Toward Independence

Why was there an American Revolution?

PREVIEW

Think about the memo your teacher read from the principal about the new policy to charge students for photocopying. Answer these questions on a separate sheet of paper.

1. How did you feel when the memo was read? What were your feelings toward the principal, the volunteer fee collector, and your teacher? Explain.
2. Why did some students decide to pay for photocopying? Why did some not pay?
3. Why did this experience provoke such strong reactions? Answers will vary.

Social Studies Vocabulary

As you complete the Reading Notes, use these terms in your answers.

militia tyranny repeal boycott

Section 1

1. What powers did colonial governments have in the 18th century?
   Colonial governments elected their own assemblies, passed laws, and created taxes and decided how to use them.

2. Which event of the French and Indian War do you think was the most significant? Why?
   Possible answers include: In 1754, Washington and his men opened fire on a French scouting party in the Ohio Valley. This event began the French and Indian War. In 1759, British troops captured Canada. This was an important turning point for the Americans, who had suffered many losses to the French.

3. Why was the outcome of the war important for American colonists?
   The territory in North America controlled by Great Britain expanded greatly. Colonists felt proud to be British and hopeful for the future.
Section 2

1. From 1763 to 1765, the British Parliament and King George passed three laws that affected the colonists. Complete the table to explain these events.

<table>
<thead>
<tr>
<th>Law</th>
<th>What did this law require colonists to do?</th>
<th>How did some colonists protest this law?</th>
<th>How did the British government react to those protests?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proclamation of 1763</td>
<td>Colonists could only settle land east of the Appalachian Mountains.</td>
<td>Colonists argued in letters and articles that it was tyranny, an unjust use of government power.</td>
<td>The British government ignored colonists’ complaints and sent more troops to the colonies.</td>
</tr>
<tr>
<td>Stamp Act (1765)</td>
<td>Colonists had to buy a stamp for any paper they used, including newspapers and cards.</td>
<td>Colonists sent messages to Parliament, refused to buy stamps, and attacked tax collectors.</td>
<td>The British government repealed the Stamp Act.</td>
</tr>
<tr>
<td>Quartering Act (1765)</td>
<td>Colonial assemblies had to provide housing and supplies for British troops.</td>
<td>New York’s assembly refused to give funds for some supplies.</td>
<td>The British government refused to let the New York assembly meet until it complied with the law.</td>
</tr>
</tbody>
</table>

2. What do you think is the best argument for and against each of these laws?

<table>
<thead>
<tr>
<th>Law</th>
<th>For</th>
<th>Against</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proclamation of 1763</td>
<td>Colonists will anger and provoke American Indians by claiming their land.</td>
<td>The only new land available for settlement is on the other side of the Appalachians.</td>
</tr>
<tr>
<td>Stamp Act (1765)</td>
<td>The colonists pay fewer taxes than other British citizens. It is time they pay their fair share for the French and Indian War.</td>
<td>No taxation without representation! You have no right to tax us without our consent.</td>
</tr>
<tr>
<td>Quartering Act (1765)</td>
<td>Soldiers are here to defend colonists against attack so they should help pay the costs.</td>
<td>The soldiers take up space and do nothing. Why should we pay for them?</td>
</tr>
</tbody>
</table>
Section 3

1. What were the Townshend Acts? Why did Parliament pass them?

   The Townshend Acts placed a duty, or tax, on certain goods the colonists imported from Great Britain. The acts were passed to raise money for Great Britain’s army in the colonies.

2. Create a drawing or political cartoon to show how the colonists, including Loyalists, reacted to the Townshend Acts. Make sure your illustration shows the influence of colonial women during this action.

   Drawings should show a boycott of English goods. Women refusing to buy these goods should be included in the illustration.

3. Explain why Lord North decided to repeal the Townshend Acts in 1770. Then sketch the one item that was left out of the repeal.

   Lord North repealed the Townshend Acts because the taxes were not raising enough money to cover the losses due to the boycott. Sketches should show that tea was left out of the repeal.
Section 4

1. Draw a Patriot’s view and a Loyalist’s view of how the Boston Massacre began.

<table>
<thead>
<tr>
<th>Patriot</th>
<th>Loyalist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawings from the Patriot point of view might show peaceful, unarmed colonists and British soldiers opening fire on them.</td>
<td>Drawings from the Loyalist point of view might show colonists yelling insults at British soldiers and throwing ice balls and rocks at them.</td>
</tr>
</tbody>
</table>

2. What role did John Adams play after the Boston Massacre and why?
   John Adams defended British soldiers who were accused of killing colonists at the Boston Massacre. He believed in upholding the law and that every person had the right to a fair trial.

Section 5

1. Rewrite this sentence to make it correct: The Boston Massacre and the repeal of taxes under the Townshend Acts began huge protests across the colonies.
   Possible answer: The Boston Massacre did not cause new protests against the British government, and the repeal of the Townshend Acts led to a period of calm in the colonies.

2. Give one argument in favor of the Tea Act and one argument against the Tea Act.
   Possible answers:
   - Argument for the Tea Act: It will lower the cost of tea in the colonies. It will keep the British East India Company from going bankrupt.
   - Argument against the Tea Act: It will create a monopoly of the tea trade. It will cause colonists to worry that the British government will try to control other trades.

3. Write a newspaper headline about the Boston Tea Party from the points of view of a Loyalist and a Patriot. Explain your headlines.

