

CHAPTER 7

The Road to Revolution 1754-1775

SETTING THE SCENE

Focus

In 1760 most people in the thirteen colonies thought of themselves as British citizens, loyal to the king. Ten years later, however, those feelings of loyalty were changing. In 1763 Great Britain defeated France in a war fought in both America and Europe. This war not only made the colonists more self-reliant, but it also made the British want tighter control of its colonies.

Concepts to Understand

- ★ How beliefs, ideas, and institutions affected people living in the American colonies
- ★ What steps the colonists took to protect American democracy against British policies

Read to Discover . . .

- ★ why British policies changed after the French and Indian War.
- ★ why the colonists protested the Stamp Act and other new laws.

Journal Notes

Imagine you are a British journalist observing the protests taking place in the American colonies in the 1760s. Make notes of the different ways the colonists express their opposition to certain laws.



▶ COLONIAL NEWSPAPER

United States

1754 French and Indian War begins

1750-1754

1755-1759

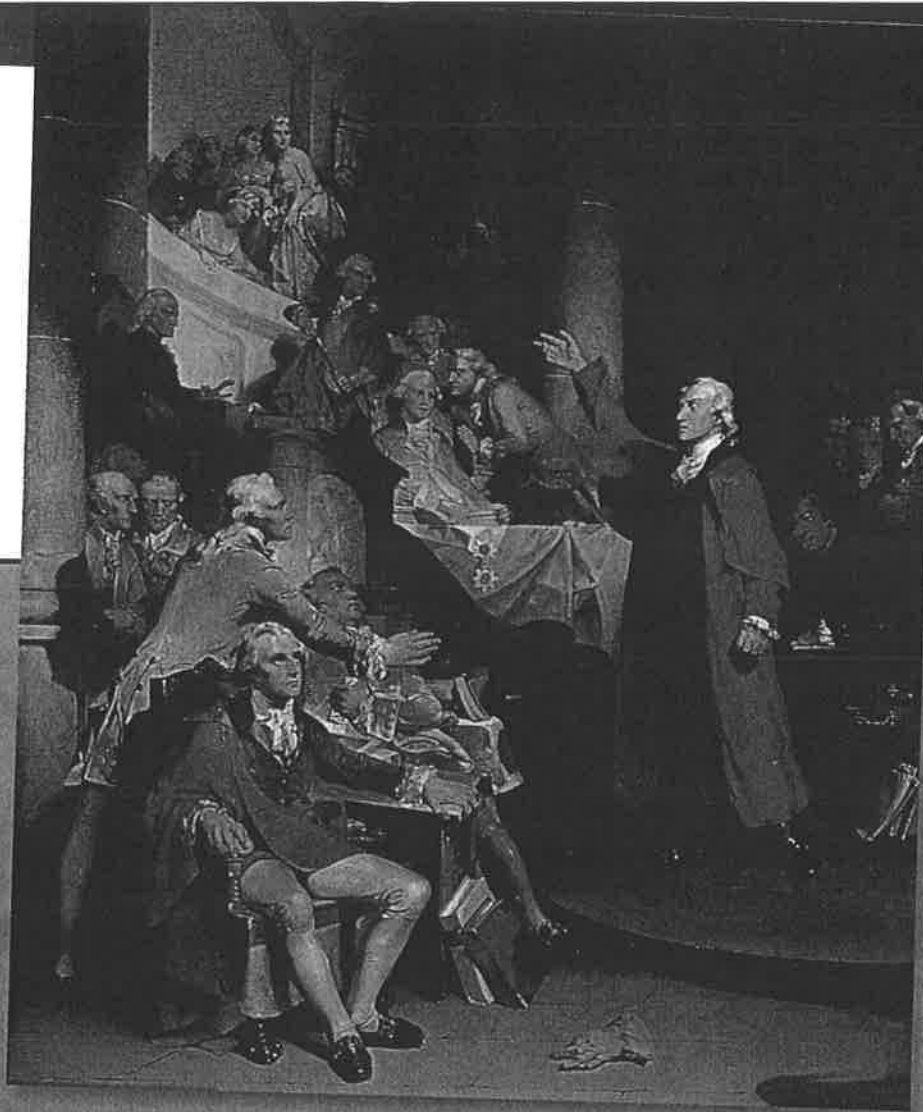
1763 French and Indian War ends

1760-1764

1763 Treaty of Paris signed

World

1756 Seven Years' War begins in Europe



**History
AND
ART**

Patrick Henry Before the Virginia House of Burgesses

by Peter Frederick Rothermel, 1851

This painting is typical of the historical works completed by this American artist. Rothermel combines sharp details with shadowy forms to provide contrast.

◀ **CRISPUS ATTUCKS**

1765 Stamp Act passed
1767 Townshend Acts passed

1765-1769

1770 Boston Massacre occurs
1774 First Continental Congress meets

1770-1774

1773 Captain James Cook crosses Antarctic Circle

1775 American Revolution begins
1775 Second Continental Congress meets

1775-1779

An American Way of Life Develops

SETTING THE SCENE

Read to Learn . . .

- ★ what social classes existed in the American colonies by the mid-1700s.
- ★ how the Great Awakening affected the colonies.
- ★ how the Enlightenment influenced ideas in the colonies.

Terms to Know

- ★ gentry
- ★ social mobility
- ★ Great Awakening
- ★ revival
- ★ Enlightenment

People to Meet

- ★ George Whitefield
- ★ Jonathan Edwards
- ★ John Locke
- ★ Benjamin Franklin
- ★ Anne Dudley Bradstreet
- ★ Phillis Wheatley

Places to Locate

- ★ Philadelphia

▶ JONATHAN EDWARDS'S PAMPHLET



Philip Syng looked proudly at the beautiful silver inkstand he had just made for the Pennsylvania assembly, or legislature. Such fine work helped to give silversmiths a special place in the colonies. In Philadelphia, however, Syng was not just a talented artisan. He was now a member of the upper class, along with wealthy merchants and landowners.

This could never have happened in Great Britain. As an artisan there, he would have been considered part of a lower social class. Syng, like his friend, the printer Benjamin Franklin, had found that Americans looked at social status in a very different way.

This was just one aspect of the developing American way of life that helped to unite the colonists.

★ Colonial Society

By the mid-1700s, many families could trace their American roots back for several generations. People were no longer coming to the colonies with hopes of making money quickly and then returning home. Most of those who came to America now saw themselves as part of a unique culture, with few ties to their former homelands. The influence of Great Britain

was still strong in many ways, but as America more clearly formed its own identity, that influence became less and less important.

Social Classes

The Europeans who settled in America had come from different countries and from varied social classes. They were lawyers, ministers, skilled artisans, farmers, and servants. Some were even criminals. In Great Britain, where many colonists came from, a person's social standing was based on family and tradition. In the colonies, however, social status depended mainly on wealth and occupation, not on birth.

The highest social class in the colonies was known as the **gentry**. It included church officials, wealthy landowners and planters, and successful merchants. In the middle class were skilled artisans, shopkeepers, and professional people such as doctors and lawyers. Next were poor farmers, free servants, and unskilled laborers. The lowest social class was made up of indentured servants and slaves.

Moving Up

What made American colonial society unique was social mobility, or the possibility for a person to move from one social class to another. In Great Britain and across Europe, a person stayed in the same class for life. Moving up in society was almost impossible.

This was not true in America. Here, people in the lower classes could improve their social standing. For example, a shopkeeper with a profitable business might buy a ship and become a well-to-do merchant, one of the gentry. An ordinary farmer could become a large landowner. Indentured servants, once they finished their service, could move into the middle class as artisans. Only slaves had no chance of improving their social standing.

★ The Great Awakening

Just as people came to America with different social backgrounds, they came, as well, with various religious beliefs. Religious freedom had been important to many colonists, and some had fled to America to escape religious persecution.

These men and women were fiercely dedicated to the practice of their religion. By the 1700s, however, religious leaders saw their congregations becoming interested in attaining wealth and success. They feared the people were drifting away from religion.

This changed in the 1730s and 1740s, when a movement known as the **Great Awakening** swept through the colonies. This **revival**, or renewed interest in religion, was characterized by preachers' fiery sermons warning people of the dangers of God's anger.

Traveling preachers were popular. They held outdoor revival services throughout the colonies, encouraging people to follow the Bible. The leading revivalist preacher was **George Whitefield** from Great Britain. He drew huge crowds as he traveled from Georgia to New England.

Influence of the Great Awakening

The Great Awakening affected the way people thought about religion. More than that, it affected the way people looked at one another and at their society. Massachusetts preacher **Jonathan Edwards** said the Great Awakening touched all people, "sober and vicious, high and low, rich and poor, wise and unwise. . . ."

Free persons stood side by side with those who were enslaved. Each one believed the message of the Great Awakening was for all people, regardless of their social standing. United in this belief, the colonists were more closely drawn together. The principles they came to believe in would help them to shape the direction of their lives—and the colonies.



▲ JOHN LOCKE

★ Enlightenment Ideas in America

While the Great Awakening provoked intense emotion, another movement emphasized science and reason as the guides to life. Followers of this movement thought that reason would help them see the world more clearly. Because of this belief, the movement became known as the Enlightenment, or the "Age of Reason."

