Colonial militia members, known as minutemen, left their homes on short notice to fight the British.
Section 1: Taxation Without Representation

Essential Question Following the French and Indian War, how did the British government anger the American colonists?

Section 2: Building Colonial Unity

Essential Question How did colonists react to British policies?

Section 3: A Call to Arms

Essential Question What brought about the clash between American colonists and British soldiers at Lexington and Concord?

Section 4: Moving Toward Independence

Essential Question Why did the American colonies choose to declare independence?

Organizing Information

Make this four-tab Foldable to help you learn about the events that led to the American Revolution.

Step 1 Fold the top and bottom of a piece of paper into the middle.

Step 2 Fold the paper in half from side to side.

Step 3 Open and cut along the inside fold lines to form four tabs.

Step 4 Label the tabs as shown.

Reading and Writing

As you read the chapter, take notes about each section under the appropriate head. Use your Foldable to help you write a summary for each section.
### Essential Question
Following the French and Indian War, how did the British government anger the American colonists?

### Reading Guide

#### Content Vocabulary
- revenue (p. 123)
- effigy (p. 125)
- boycott (p. 125)
- resolution (p. 125)
- nonimportation (p. 125)
- repeal (p. 125)
- writs of assistance (p. 123)

#### Academic Vocabulary
- prohibit (p. 123)
- violate (p. 124)

#### Key People and Events
- Stamp Act (p. 124)
- Patrick Henry (p. 125)
- Samuel Adams (p. 125)

#### Reading Strategy
**Taking Notes** As you read, identify British policies that affected the colonists. Then describe the colonists' view of each policy.

<table>
<thead>
<tr>
<th>British Policy</th>
<th>Colonists' View</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<tr>
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<td></td>
</tr>
</tbody>
</table>

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### American Diary

In London, Benjamin Franklin stated the American view on British taxes: "They will oppose it to the last. They do not consider it as at all necessary for you to raise money... by your taxes... America has been greatly misrepresented... [as] refusing to bear any part of [the war's] expense. The Colonies... paid and clothed near 25,000 men during the last war, a number equal to [that of] Britain."

—in an interview before the House of Commons, 1760

---

### A S K. of PL A N S and F O R T S in A M E R I C A, Reduced from Actual Surveys 1765
Relations With Britain

Main Idea After the French and Indian War, Great Britain passed laws to protect British interests in the colonies.

History and You How do you feel when someone treats you unfairly? Read to learn how the colonists felt about British laws that affected them.

With victory in the French and Indian War, the British gained control of a vast territory in North America. However, they faced the challenge of protecting their interests in the colonies and new territory. With the Proclamation of 1763, the British government set up new provinces. The proclamation also prohibited, or prevented, colonists from moving west of the Appalachian Mountains.

Limiting western settlement provided several advantages for Britain. It allowed the British government to control westward movement and to avoid conflict with Native Americans. Also, keeping colonists near the East Coast ensured a market for British goods in the coastal cities, where trade flourished.

Finally, closing western settlement allowed Britain to control the fur trade in the frontier. Britain planned to station 10,000 troops in the colonies to protect these interests.

Britain needed new revenue, or incoming money, to pay troop expenses. Also, the French and Indian War left Britain with a huge debt. The king and Parliament believed that the colonists should pay part of the cost, so they issued new taxes on the colonies and began to enforce existing taxes more strictly.

Britain's Trade Laws

In 1763 George Grenville, prime minister of Britain, decided to act against smuggling. When the colonists smuggled goods to avoid taxes, Britain lost revenue.

Grenville knew that American juries often found smugglers innocent. He convinced Parliament to pass a law allowing smugglers to be sent to vice-admiralty courts, which were run by officers and did not have juries. In 1767 Parliament authorized writs of assistance. These legal documents allowed customs officers to enter any location to search for smuggled goods.

The Sugar Act

In 1764 Parliament passed the Sugar Act. This act lowered the tax on imported molasses. Grenville hoped the lower tax would convince colonists to pay the tax instead of smuggling. The act also let officers seize goods from smugglers without going to court.

During the colonial period, the British built a number of forts throughout their American colonies.

By the Numbers Pounds and Shillings

Britain's Per-Capita War Debt, 1765

<table>
<thead>
<tr>
<th>Share of the debt per person:</th>
<th>£3.55.0</th>
<th>£3.55.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Britain:</td>
<td>£3.55.0</td>
<td>£3.55.0</td>
</tr>
<tr>
<td>Colonies:</td>
<td>£3.55.0</td>
<td>£3.55.0</td>
</tr>
</tbody>
</table>

1 British pound (£) = 20 Shillings

Source: Don Cook. The Long Fare: How England Lost the American Colonies, 1760-1785.

Britain's National Debt At the end of the French and Indian War, Great Britain's national debt soared to more than £140 million. British citizens paid far more on the debt per person than their counterparts in the colonies.

