



Module 4

The American Revolution



Essential Question

Why were the American Patriots willing to risk their lives for independence?

About the Photo: Soldiers fight with single-shot muskets in this reenactment of a battle during the Revolutionary War.

In this module, you will learn about the American War for Independence.

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VIDEOS, including...

- American Revolution: One Word
- Jefferson Writes the Declaration of Independence
- George Washington: Yorktown

- Document-Based Investigations
- Graphic Organizers
- Interactive Games
- Image with Hotspots: Battle of Bunker Hill
- Image with Hotspots: Winter at Valley Forge
- Interactive Map: Battle of Yorktown

What You Will Learn ...

Lesson 1: Conflict in the Colonies 106
The Big Idea Tensions developed as the British government placed tax after tax on the colonies.

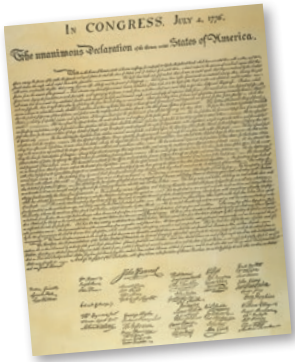
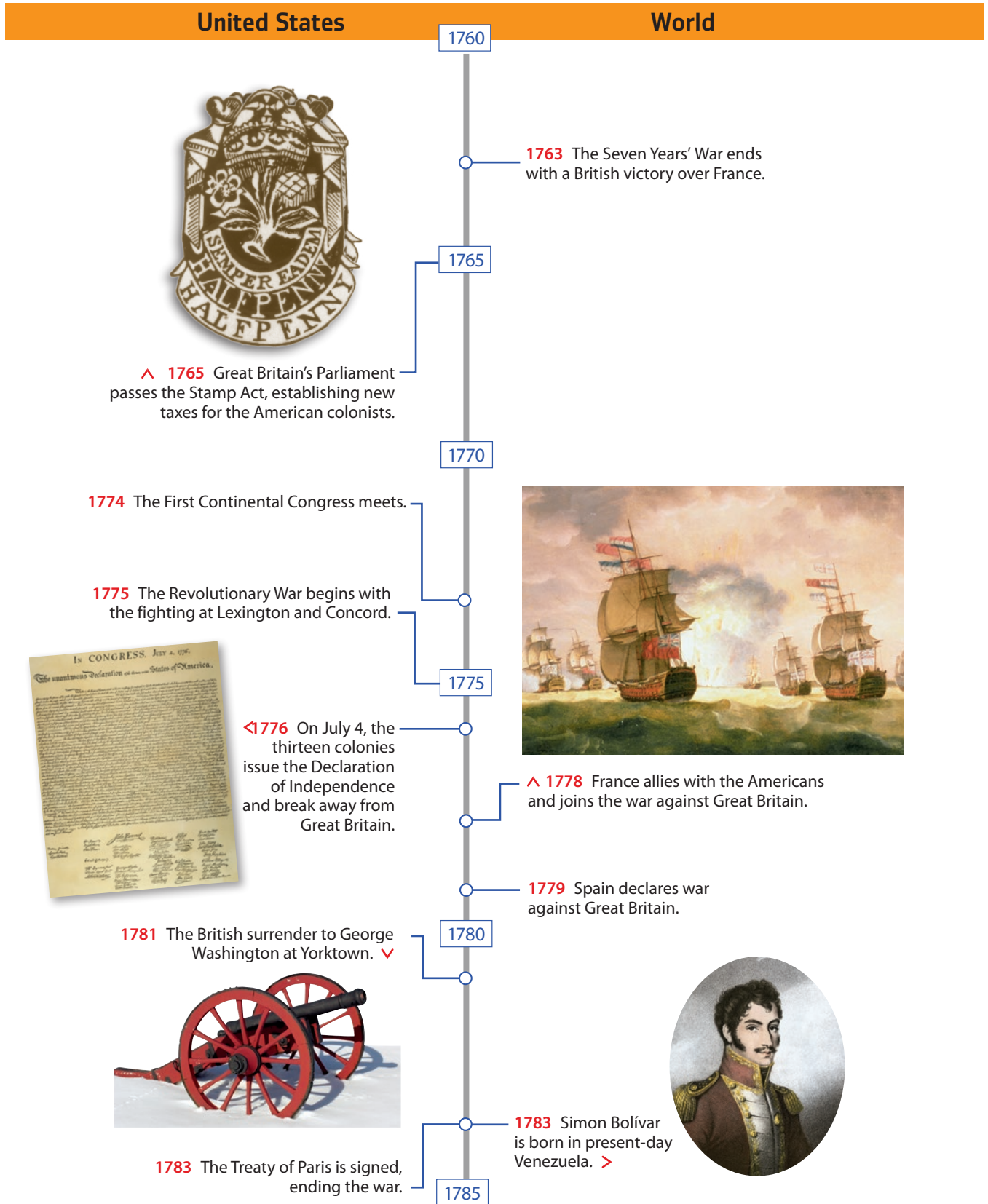
Lesson 2: The Revolution Begins 113
The Big Idea The tensions between the colonies and Great Britain led to armed conflict in 1775.

Lesson 3: Declaring Independence 119
The Big Idea The colonies formally declared their independence from Great Britain.

The Declaration of Independence 124

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The Big Idea Patriot forces faced many obstacles in the war against Britain.

Lesson 5: Independence! 139
The Big Idea The war spread to the southern colonies, where the British were finally defeated.



Reading Social Studies

THEME FOCUS:

Geography, Politics

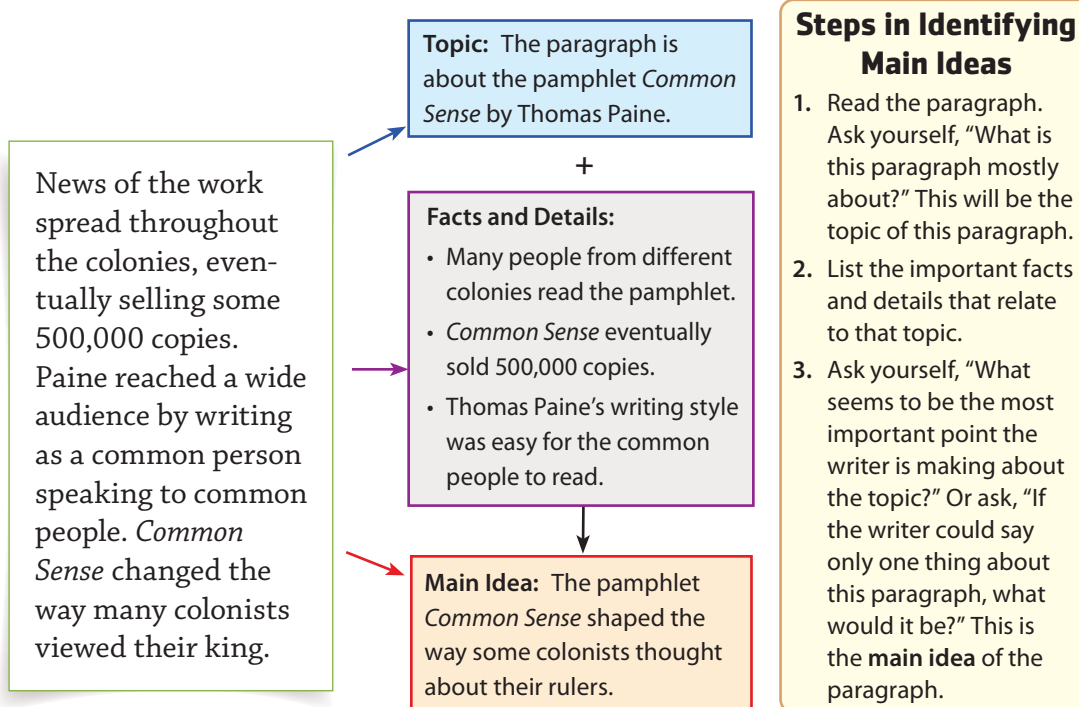
In this module, you will read about the events of the Revolutionary War, the war by which the United States won its independence. You will learn about some of the major battles that occurred between the American colonists and the British army and how geography sometimes affected their outcomes. You will also read the Declaration of Independence, one of the most important political documents in all of American history.

READING FOCUS:

Main Ideas in Social Studies

When you are reading, it is not always necessary to remember every tiny detail of the text. Instead, what you want to remember are the main ideas, the most important concepts around which the text is based.

Identify Main Ideas Most paragraphs in history books include main ideas. Sometimes the main idea is stated clearly in a single sentence. At other times, the main idea is suggested, not stated. However, that idea still shapes the paragraph's content and the meaning of all of the facts and details in it.



You Try It!

The following passage is from the module you are about to read. Read it and then answer the questions below.

The Treaty of Paris

After Yorktown, only a few small battles took place. Lacking the money to pay for a new army, Great Britain entered into peace talks with America. Benjamin Franklin had a key role in the negotiations.

Delegates took more than two years to come to a peace agreement. In the Treaty of Paris of 1783, Great Britain recognized the independence of the United States. The treaty also set America's borders. A separate treaty between Britain and Spain returned Florida to the Spanish. British leaders also accepted American rights to settle and trade west of the original thirteen colonies.

Answer these questions based on the passage you just read.

1. The main idea of the second paragraph is stated in a sentence. Which sentence expresses the main idea?
2. What is the first paragraph about? What facts and details are included in the paragraph? Based on your answers to these questions, what is the main idea of the first paragraph?

As you read Module 4, identify the main ideas of the paragraphs you are reading.

Key Terms and People

Lesson 1

Samuel Adams
Committees of Correspondence
Stamp Act of 1765
Mercy Otis Warren
Boston Massacre
Tea Act
Boston Tea Party
Intolerable Acts
Quartering Act

Lesson 2

First Continental Congress
Patriots
minutemen
Redcoats
Second Continental Congress
Continental army
George Washington
Battle of Bunker Hill

Lesson 3

Common Sense
Thomas Paine
Declaration of Independence
Thomas Jefferson
Loyalists

Lesson 4

Haym Salomon
mercenaries
Battle of Trenton
Battle of Saratoga
Marquis de Lafayette
Baron Friedrich von Steuben
Bernardo de Gálvez
John Paul Jones
George Rogers Clark

Lesson 5

Francis Marion
James Armistead
Comte de Rochambeau
Battle of Yorktown
Treaty of Paris of 1783

Conflict in the Colonies

The Big Idea

Tensions developed as the British government placed tax after tax on the colonies.

Main Ideas

- British efforts to raise taxes on colonists sparked protest.
- The Boston Massacre caused colonial resentment toward Great Britain.
- Colonists protested the British tax on tea with the Boston Tea Party.
- Great Britain responded to colonial actions by passing the Intolerable Acts.

Key Terms and People

Samuel Adams
 Committees of Correspondence
 Stamp Act of 1765
 Mercy Otis Warren
 Boston Massacre
 Tea Act
 Boston Tea Party
 Intolerable Acts
 Quartering Act

If YOU were there . . .

You live in the New England colonies in the 1700s. Recently, British officials have placed new taxes on tea—your favorite beverage. You’ve never been very interested in politics, but you’re beginning to think that people far across the ocean in Britain shouldn’t be able to tell you what to do. Some of your friends have joined a group that refuses to buy British tea.

Would you give up your favorite drink to join the boycott?

Great Britain Raises Taxes

Great Britain had won the French and Indian War, but Parliament still had to pay for it. The British continued to keep a standing, or permanent, army in North America to protect the colonists against Indian attacks. To help pay for this army, Prime Minister George Grenville asked Parliament to tax the colonists. In 1764 Parliament passed the Sugar Act, which set duties on molasses and sugar imported by colonists. This was the first act passed specifically to raise money in the colonies.

British officials also tried harder to arrest smugglers. Colonial merchants were required to list all the trade goods they carried aboard their ships. These lists had to be approved before ships could leave colonial ports. This made it difficult for traders to avoid paying duties. The British navy also began to stop and search ships for smuggled goods.

Parliament also changed the colonies’ legal system by giving greater powers to the vice-admiralty courts. These courts had no juries, and the judges treated suspected smugglers as guilty until proven innocent. In regular British courts, accused persons were treated as innocent until proven guilty.

Taxation without Representation Parliament’s actions upset many colonists who had grown used to being independent and governing themselves. The Parliament’s longtime

Voice of Protest

Leaders like Patrick Henry made speeches that encouraged colonists to protest the British government. Here, Henry is shown protesting the Crown's control of religion in front of a Virginia court.

Why were public speeches so important to protesting British rule?



practice of salutary neglect, or not enforcing most laws governing the colonies, had fostered individualism among the colonists. The government's previous hands-off approach made these actions seem even harsher to the colonists. The rising merchant class thought the taxes were unfair and hurt business. Many believed that Great Britain had no right to tax the colonies at all without popular consent.

James Otis, a colonial lawyer, argued that the power of the Crown and Parliament was limited. Otis said they could not "take from any man any part of his property, without his consent in person or by representation." Colonial assemblies had little influence on Parliament's decisions. In addition, the colonists had no direct representatives in Parliament. The colonists were subjects of the Crown instead of citizens of England.

At a Boston town meeting in May 1764, local leader **Samuel Adams** agreed with Otis. He believed that Parliament could not tax the colonists without their permission. The ideas of Otis and Adams were summed up in the slogan "No Taxation without Representation," which spread throughout the colonies.

Adams helped found the **Committees of Correspondence**. Each committee got in touch with other towns and colonies. Its members shared ideas and information about the new British laws and ways to challenge them.

A popular method of protest was the boycott, in which people refused to buy British goods. The first colonial boycott started in New York in 1765. It soon spread to other colonies. Colonists hoped that their efforts would hurt the British economy and might convince Parliament to end the new taxes.

