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INTERACTIVITY



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ASSESSMENT



eTEXT

The BIG Question

What is worth fighting for?



VIDEO

Jumpstart Activity



INTERACTIVITY

Lesson 1

Tensions With Britain

Lesson 2

The Road to War

Lesson 3

Declaring
Independence

Lesson 4

On the Battlefield
and at Home

Lesson 5

Winning
Independence

Divide into two teams—Team A and Team B. Play a round of a game such as charades. Team A will make up new rules as the game is played. Team A can also choose whether or not Team B is awarded points. Discuss what each team thinks of the rules and of playing a game this way.



Fighting for Freedom

Preview the chapter **vocabulary** as you sing the rap:

The colonists were upset that they were not represented
By British Parliament and what they did was resented.
Colonists banded together, to voice their frustration
And shouted, “No taxation without representation!”

There were those who didn’t bend and refused to resist
And remained loyal to the throne who were called
loyalists.

But the majority opposed Britain’s policies and actions
These **patriots** wanted to put an end to these
transactions.

George Washington supported boycotts, but there
was no resolution

They went to war, it’s called the American Revolution.
Many battles were fought, some were lost and some
won.

But it all began with the battles of Concord and
Lexington.

The American Revolution



Where did the battles take place?

The 13 Colonies fought Britain in the American Revolution.

Where did the only battle fought outside the original 13 Colonies take place?



What happened and When?

Read the timeline to find out about the events that led to the American Revolution.

TODAY

Visitors can see this memorial to George Rogers Clark in Vincennes, Indiana. Inside the building, there are seven murals, three of Clark's quotations, and a statue of Clark.

1765
1765

The Stamp Act is passed.

1770
1770

The Boston Massacre takes place.

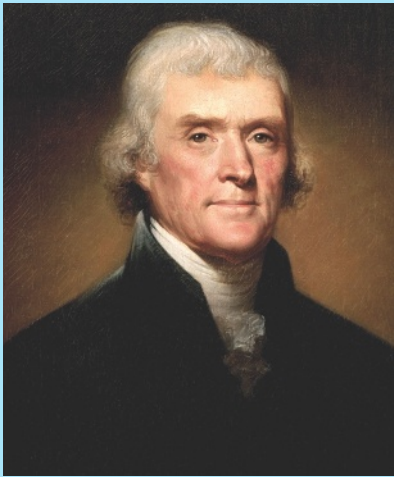
1775
1774

The First Continental Congress meets.

1775

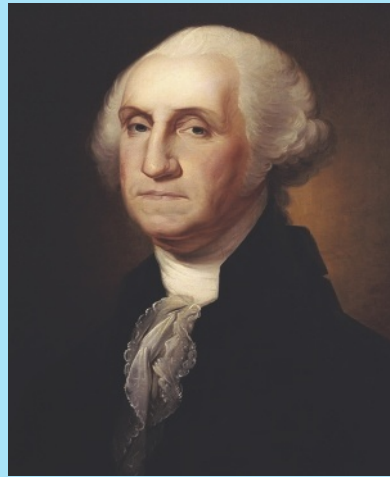
The first shots of the American Revolution are fired.

Who will you meet?



Thomas Jefferson

Wrote the Declaration of Independence



George Washington

Served as commander in Chief of the Continental army



Deborah Sampson

Disguised herself as a man to serve in the Continental army during the American Revolution



James Armistead

Worked as a spy in the American Revolution and helped the Americans win a decisive battle



INTERACTIVITY

Complete the interactive timeline.

1780

1785

1776

The Declaration of Independence is written.

TODAY

The ideas expressed in the Declaration of Independence are still the guiding principles of our government.

1781

Cornwallis surrenders at Yorktown.

1783

The Treaty of Paris is signed.

Read All About It!

The American Revolution was a war fought between Great Britain and the 13 American colonies. Colonists disagreed with Britain's King George III and Parliament before the battles began. Several events caused tensions to rise between 1765 and 1775. The written word was the best way to spread news throughout the colonies.

Quest Kick Off

Your mission is to create a class newspaper that provides stories of the events leading up to the revolution and the major battles that take place.

1

Ask Questions

What kinds of information do you think were most important for the people on the home front? Reporters use the questions *Who? What? Where? When? Why?* and *How?*

2

Investigate

Follow your teacher's instruction to learn about news stories online. Then use Media Center resources to read several newspaper stories about the same topic. How do they relate to each other? How does each story build on the last?

.....

.....

.....

.....

.....



INTERACTIVITY

Complete the interactivity to learn more about newspaper articles.



3

Look for *Quest* Connections

Turn to the next page to begin looking for Quest Connections that will help you create your news stories.

4

Quest Findings

Write Your News Stories

Use the Quest Findings page at the end of the chapter to help you write and design your newspaper.



Tensions With Britain



INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Unlock The BIG Question

I will know why the colonists rebelled against the British.

Vocabulary

congress
debt
Stamp Act
Sons of Liberty
boycott
Townshend Acts
tariff
custom

Academic Vocabulary

acknowledge
retain

Jumpstart Activity

You and a small group will plan a fictional city. One member prepares small squares of paper. Half the squares have a dot; the other half have nothing. Each member picks one square. A dot means you can plan where the town will be, its layout, and how to pay for expenses. Is it fair that only half of the people have a say in planning the town? Explain your position.

The British and French, as well as the colonists and American Indians, all took part in the French and Indian War. Each group had its own reasons to go to war. France and Britain were European rivals who fought over land in North America. American Indians wanted to keep their lands. The British colonists felt loyal to Britain. Soon, however, tension between the colonies and Britain would rise. Then the idea of revolution began to grow, especially in the Middle Colonies. There colonists saw differences between themselves and the British.



Taxes Cause Trouble

The British became involved in the French and Indian War because they believed that the Ohio River Valley belonged to them. The king also believed that he was protecting the colonists who had settled on this land.

As you have read, the Proclamation of 1763 gave Britain large sections of North America, including French territories east of the Mississippi River. King George III of England kept colonists from expanding further westward. He hoped to keep the peace with American Indians who lived on those lands.

During the French and Indian War, the British ordered the colonies to organize so they could make treaties between the colonies and the Iroquois Confederacy. The result was the Albany Plan of Union. Proposed by Benjamin Franklin of Pennsylvania, the plan called for a **congress**, or a lawmaking body. The congress would represent all of the colonies. It would have the power to keep an army, levy taxes, and plan for westward expansion. The document said in part:

Primary Source

That they make laws for regulating and governing such new settlements, till the crown shall think fit to form them into particular governments.

—Albany Plan of Union, 1754



INTERACTIVITY

Explore the key ideas of this lesson.

George Washington, on horseback, was from the colony of Virginia. He fought for the British during the French and Indian War.





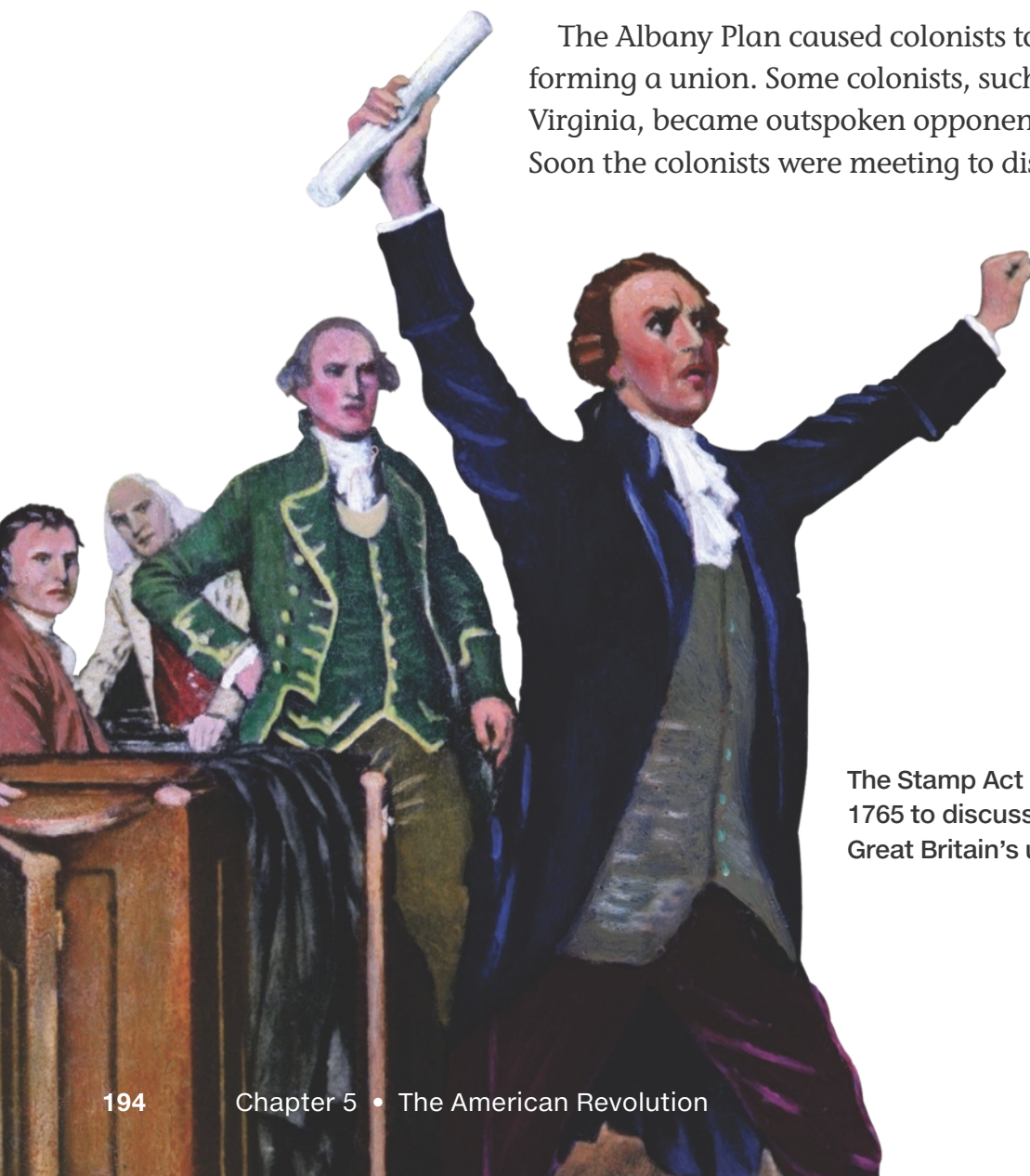
A one-penny stamp. Parliament required a stamp on every piece of printed paper in the colonies as part of the Stamp Act.

The plan was rejected by King George III who feared that it would make the colonies too powerful. In addition, leaders in Great Britain decided to tax American colonists to pay for the French and Indian War.

Great Britain had an enormous **debt**, which meant that it owed money. Britain then passed the **Stamp Act**, which taxed every piece of printed paper that colonists used. This included legal documents, newspapers, licenses, and even playing cards.

