

Chapter 2

Road to Independence

Owaki-Kulla/CORBIS

◀ The Old North Bridge,
Concord, Massachusetts

NATIONAL
GEOGRAPHIC

Where & When?



1600

1700

1800

1620
Mayflower
Compact
is signed

1682
William Penn
plans colony

1775
Boston
Tea Party
takes
place

1781
Americans gain
independence
with victory at
Yorktown

◀ CONTENTS ▶

The Big Ideas

Section 1

Founding the American Colonies

Geography shapes the physical, economic, and political challenges a region faces. Peoples of various cultures and religions settled the early North American colonies.

Section 2

Life in Colonial America

Geography shapes the physical, economic, and political challenges a region faces. Although the regions of colonial America differed, an American identity was growing.

Section 3

Trouble in the Colonies

Political ideas and major events shape how people form governments. British policies came into conflict with American ideas about self-government.

Section 4

War of Independence

Political ideas and major events shape how people form governments. The United States declared independence in 1776, but it took several years of war and turmoil to earn recognition as a new nation.



View the Chapter 2 video in the Glencoe Video Program.

FOLDABLES™ Study Organizer

Cause and Effect Make this foldable to show the causes and effects of the events that led the Americans to declare independence from Great Britain.

Step 1 Fold one sheet of paper in half from side to side.

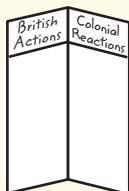


Fold the sheet vertically.

Step 2 Fold again, 1 inch from the top. (Tip: The middle knuckle of your index finger is about 1 inch long.)



Step 3 Open and label as shown.



Draw lines along the fold lines.

Reading and Writing
As you read this chapter, fill in the causes (British actions) and effects (Colonial reactions) in the correct columns of your foldable.

Chapter 2

Get Ready to Read

Identifying the Main Idea



READING
SKILL



Learn It!

Main ideas are the most important ideas in a paragraph, section, or chapter. Supporting details are facts or examples that explain the main idea. Historical details, such as names, dates, and events, are easier to remember when they are connected to a main idea. Understanding the main idea allows you to grasp the whole picture or story. Read the excerpt below and notice how the author explains the main idea.

Main Idea

Supporting
Details

The Spanish, however, did not ignore the lands north of Mexico and the Caribbean. During the 1600s, they built settlements and forts along the northern edge of their American empire. These settlements, such as St. Augustine in Florida and Santa Fe in New Mexico, were intended to keep other Europeans out of Spanish territory. Spanish missionary-priests, such as Junípero Serra (hoo • NEE • puh • ROH SEHR • UH) and Eusebio Kino (yoo • SEE • bee • oh), also headed north. They set up missions, or religious communities, to teach Christianity and European ways to the Native Americans. Missions were set up in New Mexico, Texas, California, and other areas of North America.

—from page 117

Reading Tip

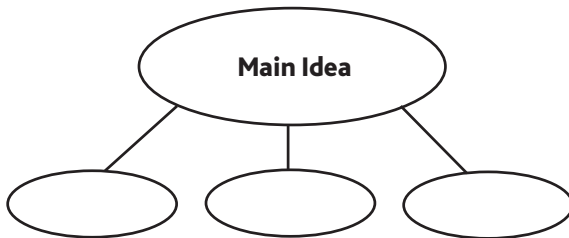
The main idea is often the first sentence in a paragraph but not always.

2 Practice It!

Read the following paragraph. Draw a graphic organizer like the one below to show the main idea and supporting details.

The Great Awakening is the name for the powerful religious revival that swept through the colonies beginning in the 1730s. Christian ministers such as George Whitefield and Jonathan Edwards preached throughout the colonies, drawing huge crowds. The Great Awakening had a lasting effect on the way in which the colonists viewed themselves, their relationships with one another, and their faith.

—from page 128



Read to Write.....

Use the main idea that appears under one of the headings in Section 1 of this chapter as the first sentence in a paragraph. As you read, complete the paragraph with supporting details.



▲ Massachusetts preacher and philosopher Jonathan Edwards

3 Apply It!

Pick a paragraph from another section of this chapter and diagram the main idea as you did above.

Founding the American Colonies

Guide to Reading



History Social Science Standards

US8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

Looking Back, Looking Ahead

You learned that Europeans explored and began to colonize the Americas in the 1400s and 1500s. In North America, early English colonies faced hardships, but in time they began to flourish.

Focusing on the **Main Ideas**

- Spain, France, and the Netherlands founded colonies in North America. (page 117)
- The first permanent English settlement in North America was at Jamestown. (page 119)
- The English established 13 colonies along the east coast of North America. (page 120)

Locating Places

New England Colonies

Middle Colonies

Southern Colonies

Meeting People

Samuel de Champlain (sham • PLAYN)

Roger Williams

William Penn

Content Vocabulary

charter

burgess (BUHR • juhs)

Mayflower Compact

constitution (KAHN • stuh • TOO • shuhn)

toleration (TAH • luh • RAY • shuhn)

dissenter (dih • SEHN • tuhr)

persecute (PUHR • sih • KYOOT)

diversity (duh • VUHR • suh • TEE)

debtor (DEH • tuhr)

Academic Vocabulary

survive (suh • VYV)

grant

military (MIH • luh • TEHR • ee)

Reading Strategy

Classifying Information Create a diagram like the one below with a row for each colony studied in the section. Fill in the names of the colonies and details on why or how the colony was settled.

Colony	Reasons the colony was settled



Where & When?



1600

1607

Jamestown colony founded

1625

1620

Pilgrims land at Plymouth

1650

1644

Roger Williams founds Rhode Island



US8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

Settlements in America

Main Idea Spain, France, and the Netherlands founded colonies in North America.

Reading Connection How far would you travel to create a new home? What would it be like if you did not know what to expect? How would you plan for it? Read to learn about Europeans who created settlements in North America.

In Chapter 1, you learned that Spain and Portugal built colonies in the Americas during the 1500s. Beginning in the 1600s, France, England, and other European countries began setting up their own colonies in the Americas. Most Spanish colonies were in the Caribbean, Mexico, and Central America, and most French and English colonies were in North America.

The Spanish, however, did not ignore the lands north of Mexico and the Caribbean. During the 1600s, they built settlements and forts along the northern edge of their American empire. These settlements, such as St. Augustine in Florida and Santa Fe in New Mexico, were intended to keep other Europeans out of Spanish territory. Spanish missionary-priests, such as Junípero Serra (hoo•NEE•puh•ROH SEHR•UH) and Eusebio Kino (yoo•SEE•bee•oh), also headed north. They set up missions, or religious communities, to teach Christianity and European ways to the Native Americans. Missions were set up in New Mexico, Texas, California, and other areas of North America.

France's Fur-Trading Empire The French came to North America to make money from fur trading. By the 1600s, beaver fur had become popular in Europe. In 1608 the French explorer **Samuel de Champlain** (sham•PLAYN) set up a trading post named Quebec (kih•BEHK) in what is now Canada. Quebec became the capital of the colony of New France.

From Quebec, French fur trappers, explorers, and missionaries moved into other parts of North America. In 1673 the explorers Louis Joliet and Jacques Marquette discovered the

Mississippi River. Then, in 1682, a French explorer named René-Robert Cavalier, Sieur de La Salle followed the Mississippi all the way to the Gulf of Mexico. He named the region Louisiana in honor of France's King Louis XIV. The French settlers in southern Louisiana also began bringing in enslaved Africans to grow sugarcane, rice, and tobacco.

The Dutch in North America The Dutch also founded colonies in North America. Although their country, the Netherlands, was small, its large fleet of sailing ships sailed all over the world. In 1621 the Dutch set up a trading colony—New Netherland—centered in the area of the present-day state of New York. New Amsterdam, the capital, was located on the tip of Manhattan Island where the Hudson River enters New York Harbor. Today, it is known as New York City.

Reading Check Identify Name several early Spanish settlements in North America.



Picturing History

In the 1600s, French fur traders moved into parts of North America. **In what areas did the French settle?**

Biography



US8.1 Students understand the major events preceding the founding of the American nation and relate their significance to the development of American constitutional democracy.

JUNÍPERO SERRA

1713–1784

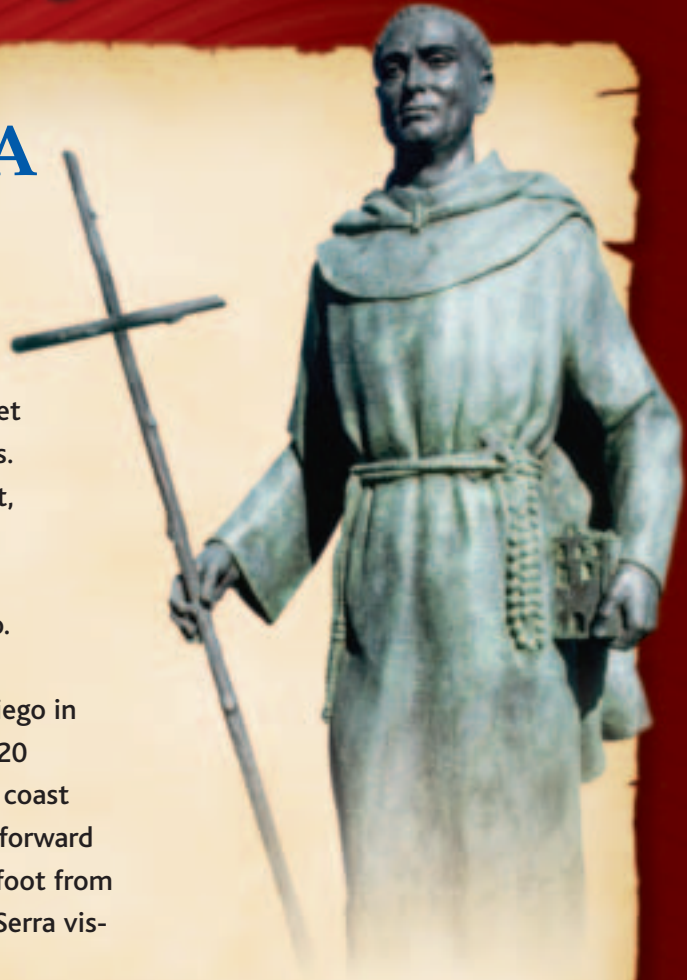
The Spanish settlers who came to North America had two aims. They wanted to claim land and to convert the Native Americans to Catholicism. To achieve these goals, the Spaniards set up fortified religious settlements known as missions.

Born in 1713 on an island off the Spanish Coast, Junípero Serra became a Franciscan priest. Because he wanted to work as a missionary among Native Americans, he left Spain in 1749 to travel to Mexico.

At the age of 55, he was sent to take control of Upper California. He established a mission in San Diego in 1769 and later founded eight other missions. By 1820 there were 21 missions stretching up the California coast to San Francisco. Taking as his motto “Always to go forward and never to turn back,” Junípero Serra traveled by foot from mission to mission. Despite his crippled leg, Father Serra visited each of his missions regularly.

Father Serra’s missions usually were built a day’s march from each other. Travelers always had a place to rest after a long day’s journey. This also made it easier to trade and sell their food and crafts. The missionaries also built the missions near the coast so that ships could get fresh supplies before heading out to sea.

Each mission was unique in a few ways, but they all had the same basic plan: a large, four-sided building with a central courtyard. The mission was a bustling world of workshops, storage areas, gardens, and living quarters. Father Serra believed that the Native Americans should “have their own lands and crops so that poverty will not make them [leave the mission].” The location of the mission was often determined by the availability of wood, water, and fields for raising crops and grazing the livestock that the Spanish brought to the Americas.



*“Always . . . go forward
and never . . . turn back.”*

—Junípero Serra

Then and Now

Research the different groups of Native Americans with whom Father Serra came into contact during his explorations and missionary work. Do any of these groups still exist today?



The Virginia Colony

Main Idea The first permanent English settlement in North America was at Jamestown.

Reading Connection Would you be willing to stay in a community with few jobs and where many of the residents were starving? Read to find out what happened to the people of Jamestown and what discovery saved the town.

In 1587 a group of English colonists financed by Sir Walter Raleigh sailed for North America. There, they founded a colony on Roanoke (RO•uh•nohk) Island off the coast of present-day North Carolina. After six years, however, the colonists disappeared. No one knows for certain what happened to them. For this reason, Roanoke Island became known as the “Lost Colony.”

Virginia For a time, the failure of the Roanoke colony discouraged further plans for English colonies in North America. However, in 1606 the idea emerged again. The Virginia Company, an English joint-stock company, received a **charter**, or the right to organize a settlement. With the backing of the company, more than 100 people braved an Atlantic crossing and set up the first permanent English settlement in North America in 1607. The settlers named it Jamestown after King James I. Jamestown was the first town of a new colony called Virginia.

Life in Virginia was very hard. The colonists had come hoping to find gold or silver. Instead, they could barely find enough to eat. Many settlers died from starvation and the cold winters, and others were killed in clashes with Native Americans. The colony **survived** under the leadership of Captain John Smith, a soldier and explorer. Smith forced the settlers to farm and managed to get corn from the Native Americans.

During those first years, the colony made no money for the merchants who had invested in it. It might have collapsed had not one of its settlers, John Rolfe, discovered that tobacco could grow in Virginia’s soil. Tobacco became the first

NATIONAL GEOGRAPHIC

European Settlements

Using Geography Skills

In 1682 Spain, Great Britain, and France claimed land in North America.

- 1. Location** Which nations held territory in what is now Canada?
- 2. Location** Which nation held territory in what is now Mexico?

cash crop of the English colonies. A cash crop is grown in large quantities to sell for profit.

Self-Government in Virginia To attract more settlers, the Virginia Company gave the colonists in Virginia the right to elect **burgesses** (BUHR•juhs•ehs), or representatives, from among the men who owned land. The first House of Burgesses met in 1619. It was patterned after the English Parliament and voted on laws for the Virginia Colony. The House of Burgesses set an example for representative government. It was not long before other colonies set up their own legislatures as well.

Reading Check Identify Who was John Smith? How did he help the Virginia settlers?



US8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

The 13 English Colonies

Main Idea The English established 13 colonies along the east coast of North America.

Reading Connection Would you be willing to move across the ocean to unexplored, possibly dangerous territory to gain certain freedoms or perhaps just to get a new start on life? Read to find out why English settlers came to North America.

Not all English settlers came to North America in search of wealth. Some came to find religious freedom. In Chapter 1, you learned that many Protestants in England were dissatisfied with the Anglican Church. Some, called Puritans, wanted to stay in the Church but rid it of Catholic rituals and practices. Others, known as Separatists, wanted to leave the Church entirely and set up their own local congregations. King James I and his son King Charles I both believed that Puritans and Separatists were a threat to their authority and persecuted them.