Critical Thinking

Analyzing How much more per-capita debt did residents of Britain have compared to residents of the colonies?
The Sugar Act and the new laws to control smuggling angered colonists. They believed these British actions violated, or interfered with, their rights as English citizens. Writs of assistance violated their right to be secure in their homes. Vice-admiralty courts violated their right to a jury trial. Also, in vice-admiralty courts, defendants had to prove their innocence. This contradicted a British law stating “innocent until proved guilty.”

These measures alarmed the colonists. James Otis, a lawyer in Boston, argued:

**Primary Source**

“No parts of [England’s colonies] ... can be taxed without their consent ... every part has a right to be represented.”

—from The Rights of the British Colonies

**Reading Check**  **Explaining** Why did George Grenville want smugglers sent to vice-admiralty courts?

---

**Provisions of the Proclamation of 1763**

- Created governments for the new North American territories won from France as a result of the French and Indian War
- Sought to prevent future conflicts with Native Americans
- Protected Native Americans by reserving the British Crown’s right to enter into all land negotiations with them
- Forbade settlement of lands west of the Proclamation line
- Required settlers who had already moved west of the Proclamation line to move east of it
- Stated that the Native Americans were to govern the Proclamation territory under their own laws

**Critical Thinking**

Analyzing  How did the Proclamation of 1763 attempt to protect Native American rights and lands?

---

**New Taxes**

**Main Idea** As the British government passed new tax laws, resistance by the colonists grew.

**History and You** Suppose everyone in your community refused to buy from a certain store. How would this decision affect the store? Read to learn how boycotts by the colonists affected British merchants.

In 1765 Parliament passed the **Stamp Act**. This law placed a tax on almost all printed material, including newspapers, wills, and playing cards. All printed material had to have a stamp. British officials applied the stamp after the tax was paid.

Opposition to the Stamp Act centered on two points. Parliament had interfered in colonial affairs by taxing the colonies directly. In addition, it taxed the colonists without their consent.
Protesting the Stamp Act

A member of the Virginia House of Burgesses, Patrick Henry, persuaded the burgesses to take action against the Stamp Act. The Virginia assembly passed a resolution—a formal expression of opinion—declaring it had “the only and sole exclusive right and power to lay taxes” on its citizens.

In Boston Samuel Adams helped start an organization called the Sons of Liberty to protest the Stamp Act. People in other cities also organized the Sons of Liberty groups. Protesters burned effigies—rag figures—representing tax collectors and destroyed houses belonging to royal officials.

In October delegates from nine colonies met in New York at the Stamp Act Congress. They drafted a petition to the king and Parliament declaring that the colonies could not be taxed except by their own assemblies.

In colonial cities, people refused to use the stamps. They urged merchants to boycott—refuse to buy—British and European goods in protest. Thousands of merchants signed non-importation agreements—pledges not to buy or use goods imported from Britain. As the boycott spread, British merchants lost so much business that they begged Parliament to repeal, or cancel, the Stamp Act. In March 1766, Parliament repealed the law. However, on the same day, it passed the Declaratory Act. This law stated that Parliament had the right to tax and make decisions for the British colonies “in all cases.”

The Townshend Acts

In 1767 Parliament passed a set of laws that came to be known as the Townshend Acts. British leaders knew from the Stamp Act that the colonists would resist internal taxes—those paid inside the colonies. As a result, the new taxes would apply only to imported goods such as glass, tea, and paper, with the tax being paid at the port of entry.

By this time, any British taxes angered the colonists. They believed that only their own representatives had the right to tax them. The colonists organized another boycott.

Throughout the colonies, women formed groups, sometimes called the Daughters of Liberty. They urged Americans to wear homemade fabrics and produce other goods they needed rather than buy British goods.

Reading Check Describing How did the Sons of Liberty attempt to influence British policy?
Section 2

Building Colonial Unity

Essential Question
How did the colonists react to British policies?

Reading Guide

Content Vocabulary
- propaganda (p. 127)
- committee of correspondence (p. 128)

Academic Vocabulary
- occupy (p. 127)
- encounter (p. 127)

Key People and Events
- Crispus Attucks (p. 127)
- Boston Massacre (p. 127)
- Tea Act (p. 128)
- Boston Tea Party (p. 129)
- George III (p. 129)
- Coercive Acts (p. 129)

Reading Strategy
Taking Notes As you read, take notes on how the Intolerable Acts affected the colonists.

Intolerable Acts

American Diary

To enforce tax laws, British troops arrived in Boston. Conflict soon erupted. On March 5, 1770, a Boston merchant wrote: "The 29th [regiment] on duty. A quarrel between the soldiers and inhabitants; ... A party of the 29th ... fired on the people; they killed five, wounded several others. ... The inhabitants are greatly enraged."

—from The Diary of John Rowe

British troops arrive in Boston to enforce British laws and keep the peace.
Trouble in Boston

Main Idea A violent clash between townspeople and British soldiers in Boston intensified anti-British feeling in the colonies.

History and You When someone taunts you, how do you react? Read to learn how British soldiers responded to the jeers of Bostonians.

By 1768, protests by the colonists were making British colonial officials nervous. They sent word to Britain that the colonies were on the brink of rebellion. Parliament sent troops to Boston. As angry Bostonians jeered, the “redcoats” set up camp in the center of the city.

