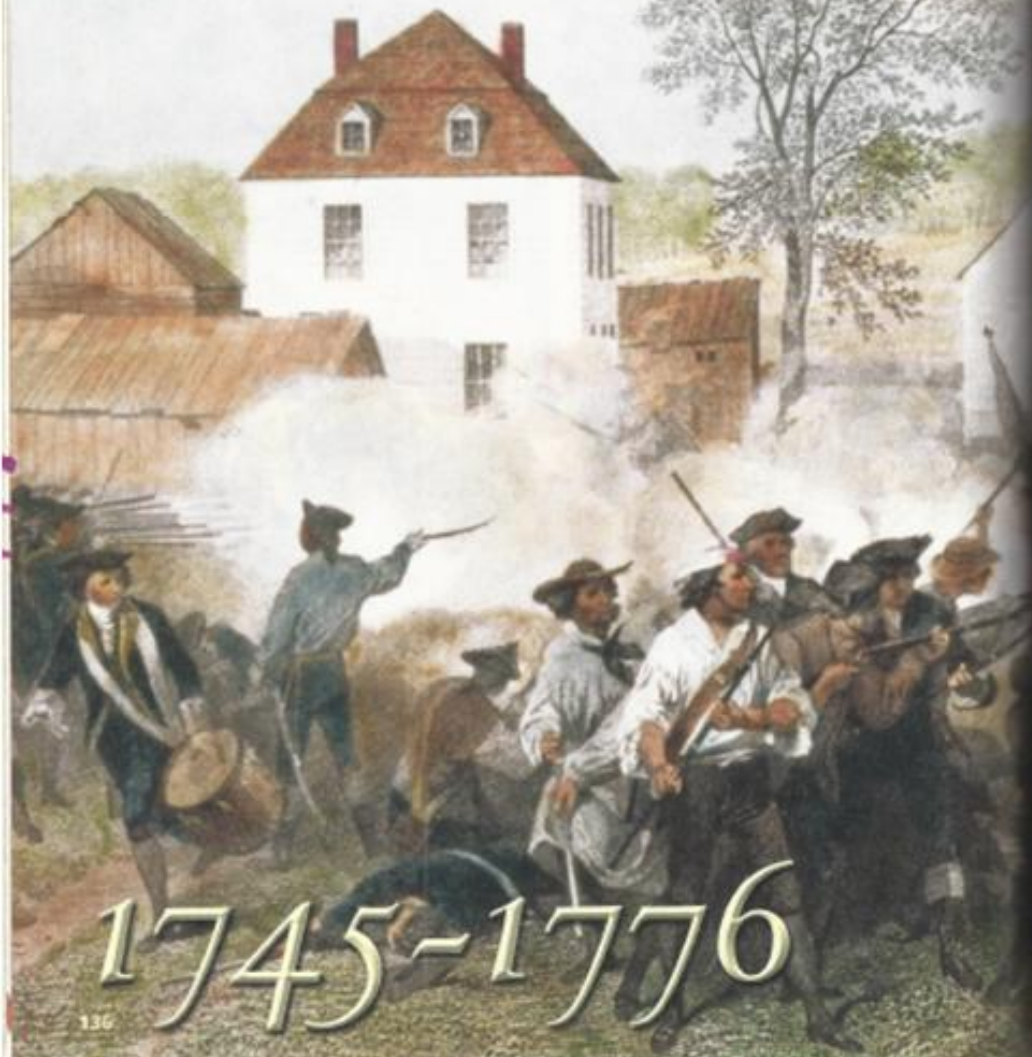


# The Road to Revolution



1745-1776

*"We profess to be his loyal  
and dutiful subjects....  
Nevertheless, to the persecution  
and tyranny of his cruel ministry,  
we will not tamely submit."*

—Massachusetts Provincial Congress,  
regarding King George III, 1775



## CHAPTER

# 5

Next Generation  
Sunshine State Standards

### Section 1

#### TROUBLE ON THE FRONTIER

FL SS.8.A.1.2, SS.8.A.2.6, SS.8.A.3.1,  
SS.8.A.3.2, SS.8.A.3.3, SS.8.C.1.2

### Section 2

#### THE COLONISTS RESIST TIGHTER CONTROL

FL SS.8.A.1.7, SS.8.A.2.5, SS.8.A.2.6,  
SS.8.A.3.1, SS.8.A.3.2, SS.8.A.3.3

### Section 3

#### FROM PROTEST TO REBELLION

FL SS.8.A.3.2, SS.8.A.3.8,  
SS.8.E.2.2

### Section 4

#### THE WAR BEGINS

FL SS.8.A.3.3, SS.8.A.3.6,  
SS.8.C.1.2

FL LA.8.1.6.2 Analyze familiar and  
conceptually challenging text

#### Reading Skill

**Draw Inferences and Conclusions**  
In this chapter, you will learn how to  
use details from primary and second-  
ary sources to draw inferences and





## How did the relationship between

### The Road to Revolution



U.S.  
Events



FL  
Florida  
Events

## Britain and the colonies fall apart?

INTERACTIVE  
Whiteboard

CHAPTER  
5

Atlantic  
Ocean

### By Order of Parliament

To provide and pay for your defense,  
we hereby enact these laws:

- **Sugar Act** —  
Import tax on molasses and other goods
- **Quartering Act** —  
Requires colonists to house and feed British troops
- **Stamp Act** —  
Requires purchase of special tax stamps for documents
- **Tea Act** —  
Gives British company control of all tea sales in colonies



BRITISH SEA POWER

VISUAL PREVIEW

1760

1770

1780

Proclamation of 1763 splits Florida into West Florida and East Florida.

1763

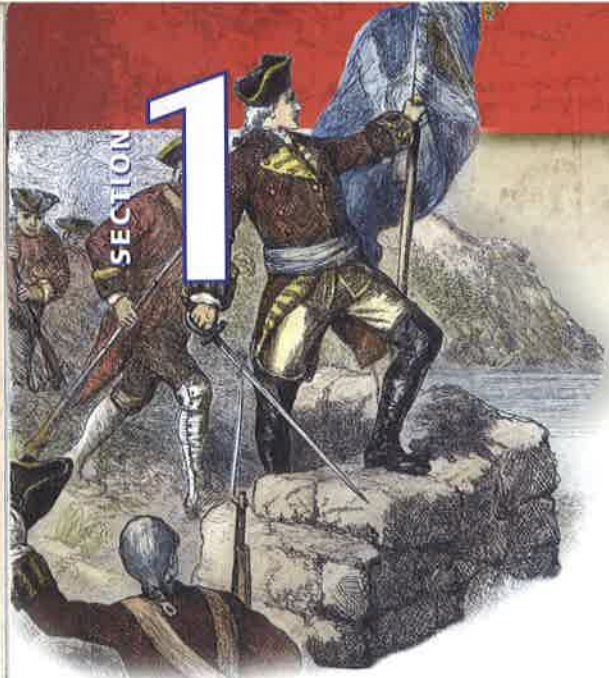
1765

Meeting between British and Native American leaders takes place in Picolata.

1775

Florida remains loyal to Britain when American Revolution begins.





### Four Bullets Through My Coat

“We were attacked by a body of French and Indians, whose number (I am certain) did not exceed 300 men. Ours consisted of about 1,300 well-armed troops, chiefly the English soldiers . . . I had four bullets through my coat, and two horses shot under me.”

—George Washington, reporting on the defeat of General Braddock’s army, 1755

◀ Washington captures French Fort Duquesne, 1758.

## Trouble on the Frontier

### FL Next Generation Sunshine State Standards

- SS.8.A.1.2 Analyze political cartoons and determine cause and effect
- SS.8.A.2.6 Examine course of the French and Indian War
- SS.8.A.3.1 Explain the consequences of the French and Indian War in British policies for the American colonies from 1763–1774
- SS.8.A.3.2 Explain American colonial reaction to British policy from 1763–1774
- SS.8.A.3.3 Recognize contributions of Founding Fathers in the American Revolution
- SS.8.C.1.3 Recognize role of civic virtue from colonial era to Reconstruction

### Reading Skill

**Make Inferences** When ideas are not actually stated, readers must infer these ideas by analyzing the details and evidence in the text. As you read about the choices and views of both the Americans and the British in colonial times, think about the inferences you can make from their actions.

### Key Terms and People

George Washington  
militia

alliance  
cede

**Why It Matters** American colonists expanded their settlements. As they pushed further inland, they came into conflict with the French and Indians. In this power struggle, the future of much of North America was at stake.

**Section Focus Question: How did the British gain French territory in North America?**

### Competing Empires

By the middle of the 1700s, France and Britain each controlled large areas of North America which bordered on each other for thousands of miles. Each country feared the other and sought to increase the area it controlled. These ambitions collided on the frontier and eventually led to war.