The Pilgrims Arrive in New England

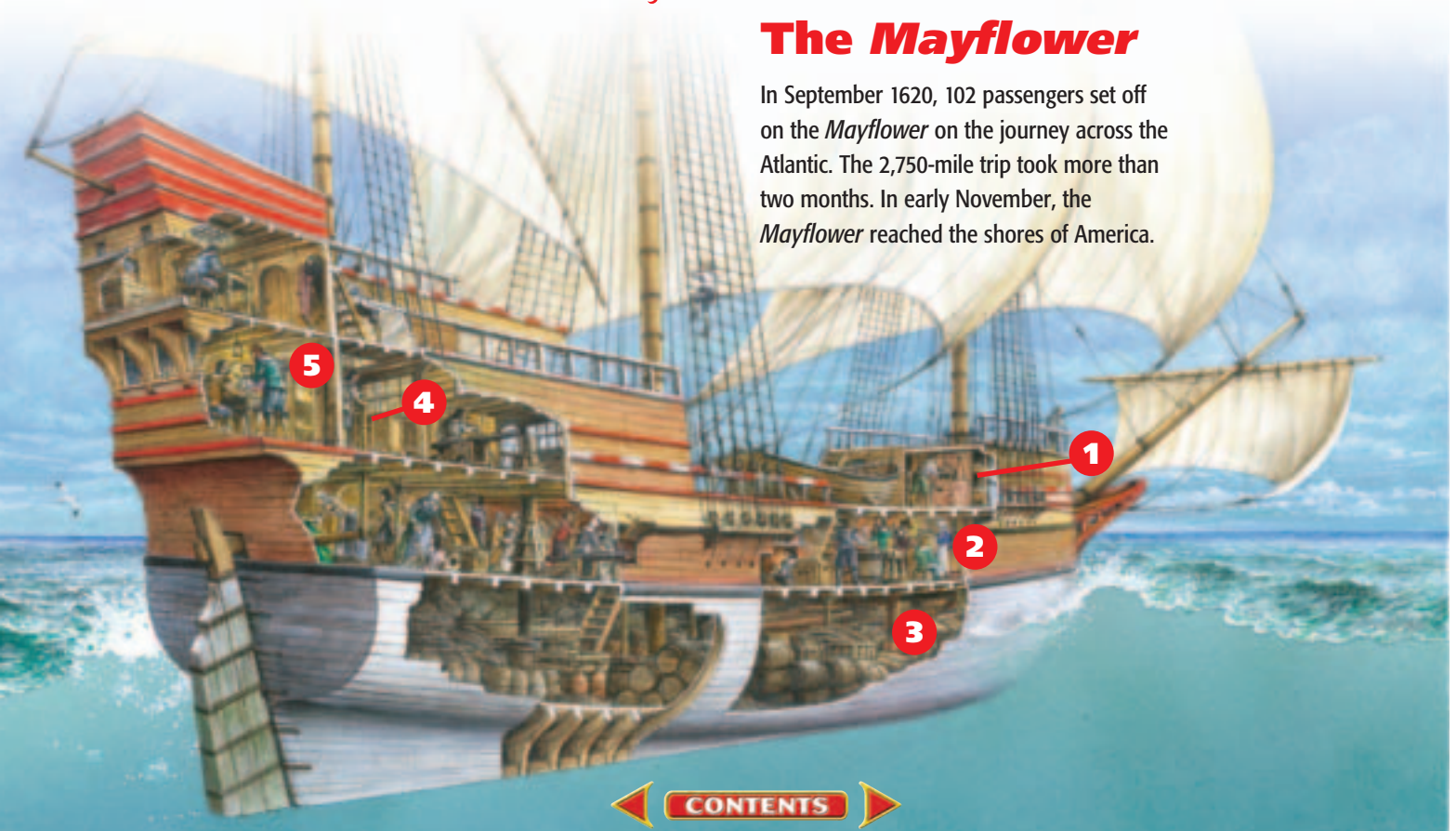
In 1620 a group of Separatists called Pilgrims decided to go to America so they could worship freely. They received grants of land from the Virginia Company and sailed for Virginia on the *Mayflower*. Strong winds blew the *Mayflower* off course, causing the Pilgrims to land in New England just north of Cape Cod in present-day Massachusetts. They went ashore on a cold, bleak day in December at a place called Plymouth.

The Mayflower Compact Plymouth was outside the territory of the Virginia Company and its laws. To provide order, the Pilgrims signed a formal document called the **Mayflower Compact**, which set up a civil government. The signers also promised to obey the laws passed “for the general good of the colony.” The Mayflower Compact was an important step in the development of democratic government in America. The people of Plymouth governed themselves for 70 years with almost no outside control. Then in 1691, Plymouth became part of a Puritan colony called Massachusetts.

TECHNOLOGY & History

The *Mayflower*

In September 1620, 102 passengers set off on the *Mayflower* on the journey across the Atlantic. The 2,750-mile trip took more than two months. In early November, the *Mayflower* reached the shores of America.



Massachusetts The success of the Pilgrims encouraged persecuted Puritans to begin leaving England for America. In 1629 a group of Puritans formed a company and received a royal charter to settle an area north of Plymouth. Led by John Winthrop, the Puritans landed in America and founded the colony of Massachusetts and its capital, Boston. John Winthrop made their intentions clear:

“[W]e shall be as a city upon a hill. The eyes of all people are upon us.”

—from “A Model of Christian Charity”

Others soon followed. By 1643 more than 20,000 Puritans had moved to America.

An elected group ran the colony through a General Court owned by the founding company. When the settlers insisted on having a larger role in the government, the company created a colonial legislature. Every adult male who owned property and was a church

member could vote for the governor and for representatives to the General Court.

The Puritans came to America to put their religious beliefs into practice. They made the Protestant Congregationalist faith the colony’s official religion. However, they barred members of other faiths from practicing their beliefs. Groups of people who disagreed with the Puritan leaders of Massachusetts were expelled and had to form new colonies in neighboring areas.

Connecticut and Rhode Island In the colony of Connecticut, settlers led by Thomas Hooker in 1639 adopted a plan of government called the Fundamental Orders of Connecticut. This was the first written **constitution** (KAHN • stuh • TOO • shuhn), or formal plan of government, in America. It described the organization of representative government in detail.

Another colony, Rhode Island, was founded by the Puritan minister **Roger Williams**. Williams believed that people should be free to follow their consciences in religious matters. In his view, the church and the government should be completely separate. Williams also believed it was wrong for settlers to take land away from the Native Americans. These ideas caused Massachusetts leaders to banish Williams. In 1644 he set up the Rhode Island colony east of Connecticut. With its policy of religious **toleration** (TAH • loh • RAY • shuhn), the acceptance of different beliefs, Rhode Island became a safe place for **dissenters** (dih • SEHN • tuhrz), or people who disagreed with established views. It was the first place in America where people of all faiths could worship freely.

The Middle Colonies In 1660 England had two clusters of colonies in what is now the United States—**New England Colonies** such as Massachusetts in the north, and agricultural colonies such as Virginia in the south. Between the two groups of English colonies were lands that the Dutch controlled. During the 1660s, these lands came under English rule and were known as the **Middle Colonies**. They included New York, Pennsylvania, New Jersey, and Delaware.

Key

- 1 Most of the crew slept in the tiny cabins in the **forecastle**, which also served as the ship’s kitchen.
- 2 The *Mayflower* was a supply ship. It was not built to carry passengers. **Tween decks** are where the passengers of the *Mayflower* slept and kept their belongings.
- 3 The **main hold** is the main cargo area. It holds most of the ship’s stores of food and supplies and tools.
- 4 The **helmsman** moves a long lever called the **whipstaff** that moves the rudder and steers the ship.
- 5 The **great cabin** is the quarters for the commander of the ship.

New York The desire for wealth drew the English to the area that was to become the colony of New York. Since the 1620s, this area had been ruled by the Dutch as New Netherland. In 1664 an English fleet took control of the prized port of New Amsterdam, and the Dutch quickly

surrendered. England's King Charles II then gave New Netherland to his brother, the Duke of York, who renamed it New York. The port of New Amsterdam, later called New York City, became one of the fastest-growing commercial ports in England's American colonies.

A governor and council appointed by the Duke of York directed New York's affairs. The colonists demanded a representative government like the governments of the other English colonies. The duke resisted the ideas, but the people of New York would not give up. Finally, in 1691 the English government allowed New York to elect a legislature.

Pennsylvania The Quakers, a Protestant group that had been **persecuted** (PUHR•sih•KYOOT•ehd), or treated harshly because of their beliefs or differences, in England, founded the colony of Pennsylvania. In 1680 **William Penn**, a wealthy English Quaker, received the land in payment for a debt King Charles II owed Penn's father. Pennsylvania, or "Penn's Woods," extended inland from the Delaware River and was as large as England.

William Penn saw Pennsylvania as a "holy experiment," a chance to put in practice the Quaker ideals of toleration and equality. In 1682 he sailed to America to supervise the building of Philadelphia, the "city of brotherly love." Penn believed that

“Any government is free to the people under it . . . where the laws rule, and the people are a party to those laws.”

—from the *Frame of Government of Pennsylvania*

Penn believed that the land belonged to the Native Americans and that settlers should pay for it. Penn advertised his new colony, and by 1683 more than 3,000 English, Welsh, Irish, Dutch, and German settlers had arrived. In 1701 in the Charter of Liberties, Penn **granted** the colonists the right to elect representatives to the legislative assembly.



Using Geography Skills

By 1732 English settlers had founded 12 colonies on the eastern coast of what is now the United States.

- 1. Region** What five colonies made up the Southern Colonies?
- 2. Analyze** What geographic feature made Philadelphia and New York centers for trade?

Virginia and the Southern Colonies After early hardships, Virginia prospered from growing tobacco. Wealthy planters held the best land near the coast, so new settlers pushed inland. They increasingly began to settle on land belonging to Native Americans. In 1622 a revolt by a Native American group called the Powhatan Confederation nearly destroyed the colony. Following this revolt, the Virginia Company was accused of mismanaging the colony and lost its charter. In 1624 Virginia became a royal colony, with a governor and council appointed by the king. The House of Burgesses was retained, but its laws now had to receive royal approval. In addition, the Anglican Church was made the official religion of the colony.

Maryland While Virginia struggled and grew, other English colonies were founded in the south. A Catholic noble, George Calvert, who held the title of Lord Baltimore, wanted to set up a safe place for fellow Catholics who faced persecution in England. His dream came true in

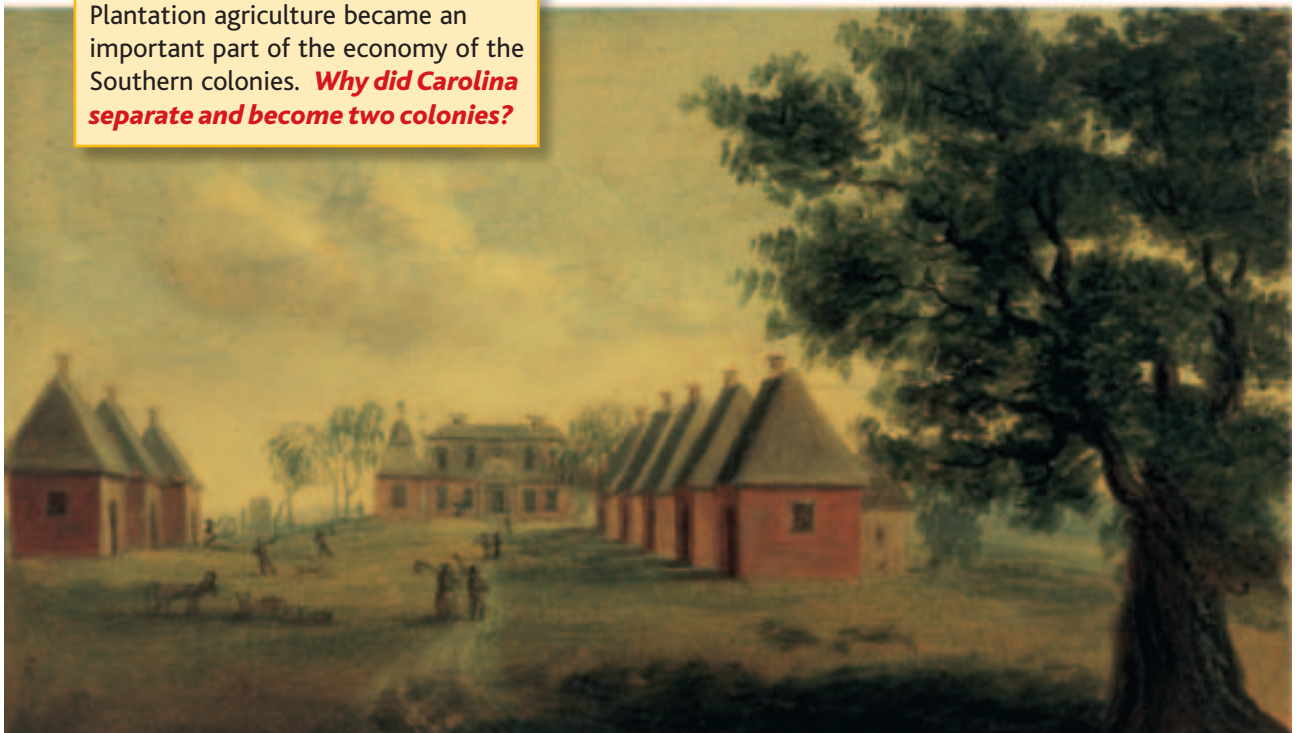
1632 when King Charles I gave him a colony north of Virginia. Calvert died before actually receiving the grant. His son Cecilius Calvert, the second Lord Baltimore, took charge of the colony. It was named Maryland after the English queen, Henrietta Maria.

Conflict, however, soon divided Maryland. Protestants as well as Catholics settled in the colony. Soon the Protestants outnumbered the Catholics. To protect Catholics from any attempt to make Maryland a Protestant colony, Lord Baltimore passed a law called the Act of Toleration in 1649. The act granted Protestants and Catholics the right to worship freely. Although the Act initially failed in its goal, it was an early step toward the later acceptance of religious **diversity** (duh • VUHR • suh • TEE), or variety, in the colonies.

The Carolinas In the 1660s, King Charles II issued charters creating a large colony south of Virginia called Carolina. The king gave the colony to a group of eight prominent members of his court. The Carolina proprietors carved out large estates for themselves and provided money to bring colonists over from England.

Picturing History

Plantation agriculture became an important part of the economy of the Southern colonies. **Why did Carolina separate and become two colonies?**



Carolina, however, did not develop according to plan. By the early 1700s, Carolina's settlers wanted a greater role in the colony's government. In 1719 the settlers in southern Carolina seized control from its proprietors. In 1729 Carolina became two royal colonies—North and South Carolina.

Georgia Georgia, the last of the English colonies in America to be established, was founded in 1733. A group led by General James Oglethorpe received a charter to create a colony where English **debtors** (DEH•tuhrs)—people who are unable to repay their debts—could make a fresh start. However, most of Georgia's settlers were poor people from the British Isles or religious refugees from Europe's mainland.

The British government had another reason for creating Georgia. This colony could protect the other British colonies from Spanish attack.

Great Britain and Spain had been at war in the early 1700s, and new conflicts over territory in North America were always breaking out. Located between Spanish Florida and South Carolina, Georgia could serve as a **military** barrier against Spain.

Many of the new settlers complained about the limits on the size of landholdings and the law banning slave labor. Oglethorpe reluctantly agreed to lift these bans. Frustrated by the colonists' demands and the colony's slow growth, Oglethorpe turned the colony back over to the king in 1751. By that time, British settlers had been in what is now the eastern United States for almost 150 years. They had lined the Atlantic coast with colonies.

 **Reading Check Explain** What was Maryland's Act of Toleration, and why was it important?

HistoryOnline
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Section I Review

Reading Summary

Review the Main Ideas

- A number of European countries, including England, Spain, France, and the Netherlands, founded colonies in North America.
- The English settlers in Jamestown, Virginia, set up a representative government based on what they had known in England.
- The New England, Middle, and Southern Colonies were settled by the English and other Europeans for a variety of reasons, including religious freedom and financial gain.

What Did You Learn?

1. Why did the French originally come to North America?
2. What was the House of Burgesses?

Critical Thinking

3. Organizing Information


Draw a table like the one below and fill in details about the New England, Middle, and Southern Colonies. **CA HR3.**

Region	Information
New England	
Middle Colonies	
Southern Colonies	

4. **Analyze** What was the Mayflower Compact and why was it important? **CA HI1.**

5. **The Big Idea** What challenges did early English settlers in North America face? Write a short essay that summarizes your conclusions. **CA 8RC2.0**

6. **Expository Writing** Write a short essay describing the importance of the search for religious freedom in the settling of America. Describe the founding of specific colonies in your essay. **CA 8WA2.4**

7.  **READING Identifying the Main Idea** Using the essay you wrote on the importance of religious freedom, summarize the main idea and supporting points from your essay. **CA 8RC2.4**

Section

2

Life in Colonial America

Guide to Reading

Looking Back, Looking Ahead

You read how the 13 English colonies were founded. Those colonies continued to grow and develop their own culture and beliefs about government.

Focusing on the Main Ideas

- As the population of the colonies grew, agriculture and trade increased. (page 126)
- An American culture, influenced by religion and education, began to develop. (page 128)
- Although the American colonies developed some self-government, the British still set many laws, especially those concerning trade. (page 130)

Locating Places

New York City
Philadelphia

Meeting People

Benjamin Franklin

Content Vocabulary

subsistence farming
triangular trade
cash crop
indentured servant (ihn • DEHN • shuhrd)
overseer
charter colony
proprietary colony
(pruh • PRY • uh • TERH • ee)
royal colony

Academic Vocabulary

adapt
principle (PRIHN • suh • puh)

Reading Strategy

Organizing Information Use a chart like the one below to describe the differences in the economies of the New England, Middle, and Southern Colonies.

