giving the Americans control of the region.

While Clark fought the British in the West, Chief Joseph Brant, also known as Thayendanegea, convinced four Iroquois nations to join the British. In July 1778, British troops and Iroquois warriors attacked western Pennsylvania, burning towns and killing over 200 militia. The following summer, American troops defeated the British and Iroquois in western New York. These battles destroyed the power of the Iroquois people.

Farther south, the Cherokee people suffered a similar fate. After the Revolution began, a delegation of Shawnee, Delaware, and Mohawk convinced the Cherokee that the time had come to drive American settlers off Cherokee lands. The Cherokee attacked settlers in Virginia and North Carolina, but the American militia units were too strong. By 1780, militia units had burned down hundreds of Cherokee towns.

The War at Sea

Americans fought the British at sea, as well as on land. Instead of attacking the British fleet directly, American warships attacked British merchant ships. To further disrupt British trade, the Congress began issuing **letters of marque** (mark), or licenses, to private ship owners authorizing them to attack British merchant ships. By the war's end, millions of dollars of cargo had been seized, seriously harming Britain's trade and economy.

Perhaps the most famous naval battle of the war involved the American naval officer **John Paul Jones**. Jones commanded a ship named the *Bonhomme Richard*. While sailing near Britain in September 1779, Jones encountered a group of British merchant ships protected by the warships *Serapis* and *Countess of Scarborough*. Jones attacked the *Serapis*, but the heavier guns of the British ship nearly sank the *Bonhomme Richard*. With the American ship in distress, the British commander called on Jones to surrender. Jones replied, "I have not yet begun to fight." He lashed his ship to *Serapis* so it could not sink, and then boarded the British ship. The battle lasted more than three hours before the British surrendered.

 **Summarizing** What was significant about the first U.S. treaty with France?

Battles in the South

MAIN Idea The British strategy to control the Southern states failed with their surrender at Yorktown.

HISTORY AND YOU Have you ever changed your opinion about an event because of the actions of the people or groups involved? Read on to learn how the Battle of Kings Mountain encouraged Southern farmers to organize forces.

After the British defeat at Saratoga, General Howe resigned. He was replaced by Sir Henry Clinton, who ordered the British troops in Philadelphia to abandon the city and return to New York City. Clinton wanted to gather all his forces in one place before beginning a new campaign. Washington ordered his forces at Valley Forge to intercept the British. The two sides met at the Battle of Monmouth—

the largest battle of the war. Neither side won, but for the first time American troops were able to stand against the British in a regular battle.

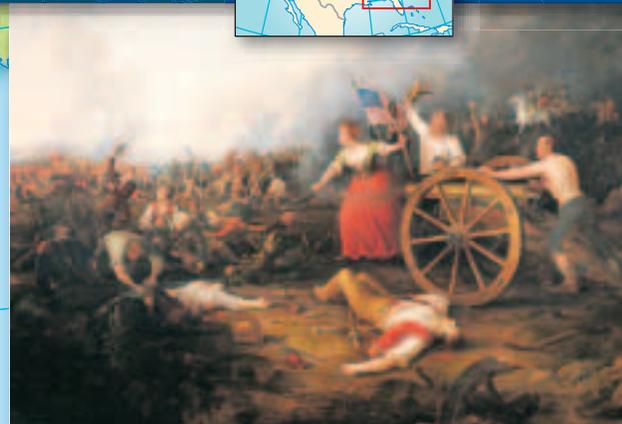
After Clinton reached New York, he was ordered to begin a campaign in the South, where the British had the strongest Loyalist support. The Southern states were also valuable because they produced tobacco and rice. The British hoped they could keep the South, even if they lost the North.

The Struggle in the Carolinas

In December 1778, some 3,500 British troops captured Savannah, Georgia. They seized control of Georgia's backcountry and returned the British royal governor to power. The next **objective** was to capture Charles Town, South Carolina—the largest city in the South.



The War for Independence, 1778–1781



▲ This painting celebrates the courage of Mary Ludwig Hays, known as “Molly Pitcher,” who according to tradition carried water to the troops during the Battle of Monmouth and helped fire a cannon after the crew was killed.

Analyzing GEOGRAPHY

- 1. Movement** How did the French help the American forces?
- 2. Location** Where did the final battle of the war occur?

See **StudentWorks™ Plus** or glencoe.com.



▲ The British surrender at Yorktown. John Trumbull was not present at the surrender but did his best to depict true likenesses of those he knew personally, such as George Washington, shown on horseback in front of the flag.

Analyzing GEOGRAPHY

- 1. Location** After the American Revolution, what were the borders of the United States in the north? In the south? In the west?
- 2. Regions** Which other foreign colonies shared a border with the United States in 1783?

Charles Town Falls Clinton attacked Charles Town with nearly 14,000 British soldiers. His forces quickly surrounded the city, trapping the American forces inside. On May 12, 1780, the Americans surrendered. Nearly 5,500 Americans were taken prisoner, the greatest American defeat in the war.