John Locke and Natural Rights

One Enlightenment thinker was **John Locke**, an English writer. Locke wrote about the social contract that people made with their government. He determined that the purpose of government was to protect people's natural rights—life, liberty, and ownership of property. If a ruler or government failed to ensure these rights, then, in Locke's opinion, the government should be changed.

Locke's philosophy would prove to be of great importance to the colonial Americans. Although most had probably never heard of Locke himself, the idea of natural

rights and responsible government became the basis of protest and revolt in the colonies.

Scientific Thinking

In addition to its emphasis on reason, the Enlightenment was marked by a respect for science and curiosity about the natural world. Scientists such as Italy's **Galileo** and England's **Sir Isaac Newton** introduced the idea that people could understand the world by observation and by experimentation.

As these ideas came to the colonies, people's interest in science grew. Colleges began to teach science, calling it natural philosophy. Many individuals carried on their own experiments, too.

An important figure in the development of American science was **Benjamin Franklin**, a Philadelphia printer, writer, diplomat, and inventor. Honored in many countries, Franklin was one of the most admired people in colonial America.

In 1752 Franklin conducted his best-known experiment—flying a kite during a thunderstorm to prove that lightning is a huge electrical charge. He used this new knowledge to invent the lightning rod.

★ Colonial Writers

Literature, too, was developing in the colonies. At first, American literature was made up of pioneer histories and travel journals, such as John Smith's description of Jamestown and William Bradford's account of the Plymouth Colony. Both were written as useful information for financial backers in England. Other early writing was religious, such as the *Bay Psalm Book*, which was the first book printed in the colonies.

Two women in the colonies became well-known poets. **Anne Dudley Bradstreet**, an early settler in Massachusetts Bay, at first wrote poetry reflecting her Puritan faith. Later, she wrote more personal poetry. In

1650 a book of her poems was printed in London—the first American poetry to be published.

Biography ★★★

Phillis Wheatley, the Poet

Phillis Wheatley was the second American woman to win fame for her poetry. Born in Africa in 1753, Wheatley was taken to America and enslaved at about the age of 8. In the household of the Wheatleys, a Boston merchant family, Phillis was treated like a family member. She was educated with the Wheatley children and learned to read both Latin and English. As a teenager, she began to write poems about current events or the deaths of famous people.

In 1772 she went to London with a Wheatley family member. There, a book of her poems was published. Later her work appeared in magazines throughout the colonies. Wheatley gained recognition for her talent and became popular with readers and critics alike. ★★★



▲ PHILLIS WHEATLEY

★ Newspapers and Political Writing

Newspapers, almanacs, books, and circulating libraries all helped raise the level of public awareness in the colonies. Because many of the newspapers carried political opinions, the growth of newspapers meant an increase in political activity, too.

Villagers at the local inn passed newspapers from person to person. European travelers were often amazed at the lively political discussions in American inns and surprised by how much ordinary farmers and workers knew about current events.

Benjamin Franklin—Printer, Publisher, and Political Writer

Benjamin Franklin was himself a printer, publisher, and political writer. For years, starting in 1732, he published his opinions in *Poor Richard's Almanack*, a colonial best-seller. Besides the calendars and forecasts that most almanacs contained, *Poor Richard* gave advice that is still quoted today:

“Early to Bed, and early to rise, makes a Man healthy, wealthy and wise.”

“The sleeping Fox catches no Poultry.”

“There are no gains without pains.”

Poor Richard's Almanack reinforced the growing American belief that anyone could be a success with hard work.

Libraries and Book Collections

By the mid-1700s, many colonists were well read and well educated. Every colony had a few libraries, booksellers, and book collectors.



Picturing History

▲ **FRANKLIN'S PRINT SHOP** As a young man, Benjamin Franklin worked in his brother's printing office. **What did Franklin later publish that became a best-seller?**

Most people could not afford to own many books, but colonists were quite eager to read and learn. To meet the demand for knowledge, in 1731 Ben Franklin organized the **Library Company of Philadelphia**. Any gentleman could read books when the library was open, but

only paying members could borrow books. Lending libraries soon spread to other colonial cities.

★ **Travel and Communication**

With little spare time, most colonists never went far from home, except to take goods to market. The roads they used generally followed existing Native American foot trails. Eventually these were widened to let wagons pass. By 1760, stagecoaches were traveling on the roads that linked major cities.

For most of the 1600s mail service among the colonies had been poor and inefficient. Great improvements were made after 1753 by Ben Franklin, who had already been running Philadelphia's mail service. Letters were now carried by people on horseback. Riding day and night, they could carry a letter between Philadelphia and Boston in as little as six days.

Now it was possible for colonists to communicate with one another much more quickly than in the past. With the new roads came greater opportunities for spreading ideas, including the idea of revolution.

★ **SECTION 1 REVIEW** ★

★★★ **Checking for Understanding**

- 1. **Identify** George Whitefield, Jonathan Edwards, John Locke, Benjamin Franklin, Anne Dudley Bradstreet, Phillis Wheatley, Philadelphia.
- 2. **Define** gentry, social mobility, Great Awakening, revival, Enlightenment.
- 3. **What** social classes existed in the American colonies?
- 4. **How** did Benjamin Franklin reflect the spirit of the Enlightenment?

★★★ **Critical Thinking**

- 5. **Determining Cause and Effect** How did newspapers and transportation improvements affect colonial thinking?

★★★ **ACTIVITY**

- 6. **Reread** Benjamin Franklin's quotes from *Poor Richard's Almanack* on page 181. Select one of Poor Richard's sayings and write it in language you would use and understand today.

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SECTION 2

The French and Indian War

SETTING THE SCENE

Read to Learn . . .

- ★ what nations claimed land in North America in the mid-1700s.
- ★ why France and England both wanted the land in the Ohio Valley.
- ★ how the outcome of the French and Indian War affected North America.

Terms to Know

- ★ French and Indian War
- ★ Iroquois League
- ★ Albany Plan of Union
- ★ Treaty of Paris

People to Meet

- ★ George Washington
- ★ General Edward Braddock
- ★ William Pitt
- ★ General James Wolfe
- ★ Marquis de Montcalm

Places to Locate

- ★ New France
- ★ St. Lawrence River
- ★ Mississippi River valley
- ★ Ohio Valley
- ★ Quebec



◀ FRENCH INFANTRYMAN, 1754

By the early 1700s, France and Great Britain were competing to be the richest and most powerful nation in Europe. Both had established empires around the world, with colonies in North America and the Caribbean islands. Both also maintained trading outposts in Africa and India.

The contest for power led to four wars in Europe and North America. King William's War (1689–1697), Queen Anne's War (1702–1713), and King George's War (1744–1748) all ended in an uneasy peace. When these wars were over, neither France nor Great Britain had won a clear victory, and by the 1750s yet another war was on the way.

The outcome of this war would change the map of North America. This struggle, known as the French and Indian War in the colonies and the **Seven Years' War** in Europe, resulted in the French losing all their holdings on the North American mainland.

★ European Claims in America

Although they were the most powerful, France and Great Britain were not the world's only empire-building nations. Two others—Russia and Spain—also claimed lands in North America.

Russia and Spain

Both Russia and Spain controlled territory in the West. Russia's fur-trading posts were located on the Pacific coast in the region that is Alaska and Canada today. Spain claimed a large part of the Southwest as New Spain. Included were Mexico and parts of present-day New Mexico, Arizona, Texas, and California.

Spain also held islands in the Caribbean and claimed the land that is now Florida. The border between Georgia and Spanish Florida was often a source of conflict between Britain and Spain.

France and Britain were the European powers that clashed most often. French

settlements, known as **New France**, lay north and west of the English colonies, on the Atlantic coast and inland along the **St. Lawrence River**. The French also claimed land in the **Mississippi River valley**.

Both the French and the English claimed the land extending westward from the thirteen colonies. Until the 1750s, however, the Native Americans who lived there still controlled that land. French and English traders competed for the profitable fur trade. It was not long before their nations would clash over the land itself.

