

7th SS LEAP Practice Workbook
Week 1

1. Complete each day's work.

Week 1 Day 1



Chapter 1

Causes of the American Revolution

Unit One: Road to Independence

Standards Covered: 7.1.4, 7.2.1, 7.5.1, 7.5.3, 7.6.1, 7.8.8

Key Term Activity at the end of the chapter

The French and Indian War

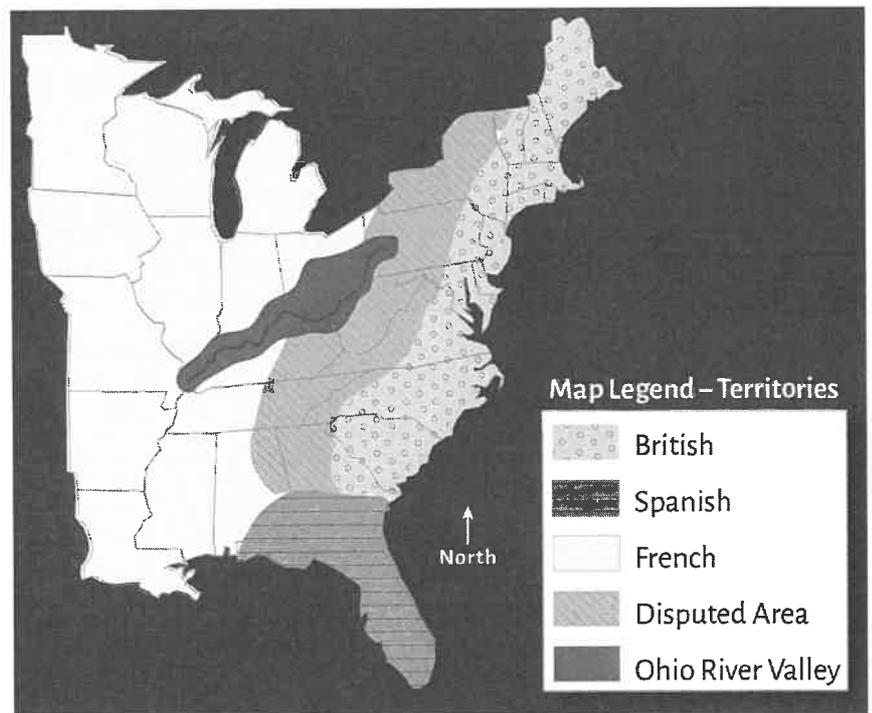
The 13 colonies were settled for the most part by people who considered themselves English and loyal subjects of the English King. Being English gave them certain rights. Back then and still today, British government has two parts: the monarchy and Parliament. Parliament is a legislature. A **legislature** is the branch of government that makes laws. Part of Parliament is elected by the British people. They vote for **representatives**, members of the legislature who *represent*, or act for, their interests. The King ruled, but his power was limited by Parliament. Parliament passed laws about taxes.

The British government usually left the colonies alone to govern themselves. The colonies had elected legislatures. In Virginia, George Washington served in the Virginia legislature. But war changed the situation.

Britain's enemy was France. Britain fought many wars with France. Over 500 years, they fought 23 big and small wars. Their kings wanted each other's land.

The French also settled in North America. But few French people moved to North America compared to the settlers who came to the 13 colonies. Instead, the French traded with Native Americans and built in Louisiana a colony based on slavery.

For almost ten years, from 1754 to 1763, Great Britain and France fought the **French and Indian War** over the land in North America.



Territory Disputed in the French and Indian War

The war is called the “and Indian” war because different Native American tribes sided with the French or the British. **Native American** is the name given to the people of all the many different tribes who lived in the land that is now the United States before European settlers arrived.

The French and Indian War

The war in North America started when the French moved into the Ohio River Valley in what is now Pittsburgh, Pennsylvania. The **Ohio River Valley** was an important frontier area. Many Native American tribes lived there and traded furs with the French. The French wanted to keep English traders and settlers out of the Ohio River Valley.

At the same time the British and French were fighting in North America, they were also fighting in Europe and in India. Thanks to the strength of the British navy, the British won the war. The war had several consequences. **Consequences** are results that happen because of something else.

Consequences of the French and Indian War

The British Won Land

The British won the French land in North America between the Appalachian Mountains to the Mississippi River. This gave them what is now Canada. They gained control of the Ohio River Valley. The Ohio River Valley would be very important in American history.

Native Americans Lost Land

Native American tribes which supported the French lost their land. They were pushed west. The Shawnee lost all their land in Ohio.

George Washington Became a Hero

When the war started, our country's future first president, **George Washington**, was 21 years old. He fought on the British side. He lost his first battle and had to surrender. It was the only time in his military career that Washington ever surrendered in battle. During the French and Indian War, he learned about military strategy (planning) and leadership. Washington became a hero famous for his courage.

Louisiana Got the Cajuns

The British kicked the French, Catholic settlers called **Acadians** out of Canada when they would not swear loyalty to the British king. Some Acadians went to Louisiana and became the **Cajuns**.

King George Stopped Western Settlements and Made the Colonists Mad

After the British won the war, King George of Britain wanted better relations with Native Americans. He wanted to make sure Britain would control the area won from France. He issued the **Proclamation of 1763** to stop British settlers from taking Indian land. A *proclamation* is an official announcement. The proclamation said colonists could not move west of the **Appalachian Mountains**, the mountain range in the eastern United States that extends from Canada to north Georgia. But colonists resented the proclamation. They wanted the rich land and resources the frontier offered. Many of them ignored the



George Washington Worked Surveying Land before the French and Indian War

king's proclamation and began to move to the Ohio River Valley where they could most easily cross the Appalachian Mountains. They defied (refused to obey) their king.

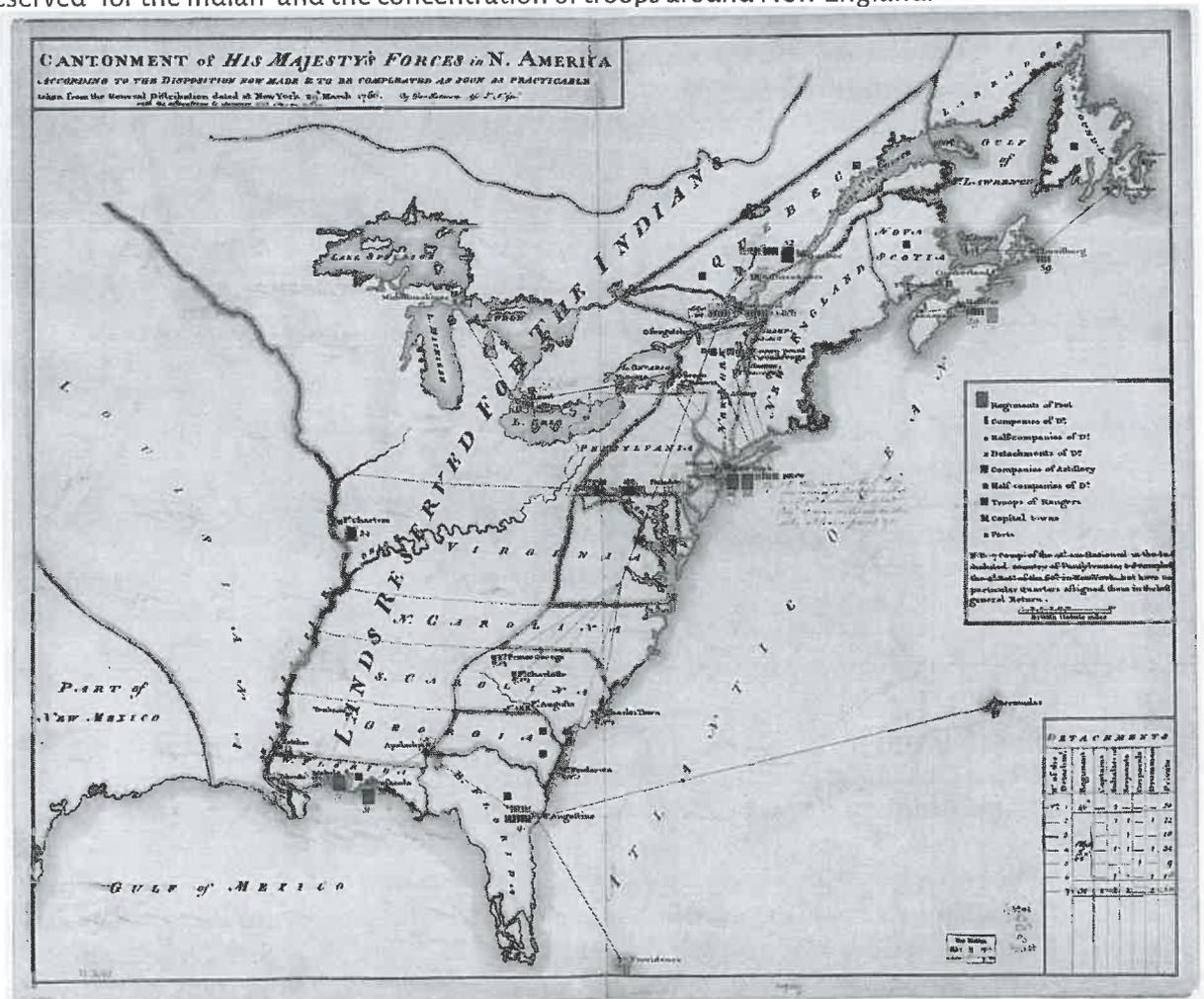
The Colonists Began to Feel United

Standing up to a common enemy, the French, made the colonists begin to see themselves as a unified group working together. As early as 1754, some colonists led by Benjamin Franklin met to bring the colonies together under one government. They called their idea the **Albany Plan**. It was the first serious plan to unite the colonies. But at that time, most colonists were not ready to unite.