After capturing Charles Town, Clinton returned to New York, leaving General **Charles Cornwallis** in command. The Continental Congress then sent General Horatio Gates, the hero of Saratoga, to defend the South Carolina backcountry. Gates attempted to destroy a British supply base at Camden, South Carolina, but failed.

The Battle of Kings Mountain After the Battle of Camden, the British began subduing the Carolina backcountry. At first, everything went well for them. Many of the settlers were Loyalists and agreed to fight for Britain. Two British cavalry officers, Banastre Tarleton and Patrick Ferguson, led many of the Loyalist

forces in the region. These troops became known for their brutality.

Ferguson finally went too far when he tried to subdue the people living in the Appalachian Mountains. Enraged at his tactics, the “overmountain” men, as they were known, put together a militia. They intercepted Ferguson at Kings Mountain on October 7, 1780, and destroyed his army. The **Battle of Kings Mountain** was a turning point in the South. Southern farmers, furious with British treatment, began organizing their own forces.

The new American commander in the region, General Nathaniel Greene, decided to wear down the British in battle while militia destroyed their supplies. He organized the militia into small units to carry out hit-and-run raids against British camps and supply wagons. Francis Marion, known as the “Swamp Fox,” led the most famous of these units. The strategy worked. By late 1781, the British controlled very little of the South except for Savannah, Charles Town, and Wilmington.

The Battle of Yorktown

In late April 1781, Cornwallis marched into Virginia. As long as the Americans controlled Virginia, he believed, new troops and supplies could keep coming south. With more French troops on the way to America, the British knew they had very little time left to win the war. They had to secure Virginia.

When he reached Virginia, Cornwallis linked up with forces under the command of Benedict Arnold. Arnold had been an American general early in the war but had later sold military information to the British. When his treason was discovered, Arnold fled to British-controlled New York City. There, he was given command of British troops and ordered to Virginia.

After Arnold's forces joined those of Cornwallis, the British began to conquer Virginia. Their combined forces encountered very little resistance until June 1781, when a large American force led by General Anthony Wayne arrived in Virginia. Outnumbered and too far inland, Cornwallis retreated to the coastal town of Yorktown to protect his supplies and to maintain communications by sea.

Cornwallis's retreat created an opportunity for the Americans and their French allies. The previous year, 6,000 French troops had arrived in New England. With this support, Washington decided to march on New York City. As the troops headed to New York, the French general Rochambeau learned that a French fleet commanded by Admiral de Grasse was on its way north from the Caribbean.

When he learned of the French fleet, Washington canceled the attack on New York City. Instead, he and Rochambeau headed to Yorktown. As their troops raced south, Admiral de Grasse moved into Chesapeake Bay near Yorktown. His fleet cut off the flow of supplies to Cornwallis and prevented him from escaping by sea.

On September 28, 1781, American and French forces surrounded Yorktown and began to bombard it. On October 14, Washington's aide, Alexander Hamilton, led an attack that captured key British defenses. Three days later, Cornwallis began negotiations to surrender, and on October 19, 1781, approximately 8,000 British soldiers marched out of Yorktown and laid down their weapons.

The Treaty of Paris

When Lord North, the British prime minister, learned of the surrender at Yorktown, he knew the war was over. In March 1782, Parliament voted to begin peace negotiations. John Adams, Benjamin Franklin, and John Jay conducted most of the negotiations for the United States.

The final settlement, known as the **Treaty of Paris**, was signed on September 3, 1783. In this treaty, Britain recognized the United States of America as a new nation, with the Mississippi River as its western border. Britain also gave Florida back to Spain. France received colonies in Africa and the Caribbean that the British had seized from them in 1763. On November 24, 1783, the last British troops left New York City. The American Revolution was over. The creation of a new nation was about to begin.

 **Describing** How was the war won at Yorktown?

Vocabulary

- Explain** the significance of: William Howe, guerrilla warfare, Nathan Hale, Valley Forge, Marquis de Lafayette, Saratoga, letter of marque, John Paul Jones, Charles Cornwallis, Treaty of Paris.

Main Ideas

- Explaining** Why did the Continental Congress have trouble paying for the war?
- Describing** Before they officially joined the war effort, how were European countries helping the Americans fight the British?
- Summarizing** What was General Nathaniel Greene's strategy for fighting the British in the South?

Critical Thinking

- Big Ideas** Why were the French at first reluctant to make an alliance with the colonies?
- Categorizing** Use a graphic organizer similar to the one below to list the provisions of the Treaty of Paris.



- Analyzing Visuals** Study the map on page 84. Which nation controlled most of North America at the end of the American Revolution?

Writing About History

- Persuasive Writing** Suppose that you are a colonial leader during the American Revolution. Write a letter to convince the ruler of a European nation to support the Americans in the war.

History  **ONLINE**

Study Central To review this section, go to glencoe.com and click on Study Central.

