Birth of the American Republic

Objectives
- Describe characteristics of Britain and the 13 English colonies in the mid-1700s.
- Outline the events that led to the American Revolution.
- Analyze how the new Constitution reflected the ideas of the Enlightenment.
- Summarize the events and significance of the American Revolution.
- Outline the events that led to the American Revolution.

Terms, People, and Places
- George III
- Stamp Act
- Treaty of Paris
- Benjamin Franklin
- Thomas Jefferson
- James Madison
- John Adams
- Patrick Henry
- Thomas Paine

Note Taking
Reading Skill: Recognize Sequence. As you read, complete a timeline like the one below with important dates that led up to the formation of the United States government.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1707</td>
<td>British merchants trade in Spanish America, bringing enormous wealth to Britain.</td>
</tr>
<tr>
<td>1763</td>
<td>French and Indian War and the Seven Years’ War brought Britain all of French Canada. The British also monopolized the slave trade in Spanish America, which brought enormous wealth to British merchants.</td>
</tr>
<tr>
<td>1763</td>
<td>England’s territory expanded closer to home as well. In 1707, Ireland, which had come under English control during the 1600s, was formally united with Great Britain in 1801.</td>
</tr>
<tr>
<td>1763</td>
<td>The French and Indian War brought Britain all of French Canada.</td>
</tr>
<tr>
<td>1763</td>
<td>The British also monopolized the slave trade in Spanish America, which brought enormous wealth to British merchants.</td>
</tr>
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<td>The Treaty of Utrecht, France gave Nova Scotia and Newfoundland to Britain.</td>
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Vocabulary Builder
Use the information below and the following resources to teach the high-use word from this section.

High-Use Word: assert, p. 558
Definition and Sample Sentence
- To insist on being recognized. He knew that if he didn’t assert himself, his boss would give the promotion to someone else.

Prepare to Read
Build Background Knowledge
Ask students to recall what they already know about the American Revolution. Why did the colonists go to war? How was the new American Republic different from other governments at the time?

Set a Purpose
- Witness History Read the selection aloud or play the audio.
- Watch Witness History Audio CD, Paine’s Common Sense

Ask: How do Paine’s words reflect Enlightenment ideals? (He points to reason and natural law—the “universal order of things”—as reasons why the colonies must be free from England.)

Focus: Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (Answer appears with Section 3 Assessment answers.)

Preview: Have students preview the Section Objectives and the list of Terms, People, and Places.

Note Taking: Have students read this section using the Structured Read Aloud strategy (TE, p. T21). As they read, have students fill in the timeline showing important dates leading to the formation of the U.S. government.

Chapter 17 Section 3 557
Teach

Britain Becomes a Global Power

Instruct

■ Introduce Using the Think-Write-Pain-Share strategy, (TE, p. T23), ask students to list characteristics that would allow a nation to become a global power. (wealth, trade, territory, victories in war, an ambitious ruler) Write their responses on the board.

■ Teach Ask How did Britain exhibit the characteristics of a global power in the mid-1700s? Match students’ responses to the Introduce activity with their responses to this question.

■ Quick Activity Display Color Transparency 103: The Election II—Canvassing for Votes by William Hogarth. Use the lesson suggested in the transparency book to guide a discussion on the corruption of Britain’s political system.

Independent Practice

Link to Geography Have students work in groups to find the following maps using Internet and library resources: England before 1707, Britain after 1707 and before 1801, Great Britain after 1801, British colonies in the mid-1700s, British colonies in the mid-1800s. Ask them to explain the change in Great Britain’s territory. Have students share the maps they find with the class.

Monitor Progress

As students fill in their timelines, circulate to make sure they have correctly identified the sequence of events that led to the formation of the U.S. government. For a completed version of the timeline see Note Taking Transparencies, 122

Answers

Map Skills

1. Review locations with students.
2. Massachusetts
3. They are all located close to the coast, which would have been important for trade and travel.

Each victory in war brought Britain more land. In addition, Britain was in a position to control trade.

Vocabulary Builder

assert—(uh SURT) vt. to insist on being recognized.

In 1760, George III began a 60-year reign. Unlike his father and grandfather, the new king was born in England. He spoke English and loved Britain. But George was eager to recover the powers the crown had lost. Following his mother’s advice, “George, be a king!” he set out to reassert royal power. He wanted to end Whig domination, choose his own ministers, dissolve the cabinet system, and make Parliament follow his will. Gradually, George found seats in Parliament for “the king’s friends.” Then, with their help, he began to assert his leadership. Many of his policies, however, would prove disastrous.

Checkpoint What led to Britain’s rise to global prominence in the mid-1700s?

