

CHAPTER 5

The Spirit of Independence

CHAPTER BENCHMARKS, *continued*

SS.8.A.3.3 Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.

SS.8.A.3.4 Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.

SS.8.A.3.5 Describe the influence of individuals on social and political developments during the Revolutionary era.

SS.8.A.3.6 Examine the causes, course, and consequences of the American Revolution.

SS.8.A.3.7 Examine the structure, content, and consequences of the Declaration of Independence.

SS.8.A.3.8 Examine individuals and groups that affected political and social motivations during the American Revolution.

SS.8.A.3.16 Examine key events in Florida history as each impacts this era of American history.

SS.8.C.1.2 Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.

LAFS.68.RH.2.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.



Sequencing

Make this Foldable and label the top of the three sections *Unrest*, *Revolution*, and *Declaration of Independence*. As you read the lessons, sequentially record actions and reactions as they relate to each tab. On the back, draw a diagonal line from the bottom left corner to the top right of the paper. Label the bottom left corner *Proclamation of 1763* and label the top right corner *War*. Along this line, note the several key events between 1763 and 1776 that led to the beginning of the American Revolution. Use this Foldable to study for quizzes and tests..

Step 1

Fold a sheet of paper into thirds to form three equal columns.



Step 2

Label your Foldable as shown.



LESSON 1 SUMMARY

No Taxation Without Representation

SS.8.A.1.2, SS.8.A.3.1, SS.8.A.3.2, SS.8.A.3.5, SS.8.A.3.8, SS.8.A.3.16

1. DETERMINING CENTRAL IDEAS Why did the British think it was necessary to tax the colonists?

2. EVALUATING Which act did the British pass to try to prevent smuggling? How did this act and other trade laws threaten the personal rights of colonists?

Dealing With Great Britain

After the French and Indian War, the British controlled much of North America, including Florida. Britain divided Florida into two colonies—East and West Florida. Both were royal colonies, ruled by an appointed governor.

To protect all the land it controlled in North America, the British issued the Proclamation of 1763. This order prohibited colonists from moving west of the Appalachian Mountains. It accomplished three things:

- It helped keep peace between Native Americans and settlers.
- It kept colonists near the Atlantic Coast, where the British control was stronger.
- It helped the British control westward expansion and the fur trade.

Enforcing Trade Laws

To protect its interests, Britain kept 10,000 soldiers in the colonies. The British government needed money to pay the troops. It also needed money to pay its debt from the war. To raise **revenue**, or money, Britain placed new taxes on the colonists and enforced old tax laws more strictly.

To avoid paying taxes, some colonists smuggled goods, which meant they transported goods secretly and illegally. To stop the smuggling, the British prime minister convinced Parliament to pass a new law in 1763. American juries often found smugglers innocent, so the new law sent smugglers to be tried by royally appointed judges without juries. Parliament also approved **writs of assistance**. These documents allowed officers to search any location for smuggled goods.

The Sugar Act

In 1764 Parliament passed the Sugar Act. It lowered the tax on molasses. By doing this, the British government hoped the colonists would pay the lower tax instead of resorting to smuggling. The law also stated that officers could take smuggled goods without going to court.

LESSON 1 SUMMARY, *continued*

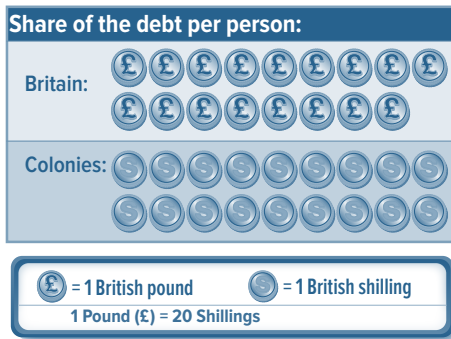
Colonists believed the new laws violated their rights as British citizens.

- They believed they had a right to a trial by jury and to be considered innocent until proven guilty, as stated in British law.
- They thought they should be protected from officers invading their home in search of smuggled goods.
- They also believed that they should not be taxed without their consent.

3. ANALYZING CHARTS

Look at the chart titled “A Growing Debt.” How many shillings was each British citizen paying toward Great Britain’s national debt? How many was each colonist paying?

BRITAIN’S PER-CAPITA WAR DEBT, 1765



Source: Don Cook. *The Long Fuse: How England Lost the American Colonies, 1760–1785*

4. CITING TEXT

EVIDENCE Underline the actions that colonists took to protest British tax laws.

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New Taxes on the Colonies

In 1765 Parliament passed the Stamp Act. This law taxed printed items in the colonies, such as newspapers, wills, and even playing cards. Each printed item needed to be stamped to show that the tax had been paid.

Opposition to the Stamp Act

The Stamp Act angered the colonists. They said that only the people they had elected to the colonial assemblies could tax them. Patrick Henry, who was a member of the Virginia House of Burgesses, convinced the Burgesses to pass a **resolution**, or declaration, stating that they were against the Stamp Act. It said that only the Virginia assembly had the right to tax its citizens.

LESSON 1 SUMMARY, *continued*

5. CITING EVIDENCE What was Henry's reason for protesting the Stamp Act?

The Sons of Liberty also protested the Stamp Act. This group was started by Samuel Adams and others in Boston. Members burned **effigies**, or figures made to look like tax collectors, in protest.

