

MI OPEN BOOK PROJECT

# United

Beginnings through Revolution

# States

# History



Marlene Bailey, Denise Gallemore, Whitney Holdwick  
Karyn Hutchinson, Denise Knapp, Sara Smith

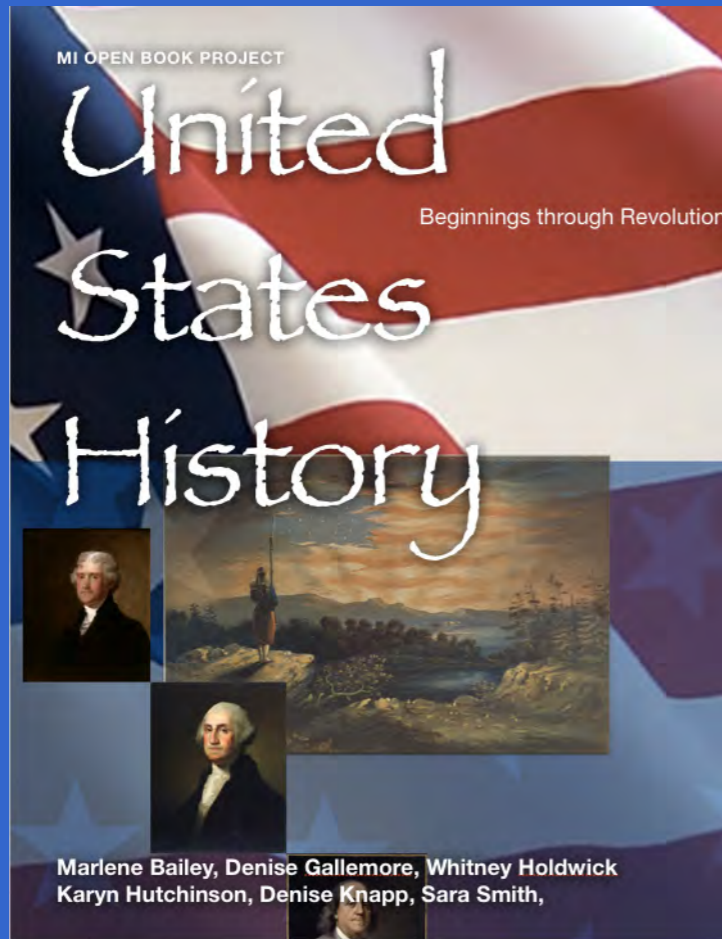


# United States History - Beginnings through Revolution



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## About the Authors - US History - Beginnings through Revolution



### **Marlene Bailey**

#### **Elk Rapids Public Schools**

*Lakeland Elementary School*

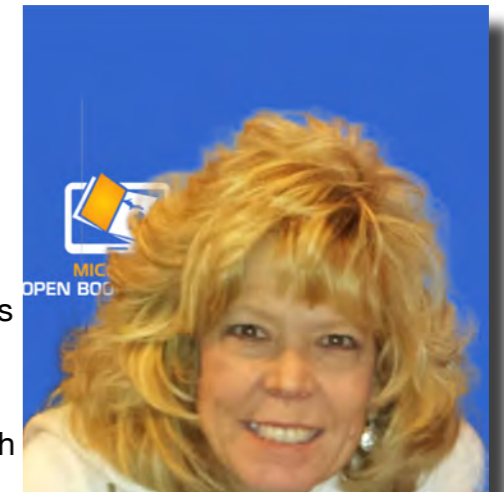
Marlene Bailey serves as an elementary social studies chair for the Elk Rapids school district Curriculum Committee. She holds a bachelor of science degree in Education from Michigan State University and a graduate degree in Curriculum and Instruction from Louis National University. Bailey has more than 30 years of classroom experience with at least 20 years of teaching fifth grade social studies. Currently part of an International Baccalaureate

### **Denise Gallemore**

#### **Marysville Public Schools**

*Gardens Elementary School*

Denise Gallemore has been teaching elementary school for 24 years. She earned her Masters of Teaching Degree from Wayne State University & her undergraduate from Central Michigan University. Denise has taught at every grade level but most of her career ( 15 years) has been spent in 5th grade. She has taught 5th Grade Social Studies to all sections at Gardens School, a state-recognized Beating The Odds School as well as a Michigan Reward School. As well as teaching, Denise serves as a School Improvement Chair, Leadership Team, & works hard at Community Service projects with



### **Whitney Holdwick**

#### **Harbor Beach Community Schools**

*Harbor Beach Middle School*

Whitney Holdwick earned her Bachelor of Science degree in 2010 from Central Michigan University with a focus in elementary education. She is currently working toward her Master's degree. Holdwick has worked in the classroom for five years, teaching fifth and sixth graders. She is involved in many school committees and also spends her time coaching basketball. Apart from teaching, Holdwick enjoys spending her time with her family, which currently consists of a wonderful husband and adorable little boy.





## **Karyn Hutchinson**

### **Sault Area Public Schools**

*Lincoln Elementary School*

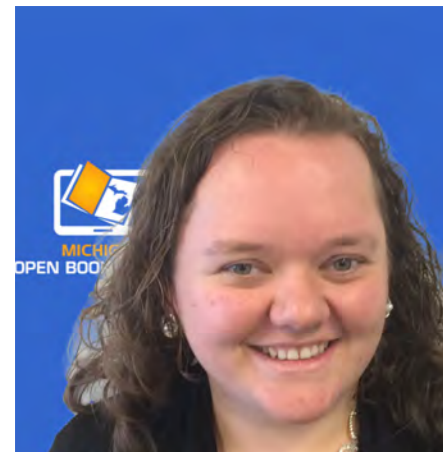
Karyn graduated summa cum laude from Lake Superior State University in 2003, where she received her bachelor degree in elementary education. She went on to earn her master's degree in curriculum and instruction from Lake Superior State University. This is Karyn's 12th year teaching in Sault Ste. Marie. She has 5 children and lives on Sugar Island with her husband Tim and her children.