The 13 Colonies in the Mid-1700s

By 1750, a string of 13 prosperous colonies stretched along the eastern coast of North America. They were part of Britain’s growing empire. Colonial cities such as Boston, New York, and Philadelphia were busy commercial centers that linked North America to the West Indies, Africa, and Europe. Colonial ships produced many vessels for this trade. Britain applied mercantilist policies to its colonies in an attempt to strengthen its own economy by exporting more than it imported. To this end, in the 1760s, Parliament had passed the Navigation Acts to regulate colonial trade and manufacturing. For the most part, however, these acts were not rigorously enforced. Therefore, activities like smuggling were common and not considered crimes by the colonists.
By the mid-1700s, the colonies were home to diverse religious and ethnic groups. Social distinctions were more blurred than in Europe, although wealthy landowners and merchants dominated government and society. In politics, as in much else, there was a good deal of free discussion. Colonists felt entitled to the rights of English citizens, and their colonial assemblies exercised much control over local affairs. Many also had an increasing sense of their own destiny separate from Britain.

**Checkpoint** In what ways were the colonies already developing independence from Britain?

### Colonists Express Discontent

The Seven Years’ War and the French and Indian War in North America had drained the British treasury. King George III and his advisors thought that the colonists should help pay for these wars. To increase taxes paid by colonists, Parliament passed the Sugar Act in 1764, which imposed import taxes, and the Stamp Act in 1765, which imposed taxes on items such as newspapers and pamphlets. “No taxation without representation” the colonists protested. They believed that because they had no representatives in Parliament, they should not be taxed. Parliament repealed the Stamp Act in 1766, but then passed a Declaratory Act that said it had complete authority over the colonies.

### Colonists Rebel Against Britain

A series of violent clashes intensified the colonists’ anger. In March 1770, British soldiers in Boston opened fire on a crowd that was pelting them with stones and snowballs. Colonists called the death of five protesters the Boston Massacre. Then in December 1773, a handful of colonists hurled a cargo of recently arrived British tea into the harbor to protest a tax on tea. The incident became known as the Boston Tea Party. When Parliament passed harsh laws to punish Massachusetts for the destruction of the tea, other colonies rallied to oppose the British response.

As tensions increased, fighting spread. Finally, representatives from each colony gathered in Philadelphia and met in a Continental Congress to decide what action to take. Among the participants were the radical yet fore- thought Massachusetts lawyer John Adams, who had defended the British soldiers involved in the Boston Massacre in their trial. Virginia planter and soldier George Washington; and political and social leaders from all 13 colonies.

### Colonists Declare Independence

In April 1775, the ongoing tension between the colonists and the British exploded into war in Lexington and Concord, Massachusetts. This war is known as the Revolutionary War, or the American Revolution. The Congress met soon after and set up a Continental Army, with George Washington in command. Although many battles ended in British victories, the colonists were deter- mined to fight at any cost. In 1776, the

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**Primary Source**

**The Declaration of Independence**, July 4, 1776

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these Rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

—Declaration of Independence

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**Answers**

- **Answers may include colonial prosperity, colonial assemblies had some control over local affairs, and the lack of enforcement at its laws by Britain.**
- **Primary Source** in France and England from Enlightenment thinkers such as Locke and Rousseau.

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**Chapter 17 Section 3 559**
Colonists Express Discontent

Instruct

Introduction: Read the Primary Source selection from the Declaration of Independence aloud or play the audio. Ask students to summarize the passage in their own words. Ask why the Declaration of Independence is one of the most important documents in all of history.

Teach

Ask: Why did the colonists object so strongly to the idea of no taxation without representation? (The British government was imposing its laws without any say from the colonists.) How did Enlightenment ideals influence the colonists' view of this issue? (The Enlightenment emphasized representative government.)

Quick Activity: Display Color Transparencies 106: Tarring and Feathering Under The Liberty Tree, showing colonists' discontent before the American Revolution with the famous English portrayal of tarring and feathering. Use the lesson suggested in the transparency book to guide a discussion.

Independent Practice

Ask students to choose an event mentioned in the text, such as the passage of the Stamp Act or the Boston Massacre, and write two letters to the editor. One letter should be from the viewpoint of a colonist and one should be from the viewpoint of someone living in Britain.

Monitor Progress

As students compose their letters, circulate to make sure that they understand how the viewpoints of a colonist and of someone living in Britain would differ when viewing the same event.

Answers

BIOGRAPHY

Washington: He was a patient, courageous, and determined leader. Madison: They were well-read intellectuals who supported Enlightenment ideals. Franklin: His scientific reputation preceded his visit to France, and he represented freedom, which was an Enlightenment ideal.