Stamp Act The British government continued to search for new ways to tax the American colonies, further angering many colonists. For example, Prime Minister Grenville proposed the **Stamp Act of 1765**. This act required colonists to pay for an official stamp, or seal, when they bought



Colonists had to pay for a stamp, such as this halfpenny stamp, when purchasing any paper item.

paper items. The tax had to be paid on legal documents, licenses, newspapers, pamphlets, and even playing cards. Colonists who refused to buy stamps could be fined or sent to jail.

Grenville did not expect this tax to spark protest. After all, in Britain people already paid similar taxes. But colonists saw it differently. The Stamp Act was Parliament's first attempt to raise money by taxing the colonists directly, rather than by taxing imported goods. **Mercy Otis Warren**, a writer in the Massachusetts colony, disagreed with the new tax. She began writing plays that accused British leaders of being greedy.

Protests against the Stamp Act began almost immediately. Colonists formed a secret society called the Sons of Liberty. Samuel Adams helped organize the group in Boston. This group sometimes used violence to frighten tax collectors. Many colonial courts shut down because people refused to buy the stamps required for legal documents. Businesses openly ignored the law by refusing to buy stamps.

In May 1765, a Virginia lawyer named Patrick Henry presented a series of resolutions to the Virginia House of Burgesses. These resolutions stated that the Stamp Act violated colonists' rights. In addition to taxation without representation, the Stamp Act denied the accused a trial by jury. Henry's speech in support of the resolutions convinced the assembly to support some of his ideas.

Repealing the Stamp Act In Boston, the members of the Massachusetts legislature called for a Stamp Act Congress. In October 1765, delegates from nine colonies met in New York. They issued a declaration that the Stamp Act was a violation of their rights and liberties.

Pressure on Parliament to repeal, or do away with, the Stamp Act grew quickly. A group of London merchants complained that their trade suffered from the colonial boycott. Parliament repealed the Stamp Act in 1766.

Members of Parliament were upset that colonists had challenged their authority. Thus, Parliament issued the Declaratory Act, which stated that Parliament had the power to make laws for the colonies "in all cases whatsoever." The Declaratory Act further worried the colonists. The act stripped away much of their independence.

Townshend Acts In June 1767, Parliament passed the Townshend Acts. These acts placed duties on glass, lead, paint, paper, and tea. To enforce the Townshend Acts, British officials used writs of assistance. These allowed tax collectors to search for smuggled goods. Colonists hated the new laws because they took power away from colonial governments.

The colonists responded to the Townshend Acts by once again boycotting many British goods. Women calling themselves the Daughters of Liberty supported the boycott. In February 1768, Samuel Adams wrote a letter arguing that the laws violated the legal rights of the colonists. The Massachusetts legislature sent the letter to other colonies' legislatures, who voted to join the protest.

Reading Check
Sequence What series of events led to the arrival of British troops in Boston in 1768?

At the same time, tax collectors in Massachusetts seized the ship *Liberty* on suspicion of smuggling. This action angered the ship's owner and the Sons of Liberty. They attacked the houses of customs officials in protest. In response, the governor broke up the Massachusetts legislature. He also asked troops to restore order. British soldiers arrived in Boston in October 1768.

Boston Massacre

Many Bostonians saw the presence of British troops as a threat by the British government against its critics in Massachusetts. Some colonists agreed with Samuel Adams, who said, "I look upon [British soldiers] as foreign enemies." The soldiers knew that they were not welcome. Both sides resented each other, and name-calling, arguments, and fights between Bostonians and the soldiers were common.

The tension exploded on March 5, 1770. A lone British soldier standing guard had an argument with a colonist and struck him. A crowd gathered around the soldier, throwing snowballs and shouting insults. Soon a small number of troops arrived. The crowd grew louder and angrier by the moment. Some yelled, "Come on you rascals . . . Fire if you dare!" Suddenly, the soldiers fired into the crowd, instantly killing three men, including African American sailor Crispus Attucks. Attucks is the best-remembered casualty of the incident. Two others died within a few days.

Samuel Adams and other protesters quickly spread the story of the shootings. They used it as propaganda—a story giving only one side in an argument—against the British. Colonists called the shootings the **Boston Massacre**. Paul Revere created an elaborate color print titled "The Bloody Massacre perpetrated in King Street."

The soldiers and their officer, Thomas Preston, were charged with murder. Two Boston lawyers, Josiah Quincy and John Adams—Samuel

Paul Revere's engraving of the Boston Massacre became an effective piece of propaganda. It stirred up anti-British feelings among the colonists.



The Boston Massacre

An account of the Boston Massacre appeared in the *Boston Gazette and Country Journal* soon after the event.



Analyze Historical Sources

Why do you think the people described were not intimidated by the soldiers?

“The People were immediately alarmed with the Report of this horrid Massacre, the Bells were set a Ringing, and great Numbers soon assembled at the Place where this tragical Scene had been acted; their Feelings may be better conceived than expressed; and while some were taking Care of the Dead and Wounded, the Rest were in Consultation what to do in these dreadful Circumstances.

But so little intimidated were they [Bostonians], notwithstanding their being within a few Yards of the Main Guard, and seeing the 29th Regiment under Arms, and drawn up in King street; that they kept their Station and appeared, as an Officer of Rank expressed it, ready to run upon the very Muzzles of their Muskets.”

—*Boston Gazette and Country Journal*,
March 12, 1770

Reading Check

Analyze What was the significance of the Boston Massacre?

Adams’s cousin—agreed to defend the soldiers. The British soldiers claimed that they acted in self-defense. Quincy and Adams argued this point in the trial. The Boston jury agreed, finding Preston and six soldiers not guilty. Two soldiers were convicted of killing people in the crowd by accident. These men were branded on the hand and released. The trial helped calm people down, but many were still angry at the British.

The Boston Tea Party

To reduce tensions in the colonies, Parliament repealed almost all of the Townshend Acts. However, it kept the tax on tea. British officials knew that the colonial demand for tea was high despite the boycott. But colonial merchants were smuggling most of this imported tea and paying no duty on it.

The British East India Company offered Parliament a solution. The company had huge amounts of tea but was not allowed to sell it directly to the colonists. If the company could sell directly to the colonists, it could charge low prices and still make money. Cheaper tea might encourage colonists to stop smuggling. Less smuggling would result in more tax money.

Parliament agreed and passed the **Tea Act** in 1773, which allowed the British East India Company to sell tea directly to the colonists. Many colonial merchants and smugglers feared that the British East India Company’s cheap tea would put them out of business.

Three ships loaded with tea from the British East India Company arrived in Boston Harbor in 1773. Members of the Sons of Liberty



Angered by the passage of the Tea Act, colonists in Boston dumped chests of British tea into the harbor before it could be unloaded.

Reading Check
Summarize What factors led to the Boston Tea Party?

demanded that the ships leave. But the governor of Massachusetts would not let the ships leave without paying the duty. Unsure of what to do, the captains waited in the harbor.

On the night of December 16, 1773, colonists disguised as Native Americans sneaked onto the three tea-filled ships and dumped over 340 tea chests into Boston Harbor. This event became known as the **Boston Tea Party**. Soon, the streets echoed with shouts of “Boston harbor is a teapot tonight!”

Quick Facts

The Road to Revolution

Colonists reacted to British laws with anger and violence. The British Parliament continued to pass tax after tax.

	British Actions	Colonists' Reactions
1764 The Sugar Act	The Sugar Act is passed to raise money from the colonies for Britain.	Samuel Adams founds the Committees of Correspondence to improve communication among the colonies.
1765 The Stamp Act	The Stamp Act taxes newspapers, licenses, and colonial paper products.	A series of resolutions is published, stating that the Stamp Act violates the rights of the colonists.
1770 The Boston Massacre	British soldiers fire into a crowd of colonists, killing five men.	Colonists protest and bring the soldiers to trial.
1773 The Tea Act	The Tea Act is passed, making British tea cheaper than colonial tea.	Colonists protest by dumping chests of British tea into Boston Harbor.
1774 The Intolerable Acts	Boston Harbor is closed, and British troops are quartered in colonists' homes.	Colonists' resentment toward Britain builds.

Analyze Visuals

In what year did the conflict between Britain and the colonists turn violent?

The Intolerable Acts

Lord North, the new British prime minister, was furious when he heard the news. Parliament decided to punish Boston. In the spring of 1774, it passed the Coercive Acts. Colonists called these laws the **Intolerable Acts**. The acts had several effects.

1. Boston Harbor was closed until Boston paid for the ruined tea.
2. Massachusetts's charter was canceled. The governor decided if and when the legislature could meet.
3. Royal officials accused of crimes were sent to Britain for trial. This let them face a friendlier judge and jury.
4. A new **Quartering Act** required colonists to house British soldiers.
5. The Quebec Act gave a large amount of land to the colony of Quebec.
6. General Thomas Gage became the new governor of Massachusetts.

The British hoped that these steps would bring back order in the colonies. Instead, they simply increased people's anger at Britain.

Summary and Preview In this lesson, you learned about the increasing dissatisfaction between the colonists and Great Britain. In the next lesson, you'll learn about the events that started the American Revolution.

Reading Check

Analyze What was the purpose of the Intolerable Acts?

Lesson 1 Assessment

Review Ideas, Terms, and People

1. **a. Explain** Why did Great Britain raise taxes in its American colonies?
b. Evaluate Which method of protesting taxes do you think was most successful for the colonists? Why?
2. **a. Describe** What events led to the Boston Massacre?
b. Elaborate Why do you think John Adams and Josiah Quincy agreed to defend the British soldiers who were involved in the Boston Massacre?
c. Explain How did the colonists' and the British soldiers' viewpoints differ about the Boston Massacre?
3. **a. Recall** What was the purpose of the Tea Act?
b. Draw Conclusions What message did the Boston Tea Party send to the British government?

4. **a. Explain** Why did Parliament pass the Intolerable Acts?
b. Draw Conclusions Why do you think the colonists believed that these laws were "intolerable"?

Critical Thinking

5. **Identify Cause and Effect** In this lesson you learned about laws passed by the British government that impacted the American colonies. Create a chart similar to the one below to identify these laws and their results.

Law	Result
1.	
2.	
3.	
4.	
5.	

The Revolution Begins

The Big Idea

The tensions between the colonies and Great Britain led to armed conflict in 1775.

Main Ideas

- The First Continental Congress demanded certain rights from Great Britain.
- Armed conflict between British soldiers and colonists broke out with the “shot heard ‘round the world.”
- The Second Continental Congress created the Continental army to fight the British.
- In two early battles, the army lost control of Boston but then regained it.

Key Terms and People

First Continental Congress

Patriots

minutemen

Redcoats

Second Continental Congress

Continental army

George Washington

Battle of Bunker Hill

If YOU were there . . .

You are a member of the British Parliament in the 1770s. Some members say that the Americans are defying the king. Others point out that the colonists are British citizens who have certain rights. Now, the king must decide to punish the rebellious colonists or listen to their complaints.

What advice would you give the king?

First Continental Congress

To many colonists, the closing of Boston Harbor was the final insult in a long list of abuses. In response to the mounting crisis, all the colonies except Georgia sent representatives to a meeting in October 1774. This meeting, known as the **First Continental Congress**, was a gathering of colonial leaders who were deeply troubled about the relationship between Great Britain and its colonies in America. At Carpenters’ Hall in Philadelphia, the leaders remained locked in weeks of intense debate. Patrick Henry and others believed that violence was unavoidable. On the other hand, delegates from Pennsylvania and New York had strict orders to seek peace.

Wisely, the delegates compromised. They encouraged colonists to continue boycotting British goods but told colonial militias to prepare for war. Meanwhile, they drafted the Declaration of Rights, a list of ten resolutions to be presented to King George III. Included was the colonists’ right to “life, liberty, and property.”

The First Continental Congress did not seek a separation from Britain. Its goal was to state the colonists’ concerns and ask the king to correct the problems. But before they left Philadelphia, the delegates agreed to meet in 1775 if the king refused their petition.

Patrick Henry returned from the Congress and reported to his fellow Virginians. To encourage them to support the Patriot cause, Henry voiced these famous words:

Reading Check

Identify Cause and Effect Why did the delegates attend the First Continental Congress? What were the results?

“They tell us, Sir, that we are weak; unable to cope with so formidable an adversary. But when will we be stronger? Gentlemen may cry, Peace, Peace—but there is no peace. I know not what course others may take; but as for me, give me liberty or give me death.”

—Patrick Henry, quoted in *Eyewitnesses and Others*

In time, many colonists came to agree with Henry. They became known as **Patriots**—colonists who chose to fight for independence from Great Britain.

“Shot Heard ‘round the World”

The Continental Congress planned to meet again in 1775. Before it could, the situation in the colonies had changed—for the worse.

