

TEACHER EDITION

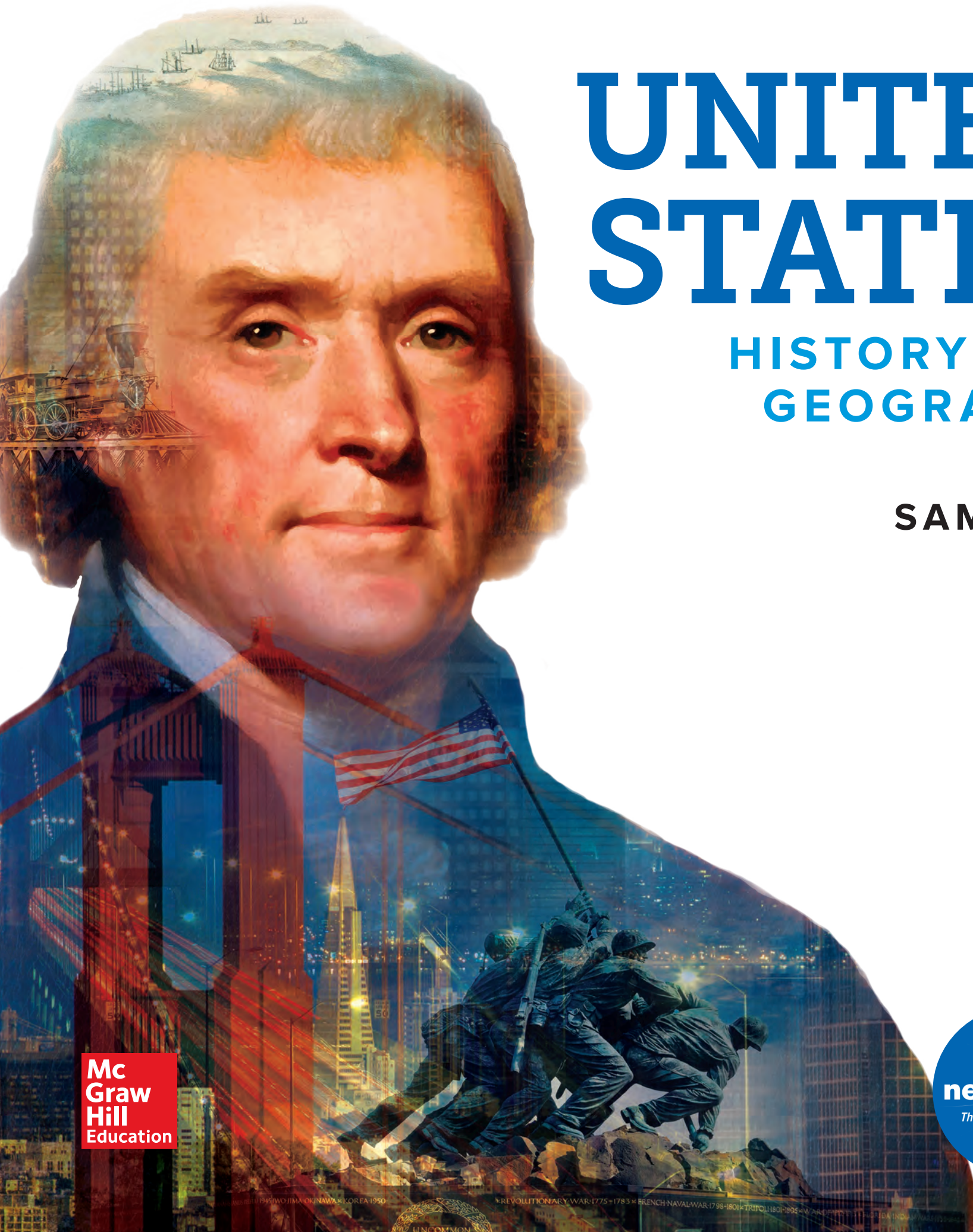
VIRGINIA  
EDITION



# UNITED STATES

## HISTORY AND GEOGRAPHY

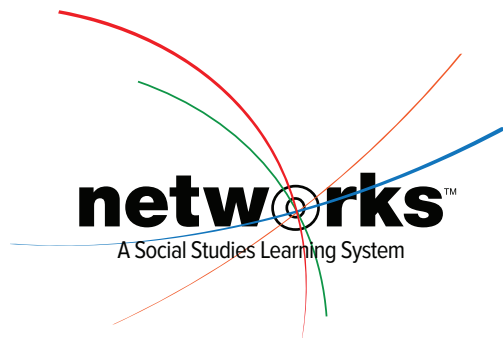
### SAMPLER



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**VIRGINIA**

# UNITED STATES

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## HISTORY & GEOGRAPHY

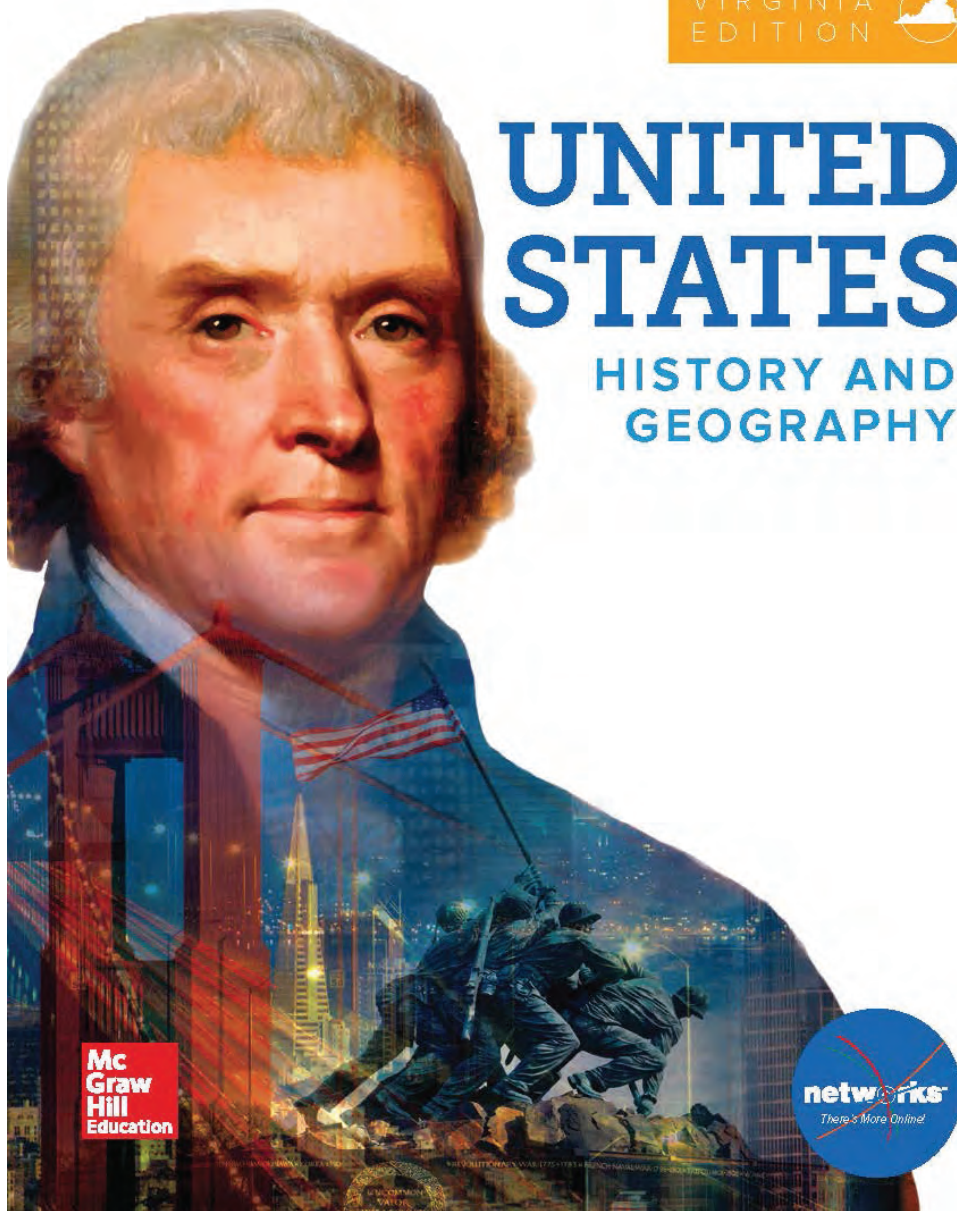
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### Virginia and United States History

The standards for Virginia and United States History expand upon the foundational knowledge and skills previously introduced to include the historical development of American ideas and institutions from the Age of Exploration to the present. While continuing to focus on political, geographic, and economic history, the standards provide students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in Virginia and United States history. As a foundation to develop historical thinking skills, students will apply social science skills to understand the challenges facing the development of the United States. These skills will support the investigation and evaluation of the fundamental political principles, events, people, and ideas that developed and fostered our American identity and led to our country's prominence in world affairs.

The study of history must emphasize the historical thinking skills required for responsible citizenship, geographic analysis, and economic decision making. Students will continue to develop and apply these skills as they extend their understanding of the essential knowledge defined by the standards for history and social science.

## STANDARDS

## LESSON REFERENCES

## Skills

- VUS.1** The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;
  - using geographic information to determine patterns and trends in Virginia and United States history;
  - interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;
  - constructing arguments, using evidence from multiple sources;
  - comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;
  - explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;
  - analyzing multiple connections across time and place;
  - using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;
  - identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property; and
  - investigating and researching to develop products orally and in writing.

**Student Edition:**

Chapter 5: Lesson 3  
 Chapter 8: Lesson 3  
 Chapter 16: Lesson 1  
 Chapter 18: Lesson 3  
 Chapter 21: Lesson 1  
 Chapter 22: Lesson 3  
 Chapter 24: Lesson 1  
 Chapter 27: Lesson 2  
 Chapter 28: Lesson 3  
 Chapter 29: Lesson 1  
 Chapter 30: Lesson 1  
 Chapter 31: Lessons 3-4

Chapters 1-23: *Step Into the Place*

## STANDARDS

## LESSON REFERENCES

## Early America: Settlement and Colonization

**VUS.2** The student will apply social science skills to understand the impact of the Age of Exploration by

- a) describing the characteristics of early exploration and evaluating the impact of European settlement in the Americas; and
- b) analyzing the cultural interactions among American Indians, Europeans, and Africans.

**Student Edition:**

Chapter 1: Lessons 1-3

**VUS.3** The student will apply social science skills to understand early European colonization by

- a) evaluating the economic characteristics of the colonies;
- b) analyzing how social and political factors impacted the culture of the colonies; and
- c) explaining the impact of the development of indentured servitude and slavery in the colonies.

**Student Edition:**

Chapter 1: Lessons 4-5

## STANDARDS

## LESSON REFERENCES

## Revolution and the New Nation

- VUS.4** The student will apply social science skills to understand the issues and events leading to and during the Revolutionary Period by
- describing the results of the French and Indian War;
  - evaluating how political ideas of the Enlightenment helped shape American politics;
  - explaining how conflicting loyalties created political differences among the colonists concerning separation from Great Britain;
  - analyzing the competing factors that led to colonial victory in the Revolutionary War; and
  - evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American political philosophy.

**Student Edition:**  
Chapter 2: Lessons 1-4

- VUS.5** The student will apply social science skills to understand the development of the American political system by
- examining founding documents to explore the development of American constitutional government, with emphasis on the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;
  - describing the major compromises necessary to produce the Constitution of the United States, with emphasis on the roles of James Madison and George Washington;
  - assessing the arguments of Federalists and Anti-Federalists during the ratification debates in defense of the principles and issues that led to the development of political parties; and
  - evaluating the impact of John Marshall's precedent-setting decisions that established the Supreme Court as an independent and equal branch of the national government.

**Student Edition:**  
Chapter 3: Lessons 2-3

## STANDARDS

## LESSON REFERENCES

## Expansion

- VUS.6** The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by
- explaining territorial expansion and its impact on the American Indians;
  - describing the political results of territorial expansion;
  - assessing the political and economic changes that occurred during this period, with emphasis on James Madison and the War of 1812;
  - analyzing the social and cultural changes during the period, with emphasis on “the age of the common man” (Jacksonian Era);
  - evaluating the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women’s suffrage movements, and the role of the states in the Union;
  - explaining how Manifest Destiny and President James K. Polk’s policies impacted the nation; and
  - evaluating and explaining the multiple causes and compromises leading to the Civil War, including the role of the institution of slavery.

**Student Edition:**

- Chapter 4: Lessons 1-4  
 Chapter 5: Lessons 1, 3-4  
 Chapter 6: Lessons 1-4  
 Chapter 7: Lessons 1-4  
 Chapter 8: Lessons 1-3

**STANDARDS****LESSON REFERENCES****Civil War and Reconstruction**

- VUS.7** The student will apply social science skills to understand the Civil War and Reconstruction eras and their significance as major turning points in American history by
- a) describing major events and the roles of key leaders of the Civil War era, with emphasis on Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;
  - b) evaluating and explaining the significance and development of Abraham Lincoln's leadership and political statements, including the significance of the Emancipation Proclamation and the principles outlined in the Gettysburg Address;
  - c) evaluating and explaining the impact of the war on Americans, with emphasis on Virginians, African Americans, the common soldier, and the home front;
  - d) evaluating postwar Reconstruction plans presented by key leaders of the Civil War; and
  - e) evaluating and explaining the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States.

**Student Edition:**

Chapter 9: Lessons 1-5

Chapter 10: Lessons 1-3



**STANDARDS****LESSON REFERENCES****Industrialization**

- VUS.8** The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by
- explaining the westward movement of the population in the United States, with emphasis on the role of the railroads, communication systems, admission of new states to the Union, and the impact on American Indians;
  - analyzing the factors that transformed the American economy from agrarian to industrial and explaining how major inventions transformed life in the United States, including the emergence of leisure activities;
  - examining the contributions of new immigrants and evaluating the challenges they faced, including anti-immigration legislation;
  - analyzing the impact of prejudice and discrimination, including “Jim Crow” laws, the responses of Booker T. Washington and W.E.B. DuBois, and the practice of eugenics in Virginia;
  - evaluating and explaining the social and cultural impact of industrialization, including rapid urbanization; and
  - evaluating and explaining the economic outcomes and the political, cultural and social developments of the Progressive Movement and the impact of its legislation.

**Student Edition:**

- Chapter 11: Lessons 1-3  
Chapter 12: Lessons 1-4  
Chapter 13: Lessons 1-5  
Chapter 15: Lesson 1

## STANDARDS

## LESSON REFERENCES

## Emergence of Modern America and World Conflicts

<p><b>VUS.9</b> The student will apply social science skills to understand the emerging role of the United States in world affairs during the end of the nineteenth and early twentieth centuries by</p> <ul style="list-style-type: none"> <li>a) explaining changes in foreign policy of the United States toward Latin America and Asia and the growing influence of the United States, with emphasis on the impact of the Spanish-American War;</li> <li>b) evaluating the United States' involvement in World War I, including Wilson's Fourteen Points; and</li> <li>c) evaluating and explaining the terms of the Treaty of Versailles, with emphasis on the national debate in response to the League of Nations.</li> </ul>	<p><b>Student Edition:</b> Chapter 14: Lessons 1-3 Chapter 16: Lessons 1, 3-4</p>
<p><b>VUS.10</b> The student will apply social science skills to understand key events during the 1920s and 1930s by</p> <ul style="list-style-type: none"> <li>a) analyzing how popular culture evolved and challenged traditional values;</li> <li>b) assessing and explaining the economic causes and consequences of the stock market crash of 1929;</li> <li>c) explaining the causes of the Great Depression and its impact on the American people; and</li> <li>d) evaluating and explaining how Franklin D. Roosevelt's New Deal measures addressed the Great Depression and expanded the government's role in the economy.</li> </ul>	<p><b>Student Edition:</b> Chapter 17, Lessons 1-5 Chapter 18, Lessons 1-3 Chapter 19, Lessons 1-3</p>

STANDARDS	LESSON REFERENCES
<p><b>VUS.11</b> The student will apply social science skills to understand World War II by</p> <ul style="list-style-type: none"> <li>a) analyzing the causes and events that led to American involvement in the war, including the Japanese attack on Pearl Harbor and the American response;</li> <li>b) describing and locating the major battles and key leaders of the European theater;</li> <li>c) describing and locating the major battles and key leaders of the Pacific theater;</li> <li>d) evaluating and explaining how the United States mobilized its economic and military resources, including the role of all-minority military units (the Tuskegee Airmen and Nisei regiments) and the contributions of media, minorities, and women to the war effort;</li> <li>e) analyzing the Holocaust (Hitler’s “final solution”), its impact on Jews and other groups, and the postwar trials of war criminals; and</li> <li>f) evaluating and explaining the treatment of prisoners of war and civilians by the Allied and Axis powers.</li> </ul>	<p><b>Student Edition:</b>  Chapter 20: Lessons 1-3  Chapter 21: Lessons 1-4</p>

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## The United States since World War II

- VUS.12** The student will apply social science skills to understand the United States' foreign policy during the Cold War era by
- locating and explaining the political boundary changes, and the formation of the United Nations and the Marshall Plan;
  - explaining the origins and early development of the Cold War and how it changed American foreign policy, with emphasis on the Truman Doctrine and the policy of containment of communism;
  - analyzing the efforts of the United States to protect Western Europe, including the role of the North Atlantic Treaty Organization (NATO);
  - analyzing the changing role of the United States in Asia, including Korea, Vietnam, and China;
  - evaluating and explaining how policy changes impacted the United States' relationships in Latin America;
  - analyzing the domestic impact of the Cold War; and
  - evaluating and explaining the factors that caused the collapse of communism in Europe and how it changed American foreign policy, including the role of Ronald Reagan.

**Student Edition:**

- Chapter 22: Lessons 1-4  
Chapter 24: Lesson 2  
Chapter 26: Lessons 1-3  
Chapter 28: Lesson 1  
Chapter 29: Lesson 4

STANDARDS	PAGE REFERENCES
<p><b>VUS.13</b> The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by</p> <ul style="list-style-type: none"> <li>a) explaining the factors that led to United States expansion;</li> <li>b) evaluating and explaining the impact of the <i>Brown v. Board of Education</i> decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded to the decision;</li> <li>c) explaining how the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans;</li> <li>d) analyzing changes in immigration policy and the impact of increased immigration;</li> <li>e) evaluating and explaining the foreign and domestic policies pursued by the American government after the Cold War;</li> <li>f) explaining how scientific and technological advances altered American lives; and</li> <li>g) evaluating and explaining the changes that occurred in American culture.</li> </ul>	<p><b>Student Edition:</b></p> <p>Chapter 24: Lessons 1, 3  Chapter 25: Lessons 1-3  Chapter 27: Lessons 1-3  Chapter 28: Lessons 4-5</p>

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**STANDARDS****PAGE REFERENCES**

- VUS.14** The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by
- a) assessing the development of and changes in domestic policies, with emphasis on the impact of the role the United States Supreme Court played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law;
  - b) evaluating and explaining the changes in foreign policies and the role of the United States in a world confronted by international terrorism, with emphasis on the American response to 9/11 (September 11, 2001);
  - c) evaluating the evolving and changing role of government, including its role in the American economy; and
  - d) explaining scientific and technological changes and evaluating their impact on American culture.

**Student Edition:**  
Chapter 31: Lessons 1-4

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## Colonizing America, Prehistory to 1754

### Essential Questions

*How did the movement of people, goods, and ideas, cause social change over time? • How were the colonies affected by global conflicts? • How did the colonies develop identities independent of Great Britain?*

**Place and Time** Colonizing America 1492–1707

### LESSON 1 North America Before Columbus

#### LESSON 2 Europe Begins to Explore

**Analyzing Primary Sources** Columbus's Views of Hispaniola

**Analyzing Primary Sources** The Defeat of the Aztec

### LESSON 3 Founding the Thirteen Colonies

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### LESSON 4 Population and Economy

**Analyzing Primary Sources** Challenges for Colonists

### LESSON 5 Governance and New Ideas

**Analyzing Primary Sources** The Trial of John Peter Zenger



Francis C. Mayer/CORBIS

## The American Revolution, 1754–1783

### Essential Question

*Why do people rebel?*

**Place and Time** United States 1748–1783

### LESSON 1 The Colonies Fight for Their Rights

**Analyzing Primary Sources** The Right to Tax

**Biography** Patrick Henry (1736–1799)

**Connections to Today** Right to Protest

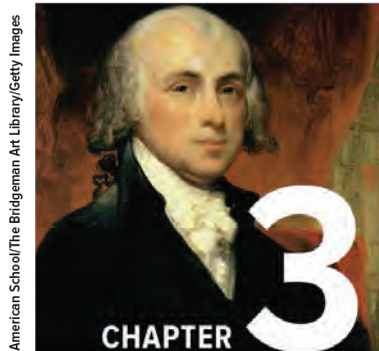
### LESSON 2 The Revolution Begins

#### THE DECLARATION OF INDEPENDENCE

### LESSON 3 The War for Independence

**Analyzing Primary Sources** Thomas Paine on the War for Independence

### LESSON 4 The War Changes American Society



American School/The Bridgeman Art Library/Getty Images

## Creating a Constitution, 1781–1789

### Essential Question

*What gives a government authority?*

**Place and Time** United States 1781–1793

### LESSON 1 The Confederation

**Analyzing Primary Sources** Thomas Jefferson on Shays's Rebellion

### LESSON 2 A New Constitution

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### LESSON 3 Ratifying the Constitution

**Biography** James Madison (1751–1836)

### THE CONSTITUTION HANDBOOK

**Connections to Today** Sonia Sotomayor

### THE CONSTITUTION OF THE UNITED STATES



Francis G. Mayer/CORBIS

## Federalists and Republicans, 1789–1816

### Essential Question

*Why do people form political parties?*

**Place and Time** United States 1789–1815

### LESSON 1 Washington and Congress

### LESSON 2 Partisan Politics

**Analyzing Primary Sources** Washington's Farewell Address

### LESSON 3 Jefferson in Office

**Analyzing Supreme Court Cases** *Marbury v. Madison*, 1803

**Analyzing Primary Sources** *Marbury v. Madison*

### LESSON 4 The War of 1812

**Analyzing Primary Sources** War Hawks

**Biography** Tecumseh (1768–1813)





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## Growth and Division, 1816–1832

### Essential Questions

*How did the nation's economy help shape its politics? • How did the economic differences between the North and the South cause tension?*

**Place and Time** United States 1817–1831

### LESSON 1 American Nationalism

**Analyzing Supreme Court Cases** *McCulloch v. Maryland*, 1819

**Analyzing Primary Sources** The Monroe Doctrine

### LESSON 2 Early Industry

**Analyzing Primary Sources** Agriculture in the North

### LESSON 3 The Land of Cotton

**Biography** Frederick Douglass (1818?–1895)

**Thinking Like a Historian** Evaluating Sources

### LESSON 4 Growing Sectionalism

**Analyzing Primary Sources** Henry Clay's American System



The Granger Collection, New York

## The Spirit of Reform, 1828–1845

### Essential Questions

*Can average citizens change society? • How did reforms of this era increase tensions between North and South?*

**Place and Time** United States 1828–1848

### LESSON 1 Jacksonian America

**Biography** Daniel Webster (1782–1852)

### LESSON 2 A Changing Culture

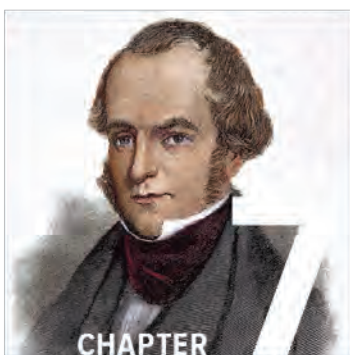
**Connections to Today** Utopian Communities

**Analyzing Primary Sources** Henry David Thoreau's *Walden*

### LESSON 3 Reforming Society

### LESSON 4 The Abolitionist Movement

**Biographies** Sarah Grimké (1792–1873) Angelina Grimké (1805–1879)



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## Manifest Destiny, 1820–1848

### Essential Questions

*Why did people want to move west in the 1800s? • How did westward migration affect the relationship between the United States and other countries and peoples during this time?*

**Place and Time** United States 1821–1848

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American School/The Bridgeman Art Library/Getty Images

## Sectional Conflict Intensifies, 1848–1861

### Essential Question

*Was the Civil War inevitable?*

**Place and Time** United States 1848–1861

### LESSON 1 Slavery and Western Expansion

**Analyzing Primary Sources** Webster on  
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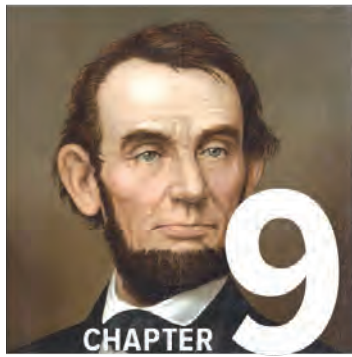
### LESSON 2 The Crisis Deepens

**Analyzing Supreme Court Cases** *Dred Scott*  
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**Biography** Stephen Douglas (1813–1861)

### LESSON 3 The Union Dissolves

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CORBIS

## The Civil War, 1861–1865

### Essential Questions

*Can the nation's union of states be broken? • Should war be conducted against both military and civilian population?*

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### LESSON 4 The Turning Point

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The Granger Collection, New York

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*How do nations recover from war? • Was Reconstruction a success or a failure?*

**Place and Time** United States 1865–1877

### LESSON 1 The Debate Over Reconstruction

**Analyzing Primary Sources** Senator Henry Wilson on the Rights of a Man

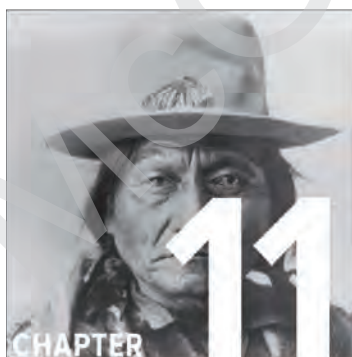
**Connections to Today** The Fourteenth Amendment

**Biography** Andrew Johnson (1808–1875)

### LESSON 2 Republican Rule

### LESSON 3 Reconstruction Collapses

**Analyzing Primary Sources** A Call for Unity



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## Settling the West, 1865–1890

### Essential Question

*Why would people take on the challenges of life in the West?*

**Place and Time** United States 1860–1900

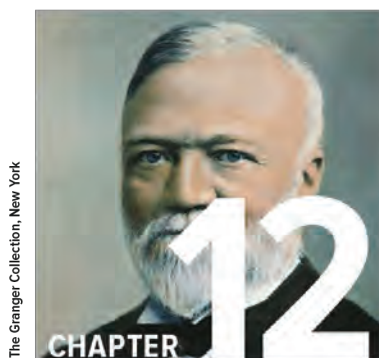
### LESSON 1 Miners and Ranchers

### LESSON 2 Farming the Plains

### LESSON 3 Native Americans

**Biography** George Custer (1839–1876)

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## Industrialization, 1865–1901

### Essential Question

*How did the United States become an industrialized society after the Civil War?*

**Place and Time** United States 1865–1901

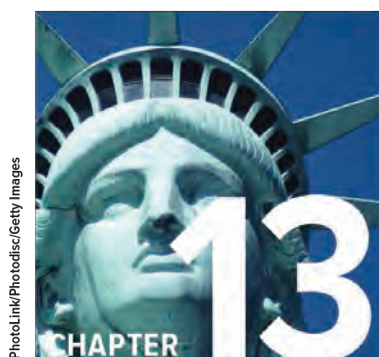
### LESSON 1 The Rise of Industry

**Analyzing Primary Sources** The Birth of the Telephone

### LESSON 2 The Railroads

### LESSON 3 Big Business

### LESSON 4 Unions



## Urban America, 1865–1896

### Essential Questions

*Why do people migrate? • How is urban life different from rural life?*

**Place and Time** United States 1865–1896

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### LESSON 2 Urbanization

### LESSON 3 Social Darwinism and Social Reform

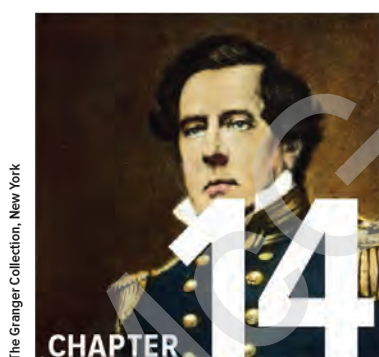
**Biography** Herbert Spencer (1820–1903)

### LESSON 4 Politics of the Gilded Age

### LESSON 5 The Rise of Segregation

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## Becoming a World Power, 1872–1917

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### LESSON 1 The Imperialist Vision

**Analyzing Primary Sources** Mahan on Military Bases

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## The Progressive Movement, 1890–1920

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### LESSON 1 The Roots of Progressivism

**Biography** Susan B. Anthony (1820–1906)

**Biography** Florence Kelley (1858–1932)

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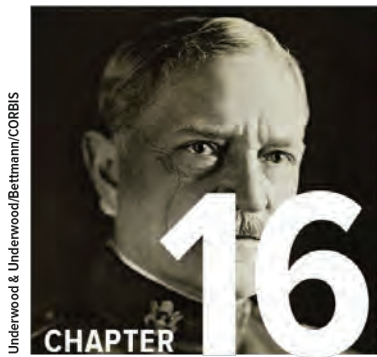
### LESSON 2 Roosevelt and Taft

**Analyzing Primary Sources** Upton Sinclair on the Meatpacking Industry

**Biography** Gifford Pinchot (1865–1946)

### LESSON 3 The Wilson Years

**Analyzing Primary Sources** Wilson's New Freedom



Underwood & Underwood/Bettmann/CORBIS

## World War I and Its Aftermath, 1914–1920

### Essential Question

*Why do nations go to war?*

**Place and Time** United States 1914–1920

### LESSON 1 The United States Enters World War I

**Thinking Like a Historian** Determining Cause and Effect

**Analyzing Primary Sources** Should the United States Stay Neutral in World War I?

### LESSON 2 The Home Front

**Connections to Today** Women in the Military

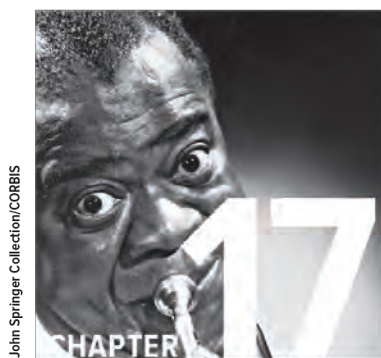
### LESSON 3 A Bloody Conflict

**Biography** Alvin York (1887–1964)

### LESSON 4 The War's Impact

**Analyzing Primary Sources** Warren G. Harding on a Return to Normalcy

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## The Jazz Age, 1921–1929

### Essential Questions

*How was social and economic life different in the early twentieth century from that of the late nineteenth century?*

- *How has the cultural identity of the United States changed over time?*

**Place and Time** United States 1920–1930

### LESSON 1 The Politics of the 1920s

**Analyzing Primary Sources** Coolidge and Prosperity

**Biography** Andrew Mellon (1855–1937)

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### LESSON 4 Cultural Innovations

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**Biography** Zora Neale Huston (1891–1960)



Dorothea Lange/Bettmann/CORBIS

## The Great Depression Begins, 1929–1932

### Essential Questions

*What causes changes in the economy over time? • How do depressions affect societies?*

**Place and Time** United States 1928–1933

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### LESSON 3 Hoover's Response to the Depression



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## Roosevelt and the New Deal, 1933–1941

### Essential Questions

*Can the government fix the economy? • Is government responsible for the economic well-being of its citizens?*

**Place and Time** United States 1931–1941

### LESSON 1 The First New Deal

**Biography** Eleanor Roosevelt (1884–1962)

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### LESSON 3 The New Deal Coalition



Library of Congress

## A World in Flames, 1931–1941

### Essential Questions

*Could World War II have been prevented? • Why do some people fail to respond to injustice while others try to prevent injustice?*

**Place and Time** United States 1931–1941

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The Granger Collection, New York

## America and World War II, 1941–1945

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*What kinds of sacrifices does war require?*

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McGraw-Hill

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Bettmann/CORBIS

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- *How did Cold War tensions affect American society?*

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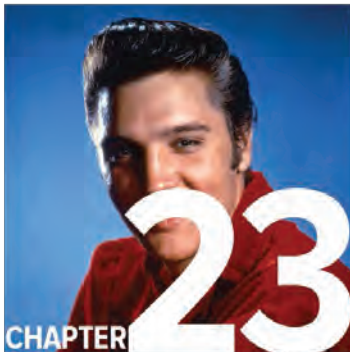
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Sunset Boulevard/Historical/CORBIS

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SuperStock/Getty Images

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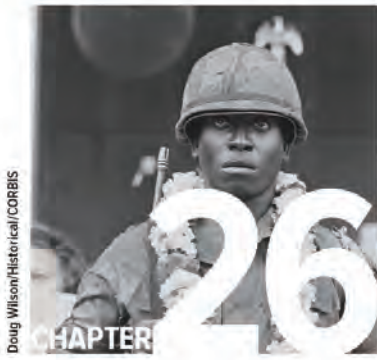
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Bettmann/CORBIS

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Tony Korody/Sigma/CORBIS



Vince Sireano/CORBIS

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Pete Souza/Obama Transition Team/Handout/Corbis News/CORBIS

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# Colonizing America

Prehistory to 1754

**ESSENTIAL QUESTIONS** • *How did the movement of people, goods, and ideas cause social changes over time?* • *How were the colonies affected by global conflicts?* • *How did the colonies develop identities independent of Great Britain?*

networks

*There's More Online* about the European colonization of the Americas.

