Angry confrontations between colonial protesters and British Red Coats became common as the colonies moved towards independence.

**USA**
- **1763** Proclamation of 1763 becomes law.
- **1763** Treaty of Paris ends Seven Years' War in Europe.
- **1765** Stamp Act is passed.
- **1765** Chinese forces invade Burma.
- **1767** Townshend Acts are passed.
- **1769** Spanish begin to establish military posts and missions in California.
- **1769** Scotland's James Watt patents a steam engine capable of running other machines.

**World**
- **1763** Treaty of Paris ends Seven Years' War in Europe.
The year is 1765. Your neighbors are enraged by Britain’s demand that British troops be housed in American cities at American expense. Britain has never done this before. There are protests in many cities. You have to decide what you would do.

Would you join the protest?

What Do You Think?

• What is the best way to show opposition to policies you consider unjust?
• Is there anything to be gained by protesting? Anything to be lost?
• Does government have the right to make demands without consent of the people? Why or why not?

RESEARCH LINKS

Visit the Chapter 6 links for more information about the American Revolution.

The bayonets, or blades, on the soldiers’ gun were very dangerous in close combat.

The fife and drum corps played music to keep soldiers at a steady march. During battle, the drummers beat out orders and the fifers carried messages and stretchers.

The Road to Revolution

1770
Boston Massacre

1772
Captain Cook explores the South Pacific.

1773
Boston Tea Party

1774
Intolerable Acts are passed; First Continental Congress meets.

1775
Battles of Lexington and Concord

1776
Declaration of Independence is signed.

1776
Reign of Louis XVI begins in France.
Taking Notes

Sequencing Events

Sequencing means putting events in the order in which they happen in time. In learning about how the American colonies moved toward independence, it would be helpful to list the important events. Place them in the order in which they occurred. You might record the event and its date in a graphic organizer such as the one below. Copy this organizer in your notebook. Fill it in as you read the chapter.


What Do You Know?

What do you already know about the time before the Revolution? What were the issues that caused the colonists to choose independence?

Think About

- what you have learned about this period from movies, television, or historical fiction
- reasons people in history have chosen to fight for freedom from oppression
- your responses to the Interact with History about joining the protest (see page 157)

What Do You Want to Know?

What questions do you have about the issues and events that pushed the American colonists toward rebellion? Record them in your notebook before you read the chapter.

Reading Strategy: Sequencing Events

Proclamation of 1763

<table>
<thead>
<tr>
<th>Intolerable Acts, 1774</th>
<th>Declaration of Independence, 1776</th>
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<td>Boston Tea Party, 1773</td>
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CALIFORNIA STANDARDS

Reading 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.
The Road to Revolution

ONE AMERICAN’S STORY

James Otis, Jr., a young Massachusetts lawyer, stormed through the streets of Boston one day in 1760. He was furious. His father had just been denied the post of chief justice of the Massachusetts colony by the royal governor. To Otis, this was one more example of Britain’s lack of respect for colonial rights. Another example was its use of search warrants that allowed customs officers to enter any home or business to look for smuggled goods. Otis believed these searches were illegal.

In court in February 1761, Otis spoke with great emotion for five hours about the search warrant and its use.

A VOICE FROM THE PAST

It appears to me the worst instrument of arbitrary power, the most destructive of English liberty and the fundamental principles of law, that was ever found in an English law-book.

James Otis, Jr., quoted in James Otis: The Pre-Revolutionist by J. C. Ridpath

In making the first public speech demanding English liberties for the colonists, James Otis planted a seed of freedom. In this section, you will read more about the early protests against Britain’s policies in America.

The Colonies and Britain Grow Apart

During the French and Indian War, Britain and the colonies fought side by side. Americans took great pride in being partners in the victory over the French. However, when the war ended, problems arose. Britain wanted to govern its 13 original colonies and the territories gained in the war in a uniform way. So the British Parliament in London imposed new laws and restrictions. Previously, the colonies had been allowed to develop largely on their own. Now they felt that their freedom was being limited.
The first of Parliament’s laws was the Proclamation of 1763. (See Chapter 5.) It said that colonists could not settle west of the Appalachian Mountains. Britain wanted this land to remain in the hands of its Native American allies to prevent another revolt like Pontiac’s Rebellion.

The proclamation angered colonists who had hoped to move to the fertile Ohio Valley. Many of these colonists had no land of their own. It also upset colonists who had bought land as an investment. As a result, many ignored the law.

**British Troops and Taxes**

King George III, the British monarch, wanted to enforce the proclamation and also keep peace with Britain’s Native American allies. To do this, he decided to keep 10,000 soldiers in the colonies. In 1765, Parliament passed the *Quartering Act*. This was a cost-saving measure that required the colonies to quarter, or house, British soldiers and provide them with supplies. General Thomas Gage, commander of these forces, put most of the troops in New York.

Britain owed a large debt from the French and Indian War. Keeping troops in the colonies would raise that debt even higher. Britain needed more *revenue*, or income, to meet its expenses. So it attempted to have the colonies pay part of the war debt. It also wanted them to contribute toward the costs of frontier defense and colonial government.

In the past, the king had asked the colonial assemblies to pass taxes to support military actions that took place in the colonies. This time, however, Parliament voted to tax the Americans directly.

In 1764, Parliament passed the *Sugar Act*. This law placed a tax on sugar, molasses, and other products shipped to the colonies. It also called for strict enforcement of the act and harsh punishment of smugglers.

Colonial merchants, who often traded in smuggled goods, reacted with anger.

Colonial leaders such as James Otis claimed that Parliament had no right to tax the colonies, since the colonists were not represented in Parliament. As Otis exclaimed, “Taxation without representation is tyranny!” British finance minister George Grenville disagreed. The colonists were subjects of Britain, he said, and enjoyed the protection of its laws. For that reason, they were subject to taxation.

**Britain Passes the Stamp Act**

The Sugar Act was just the first in a series of acts that increased tension between the mother country and the colonies. In 1765, Parliament passed the *Stamp Act*. This law required all legal and commercial documents to carry an official stamp showing that a tax had been paid. All diplomas, contracts, and wills had to carry a stamp.
Even published materials such as newspapers had to be written on special stamped paper.

The Stamp Act was a new kind of tax for the colonies. The Sugar Act had been a tax on imported goods. It mainly affected merchants. In contrast, the Stamp Act was a tax applied within the colonies. It fell directly on all colonists. Even more, the colonists had to pay for stamps in silver coin—a scarce item in the colonies.