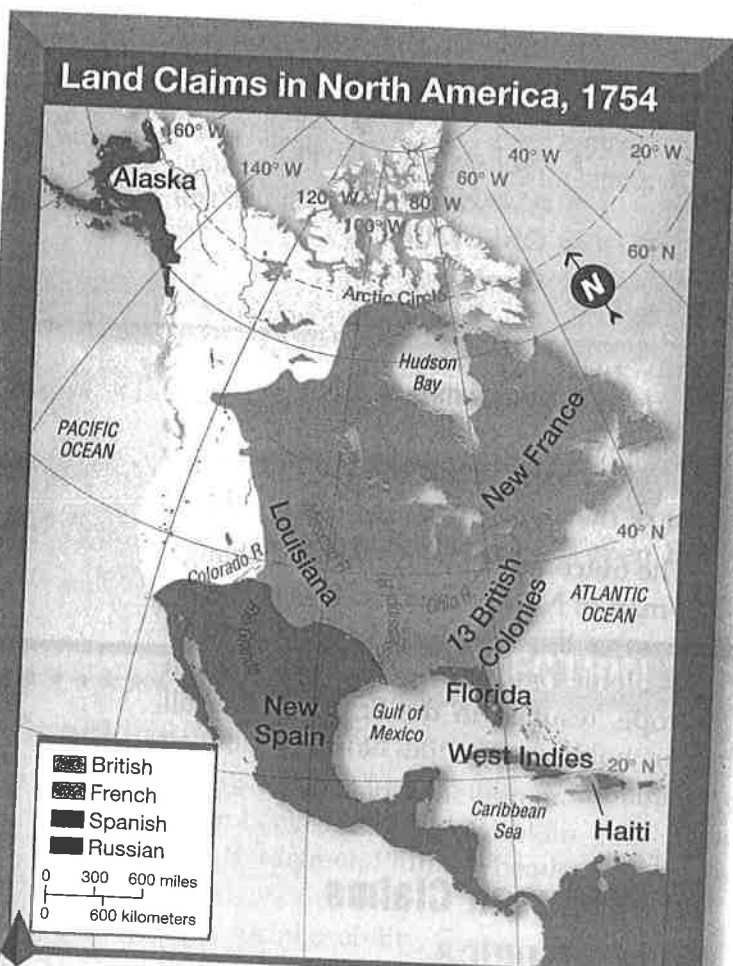
★ Trouble in the Ohio Valley

The center of the land quarrel was the **Ohio Valley**, located west of the Appalachian Mountains and south of the **Great Lakes**. The Ohio Valley was crossed by the Ohio River, which wound westward to the Mississippi River. Parts of Ohio, Kentucky, Indiana, Pennsylvania, West Virginia, and Illinois make up this region today.

Both France and England claimed the Ohio Valley, but the French moved into it first. At the beginning of the 1700s, French fur trappers roamed the valley in search of mink, beaver, and otter. By the 1740s, however, trappers from Virginia and Pennsylvania crossed into the Ohio Valley as well. This competition for fur trade upset the government leaders of New France.

English Colonists Move Into Ohio

Tensions grew when pioneer families from the English colonies moved west. Land companies owned vast areas of land that they had been granted by the colonial governments. Company owners hoped to make a profit by selling this frontier land and developing new settlements. Wealthy Virginia planters bought the land and backed these companies.



Map Study

Location Four European countries claimed to own land in North America by the mid-1700s. Which country's claims lay farthest south?

Both the British government and the leaders of New France were determined to protect their claims to the Ohio Valley. The French wanted the land because it lay between Canada and their settlements in the Mississippi River valley. British settlers wanted to move west. By 1750 a struggle was under way for control of the Ohio region.

★ Native Americans Take Sides

Control of the Ohio Valley depended mainly on people who were generally ignored in colonial politics—the Native Americans who lived there. Their decision to support one side or the other was crucial in determining the outcome of the conflict in their region.

British traders, richer than the French, could offer the Native Americans more and better goods. The French, however, offered them something more important—respect. Unlike the British, the French tried to understand the Native American lifestyle. By the mid-1700s, the French had proved more successful than the British in forming good relations with most of the eastern Native Americans.

The six nations of the Iroquois League, however, sided with the British. The Iroquois League was a powerful Native American confederation. The Iroquois lived mainly in western New York and along the St. Lawrence River. The Iroquois controlled the fur trade in their territory and all boat travel on the Great Lakes.

★ First Steps Toward War

The rivalry between the British and the French grew. That rivalry and tensions among Native Americans set the stage for clashes in the Ohio Valley. These were the first steps toward a conflict known as the French and Indian War. It was part of a larger conflict known as the Seven Years'

War, which was fought in Europe and Asia as well as in North America.

French Forts in the Ohio Valley

To strengthen their claims in the Ohio Valley, in 1752 the French began to build a string of military forts. These extended from Lake Erie in the northwest to as far south as the Ohio River.

The Virginians and other colonial leaders were furious. In 1753 Robert Dinwiddie, governor of Virginia, sent the French a warning. He accused the French of trespassing on Virginia's territory and ordered them to leave. A young major in the Virginia militia, 21-year-old **George Washington**, delivered the message.

The French commander treated Washington politely, but he refused to leave, saying that "no Englishman had a Right to trade upon those Waters (the Ohio River)."

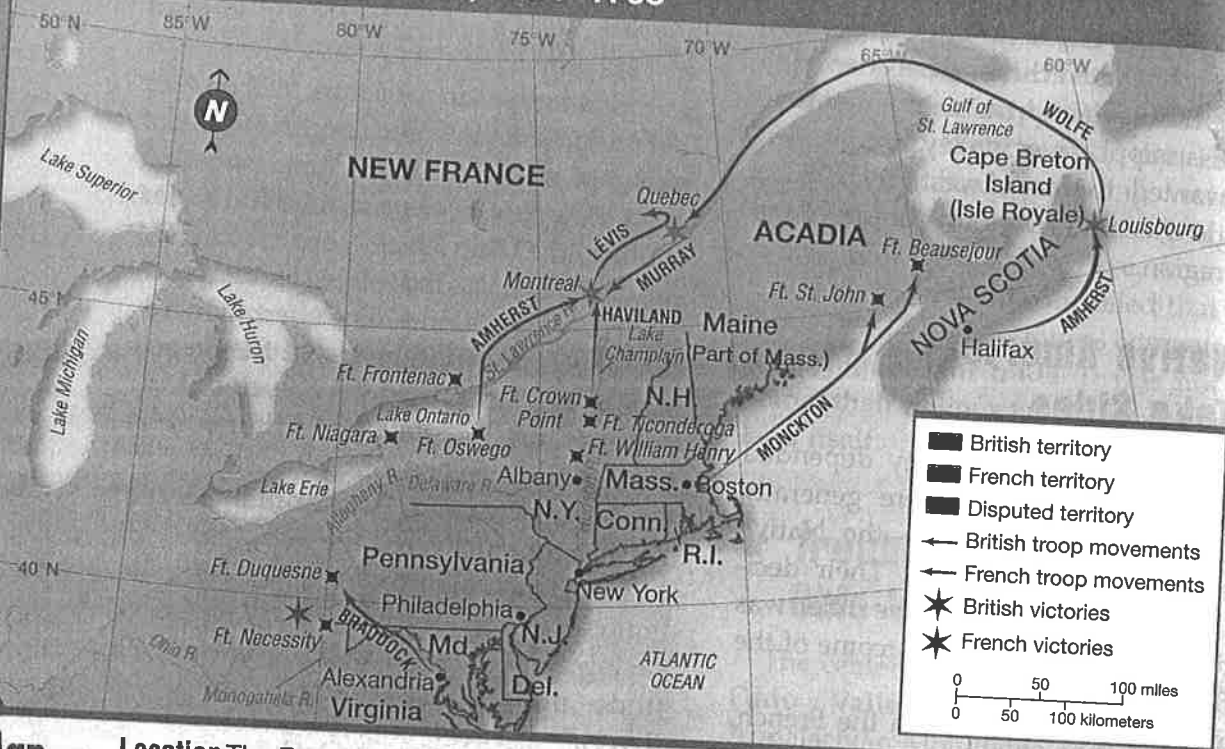
The First Battles

When he returned, Washington was promoted and sent out once again. This time he led 150 soldiers from Virginia to the "forks of the Ohio," where present-day Pittsburgh stands. Their mission was to build a fort where the Allegheny and the Monongahela Rivers meet to form the Ohio River. Washington soon learned, however, that the French were building Fort Duquesne (doo•KAYN) on that site.

As Washington and his small army marched into Pennsylvania, they met a French scouting party near Great Meadows, about 50 miles (80 km) from Fort Duquesne. Washington ordered an attack, and 10 French soldiers were killed.

Under pressure, Washington's men quickly built a makeshift fort that they called **Fort Necessity**. As quickly as the fort was built, however, French forces surrounded it. Outnumbered and forced to surrender, the Virginians were taken prisoner. Most, including Washington, were later set free.

The French and Indian War, 1754–1763



Map Study

Location The French and Indian War started after the British challenged French control of the Ohio Valley in 1754. **What water route did the British use to make their advances on the French cities of Quebec and Montreal?**

★ Attempts at Colonial Unity

Delegates from seven colonies met in June 1754, in Albany, New York, with representatives of the Iroquois League. The colonists aimed to make sure the Iroquois would support the British colonists against the French.

The Albany Plan

The Iroquois and the colonists discussed issues of trade and resolved some of their differences. After the Iroquois left, colonial delegates turned toward other plans for working together, especially on defense. They finally agreed on a plan based largely on an idea presented by Benjamin Franklin, the delegate from Pennsylvania.

This Albany Plan of Union called for a council made up of delegates from each colony, with a leader appointed by the British king. Acting for all the colonies, the council would manage relations with Native Americans. It would have the authority to raise and equip an army and navy. To pay for these projects, the council would be able to tax the colonists.

When the plan was sent to the thirteen colonial assemblies, none approved it. Each colony wanted to control its own taxes and make its own decisions on military affairs.

★ Fighting the War

Several more small battles took place in the Ohio Valley before war was officially declared. In 1755 an army of about 2,000

British soldiers and 450 colonial troops set out to capture Fort Duquesne. **General Edward Braddock** commanded the expedition. Among his aides was George Washington.

