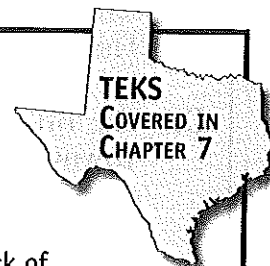




THE AMERICAN REVOLUTION: THE ROAD TO INDEPENDENCE



- **History 1A** Identify the major eras and events in U.S. history through 1877, including [the] revolution [and] drafting of the Declaration of Independence ... and describe their causes and effects.
- **History 1C** Explain the significance of the following dates: 1776, adoption of the Declaration of Independence.
- **History 4A** Analyze the causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War.
- **History 4B** Explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington.
- **History 4C** Explain the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783.
- **Geography 10A** Locate places and regions of importance in the United States during the 18th-century.
- **Geography 10C** Analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States.
- **Government 15C** Identify colonial grievances listed in the Declaration of Independence....
- **Citizenship 19A** Define and give examples of unalienable rights.
- **Citizenship.** The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:
 - **Citizenship 20A** Explain the role of significant individuals such as John Locke and William Blackstone in the development of self-government in colonial America.
 - **Citizenship 20C** Analyze reasons for and the impact of selected examples of civil disobedience in U.S. history, such as the Boston Tea Party....
 - **Citizenship 21A** Identify different points of view of political parties and interest groups on important historical and contemporary issues.
 - **Citizenship 22B** Describe the contributions of significant political, social, and military leaders of the United States, such as John Paul Jones....
 - **Culture 23E** Identify the political, social, and economic contributions of women to American society.

In this chapter, you will study one of the most important events in American history — the American Revolution. You will learn how British colonists in North America objected to new taxes imposed by the British. This dispute, along with other issues such as the Proclamation Line of 1763, eventually brought the colonists into armed conflict with Great Britain. Actual fighting between the British army and the colonists broke out in Massachusetts at Lexington and Concord in 1775. Open warfare finally pushed colonial leaders to declare their independence from England a year later.

— IMPORTANT IDEAS —

- A. Britain defeated France in the **French and Indian Wars**. After the war, the colonists felt more secure, but Britain was left with a large debt in fighting the war.
- B. Some colonists hoped to settle in new western lands, but the British barred settlement west of the Appalachians in the **Proclamation of 1763**.
- C. The British passed the **Sugar Act of 1764**, reducing duties on sugar but enforcing laws against smugglers.
- D. The British imposed a series of new taxes on the colonists: the **Stamp Act**, the **Townshend Duties**, and the tea duty. In each of these, Parliament acted without consulting the colonists. The colonists saw “**taxation without representation**” as tyranny, believing such laws violated their rights as Englishmen. They protested in their colonial assemblies, boycotted British goods, and formed the **Sons of Liberty**.
- E. The British government sent more troops to the colonies to restore order and enforce their measures. A dispute between British soldiers and colonists in 1770 led to the “**Boston Massacre**.”
- F. In December 1773, colonists threw tea overboard in the **Boston Tea Party** to protest the tea duty. Parliament responded with the **Intolerable Acts**, closing Boston Harbor. Most colonists sided with Massachusetts. In Philadelphia, colonial representatives met for the **First and Second Continental Congress**.
- G. Fighting broke out in **Lexington and Concord** in 1775, starting the **American Revolution**.
- H. The **Second Continental Congress** chose **George Washington** to lead the **Continental Army**. Washington successfully chased the British from Boston. The British went to New York, where Washington was unable to defeat them.
- I. Washington retreated to **Valley Forge** during the first winter of the war. Foreign officers like Steuben, Lafayette and Pulaski trained the colonial troops.
- J. In 1776, **Thomas Paine** argued in *Common Sense* that the colonies should declare independence. In 1776, the Second Continental Congress declared independence. **Thomas Jefferson** wrote most of the **Declaration of Independence**.
- K. In 1777, colonial forces defeated a British army at **Saratoga**, preventing a British plan to divide the colonies. After this victory, France joined on the side of the Americans. In 1781, Washington defeated the British at **Yorktown**, bringing the war to an end.
- L. The British recognized American independence in the **Treaty of Paris** in 1783.

ESSENTIAL QUESTIONS

- How did the French and Indian War make the colonies ripe for change?
- Which British policies in the colonies led to disagreement?
- How did colonial protests against British policies escalate to armed conflict?
- How did individual leaders influence the course and outcome of the revolution?

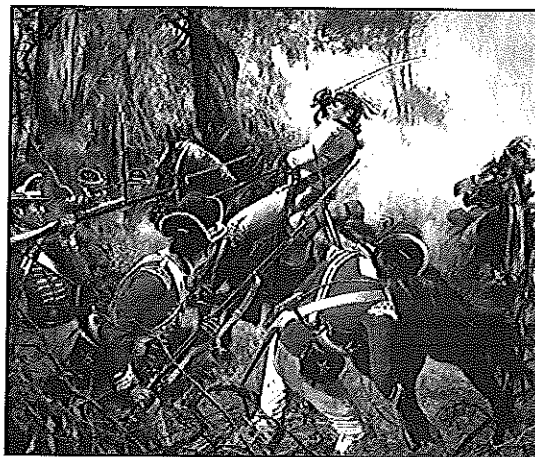
KEY TERMS AND PEOPLE IN THIS CHAPTER

- | | | |
|----------------------------|------------------------|-------------------------|
| ■ French and Indian War | ■ Wentworth Cheswell | ■ Bernardo de Gálvez |
| ■ Proclamation Line (1763) | ■ Mary Otis Warren | ■ Benjamin Franklin |
| ■ King George III | ■ Crispus Attucks | ■ Thomas Jefferson |
| ■ Samuel Adams | ■ Boston Tea Party | ■ Thomas Paine |
| ■ Sugar Act | ■ Lexington / Concord | ■ Decl. of Independence |
| ■ Stamp Act | ■ George Washington | ■ Unalienable Rights |
| ■ Boston Massacre (1783) | ■ Valley Forge | ■ Battle of Saratoga |
| ■ John Adams | ■ Intolerable Acts | ■ Battle of Yorktown |
| ■ Abigail Adams | ■ Marquis de Lafayette | ■ John Paul Jones |
| ■ Patrick Henry | ■ Haym Solomon | ■ James Armistead |

THE FRENCH AND INDIAN WAR

By the 1750s, the British claimed control of the Ohio River Valley just across the Appalachians from the British colonies. Meanwhile, the French had built forts along the Great Lakes. They also claimed control of the Ohio River Valley, south-west of their settlements.

War between Britain and France broke out in 1754. Because many Indian tribes sided with the French, the conflict became known in North America as the **French and Indian War**. French military bases were located in Quebec and Montreal, while the British had bases along the Hudson River. The area between them became the main battleground. In 1756, the war spread from North America to Europe.



The French and Indian War was fought for control of North America.

A British force captured the French city of Quebec in 1759. This victory gave the British control of the St. Lawrence River. Under the terms of the peace treaty (1763), France lost most of its colonial empire in North America, including Canada and all lands east of the Mississippi River. These lands became British.

APPLYING WHAT YOU HAVE LEARNED

- ★ What was the main cause of the French and Indian War?
- ★ What were the main effects of the British victory in the French and Indian War?