Colonial leaders vigorously protested. For them, the issue was clear. They were being taxed without their consent by a Parliament in which they had no voice. If Britain could pass the Stamp Act, what other taxes might it pass in the future? Samuel Adams, a leader in the Massachusetts legislature, asked, “Why not our lands? Why not the produce of our lands and, in short, everything we possess and make use of?” Patrick Henry, a member of Virginia's House of Burgesses, called for resistance to the tax. When another member shouted that resistance was treason, Henry reportedly replied, “If this be treason, make the most of it!”

The Colonies Protest the Stamp Act

Colonial assemblies and newspapers took up the cry—“No taxation without representation!” In October 1765, nine colonies sent delegates to the Stamp Act Congress in New York City. This was the first time the colonies met to consider acting together in protest. Delegates drew up a petition to the king protesting the Stamp Act. The petition declared that the right to tax the colonies belonged to the colonial assemblies, not to Parliament. Later, colonial merchants organized a boycott of British goods. A boycott is a refusal to buy.

Meanwhile, some colonists formed secret societies to oppose British policies. The most famous of these groups was the Sons of Liberty. Many Sons of Liberty were lawyers, merchants, and craftspeople—the colonists most affected by the Stamp Act. These groups staged protests against the act.

Not all of their protests were peaceful. The Sons of Liberty burned the stamped paper whenever they could find it. They also attacked customs officials, whom they covered with hot tar and feathers and paraded in public. Fearing for their safety, many customs officials quit their jobs.

The protests in the colonies had an effect in Britain. Merchants thought that their trade with America would be hurt. Some British political leaders, including
the popular parliamentary leader William Pitt, agreed with American thinking about taxing the colonies. Pitt spoke out against the Stamp Act.

A VOICE FROM THE PAST

The Americans have not acted in all things with prudence and [good] temper. They have been driven to madness by injustice. Will you punish them for the madness you have [caused]? . . . My opinion . . . is that the Stamp Act be repealed absolutely, totally and immediately.

William Pitt, quoted in Patriots by A. J. Langguth

Parliament finally saw that the Stamp Act was a mistake and repealed it in 1766. But at the same time, Parliament passed another law—the Declaratory Act. This law said that Parliament had supreme authority to govern the colonies. The Americans celebrated the repeal of the Stamp Act and tried to ignore the Declaratory Act. A great tug of war between Parliament and the colonies had begun. The central issue was control of the colonies, as you will learn in the next section.
Colonial Resistance Grows

**Main Idea**
Many Americans began to organize to oppose British policies.

**Why It Matters Now**
Americans continue to protest what they view as wrongs and injustices.

**Terms & Names**
- Crispus Attucks
- Townshend Acts
- Writs of Assistance
- Samuel Adams
- Boston Massacre
- John Adams
- Committee of Correspondence
- Boston Tea Party

**One American’s Story**

Crispus Attucks knew about the struggle for freedom. The son of an African-American father and a Native American mother, Attucks was born into slavery in Framingham, Massachusetts, around 1723. As a young man, Attucks escaped by running away to sea.

In March 1770, Attucks found himself in Boston, where feelings against British rule were hot. One night Attucks took part in a disturbance between colonists and British troops. He was about to play a key role in U.S. history—losing his life to a British bullet in a protest that came to be called the Boston Massacre. In Section 2, you will read how tension between Britain and its colonies led to violence.

**The Townshend Acts Are Passed**

After the uproar over the Stamp Act, Britain hoped to avoid further conflict. Even so, it still needed to raise money to pay for troops and other expenses in America. The Quartering Act was not working. Most of the British army was in New York, and New York saw that as an unfair burden. Its assembly refused to pay to house the troops.

The king’s finance minister, Charles Townshend, told Parliament that he had a way to raise revenue in the colonies. So in 1767, Parliament passed his plan, known as the **Townshend Acts**.

The first of the Townshend Acts suspended New York’s assembly until New Yorkers agreed to provide housing for the troops. The other acts placed duties, or import taxes, on various goods brought into the colonies, such as glass, paper, paint, lead, and tea. Townshend thought that duties, which were collected before the goods entered the colonies, would anger the colonists less than the direct taxes of the Stamp Act. The money raised would be used to pay the salaries of British governors and other officials in the colonies. To enforce the acts, British officers...
would use **writs of assistance**, or search warrants, to enter homes or businesses to search for smuggled goods.

### The Reasons for Protest

Protests immediately broke out at news of the Townshend Acts. New Yorkers were angry that their elected assembly had been suspended. People throughout the colonies were upset that Britain was placing new taxes on them. “The issue,” said John Dickinson, an important Pennsylvania lawyer, was “whether Parliament can legally take money out of our pockets without our consent.” He explained his opposition to the Townshend Acts in essays called *Letters from a Farmer in Pennsylvania*, published in 1767.

#### A VOICE FROM THE PAST

Let these truths be... impressed on our minds—that we cannot be happy without being free—that we cannot be free without being secure in our property—that we cannot be secure in our property if without our consent others may . . . take it away—that taxes imposed on us by Parliament do thus take it away—that duties laid for the sole purpose of raising money are taxes—that attempts to lay such duties should be instantly and firmly opposed.

**John Dickinson**, quoted in *A New Age Now Begins* by Page Smith

The colonists were also angry about the writs of assistance. Many believed, as James Otis had argued (see page 159), that the writs went against their natural rights. These rights had been described by English philosopher John Locke during the Enlightenment. The law of nature, said Locke, teaches that “no one ought to harm another in his life, health, liberty, or possessions.” The colonists felt that the Townshend Acts were a serious threat to their rights and freedoms.

### Tools of Protest

To protest the Townshend Acts, colonists in Boston announced another boycott of British goods in October 1767. The driving force behind this protest was **Samuel Adams**, a leader of the Boston Sons of Liberty. Adams urged colonists to continue to resist British controls.

The boycott spread throughout the colonies. The Sons of Liberty pressured shopkeepers not to sell imported goods. The Daughters of Liberty called on colonists to weave their own cloth and use American products. As a result, trade with Britain fell sharply.

Colonial leaders asked for peaceful protests. Articles in the *Boston Gazette* asked the people to remain calm—
“no mobs. . . . Constitutional methods are best.” However, tempers were running high. When customs officers in Boston tried to seize the American merchant ship Liberty, which was carrying smuggled wine, a riot broke out. The rioters forced the customs officers to flee.

Fearing a loss of control, officials called for more British troops. A defiant Samuel Adams replied, “We will destroy every soldier that dares put his foot on shore. . . . I look upon them as foreign enemies.”