Delegates from nine colonies met in New York in what was called the Stamp Act Congress. They sent a resolution to Parliament and the British king. It said that only assemblies in the colonies could tax the colonies. Colonial merchants **boycotted**, or refused to buy, British goods.

When British merchants began to lose money, they asked Parliament to **repeal**, or cancel the Stamp Act. Parliament repealed the law but also passed another law called the Declaratory Act. It stated that Parliament did have the right to tax colonists.



Patrick Henry addresses the Virginia House of Burgesses.

LESSON 1 SUMMARY, *continued*

The Townshend Acts

In 1767 parliament passed the Townshend Acts. Instead of taxing items within the colonies, the law taxed goods imported to the colonies. The taxes had to be paid on the goods before they were brought to the colonies.

This tax was also unpopular with the colonists. Many women protested the tax and staged another boycott. They urged people to make their own goods instead of buying them from Britain. Some women’s groups called themselves the Daughters of Liberty.



REVIEW LESSON 1

1. Complete the chart below or create your own chart on a separate piece of paper to show the different British taxes imposed on the colonists.

BRITISH TAXES	
Name	Purpose

2. **DETERMINING CAUSE AND EFFECT** Use the information from your chart and the lesson to write an essay explaining the various taxes put in place by the British, and the colonists’ responses to those taxes. In your essay, answer the following questions: What forms of protest did the colonists use to voice their opinions on the tax acts passed by the British? Which of these types of protest do you think was most effective? Explain your reasoning.

Uniting the Colonists

SS.8.A.3.1, SS.8.A.3.2, SS.8.A.3.4, SS.8.C.3.8

1. IDENTIFYING POINTS OF VIEW List two reasons that the British soldiers might have believed they were justified when they fired on the Boston colonists.

2. DISTINGUISHING FACT FROM OPINION Why are Samuel Adams' posters and Paul Revere's engraving of the Boston Massacre considered propaganda?

Trouble in Massachusetts

The growing unrest in the colonies made British officials nervous. They asked Britain to send more troops to Boston to stop the **rebellion**. As the “redcoats” set up camps in the center of the city, angry colonists jeered. To make matters worse, British soldiers were often rude. They earned little pay so some stole from local shops and got into fights with colonists. Many competed for jobs that the colonists wanted.

Tension in the Streets

On March 5, 1770, a fight broke out between a group of soldiers and Bostonians. Townspeople threw sticks and stones at the soldiers. When one soldier was knocked down, one of the redcoats fired into the crowd, killing five colonists. One was Crispus Attucks, a dockworker who was part African and part Native American. The colonists called the event the Boston Massacre.

Spreading the News

The colonists used the “massacre” as propaganda. **Propaganda** is information that is used to influence people's opinions. Samuel Adams put up posters that showed soldiers killing Bostonians. Paul Revere made an engraving that showed British soldiers opening fire on orderly colonists.

Many colonists called for stronger boycotts. Parliament reacted by repealing most of the Townshend Acts, except for the tax on tea. As a result, trade with Britain resumed.

However, tension between the colonists and Britain continued to grow. In 1772 Samuel Adams brought back the Boston **committee of correspondence**, which had been used in earlier protests. The group urged colonists to take action against the British and helped to unite colonists against British policies.

LESSON 2 SUMMARY, *continued*

Crisis in Boston

A large part of Britain’s economy was based on the profits of the British East India Company. By 1773 it was in financial trouble. In an effort to save the company, Parliament passed the Tea Act. It gave the company almost total control of the tea market in the colonies. It also removed some taxes on tea.

These actions did not calm the colonists, however. They did not want to pay any tax on tea, and they did not want Parliament telling them what tea they could buy. To protest, colonial merchants began a new boycott. They vowed to stop East India Company ships from unloading.

A Tea Party

On the night of December 16, 1773, the Sons of Liberty dressed up as Native Americans. They boarded the ships and threw 342 chests of tea overboard. This event became known as the “Boston Tea Party.”

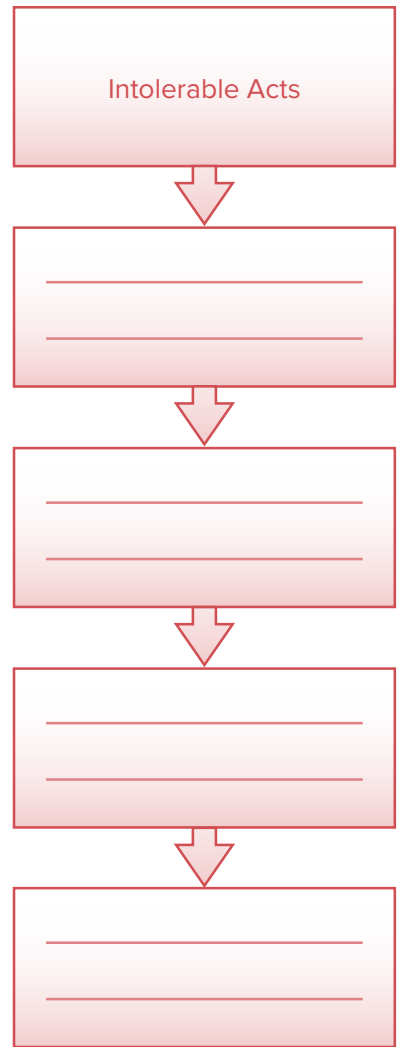
As word of the Boston Tea Party spread, colonists gathered to celebrate the bold act. Yet no one spoke out against British rule itself. Most colonists still saw themselves as loyal British citizens.