Colonists were not represented in Parliament (PAHR luh munt), Britain's assembly that makes laws. Many felt the British government should not tax them. "No taxation without representation!" became a common cry. Colonists believed only representatives they elected to their colonial assemblies could pass tax laws.

The Albany Plan caused colonists to begin thinking about forming a union. Some colonists, such as Patrick Henry from Virginia, became outspoken opponents of the Stamp Act. Soon the colonists were meeting to discuss the situation.



The Stamp Act Congress met in 1765 to discuss how to deal with Great Britain's unjust tax.

Primary Source



This political cartoon, published by Benjamin Franklin, shows the weakness of the colonies because they were divided. The pieces of the snake represent the colonies. The *N.E.* at the head of the snake stands for the four New England colonies.

1. **Reading Check** **Cause and Effect** **Analyze** how the French and Indian War affected the relationship between Britain and the 13 Colonies. Discuss with a partner.

The Colonists Take Action

In response to what they believed to be unjust taxation, some colonies requested that Parliament repeal the Stamp Act. These requests were rejected. In 1765, representatives from nine colonies met in New York for a meeting that was called the Stamp Act Congress. The congress consisted of delegates, or representatives, from the colonies, including farmers, lawyers, and businessmen. As a group, they demanded that Parliament repeal the Stamp Act. Although the taxes were small, the colonists did not like the pattern they set.

At this time, most colonists were loyal to the crown. They took issue only with Parliament's taxation. The Stamp Act Resolves, the result of the Stamp Act Congress, **acknowledged** that the king still had the right to make laws in the colonies.

Other groups wanted to send a stronger message to the king. A group called the **Sons of Liberty** began to organize protests against the Stamp Act. They wrote literature encouraging **boycotts**, or refusals to buy British products. The Sons of Liberty was a secret group. It formed in 1765 to protect colonists' rights and protest British taxation.

Quest Connections

Identify and circle the most relevant facts about the Stamp Act. **Explain** how the act added to the tension between the colonies and Great Britain.

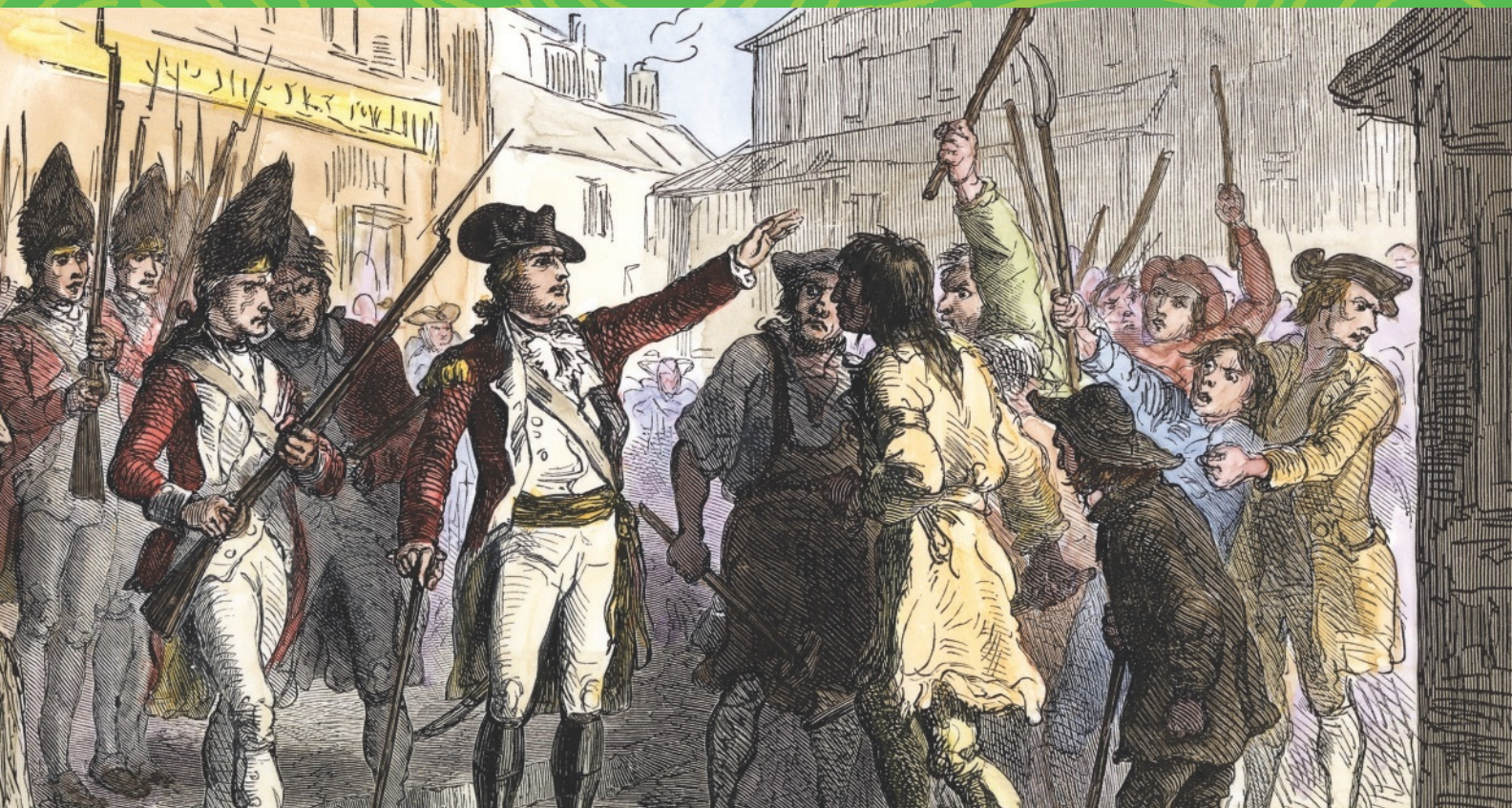


INTERACTIVITY

Learn how to use the causes and effects of the Stamp Act to organize a newspaper article.

Academic Vocabulary

acknowledge • *v.*, to recognize the authority of



Colonial protestors did not think Parliament had the right to tax them. Here colonists protest British taxes by confronting the Royal Governor of North Carolina.

Members also burned stamps and threatened stamp agents. The Daughters of Liberty, another part of the group, encouraged colonists to spin their own cloth instead of using British-made cloth.

In March 1766, Great Britain was losing money due to the boycotts. It was the boycotts, more than the congress, that led to the repeal of the Stamp Act. The repeal marked a milestone for the colonies. It was the first time that representatives from the colonies had come together. It was also the first time that the British government backed down when met with colonial resistance.

Along with the repeal, however, Parliament passed the Declaratory Act of 1766. The king feared that the colonies were becoming too strong. The Declaratory Act sent the message that the king **retained** the authority to make laws for the colonies.

Although many agreed with the king, some British lawmakers did not. William Pitt, the Elder, argued in front of Parliament that it was unconstitutional to tax the colonies.


Academic Vocabulary

retain • v., to keep

Primary Source

The Americans have not acted in all things with prudence [wisdom] and temper [calmness]. They have been wronged. They have been driven to madness by injustice. Will you punish them for the madness you have occasioned [caused]? Rather let prudence and temper come first from this side. I will undertake [take the side] for America, that she will follow the example.

—William Pitt’s speech on the Stamp Act, January 14, 1766

2.  **Reading Check** **Identify** the reasons for the colonists’ anger about the Stamp Act.

The Townshend Acts

Repealing the Stamp Act meant that colonists were no longer taxed by the British government. But colonists were concerned that the Declaratory Act stated that Parliament could make laws in the colonies in “all cases whatsoever.”


These concerns were confirmed in the summer of 1767, when the **Townshend Acts** were passed. Named after Charles Townshend, the member of Parliament who proposed them, these were a series of acts that placed **tariffs**, or taxes, on products coming into the colonies. Glass, tea, lead, and paper were all taxed. Tariffs are usually used to control trade, but in this case they were used to raise money for Great Britain. As part of the Townshend Acts, a strict system for **customs**, or tax collections, was established. The acts also lifted the British export tax on tea so that Great Britain could ship tea to the colonies for free.

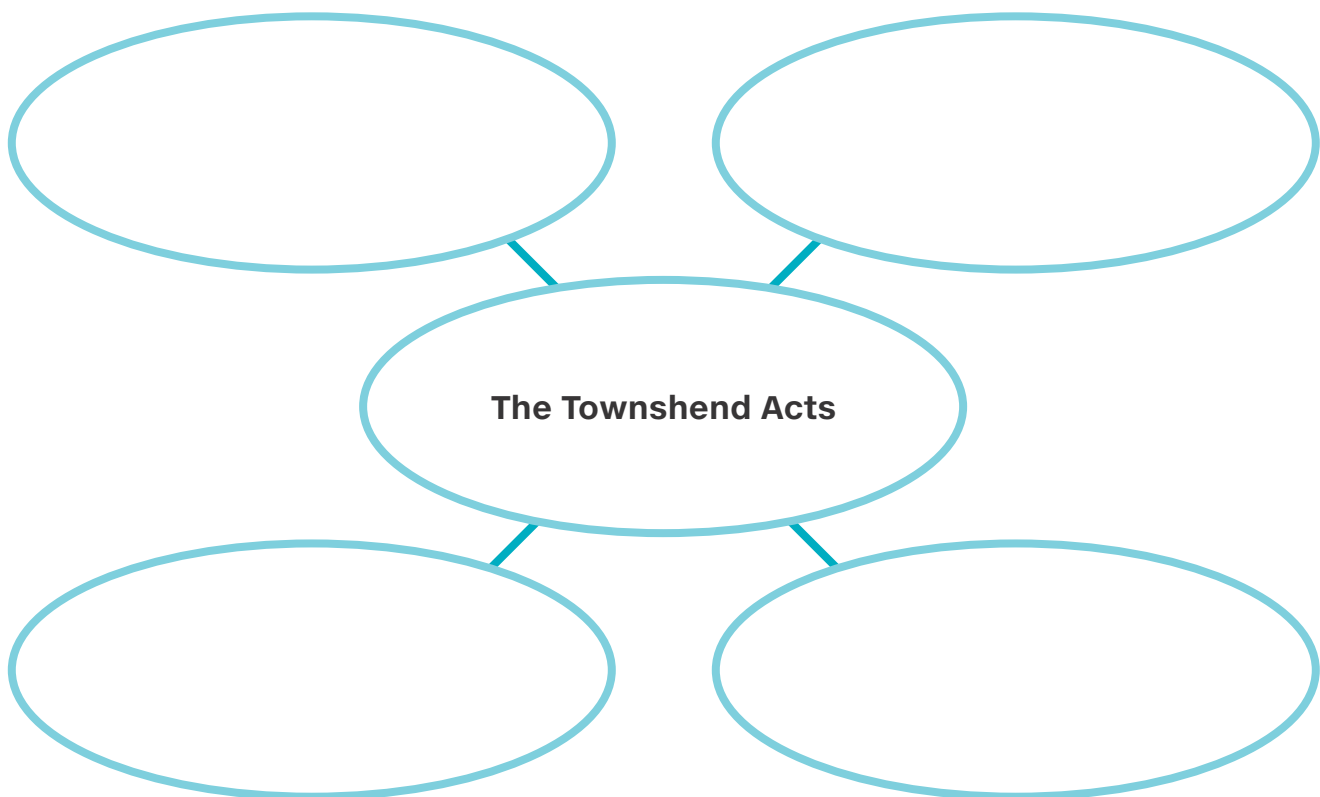
Word Wise

Context clues Sometimes, you can use clues to figure out the meaning of an unfamiliar word. For example, find the word *repeal* in this lesson. How is this word used? The colonists believed that the Stamp Act was unjust, so they asked for it to be *repealed*. What do you think *repeal* means?