Though Braddock was a brave and experienced soldier, he was used to European battle tactics, where soldiers lined up in neat rows and fought in open fields. Washington warned Braddock that this style of fighting would not work well in the forests against the French and their Native American allies.

Braddock did not listen. He even insisted on dragging heavy cannons along the muddy trails. The results were disastrous for the British. On July 9, 1755, the red-coated British were ambushed near Turtle Creek. As the French fired from the woods and hills, many British soldiers panicked. About 1,000 soldiers were killed. Braddock himself was wounded and died a few days later.

William Pitt Takes Charge

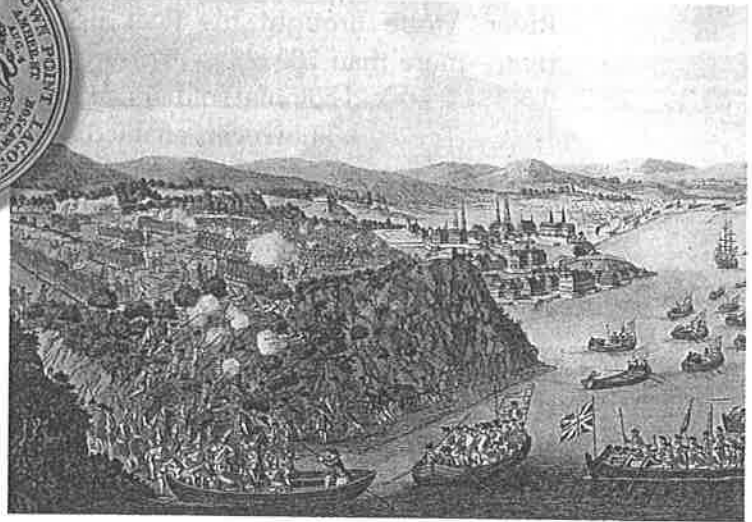
France and Great Britain declared war in 1756. By the summer of 1757, French and Native American troops had captured Fort Oswego on Lake Ontario and Fort William Henry on Lake George.

Great Britain's King George II was unhappy about the defeats and appointed **William Pitt** minister of war. Pitt took control and showed great skill for planning troop movements and strategy.

The war was being fought in Europe and India as well as in North America. Pitt, however, believed it would be won or



◀ BRITISH WAR MEDAL



Picturing History

▲ **BATTLE OF QUEBEC** British troops met French soldiers on the Plains of Abraham. **Who led the British troops? The French troops?**

lost in America. That is where he sent troops and the powerful British navy. This decision changed the course of the war.

During the next year, 1758, Great Britain won several important victories. One resulted in the fall of **Louisbourg**, a major French fort on Cape Breton Island. Another was the capture of Fort Duquesne, bringing the entire upper Ohio Valley under British control.

The Battle of Quebec

In 1759 Pitt gave **General James Wolfe** the most difficult task of the war—capturing **Quebec**, the capital of New France. Quebec supplied the other French forts farther up the St. Lawrence River. Taking the city would cut off French supplies and weaken New France.

Footnotes to History

A Name for Pittsburgh Fort Pitt, now Pittsburgh, Pennsylvania, was named in honor of William Pitt, who was the British war minister during the French and Indian War. Pitt was never in present-day Pennsylvania, however, and never saw the fort or the major Midwestern city that bears his name.

Quebec was a walled city built on top of steep cliffs that rise above the St. Lawrence River. Wolfe brought his fleet up the river—more than 200 ships carrying over 9,000 British and colonial soldiers, ready to attack. The cliffs, however, enabled Quebec to resist the siege for several months. Any enemy who tried to scale the cliffs was easily seen and fired upon.

Finally, Wolfe found a rough, unguarded path winding up the cliffs a few miles away. In the dead of night, General Wolfe and some 4,000 troops inched their way upward along the path. By the next day, they had reached their destination—the **Plains of Abraham**, a grassy field outside the city.

Battle on the Plains of Abraham

French commander **Marquis de Montcalm** marched his troops to meet the British. Montcalm and his men could not hold out against Wolfe's men. The British were victorious in the battle. The French were forced to surrender. Both General Wolfe and General Montcalm, however, were killed in the battle. As a soldier held the dying Wolfe, a message came that the French troops were retreating.

The capture of Quebec marked the end of French power in North America. The fighting continued though until 1760,

when General Jeffrey Amherst took Montreal, the other major city in New France. With this victory, the French and Indian War was finally over.

★ **The Treaty of Paris**

In 1763 the British and French officially ended the war by signing the Treaty of Paris. The peace negotiations had also involved Spain. Britain had declared war on Spain in 1762 and had taken control of some Spanish possessions. With the treaty, Great Britain now ruled New France (Canada), the Ohio Valley, and all French lands east of the Mississippi River, with the exception of New Orleans. France kept only its sugar colonies in the Caribbean and two small fishing islands near Canada. Spain, which had entered the war on the French side, had to give Florida to Great Britain. To repay Spain for its losses, France transferred the Louisiana Territory—including New Orleans—to Spain.

For the French, defeat was bitter. France was left with no land on the North American continent. There was only one small crumb of comfort—the thirteen colonies might revolt. A French leader likened them to a "ripe fruit," ready to drop off the branch.

★ SECTION 2 REVIEW ★



Checking for Understanding

1. Identify George Washington, General Edward Braddock, William Pitt, General James Wolfe, Marquis de Montcalm, New France, St. Lawrence River, Mississippi River valley, Ohio Valley, Quebec.
2. Define French and Indian War, Iroquois League, Albany Plan of Union, Treaty of Paris.
3. What issues caused the French and the British to go to war over the Ohio Valley?

Critical Thinking

4. **Predicting Outcomes** What might have happened in North America had France won the French and Indian War?

ACTIVITY

5. Choose one of the events in the French and Indian War, such as Braddock's defeat or the Battle of Quebec. Draw a cartoon strip showing the story of this event.

BUILDING SKILLS

Critical Thinking Skills

Making Generalizations

A generalization is a conclusion we draw from the facts that we have. It is a general statement that may or may not represent a true picture of the facts. We make generalizations every day about people, events, or situations.

Learning the Skill

Often, generalizations are made before all the facts have been presented or are available. To make a generalization that really works, you need sufficient information.



▶ BENJAMIN FRANKLIN

Practicing the Skill

The passage below was written by Benjamin Franklin about General Edward Braddock, whom he met before the disastrous expedition to Fort Duquesne. Read Franklin's account of the meeting. Then read the generalizations that follow it. Decide whether each one is valid based on what Franklin wrote.

“This general was, I think, a brave man, and might probably have made a figure as a good officer in some European war. But he had too much self-confidence, too high an opinion of the . . . regular troops, and too mean a one of both Americans and Indians. . . .

‘After taking Fort Duquesne,’ says he, ‘I am to proceed to [Fort] Niagara; and having taken that, to [Fort] Frontenac, if the season will allow time; and I suppose it will, for

Duquesne can hardly detain me above three or four days. . . . These [Indians] may, indeed, be a formidable enemy to your raw American militia, but upon the King's regular and disciplined troops, sir, it is impossible they should make any impression.’ ”

Generalizations

1. Braddock had an attitude of superiority toward Americans.
2. Braddock was confident about himself and his soldiers.
3. Braddock was a bad commander.
4. All British officers felt superior toward the Americans.

APPLYING THE SKILL

5. From what you have read in this chapter and elsewhere, write a generalization about the French and Indian War. Have at least three facts to back up your generalization. Exchange statements with a friend. Decide whether each of you has written a valid generalization.

Taxes and Boycotts

SETTING THE SCENE

Read to Learn . . .

- ★ how the British government hoped to end its money problems after the French and Indian War.
- ★ why the colonists objected to the Stamp Act and the Townshend Acts.
- ★ how the British government reacted to the Boston Tea Party.

Terms to Know

- ★ Proclamation of 1763
- ★ quartering
- ★ Stamp Act
- ★ boycott
- ★ Townshend Acts
- ★ writs of assistance
- ★ Committees of Correspondence

People to Meet

- ★ Pontiac
- ★ George Grenville
- ★ Patrick Henry
- ★ Samuel Adams
- ★ Lord North

Places to Locate

- ★ Fort Detroit
- ★ Boston



◀ COLONIAL NEWSPAPER ATTACKING STAMP ACT

The Treaty of Paris that ended the French and Indian War doubled the size of Great Britain's North American empire. The huge new territory, however, brought problems, as well as promise, to the British. The territory was expensive to support and to defend. When Great Britain tried to make the colonies pay for the services they received, the colonists grew furious. Angry protests made the situation worse.

★ Trouble on the Frontier

During the war, most Native Americans in the Ohio Valley supported the French. By 1760, though, the British had driven the French from that area. British traders took over where the French had been and more and more colonists settled in the region.

An Ottawa leader, **Pontiac**, sent out messengers to the Miami, Chippewa, and others encouraging them to join against the British takeover. Soon Pontiac's

alliance included almost every group from Lake Superior to the lower Mississippi River valley.