As word of the Boston Tea Party spread, people gathered in the streets to celebrate the bravery of the Sons of Liberty.

3. DETERMINING CAUSE AND EFFECT

Fill in the diagram to explain how the Intolerable Acts affected the lives of the colonists.



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LESSON 2 SUMMARY, *continued*

4. CITING TEXT

EVIDENCE What did the British do to punish the colonists for the Boston Tea Party?

The Intolerable Acts

King George III feared that Britain was losing control of the colonies. To punish the colonists, Britain passed the Coercive Acts.

One of the acts forced the colonists to let British soldiers live among them. Another banned town meetings in Massachusetts. One closed Boston Harbor until the colonists agreed to pay for the tea they had thrown overboard. This stopped shipments of food and other supplies to the colony.

With its actions, Parliament was trying to cut Massachusetts off from the other colonies. However, the Coercive Acts united the colonies. Other colonies sent food and clothing to Boston in support.

After the Coercive Acts, Parliament also passed the Quebec Act. It created a government for Canada and extended its territory south to the Ohio River. This action ignored the colonies' claim to that region.

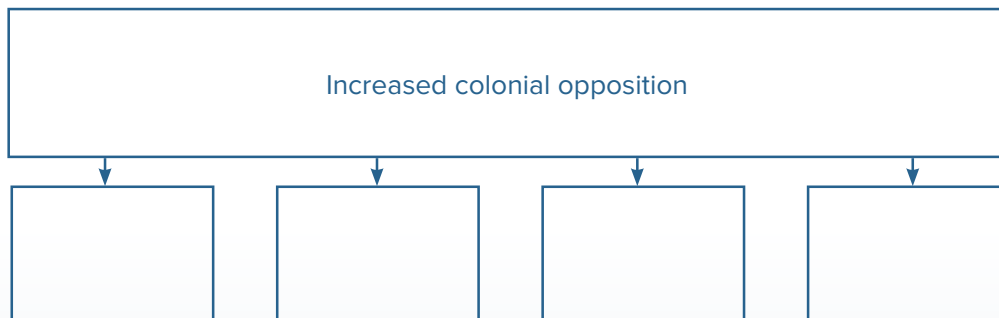
Colonists were angry and believed that the Coercive Acts and Quebec Act violated their rights as British citizens. They renamed them the "Intolerable Acts."

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REVIEW LESSON 2

1. On a separate piece of paper, re-create the diagram below and identify ways that the colonists showed their opposition to British policies.



2. **MAKING CONNECTIONS** Using the information from your diagram and the lesson, explain how colonial leaders used the Boston Massacre to their advantage, and how other British actions in this period brought the colonists together in resistance.

LESSON 3 SUMMARY

A Call to Arms

SS.8.A.3.2, SS.8.A.3.3, SS.8.A.3.6, SS.8.A.3.8

A Meeting in Philadelphia

In September 1774, a group of 55 delegates known as the Continental Congress met in Philadelphia. Their goal was to set up a political body to represent Americans who wanted to challenge British control.

Delegates from all of the colonies except Georgia attended the meeting. They included Samuel Adams and John Adams from Massachusetts, John Jay from New York, and George Washington, Richard Henry Lee, and Patrick Henry from Virginia.

The Delegates Vote

During the Continental Congress, the delegates voted to take actions against the British.

- They issued a statement of grievances calling for the repeal of 13 acts of Parliament. They said the laws violated the “laws of nature, the principles of the English constitution, and the several charters” of the colonies.
- They voted to boycott British trade. This meant the colonies would not import or use any British goods or sell colonial goods in Great Britain.
- They approved the Suffolk Resolves prepared by the people of Massachusetts. These resolutions stated that the Coercive Acts were illegal and called on colonists to arm themselves against the British.

Fighting Begins

Colonial militias were a tradition in the American colonies. They had been formed in most colonies to protect and serve the people who lived in the colonies. Militia members used their own weapons and trained with other citizen soldiers. As tensions with the British grew, more people joined militias and they began gathering and storing military supplies. Some militias were known as **minutemen**, because they claimed they could be ready to fight on a minute’s notice.

Many colonists believed that if fighting were to break out, it would happen in New England. Following the Continental Congress’s call to arms, the Massachusetts militia began training and stockpiling weapons.

1. INTERPRETING The Continental Congress claimed that British laws violated the “laws of nature, the principles of the English constitution, and the several charters” of the colonies. What do you think they meant by the “laws of nature”?

LESSON 3 SUMMARY, *continued*

Great Britain Sends Troops

The British were also preparing for a fight. By April 1775, thousands of British soldiers camped in and around Boston. King George III ordered British general Thomas Gage to seize the Massachusetts militia’s weapons and arrest its leaders.

Gage heard that the militia stored its weapons at Concord, a town near Boston. On April 18, 1775, he sent 700 troops to destroy the weapons.

Lexington and Concord

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

About 70 minutemen were waiting for the British when they reached Lexington. Someone fired a shot, causing both sides to begin shooting. Eight minutemen were killed.

