

ROAD TO REVOLUTION



<u>Assignment</u>	<u>Points Possible</u>	<u>Points Earned</u>
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Culminating Project	150	

Dear Parents,

We are beginning one of the most important units of study in United States History. We will be learning about the foundations of the liberties of our country. In this unit we learn about famous events like the Boston Massacre, the Boston Tea Party, Paul Revere's famous ride, and the Battles of Lexington and Concord. More critical, however, we will learn about the Declaration of Independence, tyranny, the formation of the concept of natural rights, and taxation without representation. These concepts are essential in understanding the formation of our great country and provide a reason for our civic duty in preserving our freedom.

Your child will be asked to read sections of our textbook that relate to these concepts, centered in chapter 5 The Spirit of Independence. Please support your child by taking time to review and discuss with her/him what they read around the dinner table or other appropriate settings. If possible, read with your child. Then sign below stating that your child has read the assignment and you have discussed the questions that follow.

1. Taxation Without Representation (pg. 120-125)

1. What is taxation without representation?
2. How did colonists protest British taxes and policies? How do we today protest unfair taxes and policies of our government?

My child has read every word in section 1 of chapter 5 including graphics, charts, and inserts and we have thoroughly discussed the section and the questions.

Parent signature _____

Student signature _____

2. Building Colonial Unity (pg. 126-130)

1. What was the Boston Massacre? Why did it happen?
2. How was the Boston Tea Party an act of protest?
3. What were the Intolerable Acts? Why were these policies oppressive? What rights were taken away by the British?
4. How did the journal of William Thomas Emerson exemplify the conflict between the colonists and the British Government?

My child has every word in section 2 of chapter 5 including graphics, charts, and inserts and we have thoroughly discussed the section and the questions.

Parent signature _____

Student signature _____

3. A Call to Arms (pg. 132-137)

1. What were the first battles of the Revolutionary War?
2. Why did colonists fight?
3. Who were the loyalists? Who were the Patriots? Were they both American colonists? Which side would you be on?

My child has every word in section 3 of chapter 5 including graphics, charts, and inserts and we have thoroughly discussed the section and the questions.

Parent signature _____

Student signature _____

4. Moving Towards Independence (pg. 138-143)

1. What steps did the colonists take to move towards independence from England?
2. Why did they choose to declare independence?

My child has every word in section 4 of chapter 5 including graphics, charts, and inserts and we have thoroughly discussed the section and the questions.

Parent signature _____

Student signature _____

5. The Declaration of Independence (pg. 136-149)

1. What was the purpose of the Declaration of Independence?
2. What three natural or unalienable rights do men have?
3. From whom do governments get their power?
4. What must people do if government abuses its power?
5. Discuss some of the ways the King of England was being tyrannical by taking away rights of American colonists.

My child has every word of the Declaration of Independence and we have thoroughly discussed the section and the questions.