## CHAPTER 1

### Lesson 1

*North America Before Columbus*

### Lesson 2

*Europe Begins to Explore*

### Lesson 3

*Founding the Thirteen Colonies*

### Lesson 4

*Population and Economy*

### Lesson 5

*Governance and New Ideas*

## The Story Matters...

Scientists believe the first people in the Americas arrived from Asia more than 10,000 years ago. Their descendants spread across the Americas, developing distinct cultures. Centuries later, Europeans began exploring overseas, hoping to find a new route to Asia.

In 1492 Queen Isabella and King Ferdinand of Spain financed a voyage by Christopher Columbus. That fateful journey initiated the European colonization of North America and South America.

◀ The marriage of Queen Isabella of Castile (left) and King Ferdinand of Aragon led to the unification of Spain. Their support for Columbus's voyages then gave Spain the basis to claim a vast new empire in the Americas.

PHOTO: ©Christie's Images/Corbis

# Place and Time: Colonizing America 1492–1707

The arrival of the Europeans in the Americas set in motion a series of complex interactions between peoples and environments. These interactions, called the Columbian Exchange, permanently altered the world's ecosystem and changed nearly every culture around the world. The effects of this exchange still shape the world today.

## Step Into the Place

Read the quotes and look at the information presented on the map.



**Analyzing Historical Documents** How did the arrival of Europeans affect both Native American and European cultures?

### PRIMARY SOURCE

“This land is very populous, and full of inhabitants, and of numberless rivers, [and] animals; few [of which] resemble ours . . . they have no horses nor mules . . . nor any kind of sheep or oxen: but so numerous are the other animals which they have. . . . The soil is very pleasant and fruitful. . . . The fruits are so many that they are numberless and entirely different from ours.”

—Amerigo Vespucci, from *Account of His First Voyage*, 1497



### PRIMARY SOURCE

“While the Spaniards were in Tlaxcala, a great plague broke out here in Tenochtitlan. . . . Sores erupted on our faces, our breasts, our bellies; we were covered with agonizing sores from head to foot. The illness was so dreadful that no one could walk or move.

A great many died from this plague, and many others died of hunger. They could not get up to search for food, and everyone else was too sick to care for them, so they starved to death in their beds.”

—an Aztec observer, from *The Broken Spears: The Aztec Account of the Conquest of Mexico*, 1959

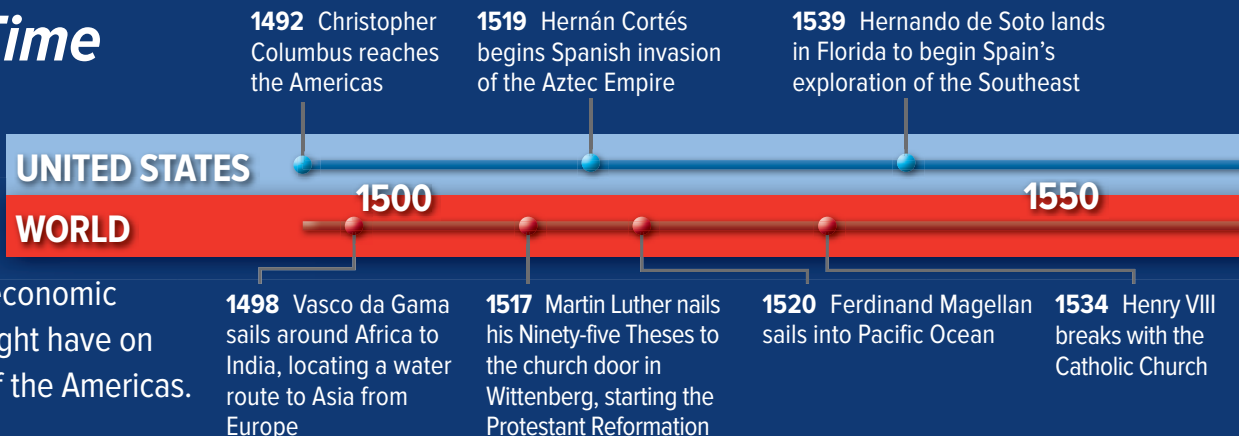


PHOTOS: left page (c)Portrait of Amerigo Vespucci (1452-1512) (oil on canvas) - Titian (Tiziano Vecelli) (c.1488-1576) (after)/© National Library of Australia - Canberra - Australia/The Bridgeman Art Library, (horses)CORBIS, (peppers)C Squared Studios/Getty Images; right page (pig)Getty Images, (skull)Library of Congress, (citrus)Ingram Publishing/Alamy, (grains)Brand X Pictures/PunchStock, (sugarcane)Burke Triolo Productions/Getty Images, (cattle)Alan and Sandy Carey/Getty Images, (honeybees)IT Stock Free/Alamy, (bananas)Stockdisc/PunchStock, (coffee)PhotoAlto/Getty Images, (potatoes)C Squared Studios/Getty Images, (corn) Stockdisc/PunchStock, (beans)CORBIS, (pumpkin)Siede Preis/Getty Images, (peanuts)Image Source Pink/Getty Images, (cocoa)Iconotec/Alamy, (tobacco)Creativ Studio Heinemann/Getty Images, (tomatoes)Ingram Publishing/Alamy; TEXT: *The Broken Spears: The Aztec Account of the Conquest of Mexico* by Miguel Leon-Portilla. Copyright © 1962, 1990 by Miguel Leon-Portilla. Copyright. Reprinted by Permission of Beacon Press, Boston.

## Step Into the Time

### Integrating Information

Choose an event from the time line and write a paragraph predicting the general social, political, or economic consequences that event might have on the European colonization of the Americas.



✓ **MAP** Explore the interactive version of this map on Networks.

✓ **TIME LINE** Explore the interactive version of the time line on Networks.

## The Columbian Exchange

**The Columbian Exchange** Native Americans introduced Europeans to new crops such as corn, cocoa, and tomatoes. Europeans introduced Native Americans to various grains, fruits, and other foods. Europeans also became familiar with other Native American inventions such as canoes, moccasins, and toboggans. When Europeans arrived in North America, however, they brought with them infectious diseases to which the Native Americans had no resistance.



**1607** The English found Jamestown in Virginia

**1619** First Africans brought to Virginia via Dutch traders

**1630** Puritans leave Europe to establish Massachusetts Bay Colony

**1660** British use Navigation Acts to regulate American colonial trade

**1600**

**1650**

**1700**

**1588** The English navy defeats the Spanish Armada

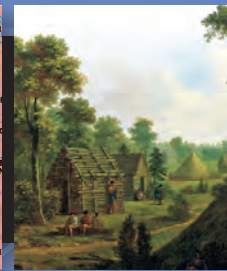
**1642** English Civil War begins

**1688** Glorious Revolution establishes limited monarchy in England

**1707** Act of Union creates Great Britain

There's More Online!

- ✓ BIOGRAPHY Dekanawida
- ✓ IMAGES Maya Temple
- ✓ IMAGES Tepee Village
- ✓ VIDEO North America Before Columbus
- ✓ INTERACTIVE SELF-CHECK QUIZ



# LESSON 1

## North America Before Columbus

**ESSENTIAL QUESTIONS** • How did the movement of people, goods, and ideas cause social changes over time? • How were the colonies affected by global conflicts? • How did the colonies develop identities independent of Great Britain?

### ReadingHELPDESK



VIRGINIA STANDARDS

VUS.1.a-b

#### Academic Vocabulary

- decline
- eventually
- technology

#### Content Vocabulary

- agricultural revolution
- tribute
- kiva
- pueblo

#### TAKING NOTES:

##### Key Ideas and Details

**Categorizing** As you read, complete a chart similar to the one below by filling in the names of the Native American cultures that lived in each region.

Region	Groups
Mesoamerica	
West	
Southeast	
Northeast	

### IT MATTERS BECAUSE

Before 1492, the peoples of the Americas had almost no contact with the rest of the world. The societies and languages that developed varied widely. In North America, some Native Americans lived as nomadic hunters, while others lived in large, complex cities.

### Mesoamerican Cultures

**GUIDING QUESTION** What were the most important characteristics of the Mesoamerican cultures?

Many Native American origin stories tell how their people arrived in the world through the intervention of animals or from nature. For example, Native Americans of the Northwest Coast emerged from a clam that appeared on the beach. The Kiowa passed into the world through a hollow log. While the particulars of these stories are different, there is a common theme of emerging from the natural world or being connected to the environment.

Scientists use other methods to investigate these matters, and while no one knows for certain when the first people arrived in the Americas, current scientific evidence suggests that the first humans arrived between 15,000 and 30,000 years ago. Based on DNA tests and other evidence, some scientists think the earliest Americans came from northeast Asia. Some may have arrived during the last Ice Age, when much of the Earth's water became frozen and created a land bridge between Alaska and Asia along the Bering Strait. Along this stretch of land, known as Beringia, nomadic hunters may have crossed to the Americas as they followed large prey, such as the woolly mammoth, antelope, and caribou. These people did not come all at once, and some may have come by boat.

Over time, the descendants of these early people spread southward and eastward across the Americas. Between 7,500 and 9,500 years ago, some early Americans learned to plant and raise crops. This **agricultural revolution** began in Mesoamerica, the region that today

includes central and southern Mexico and Central America. The agricultural revolution made possible the rise of Mesoamerica's first civilizations.

## The Olmec

Anthropologists think the first people to develop a civilization in Mesoamerica were the Olmec. Olmec culture emerged between 1500 B.C. and 1200 B.C., near where Veracruz, Mexico, is located today. The Olmec developed a sophisticated society with large villages, temple complexes, and pyramids.

Olmec ideas spread throughout Mesoamerica, influencing other peoples. One of these peoples constructed the first large city in the Americas, called Teotihuacán (TAY•oh•TEE•wah•KAHN), about 30 miles northeast of where Mexico City is today. The people of Teotihuacán built up a trade network which influenced the development of Mesoamerica. The city lasted from about 300 B.C. to about A.D. 650.

## The Maya

Around A.D. 200, the Maya civilization emerged in the Yucatán Peninsula and expanded into what is now Central America and southern Mexico. The Maya had a talent for engineering and mathematics. They developed complex and accurate calendars linked to the positions of the stars. They also built temple pyramids. These pyramids formed the centerpieces of Maya cities, such as Tikal and Chichén Itzá. Marvels of engineering, some pyramids were 200 feet (61 m) high. At the top of each pyramid was a temple where priests performed ceremonies dedicated to the many Maya gods.

Although trade and a common culture linked the Maya, they were not unified. Each city-state controlled its own territory. Because of the fragmented nature of their society, the different cities frequently went to war.

The Maya continued to thrive until the A.D. 900s, when they abandoned their cities in the Yucatán for unknown reasons. Some anthropologists believe Maya farmers may have exhausted the region's soil. This in turn would have led to famine, riots, and the collapse of the cities. Others believe that invaders from the north devastated the region. Maya cities in what is today Guatemala flourished for several more centuries, although by the 1500s they, too, were in **decline**.

## The Toltec and the Aztec

North of the Maya civilization, the Toltec people built a large city called Tula. Master architects, the Toltec built large pyramids and huge palaces with pillared halls. They were among the first American peoples to use gold and copper in art and jewelry.

Around A.D. 1150, Tula fell to invaders from the north, known as the Chichimec. One group of Chichimec, called the Mexica, founded the city of Tenochtitlán (tay•NAWCH•teet•LAHN) around 1325 on the site of what is today Mexico City. The Mexica took the name Aztec for themselves from the name of their original homeland, Aztlán. Aztlán is thought to have been located in the American Southwest.

The Aztec created an empire by conquering neighboring cities. Using their military power, they controlled trade in the region and demanded **tribute**, or payment, from the cities they conquered. They also brought some of the people they conquered to Tenochtitlán to sacrifice in their religious ceremonies. By the 1500s, an estimated 5 million people were living under Aztec rule.

### ✓ READING PROGRESS CHECK

*Identifying* What structures did both the Maya and the Olmec build?

## agricultural revolution

period when early peoples learned how to plant and raise crops



At the top, an Aztec family sits in their home in the front of the hearth, which was sacred to them. Below, an Aztec cooks over a fire.

### ► CRITICAL THINKING

*Interpreting Significance* Why would the hearth be sacred to the Aztec?

**decline** a change to a lower state or level

**tribute** a payment by one ruler or nation to another in acknowledgment of submission or as the price of protection



## Western Cultures

**GUIDING QUESTION** How did Native American cultures adapt their way of life to the geographic and climatic conditions of the regions they settled in?

**technology** the manner of accomplishing a task using specialized methods, processes, or knowledge

North of Mesoamerica, other peoples developed their own cultures. Many anthropologists think that agricultural **technology** spread from Mesoamerica into the American Southwest and up the Mississippi River. There, it transformed many hunter-gatherer societies—who obtained food by hunting, fishing, and collecting—into farming societies.

### The Hohokam

By A.D. 700, in what is now south-central Arizona, a group called the Hohokam was developing a large system of irrigation canals. The Hohokam used the Gila and Salt Rivers as their water supply. Their canals carried water for miles to their farms.

The Hohokam grew corn, cotton, beans, and squash. They also made decorative red-on-buff-colored pottery and turquoise pendants, and used cactus juice to etch shells. Hohokam culture flourished for more than 1,000 years, but in the 1300s, they began to abandon their irrigation systems, likely due to floods and increased competition for farmland. By the 1500s, the Hohokam had disappeared from the historical record.

### The Anasazi

Between A.D. 700 and A.D. 900, the people living in what is now called the Four Corners area—where Utah, Colorado, Arizona, and New Mexico meet today—developed a unique culture. We know these people by the name the Navajo gave them—Anasazi, or “ancient ones.” In the harsh desert, the Anasazi accumulated water by building networks of basins and ditches to channel rain into stone-lined depressions.

▼ Descendants of the Anasazi, the Pueblo peoples of the Southwest built multistory complexes out of adobe.

#### ► CRITICAL THINKING

**Drawing Inferences** How did the buildings of the Pueblo reflect their relationship with the environment?

PHOTO: The Granger Collection, New York





## Native American Cultures c. A.D. 1500



### GEOGRAPHY CONNECTION

Many Native American groups populated North America before the arrival of Europeans.

- 1 THE WORLD IN SPATIAL TERMS** *In what locations are the greatest numbers of Native American cultures concentrated?*
- 2 ENVIRONMENT AND SOCIETY** *Why are there fewer Native American cultures located in the southern half of the Mountains and plateau region?*

Between A.D. 850 and 1250, the Anasazi living in Chaco Canyon, in what is now northwest New Mexico, constructed multistory buildings of adobe and cut stone with connecting passageways and circular ceremonial rooms called **kivas**. Spanish explorers called these structures **pueblos**, the Spanish word for “villages.” These pueblos were built at junctions where streams of rainwater ran together. One pueblo, called Pueblo Bonito, had more than 600 rooms and probably housed at least 1,000 people.

#### READING PROGRESS CHECK

*Drawing Conclusions* What enabled the transformation from hunter-gatherer societies to farming societies?

**kiva** circular ceremonial room built by the Anasazi

**pueblo** Spanish for “village”; term used by early Spanish explorers to denote large housing structures built by the Anasazi



## Mississippian Culture and Its Descendants

**GUIDING QUESTION** *What were the distinctive features of Mississippian culture?*

Between A.D. 700 and A.D. 900, the Mississippian culture emerged. It began in the Mississippi River valley, where the rich soil of the floodplains was well suited to the intensive cultivation of maize and beans. The Mississippians were great builders of cities. One, named Cahokia by anthropologists, covered about 5 square miles (13 sq. km), contained more than 100 flat-topped pyramids and mounds, and was home to an estimated

The Cherokee established permanent settlements throughout the Southeast.

### ► CRITICAL THINKING

**Drawing Conclusions** Why did the Cherokee establish permanent settlements as opposed to temporary settlements?

16,000 people. The largest pyramid, named Monks Mound, was nearly 100 feet (30.5 m) high, had four levels, and covered about 17 acres (7 ha).

As it expanded across the American South, Mississippian culture led to the rise of at least four large cities with flat-topped mounds. These settlements were at what is now St. Louis, Missouri; Spiro, Oklahoma; Moundville, Alabama; and Etowah, Georgia.

### Peoples of the Southeast

The population of Cahokia mysteriously declined around A.D. 1300. The city may have been attacked by other Native Americans, or its population may have become too large to support, resulting in famine and emigration. Another possibility is that the city was struck by an epidemic.

Many aspects of the Mississippian culture survived in the Southeast until the Europeans arrived. Most people lived in towns, with the buildings arranged around a central plaza. Women did most of the farming, while men hunted deer, bear, and wildfowl.

Of all the Mississippian cultural groups in the Southeast, the Cherokee were the largest. They were located in what is today western North Carolina, eastern Tennessee, and northeastern Georgia. About 20,000 Cherokee lived in some 60 towns when Europeans arrived there.

### The Great Plains

When Europeans arrived, the people of the Great Plains were nomads, who had only recently abandoned farming. Prior to about 1500, the societies of the Great Plains had been shaped by Mississippian culture. The people of the region lived near rivers, where they could easily irrigate their fields of corn and fell trees to build their homes.

Around the year 1500, many people of the western Plains abandoned their villages and became nomads, possibly because of war or drought. These people's nomadic way of life centered around following and hunting migrating buffalo herds. Some Native American groups in the eastern Plains, including the Pawnee, continued to farm, as well as hunt.

Life for the Native Americans on the Great Plains changed dramatically after they began taming horses. The Spanish brought horses to North America in the 1500s. Over the next few centuries, as horses either escaped or were stolen, the animals spread northward, **eventually** reaching the Great Plains. There, Plains groups, such as the Lakota Sioux, encountered and mastered them. The Sioux soon became some of the world's greatest mounted hunters and warriors.

**eventually** at an unspecified time or day; in the end

### ✓ READING PROGRESS CHECK

**Analyzing** How did life change for the people of the Great Plains after the Europeans arrived?

# Northeastern Peoples

**GUIDING QUESTION** *What characteristics were common among the peoples of the Northeast?*

Almost a million square miles of woodlands lay east of the Mississippi River and south of the Great Lakes. Most of the peoples of the Northeast provided for themselves by combining hunting and fishing with farming. Deer meat regularly supplemented the corn, beans, and squash the people planted. To create more fields for farming, a method of cultivation often used was slash-and-burn agriculture, where areas of forest are burned and cleared for planting.

## The Algonquian Peoples

Most peoples in the Northeast belonged to one of two language groups: those who spoke Algonquian languages and those who spoke Iroquoian languages. The Algonquian-speaking peoples included most of the groups living in the area known today as New England. Farther south, in what is today Virginia, lived the Algonquian-speaking peoples of the Powhatan Confederacy. Native Americans in New England and Virginia were among the first to encounter English settlers.

## The Iroquois Confederacy

Stretching west from the Hudson River across what is today New York and southern Ontario and north to Georgian Bay, in Canada, lived the Iroquoian-speaking peoples. They included the Huron, Neutral, Erie, Wenro, Seneca, Cayuga, Onondaga, Oneida, and Mohawk. All the Iroquoian peoples had similar cultures. Extended families, or kinship groups, lived in longhouses in large towns, which they protected by building stockades. Iroquois men did the hunting, while women were responsible for planting and harvesting crops. Women also headed the kinship groups and selected the ruling councilmen.

War often erupted among the Iroquoians. Five of the nations—the Seneca, Cayuga, Onondaga, Oneida, and Mohawk—formed an alliance, probably sometime during the 1500s. According to Iroquoian tradition, Dekanawidah, a shaman or tribal elder, and Hiawatha, a chief of the Mohawk, founded the confederacy. The five nations agreed to the Great Binding Law, an oral constitution that defined how the alliance worked. This alliance was later called the Iroquois Confederacy.

### **READING PROGRESS CHECK**

**Identifying** Who were among the first to encounter English settlers?



The peoples living in the woodlands of the Northeast settled in permanent, well-defended communities.

### **CRITICAL THINKING**

**Drawing Conclusions** How did the Eastern Woodlands peoples use their resources efficiently?

PHOTO: The Granger Collection, New York

## LESSON 1 REVIEW

### Reviewing Vocabulary

1. **Describing** Describe the significance of: agricultural revolution, tribute, kiva, and pueblo.

### Using Your Notes

2. **Categorizing** Using your notes, list the cultures found in the Northeast.

### Answering the Guiding Questions

3. **Evaluating** What were the most important characteristics of the Mesoamerican cultures?
4. **Drawing Conclusions** How did Native American cultures adapt their way of life to the geographic and climatic conditions of the regions they settled in?

5. **Analyzing Information** What were the distinctive features of Mississippian culture?

6. **Making Generalizations** What characteristics were common among the peoples of the Northeast?

### Writing Activity

7. **INFORMATIVE/EXPLANATORY** Write an essay that introduces the reader to the major peoples in each region of what is today the United States. Be sure to describe the political and geographic issues facing each people prior to the European explorations of the fifteenth through the seventeenth centuries.

There's More Online!

- ✓ **BIOGRAPHY** Amerigo Vespucci
- ✓ **BIOGRAPHY** Bartolomé de Las Casas
- ✓ **IMAGE** Technological Advances in Sea Travel
- ✓ **VIDEO** Europe Begins to Explore
- ✓ **INTERACTIVE SELF-CHECK QUIZ**



## LESSON 2

# Europe Begins to Explore

**ESSENTIAL QUESTIONS** • How did the movement of people, goods, and ideas cause social changes over time? • How were the colonies affected by global conflicts? • How did the colonies develop identities independent of Great Britain?

### ReadingHELPDESK



VIRGINIA STANDARDS

VUS.2.a-b

#### Academic Vocabulary

- route
- labor
- acquire

#### Content Vocabulary

- **astrolabe**
- **caravel**
- **circumnavigate**
- **conquistador**

#### TAKING NOTES:

##### Key Ideas and Details

**Organizing** Complete a note-taking chart similar to the one below by filling in the outcome of each exploration listed.

Exploration	Outcome
Columbus	
Vespucci	
Cortés	
La Salle	

## IT MATTERS BECAUSE

Scientific advances by Muslim scholars aided Europeans in making oceanic exploration possible and desirable. Without the technology to sail the ocean—and the desire to do so—European exploration of the Americas would not have begun in the fifteenth century.

## European Explorations

**GUIDING QUESTION** What were the political, religious, and economic changes that pushed Europeans to explore and colonize other parts of the world?

For centuries, the Roman Empire dominated Europe, imposing a Roman political and economic system that had collapsed, disconnecting western Europe from the rest of the world. Without a central authority, the region experienced a decline in trade, and the political system became fragmented. Most people lived on manors or in villages ruled by local lords, who kept the peace only in the lands they controlled. This period, lasting from roughly A.D. 500 to A.D. 1500, is known as the Middle Ages.

### Expanding Horizons

In 1095 Pope Urban II called for Christians to free their religion's holy places in the Middle East from Muslim control. The resulting expeditions, later called the Crusades, brought western Europeans into contact with the Arab civilization of the Middle East. This new cultural contact helped end the isolation of the Middle Ages. The Europeans began trading with the Arabs and buying luxury goods that Arab traders obtained from East Asia: spices, sugar, melons, tapestries, silk, and other items. As demand for East Asian goods increased, Italian city-states such as Venice, Pisa, and Genoa grew wealthy moving goods between the Middle East and western Europe. By 1200, Italian and Arab merchants controlled most of the trade in the eastern Mediterranean and charged high prices for the goods that western Europeans wanted. Yet the flow of goods from the East was a

long, land-based **route** through Asia that was often unpredictable. Such uncertainty increased the need to find another way to acquire trade goods from the East.

By the 1300s, Europeans had a strong economic motive to begin exploring the world for a route to Asia that bypassed the Italian city-states and the Arab kingdoms. Yet western Europe did not have the wealth or technology to begin exploring. All that began to change as the rise of towns and the merchant class provided kings and queens a new source of wealth they could tax. They sought to protect trade routes and enforce trade laws and worked to establish a common currency within their kingdoms. Increasingly, rulers began to unify their kingdoms and create strong central governments. By the mid-1400s, four strong states—Portugal, Spain, England, and France—had emerged. Starting with Portugal in the early 1400s, all four began financing exploration in the hope of expanding their trade by finding a new route to Asia.

## Scientific Advances

The political and economic changes that encouraged western Europeans to explore the world would not have mattered if they had lacked the technology necessary to launch their expeditions. In order to find a water route to Asia, western Europeans needed navigational instruments and ships capable of long-distance travel. Fortunately, at about the same time that the new, unified kingdoms were emerging in western Europe, European scholars rediscovered the works of ancient poets, philosophers, geographers, and mathematicians. They also read the teachings of Arab scholars. This explosion of learning was called the Renaissance.

By studying Arab texts, western Europeans **acquired** the knowledge of a key navigational instrument, the **astrolabe**—a device invented by the ancient Greeks and refined by Arab navigators. An astrolabe uses the position of the sun to determine direction, latitude, and local time. Europeans also acquired the compass from Arab traders. Invented in China, the compass reliably shows the direction of magnetic north.

Late in the 1400s, European shipwrights began to make technological advances to their ships. They outfitted ships with triangular-shaped lateen sails perfected by Arab traders. These sails made it possible to sail against the wind and used multiple masts with several smaller sails hoisted one above the other, which improved the ship's speed. They also moved the rudder from the side to the stern, making ships easier to steer and maneuver. All of these advances made a ship faster and easier to sail. In the 1400s, a Portuguese ship called the **caravel** incorporated many of these improvements.

## Portuguese Exploration

Sailing their caravels, Portuguese explorers became the first Europeans to search for a sea route to Asia. Portugal's Prince Henry dispatched ships to explore Africa's west coast. In 1488 a Portuguese ship commanded by Bartholomeu Dias reached the southern tip of Africa. A decade later, four ships commanded by Vasco da Gama sailed from Portugal, rounded Africa, and reached the southwest coast of India. The long-sought water route to eastern Asia had been found.

### READING PROGRESS CHECK

**Summarizing** What texts were rediscovered during the Renaissance, and what impact did some of them have on navigation and exploration?

**route** an established or selected course of travel or action

**acquire** to get as one's own; to come into possession or control of

**astrolabe** a device used to determine direction, latitude, and local time

**caravel** sailing ship capable of long-distance exploration

The caravel was perfect for exploration. These small ships ranged in length from 70 to 90 feet (23 to 27 m). They were highly maneuverable and very fast. Their smaller size enabled them to sail along shallow coastlines and explore up rivers farther than larger ships.

### CRITICAL THINKING

**Interpreting Significance** How do you think caravels affected trade for European countries?





Mansa Mūsā ruled the empire of Mali during the early 1300s. His empire's wealth was based on the trading of gold and salt.

#### ► CRITICAL THINKING

**Identifying Central Ideas** How could control of the salt and gold trade lead to an increase in wealth for African rulers?

**labor** an action that produces a good or service

São Jorge da Mina (now Elmina Castle) in Ghana was built in 1482 by the Portuguese to control the gold trade and later became a depot for the slave trade.

## African Cultures

**GUIDING QUESTION** How did trade influence the development of African empires?

Three great empires arose in West Africa between the A.D. 400s and the 1400s. All three gained wealth and power by controlling the trade in gold and salt. Between the third and fifth centuries, Berber nomads began using camels to transport salt, gold, ivory, ostrich feathers, and furs from regions south of the Sahara to North Africa.

In the 400s, the empire of Ghana emerged. Located between the salt mines of the Sahara and the gold mines to the south, Ghana prospered by taxing trade goods. Ghana became a Muslim kingdom in the 1100s, but frequent wars with the Muslims of the Sahara took their toll. Equally damaging was a decline in food production. Intensive cultivation had left Ghana's land exhausted and its farmers unable to feed its people. At the same time, new gold mines opened to the east. Trade routes to these mines bypassed Ghana, and by the early 1200s, the empire had collapsed.

