

Chapter 10

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Using Geography Skills: Political Geography

Challenge students to learn the names and locations of the thirteen British colonies through this website: <https://www.geoguessr.com/seterra/en/vgp/3044>. This quiz game can be done as a whole class or individually. It has several game settings including “easy,” “hard,” and “multiple choice.” It also provides background information on the history of each colony.

Diverse Learners

Instruct students to read the introduction to the chapter. Next, ask them to identify the different groups that settled along the Atlantic coast. (English, Scottish, Irish, Dutch, Swedish, German, and African) Finally, ask students to coin a name for the French and Indian War, but from a Native American perspective.

Higher-Level Thinking

Ask students: Why was it called the French and Indian War? (The name reflects a British perspective. The British fought the French and the Indians in this war.)

Note: Websites appear, disappear, and change addresses constantly. The Internet addresses included throughout this program were operative when the text was published.

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Chapter 10

The Road To Independence

Much changed in England and North America in the 150 years after English colonists first arrived in Jamestown in 1607. In the mid-1600s, England suffered a civil war that lasted nearly 20 years. During this time and in later years, its leaders, including its king, paid little attention to the colonies. In 1707, the kingdoms of England and Scotland were united under one Parliament. These united kingdoms became known as Great Britain, and their people came to be called British.

Across the Atlantic Ocean in North America, thirteen British colonies had firmly established themselves along the Atlantic coast from what is now Maine to Georgia. The colonists—who came from England, Scotland, Ireland, Holland, Sweden, the German states, and Africa—overwhelmed the Native Americans who lived there.

Forced from their land, some of the Indians who survived the illness and destruction fled westward. Others tried to adapt and live among the colonists, adopting European customs and beliefs. Unfortunately, they were rarely accepted as equals by the colonists and were often mistreated because of their Indian heritage.

As the colonists expanded westward, they encountered new Indian nations that were determined to maintain their lands. When conflict erupted between France (who had established a colony in Canada) and Britain over control of the land west of the Appalachian Mountains, most of the Indians in the region sided with France. French colonists seemed more interested in trading for furs with the Indians than taking their land. There were also far fewer French settlers, so they appeared less of a threat to many Native Americans.

A conflict known as the **French and Indian War** (or Seven Years' War) was fought both in North America and in Europe. Great Britain and her American colonies (who fought alongside the mother country in the frontier and Canada) were victorious, and Canada came into Britain's possession.

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Previewing

Have students take a Picture Walk through Chapter 10 by looking at the pictures and reading titles and captions. Have them write a prediction of what they think each section will be about based only on the pictures. Students could work collaboratively with a partner. Then partners could share their thoughts with another partner pair before holding a whole class discussion.

CHAPTER PREVIEW

PEOPLE:

John Locke, Jean-Jacques Rousseau, Jonathan Edwards, George Whitefield, George Washington, Edward Braddock, William Pitt, George III, Patrick Henry, James Otis, Samuel Adams, Benjamin Franklin, John Dickinson, Crispus Attucks, John Adams, Thomas Gage

PLACES:

Appalachian Mountains; Ohio River; Pittsburgh, Pennsylvania; Fort Duquesne (Fort Pitt); Fort Necessity

TERMS:

French and Indian War, Enlightenment, Great Awakening, Navigation Acts, smuggling, salutary neglect, Treaty of Paris of 1763, Treaty of Fontainebleau, Proclamation Line of 1763, Sugar Act, Stamp Act, "No Taxation without Representation," Sons of Liberty, boycott, Declaratory Act, Townshend Duties, Boston Massacre, Tea Act, Committees of Correspondence, Boston Tea Party, blockade, Coercive (Intolerable) Acts, First Continental Congress

The departure of France from Canada signaled a bright future for the American colonists. They were eager to settle the land west of the Appalachian Mountains. Britain's victory over France reinforced the belief of most American colonists that they were part of the strongest, most prosperous, and freest nation in the world. Pride at being British was almost universal in the American colonies.

Over the next decade, however, that pride faded and slowly disappeared. New policies directed towards the colonies shocked and angered many colonists and sparked a decade-long dispute between British and colonial leaders that ended in revolution.

"Being all equal and independent, no one ought to harm another in his life, health, liberty, or possessions."

— John Locke

(1632-1704), English philosopher and physician

Background: After a three-month siege of Quebec City, British forces captured the city at the Plains of Abraham.

Did You Know?

From a European perspective, the French and Indian War was simply the North American theater of the Seven Years' War fought in Europe. Great Britain and France were longtime rivals. They fought several wars in the 18th century including the War of Spanish Succession (1702-1713) and the War of Austrian Succession (1740-1748).

Teacher Note

Go to <https://mrnussbaum.com/french-and-indian-war-interactive-map> to find an interactive map that features several of the places noted on this page and their connections to the French and Indian War.

In Other Words

In Quebec, previously New France, the French and Indian War—a central event in the history of this province—is called the War of the Conquest.

Notes

Blank lined area for notes.

Section 1

British America in the 18th Century

INTRODUCE

Outline

- A. Proud to Be British
- B. The Enlightenment
- C. The Great Awakening
- D. Mercantilism
- E. Salutory Neglect

Materials

Assessment

Audiobook

Guided Reading 10-1

Internet Activity

PowerPoint

QuickNotes

Smart Skills

Student eBook

Textbook, pages 328-337

Activity Sheets

Wrap-Up Review Game

TEACH

Lesson Launch

At the beginning of the class period, project this number on the screen: 1,593,625. Ask students: What is the importance of this number? (It was the total population of the thirteen colonies in 1760.) Next, ask students: Name one of the four largest cities in the thirteen colonies in 1760? (1. Philadelphia: 19,000; 2. Boston: 16,000; 3. New York: 14,000; and 4. Charleston: 8,000)

Using Math Skills:
Creating a Pie Chart

According to the Digital History website, the ethnic make-up of the colonial population (in 1760) was as follows:

English	49%
African	20%
Scotch-Irish	8%
German	7%
Scottish	7%
Other	10%

Have students create a pie chart to visually represent the ethnic data noted above. Please note: The percentages were rounded up for the sake of convenience.

Teacher Note

A map showing the ethnic and racial backgrounds of the colonial population (circa 1750) can be found at this link:

<https://mappinghistory.uoregon.edu/english/US/US04-02.html>.

SECTION 1

British America in the 18th Century

As you read, look for...

- » the influence of the Enlightenment and Great Awakening on the American colonists;
- » the economic system that kept the colonists connected with Great Britain;
- » how Great Britain's salutary neglect increased the colonists' sense of freedom and self-rule;
- » terms: **Enlightenment, Great Awakening, Navigation Acts, smuggling, salutary neglect.**

If visitors to the thirteen British colonies in 1750 had been able to travel about, they would have been surprised by the diversity of people. Many different languages, cultures, and religious beliefs were present. Such diversity was rare in Europe where most countries were ruled by monarchs who insisted their people follow the same religion as their ruler. Most countries also were populated by people with a similar culture, language, and heritage.

Although some religious intolerance existed in Britain and her colonies as well, it was not to the degree of most European nations. Nor were the populations of those nations, including England, as diverse as the British colonies.



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Left: The coat of arms for England. **Opposite Page:** Completed in 1720, Massachusetts Hall at Harvard College is an example of the early Georgian style of architecture. It is Harvard's oldest surviving building.

Economic Connection

Students need to understand the term mercantilism and how this economic system affected the colonies and Great Britain. Have students draw a picture and annotate it to explain how mercantilism worked. In addition, students could create a Pro/Con chart for mercantilism's impact on the colonies and one for the impact on Great Britain. Provide sentence stems for students to compare and contrast the impact of mercantilism on both sides. For example:

- » One positive impact of mercantilism on the colonies and Great Britain was...
- » One way the impact of mercantilism was different on the colonies and Great Britain was...
- » One similarity of the impact of mercantilism on the colonies and Great Britain was...

Proud to Be British

As they approached the 150th anniversary of the settlement of Jamestown, Britain and her colonies were thriving economically and politically. Most colonists were proud to be part of the British Empire and boasted of being British. Colonists worked hard to maintain their British identity by copying the latest fashions and reading the latest news from London. Colonists who could afford it sent their sons to Britain to complete their education, and they copied the Georgian style of architecture that was popular in Britain. This popular style of building was usually made of brick or stone and was symmetrical (having two identical sides).

Did You Know?

The popular Georgian style of architecture is named for the four King Georges of Great Britain who reigned from 1714 to 1830.



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Teacher Note

The historic homes and buildings of Williamsburg, Virginia, provide several examples of Georgian architecture as found at this link: <https://images.history.org/categories/architecture>.

Did You Know?

Harvard College, founded in 1636, was the first college in the American colonies. The college was named after its first major benefactor, John Harvard, who donated half of his estate and his library of over 400 books. In its first commencement (1642), Harvard had nine graduates.

Notes

Using the Internet

Share this video (2:06) explanation of the Divine Right of Kings concept with your students as found at this website: <https://www.google.com/maps/d/u/0/embed?mid=1soaprw6gE5fX2fE0hXmAv-tJ044&ll=-3.81666561775622e-14%2C0.4187808795560386&z=1>.

Have students respond to the discussion questions at the end of the video.

Higher-Level Thinking

Have students compare and contrast monarchy (for example, the length of time the ruler is in power, how power is passed from one ruler to the next, and the scope of the king's rule) as practiced in many European countries with monarchy as practiced in England. Finally, ask students: What are the disadvantages of having an absolute monarch? (*The monarch's power is unlimited, the monarch doesn't have to consider the needs or preferences of the citizens, and the monarch came to power by inheritance, which may mean this person is not the most qualified or able.*)

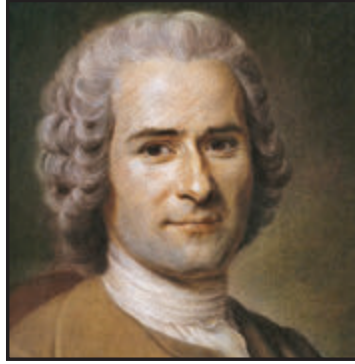
Teacher Note

Political systems are often categorized as rule by one (monarchy or dictatorship), rule by a few (aristocracy or oligarchy), and rule by many (democracy or republic). The English political system in the 17th century—with a monarchy and Parliament—combined elements of all three. It had rule by one (the king), rule by the few (the House of Lords), and rule by many (the House of Commons). It was, in this sense, a mixed system.

Sentence Synthesis

Instruct student to create a meaningful sentence using three of the following four terms: *monarch*, *absolute*, *power*, and *rule*.

The Enlightenment



In the centuries leading up to the colonial era, there were a number of beliefs about governing a country that were common in most European countries. First, there was a monarch. The monarch would almost always rule from the time he or she was crowned until death. After death, the monarch's son or daughter would usually be crowned as the new monarch. Sometimes it was a brother or sister, sometimes a distant cousin. Almost always, it was a blood relative. Monarchs in Europe had great power in their countries. Most were absolute rulers. England was unusual because there was a parliament that shared some governing power with the monarch. Finally, most people accepted that the monarch's governing powers were a gift of God. The monarch—along with wealthy, aristocratic families and church leaders—controlled the country.

In the 16th and 17th centuries, an increasing number of people were educated. As a student, you are able to read this chapter because you have been educated. In fact, if you can read this paragraph, you probably have more schooling than most adults did during that time.



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Notes

With education, European thinkers began to study science. They shared their new ideas with other educated people across the continent. For instance, the Italian astronomer Galileo proved among other things that Earth moved around the sun—not the other way around. Other ideas emerged about how people should be treated and about the ability of people to ask questions and answer them through logic and reasoning.

By the 1700s, these new ideas about science, government, and society were being shared in books and pamphlets and talked about across Europe and its colonies. This period is known as the **Enlightenment**, or Age of Reason. Some of these enlightened thinkers challenged long-held beliefs about how the natural world operated. Others challenged long-held political beliefs such as the divine (God-given) right of monarchs to rule. John Locke argued that the main purpose of government was to protect the natural rights of life, liberty, and property of the people. Jean-Jacques Rousseau wrote in his book *The Social Contract* that government obtained power through the consent of the governed (people). Such thinking would, in just a few years, lead to many changes in the world, including the formation of the United States.



Opposite Page, Top: Jean-Jacques Rousseau.
Opposite Page, Bottom: During the Enlightenment, educated Europeans gathered in “salons,” such as this Salon of Madame Geoffrin, to discuss art, literature, and science.
Above: John Locke. **Left:** Galileo shows the Doge of Venice a telescope.

Teacher Note

The website iCivics offers a variety of materials including “Why Government?” As the title suggests, this lesson compares and contrasts the views of Thomas Hobbes and John Locke on the reasons for government’s existence. Registration is required to access this content, but it is at no cost: https://www.icivics.org/teachers/lesson-plans/why-government?back-ref-search=&back-ref-filter=content_type%3Alesson_plan.

Discussion

In a binding contract, each side must give up something and get something. In contract law, this is called *consideration*. In *The Social Contract*, Jean-Jacques Rousseau hypothesized that people surrendered their natural liberty to government for a political liberty. Government in return was to ensure the liberty and equality of its citizens. Ask students: What does each citizen give up and what does each citizen receive from a just government?

Notes

Did You Know?

In one year, George Whitefield traveled 5,000 miles along the Atlantic coast preaching more than 350 times in the colonies. Whitefield spoke to diverse audiences including enslaved people and Native Americans. Benjamin Franklin, a religious skeptic, was enthralled by Whitefield's sermons, and the two men became friends.

Higher-Level Thinking

Instruct students to read about the Great Awakening. Remind students that this was a period of religious revival in the 1730s and 1740s. Then, ask them: In what ways do you think the colonists might have been awakened by ministers such as Jonathan Edwards? (Student answers might include these: Colonists were being awakened to their sin; colonists were awakened to their lost condition; colonists were awakened to their faith; colonists were awakened to the formality of their church; colonists were awakened to shortcomings in existing institutions.)

