

# UNIT 3

# Creating a Nation

1763–1791

## Why It Matters

*As you study Unit 3, you will learn that the purpose of the Declaration of Independence was to justify the American Revolution and to explain the founding principles of the new nation. You will also learn that the Constitution established a republic, in which power is held by voting citizens through their representatives.*

### Primary Sources Library

See pages 596–597 for primary source readings to accompany Unit 3.



Use the **American History**

#### Primary Source Document Library

**CD-ROM** to find additional primary sources about the American move toward independence.



American flag,  
Revolutionary War



*Washington Crossing  
the Delaware*  
by Emanuel  
Gottlieb Leutze



*“Give me  
liberty, or give  
me death!”*

—Patrick Henry, 1775



# CHAPTER 5

# Road to Independence

1763–1776

## Why It Matters

*A spirit of independence became evident early in the history of the American people. Far from the established rules and restrictions they had faced in their home countries, the new settlers began to make their own laws and develop their own ways of doing things.*

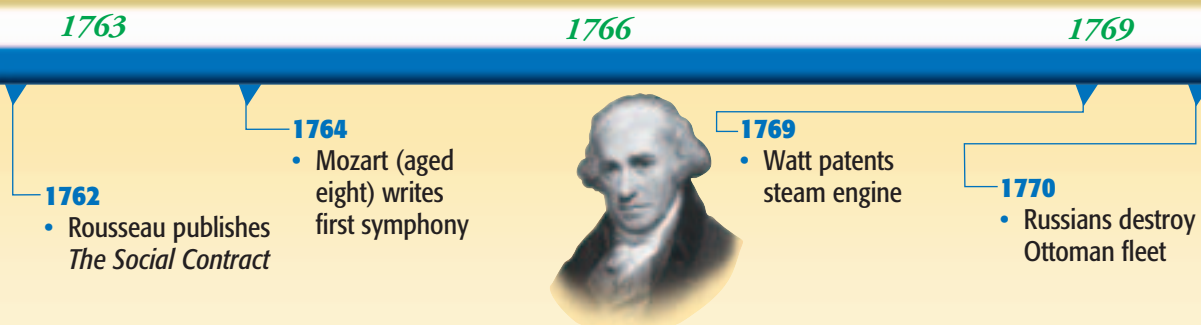
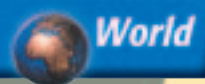
## The Impact Today

*The ideals of revolutionary America still play a major role in shaping the society we live in. For example:*

- Americans still exercise their right to protest laws they view as unfair.
- Citizens have the right to present their views freely.



**The American Republic to 1877 Video** The chapter 5 video, "Loyalists and Tories," portrays events leading up to the Revolutionary War from a Loyalist's point of view, as well as a Patriot's.



# FOLDABLES™

## Study Organizer

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

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



Fold the sheet vertically.

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



**Step 3** Open and label as shown.

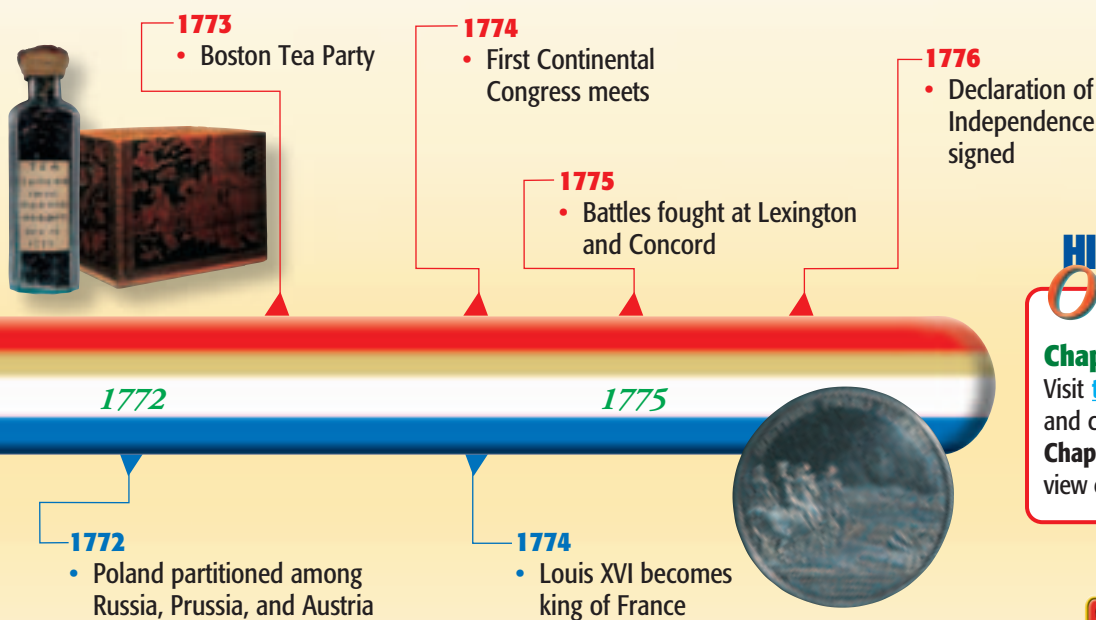


Draw lines along the fold lines.

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



*Bunker Hill* by Don Troiani Low on ammunition, Colonel William Prescott gives the order, "Don't fire until you see the whites of their eyes."



### HISTORY Online

#### Chapter Overview

Visit [tarvol1.glencoe.com](http://tarvol1.glencoe.com) and click on **Chapter 5—Chapter Overviews** to preview chapter information.

**CLICK HERE**

# Taxation Without Representation

## Guide to Reading

### Main Idea

The British government's actions after winning the French and Indian War angered American colonists.

### Key Terms

revenue, writs of assistance, resolution, effigy, boycott, nonimportation, repeal

### Reading Strategy

**Classifying Information** British actions created colonial unrest. As you read Section 1, re-create the diagram below and describe why the colonists disliked these policies.

| British action       | Colonists' view |
|----------------------|-----------------|
| Proclamation of 1763 |                 |
| Sugar Act            |                 |
| Stamp Act            |                 |

### Read to Learn

- why the British faced problems in North America after the French and Indian War.
- why the American colonists objected to new British laws.

### Section Theme

**Civic Rights and Responsibilities** The American colonists believed that new British laws denied their civic rights.

### Preview of Events

◆ 1760

**1763**  
Proclamation of 1763

**1764**  
Parliament passes Sugar Act

◆ 1765

**1765**  
Parliament enacts Stamp Act

◆ 1770

**1767**  
Townshend Acts tax colonial imports



*St. Edward's crown, worn by George III*

## AN American Story

Huron and Ottawa warriors silently peered from the woods. They watched about 100 British soldiers camped on Lake Erie's shore. The soldiers—sent by the British Crown—had just stopped to rest on their way to Fort Detroit. They were worried about rumors of Native Americans planning war.

Suddenly the warriors rushed from the forest. The British managed to escape in two boats. War raged on the frontier—and the British were in the thick of it!

## Relations with Britain

After winning the French and Indian War, Great Britain controlled a vast territory in North America. To limit settlement of this territory, Britain issued the Proclamation of 1763. Parts of the land acquired through the Treaty of Paris became the provinces of Quebec, East Florida, West Florida, and Grenada (a combination of several Caribbean islands). Most importantly, the Proclamation prohibited colonists from moving west of the Appalachian Mountains.

Stopping western settlement provided several advantages for Britain. It allowed the British government, not the colonists, to control westward movement. In this way, westward expansion would go on in an orderly way, and conflict with Native Americans might be avoided. Slower western settlement would also slow colonists moving away from the colonies on the coast—where Britain’s important markets and investments were. Finally, closing western settlement protected the interests of British officials who wanted to control the lucrative fur trade. The British planned to keep 10,000 troops in America to protect their interests.

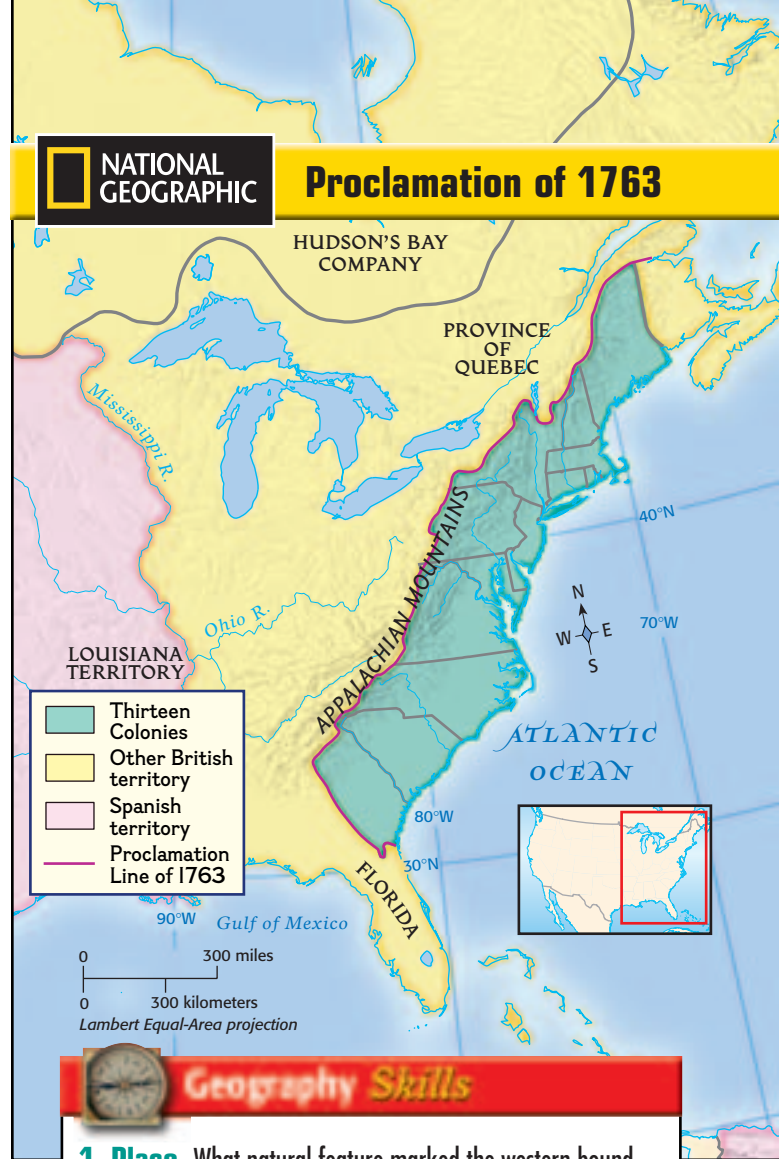
These plans alarmed the colonists. Many feared that the large number of British troops in North America might be used to interfere with their liberties. They saw the Proclamation of 1763 as a limit on their freedom. These two measures contributed to the feeling of distrust that was growing between Great Britain and its colonies.

