

CHAPTER

6

The Road to Revolution 1763-1776

Section 1 **Tighter British Control**

Section 2 **Colonial Resistance Grows**

Section 3 **The Road to Lexington and Concord**

Section 4 **Declaring Independence**



Angry colonists watch the arrival of British troops in Boston.

Interact *with* History

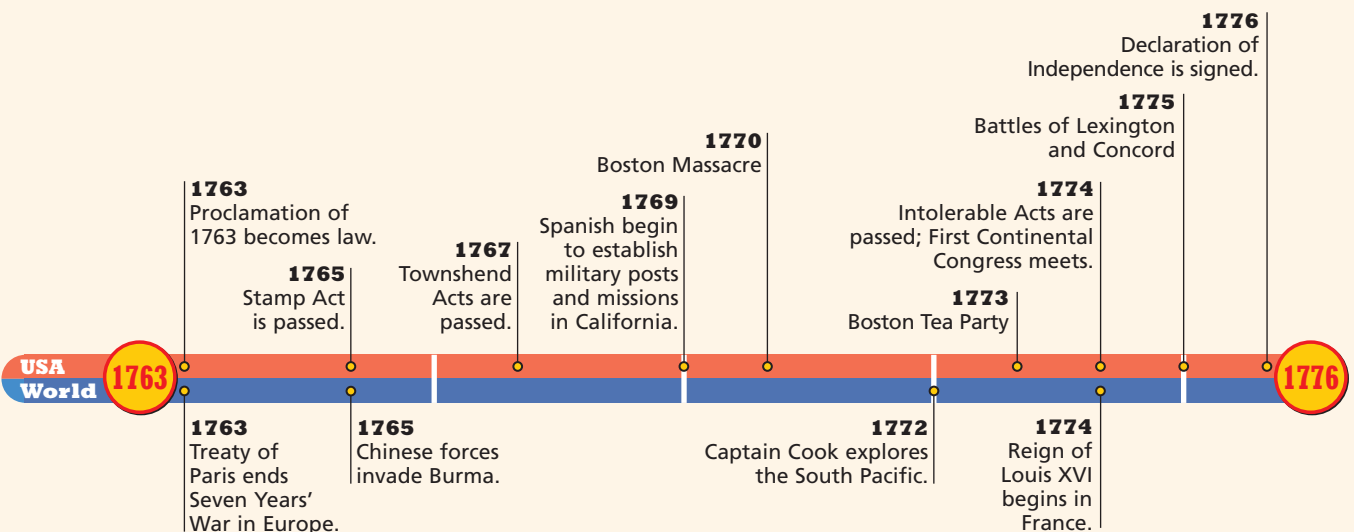


The year is 1765. Your neighbors are enraged by Britain's attempt to tax them without their consent. Britain has never done this before. Everyone will be affected by the tax. There are protests in many cities. You have to decide what you would do.

What Do You Think?

- What is the best way to show opposition to policies you consider unjust?
- Is there anything to be gained by protesting? Anything to be lost?
- Does government have the right to tax without consent of the people? Why or why not?

Would you join the protest?





Chapter 6 SETTING THE STAGE

BEFORE YOU READ

Protest

War

Independence

Previewing the Theme

Impact of the Individual From 1763 to 1776, American colonists changed from loyal subjects of the British king to revolutionaries. This chapter explains how this dramatic change took place. It also discusses the individuals who led America to independence.

What Do You Know?

What do you already know about the time before the Revolution? What were the issues that caused the colonists to choose independence?

THINK ABOUT

- what you have learned about this period from movies, television, or historical fiction
- reasons people in history have chosen to fight for freedom from oppression

What Do You Want to Know?

What questions do you have about the issues and events that pushed the American colonists toward rebellion? Record them in your notebook before you read the chapter.

