

UNITED STATES HISTORY

Voices and Perspectives



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UNITED STATES HISTORY

Voices and Perspectives

Daina Ramey Berry, Ph.D.

Albert S. Broussard, Ph.D.

Lorri Glover, Ph.D.

James M. McPherson, Ph.D.

Donald A. Ritchie, Ph.D.



About the Cover



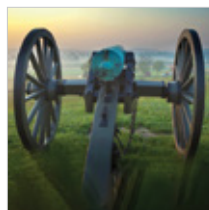
Postage stamp showing the 1963 March on Washington



Artist's rendering of the Mars rover *Curiosity*



Edward C. Gleed, Tuskegee pilot



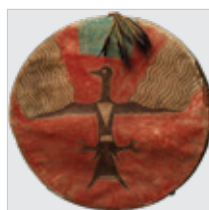
Sunrise at Gettysburg, Pennsylvania



President Franklin D. Roosevelt



Suffragists protesting for voting rights for women, c. 1912



Native American shield, c. 1885



Independence Hall in Philadelphia, Pennsylvania

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Authors

Daina Ramey Berry, Ph.D., is the Oliver H. Radkey Regents Professor and Chair of the History Department at the University of Texas at Austin. She is the author and editor of several books, including *The Price for Their Pound of Flesh*, which won three book awards, and co-author of *A Black Women's History of the United States*, which was a finalist for an NAACP Image Award in Literary Non-Fiction. Dr. Berry is an Associate Editor for the *Journal of African American History* and a Distinguished Lecturer for the Organization of American Historians.

Albert S. Broussard, Ph.D., is professor of History at Texas A&M University, where he has taught since 1985. Professor Broussard has published three books, *Expectations of Equality: A History of Black Westerners*; *Black San Francisco: The Struggle for Racial Equality in the West, 1900–1954*; and *African American Odyssey: The Stewarts, 1853–1963*. He is a former president of the Oral History Association and a former chair of the Nominating Committee of the Organization of American Historians. Dr. Broussard was the recipient of a distinguished teaching award from Texas A&M University in 1997 and presented the University Distinguished Faculty lecture in 2000. In the spring of 2005, he was the Langston Hughes Professor of American Studies at the University of Kansas. Dr. Broussard also served three terms on the board of directors of Humanities Texas and as a consultant to the Texas Education Agency. He is a past president of the Society for Historians of the Gilded Age and Progressive Era.

Lorri Glover, Ph.D., is the Bannon Endowed Chair in the History Department at Saint Louis University. She is the author or editor of ten books, including *Founders as Fathers: The Private Lives and Politics of the American Revolutionaries*; *The Fate of the Revolution: Virginians Debate the Constitution*; and *Eliza Lucas Pinckney: An Independent Woman in the Age of Revolution*. Glover has served as president of the Southern Association for Women Historians, a Distinguished Lecturer with the Organization of American Historians, and on the Executive Council of the Southern Historical Association.

James M. McPherson, Ph.D., is George Henry Davis Professor Emeritus of American History at Princeton University. Dr. McPherson is the author of 11 books about the Civil War era, including *Tried by War: Abraham Lincoln as Commander in Chief*, for which he won the 2009 Lincoln Prize. Dr. McPherson is a member of many professional historical associations, including the American Battlefield Trust.

Donald A. Ritchie, Ph.D., is Historian Emeritus of the United States Senate. Dr. Ritchie received his doctorate in American history from the University of Maryland after service in the U.S. Marine Corps. He has taught American history at various levels, from high school to university, and is the author of several books, including *The U.S. Congress: A Very Short Introduction*; *Reporting from Washington: A History of the Washington Press Corps*; and *Press Gallery: Congress and the Washington Correspondents*, which received the Organization of American Historians' Richard W. Leopold Prize. Dr. Ritchie has served as president of the Oral History Association and as a council member of the American Historical Association.

Contributing Author

Douglas Fisher, Ph.D., is Professor and Chair of Educational Leadership at San Diego State University and a leader at Health Sciences High & Middle College, having been an early intervention teacher and elementary school educator. He is the recipient of an International Reading Association William S. Grey citation of merit, an Exemplary Leader award from the Conference on English Leadership of NCTE, as well as a Christa McAuliffe award for excellence in teacher education. He has published numerous articles on reading and literacy, differentiated instruction, and curriculum design as well as books, such as *The Distance Learning Playbook*; *PLC+: Better Decisions and Greater Impact by Design*; *Building Equity*; and *Assessment-Capable Learners*.

Program Consultants

Timothy M. Dove, M.A.

Secondary Social Studies Educator
Founding staff member of Phoenix Middle School
Worthington, Ohio

Linda Keane, M.Ed.

Special Education Resource Teacher
Merrimack Middle School
Merrimack, New Hampshire

Nicole Law, Ph.D.

Professional Learning Author/Consultant
Culturally Responsive and Fortifying Practices
Corwin Professional Learning
Indianapolis, Indiana

Peter Levine, Ph.D.

Lincoln Filene Professor of Citizenship & Public Affairs
Tisch College of Civic Life
Tufts University
Medford, Massachusetts

Emily M. Schell, Ed.D.

Executive Director, California Global Education Project
University of San Diego
San Diego, California

Meena Srinivasan, M.A., NBCT

Executive Director
Transformative Educational Leadership (TEL)

Dinah Zike, M.Ed.

Creator of Foldables™
Dinah Zike Academy
Author, Speaker, Educator

Academic Consultants

Davarian Baldwin, Ph.D.

Professor of American Studies
Trinity College
Hartford, Connecticut

Mark Cheatham, Ph.D.

Professor of History
Cumberland University
Lebanon, Tennessee

Michael Green, Ph.D.

Associate Professor of History
University of Nevada, Las Vegas
Las Vegas, Nevada

Yanek Mieczkowski, Ph.D.

University Professor and Director of the Roosevelt
School
Long Island University
Greenvale, NY

Clifford Trafzer, Ph.D.

Distinguished Professor of History and Rupert Costo
Chair in American Indian Affairs
University of California, Riverside
Riverside, California

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4

The American Revolution

1754–1782

This painting created in 1898 shows British troops attacking the American forces at what is commonly referred to as the Battle of Bunker Hill, although the battle was fought on Breed's Hill. The battle occurred early in the American Revolution.

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The Colonists at War

As Britain's American colonies grew, disagreements between the colonists and their home country developed. When the Americans sought independence from the British, the resulting war brought hardships and eventual glory to a new nation.

PHOTOS: (t) PRISMA ARCHIVO/Alamy Stock Photo, (b) © Birgit Reitz-Hofmann/Getty Images, TEX 1: (t) Waldo, Albion, "Valley Forge, 1777-1778, Diary of Surgeon Albion Waldo, of the Connecticut Line," *The Pennsylvania Magazine of History and Biography* 21, no. 3 (1897): 299-323; (b) Cornwallis, Charles, *Correspondence of Charles, First Marquis Cornwallis*, Vol. 1, edited by Charles Ross. London: John Murray, 1859.

“ I am Sick . . . Poor food—hard lodging—Cold Weather—fatigue—Nasty Cloaths—nasty Cookery—Vomit half my time . . . I can't Endure it—Why are we sent here to starve and Freeze—What sweet Felicities have I left at home; A charming Wife—pretty Children—Good Beds—good food—good Cookery—all agreeable—all harmonious. Here all Confusion—smoke & Cold—hunger & filthiness . . . ”

— Albion Waldo,
Continental Army Surgeon of
the Connecticut Line,
December 14, 1777



» When the American colonies rebelled, they did not have a professional army. American soldiers often lacked adequate food, supplies, and shelter.

Rations for Patriot Soldiers

Daily

- 1 lb. beef (or 3/4 lb. pork or 1 lb. salt fish)
- 1 lb. bread or flour
- 1 quart beer or cider
- small amount of molasses
- milk or butter

Weekly

- 3 pints peas, beans, or vegetables
- 1/2 pint rice
- 1 pint Indian (corn) meal



“ I will not say much in praise of the militia, but the list of British officers and soldiers killed and wounded by them . . . proves . . . they are not wholly contemptible [without skill]. ”

— letter from British
General Cornwallis
speaking of the American
volunteer soldiers, 1781

» This painting from the 1800s shows the capture of the British spy Major John Andre by American militia from New York. Andre was carrying incriminating papers hidden in his boot. Both men and women served successfully as spies during the war.



Espionage

Military leaders often seek secret information about an opponent's movements or battle plans. Both sides in the American Revolution employed a variety of espionage, or spying, techniques to acquire and share such information.

ESPIONAGE TECHNIQUES AND TOOLS

SPREAD OF DISINFORMATION

Deliberate attempt to spread false information

INVISIBLE INK

Chemicals to write in invisible ink and other chemicals to reveal messages

SECRET CODES

Messages written using numbers or other letters that corresponded to words

CONCEALMENT DEVICES

Hidden compartments such as cloth-covered buttons and small lead containers that could be swallowed

CLOTHESLINE CODE

Laundry hung in distinct patterns to send signals

» This image shows a portion of a letter sent by a member of the Culper spy ring which delivered valuable information to General George Washington.



Understanding the Time and Place:

North America, 1587–1754

Although several European nations had claims in North America, it was the British who eventually dominated the eastern part of the continent. By the mid-1700s, British colonies stretched for hundreds of miles along the Atlantic Coast.

The Earliest Settlements

The earliest English colonies were founded at Roanoke Island, off the coast of North Carolina, in 1587, and at Jamestown, in Virginia, in 1607. The colony at Roanoke did not succeed, but the Jamestown colony did. Jamestown was settled on behalf of the Virginia Company, which was searching for gold and other resources. Early hardships, including starvation and disease, nearly doomed the colony, but the aid of local Native Americans helped the colonists survive. Eventually, as the colonists learned to plant and raise tobacco, Jamestown began to grow and thrive. The settlers' desire for new lands, however, soon led to warfare with the region's Native Americans.

Religious Freedom in New England

The next group of English settlers to come to America was not searching for gold and riches. Fleeing religious persecution in England, the Pilgrims came to Massachusetts in 1620 to practice their religion freely. Much like in Virginia, Native American aid helped the settlers survive their early days, although conflict between the newcomers and Native Americans quickly developed.



This illustration from the 1800s shows the Pilgrims signing the Mayflower Compact on November 11, 1620.

Other religious groups soon followed the Pilgrims to this area, which became known as New England. The Puritans founded the Massachusetts Bay Colony, north of Plymouth, in 1630. The New England colonies of Connecticut, Rhode Island, and New Hampshire were founded by dissenters from within the Massachusetts Bay Colony. Dissenters were people who disagreed with the strict religious policies followed by the Puritans.

The Middle Colonies

The Middle Colonies—New York, New Jersey, Pennsylvania, and Delaware—were founded between the 1660s and early 1700s. New York was originally a prosperous Dutch colony before England took it over in 1664. New Jersey was formed when a large western section of New York was separated and became its own colony. Pennsylvania was formed by yet another religious group, the Quakers. The colony's founder, William Penn, strove to treat all residents, including Native Americans, equally. Delaware formed in the south of Pennsylvania.

The Southern Colonies

The English established other colonies in the South. Maryland was settled as a safe haven for people of the Catholic faith in 1632. The Carolina colony was made up of land managed by a group of proprietors, who then sold or rented land to individual settlers. Eventually the settlers broke away from the proprietors, and in 1712 Carolina became two separate royal colonies. Georgia was originally planned as a colony for English debtors. It was also intended to act as a buffer between the Carolinas and Spanish Florida. Eventually the colony attracted a variety of settlers from Europe, including some who were fleeing religious persecution.

Colonial Economies

The economies of the colonies depended on their resources. Along the coast of New England, fishing and whaling were important industries,

English Colonies in North America, 1689

By 1689, England had established colonies up and down the Atlantic coast of North America, but they had not stretched far inland.



GEOGRAPHY CONNECTION

1. **Human-Environment Interaction** What do you notice about the relationship between English settlements and territory and bodies of water?
2. **Spatial Thinking** What might explain the areas of land that appear unsettled within a larger area, as in New Jersey or Connecticut?

providing the colonies with food and oil. Further inland, colonists raised cattle and corn. The area's dense forests provided wood for furniture manufacturing and shipbuilding. Farther north, the fur trade thrived. The Middle Colonies had similar resources, and wheat, corn, and livestock were major products in the area. Other resources in the Middle Colonies led to businesses such as lumber mills and ironworks.

In the warmer Southern Colonies, other crops were important to the local economies. In Virginia and North Carolina, colonists farmed corn and used enslaved Africans to grow tobacco. Along the coasts of Georgia and the Carolinas, plantation owners used enslaved labor to grow rice and indigo.

Trade also played an important part in the colonial economies. Besides trading amongst themselves, the colonies traded products with England, other English colonies in the Americas, and

other European countries. Control over trade would become a major issue for the American colonists.

Local Government and the Roots of Democracy

Being so far from England, several of the early colonies developed their own governments. With the Mayflower Compact, the Pilgrims promised to abide by the laws they drew up themselves in the Plymouth colony.

In Jamestown, the Virginia Company established a legislature called the General Assembly. The body was made up of a governor, a group of advisors called a council, and a group of elected representatives called the House of Burgesses. These steps toward self-government led the colonists to resent English attempts at governmental control. They also led to events that would forever change beliefs about freedoms and government.

Looking Ahead

In this topic, you will learn how disagreements over Britain's colonial policies led to war and eventual independence for the American colonies.

What Will You Learn?

In these lessons about the American Revolution, you will learn:

- the course and results of the French and Indian War.
- the colonial reactions to British economic and political policies following the French and Indian War.
- the causes of the American Revolution.
- the meaning and significance of the Declaration of Independence.
- the major events and battles of the American Revolution.
- the roles of significant individuals during the American Revolution.
- the provisions of the Treaty of Paris.

? COMPELLING QUESTIONS IN INQUIRY ACTIVITY LESSONS

- How important is it to have a voice in government?
- What hardships do people face in war?

KEY EVENTS OF

THE AMERICAN REVOLUTION

1750

1754 The French and Indian War begins

1760

1763 France cedes Canada to Britain in the Treaty of Paris

1765 Parliament passes the Stamp Act, angering American colonists

1770

1770 Five American colonists are killed in the Boston Massacre

1774 The First Continental Congress meets in Philadelphia

1775 American colonists and British troops exchange gunfire at the Battles of Lexington and Concord

1776 The Declaration of Independence is approved

1777 The American victory at the Battle of Saratoga is a turning point in the Revolution

1780

1781 British General Cornwallis is forced to surrender at the Battle of Yorktown

1790

1783 The Treaty of Paris recognizes American independence



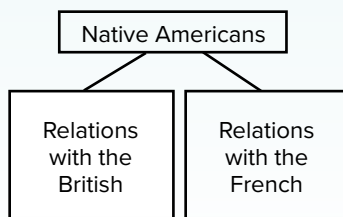
Sequencing Time Was the Declaration of Independence approved before or after the Battles of Lexington and Concord were fought?

Rivalry in North America

READING STRATEGY

Integrating Knowledge and Ideas

Read closely to identify the state of relations between Native Americans and the British and French during this period. Summarize those relations in a chart like this one. Explain how and why Native American relations with the two groups differed.



The French and Indian War

GUIDING QUESTION

How did competition for land in North America lead to the French and Indian War?

In the 1700s, Britain and France were leading European powers. They competed for wealth and empire in different parts of the world. In North America, their rivalry was strong.