Parent signature _____

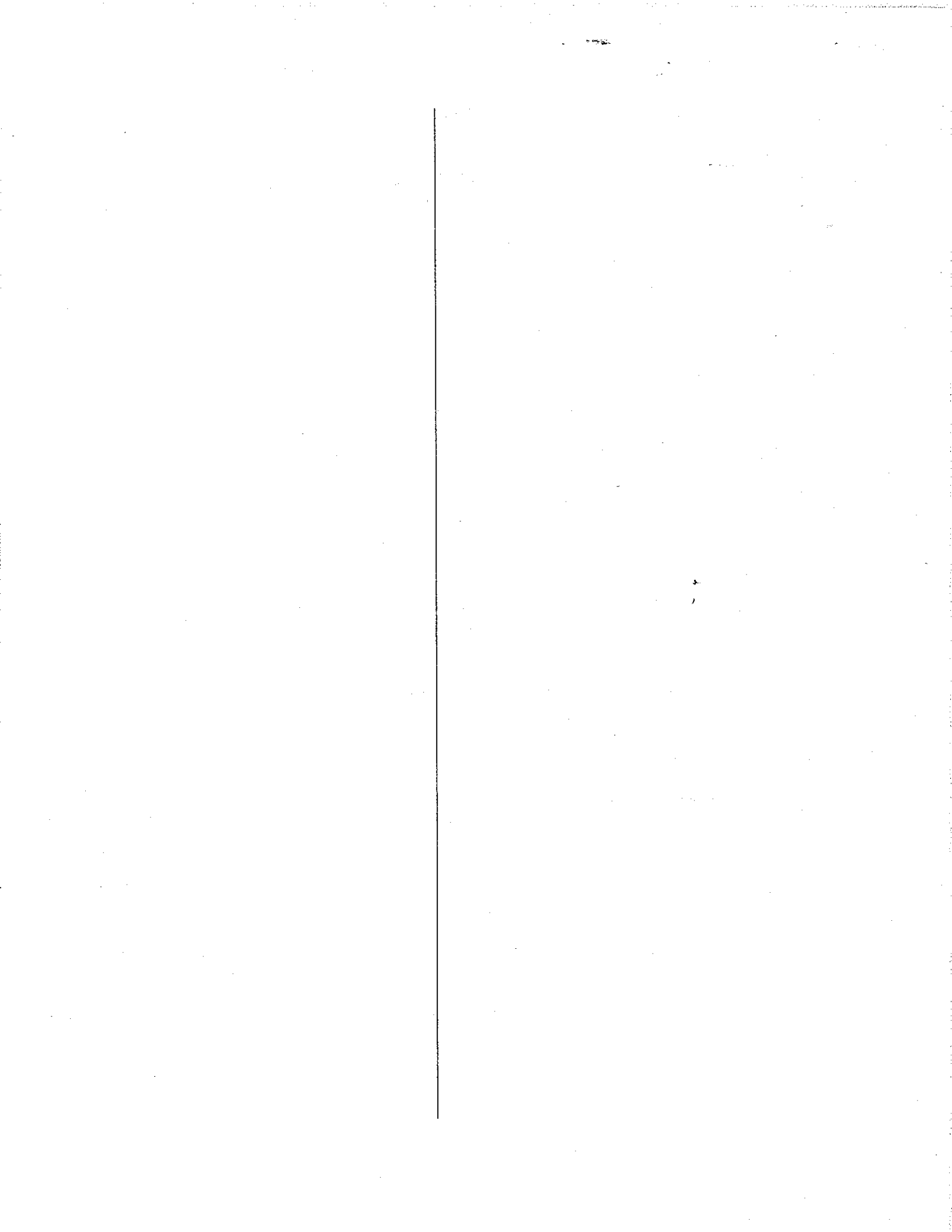
Student signature _____

Name _____ Period _____

Road to Revolution Timeline

Directions: Create a colorful timeline using the following events with the specific dates they happened and draw a symbol next to the event that it represents.

1. Fighting breaks out at Concord and Lexington.
2. The French and Indian War begins.
3. The Second Continental Congress sends the Olive Branch Petition as a final petition for peace, if the king of England will honor America's rights
4. Samuel Adams revives the Committee of Correspondence to protest British policies
5. Proclamation of 1763 closes western lands to further settlement.
6. Colonists stage the Boston Tea Party to protest taxes.
7. The Albany Congress meets with representation from 7 colonies to unite the colonies into one central government. Colonial legislatures failed to approve the plan.
8. England wins the war; Britain and France sign the Treaty of Paris ending the French and Indian War.
9. The Ottawa Indians under Chief Pontiac attack settlers in the Ohio River Valley.
10. Five colonists are shot dead by British soldiers in the Boston Massacre
11. The Second Continental Congress meets and begins governing the colonies, prints money, and creates a the Continental Army in which George Washington is called as the army's commander
12. The Tea Act is passed
13. The First Continental Congress meets in Philadelphia.
14. Thomas Jefferson's Declaration of Independence is approved by the Second Continental Congress.
15. The Stamp Act is passed.
16. The Battle of Bunker Hill takes place near Boston, Massachusetts
17. Thomas Paine publishes his historic pamphlet called *Common Sense*, urging Americans to declare independence from England
18. Parliament in England authorizes the Writs of Assistance
19. The Intolerable Acts are passed.
20. The Townsend Acts are passed.
21. The same year the Stamp Act is passed, colonists begin protested for the first time with the phrase "No taxation without representation!"
22. The Sugar Act is passed.



NAME _____

Period _____

Thomas Jefferson Video- Intro and Declaration of Independence

1. He is the greatest _____ among major figures in American History. I think we are attracted to him in part because of his mysterious character. . . If he were a painting he would be a _____
_____.
2. He was a farmer, a violinist, a writer, a surveyor, a _____, a lover of fine wines, a restless architect who could never quite bring himself to finish his own house.
3. He was a reluctant politician with a voice so _____ he could barely make himself heard from the podium. But he helped found America's first political _____.
4. How many times was he elected president?
5. He did not think his presidency worth listing among the achievements on his _____.
6. He was a life long champion of _____ government, who took it upon himself to more than double the size of his _____.
7. He distilled a century of enlightenment thinking in one remarkable sentence which began "We hold these truths to be self-evident that all men are created _____," yet he owned more than two hundred human beings and never saw fit to _____ them.
8. He remained a puzzle even to those who thought they knew him best. He embodied' _____ common to the country whose independence it fell to him to proclaim in words whose precise meaning Americans have _____ ever since.
9. The greatest student of Jefferson, Abraham Lincoln, said that "We are a nation dedicated to a proposition, that all men are created equal." Who wrote this proposition?
10. What task was Jefferson assigned to do by the Founding Fathers?
11. The Declaration of Independence has been _____ back at tyrants by every insurgency movement since Thomas Jefferson. So we _____ t know about Jefferson because he's the man that found the language to express the greatest _____ that humanity has.
12. Jefferson is American _____. You must have him on your side if you are going to have a government based on the people.
13. Unfortunately Thomas Jefferson personifies American History. Why can't the words "All men are created equal" be justified in a nation that allows slavery?
14. Historians have judged Jefferson to be a hypocrite. What does Jefferson say about this?