Economic Development		
New England	Middle Colonies	Southern Colonies



**History
Social Science
Standards**

US8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.



Who & When?

1700

1750

1800



African drum

1700s

Thousands of Africans are brought to America

1730s

Great Awakening takes root



c. 1760

New York City's population reaches 25,000

George Whitefield



The Colonies Grow

Main Idea As the population of the colonies grew, agriculture and trade increased.

Reading Connection Is your community or region known for any special product, either agricultural or manufactured? Read to find out how the economies of the New England, Middle, and Southern Colonies differed.

An American Story

In 1760 Englishman Andrew Burnaby traveled throughout the North American colonies, observing American life. He could not imagine that these colonies would ever join in union for they were as different from one another as “fire and water,” and each colony was jealous of the other.

Commercial New England Although Burnaby believed that the colonies would never unite, the colonies continued to grow. Economic success and religious and political freedoms drew a steady flow of new settlers.

Long winters and thin, rocky soil in New England made large-scale farming difficult. Farmers there practiced **subsistence farming**, which means that they generally produced just enough to meet the needs of their families, with little left over to sell or exchange.

Shipbuilding was an important New England industry. The lumber for building ships came from the forests of New England and was transported down rivers to the shipyards in coastal towns.

Colonial Trade As the center of the shipping trade in America, New England linked the different English American colonies and linked America to other parts of the world. Some ships followed routes that came to be called the **triangular trade** because the routes formed a triangle. On one leg of such a route, ships brought sugar and molasses from the West Indies to the New England Colonies. In New

England, the molasses was made into rum. Next, the rum and other manufactured goods were shipped to West Africa where they were traded for enslaved Africans. On the final leg of the route, the enslaved Africans were taken to the West Indies where they were sold to planters. The profit was used to buy more molasses—and the process started over.

Growth of the Middle Colonies The Middle Colonies enjoyed fertile soil and a slightly milder climate than New England’s. Farmers in this region cultivated larger areas of land and produced bigger harvests than did New Englanders. In New York and Pennsylvania, farmers grew large quantities of wheat and other **cash crops**—crops that could be sold easily in markets in the colonies and overseas.

Farmers sent cargoes of wheat and livestock to **New York City** and **Philadelphia** for shipment, and these cities became busy ports. By the 1760s, New York, with 25,000 people, and Philadelphia, with 30,000 people, were the largest cities in the American colonies.

Like the New England Colonies, the Middle Colonies also had industries. Some were home-based crafts such as carpentry and flour making. Others included larger businesses such as lumbering, mining, and small-scale manufacturing.

The Middle Colonies attracted many German, Dutch, Swedish, and other non-English settlers. They gave the Middle Colonies a cultural diversity, or variety, that was not found in New England. With the diversity came tolerance for religious and cultural differences.

Plantation Life in the South With their rich soil and warm climate, the Southern Colonies were well suited to the growing of cash crops. These included tobacco, rice, and indigo, a blue flowering plant used to dye textiles. Most cash crops were grown on large farms called plantations. At first planters, or plantation owners, used **indentured servants** (ihn•DEHN•shurd) to work in the fields. Indentured servants were laborers who agreed to work without pay for a certain period of time to pay for their passage to America.

When indentured servants became scarce and expensive, Southern farmers used enslaved Africans instead. Independent small farmers grew corn and tobacco on small farms. They usually worked alone or with their families. Independent small farmers outnumbered the large plantation owners. The plantation owners, however, had greater wealth and more influence. They controlled the economic and political life of the region.

Slavery in the Southern Colonies The slave trade and slavery were major parts of colonial economies. The inhumane part of the triangular trade, shipping enslaved Africans to the Americas, was known as the Middle Passage. Olaudah Equiano, a young African forced onto a ship to the Americas, later described the horror of the voyage across the Atlantic:

“We were all put under deck. . . . The stench . . . was so intolerably loathsome, that it was dangerous to remain there for any time. . . . The closeness of the place, and the heat of the climate, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us. . . .”

—from *The Interesting Narrative of the Life of Olaudah Equiano*

Most enslaved Africans in the southern colonies lived on plantations. Some of the Africans did housework, but most worked in the fields and often suffered great cruelty. The large plantation owners hired **overseers**, or bosses, to keep the slaves working hard. All the Southern Colonies had slave codes, which were strict rules governing the behavior and punishment of enslaved Africans. All white colonists were encouraged to enforce these laws against enslaved Africans.

African Traditions Although the enslaved Africans had strong family ties, their families

were often torn apart. Slaveholders could split up families by selling a spouse, a parent, or a child to another slaveholder. Slaves who worked on plantations found a source of strength in their African roots. They developed a culture that drew on the languages, customs, and religions of their West African homelands.

Some enslaved Africans learned trades such as carpentry, blacksmithing, or weaving. Those lucky enough to be able to buy their freedom joined the small population of free African Americans.

Criticism of Slavery Slavery was one reason for the economic success of the Southern Colonies. That success, however, was built on the idea that one human being could own another. Some colonists did not believe in slavery. Many Puritans refused to hold enslaved people. In Pennsylvania, Quakers and Mennonites condemned slavery. Eventually, the debate over slavery would erupt in a bloody war, pitting North against South.

Reading Check Explain Why were the Southern Colonies especially well suited for growing cash crops?

Picturing History

Among the early immigrants to America were some who did not come willingly. Western and Central Africans were taken by force from their homes, shipped across the Atlantic Ocean, and sold as slaves in North and South America. **What does the term Middle Passage refer to?**





US8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy. **US8.1.1** Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.

An Emerging Culture

Main Idea An American culture, influenced by religion and education, began to develop.

Reading Connection What are some things you consider truly American? Perhaps baseball or a summer picnic with hamburgers and hot dogs? Read to find out how the colonists began to form a culture that was different from those European cultures.

Throughout the colonies, people **adapted** their traditions to the new conditions of life in America. Religion, education, and the arts contributed to a new American culture.

The Great Awakening Religion had a strong influence in colonial life. In the 1730s and 1740s, a religious revival called the Great Awakening swept through the colonies. In New England and the Middle Colonies, ministers called for “a new birth,” a return to the strong faith of earlier days.

The most important effect of the Great Awakening was greater religious and political freedom in the colonies. More colonists chose their own faith, and the strength of established official churches declined. As a Baptist preacher noted soon after the Great Awakening, “the common people now claim as good a right to judge and act in matters of religion as civil rulers or the learned clergy.”

Why It Matters

The Great Awakening

The Great Awakening is the name for the powerful religious revival that swept over the colonies beginning in the 1720s. Christian ministers such as George Whitefield and Jonathan Edwards preached throughout the colonies, drawing huge crowds. The Great Awakening had a lasting effect on the way in which the colonists viewed themselves, their relationships with one another, and their faith.



◀ Jonathan Edwards

Causes and Effects of the Great Awakening

Causes

- Jonathan Edwards, George Whitefield, and others preach of the need for a revival of religious belief.
- Awareness of the importance of religion in people's lives grows.
- A religious revival sweeps through America in the mid-1700s.

The Great Awakening also for the first time united colonists from north to south in a common cause. This paved the way for the rapid spread of political ideas and revolutionary fervor during the struggle for independence.

Education in the Colonies Most colonists valued education. Children were often taught to read and write at home by their parents, even though the daily chores left little time for lessons. In 1647 the Massachusetts Puritans passed a public education law. Each community had to have a teacher whose wages would be paid through taxes. Although some communities did not set up schools, most did. In the Middle Colonies, schooling was not as universal as in New England, but it was widespread. In the

Effects

- New religious groups such as the Baptists, Methodists, and Presbyterians take root.
- Emphasis on education grows.
- Belief grows that all people are equal before God.
- Makes Americans more willing to challenge authority prior to the American Revolution.



◀ George Whitefield

Southern Colonies, formal education was generally limited to children of large landowners and professionals such as lawyers and doctors. Even where schools were desired, the widely separated plantations and farms of the South made them impractical. Young children were usually educated by their parents or by tutors.

By modern standards, schools in the American colonies were primitive. Schools had few books, and instruction was given only two or three months a year. Only a small percentage of children received education beyond the primary level. Most girls received little formal education. Despite these shortcomings, few regions of the world had such a high proportion of people who could read or write.

Education was closely related to religion. The first colleges—Harvard, William and Mary, and Yale—were established to train ministers. Six colleges were in operation by 1763; all but two were founded by religious groups primarily for the training of ministers.

By the middle of the 1700s, many educated colonists also were influenced by the Enlightenment. This movement, which began in Europe, spread the idea that knowledge, reason, and science could improve society. The best-known scientist in the colonies was **Benjamin Franklin**. Franklin's greatest services to his fellow Americans would come during the 1770s when he would help guide the colonies to freedom.

The Press in America Schools and colleges spread knowledge. So did books, newspapers, and almanacs. Because paper and type were expensive, most books came from Britain. Newspapers, printed weekly, were mostly four pages in length. Almanacs attracted as many readers as newspapers. In addition to a calendar, dates of holidays, times of sunset and sunrise, almanacs published advice on farming, poems, news of the year, and practical advice.

Reading Check Analyze What was the Enlightenment, and what effect did it have in the colonies?



US8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy. **US8.1.4** Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

Colonial Government

Main Idea Although the American colonies developed some self-government, the British still set many laws, especially those concerning trade.

Reading Connection How would you feel if your parents or teachers told you that you could only trade lunch snacks or baseball cards with certain people, even if someone else had a better card or dessert they were willing to trade? Read to find out how the British attempted to maintain control over colonial trade.

In Chapter 1, you learned that the English colonists brought with them ideas about government that had been developing in England for centuries. At the heart of the English system were two **principles**—limited government and representative government. As the colonies grew, they relied more and more on their own governments to make local laws.



Self-Government in America The 13 colonies began either as charter or proprietary colonies. **Charter colonies**, such as Massachusetts, had a charter, or a grant of rights and privileges, granted by the English monarch to stockholders. **Proprietary colonies** (pruh • PRY • uh • TEHR • ee), such as Pennsylvania, were owned by an individual proprietor or by a small group of proprietors.

Over time, English monarchs began to change colonies into **royal colonies**. Such colonies were under direct English control. In each, Parliament appointed a governor and council, known as the upper house. The colonists selected an assembly, the lower house. The governor and council members usually did what English leaders told them to do. However, this often led to conflicts with the colonists in the assembly, especially when officials tried to enforce tax laws and trade restrictions.

Colonial legislatures gave only some people a voice in government. White men who owned property had the right to vote; however, women, indentured servants, landless poor, and African Americans could not vote. In spite of these limits, a higher proportion of people became involved in government in the colonies than anywhere in the European world. This strong participation gave Americans training that was valuable when the colonies became independent.

British Colonial Policies During the early 1700s, many changes occurred in England and its overseas colonies. In 1707 England united with Scotland and became the United Kingdom. The term *British* came to mean both the English and the Scots. By 1750 Great Britain had become the world's most powerful trading empire.

Picturing History

Colonial legislatures gave some Americans a voice in government. **What groups were not represented?**

For many years, Great Britain had allowed the American colonies the freedom to run their local affairs. However, the British government controlled the colonies' trade according to the ideas of mercantilism. The American colonies produced raw materials such as tobacco, rice, indigo, wheat, lumber, fur, deerskin leather, fish, and whale products. These were shipped to Great Britain and traded for manufactured goods such as clothing, furniture, and goods from Asia, including tea and spices.

To control this trade, Britain passed a series of laws called Navigation Acts in the 1650s. Under these laws, the colonists had to sell their raw materials to Britain even if they could get a better price elsewhere. Any goods bought by the colonies from other countries in Europe had to go to England first and be taxed before they could be sent to the Americas. The trade laws

also said that all trade goods had to be carried on ships built in Britain or the colonies and that the crews had to be British as well.

Colonial Resistance The colonists at first accepted the trade laws because they were guaranteed a place to sell their raw materials. Later, the colonists came to resent British restrictions. With population in the colonies growing, the colonists wanted to make their own manufactured goods. They also wanted to sell their products elsewhere if they could get higher prices. Many colonial merchants began smuggling, or shipping goods in and out of the country without paying taxes or getting government permission. Controls on trade would later cause conflict between the American colonies and England.

 **Reading Check Compare** How did charter colonies and proprietary colonies differ?

Section 2 Review

History online
Study Central Need help understanding American self-government? Visit ca.hss.glencoe.com and click on Study Central.

Reading Summary

Review the Main Ideas

- As the colonies grew, differing economies developed in the New England, Middle, and Southern Colonies.
- In the colonies, family life, education, and religion were important in the emerging American culture.
- Even with British restrictions, especially on trade, the principle of self-government took a strong hold in the colonies.

What Did You Learn?

1. What was the triangular trade?
2. What were some cash crops grown on southern plantations? What crops were grown on smaller independent farms?
3. **Compare and Contrast** Draw a chart like the one below. Fill in details comparing farming in the New England and Southern Colonies. **CA HR3.**
4. **Determining Cause and Effect** What effects did the Great Awakening have on the American colonies? **CA HI2.**
5. **The Big Ideas** How did geography affect the economies of the three colonial regions? **CA CS3.**
6. **Descriptive Writing** Imagine you live in New England in the mid-1700s and are visiting cousins on a farm in the Carolinas. Write a letter to a friend at home describing your visit to the farm. **CA 8WA2.1**

	Similarities	Differences
New England		
Southern Colonies		

Connecting to the Constitution



US8.1.4 Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions. **US8.2.1** Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.

The Road to Representative Government

Why It Matters Many of the rights that American citizens enjoy today can be traced back to the political and legal traditions of England. When English people began settling here in the 1600s, they brought with them a tradition of limited and representative government.

Limited Government By the time the first colonists reached North America, the idea that government was not all-powerful had become an accepted part of the English system. The concept first appeared in the Magna Carta, or Great Charter, that King John was forced to sign in 1215. The Magna Carta established the principle of limited government, in which the power of the **monarch**, or ruler, was limited, not absolute. This document protected the nobles' privileges and upheld their authority. It also granted certain rights to all landholders—rights that eventually came to apply to all English people.

English Parliamentary Traditions

The English people had a firm belief in **representative government**, in which people elect delegates to make laws and conduct government. The English Parliament was a representative assembly with the power to make laws. It consisted of two houses, the House of Lords and the House of Commons. American legislatures grew from the English practice of representation.

In the mid-1600s, Parliament and King James II began a struggle for power. In 1688 Parliament removed King James II from the throne and crowned William and Mary to rule.



"Freedom of religion, freedom of the press, trial by jury, habeas corpus, and a representative legislature . . . I consider as the essentials constituting free government, . . ."

—Thomas Jefferson in a letter to Pierre Samuel Dupont de Nemours, 1815

◀ Thomas Jefferson



▲ By signing the Mayflower Compact, the Pilgrims established a set of rules under which they would govern themselves.

This peaceful transfer of power, known as the Glorious Revolution, changed the idea of government in England. From that time on, no ruler would have more power than the legislature.

The English Bill of Rights To set clear limits to what a ruler could and could not do, Parliament drew up the English Bill of Rights in 1689. The document stated that the monarch could not suspend Parliament's laws; the monarch also could not create special courts, impose taxes, or raise an army without Parliament's consent. The Bill of Rights also declared that members of Parliament would be freely elected and be guaranteed free speech during meetings, that every citizen would have the right to a fair trial by jury in court cases, and that cruel and unusual punishments would be banned.

The English Heritage in America English settlers in the American colonies established traditions of representative government that they had learned in England. They believed that the ruler was not above the law. They also expected to have a voice in government and other basic rights. Many of the early state constitutions listed the rights of the citizens.

The Virginia House of Burgesses The first permanent English settlement in North America was Jamestown. At first, the Jamestown colony was managed by a governor and council

appointed by the Virginia Company, a group of merchants from London. In 1619, however, the colonists chose two representatives from each community to meet with the governor and his council. These 22 men were called burgesses. They formed the House of Burgesses, which was the first representative assembly, or legislature, in the English colonies. The House of Burgesses had little power, but it marked the beginning of self-government in colonial America.

