The Road to Revolution

1745-1776
"We profess to be his loyal and dutiful subjects.... Nevertheless, to the persecution and tyranny of his cruel ministry, we will not tamely submit."

—Massachusetts Provincial Congress, regarding King George III, 1775
The Road to Revolution

**1740**
- English move into Ohio Valley.

**1740**
- French traders Paul and Pierre Mallet become first Europeans to cross Oklahoma.

**1754**
- Colonial militia and British soldiers clash at Lexington and Concord.

**1759**
- British capture Quebec.

**1760**
- French and Indian War begins.

**1773**
- Colonists dump British tea in Boston Harbor to protest Tea Act.

**1775**
- Colonial merchants boycott British goods to protest Stamp Act.

**1774**
- First Continental Congress declares colonies have right to tax and govern themselves.

**1754–1763**
- Britain wins French and Indian War but is left with a large debt.

**1763**
- British and colonial forces defeat Native Americans in Pontiac’s War.

**1764**
- American colonists ignore British Proclamation of 1763.
By Order of Parliament
To provide and pay for your defense, we hereby enact these laws:

- **Sugar Act**
  Import tax on molasses and other goods

- **Quartering Act**
  Requires colonists to house and feed British troops

- **Stamp Act**
  Requires purchase of special tax stamps for documents

- **Tea Act**
  Gives British company control of all tea sales in colonies

"Parliament and I find your protests quite annoying. You must be punished."

Stamp Act passed. 1765
Five colonists die in Boston Massacre. 1770
Fighting at Lexington and Concord marks beginning of American Revolution. 1775

1760

1770

1775

1780

1763
Franz transfers Louisiana (which includes Oklahoma) to Spain.

1770-1771
Spanish make trade and peace treaties with Native American peoples of southern Oklahoma.
We were attacked by a body of French and Indians, whose number (I am certain) did not exceed 300 men. Ours consisted of about 1,300 well-armed troops, chiefly the English soldiers... I had four bullets through my coat, and two horses shot under me."

—George Washington, reporting on the defeat of General Braddock’s army, 1755

Trouble on the Frontier

Why It Matters American colonists expanded their settlements. As they pushed further inland, they came into conflict with the French and Indians. In this power struggle, the future of much of North America was at stake.

Section Focus Question: How did the British gain French territory in North America?

Competing Empires

By the middle of the 1700s, France and Britain each controlled large areas of North America which bordered on each other for thousands of miles. Each country feared the other and sought to increase the area it controlled. These ambitions collided on the frontier and eventually led to war.

Native Americans lived on most of the territory claimed by France and Britain. There were few French settlers. Therefore, they did not threaten to seize Native American lands. However, the need of British settlers for farmland led to conflict with the Native Americans. By the 1740s, British settlers were pushing into the Ohio River valley lands claimed by the French. The pressure soon led to trouble.

The French and Indian War Begins In 1753, the French began building forts to back their claim to the land between Lake Erie and the Ohio River. This news alarmed the Virginia Colony, which also claimed the Ohio River valley. The governor of Virginia decided to send soldiers to order the French to leave. He chose a 21-year-old surveyor in the Virginia militia, George Washington, as the leader. The militia is a force made up of civilians trained as soldiers but not part of the regular army. Washington made the dangerous journey, returning home to tell the governor that the French had rejected his warning.
The next year, Washington traveled west again with orders to build a fort where the Allegheny and the Monongahela (muh non goh HEEL uh) rivers meet to form the Ohio River.

Washington arrived in the region too late. The French were there already, building their own fort, which they called Fort Duquesne (du KANE). Learning that a party of French was looking for him, Washington decided to intercept them. His troops, along with some Indian allies, attacked and defeated the French party.

Washington then retreated to an open meadow and built a small fort of his own. He called it Fort Necessity. A larger French army found it, and forced Washington to surrender. Then they allowed Washington and his men to return home to Virginia with the message that the French would never give up the Ohio River valley.

The Albany Congress Expecting war to break out soon, the British government called a meeting of colonial leaders. It took place in Albany, New York. The British wanted the colonies to agree to cooperate in defending themselves against the French. The British also invited the Iroquois tribes to the meeting. They hoped to form an alliance with the Iroquois against the French. An alliance is an agreement between nations or groups to help each other against other nations or groups.

The Iroquois refused to make an alliance, in part because they expected the French to defeat the British in a war. The colonial leaders tried to work out a plan to defend themselves. Benjamin Franklin of Pennsylvania believed the colonies had to succeed. To make that point, his newspaper, the Philadelphia Gazette, published a picture of a snake chopped into pieces with the warning “Join, or Die.”

Join, or Die

Benjamin Franklin’s 1754 cartoon was a plea for unity in defending the colonies during the French and Indian War.

(a) **Distinguish Relevant Information** Identify the eight sets of initials that label the eight pieces of the snake.

(b) **Draw Conclusions** What point is Franklin making about the importance of colonial unity?
Franklin drew up a plan, called the Albany Plan of Union. It called for a council of representatives elected by the colonial assemblies. The council would have authority over western settlements, relations with Native Americans, and other urgent matters. It also could organize armies and collect taxes to pay its expenses.

The Albany Congress approved Franklin’s plan, but the colonial assemblies rejected it. The colonies wanted to control their own taxes and armies. Franklin complained that “everyone cries, union is necessary,” but they behave like “weak noodles” when the time comes to take action.

**Checkpoint** Why were the British concerned about French activity in the Ohio River valley?

**Early British Defeats**

Soon after Washington’s return, the British government decided it had to push the French out of the Ohio River valley. In 1755, it sent General Edward Braddock to Virginia with orders to capture Fort Duquesne. Braddock arrived with a large force of regular British troops and Virginia militia. Colonel George Washington joined Braddock’s force as a volunteer.
Disaster at Fort Duquesne General Braddock understood military tactics used in Europe, where armies fought in formation on open fields. But he knew nothing about fighting in North America, where conditions were very different. Braddock did not respect colonial soldiers. He did not listen to warnings that soldiers marching down a narrow road through a dense forest in red uniforms were perfect targets for an enemy fighting from behind trees and bushes. When Benjamin Franklin warned him about the danger of ambushes, Braddock said they were no threat to his well-trained troops.