The Boston Massacre

In the fall of 1768, 1,000 British soldiers (known as redcoats for their bright red jackets) arrived in Boston under the command of General Thomas Gage. With their arrival, tension filled the streets of Boston.

Since the soldiers were poorly paid, they hired themselves out as workers, usually at rates lower than those of American workers. Resentment against the redcoats grew. Soldiers and street youths often yelled insults at each other. “Lobsters for sale!” the youths would yell, referring to the soldiers’ red coats. “Yankees!” the soldiers jeered. Yankee was supposed to be an insult, but the colonists soon took pride in the name.

On March 5, 1770, tensions finally exploded into violence. A group of youths and dockworkers—among them Crispus Attucks—started trading insults in front of the Custom House. A fight broke out, and the soldiers began firing. Attucks and four laborers were killed.

The Sons of Liberty called the shooting the Boston Massacre. They said that Attucks and the four others had given their lives for freedom. The incident became a tool for anti-British propaganda in newspaper articles, pamphlets, and posters. The people of Boston were outraged.

Meanwhile, the redcoats who had fired the shots were arrested for murder. John Adams, a lawyer and cousin of Samuel Adams, defended them in court. Adams was criticized for taking the case. He replied that the law should be “deaf . . . to the clamors of the populace.” He supported
the colonial cause but wanted to show that the colonists followed the rule of law. Adams argued that the soldiers had acted in self-defense. The jury agreed. To many colonists, however, the Boston Massacre would stand as a symbol of British tyranny.

The Tea Act

The colonists were unaware that on the day of the Boston Massacre, Parliament proposed the repeal of the Townshend Acts. One month later, all the acts except the tax on tea were repealed. The colonial boycott had been effective—British trade had been hurt. But Parliament kept the tea tax to show that it still had the right to tax the colonists. For most Americans, the crisis was over.

Samuel Adams, however, wanted to make sure people did not forget the cause of liberty. He started a drive to form committees of correspondence in various towns in Massachusetts. These groups exchanged letters on colonial affairs. Before long, committees throughout Massachusetts were corresponding with one another and with committees in other colonies.

Then, in 1773, Parliament opened up old wounds when it passed the Tea Act. Tea was very popular in the colonies, but much of it was smuggled in from Holland. The Tea Act gave the British East India Company control over the American tea trade. The tea would arrive in the colonies only in the trading company’s ships and be sold there by its merchants. Colonists who had not been paying any tax on smuggled tea would now have to pay a tax on this regulated tea. This enraged colonial shippers and merchants. The colonists wondered what Parliament would do next.

How did the cousins John and Samuel Adams differ in the way they protested British actions?

SAMUEL ADAMS
1722–1803
Samuel Adams was a Harvard graduate. But unlike his cousin John, also a Harvard graduate, he showed little skill for the law. Later, when he took control of the family business, he lost his father’s fortune. Yet he succeeded in one important undertaking—moving America toward independence.

Adams’s true talent lay in rousing people to action in support of a cause. A fiery orator and a master of propaganda, he used words as a weapon. One British official said that “every dip of his pen stings.”

JOHN ADAMS
1735–1826
John Adams, unlike Samuel, was considered a moderate in the struggle against Britain. He was an important voice of reason and at first opposed resisting by force.

Adams believed in the rule of law. He called his defense of the soldiers in the Boston Massacre “one of the best pieces of service I ever rendered my country.”

Eventually, Adams became convinced that only outright resistance would gain liberty for America. He said, “Britain has at last driven America, to the last Step, a compleat Separation from her.”

Reading History
C. Drawing Conclusions
Why did Samuel Adams think that the colonists might forget the cause of liberty?
The Boston Tea Party

Protests against the Tea Act took place all over the colonies. In Charleston, South Carolina, colonists unloaded tea and let it rot on the docks. In New York City and Philadelphia, colonists blocked tea ships from landing. In Boston, the Sons of Liberty organized what came to be known as the Boston Tea Party.

On the evening of December 16, 1773, a group of men disguised as Native Americans boarded three tea ships docked in Boston Harbor. One of the men, George Hewes, a Boston shoemaker, later recalled the events.

A VOICE FROM THE PAST

We then were ordered by our commander to open the hatches and take out all the chests of tea and throw them overboard... In about three hours from the time we went on board, we had thus broken and thrown overboard every tea chest to be found on the ship, while those in the other ships were disposing of the tea in the same way, at the same time.

George Hewes, quoted in A Retrospect of the Boston Tea-Party

That night, Hewes and the others destroyed 342 chests of tea. Many colonists rejoiced at the news. They believed that Britain would now see how strongly colonists opposed taxation without representation.

Others doubted that destroying property was the best way to settle the tax debate. Some colonial leaders offered to pay for the tea if Parliament would repeal the Tea Act. Britain rejected the offer. It not only wanted repayment, but it also wanted the men who destroyed the tea to be brought to trial. The British reaction to the Boston Tea Party would fan the flames of rebellion in the 13 colonies, as you will read in the next section.
You are a colonist living in Boston on the eve of the American Revolution. Nearly a decade of protest against British policies has failed to secure American rights. Redcoats continue to be quartered in the city. The Tea Act still stands. Now the dumping of tea in Boston Harbor by some Patriots has charged the atmosphere with tension. Trouble lies ahead, but you are determined to fight for a government that will protect your rights.

**COOPERATIVE LEARNING** On this page are two challenges that you face as the conflict with Britain unfolds. Working with a small group, decide how to deal with each challenge. Choose an option, assign a task to each group member, and do the activity. You will find useful information in the Data File. Present your solutions to the class.

**ART CHALLENGE**

“Do not . . . sip the accursed, dutied STUFF”

People all over Boston are worried about the Tea Act. It taxes tea, but it also lets the British East India Company sell tea through its own agents. In time, the plan could drive American tea sellers out of business. How can you protest these threats to American commerce and liberty? Present your viewpoint using one of these options:

- Design an anti–Tea Act poster.
- Draw a political cartoon showing the dangers of the Tea Act.

**CALIFORNIA STANDARDS**

8.1.4 Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

Writing 2.4 Write persuasive compositions.

Listening and Speaking 1.0 Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.
The Road to Revolution

Population in 1774–1775

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<thead>
<tr>
<th>Region</th>
<th>Population</th>
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<td>Britain</td>
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North American Imports from Britain

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Key Boycott Dates

- 1764: Boycott after passage of Sugar Act
- 1765: Boycott after passage of Stamp Act
- 1766: Boycott relaxed after Stamp Act repealed
- 1767: Boycott after passage of Townshend Acts
- 1770: Townshend Acts repealed
- 1774: Boycott after passage of Intolerable Acts

Sales and Consumption of Tea at the Time of the Boston Tea Party

- British sales: fourth most important product shipped to America
- American consumption: 1.2 million pounds per year

**ACTIVITY WRAP-UP**

Present to the Class: Meet as a group to review your responses to British attacks on American liberty. Pick the most creative solution for each challenge and present these solutions to the class.