Native Americans lived on most of the territory claimed by France and Britain. There were few French settlers. Therefore, they did not threaten to seize Native American lands. However, the need of British settlers for farmland led to conflict with the Native Americans. By the 1740s, British settlers were pushing into the Ohio River valley lands claimed by the French. The pressure soon led to trouble.

**The French and Indian War Begins** In 1753, the French began building forts to back their claim to the land between Lake Erie and the Ohio River. This news alarmed the Virginia Colony, which also claimed the Ohio River valley. The governor of Virginia decided to send soldiers to order the French to leave. He chose a 21-year-old surveyor in the Virginia militia, **George Washington**, as the leader. The **militia** is a force made up of civilians trained as soldiers but not part of the regular army. Washington made the dangerous journey, returning home to tell the governor that the French had rejected his warning.

The next year, Washington traveled west again with orders to build a fort where the Allegheny and the Monongahela (muh non goh HEEL uh) rivers meet to form the Ohio River.

Washington arrived too late. The French were there already, building their own fort, which they called Fort Duquesne (du KANE). Washington marched south for about 50 miles and built a small fort of his own. He called it Fort Necessity.

Later, Washington’s troops attacked and defeated a small French force. However, a larger French army arrived and forced Washington to surrender Fort Necessity. The French allowed Washington and his men to return home to Virginia with the message that they would never give up the Ohio River valley.

**The Albany Congress** Expecting war to break out soon, the British government called a meeting of colonial leaders. It took place in Albany, New York. The British wanted the colonies to agree to cooperate in defending themselves against the French. The British also invited the Iroquois tribes to the meeting. They hoped to form an alliance with the Iroquois against the French. An **alliance** is an agreement between nations or groups to help each other against other nations or groups.

The Iroquois refused to make an alliance, in part because they expected the French to defeat the British in a war. The colonial leaders tried to work out a plan to defend themselves. Benjamin Franklin of Pennsylvania believed the colonies had to succeed. To make that point, his newspaper, the *Philadelphia Gazette*, published a picture of a snake chopped into pieces with the warning “Join, or Die.”

### Join, or Die



### Reading Political Cartoons Skills Activity

Benjamin Franklin’s 1754 cartoon was a plea for unity in defending the colonies during the French and Indian War.

- Distinguish Relevant Information** Identify the eight sets of initials that label the eight pieces of the snake.
- Draw Conclusions** What caused Franklin to create this cartoon? What effect did it have?

### Make Inferences

How did Virginia’s governor view George Washington? Give one detail that supports your inference.

- FL SS.8.A.2.4 Identify the impact of key colonial figures on the economic, political, and social development of the colonies
- SS.8.A.2.6 Examine the causes, course, and consequences of the French and Indian War
- SS.8.A.3.3 Recognize the contributions of the Founding Fathers



Franklin drew up a plan, called the Albany Plan of Union. It called for a council of representatives elected by the colonial assemblies. The council would have authority over western settlements, relations with Native Americans, and other urgent matters. It also could organize armies and collect taxes to pay its expenses.

The Albany Congress approved Franklin's plan, but the colonial assemblies rejected it. The colonies wanted to control their own taxes and armies. Franklin complained that "everyone cries, union is necessary," but they behave like "weak noodles" when the time comes to take action.

**Checkpoint** Why were the British concerned about French activity in the Ohio River valley?

## Early British Defeats

Soon after Washington's return, the British government decided it had to push the French out of the Ohio River valley. In 1755, it sent General Edward Braddock to Virginia with orders to capture Fort Duquesne. Braddock arrived with a large force of regular British troops and Virginia militia. Colonel George Washington joined Braddock's force as a volunteer.

**FL SS.8.A.2.6** Examine the causes, course, and consequences of the French and Indian War

**disaster at Fort Duquesne** General Braddock understood military tactics used in Europe, where armies fought in formation on open fields. But he knew nothing about fighting in North America, where conditions were very different. Braddock did not respect colonial soldiers. He did not listen to warnings that soldiers marching down a narrow road through a dense forest in red uniforms were perfect targets for an enemy fighting from behind trees and bushes. When Benjamin Franklin warned him about the danger of ambushes, Braddock said they were no threat to his well-trained troops.

As Braddock's force neared Fort Duquesne in early July, it was ambushed by French troops and their Native American allies. More than half of Braddock's men were killed or wounded, with the general himself among the dead.

**More British Defeats** The British had other setbacks during 1755. An army led by the governor of Massachusetts failed to take Fort Niagara on Lake Ontario. Further east, an army of British colonists and Native Americans was ambushed and suffered heavy losses near Lake George. These defeats may have strengthened Iroquois leaders' resolve not to ally with Britain.

In May 1756, Britain declared war on France, marking the official beginning of the Seven Years' War between the two countries. Shortly thereafter, French troops led by General Louis de Montcalm captured and destroyed Britain's Fort Oswego on Lake Ontario. In 1757, Montcalm captured Fort William Henry on Lake George.

**Checkpoint** What fatal errors did General Edward Braddock make?

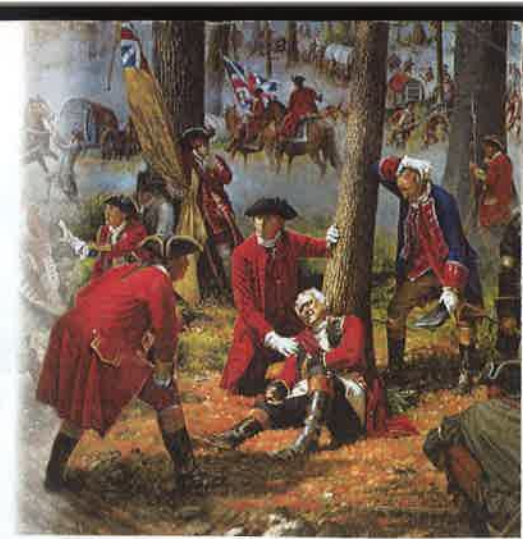
## The British Turn the Tide

The situation improved for Britain during 1757 when William Pitt became prime minister. Pitt sought top generals who had genuine military talent. He chose James Wolfe, who was only 30 years old when he became one of Britain's top generals.

With Pitt's generals in command, the war entered a new phase. In the summer of 1758, Britain scored its first major victory in the war. It captured the fort at Louisbourg. In the fall, the British took Fort Duquesne. The British renamed the post Fort Pitt, in William Pitt's honor. It later became the city of Pittsburgh.

These and other victories led the Iroquois to side with the British. More victories in 1759 set the stage for the British attack on Quebec and the key battle of the war.

Quebec, the capital of New France, was located on a high cliff, overlooking the St. Lawrence River. General Montcalm commanded the French defenders, and General Wolfe led the British attack. At first, the British made little progress. Then, at night, they found an unguarded trail that allowed them to climb the cliffs protecting the city without being discovered. In September 1757, approximately 4,000 British soldiers defeated 4,500 French soldiers on the plains in



General Edward Braddock

**FL SS.8.A.2.6** Examine the causes, course, and consequences of the French and Indian War

### Vocabulary Builder

**resolve** (ree SAHLV) *n.* strong determination to succeed in doing something

### Vocabulary Builder

**phase** (fayz) *n.* stage of development







The British attack Quebec.

front of the city. More than 2,000 soldiers were killed or wounded in the battle, including both Wolfe and Montcalm.

After losing Quebec, France could no longer defend the rest of its North American territory. Montreal, the other major French city in Canada, fell in 1760. In February 1763, Britain and France signed the Treaty of Paris. France lost almost all of its North American possessions. France **ceded, or surrendered**, French Canada to Great Britain. Great Britain also gained all other French territory east of the Mississippi, with the exception of New Orleans. Britain also received Spanish Florida. New Orleans, along with all French territory west of the Mississippi, went to Spain.

Native Americans also lost a great deal. Without French help, the Native Americans could not stop British settlers from moving on their lands.

**✓Checkpoint** What was the outcome of the Battle of Quebec?

**★ Looking Back and Ahead** The defeat of the French left the British in control of a vast area in North America. However, whatever sense of triumph British leaders felt at the war's outcome was soon replaced by a nagging realization. The victory had substituted one set of problems for another.

**FL** SS.8.A.2.6, SS.A.3.1, SS.8.A.3.2

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## Section 1 | Check Your Progress

### Comprehension and Critical Thinking

- (a) Summarize** How did the French and Indian War affect the 13 colonies?  
**(b) Detect Points of View** How did most colonists feel about helping the British? Explain.
- (a) Recall** How did the war go for the British before 1757? After 1757?  
**(b) Make Predictions** How might the outcome influence relations between the British and the American colonists?