Section 4

The War Changes American Society

Guide to Reading

Big Ideas

Culture and Beliefs As the American Revolution ended, a unique culture arose in the new United States.

Content Vocabulary

- republic (p. 86)
- emancipation (p. 89)
- manumission (p. 90)

Academic Vocabulary

- contradiction (p. 86)
- revolutionary (p. 88)

People and Events to Identify

- Virginia Statute for Religious Freedom (p. 88)
- John Trumbull (p. 91)
- Charles Willson Peale (p. 91)

Reading Strategy

Organizing Complete a graphic organizer similar to the one below by listing the features of the U.S. political system set up after the Revolution.



The American Revolution changed society in a variety of ways. New forms of government encouraged new political ideas. Additionally, many of those who had been loyal to Britain left; this strengthened the development of a new, American cultural identity.

New Political Ideas

MAIN Idea Republican ideals changed American government by allowing some citizens voting rights and granting greater religious freedom.

HISTORY AND YOU Have you ever made up your own rules for a game? Read on to learn how the Founders experimented with new forms of government.

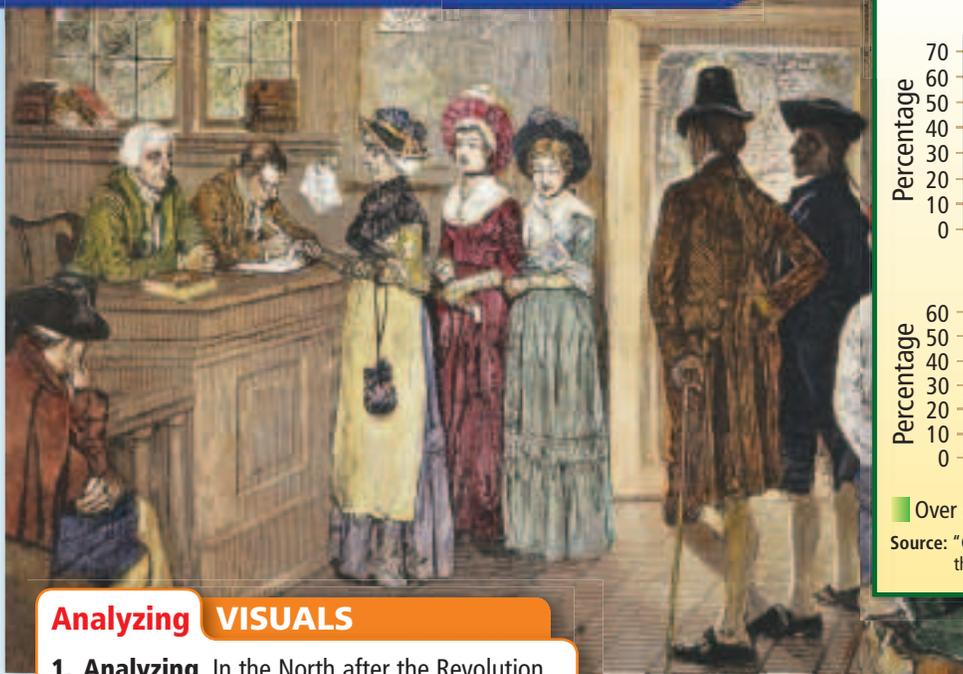
When American leaders declared independence and founded the United States of America, they were very much aware that they were creating something new. By breaking away from the king, they had established a **republic**. A republic is a form of government in which power resides with a body of citizens entitled to vote. The power is exercised by elected officials who are responsible to the citizens and who must govern according to laws or a constitution.

While many Europeans viewed a republic as radical and dangerous, Americans believed it could be better than other societies. In an ideal republic, all citizens are equal under the law, regardless of their wealth or social class. These ideas conflicted with many traditional beliefs, including ideas about slavery, about women not being allowed to vote or own property, and about wealthy people being “better” than others. Despite these **contradictions**, republican ideas began to change American society after the war.

New State Constitutions

Events before the Revolution led many Americans to believe that each state’s constitution should be written down and that it should limit the government’s power over the people. At the same time, many, including John Adams, worried that democracy could endanger a republican government and lead to tyranny. When Adams used the word democracy, he meant a society where the majority rules. He and other founders feared that in a pure democracy, minority groups would not have their rights protected. For example, the poor might vote to take everything away from the rich. Adams argued that government needed “checks and balances” to prevent any group in society from becoming strong enough to take away the rights of the minority.

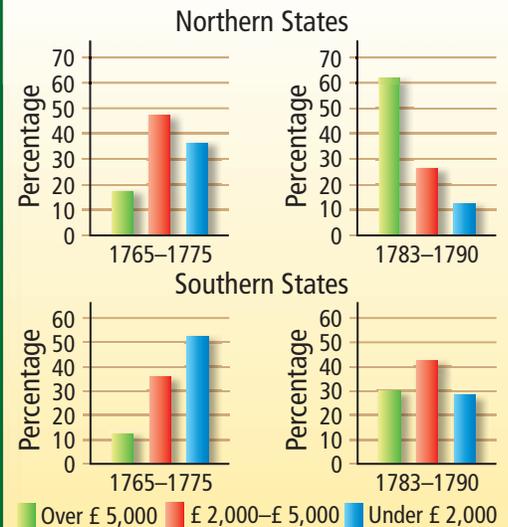
The Revolution Changes Government



Analyzing VISUALS

- Analyzing** In the North after the Revolution, how much did the percentage of wealthy officeholders increase?
- Specifying** In which region did the greatest number of middle-class people enter public office after the Revolution?