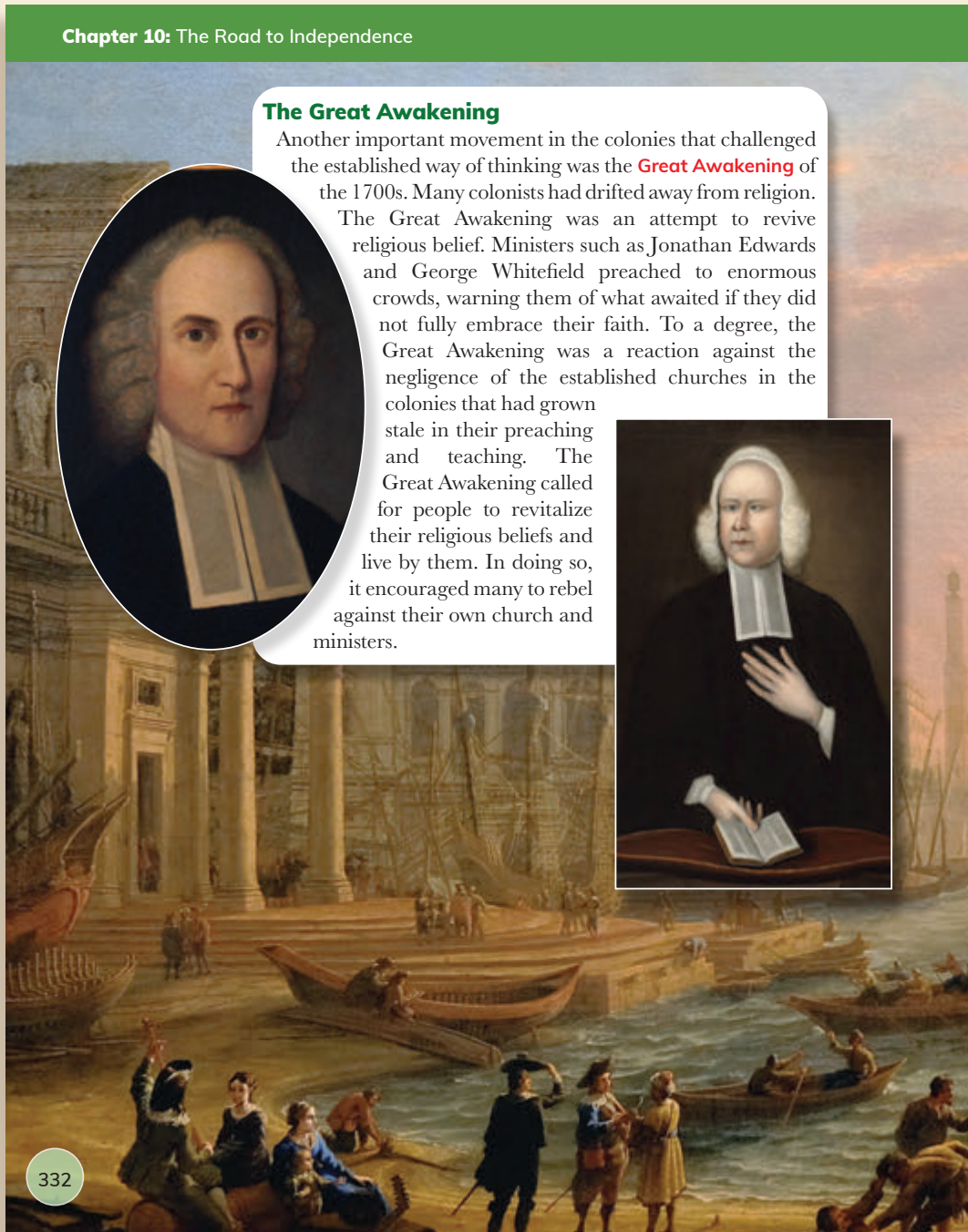
Using the Internet

Share this video (2:54), which provides an overview of the Great Awakening: <https://www.youtube.com/watch?v=nrbUWqOotw0>. Then, ask students: What were the supporters of the traditional church and its ways called? (Old Lights) What were supporters of the Awakening called? (New Lights)

The Great Awakening

Another important movement in the colonies that challenged the established way of thinking was the **Great Awakening** of the 1700s. Many colonists had drifted away from religion.

The Great Awakening was an attempt to revive religious belief. Ministers such as Jonathan Edwards and George Whitefield preached to enormous crowds, warning them of what awaited if they did not fully embrace their faith. To a degree, the Great Awakening was a reaction against the negligence of the established churches in the colonies that had grown stale in their preaching and teaching. The Great Awakening called for people to revitalize their religious beliefs and live by them. In doing so, it encouraged many to rebel against their own church and ministers.



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Notes

Mercantilism

Rebellion was not on the mind of many colonists in the 1750s. Protected by the powerful British navy and army, most of the roughly two million British colonists in America felt secure and fortunate to be part of a prosperous empire. Colonists played a vital role in the British Empire by supplying valuable raw materials. The population growth of the thirteen colonies in the 1700s also meant that the colonists were a very important market for British manufacturers, who turned much of the raw material they received from America into finished goods. The colonists in America craved British textiles (cloth) and clothing as well as British sugar, tea, and porcelain. They bought vast amounts of these items with the money they earned from the tobacco, rice, indigo, wheat, timber, fish, and furs that they shipped to England.

England, like most countries in Europe, operated under a practice called mercantilism. With this system, the colonies were to ship their goods to market in Britain and purchase, as much as possible, goods they needed from Britain. The laws in Britain and those made in the colonies kept the colonists from producing goods that were being manufactured in Britain and available from British merchants. Only a very limited amount of trade with other countries was allowed.



Background: French artist Claude Lorrain painted *Seaport at Sunset* in 1639 at the height of mercantilism. **Opposite Page, Left:** Jonathan Edwards. **Opposite Page, Right:** George Whitefield. **Above Left to Bottom Right:** Wheat, textiles, rice, and porcelain were major imports and exports in colonial America.

Using Reading Skills: T-Chart

Prior to reading about mercantilism, have students construct a T-chart on their notebook paper or provide one. Have students label the top left side of the chart as British Imports and the top right side as Colonial Exports. As students read this passage, have them complete the chart.

British Imports:

Textiles (cloth)

Clothing

Sugar

Tea

Porcelain

Colonial Exports:

Tobacco

Rice

Indigo

Wheat

Timber

Fish

Furs

Developing Writing Skills: Sentence Stems

Post the sentence stems below and instruct students to complete each sentence with information from this page.

Great Britain manufactured

The thirteen colonies exported

Discussion

Ask students: Through the mercantilism system, how did the British government restrict what the colonies could do? (The colonists were to ship their raw goods exclusively to Great Britain; the colonists were—to the extent possible—to purchase finished goods from Great Britain; the colonists could not manufacture goods that were produced in Britain.)

Notes

Teacher Note

A Triangular Trade map that illustrates the imports and exports being exchanged and the geographical locations involved can be found at this National Geographic link: <https://education.nationalgeographic.org/resource/colonial-trade>.

Do the Math!

Have students review the Colonial Exports bar graph (Figure 10.1). Then, instruct them to add up the value of the exports from the Upper South, the Lower South, and the New England & Middle Colonies. (1,000,000 + 700,000 + 600,000 = 2,300,000£)

Review

As students analyze the bar graph, this is another opportune moment to review the thirteen colonies and their region. Ask students: Which colonies make up the Southern Colonies? (Maryland, Virginia, North Carolina, South Carolina, and Georgia) Which colonies are part of the Upper South? (Maryland, Virginia, and North Carolina) Which colonies are part of the Lower South? (South Carolina and Georgia) Which colonies are the Middle Colonies? (New York, New Jersey, Pennsylvania, and Delaware) Which colonies are the New England Colonies? (New Hampshire, Massachusetts, Connecticut, and Rhode Island)

Did You Know?

Edmund Burke served in the House of Commons. In his conservative writings, Burke urged a conciliatory policy toward the colonies in the years leading up to the American Revolution. By contrast, he was critical of the French Revolution, even anticipating the event's bloody excesses.

Engagement

A fun and engaging classroom simulation, "Those Darned Navigation Acts! - Simulating Colonial Trade," allows sixth-grade students to experience some of the challenges of mercantilist trade. The simulation instructions and materials can be found at this link: http://mrkersey.org/teachers/economic_sim.pdf.

To discourage the colonists from buying more foreign-made goods than were sold to foreign countries, the British Parliament passed a series of strict trade laws in the 1660s called the **Navigation Acts**. They included laws that placed high tariffs (taxes on imports) upon foreign-made goods like tea, wine, and clothing. There were also laws that required all colonial exports from America (tobacco, rice, indigo) to be carried only on British ships. Those ships had to sail to England first, even if their final destination was somewhere else in Europe. Such measures allowed British authorities to better control colonial trade. They did not, however, prevent some colonists from smuggling goods in and out of the colonies. **Smuggling** is moving something from one country into another illegally and secretly.

Bottom: Tobacco leaves. **Below:** Rice. **Right:** Indigo.

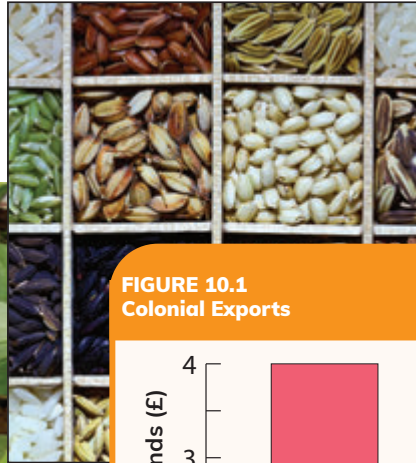
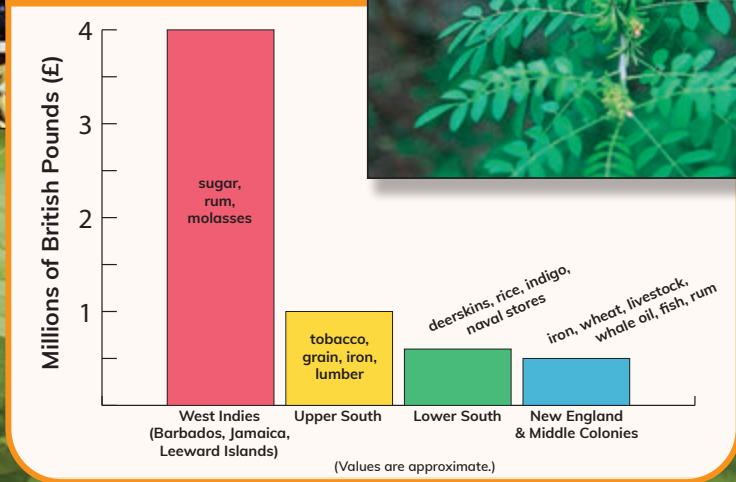


FIGURE 10.1
Colonial Exports



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Notes

Sentence Synthesis

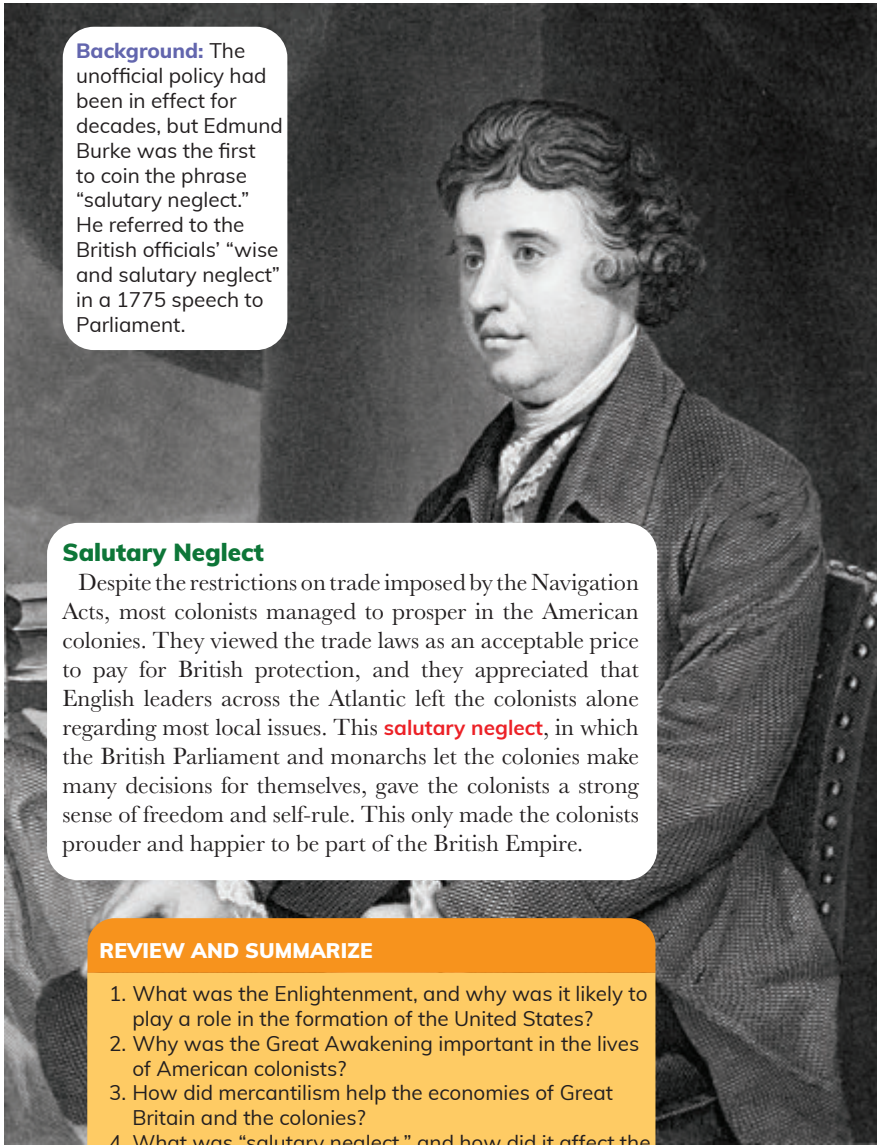
Have students create a meaningful sentence using these terms: *parliament*, *colonists*, and *salutary neglect*.