As Braddock’s force neared Fort Duquesne in early July, it was ambushed by French troops and their Native American allies. More than half of Braddock’s men were killed or wounded, with the general himself among the dead.

More British Defeats The British had other setbacks during 1755. An army led by the governor of Massachusetts failed to take Fort Niagara on Lake Ontario. Further east, an army of British colonists and Native Americans was ambushed and suffered heavy losses near Lake George. These defeats may have strengthened Iroquois leaders’ resolve not to ally with Britain.

In May 1756, Britain declared war on France, marking the official beginning of the Seven Years’ War between the two countries. Shortly thereafter, French troops led by General Louis de Montcalm captured and destroyed Britain’s Fort Oswego on Lake Ontario. In 1757, Montcalm captured Fort William Henry on Lake George.

Checkpoint What fatal errors did General Edward Braddock make?

The British Turn the Tide

The situation improved for Britain during 1757 when William Pitt became prime minister. Pitt sought top generals who had genuine military talent. He chose James Wolfe, who was only 30 years old when he became one of Britain’s top generals.

With Pitt’s generals in command, the war entered a new phase. In the summer of 1758, Britain scored its first major victory in the war. It captured the fort at Louisbourg. In the fall, the British took Fort Duquesne. The British renamed the post Fort Pitt, in William Pitt’s honor. It later became the city of Pittsburgh.

These and other victories led the Iroquois to side with the British. More victories in 1759 set the stage for the British attack on Quebec and the key battle of the war.

Quebec, the capital of New France, was located on a high cliff, overlooking the St. Lawrence River. General Montcalm commanded the French defenders, and General Wolfe led the British attack. At first, the British made little progress. Then, at night, they found an unguarded trail that allowed them to climb the cliffs protecting the city without being discovered. In September 1757, approximately 4,000 British soldiers defeated 4,500 French soldiers on the plains in
The British attack Quebec.

front of the city. More than 2,000 soldiers were killed or wounded in the battle, including both Wolfe and Montcalm.

After losing Quebec, France could no longer defend the rest of its North American territory. Montreal, the other major French city in Canada, fell in 1760. In February 1763, Britain and France signed the Treaty of Paris. France lost almost all of its North American possessions. France ceded, or surrendered, French Canada to Great Britain. Great Britain also gained all other French territory east of the Mississippi, with the exception of New Orleans. Britain also received Spanish Florida. New Orleans, along with all French territory west of the Mississippi, went to Spain.

Native Americans also lost a great deal. Without French help, the Native Americans could not stop British settlers from moving on their lands.

**Checkpoint** What was the outcome of the Battle of Quebec?

**Looking Back and Ahead** The defeat of the French left the British in control of a vast area in North America. However, whatever sense of triumph British leaders felt at the war's outcome was soon replaced by a nagging realization. The victory had substituted one set of problems for another.

The British attack Quebec.
A Burdensome Tax

"We have called this a burdensome tax, because the duties are so numerous and so high, and the embarrassments to business in this infant, sparsely settled country so great, that it would be totally impossible for the people to subsist under it."

—John Adams, speaking against the Stamp Act, 1765

The Colonists Resist Tighter Control

Why It Matters American colonists enjoyed a large degree of self-government. They were proud of their rights and loyal to the British monarch. But the French and Indian War strained this loyalty.

Section Focus Question: How did the French and Indian War draw the colonists closer together but increase friction with Britain?

Conflict With Native Americans

By 1763, Britain controlled almost all of North America east of the Mississippi River. This enormous territory promised endless room for settlement. However, Native Americans living west of the Appalachian Mountains were desperately trying to keep their lands. Fighting between Native Americans and white settlers began as soon as the French and Indian War ended.

Pontiac’s War In the last days of the French and Indian War, the leader of the Ottawa nation, Pontiac, formed an alliance of western Native Americans. In May 1763, Pontiac and his allies attacked British forts and settlements throughout the area. Nearly half a dozen western British forts were destroyed and at least 2,000 backcountry settlers were killed. British settlers reacted with equal viciousness. They killed Native Americans who had not attacked them.

The British finally defeated Pontiac’s forces in early August at a battle near Fort Pitt. Pontiac continued to fight for another year, but by the fall of 1764, the war was over.

The Proclamation of 1763 Britain wanted to avoid further wars with Native Americans on the frontier. Therefore, the British government issued the Proclamation of 1763. It banned
Effects of the French and Indian War

THE FRENCH AND INDIAN WAR

- France loses its North American possessions.
- Britain is left with a large debt.
- Colonists develop a sense of unity.
- Colonists begin settling in the Ohio River valley.
- Native Americans resist colonists settling in the Ohio River valley.

The struggle between France and Great Britain to establish an empire in the Americas ended in 1763. The results brought political, social, and economic change to North America.

(a) Read a Chart Which nation faced huge expenses after the war?
(b) Apply Information How do you think the war impacted relations between Britain and the colonies?

**British Rule Leads to Conflict**

The colonists were proud of their contribution toward winning the French and Indian War. Tens of thousands of men had served as soldiers, and many had died in the war. Massachusetts alone lost more than 1,500 men. The colonists expected Britain to be grateful for their assistance. At most, they expected only a minimum rise in taxes.

Although ties between the colonies had begun to grow before the war, the 13 colonies still were divided in many ways. But the people of those colonies also saw themselves as different from people living in Britain. In 1763, the colonists still considered themselves loyal British subjects. Increasingly, however, they identified more with one another than with Britain.