East of Ghana, the empire of Mali arose. Like Ghana, Mali built its wealth and power by controlling the salt and gold trade. Mali reached its peak in the 1300s. By that time, the opening of new gold mines had shifted the trade routes farther east and helped make the city of Timbuktu, now known as Tombouctou, a great center of trade and Muslim scholarship.

Along the Niger River, the empire of Songhai emerged. When Mali began to decline, the ruler of Songhai, Sonni Ali, seized Timbuktu in 1468. Songhai remained powerful until 1591, when Moroccan troops shattered its army.

As in other parts of the world, slavery existed in African society. Most of the people enslaved in African societies had been captured in war. Many African societies would either ransom captives back to their people or absorb them into their society. West African slavery began to change with the arrival of European and Arab traders, who exchanged goods for enslaved people.

Sugar growers from Spain and Portugal also sought enslaved Africans. In the 1300s and 1400s, Spain and Portugal established sugarcane plantations on the Canary and Madeira Islands, off the northwest coast of Africa. The climate and soil there were favorable for growing sugarcane, a crop that requires rigorous manual **labor**. Sugarcane must be chopped with heavy knives. Sugar growers brought in enslaved Africans to do the difficult work.

#### ✓ READING PROGRESS CHECK

**Analyzing** Why did Europeans begin to seek the labor of enslaved Africans?



# Exploring America

**GUIDING QUESTION** How did the desire for trade with Asia encourage the exploration of the Americas?

By the 1400s, most educated Europeans knew that the world was round. On European maps of the time, only the Mediterranean, Europe, the Middle East, and Africa's northern coast were shown in any detail. At that time, Europeans rediscovered the works of Claudius Ptolemy, written in the 100s. His *Geography* became very influential. His basic system of lines of latitude and longitude is still used today.

European mariners also consulted the work of a twelfth-century Arab geographer named al-Idrīsī. By studying the maps of Ptolemy and al-Idrīsī, Western mariners obtained an idea of the geography of the eastern African coast and the Indian Ocean. Based on these sources, Italian navigator Christopher Columbus believed it was possible to **circumnavigate** the Earth to find a trade route to Asia by sailing west. He predicted that "the end of Spain and the beginning of India are not far apart." Beginning in 1484, Columbus sought financial backing from the king of Portugal to make a voyage. Portuguese scholars, however, determined that Columbus had greatly underestimated the distance to Asia. When the Portuguese navigator Bartholomeu Dias successfully rounded the southern tip of Africa in 1488, the Portuguese lost all interest in supporting Columbus's explorations.

## Spain Claims America

In 1492 Spain's King Ferdinand and Queen Isabella agreed to finance Columbus's venture. Columbus and his three ships—the *Niña*, the *Pinta*, and the *Santa María*—left Spain in August 1492. He sailed westward across the uncharted Atlantic Ocean until he reached the Bahamas in October. He then headed farther into the Caribbean, searching for gold. He found the islands of Cuba and Hispaniola.

In March 1493, Columbus made a triumphant return to Spain with gold, parrots, spices, and Native Americans. Ferdinand and Isabella were pleased with Columbus's findings, but it put them in conflict with Portugal, which had claimed control over the Atlantic route to Asia. To resolve the rivalry, the two nations appealed to the pope. In 1493 Pope Alexander VI established a line of demarcation, an imaginary line running down the middle of the Atlantic. Spain would control everything west of the line; Portugal would control everything to the east. In 1494 the Treaty of Tordesillas moved the line of demarcation to about 320 miles (515 km) west of the Cape Verde Islands. The treaty confirmed Portugal's right to control the route around Africa to India. It also recognized Spain's claim to most of the Americas.

Columbus sailed back across the Atlantic with 17 ships and more than 1,200 Spanish colonists, hoping to find more gold. He then made two more trips, mapping part of the coastline of South America and Central America.

## Naming America

In 1499 an Italian named Amerigo Vespucci repeated Columbus's attempt to sail west to Asia. Exploring the coast of South America, Vespucci assumed he had reached outermost Asia. In 1501 he made another voyage. After sailing along the coast of South America, he realized that this landmass could not be part of Asia. In 1507 a German mapmaker proposed that the new continent be named *America* for "Amerigo, the discoverer."

### **READING PROGRESS CHECK**

*Identifying* How was the conflict between Portugal and Spain resolved, and by whom?

**circumnavigate** to sail around

## Analyzing PRIMARY SOURCES

### Columbus's Views of Hispaniola

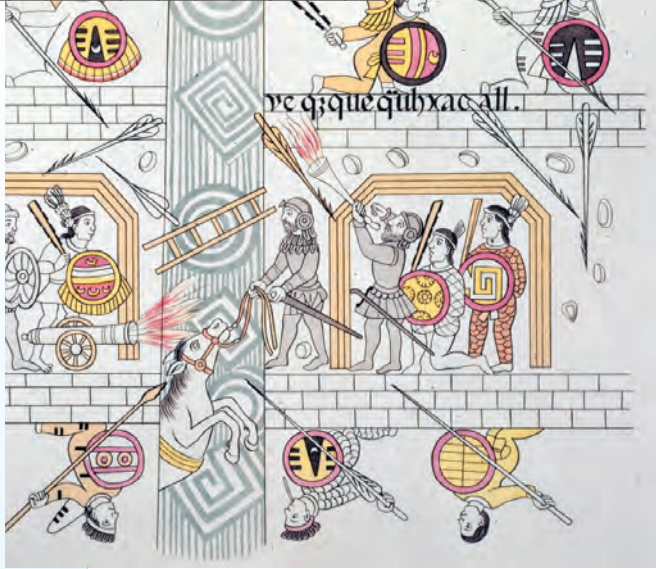
"Here there is only wanting a settlement and the order to the people to do what is required. For I, with the force I have under me, . . . could march over all these islands without opposition. . . . They have no arms, and are without warlike instincts; . . . and are so timid that a thousand would not stand before three of our men. So that they are good to be ordered about, to work and sow, and do all that may be necessary, and to build towns, . . . and to adopt our customs."

—from the journal of  
Christopher Columbus,  
December 16, 1492

### **DRAWING INFERENCES**

What benefit to Spain did Columbus see in the native people of Hispaniola?





This image depicts the battle for Tenochtitlán between the Aztec and the Spanish in 1519.

### ► CRITICAL THINKING

**Drawing Conclusions** What does this image tell you about the Aztec view of the battle?

**conquistador** Spanish for “conqueror”; the men who led the expeditions to conquer the Americas

## Analyzing PRIMARY SOURCES

### The Defeat of the Aztec

“A thing like a ball of stone comes out of its entrails: it comes out shooting sparks and raining fire. . . . If it is aimed against a tree, it shatters the tree into splinters. This is a most unnatural sight, as if the tree had exploded from within.

They dress in iron. . . . Their deer carry them on their back wherever they wish to go. These deer, our lord, are as tall as the roof of a house.”

—from *The Broken Spears: The Aztec Account of the Conquest of Mexico*, 1959

**DBQ IDENTIFYING** What do you think the Aztec are seeing for the first time?

## New Spain

**GUIDING QUESTION** What was the impact of Spain’s settlement in the Americas?

In 1519 a Spaniard named Hernán Cortés sailed from Cuba to explore the Yucatán Peninsula. He brought 11 ships, 550 men, and 16 horses with him. From local rulers, Cortés learned that the Aztec had conquered many people in the Yucatán Peninsula and were at war with others, including the powerful Tlaxcalan. Cortés wanted the Tlaxcalan to join him against the Aztec. His army helped him gain their support. The local people had never seen horses before. Their foaming muzzles and glistening armor astonished them. Impressed, the Tlaxcalan agreed to ally with Cortés against the Aztec.

The Aztec emperor, Montezuma, tried to ambush the Spanish and the Tlaxcalan at the city of Cholula. Warned in advance, the Spanish struck first, killing some 6,000 Cholulans. Believing Cortés was unstoppable, Montezuma then allowed the Spanish troops to enter Tenochtitlán peacefully.

Sitting on an island in the center of a lake, the Aztec city of Tenochtitlán impressed the Spanish. Larger than most European cities, Tenochtitlán had more than 200,000 residents and an elaborate system of canals.

Surrounded by thousands of Aztec, Cortés decided to take Montezuma hostage. Following orders from Cortés, Montezuma had statues of the Aztec gods replaced with Christian crosses and images of the Virgin Mary. In June 1520, the Aztec in Tenochtitlán rebelled. The battle raged for days before the Spanish retreated to Tlaxcala. At least 450 Spaniards and more than 4,000 Aztec died in the rebellion, including Montezuma himself. Meanwhile, smallpox erupted in the region, devastating the defenders of Tenochtitlán.

In 1521 Cortés returned with reinforcements and destroyed Tenochtitlán. On its ruins, the Spanish built Mexico City, which became the capital of the colony of New Spain. Cortés then sent several expeditions to conquer the rest of Central America. The men who led these expeditions became known as **conquistadors**, or “conquerors.”

### ✓ READING PROGRESS CHECK

**Identifying** What impact did Cortés have on the Aztec?

## French and Dutch Settlements

**GUIDING QUESTION** What differences are seen among Spanish, French, and Dutch settlement patterns in the Americas?

Both France and the Netherlands sent explorers to the Americas and claimed land for colonies. These European nations placed their own mark on the Americas with colonies aimed more at profit than settlement.

### New France

In 1524 King Francis I of France sent Giovanni da Verrazano to find the Northwest Passage—the hoped-for northern route through North America to the Pacific Ocean. Verrazano explored the Atlantic Coast but found no sign of a passage. Ten years later, Jacques Cartier made three trips to North America, exploring and mapping the St. Lawrence River.

In 1602 King Henry IV of France authorized a group of French merchants to establish a colony in what is today Canada. The merchants hired Samuel de Champlain to help them. In 1608 Champlain founded Quebec, which became the capital of the colony of New France.

The company that founded New France wanted to make money from the fur trade, so they did not need settlers to clear the land and build farms. As a result, the colony grew slowly. Most of the fur traders preferred to make their homes among the Native Americans with whom they traded. In 1663 King Louis XIV made New France a royal colony and the French government began sending new settlers. By the 1670s, New France had nearly 7,000 colonists.

As their colony grew, the French continued to explore North America. In 1673 a fur trader named Louis Jolliet and a Jesuit priest named Jacques Marquette began searching for a waterway the Algonquian people called the “big river.” The two men finally found it—the Mississippi. In 1682 René-Robert Cavelier de La Salle followed the Mississippi all the way to the Gulf of Mexico. He claimed the region for France and named the territory Louisiana in honor of King Louis XIV.

The first permanent French settlement in the region was Biloxi, founded in 1699. The French in Louisiana realized that the crops that could be grown in the South, such as sugar, rice, and indigo, required abundant labor. As a result, they began importing enslaved Africans to work on their plantations. The arrival of the French at the mouth of the Mississippi River convinced the Spanish in 1690 to build their first mission in East Texas, San Francisco de los Tejas. Spanish settlers arrived in 1716 to secure Spain’s claim and block French expansion in the area.

### New Netherland

In 1609 the Dutch East India Company hired English navigator Henry Hudson to locate a passage to Asia through North America in order to benefit the company’s spice trade. Instead, Hudson’s search led him to the wide river that came to bear his name, located in what is now New York. The Dutch claimed the region, named it New Netherland, and established the settlement of New Amsterdam on Manhattan Island. The settlers depended on fur trading for their livelihood.

Like New France, the economy of New Netherland was focused on the fur trade and the population grew slowly. As late as 1646, New Netherland only had about 1,500 people.

#### READING PROGRESS CHECK

**Explaining** Why do you think the French established settlements in Louisiana?

French explorer René-Robert Cavelier de La Salle was the first European to follow the Mississippi River to the Gulf of Mexico.

#### CRITICAL THINKING

**Interpreting Significance** Why would La Salle’s exploration of the Mississippi be so important to France?



PHOTO: E. Boyd Smith/Blue Lantern Studio/Corbis Art/CORBIS

## LESSON 2 REVIEW

### Reviewing Vocabulary

1. **Explaining** Explain the significance of: astrolabe, caravel, circumnavigate, and conquistador.

### Using Your Notes

2. **Organizing** Review the notes you completed throughout the lesson to explain which explorer had the greatest impact on European exploration. Cite reasons for your answer.

### Answering the Guiding Questions

3. **Analyzing** What were the political, religious, and economic changes that pushed Europeans to explore and colonize other parts of the world?
4. **Assessing** How did trade influence the development of African empires?

5. **Making Connections** How did the desire for trade with Asia encourage the exploration of the Americas?

6. **Examining** What was the impact of Spain’s settlement in the Americas?

7. **Contrasting** What differences are seen among Spanish, French, and Dutch settlement patterns in the Americas?

### Writing Activity

8. **NARRATIVE** Take on the role of an Aztec priest during the time of Cortés’ arrival. Write a journal entry about what you see happening around you.

There's More Online!

- ✓ **BIOGRAPHY** Anne Hutchinson
- ✓ **BIOGRAPHY** James Oglethorpe
- ✓ **BIOGRAPHY** Roger Williams
- ✓ **IMAGE** Advertisement for Settlers
- ✓ **VIDEO** Founding the Thirteen Colonies
- ✓ **INTERACTIVE SELF-CHECK QUIZ**



## LESSON 3

# Founding the Thirteen Colonies

**ESSENTIAL QUESTIONS** • How did the movement of people, goods, and ideas cause social changes over time? • How were the colonies affected by global conflicts? • How did the colonies develop identities independent of Great Britain?

### ReadingHELPDESK



VIRGINIA STANDARDS

VUS.2.a-b

#### Academic Vocabulary

- migration
- grant

#### Content Vocabulary

- joint-stock company
- headright
- proprietary colony

#### TAKING NOTES:

##### Key Ideas and Details

**Organizing** Complete a graphic organizer similar to the note-taking chart below by listing the English colonies in chronological order of their founding and the reasons for their founding.

English Colonies in America		
Colony	Founding Year	Reason for Founding

## IT MATTERS BECAUSE

English settlers who came to New England in the early 1600s formed the first successful English colonies in the Americas. These determined men and women endured hard winters in an unfamiliar land and set up democratic forms of government that helped establish a new nation.

## England's First Colonies

**GUIDING QUESTION** What led England to establish colonies in North America?

The first English expedition to arrive in North America was led by Italian navigator John Cabot in 1497. For the next 80 years, the English made no effort to settle in America. Cabot had found neither a sea route to Asia, nor any riches to encourage **migration**. In the late 1500s, however, dramatic religious, economic, and political changes in England encouraged the founding of the first English colonies in North America.

### The Protestant Reformation

At the time Cabot sailed to America, most of western Europe was Roman Catholic. This unity began to break apart in 1517 when a German monk named Martin Luther published a call for reform of the Catholic Church. Luther's call launched the Protestant Reformation.

In England the rebellion against Catholicism began in 1527 when Henry VIII asked the pope to annul his marriage to Catherine of Aragon. The pope refused. Infuriated, Henry broke with the Catholic Church and declared himself the head of England's church in 1534. The new church, the Anglican Church, was Protestant, but its organization and rituals retained many Catholic elements.

Some English people supported the new church, but others wanted more reform. Puritans wanted to "purify" the Anglican Church of any remaining Catholic elements. They also disapproved of the monarch having the power to appoint bishops to run the church. In their view, each congregation should elect its own leaders.

The Puritan cause suffered a serious setback in 1603 when James I became king. Although King James was Protestant, he refused to tolerate any changes in the Anglican Church. His refusal to institute reforms eventually caused many Puritans to decide to leave England—some for America.

### Economic Changes in England

During the 1500s, England's population was growing rapidly. Many English leaders concluded that colonies in America were necessary to provide land and work for England's rising number of unemployed.

During the same period, the wool cloth trade grew in importance. Eager to find new markets to sell their wool, merchants began organizing **joint-stock companies**. By joining together and issuing stock to investors, merchants were able to raise large amounts of money to fund major projects. They could also afford to trade with, and colonize, other parts of the world.

English colonization was not easy, nor was it always successful. Sir Walter Raleigh sent settlers to Roanoke Island, off the coast of what is now North Carolina, in 1585 and again in 1587. The first group returned to England after a difficult winter. The fate of the second group is a mystery. When English ships finally returned in 1590, the colonists had vanished.

### The Chesapeake Colonies

In 1606 King James I **granted** a charter to the Virginia Company, giving its stockholders permission to start colonies in Virginia. The company sent three small ships and 144 men to Virginia in late 1606. After a difficult trip, the ships sailed into the Chesapeake Bay in the spring of 1607. The 104 men who survived the trip founded a settlement on the James River, which they named Jamestown.

**Early Troubles** Winters were hard for the Jamestown colonists. In late 1607, Captain John Smith began bartering goods for food with the Powhatan Confederacy. This trade helped the colony survive. The winter of 1609–1610 was excruciatingly hard. By spring, only about 60 settlers were still alive. Fortunately three English ships arrived bringing supplies, 150 more settlers, and the governor, Thomas West, Baron De La Warr, who convinced them to stay.

**Tobacco Saves the Colony** The colony still had to find a way to make a profit. The solution was a cash crop: tobacco. In 1614 the colony sent its first tobacco shipment to England. It sold for a good price, and the colonists began planting large quantities of it.

In 1618 the Virginia Company granted the colonists the right to elect a lawmaking body. The elected representatives were called burgesses, and the assembly was called the House of Burgesses. The company also introduced the system of **headrights**. Settlers who paid their own passage to Virginia received 50 acres of land. Settlers also received 50 acres of land for each family member over 15 years of age and each servant they brought to Virginia.

In 1619 the first Africans were brought to Virginia. A Dutch slave ship stopped to trade for supplies, and the Jamestown settlers purchased 20 African men as "Christian servants," not enslaved Africans. Within a few years, however, enslaved Africans were being brought to the colony.

By 1622, about 4,500 settlers had arrived in Virginia. Alarmed, Native Americans attacked Jamestown in March 1622. More than 300 settlers were killed. An English court blamed the Virginia Company and revoked its charter. Virginia became a royal colony with a governor appointed by the king.

**migration** movement from one location to another

#### **joint-stock company**

form of business organization in which many investors pool funds to raise large amounts of money for large projects

**grant** to give or bestow upon, especially by a formal act

**headright** system in which settlers were granted land in exchange for settling in Virginia

Jamestown was built using simple materials, and life was quite different from life in England.

#### ► CRITICAL THINKING

**Identifying Central Ideas** Why did the settlers of Jamestown surround their settlement with large wooden walls?



### proprietary colony

a colony owned by an individual

**Maryland Is Founded** The persecution of his fellow Catholics convinced Englishman George Calvert, who held the title Lord Baltimore, to found a colony where they could practice their religion freely. After Calvert's death in 1632, King Charles granted Calvert's son a large area of land northeast of Virginia. The new colony was named Maryland.

Maryland was a **proprietary colony**. The proprietor, or owner, had almost unlimited authority over the colony, except that he could do nothing that was contrary to English law. Although founded as a Catholic refuge, most of Maryland's settlers were Protestant. To reduce friction between the two groups, the colonial assembly passed the Toleration Act in 1649. This act mandated religious toleration for all Christians but made denying the divinity of Jesus a crime punishable by death.

### READING PROGRESS CHECK

*Explaining* What economic reasons prompted the English to establish colonies?

## Pilgrims and Puritans

**GUIDING QUESTION** *How did the English colonies organize themselves, and what were the colonists' early goals?*

In England, a group of Puritans called Separatists concluded that the Anglican Church was too corrupt to be reformed. They formed their own congregations, and in 1608 one group fled to the Netherlands to escape persecution. These Separatists, later known as Pilgrims, sailed to America in 1620.

### Plymouth Colony

Before crossing the Atlantic, the Pilgrims returned to England, where they joined other emigrants aboard a ship called the *Mayflower*. On September 16, 1620, 102 passengers set sail for Virginia. In November, well off course, they reached the Cape Cod area and finally came ashore near what is today Plymouth, Massachusetts. While still aboard the ship, 41 colonists signed the Mayflower Compact, a written framework of government.

### PRIMARY SOURCE

“ We whose names are underwritten . . . having undertaken, for the glory of God, and advancement of the Christian faith, and honour of our king and country, a voyage to plant the first colony in the northern parts of Virginia; do by these presents solemnly and mutually in the presence of God, and one another, covenant and combine our selves together into a civil body politick, for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof to enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions, and offices, from time to time, as shall be thought most meet and convenient for the general good of the colony, unto which we promise all due submission and obedience.”

—from the Mayflower Compact, 1620

After constructing a “common house,” the settlers built modest homes. Soon, however, a plague swept through the colony, sparing only about 50 settlers. The surviving Pilgrims might have perished had it not been for Squanto, a Wampanoag man who helped them grow corn and showed them where to fish. The following autumn, the Pilgrims joined with the Wampanoag in a three-day festival to celebrate the harvest and give thanks to God. This celebration later became the basis for the Thanksgiving holiday.

### Massachusetts Bay Colony

In 1625 Charles I took the throne, and persecution of the Puritans increased. At the same time, a depression struck England's wool industry. The depression caused high unemployment, particularly in counties where large numbers of Puritans lived.

## BIOGRAPHY



### Squanto (1580?–1622)

In 1621 Squanto was brought to the Pilgrim settlement in Plymouth, and soon became a member of the Plymouth Colony. In addition to serving as an interpreter and a guide, Squanto helped the English settlers by advising them on planting crops and showing them good places to go fishing.

### CRITICAL THINKING

#### Interpreting Significance

Why was Squanto such an asset to the English settlers?



## The Puritan Migration to America 1620–1640

### NORTH AMERICA

NEW ENGLAND  
To New England: 20,000

MARYLAND  
To Chesapeake Colonies: 5,000

VIRGINIA

BERMUDA

BAHAMAS

ST. CROIX

ST. KITTS

NEVIS

BARBADOS

SOUTH AMERICA

ENGLAND

ATLANTIC OCEAN

AFRICA

EQUATOR



Miller projection



← Immigration route



On November 21, 1620, while still aboard the *Mayflower*, 41 colonists signed the Mayflower Compact. It was the first plan for self-government ever put into effect in the English colonies.

### GEOGRAPHY CONNECTION

- 1 HUMAN SYSTEMS** How many settlers immigrated to the Chesapeake colonies compared to the New England colonies in this period?
- 2 ENVIRONMENT AND SOCIETY** What were likely the first goals of settlers upon arrival?

As he watched his fellow Puritans suffering both religious and economic hardships, John Winthrop grew concerned. Winthrop and several other wealthy Puritans were stockholders in the Massachusetts Bay Company. The company had already received a charter from King Charles to create a colony in New England, so Winthrop decided to turn his business investment into a refuge for Puritans in America.

Other Puritans embraced the idea, and in 1630, 11 ships carrying the first main group of settlers set sail. En route, in a sermon titled “A Model of Christian Charity,” Winthrop preached that the new colony should be an example to the world.

The colony of Massachusetts Bay grew quickly. As conditions in England worsened, more people began to leave in what was later called the Great Migration. By 1643, an estimated 20,000 settlers had arrived in New England.

The charter of the Massachusetts Bay Company defined the new colony’s government and established a General Court, which named John Winthrop as the first governor. Puritans kept the governance of church and state separate. They did not tolerate the expression of different religious ideas, however. Heretics—people who disagree with established religious beliefs—were routinely banished. Eventually, Puritan intolerance sparked conflicts that led to the founding of other colonies.



William Penn called Pennsylvania a “holy experiment” because it allowed religious freedom.

► **CRITICAL THINKING**

**Predicting Consequences**

How could the religious diversity of Pennsylvania lead it to become a place of greater tolerance?

## Rhode Island and Dissent

In 1631 a minister named Roger Williams arrived in Massachusetts. Williams believed the Puritans corrupted themselves by staying within the Anglican Church. He also declared that the king had no right to give away Native American land. His views angered many people.

In 1635 the Massachusetts General Court ordered him to be deported back to England, but Williams escaped south with a few followers. He then purchased land from the Narragansett and founded the town of Providence in 1636. The town’s government had no authority over religious matters. Religious beliefs were tolerated rather than suppressed.

A year later, a Puritan named Anne Hutchinson questioned the authority of several ministers. The General Court charged her with heresy and banished her. Hutchinson and a few followers headed south and settled near what is now Portsmouth, Rhode Island. Massachusetts later banished other dissenters, who headed south and founded Newport in 1639 and Warwick in 1643. These towns joined Portsmouth and Providence to become the single colony of Rhode Island and Providence Plantations. Religious freedom became a key part of the new colony’s charter.

## New England Expands

In 1636 Reverend Thomas Hooker, frustrated by the Massachusetts political system, received permission from the Massachusetts General Court to move his congregation to the Connecticut River valley. They founded the town of Hartford. Hooker helped write the Fundamental Orders of Connecticut. This constitution, adopted in 1639, allowed all adult men to vote.

Much of the territory north of Massachusetts was part of a grant to two men. The southern part was called New Hampshire, while the territory farther north was called Maine. Massachusetts claimed them both, but in 1679 New Hampshire became a royal colony. Maine remained part of Massachusetts until 1820.

## King Philip’s War

After a 1637 war between the English and the Pequot of New England, relative peace, through trade, lasted for a few decades. Tensions renewed in the 1670s as the fur trade declined and as colonial governments demanded that Native Americans follow English law and customs. In 1675 Plymouth Colony arrested, tried, and executed three Wampanoag men for murder. This act touched off what came to be called King Philip’s War, named after the Wampanoag leader, Metacomet, whom the settlers called King Philip. Colonists killed Metacomet in 1676 and then mounted his head on a pike and paraded it through their settlements. By the time the war ended in 1678, few Native Americans were left in New England.

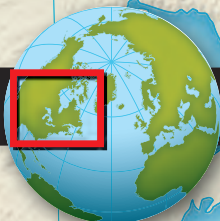
✓ **READING PROGRESS CHECK**

**Summarizing** Summarize the goals that John Winthrop and Roger Williams had for their colonies.

## England’s Civil War and New Colonies

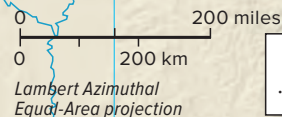
**GUIDING QUESTION** *How were the English colonies affected by events occurring in Europe?*

The English Civil War arose from a power struggle between King Charles I and Parliament. In 1642 the king sent troops to arrest Puritan leaders who dominated the governing body. Parliament responded with its own army. Battles between the king’s troops and Parliament’s troops resulted in the king’s capture and beheading in 1649. The leader of Parliament’s troops, Oliver Cromwell, then ruled as a virtual dictator over the new English



## Settling the Thirteen Colonies

- Settled by 1660
- Settled by 1700
- Settled by 1760



Lambert Azimuthal Equal-Area projection

90°W

80°W

60°W

**New York**  
· Taken from Dutch 1664

**Pennsylvania**  
· Chartered 1681

**Virginia**  
· Founded 1607

**The Carolinas**  
· Chartered 1663

**Georgia**  
· Chartered 1732

**Maine (part of Mass.)**

**New Hampshire**  
· Settled 1623

**Massachusetts**  
· Pilgrims settle Plymouth 1620  
· Puritans found Massachusetts Bay 1630

**Rhode Island**  
· Providence founded 1636

**Connecticut**  
· Hartford founded 1636

**New Jersey**  
· Established 1664

**Delaware**  
· Wilmington founded 1638

**Maryland**  
· Founded 1634

### GEOGRAPHY CONNECTION

- 1 THE WORLD IN SPATIAL TERMS** *Why were the earliest settlements on the coast?*
- 2 PHYSICAL SYSTEMS** *What is a likely reason the western portions of the colonies were generally settled after areas along the coast had been settled?*

Commonwealth. After Cromwell died in 1658 and his son unsuccessfully tried to rule in his place, Parliament invited King Charles's son, Charles II, to take the throne. With the monarchy restored in 1660, the English government began backing a new round of colonization in America.

### New York and New Jersey

The Dutch colony of New Netherland grew slowly during the early 1600s. To aid the colony's growth, the Dutch allowed anyone to buy land. By 1664, New Netherland had more than 10,000 people, with immigrants from the Netherlands, Britain, Scandinavia, Germany, and France.

England and the Netherlands were commercial rivals. In 1664, King Charles II successfully took New Netherland from the Dutch and granted the land to his brother, James, the Duke of York. James renamed the colony New York. He also received and granted to others a large parcel of land between Delaware Bay and the Connecticut River, naming it New Jersey. To attract settlers, the New Jersey colony offered generous land grants, religious freedom, and the right to have a legislative assembly.

### Pennsylvania and Delaware

The origins of the colony of Pennsylvania lay in a persecuted religious group and a large unpaid debt. The religious group was the Society of Friends, also known as the Quakers. William Penn was a member of the Quakers. The Quakers saw no need for ministers and believed in religious toleration.



They also believed in pacifism, or opposition to war. Many people viewed these as radical beliefs. In 1681, to settle the debt owed to William Penn's father, Charles II granted Penn a large tract of land between New York and Maryland. Penn wanted his new colony to be a place of political and religious freedom. He also tried to treat Native Americans fairly. Penn named the capital *Philadelphia*, Greek for "brotherly love." The colony's government provided for an elected assembly and guaranteed religious freedom.

Greater religious freedom and available land attracted immigrants. By 1684, Pennsylvania had more than 7,000 residents. In 1682 Penn acquired three counties south of Pennsylvania from the Duke of York. These "lower counties" later became the colony of Delaware.

### The Carolinas

Charles II was also interested in the land between Virginia and Spanish Florida. Charles awarded much of this territory to eight friends in 1663. The land was named *Carolina*—Latin for "Charles." The first settlement was named Charles Towne. Although Carolina was not divided into two distinct colonies until 1729, it developed as two separate regions. North Carolina was home to a small population of farmers that grew tobacco as a cash crop. Colonists in South Carolina hoped to cultivate sugarcane, but it did not grow well there. Instead they exported deerskins obtained from nearby Native Americans. The colonists also developed a profitable trade shipping enslaved Native Americans to the West Indies.

### The Georgia Experiment

In the 1720s, James Oglethorpe, a member of Parliament, was appalled to find that many of the imprisoned people in England were debtors, not strictly criminals. Oglethorpe asked the king for a colony where poor people could start over. In 1732 King George II made Oglethorpe and 19 others the trustees for the territory between the Savannah and Altamaha Rivers. Oglethorpe named the new colony Georgia, in honor of the king. Settlers arrived in 1733, and in 1752 Georgia became a royal colony.

By 1775, roughly 2.5 million people lived in England's thirteen American colonies. Despite the stumbling starts in Roanoke and Jamestown, the English had succeeded in building a large and prosperous society on the east coast of North America.

#### READING PROGRESS CHECK

**Identifying Cause and Effect** How did powerful people in Europe affect the settlement of the Carolinas and Georgia?

King Charles II was responsible for the founding of several colonies.