Once again, colonists were taxed without representation. They reacted by boycotting British products, harassing tax collectors, and refusing to pay the taxes. British merchants began to lose money. To control the protests and scare colonists, King George III sent warships into Boston Harbor in 1768. This did not deter the colonists. Merchants continued to lose money. British merchants asked their government to repeal the acts. As a result of the turmoil they caused, the Townshend Acts were repealed in April of 1770. Only a tax on tea remained. Parliament wanted to send the message that they had the right to tax the colonies.

Although the repeal of the Stamp Act and the Townshend Acts were victories for colonists, tensions were still high. British troops were in Boston, and colonists were paying a tax on their tea.

3.  **Reading Check** Use the chart to **describe** the Townshend Acts. Talk to a partner and **summarize** the acts and their effects.





Lesson 1 Check

Check your understanding of the key ideas of this lesson.

4. **Multiple Causes and Effects** **Analyze** how the French and Indian War affected the relationship between the British and the 13 Colonies. Then complete the chart to explain the effects of the war.

Causes

Effects

1. The British did not want to cause problems with the American Indians.



2. The British passed the Stamp Act to pay for the war.



5. In this lesson you have read about why people were against the Stamp Act and other taxes. However, some colonists were in favor of these actions. **Develop** and **present** a logical argument in support of the British taxes.

6. **Understand the** **Quest** **Connections** How did King George III's actions contribute to anti-British feelings?

The Road to War



INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Unlock The BIG Question

I will know why the colonists decided to go to war with England.

Vocabulary

massacre
quarter
martial law
Patriot
Loyalist
neutral
militia

Academic Vocabulary

symbolic
significant

Jumpstart Activity

Divide into small groups. Each group will set up two teams. Team 1 will tell Team 2 what it will do at recess. How did Team 1 feel about telling Team 2 what to do? How did Team 2 feel about being told what to do?

The Townshend Acts were repealed in March 1770, but colonists were still angry. Unrest had spread through the colonies due to Great Britain's repeated attempts to collect taxes.

British ships in Boston Harbor tried to control the protests and growing unrest in the colonies.



Tensions Boil Over


In early 1770, people in Boston were angry at Great Britain. British warships had occupied Boston Harbor for more than a year trying to maintain peace.

On March 5, the same day that a member of Parliament proposed repealing the Townshend Acts, colonial anger boiled over in Boston.

A crowd began yelling insults and bothering a British guard near the Custom House. The Custom House was where taxes were collected. A British captain ordered soldiers to protect the guard and restore order. Someone hit a British soldier with a stick. The soldier shot into the crowd.

Other British soldiers began to shoot into the crowd. Five colonists died due to the skirmish, including Crispus Attucks. Attucks was an African American sailor who had escaped slavery. The incident is called the Boston Massacre. A **massacre** is the killing of many people. The event sent shockwaves through the colonies.

John Adams of Massachusetts was tasked with defending the British officers in court. Adams did not approve of the British being in Boston but believed that they deserved a fair trial. None of the soldiers was found guilty of murder.

1.  **Reading Check** Identify the cause of the Boston Massacre by underlining the appropriate text. **Explain** why Boston was at the center of the action.



INTERACTIVITY

Explore the key ideas of this lesson.



Crispus Attucks was one of five colonists killed due to the Boston Massacre.



This illustration of the coffins of the victims of the Boston Massacre appeared in a colonial newspaper. The victims' initials can be seen on each coffin.

Committees of Correspondence

As tensions with Britain increased, colonists in Massachusetts felt the need to form a system of communication. Samuel Adams, cousin of John Adams, helped create a Committee of Correspondence in his colony so that even people in rural areas and other colonies had access to information. This committee, or group of people, had been active in urging colonies to send delegates to the Stamp Act Congress. Now, they were active in managing the “tea crisis.”

Other colonies also formed committees. When colonists learned of the Boston Massacre, the importance of these committees became apparent. Members of the committees wrote letters and pamphlets about British policies and colonial protests. They spread the documents among the colonies. A man named Paul Revere was one of the express riders, who carried the

letters and pamphlets throughout the colonies.

After the Boston Massacre, many colonists looked to religion to justify their opposition to British rule. They felt it was their Christian and moral duty to fight against a cruel tyrant. Many ministers preached this idea to the colonists. They felt it was morally correct to support political and military resistance to Britain.



2. **Reading Check** Look at the map. **Describe** and **measure** the distance between Williamsburg and Baltimore. About how many miles did a rider cover in 4 days?

The Boston Tea Party

In the spring of 1773, the “tea crisis” became worse. Great Britain passed the Tea Act, which stated that only the British East India Company could sell tea in the colonies. The company would not pay tax on tea sold in the colonies, but the colonists would continue to pay a tax on tea.


When the colonists heard about the Tea Act, they decided to take action. They believed the tea tax was unjust. They did not want to be forced to buy tea from one company. Groups such as the Daughters of Liberty organized boycotts, and the Sons of Liberty continued to protest in Boston. On the morning of December 16, 1773, led by Samuel Adams, the Sons of Liberty planned an open show of rebellion. That evening, more than 100 men from all walks of life met at Griffin’s Wharf on Boston Harbor. Some members of the Sons of Liberty disguised themselves as Mohawk American Indians. The disguises were also **symbolic** of the fact that the colonists now considered themselves Americans and not British subjects. Three ships at the wharf carried British tea. The men climbed aboard the ships, broke open the chests of tea, and dumped it into Boston Harbor. Today, the tea that was destroyed would be worth more than one million dollars. The event became known as the Boston Tea Party.



The Sons of Liberty and other colonists destroyed tea at the Boston Tea Party to protest the tax on tea.

Academic Vocabulary

symbol • *n.*, an action or object that represents an idea or feeling

3.  **Reading Check** Use Evidence From Text Analyze and highlight the causes and immediate effects of the Boston Tea Party.


Word Wise

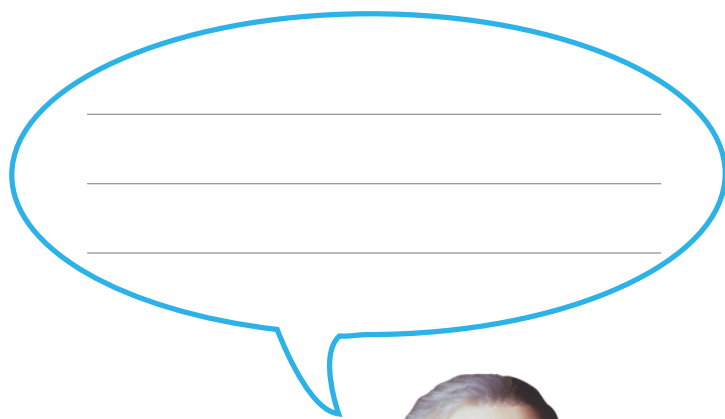
Compound Words are made up of two smaller words and act as a single word. Each word in the compound word gives clues about its meaning. Circle the compound words that you find in this section. What do you think each compound word means?

The Coercive Acts

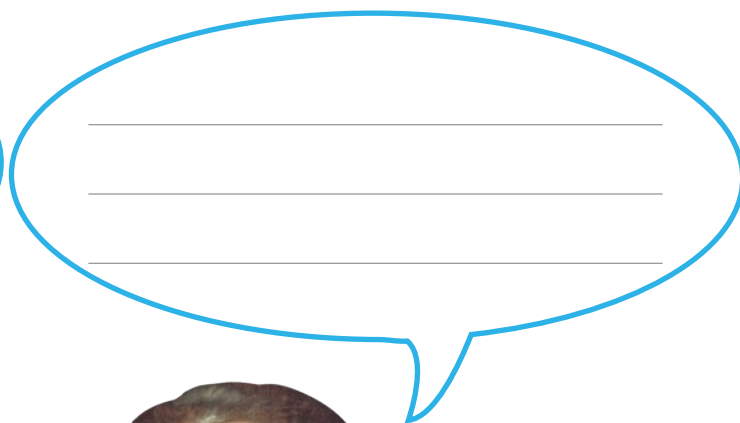
In response to the Boston Tea Party, the British government passed the Coercive Acts of 1774. *Coerce* means “to force someone to do something.” The acts shut down Boston Harbor. The British wanted to force Boston to pay for the destroyed tea. The colonists called the acts the Intolerable Acts. *Intolerable* means “unbearable.” The acts shut down Boston’s economy and unified the colonists against Britain even more.

In addition to paying for the destroyed tea, the Intolerable Acts stated that colonists had to **quarter**, or shelter, British soldiers. Massachusetts was also placed under **martial law**, which meant that it would be controlled by the British military. Furthermore, any British officials accused of crimes while carrying out their duty as peacekeepers or tax collectors would not be tried in a colonial jury. They would be sent back to Britain for trial.

4.  **Reading Check** **Analyze** how a Patriot and a Loyalist might have felt about the Intolerable Acts. Write their ideas in the speech bubbles.



Samuel Adams
Patriot




Thomas Hutchinson
Loyalist



The acts encouraged many colonists to join the cause of the **Patriots**. Patriots were colonists opposed to Britain's actions and policies. About one third of colonists were **Loyalists**, or people loyal to Great Britain. Some people remained **neutral** and did not take a side. The number of neutral colonists decreased as tensions between the countries rose.

The Boston Port Act, one of the Coercive Acts, also called the Intolerable Acts, closed Boston Harbor until the tea destroyed during the Boston Tea Party was paid for.

5.  **Reading Check** **Analyze** how the Intolerable Acts could have affected the economy, and make inferences about the immediate effect on colonists. Turn and **talk with a partner** about your ideas.

The First Continental Congress

Colonists were furious over the Intolerable Acts. The Committees of Correspondence produced a great deal of writings about Britain's unjust policies so that all colonists would be informed. They planned protests and acts of coordinated resistance.

Academic Vocabulary

significant • *adj.*, important

The most **significant** result of the acts was the meeting of the First Continental Congress. Because of increasing unrest in the Middle Colonies, Philadelphia became the meeting place. In September and October of 1774, the colonies met for the first time since the Stamp Act Congress in 1765. The 55 delegates included John Adams, George Washington, Samuel Adams, and Patrick Henry.