CAUSES OF THE AMERICAN REVOLUTION

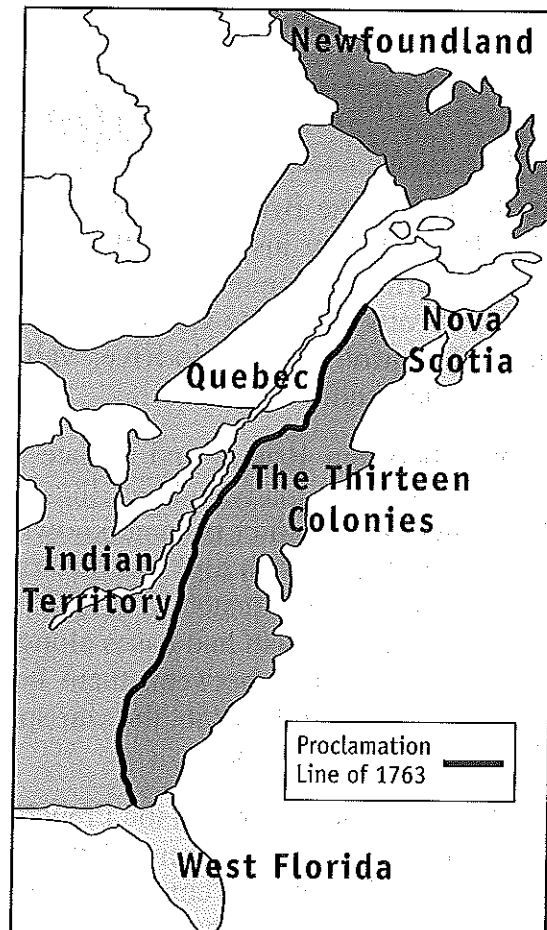
In 1763, North America was at peace. Only 12 years later, the colonists would again be at war. To understand the underlying causes of this new conflict, it is important to remember that the colonists had inherited the rights of “freeborn Englishmen” from the Magna Carta, the English Civil War, the Glorious Revolution, and the English Bill of Rights. In America, the colonists had also developed their own representative assemblies — such as the House of Burgesses and the General Court of Massachusetts.

By 1763, the colonists were therefore already used to a large degree of self-government. After the British victory, the colonists felt safer and less in need of British protection without the French threat along their borders. At the same time, the colonists became involved in a series of new disputes with the British government.

PROCLAMATION LINE OF 1763

The first of these disputes concerned the opening of the West. Following the victory in the French and Indian War, many colonists hoped to move to the new lands opened to them by the French defeat. Others hoped their children would find land there. A serious problem for the British, however, was maintaining peace with the Indians on these lands.

King George III issued a royal proclamation: to prevent further Indian attacks, the King declared that the colonists could not settle west of the Appalachian Mountains. The **Proclamation Line of 1763** was greatly resented by those colonists who had hoped to settle on these new western lands. The colonists saw this as an interference in their affairs. In addition, the British continued to keep an army in North America. American colonists saw these troops as further evidence of a British desire to maintain a standing army in the colonies to control them.



THE SUGAR ACT AND MERCANTILISM

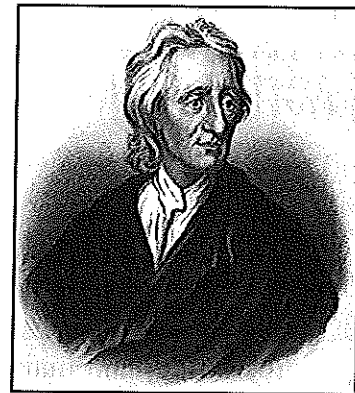
Another source of conflict arose when, to enforce their mercantilist policies, the British government passed the **Sugar Act** in 1764. This act reduced the tax on imported sugar in half, but also took steps to enforce it more strictly. **Samuel Adams** (1722–1803), a journalist and politician in Boston, organized protests against the Sugar Act, which was repealed in 1766.

THE ISSUE OF TAXATION

Disagreements quickly arose over the right of the British Parliament to tax the colonists. After the French and Indian War, Britain faced a huge national debt. It also cost money to station British troops in the 13 colonies and the West Indies. In Britain, people already paid higher taxes than the colonists.

The British government therefore proposed a series of new taxes on the colonists. However, these taxes were passed by the British Parliament without first consulting the colonists. British leaders thought this was only right because the colonists were not paying their fair share towards their own defense. Since the colonists lived so far away from London, it seemed impossible for them to participate effectively in the British Parliament.

Taxation without Representation. Wealthy colonial merchants and landowners, used to acting in their colonial assemblies with little British interference, resented these new policies. Colonial leaders were also influenced by Enlightenment writers, like **John Locke** and **William Blackstone**. Locke had written that government was a “**social contract**.” He said the purpose of government was to protect individual freedom and property. If a government failed to do this, Locke argued its citizens had the right to overthrow it. Blackstone defined the rights of individuals in English law, as well as property rights that could not be violated, even by the king.

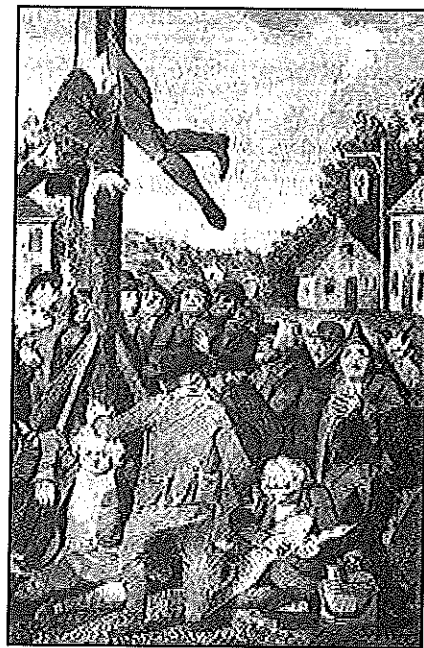


John Locke

Following both Locke and English traditions, **Samuel Adams** and other colonists argued that the British government should not tax the colonists without their consent. These colonists believed that “**taxation without representation**” was “tyranny.”

The Stamp Act. The next new British tax was the **Stamp Act** (1765). Parliament ordered that every newspaper, pamphlet, and other public or legal document had to be printed or written on paper with an official stamp, or seal, on it. This was a form of tax, because the British government was to be paid for the official stamp.

The Stamp Act created a firestorm of protests in the colonies. Colonists objected that the British government had imposed this new tax without their consent. Colonists held meetings, **boycotted** (*refused to buy*) British goods, and even attacked British officials in protest. In Virginia, **Patrick Henry** (1736–1799) denounced the Stamp Act, and the House of Burgesses passed resolutions against it. Samuel Adams organized a series of protests in Boston. A “Stamp Act Congress” against the act was held in New York City. Colonists produced petitions to the king and Parliament stating their position on these new taxes. These petitions argued that the colonists could only be taxed by their own consent.



A British tax collector is tied to a pole by an unruly crowd.

OPPOSITION GROWS

In response to colonial protests, the British repealed the Stamp Act, but now introduced the **Townshend Acts** (1767). These acts imposed duties (*special taxes*) on goods used in the colonies, including glass and lead. Again, Parliament passed these taxes without consulting representatives in the colonies. And once again, many colonists bitterly protested against these new taxes. They held rallies and organized into groups like the **Sons of Liberty**. To influence public opinion, they circulated pamphlets, newspapers, and political cartoons criticizing the new taxes.

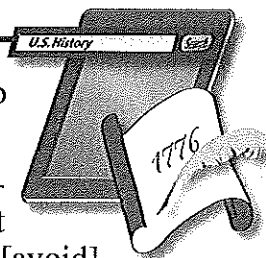
Yet even in this crisis, most members of the Sons of Liberty continued to remain loyal to King George. They remained confident that the British Parliament would eventually repeal the new taxes.

ACTING AS AN AMATEUR HISTORIAN

This is part of a letter written in 1769 by George Washington to George Mason, a fellow Virginian:

“At a time, when our masters in Great Britain will be satisfied with nothing less than the [denial] of American freedom, it seems highly necessary that something should be done to avert [avoid] the strike, and maintain the liberty, which we derived from our ancestors. But the manner of doing it is the point in question. That no man should hesitate to use arms in defense of so valuable a blessing, on which life depends, is clearly my opinion. Yet arms should be the last resort. Addresses to the throne, and [petitions] to Parliament, we have already proved their inefficacy. How far their attention to our rights and privileges is to be awakened, by starving their trade and manufacturers, remains to be tried.”

