

# Chapter 5

# The Road to Revolution

## 1745-1775

### What's Ahead

**Section 1**  
Rivalry in North America

**Section 2**  
The French and Indian War

**Section 3**  
A Crisis Over Taxes

**Section 4**  
The Fighting Begins

Between 1754 and 1760, competition for land led to a conflict between England and France that is now known as the French and Indian War. The British, with the help of American colonists and Indian allies, put an end to French power in North America.

After the war, Britain angered colonists by taxing them without giving them representation in Parliament. Over the next years, colonial protests grew stronger. Finally, in April 1775, British troops and colonial farmers clashed at the villages of Lexington and Concord in Massachusetts. The battles marked the start of the American Revolution.

### Why Study History?

"Taxation without representation is tyranny!" This protest sparked a revolution in the 13 colonies. Today, American citizens have representation. Still, attempts to raise taxes always stir heated debate. To focus on this connection, look at the *Why Study History?* feature, "You Pay Taxes," in this chapter.



### American Events

→ 1740s

Settlers cross Appalachian Mountains

1754 ●

French and Indian War begins

1759 ●

British capture of French Quebec is turning point of war

1745

1750

1755

1760

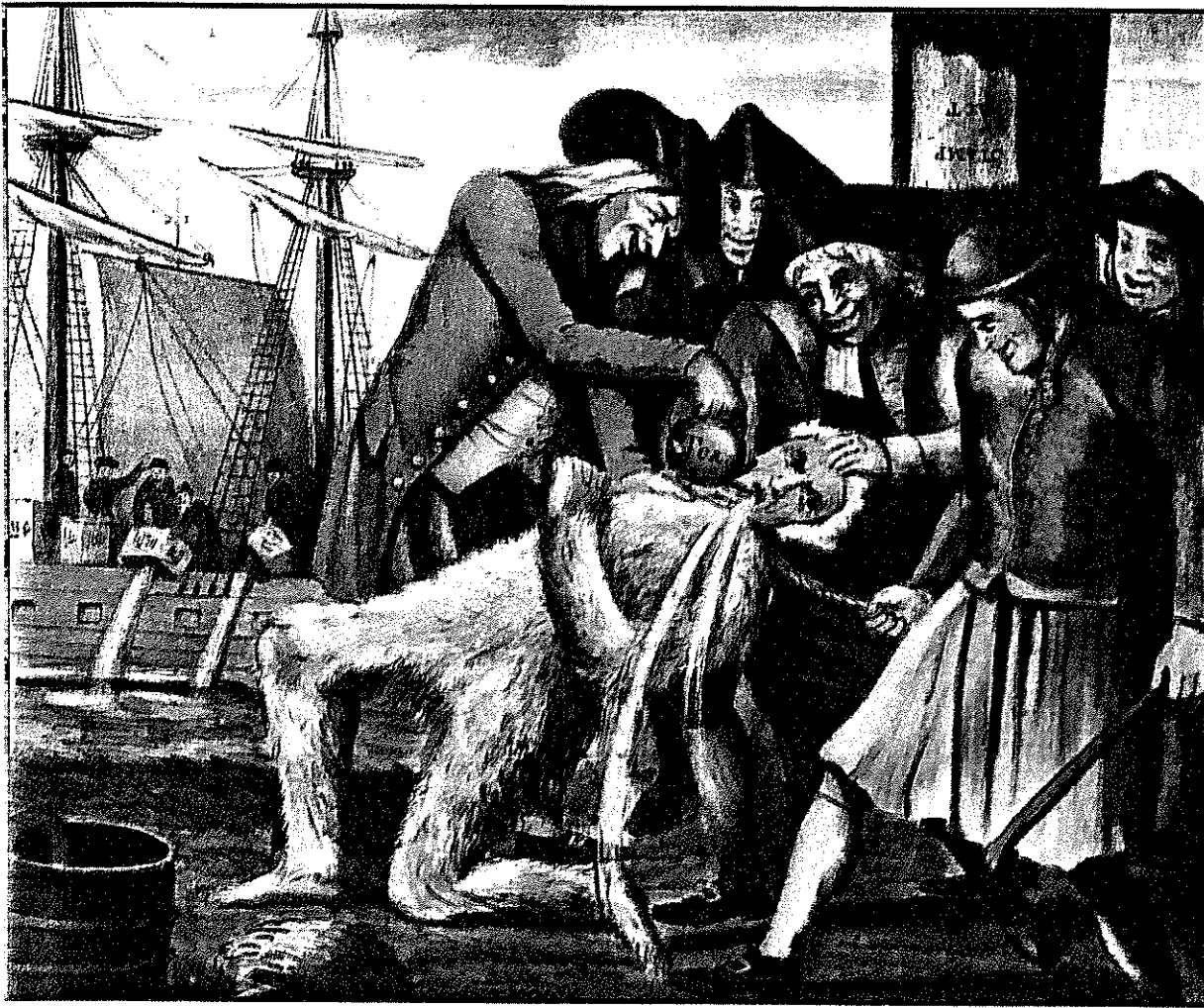
### World Events

▲ 1748 World Event

Britain and France fight for control of trade in India

▲ 1756 World Event

Seven Years' War begins in Europe



## Viewing HISTORY **Protests in the Colonies**

This 1774 engraving, *The Bostonians Paying the Exciseman*, shows American colonists who have just tarred and feathered a British tax collector. While they force tea down the tax collector's throat, other colonists throw chests of British tea into Boston harbor. Violent protests like this one contributed to a split between Britain and its American colonists. ★ Do you think the artist who created this engraving had a favorable view of the Americans? Give reasons for your answer.

→ 1763

Proclamation of 1763 closes western lands to further settlement

1773 →

Colonists stage Boston Tea Party to protest taxes

→ 1775

Fighting breaks out at Concord and Lexington

1760

1765

1770

1775

### 1763 World Event

Treaty of Paris ends French power in North America

### 1773 World Event

British Parliament passes Tea Act



# Rivalry in North America

## Explore These Questions

- What European nations competed for land in North America?
- Why did the French build a system of forts?
- Why did Indian nations become involved in the struggle between France and England?