Many colonists felt that the British had pushed them too far. First the British had passed laws that violated colonial rights. They also had sent an army to occupy, or control, colonial cities.

To make matters worse, the soldiers in Boston acted rudely and sometimes even violently toward the colonists. Mostly poor men, the redcoats earned little pay. Some stole goods from local shops or scuffled with boys who taunted them in the streets. The soldiers also competed off-hours for jobs that Bostonians wanted.

The Boston Massacre

On March 5, 1770, a fight broke out between Bostonians and the soldiers. While some British officers tried to calm the crowd, one man shouted, “We did not send for you. We will not have you here. We’ll get rid of you, we’ll drive you away!”

The angry townspeople moved toward the customhouse, where British taxes were collected, picking up sticks, stones, and clubs. As the crowd approached, the sentry panicked and called for help. The crowd threw sticks and stones at the soldiers. “Fire, you bloodybacks, you lobster,” the crowd screamed. “You dare not fire.”

After one soldier was knocked down, the nervous redcoats did fire, killing five colonists. One Bostonian cried: “Are the inhabitants to be knocked down in the streets? Are they to be murdered . . . ?” Among the dead was Crispus Attucks, a dockworker who was part African, part Native American. The colonists called the tragic encounter, or unexpected meeting, the Boston Massacre.

The Word Spreads

Colonial leaders used the killings as propaganda—information made to influence public opinion. Samuel Adams put up posters that described the “Boston Massacre.”
His posters showed a slaughter of innocent Americans by bloodthirsty redcoats. An engraving by Paul Revere showed British troops firing on an orderly crowd.

The Boston Massacre led many colonists to call for stronger boycotts on British goods. Aware of the opposition to its policies, Parliament repealed all the Townshend Acts taxes except the one on tea. The colonists ended their boycotts, except on tea. Trade with Britain resumed.

Some colonial leaders, however, continued to call for resistance to British rule. In 1772 Samuel Adams revived the Boston committee of correspondence, an organization used in earlier protests. Soon committees throughout the colonies were airing their grievances against Great Britain.

**Reading Check**  **Explaining** How did the colonists use the Boston Massacre to their advantage?

---

**A Crisis Over Tea**

**Main Idea** New British laws restricting colonial rights further enraged the colonists.

**History and You** If you destroyed someone else’s property, would you expect to be punished for your actions? Read to find out about the consequences of the Boston Tea Party.

In 1773 the British East India Company faced ruin. To save the company, Parliament passed the **Tea Act**. This law allowed the company a virtual monopoly, or sole control, of the trade for tea in America. The act let the company sell tea directly to shopkeepers and bypass colonial merchants who normally distributed the tea.

Colonial merchants called for a new boycott. Colonists vowed to stop the East India Company’s ships from unloading.
The Daughters of Liberty issued a pamphlet declaring that rather than part with freedom, "we'll part with our tea."

The Boston Tea Party

Despite warnings of a brewing crisis, the East India Company shipped tea to a number of colonial cities. The colonists forced the ships sent to New York and Philadelphia to turn back. Three tea ships arrived in Boston Harbor in late 1773. The royal governor refused to let the ships leave and ordered them to be unloaded. The Boston Sons of Liberty acted swiftly. On December 16, a group of men disguised as Mohawks boarded the ships at midnight. They threw 342 chests of tea overboard, an event that became known as the Boston Tea Party.

Word of this act of defiance spread. Colonists gathered to celebrate. Yet no one spoke of challenging British rule. Most colonists saw themselves as British citizens.

The Intolerable Acts

When news of the Boston Tea Party reached London, King George III realized that Britain was losing control of the colonies. He declared, "We must master them or totally leave them alone." The British government responded by passing the Coercive Acts in 1774. These harsh laws were intended to punish the people of Massachusetts for their resistance to British law.

The Coercive Acts closed Boston Harbor until the Massachusetts colonists paid for the ruined tea. This action prevented the arrival of food and other supplies that normally came by ship. Worse, the laws took away certain rights. For example, the laws banned most town meetings in New England.

The Coercive Acts also forced Bostonians to shelter soldiers in their own homes. Parliament planned to isolate Boston with these acts. Instead the other colonies sent food and clothing to support Boston. The colonists held that the Coercive Acts violated their rights as English citizens. These rights included no quartering of troops in private homes and no standing army in peacetime.

Parliament then passed the Quebec Act. This law set up a government for Quebec. It also gave Quebec the area west of the Appalachians and north of the Ohio River. This provision ignored colonial claims to the area. The colonists expressed their feelings in their name for the new laws—the Intolerable Acts.

Vocabulary
1. Write a short paragraph in which you use all of the following vocabulary terms: occupy, encounter, propaganda, committee of correspondence.

Main Ideas
2. Describing Describe the events leading up to and following the Boston Massacre.

3. Explaining How did the Tea Act give an unfair advantage to the British East India Company?

Critical Thinking
4. Evaluating How did Samuel Adams and Paul Revere try to sway public opinion about the Boston Massacre?