Wealth of Elected Officials



Source: "Government by the People: The American Revolution and the Democratization of the Legislatures."

▲ After the Revolution, voting rights expanded. In New Jersey, between 1790 and 1807, even women were able to vote. However, the percentage of wealthy people who actually held office increased.

Adams favored a "mixed government" with a separation of powers; the executive, legislative, and judicial branches should be independent of one another. He also argued that the legislature should be bicameral; that is, it should have two houses: a senate to represent people of property and an assembly to protect the rights of the common people. Adams's ideas influenced several states as they drafted new constitutions during the Revolution. Virginia's constitution of 1776, New York's constitution of 1777, and Massachusetts's constitution of 1780 all established an elected governor, senate, and assembly. By the 1790s, most of the other states had created similar constitutions.

Many states also attached a list of rights to their constitutions. This began in 1776, when George Mason drafted Virginia's Declaration of Rights, which guaranteed Virginians freedom of speech, freedom of religion, the right to bear arms, and the right to trial by jury. It barred the state from searching anyone's home without a warrant or taking their property without proper court proceedings.

Voting Rights Expand

The Revolution led to an expansion of voting rights. The experience of fighting side by side with people from every social class and region increased Americans' belief in equality. If all men were fighting for the same cause and risking death for the same ideas, then all deserved the right to vote for their leaders.

The war also weakened feelings of deference toward the upper class. The war had shown many farmers and artisans that they were equal to the rich planters and merchants they fought beside. While sitting in a tavern with farmers who were spitting and pulling off their muddy boots, one wealthy Virginian noted: "Every one who bore arms esteems himself upon an equal footing with his neighbors. . . . Each of these men considers himself, in every respect, my equal."

As a result of these ideas, in almost every state, the new constitutions made it easier for men to gain the right to vote. Many states allowed any white male who paid taxes to vote, whether or not he owned property.

Although voting rights expanded, people still had to own a certain amount of property to hold elective office, although usually much less than before the Revolution. The practice of giving veterans land grants as payment for their military service increased the number of people eligible to hold office. In the North, before the Revolution, over 80 percent of people elected were wealthy. Ten years after the war, only a little over one-third of officeholders were wealthy. In the South, higher property qualifications kept the wealthy in power, but their numbers dropped from almost 90 percent of officeholders before the war to 70 percent after the war.

 For the text of the Virginia Statute for Religious Freedom, see page R43 in **Documents in American History**.

Freedom of Religion

The Revolution also led to changes in the relationship between church and state. Many of the Revolution's leaders feared "ecclesiastical tyranny"—the power of a church, backed by the government, to make people worship in a certain way. In Virginia, Baptists led a movement to abolish taxes collected to support the Anglican Church. Governor Thomas Jefferson wrote the **Virginia Statute for Religious Freedom**, and James Madison convinced the legislature to pass it in 1786. The statute declared:

PRIMARY SOURCE

"[N]o man shall be compelled to . . . support any religious worship, place, or Ministry . . . nor shall otherwise suffer on account of his religious opinions or belief; but that all men shall be free to profess . . . their opinion in matters of religion."

—from the Virginia Statute for Religious Freedom

The statute also declared that Virginia no longer had an official church and that the state could not collect taxes for churches.

The idea of denying tax support to churches spread slowly. In Massachusetts, the state constitution originally provided for the collection of funds to support churches. Quakers and Baptists were permitted to assign their taxes to their own churches instead of to the Congregational churches (the successors to the Puritan churches), but the state did not abolish religious taxes entirely until 1833.

 **Reading Check** **Examining** Which freedoms did Virginia's constitution guarantee in its bill of rights?

The War and American Society

MAIN Idea After the war, women gained more rights, Northern states outlawed slavery, and many Loyalists fled the new nation.

HISTORY AND YOU Can you think of modern examples of how war changes the way people live? Read on to learn how the Revolution changed American society.

The American ideals of equality and liberty did not generally apply to women and African Americans. Both groups did, however, find their lives changed by the Revolution, as did the Loyalists who had supported Britain.

Women at War

Women played a vital role in the Revolutionary War, contributing on both the home front and the battlefield. With their husbands, brothers, and sons at war, some women took over running family farms. Others traveled with the army—cooking, washing, and nursing the wounded. Women also served as spies and couriers, and a few even joined the fighting. Deborah Samson of Massachusetts fought in the Continental Army disguised as a man under the name Robert Shurtleff. Margaret Corbin accompanied her husband to battle, and after his death she took his place at his cannon until the battle ended.

