Program Lesson

Welcome to History Alive! The United States Through Industrialism. This document contains everything you need to teach the sample lesson “Toward Independence.” We invite you to use this sample lesson today to discover how the TCI Approach can make history come alive for your students.

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1. Watch a lesson demonstration
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Welcome to the second edition of *History Alive! The United States Through Industrialism*, which is a part of TCI’s engaging middle school social studies series. Since the program was first released, I’ve been slipping into classrooms with my camera to catch the TCI Approach in action. Despite the great diversity of classes in which the images were taken—in urban and suburban settings, in mainstream and English Language Development classes, with honors and special education students—one similarity always strikes me: students are actively involved in history and having a great time.

Our goal in creating *History Alive! The United States Through Industrialism* was to engage students’ multiple intelligences, connect history to their own lives, and foster critical thinking. The result has been a movement away from traditional, teacher-centered classrooms to more engaging, active social studies instruction. Improved test scores, student enthusiasm for history, and teacher renewal have followed.

I encourage you to try this sample lesson from *History Alive! The United States Through Industrialism* with your students today. And I’d love one day to receive a photo of your students in action, totally absorbed in the study of history.

Welcome to the growing TCI community of inspired, active social studies teachers!

Best,

Bert Bower

TCI Founder and CEO
Benefits of *History Alive! The United States Through Industrialism*

*History Alive! The United States Through Industrialism* immerses students in a powerful journey through the history of the United States from its earliest foundations to the age of industrialism. Students examine the philosophies, conflicts, and cultures around which the early nation developed and consider the influence of past events on the nation today.

The TCI program promotes historical curiosity and empathy, as students step back in time to visit America’s past and make connections with their current lives. For example, students

- examine the events that led to the development of the Declaration of Independence and the U.S. Constitution.
- visit battlegrounds to experience elements of the Civil War.
- join the explorers, missionaries, and other pioneers on their difficult journey to settle the rugged West.

*History Alive! The United States Through Industrialism* was created by teachers, for teachers. The program is flexible and easy to use, providing a variety of ways to meet diverse student needs and curriculum configurations. Teachers can

- modify instruction for English language learners, learners reading and writing below grade level, learners with special education needs, and advanced learners.
- support language arts instruction in the social studies curriculum with reading, writing, speaking, and listening activities, as well as Reading and Writing Toolkits.
- use Enrichment Resources to help students extend learning beyond the lessons, including biographies, literature, primary sources, Internet projects and links, and essays related to U.S. history.
- incorporate Quicker Coverage and Deeper Coverage suggestions to adjust the pace and depth of instruction.

This newest edition includes many features to make U.S. history come alive for students.

- Setting the Stage sections at the beginning of each unit orient students to the physical and human geography of what’s to come.
- Geography Challenge activities complement Setting the Stage by asking students to apply both geography and critical thinking skills.
- Reading Further sections provide high-interest case studies that drill down into interesting events, concepts, and people discussed in the lesson.
- Timeline Challenge activities at the end of each unit highlight key events, people, and places and ask students to apply both chronology and critical thinking skills.

*History Alive! The United States Through Industrialism* will help you ignite your students’ passion for history—and re-ignite your passion for teaching it!
In *History Alive! The United States Through Industrialism*, an Essential Question organizes each lesson and its corresponding activity. By reading the Student Edition and participating in the classroom activity, students gain a deeper understanding of the content.

**Unit 1: Our Colonial Heritage**
1. The First Americans
2. European Exploration and Settlement
3. The English Colonies in North America
4. Life in the Colonies

**Unit 2: Revolution in the Colonies**
5. Toward Independence
6. The Declaration of Independence
7. The American Revolution

**Unit 3: Forming a New Nation**
8. Creating the Constitution
10. The Bill of Rights

**Unit 4: Launching the New Republic**
11. Political Developments in the Early Republic
12. Foreign Affairs in the Young Nation
13. A Growing Sense of Nationhood

**Unit 5: An Expanding Nation**
15. Manifest Destiny and the Growing Nation
16. Life in the West
17. Mexican Contributions to the Southwest

**Unit 6: Americans in the Mid-1800s**
18. An Era of Reform
19. The Worlds of North and South
20. African Americans in the Mid-1800s

**Unit 7: The Union Challenged**
21. A Dividing Nation
22. The Civil War
23. The Reconstruction Era

**Unit 8: Migration and Industry**
24. Tensions in the West
25. The Rise of Industry
26. The Great Wave of Immigration

**Unit 9: A Modern Nation Emerges**
27. The Progressive Era
28. The United States Becomes a World Power
29. Linking Past to Present

**Sample Lesson:**
5. Toward Independence

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Chapter 5

Toward Independence

*When is it necessary for citizens to rebel against their government?*

**5.1 Introduction**

An almost full moon cast a pale light over Boston on April 18, 1775. But the night was anything but quiet. Mounted on Brown Beauty, one of the fastest horses in Massachusetts, Paul Revere woke up the countryside with alarming news. British troops stationed in Boston were on the move! They had orders to march to the nearby town of Concord and seize weapons the colonists had stored there.

This was news Patriots had been waiting for. Patriots (also called Whigs) were Americans who believed the colonies had the right to govern themselves. On hearing Revere's warning, Patriots around Concord grabbed their muskets and prepared to meet the British troops.

The same news filled Loyalists (also called Tories) with dread. Loyalists were colonists who felt a deep loyalty to Great Britain. They saw themselves as faithful subjects of the king. They were horrified by the idea of taking up arms against British troops. How did colonists come to be so divided in their feelings about the British? As you read in the last chapter, most Americans were content with British rule in the early 1700s. In this chapter, you will learn what happened to change the relationship between Great Britain and the colonies.

The story begins in the 1750s, when Great Britain and the colonies fought a war against the French and their Indian allies. The French and Indian War left Great Britain with huge debts and a vast new empire to protect. To solve its problems, the British government passed new laws that tightened its control of the colonies. Some of these laws also placed new taxes on the colonists.

Colonists were stunned. For the most part, they had been able to make their own laws and determine their own taxes. Suddenly, Great Britain was changing the rules. It wasn’t right, the colonists protested. In this chapter, you will see how these feelings led many colonists to consider rebelling against their government.

Why would some colonists have celebrated the dismantling of a statue of the British king?
5.2 Before 1763

By 1750, the American colonies were bursting with growth. In just a century, the population of the colonies had grown from 50,000 to more than a million people. What brought about this rapid growth? Cheap land? Religious tolerance? Economic opportunity? All of these were important in attracting people to the colonies. But there was another reason.