## Identify

- Hurons
- Joseph Brant

As You Read

## SETTING the Scene

In June 1749, the governor of New France sent a group of men down the Ohio River. The men stopped from time to time to nail an engraved lead plate to a tree or to set one in the ground. These plates proclaimed that the fertile land of the Ohio Valley belonged to France.

About the same time, Christopher Gist, a Virginia fur trader, was also roaming the Ohio Valley. Gist worked for the Ohio Company, a group of English investors. King George II had given the company a huge tract of land in the valley. They sent Gist to find a good spot for settlement.

Gist chose a site where the Ohio and Allegheny rivers meet. On a rock beside the water, he carved these words:

The Ohio Company  
FEBY 1751  
By Christopher Gist

Clearly, with two great powers claiming the same land, the stage was set for conflict. At stake was more than control of the Ohio River valley. France and England each hoped to drive the other nation out of North America altogether.

## Competing Claims

By the mid-1700s, the major powers of Europe were locked in a worldwide struggle for empire. England, France, Spain, and the Netherlands competed for trade and colonies in far-flung corners of the globe. The English

colonies in North America soon became caught up in the contest.

By the late 1600s, England had already taken over New York from the Dutch. Its two remaining rivals in North America were Spain and France. The major threat from Spain was in the West Indies and along the border between Georgia and Spanish Florida. England and Spain clashed often in these areas.

Spain also had settlements in present-day New Mexico, Texas, and Arizona. However, these settlements were located far away from England's colonies on the Atlantic coast. As a result, the English paid little attention to them.

The threat from France was much more serious to the English colonies. France claimed a vast area that stretched from the St. Lawrence River westward to the Great Lakes and southward to the Gulf of Mexico. To protect their land claims, the French built an extensive system of forts. (See the map on page 133.)



## Connections With Geography

As the French explored and settled North American lands, they gave French names to forts, towns, and natural features. Familiar examples of these French names include *Detroit* (narrow water passage), *Des Moines* (belonging to the monks), *Baton Rouge* (red stick), and *Vermont* (green mountain).

## Conflict in the Ohio Valley

At first, most English settlers were content to remain along the Atlantic coast. By the 1740s, however, traders from New York and Pennsylvania were crossing the Appalachian Mountains in search of furs. Pushing into the Ohio Valley, they tried to take over the profitable French trade with the Indians.

France was determined to stop the English from intruding on their territory. The Ohio River was especially important to the French because it provided a vital link between their lands in Canada and the Mississippi River. In 1751, the French government sent the following orders to its officials in New France:

“Drive from the Ohio River any European foreigners, and do it in a way that will make them lose all taste for trying to return.”

## Native Americans Choose Sides

Native Americans had hunted animals and grown crops in the Ohio Valley for centuries. They did not want to give up the land to European settlers, French or English. One Native American protested to an English trader:

“You and the French are like the two edges of a pair of shears. And we are the cloth which is to be cut to pieces between them.”

Still, the growing conflict between England and France was too dangerous to ignore. Some Native Americans decided that the only way to protect their way of life was to take sides in the struggle.

### Allies for the French

At the same time, both France and England tried to make Indian allies. The French expected the Indians to side with them. Most French in North America were trappers and traders, not farmers like the English. The French generally did not destroy Indian hunting grounds by clearing forests for

### North America in 1753

The map shows the continent of North America with various territories labeled: NEW FRANCE, LOUISIANA, NEW SPAIN, FLORIDA, and 13 COLONIES. Major rivers like the Mississippi, Ohio, and Colorado are shown. A compass rose indicates North, South, East, and West. A scale bar shows 0, 900, and 1800 miles and kilometers. A key identifies the symbols for territories claimed by Britain, France, and Spain, and for French forts. An inset map shows the location of the main map within the Western Hemisphere.

**Key**

- Claimed by Britain
- Claimed by France
- Claimed by Spain
- French forts

0 900 1800 Miles  
0 900 1800 Kilometers

### Geography Skills

In 1753, France and Spain claimed land to the north, south, and west of the 13 English colonies.

- 1. Location** On the map, locate: (a) New France, (b) Louisiana, (c) Florida, (d) Mississippi River, (e) Ohio River.
- 2. Region** Which nation controlled Florida in 1753?
- 3. Critical Thinking** Note the location of the French forts in 1753. Why do you think France built forts at these locations?

farms. Also, many French trappers married Native American women and adopted their ways.

France built strong alliances with several Native American groups. As you read, the French gained the support of the Algonquins. (See page 83.) They also built friendly relations with the **Hurons**. The Hurons often served as negotiators between French traders and other Indian nations.



## Biography **Joseph Brant**

Known to the British as Joseph Brant, the Mohawk chief Thayendanegea was a valuable ally. He helped persuade the Iroquois nations to side with Britain in their struggle against the French. In later years, Brant became a Christian and helped translate the Bible into the Mohawk language. ★ **How does this painting show that Brant combined Native American and English cultures?**

## Allies for the English

In contrast to the French, English settlers were mostly farm families. They ignored Indian rights when they cleared land for crops. Nor did they respect Indian ways. As the English moved onto their lands, the Indians fought back.

Still, in the end, England also found allies among Native Americans. The English won over the powerful Iroquois nations, who were old enemies of the Algonquins and the Hurons.

An English trader and official, William Johnson, helped gain Iroquois support for England. The Iroquois respected Johnson, and they listened carefully when he urged them to side with the English. Johnson was one of the few English settlers who had an Indian wife, Molly Brant. She was the sister of the Mohawk chief Thayendanegea, known to the English as **Joseph Brant**. Brant became a valuable ally for the English.

Some Indians supported the English because they charged lower prices for trade goods than the French did. Many Indians began to buy goods from English rather than French traders. The loss of Indian trade angered the French, who were determined to defend their claims in the Ohio Valley.

## ★ Section 1 Review ★

### Recall

1. Identify (a) Hurons, (b) Joseph Brant.

### Comprehension

2. Who were England's two main rivals in North America?
3. What steps did France take to protect its lands in North America?
4. (a) Why did the French expect Native Americans to side with them? (b) Why did some Indians side with the English?

### Critical Thinking and Writing

5. **Applying Information** How did the rivalry among England, France, and Spain in North America reflect their worldwide struggle for power?
6. **Recognizing Points of View** Reread the statement by the Native American to the English trader on page 133. (a) What did the speaker mean by these words? (b) Do you think he felt that Native Americans could hold out against the British and French? Explain.