5. Organizing Use a diagram like the one below to identify events and policies that led to rising tensions in the 1770s.

   [Diagram: Rising Tensions]

6. Creative Writing Write an account of the Boston Massacre from the point of view of a British soldier involved in the event.

    Answer the

7. Essential Question How did the colonists react to British policies?
Many colonists were frustrated by British efforts to exert authority over the colonies. At an inn, John Adams overheard a Massachusetts farmer saying: "If Parliament can take away Mr. Hancock's wharf... they can take away your barn and my house." Another replied, "Well, it is high time for us to rebel. We must rebel... and we had better rebel now."

—quoted in the book John Adams
The Continental Congress

Main Idea  Colonial leaders met in Philadelphia to discuss their opposition to British policy.

History and You  Have you ever worked with a group to accomplish a shared goal? Read to learn about the common goal that united the Continental Congress.

In September 1774, 55 delegates from all the colonies except Georgia arrived in Philadelphia. They had come to establish a political body to represent American interests and challenge British control. They called the new organization the Continental Congress.

Delegates to the Congress

Political leaders from across the colonies attended the Congress. Massachusetts sent fiery Samuel Adams and his cousin John Adams, a lawyer. New York sent John Jay, another lawyer. From Virginia came Richard Henry Lee and Patrick Henry, two outspoken defenders of colonial rights, as well as George Washington. Patrick Henry summed up the meaning of the gathering:

PRIMARY SOURCE
"The distinctions between Virginians, Pennsylvanians, New Yorkers, and New Englanders, are no more. I am not a Virginian, but an American."
—Patrick Henry, at the Continental Congress

Decisions of the Congress

The delegates drafted a statement of grievances calling for the repeal of 13 acts of Parliament. They believed these laws violated the “laws of nature, the principles of the English constitution, and the several charters” of the colonies. The delegates voted to boycott British trade. No British goods could be brought in or used in the colonies. No colonial goods could be sold to Britain.

The Congress also decided to endorse the Suffolk Resolves, so named because they were prepared by the people of Suffolk County, Massachusetts. These resolutions called on the people of the county to arm themselves against the British. The people responded by forming militias—groups of citizen soldiers.

✓ Reading Check  Explaining  What was the purpose of the Continental Congress?

If You Were There  Militias in the Colonies

Citizen Soldiers  Even before the American Revolution, the American colonists had a long tradition of serving in the military. If you were a member of a militia, you were an important part of the defense of your town. You trained and drilled with the other soldiers. You practiced musket and cannon drills. You were required to provide your own weapons—usually a musket—and ammunition. As the break between Great Britain and the American colonies grew, town governments also supplied their militias. The chart to the left shows arms purchased by the town of Salem, Massachusetts.

Purchases authorized by Salem Provincial Congress, October 1774

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 tons grape- and round shot, from 3 to 24 lb.</td>
<td>£15</td>
</tr>
<tr>
<td>10 tons bomb shells @ £20</td>
<td></td>
</tr>
<tr>
<td>5 tons lead balls @ £33</td>
<td></td>
</tr>
<tr>
<td>1,000 barrels of powder @ £8</td>
<td></td>
</tr>
<tr>
<td>5,000 arms and bayonets @ £2</td>
<td></td>
</tr>
<tr>
<td>And 75,000 flints</td>
<td></td>
</tr>
</tbody>
</table>

£300  £200  £165  £8,000  £10,000  £100

Critical-Thinking

Speculating  What advantages would local militias have against British soldiers?
The First Battles

Main Idea America's fight for independence began when British troops clashed with minutemen at Lexington and Concord.

History and You Why would the element of surprise be a valuable weapon during a war? Read to learn how the minutemen used the element of surprise to their advantage.

Colonists expected that if fighting against the British broke out, it would begin in New England. Militia companies in Massachusetts held frequent training sessions, made bullets, and stockpiled rifles and muskets. Some companies, known as minutemen, boasted they would be ready to fight on a minute's notice. In the winter of 1774-1775, a British officer stationed in Boston noted in his diary:

Primary Source
"The people are evidently making every preparation for resistance. They are taking every means to provide themselves with Arms."
—from Diary of Frederick Mackenzie

Britain Sends Troops
The British also prepared for conflict. King George announced to Parliament that the New England Colonies were "in a state of rebellion" and said that "blows must decide" who would control America. By April 1775, several thousand British soldiers were in and around Boston, with many more on the way. Their general, Thomas Gage, had instructions to take away the weapons of the Massachusetts militia and arrest the leaders.

Gage learned that the militia was storing arms and ammunition at Concord, a town about 20 miles (32 km) northwest of Boston. He ordered 700 troops under Lieutenant Colonel Francis Smith to march "to Concord, where you will seize and destroy all the artillery and ammunition you can find."