Vocabulary

Specifying DIRECTIONS: Select a term to answer each question below.

revenue	committee of correspondence	minutemen
writs of assistance	repeal	Loyalist
resolution	propaganda	Patriot
effigy	nonimportation	petition
boycott	militia	preamble

1. What is a group of citizen soldiers that arm themselves called? _____
2. Legal documents that allowed customs officers to enter any location to search for smuggled goods were called what? _____
3. What formal request was sent to Britain to offer one last chance to avoid war? _____
4. What organization circulated writings about colonists' grievances against Britain? _____
5. The introduction of the Declaration of Independence is called the what? _____
6. What is a formal expression of opinion commonly used in government? _____
7. Information, such as posters, made to influence public opinion is called what? _____
8. What were the members of the militia companies called who were ready to fight the British at a moment's notice? _____
9. What were the American colonists who chose to remain loyal to Great Britain called?

10. What did Britain need in order to pay troop expenses for the war? _____
11. The colonists who supported the war for independence were called what? _____
12. What is a term that means "to cancel," such as to cancel the Stamp Act? _____
13. What is a figure, or representation, of somebody who is usually disliked called? _____
14. What is an agreement made by merchants not to buy or use goods from other countries?

15. When a person refuses to buy goods or use services, what is the act called? _____

Road to Revolution

M E O T K T O W N S E N D A C T S T N B
 T D C L E X I N G T O N A T S P J E O O
 J E F N O I T I T E P R C T F X O A I S
 K J D M A F O V H D E T U O H N P A T T
 Z V J A I T I L I M H A T C R E O C A O
 L M W Y W J S S Y T M K Z Y L M N T T N
 S O N S O F L I B E R T Y O S E T R N M
 S A M A D A M S S Z K T E B U T I E E A
 Y T R E B I L F O S R E T H G U A D S S
 T C A P M A T S Z Z A L X J A N C C E S
 N M T Z E E U W X D A F L V R I S O R A
 Y T R A P A E T N O T S O B A M W A P C
 X K E T B T V J W U S X A S C G A T E R
 V I N T O L E R A B L E A C T S R S R E
 Y R N E H K C I R T A P K H M I J H O C
 Q E I F F F T A X A T I O N M H R N N P
 E R E V E R L U A P C O N C O R D W L E

- | | | |
|------------------|--------------------|-----------------|
| BOSTONMASSACRE | BOSTONTEAPARTY | BOYCOTT |
| CONCORD | DAUGHTERSOFLIBERTY | INTOLERABLEACTS |
| LEXINGTON | MILITIA | MINUTEMEN |
| NOREPRESENTATION | PATRICKHENRY | PAULREVERE |
| PETITION | PONTIACSWAR | REDCOATS |
| SAMADAMS | SONSOFLIBERTY | STAMPACT |
| SUGARACT | TAXATION | TEAACT |

Townsend Acts Writs of Assistance

A Crisis Over Taxes-Road to Revolution Powerpoint

Period _____

NAME _____

Fill in the blanks or answer the following questions

1. The English felt like Americans should help pay for the _____ and _____ War.
2. Paul Revere accused the English government of taking away colonist's rights as British citizens by saying the government was an " _____ parent."
3. An American pre-Revolutionary protest was "No _____ without _____."
4. _____'s War was is characterized by Native Americans killing American settlers in the Ohio Valley.
5. To avoid conflict in Ohio, Parliament declared that Americans could no longer settle west of the Appalachian Mountains. This was known as the _____ of 17 _____.
6. Which act taxed molasses?
7. What ship did Americans burn in protest of the Sugar Act? _____
8. Which act taxed *wills, diplomas, deed, newspapers, marriage papers and other documents*?
9. The _____ Congress was successful in convincing Parliament to repeal the _____.
10. What did Americans boycott?
11. Which act of Parliament allowed British soldiers to search American ships and warehouses without reason?
12. The _____ of _____ organized protests, petitions, and boycotts to oppose British taxes.
13. Patrick Henry said, "Give me _____ or give me _____!"
14. The _____ occurred when British soldiers in

Boston shot and killed _____ colonists.