The financial problems of Great Britain complicated the situation. The French and Indian War left Britain with a huge public debt. Desperate for new **revenue**, or incoming money, the king and Parliament felt it was only fair that the colonists pay part of the cost. They began plans to tax them. This decision set off a chain of events that enraged the American colonists and surprised British authorities.

### Britain’s Trade Laws

In 1763 **George Grenville** became prime minister of Britain. He was determined to reduce Britain’s debt. He decided to take action against smuggling in the colonies. When the colonists smuggled goods to avoid taxes, Britain lost revenue that could be used to pay debts.

Grenville knew that American juries often found smugglers innocent. In 1763 he convinced Parliament to pass a law allowing smugglers to be sent to vice-admiralty courts. Vice-admiralty courts were run by officers and did not have juries. In 1767 Parliament decided to authorize **writs of assistance**. These legal documents allowed customs officers to enter any location to search for smuggled goods.



### Geography Skills

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

### The Sugar Act

With a new law in place to stop smuggling, Grenville tried to increase tax revenue. In 1764 Parliament passed the **Sugar Act**. The act lowered the tax on molasses imported by the colonists. Grenville hoped the lower tax would convince the colonists to pay the tax instead of smuggling. The act also let officers seize goods from smugglers without going to court.

The Sugar Act and the new laws to control smuggling angered the colonists. They believed their rights as Englishmen were being violated. Writs of assistance violated their right to be secure in their home. Vice-admiralty courts violated their right to a jury trial. Furthermore, in trials at vice-admiralty courts, the burden of

proof was on defendants to prove their innocence. This contradicted British law, which states that the accused is “innocent until proved guilty.”

These measures alarmed the colonists. **James Otis**, a young lawyer in Boston, argued that

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

In his speeches and pamphlets, Otis defined and defended colonial rights.

**Reading Check Analyzing** Why did Parliament pass the Sugar Act?

## The Stamp Act

In 1765 Parliament passed another law in an effort to raise money. This law, the **Stamp Act**, placed a tax on almost all printed material in the colonies—everything from newspapers and pamphlets to wills and playing cards. All printed material had to have a stamp, which was applied by British officials. Because so many items were taxed, it affected almost everyone in the colonial cities. The Stamp Act convinced many colonists of the need for action.

Opposition to the Stamp Act centered on two points. Parliament had interfered in colonial affairs by taxing the colonies directly. In addition, it taxed the colonists without their consent. In passing the Stamp Act without consulting the colonial legislatures, Parliament ignored the colonial tradition of self-government.

### Protesting the Stamp Act

A young member of the Virginia House of Burgesses, **Patrick Henry**, persuaded the burgesses to take action against the Stamp Act. According to tradition, when he was accused of treason, Henry replied,

“If this be treason, make the most of it!”

The Virginia assembly passed a **resolution**—a formal expression of opinion—declaring it had “the only and sole exclusive right and power to lay taxes” on its citizens.

In Boston **Samuel Adams** helped start an organization called the **Sons of Liberty**. Members took to the streets to protest the Stamp Act. People in other cities also organized Sons of Liberty groups.

Throughout the summer of 1765, protesters burned **effigies**—rag figures—representing unpopular tax collectors. They also raided and destroyed houses belonging to royal officials and marched through the streets shouting that only Americans had the right to tax Americans.

### The Stamp Act Congress

In October delegates from nine colonies met in New York at the **Stamp Act Congress**. They drafted a petition to the king and Parliament declaring that the colonies could not be taxed except by their own assemblies.

In the colonial cities, people refused to use the stamps. They urged merchants to **boycott**—refuse to buy—British and European goods in protest. Thousands of merchants, artisans, and farmers signed **nonimportation** agreements. In these agreements they pledged not to buy or use goods imported from Great Britain. As the boycott spread, British merchants lost so much business that they begged Parliament to **repeal**, or cancel, the Stamp Act.

### The Act Is Repealed

In March 1766, Parliament gave in to the colonists’ demands and repealed the Stamp Act. Yet the colonists’ trust in the king and Parliament was never fully restored.

While the colonists celebrated their victory over the Stamp Act, Parliament passed another act on the same day it repealed the Stamp Act. The **Declaratory Act** of 1766 stated that Parliament had the right to tax and make decisions for the British colonies “in all cases.” The colonists might have won one battle, but the war over making decisions for the colonies had just begun.

**Reading Check Evaluating** What role did Samuel Adams play in colonial protests?



Revenue stamp



### History Through Art

*Patrick Henry Before the Virginia House of Burgesses* by Peter F. Rothermel Patrick Henry gave a fiery speech before the Virginia House of Burgesses in 1765. **Why did Henry deliver the speech?**



## New Taxes

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

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

Women took an active role in the protest against the Townshend Acts. In towns throughout the colonies, women organized groups to support the boycott of British goods, sometimes calling themselves the **Daughters of Liberty**. They urged Americans to wear homemade fabrics and produce other goods that were available only from Britain before. They believed this would help the American colonies become economically independent.

**Reading Check** **Comparing** How did the Townshend Acts differ from the Stamp Act?

## SECTION 1 ASSESSMENT

### Checking for Understanding

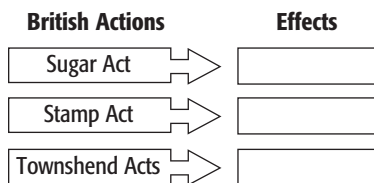
- Key Terms** Write sentences or short paragraphs in which you use the following groups of terms correctly: (1) **revenue** and **writs of assistance**; (2) **resolution**, **effigy**, **boycott**, **nonimportation**, and **repeal**.
- Reviewing Facts** State two reasons for the deterioration of relations between the British and the colonists.

### Reviewing Themes

- Civic Rights and Responsibilities** Why did the colonists think the writs of assistance violated their rights?

### Critical Thinking

- Identifying Central Issues** Why did British policies following the French and Indian War lead to increased tensions with American colonists?
- Determining Cause and Effect** Re-create the diagram below and describe the effects of these British actions.



### Analyzing Visuals

- Geography Skills** Review the map on page 133. The Proclamation of 1763 banned colonists from settling west of the Appalachian Mountains. Why did the British government want to halt western movement?

### Interdisciplinary Activity

**Persuasive Writing** Write a letter to the editor of a colonial newspaper in which you attempt to persuade fellow colonists to boycott British goods. Use standard grammar, spelling, sentence structure and punctuation.



# Building Colonial Unity

## Guide to Reading

### Main Idea

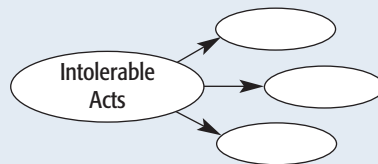
As tensions between colonists and the British government increased, protests grew stronger.

### Key Terms

propaganda, committee of correspondence

### Reading Strategy

**Organizing Information** As you read the section, re-create the diagram below and describe how the Intolerable Acts changed life for colonists.



### Read to Learn

- why Boston colonists and British soldiers clashed, resulting in the Boston Massacre.
- how the British government tried to maintain its control over the colonies.

### Section Theme

**Groups and Institutions** Colonists banded together to protest British laws.

### Preview of Events



American protest banner

## AN American Story

In the spring of 1768, British customs officials in Boston seized the *Liberty*, a ship belonging to John Hancock, a merchant and protest leader. The ship had docked in Boston Harbor to unload a shipment of wine and take on new supplies. The customs officials, however, charged that Hancock was using the ship for smuggling. As news of the ship's seizure spread through Boston, angry townspeople filled the streets. They shouted against Parliament and the taxes it had imposed on them. The *Liberty* affair became one of the events that united the colonists against British policies.

## Trouble in Boston

Protests like the *Liberty* affair made British colonial officials nervous. In the summer of 1768, worried customs officers sent word back to Britain that the colonies were on the brink of rebellion. Parliament responded by sending two regiments of troops to Boston. As angry Bostonians jeered, the newly arrived "redcoats" set up camp right in the center of the city.

Many colonists, especially those living in Boston, felt that the British had pushed them too far. First the British had passed a series of laws that violated colonial rights. Now they had sent an army to occupy colonial cities.

To make matters worse, the soldiers stationed in Boston acted rudely and sometimes even violently toward the colonists. Mostly poor men, the redcoats earned little pay. Some of them stole goods from local shops or scuffled with boys who taunted them in the streets. The soldiers competed off-hours for jobs that Bostonians wanted. The townspeople's hatred for the soldiers grew stronger every day.

### The Boston Massacre

Relations between the redcoats and the Boston colonists grew more tense. Then on March 5, 1770, the tension finally reached a peak. That day a fight broke out between townspeople and soldiers. While some British officers tried to calm the crowd, one man shouted,

“We did not send for you. We will not have you here. We'll get rid of you, we'll drive you away!”