**MATH CHALLENGE**

“Wear none but your own country linen”

Years of struggle have taken their toll on Boston. People are tired of soldiers and of boycotting British goods, such as clothing. But the Tea Act presents a huge threat. The Boston Tea Party took care of only one shipment. How can you help encourage the boycott of other British goods, such as clothing? Look at the Data File for help. Present your appeal using one of these options:

- Make a graph showing the effect of colonial boycotts on imports of British goods to America.
- Write an editorial using statistics to show how American boycotts have hurt the British.

**DATA FILE**

**Population in 1774–1775**

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**Sales and Consumption of Tea at the Time of the Boston Tea Party**

- British sales: fourth most important product shipped to America
- American consumption: 1.2 million pounds per year

For more on Revolutionary America . . .
ONE AMERICAN’S STORY

On April 19, 1775, some 70 militiamen led by Captain John Parker gathered in Lexington, Massachusetts, a town near Boston. A militia is a force of armed civilians pledged to defend their community. About one-third of the Lexington militia were Minutemen, trained to “act at a minute’s warning.” They had heard that the British were coming. Parker’s troops had never faced soldiers. Soon they would meet the British on Lexington Green in the first battle of the Revolutionary War. According to tradition, Parker told his men, “Stand your ground; don’t fire unless fired upon, but if they mean to have war, let it begin here.”

Americans at times still find themselves called upon to fight for their principles.

The Intolerable Acts

The Boston Tea Party had aroused fury in Britain. One British official said that the people of Boston “ought to be knocked about their ears.” King George III declared, “We must master them or totally leave them to themselves and treat them as aliens.” Britain chose to “master” the colonies.

In 1774, Parliament passed a series of laws to punish the Massachusetts colony and to serve as a warning to other colonies. The British called these laws the Coercive Acts, but they were so harsh that the colonists called them the Intolerable Acts.

One of the acts would close the port of Boston until colonists paid for the destroyed tea. Others banned committees of correspondence, allowed Britain to house troops wherever necessary, and let British officials accused of crimes in the colonies stand trial in Britain. To enforce the acts, Parliament appointed General Thomas Gage governor of Massachusetts.

In 1773, Sam Adams had written, “I wish we could arouse the continent.” The Intolerable Acts answered his wish. Other colonies...
immediately offered Massachusetts their support. They sent food and money to Boston. The committees of correspondence also called for a meeting of colonial delegates to discuss what to do next.

The First Continental Congress Meets

In September 1774, delegates from all the colonies except Georgia met in Philadelphia. At this meeting, called the First Continental Congress, delegates voted to ban all trade with Britain until the Intolerable Acts were repealed. They also called on each colony to begin training troops. Georgia agreed to be a part of the actions of the Congress even though it had voted not to send delegates.

The First Continental Congress marked a key step in American history. Although most delegates were not ready to call for independence, they were determined to uphold colonial rights. This meeting planted the seeds of a future independent government. John Adams called it “a nursery of American statesmen.” The delegates agreed to meet in seven months, if necessary. By that time, however, fighting with Britain had begun.

Between War and Peace

The colonists hoped that the trade boycott would force a repeal of the Intolerable Acts. After all, past boycotts had led to the repeal of the Stamp Act and the Townshend Acts. This time, however, Parliament stood firm. It even increased restrictions on colonial trade and sent more troops.

By the end of 1774, some colonists were preparing to fight. In Massachusetts, John Hancock headed the Committee of Safety, which had the power to call out the militia. The colonial troops continued to train.

<table>
<thead>
<tr>
<th>DATE</th>
<th>BRITISH ACTION</th>
<th>COLONIAL REACTION</th>
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</thead>
<tbody>
<tr>
<td>1763</td>
<td>Proclamation of 1763 issued</td>
<td>Proclamation leads to anger</td>
</tr>
<tr>
<td>1765</td>
<td>Stamp Act passed</td>
<td>Boycott of British goods; Stamp Act Resolves passed</td>
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<tr>
<td>1766</td>
<td>Stamp Act repealed; Declaration Act passed</td>
<td>Boycott ended</td>
</tr>
<tr>
<td>1770</td>
<td>Townshend Acts repealed (April)</td>
<td>Tension between colonies and Britain reduced</td>
</tr>
<tr>
<td>1773</td>
<td>Tea Act passed</td>
<td>Boston Tea Party</td>
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<tr>
<td>1774</td>
<td>Intolerable Acts passed</td>
<td>First Continental Congress bans trade; militias organized</td>
</tr>
<tr>
<td>1775</td>
<td>Troops ordered to Lexington and Concord, Massachusetts</td>
<td>Militia fights British troops; Second Continental Congress; Continental Army established</td>
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</table>

SKILLBUILDER Interpreting Charts

1. What British action caused the first violence in the growing conflict between Britain and America?
2. How might the Intolerable Acts be seen as a reaction as well as an action?
Most colonial leaders believed that any fight with Britain would be short. They thought that a show of force would make Britain change its policies. Few expected a war. One who did was Patrick Henry.

**A VOICE FROM THE PAST**

Gentlemen may cry peace, peace—but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why should we idle here? . . . I know not what course others may take. But as for me, give me liberty or give me death.

*Patrick Henry,* quoted in *Patriots* by A. J. Langguth

Henry delivered what became his most famous speech in the Virginia House of Burgesses in March 1775.

**The Midnight Ride**

Meanwhile, spies were busy on both sides. Sam Adams had built a spy network to keep watch over British activities. The British had their spies too. They were Americans who were loyal to Britain. From them, General Gage learned that the Massachusetts militia was storing arms and ammunition in Concord, about 20 miles northwest of Boston. He also heard that Sam Adams and John Hancock were in Lexington. On the night of April 18, 1775, Gage ordered his troops to arrest Adams and Hancock in Lexington and to destroy the supplies in Concord.

The Sons of Liberty had prepared for this moment. **Paul Revere,** a Boston silversmith, and a second messenger, William Dawes, were charged with spreading the news about British troop movements. Revere had arranged a system of signals to alert colonists in Charlestown, on the shore opposite Boston. If one lantern burned in the Old North Church steeple, the British troops were coming by land; if two, they were coming by water. Revere would go across the water from Boston to Charlestown and ride to Lexington and Concord from there. Dawes would take the land route.

