

The Spirit of Independence

Lesson 1 No Taxation Without Representation

ESSENTIAL QUESTION

Why does conflict develop?

GUIDING QUESTIONS

1. *Why did the British government establish new policies?*
2. *How did the American colonists react to British policies?*

Terms to Know

revenue money raised from taxes or other sources

writ of assistance legal paper that allows officers to enter a place to search for smuggled goods

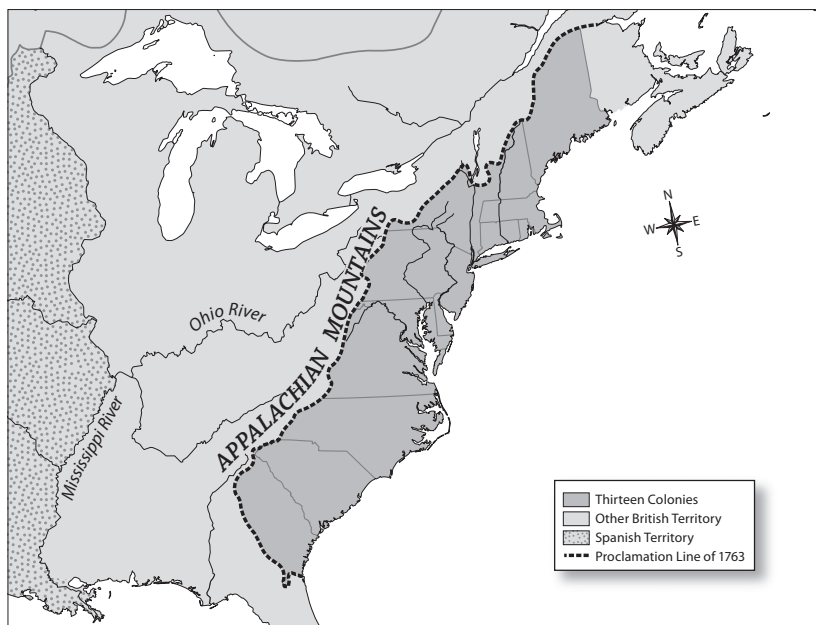
resolution a group's official expression of opinion

effigy a doll-like figure that is meant to stand for an unpopular individual

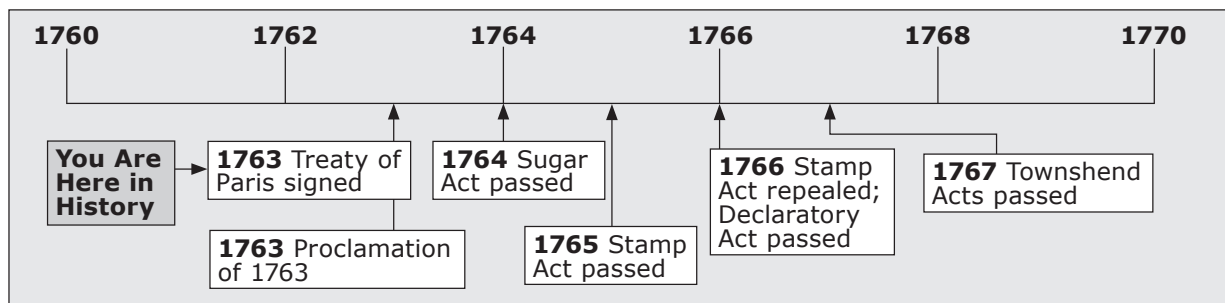
boycott protest by refusing to buy items

repeal cancel

Where in the world?



When did it happen?



The Spirit of Independence

Lesson 1 No Taxation Without Representation, *Continued*

Dealing With Great Britain

The French and Indian War was over. Now, the British controlled a lot of land in North America. They had to protect this land. To pay the costs of protecting the land, King George III made the Proclamation of 1763. A proclamation is an important announcement. These are the rules of the Proclamation of 1763.