15. Why did John Adams defend the British soldiers involved in the Boston Massacre in court?

16. The _____ allowed the British East India Tea Company to bypass _____ merchants and sell _____ directly to colonists.

17. Which act led to the Boston Tea Party.

18. Write 4 provisions of the Intolerable Acts.

- 1.
- 2.
- 3.
- 4.

18. The _____ Congress was one of the first attempt to unify the colonies.

19. Colonists volunteered to be ready at a minutes notice to leave their homes and fight the British. What were they called?

SAMUEL ADAMS 1722-1803

"From the day on which an accommodation takes place between England and America, on any other terms than as independent States, I shall date the ruin of this country."

At a Glance

An agitator and propagandist, Samuel Adams convinced fellow colonists to defy parliamentary policies in the 1760s and 1770s. Through speeches and newspaper essays, Adams kept the torch of colonial protest burning from 1764 to 1776. Through Committees of Correspondence, Adams spread his message of radical resistance to, and ultimately, independence from, Great Britain.

Samuel Adams was 42 years old in 1764, when the British Parliament passed the Sugar Act in an attempt to extract more money from its North American colonies. Adams led the protest against the British action, and from that time until 1776, he never relinquished his position at the forefront of Patriot resistance. Prior to 1764, Adams had engaged in a number of unsuccessful careers and failed business ventures. The Sugar Act provided the floundering Adams a fresh opportunity for achievement. Adams attacked the new taxes on sugar as an unreasonable law that violated every person's natural right to be taxed only by legally elected representatives. In shaping the protest argument as he did, Adams set the tone for colonial resistance to parliamentary policies.

When Parliament passed the Stamp Act in 1765, Adams expanded his protest activities. Through a steady stream of fiery newspaper essays, he inspired patriots in Massachusetts to hang stamp officials in effigy and even to destroy the home of the royal

governor. He also helped organize the Sons of Liberty to oppose the obnoxious act.

Parliament's repeal of the Stamp Act temporarily ended colonial protests, but the Townshend Acts of 1767 revived resistance, giving Adams a new opportunity to protest against taxation without representation. Adams seized the opportunity to organize an effective boycott of British-made goods imported into the colonies.

Repeal of the Townshend Acts in 1770 did little to diminish Adams's rebellious activities. He led the demand for the removal of British troops from Boston following the Boston Massacre. In 1772 he was instrumental in forming Boston's Committee of Correspondence to coordinate and communicate with Patriots in other locations. When Parliament passed the Coercive (Intolerable) Acts in response to the Boston Tea Party, Adams organized another boycott of British goods and called for an intercolonial congress.

A participant in both Continental Congresses, Adams by this time had become such a leader of anti-British activity that he—along with John Hancock—was singled out by the British as exempt from any future amnesty.

After the achievement of independence, Samuel Adams remained active in public life. He served in the Massachusetts convention called to ratify the new Constitution and later held the offices of lieutenant-governor and then governor. But he never again found a role so well suited to him as the one he played as America's foremost agitator.

Reviewing the Biography *Answer the following questions on a separate sheet of paper.*

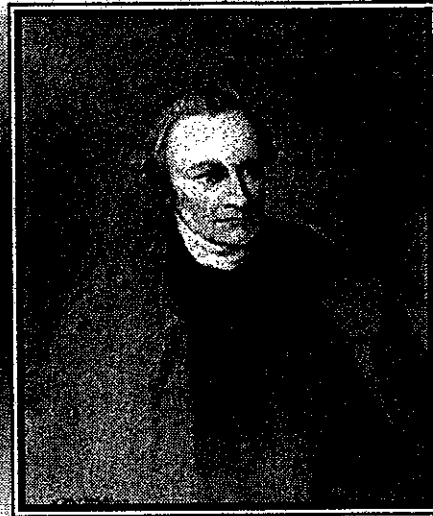
- 1. Remembering the Details** How did the Sugar Act of 1764 prove beneficial to Samuel Adams?
- 2. Understanding Information** How did the Stamp Act and the Townshend Acts further Adams's career as an agitator?

Thinking Critically

- 3. Drawing Conclusions** After the Revolutionary War, why did Adams never again find "a role so well suited to him" as that of "America's foremost agitator"?

Patrick Henry

In 1763 Patrick Henry, a young lawyer in Virginia, shocked those in the courtroom by speaking about the natural rights of an individual. The idea of natural rights later became one of the main ideas of the Declaration of Independence: *We hold these truths 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.*



After the hostilities at Lexington and Concord, there were debates in the other colonies about what direction to take. Should those colonies go to the aid of Massachusetts?