In May 1763 the united Native American nations began a long attack of Fort Detroit, a British military outpost in the Great Lakes region. This uprising, called **Pontiac's Rebellion**, took the British forces by surprise. The Native Americans captured several forts and frontier settlements. When Pontiac learned that the French had signed the Treaty of Paris, and he could no longer depend on French aid, his forces stopped fighting.



▲ KING GEORGE III

The Proclamation of 1763

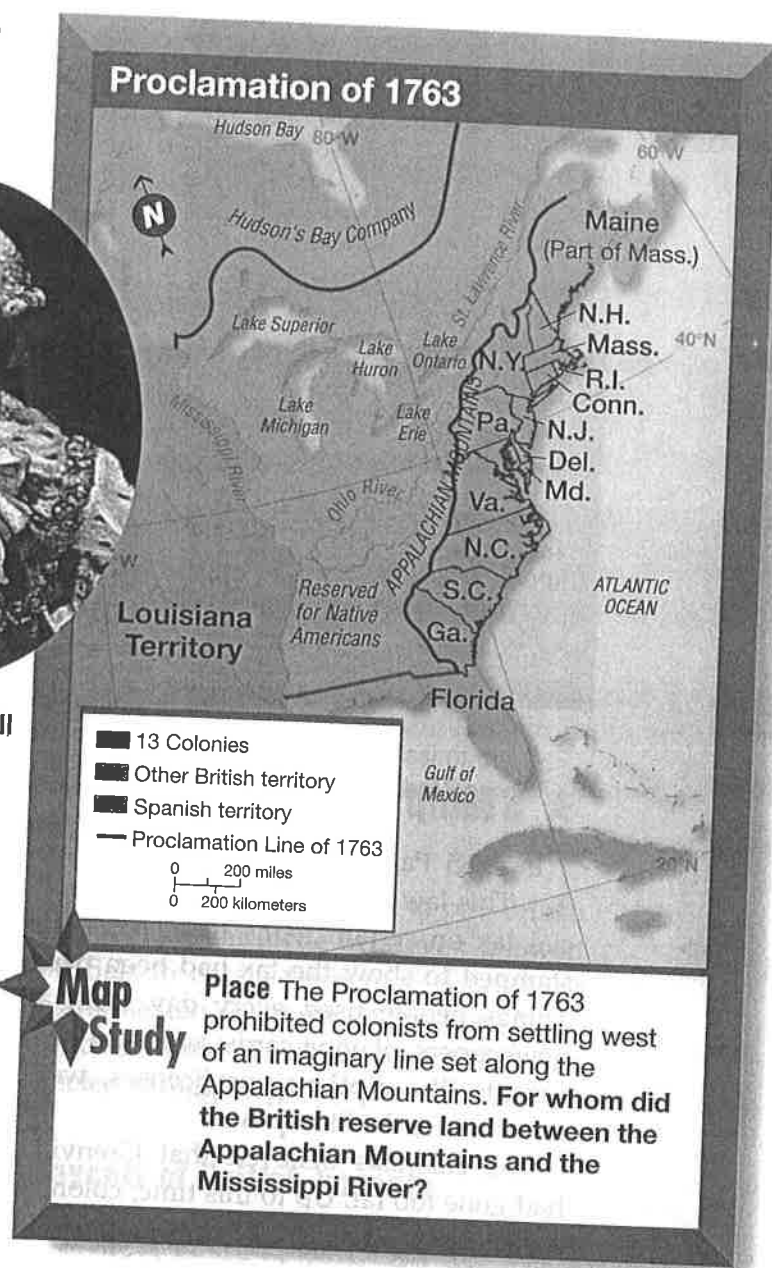
Pontiac's Rebellion led the British to close western lands to settlement. King George III issued an order, known as the Proclamation of 1763, that forbade colonists from settling west of the Appalachian Mountains.

The American colonists disliked the proclamation. Some of their colonial charters promised them all the lands west of the Appalachians. They wanted a chance to settle the rich Ohio Valley. Some colonists simply ignored the proclamation and moved west.

To enforce the proclamation, the British government stationed troops in frontier forts. This further angered Americans who disliked the idea of supporting military troops during times of peace.

★ Money Problems

Of the many postwar problems facing Great Britain, the most pressing was the problem of money. Parliament looked



Map Study

Place The Proclamation of 1763 prohibited colonists from settling west of an imaginary line set along the Appalachian Mountains. **For whom did the British reserve land between the Appalachian Mountains and the Mississippi River?**

toward the colonies for a solution. The war had made the colonists safe from attack by the French and had cost them very little. Now, British citizens thought, the colonists ought to help pay the costs of the war.

Most colonists saw it differently. From their point of view, the war had not been fought to protect them, but rather to protect British trade. In addition, the colonists thought it seemed only right that the parent country should take responsibility for defending its empire.

The overwhelming job of solving Great Britain's financial problems went to a new

prime minister, **George Grenville**. He began by enforcing existing laws and then went on to introduce some new policies.

Grenville persuaded Parliament to pass the **Sugar Act of 1764**, putting a tax on foreign molasses and sugar. Several New England industries depended on the less expensive molasses from French sugar colonies rather than the higher-priced British molasses. This new tax was lower than an older 1733 sugar tax, but the colonists still refused to pay it.

Another new law annoyed Americans who objected to having British soldiers in the colonies. The **Quartering Act**, passed in 1765, required colonists to pay for quartering—housing and feeding—British soldiers in their area.

★ Stamp Act Controversy

In 1765 Parliament passed the **Stamp Act**. This law forced people to pay a special tax on certain items that were then stamped to show the tax had been paid. Things people used every day, such as newspapers, playing cards, and legal documents like diplomas or licenses, were taxed under the Stamp Act.

The colonists believed that Grenville had gone too far. Up to this time, colonial assemblies had made the important decisions about taxes and expenses. Now, for the first time, Parliament was trying to tax the colonists directly.

The colonists knew that one basic right of British citizens was to be taxed only by the representatives they had elected. Yet no American voted in elections to Parliament. The Stamp Act, then, clearly violated the cherished idea of *no taxation without representation*.

Angry colonial lawyers, merchants, and newspaper printers organized their friends, neighbors, and workers to oppose the Stamp Act. Soon, protests against the hated Stamp Act erupted throughout the colonies. In some cities, crowds rioted in

the streets and threatened agents of the British government. A small band of angry colonists formed a protest group called the **Sons of Liberty**. They seized and burned piles of the stamps.

Colonial merchants also acted together to fight the Stamp Act. By the end of 1765 more than 1,000 merchants had signed agreements to not buy or sell any British goods. This type of agreement later became known as a **boycott**.

Virginians took the lead in protests against the Stamp Act. In the House of Burgesses, a hot-tempered young lawyer named **Patrick Henry** called the Stamp Act illegal and proposed several resolutions against it. One resolution declared that the power to tax lay with the House of Burgesses alone. Other resolutions such as this were reprinted by newspapers throughout the colonies.

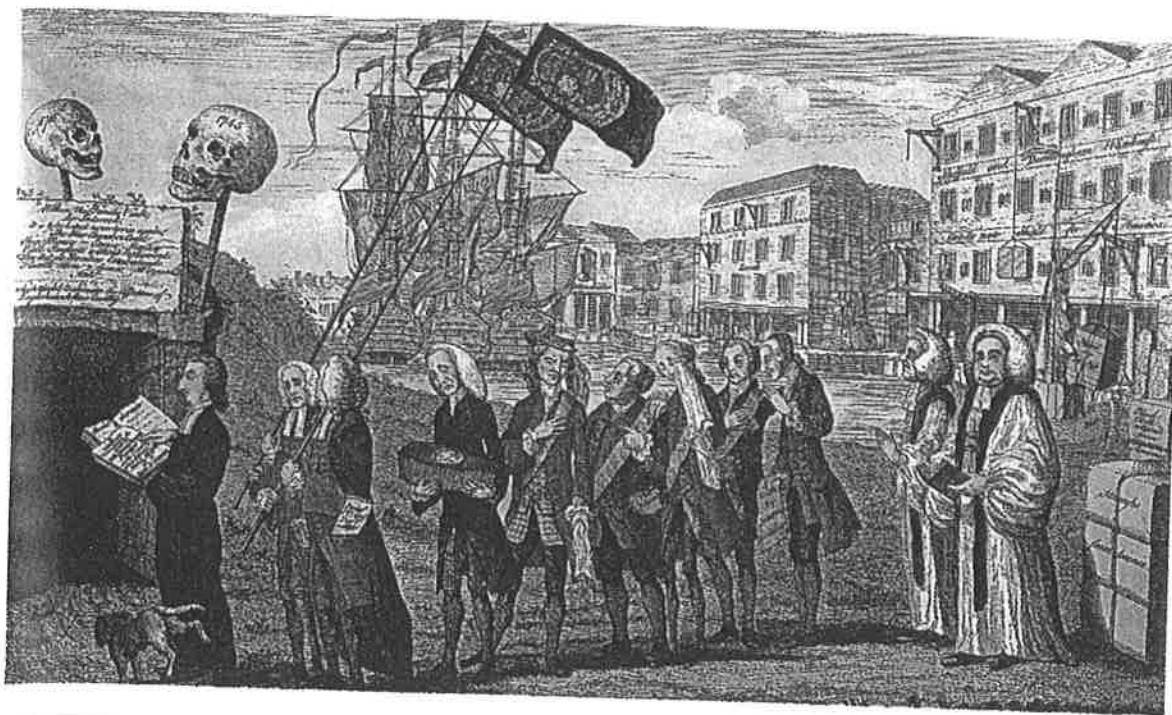
The Stamp Act Congress

The Massachusetts assembly suggested a meeting of representatives from all the colonies, to draw up a written protest. In October 1765, delegates from nine colonies met in New York City at the **Stamp Act Congress**.