The British then moved on to Concord. They destroyed the few weapons that were left there and then met a group of minutemen waiting for them. In a short battle, the British took heavy losses. They began to make their way back to Boston.

As word spread about the British movement, colonists hid along the road from Concord to Boston. As British troops passed they fired on them. By the time the British reached Boston, 73 of their soldiers had been killed and at least 174 wounded.

2. DRAWING

CONCLUSIONS The photo caption mentions a quote from American poet Ralph Waldo Emerson. What did he mean by the “shot heard ‘round the world”?



The first shots of the revolution against the British were fired at Lexington, Massachusetts, in 1775. Poet Ralph Waldo Emerson wrote that the Americans at Lexington and Concord had fired the “shot heard ‘round the world.”

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LESSON 3 SUMMARY, *continued*

More Military Action

The battle for independence had begun. After Lexington and Concord, many colonists were ready to join militias.

Benedict Arnold of the Connecticut militia enlisted 400 men. He set out to capture Fort Ticonderoga on Lake Champlain in New York. He joined with Ethan Allen and the Vermont militia, known as the Green Mountain Boys. Together, they caught the British by surprise. Fort Ticonderoga surrendered on May 10, 1775.

Later, Arnold became a traitor. He sold military information to the British. When it was discovered, he fled to New York City. There he commanded British troops and led raids against the Americans.

The Battle of Bunker Hill

Militias grew as more people heard of the fighting. Before long, the militia around Boston had 20,000 soldiers. The city was controlled by the British, but the militia camped nearby.

On June 16, 1775, Colonel William Prescott set up militia posts on Bunker Hill and Breed’s Hill, across the harbor from Boston. The next day, the British charged up Breed’s Hill. The Americans were running out of ammunition, so Prescott is said to have shouted, “Don’t fire until you see the whites of their eyes.” When the militia fired, the British retreated. Twice more the British tried but failed. Finally, the Americans ran out of gunpowder and pulled back.

The British won the Battle of Bunker Hill, which was actually fought on Breed’s Hill. However, more than 1,000 of their soldiers were killed or wounded. The British were learning that defeating the Americans would be neither quick nor easy.

Choosing Sides

As the fighting between the British and the Americans increased, colonists had to decide which side they were on. Would they join the rebels or stay loyal to Britain?

3. SUMMARIZING

Summarize the results of the early battles in the colonists’ fight for independence.

Lexington

Concord

Fort Ticonderoga

Bunker Hill

LESSON 3 SUMMARY, *continued*

4. DEFINING Why was the American Revolution also considered a civil war?

Colonists who sided with Britain were called **Loyalists**. They did not think the British taxes and laws justified a rebellion. Some held offices and felt it was their job to support British rule. Others thought Britain would win the war and did not want to be on the losing side.

The **Patriots** were colonists who supported the war. They thought that they had earned the right to govern themselves. They were determined to fight until they won independence from Britain.

The American Revolution was not just a war between the British and the Americans. It was also a civil war between American Patriots and American Loyalists.



REVIEW LESSON 3

1. Create a chart like the one below to record the differences between Loyalists and Patriots.

LOYALISTS	PATRIOTS

2. **✎ WRITING AN ARGUMENT** Imagine that you are at a town meeting that includes colonists who have not decided whether to side with the British or the Americans in the fight for independence. Decide which side you will support, then write a short speech to convince those who are attending to join either the Loyalists or the Patriots. Use information and examples from the last two lessons to support your argument.

LESSON 4 SUMMARY

Declaring Independence

SS.8.A.1.6, SS.8.A.3.3, SS.8.A.3.6, SS.8.A.3.7, SS.8.A.3.16

The Second Continental Congress

When the Continental Congress first met in 1774 they made an agreement to meet again if the British did not address their concerns. With the battles at Lexington and Concord in 1775, there was no doubt that the colonists' relationship with the British had not improved. As a result, the Second Continental Congress met on May 10, 1775.

Distinguished Leaders

The delegates of the Second Continental Congress included some of the greatest leaders in America. Among them were John and Samuel Adams, Patrick Henry, Richard Henry Lee, and George Washington.

Benjamin Franklin, one of the most respected men in the colonies, had been a leader in the Pennsylvania legislature. John Hancock of Massachusetts was a wealthy merchant. He funded many Patriot groups, including the Sons of Liberty. The delegates chose Hancock to be president of the Congress. Thomas Jefferson, who was only 32, was also a delegate. He served in the Virginia legislature and was known as a brilliant thinker and writer.

Key Actions

Although the delegates at the Second Continental Congress were concerned about the relationship with the British and the lives lost in battle, they were not ready to vote for a break from Britain. It would be another year before Jefferson would write the Declaration of Independence.

However, the Continental Congress did take actions to begin governing the colonies. It

- authorized the printing of money.
- set up a post office, with Benjamin Franklin in charge.
- formed committees to handle relations with Native Americans and other countries.
- created the Continental Army, with George Washington as its commander.

1. DIFFERENTIATING

How did the actions of the Continental Congress lessen British control of the colonies?

LESSON 4 SUMMARY, *continued*

2. CONTRASTING List four people who made important contributions in the movement toward independence. Briefly describe the contributions of each.