After the war, as Americans began to think about what their **revolutionary** ideals implied, women made some advances. They could more easily obtain a divorce and gained greater access to education. In 1779 Judith Sargent Murray wrote an essay entitled "On the Equality of the Sexes." The essay argued that women were as intelligent as men but lacked the education needed to achieve more in life. After the Revolution, many schools for girls were founded, and the number of women able to read increased.

African Americans

Thousands of enslaved African Americans obtained their freedom during the Revolution. Although British officials seized numerous enslaved people and shipped them to British plantations in the Caribbean, they also freed



▲ Dinah Morris of Vermont was granted her freedom in 1777. She was the first enslaved person to be freed in the North.

Analyzing GEOGRAPHY

- 1. Region** Which region made it difficult to emancipate enslaved people?
- 2. Human-Environment Interaction** Why do you think slavery remained firmly entrenched in certain areas?

many others in exchange for military service. Many planters freed slaves who agreed to fight the British, and General Washington permitted African Americans to join the Continental Army. He also urged state militias to admit African Americans and to offer freedom to all who served. About 5,000 African Americans served in the militias and the Continental Army during the American Revolution.

After the Revolution, many Americans realized that enslaving people did not fit in with the new ideals of liberty and equality. Opposition to slavery had been growing steadily even before the Revolution, especially in the Northern and middle states. After the war began, **emancipation**, or freedom from enslavement, became a major issue. Many Northern states took steps to end slavery. Vermont banned slavery in 1777. In 1780 Pennsylvania freed all children born enslaved when they reached age 28. Rhode Island decreed in 1784 that enslaved men born

thereafter would be freed when they turned 21 and enslaved women when they turned 18. In 1799 New York freed enslaved men born in that year or later when they reached age 28 and women when they reached age 25. The eradication of slavery in the North was thus a gradual process that took several decades, but it was ending.

Discrimination against African Americans did not disappear with emancipation, however. African Americans were often unable to get more than menial jobs—digging, carrying, or sweeping. Free African Americans also faced voting restrictions, segregation, and possible kidnapping and transportation to the South, where they would again be enslaved. Despite the hardships, freedom offered choices. Once free, many African Americans moved to the cities to find employment. Some found opportunities in previously barred occupations, such as artists or ministers.

Elizabeth Freeman (Mumbet)

c. 1742–1829

Elizabeth Freeman, later called Mumbet, began life as an enslaved African American. At the age of six months she was acquired, along with her sister, by John Ashley, a wealthy western Massachusetts lawyer and businessman. The family called her Betty or Bett. For nearly 40 years, Bett worked for the Ashley family. One day, Ashley's wife tried to strike Bett's sister with a shovel. Bett intervened and took the blow instead. Furious, she stormed out of the house and refused to come back. When the Ashleys tried to force her to return, Bett consulted a local lawyer named Thomas Sedgewick. With his help, Bett sued for her freedom.

While serving the Ashleys, Bett had listened to many discussions about the new Massachusetts constitution. If the constitution said that all people were free and equal, then she thought that should apply to her. In 1781 a jury agreed, and Bett won her freedom—and took Freeman as her last name. Elizabeth Freeman was the first enslaved person in Massachusetts to gain freedom under the new constitution, and probably the first woman to be granted her freedom in the entire 13 states. Her case helped to end slavery in Massachusetts.

What is the significance of Elizabeth Freeman's court case?



Quock Walker 1753–?

Between 1781 and 1783, an enslaved Massachusetts man named Quock Walker also took the extraordinary step, in a series of cases, of suing a white man who had assaulted him. That man, Nathaniel Jennison, also claimed to own Walker, who had escaped from Jennison's farm after a severe beating.

Given the times, this was a bold step, but Walker believed, as Freeman did, that the law was on his side. Massachusetts's new constitution referred to the "inherent liberty" of all men. The judge, Chief Justice William Cushing, agreed and found in his favor. "Our [state] Constitution," Cushing said, "sets out with declaring that all men are born free and equal . . . and in short is totally repugnant to the idea of [people] being born slaves. This being the case, I think the idea of slavery is inconsistent with our own conduct and Constitution."

While the Walker and Freeman cases did not abolish slavery, they demonstrated that the Massachusetts courts would not support the institution. As a result of the rulings and various antislavery efforts, slavery ceased to exist in Massachusetts by 1790.

How was slavery "inconsistent" with the Massachusetts constitution?



▲ Chief Justice William Cushing

A small group of African Americans achieved some wealth and social status. The discrimination they faced encouraged them to build their own distinct culture. Religion played an important role in that emerging culture, and African Americans created their own style of worship. In 1816 African American church leaders formed the first independent African American denomination, the African Methodist Episcopal (AME) Church.