While some were ready to break away from Great Britain, more moderate delegates urged the Congress to appeal once more to the king. For example, John Dickinson of Pennsylvania argued against independence. He thought the colonists and Britain should work out their differences. He thought independence would lead to disaster.

Many merchants, too, urged peace. Many depended on British banks for credit. The British navy protected their trade. One Philadelphia merchant, Thomas Clifford, said that independence would “assuredly prove unprofitable.” He feared that France and Spain would try to take advantage of the colonies without British protection.

The First Continental Congress met in 1774 in Philadelphia. In the image below, the members walk out of Independence Hall.




The Continental Congress sent a Declaration of Rights to Parliament. The document asked the British government to repeal the Intolerable Acts. It also included a colonial bill of rights and a list of complaints. The delegates agreed before sending the petition that if the king rejected it, they would meet again to discuss their next actions.

Primary Source

That they are entitled to life, liberty and property: And they have never ceded [given] to any foreign power whatever, a right to dispose [decide] of either without their consent.

—The Declaration of Rights, 1774

Sending the Declaration of Rights to the king was a significant step. The delegates knew that they might have to decide to go to war at their next meeting.

6.  **Reading Check** **Identify** three points that the Committees of Correspondence might have included in one of their pamphlets before the First Continental Congress. Discuss and **describe** your ideas with a partner.

The Shot Heard Round the World

In the spring of 1775, colonial **militias**, or volunteer armies of colonists, in Massachusetts began storing ammunition in a city named Concord. They wanted to prepare for a possible conflict with Great Britain. British General Thomas Gage learned about this. He set out to stop the colonists and arrest Patriots John Adams and John Hancock, who were in Lexington.

The colonists found out about Gage's plan. On the night of April 18, express riders Paul Revere and William Dawes set out to warn the minutemen that the British were coming. Minutemen were members of the local militias who would be ready to fight at a minute's notice. At about midnight, Revere reached Lexington to warn Adams and Hancock. Dawes arrived about 30 minutes later. Another rider, Samuel Prescott, joined the pair. The three continued on to Concord to warn that the British were coming to seize the ammunition.

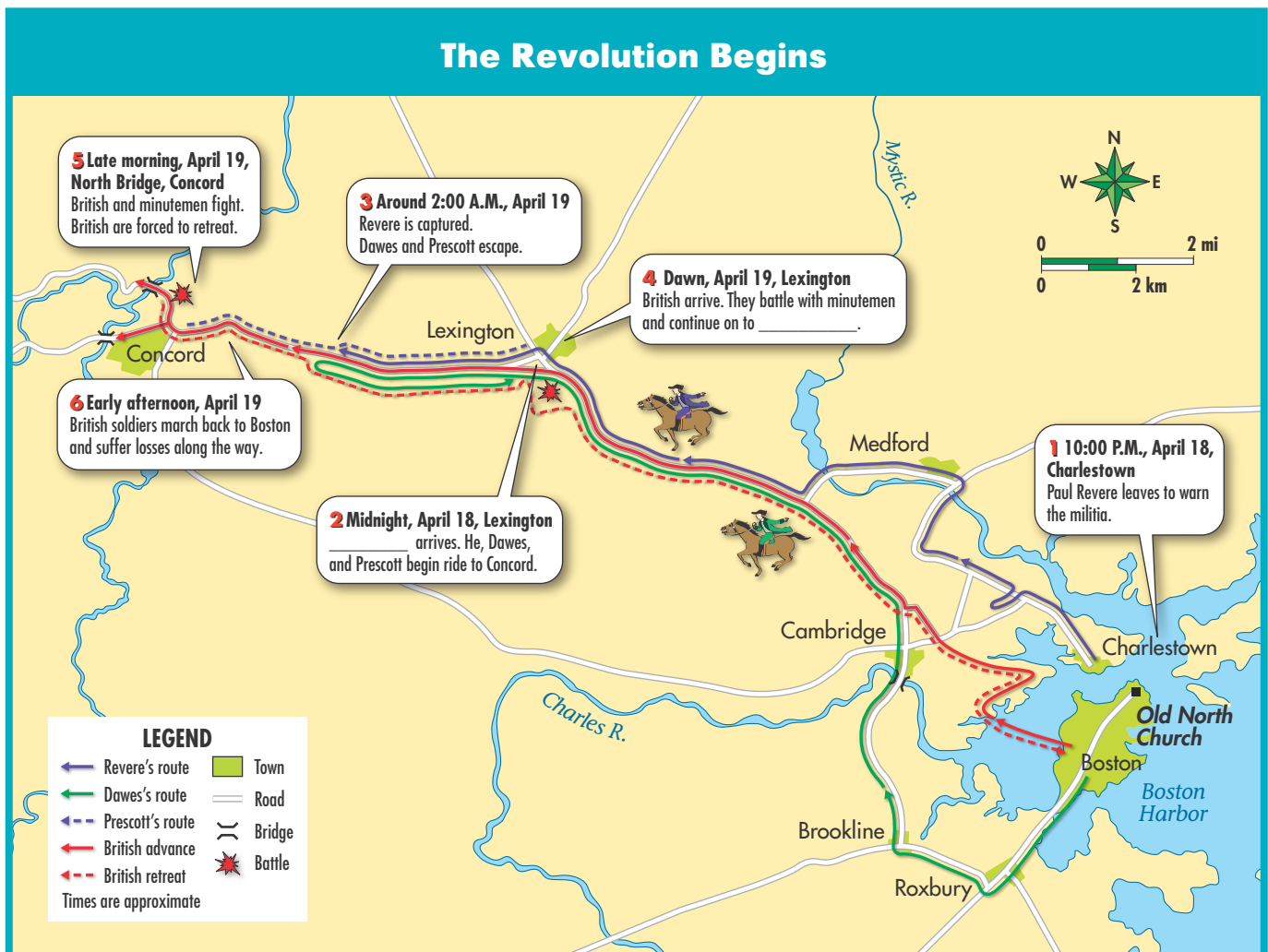
When the British reached Lexington by dawn on April 19, 1775, they met a militia of 70 men. A shot, now referred to as the “shot heard round the world,” was fired unexpectedly, causing both sides to shoot. Eight minutemen were killed. The British continued on to Concord, where they met more minutemen. The militia forced the British to retreat. The American Revolution had begun.

7. Reading Check

Identify and fill in the missing events for boxes 2 and 4.

Explain to a partner how April 18 would have been different if not for Revere, Dawes, and Prescott.

About two months later, the Patriots and British clashed again. The Patriots tried to keep British soldiers from taking Breed’s Hill. On the morning of June 17, the Patriots forced the British down Breed’s Hill twice. When the British came back a third time, the Patriots ran out of ammunition, and the British took the hill. The battle is known as the Battle of Bunker Hill. Although it was a British victory, the Patriots saw that they could defend themselves. These battles drove the wedge between Great Britain and America even deeper.



**Lesson 2 Check**

Check your understanding of the key ideas of this lesson.

8. **Cause and Effect** **Summarize** the reasons for the Boston Massacre, and **describe** what resulted from the event.

9. **Identify** and **describe** why the American Revolution officially began.

10. **Explain** why the colonists referred to the Coercive Acts as the “Intolerable Acts.”

Analyze Images

Today, we can view photographs and video of current events minutes after they happen. In the past, people had to draw illustrations of events. Examining these images gives us insight not only into the event, but also the mindset of the artist. The way in which events were shown could shape public opinion.

As you have read, the Boston Massacre occurred in 1770 as a result of rising tensions between the colonists and the British. The colonists were furious about the Townshend Acts and the British ships that occupied Boston Harbor. Below is an engraving made by Paul Revere. It shows the Boston Massacre. Although he was not at the event, Revere based his engraving on first-hand accounts and the work of another artist, Henry Pelham.

This engraving was created by Paul Revere and is called “The Bloody Massacre in King-Street” March 5, 1770.



Your Turn!

1. **Identify** and circle in the picture the things described in the left-hand column of the chart. Then complete the chart by **describing** how each element of the engraving might have shaped the colonists' opinions.



VIDEO

Watch a video about analyzing images.

Elements in the Image	Effect of Each Element
1. The British soldiers are lined up and organized.	1. _____ _____ _____
2. The colonists do not have weapons.	2. _____ _____ _____
3. The British soldiers' faces are angular and harsh.	3. _____ _____ _____

2. **Analyze** the image and review your answers above. Use them to **describe** why viewing this image would lead colonists closer to war with Great Britain.

Declaring Independence



INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Unlock The BIG Question

I will know why the colonies declared independence from Great Britain and were willing to fight for it.

Vocabulary

Continental army
independence
equality
treason

Academic Vocabulary

unite
foundation

Jumpstart Activity

With the flip of a coin, one group will represent the Patriots and the other the Loyalists. In about two minutes, create a quick 30-second skit that expresses your group's opinion about declaring independence from Great Britain. What are the opinions of each group?

Colonists became impatient with King George III. Here, they topple a statue of the king.



When delegates from the First Continental Congress sent the Declaration of Rights to King George III, they agreed that they would meet again if the king rejected it. In May 1775, not only had the king rejected the declaration, but a war had begun between the colonies and Great Britain. When the Second Continental Congress met, it had difficult decisions to make.



INTERACTIVITY

Explore the key ideas of this lesson.

The Second Continental Congress

As British soldiers moved into Boston, the Second Continental Congress met in Philadelphia to decide what to do now that the colonies were at war with Great Britain. They decided to create a **Continental army**. George Washington would be commander in chief. The Congress also decided to print money to pay for the military and their supplies. The Congress had become a government.

Many delegates had not thought about declaring **independence**, or freedom, from Great Britain. Those who did, including John Adams, were considered extreme. Most colonists considered themselves British citizens even if they did not agree with all policies.

The Congress decided to try again to peacefully resolve the problems between the colonies and Great Britain. They wrote the Olive Branch Petition. This petition formally requested peace from the king and declared colonial loyalty. The king ignored the petition and declared the colonies rebellious. He banned all trade with the colonies. This drastic action made moderate delegates consider independence.

1. **Reading Check** **Use Evidence From Text** Highlight the text to **identify** decisions made by the Second Continental Congress. **Describe** why these decisions were significant.



John Locke's ideas about liberty and equality convinced many colonists that the time had come for independence.

Academic Vocabulary

unite • *v.*, to join together to achieve a common goal


Enlightenment and Independence

In 1776, Thomas Paine, born in Great Britain, shared his thoughts about the next steps for the colonies. He had come to America to support colonial freedom from Great Britain. In a pamphlet called *Common Sense*, Paine encouraged colonists to part with Great Britain and become an independent country.

Thomas Paine was influenced by Enlightenment philosophers, such as John Locke. The Enlightenment was a movement that had occurred in Europe a few decades before. The movement stressed that liberty and **equality**, or having the same rights as everyone else, are basic human rights.

Paine's persuasive argument convinced colonists and delegates alike that the time had come for independence. The idea that the king had denied colonists their basic rights was becoming popular.