The British saw things differently. The French and Indian War left Britain deeply in debt. Furthermore, these expenses continued. The British government had to keep troops in North America to make sure France did not try to regain its lost territory and to protect settlers against Native American attacks. British leaders believed the colonists should pay part of the debt.

**The Sugar Act** The British effort to impose new taxes on the colonies began in 1764 when Parliament passed the Sugar Act, which put a duty—or import tax—on several products, including molasses. It also called for harsh punishment of smugglers. Colonial merchants, who sometimes traded in smuggled goods, protested.
The Quartering Act

One year later, Parliament passed the Quartering Act. The purpose of the Quartering Act was to save money. To enforce the Proclamation of 1763, Britain kept about 10,000 soldiers in the colonies. The act required colonists to quarter, or house, British troops and provide them with food and other supplies. The colonists protested angrily. Once again, the colonists complained that Parliament was violating their rights.

Checkpoint Why did the British impose new taxes on the American colonists?

The Stamp Act

An even more unpopular law was the Stamp Act, passed by Parliament in early 1765. The Stamp Act required that all colonists buy special tax stamps for all kinds of products and activities. The stamps had to be placed on newspapers, wills, licenses, insurance policies, land titles, contracts, and other documents.

Protests against the Stamp Act were widespread. Virginia’s House of Burgesses passed several resolutions declaring that it alone had the right to tax the people of Virginia. Patrick Henry, one of the youngest members of that body, made an emotional speech attacking the law. Henry ended his speech with a reference to the murder of Julius Caesar in ancient Rome. When Henry said that some good American would do the same to King George III, cries of treason were hurled against him. Henry replied, “If this be treason, make the most of it.”

Other colonial assemblies followed Virginia’s example. Merchants in New York, Boston, and Philadelphia organized a boycott—an organized campaign to refuse to buy certain products—of British goods. The protests spread to every colony.

In October, delegates from nine colonies met in New York for the Stamp Act Congress. They sent a petition—a written request to a government. Addressed to the king and Parliament, this petition demanded the end of both the Sugar Act and Stamp Act.

The protests worked. In 1766, Parliament repealed the Stamp Act. However, at the same time it passed the Declaratory Act, which said Parliament had total authority over the colonies. That set the stage for further trouble between Britain and her colonies.

Checkpoint Why did colonists object to the Stamp Act?
Protests Spread

British officials sought a means of taxing the colonists in a way that would not anger them. Under the Townshend Acts of 1767, Britain would no longer tax products or activities inside the colonies. It would only tax products brought into the colonies.

**Writs of Assistance** The Townshend Acts set up a system to enforce the new import duties. To help customs officers find illegal goods, they were allowed to use *writs of assistance*—court orders that allowed officials to make searches without saying for what they were searching. Many colonists saw these writs and the searches they allowed as yet another violation of their rights.

Charles Townshend, the official in charge of the British treasury, also wanted to weaken the colonial assemblies. When the New York assembly refused to supply money to house and feed soldiers under the Quartering Act, Parliament suspended the assembly. The colonists again reacted by boycotting British goods.

**The Boston Massacre** Once again, the protests worked. The boycott hurt British merchants and manufacturers, who put pressure on Parliament. On March 5, 1770, Parliament repealed all the Townshend duties—except the one on tea. That tax was left in force to demonstrate Parliament’s right to tax the colonies.
Parliament had not acted in time. On March 5, 1770, in Boston, an angry crowd of workers and sailors surrounded a small group of soldiers. They shouted at the soldiers and threw snowballs and rocks at them. The frightened soldiers fired into the crowd, killing five and wounding six. The first to fall for the cause of American independence was Crispus Attucks, an African American sailor.

Governor Thomas Hutchinson tried to calm things down by having the nine soldiers involved in the shooting arrested and tried for murder. John Adams, a well-known Massachusetts lawyer, defended them. Adams also was a leading defender of colonial rights against recent British policies. Yet, he took the unpopular case because he believed that in a free country every person accused of a crime had the right to a lawyer and a fair trial. Only two soldiers were convicted. Their punishment was having their thumbs branded.

Committees of Correspondence As tensions grew, colonial leaders saw the need to keep in closer contact with people in other colonies. After the Boston Massacre, Samuel Adams, a cousin of John Adams, established what he called a Committee of Correspondence. The aim was to keep colonists informed of British actions. Soon, committees were sprouting in other colonies. The committees wrote letters and pamphlets to spread the alarm whenever Britain tried to enforce unpopular acts of Parliament. In this way, the committees helped unite the colonists against Britain.

Checkpoint How did colonists react to the Townshend Acts?

Looking Back and Ahead When colonists heard that the Townshend Acts had been repealed, they were overjoyed. But the dispute over taxes was not settled. Before long, colonists would face other crises that would lead to armed resistance.
A Well-Regulated Militia

"Resolved unanimously, that a well-regulated militia, composed of... freemen, is the natural strength and only stable security of a free government, and that such a militia will relieve our mother country from any expense in our protection and defense."

—Maryland delegates' resolution, 1774, promoting colonial self-defense

Colonial militiaman

From Protest to Rebellion

Why It Matters After the French and Indian War, friction with Britain increased when Britain imposed new taxes and regulations on the colonists. But the colonists' anger had stopped short of armed resistance to the British.

Section Focus Question: How did British tax policies move the colonists closer to rebellion?

A Dispute Over Tea

During the early 1770s, the protests in the colonies against British policies quieted down. However, that did not mean the colonists were satisfied with the British government. Although most of the Townshend duties had been repealed, the one on tea remained. Many colonists drank tea. With every cup they drank, they were paying a tax that Parliament had placed on them without their consent.

The Tea Act In 1773, the British Parliament passed the Tea Act. It was intended to help the British East India Company, one of Britain's most important companies. For many years, the company had made money growing tea in India and selling it in Britain and in the colonies. However, the colonial boycott of tea seriously hurt the company.