#### CRITICAL THINKING

**Drawing Inferences** What do you think was King Charles's goal in helping establish colonies in North America?



PHOTO: DEA PICTURE LIBRARY/De-Agostini Picture Library/Getty Images

## LESSON 3 REVIEW

### Reviewing Vocabulary

1. **Explaining** Explain the significance of: joint-stock company, grant, headright, and proprietary colony.

### Using Your Notes

2. **Comparing and Contrasting** Review the notes you completed through the lesson to compare and contrast the various colonists' motives.

### Answering the Guiding Questions

3. **Determining Cause and Effect** What led England to establish colonies in North America?

4. **Describing** How did the English colonies organize themselves, and what were the colonists' early goals?

5. **Making Connections** How were the English colonies affected by events occurring in Europe?

### Writing Activity

6. **INFORMATIVE/EXPLANATORY** Write an essay explaining the ways in which the following people helped the colonies develop identities independent of Great Britain: Captain John Smith, George Calvert, John Winthrop, Roger Williams, Anne Hutchinson, William Penn, James Oglethorpe.

There's More Online!

- ✓ BIOGRAPHY Nathaniel Bacon
- ✓ MAP Ethnic Diversity
- ✓ MAP New England and Middle Colonies
- ✓ MAP Southern Colonies
- ✓ MAP Triangular Trade
- ✓ MAP Typical New England Town
- ✓ VIDEO Population and Economy
- ✓ INTERACTIVE SELF-CHECK QUIZ



## LESSON 4

# Population and Economy

**ESSENTIAL QUESTIONS** • How did the movement of people, goods, and ideas cause social change over time? • How were the colonies affected by global conflicts? • How did the colonies develop identities independent of Great Britain?

### ReadingHELPDESK



#### VIRGINIA STANDARDS

VUS.3.a, c

#### Academic Vocabulary

- distinct
- reliable

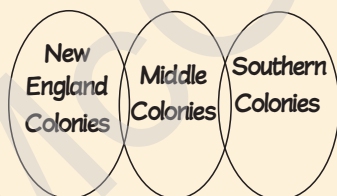
#### Content Vocabulary

- town meeting
- indentured servant
- triangular trade

#### TAKING NOTES:

##### Key Ideas and Details

**Comparing** Use the following graphic organizer to compare the economies of the New England, Middle, and Southern Colonies.



## IT MATTERS BECAUSE

The colonies developed in different ways because of differences in the geography of each region. While the South's warm climate lent itself to plantation farming, the New England area offered rich opportunities for whaling and fishing. The economies that developed in each region were the result of how the settlers made use of the natural environment.

## Colonial Society Develops

**GUIDING QUESTION** How did the three colonial regions reflect geographic and social differences?

Between 1650 and 1700, the colonial population increased from about 50,000 to more than 250,000. The rapidly developing colonies took on distinctive regional characteristics. Each of the three regions—the New England Colonies, the Middle Colonies, and the Southern Colonies—had its own social structure, geography, and economy.

### New England Society

New England society was centered on small towns. Most New Englanders were subsistence farmers, producing just enough food to support their own families. In the early days of colonial New England, the General Court appointed town officials and managed the town's affairs. Over time, however, townspeople began discussing local problems and issues at town meetings. These developed into local governments, with landowners holding the right to vote and pass laws. They elected selectmen to oversee town matters and appoint clerks, constables, and other officials. Any resident could attend a **town meeting** and express an opinion.

Colonists in New England, unlike English tenants, were allowed to participate in local government. As a result, they developed a strong belief in their right to govern themselves. Town meetings thus helped set the stage for the American Revolution and the emergence of democratic government.

Puritans who settled in New England valued religious devotion, hard work, and obedience to strict rules regulating daily life. They also valued education. In 1642 the Massachusetts legislature required parents and ministers to teach all children to read so that they could understand the Bible. Five years later, the legislature ordered towns with at least 50 families to establish an elementary school and those with 100 families or more to set up secondary schools. Soon afterward, other New England colonies adopted similar legislation.

### Life in the Middle Colonies

The Middle Colonies attracted groups of non-English immigrants. These included Scots-Irish and Germans, many of whom immigrated to Pennsylvania because of the colony's religious toleration and brought important skills, training, and experiences. The rise of trade caused several Northern ports—including Boston, New York City, and Philadelphia—to grow into cities. In these cities a new society with **distinct** social classes developed.

At the top of the social structure were wealthy merchants who controlled the city's trade. These rich merchants composed a tiny minority, but they patterned themselves after the British upper class. They wore elegant imported clothing and rode through the streets in fancy carriages. Skilled artisans and their families made up nearly half of the urban population. Artisans were skilled workers such as carpenters, smiths, glassmakers, coopers, bakers, masons, and shoemakers. Alongside the artisans in social status were innkeepers and retailers who owned their own businesses.

At the bottom of urban colonial society were people without skills or property. Many of these people were employed at the harbor, where they loaded and serviced ships. Others worked as servants. These people made up about 30 percent of urban society. Below them in status were indentured servants and enslaved Africans. Relatively few enslaved people lived in the North. Those who did usually lived in cities, where they made up between 10 and 20 percent of the population. They too served as laborers and servants for the city's wealthier inhabitants.

**town meeting** a gathering of free men in a New England town to elect leaders, which developed into the local town government

**distinct** separate, apart, or different from others

## CHARTS/GRAPHS

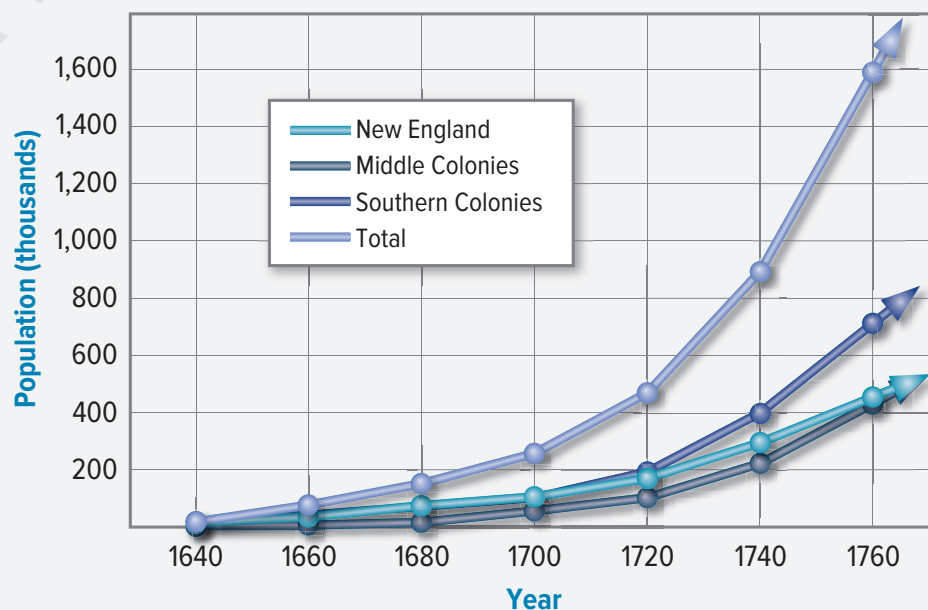
## GROWTH OF THE COLONIES, 1640–1760

### 1 Comparing and Contrasting

Which colonial region had the largest population in 1760? Which had the smallest?

### 2 Drawing Conclusions

Which colonial region had the greatest increase in population during this period between 1640 and 1760? Why do you think this was the case?



Source: *Historical Statistics of the United States.*



## Southern Society

Although many immigrants to the Southern Colonies hoped to become wealthy, very few succeeded. The plantation system created a society with distinct social classes. Wealthy planters led very different lives from small farmers in the middle and enslaved Africans at the bottom. The majority of landowners in the colonial South were small farmers living inland. These “backcountry” farmers worked small plots of land, lived in tiny houses, and largely practiced subsistence farming, producing only enough to feed their families. Landless tenant farmers made up another large group in the South. Tenant farmers led difficult lives but had higher social status than indentured servants. Indentured servants had higher social status than enslaved Africans who worked on the plantations.

**Indentured Servants** In early colonial days, there was plenty of land, but not enough workers to tend the crop. England had the opposite problem. The English enclosure movement had forced many farmers off their land. Many of them left England to become **indentured servants** in the colonies. Indentured servants were not enslaved, but they were not free, either. The person who bought a servant’s contract promised to provide food, clothing, and shelter to the servant until the indenture expired. In return, the servant agreed to work for the owner of the contract for a specific number of years. Under the Virginia headright system, every indentured servant transported to America earned the landowner another 50 acres of land.

**The Growth of Enslaved Labor** In 1676, after Virginia’s governor refused to protect backcountry farmers from attacks by Native Americans, planter Nathaniel Bacon organized his own militia to do the fighting. He then marched his force against the capital, Jamestown, which they burned to the ground. Bacon’s Rebellion ended shortly afterward when Bacon became ill and died. The rebellion, however, had lasting consequences. It convinced many wealthy planters that land should be made available to backcountry farmers and led to an increased reliance on enslaved labor.

Planters began to switch to enslaved African labor for several reasons. Unlike indentured servants, enslaved workers did not have to be freed and would never demand their own land, making them a more **reliable** labor source. In addition, when cheap land became available in the 1680s in other colonies, fewer English settlers were willing to become indentured servants.

At the same time, the English government adopted policies that encouraged slavery. English law limited trade between the colonies and other countries. Before the 1670s, if colonists wanted to acquire enslaved Africans, they had to

This painting shows tobacco farming in colonial Virginia. Tobacco was key to the economy of the Southern Colonies.

### ► CRITICAL THINKING

#### **Determining Cause and Effect**

Why were tobacco plantations often located near rivers?

**indentured servant** an individual who contracts to work for a colonist for a specified number of years in exchange for transportation to the colonies, food, clothing, and shelter

**reliable** dependable; giving the same results on successive trials



The frequently fatal voyage for Africans across the Atlantic Ocean was known as the Middle Passage.



buy them from the Dutch or Portuguese, which was difficult to arrange. In 1672 King Charles II granted a charter to the Royal African Company to engage in the slave trade. This made it easier to acquire enslaved people. Planters also discovered another advantage to slavery; because enslaved Africans, unlike indentured servants, were considered property, planters could use them as collateral to borrow money and expand their plantations.

**READING PROGRESS CHECK**

*Examining* How did slavery grow in the colonies?

## The Colonial Economies

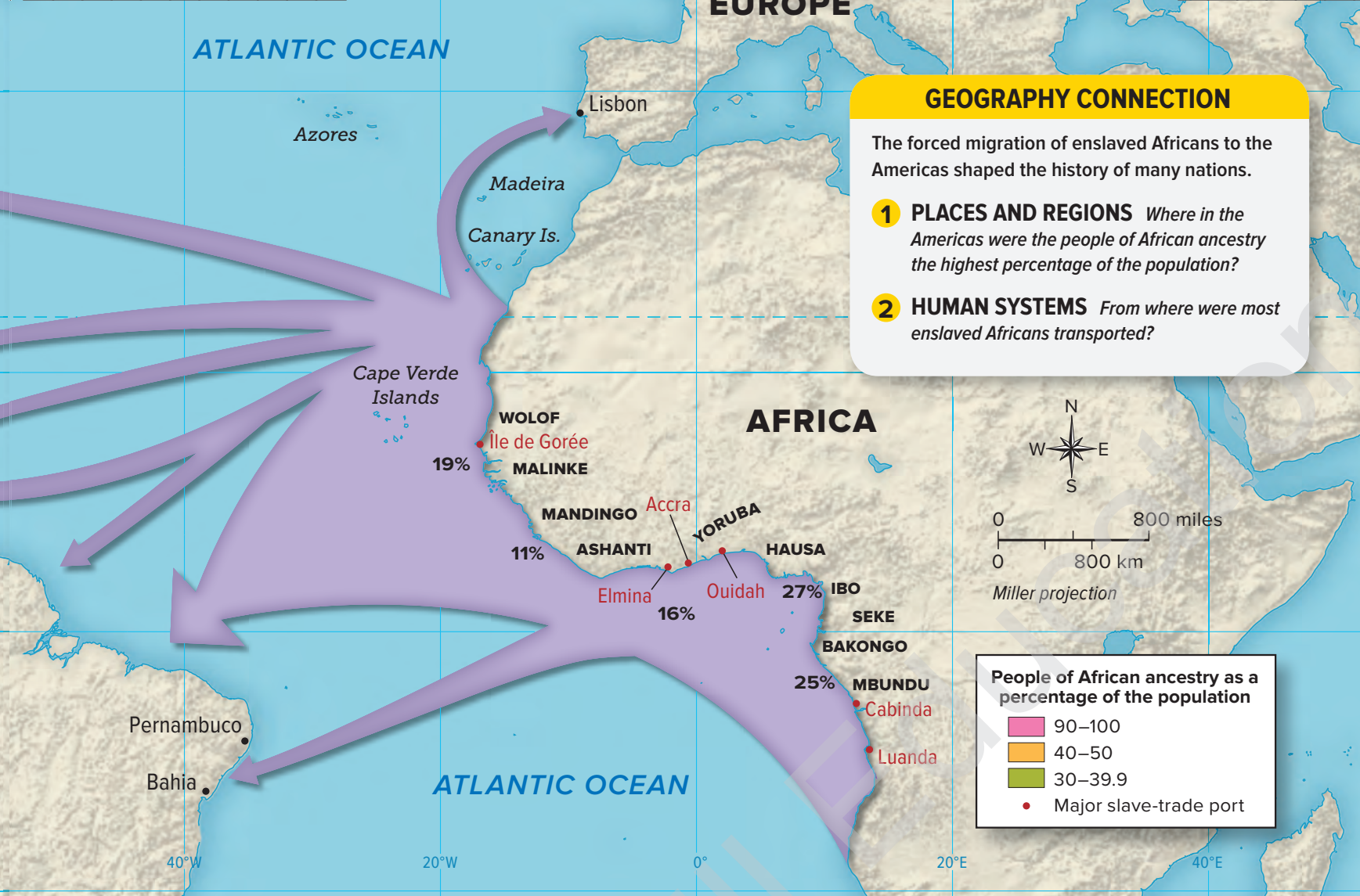
**GUIDING QUESTION** How did the economies of the New England, Middle, and Southern Colonies differ?

In the early colonial era, settlers lacked money to invest in local industry. As a result, they had to import most manufactured goods from England. Unfortunately, they produced few goods that England wanted in return. Instead of trading directly with England, colonial merchants developed systems of **triangular trade** involving a three-way exchange of goods.

### Economic Relationships

The first part of the triangular trade system started with New England merchants who shipped fish, lumber, and meat to sugar planters in the Caribbean. In return for these goods, they received bills of exchange—credit slips from English merchants—or molasses, which they brought home to turn into rum. New England merchants would then trade the bills to

PHOTO: The Granger Collection, New York



English merchants for hardware, linens, and other English goods. The second part of the three-way trade involved the transport of finished goods such as guns and rum from New England to West Africa. In return, they received enslaved Africans. The last part of the trade system was the shipping of enslaved Africans to the Caribbean. The demand for enslaved labor on plantations fueled the triangular trade system.

Trade with the Caribbean sugar plantations made many New England merchants rich. With their new wealth, they built factories to refine raw sugar and distilleries to turn molasses into rum. They also traded with the Southern Colonies, exchanging fish, rum, and grain for rice, tobacco, and indigo.

### New England Economy

New England colonists tended to cultivate crops in small farms. The main crop was corn, but farmers also grew other grains and vegetables, tended apple orchards, and raised dairy cattle, sheep, and pigs.

More than any other industry, fishing and whaling brought prosperity to New England. Nearby lay the Grand Banks, a shallow area in the Atlantic Ocean that teemed with cod, mackerel, halibut, and herring. Colonists found markets for their fish in the colonies, southern Europe, and the Caribbean. Whale blubber was used to make candles and lamp oil, and whale bones were used to fashion buttons, combs, and other items.

New England also developed a thriving lumber industry. Maine and New Hampshire had many waterfalls near the coast to power sawmills. Lumber was used for furniture, buildings, and products such as barrels, which were used to ship and store almost everything in the colonial era.

### Challenges for Colonists

“Wrote my father a long letter about his plantation affairs . . . on the pains I have taken to bring the indigo, ginger, cotton, lucerne, and casada to perfection. I would have greater hopes of the indigo, if I could have the seed earlier next year from the West Indies, than of any of the other things I have tried.”

—Eliza Lucas, quoted  
in *Life of General Thomas  
Pinckney*, 1895

#### **DBQ** DRAWING CONCLUSIONS

Why did Eliza Lucas ask her father to send the “seed earlier next year”?

Shipbuilding also became an important business. With forests and sawmills close to the coast, ships could be built quickly and cheaply. By the 1770s, one out of every three English ships had been built in America.

### Economic Life in the Middle Colonies

Colonists in the Middle Colonies—Pennsylvania, New York, New Jersey, and Delaware—benefited from fertile soil and a long growing season. Farmers produced crops of rye, oats, barley, potatoes, and especially wheat, which became an important cash crop. As merchants in the Middle Colonies began selling wheat and flour to colonies in the Caribbean, they benefited from the region’s geography. Three wide rivers—the Hudson, the Delaware, and the Susquehanna—ran deep into the interior, making it easy for farmers to ship their crops to the coast.

In the early and mid-1700s, the demand for wheat soared, thanks to population growth in Europe resulting from a decline of disease. Between 1720 and 1770, wheat prices nearly doubled, bringing great prosperity.

### Southern Colonies

In the South, wealthy planters stood on society’s top rung and led very different lives from small farmers in the middle and enslaved Africans at the bottom. What linked all groups, however, was an economy based on growing crops for export. Tobacco was the South’s first successful crop grown primarily to be sold at market. It was mostly grown in Virginia and Maryland. As indentured servants arrived in Virginia and Maryland, tobacco production rose steadily. Unfortunately, about 40 to 60 percent of the indentured servants who came to Virginia and Maryland in the 1600s died before earning their freedom. Few who survived their indenture acquired their own land.

In South Carolina, meanwhile, after trying unsuccessfully to grow sugarcane, settlers turned to rice. This failed at first, but in the 1690s, a new variety was introduced, and planters imported enslaved Africans to cultivate it. West Africans had grown rice for centuries and knew how to raise and harvest it. Rice became a major cash crop in South Carolina and Georgia.

Planters had also tried another crop, indigo, without much success. Indigo was used to make blue dye for cloth. It was rare and in high demand, and anyone who could grow it could make a large profit. In the early 1740s, a 17-year-old named Eliza Lucas discovered that indigo needed high ground and sandy soil, not the wetlands that suited rice. Indigo quickly became another important cash crop.

#### **✓** READING PROGRESS CHECK

**Summarizing** How did farmers in the Middle Colonies and the Southern Colonies benefit from the geography of their regions?

## LESSON 4 REVIEW

### Reviewing Vocabulary

1. **Describing** Describe the significance of: town meeting, indentured servant, and triangular trade.

### Using Your Notes

2. **Comparing** Review the notes you completed for the lesson to compare the economic similarities between the New England Colonies and the Middle Colonies.

### Answering the Guiding Questions

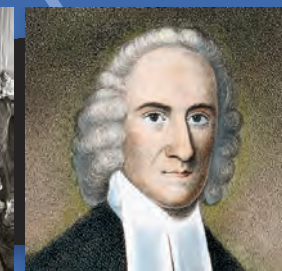
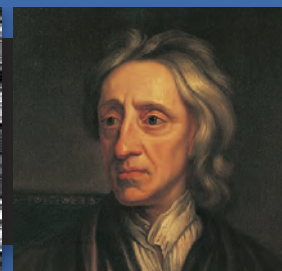
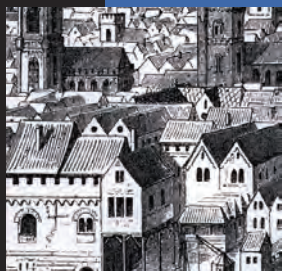
3. **Analyzing** How did the three colonial regions reflect geographic and social differences?
4. **Examining** How did the economies of the New England, Middle, and Southern Colonies differ?

### Writing Activity

5. **NARRATIVE** Take on the role of a New England Puritan. Write a letter to a cousin in England explaining a typical day.

There's More Online!

- ✓ BIOGRAPHY John Locke
- ✓ BIOGRAPHY Phyllis Wheatley
- ✓ VIDEO Governance and New Ideas
- ✓ INTERACTIVE SELF-CHECK QUIZ



## LESSON 5

# Governance and New Ideas

**ESSENTIAL QUESTIONS** • How did the movement of people, goods, and ideas cause social changes over time? • How were the colonies affected by global conflicts? • How did the colonies develop identities independent of Great Britain?

### ReadingHELPDESK



VIRGINIA STANDARDS

VUS.3.b

#### Academic Vocabulary

- contract
- widespread

#### Content Vocabulary

- mercantilism
- pietism
- rationalism
- revival

#### TAKING NOTES:

##### Key Ideas and Details

**Cause and Effect** Complete a graphic organizer similar to the one below by identifying the effects on the colonies caused by the Navigation Acts, the Enlightenment, and the Great Awakening.

Cause	Main point	Effect on colonists
Navigation Acts		
The Enlightenment		
The Great Awakening		

## IT MATTERS BECAUSE

The ideas of the Enlightenment and the Great Awakening were the foundation of the colonists' quest for independence from England and for the formation of a representative democracy.

## The Imperial System

**GUIDING QUESTION** How did the Navigation Acts affect colonial economies?

The British imperial system was based on the principle that one of the colonies' most important functions was to provide wealth to the home country. This imperial system was a closed system designed to keep competition out.

### Mercantilism

**Mercantilism** is an economic theory about the world economy. Mercantilists believed that to become wealthy, a country must acquire gold and silver. A country could do this by selling more goods to other countries than it bought from them. This would cause more gold and silver to flow into the country than flowed out to pay for products from other countries. Mercantilists also argued that a country should be self-sufficient in raw materials. If it had to buy raw materials from another country, gold and silver would flow out to pay for them. Thus, to be self-sufficient, a country needed colonies where raw materials were available. The home country would then buy raw materials from its colonies and sell them manufactured goods in return.

Mercantilism provided some benefits to colonies. It gave them a reliable market for some of their raw materials and an eager supplier of manufactured goods they needed. But mercantilism also had drawbacks. It prevented colonies from selling goods to other nations, even if they could get a better price. Furthermore, if a colony produced nothing the home country needed, it could not acquire gold or silver to buy manufactured goods.



## The Navigation Acts

When Charles II assumed the throne in 1660, he and his advisers were determined to generate wealth for England in America. They established policies based on mercantilist ideas. Beginning in 1660, the king asked Parliament to pass a series of Navigation Acts that imposed restrictions on colonial trade. These acts required that all goods shipped to and from the colonies be carried on English ships (including those built in the colonies), and listed specific products that could be sold only to England or other English colonies. Many of these goods—including sugar, tobacco, cotton, wool, and indigo—were the major products that earned money for the American colonies. Anger at the Navigation Acts encouraged colonists to break the new laws. New England merchants began smuggling goods to Europe, the Caribbean, and Africa.

## Dominion of New England

In 1685 King James II assumed the throne and took decisive action to end the smuggling. The colonial charters of some colonies had already been revoked, and in 1685 Massachusetts, New Hampshire, and Maine were merged into a new royal province called the Dominion of New England. The Dominion was to be governed by an English governor-general appointed by the king. The following year, Plymouth, Rhode Island and Connecticut were added to the Dominion, and by 1688, New York and New Jersey had been added as well.

King James II appointed Sir Edmund Andros to be the Dominion's first governor-general. Andros became very unpopular because he levied new taxes and rigorously enforced the Navigation Acts. Equally disturbing to Puritans were Andros's efforts to undermine their congregations. For example, he declared that only marriages performed in Anglican churches were legal.

**mercantilism** the theory that a state's power depends on its wealth

This image shows a thriving English port. England's wealth and power increased as a result of trade with its colonies.

### ► CRITICAL THINKING

**Drawing Conclusions** Why would colonists be angered by the system of trade established by the British?

### ✓ READING PROGRESS CHECK

**Analyzing** What was the impact of the Navigation Acts on the economy of the colonies?

PHOTO: INTERFOTO/History/Alamy



# The Glorious Revolution

**GUIDING QUESTION** How did the Glorious Revolution affect the English colonies?

While Andros was angering New England colonists, the people of England were growing suspicious of their new king, James II. James offended many English people by disregarding Parliament, revoking town charters, prosecuting Anglican bishops, and practicing Catholicism.

News of the birth of James's son in 1688 triggered a crisis. Opponents of James had been content to wait until he died, because they expected his Protestant daughter Mary to succeed him. The son, however, was now first in line for the throne and would be raised Catholic. To prevent a Catholic dynasty, Parliament invited Mary and her Dutch husband, William of Orange, to claim the throne. James abdicated in what became known as the Glorious Revolution.

Soon afterward, the colonists ousted Governor-General Andros. William and Mary permitted Rhode Island and Connecticut to resume their previous forms of government, but in 1691 they merged Massachusetts Bay, Plymouth, and Maine into the new royal colony of Massachusetts. The colony was headed by a governor appointed by the king, and the colonists were allowed to elect an assembly.

Before assuming the throne, William and Mary had to swear their acceptance of the English Bill of Rights. This document, written in 1689, said monarchs could not suspend Parliament's laws or create their own courts, nor could they impose taxes or raise an army without Parliament's consent. The English Bill of Rights also guaranteed freedom of speech within Parliament, banned excessive bail and cruel and unusual punishments, and guaranteed every English subject the right to an impartial jury in legal cases. The ideas in this document would later help shape the United States Bill of Rights.

## READING PROGRESS CHECK

**Summarizing** What were the key effects of the Glorious Revolution on the English colonies?

# The Enlightenment and the Great Awakening

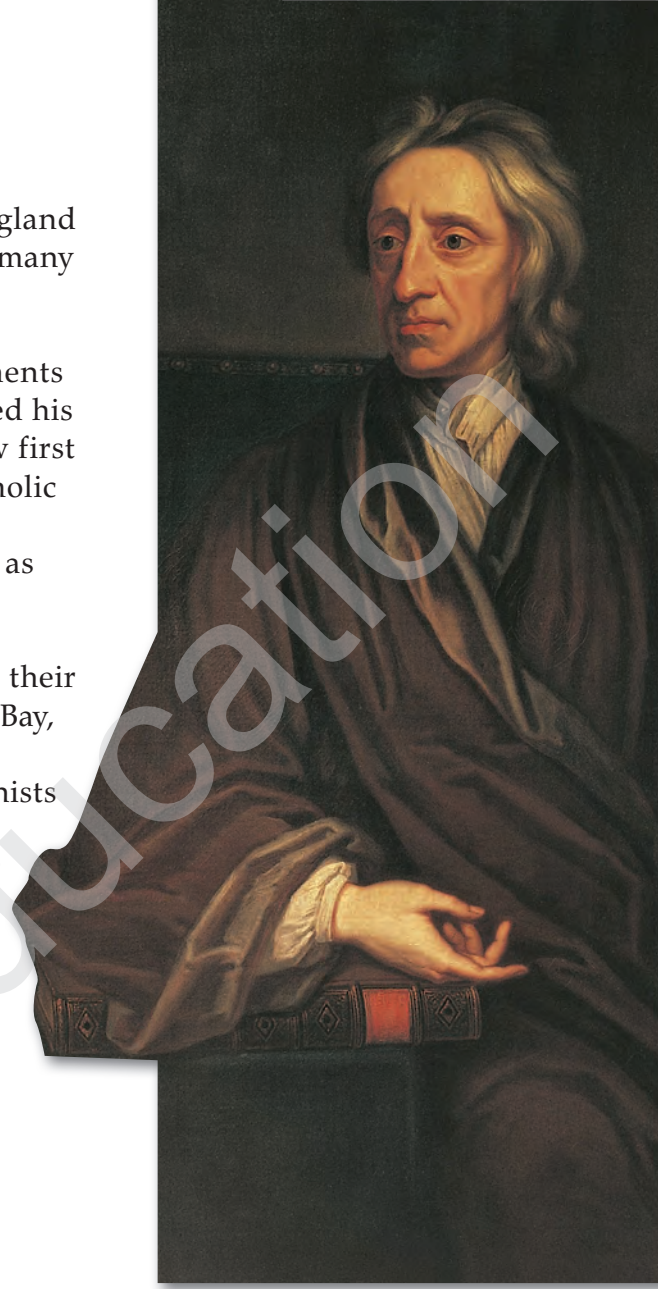
**GUIDING QUESTION** What effects did the Enlightenment and the Great Awakening have on colonial society?

During the 1700s, the English colonies came under the influence of the Enlightenment and the Great Awakening. The former championed human reason while the latter stressed a new personal relationship with God.

## Enlightenment Thinkers

Enlightenment thinkers came to believe that natural laws applied to social, political, and economic relationships, and that people could figure out these natural laws if they employed reason. This emphasis on logic and reasoning was known as **rationalism**.

One of the most influential Enlightenment writers was the political philosopher John Locke. His writings reflected lessons learned from the Glorious Revolution, that there were times when revolution against the king could be justified. Locke's **contract** theory of government and natural rights profoundly influenced the thinking of future American political leaders. During this period of turmoil Locke published *Two Treatises of Government*. In that work, Locke attempted to use reason to discover and



John Locke believed that all people have natural rights. If a monarch violated these rights, Locke felt the people had a right to overthrow the monarch.

## CRITICAL THINKING

**Predicting Consequences** How do you think John Locke would have reacted to the way King James II treated Parliament?

**rationalism** philosophy that emphasizes the role of logic and reason in gaining knowledge

**contract** a binding legal document between two parties

# ANALYZING PRIMARY SOURCES

## The Trial of John Peter Zenger

In 1733 John Peter Zenger began printing the *New York Weekly Journal*, a newspaper highly critical of New York governor William Cosby. Unable to identify the anonymous writers and publisher, Cosby ordered Zenger's arrest for printing libel. The jury found Zenger not guilty. In doing so, the jury engaged in "jury nullification." Zenger was clearly guilty—but the jury, in effect, decided the law was wrong and refused to convict Zenger.

In his summation to the jury, Zenger's attorney, Andrew Hamilton, compared free speech and free press to freedom of religion and noted that liberty depends upon the ability to publish criticisms of the government:



"... [W]e well know that it is not two centuries ago that a man would have been burnt as an heretic, for owning such opinions in matters of religion as are publicly wrote and printed at this day. . . . I think it is pretty clear that in New York a man may make very free with his God, but he must take special care what he says of his governor. It is agreed upon by all men, that this is a reign of liberty; and while men keep within the bounds of truth, I hope they may with safety both speak and write their sentiments of the conduct of men in power. I mean of that part of their conduct only, which affects the liberty or property of the people under their administration; were this to be denied, then the next step may make them slaves; For what notions can be entertained of slavery, beyond that of suffering the greatest injuries and oppressions without the liberty of complaining; or if they do, to be destroyed, body and estate, for so doing?"