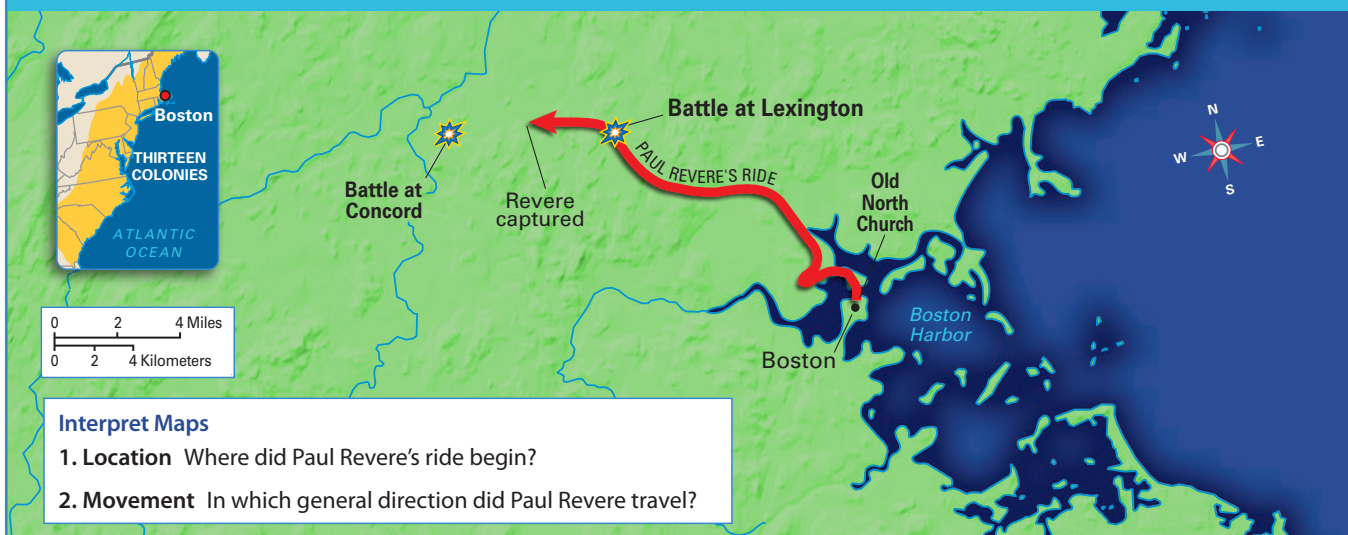
The Ride of Paul Revere British military leaders in the colonies grew uneasy when local militias seemed to be preparing for action. The governor of Massachusetts, Thomas Gage, learned that a stockpile of weapons was stored in Concord, about 20 miles from Boston. He also heard that colonial leaders Samuel Adams and John Hancock were meeting in nearby Lexington. In April 1775, he decided to seize the supplies and arrest the two leaders.

Gage thought he had kept his plan a secret. However, Boston was full of spies for the Patriot cause. They noticed the British were preparing for action and quickly informed the Patriots. Unsure of how the British would strike, Sons of Liberty member Paul Revere enlisted the aid of Robert Newman. Newman was to climb into the steeple of the Old North Church and watch for British soldiers. If they advanced across land, Newman would display one lantern from the steeple. If they rowed across the Charles River, Newman would display two lanterns.

When Revere and fellow Patriot William Dawes saw two lights shine, they set off on horseback. Using two different routes out of Boston, they

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Paul Revere's Ride



sounded the alert. As the riders advanced, drums and church bells called out the local militia, or **minutemen**—who got their name because they were ready to fight at a minute’s notice. Many minutemen were rural farmers. Others were craftsmen who lived in towns and cities.

Battles at Lexington and Concord At dawn on April 19, the British troops arrived at the town of Lexington, near Concord, where 70 armed minutemen waited. Patriot captain John Parker yelled to his troops, “Don’t fire unless fired upon.” Suddenly a shot rang out. To this day, no one knows who fired this “shot heard ‘round the world.”

The battle at Lexington ended in minutes, with only a few volleys fired. When the smoke cleared, eight of the badly outnumbered minutemen lay dead, and ten were wounded. The British, with only one soldier wounded, marched on to Concord.

Although Revere had been arrested, the citizens of Concord were warned by another rider, Samuel Prescott. Most of the weapons in Concord had already been hidden, but the few that were left were now concealed. Some of the British troops, frustrated because the stockpile had disappeared, set fire to a few buildings. In **reaction** the minutemen charged forward.

For the skilled colonial marksmen of Concord, the British soldiers made an easy target. They were wearing the British military uniform with its bright red jacket. For some time, the colonists had called the British soldiers **Redcoats** because of these jackets. The British were forced to retreat to Boston, suffering many casualties along the way.

Academic Vocabulary

reaction response

Reading Check

Draw Inferences

Why did the Patriots need several riders?

Why did they take different routes?

Battle of Lexington

The Battle of Lexington was the first battle of the Revolutionary War.



Second Continental Congress

King George III had refused to address the concerns listed in the Declaration of Rights. In May 1775 delegates from 12 colonies met again in Philadelphia for the **Second Continental Congress**. This second group of delegates from the colonies was still far from unified, but represented the first attempt at a Republican government in the colonies.

Some of the delegates called for a war, others for peace. Once again, they compromised. Although the Congress did not openly revolt, delegates showed their growing dissatisfaction. They sent word to colonial authorities asking for new state constitutions. States set up conventions to write them. They also authorized the Massachusetts militia to become the **Continental army**. This force would soon include soldiers from all colonies and would carry out the fight against Britain. Congress named a Virginian, **George Washington**, to command the army.

As Washington prepared for war, the Congress pursued peace. On July 5, the delegates signed the Olive Branch Petition as a final attempt to restore harmony. King George refused to read it. Instead, he looked for new ways to punish the colonies.

Reading Check

Summarize

What did the Second Continental Congress accomplish?

BIOGRAPHY

George Washington

1732–1799

George Washington was a true American, born in the Virginia colony. Although he was a wealthy farmer, he spent most of his life in the military and in politics. In 1775, he served in the Second Continental Congress and was selected to be the commander of the Continental army. Leading the colonial forces to victory in the Revolutionary War, he then helped shape the new government of the United States.

On April 30, 1789, Washington was sworn in as the first president of the United States. As president, he lived in New York City and Philadelphia, the nation's first two capitals. Washington served two terms as president.

Washington inspired Americans and helped to unite them. One of his greatest accomplishments as president was to keep the peace with Britain and France. Upon leaving the presidency in 1796, he urged Americans to avoid becoming politically divided. When he retired, he returned to his plantation home at Mount Vernon, in Virginia.

Draw Conclusions

How might Washington's leadership in the Revolutionary War have prepared him for his role as president?



Early Battles

While the Congress discussed peace, the Massachusetts militia began to fight. Boston was a key city in the early days of the war. Both Patriots and the British fought to hold it.

Bunker Hill Desperate for supplies, leaders in Boston sent Benedict Arnold and a force of 400 men to New York State. Their objective was to attack the British at Fort Ticonderoga. In May 1775, Arnold captured the fort and its large supply of weapons.

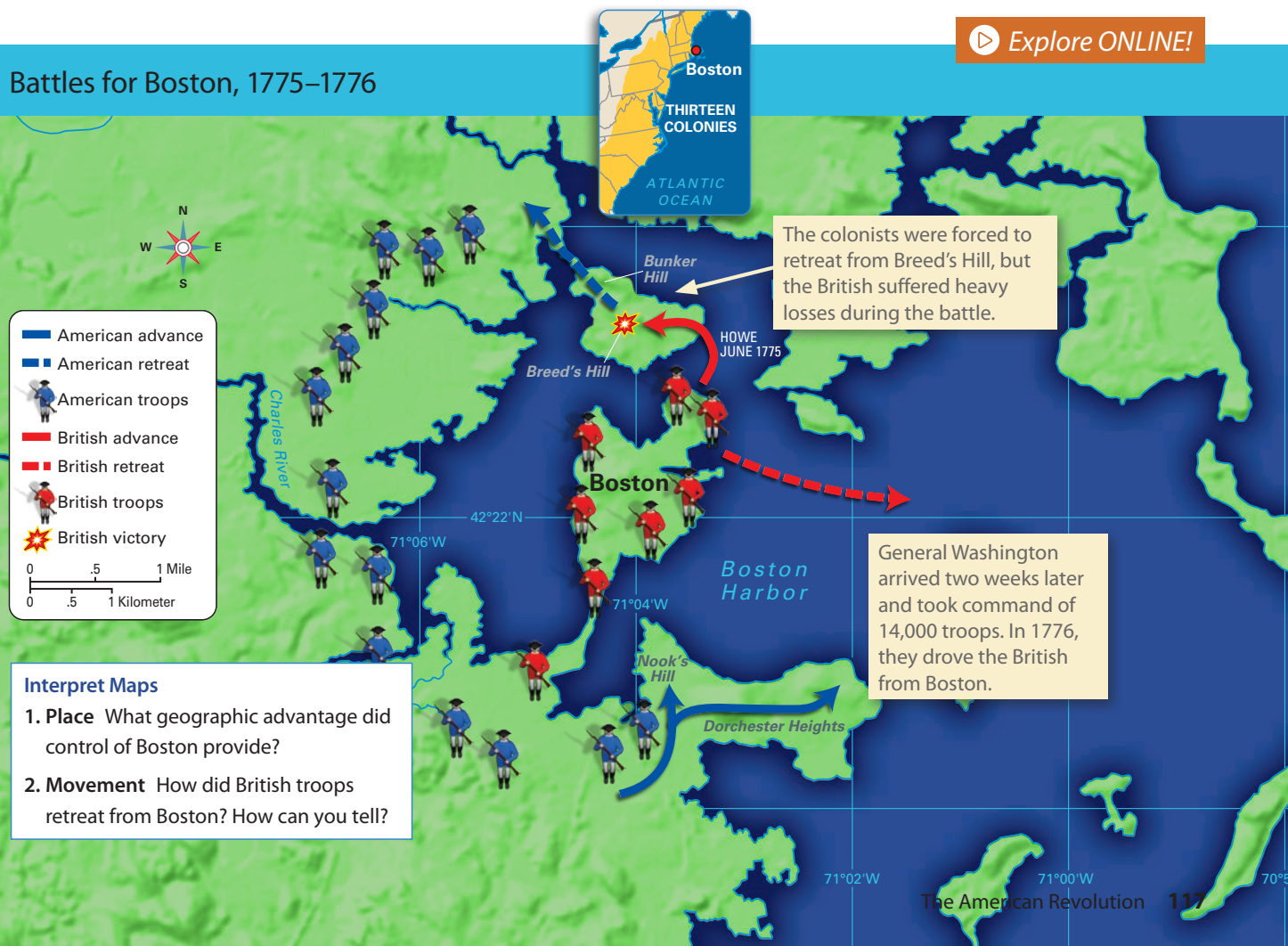
Meanwhile, the poorly supplied Patriots kept the British pinned down inside Boston. Although British leaders were trying to form a battle plan, they awoke on June 17 to a stunning sight. The colonial forces had quietly dug in at Breed's Hill, a point overlooking north Boston. The Redcoats would have to cross Boston Harbor and fight their way uphill.

As the British force of 2,400 advanced, 1,600 militia members waited. Low on gunpowder, the commander ordered his troops not to fire "until you see the whites of their eyes." As they climbed the exposed hillside with their heavy packs, the British soldiers were cut down. Twice they retreated. Stepping over the dead and wounded, they returned for a third try. The colonists were now out of ammunition, and eventually they had to retreat.

This famous conflict is now known as the **Battle of Bunker Hill**, although it was actually launched from Breed's Hill. While the Patriots lost, they proved they could take on the Redcoats. For the British, the

Battles for Boston, 1775–1776

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Interpret Maps

- Place** What geographic advantage did control of Boston provide?
- Movement** How did British troops retreat from Boston? How can you tell?

battle was a tragic victory. To win, they had sacrificed about double the number of Patriot soldiers.

Dorchester Heights Shortly after the Battle of Bunker Hill, General Washington arrived in Boston to command the Continental army. Washington knew that he would need heavier guns to drive the British out of Boston, and he knew where to get them—Fort Ticonderoga. Colonel Henry Knox was assigned to transport the captured cannons from Fort Ticonderoga to Boston. He successfully brought the heavy guns over 300 miles of rough terrain in the middle of winter. When Knox delivered the cannons, Washington was ready to regain control of Boston.

On March 4, 1776, Washington moved his army to Dorchester Heights, an area that overlooked Boston from the south. He stationed the cannons and his troops on Nook’s Hill overlooking British general William Howe’s position. When Howe awoke the next morning and saw the Patriots’ well-positioned artillery, he knew he would have to retreat. “The Rebels have done more in one night than my whole army could do in months,” Howe declared. On March 7, Howe retreated from Boston to Canada. The birthplace of the rebellion was now in Patriot hands.

Summary and Preview Some colonial leaders became convinced that they could not avoid war with Great Britain. In the next lesson, you will read about another step toward war—the writing of the Declaration of Independence.

Reading Check

Draw Inferences

Why was the geography of the Boston area important in forming a battle plan?

Lesson 2 Assessment

Review Ideas, Terms, and People

- a. Identify** What was the First Continental Congress?

b. Make Inferences Why did the First Continental Congress send the Declaration of Rights to the king?

c. Elaborate Why did King George III refuse to consider the colonists’ declaration?
- a. Identify** Who warned the colonists of the British advance toward Lexington and Concord?

b. Analyze Why did the British army march on Lexington and Concord?

c. Elaborate What is meant by the expression “shot heard ‘round the world”?
- a. Describe** What was the purpose of the Second Continental Congress?

b. Draw Conclusions Were the delegates to the Second Continental Congress ready to revolt against George III? Explain.

c. Evaluate Defend George III’s response to the Declaration of Rights and the Olive Branch Petition.

- a. Identify** What leader captured Fort Ticonderoga?

b. Draw Conclusions How was the Continental army able to drive British forces out of Boston?

c. Evaluate How would you evaluate the performance of the Continental army in the early battles of the war? Explain.

Critical Thinking

- Categorize** In this lesson you learned about the early battles of the Revolution. Create a graphic organizer similar to the one below and categorize events in the early days of the Revolution. Some events will be attempts at peace; others will be movement toward war.

Attempts at Peace	Movement toward War

Declaring Independence

The Big Idea

The colonies formally declared their independence from Great Britain.

Main Ideas

- Thomas Paine's *Common Sense* led many colonists to support independence.
- Colonists had to choose sides when independence was declared.
- The Declaration of Independence did not address the rights of all colonists.

Key Terms and People

Common Sense

Thomas Paine

Declaration of Independence

Thomas Jefferson

Loyalists

Reading Check
Support a Point of View Would you have agreed with Thomas Paine? Explain.