The Tea Act actually lowered the price of tea by allowing the East India Company to ship tea directly to the colonies. Prior to the Tea Act, the tea first had to be shipped to Britain. Frederick North, the prime minister of England, felt the colonists should not object to the Tea Act since the price of tea was lowered. However, some colonists reacted angrily to the part of the act that gave the East India Company...
Company a monopoly on selling British tea in the colonies. A **monopoly** is total control of a market for a certain product.

The monopoly hurt colonial merchants. Many of them sold Dutch tea that was smuggled into the colonies. Now, they would not be able to compete with the lower-priced East India Company tea. Many colonial leaders also argued that even though the price of tea was lowered, colonists still had to pay the tax on tea.

**The Boston Tea Party** A group of colonists called the Sons of Liberty soon organized in port cities to stop the East India Company tea from being unloaded. They threatened ship captains who were bringing in the tea and colonial tea merchants who said they would buy it. No tea was unloaded in New York, Philadelphia, or other ports. However, in Boston, Governor Thomas Hutchinson decided to make sure that the tea would be unloaded. He refused to give the arriving tea ships papers that would allow them to return to England. So, when the first tea ships from Britain arrived, Hutchinson ordered the cargo to be unloaded.

For more than two weeks, feelings were tense in Boston. Finally, on the night of December 16, 1773, a large crowd gathered in the harbor. Suddenly, a large group of men disguised as Native Americans boarded the tea ship. During the next three hours, they threw 342 cases of tea into the harbor. As the crowd cheered and shouted, the raiders destroyed 90,000 pounds of tea worth thousands of dollars.

**Checkpoint** How did Boston colonists show their opposition to the Tea Act?

**The Intolerable Acts**

The Boston Tea Party outraged the British government. King George III called for tough action to make examples of the people of Boston and Massachusetts.

In response to the **incident**, Parliament passed four laws. These laws were so harsh that colonists called them the Intolerable Acts. The first act closed the port of Boston. Two others increased the powers of the royal governor, abolished the upper house of the Massachusetts legislature, and cut the powers of town meetings. Now, anyone accused of murdering a British colonial official could be tried in Britain, rather than in the colonies. Finally, a fourth law strengthened the 1765 Quartering Act.

Parliament also passed the Quebec Act, which set up a government for the territory taken from France in 1763. The Quebec Act claimed land between the Ohio and the Missouri rivers as part of Canada. Quebec’s new boundaries took away the western lands claimed by several colonies and blocked colonists from moving west.
Causes of the Revolution

Roots of the Revolution
Relations between Great Britain and the colonies changed after the French and Indian War. Years of colonial protest against laws passed by Parliament gradually led to open revolt. Critical Thinking: Explain Problems Why did colonists view these laws as attacks on their rights as British citizens?

Outbreak of the Revolution

Vocabulary Builder
react (ree AKT) v. to act in return

Draw Logical Conclusions
What conclusion can you make about how the Congress felt about independence at this time?

Americans in all the colonies reacted by trying to help the people of Boston. Food and other supplies poured into Boston from throughout the colonies. Meanwhile, the Committee of Correspondence organized a meeting to discuss what to do next.

That meeting, known as the First Continental Congress, took place in Philadelphia in September and October 1774. Twelve of the 13 colonies sent delegates. Only Georgia did not send representatives. Among the delegates were John Adams and Samuel Adams from Massachusetts, John Jay of New York, and George Washington and Patrick Henry from Virginia.

The Congress demanded the repeal, or official end, of the Intolerable Acts and declared that the colonies had a right to tax and govern themselves. It also called for the training of militias to stand up to British troops if necessary. The Congress also called for a new boycott of British goods. It then voted to meet again in May 1775 if its demands were not met.

Checkpoint What did the First Continental Congress accomplish?

The Shot Heard Round the World
The British government had no intention of meeting the demands of the First Continental Congress. It chose, instead, to use force to restore its authority. Meanwhile, the colonists began to arm and form new militia units called minutemen—citizen soldiers who could be ready to fight at a minute’s notice.
In April, General Thomas Gage, the new governor of Massachusetts, learned the minutemen were storing arms in Concord, about 20 miles from Boston. On April 18, 1775, he sent 700 troops to seize the arms and capture some important colonial leaders. As the troops set out, a signal sent by the Patriots appeared in the steeple of Boston's Old North Church. Two men, Paul Revere and William Dawes, then rode through the night to warn the minutemen.

Five miles from Concord in the town of Lexington, about 77 minutemen were waiting when the British arrived. The British commander ordered the minutemen to go home. They refused. Suddenly, a shot rang out. Nobody knows who fired it, but it turned out to be the first shot of the American Revolution—"the shot heard round the world." The British then opened fire, killing eight Americans.

A larger battle took place in nearby Concord. This time, 400 minutemen fought the British, killing three of them. As the British retreated toward Boston, about 4,000 Americans fired at them from behind trees and fences. By the time the British reached Boston, almost 300 of them had been killed or wounded.

**Checkpoint** What led to the conflict at Lexington and Concord?

**Looking Back and Ahead** News of the battles at Lexington and Concord traveled fast through the colonies. Many colonists saw their hopes of reaching an agreement with Britain fade. For many, the battles were proof that only war would decide the future of the 13 colonies.

**Comprehension and Critical Thinking**

1. **Recall** Why did Britain pass the Tea Act?
2. **Summarize** What were the Intolerable Acts?
3. **Describe** How did the American Revolution begin?
4. **Draw Logical Conclusions**
   Based on the battles of Lexington and Concord, what can you conclude about the colonists' advantage in fighting?

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7. The First Continental Congress provided for the training of ____ that could fight the British troops.