What would be the consequence of such action? Churches were often used as community gathering places. A meeting was held in St. John's Church in Richmond, Virginia, on March 23, 1775. Many speakers addressed the group. Following the noncommittal speeches of others, Patrick Henry had his turn to speak. The following is an excerpt of his speech:

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

As the first governor of Virginia, Patrick Henry continued to have influence over the new country. He was one of the strongest voices calling for the addition of the first ten amendments to the Constitution, known as the Bill of Rights.

1. What reaction do you think Henry's speech had on the other members present?

2. Patrick Henry was a gifted public speaker. He was able to influence others by his words. Give two examples of other speeches that have had great influence.

3. Using your dictionary, on another piece of paper define the following words: *extenuate*, *idle*, *brethren*, *clash*, *gale*, *endowed*, and *unalienable*.

THOMAS PAINE 1737-1809

"These are the times that try men's souls. The summer soldier and the sunshine patriot, will ... shrink from the service of his country; ... Tyranny ... is not easily conquered; yet ... the harder the conflict, the more glorious the triumph."

At a Glance

Paine's pamphlet *Common Sense* persuaded countless colonists to support American independence. Paine convinced many Americans that the king no longer deserved their loyalty, thus severing their last emotional link to Britain. Paine had an unswerving faith in the human ability to use reason to achieve freedom, peace, and justice.

For the better part of two decades, Thomas Paine was a world-renowned figure, a master phrasemaker who used the power of his pen to help free people on two continents from despotism. Yet his life presents ample evidence that great talent and achievement do not always lead to happiness and satisfaction.

Born and raised in England, Paine quit school at the age of 13. For the next 24 years he tried a variety of jobs: corsetmaker, sailor, teacher, and tax collector. All made him unhappy. Then, in 1774, Paine met Benjamin Franklin, the American colonial representative to Great Britain. Franklin encouraged Paine to emigrate to the American colonies. Arriving in Philadelphia with Franklin's letters of introduction, Paine got a job at the *Pennsylvania Magazine*, but remained almost unknown until January 1776, when his pamphlet *Common Sense* appeared. Paine's remarkable publication proved a sensation, selling more than 100,000 copies in three months.

Filled with memorable phrases and persuasive arguments, *Common Sense* called on Americans to cease trying to change Parliament's policies and instead declare independence immediately. Paine ridiculed King George III, making the idea of monarchy seem outdated and pointless. After the publication of *Common Sense*, many colonists who had viewed the king as the last hope for protection of their rights supported independence.

During the Revolutionary War, Paine served in the Continental Army, writing a pamphlet series entitled *The Crisis* to bolster the sagging spirits of the weary American soldiers.

After the war Paine continued to inflame people with his writings, often with unhappy consequences to himself. Returning to England in 1787, he authored *The Rights of Man*, praising the French Revolution. Paine went so far as to call for the overthrow of the English monarchy. He was forced to flee to France to avoid being jailed for treason.

In Paris Paine helped draft the new French constitution but was imprisoned when he opposed the execution of King Louis XVI. While in jail, he began writing *The Age of Reason*, an attack on organized religion. Returning to the United States in 1802, Paine was ostracized for his criticism of Christianity. Even death in 1810 brought Paine no peace. Refused burial at the cemetery of his choice, his remains were laid to rest on his New York farm. They were later disinterred and shipped to England, where they disappeared forever.

Reviewing the Biography Answer the following questions on a separate sheet of paper.

- 1. Remembering the Details** What was Paine's life like prior to his meeting Franklin in 1774?
- 2. Understanding Information** How was Paine's pamphlet *Common Sense* instrumental in furthering the cause of colonial independence?

Thinking Critically

- 3. Identifying Cause and Effect** How was Paine's talent for persuasion also a major cause of his unhappiness?

Paul Revere, the Patriot



In April of 1775, British troops began to march on Boston. The Americans had spies in the British army; the spies learned that General Gage of the British Army planned to arrest John Hancock and Samuel Adams in Lexington and to try them for treason. The Americans flashed signals from the Old North Church to riders who set out on horseback to warn the leaders and the public. Paul Revere was one of those riders. The following is a transcription of a letter he wrote to Dr. Jeremy Belknap:

On Tuesday evening, the 18th, it was observed that a number of soldiers were marching towards the bottom of the Common. About one o'clock, Dr. Warren sent in great haste for me and begged that I would immediately set off for Lexington, where Messrs. Hancock and Adams were, and acquaint them of the movement, and that it was thought they were the objects. I set off on a very good horse; it was then about eleven o'clock and very pleasant. After I had passed Charleston Neck...I saw two men on horseback under a tree. When I got near them, I discovered that they were British officers. One tried to get ahead of me, and the other to take me. I turned my horse very quick and galloped toward Charleston Neck, and then pushed for Medford Road. In Medford, I awaked the captain of the minute men; and after that I alarmed almost every house, till I got to Lexington.