Conflict in the Ohio Valley

This rivalry turned especially bitter in the mid-1700s. The British began to show interest in the Ohio River Valley, a vast area of land beyond the Appalachian Mountains that was rich in resources. The British believed they had a right to this land, but the French and their Native American allies also viewed the valley as theirs. The French enjoyed a thriving fur trade with the Native Americans of the region. They did not want to share this business with British settlers.

To protect their claims in the valley, the French built a chain of forts from Lake Ontario south to the Ohio River. The British responded by starting to build a fort in what is now western Pennsylvania. Before they could finish, the French seized the site. On it, they built their own fort, calling it Fort Duquesne (doo-KAYN).

In spring 1754, the governor of Virginia sent a **militia** (muh-LIH-shuh) a military force made up of ordinary citizens—to drive out the French. Leading this force was a young Virginian named George Washington.

militia a military force made up of ordinary citizens who are trained to fight in emergencies



This painting by an American artist from the 1800s depicts George Washington commanding colonial troops in the French and Indian War.

After marching to Fort Duquesne, Washington set up a small fort of his own nearby. Called Fort Necessity, Washington's outpost soon came under attack by the French and their Native American allies. This combined army won the battle and forced Washington's soldiers to surrender. The French later released the soldiers, who returned to Virginia.

Native American Alliances

As the conflict got underway, the French and the British both sought Native American help. The French held an advantage since they already had many Native American allies. Native Americans generally distrusted the British and their desire for land. In contrast, the French were more interested in fur trading than in land. French trappers and fur traders often married Native American women. French missionaries **converted** many Native Americans to Catholicism. For these reasons, Native Americans helped the French and raided British settlements.

To counter the threat of the French and their Native American friends, the British colonists tried to make a treaty with the Iroquois. The **Iroquois Confederacy** (EER•uh•kwoy kuhn•FEH•duh•ruh•see) was the most powerful group of Native Americans in eastern North

America. At that time, the confederacy included six nations—the Mohawk, Seneca, Cayuga, Onondaga, Oneida, and Tuscarora. Delegates, or representatives, from seven colonies met with Iroquois leaders at Albany, New York, in June 1754. The Iroquois refused an **alliance** (uh•LY•uhns), or partnership, with the British. They did, however, promise to remain **neutral**—that is, to take no side.

The Albany delegates also talked about how the colonies might work together more closely against the French. They decided to adopt Benjamin Franklin's Albany Plan of Union and create a "Grand Council" for all the North American colonies. To form such a unified government, each colony would have to give up some of its powers. Not one colonial assembly was willing to do so.

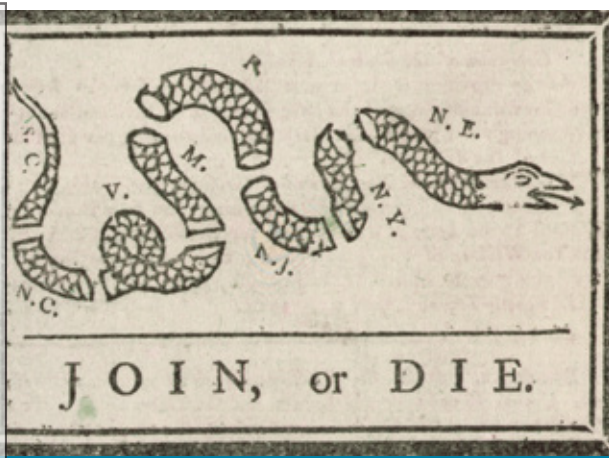
The Albany meeting failed to unify the colonists. Meanwhile, the conflict between the British and the French expanded into full-scale war—the French and Indian War—also known as the Seven Years' War.

The Course of the War

The French enjoyed early success in the war. They captured several British forts and encouraged their Native American allies to defend their lands on the frontier, or edges, of the colonies. They killed colonists, burned farmhouses and crops, and drove many families back toward the coast.

The turning point came in 1757 when William Pitt became prime minister, the head of the British government. Pitt was a great military planner. He sent more trained British troops to fight in North America. To stop colonial complaints about the cost of the war, Pitt decided that Britain would pay for it. He expected that, after the war, the British would raise colonists' taxes to help offset the enormous costs. Pitt was only delaying the time when the colonists would have to pay their share of the military costs.

Pitt's goal was not just to open the Ohio River Valley; he also wanted to conquer French Canada. In 1758, British forces won a key victory at Fort Louisbourg, in present-day Nova Scotia. The same year, a British force, made up mostly of New York and New England militia, captured Fort Frontenac



America's first political cartoon, drawn by Benjamin Franklin in 1754, promoted his Albany Plan of Union. Each section represents a colony, except for the New England colonies, which are shown as one section.

convert to change the religious beliefs of someone
Iroquois Confederacy a group of Native American nations in eastern North America joined together under one general government

alliance a partnership
neutral taking no side

The French and Indian War, 1754–1763

During the French and Indian War, the British and the French fought for control of the lands between their North American territories.



GEOGRAPHY CONNECTION

1. **Spatial Thinking** Where are the cities of Quebec and Montreal located?
2. **Exploring Regions** Why do you think Quebec and Montreal were related to French dominance in the Ohio River Valley?

at Lake Ontario. Another British force finally took Fort Duquesne and renamed it Fort Pitt.

Quebec, the capital of New France, sat on a cliff above the St. Lawrence River. Because of its position, Quebec was thought to be impossible to attack. In September 1759, British scouts spotted a poorly guarded path along the back of the cliff. At night, British soldiers overwhelmed the French guards and scrambled up the path. The British troops then surprised and defeated the French army on a field called the Plains of Abraham. The fall of Quebec and of Montreal the next year marked the defeat of France in North America.

The War Ends

The war finally ended with the Treaty of Paris of 1763. This treaty forced France to give Canada and most of its land claims east of the Mississippi River to Great Britain. Great Britain also received Florida from France's ally, Spain. Spain acquired France's claims to lands west of the Mississippi River—called Louisiana—as well as the port of New Orleans.

The Treaty of Paris marked the end of France as a power in North America. In its aftermath, two European powers—Great Britain and Spain—made claims to the continent's lands.

✓ CHECK FOR UNDERSTANDING

1. **Explaining Causes** What led to increased hostilities between the French and the British during the mid-1700s?
2. **Analyzing** After the French and Indian War ended, which European powers continued to claim lands in North America?

New British Policies

GUIDING QUESTION

How did the American colonists react to new British policies?

The French defeat was a blow to Native Americans in the Ohio River Valley, who, as a result of the war, had lost their French allies and trading partners and now had to deal with the British.

The British raised the prices of their goods. Unlike the French, the British refused to pay Native Americans to use their land. Worst of all, more colonists began settling on Native American lands.

Many Native Americans saw the settlers as a threat to their way of life. One of these was Pontiac, the chief of an Ottawa (Odawa) village near Detroit. Speaking to a large group of Native Americans from various groups in 1763, Pontiac warned, "The English sell us goods twice as dear as the French do. . . . [Y]ou can well see that they are seeking our ruin. Therefore, my brothers, we must all swear their destruction and wait no longer."

Tensions soon led to a conflict between Native Americans and the British in the Great Lakes region, called Pontiac's War. The conflict resulted in a number of civilian and military casualties on each side. Pontiac and his forces

laid siege to the British fort at Detroit and other British outposts. During Pontiac's War, attacks also occurred along the Pennsylvania and Virginia frontiers.

The same year as Pontiac's War began, Britain's King George III declared that colonists were not to settle west of the Appalachian Mountains. To enforce the new rule, the British planned to keep 10,000 troops in the American colonies.

The Proclamation of 1763 helped remove a source of conflict with Native Americans. It also kept colonists on the coast—where the British could control them.

Colonists believed the proclamation limited their freedom of movement. They feared that the large number of British troops might interfere with their liberties. As a result, distrust began to grow between Britain and its North American colonies.

Britain's financial problems also led to trouble. Deeply in debt as a result of the war with France, the British government made plans to tax the colonies and tighten trade rules. These efforts would lead to conflict—and eventually revolution.

✓ CHECK FOR UNDERSTANDING

Explaining Causes Briefly explain the relationship between the French and Indian War and the taxes Britain imposed on American colonists.

LESSON ACTIVITIES

1. **Informative/Explanatory Writing** Write a paragraph describing the Albany Plan of Union, including the problems it was meant to address and the response it received from American colonists. In your answer, explain Benjamin Franklin's famous "Join, or Die" cartoon and how it urged a union of the colonies.
2. **Presenting** Work with a partner to write a conversation that could have occurred in 1757 as the British role in the French and Indian War increased. Choose the viewpoints of two French soldiers, two British soldiers, two American colonists, or two Native Americans—and provide their thoughts on the issues related to the war. As you listen to your classmates' conversations, compare their characters' perspectives to that of your characters.



During Pontiac's War, the Ottawa (Odawa) attacked British forts in the Great Lakes region and burned British ships harbored in the Detroit River, as seen in this illustration from the 1800s.

No Taxation Without Representation

READING STRATEGY

Analyzing Key Ideas and Details

Read closely to identify British policies that affected the colonists. Record each policy in a chart like this one. Describe what the colonists thought of each policy. Write down evidence that shows their opinion.

British policy	Colonists' View
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

New Policies and Taxes in America

GUIDING QUESTION

Why did the British government establish new policies?

After their victory in the French and Indian War, the British controlled a large portion of North America. Now they had to protect all of this territory. To meet this challenge, King George III issued the Proclamation of 1763. This order **prohibited**, or barred, colonists from living west of the Appalachian Mountains on Native American land.

For the British, the proclamation offered several advantages. It helped keep peace between Native Americans and settlers. It also kept colonists near the Atlantic Coast, where British authority was stronger. Finally, it allowed Britain to control westward expansion and the fur trade in the region. The king sent 10,000 troops to the colonies to enforce the Proclamation of 1763 and keep the peace with Native Americans.

prohibit to prevent or forbid

The Proclamation of 1763

King George issued the Proclamation of 1763 in the aftermath of the French and Indian War.



GEOGRAPHY CONNECTION

- Exploring Regions** What natural border did the Proclamation Line of 1763 follow?
- Exploring Culture** Describe the lands that lay to the west of the Proclamation line. Do you think the provisions of the Proclamation would satisfy either the colonists or the Native Americans? Explain.

Enforcing Trade Laws

Great Britain needed new **revenue**, or income, to pay for the troops, and it also had a large amount of debt from the French and Indian War. The king and Parliament believed the colonists should pay some of these costs, so the British government issued new taxes on the colonies. It also enforced old taxes more strictly. To avoid taxes, some colonists resorted to smuggling, which caused British revenues to fall.

In 1763, Britain's prime minister, George Grenville, set out to stop the smuggling. Parliament passed a law to have accused smugglers tried by royally appointed judges rather than local juries. Grenville knew that American juries often found smugglers innocent.

Parliament also empowered customs officers, who enforced trade laws, to obtain writs of assistance. These documents allowed the officers to search almost anywhere—shops, warehouses, and private homes—for smuggled goods.

The Sugar Act

In 1764, Parliament passed the Sugar Act, which lowered the tax on the molasses the colonists imported. Grenville hoped this change would convince the colonists to pay the tax instead of smuggling. The act also allowed officers to seize goods from accused smugglers without going to court.

Angry colonists believed that the Sugar Act and other new laws **violated** their rights. As British citizens, colonists argued, they had a right to a trial by jury and to be viewed as innocent until proven guilty, as stated in British law. Colonists also believed they had the right to be secure in their homes—without the threat of officers barging in to search for smuggled goods.

The Stamp Act

In 1765, Parliament passed the Stamp Act. This law taxed almost all printed materials. Newspapers, wills, and even minor items such as playing cards needed a stamp to show that the tax had been paid.

The Stamp Act further outraged the colonists. They argued that only their own assemblies could tax them. Patrick Henry, a member of the Virginia House of Burgesses, got the burgesses to take action by passing a **resolution**—a formal expression of opinion—declaring that it had “the only and sole exclusive right and power to lay taxes” on its citizens.

In Boston, Samuel Adams helped start the Sons of Liberty. Its members took to the streets to protest the Stamp Act. Protesters burned **effigies** (EH•fuh•jeez)—stuffed figures—made to look like unpopular tax collectors.

Colonists Unite

Colonial leaders decided to work together. In October 1765, delegates from nine colonies met in New York at the Stamp Act Congress. The delegates sent a statement to the king and Parliament declaring that only colonial assemblies could tax the colonists.



A British government official placed this seal, or stamp, on certain paper items in the colonies to show that the tax on them had been paid.

revenue incoming money from taxes or other sources
violate to disregard or go against

resolution an official expression of opinion by a group
effigy a mocking figure representing an unpopular individual

People in colonial cities urged merchants to **boycott**—refuse to buy—British goods in protest. As the boycott spread, businesses in Britain lost so much money that they demanded Parliament **repeal**, or cancel, the Stamp Act.

In March 1766, Parliament repealed the law. However, it also passed the Declaratory Act, stating that it had the right to tax and make decisions for the British colonies “in all cases.”

Townshend Acts

The Stamp Act taught the British that the colonists would resist internal taxes—those paid inside the colonies. As a result, in 1767 Parliament passed the Townshend Acts to tax imported **commodities**, or goods that people buy and sell, such as glass, tea, and paper. The tax was paid when the goods arrived—before they were brought inside the colonies.

By then, *any* British taxes angered the colonists. Protests against the Townshend Acts began immediately. In towns throughout the colonies, women protested by supporting another boycott of British goods. They also urged colonists to wear homemade fabrics rather than buying fabric made in Britain. Some women’s groups called themselves the Daughters of Liberty.

✓ CHECK FOR UNDERSTANDING

1. **Explaining** Explain why writs of assistance were needed to help the British increase revenue and why these documents might have violated the colonists’ rights.
2. **Citing Text Evidence** Use evidence from the lesson text to explain how the Townshend Acts differed from the Stamp Act.

Protests Continue

GUIDING QUESTION

How did the American colonists react to the Boston Massacre?

Protests continued to flare in the colonies, making British officials nervous. In 1768, those officials sent word to Britain that the colonies were on the brink of **rebellion**—a rejection of British authority. Parliament sent troops to

boycott to refuse to buy items in order to protest certain actions or to force acceptance of one’s terms; to refuse to use

repeal to cancel an act or law

BIOGRAPHY

SAMUEL ADAMS (1722–1803)

When the British Parliament passed the Sugar Act in 1764, Samuel Adams, a Boston political leader and owner of a malthouse, led the protest against the British action. Adams attacked the new taxes on sugar, saying they violated people’s right to be taxed only by legally elected representatives.

With the Stamp Act in 1765, Adams expanded his protest activities. Through a steady stream of fiery newspaper essays, he inspired Massachusetts colonists to hang stamp officials in effigy and even to destroy the home of the royal governor.

Explaining Why might a businessperson like Adams be upset by the Sugar Act and the Stamp Act?



Boston. As angry colonists jeered, the “redcoats” set up camp in the center of the city.

For many colonists, this action by the British went too far. First the colonists were convinced that the British had passed laws that violated colonial rights. Now Britain had sent an army to **occupy**, or take control of, colonial cities. An earlier law, the Quartering Act of 1765, also angered the colonists. The law forced colonists to provide British soldiers with quarters, or living arrangements, as well as food, drink, fuel, and transportation.