The Mayflower Compact In 1620, shortly after the House of Burgesses was formed, a new group of colonists, known as the Pilgrims, arrived in America. Even before their ship, the *Mayflower*, reached America, the Pilgrims realized they needed rules to govern themselves if they were to survive in a new land. They drew up a written plan for their government called the Mayflower Compact.

The Mayflower Compact stated that the government would make "just and equal laws . . . for the general good of the colony." The compact set up a direct democracy in which all men would vote and the majority would rule. (As was common at this time, only adult males were permitted to vote.)

The Mayflower Compact established a tradition of direct democracy. Throughout the colonial period—and in parts of New England today—citizens meet at town meetings to discuss and vote on important issues.

Checking for Understanding

1. What is the system of representative government? Where did this system come from?
2. What is important about the Virginia House of Burgesses?

Critical Thinking

3. **Evaluate** The idea of limited government, first established in the Magna Carta, is an important principle of the U.S. Constitution. Do you believe governments should be limited? Why or why not?

Trouble in the Colonies

Guide to Reading



History Social Science Standards

US8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

Looking Back, Looking Ahead

In the last section, you read about the beginnings of colonial resistance to British colonial policies. British attempts to tax the colonists brought the Americans and British to conflict.

Focusing on the **Main Ideas**

- Following Britain's victory in the French and Indian War, the British prohibited colonists from moving west of the Appalachian Mountains and taxed the colonists to pay for the war. (page 135)
- British actions, including sending more troops to Boston and passing new taxes, brought strong responses from the colonists. (page 137)
- After colonial leaders met to discuss their relations with Britain, the first shots of the American Revolution were fired. (page 139)

Meeting People

Crispus Attucks

Samuel Adams

John Adams

Patrick Henry

George Washington

King George III

Paul Revere

Content Vocabulary

import

smuggling

boycott

repeal (rih • PEEL)

resolution

militia (muh • LIH • shuh)

minutemen

Academic Vocabulary

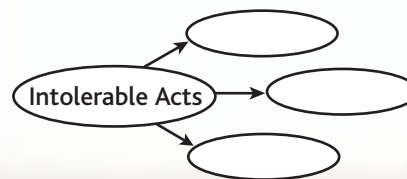
convince

violate (VY • uh • LAYT)

correspond

Reading Strategy

Organizing Information Use a diagram like the one below to describe how the Intolerable Acts affected Massachusetts colonists.



Where & When?



1760

1763
Proclamation of 1763 limits colonial migration

1770

1770
Boston Massacre takes place

1780

1775
First battles of American Revolution at Lexington and Concord



US8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy. **US8.1.4** Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

New British Policies

Main Idea Following Britain's victory in the French and Indian War, the British prohibited colonists from moving west of the Appalachian Mountains and taxed the colonists to pay for the war.

Reading Connection Have you ever stopped buying a product, perhaps because the manufacturer changed the product or raised its price? Read to find out how the American colonists protested British actions, in part by refusing to buy British products.

An American Story

During the colonial period, Britain and France struggled for control of eastern North America. As their settlements moved inland, both nations claimed the vast territory between the Appalachian Mountains and the Mississippi River. In 1758 writer Nathaniel Ames noted,

“The parts of North America which may be claimed by Great Britain or France are of as much worth as either kingdom. That fertile country to the west of the Appalachian Mountains [is the] ‘Garden of the World’!”

—from the *Astronomical Diary and Almanack*, 1758

The French and Indian War In 1754 British-French rivalry led to the outbreak of the French and Indian War. Colonial leaders met in Albany, New York, to find a way for the colonies to defend themselves against the French. The leaders adopted the Albany Plan of Union, calling for “one general government” for 11 of the American colonies. However, the plan was not approved. After Britain won the war in 1763, the colonies began to act together. Their united action, however, was directed against Britain itself. What developments brought about this unusual turn of events?

NATIONAL GEOGRAPHIC
Proclamation of 1763

Using Geography Skills

The Proclamation of 1763 prohibited colonists from settling in the west.

- 1. Place** What natural feature marked the western boundary of British territory?
- 2. Analyze** Who controlled the Louisiana Territory in 1763?

The Proclamation of 1763 Victory in 1763 gained for the British nearly all of France's North American empire. That same year, Britain issued a proclamation that prohibited colonists from moving west of the Appalachian Mountains. Stopping western settlement allowed British officials to control settler movement and avoid a conflict with Native Americans. It also prevented colonists from moving away from the coast—where Britain's important markets and investments were. To protect their interests, the British planned to keep 10,000 troops in America.

The Stamp Act required colonists to buy revenue stamps for newspapers, licenses, and documents. ▶

▼ The snake on the banner symbolized united American resistance to the British.



The British Tax the Colonies Alarmed colonists, however, saw the proclamation as a limit on their freedom of movement. They also feared that the large number of British troops might be used to interfere with their liberties. As a result, feelings of distrust began to grow between Britain and its American colonies.

Britain faced financial problems. The French and Indian War was very costly and left the British government deep in debt. Desperate for money, the British made plans to tax the colonies and tighten trade rules.

In 1764 the British Parliament passed the Sugar Act, which lowered the tax on molasses that had been **imported**, or bought from foreign markets, by the colonists. The British government hoped the lower tax would **convince** the colonists to pay the tax instead of **smuggling**. Smuggling means to trade illegally with other nations. The colonists believed their rights as Englishmen were being **violated**. James Otis, a young lawyer in Boston, argued that:

“no parts of [England’s colonies] can be taxed without their consent . . . every part has a right to be represented.”


—from *The Rights of the British Colonies*

What Was the Stamp Act? In 1765 Parliament passed another law in an effort to raise money. This law, known as the Stamp Act, placed a tax on newspapers and other printed material. All of these items had to bear a stamp showing that the tax was paid. The colonists were outraged. In October, delegates from nine colonies met in New York at the Stamp Act Congress. They sent a letter to the British government stating that the colonies could not be taxed except by their own assemblies. Colonists refused to use the stamps. They also **boycotted**, or refused to buy, British goods.

In February 1766, Parliament gave in to the colonists’ demands and **repealed** (rih•PEELD), or cancelled, the Stamp Act. On the same day, however, it passed the Declaratory Act. This law stated that Parliament had the right to tax and make decisions for the British colonies “in all cases.” The colonists might have won one battle, but the war over making decisions for the colonies had just begun.

New Taxes In 1767 Parliament passed another set of tax laws known as the Townshend Acts. In these acts, the British leaders tried to avoid some of the problems the Stamp Act caused. They understood that the colonists would not tolerate internal taxes—those levied or paid inside the colonies. As a result, the new taxes applied only to imported goods, with the tax being paid at the port of entry. The taxed goods, however, included basic items—such as glass, tea, paper, and lead—that the colonists had to import because they did not produce them.

The Colonists React By this time, the colonists were outraged by *any* taxes Parliament passed. They believed that only their own representatives had the right to levy taxes on them. The colonists responded by bringing back the boycott that had worked so well against the Stamp Act. The boycott proved to be even more widespread this time.

 **Reading Check Explain** What was the Proclamation of 1763, and why did it anger American colonists?



US8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

Tax Protests Lead to Revolt

Main Idea British actions, including sending more troops to Boston and passing new taxes, brought strong responses from the colonists.

Reading Connection How might you protest a new community or school rule that you believed was unfair? Read to find out how American protests to British measures became forceful.

Colonial protests like those related to the Stamp Act made British colonial officials nervous. Worried customs officers sent word back to Britain that the colonies were close to rebellion. Parliament responded by sending two regiments of troops to Boston. As angry Bostonians jeered, the newly arrived “redcoats” set up camp right in the center of the city.

The Boston Massacre On March 5, 1770, tensions between the redcoats and Bostonians reached a peak. That day a crowd of colonists began insulting soldiers and throwing stones,

snowballs, oyster shells, and pieces of wood at the soldiers. “Fire, you bloodybacks, you lobsters,” the crowd screamed. “You dare not fire.”

After one of the soldiers was knocked down, the nervous and confused soldiers did fire. Seven shots rang out, killing five colonists. Among the dead was **Crispus Attucks**, a dockworker who was part African, part Native American. The colonists called the tragic encounter the Boston Massacre.

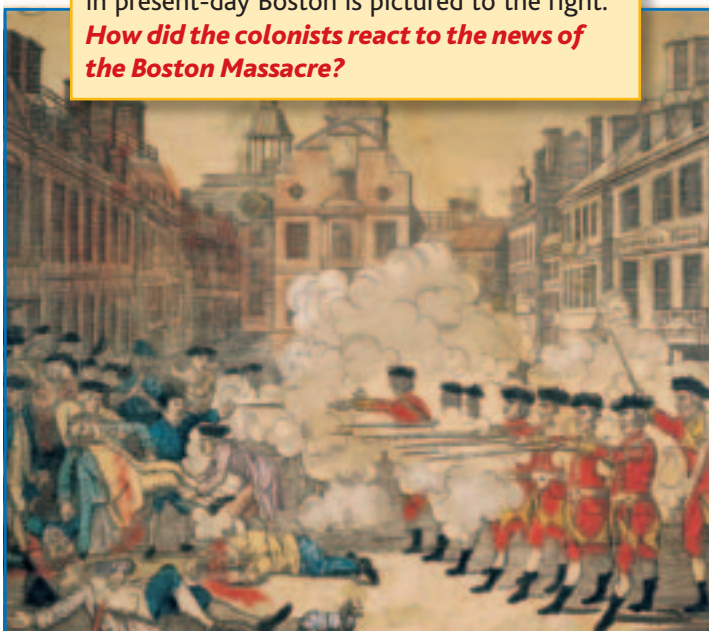
The Boston Massacre led many colonists to call for stronger boycotts on British goods. Aware of the growing opposition to its policies, Parliament repealed all the Townshend Acts taxes except the one on tea. Many colonists believed they had won another victory. They started to trade with British merchants again.

Some colonial leaders, however, continued to call for resistance to British rule. In 1772 the Massachusetts radical leader **Samuel Adams** revived the Boston committee of **correspondence**, an organization used in earlier protests. The committee circulated writings about colonists’ grievances against Britain.

Picturing History

The Bloody Massacre (below) is an engraving by Paul Revere. The site of the Boston Massacre in present-day Boston is pictured to the right.

How did the colonists react to the news of the Boston Massacre?



Soon other committees of correspondence sprang up throughout the colonies, bringing together protesters opposed to British measures.

Crisis Over Tea By the early 1770s, some Americans considered British colonial policy a “conspiracy against liberty.” The British government’s actions seemed to confirm that view. In 1773 Parliament passed the Tea Act. It allowed the British East India Company to ship tea to the colonies without paying the taxes colonial tea merchants had to pay. This allowed the company to sell its tea very cheaply and threatened to drive the colonial tea merchants out of business.

In Massachusetts, angry colonists decided to take action. A group of protestors dressed as Native Americans boarded several British ships in Boston Harbor and dumped their

cargoes of tea overboard, an event that became known as the Boston Tea Party. Word of this act of defiance spread throughout the colonies. Men and women gathered in the streets to celebrate.

To punish the colonists, Parliament in 1774 passed the Coercive Acts, which closed down Boston Harbor and put the government of Massachusetts under military rule. The laws also said that British troops should be quartered, or given a place to live in colonists’ homes. The colonists called these the Intolerable Acts, or laws they could not bear. They maintained that the Coercive Acts violated their rights as English citizens.

 **Reading Check Analyze** Why were American colonists especially angry with the Tea Act?

MORE ABOUT...

The Boston Tea Party

The Boston Tea Party is one of the significant events that ultimately led to American independence.

By 1770, most of the Townshend Acts have been repealed. The tax on tea remains.

In November 1773, the citizens of Boston refuse to allow three British ships to unload 342 chests of tea.

On the evening of December 16, Boston citizens disguised as Native Americans board the ships and empty the tea into Boston Harbor.

King George III and Parliament respond by closing the city port.

**“Fellow countrymen,
we cannot afford to
give a single inch! If we retreat
now, everything we have done
becomes useless!”**

— Samuel Adams,
December 1773



US8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy. **US8.1.4** Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

A Call to Arms

Main Idea After colonial leaders met to discuss their relations with Britain, the first shots of the American Revolution were fired.

Reading Connection Have you ever served on a student council or another youth group? If so, did that group work together for the benefit of all members? Read to find out how Americans from nearly every colony came together to discuss the colonies' disagreements with Britain.

Colonial leaders realized the colonies had to act together in their opposition to British policies. In September 1774, fifty-six men arrived in the city of Philadelphia. Sent as delegates from all the colonies except Georgia, these men had come to establish a political body to represent American interests and challenge British control. They called the new organization the Continental Congress.

Leaders from all the colonies attended the Continental Congress. Massachusetts sent Samuel Adams and his younger cousin **John Adams**, a successful lawyer. New York sent John Jay, another lawyer. From Virginia came Richard Henry Lee and **Patrick Henry**, two of the most outspoken defenders of colonial rights, as well as **George Washington**. Patrick Henry summarized the meaning of the gathering: "The distinctions between Virginians, Pennsylvanians, New Yorkers, and New Englanders are no more. . . . I am not a Virginian, but an American."

The delegates were hardly united in their views, but they realized they needed to work together. First they drafted a statement of grievances calling for the repeal of 13 acts of Parliament passed since 1763. They declared that these laws violated the colonists' rights.

The delegates also voted to boycott all British goods and trade. No British products could be brought into or consumed in the colonies, and no colonial goods could be shipped to Britain. The Continental Congress's most important **resolution**, or formal expression

of an opinion, concerned the armed forces. After much debate the delegates decided to form militias. A **militia** (muh • LIH • shuh) is a group of citizen soldiers. If fighting broke out, the colonies would be ready with their own armed forces.

Primary Sources



The Coming Conflict

▲ Teapot, c.1770

The American people hoped that the boycott called for by the Continental Congress against British goods and trade would win a quick victory without war. Some members of the Continental Congress believed that economic pressure would force Britain to back down. Richard Henry Lee of Virginia noted that the British "army and fleet will be recalled, and Britain will give up her foolish project."

Other members of the Continental Congress doubted that Great Britain would back down.

In a paper titled "Broken Hints," Joseph Hawley of Massachusetts wrote:

"We must fight, if we cannot otherwise rid ourselves of British taxation, all revenues, or the constitution or form of government enacted for us by the British Parliament. . . .

Fight we must, finally, unless Britain retreats."



Document-Based Question

According to Lee, how will Great Britain react? Do Lee or Hawley believe that war is certain to come? Explain your reasoning.

Preparing for Battle People in the colonies and in Britain wondered whether this meant war. The answer came soon after the Continental Congress adjourned in October.

Colonists expected that if fighting against the British broke out, it would begin in New England. Militia companies in Massachusetts held frequent training sessions, made bullets, and stockpiled rifles and muskets. Some companies, known as **minutemen**, boasted that they would be ready to fight on a minute's notice.

The British also prepared for conflict. **King George III** announced to Parliament that the New England colonies were "in a state of rebellion." By April 1775, British general Sir Thomas Gage had 3,000 soldiers under his command in and around Boston. Gage had instructions to take away the weapons of the Massachusetts militia and arrest the leaders.

Gage learned that the militia was storing arms and ammunition at Concord, a town

20 miles northwest of Boston. He ordered 700 troops to Concord to seize artillery.

Alerting the Colonists On the night of April 18, 1775, the colonists **Paul Revere** and William Dawes rode to Lexington, a town east of Concord, to warn that the British were coming. Revere galloped off across the moonlit countryside, shouting, "The regulars are out!" to the people and houses he passed along the way. When he reached Lexington, he raced to tell Sam Adams and John Hancock his news. Adams could barely control his excitement. "What a glorious morning this is!" Adams was ready to fight for American independence.

Fighting at Lexington and Concord At dawn the redcoats approached Lexington. When they reached the center of the town they discovered a group of about 70 minutemen who had been alerted by Revere and Dawes.

NATIONAL GEOGRAPHIC

The Battles of Lexington and Concord



"Stand your ground . . . if they mean to have a war, let it begin here!"



Using Geography Skills

The first battles of the American Revolution were fought in April 1775.

- Location** In which battle did the Americans win their first victory over the British?
- Analyze** About how many miles did the British troops march from Lexington to Concord?