Courtesy of: Marc Schulman, historian—Multimedia

1. What did Dr. Warren want Paul Revere to do?

2. Why was it important for Paul Revere to choose a good horse?

3. Evaluate the success of his mission.

4. Read "The Midnight Ride of Paul Revere," by Henry Wadsworth Longfellow. Compare Revere's account in his letter with the description in the poem. Create a Venn diagram.

Taxation Without Representation

Reading Tip

Make a list of questions that you have about this section that you do not understand. Present these questions to your teacher and to the class for help.

Filling in the Blanks **DIRECTIONS:** Use your textbook to fill in the blanks using the words in the box.

nonimportation
resolution
boycott
colonists
Samuel Adams

consent
effigies
repeal
Stamp Act

Townshend Acts
Sugar Act
debt
writs of assistance

The French and Indian War left Britain with a huge (1) _____. Parliament authorized (2) _____ that allowed customs officers to enter any location to search for smuggled goods. It also passed the (3) _____ to lower the tax on molasses and decrease smuggling. These laws angered the (4) _____. Parliament passed the (5) _____ in 1765, which placed a tax on printed material. Colonists opposed the tax because Parliament taxed them without their (6) _____. The Virginia assembly responded by passing a(n) (7) _____ declaring that only it had the right and power to tax its citizens. (8) _____ started the Sons of Liberty to protest the act. Protesters burned (9) _____ of tax collectors. People refused to use the stamps and urged merchants to (10) _____ British and European goods. Merchants signed (11) _____ agreements to not buy or use goods from Britain. As a result, British merchants lost business and urged Parliament to (12) _____ the Stamp Act, which it did in 1766. However, in 1767 Parliament passed the (13) _____, which placed taxes on goods imported to the colonies.

Building Colonial Unity

Reading Tip

Write the key words of the section on the front of note cards and their definitions on the back. Study the cards as you study the chapter.

Answering Questions **DIRECTIONS:** Reading the section and completing the questions below will help you learn about the building of colonial unity. Use your textbook to answer the questions.

- 1. Listing** List three reasons why Bostonians felt the British had pushed them too far.

- 2. Specifying** When did the Boston Massacre take place?

- 3. Naming** Who was the part African, part Native American dockworker killed during the Boston Massacre?

- 4. Analyzing** What did colonial leaders hope to achieve by using the Boston Massacre killings as propaganda?

- 5. Determining Cause and Effect** What effect did the increased boycott on British goods following the Boston Massacre have on Parliament?

- 6. Identifying** Who did Parliament hope to save from ruin by passing the Tea Act?

- 7. Explaining** How was the Tea Act unfair to colonial merchants?

- 8. Describing** What was the Boston Tea Party?

- 9. Defining** What were the Coercive Acts?

Boston Massacre Skit

Private White (British)

British Captain(British)

Captain Thomas Pearson (British) and 6 soldiers

Edward Garrick(Colonist) and 3 teenagers

Crispus Attucks(Colonial sailor) and crowd

Scene 1

It was 8 o'clock at night on Monday, March 5, 1770. Private Hugh White stood guard at the Custom House on King Street in Boston. A British officer, a captain, walked by the sentry post where Private White was standing guard. A teenager by the name of Edward Garrick, a helper in a barber shop approaches the soldiers.

Garrick- "Hey, captain, you haven't paid your barber bill."

The captain ignores Garrick.

Private White- "The captain is an English gentlemen and has paid all of his bills."

Garrick-"Yeah right, there are no gentlemen in the British army!"

White slams Garrick in the head with the butt of his gun.

Scene 2

Garrick returns with a group of angry teenagers.

Garrick-"Lousy Rascal. . .Scoundrel. . . You stupid lobster."

Other teenagers yell- "Lobsters, scoundrel redcoats. . . kill the soldier. . .kill the scoundrel. . . knock him down"

The crowd that has grown starts to make snowballs to throw at White. White runs to the Customs House.

Garrick-"Turn out the main gaurd."

Seven soldiers, including Captain Pearson, run towards White and the crowd. Colonial sailors, including Cripus Attucks run to join the colonists.

Crispus -"Come on. Shoot us. I dare you. Why don't you fire. Chicken? Chicken Lobsters?"

Colonial Crowd- "Cowards. scoundrels.

The colonial crowd is armed with clubs ,snowballs , ice, and sea shells.

Captain Pearson - "Calm down everyone. Let's settle this peacefully"

Crispus hits Pearson's arm with a club and hits another soldier in the head with a club. The crowd blasts the soldiers with snowballs.