Britain Wanted the Colonists to Pay for the War

Wars cost money for military supplies and pay for soldiers. After the French and Indian War, Britain had a huge war debt. (A *debt* is money owed to someone or something.) The British government decided the colonists owed Britain for defending them.

The historical map below shows "His Majesty's Forces in North America" in 1766. Note the land reserved "for the Indian" and the concentration of troops around New England.



His Majesty's Forces in North America, 1766

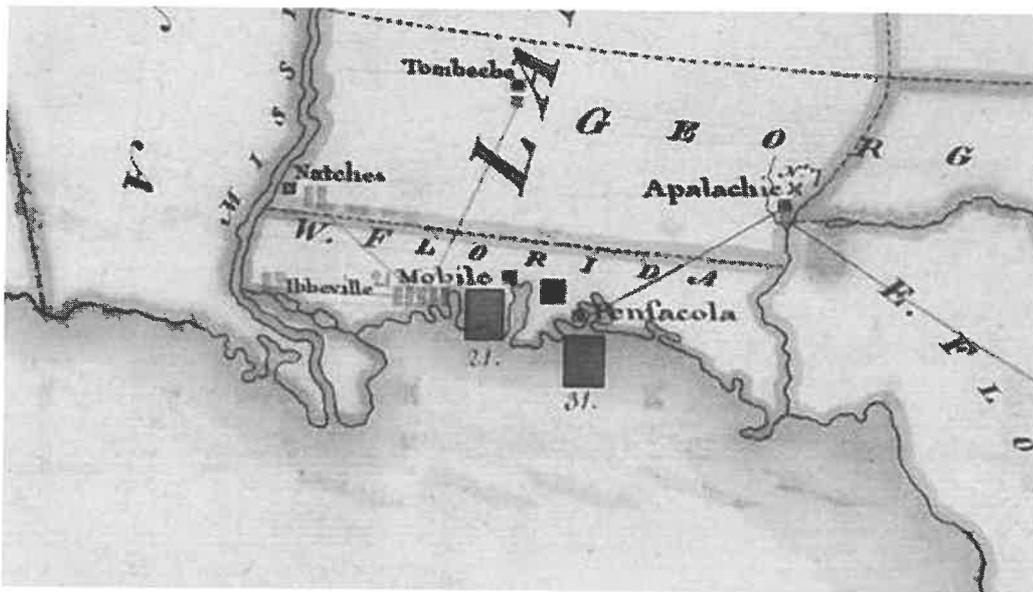
Maps and Other Primary Sources

A **historical map** is simply an old map. It is also a primary source. A **primary source** was created during or shortly after an event. Sometimes a primary source is called a first-hand or an eyewitness account. Primary sources include diaries, letters, video recordings, maps, or art made by people who were there during a time or an event.

There are different types of maps. What they show is described in the chart below.

Types of Maps	
Economic map	economic factors like natural resources, industries, or unemployment
Electoral map	how people vote
Physical map	natural landform features like lakes and mountains
Political map	countries or states, and sometimes other political divisions and sometimes capitals
Population map	where people or different groups of people live
Theme map	a particular subject, which can be physical or political
Topographical map	changes in elevation (the height of the land)

Below is a close-up of the His Majesty's Forces map.



Challenge questions: maps (use both maps to answer the next questions):

1. What famous city is missing from the cities on the Gulf of Mexico?

2. The states of Georgia, South Carolina, North Carolina, and Virginia extended to what physical feature?

3. The dividing line through these states represents what geographical feature?

4. What made it a political feature?

5. What type of map is His Majesty's Forces?

Taxation and Regulating Colonial Trade

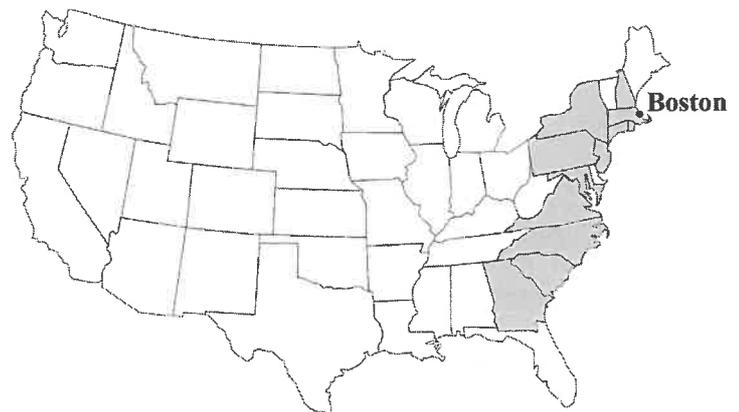
Britain decided to get the colonists to pay Britain back in two ways. First, it would regulate trade in the colonies. Parliament would pass several **regulations of colonial trade**. They were designed to make colonies buy goods from Britain. Second, Britain wanted to tax the colonists directly. **Taxation** is simply money paid as taxes to the government.

The colonists were used to **smuggling** in their sugar. Smuggling was even used as a type of protest. In April 1764, the British passed a **Sugar Act**—a tax on sugar—and enforced it. There had been a tax for many years on sugar and molasses (a sweet syrup). But the British had never enforced it. When the British lowered the tax on sugar but started collecting it, it hurt the colonial economy. An **economy** is the way a society uses its resources to produce and buy goods and services. The colonists had less money to spend when they had to pay taxes.

Colonists were already angry about the Proclamation of 1763. The taxes made them angrier.

The Stamp Act

In March, 1765, Britain decided to put a tax called the **Stamp Act** on paper products. The Stamp Act greatly offended the colonists because it affected nearly everyone. The Stamp Act required that all



The Thirteen Colonies in 1776, with Boston

documents have a government stamp. Businesses had to have stamps for all their legal documents and licenses. The Stamp Act taxed newspapers, playing cards, and even diplomas. Before you could get the stamp, you had to pay the tax. Many colonists protested: “**No taxation without representation!**” Because the colonists had no one representing them in Parliament when it passed new taxes, they believed they should not have to pay them. Soon, protests against the Stamp Act spread throughout the colonies. The Stamp Act Congress met in Oct. 1765, to protest the Stamp Act. The **Stamp Act Congress** was the first meeting of representatives from different colonies joining together to protest British actions.

Patriots vs Loyalists

Many colonists became patriots. **Patriots** opposed Great Britain’s policies and eventually called for independence. *Policies* are the plans and programs of government.

Many patriots lived in Boston, Massachusetts. It was an important city with ships bringing goods for merchants to buy and sell. It was the third largest city in the colonies. Many important events happened in Boston during the start of the American Revolution as a result of the actions of the **Boston Patriots**.

Some colonists were Loyalists. **Loyalists** stayed loyal to the king and wanted to remain part of Britain. Loyalists believed the patriots were radicals, or, worse, traitors. About 20 percent of the colonists were Loyalists.



The Sons of Liberty Intimidate a Loyalist

The British Double Down

Two days after Parliament passed the Stamp Act, it also passed the Quartering Act. The **Quartering Act** forced colonists to pay for food and shelter for British soldiers in the colonies. If push came to shove, the troops could live in private homes. Then the British sent more soldiers to the colonies.

Parliament repealed (cancelled) the Stamp Act in 1766. But just make sure the colonists knew who was the boss, it passed the Declaratory Act in March 1766. The **Declaratory Act** declared Parliament had the right to tax the colonies.

Petitions

The Stamp Act Congress and later other groups sent letters or petitions to the king and to Parliament. A **petition** is a special letter asking someone in power in government to do something. Petitions were so important to the colonists that they would later put the right to petition in the United States Constitution.

Boycotts

Some patriots called for boycotts. A **boycott** happens when people protest by refusing to buy a product until something changes. During the colonial boycotts, colonists refused to buy British goods. Organizers hoped British businesses would get tired of losing money and pressure Parliament to change the law.

Protest Actions

Patriot groups formed in several colonies. One group, the Sons of Liberty, was very important before the Revolution. The **Sons of Liberty** marched and led boycotts. Sometimes, they used violence and threats to make sure no one sold stamps and everyone stuck to the boycotts.

Types of Protests in the Colonies

The Townshend Acts

Britain still wanted to tax the colonies. In July 1767, Parliament passed the **Townshend Acts**. Under the Townshend Acts, colonists could legally only buy certain items like tea and glass from Britain. The companies that imported them had to pay a type of tax called a duty. The British thought this idea would work better since the colonists did not have to pay a tax directly. They did not understand that the colonists were angry because they had no one to represent them when Parliament passed taxes.

At the same time, the British government took other steps like cracking down again on smugglers and suspending the New York legislature. The colonists were furious.



The Boston Massacre

Conflict in Boston Leads to the Boston Massacre

People in Boston began to boycott British goods. Britain sent soldiers to Boston. Boston citizens did not like having British soldiers in their city. On March 5, 1770, a group of colonial protesters gathered. British soldiers felt threatened by what they saw as an angry mob. They fired shots that left several colonists dead or dying. Crispus Attucks, an African American, was the first American killed. The event became known as the **Boston Massacre**. The Boston Massacre turned many colonists against British rule.