The angry townspeople moved through the streets, picking up any weapon they could find—sticks, stones, shovels, and clubs. They pushed forward toward the customhouse on King Street.

As the crowd approached, the sentry on duty panicked and called for help. The crowd responded by throwing stones, snowballs, oyster shells, and pieces of wood at the soldiers. “Fire, you bloodybacks, you lobsters,” the crowd screamed. “You dare not fire.”

After one of the soldiers was knocked down, the nervous and confused redcoats did fire. Several shots rang out, killing five colonists. One Bostonian cried out:


“Are the inhabitants to be knocked down in the streets? Are they to be murdered in this manner?”

Among the dead was **Crispus Attucks**, a dockworker who was part African, part Native American. The colonists called the tragic encounter the **Boston Massacre**.

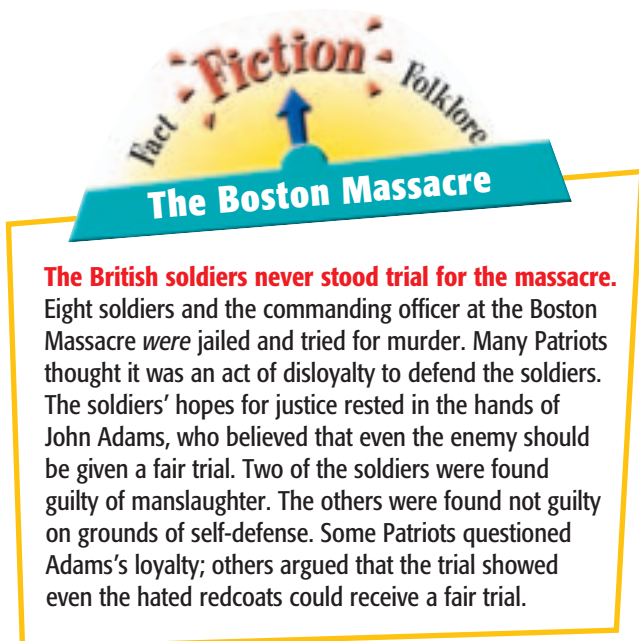
### The Word Spreads

Colonial leaders used news of the killings as **propaganda**—information designed to influence opinion—against the British. Samuel Adams put up posters describing the “Boston Massacre” as a slaughter of innocent Americans by bloodthirsty redcoats. An engraving by Paul Revere showed a British officer giving the order to open fire on an orderly crowd. Revere's powerful image strengthened anti-British feeling.

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

Some colonial leaders, however, continued to call for resistance to British rule. In 1772 Samuel Adams revived the Boston **committee of correspondence**, an organization used in earlier protests. The committee circulated writings about colonists' grievances against Britain. Soon other committees of correspondence sprang up throughout the colonies, bringing together protesters opposed to British measures.  (See page 596 of the *Primary Sources Library* for readings about colonial resistance.)

 **Reading Check Explaining** How did the Boston Massacre contribute to the repeal of the Townshend Acts?



**The British soldiers never stood trial for the massacre.** Eight soldiers and the commanding officer at the Boston Massacre were jailed and tried for murder. Many Patriots thought it was an act of disloyalty to defend the soldiers. The soldiers' hopes for justice rested in the hands of John Adams, who believed that even the enemy should be given a fair trial. Two of the soldiers were found guilty of manslaughter. The others were found not guilty on grounds of self-defense. Some Patriots questioned Adams's loyalty; others argued that the trial showed even the hated redcoats could receive a fair trial.

# MORE ABOUT...

## The Boston Tea Party

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

Most of the Townshend Acts are repealed. The tax on tea remains.

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

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

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

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

— *Samuel Adams, December 1773*



### A Crisis Over Tea

In the early 1770s, some Americans considered British colonial policy a “conspiracy against liberty.” The British government’s actions in 1773 seemed to confirm that view.

The British East India Company faced ruin. To save the East India Company, Parliament passed the **Tea Act** of 1773. This measure gave the company the right to ship tea to the colonies without paying most of the taxes usually placed on tea. It also allowed the company to bypass colonial merchants and sell its tea directly to shopkeepers at a low price. This meant that East India Company tea was cheaper than any other tea in the colonies. The Tea Act gave the company a very favorable advantage over colonial merchants.

#### Colonial Demands

Colonial merchants immediately called for a new boycott of British goods. Samuel Adams

and others denounced the British monopoly. The Tea Act, they argued, was just another attempt to crush the colonists’ liberty.

At large public meetings in Boston and Philadelphia, colonists vowed to stop the East India Company’s ships from unloading. The Daughters of Liberty issued a pamphlet declaring that rather than part with freedom, “we’ll part with our tea.”

Parliament ignored warnings that another crisis was brewing. The East India Company shipped tea to Philadelphia, New York, Boston, and Charles Town. The colonists forced the ships sent to New York and Philadelphia to turn back. The tea sent to Charles Town was seized and stored in a warehouse. In Boston, a show-down began.

#### The Boston Tea Party

Three tea ships arrived in Boston Harbor in late 1773. The royal governor, whose house had been destroyed by Stamp Act protesters, refused

to let the ships turn back. When he ordered the tea unloaded, Adams and the Boston Sons of Liberty acted swiftly. On December 16, a group of men disguised as Mohawks and armed with hatchets marched to the wharves. At midnight they boarded the ships and threw 342 chests of tea overboard, an event that became known as the **Boston Tea Party**.

Word of this act of defiance spread throughout the colonies. Men and women gathered in the streets to celebrate the bravery of the Boston Sons of Liberty. Yet no one spoke of challenging British rule, and colonial leaders continued to think of themselves as members of the British empire.

### The Intolerable Acts

When news of the Boston Tea Party reached London, the reaction was quite different. King **George III** realized that Britain was losing control of the colonies. “We must master them or totally leave them alone.” Not prepared to give up, the king and Parliament vowed to punish Boston. In the spring of 1774, Parliament passed the **Coercive Acts**, very harsh laws intended to punish the people of Massachusetts for their resistance.

The Coercive Acts closed Boston Harbor until the Massachusetts colonists paid for the ruined tea. This action prevented the arrival of food and other supplies that normally came by ship. Worse,

the laws took away certain rights of the Massachusetts colonists. For example, the laws banned most town meetings, an important form of self-government in New England. Another provision permitted royal officers to be tried in other colonies or in Britain when accused of crimes.

The Coercive Acts also forced Bostonians to shelter soldiers in their own homes. Parliament planned to isolate Boston with these acts. Instead the other colonies sent food and clothing to demonstrate their support for Boston. The colonists maintained that the Coercive Acts violated their rights as English citizens. These included the rights to no quartering of troops in private homes and no standing army in peacetime without their consent.

The Quebec Act, passed shortly after the Coercive Acts, further angered the colonists. This act set up a permanent government for Quebec and granted religious freedom to French Catholics. Colonists strongly objected to the provision that gave Quebec the area west of the Appalachians and north of the Ohio River. This provision ignored colonial claims to the area. The feelings of the colonists were made clear by *their* name for the new laws—the Intolerable Acts.

 **Reading Check Summarizing** List the effects of the Coercive Acts on the citizens of Boston.

## SECTION 2 ASSESSMENT

### Checking for Understanding

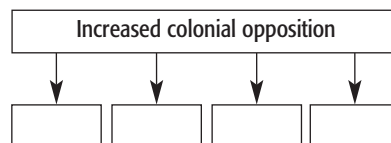
- Key Terms** Use these terms in sentences that relate to the Boston Massacre: **propaganda, committee of correspondence.**
- Reviewing Facts** How did colonial leaders use the Boston Massacre to their advantage?

### Reviewing Themes

- Groups and Institutions** Why were the committees of correspondence powerful organizations?

### Critical Thinking

- Drawing Conclusions** Do you think the Boston Tea Party was a turning point in the relationship between the British and the colonists? Explain.
- Organizing Information** Re-create the diagram below and describe how colonists showed their opposition to British policies.



### Analyzing Visuals

- Picturing History** Examine the material about the Boston Tea Party on page 138. What artifacts are shown? When did the “tea party” take place?

### Interdisciplinary Activity

**Art** Draw a cartoon strip showing the story of the Boston Tea Party. Use at least four cartoon frames to present the sequence of events from your point of view. Compare your cartoon to a classmate’s and describe his or her point of view.

# America's LITERATURE

Esther Forbes (1891–1967)



Esther Forbes wrote a number of books; among them is the prize-winning biography *Paul Revere and the*

*World He Lived In*. As she researched Paul Revere's life, Forbes learned that many young apprentices played a role in the American Revolution. *Johnny Tremain*, a fictional work, tells the story of such an apprentice.

## READ TO DISCOVER

In this passage from *Johnny Tremain*, 14-year-old Johnny and his friend Rab have disguised themselves as Mohawks. They join the crowd at Griffin's Wharf in Boston Harbor, where three English ships carrying tea are docked and are unable to leave or unload their cargo.

## READER'S DICTIONARY

**boatswain:** officer on a ship

**warped:** roped

**jargon:** strange language

**hold:** place where cargo is stored on a ship

**winch:** machine for hauling

## Johnny Tremain

There was a **boatswain's** whistle, and in silence one group boarded the *Dartmouth*. The *Eleanor* and the *Beaver* had to be **warped** in to the wharf. Johnny was close to Mr. Revere's heels. He heard him calling for the captain, promising him, in the **jargon** everyone talked that night, that not one thing should be damaged on the ship except only the tea, but the captain and all his crew had best stay in the cabin until the work was over.

Captain Hall shrugged and did as he was told, leaving his cabin boy to hand over the keys to the **hold**. The boy was grinning with pleasure. The "tea party" was not unexpected. . . .

The **winches** rattled and the heavy chests began to appear—one hundred and fifty of them. As some men worked in the hold, others broke open the chests and flung the tea into the harbor. But one thing made them unexpected difficulty. The tea inside the chests was wrapped in heavy canvas. The axes went through the wood easily enough—the canvas made endless trouble. Johnny had never worked so hard in his life.

