Objectives

- Describe characteristics of Britain and the 13 English colonies in the mid-1700s.
- Outline the events that led to the American Revolution.
- Analyze how the new Constitution reflected the ideas of the Enlightenment.

Terms, People, and Places

- George II
- Stamp Act
- Treaty of Paris
- Thomas Jefferson
- Benjamin Franklin
- James Madison

Birth of the American Republic

On the eve of the American Revolution, Britain was a formidable power whose pressure stretched throughout the world. In addition, an ambitious new ruler sought to expand the powers of the monarchy.

Britain Becomes a Global Power

There are several key reasons for Britain’s rise to global prominence:

- Location placed England in a position to control trade. In the 1500s and 1600s, English merchants sent ships across the world’s oceans and planted outposts in the West Indies, North America, and India. From these tiny settlements, England would build a global empire.
- England offered a climate favorable to business and commerce and put fewer restrictions on trade than some of its neighbors.
- In the 1700s, Britain was generally on the winning side in European conflicts. With the Treaty of Utrecht, France gave Nova Scotia and Newfoundland to Britain. In 1763, the end of the French and Indian War and the Seven Years’ War brought Britain all of French Canada. The British also monopolized the slave trade in Spanish America, which brought enormous wealth to British merchants.
- England’s territory expanded closer to home as well. In 1707, Scotland and Wales were united with Scotland to become the United Kingdom of Great Britain. Free trade with Scot- land created a larger market for farmers and manufacturers. Ireland had come under English control during the 1600s. It was formally united with Great Britain in 1801.

Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

High-Use Word: assert

- Definition and Sample Sentence:
  - assert, p. 196
  - vt. to insist on being recognized
  - He knew that if he didn’t assert himself, his boss would give the promotion to someone else.

Prepare to Read

Build Background Knowledge

Ask students to recall what they already know about the American Revolution. Why did the colonists go to war? How was the new American Republic different from other governments at the time?

Set a Purpose

- Witness History: Read the selection aloud or play the audio.
- Paine’s Common Sense: How do Paine’s words reflect Enlightenment ideals? (He points to reason and natural law—the “universal order of things”—as reasons why the colonies must be free from England.)

Focus: Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (Answer appears with Section 3 Assessment answers.)

Preview: Have students preview the Section Objectives and the list of Terms, People, and Places.

Note Taking: Have students read this section using the Structured Read Aloud strategy (TE, p. T20). As they read, have students fill in the timeline showing important dates leading to the formation of the U.S. government.
Teach

Britain Becomes a Global Power

Instruct

1. Introduce Using the Think-Write-Pair-Share strategy, (TE, p. T23), ask students to list characteristics that would allow a nation to become a global power. (wealth, trade, territory, victories in war, an ambitious ruler) Write their responses on the board.

2. Teach Ask How did Britain exhibit the characteristics of a global power in the mid-1700s? Match students' responses in the Introduce activity with their responses to this question.

Quick Activity Display Color Transparency 103: The Election II—Cast Ballots for Votes, by William Hogarth. Use the lesson suggested in the transparency book to guide a discussion on the corruption of Britain's political system.

Color Transparencies, 103

Independent Practice

Link to Geography Have students work in groups to find the following maps using Internet and library resources: England before 1707, Great Britain after 1707 and before 1801, Great Britain after 1801, British colonies in the mid-1700s, British colonies in the mid-1800s. Ask them to explain the changes in Great Britain's territory. Have students share the maps they find with the class.

Monitor Progress

As students fill in their timelines, circulate to make sure they have correctly identified the sequence of events that led to the formation of the U.S. government. For a completed version of the timeline see Noting Transparencies, p. 135

Answers

Map Skills

1. Review locations with students.
2. Massachusetts
3. They are all located close to the coast, which would have been important for trade and travel.

Each victory in war brought Britain more lands. In addition, Britain was in a position to control trade.

The Colonies That Became the United States

In 1760, George III began a 60-year reign. Unlike his father and grandfather, the new king was born in England. He spoke English and loved Britain. But George was eager to recover the powers the crown had lost. Following his mother's advice, "George, be a king!" he set out to reassert royal power. He wanted to end Whig domination, choose his own ministers, dissolve the cabinet system, and make Parliament follow his will. Gradually, George found seats in Parliament for "the king's friends." Then, with their help, he began to assert his leadership. Many of his policies, however, would prove disastrous.

Checkpoint What led to Britain's rise to global prominence in the mid-1700s?