For more than a century, the British government had, for the most part, left the colonies alone to solve their own problems. During this time, Americans had learned to govern themselves. Each colony elected its own assembly. Like the British Parliament, the assemblies had the power to pass laws and to create and collect taxes. Each assembly also decided how the colony’s tax money should be spent. Americans had more freedom to run their own affairs than ordinary people in any country in Europe. Self-government also made the colonies attractive to settlers.

Conflict in the Ohio Valley  As the colonies grew, settlers began to dream of moving across the Appalachian Mountains and into the Ohio Valley—the region between the Ohio and Mississippi rivers. Both Great Britain and France claimed this area. In 1754, the French made good on their claim by building a fort where the city of Pittsburgh stands today. They called it Fort Duquesne (du-KANE).

News of the fort alarmed the governor of Virginia. He ordered a small force of Virginia militia to drive the French out of the Ohio Valley. Militias are small armies of citizens who are trained to fight in an emergency. To head the militia, the governor chose a 22-year-old volunteer named George Washington.

Today, Americans remember George Washington as a great Patriot, a military hero, and the first president of the United States. In 1754, however, he was just an ambitious young man with no land or money. Washington believed that his best chance of getting ahead was to become an officer in the British army. There was only one problem with his plan. Most British officers believed that colonists made terrible soldiers.

The expedition into the Ohio Valley gave Washington a chance to prove them wrong. Near Fort Duquesne, he came across a French scouting party that was camped in the woods. Washington ordered his men to open fire. It was an easy victory. “I heard the bullets whistle,” he wrote afterward. “And, believe me, there is something charming in the sound.”
The French and Indian War  Washington’s whistling bullets were the first shots in a conflict known as the French and Indian War. This war was part of a long struggle between France and Great Britain for territory and power. Because many American Indians fought with France in this latest conflict, the colonists called it the French and Indian War.

In 1755, Great Britain sent 1,400 British soldiers to Virginia to finish the job that Washington had begun. They were led by a general named Edward Braddock. The soldiers’ job was to clear the French out of the Ohio Valley. Washington joined the army as a volunteer, hoping to make a good impression on General Braddock.

Braddock’s march into the Ohio Valley was a disaster. The troops’ bright red uniforms made them perfect targets for French sharpshooters and their Indian allies. Two-thirds of the soldiers were killed.

Washington himself narrowly escaped death. “I had four bullets through my Coat and two horses shot under me,” he wrote in a letter. Showing great courage, Washington led the survivors back to Virginia. There, he was greeted as a hero.

The French and Indian War raged for seven long years. The turning point came in 1759, when British troops captured Canada. In 1763, Great Britain and France signed a peace treaty, or agreement, ending the war. In this treaty, France ceded, or gave, Canada to Great Britain.

Americans were thrilled with this victory. Great Britain now controlled a vastly expanded American empire. Never before had the colonists felt so proud of being British. And never before had the future of the colonies looked so bright.


5.3 Early British Actions in the Colonies

Changes that were taking place in Great Britain soon clouded the colonists’ bright future. A new king, George III, had been crowned in 1760. He was not regarded as a bright man. One historian wrote that “he was very stupid, really stupid.” He was also known for being proud and stubborn. He was determined to be a take-charge kind of ruler, especially in the colonies. The people George III chose to help him knew very little about conditions in North America. Before long, they were taking actions that enraged the colonists.

The Proclamation of 1763 The British government faced a number of problems after the French and Indian War. One was how to keep colonists and American Indians from killing each other as settlers pushed westward. Simply draw a line down the crest of the Appalachian Mountains, said George III. Tell settlers to stay east of that line and Indians to stay west of it.

This was what the king ordered in his Proclamation of 1763. To Americans, the king’s order suggested tyranny, or the unjust use of government power. They argued that the lands east of the Appalachians were already mostly settled. The only place that farmers could find available land was west of the mountains. Besides, the proclamation was too late. Settlers were already crossing the mountains.

The British government ignored these arguments. To keep peace on the frontier, it decided to expand the British army in America to 7,500 men.

### North America, 1763

The Proclamation of 1763 prohibited settlers from moving west of the Appalachians. King George III hoped this would prevent conflict between colonists and American Indians.
The British government had other problems besides keeping colonists and American Indians from fighting each other. One was how to pay off the large debt from the French and Indian War.

The solution seemed obvious to Prime Minister George Grenville, the leader of the British government. People in Great Britain were already paying taxes on everything from windows to salt. In contrast, Americans were probably the most lightly taxed people in the British Empire. It was time, said Grenville, for the colonists to pay their fair share of the cost of protecting them from Indians.

In 1765, Grenville proposed a new act, or law, called the Stamp Act. This law required colonists to buy a stamp for every piece of paper they used. Newspapers had to be printed on stamped paper. Wills, licenses, and even playing cards had to have stamps.

Once again, the colonists sensed tyranny. One newspaper, *The Pennsylvania Journal*, said that as soon as “this shocking Act was known, it filled all British America from one End to the other, with Astonishment and Grief.”

It wasn’t just the idea of higher taxes that upset the colonists. They were willing to pay taxes passed by their own assemblies, where their representatives could vote on them. But the colonists had no representatives in Parliament. For this reason, they argued, Parliament had no right to tax them. They saw the Stamp Act as a violation of their rights as British subjects. “No taxation without representation!” they declared.

Some colonists protested the Stamp Act by sending messages to Parliament. Loyalists simply refused to buy stamps. Patriots, however, took more violent action. Mobs calling themselves Sons of Liberty attacked tax collectors’ homes. Protesters in Connecticut even started to bury one tax collector alive. Only when he heard dirt being shoveled onto his coffin did the terrified tax collector agree to resign from his post.

After months of protest, Parliament repealed, or canceled, the Stamp Act. Americans greeted the news with great celebration. Church bells rang, bands played, and everyone hoped the troubles with Great Britain were over.
The Quartering Act  As anger over the Stamp Act began to fade, Americans noticed another law passed by Parliament in 1765. Called the Quartering Act, this law ordered colonial assemblies to provide British troops with quarters, or housing. The colonists were also told to furnish the soldiers with “candles, firing, bedding, cooking utensils, salt, vinegar, and . . . beer or cider.”

Of course, providing for the soldiers cost money. New Jersey protested that the new law was “as much an Act for laying taxes” on the colonists as the Stamp Act. New Yorkers asked why they should pay to keep troops in their colony. After all, they said, the soldiers just took up space and did nothing.

In 1767, the New York assembly decided not to approve any funds for “salt, vinegar and liquor” for the troops. The British government reacted by refusing to let the assembly meet until it agreed to obey the Quartering Act. Once again, tempers began to rise on both sides of the Atlantic.