Led by Captain John Parker, the minutemen had positioned themselves on the town common with muskets in hand.

A shot was fired, and then both sides let loose with an exchange of bullets. When the fighting was over, eight minutemen lay dead. The first shots had been fired. But who had fired them? According to one of the minutemen at Lexington, British Major John Pitcairn had given the order to fire. British officers and soldiers told a different story. They claimed that the minutemen had fired first.

The British troops continued their march to Concord. When they arrived there, they discovered that most of the militia's gunpowder had already been removed. They destroyed the remaining supplies. At Concord's North Bridge, the minutemen were waiting for them.

Messengers on horseback had spread word of the British movements. All along the road from Concord to Boston, farmers, blacksmiths, saddle makers, and clerks hid behind trees, rocks, and stone fences. As the British marched

down the road, the militia fired. By the time the redcoats reached Boston, more than 200 were wounded and 73 were dead. Making matters worse for the British, more than 20,000 militiamen now held Boston under siege.

The Coming Revolution After the bloodshed in Massachusetts, colonial leaders appealed for separation from Great Britain. Many colonists were not ready for independence. As you will see, events during the winter of 1775–1776, however, moved the colonists ever closer to the fight for independence.

Looking back, the poet Ralph Waldo Emerson wrote in "The Concord Hymn" that the Americans at Lexington and Concord had fired the "shot heard 'round the world." The battle for America's independence from Great Britain had begun.

 **Reading Check Identify** What is a militia?

Section 3 Review

Reading Summary

Review the Main Ideas

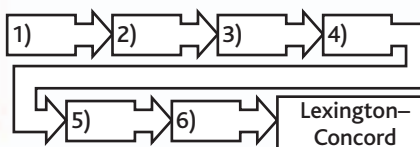
- American colonists protested restrictive tax laws enacted by the British to help pay for the French and Indian War, such as the Sugar Act and the Stamp Act.
- Events such as the Boston Massacre and the Boston Tea Party demonstrated the growing level of conflict between the British and the Americans.
- Fighting broke out between colonial militia and British troops at Lexington and Concord in Massachusetts in 1775.

What Did You Learn?

- Why did the British issue the Proclamation of 1763?
- How did the British punish the colonists for the Boston Tea Party?
- Drawing Conclusions** Do you think the Boston Tea Party was a turning point in the relationship between the British and the colonists? Explain. **CA CS1.**

Critical Thinking

- Sequencing** Re-create the diagram below. Fill in important events with their dates beginning with the Boston Massacre and ending with the fighting at Lexington and Concord. **CA CS2.**
- The Big Ideas** What political ideas led to the formation of the Continental Congress? **CA HI2.**
- ANALYSIS Economics and History** How did laws passed by the British Parliament after 1763 affect American trade and industry? How did the British intend to help their economy through these laws? **CA HI6.**



History online
Study Central Need help understanding the road to war? Visit ca.hss.glencoe.com and click on Study Central.

America's Literature

PAUL REVERE'S RIDE



By Henry Wadsworth Longfellow

Before You Read

The Scene: A group of friends is gathered around a fire at the Wayside Inn near Boston. Each person in turn tells a story in verse.

The Characters: The landlord is the first storyteller. The patriot Paul Revere is the topic of the landlord's poem.

The Plot: Paul Revere is waiting for a signal. It will be one or two lanterns in the belfry, or bell tower, of the Old North Church in Boston. When Revere sees the signal, he sets off to warn the Patriots. The British troops are on the way to seize the Patriots' guns and gunpowder.

Vocabulary Preview

dread: fear because of evil that is about to occur

gilded: covered with a thin layer of gold

impetuous: acting suddenly without thought

somber: shaded as to be dark and gloomy

stealthy: slow and careful

tranquil: calm

Have you ever wondered what actually happened during an important historical event? In this poem, the landlord at the Wayside Inn is describing what he thinks Paul Revere's ride to Lexington and Concord was like.



◀ Paul Revere by John Singleton Copley

As You Read

Longfellow vividly describes the places in the poem—Boston Harbor, the Old North Church, and the towns—that Revere visits on his ride. These descriptions give the poem a special tone, or feeling. Think about what it might have been like to be a Patriot in Massachusetts at the time of Revere's ride. What do you think it may have been like to make that ride? What kind of person could do such a dangerous thing?



Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex¹ village and farm,
For the country folk to be up and to arm."

Then he said, "Good night!" and with muffled² oar
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings³ lay
The Somerset, British man-of-war;⁴
A phantom ship, with each mast and spar⁵
Across the moon like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.

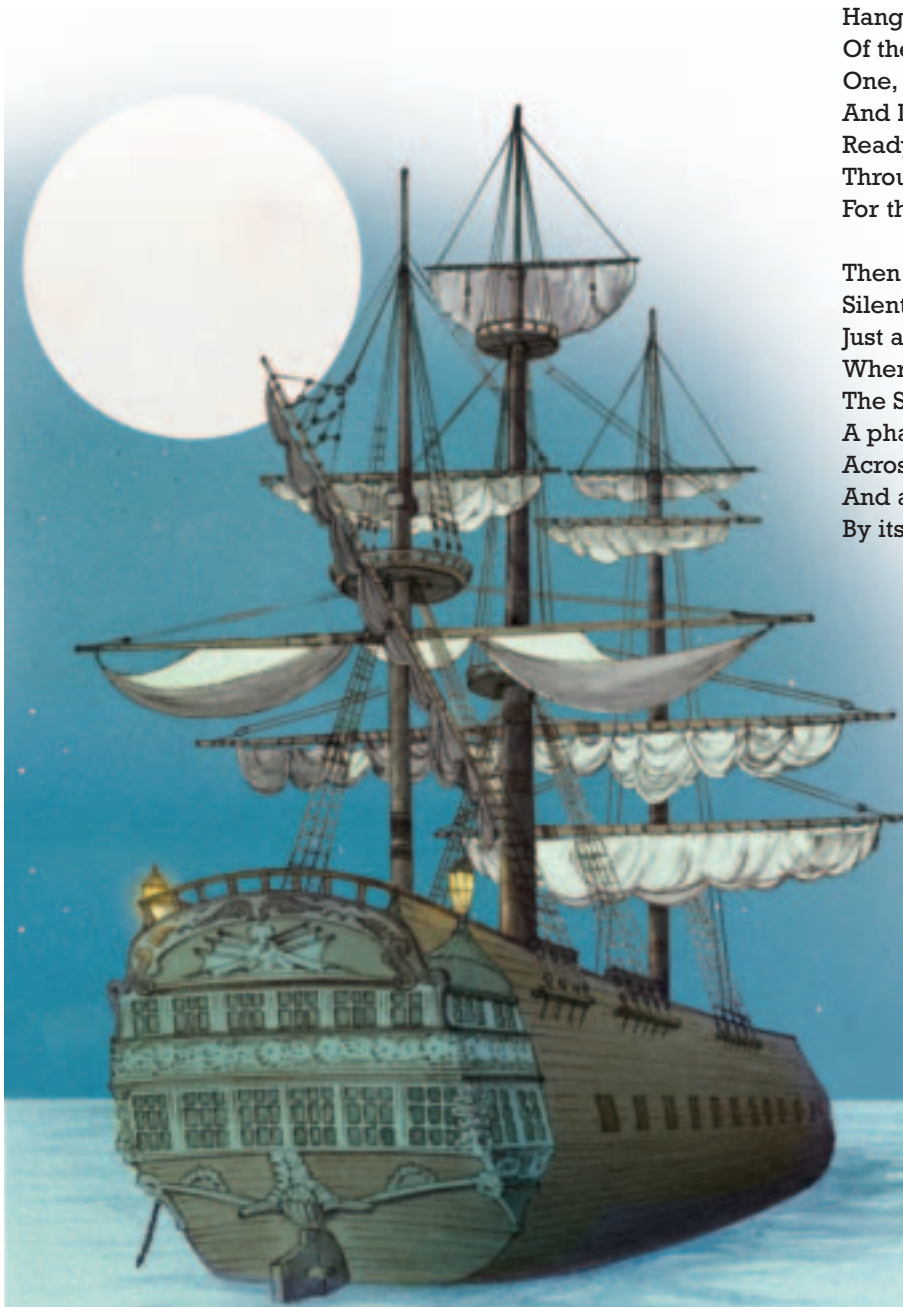
¹ **Middlesex:** Massachusetts county

² **muffled:** wrapped with something to dull the sound

³ **moorings:** lines or chains holding a ship in place

⁴ **man-of-war:** warship

⁵ **spar:** strong piece of wood used to support sails



America's Literature

Meanwhile, his friend, through alley and street,
Wanders and watches with eager ears,
Till in the silence around him he hears
The muster⁶ of men at the barrack⁷ door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,⁸
Marching down to their boats on the shore.

Then he climbed the tower of the Old North Church,
By the wooden stairs, with stealthy tread,
To the belfry-chamber overhead,
And startled the pigeons from their perch
On the sombre rafters, that round him made
Masses and moving shapes of shade,—
By the trembling ladder, steep and tall,
To the highest window in the wall,
Where he paused to listen and look down
A moment on the roofs of the town,
And the moonlight flowing over all.

⁶ **muster:** an assembling group (of soldiers)

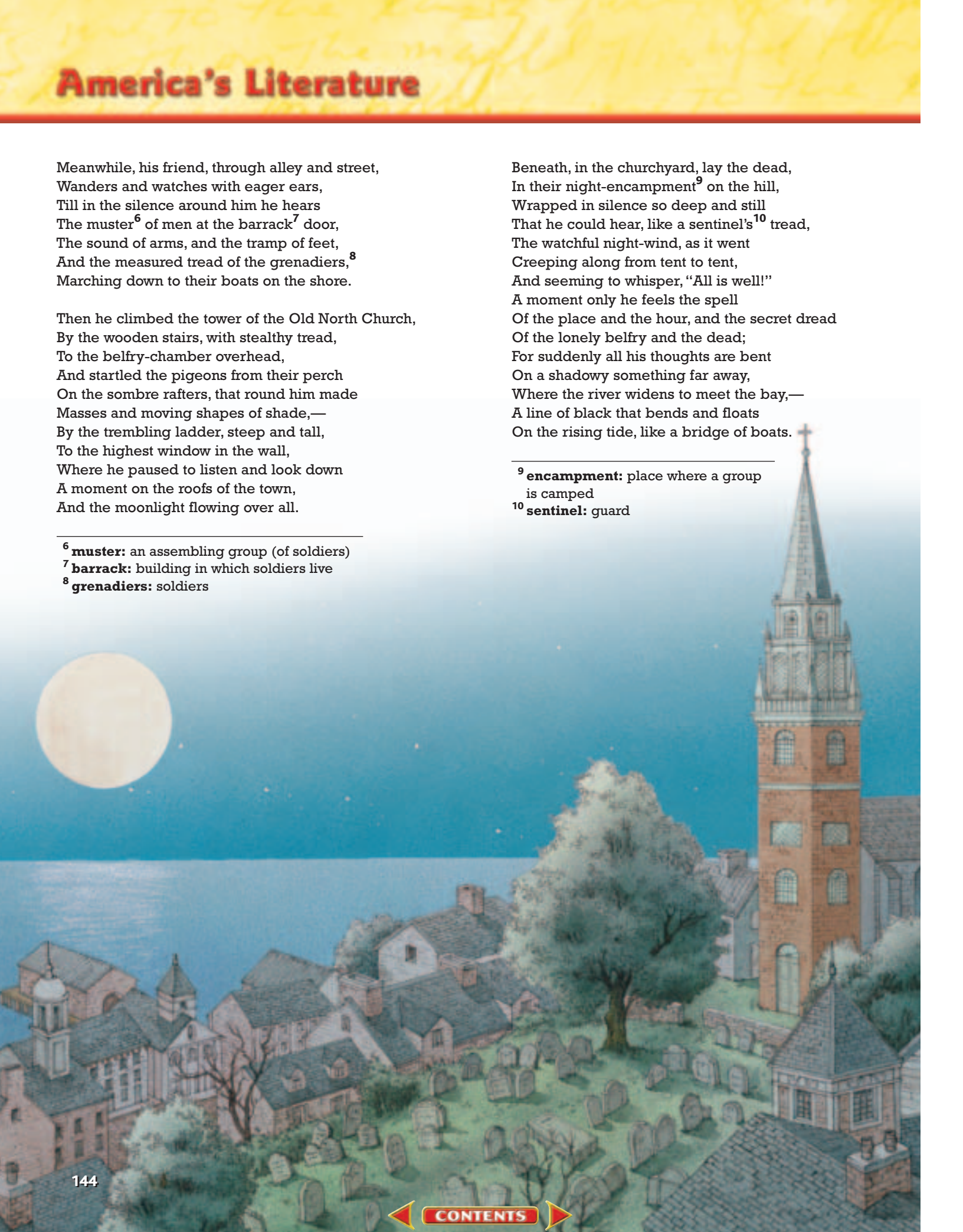
⁷ **barrack:** building in which soldiers live

⁸ **grenadiers:** soldiers

Beneath, in the churchyard, lay the dead,
In their night-encampment⁹ on the hill,
Wrapped in silence so deep and still
That he could hear, like a sentinel's¹⁰ tread,
The watchful night-wind, as it went
Creeping along from tent to tent,
And seeming to whisper, "All is well!"
A moment only he feels the spell
Of the place and the hour, and the secret dread
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,
Where the river widens to meet the bay,—
A line of black that bends and floats
On the rising tide, like a bridge of boats.

⁹ **encampment:** place where a group
is camped

¹⁰ **sentinel:** guard



Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride
On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now gazed at the landscape far and near,
Then, impetuous, stamped the earth,
And turned and tightened his saddle-girth,¹¹
But mostly he watched with eager search
The belfry-tower of the Old North Church,
As it rose above the graves on the hill,
Lonely and spectral¹² and sombre and still.
And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!
He springs to the saddle, the bridle he turns,
But lingers and gazes, till full on his sight
A second lamp in the belfry burns!

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark
Struck out by a steed¹³ flying fearless and fleet;
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat.

He has left the village and mounted the steep,
And beneath him, tranquil and broad and deep,
Is the Mystic,¹⁴ meeting the ocean tides;
And under the alders¹⁵ that skirt its edge,
Now soft on the sand, now loud on the ledge,
Is heard the tramp of his steed as he rides.

¹¹ **girth:** strap that goes around the body
of an animal

¹² **spectral:** ghostly

¹³ **steed:** horse

¹⁴ **Mystic:** river that flows into Boston Harbor

¹⁵ **alders:** type of tree



America's Literature

It was twelve by the village clock,
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer's dog,
And felt the damp of the river fog,
That rises after the sun goes down.

It was one by the village clock,
When he galloped into Lexington.
He saw the gilded weathercock¹⁶
Swim in the moonlight as he passed,
And the meeting-house windows, blank and bare,
Gaze at him with a spectral glare,
As if they already stood aghast¹⁷
At the bloody work they would look upon.

¹⁶ **weathercock:** a movable device in the shape of a rooster that shows the direction of the wind

¹⁷ **aghast:** shocked

It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket-ball.¹⁸

¹⁸ **musket-ball:** bullet from a gun



You know the rest. In the books you have read,
 How the British Regulars fired and fled,—
 How the farmers gave them ball for ball,
 From behind each fence and farm-yard wall,
 Chasing the red-coats down the lane,
 Then crossing the fields to emerge again
 Under the trees at the turn of the road,
 And only pausing to fire and load.

So through the night rode Paul Revere;
 And so through the night went his cry of alarm
 To every Middlesex village and farm,—
 A cry of defiance and not of fear,
 A voice in the darkness, a knock at the door,
 And a word that shall echo forevermore!
 For, borne on the night-wind of the Past,
 Through all our history, to the last,
 In the hour of darkness and peril and need,
 The people will waken and listen to hear
 The hurrying hoof-beats of that steed,
 And the midnight message of Paul Revere.