Primary Source Activity: Different Perspectives or Points of View

An account of a late military massacre at Boston, or the consequences of quartering troops in a populous town, March 12, 1770 (the American side of the story).



British Troops in Boston

... stories were propagated among the soldiery that one ... serjeant ... had been missing the preceding day, and must therefore have been murdered by the townsmen... some of the soldiery aimed to draw and provoke the townsmen into squabbles. . . .

...one of them struck Mr. Atwood with a club, which was repeated by another... they attacked single and unarmed persons till they raised much clamour, and then turned down Cornhill street insulting all they met in like manner, and pursuing some to their very doors.

... Thirty or forty persons, mostly lads... gathered in King-street. Capt. Preston with a party of men with charged bayonets, came from the main guard to the Commissioner's house the soldiers pushing their bayonets, crying, Make way! They took place by the custom-house, and continuing to push, to drive the people off, pricked some in several places; on which they were clamorous, and, it is said threw snow balls. On this, the Captain commanded them to fire, and more snow balls coming he again said, ...Fire, be the consequence what it will!... the soldiers continued the fire, successively, till or 8, or as some say 11 guns were discharged... three men were laid dead on the spot, and two more struggling for life; but what shewed a degree of cruelty unknown to British troops, at least since the house of Hanover has directed their operations, was an attempt to fire upon, or push with their bayonets the persons who undertook to remove the slain and wounded!

squabbles: fights

clamour: yelling, shouting

custom-house: tax office

House of Hanover: the king

British Captain Preston's Account

On Monday night about 8 o'clock two soldiers were attacked and beat... I saw the people in great commotion, and heard them use the most cruel and horrid threats against the troops... I immediately sent a non-commissioned officer and 12 men to protect both the sentry and the king's money, and very soon followed myself to prevent, if possible, all disorder, fearing lest the officer and soldiers, by the insults and provocations of the rioters, should be thrown off their guard and commit some rash act... The mob still increased and were more outrageous, striking their clubs or bludgeons one against another, and calling out, come on you rascals, you bloody backs, you lobster scoundrels... On which some well-behaved persons asked me if the guns were charged. I replied yes. They then asked me if I intended to order the men to fire. I answered no, by no means, observing to them that I was advanced before the muzzles of the men's pieces, and must fall a sacrifice if they fired... While I was thus speaking, one of the soldiers having received a severe blow with a stick, stepped a little on one side and instantly fired, on which turning to and asking him why he fired without orders, I was struck with a club on my arm, which for some time deprived me of the use of it, which blow had it been placed on my head, most probably would have destroyed me.



Boston Massacre Memorial

On this a general attack was made on the men by a great number of heavy clubs and snowballs being thrown at them, by which all our lives were in imminent danger, some persons at the same time from behind calling out... why don't you fire. ... Instantly three or four of the soldiers fired, one after another, and directly after three more in the same confusion and hurry... On my asking the soldiers why they fired without orders, they said they heard the word fire and supposed it came from me... It was with great difficulty that the lieutenant-governor prevailed on the people to be quiet and retire.

Witness to the Boston Massacre

"That instant...I saw something resembling Snow or Ice strike the Grenadier on the Captain's right hand...He [the Grenadier] fired the first Gun. After the Gun went off I heard the word 'fire!' The Captain and I stood in front about half between the breech and muzzle of the Guns. I don't know who gave the word to fire."
grenadier: soldier

Activity: Different Perspectives

Divide into groups of 8 students. One student each will be Witness 1, 2, and 3. One student will be the prosecuting attorney and another John Adams, attorney for the defense. Adams, a patriot, defended the soldiers because he believed they were entitled to a fair trial. Three students will serve as the jury.

Each witness will present their statement in their own words (do NOT read word for word from the book). Both the prosecuting attorney and Mr. Adams will argue for their case. The prosecuting attorney will argue for the guilt of the soldiers, and Mr. Adams will argue they are innocent. The jury will decide.

Week 1 Day 2

Secondary Sources

You have already studied several primary sources in this chapter. However, you will also be using secondary sources. **Secondary sources** are materials produced years later about an event. Secondary sources have the advantages of hindsight (understanding after an event has happened, including sometimes new information), historical perspective (a *perspective* is a way of looking at things such as events and people), and analysis by other people.

Activity: Secondary Sources

It was the end of winter but the weather was still very cold. A small group of colonists began throwing rocks and pieces of ice at soldiers guarding a public building. They were joined by others, and the soldiers became frightened. They fired their guns.

Five colonists were killed. The shooting became known as the Boston Massacre.

The people of Massachusetts were extremely angry. The soldiers were tried in court for murder. Most of them were found innocent. The others received minor punishments.

Fearing more violence, the British Parliament removed most of the taxes on the colonists. Only the tax on tea remained.

The tensions eased for a while. Imports of British goods increased. The colonists seemed satisfied with the situation, until a few years later.

tensions: feelings of stress and worry

credit: Voice of America, 2013

Challenge Questions: Studying a Secondary Source:

1. What makes this a secondary source?

2. What is the perspective of the article on the British soldiers?

3. What is an example of hindsight in the story?

4. What is an example of analysis?

Shortly after the Boston Massacre, Parliament repealed the Townshend Acts. Tensions did not, however, go away. More and more Americans would not accept Britain's control over them. Beginning in Nov. 1772 in Boston, several colonies organized **Committees of Correspondence**. They served as local, independent governments that promoted independence, united colonists, and sent information throughout the colonies using letters and pamphlets (little books).

The colonists had already begun to think about their situation in terms of a wider range of rights. Samuel Adams wrote in a report of The Committees of Correspondence,

Among the natural rights of the Colonists are these: First, a right to life; Secondly, to liberty; Thirdly, to property; together with the right to support and defend them in the best manner they can... the grand end of civil government, from the very nature of its institution, is for the support, protection, and defense of those very rights...

The Tea Act

Next, in May, 1773, Britain tried the **Tea Act**. It lowered the price of tea, which Britain thought would win favor with the colonies. However, it gave a monopoly to the East India Company, a company the British government used to establish power overseas. A *monopoly* happens when just one company sells something. Under the Tea Act, only the East India Company could bring tea into the colonies. Only the East India Company could sell tea. Tea was very important to the colonists. Poor, middle-class, and rich families all drank tea. People loved their tea. Nevertheless, many patriots saw the Tea Act as a trick. They called for boycotts against British tea and continued to criticize British rule.



An English Family Drinking Tea, 1725

In December 1773, the Sons of Liberty organized a protest. Boston patriots dressed as Native Americans and marched to Boston Harbor. In what became known as the **Boston Tea Party**, they raided ships carrying British tea and threw crates of tea overboard. They destroyed an amount of tea worth over \$1 million today.

One newspaper account celebrated the Tea Party:

“But, behold what followed! A number of brave & resolute men, determined to do all in their power to save their country from the ruin which their enemies had plotted, in less than four hours, emptied every chest of tea on board the three ships . . . amounting to 342 chests, into the sea ! ! without the least damage done to the ships or any other property.”

The Intolerable Acts

In response, Parliament passed the **Intolerable Acts** (sometimes called the **Coercive Acts**). Beginning in March 1774, these series of acts closed Boston Harbor and forced the people of Boston to let soldiers quarter (live) in their homes. They placed a military governor over Massachusetts and limited town meetings. Britain also gave some land in the colonies to Canada.

The Colonists React to the Intolerable Acts

The British believed that the rest of the colonists would turn against Boston. Instead, the colonies united. Leaders from every colony except Georgia met in Pennsylvania in Sept. 1774 for the **First Continental Congress**. The Congress drafted a set of formal grievances (complaints) to send to the king. It also agreed to meet again in a Second Continental Congress if the king did not respond to its complaints.

Many colonists had experience in militias, small, local, part-time armies. In fact, Massachusetts required all healthy men who were between 16 and 60 years old to join a militia. Patriots started organizing militias known as **Minutemen** because they had to be ready to fight the British at a minute's notice. They called the British soldiers **redcoats** because of the red coats the British troops wore.

The "Shot Heard 'Round the World"

At that time, it took between 6 to 12 weeks for a ship to cross the Atlantic Ocean and another 6 to 12 weeks for it to return. Although patriots called for independence, many colonists still hoped for a peaceful solution:

“ [T]hey have not yet detached us from our royal sovereign [King George III]. We profess to be his loyal and dutiful subjects, and so hardly dealt with as we have been, are ready, with our lives and fortunes, to defend his person, family, crown, and dignity.. ”

—Joseph Warren, 1775

While the Continental Congress waited to hear back from the king, the Revolutionary War began. Joseph Warren would die fighting for the Patriot cause during the Revolutionary War Battle of Bunker Hill.

The colonial militia in the Boston area had been practicing with weapons at Concord, a town near Boston. On April 19, 1775, British soldiers marched to Concord to seize the weapons. The militia met them at another town, Lexington, before the redcoats could reach Concord. There were 77 militia and around 700 redcoats. The patriot commander had ordered his militia to leave if fighting started, and they did. But they spread the news of what was happening while the British continued to march to Concord. People worried the redcoats intended to burn the town.



Warren Joins the Army

More minutemen began arriving until there were about 2,000 minutemen on the scene. Now things were different. The redcoats decided to retreat (go back) to Boston. The minutemen followed them, and the redcoats retreated more quickly. The minutemen and the redcoats shot at each other. Only a few soldiers died. In the end, the minutemen let the redcoats escape. The battle became known as the **Battle of Lexington and Concord** because it happened in the two towns. In addition to beginning the Revolutionary War, the battle showed the minutemen would not run away.