To make matters worse, the soldiers in Boston behaved rudely. The redcoats, who were mostly poor men, earned little pay. Some stole from local shops and got into fights with colonists. Also, in their off-hours, the soldiers competed for jobs that Bostonians wanted.

commodity a good that people buy and sell

rebellion open defiance of authority

occupy to take control of

Tension in the Streets

On March 5, 1770, violence erupted. A fight broke out between some Bostonians and soldiers. As British officers tried to calm the crowd, the colonists erupted in angry shouting.

The furious townspeople surged forward. They began throwing sticks and stones at the soldiers. “Come on, you rascals, you bloody backs, you lobster scoundrels, fire, if you dare,” someone in the crowd shouted.

After one soldier was knocked down, the nervous redcoats did fire. They killed five colonists. Among the dead was Crispus Attucks,

a dockworker of African and Native American descent. One Bostonian cried: “Are the inhabitants to be knocked down in the streets? Are they to be murdered . . . ?” The colonists called the tragic event the Boston Massacre.

Spreading the News

Colonial leaders used the killings as **propaganda**—information designed to influence opinion. Samuel Adams put up posters that described the Boston Massacre as a slaughter of innocent Americans by bloodthirsty redcoats. Paul Revere made an engraving that showed a British officer giving the order to open fire on an orderly crowd.

propaganda ideas or information intentionally spread to harm or help a cause; information used to influence opinion



This 1770 lithograph by colonist Paul Revere depicts the event known as the Boston Massacre. Crispus Attucks (inset) was the first colonist killed by the British in the Boston Massacre. This portrait of Attucks was drawn in the late 1800s.

PHOTOS: (b)Everett Historical/Shutterstock, (inset)Science History Images/Alamy Stock Photo. TEXT: (t)Bancroft, George. *History of the United States of America*, from the *Discovery of the Continent*, Vol. 4. Boston: Little, Brown, and Company, 1879. (f) Adams, John. “Adams’ Minutes of Defense Evidence, Continued, 30 November 1770.” *Legal Papers of John Adams*, volume 3, edited by L. Kinvin Wroth and Hillier B. Zobel (1965). Cambridge: The Belknap Press of Harvard University Press, accessed via www.masshist.org.



The Boston Tea Party is shown here in an engraving from the 1700s.

The Boston Massacre led colonists to call for stronger boycotts of British goods. Troubled by the growing opposition in the colonies, Parliament repealed all the Townshend Acts taxes on British imported goods, except the one on tea. In response, the colonists ended their boycotts, except on tea. Trade with Britain resumed.

Still, some colonists continued to call for resistance to British rule. In 1772, Samuel Adams revived the Boston committee of correspondence, a group used in earlier protests. The group circulated calls for action against Britain. Soon committees of correspondence sprang up throughout the colonies, bringing together protesters opposed to British measures.

✓ CHECK FOR UNDERSTANDING

Identifying List the events of March 5, 1770, in sequence, beginning with the fight that ensued between the colonists and the British soldiers.

Crisis in Boston

GUIDING QUESTION

How did the British government react to the actions of the colonists?

The British East India Company was vital to the British economy. Colonial refusal to import British

East India tea had nearly driven the company out of business. To help save the company and protect the British economy, Parliament passed the Tea Act. It gave the company nearly total control of the market for tea in the colonies.

The Tea Act also removed some—but not all—of the taxes on tea, making it less expensive for colonists. Yet the colonists remained angry. They did not want to pay any tax, and they did not want to be told what tea they could buy.

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

A Tea Party

Despite warnings of trouble, the East India Company continued shipping tea to the colonies. Colonists in New York and Philadelphia forced the tea ships to turn back. In 1773, three ships loaded with tea arrived in Boston Harbor. The royal governor ordered that they be unloaded.

The Boston Sons of Liberty acted swiftly. At midnight on December 16, colonists dressed as Native Americans boarded the ships and threw 342 chests of tea overboard. As word of the Boston Tea Party spread, colonists gathered to celebrate the bold act.



British troops had occupied Boston since the fall of 1768. As the 1770s progressed, Bostonians became increasingly angry with their presence, as shown in this engraving from the 1800s.

However, no one spoke out against British rule itself. Most colonists still saw themselves as loyal 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 either master them or totally leave them to themselves.”

In 1774, Parliament responded by passing a series of laws called the Coercive Acts. *Coercive* (koh•UHR•sihv) means “to force someone to do something.” These laws were meant to punish the colonists for resisting British authority. Massachusetts, though, received the harshest treatment.

One of the Coercive Acts banned town meetings in Massachusetts. Another closed Boston Harbor until the colonists paid for the ruined tea. This stopped most shipments of food and other supplies to the colony. Parliament was trying to cut Massachusetts off from the other colonies. Instead, the Coercive Acts drew the colonies together. Other colonies sent food and clothing to support Boston.

Following the Coercive Acts, Parliament also passed the Quebec Act. This law created a government for Canada and extended its territory

south all the way to the Ohio River. This action ignored the colonies’ claims to that region.

The colonists believed all of these new laws violated their rights as British citizens. They expressed their feelings about the laws by calling them the Intolerable Acts. *Intolerable* means “painful and unbearable.”

✓ CHECK FOR UNDERSTANDING

Citing Text Evidence What happened to British ships carrying cargoes of tea when they arrived in New York and Philadelphia?

LESSON ACTIVITIES

1. **Argumentative Writing** Write an argument against the Patriots’ cause from the perspective of a British soldier who was involved in the Boston Massacre. Include facts about the Boston Massacre and pro-British, anti-rebellion opinions in your argument.
2. **Collaborating** Work with a partner to prepare a speech to convince colonists to resist the British. Use the following terms in your speech: *resolution*, *boycott*, and *repeal*. Present the speech to the class using appropriate eye contact, adequate volume, and clear pronunciation. As you listen to your classmates’ speeches, write down their main points. Then give a response explaining why you agree or disagree with them.

Understanding Multiple Perspectives: Taxes, Protests, and British Rule



COMPELLING QUESTION

How important is it to have a voice in government?

Plan Your Inquiry

DEVELOPING QUESTIONS

Think about the different ways people can have a voice in government. Then read the Compelling Question for this lesson. What questions can you ask to help you answer this Compelling Question? Create a graphic organizer like the one below. Write these Supporting Questions in your graphic organizer.

Supporting Questions	Source	What this source tells me about why it is important to have a voice in government	Questions the source leaves unanswered
	A		
	B		
	C		
	D		
	E		
	F		

ANALYZING SOURCES

Next, examine the primary sources in this lesson. Analyze each source by answering the questions that follow it. How does each source help you answer each Supporting Question you created? What questions do you still have? Write these in your graphic organizer.

After you analyze the sources, you will:

- use the evidence from the sources
- communicate your conclusions
- take informed action

Background Information

Following Britain's defeat of France in the French and Indian War, King George III and the British government set to the task of keeping and controlling the American colonies. Debt from the war and the costs of maintaining troops in the colonies were high. New British policies and taxes related to those costs angered the American colonists and led to a variety of protests. This lesson presents letters and other writings on the issues that were dividing Britain and its American colonies from both points of view.



» King George III

A

Describing Reactions to the Stamp Act

The Stamp Act was passed by Parliament in 1765. It required that printed materials like newspapers, wills, pamphlets, and playing cards be affixed with a stamp that showed that a tax had been paid. In response, colonists protested loudly. In a letter, a merchant living in Nova Scotia, Canada, commented on the growing unrest to the south.

PRIMARY SOURCE: LETTER

“There is a violent spirit of opposition raised on the Continent against the execution of the Stamp Act, the mob in Boston . . . threaten to pull down & burn the Stamp Office row building, and that they will hold every man as **Infamous** that shall presume to carry the Stamp Act into Execution . . . I don’t find any such turbulent spirit to prevail among us, if it should, the means are in our Hands to prevent any **tumults** or Insults; what the consequences may be in the Colonies who have no military force to keep the **rabble** in order, I cannot pretend to say.”

— Archibald Hinshelwood, from *A Letter to Joshua Mauger*, August 19, 1765

infamous known for being bad or evil

tumult disorder

rabble a mob

EXAMINE THE SOURCE

1. **Identifying** What acts of protest does the writer mention in the letter?
2. **Drawing Conclusions** Do you think the writer of the letter supported the protests to the Stamp Act? Explain.

B

“Address to the LADIES”

The Townshend Acts of 1767 imposed taxes on imported glass, lead, paint, paper, and tea. To fight against this action, a “non-importation” movement arose that encouraged colonists to buy and produce local goods, rather than consume imports from Britain. A humorous verse, or poem, appeared in a Boston newspaper that same year asking women to help the cause.

PRIMARY SOURCE: POEM

“Address to the LADIES.
 . . . First then, throw aside your high
 top knots of pride
 Wear none but your own country
 linnen;
 . . . And as one, all agree that you'll not
 married be
 To such as will wear *London* Fact'ry:
 But at first sight refuse, tell 'em such
 you do chuse
 As encourage our own Manufact'ry.
 No more Ribbons wear, nor in rich
 dress appear,
 Love your country much better than
 fine things,
 . . . Throw aside your **Bohea**, and your
Green Hyson Tea,
 And all things with a new fashion duty;
Procure a good store of the choice
Labradore,
 For there'll soon be enough here to
 suit ye . . .”

— “Address to the Ladies,” published in the
Boston Post-Boy & Advertiser,
 November 16, 1767

Bohea a black tea from China

procure to acquire

Labradore a locally grown tea

EXAMINE THE SOURCE

1. **Identifying** What specific products are mentioned in the poem, and what actions are women encouraged to take?
2. **Analyzing** How does the poem appeal to the patriotism of women colonists?

“The repeal, or the funeral of Miss Americ-Stamp”

The American colonists' boycott of British goods in response to the Stamp Act hurt British merchants. By March 1766, Parliament agreed to repeal the Stamp Act. This political cartoon from 1766 is titled “The repeal, or the funeral of Miss Americ-Stamp” and shows a mock funeral for the legislation. Supporters of the act (among them, George Grenville) march toward an open vault while holding a small coffin and two flags that show their votes against repeal. The three ships in the background—named for the leaders of the repeal—show that British goods are once again ready to be shipped to the North American colonies.

PRIMARY SOURCE: POLITICAL CARTOON



EXAMINE THE SOURCE

1. **Analyzing** What do you think is the mood of the cartoon? Is it meant to be serious or comical? Explain.
2. **Inferring** Why do you think the cartoonist chose to set the funeral procession at the waterfront?

In Support of the Tea Act

In May 1773, Parliament passed the Tea Act, which gave the British East India Company control of the tea market in the colonies, forcing colonists to buy only British tea. The following excerpt is from a pro-British pamphlet that was published that year and distributed to citizens in New York.

PRIMARY SOURCE: PAMPHLET

“ The British Company is at this time in extreme **distress**, tottering on the verge of ruin. Its fall would be fatal to our trading interest. In this season of danger, the Legislature, among other methods of assistance, has granted the liberty of exporting some of that immense quantity of teas which they have on hand, free from all duties, to their fellow subjects in America. At the same time, a few of your merchants have their stores crouded with teas from the Dutch Company, the sale of which would be injur'd by the sale of the English, which is better in quality, and can be afforded at a much cheaper rate. In this **dilemma**, can it be a matter of doubt to a *lover of his country*, to an *honest man*, whether he should encourage the **illicit** trader, who crams his **coffers** with wealth . . . and [who] . . . support[s] . . . a foreign Company, which is a rival to that of his own country: or by purchasing from the *fair trader*, to assist . . . an institution on which the commercial interest of the state so greatly depends?”

— excerpt of a pamphlet, printed 1773

distress a state of danger or need

dilemma a difficult situation

illicit illegal

coffer a box or chest that holds money

EXAMINE THE SOURCE

1. **Identifying** What economic arguments does the writer present?
2. **Analyzing** Does the writer appeal to readers as American colonists or British citizens? How do you know?

“Tea, Destroyed by Indians”

American colonists who continued to oppose British policies used the Boston Tea Party as a rallying cry. This poem was published soon after the event.

PRIMARY SOURCE: POEM

“ Bostonian's SONS keep up your Courage good,
Or Dye, like **Martyrs**, in fair Free-born Blood.
Our LIBERTY, and LIFE is now invaded,
And FREEDOM's brightest Charms are darkly shaded;
But, we will STAND—and think it noble **mirth**,
To **DART** the man that dare oppress the Earth. ...
How grand the Scene!—(No Tyrant shall oppose)
The TEA is sunk in spite of all our foes.
A NOBLE SIGHT—to see th' **accursed** TEA
Mingled with MUD—and ever for to be;
For KING and PRINCE shall know that we are FREE.”

— excerpt from poem “Tea, Destroyed by Indians,” 1773

martyr someone who dies for a cause

mirth happiness

dart to launch or hurl

accursed hateful or detestable

EXAMINE THE SOURCE

1. **Analyzing Perspectives** How does the writer describe and show support for the Boston Tea Party?
2. **Analyzing** What words and phrases does the writer use to appeal to the reader's emotions?



This depiction of the Boston Tea Party was created in the 1780s.

“Ripe for Rebellion”

In 1774, a young British citizen traveling in America presented his views on the colonists and their desire for change.

PRIMARY SOURCE: DIARY

“ The King is openly cursed, and his authority set at defiance. In short, everything is ripe for rebellion. The New Englanders by their **canting**, whining, **insinuating** tricks have persuaded the rest of the Colonies that the [British] Government is going to make absolute slaves of them. . . . By everything that I can understand, in the different company I have been in, Independence is what the Massachusetts people aim at, but am not in the least doubt but the Government will take such **salutary** and speedy measure, as will entirely frustrate their abominable intentions. I am afraid it will be some time before this **hubbub** is settled and there is nothing to be done now.”

— excerpt from the diary of Nicholas Cresswell, October 24, 1774

canting dishonest and insincere talking

insinuating hinting or suggesting, especially dishonestly

salutary designed to cause an improvement

hubbub commotion

EXAMINE THE SOURCE

1. **Explaining** Who does the writer blame for Americans' attitudes toward Britain? Explain.
2. **Drawing Conclusions** Does the writer support the colonists' desire for rebellion? Explain your answer using the writer's words.

Complete Your Inquiry

EVALUATE SOURCES AND USE EVIDENCE

Refer back to the Compelling Question and the Supporting Questions you developed at the beginning of the lesson.

1. **Analyzing Points of View** Which sources provide the views of American colonists on the issues with British rule? How are the attitudes expressed in those sources similar? Also describe any similarities in the sources that present British views.
2. **Evaluating** Which sources urge American colonists to take some sort of action? What actions are encouraged? Are those sources effective? Explain.
3. **Gathering Sources** Which sources helped you answer the Supporting Questions and the Compelling Question? Which sources, if any, challenged what you thought you knew when you first created your Supporting Questions? What information do you still need in order to answer your questions? What other viewpoints would you like to investigate? Where would you find that information?
4. **Evaluating Sources** Identify the sources that helped answer your Supporting Questions. How reliable is the source? How would you verify the reliability of the source?

COMMUNICATE CONCLUSIONS

5. **Collaborating** With a partner, answer the following: How do the sources demonstrate the importance of citizens' involvement in a government's decisions? Use the graphic organizer that you created at the beginning of the lesson to help you. Share your conclusions with the class.