\*\*\*\*\*  
**Activity Writing a Speech** You are William Johnson. Write a speech in which you explain to the Iroquois why they should help the English instead of the French.



# The French and Indian War



## Explore These Questions

- Why did the British and French go to war in North America?
- What advantages did each side have in the war?
- How did the Treaty of Paris affect North America?

## Identify

- George Washington
- French and Indian War
- Albany Plan of Union
- Edward Braddock
- William Pitt
- James Wolfe
- Marquis de Montcalm
- Plains of Abraham
- Treaty of Paris

## SETTING the Scene

Captain Joncaire had just sat down to dinner on December 4, 1753, when a tall young man strode into the room. He introduced himself as Major **George Washington**. He said he had a letter from the English lieutenant governor of Virginia, Robert Dinwiddie, to the commander of the French forces in the Ohio Valley.

Joncaire told his visitor where the commander could be found. The captain then politely invited Washington to dine. As they ate, Joncaire boasted that France was determined to take full possession of the Ohio River valley. The remark made Washington pause. He knew that in the letter he was carrying, Dinwiddie warned the French to get out of the Ohio Valley!

For years, tensions had been building between the French and the English. By the 1750s, armed conflict seemed certain. The war that followed would forever change the balance of power in North America.

## Fighting Begins

Three times between 1689 and 1748, France and Great Britain\* had fought for power in Europe and North America. Each war ended with an uneasy peace.

\* In 1707, England and Scotland were officially joined into the United Kingdom of Great Britain. After that date, the terms *Great Britain* and *British* were used to describe the country and its people. However, the terms *England* and *English* were still used throughout much of the 1700s.

In 1754, fighting broke out for a fourth time. The struggle that followed lasted until 1760. English settlers called the conflict the **French and Indian War** because it pitted them against France and its Native American allies.

Scuffles between France and Britain in the Ohio River valley triggered the opening shots of the French and Indian War. Young George Washington played a major role in this early phase of the conflict.

## George Washington

At the time, George Washington was only 22 years old, but he was an able and brave soldier. Washington had grown up on a plantation in Virginia, the son of wealthy parents. Gifted at mathematics, he began working as a land surveyor at the age of 15. His job took him to frontier lands in western Virginia. In 1753, when Lieutenant Governor Dinwiddie wanted to warn the French out of Ohio, Washington offered to deliver the message. On this dangerous mission, the young officer narrowly escaped death.

After Washington returned, Dinwiddie promoted him to colonel. He also sent the young man west again. At the time, some wealthy Virginians claimed land in the upper Ohio Valley. To protect their claims, they urged the governor of Virginia to build a fort where the Monongahela and Allegheny rivers meet. (See the map on page 138.) Dinwiddie ordered Washington to take a party of 150 men and build the fort.

## Conflict at Fort Necessity

In April 1754, Washington and his party headed for Ohio country. Along the way, they heard that the French had just completed Fort Duquesne (doo KAYN) at the fork of the Monongahela and Allegheny rivers. This was the very spot where Dinwiddie had ordered Washington to build a fort.

Determined to carry out his orders, Washington journeyed on. Indian allies revealed that a French scouting party was camped in the woods ahead. Marching quietly through the night, Washington surprised and scattered the French.

Washington's success was short-lived, however. Hearing that the French were plan-

ning to counterattack, he and his men quickly built a makeshift stockade. They named it Fort Necessity. A huge force of French and Indians surrounded the fort. Trapped and heavily outnumbered, the Virginians were forced to surrender. Soon after, the French released Washington, and he returned home to Virginia.

Despite Washington's defeat, the British quickly saw the importance of the skirmish. "The volley fired by this young Virginian in the forests of America," a British writer noted, "has set the world in flames."

## The Albany Congress

While Washington was defending Fort Necessity, delegates from seven colonies gathered in Albany, New York. The delegates to the Albany Congress met for two reasons. They wanted to persuade the Iroquois to help them against the French. They also wanted to plan a united colonial defense.

### The Iroquois refuse

Iroquois leaders listened patiently to the delegates, but they were wary of the request for help. The British and French "are quarreling about lands which belong to us," pointed out Hendrik, a Mohawk chief. "And such a quarrel as this may end in our destruction." In addition, the Iroquois believed that the French were stronger and had more forts than the British.

In the end, the Iroquois left without agreeing to help the British. At the same time, they did not join the French either.

### Franklin's plan of union

The delegates in Albany knew that the colonists had to work together to defeat the French. Benjamin Franklin, the delegate from Pennsylvania, proposed the **Albany Plan of Union**. The plan was an attempt to create "one general government" for the 13 colonies. It called for a Grand Council made up of representatives from each colony. The council would make laws, raise taxes, and set up the defense of the colonies.

The delegates voted to accept the Plan of Union. When the plan was submitted to the colonial assemblies, however, not one ap-

## Biography **George Washington**

*Like many wealthy young Virginians, George Washington enjoyed dancing and horseback riding. At the same time, he worked hard managing the family plantation and later as a surveyor. After his defeats in the French and Indian War, Washington wrote, "I have been on the losing [side] ever since I entered the service." Little did he know that he would one day lead his country to independence.*

★ List two facts you know about Washington.





proved it. None of the colonies wanted to give up any of its powers to a central council. The largest colony, Virginia, had not even sent a delegation to the Albany Congress! A disappointed Benjamin Franklin expressed his frustration at the failure of his plan:

“ Everyone cries a union is necessary. But when they come to the manner and form of the union, their weak noodles are perfectly distracted. ”

## The Two Sides

At the start of the French and Indian War, the French had several advantages over the British. Because the English colonies could not agree on a united defense, 13 separate colonial assemblies had to approve all decisions. New France, on the other hand, had a single government that could act quickly when necessary. Also, the French had the support of many more Indian allies than the British did.

Britain, however, also had strengths. At the time, the population of the English colonies was about 15 times greater than that of New France. The English colonies were clustered along the coast, so they were easier to defend than the widely scattered French settlements. In addition, while most Indians sided with the French, the British did have some Indian allies. Finally, the British navy ruled the seas.