## **Denise Knapp**

### **Wyandotte Public Schools**

*Washington Elementary*

Teaching is a second career for me. I have been involved in many projects. Through the Michigan Economics Council I was a program presenter and a Crystal Apple recipient for Economics Education. I have been involved in Class A assessment writing and have participated in the new teacher training committee for writing. Currently teaching 5th grade, but have taught 3rd, 6th, 7th, and 8th grade as well. Masters in Education as an inclusion specialist. Married for 31 years, two adult children, and one granddaughter.



## **Sara Smith**

### **Laker School District**

*Laker Elementary School*

Sara is a fifth grade teacher at Laker Elementary. She graduated from Laker High School in 2007 and from Saginaw Valley State University in 2011. Sara is currently working on her Masters degree through SVSU.

She was hired by Lakers in February of 2012 and has been there ever since. She runs several clubs for her school including recycling, dance, and underwater robotics. Outside of school, Sara is involved with several activities. She runs her own business and recently bought a house. Sara spends a lot of her time working on her house and serving on different community boards. In her spare time, you can find Sara reading, playing piano, or spending time on the beach!



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## Chapter 5

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# The Road to Revolution

### Questions to Guide Inquiry:

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How did the attitudes and beliefs of the Colonial American people change toward Great Britain and why?



## Section 1

# The French and Indian War

### QUESTIONS TO GUIDE INQUIRY

1. How did the attitudes and beliefs of the Colonial American people change toward Great Britain and why?
2. What impact did the French and Indian war have on the beliefs and attitudes of the British and the colonists?

### Vocabulary:

allies  
militias  
prime minister  
empire  
Treaty of Paris

In the 1700s England fought several wars with France over control of Europe.



Image source: [http://upload.wikimedia.org/wikipedia/commons/d/d1/The\\_Victory\\_of\\_Montcalms\\_Troops\\_at\\_Carillon\\_by\\_Henry\\_Alexander\\_Ogden.JPG](http://upload.wikimedia.org/wikipedia/commons/d/d1/The_Victory_of_Montcalms_Troops_at_Carillon_by_Henry_Alexander_Ogden.JPG)

Conflicts over land ownership caused the hostilities between these two dominant countries to spread to North America. In 1754 the French and Indian War began. It got its name from the people that the British colonists and their American Indian allies were fighting – the French and their American Indian allies. The French and Indian war lasted from 1754 to 1763. It was also called the Seven Years War.

By 1750 the English and French settlements in North America had expanded. There were about 2 million English colonists living in North America. There were only about 60,000 French settlers. The French settlers lived in forts and remote areas claimed by France. These areas were in Canada and along the Ohio River Valley.

The French forts stopped English colonists from moving westward. More and more English colonists came to practice freedom of religion and to make a better life than they had in England, so they needed more land. They began to move farther and farther west. Trouble began when English colonists moved into lands claimed by the French.

Remember from previous chapters that the French and many American Indian tribes had a good relationship. They lived and worked together in the fur trade. When English colonists began to move onto lands claimed by the French, the French called upon their American Indian friends to help. These American Indians joined the French in the battle against the British. At the same time, some American Indian tribes knew that the population of English was greater and the army was powerful, so it was in their best interests to side with the British.

### **The Ohio River Valley**

The Ohio River Valley is located in present day Midwestern United States. Both Britain and France claimed this land. The French built a fort called Fort Duquesne (doo KAIN) in present day

Pittsburgh, Pennsylvania. The British colony of Virginia also claimed this land. Many generations of American Indians had lived here and hunted and fished this land. The land was becoming crowded with competing ideas of property and land ownership among all of these groups. This argument over who owned the land is what began the French and Indian War.

In 1754 George Washington, a 21 year old lieutenant in the British army, was asked to help relieve the growing tensions between the French and the British. When he arrived, his troops attacked and defeated a small group of French soldiers near the fort. This battle was the beginning of the French and Indian War.



Image source: [http://upload.wikimedia.org/wikipedia/commons/f/f1/Rembrandt\\_Peale\\_-\\_George\\_Washington\\_-\\_Google\\_Art\\_Project\\_\(721252\).jpg](http://upload.wikimedia.org/wikipedia/commons/f/f1/Rembrandt_Peale_-_George_Washington_-_Google_Art_Project_(721252).jpg)

Washington and his soldiers quickly built a temporary fort and called it Fort Necessity. A larger French army came and attacked



Fort Necessity, defeating Washington's troops. The British tried again to capture Fort Duquesne. This time General Edward Braddock led the troops. As Braddock's soldiers neared the fort, the French fired upon them and they were forced to retreat.

For the first three years of the war the French won battle after battle. Even though they were outnumbered by the British, the French were successful in defeating them with help from the American Indians. The tide turned when the British began to change their war strategies and received help from the colonists themselves.