Paine argued that America needed to break free from a government that violated the natural rights of its citizens. Paine declared, "We have it in our power, to begin the world over again. . . . The birthday of a new world is at hand." Paine also argued for the colonies to **unite** under a system of representative government. More than 200,000 copies of *Common Sense* sold within its first few months of publication.


2.  **Reading Check** **Cause and Effect** **Analyze** and **explain** how the writings of John Locke affected colonists.

Drafting the Declaration of Independence

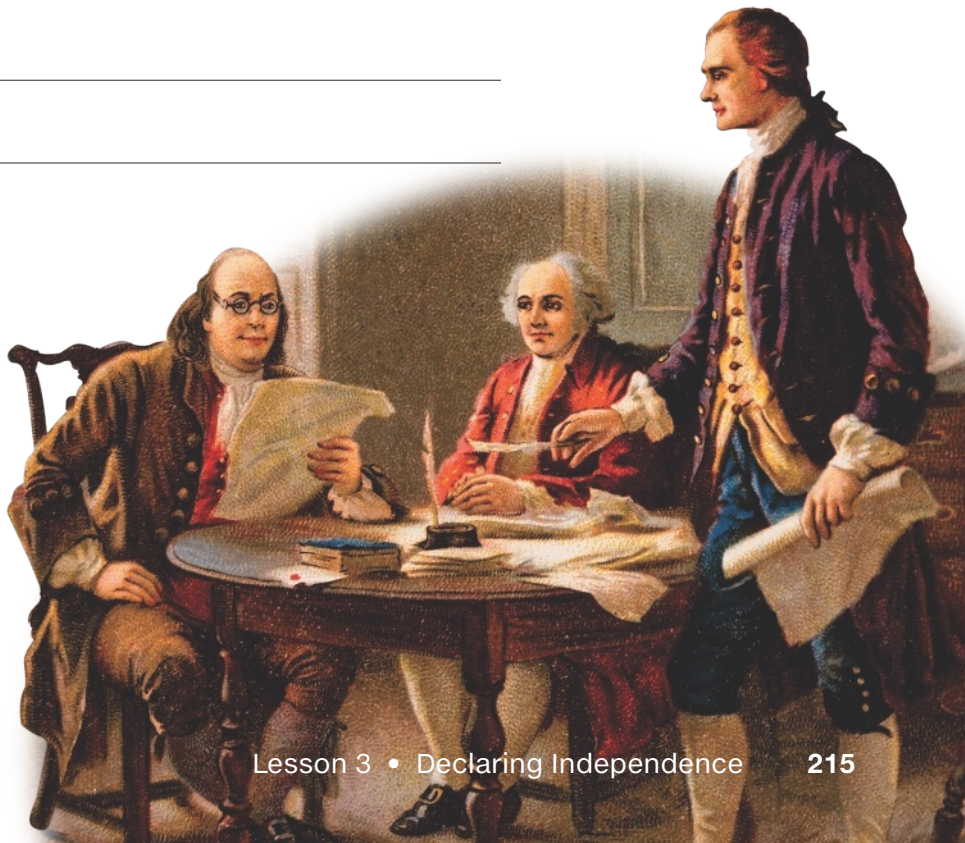
By May 1776, eight of the colonies supported the decision to declare independence from Great Britain. Before making their plans known to Parliament, delegates wanted to have a written document formally declaring independence.

A “Committee of Five,” which included Thomas Jefferson, John Adams, Benjamin Franklin, Roger Sherman, and Robert Livingston, set out to write the document. The committee asked Jefferson to write a draft of the Declaration of Independence. Like Paine, Jefferson was influenced by Locke. While writing the declaration, he used a phrase inspired by Locke: “life, liberty, and pursuit of happiness.”

Once Jefferson completed his draft, Franklin and Adams suggested changes. Then they submitted the document to Congress for approval. Soon after, Congress voted on and officially declared independence on July 4, 1776. The delegates put themselves in danger by taking these actions. By declaring independence, they were vulnerable to accusations of **treason**, or attempting to overthrow one’s government.

3.  **Reading Check** Describe at least two points that you think were included in the Declaration of Independence.

Benjamin Franklin, John Adams, and Thomas Jefferson work on the Declaration of Independence.



The Declaration of Independence

Academic Vocabulary

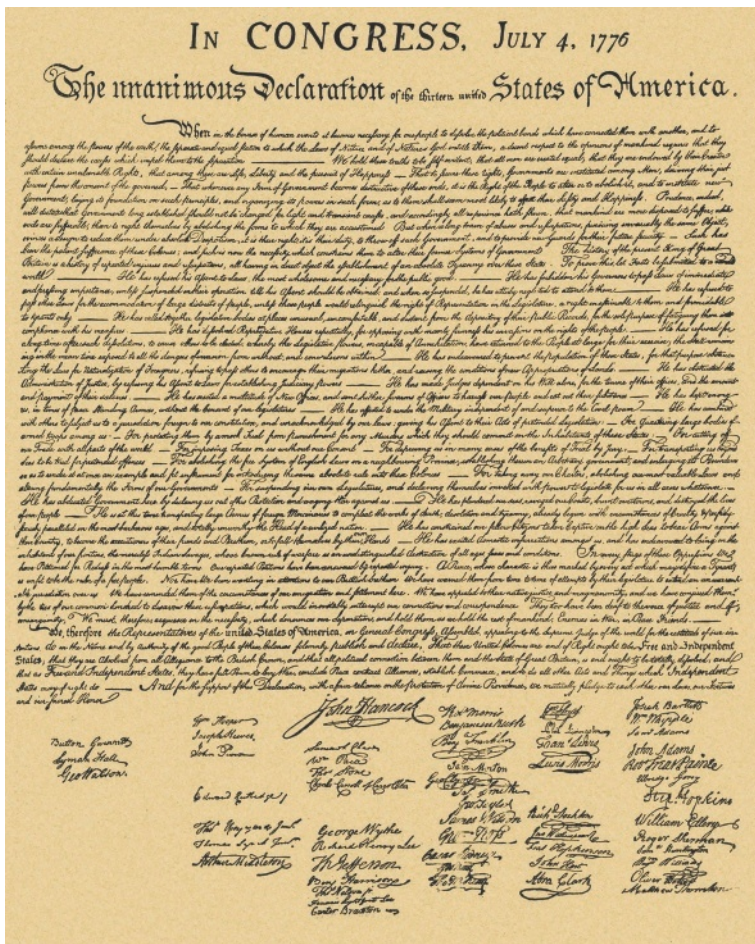
foundation • *n.*, the base or support of something

Written in the 1700s, the ideas of the Declaration of Independence became the **foundation** of American democracy. Its discussion of natural rights and the relationship between citizens and the government was new.

The Declaration of Independence outlined the ideas that many of the delegates to the convention would use to build a new nation. It stated that everyone is created equal and has certain natural rights. The government's job is to protect these rights using the authority given to it by its citizens.

The document can be divided into three parts—the Preamble, the charges against King George III, and the formal statement of separation from the British government.

1. The Preamble is an introduction. In it, Jefferson writes about the rights that all people have that cannot be taken away.
2. The second section lists ways the king violated the rights of the colonists.
3. The document concludes with a declaration that the 13 Colonies are now independent, united states.




Fifty-six delegates signed the Declaration of Independence. In doing so, they put their lives at risk. They could have been accused of treason by the British government and hanged.

From The Declaration of Independence

1. We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights [rights that cannot be removed]; that among these are Life, Liberty, and the pursuit of Happiness.

2. He has refused his Assent to Laws [refused to follow laws]. . . . He has combined with others to subject us to a jurisdiction [authority] foreign to our constitution [way of life]. . . . For cutting off our Trade with all parts of the world: For imposing Taxes on us without our Consent. . . . He has plundered [robbed] our seas, ravaged [destroyed] our Coasts, burnt our towns, and destroyed the lives of our people.

3. These United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved [freed] from all Allegiance to the British Crown . . . they have full Power to levy [make] War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do.

4.  **Reading Check** In your own words, **analyze** and **explain** what each section of the Declaration of Independence means.

An Important First Step

"I desire you
would remember
the ladies..."



Abigail Adams

Jefferson's original version of the Declaration of Independence had included a section that condemned slavery. Congress removed this section before the document's approval. Although the Founders were divided over slavery, both northern and southern delegates opposed the clause referring to the practice.

In 1776, the phrase *all men are created equal* did not apply to African Americans, American Indians, or women. In a letter to her husband John, Abigail Adams famously asked him to "remember the ladies" as the new nation was formed. Abigail felt that it was not logical for the Patriots to fight and die for independence from the British if the rights of some Americans were ignored.

Although the rights of all people would not be recognized until many decades later, the Declaration of Independence was an important first step in the recognition of individual rights.



Today, Americans celebrate the Fourth of July as a day to reflect on our freedoms. Many also enjoy parades, food, and fireworks.



Lesson 3 Check



INTERACTIVITY

Check your understanding of the key ideas of this lesson.

5. **Cause and Effect** Identify two effects, or reasons, for the cause provided.

Cause The king violated the rights of the colonists.	→	Effect _____ _____
	→	Effect _____ _____

6. **Describe** how a colonist might have felt when reading the Declaration of Independence for the first time.

7. **Draw inferences** about how King George III might have reacted as he read the Declaration of Independence.



Thomas Paine's *Common Sense*

In his pamphlet, *Common Sense*, Thomas Paine challenged British control over the colonies. Paine was an early supporter of independence from Great Britain and its king. He used plain language, so that his writing was popular with a variety of people throughout the colonies.

In 1776, many colonists were loyal to the king. *Common Sense* was an effort to change people's minds so they would support independence.

Vocabulary Support

A long period of mistreatment is a good reason to question how that mistreatment can be justified.

Colonists have the right to question both Parliament and the king's claims.

undertaken, *v.*, took on

grievously, *adv.*, seriously

oppressed, *adj.*, kept down by using harsh treatment

undoubted privilege, an absolute right

pretensions, *n.*, merits

usurpation, *n.*, taking by force

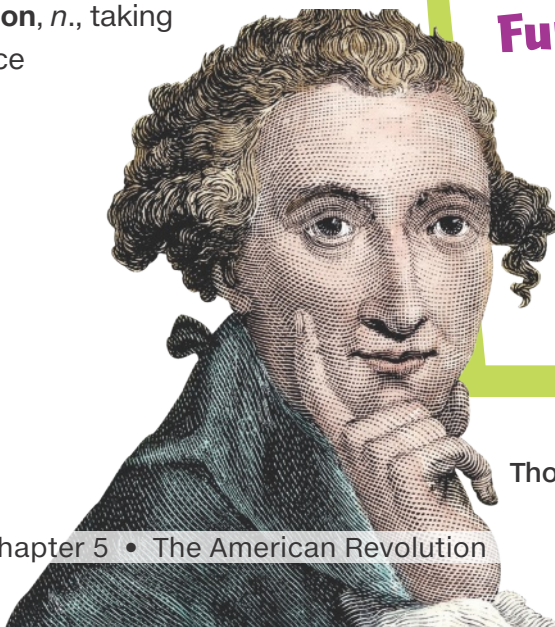
As a long and violent abuse of power, is generally the means of calling the right of it in question . . . and as the King of England hath **undertaken** in his own right, to support the Parliament in what he calls theirs, and as the good people of this country are **grievously oppressed** by the combination, they have an **undoubted privilege** to inquire into the pretensions of both, and equally to reject the **usurpation** of either.