No one knows who fired the shot starting the American Revolution. The first shot is called the “**shot heard 'round the world**” because the American Revolution inspired many other people in different

places around the world to fight for freedom in their own countries.

Historical Thinking Skills

Chronological Thinking

Studying and understanding history requires historical thinking skills. The first skill is being able to put events in a **chronology**—the order in which they happened. For example, if you were creating a chronology of your life, you would begin with the day you were born. The awareness of the order of events is called **chronological thinking**. Without chronological thinking, you would not know when to eat lunch! Chronologies make it easier to analyze events and see **causes and effects**, the relationship between causes and events in history. A **timeline** is an arrangement of events in **chronological** order.

Activity: Taxation, Regulation, and Rebellion Timeline

Create a timeline of the taxes and regulations the British tried in the American colonies and the American response.



Points of View

Historical thinking also involves being able to understand different cultural and individual perspectives (beliefs and experiences).

Practice 1

1. The Stamp Act and the Townshend Acts were
 - A. taxes.
 - B. harsh laws passed after the Boston Tea Party.
 - C. instructions to British merchants.
 - D. efforts to promote the colonial printing industry.
2. What was the impact of the Battle of Lexington and Concord? Select **two** correct answers.
 - A. Hundreds of people died.
 - B. The minutemen showed they would not run away.
 - C. The Revolutionary War began.
 - D. Colonial boycotts began.
 - E. The Sons of Liberty united.

Chapter 1 Causes of the American Revolution

3. What did Britain win in the French and Indian War?
 - A. Louisiana
 - B. all the land east of the Mississippi River
 - C. Canada
 - D. freedom to govern the colonies as it wanted

4. Who led the first effort to get the colonies to unite?
 - A. George Washington
 - B. Benjamin Franklin
 - C. the Sons of Liberty
 - D. the Committees of Correspondence

5. What act(s) required colonists to buy tea from the East India Company?
 - A. the Stamp Act
 - B. the Coercive Acts
 - C. the Townshend Acts
 - D. the Tea Act

6. What tactics did patriots use to protest British rule?

7. Discuss **one** impact on the colonies of the French and Indian War.

8. In Louisiana, car owners must renew their car registration every two years by buying a decal to stick on their license plate. How is this like the Stamp Act? How is it different?

Chapter 1 Using Sources to Answer Questions

Source 1

The Lands which I passd over today were generally Hilly, and the growth chiefly white Oak, but very good notwithstanding... the Hills are the richest Land, the soil upon the sides and Summits of them, being as black as a Coal...

George Washington, Oct. 1770, looking at Ohio River Valley Land he purchased



Source 2

The gentlemen who think the powers of Parliament limited may please themselves to talk of requisitions. But suppose the requisitions are not obeyed?...We are engaged in war,—the Secretary of State calls upon the colonies to contribute,—some would do it... , I think most would cheerfully furnish whatever is demanded,—one or two; suppose, hang back, and, easing themselves, let the stress of the draft lie on the others... I consider the power of taxing in Parliament as an instrument of empire, and not as a means of supply.

—Edmund Burke, 1774

Source 3

Excerpt from the Stamp Act, March 22, 1775

For every ream of any other paper called Fools Cap Fine, not made in Great Britain, one shilling and ten pence halfpenny.

For every ream of any other paper called Fools Cap Fine Second, not made in Great Britain, one shilling and six pence.

For every ream of paper Fools Cap Fine, made in Great Britain, nine pence.

(Fools Cap paper refers to the size of the paper.)

1. The Ohio River Valley George Washington described in Source 1 lay west of the Appalachian Mountains. Who or what gave Washington permission to buy land there?
 - A. the Ohio Native Americans
 - B. The Proclamation of 1763
 - C. the Albany Plan
 - D. George Washington

Chapter 1 Causes of the American Revolution

2. Which statement from Source 1 **best** explains Washington's interest in the land?
 - A. He was a farmer.
 - B. He planned on building a capital on the land.
 - C. He wanted hilly land for protection.
 - D. He wanted to sell the land.

3. Which statement **best** explains Burke's argument in Source 2?
 - A. Britain needs the money from taxes.
 - B. British taxes show the colonies who is boss.
 - C. Colonies cannot be trusted.
 - D. Britain is at war.

4. Which type of Fools Cap paper was taxed the **least** according to Source 3?
 - A. They were taxed equally.
 - B. Fools Cap Fine
 - C. Fools Cap Fine Second
 - D. the paper made in Great Britain

5. Which statement **best** describes Sources 1-3?
 - A. They were written by Americans.
 - B. They are all letters.
 - C. They are all secondary sources.
 - D. They are in chronological order.

Chapter 1 Key Term Activity

Fill in the blank with the correct word.

Word Bank		
Proclamation of 1763	Sons of Liberty	patriots
Boston Massacre	Boston Tea Party	Ohio River Valley
French and Indian War	no taxation without representation	

Thomas lived in Boston, where many 1 _____ who opposed Great Britain's policies lived. He was learning to be a blacksmith like his dad.

His dad had served in the 2 _____ when the English fought the French. Thomas kept thinking about moving to the 3 _____ where they could cross the Appalachian Mountains. He didn't care what the king said in his

4 _____. It was 1773.

Thomas wanted the same rights as English citizens. He and his dad didn't want to pay taxes without having anyone to represent their interests in Parliament. He and his dad agreed:

5 _____! His dad was a great believer in justice and fairness. He'd been on the jury for the soldiers tried after the 6 _____ and voted to acquit them because they were attacked. But the taxes were wrong.

Thomas joined the protest group called the 7 _____ and joined marches. But now he was going to do more than just march. He looked in the mirror at the war paint he'd put on his face. He even had feathers in his cap. He was going to the 8 _____ and let the king and Parliament know what he thought of the Tea Act.

Key terms are defined in the book's glossary.
Answers to Key Term Activities and chapter reviews are found in the Teacher's Guide.

Week 1 Day 3



Chapter 2

The American Revolution

Unit One: Road to Independence

Standards Covered: 7.1.1, 7.1.3, 7.1.5, 7.2.1, 7.2.2, 7.5.2, 7.8.8, 7.10.1

Key Term Activity at the end of the chapter

Leaders and Groups in the American Revolution

Key people played major roles in the American Revolution. They are often called the **Founding Fathers** or **Founders** because they founded the United States of America. Below is a list of some of the most important Founders and the contributions they made to the struggle for independence.



John Adams

John Adams was born in Boston in 1735. He was a lawyer. He strongly supported the patriot cause and wrote articles against the Stamp Act. He served in both the First Continental Congress and the Second Continental Congress. He suggested George Washington as commander in chief of the Continental Army. During and after the Revolutionary War, he was an ambassador in Europe. He helped negotiate (bring about through discussion) the Treaty of Paris, which ended the war.

Adams served as the second president of the United States from March 1797 to March 1801.



Samuel Adams

Samuel Adams was one of the first patriots to call for independence. Although he worked as a businessman, he was unsuccessful. Adams' gifts were his skills at public speaking and interest in politics. He was a leader of the Sons of Liberty. With his strong speeches, he won many to the patriot cause. He served in the Continental Congress and supported the Declaration of Independence. He helped draft both the Articles of Confederation and the first state constitution for Massachusetts. Like John Adams, Samuel Adams was also from Boston. They were cousins.



Benjamin Franklin

Benjamin Franklin was an inventor, scientist, and writer. He lived in Boston. He started working as a printer when he was 12 years old. When he was just 23 years old, he bought a newspaper, the *Philadelphia Gazette*. He began to write *Poor Richard's Almanac*, a book of weather predictions, recipes, and advice. It was the second most popular book in the colonies (the Bible was the most popular). Franklin helped found the first volunteer fire department in the colonies. He also helped set up the Philadelphia militia, a university, a hospital, and a library. He was president of an abolitionist group. Abolitionists wanted to abolish (do away with) slavery.

He was elected to the Continental Congress. Before the Revolutionary War, he served as an ambassador in Britain and tried to keep the peace between the colonies and Britain. However, he became convinced that independence was the only solution. He began to support the revolutionary cause.

During the Revolutionary War, Franklin served as an ambassador to France. He represented our new nation and persuaded France to send military help that helped the United States win independence. This was his greatest contribution to the revolutionary cause.

Franklin attended the Constitutional Convention, where the US Constitution was written. He helped people at the convention compromise. A compromise is an agreement reached when people or groups who disagree with one another give up a little to come to a conclusion they can all live with.



John Hancock

A rich Boston merchant (and smuggler), John Hancock helped lead the Sons of Liberty and was one of the first major leaders of the movement for independence in New England. He served as president of the Continental Congress and was the first person to sign the Declaration of Independence. He later served as president of the Congress under the Articles of Confederation, the first government of the United States. He was also the first governor of Massachusetts. Hancock was enraged when his good friend, John Adams, nominated George Washington to lead the American army because Hancock, himself, wanted the job.



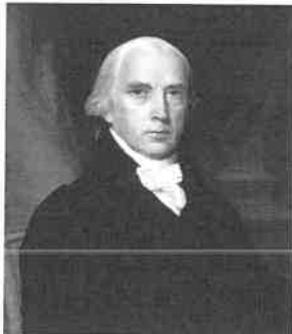
Patrick Henry

Patrick Henry supported independence and was a leader of the Sons of Liberty. He is most famous for a speech he gave before the Virginia legislature on March 23, 1775. Henry convinced Virginia to commit troops to the cause of independence with his fiery words, "...give me liberty, or give me death!"