   Possible answers:

   ✪ The Loyalist Times ✪
   Patriot Temper Tantrum at Boston Harbor
   Loyalists saw the Patriots as rowdy, unreasonable, and difficult to control.

   ★ The Patriot Press ★
   Magnificent Moment of Defending Our Rights
   Patriots believed this destructive action was necessary to defend their rights of representation in government.
Section 6

1. How did King George’s feelings toward the colonies change after the Boston Tea Party?

   After the Boston Tea Party, King George no longer simply wanted to collect taxes from the colonists. He now wanted to take control of the colonies.

2. Complete the table by recording three actions of the Intolerable Acts. Then take the point of view of a colonist and describe how each action might have hurt you.

   **Possible answers:**

<table>
<thead>
<tr>
<th>Actions of the Intolerable Acts</th>
<th>How This Might Have Hurt You</th>
</tr>
</thead>
<tbody>
<tr>
<td>It closed Boston Harbor to shipping.</td>
<td>My business may lose money.</td>
</tr>
<tr>
<td>The British government now controlled the government in Massachusetts.</td>
<td>I have less say in government than before and can't gather with other colonists at town meetings without the governor's permission.</td>
</tr>
<tr>
<td>A British soldier accused of murder would have his trial in England, not in the colonies.</td>
<td>People in England will not understand all the circumstances of the trial and will probably take the soldier's side.</td>
</tr>
<tr>
<td>More soldiers were sent to Boston to make sure colonists followed the laws.</td>
<td>More freedoms will be taken from us as the British government uses more force.</td>
</tr>
</tbody>
</table>

3. The colonists took several actions to oppose the Intolerable Acts. Which action do you agree with the most and why?

   Possible actions (opinions will vary): Merchants in other colonies closed their shops to oppose the treatment of colonists in Massachusetts. Virginians called for a meeting of all colonial delegates to find a peaceful solution. Some towns and cities organized militias.

4. What new idea did Patrick Henry bring to the First Continental Congress?

   Patrick Henry urged colonists to unite by thinking of themselves as one group of people: Americans.

5. What decisions did the First Continental Congress make?

   The First Continental Congress decided to send a message to King George asking him to recognize their rights. The Congress also called for a new boycott of British goods until the Intolerable Acts were repealed.
Section 7

Complete the flowchart of key events of the battles at Lexington and Concord.

Possible flowchart:

- British troops leave Boston and march to Concord to seize gunpowder and weapons.
- Paul Revere and others warn colonists of the British approach.
- Minutemen and British troops fight in Lexington.
- British troops continue to Concord.
- British soldiers search for weapons and gunpowder in Concord.
- Colonists fight British soldiers at Concord’s North Bridge.
- Colonists attack British soldiers on the retreat to Boston.

Use this rubric to evaluate the Processing assignment.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The pamphlet includes the following elements: an eye-catching title, two or three illustrations, and two persuasive paragraphs with supporting evidence. The images are relevant, and the text uses accurate supporting reasons and examples. The paragraphs are well-written and free from grammar and spelling errors.</td>
</tr>
<tr>
<td>2</td>
<td>The pamphlet includes most of the following elements: an eye-catching title, two or three illustrations, and two persuasive paragraphs with supporting evidence. The images are relevant, and the text uses accurate supporting reasons and examples. The paragraphs are well-written but may have some grammar and spelling errors.</td>
</tr>
<tr>
<td>1</td>
<td>The pamphlet lacks several of the following elements: an eye-catching title, two or three illustrations, and two persuasive paragraphs with supporting evidence. The images are not relevant, and the text uses inaccurate supporting reasons and examples. The paragraphs have some grammar and spelling errors.</td>
</tr>
</tbody>
</table>
Preparing to Write: Describing a Hero

With his poem “Paul Revere’s Ride,” Henry Wadsworth Longfellow made Paul Revere an American hero. Longfellow used words to create his hero. Below is the last verse of the poem. Underline words that might make Paul Revere seem like a hero to readers.

So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm—
A cry of defiance and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!

For borne on the night-wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoof-beats of that steed
And the midnight message of Paul Revere.

What is your definition of a hero?

*Answers will vary, but responses should be written in complete and coherent sentences.*

By your definition, who is someone in your community that you consider to be a hero?

*Answers will vary, but ensure that students are writing about a person in the community.*

List three reasons why this person is a hero in your eyes.

*Answers will vary.*

Write five words or phrases that describe your hero and his or her actions.

*Answers will vary.*
Writing a Descriptive Paragraph
Write a clear, descriptive paragraph about your hero. Your paragraph should convince a reader that this person has the qualities of a hero.

Use this rubric to evaluate your paragraph. Make changes in your paragraph if you need to.

<table>
<thead>
<tr>
<th>Score</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Paragraph presents convincing detail on heroism. It uses a variety of descriptive words and phrases. It is well constructed with a topic sentence, supporting details, and a conclusion. There are no spelling or grammar errors.</td>
</tr>
<tr>
<td>2</td>
<td>Paragraph presents convincing detail on heroism. It uses some descriptive words and phrases. It has a topic sentence, supporting details, and a conclusion. There are some spelling or grammar errors.</td>
</tr>
<tr>
<td>1</td>
<td>Paragraph does not present convincing detail on heroism. It has few descriptive words and phrases. It lacks a topic sentence, supporting details, or a conclusion. There are many spelling and grammar errors.</td>
</tr>
</tbody>
</table>