The story was quite different in the South. The South relied heavily on enslaved labor to sustain its agricultural economy. As a result, Southern leaders showed little interest in abolishing slavery. Only Virginia took steps toward ending the institution. In 1782 the state passed a law encouraging **manumission**, or the voluntary freeing of enslaved people, especially for those who had fought in the Revolution. Through this law, about 10,000 slaves obtained their freedom, but the vast majority remained in bondage.

The Loyalists Flee

Many women and African Americans found their lives little changed as a result of the Revolution, but for many Loyalists, the end of the war changed everything. Because of their support for the British, Loyalists often found themselves shunned by former friends, and state governments sometimes seized their property.

Unwilling to live under the new government and often afraid for their lives, approximately 100,000 Loyalists fled the United States after the war. Some went to Great Britain or the British West Indies, but most moved to British North America, particularly to Nova Scotia, New Brunswick, and the region near Niagara Falls. This region was part of Quebec at the time, but in 1791 Britain made it a separate colony called Upper Canada. Today it is the province of Ontario.

Americans grappled with what to do with the property and assets of Loyalists. In North

Section 4 REVIEW

Carolina, Patriots confiscated Loyalist lands outright. Officials in New York also seized Loyalists' lands and goods, claiming the "sovereignty of the people of this state in respect to all property." Other public officials opposed such actions. The Massachusetts Constitution of 1780, for example, extended the rights of "life, liberty, and property" to Loyalists, and gave much of the land seized from departing Loyalists to their agents or relatives who had remained.

An American Culture Emerges

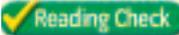
In the United States, victory over the British united Americans and created powerful nationalist feelings. The Revolution had helped this process in two ways. First, Americans in all the states had had a common enemy. Soldiers from all over the country had fought side by side in each other's states. Second, stories of the Revolution and its heroes helped Americans to think of themselves as all belonging to the same group.

American Painters The Revolution also sparked the creativity of American painters, including **John Trumbull** and **Charles Willson Peale**. Their work and that of other artists helped to build an American identity. Trumbull served in the Continental Army as an aide to Washington. He is best known for his depiction of battles and important events in the Revolution. Peale fought at Trenton and Princeton and survived the winter at Valley Forge. He is best known for his portraits of Washington and other Patriot leaders.

Changes in Education As they started a new nation, American leaders considered an educated public to be critical to the republic's success. Jefferson called it the "keystone of our arch of government." Several state constitutions provided for government-funded universities. In 1795 the University of North Carolina became the first state university in the nation. At the same time, elementary education began to institute an American-centered style of teaching. Tossing out British textbooks, schools taught republican ideas and the history of the struggle for independence.

Noah Webster, a teacher from Connecticut, was one of the educators who believed that Americans needed to develop their own educational system based on their own culture. In 1783 he wrote a textbook titled *A Grammatical Institute of the English Language*, which included *The American Spelling Book*. American teachers used this textbook for over 100 years, and it is still in print. Although he also published magazines and newspapers, as well as his best-selling textbook, Webster is probably most famous for his *American Dictionary of the English Language*, published in 1828. In that two-volume work, he purposefully set out to regularize American English, but especially to underscore its differences from British English.

As Americans began to build a national identity separate from Britain's, leaders of the United States turned their attention to the creation of a government that could promote the ideals and beliefs that the colonists had fought so hard to secure.

 **Summarizing** How did life change for women, African Americans, and Loyalists after the Revolutionary War?

Vocabulary

1. **Explain** the significance of: republic, Virginia Statute for Religious Freedom, emancipation, manumission, John Trumbull, Charles Willson Peale.

Main Ideas

2. **Describing** What ideas of John Adams did Massachusetts and other states include in their constitutions?
3. **Explaining** How did the Revolution help to create powerful nationalist feelings in the United States?

Critical Thinking

4. **Big Ideas** What new aspects of culture emerged after the American Revolution?
5. **Categorizing** Use a graphic organizer similar to the one below to list the position of women, African Americans, and Loyalists in American society after the Revolution.

	Position in American Society
Women	
African Americans	
Loyalists	

6. **Analyzing Visuals** Review the graph on the wealth of elected officials on page 87. Which group lost the greatest percentage of representation among elected officials in both regions?

Writing About History

7. **Expository Writing** Suppose that you are on a committee to write a new state constitution. List the freedoms you want protected in that constitution, and explain why you feel it is important to guarantee each one.



Study Central To review this section, go to glencoe.com and click on Study Central.