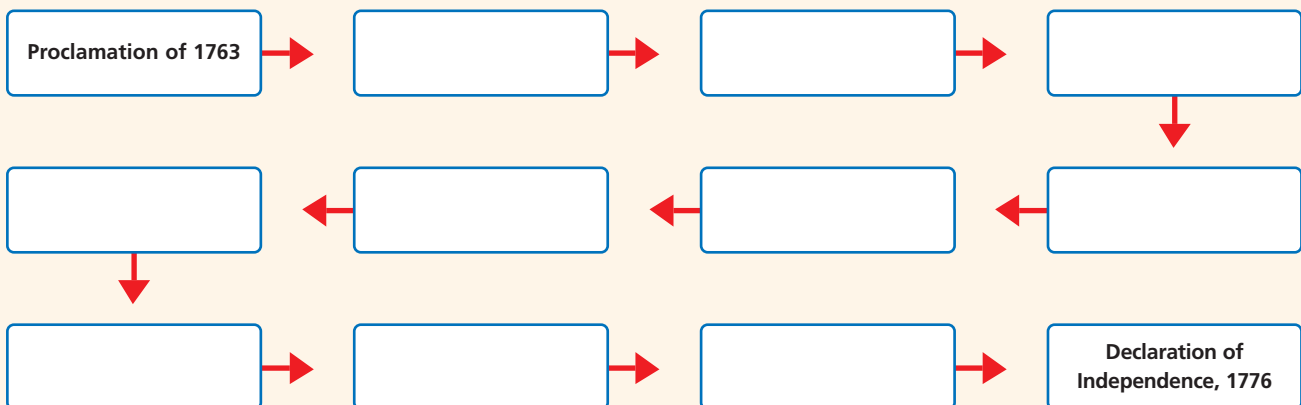
READ AND TAKE NOTES

Reading Strategy: Sequencing Events

Sequencing means putting events in the order in which they happen in time. In learning about how the American colonies moved toward independence, it would be helpful to list the important events.

Place them in the order in which they occurred. You might record the event and its date in a graphic organizer such as the one below. Copy this organizer in your notebook. Fill it in as you read the chapter.

S See Skillbuilder Handbook, page R4.



HISTORY WORKSHOP

Raise the Liberty Pole

In 1765, the Sons of Liberty gathered around a huge elm tree in Boston that they named the Liberty Tree. It became a meeting place where people voiced their protests against British policies. Replicas of the Liberty Tree—giant poles sometimes decorated with the flags of the colonies—were raised throughout the colonies. These liberty poles represented the unity of the American colonies as they struggled to break away from British rule.

ACTIVITY Like the American Patriots, each group of students will raise its own liberty pole. Each group also will write and deliver a persuasive speech supporting the cause of the American colonies.

TOOLBOX

Each group will need:

scissors

poster board

pencil

markers

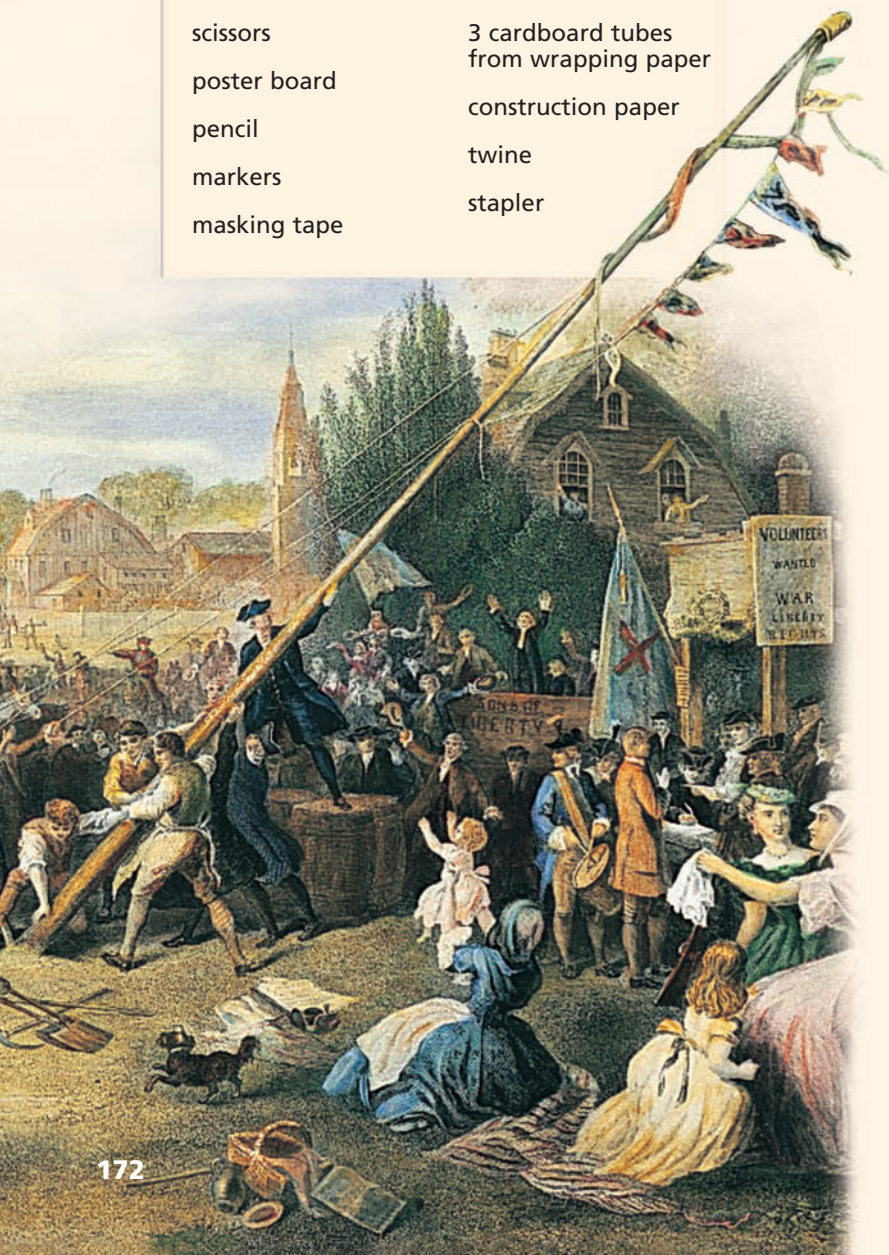
masking tape

3 cardboard tubes
from wrapping paper

construction paper

twine

stapler



STEP BY STEP

1 Form groups. Each group should consist of four or five students. The members of your group will do the following jobs:

- research each colony
- design and create flags
- construct a pole
- write and deliver a speech

2 Do research on the 13 colonies. For each colony, your group should find a person, place, or object that represents that colony. For example, a Pilgrim's hat might represent Massachusetts. The 13 colonies are listed below.

| New England Colonies | Middle Colonies | Southern Colonies |
|---------------------------------|-----------------|-------------------|
| Massachusetts (including Maine) | New York | North Carolina |
| New Hampshire | Delaware | Virginia |
| Connecticut | New Jersey | Maryland |
| Rhode Island | Pennsylvania | South Carolina |
| | | Georgia |

Members of the Sons of Liberty raise a liberty pole in July 1776 to celebrate America's independence.



HELP DESK

For related information on the Liberty Tree, see pages 145–146 in Chapter 6.

Researching Your Project

- *The Revolutionary War* by Bart McDowell
- *The American Revolutionaries* edited by Milton Meltzer

For more about the American Revolution . . .



RESEARCH LINKS
CLASSZONE.COM

Did You Know?

The numbers 45 and 92 played an important part in the history of these liberty poles. The 45th issue of a British newspaper openly criticized the king in 1763 and was reprinted in the colonies. In 1768, 92 members of the Massachusetts General Assembly voted against canceling a letter to the other 12 colonies that called for action against Britain. To represent the numbers, 92 members of the Sons of Liberty would often raise liberty poles to a height of about 45 feet.

REFLECT & ASSESS

- How well do your flags represent the colonies?
- How clearly does your speech explain grievances against the British?
- Why do you think the practice of raising liberty poles spread to many of the colonies?



- 3 Design and create 13 flags for the colonies.** Decide what person, place, or object you will use on your flag for each colony. Cut each flag out of the poster board. Sketch your design on the flag with a pencil. Then use markers to decorate it. On the back of each flag, explain how your design portrays the characteristics of that colony.

- 4 Construct the pole.** Using masking tape, fasten the three cardboard tubes together to form one long tube. Then reinforce the tube by taping construction paper around it.



- 5 String the flags on the pole.** Feed a piece of twine through the open ends of the long tube. Tie the ends of the twine together to form a tight loop. Now staple all 13 flags to the twine.

- 6 Raise your liberty pole.** Lean your liberty pole next to a small table or desk. Take turns with members of your group and visit other liberty poles. As students visit your station, explain the significance of your flag designs.



WRITE AND SPEAK

Write a persuasive speech to recruit others to join the cause of liberty. In your speech, explain what is wrong with British policies. Give reasons why the colonies should become independent. Then read your speech to the other groups as part of the recruitment process.



1 Tighter British Control

TERMS & NAMES

King George III

Quartering Act

revenue

Sugar Act

Stamp Act

Patrick Henry

boycott

Sons of Liberty

MAIN IDEA

Americans saw British efforts to tax them and to increase control over the colonies as violations of their rights.