Thomas Jefferson

Thomas Jefferson was born in Virginia in 1743 to a wealthy family. He became a lawyer. He was a young delegate to the Second Continental Congress when he wrote most of the Declaration of Independence in 1776. When George Washington was president, he served in the new government as ambassador to France. When John Adams ran for a second term as president, Jefferson ran against him and won. While he was president, he made the Louisiana Purchase, buying the land from Louisiana to the Rocky Mountains from France. The Louisiana Purchase made our country more than twice as big as it was with just the 13 colonies. Jefferson also sent Lewis and Clark to explore the west. The information they brought back made many people want to move west. Jefferson designed his plantation home, called Monticello, himself. He made macaroni and cheese a popular American food by serving it to his guests. He was the first president to shake hands instead of bowing.



James Madison

James Madison was our fourth president. He was born in Virginia in 1751. Because he wrote the first drafts of the US Constitution and the Bill of Rights, he is often called "the father of the Constitution." He wrote *The Federalist Papers* with Alexander Hamilton to get people to support the Constitution. Madison served as Thomas Jefferson's secretary of state and then was elected president twice. He was president during the War of 1812 when the US fought Britain for a second time.



James Otis

Otis was a Boston lawyer. He wrote many pamphlets supporting the idea that taxation required representation. He was so severely beaten during a political argument that his mental abilities were damaged permanently. He was killed by a bolt of lightning. Of his two surviving daughters, one married a British army captain and moved to England, where she lived for the rest of her life. The other daughter married the son of an American Revolutionary War general.



Paul Revere

Paul Revere was a Boston silversmith (a craftsman who makes goods from silver) and patriot. A leader in the Sons of Liberty, he created a spy network. The network used the number of lanterns lit in a church tower as a signal about British troop movements. They had a rider system where riders on horseback would carry news. Revere became famous after the Revolutionary War when the poet Henry Longfellow wrote "Paul Revere's Ride" about how Revere warned the minutemen at Concord of the redcoats' approach.



George Washington

George Washington was a Virginia landowner. The Second Continental Congress chose Washington to lead the new nation's Continental Army during the Revolution. Against all odds, Washington overcame early defeats and a lack of troops and supplies to lead the Continental Army to victory. Unlike many generals in world history, he chose to surrender his command after the revolution, rather than using his position to seize personal power. He later presided over the Constitutional Convention. He was the first president of the United States.

Activity: Patrick Henry's Speech

Below is the last part of Patrick Henry's famous speech. Read it aloud with emotion. Remember, the patriots faced death if they failed.

Gentlemen may cry, Peace, Peace-- but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

gale: strong wind

arms: weapons

resounding: loud

brethren: brothers

idle: not working or doing anything

Women and the Revolution

Women organized the Daughters of Liberty to support independence. During the Revolutionary War, women raised money and supplies for the Continental Army. They also had to handle and manage not only their homes but the farms and businesses of soldiers gone to war. Some women stayed in the soldiers' camps doing laundry, mending, and cooking for family members.

Although women were not political or military leaders during the time of the Revolutionary War, there were several women who were important leaders in the fight against the British.

Abigail Adams was married to John Adams. Often separated by war or political activity, she and her husband wrote letters to each other. Over 1,000 of their letters survive. She and her husband opposed slavery.

She wrote to him in 1774 that "it always appeared a most iniquitous [morally wrong] scheme to me to fight ourselves for what we are daily robbing and plundering from those who have as good a right to freedom as we have." Abigail Adams gave her husband advice and urged him to support rights for women. In 1776, she wrote to her husband, "If we mean to have Heroes, Statesmen and Philosophers, we should have learned women."



Abigail Adams

Mercy Otis Warren was James Otis' sister and a friend of Abigail Adams. She wrote plays and poems in support of the American Revolution. Later, she wrote a history of the Revolution. Her song *Massachusetts Song of Liberty* became very popular. The refrain (the part that is repeated) is:

In Freedom we're born, and, like Sons of the brave,
Will never surrender,
But swear to defend her,
And scorn to survive, if unable to save.

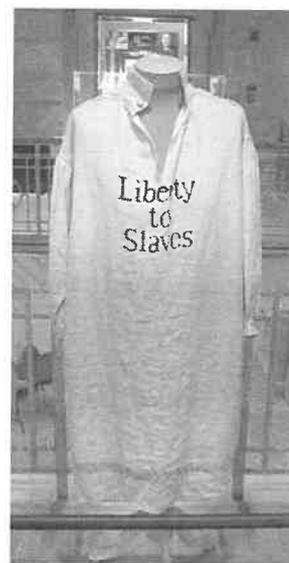
African Americans and the Revolution



James Armistead Lafayette

In the North, both slaves and free African-Americans fought with the patriots because they hoped the fight for freedom would also free the slaves. Rhode Island agreed to free slaves who fought for the patriots. **Peter Salem**, a free man, was recognized for his courage at the Battle of Bunker Hill as "a Brave and gallant soldier." He was the only colonial soldier at the battle who was so honored. **James Armistead Lafayette** was an African American spy. He was a slave who enlisted with the permission of his owner. He pretended to be an escaped slave. The information he gathered helped the Continental Army win the Battle of Yorktown. He gained his freedom through the help of the Continental Army General Marquis de Lafayette and took Lafayette's last name. Many slaves were promised freedom if they joined the military either as soldiers or working behind the lines as cooks, wagon-drivers, or craftsmen. Throughout US history, fighting for our country became a way for African Americans to also fight for their freedom. This is a *theme* or pattern in our history.

Southern states did not usually let slaves join the army. However, they used slaves as pilots and navy sailors. Originally, the British believed white Southerners were loyalists. But as the Revolutionary War continued, the British offered Southern slaves freedom if they would fight for the king. The Ethiopian Regiment of Virginia was formed of hundreds of escaped slaves fighting for the British. Their slogan was "Liberty to Slaves." However, when the British encouraged slaves to run away, it made slave owners support the revolution.



Part of the Ethiopian Regiment Uniform



Native American Minuteman

Native Americans and the Revolution

Many Native American tribes supported the British. They were trying to save their land from settlers who were moving west despite the Proclamation of 1763. The issue of which side to support split the Iroquois League, a confederation of Northern tribes. Some tribes tried to stay neutral (not supporting one side or the other). In Ohio, tribes tried to stay neutral until attacks by settlers drove them to support the British. In the South, the Cherokee, Creek, and Choctaw tribes supported the British. However, some tribes sided with the patriots and, in New England, became minutemen.

Frontier Pioneers and the Revolution

At the beginning of the Revolutionary War, many pioneers on the frontier were neutral. However, over time, they began to support the patriot cause. Their experience fighting Native Americans made the frontiersmen valuable soldiers.

Practice 1

1. List the patriots from Boston. Choose one and write a three-sentence biography.

2. List the patriots from Virginia. Choose one and write a three-sentence biography.

Read the source below and answer the next question.

Early to bed and early to rise makes a man healthy, wealthy and wise.
A penny saved is a penny earned.

3. This **most likely** was written by what Founding Father in his *Almanac*?
 - A. Benjamin Franklin
 - B. Thomas Jefferson
 - C. John Hancock
 - D. Patrick Henry

Chapter 2 The American Revolution

4. Which leaders were **most** noted for their powerful speeches? Select **two** correct answers.

- A. Paul Revere
- B. Samuel Adams
- C. Patrick Henry
- D. John Hancock
- E. Thomas Jefferson

5. What leaders died within a few hours of each other on July 4, 1826? Select **two** correct answers.

- A. John Adams
- B. Alexander Hamilton
- C. Thomas Jefferson
- D. George Washington
- E. James Otis

6. Why did many Native Americans support the British?

7. Why did many African Americans in the South support the British?

8. If you lived during the Revolutionary War era in the colonies, would you have supported the war? Give at least **two** reasons for your answer.

Week 1 Day 4

The Revolution

Words of the Revolution

The Second Continental Congress

In 1775, the **Second Continental Congress** met. It sent another petition to King George stating the colonists' loyalty to him and their rights as British citizens. It became known as the **Olive Branch Petition** because a branch of the olive tree is a symbol of peace. King George refused to read the petition.

By the time the Second Continental Congress met, the Revolutionary War had already begun. The Second Continental Congress had two jobs. In 1775, it managed the government side of the Revolutionary War such as choosing George Washington to be commander in chief of the colonial patriot forces, establishing the **Continental Army**, and borrowing money. George Washington served without pay. The second job of the Second Continental Congress was to set the goals for the Revolutionary War.

The Declaration of Independence

In June 1776, the Second Continental Congress decided to declare American independence from Britain. The Congress asked **Thomas Jefferson** and others to write an official resolution declaring independence—a **Declaration of Independence**. Thomas Jefferson wrote almost all of it.



Thomas Jefferson as a Young Man

The members of the Continental Congress took many ideas from thinkers in Europe, especially John Locke, who believed the purpose of government was to protect life, liberty, and property. He also believed people had the right to overthrow a government that failed to protect their rights. These thinkers were part of the **Enlightenment**, which you will learn about in a later chapter. Locke, who was English, did not sign his name to his writing. He feared arrest by the king.

Ideas of the Declaration of Independence

The Declaration of Independence did more than officially declare the colonies' independence from Britain. Thomas Jefferson included ideas about rights and the purpose of government that have inspired Americans and people around the world since they were written.