- Colonists could not live on Native American lands that were west of the Appalachian Mountains. This would keep peace between settlers and Native Americans.
- This also made the colonists live close to the coast. It was easier for the British to control them that way. It also allowed Britain to control the trade of animal furs.
- King George sent 10,000 soldiers to the colonies. Their job was to make sure people obeyed the Proclamation of 1763. They also were there to keep peace with the Native Americans.

The British government needed **revenue**, or money, to give the soldiers food and supplies. Britain also had to pay back money it had borrowed to pay for the French and Indian War.

King George and Parliament thought the colonists should help to pay for these things. So, Britain made new taxes for the colonies. They made sure that colonists followed old tax laws, too.

Colonists did not want to pay taxes to Britain. One way to keep from paying taxes was to smuggle goods. Smuggling means bringing or taking goods in secret. When colonists smuggled goods, Britain did not get as much money from taxes.

In 1763, George Grenville was the prime minister of Britain. He wanted to stop the smuggling. Parliament passed a new law. The law said if a smuggler was caught, judges chosen by King George would hear the case. Grenville knew that American courts usually did not find smugglers guilty.

There was another way to stop the smuggling. Parliament passed a law allowing **writs of assistance**. These were papers that gave officers the right to search for smuggled goods. They could search in shops, in warehouses, and in people's homes.



Listing

1. State three reasons that Britain issued the Proclamation of 1763.



Explaining

2. Why did Britain place new taxes on the colonists?



Making Inferences

3. Why did Parliament approve writs of assistance?

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Lesson 1 No Taxation Without Representation, *Continued*



Reading Check

4. Why did Parliament pass the Sugar Act?



Making Generalizations

5. Why didn't the colonists like the laws Parliament passed?

In 1764, Parliament passed a law called the Sugar Act. This law lowered the tax on molasses, a kind of sweetener. The British government hoped that colonists would pay a lower tax instead of smuggling. The law also allowed officers to take smuggled goods without getting permission.

Colonists were angry about the Sugar Act. They knew that they were British citizens. They knew that British citizens had certain rights:

- They had the right to a jury trial.
- According to law, they were innocent until proven guilty.
- They had the right to feel safe in their homes without soldiers coming in to search for smuggled goods.

New Taxes on the Colonies

In 1765 Parliament passed the Stamp Act. This law taxed printed items, such as newspapers. Colonists did not like the Stamp Act at all.

In Virginia, a representative named Patrick Henry did not like the law. He convinced the House of Burgesses to act against the law. They passed a **resolution** against the Stamp Act. A resolution is an official statement.

The resolution said that only the Virginia assembly had the power to tax Virginia citizens.

In Boston, Samuel Adams worked against the Stamp Act. He helped to start a protest group called the Sons of Liberty. The Sons of Liberty burned **effigies** (EH•fuh•jeez), or large, stuffed dolls. The dolls were made to look like tax collectors.

In October 1765, delegates from nine colonies met in New York. The meeting was called the Stamp Act Congress. The delegates wrote a resolution. They sent it to the British Parliament and to King George. Colonial businessmen decided to **boycott**, or refuse to buy, British goods. Many businessmen promised not to buy or use goods that came from Britain.

People followed the boycott. Not enough people were buying British goods. As a result, British merchants lost a lot of money. British merchants asked Parliament to **repeal**, or cancel, the Stamp Act.

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Lesson 1 No Taxation Without Representation, *Continued*

In 1766, Parliament canceled the law. It passed another law instead. This law was the Declaratory Act. It said that Parliament had the right to tax the colonists.

In 1767 Parliament passed the Townshend Acts. The Townshend Acts taxed goods that were imported, or brought into, the colonies. By now, any British taxes made colonists angry. Groups of women protested. They told colonists to make cloth at home and wear it. This way, they would not have to buy cloth from Britain. Some of these groups called themselves the Daughters of Liberty.