Alerting the Colonists
On the night of April 18, 1775, Dr. Joseph Warren walked the streets of Boston looking for any unusual activity by the British army. He saw a regiment form ranks in Boston Common and begin to march out of the city.
Warren rushed to alert Paul Revere and William Dawes, members of the Sons of Liberty. Revere and Dawes rode to Lexington, a town east of Concord, to warn Samuel Adams and John Hancock that the British were coming. Revere galloped across the moonlit countryside, shouting, "The regulars are out!" to people along the way. Upon hearing the news, Adams exclaimed, "What a glorious morning this is!" Adams was ready to fight for independence.

**Lexington and Concord**

At dawn the redcoats approached, or moved closer to, Lexington. There they discovered about 70 minutemen who had been alerted by Revere and Dawes. Led by Captain John Parker, the minutemen stood on the town common with muskets in hand. A minuteman reported:

*Primary Source*

"There suddenly appeared a number of the king's troops ... the foremost of which cried, 'Throw down your arms, ye villains, ye rebels!'"

—from *The Military Journals of Two Private Soldiers*

A shot was fired, and then both sides let loose an exchange of bullets. When the fighting ended, eight minutemen lay dead. The British troops continued their march to Concord. When they arrived, they found that most of the militia's gunpowder had already been removed. They destroyed the remaining supplies. At Concord's North Bridge, waiting minutemen turned back the British.

Messengers on horseback had spread word of the British movements. All along the road from Concord to Boston, farmers, blacksmiths, and clerks hid behind trees and stone fences. As the British marched down the road, the militia fired. By the time the redcoats reached Boston, at least 174 were wounded and 73 were dead.

Looking back, the poet Ralph Waldo Emerson wrote in "The Concord Hymn" that the Americans at Lexington and Concord had fired the "shot heard 'round the world." The battle for independence had begun.

**Reading Check**

**Explaining** How were the colonists preparing for war with Britain?

> On the night of April 18, British troops secretly set out from Boston to Concord. Messengers, including Paul Revere (above), were sent to spread the alarm. When the British reached Lexington, Patriot minutemen were waiting.

**Critical Thinking**

**Analyzing** What happened after British forces reached Lexington?

**Maps in Motion** See StudentWorks™ Plus or glencoe.com.
Patrick Henry
Lawyer and Revolutionary

Henry was one of the first members of the Virginia House of Burgesses to argue for independence from Britain. In a debate over whether the state should form a militia, he vowed, "Give me liberty or give me death!"

Samuel Adams
Patriot Leader in Boston

Adams argued that Massachusetts should be independent from Britain long before anyone else did. After the Townshend Acts were passed, he wrote that it was "irreconcilable to . . . common sense and reason, that a British house of commons, should have a right . . . to give and grant the property of the Colonists."

CRITICAL Thinking

1. Synthesizing What did Patrick Henry and Samuel Adams have in common?
2. Analyzing What do you think Patrick Henry meant when he said, "Give me liberty or give me death!"?

More Military Action

Main Idea As colonial militias formed and the fighting continued, American loyalties were split.

History and You Have you ever taken sides in a dispute between two friends? Read to learn how the issue of independence divided Americans.

Shortly after Lexington and Concord, Benedict Arnold, a captain in the Connecticut militia, was authorized to raise a force of 400 men to seize Fort Ticonderoga on Lake Champlain. Ticonderoga was not only strategically located but also rich in military supplies.

Arnold learned that Ethan Allen was also mounting an expedition in Vermont to attack the fort. Arnold joined his militia with Allen's force, known as the Green Mountain Boys. Together they caught the British by surprise. Fort Ticonderoga surrendered on May 10, 1775.

Later during the war, Arnold sold military information to the British. When he conspired to surrender the key fort of West Point to the British, his treason was discovered. Arnold fled to British-controlled New York City. He was given command of British troops and led raids against the Americans in Virginia and Connecticut.

Building Forces

After Lexington and Concord, the committees of correspondence sent out calls for volunteers, or helpers, to join the militias. Soon the colonial militia assembled around Boston was about 20,000 strong. For several weeks, the American and British armies waited nervously to see who would make the next move.

History Online

Student Web Activity Visit glencoe.com and complete the Chapter 5 Web Activity about Benedict Arnold.
The Battle of Bunker Hill

On June 16, 1775, about 1,200 militiamen under the command of Colonel William Prescott set up fortifications at Bunker Hill and nearby Breed’s Hill, across the harbor from Boston.

The British decided to drive the Americans from their strategic locations overlooking the city. The next day the redcoats assembled at the bottom of Breed’s Hill. Bayonets drawn, they charged up the hill. With his forces low on ammunition, Colonel Prescott reportedly shouted the order, “Don’t fire until you see the whites of their eyes.” The Americans opened fire, forcing the British to retreat. The redcoats charged two more times, receiving furious fire. In the end the Americans ran out of gunpowder and had to withdraw.

The British won the Battle of Bunker Hill but suffered heavy losses—more than 1,000 dead and wounded. As one British officer wrote in his diary, “A dear bought victory, another such would have ruined us.” The British had learned that defeating the Americans on the battlefield would not be quick or easy.