Then Mr. Revere called the captain to come up and inspect. The tea was utterly gone, but Captain Hall agreed that beyond that there had not been the slightest damage.

It was close upon dawn when the work on all three ships was done. And yet the great, silent audience on the wharf, men, women, and children, had not gone home. As the three groups came off the ships, they formed in fours along the wharf, their axes on their shoulders. Then a hurrah went up and a fife began to play.

Excerpt from *Johnny Tremain* by Esther Forbes. Copyright © 1943 by Esther Forbes Hoskins, © renewed 1971 by Linwood M. Erskine, Jr., Executor of the Estate of Esther Forbes Hoskins. Reprinted by permission of Houghton Mifflin Co. All rights reserved.



Paul Revere

## ANALYZING LITERATURE

- 1. Recall and Interpret** Why was the "tea party" expected?
- 2. Evaluate and Connect** What does the conduct of the "tea party" participants suggest about the protest? Explain your answer.

### Interdisciplinary Activity

**Expository Writing** Write a one-page paper about how you think you would react in Johnny's situation.

# SECTION 3

# A Call to Arms

## Guide to Reading

### Main Idea

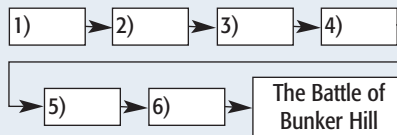
Colonial leaders met at Philadelphia in 1774 to discuss a united response to British policies. Seven months later American and British troops met in battle for the first time.

### Key Terms

**militia, minutemen, Loyalist, Patriot**

### Reading Strategy

**Sequencing Information** As you read the section, re-create the diagram below and list six events leading to the Battle of Bunker Hill.



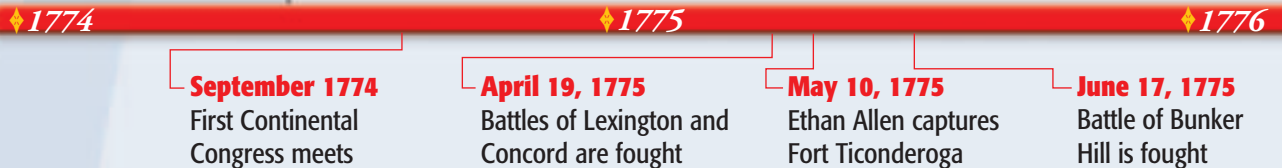
### Read to Learn

- what happened at the Continental Congress in Philadelphia.
- how the colonists met British soldiers in the first battle.

### Section Theme

**Groups and Institutions** With the establishment of the Continental Congress, the colonies continued to protest.

### Preview of Events



*Revolutionary War drum and fife*

## AN American Story

At first few colonists wanted a complete break with Britain. One of the most popular songs of the time, "The Bold Americans," called for *both* liberty and continued loyalty to the British king:

*We'll honor George, our sovereign, while he sits on the throne.*

*If he grants us liberty, no other king we'll own.*

*If he will grant us liberty, so plainly shall you see,*

*We are the boys that fear no noise! Success to liberty.*

As tensions mounted, however, a peaceful compromise was no longer possible.

## The Continental Congress

Colonial leaders realized they needed more than boycotts to gain the liberty they sang about in "The Bold Americans." They needed the colonies to act together in their opposition to British policies.

In September 1774, 55 men arrived in the city of Philadelphia. Sent as delegates from all the colonies except Georgia, these men had come to establish a political body to represent American interests and challenge British control. They called the new organization the **Continental Congress**.

## Causes and Effects of the Revolutionary War

### Causes

- Colonists' tradition of self-government
- Americans' desire for a separate identity from Britain
- Proclamation of 1763
- Harsh British policies toward North America after 1763

### Effects

- A long war with Great Britain
- Self-government for the United States
- World recognition of United States independence

### Graphic Organizer Skills

Relations between Britain and America worsened during the 1760s and the 1770s.

**Analyzing Information** Why did the colonists fight for self-government?



grievances calling for the repeal of 13 acts of Parliament passed since 1763. They declared that these laws violated the colonists' rights. Their rights were based on the "laws of nature, the principles of the English constitution, and the several charters" of the colonies. The delegates also voted to boycott all British goods and trade. No British products could be brought into or consumed in the colonies, and no colonial goods could be shipped to Britain.

One of Congress's major decisions was to endorse the Suffolk Resolves. These resolutions had been prepared by Bostonians and others who lived in Suffolk County, Massachusetts. They called on the people of Suffolk County to arm themselves against the British. The people responded by forming **militias**—groups of citizen soldiers. Many wondered if war was coming. The answer came the following spring.

**Reading Check Explaining** What was the purpose of the Continental Congress?

## The First Battles

Colonists expected that if fighting against the British broke out, it would begin in New England. Militia companies in Massachusetts held frequent training sessions, made bullets, and stockpiled rifles and muskets. Some companies, known as **minutemen**, boasted they would be ready to fight on a minute's notice. In the winter of 1774–1775, a British officer stationed in Boston noted in his diary:

“The people are evidently making every preparation for resistance. They are taking every means to provide themselves with arms.”

### Britain Sends Troops

The British also prepared for conflict. King George announced to Parliament that the New England colonies were “in a state of rebellion” and said that “blows must decide” who would control America. By April 1775, British general Sir Thomas Gage had several thousand soldiers under his command in and around Boston, with many more on the way. Gage had instructions to

## Delegates to the Congress

Major political leaders from all the colonies attended the Congress. Massachusetts sent fiery Samuel Adams and his younger cousin **John Adams**, a successful lawyer. New York sent **John Jay**, another lawyer. From Virginia came **Richard Henry Lee** and **Patrick Henry**, two of the most outspoken defenders of colonial rights, as well as **George Washington**.

Patrick Henry summed up the meaning of the gathering:

“The distinctions between Virginians, Pennsylvanians, New Yorkers, and New Englanders are no more. . . . I am not a Virginian, but an American.”

## Decisions of the Congress

Although the delegates were hardly united in their views, they realized they needed to work together. First they drafted a statement of

take away the weapons of the Massachusetts militia and arrest the leaders.

Gage learned that the militia was storing arms and ammunition at **Concord**, a town about 20 miles northwest of Boston. He ordered 700 troops under Lieutenant-Colonel Francis Smith to march

“to Concord, where you will seize and destroy all the artillery and ammunition you can find.”

### Alerting the Colonists

On the night of April 18, 1775, Dr. Joseph Warren walked the streets of Boston, looking for any unusual activity by the British army. He saw a regiment form ranks in Boston Common and then begin to march out of the city.

Warren rushed to alert **Paul Revere** and **William Dawes**, leading members of the Sons of Liberty. Revere and Dawes rode to Lexington, a town east of Concord, to warn Samuel Adams and John Hancock that the British were coming.

Revere galloped off across the moonlit countryside, shouting, “The regulars are out!” to the

people and houses he passed along the way. When he reached Lexington, he raced to tell Adams and Hancock his news. Adams could barely control his excitement. “What a glorious morning this is!” Adams was ready to fight for American independence.

### Fighting at Lexington and Concord

At dawn the redcoats approached Lexington. When they reached the center of the town they discovered a group of about 70 minutemen who had been alerted by Revere and Dawes. Led by Captain John Parker, the minutemen had positioned themselves on the town common with muskets in hand. A minuteman reported,

“There suddenly appeared a number of the King’s troops, about a thousand . . . the foremost of which cried, ‘Throw down your arms, ye villains, ye rebels.’”

A shot was fired, and then both sides let loose with an exchange of bullets. When the fighting was over, eight minutemen lay dead.

**NATIONAL GEOGRAPHIC** **The Battles of Lexington and Concord**

*“Stand your ground . . . if they mean to have a war, let it begin here!”*  
— Captain John Parker, Lexington Militia

**Legend:**

- Colonial troops (blue arrow)
- Colonial messengers (green arrow)
- British troops (red arrow)
- British victory (red starburst)
- American victory (blue starburst)

**Geography Skills**

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



## History Through Art

*A View of the Town of Concord, 1775* by an unknown artist Two British officers (left) search for fleeing minutemen, while British troops march through Concord. **Why did the British march to Lexington and Concord?**



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

Messengers on horseback had spread word of the British movements. All along the road from Concord to Boston, farmers, blacksmiths, saddle makers, and clerks hid behind trees, rocks, and stone fences. As the British marched down the road, the militia fired. A British officer wrote, "These fellows were generally good marksmen, and many of them used long guns made for duck shooting." By the time the redcoats reached Boston, at least 174 were wounded and 73 were dead.

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

**Reading Check** **Describing** What tactics did the colonists use against the British troops on their march back from Concord to Boston?

## More Military Action

Shortly after Lexington and Concord, Benedict Arnold, a captain in the Connecticut militia, was authorized to raise a force of 400 to seize Fort Ticonderoga on Lake Champlain. Ticonderoga was not only strategically located but was rich in military supplies. Arnold learned that Ethan Allen was also mounting an expedition in Vermont to attack the fort. Arnold joined with Allen's force, known as the Green Mountain Boys, and together they caught the British by surprise. The garrison surrendered on May 10, 1775.

Later during the war, Arnold conspired to surrender the key fort of West Point to the British and led British raids against the Americans in Virginia and Connecticut. Arnold became a general in the British army.

## Building Forces

After the battles of Lexington and Concord, the committees of correspondence sent out calls for volunteers to join the militias. Soon the colonial militia assembled around Boston was about 20,000 strong. For several weeks, the American and British armies waited nervously to see who would make the next move.

## The Battle of Bunker Hill

On June 16, 1775, about 1,200 militiamen under the command of Colonel William Prescott set up fortifications at Bunker Hill and nearby Breed's Hill, across the harbor from Boston.