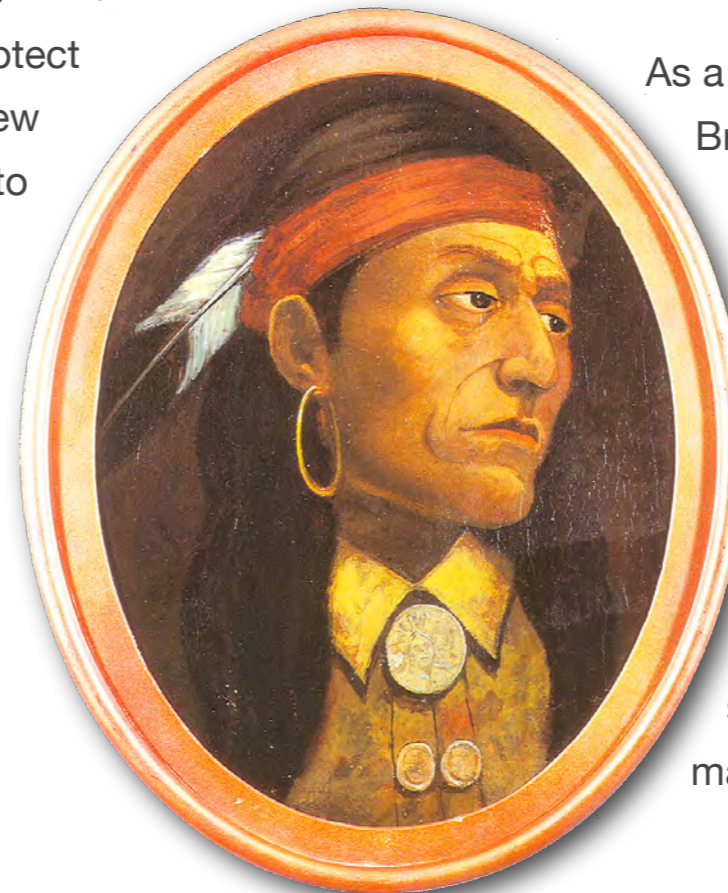
Fighting the French and Indians was the first time the thirteen British colonies had to work together. The colonies had to cooperate with the British and amongst themselves to protect their homes and to bring the war to an end. They now knew that they could be successful in creating colonial militias to defend themselves.

## The Tide Turns

Meanwhile, in England, William Pitt became the new prime minister. Pitt felt that the conflicts between the British colonists and the French could be a step towards building a bigger British empire. He sent more troops, military leaders, food, and weapons. This cost the British government a lot of money.

In July 1758 the British won their first victory. This victory led to a string of victories by the British. By 1760, the war between the two countries was over. In 1763 the Treaty of Paris was signed. Great Britain gained almost all of France's land in North America. Britain also got the Spanish colony of Florida.

## Pontiac's Rebellion



As a result of the victory over the French, British colonists began to move westward into the Ohio River valley. However, they failed to consider another group of people who lived on the land, the American Indians. A Chief named Pontiac (PAHN tee ak) helped unite other natives to drive the British off the land. In 1763 they captured and burned British settlements, but they were ultimately no match for the British army and were soon

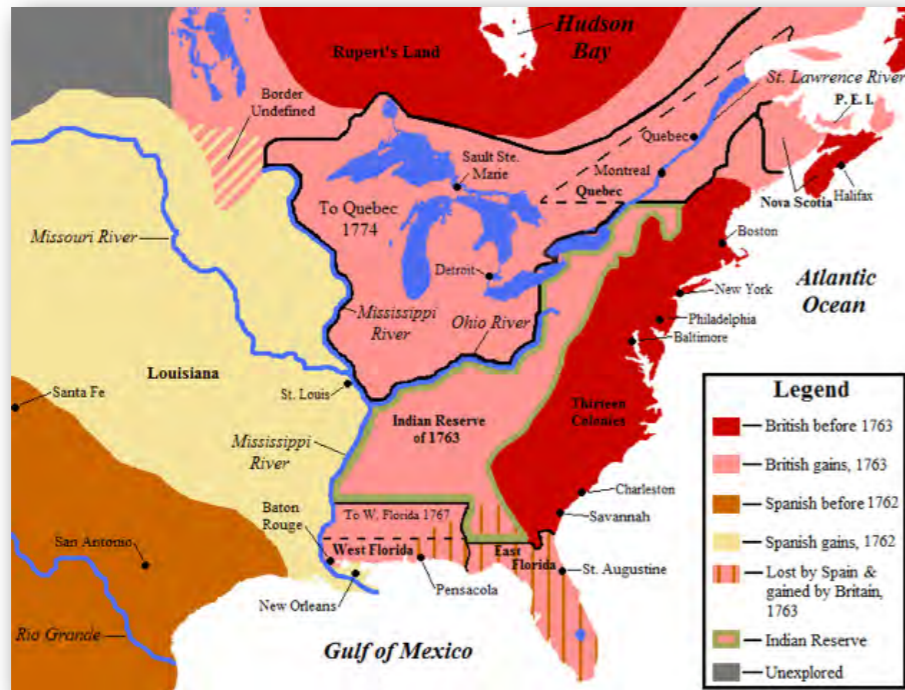


Image source: <http://upload.wikimedia.org/wikipedia/commons/f/f1/NorthAmerica1762-83.png>

defeated.

After the French and Indian War was won by the British, the French lost claims to their lands in America. Look at the map and notice the amount of land gained by the British. They went from owning what is highlighted in red, to owning all of the region that is highlighted in red, pink, and striped! That's a lot of land – everything East of the Mississippi River and North to Hudson Bay! The Colonists were very excited about this gain. They believed they would finally be able to settle in the back country. The backcountry is what they called the land to the west of the Appalachian mountains. This land was rich in natural resources.