—from *A Brief Narrative of the Case and Trial of John Peter Zenger*

### DBQ Analyzing Historical Documents

- 1 Interpreting** What point is Hamilton making when he says that "a man may make very free with his God, but he must take special care what he says of his governor"?
- 2 Identifying Central Ideas** What does Hamilton say will happen if people are not allowed to express their opinions about those in the government?

explain the natural laws that applied to politics and society and why people created government to safeguard those natural laws:

#### PRIMARY SOURCE

"123. If man in the state of nature be so free . . . why will he part with his freedom? . . . [T]he enjoyment of the property he has in this state is very unsafe, very unsecure. This makes him willing . . . to join in society with others . . . for the mutual *preservation* of their lives, liberties and estates. . . .

192. For no government can have a right to obedience from a people who have not freely consented to it; which they can never be supposed to do, till . . . they are put in a full state of liberty to choose their government. . . ."

—from *Two Treatises of Government*

Equally important was Locke's *An Essay Concerning Human Understanding*, in which he argued that people's minds were blank slates that could be shaped by society and education, making people better. These ideas, that all people have rights and that society can be improved, became core American beliefs.

Jean-Jacques Rousseau carried Locke's ideas further. In *The Social Contract*, he argued that a government should be formed by the consent of the people, who then make their own laws. Another writer was Charles-Louis de Secondat, the baron de Montesquieu. In *The Spirit of Laws*, Montesquieu suggested that there were

three types of political power—executive, legislative, and judicial. These powers should be separated into different branches to protect people’s liberty:

#### PRIMARY SOURCE

“ In order to have this liberty, it is necessary the government be so constituted as one man need not be afraid of another.

When the legislative and executive powers are united in the same body of magistrates, there can be no liberty. . . .

Again, there is no liberty, if the judiciary power be not separated from the legislative and executive. Were it joined with the legislative, the life and liberty of the subject would be exposed to arbitrary control; for the judge would be then the legislator. Were it joined to the executive power, the judge might behave with violence and oppression. ”

—from *The Spirit of Laws*



Jonathan Edwards was a preacher known for his fiery sermons, most notably his “Sinners in the Hands of an Angry God.”

#### CRITICAL THINKING

**Drawing Conclusions** How do you think people were affected after hearing one of Edwards’ s emotional sermons?

**pietism** movement in the 1700s that stressed an individual’s piety and an emotional union with God

**revival** large public meeting for preaching and prayer

**widespread** having influence on or affecting a large group; widely diffused or prevalent

## Religion

While some Americans turned away from a religious worldview, others renewed their Christian faith. Many Americans embraced a European religious movement called **pietism**, which stressed an individual’s piety (devoutness) and an emotional union with God. Throughout the colonies, ministers held religious **revivals**—large public meetings for preaching and prayer. This **widespread** resurgence of increased religious fervor became known as the Great Awakening.

In 1734 a Massachusetts preacher named Jonathan Edwards helped launch the Great Awakening. In powerful, terrifying sermons, he argued that a person had to repent and convert. His emotional, as opposed to rational, style of preaching was typical of the fervor of the Great Awakening. George Whitefield, an Anglican minister from England, also attracted and inspired many of his listeners to a more religious life.

The Great Awakening peaked around 1740. Those who embraced the new ideas—including Baptists, some Presbyterians and Congregationalists, and a new group called Methodists—won many converts, while churches that held onto their traditional styles often lost members.

The Enlightenment and the Great Awakening had different origins, but both profoundly affected colonial society. The Enlightenment provided arguments against British rule. The Great Awakening served to undermine allegiance to traditional authority.

#### READING PROGRESS CHECK

**Determining Cause and Effect** Why did the Great Awakening cause division in established churches?

PHOTO: The Granger Collection, New York

## LESSON 5 REVIEW

### Reviewing Vocabulary

1. **Explaining** What is rationalism, and how does it relate to the Enlightenment?

### Using Your Notes

2. **Comparing** Use your notes to write a short paragraph that compares the effects of the Navigation Acts, the Enlightenment, and the Great Awakening on the colonists. What main impact seems common to all three?

### Answering the Guiding Questions

3. **Drawing Conclusions** How did the Navigation Acts affect colonial economies?

4. **Identifying Cause and Effect** How did the Glorious Revolution affect the English colonies?

5. **Evaluating** What effects did the Enlightenment and the Great Awakening have on colonial society?

### Writing Activity

6. **ARGUMENT** Write an argument in favor of the Navigation Acts. Assume that your purpose is to convince the colonists to accept the Navigation Acts and remain obedient subjects of the British crown.

## Understanding Historical Eras

### Why Learn This Skill?

Have you ever heard someone refer to music from “the 60s” or art from the Renaissance? Has your history teacher ever referred to the Middle Ages, or to the Gilded Age, or to the Cold War era? In each case, they are referring to an historical era. An era is a period of time in history that has distinct characteristics. Historians divide history into eras as a form of shorthand. Instead of having to refer to “the time when many people were out of work; the Great Plains were suffering dust storms, and the government was creating programs to help people,” historians can simply refer to “The Great Depression.” Understanding historical eras makes learning history easier. By breaking history into chunks, it is easier to remember what was happening and why.



*Some era, like the Industrial Era, become known for the rapid growth of urban areas.*

### Learning the Skill

To be an historical era, a period of time has to have a common set of major characteristics. These characteristics are based on a combination of the unique politics, economics, technology, social issues, culture, and major events that were shaping people’s lives at the time. It is not always clear when an era begins or ends. Some of the things common in one era may continue into the next era, but usually several major things change, leading historians to identify it as a new era.

Historians often use a major event to mark the break or turning point that leads to a new era. Historians also break up history differently depending on what they are studying. An historian looking at international events regards the 1920s and 1930s as the “Interwar Era” between World War I and World War II. But an historian looking at economics sees the booming 1920s as very different from the depression of the 1930s.

Because the history of the United States is so short, the historical eras people use tend to be only a few decades long at most. Looking at all of American history, a great deal of it begins in 1877. This is because that year marks the last year when political debates still involved the issues of the Civil War and Reconstruction. After 1877, historians generally agree that the United States began to change and deal with more modern issues.

Yet, there were historical eras before the Civil War and after. These are the major eras of American history that most historians reference:

- Prehistory and Colonialism, Beginnings to 1763
- The Revolutionary War, 1776–1789
- The Young Republic, 1789–1860
- The Civil War and Reconstruction, 1860–1877
- The Industrial Era, or Gilded Age, 1877–1900
- The Progressive Era & World War I, 1900–1920
- The Roaring 20s, or the New Era, 1920–1929
- The Great Depression, or New Deal, 1929–1939
- World War II, 1939–1945
- Post-War America, 1945 to the present

The decades since the end of World War II have been a time of great change, and historians disagree over how best to divide it into historical eras. Many historians see 1945 to 1991 as an historical era, because 1945 marks the start of the Cold War and 1991 marks the end of the Soviet Union. Others focus on events within the United States. Some like to divide the post-war era into decades, "the 50s," "the 60s," "the 70s" etc., because they see dramatic cultural changes in each decade. Others prefer to divide the post-war years into eras based on major political, economic, or technological changes, including the following:

- Post-War America, 1945–1953
- Civil Rights Era, 1954–1968
- Vietnam Era, 1965–1975
- The Conservative Resurgence, 1976–1992
- End of the Century, 1980–2000
- The Technology Revolution, 1981–present
- The Post-9/11 Era, 2001–present
- The Great Recession, 2007–present

Whatever era is used, the best way to understand it is to focus on the major characteristics that make it different from other times in history. Learning those characteristics will help you remember American history, and you will be able to make connections and generalizations about history more easily.

### Practicing this Skill

Open up your textbook or the online student edition website. Look through the different chapters and lessons paying attention to the headings and topics to get a sense of the major characteristics of each era. Then answer the following questions:



*Certain individuals often represent eras in iconic ways. Martin Luther King, for instance, has become an icon of the Civil Rights Era.*

1. What made the era from 1877 to 1900 different from previous eras?
2. What issues and concerns seem to characterize the Progressive Era?
3. Why do you think World War I is included as part of the Progressive Era?
4. What makes the 1920s a unique era according to some historians?
5. Why might some historians combine the 1930s and World War II into one era?
6. What other ways could you divide up the time period from 1877 to 1929? Identify alternative eras and make a brief list of the characteristics that define them.

### Applying the Skill

Look through the different chapters and lessons from 1945 to the present. Examine the headings and topics. Think about what you already know about recent events in American history. Create a timeline illustrating the major historical eras you would use to understand 1945 to the present. Identify the dates for each era and list a few bullet points for each era describing its characteristics.

# CHAPTER 1 Assessment

Directions: On a separate sheet of paper, answer the questions below. Make sure you read carefully and answer all parts of the question.

## Lesson Review

### Lesson 1

- 1 **Explaining** What was the agricultural revolution?
- 2 **Analyzing** How did different cultures establish themselves in North America?
- 3 **Paraphrasing** How did scientists determine the origins of the first migrants to America?
- 4 **Explaining** How did the Aztec create an empire that came to include around five million people?

### Lesson 2

- 5 **Identifying Central Issues** What motive drove Christopher Columbus when his ships arrived in the Bahamas?
- 6 **Explaining** Why did Pope Alexander VI establish a line of demarcation in 1493?
- 7 **Summarizing** How did Portugal's Prince Henry help encourage exploration? What were his accomplishments?
- 8 **Discussing** How did the Renaissance affect European exploration?

### Lesson 3

- 9 **Identifying Cause and Effect** What effects did the Protestant Reformation have on England?
- 10 **Evaluating** What was the importance of tobacco in the early colonial economy?
- 11 **Identifying Cause and Effect** What caused friction between groups in the Maryland colony?
- 12 **Locating** What two colonies were established north of Massachusetts?

### Lesson 4

- 13 **Explaining** What allowed the ports of Boston, New York City, and Philadelphia to grow into cities?
- 14 **Making Connections** How did the triangular trade system affect the colonial economies?
- 15 **Identifying** What led to the creation of distinct social classes in Northern port cities?
- 16 **Specifying** What was the main difference between indentured servants and enslaved people?

### Lesson 5

- 17 **Identifying Cause and Effect** What was the impact and influence of *Two Treatises of Government*?
- 18 **Describing** What was the Dominion of New England?
- 19 **Analyzing** How did mercantilism affect the colonial economies?
- 20 **Discussing** What did William and Mary promise before taking the throne?

## Exploring the Essential Questions

- 21 **Gathering Information** Create a world map that shows the colonies, New Spain, Great Britain, the Netherlands, France, Spain, and Africa. Write a caption over each region that states the effect each area had on the Americas or the colonies. For the colonies, write a caption that tells how each developed its own identity away from Great Britain.
- 22 **Analyzing** European exploration and colonization began a period of sweeping social changes. Write a short essay explaining how the movement of people, goods, and ideas led to these changes. Focus primarily on the Columbian Exchange and the experiences of people who went to the Americas.

## Need Extra Help?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Go to page	4	4	4	5	13	13	11	11	16	17	18	20	24	26	24	25	31	30	29	31	12

## Critical Thinking

- 23 **Identifying Cause and Effect** How did the agricultural revolution contribute to the establishment of permanent settlements and civilizations?
- 24 **Evaluating** How did agricultural technology, such as farming methods, spread throughout the continent and what effects did it have on Western cultures?
- 25 **Assessing** How did European unemployment and an increase in European population contribute to the establishment of English colonies in America?
- 26 **Explaining** Why was the Virginia Company successful in attracting settlers to Jamestown?
- 27 **Analyzing** How did New England town meetings prepare the colonists for future political life?

## 21st Century Skills

- 28 **Identifying Cause and Effect** What caused Spain to explore and colonize the Americas? What was one effect of that exploration?
- 29 **Analyzing Technology** How did technology play a role in European exploration?
- 30 **Creating Diagrams** Create a diagram or a map illustrating the triangular trade. Use text boxes to label the important areas of the created visual. In the content of the text boxes, include specific items that were traded.
- 31 **Decision Making** Imagine you live in England in 1700 and are thinking about settling in the Americas. You must decide where you will settle—New England, the Middle Colonies, or the Southern Colonies—and what you will do when you get there to support yourself. Write a paragraph about your plans.
- 32 **Geography Skills** View the map on page 7. This map lists Native American cultures around the year 1500. Many place names in the United States today are based on these names. List as many cities, towns, and states that exist today that are based on these names.

## Need Extra Help?

If You've Missed Question	22	23	24	25	26	27	28	29	30	31	32	33	34
Go to page	3	5	6	17	17	23	13	11	26	23	7	37	37

## DBQ Analyzing Primary Sources

Use the documents to answer the following questions. The excerpt below is from Jean-Jacques Rousseau's *The Social Contract*.

### PRIMARY SOURCE

“Man is born free; and everywhere he is in chains. One thinks himself the master of others, and still remains a greater slave than they. . . . But, as men cannot engender new forces, but only unite and direct existing ones, they have no other means of preserving themselves than . . . [with] a sum of forces great enough to overcome the resistance. . . . The problem is to find a form of association which will defend and protect with the whole common force the person and goods of each associate, and in which each, while uniting himself with all, may still obey himself alone, and remain as free as before. . . . [T]his act of association creates a moral and collective body.”

—from *The Social Contract*

- 33 **Analyzing Primary Sources** According to the excerpt, what benefits does a group enjoy over individuals?
- 34 **Identifying Perspectives** If you were a colonist who just arrived in the royal colony of Massachusetts, would you be concerned about this excerpt or pleased by it? Support your answer with reasoning.

The excerpt below is from an Aztec account of the Spanish arrival.

### PRIMARY SOURCE

“A thing like a ball of stone comes out of its entrails: it comes out shooting sparks and raining fire. . . . If it is aimed against a tree, it shatters the tree into splinters. This is a most unnatural sight, as if the tree had exploded from within. They dress in iron. . . . Their deer carry them on their back wherever they wish to go. These deer, our lord, are as tall as the roof of a house.”

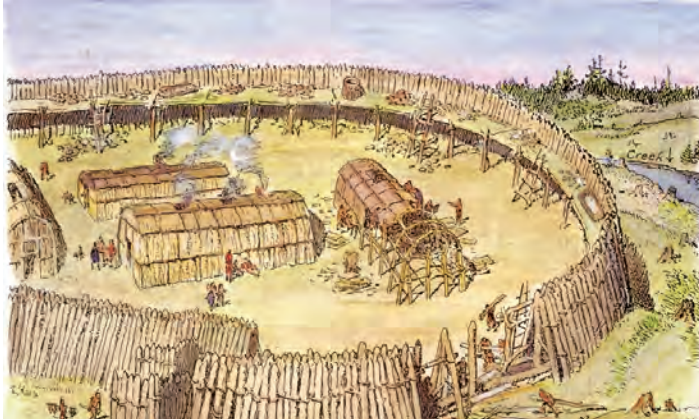
—from *The Broken Spears: The Aztec Account of the Conquest of Mexico*, 1959



- 35 **Speculating** What do you think the writer meant by the term “deer”?
- 36 **Finding the Main Idea** How do you think their weapons contributed to Spanish efforts to colonize the region? Be specific in supporting your answer.

### Analyzing Visuals

Use the illustration to answer the following questions.



- 37 **Environment and Society** How does this illustration reflect the natural resources that were available to the Northeastern peoples?
- 38 **Human Systems** What do you think the presence of the wall says about life in a Northeastern community?

### Extended Response Question

- 39 **Informative/Explanatory** Write a three-paragraph essay that analyzes the motivations of European exploration in the Americas. Your essay should include the following factors: economics, religion, politics, and social class.

### Standardized Test Practice

- 40 Why was finding a new sea route to Asia a high priority for European nations?
  - A The existing land route for trade was unreliable and expensive.
  - B European ship builders needed new markets for their boats.
  - C Europeans had just discovered desirable Asian goods.
  - D Kings in Europe sought political allies in Asia.
- 41 Why did early colonists in America have to import most of their manufactured goods from England?
  - F There were few raw materials available in the colonies.
  - G Settlers lacked adequate money to invest in industry.
  - H Colonial charters required colonists to buy goods from England.
  - J Settlers were too unskilled to produce manufactured goods.

### Need Extra Help?

If You've Missed Question	35	36	37	38	39	40	41
Go to page	37	14	9	9	10	11	26

# The American Revolution

1754–1783

ESSENTIAL QUESTION • *Why do people rebel?*

networks

*There's More Online* about the causes and events of the American Revolution.

## CHAPTER 2

### Lesson 1

*The Colonies Fight for Their Rights*

### Lesson 2

*The Revolution Begins*

### Lesson 3

*The War for Independence*

### Lesson 4

*The War Changes American Society*

## The Story Matters...

The American Revolution was a turning point in world history. At its core, it was a struggle for individual rights and self-determination. By rebelling against their British colonial protector, the colonists defiantly set out on a new course for independence.

As the head of the Continental Army, George Washington faced the daunting task of defeating the powerful British army. After years of bitter fighting, Washington and the colonists eventually prevailed, ushering in the birth of a new and independent nation.

◀ George Washington was both a military and political leader. He served as commander of the Continental Army and presided over the writing of the Constitution. Washington would go on to serve two terms as the first president of the United States.

PHOTO: Francis G. Mayer/CORBIS

## CHAPTER 2

# Place and Time: United States 1748–1783

The French and Indian War was part of a larger global conflict between France and Britain known as the Seven Years' War. The British victory in the French and Indian War came at a high cost. Britain had large debts to repay and it had more territory to govern and control. Britain imposed new restrictions and taxes on its American colonies to pay for the costs of governing and protecting the colonies. Colonists were angered by these changes, and tensions between Britain and the colonies increased.

## Step Into the Place

Read the quotes and look at the information presented on the map.

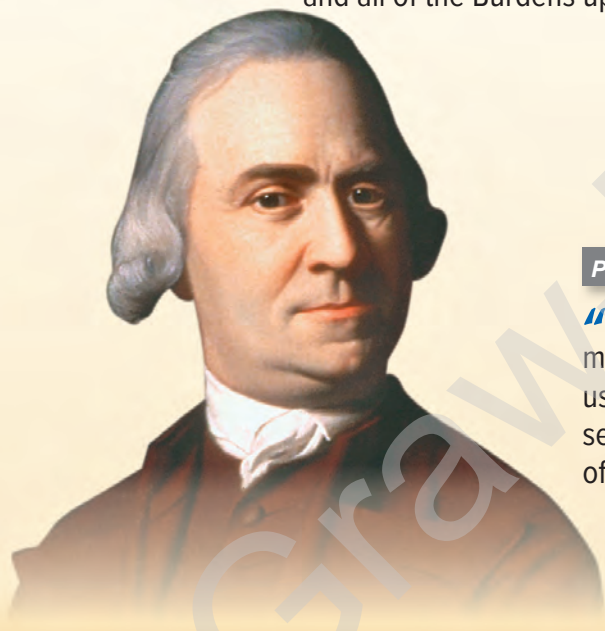
**DBQ**

**Analyzing Historical Documents** How do the opinions addressed in these quotes reflect the differing British and colonial views in the aftermath of the French and Indian War?

### PRIMARY SOURCE

“We have not yet recovered from a War undertaken solely for their Protection . . . and . . . no Time was ever so seasonable for claiming their assistance. The Distribution is too unequal, of Benefits only to the Colonies, and all of the Burdens upon the Mother Country.”

—Thomas Whately, from *Considerations Upon This Trade and Finances of the Kingdom*, 1763



### PRIMARY SOURCE

“We are told to be quiet when we see that very money which is torn from us by lawless force made use of still further to oppose us, to feed and pamper a set of infamous wretches who swarm like the locusts of Egypt.”

—Samuel Adams, 1765

PHOTOS: left page: The Granger Collection, New York; right page: © Geoffrey Clements/CORBIS

## Step Into the Time

### Drawing Conclusions

Choose an event from the time line and write a paragraph explaining how that event demonstrated a struggle for individual rights.

U.S. PRESIDENTS

UNITED STATES

WORLD

1745

1748 Montesquieu's *The Spirit of Laws* is published

1751 Chinese invade Tibet and control succession to throne

1754 French and Indian War begins

1755

# networks

There's More Online!

✓ **MAP** Explore the interactive version of this map on Networks.

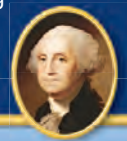
✓ **TIME LINE** Explore the interactive version of the time line on Networks.

## Seven Years' War 1754–1763



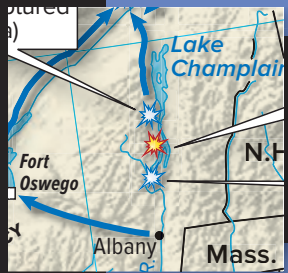
<span style="display:inline-block; width:15px; height:10px; background-color:purple; border:1px solid black;"></span> Austria/France/Russia/Sweden/Spain Alliance
<span style="display:inline-block; width:15px; height:10px; background-color:red; border:1px solid black;"></span> Prussia/Britain/Portugal Alliance



<p><b>1760</b> George III crowned king of England</p> <p><b>1762</b> Jean-Jacques Rousseau's <i>The Social Contract</i> is published</p>	<p><b>1765</b> Parliament passes Stamp Act, triggering protests throughout colonies</p> <p><b>1770</b> British troops fire on colonists in Boston Massacre</p>	<p><b>1773</b> Serfs revolt in Russia</p> <p><b>1775</b> First shots of war are fired at Lexington and Concord</p>	<p><b>1776</b> Declaration of Independence is signed</p> <p><b>1781</b> Cornwallis surrenders at Yorktown, marking the end of the Revolutionary War</p>	<p><b>1783</b> Treaty of Paris is signed, officially recognizing the independence of the United States</p>	<p><b>Washington 1789–1797</b></p> 
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There's More Online!

- ✓ BIOGRAPHY Samuel Adams
- ✓ IMAGE The Death of General Braddock
- ✓ VIDEO The Colonies Fight for Their Rights
- ✓ INTERACTIVE SELF-CHECK QUIZ



## LESSON 1

# The Colonies Fight for Their Rights

ESSENTIAL QUESTION • Why do people rebel?

### ReadingHELPDESK



VIRGINIA STANDARDS

VUS.4.a

#### Academic Vocabulary

- dominance
- substitute

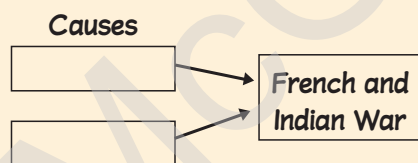
#### Content Vocabulary

- customs duty
- inflation
- nonimportation agreement
- writ of assistance

#### TAKING NOTES:

##### Key Ideas and Details

**Organizing** Complete a graphic organizer similar to the one below by listing the causes of the French and Indian War.



## IT MATTERS BECAUSE

*In the mid-1700s, Britain and France fought a war for control of North America. Britain emerged from the conflict victorious. After the war, Parliament's attempts to raise revenue from the colonies met with resistance and protests.*

## The French and Indian War

**GUIDING QUESTION** How did the French and Indian War affect the colonies?

The French and English had been vying for **dominance** in Europe since the late 1600s, fighting three major wars between 1689 and 1748. Most of the fighting took place in Europe, but whenever France and England were at war, their colonies went to war as well. In 1754 a fourth struggle began.

### The First Skirmish

In the 1740s, the British and French both became interested in the Ohio River valley. Using the Ohio River and the Mississippi River, the French could travel from the St. Lawrence River valley to Louisiana. British fur traders and land speculators, who bought land to sell for profit, were also interested in the valley.

The French built a chain of forts from Lake Ontario to the Ohio River. In response, the British governor of Virginia asked George Washington, a young militia officer, to expel the French.

As Washington's troops marched toward the Ohio River in the spring of 1754, they encountered a small French force. After a brief battle, Washington retreated a short distance and built a stockade named Fort Necessity. A little over a month later, a large French force arrived and forced Washington to surrender. Meanwhile, the fighting between France and Britain expanded into a world war.

### The Albany Conference

Even before the fighting started, Britain asked its colonies to prepare for war and to negotiate an alliance with the Iroquois. The Iroquois controlled western New York—land the French passed through to reach the Ohio River. In 1754 colonial delegates met with Iroquois leaders in Albany, New York.

At the Albany Conference, the Iroquois refused an alliance with the British but did offer halfhearted support. The conference also issued the Albany Plan of Union, a proposal developed by a committee led by Benjamin Franklin. The Plan of Union proposed that the colonies form a federal government. Although the colonies rejected the plan, it showed that some colonial leaders were thinking about joining together for the common defense.

### The British Triumph

In 1755 British general Edward Braddock arrived in Virginia with 1,400 British troops. After linking up with 450 Virginia militia troops, Braddock appointed Lieutenant Colonel George Washington his aide. Braddock began marching west, intending to attack Fort Duquesne, a French fort. Seven miles from the fort, French and Native American forces ambushed the British, and Braddock was killed. Washington rallied the men and organized a retreat.

The successful ambush angered the Delaware people who began attacking British settlers in western Pennsylvania. For the next two years, the French and Indian War, as it was called in the colonies, raged along the frontier.

Gradually, the British fleet cut off supplies and reinforcements from France. The Iroquois, realizing the British would probably win the war, pressured the Delaware to end their attacks. With their Native American allies giving up, the French were badly outnumbered. The British seized Quebec and took control of New France. The war ended in 1763 with the Treaty of Paris, which virtually eliminated French power in North America.

#### READING PROGRESS CHECK

**Summarizing** What were the main effects of the French and Indian War on the colonies?

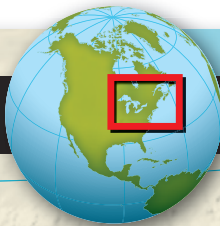
**dominance** being in a state or position of command or control over all others

### GEOGRAPHY CONNECTION

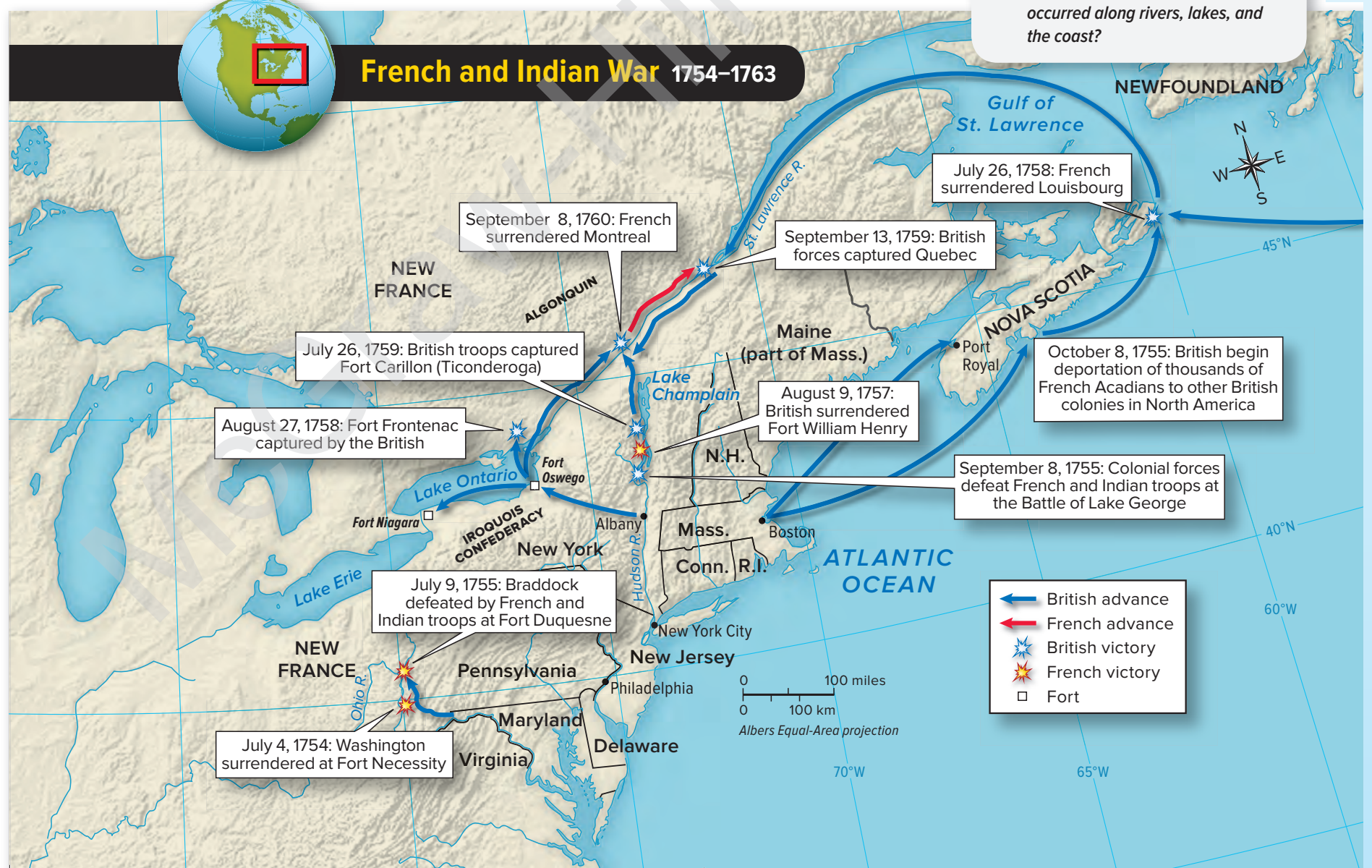
The French and Indian War established British control of North America. The French and Indian War was part of a global conflict that became known as the Seven Years' War.

- 1 THE WORLD IN SPATIAL TERMS** *From what port did the British fleet sail to begin their attack on Quebec?*
- 2 PHYSICAL SYSTEMS** *Why do you think all the battles occurred along rivers, lakes, and the coast?*

PHOTO: PoodlesRock/Corbis Art/CORBIS



## French and Indian War 1754–1763



### The Right to Tax

“ 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. ”

—John Dickinson, “Letters From a Farmer in Pennsylvania, to the Inhabitants of the British Colonies,” *Pennsylvania Gazette*, December 10, 1767

#### DBQ EXPLORING IDEAS

Do you think the British parliament had the right to impose duties on the colonists? Why?

**customs duty** a tax on imports and exports

**inflation** the loss of value of money



In an attempt to lower Britain's war debt, George Grenville supported policies that placed the financial burden on the colonies.

#### ► CRITICAL THINKING

**Making Inferences** Why did the colonists believe the Sugar Act violated their traditional English rights?

## Growing Discontent

**GUIDING QUESTION** What actions by Great Britain angered the American colonists after the French and Indian War?

Great Britain's victory in 1763 left the country deeply in debt. It had to pay not only the cost of the war but also the cost of governing and defending its new territories. Many new policies that the British government adopted to solve its financial problems were unpopular in the colonies.