5.4 The Townshend Acts

The next British leader to face the challenge of taxing the colonies was Charles Townshend. He was known as “Champagne Charlie” because of his habit of making speeches in Parliament after drinking champagne. Townshend believed that the colonists’ bad behavior made it even more important to retain an army in the British colonies. Once he was asked in Parliament whether he would dare to make the colonists pay for that army. Stamping his foot, Townshend shouted, “I will, I will!”

Townshend kept his promise. In 1767, he persuaded Parliament to pass the Townshend Acts. The new laws placed a duty, or tax, on certain goods the colonies imported from Great Britain. These goods included such popular items as glass, paint, paper, and tea.

A Boycott of British Goods  To many colonists, the Townshend duties were unacceptable. Once again, colonists were determined not to pay taxes that their assemblies had not voted on.

A Boston Patriot named Samuel Adams led the opposition to the Townshend Acts. Adams was not an attractive man, and he was a failure at business. But he was gifted at stirring up protests through his speeches and writing. The governor of Massachusetts once complained, “Every dip of his pen stung like a horned snake.”

Adams wrote a letter protesting the Townshend Acts that was sent to every colony. The letter argued that the new duties violated the colonists’ rights as British citizens. To protect those rights, the colonies decided to boycott British goods. This was a peaceful form of protest that even Loyalists could support. One by one, all of the colonies agreed to support the boycott.

Women were very important in making the boycott work, since they did most of the shopping. The Virginia Gazette wrote that one woman could “do more for the good of her country than five hundred

boycott  to refuse to buy one or more goods from a certain source. An organized refusal by many people is also called a boycott.
noisy sons of liberty, with all their mobs and riots.” Women found many ways to avoid buying British imports. They sewed dresses out of homespun cloth, brewed tea from pine needles, and bought only American-made goods.

Repeal of the Townshend Acts  Meanwhile, a new leader named Lord North became head of the British government. Described by Townshend as a “great, heavy, booby-looking man,” Lord North embarrassed his supporters by taking naps in Parliament. But he was good with numbers, and he could see that the Townshend duties were a big money-loser. The duties didn’t begin to make up for all the money British merchants were losing because of the boycott.

Early in 1770, North persuaded Parliament to repeal all of the Townshend duties, except for one—the tax on tea. Some members of Parliament argued that keeping the duty on tea was asking for more trouble. But King George wasn’t ready to give up on the idea of taxing Americans. “I am clear that there must always be one tax to keep up the right,” the king said. “And, as such, I approve the Tea Duty.”

5.5 The Boston Massacre

On the same day that Parliament repealed most of the Townshend duties, a fight broke out between soldiers and colonists in Boston. When the dust cleared, five Bostonians were dead and ten were injured.

Patriots called this incident the Boston Massacre. A massacre is the killing of defenseless people. What really happened was a small riot.
Trouble had been brewing in Boston for months before the riot. To the British, Boston Patriots were the worst troublemakers in the colonies. In 1768, the British government had sent four regiments of troops to keep order in Boston.

Bostonians resented the British soldiers. They made fun of their red uniforms by calling them “lobsterbacks.” Samuel Adams even taught his dog to nip at soldiers’ heels.

Despite such insults, the troops were forbidden to fire on citizens. Knowing this only made Bostonians bolder in their attacks. General Thomas Gage, the commander of the British army in America, wrote that “the people were as Lawless . . . after the Troops arrived, as they were before.”

**Mob Violence Breaks Out** On March 5, 1770, a noisy mob began throwing rocks and ice balls at troops guarding the Boston Customs House. “Come on you Rascals, you bloody-backs,” they shouted. “Fire if you dare.” Some Patriot leaders tried to persuade the crowd to go home. So did Captain Thomas Preston, the commander of the soldiers. But their pleas had no effect.

As the mob pressed forward, someone knocked a soldier to the ground. The troops panicked and opened fire. Two bullets struck Crispus Attucks, a black man at the front of the crowd. He was the first to die, but not the last. The enraged crowd went home only after receiving a promise that the troops would be tried for murder.

**Massacre or Self-Defense?** Samuel Adams saw this event as a perfect opportunity to whip up anti-British feeling. He called the riot a “horrid massacre” and had Paul Revere, a local silversmith, engrave a picture of it. Revere’s engraving shows soldiers firing at peaceful, unarmed citizens.

Prints of Revere’s engraving were distributed throughout the colonies. Patriots saw the Boston Massacre as proof that the British should remove all of their troops.
from the colonies. Loyalists saw the tragedy as proof that troops were needed more than ever, if only to control Patriot hotheads.

One hero came out of this sad event. He was a Boston lawyer named John Adams. Like his cousin Samuel, John Adams was a Patriot. But he also believed that every person, even the British soldiers, had the right to a fair trial. Adams agreed to defend the soldiers, even though he knew that his action would cost him friends and clients.

At the murder trial, Adams argued that the troops had acted in self-defense. The jury found six of the soldiers not guilty. Two of them were found guilty only of manslaughter, or causing death without meaning to.

Throughout his long life, John Adams remained proud of his defense of the British soldiers. He said that upholding the law in this case was “one of the best pieces of service I ever rendered to my country.”

5.6 The Boston Tea Party

Despite the hopes of Patriots like Sam Adams, the Boston Massacre did not spark new protests against British rule. Instead, the repeal of the Townshend duties led to a period of calm. True, there was still a small duty on tea. But the tax didn’t seem to bother Loyalists very much. Patriots knew they could always drink Dutch tea that had been smuggled into the colonies without paying duties.

Things did not stay peaceful, however. In 1773, a new law called the Tea Act prompted more protests. One of them was the incident that became known as the Boston Tea Party.

The Tea Act  The Tea Act was Lord North’s attempt to rescue the British East India Company. This large trading company controlled all the trade between Great Britain and Asia. For years, it had been a moneymaker for Great Britain. But the American boycott of British tea hurt the company badly. By 1773, the tea company was in danger of going broke unless it could sell off the 17 million pounds of tea that were sitting in its London warehouses.

The Tea Act lowered the cost of tea that was sold by the British East India Company in the colonies. As a result, even taxed British tea became cheaper than smuggled Dutch tea. The Tea Act also gave the British East India Company a monopoly, or complete control, over tea sales in the colonies. From now on, the only merchants who could sell the bargain-priced tea were those chosen by the company.

Lord North may have thought he could persuade Americans to buy taxed tea by making it so cheap, but colonists weren’t fooled. They saw the Tea Act as still another attempt to tax them without their consent.
In addition, many merchants were alarmed by the East India Company’s monopoly over the tea trade. They wondered what the British government might try to control next. Would there be a monopoly on cloth? On sugar? Nervous merchants wondered what would happen to their businesses if other goods were also restricted.