- ★ What action does George Washington suggest be avoided if possible?
- ★ What action does he suggest the American colonists should try next?



THE BOSTON MASSACRE

More British soldiers were sent to the colonies to stop the protests and to prevent further unrest. Eventually, about 4,000 British soldiers, equal to one-quarter of Boston's population, were sent. Their presence added to the growing bitterness between the colonists and the British government. These soldiers were poorly paid. Many worked at part-time jobs to meet their basic needs. In so doing, they were taking jobs needed by the colonists. Bad feelings reached a boiling point in 1770. A group of people in Boston taunted the soldiers and threw snowballs. By accident, the soldiers fired, and several protesters were killed.



Paul Revere's depiction of British soldiers firing on colonists.

Crispus Attacks, a man of mixed African and Native American Indian ancestry, was the first colonist killed. The soldiers were put on trial, but were ably defended by a young attorney, **John Adams** (1735–1826). Adams argued that the soldiers acted in self-defense and they were found to be innocent. Nevertheless, his cousin Samuel Adams and other opponents of British rule called this incident the “Boston Massacre.” They circulated pictures and used this tragedy to win public support against the British.

ACTING AS AN AMATEUR HISTORIAN

The following statement was given by Captain Thomas Preston, of the 29th British Regiment, concerning events on March 5, 1770 (the Boston Massacre):

“... I was soon informed of [a mob of colonists’] intention to carry off a soldier and murder him ... I sent an officer and 12 men to protect the sentry and followed myself. The mob became more outrageous, raising their bludgeons and calling out, ‘come on you scoundrels, fire if you dare.’ I [used] all my power to persuade them to retire peaceably. They continued to advance. [Someone] asked if I intended to order the men to fire. I answered no.... While speaking, a soldier received a severe blow, and instantly fired his gun. Turning to ask him why he fired without orders, I was struck with a club on my arm, which had it been on my head would have destroyed me....”

How do you think Samuel Adams’ description of this event might have differed?

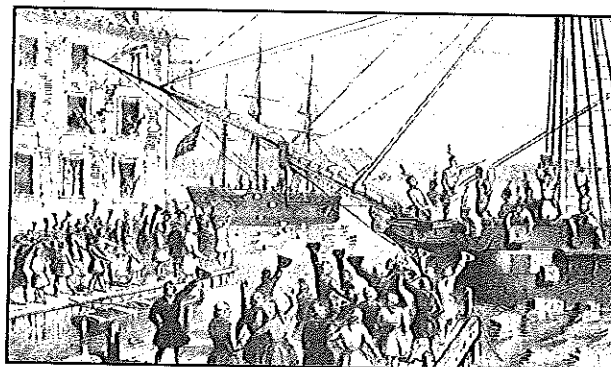
In 1772, Samuel Adams formed the first **Committee of Correspondence** with James Warren and his wife, **Mercy Otis Warren** (1728–1874). Mary wrote a series of pamphlets and satires against the British. The new Committees of Correspondence organized opponents of British policies throughout the colonies. With her husband off fighting, Mercy wrote the first history of the American Revolutionary War using her notes from meetings and conversations. Her ideas and writings convinced many people in the colonies to take up the Patriot cause.



Mercy Otis Warren

The Tea Duty and the Boston Tea Party.

In response to colonial protests, the British again canceled all of the new taxes except the duty on tea. In the evening of December 1773, a group of colonists dressed as Mohawk Indians boarded three British ships in Boston Harbor and seized 45 tons of tea. They protested against the tea tax by dumping the tea into Boston Harbor.



Boston Tea Party

The Intolerable Acts. The “Boston Tea Party” brought a strong reaction from the British government. The **Intolerable Acts** (1774) closed Boston Harbor until the people of Boston paid for the lost tea. They also restricted the freedom of citizens in Massachusetts by eliminating the elected government council.

ACTING AS AN AMATEUR HISTORIAN

The following passage is from the Boston Port Act, one of the Intolerable Acts:

“... dangerous commotions and insurrections have been fomented and raised in the town of Boston, in the province of Massachusetts Bay, in New England, by divers ill-affected persons, to the subversion of his Majesty’s government, and to the utter destruction of the public peace, and good order of the said town.... [It shall be lawful to land in Boston] any goods, wares, or merchandise to be brought from any other country, or place, or any other part of the said province, upon pain of the forfeiture of the goods, merchandise, and of the said boat.”



- ★ Restate this part of the Intolerable Acts in your own words.
- ★ Do you think the British were justified in taking such action? Explain your answer.

The King also now assumed the power to appoint all positions in the government of the colony. Accused officials could be tried in Britain instead of the colonies. These steps greatly increased tensions between the colonists and Great Britain. Lastly, the British government declared the right to “quarter,” or house, British soldiers in unoccupied buildings in the colonies.

The Quebec Act. At the same time, the British government passed the **Quebec Act**. This act guaranteed the rights of the French in Canada to follow the Catholic religion. It also gave the Ohio territory to Quebec and strengthened the power of royal officials in Quebec. These steps only served to further anger the American colonists.



The Quartering Act forced colonists to house and feed British soldiers.

APPLYING WHAT YOU HAVE LEARNED

- ★ Civil disobedience is a refusal to obey a law we think is unjust. In what way was the Boston Tea Party an example of civil disobedience? Do you think this act of civil disobedience was justified?
- ★ Make your own poster giving the British or colonial view in these disputes.



LEARNING WITH GRAPHIC ORGANIZERS



Describe each of the milestones along the road to the American Revolution.

French and Indian War (1755–1763)

Proclamation of 1763

Sugar Act of 1764

Stamp Act of 1765

Townsend Acts of 1767

Boston Massacre (1770)

Boston Tea Party (1773)

French and Indian War (1755–1763)

**THE
AMERICAN
REVOLUTION**



LEARNING WITH GRAPHIC ORGANIZERS



Fill in the following chart by listing some of the causes of the American Revolution:

Political Causes		Economic Causes
<div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 50%;"> Social Causes </div>		

THE ROAD TO INDEPENDENCE

The First Continental Congress. In 1774, representatives from the colonies met in Philadelphia to discuss their common concerns in the growing crisis. This assembly, known as the **First Continental Congress**, decided to continue protesting British taxes. They felt the British government had failed to **redress** (*remedy*) colonial grievances.

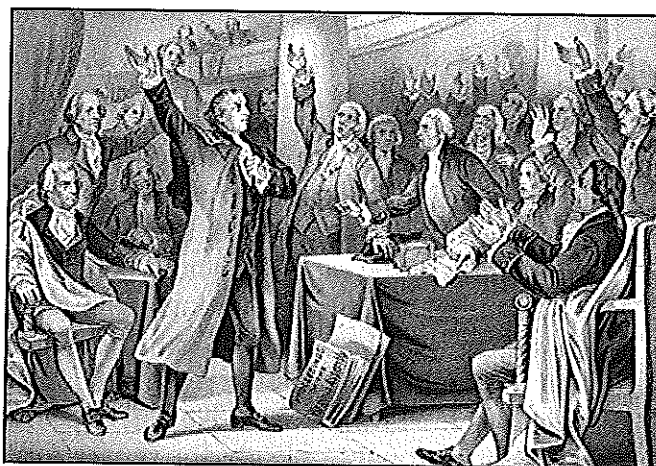
Lexington and Concord. Then in April 1775, open warfare finally broke out between British soldiers and colonial militia, known as "**Minutemen**." It began when British soldiers were sent to Lexington and Concord in Massachusetts to arrest several Patriot leaders and to capture a suspected storehouse of weapons. No one is sure who fired the first shots, but it was the "Shot Heard 'Round the World." This event marked the start of the **American Revolutionary War**.



Minutemen at the Battle of Concord.