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Causes of the American Revolution

- Defending the colonies in the French and Indian War costs Britain a great deal of money; Britain seeks ways to cover the costs incurred.
- Britain issues the Proclamation Act of 1763, banning colonists from moving west of the Proclamation line.
- The British crack down on smuggling by enforcing customs duties and creating a vice-admiralty court to try smugglers; merchants are angered, and colonists believe their rights are being violated.
- The Sugar Act is attacked by colonists as taxation without representation.
- The Currency Act banning paper money angers farmers and artisans.
- The 1765 Stamp Act leads to widespread colonial protests, the holding of the Stamp Act Congress, and a boycott of British goods.
- The 1767 Townshend Acts lead to further protests and another boycott.
- The Boston Massacre convinces many that the British are tyrants.
- In 1773, British efforts to help the East India Company lead to the Boston Tea Party and other protests against the tea shipments.
- Britain issues the Coercive Acts, banning Massachusetts town meetings, closing Boston's port, and quartering troops in private homes.
- Neither King George nor British officials agree to compromise with the Continental Congress, and Congress orders a boycott of British goods.
- British troops fire on militia at Lexington and Concord; the Revolution begins; and the Declaration of Independence is issued, July 4, 1776.



▲ From the first shots fired at Lexington (above), the will to fight to preserve their liberties and independence helped the Americans to win the Revolution against the much more powerful British.



▲ The British surrender at Saratoga. The victory at Saratoga boosted morale and helped Americans gain the support of France and Spain.

Effects of the American Revolution

- The American colonies form a new nation: the United States of America.
- A Revolutionary War between American forces led by George Washington, and British forces, rages from 1775–1780.
- The American victory at Saratoga brings France into the war as an American ally.
- The American victory at Yorktown leads to Britain agreeing to negotiate; the Treaty of Paris of 1783 formally ends the Revolutionary War.
- American states begin writing constitutions based on republican ideas.
- Voting rights expand.
- Northern American states adopt laws that gradually end slavery.
- Americans loyal to Britain flee north, leading to the creation of the new colonies of Upper and Lower Canada.
- A new American culture emerges based on the republican values.

STANDARDIZED TEST PRACTICE

TEST-TAKING TIP

As you read each question, be sure to look for main ideas. A main idea or a key word repeated in an answer choice may be a clue that it is the right answer.

Reviewing Vocabulary

Directions: Choose the word or words that best complete the sentence.

- To protest the Stamp Act, the colonists signed a _____, pledging not to buy British goods.
 - writ of assistance
 - proclamation
 - committee of correspondence
 - nonimportation agreement
- Massachusetts towns formed militia groups known as _____ in case of British aggression.
 - committees
 - minutemen
 - privateers
 - the Sons of Liberty
- To disturb British trade, the Congress would issue a(n) _____, allowing a private American ship to attack British merchant ships.
 - act
 - writ of assistance
 - letter of marque
 - bill of rights
- After the Revolution, many people hoped to end slavery gradually through voluntary _____, rather than all at once by force.
 - proclamation
 - manumission
 - declaration
 - adoption

Reviewing Main Ideas

Directions: Choose the best answer for each of the following questions.

Section 1 (pp. 54–61)

- The significance of the Albany Plan of Union was that it
 - marked the first time that the colonists had met with Native Americans.
 - explained clearly to the British why independence was necessary.
 - created a new nation out of the 13 separate colonies.
 - demonstrated an interest in unifying the colonies.
- King George III issued the Proclamation of 1763 to
 - make peace with the French and Spanish.
 - give more lands to the colonists.
 - make peace with Native Americans.
 - punish the port of Boston.
- In which of the following documents did John Dickinson urge colonial unity to resist the Townshend Acts?
 - Letters From a Farmer in Pennsylvania*
 - Common Sense*
 - The American Crisis*
 - the Declaration of Rights

Section 2 (pp. 64–73)

- The First Continental Congress was formed in reaction to the
 - Coercive Acts.
 - Tea Act.
 - Townshend Acts.
 - Stamp Act.

Need Extra Help?

If You Missed Questions . . .	1	2	3	4	5	6	7	8
Go to Page . . .	59	68	82	90	56	60	68	70

GO ON 

Chapter 2

Section 3 (pp. 78–85)