### The Proclamation of 1763

In the spring of 1763, Pontiac, chief of the Ottawa people, decided to go to war against the British. He united several Native American groups and they attacked forts along the frontier and burned down several towns. They did so because settlers had been moving into western Pennsylvania in defiance of a treaty. British leaders did not want to bear the cost of another war.

In early October, King George III issued the Proclamation of 1763. The proclamation drew a north-south line along the Appalachian Mountains. Colonists could not settle west of that line without permission. This enraged many farmers and land speculators, who wanted access to the land.

### Customs Reform

In 1763 George Grenville became prime minister and the first lord of the Treasury. Grenville had to find a way to reduce Britain's debt and pay for the 10,000 British troops now stationed in North America.

Grenville knew that merchants were smuggling many goods into and out of the colonies without paying **customs duties**, taxes on imports and exports. He convinced Parliament to pass a law allowing smugglers to be tried at a new vice-admiralty court in Nova Scotia. Unlike colonial courts, where the juries were often sympathetic to smugglers, vice-admiralty courts were run by naval officers. These courts had no juries and did not follow British common law because Admiralty cases involved property not people. Colonists objected, arguing that these courts denied their rights as British citizens.

### The Sugar Act and the Currency Act

Grenville also introduced the American Revenue Act of 1764, better known as the Sugar Act. The act raised tax rates on imports of raw sugar and molasses. It also placed new taxes on silk, wine, coffee, pimento, and indigo.

Colonial merchants complained that the Sugar Act hurt trade. Many were also furious that the act violated traditional English rights. Under the act, the property of merchants accused of smuggling was presumed illegal until its legality was proven. The act let officials seize goods without due process—proper court procedures—and prevented lawsuits by merchants whose goods had been seized. In colonial cities, pamphlets were circulated against the Sugar Act that gave rise to the expression: “No taxation without representation.” This reflected the colonists' lack of representation in Parliament.

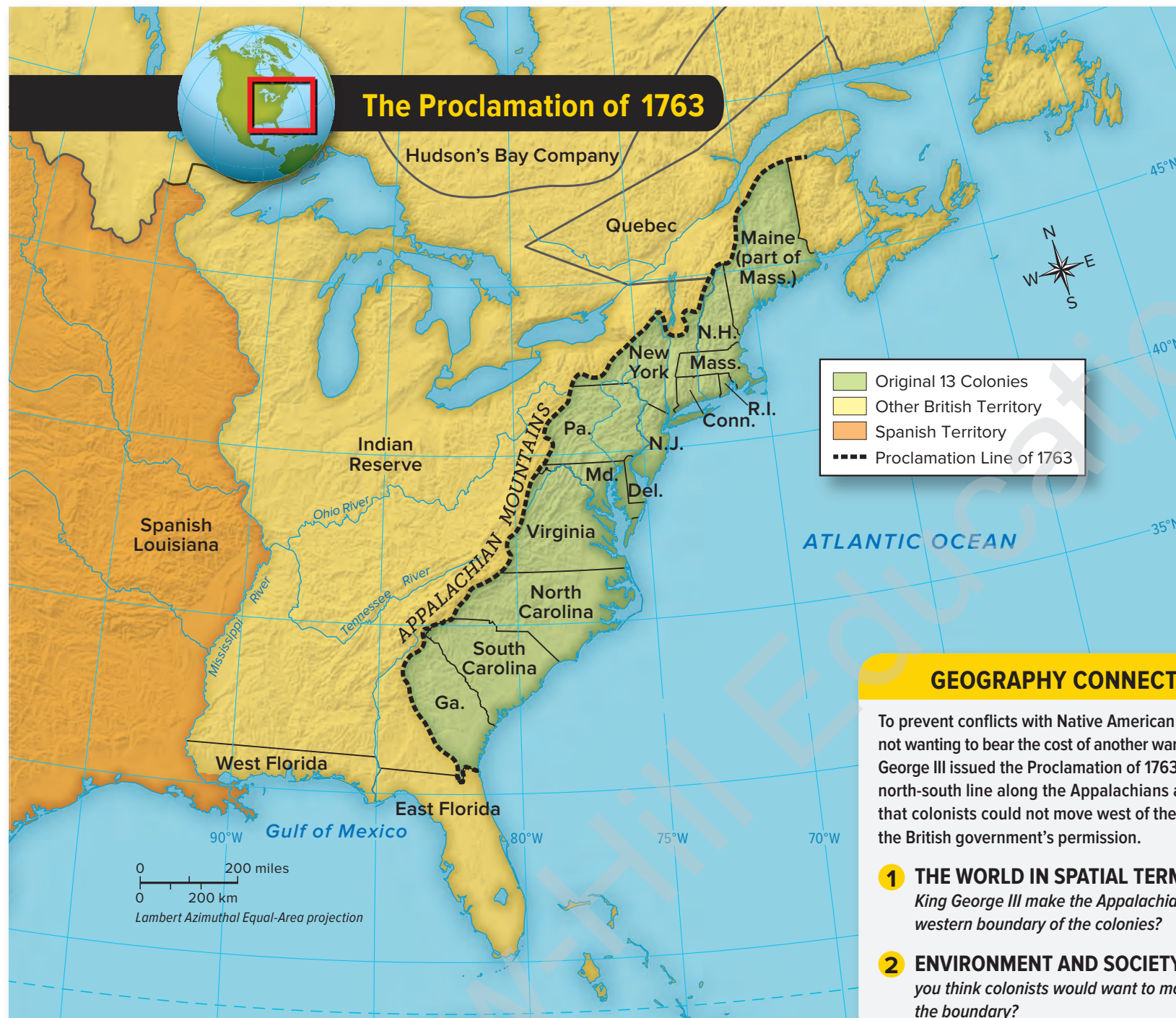
To slow **inflation**, Parliament also passed the Currency Act of 1764. This act banned the use of paper money in the colonies because it tended to lose value quickly. The act angered colonists who used paper money to repay loans. Since the money lost value after it was borrowed, the loans were easier to repay.

### The Stamp Act Crisis

Parliament then passed the Stamp Act which taxed most printed materials. The stamp tax was the first direct tax levied on the colonists. As word of the Stamp Act spread in the colonies in the spring of 1765, a huge debate began. A flood of editorials, pamphlets, speeches, and resolutions against the tax swept through the colonies. The Virginia House of Burgesses passed resolutions declaring that Virginians could be taxed only by their own



## The Proclamation of 1763



### GEOGRAPHY CONNECTION

To prevent conflicts with Native American groups, and not wanting to bear the cost of another war, King George III issued the Proclamation of 1763. It drew a north-south line along the Appalachians and declared that colonists could not move west of the line without the British government's permission.

- 1 THE WORLD IN SPATIAL TERMS** *Why did King George III make the Appalachians the western boundary of the colonies?*
- 2 ENVIRONMENT AND SOCIETY** *Why do you think colonists would want to move west of the boundary?*

representatives. Other colonial assemblies passed similar resolutions. By summer, a group called the Sons of Liberty was organizing demonstrations and intimidating stamp distributors.

In October 1765, representatives from nine colonies met for what became known as the Stamp Act Congress. They issued a declaration which argued that because taxation depended upon representation, only the colonists' political representatives, and not Parliament, had the right to tax them.

When the Stamp Act went into effect on November 1, 1765, the colonists ignored it. Instead, they began boycotting all British goods. People **substituted** sage and sassafras for imported tea. In New York, 200 merchants signed a **nonimportation agreement**, pledging not to buy any British goods until Parliament repealed the Stamp Act. Pressured by these protests, Parliament did repeal it in 1766, but also affirmed its authority to make laws for the colonies.

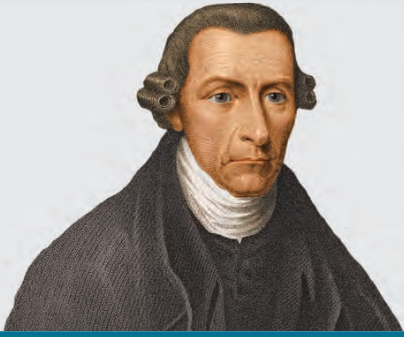
### ✓ READING PROGRESS CHECK

*Evaluating* Why did the Stamp Act anger colonists more than previous taxes?

**substitute** to put or use in the place of another

**nonimportation agreement** a pledge by merchants not to buy imported goods from a particular source





## Patrick Henry (1736–1799)

From 1765 to 1775, Patrick Henry's criticisms of British policies spurred colonial discontent. Throughout his public career, Henry championed individual rights and the interests of ordinary Americans. He opposed tyranny by government, whether the government of Great Britain or the new government proposed by the U.S. Constitution. In his famous speech of March 1775, he declared, "Give me liberty or give me death!"

### ▶ CRITICAL THINKING

#### Analyzing Primary Sources

How could Patrick Henry's quotation relate to the Townshend Acts?

#### writ of assistance

a search warrant enabling customs officers to enter any location to look for evidence of smuggling

## The Townshend Acts

**GUIDING QUESTION** How did the colonists begin resisting British policies?

During the Stamp Act crisis, Britain's financial problems worsened. Protests in Britain forced Parliament to lower property taxes there, yet the government still had to pay for its troops in America. In 1767 Charles Townshend, now chancellor of the Exchequer, introduced new regulations and taxes. These came to be called the Townshend Acts.

One of the Townshend Acts was the Revenue Act of 1767. This act put new customs duties on glass, lead, paper, paint, and tea imported by the colonies. Violators of the Revenue Act had to face trial in vice-admiralty courts. The Townshend Acts, like the Sugar Act, also allowed officials to seize private property under certain circumstances without following due process.

To help customs officers arrest smugglers, the Revenue Act legalized the use of **writs of assistance**. The writs were general search warrants that enabled customs officers to enter any location during the day to look for evidence of smuggling.

### Action and Reaction

The Townshend Acts infuriated many colonists. In defiance of the acts, the Massachusetts assembly began organizing resistance against Britain. In February 1768, Sam Adams and the Massachusetts assembly drafted a "circular letter" criticizing the Townshend Acts to send to the other colonies. British officials ordered the Massachusetts assembly to withdraw the letter. The assembly refused. Furious, the British government ordered the Massachusetts assembly dissolved. In August 1768, the merchants of Boston and New York responded by signing nonimportation agreements, vowing not to import goods from Britain. Philadelphia's merchants joined the boycott in March 1769.

Sam Adams also played an important role in organizing resistance to the Stamp Act and the Townshend Acts in Boston. Adams forged an anti-British alliance of merchants, lawyers, and other members of the social elite with artisans, shopkeepers, and common laborers, all of whom worked together to protest British tax policies.

In May 1769, Virginia's House of Burgesses passed the Virginia Resolves, stating that only the House could tax Virginians. Under orders from Britain, Virginia's governor dissolved the House of Burgesses. In response, the leaders of the House of Burgesses—including George Washington, Patrick Henry, and Thomas Jefferson—immediately called the members to a convention. This convention then passed a nonimportation law, blocking the sale of British goods in Virginia.

The growing dispute between colonists and British authorities centered on the extent of Parliament's power over the colonies, particularly the power to levy taxes. In a 1774 essay, the British writer Samuel Johnson expressed Britain's view of the proper relationship between the colonists and the British government: "He that accepts protection, stipulates [agrees to] obedience. We have always protected the Americans; we may, therefore, subject them to government."

### The Boston Massacre

In Boston, riots sparked by the Townshend duties led customs officials to demand additional protection in June 1768. As a result, four additional British regiments arrived in 1768. Bostonians referred to the British troops stationed there as "lobster backs" because of the red coats they wore. Crowds constantly heckled and harassed the troops. On March 5, 1770, a crowd of



This illustration of the Boston Massacre by Paul Revere depicts the colonists' protest of the Townshend Acts and the clash with British troops.

### ► CRITICAL THINKING

**Interpreting Significance** Why were nonimportation agreements used in response to the Townshend Acts?

colonists began taunting and throwing snowballs at a British soldier guarding a customs house. His call for help brought Captain Thomas Preston and a squad of soldiers.

In the midst of the tumult, the troops began firing into the crowd. According to accounts, the first colonist to die was a man of African and Native American descent known as both Michael Johnson and Crispus Attucks. When the smoke cleared, three people lay dead, two more would die later, and six others were wounded. The shootings became known as the Boston Massacre. Colonial newspapers portrayed the British as tyrants who were willing to kill people who stood up for their rights.

News of the Boston Massacre raced like lightning across the colonies. It might have set off a revolution then and there, but only a few weeks later, news arrived that the British had repealed almost all of the Townshend Acts. Parliament kept one tax—a tax on tea—to uphold its right to tax the colonies. At the same time, it allowed the colonial assemblies to resume meeting. Peace and stability returned to the colonies, but only temporarily.

### ✓ READING PROGRESS CHECK

**Examining** How did the Virginia Resolves show opposition to British policies?

## Connections to TODAY

### Right to Protest

Americans have a long tradition of exercising freedom of speech and assembly to protest. When the British increased taxes and instituted restrictive acts, many colonists publicly voiced their displeasure. Just as the colonists did hundreds of years ago, we still have the right to protest things we disagree with or find unjust.

## LESSON 1 REVIEW

### Reviewing Vocabulary

- Explaining** Why do you think the writs of assistance legalized by the Revenue Act angered the colonists?

### Using Your Notes

- Identifying** Use your notes to write a short paragraph that identifies the main factors that led to the French and Indian War.

### Answering the Guiding Questions

- Analyzing** How did the French and Indian War affect the colonies?

- Summarizing** What actions by Great Britain angered the American colonists after the French and Indian War?

- Describing** How did the colonists begin resisting British policies?

### Writing Activity

- ARGUMENT** Suppose that you are a member of the Sons of Liberty. Write a pamphlet explaining what your group does and urging other colonists to join.

## Boston: Hotbed of Revolution

*The growing dispute between colonists and British authorities centered on the extent of Parliament's power over the colonies, particularly the power to levy taxes. Boston was a center of protest against British policies. When, on the night of March 5, 1770, British soldiers fired into a crowd, killing or injuring 11 people, colonists were quick to declare the event a "massacre," even though exactly what occurred is debatable.*

### POLITICAL ESSAY, 1767

From what has been said, I think this **uncontrovertible** conclusion may be deduced, that when a ruling state obliges a dependent state to take certain commodities from her alone, it is implied in the nature of that obligation; is essentially **requisite** to give it the least degree of justice; and is inseparably united with it, in order to preserve any share of freedom to the dependent state; that those commodities should never be loaded with duties, FOR THE SOLE PURPOSE OF LEVYING MONEY ON THE DEPENDENT STATE.

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.

—John Dickinson, "Letter From a Farmer in Pennsylvania to the Inhabitants of the British Colonies," *Pennsylvania Gazette*, December 10, 1767

### VOCABULARY

#### indulgence

allowing oneself the pleasure of having or doing something

#### palliate

to find excuses for

#### stipulates

demanding or insisting on something as part of an agreement

#### mode

a particular operating arrangement or condition

#### uncontrovertible

indisputable

#### requisite

necessary to reach a goal or achieve a purpose

#### opprobrious

expressing very strong disapproval

#### conciliating

to gain the goodwill or favor of

#### provocation

the act of provoking

#### clamorous

strong and active protest or demand

#### successively

following each other without interruption

PHOTO: Library of Congress, Prints and Photographs Division (LC-DIG-ppmsca-01657)



▲ The Boston Massacre took place on March 5, 1770. When the smoke cleared, five were dead and colonists were angrier than ever.

## POLITICAL ESSAY, 1774

To suppose, that by sending out a colony, the nation established an independent power; that when, by **indulgence** and favour, emigrants are become rich, they shall not contribute to their own defence, but at their own pleasure; and that they shall not be included, like millions of their fellow subjects, in the general system of representation; involves such an accumulation of absurdity, as nothing but the show of patriotism could **palliate**.

He that accepts protection, **stipulates** obedience. We have always protected the Americans; we may therefore subject them to government.

The less is included in the greater. That power which can take away life, may seize upon property. The parliament may enact, for America, a law of capital punishment; it may therefore establish a **mode** and proportion of taxation.

—Samuel Johnson, *The Patriot*

## LETTER, 1770

“[T]he Mob proceeded to a [S]entinel posted upon the Custom House and Attacked him. . . . Captain Preston . . . hearing the [S]entinel was in Danger of being Murdered, he detached a sergeant and twelve men to relieve him. . . . This Party as well as the [S]entinel was immediately attacked. Some [colonists] throwing Bricks, Stones, Pieces of Ice and Snow-Balls at them, whilst others advanced up to their Bayonets, and endeavored to close with them, to use their Bludgeons and Clubs; calling out . . . by the most **Opprobrious** Language.

Captain Preston [used] every **conciliating** Method to perswade [the mob] to retire peaceably. . . . All he could say had no Effect, and one of the Soldiers, receiving a violent Blow, instantly fired . . . and the Mob . . . attacked with greater Violence. . . . The Soldiers at length perceiving their Lives in Danger, and hearing the Word Fire all round them, three or four of them fired one after another, and again three more in the . . . Confusion. . . .

Some have sworn Captain Preston gave Orders to fire; others who were near, that the Soldiers fired without Orders from the **Provocation** they received.”

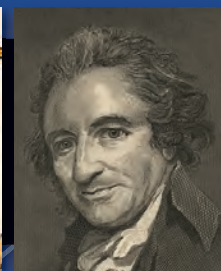
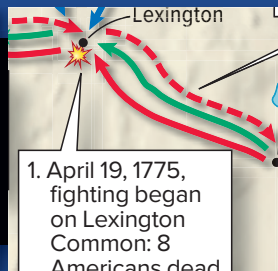
—Thomas Gage, commander in chief of all British North American soldiers, explaining the events of March 5, 1770

### DBQ Analyzing Historical Documents

- 1. Paraphrasing** Using your own words, explain each narrator’s argument over taxes.
- 2. Argument** Do you agree with the patriot or the farmer? Write an essay defending your point of view.
- 3. Explaining** According to Commander Thomas Gage, why did Captain Preston and his men go to the Custom House?
- 4. Differentiating** On what specifics of the event did Captain Preston’s officers disagree? Provide evidence from Gage’s letter to support your answer.
- 5. Using Context Clues** How does Gage use language to help make the case for his men?
- 6. Predicting Consequence** The paper’s account of the event claims Preston yelled “Damn you, Fire, be the consequence what it will!” How does this fact help or hurt the British cause?

There's More Online!

- ✓ **BIOGRAPHY** George Rogers Clark
- ✓ **BIOGRAPHY** Thomas Paine
- ✓ **GRAPHIC NOVEL** From Revolution to Declaration
- ✓ **IMAGE** Battle of Lexington
- ✓ **PRIMARY SOURCE** The Declaration of Independence
- ✓ **VIDEO** The Revolution Begins
- ✓ **INTERACTIVE SELF-CHECK QUIZ**



## LESSON 2

# The Revolution Begins

ESSENTIAL QUESTION • Why do people rebel?

### ReadingHELPDESK



VIRGINIA STANDARDS

VUS.4.b-c

#### Academic Vocabulary

- enforce
- submit

#### Content Vocabulary

- committee of correspondence
- minuteman

#### TAKING NOTES:

##### Key Ideas and Details

**Organizing** Use the major headings of the lesson to create an outline similar to the one below, with information about the rising tensions between the colonies and Britain.

- The Revolution Begins**

I. **Massachusetts Defies Britain**

A.

B.

C.

D.

II.

## IT MATTERS BECAUSE

After years of escalating tensions, a revolt against British rule began in the colonies in the 1770s. The colonists established a new government for themselves and organized militias to combat what they saw as British tyranny.

## Massachusetts Defies Britain

**GUIDING QUESTION** What caused the colonies to begin their revolution against Great Britain?

Despite the tragedy of the Boston Massacre, the British decision to repeal the Townshend Acts had appeared to end another crisis in colonial relations. Then, in the spring of 1772, Britain introduced several policies that again ignited the flames of rebellion in the colonies. This time the fire could not be put out.

### The Gaspee Affair

After Britain repealed the Townshend Acts, trade with the American colonies resumed, and so did smuggling. To intercept smugglers, the British sent customs ships to patrol North American waters. One such ship was the *Gaspee*. In June 1772, when the *Gaspee* ran aground, some 150 colonists seized and burned the ship.

The British sent a commission to investigate and gave it the power to take suspects to Britain for trial. Colonists believed this violated their right to a trial by a jury of their peers. After the Virginia House of Burgesses received a letter in March 1773 from Rhode Island asking for help, one of its members, Thomas Jefferson, suggested that each colony create a **committee of correspondence** to communicate with the other colonies about British activities. These committees of correspondence helped unify the colonies and shape public opinion. They also helped colonial leaders coordinate their plans.

### The Boston Tea Party

In May 1773, Britain's Parliament helped the British East India Company out of debt by passing the Tea Act of 1773. Prior to the Tea Act, colonial merchants had been smuggling in cheaper Dutch

tea. As a result, the British East India Company had more than 17 million pounds of tea that it needed to sell quickly.

The Tea Act reduced the tax on tea shipped to the colonies from the British East India Company, but maintained the Townshend duty. This made more colonists willing to buy British tea, and smuggling decreased. The Tea Act enraged colonial merchants, who feared it was a step by the British to squeeze them out of business. It also angered some colonists, who did not want to pay the tax.

In October 1773, the East India Company shipped 1,253 chests of tea to Boston, New York, Philadelphia, and Charles Towne. The committees of correspondence decided that the tea must not be unloaded. On December 16, 1773, the night before officials planned to bring the tea ashore, a group of about 150 men secretly gathered at the Boston dock. One of the men was George Hewes, a struggling Boston shoemaker who had grown to despise the British. He gladly joined the other volunteers as they prepared to sneak aboard several British ships anchored in Boston Harbor and destroy the tea stored on board:

#### PRIMARY SOURCE

“ They divided us into three parties, for the purpose of boarding the three ships which contained the tea. . . . We then were ordered by our commander to open the hatches and take out all the chests of tea and throw them overboard. . . . ”

—quoted in *The Spirit of 'Seventy-Six: The Story of the American Revolution as Told by Participants*

Crowds on the shore cheered as the men dumped 342 chests of tea into Boston Harbor. A witness later testified that Sam Adams and John Hancock were among those who boarded the ships. The raid later came to be called the Boston Tea Party.

### The Coercive Acts

The Boston Tea Party was the last straw for the British. In the spring of 1774, Parliament passed four new laws that came to be known as the Coercive Acts. These laws were intended to punish Massachusetts and put an end to colonial challenges to British authority.

The first act was the Boston Port Act. It shut down Boston's port until the city paid for the tea that had been destroyed. The second act was the Massachusetts Government Act. It required all council members, judges, and sheriffs in Massachusetts to be appointed by the governor instead of being elected. Town meetings could only be held with the governor's permission.

PHOTO: Bettmann/CORBIS

### committee of correspondence

committee organized in each colony to communicate with and unify the colonies



This lithograph, titled *The Destruction of Tea at Boston Harbor*, was created by engravers Currier and Ives in 1846. The engravers depicted the scene in daylight—most likely to make the image clearer—although it happened at night.

#### ► CRITICAL THINKING

**Interpreting Significance** What was the significance of the Boston Tea Party as a demonstration of protest?

Britain responded to the Boston Tea Party with four acts intended to punish Massachusetts and reassert British authority.

**1 Explaining** What was the purpose of the Boston Port Act?

**2 Drawing Conclusions** Why would the British want to control town meetings?

1.	<p><b>Boston Port Act</b></p> <ul style="list-style-type: none"> <li>• Closed the port of Boston until Massachusetts paid for the tea</li> </ul>
2.	<p><b>Massachusetts Government Act</b></p> <ul style="list-style-type: none"> <li>• No town meeting could be held without the governor's consent</li> <li>• Required all sheriffs, council members, and judges to be appointed by the governor</li> </ul>
3.	<p><b>Administration of Justice Act</b></p> <ul style="list-style-type: none"> <li>• Allowed trials of British soldiers and officials to be transferred to Britain to protect them from American juries</li> </ul>
4.	<p><b>Quartering Act</b></p> <ul style="list-style-type: none"> <li>• Required local officials to lodge British troops at the scene of a disturbance; in private homes, if necessary</li> </ul>

**enforce** to urge or carry out using force

The third act, the Administration of Justice Act, allowed the governor to transfer trials of British soldiers and officials to Britain to protect them from American juries. The final act was a new Quartering Act. It required local officials to provide lodging for British soldiers. To **enforce** the acts, the British sent more troops to New England and appointed General Thomas Gage the governor of Massachusetts.

In July 1774, a month after the last Coercive Act had become law, the British introduced the Quebec Act. The Quebec Act stated that a governor and council appointed by the king would run Quebec. It also extended Quebec's boundaries to include much of what is today Ohio, Illinois, Michigan, Indiana, and Wisconsin. If colonists moved west, they would live in territory where they had no elected assembly. The Coercive Acts and the Quebec Act together became known as the Intolerable Acts.

### The First Continental Congress

In May 1774, the Virginia House of Burgesses called for a day of fasting to protest the arrival of British troops in Boston. When Virginia's governor dissolved the House, the burgesses went to a nearby tavern. In a resolution, they urged the colonies to suspend trade with Britain and to send delegates to a colonial congress to discuss more action. Similar appeals were made in New York and Rhode Island.

On September 5, 1774, 55 colonial delegates met in Philadelphia for the First Continental Congress. The delegates represented 12 of Britain's North American colonies. (Florida, Georgia, Nova Scotia, and Quebec did not attend.) Some delegates believed compromise with Britain was still possible; others believed the time had come to fight.

The Congress issued the Declaration of Rights and Grievances, which expressed loyalty to the king, but also condemned the Coercive Acts. Days later, the delegates approved a plan to form committees to enforce a boycott of British goods. The delegates agreed to hold a second Continental Congress in May 1775 if the crisis had not been resolved.

#### READING PROGRESS CHECK

**Analyzing** How did the Tea Act spark colonists to revolt against Great Britain?

# The Revolution Begins

**GUIDING QUESTION** How did the battles at Lexington and Concord shape the American Revolution?

In October 1774, members of the suspended Massachusetts assembly defied the British and organized the Massachusetts Provincial Congress. They formed the Committee of Safety and chose John Hancock to lead it, giving him the power to call up the militia.

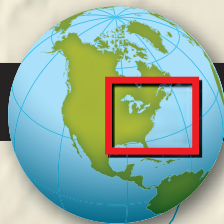
A full-scale rebellion was now underway. Militias began to drill and practice shooting. The town of Concord created a special unit of men trained and ready to “stand at a minute’s warning in case of alarm.” They became known as the **minutemen**. Through the summer and fall of 1774, British control of the colonies weakened as colonists created provincial congresses and militias raided military depots for ammunition.

**minutemen** companies of civilian soldiers who boasted they were ready to fight at a minute’s notice

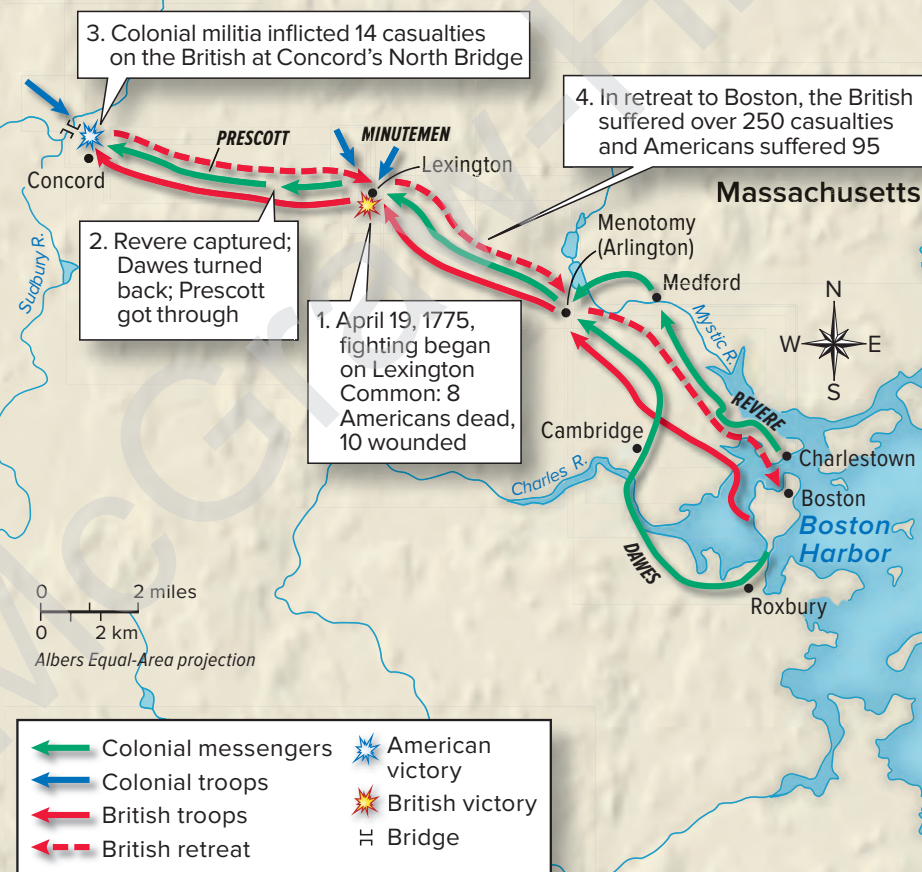
## Loyalists and Patriots

Although many colonists did not agree with Parliament’s policies, they were still loyal to the king and to Britain and believed that British law should be upheld. Americans who supported the British side in the conflict were known as Loyalists or Tories. Many Loyalists were government officials, Anglican ministers, or merchants and landowners. Some farmers remained loyal because they regarded the king as their protector against the merchants who controlled the local governments.

PHOTO: Hulton Archive/Getty Images



## The Battles of Lexington and Concord April 1775



## GEOGRAPHY CONNECTION

About 700 British troops set out for Concord on a road that took them through the town of Lexington. From the first shots fired at Lexington (image, above), the will to fight to establish their liberties and independence helped the Americans defeat the British.

- 1 HUMAN SYSTEMS** Which side suffered the higher number of casualties at Lexington and Concord?
- 2 THE WORLD IN SPATIAL TERMS** Using the map legend, estimate the distance between Lexington and Boston.



Those who believed that the British had become tyrants were known as Patriots or Whigs. Patriots were artisans, farmers, merchants, planters, lawyers, and urban workers. They were strong in New England and Virginia, while most Loyalists lived in Georgia, the Carolinas, and New York. Patriot groups enforced the boycott of British goods, sometimes by tarring and feathering Loyalists. Loyalists fought back, but there were not as many of them and they were not well organized.