The British decided to drive the Americans from their strategic locations overlooking the city. The next day the redcoats crossed the harbor and assembled at the bottom of Breed's Hill. Bayonets drawn, they charged up the hill. With his forces low on ammunition, Colonel Prescott reportedly shouted the order, "Don't fire until you see the whites of their eyes." The Americans opened fire, forcing the British to retreat. The redcoats charged two more times, receiving furious fire. In the end the Americans ran out of gunpowder and had to withdraw.

The British won the **Battle of Bunker Hill** but suffered heavy losses—more than 1,000 dead and wounded. As one British officer wrote in his diary, "A dear bought victory, another such would have ruined us." The British had learned that defeating the Americans on the battlefield would not be quick or easy.

### Choosing Sides

As American colonists heard about these battles, they faced a major decision. Should they join the rebels or remain loyal to Britain? Those who

Fact Fiction Folklore

### The Battle of Bunker Hill

**The Battle of Bunker Hill was fought on Breed's Hill.**

Most of the fighting did actually take place on Breed's Hill. The Patriot soldiers received instructions to set up defensive positions on Bunker Hill. For reasons that are unclear, they set up the positions on nearby Breed's Hill.

chose to stay with Britain, the **Loyalists**, did not consider unfair taxes and regulations good reasons for rebellion. Some remained loyal to the king because they were officeholders who would lose their positions as a result of the Revolution. Others were people who lived in relative isolation and who had not been part of the wave of discontent that turned so many Americans against Britain. Still others expected Britain to win the war and wanted to gain favor with the British. The **Patriots**, on the other hand, were determined to fight the British to the end—until American independence was won.

 **Reading Check** **Describing** What did the British learn from the Battle of Bunker Hill?

## SECTION 3 ASSESSMENT

### Checking for Understanding

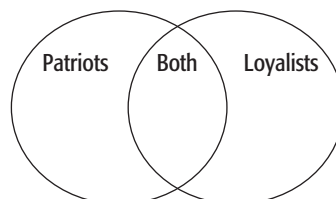
- 1. Key Terms** One of the following terms does not belong with the other three. Identify the term that does not belong and explain why. Terms: **militia**, **minutemen**, **Loyalist**, **Patriots**.
- 2. Reviewing Facts** What decisions were made by the First Continental Congress?

### Reviewing Themes

- 3. Groups and Institutions** Why did the Continental Congress pass a resolution to form militias?

### Critical Thinking

- 4. Making Inferences** What reasons might Loyalists have had to support Great Britain?
- 5. Comparing** Re-create the diagram below and list the differing beliefs of Patriots and Loyalists and those shared by both.



### Analyzing Visuals

- 6. Chart Skills** Review the cause-and-effect chart on page 142. What event in 1763 was significant to the independence movement?

### Interdisciplinary Activity

**Expressive Writing** Write a one-act play in which a small group of ordinary men, women, and children in a small town react to news of the Battle of Lexington. Remember that reactions varied from colony to colony and that not all colonists wanted independence from Great Britain.

# Critical Thinking SKILLBUILDER

## Distinguishing Fact From Opinion

### Why Learn This Skill?

Suppose a friend says, “Our school’s basketball team is awesome. That’s a fact.” Actually, it is not a fact; it is an opinion. Knowing how to tell the difference between a fact and an opinion can help you analyze the accuracy of political claims, advertisements, and many other kinds of statements.



Paul Revere’s ride

### Learning the Skill

A **fact** answers a specific question such as: What happened? Who did it? When and where did it happen? Why did it happen? Statements of fact can be checked for accuracy and proven.

An **opinion**, on the other hand, expresses beliefs, feelings, and judgments. Although it may reflect someone’s thoughts, we cannot prove or disprove it.

An opinion often begins with phrases such as *I believe, I think, probably, it seems to me, or in my opinion*. It often contains words such as *might, could, should, and ought* and superlatives such as *best, worst, and greatest*. Judgment words that express approval or disapproval—such as *good, bad, poor*; and *satisfactory*—also usually indicate an opinion.

To distinguish between facts and opinions, ask yourself these questions:

- Does this statement give specific information about an event?
- Can I check the accuracy of this statement?
- Does this statement express someone’s feelings, beliefs, or judgment?
- Does it include phrases such as *I believe*, superlatives, or judgment words?

### Practicing the Skill

Read each numbered statement below. Tell whether each is a fact or an opinion, and explain how you arrived at your answer.

- 1 Paul Revere rode to Lexington with the news that the British redcoats were coming.
- 2 The redcoats were the most feared soldiers in the world at that time.
- 3 The Daughters of Liberty opposed the Tea Act of 1773.
- 4 The Boston Tea Party raiders should have sunk the tea ships.
- 5 George III was a foolish king.

### Applying the Skill

**Distinguishing Fact from Opinion** Analyze 10 advertisements. List at least three facts and three opinions presented in the ads.



Glencoe’s **Skillbuilder Interactive Workbook CD-ROM, Level 1**, provides instruction and practice in key social studies skills.

# SECTION 4

# Moving Toward Independence

## Guide to Reading

### Main Idea

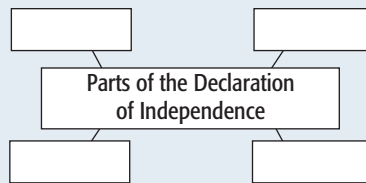
The Second Continental Congress voted to approve the Declaration of Independence.

### Key Terms

*petition, preamble*

### Reading Strategy

**Organizing Information** As you read the section, re-create the diagram below and describe the parts of the Declaration of Independence.



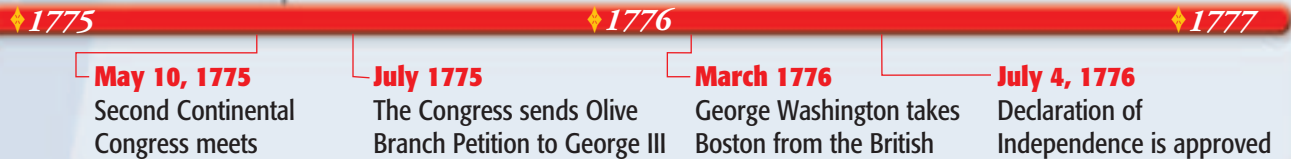
### Read to Learn

- what happened at the Second Continental Congress.
- why the colonists drafted the Declaration of Independence.

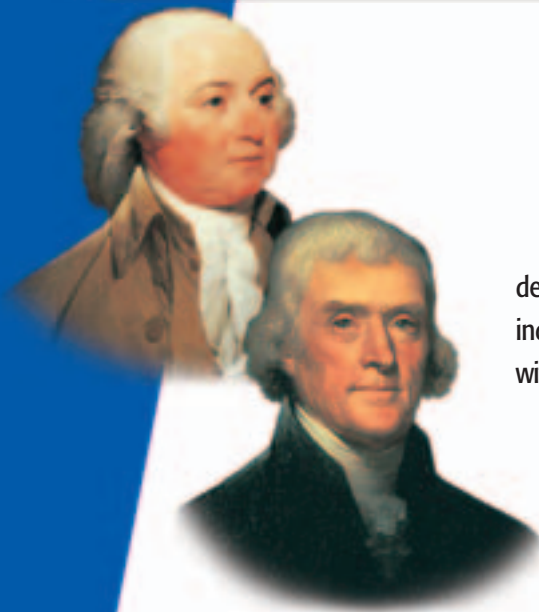
### Section Theme

**Government and Democracy** The Declaration of Independence declared the colonies free and independent.

### Preview of Events



## AN American Story



Adams and Jefferson

In June 1776, delegates to the Second Continental Congress came to a momentous decision. They agreed to have a committee draw up a document declaring America's independence from Great Britain. Many years later John Adams recalled a conversation with Thomas Jefferson about the writing of the document.

**Jefferson:** You should do it.

**Adams:** Oh! no.

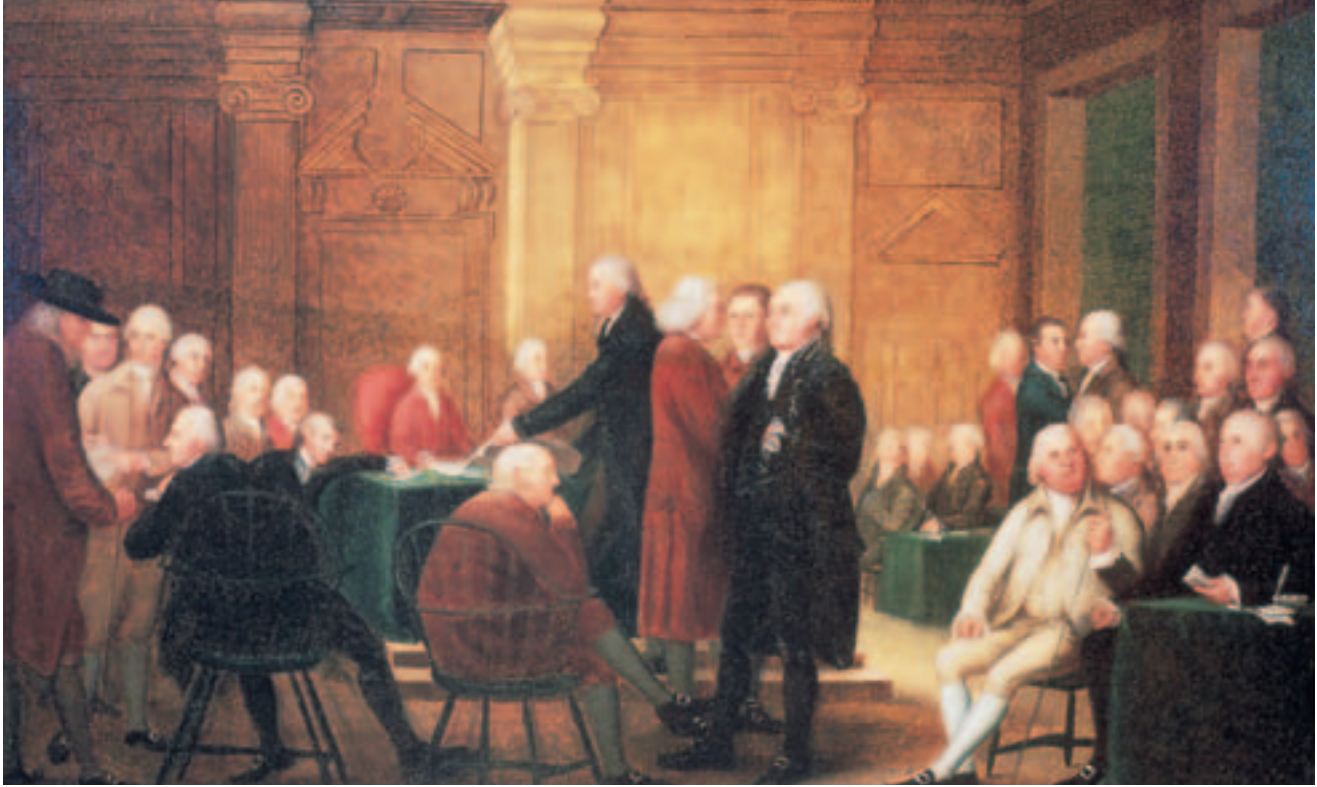
**Jefferson:** Why will you not? You ought to do it. . . .