Responding to the Literature

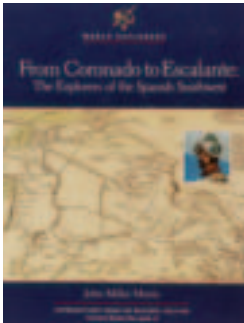
1. According to the speaker in the first stanza, did Revere's ride happen recently or a long time ago? What shows when it took place?
2. What did it mean if Revere saw one lantern in the belfry? What did it mean if he saw two?
3. **Analyze** How did Longfellow use repetition in the poem? Why did he use it?
CA 8RL3.6
4. **Explain** What is the meaning of the following lines?
 That he could hear, like a sentinel's tread,
 The watchful night-wind, as it went
 Creeping along from tent to tent,
 And seeming to whisper, "All is well!" **CA 8RL3.6**
5. **Read to Write** What kind of person do you think Paul Revere was? What actions in the poem show these characteristics? **CA 8WA2.2.d**

Reading On Your Own...



From the California Reading List

Do you want to learn more about the Age of Exploration and life in the American colonies? You might be interested in the following books.



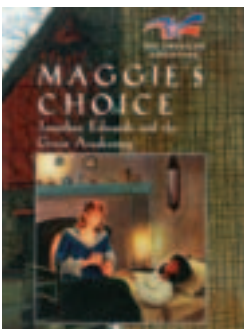
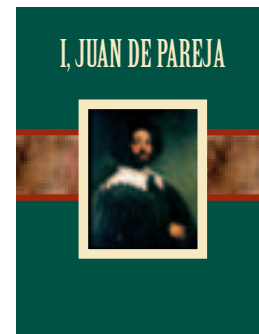
Nonfiction

From Coronado to Escalante: The Explorers of the Spanish Southwest

by John M. Morris describes two kinds of searches. Coronado's is for gold and Escalante's is for converts to Catholicism. As readers follow these men, they see the land and Native Americans as the Spanish saw them. *The content of this book is related to History–Social Science Standard US7.11.*

Historical Fiction

I, Juan de Pareja by Elizabeth Barton de Treviño tells the tale of the African slave Juan and his famous master, the Spanish painter Velasquez. This story describes how Juan becomes an accomplished artist in spite of the laws against slaves learning how to paint. *The content of this book is related to History–Social Science Standard US7.11.*

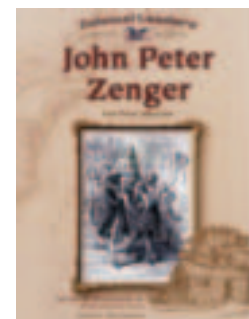


Historical Fiction

Maggie's Choice by Norma Jean Lutz takes place during the Great Awakening. When a slave girl dies, Maggie must choose between her conscience, which is supported by the teachings of Jonathan Edwards, and her wealthy friends' way of life. *The content of this book is related to History–Social Science Standard US8.1.*

Biography

John Peter Zenger by Karen T. Westermann describes Zenger and what happened as the result of his dangerous decision to criticize the colonial government in his newspaper. Zenger's trial was one of the reasons freedom of the press was included in the Bill of Rights. *The content of this book is related to History–Social Science Standard US8.3.*



Section

4

War of Independence

Guide to Reading

Looking Back, Looking Ahead

You learned that American colonists and British troops fired the first shots of the Revolutionary War at Lexington and Concord. It took many battles, fought throughout the colonies, and many casualties before the Americans won their independence.

Focusing on the **Main Ideas**

- As colonial forces and British troops continued to fight, colonial leaders met again to plan their resistance to Britain. (page 150)
- The Declaration of Independence used traditional English political rights to call for independence for the colonies. (page 152)
- America's victory and independence led to revolutions in other parts of the world. (page 153)

Meeting People

Thomas Paine

Bernardo de Gálvez

Marquis de Lafayette (LAH • fee • EHT)

John Paul Jones

Content Vocabulary

petition (puh • TIH • shuhn)

preamble (PREE • AM • buhl)

Patriots

neutral (NOO • truhl)

Loyalists

guerrilla warfare (guh • RIH • luh)

Academic Vocabulary

challenge

secure (sih • KYUR)

technique (teh • NEEK)

occupy (AH • kyuh • py)

Reading Strategy

Organizing Information Draw a diagram like the one below. Use it to list the reasons why the Americans were able to defeat the British in the Revolutionary War.



History Social Science Standards

US8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.



Where & When?



1776

1776
American colonies declare independence

1779

1777
American armies victorious at Saratoga

1782

1781
British surrender at Yorktown



US8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

Moving Toward Independence

Main Idea As colonial forces and British troops continued to fight, colonial leaders met again to plan their resistance to Britain.

Reading Connection Have you ever read a book that was so well written and so powerful that it changed your mind about a subject? Read to find out about a pamphlet that changed many Americans' minds about remaining united with Britain.

An American Story

On June 16, 1775, about 1,200 militiamen under Colonel William Prescott set up fortifications at Bunker Hill and nearby Breed's Hill, across the harbor from Boston. The next day, the British redcoats crossed the harbor and charged up Breed's Hill. With his forces low on ammunition, Colonel Prescott reportedly shouted the order:

“Don't fire until you see the whites of their eyes.”

The Americans opened fire, forcing the British to retreat. The redcoats charged two more times, receiving furious fire. In the end the Americans ran out of gunpowder and had to withdraw.

The British won the Battle of Bunker Hill but suffered heavy losses. As one British officer wrote in his diary, “A dear bought victory, another such would have ruined us.” The British learned that defeating the Americans on the battlefield would not be easy.

The Second Continental Congress As fighting raged in the Boston area, the Second Continental Congress met in Philadelphia. Among its delegates were distinguished colonial leaders such as John and Samuel Adams, Patrick Henry, George Washington, Benjamin Franklin, and Thomas Jefferson.

The Second Continental Congress began to govern the colonies. It immediately created the Continental Army to fight against Britain in a

more organized way than the colonial militias could. The Congress unanimously chose George Washington to be the army's commander.

Congress Petitions King George After Washington left to take charge of the colonial forces in Boston, the delegates offered Britain a chance to avoid war. In July, the Continental Congress sent a **petition** (puh•TIH•shuhn), or formal request, to King George III. Called the Olive Branch Petition, it assured the king of the colonists' desire for peace. It asked the king to protect the colonists' rights, which Parliament seemed determined to destroy. George III refused. Instead he prepared for war, hiring more than 30,000 German troops to send to America to fight beside British troops.

Who Was Thomas Paine? By late 1775 and early 1776, more and more Americans began to think that independence was the only answer. In January 1776, a writer named **Thomas Paine** convinced many when he published a pamphlet called *Common Sense*. Paine used strong language to condemn the king and called for complete separation from Britain. He told the colonists that their cause was not just a squabble over taxes but a struggle for freedom:

“The cause of America is in a great measure the cause of all mankind.”

—*Common Sense*

Common Sense circulated widely and helped convince thousands of American colonists that it was “time to part.” At the Second Continental Congress in Philadelphia, delegates appointed a committee to draft a declaration of independence. Thomas Jefferson of Virginia wrote the historic document. After making some changes, the Congress approved the Declaration of Independence on July 4, 1776.

Reading Check Explain How did the Battle of Bunker Hill change British expectations about the war?

Biography



US8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

BENJAMIN FRANKLIN

1706–1790

Benjamin Franklin, born in Boston in 1706, was the 15th of 17 children in the Franklin family. Although Franklin loved learning, he left school at the age of 10 to help his father in the candle-making profession. Unsatisfied with this life, Franklin began learning the printer's trade two years later. By the time he was 23, he owned his own newspaper in Philadelphia. Soon afterward, he began publishing *Poor Richard's Almanack*, a calendar filled with advice, philosophy, and wise sayings, such as "Early to bed, early to rise, makes a man healthy, wealthy, and wise." With sales in the thousands every year, it became, next to the Bible, the most widely read publication in the colonies.

Franklin was also deeply interested in science. In 1748 he sold his printing business so that he would have time to work on his inventions. He invented the lightning rod, bifocal eyeglasses, and the Franklin stove for heating. Energetic and open-minded, Franklin served in the Pennsylvania Assembly for many years. He founded a hospital, a fire department, America's first lending library, and an academy of higher learning that later became the University of Pennsylvania.

Franklin's greatest services to his fellow Americans came during the 1770s. As a statesman and patriot, Franklin helped guide the colonies toward independence. In 1775, Franklin became a member of the Second Continental Congress and helped draft the Declaration of Independence. In 1776 he traveled to France, seeking the country's support in the fight for independence. Franklin remained an asset to the United States up until his death. After the American Revolution, he served in the Constitutional Convention and later headed an abolition society.

"Be civil to all; sociable to many; familiar with few; friend to one; enemy to none."

—Benjamin Franklin,
Poor Richard's Almanack



◀ **Poor Richard's Almanack**

Then and Now

Name a person living today who resembles Franklin in either scientific, political, or social endeavors.



US8.1.2 Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable rights”).

The Colonies Declare Independence

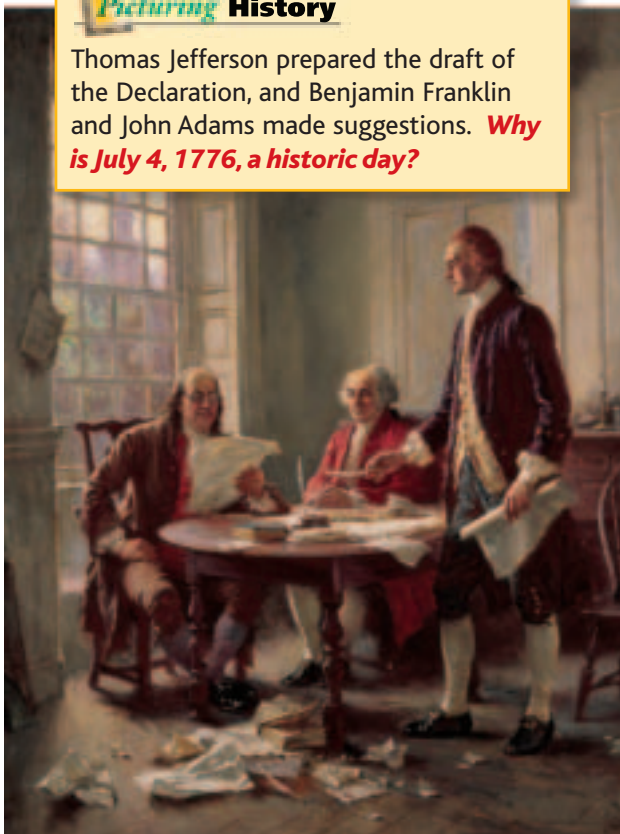
Main Idea The Declaration of Independence used traditional English political rights to call for independence for the colonies.

Reading Connection Why do you think governments are formed? How does the government help you, and what could you do if the government stopped helping you? Read to find out how the writer of the Declaration of Independence addressed these questions.

In the Declaration of Independence, Jefferson explained why the colonies were founding a new nation. To do this, he drew from earlier English documents, such as the Magna Carta and the English Bill of Rights. Both documents established the idea that governments are not all powerful and that rulers had to obey the laws and treat citizens fairly.

Picturing History

Thomas Jefferson prepared the draft of the Declaration, and Benjamin Franklin and John Adams made suggestions. **Why is July 4, 1776, a historic day?**



Above all, Jefferson drew on the ideas of thinkers such as English philosopher John Locke to set out the colonies’ reasons for proclaiming their freedom. Locke wrote that people were born with certain natural rights to life, liberty, and property; that people formed governments to protect these rights; and that a government that interferes with these rights might rightfully be overthrown.

The Declaration has four major sections. The **preamble** (PREE • AM • buhl), or introduction, states that people who wish to form a new country should explain their reasons for doing so. The next two sections list the rights the colonists believed they should have and their complaints against Britain. The final section proclaims the existence of the new nation.

The Declaration of Independence states what Jefferson and many Americans thought were universal principles. It begins with a description of traditional English political rights.

“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.”

The Declaration ends by announcing America’s new status. Now pledging “to each other our Lives, our Fortunes, and our sacred Honor,” the Americans declared themselves a new nation. The struggle for American independence—the American Revolution—had begun.

Reading Check Identify What does the preamble to the Declaration of Independence state?

History online
Student Web Activity Visit ca.hss.glencoe.com and click on Chapter 2—Student Web Activities for an activity on the Declaration of Independence.



US8.1.2 Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable rights”). **US8.1.3** Analyze how the American Revolution affected other nations, especially France.

Bettmann/CORBIS

The American Revolution

Main Idea America’s victory and independence led to revolutions in other parts of the world.

Reading Connection Has someone else’s success ever encouraged you to work harder toward a goal? Read to find out how the American victory over the British led to political revolutions in other colonies.

After the colonial leaders declared independence in July 1776, the war for freedom was unavoidable. The British planned to crush the rebellion by force. Most of the **Patriots**—Americans who supported independence—believed the British would give up after losing one or two major battles.

Not all Americans, however, supported the struggle for independence. Some people were **neutral** (NOO•truhl), taking neither side in the conflict. Still other Americans—known as **Loyalists**—remained loyal to Great Britain. At least one American in five was a Loyalist—perhaps as many as one in three.

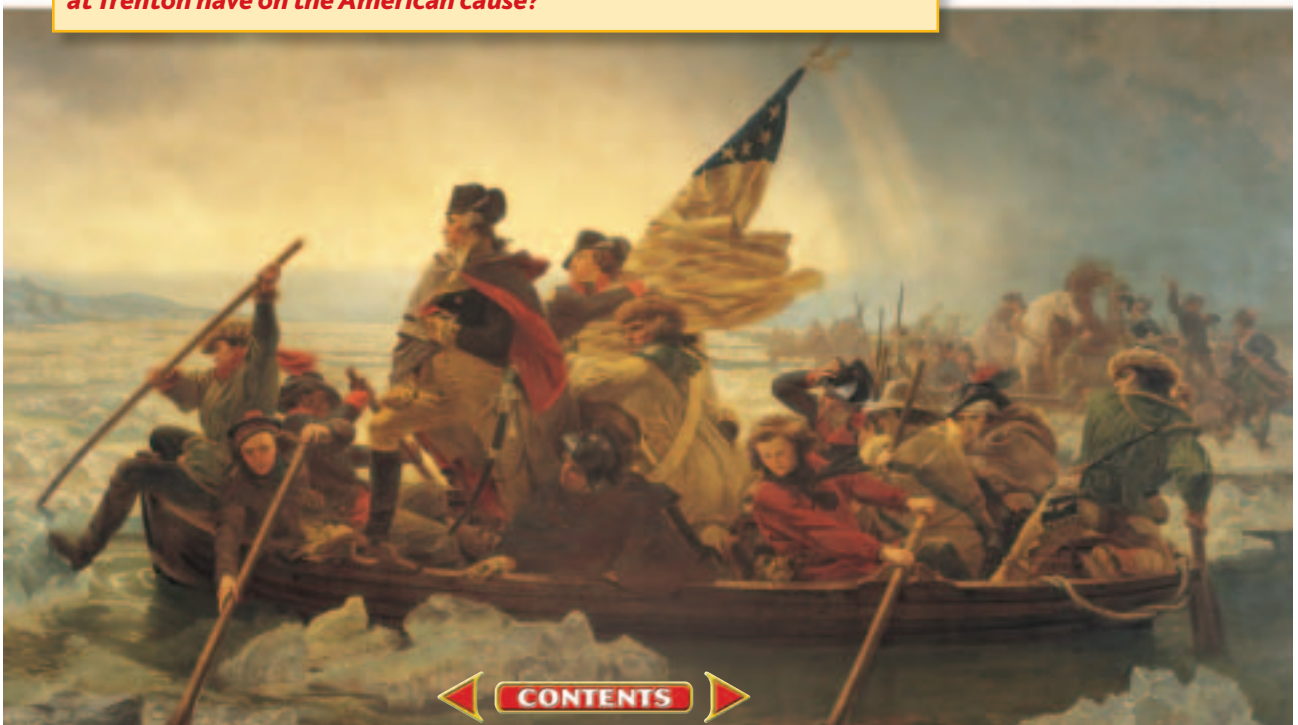
Early Campaigns During the summer of 1776, Britain sent 32,000 troops across the Atlantic to New York. The British hoped the sheer size of their army would convince the Patriots to give up. In late August, British armies defeated George Washington’s forces on New York’s Long Island. By late November, the Patriots had retreated across New Jersey into Pennsylvania. Meanwhile, the British army settled in New York for the winter of 1776, leaving some troops in New Jersey at Trenton and Princeton.