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Check for Understanding

List two laws that taxed colonists.

Name three ways that colonists protested the tax laws passed by Parliament.



Mark the Text

6. Circle the words that explain what the Daughters of Liberty encouraged people to do to protest the taxes.



Reading Check

7. How did the Townshend Acts differ from the Stamp Act?



8. Use a three-tab Foldable and place it along the dotted line to cover Check for Understanding. Write the title *Taxes* on the anchor tab. Label the tabs *Sugar Act*, *Stamp Act*, and *Townshend Acts*. Use both sides of the tabs to list facts you remember about taxes placed on the colonists. Use the Foldable to help answer Check for Understanding.

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Lesson 2 Uniting the Colonists

ESSENTIAL QUESTION

Why does conflict develop?

GUIDING QUESTIONS

1. *How did the American colonists react to the Boston Massacre?*
2. *How did the British government react to the actions of the colonists?*

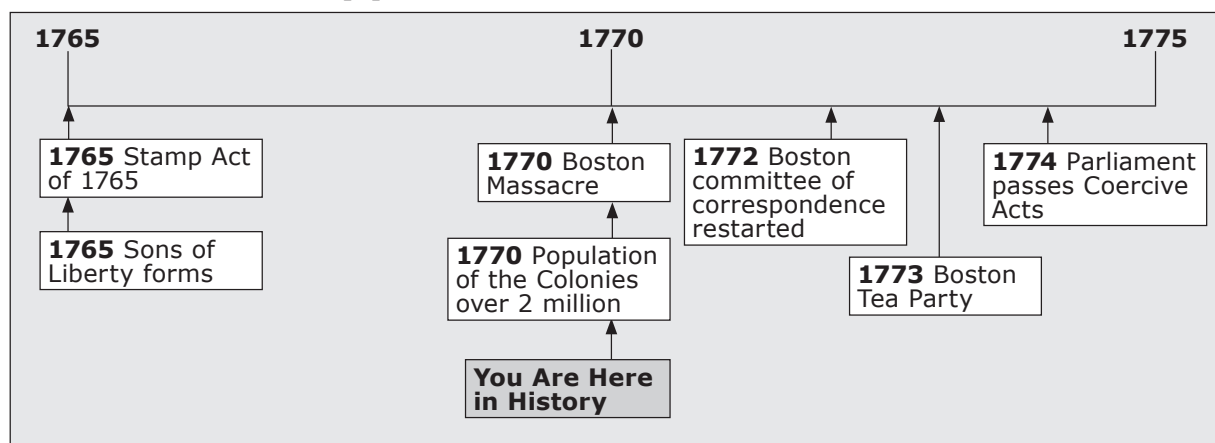
Terms to Know

rebellion open defiance of authority

propaganda ideas or information spread to harm or help a cause

committee of correspondence an organization that spread political ideas and information through the colonies

When did it happen?



What do you know?

In the first column, answer the questions based on what you know before you study. After this lesson, complete the last column.

Now...		Later...
	Who was Crispus Attucks?	
	How did the colonists use propaganda?	

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Lesson 2 Uniting the Colonists, *Continued*

Trouble in Massachusetts

Colonists kept on protesting. This made British officials nervous. In 1768 they sent a message to Britain. The message said the colonies were close to **rebellion**. Rebellion means to reject the rules and authority of Britain.

Parliament sent soldiers, called "redcoats," to the city of Boston, Massachusetts. These redcoats set up camp in the center of Boston.

Now, the colonists decided the British had gone too far. Besides, British soldiers were rude to the people of Boston. The soldiers were mostly poor people. Sometimes they stole from the colonists. Sometimes the soldiers got into fights with them.

On March 5, 1770, a fight broke out between a group of soldiers and citizens of Boston. Here is what happened.

March 5, 1770–The "Boston Massacre"

A fight broke out.



British officers tried to calm people down.



Colonists threw sticks and stones at British soldiers.