### Reading Skill

- 3. Make Inferences** Think about how the Iroquois felt about the Ohio River valley. Why do you think the Iroquois may have preferred to be neutral in the conflict between France and England? What can you infer about how the Iroquois felt about European conflicts in North America?

### Key Terms

- Write two definitions for each key term: **militia**, **alliance**. First, write a formal definition for your teacher. Second, write a definition in everyday English for a classmate.

### Writing

- Write two or three sentences identifying the problems facing the Albany Congress. Were these problems solved? Explain your answer in three or four sentences.



▲ Colonial teapot protesting British tax stamps

### A Burdensome Tax

“We have called this a burdensome tax, because the duties are so numerous and so high, and the embarrassments to business in this infant, sparsely settled country so great, that it would be totally impossible for the people to subsist under it.”

—John Adams, speaking against the Stamp Act, 1765

## The Colonists Resist Tighter Control

### **FL** Next Generation Sunshine State Standards

- SS.8.A.1.7 View historic events through eyes of those there, through art
- SS.8.A.2.5 Discuss impact of colonial settlement on Native American groups
- SS.8.A.2.6 Examine consequences of the French and Indian War
- SS.8.A.3.1 Explain impact of French and Indian War on British policies, 1763–1774
- SS.8.A.3.2 Explain American colonial reaction to British policy from 1763–1774
- SS.8.A.3.3 Recognize contributions of the Founding Fathers in the American Revolution

### Reading Skill

#### Support Inferences With Details

Inferences must be based on information. This information may be details stated in the text. First, make the logical inference, then read the text and identify support for your inference. If you cannot support the inference, adjust it until the evidence will support it.

### Key Terms and People

duty  
boycott  
petition

writ of assistance  
John Adams  
Samuel Adams

**Why It Matters** American colonists enjoyed a large degree of self-government. They were proud of their rights and loyal to the British monarch. But the French and Indian War strained this loyalty.

**Section Focus Question:** How did the French and Indian War draw the colonists closer together but increase friction with Britain?

### Conflict With Native Americans

By 1763, Britain controlled almost all of North America east of the Mississippi River. This enormous territory promised endless room for settlement. However, Native Americans living west of the Appalachian Mountains were desperately trying to keep their lands. Fighting between Native Americans and white settlers began as soon as the French and Indian War ended.

**Pontiac's War** In the last days of the French and Indian War, the leader of the Ottawa nation, Pontiac, formed an alliance of western Native Americans. In May 1763, Pontiac and his allies attacked British forts and settlements throughout the area. Nearly half a dozen western British forts were destroyed and at least 2,000 backcountry settlers were killed. British settlers reacted with equal viciousness. They killed Native Americans who had not attacked them.

The British finally defeated Pontiac's forces in early August at a battle near Fort Pitt. Pontiac continued to fight for another year, but by the fall of 1764, the war was over.

**The Proclamation of 1763** Britain wanted to avoid further wars with Native Americans on the frontier. Therefore, the British government issued the Proclamation of 1763. It banned



## Effects of the French and Indian War

### THE FRENCH AND INDIAN WAR

- France loses its North American possessions.
- Britain is left with a large debt.
- Colonists develop a sense of unity.
- Colonists begin settling in the Ohio River valley.
- Native Americans resist colonists settling in the Ohio River valley.

### Reading Charts Skills Activity

The struggle between France and Great Britain to establish an empire in the Americas ended in 1763. The results brought political, social, and economic change to North America.

- (a) **Read a Chart** Which nation faced huge expenses after the war?
- (b) **Apply Information** How do you think the war impacted relations between Britain and the colonies?

colonial settlement west of a line drawn along the Appalachian Mountains. Settlers were told they had to move to a location east of that line.

The Proclamation of 1763 angered many colonists who believed they had the right to reside wherever they wanted. The proclamation was widely ignored and proved impossible for the British to enforce.

**✓Checkpoint** What were the terms of the Proclamation of 1763?

### British Rule Leads to Conflict

The colonists were proud of their contribution toward winning the French and Indian War. Tens of thousands of men had served as soldiers, and many had died in the war. Massachusetts alone lost more than 1,500 men. The colonists expected Britain to be grateful for their assistance. At most, they expected only a minimum rise in taxes.

Although ties between the colonies had begun to grow before the war, the 13 colonies still were divided in many ways. But the people of those colonies also saw themselves as different from people living in Britain. In 1763, the colonists still considered themselves loyal British subjects. Increasingly, however, they identified more with one another than with Britain.

The British saw things differently. The French and Indian War left Britain deeply in debt. Furthermore, these expenses continued. The British government had to keep troops in North America to make sure France did not try to regain its lost territory and to protect settlers against Native American attacks. British leaders believed the colonists should pay part of the debt.

**The Sugar Act** The British effort to impose new taxes on the colonies began in 1764 when Parliament passed the Sugar Act, which put a duty—or import tax—on several products, including molasses. It also called for harsh punishment of smugglers. Colonial merchants, who sometimes traded in smuggled goods, protested.

**The Quartering Act** One year later, Parliament passed the Quartering Act. The purpose of the Quartering Act was to save money. To enforce the Proclamation of 1763, Britain kept about 10,000 soldiers in the colonies. The act required colonists to quarter, or house, British troops and provide them with food and other supplies. The colonists protested angrily. Once again, the colonists complained that Parliament was violating their rights.

**✓Checkpoint** Why did the British impose new taxes on the American colonists?

### The Stamp Act

An even more unpopular law was the Stamp Act, passed by Parliament in early 1765. The Stamp Act required that all colonists buy special tax stamps for all kinds of products and activities. The stamps had to be placed on newspapers, wills, licenses, insurance policies, land titles, contracts, and other documents.

Protests against the Stamp Act were widespread. Virginia's House of Burgesses passed several resolutions declaring that it alone had the right to tax the people of Virginia. Patrick Henry, one of the youngest members of that body, made an emotional speech attacking the law. Henry ended his speech with a reference to the murder of Julius Caesar in ancient Rome. When Henry said that some good American would do the same to King George III, cries of treason were hurled against him. Henry replied, "If this be treason, make the most of it."

Other colonial assemblies followed Virginia's example. Merchants in New York, Boston, and Philadelphia organized a boycott—an organized campaign to refuse to buy certain products—of British goods. The protests spread to every colony.

In October, delegates from nine colonies met in New York for the Stamp Act Congress. They sent a petition—a written request to a government. Addressed to the king and Parliament, this petition demanded the end of both the Sugar Act and Stamp Act.

The protests worked. In 1766, Parliament repealed the Stamp Act. However, at the same time it passed the Declaratory Act, which said Parliament had total authority over the colonies. That set the stage for further trouble between Britain and her colonies.

**✓Checkpoint** Why did colonists object to the Stamp Act?

### Support Inferences With Details

Use details from the text to support this inference: The British did not expect the colonists to react negatively to new policies after the French and Indian War.

- FL**
- **SS.8.A.2.4** Identify the impact of key colonial figures on the economic, political, and social development of the colonies
  - **SS.8.A.2.6** Examine the causes, course, and consequences of the French and Indian War
  - **SS.8.A.3.1** Explain the consequences of the French and Indian War in British policies for the American colonies from 1763–1774

### Vocabulary Builder

**emotional** (ee MOH shuh nahl)  
**adj.** appealing to the emotions, or feelings, of people

### Biography Quest



Patrick Henry  
1736–1799

In the days before the American Revolution, the most eloquent spokesperson for independence was Patrick Henry.

Henry gave his famous speech in 1775. He urged Virginians to take up arms in their defense. "I know not what course others may take," he roared, "but as for me, give me liberty or give me death!" He later went on to serve six terms as governor of Virginia.