You will learn why the colonists' joy was short-lived in the next

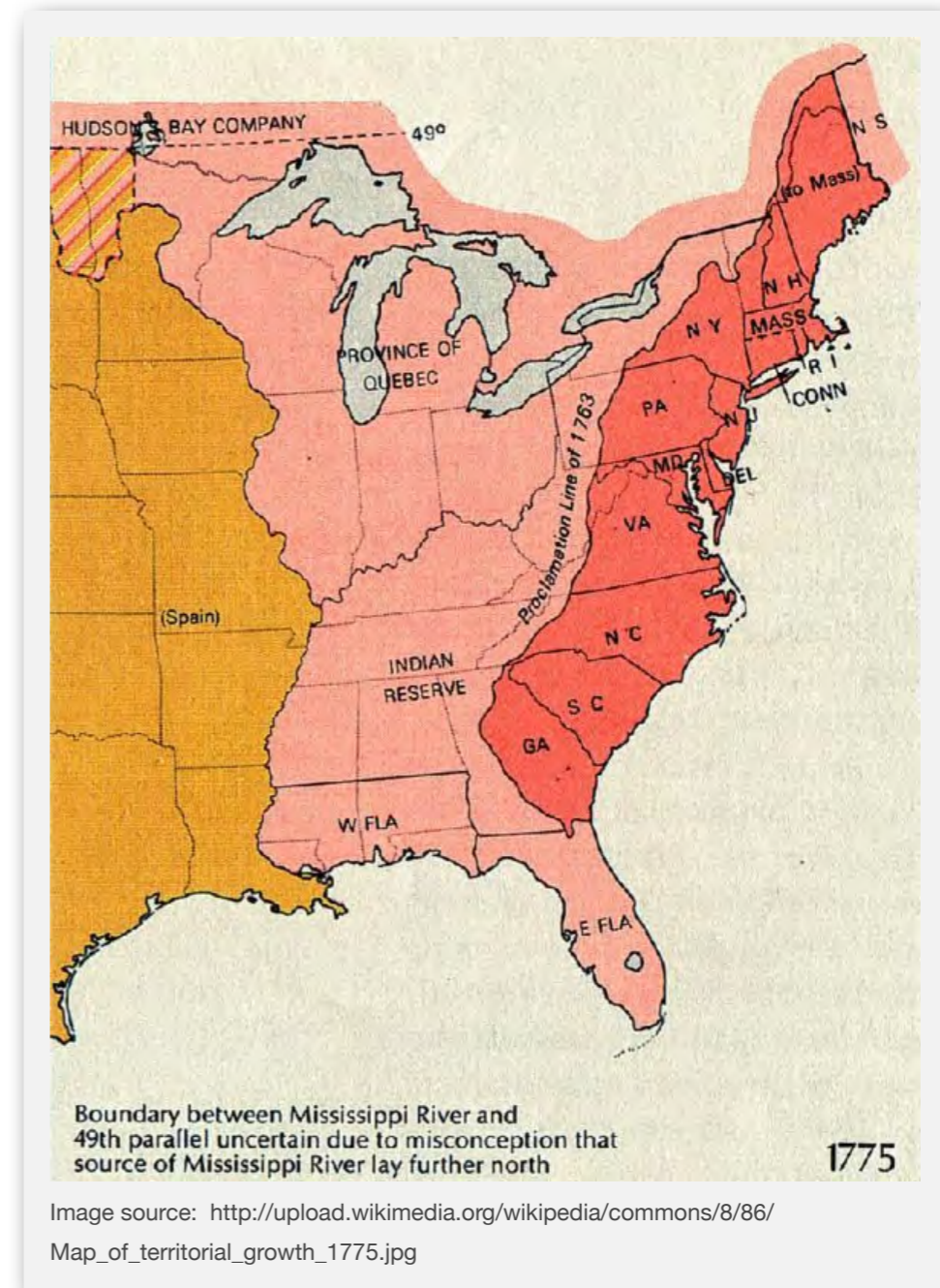


Image source: [http://upload.wikimedia.org/wikipedia/commons/8/86/Map\\_of\\_territorial\\_growth\\_1775.jpg](http://upload.wikimedia.org/wikipedia/commons/8/86/Map_of_territorial_growth_1775.jpg)

section.

The map below shows the proclamation of 1763 line.

## Growing Tensions

After the French and Indian War, King George began to realize how expensive it would be to protect the colonists against the American Indians. It cost the British government a lot of money to fight the French in America. The British decided they didn't want the colonists to continue to move westward because they knew it would create more conflicts with the Native Peoples. Because of this the Proclamation of 1763 was issued. This was an official announcement that gave the colonists all of the land east of the Appalachian Mountains to settle. The lands west of the mountains were to be set aside for American Indians. This meant that colonists could not spread their frontier westward, which made them very angry. They thought that since they helped fight the French and Indian war, they should be allowed to settle on the land that the British had gained. The Proclamation of 1763 prevented this. After fighting for the land for several years, they were still forced to live in the small area of land they already owned.

## Why it Matters

The map on the previous page shows the land the British acquired as a result of the French and Indian War. Many colonists fought for the British, thinking they were protecting their way of life and their lands in the colonies. The war had been very costly for the British. They felt that the colonists should help pay for the expenses, while limiting the colonists' ability to spread out on

## Suggested Student Activities

### Student Activities:

Pretend you are a 10-year-old boy or girl living in one of the colonies during the French and Indian War. Write a journal entry explaining what your life is like. Explain your feelings and thoughts toward the French and the American Indians. How do you think the war affects your life?

led to the Revolutionary War.

lands they had helped to gain from the French. This led to growing tension between the colonists and the British government that eventually

# Taxation Without Representation - The Stamp Act

## QUESTIONS TO GUIDE INQUIRY

1. How did the attitudes and beliefs of the Colonial American people change toward Great Britain and why?

## Vocabulary

Stamp Act  
Tyranny

### Interactive 5.1 Taxation without Representation



The video clip here (Requires internet connection) will give you a brief overview of this and following sections.