THE STRUGGLE SPREADS

In May 1775, colonial representatives met again in Philadelphia for the **Second Continental Congress**. All of the colonies sent delegates to Philadelphia. Delegates included **John** and **Samuel Adams** from Massachusetts, **Benjamin Franklin** from Pennsylvania, and **Thomas Jefferson** from Virginia. The delegates quickly voted to join Massachusetts in its fight. In Williamsburg, Virginia, **Patrick Henry** (1736–1799) considered the finest orator in America, convinced the House of Burgesses to support the war with his stirring speech, “Give me liberty or give me death.” Although the Second Continental Congress lacked the legal authority to govern, it boldly assumed that responsibility.



Patrick Henry, “The Voice of the American Revolution.”

Although the Second Continental Congress lacked the legal authority to govern, it boldly assumed that responsibility.

The Continental Congress appointed **George Washington**, a Virginian who had fought in the French and Indian War, to lead the Continental Army. The selection of a Virginian helped to unify the colonies. Washington proceeded directly to Boston. In March 1776, using cannons captured by Ethan Allen at Fort Ticonderoga in upstate New York, Washington drove the British out of Boston. The British retreated to New York City.

APPLYING WHAT YOU HAVE LEARNED

Imagine that you and your classmates are representatives meeting in the Continental Congress. Hold an imaginary session in which you discuss: (1) complaints of the colonists against Great Britain; and (2) possible solutions to the crisis.

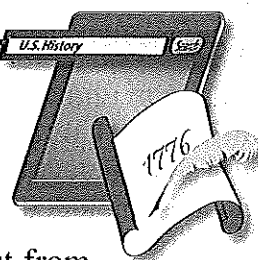
THOMAS PAINE’S *COMMON SENSE*

A variety of colonial viewpoints developed in response to the outbreak of war. **Loyalists** still wanted to remain under British rule. In the provinces of Canada, colonists stayed loyal to the Crown. There were also many Loyalists in the thirteen colonies. Some wanted to stay a part of the British Empire, but with more rights for the colonists. The Iroquois sided with the British, as did many black slaves, who were promised their freedom for helping the British in the war.

Thomas Paine, an Englishman living in the colonies, published a pamphlet, *Common Sense*, early in 1776. Paine believed it was ridiculous for America to be governed by a small, distant island across the vast ocean. He said the colonists derived no benefit from British rule. In fact, the British had dragged the colonists into European wars. Many **Patriots** (*supporters of the Revolution*) began to demand complete independence.

ACTING AS AN AMATEUR HISTORIAN

The passage below comes from Thomas Paine's pamphlet "*Common Sense*."



"This new world hath been the asylum for the persecuted lovers of civil and religious liberty from every part of Europe. [Here] have they fled, not from the tender embraces of the mother, but from the cruelty of the monster; and it is so far true of England, that the same tyranny which drove the first emigrants from home, pursues their descendants still.... I challenge the warmest advocate for reconciliation to show a single advantage that this continent can reap by being connected with Great Britain. Why is it that we hesitate? From Britain we can expect nothing but ruin.... Everything that is right or reasonable pleads for separation. The blood of the slain, the weeping voice of nature cries, 'tis time to part.'"

- ★ What arguments does Paine use to support American independence?
- ★ If you were a Loyalist who supported the British cause, what arguments might you offer to counter those put forth by Paine?

THE DECLARATION OF INDEPENDENCE

Representatives of the **Second Continental Congress** began discussing the issue of American independence early in 1776. John Adams played an important role as leader of the movement for separation from England. A Virginian, Richard Henry Lee, proposed that the colonies declare their independence. Adams seconded the motion.

After much debate, the delegates decided to declare their independence from Britain. **Thomas Jefferson**, working as part of a small committee that included John Adams and Benjamin Franklin, wrote most of the **Declaration of Independence**. John Adams led the debate in the Continental Congress.

Much of our knowledge about the debates in the Continental Congress comes from the stream of letters between Adams and his wife, **Abigail Adams**. Her letters reveal a woman of keen intelligence with strong opinions. Her writing reveals a commitment to voting rights for women and African Americans, and fierce support for American independence.



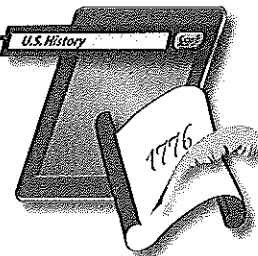
Abigail Adams
(1774–1818)

Major Ideas of the Declaration. This document, issued on **July 4, 1776**, explained the reasons why the colonists sought independence from Great Britain. Borrowing from the ideas of **John Locke**, Jefferson explained that government was a "social contract." Its purpose was to protect citizens' **unalienable rights**. These are rights that should not be taken away from citizens, including the right to "life, liberty, and the pursuit of happiness."

This philosophy teaches that each individual is endowed at birth with rights that are “unalienable” because they were given to us by our Creator. This idea of “unalienable rights” became a basic belief of American government — that some rights are derived from nature and may not be taken or violated by the government.

ACTING AS AN AMATEUR HISTORIAN

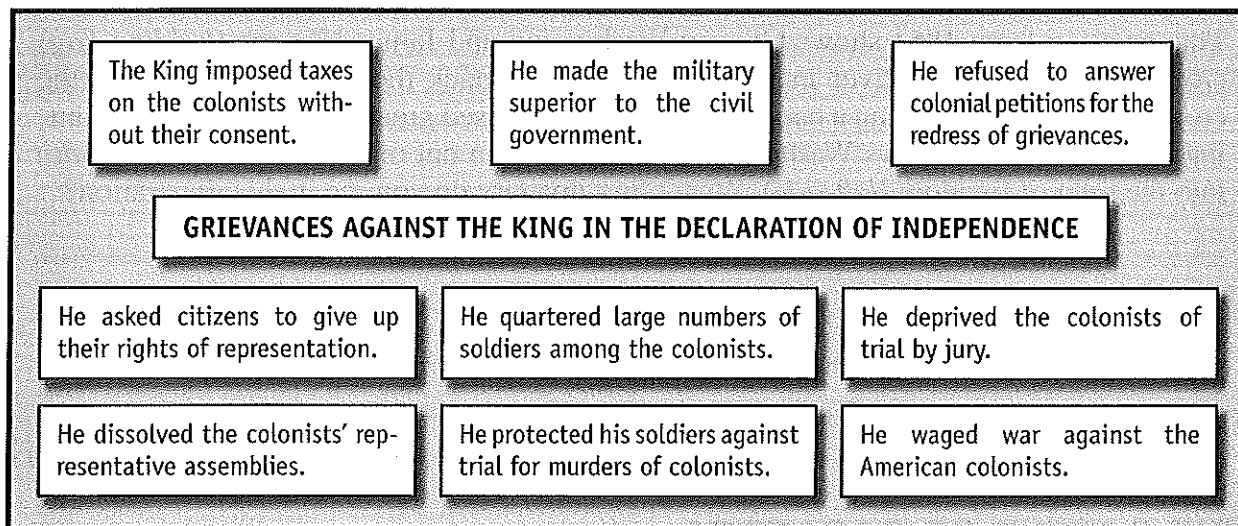
Jefferson argued that citizens had the right to overthrow an oppressive government to protect these unalienable rights. This argument is found in the most important paragraph of the Declaration:



“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....”

- ★ Briefly summarize this paragraph in your own words.
- ★ What justification did this paragraph give for the revolution against King George III?

The Declaration of Independence went on to list the grievances of the colonists against King George III and his ministers. Most of these grievances related to the belief that the British Crown was threatening the colonists’ rights in favor of tyrannical rule.