**Adams:** You can write ten times better than I can.

**Jefferson:** Well, if you are decided, I will do as well as I can.

## Colonial Leaders Emerge

On May 10, 1775, the **Second Continental Congress** assembled for the first time, declaring independence was a long way off. The conversation between Jefferson and Adams did not occur until more than a year after that first meeting.



*The Second Continental Congress acted as a central government for the colonies.*

The delegates to the Second Continental Congress included some of the greatest political leaders in America. Among those attending were John and Samuel Adams, Patrick Henry, Richard Henry Lee, and George Washington—all delegates to the First Continental Congress held in 1774. Several distinguished new delegates came as well.

Benjamin Franklin, one of the most accomplished and respected men in the colonies, had been an influential member of the Pennsylvania legislature. In 1765, during the Stamp Act Crisis, he represented the colonies in London and helped secure the repeal of the act.

John Hancock of Massachusetts, 38 years old, was a wealthy merchant. He funded many Patriot groups, including the Sons of Liberty. The delegates chose Hancock as president of the Second Continental Congress.

Thomas Jefferson, only 32 when the Congress began, had already acquired a reputation as a brilliant thinker and writer. As a member of the Virginia House of Burgesses, Jefferson had become associated with the movement toward independence.

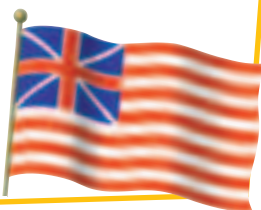
The Second Continental Congress began to govern the colonies. It authorized the printing of money and set up a post office with Franklin in charge. It established committees to communicate with Native Americans and with other countries. Most important, the Congress created the **Continental Army** to fight against Britain in a more organized way than the colonial militias could. On John Adams's recommendation, the Congress unanimously chose George Washington to be the army's commander.

After Washington left to take charge of the colonial forces in Boston, the delegates offered Britain one last chance to avoid all-out war. In July the Congress sent a **petition**, or formal request, to George III. Called the **Olive Branch Petition**, it assured the king of the colonists' desire for peace. It asked the king to protect the

Fact Fiction Folklore

### America's Flags

**Continental Colors, 1775–1777** The Continental Colors, or Grand Union flag, was the first to represent all the colonies. Its 13 stripes stood for the thirteen colonies. The crosses represented the British flag and symbolized the colonists' loyalty to Great Britain at that time.



colonists' rights, which Parliament seemed determined to destroy. George III refused to receive the Olive Branch Petition. Instead he prepared for war, hiring more than 30,000 German troops to send to America and fight beside British troops.

### The Colonies Take the Offensive

Meanwhile the Congress learned that British troops stationed in what is now Canada were planning to invade New York. The Americans decided to strike first. Marching north from Fort Ticonderoga, a Patriot force captured Montreal in November. An American attack on Quebec led by Benedict Arnold failed, however. The American forces stayed outside the city of Quebec through the long winter and returned to Fort Ticonderoga in 1776.

Washington reached Boston in July 1775, a few weeks after the Battle of Bunker Hill. He found the members of the militia growing in number every day, but he realized they lacked discipline, organization, and leadership. He began the hard work of shaping these armed civilians into an army.

By March 1776, Washington judged the Continental Army ready to fight. He positioned the army in a semicircle around Boston and gave the order for its cannons to bombard the British forces. The redcoats, under Sir William Howe, hurriedly withdrew from the city and boarded their ships. On March 17 Washington led his jubilant troops into Boston. The British troops sailed to Halifax, Nova Scotia.

### Moving Toward Independence

Throughout the colonies in late 1775 and early 1776, some Americans still hoped to avoid a complete break with Britain. Support for the position of absolute independence was growing, however.

In January 1776, **Thomas Paine** published a pamphlet called *Common Sense* that captured the attention of the American colonists. In bold language, Paine called for complete independence from Britain. He argued that it was simply

**HISTORY**  
*Online*



**Student Web Activity**  
Visit [tarvol1.glencoe.com](http://tarvol1.glencoe.com)  
and click on **Chapter 5—**  
**Student Web Activities**  
for an activity on the Declaration of Independence.

## People In History

Abigail Adams 1744–1818



Born into a comfortable Massachusetts household, Abigail Smith spent her youth reading and studying. At age 19 she married 28-year-old lawyer John Adams, who became a leader in the independence movement. Through her letters to family and friends, Abigail left us a record of her thoughts about the

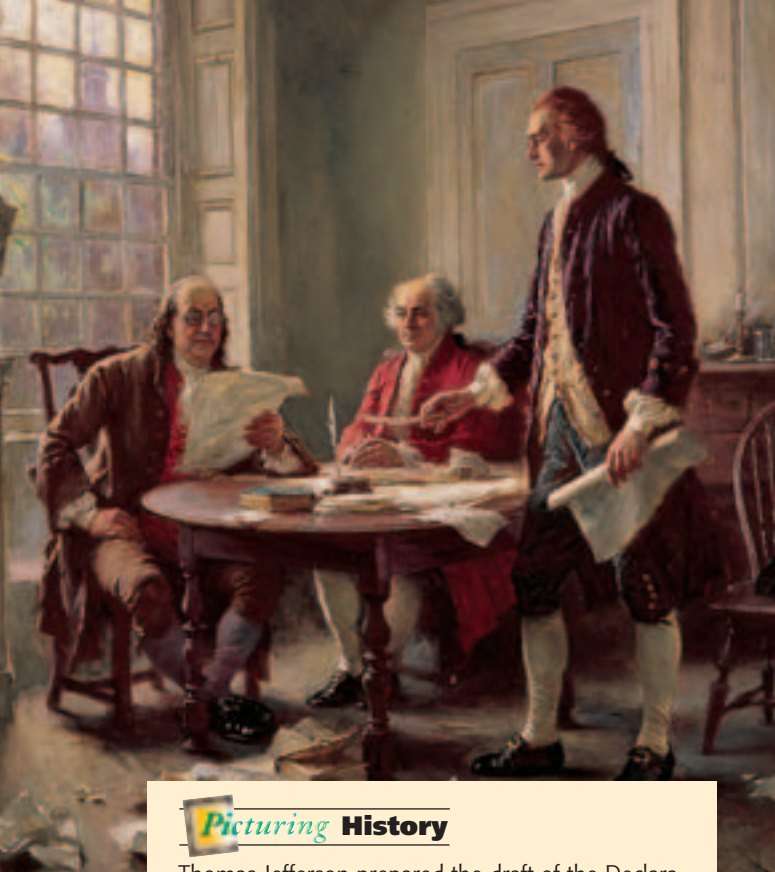
revolution as it developed. She also shared her hopes for the new nation.

As Congress considered a declaration of independence, she teasingly—but seriously—wrote to her husband:

*“I long to hear that you have declared an independency . . . I desire you would Remember the*


*Ladies, and be more generous and favorable to them than your ancestors.”*

Their correspondence during the times they spent apart showed a thoughtful exchange of ideas and a strong respect for one another. Abigail Adams would later become the second of the new nation's first ladies.



### Picturing History

Thomas Jefferson prepared the draft of the Declaration, while Benjamin Franklin and John Adams made suggestions. [Why is July 2, 1776, a historic day?](#)

“common sense” to stop following the “royal brute,” King George III. Paine told the colonists their cause was not just a squabble over taxes but a struggle for freedom—“in a great measure the cause of all mankind.” *Common Sense* inspired thousands of Americans.  (See page 596 of the Primary Sources Library for another excerpt from *Common Sense*.)

 **Reading Check** **Explaining** Why was Thomas Paine important to the independence movement?

## The Colonies Declare Independence

At the Second Continental Congress in Philadelphia, the meeting hall was filled with spirited debate. One central issue occupied the delegates: Should the colonies declare themselves an independent nation, or should they stay under British rule?

In April 1776, North Carolina instructed its delegates to support independence. On June 7 Virginia’s Richard Henry Lee proposed a bold resolution:

“That these United Colonies are, and of right ought to be, free and independent States . . . and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved.”

The Congress debated the resolution. Some delegates still thought the colonies were not ready to form a separate nation. Others argued that war already had begun and a large portion of the American population wanted to separate from Great Britain. Still others feared Great Britain’s power to hold down the rebellion.