In spite of the regional differences that separated them, the delegates were able to compose a petition and resolutions to send to King George III. These were carefully and respectfully worded. After all, the congressional delegates were still loyal British subjects—they simply wanted the government to recognize their rights under the British law.

Repeal of the Stamp Act

Grenville and others in England were astonished when they read about the colonists' reaction to the Stamp Act. In their opinion, Parliament had every right to tax Americans, as well as British subjects everywhere. Many members of Parliament were strongly against repealing the Stamp



Picturing History

▲ **REPEAL OF THE STAMP ACT** The colonists celebrated the British repeal of the Stamp Act as shown in this political cartoon. **What act did Parliament pass in place of the Stamp Act?**

Act, believing that such an action would weaken their ability to govern the empire.

On the other hand, British merchants who wanted to sell goods in America were pressuring Grenville to repeal the Stamp Act. The law was by now useless anyway, they reasoned, because no one obeyed it.

In March 1766 Parliament finally repealed the Stamp Act. At the same time, however, it passed another act meant to warn the colonists against any future protests. The **Declaratory Act** stated that Parliament had the right to rule and tax the colonies.

★ More Conflicts With Parliament

Parliament still intended to raise money from the colonies. In 1767 it passed another set of laws designed to do just that. Called the **Townshend Acts** after the finance official who wrote them, these laws placed import taxes on paint, glass, lead, paper, and tea coming into America.

The money would be used to pay British colonial officials. The acts even allowed officials to obtain writs of assistance, or blank search warrants. With these laws, officials could search anywhere for suspected smuggled goods.

Boycott of British Imports

The colonists once again protested. They sent petitions to Parliament. Merchants and planters throughout the colonies signed **nonimportation agreements** in which they agreed to not import the items that were taxable.

The Sons of Liberty saw to it that the intended boycott was carried out. At the same time, concerned colonial women organized as the **Daughters of Liberty**. They signed pledges against drinking tea and published notices in the local newspapers promising they would not buy British-made cloth.

To keep the pledge and still get fabric for clothes, the Daughters of Liberty met at spinning clubs to spin, weave, or knit



Picturing History

▲ **BOSTON TEA PARTY** Patriot Samuel Adams led the Boston protestors who destroyed a ship's cargo of East Indian tea. **What group was responsible for dumping the tea in the harbor?**

their own cloth. Wearing homespun fabric became an important symbol of American resistance against tyranny.

★ Talk of Independence

Tensions grew in the colonies, especially in the cities. New Yorkers were outraged when Parliament closed their colonial assembly. In **Boston**, riots against customs officials broke out on the waterfront. Boston citizens were angry at the sight of red-coated soldiers on the streets. **Samuel Adams**, an outspoken leader of the Sons of Liberty, kept the public anger simmering with his speeches and newsletters warning that Parliament was a threat to American rights and liberties.

The Boston Massacre

Finally the tensions exploded. On the night of March 5, 1770, a group of Boston youths and dockworkers began insulting and throwing snowballs at a British guard

on duty. When more soldiers arrived, an angry mob surrounded them. The British captain, Thomas Preston, tried to calm his men and the crowd. In the confusion the soldiers began to fire their guns into the crowd. When the shooting stopped, five people lay dead in the street. One was **Crispus Attucks**, an African American sailor.

Captain Preston denied that he gave the order to fire, and he was later cleared of that charge. Samuel Adams, however, spoke for many colonists when he called the incident the **Boston Massacre**.

In April 1770 a new prime minister, **Lord North**, tried to improve relations with the colonies. The Townshend Acts were repealed, with the exception of the tax on tea. This tax remained to remind the colonists of Parliament's authority, for tea was a very popular drink.

★ The Conflicts Increase

During the next few years, tensions between the colonists and the British

seemed to ease and colonial businesses recovered. Still, some colonial leaders were suspicious of Parliament and kept the idea of opposition alive.

One of these leaders was Samuel Adams. Along with a few others, he encouraged the colonists to remain watchful and aware of what the British were doing.

In 1772, Adams organized Committees of Correspondence in the towns of Massachusetts. In a time when there was no radio or telephone, these committees were a network for passing along news. Soon Committees of Correspondence formed in other colonies as well.

Trouble Over Tea

The next crisis in the colonies brewed over taxes on tea. In early 1773, the directors of the British East India Company asked Lord North for help with their financial troubles. To rescue the company, the government agreed to the **Tea Act**. It gave the East India Company exclusive rights to sell tea directly to the Americans without paying the British import tax. The company carried tea in its own ships and used its own sellers. This cut out business for colonial sea captains and merchants.

Lord North expected colonists to be pleased by the low prices under the Tea

Act. Once again, however, the government had not understood the colonists. Merchants and shippers joined radicals like Samuel Adams to protest the act. Drinking tea became a symbol for giving in to Parliament's laws.

The Boston Tea Party

In the fall of 1773, ships carrying 500,000 pounds (227,000 kg) of East India Company tea were on their way to Boston, New York, Philadelphia, and Charles Town. Merchants protested and the Sons of Liberty made plans. In **Boston** more than 300 chests of valuable tea were waiting on board ship. Colonists were determined to send the ships and cargoes away. The governor of Massachusetts was equally determined to see the tea unloaded.

As the ship lay in the harbor, a band of people disguised as Mohawks ran silently down the docks. The group boarded the ships and dumped the tea into the harbor. Easily recognizable under the disguises were the faces of Boston's Sons of Liberty.

The news of the **Boston Tea Party**, as the incident became known, enraged Parliament. The response would push the colonists still further away, until tensions exploded into war.

★ SECTION 3 REVIEW ★

Checking for Understanding

1. Identify Pontiac, George Grenville, Patrick Henry, Samuel Adams, Lord North, Fort Detroit, Boston.
2. Define Proclamation of 1763, quartering, Stamp Act, boycott, Townshend Acts, writs of assistance, Committees of Correspondence.
3. How did the British government hope to solve Great Britain's financial problems after the French and Indian War?

4. What caused the meeting of the Stamp Act Congress? What did it accomplish?

Critical Thinking

5. **Identifying Alternatives** If Parliament and the king had followed different policies, could they have prevented the moves toward independence? Why or why not?

ACTIVITY

6. Design a poster that encourages colonists to stop buying British goods.

SECTION 4

On the Brink of War

SETTING THE SCENE

Read to Learn . . .

- ★ why the colonists formed the Continental Congress.
- ★ what events led to the outbreak of the American Revolution.

Terms to Know

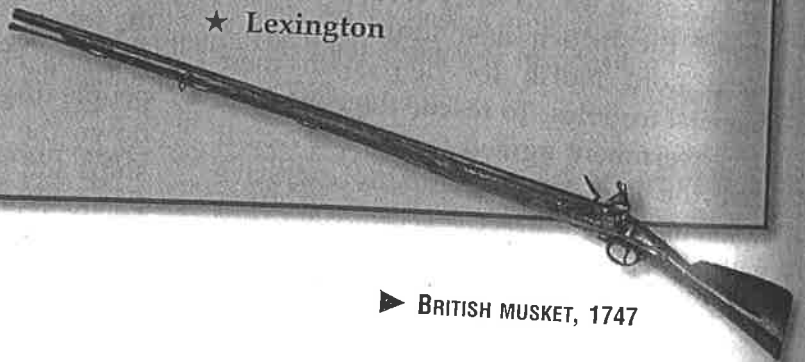
- ★ Intolerable Acts
- ★ First Continental Congress
- ★ militia
- ★ minutemen
- ★ Second Continental Congress

People to Meet

- ★ Paul Revere
- ★ John Hancock
- ★ William Dawes
- ★ George Washington

Places to Locate

- ★ Concord
- ★ Lexington



► BRITISH MUSKET, 1747

Benjamin Franklin called the Boston Tea Party “an act of violent injustice,” and some Boston merchants were willing to start a collection to pay for the damage. To the British government, however, it was an act of lawlessness that deserved swift and severe punishment.

★ Punishing the Colonies

In March 1774 Parliament passed a series of laws known as the **Coercive Acts**. One of the acts closed the port of Boston until payment was made for the tea. Another act provided that British officials accused of a crime were to be tried in English rather than American courts. Still another act provided that

British troops could be quartered in any town in Massachusetts—even in private homes. Finally, the Massachusetts charter was amended to greatly reduce the colony’s right of self-government.

The end result was that Boston and the colony of Massachusetts were to suffer for the actions of a handful of unknown persons who had staged the protest. The provisions of the Coercive Acts were so harsh that they were called the **Intolerable Acts** throughout the colonies.