### **Lexington and Concord**

In April 1775, the British government risked armed conflict by ordering General Gage to arrest the Massachusetts Provincial Congress. Gage did not know where the Congress was sitting, so he decided to seize the militia's supply depot at Concord instead. On April 18, about 700 British troops set out for Concord on a road that took them through the town of Lexington.

Patriot leaders heard about the plan and sent Paul Revere and William Dawes to sound the alarm. The two men raced to Lexington and warned people that the British were coming. A third man, Dr. Samuel Prescott, joined them as they headed for Concord. A British patrol stopped Revere and Dawes, but Prescott got through in time to warn Concord.

On April 19, British troops arrived in Lexington and spotted some 70 minutemen lined up on the village green. The British marched onto the field and ordered them to disperse. The minutemen had begun to back away when a shot was fired; no one is sure by whom. The British soldiers then fired at the minutemen, killing 8 and wounding 10.

The British then headed to Concord, where they found that most of the military supplies had been removed by the colonial militia. When they tried to cross the North Bridge on the far side of town, they ran into some 400 colonial militia. A fight broke out, forcing the British to retreat. As the British headed back to Boston, militia and farmers fired at them from behind trees, stone walls, barns, and houses. By the time the British reached Boston, 73 men had been killed, 174 were wounded, and 26 were missing. The colonial forces had lost 49 men, 41 were wounded, and 5 were missing. News of the fighting spread across the colonies. Militia from all over New England raced to the area to help. By May 1775, the militia had surrounded Boston, trapping the British.

### **The Second Continental Congress**

Three weeks after the battles at Lexington and Concord, the Second Continental Congress met in Philadelphia. The first issue was defense. The Congress voted to "adopt" the militia army surrounding Boston, and they named it the Continental Army. On June 15, 1775, the Congress selected George Washington to command the new army.

Before Washington could get to his new command the British landed reinforcements in Boston. Determined to gain control of the area, the British decided to seize the hills north of the city. Warned in advance, the militia acted first. On June 16, 1775, they dug in on Breed's Hill near Bunker Hill and began building a fort at the top. The following day, General Gage sent 2,200 troops to take the hill. According to legend, an American commander named William Prescott told his troops, "Don't fire until you see the whites of their eyes!" When the British closed at 40 yards' distance, the Americans fired. They stopped two British attacks and were forced to retreat only after running out of ammunition.

The Battle of Bunker Hill, as it came to be called, helped build American confidence. It showed that the colonial militia could stand up to one of the world's most feared armies. The British suffered more than 1,000 casualties in the fighting. Shortly afterward, General Gage resigned and was replaced



British troops retreated from a confident colonial militia at the Battle of Bunker Hill.

► **CRITICAL THINKING**

**Determining Cause and**

**Effect** What is the relationship between the Battles of Lexington and Concord and the Battle of Bunker Hill?

by General William Howe. The situation became a stalemate with the British troops encircled by colonial militia.

✓ **READING PROGRESS CHECK**

*Interpreting* Why was the Battle of Bunker Hill significant to the American cause?

## The Decision to Declare Independence

**GUIDING QUESTION** How did written statements help define the Revolution?

Despite the onset of fighting, many colonists in the summer of 1775 were not prepared to break away from Great Britain. Most members of the Second Continental Congress wanted the right to govern themselves, but they did not want to break with the British Empire. By 1776 opinions had changed. Frustrated by Britain's refusal to compromise, many Patriot leaders began to call for independence.

### Efforts at Peace

In July 1775, as the siege of Boston continued, the Continental Congress sent a document known as the Olive Branch Petition to King George III. Written primarily by John Dickinson, the petition stated that the colonies were still loyal to the king and asked him to call off hostilities until the situation could be negotiated peacefully.

When the Olive Branch Petition arrived in London in August 1775, the king refused to look at it. Instead he issued the Proclamation for Suppressing Rebellion and Sedition, declaring that the colonists were now in "open and avowed rebellion." The proclamation called on all loyal British subjects in the colonies to "bring the traitors to justice."

When the Continental Congress authorized an attack on British troops based in Quebec, relations with the British were further strained. The delegates

hoped the attack would convince the French in Quebec to rebel and join in fighting the British. The American forces captured the city of Montreal, but the French did not rebel.

With no compromise with Britain likely, the Continental Congress began to act like an independent government. It sent people to negotiate with the Native Americans and established a postal system, a Continental Navy, and a Marine Corps. By March 1776, the Continental Navy had raided the Bahamas and had begun seizing British merchant ships.

### The Fighting Spreads

As the Revolution began, Governor Dunmore of Virginia organized two Loyalist armies to assist British troops in Virginia, one composed of white Loyalists, the other of enslaved Africans. Dunmore proclaimed that Africans enslaved by rebels would be freed if they fought for the Loyalists. The announcement convinced many Southern planters that the colonies had to declare independence. Otherwise, they might lose their labor force. They increased their efforts to raise a large Patriot army.

In December 1775, the Patriot troops attacked and defeated Dunmore's forces near Norfolk, Virginia. Months later the British pulled their soldiers out of Virginia, leaving the Patriots in control. In North Carolina, Patriot troops dispersed Loyalists at the Battle of Moore's Creek Bridge in February 1776. The British then decided to seize Charles Towne, South Carolina, but the city militia thwarted their attack.

While fighting raged in the South, Washington ordered his troops to capture the hills south of Boston. After the Americans seized the hills by surprise and

## POLITICAL CARTOONS

## AMERICAN RESISTANCE

In this 1779 British cartoon, a horse named "America" throws its rider, King George III.

- 1 Identifying Central Ideas**  
Why did Americans wish to rid themselves of King George as their leader?
- 2 Drawing Conclusions**  
What is the cartoon's artist saying about the outcome of the American Revolution?



surrounded Boston, the British navy evacuated the British troops, leaving the Patriots in control.

Despite their defeats, it was clear that the British were not backing down. In December 1775, Parliament passed the Prohibitory Act, shutting down trade with the colonies and ordering a naval blockade. The British also began recruiting mercenaries, or soldiers for hire, from Germany.

### Common Sense and Independence

As the war dragged on, more and more Patriots began to think that the time had come to declare independence, although they feared that most colonists were still loyal to the king. In January 1776 public opinion began to change when Thomas Paine published a persuasive pamphlet called *Common Sense*. Until *Common Sense* appeared, nearly everyone viewed Parliament, not the king, as the enemy. In *Common Sense*, Paine attacked King George III. Parliament, he wrote, did nothing without the king's support. Paine argued that monarchies had been set up by seizing power from the people. King George III was a tyrant, and it was time for the colonists to declare independence:

#### PRIMARY SOURCE

“ Every thing that is right or reasonable pleads for separation. The blood of the slain, the weeping voice of nature cries, 'TIS TIME TO PART. . . .  
. . . Every spot of the old world is over-run with oppression. Freedom hath been hunted round the globe. Asia and Africa have long expelled her,—Europe regards her like a stranger, and England hath given her warning to depart. O receive the fugitive, and prepare in time an asylum for mankind.”

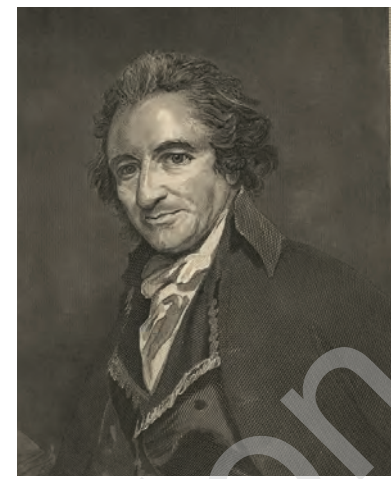
—from *Common Sense*, 1776

Within three months, *Common Sense* had sold 100,000 copies. George Washington noted that “*Common Sense* is working a powerful change in the minds of men.” One by one, the provincial congresses and legislatures told their representatives at the Continental Congress to vote for independence.

In early July, a committee **submitted** a document that Thomas Jefferson had drafted on independence. On July 4, 1776, the Continental Congress issued this Declaration of Independence. The colonies had now become the United States of America. The American Revolution had begun.

#### READING PROGRESS CHECK

**Analyzing** How did Thomas Paine help persuade colonists to declare independence?



Thomas Paine appealed to many colonists by using direct and clear language to suggest independence from Britain.

#### CRITICAL THINKING

**Drawing Inferences** How could Thomas Paine's use of language have increased the appeal of *Common Sense*?

**submit** to put forward for consideration or judgment

## LESSON 2 REVIEW

### Reviewing Vocabulary

- Explaining** Explain how the committees of correspondence helped unite the colonies against the British.
- Describing** Write about two instances where the colonists did not submit to the British.

### Using Your Notes

- Organizing** Use your notes to indicate ways in which colonists defied Britain after the repeal of the Townshend Acts.

### Answering the Guiding Questions

- Summarizing** What caused the colonies to begin their revolution against Great Britain?
- Describing** How did the battles at Lexington and Concord shape the American Revolution?
- Making Generalizations** How did written statements help define the Revolution?

### Writing Activity

- NARRATIVE** Suppose that you were a participant in the Boston Tea Party. Write a diary entry describing the event.

## Declaring Independence

*When the Declaration of Independence was written in 1776, with very few exceptions, the people of the world were governed by monarchs, emperors, and absolute rulers. There had been very little development in political ideas since Roman times that discussed the relationship between the individual and the government. A reexamination of government began in the Renaissance, and by the time of the Enlightenment in the 18<sup>th</sup> century many new ideas had emerged. Those ideas culminated in the American Declaration of Independence.*

### THE DECLARATION OF INDEPENDENCE, 1776

The text of the Declaration of Independence has four parts. The first part is the preamble, which explains why it is being issued. The second part explains the idea of natural rights, and uses that idea to explain the legal justification for declaring independence. The third part, the list of grievances, charges the British with violating the rights of the colonies and gives examples. The fourth part is the resolution, where the colonies officially declare their independence.

The Declaration was written by Thomas Jefferson with the help of Benjamin Franklin and John Adams. It was then revised by Congress before being issued. The document draws on the new political theories of the Enlightenment. It summarizes these ideas when it states that people are **endowed** with **unalienable** rights. This was a revolutionary idea. It means that rights do not come from the government. People have rights no matter what their government says, no matter what laws it passes, and the government cannot take them away.

Second, the Declaration argues that the only reason people create government is to protect their rights. The only legitimate or just powers

### VOCABULARY

#### endowed

provided, or born with

#### unalienable

cannot be taken away or given away

#### divests

gives up, or takes off

#### arbitrary

based on a person's opinion or preference, not following the rules

#### levying

imposing taxes or duties

a government has are the powers it gets from the “consent of the governed.” In other words, government exists to serve the people and when it fails to protect people's rights, the people have a right to overthrow it.

The Declaration of Independence is very important. It marks the birth of the United States, the first modern democratic republic. Its ideas and values have influenced people in other nations, and have helped to transform governments and societies around the world.

### THE SECOND TREATISE OF GOVERNMENT, 1689

*The political ideas behind the Declaration came from many sources, including Enlightenment writers and classical thinkers such as Aristotle and Cicero. But the greatest influence on American thinking was probably the 17<sup>th</sup> century English philosopher John Locke, who wrote “Two Treatises of Government” shortly after the English Parliament removed King James II from power and asked William and Mary to become the new monarchs of England:*

Men being, as has been said, by Nature, all free, equal and independent, no one can be put out of this Estate, and subjected to the Political Power of another, without his own Consent. The only way whereby any one **divests** himself of his Natural Liberty and puts on the bounds of Civil Society is by agreeing

with other Men to Joyn and unite into a Community, for their comfortable, safe, and peaceable living one amongst another, in a secure Enjoyment of their properties. . . .

Governments are dissolved from within . . . when such a single Person or Prince sets up his own **Arbitrary** Will in place of the Laws, which are the Will of the Society, declared by the Legislative. . . . Secondly, when the Prince hinders the legislative from . . . acting freely, pursuant to those ends, for which it was Constituted . . . Thirdly, When by the Arbitrary Power of the Prince, the Electors, or ways of Election are altered, without the Consent, and contrary to the common Interest of the People.

. . . In these and the like Cases, when the Government is dissolved, the People are at liberty to provide for themselves, by erecting a new Legislative, differing from the other, by the change of Persons, or Form, or both as they shall find it most for their safety and good.

### **THE ENGLISH BILL OF RIGHTS, 1789**

*The Declaration of Independence contains 18 charges against the king. This list of grievances were patterned after several documents, but the most influential was the English Bill of Rights issued by the English Parliament in 1689:*

By assuming and exercising a power of dispensing with and suspending of laws and the execution of laws without consent of parliament. . . . By **levying** money for and to the use of the crown by pretence of prerogative for other time and in other manner than the same was granted by parliament.

### **DBQ Analyzing Historical Documents**

- 1. Evaluating Intent** Summarize the purpose of the Declaration of Independence.
- 2. Analyzing Meaning** According to John Locke, who gives government its authority? What does the Declaration of Independence say is the source of government's power?
- 3. Analyzing Text** What basic rights does the Declaration of Independence identify as belonging to all people? How do they differ from the rights Locke mentions?

By raising and keeping a standing army within this kingdom in time of peace without consent of parliament and quartering soldiers contrary to law. . . .

By violating the freedom of election of members to serve in parliament. . . .

And excessive bail hath been required of persons committed in criminal cases to elude the benefit of the laws made for the liberty of the subjects. And excessive fines have been imposed. And illegal and cruel punishments inflicted. . . .

And thereupon the said lords spiritual and temporal and commons . . . declare that the pretended power of suspending of laws or the execution of laws by regal authority without consent of parliament is illegal.

That levying money for or to the use of the crown . . . without grant of parliament for longer time or in other manner than the same is or shall be granted is illegal.

That it is the right of the subjects to petition the king and all commitments and protections for such petitioning are illegal.

That the raising or keeping a standing army within the kingdom in time of peace unless it be with consent of parliament is against law. . . .

That election of members of parliament ought to be free. . . . That excessive bail ought not to be required nor excessive fines imposed nor cruel and unusual punishments inflicted. . . .

The said lords . . . do resolve that William and Mary, prince and princess of Orange, be declared king and queen of England. . . .”

- 4. Comparing and Contrasting** What are the similarities between the complaints in the English Bill of Rights and the Declaration of Independence? What are the differences?
- 5. Explaining** What do all three documents agree is the most likely reason people's rights will be threatened? Which branch of government do all three documents imply is the source of the people's power?

# THE DECLARATION of INDEPENDENCE

Words are spelled as originally written.

## 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, states that people have certain basic rights and that government should protect those rights. John Locke's ideas strongly influenced this part. In 1690 Locke wrote that government was based on the consent of the people and that people had the right to rebel if the government did not uphold their right to life, liberty, and property.

**endowed:** provided

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

## [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

**despotism:** unlimited power

### What It Means

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

**usurpations:** unjust uses of power

**relinquish:** give up

**inestimable:** priceless

▼ *Declaration of Independence* by John Trumbull depicts the presentation of the Declaration of Independence to John Hancock (seated right), president of the Continental Congress.



PHOTO: Francis G. Mayer/Corbis Art/CORBIS



**annihilation:** destruction

**convulsions:** violent disturbances

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

**tenure:** term

**quartering:** lodging

**render:** make

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.

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,

**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

### 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

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.

### 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*  
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*



*John Hancock*

There's More Online!

- ✓ BIOGRAPHY Marquis de Lafayette
- ✓ IMAGE Treaty of Paris
- ✓ VIDEO The War for Independence
- ✓ INTERACTIVE SELF-CHECK QUIZ



## LESSON 3

# The War for Independence

ESSENTIAL QUESTION • Why do people rebel?

### ReadingHELPDESK



#### VIRGINIA STANDARDS

VUS.4.d

#### Academic Vocabulary

- equip
- objective

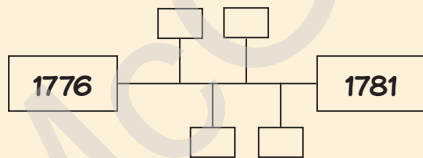
#### Content Vocabulary

- guerrilla warfare
- morale

#### TAKING NOTES:

##### Key Ideas and Details

**Sequencing** Complete a time line similar to the one below to record the major battles of the American Revolution and their outcomes.



## IT MATTERS BECAUSE

*The Continental Army experienced several setbacks while fighting against the British military in a war that lasted many years. Eventually, the Americans, with the help of the French and other nations, were able to foil the British war strategy and win independence.*

## The Opposing Sides

**GUIDING QUESTION** How did the opposing sides of the Revolutionary War compare with each other?

On the day that the Continental Congress voted for independence, the British began landing troops in New York Harbor. By mid-August, they had assembled some 32,000 men under the command of General William Howe. British officials did not expect the rebellion to last long. The British troops, called “redcoats” because of their uniforms, were disciplined, well trained, and well **equipped**.

Compared to the British troops, the Continental Army was inexperienced and poorly equipped. Throughout the war, it struggled to keep its recruits and pay their wages. Although more than 230,000 men served in the Continental Army at various times, it rarely numbered more than 20,000 at any one time. Many soldiers deserted or refused to reenlist when their terms were up. Others left their posts and returned to their farms at planting or harvest time.

Paying for the war was equally difficult. Lacking the power to tax, the Continental Congress issued paper money. These “Continental” were not backed by gold or silver and became almost worthless very quickly. Fortunately, Robert Morris, a wealthy Pennsylvania merchant and banker, personally pledged large amounts of money for the war effort. Morris also set up an efficient method of buying rations and uniforms, arranged for foreign loans, and convinced the Congress to create the Bank of North America to finance the military.

The Continental Army was not the only force the British had to worry about. British troops also had to fight the local militias. The militias were poorly trained, but they fought differently.

**equip** to furnish with provisions; to make ready for action

**guerrilla warfare** a hit-and-run technique used in fighting a war; fighting by small bands of warriors using tactics such as sudden ambushes

### VIRGINIA CONNECTION

Called from his Virginia plantation to lead the Continental Army, George Washington became a successful general in the Revolutionary War. As a result, he won great admiration among Americans and later became a popular choice as the new nation's first president.

They did not always line up for battle. They hid behind trees and walls and ambushed British troops and supply wagons, then they disappeared. This kind of fighting is called **guerrilla warfare**, and it is very difficult to defeat.

Another problem for the British was that they were not united at home. Many merchants and members of Parliament opposed the war. The British had to win quickly and cheaply; otherwise, opinions in Parliament would shift against the war. The United States did not have to defeat Britain—it simply had to survive until the British became tired of paying for the war.

The European balance of power also hampered the British. The French, Dutch, and Spanish were all eager to exploit Britain's problems. As a result, Britain had to station much of its military elsewhere in the world to defend its empire. The European balance of power also meant that the Patriots might be able to find allies against the British.

All of these factors meant that the British needed to win quickly. To do so, they had to convince the rebellious American colonists that their cause was hopeless. At the same time, the British had to make it safe to surrender. If the Patriots thought they would be hanged for treason, they would never surrender.

General Howe's strategy, therefore, had two parts. First, he sent a large number of troops to capture New York City. This would separate New England from the South and demonstrate to Americans that they could not win. The second part of Howe's strategy was diplomatic. He invited delegates from the Continental Congress to a peace conference. Howe promised that rebels who laid down their arms and swore loyalty to the king would be pardoned. When the Americans realized that Howe had no authority to negotiate a compromise, they refused to talk further.

### READING PROGRESS CHECK

**Identifying** What disadvantages did British troops have when fighting the colonial militia?

PHOTOS: Paintings by Don Troiani www.historicallimagebank.com

### CHARTS/GRAPHS

At the time of the American Revolution, the British military was among the most powerful forces in the world. The ragtag colonial forces did not seem to have a chance, yet perseverance and the desire for freedom tipped the scales in the colonists' favor.

**1 Comparing and Contrasting** How were the colonial and British armies' approaches to warfare similar? How were they different?

**2 Analyzing Information** How did other advantages help the colonists in the war?

### THE OPPOSING SIDES

#### COLONIAL

##### Advantages

- Fighting on home ground
- Good decisions by generals
- Fighting for rights and freedoms
- French alliance providing loans, naval support, and troops
- Time: the longer the war dragged on, the more likely the British were to give up

##### Disadvantages

- Untrained soldiers
- Food and ammunition shortages
- Weak and divided central government



#### BRITISH

##### Advantages

- Well-trained, well-supplied army and navy
- Wealthy nation with substantial resources
- Strong central government

##### Disadvantages

- Fighting in unfamiliar, hostile territory
- Fighting far from Britain
- Many troops who were mercenaries were indifferent to the cause
- Halfhearted support at home



## Battles in the North

**GUIDING QUESTION** How did the colonial army keep itself in the war during difficult early years, and what was the turning point of the war?

Although the British had sent a huge force to seize New York City, the Congress asked Washington to try to defend it. To do so, Washington moved much of his army to Long Island. British troops attacked them in the summer of 1776. Many American soldiers fled, and some 1,500 were wounded or killed. The British captured New York City and used it as their headquarters for the rest of the war. Washington moved most of his remaining troops from Manhattan Island to White Plains, New York.

Around this time, Washington sent volunteer Captain Nathan Hale to spy on the British. Although Hale was disguised, he was caught by the British and hanged. Brave until the end and based on tradition, Hale's last words were: "I only regret that I have but one life to lose for my country."

### Crossing the Delaware

At the Battle of White Plains in October 1776, the British surprised Washington by heading toward Philadelphia—where the Continental Congress was meeting—instead of going to White Plains. Washington's troops moved quickly to get there ahead of the British.

As both armies headed toward Philadelphia, the British stopped their advance and dispersed into winter camps in New Jersey. At this point, Washington tried something daring—a winter attack. In the 1700s, armies did not usually fight in the winter because of the weather and scarce food supplies. On December 25, 1776, Washington led some 2,400 men across the Delaware River and attacked a camp at Trenton in the middle of a sleet storm. They killed or captured almost 1,000 Hessian mercenaries there. Several days later, Washington's forces scattered three British regiments near Princeton.

### Philadelphia Falls

In early 1777, British general John Burgoyne, based in Quebec, developed a plan to isolate New England. Unfortunately for the British, they did not coordinate the plan. Burgoyne began marching south from Montreal on June 17, 1777, and General Howe did not move his 15,000 troops until July 23, when they traveled by ship to Maryland and attacked Philadelphia. Howe defeated Washington at the Battle of Brandywine Creek and captured Philadelphia, but the Continental Congress escaped and no Loyalist uprising occurred.

Howe also failed to destroy the Continental Army, which set up its winter camp at Valley Forge. Joining Washington at Valley Forge were two European military officers, the Marquis de Lafayette from France and Baron Friedrich von Steuben from Prussia. These officers helped Washington improve discipline and boost **morale**, or a feeling of confidence, among the weary troops despite the camp's harsh conditions. Bitter cold and food shortages killed more than 2,000 men.

### The Battle of Saratoga

In June 1777, General Burgoyne and about 9,500 troops marched from Quebec into New York. Another 900 troops under the command of Colonel Barry St. Leger headed down the St. Lawrence to the eastern end of Lake Ontario. There, they joined more than 1,000 allied Iroquois warriors and headed east toward Albany.

## Analyzing PRIMARY SOURCES

### Thomas Paine on the War for Independence

“These are the times that try men's souls. The summer-soldier and the sun-shine patriot will, in this crisis, shrink from the service of their country; but he that stands it *now*, deserves the thanks of man and woman.”

—Thomas Paine, *The American Crisis*

**DBQ** **SYNTHESIZING** What does Paine mean when he states that the “summer-soldier and sun-shine patriot” will shrink from service?

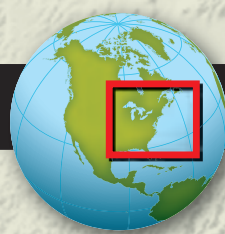
**morale** a feeling of confidence or enthusiasm

British general John Burgoyne surrendered to American general Horatio Gates at Saratoga on October 17, 1777.

#### ► CRITICAL THINKING

**Predicting Consequences** What do you think were the consequences of the surrender by British general John Burgoyne?





## The War for Independence 1776–1777

### GEOGRAPHY CONNECTION

In March 1777, General John Burgoyne proposed a three-pronged attack to isolate New England from the other American states. The three forces would meet near Albany and then march east, but they did not coordinate the plan.

- 1 PLACES AND REGIONS** *What are two colonial victories that occurred in New Jersey?*
- 2 HUMAN SYSTEMS** *How did General Howe make his attack on America?*



At first, Burgoyne's troops easily seized Fort Ticonderoga. The Congress fired that region's commander and replaced him with General Horatio Gates. Meanwhile, the British and Iroquois forces were driven back by American troops led by General Benedict Arnold.

Burgoyne's march slowed to a crawl when American troops cut off their food supply. In desperation, Burgoyne retreated to Saratoga, where he was quickly surrounded by an American army. On October 17, 1777, he surrendered to General Gates. More than 5,000 British soldiers were taken prisoner. The victory improved American morale. Benjamin Franklin and others were sent to France in September 1776 to ask for troops. The French had not been willing to risk war until they believed the Americans could win. Because of the victory at Saratoga, the French were convinced.

On February 6, 1778, the United States signed two treaties. France became the first country to recognize the United States as an independent nation. The second treaty allied the United States and France. By June 1778, Britain and France were at war.

### The War in the West

Not all the fighting in the Revolutionary War took place in the East. In 1778 Patriot George Rogers Clark took 175 troops down the Ohio River and captured several towns. By February 1779, the British had surrendered, giving the Americans control of the region.

In July 1778, Chief Joseph Brant, also known as Thayendanegea, joined the British with four Iroquois nations and attacked western Pennsylvania. The following summer, they were defeated by American troops. These battles

destroyed the power of the Iroquois people. Farther south, the Cherokee suffered a similar fate after they attacked settlers in Virginia and North Carolina. Militia units retaliated by setting fire to hundreds of Cherokee towns.

## The War at Sea

The Americans fought the British at sea as well as on land. Instead of attacking the British fleet directly, American warships attacked British merchant ships. By the war's end, millions of dollars of cargo had been seized, seriously harming Britain's trade and economy.

Perhaps the most famous naval battle of the war involved the American naval officer John Paul Jones. Jones attacked the British warship *Serapis*, but the heavier guns of the British ship nearly sank Jones's ship. When the British commander called on Jones to surrender, Jones replied, "I have not yet begun to fight!" The battle lasted more than three hours before the British surrendered.

### READING PROGRESS CHECK

**Summarizing** How was the first treaty with France a turning point for the United States?

## Battles in the South

**GUIDING QUESTION** How did the Revolutionary War end?

After the British defeat at Saratoga, General Howe resigned. He was replaced by Sir Henry Clinton, who ordered the British troops in Philadelphia to abandon the city and return to New York City. Clinton wanted to gather all his forces in one place before beginning a new campaign. Washington ordered his forces at Valley Forge to intercept the British. The two sides met at the Battle of Monmouth—the last major battle in the North. Neither side won, but for the first time American troops were able to stand up against the British in a conventional battle. After Clinton reached New York, he began a campaign in the South, where the British had the strongest Loyalist support. The British hoped to keep the South, even if they lost the North.

## The Struggle in the Carolinas

In December 1778, some 3,500 British troops captured Savannah, Georgia. They seized control of Georgia's backcountry and returned the British royal governor to power. The next **objective** was to capture Charles Town, South Carolina—the largest city in the South. Clinton attacked Charles Town, and his forces quickly surrounded the city, trapping the American forces inside. On May 12, 1780, the Americans surrendered. About 5,500 Americans were taken prisoner, the greatest American defeat in the war.

After capturing Charles Town, Clinton returned to New York, leaving General Charles Cornwallis in command. The Continental Congress then sent General Horatio Gates to defend the South Carolina backcountry. His attempt to destroy a British supply base at Camden, South Carolina, failed.

## The Battle of Kings Mountain

After the Battle of Camden, the British began subduing the Carolina backcountry. Two British cavalry officers, Banastre Tarleton and Patrick Ferguson, led many of the Loyalist forces in the region. These troops became known for their brutality. Enraged at Ferguson's tactics, the "overmountain" men, as they were known, put together a militia. They intercepted Ferguson at Kings Mountain on October 7, 1780, and destroyed his army. By late 1781, the British controlled very little of the South.



According to tradition, Mary Ludwig Hays McCauley, known as "Molly Pitcher," carried water to the troops during the Battle of Monmouth and helped fire a cannon after the crew was killed.

### CRITICAL THINKING

**Drawing Conclusions** Why might there be differing accounts of Molly Pitcher's actions during battle?

**objective** strategic position to be attained or a purpose to be achieved by a military operation





The British surrender at Yorktown. John Trumbull was not present at the surrender, but did his best to depict true likenesses of those he knew personally, such as George Washington, shown on horseback in the background.

### ► CRITICAL THINKING

#### **Determining Cause and**

**Effect** What events led to the British surrender at the end of the war?

## The Battle of Yorktown

In the spring of 1781, Cornwallis marched into Virginia. There he joined forces with Benedict Arnold, a former American general who had changed sides to fight for the British. The British gave him command of British troops and ordered him to Virginia.

After Arnold joined Cornwallis, the British began to conquer Virginia. Then, a large American force led by General Anthony Wayne arrived. Outnumbered and too far inland, Cornwallis retreated to the coastal town of Yorktown to protect his supplies and to maintain communications by sea.

Cornwallis's retreat created an opportunity. Washington decided to march on New York City with 6,000 French troops. As the troops headed to New York, Washington learned that French admiral de Grasse and his fleet were sailing north from the Caribbean to the Chesapeake Bay. Washington canceled the attack on New York City. Instead, he and the French general Rochambeau headed to Yorktown. Rochambeau's fleet cut off the flow of supplies to Cornwallis and prevented him from escaping by sea.

On September 28, 1781, American and French forces surrounded Yorktown and began to bombard it. On October 14, Washington's aide, Alexander Hamilton, led an attack that captured key British defenses. Three days later, Cornwallis began negotiations to surrender, and on October 19, 1781, some 8,000 British soldiers laid down their weapons.

## The Treaty of Paris

In March 1782, Parliament voted to begin peace negotiations. John Adams, Benjamin Franklin, and John Jay conducted most of the negotiations for the United States. On September 3, 1783, three treaties were signed—between Britain and the United States and between Britain and France and Spain.

In the final set of agreements, known as the Treaty of Paris, Britain recognized the United States of America as an independent nation, with the Mississippi River as its western border. Britain gave Florida back to Spain, and France received colonies in Africa and the Caribbean. On November 24, 1783, the last British troops left New York City. The American Revolution was over. A new nation was born.

### ✓ READING PROGRESS CHECK

**Sequencing** How was the war won at Yorktown?

PHOTO: The Granger Collection, New York

## LESSON 3 REVIEW

### Reviewing Vocabulary

- 1. Describing** How would a British soldier describe the guerrilla warfare tactics used by the colonists?
- 2. Discussing** In the present day, what might be ways to boost the morale of American troops?