—Thomas Paine, *Common Sense*, Philadelphia,

February 14, 1776

Fun Fact

More than 200,000 copies of *Common Sense* sold in the first few months, making *Common Sense* the best-selling printed work ever at that time.



Thomas Paine

Close Reading

1. **Identify** and circle what Paine thinks the colonists should do in response to the king's abuse of power.
2. What does Paine mean? **Explain** in your own words. What other questions do you have about this quotation?

Wrap It Up



Describe some reasons Paine had to write *Common Sense*. Support your answer with information from the chapter. Use one quotation from the selection shown here.

On the Battlefield and at Home



INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Unlock The BIG Question

I will know that even when conditions were difficult, Patriots fought for independence.

Vocabulary

mercenary
retreat
alliance
scarcity
profiteering

Academic Vocabulary

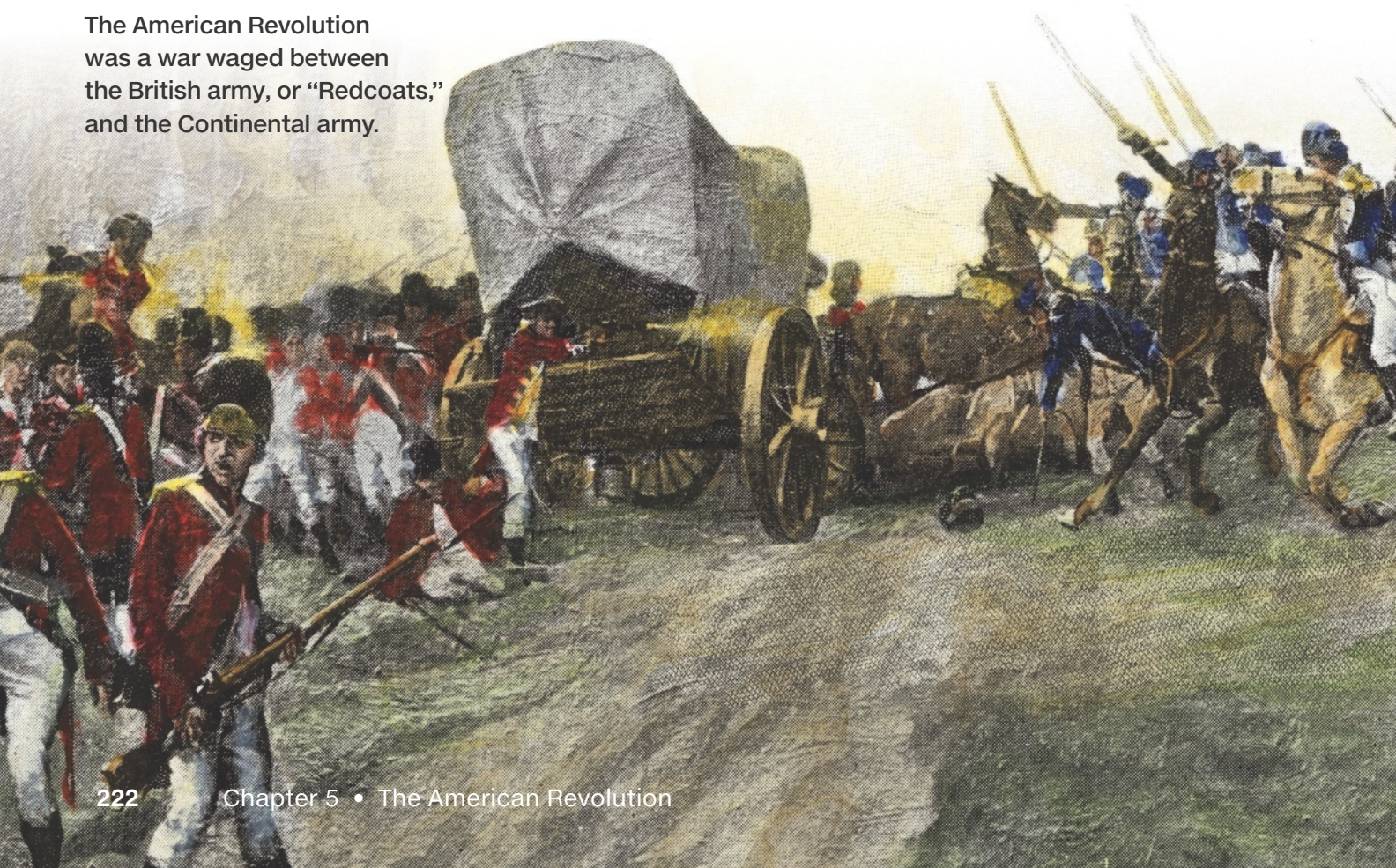
confine
emerge

Jumpstart Activity

With a group, list items an army should be equipped with. What might happen if an army did not have all of the items on your list?

When the fighting began between British and Continental soldiers, many people thought the colonists could not win. The Continental army was an unlikely match for the fierce British army, but the Americans were fighting for their homeland.

The American Revolution was a war waged between the British army, or “Redcoats,” and the Continental army.



American and British Military

The British army was one of the best in the world. Its soldiers were well trained, and had supplies. But they were fighting far from home, and supplies took a long time to reach them.

Britain had more money than the colonists. Early in the war, Britain hired 30,000 German soldiers, called Hessians, to help fight the war. These soldiers were **mercenaries**, or soldiers hired by a foreign country. The Patriots saw the Hessians as brutal. Their entry into the war convinced some neutral Americans to join the Patriot cause.

The Continental army was not well trained and had few resources. Financing the war was difficult. Generals sometimes could not agree on strategy, but they were fighting for a cause they believed in. The American forces included local militias. These were groups of armed men who stayed on their land and protected it from invasion.

Both the British and the Continental armies requested help from American Indians. The Cherokee and Mohawk fought with the British, hoping that they would stop westward expansion. The Oneida and Tuscarora fought with the Patriots. Some American Indians remained neutral. Most American Indians, however, sided with the British. If the colonists won, American Indians knew they could lose vast amounts of land. Approximately 1,500 Iroquois, for example, fought with British soldiers.



INTERACTIVITY

Explore the key ideas of this lesson.

1. Reading Check

Compare and Contrast

Use the chart to **identify** and **describe** differences and similarities between the British army and Continental army.

The British Redcoats and the Continentals

British Army	Continental Army	Both
plenty of supplies included hired soldiers well trained	few resources included local militias 	

Major Battles of the Revolution

The Siege of Boston occurred as the Revolution broke out in Lexington and Concord. The conflict lasted until March 1776. During this time, the Continental army kept the British army **confined** within the city of Boston.

Academic Vocabulary

confine • v., to prevent from leaving; imprison

The British were still blocking all ships in the harbor, so the economy came to a halt. Supplies for the British military arrived slowly. On March 4, George Washington took control of Dorchester Heights, outside Boston. His troops opened cannon fire on the British ships in the harbor. Two weeks later, the British left the city.

A few months later, British General William Howe and his troops landed on Long Island. Their goal was to capture New York. On August 27, Howe marched toward George Washington and his soldiers at Brooklyn Heights. Howe forced the Americans out. Washington moved his men to Manhattan by boat to avoid capture.

During the fall and winter of 1776, more battles raged. After a loss in White Plains, New York, Washington and his men were pushed into New Jersey and then Pennsylvania. The British captured and sentenced to death a spy and 21-year-old teacher named Nathan Hale. Hale said, “I only regret that I have but one life to lose for my country.”

George Washington led his troops across the icy Delaware on the night of December 25, 1776. The next day, they defeated the British in a surprise attack on Trenton.



Washington needed a victory. So he planned a surprise attack in Trenton, New Jersey. On the night of December 25, Washington and his troops crossed the icy Delaware River toward New Jersey.

The next morning, they surprised and defeated the Hessians who controlled Trenton. Soon after, Washington was victorious in Princeton, New Jersey. These victories gave the Continental army a much-needed morale boost.

A Turning Point

In the fall of 1777, the Battle of Saratoga was a turning point in the war. Tadeusz Kościuszko (also spelled Thaddeus Kosciuszko), an engineer from Poland, had helped the Patriots build a fort near the city.

On September 19, British General John Burgoyne won a small victory there against the Americans. The Americans were led by Horatio Gates and Benedict Arnold. Burgoyne attacked the Americans at Saratoga again on October 7. This time, he was defeated and forced to **retreat**, or withdraw. Ten days later, Burgoyne surrendered to the Americans.

Benedict Arnold later betrayed the Patriots. In 1780, he plotted to surrender to the British the fort at West Point, New York. The plan failed. He became one of the most famous traitors in American history.

In September 1777, Hessians descended on Philadelphia. This caused the delegates of the Second Continental Congress to flee to York, Pennsylvania, where they continued their work. The fight in Philadelphia lasted months. The Americans suffered many casualties. Washington withdrew his troops and spent the winter at Valley Forge. Eventually, King George III ordered British General Henry Clinton to leave the city, but many troops had died and the city was damaged.



2. Reading Check

Choose colors to represent the American and British victories on the legend. Use these colors to **identify** the victories on the map. **Analyze** and discuss with a partner where Washington's men stood at this point in the war.

Quest Connections

Write three lessons that the American generals and the Continental army learned as a result of battles of the American Revolution.

INTERACTIVITY

Learn about the struggles of women and children on the home front as well as the battles fought on the field. Whose stories would you tell in your newspaper?

Word Wise

Homonyms are words that are the same in sound and spelling but have different meanings. The word *class* is a homonym. One meaning of *class* is “a group of students in a room.” Read this phrase from the lesson: *a harsh ruling class*. What do you think another meaning of *class* is?

Help From Other Countries

Benjamin Franklin tried several times to convince the French to help the Americans in the war. The French refused because they did not think the Americans could defeat the British. This changed after the American victory at Saratoga. This decisive Patriot victory convinced the French to recognize the American cause. They entered the war as an ally, or supporter, of the United States. They loaned money and sent weapons, ammunition, uniforms, and supplies. They also sent troops and ships. This support was important. It helped the colonists defeat the British at Yorktown in 1781.

Primary Source

If war should break out between France and Great Britain during the continuance of the present war between the United States and England, his Majesty and the said United States shall make it a common cause and aid each other mutually with their good offices, their counsels and their forces.

—Treaty of Alliance Between the United States of America and His Most Christian Majesty [France],
February 6, 1778

Other countries joined the American cause as well. The Dutch people lived under a harsh ruling class at this time. They understood the plight of the Americans. They formed an **alliance** with America and sent ammunition. An alliance is a formal agreement of friendship between countries. Holland was also a trade partner with America. It angered Britain that Holland helped its enemy. As a result, Parliament declared war on Holland.