As you learned in the previous section, the French and Indian War cost Britain a lot of money. The British felt that the colonists should help pay for the war. King George III decided to begin to make the colonists pay more in taxes. The taxes would help pay for the expense of the war.

The colonists felt that if they should have to pay the taxes, they should be able to have representatives in the British Parliament.

“Taxation without representation is **tyranny**” was a phrase used by many colonists to describe their thought that King George was being unfair.

## The Stamp Act

The first tax was called the **Stamp Act**. It was issued in 1765. The colonists had to pay extra money to Britain every time they bought printed materials or legal documents. These printed materials were legal documents like marriage licenses, sales of property, etc., magazines,



Image source: [http://upload.wikimedia.org/wikipedia/commons/4/4d/O!\\_the\\_fatal\\_Stamp.jpg](http://upload.wikimedia.org/wikipedia/commons/4/4d/O!_the_fatal_Stamp.jpg)



playing cards, newspapers and many other types of paper used. The items had to get a stamp on them to show the tax had been paid. The stamp tax had to be paid in British currency, not colonial paper money.

The colonists, who considered themselves British citizens, didn't think they should have to

pay for something they had been getting for free for many years. They felt that the British government had no right to make them pay the tax because there were no colonial representatives in the British Parliament. The colonies had no say in how much the taxes should be, so they called this "taxation without representation."

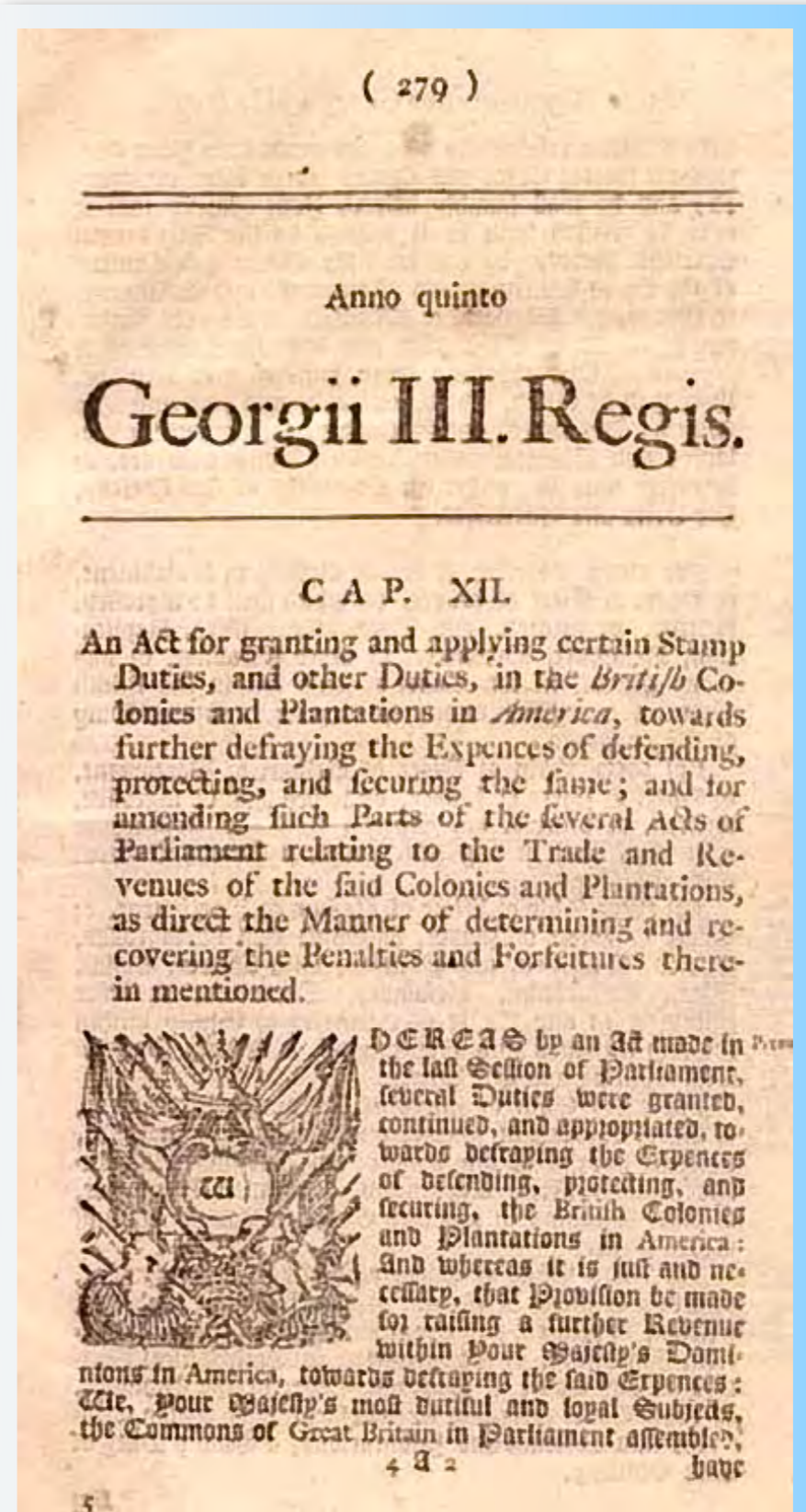


Image source: [http://upload.wikimedia.org/wikipedia/commons/4/40/Parliament\\_Stamp\\_Act1765.jpg](http://upload.wikimedia.org/wikipedia/commons/4/40/Parliament_Stamp_Act1765.jpg)