## Early English Defeats

In 1755, General **Edward Braddock** led British and colonial troops in an attack against Fort Duquesne. Braddock was a stubborn man, called “Bulldog” behind his back. He knew how to fight a war in the open fields of Europe. However, he knew little about how to fight in the wilderness of North America. Still, the general boasted that he would sweep the French from the Ohio Valley.

### Disaster for “Bulldog” Braddock

Braddock’s men moved slowly because they had to clear a road through thick forests for their cannons and other heavy gear. George Washington, who went with Braddock, was upset by the slow pace. Indian scouts warned Braddock that he was headed for trouble. He ignored them.

As the British neared Fort Duquesne, the French and their Indian allies launched a surprise attack. Sharpshooters hid in the forest and picked off British soldiers, whose bright-red uniforms made them easy targets. Washington later wrote to his mother:

“ Our [forces] consisted of about 1,300 well-armed troops, chiefly of the English soldiers, who were struck with such a panic that they behaved with more cowardice than it is possible to conceive. The officers behaved gallantly in order to encourage their

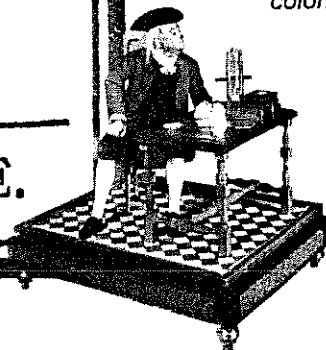


### Viewing HISTORY

#### A Call for Union

In 1754, Benjamin Franklin printed this famous cartoon in the *Pennsylvania Gazette*. That year, Franklin drew up the Albany Plan of Union. However, his hopes for political unity among the 13 colonies did not succeed.

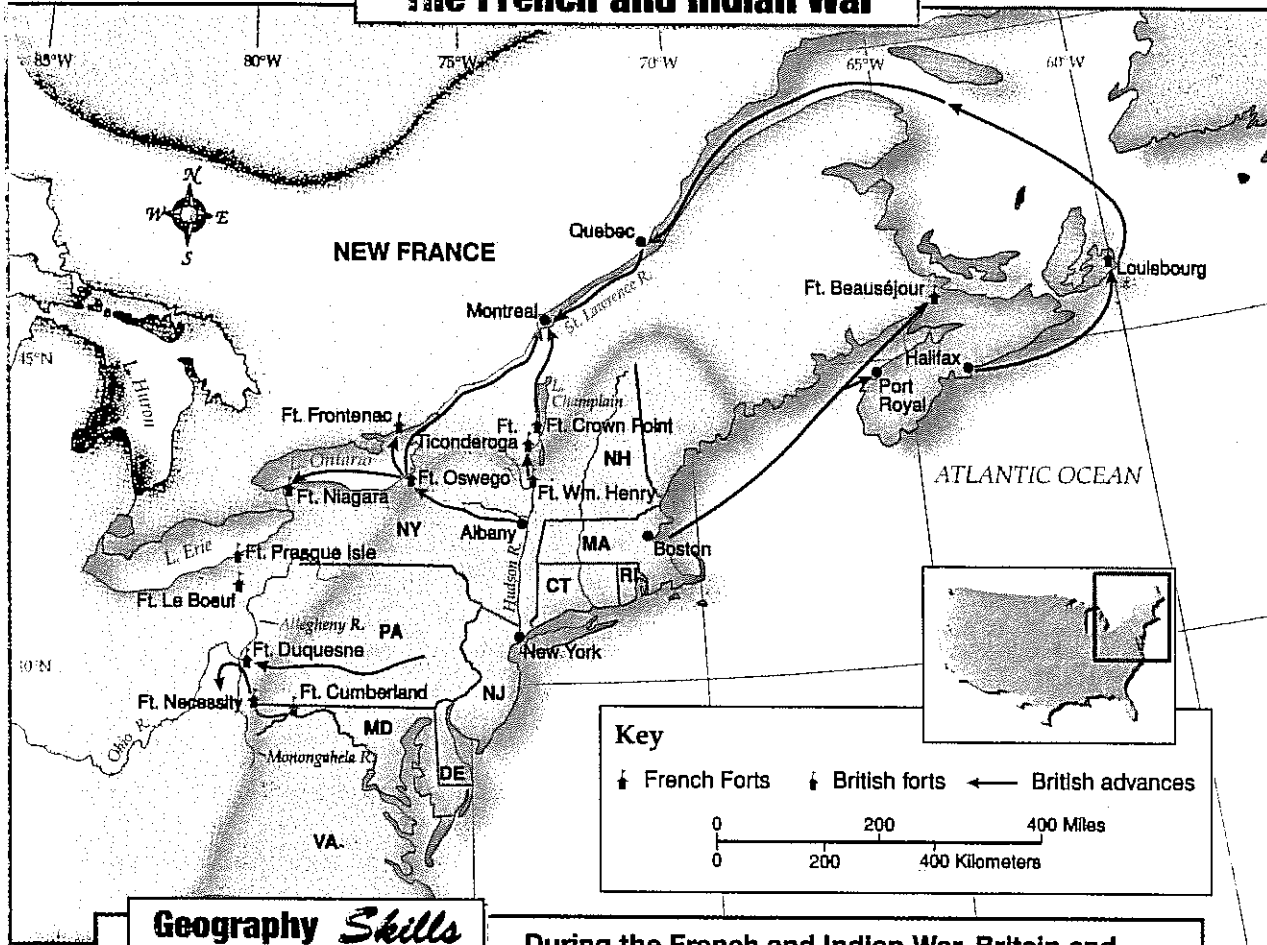
★ Summarize the main point of Franklin’s cartoon in your own words.



← Model of Ben Franklin



## The French and Indian War



### Geography Skills

During the French and Indian War, Britain and France battled for control of North America. The conflict began in the Ohio River valley.

- 1. Location** On the map, locate: (a) Fort Necessity, (b) Fort Duquesne, (c) Louisbourg, (d) Quebec, (e) Albany.
- 2. Movement** About how many miles did advancing British forces travel from Louisbourg to Quebec?
- 3. Critical Thinking** Based on the map, do you think naval power was important in fighting the French and Indian War? Explain.

men, for which they suffered greatly, there being nearly 60 killed or wounded—a large proportion out of the number we had! ”

Braddock himself had five horses shot out from under him before he fell, fatally injured. Washington was luckier. He later reported that he “escaped without a wound, although I had four bullets through my coat.”