In 1779, Spain declared war on Britain over land west of the Mississippi. Spain was already allied with the Americans, but now it was involved in the war for its own reasons.

Catherine II of Russia refused Parliament’s requests to send troops to America to help the British. The country remained neutral, continuing trade with the colonies and indirectly helping the Americans.

Women During the Revolution

The American Revolution was fought for freedom from an unjust government. But even if the colonists won the war, many people, women included, would not gain any liberties.

The revolution did bring about some change, however. Since women instructed children to be reasonable and responsible adults, a new idea **emerged** of wives and mothers as a “republican motherhood.”


Women also worked as nurses, cooks, soldiers, and spies during the war. Many who joined the army did so to make money for their families. Deborah Sampson of Massachusetts fought in the Revolution disguised as a man. Molly Pitcher, a nickname for Mary Ludwig of New Jersey, became known for bringing men water during the Battle of Monmouth.

Well-known women were also involved in the war effort. Martha Washington spent most winters with George Washington, helping soldiers at the camps.

Mercy Otis Warren was a political writer and advocate of independence. She was critical of British rule and urged a fight for freedom. Phillis Wheatley was an enslaved African American. She was a poet and a strong supporter of independence.

Academic Vocabulary

emerge • v., to develop

3.  **Reading Check**
Identify how each woman helped the revolutionary cause.

Women of the Revolution



Deborah Sampson



Molly Pitcher



Phillis Wheatley

African Americans During the War

The Declaration of Independence declared freedom for all, but it did not call for the end of slavery. Thousands of black men fought on both sides of the war. Free and enslaved African Americans fought with the Patriots at Lexington, Concord, and Bunker Hill. But the Continental Congress then stopped accepting African Americans into the army. When the states could not meet their quotas in 1778, they decided to make regiments of African American men. Many of the men who had been enslaved before the war were given their freedom when it ended.



Many African Americans fought with the Patriots.

James Armistead, an enslaved African American from Virginia, enlisted in the Revolutionary War. Armistead worked as a spy for the Marquis de Lafayette, a French officer fighting with the Patriots. Armistead provided information that allowed the Patriots to win a decisive battle in the war. He was given his freedom after the war.

In 1775, Lord Dunmore, the British governor of Virginia, promised freedom to slaves who escaped from Patriots and fought with the Loyalists. He kept his promise when the war was over.

The Home Front

As the British invaded cities, people fled to the country looking for food and work. In the country, many women ran family farms. They often stood in the way of advancing armies. Armies destroyed and robbed farms. The British punished families who housed Patriots.

The economy suffered. Anyone who worked in trade was unemployed because the British blocked ports so ships could not bring supplies. The blockades caused **scarcity**. This lack of supplies resulted in huge price increases.

Some people hoarded goods and hid them. They began **profiteering**, or charging very high prices for goods. This caused inflation, as the price of goods soared. Congress passed laws to stop both of these practices.

Although living on the home front was difficult, everyone hoped that the burden would be worth it. The war was fought for the ideals of liberty and independence. These ideals named in the Declaration of Independence were the foundation of the new nation. They were often included in state constitutions written after 1776.



Women on the home front took care of farms and protected their families from British invasion.

4. **✓ Reading Check Use Evidence**
From Text Identify and highlight ways in which life was difficult for those on the home front.

✓ Lesson 4 Check



INTERACTIVITY

Check your understanding of the key ideas of this lesson.

5. **Cause and Effect Analyze** and **explain** how the British blockade affected people in the countryside.

6. **Explain** how the Declaration of Independence did not extend freedoms to all Americans.

7. **Quest Connections** Choose one of the first battles of the Revolution. On another sheet of paper, write a fictional eyewitness description of it for your newspaper.

Cause and Effect

A **cause** is a reason, an event, or a condition that makes something happen. An **effect** is the result of a cause. You can find causes and effects by asking yourself questions. To find a cause, ask “Why?” To find an effect, ask “What happened next?”

Historical events usually have multiple causes and effects. This means that more than one thing causes an event. The Siege of Boston, for example, was an event that had multiple causes and effects. Making note of what caused events and what happened as a result can give us a deeper understanding of history. Read the passage below and look for causes and effects of the Siege of Boston.



VIDEO

Watch a video about cause and effect.

The Siege of Boston occurred as the Revolution broke out. The conflict lasted until March 1776. During this time, the Continental army contained the British army within the city of Boston after the British had invaded.

The siege caused many Bostonians to flee. The British were still blocking all ships in the harbor, so the economy came to a halt. Supplies for the military were slow in coming. On March 4, George Washington took control of Dorchester Heights, outside Boston. His troops opened cannon fire on the British ships in the harbor. Two weeks later, on a day now called Evacuation Day, the British left the city.

George Washington leads his troops.



Your Turn!

1. What are the causes and effects of the Siege of Boston as described in the passage? Fill in the graphic organizer showing causes and effects.

Causes and Effects of the Siege of Boston

Cause

The British occupied Boston.

Effect

Cause

Effect

Cause

Effect

2. Read the fourth and fifth paragraphs in Lesson 4, under the head "Major Battles of the Revolution." Find causes and effects of the Battle of Trenton. Then write a statement that summarizes the causes and effects.

Winning Independence



INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Unlock The BIG Question

I will know how the United States won its independence.

Vocabulary

peninsula
negotiate
Treaty of Paris

Academic Vocabulary

recover
reinforcement

Jumpstart Activity

With a partner, act out a meeting. One person is the leader, who wants to start the school day later in the morning. What can the leader do to convince the others to support this idea? Why would helping the leader be worth it?

As the year 1777 ended, America was still at war. Although the Patriot forces had won some important victories against the British, they still faced many obstacles. The path to independence looked uncertain.

A Turning Point in the War

When the British forced Washington and his troops out of Philadelphia, they retreated to Valley Forge outside of the city. Washington planned to prepare his troops for more battles in the spring, but they were discouraged, exhausted, and not properly trained. The Patriots had recently lost the Battle of Brandywine and the Battle of Germantown. The harsh winter would bring morale to a new low.


The conditions at Valley Forge that winter were terrible. There were not enough shelters. The troops did not have enough food or warm clothes. Many soldiers died of disease. Washington lost about 2,000 men that winter.

The tide slowly began to turn as Washington worked with Benjamin Franklin to provide adequate food, supplies, and troops. Then Franklin enlisted the help of Baron Friedrich von Steuben. Baron von Steuben had been a military officer in the Prussian army. He began training the Continental army and gave the troops a sense of pride and confidence. Morale was further boosted when Washington learned that the French had agreed to join the war on the side of the Americans. This was a crucial turning point. News of the revitalized unit at Valley Forge inspired Continental army troops throughout the states.



INTERACTIVITY

Explore the key ideas of this lesson.

1.  **Reading Check** **Analyze** why the American troops regained their confidence by the spring of 1778. **Summarize** what led to this improvement.

Washington and his troops endured harsh conditions during their winter at Valley Forge.



Academic Vocabulary

recover • *v.*, to get back, regain

reinforcement • *n.*, more people, supplies, or weapons

Marching Toward Victory

Beginning in 1776, Spain began sending money and military supplies to America. Support from Spain during the American Revolution was due in part to its desire to see Great Britain lose its power. The Spanish wanted to **recover** some of the land that they had lost to the British.

In 1779 and 1780, the Spanish governor of Louisiana, Bernardo de Gálvez, attacked British forts at Baton Rouge, Mobile, Natchez, and Pensacola. Spain took these forts and stopped the British from reaching the Mississippi River.

Although southern Loyalists had helped the British win battles in Savannah, Georgia, and Charleston, South Carolina, in 1778 and 1780, the British overestimated their support. Many southerners were Patriots, including Francis Marion. Marion earned the name “Swamp Fox” for leading his small band in quick attacks on the British. After the attacks, the men retreated into the swamps.

In the South, General Nathanael Greene did not have enough troops. So he attacked and quickly retreated again and again until he wore out the British.

The Final Battles

In June 1778, British General Sir Henry Clinton and his men left Philadelphia. They marched toward New York City. Washington and his newly trained army left Valley Forge and met the British at Monmouth, New Jersey.

American General Charles Lee learned that British **reinforcements** were coming. He ordered a retreat. Washington was furious. He could not reorganize American ranks in time to take the British. Clinton continued toward New York, but Washington joined other American forces along the Hudson River.

Between 1780 and 1781, several battles were fought in North and South Carolina. The British had seized control of Savannah, Charleston, and Camden in 1778 and 1780. These battles were followed by two American victories at Kings Mountain and Cowpens.




The news of these battles shook British General Charles Cornwallis, who waited for reinforcements. The battles of Guilford Courthouse and Eutaw Springs ended in victories for the British, but many British troops were killed. British General Charles Cornwallis abandoned the Carolinas and moved his troops back to Virginia to rest.

He then went to Yorktown, Virginia, which is on a **peninsula**, a piece of land surrounded by water. Washington left New York with American and French soldiers. He planned to arrive in Yorktown at the same time as the French navy. Washington asked General Lafayette to lead an army of 4,500 soldiers to block Cornwallis's escape from Yorktown.

Washington's troops needed food, clothing, and supplies. He asked Haym Salomon, a Jewish immigrant from Poland, for money. Salomon was a Patriot who was arrested by the British twice but managed to escape. Salomon, now called "the Financial Hero of the American Revolution," provided vital supplies for Washington's troops before the Battle of Yorktown.

By late September, Washington arrived in Yorktown. While his army attacked the British on land, French navy ships sailed into Chesapeake Bay and blocked British ships from rescuing Cornwallis. He was trapped. After three weeks of battle, on October 17, 1781, Cornwallis surrendered to Washington in a field at Yorktown. This was the last major battle of the American Revolution.

2.  **Reading Check**
Turn and **talk with a partner**. **Identify** and list the groups and people who fought on the side of the Americans and on the side of the British.



Quest Connections

Make notes about the significance of the Treaty of Paris. **Identify** two points discussed in the treaty. How would you include this event in your newspaper?



INTERACTIVITY

Find out more about the Treaty of Paris and how you can add details to your newspaper article.

The War Comes to an End

The United States won the American Revolution against the mighty British army. In 1782, Benjamin Franklin, John Adams, John Jay, and British officials **negotiated** the **Treaty of Paris**, a peace treaty.

Primary Source

His Britannic Majesty acknowledges the said United States . . . to be free sovereign and independent states, that he treats with them as such, and for himself, his heirs [children], and successors, relinquishes [gives up] all claims to the government, propriety, and territorial rights of the same and every part thereof.

—The Treaty of Paris, 1783

The treaty stated that America was an independent nation. It allowed for westward expansion. The borders for the new nation were agreed upon. The United States now reached from Canada to Spanish Florida and as far west as the Mississippi River.