The soldiers became afraid. They fired their guns into the crowd.



Five colonists were killed.

One of the colonists was Crispus Attucks. He was a worker on the docks. He was part African and part Native American.

The colonists called the event the "Boston Massacre." A massacre is when a large number of people are killed. Colonists used the killings as **propaganda**. Propaganda is using information to make people think or feel a certain way. Samuel Adams put up posters to make people angry at the British. The posters showed soldiers killing the citizens of Boston.

Many colonists called for stronger boycotts. Parliament repealed, or took away, most of the Townshend Acts, but they kept the tax on tea. As a result, colonists ended most of their boycotts. They still kept the boycott on tea.



Mark the Text

1. Locate and underline the definition of *rebellion*.



Defining

2. What is propaganda?



Explaining

3. Why did the people of Boston dislike the British soldiers?



Reading Check

4. What changed after the Boston Massacre?

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Lesson 2 Uniting the Colonists, *Continued*

Understanding Cause and Effect

5. Why did Parliament pass the Tea Act?

6. Why did Parliament pass the Coercive Acts?

In 1772 Samuel Adams restarted a group called the **committee of correspondence**. The group wrote their complaints about Britain and the British. They sent these writings around to many places. More committees of correspondence started in other colonies. These groups brought protesters together and made them stronger against the British.

Crisis in Boston

There was a British company called the British East India Company. It was not doing well. The reason was that colonists were not importing their tea. They were nearly out of business.

Parliament passed a law to help save the company. The law was the Tea Act. The Tea Act gave the company almost total control of the tea market in the colonies. The Tea Act also took away some, but not all, of the taxes on tea. Colonists did not want to pay any taxes on tea. They also did not want Parliament telling them what tea to buy.

Colonists called for a new boycott. They decided to stop ships from the British East India Company from unloading their tea. The Daughters of Liberty put out a booklet. It said that rather than part with freedom, "We'll part with our tea."

Still, the British East India Company kept on shipping tea to the colonies. Colonists in New York and Philadelphia made the ships turn back.

In 1773, three tea ships arrived in Boston Harbor. The royal governor ordered the ships to be unloaded. On the night of December 16, 1773, the Sons of Liberty in Boston took action. They dressed up as Native Americans and boarded the ships. They threw 342 large boxes of tea overboard. This event became known as the "Boston Tea Party." King George III heard about the Boston Tea Party. He saw that Britain was losing control of the colonies.

In 1774, Britain passed the Coercive (co • UHR • sihv) Acts. *Coercive* means "for the purpose of forcing someone." These laws were passed to punish the colonies. One of the laws forced colonists to let British soldiers live among them.

Massachusetts was punished the hardest. There could be no more town meetings there. Boston Harbor was closed until colonists paid for the tea they had thrown overboard.

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Lesson 2 Uniting the Colonists, *Continued*

With the harbor closed, no other food or supplies could get into Boston. The Coercive Acts united the colonists. They sent food and clothing to Boston.

Parliament then passed the Quebec Act. This law created a government for Canada. Canada's border was the Ohio River, much further south than present-day Canada.

Colonists said all these laws violated their rights as English citizens. Colonists called these laws the Intolerable Acts. *Intolerable* means "unbearable."

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Check for Understanding

What kinds of propaganda were used in reporting about the "Boston Massacre"?

How are the Boston Tea Party and the Intolerable Acts connected?



Reading Check

- 7.** List the effects of the Coercive Acts on the citizens of Boston.



8. Use a one-tab Foldable and place it along the dotted line to cover Check for Understanding. Write the title *Memory Map* on the anchor tab. Write *Colonists React* in the middle of the Foldable tab and draw arrows from the title. Write terms you remember that explain the actions of the colonists. Define the terms on the back of the tab. Use the Foldable to help answer Check for Understanding.

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Lesson 3 A Call to Arms

ESSENTIAL QUESTION

What motivates people to act?