- 1. _____

- 2. _____

- 3. _____

- 4. _____

The Congress also offered Britain one more chance to avoid war. It sent a **petition**, or formal request, to King George III. It was called the Olive Branch Petition and it explained that the colonists wanted peace. It asked the king to protect their rights.

The king rejected the petition and began preparing for war. He hired more than 30,000 German troops, called Hessians, to fight alongside British troops.

The War Heats Up

The Americans learned that British troops were planning to invade New York. They decided to strike first and sent troops north from Fort Ticonderoga to capture Montreal.

In July 1775, George Washington went to Boston to train the militia. He needed weapons, so he arranged to have dozens of cannons hauled 300 miles from Fort Ticonderoga.

By March 1776, Washington and the militia were ready to fight. He ordered them to form a semicircle around Boston. This surprised the British, and the British general commanded his soldiers to board ships and withdraw from Boston. On March 17, Washington led his joyful troops into the city.

Declaring Independence

The Patriots' desire for independence was growing. Colonist Thomas Paine wrote a booklet called *Common Sense*. It urged colonists to make a complete break from British rule. It influenced many people's opinions in the colonies.

The delegates at the Second Continental Congress had many heated debates about whether the colonies should declare independence or stay loyal to Britain. In June of 1776, Virginia's Richard Henry Lee proposed a bold resolution to make the colonies free and independent.

The Congress debated the resolution. Some delegates wanted to remain loyal to Britain. Others argued that war had already begun and they should be free from Great Britain. Many feared Britain's power to crush the rebellion.

The colonists of East and West Florida did not share the anger of other colonists. Florida stayed loyal to British rule throughout the debate for independence. In fact, many Loyalists from Georgia and South Carolina fled to Florida to escape the fighting.

LESSON 4 SUMMARY, *continued*



Members of the Declaration Committee discuss the first draft of the Declaration of Independence. According to the Declaration, protecting citizens' rights was the main purpose of government.

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Writing the Declaration

As the debate continued, the Congress chose a committee to write a Declaration of Independence. John Adams, Benjamin Franklin, Thomas Jefferson, Robert Livingston, and Roger Sherman were on the committee. They asked Thomas Jefferson to write the first draft of the document.

At first, Jefferson hesitated but Adams persuaded him to do the writing. Jefferson was inspired by the ideas of English philosopher John Locke. Locke had said that people are born with certain natural rights to life, liberty, and property. He said that people form governments to protect those rights, and that a government interfering with those rights could be overthrown.

On July 2, 1776, the Second Continental Congress voted on Lee's proposal for independence. Then the delegates discussed and edited Jefferson's draft of the Declaration of Independence. On July 4, they approved it. John Hancock was the first to sign. Eventually 56 delegates signed the document announcing the birth of the United States. Copies were printed and sent to people in the newly declared states.

The Declaration of Independence

The Declaration of Independence has four main sections. The **preamble**, or introduction, states that people who wish to form

3. DETERMINING CENTRAL IDEAS

Underline the ideas that Jefferson borrowed from John Locke in writing the Declaration of Independence. Explain how these ideas reflected the goals of the Patriots.

4. CITING TEXT EVIDENCE

On a separate sheet of paper, describe the four parts of the Declaration of Independence. Which parts of the Declaration served as a basis for a democratic government?

LESSON 4 SUMMARY, *continued*

a new country should explain their reasons for doing so. The next section lists the rights that the colonists believed they should have:

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable [not to be denied] Rights, that among these are Life, Liberty, and the pursuit of Happiness.”

The Declaration states that the government’s purpose is to protect these rights.

The next section of the Declaration lists the complaints against the British. These included “cutting off our trade with all parts of the world” and “imposing taxes on us without our consent.” The final section proclaims the establishment of the new nation.



REVIEW LESSON 4

1. Complete a chart like the one below to show the actions taken by the First and Second Continental Congresses.

FIRST CONTINENTAL CONGRESS	SECOND CONTINENTAL CONGRESS

2. **DRAWING CONCLUSIONS** As noted in your chart, the actions of the First and Second Continental Congresses reflected the colonists’ growing commitment to gain independence from Britain. What actions did the second Congress take that made it more like an independent government than the first Congress? How did the second Congress’s actions reflect a growing commitment to independence?

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Benchmark Skill Activities

DIRECTIONS: Write your answers on a separate piece of paper.

SS.8.A.1.2; SS.8.A.3.2

1. CREATING A TIME LINE

Use your **FOLDABLES** to create a time line.

On the back of your Foldable, draw a diagonal line from the bottom left corner to the top right of the paper. Label the bottom left corner *Proclamation of 1763* and label the top right corner *War*. Along this line, note the several key events between 1763 and 1776 that led to the beginning of the American Revolution.

SS.8.A.1.5; SS.8.A.1.6; SS.8.A.1.7; LAFS.68.RH.1.1

2. ANALYZING PRIMARY SOURCES

In the third section of the Declaration of Independence, Jefferson listed the colonists' complaints against Britain. Read the excerpt below and complete the activities.

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.

- Write the definitions of the underlined terms.
- Who are the colonists referring to when they use the word "Prince"?
- Assume you are a newspaper reporter in the pre-Revolutionary era. Write an explanation and summary of this excerpt.
- How do you think a British official living in Britain at this time would have responded to these statements?