If YOU were there . . .

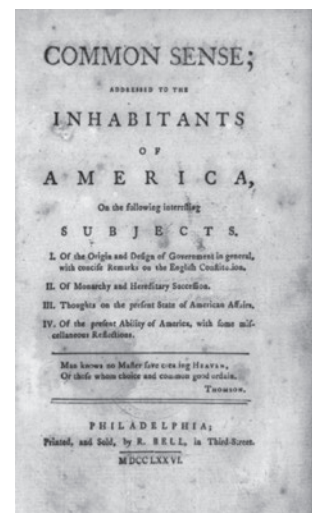
You live on a farm in New York in 1776. The conflicts with the British have torn your family apart. Your father is loyal to King George and wants to remain British. But your mother is a fierce Patriot, and your brother wants to join the Continental army. Your father and others who feel the same way are moving to British-held Canada. Now, you must decide what you will do.

Would you go to Canada or support the Patriots?

Paine's *Common Sense*

“[There] is something very absurd in supporting a continent to be perpetually [forever] governed by an island.” This plain-spoken argument against British rule over America appeared in *Common Sense*, a 47-page pamphlet that was distributed in Philadelphia in January 1776. *Common Sense* was published anonymously—that is, without the author's name. The author, **Thomas Paine**, had recently emigrated to the colonies from Great Britain. He argued that citizens, not kings and queens, should make laws. At a time when monarchs ruled much of the world, this was a bold idea.

News of the work spread throughout the colonies, eventually selling some 500,000 copies. Paine reached a wide audience by writing as a common person speaking to common people. He used loaded language to influence people's opinions. Loaded language is powerful words and phrases used to persuade people by appealing to their emotions. *Common Sense* changed the way many colonists viewed their king. It made a strong case for economic freedom in the colonies and for the right to military self-defense. It cried out against tyranny—that is, the abuse of government power. Thomas Paine's words rang out in his time, and they have echoed throughout American history.



In *Common Sense*, Thomas Paine argued that the colonies should claim their independence.

Independence Is Declared

Many colonists agreed with Paine. In April 1776, more than 90 percent of adult males in New Hampshire signed a document called the Association Test. Signers of this document swore to take up arms and resist British rule. Among the signers was Wentworth Cheswell, an African American teacher and government leader.

In June 1776, the Second Continental Congress formed a committee to write a document declaring the colonies' independence. A committee also created a seal for the new country with the Latin motto "*E pluribus unum*" or "out of many, one." This motto recognized the new union of states.

A New Philosophy of Government The **Declaration of Independence** formally announced the colonies' break from Great Britain. In the Preamble, **Thomas Jefferson**, the document's main author, stated why the members of the Continental Congress believed the colonies had the right to become a free nation. The Declaration of Independence expressed three main ideas. First, Jefferson argued that all people possess unalienable rights, including the rights of "life, liberty, and the pursuit of happiness." Jefferson's eloquent argument reflected the English Bill of Rights of 1689 and the ideas of philosopher John Locke and English lawyer William Blackstone about natural rights.

Next, Jefferson asserted that King George III had violated the colonists' rights by taxing them without their consent. Jefferson accused the king of passing unfair laws and interfering with colonial governments. Jefferson also believed that stationing a large British army within the colonies was a burden.

Third, Jefferson stated that the colonies had the right to break from Britain. Influenced by the Enlightenment ideal of the social contract that came from philosophers such as John Locke, Jefferson maintained that governments and rulers must protect the rights of citizens. In exchange, the people agree to be governed. Jefferson argued that King George III had broken the social contract.

On July 4, 1776, the Continental Congress approved the Declaration of Independence. This act broke all ties to the British crown. The United States of America was born. Today, the key principles of the Declaration of Independence are part of the unifying ideas of American democracy.

Choosing Sides The signing of the Declaration made the rebellion a full-scale revolt against Britain. Those who supported it would be considered traitors. Colonists who chose to side with the British were known as **Loyalists**—often called Tories. Historians estimate that 40 to 45 percent of Americans were Patriots, while 20 to 30 percent were Loyalists. The rest were neutral. In every colony, there were more Patriots than Loyalists.

Because of persecution by Patriots, more than 50,000 Loyalists fled the colonies during the Revolution. Most went to Canada, where Britain allowed them more self-rule after the Revolution. In doing so, they abandoned their homes and property. Divided allegiances tore apart families and friendships—even Benjamin Franklin became separated from his



Patriot Benjamin Franklin was a printer, author, scientist, inventor, and musician. He would soon become one of America's founders.

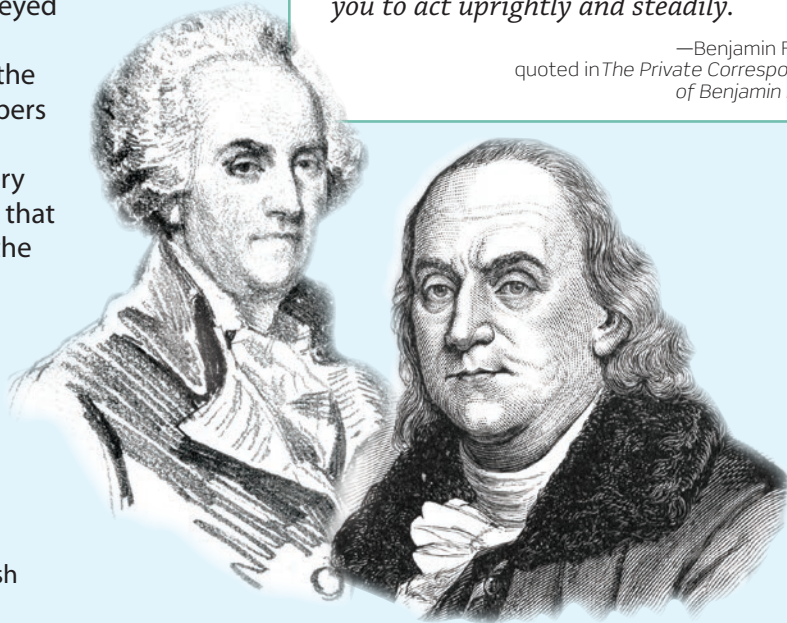
Choosing Sides

When Ben Franklin’s son William was a child, he helped his father experiment with lightning. But by the time William had grown and the Revolution started, the two men viewed the conflict differently. They exchanged letters on the subject.

In a letter to his father, William Franklin expressed his opinion that all British laws governing the American colonies should be obeyed unless legal action was taken to repeal them. He also said it was the responsibility of executive members of government to enforce these laws. Benjamin Franklin had a very different opinion about the laws that the British Parliament made for the colonies.

“I am indeed of the opinion, that the parliament has no right to make any law whatever, binding on the colonies . . . I know your sentiments differ from mine on these subjects. You are a thorough government man, which I do not wonder at, nor do I aim at converting you. I only wish you to act uprightly and steadily.”

—Benjamin Franklin,
quoted in *The Private Correspondence of Benjamin Franklin*



Analyze Historical Sources

How did the two men view the British government differently?

Reading Check

Draw Conclusions
Why would Native Americans have lost out no matter who won the war?

Loyalist son William. Benjamin Franklin wrote about his political beliefs and his scientific experiments in his *Autobiography*, which was first published in 1791.

Native Americans were at first encouraged by both sides to remain neutral. By the summer of 1776, however, both Patriots and the British were aggressively recruiting Indian fighters. Many Native Americans, particularly in the South, sided with the British because the British promised to give them guns and other European goods if they agreed to help them. In northern New York, four of the six Iroquois nations fought for the British. However, the Oneida and Tuscarora helped the Patriots, even delivering food to the soldiers at Valley Forge. Other Native American groups stayed out of the fighting.

Unfinished Business

Today, we recognize that the Declaration of Independence excluded many colonists. While it declared that “all men are created equal,” the document failed to mention women, enslaved Africans, or Native Americans. The rights of these minorities would be subject to the rule of the majority.



Signing the Declaration of Independence
 The Declaration of Independence was adopted on July 4, 1776. This painting shows 47 of the 56 signers of the document. The man sitting on the right is John Hancock, who was the president of the Second Continental Congress. He is accepting the Declaration from the committee that wrote it.

How realistic do you think this painting is?



- | | |
|---------------------|---------------------|
| 1 John Adams | 5 Benjamin Franklin |
| 2 Roger Sherman | 6 Charles Thomson |
| 3 Robert Livingston | 7 John Hancock |
| 4 Thomas Jefferson | |

Women Although many colonial women were Patriots, the Declaration of Independence did not address their rights. At least one delegate's wife, Abigail Adams, tried to influence her husband, John Adams, to include women's rights in the Declaration. In a failed effort, she expressed her concerns:

“Remember the Ladies, and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands . . . If particular care and attention is not paid to the Ladies we are and will not hold ourselves bound by Laws in which we have no voice, or Representation.”

—Abigail Adams, from a letter from Abigail Adams to John Adams

African Americans and Native Americans The Declaration did not recognize the rights of enslaved Africans, either. The authors had compared life under British rule to living as an enslaved people. The obvious question arose: Why did any form of slavery exist in a land that valued personal freedom? Even Thomas Jefferson, the main author of the Declaration, was a slaveholder.

In July 1776, slavery was legal in all the colonies. By the 1780s, the New England colonies were taking steps to end slavery. Even so, the conflict over slavery continued long after the Revolutionary War.

The Declaration of Independence also did not address the rights of Native Americans to life, liberty, or property. Despite the Proclamation of 1763, American colonists had been quietly settling on lands that belonged to Native Americans. This tendency to disregard the rights of Native Americans would develop into a pattern after the colonists won their independence from Great Britain.

Reading Check

Find Main Ideas

What groups were unrepresented in the Declaration of Independence?

Summary and Preview In 1776, the colonists declared their independence. To achieve their goal, however, they would have to win a war against the British army. In the next lesson you will learn about some of the battles of the Revolutionary War. For a time, it seemed as if the British would defeat the colonists.

Lesson 3 Assessment

Review Ideas, Terms, and People

- a. Identify** Who was Thomas Paine?

b. Make Inferences Why do you think Thomas Paine originally published *Common Sense* anonymously?

c. Elaborate Do you think that most colonists would have supported independence from Britain without Thomas Paine's publication of *Common Sense*? Explain.
- a. Identify** What two sides emerged in response to the Declaration of Independence? What did each side favor?

b. Explain What arguments did the authors of the Declaration of Independence give for declaring the colonies free from British control?

c. Predict How might some groups use the Declaration of Independence in the future to gain rights?
- a. Identify** Who urged her husband to "remember the ladies"?

b. Make Inferences Why did the authors of the Declaration of Independence fail to address the rights of women, African Americans, and Native Americans in the document?

Critical Thinking

- 4. Evaluate** Think about the main ideas expressed in the Declaration of Independence. In what ways are these ideas important in today's world?
- 5. Compare and Contrast** Create a chart that compares the points of view of Patriots and Loyalists.
- 6. Analyze** In this lesson you learned about the Declaration of Independence. Create a graphic organizer like the one below and identify three results of the Declaration of Independence.



The Declaration of Independence

EXPLORE THE DOCUMENT

Thomas Jefferson wrote the first draft of the Declaration in a little more than two weeks. *How is the Declaration's idea about why governments are formed still important to our country today?*

Vocabulary

¹**impel** force

²**endowed** provided

³**usurpations**
wrongful seizures of power

⁴**evinces** clearly displays

⁵**despotism**
unlimited power

⁶**tyranny** oppressive power exerted by a government or ruler

⁷**candid** fair

⁸**relinquish** release, yield

EXPLORE THE DOCUMENT

Here the Declaration lists the charges that the colonists had against King George III. *How does the language in the list appeal to people's emotions?*

In Congress, July 4, 1776

The unanimous Declaration of the thirteen united States of America,

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**¹ them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are **endowed**² 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**³, pursuing invariably the same Object **evinces**⁴ a design to reduce them under absolute **Despotism**⁵, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.—Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute **Tyranny**⁶ over these States. To prove this, let Facts be submitted to a **candid**⁷ 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**⁸ the right of

Vocabulary

⁹ **inestimable**
priceless

¹⁰ **formidable**
causing dread

¹¹ **annihilation**
destruction

¹² **convulsions**
violent disturbances

¹³ **naturalization of foreigners** the process by which foreign-born persons become citizens

¹⁴ **appropriations of lands** setting aside land for settlement

¹⁵ **tenure** term

¹⁶ **a multitude of**
many

Representation in the Legislature, a right **inestimable**⁹ to them and **formidable**¹⁰ to tyrants only.

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

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

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative Powers, incapable of **Annihilation**¹¹, 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**¹² within.

He has endeavored to prevent the population of these States; for that purpose obstructing the Laws of **Naturalization of Foreigners**¹³; refusing to pass others to encourage their migration hither, and raising the conditions of new **Appropriations of Lands**¹⁴.

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**¹⁵ of their offices, and the amount and payment of their salaries.

He has erected **a multitude of**¹⁶ 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.

Mum Bett, a Massachusetts slave, believed that the words "all men are created equal" should apply to her and other enslaved Africans. She successfully sued for her freedom in 1781.