Almost half the British were killed or wounded. Washington and other survivors returned to Virginia with news of Braddock’s

defeat. Washington was now put in command of a small force of men. For the rest of the war, he had the almost impossible task of guarding the long Virginia frontier against Indian attack.

### Further British setbacks

During the next two years, the war continued to go badly for the British. British attacks against several French forts ended in failure. Meanwhile, the French won important victories, capturing Fort Oswego on Lake Ontario and Fort William Henry on

# Skills FOR LIFE

Critical  
Thinking

Managing  
Information

Communication

Maps, Charts,  
and Graphs

## Reading a Time Line

### How Will I Use This Skill?

A time line is a graphic organizer that lists events in chronological, or time, order. Using a time line can help you understand sequences and see relationships between events. You might find time lines, not only in history books, but also in magazine and newspaper articles about current events.

### LEARN the Skill

At the start of each chapter in this book, you will find a two-page horizontal time line. It is organized from left to right, with the earliest date on the left. Some events may take place over several years. This will be indicated on the time line.

Time lines are divided into equal time periods. The total period of time from beginning to end is called the time span. Use the following steps to read a time line:

- 1 Look at the first and last dates on the time line to determine the complete time span.
- 2 Notice the intervals, or divisions, on the time line.
- 3 Look at the specific events and dates listed.
- 4 Determine if there is any relationship between events.

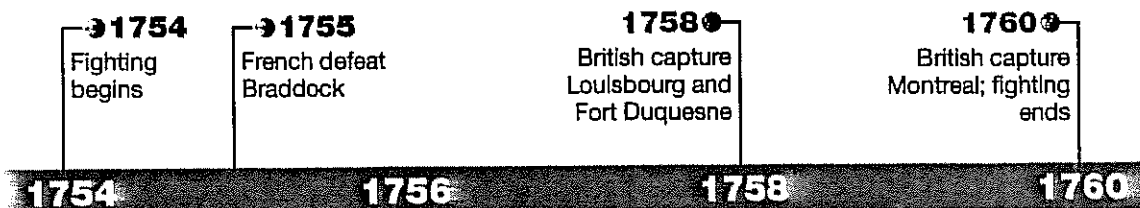
### PRACTICE the Skill

Use the time line below to answer the following questions.

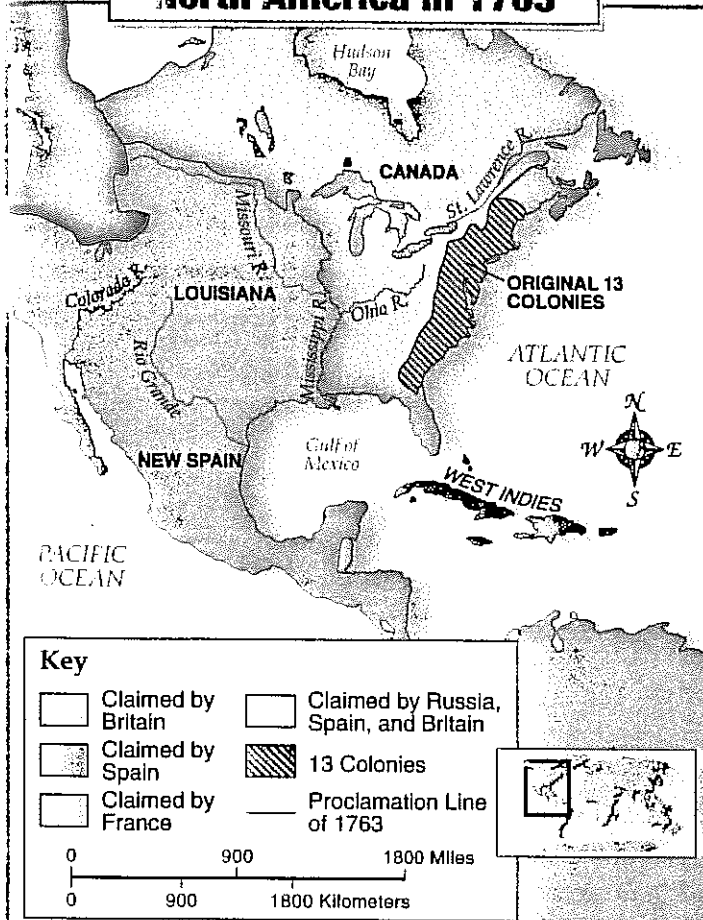
- 1 (a) What is the earliest event shown? (b) What is the latest event? (c) What is the time span of the time line?
- 2 How many years are there between dates on the time line?
- 3 (a) What took place in 1755? (b) When did the fighting in North America end?
- 4 (a) How would you describe the success of the British in the early years of the war? (b) What relation did the events of 1758 have to the events of 1760?

### APPLY the Skill

Make a time line of important events in your life. Use your life up to this point as the time span. Include at least six events that you feel made a major difference in your life.



## North America in 1763



### Geography Skills

The Treaty of Paris ended the French and Indian War and greatly changed the map of North America.

- 1. Location** On the map, locate: (a) Canada, (b) Louisiana, (c) New Spain.
- 2. Region** Which countries shared control of North America after 1763?
- 3. Critical Thinking** Compare this map to the map on page 133. What effect did the Treaty of Paris have on French power in North America?

Lake George. (See the map on page 138.) To English colonists, the situation looked grim. In the words of Massachusetts minister Jonathan Edwards:

“God indeed is remarkably frowning upon us every where; our enemies get up above us very high, and we are brought down very low: They

are the Head, and we are the Tail. . . . What will become of us God only knows.”

## The Tide of Battle Turns

In 1757, **William Pitt** became the new head of the British government. Pitt was a bold leader. “I believe that I can save this nation and that no one else can,” he declared with great confidence.

Pitt set out to win the war in North America. Once that goal was achieved, he argued, the British would be free to focus on victory in other parts of the world.\* Pitt sent Britain’s best generals to North America. To encourage colonists to support the war, he promised large payments for military services and supplies.