ASSESS

Answers to “Review and Summarize”

1. The Enlightenment was the Age of Reason. Some of its thinkers challenged long-held beliefs about how the natural world operated, and others challenged long-held political beliefs such as the divine (God-given) right of monarchs to rule. Enlightened arguments that the main purpose of government was to protect the natural rights of life, liberty, and property and that government obtained power through the consent of the governed would play a role in the formation of the United States.
2. The Great Awakening called for people to revitalize their religious beliefs and live by them. This encouraged many colonists to rebel against their own church and ministers, which had been neglecting them.
3. Mercantilism helped the colonists by giving them a market for the raw materials they produced and by giving them access to the finished goods they wanted—like cloth, clothing, sugar, tea, and porcelain. It helped Great Britain because it required the colonists to purchase, as much as possible, goods they needed from Britain, and it prevented them from producing goods that were made in Britain and available from British merchants. It also required that all exports from America be carried only on British ships and be transported to England first, even if their final destination was elsewhere.
4. “Salutary neglect” meant that the British Parliament and monarchs let the colonies make many decisions for themselves. This gave the colonists a sense of freedom and self-rule and made them prouder to be part of the British Empire.

Background: The unofficial policy had been in effect for decades, but Edmund Burke was the first to coin the phrase “salutary neglect.” He referred to the British officials’ “wise and salutary neglect” in a 1775 speech to Parliament.



Salutary Neglect

Despite the restrictions on trade imposed by the Navigation Acts, most colonists managed to prosper in the American colonies. They viewed the trade laws as an acceptable price to pay for British protection, and they appreciated that English leaders across the Atlantic left the colonists alone regarding most local issues. This **salutary neglect**, in which the British Parliament and monarchs let the colonies make many decisions for themselves, gave the colonists a strong sense of freedom and self-rule. This only made the colonists prouder and happier to be part of the British Empire.

REVIEW AND SUMMARIZE

1. What was the Enlightenment, and why was it likely to play a role in the formation of the United States?
2. Why was the Great Awakening important in the lives of American colonists?
3. How did mercantilism help the economies of Great Britain and the colonies?
4. What was “salutary neglect,” and how did it affect the views and beliefs of the colonists?

Notes

Franklin was sent to England again in 1765 as the agent for Pennsylvania. The Stamp Act was passed into law that year, and Franklin—after initially supporting it—became a voice of opposition to the tax. His testimony before the House of Commons in 1766 was an important factor in the repeal of the act. When Parliament introduced new ways to tax the colonies, Franklin began to question his loyalties. He became frustrated that Parliament had no advisors from the colonies to speak on their behalf. In 1775, he accepted the fact that war between the colonies and Britain could not be avoided, and he returned to Philadelphia. When he arrived, he discovered that the Revolution had already begun with the battles of Lexington and Concord.

Franklin had chosen the side of the American colonies and wanted to seek aid for them elsewhere. He made a journey to France, where King Louis XVI promised economic assistance. The same year, he worked with Thomas Jefferson and a few others to write the Declaration of Independence. A few years later, he negotiated a treaty of trade with France that marked a turning point in the American Revolution. He became the first ambassador to France from the United States.

The Treaty of Paris of 1783 ended the American Revolution, and Franklin was there, helping to create the treaty. He continued to help develop and shape the United States even after the Revolution. He helped to write the United States Constitution, and as one of his last public acts, he petitioned Congress to abolish slavery as president of the Pennsylvania Abolition Society.

Franklin was a philosopher, printer, poet, diplomat, and scientist who was instrumental in developing what is now the United States. He used his wits and popularity to help the fledgling nation develop until his death in 1790 as one of the first truly “American” citizens.

Background: After helping draft the Treaty of Paris of 1783, Benjamin Franklin returned to Philadelphia in 1785. This Jean Leon Gerome Ferris painting shows him being greeted by cheering crowds.

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Using Reading Skills: Close Reading

Have students read the biographical overview of Benjamin Franklin. Then, have them note the various offices or positions he held during his career of public service. Students might include some of these positions:

- » Pennsylvania Assemblyman
- » Deputy Postmaster General
- » Agent for the Pennsylvania Colony
- » Agent to France for the Colonies
- » Ambassador to France
- » Delegate to the Constitutional Convention
- » President of the Pennsylvania Abolition Society

Developing Writing Skills

Project some or all of these famous Benjamin Franklin sayings, as listed below, on a screen or board. Omit the underlined words, challenging students to complete the sentences (and sayings) to the best of their ability. Then, share the full quotations with your students.

- » “Well done is better than well said.”
- » “Early to bed, early to rise, makes a man healthy, wealthy and wise.”
- » “The noblest question in the world is, “What good may I do in it?”
- » “God helps them that help themselves.”
- » “Necessity never made a good bargain.”
- » “Applause waits for success.”
- » “Speak little, do much.”
- » “Haste makes waste.”
- » “Fish and visitors stink in three days.”

Using the Internet

Share this Benjamin Franklin video (46:37) biography with your students as found at this link: <https://www.youtube.com/watch?v=5rVHhEXCUOY>.

[youtube.com/watch?v=5rVHhEXCUOY](https://www.youtube.com/watch?v=5rVHhEXCUOY).

Notes

Section 2

The French and Indian War

INTRODUCE

Outline

- Control of the Ohio River
- Young George Washington, Diplomat
- The Battle of Fort Necessity
- The End of the War
- War Debt Leads to New Colonial Policies

Materials

Assessment
Audiobook
Guided Reading 10-2
Internet Activity
PowerPoint
QuickNotes
Smart Skills
Student eBook
Textbook, pages 338-345
Activity Sheets
Wrap-Up Review Game

TEACH

Lesson Launch: Do the Math!

Instruct students to determine the population difference between the thirteen British colonies and Canada in the 1750s. ($2,000,000 - 60,000 = 1,940,000$)

Diverse Learners

Invite students to calculate Canada's population in the 1750s as a percentage of the population in the thirteen British colonies. ($60,000 \div 2,000,000 = .03$ or 3%)

Developing Writing Skills: Prediction

Highlight the population disparity between the thirteen British colonies and Canada. Then, ask students to make a prediction with this sentence stem: "Because of the _____, I predict that"

In Other Words

New France was composed of five colonies, the most prosperous being Canada.

SECTION 2

The French and Indian War

As you read, look for...

- » how life in the French colony of Canada differed from life in the thirteen British colonies;
- » the significance of the Ohio River to both the French and the British;
- » George Washington's successes and defeats in the French and Indian War;
- » consequences of the French and Indian War;
- » terms: **Treaty of Paris of 1763**, **Treaty of Fontainebleau**.

By the 1750s, over 2,000,000 (two million) colonists lived in Britain's thirteen American colonies. The number of French colonists to the north in Canada numbered just 60,000. Canada's cold climate discouraged growing cash crops. Even subsistence farming was difficult in such conditions. This likely limited the number of people who were willing to leave France and settle in Canada.

The valuable fur trade with Native Americans was the most profitable activity of the colonists in Canada. Beaver and deer pelts were highly prized in Europe to make clothing, and frequent conflict among Indian nations for greater control of the fur trade occurred throughout the 1600s.

Right: The fur trade with Native Americans was the Canadian colonists' most profitable economic activity.



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Cause and Effect

Have students complete the Cause-and-Effect Chart as they learn about the French and Indian War. Here is a sample chart:

Have students synthesize their learning about the French and Indian War. Ask them to select and complete one of the following stems and share it with a partner.

- » The French and Indian War resulted in..., which affected the colonies by...
- » Several factors affected the result of the French and Indian War. Some of these were...
- » The colonies were affected by the French and Indian war by...



Left: In 1690, Governor General Frontenac of New France led his Indian allies in a war dance, proclaiming that he would fight the enemy Iroquois until they begged for peace.

The Iroquois Wars, which began in 1640 and lasted into the next century, was one such conflict. The Iroquois Confederacy, made up of five separate Indian nations, sought new territory to obtain more furs to trade with the Dutch and British. This provoked conflict with their Native American neighbors, who turned to the French for assistance. Although the Iroquois did manage to expand their territory, France maintained friendly relations with a large number of Indian groups. This would prove important when conflict over land to the west of the Appalachian Mountains erupted in the 1750s.

The Appalachian Mountains, which stretch from present-day Maine down the east coast of the United States to Georgia, were a natural barrier thousands of feet high that prevented most British colonists from easily moving further west. Although few British colonists had actually seen the land west of the mountains, they were aware of its potential and were determined to claim it for themselves. The French had similar ideas.

Did You Know?

The five nations that made up the Iroquois Confederacy (Haudenosaunee or “people of the longhouse”) were the Cayuga, Mohawk, Oneida, Onondaga, and Seneca tribes.

Using the Internet

Share this class-period-length video (43:08) on the Iroquois Confederacy as found at this link: <https://www.youtube.com/watch?v=LEb2H6jL3LY>.

Using Reading Skills: Drawing Inferences

Call attention to the last two sentences on this page. Ask students: What can you infer by reading this passage? (The British colonists and the French are both going to attempt to settle and claim the land west of the Appalachian Mountains. This could lead to conflict.)

The French and Indian War

Cause	Effect
The Iroquois Wars	
Control of the Ohio River	
	Washington and Fort Necessity
Washington signs surrender document	
	Treaty of Paris 1763
England has large war debt	

Discussion

Ask students: Why was travel on land more difficult than travel by river during colonial times? (There were no roads, only paths. It was slower particularly when transporting supplies.) What other challenges were posed by overland travel on the frontier? (Other challenges might include no lodging; the challenge of crossing streams, creeks, and rivers; attacks by wild animals; and attacks by Native Americans or outlaws.)

Did You Know?

The Ohio River is 981 miles long beginning in Pittsburgh, Pennsylvania, and ending in Cairo, Illinois. The river flows through or borders six states with 25 million people living in the Ohio River Basin.

Using Geography Skills: Physical Geography

Share this video (3:34) on the Ohio River with your students as found at this link: <https://study.com/academy/lesson/ohio-river-facts-lesson-for-kids.html>. Then, ask students to answer the following questions, pausing the video as necessary: Through which six states does the Ohio River flow or border? (Pennsylvania, West Virginia, Ohio, Indiana, Illinois, and Kentucky) In which state does the Ohio River begin? (Pennsylvania) Which two rivers converge to form the Ohio River? (Monongahela and Allegheny) For which river is the Ohio River a tributary? (the Mississippi River) What does the term tributary mean? (a smaller river that empties into a larger river)

Control of the Ohio River

Because no roads existed in the frontier, land travel was difficult. Travelers had to rely on paths made by Indians and animals such as deer. Travel by canoe or raft on rivers was an easier way to transport people and supplies. It was also much faster. As a result, control of certain rivers, like the Ohio River, which flowed from Pennsylvania all the way to the Mississippi River and then into the Gulf of Mexico, was important.

This was what made the land where the city of Pittsburgh, Pennsylvania, now sits so important. Two rivers, the Allegheny and Monongahela, flowed out of the western side of the Appalachian Mountains and joined at Pittsburgh to form the Ohio River. A point of land formed by the convergence (joining) of the two rivers was an ideal location for a fort that could control the rivers and surrounding region. This spot became the flash point for war between Great Britain and France and their colonists and Indian allies in the 1750s.

Below: The Allegheny and Monongahela Rivers unite at Pittsburgh, Pennsylvania, to form the Ohio River, which flows into the Mississippi River.

Opposite Page: This portrait by Charles Willson Peale shows young George Washington as a colonel in the Virginia Regiment during the French and Indian War.



Notes



Young George Washington, Diplomat

Alarmed by reports in 1753 that the French were building forts south of Lake Erie to secure the Ohio River, Virginia's royal governor, Robert Dinwiddie, sent 21-year-old George Washington, a major in the Virginia militia, northward into the wilderness to order the French to leave. A handful of men traveled with Major Washington. This was a perilous journey in which the young Virginian and future president nearly lost his life by falling into an icy river.

The French politely welcomed Washington and read Dinwiddie's demand for them to return to Canada. They then sent Washington back to Virginia with their refusal. Both sides raced to seize and secure the land at the Forks of the Ohio River.

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Using Historical Thinking Skills: Cause and Effect

Have students read and/or review this page. Then, ask them: If the French building forts south of Lake Erie is the cause, what was the effect? (The royal governor sent George Washington to order the French to leave.) If George Washington delivering the order for the French to leave is the cause, what was the effect? (The French welcomed Washington but refused to comply with this order.)

Visual Inquiry

Invite students to carefully inspect the 1772 painting of George Washington titled *George Washington as Colonel in the Virginia Regiment*. Then, ask students to discuss or record their answers to the following questions: After inspecting this portrait, what do you see? What do you think? What do you wonder?

Did You Know?

This is the earliest-known portrait of George Washington. It was commissioned by his wife, Martha Washington, and completed in 1772. As the Charles Willson Peale portrait suggests, George Washington was tall. At 6'2" or 6'3", he was almost always the tallest man in the room. His imposing physical presence was an asset as a military commander.

Teacher Note

A helpful description of the details and symbolism of the Charles Willson Peale painting of Washington can be found at this link: <https://www.mountvernon.org/george-washington/artwork/george-washington-portrait-by-charles-willson-peale/>.

Notes

Using the Internet

Share this video (3:35), which provides an overview of the French and Indian War, with your students as found at this link: <https://www.youtube.com/watch?v=MJk18WscQLg>.

Using Historical Thinking Skills: Interpretation

Share George Washington's description of the confluence of the Allegheny and Monongahela Rivers with your students:

"As I got down before the canoe, I spent some time viewing the rivers, and the land in the fork, which I think extremely well situated for a fort, as it has the absolute command of both rivers. The land at the point is twenty-five feet above the common surface of the water; and a considerable bottom of flat well-timbered land all around it very convenient for building. The rivers are each a quarter of a mile across, and run here very nearly at right angles; Allegheny, bearing north-east; and Monongahela, south-east."

Then, ask students: What rivers are being referred to in the first sentence? (the Allegheny and Monongahela Rivers) What were the geographical advantages of this location? (It was a location where you could command both rivers; at this location, the land was flat and well above the river level; and there was more than adequate timber to build a fortress.)

Developing Writing Skills

Pair students and have them compose a historical marker (25 words or less) for Fort Duquesne. Instruct students to include the following information in the marker: The nation that built the fortress, the location of the fortress, the year it was built, and the fortress's main purpose.