Vocabulary

¹⁷ **quartering**
lodging, housing

¹⁸ **arbitrary** not based
on law

¹⁹ **render** make

²⁰ **abdicated** given up

²¹ **foreign mercenaries**
soldiers hired to fight
for a country not their
own

²² **perfidy** violation
of trust

²³ **insurrections**
rebellions

²⁴ **petitioned for
redress** asked for-
mally for a correction
of wrongs

²⁵ **unwarrantable
jurisdiction**
unjustified authority

²⁶ **magnanimity**
generous spirit

²⁷ **conjured** urgently
called upon

EXPLORE THE DOCUMENT

Here the Declaration
calls the king a tyrant.
*What do you think
tyrant means in this
passage?*

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**¹⁷ large bodies of armed troops among us:

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

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

For imposing taxes on us without our Consent:

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

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

For abolishing the free System of English Laws in a neighboring Province, establishing therein an **Arbitrary**¹⁸ government, and enlarging its Boundaries so as to **render**¹⁹ 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**²⁰ 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**²¹ to complete the works of death, desolation and tyranny, already begun with circumstances of Cruelty & **perfidy**²² 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**²³ amongst us, and has endeavored to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have **Petitioned for Redress**²⁴ 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**²⁵ over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and **magnanimity**²⁶, and we have **conjured**²⁷ them by the ties of our common kindred to disavow these

Vocabulary

²⁸ **consanguinity**
common ancestry

²⁹ **acquiesce**
consent to

³⁰ **rectitude**
rightness

EXPLORE THE DOCUMENT

Here is where the document declares the independence of the colonies.

Whose authority does the Congress use to declare independence?

EXPLORE THE DOCUMENT

The Congress adopted the final draft of the Declaration of Independence on July 4, 1776. A formal copy, written on parchment paper, was signed on August 2, 1776. **From whom did the Declaration's signers receive their authority to declare independence?**

EXPLORE THE DOCUMENT

The following is part of a passage that the Congress removed from Jefferson's original draft: "He has waged cruel war against human nature itself, violating its most sacred rights of life and liberty in the persons of a distant people who never offended him, captivating and carrying them into slavery in another hemisphere, or to incur miserable death in their transportation thither." **Why do you think the Congress deleted this passage?**

usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of **consanguinity**²⁸. We must, therefore, **acquiesce**²⁹ in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the **rectitude**³⁰ of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the Protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

John Hancock

Button Gwinnett

Lyman Hall

George Walton

William Hooper

Joseph Hewes

John Penn

Edward Rutledge

Thomas Heyward, Jr.

Thomas Lynch, Jr.

Arthur Middleton

Samuel Chase

William Paca

Thomas Stone

Charles Carroll of

Carrollton

George Wythe

Richard Henry Lee

Thomas Jefferson

Benjamin Harrison

Thomas Nelson, Jr.

Francis Lightfoot Lee

Carter Braxton

Robert Morris

Benjamin Rush

Benjamin Franklin

John Morton

George Clymer

James Smith

George Taylor

James Wilson

George Ross

Caesar Rodney

George Read

Thomas McKean

William Floyd

Philip Livingston

Francis Lewis

Lewis Morris

Richard Stockton

John Witherspoon

Francis Hopkinson

John Hart

Abraham Clark

Josiah Bartlett

William Whipple

Samuel Adams

John Adams

Robert Treat Paine

Elbridge Gerry

Stephen Hopkins

William Ellery

Roger Sherman

Samuel Huntington

William Williams

Oliver Wolcott

Matthew Thornton

The Struggle for Liberty

The Big Idea

Patriot forces faced many obstacles in the war against Britain.

Main Ideas

- Many Americans supported the war effort.
- The Patriots both won and lost battles during the years 1775–1777.
- France and Spain helped the Patriots fight the British.
- The winter at Valley Forge tested the strength of Patriot troops.
- The war continued at sea and in the West.

Key Terms and People

Haym Salomon
 mercenaries
 Battle of Trenton
 Battle of Saratoga
 Marquis de Lafayette
 Baron Friedrich von Steuben
 Bernardo de Gálvez
 John Paul Jones
 George Rogers Clark

If YOU were there . . .

You are a serving maid at an inn in New York City. British soldiers often stop at the inn for a meal. You sometimes overhear their conversations, though they don't notice that you do. Now, a Patriot militia officer has asked you to bring him any information that you hear. You want to help the Patriot cause. Yet, you are worried about what will happen to you if you are caught spying.

Would you agree to spy for the Patriots?

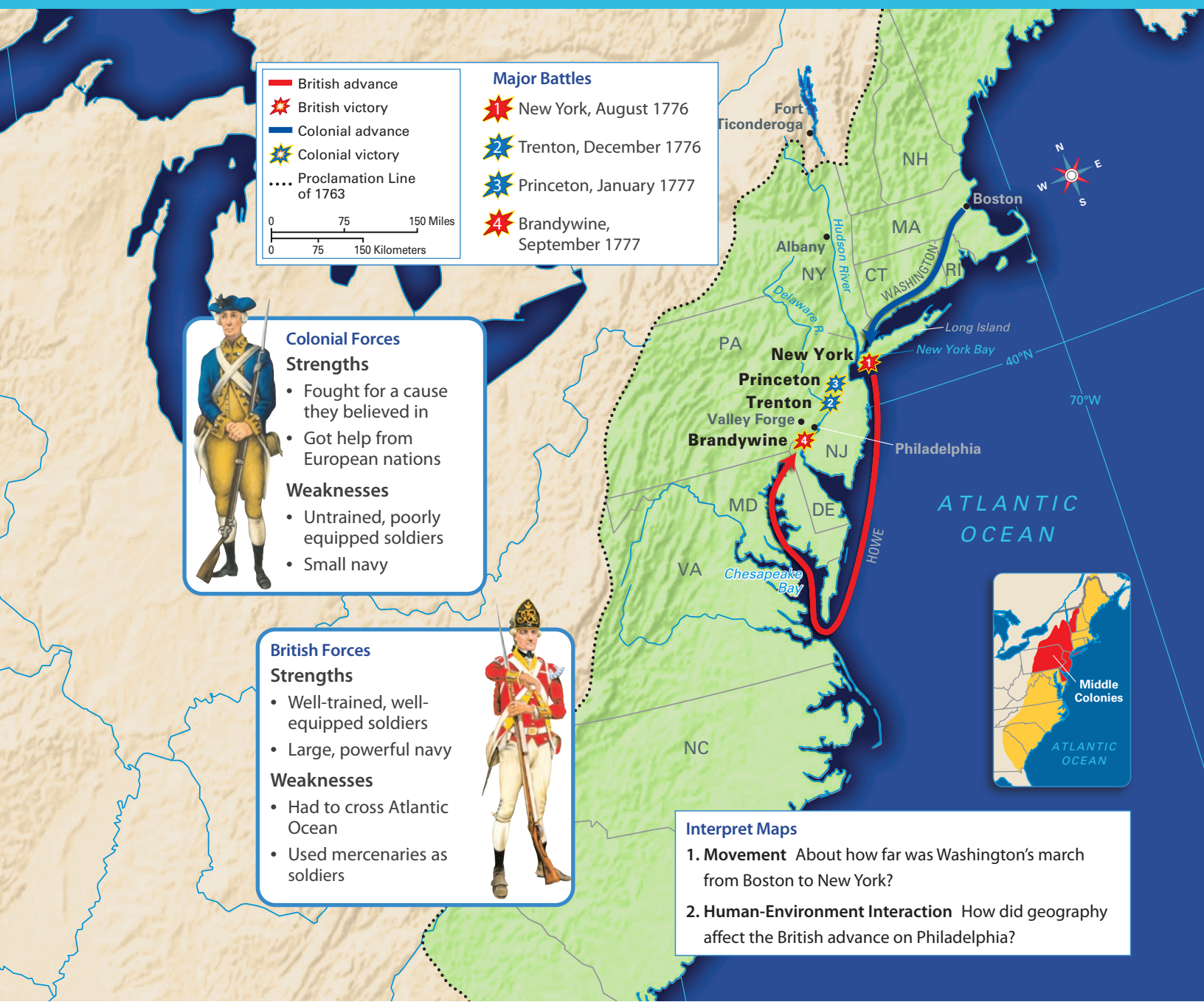
Supporting the War Effort

George Washington's chief task as the Continental army's Commander in Chief was to raise troops. During the war, more than 230,000 soldiers served in the Continental army, and another 145,000 enlisted in local militias. The typical soldier was young, often under the legal age of 16, and had little money or property. The army offered low pay, harsh conditions, and a big chance of becoming a casualty. Yet the Patriots knew they were fighting for their homes and their freedom.

Finding and keeping dedicated soldiers would be a constant challenge throughout the war. In time, the Continental Congress required states to supply soldiers. Men who could afford it often paid others, such as slaves or apprentices, to fight in their places.

One question facing General Washington was whether to recruit African Americans. Many white southerners, particularly wealthy planters, were against the idea, and at first Washington banned African Americans from serving. When the British promised freedom to any enslaved person who fought on their side, however, thousands of African Americans joined the British army. In response, the Continental army began to recruit free African Americans to fight on their side.

Battles in the Middle Colonies, 1776–1777




British advance
 * British victory
 — Colonial advance
 * Colonial victory
 Proclamation Line of 1763

0 75 150 Miles
 0 75 150 Kilometers

Major Battles

- 1 New York, August 1776
- 2 Trenton, December 1776
- 3 Princeton, January 1777
- 4 Brandywine, September 1777



Colonial Forces

Strengths

- Fought for a cause they believed in
- Got help from European nations

Weaknesses

- Untrained, poorly equipped soldiers
- Small navy

British Forces

Strengths

- Well-trained, well-equipped soldiers
- Large, powerful navy

Weaknesses

- Had to cross Atlantic Ocean
- Used mercenaries as soldiers



Interpret Maps

- 1. Movement** About how far was Washington's march from Boston to New York?
- 2. Human-Environment Interaction** How did geography affect the British advance on Philadelphia?

While men served as soldiers, many women ran farms and businesses. Others helped the Continental army by raising money for supplies or making clothing. Women served as messengers, nurses, and spies. A man from Massachusetts noted:

“At every house Women and children [are] making Cartridges, running Bullets . . . and at the same time animating [encouraging] their Husbands and Sons to fight.”

—Anonymous, quoted in *The Literary Diary of Ezra Stiles*

Reading Check
Summarize How did various groups contribute to the war effort?

Perhaps the best-known woman to fight in the war was Mary Ludwig Hays. She was called Molly Pitcher because she brought water to the troops. When her husband was wounded in a 1778 battle, she took his place loading cannons. Another woman, Deborah Sampson, dressed as a man and fought in several battles.



Mary Ludwig Hays, better known as Molly Pitcher, loaded cannons during the Battle of Monmouth after her husband fell in battle.

Defeats and Victories

As the Revolution gathered steam, it became more deadly. At first, the Continental army suffered a number of defeats. In time, though, the Patriots' patience began to pay off.

Canada In part because the army was short on supplies, many Patriot leaders favored fighting a defensive war. Others wanted to invade British-controlled Canada and make it the "14th colony."

Patriot troops led by General Richard Montgomery captured Montreal in November 1775. The next major target was the city of Quebec. Benedict Arnold, now a general, led his troops north on a remarkable trek through the rough backcountry of Maine. He reached Quebec around the same time that Montreal fell to Montgomery. Since his first attempt to take the city failed, Arnold waited for Montgomery's troops to join his.

Taking an immense chance, the combined armies attacked during a fierce blizzard on New Year's Eve. They were quickly defeated. The Americans had suffered a crushing loss, and the Patriots' hopes of taking Canada faded.

New York New York City became the next battleground. General Washington had moved his troops to New York, expecting the British arrival. Sure enough, in June 1776, a fleet of British ships approached New York Bay. Led by General William Howe, the British forced the Continental army off Long Island.

Howe's 32,000 soldiers were much better equipped than Washington's 23,000 men, most of whom were militia. The Patriot general had to use all of his skills just to save his army.

In a series of battles, Howe pounded the Continental army, forcing it to retreat farther and farther. The Redcoats captured Patriots as well as supplies. Eventually, the British pushed Washington across the Hudson River into New Jersey. Howe's revenge for his defeat at Boston was complete. When Howe captured New York City, **Haym Salomon**, a recent immigrant from Poland, stayed there and spied for the Patriots. He later used his skills as a banker to help fund the American Revolution.

During the New York campaigns, a young Connecticut officer named Nathan Hale went behind British lines to get secret information. Seized by the British with documents hidden in the soles of his shoes, Hale was ordered to be hanged. Before his execution, he is said to have declared, "I regret that I have but one life to lose for my country."

After the British gained control of New York City and Long Island, some Patriots left those areas and the Loyalist population grew. Many of these Loyalists fled from other colonies. In the inland part of the New York colony, however, the Patriots still greatly outnumbered the Loyalists.



Crossing the Delaware

George Washington and his troops crossed the partially frozen Delaware River on the night of December 25, 1776. This daring act led to a key Patriot victory at the Battle of Trenton. German American artist Emanuel Leutze created this famous painting in 1851. A version of Leutze's *Washington Crossing the Delaware* hangs in the Metropolitan Museum of Art in New York City.

What feelings do you think Leutze wanted to inspire with this painting?

New Jersey In November 1776, the tattered Continental army was on the run. Washington's remaining 6,000 men were tired and discouraged. The one-year contract for many of them would end on December 31. Who would reenlist in this losing army, and who would replace the soldiers who left? Washington's army was in danger of vanishing.

Thinking the rebellion would end soon, Howe left New Jersey in the hands of soldiers from the German state of Hesse. The Hessians were **mercenaries**—foreign soldiers who fought not out of loyalty, but for pay.

On December 7, Washington retreated across the Delaware River into Pennsylvania. Even with 2,000 fresh troops, the Patriots were near the end. "These are the times that try men's souls," wrote Thomas Paine in *The American Crisis*, a series of pamphlets he began publishing in late 1776. Paine wrote *The American Crisis* to inspire the Patriots. He used loaded language—words that appeal to people's emotions—to help strengthen the American soldiers' morale.

Without a convincing victory, Washington knew he would lose his army. He decided to take a big chance and go on the offensive. The Americans would attack the Hessians at Trenton, New Jersey.