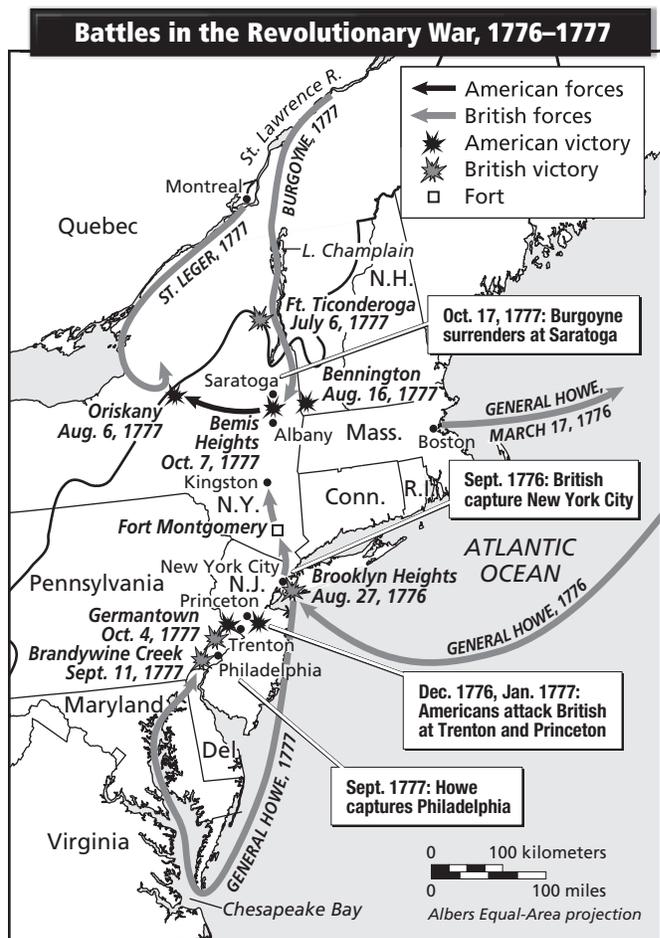
9. The Battle of Bunker Hill demonstrated that
- A British leaders did not know the geography around Boston.
 - B colonial cannons were better handled than British cannons.
 - C the colonial militia could stand up to a professional army.
 - D more people were loyal to the British than Patriot leaders had thought.
10. Which of the following was one disadvantage the British faced during the Revolution?
- A They did not have enough money to pay their soldiers.
 - B Their navy was weak and inexperienced.
 - C The war did not have total support at home.
 - D They could not get France to fight against the colonists.
11. Under the Treaty of Paris ending the Revolution, the western boundary of the United States would become the
- A Appalachian Mountains.
 - B Mississippi River.
 - C Rocky Mountains.
 - D Pacific Ocean.

Section 4 (pp. 86–91)

12. Virginia's Declaration of Rights was written to protect
- A land rights.
 - B fishing rights.
 - C civil rights.
 - D mining rights.
13. The American Revolution created a new spirit of nationalism based on which of the following?
- A The colonists had struggled against a common enemy.
 - B Everyone loved the new American flag, which provided a unified symbol.
 - C Winning the war made everyone feel more cheerful.
 - D No one wanted to speak the English language anymore.

Critical Thinking

Directions: Choose the best answers to the following questions. Base your answer to question 14 on the map below and on your knowledge of Chapter 2.



14. How did American troops slow Burgoyne's march to seal off New England from the rest of the United States?
- A American troops defeated the British at Philadelphia.
 - B American troops retreated from Ft. Ticonderoga, where the British gained supplies.
 - C American troops cut off the British food supply by removing cattle and crops from the region.
 - D American warships attacked British merchant ships to disrupt trade.

Need Extra Help?

If You Missed Questions . . .	9	10	11	12	13	14
Go to Page . . .	78	85	87	91	55	81–82

GO ON

15. The colonists complained about having to pay British taxes while not being allowed to vote for members of Parliament. Which of the following quotations best expresses their complaint?
- A "Give me liberty or give me death!"
 - B "Taxation without representation is tyranny."
 - C "These are the times that try men's souls."
 - D "Don't fire until you see the whites of their eyes."

Analyze the cartoon and answer the question that follows. Base your answer on the cartoon and on your knowledge of Chapter 2.



16. What was John Dickinson's belief about English taxation in the colonies?
- A He favored the English Magna Carta and opposed colonial resistance to British taxation.
 - B He favored the Stamp Act and was loyal to the guidelines it established.
 - C He was against English taxation in the colonies and believed only elected colonial assemblies had the right to tax the colonists.
 - D He favored the Stamp Act as a way to raise revenue to protect the colonies from attacks by Native Americans.

Document-Based Questions

Directions: Analyze the document and answer the short-answer question that follows the document.

In 1766 Benjamin Franklin testified before Parliament about the colonists' reaction to the Stamp Act. The excerpt below is from his testimony:

"Q. Don't you know that the money [tax] arising from the stamps was all to be laid out in America?
 A. I know it is appropriated by the act to the American service; but it will be spent in the conquered colonies where the soldiers are, not in the colonies that pay it. . . .
 Q. Do you think it right that America should be protected by this country and pay no part of the expense?
 A. That is not the case. The colonies raised, clothed, and paid, during the last war, near 25,000 men and spent many millions.
 Q. Were you not reimbursed by Parliament?
 A. We were only reimbursed what, in your opinion, we had advanced beyond our proportion, or beyond what might reasonably be expected from us; and it was a very small part of what we spent. Pennsylvania, in particular, disbursed about 500,000 pounds, and the reimbursements, in the whole, did not exceed 60,000 pounds. . . ."
 —from Benjamin Franklin's testimony before Parliament, 1766

17. Why does Franklin say that the tax is unfair?

Extended Response

18. After the American Revolution, a new culture emerged in the United States. Write an expository essay that compares and contrasts American culture before and after the Revolution in these areas: government, society, the arts, and education. In your essay, include an introduction and at least three paragraphs.



History  **ONLINE**

For additional test practice, use Self-Check Quizzes—Chapter 2 at glencoe.com.

Need Extra Help?

If You Missed Questions . . .	15	16	17	18
Go to Page . . .	58	60	95	95