TAKE INFORMED ACTION

Sending a Proposal to a Government

Official Identify a local issue that has divided residents of a community, such as state or local taxes, zoning or building requests, or public health. Research the issue and the points of view taken by differing sides. Evaluate people's perspectives and come up with possible solutions and compromises for the issue. Write a proposal expressing a potential resolution to the disagreement and then send it to an appropriate local, state, or national government official. Share any responses you receive.

Declaring Independence

READING STRATEGY

Analyzing Key Ideas and Details

Read closely to identify parts of the Declaration of Independence. Record those parts in a diagram like this one. Which part of the Declaration stated that the Americans were creating a new nation?

Declaration of Independence

Part 1:



Part 2:



Part 3:



Part 4:

The First Continental Congress

GUIDING QUESTION

What role did key individuals play in the movement toward independence?

In September 1774, 56 delegates gathered in Philadelphia to set up a political body that would represent Americans and challenge British control. The delegates called this body the Continental Congress.

Leaders from 12 of the Thirteen Colonies attended the meeting. Only Georgia did not send a representative. Massachusetts sent fiery Samuel Adams and his cousin, lawyer John Adams. New York sent John Jay, another lawyer. Virginia sent George Washington as well as Richard Henry Lee and Patrick Henry, two outspoken defenders of colonial rights.

The delegates discussed complaints against the British, and then they voted. In a statement of grievances, the delegates called for the repeal of 13 acts of Parliament that they believed violated the “laws of nature, the principles of the English constitution, and the several charters” of the colonies. The delegates also voted to boycott British trade. The colonies would not import or use any British goods, nor would they sell their own goods in Great Britain.

Continental Congress delegates also decided to endorse the Suffolk Resolves, prepared by the people of Boston and other Suffolk County towns in Massachusetts. The Suffolk Resolves declared the Coercive Acts to be illegal and called on the county’s residents to arm themselves against the British. After delegates endorsed the resolves, other colonies also organized militias, or groups of citizen soldiers.

✓ CHECK FOR UNDERSTANDING

Determining Central Ideas

What was the purpose of the Continental Congress?

» At the First Continental Congress, Patrick Henry captured the spirit of the assembly, saying, “The distinctions between Virginians, Pennsylvanians, New Yorkers, and New Englanders are no more. I am not a Virginian, but an American.” This image of Henry was created in the 1800s.



Fighting Begins

GUIDING QUESTION

Why were the battles at Lexington and Concord important?

American colonists had a long tradition of serving and protecting their communities in militias. Members of a militia were an important part of each town's defense. Each member was required to provide his own weapon—usually a musket—and ammunition. Later, as tension between Britain and the colonies grew, towns began to gather and store military supplies.

Many colonists believed that if fighting with the British were to break out, it would happen in New England. Militias in Massachusetts held drills, made bullets, and stockpiled weapons. Some militias were known as **minutemen** because they boasted they would be ready to fight at a minute's notice.

Lexington and Concord

The British also got ready for a fight. By April 1775, several thousand British troops were in and around Boston, with more on the way. British

General Thomas Gage had orders to seize the weapons from the Massachusetts militia and arrest the leaders.

Gage learned that the militia stored arms and ammunition at Concord, a town about 20 miles (32 km) northwest of Boston. He ordered 700 troops “to Concord, where you will seize and destroy all artillery, Ammunition, Provisions, . . . and all military Stores whatever.”

On the night of April 18, 1775, colonial protest leader Dr. Joseph Warren walked through Boston. He saw troops marching out of the city. Warren alerted Paul Revere and William Dawes, members of the Sons of Liberty. Revere and Dawes rode to Lexington, a town east of Concord, to spread the word that the British were coming. Revere galloped across the countryside, shouting his warning of the advancing troops. A British patrol later captured Revere, but Dawes escaped. Another rider named Samuel Prescott carried the warning to Concord.

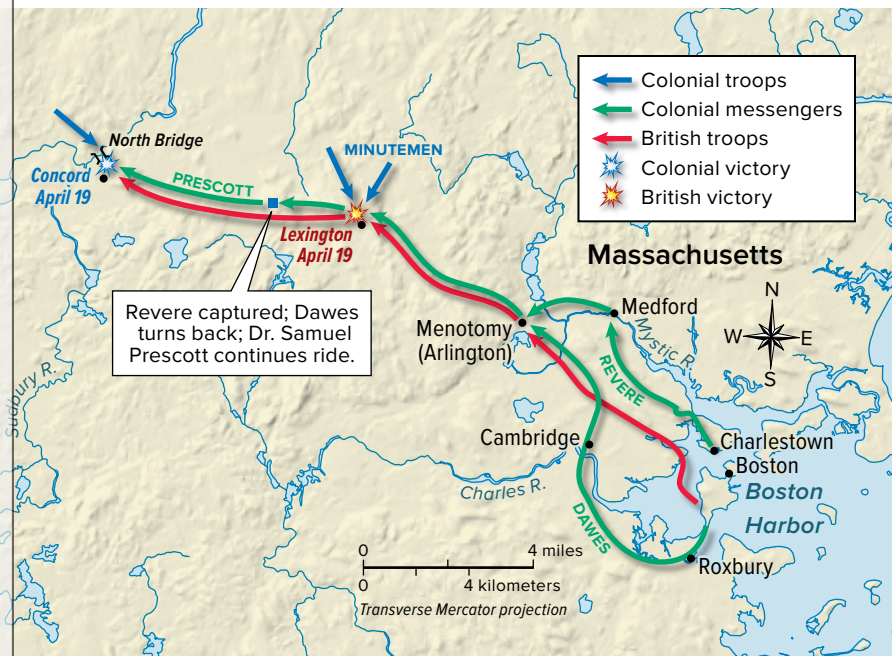
At dawn, British redcoats **approached** Lexington. There they ran into about 70 minutemen, standing on the town common with muskets in hand. A shot was fired—from where is

minutemen civilians during Revolutionary era, sworn to be ready to fight with only one minute's notice

approach to get closer to something

Battles of Lexington and Concord, April 1775

The first fighting between British troops and the colonial militia took place at Lexington and Concord, Massachusetts.



GEOGRAPHY CONNECTION

- Patterns and Movement** Which towns did Paul Revere warn on his ride to Lexington?
- Spatial Thinking** How might the starting point of the British forces in Boston have affected the outcome of these battles?



Minutemen were volunteer soldiers. The first minutemen were organized in Massachusetts. This life-size statue of a minuteman was created in 1900 and stands today at the site of the Battle of Lexington.

still not clear. When the shooting ended, eight minutemen lay dead.

The British continued on to Concord. In a short battle, the British took heavy losses, and they began to retreat to Boston. All along the road, colonists hid behind trees and fired on the soldiers. At least 174 redcoats were wounded and 73 were dead. The battle for independence had begun.

More Military Action

Armed conflict with British forces quickly spread. Benedict Arnold, a captain in the Connecticut

militia, raised a force of 400 to seize Fort Ticonderoga near Lake Champlain in New York. Ticonderoga occupied a key location in the region. It was also rich in military supplies. The British were taken by surprise, and Fort Ticonderoga surrendered on May 10, 1775.

Later, Arnold became a traitor to the Patriot cause when he sold military information to the British. When his crime was discovered, he fled to British-controlled New York City, where he led raids against the Americans in Virginia and Connecticut.

On June 16, 1775, American militia set up posts on Bunker Hill and Breed's Hill, across the harbor from Boston. The next day, the redcoats assembled at Breed's Hill, where, with bayonets drawn, they charged. The Americans opened fire, forcing the British to retreat. Finally, the Americans ran out of gunpowder and had to withdraw.

The battle on Breed's Hill—which became known as the Battle of Bunker Hill—was a British victory. Yet the British suffered heavy losses. They were learning that defeating the Americans on the battlefield would be neither quick nor easy.

Loyalists and Patriots

The American Revolution was not just a war between America and Britain, it was also a civil war—Patriots against Loyalists. Those who sided with Britain, the **Loyalists**, did not think unfair taxes and laws justified a rebellion. Some were officeholders who felt a responsibility to uphold British rule. Others had not suffered from British policies. Still others believed Britain would win the war and did not want to be on the losing side. The **Patriots**, on the other hand, supported the war, believing that the colonists should fight to defend their rights.

✓ CHECK FOR UNDERSTANDING

1. **Determining Meaning** Calling someone a “Benedict Arnold” is considered an insult. Why do you think that is so?
2. **Determining Central Ideas** What did the British learn from the Battle of Bunker Hill?

Loyalist an American colonist who remained loyal to Britain and opposed the war for independence

Patriot an American colonist who favored American independence

The Second Continental Congress

GUIDING QUESTION

How did individuals and events impact efforts for independence?

In 1774, the Continental Congress agreed to meet again if the British did not address their complaints. In fact, as the battles at Lexington and Concord in 1775 showed, the dispute between the British and the colonies had worsened.

Leaders and Actions

The Second Continental Congress met on May 10, 1775. The delegates included John and Samuel Adams, Patrick Henry, Richard Henry Lee, and George Washington—all delegates to the First Continental Congress. Several new delegates came as well.

Benjamin Franklin, one of the most respected men in the colonies, had been a leader in the Pennsylvania legislature. John Hancock of Massachusetts funded many Patriot groups, including the Sons of Liberty. The delegates chose Hancock to be president of the Second Continental Congress. Thomas Jefferson, only 32 years old, was also a delegate. He served in the Virginia legislature.

The Continental Congress took a number of steps to begin governing the colonies. It authorized the printing of money. It set up a post office, with Franklin in charge. The Congress also formed committees to handle relations with Native Americans and foreign countries. Most important, it created the Continental Army. The Congress unanimously chose George Washington to command this army. Washington left Philadelphia at once to take charge of the forces in Boston.

The delegates then offered Britain a last chance to stop the war. They sent a **petition**, or formal request, to King George III. Called the Olive Branch Petition, it assured the king that the colonists wanted peace and to remain part of the British empire. It asked him to protect the colonists' rights. The king rejected the petition. Instead, he prepared for war. He hired more than 30,000 German troops, called Hessians (HEH • shuhnz), to fight alongside British troops.



In this engraving from the mid-1800s, General George Washington watches the British evacuate Boston in 1776.

Fighting Continues

Washington reached the Boston area in July 1775, a few weeks after the Battle of Bunker Hill. The British held Boston, but Patriot militia ringed the city. Although the size of the colonial force grew every day, Washington realized that the men were disorganized and lacked **discipline**—the ability to follow strict rules and procedures. Washington began the task of turning armed civilians into soldiers.

In March 1776, Washington believed his army was ready to fight. Under the cover of darkness, he moved soldiers and cannons into position overlooking Boston, while the redcoats slept.

The move surprised the British, and British General William Howe commanded his soldiers to board ships and withdraw from Boston. On March 17, Washington led his jubilant troops into the city. They watched as the British troops sailed away to Halifax, Nova Scotia, a part of Canada.

✓ CHECK FOR UNDERSTANDING

Explaining What was the significance of the Olive Branch Petition?

petition a formal request for government action

discipline the ability to follow rules and procedures

“To Institute a New Government”

GUIDING QUESTION

Why did the American colonies declare independence?

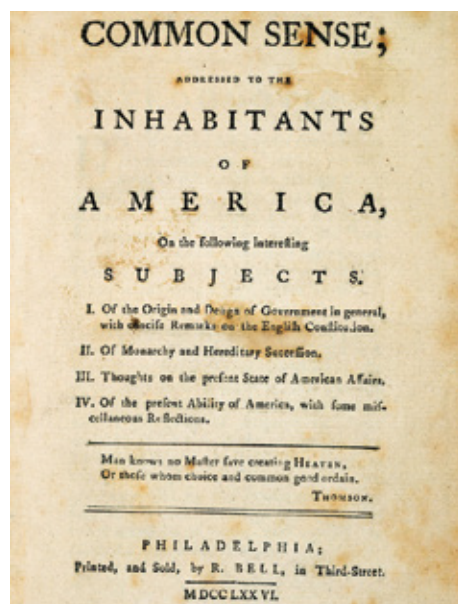
Support for independence was growing. It was inspired in no small part by writer Thomas Paine. Paine arrived in the colonies from England in 1774. He soon caught the revolutionary spirit. In January 1776, he published a pamphlet called *Common Sense*. In bold language, Paine called for a complete break with British rule.

“ Every thing that is right or reasonable pleads for separation. The blood of the slain, the weeping voice of nature cries, ’TIS TIME TO PART.”

— from *Common Sense*, 1776

Common Sense listed powerful reasons why Americans would be better off free from Great Britain. The pamphlet greatly influenced opinions throughout the colonies.

Thomas Paine’s words undoubtedly affected the **debate** within the Second Continental Congress: Should the colonies declare themselves an independent nation or stay under British rule? In June 1776, Virginia’s Richard Henry



Thomas Paine’s *Common Sense* had a great influence on public opinion in the colonies.

Lee offered a bold resolution. Lee wrote, “. . . these United Colonies are, and of right ought to be, free and independent States . . . all political connection between them and the State of Great Britain is, and ought to be, totally dissolved.”

The Congress debated Lee’s resolution. Some delegates still thought the colonies should not form a separate nation. Others argued that war had already begun, and they should be free from Great Britain. Still others feared Britain’s power to crush the rebellion.

Writing the Declaration

While delegates debated, Congress chose a committee to write a declaration of independence. John Adams, Benjamin Franklin, Thomas Jefferson, Robert Livingston, and Roger Sherman formed the committee. Adams asked Jefferson to write the first draft. Jefferson drew on ideas from English philosopher John Locke to explain why the Thirteen Colonies were proclaiming their freedom.

In the 1690s, Locke expressed the idea that people are born with certain natural rights to life, liberty, and property. Locke wrote that people form governments to protect those rights, and that a government interfering with those rights could rightfully be overthrown. Jefferson and other Patriots agreed with Locke.

On July 2, 1776, the Second Continental Congress voted on Lee’s resolution for independence. Twelve colonies voted for independence. New York did not vote but later announced its support.

Next, the delegates discussed Jefferson’s draft of the Declaration of Independence. After making some changes, delegates approved the document on July 4, 1776. John Hancock signed the Declaration first. He remarked that he wrote his name large enough for King George to read without his glasses. Eventually, 56 delegates signed the document announcing the birth of the United States.

Copies of the Declaration of Independence were printed and sent out to people in the newly declared states. George Washington had the Declaration read to his troops in New York City on July 9. In Worcester, Massachusetts, a public reading of the Declaration of Independence led to “repeated [cheers], firing of musketry and cannon, bonfires, and other demonstrations of joy.”

debate a discussion over opposing points of view



In John Trumbull's famous 1818 painting, *Declaration of Independence*, Jefferson and the rest of the committee present the completed document to the Second Continental Congress.

The Declaration of Independence

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

John Adams expected the day Congress voted on Lee's resolution for independence, July 2, to be celebrated as a national holiday. Instead, July 4, the date the delegates actually adopted the Declaration of Independence, is celebrated as Independence Day.

The Declaration of Independence states what Jefferson and many Americans thought were basic principles that applied to all free people—enslaved people and other minority groups were not a part of their considerations. The Declaration begins by describing what had long been viewed as basic English rights:

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable [not to be denied] Rights, that among these are Life, Liberty, and the pursuit of Happiness.”

— Declaration of Independence, 1776

The Declaration states that government exists to protect these rights. If government fails, “it is the

preamble the introduction to a formal document that often tells why the document was written

status rank or place as compared to others

Right of the People to alter or to abolish it and to institute new Government.” The document 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. The British had ignored or rejected these petitions from the colonists.