### Using Your Notes

- 3. Identifying** Use your notes to identify the key battles of the American Revolution and the results of these battles.

### Answering the Guiding Questions

- 4. Comparing and Contrasting** How did the opposing sides of the Revolutionary War compare with each other?

- 5. Determining Cause and Effect** How did the colonial army keep itself in the war during difficult early years, and what was the turning point of the war?

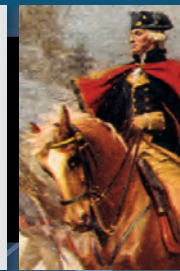
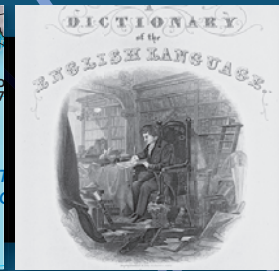
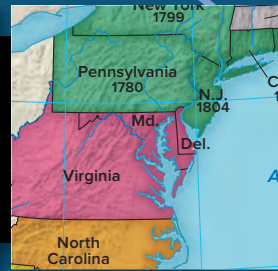
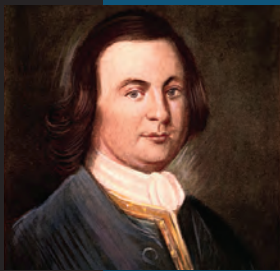
- 6. Summarizing** How did the Revolutionary War end?

### Writing Activity

- 7. ARGUMENT** Suppose that you are a colonial leader during the American Revolution. Write a letter to convince the ruler of a European nation to support the Americans in the war.

There's More Online!

- ✓ BIOGRAPHY Abigail Adams
- ✓ IMAGE Noah Webster's American Spelling Book
- ✓ VIDEO The War Changes American Society
- ✓ INTERACTIVE SELF-CHECK QUIZ



## LESSON 4

# The War Changes American Society

ESSENTIAL QUESTION • Why do people rebel?

### ReadingHELPDESK



VIRGINIA STANDARDS

VUS.4.b, e

#### Academic Vocabulary

- contradiction
- revolutionary

#### Content Vocabulary

- republic
- emancipation
- manumission

#### TAKING NOTES:

##### Key Ideas and Details

**Organizing** As you read, complete a graphic organizer similar to the one below by listing the features of the U.S. political system set up after the Revolution.



## IT MATTERS BECAUSE

The American Revolution changed society in a variety of ways. New forms of government encouraged new political ideas. Additionally, many of those who had been loyal to Britain left; this strengthened the development of a new, American cultural identity.

## New Political Ideas

**GUIDING QUESTION** What new political ideas defined the American republic?

When American leaders declared independence and founded the United States, they were aware that they were creating something new. By breaking away from the king, they had established a **republic**. A republic is a form of government in which power resides with a body of citizens who make laws for the whole. Elected officials exercise that power but are responsible to the citizens and must govern according to laws or a constitution.

In an ideal republic, all citizens are equal under the law, regardless of their wealth or social class. These ideas contradicted traditional practices that restricted the rights of many people on the basis of their race, class, or gender. Despite these **contradictions**, republican ideas began to change American society after the war.

## New State Constitutions

Events before the Revolution led many Americans to believe that each state's constitution should be written down and that it should limit the government's power over the people. At the same time, many, including John Adams, worried that democracy could endanger a republican government and lead to tyranny. When Adams used the word *democracy*, he meant a society where the majority rules. He and other founders feared that in a pure democracy, minority groups would not have their rights protected. For example, the poor might vote to take everything away from the rich. Adams argued that government needed "checks and balances" to prevent any group in society from becoming strong enough to take away the rights of the minority.

**republic** form of government in which power resides in a body of citizens entitled to vote

**contradiction** a situation in which inherent factors, actions, or propositions are inconsistent or contrary to one another



George Mason was the principal author of the Virginia Declaration of Rights. Mason's ideas were widely copied, and other states adopted similar declarations of rights to protect citizens.

#### ► CRITICAL THINKING

**Interpreting Significance** Why did other states find it important to draft a declaration of rights?

Adams favored separation of powers; he believed the executive, legislative, and judicial branches should be independent of one another. He also argued that the legislature should have two houses: a senate to represent people of property and an assembly to protect the rights of the common people. His ideas influenced several of the new state constitutions drafted during the Revolution.

Many states also attached a list of rights to their constitutions. This began in 1776 when George Mason drafted Virginia's Declaration of Rights, which guaranteed Virginians freedom of speech and religion as well as the right to bear arms and the right to trial by jury. It also barred the state from searching homes without a warrant or taking property without proper court proceedings.

### Voting Rights Expand

The Revolution led to an expansion of voting rights in most of the states. The experience of fighting alongside people of every social class and region increased Americans' belief in equality and weakened feelings of deference toward the upper class.

As a result, most of the new state constitutions made it easier for men to get the right to vote. Many states let any white male who paid taxes vote, whether or not he owned property. In most states, people still had to own a certain amount of property to hold elective office, but the practice of giving veterans land grants as payment for military service increased the number of people eligible to hold office.

### Freedom of Religion

The Revolution also led to changes in the relationship between church and state. Many of the Revolution's leaders feared "ecclesiastical tyranny"—the power of a church, backed by the government, to make people worship in a certain way.

In Virginia, Baptists led a movement to abolish taxes collected to support the Anglican Church. Thomas Jefferson wrote the Virginia Statute for Religious Freedom, which was enacted in 1786. The statute declared:

#### PRIMARY SOURCE

“ [N]o man shall be compelled to . . . support any religious worship, place or ministry . . . nor shall otherwise suffer on account of his religious opinions or belief; but that all men shall be free to profess . . . their opinions in matters of religion.”

—from the Virginia Statute for Religious Freedom

The statute also declared that Virginia no longer had an official church and that the state could not collect taxes for churches.

#### READING PROGRESS CHECK

**Examining** What freedoms did the Virginia Declaration of Rights guarantee, reflecting new ideas about individual rights?

## The War and American Society

**GUIDING QUESTION** How did life change for women, African Americans, Native Americans, and Loyalists after the war?

Alert to the contradictions between slavery and the affirmation of natural rights in the Declaration of Independence, the Pennsylvania legislature passed a gradual emancipation act in 1780. In the next 21 years, all of the Northern states put slavery on the road to extinction, turning the Mason-Dixon line into a symbolic divide between free and slave states. While the American ideals of equality and liberty did not yet apply to women and enslaved people in the South, both groups did find their lives changed by the Revolution, as did Loyalists who had supported Britain.

## Women at War

Women played a vital role in the Revolutionary War, contributing on both the home front and the battlefield. With their husbands, brothers, and sons at war, some women took over running family farms. Others traveled with the army—cooking, washing, and nursing the wounded. Women also served as spies and couriers; a few even joined the fighting.

After the war, as Americans thought about what their **revolutionary** ideals implied, women made some advances. They could more easily get a divorce and gained more access to education. Many schools for girls were founded, and more women learned to read.

## African Americans

Thousands of enslaved African Americans obtained their freedom during the Revolution. Many planters freed enslaved people who agreed to fight the British, and General Washington let African Americans join the Continental Army. He also urged state militias to admit African Americans and to offer freedom to all who served.

After the Revolution, many Americans realized that enslaving people did not fit in with the new ideals of liberty and equality. Opposition to slavery had been growing steadily even before the Revolution, especially in the North. After the war began, **emancipation**, or freedom from enslavement, became a major issue. Many Northern states took steps to end slavery, often by passing laws that freed enslaved people when they reached a certain age. Ending slavery in the North was thus a gradual process that took several decades.

With a new Massachusetts constitution that said that all people were free and equal, some African Americans sued to win their freedom. Quock Walker, an enslaved person who had been assaulted by the man who claimed to own him, believed that the law was on his side. Massachusetts chief justice William Cushing agreed and found in his favor.

### PRIMARY SOURCE

“Our [state] Constitution . . . sets out with declaring that all men are born free and equal—and that every subject is entitled to liberty and to have it guarded by the laws, as well as life and property—and in short is totally repugnant to the idea of [people] being born slaves. This being the case, I think the idea of slavery is inconsistent with our own conduct and Constitution.”

—Chief Justice William Cushing,  
Massachusetts court ruling, 1783

Yet discrimination against African Americans did not disappear with emancipation. African Americans were often only able to get only low-level jobs such as digging, carrying, or sweeping. Free African Americans also faced voting restrictions, segregation, or kidnapping and transportation to the South, where they would again be enslaved. Despite the hardships, freedom offered the possibility of choices and opportunities.



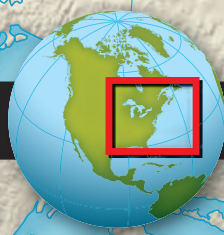
**revolutionary** constituting or bringing about a major or fundamental change

**emancipation** the act or process of freeing enslaved persons

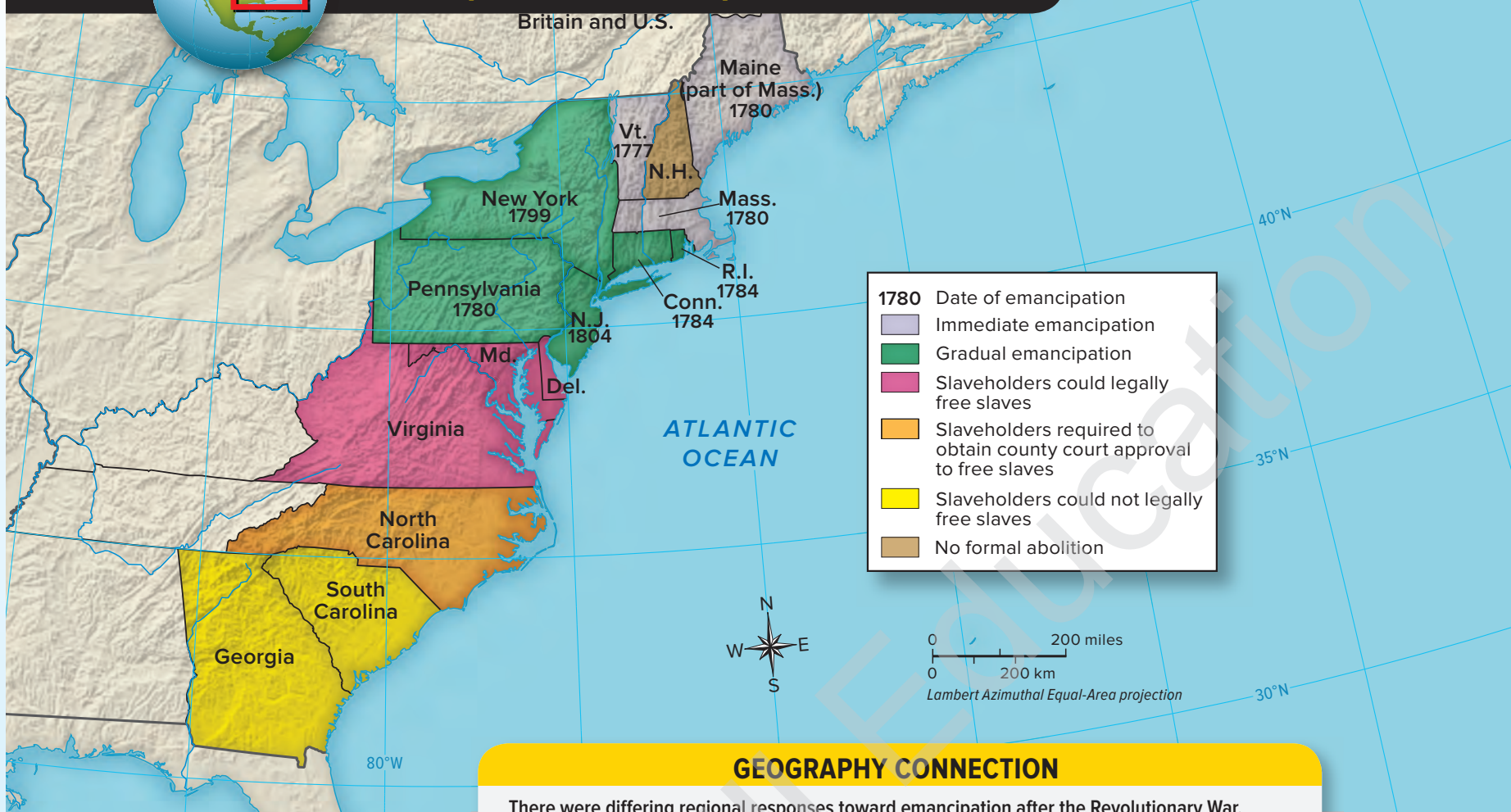
Dinah Morris was one of the first enslaved people in the North granted her freedom during the American Revolution.

### ► CRITICAL THINKING

**Making Generalizations** Why would life continue to be difficult for African Americans even after being granted their freedom?



## Emancipation After Independence 1780–1784



### GEOGRAPHY CONNECTION

There were differing regional responses toward emancipation after the Revolutionary War.

- 1 PLACES AND REGIONS** Which region made it difficult to emancipate enslaved people?
- 2 ENVIRONMENT AND SOCIETY** Why do you think slavery remained firmly entrenched in certain areas?

**manumission** the voluntary freeing of enslaved persons

Once free, many African Americans moved to Northern cities to find jobs. Some found opportunities to begin a new life in occupations from which they had previously been barred, such as artists and ministers.

The story was quite different in the South, which relied on enslaved labor to sustain its agricultural economy. Southern leaders showed little interest in ending slavery. Only Virginia took steps toward ending the institution. In 1782 the state passed a law encouraging **manumission**, or the voluntary freeing of enslaved people, especially for those who had fought in the Revolution. Through this law, about 10,000 enslaved people obtained their freedom, but the vast majority remained in bondage.

### Native Americans

The Revolution did not help most Native Americans. By aligning with the British against colonists, the Iroquois Confederacy was weakened after the war and member groups fought against each other. Few Native Americans on either side of the conflict were recognized for their contributions.

### The Loyalists Flee

Many women, many Native Americans, and a great number of African Americans found their lives little changed as a result of the Revolution. For many Loyalists, however, the end of the war changed everything. Because

of their support for the British during the war, Loyalists often found themselves shunned by former friends and neighbors, and state governments sometimes seized their property.

Unwilling to live under the new government about 100,000 Loyalists left the United States. Most moved to British North America, particularly Nova Scotia, New Brunswick, and the region near Niagara Falls, which was then part of Quebec. In 1791 Britain made the region near Niagara Falls a separate colony called Upper Canada. Today it is the province of Ontario.

### An American Culture Emerges

In the United States, victory over the British united Americans and created powerful nationalist feelings. The Revolutionary War helped this process in two ways. First, Americans in all states had a common enemy. Soldiers from all over the country had fought side by side in each other's states. Second, the war gave rise to a common folklore. Stories of the Revolution and its heroes encouraged Americans to see themselves as belonging to the same group.

**American Painters** The Revolution also inspired American painters, including John Trumbull and Charles Willson Peale. Their work contributed to an American identity. Trumbull served in the Continental Army as an aide to Washington. He is best known for his depiction of important events in the Revolution. Peale was a soldier who survived the winter at Valley Forge. He is best known for his portraits of Washington and other Patriot leaders.

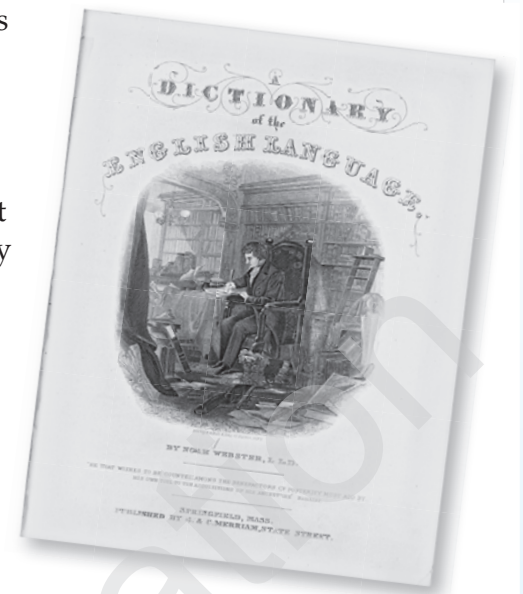
**Changes in Education** As they started a new nation, American leaders considered an educated public to be critical to the republic's success. Several state constitutions provided for government-funded universities. At the same time, elementary schools instituted an American-centered style of teaching. Tossing out British textbooks, they taught republican ideas and the history of the struggle for independence.

Noah Webster was one of the educators who believed that Americans needed to develop their own educational system based on their own culture. He is most famous for his 1828 *American Dictionary of the English Language*, in which he set out to standardize American English and underscore its differences from British English.

As Americans began to build a national identity separate from Britain's, leaders of the United States turned their attention to the creation of a new government. They wanted to promote the ideals and beliefs that the colonists had fought so hard to secure.

#### READING PROGRESS CHECK

**Making Connections** How did the ideals of the American Revolution affect the treatment and status of different groups in American society?



In addition to compiling a dictionary that has become the standard of American English, Noah Webster also created *The American Spelling Book*, which became the basic textbook in early nineteenth-century America.

#### ► CRITICAL THINKING

**Making Inferences** Why do you think Webster created a textbook that emphasized American English?

## LESSON 4 REVIEW

### Reviewing Vocabulary

1. **Explaining** Explain why laws encouraging manumission were different from complete emancipation.

### Using Your Notes

2. **Identifying** Use your notes to identify the changes brought about by the new U.S. political system.

### Answering the Guiding Questions

3. **Describing** What new political ideas defined the American republic?

4. **Analyzing** How did life change for women, African Americans, Native Americans, and Loyalists after the war?

### Writing Activity

5. **ARGUMENT** Suppose that you are on a committee to write a new state constitution. List the freedoms you want protected in that constitution, and explain why you feel it is important to guarantee each one.

## Tocqueville's Democracy in America

*In 1831, Alexis de Tocqueville, a French lawyer, was commissioned by the French government to study American prisons. While in America, Tocqueville traveled to the Michigan frontier and as far south as New Orleans, but spent most of his time in New England. He became convinced that there was something exceptional about American society. Between 1835 and 1839, he published a two volume book, Democracy in America. The book is regarded as one of the great works of political thought because of its discussions of liberty, egalitarianism, individualism, populism, and laissez-faire economics. Tocqueville argued that these five attributes made America exceptional in the world. America's social and economic equality enabled the United States to have a remarkable amount of political liberty.*

*Tocqueville believed the political liberty found on the American frontier helped keep people equal and led to individualism and free economic exchange, both of which benefited America because they were constrained by democratic institutions.*

### DEMOCRACY AND EQUALITY

Among the novel objects that attracted my attention during my stay in the United States, nothing struck me more forcibly than the general equality of condition among the people. I readily discovered the **prodigious** influence that this primary fact exercises on the whole course of society; it gives a peculiar direction to public opinion and a peculiar tenor to the laws; it imparts new maxims to the governing authorities and peculiar habits to the governed.

I soon perceived that the influence of this fact extends far beyond the political character and the laws of the country, and that it has no less effect on civil society than on the

### VOCABULARY

#### egalitarianism

idea that people should be treated as equals

#### populism

belief in the rights and values of regular people as opposed to the elite

#### prodigious

remarkable, impressive in size

#### eminently

highly, greatly, exceptionally

#### asunder

divided, apart

government; it creates opinions, gives birth to new sentiments, founds novel customs, and modifies whatever it does not produce.

The emigrants who colonized the shores of America in the beginning of the seventeenth century somehow separated the democratic principle from all the principles that it had to contend with in the old communities of Europe, and transplanted it alone to the New World. It has there been able to spread in perfect freedom and peaceably. . . .

### EQUALITY AND THE FRONTIER

*Tocqueville believed social equality in the United States prevented the growth of an aristocracy and ensured popular democracy. In the excerpt below, he outlines how this equality combined with the open American frontier made the United States unique among nations and led to the development of capitalism.*

The social condition of the Americans is **eminently** democratic; this was its character at the foundation of the Colonies, and is still more strongly marked at the present day. I have stated . . . that great equality existed among the emigrants who settled on the shores of New England. The germ of aristocracy was never planted in that part of the Union.

I do not mean that there is any deficiency of wealthy individuals in the United States; I know

of no country, indeed, where the love of money has taken stronger hold on the affections of men, and where the profounder contempt is expressed for the theory of the permanent equality of property. But wealth circulates with inconceivable rapidity, and experience shows that it is rare to find two succeeding generations in the full enjoyment of it.

This picture . . . still gives a very imperfect idea of what is taking place in the new States of the West and South-west. At the end of the last century a few bold adventurers began to penetrate into the valleys of the Mississippi, and the mass of the population very soon began to move in that direction: communities unheard of till then were seen to emerge from the wilds. . . . and in the Western settlements we may behold democracy arrived at its utmost extreme. . . .

#### **PUBLIC GOOD FROM INDIVIDUALISM**

*Individualism was a new concept in the 1800s and Tocqueville worried that it would cause people to pursue their self-interest at the expense of others. Tocqueville believed Americans had found ways to combine individual economic activity with democratic institutions so as to benefit rich and poor.*

Individualism is a novel expression, to which a novel idea has given birth. Our fathers were only acquainted with egotism. Egotism is a

passionate and exaggerated love of self. . . . Individualism is a mature and calm feeling, which disposes each member of the community to sever himself from the mass of his fellow-creatures; and to draw apart with his family and his friends; so that, after he has thus formed a little circle of his own, he willingly leaves society at large to itself. . . .

The great advantage of the Americans is that they have arrived at a state of democracy without having to endure a democratic revolution; and that they are born equal, instead of becoming so. . . . The Americans have combated by free institutions the tendency of equality to keep men asunder, and they have subdued it. . . .

In the United States the more opulent citizens take great care not to stand aloof from the people; on the contrary, they constantly keep on easy terms with the lower classes: they listen to them, they speak to them every day. They know that the rich in democracies always stand in need of the poor. . . .

It would seem as if every imagination in the United States were upon the stretch to invent means of increasing the wealth and satisfying the wants of the public. The best-informed inhabitants of each district constantly use their information to discover new truths which may augment the general prosperity; and if they have made any such discoveries, they eagerly surrender them to the mass of the people.

#### **DBQ Analyzing Historical Documents**

1. What aspect of American society is most striking to Tocqueville? Why does this aspect stand out to him?
2. Tocqueville wrote, "in America I saw more than America." What did he mean by this?
3. How are equality of social and economic conditions and economic opportunities connected in Tocqueville's text?
4. According to Tocqueville, why did an elite aristocracy never take root in the United States?
5. How does the American system encourage both individualism and the general prosperity of everyone?
6. What are some of the problems with American democracy that troubled Tocqueville the most?



# CHAPTER 2 Assessment

Directions: On a separate sheet of paper, answer the questions below. Make sure you read carefully and answer all parts of the question.

## Lesson Review

### Lesson 1

- 1 **Making Connections** What did the Albany Plan of Union show about how the colonies might respond in a time of struggle?
- 2 **Analyzing** What was the impact of the French and Indian War on the relationship between Britain and the American colonies?
- 3 **Assessing** What did the 1763 Treaty of Paris do to French power in North America?
- 4 **Identifying Cause and Effect** Why did violence not escalate after the Boston Massacre?

### Lesson 2

- 5 **Identifying Cause and Effect** What was the significance of the Boston Tea Party and the Coercive Acts in driving the colonists toward independence?
- 6 **Drawing Inferences** How might Loyalists have responded to Thomas Paine's *Common Sense* pamphlet?
- 7 **Describing** After King George III refused to consider the Olive Branch Petition, in what ways did the Continental Congress begin to act like an independent government?
- 8 **Explaining** What convinced many Southern planters that the colonies needed to declare independence?

### The Declaration of Independence

- 9 **Explaining** What is the purpose of the preamble of the Declaration?
- 10 **Listing** What are some of the rights that the Declaration says people are guaranteed to have?
- 11 **Identifying** Who or what organization is the primary target of the list of grievances?
- 12 **Explaining** Why does the Declaration mention former petitions for redress?

### Lesson 3

- 13 **Summarizing** What were the strengths and weaknesses of the British army and the American troops?
- 14 **Predicting Consequences** If the American troops had lost the Battle of Saratoga, would the outcome of the Revolutionary War have been the same?
- 15 **Explaining** Why were the French at first reluctant to form an alliance with the colonies?
- 16 **Discussing** Why was Washington's crossing of the Delaware and attack at Trenton a surprise move?

### Lesson 4

- 17 **Drawing Inferences** What was the importance of Virginia's Declaration of Rights and what was the Declaration designed to protect?
- 18 **Identifying Cause and Effect** How did life change for women during and after the American Revolution?
- 19 **Describing** What new aspects of American culture emerged after the Revolutionary War?
- 20 **Stating** Why did the ideas of emancipation and manumission grow in popularity after the Revolution?

### Exploring the Essential Questions

- 21 **Identifying Cause and Effect** Create an illustrated cause and effect chart that depicts four acts of rebellion that occurred between 1772 and 1795. Charts can include photos, sketched images, and maps. After your chart is complete, write a brief summary about why people rebel.

### Critical Thinking

- 22 **Hypothesizing** Why do you think the British were so willing to pass new taxes in the face of colonial opposition?
- 23 **Classifying** How did colonists defy Britain after the repeal of the Townshend Acts? Provide at least four ways.

### Need Extra Help?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Go to page	43	43	44	47	51	57	56	56	60	60	61	63	66	67	68	67	72	73	75	74	50	46	50

- 24 **Explaining** Explain how the American colonies were affected by the Treaty of Paris. Include changes for France and Spain, as well.
- 25 **Speculating** How did Virginia's new state constitution foreshadow future political developments for the United States?

### 21st Century Skills

- 26 **Identifying Cause and Effect** How did the colonies respond to the restrictions of the Stamp Act and what was the effect of their response?
- 27 **Citizenship** How did the end of the American Revolution create a new feeling of nationalism?
- 28 **Citizenship** Explain how voting rights changed after the American Revolution. Next, compare voting rights as they were defined following the Revolutionary War to the way that voting rights are defined today.

### DBQ Analyzing Primary Sources

Use the documents to answer the following questions.

#### PRIMARY SOURCE

In 1766 Benjamin Franklin testified before Parliament about the colonists' reaction to the Stamp Act:

- Q. Don't you know that money [tax] arising from the stamps was all to be laid out in America?
- A. I know it is appropriated by the act to the American service; but it will be spent in the conquered Colonies where the soldiers are, not in the colonies that pay it. . . .
- Q. Do you think it right that America should be protected by this country and pay no part of the expence?
- A. That is not the case. The Colonies raised, clothed, and payed, during the last war, near 25000 men, and spent many millions.

- Q. Were you not reimbursed by [P]arliament?
- A. We were only reimbursed what, in your opinion, we had advanced beyond our proportion, or beyond what might be reasonably expected from us; and it was a very small part of what we spent. Pennsylvania, in particular, disbursed about 500,000 Pounds, and the reimbursements, in the whole, did not exceed 60,000 Pounds."

—from Benjamin Franklin's testimony before Parliament, 1766

- 29 **Analyzing Primary Sources** Where does Franklin say that the British will spend the money they collect from the stamp tax?
- 30 **Identifying Perspectives** Why does Franklin say that the tax is unfair?

Thomas Paine published *Common Sense* in January, 1776. It attacked King George III and the idea of monarchy.

#### PRIMARY SOURCE

"Every thing that is right or reasonable pleads for separation. The blood of the slain, the weeping voice of nature cries, 'TIS TIME TO PART. . . .  
 . . . Every spot of the old world is over-run with oppression. Freedom hath been hunted round the globe. Asia and Africa have long expelled her,—Europe regards her like a stranger, and England hath given her warning to depart. O receive the fugitive, and prepare in time an asylum for mankind."

—from *Common Sense*, 1776

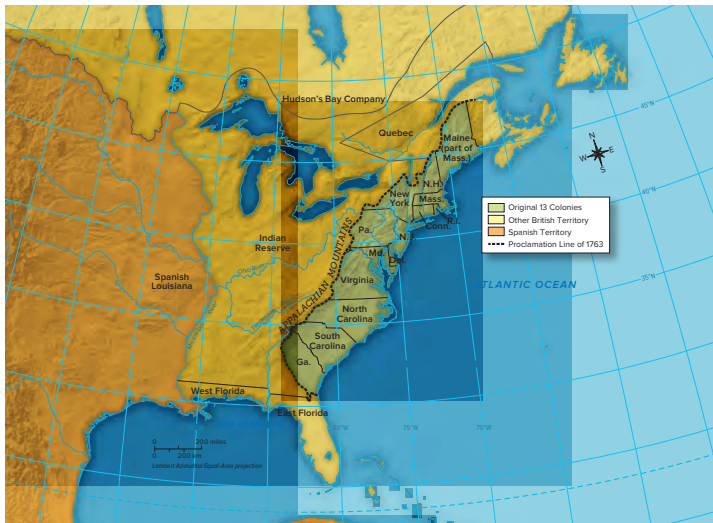
- 31 **Analyzing Primary Sources** What political action is Paine asking the American colonists to take up?
- 32 **Identifying Bias** How did Paine's choice of language help *Common Sense* make an effective and persuasive argument to the colonists in America? Provide specific examples.

### Need Extra Help?

If You've Missed Question	24	25	26	27	28	29	30	31	32
Go to page	70	72	45	75	72	79	79	79	79

## Analyzing Visuals

Use the map to answer the following questions.



- 33 Places and Regions** Why did King George III think the Proclamation Line of 1763 was better than an artificial boundary, such as a line drawn 100 miles from the coast?
- 34 Human Systems** How did population growth in the colonies create the need for the Proclamation of 1763, and how did the Proclamation line ensure future conflict?

Use the illustration of the Boston Massacre by Paul Revere to answer the following questions.



## Need Extra Help?

If You've Missed Question	33	34	35	36	37	38	39
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- 35 Analyzing Visuals** How does the artist attempt to sway the feelings of the viewer? Include specific examples.
- 36 Speculating** How might this illustration have affected colonists who viewed it?

## Extended Response Question

- 37 Informative/Explanatory** After the American Revolution, a new culture emerged in the United States. Write an expository essay that compares and contrasts American culture before and after the Revolution in these areas: government, society, the arts, and education.

## Standardized Test Practice

- 38** What was the function of the colonies' committees of correspondence?
- A** to write a new national constitution  
**B** to form a national government  
**C** to gather an army to fight the British  
**D** to communicate with each other and unify the colonies
- 39** Guerrilla warfare was a problem for British troops because
- F** the colonial navy was better trained than the British navy.  
**G** militia troops would ambush them and then disappear.  
**H** the Continental Army had better weapons than the British.  
**J** the British were a disorganized force.















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