Stationed across the Delaware River from the British camp in New Jersey, Washington saw a chance to catch the British off guard. On Christmas night 1776, Washington took 2,400 troops across the icy river and surprised the enemy at Trenton the next day. The British sent reinforcements, but Washington led his troops away from these soldiers. Washington then marched the army to Princeton, where they drove away the British. One discouraged British soldier wrote in his diary that the American victory made the Americans “all liberty mad again.”



History Through Art

Washington Crossing the Delaware by Emanuel Leutze George Washington led his troops across the Delaware River on Christmas night in a surprise attack on British troops at Trenton. **What effect did the victory at Trenton have on the American cause?**



Linking Past & Present

▼ Many women serve in the military today

Women in War

Past

Molly Pitcher and Deborah Sampson were two of the few women who actually fought in the Revolution. Other colonial women, along with their families, followed the armies to cook and clean for their husbands.



Present

Today women make up about 15 percent of the armed forces in the United States. Women soldiers served in Panama in 1989, the Persian Gulf War of 1991, and the Iraqi conflict that began in 2003. Thousands more have served in peacekeeping missions in Somalia, Bosnia, and Haiti.



▲ *Molly Pitcher at the Battle of Monmouth*
by Dennis Malone Carter

The Battle of Saratoga In 1777 the British decided to split New England from the Middle Colonies by taking control of New York's Hudson River valley. The plan called for three British forces to meet at Albany, New York, and destroy the Patriot troops.

A British force under General John Burgoyne advanced southward from Canada. When Burgoyne reached the town of Saratoga in New York, the other two British forces had not arrived. Soon, Burgoyne's forces found themselves surrounded by a larger American army under General Horatio Gates. After a desperate attack, the British realized they were trapped, and Burgoyne surrendered on October 17, 1777. The Battle of Saratoga was the first major American victory in the war.

Winter at Valley Forge As the winter of 1777 approached, other British forces settled in comfort in Philadelphia. Meanwhile, George Washington set up camp at Valley Forge, 20 miles to the west of the British.

Washington and his troops endured a winter of terrible suffering and difficult conditions, lacking decent food, clothing, and shelter. Washington's greatest **challenge** at Valley Forge was keeping the Continental Army together. Yet with strong determination, the Continental Army survived the winter, and conditions gradually improved.

Gaining Allies The victory at Saratoga boosted American spirits. Even more, Saratoga marked a turning point.

The European nations, especially France, realized that the United States might actually win its war against Britain. In 1778 the French declared war on Britain and provided aid to the Americans.

Other European nations also helped the Patriots. Spain declared war on Britain in 1779, and the Spanish governor of Louisiana, **Bernardo de Gálvez**, raised an army. Gálvez's army forced British troops from towns and forts along the Gulf of Mexico. His efforts **secured** the southern frontiers of the United States.

Individual foreigners also helped the Americans. One of the hardy soldiers at Valley Forge was a French nobleman, the **Marquis de Lafayette** (LAH • fee • EHT). Dedicated to the ideas of the Declaration of Independence, Lafayette was a trusted aide to Washington. Two Poles—Thaddeus Kosciuszko (kawsh • CHUSH • koh), an engineer, and Casimir Pulaski, a cavalry officer—also helped the Americans. Friedrich von Steuben (STOO • buhn), a former army officer from Germany, turned the ragged Continental Army into a more effective fighting force.

Life on the Home Front The war changed the lives of all Americans, even those who stayed at home. With thousands of men away in military service, women took over the duties that had once been the responsibility of their husbands or fathers. Other women ran their husband's or their own businesses.

The ideals of liberty and freedom that inspired the American Revolution caused some women to question their place in society. Abigail Adams was a dedicated champion of women's interests. She wrote to her husband, John Adams, who was a member of the Second Continental Congress:

“I can not say that I think you very generous to the ladies, for whilst you are proclaiming peace and good will to men, emancipating all nations, you insist upon retaining an absolute power over wives.”

—Letter, May 7, 1776

The Revolutionary War ideals of freedom and liberty inspired some white Americans to question slavery. From the beginning of the war, African American soldiers fought for the American cause. To some who were fighting for freedom, both African American and white, the Revolution seemed to bring nearer the day when slavery would be abolished. Vermont, New Hampshire, Massachusetts, and Pennsylvania attempted to end slavery in their states. The issue of slavery would remain unsettled for many years, however.

War in the West and on Sea Along the northwestern frontier, the British and their Native American allies were raiding American settlements. During 1778 and 1779, George Rogers Clark, an officer in the Virginia militia, seized British posts in present-day Illinois and Indiana. Clark's victories strengthened the American position in the West.

Other battles raged at sea. A daring American naval officer, **John Paul Jones**, raided British ports. In September 1779, Jones's ship *Bonhomme Richard* fought the British warship *Serapis*. At one point, Jones's ship was so badly damaged that the British captain asked whether Jones wished to surrender. Jones is said to have answered, “I have not yet begun to fight.” In the end the *Serapis* surrendered, making John Paul Jones a naval hero to the American Patriots.



▲ Many soldiers from other countries and about 5,000 African American soldiers fought for American independence.

Struggles in the South By 1778 the British hoped to use sea power and Loyalist support to win victories in the South. By 1780, British forces had seized Savannah and Charles Town. The British, however, could not control their conquered areas. This was due to a new kind of warfare carried out by the Patriots.

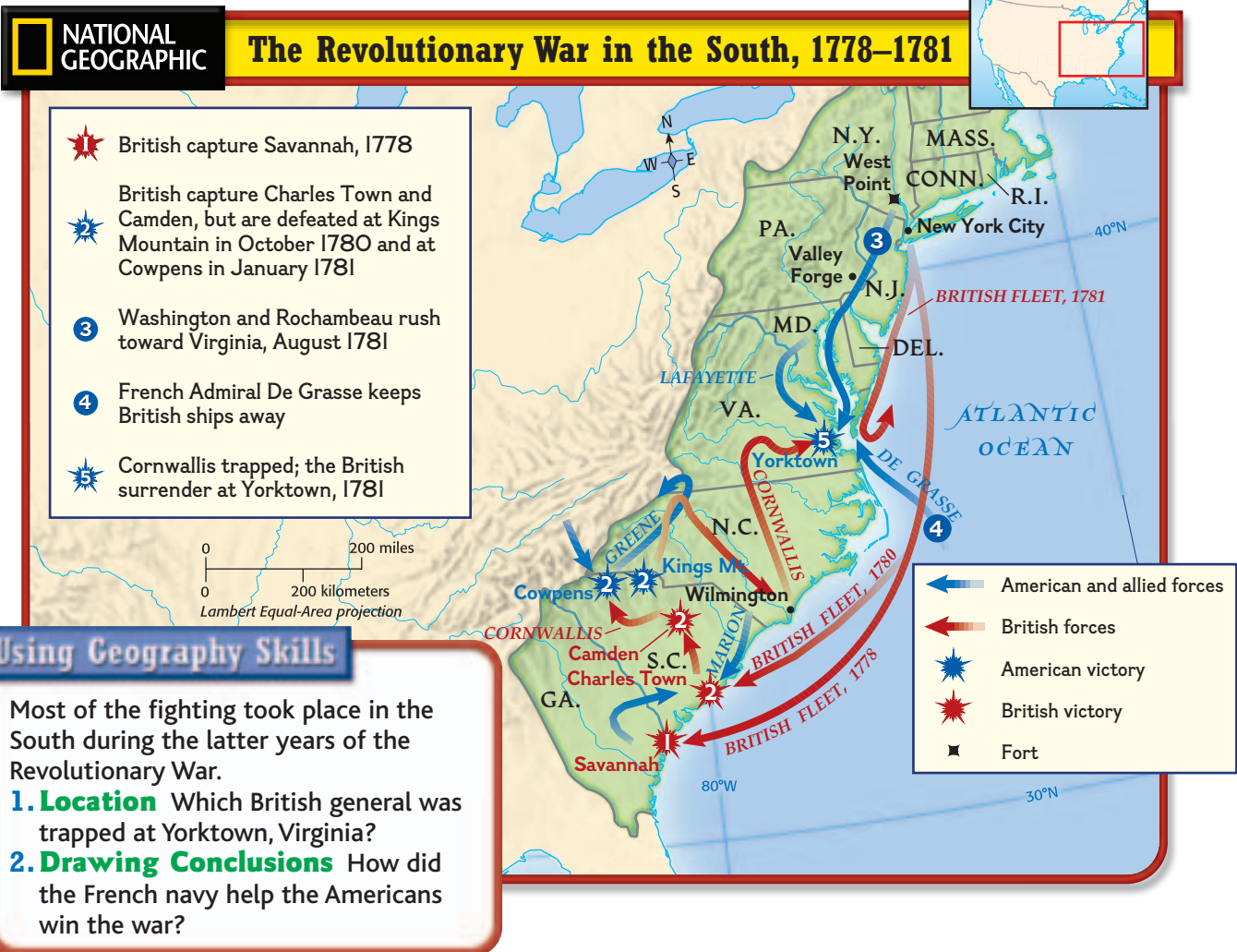
As British troops moved through the countryside, small forces of Patriots attacked them. Bands of soldiers suddenly struck and then disappeared. This hit-and-run **technique** of **guerrilla warfare** (guh • RIH • luh) caught the British off guard.

The War Is Won In 1780 the war was at a critical point. Both armies needed a victory to win. This finally came in 1781 at the Battle of Yorktown on the coast of Virginia. The French navy blocked the British from escaping by sea, while American and French forces surrounded

and trapped the British inside Yorktown. Realizing they could not win, the British laid down their weapons.

The Treaty of Paris Britain's defeat at Yorktown did not end the Revolutionary War. The fighting dragged on in some areas for two more years. Peace negotiations, however, began in Paris. Benjamin Franklin, John Adams, and John Jay represented the United States. The final settlement, known as the Treaty of Paris, was signed on September 3, 1783.

The Treaty of Paris was a triumph for the Americans. Great Britain recognized the United States as an independent nation. The territory claimed by the new nation extended from the Atlantic Ocean west to the Mississippi River and from Canada in the north to Spanish Florida in the south. The Revolutionary War was over. The creation of a new nation was about to begin.



Why the Americans Won How were the Patriots able to win the Revolutionary War? The Americans had several advantages. They fought on their own land, while the British had to bring troops and supplies from far away. The British succeeded in **occupying** cities but had difficulty controlling the countryside. Help from other nations also contributed to the American victory.

Perhaps most important, the American Revolution was a people's movement. Its outcome depended not on any one battle or event but on the determination and spirit of all the Patriots.

A Model for Others In 1776 the American colonists began a revolution, making clear the principles of freedom and rights outlined in the Declaration of Independence. These ideas bounded back across the Atlantic to influence

the French Revolution. French rebels in 1789 fought in defense of "Liberty, Equality, and Fraternity." French revolutionaries repeated the principles of the American Declaration of Independence: "Men are born and remain free and equal in rights."

In 1791 the ideals of the American and French revolutions traveled across the Caribbean and the Atlantic to the French-held island colony of Saint Domingue. Inspired by talk of freedom, enslaved Africans took up arms. Led by Toussaint-Louverture, they rejected French rule. In 1804 Saint Domingue—part of present-day Haiti—became the second nation in the Americas to achieve independence from colonial rule.

 **Reading Check Summarize** Why was the Battle of Saratoga a turning point in the war?

History online
Study Central Need help understanding the American Revolution? Visit ca.hss.glencoe.com and click on Study Central.

Section 4 Review

Reading Summary

Review the Main Ideas

- The Second Continental Congress met to discuss governing the colonies and to form the Continental Army to fight the British.
- The Declaration of Independence, written by Thomas Jefferson, declared the American colonies to be a new, independent nation.
- The American victory inspired other peoples to seek independence and rebel against their governments.

What Did You Learn?

1. For what did Thomas Paine argue in *Common Sense*?
2. What was guerrilla warfare, and why was it effective?
4. **Predict** What might have happened if the French had not allied with the colonists during the Revolutionary War? **CA CS1.**

Critical Thinking

3. **Organizing Information**
Draw a chart like the one below. Fill in the names and dates of major Revolutionary War battles and provide details about each battle.

CA CS1. CA CS2.

Battle	What Occurred

5. **The Big Ideas** On what laws and political ideas did Jefferson draw when writing the Declaration of Independence? **CA HI3.**
6. **Math Connection** Examine the list of representatives to the Second Continental Congress on page 167 who signed the Declaration of Independence. Draw a bar graph depicting the number of men representing each state. Use the X-axis for the states and the Y-axis for numbers of men.

You Decide . . .



US8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

Independence: Yes or No?

Many American colonists joined the movement for independence. Still, many Americans did not want to break away from Great Britain.

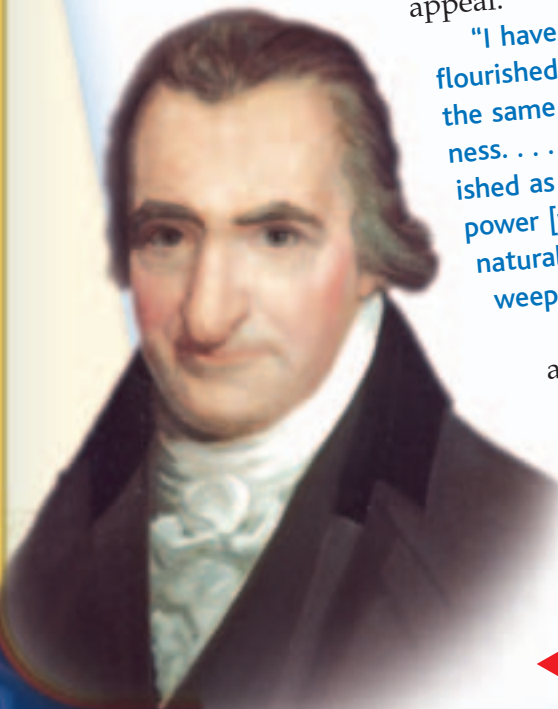
For Independence

Many colonists in the summer of 1775 were not prepared to break away from Great Britain. The colonists resented British taxes. Because they had no representation in Parliament, as people in Great Britain did, the colonists believed that Parliament had no right to tax them. They summarized their feelings with the slogan "No taxation without representation." Most members of the Second Continental Congress wanted the right to govern themselves, but they did not want to break with the British Empire.

By 1776, however, opinion had changed. Frustrated by Britain's refusal to compromise, many Patriot leaders began to call for independence. Influential in swaying the colonists toward the idea of separating from Great Britain was Thomas Paine's pamphlet *Common Sense*, which first appeared in January 1776. Paine made an impassioned appeal:

"I have heard it asserted by some, that as America hath flourished under her former connexion with Great Britain, the same connexion is necessary towards her future happiness. . . . I answer roundly, that America would have flourished as much, and probably much more, had no European power [taken notice of her]. . . . Everything that is right or natural pleads for separation. The blood of the slain, the weeping voice of nature cries, 'TIS TIME TO PART.'"

The Patriots believed that fighting for liberty set an example for others to follow. Ben Franklin wrote to a friend that "our cause is the cause of all mankind, and that we are fighting for their liberty in defending our own."



◀ Thomas Paine



◀ Some Americans used force against Loyalists.

Against Independence

The American Revolution was not only a war between the British and the Americans. It also divided Americans themselves. While American Patriots fought passionately for independence, other Americans fought just as fiercely for their British king. Americans who felt a strong sense of loyalty to the king and believed British law should be upheld came to be known as Loyalists.

Loyalists came from all parts of American society. Many Loyalists lived in Georgia, the Carolinas, and New England; the Patriots though were strong in New England and Virginia. Political differences divided communities and even split families. Benjamin Franklin's son, William, served as Royal Governor of New Jersey. When the Revolution began, William remained loyal to Britain and quarreled bitterly with his father.

Loyalists answered Paine's *Common Sense* with pamphlets of their own. One who did was Charles Inglis, a minister from New York. He wrote: "By a connection with Great Britain, our trade would still have the protection of the greatest naval power in the world."

Inglis also said that if the American colonies did not give up their fight for independence, Britain would exert its great power and the result would be:

"Ruthless war, with all its aggravated horrors, will ravage our once happy land—our seacoasts and ports will be ruined, and our ships taken. Torrents of blood will be spilt, and thousands reduced to beggary and wretchedness."