**Tea Ships Arrive** When the British East India Company’s tea ships sailed into American ports, angry protesters kept them from unloading their cargoes. More than one ship turned back for England, still filled with tea. In Boston, however, the royal governor ordered the British navy to block the exit from Boston Harbor. He insisted that three tea ships would not leave until all their tea was unloaded.

On December 16, 1773, the Sons of Liberty decided to unload the tea, but not in the way the governor had in mind. That night, about 50 men dressed as Mohawk Indians boarded the three ships. One of them, George Hewes, described what happened:

> We then were ordered by our commander to open the hatches and take out all the chests of tea and throw them overboard . . . and we immediately proceeded to execute his orders, first cutting and splitting the chests with our tomahawks . . . In about three hours from the time we went on board, we had thus broken and thrown overboard every tea chest to be found on the ship . . . We were surrounded by British armed ships, but no attempt was made to resist us.

To protest the tax on tea, Patriots disguised as American Indians threw 342 chests of tea overboard from three British ships. Colonists later called this the Boston Tea Party.
About 90,000 pounds of tea were dumped into the sea that night. Nothing else on the ships was touched.

News of the Boston Tea Party excited Patriots throughout the colonies. “This is the most magnificent moment of all,” wrote John Adams in his journal the next day. “This destruction of the tea is so bold, so daring, so firm . . . it must have . . . important consequences.” He was right.

5.7 The Intolerable Acts

Lord North was stunned by news of the Boston Tea Party. As he saw it, he had tried to help the colonists by sending them cheap tea. And what did they do? They threw it in the sea! This time they had gone too far.

King George agreed. To him, the issue was no longer about taxes. It was about Great Britain’s control over the colonies. “We must master them totally,” he declared, “or leave them to themselves.” The king wasn’t about to leave the colonies to themselves, however.

Great Britain’s anger led Parliament to pass a new series of laws in 1774. These laws were so harsh that many colonists called them intolerable, or unacceptable. Throughout the colonies, they became known as the Intolerable Acts.

Parliament Punishes Massachusetts

The Intolerable Acts were designed to punish Massachusetts for the Boston Tea Party. The first law closed Boston Harbor to all shipping until the ruined tea was paid for. The second law placed the government of Massachusetts firmly under British control. Colonists in Massachusetts could not even hold a town meeting without the colonial governor’s permission. The third law said that British soldiers who were accused of murder would be tried in England, not in the colonies. Finally, more troops were sent to Boston to enforce the new laws.

A few British leaders worried that the Intolerable Acts might push the colonists into rebellion. But George III was sure they would force the colonists to give in to British authority.

The Colonies Begin to Unite

In fact, the Intolerable Acts did not force the colonists to give in. Boston Patriots declared they would “abandon their city to flames” before paying a penny for the lost tea. Merchants in other cities showed their support by closing their shops. Many colonies sent food and money to Boston so that its citizens would not starve.
In Virginia, lawmakers drafted a resolution in support of Massachusetts. The Virginians said that everyone’s rights were at stake. “An attack made on one of our sister colonies,” they declared, “is an attack made on all British America.”

The Virginians also called for a congress, or meeting, of delegates from all the colonies. The purpose of the congress would be to find a peaceful solution to the conflicts with Great Britain.

Not all Americans agreed with this plan. In every colony, there were Loyalists who thought that Bostonians had gone too far and should pay for the tea. If they were forced to choose, they would side with the king against Sam Adams and his Sons of Liberty. In their view, it was the misguided Patriots who were causing all the trouble.

The First Continental Congress  In September 1774, some 50 leaders from 12 colonies met in Philadelphia. The meeting brought together delegates from most of the British colonies on the North American continent, so it was called the First Continental Congress.

The delegates were used to thinking of themselves as citizens of their own colonies. Patrick Henry, a leader from Virginia, urged them to come together as one people. “I am not a Virginian,” he declared, “but an American.” But only strong Patriots like Sam and John Adams were ready to think of themselves this way. Many delegates were strong Loyalists who still thought of themselves as British. Still others, like George Washington, were somewhere in between. Only one thing united the delegates—their love of liberty and hatred of tyranny.

In spite of their differences, the delegates agreed to send a respectful message to King George. The message urged the king to consider their complaints and to recognize their rights.

The delegates also called for a new boycott of British goods until Parliament repealed the Intolerable Acts. Finally, they agreed to meet again the following May if the boycott didn’t work.

The Colonies Form Militias  In towns and cities throughout the colonies, Patriots appointed committees to enforce the boycott. In case the boycott didn’t work, they also organized local militias. In New England, the volunteers called themselves Minutemen because they could be ready to fight in 60 seconds.

Across the colonies, militias marched and drilled. In New Hampshire, unknown persons stole 100 barrels of gunpowder and 16 cannons from a British fort. Similar thefts occurred in other colonies. Rather than forcing the colonies to give in, the Intolerable Acts had brought the two sides to the brink of war.
5.8 Lexington and Concord

King George had made many mistakes in his decisions about the colonies. The First Continental Congress listed all these mistakes in its message to the king. Now he made another one.

Rather than consider the colonists’ complaints, King George refused even to answer their message. “The New England governments are in a state of rebellion,” he said. “Blows must decide whether they are to be subject to this country or independent.” In Boston, General Gage, the king’s commander of British troops in America, got ready to deliver those blows.

The First Blow at Lexington

In April 1775, a spy told General Gage that the colonists were hiding a large supply of gunpowder and weapons in the nearby village of Concord. General Gage decided to strike at once.

The general ordered 700 of his best troops to march to Concord and seize the weapons. To keep the colonists from moving the weapons, the attack had to be a surprise. So Gage had his troops march the 20 miles to Concord at night.

The colonists had their own spies. When Gage’s troops slipped out of Boston on April 18, 1775, Patriots were watching their every move. Soon Paul Revere and others were galloping through the countryside, warning colonists that the British soldiers were coming.

The news reached Lexington, a town on the road to Concord, in the early hours of April 19. Led by Captain John Parker, a small band of Minutemen gathered nervously in the chilly night air.
At dawn, the British troops reached the town green. “Stand your ground,” ordered Parker. “Don’t fire unless fired upon, but if they mean to have a war, let it begin here.” As the Minuteman faced the British troops, a shot rang out—from where, no one knew for certain. Without orders, the soldiers rushed forward, shooting wildly. A few Minutemen managed to return fire.

When the firing stopped, eight colonists lay dead or dying. Another ten were limping to safety with painful wounds. The British troops gave three cheers for victory and marched on to Concord.