WHY IT MATTERS NOW

Colonial protests were the first steps on the road to American independence.

ONE AMERICAN'S STORY

James Otis, Jr., a young Massachusetts lawyer, stormed through the streets of Boston one day in 1760. He was furious. His father had just been denied the post of chief justice of the Massachusetts colony by the royal governor. To Otis, this was one more example of Britain's lack of respect for colonial rights. Another example was its use of search warrants that allowed customs officers to enter any home or business to look for smuggled goods. Otis believed these searches were illegal.

Otis took up a case against the government that involved these search warrants. In court in February 1761, Otis spoke with great emotion for five hours about the search warrant and its use.

A VOICE FROM THE PAST

It appears to me the worst instrument of arbitrary power, the most destructive of English liberty and the fundamental principles of law, that was ever found in an English law-book.

James Otis, Jr., quoted in *James Otis: The Pre-Revolutionist* by J. C. Ridpath

Spectators listened in amazement. One of them, a young lawyer named John Adams, later wrote of Otis's performance: "Then and there, in the old Council Chamber, the child Independence was born."

In making the first public speech demanding English liberties for the colonists, James Otis planted a seed of freedom. In this section, you will read more about the early protests against Britain's policies in America.



James Otis, Jr., argues in court against illegal search warrants in 1761.

The Colonies and Britain Grow Apart

During the French and Indian War, Britain and the colonies fought side by side. Americans took great pride in being partners in the victory over the French. However, when the war ended, problems arose. Britain wanted to govern its 13 original colonies and the territories gained in the war in a uniform way. So the British Parliament in London imposed new laws and restrictions. Previously, the colonies had been allowed to develop largely on their own. Now they felt that their freedom was being limited.



The first of Parliament's laws was the Proclamation of 1763. (See Chapter 5.) It said that colonists could not settle west of the Appalachian Mountains. Britain wanted this land to remain in the hands of its Native American allies to prevent another revolt like Pontiac's Rebellion.

The proclamation angered colonists who had hoped to move to the fertile Ohio Valley. Many of these colonists had no land of their own. It also upset colonists who had bought land as an investment. As a result, many ignored the law.

Reading History

A. Summarizing
Who was upset by the Proclamation of 1763?

British Troops and Taxes

King George III, the British monarch, wanted to enforce the proclamation and also keep peace with Britain's Native American allies. To do this, he decided to keep 10,000 soldiers in the colonies. In 1765, Parliament passed the **Quartering Act**. This was a cost-saving measure that required the colonies to quarter, or house, British soldiers and provide them with supplies. General Thomas Gage, commander of these forces, put most of the troops in New York.

Britain owed a large debt from the French and Indian War. Keeping troops in the colonies would raise that debt even higher. Britain needed more **revenue**, or income, to meet its expenses. So it attempted to have the colonies pay part of the war debt. It also wanted them to contribute toward the costs of frontier defense and colonial government.

In the past, the king had asked the colonial assemblies to pass taxes to support military actions that took place in the colonies. This time, however, Parliament voted to tax the Americans directly.

In 1764, Parliament passed the **Sugar Act**. This law placed a tax on sugar, molasses, and other products shipped to the colonies. It also called for strict enforcement of the act and harsh punishment of smugglers.

Colonial merchants, who often traded in smuggled goods, reacted with anger.

Colonial leaders such as James Otis claimed that Parliament had no right to tax the colonies, since the colonists were not represented in Parliament. As Otis exclaimed, "Taxation without representation is tyranny!" British finance minister George Grenville disagreed. The colonists were subjects of Britain, he said, and enjoyed the protection of its laws. For that reason, they were subject to taxation.

Vocabulary

tyranny:
absolute power in the hands of a single ruler



The colonial view of the hated stamp tax is shown by the skull and crossbones on this emblem (above); a royal stamp is pictured at right.



Britain Passes the Stamp Act

The Sugar Act was just the first in a series of acts that increased tension between the mother country and the colonies. In 1765, Parliament passed the **Stamp Act**. This law required all legal and commercial documents to carry an official stamp showing that a tax had been paid. All diplomas, contracts, and wills had to carry a stamp.

Even published materials such as newspapers had to be written on special stamped paper.