Jefferson wrote:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

endowed; given

inalienable: something that cannot be taken or given away

deriving: getting from

consent: agreement

abolish: do away with

effect: bring about

What does “created equal” mean? Obviously, people are not identical. We have different heights, weights, colors, and abilities and talents. In the Declaration of Independence, the phrase “**created equal**” relates to **inalienable rights**. In other words, people are born equal in their rights.

The idea that men had equal rights was revolutionary at the time of the American Revolution. Most people in the world were slaves or peasants who were almost slaves. Ordinary people had few if any rights and little or no protection from the actions of their rulers. Many people, from France to China, believed that God gave kings and emperors their special power and authority.

The Declaration of Independence makes it clear men do not receive their rights from government. This also means the rights are inalienable: they cannot be taken or give away.

What is an inalienable right? The Declaration lists them: **life, liberty, and the pursuit of happiness**. Although many other thinkers at the time were interested in a right to property, Thomas Jefferson chose to use the word “happiness” with its broader meanings. To pursue something is try to achieve or reach or chase it. The Declaration does not claim happiness or success as a right, only the right to pursue it.

The claim in the Declaration of Independence that government exists to protect the rights of the people was also revolutionary. Where kings and emperors ruled, government existed to do their bidding. Even more incredibly, Jefferson told everyone that people had a right to change their government if it wasn't doing its job protecting their rights. In other words, government needs the **consent of the governed**.

The delegates (members) of the Second Continental Congress signed the Declaration of Independence on July 4, 1776. That is why July 4th is called “Independence Day.” Resistance to British laws had grown into a full-blown revolution.

Activity: What rights do people have? How do they get these rights?

Choose one event in the activity story and describe how it relates to a rights listed in the Declaration of Independence.

On the road her mom took to drive Ella to school, the speed limit was 35 MPH. Ella and her mom watched as some idiot sped around them going 50 MPH. Who did he think he was? They heard a siren. A cop had been waiting by a stop sign.

Ella's brother Josiah was a state patrol officer. He worked traffic duty. He told Ella how important it was that people obey the speed limit and that many car crashes that killed people came from speeding.

Josiah told Ella and their mom about pulling over one driver in a fancy, expensive sports car who asked him, "do you know who I am?" Josiah answered, "someone who's going to get a ticket."

Ella's mom was taking classes at the local community college. She was learning to be a hair stylist. She wanted to open her own shop one day. She studied so she could pass a test anyone who wanted to be a stylist had to pass to be able to work.



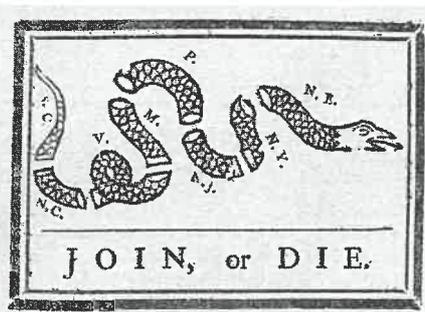
Only one man, **John Dickinson**, did not sign the Declaration. He warned:

“When our Enemies are pressing Us so vigorously, When We are in so wretched a State of Preparation, When the Sentiments & Designs of our expected Friends are so unknown to Us, I am alarmed at this Declaration being so vehemently presented.”

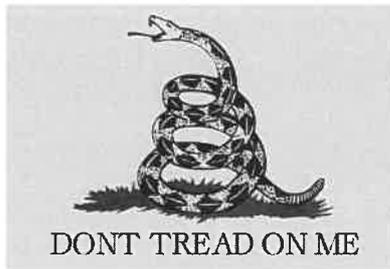
However, Dickinson also joined the Continental Army to fight the British.

Propaganda for the War

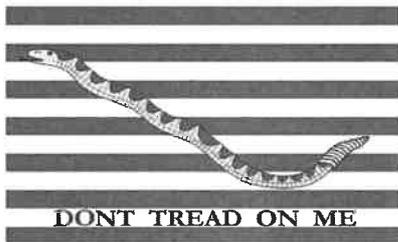
Patriots produced propaganda in the form of cartoons, pamphlets, and speeches to support their ideas. **Propaganda** is material designed to get people to support a cause and often uses loaded language, bias, and appeals to emotion.



Benjamin Franklin drew his famous **“Join or Die”** cartoon for the Albany Plan. During the Revolutionary War, Franklin's cartoon became a symbol for the colonists as they joined to fight the British. “Join or Die” meant that colonists only had enough power to fight the British if they joined together.



Don't Tread On Me Flag



Don't Tread On Me Navy Flag

Flags

Another example of propaganda was the “Don’t Tread on Me” flag created during the American Revolution. It showed how brave and fierce the American soldiers were. The flag was briefly used by a protest group in the early 2000s.

“Don’t Tread on Me” has been put on the flag that is used by the oldest ship in the US Navy.

Speeches

Here is more from Patrick Henry’s famous speech:

The millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable-- and let it come! I repeat it, sir, let it come.

invincible: cannot be defeated

vigilant: alert

election: choice

base: inferior, cowardly, lacking in noble motives

Loaded Language and Bias

Both primary and secondary sources may include the personal opinions and biases of the author. A **bias** is unfair favoring or disliking of something or someone. An author may use **loaded language**—that is, words that produce a strong emotional response in the reader. “Heroic,” “evil,” and “beautiful” are examples of loaded words.

Activity: Loaded Language

Circle the strong and loaded language Patrick Henry uses in his speech.

Pamphlets and Books

Common Sense

American patriots wrote and printed many pamphlets and other material promoting freedom.

Common Sense remains the best known and was probably the most effective. So many copies of *Common Sense* were sold that by the time the American Revolution, there were 500,000 copies—for two million colonists, or one in four people.

Thomas Paine, an immigrant from England, published *Common Sense* in 1776. An **immigrant** is someone who moves to a new country to make it his or her permanent home. Paine wrote in an easy-to-read style for the average person. He made a strong case for independence that won many to the cause.



Thomas Paine

At a time when most people in most countries did not even know of the existence of the rebellious Americans, Paine wrote:

O ye that love mankind! Ye that dare oppose, not only the tyranny, but the tyrant, stand forth! Every spot of the old world is overrun with oppression. Freedom hath been hunted round the globe. Asia, and Africa, have long expelled her.—Europe regards her like a stranger, and England hath given her warning to depart. O! receive the fugitive, and prepare in time an asylum for mankind.

tyranny: a country ruled by a cruel and powerful leader

asylum: refuge, safe place

Paine gave the money he made from *Common Sense* to the Continental Army. After the Revolutionary War, he went to France and helped the revolution that happened there. But eventually he returned to the US. Paine also opposed and wrote against slavery.

Paine wrote another book, *The American Crisis*, to inspire the patriot soldiers. George Washington had the book read aloud to his troops. The book begins:

These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but he that stands by it now, deserves the love and thanks of man and woman... the harder the conflict, the more glorious the triumph.

Songs

Patriots also had songs. The most famous one is “Yankee Doodle Dandy.” The song began as a British song mocking American soldiers during the French and Indian War. But the Americans quickly made “Yankee Doodle Dandy” their own.

British Propaganda

During the American Revolution, the British also had their own propaganda. The page shown to the right is from a pamphlet. It contrasted the better life of British troops (Prospect Hill) with the worse lives of the soldiers in the Continental Army (Bunker Hill):

PROSPECT HILL.	BUNKER'S HILL.
I. Seven Dollars a Month.	I. Three Pence a Day.
II. Fresh Provisions, and in Plenty.	II. Rotten Salt Pork.
III. Health.	III. The Scurvy.
IV. Freedom, Ease, Affluence and a good Farm.	IV. Slavery, Beggary and Want.

British Propaganda Pamphlet

Scurvy was a disease caused by a lack of good food.

Activity: Remake Colonial Propaganda

Recreate one of the pieces of propaganda described in this section, using modern language. If you use an animal to stand for the colonies (or the British), explain why you used that animal.

Battles of the Revolution

The American Revolution began long before the Continental Congress signed the Declaration of Independence. By the summer of 1776, colonists and British forces had been fighting for more than a year. King George III of England did not expect a long war. After all, the British had one of the world's most powerful armies and its mightiest navy. How could a bunch of untrained colonists possibly defeat them? The colonists, however, were fighting for their homeland and the right to govern themselves. They were more determined to win the war. Colonial leaders also knew they might all hang for treason if the revolution failed. The American colonists had no choice but victory. The militias and Washington's troops had another advantage. They were often familiar with the terrain where they fought. *Terrain* means the characteristics of a region of land, such as its lakes and swamps. For example, one patriot military commander in South Carolina was known as "the Swamp Fox" because he and his men hid in the swamps.

Ticonderoga and Boston

In May 1775, a patriot force from Vermont known as the Green Mountain Boys launched a surprise raid on a small British force stationed at Fort Ticonderoga. Making their way through an opening in the wall, the Green Mountain Boys took the fort without firing a single shot. The victory at the **Battle of Fort Ticonderoga** was small, but it provided the patriots with desperately needed cannons and ammunition.

Back in Boston, after Lexington and Concord, nearly 20,000 patriots surrounded the British. In June 1775, British troops attacked two hills



Battle of Bunker Hill

Week 1 Day 5

occupied by American forces. Although most of the bloodiest fighting took place on Breed's Hill, the battle was named for the second hill and became known as the **Battle of Bunker Hill**. The British soldiers won the battle, in part because the patriots ran out of ammunition. But many redcoats were killed or wounded. The Battle of Bunker Hill showed the patriot forces had the ability to fight in battle.