3.  **Reading Check** Make inferences about why Franklin, Adams, and Jay included a mention of westward expansion in the Treaty of Paris.

Americans Benjamin Franklin, John Adams, and John Jay negotiated the Treaty of Paris with British officials after the American Revolution.





Lesson 5 Check

Check your understanding of the key ideas of this lesson.

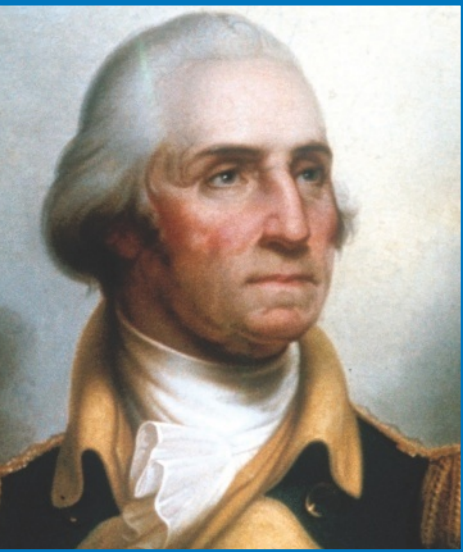
4. **Cause and Effect** Write the causes that led to the effect in the chart. **Analyze** the outcome of the battles fought in the South between 1778 and 1780. **Explain** their effect on the outcome of the war.

Cause	Effect
<hr/> <hr/> <hr/>	They wore out the British.
<hr/> <hr/> <hr/>	

5. **Analyze** the events leading up to the surrender at Yorktown. **Describe** regrets that Cornwallis might have had.

6. **Understand the Quest** **Connections** **Describe** how you think George Washington felt about the American Revolution and the outcome of the war.

Quality:
Patriotism



George Washington (1732–1799)

Leader of a New Nation

George Washington dedicated his life to his country. When he was 21 years old, he was made a major in the British army. He fought against the French during the French and Indian War. He later defended the colonial frontier and helped to improve British relations with the American Indians. However, he did not approve of the British government's treatment of the colonies and resigned his post.

When the British taxed the colonists unjustly, Washington supported boycotts and disagreed with Parliament's policies. He represented his home state of Virginia in 1775 during the First Continental Congress. He was appointed commander in chief of the Continental army. During his winter at Valley Forge, Washington met and overcame challenges, such as lack of supplies. He built up a well-trained, confident army.

Once the Treaty of Paris was signed after the war, Washington retired and returned to his home, Mount Vernon. Encouraged by friends and colleagues, he presided over the Constitutional Convention in 1787. The convention produced a strong federal government under the U.S. Constitution. After the Constitution was ratified in 1788, he was unanimously chosen to lead the country as the first President of the United States. Washington became president in 1789 and led the country for two terms (8 years).



Find Out More

1. As he left office, George Washington advised against getting involved in foreign conflicts. Why might this advice have been considered patriotic?

2. There are many ways to be patriotic. **Survey** your friends and family about what they think are good ways to show patriotism. **Report** your findings to your class.

Visual Review

Use the map to review some of the key terms and ideas from this chapter.

The United States After the Treaty of Paris





Play the vocabulary game.

Vocabulary and Key Ideas

1. **Define** What is a **tariff**?

2. In what ways was the British army superior to the American army?

3. **Draw** a line to match the definitions to the correct terms.

refusing to take either side in a conflict

militia

being the same in value

neutral

plan of action

equality

lack of needed goods

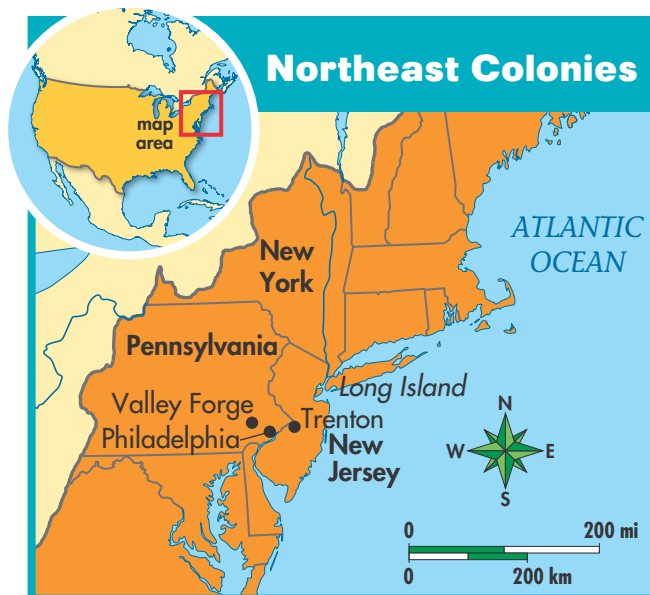
scarcity

an army of colonists

strategy

4. **Define** independence.

5. **Analyzing a Map** Look at the map. Why do you think General Washington and his men went to Valley Forge during the Siege of Philadelphia?



Critical Thinking and Writing

6. **Analyze** reasons for the colonists' discontent after the Stamp Act was passed. **Explain** why "no taxation without representation" became a colonial motto.

7. **Interpret** Fill in the circle next to the best answer. Which of the following actions was part of the Intolerable Acts?

- ☐ (A) The British military took control of Massachusetts.
- ☐ (B) Colonists would be punished for housing British soldiers.
- ☐ (C) British soldiers would be tried in the colonies.
- ☐ (D) The colonies did not have to replace tea destroyed during the Boston Tea Party.

8. **Analyze** How did the outcome of the American Revolution affect the world politically and economically?

9. **Revisit the Big Question** Why was the American Revolution worth fighting?

10. **Writing Workshop Write an Opinion** Imagine you are a colonist. On separate paper, write a letter to the editor regarding the recent Declaration of Independence. Explain your opinion about how the rights of women and African Americans should be considered when building a new nation. Include details from the text to support your opinion.

Analyze Primary Sources

Vocabulary Support

shaft • *n.*, the stone column of the monument

Spirit, that made those heroes dare
To die, and leave their children free,
Bid Time and Nature gently spare
The **shaft** we raise to them and thee.

—The final stanza of Ralph Waldo Emerson’s “Concord Hymn,” 1836

11. Emerson’s poem was published for the 1837 dedication of the Battle of Concord memorial. The monument remembers the Battles of Lexington and Concord. What do you think Emerson meant in this stanza? What questions do you have about the stanza?

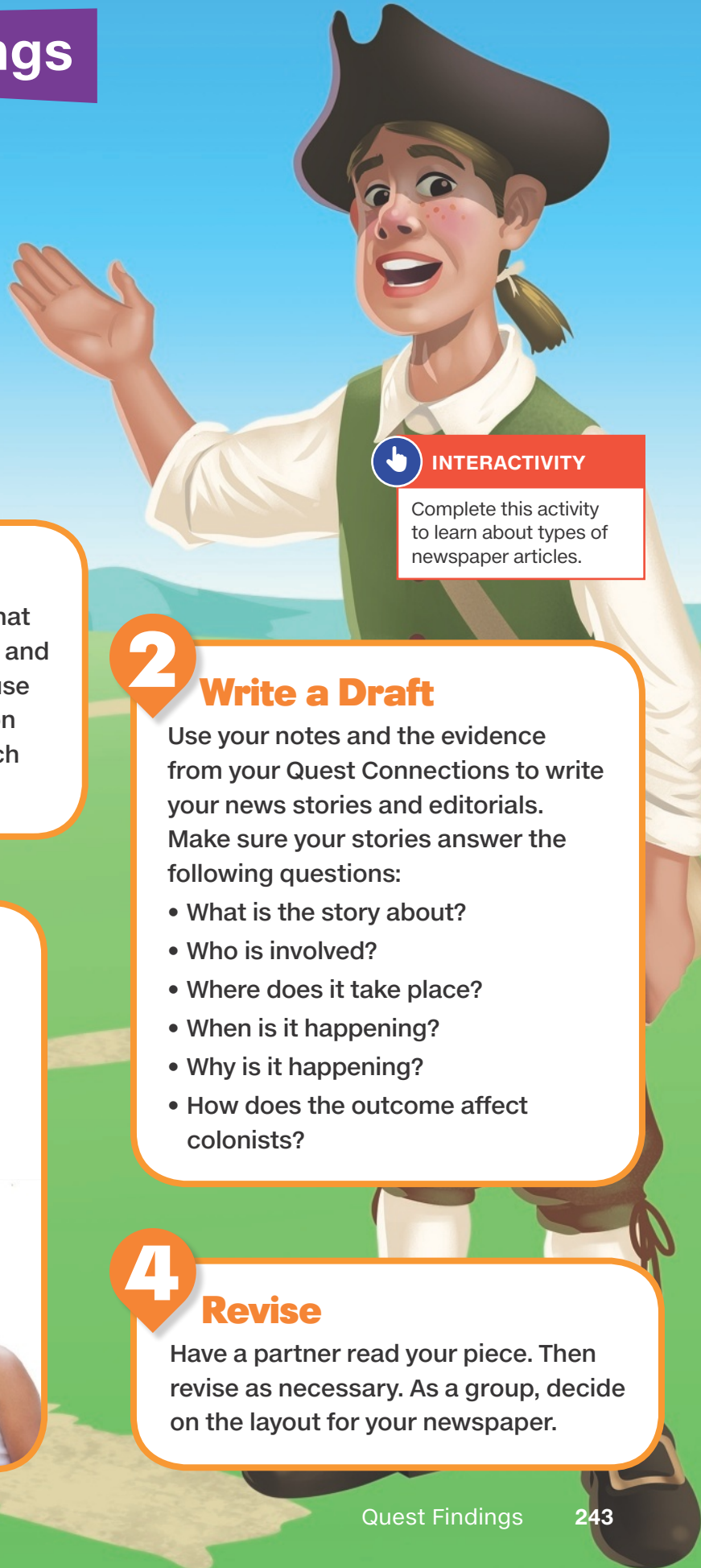
Cause and Effect

12. What were the reasons for and outcome of hoarding goods during the American Revolution?

Quest Findings

Read All About It!

You've read the lessons in this chapter and now you're ready to organize your newspaper stories and editorials. Remember that the goal of the newspaper is to inform the colonists about the events before and during the American Revolution.



INTERACTIVITY

Complete this activity to learn about types of newspaper articles.

1

Prepare to Write

Organize your information. Decide what will be used for interviews, editorials, and letters to the editor. Discuss how to use each story or opinion piece to build on the last. Assign a written piece to each member of your group.

3

Gather Your Images

As a group, choose which images, maps, and graphics will be paired with each story or editorial. Remember that visuals are an important way for a person to understand a news story.



2

Write a Draft

Use your notes and the evidence from your Quest Connections to write your news stories and editorials. Make sure your stories answer the following questions:

- What is the story about?
- Who is involved?
- Where does it take place?
- When is it happening?
- Why is it happening?
- How does the outcome affect colonists?

4

Revise

Have a partner read your piece. Then revise as necessary. As a group, decide on the layout for your newspaper.