Crowd-"Kill the lobsters. Kill them."

The soldiers fire into the crowd. Four colonists fall dead. A few are wounded. Crispus Attacks falls with a shot to the head. The crowd runs away and the soldiers retreat.

The end.

The Boston Tea Party

The American colonists had long objected to paying taxes imposed on them by the British. The objection was especially strong because they had no representation in Parliament. One tax was on tea. To get around this, the colonists bought tea from the Dutch. In 1773, the British passed the Tea Act, allowing the English East India Company to sell tea more cheaply, even including the tax. The British thought that as long as the Americans could pay less for the British tea than the Dutch tea, they wouldn't mind paying the tax. They were wrong.

Colonial leaders in Boston organized a raid on the English ships which were in the harbor; the ships were loaded with the British tea. On the night of December 16, 1773, a group disguised as Mohawk Indians boarded the ships and threw the tea into the harbor. As a consequence, the British closed the port of Boston. This disruption in trade and transportation caused great hardship for the people of Massachusetts. Benjamin Franklin offered to pay for the destroyed cargo, but his offer was refused. In other colonies cargoes of British tea met with similar results. More and more British naval ships and troops were sent to her rebellious colonies.

Below is a transcription of a notice posted in Boston previous to what is now known as the Boston Tea Party.

Gentlemen,—You are desired to meet at the Liberty Tree this day at twelve o'clock at noon, then and there to hear the persons to whom the tea shipped by the East India Company is consigned make a public resignation of their offices as consignees upon oath; and also swear that they will reship any teas that may be consigned to them by the said Company, by the first sailing vessel to London.

Boston, November 3, 1773



Show me the man that dare take this down!

1. What is the purpose of the document?

2. Name three facts contained in the document.

3. What does the author hope will happen?

4. What is meant by the last sentence?

5. In your opinion, was the "broadside" effective? Explain.

A Call to Arms

Reading Tip

Record yourself reading the section out loud. To prepare before class, listen to your audio reading and take notes about it as if it were your teacher lecturing to the entire class.

Reading for Accuracy DIRECTIONS: Reading the section and completing the activity below will help you learn more about the colonists' call to arms. Use your textbook to decide if a statement is true or false. Write **T** or **F** in the blank, and if a statement is false rewrite it correctly on the line.

_____ 1. The Continental Congress first met in 1774.

_____ 2. Groups of citizen soldiers are called minutemen.

_____ 3. In April 1775, Sir Thomas Gage ordered 700 British troops to march to Boston.

_____ 4. Paul Revere rode to Lexington to warn that the British were coming.

_____ 5. The battle for independence began with the battles of Lexington and Concord.

_____ 6. Ethan Allen, a captain in the Connecticut militia, would later commit treason and command British troops.

_____ 7. The colonists won the Battle of Bunker Hill.

Moving Toward Independence

Reading Tip

For a quick reference guide, create an outline for the section using the headings as the main ideas. Include supporting details and key words.

Outlining DIRECTIONS: Reading the section and completing the outline below will help you learn more about the colonists' move toward independence. Refer to your textbook to fill in the blanks.

I. Colonial Leaders Emerge

- A. Delegates returning to the Second Continental Congress from the First Continental Congress included John and Samuel Adams, Patrick Henry, Richard Henry Lee, and _____.
- B. New delegates included Benjamin Franklin, Thomas Jefferson, and John Hancock, who became _____ of the Congress.
- C. The Congress created the _____ to fight against Britain, and chose George Washington as its leader.
- D. The Congress sent the _____ to George III seeking peace and the protection of colonists' rights, but he refused to accept it.
- E. _____ published *Common Sense*, which called for complete independence from Britain.

II. The Colonies Declare Independence

- A. The resolution for independence was proposed by _____.
- B. The Declaration of Independence was written by _____.
- C. Congress approved the Declaration of Independence on _____.
- D. The Declaration includes the introduction or _____, rights the colonists should have, colonists' complaints against Britain, and the existence of the new nation.

Declaration of Independence: Student Worksheet

Each student (or group) will have a copy of the Declaration of Independence. You will use the method for reading documents in your analysis. The teacher will review with you the first two steps in analyzing the document. For the third step or reading, answer the questions below. You may write directly on the Declaration, in your notes, or on a separate sheet of paper.