### Biography Quest online

**How did a salary dispute make Henry famous?**

**For:** The answer to the question about Patrick Henry

**Visit:** PearsonSchool.com/amhist

- FL**
- **SS.8.A.2.6** Examine the causes, course, and consequences of the French and Indian War
  - **SS.8.A.3.1** Explain the consequences of the French and Indian War in British policies for the American colonies from 1763–1774

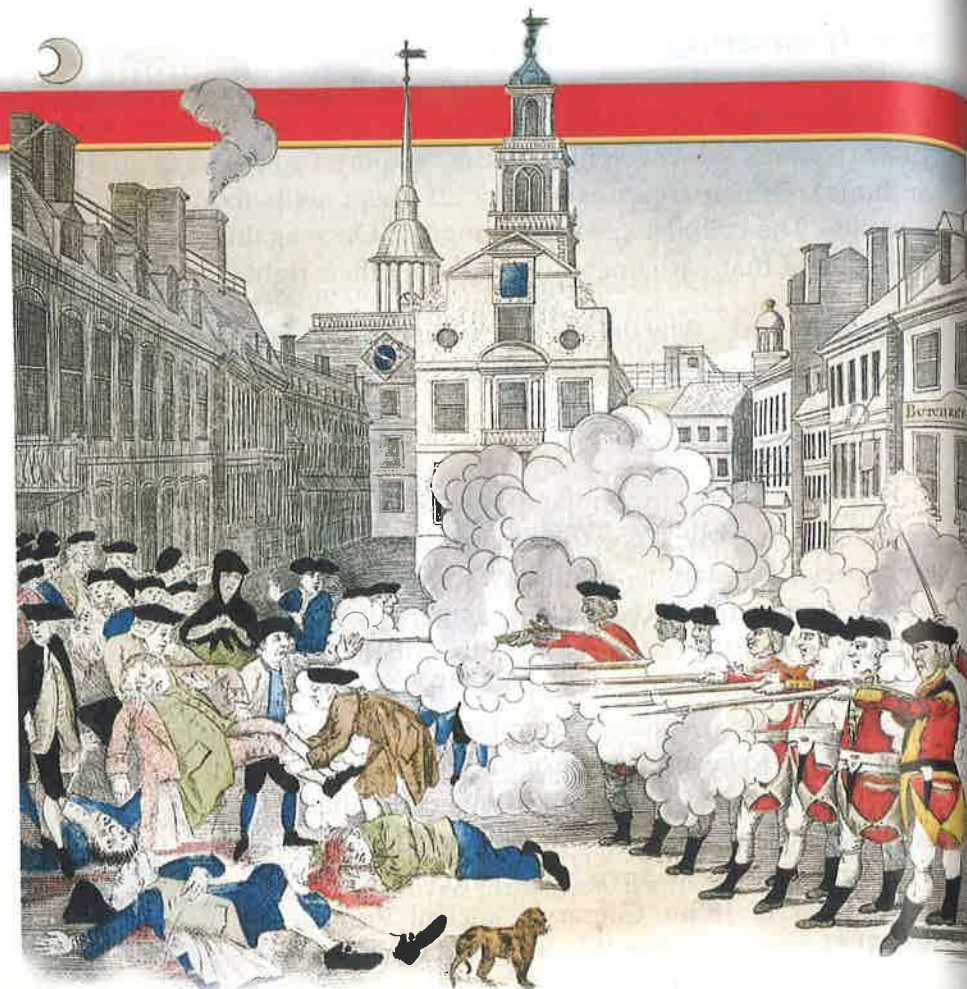
### Vocabulary Builder

**minimum** (MIHN ah muhm)  
**adj.** smallest quantity possible



**Massacre!** An American view of the Boston Massacre shows an organized unit of British troops firing directly into a group of colonists. But, in fact, more than 400 colonists surrounded the troops, cursing them and throwing sticks, rocks, and ice at them. **Critical Thinking: Detect Points of View** How does the artist show the tension at the scene of the Boston Massacre?

- FL • SS.8.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts
- SS.8.A.2.6 Examine the causes, course, and consequences of the French and Indian War



## Protests Spread

British officials sought a means of taxing the colonists in a way that would not anger them. Under the Townshend Acts of 1767, Britain would no longer tax products or activities inside the colonies. It would only tax products brought into the colonies.

**Writs of Assistance** The Townshend Acts set up a system to enforce the new import duties. To help customs officers find illegal goods, they were allowed to use **writs of assistance**—court orders that allowed officials to make searches without saying for what they were searching. Many colonists saw these writs and the searches they allowed as yet another violation of their rights.

Charles Townshend, the official in charge of the British treasury, also wanted to weaken the colonial assemblies. When the New York assembly refused to supply money to house and feed soldiers under the Quartering Act, Parliament suspended the assembly. The colonists again reacted by boycotting British goods.

**The Boston Massacre** Once again, the protests worked. The boycott hurt British merchants and manufacturers, who put pressure on Parliament. On March 5, 1770, Parliament repealed all the Townshend duties—except the one on tea. That tax was left in force to demonstrate Parliament's right to tax the colonies.

Parliament had not acted in time. On March 5, 1770, in Boston, an angry crowd of workers and sailors surrounded a small group of soldiers. They shouted at the soldiers and threw snowballs and rocks at them. The frightened soldiers fired into the crowd, killing five and wounding six. The first to fall for the cause of American independence was Crispus Attucks, an African American sailor.

Governor Thomas Hutchinson tried to calm things down by having the nine soldiers involved in the shooting arrested and tried for murder. **John Adams**, a well-known Massachusetts lawyer, defended them. Adams also was a leading defender of colonial rights against recent British policies. Yet, he took the unpopular case because he believed that in a free country every person accused of a crime had the right to a lawyer and a fair trial. Only two soldiers were convicted. Their punishment was having their thumbs branded.

**Committees of Correspondence** As tensions grew, colonial leaders saw the need to keep in closer contact with people in other colonies. After the Boston Massacre, **Samuel Adams**, a cousin of John Adams, established what he called a Committee of Correspondence. The aim was to keep colonists informed of British actions. Soon, committees were sprouting in other colonies. The committees wrote letters and pamphlets to spread the alarm whenever Britain tried to enforce unpopular acts of Parliament. In this way, the committees helped unite the colonists against Britain.

✓ **Checkpoint** How did colonists react to the Townshend Acts?

★ **Looking Back and Ahead** When colonists heard that the Townshend Acts had been repealed, they were overjoyed. But the dispute over taxes was not settled. Before long, colonists would face other crises that would lead to armed resistance.

- FL • SS.8.A.2.4 Identify the impact of key colonial figures on the economic, political, and social development of the colonies
- SS.8.A.2.6 Examine the causes, course, and consequences of the French and Indian War
- SS.8.A.3.3 Recognize the contributions of the Founding Fathers



Samuel Adams

- FL • SS.8.A.2.5, SS.8.A.3.2, SS.8.A.3.3

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## Section 2 | Check Your Progress

### Comprehension and Critical Thinking

- (a) **Recall** What was the Proclamation of 1763?  
(b) **Apply Information** Why did the British feel the Proclamation was critical in their relationship with the Native Americans?
- (a) **Describe** What happened during the Boston Massacre?  
(b) **Detect Points of View** Why do you think the colonists described this event as a "massacre"?

### Reading Skill

- Support Inferences With Details** Read the text following the subheading "Committees of Correspondence." Give a detail from the text to support the following inference: The colonists believed that the strength of unity would help them.

### Key Terms

Answer the following questions in complete sentences that show your understanding of the key terms.

- How did the American **boycott** affect Great Britain economically?
- What did the delegates to the Stamp Act Congress hope to achieve by sending a **petition** to the British king and Parliament?
- Why did colonists object to **writs of assistance**?

### Writing

- As a member of Parliament, you vote against repealing the Stamp Act. Brainstorm one or two possible solutions that you think would work better.





### A Well-Regulated Militia

“Resolved unanimously, that a well-regulated militia, composed of . . . freemen, is the natural strength and only stable security of a free government, and that such a militia will relieve our mother country from any expense in our protection and defense.”

—Maryland delegates’ resolution, 1774,  
promoting colonial self-defense

◀ Colonial militiaman

## From Protest to Rebellion

### FL Next Generation Sunshine State Standards

- SS.8.A.3.2 Explain American colonial reaction to British policy from 1763–1774
- SS.8.A.3.8 Examine people and groups key to society in American Revolution
- SS.8.E.2.2 Explain economic impact of government policies

### Reading Skill

**Draw Logical Conclusions** Reaching conclusions means analyzing what you have read and forming an opinion about what it means. As with inferences, you can add your own personal knowledge to the information to draw a conclusion. Always ask yourself: Does this conclusion make sense?

### Key Terms

monopoly  
repeal

minuteman

**Why It Matters** After the French and Indian War, friction with Britain increased when Britain imposed new taxes and regulations on the colonists. But the colonists’ anger had stopped short of armed resistance to the British.

**Section Focus Question: How did British tax policies move the colonists closer to rebellion?**

### A Dispute Over Tea

During the early 1770s, the protests in the colonies against British policies quieted down. However, that did not mean the colonists were satisfied with the British government. Although most of the Townshend duties had been repealed, the one on tea remained. Many colonists drank tea. With every cup they drank, they were paying a tax that Parliament had placed on them without their consent.

**The Tea Act** In 1773, the British Parliament passed the Tea Act. It was intended to help the British East India Company, one of Britain’s most important companies. For many years, the company had made money growing tea in India and selling it in Britain and in the colonies. However, the colonial boycott of tea seriously hurt the company.