Higher-Level Thinking

Why might the French (or historians—for that matter) challenge the notion that Washington had "his first military victory" at Fort Necessity. (The French would object that a war had not yet been declared. In other words, hostilities between Great Britain and France had not officially started so Washington, from their perspective, was guilty of a criminal act.)

The Battle of Fort Necessity

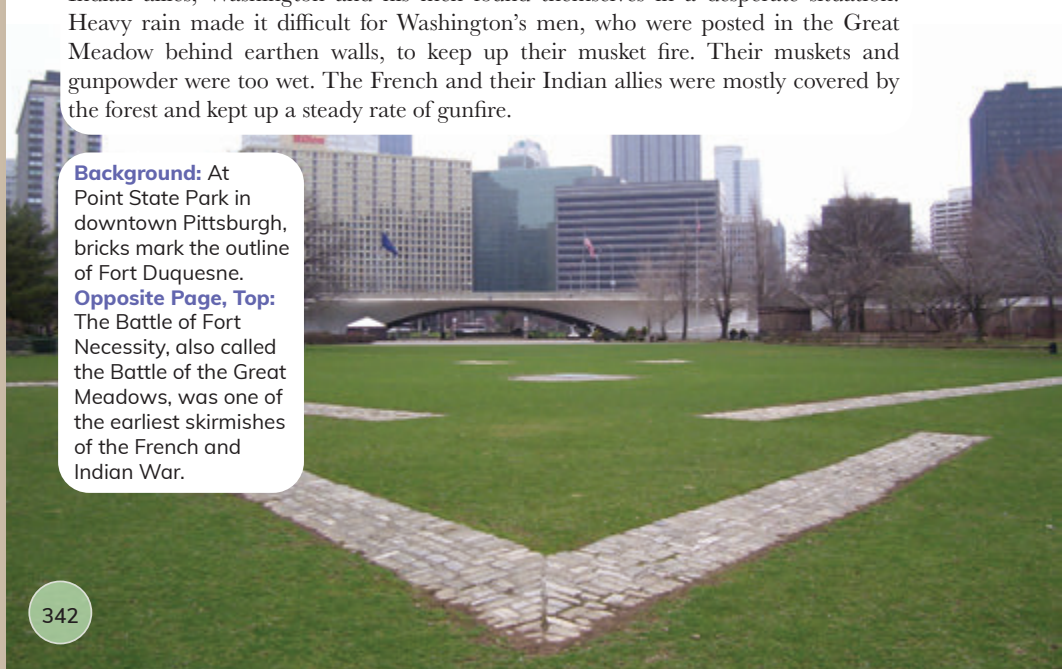
The next year, young Washington, promoted to colonel, led a force of Virginia troops westward to secure the site. Before he arrived, he learned that the French were already there, building their own fort, which they named Fort Duquesne. Washington encamped his troops in an open meadow 50 miles away and waited for reinforcements from Virginia and South Carolina. While they waited, Washington had his men build a small circular fort that he named Fort Necessity.

Colonel Washington soon learned from scouts that a party of French were encamped nearby. He believed they were spying on him. Washington led troops to their location in an effort to surprise and capture them. When the French discovered Washington's men, they grabbed their muskets, and gunfire erupted on both sides. Most of the French were killed or captured within minutes, and Washington had the satisfaction of his first military victory, despite the fact that war had not been declared between Great Britain and France.

The French commander at Fort Duquesne was furious when he learned what happened from a survivor of the attack. He claimed that his troops had been sent on a diplomatic mission to deliver a message to Washington—namely, leave French territory. They had no intention of fighting.

Washington, who believed the French party had been sent to spy on him, braced for an attack. It came on July 3, 1754. Outnumbered two-to-one by the French and their Indian allies, Washington and his men found themselves in a desperate situation. Heavy rain made it difficult for Washington's men, who were posted in the Great Meadow behind earthen walls, to keep up their musket fire. Their muskets and gunpowder were too wet. The French and their Indian allies were mostly covered by the forest and kept up a steady rate of gunfire.

Background: At Point State Park in downtown Pittsburgh, bricks mark the outline of Fort Duquesne.
Opposite Page, Top: The Battle of Fort Necessity, also called the Battle of the Great Meadows, was one of the earliest skirmishes of the French and Indian War.



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Notes



At nightfall, just as it appeared Washington's troops would be defeated, the French, who were low on ammunition and eager to return to their fort, asked for a truce. They allowed Washington and his men to march back to Virginia. All that they required was a pledge (promise) that neither he nor his troops would return to the region for at least a year.

Washington, whose education did not include knowledge of the French language, signed the surrender document, which was written in French. He was shocked to learn months later that the agreement stated that Washington had assassinated a French diplomat when he attacked the small French force weeks before the Battle of Fort Necessity. Such an action was grounds for war, and the French used Washington's "admission" to blame Britain for the conflict. In his defense, Washington argued that he was unaware that the document stated that he had assassinated a French diplomat. He said he would have never signed it had he understood what it said.

Although Washington's reputation was damaged by the events at Fort Necessity, most Virginians believed his explanation and supported him. The following year, Washington joined General Edward Braddock, who commanded over 1,000 British troops and nearly as many colonial troops, in an expedition against Fort Duquesne. While on the march through the rugged Pennsylvania forest, Braddock's army was ambushed and nearly wiped out by a much smaller force of Indians allied with the French. General Braddock was killed in the battle, and his battered survivors, including Washington, limped back to Virginia in disgrace.

Up to this point, the conflict between Britain and France had been confined to the woods of western America. In 1756, it exploded onto the world stage and expanded with fighting in Europe and much of the rest of the world.

Did You Know?

The English translation of the French document relinquishing Fort Necessity opens with the following statement: "As our [France's] intentions have never been to trouble the peace and good harmony ... but only to revenge the assassination committed on one of our officers ..." Washington's signature on this document was, arguably, a tacit admission of guilt. What were Washington's arguments against this view? (Washington could not read French; Washington was unaware of the assassination accusation.)

Diverse Learners

The story of young George Washington's adventure is told in a graphic novel format at this National Park Service link: <https://www.nps.gov/articles/young-george-washington-s-adventure.htm>.

Notes

**Using Reading Skills:
Close Reading and
Drawing Inferences**

After students have read this page, ask them: What three battles turned the French and Indian War in Great Britain's favor? (*Fort Duquesne in 1758; Quebec in 1759; and Montreal in 1760*) The closing sentence of this page reads, in part: "British leaders felt that the inhabitants of Great Britain already paid enough taxes, so they turned to the colonies ..." What can students infer by reading this passage? (*The British government will tax the colonies to pay for the French and Indian War.*)

Did You Know?

There have been several treaties known as the Treaty of Paris. Therefore, the reference to the year is critical. In addition to the treaty that ended the French and Indian War (1763), another Treaty of Paris ended the American Revolution (1783), and yet another brought the Spanish-American War (1898) to a conclusion—to name just a few!

Higher-Level Thinking

Ask students: What major U.S. city is named after Prime Minister William Pitt? (*Pittsburgh, Pennsylvania*)

Developing Writing Skills

Have students describe the territory the British held (as of 1763) in two or three sentences.

Closure: 4 + 1

As you bring this section to a close, ask students to list on a sheet of paper four things they learned:

1 fact they learned about the Ohio River.

1 fact they learned about George Washington.

1 fact they learned about the French and Indian War.

1 fact they learned about the Treaty of Paris (1763).

Once they have completed this portion, instruct students to pass the paper to their neighbor (going across rows from side to side). Each neighboring student should review the four facts and add one new idea or fact about any one of the four topics above. (This is the +1.) Pass the paper a second time following the same procedure. Finally, return the papers to the original author for review.

The End of the War

William Pitt became the new prime minister of Great Britain. Through his leadership, the British were able to use their enormous population advantage in North America, as well as their powerful navy, to rally and turn the tide against France. Troops from Great Britain and the colonies kept the pressure on France and eventually captured Fort Duquesne in 1758 (renaming it Fort Pitt), Quebec in 1759, and Montreal in 1760. These French losses, along with the fear that Britain might capture their much more valuable sugar colonies in the Caribbean if the war continued, helped convince France to seek an end to the war. It ended with the signing of the **Treaty of Paris of 1763**.

One of the most significant parts of the treaty was the transfer of Canada to British rule. To prevent the British from gaining possession of French-held Louisiana, France secretly transferred Louisiana to Spain, who had joined the war on the side of France, through the **Treaty of Fontainebleau** in 1762. Although Spain gained territory in this arrangement, it lost valuable colonies in Cuba and the Philippines to Britain. To gain these colonies back at the conclusion of the war, Spain surrendered Florida to the British.



**War Debt Leads to
New Colonial Policies**

The end of the French and Indian War in 1763 should have meant happy days for Britain and her colonists in America. They won! The land Britain gained was enormous, and the removal of France from North America reduced the threat of French or Indian attacks upon the colonists.

Despite Britain's success, one important consequence of the war hung over the country: debt. The war cost Britain an enormous amount of money—so much money that leaders had to borrow millions of English pounds. This left the government heavily in debt. British leaders felt that the inhabitants of Great Britain already paid enough in taxes, so they turned to the colonies as a way to cut costs and raise new revenue to relieve the debt.

Notes

MAP 10.1
NORTH AMERICA AFTER THE FRENCH AND INDIAN WAR



MAP 10.1 SKILL

What European country had claims in what is today Alaska?

Opposite Page: This engraving shows George Washington saluting his troops as they raise the British flag at Fort Duquesne in 1758.

REVIEW AND SUMMARIZE

1. What was one major difference between life in French Canada and life in the thirteen British colonies?
2. Why was the Ohio River such an important means of transportation in North America?
3. What was Washington's lucky break after his troops' near loss at Fort Necessity? What mistake did he then make in signing the French surrender document?
4. What changes occurred in North America at the end of the French and Indian War?
5. What was the economic consequence for Great Britain of the French and Indian War?

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Notes

Answer to Map 10.1 Skill

Russia had claims to what today is Alaska.

Using Geography Skills

Instruct students to review Map 10.1. Then, ask the following questions: Which four European nations held territory in North America? (*Great Britain, France, Russia, and Spain*) Which territory did France still possess in 1763? (*Haiti*) Which two European nations held the largest amount of territory? (*Great Britain and Spain*)

ASSESS

Answers to “Review and Summarize”

1. Differences between life in French and British colonies include these: French colonies had fewer people because the climate discouraged growing cash crops. The French colonists profited from the fur trade while the British colonists relied more on farming, fishing, and other ways of making a living. The French maintained more friendly relations with Indian groups than the British did.
2. The Ohio River was an important means of transportation because it was easier to transport people and supplies on rivers than on the paths made by Indians and animals. Because the Ohio River flowed all the way from Pennsylvania to the Mississippi River and then to the Gulf of Mexico, it was a major thoroughfare for people and goods.
3. Washington's lucky break was that, when it seemed his troops would be defeated, the French asked for a truce because they were low on ammunition and eager to return to their fort. His mistake was that he signed a surrender document that he did not understand because it was written in French. He later learned that the agreement stated that he had assassinated a French diplomat, which was grounds for war.
4. At the end of the war, the French transferred Canada to the British, and Spain surrendered Florida to the British. The French had earlier transferred Louisiana to Spain.
5. The economic consequence for Great Britain was debt because they had had to borrow huge amounts of money to pay the costs of the war.

Section 3
Dispute with Britain

INTRODUCE

Outline

- A. The Stamp Act
- B. The Townshend Duties
- C. The Boston Massacre

Materials

- Assessment
- Audiobook
- Guided Reading 10-3
- Internet Activity
- PowerPoint
- QuickNotes
- Smart Skills
- Student eBook
- Textbook, pages 346-354
- Activity Sheets
- Wrap-Up Review Game

TEACH

Lesson Launch: 3-2-1

After students have read this page, ask them to identify

3 groups impacted by the Proclamation of 1763.

2 reasons the colonists opposed the proclamation.

1 king who issued the proclamation.

In Other Words

A proclamation is a public or official announcement, especially one dealing with a matter of great importance.

Discussion

Ask students: What would you estimate the cost of the French and Indian War to be for the British government? Reminder: the standard British currency is the pound (£). (The war cost the British treasury £70 million. This is equivalent to nearly £18 trillion today.)