Finally, the Declaration announces America's new **status**. Pledging “to each other our Lives, our Fortunes, and our sacred Honor,” the Americans declared themselves a new nation. The struggle for independence—the American Revolution—had begun.

✓ CHECK FOR UNDERSTANDING

Identifying What grievances against King George III were included in the Declaration of Independence?

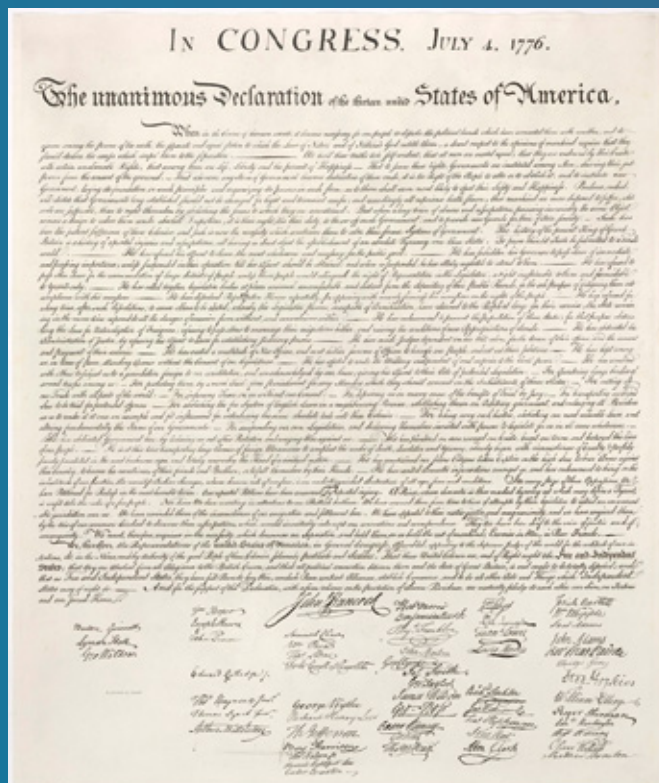
LESSON ACTIVITIES

1. **Narrative Writing** Write a scene from a play in which colonists in a small town react to the news of the Battle of Lexington. Remember, not all colonists wanted independence from Britain.
2. **Collaborating** The text states that Thomas Paine's *Common Sense* listed powerful reasons why Americans would be better off free from Great Britain. With a partner, list three “common sense” reasons the American colonies should be independent. Present your reasons to the class as a lawyer might present evidence before a jury—with deliberation and logic. As you listen to your classmates' lists, evaluate the soundness of their reasoning.



The Declaration of Independence

The writers of the Declaration of Independence included Benjamin Franklin, John Adams, and Thomas Jefferson.



When the Declaration of Independence was written in 1776, most of the people of the world were governed by monarchs, emperors, or absolute rulers. Since Roman times, few political ideas had focused on the rights of citizens or the relationship between individual citizens and the government. By the time of the Enlightenment in the eighteenth century, however, many new ideas had emerged. Those ideas culminated in the American Declaration of Independence.

The entire text of the Declaration of Independence follows. The printed text of the document shows the spelling and punctuation of the parchment original.

JULY 4, 1776.

PRIMARY SOURCE : THE DECLARATION OF INDEPENDENCE

In Congress, July 4, 1776.

The unanimous Declaration of the thirteen united States of America,

PREAMBLE

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

DECLARATION OF NATURAL RIGHTS

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

[Preamble]

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

[Declaration of Natural Rights]

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

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

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

impel force

endowed provided

usurpations unjust uses of power

despotism a government in which a ruler has unlimited power

[List of Grievances]

Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

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

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

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

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

relinquish give up

inestimable priceless

LIST OF GRIEVANCES

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

The painting *Declaration of Independence* by John Trumbull depicts the presentation of the Declaration of Independence to John Hancock (seated right), president of the Continental Congress.



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

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

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

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

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

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

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

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

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

For **Quartering** large bodies of armed troops among us:

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

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to **render** it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

annihilation destruction
convulsions violent disturbances
naturalization of foreigners the process by which foreign-born persons become citizens

tenure term
quartering lodging
render to make

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has **abdicated** Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & **perfidy** scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic **insurrections** amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have **Petitioned for Redress** in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free People.

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an **unwarrantable** jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of **consanguinity**. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

abdicated given up

perfidy violation of trust

insurrections rebellions

petitioned for redress asked formally for a correction of wrongs

unwarrantable unjustified; inexcusable

consanguinity originating from the same ancestor

RESOLUTION OF INDEPENDENCE

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



John Hancock's signature on the Declaration of Independence

SIGNERS OF THE DECLARATION

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

[Resolution of Independence by the United States]

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

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

John Hancock
President from Massachusetts

Georgia

Button Gwinnett
Lyman Hall
George Walton

North Carolina

William Hooper
Joseph Hewes
John Penn

South Carolina

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

Maryland

Samuel Chase
William Paca
Thomas Stone
Charles Carroll of Carrollton

Virginia

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

Pennsylvania

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

Delaware

Caesar Rodney
George Read
Thomas McKean

New York

William Floyd
Philip Livingston
Francis Lewis
Lewis Morris

New Jersey

Richard Stockton
John Witherspoon
Francis Hopkinson
John Hart
Abraham Clark

New Hampshire

Josiah Bartlett
William Whipple
Matthew Thornton

Massachusetts

Samuel Adams
John Adams
Robert Treat Paine
Elbridge Gerry

Rhode Island

Stephen Hopkins
William Ellery

Connecticut

Roger Sherman
Samuel Huntington
William Williams
Oliver Wolcott

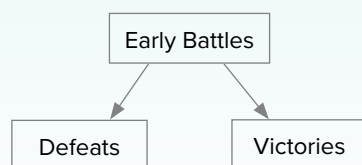
rectitude rightness

The War for Independence

READING STRATEGY

Analyzing Key Ideas and Details

Read closely to identify the Patriot defeats and victories during the early years of the American Revolution. List those events in a diagram like this one. Which American victories could be considered turning points?



The Two Armies Face Off

GUIDING QUESTION

Who were the opposing sides in the American Revolution?

In April 1776, colonial leader John Adams predicted, “We shall have a long . . . and bloody war to go through.” Few people agreed with him. Each side thought they would win the war quickly. The British planned to crush the colonists by force. Most Patriots—Americans who supported independence—believed the British would give up after losing one or two major battles.

British Advantages

As the war began, the British seemed to have a big advantage; they had the strongest navy in the world, and they also had a well-trained army. They were supported by the wealth of their empire. Great Britain also had a population of more than 8 million people compared with only 2.5 million Americans.

The Patriots did not seem to be a match for the British. They had no regular army and a weak navy. Therefore, American soldiers lacked experience as well as weapons for fighting. Much of the Patriot military force was in the form of militia groups. These volunteer soldiers fought only for short periods of time and then returned home.



The Continental Army was made up mostly of inexperienced soldiers. This engraving was based on a painting created in the mid-1800s.

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Loyalty to Britain divided friends and family. For example, William Franklin, son of Patriot Benjamin Franklin, was a Loyalist who had served as a royal governor of New Jersey. This disagreement caused lasting damage to their relationship. This engraving shows William Franklin's arrest.

In addition, not all Americans supported the struggle for independence. Some Americans remained loyal to Britain. Others, such as the Quakers, were neutral, refusing to take part in the war because they opposed all armed conflict.

Loyalists in the Colonies

At least one in five Americans was thought to be a "Loyalist" or "Tory." The number might have been as high as one in three. These Americans remained loyal to Britain and opposed independence. Some Americans changed sides during the war. Loyalist support also varied by region. In general, support for Britain was strongest in the Carolinas and Georgia and weakest in New England.

Loyalists had reasons to support Britain. Some depended on the British for their jobs. Some feared the Revolution would throw America into chaos. Others simply could not understand why the colonies wanted independence. For them, Patriot complaints seemed minor and not worth fighting over.

The British actively sought the support of African Americans. Virginia's royal governor, Lord Dunmore, promised freedom to those African Americans who joined the British cause, and

many men answered his call. Eventually, some of them ended up free in Canada, and others settled in the British colony of Sierra Leone in Africa.

Advantages of the Patriots

The Patriots had some advantages. They were fighting on their own familiar ground. The British, on the other hand, had to fight from thousands of miles across the Atlantic Ocean, which meant it took time and money to ship soldiers and supplies.

The Patriot soldiers also had greater motivation, or sense of purpose. The British relied on **mercenaries** (MUHR•suh•nehr•eez) to fight for them. The Americans called these mercenaries "Hessians" (HEH•shuhnz) after the region in Germany from which most of them came. The Patriots fought for the freedom of their own land. This gave them a greater stake in the war's outcome than soldiers who fought for money. The Americans lured some Hessians away with promises of land.

The Patriots' greatest advantage was probably their leader, George Washington. Few could match him in courage and determination. The war might have taken a different turn without Washington.

mercenary a paid soldier who serves in the armed forces of a foreign country

The Continental Army

After the Declaration of Independence, the Continental Congress served as the national government. However, the Congress lacked the power to raise money through taxes. Delegates led by James Madison of Virginia called for a stronger national government to bind the colonies together, believing that winning independence was possible only under a strong national government.

Not every American agreed. They placed great value on liberty and personal freedom. After rejecting the rule of the British Parliament, they were unwilling to **transfer** power to their own Continental Congress. As a result, the American Revolution was in some ways 13 separate wars, with each state fighting for its own interests. This made it hard for the Congress to get soldiers and raise money.

Local militia made up a key part of the Patriot forces. These troops were limited, however, as many were farmers who needed to provide for their families and did not want to leave their fields unattended. The Patriots also needed well-trained soldiers who could fight the British throughout the colonies. To meet this need, the Congress established the Continental Army, which depended on the states to **recruit** (ree-KROOT) soldiers.

At first, soldiers signed up for just one year, but General Washington asked for longer terms. “If we hope for success,” he said, “we must have men enlisted for the whole term of the war.” Eventually, the Continental Congress invited soldiers to sign up for three years or until the war ended. Most soldiers, however, still signed up for only one year.

The Continental Army also had a hard time finding officers—qualified military commanders. Some were young men who were recruited from the ranks. The best officers had experience from previous, or earlier, wars.

Men did all the fighting—with a few exceptions. For example, Margaret Corbin of Pennsylvania went with her husband when he joined the Continental Army. After he died in battle, she took his place. Mary Ludwig Hays McCauley joined her husband in battle as well. The soldiers called her

“Moll of the Pitcher,” or “Molly Pitcher,” because she carried water pitchers to the soldiers. Legend has it she also took part in combat. On February 21, 1822, Pennsylvania recognized Molly Pitcher’s service by granting her an annual payment of \$40. Deborah Sampson of Massachusetts took a different route to the battlefield. She joined as a soldier by disguising herself as a man.

✓ CHECK FOR UNDERSTANDING

1. **Summarizing** What advantages did the British have as the Revolutionary War began?
2. **Analyzing Points of View** Explain why some American colonists did not support a strong national government and how that belief affected the course of the war.



Mary Ludwig Hays McCauley was the wife of a Patriot soldier who followed her husband to the battlefield when he went off to war. She earned her nickname, Molly Pitcher, by carrying pitchers of water to weary troops. According to legend, she won fame for helping her husband fire a cannon during the Battle of Monmouth.

transfer to move

recruit to enlist in the military

The Revolutionary War, 1776–1777

Early in the Revolutionary War, the British and the Patriots each won some battles.



GEOGRAPHY CONNECTION

1. **Exploring Regions** In what area were most battles on this map fought?
2. **Exploring Place** According to this map, which British victory occurred just before the Battle of Saratoga?

Early Campaigns

GUIDING QUESTION

What were significant battles in the early years of the American Revolution?

Relatively few soldiers fought in the war's early battles. At Bunker Hill, for example, about 2,200 British soldiers fought 1,200 Americans. The British had not yet won a clear victory. They realized they were going to need more troops.

During the summer of 1776, Britain sent 32,000 troops across the Atlantic to New York City, a loyalist stronghold. The British commander, General William Howe, hoped the sheer size of his army would convince the Patriots to give up.

The Patriots Face Defeat

Only 20,000 soldiers made up the Patriot force under George Washington, yet the Americans were determined to fight. The two sides clashed in late August 1776 at the Battle of Long Island,

where the larger and better-equipped British badly defeated the Continental Army.

One Patriot, Nathan Hale, showed his bravery at Long Island. Hale disguised himself as a Dutch schoolteacher and went to spy on British troops. The British caught Hale and hanged him as punishment. According to legend, Hale went to his death saying, "I only regret, that I have but one life to lose for my country."

After the defeat, Washington retreated from New York, and the British chased him across New Jersey into Pennsylvania. Satisfied that Washington was beaten, the British let him go.

Washington and his forces had managed to escape the British. As winter approached, however, the Patriots' cause was near collapse. The Continental Army had fewer than 5,000 soldiers. Many had completed their terms, and others had run away.

Washington begged the Continental Congress for more troops, suggesting that free African

Americans be allowed to enlist, but many Americans opposed this idea. Early in the war, the Southern Colonies had persuaded the Congress not to take this step. Many white people in the South worried about giving guns and training to African Americans. They feared the possibility of revolt among the enslaved population.

African Americans in Battle

The growing need for soldiers led some states to ignore the ban on African Americans. Rhode Island raised an all-African American regiment in 1778, and by the war's end, every state except South Carolina enlisted African Americans to fight.

Perhaps as many as 5,000 African Americans joined the Patriots. One example was Peter Salem, an enslaved African American from Massachusetts who was released from slavery to join the Patriot army. He fought at Concord and at the Battle of Bunker Hill and served the Patriot cause through much of the war.

African Americans had many reasons to fight. Some fought because they believed in the Patriot cause, and others might have joined for the chance to earn money. Some were enslaved

Africans who had run away or who, like Salem, fought to gain their freedom. Others, promised freedom for their service, joined with British forces.

The Battles of Trenton and Princeton

While the Patriots were struggling through the winter, the main British force was settled in New York. The British also left some troops in Princeton and Trenton, New Jersey. Washington saw a chance to catch the British by surprise.

Washington was camped in Pennsylvania, across the Delaware River from the British camp in New Jersey. On Christmas night 1776, Washington led 2,400 troops across the icy river to surprise the enemy at Trenton the next day. Washington then marched to Princeton; his army scattered the British force there.

✓ CHECK FOR UNDERSTANDING

1. **Making Connections** Why did the Continental Congress not agree to Washington's request to allow free African Americans to enlist in the army?
2. **Explaining** Why was the winter of 1776–1777 significant?



This 1851 painting by German artist Emanuel Leutze presents a somewhat inaccurate picture of Washington crossing the Delaware River on the way to attack British forces at Trenton, New Jersey. The crossing was made at night, and the river was not as wide as is depicted here.

Assessing Credibility Why do you think the artist chose to include inaccurate details in his portrayal of Washington crossing the Delaware River?

A Turning Point

GUIDING QUESTION

Was the British plan for victory successful?

In early 1777, the British began a three-pronged battle plan. Their goal was to seize Albany, New York, and gain control of the Hudson River. If they controlled the Hudson, they would cut off New England from the Middle Colonies.

First, General John Burgoyne would lead troops south from Canada, while at the same time, Lieutenant Colonel Barry St. Leger would move east from Lake Ontario. A third group, under General Howe, would move north up the Hudson. The three British forces would then attack Patriot troops at Albany.