You Be The Historian

DBQ Document-Based Questions

1. What economic argument does Paine use to support separation from Great Britain?
2. What does Inglis believe will result from war with Britain?
CA HRS.
3. Were the reasons for or against American independence convincing? Write a short letter to Inglis in which you support the Patriot or Loyalist position. Use facts to support your position. **CA 8WS1.0**

Analyzing Primary Sources



US.8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

Life in the American Colonies

Throughout the 1600s and 1700s, more and more English people settled in the 13 colonies along the Atlantic coast of North America. How did these settlers adapt to their new homes? What was their everyday life like? You can get a glimpse of life in colonial America by analyzing letters and published writings from this era.

Read the passages on pages 160 and 161, and answer the questions that follow.

William Penn inspecting
deeds during survey
expedition of Philadelphia



Reader's Dictionary

tolerable (TAH • luh • ruh • buhl):
satisfactory

Languedoc (lahng • DAWK): region in
southern France

generation (JEH • nuh • RAY • shuhn):
age group

descent (dih • SEHNT): line of ances-
tors; birth

poultry (POHL • tree): chickens

Penn's Colony

William Penn wrote of the new Pennsylvania colony with pride.

We have laid out a town a mile wide and two miles deep, with 150 very **tolerable** houses. . . . [It is] the largest town south of New York and already the envy of its neighbors.

The air is serene as in **Languedoc**, a most fragrant smell of cedar, pine and sassafras. . . . In short, I am fully satisfied with the country, . . . I must, without vanity, confess that I have led the greatest colony in America. . . .

—Letters to John Aubrey and
Lord Halifax, 1683

The Germantown Protest

One of the earliest protests in North America against the enslavement of Africans was this statement written in 1688 by a religious group known as the Mennonites.

Now, though, they are black, we cannot conceive there is more liberty to have them slaves, . . . [than] to have other white ones. There is a saying, that we should do to all men like as we will be done ourselves; making no difference of what **generation**, **descent**, or color they are. . . .

Pray, what thing in the world can be done worse towards us, than if men should rob or steal us away, and sell us for slaves to strange countries; separating husbands from their wives and children. . . .

—Germantown Protest

Poor Richard's Almanack

Ben Franklin published Poor Richard's Almanack every year from 1733 to 1758. The almanack included weather forecasts, statistics, and other useful or interesting information. Franklin also included proverbs, or short witty sayings, like those that follow. See if you recognize any of them.

- a. Early to bed and early to rise, makes a man healthy wealthy and wise.
- b. Little strokes, fell great oaks.
- c. Glass, china, and reputation, are easily crack'd, and never well mended.
- d. An open foe may prove a curse; but a pretended friend is worse.
- e. One today is worth two tomorrows.
- f. Haste makes waste.
- g. Beware of little expenses, a small leak will sink a great ship.

- h. The sleeping fox catches no poultry.
- i. A Slip of the Foot you may soon recover: But a Slip of the Tongue you may never get over.

—Poor Richard's Almanack



Document-Based Questions

Penn's Colony

- 1. How does Penn describe the houses in the colony?
- 2. Is Penn proud of the colony? How can you tell?

The Germantown Protest

- 3. What arguments do the writers use as evidence that slavery is evil?
- 4. What familiar saying is used to make the writers' point about slavery? Why is this saying used?

Poor Richard's Almanack

- 5. Which of the proverbs have you heard or read? Why do you think Franklin's proverbs are still popular today?
- 6. Write the meaning of three of the proverbs in your own words.

Read to Write

- 7. Write a proverb about something that is part of your everyday life. Compare your proverb about life today with one of Franklin's proverbs. What is the same and what is different about the two proverbs?

CA 8WA2.1

Chapter 2

Assessment

Standard US8.1

Review Content Vocabulary

Match the definitions in the second column to the terms in the first column.

- | | |
|--------------|---|
| 1. burgess | a. trading illegally with another country |
| 2. militia | b. representative |
| 3. smuggling | c. group of citizen soldiers |
| 4. boycott | d. acceptance of different beliefs |
| 5. tolerance | e. refuse to buy |

Review the **Main Ideas**

Section 1 • Founding the American Colonies

- Why did the Virginia Company create the House of Burgesses?
- Describe the role of religious freedom in the founding of two of the colonies.

Section 2 • Life in Colonial America

- What was the Great Awakening, and how did it represent the unique American culture that was developing?
- What was England's reason for the Navigation Acts?

Section 3 • Trouble in the Colonies

- How did the British government use the colonies to raise revenue?
- What incident caused the British Parliament to pass the Coercive Acts?

Section 4 • War of Independence

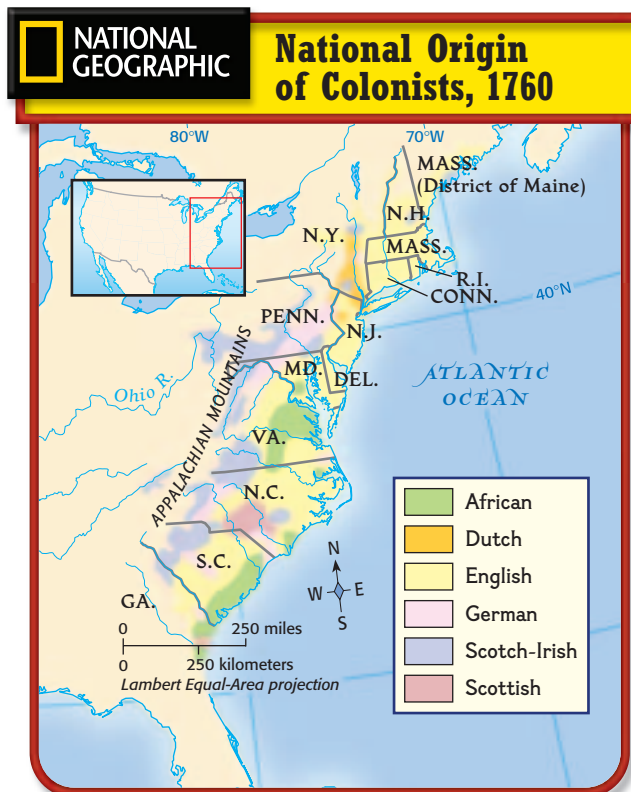
- According to the Declaration of Independence, if a government does not protect the basic rights of the people it governs, what is the right of the people?
- What fighting method did the Americans use to keep the British from controlling the Southern Colonies?

Critical Thinking

- Predict** What might have happened if Britain had allowed the American colonists more control in creating regulations dealing with colonial trade? **CA HI2.**
- Analyze** What did Patrick Henry mean when he said, "I am not a Virginian, but an American"? **CA HR4.**
- Conclude** Why do you think the British found it easier to capture American cities than to take over the American countryside? **CA HR3.**

Geography Skills

Study the map below and answer the following questions. **CA CS3.**



17. **Human-Environment Interaction** What geographical feature served as a boundary to westward settlement in 1760?
18. **Location** Which colony had the largest area of Scottish settlement?
19. **Human-Environment Interaction** Describe the location of the colonies' African population. Why was that population found in those colonies?

Read to Write

20. **The Big Ideas Evaluate** Write a short essay describing why the American colonists had strong views about self-government. **CA 8WS1.1**
21. **Using Your FOLDABLES** Draw a graphic organizer that describes the events that led the Americans to declare independence from Great Britain. As you discuss the causes and effects, imagine other possible outcomes to the same situations. Could war have been avoided through diplomacy? Write an essay that summarizes your conclusions. **CA 8WS1.1**

Using Academic Vocabulary

Choose an academic vocabulary word to complete each sentence. You may need to change the form of the word to provide the best answer.

grant **adapt**
secure **violate**

22. The Continental Army had to _____ its battle tactics to defeat the highly organized British forces.
23. Colonial leaders believed that British taxation policies _____ their natural rights to representative government.

Building Citizenship

24. **Researching** America's heritage of religious diversity and toleration began in the colonial period. Use the Internet and other sources to research modern laws that are meant to promote religious freedom and toleration. Prepare a report to share with the class. **CA 8WS1.4**

Reviewing Skills

25. **READING SKILL Identifying the Main Idea**
Read the "List of Grievances" in the Declaration of Independence. List the main idea and supporting points outlined in that section. Rewrite the grievances in your own words, using the main and supporting points you identified. **CA 8RC2.0**
26. **ANALYSIS SKILL Infer** Why do you think Thomas Jefferson relied so heavily on earlier British documents and on the thoughts of British philosophers as he wrote the Declaration of Independence? Write a short essay explaining your conclusions. **CA H13**



Standards Practice

Read the passage below and answer the following questions.

An English philosopher named John Locke wrote about his belief that people had natural rights. These included the right to life, liberty, and property. In *Two Treatises of Government*, Locke wrote that people created government to protect natural rights. If a government failed in its basic duty of protecting natural rights, people had the right to overthrow the government.

- 27 Locke's ideas, as stated in the paragraph above, contributed to the
 - A Proclamation of 1763.
 - B Intolerable Acts.
 - C Declaration of Independence.
 - D Articles of Confederation.

The Declaration of Independence

What It Means

The Preamble The Declaration of Independence has four parts. The Preamble explains why the Continental Congress drew up the Declaration.

impel *force*

What It Means

Natural Rights The second part, the Declaration of Natural Rights, lists the rights of the citizens. It goes on to explain that, in a republic, people form a government to protect their rights.

endowed *provided*

despotism *unlimited power*

What It Means

List of Grievances The third part of the Declaration lists the colonists' complaints against the British government. Notice that King George III is singled out for blame.

usurpations *unjust uses of power*

In Congress, July 4, 1776. The unanimous Declaration of the thirteen united States of America,

[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.

[Declaration of Natural Rights]

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 shown, 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, pursuing invariably the same Object evinces a design to reduce them under absolute **Despotism**, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.

[List of Grievances]

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.

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 invasion 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 migrations 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.

relinquish *give up*
inestimable *priceless*

annihilation *destruction*

convulsions *violent disturbances*

Naturalization of Foreigners
process by which foreign-born persons become citizens

tenure *term*



quartering *lodging*

render *make*

abdicated *given up*

perfidy *violation of trust*

insurrections *rebellions*

petitioned for redress *asked
formally for a correction of
wrongs*

unwarrantable jurisdiction
unjustified authority

consanguinity *originating from
the same ancestor*

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

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 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:

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 offences:

For abolishing the free System of English Laws in a neighbouring 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 Legislature, 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.

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 attention 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 the voice of justice and of **consanguinity**. 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.

[Resolution of Independence by the United States]

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 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 to 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.

John Hancock
President from
Massachusetts

Georgia
Button Gwinnett
Lyman Hall
George Walton

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
of Carrollton

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

Rhode Island
Stephen Hopkins
William Ellery

Connecticut
Samuel Huntington
William Williams
Oliver Wolcott
Roger Sherman

What It Means

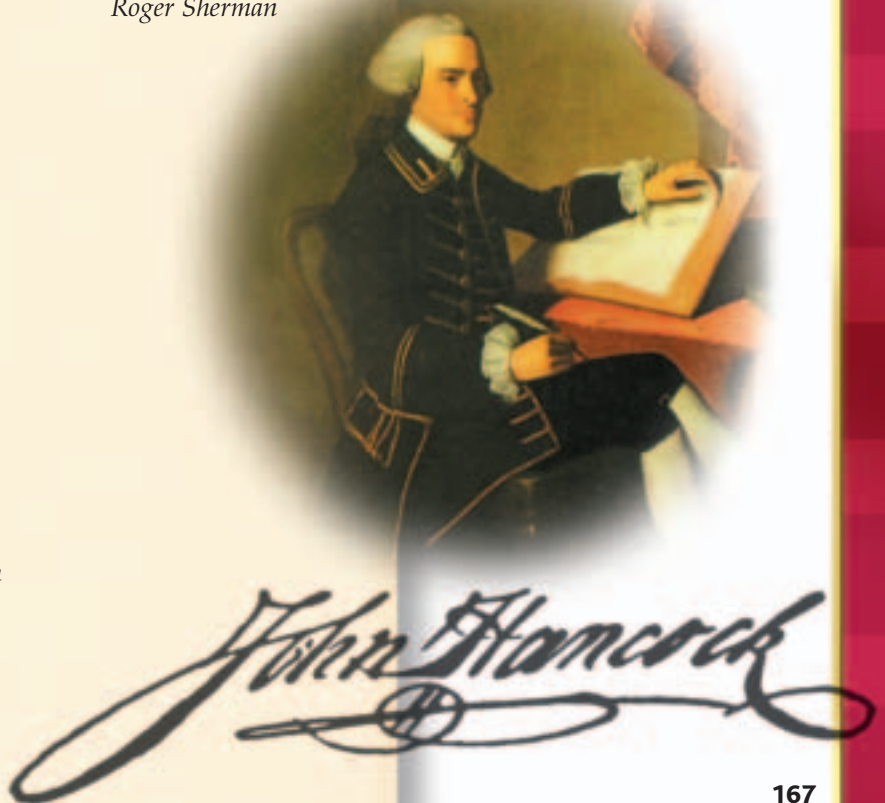
Resolution of Independence

The Final section declares that the colonies are "Free and Independent States" with the full power to make war, to form alliances, and to trade with other countries.

rectitude *rightness*

What It Means

Signers of the Declaration The signers, as representatives of the American people, declared the colonies independent from Great Britain. Most members signed the document on August 2, 1776.



A Changing World

Native Americans were the first people to live in the Americas. Europeans and enslaved Africans arrived next. In England new ideas about government evolved. English colonists used those ideas to form the United States of America.



Chapter 1

Expanding Horizons

Chapter 2

Road to Independence

When

- 1200s–1700s

- 1600s–1700s

Where

- Europe
- Asia
- Africa
- Central America
- South America
- North America

- New England
- West Africa
- West Indies
- Southern Colonies
- Middle Colonies
- Great Britain



◀ Early compass



▲ First Thanksgiving by Jennie Brownscomb, 1914

Chapter 1

Expanding Horizons

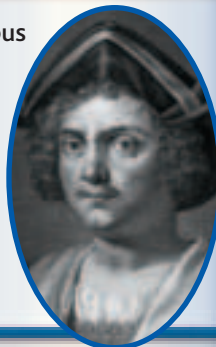
Major Events

- **1215** King John signs Magna Carta
- **c. 1400s** Technological advances lead to Age of Exploration and growth of trade
- **1492** Columbus reaches the Americas
- **1517** Martin Luther's calls for change begin the Reformation
- **1521, 1532** Conquistadors conquer Aztec and Inca empires
- **1588** English defeat Spanish Armada
- **c. 1600s** Governments begin to charter banks
- **c. 1600s** Mercantilism becomes basis for national policies
- **1689** Bill of Rights guarantees all English people basic rights
- **1690** John Locke states that people have rights based on natural law

Some Important People

- Christopher Columbus
- Queen Elizabeth I
- John Locke
- Isaac Newton

Christopher
Columbus



How do these events and ideas affect our lives today?

- School subjects are rooted in Renaissance learning.
- Spanish heritage is an important part of North American culture.

What was happening in California at this time?

- **1533** Spanish expedition reaches Baja California peninsula
- **1542** Juan Cabrillo reaches San Diego Bay
- **1579** Francis Drake encounters Coast Miwok people

Chapter 2

Road to Independence

- **1607** Jamestown is first permanent English colony
- **1619** Representatives to House of Burgesses meet
- **1620** Pilgrims sign Mayflower Compact
- **1730s–1740s** Great Awakening sweeps through English colonies
- **1763** Proclamation of 1763 forbids settlement west of Appalachians
- **1770** Boston Massacre leads to more boycotts of British goods
- **1773** Boston Tea Party protests tax on tea
- **1775** First battles of Revolution are fought at Lexington and Concord
- **1776** Declaration of Independence is signed
- **1781** British surrender at Yorktown

- Roger Williams
- Jonathan Edwards
- Benjamin Franklin
- George Washington



Revolutionary
War drum and fife

- American Patriots supported rights (free speech, religion, press) that we enjoy today.

- **1769** Father Junípero Serra sets up first mission at San Diego
- **1776** Juan Bautista de Anza discovers trail from Sonora to San Francisco area

Juan Bautista
de Anza