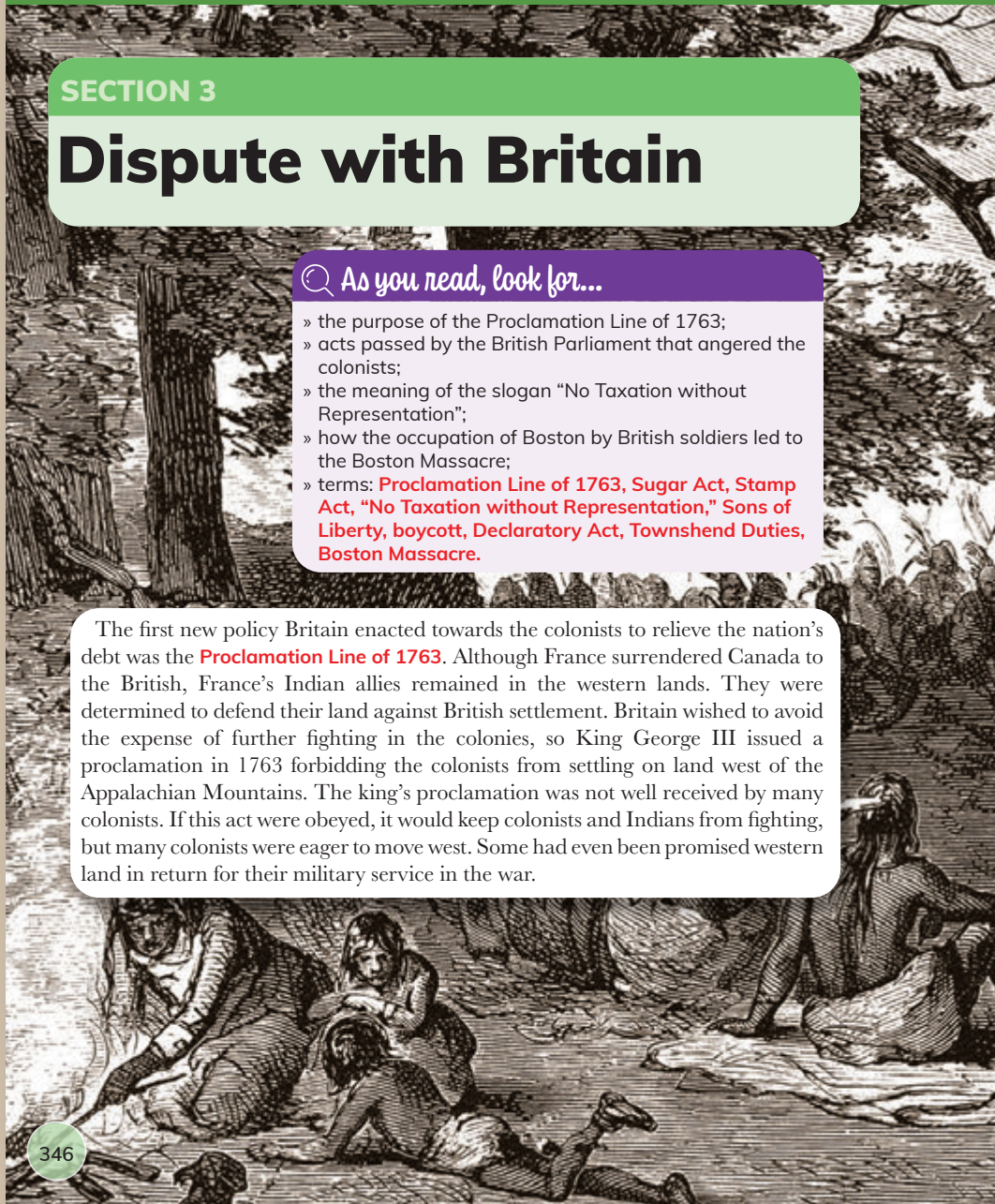
SECTION 3

Dispute with Britain

As you read, look for...

- » the purpose of the Proclamation Line of 1763;
- » acts passed by the British Parliament that angered the colonists;
- » the meaning of the slogan "No Taxation without Representation";
- » how the occupation of Boston by British soldiers led to the Boston Massacre;
- » terms: **Proclamation Line of 1763, Sugar Act, Stamp Act, "No Taxation without Representation," Sons of Liberty, boycott, Declaratory Act, Townshend Duties, Boston Massacre.**

The first new policy Britain enacted towards the colonists to relieve the nation's debt was the **Proclamation Line of 1763**. Although France surrendered Canada to the British, France's Indian allies remained in the western lands. They were determined to defend their land against British settlement. Britain wished to avoid the expense of further fighting in the colonies, so King George III issued a proclamation in 1763 forbidding the colonists from settling on land west of the Appalachian Mountains. The king's proclamation was not well received by many colonists. If this act were obeyed, it would keep colonists and Indians from fighting, but many colonists were eager to move west. Some had even been promised western land in return for their military service in the war.



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Primary and Secondary Sources

As a section preview, have students analyze images in this section by completing a See-Think-Wonder for some specific images. Consider modeling the See-Think-Wonder using the background image on pages 346-347. Draw a See-Think-Wonder chart.

See	Think	Wonder

Model the See-Think-Wonder by saying, "I see some trees. I see people with headdresses. I think there are men, women, and children in this image. I think they are having a meeting because everyone seems to be looking at the man who is pointing. I wonder what he is pointing toward." As you think aloud, record your thoughts on the chart. Invite students to provide additional observations and record them on the chart.

Tell students they are going to complete a See-Think-Wonder with images in the text. Use the following images and allow them to work with a partner and record their thoughts.

Smuggling had long been a problem with the colonists, and it was something that cost Britain money. When foreign-made goods were smuggled into the colonies, British suppliers lost customers and the British government lost the taxes charged on imported foreign goods. To reduce the amount of smuggling in the colonies, Parliament cut the tariff on foreign-made molasses in half with the **Sugar Act** of 1764. Colonial merchants found the lower tariff much more reasonable. Many chose to pay the tariff and import molasses legally rather than continue to run the risk of smuggling it into the colonies.

The new law also added a long list of regulations on shipping to better control colonial trade. It was that part of the law that annoyed the colonists. Although the Proclamation Line of 1763 and Sugar Act of 1764 were both unpopular measures in the colonies, the next action Parliament took was the actual trigger that started the colonies towards revolution.

Did You Know?

People in the 18th century drank a lot of alcohol in the form of **small beer** (weak beer), hard cider, and spirits (mostly rum). Molasses was used to make rum.

Background: In 1763, Ottawa Chief Pontiac led a rebellion of tribes opposed to further white settlement in their territory. The British responded with the Proclamation of 1763, banning settlement west of the Appalachian Mountains.

Review

Ask students: What economic system existed between the colonies and Great Britain? (mercantilism) Why would colonists need to smuggle foreign-made goods? (The colonists were to purchase—as much as possible—manufactured goods from Great Britain even if they were more expensive. Also, smuggling avoided British taxes on foreign imports.)

Did You Know?

Pontiac's Rebellion led to the capture of eight British forts. It is estimated that over 400 British soldiers were killed along with over 500 to as many as 2,000 settlers. In 1769, Pontiac, an Ottawa Indian chief, was stabbed to death by a Peoria Indian.

Title and Page Number	See	Think	Wonder
Citizens of Boston protested the Stamp Act by burning stamps. page 348			
Boston rebellion to the Stamp Act page 349			
People in Boston did not support the Stamp Act. page 350			
Print of the Boston Massacre page 353-354			

After students read this section, have them return to their See-Think-Wonder notes and add any new information they learned.

Did You Know?

The Stamp Act of 1765 required that certain court documents, contracts, and bills of sale be executed on stamped paper. A colonist failing to do so might be subject to penalties, and the legal document would be unenforceable. This tax also applied to newspapers, cards, almanacs, and dice.

Engagement

Have students create a mock stamp that criticizes Parliament for the Stamp Act's direct tax on the colonists.

Discussion

As students enter the classroom, have the following declaration, from the Stamp Act Congress, projected on a screen: "It is ... essential to the freedom of a people, and the undoubted right of Englishmen, that no taxes be imposed on them, but with their own consent, given personally, or by their representatives." Ask students: How do the colonists view themselves based on this declaration? (They still view themselves as Englishmen, not Americans. They view themselves as being mistreated and that Parliament has passed an unjust tax on the colonies.) If you consented to the tax personally, what type of government would you have? (direct democracy) If you consented to the tax through your representative, what type of government would you have? (representative democracy or a republic)

The Stamp Act

In 1765, Parliament passed into law the **Stamp Act**, which added taxes in the colonies upon paper, certain legal documents, and even playing cards. This act created an uproar of protest among the colonists. Opponents declared that the British Parliament had no right or authority to impose such a direct tax upon the colonies to raise revenue (money) from them. The only taxes Parliament could levy on the colonists were tariffs to regulate and manage trade. Tariffs were not meant to raise money, they argued. Their purpose was to discourage colonists from buying foreign-made goods by raising their price above British-made goods.

The Stamp Act had nothing to do with regulating trade. It was a direct tax upon the colonists that was meant solely to raise money from them. Many colonists argued that the law was unconstitutional (illegal). It violated a long-held British principle that taxes and laws could only be passed with the consent of the people, or through their elected representatives. If the colonists lived in England, their members of Parliament would have a say in the taxes. The colonists, even though they were British citizens, had no such representation.

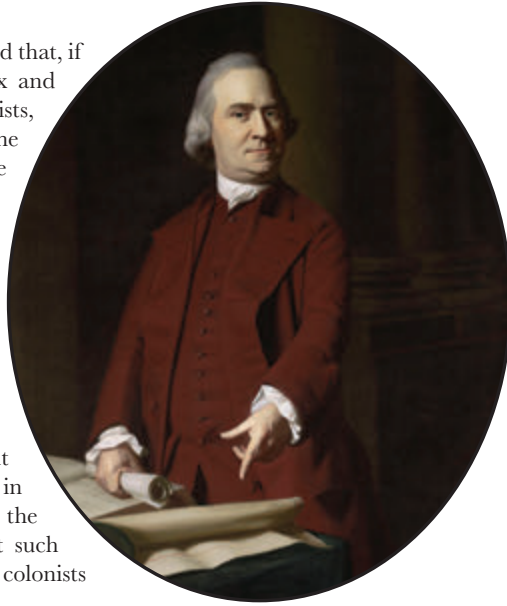


Opposition to the Stamp Act swept through the colonies, led by forceful speakers such as Patrick Henry of Virginia and James Otis and Sam Adams of Massachusetts. Noting that the British Parliament was elected by the inhabitants of England and not the colonists, the opponents of the Stamp Act declared that Parliament had no right to pass such a law because Parliament did not represent the colonists. **"No Taxation Without Representation"** became their slogan.

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Notes

Opponents of the Stamp Act argued that, if Parliament secured the right to tax and pass any law it wanted over the colonists, then the colonists would become nothing but slaves to them. The colonists, who were 3,000 miles away from England on the other side of the Atlantic Ocean, could not vote in parliamentary elections and had no voice in Parliament. When the colonists had no say in parliamentary elections, those who ran for Parliament had no reason to listen to their concerns. Instead, members of the British Parliament focused on pleasing the voters in England. No Parliament before the Stamp Act had ever tried to exert such power over the colonies, and many colonists were determined to stop them.



Opposite Page, Top: The first stamps. **Opposite Page, Bottom:** Boston citizens protested the Stamp Act by burning stamps. **Above:** John Singleton Copley painted this portrait of Samuel Adams. **Below:** News of the Stamp Act angered the colonists.



Engagement

Place students in heterogeneous groups of three students, assigning the roles of artist, editor, and historian to one member of each group. Have students create a handbill in support of or in opposition to the Stamp Act. The handbill should include a drawing related to the Stamp Act; a slogan; and two historical fact statements in support of the student group's position, and an invitation to act (for example, support the tax or oppose the tax). The artist is responsible for the handbill layout and making it visually appealing; the editor is responsible for the grammar, spelling, and punctuation of the text; and the historian is to ensure the image, slogan, facts, and invitation are historically accurate and consistent with the group's position.

In Other Words

A *handbill* is a small, printed sheet to be distributed by hand. The first known use of this term was in 1718. Share this example of a handbill with your students (from 1774) as found at this link: <https://www.barracks.org/handbill.html>.

Using the Internet

Have students read the Samuel Adams biography found at this link: <https://www.history.com/topics/american-revolution/samuel-adams>. Then, instruct them to list five ways Samuel Adams led protests against the actions of the British government. Also, have them list three of his accomplishments during his political career.

Notes

Visual Inquiry

Project the political cartoon by Philip Dawe, “The Bostonians Paying the Excise-Man, or Tarring & Feathering,” as found at this link: <https://shec.ashp.cuny.edu/items/show/1169> (high resolution black and white) or <https://sultanaclassroom.org/wp-content/uploads/2020/05/Tarring-and-Feathering-Text.pdf> (colorized). Ask students: What do you see in this cartoon? Give one detail that you see. These are some important details students should mention:

1. The tarred and feathered man in the foreground.
2. The five men (including their facial expressions) surrounding the man who is tarred and feathered.
3. One of the men is holding a rope that has apparently been tied around the victim’s neck; another is pouring tea down the tarred and feathered man’s throat.
4. The tarred and feathered man appears to be vomiting.
5. There is a tree in the background with two signs (“Liberty Tree” and “Stamp Act”) and a noose.
6. To the left is a ship with men dumping tea in the harbor.

After students have gathered these details, ask them: What is the occupation of the person being tarred and feathered? Provide one piece of evidence. (He is a British customs official or tax collector named John Malcom; British officials—particularly tax collectors—were often the object of tarring and feathering.) Who are the five men surrounding John Malcom? Provide two pieces of evidence. (They are colonists and the perpetrators. The evidence includes the teapot held by the man to the left and the rope held by the man to the right. Also, all of the men surrounding the victim have sinister expressions on their faces.) Finally, does this cartoon support or criticize the colonists for these actions? (The portrayal of the perpetrators and the irony of the “Liberty Tree” sign in the background with a noose on one of its branches indicates this cartoon was critical of the colonists’ actions.)

Engagement

Have students assume the roles of delegates to the Stamp Act Congress (1765). Allow them to debate the fairness of the Stamp Act and to decide what action(s) the colonies should take in response to this new British tax or what solutions are available.

T350

In Massachusetts, colonists proclaiming themselves **Sons of Liberty** harassed, threatened, and in some cases tarred and feathered British officials and the few colonists who supported the Stamp Act. To be tarred and feathered was both painful and humiliating. Victims of this practice were stripped of their clothes before an angry crowd. Hot tar (used to weatherproof rope for ships) was either poured or brushed on them. Then feathers were dumped over their head, which stuck to the tar. The poor victim was paraded about town in a wagon or on rails (long bars) and taunted by townsfolk. Few died from such treatment, but the experience was embarrassing and traumatic for the victim. It usually convinced the victim to stop doing whatever it was that upset the crowd.

Most colonial leaders did not support such tactics. They preferred more peaceful means of opposition. As a result, delegates from nine of the thirteen colonies met in New York in October 1765, less than a month before the Stamp Act took effect, to organize peaceful opposition to the law. One idea was a boycott of British goods. A **boycott** is refusing to trade with a country, person, or organization as a way of protesting or forcing changes.

Right: Protests against the Stamp Act took many forms, from tarring and feathering of officials to threats of boycotts.



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Notes

Fortunately for the colonists, important members of the British Parliament also opposed the Stamp Act. They too considered the tax unconstitutional but had failed to prevent its passage in 1765. Their continued opposition, combined with the unrest the Stamp Act caused in the colonies and the threat of a colonial boycott on British-made goods, caused Parliament to reconsider.

An important voice in opposition to the Stamp Act was American colonist Benjamin Franklin, who was sent to England in 1765 as the agent for Pennsylvania. He initially supported the act but reconsidered when he learned of the colonists' anger back home. In February 1766, Franklin testified against the tax before Parliament. He answered members' questions so skillfully that the defects in the law became more obvious. Parliament repealed the tax a month later, due in part to Franklin's persuasive arguments.