The British Capture Philadelphia

Before the attack on Albany, Howe sought to capture Philadelphia—the home of the Continental Congress. Howe won battles in September 1777 at Brandywine and Paoli, near Philadelphia. Then Howe's troops captured Philadelphia, forcing the Continental Congress to flee. By now, winter was coming. Howe decided to stay in Philadelphia instead of going to Albany.

The Battle of Saratoga

Meanwhile, the British plan for taking Albany was in trouble. In August, American soldiers led by Benedict Arnold stopped St. Leger at Fort Stanwix, New York.

General Burgoyne's army had not reached Albany either—in July he captured Fort Ticonderoga, but he needed supplies. He sent

a force to the American supply base at Bennington, Vermont. A local militia group, the Green Mountain Boys, defeated them, causing Burgoyne to retreat to Saratoga, New York.

Here Burgoyne found himself in serious trouble—and alone. Patriots had stopped St. Leger at Fort Stanwix, and Howe was still in Philadelphia. Now American troops under General Horatio Gates blocked and surrounded Burgoyne's army. Burgoyne made a desperate attack on October 7, but the Patriots held firm.

On October 17, 1777, General Burgoyne surrendered. The British plan had failed, and the Continental Army had won an enormous victory that changed the course of the war.

The victory at Saratoga was a turning point in the American Revolution. France and other nations now realized that the Americans might actually win their war against Great Britain. France decided to help the Americans. In February 1778, France declared war on Britain and sent money, equipment, and troops to **aid** the American Patriots.

Like France, Spain also decided to help the Americans. Spain did not form an alliance with the United States, but it did declare war on Great Britain in 1779. Spanish forces fought the British in present-day Louisiana, Mississippi, Alabama, and Florida. This fighting kept many British troops out of action against the Americans.

✓ CHECK FOR UNDERSTANDING

Analyzing Why did Howe's Philadelphia victory lead to defeat at Saratoga?

aid to help

LESSON ACTIVITIES

1. **Narrative Writing** Write a journal entry dated October 17, 1777, from the perspective of a British soldier serving in General Burgoyne's army. Describe recent events you were involved in or witnessed, and explain how you felt as you watched General Burgoyne's surrender.
2. **Analyzing Information** Working with a partner, look carefully at the map, illustrations, and images in the lesson. Discuss what each visual shows. Then compare what you see to what is written in the corresponding text. Discuss whether each visual helps to clarify or support the information presented in the text. Summarize your findings in a paragraph.



This painting from 1821 by John Trumbull shows British General John Burgoyne surrendering his forces at the Battle of Saratoga. The painting is on display in the U.S. Capitol.

The War Continues

READING STRATEGY

Analyzing Key Ideas and Details

Read closely to determine any individuals who aided the Patriot effort during the American Revolution. List the examples in a diagram like this one. Which countries were these individuals from?

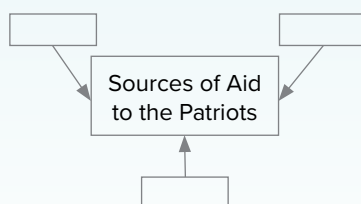


PHOTO: Bettmann/Getty Images; TEXT: Martin, Joseph Plumb. A Narrative of Some of the Adventures, Dangers and Sufferings of a Revolutionary Soldier. Hallowell, Maine: Glazier, Masters & Co, 1830.

Valley Forge

GUIDING QUESTION

How was America helped by its allies?

In 1778, news traveled slowly across the Atlantic, so people in the United States did not learn of the new French-American alliance until the spring. Meanwhile, British General Howe and his forces spent the winter in comfort in Philadelphia. Washington set up camp at Valley Forge, about 20 miles (32 km) to the west, where he and his troops suffered through a terrible winter. They lacked decent food, clothing, shelter, and medicine. Washington's greatest challenge at Valley Forge was keeping the Continental Army together.

A Hard Winter

That winter at Valley Forge, snowstorms and damaged roads slowed delivery of supplies. The Continental Army built huts and gathered supplies from the countryside. Several volunteers—including Washington's wife, Martha—made clothes for the troops and cared for the sick.

Joseph Plumb Martin, a young soldier from Connecticut, spent the winter at Valley Forge. "We had hard duty to perform," he wrote years later, "and little or no strength to perform it with." Most of the men lacked blankets, shoes, and shirts. Martin made a pair of rough shoes for himself out of a scrap of cowhide, which hurt his feet.



Washington and the Continental Army lived through a terrible winter at Valley Forge, as shown in this painting from the mid-1800s.

Analyzing How does the artist portray the conditions at Valley Forge? What do you think the portrayal of George Washington reveals about his leadership?

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This 1910 painting shows Baron von Steuben training American recruits at Valley Forge in 1778.

Many soldiers became sick and died, while other men **deserted** (duh•ZERT•ed), or left without permission. Some officers quit. The Continental Army seemed to be falling apart.

Yet the Continental Army did survive the winter. Spring came, and conditions gradually improved. New soldiers joined the **ranks**. “The army grows stronger every day,” one officer wrote. “There is a spirit of discipline among the troops that is better than numbers.”

Then, in April 1778, Washington told his troops of France’s help, and everyone’s spirits rose. The Continental Army celebrated with a religious service and a parade.

Foreigners Help on the Battlefield

The Patriot cause had supporters around the world. A number of individuals from other nations gave their talents to the cause.

One leader at Valley Forge was Marquis de Lafayette (lah•fee•EHT) of France. He had come to the United States as a 19-year-old volunteer in June 1777. Excited by the ideas expressed in the Declaration of Independence, Lafayette wanted

to join the battle for freedom, believing that the American cause represented the future of humankind.

When he reached the United States, Lafayette offered his services to General Washington. He agreed to serve without pay and became a trusted **aide** to Washington.

Other Europeans volunteered to work for the Patriot cause. Two Polish men—Thaddeus Kościuszko (THAD•ee•uhs kawsh•CHUSH•KOH) and Casimir Pulaski (KAH•sih•meer poo•LAHS•kee)—supported American efforts. Kosciuszko helped build important defenses for the Americans. Pulaski won promotion to the rank of general. He died in 1779, fighting for the Continental Army.

Friedrich von Steuben (FREE•drihk vahn STOO•buhn) also came to help Washington. Von Steuben had been an officer in the Prussian army. He helped to train the Patriot troops at Valley Forge and shape the ragged Continental Army into a more effective fighting force.

In 1778, Spaniard Juan de Miralles (mee•RAH•yays) arrived in Philadelphia. He had persuaded Spain, Cuba, and Mexico to send

desert to leave without permission or intent to come back

ranks hierarchical levels in the military
aide an assistant

PHOTO: Library of Congress Prints & Photographs Division [LC-USZ62-860]; TEXT: Adams, Abigail. "Baintree, 7 May 1776," in *Familiar Letters of John Adams and His Wife Abigail Adams, During the Revolution: With a Memoir of Mrs. Adams*, by Charles Francis Adams. New York: Hurd and Houghton, 1876.

 CHECK FOR UNDERSTANDING

Life on the Home Front

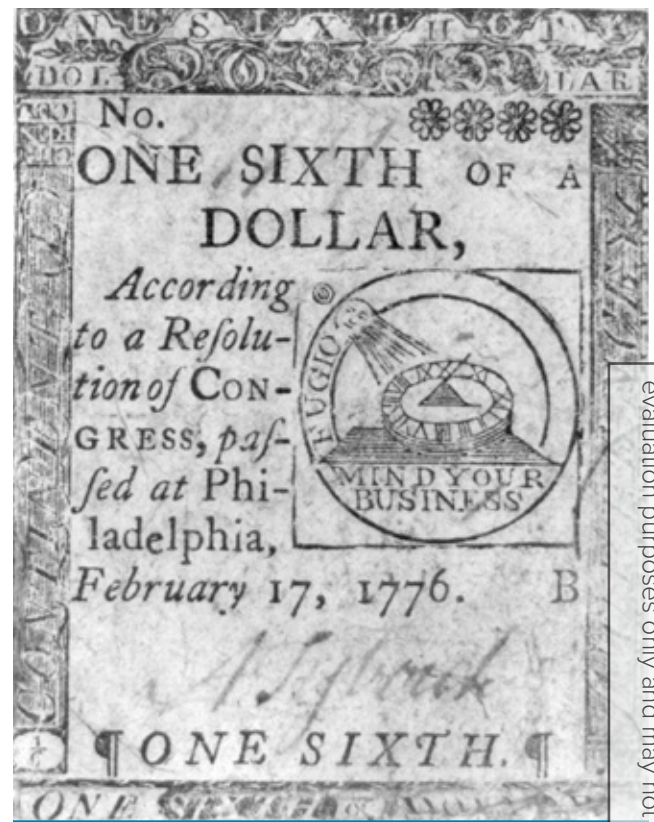
Problems in the Economy

To meet this need, the Congress and the states simply printed hundreds of millions of dollars' worth of paper **currency**. The paper money quickly lost its value, as the amount of bills was greater than the supply of gold and silver backing them. This led to **inflation** (in•FLAY•shun), which means that it took more and more money to buy the same amount of goods. People began to have doubts about how much their paper bills were worth. Congress stopped printing paper money because no one

inflation when it takes more and more money to buy the same amount of goods; increase in price of goods or services

Questioning Freedoms

— from *Adams Family Papers*



Explaining What led Congress to print huge amounts of paper money during the war?



Loyalists were often harassed by Patriots, and many were forced to flee. Some were even run out of town as depicted in this illustration from the 1800s.

African Americans used the revolutionary quest for freedom and liberty to fight against slavery. In New Hampshire enslaved people asked the government for their freedom so “that the name of slave may not be heard in a land gloriously contending for the sweets of freedom.”

Some white Americans also questioned slavery. In 1778, Governor William Livingston of New Jersey asked his government to free all enslaved people. He said slavery was “utterly inconsistent with the principles of Christianity and humanity.”

As some African Americans fought for the American cause, they hoped the Revolution would help end slavery. The Pennsylvania legislature in 1780 adopted a plan to gradually free enslaved people—the first legislature in the world to take such action against slavery. Other northern states soon took similar measures. Still, the **issue** of slavery would remain unsettled for many years.

Treatment of Loyalists

Not all Americans supported the Patriot cause. During the war, thousands of Loyalists fought on the side of the British. Some Loyalists spied on the Patriots. Many Loyalists fled, packing their belongings and selling whatever they could. Some left hurriedly for England or other parts of the British Empire. Others took off for Spanish-owned Florida.

issue a subject that people have different views about

Known Loyalists who remained in the United States faced difficult times. Their neighbors often shunned them. Some became victims of violence, and some had their homes and lands seized. Loyalists who actively helped the British faced arrest. In a few rare cases, Patriots executed Loyalists.

✓ CHECK FOR UNDERSTANDING

1. **Identifying Cause and Effect** Why did some Americans begin to question the existence of slavery in a land that was fighting for its freedom?
2. **Explaining** How were Loyalists treated by the Patriots during the war?

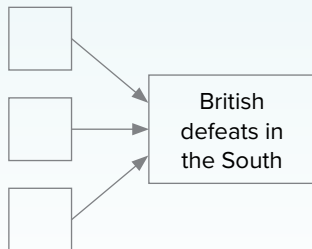
LESSON ACTIVITIES

1. **Argumentative Writing** Take the perspective of a foreign soldier volunteering to come to America to help in the fight against the British. Write a letter to family back home explaining why you have decided to risk your life for this cause.
2. **Analyzing Information** Working with one or two classmates, review and discuss each section of the lesson. Reach an agreement on the main idea for every section. Then write each main idea in as few words as possible.

The American Victory

READING STRATEGY

Integrating Knowledge and Ideas Read closely to identify why the British lost control in the Southern colonies. List those reasons in a diagram like this one. What new sort of warfare led to British defeats in the region?



Battlegrounds Shift

GUIDING QUESTION

How did the war develop in the West, in the South, and at sea?

While most of the fighting in the Revolutionary War took place in New England and in the Middle Colonies, conflicts also took place west of the Appalachian Mountains, where Native American groups became involved, and in the Southern Colonies. In addition, the war was fought at sea, as Britain's powerful navy looked to defend their cargo-filled ships against attacks from Patriot vessels. The British navy also sought to disrupt the colonies' seafaring trade.

Fighting in the West

The Revolutionary War was of great interest to many Native American groups living in and around the 13 states. Some Native Americans helped the Patriots, but more sided with the British. For them, the British seemed less of a threat than the Americans, who lived in their midst and took their land.

West of the Appalachian Mountains, the British and their Native American allies raided American settlements. Mohawk war chief Joseph Brant led a number of attacks in southwestern New York and northern Pennsylvania. Farther west, Henry Hamilton, British commander at Detroit, paid Native Americans for settlers' scalps, a practice that earned him the nickname "hair buyer."

Virginia militia leader George Rogers Clark set out to end attacks in the West. In July 1778, Clark led a force of 175 westward down the Ohio River and over land. The Patriots captured a British post at Kaskaskia (ka•SKAS•kee•uh) in present-day Illinois.



American troops in the West under George Rogers Clark often marched through rugged terrain to attack the British.



The warships *Bonhomme Richard* and *Serapis* met in one of the most famous naval battles of the war. American naval officer John Paul Jones led the crew of the *Bonhomme Richard*. Thomas Mitchell captured the scene in his 1780 painting.

Then they took the British town of Vincennes (vin•SEHNZ) in present-day Indiana. British troops under Hamilton recaptured Vincennes that December. Clark vowed to get it back. In February 1779, Clark and his troops braved harsh winter conditions to surprise the British and force their surrender. Clark's victory strengthened the American position in the West.

The War at Sea

The Revolutionary War also took place at sea, where Great Britain's powerful navy enjoyed a major advantage. British vessels formed an effective **blockade** (blo•KAYD), keeping ships from entering or leaving American harbors and limiting the delivery of supplies and troops to Patriot forces.

To break the blockade, Congress ordered 13 warships, but only two of the ships made it to sea. Several others were quickly captured by the British because the American navy was too weak to operate effectively.

Congress also authorized some 2,000 ships to sail as privateers. A **privateer** (pry•vuh•TEER) is a privately owned merchant ship outfitted with weapons. The goal of the privateer is to capture enemy merchant ships and cargo.

The war at sea produced one of the war's great heroes, John Paul Jones. Near the coast of Great Britain in September 1779, Jones's ship, *Bonhomme Richard*, met the British warship

Serapis, and the two ships fought for hours. The British captain asked whether Jones wished to surrender, and Jones is said to have answered, "I have not yet begun to fight." In the end, it was the *Serapis* that surrendered, making John Paul Jones a hero to the Patriots.

The British Move South

In the early years of the war, the Americans had won several battles in the South, including saving the key port of Charles Town, South Carolina, from the British. Although this was a small battle, its **impact** on the rest of the war was great. By 1778, the British realized that bringing their old colonies back into the empire would not be easy. As a result, the British came up with a new plan to finish the war.

The new British plan focused on the South, where there were many Loyalists. The British hoped to use sea power and the support of the Loyalists to win important victories in the Southern states. At first, the **strategy** worked.

In late 1778, the British sent 3,500 troops to capture the coastal city of Savannah, Georgia, and take control of the state. Then, in 1780, British General Henry Clinton attacked Charles Town, South Carolina, and took thousands of prisoners. It marked the worst American defeat of the war.