Choosing Sides

As American colonists heard about these battles, they faced a major decision. Should they join the rebels or remain loyal to Great Britain? Those who chose to stay with Britain, the Loyalists, did not consider unfair taxes and regulations good reasons for rebellion. Some Loyalists lived in relative isolation and had not been part of the wave of discontent that turned many Americans against Britain. Still others expected Britain to win the war and wanted to gain favor with the British.

The Patriots, on the other hand, were colonists who supported the war for independence. They believed that British rule had become unbearable. The Patriots were determined to fight the British until American independence was won.

The American Revolution was not just a war between the Americans and the British. It was also a civil war among colonists—Patriots against Loyalists.

MathCheck  Analyzing What did the British learn from the Battle of Bunker Hill?

Section 3 Review

Vocabulary
1. Define each of the following terms and use them in a paragraph: militia, minutemen, approach, volunteer, Loyalist, Patriot.

Main Ideas
2. Explaining How did endorsement of the Suffolk Resolves by the Continental Congress push the colonies closer to war?
3. Describing What tactics did the colonists use against the British troops on their march back from Concord to Boston?

Critical Thinking
4. Interpreting Reread Patrick Henry’s quote about the Continental Congress. What change was occurring in the way the colonists saw themselves?
5. Comparing and Contrasting Use a diagram like the one below to show the similarities and differences between Patriots and Loyalists.

Loyalists  Both Patriots

6. Creative Writing Write a one-act play in which ordinary people in a small town react to the news of the Battle of Lexington. Remember that not all colonists wanted independence from Britain.

Answer the Essential Question
What brought about the clash between American colonists and British soldiers at Lexington and Concord?
Moving Toward Independence

American Diary

Colonists debated the wisdom of pursuing peace or declaring independence from Britain. Thomas Paine wrote: “I have heard it asserted by some, that as America has flourished under her former connection with Great Britain, the same connection is necessary towards her future happiness... Nothing can be more [false].... We may as well assert that because a child has thrived upon milk, that it is never to have meat... A government of our own is our natural right.”

—from Common Sense
Colonial Leaders Emerge

When the Second Continental Congress met for the first time, many leaders were not yet ready for independence.

Benjamin Franklin, one of the most respected men in the colonies, had been an influential member of the Pennsylvania legislature. In 1765, during the Stamp Act crisis, he represented the colonies in London and helped secure the repeal of the act.

John Hancock of Massachusetts was a wealthy merchant. He funded many Patriot groups, including the Sons of Liberty. The delegates chose Hancock as president of the Second Continental Congress.

Thomas Jefferson, only 32, had already earned a reputation as a brilliant thinker and writer. He served in the Virginia legislature.

The Second Continental Congress began to govern the colonies. It authorized the printing of money and set up a post office with Franklin in charge. It established committees to communicate with Native Americans and with other countries. Most important, the Congress created the Continental Army to fight against Britain in a more organized way than the colonial militias could. On John Adams’s recommendation, the Congress unanimously chose George Washington to be the army’s commander.

Primary Source

Creating the Declaration

Adams and Jefferson By June 1776, the Second Continental Congress was ready to separate from Britain. John Adams, Benjamin Franklin, Thomas Jefferson, Robert Livingston, and Roger Sherman formed the committee to draft a statement. Adams asked Jefferson to write the document because “he was so prompt, frank, explicit, and decisive upon committees and in conversation.” Jefferson was reluctant, but Adams persuaded him, saying: “Reason first—You are a Virginian, and a Virginian ought to appear at the head of this business. Reason second—I am obnoxious, suspected, and unpopular. You are very much otherwise. Reason third—you can write ten times better than I can.”

—from The Writings of Thomas Jefferson

Early draft of the Declaration of Independence

Critical Thinking

Explaining What were Adams’s reasons for wanting Jefferson to draft the Declaration of Independence?
Independence: Yes or No?
Many Americans were uncertain whether independence was the correct course for the colonies. After Americans and British troops had fought, however, other colonists felt strongly that independence should be their goal.

In 1776 Thomas Paine made an impassioned appeal for independence in his pamphlet *Common Sense*:

**THOMAS PAINE**

"Every thing that is right or natural pleads for separation. The blood of the slain, the weeping voice of nature cries, 'tis time to part."

Other Americans did not want to break away from Britain. Colonists who felt a strong sense of loyalty to the king were called Loyalists. They believed British law should be upheld.

Loyalist Charles Inglis argued against going to war with Britain, saying:

**CHARLES INGLIS**

"Ruthless war, with all its aggravated horrors, will ravage our once happy land—our seacoasts and ports will be ruined, and our ships taken. Torrents of blood will be spilt, and thousands reduced to beggary and wretchedness."

After Washington left to take charge of the forces in Boston, the delegates offered Britain one last chance to avoid war. The Congress sent a petition, or formal request, to George III. Called the *Olive Branch Petition*, it assured the king of the colonists' desire for peace and asked him to protect the colonists' rights. George III refused to receive the Olive Branch Petition. Instead he prepared for war, hiring more than 30,000 German troops to fight beside British troops.

The Colonies Take the Offensive
Meanwhile the Congress learned that British troops in what is now Canada were planning to invade New York. The Americans decided to strike first. Marching north from Fort Ticonderoga, a Patriot force captured Montreal. An American attack on Quebec led by Benedict Arnold failed, however.