Under Pitt’s leadership, the tide of battle turned. In 1758, Major General Jeffrey Amherst captured Louisbourg, the most important fort in French Canada. That year, the British also won more Iroquois support.

The Iroquois persuaded the Delawares at Fort Duquesne to abandon the French. Without the Delawares, the French could no longer hold the fort. Acting quickly, the British seized Fort Duquesne, which they renamed Fort Pitt after the British leader. The city of Pittsburgh later grew up on the site of Fort Pitt.

## The Fall of New France

The British enjoyed even greater success in 1759. By summer, they had pushed the French from Fort Niagara, Crown Point, and Fort Ticonderoga (ti kahn duh ROH guh). Now, Pitt sent General **James Wolfe** to take Quebec, capital of New France.

### Battle for Quebec

Quebec was vital to the defense of New France. Without Quebec, the French would be unable to supply their forts farther up the St. Lawrence River. Quebec was well de-

\* By 1756, fighting between the French and British had broken out in Europe. There, it became known as the Seven Years’ War. The British and the French also fought in India. In the early years of the war, the British suffered setbacks on every front.

fended, though. The city sat atop a steep cliff high above the St. Lawrence. An able French general, the **Marquis de Montcalm**, was prepared to fight off any British attack.

General Wolfe devised a bold plan to capture Quebec. He knew that Montcalm had only a few soldiers guarding the cliff because the French thought that it was too steep to climb. Late one night, Wolfe ordered British troops to move quietly in small boats to the foot of the cliff. Under cover of darkness, the soldiers swarmed ashore and scrambled to the top.

The next morning, Montcalm awakened to some shocking news. A force of 4,000 British troops were drawn up on the **Plains of Abraham**, a grassy field just outside the city.

Montcalm quickly marched out his own troops to meet the enemy. A fierce battle followed. When it was over, both Montcalm and Wolfe were dead. Moments before Wolfe died, a soldier gave him the news that the British had won. Wolfe reportedly whispered, "Now, God be praised, I will die in peace." On September 18, 1759, Quebec surrendered to the British.

## Treaty of Paris

The fall of Quebec sealed the fate of New France. In 1760, the British took Montreal, and the war in North America ended. Fighting dragged on in Europe for several more years. Finally, in 1763, Britain and France signed the **Treaty of Paris**, officially bringing the long conflict to an end.

The Treaty of Paris marked the end of French power in North America. Under the treaty, Britain gained Canada and all French lands east of the Mississippi River. France was allowed to keep two islands in the Gulf of St. Lawrence, as well as its rich sugar-growing islands in the West Indies. Spain, which had entered the war on the French side in 1762, gave up Florida to Britain. In return, Spain received all French land west of the Mississippi. In addition, Spain gained the vital port city of New Orleans. Spain retained control of its vast empire in Central and South America.

After years of fighting, peace returned to North America. Yet, in a few short years, a new conflict would break out. This time, the struggle would pit Britain against its own 13 colonies.

## ★ Section 2 Review ★

### Recall

1. **Locate** (a) Fort Necessity, (b) Fort Duquesne, (c) Louisbourg, (d) Quebec.
2. **Identify** (a) George Washington, (b) French and Indian War, (c) Albany Plan of Union, (d) Edward Braddock, (e) William Pitt, (f) James Wolfe, (g) Marquis de Montcalm, (h) Plains of Abraham, (i) Treaty of Paris.

### Comprehension

3. What were the causes of the French and Indian War?
4. (a) List two strengths of the French in the French

and Indian War. (b) List two strengths of the British.

5. (a) What lands did Britain gain under the Treaty of Paris? (b) How did the treaty affect French power in North America?

### Critical Thinking and Writing

6. **Analyzing Ideas** (a) How would the Albany Plan of Union have helped the colonies fight the French? (b) Why do you think colonists rejected the Plan of Union?
7. **Linking Past and Present** How might your life be different if France, not England, had won the French and Indian War?



**Activity Creating a Battle Plan** You are a British commander at the start of the French and Indian War. You know all of your strengths and weaknesses and those of your enemy. Examine the map on page 138. Then, write up a brief statement explaining why you think you should attack the French fort at Louisbourg.



# A Crisis Over Taxes



## Explore These Questions

- What was the goal of the Proclamation of 1763?
- How did colonists protest British taxes?
- What was the Boston Massacre?

## Define

- petition
- boycott
- repeal
- writ of assistance
- nonimportation agreement
- committee of correspondence

## Identify

- Pontiac's War
- Proclamation of 1763
- Stamp Act
- Townshend Acts
- Sons of Liberty
- Daughters of Liberty
- Samuel Adams
- John Adams
- Mercy Otis Warren
- Patrick Henry
- Boston Massacre

## SETTING

**Time Scene** As Britain celebrated the victory over France, a few officials expressed concern. Now that the French were no longer a threat, would the 13 colonies become too independent? Might they even unite one day against Britain? Benjamin Franklin scoffed at such an idea. He recalled the failure of the colonies to agree to his Albany Plan of Union:

“If [the colonies] could not agree to unite for their defense against the French and Indians, . . . can it reasonably be supposed there is any danger of their uniting against their own nation? . . . I will venture to say, a union amongst them for such a purpose is not merely improbable, it is impossible.”

Franklin was wrong. After the French and Indian War, new British policies toward the colonies aroused angry cries from Massachusetts to Georgia. Despite their differences, colonists began to move toward unity.

## New Troubles on the Frontier

By 1760, the British had driven France from the Ohio Valley. Their troubles in the region were not over, however. For many years, fur traders had sent back glowing re-

ports of the land beyond the Appalachian Mountains. With the French gone, English colonists eagerly headed west to claim the lands for themselves.

## Clashes with Native Americans

Many Native American nations lived in the Ohio Valley. They included the Senecas, Delawares, Shawnees, Ottawas, Miamis, and Hurons. As British settlers moved into the valley, they often clashed with these Native Americans.

In 1762, the British sent Lord Jeffrey Amherst to the frontier to keep order. French traders had always treated Native Americans as friends, holding feasts for them and giving them presents. Amherst refused to do this. Instead, he raised the price of goods traded to Indians. Also, unlike the French, Amherst allowed English settlers to build farms and forts on Indian lands.