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**The Revolution Begins, 1775**

GEOGRAPHY SKILLBUILDER

Interpreting Maps

1. **Location** Where were battles fought?
2. **Movement** What was the distance between Lexington and Concord?

**Revere’s route**

**Dawes’s route**

**Prescott’s route**

**British advance**

**British retreat**

**Battle**

---

**Reading History**

**B. Recognizing Effects** What effect might spying have had on the people of Boston?

**Background**

The signals were a backup system in case Revere was captured.
When the British moved, so did Revere and Dawes. They galloped over the countryside on their “midnight ride,” spreading the news. In Lexington, they were joined by Dr. Samuel Prescott. When Revere and Dawes were stopped by a British patrol, Prescott broke away and carried the message to Concord.

**Lexington and Concord**

At dawn on April 19, some 700 British troops reached Lexington. They found Captain John Parker and about 70 militiamen waiting. The British commander ordered the Americans to drop their muskets. They refused. No one knows who fired first, but within a few minutes eight militiamen lay dead. The British then marched to Concord, where they destroyed military supplies. A battle broke out at a bridge north of town, forcing the British to retreat.

Nearly 4,000 Minutemen and militiamen arrived in the area. They lined the road from Concord to Lexington and peppered the retreating redcoats with musket fire. “It seemed as if men came down from the clouds,” one soldier said. Only the arrival of 1,000 more troops saved the British from destruction as they scrambled back to Boston.

**Lexington and Concord** were the first battles of the Revolutionary War. As Ralph Waldo Emerson later wrote, colonial troops had fired the “shot heard ‘round the world.” Americans would now have to choose sides and back up their political opinions by force of arms. Those who supported the British were called Loyalists. Those who sided with the rebels were Patriots. The conflict between the two sides divided communities, families, and friends. The war was on!
In 1775, 16-year-old Johnny Tremain lives in Boston and works as a delivery boy for a newspaper. Because he travels so much around the city, he is able to help the Patriots gather information about what the British are doing.

On the night of April 18, Johnny learns that British troops will be leaving on an expedition to seize the gunpowder at Lexington and Concord. He rushes to tell this news to Dr. Joseph Warren, who is a Patriot. Then Johnny goes to bed, wondering if the war has started and worried about his friend Rab, who has gone to join the Minutemen at Lexington.

So Johnny slept. It was daylight when he woke with Warren’s hand upon his shoulder. Outside on Tremont Street he could hear the clumping of army boots. A sergeant was swearing at his men. The soldiers were paraded so close to the house, which stood flush with the sidewalk-less street, that Johnny at first thought they must be in the room.

Doctor Warren dared speak no louder than a whisper.
“T’m going now.”
“Something’s happened?”
“Yes.” He motioned Johnny to follow him into the kitchen. This room was on the back of the house. They could talk without danger of being overheard by the troops in the street.

Doctor Warren had on the same clothes as the day before. He had not been to bed. But now his hat was on his head. His black bag of instruments and medicines was packed and on the table. Silently he put milk, bread, herrings beside it, and gestured to Johnny to join him.

“Where did it begin?” asked Johnny.
“Lexington.”
“Who won?”
“They did. Seven hundred against seventy. It wasn’t a battle. It was . . . just target practice . . . for them. Some of our men were killed and the British huzzaed and took the road to Concord.”
“And did they get our supplies there?”
“I don’t know. Paul Revere sent for me just after the firing on Lexington Green.”

The young man’s usually fresh-colored face was haggard. He knew the seriousness of this day for himself and for his country.

“But everywhere the alarm is spreading. Men are grabbing their guns—marching for Concord. Paul Revere did get through in time last night. Billy Dawes a little later. Hundreds—maybe thousands—of Minute Men are on the march. Before the day’s over, there’ll be real fighting—not target practice. But Gage doesn’t know that it’s begun. You see, long before Colonel Smith got to Lexington—just as soon as he heard that Revere had warned the country—he sent back for reinforcements. For Earl Percy. You and I, Johnny, are just about the only people in Boston who know that blood has already been shed.”

“We were many killed—at Lexington?”
“No, not many. They stood up—just a handful. The British fired on them. It was dawn.”

Johnny licked his lips. “Did they tell you the names of those killed?”

1. flush: in a line with.
2. huzzaed: cheered.
3. haggard: tired.
“No. Did Rab get out in time?”
“Yes. Last Sunday.”

The Doctor’s clear blue eyes darkened. He knew what was in Johnny’s mind. He picked up his bag. “I’ve got to get to them. They’ll need surgeons. Then, too, I’d rather die fighting than on a gallows. Gage won’t be so lenient now—soon as he learns war has begun.”

“No, Johnny, you are to stay here today. Pick up for me any information. For instance, out of my bedroom window I can see soldiers standing the length of the street ‘way over to the Common. You find out what regiments are being sent—and all that. And today go about and listen to what folk are saying. And the names of any the British arrest. We know Gage expects to move his men back here tonight. If so, there’ll be a lot of confusion getting them into town. You watch your chance and slip out to me.”

“Where’ll I find you?”
“... Ask about.”
“I will do so.”
“They’ve begun it. We’ll end it, but this war... it may last quite a long time.”

They shook hands silently. Johnny knew that Warren was always conscious of the fact that he had a crippled hand. Everybody else had accepted and forgotten it. The back door closed softly. Warren was gone.

Johnny went to the surgery, put on his boots and jacket. The wall clock said eight o’clock. It was time to be about. There was no leaving by the front door. The soldiers were leaning against it. Through the curtains of the windows he could see the muskets. He noticed the facings on their uniforms. The Twenty-Third Regiment. The narrow course of Tremont Street was filled to the brim and overflowing with the waiting scarlet-coated men. Like a river of blood. He left by the kitchen.

British troops fire on the Lexington militia on April 19, 1775. The war begins here!
ONE AMERICAN’S STORY

Abigail Adams and her husband, John Adams, would spend most of the Revolutionary War apart. He was often away in Philadelphia meeting with other Patriot leaders. In his absence, she ran the household and farm in Braintree, Massachusetts, and raised their four children. During their separation, they exchanged many letters. Abigail was a very sharp observer of the political scene. In one letter, she shared her concerns about the future of the American government.

A VOICE FROM THE PAST

If we separate from Britain, what Code of Laws will be established? How shall we be governed so as to retain our Liberties? Can any government be free which is not administered by general stated Laws? Who shall frame these Laws? Who will give them force and energy?