While the delegates debated the issue, the Congress chose a committee to draft a **Declaration of Independence**. Jefferson was selected to write the document. Jefferson drew on the ideas of thinkers such as English philosopher John Locke to set out the colonies’ reasons for proclaiming their freedom. Locke wrote that people were born with certain natural rights to life, liberty, and property; that people formed governments to protect these rights; and that a government interfering with these rights might rightfully be overthrown.

On July 2, 1776, the Congress finally voted on Lee’s resolution for independence. Twelve colonies voted for it. New York did not vote but later announced its support. Next the delegates took up Jefferson’s draft of the Declaration of Independence. After making some changes, they approved the document on July 4, 1776.

John Hancock, the president of the Congress, was the first to sign the Declaration of Independence. Hancock remarked that he wrote his name large enough for King George to read it without his glasses. Hancock’s bold signature stands out on the original document. Eventually 56 delegates signed the paper announcing the birth of the United States.

Copies of the Declaration went out to the newly declared states. Washington had it read to his troops on July 9. In New York American soldiers tore down a statue of George III in celebration. In Worcester, Massachusetts, the reading of the Declaration of Independence was followed by “repeated huzzas [cheers], firing of musketry and cannon, bonfires, and other demonstrations of joy.”

## The Declaration of Independence

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

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

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.”

The Declaration states that government exists to protect these rights. If it does not, it goes on to state that “it is the Right of the People to alter or to abolish it and to institute new Government.”

The Declaration goes on to list the many grievances Americans held against the king and Parliament. The crimes of George III included “cutting off our trade with all parts of the world” and “imposing taxes on us without our

**Congress voted for independence on July 4, 1776.** Actually, Congress voted for independence on July 2, 1776. Why, then, is Independence Day celebrated on the fourth? On that day the delegates voted to accept Jefferson’s statement, the Declaration of Independence, as the reason why they had voted for independence two days earlier.

consent.” Americans, the Declaration says, had “Petitioned for Redress” of these grievances. These petitions, however, were ignored or rejected by Britain.

The Declaration ends by announcing America’s new status. Now pledging “to each other our Lives, our Fortunes, and our sacred Honor,” the Americans declared themselves a new nation. The struggle for American independence—the American Revolution—had begun. (See pages 154–157 for the entire text of the Declaration of Independence.)

**Reading Check Summarizing** What grievances against King George III were included in the Declaration of Independence?

## SECTION 4 ASSESSMENT

### Checking for Understanding

- Key Terms** Connect the terms below with the proper document. Then write a sentence in which you use each term. Terms: **petition, preamble.** Documents: Declaration of Independence, Olive Branch Petition
- Reviewing Facts** What was King George III’s response to the Olive Branch Petition?

### Reviewing Themes

- Government and Democracy** Why was the Second Continental Congress more like a government than the First Continental Congress?

### Critical Thinking

- Analyzing Primary Sources** Based on the quote from the Declaration of Independence on this page, what are the “unalienable Rights” to which Jefferson referred? Give examples.
- Organizing Information** Re-create the diagram below and describe each individual’s role in the movement toward independence.

|                   | Role |
|-------------------|------|
| Thomas Jefferson  |      |
| Thomas Paine      |      |
| Samuel Adams      |      |
| Benjamin Franklin |      |

### Analyzing Visuals

- Picturing History** Compare the flag on page 148 with the flag on page 128. How are the two flags similar? How are they different? Which of the flags more closely resembles the American flag of today?

### Interdisciplinary Activity

**Expository Writing** Prepare a help-wanted ad to locate a person qualified to write the Declaration of Independence. Describe the responsibilities of the job as well as the experience and character traits that are needed.



# EVE OF REVOLUTION

**IN THE EARLY 1770s** most colonists thought of themselves as British subjects. However, they also thought of themselves as Virginians or Georgians or New Yorkers. It wasn't until colonists began to unite in opposition to harsh British policies that they began to consider themselves Americans.

## STIRRINGS OF REVOLT

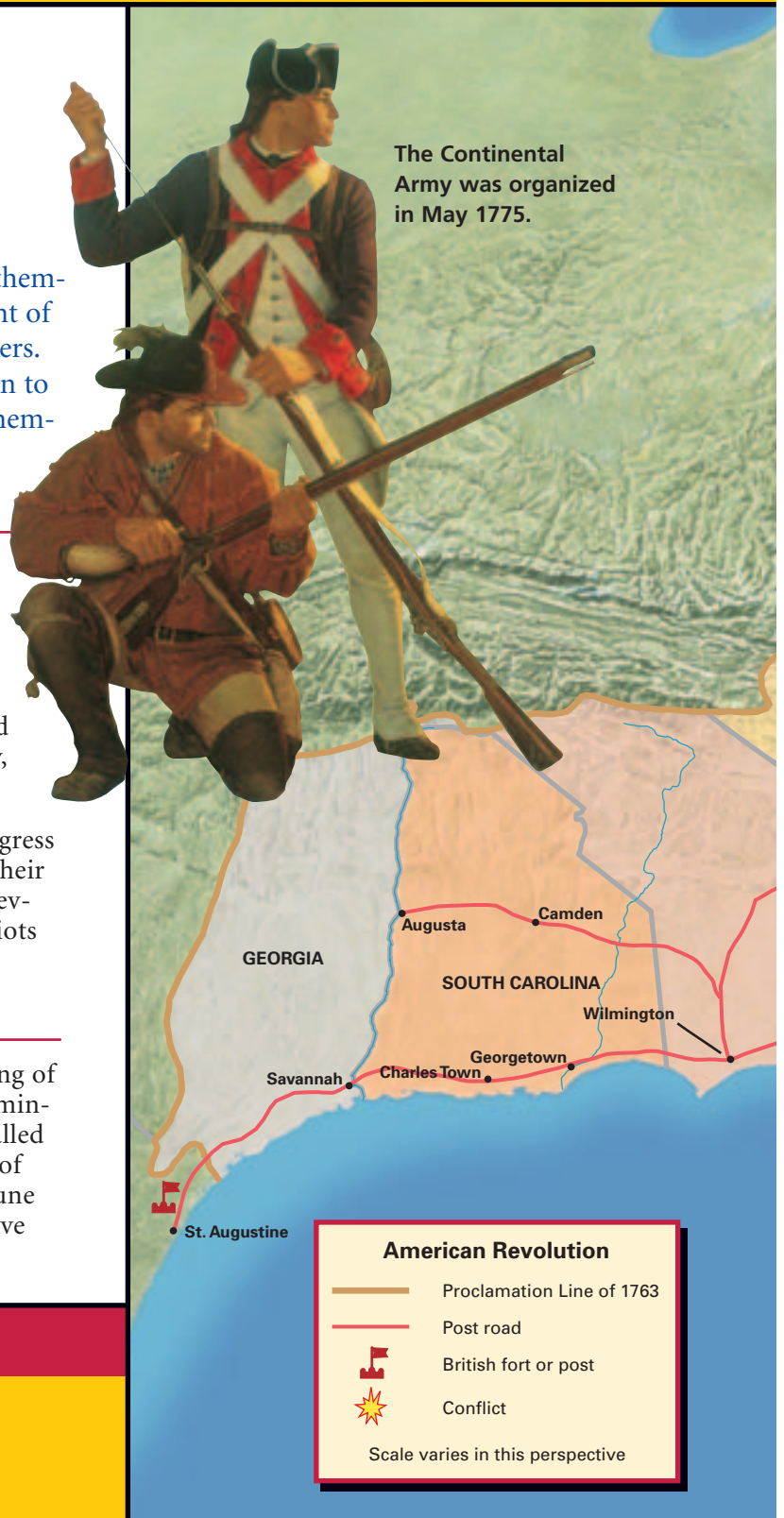
In 1772 Samuel Adams convinced a group of Bostonians to join a Committee of Correspondence to communicate with other towns in Massachusetts. Soon, the idea spread. In colony after colony, Americans joined Committees of Correspondence. In this era before radios or telephones, the committees spread opposition to British policies into nearly every county, town, and city.

In 1774 delegates gathered at the Continental Congress in Philadelphia to form an organization to represent their interests as Americans. In addition to stating their grievances and voting to boycott British products, the Patriots decided to organize their own militias.

## THE SHOT HEARD 'ROUND THE WORLD

The Revolution's first blow fell early on the morning of April 19, 1775. British redcoats clashed with colonial minutemen at Lexington and Concord. This clash, later called the "shot heard 'round the world," was the first battle of the Revolutionary War. The Battle of Bunker Hill in June showed that the war would be hard, long, and expensive on both sides.

The Continental Army was organized in May 1775.



## LEARNING from GEOGRAPHY

1. How do you think the geography of the colonies made communication difficult?
2. Near what cities did the early battles take place?



The British Army occupied more than 70 forts and posts in North America when the American Revolution began.



Post riders and Patriots carried mail along routes called post roads. From New York City, a rider could travel to Charles Town, South Carolina, in 16 days or less, to Williamsburg in 4 to 8 days, or to Boston in one day.



# The Declaration of Independence

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

## What It Means

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

**impel** *force*

## What It Means

**Natural Rights** The second part, the Declaration of Natural Rights, lists the rights of the citizens. It goes on to explain that, in a republic, people form a government to protect their rights. The Declaration refers to these rights as *unalienable rights*. The word unalienable means non-transferable. An unalienable right is a right that cannot be surrendered.

**endowed** *provided*

**despotism** *unlimited power*

## What It Means

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

**usurpations** *unjust uses of power*

## [Preamble]

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the Powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which **impel** them to the separation.

## [Declaration of Natural Rights]

We hold these truths to be self-evident, that all men are created equal, that they are **endowed** by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.

That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,

That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute **Despotism**, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.

## [List of Grievances]

Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and **usurpations**, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would **relinquish** the right of Representation in the Legislature, a right **inestimable** to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their Public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative Powers, incapable of **Annihilation**, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and **convulsions** within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for **Naturalization of Foreigners**; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary Powers.

He has made Judges dependent on his Will alone, for the **tenure** of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people, and eat out their substance.