Discontented Native Americans found a leader in Pontiac, an Ottawa chief who had fought on the side of the French. An English trader remarked that Pontiac “commands more respect amongst these nations than any Indian I ever saw.” In April 1763, Pontiac spoke out against the British, calling them “dogs dressed in red, who have come to rob [us] of [our] hunting grounds and drive away the game.”

## Pontiac's War

Soon after, Pontiac led an attack on British troops at Fort Detroit. He then called on other Indians to join the fight. A number of other nations responded. In a few months, they captured most British forts on the frontier. British and colonial troops struck back and regained much of what they had lost.

**Pontiac's War**, as it came to be called, did not last long. In October 1763, the French informed Pontiac that they had signed the Treaty of Paris. Because the treaty marked the end of French power in North America, the Indians could no longer hope for French aid against the British.

One by one, the Indian nations stopped fighting and returned home. "All my young men have buried their hatchets," Pontiac reportedly observed. By December, the British controlled the frontier.

## Proclamation of 1763

Pontiac's War convinced British officials that they should stop British subjects from settling on the western frontier. To do this, the government issued the **Proclamation of 1763**. The proclamation drew an imaginary line along the crest of the Appalachian Mountains. Colonists were forbidden to settle west of the line. All settlers already west of the line were "to remove themselves" at once.

To enforce the law, Britain sent 10,000 troops to the colonies. Few troops went to the

frontier, however. Most stayed in cities along the Atlantic coast.

The proclamation angered colonists. Some colonies, including New York, Pennsylvania, and Virginia, claimed lands in the West. Also, colonists had to pay for the additional British troops that had been sent to enforce the law. In the end, many settlers simply ignored the proclamation and moved west anyway.

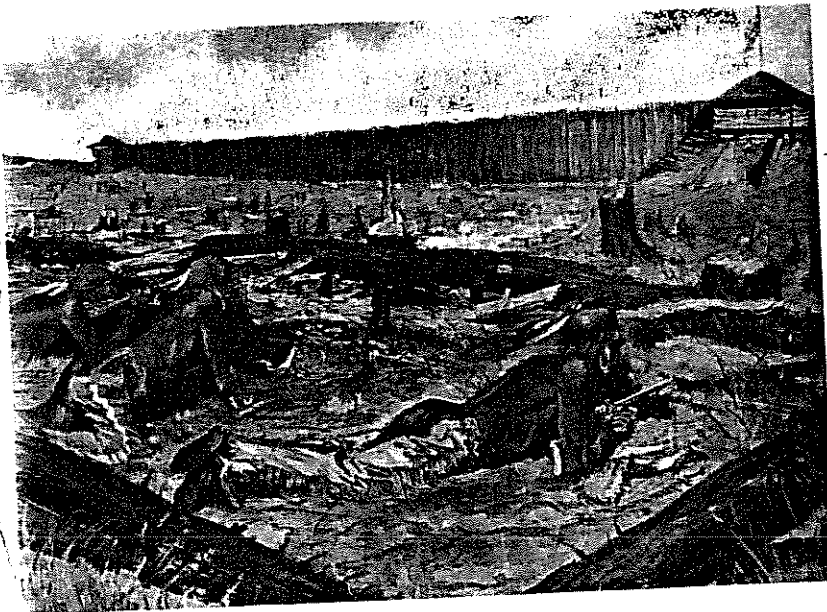
One colonist who defied the Proclamation of 1763 was Daniel Boone. In 1767, Boone explored Kentucky, west of the Appalachians. Later, he led settlers through the Cumberland Gap along an old Indian path, renamed the Wilderness Road. Boone fought a number of battles against the Indians.

## Britain Imposes New Taxes

The French and Indian War had plunged Britain deeply into debt. As a result, the tax bill for citizens in Britain rose sharply. The British prime minister, George Grenville, decided that colonists in North America should help share the burden. After all, he reasoned, it was the colonists who had gained most from the war.

## Sugar Act

In 1764, Grenville asked Parliament to approve the Sugar Act, which put a new tax on molasses. Molasses, you will recall, was a valuable item in the triangular trade. (See page 114.)



## Viewing HISTORY

### Pontiac's War

Despite a hard-fought struggle, Indian forces under Pontiac were unable to drive English settlers out of the Ohio Valley. More than 100 years later, Frederic Remington imagined this scene of Pontiac's warriors attacking Fort Detroit. Remington was a painter and sculptor who specialized in scenes of the American West. ★ **Why did Pontiac want to drive out the British?**

The Sugar Act replaced an earlier tax, which had been so high that any merchant who paid it would have been driven out of business. As a result, most colonial merchants simply avoided the tax by smuggling molasses into the colonies. Often, they bribed tax collectors to look the other way. The Sugar Act of 1764 lowered the tax. At the same time, the law made it easier for British officials to bring colonial smugglers to trial. Grenville made it clear that he expected the new tax to be paid.

### Stamp Act

Grenville also persuaded Parliament to pass the **Stamp Act** of 1765. The act placed new duties on legal documents such as wills, diplomas, and marriage papers. It also taxed newspapers, almanacs, playing cards, and even dice.

All items named in the law had to carry a stamp showing that the tax had been paid. Stamp taxes were used in Britain and other countries to raise money. However, Britain had never required American colonists to pay such a tax.

### “No Taxation Without Representation!”

When British officials tried to enforce the Stamp Act, they met with stormy protests. Riots broke out in Boston, New York City, Newport, and Charleston. Angry colonists threw rocks at agents trying to collect the unpopular tax. Some tarred and feathered the agents. In Boston, a mob burned an effigy, or likeness, of the English tax collector and then destroyed his home. John Adams, a Massachusetts lawyer, wrote:

“Our presses have groaned, our pulpits have thundered, our legislatures have resolved, our towns have voted, the crown officers everywhere trembled.”

The fury of the colonists shocked the British. After all, Britain had spent a great deal of money to protect the colonies against the French. Besides, people living in Britain were paying much higher taxes than the

colonists were. Why, the British asked, were colonists so angry about the Stamp Act?

Colonists replied that the taxes imposed by the Stamp Act were unjust. The taxes, they claimed, went against the principle that there should be no taxation without representation. That principle was rooted in English traditions dating back to the Magna Carta. (See page 86.)