Some in Parliament were concerned that they looked weak to the colonists for repealing the Stamp Act. Also, there was still the matter of the debt from the French and Indian War that had to be paid. Parliament passed a new resolution called the **Declaratory Act**. It was a declaration that Parliament had the power and authority to rule over the colonies "in all cases whatsoever." In other words, Parliament rejected the argument that its authority over the colonies was limited because the colonists could not vote for its members. Parliament declared instead that it could pass whatever laws it wanted. The British Parliament had never before made such a bold claim. Most colonists rejected the declaration as an attempt by Parliament to take away their traditional rights as Englishmen.



Above: Benjamin Franklin, who began working as a printer at age 13, went to England at age 59 as an agent for Pennsylvania. He played an important role in convincing Parliament to repeal the Stamp Act.

Did You Know?

During Benjamin Franklin's five hours before the House of Commons, he answered 174 questions. The transcript of his testimony can be found here:

https://www.masshist.org/database/viewer.php?item_id=251&pid=2#:~:text=In%20January%201766%2C%20Benjamin%20Franklin,no%20less%20than%20174%20questions.

Discussion

Ask students: How did the colonial boycott caused by the Stamp Act affect Parliament? (Parliament reconsidered the tax and eventually repealed it.) What was Parliament's response to the colonial slogan, "No taxation without representation"? (Parliament passed a resolution, the Declaratory Act. This act rejected the colonial slogan insisting that Parliament had the power and authority to rule over the colonies.)

Notes

Higher-Level Thinking

After students have read this page, ask them the following questions:

1. What happened after Parliament repealed the Stamp Act? (Parliament tried another plan, the *Townshend Duties*, to raise money.)
2. Which items were taxed? (The *Townshend Duties* taxed items made in Great Britain and shipped to the colonies.)
3. Which product was taxed by the Stamp Act and had a tariff placed on it by the *Townshend Duties*? (paper)
4. What type of tax was involved with the *Townshend Duties*? Why did the colonists oppose it? (The *Townshend Duties* was a tariff, which is a tax on foreign goods. The colonists argued that a British good was not foreign, so this new law was an underhanded way to tax the colonists.)

Discussion

Share this quotation with your students from *Letters from a Farmer in Pennsylvania*:

“What is the difference . . . whether the same [tax] is raised upon us by the rates mentioned in the Stamp Act, on the use of paper, or by these duties, on the importation of [paper]. It is nothing but the edition of a former book, with a new title page.”

Then, ask students to explain John Dickinson’s reasoning.

Developing Writing Skills

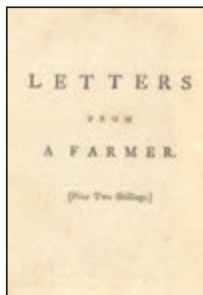
After discussing the *Townshend Duties*, have students write a paragraph in response to this prompt: How would you feel about the British government if you had successfully opposed the Stamp Act, and the next year Parliament passed the *Townshend Duties*?

The Townshend Duties

A year later, Parliament tried again to raise money from the colonies by using another new plan. Because the colonists accepted that Parliament could regulate colonial trade, they had no right to oppose new trade laws or tariffs that Parliament might pass. As a result, the **Townshend Duties** (Tariffs) were passed in 1767. They placed tariffs on goods that were made in England and shipped to the colonies—namely, paper, paint, glass, lead, and tea.

Once again, the colonists rose up in opposition. They were influenced by the writings of John Dickinson of Pennsylvania, whose *Letters from a Farmer in Pennsylvania* were printed in newspapers throughout the colonies arguing against the *Townshend Duties*. It was true, they said, that Parliament could regulate colonial trade with *foreign countries*. It had done so for over a hundred years. The *Townshend Duties*, however, were tariffs on items produced in England. Because tariffs were designed to discourage people from buying foreign-made goods, it made no sense to place them on goods made in England—unless their true purpose was to raise revenue from buyers of the goods. In other words, the new tariffs were nothing but a sneaky way for Parliament to tax the colonists.

Colonial leaders called for a boycott of the taxed goods. If the colonists refused to buy the taxed items, the British government would lose tax revenue on the boycotted goods. In addition, the goods’ producers would lose money, and they would pressure Parliament to repeal the duties.



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Notes

Mindful of the violence that occurred during the Stamp Act protests, Parliament sent two regiments of British redcoats (soldiers) to Boston, Massachusetts, in 1768 to keep order. Boston's occupation by British troops was greeted with anger and resentment from most of the city's inhabitants. Tensions grew in 1769 with the continued occupation of the city by the king's troops. Despite the efforts of leaders from both sides, frequent fistfights between off-duty soldiers and city residents occurred. These clashes culminated with bloodshed in 1770 when British soldiers fired into a crowd of Bostonians.

The Boston Massacre

The British soldiers posted in Boston had grown accustomed to the taunts and sneers of the city's residents during their long occupation of the city. On the night of March 5, 1770, a crowd of about 50 Bostonians took the harassment a step further in an event that became known as the **Boston Massacre**. They gathered before a lone British sentry (guard) at his post to taunt and heckle him. A British officer led a small detachment of troops to assist the sentry. At the same time, the crowd taunting the soldiers grew into the hundreds. Some began to throw snowballs, ice, sticks, and other items at the soldiers.

Suddenly, a musket shot rang out, followed a second later by several more gunshots. The British soldiers had fired into the crowd. Three people, including a black sailor named Crispus Attucks, died at the scene. Two others died soon thereafter, and another six were wounded.

Did You Know?

Two soldiers in the Boston Massacre were convicted of manslaughter and branded on their thumbs with a letter M. If in the future they were convicted of a felony, they would get an automatic death sentence.

(On the Opposite

Page) Top: John Dickinson's *Letters from a Farmer* were published in newspapers and in seven pamphlet editions. **Bottom Left:** As head of the king's Treasury, Charles Townshend proposed the Townshend Duties. **Bottom Right:** A tea plant. **Below:** This print of the Boston Massacre highlights the killing of Crispus Attucks.

Did You Know?

In 1770, there were 600 British soldiers stationed in Boston.

History Mystery

Prior to a lesson on the Boston Massacre, project the names (below) on the screen or board. Ask students: How were these individuals involved in the Boston Massacre? After students have speculated on their role in this event, you might provide an additional clue by posting their occupations, which are in parentheses:

Patrick Carr (Leather worker)
James Caldwell (Sailor)
Samuel Gray (Ropemaker)
Samuel Maverick (Unemployed)

After your students have discussed various possibilities, reveal the solution to the mystery. Besides Crispus Attucks, these are the other four victims killed at the Boston Massacre.

Engagement

Inform students that there were nine British soldiers (including the captain of the day, Thomas Preston) opposing a crowd in the hundreds. The crowd was pressing in on the soldiers, taunting them and throwing objects at them. Based on this context, have students debate this question: Was this a sufficient justification for the soldiers to fire their muskets into the crowd?

Teacher Note

Several eyewitness depositions to the Boston Massacre are available at this link: <http://www.bostonmassacre.net/trial/d-more.htm>. The depositions by Matthew Murray, Daniel Cornwall, Jane Whitehouse, and Newton Prince are brief and compelling. Share some (or all) of these depositions and allow your students to decide who was responsible for this tragic event.



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Notes

Diverse Learners

Ask students: Whose perspective is represented when the event is named the “Boston Massacre”? (the protesting colonists) Invite students to rename this event from a British perspective.

Enrichment

There is an excellent computer simulation called “For Crown or Colony?” This simulation, set in Boston in 1777, could be used to differentiate instruction, the whole group could participate together, or students could complete the mission individually. The website is Mission US and it requires registration, but at no cost:

<https://www.mission-us.org/>.

ASSESS

Answers to “Review and Summarize”

1. The purpose of the Proclamation Line of 1763 was to forbid settlers from settling on land west of the Appalachian Mountains. This would help avoid the expense of further fighting against France’s Indian allies in western lands. Many colonists opposed it because they were eager to move west, and some had even been promised western land in return for their military service.
2. The Stamp Act was different from previous laws because it imposed a direct tax on the colonists that was meant solely to raise revenue from them. This violated the principle that taxes and laws could only be passed with the consent of the people or through their elected representatives.
3. “No taxation without representation” meant that Parliament had no right to pass a law like the Stamp Act because it did not represent the colonies.
4. The British had posted two regiments of British soldiers in Boston to keep order after the colonists’ violent protests against the Stamp Act. On the night of March 5, 1770, about 50 Bostonians taunted and heckled a lone British sentry. A British officer led a small group of troops to assist the sentry. The crowd of colonists grew, and some threw snowballs, ice, sticks, and other items at the soldiers. When the British soldiers fired into the crowd, three people died at the scene and two others died soon thereafter. The soldiers wounded six other people.

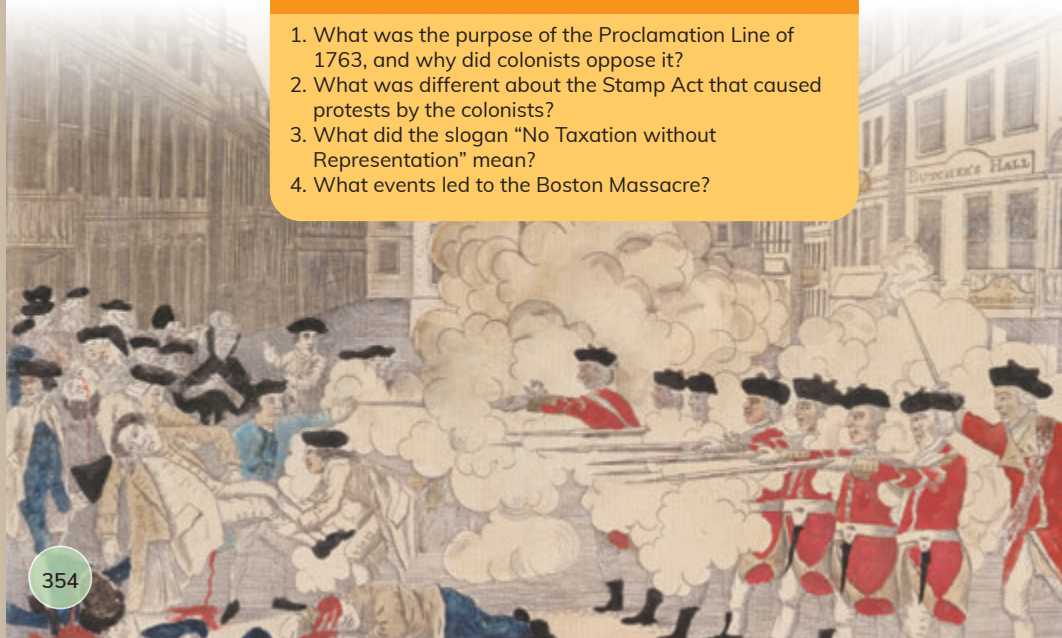
Below: Silversmith and Patriot Paul Revere made this colored engraving of the Boston Massacre just weeks after it happened in 1770. His dramatic depiction of the tragic event stirred up anti-British sentiment throughout the colonies.

Colonial leaders called the incident a massacre and demanded that the soldiers be punished. The soldiers were charged with murder. John Adams, who would later become president of the United States, was the soldiers’ attorney. Even though he was not a supporter of Parliament’s actions and did not like the troops being in Boston, he also believed in the rule of law. Because the soldiers were under attack by the crowd, he argued, they had a right to defend themselves. Soldiers in service to the king might be forced to take a life, but that was not the same as murder. Adams won the case, and the soldiers were not convicted of murder.

Ironically, on the very day of the Boston Massacre, the British Parliament began debate on repealing the Townshend Duties. Of course, the colonists were 3,000 miles away and could not have known the debate was happening. The boycott of British goods had hurt many British merchants. They pressured Parliament to end the Townshend Duties so the colonists would end their boycott. Parliament reluctantly repealed most of the duties in April. Parliament insisted, however, that it had the right to tax the colonists. To make their point, Parliament kept a tax on one item: tea!

REVIEW AND SUMMARIZE

1. What was the purpose of the Proclamation Line of 1763, and why did colonists oppose it?
2. What was different about the Stamp Act that caused protests by the colonists?
3. What did the slogan “No Taxation without Representation” mean?
4. What events led to the Boston Massacre?



Notes

SECTION 4

Tensions Rise to a Breaking Point

As you read, look for...

- » why colonists opposed the Tea Act even though it might lower the price of tea;
- » how Great Britain punished Massachusetts for the Boston Tea Party;
- » different reactions of colonists to the Intolerable Acts;
- » agreements and actions that came out of the First Continental Congress;
- » terms: **Tea Act, Committees of Correspondence, Boston Tea Party, blockade, Coercive (Intolerable) Acts, First Continental Congress.**

Parliament's decision to repeal the Townshend Duties, along with the removal of British troops from Boston, helped calm tensions between Britain and the American colonies. Although the tax on tea remained, most of the colonists who had supported the boycott (which was not every colonist) resumed their purchase of boycotted goods—all except for tea. Many colonists refused to buy British tea because of the tax. Some stopped drinking tea altogether. Others sought smuggled Dutch tea to drink. The British East India Company soon found itself with a large surplus of tea rotting in its warehouses. It turned to members of Parliament for help, and they obliged by passing a new law they hoped would convince the American colonists to return to drinking the East India Company's tea.

Background: East India House was the London headquarters of the British East India Company.

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Draw a Picture

Students will encounter new legislation passed by Parliament in the form of acts. To help students remember what each act did, consider providing them with a chart similar to the one on page 361 and have them draw a picture to make a representation of the acts. In addition, have students annotate their drawings and explain their drawings to a partner.

Legislation	My Picture
Proclamation of 1763	
[Continue the chart with the other six acts.]	

Section 4 Tensions Rise to a Breaking Point

INTRODUCE

Outline

- A. The Tea Act of 1773
- B. The Boston Tea Party
- C. The Coercive (Intolerable) Acts
 1. Reaction to the Intolerable Acts
- D. The First Continental Congress
- E. Gunpowder and Arms
- F. "Liberty or Death"

Materials

Assessment
 Audiobook
 Guided Reading 10-4
 Internet Activity
 PowerPoint
 QuickNotes
 Smart Skills
 Student eBook
 Textbook, pages 355-365
 Workbook Activity Sheets
 Wrap-Up Review Game

TEACH

Lesson Launch

Ask students: What were the colonists' three responses to the ongoing tax on tea? (Some colonists stopped drinking tea, others boycotted British tea, and still others sought smuggled tea.)