The Tea Act actually lowered the price of tea by allowing the East India Company to ship tea directly to the colonies. Prior to the Tea Act, the tea first had to be shipped to Britain. Frederick North, the prime minister of England, felt the colonists should not object to the Tea Act since the price of tea was lowered. However, some colonists reacted angrily to the part of the act that gave the East India

Company a monopoly on selling British tea in the colonies. A **monopoly** is total control of a market for a certain product.

The monopoly hurt colonial merchants. Many of them sold Dutch tea that was smuggled into the colonies. Now, they would not be able to compete with the lower-priced East India Company tea. Many colonial leaders also argued that even though the price of tea was lowered, colonists still had to pay the tax on tea.

**The Boston Tea Party** A group of colonists called the Sons of Liberty soon organized in port cities to stop the East India Company tea from being unloaded. They threatened ship captains who were bringing in the tea and colonial tea merchants who said they would buy it. No tea was unloaded in New York, Philadelphia, or other ports. However, in Boston, Governor Thomas Hutchinson decided to make sure that the tea would be unloaded. He refused to give the arriving tea ships papers that would allow them to return to England. So, when the first tea ships from Britain arrived, Hutchinson ordered the cargo to be unloaded.

For more than two weeks, feelings were tense in Boston. Finally, on the night of December 16, 1773, a large crowd gathered in the harbor. Suddenly, a large group of men disguised as Native Americans boarded the tea ship. During the next three hours, they threw 342 cases of tea into the harbor. As the crowd cheered and shouted, the raiders destroyed 90,000 pounds of tea worth thousands of dollars.

**Checkpoint** How did Boston colonists show their opposition to the Tea Act?

### The Intolerable Acts

The Boston Tea Party outraged the British government. King George III called for tough action to make examples of the people of Boston and Massachusetts.

In response to the **incident**, Parliament passed four laws. These laws were so harsh that colonists called them the Intolerable Acts. The first act closed the port of Boston. Two others increased the powers of the royal governor, abolished the upper house of the Massachusetts legislature, and cut the powers of town meetings. Now, anyone accused of murdering a British colonial official could be tried in Britain, rather than in the colonies. Finally, a fourth law strengthened the 1765 Quartering Act.

Parliament also passed the Quebec Act, which set up a government for the territory taken from France in 1763. The Quebec Act claimed land between the Ohio and the Missouri rivers as part of Canada. Quebec’s new boundaries took away the western lands claimed by several colonies and blocked colonists from moving west.



### Boston Tea Party

Members of the Sons of Liberty protested the Tea Act by dumping chests of tea into Boston Harbor.

**Critical Thinking: Apply Information** Why do you think the colonists chose to disguise themselves as Native Americans?

### Vocabulary Builder

**incident** (IN suh dunt)

**n.** happening; occurrence

- **FL** SS.8.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts
- SS.8.A.3.2 Explain American colonial reaction to British policy from 1763–1774



## Causes of the Revolution

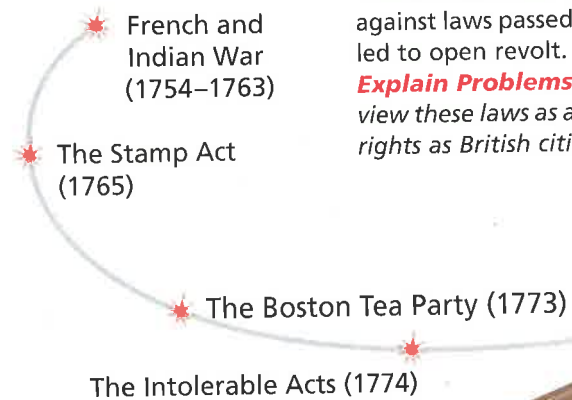
### History Interactive

#### Discover the Events That Led to the Revolution

Visit: [PearsonSchool.com/amhist](http://PearsonSchool.com/amhist)

#### Roots of the Revolution

Relations between Great Britain and the colonies changed after the French and Indian War. Years of colonial protest against laws passed by Parliament gradually led to open revolt. **Critical Thinking:** **Explain Problems** Why did colonists view these laws as attacks on their rights as British citizens?



#### Outbreak of the Revolution

#### Vocabulary Builder

**react** (ree AKT) **v.** to act in return



#### Draw Logical Conclusions

What conclusion can you make about how the Congress felt about independence at this time?

Americans in all the colonies reacted by trying to help the people of Boston. Food and other supplies poured into Boston from throughout the colonies. Meanwhile, the Committee of Correspondence organized a meeting to discuss what to do next.

That meeting, known as the First Continental Congress, took place in Philadelphia in September and October 1774. Twelve of the 13 colonies sent delegates. Only Georgia did not send representatives. Among the delegates were John Adams and Samuel Adams from Massachusetts, John Jay of New York, and George Washington and Patrick Henry from Virginia.

The Congress demanded the **repeal**, or official end, of the Intolerable Acts and declared that the colonies had a right to tax and govern themselves. It also called for the training of militias to stand up to British troops if necessary. The Congress also called for a new boycott of British goods. It then voted to meet again in May 1775 if its demands were not met.

**Checkpoint** What did the First Continental Congress accomplish?

### The Shot Heard Round the World

The British government had no intention of meeting the demands of the First Continental Congress. It chose, instead, to use force to restore its authority. Meanwhile, the colonists began to arm and form new militia units called **minutemen**—citizen soldiers who could be ready to fight at a minute's notice.

**FL** SS.8.A.3.2 Explain American colonial reaction to British policy from 1763–1774

In April, General Thomas Gage, the new governor of Massachusetts, learned the minutemen were storing arms in Concord, about 20 miles from Boston. On April 18, 1775, he sent 700 troops to seize the arms and capture some important colonial leaders. As the troops set out, a signal was placed in the steeple of Boston's Old North Church. Two men, Paul Revere and William Dawes, then rode through the night to warn the minutemen.

Five miles from Concord in the town of Lexington, about 77 minutemen were waiting when the British arrived. The British commander ordered the minutemen to go home. They refused. Suddenly, a shot rang out. Nobody knows who fired it, but it turned out to be the first shot of the American Revolution—"the shot heard round the world." The British then opened fire, killing eight Americans.

A larger battle took place in nearby Concord. This time, 400 minutemen fought the British, killing three of them. As the British retreated toward Boston, about 4,000 Americans fired at them from behind trees and fences. By the time the British reached Boston, almost 300 of them had been killed or wounded.

**Checkpoint** What led to the conflict at Lexington and Concord?

**Looking Back and Ahead** News of the battles at Lexington and Concord traveled fast through the colonies. Many colonists saw their hopes of reaching an agreement with Britain fade. For many, the battles were proof that only war would decide the future of the 13 colonies.



Statue of a minuteman

**FL** SS.8.A.3.2, SS.8.A.3.8, SS.8.E.2.2

#### Progress Monitoring online

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## Section 3 Check Your Progress

#### Comprehension and Critical Thinking

- (a) **Recall** Why did Britain pass the Tea Act?  
(b) **Identify Alternatives** What other ways, besides the Boston Tea Party, might colonists have protested the Tea Act?
- (a) **Summarize** What were the Intolerable Acts?  
(b) **Apply Information** How did the Intolerable Acts affect colonial unity?
- (a) **Describe** How did the American Revolution begin?  
(b) **Draw Conclusions** Why do you think the first shot fired at Lexington was called "the shot heard round the world"?

#### Reading Skill

##### 4. Draw Logical Conclusions

Based on the battles of Lexington and Concord, what can you conclude about the colonists' advantage in fighting?

#### Key Terms

Fill in the blanks with the correct key terms.

- The \_\_\_\_\_ were colonists who could prepare to fight in a very short time.
- Because the East India Company had a \_\_\_\_\_ on selling British tea in the colonies, other countries could not sell their tea there.

- The First Continental Congress provided for the training of \_\_\_\_\_ that could fight the British troops.

#### Writing

- One of the decisions of the First Continental Congress was to boycott British goods. In a paragraph, identify the problem that Congress was trying to solve by boycotting British goods. Did the boycott solve the problem? Explain.



## LIFE AT THE TIME

# A Spirit of Protest

From the Stamp Act to the Boston Tea Party to the outbreak of fighting at Lexington and Concord, a spirit of protest steadily grew in the colonies. This defiant mood expressed itself in many ways.



### Boycotting British Goods

Women took a leading role in refusing to buy British goods. In October 1774, a group of women in Edenton, North Carolina, signed a pledge. They promised "not to conform to the Pernicious Custom of Drinking Tea." Above, the women of Edenton pour away tea.

### A Warning of Danger

Benjamin Franklin was the first to use a serpent as a symbol of the colonies. (See Section 1.) By 1775, the serpent had become a rattlesnake, which stood for the idea that the colonists would fight back against tyranny.