The Second Blow at Concord

By breakfast time, the British were in Concord, searching for gunpowder and weapons. But the colonists had hidden them. In frustration, the soldiers piled up a few wooden tools, tents, and gun carriages and set them on fire.

On a ridge outside the city, militiamen from the surrounding countryside watched the smoke rise. “Will you let them burn the town down?” shouted one man. Captain Isaac Davis replied, “I haven’t a man that’s afraid to go.” Davis marched his volunteers down the hill. As they approached Concord’s North Bridge, the British troops opened fire. Davis fell dead, a bullet through his heart.

The British expected the Americans to break and run. To their surprise, the Minutemen stood their ground and fired back. Two minutes later, it was the redcoats who were running away in panic.

The retreat back to Boston was a nightmare for the British. More than 4,000 armed and angry Minutemen lined their route, shooting at every redcoat they saw. By the end of the day, 74 British soldiers were dead and another 200 were wounded or missing. The colonists counted their own losses as 49 dead and 41 wounded. A British officer
described what it was like to face the colonists’ fury that day, “Whoever looks upon them as an irregular mob,” the officer said, “will find himself much mistaken.”

Indeed, since the French and Indian War, the British had been mistaken about the colonists again and again. Their biggest mistake was in thinking that ordinary people—farmers, merchants, workers, and housewives—would not fight for the rights that they held dear. At Lexington and Concord, Americans proved they were not only willing to fight for their rights. They were even willing to die for them.

## Chapter Summary

In this chapter, you read about tensions between the colonies and Great Britain in the mid-1700s.

**Before 1763** During the French and Indian War (1754–1763), Great Britain and France fought for territory and power. When the war ended, France gave up Canada to Great Britain. Great Britain now had a much larger American empire to control.

**Early British Actions in the Colonies** The war left Great Britain with huge debts. To raise money, Parliament passed the Stamp Act in 1765. Colonists protested the Stamp Act because it was passed without colonial representation. Colonists also protested the Quartering Act, which required them to house British troops at the colonies’ expense.

**The Townshend Acts and the Boston Massacre** The Townshend Acts imposed more taxes on the colonies, which divided many colonists into opposing camps. Loyalists urged obedience to Britain, but Patriots resisted “taxation without representation” through protests, boycotts, and riots. Tensions in Boston erupted into violence in 1770 when British troops fired into a crowd of colonists in what become known as the Boston Massacre.

**The Boston Tea Party and the Intolerable Acts** When Patriots protested a new tax on tea by throwing tea into Boston Harbor in 1773, Great Britain responded by passing the Intolerable Acts to force the colonies to give in to British authority. Patriots responded by forming the First Continental Congress and organizing colonial militias.

**Lexington and Concord** Fighting between Patriots and British troops at Lexington and Concord in 1775 showed that colonists would not only fight for their rights, but were willing to die for them.

This stone marks the line where Minutemen faced British troops at the battle of Lexington. The stone is inscribed with the words of John Parker, captain of the Lexington Minutemen.
"I Love the Story of Paul Revere, Whether He Rode or Not"

So said President Warren G. Harding in 1923. Like most Americans at that time, Harding probably learned about Revere as a schoolboy when he read a poem by Henry Wadsworth Longfellow. Later, when a skeptic claimed the story of Revere’s ride never happened, Harding sprang to the poet’s defense. But was Revere the hero Longfellow made him out to be?

In 1860, the young nation whose fight for freedom began at Lexington and Concord was in danger of falling apart. War clouds gathered as Americans debated the issues of slavery and states’ rights. The south, which had grown prosperous with slave labor, vigorously defended its way of life. The north, which had grown even more prosperous without slave labor, condemned slavery as morally wrong. Americans had never been so divided or so close to civil war.

Henry Wadsworth Longfellow was then the nation’s most popular poet. He was also a northerner who opposed slavery. As he watched the nation move toward war, Longfellow began thinking about a new poem. He wanted it to be a call to arms for all who loved liberty in such a time of peril.

One day in April 1860, Longfellow took a walk with a friend in Boston. His companion told him a story that took place on another April day, some 85 years earlier. It was the tale of a midnight ride made by a silversmith named Paul Revere to alert the countryside to coming danger. Longfellow was inspired. Like Paul Revere’s ride, the poem he planned would be a cry of alarm to awaken a sleeping nation.

Longfellow set to work at once. His finished work, titled “Paul Revere’s Ride,” was published in 1861. Over the next century, generations of schoolchildren would read and memorize its stirring lines. As you read the excerpt that follows, can you see why the poem captured Americans’ imaginations?

“Paul Revere’s Ride” tells the story of Revere’s mission to warn the Minutemen. This Minuteman statue stands at the site of the battle in Concord, Massachusetts.
Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light—
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."

Then he said, "Good night!" and with muffled oar
Silently rowed to the Charlestown shore . . .

And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!
He springs to the saddle, the bridle he turns,
But lingers and gazes, till full on his sight
A second lamp in the belfry burns!

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark
Struck out by a steed flying fearless and fleet:
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat . . .

It was one by the village clock,
When he galloped into Lexington.
He saw the gilded weathervane
Swim in the moonlight as he passed,
And the meeting-house windows, blank and bare,
Gaze at him with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon.

This sheet music, for a song inspired by Longfellow’s poem, was written in the early 1900s.
Over the years, American artists were drawn to the legend of Paul Revere. Most works, like this 19th-century painting, show Revere as a lone rider.

Longfellow Creates a Legend: The Lone Hero

Longfellow had set out to create a dramatic tale that would make patriotic hearts beat faster. In the process, he transformed Paul Revere from a local folk hero into a national legend. Even today, millions of Americans know the opening lines of Longfellow’s poem.

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,

When we think of the events that launched the American Revolution, we can picture them clearly. Revere asks a friend to send a signal from Boston’s Old North Church when the British troops quartered there begin to move out.

One, if by land, and two, if by sea;
And I on the opposite shore will be,

The signal comes and Revere gallops into the night, waking the countryside with the news that the British are coming.

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!

Alerted by our lone hero, the colonists rise up to defend their homes and liberties.

You know the rest. In the books you have read,
How the British Regulars fired and fled—
How the farmers gave them ball for ball,
From behind each fence and farm-yard wall . . .

The rest, as they say, is history. Or is it?
Skeptics Raise Doubts: Did Revere Really Ride?
Historians were quick to point out many inaccuracies in Longfellow’s telling. For example, the poet omitted the fact that, during his ride, Revere was captured by British troops. Longfellow also left out the names of other messengers who rode that night, such as William Dawes and Samuel Prescott.