The Stamp Act was a new kind of tax for the colonies. The Sugar Act had been a tax on imported goods. It mainly affected merchants. In contrast, the Stamp Act was a tax applied within the colonies. It fell directly on all colonists. Even more, the colonists had to pay for stamps in silver coin—a scarce item in the colonies.

Colonial leaders vigorously protested. For them, the issue was clear. They were being taxed without their consent by a Parliament in which they had no voice. If Britain could pass the Stamp Act, what other taxes might it pass in the future? Samuel Adams, a leader in the Massachusetts legislature, asked, “Why not our lands? Why not the produce of our lands and, in short, everything we possess and make use of?” **Patrick Henry**, a member of Virginia’s House of Burgesses, called for resistance to the tax. When another member shouted that resistance was treason, Henry replied, “If this be treason, make the most of it!”

The Colonies Protest the Stamp Act

Colonial assemblies and newspapers took up the cry—“No taxation without representation!” In October 1765, nine colonies sent delegates to the Stamp Act Congress in New York City. This was the first time the colonies met to consider acting together in protest. Delegates drew up a petition to the king protesting the Stamp Act. The petition declared that the right to tax the colonies belonged to the colonial assemblies, not to Parliament. Later, colonial merchants organized a **boycott** of British goods. A boycott is a refusal to buy.

Meanwhile, some colonists formed secret societies to oppose British policies. The most famous of these groups was the **Sons of Liberty**. Many Sons of Liberty were lawyers, merchants, and craftspeople—the colonists most affected by the Stamp Act. These groups staged protests against the act.

Not all of their protests were peaceful. The Sons of Liberty burned the stamped paper whenever they could find it. They also attacked customs officials, whom they covered with hot tar and feathers and paraded in public. Fearing for their safety, many customs officials quit their jobs.

The protests in the colonies had an effect in Britain. Merchants thought that their trade with America would be hurt. Some British political leaders, including

Reading History

B. Making

Inferences Why did the colonists boycott goods?

Background

To voice their protests, the Sons of Liberty in Boston met under a huge, 120-year-old elm tree that they called the Liberty Tree.

Colonists protest the Stamp Act.



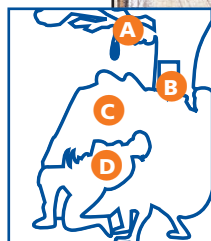


Click to Activate

Bostonians Paying the Taxman

In this British political cartoon, Americans are depicted as barbarians who would tar and feather a customs official, or tax collector, and pour hot tea down his throat.

- A** Liberty Tree as a gallows
- B** Stamp Act posted upside down
- C** Protesters in Boston
- D** Customs official tarred and feathered



the popular parliamentary leader William Pitt, agreed with American thinking about taxing the colonies. Pitt spoke out against the Stamp Act.

A VOICE FROM THE PAST

The Americans have not acted in all things with prudence and [good] temper. They have been driven to madness by injustice. Will you punish them for the madness you have [caused]? . . . My opinion . . . is that the Stamp Act be repealed absolutely, totally and immediately.

William Pitt, quoted in *Patriots* by A. J. Languth

Parliament finally saw that the Stamp Act was a mistake and repealed it in 1766. But at the same time, Parliament passed another law—the Declaratory Act. This law said that Parliament had supreme authority to govern the colonies. The Americans celebrated the repeal of the Stamp Act and tried to ignore the Declaratory Act. A great tug of war between Parliament and the colonies had begun. The central issue was control of the colonies, as you will learn in the next section.

ReadingHistory

C. Drawing Conclusions Why was it important for Parliament to pass the Declaratory Act?

Section 1 Assessment

1. Terms & Names

Explain the significance of:

- King George III
- Quartering Act
- revenue
- Sugar Act
- Stamp Act
- Patrick Henry
- boycott
- Sons of Liberty

2. Taking Notes

Use a cluster diagram like the one below to review points of conflict between Britain and the colonies.



Which do you think was the most serious? Explain.

3. Main Ideas

- a. Why did the Proclamation of 1763 anger colonists?
- b. How did colonists react to the Stamp Act?
- c. What was the goal of secret societies such as the Sons of Liberty?

4. Critical Thinking

Analyzing Points of View

What were the two sides in the debate over British taxation of the colonies?

THINK ABOUT

- how Parliament viewed the colonies
- what concerned the colonists about taxes

ACTIVITY OPTIONS

ART
MUSIC

Imagine that you are a colonial leader who wants to get your fellow colonists to protest British policy. Design a **poster** or write a **song of protest**.