GUIDING QUESTIONS

1. *What role did key individuals play in the movement toward independence?*
2. *Why were the battles at Lexington and Concord important?*
3. *What were the beliefs of the Loyalists and Patriots?*

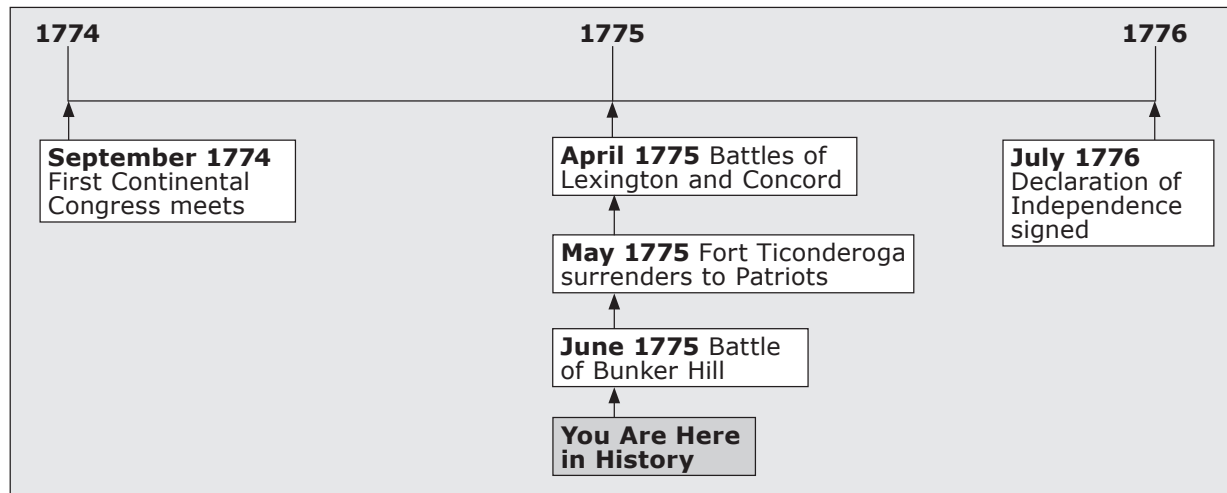
Terms to Know

minutemen people who could be ready to fight as soldiers with one minute's notice

Loyalists American colonists who remained loyal to Britain and were against the war for independence

Patriots American colonists who wanted American independence

When did it happen?



What do you know?

In the first column, answer the questions based on what you know before you study. After this lesson, complete the last column.

Now...		Later...
	Who was Thomas Gage?	
	Where is Breed's Hill? What happened there?	

The Spirit of Independence

Lesson 3 A Call to Arms, *Continued*

A Meeting in Philadelphia

Fifty-five delegates met in Philadelphia. They came from every colony except Georgia. They met to discuss how the colonies could challenge British control. The meeting was called the Continental Congress. John Adams, Samuel Adams, and Patrick Henry were delegates. John Jay, Richard Henry Lee, and George Washington were also delegates.

The delegates to the Continental Congress:

- **issued** a statement asking Parliament to repeal several laws that violated colonists' rights.
- **voted** to boycott trade with Britain. This included all goods coming into and going out of the colonies.
- **decided** to approve the Suffolk Resolves. This called for the colonists to arm themselves against the British.

In Massachusetts, the militia began to train and gather weapons. A colonial militia was a group of citizens who served as part-time soldiers to help protect the colony. Some militias claimed they could be ready to fight in just one minute. These groups were known as **minutemen**.

Fighting Begins

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The British also got ready to fight. King George III saw that the New England colonies were rebelling. By April 1775, thousands of British soldiers were in and around Boston.

King George gave an order to British general Thomas Gage. He told General Gage to get rid of the militia's weapons. He ordered General Gage to arrest the militia's leaders. General Gage heard that the militia kept its weapons in a town near Boston. The name of the town was Concord. On April 18, 1775, Gage sent 700 soldiers to Concord to destroy the weapons.