General Charles Cornwallis commanded the British forces in the South. Patriot forces engaged Cornwallis at Camden, South Carolina, in August 1780. The British won this first

blockade actions used to keep a country or an area from communicating and trading with other nations or areas; to close off a country's ports

privateer a privately owned ship outfitted with weapons

impact an effect

strategy a plan of action

The British had counted on strong Loyalist support in the South, but they received less help than expected. Instead, as British forces moved through the countryside, small forces of Patriots attacked them. These bands of soldiers appeared suddenly, fired their weapons, and then disappeared. This hit-and-run technique caught the British off guard.

American Successes

1779. The Spanish governor of Louisiana, Bernardo de Gálvez (GAHL•ves), had supplies and ammunition shipped up the Mississippi River to American troops in the west. It was with this help that George Rogers Clark captured the key posts of Kaskaskia and Vincennes.

In October 1780, Nathanael Greene became commander of the Continental forces in the South. To attack Cornwallis's forces, Greene split his army in two. In January 1781, one section defeated the British at Cowpens, South Carolina, and another section joined Francis Marion's raids. Greene combined his forces in March. Then, he met Cornwallis's army at Guilford Courthouse, in present-day Greensboro, North Carolina. Greene's army was forced to retreat, but the British **sustained** great losses in the process. General Cornwallis gave up the campaign to conquer the Carolinas.

The Revolutionary War in the West and South, 1778–1781

This map illustrates the military campaigns of the American Revolutionary War from 1775 to 1781. It covers the eastern United States, including the Appalachian Mountains, the Great Lakes, and the Atlantic Ocean. Key features include:

- Legend:**
 - Blue arrow: American and/or allied forces
 - Red arrow: British forces
 - Blue star: American victory
 - Red star: British victory
 - Black square: Fort
- Key Events and Locations:**
 - 1775:** British capture Savannah (1), Patriots victorious at Kaskaskia (2) and Cahokia (2).
 - 1776:** British capture Fort Mifflin (3), Patriots victorious at the Battle of the Clouds (3), British capture Fort Mifflin (3), British capture Fort Mifflin (3).
 - 1777:** British capture Fort Mifflin (3), Patriots victorious at the Battle of the Clouds (3), British capture Fort Mifflin (3), British capture Fort Mifflin (3).
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 - 1780:** British capture Fort Mifflin (3), Patriots victorious at the Battle of the Clouds (3), British capture Fort Mifflin (3), British capture Fort Mifflin (3).
 - 1781:** British capture Fort Mifflin (3), Patriots victorious at the Battle of the Clouds (3), British capture Fort Mifflin (3), British capture Fort Mifflin (3).

1. **Exploring Place** Based on this map, what was the southernmost battle between the Patriots and the British?
2. **Spatial Thinking** Why do you think the British wanted to capture ports at Savannah and Charles Town?

Cornwallis realized the British had to act quickly to win the war. More French troops were coming to North America, the Patriots held Virginia, and troops and supplies were moving south.

In April 1781, Cornwallis marched north to Virginia. His troops carried out raids throughout the region. General Washington sent Lafayette and General Anthony Wayne south to push Cornwallis back. Meanwhile, Cornwallis took shelter at Yorktown, on the Virginia coast. The battle for the South was entering its final phase.

✓ CHECK FOR UNDERSTANDING

1. **Explaining** Why did some Native American groups ally themselves with the British to fight the Patriots?
2. **Identifying Cause and Effect** Why were privateers important to the American war effort?

Victory at Yorktown

GUIDING QUESTION

What events occurred in the victory at Yorktown?

While the British were carrying out their southern campaign, key events were taking place in the North. In July 1780, French warships appeared off Newport, Rhode Island. The ships carried French aid: thousands of soldiers commanded by Comte de Rochambeau (roh•sham•BOH).

Eventually, Rochambeau joined up with General Washington, who was camped north of New York City. There the two leaders waited for the arrival of a second fleet of French ships. Washington planned to attack the British army

base in New York, which was under the command of General Clinton.

As it turned out, the second French fleet never did arrive in the North. Washington and Rochambeau would never launch the attack on Clinton. Instead, both the ships and the troops would find a better opportunity to strike at the British—at Yorktown, Virginia.

Washington's Plan

As he waited outside New York, Washington had followed reports of fighting in the South. In Virginia, Lafayette had Cornwallis pinned down on a peninsula at Yorktown.

Washington also got important news about the French fleet he was waiting for; the ships were heading toward Chesapeake Bay instead of New York. They were going to join in the fight to defeat Cornwallis. With this news, Washington quickly changed his plans. He and Rochambeau would advance on the British at Yorktown rather than at New York. Washington kept his new strategy secret. He wanted Clinton to think the Patriots still planned to attack at New York. This, he hoped, would keep Clinton from sending aid to Cornwallis.

Washington and Rochambeau then rushed south with their armies. Most soldiers did not know where they were going. The French and American troops marched 200 miles (322 km) in 15 days. General Clinton did not learn they were gone until it was too late. There was nothing he could do to stop the three forces—Lafayette's troops, Washington's and Rochambeau's army, and the French fleet—from meeting at Yorktown.

Generals Washington and Rochambeau plan the attack at Yorktown in the 1836 painting *Siege of Yorktown*.



Cornwallis Surrenders

Washington's plan worked perfectly. By the end of September 1781, a combined 14,000 American and French troops stood against Cornwallis's 8,000 British and Hessian troops at Yorktown.

Meanwhile, the French fleet kept guard at Chesapeake Bay. British ships could not get in to help Cornwallis escape by sea. The British army sat helplessly in New York. They were unable to come to Cornwallis's aid. American and French forces began a **siege** (SEEJ)—they blocked off the British supply and escape routes. In this way, they hoped to force the British to surrender.

The siege began to take effect. The British ran low on supplies, and many soldiers were wounded or sick. On October 14, Washington's aide, Alexander Hamilton, led an attack that captured key British defenses. Cornwallis could see that the situation was hopeless. On October 19, he surrendered his troops. The Patriots had won the Battle of Yorktown.

✓ CHECK FOR UNDERSTANDING

Identifying Cause and Effect What news caused George Washington to abandon his plan to attack the British army in New York in 1781?

Independence Achieved

GUIDING QUESTION

What helped the Patriots win independence?

The Patriot victory at Yorktown struck a terrible blow to the British and their war effort. Yet the fighting went on after Cornwallis surrendered. The British still held Savannah, Charles Town, and New York. A few more clashes would occur on land and sea. However, the defeat at Yorktown convinced the British that the war was too costly to continue.

The Americans and British sent delegates to Paris to work out a treaty. Benjamin Franklin, John Adams, and John Jay represented the United States. The American Congress **ratified** (RAT•ih•fyed), or approved, the first draft of the treaty in April 1783. The final Treaty of Paris was signed on September 3, 1783. By that time, Britain had also made peace with France and Spain.

siege an attempt to force surrender by blocking the movement of people or goods into or out of a place; military blockade

ratify to approve formally



American artist Benjamin West painted this scene of the signing of the Treaty of Paris in 1783. It included only the American delegation. John Jay, John Adams, and Benjamin Franklin are shown on the left. The painting is unfinished because British officials refused to sit and pose for the painting.

Inferring What can you infer about relations between British and American leaders following the war based on the fact that British officials refused to sit for the painting?

Under the Treaty of Paris, Great Britain recognized the United States as an independent nation. The British also promised to withdraw all their troops from American territory. They gave Americans fishing rights to the waters off the coast of nearby Canada.

In turn, the United States promised that Americans would pay off any debts owed to British merchants. The treaty also stated that the Congress would advise the new states to return property taken from Loyalists.

Washington's Leadership

Many months passed between the end of fighting in the Revolutionary War and the signing of the peace treaty. During that time, Washington was unwilling to dissolve the army. Instead, he camped his idle troops in Newburgh, New York.

Many of his soldiers were owed pay from the Congress. When this pay did not come, the soldiers grew angry. Some officers sent a letter around in March 1783. If their demands were not met, the letter said, the army should use force against the Congress.

Washington realized that this threat of revolt, called the Newburgh Conspiracy, was dangerous. The new nation could be destroyed. In a dramatic speech, he convinced the angry soldiers to be patient.

Then Washington urged the Congress to meet their just demands. The Congress agreed. Washington's leadership ended the threat to the new nation, at least temporarily. Another protest by soldiers erupted later that year. It, too, ended peacefully.

In late November 1783, the war truly ended. The last British troops left New York City. On December 4, Washington said farewell to his troops. Three weeks later he formally resigned, or gave up his position, at a meeting of the Congress. Washington returned home to Mount Vernon, Virginia. There he planned to remain and live quietly with his family.

Why the Americans Won

How did the Americans defeat powerful Great Britain? Remember, the Americans had several advantages in the war. First, they fought on their own land. The British had to move troops and supplies across an ocean. It was harder for them to get reinforcement, as the siege of Yorktown showed. When their ships were blocked, the British troops had no support.

The Americans' knowledge of the landscape was important. They knew where to lay an **ambush** (AM•bush), or surprise attack. They were expert at wilderness fighting. The British, in contrast, had much difficulty controlling the American countryside once they occupied the cities.

Help from other countries contributed to the American victory. The success at Yorktown would not have been possible without French soldiers and ships. Spain gave aid when they attacked the British. Individuals, such as Lafayette and von Steuben, came to America to provide vital services to the Patriot cause.

Perhaps most important, the American Revolution was a people's movement. Its outcome depended not on any one battle or event but on the determination and spirit of all Patriots.

In 1776, the American colonists began a revolution. In the Declaration of Independence, they outlined the principles of freedom and the rights they believed all peoples and nations should have. These ideas inspired people in other parts of the world. For example, French rebels in 1789 fought a revolution in defense of "Liberty, Equality, and Fraternity." The French upheld these principles: "Men are born and remain free and equal in rights."

ambush an attack in which the attacker hides and surprises the enemy



The ideals of the American Revolution helped inspire the enslaved people of Saint Domingue, who fought for their independence in the French colony.

In 1791, revolution occurred in the French colony of Saint Domingue. Inspired by the ideals of the American and French revolutions, enslaved Africans took up arms. They were led by a formerly enslaved man named Toussaint L'Ouverture (too•SAN loo•vuhr•TOOR) and soon shook off French rule. In 1804, Saint Domingue—present-day Haiti—became the second nation in the Americas to achieve independence from colonial rule. "We have asserted our rights," declared the revolutionaries. "We swear never to yield them to any power on earth."

✓ CHECK FOR UNDERSTANDING

Explaining Why did Washington take action to end the Newburgh Conspiracy?

LESSON ACTIVITIES

1. **Narrative Writing** Write a short poem or several lyrics to a song celebrating the American victory in the Revolutionary War. Your writing might explain why the Patriots won or the principles behind the Revolution, or it might serve as inspiration to other people fighting for liberty.
2. **Presenting** Work with a partner to create a time line of events discussed in this lesson. You may choose to draw and write your time line on paper, or create it on a school computer using presentation software. Make sure your time line has a relevant title and that it is large enough to include all of the major events in this lesson. When you have finished, share your time line with the class.

Multiple Perspectives: Perspectives on the War and Freedom



COMPELLING QUESTION

What hardships do people face in war?

Plan Your Inquiry

DEVELOPING QUESTIONS

Think about the different hardships people face during and after a war. Then read the Compelling Question for this lesson. What questions can you ask to help you answer this Compelling Question? Create a graphic organizer like the one below. Write these Supporting Questions in your graphic organizer.

Supporting Questions	Source	What this source tells me about the hardships people face in war	Questions the source leaves unanswered
	A		
	B		
	C		
	D		
	E		
	F		
	G		
	H		

ANALYZING SOURCES

Next, examine the primary sources in this lesson. Analyze each source by answering the questions that follow it. How does each source help you answer each Supporting Question you created? What questions do you still have? Write these in your graphic organizer.

After you analyze the sources, you will:

- use the evidence from the sources
- communicate your conclusions
- take informed action

Background Information

The American Revolution affected the people living in the colonies in many different ways, depending on their beliefs, gender, and race. Soldiers, especially those who became prisoners, faced extreme hardships. Women on the home front endured their own set of challenges. And, throughout the conflict, Loyalists in the colonies were harassed and faced difficult decisions about their futures.

These primary sources reflect various perspectives: soldiers, women, African Americans, and colonists who remained loyal to Britain. What kinds of hardships did these groups face during and after the Revolutionary War?



» Colonial women spun their own thread and yarn when imported British cloth was boycotted.

A

A Patriot Soldier's Experiences

Joseph Plumb Martin joined the Connecticut state militia when he was only 15 years old. He went on to serve in the Continental Army under George Washington. When he was 70 years old, he published the diary he kept during his seven years of military service.

PRIMARY SOURCE: DIARY

“ After the army had collected again and recovered from their panic, we were kept marching and counter-marching, starving and freezing,— nothing else happening, although that was enough, until we encamped at a place called the White Marsh, about twelve miles to the northward of Philadelphia; while we lay here there was a spell of soft still weather, there not being wind enough for several days to dispel the smoke caused by the fires in camp. My eyes were so affected by it that I was not able to open them for hours together; the ground, which was soft and **loamy**, was converted into **mortar**, and so dirty was it, that any **hogsty** was preferable to our tents to sleep in; and to cap the climax of our misery, we had nothing to eat, nor scarcely any thing to wear.”

— Joseph Plumb Martin, from *A Narrative of Some of the Adventures, Dangers and Sufferings of a Revolutionary Soldier; Interspersed with Anecdotes of Incidents that Occurred Within His Own Observations*, 1830

loamy made of loam, a soil made of sand and clay

mortar a mixture of sand, cement, and water that is used to make bricks

hogsty a pen where pigs are kept

EXAMINE THE SOURCE

1. **Identifying** What hardships does Martin describe?
2. **Speculating** How might Martin's experiences have impacted his commitment to the revolutionary cause?

B

An African American Joins the British Side

Many African Americans who had been forcibly enslaved by the American colonists believed that they might obtain freedom from the British by becoming Loyalists during the war. British officials in the colonies promised freedom to enslaved African Americans who joined the British army. One African American who joined the British was Boston King, who wrote a memoir of his military service.

PRIMARY SOURCE: MEMOIR

“ To escape [my owner's] cruelty, I determined to go Charles-Town, and throw myself into the hands of the English. They received me readily, and I began to feel the happiness of liberty, of which I knew nothing before, altho' I was much grieved at first, to be obliged to leave my friends, and reside among strangers. In this situation I was seized with the small-pox, and suffered great hardships; for all the Blacks affected with that disease, were ordered to be carried a mile from the camp, lest the soldiers should be infected, and disabled from marching. This was a **grievous** circumstance to me and many others. We lay sometimes a whole day without any thing to eat or drink. . . .”

— Boston King, from *Memoirs of the Life of Boston King, A Black Preacher*, originally presented in *The Methodist Magazine*, 1798

grievous serious

EXAMINE THE SOURCE

1. **Explaining** Why does King join the side of the British?
2. **Identifying Cause and Effect** What reason does King give to explain why African American soldiers were taken away from the British army camp? What was one effect of their being removed?

British Prison Ships

Patriot soldiers who were captured by the British were often taken aboard British prison ships anchored in nearby harbors. Conditions on such ships were often harsh. Philip Freneau spent six weeks on two British prisoner ships, the *Iris* and the *Scorpion*, in 1780. When he was released, he returned to New Jersey and wrote a poem about his experiences. The excerpt below is from a margin note that accompanied the poem.