Did You Know?

The British East India Company was incorporated by royal charter in 1600. In its heyday, the British East India Company was the world's largest corporation of its kind.

Higher-Level Thinking

Ask students: How did Parliament trick colonists into buying tea? (The British removed trade restrictions, knowing this would benefit the East India Company, who would lower the price of tea. Colonists would be tempted to buy the tea at a lower price even though this included a British tax.)

Developing Writing Skills

Have students assume the role of a Committees of Correspondence member. Tell them it is 1773, and you are living in Boston. You are reporting on recent events for colonists living in Georgia. Instruct each student to write a letter describing two events of the last few years, such as the Stamp Act, the boycott, the Boston Massacre, the Tea Act, or the Boston Tea Party. These letters should also use three vocabulary words/terms from this chapter.



The Tea Act of 1773

Unlike the earlier Stamp Act and Townshend Duties, the **Tea Act** was not designed to raise money from the colonies through taxes. It was instead meant to help the East India Company by granting the company a monopoly on the sale of tea to the American colonists. In other words, the East India Company would be the only legal supplier of tea to the colonies. The act also removed several trade regulations that had added to the price of the tea.

Parliament believed that the Tea Act would allow the East India Company to sell its tea to the colonists at a price even lower than the smuggled Dutch tea. The lower price might convince the colonists who were still boycotting tea to purchase it.

Many colonial leaders condemned the Tea Act. They noted that the tax on tea remained and that lowering the price was just a way for Parliament to trick the colonists into buying the taxed tea. If the colonists bought the taxed tea in higher amounts, they argued, it would undermine the argument against Parliament's right to tax them.

Committees of Correspondence formed in most of the colonies at this point. Their purpose was to share information between the colonies through frequent letters and allow the colonies to better coordinate their opposition to Parliament. The focus of these committees, as well as the colonists at large in 1773, was the danger presented by the Tea Act. When large tea shipments were sent to the colonies in the fall of 1773, protesters in several colonial cities refused to let the tea be unloaded. In Boston, they went a step further.

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Notes

The Boston Tea Party

On December 16, 1773, a large crowd of Bostonians met at the Old South Meeting House to discuss what to do about three ships docked in Boston Harbor loaded with East India tea. They resolved to prevent the tea from being unloaded, sold, or consumed. Then they followed about 50 men, dressed as Indians to disguise their identity, down to the wharf to dump the tea in the harbor. Over 300 chests of tea, worth well over a million dollars today, were dumped overboard into the ocean.

British officials were furious at what they considered a criminal act. They demanded that those involved be arrested and that the tea be paid for. Few in Boston cooperated, and only one person was unfortunate to be identified and arrested for his involvement in the event that has become known as the **Boston Tea Party**.

Opposite Page:

Angry citizens of Boston were determined to prevent the British tea from being unloaded, sold, and consumed. **Below:** In the event known as the Boston Tea Party, Bostonians disguised as Indians dumped over 300 chests of tea in the harbor.

Diverse Learners

Ask students: Whose perspective is involved when the event is named the “Boston Tea Party”?

Discussion

Ask students: Was the destruction of private property that resulted from the Boston Tea Party justified?

Using the Internet

Share this video (44:16), “An American Rebellion Brews in Boston,” with your students: <https://www.youtube.com/watch?v=FiXbeu3FdHs>.



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Notes

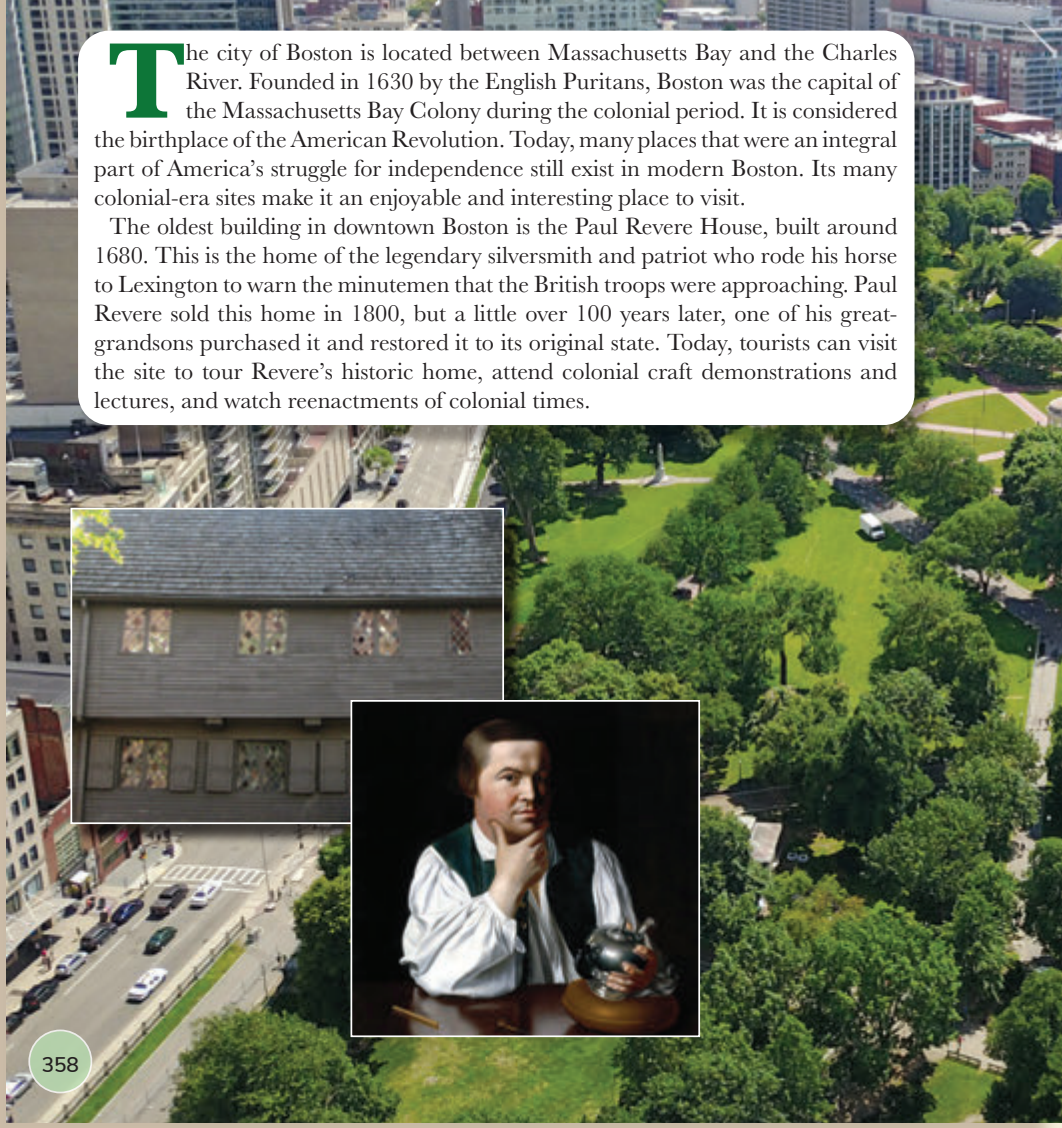
Using Geography Skills

Download this map of Boston (1775) as found at this Library of Congress link: <https://www.loc.gov/resource/g3764b.ct000250/?r=-0.054,-0.011,1.36,1.081,0>. Project this map on a screen or board, then challenge students to locate King Street, which was the location of the Boston Massacre, and Griffin's Wharf, the location of the Boston Tea Party.

Teacher Note

Consider scheduling a virtual Freedom Trail tour of Boston including "visiting" twelve official historic sites along with an interactive question-and-answer session as found at this link: <https://www.thefreedomtrail.org/education/virtual-programs>.

Special Feature A Visit to Colonial Boston



The city of Boston is located between Massachusetts Bay and the Charles River. Founded in 1630 by the English Puritans, Boston was the capital of the Massachusetts Bay Colony during the colonial period. It is considered the birthplace of the American Revolution. Today, many places that were an integral part of America's struggle for independence still exist in modern Boston. Its many colonial-era sites make it an enjoyable and interesting place to visit.

The oldest building in downtown Boston is the Paul Revere House, built around 1680. This is the home of the legendary silversmith and patriot who rode his horse to Lexington to warn the minutemen that the British troops were approaching. Paul Revere sold this home in 1800, but a little over 100 years later, one of his great-grandsons purchased it and restored it to its original state. Today, tourists can visit the site to tour Revere's historic home, attend colonial craft demonstrations and lectures, and watch reenactments of colonial times.

Notes

Another important building for American revolutionaries was the Old South Meeting House. This was built in 1729 and was one of the largest buildings in colonial Boston. In this building, massive public protest meetings and tea tax debates were held, and a signal was given to start the Boston Tea Party protest. The meeting house was saved from demolition in the late 1800s by a group of 20 women from Boston. Knowing its historical significance, they recruited famous people from the city to purchase it. In 1877, it became one of the first museums dedicated to American history.

There are many other significant locales in Boston along the Freedom Trail, a 2.5-mile-long path through Boston that connects important historic sites. Along this trail, you will find Boston Common, America's oldest public park, which was established in 1634. You will also pass the Granary Burying Ground, final resting place of some of Boston's most notable citizens including John Hancock, Paul Revere, James Otis, and Samuel Adams. Also along the trail are the site of the Boston Massacre, the Old State House, and Old North Church, the oldest church in the city.

Background: Boston Common, America's oldest public park.
Opposite Page, Left to Right: The Paul Revere House, John Singleton Copley's portrait of Paul Revere.
Below: The Old North Church.



Do the Math!

Share Boston's current population of 654,776 along with the historic population figures below. From its founding in 1630, the port city of Boston grew steadily during the 17th and 18th centuries. The colonial period population figures are estimates and the last figure is based on the U.S. Census:

- 1640: 1,200
- 1680: 4,500
- 1720: 12,000
- 1760: 15,631
- 1800: 24,937

Next, have students create a visual representation of Boston's steady growth through a line graph. The y-axis (or vertical axis) should be divided into equal population increments of 1,000 and the x-axis (or horizontal axis) should show equal increments of 40 years.

Notes

Discussion

Ask students: How did the British government punish Boston through the Coercive Acts? (The port of Boston was closed through a blockade; the colonial government of Massachusetts was suspended; accused criminals could be sent to Great Britain for trial; thousands of British troops were sent to occupy Boston; colonists were forced to provide housing and food for British troops.)

Think-Pair-Share

After discussing the five measures taken by the British government against the colony of Massachusetts and Boston, ask students: How would you rank these measures from the most punitive (or serious) to the least punitive? Then, have the students discuss their rankings with a shoulder partner, determining a final ranking by consensus. Next, have the partners write a one-sentence explanation for the most punitive measure. Finally, ask for student volunteers to share their rankings.

Teacher Note

The Quartering Act of 1774 read, in part:

“Any officers or soldiers in his Majesty’s service [who] shall remain ... without quarters, for the space of twenty-four hours ..., it shall ... be lawful for the governor of the province to order and direct ... so many uninhabited houses, out-houses, barns or other buildings, as he shall think necessary to be taken ... and make fit for the reception of such officers and soldiers.”

The Coercive (Intolerable) Acts

Parliament struck back in the spring of 1774. It passed a number of laws that punished the entire colony of Massachusetts, and particularly Boston, for the destruction of the tea. The Boston Port Act ordered the British navy to close Boston’s port with a **blockade** (the use of naval forces to stop shipping). British warships would stop all trade in and out of Boston harbor. Hundreds of people were thrown out of work as a result, and the entire city suffered from the interruption of trade. The Massachusetts Government Act suspended the elected, representative government of Massachusetts. The act replaced it with a military general, Thomas Gage, who was largely free to rule the colony as he pleased. Tired of Massachusetts juries letting rioters and troublemakers go free, the new military governor received authority to send accused criminals to England for trial instead of trying them in Boston. This was a violation of the long-held British principle of the right to be tried by a jury of one’s peers (equals).



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Notes

Thousands of British troops were sent to Boston in the summer of 1774 to enforce these new laws. The Quartering Act, which was the last of the new laws and the only one that applied to all of the colonies, required the colonists to provide and pay for adequate housing and food for British troops stationed in the colonies.

These laws were known as the **Coercive Acts** in England. In America, they were called the **Intolerable Acts**. (Another word for intolerable is “unbearable.”) The colonists believed the acts were intolerable because they went too far and violated their constitutional rights. It is true that many colonists believed that what happened at the Tea Party was criminal. They believed the protesters’ destruction of the tea, which was private property, went too far. But Parliament’s overreaction was even worse and could not be ignored.

Opposite Page: This political cartoon, “The Repeal or the Funeral Procession of Miss Ame-Stamp,” depicts a funeral procession in which members of Parliament are burying the Stamp Act after its “demise.”

FIGURE 10.2
Legislative Acts

Legislation	Date	What It Did
Proclamation of 1763	1763	Set boundaries for western settlement
Sugar Act	1764	Lowered tax on sugar, molasses, and other products, but tightened customs enforcement
Stamp Act	1765	Taxed certain types of documents
Declaratory Act	1766	Stated that Great Britain had the right to tax the colonies
Townshend Acts	1767	Taxed glass, lead, paint, paper, and tea
Tea Act	1773	Gave East India Tea Company the sole control of tea trade
“Intolerable” Acts	1774	Closed port of Boston

Engagement

Post Likert scale signs at the front of the classroom: “Strongly Agree,” “Agree,” “Neutral,” “Disagree,” or “Strongly Disagree.” Then, share this statement with your students: “The colonists went too far with the Boston Tea Party.” Have students form a human bar graph by having students form single-file lines with their backs to the sign that most accurately captures their level of agreement or disagreement with the foregoing statement. Follow these same steps with the next statement: “Parliament went too far with the Coercive Acts.”