Individual freedom, government by the people, the right to “life, liberty, and property”

DIFFERENTIATED INSTRUCTION

Solutions for All Learners

1. Special Needs
2. Less Proficient Readers
3. English Language Learners

BIOGRAPHY

George Washington

When George Washington (1732–1799) was chosen to lead the American army, the British thought he would be a failure. Washington indeed faced many challenges, including an army that did not have weapons, uniforms, or bedding. He struggled to incorporate order and discipline and to wrest pride and loyalty from his soldiers. Washington persevered to American victory. His success as a leader continued when he became the nation’s first President. How did Washington hold the army together through difficult times?

James Madison

James Madison (1751–1836) arrived at the Constitutional Convention in Philadelphia in May 1787 with his thick notebooks on history and government. Madison chose a seat in front of the president’s chair and kept detailed notes of the debates. Madison was greatly respected and quickly became the Convention’s Rear leader. His notebooks remained unparalleled for more than 150 years, but they are now our main source of information about the birth of the Constitution. What did the Framers of the Constitution have in common?

Benjamin Franklin

Benjamin Franklin (1706–1790) was a philosopher, scientist, publisher, legislator, and diplomat. Sent by Congress to France in 1776 to seek financial and military support for the war, he soon became popular in France because of his intellect and wit. Those who admired America’s goal of attaining freedom also admired Franklin. When Franklin returned to America after nine years, he served as a delegate to the Constitutional Convention as the eldest of the delegates. Why was Franklin admired in France?

560 The Enlightenment and the American Revolution
The American Revolution Continues

At first, the American cause looked bleak. The British had a large number of trained soldiers, a huge fleet, and greater resources. About one third of the American colonists were Loyalists, or those who supported Britain. Many others refused to fight for either side. The Americans lacked military resources, had little money to pay soldiers, and did not have a strong leader. They also had potential advantages in supporting the colonists’ cause. Additionally, the British offered freedom to any enslaved people who were willing to fight the colonists.

France Provides Support

The first turning point in the war came in 1777, when the Americans triumphed over the British at the Battle of Saratoga. This victory persuaded France to join the Americans against its old rival, Britain. The alliance brought the Americans desperately needed supplies, trained soldiers, and French warships. Spurred by the French example, the Netherlands and Spain added their support.

Hard times continued, however. In the brutal winter of 1777–1778, Continental troops at Valley Forge suffered from cold, hunger, and disease. Throughout this crisis and others, Washington was patient, courageous, and determined. He held the ragged colonial army together with his courage and determination.

The American Revolution Continues

Fearless Leader

George Washington draws his troops on the battlefield. What traits did Washington possess that helped lead Americans to victory?

History Background

A Soldier’s Philosophy

The philosophical writings of the Enlightenment certainly influenced leading Americans such as Thomas Jefferson and Benjamin Franklin. However, more fundamental thoughts motivated many of the soldiers in the Continental Army. When Captain Levi Preston was asked if he joined the fight for independence because of having read the writings of Locke and others on liberty, he replied, “Never heard of ‘em. We read only the Bible, the Cathecism, Watt’s Psalms and Hymns, and the Almanack.”

The Enlightenment and the American Revolution

Instruct

- Introduce: Create a two-column chart on the board, labeling one column “disadvantages” and the other “advantages.” Have students fill in the chart with the disadvantages and advantages of the colonists at the start of the Revolution. Ask, Would you have been able to predict colonial victory based on this list? (Answers will vary.)

- Teach: Ask: Why was the battle of Saratoga a turning point in the war? (The American victory persuaded the French to help the colonists.) Why was George Washington’s leadership essential to the colonists’ ultimate success? (He was able to hold the ragged colonial army together with his courage and determination.)

- Quick Activity: Show students The Enlightenment and the American Revolution from the Witness History Discovery School™ video program. Ask them to list three ways in which Enlightenment ideals influenced the American Revolution. (Guided by the ideas of the Enlightenment, the founders of the United States promoted the ideals of equality, inalienable rights, and the people’s right to abolish any government that denied these rights.)

Independent Practice

- Viewpoints: To help students better understand differing viewpoints during the war, have them read the selection Two Views of the Battle of Cowpens and complete the worksheet.

- Have students fill in the Outline Map The Thirteen Colonies.