### The Pen as a Weapon

Mercy Otis Warren of Boston wrote plays that made fun of the British. The plays were not acted in theaters but were circulated privately. In *The Blockheads*, Warren shows how the Patriots made fools of the British troops after Lexington and Concord. One British soldier says:



"Ha, ha, ha,—yankee doodle forever. . . . We were sent here to ransack the country and hang up a parcel of leading fellows for the crows to pick, and awe all others into peace and submission—instead of this, in our first attempt, we were drove thro' the country, like a pack of jackasses."

—Mercy Otis Warren, *The Blockheads*



## Violent Protests

The spirit of protest sometimes took a violent turn. The British cartoon below shows a tax official in Boston being tarred and feathered by members of the Sons of Liberty. Hot tar was poured over the body of the victim, who was then covered with chicken feathers. Tarring and feathering was not fatal, but it was painful and humiliating. In the background, colonists pour tea into Boston Harbor.

The first Liberty Tree was an elm in Boston, where dummies representing tax collectors were hanged. Patriots in many colonies raised Liberty Trees or Liberty Poles as symbols of protest.



In addition to being tarred and feathered, the unfortunate tax collector has tea poured down his throat.

### Analyze LIFE AT THE TIME

Choose a person pictured on these pages. As that person, write a letter to a friend describing how you feel about the new mood of protest in the colonies.





▲ American soldiers prepare for British attack.

### In the Heat of Action

“We were then very soon in the heat of action. Before we reached the summit of Bunker Hill, and while we were going over the Neck, we were in imminent danger from the cannon shot, which buzzed around us like hail.”

—American Captain John Chester, describing the Battle of Bunker Hill, 1775

## The War Begins

### FL Next Generation Sunshine State Standards

- SS.8.A.3.3 Recognize contributions of the Founding Fathers in the American Revolution
- SS.8.A.3.6 Examine causes of American Revolution
- SS.8.C.1.2 Compare how Patriots and Loyalists viewed self-government

### Reading Skill

**Identify Supporting Evidence** Readers often draw conclusions without even realizing that they are doing so. However, like inferences, conclusions should be supported and challenged and the evidence identified. This ensures that your conclusions are logical and reliable. Remember, you may need to use evidence from prior reading to reach your conclusions.

### Key Terms

blockade  
mercenary

**Why It Matters** After the battles at Lexington and Concord, many colonists hoped that the British would give in quickly to the colonists’ demands. The British did not. Instead, a long and difficult struggle lay ahead.

**Section Focus Question:** How did the American Revolution begin?

### The Second Continental Congress

Even after the battles of Lexington and Concord, most colonists still did not favor independence. At the same time, many of them were ready to use force, if necessary, to defend their rights against the British.

As the crisis with Britain deepened, the Second Continental Congress came together in Philadelphia in May 1775. The delegates included Thomas Jefferson, a young lawyer from Virginia; Boston merchant John Hancock; and Benjamin Franklin of Philadelphia.

The Congress, at first, was divided about what to do. A group of delegates from New England wanted to declare independence. A more moderate group from the Middle Colonies favored less drastic action. However, nearly all delegates felt they needed to prepare for war. John Hancock was the President of the Second Continental Congress. The first step was to form an army.

The Congress chose George Washington as the commander of the newly formed Continental army. He had military experience and was well respected.

The Congress also took steps to pay for its army by printing paper money. The Second Continental Congress was starting to act like a government.

**patriots Against Loyalists** By 1775, a split was developing in the American colonies. Colonists who favored independence and were willing to fight for it took the name Patriots. Those who remained loyal to Britain and the king called themselves Loyalists. Most colonists were Patriots. However, as many as one third of the colonists may have had Loyalist sympathies.

The Loyalists came from every colony and all sections of the population. Everywhere, however, they were a **minority**. During 1774 and 1775, the Patriots took control of local governments.

The Loyalists included some people from the wealthiest families in the colonies. Many leading merchants and large landowners were Loyalists. They feared a rebellion would lead to a change in government and that they would lose their property. Government officials who owed their jobs and place in society to the British Crown often were Loyalists.

At the same time, many enslaved African Americans sided with the British, hoping to win their freedom. So did most Native Americans, who feared they would lose their lands if the colonists won independence.

During the Revolution, thousands of Loyalists fought on the British side. During and after the Revolutionary War, about 100,000 Loyalists left the country forever. Many settled in Canada.

FL LA.8.1.6.2 Analyze familiar and conceptually challenging text

### Lord Dunmore’s Declaration

Lord Dunmore sent this declaration to the rebel Patriots in Virginia:

“I do require every person capable of bearing arms to resort to His Majesty’s standard, or be looked upon as traitors to His Majesty’s Crown and government, and [be subject to] penalty . . . such as [loss] of life, confiscation of lands, etc. And I do hereby further declare all indentured servants, negroes, or others [in service to rebels] free that are able and willing to bear arms, they joining His Majesty’s troops as soon as may be. . . .”

—from Proclamation of Lord Dunmore, November 1775



### Reading Primary Sources

#### Skills Activity

In 1775, Patriots had taken over Virginia. In desperation, Lord Dunmore, the Loyalist governor, issued a declaration against the rebel Patriots.

- Apply Information** How does Lord Dunmore encourage indentured servants and black slaves to join the British army?
- Evaluate Arguments** How could American Patriots accuse Lord Dunmore of being unfair?

### Identify Supporting Evidence

Give evidence to support the conclusion that Loyalists strongly supported social order.

FL SS.8.A.3.2 Explain American colonial reaction to British policy from 1763–1774

### Rights and Responsibilities

Since Loyalists felt their rights, as citizens, originated with the British crown they felt responsible to follow the rules and laws of the King. Patriots, on the other hand, believed they were endowed with the natural rights that were promoted during the Enlightenment. As citizens they felt it was their responsibility to protest any law or action that violated these rights.



### Vocabulary Builder

**restore** (ree STOR) *v.* to bring back to a normal state; to put back; to reestablish

FL

- **SS.8.A.3.2** Explain American colonial reaction to British policy from 1763–1774
- **SS.8.A.3.3** Recognize the contributions of the Founding Fathers

**Petitioning the King** Even months after Lexington and Concord, many delegates at the Second Continental Congress hoped that peace could be restored between Britain and its American colonies. Two resolutions passed in July showed the uncertainty of Congress. The first resolution was called the Olive Branch Petition and was sent to King George. The petition stated that the colonists were loyal to the king. It asked George to stop the fighting so all disputes between the colonists and Britain could be solved peacefully. The petition got its name from the olive branch, a symbol of peace since ancient times.

The next day, the Congress passed a tougher statement called the Declaration of the Causes and Necessities of Taking Up Arms. Written in part by Thomas Jefferson, the document stated that the colonists were ready “to die freemen rather than to live as slaves.”

The effort to make peace failed. King George did not bother to answer the Olive Branch Petition. Instead, he declared the colonies were “in open . . . rebellion.” Parliament, meanwhile, voted to send 20,000 soldiers to the colonies to end the revolt.

**An Important American Victory** On May 10, 1775, the same day the Second Continental Congress began meeting, an important battle took place in northern New York. A daring band of colonists made a surprise attack on Fort Ticonderoga (ti kahn duh ROH guh).

The fort stood at the southern end of Lake Champlain and protected the water route to Canada. Leading the force was Ethan Allen, a blacksmith. Most of his followers came from the nearby Green Mountains of today’s Vermont. Because of that, they were known as the Green Mountain Boys.

Allen’s force of 83 men reached the fort by crossing the lake at night and surprising the British in the early morning. Only 42 British troops guarded the fort, and they surrendered almost immediately.

Fort Ticonderoga was important for two reasons. It controlled the main route between Canada and the Hudson River valley. It also held valuable weapons, especially cannons. The Americans needed the cannons to match the powerful British weapons. When the Green Mountain Boys took the fort, they seized several dozen cannons. Later, those cannons were moved to Boston, where George Washington used them to drive the British from the city.

**✓Checkpoint** How did the divided loyalties of the colonists affect the Second Continental Congress?

### Early Battles

By June 1775, the British had 6,500 troops in Boston. The Americans had about 10,000 surrounding the city. About 1,600 of these troops occupied Breed’s Hill overlooking the city. From this position, they could fire on British ships in Boston Harbor. Nearby was Bunker Hill, also controlled by the Americans.