The Leadership of General George Washington

A month later, General George Washington arrived. His forces seized key high ground and, with the help of cannons hauled from Fort Ticonderoga, gained an advantage over the British.

George Washington was a skilled and brave general. He was taller than most men of the time and fearless in battle. He stood out as he led his troops from the front of the lines.

Washington had to establish order and discipline among the young, poor, or farmer soldiers who had never had military training. In his **General Orders of 1775**, he asked

Officers of all Ranks to show an example of Bravery and Courage to their men; assuring them that such as do their duty in the day of Battle, as brave and good Officers, shall be honored with every mark of distinction and regard; their names and merits made known to the General Congress and all America

and warned

every Officer, be his rank what it may, who shall betray his Country, dishonor the Army and his General, by basely keeping back and shrinking from his duty in any engagement; shall be held up as an infamous Coward and punished as such...

In addition, Washington created America's first espionage (spy) system. He operated a spy network in New York whose members were never caught. Women were part of the spy ring. One of their codes involved the color or number of pieces in their laundry hung out to dry. Spies used code words and numbers instead of names. George Washington was # 711.

Washington also used the new science of **inoculation** to protect his troops. An inoculation is very like a vaccination, but it infects a patient with a weaker version of a disease. Ninety percent of colonial soldiers who died in the Revolutionary War died from disease. In January 1777, Washington ordered that soldiers be inoculated against smallpox. At the time, colonists were so afraid of inoculations that just a year before, the Continental Congress had banned doctors from inoculating soldiers.



Nathan Hale, an American Spy Facing Death

Washington's Strategy

George Washington's military strategy was simple: wear the British out. His troops faced a larger, better-trained army with more supplies. They could defeat the Continental Army in a short open conflict. Washington attacked and retreated. He believed the British would grow tired of war. He was right. This strategy has been used later by other groups fighting their governments.

The Battles of Trenton and Princeton

In March 1776, the British left Boston by ship and made their way to New York. Washington moved south to meet them. Once they arrived, the stronger British army forced Washington to abandon the city and start a long and humiliating retreat. Washington and his army seemed on the brink of defeat. Then, in December 1776, Washington made a daring move. He surprised his enemy by crossing the Delaware River on Christmas night and attacking at Trenton, New Jersey. The Continental Army victory at the **Battle of Trenton** surprised the British.



Washington Crossing the Delaware River

Washington's troops did not let up. They knew that the British General Cornwallis had 8,000 troops who would soon attack. On January 3, 1777, the patriot soldiers left their campfires burning to make the enemy think they were still in camp. Then they slipped away in the middle of the night to launch another surprise attack in the **Battle of Princeton**. When one part of the British army saw the Continental Army on a farm, the redcoats attacked. Washington's troops won. As an example of Washington's courage, during the battle he was as close as 90 feet from the enemy, riding in front of his men and urging them on. The victories in New Jersey filled the patriots with hope they would win.



However, the British defeated Washington at Philadelphia. They also controlled New York City. British troops in Canada started to march south into New York State.

The Battle of Saratoga

The **Battle of Saratoga** in New York in October 1777 proved a turning point. The Continental Army defeated the British. The Saratoga victory was especially important because it made the French believe the colonists might win. As a result, France recognized the colonies as an independent country. France pledged money and military support to help defeat the British.

Although Continental Army General Horatio Gates got the credit, one of the generals under his command, **Benedict Arnold**, was the real hero of the battle who led most of the fighting while Gates remained in camp. When the battle ended, Gates sent a report to Congress that did not even mention Arnold's name.

Arnold was a brave and talented commander. Along with Ethan Allen, he helped lead the attack on Fort Ticonderoga before serving under Gates's command. Despite his victories and the fact that Washington thought highly of him, Arnold grew angry as the war went on. He felt that others got all the credit, while his accomplishments were ignored. Arnold also needed money. Secretly, he began to help the British by giving them information. In 1780, he plotted to betray the Continental Army by surrendering an important fort at West Point, New York. He was going to get 20,000 pounds (a unit of British money)—the equivalent of almost \$500,000 today. The plot failed, however, when patriots discovered Arnold's plan. Arnold fled to a British ship. He lived out his last days in England. Today, despite all he accomplished for the continental cause early in the war, Arnold is mainly remembered as a traitor. In fact, the name Benedict Arnold has come to mean "traitor."

Also in 1777, the **Marquis de Lafayette** arrived from France. He was only 19 years old. He spoke almost no English. He volunteered to serve without pay. He had never seen combat. But he had extraordinary military skills and quickly became a major general. He helped get the French government to support the Revolutionary cause. He fought at Yorktown, leading a group of French and American soldiers.



Baron Von Steuben Training the Troops

Valley Forge

Following the victory at Saratoga, the Continental Army, including George Washington and Marquis de Lafayette, spent a brutal winter in 1778 at **Valley Forge**, Pennsylvania. The weather was freezing. The soldiers were starving. They lacked warm clothes and blankets. Only a third (one in three) of the soldiers even had shoes. Many of Washington's men became too sick to serve. Many soldiers died.

Fortunately, in March 1778, food and clothes arrived. An immigrant baker, Christopher Ludwick, volunteered to bake bread for the army without making any money so each soldier could have a pound of bread each day. When the weather improved, the army used its time at Valley Forge to train to be a better fighting force.

Key to this effort was **Baron von Steuben**, another immigrant. Von Steuben had met Benjamin Franklin in Europe. Franklin recommended him for the job of training soldiers. Some of the ways Von

Steuben trained soldiers are still used today. He trained the company commanders first, and then the commanders trained their soldiers. Von Steuben did not speak much English. He had an aide who translated what he said. He even had the aide yell at the troops in English for him. But he became very popular with the troops because he also explained to them why they had to learn the drills he set for them. Washington's army returned to battle determined and prepared to meet the British.

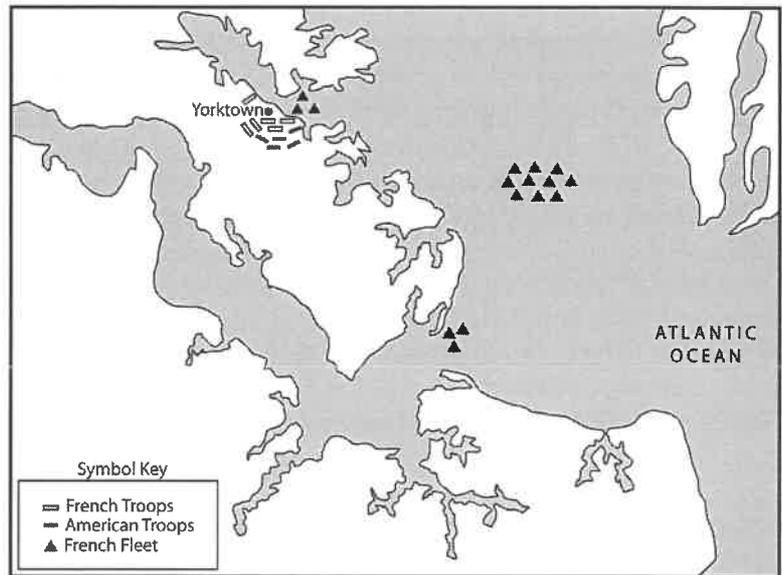
The Revolutionary War in Louisiana

Louisiana was not part of the British colonies. It was part of Spanish territory that also included Florida. Spain was also an enemy of Great Britain. To help Spain, the Spanish governor of Louisiana, **Bernardo de Galvez**, smuggled supplies to the patriots. In 1780, when Spain declared war on Britain, he attacked and defeated the British in what is now Alabama and Pensacola, Florida. His victory kept those British soldiers from helping fight the patriots.

Battle of Yorktown

By the summer of 1780, the British had seized the cities of Savannah, Georgia, and Charleston, South Carolina. The British were ready to bring North and South Carolina under their control. General George Cornwallis commanded the British forces. He tried to invade North Carolina. He chased General Nathanael Greene's Continental forces. Cornwallis knew he had a stronger army and wanted to force Green to fight him. After leading the British on a long chase that forced Cornwallis to use up many of his supplies, Greene finally fought the British at the Battle of Guilford Courthouse in North Carolina.

Cornwallis won, but at a heavy cost. To win the victory, he had to fire his cannons into the middle of the battle, killing many of his own men.



Battle of Yorktown



General Lord Cornwallis

In need of supplies, Cornwallis marched north to the town of Yorktown on the coast of Virginia. He hoped to get help from British ships. Yorktown is located on a peninsula.

Realizing Cornwallis was now trapped on the peninsula, General Washington marched south from Rhode Island to pin Cornwallis between the Continental Army and the Atlantic Ocean. Meanwhile, the French navy provided a blockade that prevented British ships from coming to Cornwallis' rescue. (A blockade occurs when navy ships line the coast and won't let any ships in or out.) The Continental Army surrounded the British and attacked them with cannons for three weeks during the **Battle of Yorktown**. On October 19, 1781, Cornwallis surrendered to Washington at **Yorktown**. Negotiations went on for two more years, but Yorktown effectively ended the Revolution.