**relinquish** *give up*  
**inestimable** *priceless*

**annihilation** *destruction*

**convulsions** *violent disturbances*

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

**tenure** *term*



**quartering lodging**

**render make**

**abdicated given up**

**perfidy violation of trust**

**insurrections rebellions**

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

**unwarrantable jurisdiction**  
*unjustified authority*

**consanguinity** *originating from  
the same ancestor*

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

He has affected to render the Military independent of and superior to the Civil Power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their acts of pretended legislation:

For **quartering** large bodies of troops among us:

For protecting them, by a mock Trial, from Punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences:

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to **render** it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislature, and declaring themselves invested with Power to legislate for us in all cases whatsoever.

He has **abdicated** Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large armies of foreign mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & **perfidy** scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic **insurrections** amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have **Petitioned for Redress** in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free People.

Nor have We been wanting in attention to our British brethren. We have warned them from time to time of attempts by their legislature to extend an **unwarrantable jurisdiction** over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of **consanguinity**. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.



## [Resolution of Independence by the United States]

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the **rectitude** of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do.

And for the support of this Declaration, with a firm reliance on the Protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

*John Hancock*  
President from  
Massachusetts

**Georgia**  
Button Gwinnett  
Lyman Hall  
George Walton

**North Carolina**  
William Hooper  
Joseph Hewes  
John Penn

**South Carolina**  
Edward Rutledge  
Thomas Heyward, Jr.  
Thomas Lynch, Jr.  
Arthur Middleton

**Maryland**  
Samuel Chase  
William Paca  
Thomas Stone  
Charles Carroll  
of Carrollton

**Virginia**  
George Wythe  
Richard Henry Lee  
Thomas Jefferson  
Benjamin Harrison  
Thomas Nelson, Jr.  
Francis Lightfoot Lee  
Carter Braxton

**Pennsylvania**  
Robert Morris  
Benjamin Rush  
Benjamin Franklin  
John Morton  
George Clymer  
James Smith  
George Taylor  
James Wilson  
George Ross

**Delaware**  
Caesar Rodney  
George Read  
Thomas McKean

**New York**  
William Floyd  
Philip Livingston  
Francis Lewis  
Lewis Morris

**New Jersey**  
Richard Stockton  
John Witherspoon  
Francis Hopkinson  
John Hart  
Abraham Clark

**New Hampshire**  
Josiah Bartlett  
William Whipple  
Matthew Thornton

**Massachusetts**  
Samuel Adams  
John Adams  
Robert Treat Paine  
Elbridge Gerry

**Rhode Island**  
Stephen Hopkins  
William Ellery

**Connecticut**  
Samuel Huntington  
William Williams  
Oliver Wolcott  
Roger Sherman

### What It Means

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

**rectitude** *rightness*

### What It Means

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

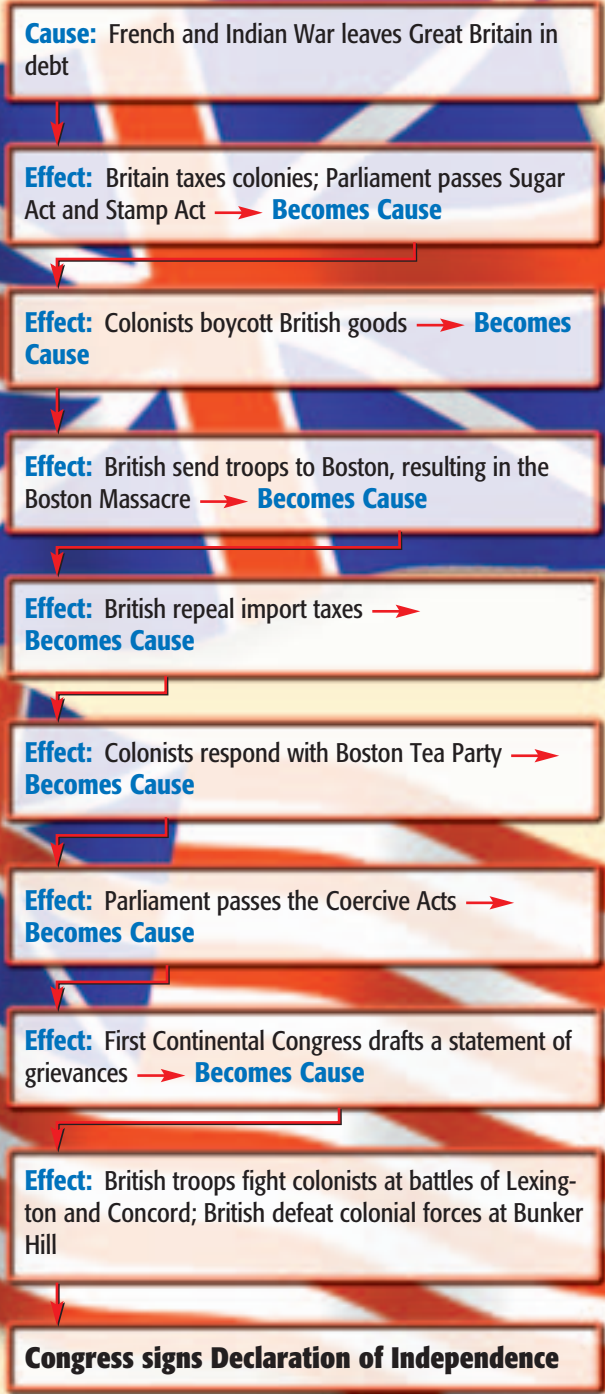


*John Hancock*

# Chapter Summary

## Road to Independence

Follow the arrows to review the causes and the effects that led to the colonies declaring independence.



### Reviewing Key Terms

Write five true and four false statements using the terms below. Use only one term in each statement. Indicate which statements are true and which are false. Below each false statement explain why it is false.

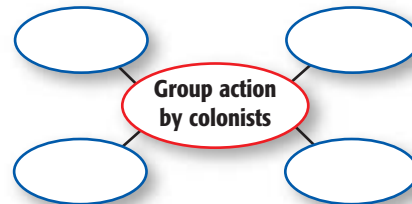
- |            |               |                       |
|------------|---------------|-----------------------|
| 1. revenue | 4. propaganda | 7. Patriot            |
| 2. boycott | 5. militia    | 8. preamble           |
| 3. repeal  | 6. minutemen  | 9. unalienable rights |

### Reviewing Key Facts

10. What did the British do to keep colonists from moving westward?
11. How did the British government use the colonies to raise revenue? Why did this anger the colonists?
12. What incident caused the British Parliament to pass the Coercive Acts?
13. What was the purpose of the First Continental Congress?
14. How did the events of 1776 move the colonists closer to self-government?
15. According to the Declaration of Independence, if a government does not protect the basic rights of the people it governs, what do people have the right to do?
16. Identify the four sections of the Declaration of Independence.

### Critical Thinking

17. **Drawing Conclusions** Why did the colonists think that the Stamp Act ignored the colonial tradition of self-government?
18. **Organizing Information** Re-create the diagram below and show ways the colonists, by working in groups, resisted the British during the revolutionary period.



19. **Analyzing Primary Sources** What did Patrick Henry mean when he said, "I am not a Virginian, but an American"?
20. **Analyzing Information** According to the Declaration of Independence, what are the three basic freedoms to which every person is entitled?



**Self-Check Quiz**

Visit [tarvol1.glencoe.com](http://tarvol1.glencoe.com) and click on **Chapter 5—Self-Check Quizzes** to prepare for the chapter test.

**Practicing Skills**

**Distinguishing Fact From Opinion** Read the following statements. Tell whether each is a fact or an opinion.

21. Great Britain should not have tried to stop the colonists from settling west of the Appalachians.
22. The Stamp Act placed a tax on almost all printed material in the colonies.
23. The Daughters of Liberty urged Americans to wear home-made fabrics.
24. Thomas Jefferson was a better writer than John Adams.



**Geography and History Activity**

Study the map on page 133; then answer the following questions.

25. What bodies of water did the Proclamation of 1763 prevent colonists from reaching?
26. What nation claimed the land west of the Mississippi River?
27. The land west of the Appalachian Mountains became part of what province?
28. What natural feature was cited in the Proclamation of 1763 as an approximate boundary?

**Citizenship Cooperative Activity**

29. Work with a group of classmates to create your own “Declaration of Independence.” Use the original Declaration of Independence on pages 154–157 as a guide to create your document. Outline the basic freedoms that you expect to have as a citizen and describe why these freedoms are important to you. Then write at least three responsibilities and/or sacrifices that citizens should be willing to make to enjoy the freedoms you listed. After your group has completed its Declaration of Independence, have the groups come together as a class. Share all the groups’ documents and compare the ideas expressed in each.



**Technology Activity**

30. **Using the Internet** On the Internet, locate the computer address for the National Archives or the Library of Congress in Washington, D.C. Search each site for documents concerning the drafting of the Declaration of Independence and/or photos of pamphlets produced by the colonies in the 1700s. Print a copy of what you find or sketch a likeness to share with the class.

**Economics Activity**

31. How did laws passed by the British after 1763 affect American trade and industry? Write your answer in a one-page paper.



**Alternative Assessment**

32. **Persuasive Writing** What do you think a good citizen is? Is it someone who follows the law? Or might it be someone who breaks the law in order to stand up for an ideal? Do you think that people like the Sons of Liberty acted as good citizens? Write a persuasive paper explaining your views.

**Standardized Test Practice**

Read the following passage and choose the *best* answer to the question that follows.

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

Locke’s ideas contributed to the

- A Proclamation of 1763.
- B Intolerable Acts.
- C Declaration of Independence.
- D Articles of Confederation.

**Test-Taking Tip:**

Look for clues in the passage to support your answer. For example, the passage refers to *life, liberty and property*. It also states that *people had the right to overthrow the government*. Which answer does this information best support?