As doubts about the poem multiplied, skeptics began to question the entire story. Some said Revere’s ride didn’t happen at all. Or if it did, Revere was captured before he could warn many Patriots. Such talk annoyed President Harding. “Somebody made the ride and stirred the minutemen in the colonies to fight the battle of Lexington,” he said. “I love the story of Paul Revere, whether he rode or not.”

As time passed, some doubters threw cold water on the idea that Revere was a hero. One skeptic said that Revere “set out with two other guys for money.” When the three were arrested, he “turned stool pigeon and betrayed his two companions.” Is this true? Was Revere a traitor to his cause?

Historians Weigh In: The Real Meaning of Revere’s Ride
Modern historians find no evidence that Revere was paid to ride or that he became an informer when he was captured. But they also remind us that Revere was not the only hero of that momentous night. Within hours of his ride, 122 colonists had lost their lives and many more lay wounded. As one historian writes,

> Revere’s ride was not the major event that day, nor was Revere’s warning so critical in triggering the bloodbath. Patriotic farmers had been preparing to oppose the British for the better part of a year . . . His ride to Lexington . . . took on meaning only because numerous other political activists had, like Revere, dedicated themselves to the cause.


The real meaning of Revere’s ride is what it tells us about these unsung heroes. On hearing that the British soldiers were coming, those patriotic farmers had a choice. They could remain safe in their beds or rise up to defend their rights. Looking at their response, historian David Hackett Fischer writes, “The history of a free people is the history of hard choices. In that respect, when Paul Revere alarmed the Massachusetts countryside, he was carrying a message for us.”
When is it necessary for citizens to rebel against their government?

Overview
In a Response Group activity, students participate in a series of colonial town meetings to debate whether to rebel against British rule. In the process, they evaluate the events that deeply divided the American colonists and eventually caused them to rebel against the British government.

Objectives
In the course of reading this chapter and participating in the classroom activity, students will

Social Studies
• identify the roots of the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.
• assess the impact of such key events as the French and Indian War, Boston Massacre, and the battles of Lexington and Concord on colonists’ loyalty to the British government.
• analyze several actions of the British government between 1763 and 1775 that built resentment and divided the colonists in their feelings about British rule.

Language Arts
• write a persuasive composition that includes a well-defined thesis supported by evidence, examples, and reasoning.

Social Studies Vocabulary
Key Content Terms  militia, tyranny, repeal, boycott

Academic Vocabulary  violation, retain, restricted, authority
<table>
<thead>
<tr>
<th>Activity</th>
<th>Suggested Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preview</td>
<td>30 minutes</td>
<td>• short quiz on any topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Interactive Student Notebooks</td>
</tr>
<tr>
<td>Vocabulary Development</td>
<td>30–40 minutes</td>
<td>• <em>History Alive! The United States Through Industrialism</em></td>
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<td></td>
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<td>• Interactive Student Notebooks</td>
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<td></td>
<td></td>
<td>• Vocabulary Development handout</td>
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<tr>
<td>Response Group</td>
<td>150 minutes</td>
<td>• <em>History Alive! The United States Through Industrialism</em></td>
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<tr>
<td></td>
<td>(3 regular periods)</td>
<td>• Interactive Student Notebooks</td>
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<tr>
<td></td>
<td>(1.5 block periods)</td>
<td>• Student Handout 5</td>
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<td></td>
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<td>• Information Masters 5A and 5B</td>
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<tr>
<td>Processing</td>
<td>30 minutes</td>
<td>• Interactive Student Notebooks</td>
</tr>
<tr>
<td>Assessment</td>
<td>40 minutes</td>
<td>• Chapter 8 Assessment</td>
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</table>
Preview

1 **Introduce the school’s “new policy.”** Tell students you just received an important memo from the principal. Read the following fictitious memo to the class, which you may want to put on school letterhead for authenticity.

   Funding for education has been drastically reduced due to shortfalls in state revenue. As a result, monies that ordinarily would be granted to [your school] will not be forthcoming. The school faces severe financial problems, and the administration has been forced to consider alternative funding sources.

   Therefore, a new policy is in immediate effect. Each student in social studies classes will be required to pay for all photocopied materials. The fee will be 10 cents per page. There will be no exceptions. Any student who does not pay the 10-cent fee will receive a zero for the assignment. While this may seem a burden, it is absolutely necessary. We must all work together to solve this temporary financial problem.

2 **Invite questions about the new policy.** This activity is designed to allow students to experience the sense of injustice about “taxation without representation” that colonists felt, so allow students to express their feelings in an appropriate manner. Expect them to show concern and anger. Adopt a neutral stance by validating their concerns and feelings, but make it clear that you must carry out the policy.

3 **Tell students they will now take a quiz.** Explain that they must pay 10 cents for the photocopied quiz. Those students that have no money can borrow money from a classmate or fill out an IOU. Ask a volunteer to collect the money. Mention that the volunteer's fee for the quiz will be waived.

4 **Pass out quizzes to students who paid the fee.** Remind students who did not pay the fee that they will receive a zero for the quiz, and have them sit quietly. After a minute or so, tell the class that the memo was fictitious and return students’ money.

5 **Have students answer the Preview questions on a separate sheet of paper.**

6 **Have students share their responses in pairs or with the class.**

7 **Explain the connection between the Preview and Chapter 5.** Tell students that the feelings they experienced during this activity are similar to those felt by many colonists between 1763 and 1775, when a series of British laws were imposed on them without their input or consent. In this chapter, students will learn about the issues that led the colonists to mistrust and eventually rebel against British rule.
Procedures

Vocabulary Development

1 Introduce the Key Content Terms. Have students locate the Key Content Terms for the chapter in their Interactive Student Notebooks. These are important terms that will help them understand the main ideas of the chapter. Ask volunteers to identify any familiar terms and how they might be used in a sentence.

2 Have students complete a Vocabulary Development handout. Give each student a copy of the Vocabulary Development handout of your choice from the Reading Toolkit at the back of the Lesson Masters. These handouts provide extra practice and support, depending on your students’ needs. Review the completed handout by asking volunteers to share one answer for each term.

Reading

1 Introduce the Essential Question and have students read Section 5.1.
   Have students propose possible answers to the Essential Question: When is it necessary for citizens to rebel against their government? Then have them read Section 5.1. Afterward, have students respond to these questions:
   - Who were the Patriots? Who were the Loyalists?
   - What is happening in the illustration that opens this chapter? Who is the man on horseback?
   - How might a Patriot view this scene? How might a Loyalist view it?
   - What could have happened to cause the colonists to become so divided in their feelings about British rule?

2 Have students read and complete the Reading Notes for Section 5.2. Tell students that this section summarizes the French and Indian War, which set off a chain of events that greatly affected the colonists. Use Guide to Reading Notes 5 to check students’ understanding.