Abigail Adams, quoted in Abigail Adams: Witness to a Revolution by Natalie S. Bober

These questions would be answered later. First, a war had to be fought and won.

The Continental Army Is Formed

After the fighting at Lexington and Concord, militiamen from Massachusetts and other colonies began gathering around Boston. Their numbers eventually reached some 20,000. General Gage decided to move his soldiers from the peninsula opposite Boston to the city itself. Boston was nearly surrounded by water. This fact, he thought, made a colonial attack by land almost impossible.

Not long after, on May 10, 1775, Americans attacked Britain’s Fort Ticonderoga on the New York side of Lake Champlain. Ethan Allen led
this band of backwoodsmen known as the Green Mountain Boys. They captured the fort and its large supply of artillery—cannon and large guns. These guns would be used later to drive the British from Boston.

Also on May 10, the Second Continental Congress began meeting in Philadelphia. Delegates included John and Samuel Adams, John Hancock, Benjamin Franklin, George Washington, and Patrick Henry. They agreed to form the Continental Army. Washington, who was from Virginia, was chosen as its commanding general. He had served as a colonial officer with the British during the French and Indian War. Congress also authorized the printing of paper money to pay the troops. It was beginning to act as a government.

**The Battle of Bunker Hill**

Meanwhile, tensions were building in Boston in June 1775. Militiamen seized Bunker Hill and Breed’s Hill behind Charlestown. They built fortifications on Breed’s Hill. Alarmed, the British decided to attack.

General William Howe crossed the bay with 2,200 British soldiers. Forming in ranks, they marched up Breed’s Hill. On the hilltop, the militia waited. According to the legend, Colonel William Prescott ordered, “Don’t fire until you see the whites of their eyes!” When the British got close, the militia unleashed murderous fire. The British fell back and then charged again. Finally, they forced the militia off the hill.

The redcoats had won the Battle of Bunker Hill, but at tremendous cost. More than 1,000 were killed or wounded, compared with some 400 militia casualties. “The loss we have sustained is greater than we can bear,” wrote General Gage. The inexperienced colonial militia had held its own against the world’s most powerful army.
A Last Attempt at Peace

Despite this deepening conflict, most colonists still hoped for peace. Even some Patriot leaders considered themselves loyal subjects of the king. They blamed Parliament for the terrible events taking place.

In July 1775, moderates in Congress drafted the Olive Branch Petition and sent it to London. This document asked the king to restore harmony between Britain and the colonies. Some members opposed the petition but signed it anyway as a last hope.

The king rejected the petition, however, and announced new measures to punish the colonies. He would use the British navy to block American ships from leaving their ports. He also would send thousands of hired German soldiers, called Hessians, to fight in America. “When once these rebels have felt a smart blow, they will submit,” he declared.

The colonial forces were not going to back down, though. They thought they were equal to the British troops. George Washington knew otherwise. The British soldiers were professionals, while the colonial troops had little training and were poorly equipped. The Massachusetts militia barely had enough gunpowder to fight one battle.

During the summer of 1775, Washington arrived at the militia camp near Boston. He immediately began to gather supplies and train the army. In the fall, Washington approved a bold plan. Continental Army troops would invade Quebec, in eastern Canada. They hoped to defeat British forces there and draw Canadians into the Patriot camp. One of the leaders of this expedition was Benedict Arnold. He was an officer who had played a role in the victory at Fort Ticonderoga.

After a grueling march across Maine, Arnold arrived at Quebec in November 1775. By that time, however, winter had set in. Under harsh conditions, the Americans launched their attack but failed. After several months, they limped home in defeat.

The British Retreat from Boston

In Massachusetts, the Continental Army had surrounded British forces in Boston. Neither side was able or willing to break the standoff. However, help for Washington was on the way. Cannons were being hauled from Fort Ticonderoga. This was a rough job, since there were no roads across the snow-covered mountains. It took soldiers two months to drag the 59 heavy weapons to Boston, where they arrived in January 1776.
Armed with these cannons, Washington moved his troops to Dorchester Heights, overlooking Boston. The Americans threatened to bombard the city. General Howe, who was now in charge of the British forces, decided to withdraw his troops. On March 17, about 9,000 British soldiers departed Boston in more than 100 ships. Boston Patriots joyfully reclaimed their city. Although the British had damaged homes and destroyed possessions, Boston was still standing.

More than 1,000 Loyalist supporters left along with the British troops. Anti-British feeling in Boston was so strong that the Loyalists feared for their safety. Some Patriots even called for Loyalists to be hanged as traitors. This did not happen, but Loyalists’ homes and property were seized.

**Common Sense Is Published**

In early 1776, most Americans still wanted to avoid a final break with Britain. However, the publication of a pamphlet titled *Common Sense* helped convince many Americans that a complete break with Britain was necessary. Written by Thomas Paine, a recent immigrant from England, this pamphlet made a strong case for American independence.

Paine ridiculed the idea that kings ruled by the will of God. Calling George III “the Royal Brute,” Paine argued that all monarchies were corrupt. He also disagreed with the economic arguments for remaining with Britain. “Our corn,” he said, “will fetch its price in any market in Europe.” He believed that America should follow its own destiny.

*A VOICE FROM THE PAST*

Everything that is right or natural pleads for separation. The blood of the slain, the weeping voice of nature cries, “’Tis time to part.” Even the distance at which the Almighty has placed England and America is a strong and natural proof that the authority of the one over the other was never the design of heaven.

*Thomas Paine, Common Sense*

*Common Sense* was an instant success. Published in January, it sold more than 100,000 copies in three months. The call for independence had become a roar.

**A Time of Decision**

The Continental Congress remained undecided. A majority of the delegates still did not support independence. Even so, in May 1776, Congress adopted a resolution authorizing each of the 13 colonies to establish its own government.

On June 7, Richard Henry Lee of Virginia introduced a key resolution. It called the colonies “free and independent states” and declared
that “all political connection between them and the state of Great Britain is . . . totally dissolved.”

Congress debated the resolution, but not all the delegates were ready to vote on it. They did, however, appoint a committee to draft a Declaration of Independence. The committee included Benjamin Franklin, John Adams, Roger Sherman, Robert Livingston, and Thomas Jefferson.

The group chose Jefferson to compose the Declaration. Two reasons for selecting Jefferson were that he was an excellent writer and that he came from Virginia. The members knew that no independence movement could succeed without Virginia’s support. Jefferson immediately went to work. In two weeks, he had prepared most of the Declaration. (See pages 182–185.) On July 2, 1776, Congress considered Lee’s resolution again. Despite some strong opposition, the measure passed. From this point forward, the colonies considered themselves independent.