Colonists in Boston saw the soldiers march out of town. Paul Revere and William Dawes, members of the Sons of Liberty, rode to Lexington. Lexington was a town near Concord. They warned colonists that the British were coming.

About 70 minutemen met the British at Lexington. Someone fired a shot, and then both sides began firing.



Listing

1. List three things the Continental Congress did.



Reading Check

2. What was the purpose of the Continental Congress?



Describing

3. Place a two-tab Foldable along the dotted line under the heading "Fighting Begins." Write the title *Fighting Begins* on the anchor tab. Label the two tabs *Lexington* and *Concord*. On both sides of the tabs, list words and phrases to describe each encounter.

The Spirit of Independence

Lesson 3 A Call to Arms, *Continued*

Sequencing

4. Number the events in the order in which they happened.

- ____ Revere and Dawes warn that the British are coming.
- ____ Battle of Concord
- ____ British soldiers ordered to destroy the Massachusetts militia's weapons.
- ____ Battle of Lexington

Reading Check

5. Why did British troops march to Concord?

Reading Check

6. What did the British learn from the Battle of Bunker Hill?

Eight minutemen were killed. The British moved on to Concord. They found that most of the militia's gunpowder had been taken away. They destroyed all the supplies that were left. Then the minutemen fought with the British soldiers. They forced the soldiers to turn back.

Word quickly spread that the British were on the move. Along the road from Concord to Boston, colonists hid behind trees and fences. As British troops marched back to Boston, the colonists fired. By the time the British reached Boston, 73 of their soldiers had been killed. At least 174 soldiers had been wounded.

More Military Action

After what happened at Lexington and Concord, many colonists joined militias. Benedict Arnold was an officer in the Connecticut militia. He got 400 men to join his militia.

Benedict Arnold and his army set out to capture Fort Ticonderoga on Lake Champlain. He joined forces with Ethan Allen and the Vermont militia. The Vermont militia were called the Green Mountain Boys.

Together, the two groups attacked the British soldiers. It was a surprise attack. The British surrendered Fort Ticonderoga on May 10, 1775.

Later, Benedict Arnold turned against the Patriot cause. He sold military information to the British. When he was found out, he fled to New York City. New York City was controlled by the British. Arnold commanded British soldiers. He led attacks against the Americans.

More American soldiers began joining colonial militias. Before long, there were about 20,000 militiamen around Boston. On June 16, 1775, Colonel William Prescott had his militia set themselves up on Bunker Hill and Breed's Hill. These places were across the harbor from Boston. The British decided to force the colonists from the hills.

The next day, British soldiers charged up Breed's Hill. (However, this battle is called the Battle of Bunker Hill.) The Americans were running out of ammunition, and Prescott is said to have shouted, "Don't fire until you see the whites of their eyes."

The militia fired. They stopped the British attack. Twice more the British attacked, but were stopped. Finally, the Americans ran out of gunpowder. They had to retreat. The British won this battle, but more than 1,000 of their soldiers were killed or wounded. The British were learning that it was going to be a hard fight against the Americans.

The Spirit of Independence

Lesson 3 A Call to Arms, *Continued*

News about the battles spread. Colonists had to decide whether to join the rebels or stay loyal to Britain. Colonists on the British side were called **Loyalists**. They did not think that unfair taxes and unfair laws were good reasons to fight. Many believed the British would win and did not want to be on the losing side. Colonists who supported the war for independence were called **Patriots**. They felt they could no longer live under British rule. The American Revolution was not just a war between the British and the Americans. It was also a war between American Patriots and American Loyalists.

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Check for Understanding

Identify each battle.

The first shot of the American Revolution is fired.

The Green Mountain Boys catch the British by surprise.

The British attack uphill.