3 Have students complete the remaining Reading Notes for Chapter 5.
   Assign Sections 5.3 to 5.8 during the activity as indicated in the procedures for the Response Group activity. Remind students to use the Key Content Terms where appropriate as they complete their Reading Notes.
Response Group

1 **Introduce the activity.** Tell students that they will now step into the roles of historical figures from the Revolutionary era to participate in a series of colonial town meetings where they will decide whether to rebel against the British government.

2 **Divide students into groups of three and assign roles.** Assign each group one historical figure from Student Handout 5: Role Cards of Historical Figures. Explain that each group will represent the viewpoint—Patriot, Loyalist, or Neutralist—of one historical figure during the upcoming colonial town meetings. Remind students of the difference between a Patriot and a Loyalist. Also discuss Neutralists, those colonists who have yet to support either side. If you do not need all the role cards, distribute them to create roughly equal numbers of Patriot, Loyalist, and Neutralist groups. You may want to mention that, in reality, Loyalists made up only 15 to 20 percent of the colonial population.

3 **Have groups prepare to represent their historical figures.** Project Information Master 5A: Representing Your Historical Figure and review the instructions. Clarify that many of the role cards give historical information about how the figures reacted to some of the events that will be discussed later. Give groups adequate time to complete Steps 1 and 2 and then have each group choose one member to be a spokesperson. Call on each group to introduce their historical figure in Step 3.

4 **Have students read and complete the Reading Notes for Section 5.3.**

5 **Project Information Master 5B: Preparing for the Colonial Town Meetings and have groups prepare for Colonial Town Meeting 1.** Reveal only the information for Colonial Town Meeting 1. Tell groups that the year is 1767. Remind students that since the end of the French and Indian War, the British government has taken many controversial actions in the colonies. For that reason, colonists have come together to decide whether to rebel against the British government. Direct students to use their books, Reading Notes, and role cards to complete the steps on Information Master 5B. Explain that during the town meeting, they will try to persuade everyone to join their side, but should focus especially on Neutralists. Circulate as students work, checking that their responses accurately reflect the historical figures. **(Note: The historical figures are authentic, but the meetings are fictional.)**

6 **Conduct Colonial Town Meeting 1.** One by one, have the spokespersons present their positions. They should begin by standing and reminding the other colonists of their name and allegiance (Patriot, Loyalist, or Neutralist). Encourage discussion by allowing other students to comment on the spokesperson’s presentation and then allowing the spokesperson to defend the position. Have the current spokesperson choose the next spokesperson, until all have presented.
7 **Take a vote to decide whether the colonists should rebel against the government at this time.** Ask, *Who has decided to comply? To oppose? To rebel?* Remind students to reflect their historical figure’s perspective as they vote. You may want to record the vote tally for each of the four meetings.

8 **Repeat Steps 5 to 7 to conduct the remaining town meetings.** Make these adjustments:

- **Colonial Town Meeting 2:** Have students complete the Reading Notes for Sections 5.4 and 5.5. Then reveal “Colonial Town Meeting 2” on Information Master 5B. Inform students that the year is now 1770. The British government has continued to enact controversial laws, and a tragic event has taken place in Boston. Skip Step 6, and take a vote on whether the colonists should rebel.

- **Colonial Town Meeting 3:** Have students complete the Reading Notes for Sections 5.6 and 5.7. Then reveal “Colonial Town Meeting 3” on Information Master 5B. Tell students that the year is now 1774 and that tensions between the colonists and the British government have increased dramatically. Conduct the town meeting, and then take a vote on whether the colonists should rebel.

- **Colonial Town Meeting 4:** Have students complete the Reading Notes for Section 5.8. Then reveal “Colonial Town Meeting 4” on Information Master 5B. Tell students that it is late April 1775 and that the conflicts between the colonists and the British government have reached a crisis point. Skip Step 6, and take a vote on whether the colonists should rebel.

9 **Debrief the activity.** Ask,

- Did your historical figure’s opinion change over the course of the town meetings? Explain.
- Did you agree with your historical figure’s opinion throughout this activity? Why or why not?
- Think back to the fictitious memo about paying for photocopies. How were some of the events that took place between 1763 and 1775 in the American colonies similar to your experience in class?
- In general, when is it necessary for citizens to rebel against their government?

**Processing**

Have students complete the Processing activity. Students will create a pamphlet persuading colonists to rebel against or remain loyal to the British government.
Quicker Coverage

**Use an Alternative Preview**  Use this alternative Preview activity to connect the chapter content to students’ personal experience. Ask students to write a brief response to this prompt: *Suppose the following situation happened to you. During your second class, your friend tells you how much trouble he is having with a poster he needs to complete for a class project. On the way to your next class, you decide you want to help him by loaning him your art set, an expensive set that you use only for special occasions. But at lunch, before you have had a chance to give it to him, you find him sitting at a table working on his poster with your art set. You realize he took it out of your backpack sometime after your second class. How do you feel about this situation? Explain why you feel this way.*

**Eliminate the Historical Figures**  Conduct the Response Group activity without having students step into the roles of historical figures. Simply place students into groups of three and have them debate the topics from their own point of view, using the Student Edition and their Reading Notes as resources.

Deeper Coverage

**Expand the Discussion**  Conduct a full class discussion for Colonial Town Meetings 2 and 4, following the same process used for the first town meeting.

**Research Historical Figures**  Have students research their historical figures to find more information about their figures’ beliefs, arguments, and opinions. Specifically, tell students to look for interesting quotations that will not only give them more information, but may also be used during the town meetings.
“I Love the Story of Paul Revere, Whether He Rode or Not”

1 Introduce the poem “Paul Revere’s Ride.” Read aloud the first two lines of the poem in the Chapter 5 Reading Further, and ask students if they have ever heard them before. Explain that these are the opening lines to one of the most famous poems in American literature—and that, in fact, it was this poem that made Paul Revere famous.

2 Have students read the Chapter 5 Reading Further. Encourage them to look up unfamiliar words, such as belfry, steed, and spectral.

3 Have students respond to the purpose and characteristics of the excerpt. Read the excerpt aloud, or have students read portions of it aloud (either individually or in groups), so students can experience the rhythms that Longfellow used in the poem. (If you prefer to read the entire poem, you will easily find it online.) Then ask,

- How did Longfellow create a sense of action in this piece of writing?
- Why might a poet create this kind of rhythm in a poem?

4 Encourage interested students to conduct further research about Paul Revere and his ride. You might have them explore the Internet Connections for Chapter 5 available through the Enrichment Resources for History Alive! The United States Through Industrialism.