The Declaration Is Adopted

Two days later, on July 4, 1776, Congress adopted the document that proclaimed independence—the Declaration of Independence. John Hancock, the president of the Congress, was the first to sign the Declaration. According to tradition, he wrote in large letters and commented, “There, I guess King George will be able to read that.” The core idea of the Declaration is based on the philosophy of John Locke. This idea is that people have unalienable rights, or rights that government
cannot take away. Jefferson stated this belief in what was to become the Declaration’s best-known passage.

**A VOICE FROM THE PAST**

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

_Thomas Jefferson, The Declaration of Independence_

If a government disregards these rights, Jefferson explained, it loses its right to govern. The people then have the right to abolish that government, by force if necessary. They can form a new government that will protect their rights. When Jefferson spoke of “the people,” however, he meant only free white men. Women and enslaved persons were left out of the Declaration.

The Declaration also explained the reasons for breaking with Britain. It then declared the colonies to be free and independent states. This was a very serious action—treason from the British point of view—and the delegates knew it. John Hancock urged the delegates to stand together in mutual defense. Each realized that if the war were to be lost, they would most likely be hanged.

The Declaration closed with this pledge: “And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.” Americans had declared independence. Now they had to win their freedom on the battlefield.
The Declaration of Independence

Setting the Stage  On July 4, 1776, the Second Continental Congress adopted what became one of America’s most cherished documents. Written by Thomas Jefferson, the Declaration of Independence voiced the reasons for separating from Britain and provided the principles of government upon which the United States would be built. See Primary Source Explorer

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

[The Right of the People to Control Their Government]
We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness; that, to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed; that whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, 1 pursuing invariably the same Object, evinces a design to reduce them under absolute Despotism, 4 it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.

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

A CLOSER LOOK

RIGHTS OF THE PEOPLE

The ideas in this passage reflect the views of John Locke. Locke was an English philosopher who believed that the natural rights of individuals came from God, but that a government’s power comes from the consent of the governed. This belief is the foundation of modern democracy.

1. In what way can American voters bring about changes in their government?

1. endowed: provided.
2. unalienable: unable to be taken away.
3. usurpations: unjust seizures of power.
4. Despotism: rule by a tyrant with absolute power.
5. candid: fair, impartial.
**[Tyrannical Acts of the British King]**

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

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

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

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

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

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

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

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

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

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

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

He has affected to render the Military independent of and superior to the Civil power. He has combined with others to subject us to a jurisdiction foreign to our constitution and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For quartering large bodies of armed troops among us;

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

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

---

6. relinquish: give up.
7. convulsions: violent disturbances.
9. tenure: term.
10. eat out their substance: drain their resources.
11. quartering: housing or giving lodging to.
For imposing Taxes on us without our Consent;
For depriving us, in many cases, of the benefits of Trial by Jury;
For transporting us beyond Seas to be tried for pretended offenses;
For abolishing the free System of English Laws in a neighboring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies;
For taking away our Charters, abolishing our most valuable laws, and altering fundamentally the Forms of our Governments;
For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

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

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

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

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

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

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

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred, to disavow these usurpations, which would inevitably interrupt our connections and correspondence. They too have been deaf to

A CLOSER LOOK
TAXATION WITHOUT REPRESENTATION
The colonists believed in the long-standing British tradition that Parliament could tax only those citizens it represented—and the colonists claimed to have no representation in Parliament.

5. How do persons today give consent to taxation?

A CLOSER LOOK
PETITIONING THE KING
The colonists sent many petitions to King George III. In the Olive Branch Petition of 1775, the colonists expressed their desire to achieve “a happy and permanent reconciliation.” The king rejected the petition.

6. Why did the colonists at first attempt to solve the dispute and remain loyal?

13. abdicated: given up.
14. foreign Mercenaries: professional soldiers hired to serve in a foreign army.
15. perfidy: dishonesty, disloyalty.
16. domestic insurrections: rebellions at home.
17. Petitioned for Redress: asked for the correction of wrongs.
18. magnanimity: generosity, forgiveness.
the voice of justice and of consent. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

[The Colonies Are Declared Free and Independent]

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

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

John Hancock President, from Massachusetts
[Georgia] Button Gwinnett; Lyman Hall; George Walton
[Rhode Island] Stephen Hopkins; William Ellery
[Connecticut] Roger Sherman; Samuel Huntington; William Williams; Oliver Wolcott
[North Carolina] William Hooper; Joseph Hewes; John Penn
[South Carolina] Edward Rutledge; Thomas Heyward, Jr; Thomas Lynch, Jr.; Arthur Middleton
[Maryland] Samuel Chase; William Paca; Thomas Stone; Charles Carroll
[Virginia] George Wythe; Richard Henry Lee; Thomas Jefferson; Benjamin Harrison; Thomas Nelson, Jr.; Francis Lightfoot Lee; Carter Braxton
[Pennsylvania] Robert Morris; Benjamin Rush; Benjamin Franklin; John Morton; George Clymer; James Smith; George Taylor; James Wilson; George Ross
[Delaware] Caesar Rodney; George Read; Thomas McKean
[New York] William Floyd; Philip Livingston; Francis Lewis; Lewis Morris
[New Jersey] Richard Stockton; John Witherspoon; Francis Hopkinson; John Hart; Abraham Clark
[New Hampshire] Josiah Bartlett; William Whipple; Matthew Thornton
[Massachusetts] Samuel Adams; John Adams; Robert Treat Paine; Elbridge Gerry

19. consent: relationship by a common ancestor; close connection.
20. acquiesce: accept without protest.

Interactive Primary Source Assessment

1. Main Ideas
   a. What is the purpose of the Declaration of Independence as stated in the Preamble? (8.1.2)
   b. What are the five main parts of the Declaration? (8.1.2)
   c. What are three rights that all people have? (8.1.2)

2. Critical Thinking
   Drawing Conclusions Why did the colonies feel that they had to declare their independence? (REP4)
   THINK ABOUT
   • colonial grievances against Britain
   • Britain’s response to these grievances

7. What other powers are held by an independent government?
CRITICAL THINKING

1. USING YOUR NOTES:
   SEQUENCING EVENTS

Using your completed chart, answer the questions below. (CST2)

a. What city was the site of early protest activity?
b. What event happened after the Tea Act?