# Taxation without Representation - The Colonists Fight Back

## QUESTIONS TO GUIDE INQUIRY

1. How did the attitudes and beliefs of the Colonial American people change toward Great Britain and why?

## Vocabulary

Tyranny  
Treason  
Boycott



Image Source: [http://upload.wikimedia.org/wikipedia/commons/e/ea/Patrick\\_henry.JPG](http://upload.wikimedia.org/wikipedia/commons/e/ea/Patrick_henry.JPG)

## The Colonists Fight Back

Patrick Henry spoke out against the Stamp Act. He made several speeches that helped inspire the colonists to protest against the tax. Henry was accused of **treason** by the British government for his strong opinions and inspirational speeches.

The colonists banded together to protest. They refused to pay the tax. Tax collectors were threatened. They burned the stamped paper in the streets. The colonists also **boycotted** British products.

A group of colonists called the Sons of Liberty formed to protest against the Stamp Act. The Sons of Liberty were groups of colonists that organized protests against the British Government.

They used intimidation to get tax collectors to quit their jobs. Samuel Adams was a member of the Sons of Liberty in Boston. Adams wrote articles for Boston newspapers. He played a key role in rallying the colonists to oppose British taxation. He believed that the Stamp Act was a plot by the British to destroy the colonists' liberty.

### **Samuel Adams**

The Colonists felt so angry about the stamp tax that they gathered together representatives from nine colonies and formed the Stamp Act Congress. They made a unified protest to Britain. They demanded that the tax be repealed. A year later Parliament repealed the Stamp Act. The Stamp Act Congress gave the colonists a model for the Continental Congress.

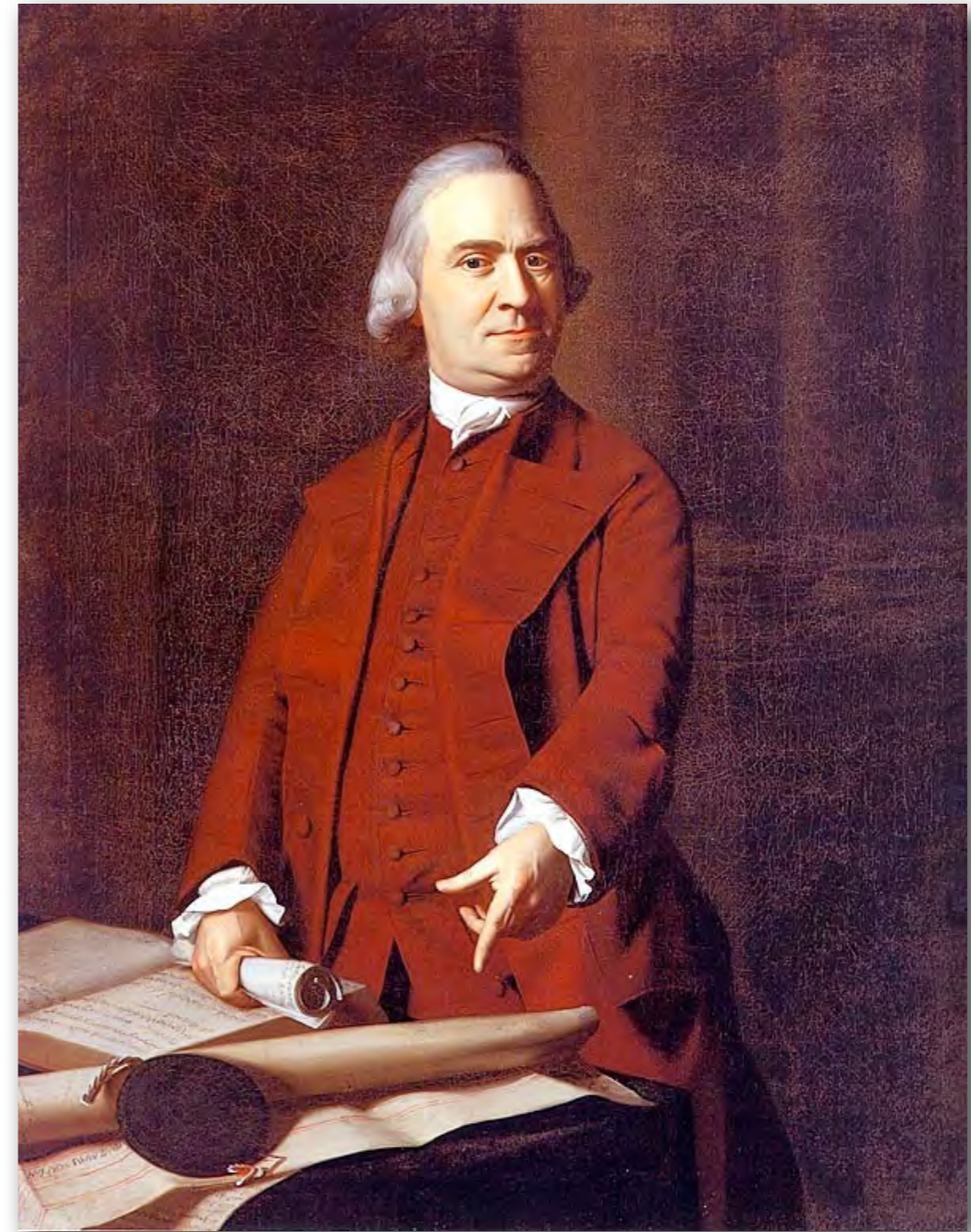


Image Source: [http://upload.wikimedia.org/wikipedia/commons/8/89/J\\_S\\_Copley\\_-\\_Samuel\\_Adams.jpg](http://upload.wikimedia.org/wikipedia/commons/8/89/J_S_Copley_-_Samuel_Adams.jpg)

## Practice Reading Political Cartoons

As you learned in the first chapter, political cartoons are cartoons that relate to political decisions, events and ideas. They are an artist's way of expressing his/her opinion about a political situation. Political cartoons have played an important part in the history of the United States.