On Christmas night, 1776, with a winter storm lashing about them, Washington and 2,400 soldiers silently rowed across the ice-clogged Delaware River. As morning broke, the men, short on supplies and many with no shoes, marched through the snow to reach the enemy camp at Trenton.

The Hessians, having celebrated the holiday the night before, were fast asleep when the Patriots sprang upon them. The **Battle of Trenton** was an important Patriot victory. American soldiers took more than 900 prisoners.

British general Charles Cornwallis rushed to stop Washington as he marched northeast to Princeton. On the night of January 2, 1777, the Patriots left their campfires burning, then slipped into the darkness and circled behind the British troops. In the morning, Washington attacked. A local resident witnessed it:

“The battle was plainly seen from our door . . . and the guns went off so quick and many together that they could not be numbered . . . Almost as soon as the firing was over, our house was filled and surrounded with General Washington’s men.”

—Anonymous, quoted in *A Brief Narrative of the Ravages of the British and Hessians at Princeton*

As Washington watched the Redcoats flee Princeton, he cheered, “It is a fine fox chase, my boys!” Now, new soldiers joined the chase. Others reenlisted. The army—and the Revolution—was saved.

Saratoga The two quick defeats stung the British. In the spring of 1777, they wanted a victory.

British general John Burgoyne decided to push through New York State and cut off New England from the other colonies. The **strategy** required perfect timing. According to the plan, Burgoyne’s army would invade from Canada, recapture Fort Ticonderoga, and sweep south to Albany. General Howe, in New York City, would sail up the Hudson River to meet him, strangling New England.

Indeed, Burgoyne took Ticonderoga in early July and headed toward Albany. Here, the timing went wrong for the British. Unknown to Burgoyne, Howe had left New York, sailed up the Chesapeake Bay, and captured Philadelphia. Delegates to the Continental Congress were forced to flee.

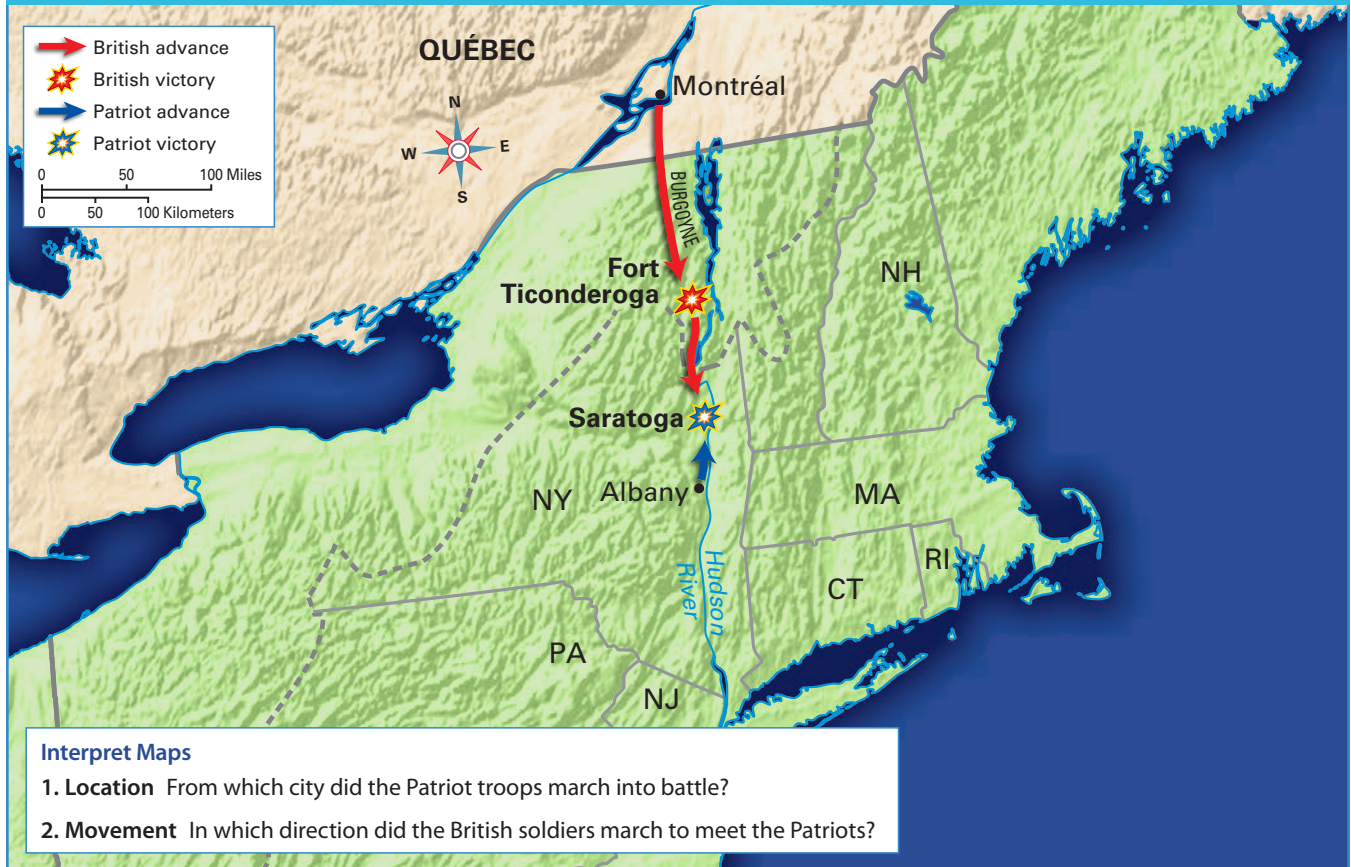
Meanwhile, Burgoyne’s army was bogged down in thick forests. The Patriots had chopped down large trees and dammed rivers to create obstacles. All along the route, the militia swarmed out of nowhere to attack the Redcoats. As Burgoyne neared Saratoga, New York, he found himself surrounded. On October 17, 1777, he was forced to surrender his entire army to General Horatio Gates.

The **Battle of Saratoga** in New York was the turning point of the Revolutionary War. It was the greatest victory yet for the American forces. Morale soared. Patriot James Thacher wrote, “This event will make one of the most brilliant pages of American history.”

Academic Vocabulary
strategy a plan for fighting a battle or war

Reading Check
Summarize Why was the Battle of Saratoga a turning point in the war?

Battle of Saratoga



Help from Europe

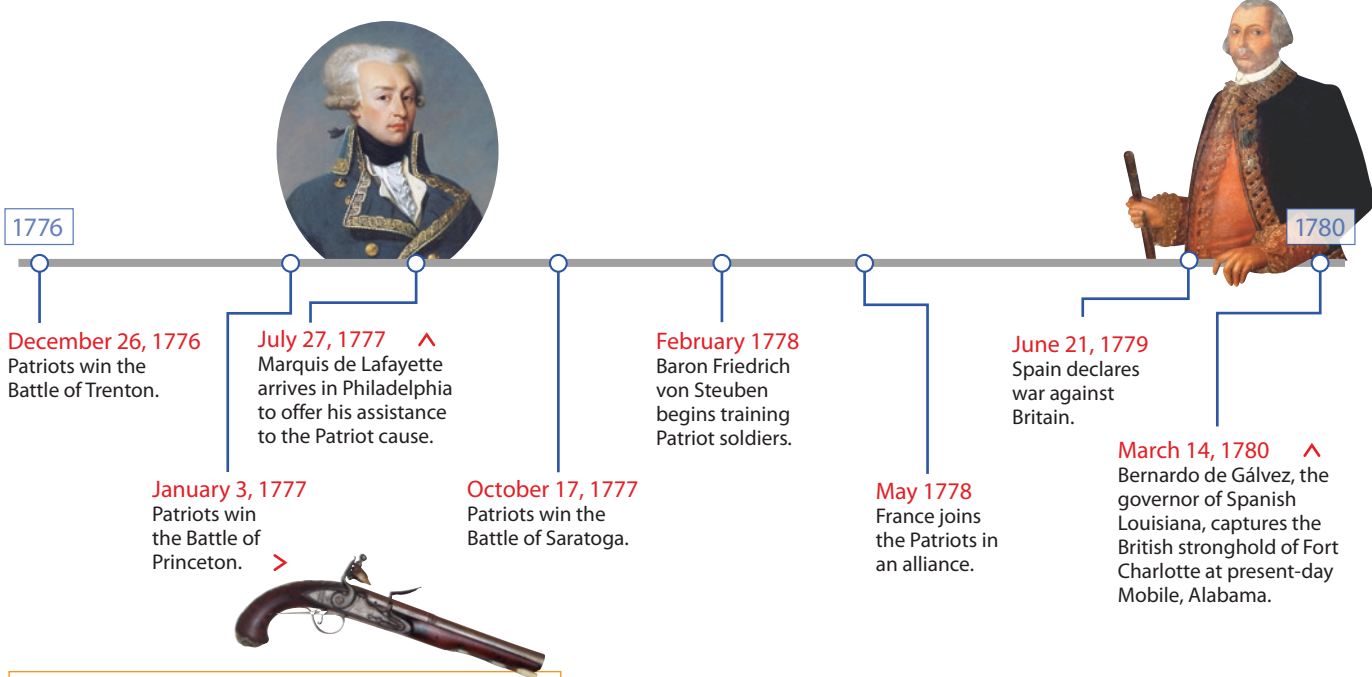
The French and Indian War had drastically changed the balance of power in North America. The French and Spanish had lost a large expanse of valuable land to the British. Both countries were delighted to see their powerful rival experiencing trouble in its American colonies.

The victory at Saratoga gave the Patriots something they had been desperately seeking: foreign help. Not surprisingly, it came from Britain's enemies, France and Spain. Even Britain's old ally, Holland, joined the fight on the side of the Patriots.

Two Remarkable Europeans "The welfare of America is closely bound up with the welfare of mankind," declared a wealthy young Frenchman, the **Marquis de Lafayette**. Inspired by the ideas of the Revolution, Lafayette bought his own ship and arrived in America in 1777. He brought with him a group of well-trained soldiers and volunteered to serve in the Continental army himself without pay.

Lafayette spoke little English and had never seen battle. However, he quickly became a skillful commander, earning the title of major general. Lafayette led 2,000 Patriots to successfully pursue 6,000 Redcoats throughout Virginia during 1780–81. He gave \$200,000 of his own money to support the Revolution and wrote many letters home to powerful friends and family asking their aid for the Patriot cause.

The Patriots Gain Ground



Interpret Timelines

Which nations joined the Patriot cause?

In February 1778, another European came to serve heroically under Washington. **Baron Friedrich von Steuben**, an experienced military officer from Prussia, led with a combination of respect and fear. He started training the American troops, focusing on basic military drills. Soon, he turned the Continental army into a finely tuned fighting force. A historian called von Steuben's feat "perhaps the most remarkable achievement in rapid military training in the history of the world."

Help from France Benjamin Franklin, a skilled and experienced diplomat, had gone to France in 1776 to ask for support from King Louis XVI. Finally, the Battle of Saratoga in 1777 persuaded the French king that the colonists could win the war. Not until then did the king agree to an alliance with the Patriots.

In May 1778, the Continental Congress ratified the treaty of support with France. The French had been helping the Patriots all along with supplies and ammunition. After the treaty became official, the French increased the level of supplies and agreed to provide soldiers and ships. The French naval support would be a key strategic ingredient in defeating the British.

Help from Spain Spain, also a bitter enemy of Britain, joined the war in 1779. **Bernardo de Gálvez**, the governor of Spanish Louisiana, became a key ally to the Patriots. Gálvez gathered a small army of Spanish soldiers, French Americans, colonists, and Native Americans. Together, they made their way east from Louisiana. Gálvez seized British posts all the way to Pensacola, Florida.

Reading Check

Summarize How did France and Spain help the Patriots?

Winter at Valley Forge

The entry of France and Spain into the war came at a crucial moment. The Continental army was running very low on food and clothing. In December 1777, Washington settled his 12,000 men at Valley Forge, north of Philadelphia.

To this day, the name of Valley Forge brings to mind suffering—and courage. Yet no battles took place here. The only enemy was the brutal winter of 1777–78.

Washington's men lacked even the most basic protections against shin-deep snows. In spite of the general's repeated requests for supplies, conflicts over funding between state authorities and Congress kept supplies from coming. Washington wrote in a letter:

“To see men without clothes . . . without blankets to lie upon, without shoes . . . without a house or hut to cover them until those could be built, and submitting without a murmur, is a proof of patience and obedience which, in my opinion, can scarcely be paralleled [matched].”

—George Washington, from *The Writings of George Washington*, edited by Worthington Chauncey Ford

As winter roared in, soldiers quickly built crude shelters that offered little protection against the weather. Some soldiers had no shirts. Others had marched the shoes off their feet. At their guard posts, they stood on their hats to keep their feet from touching the freezing ground. One soldier wrote that getting food was the “business that usually employed us.”

Historical Source

Valley Forge

A surgeon at Valley Forge, Albigence Waldo kept a journal of what he saw during the winter of 1777–78.



“The Army which has been surprisingly healthy hitherto, now begins to grow sickly from the continued fatigues they have suffered this Campaign. Yet they still show a spirit of Alacrity [cheerful readiness] and Contentment not to be expected from so young Troops. I am Sick—discontented—and out of humour. Poor food—hard lodging—Cold Weather—fatigue—Nasty Cloaths [clothes]—nasty Cookery . . . smoke and Cold—hunger and filthiness—A pox on my bad luck.”

—Albigence Waldo, from *The Pennsylvania Magazine of History and Biography*, Volume 21

Analyze Historical Sources

Why did Waldo seem surprised by the soldiers' attitude?

Reading Check

Find Main

Ideas

What challenges did the Continental army face at Valley Forge?



On July 27, 1778, French and British fleets fought each other in the Battle of Ushant near the mouth of the English Channel. It was the first major naval battle between the two powers after France formed an alliance with the Patriots.