The Colonies in the Mid-1700s

By 1750, a string of prosperous colonies stretched along the eastern coast of North America. They were part of Britain's growing empire. Colonial cities such as Boston, New York, and Philadelphia were busy commercial centers that linked North America to the West Indies, Africa, and Europe. Colonial shipyards produced many vessels for this trade. Britain applied mercantilist policies to its colonies in an attempt to strengthen its own economy by exporting more than it imported. To this end, in the 1760s, Parliament had passed the Navigation Acts to regulate colonial trade and manufacturing. For the most part, however, these acts were not rigorously enforced. Therefore, activities like smuggling were common and not considered crimes by the colonists.
By the mid-1700s, the colonies were home to diverse religious and ethnic groups. Social distinctions were more blurred than in Europe, although wealthy landowners and merchants dominated government and society. In politics, as in much else, there was a good deal of free discussion. Colonists felt entitled to the rights of English citizens, and their colonial assemblies exercised much control over local affairs. Many also had an increasing sense of their own destiny separate from Britain.

Colonists Express Discontent

The Seven Years’ War and the French and Indian War in North America had drained the British treasury. King George III and his advisors thought that the colonists should help pay for these wars. To increase taxes paid by colonists, Parliament passed the Sugar Act in 1764, which imposed import taxes, and the Stamp Act in 1765, which imposed taxes on items such as newspapers and pamphlets. “No taxation without representation,” the colonists protested. They believed that because they had no representatives in Parliament, they should not be taxed. Parliament repealed the Stump Act in 1766, but then passed a Declaratory Act that said it had complete authority over the colonists.

Colonists Rebel Against Britain

A series of violent clashes intensified the colonists’ anger. In March 1770, British soldiers in Boston opened fire on a crowd that was pelting them with stones and snowballs. Colonists called the death of five protesters the Boston Massacre. Then in December 1773, a handful of colonists hurled a cargo of recently arrived British tea into the harbor to protest a tax on tea. The incident became known as the Boston Tea Party. When Parliament passed harsh laws to punish Massachusetts for the destruction of the tea, other colonies rallied to oppose the British response. As tensions increased, fighting spread. Finally, representatives from such colony gathered in Philadelphia and met in a Continental Congress to decide what action to take. Among the participants were the radical yet fair-minded Massachusetts lawyer John Adams, who had defended the British soldiers involved in the Boston Massacre in their trial; Virginia planter and soldier George Washington; and political and social leaders from other colonies.

Colonists Declare Independence

In April 1775, the ongoing tension between the colonists and the British exploded into war in Lexington and Concord, Massachusetts. This war is known as the Revolutionary War, or the American Revolution. The Congress met soon after and set up a Continental Army, with George Washington in command. Although many battles ended in British victories, the colonists were determined to fight at any cost. In 1776, the

The Declaration of Independence stands as one of the most important documents in all of history. It still serves as inspiration for people around the world. Where did some of the ideas of the Declaration originate?

**Primary Source**

44 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.45

—Declaration of Independence, July 4, 1776

**Checkpoint**

In what ways were the colonies already developing independence from Britain?

**Careers**

**Lawyers**

More than half of the signers of the Declaration of Independence were trained in the law. Lawyers work to advise and advocate in legal matters. They may represent parties in civil and criminal trials, research the intent of the law, and draft legal documents. Most specialize in an area of law, such as elder care, real estate, or the growing field of intellectual property. They spend much of their time in law libraries, offices, and courtrooms as they do research, meet with clients, and argue cases. Lawyers are analytical, persuasive, and articulate. To practice law, a person must have a bachelor’s degree, a law degree, and a license to practice in a given state.

**Answers**

Answers may include colonial prosperity, colonial assemblies having some control over local affairs, and the lack of enforcement of its laws by Britain.

**Primary Source**

In France and England from Enlightenment thinkers such as Locke and Rousseau.
Colonists Express Discontent

Instruct

■ Introduce Read the Primary Source selection from the Declaration of Independence aloud or play the audio. Ask students to summarize the passage in their own words. Ask why the Declaration of Independence is one of the most important documents in all of history.

■ Teach Ask Why did the colonists object so strongly to the idea of no taxation without representation? (The British government was imposing its laws without any say from the colonists.) How did Enlightenment ideals influence the colonists' view of this issue? (The Enlightenment emphasized representative government.)

■ Quick Activity Display Color Transparency 106. Tarring and Feathering Under The Liberty Tree, showing colonists' discontent before the American Revolution with the famous English portrayal of tarring and feathering. Use the lesson suggested in the transparency book to guide a discussion.