Remember political cartoons have five elements. The artist uses symbolism, exaggeration, labeling, analogy, and irony. The goal of a political cartoon is to send a clear message, using images that will be familiar to all people. The artist uses simple images that symbolize complex political concepts.

### Using the skill

On this page is a political cartoon drawn by Benjamin Wilson in 1776. The title of the drawing is *The Repeal, Or the Funeral of Miss Ame-Stamp*.

This cartoon includes a funeral procession with people who supported the Stamp Act. They are carrying a small coffin that they are preparing to throw into an open vault. The vault has been prepared for the burial. Notice the setting of the funeral. There is a dock in the background. By placing a dock in the background, the artist is able to show the boycotted British goods that were

supposed to go to colonies in America. They were not shipped and left in their crates during the time period when the act was in force.

The Prime Minister of Britain had a difficult time convincing Parliament that repealing, or getting rid of, the Stamp Act would be a good thing for the British government. To help sway public opinion, he asked the artist to make the cartoon.





# Taxation Without Representation - The Townshend Acts

## QUESTIONS TO GUIDE INQUIRY

1. How did the attitudes and beliefs of the Colonial American people change toward Great Britain and why?

### Vocabulary:

finances



Image source: [http://upload.wikimedia.org/wikipedia/commons/a/a6/Boston\\_1768.jpg](http://upload.wikimedia.org/wikipedia/commons/a/a6/Boston_1768.jpg)

## The Townshend Acts

British Parliament still needed money after the Stamp Act was repealed. They passed another law taxing the colonies.

The man who was in charge of King George's **finances**, Charles Townshend, suggested some new laws that might benefit England. These laws became known as the Townshend Acts.

Remember, when England made all of these laws that affected the colonists, the colonists had no say. They had nobody representing them. Again,

“taxation without representation” occurred. This is an important thing to remember when learning about the events that led to the American Revolution.

## Here is a list of the Townshend Acts:

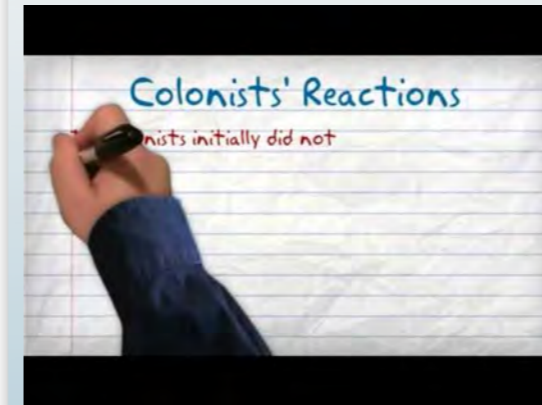
- Colonists had to house British troops in their private homes, and provide food as well as shelter.
- Taxes were placed on some goods brought into the colonies.
- To enforce the taxes, Parliament issued writs of assistance. These were search warrants British officers could use to enter homes or businesses in search of smuggled goods.

The first law meant that British soldiers could come into your house at any time. Can you imagine sitting at home eating dinner with your family and having a group of British soldiers arrive and decide they want to stay at your house? You would have to let them. They could also eat your food.

The second law placed taxes on several items that were imported, or brought, from Britain. Colonists now had to pay taxes on all of the tea, paper, glass, lead, and paint that they got from Britain. Colonists in Boston made a list of all of the items from Britain that they would boycott, or refuse to buy.

The third law in the Townshend Acts meant that British officers could go into colonists' houses or businesses and search for anything for which they did not pay taxes.

### Interactive 5.2 The Townshend Acts



Learn more about the Townshend Acts with this YouTube video (requires Internet Connection)

# The Boston Massacre

## QUESTIONS TO GUIDE INQUIRY

1. How did the attitudes and beliefs of the Colonial American people change toward Great Britain and why?



Image source: [http://upload.wikimedia.org/wikipedia/commons/d/df/Boston\\_Massacre.jpg](http://upload.wikimedia.org/wikipedia/commons/d/df/Boston_Massacre.jpg)

## The Boston Massacre

In October 1768, British troops marched into Boston. They were sent to control the colonists. The soldiers set up posts around the city. This made the colonists even angrier. Colonists began to harass the soldiers. They poked fun at them and called them “Lobster Backs” because of their red uniforms.

On March 5, 1770 the tensions between the British soldiers and the colonists came to a head. An angry mob of colonists began to threaten a small group of British soldiers. They threw ice, snowballs, and sticks at the soldiers. The soldiers retaliated, firing shots into the mob of colonists, killing 5 of them. Crispus Attucks, a former slave, was among the 5 colonists who were killed.

The British soldiers were arrested. John Adams and Josiah Quincy agreed to defend the British soldiers. Two of the soldiers were found guilty and were branded on the hand. The others were found not guilty.

The Boston Massacre, called the “Boston Rebellion” in Britain, was really a street fight between a group of colonists and a small group of British soldiers. This fight led to the removal of British troops from Boston by the Royal Governor. It also resulted in the removal of all but one of the import taxes, the tax on tea.