PRIMARY SOURCE: NARRATIVE

“ At sundown we were ordered down between the decks to the number of nearly three hundred of us. The best lodging I could **procure** this night was on a chest, almost suffocated with the heat and stench. I expected to die before morning, but human nature can bear more than one would at first suppose. The want of bedding and the loss of all my clothes rendered me **wretched** indeed; besides the uncertainty of being **exchanged**, for who could assure me that I should not lie six or eight months in this horrid prison?”

— Philip Freneau, from *Some Account of the Capture of the Ship Aurora*, 1780

procure to acquire or obtain

wretched miserable

exchanged released



» Thousands of Patriot prisoners endured starvation, disease, and overcrowding on British prison ships.

EXAMINE THE SOURCE

1. **Identifying** What harsh conditions does Freneau describe?
2. **Making Connections** Does the illustration of the British prison ship support Freneau's writing? Explain.

D

“Offering of the Ladies”

Patriot women, such as Esther De Berdt Reed, the wife of the governor of Pennsylvania, often raised money for the war effort. Reed published this handbill to promote and explain the women’s campaign.



PRIMARY SOURCE: HANDBILL

“ *This is the offering of the Ladies.* The time is arrived to display the same **sentiments** which animated us at the beginning of the revolution when we **renounced** the use of teas, however agreeable to our taste, . . . when our republican and **laborious** hands spun the flax, prepared the linen intended for the use of our soldiers, when exiles and fugitives we supported with courage. . . . [L]et us be engaged to offer the **homage** of our gratitude at the altar of military valor, and you, our brave deliverers, while **mercenary** slaves combat to cause you to share with them the irons with which they are loaded, receive with a free hand our offering, the purest which can be presented to your virtue, BY AN AMERICAN WOMAN.”

— Esther De Berdt Reed, from “The Sentiments of an American Woman,” 1780

sentiment a thought or feeling

laborious hard-working

homage respect

renounce to give up

mercenary greedy

EXAMINE THE SOURCE

1. **Making Connections** To what earlier sacrifices in the war does Reed refer? Why does she bring up those actions?
2. **Interpreting** What language does Reed use when mentioning Patriot and British soldiers? Why might she use such language in her writing?

E

Women on the Home Front

The following poem describes a woman’s experiences at home during the war. Written by Molly Gutridge of Massachusetts, its full title is: “A New Touch on the Times: Well Adapted to the Disturbing Situation of Every Seaport Town.”

PRIMARY SOURCE: POEM

“ Our best beloved they are gone,
We cannot tell they’ll e’er return,
For they are gone the ocean wide,
Which for us now they must provide. . . .

We can’t get fire nor yet food,
Takes 20 weight of sugar for two foot
of wood,
We cannot get bread nor yet meat,
We see the world is naught but
cheat. . . .

Our lives they all are tired here,
We see all things so cruel dear,
Nothing now a-days to be got,
To put in kettle nor in pot. . . .

To get a fish a-days to fry,
We can’t get fat were we to die,
Were we to try all thro’ the town,
The world is now turn’d upside
down. . . .”

— Molly Gutridge, from “A New Touch on the Times,” 1779

EXAMINE THE SOURCE

1. **Identifying** What is the main hardship Gutridge describes? What specifics does she mention about that hardship?
2. **Interpreting** How were women’s lives “turn’d upside down”?
3. **Inferring** Do you think Gutridge was a Patriot or a Loyalist? Explain your answer.

F

Loyalists Attacked by a Mob

Following the American victory at Yorktown in 1781, many Patriots in Philadelphia placed candles in their windows in celebration. In this excerpt, the 24-year-old daughter of a Loyalist, Anna Rawle, describes the situation at her home, which did not display candles in the windows.

PRIMARY SOURCE: DIARY

“ A mob surrounded [our house], broke the shutters and the glass of the windows, and were coming in, none but **forlorn** women here. We for a time listened for their attacks in fear and trembling till, finding them grow more loud and violent, not knowing what to do, we ran into the yard. . . . We had not been there many minutes before we were drove back by the sight of two men climbing the fence. We thought the mob were coming in thro’ there, but it proved to be [friends] . . . , who called to us not to be frightened, and fixed lights up at the windows, which pacified the mob, and after three **huzzas** they moved off. . . . In short it was the most alarming scene I ever remember.”

— Anna Rawle, from “A Loyalist’s Account of Certain Occurrences in Philadelphia after Cornwallis’s Surrender at Yorktown,” 1781

forlorn abandoned; left behind

huzza a cheer, as in “hooray!”

EXAMINE THE SOURCE

1. **Identifying** What happened to Rawle and the other women on the night after Cornwallis’s surrender?
2. **Analyzing Points of View** How did Rawle feel during her experience? What language does she use to describe her feelings?
3. **Analyzing** What does the excerpt reveal about the treatment of Loyalists during the war?

G

“To go—or not to go”: A Loyalist on Leaving Home

Many Loyalists faced a hard choice: stay in America and face harassment, or move elsewhere, such as Nova Scotia, Canada. This poem was modeled after a famous speech in the play *Hamlet* by Shakespeare.

PRIMARY SOURCE: POEM

“ To go—or not to go?” that is the question!
Whether ’tis best to trust the **inclement**
sky,
That scowls indignant o’er the dreary **Bay**
Of Fundy and Cape Sable’s rock and
shoals,
And seek our new **domains** in Scotia’s
wilds,
Barren and bare;—or stay among the
Rebels!
And by our stay, rouse up their keenest
rage,
That, bursting o’er our now defenseless
heads,
Will crush us for the countless wrongs
we’ve done them?
Hard choice; Stay, let me think, T’explore
our way
Through raging seas, to Scotia’s rocky
coast.”

— from “To go—or not to go—is that the question?,” published in the *New York Morning Post*, November 7, 1783

inclement stormy

Bay of Fundy and Cape Sable the Bay of Fundy and Cape Sable Island are off the coast of Nova Scotia, on the east coast of Canada

shoal a shallow, sandy part of a large body of water

domain a home

EXAMINE THE SOURCE

1. **Identifying** According to the poem, what do the Loyalists fear? What specific language makes this clear?
2. **Analyzing Points of View** Does the writer of the poem seem to want to go to Canada? Why or why not?

Freedom for the New Country

Phillis Wheatley was an enslaved African who worked as a “domestic,” or maid, for the Wheatley family of Boston. After recognizing Wheatley’s intelligence, the Wheatley family taught her to read and write, and she became well-known for her poetry.



PRIMARY SOURCE: POEM

“ . . . As from the East th’ illustrious king
of day,
With rising radiance drives the shades
away,
So freedom comes array’d with
charms divine,
And in her train commerce and plenty
shine. ...
And great *Germania*’s ample coast
admires
The generous spirit that **Columbia**
fires.
Auspicious Heaven shall fill with
fav’ring **gales**,
Where e’er *Columbia* spreads her
swelling sails:
To every realm shall *peace* her charms
display,
And heavenly *freedom* spread her
golden ray.”

— from “Liberty and Peace,” 1784

Columbia America

auspicious suggesting future success

gale a strong wind

EXAMINE THE SOURCE

1. **Analyzing** Does Wheatley celebrate America’s freedom? Explain.
2. **Analyzing Perspectives** How does Wheatley view America’s future? Explain your analysis using the text.

Complete Your Inquiry

EVALUATE SOURCES AND USE EVIDENCE

Refer back to the Compelling Question and the Supporting Questions you developed at the beginning of the lesson.

1. **Identifying** What is one source that reveals hardships faced by the Patriots? Which source presents hardships experienced by Loyalists? Explain each choice.
2. **Analyzing Perspectives** How does each writer’s identity impact his or her experience in the war and perspective about its hardships? Use two examples in your answer.
3. **Gathering Sources** Which sources helped you answer the Supporting Questions and the Compelling Question? Which sources, if any, challenged what you thought you knew when you first created your Supporting Questions? What information do you still need in order to answer your questions? What other viewpoints would you like to investigate? Where would you find that information?
4. **Evaluating Sources** Identify the sources that helped answer your Supporting Questions. How reliable is the source? How would you verify the reliability of the source?

COMMUNICATE CONCLUSIONS

5. **Collaborating** Work with a partner to write an essay about the different kinds of hardships experienced during and after the Revolutionary War. How do the sources help illustrate the different perspectives that existed at that time? Use the graphic organizer that you created at the beginning of the lesson to help you. Share your essays with the class.

TAKE INFORMED ACTION

Writing a Poem, Song, or Rap Research current global conflicts. Choose a conflict and the hardships that local people are enduring as a result of the war or dispute. Write a poem, song, or rap that explains the situation and describes the hardships. If you choose, you may issue a call to action or offer a potential solution in your piece, as well. Perform your poem, song, or rap for the rest of the class.

Reviewing The American Revolution

Summary

Cause

- the French and Indian War and the Proclamation of 1763
- writs of assistance
- the Sugar Act
- the Stamp Act
- the Townshend Acts
- the Boston Massacre
- the Tea Act
- the Intolerable Acts



» Colonists in Boston protest the Stamp Act in 1765.

Effect/Cause

- colonial boycotts of British goods
- committees of correspondence
- Sons of Liberty and Daughters of Liberty
- the Boston Tea Party
- First Continental Congress
- Fighting between American militia and British troops at Lexington and Concord
- Second Continental Congress
- *Common Sense*
- the Declaration of Independence

Effect

- The American Revolution



» General George Washington

Checking For Understanding

Answer the questions to see if you understood the topic content.

IDENTIFY AND EXPLAIN

1. Identify each of the following terms as it relates to the Revolutionary era.
- A. militia

B. alliance

C. boycott

D. repeal

E. Loyalist

F. Patriot

G. mercenary

H. recruit

I. blockade

J. siege

REVIEWING KEY FACTS

2. **Explaining** Why did both Britain and France want control of the Ohio River valley? What economic activity in the region was important for the French?
3. **Explaining** What were the causes of the colonial opposition to British taxes? What effects did the colonial opposition have on the British government?
4. **Explaining** How did the Boston Massacre affect relations between the colonists and Britain?
5. **Explaining** Why did British troops march on the towns of Lexington and Concord? How do these events mark the start of the American Revolution?
6. **Identifying** What policies of King George III did the colonists condemn in the Declaration of Independence? Identify at least three of their grievances.
7. **Identifying** Why did the Second Continental Congress draft the Declaration of Independence?
8. **Identifying** Why did Loyalists support Britain rather than the Patriot cause?
9. **Describing** What were conditions like for Washington’s troops in the winter of 1778 at Valley Forge?
10. **Explaining** Why did the Marquis de Lafayette join the Patriot cause? In what ways did he contribute to the American victory?

11. **Summarizing** How did the British navy use the location of the colonies to their advantage?
12. **Explaining** Why did the British sign the 1783 Treaty of Paris? What did Great Britain agree to do under the treaty?

CRITICAL THINKING

13. **Analyzing** What was the Stamp Act? How did it contribute to the start of the American Revolution?
14. **Drawing Conclusions** What factors led to the Boston Tea Party? How did this incident represent an act of civil disobedience?
15. **Analyzing** Describe in your own words what “No taxation without representation” means. How did the issue of representation contribute to the start of the American Revolution?
16. **Speculating** Why do you think the poet Ralph Waldo Emerson described the Americans at Lexington and Concord as having fired the “shot heard ’round the world”?
17. **Predicting** How might the war have taken a different turn without the leadership of George Washington? Give examples.
18. **Comparing** Peter Salem and other African Americans served heroically during the American Revolution. What values did they share with the Patriots?
19. **Analyzing** Why was the Battle of Saratoga a turning point in the American Revolution?
20. **Analyzing** Why can it be stated that the Patriot forces consisted of an international group of supporters?

NEED EXTRA HELP?

If You’ve Missed Question	1	2	3	4	5	6	7	8	9	10
Review Lesson	2, 3	2	5	5	5	5	5	5, 6	6	7

If You’ve Missed Question	11	12	13	14	15	16	17	18	19	20
Review Lesson	8	8	3	3	3	5	6	6	6	7

Apply What You Have Learned

A Understanding Multiple Perspectives

Loyalists were colonists who did not support independence and wanted to remain under British rule. Charles Inglis was one such colonist. Inglis was born in Ireland and was an



official in the Anglican Church. In the face of harassment from Patriots, Inglis, like many other Loyalists, moved to Nova Scotia in Canada.

“I think it no difficult matter to point out many advantages which will certainly attend our reconciliation and connection with Great-Britain. . . . The blood of the slain, the weeping voice of nature cries—it is time to be reconciled; it is time to lay

aside those animosities which have pushed on Britons to shed the blood of Britons. . . . A Declaration of Independency would infallibly disunite and divide the colonists. . . . Torrents of blood will be spilt, and thousands reduced to beggary and wretchedness.”

— Charles Inglis, from *The True Interest of America Impartially Stated*, 1776

ACTIVITY Writing a Comparison Essay

Read and analyze the words of Charles Inglis to understand his perspective on independence. Then search online or in other sources to find an excerpt by a Patriot who believed the colonists should become an independent nation. Write a one-page essay in which you compare the two perspectives. Be sure to consider each writer's argument and the points each writer makes in support of it. Read the excerpt from the Patriot and your essay aloud for the class.

B Geographic Reasoning

The Treaty of Paris not only ended the Revolutionary War, it changed the map of North America by establishing certain borders. The newly formed United States won control of western lands up to the Mississippi River, and Britain kept Canada. The treaty contained other terms, including the formal recognition of the independence of the United States and permission for both the British and Americans to navigate the Mississippi River.

ACTIVITY Researching and Drawing a

Map Conduct online research about the North American boundaries that were set as part of the Treaty of Paris in 1783. Draw a map that illustrates the boundaries and labels the various British, American, and Spanish possessions. Draw the treaty's proclamation line, outline and label the original Thirteen Colonies, and indicate areas that were in dispute. Display your map for the entire class.

C Writing Activity

During the struggle for independence, leadership took many forms. George Washington was a military leader. Thomas Jefferson wrote the Declaration of Independence. Thomas Paine wrote *Common Sense*, which influenced the thinking of many. All contributed significantly to the eventual victory and independence of the United States.

ACTIVITY Writing a Persuasive Essay

Review what you have learned in the topic about George Washington, Thomas Jefferson, and Thomas Paine. Think about the way they showed leadership. Then write a short persuasive essay in which you answer the following question: Who did the most to promote the cause of independence: George Washington, Thomas Jefferson, or Thomas Paine? Support your thinking with evidence and details from the topic.



» Thomas Jefferson presents the Declaration of Independence to the Continental Congress.

D Making Connections to Today

The American colonists used boycotts to protest British policies they believed were unfair. Boycotts are still used today to protest laws or policies that citizens find unjust. For example, in recent years, several states faced boycotts when their governments passed legislation that some considered discriminatory. In 2016, Georgia's governor vetoed a law passed by the legislature that many believed discriminated against gay and transgender citizens. He did so after numerous businesses threatened to boycott the state.

ACTIVITY Creating a Multimedia

Presentation With a partner or in a small group, conduct online research about a recent boycott. Then create a multimedia presentation to share your findings. Include information about what the issue was and what the boycott involved, and then evaluate the effectiveness of the boycott. Include text, audio, video, and images as part of your presentation, and then share it with the class.