Independent Practice

Ask students to choose an event mentioned in the text, such as the passage of the Stamp Act or the Boston Massacre, and write two letters to the editor. One letter should be from the viewpoint of a colonist and one should be from the viewpoint of someone living in Britain.

Monitor Progress

As students compose their letters, circle the words "tar and feathering." Use the lesson suggested in the transparency book to guide a discussion.

Answers

BIOGRAPHY Washington: He was a patient, courageous, and determined leader. Madison: They were well-read intellectuals who supported Enlightenment ideals. Franklin: His scientific reputation preceded his visit to France, and he represented freedom, which was an Enlightenment ideal.

Independent Practice

To help students master vocabulary, have them make a list of this section’s Vocabulary Builder terms and words and key terms and people. Encourage students to include in the list additional terms that may be new to them, such as ambitious, fundamental, imposed, prosperous, and resilient. Then, have them create flashcards with the term on one side and its definition (or, in the case of Key People, a one-sentence identifying statement) on the other. For English Language Learners, you may wish to have students add explanations in their first language to go with the flashcards. Pair students and have them quiz each other, using the flashcards.

Second Continental Congress took a momentous step, voting to declare independence from Britain. Thomas Jefferson of Virginia was the principal author of the Declaration of Independence, a document that reflects John Locke’s ideas of the government’s obligation to protect the people’s natural rights to “life, liberty, and property.”

The Declaration included another of Locke’s ideas: people had the right “to alter or to abolish” unjust governments—a right to revolt. The principle of popular sovereignty, which states that all government power comes from the people, is also an important point in the Declaration. Jefferson carefully detailed the colonists’ grievances against Britain. Because the king had trampled colonists’ natural rights, he argued, the colonists had the right to rebel and set up a new government that would protect them. Aware of the risks involved, on July 4, 1776, American leaders adopted the Declaration, pledging “our lives, our fortunes, and our sacred honor” to creating and protecting the new United States of America.

Checkpoint What Enlightenment ideas are reflected in the Declaration of Independence?
The American Revolution Continues
At first, the American cause looked bleak. The British had a large number of trained soldiers, a huge fleet, and greater resources. About one third of the American colonists were Loyalists, or those who supported Britain. Many others refused to fight for either side. The Americans lacked military resources, had little money to pay soldiers, and did not have a strategic plan. Still, colonists had some advantages. One was the geography of the diverse continent. Since colonists were fighting on their own soil, they were familiar with its thick woods and inadequate roads. Other advantages were their strong leader, George Washington, and their fierce determination to fight for their ideals of liberty.

To counteract these advantages, the British worked to create alliances within the colonies. A number of Native American groups sided with the British, while others saw potential advantages in supporting the colonists’ cause. Additionally, the British offered freedom to any enslaved people who were willing to fight the colonists.

France Provides Support
The first turning point in the war came in 1777, when the Americans triumphed over the British at the Battle of Saratoga. This victory persuaded France to join the Americans against its old rival, Britain. The alliance brought the Americans desperately needed supplies, trained soldiers, and French warships. Spurred by the French example, the Netherlands and Spain added their support.

Hard times continued, however. In the brutal winter of 1777–1778, Continental troops at Valley Forge suffered from cold, hunger, and disease. Throughout this crisis and others, Washington was patient, courageous, and determined. He held the ragged army together.

France Provides Support

The Enlightenment and the American Revolution

A Soldier’s Philosophy

The philosophical writings of the Enlightenment certainly influenced leading Americans such as Thomas Jefferson and Benjamin Franklin. However, more fundamental thoughts motivated many of the soldiers in the Continental Army. When Captain Levi Preston was asked if he joined the fight for independence because of having read the writings of Locke and others on liberty, he replied, “Never heard of ’em. We read only the Bible, the Catechism, Watts’s Psalms and Hymns, and the Almanack. Young man, what we meant in going for those red coats was this: we always had governed ourselves, and we always meant to. They didn’t mean we should.”

History Background

A Soldier’s Philosophy

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A New Constitution

Instruct

- Introduce: Point out that the United States Constitution has endured for over 200 years. Ask: What is the reason for its longevity? (It is based on enduring ideals such as government of, by, and for the people.)

- Teach: Ask students to list the main provisions of the Constitution, such as an elected president and the creation of a federal republic. Write their responses on the board. Then help them give present-day examples of each provision.