**Writing**
8. One of the decisions of the First Continental Congress was to boycott British goods. In a paragraph, identify the problem that Congress was trying to solve by boycotting British goods. Did the boycott solve the problem? Explain.
A Spirit of Protest

From the Stamp Act to the Boston Tea Party to the outbreak of fighting at Lexington and Concord, a spirit of protest steadily grew in the colonies. This defiant mood expressed itself in many ways.

A Warning of Danger

Benjamin Franklin was the first to use a serpent as a symbol of the colonies. (See Section 1.) By 1775, the serpent had become a rattlesnake, which stood for the idea that the colonists would fight back against tyranny.

Boycotting British Goods

Women took a leading role in refusing to buy British goods. In October 1774, a group of women in Edenton, North Carolina, signed a pledge. They promised "not to conform to the Pernicious Custom of Drinking Tea." Above, the women of Edenton pour away tea.

The Pen as a Weapon

Mercy Otis Warren of Boston wrote plays that made fun of the British. The plays were not acted in theaters but were circulated privately. In The Blockheads, Warren shows how the Patriots made fools of the British troops after Lexington and Concord. One British soldier says:

"Ha, ha, ha,—yankee doodle forever. . . . We were sent here to ransack the country and hang up a parcel of leading fellows for the crows to pick, and awe all others into peace and submission—instead of this, in our first attempt, we were drove thro' the country, like a pack of jackasses."

—Mercy Otis Warren, The Blockheads
Violent Protests

The spirit of protest sometimes took a violent turn. The British cartoon below shows a tax official in Boston being tarred and feathered by members of the Sons of Liberty. Hot tar was poured over the body of the victim, who was then covered with chicken feathers. Tarring and feathering was not fatal, but it was painful and humiliating. In the background, colonists pour tea into Boston Harbor.

In addition to being tarred and feathered, the unfortunate tax collector has tea poured down his throat.

The first Liberty Tree was an elm in Boston, where dummies representing tax collectors were hanged. Patriots in many colonies raised Liberty Trees or Liberty Poles as symbols of protest.

Choose a person pictured on these pages. As that person, write a letter to a friend describing how you feel about the new mood of protest in the colonies.
The War Begins

Why It Matters After the battles at Lexington and Concord, many colonists hoped that the British would give in quickly to the colonists' demands. The British did not. Instead, a long and difficult struggle lay ahead.

Section Focus Question: How did the American Revolution begin?

The Second Continental Congress

Even after the battles of Lexington and Concord, most colonists still did not favor independence. At the same time, many of them were ready to use force, if necessary, to defend their rights against the British.

As the crisis with Britain deepened, the Second Continental Congress came together in Philadelphia in May 1775. The delegates included Thomas Jefferson, a young lawyer from Virginia; Boston merchant John Hancock; and Benjamin Franklin of Philadelphia.

The Congress, at first, was divided about what to do. A group of delegates from New England wanted to declare independence. A more moderate group from the Middle Colonies favored less drastic action. However, nearly all delegates felt they needed to prepare for war. The first step was to form an army.

The Congress chose George Washington as the commander of the newly formed Continental army. He had military experience and was well respected.

The Congress also took steps to pay for its army by printing paper money. The Second Continental Congress was starting to act like a government.
**Patriots Against Loyalists** By 1775, a split was developing in the colonies. Colonists who favored independence took the name Patriots. Those who remained loyal to Britain and the king called themselves Loyalists. Most colonists were Patriots. However, as many as one third of the colonists may have had Loyalist sympathies. Others were neutral, supporting neither side.

The Loyalists came from every colony and all sections of the population. Everywhere, however, they were a minority. During 1774 and 1775, the Patriots took control of local governments.

The Loyalists included some people from the wealthiest families in the colonies. Many leading merchants and large landowners were Loyalists. They feared a rebellion would lead to a change in government and that they would lose their property. Government officials who owed their jobs and place in society to the British Crown often were Loyalists.

At the same time, many enslaved African Americans sided with the British, hoping to win their freedom. So did most Native Americans, who feared they would lose their lands if the colonists won independence.

During the Revolution, thousands of Loyalists fought on the British side. During and after the Revolutionary War, about 100,000 Loyalists left the country forever. Many settled in Canada.

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**Lord Dunmore's Declaration**

Lord Dunmore sent this declaration to the rebel Patriots in Virginia:

""I do require every person capable of bearing arms to resort to His Majesty's standard, or be looked upon as traitors to His Majesty's Crown and government, and [be subject to] penalty... such as [loss] of life, confiscation of lands, etc. And I do hereby further declare all indentured servants, negroes, or others [in service to rebels] free that are able and willing to bear arms, they joining His Majesty's troops as soon as may be..."

—from Proclamation of Lord Dunmore, November 1775

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**Reading Primary Sources Skills Activity**

In 1775, Patriots had taken over Virginia. In desperation, Lord Dunmore, the Loyalist governor, issued a declaration against the rebel Patriots.

(a) **Apply Information** How does Lord Dunmore encourage indentured servants and black slaves to join the British army?

(b) **Evaluate Arguments** How could American Patriots accuse Lord Dunmore of being unfair?
Petitioning the King  Even months after Lexington and Concord, many delegates at the Second Continental Congress hoped that peace could be restored between Britain and its American colonies. Two resolutions passed in July showed the uncertainty of Congress. The first resolution was called the Olive Branch Petition and was sent to King George. The petition stated that the colonists were loyal to the king. It asked George to stop the fighting so all disputes between the colonists and Britain could be solved peacefully. The petition got its name from the olive branch, a symbol of peace since ancient times.

The next day, the Congress passed a tougher statement called the Declaration of the Causes and Necessities of Taking Up Arms. Written in part by Thomas Jefferson, the document stated that the colonists were ready “to die freemen rather than to live as slaves.”

The effort to make peace failed. King George did not bother to answer the Olive Branch Petition. Instead, he declared the colonies were “in open ... rebellion.” Parliament, meanwhile, voted to send 20,000 soldiers to the colonies to end the revolt.