BENCHMARK SKILLS ACTIVITIES, *continued*

SS.8.A.1.2; SS.8.A.1.7; SS.8.A.3.2

3. ANALYZING CARTOONS

This political cartoon was created in London after a group of women in North Carolina met to support the boycott of British goods after the Stamp Act was passed. The cartoon was created to mock the women and their efforts.



- How do the women's looks show that the artist is mocking them?
- Why do you think the artists included a small child and the dog in his cartoon?
- What else in the cartoon shows a lack of respect for the women?
- What do you think the artist was trying to convey in this cartoon?



Benchmark Note Cards

DIRECTIONS: Use these note cards to help you prepare for the test.

SS.8.A.3.1 Explain the consequences of the French and Indian War in British policies for the American colonies from 1763–1774.

BRITISH POLICIES AFTER THE FRENCH AND INDIAN WAR

- Proclamation of 1763: prohibited colonists from moving west of the Appalachian Mountains
- 10,000 British soldiers kept in the colonies to protect Britain’s interests
- new taxes placed on colonists to pay Britain’s war debts and its soldiers

SS.8.A.3.2 Explain American colonial reaction to British policy from 1763–1774.

BRITISH LAWS AND COLONISTS’ REACTIONS

Law	Purpose	Colonists’ Reaction
Sugar Act	lowered tax on molasses to reduce smuggling; allowed British officers to seize goods from accused smugglers without court order	thought it violated their right to a trial and to be secure in their homes
Stamp Act	taxed printed materials	argued that they could not be taxed without representation
Townshend Acts	taxed imported goods	boycotted British goods
Tea Act	gave East India Company total control of tea trade and removed some taxes on tea	colonists did not want to pay any tax or be told what tea they could buy and rebelled with the Boston Tea Party
Coercive Acts	punished colonists for resisting British authority	said laws violated their rights as English citizens; renamed them the “Intolerable Acts”

BENCHMARK NOTE CARDS, *continued*

SS.8.A.3.2 Explain American colonial reaction to British policy from 1763–1774.

FIRST CONTINENTAL CONGRESS

During the Continental Congress the delegates voted to take actions against the British.

- They issued a statement of grievances calling for the repeal of 13 acts of Parliament.
- They voted to boycott British trade.
- They approved the Suffolk Resolves prepared by the people of Massachusetts. These resolutions stated that the Coercive Acts were illegal, and called on colonists to arm themselves against the British.

SS.8.A.3.3 Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.

IMPORTANT PEOPLE OF THE REVOLUTIONARY ERA

Patrick Henry	delegate to First and Second Continental Congresses; one of first members of Virginia House of Burgesses to argue for independence from Britain
Samuel Adams	helped start the Sons of Liberty to protest the Stamp Act; revived the Boston committee of correspondence; member of First Continental Congress
John Adams	delegate to First and Second Continental Congresses
George Washington	delegate to First and Second Continental Congresses; commander of Continental Army
Richard Henry Lee	delegate to First and Second Continental Congresses; proposed resolution for independence
Paul Revere and William Dawes	members of Sons of Liberty who warned colonists in Massachusetts that British were marching on Concord
Benedict Arnold	officer who led American forces in seizure of Fort Ticonderoga, then joined the British as a traitor
Benjamin Franklin	delegate to Second Continental Congress
John Hancock	president of Second Continental Congress; funded many Patriot groups
Thomas Jefferson	delegate to Second Continental Congress; author of Declaration of Independence
Thomas Paine	wrote pamphlet <i>Common Sense</i> calling for break with Britain

BENCHMARK NOTE CARDS, *continued*

SS.8.A.3.6 Examine the causes, course, and consequences of the American Revolution.

EVENTS LEADING UP TO THE AMERICAN REVOLUTION

Event	Result
Boston Massacre	Five colonists are killed when fighting breaks out with British soldiers sent to monitor the rebellion. Colonists launch a propaganda campaign.
Boston Tea Party	After colonists dump tea into Boston Harbor, King George III thinks he is losing control of the colonies and passes the Coercive Acts as punishment
First Continental Congress	Delegates draft list of grievances against British laws, boycott British goods, and call on people to arm themselves against the British.
Early battles	British troops fight colonists at battles of Lexington and Concord and the British defeat colonial forces at Bunker Hill.
Second Continental Congress	After Britain refuses to accept the Olive Branch Petition, the colonies move toward independence by drafting the Declaration of Independence.

SS.8.A.3.7 Examine the structure, content, and consequences of the Declaration of Independence.

THE DECLARATION OF INDEPENDENCE

Four major sections:

- 1—Preamble, or introduction, which states that those who wish to form a new country should explain their reasons for doing so
- 2—List of rights American citizens thought they should have
- 3—List of grievances against the British king
- 4—Announcement that the United States will be formed as a new and self-governing nation

BENCHMARK NOTE CARDS, *continued*

SS.8.A.3.16 Examine key events in Florida history as each impacts this era of American history.

FLORIDA AND THE START OF THE REVOLUTION

- After the French and Indian War, Florida became British Territory. It was divided into two royal colonies: East Florida and West Florida.
- The colonists of East and West Florida stayed loyal to British rule during the debate for independence. Loyalists who felt threatened in Georgia and South Carolina fled to Florida to escape the fighting.

SS.8.C.1.2 Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.