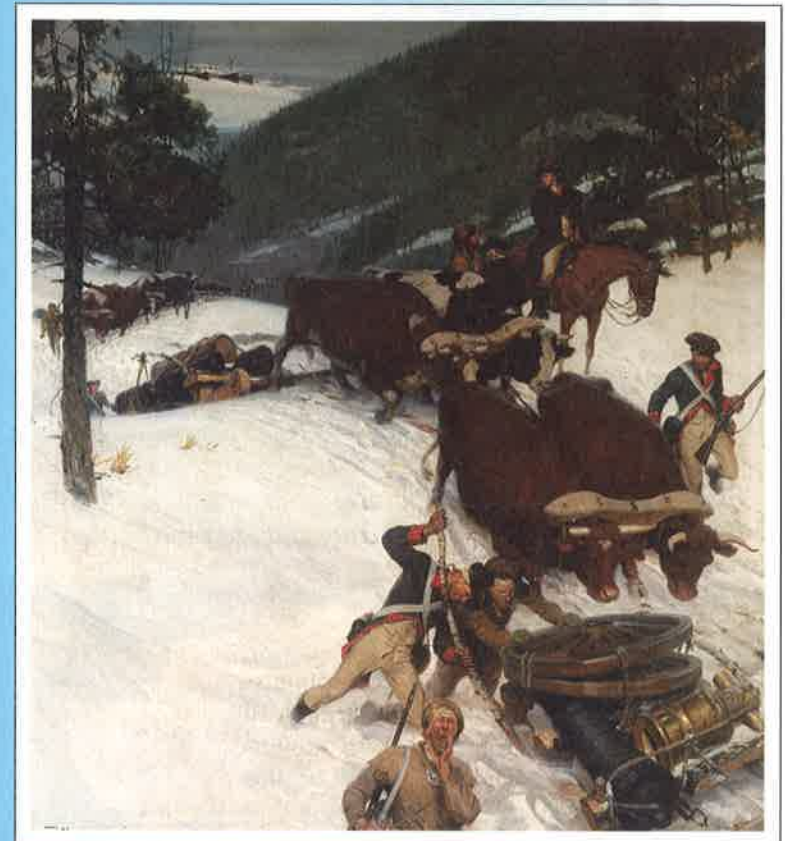


Ethan Allen demanding the surrender of Fort Ticonderoga

### Vocabulary Builder

**occupy** (AHK yoo py) *v.* take possession of

## Delivering the Cannons



### From Fort Ticonderoga to Boston

The difficulty of dragging cannons from Fort Ticonderoga to Boston is evident in this painting of the event. **Critical Thinking: Apply Information** What does this effort indicate about the Continental army’s military forces?

**Battle of Bunker Hill** The Americans surrounding Boston were farmers and workers, not trained soldiers. Nobody knew if they would stand and fight against tough British troops.

British General William Howe decided to attack straight up Breed’s Hill. The American commander, Israel Putnam, knew his soldiers did not have much ammunition. The Americans waited until the British were only about 150 feet away. When they opened fire, hundreds of British soldiers fell dead and wounded.

The first British attack failed. So did the second. The third attack succeeded, only because the Americans ran out of ammunition and had to retreat. The British won the battle but at a terrible cost. More than 1,000 were killed or wounded. American losses were about 400 killed or wounded. The Americans had proved they could fight and stand up to professional British soldiers.

The fighting, called the Battle of Bunker Hill, did not solve Britain’s problem. Boston still was surrounded by American forces. In July 1775, George Washington arrived and took charge of the army.

Washington knew he had to build a regular army. Washington also needed powerful weapons to drive the British from Boston. He had the British cannons, which had been seized at Fort Ticonderoga, dragged on sleds across mountains and forests to Boston. That difficult 300-mile journey took three months.

In March, Washington placed the cannons on high ground overlooking Boston. The British could no longer defend the city. On March 17, 1776, they withdrew from Boston by sea and never returned.



# The Battle of Bunker Hill

On June 16, 1775, the colonists occupied Bunker Hill and Breed's Hill, two high points near Charles Town, which was across the harbor from Boston. The battle that took place there the following morning fueled the colonists' determination to fight. After this battle, it is said that "a frenzy of revenge" gripped the colonists. **Critical Thinking: Understand Sequence** Based on the information on this page and on your reading, describe the sequence of events before, during, and after the battle.

## ▼ The Battle Begins

On the morning of June 17, British soldiers took position around the base of Breed's Hill. As shown in this painting, the British soldiers, wearing red coats, marched straight up the hill through tall grass and over fences.

**William Howe** ▶  
British general  
at Bunker Hill



## ▶ The Attack

This painting shows the attack on Bunker Hill and the burning of Charles Town.



**Israel Putnam** ▶  
American general  
at Bunker Hill

Although the Americans won in Boston, Washington knew that the war was far from over. Britain still held most of the advantages. They had the most powerful navy in the world. They used it to transport troops and supplies and to blockade American ports. A **blockade** is the shutting off of a port by ships to keep people or supplies from moving in or out. The British also strengthened their army by hiring **mercenaries**—soldiers who serve another country for money.

**Invading Canada** While Washington was training one army outside Boston, two other American armies were moving north into Canada. One, led by Richard Montgomery, left from Fort Ticonderoga. The other, led by Benedict Arnold, moved north through Maine.

Arnold had a terrible journey through the Maine woods in winter. His troops were forced to boil candles, bark, and shoe leather for food. In late December 1775, the Americans attacked Quebec during a severe snowstorm. The attack was turned back. Montgomery was killed, and Arnold was wounded. The Americans stayed outside Quebec until May 1776, when the British landed new forces in Canada. Weakened by disease and hunger, the Americans withdrew, leaving Canada to the British.

**✓Checkpoint** What did the Battle of Bunker Hill show about the American and British forces?

**★ Looking Back and Ahead** After Bunker Hill, King George III was confident that he could soon restore order in the colonies. Meanwhile, colonists wondered what chance they had of defeating a well-armed, powerful nation such as Britain.

FL SS.8.A.3.3, SS.8.A.3.6, SS.8.C.1.2

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## Section 4 | Check Your Progress

### Comprehension and Critical Thinking

- (a) **Recall** What were the major achievements of the Second Continental Congress?  
(b) **Apply Information** How did the Second Continental Congress influence the conflict between the colonists and Britain?
- (a) **Recall** What did the Patriots want?  
(b) **Apply Information** Why do you think Loyalists were described as "having their heads in England . . . but their bodies in America"?

### Reading Skill

- Identify Supporting Evidence** Give evidence to support the conclusion that the war's momentum shifted after the Battle of Bunker Hill.

### Key Terms

- Read each sentence below. If the sentence is true, write YES. If the sentence is not true, write NO and explain why.
- Countries set up **blockades** to help strengthen trade relations.
  - Most **mercenaries** are hired to fight for their own countries.

### Writing

- In a few sentences, describe how a Loyalist might have reacted to the Olive Branch Petition and to the Declaration of the Causes and Necessities of Taking Up Arms as possible solutions to the feud between Britain and the colonies. Then, write a brief response reflecting how a Patriot might have reacted to these documents as a solution to the feud.





21st Century Learning

You can increase your understanding of history by asking questions about what you see and read. Formulating, or asking, questions helps you become a more effective learner. The better your questions, the more you will learn.



- LA.8.1.6.2 Listen to, read, and discuss conceptually challenging text
- SS.8.A.4.3 Examine the experiences and perspectives of significant individuals and groups during this era of American History
- SS.8.A.4.8 Describe the influence of individuals on social and political developments of this era in American History

Patrick Henry presented his views in this excerpt from a speech to the convention that gathered after the Virginia Assembly was suspended.

Primary  
Source

"Sir, we have done everything to avert the storm which is now coming on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded. . . .

*There is no longer any room for hope.* If we wish to be free; if we mean to preserve inviolate those inestimable privileges for which we have been so long contending; . . . we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of hosts is all that is left us!

—I know not what course others may take; but as for me,—give me liberty, or give me death!"

—Patrick Henry, March 23, 1775

Learn the Skill

Use these steps to formulate questions.

- 1 **Examine the material.** Ask basic questions to summarize what you are reading. Formulate questions that begin with *who*, *what*, *when*, *where*, and *how much*.
- 2 **Think of analytical questions.** These are questions that reflect a thoughtful approach to the information. They might begin with *how* or *why*.
- 3 **Ask questions that evaluate.** These call for judgments and opinions based on evidence.
- 4 **Formulate hypothetical questions.** Hypothetical questions involve the word *if*. They suggest possible outcomes: *if this happens, would such and such occur?*

Practice the Skill

Answer the following questions about the primary source.

- 1 **Examine the material.** What is Patrick Henry's view of the American Revolution?
- 2 **Think of analytical questions.** (a) How would you describe the tone or feeling? (b) Formulate an analytical question.
- 3 **Ask questions that evaluate.** (a) Why is this primary source persuasive? Explain. (b) Formulate a question to evaluate the source.
- 4 **Formulate hypothetical questions.** If the British had won the Revolution, what do you think would have happened to Patrick Henry and those who supported his views?