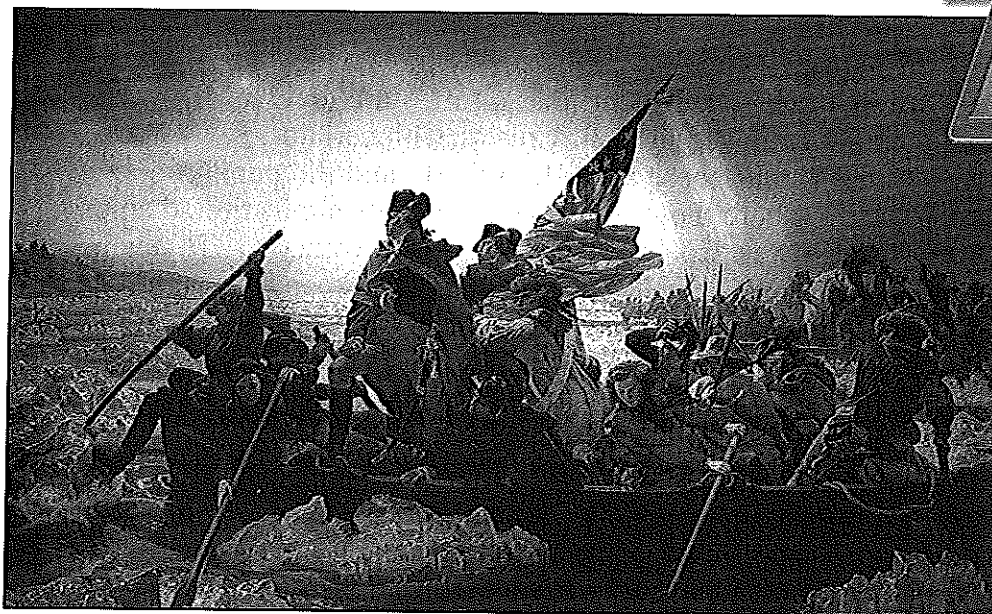


THE ROAD TO VICTORY

In the first years of the war, the colonial army barely managed to escape disaster. Washington and the Continental Army occupied New York City in 1776. However, the British drove Washington and his army out of New York after the Battle of Long Island. British troops then occupied New York City.

The British next defeated Washington at the **Battle of White Plains**. He managed to keep his army intact and retreated across the Delaware River. In December 1776, hoping to catch Hessian mercenaries (*German hired troops*) by surprise, he re-crossed the Delaware at night and defeated them at the **Battle of Trenton**. This victory assured Washington's continued command as head of the Continental Army and raised morale among the colonists.

ACTING AS AN AMATEUR HISTORIAN



Painting
by Emanuel
Gottlieb Leutze
(1816–1868)

This painting from 1851 shows General Washington and James Monroe (*holding flag*) crossing the Delaware River in December 1776 to attack the Hessians. Although the crossing was at night during a bad storm, the artist has used great symbolism in this painting. For example, it shows Washington leading his men out of the darkness (*right side*) into the light of freedom (*left side*). What other imagery do you see in this illustration?

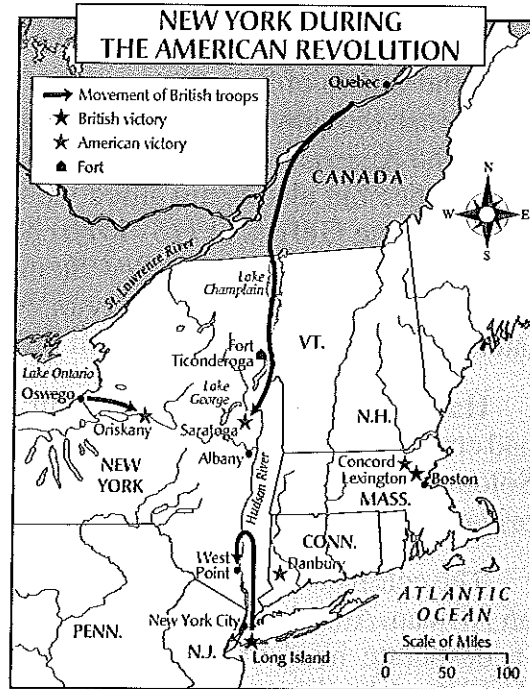
THE BATTLE OF SARATOGA

While the colonists were debating their future independence, British troops remained in New York City. The British had a plan to win the war by dividing the colonies in two through New York. A divided America would be easier to defeat. Three British armies were to meet in the middle of the colony. However, British General Howe delayed the plan when he first left New York City to attack Philadelphia instead of marching directly north. The second British force turned back instead of marching along the Mohawk River.

The plan then failed entirely when the largest army, commanded by General **John Burgoyne**, was defeated at Saratoga in 1777 by General **Horatio Gates**.

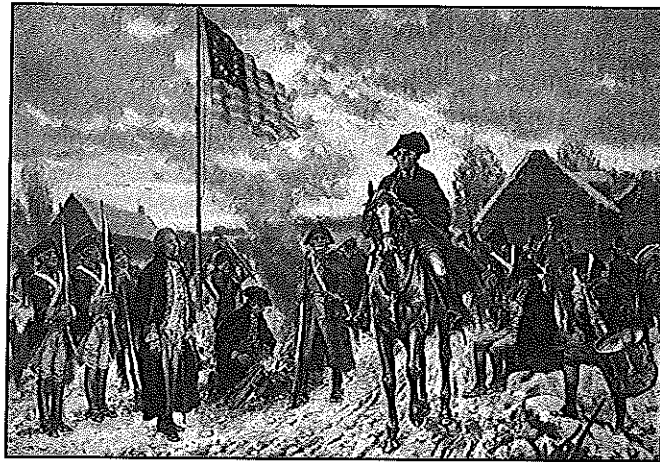
General Burgoyne was unprepared because, like many British generals, he held the erroneous belief that the rebels were ignorant farmers who could easily be swept away by highly trained British regulars.

One of those fighting in Saratoga was church leader, historian, and judge **Wentworth Cheswell** (1746–1817). Cheswell is considered the first African American elected to public office in America. The **Battle of Saratoga** marked a turning point in the war. The victory at Saratoga helped Ben Franklin and Thomas Jefferson, who had been sent overseas to persuade the French government to supply military assistance to the Americans.



THE WINTER OF 1777–1778 AT VALLEY FORGE

Despite the victory at Saratoga, the war was far from over. The Continental Congress had to leave Philadelphia, which was occupied by British troops. Washington and his battle-weary army spent the winter at **Valley Forge** in Pennsylvania. Here, Washington faced the problem of feeding his 12,000 troops, and even faced threats to his leadership from some of his officers. Long marches had destroyed the soldiers' shoes, and warm blankets were scarce. There were desertions, and many suffered from diseases such as typhus, typhoid, and pneumonia. Although no battle was fought at Valley Forge, it represented a major test for the new Continental Army.



Washington at Valley Forge

Washington used his time at Valley Forge to train and discipline his troops. Foreign volunteers, like Baron von Steuben from Germany and the **Marquis de Lafayette** (1757–1834) from France, helped train the soldiers of the Continental Army. Although the French King forbid him from going to America because France was not at war with England, Lafayette purchased a ship and gathered a group of French officers to help in the struggle. His volunteer service was seen as a major triumph for the American cause.

THE WAR IN THE SOUTH

After the **Battle of Saratoga**, most of the fighting moved to the South. The British thought Southern landowners would be sympathetic to England. The American Revolution also became an international war. Not only France but also Spain allied with the colonists against the British. **Bernardo de Gálvez** (1746–1786) helped the Americans by shipping them supplies. He commanded Spanish troops against the British in Louisiana and protected the city of New Orleans from British attack; later, he defeated British troops in Florida.



Bernardo de Gálvez

Haym Solomon was a successful Jewish merchant and banker who had emigrated from Poland. He helped finance Washington's campaign. Solomon gave loans to the new government. He extended interest-free private loans to the nation as well as to key revolutionary leaders.