During that terrible winter at Valley Forge, some 2,000 soldiers died of disease and malnutrition. Amazingly, those who survived not only stayed—they drilled and marched to the orders of Baron von Steuben and became better soldiers.

While the soldiers suffered through the winter at Valley Forge, the British lived a life of luxury in Philadelphia. Most of the Patriots had fled the city, leaving only Loyalists and British soldiers. Together, they enjoyed the city's houses, taverns, and theaters, and held parties and balls.

War at Sea and in the West

While some Americans struggled against the British on land in the former colonies, others fought at sea and on the western frontier. Each area posed tough challenges.

War at Sea The entry of the French navy into the war greatly aided the colonists. Many people had thought that the mighty British navy would crush the much smaller American fleet. However, the British failed to use their powerful navy effectively during the war.

In the fall of 1775, the Continental Congress made plans to build four American warships. Soon afterward, the Congress formally established the marines and the Continental navy. By adapting merchant vessels, the navy had eight fighting ships ready for combat by February 1776.

That month, the tiny American navy launched a major offensive to damage the operating ability of the British fleet located off the Carolina coast. Rather than attack the fleet directly, the Patriots went after the British supply base on Nassau, in the Bahamas.

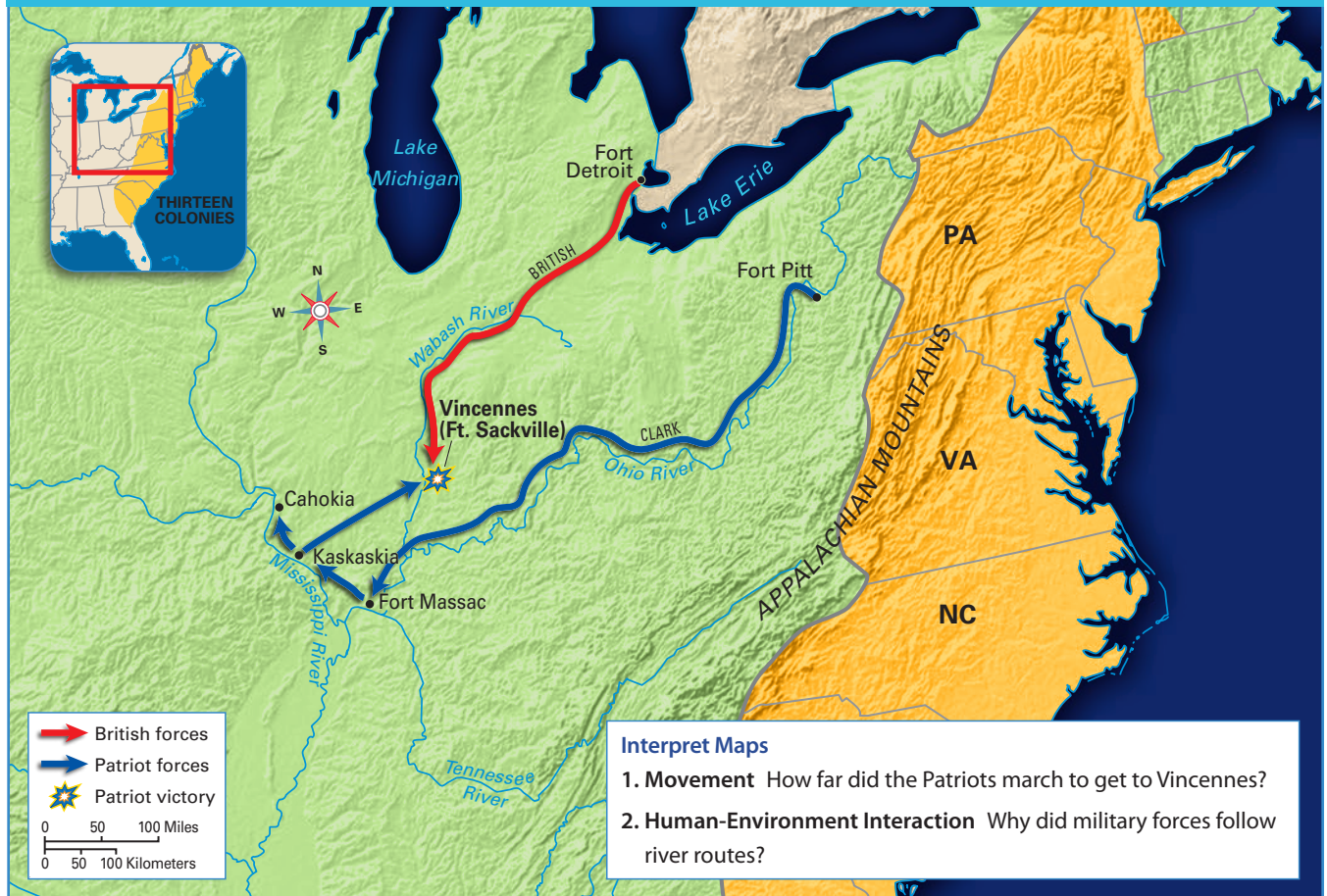
The American troops seized the main supply fort on the island. They then raised the newly created flag of the American Revolution over Nassau. After that campaign, the American navy focused on seizing British supply ships and weakening Britain's naval forces in the West Indies.

John Paul Jones The Patriots owed much of their success on the seas to naval hero **John Paul Jones**. Jones had once been considered an outlaw. He was born John Paul in Scotland and began working on ships at a young age. After accidentally killing the leader of a mutiny, he fled to America and added Jones to his name.

When the war broke out, Jones volunteered his services to the newly created navy. He quickly established himself as a brave and clever sailor. Considered a pirate by the British, Jones captured many British supply ships. The French greatly admired Jones. When France entered the war in 1778, French leaders presented him with a small fleet of seven vessels to command. He named his flagship *Bonhomme Richard* ("Gentleman Richard") in honor of Benjamin Franklin's *Poor Richard's Almanac*. Among the almanac's stories, jokes, and wise sayings were weather forecasts for the year and other practical scientific information.

One of Jones's most famous victories was the capture of the British warship *Serapis* on September 23, 1779. Early in the battle, the British knocked out the heaviest artillery on the *Bonhomme Richard*. Captain

War in the West, 1778–1779



American Revolutionary war hero and frontiersman George Rogers Clark helped defeat British forces in the West.

Richard Pearson of the *Serapis* then called out to Jones, “Has your ship struck [surrendered]?” Jones replied, “I have not yet begun to fight!” The battle continued for more than two hours. Finally, the Americans wore down the British, who surrendered at 10:30 P.M.

The Continental navy used fewer than 100 ships over the course of the war. Yet the British lost more than 200 ships to the small but effective American naval force.

War in the West The lands west of the Appalachian Mountains were controlled by Native American nations. Both the British and the Patriots tried to enlist these groups in their cause.

George Rogers Clark volunteered to lead the western campaign. Clark had been a surveyor along the Ohio and Kentucky rivers. By the time the war broke out, he knew the lands of the Ohio River valley well. Clark created an army from the scattered settlements in the area. One of the best-known groups was the Over Mountain Men, a band of settlers from present-day Tennessee.

Determined to weaken British support systems, Clark targeted trading villages. Following the Ohio River to the Tennessee, Clark’s force set out on a 120-mile overland trek to Kaskaskia, in present-day Illinois. The village’s

leaders learned of the attack and surrendered. Other Patriots took Cahokia without a fight.

In February 1779, Clark launched a surprise attack on Fort Sackville near the town of Vincennes. The attack was unexpected because the nearby Wabash River was icy and flooded. Despite overflowing riverbanks, Clark's force of 150 men endured an 18-day march through freezing water. They also managed to bring enough Patriot flags for an army of hundreds. The flags were displayed near the fort, and the skilled pioneers sustained enough musket fire to indicate a much larger army. Falling for the ruse, the commander of Fort Sackville surrendered.

In general, the British were more successful at winning over the Native Americans. But Clark's many campaigns undermined British support in the West.

Summary and Preview The Patriots faced hardships as the war continued. In the next lesson, you will see how they finally achieved their goal of independence.

Reading Check

Find Main Ideas

How did Jones and Clark help the Patriots' war effort?

Lesson 4 Assessment

Review Ideas, Terms, and People

- a. Identify** What groups supported the Patriot war effort? How did each group contribute?

b. Analyze Why was it difficult to find and keep soldiers in the Continental army?
- a. Describe** What early defeats did the Patriots face?

b. Elaborate Was it a mistake for the British to use mercenaries to help them fight the war? Why or why not?

c. Explain How did New Jersey's location play an important role in the American Revolution?
- a. Elaborate** Why do you think European nations supported the colonists rather than Great Britain?

b. Evaluate Do you think that the Patriots would have won the war without help from France and Spain? Why or why not?

- a. Describe** What difficulties did the Patriots face at Valley Forge?

b. Elaborate How might weather conditions affect the outcome of a battle?
- a. Identify** Who was John Paul Jones?

b. Compare In what ways was Jones's naval strategy like that of the Continental army?

Critical Thinking

- Draw Conclusions** In this lesson you learned about the war for American independence. Create a chart similar to the one below and identify the region in which major wartime events took place and how the events reflected the Patriots' successes and failures.

Region	Patriot Problems	Patriot Successes

Independence!

The Big Idea

The war spread to the southern colonies, where the British were finally defeated.

Main Ideas

- Patriot forces faced many problems in the war in the South.
- The American Patriots finally defeated the British at the Battle of Yorktown.
- The British and the Americans officially ended the war by signing the Treaty of Paris of 1783.

Key Terms and People

Francis Marion
James Armistead
Comte de Rochambeau
Battle of Yorktown
Treaty of Paris of 1783

If YOU were there . . .

You have grown up on a farm in South Carolina. You know every inch of the woods and marshes around your home. You are too young to join the Continental army, but you have heard stories about a brave group of soldiers who carry out quick raids on the British, then disappear into the woods. These fighters get no pay and live in constant danger.

Would you consider joining the fighters? Why?

War in the South

The war across the ocean was not going the way the British government in London had planned. The northern colonies, with their ragged, scrappy fighters, proved to be tough to tame. So, the British switched strategies and set their sights on the South.

The British hoped to find support from the large Loyalist populations living in Georgia, the Carolinas, and Virginia. As they moved across the South, the British also planned to free enslaved Africans and enlist them as British soldiers. Under the leadership of a new commander, General Henry Clinton, the strategy paid off—for a while.

Brutal Fighting The southern war was particularly brutal. Much more than in the North, this phase of the war pitted Americans—Patriots versus Loyalists—against one another in direct combat. The British also destroyed crops, farm animals, and other property as they marched through the South. One British officer, Banastre Tarleton, sowed fear throughout the South by refusing to take prisoners and killing soldiers who tried to surrender.

Georgia, the last colony to join the Revolution, was the first to fall to the British. A force of 3,500 Redcoats easily took Savannah in 1778 and soon put in place a new colonial government.

Britain's next major target was Charleston, South Carolina. In early 1780, General Clinton landed a force of 14,000 troops around the port city. With a minimal cost of about 250 casualties, the British scored one of their biggest victories of the war. The Patriots surrendered Charleston in May, handing over four ships and some 5,400 prisoners.

A Failed Attack and an Important Victory In August 1780, Patriot forces led by Horatio Gates tried to drive the British out of Camden, South Carolina. The attack was poorly executed, however. Gates had only half as many soldiers as he had planned for, and most were tired and hungry. In the heat of battle, many panicked and ran. The Patriot attack quickly fell apart. Of some 4,000 American troops, only about 700 escaped.

General Nathanael Greene arrived to reorganize the army. As he rode through the southern countryside, he was discouraged by the devastation. He later wrote, "I have never witnessed such scenes."

On October 7, 1780, a group of Patriot militias won an important battle against a group of Loyalist militias in what is today York County, South Carolina. It became known as the Battle of Kings Mountain. The victory boosted the Patriots' morale and kept the British from further invading the Carolinas.

Guerrilla Warfare The southern Patriots switched to swift hit-and-run attacks known as guerrilla warfare. No Patriot was better at this style of fighting than **Francis Marion**. He organized Marion's Brigade, a group of guerrilla soldiers.

Marion's Brigade used surprise attacks to disrupt British communication and supply lines. Despite their great efforts, the British could not catch Marion and his men. One frustrated general claimed, "As for this . . . old fox, the devil himself could not catch him." From that point on, Marion was known as the Swamp Fox.

Reading Check

Sequence List the events of the war in the South in chronological order.

Swamp Fox

Francis Marion leads his soldiers down a river in South Carolina. Marion built a hideout on one of the river's islands. From there, he would lead lightning-fast raids against British communication and supply lines.

Which figure do you think is Francis Marion? Why?





The British scuttled, or purposely sank, dozens of their ships. This formed a barrier that kept the French ships from coming too close.



Battle of Yorktown

In October 1781, American and French troops surrounded British forces and defeated them in the Battle of Yorktown.

Analyze Visuals
Human-Environment Interaction How did American and French forces trap the British at Yorktown?

- American troop positions
- French troop positions
- British troop positions
- British defensive lines

0 0.5 1 Mile
 0 0.5 1 Kilometer

Battle of Yorktown

In early 1781, the war was going badly for the Patriots. They were low on money to pay soldiers and buy supplies. The help of their foreign allies had not brought the war to a quick end as they had hoped. The British held most of the South, plus Philadelphia and New York City. The Patriots' morale took another blow when Benedict Arnold, one of America's most gifted officers, turned traitor.

Regrouped under Nathanael Greene, the Continental army began harassing British general Charles Cornwallis in the Carolinas. Hoping to stay in communication with the British naval fleet, Cornwallis moved his force of 7,200 men to Yorktown, Virginia. It was a fatal mistake.