Monitor Progress

- Teaching Resources, Unit 4, p. 11
- Teaching Resources, Unit 4, p. 13
- Teaching Resources, Unit 4, p. 14

Answer

Caption: perseverance, strong leadership, and determination

Chapter 17 Section 3
A New Constitution

Instruct
■ Introduce Point out that the United States Constitution has endured for over 200 years. Ask What is the reason for its longevity? (It is based on enduring ideals such as government of, by, and for the people.)
■ Teach Ask students to list the main characteristics of the Constitution. Write their responses on the board. For each response help them to give an example from the present day. (Sample: Supreme Court justices are nominated by the president but must be confirmed by Congress.)
■ Analyzing the Visuals Display Color Transparency 104: Enlightenment Thinkers on the Enlightenment ideas that inspired revolution and the principles of representative government. Then direct students to the Infographic on this page. Ask What ideas of the Enlightenment were incorporated into the Constitution? (popular sovereignty, limited government, separation of powers, checks and balances)

Independent Practice
■ Have students work in groups to research examples of checks and balances. Encourage students to use newspapers and magazines as well as Internet news services.
■ Web Code nap-1732 will take students to the Infographic. Have students complete the interactivity and then answer the questions in the text.

Monitor Progress
Have students share their examples of checks and balances with the class. Then lead a discussion to further explore one or two of the most timely examples.

Answers
Thinking Critically
1. Draw Conclusions What additional ideas might the Framers have learned from the political writings of the Enlightenment thinkers?
2. Summarize Explain how the basic principles of checks and balances works.

Differentiated Instruction Solutions for All Learners
Advanced Readers Independent Practice
Gifted and Talented

A New Constitution

The Framers of the United States Constitution were well educated and widely read. They were familiar with governments of ancient Greece and Rome and those of contemporary Great Britain and Europe. Political writings such as Montesquieu’s The Spirit of the Laws, Rousseau’s Social Contract, and Locke’s Two Treatises of Government contained principles that greatly influenced the Framers in the development of the Constitution. Centuries later, these fundamental democratic principles of American government—popular sovereignty, limited government, separation of power, and checks and balances—are still in place. The diagram here shows checks and balances, one of Montesquieu’s ideas, which ensures that one branch does not accumulate too much power.

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were George Washington, James Madison, and Benjamin Franklin. During the hot summer of 1787, they met in secret to redraft the articles of the new constitution. The result was a document that established a government run by the people, for the people.

Enlightenment Ideas Have Great Impact The Framers of the Constitution had studied history and absorbed the ideas of Locke, Montesquieu, and Rousseau. They saw government in terms of a social contract into which “We the People of the United States” entered. They provided not only for an elective legislature but also for an elected president rather than a hereditary monarch. For the first President, voters would choose only for an elective legislature but also for an elected president rather than a hereditary monarch. George Washington.

The Constitution created a federal republic, with power divided between the federal, or national, government and the states. A central feature of the new federal government was the separation of powers among the legislative, executive, and judicial branches, an idea borrowed directly from Montesquieu. Within that structure, each branch of government was provided with checks and balances on the other branches.

The Bill of Rights, the first ten amendments to the Constitution, was important to the passage of the Constitution. It recognized the idea that government belong to the states and the people. The Bill of Rights, like the Constitution, put the philosophes’ Enlightenment ideas into practice. In 1789, the Constitution became the supreme law of the land, which means it became the nation’s fundamental law. This remarkable document has endured for more than 200 years.

Symbol of Freedom The Constitution of the United States created the most progressive government of its day. From the start, the new republic was a symbol of freedom to European countries and reformers in Latin America. The constitution would be copied or adopted by many lands throughout the world. The Enlightenment ideals that had inspired American colonists brought changes in Europe too. In 1789, a revolution in France toppled the monarchy in the name of liberty and equality. Before long, other Europeans would take up the cry for freedom as well.

Checkpoint Explain the influence of Enlightenment ideas on the United States Constitution and Bill of Rights.

The U.S. Bill of Rights

1st. Guarantees freedom of religion, speech, press, assembly and petition.
2nd. Right to bear arms.
3rd. Prohibits quartering of troops in private homes.
4th. Protections from unreasonable searches and seizures.
5th. No punishment without due processes of law.
6th. Right to a speedy and public trial in the state where the offense was committed.
7th. Right to jury trial for civil cases if over $20.
8th. Protections against double jeopardy and cruel or unusual punishment.
9th. Civil rights are not minimalized in those specified by these amendments.
10th. Powers not granted to the national government belong to the states and the people.

Assess and Reteach

Assess Progress

- Have students complete the Section Assessment.
- Administer the Section Quiz.
- Teaching Resources, Unit 4, p. 5

Reteach

If students need more instruction, have them read the section summary.

Extend

See this chapter’s Professional Development pages for the Extend Online activity on the American Declaration of Independence.

Answer

- Students should cite separation of powers, checks and balances, individual freedom, and government by the people.