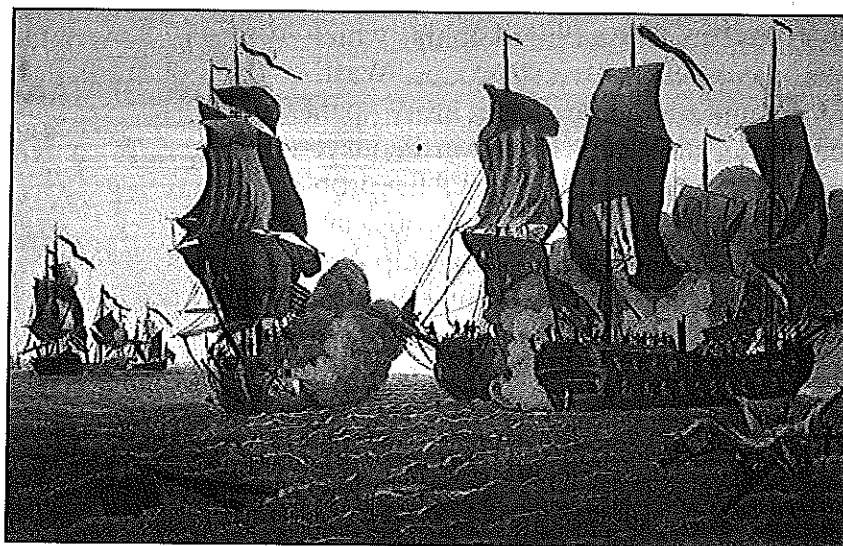
Haym Solomon

The colonists were also assisted by **James Armistead** (1760–1830), an African-American slave who acted as a spy. General Lafayette was in desperate need of reliable information about enemy movements. Armistead began posing as an escaped slave, which allowed him to travel freely between both armies. He acted as an orderly and guide to the British, then sent back what he learned to Lafayette.

THE WAR ON THE SEAS

When the war began, the British enjoyed complete naval superiority. The American colonists lacked their own navy. Instead, the colonists relied mostly on **privateers** (*private ships*) to attack British shipping.

In 1775, the Continental Congress provided funds to create a small navy of warships. In 1779, **John Paul Jones** (1747–1792) became America's first naval hero. Commanding the *Bonhomme*



Battle between the Bonhomme Richard and the Serapis, 1779.

Richard, he faced a larger British warship with more firepower. During the battle, when Jones was asked to surrender, he replied "I've not yet begun to fight!" Jones managed to win the battle — the first victory for an American warship. Jones' victory served to boost the morale of the colonists.

THE BATTLE OF YORKTOWN (1781)

After several more years of fighting, General Washington managed, with French help, to force General Charles Cornwallis and the main British army into a corner at **Yorktown**, Virginia. The French fleet blocked their escape by sea. After a few days of combat, Cornwallis and his 8,000 British soldiers were forced to surrender in October 1781.



Cornwallis surrenders to Washington.

The Battle of Yorktown turned out to be the last major battle of the war. Occasional fighting continued after the surrender at Yorktown, and Washington feared the war might still drag on for another year. However, when word reached England of the defeat at Yorktown, the Prime Minister was forced to resign and the new government decided to give up the fight.

INDEPENDENCE RECOGNIZED

The **Treaty of Paris of 1783** formally ended the American Revolutionary War. Under its terms, the British recognized the independence of the colonies. The British promised to remove all of their troops from the country. In addition, they gave all the land between the Mississippi River and the Atlantic, from the Great Lakes to the border with Florida, to the new United States. This move gave the new nation twice the area of the former colonies.

A variety of factors were responsible for the American victory over Great Britain, then the world's richest and most powerful empire:

THE AMERICAN VICTORY WAS DUE TO MANY FACTORS

Fighting for their Homeland. The colonists were defending their own soil. The British were fighting a war thousands of miles from their homeland.

Methods of Warfare. Colonial forces used unconventional methods to fight the British. They took advantage of hiding behind trees and other tactics. The British fought in a more traditional manner, with soldiers aligned in a straight formation out in the open.

Local Support. The Continental Army received support from the local population, including women. The British were fighting a war on a hostile terrain. Nevertheless, the British did receive support from Loyalists, and used Canada as a refuge and as a staging ground for attacks against the colonists.

Leadership. Washington was a very capable general. He received help from experienced foreign military leaders, such as Baron von Steuben, Kasimir Pulaski, and Marquis de Lafayette. These European volunteers helped turn the Continental army into a more disciplined fighting force.

The French Alliance. Volunteers, money, troops and naval support from France were essential to the American victory.

**LEARNING WITH GRAPHIC ORGANIZERS**

Using the spaces below, provide a picture and a brief two or three-line summary for each of these individuals who played a key role in the American Revolution. Use information in the chapter or go on the Internet to find more information.