Part I: As Individuals

1. On the document underline, in 4 different colors, the following, and letter your answer starting at the first word of the answer:
 - a. What is the purpose of the Declaration? (paragraph 1)
 - b. What three natural or unalienable rights do men have? (paragraph 2)
 - c. Governments get their power from whom? (paragraph 2)
 - d. What must people do if government abuses its power? (paragraph 2)
2. On the Declaration, number the grievances found. (Hint: there are twenty-eight.)
3. Underline the "action" part of the document in a different color than you used for question 1. (What are the signers going to do?) (last paragraph)
4. Place brackets around the part that shows the compact or pledge of the signers. (last paragraph)

Part II: In a Group:

1. In your groups, discuss why the grievances are actually the causes of the Revolution.
2. On a separate sheet of paper entitled "Causes of the Revolution," the group should list ten of the causes of the American Revolution.
3. Put a star next to the three causes your group feels were the most important. At the bottom of the page justify why the group chose these causes. Hand in your group assignment to the teacher.

Declaration of Independence

IN CONGRESS, JULY 4, 1776.

A DECLARATION BY THE REPRESENTATIVES OF THE UNITED STATES OF AMERICA, IN GENERAL CONGRESS ASSEMBLED

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.

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 Duty, to throw off such Government, and to provide new guards for their future Security. 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 of 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 Invasions from without, and Convulsions within.

He has endeavored 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.

He has kept among us, in Times of Peace, Standing Armies, without consent of our Legislatures.

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 Armed 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 Offenses:

For abolishing the free System of English Laws in a neighboring 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 Legislatures, 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 complete the Works of Death, Desolation, and Tyranny, already begun with circumstances of Cruelty and 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 endeavored 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 Attentions 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.

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 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.

Signed by ORDER and in BEHALF of the CONGRESS,

The Declaration of Independence

¹ We hold these truths to be self-evident, that all men are created equal; ²that they are endowed by their Creator with certain unalienable rights; ³that among these are life, liberty and the pursuit of happiness. ⁴That, to secure these rights , governments are instituted among men, ⁵deriving their just powers from the consent of the governed; ⁶that whenever any form of government becomes destructive of these ends, ⁷it is the right of the people to alter or abolish it and institute a new government...

Rewrite the Declaration of Independence in your own words.

1.

2.

3.

4.

5.

6.

7.

The Declaration of Independence

PRINCIPLES	WORDS FROM THE DECLARATION OF INDEPENDENCE
Natural Rights	
Source of Natural Rights	
Purpose of Government	
Social Contract	
Rights of the people if the government is "not working"	

PERIOD _____

NAME _____

CAUSES OF THE AMERICAN REVOLUTION-THEMATIC MAP

Graphically demonstrate with colored pictures and annotated notes the causes of the American Revolution.

PROCLAMATION OF 1763

"NO TAXATION WITHOUT REPRESENTATION"

UNFAIR TAXES

NATURAL RIGHTS

CAUSES OF THE



REVOLUTION

BOSTON MASSACRE

BOSTON TEA PARTY

INTOLERABLE ACTS

LEXTINGTON AND CONCORD

Thomas Jefferson Video- Liberty

1. Why were Virginians and Jefferson mad that Parliament passed the Stamp Act?
2. In 1769 what resolution did the House of Burgesses pass to avoid paying any new tax? Who signed it first? Who was the 16th to sign it?
3. Over the coming years as patriotic feelings continued to _____ so did his influence. The shy and bookish student of philosophy was becoming a _____.
4. In Jefferson's pamphlet titled "A Summary of View of the Rights of British America," what was his argument against England's dictatorship rule of Americans?
5. What did England threaten to do to people like Jefferson who published words of treason?
6. Where did Jefferson go in 1775?
7. In 1775, _____ still ruled in France and England, a czar in St. Petersburg, a _____ in Constantinople, a divinely invested Emperor in _____, and a shogun in Japan.
8. But in June 1775 what did a small group of merchants, planters, and lawyers in Philadelphia try to do?
9. Who was the short opinionated delegate from Massachusetts?
10. Was Jefferson a good public speaker?
11. What was he good at doing?
12. Which two members of Jefferson's family died while he was in Philadelphia attending the Continental Congress?
13. On June 7, 1776, Richard Henry Lee of Virginia introduced a resolution that declared "that these united colonies are and of right ought to be _____ and _____ states.

14. Who was on the committee to write the statement of declaration of independence?

15. Who was chosen to write the declaration?

16. How long did it take Jefferson to write the declaration?

17. The document, he said, was simply intended to be an expression of the _____ mind.

18. Those are the closest things to the magic words of American history. Those are the words that are all Americans at some very important level believe in. They are the essential words of the American creed, and part of Jefferson's _____ was to _____ it at a sufficiently abstract level.

19. What did Congress unanimously approve on July 2, 1776?

20. How many states approved the document on July 4, 1776?

21. How many slaves were in America in 1776?

22. Did the Declaration of Independence say anything about slavery?

23. Why didn't Jefferson continue to fight slavery?