5 Discuss why Longfellow might have portrayed Paul Revere as a lone hero. Ask,

- At a time when many Americans feared the United States would be divided by civil war, why would Longfellow choose to write about an incident in the American Revolution?
- Why do you think Longfellow decided to focus his poem on one person’s actions?

6 Have students complete the Chapter 5 Reading Further in their Interactive Student Notebooks. You may want to have them share their definitions and descriptions of a hero. You may also want to create a class definition, combining and synthesizing the qualities students have identified.

7 Have students share their descriptive paragraphs on local heroes. Using the qualities students have described, discuss the various kinds of people who are considered heroes in a community and the kinds of civic participation that are valued.
**English Language Learners**

**Ensure Students Are Prepared for the First Meeting**

To make sure students are adequately prepared for the first colonial town meeting, have them complete the Reading Notes for Sections 5.2 and 5.3 in small groups or as a whole class. Then, when reviewing the steps for the first meeting on Information Master 5B, make sure everyone thoroughly understands what to do.

**Create Cue Cards**

Have students use the prompt below to create a cue card of their comments. When they act as spokespersons for the colonial town meetings, they can read their comments directly from the cue cards.

*I believe that the colonies should (comply/oppose/rebel).*  
*I believe this because _________________________________.

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**Learners Reading and Writing**

**Below Grade Level**

**Support the Processing**

Give students examples of actual pamphlets. Point out techniques used in the pamphlets to persuade readers, such as colorful pictures, attention-getting titles, and a limited amount of text. Also give students a prototype showing the pamphlet’s basic content and structure to use as a guide as they create their own.

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**Learners with Special Education Needs**

**Support the Reading Notes**

Supply students with a copy of Guide to Reading Notes 5, omitting key words and phrases from the answers. As students read, have them fill in the missing words and add additional notes in their own words.

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**Advanced Learners**

**Assign Each Student a Historical Figure**

Instead of having each group represent one historical figure, distribute role cards so that each group has three different historical figures—all Patriots, all Loyalists, or all Neutralists. When groups prepare for the town meetings, have them present their historical figures to their group members only, rather than to the entire class. *(Note: Distributing cards in this way will require repeating some roles.)*
Enrichment Resources

Find out more about the events that led to American independence by exploring the following Enrichment Resources for *History Alive! The United States Through Industrialism* at www.teachtci.com.

**Enrichment Readings** These in-depth readings encourage students to explore selected topics related to the chapter. You may also find readings that relate the chapter’s content directly to your state’s curriculum.

**Internet Connections** The recommended Web sites provide useful and engaging content that reinforces skills development and mastery of subjects within the chapter.

Literature Recommendations

The following books offer opportunities to extend the content in this chapter.


*Primary Source History of the Colony of Massachusetts* by Jeri Freedman (New York: Rosen Publishing Group, 2006)
Section 5.2

1. Colonial governments elected their own assemblies, passed laws, and created taxes and decided how to use them.

2. Possible answers:

   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. The territory in North America controlled by Great Britain expanded greatly. Colonists felt proud to be British and hopeful for the future.

Section 5.3

1. Possible answers:

   **Proclamation of 1763**
   - **For:** If the colonists move past the Appalachians, Indians will attack them.
   - **Against:** The only new land available for settlement is on the other side of the Appalachians.

   **Stamp Act**
   - **For:** The colonists pay few taxes compared to other British citizens. It is time for them to pay their fair share for the French and Indian War.
   - **Against:** No taxation without representation! You have no right to tax us without our consent.

   **Quartering Act**
   - **Against:** The soldiers take up space and do nothing. Why should we pay for them?

<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 playing 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 allow the New York assembly to meet until it complied with the law.</td>
</tr>
</tbody>
</table>
Section 5.4
1. 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. Drawings should show a boycott of English goods. Women refusing to buy these goods should be included in the illustration.
3. 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 5.5
1. Drawings from the Patriot point of view might show peaceful, unarmed colonists and British soldiers opening fire on them. Drawings from the Loyalist point of view might show colonists yells and throwing ice balls and rocks at them.
2. John Adams defended the 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 5.6
1. 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. Possible answer:

Arguments 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.

Arguments 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.

Section 5.7
1. 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. Possible answers:

<table>
<thead>
<tr>
<th>Actions of the Intolerable Acts</th>
<th>How might this hurt you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 my government than before. I can’t even 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. This might make it easier for soldiers to get away with murder.</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. 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 delegates from all the colonies to decide a peaceful solution. Some towns and cities began to organize militias.

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

5. 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.

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**Section 5.8**

- **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.**
To protect the integrity of assessment questions, this feature has been removed from the sample lesson. These videos will help you learn more about our print and online assessment tools.

Creating Printable Assessments (2:33 min)
Creating Online Assessments (2:25 min)
When is it necessary for citizens to rebel against their government?

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?

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

militia  tyranny  repeal  boycott

Section 5.2

1. What powers did colonial governments have in the 18th century?

2. Which event of the French and Indian War do you think was the most significant? Why?

3. Why was the outcome of the war important for American colonists?
1. From 1763 to 1765, 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></td>
<td>Colonists argued in letters and articles that it was tyranny, an unjust use of government power.</td>
<td></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></td>
<td></td>
</tr>
<tr>
<td>Quartering Act (1765)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Proclamation of 1763**

For:

Against:

**Stamp Act**

For:

Against:

**Quartering Act**

For: The soldiers are here to protect the colonies from foreign attack, so colonists should help pay for them!

Against:
Section 5.4

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

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.

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.

Section 5.5

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>
</table>
Chapter 5

2. What role did John Adams play after the Boston Massacre and why?

Section 5.6

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.

2. Give one argument in favor of the Tea Act and one argument against the Tea Act.

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

The Loyalist Times

The Patriot Press

Section 5.7

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

<table>
<thead>
<tr>
<th>Actions of the Intolerable Acts</th>
<th>How might this hurt you?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>More soldiers were sent to Boston to make sure colonists followed the laws.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

5. What decisions did the First Continental Congress make?
Section 5.8

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

- British troops leave Boston and march to Concord to seize gunpowder and weapons.

- Minutemen and British troops fight in Lexington.

- Colonists fight British soldiers at Concord’s North Bridge.

PROCESSING

Create a pamphlet to persuade colonists to rebel against or remain loyal to the British government. You may choose to express your historical figure’s opinion or your own. Fold a sheet of paper into thirds to make your pamphlet. Your pamphlet should have

- an eye-catching title.
- two paragraphs explaining your position for rebellion or loyalty, supported with reasons and examples.
- two or three colorful illustrations.
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?

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

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

Write five words or phrases that describe your hero and his or her actions.
Chapter 5

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>
<th>Description</th>
</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>