Abigail Adams: _____

Put your
picture
here

John Adams: _____

Put your
picture
here

Samuel Adams: _____

Put your
picture
here

James Armistead: _____

Put your
picture
here

Crispus Attucks: _____

Put your
picture
here

Wentworth Cheswell: _____

Put your
picture
here

Benjamin Franklin: _____

Put your
picture
here

Bernardo de Gálvez: _____

Put your
picture
here

Patrick Henry: _____

Put your
picture
here

Thomas Jefferson: _____

Put your
picture
here

Marquis de Lafayette: _____

Put your
picture
here

Thomas Paine: _____

Put your
picture
here

Haym Solomon: _____

Put your
picture
here

Name _____

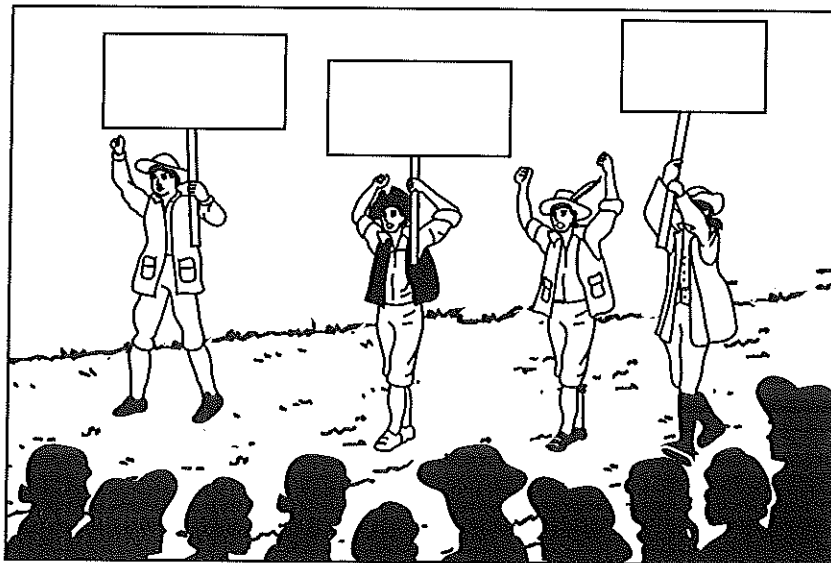
Mary Otis Warren: _____

Put your
picture
here

George Washington: _____

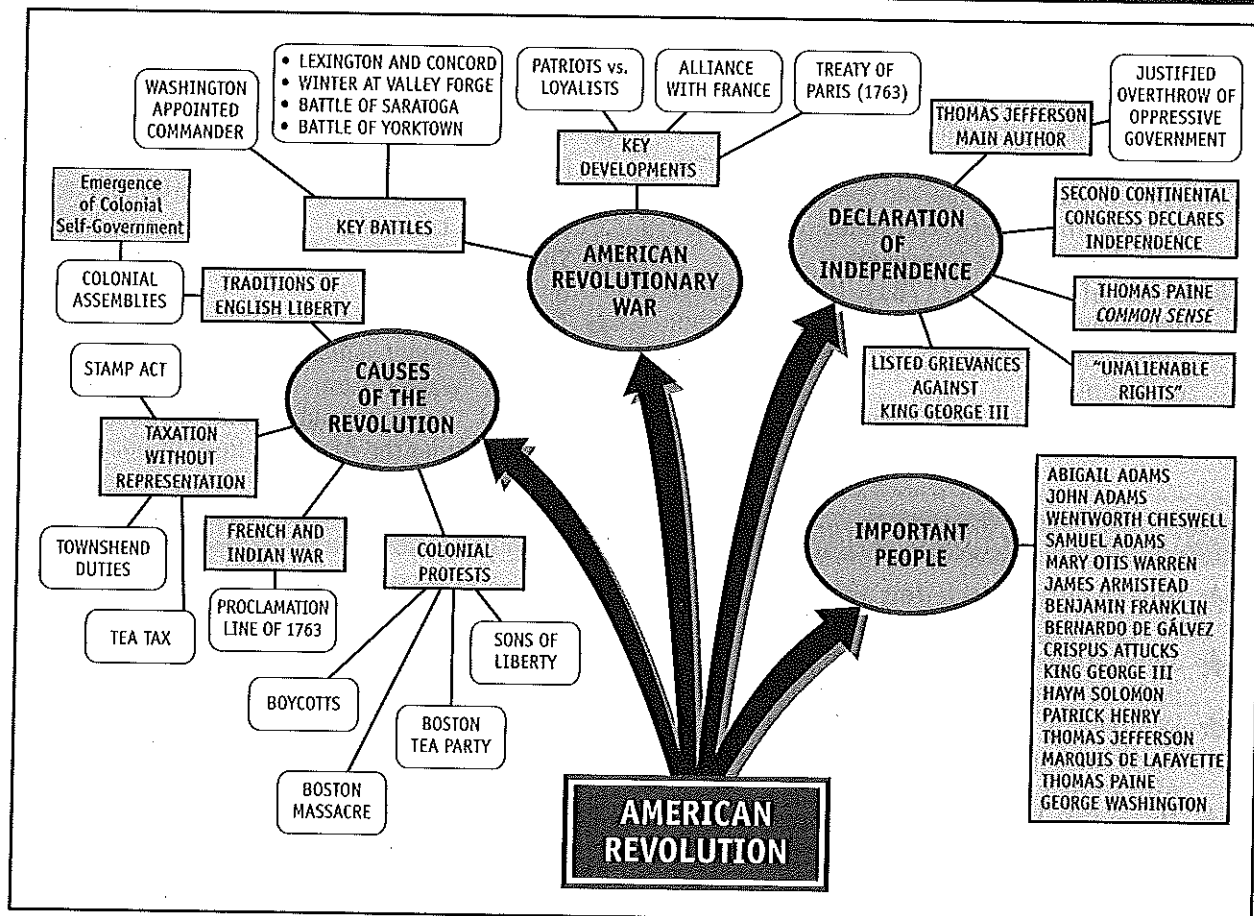
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ACTING AS AN AMATEUR HISTORIAN



In this chapter you read about some of the British economic policies imposed on the colonists in the decade after the French and Indian War. Notice that the signs are blank. Suppose that these are colonists demonstrating against British policies. Fill in the signs with phrases you think they might have written. Then, in the space below, explain why you picked those particular phrases for your signs.

CHAPTER 7 CONCEPT MAP



CHAPTER STUDY CARDS

American Revolution

- ★ **Causes of Revolution.** British wanted to tax colonies to repay debts from the French and Indian War; Colonists felt they were not being represented in British Parliament.
 - Proclamation Line of 1763
 - Stamp Act (1765)
 - Townshend Acts (1767)
 - Tea Act (1773)
 - Boston Tea Party (1773)
 - Intolerable Acts (1774)
- ★ **Effects of Revolution.**
 - Declaration of Independence (1776)
 - British recognized American independence.

Declaration of Independence, 1776

- ★ Issued by the Second Continental Congress on **July 4, 1776.**
- ★ Written primarily by Thomas Jefferson.
- ★ Stated to the world the reasons why the colonies were declaring their independence.
- ★ Announced the purpose of government was to protect the people's unalienable rights — life, liberty, and the pursuit of happiness.
- ★ It declared the right of people to overthrow a government that oppresses its people.
- ★ Included a list of grievances by the colonists against the British King George III.

Key Revolutionary Battles and Events

- ★ **Lexington and Concord (1775).** Marked the start of the American Revolutionary War.
- ★ **Winter at Valley Forge (1776).** General Washington spent winter regrouping.
- ★ **Battle of Saratoga (1777).** British were beaten. The battle marked the turning point in war. The French concluded an alliance with the colonists afterwards.
- ★ **Battle of Yorktown (1781).** Marked the last major battle of the American Revolution; British surrendered to General Washington in Virginia.
- ★ **Treaty of Paris (1783).** Ended the war.

Important Individuals in the American Revolution

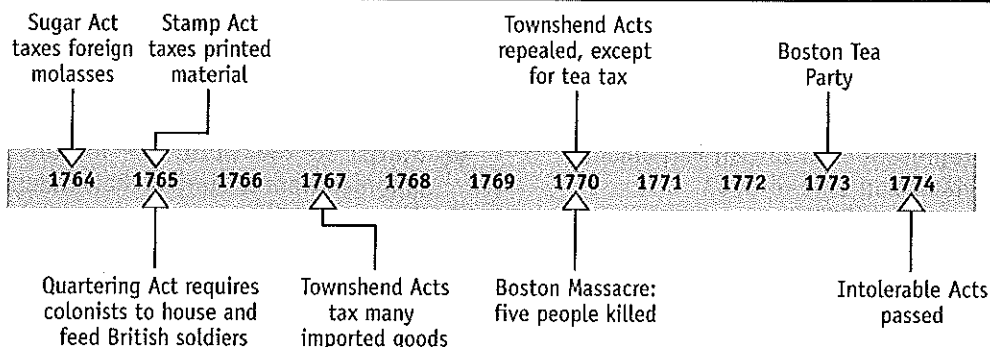
- ★ **Benjamin Franklin** – Statesman; writer; scientist.
- ★ **Samuel Adams** – A radical leader who organized resistance to British taxes.
- ★ **King George III** – Supported attempts to discipline colonists.
- ★ **Thomas Jefferson** – Drafted the Declaration of Independence.
- ★ **Thomas Paine** – Advocate for independence in his pamphlet, *Common Sense*.
- ★ **George Washington** – Successfully commanded the Continental Army against the British during the American Revolution.

Other Important Individuals (2)

- ★ **Abigail Adams.** Her letters were a main source of life during the American Revolution.
- ★ **John Adams.** Led the debate for independence; became the Second President of U.S.
- ★ **Wentworth Cheswell.** He fought at the Battle of Saratoga; became the first elected African American.
- ★ **Mercy Otis Warren.** Stirred colonists against British policies with her writings; she is considered "First Lady" of the American Revolution.

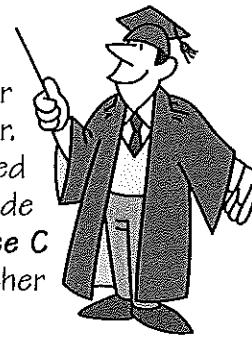
Other Important Individuals (3)

- ★ **James Armistead.** An African American who became the first double spy in the American Revolution.
- ★ **Bernardo de Gálvez.** Led Spanish armies against the British in the American Revolution; kept the British from taking the Mississippi River.
- ★ **Crispus Attucks.** African American who was the first person killed at the Boston Massacre.
- ★ **Haym Solomon.** Jewish financier who gave money to support the Continental Army during the American Revolution.

CHECKING YOUR UNDERSTANDING

- 1 Which title most accurately describes this timeline?
- A Forms of Colonial Protest
 - B The Effects of British Navigation Acts
 - C Event leading to the American Revolution
 - D The Abuse of Power by American Colonial Legislatures

First, **EXAMINE the question.** This question tests your ability to identify what is common among a group of events along a timeline. **RECALL what you know.** Each of these events are tied together by being related in some way to the American Revolutionary War. **APPLY what you know** to the choices. **Choices A, B, and D** are all related to the American Revolution but they are too narrowly defined to include all of the events on the timeline. You should realize that only **Choice C** would be an appropriate title that ties all of these events together under one title.