An Important American Victory  On May 10, 1775, the same day the Second Continental Congress began meeting, an important battle took place in northern New York. A daring band of colonists made a surprise attack on Fort Ticonderoga (ti kahn duh ROH guh).

The fort stood at the southern end of Lake Champlain and protected the water route to Canada. Leading the force was Ethan Allen, a blacksmith. Most of his followers came from the nearby Green Mountains of today’s Vermont. Because of that, they were known as the Green Mountain Boys.

Allen’s force of 83 men reached the fort by crossing the lake at night and surprising the British in the early morning. Only 42 British troops guarded the fort, and they surrendered almost immediately.

Fort Ticonderoga was important for two reasons. It controlled the main route between Canada and the Hudson River valley. It also held valuable weapons, especially cannons. The Americans needed the cannons to match the powerful British weapons. When the Green Mountain Boys took the fort, they seized several dozen cannons. Later, those cannons were moved to Boston, where George Washington used them to drive the British from the city.

Checkpoint  How did the divided loyalties of the colonists affect the Second Continental Congress?

Early Battles  By June 1775, the British had 6,500 troops in Boston. The Americans had about 10,000 surrounding the city. About 1,600 of those troops occupied Breed’s Hill overlooking the city. From this position, they could fire on British ships in Boston Harbor. Nearby was Bunker Hill, also controlled by the Americans.
Battle of Bunker Hill  The Americans surrounding Boston were farmers and workers, not trained soldiers. Nobody knew if they would stand and fight against tough British troops.

British General William Howe decided to attack straight up Breed’s Hill. The American commander, Israel Putnam, knew his soldiers did not have much ammunition. The Americans waited until the British were only about 150 feet away. When they opened fire, hundreds of British soldiers fell dead and wounded.

The first British attack failed. So did the second. The third attack succeeded, only because the Americans ran out of ammunition and had to retreat. The British won the battle but at a terrible cost. More than 1,000 were killed or wounded. American losses were about 400 killed or wounded. The Americans had proved they could fight and stand up to professional British soldiers.

The fighting, called the Battle of Bunker Hill, did not solve Britain’s problem. Boston still was surrounded by American forces. In July 1775, George Washington arrived and took charge of the army.

Washington knew he had to build a regular army. Washington also needed powerful weapons to drive the British from Boston. He had the British cannons, which had been seized at Fort Ticonderoga, dragged on sleds across mountains and forests to Boston. That difficult 300-mile journey took three months.

In March, Washington placed the cannons on high ground overlooking Boston. The British could no longer defend the city. On March 17, 1776, they withdrew from Boston by sea and never returned.
On June 16, 1775, the colonists occupied Bunker Hill and Breed's Hill, two high points near Charles Town, which was across the harbor from Boston. The battle that took place there the following morning fueled the colonists' determination to fight. After this battle, it is said that "a frenzy of revenge" gripped the colonists. Critical Thinking: Understand Sequence Based on the information on this page and on your reading, describe the sequence of events before, during, and after the battle.

The Battle Begins
On the morning of June 17, British soldiers took position around the base of Breed's Hill. As shown in this painting, the British soldiers, wearing red coats, marched straight up the hill through tall grass and over fences.

The Attack
This painting shows the attack on Bunker Hill and the burning of Charles Town.

William Howe
British general at Bunker Hill

Israel Putnam
American general at Bunker Hill
Although the Americans won in Boston, Washington knew that the war was far from over. Britain still held most of the advantages. They had the most powerful navy in the world. They used it to transport troops and supplies and to blockade American ports. A **blockade** is the shutting off of a port by ships to keep people or supplies from moving in or out. The British also strengthened their army by hiring **mercenaries**—soldiers who serve another country for money.

**Invading Canada** While Washington was training one army outside Boston, two other American armies were moving north into Canada. One, led by Richard Montgomery, left from Fort Ticonderoga. The other, led by Benedict Arnold, moved north through Maine.

Arnold had a terrible journey through the Maine woods in winter. His troops were forced to boil candles, bark, and shoe leather for food. In late December 1775, the Americans attacked Quebec during a severe snowstorm. The attack was turned back. Montgomery was killed, and Arnold was wounded. The Americans stayed outside Quebec until May 1776, when the British landed new forces in Canada. Weakened by disease and hunger, the Americans withdrew, leaving Canada to the British.

**Checkpoint** What did the Battle of Bunker Hill show about the American and British forces?

**Looking Back and Ahead** After Bunker Hill, King George III was confident that he could soon restore order in the colonies. Meanwhile, colonists wondered what chance they had of defeating a well-armed, powerful nation such as Britain.

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**Comprehension and Critical Thinking**

1. **(a) Recall** What were the major achievements of the Second Continental Congress?
   **(b) Apply Information** How did the Second Continental Congress influence the conflict between the colonists and Britain?

2. **(a) Recall** What did the Patriots want?
   **(b) Apply Information** Why do you think Loyalists were described as “having their heads in England . . . but their bodies in America”?

**Reading Skill**

3. **Identify Supporting Evidence** Give evidence to support the conclusion that the war's momentum shifted after the Battle of Bunker Hill.

**Key Terms**

- Countries set up **blockades** to help strengthen trade relations.
- Most **mercenaries** are hired to fight for their own countries.

**Writing**

6. In a few sentences, describe how a Loyalist might have reacted to the Olive Branch Petition and to the Declaration of the Causes and Necessities of Taking Up Arms as possible solutions to the feud between Britain and the colonies. Then, write a brief response reflecting how a Patriot might have reacted to these documents as a solution to the feud.
You can increase your understanding of history by asking questions about what you see and read. Formulating, or asking, questions helps you become a more effective learner. The better your questions, the more you will learn.

Patrick Henry presented his views in this excerpt from a speech to the convention that gathered after the Virginia Assembly was suspended.