LOYALISTS AND PATRIOTS

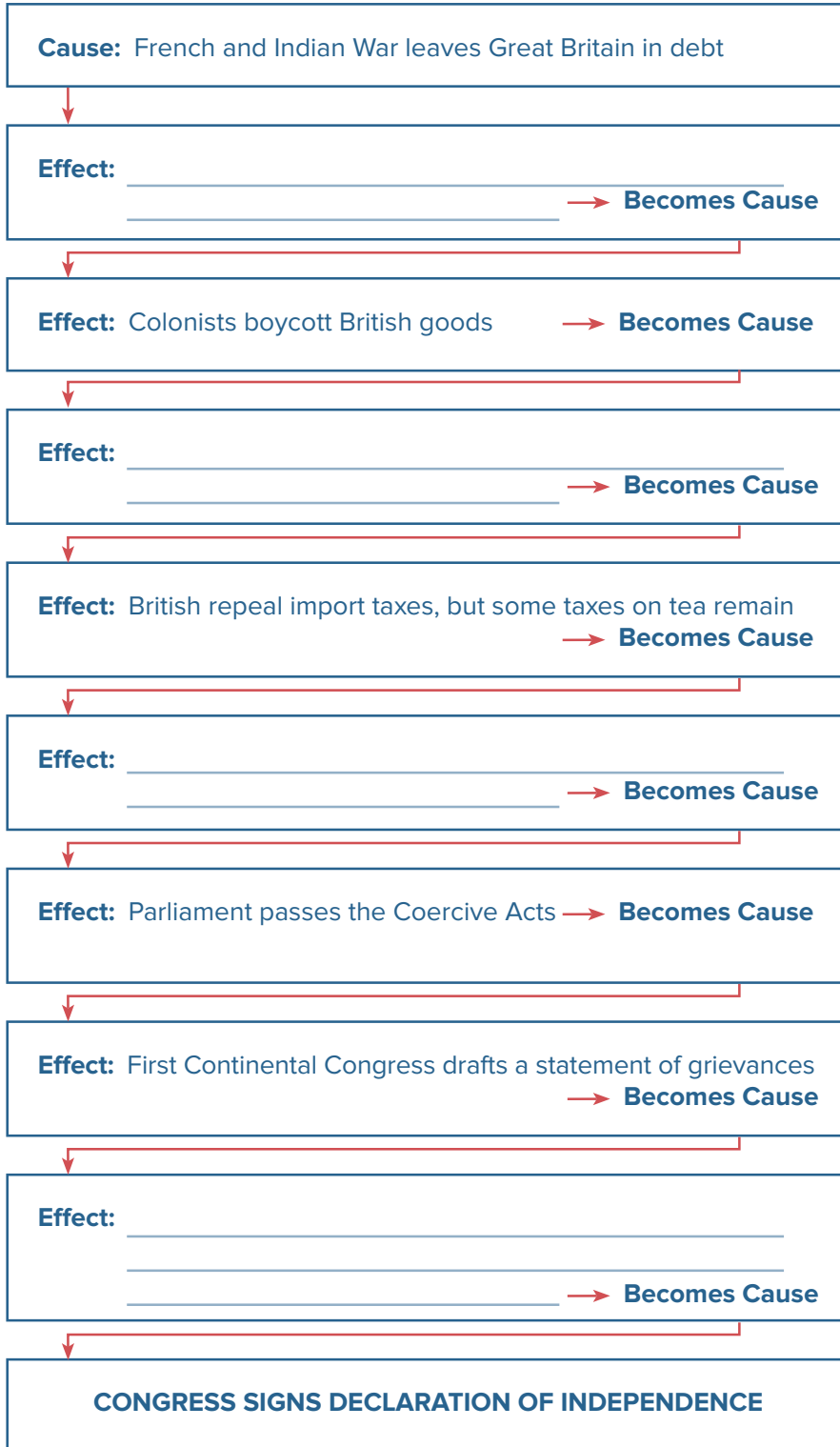
Loyalists	Patriots
<ul style="list-style-type: none">- colonists who sided with Britain- did not think the British taxes and laws justified a rebellion- thought Britain would win the war and did not want to be on the losing side	<ul style="list-style-type: none">- colonists who supported the war with Britain- believed they had the right to govern themselves- were willing to fight to win independence

Chapter 5

VISUAL SUMMARY

DIRECTIONS: Complete the causes and effects diagram below.

Road to Independence



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USING PRIMARY SOURCES

DETERMINING CENTRAL IDEAS Read the following excerpts from John Locke's *Second Treatise of Government* and the Declaration of Independence. Then answer the questions that follow

1. *Man being born, as has been proved, with a title to perfect freedom and uncontrolled enjoyment of all the rights and privileges of the law of nature equally with any other man or number of men in the world, has by nature a power not only to preserve his—that is, his life, liberty, and estate—against the injuries and attempts of other men. . .*

—John Locke, *Second Treatise of Government*

2. *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.*

—Thomas Jefferson, *The Declaration of Independence*

1. Thomas Jefferson incorporated many of John Locke's ideas in the Declaration of Independence. Read the excerpts below from Locke's *Treatise of Government*. Then cite passages from the Declaration of Independence that express the same idea.
 - a. *Man being born. . . with a title to perfect freedom and uncontrolled enjoyment of all the rights and privileges of the law of nature*
 - b. *equally with any other man or number of men in the world*
 - c. *has by nature a power not only to preserve his—that is, his life, liberty, and estate—against the injuries and attempts of other men. . .*
2. The Declaration of Independence includes some of the most important ideas on which democratic government is based. Identify the statements in the Declaration that support this claim.