Washington reached Boston in July 1775, a few weeks after the Battle of Bunker Hill. While he found the size of the militia growing every day, Washington realized that the members lacked discipline, organization, and leadership. He began the hard work of shaping these armed civilians into an army.

By March 1776, Washington judged the Continental Army ready to fight. He positioned the army in a semicircle around Boston and gave the order for its cannons to bombard the British forces. The redcoats, under Sir William Howe, hurriedly withdrew from the city. On March 17, Washington led his jubilant troops into Boston. The British troops sailed to Halifax, Nova Scotia.

Moving Toward Independence

In early 1776, support for the position of absolute independence was growing. In January 1776, **Thomas Paine** published a pamphlet called *Common Sense*. In bold language, Paine called for complete independence. *Common Sense* greatly influenced opinion throughout the colonies.
The Colonies Declare Independence

**Main Idea** The Declaration of Independence announced the birth of a new nation, committing Americans to a struggle for independence.

**History and You** How do you celebrate the Fourth of July? Read to learn how Americans celebrated at the reading of the Declaration of Independence.

At the Second Continental Congress in Philadelphia, the meeting hall was filled with spirited discussion, or debate: Should the colonies declare themselves an independent nation or stay under British rule? Virginia’s Richard Henry Lee proposed a bold resolution:

**Primary Source**

“That these United Colonies are, and of right ought to be, free and independent States . . . and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved.”

—Richard Henry Lee, resolution for independence

The Debate Over Independence

Congress debated Lee’s resolution. Some delegates thought the colonies were not ready to form a separate nation. Others argued that war had already begun. Still others feared Britain’s power to crush the rebellion.

As they debated, the Congress chose a committee to draft a **Declaration of Independence**. Jefferson was selected to write the declaration. Jefferson drew some ideas from English philosopher John Locke in his arguments for freedom. Locke wrote that people were born with certain natural rights to life, liberty, and property; that people formed governments to protect these rights; and that a government interfering with these rights might rightfully be overthrown.

On July 2, 1776, the Congress finally voted on Lee’s resolution for independence. Twelve colonies voted for it. New York did not vote but later announced its support. Congress then took up Jefferson’s draft of the Declaration of Independence, which they approved with some changes on July 4, 1776.

### Primary Source Independence Day

“The Second Day of July 1776, will be the most memorable [day], in the History of America. . . . It ought to be solemnized with Pomp and Parade, with Shews [shows], Games, Sports, Guns, Bells, Bonfires and Illuminations from one End of this Continent to the other from this Time forward forever more.”

— John Adams, in a letter to his wife Abigail

The committee assigned to draft the Declaration: Benjamin Franklin, Thomas Jefferson, and John Adams

Advertisement for railroad transportation to Fourth of July celebration, 1876

A Day to Celebrate John Adams expected the Second Continental Congress’s vote for independence on July 2, 1776, to be celebrated as a great national holiday. Instead, it was the date of the adoption of the Declaration of Independence that has come to be celebrated as Independence Day.
John Hancock was the first to sign. Hancock remarked that he wrote his name large enough for King George to read it without his glasses. Eventually 56 delegates signed the paper announcing the birth of the United States. Copies of the Declaration went out to the newly declared states. Washington had it read to his troops on July 9. In Worcester, Massachusetts, the reading of the Declaration of Independence was followed by “repeated [cheers], firing of musketry and cannon, bonfires, and other demonstrations of joy.”

**The Declaration of Independence**

The Declaration has four major sections. It includes a preamble, or introduction, which states that people who wish to form a new country should explain their reasons for doing so. The next sections list the rights the colonists believed they should have and their complaints against Britain. The final section proclaims the existence of the new nation.

The Declaration of Independence states what Jefferson and many Americans thought were universal principles. It begins by describing traditional English rights:

**Primary Source**

“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.”

—Thomas Jefferson, *Declaration of Independence*

The Declaration states that government exists to protect these rights. If it does not, “it is the Right of the People to alter or to abolish it and to institute new Government.” The Declaration goes on to list grievances against the king and Parliament. These include “cutting off our trade with all parts of the world” and “imposing taxes on us without our consent.” Americans had “Petitioned for Redress” of these grievances. These petitions, however, were ignored or rejected by Britain.

The Declaration ends by announcing America’s new status, or position. Now pledging “to each other our Lives, our Fortunes, and our sacred Honor,” the Americans declared themselves a new nation.

**Reading Check** Summarizing According to John Locke, what is the purpose of government?

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### Section 4 Review

**Vocabulary**

1. Use each of these terms in a sentence that will help explain its meaning: petition, debate, preamble, status.

**Main Ideas**

2. Explaining What actions did the Second Continental Congress take to begin governing the colonies?

3. Summarizing What grievances against King George III were included in the Declaration of Independence?

**Critical Thinking**

4. Interpreting Reread the Primary Source quote from the Declaration of Independence above. Rewrite this quote in your own words, and explain its significance.