"Sir, we have done everything to avert the storm which is now coming on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded. . . .

There is no longer any room for hope. If we wish to be free; if we mean to preserve inviolate those inestimable privileges for which we have been so long contending; . . . we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of hosts is all that is left us!

—I know not what course others may take; but as for me,—give me liberty, or give me death!"

—Patrick Henry, March 23, 1775

Learn the Skill
Use these steps to formulate questions.

1. Examine the material. Ask basic questions to summarize what you are reading. Formulate questions that begin with who, what, when, where, and how much.

2. Think of analytical questions. These are questions that reflect a thoughtful approach to the information. They might begin with how or why.

3. Ask questions that evaluate. These call for judgments and opinions based on evidence.

4. Formulate hypothetical questions. Hypothetical questions involve the word if. They suggest possible outcomes: if this happens, would such and such occur?

Practice the Skill
Answer the following questions about the primary source.

1. Examine the material. What is Patrick Henry's view of the American Revolution?

2. Think of analytical questions. (a) How would you describe the tone or feeling? (b) Formulate an analytical question.

3. Ask questions that evaluate. (a) Why is this primary source persuasive? Explain. (b) Formulate a question to evaluate the source.

4. Formulate hypothetical questions. If the British had won the Revolution, what do you think would have happened to Patrick Henry and those who supported his views?

Apply the Skill
See the Review and Assessment at the end of this chapter.
Section 1
Trouble on the Frontier
- British settlers moved into lands claimed by the French in the Ohio River valley.
- After early British defeats at Fort Duquesne, Fort Niagara, and Lake George, France was defeated.
- Under the 1763 Treaty of Paris, Britain and Spain took control of almost all of France’s North American possessions.

Section 2
The Colonists Resist Tighter Control
- To avoid conflict with Native Americans, Britain issued the Proclamation of 1763.
- After the end of the war, Britain strengthened its control over the American colonies by imposing a series of new taxes.
- Colonists protested Britain’s actions by boycotting British goods.

Section 3
From Protest to Rebellion
- After Parliament passed the Tea Act, American colonists dumped cases of British tea into Boston Harbor.
- The Intolerable Acts further tightened Britain’s control over the American colonies.
- The first major conflict between American colonists and British soldiers took place at Lexington and Concord on April 18, 1775.

Section 4
The War Begins
- The Second Continental Congress met in Philadelphia in May 1775 to deal with the deepening crisis with Great Britain.
- The British surrendered Fort Ticonderoga to a small American force led by Ethan Allen.
- When the Olive Branch Petition failed, the Continental Congress approved a more militant statement of purpose.
- Although the Patriots lost the Battle of Bunker Hill, George Washington finally drove the British from Boston.

Oklahoma and the French and Indian War
Oklahoma was far from the fighting in the French and Indian War. Yet Oklahoma played a role in the war, and the war’s outcome changed Oklahoma history.

When the war began in 1753, Oklahoma was part of Louisiana, a vast territory that France claimed west of the Mississippi River. Although the Spanish had accepted French rule in Oklahoma by 1753, they never lost interest in the region.

While the French were busy fighting the British in the east, the Spanish tried to weaken the French in Oklahoma by defeating their Native American allies. In 1759, in revenge for a raid that Native Americans had made on a Spanish mission in Texas, a Spanish force attacked two Wichita villages on the Red River in what is now Jefferson County. The Spanish were defeated at the Battle of the Twin Villages.

Three years later, Spain became France’s ally against the British. When the French were defeated, the Spanish had to turn Florida over to Britain. They demanded that France give them Louisiana to make up for the loss. So in 1763, Oklahoma and the rest of Louisiana became part of the Spanish Empire.

Use online and other resources to research and write a report on the Battle of the Twin Villages.
Key Terms
Answer the following questions in complete sentences that show your understanding of the key terms.

1. Why did the British want to form an alliance with the Iroquois during the French and Indian War?
2. How did the role of the militia change after the battles of Lexington and Concord?
3. What did Britain hope to achieve by a blockade of American ports?
4. How did the English king react to the colonists’ petition about the Sugar and Stamp Acts?

Comprehension and Critical Thinking

5. (a) Identify What were three results of the French and Indian War?
   (b) Make Predictions What would have happened if the French had won the French and Indian War?
6. (a) Recall What was Pontiac’s War?
   (b) Draw Conclusions What happened to the relationship between Native Americans and colonists after the French and Indian War? Explain your answer.
7. (a) Recall What did the First Continental Congress do?
   (b) Recall What did the Second Continental Congress do?
   (c) Compare and Contrast Compare and contrast the achievements of the First and Second Continental Congress.
8. (a) Recall What were the terms of the Olive Branch Petition?
   (b) Identify What was the Declaration of the Causes and Necessities of Taking Up Arms?
   (c) Apply Information Given the terms of each document, why might British leaders have felt the colonists were sending mixed messages about independence?
9. (a) Describe How did colonists react to the Battle of Bunker Hill?
   (b) Make Predictions How do you think this reaction would help colonial forces during the war?

History Reading Skill

10. Make Inferences and Draw Conclusions Draw a conclusion about George Washington as a military leader. Use evidence from throughout this chapter to support your conclusion.

Writing

11. Write two paragraphs on the following topic: How did the French and Indian War affect the relationship between the 13 colonies and Britain?
Your paragraphs should:
   • include a thesis statement that expresses your main idea;
   • develop that main idea with facts, examples, and other information;
   • conclude by describing the lasting impact of what happened.

12. Write a Narrative:
Since 1766, you have been a colonial merchant living in Boston. Write a letter to a friend explaining why you feel it is important to serve on the correspondence committee in your town.

Skills for Life

Formulate Questions
Use the quotation below to answer the questions.