What is the difference between a Loyalist and a Patriot?



7. Place a three-tab Foldable along the dotted line to cover Check for Understanding. Write *Loyalist* or *Patriot* on the anchor tab. Label the tabs *Paul Revere*, *Both*, and *Benedict Arnold*. On the reverse sides, write words and phrases that you remember about each to compare and contrast the men. Use the Foldable to help answer Check for Understanding.

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Lesson 4 Declaring Independence

ESSENTIAL QUESTION

What motivates people to act?

GUIDING QUESTIONS

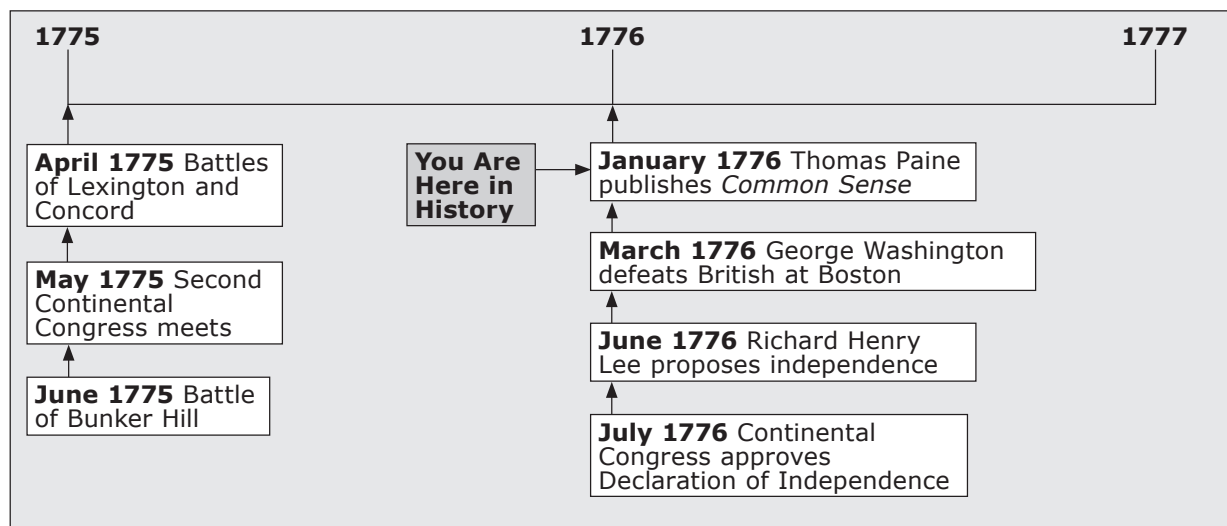
1. *How did individuals and events impact efforts for independence?*
2. *Why did the American colonies declare independence?*

Terms to Know

petition a formal request

preamble the introduction to a formal document that often tells why the document was written

When did it happen?



What do you know?

In the first column, answer the questions based on what you know before you study. After this lesson, complete the last column.

Now...		Later...
	What was the Second Continental Congress?	
	What was the booklet, <i>Common Sense</i> ?	
	What did Jefferson have to do with the Declaration of Independence?	

The Spirit of Independence

Lesson 4 Declaring Independence, *Continued*

The Second Continental Congress

On May 10, 1775, the Second Continental Congress met. The delegates included some of the greatest leaders in America. Among them were John and Samuel Adams, Patrick Henry, Richard Henry Lee, and George Washington. Several new delegates came as well.

Benjamin Franklin of Pennsylvania was well respected. He had been a leader in the Pennsylvania legislature. In 1765 he had gone to London and worked to have the Stamp Act repealed.

John Hancock of Massachusetts was a wealthy merchant. He used his money to run many Patriot groups. The Sons of Liberty was one of the many Patriot groups. The delegates chose John Hancock to be president of the Second Continental Congress.

Thomas Jefferson of Virginia was only 32 years old. He was in the Virginia legislature. He was already famous for his thoughts and his writing. He was a delegate to the Second Continental Congress.