Chapter Practice Test

DIRECTIONS: Circle the best answer for each question.

The passage below is from the *Letter From a Farmer in Pennsylvania to the Inhabitants of the British Colonies*. Use the excerpt to answer questions 1 and 2.

Upon the whole the single question is, whether the parliament can legally impose duties to be paid by the people of these colonies only, FOR THE SOLE PURPOSE OF RAISING A REVENUE, on commodities, which she obliges us to take from her alone, or, in other words, whether the parliament can legally take money out of our pockets without our consent.

1

SS.8.A.1.5, SS.8.A.1.7, SS.8.A.3.2, LAFS.68.RH.2.4 (Moderate)

What does the phrase “impose duties” refer to?

- A** require the payment of taxes created by the British government
 - B** actions required by the British king
 - C** people under the same government
 - D** writs of assistance
-

2

SS.8.A.1.5, SS.8.A.1.7, SS.8.A.3.2 (High)

What phrase summarizes the complaint expressed in this letter?

- A** Governments should treat citizens equally.
- B** People can rebel against an unjust government.
- C** Taxation is unfair without representation.
- D** The Proclamation of 1763 takes away the rights of the colonists.



3

SS.8.A.3.2 (High)

Which title completes the list below?

?
<ul style="list-style-type: none">• Called for the repeal of 13 acts of Parliament• Voted to boycott British trade• Endorsed the Suffolk Resolves

- A Actions Taken by the Declaration of Independence Committee
 - B Actions Taken by the Committee of Correspondence
 - C Actions Taken by the First Continental Congress
 - D Actions Taken by the Second Continental Congress
-

4

SS.8.A.3.1 (High)

Why did Britain issue the Proclamation of 1763?

- A to tax the colonists
 - B to repeal the Coercive Acts
 - C to punish colonists for the Boston Tea Party
 - D to prevent the colonists from moving west
-

5

SS.8.A.3.7, SS.8.C.1.2 (Moderate)

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?

- A impose boycotts
- B abolish the government
- C issue writs of assistance
- D repeal laws



Chapter Practice Test, *continued*

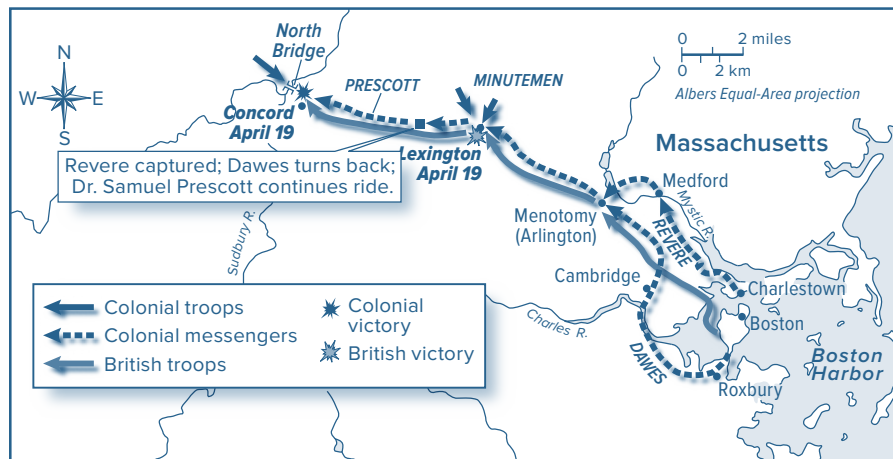
6

SS.8.A.3.6 (High)

Which list of events is in the correct sequence?

- A First Continental Congress, Boston Massacre, Coercive Acts, Declaration of Independence
- B Boston Tea Party, Intolerable Acts, Declaration of Independence, Olive Branch Petition
- C Creation of Continental Army, Sugar Act, Second Continental Congress, Declaration of Independence
- D Stamp Act, Boston Massacre, Boston Tea Party, Battle of Bunker Hill

Use the map to answer questions 7 and 8.



7

SS.8.A.1.2 (Moderate)

According to the map, in what direction did the British travel from Boston to Concord?

- A southwest
- B southeast
- C northwest
- D northeast



Chapter Practice Test, *continued*

8

SS.8.A.1.2 (Moderate)

About what distance did the British troops march from Lexington to Concord?

- A 2 to 3 miles
 - B 6 to 7 miles
 - C 10 to 11 miles
 - D 15 to 16 miles
-

9

SS.8.A.3.2, SS.8.A.3.7 (High)

What was the purpose of the Olive Branch Petition?

- A to avoid war with Britain
 - B to spread political ideas throughout the colonies
 - C to boycott British goods
 - D to get approval for the Declaration of Independence
-

10

SS.8.A.3.2, SS.8.A.3.4, SS.8.A.3.8, SS.8.C.1.2 (Moderate)

Which body was formed as a government for the colonies?

- A the Committee of Correspondence
- B the Continental Army
- C the Sons of Liberty
- D the Second Continental Congress