“As to government matters, it is not in the power of Britain to do this continent justice; the business of it will soon be too weighty and intricate to be managed with any tolerable degree of convenience, by a power so distant from us, and so very ignorant of us; for if they cannot conquer us, they cannot govern us. . . . Freedom has been hunted round the globe. . . . O receive the fugitive, and prepare in time an asylum for mankind.”
—Thomas Paine, Common Sense, January 1776

13. How does Thomas Paine feel about the American Revolution?

14. (a) Why does Thomas Paine compare “freedom” to a “fugitive”?
   (b) How would this comparison affect his readers?
Part I: Analyze Documents

Directions: Analyze the documents and answer the question that follows each document. Your answers to the questions will help you write the essay on page 165B.

Document A

1. What caused the expansion of British territory shown by this map of North America in 1763?
   A Britain's victory in the French and Indian War
   B Peace treaties made with Native Americans
   C The colonists' seizure of Native American lands
   D The Proclamation of 1763

Document B

In 1765, the Stamp Act Congress sent these resolutions to Parliament and the king.

The members of this Congress... make the following declarations...

That His Majesty's... subjects in these colonies, are entitled to all the... rights and liberties of his natural born subjects [in] Great Britain.

That it is... the undoubted right of Englishmen, that no taxes be imposed on them, but with their own consent, given personally, or by their representatives.

That the people of these colonies are not, and from their [location] cannot be, represented in the House of Commons in Great Britain.

That the only representatives of the people of these colonies, are persons chosen... by themselves, and that

2. The ideas stated in this document are best expressed by which famous saying from this period in American history?
   A "Give me liberty or give me death."
   B "No taxation without representation."
   C "Government by consent of the governed."
   D "I have not yet begun to fight."

Document C

In this passage, a member of Parliament defends its right to tax the colonies.

Every Englishman [in England] is taxed, and not one in twenty [choose] representatives;... many of our towns send no members to Parliament... Yet are they not Englishmen? Are they not taxed?...

Every Englishman, whether he has a right to vote for a representative or not, is still represented in the British Parliament,... Why does not this... representation extend to America, as well as over the whole island of Great-Britain? If it can travel three hundred miles, why not three thousand?... Are [the colonists] not like [other] British subjects? Are they not Englishmen? Or are they only Englishmen when they [ask for] for protection, but not Englishmen when taxes are required to enable [Britain] to protect them?

3. What point is the writer making in this passage?
   A America is too far from Britain to have representatives in Parliament.
   B The colonists are properly represented in their elected colonial assemblies.
   C All Englishmen have the right to elect the members of Parliament.
   D Parliament represents all Englishmen, no matter where they live.
Document D

Some colonists sided with Britain in the dispute over Parliament's right to tax them. In this passage, one such colonist states what he thinks is the proper relationship between a nation and its colonies.

When a nation takes possession of a distant country, and settles there, that country though separated from the mother country, naturally becomes a part of the state. Two supreme authorities cannot exist. If we are a part of the British empire, we must be subject to the supreme power of the state, which is vested in the Parliament. Although each of the colonies have legislative and executive powers of their own, these must necessarily be subject to the checks and regulation of the supreme authority of the state.

4. Which main point is the writer making in Document D?
A Any government that is elected by the people should be supreme.
B Colonies must try to gain independence from their mother country.
C A colonizing nation should have final authority over its colonies.
D Countries should not have colonies in lands that are far from the mother country.

Document E

Daniel Dulany was a Maryland lawyer. His analysis of the dispute with Britain over taxes was viewed by some colonial leaders as the best explanation of the issue.

The [inferior position] of the colonies, and the authority of Parliament to preserve it, have been fully acknowledged. Not only the welfare, but perhaps the existence of the mother country may depend upon her trade with the colonies. If this should be neglected, there would soon be an end to that commerce [from which] her greatest wealth is derived. From these considerations, the right of the British Parliament to regulate the trade of the colonies, may be concluded. It is a common method to regulate trade by duties on imports and exports. What regulations are the most proper, are to be of course determined by Parliament; and if revenue should be produced by such regulations; these are justifiable.

5. Which statement best describes the point of view expressed in this document?
A Only the colonies' elected legislatures have the right to tax them.
B Parliament has the right to tax the colonies in order to regulate trade.
C Parliament has the right to raise money in the colonies by taxing them.
D No taxes on the colonies that are passed by Parliament can be justified.

Document F

This political cartoon about the dispute between Great Britain and the colonies appeared in the British press.

6. This cartoon led the American colonists to believe that
A The Patriots were throwing rocks at the British.
B The massacre was an unfortunate accident.
C Crispus Attucks was the first to die.
D The British deliberately killed innocent, unarmed civilians.
Part II: Document-Based Writing

Directions: Using information from the documents provided and your knowledge of United States history, write a well-organized essay that includes an introduction, several paragraphs, and a conclusion.

Historical Context

The years between 1763 and 1775 were a time of growing tensions between Britain and the colonies. Britain stationed troops in the colonies and placed taxes on the colonies. The colonists' growing resistance to these changes and Britain's response to that resistance resulted in the outbreak of an armed rebellion in 1775.

Writing Task

Using information from the documents and your knowledge of United States history, write an essay in which you:

Explain whether the British parliament or the colonial protesters were more justified in their actions during the 1760s and 1770s.

In your essay, be sure to—

- Introduce the topic in a way that is interesting and appropriate for the task and audience.
- Organize ideas and relevant information from the documents and chapter to show how they relate to each other and the topic.
- Develop your essay using relevant facts, details, quotations, and information from the documents and the chapter to support the topic.
- Use appropriate transitions and sentence structures to help connect and clarify your ideas and relate them to your main topic.
- Use appropriate language and historical terms to explain information.
- Write in a formal style throughout your essay.
- Conclude with a statement that supports the ideas in your essay.
- Paraphrase from sources and use direct quotations.
- Follow your teacher's instructions to cite sources carefully and avoid plagiarism.