The Second Continental Congress began to govern the colonies.

- It allowed money to be printed.
- It set up a post office.
- It set up committees to handle relations with Native Americans and with other countries.
- It created the Continental Army. This would allow colonists to fight the British in a more organized way.
- It chose George Washington to command the army.

The Congress gave Britain one more chance to avoid war. It sent a **petition**, a formal request, to King George III. The request was called the Olive Branch Petition. It said that the colonists wanted peace. It asked King George to protect their rights. King George would not accept the petition. Instead, he got ready for war.

The Americans found out that British soldiers were planning to attack New York from Canada. The Americans decided to attack first. They sent soldiers northward from Fort Ticonderoga and captured Montreal.

In July 1775, George Washington arrived in Boston. He found the militia was not well organized, so he trained them. He brought many cannons from far away.



Listing

1. Name five delegates to the Second Continental Congress.



Making Inferences

2. Based on what the Continental Congress did, write a definition for *govern*.



Reading Check

3. What was the purpose of the Olive Branch Petition?

The Spirit of Independence

Lesson 4 Declaring Independence, *Continued*



Mark the Text

4. Underline the name of the booklet and the author who encouraged independence from Britain.



Specifying

5. Who was chosen to write the Declaration of Independence?
- _____



Reading Check

6. According to John Locke, what is the purpose of government?
- _____
- _____

In March 1776, Washington decided the soldiers were ready to fight. He moved the soldiers and the cannons to the hills overlooking Boston while the British soldiers slept.

The British were surprised. British General William Howe commanded his soldiers to sail away from Boston. On March 17, Washington led his soldiers into the city.

Colonist Thomas Paine wrote a booklet called *Common Sense*. It explained why complete independence from Britain would be a good thing. Paine's words had a great effect on colonists and how they felt.

Declaring Independence

The delegates at the Second Continental Congress argued back and forth. Some wanted the colonies to declare independence. Others did not. In June 1776, Richard Henry Lee of Virginia came up with a resolution. The resolution stated that the United Colonies should be free and independent states, a new nation.

Congress chose a committee to write a Declaration of Independence. John Adams, Benjamin Franklin, Thomas Jefferson, Robert Livingston, and Roger Sherman were on the committee. Adams asked Jefferson to write it.

Jefferson was inspired by the ideas of an English philosopher named John Locke.

John Locke's Ideas

People have the right to life, liberty and property.

- People are born with these rights.
- People form a government to protect their rights.
- If the government does not protect their rights, people can get rid of the government.

The delegates discussed Jefferson's Declaration of Independence. They made some changes. Then they approved it on July 4, 1776. John Hancock signed first. He said he wrote his name large enough for King George to read without his glasses. Eventually 56 delegates signed the document announcing the birth of the United States.

Copies were made and sent to the states. George Washington had the Declaration read to his soldiers.

The Spirit of Independence

Lesson 4 Declaring Independence, *Continued*

The Declaration of Independence has four main parts.

1. First is a **preamble**, or introduction. It says that people who wish to form a new country should explain their reasons.

2. and **3.** The next two parts list the rights that the colonists believed they should have and their complaints against Britain.

4. The last section announces that they have formed a new nation.

John Adams thought July 2, 1776, should be the holiday that celebrated independence. This was the day that the Congress voted for independence. Instead, July 4 is celebrated today as Independence Day. This is the day the Declaration was approved.

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Check for Understanding

Explain the connection between John Locke, Thomas Jefferson, and the Declaration of Independence.

What was the most important result of the Declaration of Independence??



- 7.** Use a one-tab Foldable and place it along the dotted line to cover Check for Understanding. Write *Declaration of Independence* in the middle of the Foldable tab and draw arrows from the title to words and short phrases that you recall about the Declaration of Independence. Use the Foldable to help answer Check for Understanding.