At the same time Parliament passed the **Quebec Act**. This act extended the Canadian province of Quebec south to the Ohio River. It also allowed French Canadians to keep their laws, language, and Roman Catholic religion. Colonists saw the act as the first step toward doing away with jury

trials and Protestantism in the colonies. They also believed the boundary changes were made to keep American settlers out of the western lands.

Colonists Take Charge

The Coercive Acts made many colonists want to fight back. **George Washington** expressed this feeling when he said “the cause of Boston now is and ever will be the cause of America.” The Committees of Correspondence united the colonists more than ever before. A call went out for delegates from each colony to meet and discuss their common concerns. In September 1774, 56 delegates from every colony except Georgia met in Philadelphia to form what became known as the First Continental Congress.

★ The First Continental Congress

Discussions were difficult because each colony had its own needs and viewpoints. The right to control trade was an especially bitter point of debate. Even those who accepted Parliament’s right to regulate trade objected to the Coercive Acts.

The most outspoken criticisms of Parliament came from Massachusetts and Virginia. As the congress got under way, a Boston silversmith named **Paul Revere** arrived with a set of resolutions passed at a meeting in Boston. In harsh, angry words, he delivered the **Suffolk Resolves**. They called the Coercive Acts “the attempts of a wicked administration to enslave Americans.” The resolves also demanded the return of constitutional government and an end to trade with Great Britain and its West Indian colonies.

Not all of the delegates shared Revere’s strong views. The resolutions passed by the congress were a compromise—a middle ground—between their points of view.

The congress did, however, approve most of the Massachusetts ideas for resistance. It even approved Massachusetts’s plan for arming and training a militia—a group of citizens who would be ready to fight in any emergency.

The Continental Congress Takes a Stand

The congress based its final position on the colonists’ natural rights (as John Locke had said) and the colonists’ rights as British citizens. It issued a statement that

“ . . . they are entitled to life, liberty, and property. . . . ”

The statement went on to declare that the colonists would never give up one of these rights against their will.

For the time being, the congress took only peaceful actions. It seemed to agree that Parliament could make laws about trade. On the other hand, it approved a ban on trade—both exports and imports—with Great Britain until the Coercive Acts were repealed.

One of the congress’s statements was a direct appeal to the king. It asked him to make peace between Parliament and the Americans. The congress insisted that they, and the people they represented, were loyal subjects of George III. Most of the delegates had little hope that Parliament would listen to them. They arranged to meet again in a second congress in May 1775.

★ Moving Toward a Crisis

During the winter of 1774, Parliament debated ways to respond to the colonists. Some members were sympathetic to the colonists and hoped for a friendly solution. **Edmund Burke**, a writer, made several speeches asking for compromise. **William Pitt**, now a member of the House

Linking Past and Present

A Song for the Times

Once, red-coated British soldiers sang "Yankee Doodle" to make fun of the roughly dressed colonial troops. Now it is one of America's favorite patriotic songs.

Then

A Teasing Tune

Both colonial Americans and the British knew the tune of the 1775 song—"Yankee Doodle."



Richard Shuckburg, a British army surgeon in the French and Indian War, wrote the scornful new words of "Yankee Doodle" to make fun of the colonial soldiers. *Yankee* was a nickname for New Englanders, *doodle* a slang word for a fool or half-wit.

Now

Familiar Favorite

Practically every American today can still whistle or sing "Yankee Doodle." As in colonial times, it is a favorite with



marching bands because it is lively and easy to play. Modern bands, however, have many more instruments than fifes and drums.

◀ COLONIAL FIFE AND DRUM CORPS

of Lords, argued that British troops should be withdrawn from America.

George III and his advisers, however, would not listen. They saw the colonies as disobedient children. The royal advisers wanted to keep British soldiers in America to enforce Parliament's laws.

The Colonists Take Arms

Several colonies were now moving toward open rebellion. Radical leaders were pushing for a break with Great Britain. Daily tensions between the colonists and British soldiers grew.

All through the winter of 1774–1775, British troops were being sent to the Boston area. At the same time, the Massachusetts militia drilled on village greens. The farmers and artisans in the militia were called *minutemen* because they could be ready to fight at a minute's notice.

Both the Americans and the British seemed to expect bloodshed. Speaking in

the Virginia House of Burgesses, Patrick Henry challenged the assembly:

“The next gale that sweeps from the north [Massachusetts] will bring to our ears the clash of resounding arms! . . . Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? . . . I know not what course others may take; but as for me, give me liberty, or give me death!”

A Warning for the Minutemen

In the spring of 1775, American spies heard that the British were making plans against the militia. General Thomas Gage, they heard, was sending soldiers to take their supply of guns and gunpowder stored in **Concord**, a few miles from Boston. Gage had also been ordered to arrest two colonial

leaders—Samuel Adams and Boston merchant **John Hancock**.

On the night of April 18, 1775, the American spy network in Boston waited to discover the route the British soldiers would take. Their plan of action was clear. Boston's North Church would serve as the signal tower. Dr. Joseph Warren planned to flash one light from the church bell tower if the British were approaching by land, and two lights if they came by sea.

As soon as Dr. Warren spotted British troops, he signaled the two waiting riders—**William Dawes** and **Paul Revere**. Immediately the men jumped on their horses and galloped to **Lexington**, with the urgent news that the redcoats were coming.

Battles at Lexington and Concord

About 700 British soldiers marched toward Concord. They reached Lexington,

a town on the way to Concord, soon after dawn on April 19. To their surprise, about 70 minutemen armed with muskets and pitchforks were waiting for them on Lexington Green.

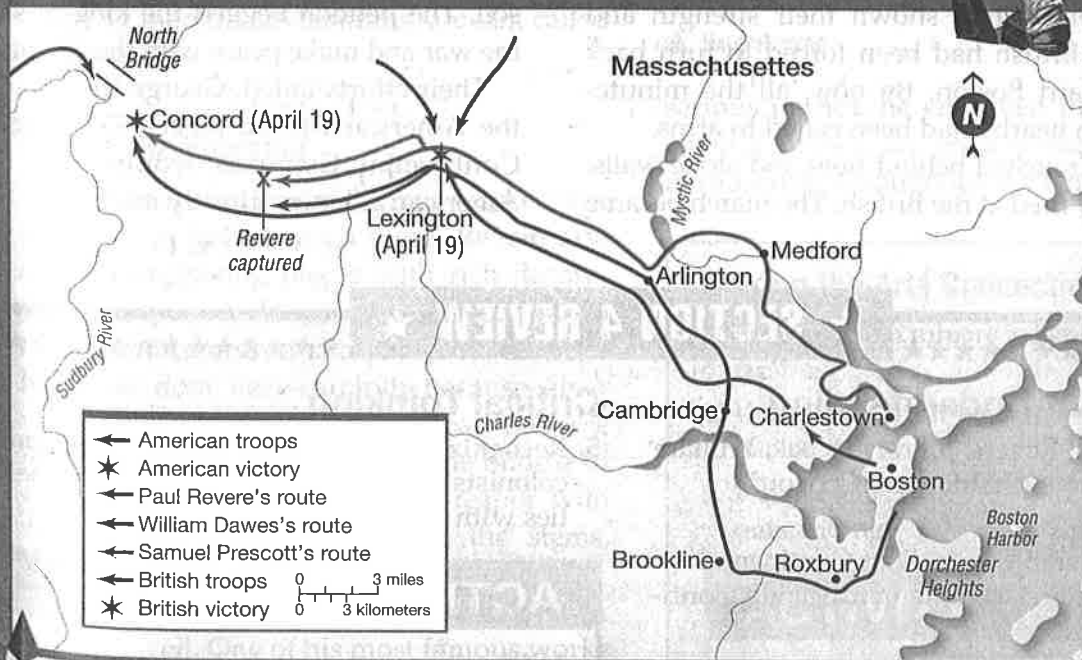
No one knows who fired the first shot. According to one account, a British officer rode onto the green and called out to the militia: "Disperse, ye rebels!" Someone fired a shot. Then, more shots were fired, and 8 colonists fell dead and 10 were wounded. One British soldier was wounded.

The British redcoats continued on to Concord. They burned what little gunpowder the colonists had not used. At North Bridge, just outside of Concord,



CONTINENTAL INFANTRYMAN

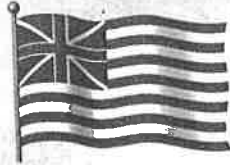
Opening Battles of the American Revolution, 1775



Map Study

Location The battles at Lexington and Concord marked the beginning of the Revolutionary War. **In which battle did the Americans win their first victory?**

★★★ AMERICA'S FLAGS ★★★



Continental Colors, 1775-1777 The Continental Colors or Grand Union flag

was the first to represent all the colonies. Its 13 stripes stood for the thirteen colonies. The crosses represented the British flag and symbolized the colonists' loyalty to Great Britain at that time.



three redcoats and two minutemen were killed in a brief battle. Years later American poet Ralph Waldo Emerson wrote:

“ By the rude bridge that
arched the flood,
Their flag to April's breeze
unfurl'd,
Here once the embattled
farmers stood,
And fired the shot heard
round the world. ”

The fighting ended by noon. The colonists had shown their strength and the British had been forced to turn back toward Boston. By now, all the minutemen nearby had been called to arms.