Analyzing the Visuals: Display Color Transparency 104: Enlightenment Thinkers on the Enlightenment ideas that inspired revolution and the principles of representative government. Then direct students to the Infographic on this page. Ask: What ideas of the Enlightenment were incorporated into the Constitution? (popular sovereignty, limited government, separation of powers, checks and balances)

Color Transparencies, 104

Independent Practice

- Have students work in groups to research examples of checks and balances. Encourage students to use newspapers and magazines as well as Internet news services.

- Web Code: nbp-1732 will take students to an interactive diagram. Have students complete the interactivity and then answer the questions in the text.

Monitor Progress

Have students share their examples of checks and balances with the class. Then lead a discussion to further explore one or two of the most timely examples.

Answers

Thinking Critically

1. Draw Conclusions: What additional ideas might the framers have learned from the political writings of the Enlightenment thinkers?

2. Summarize: Explain how the basic principles of checks and balances work.

Differentiated Instruction: Solutions for All Learners

Advanced Readers

Gifted and Talented

Have groups of students discuss whether or not the American Revolution could have occurred without the Enlightenment. Ask each group to present its conclusions to the class.

200 The Enlightenment and the American Revolution
During the hot summer of 1787, they met in secret to redraft the articles of the new constitution. The result was a document that established a government run by the people for the people.

Enlightenment Ideas Have Great Impact The Framers of the Constitution had studied history and absorbed the ideas of Locke, Montesquieu, and Rousseau. They saw government in terms of a social contract into which “We the People of the United States” entered. They provided not only for an elective legislature but also for an elected president rather than a hereditary monarch. For the first President, voters would choose George Washington.

The Constitution created a federal republic, with power divided between the federal, or national, government and the states. A central feature of the new federal government was the separation of powers among the legislative, executive, and judicial branches, an idea borrowed directly from Montesquieu. Within that structure, each branch of government was provided with checks and balances on the other branches. The Bill of Rights, the first ten amendments to the Constitution, was important to the passage of the Constitution. It recognized the idea that people had basic rights that the government must protect, such as freedom of religion, speech, and the press. The Bill of Rights, like the Constitution, put the philosopher’s Enlightenment ideas into practice. In 1789, the Constitution became the supreme law of the land, which means it endured for more than 200 years.

Symbol of Freedom The Constitution of the United States created the most progressive government of its day. From the start, the new republic was a symbol of freedom to European countries and reformers in Latin America. Its constitution would be copied or adapted by many lands throughout the world. The Enlightenment ideals that had inspired American revolutionaries brought change in Europe too. In 1789, a revolution in France toppled the monarchy in the name of liberty and equality. Before long, other Europeans would take up the cry for freedom as well.

Checkpoint Explain the influence of Enlightenment ideas on the United States Constitution and Bill of Rights.

The U.S. Bill of Rights
1st: Guarantees freedom of religion, speech, press, assembly and petition
2nd: Rights to bear arms
3rd: Prohibits quartering of troops in private homes
4th: Protects from unreasonable searches and seizures
5th: The government cannot force a person to testify against himself
6th: Right to a speedy and public trial in the state where the offense was committed
7th: Right to jury trial for civil cases over $20
8th: Prohibits excessive bail and cruel and unusual punishments
9th: Civil rights are not enumerated in these amendments
10th: Powers not granted to the national government belong to the states and to the people.

Chart Skills: The first ten amendments to the United States Constitution are known as the Bill of Rights. What is the significance of the 10th Amendment?

Progress Monitoring Online For: Self quiz with vocabulary practice Web Code: nba-1731

Assess and Reteach
Assess Progress
- Have students complete the Section Assessment.
- Administer the Section Quiz.

Teaching Resources: Unit 2, p. 5
- To further assess student understanding, use Progress Monitoring Transparencies, 74

Reteach
If students need more instruction, have them read the section summary.
- Reading and Note Taking Study Guide, p. 79
- Adapting Reading and Note Taking Study Guide, p. 79
- Spanish Reading and Note Taking Study Guide, p. 79

Extend
See this chapter’s Professional Development pages for the Extend Online activity on the Declaration of Independence.

Answers
Chart Skills: It explicitly reserves all unenumerated powers to the people and the states, thereby limiting the power of the federal government.

Students should cite separation of powers, checks and balances, individual freedom, and government by the people.

6. Answers should show an understanding of the Bill of Rights.

Writing About History: Responses should show a well-supported paragraph that uses specific details.

For additional assessment, have students access Progress Monitoring Online at Web Code: nba-1731.