Think-Pair-Share

After students have reviewed the British legislation in Figure 10.2, ask students: How would you rank these measures by Parliament as the most likely or least likely to lead to the American Revolution? Then, have the students discuss their rankings with a shoulder partner, determining a final ranking by consensus. Next, have the partners write a one-sentence explanation for the measure by Parliament that most likely led to the American Revolution. Finally, ask for student volunteers to share their rankings.

Notes

Developing Writing Skills

Instruct students to craft a lead sentence on the First Continental Congress that answers the five “W”s of journalism: Who? What? Where? When? and Why?

Using the Internet

Share this video (2:37) on the First Continental Congress with your students as found at this link: <https://www.youtube.com/watch?v=iP4AaEFPq4I>.

Reaction to the Intolerable Acts

Throughout the thirteen colonies, colonists met to discuss how to respond to the Intolerable Acts. Should they try to help Massachusetts or stay out of the dispute?

Some colonists believed Parliament was right to punish all of Boston and Massachusetts for the Boston Tea Party. They believed that the Massachusetts malcontents (troublemakers) got what they deserved. It was foolish and dangerous, they argued, to side with Massachusetts and much better to just stay out of the dispute.

Many other colonists viewed the situation differently. They argued that the Intolerable Acts were unconstitutional and had to be opposed. If not, Parliament would just keep passing unconstitutional laws on the colonies. Soon, every colony would find itself oppressed by the British Parliament.

The First Continental Congress

A call went out among colonial leaders for a meeting of delegates in Philadelphia to discuss the matter further. All of the colonies with the exception of Georgia sent representatives to this **First Continental Congress**.

The delegates who arrived in Philadelphia in September 1774 were some of the most important leaders in the colonies. Patrick Henry of Virginia, John Dickinson of Pennsylvania and Sam Adams of Massachusetts were all well known throughout the colonies for their strong opposition to Parliament. Other delegates like John Adams and George Washington would emerge as leaders in the near future.



Notes



There was agreement among the delegates that Parliament's actions against Massachusetts were unconstitutional and illegal. They disagreed, however, on what the colonies should do about it. Some of the delegates believed written petitions and appeals to Parliament and King George III would be the best approach to convince Parliament to repeal its actions. Others argued that the petitions they sent during earlier disputes over the Stamp Act and Townshend Duties had little effect. There was no reason to expect new petitions would work any better.

Most agreed it was time for the colonies to take more forceful actions. Some wanted all of the colonies to better prepare their militia (colonial soldiers) to fight, but most thought such a proposal went too far. The very idea of fighting against their own British countrymen was too much for many to consider in 1774.

A majority of the delegates, instead, favored economic measures to pressure Parliament. As a result, the First Continental Congress voted to boycott nearly all British goods for as long as the Intolerable Acts were in effect. If the acts were not repealed by September 1775, the colonies would go a step further and stop selling goods to Britain.

Opposite Page: The First Continental Congress met at Carpenters' Hall in Philadelphia.

Above: Representatives from all colonies except Georgia met and debated at the First Continental Congress in 1774.

Higher-Level Thinking

Ask students: What was an area of agreement among the delegates at the First Continental Congress? (The delegates agreed that Parliament's actions against Massachusetts were unconstitutional.) What was an area of disagreement among the delegates? (The delegates disagreed on how the colonies should respond to Parliament.) What were the colonial response options considered by the delegates? (They considered petitions and appeals to the Parliament and the King; they considered preparing militias; they considered boycotting.)

3-2-1

Ask students to identify

3 delegates who attended the First Continental Congress.

2 measures to pressure Parliament that were discussed at the First Continental Congress.

1 city and building where the First Continental Congress met.

Notes

Higher-Level Thinking

Ask students: How did the colonial response to the Coercive Acts surprise Parliament? (Parliament expected the colonies to be intimidated and that Massachusetts would be isolated. Instead, the colonies were unified in their support for Boston and Massachusetts.)

Developing Writing Skills: Prediction

Highlight the colonial response to Parliament's sending of more troops to Boston and banning the sale of gunpowder and muskets. Then, ask students to make a prediction with this sentence stem: "Because the colonists are training a militia, I predict that"

Using Historical Thinking Skills: Interpreting Quotations

Project the paragraph below, as excerpted from Patrick Henry's famous speech, on a screen or board:

"Our petitions have been slighted; our remonstrances [or protests] have produced additional violence and insult; our supplications [or appeals] have been disregarded; and we have been spurned, with contempt, from the foot of the throne! In vain, after these things, may we indulge the fond hope of peace and reconciliation? There is no longer any room for hope. If we wish to be free, we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of hosts is all that is left us!"

To facilitate student interpretation of this quotation, consider having students take the following steps:

1. Have them rewrite the quotation (a sentence at a time).
2. Have them underline key terms.
3. Have them paraphrase key passages.
4. Have them connect terms and phrases with historical facts from this chapter (for example, the term "throne" is an obvious reference to King George III).

These actions showed great colonial support for Massachusetts. This was the opposite of what Parliament expected. British leaders believed that their harsh measures against Massachusetts would intimidate the other colonies in America to behave better. Instead, the Intolerable Acts brought the colonies closer together. Many colonists saw Boston's problem as their own. They were willing to sacrifice their own comfort by boycotting British goods in order to help them.



Above: Smoke from gunpowder fills the air as a colonial reenactor fires his musket.

Opposite Page, Top: Patrick Henry. **Opposite Page, Bottom:** In the spring of 1775, Virginian Patrick Henry declared, "Give me liberty or give me death!"

Gunpowder and Arms

Although colonial leaders hoped that a boycott of British goods would convince Parliament to repeal its actions, reports from England over the winter were alarming. More British troops were sailing for Boston to join the thousands who already occupied the city. Also, Parliament passed a ban on the shipment of gunpowder and arms (muskets) to the colonies.

This suggested to the colonists that Parliament sought to disarm them in order to subjugate (subdue) the colonies by force. Efforts to obtain both gunpowder and weapons, and to form and train militia to defend themselves against British troops, spread throughout the colonies.

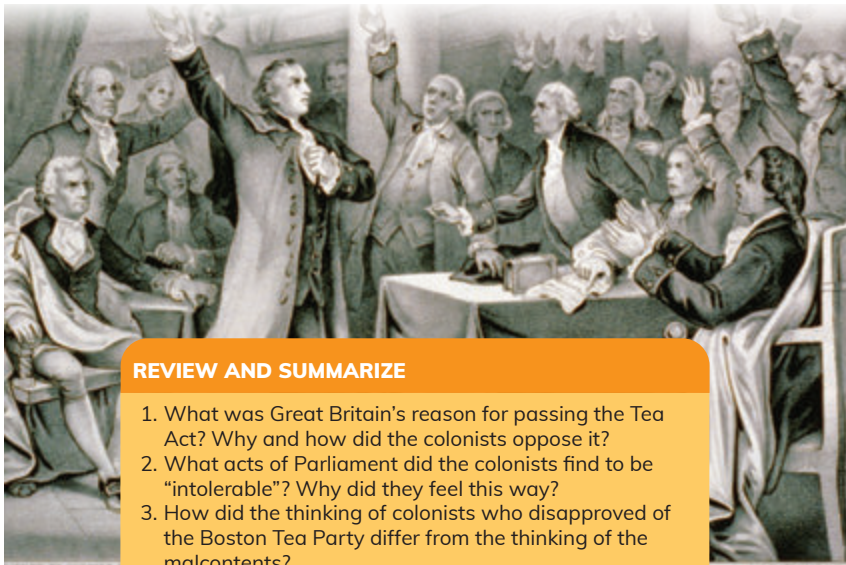
Notes

“GIVE ME LIBERTY, OR GIVE ME DEATH!”

“Liberty or Death”

In Virginia, the debate on whether the colony should better prepare the militia to fight led Patrick Henry to declare, “Give me liberty or give me death!” at a meeting of Virginia’s leaders in the spring of 1775. He argued that there was no reason for Britain to send so many troops to Boston other than to subdue the colonists by force and that war with Great Britain could not be avoided. This reasoning convinced a slight majority at the meeting to strengthen Virginia’s militia.

Twelve years of political disagreements between the British Parliament and the English colonies in America had now reached a breaking point. Events in Massachusetts just three weeks after Patrick Henry’s speech would prove him to be correct.



REVIEW AND SUMMARIZE

1. What was Great Britain’s reason for passing the Tea Act? Why and how did the colonists oppose it?
2. What acts of Parliament did the colonists find to be “intolerable”? Why did they feel this way?
3. How did the thinking of colonists who disapproved of the Boston Tea Party differ from the thinking of the malcontents?
4. What actions against the British came out of the First Continental Congress?

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Exit Ticket: Headline

Invite students to pretend they are journalists in 1775 covering the debate in Virginia. They are witnesses to the rousing speech given by Patrick Henry, which will serve as the lead story in the newspaper the next day. Instruct them to write an eight-word headline for this story. The following class period, you might share some of the most creative headlines with the class.

ASSESS

Answers to “Review and Summarize”

1. Parliament passed the Tea Act to help the East India Company by granting it a monopoly on the sale of tea to the American colonists. The colonists opposed it because, even though it made tea cheaper than smuggled Dutch tea, there was still a tax on tea and the lower price was meant to trick the colonists into buying more of it. Buying the taxed tea would undermine the argument against Parliament’s right to tax them. They showed their opposition with the Boston Tea Party of December 16, 1773, when colonists disguised as Indians dumped over 300 chests of tea in Boston Harbor.
2. The Intolerable Acts included closing Boston’s port with a blockade; suspending the elected, representative government of Massachusetts; sending accused criminals to England for trial instead of trying them in Boston; and, through the Quartering Act, requiring all colonists to provide and pay for housing and food for British troops stationed in the colonies. The colonists thought these acts went too far and violated their constitutional rights.
3. All colonies except Georgia sent delegates to the First Continental Congress. Important leaders who attended were Sam Adams, John Dickinson, Patrick Henry, John Adams, and George Washington.
4. The First Continental Congress voted to boycott nearly all British goods for as long as the Intolerable Acts were in effect. If they were not repealed by September 1775, the colonies would stop selling goods to Britain.

Notes

ACTIVITIES FOR LEARNING

Vocabulary

On sticky notes or index cards, create a word map for six of the terms listed below:

blockade	revenue
boycott	salutary neglect
convergence	sentry
intolerable	smuggling
militia	textiles

For each term, your word map will include these:

- The vocabulary word/term
- The term's definition
- A synonym
- A sentence from the text using that word

Understanding the Facts

- Which two kingdoms were united to form Great Britain in 1707?
- How was governing power shared in England?
- According to John Locke, what are the three natural rights?
- In the 1750s, what was the colonial population of the thirteen American colonies? The French colony in Canada?
- Which two rivers converge to form the Ohio River?
- Where did the French and Indian War begin?
- What territory did Great Britain gain through the Treaty of Paris (1763)?
- What did the Proclamation of 1763 forbid?
- What long-held British principle did the Stamp Act (1765) violate?
- Who persuaded Parliament to repeal the Stamp Act?
- Who successfully defended the British soldiers involved in the Boston Massacre?
- Which British company was the Tea Act of 1773 intended to help?
- Which law punished Boston for the destruction of tea?
- Where was the First Continental Congress held? Which colonies attended the Congress?

Developing Critical Thinking

If you were John Adams defending the British soldiers involved in the Boston Massacre, what evidence would you share in hopes of persuading the jury to find the defendants not guilty?

Writing across the Curriculum

In opposition to the Stamp Act of 1765, colonists used the slogan, "No taxation without representation." Review these other British laws:

The Townshend Duties
The Tea Act of 1773
The Coercive Acts
The Quartering Act

Then, create two colonial slogans, of four to eight words each, that oppose two of these laws.

Applying Your Skills

The connection between what happens and what makes it happen is known as the cause-effect relationship. A "cause" is a sufficient action for an event to occur. An "effect" is the result of this action. Not all cause-effect relationships are clear. Sometimes an event has more than one cause, or an action more than one effect. Look for words indicating a cause-effect relationship such as *because, consequently, as a result, therefore* or *so*.

Study this example from the chapter: "*Because* [emphasis added] no roads existed in the frontier, land travel was difficult ... Travel by canoe or raft on rivers was easier."

Cause: There were no roads in the frontier.

Effect: Travel was difficult.

Effect: Travel on rivers made it easier.

Now, find another cause-and-effect passage in this chapter. Write the full sentence that has the cause-effect relationship. Underline the word or phrase that indicates this relationship. Following the example above, write the "Cause" in your own words along with the "Effect."

Exploring Technology

Explore this excellent website on the Boston Massacre as found at <http://www.bostonmassacre.net/facts-and-numbers.htm>.

Note six things you learned about this tragic incident.

Understanding the Facts

- England and Scotland united to form Great Britain.
- In England, governing power was shared between Parliament and the monarch.
- The three natural rights, according to John Locke, are life, liberty, and property.
- In 1750, the colonial population of the thirteen American colonies was 2,000,000. In Canada, the colonial population was 60,000.
- The Allegheny and Monongahela Rivers converge to form the Ohio River.
- The French and Indian War began in the Ohio River Valley at Fort Necessity.
- Great Britain gained Canada in the Treaty of Paris (1763).
- The Proclamation of 1763 forbade colonists from settling west of the Appalachian Mountains.
- The Stamp Act (1765) violated the British principle that taxes and laws could only be passed with the consent of the people, or through their elected representatives.
- Benjamin Franklin persuaded Parliament to repeal the Stamp Act.
- John Adams successfully defended the British soldiers involved in the Boston Massacre.
- The Tea Act of 1773 was intended to help the East India Company.
- The Coercive (Intolerable) Acts punished Boston for the destruction of tea.
- The First Continental Congress was held in Philadelphia. All colonies attended the Congress except Georgia.

Developing Critical Thinking

You might mention that the soldiers were vastly outnumbered—facing a large (in the hundreds) and hostile crowd, who were taunting the detachment and throwing objects at them including ice, snow, and sticks.

Writing across the Curriculum

Check students' slogans.

Applying Your Skills

Answers will vary.

Exploring Technology

Answers will vary, but review the six facts related to the Boston Massacre.

Notes