Crouched behind trees and stone walls, they fired at the British. The march became

a wild retreat. In the end, British casualties, those wounded or killed, were nearly three times those of the Americans. More important, the battle marked a turning point—the start of the American Revolution.

★ **The Second Continental Congress**

When the Second Continental Congress met in May 1775, things had changed dramatically. Now delegates from all thirteen colonies met to appoint a military commander and to raise an army. The congress chose **George Washington** to build a Continental Army. Washington was a veteran of the French and Indian War. This gave him the military experience that New Englanders respected.

Even while building an army and defying Parliament, the congress was still trying to avoid war. In July 1775 they sent the king an **Olive Branch Petition** hoping he would act to protect his loyal American subjects and remove British troops from American soil. The petition begged the king to stop the war and make peace with the colonists.

Their efforts failed. George III declared the Americans to be rebels. The Second Continental Congress would lead the American colonies directly into war.

★ SECTION 4 REVIEW ★

★★★ **Checking for Understanding** ★★★

1. Identify Paul Revere, John Hancock, William Dawes, George Washington, Concord, Lexington.
2. Define Intolerable Acts, First Continental Congress, militia, minutemen, Second Continental Congress.
3. How did the colonists respond to the Intolerable Acts?
4. What events led up to the first battle of the American Revolution?

★★★ **Critical Thinking** ★★★

5. **Recognizing Points of View** Why did some colonists support actions to hold on to their ties with Britain and the king?

★★★ **ACTIVITY** ★★★

6. Imagine you are a television news reporter covering Patrick Henry's speech to the House of Burgesses. Write an introduction as you interview Henry and quote his speech.

Paul Revere, Silversmith

Patriot, colonial leader, silversmith—all these words describe Paul Revere. Revere is best remembered for his daring ride to warn Americans about the British attack in 1775. His real career, however, was as one of Boston's most talented silversmiths. He learned the craft from his father, who had come from France. Paul took over the family business at the age of 21. He immediately made a name for himself as an honest and highly skilled artisan.

Revere was famous for the graceful balance and elegant style of his silverware. He made tea sets—teapot, cream pitcher, sugar bowl—in many shapes. In one set, the pieces might be oval with fluted sides. Another might be gracefully curved like pears, while another might have the look of classical Greek urns. Revere also made trays and bowls both round and oval. Similar bowls, made by modern silversmiths, are still called Revere bowls.

Revere the Engraver

Silversmiths of colonial times worked like sculptors to fashion each piece. Revere also enjoyed engraving pieces with rich decorations. Engraved designs are carved into a metal surface with a sharp tool. Such work had to be done very carefully because silver was a valuable metal. He might carve a large medallion with fancy letters in the middle of a tray, or cover the sides of a teapot with crisscrossing lines that formed the stems, leaves, and buds of flowers.

Revere used his engraving skill in other ways, as well. One of his most famous works was the printing plate that showed the patriots' version of the Boston Massacre. As a



▲ PAUL REVERE

serious patriot, he engraved plates to print colonial money. Revere's works can be seen in museums throughout the United States.

Making the Arts Connection

1. For what two careers is Paul Revere famous?
2. What kinds of silverware did Revere make?
3. What details made Revere's work outstanding?

ACTIVITY

4. Take a large piece of aluminum foil, fold it over, and lay it on a flat surface. Using a blunt pencil, etch or draw a decorative design for a tray or bowl onto the foil as Revere might have done.

CHAPTER 7 ★ REVIEW

Using Key Vocabulary

Use the following vocabulary words to complete the sentences that follow.

social mobility
Iroquois League
Proclamation of 1763

quartering
militia

1. King George issued the _____ to keep colonists from moving across the Appalachians.
2. Because _____ was possible in the American colonies, ordinary workers or farmers could rise to a higher class.
3. Colonial delegates met in Albany in an effort to make a trade agreement with the _____.
4. The First Continental Congress approved Massachusetts's resolution to arm and train its _____.
5. To make colonists share the cost of defense, a new law required the _____ of soldiers in their houses and barns.

Reviewing Facts

1. Explain how the Great Awakening affected people in the American colonies.
2. Identify the sites of major battles that ended the French and Indian War.
3. Describe the changes that took place in 1763 in the territories held by European countries in North America.
4. Explain why the British government passed new colonial trade laws after 1763.
5. List three of the actions taken by the First Continental Congress.

Understanding Concepts

Beliefs, Ideas, and Institutions

1. How did the Great Awakening affect the colonists' view of society?

2. How were the social class divisions in the American colonies different from those in British society?

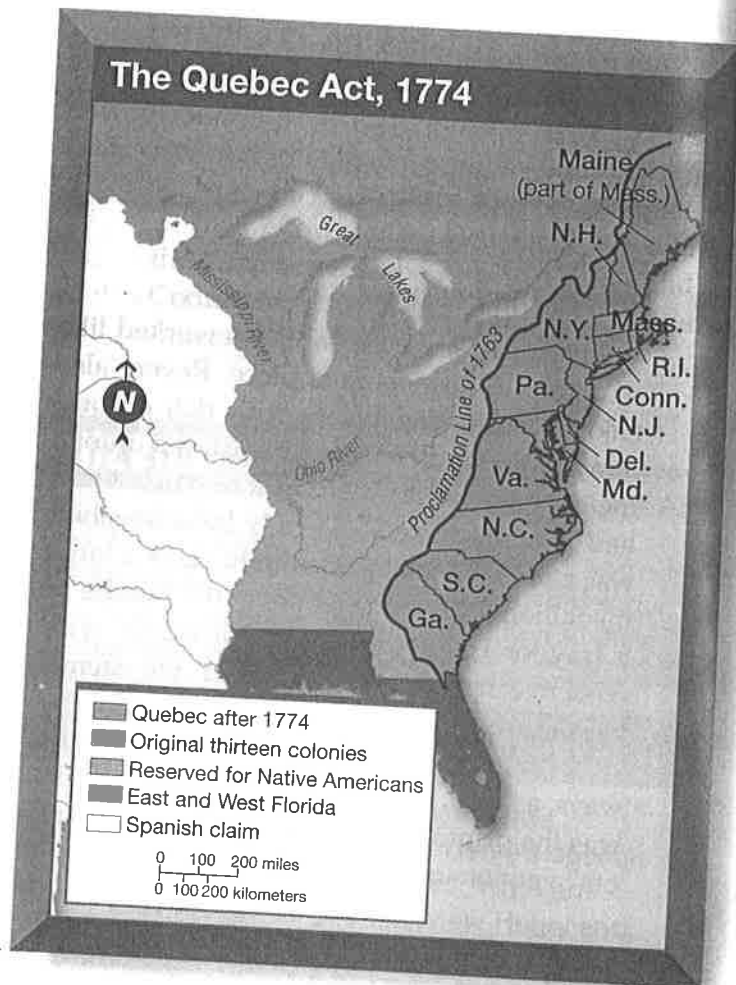
American Democracy

3. Why did American colonists oppose laws such as the Stamp Act and the Townshend Acts?
4. What were Parliament's goals in passing the Intolerable Acts?

History and Geography

The Quebec Act, 1774

Study the map that shows the changes in North America after Great Britain passed the Quebec Act. Then answer the questions on page 203.



CHAPTER 7 ★ REVIEW

1. **Place** What bodies of water were part of Quebec after the Quebec Act?
2. **Location** What country claimed the land to the west of Quebec?
3. **Movement** What inland waterways marked the southern and western boundaries of Quebec's new territory?

Critical Thinking

1. **Understanding Cause and Effect** How was Pontiac's Rebellion related to the outcome of the French and Indian War?
 2. **Making Comparisons** How were the First and Second Continental Congresses different from each other? How were they similar?
3. a. To oppose the Stamp Act, colonists refused to buy goods from Britain.
b. The Sons of Liberty burned shipments of stamped paper and attacked Stamp Act agents.
c. To oppose the Tea Act, Bostonians dumped chests full of tea into Boston Harbor.
 4. a. In 1770 British soldiers and street gangs clashed in the Boston Massacre.
b. The Boston Tea Party was a protest act by Boston's Sons of Liberty.
c. In 1775 the battles of Lexington and Concord were fought near Boston.

Cooperative Learning

Interdisciplinary Activity: Citizenship

Form a small group and have each member research and play one of the following roles—a colonist whose home has been searched for smuggled goods, a colonist who has had a trial with no jury, a merchant whose business has been hurt by the Sugar Act, and a printer who was ruined by the Stamp Act. Work with your group to write a letter to George Grenville telling why you do not approve of his policy. Have one person from your group read the finished letter to the class.

Practicing Skills

Making Generalizations

Write a generalization based on the facts in each group of statements that follow.

1. a. Social classes in America depended on wealth and occupation.
b. A colonial shopkeeper could earn enough to buy a ship.

Writing ABOUT History

Using Your Journal

Choose one of the ways the colonists protested British taxes. From a British point of view, draw a political cartoon about that type of protest.