Now try answering some additional questions on your own.

- 2 The economic system illustrated by this cartoon was opposed by later American colonists because it —
- F supported colonial manufacturing
 - G took gold and silver from American mines
 - H required colonists to sell their raw materials to and buy their finished goods from England
 - J prohibited colonists from fishing or trading in furs



Use the two newspaper articles and your knowledge of social studies to answer the following question.

The Boston Gazette

• April, 1775 •

The British Redcoats came in sight just before sunrise. The British commanding officer spoke to our militia: "Disperse, you rebels, throw down your arms and disperse." Upon which American troops gave a yell, and immediately one or two British officers discharged their pistols, followed by gun fire from four or five British soldiers.

The London Gazette

• April, 1775 •

Six companies of light infantry at Lexington found a body of the country people under arms. The King's troops marched up to them to ask the reason of their being so assembled. Several guns were fired on the King's troops from behind a stone wall, and from other houses. As a result, the troops returned fire and killed several of them.

- 3 These two accounts relate to the firing of the first shots of the American Revolution at Lexington, Massachusetts. Based on these accounts, what conclusion can be drawn?
- A American militia men fired the first shots at Lexington.
 - B The British fired the first shots of the American Revolution.
 - C Secondary sources are more accurate than primary sources.
 - D The point of view of the writer may lead to some bias in the account.

Citi 21(A)

110 MASTERING THE GRADE 8 SOCIAL STUDIES TEKS

- 4 According to the Declaration of Independence, the main purpose of government is to —
- F protect the rights of individuals
 - G provide strong military leadership
 - H protect a nation from foreign invasions
 - J ensure the stability of a country's economy

Hist 4(C)

- 5 The main purpose for writing the Declaration of Independence was to —
- A declare war on Great Britain
 - B force Spain to support the Revolutionary War
 - C convince Great Britain to abolish slavery
 - D state the colonists' reasons for separating from Great Britain

Hist 4(C)

Use the chart and your knowledge of social studies to answer the following question.

Person A	Person B
A Jewish merchant.	An African American slave.
Made loans to help finance the new government.	Spied on British troop movements and reported it to the Americans.

- 6 Which two individuals, who played key roles in the American Revolution, are described in columns A and B?

- F Haym Soloman and James Armistead
- G Benjamin Franklin and Patrick Henry
- H John Adams and Wentworth Cheswell
- J Bernardo de Gálvez and Crispus Attucks

Hist 4(B)

- 7 The authors of the Declaration of Independence used the phrase "Life, Liberty and the pursuit of Happiness." This phrase was used to identify —

- A unalienable rights
- B legal rights
- C states rights
- D economic rights

Citi 19(A)

- 8 The main reason that Great Britain established the Proclamation Line of 1763 was to —

- F allow Canada to control the Great Lakes region
- G avoid conflicts between American colonists and Native American Indians
- H make profits by selling the land west of the Appalachian Mountains
- J protect the French Catholics of Quebec

Hist 4(A)

- 9 Which geographic feature served as the western boundary for British colonial settlements prior to the American Revolutionary War?

- A Rocky Mountains
- B Appalachian Mountains
- C Mississippi River
- D Great Plains

Geog 10(C)

- 10 The American colonists used the slogan, "No taxation without representation," to express their belief in the need for —
- F economic interdependence H mercantilism Hist 4(A)
G the consent of the governed J Parliamentary supremacy

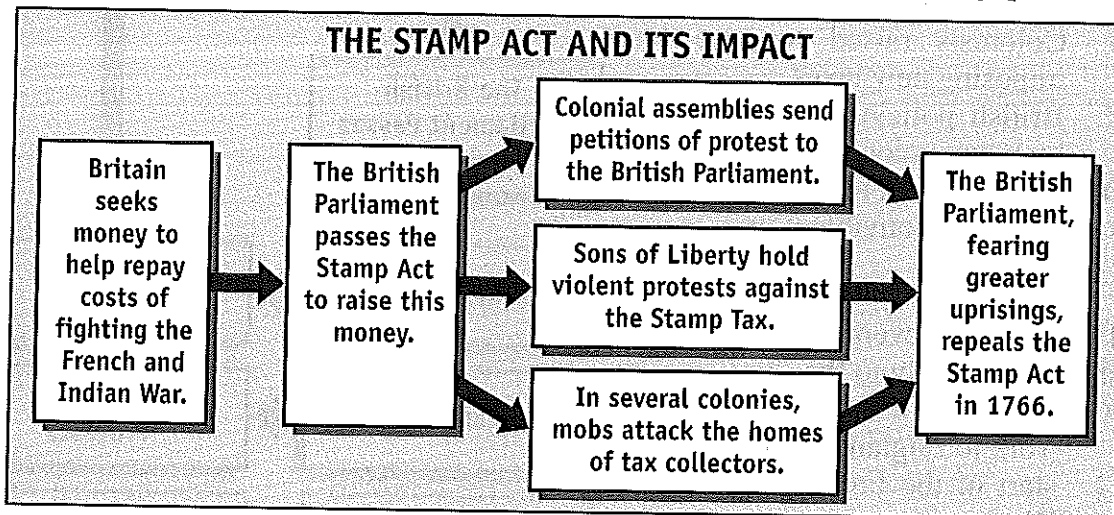
Use the passage and your knowledge of social studies to answer the following question.

"I challenge the warmest advocate for reconciliation, to [show] a single advantage that this continent can reap by being connected with Great Britain. I repeat, not a single advantage is derived. Our corn will fetch its price in any market in Europe, and our imported goods must be paid, buy them where we will...."

— Thomas Paine, 1776

- 11 In this statement, Paine suggested that the American colonies should —
- A negotiate an end to the conflict with England Hist 4(B)
B form an alliance with England
C declare independence from England
D boycott goods from England
- 12 Which document included the idea first suggested by John Locke that people have a right to overthrow a government that oppresses them?
- F Mayflower Compact Citi 20(A)
G Declaration of Independence
H Fundamental Orders of Connecticut
J Proclamation of 1763

Use the chart and your knowledge of social studies to answer the following question.



- 13 Based on the chart, what was a major effect of the Stamp Act?
- A The colonists no longer needed British goods.
B The British refused to sell certain products to the colonists.
C The law led to a decline in the value of colonial currency.
D Many colonists participated in actions in opposition to the act.

Hist 4(A)

112 MASTERING THE GRADE 8 SOCIAL STUDIES TEKS

- 14 According to the theory of mercantilism, the principal purpose of the thirteen original colonies was to provide Great Britain with —
F workers and manufactured goods **H** naval bases
G raw materials and markets **J** military recruits
 (Hist 4(A))
- 15 The principles of government that Thomas Jefferson included in the Declaration of Independence were most influenced by
A John Locke's social contract theory
B Cotton Mather's sermons on religion
C King George's belief in divine right
D William Penn's views on religious toleration
 (Citi 20(A))
- 16 Which set of events is in the correct chronological order?
F Boston Tea Party → Declaration of Independence → French and Indian War → Signing of the Magna Carta
G The Fundamental Orders of Connecticut → French and Indian War → Boston Tea Party → Declaration of Independence
H Declaration of Independence → French and Indian War → Boston Tea Party → The Mayflower Compact
J French and Indian War → Declaration of Independence → Start of Town Meetings in New England → Boston Tea Party
 (Hist 1(A))

Use the chart and your knowledge of social studies to answer questions 17 and 18.

- 17 Which conclusion is best supported by the information in the chart?
A The Stamp Act led to widespread smuggling.
B Colonists raised revenue by imposing new taxes.
C British policies were opposed by many colonists.
D The colonists reacted to British laws in a nonviolent way.

(Hist 4(A))

- 18 The series of events shown in the chart led directly to the —
F surrender of the Dutch in New York to England in 1664
G start of the French and Indian War
H issuance of the Proclamation Line of 1763
J outbreak of the American Revolution

(Hist 4(A))