5. Organizing Information Using a diagram like the one below, describe each leader’s role in the movement toward Independence.

<table>
<thead>
<tr>
<th>Leader</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benjamin Franklin</td>
<td></td>
</tr>
<tr>
<td>John Hancock</td>
<td></td>
</tr>
<tr>
<td>Thomas Jefferson</td>
<td></td>
</tr>
<tr>
<td>George Washington</td>
<td></td>
</tr>
</tbody>
</table>

**6. Expository Writing** Prepare a help-wanted ad to locate a person who is qualified to write the Declaration of Independence. Describe the responsibilities of the job as well as the experience and character traits needed.

**7. Essential Question**

Why did the American colonies choose to declare independence?
To help pay for the French and Indian War, Great Britain passed new laws and imposed new taxes on the American colonies.

The colonists responded to the new laws by organizing boycotts and other protests. Tensions rose with the Boston Massacre and the Boston Tea Party.

The Continental Congress, a political body formed by representatives from the colonies, met for the first time and drafted a list of grievances with British policy.

Fighting broke out between British troops and colonial militia at Lexington and Concord.

While the fighting continued, the Second Continental Congress approved the Declaration of Independence on July 4, 1776.

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Reviewing Main Ideas

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

1. American colonists objected to vice-admiralty courts because they
   A prevented them from trading with other nations besides England.
   B taxed the colonists without their consent.
   C violated their right to a jury trial.
   D violated their right to be secure in their homes.

2. The Coercive Acts
   A closed Boston Harbor until the Massachusetts colonists paid for tea ruined in the Boston Tea Party.
   B gave Quebec the area west of the Appalachians and north of the Ohio River.
   C lowered the tax on imported molasses.
   D placed a tax on almost all printed material sold in the colonies.

3. American colonists who sided with Britain during the American Revolution were called
   A Patriots.
   B Loyalists.
   C Whigs.
   D Libertarians.

4. The preamble to the Declaration of Independence
   A lists colonists' complaints against Britain.
   B lists the rights the colonists believed they should have.
   C proclaims the existence of the new nation.
   D states that people who wish to form a new country should explain their reasons for doing so.

Short-Answer Question

Directions: Base your answer to question 5 on the excerpt below and on your knowledge of social studies.

We must fight, if we can't otherwise rid ourselves of British taxation, all revenues, and the constitution or form of government enacted for us by the British parliament. It is evil against right--utterly intolerable to every man who has any idea or feeling of right or liberty.

It is now or never, that we must assert our liberty... [Otherwise, they] who shall be born will not have any idea of a free government.

—from Principles and Acts of the Revolution

5. Explain why the speaker believed that colonists should fight for their independence from Britain as soon as possible.

Review the Essential Questions


To help you write your essay, review your answers to the Essential Questions in the section reviews and the chapter Foldables Study Organizer. Your essay should include:

- colonial reaction to the Proclamation of 1763;
- colonial arguments against various acts passed by the British government;
- the ways colonists showed their opposition to actions taken by the British government;
- the resolutions adopted at the First Continental Congress; and
- Jefferson's sources for the ideas expressed in the Declaration of Independence.
Document-Based Questions

Directions: Analyze the documents and answer the short-answer questions that follow.

Document 1
This is an excerpt from British writer Samuel Johnson’s 1775 pamphlet, Taxation No Tyranny.

He who goes voluntarily to America, cannot complain of losing what he leaves in Europe. . . . By his own choice he has left a country where he had a vote and little property, for another where he has great property, but no vote.

Source: The Works of Samuel Johnson

7. Based on this document, did Johnson agree with colonists’ opposition to British actions that taxed them directly and without their consent? Explain.

Document 2
In this 1774 political cartoon, a group of Boston men force tea down the throat of John Malcolm, a British tax collector.

Source: The Art Archive

8. What message is the artist trying to depict? How do the Patriots seem to feel toward the tax collector?

Document 3
This is a proclamation issued by British general Sir Henry Clinton, printed in New York’s Royal Gazette, July 21, 1779.

Protection and Encouragement is hereby given to the possessors of Farms, and Gardens, to raise plentiful supplies of Grain, Provisions, Vegetables, and Forage [food for animals]. –Whatever Person or Persons shall presume to take away, or destroy any Part of the Cattle, Stock, or other Produce . . . shall, upon Proof thereof, be most severely punished.

Source: Sir Henry Clinton, Proclamation

9. Why would a British general want to protect American farmers and encourage them to grow food? Why would some want to destroy the food or land?

Document 4
John Adams expressed these thoughts on the authority of colonial governments in 1775.

I agree, that “two supreme and independent authorities cannot exist in the same state,” any more than two supreme beings in one universe; And, therefore, I contend, that our provincial legislatures are the only supreme authorities in our colonies.

Source: John Adams, “Novanglus”

10. Based on the document, cite one reason Adams supported American independence from Britain.

11. Expository Writing Using the information from the four documents and your knowledge of social studies, write an essay in which you:
• defend the Patriot cause; and
• identify at least one characteristic of a legitimate government.