2. ANALYZING LEADERSHIP
How did colonial leaders differ in their methods of defending and securing basic rights for the colonies? (HI1)

3. APPLYING CITIZENSHIP SKILLS
Did colonial leaders have a responsibility to include women, African Americans, and other groups in the Declaration of Independence? Explain. (REP4)

4. THEME: IMPACT OF THE INDIVIDUAL
How did John Adams’s role as lawyer for the British soldiers involved in the Boston Massacre help set a tone for the Revolutionary cause? (HI1)

5. DRAWING CONCLUSIONS
What factors and events led the colonies to seek independence? (HI2)

6. SUPPORTING OPINIONS
Do you think the American Revolution would have occurred if Britain had not taxed the colonies? Why or why not? (HI4)

Now that you have read about the road to revolution, do you consider your decision made at the beginning of the chapter to join or not join the protest a wise choice or a poor choice? Explain.
Use the map and your knowledge of U.S. history to answer questions 1 and 2.

Additional Test Practice, pp. S1–S33.

1. What does the yellow shaded area on the map represent? (7.11.1)
   A. the original colonies
   B. Great Britain
   C. North America
   D. the United States

2. What is the approximate distance between the northernmost colony and Great Britain? (7.11.1)
   A. 1,000 miles
   B. 2,000 kilometers
   C. 3,000 miles
   D. 5,000 kilometers

This quotation from James Otis is about the use of search warrants by the British. Use the quotation and your knowledge of U.S. history to answer question 3.

**PRIMARY SOURCE**

It appears to me the worst instrument of arbitrary power, the most destructive of English liberty and the fundamental principles of law, that was ever found in an English law-book.

*James Otis, Jr., quoted in James Otis: The Pre-Revolutionist by J. C. Ridpath*

3. What conclusion can you draw about Otis’s point of view? (8.1.2)
   A. Otis believed that the searches would benefit the colonists.
   B. Otis realized that British searches were more important than colonial liberties.
   C. Otis believed that colonists were entitled to certain liberties.
   D. Otis thought the searches were right.

**ALTERNATIVE ASSESSMENT**

1. **WRITING ABOUT HISTORY**
   Colonists had divided opinions about the Boston Tea Party. Suppose you are a pollster, attempting to gather data about public opinion. Write quotations from five colonists who support the Tea Party and another five quotes from people who condemn the act. (REP5)
   - You can write your quotations based on information found in books or on the Internet.
   - Using a word processor, you can use different type sizes and fonts to emphasize the question you pose and the two opposing responses.

2. **COOPERATIVE LEARNING**
   Participate in a class debate modeled after the discussions held by members of the Continental Congress concerning independence and the slave trade. (REP5)

**INTEGRATED TECHNOLOGY ACTIVITY**

**PARTICIPATING IN A NET SIMULATION**

Go to NetSimulations: Boston Massacre at classzone.com to participate in the jury trial of Captain Thomas Preston. He and the soldiers of the 29th British Regiment have been arrested for the murder of five citizens. (REP4)

- Use the information in this chapter and the simulation to review the events surrounding the Boston Massacre. Use the Juror’s Journal to take notes.
- Read Captain Preston’s statement, then begin questioning the prosecution and defense witnesses. Answer the questions in the Juror’s Journal to record the evidence you hear.
- Listen to each attorney’s closing arguments, then enter your verdict.
In 1765, the Sons of Liberty gathered around a huge elm tree in Boston that they named the Liberty Tree. It became a meeting place where people voiced their protests against British policies. Replicas of the Liberty Tree—giant poles sometimes decorated with the flags of the colonies—were raised throughout the colonies. These liberty poles represented the unity of the American colonies as they struggled to break away from British rule.

**ACTIVITY** Like the American Patriots, each group of students will raise its own liberty pole. Each group also will write and deliver a persuasive speech supporting the cause of the American colonies.

**Toolbox**

Each group will need:
- scissors
- poster board
- pencil
- markers
- masking tape
- 3 cardboard tubes from wrapping paper
- construction paper
- twine
- stapler

**STEP BY STEP**

1. **Form groups.** Each group should consist of four or five students. The members of your group will do the following jobs:
   - research each colony
   - design and create flags
   - construct a pole
   - write and deliver a speech

2. **Do research on the 13 colonies.** For each colony, your group should find a person, place, or object that represents that colony. For example, a Pilgrim’s hat might represent Massachusetts. The 13 colonies are listed below.

<table>
<thead>
<tr>
<th>New England Colonies</th>
<th>Middle Colonies</th>
<th>Southern Colonies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Massachusetts (including Maine)</td>
<td>New York</td>
<td>North Carolina</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>Delaware</td>
<td>Virginia</td>
</tr>
<tr>
<td>Connecticut</td>
<td>New Jersey</td>
<td>Maryland</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>Pennsylvania</td>
<td>South Carolina</td>
</tr>
<tr>
<td>Georgia</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Members of the Sons of Liberty raise a liberty pole in July 1776 to celebrate America’s independence.
Design and create 13 flags for the colonies. Decide what person, place, or object you will use on your flag for each colony. Cut each flag out of the poster board. Sketch your design on the flag with a pencil. Then use markers to decorate it. On the back of each flag, explain how your design portrays the characteristics of that colony.

Construct the pole. Using masking tape, fasten the three cardboard tubes together to form one long tube. Then reinforce the tube by taping construction paper around it.

String the flags on the pole. Feed a piece of twine through the open ends of the long tube. Tie the ends of the twine together to form a tight loop. Now staple all 13 flags to the twine.

Raise your liberty pole. Lean your liberty pole next to a small table or desk. Take turns with members of your group and visit other liberty poles. As students visit your station, explain the significance of your flag designs.

WRITE AND SPEAK
Write a persuasive speech to recruit others to join the cause of liberty. In your speech, explain what is wrong with British policies. Give reasons why the colonies should become independent. Then read your speech to the other groups as part of the recruitment process.

For related information on the Liberty Tree, see pages 161–162 in Chapter 6.

Researching Your Project
- The Revolutionary War by Bart McDowell
- The American Revolutionaries edited by Milton Meltzer

Did You Know?
The numbers 45 and 92 played an important part in the history of these liberty poles. The 45th issue of a British newspaper openly criticized the king in 1763 and was reprinted in the colonies. In 1768, 92 members of the Massachusetts General Assembly voted against canceling a letter to the other 12 colonies that called for action against Britain. To represent the numbers, 92 members of the Sons of Liberty would often raise liberty poles to a height of about 45 feet.

REFLECT & ASSESS
- How well do your flags represent the colonies?
- How clearly does your speech explain grievances against the British?
- Why do you think the practice of raising liberty poles spread to many of the colonies?