Casualties

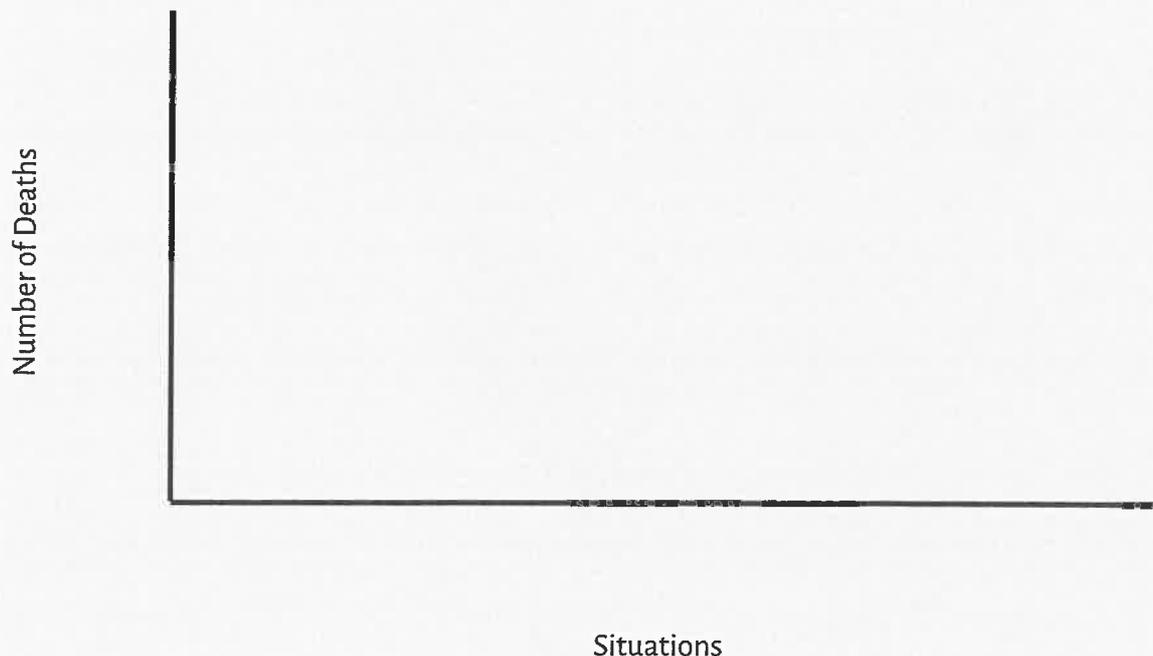
A *casualty* is a person who has been killed, wounded, or captured in a war. There is no reliable information on how many British soldiers died in the Revolutionary War. Best guess estimates for the largest number of British soldiers in the colonies during the War is around 50,000. When the war began, there were far less. There were also 30,000 Hessian soldiers who were German mercenaries paid to fight for Britain. About 5,000 of the redcoats and 5,000 of the Hessians deserted the British side and stayed in America after the war.

A total of about 217,000 Americans served in the war, but there were no more than 48,000 men fighting at one time.

By the Numbers: American Casualties in the American Revolutionary War	
total population	2.5 million (0.5 million slaves)
total soldiers	217,000
killed in battle	6,800
killed by disease	7,000
wounded	6,100
captured	20,000
died of disease while prisoners of war	10,000

Activity: American Casualties during the Revolutionary War

Create a bar graph of casualties to see which situation was the most dangerous for the American soldiers.



The Treaty of Paris

The Americans and British finally signed the **Treaty of Paris** in 1783. A **treaty** is a formal agreement between countries. The Treaty of Paris ended the war, and Great Britain officially recognized the United States as an independent nation.

The Treaty of Paris set out the boundaries between the United States and Canada, which had been a British colony since the French and Indian War. It spelled out the border in waterways:

... it is hereby agreed and declared, that the following are and shall be their boundaries, viz.; from the northwest angle of Nova Scotia, viz., that angle which is formed by a line drawn due north from the source of St. Croix River to the highlands; along the said highlands which divide those rivers that empty themselves into the river St. Lawrence, from those which fall into the Atlantic Ocean, to the northwesternmost head of Connecticut River; thence down along the middle of that river to the forty-fifth degree of north latitude; from thence by a line due west on said latitude until it strikes the river Iroquois or Cataraquy; thence along the middle of said river into Lake Ontario; through the middle of said lake until it strikes the communication by water between that lake and Lake Erie.

Lake Erie is one of the Great Lakes. In the western frontier, the Great Lakes and the St. Lawrence River became the border of the two countries. Thus, the new United States was bordered by waterways to the north, the Atlantic Ocean on the east, Spanish territory to the South, and the Appalachian Mountain range to the west.



Physical Borders of the New United States

What Happened to the Loyalists and Slaves?

Loyalists

The peace treaty with Britain required Americans to give back to the Loyalists any property they took. However, after the Revolutionary War, some Loyalists moved to Canada. They left as the British troops pulled out of the United States.

Slaves

Most slaves who fought for the patriots did not receive their freedom after the war. However, the British freed the slaves who had fought for the king. Many freed slaves moved to Nova Scotia in Canada. Eventually, some of these Nova Scotia settlers moved to Sierra Leone in Africa. Others moved to the Caribbean. Most went to Great Britain, where they lived in poverty. However, wherever they moved, the freed slaves were often treated badly.

Becoming Americans

Americans defeated the world's superpower. More colonists than not had agreed with Thomas Paine:

“A government of our own is our natural right.”

Practice 2

- What leaders survived the winter at Valley Forge? Select the **two** answers that are correct.
 - George Washington
 - Marquis de Lafayette
 - John Hancock
 - George Rogers Clark
 - Benjamin Franklin
- Whose name came to stand for traitor?
 - John Hancock
 - Benedict Arnold
 - John Adams
 - Thomas Jefferson
- What did Bernardo de Galvez do? Select the **two** answers that are correct.
 - He smuggled supplies to the British.
 - He smuggled supplies to the patriots.
 - He defeated patriot troops in what is now Alabama and Pensacola, Florida.
 - He defeated the British at New Orleans.
 - He hid British soldiers in the Louisiana swamps.

Chapter 2 The American Revolution

4. Why was *Common Sense* so important?
- A. It encouraged Thomas Jefferson to write the Declaration of Independence.
 - B. Before the Revolutionary War, it convinced many people to support the patriot cause.
 - C. During the Revolutionary War, it convinced many people to support independence.
 - D. After the Revolutionary War, it convinced many people to support George Washington.
5. Who donated the money he made to the Continental Army?
- A. John Adams
 - B. George Washington
 - C. Thomas Paine
 - D. John Hancock
6. Why was Baron Von Steuben popular with the troops? Select the **two** answers that are correct.
- A. He brought food with him.
 - B. He explained to the troops why they had to learn the drills.
 - C. He never lost a battle.
 - D. He taught them military skills they needed.
 - E. He was English.

7. How did Washington win the battles of Trenton and Princeton?

8. Why was the Battle of Fort Ticonderoga important?

Chapter 2 Using Sources to Answer Questions

Source 1

After placing out guards, we were directed to keep our horses with the saddles, lie down on our arms, and be ready when called. We all laid down, the weather was warm and we needed no fires... however, not many hours passed until we were called up, without much noise, and the nature of the movement explained to all. We then mounted our horses, when profound silence was enjoined on all...

... the sun now being up... [we] were within a short distance of the guard before we were discovered... As we entered the yard, their leader came out, storming at his men. He was shot down, and two others fell by his side...

We took possession of most of their guns... ammunition, swords, and pistols... We next began to look out for something for our horses, and something for ourselves to eat...

—from *The Autobiography of a Revolutionary Soldier*, James Collins, revised 1859

Source 2

The American militiamen were not well organized. They did have a new commander-in-chief, General George Washington. They did not have a standing army. There was no navy. Volunteers for the fighting were overconfident, and many lacked any military training. Despite these factors, some American fighters did have experience fighting in previous conflicts.

1. What time did the revolutionary soldiers start their movement? _____
2. How did revolutionary soldiers take? _____

3. After the fight, the revolutionary soldiers left the camp they attacked. They were using the strategy favored by George Washington of
 - A. only fighting when they could win.
 - B. wearing out the enemy.
 - C. using only sneak attacks.
 - D. trapping the enemy.
4. Which statement **best** explains why George Washington used this strategy?
 - A. The British Army was so powerful it would defeat the Americans in open conflict.
 - B. He was a coward.
 - C. He refused to let any of his soldiers to die.
 - D. It was part of the General Orders he was given.

Chapter 2 The American Revolution

5. To what previous conflicts does Source 1 refer? Select the **two** answers that are correct.
- A. the War of 1812
 - B. the French and Indian War
 - C. conflicts with Native Americans
 - D. the War of Lexington
 - E. the Civil War

Chapter 2 Key Term Activity

Fill in the blank with the correct word.

Word Bank		
Valley Forge	Marquis de Lafayette	Patrick Henry
Continental Army	redcoats	George Washington
Boston Massacre	Battle of Lexington and Concord	

It was cold that winter in Boston. John thought about his brother Phineas in the
 1. _____ fighting for freedom. He thought about the words of
 2. _____: "Give me liberty or give me death!" Hard to think this war began just
 a few years ago, when John was 11, with the 3. _____. Of course, it really began
 six years ago, in 1770, with the 4. _____ in his home town. Everyone in his family
 trusted the commander of the army, 5. _____. They'd heard about the new guy
 from France, 6. _____. Benjamin wrote that he was a skilled leader. He also
 wrote that the soldiers were really hungry and cold at their winter camp at
 7. _____. But spring was just around the corner, and they were going to train to
 fight the 8. _____.

Key terms are defined in the book's glossary.
 Answers to Key Term Activities and chapter reviews are found in the Teacher's Guide.