### Special Skill: Understanding Different Perspectives

Every person has different perspectives, or points of view. The way we view events, or our perspective, is based on our own personal experiences. People view things differently because no two people have had the same experiences.

The colonists’ perspective of the Boston Massacre was that the

British were bullies who opened fire on a group of innocent colonists. The British, however, felt that they were the ones being bullied. In their perspectives, they had to fire in order to defend themselves.

#### Interactive 5.3 Understanding Different Perspectives Video A



*Click on the link above to view one of the perspectives of the two groups. (Requires internet connection)*

Do you think the video was made from the perspective of the colonists, or the British? Why? Support your answer with specific details from the video. You might have to replay the video in order to gather your information.

#### Interactive 5.4 Understanding Different Perspectives Video B



*Click on the link above to view one of the perspectives of the two groups. (Requires internet connection)*

Do you think this clip was made from the perspective of the colonists or the British? Why? Support your answer with specific details from the video. You might have to replay it in order to gather your information.



Image source: [http://upload.wikimedia.org/wikipedia/commons/2/25/US\\_Navy\\_031029-N-6236G-001\\_A\\_painting\\_of\\_President\\_John\\_Adams\\_\(1735-1826\),\\_2nd\\_president\\_of\\_the\\_United\\_States,\\_by\\_Asher\\_B.\\_Durand\\_\(1767-1845\)-crop.jpg](http://upload.wikimedia.org/wikipedia/commons/2/25/US_Navy_031029-N-6236G-001_A_painting_of_President_John_Adams_(1735-1826),_2nd_president_of_the_United_States,_by_Asher_B._Durand_(1767-1845)-crop.jpg)

## The Committees of Correspondence

The colonists knew they needed to unite. They formed Committees of Correspondence in each colony. These committees consisted of groups of men who communicated important political events by letter. Men on horses delivered these letters to the thirteen colonial governments down the Atlantic coastline to share with the people. John Adams was one of the founders of the Committees of Correspondence. He realized that the people needed to be informed if they were going to make good decisions.

# The Boston Tea Party

## QUESTIONS TO GUIDE INQUIRY

1. How did the attitudes and beliefs of the Colonial American people change toward Great Britain and why?

### Vocabulary:

repealed  
intolerable acts

## The Boston Tea Party

Even though the British **repealed** the Townshend Acts, they refused to give up the tax on tea. In colonial times almost everybody drank tea. It was a popular drink like coffee is today.

### Interactive 5.5 Liberty's Kids - the Boston Tea Party



To learn more about the Boston Tea Party view this episode of Liberty's Kids off of YouTube (requires internet connection)



The colonists began to unite in order to fight the tea tax. In 1773 British ships carrying tea sailed into Boston Harbor and other colonial ports. The colonists had prevented the tea from being unloaded in three other colonies,

but in Boston the royal governor refused to allow the tea to be returned to Britain. On a cold December night Samuel Adams and the Sons of Liberty dressed as Mohawk Indians went on board the ships and threw 342 chests of tea overboard. This became known as the Boston Tea Party.

The royal governor didn't know who to blame for the crime because the men were disguised. When King George found out about the tea party he wanted Boston to be punished. The British government closed the port of Boston until the colonists paid for the tea. They also banned town meetings and ordered colonists to give food and shelter to British soldiers. The angry colonists called these new laws the **Intolerable Acts**.

### Intolerable Acts

The Intolerable Acts were a series of laws that the British made in 1774 in response to the Boston Tea Party.

The laws were:

- **Impartial Administration of Justice Act:** This law allowed the royal governor of a colony to move trials to other colonies or even to England if he feared that juries in those colonies wouldn't judge a case fairly.
- **Massachusetts Bay Regulating Act:** This law made all law officers subject to appointment by the royal governor and banned all town meetings that didn't have approval of the royal governor.

- **Boston Port Act:** This law closed the port of Boston until the price of the dumped tea was recovered, moved the capital of Massachusetts to Salem, and made Marblehead the official port of entry for the Massachusetts colony.
- **Quartering Act:** This law allowed royal troops to stay in houses or empty buildings if barracks were not available.
- **Quebec Act:** This law granted civil government and religious freedom to Catholics living in Quebec.

Read each act and describe in your own words what it would mean to the colonists. Be sure to look at a map to understand the Boston Port Act.

These Acts were

the cruelest so far of all the Acts passed by the British. Closing Boston's port would cost the colonists a lot of money. Banning town meetings made it so colonists could not meet and discuss political problems. The Quartering Act made colonists angry because they didn't want soldiers in their houses. And the Quebec Act was insulting to colonists who had been denied the same rights that Quebec residents now got.

Rather than keep the colonists down, the Intolerable Acts stirred the revolutionary spirit to a fever pitch.

Read the following primary source regarding the Intolerable Acts written by John Andrews.

John Andrews, a Boston merchant, writes to his brother-in-law in Philadelphia, May 1774.

Yes, Bill, nothing will save us but an entire stopping of trade, to both England and the West Indies, throughout the continent, and that must be determined both speedily and absolutely. The least hesitation by you to the south and all is over. . . . I sincerely believe they [the British Parliament] intend to carry out their threats, which are to make the town a desolate wilderness and the grass to grow in our streets.

### Interactive 5.6 A Declaration of Revolution



*In the next chapter you'll learn more about the final steps the colonists took to declare independence. This video is a "teaser" of what you'll learn about then. (Requires internet connection)*

Using the timeline below, explain how British policy toward the colonies changed from 1763 to 1775. Use specific examples.

What is Mr. Andrews perspective about the Intolerable Acts?