An enslaved African named **James Armistead** worked as a spy for the Marquis de Lafayette. The information Armistead collected for Lafayette gave the Continental army an advantage over the British at Yorktown. General Washington saw a chance to trap Cornwallis there. He ordered Lafayette to block Cornwallis's escape by land. Then, he combined his 2,500 troops with 4,000 French troops commanded by the **Comte de Rochambeau** (raw-shahn-BOH). Washington led the French-American force on a swift march to Virginia to cut off the other escape routes. The Patriots surrounded Cornwallis with some 16,000 soldiers. Meanwhile, a French naval fleet seized control of the Chesapeake Bay, preventing British ships from rescuing Cornwallis's stranded army.

The siege began. For weeks, the fighting steadily wore down the British defenses. Alexander Hamilton, who later became America's first secretary of the treasury, took part in the Battle of Yorktown. He commanded an infantry battalion under General Washington. In early October, Washington prepared for a major attack on the weakened British troops.

Facing near-certain defeat, on October 19, 1781, Cornwallis sent a drummer and a soldier with a white flag of surrender to Washington's camp. The Patriots took some 8,000 British prisoners—the largest British army in America.

The **Battle of Yorktown** was the last major battle of the American Revolution. Prime Minister Lord North received word of the Yorktown surrender in November. In shock, he declared, "It is all over!"

The Treaty of Paris

After Yorktown, only a few small battles took place. Lacking the money to pay for a new army, Great Britain entered into peace talks with America. Benjamin Franklin had a key role in the negotiations.

Reading Check

Draw Conclusions

Why did the victory at Yorktown end the fighting?

[Explore ONLINE!](#)

North America after the Treaty of Paris of 1783



Sentiments of an American Woman

The Continental army received aid from female Patriots led by Esther DeBerdt Reed and Sarah Franklin Bache, the daughter of Benjamin Franklin. In 1780, these women organized a campaign that raised \$300,000 for soldiers' clothing. The following pamphlet, written by the campaign's leaders, announced the campaign. In it, the authors used images of women helping with war efforts of the past to gain support for their cause.

The women declare that they would fight if they were allowed.

The authors list ways in which women have helped fight wars in the past.

In this phrase, the women link themselves to great women rulers of the past.

“On the **commencement**¹ of actual war, the Women of America **manifested**² a firm resolution to contribute . . . to the deliverance of their country. Animated by the purest patriotism they are sensible of sorrow at this day, in not offering more than barren wishes for the success of so glorious a Revolution. They aspire to **render**³ themselves more really useful; and this sentiment is universal from the north to the south of the Thirteen United States. Our ambition is kindled by the fame of those heroines of **antiquity**⁴, who . . . have proved to the universe, that . . . if opinion and manners did not forbid us to march to glory by the same paths as the Men, we should at least equal, and sometimes surpass them in our love for the public good. I glory in all that which my sex has done great and **commendable**⁵. I call to mind with enthusiasm and with admiration, all those acts of courage, of constancy and patriotism, which history has transmitted to us. . . .”

“So many famous sieges where the Women have been seen . . . building new walls, digging trenches with their feeble hands, furnishing arms to their defenders, they themselves darting the missile weapons of the enemy, resigning the ornaments of their apparel, and their fortune, to fill the public treasury, and to hasten the deliverance of their country; burying themselves under its ruins; throwing themselves into the flames rather than submit to the disgrace of humiliation before a proud enemy.”

“Born for liberty, **disdaining**⁶ to bear the irons of a **tyrannic**⁷ Government, we associate ourselves . . . [with those rulers] who have extended the empire of liberty, and **contented**⁸ to reign by sweetness and justice, have broken the chains of slavery, forged by tyrants.”

¹ commencement start

² manifested presented

³ render make

⁴ antiquity ancient times

⁵ commendable praiseworthy

⁶ disdaining refusing

⁷ tyrannic unjust

⁸ contented determined

Analyze Historical Sources

1. What do the writers “call to mind” in asking women to join the Patriot cause?
2. With whom do the writers associate themselves?

Delegates took more than two years to come to a peace agreement. In the **Treaty of Paris of 1783**, Great Britain recognized the independence of the United States. The treaty also set America's borders. A separate treaty between Britain and Spain returned Florida to the Spanish. British leaders also accepted American rights to settle and trade west of the original thirteen colonies.

At the war's end, many members of the Iroquois nations who had fought on the side of the British moved to Canada. Those who did not were ordered to live on reservations in the northern, central, and western parts of New York. Otherwise, when the terms of the Treaty of Paris were negotiated, the concerns of Native Americans were largely ignored.

Now that the war was over, Patriot soldiers returned to their homes and families. The courage of soldiers and civilians had made America's victory possible. As they returned home, George Washington thanked his troops for their devotion. "I . . . wish that your latter days be as prosperous as your former ones have been glorious."

Summary and Preview Americans won their independence from Great Britain in 1783. In the next module, you will learn how the new nation formed its first government.

Reading Check

Summarize

Explain how the War for Independence finally came to an end.

Lesson 5 Assessment

Review Ideas, Terms, and People

- a. Describe** What problems did the Patriots experience in the war in the South?

b. Analyze What advantages did the southern Patriots have over the British in the South?
- a. Describe** What was the Patriots' strategy for defeating the British at Yorktown?

b. Elaborate Why do you think General Cornwallis decided to surrender at the Battle of Yorktown?
- a. Identify** Who helped to negotiate the Treaty of Paris of 1783 for the Americans?

b. Predict How might relations between Great Britain and its former colonies be affected by the war?

Critical Thinking

- Evaluate** In this lesson you learned about the events that led to the end of the war. Create a graphic organizer like the one below and then identify and describe the most important event in turning the war in the Patriots' favor.

Event	Importance to end of war

Social Studies Skills

Understand Historical Interpretation

Define the Skill

Historical interpretations are ways of explaining the past. They are based on what is known about the people, ideas, and actions that make up history. Two historians can look at the same set of facts about a person or event of the past and see things in different ways. Their explanations of the person or event, and the conclusions they reach, can be very different. The ability to recognize, understand, and evaluate historical interpretations is a valuable skill in the study of history.

Learn the Skill

When people study the past, they decide which facts are the most important in explaining why something happened. One person may believe certain facts to be important, while other people may believe other facts are more important. Therefore, their explanation of the topic, and the conclusions they draw about it, may not be the same. In addition, if new facts are uncovered about the topic, still more interpretations of it may result.

Asking the following questions will help you to understand and evaluate historical interpretations.

1. What is the main idea in the way the topic is explained? What conclusions are reached? Be aware that these may not be directly stated but only hinted at in the information provided.
2. On what facts has the writer or speaker relied? Do these facts seem to support his or her explanation and conclusions?
3. Is there important information about the topic that the writer or speaker has dismissed or ignored? If so, you should suspect that the

interpretation may be inaccurate or deliberately slanted to prove a particular point of view.

Just because interpretations differ, one is not necessarily “right” and others “wrong.” As long as a person considers all the evidence and draws conclusions based on a fair evaluation of that evidence, his or her interpretation is probably acceptable.

Remember, however, that trained historians let the facts *lead* them to conclusions. People who *start* with a conclusion, select only facts that support it, and ignore opposing evidence produce interpretations that have little value for understanding history.

Practice the Skill

Two widely accepted interpretations exist of the causes of the American Revolution. One holds that the Revolution was a struggle by freedom-loving Americans to be free from harsh British rule. In this view, the colonists were used to self-government and resisted British efforts to take rights they claimed. The other interpretation is that a clash of economic interests caused the Revolution. In this view, the war resulted from a struggle between British and colonial merchants over control of America’s economy.

Review Lessons 1, 2, and 3 of Module 4. Then, answer the following questions.

1. What facts in the text support the economic interpretation of the Revolution? What evidence supports the political interpretation?
2. Which interpretation seems more convincing? Explain why.

Module 4 Assessment

Review Vocabulary, Terms, and People

1. What were American colonists who remained loyal to Great Britain called?
 - a. Whigs
 - b. Loyalists
 - c. Royalists
 - d. Democrats
2. What was the name of the battle in which the Patriots finally defeated the British?
 - a. Battle of Saratoga
 - b. Battle of New Jersey
 - c. Battle of Yorktown
 - d. Battle of Valley Forge
3. What was the name for the colonial military force created to fight the British?
 - a. mercenaries
 - b. Redcoats
 - c. Hessians
 - d. Continental army
4. Who was the French nobleman who helped the Patriots fight the British?
 - a. Bernardo de Gálvez
 - b. Marquis de Lafayette
 - c. Baron von Steuben
 - d. Lord Dunmore

Comprehension and Critical Thinking

Lesson 1

5.
 - a. **Recall** Why did the British believe it was necessary to raise taxes on the American colonists?
 - b. **Draw Conclusions** How did the Boston Massacre and the Boston Tea Party affect relations between Great Britain and the colonies?
 - c. **Evaluate** Did the British government overreact to colonial protests by issuing the Intolerable Acts? Why or why not?

Lesson 2

6.
 - a. **Recall** What actions did the First and Second Continental Congresses take?
 - b. **Analyze** How did the events at Lexington and Concord change the conflict between Great Britain and the colonies?
 - c. **Elaborate** Why do you think that control of Boston early in the Revolutionary War was important?

Lesson 3

7.
 - a. **Identify** Why is July 4, 1776, a significant date?
 - b. **Draw Conclusions** What effect did

Common Sense have on colonial attitudes toward Great Britain?

- c. **Predict** How might the content of the Declaration of Independence lead to questions over the issue of slavery?

Lesson 4

8.
 - a. **Describe** What difficulties did the Patriots experience in the early years of the war?
 - b. **Analyze** How did the Patriots turn the tide of the war?
 - c. **Elaborate** Could the Patriots have succeeded in the war without foreign help? Explain.

Lesson 5

9.
 - a. **Recall** Why did the British think they might find support in the southern colonies?
 - b. **Make Inferences** Why did it take more than two years for the British and the Americans to agree to the terms of the Treaty of Paris?
 - c. **Evaluate** In your opinion, what was the most important reason for the Patriot defeat of the British?

Module 4 Assessment, continued

Social Studies Skills

Understand Historical Interpretation Use the Social Studies Skills taught in this module to answer the questions about the reading selection below.

In a series of battles, Howe pounded the Continental army, forcing it to retreat farther and farther. The Redcoats captured Patriots as well as supplies. Eventually, the British pushed Washington across the Hudson River into New Jersey. Howe's revenge for his defeat at Boston was complete.

- Which statement from the passage is an interpretation of historical facts?
 - The Redcoats captured Patriots as well as supplies.
 - Eventually, the British pushed Washington across the Hudson River into New Jersey.
 - Howe's revenge for his defeat at Boston was complete.
- What might a different interpretation of the facts be?

Review Themes

- Politics** What are three important rights listed in the Declaration of Independence?
- Geography** What role did geography play in the fighting that took place in the West?

Reading Skills

Main Ideas in Social Studies Use the Reading Skills taught at the beginning of the module to answer the question about the reading selection below.

(1) Native Americans were at first encouraged by both sides to remain neutral. (2) By the summer of 1776, however, both Patriots and the British were aggressively recruiting Indian fighters. (3) Many Native Americans sided with the British. (4) In northern New York, four of the six Iroquois nations fought for the British.

- Which sentence contains the main idea of the paragraph?
 - Sentence 1
 - Sentence 2
 - Sentence 3
 - Sentence 4

Map Skills

- Draw a Map** Using the map of North America in Lesson 5 as reference, draw a map that shows the boundary that was set for the United States by the Treaty of Paris of 1783. Illustrate also the areas in North America that were controlled by the British, Spanish, French, and Russians.

Focus on Speaking

- Prepare an Oral Report** In this module you learned about great events, courageous deeds, and heroic people in the Revolutionary War. Begin preparations for an oral report by identifying one or two important ideas, events, or people for each period of the war. Next, write a one-sentence introduction to your talk. Then write a sentence or two about each period of the war. Write a concluding sentence that makes a quick connection between the Revolutionary War and our lives today. Practice your talk until you can give it with only a glance or two at your notes.

THE

American REVOLUTION

The American Revolution led to the formation of the United States of America in 1776. Beginning in the 1760s, tensions grew between American colonists and their British rulers when Britain started passing a series of new laws and taxes for the colonies. With no representation in the British government, however, colonists had no say in these laws, which led to growing discontent. After fighting broke out in 1775, colonial leaders met to decide what to do. They approved the

Declaration of Independence, announcing that the American colonies were free from British rule. In reality, however, freedom would not come until after years of fighting.

Explore some of the people and events of the American Revolution online. You can find a wealth of information, video clips, primary sources, activities, and more through your online textbook.

“I know not what course others may take; but as for me, give me liberty or give me death!”

—Patrick Henry



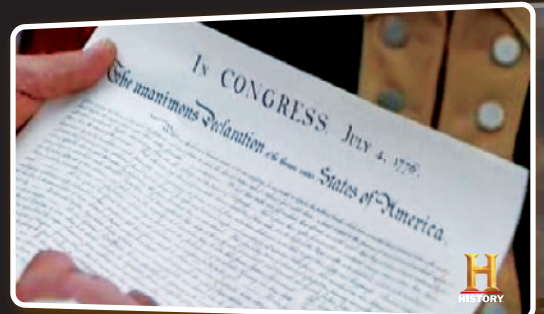
“Give Me Liberty or Give Me Death!”

Read an excerpt from Patrick Henry’s famous speech, which urged the colonists to fight against the British.



Seeds of Revolution

Watch the video to learn about colonial discontent in the years before the Revolutionary War.



Independence!

Watch the video to learn about the origins of the Declaration of Independence.



Victory!

Watch the video to learn how the American colonists won the Revolutionary War.

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Printed in the U.S.A.

ISBN 978-0-544-66884-3

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