Apply the Skill

See the Review and Assessment at the end of this chapter.



How did the relationship between Britain and the colonies fall apart?

Section 1

Trouble on the Frontier

- British settlers moved into lands claimed by the French in the Ohio River valley.
- After early British defeats at Fort Duquesne, Fort Niagara, and Lake George, France was defeated.
- Under the 1763 Treaty of Paris, Britain and Spain took control of almost all of France's North American possessions.

Section 2

The Colonists Resist Tighter Control

- To avoid conflict with Native Americans, Britain issued the Proclamation of 1763.
- After the end of the war, Britain strengthened its control over the American colonies by imposing a series of new taxes.
- Colonists protested Britain's actions by boycotting British goods.

Section 3

From Protest to Rebellion

- After Parliament passed the Tea Act, American colonists dumped cases of British tea into Boston Harbor.
- The Intolerable Acts further tightened Britain's control over the American colonies.
- The first major conflict between American colonists and British soldiers took place at Lexington and Concord on April 18, 1775.

Section 4

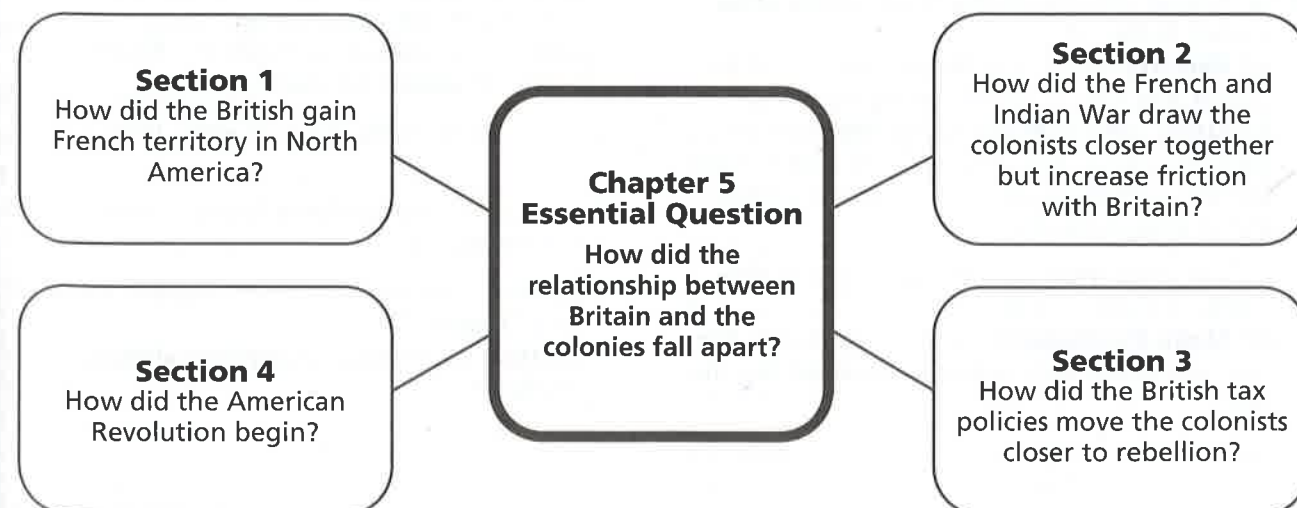
The War Begins

- The Second Continental Congress met in Philadelphia in May 1775 to deal with the deepening crisis with Great Britain.
- The British surrendered Fort Ticonderoga to a small American force led by Ethan Allen.
- When the Olive Branch Petition failed, the Continental Congress approved a more militant statement of purpose.
- Although the Patriots lost the Battle of Bunker Hill, George Washington finally drove the British from Boston.



Exploring the Essential Question

Use the online study guide to explore the essential question.





**Key Terms**

Answer the following questions in complete sentences that show your understanding of the key terms.

1. Why did the British want to form an **alliance** with the Iroquois during the French and Indian War?
2. How did the role of the **militia** change after the battles of Lexington and Concord?
3. What did Britain hope to achieve by a **blockade** of American ports?
4. How did the English king react to the colonists' **petition** about the Sugar and Stamp Acts?

**Comprehension and Critical Thinking**

5. (a) **Identify** What were three results of the French and Indian War?  
(b) **Make Predictions** What would have happened if the French had won the French and Indian War?
6. (a) **Recall** What was Pontiac's War?  
(b) **Draw Conclusions** What happened to the relationship between Native Americans and colonists after the French and Indian War? Explain your answer.
7. (a) **Recall** What did the First Continental Congress do?  
(b) **Recall** What did the Second Continental Congress do?  
(c) **Compare and Contrast** Compare and contrast the achievements of the First and Second Continental Congress.
8. (a) **Recall** What were the terms of the Olive Branch Petition?  
(b) **Identify** What was the Declaration of the Causes and Necessities of Taking Up Arms?  
(c) **Apply Information** Given the terms of each document, why might British leaders have felt the colonists were sending mixed messages about independence?
9. (a) **Describe** How did colonists react to the Battle of Bunker Hill?  
(b) **Make Predictions** How do you think this reaction would help colonial forces during the war?

**History Reading Skill**

10. **Make Inferences and Draw Conclusions** Draw a conclusion about George Washington as a military leader. Use evidence from throughout this chapter to support your conclusion.

**Writing**

11. **Write two paragraphs on the following topic:** How did the French and Indian War affect the relationship between the 13 colonies and Britain?

Your paragraphs should:

- include a thesis statement that expresses your main idea;
- develop that main idea with facts, examples, and other information;
- conclude by describing the lasting impact of what happened.

12. **Write a Narrative:**

Since 1766, you have been a colonial merchant living in Boston. Write a letter to a friend explaining why you feel it is important to serve on the correspondence committee in your town.

**Skills for Life****Formulate Questions**

Use the quotation below to answer the questions.

"As to government matters, it is not in the power of Britain to do this continent justice; the business of it will soon be too weighty and intricate to be managed with any tolerable degree of convenience, by a power so distant from us, and so very ignorant of us; for if they cannot conquer us, they cannot govern us. . . . Freedom has been hunted round the globe. . . . O receive the fugitive, and prepare in time an asylum for mankind."

—Thomas Paine, *Common Sense*, January 1776

13. How does Thomas Paine feel about the American Revolution?
14. (a) Why does Thomas Paine compare "freedom" to a "fugitive"?  
(b) How would this comparison affect his readers?

**Document-Based Assessment**

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**FL**

SS.8.A.1.6 Compare interpretations of key events and issues throughout American History

**Moving Toward Independence**

As colonists' resentment toward Great Britain grew, they spoke out forcefully in words and through images. A few shots fired between colonial militias and the British were all it took to turn anger into war.

**Document A**

"The members of this congress . . . make the following declarations. . . .

That His Majesty's . . . subjects in these colonies are entitled to all the . . . rights and privileges of his natural born subjects [in] Great Britain.

That the people of these colonies are not . . . represented in the House of Commons in Great Britain. . . .

That the only representatives of the people of these colonies are persons chosen . . . by themselves; and that no taxes ever have been or can be constitutionally imposed on them but by their respective legislatures. . . ."

—From "Declaration of Rights of the Stamp Act Congress," 1765

**Document B**

Benjamin Franklin created this symbol of the colonies in 1754.

**Analyzing Documents**

Use your knowledge of Revolutionary history and Documents A, B, C, and D to answer questions 1–4.

1. What phrase best sums up the ideas in Document A?  
A. give me liberty or give me death  
B. no taxation without representation  
C. too much taxation  
D. we are natural born subjects
2. Which Document gives the outcome of the threat posed in Document B?  
F. Document A  
G. Document B  
H. Document C  
I. Document D
3. In Document D, what does the author call on to support his claims?  
A. the British Parliament  
B. the British monarch  
C. people born in the British colonies  
D. common law, the laws of God, and the laws of nature
4. **Writing Task** What were the roots of the American Revolution? Use documents from this page and information from the chapter to write a short essay titled "Some Causes of the American Revolution" that answers this question.

**Document C**

An image from Paul Revere's Engraving of the Boston Massacre, 1770.

**Document D**

"All persons born in the British American Colonies are, by the laws of God and nature and by the common law of England, exclusive of all charters from the Crown, well entitled, and by acts of the British Parliament are declared to be entitled, to all the natural, essential, inherent, and inseparable rights, liberties, and privileges of subjects born in Great Britain or within the realm. . . . It is utterly irreconcilable to these principles and to many other fundamental maxims of the common law, common sense, and reason that a British House of Commons should have a right at pleasure to give and grant the property of the Colonists."

—From *The Rights of the Colonists*, by Sam Adams, 1772