Colonists insisted that only they or their elected representatives had the right to pass taxes. Since the colonists did not elect representatives to Parliament, Parliament had no right to tax them. The colonists were willing to pay taxes—but only if the taxes were passed by their own colonial legislatures.

### Moving toward unity

The Stamp Act crisis brought a sense of unity to the colonies. Critics of the law called for delegates from every colony to meet in New York City. There, the delegates would consider actions against the hated Stamp Act.

In October 1765, nine colonies sent delegates to what became known as the Stamp Act Congress. The delegates drew up petitions to King George III and to Parliament. A petition is a formal written request to someone in authority, signed by a group of people. In these petitions, the delegates rejected the Stamp Act and asserted that Parliament had no right to tax the colonies. Parliament paid little attention.

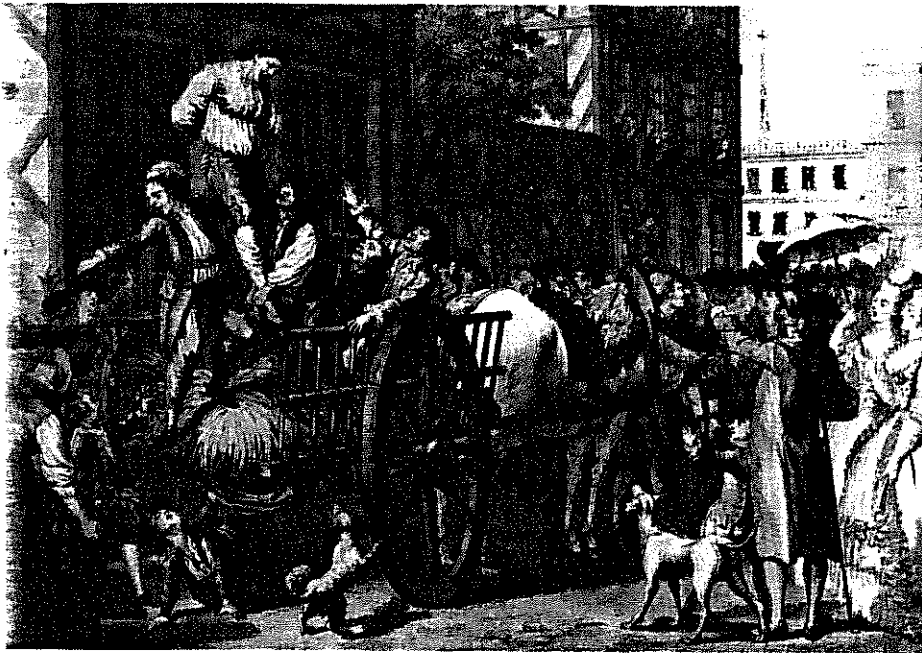
The colonists took other steps to change the law. They joined together to boycott British goods. To boycott means to refuse to buy certain goods and services. The boycott of British goods took its toll. Trade fell off by 14 percent. British merchants suffered. So, too, did British workers who made goods for the colonies.

Finally, in 1766, Parliament repealed, or canceled, the Stamp Act. At the same time, though, it passed a law asserting that Parliament had the right to raise taxes in “all cases whatsoever.”

### The Townshend Acts

In May 1767, Parliament reopened the debate over taxing the colonies. In a fierce exchange, George Grenville, now a member





▼ British tax stamp



▲ Teapot protesting the Stamp Act

## Viewing HISTORY **Protesting the Stamp Act**

*Tax collectors hoped to make a good living distributing stamps. Instead, they found themselves targets of violence. Here, protesters tie a tax collector to a pole and drive him through the streets on a cart. ★ Why do you think many Americans were dismayed by the tactics used by tax protesters?*

of Parliament, clashed with Charles Townshend, the official in charge of the British treasury. “You are cowards, you are afraid of the Americans, you dare not tax America!” Grenville shouted.

“Fear? Cowards?” Townshend snapped back. “I dare tax America!”

The next month, Parliament passed the **Townshend Acts**, which taxed goods such as glass, paper, paint, lead, and tea. The taxes were low, but colonists still objected. The principle, they felt, was the same: Parliament did not have the right to tax them without their consent.

The Townshend Acts also set up new ways to collect taxes. Customs officials were sent to American ports with orders to stop smuggling. Using legal documents known as **writs of assistance**, the officers would be allowed to inspect a ship’s cargo without giving a reason.

Colonists protested that the writs of assistance violated their rights as British citizens. Under British law, an official could not search a person’s property without a good reason for suspecting the owner of a crime.

Arguing against the writs, Massachusetts lawyer James Otis commented:

“Now, one of the most essential branches of English liberty is the freedom of one’s house. A man’s house is his castle; and while he is quiet, he is as well guarded as a prince in his castle. This writ, if it should be declared legal, would totally [destroy] this privilege. Customhouse officers may enter our houses when they please.”

### Colonial protests widen

Colonists responded swiftly and strongly to the Townshend Acts. From north to south, colonial merchants and planters signed nonimportation agreements. In these agreements, they promised to stop importing goods taxed by the Townshend Acts. The colonists hoped that the new boycott would win repeal of the Townshend Acts.

To protest British policies, some angry colonists formed the **Sons of Liberty**. From Boston to Charleston, Sons of Liberty staged

# Why Study History?

Because You Pay Taxes

Government  
by the  
People:  
NO NEW  
TAXES



Many Americans protest that their taxes are too high.

## Historical Background

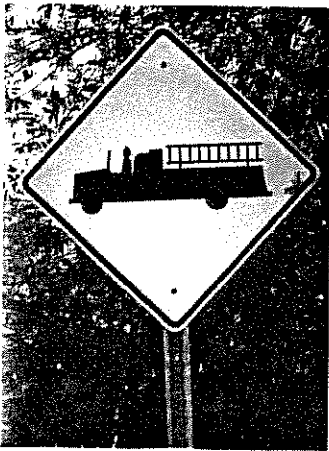
In the 1760s and 1770s, colonists charged that taxes levied on them by the British government were unfair because Americans did not elect representatives to Parliament. "No taxation without representation!" American patriots cried. In protest, they boycotted British goods and attacked tax collectors. They even tarred and feathered a few agents. The furor over taxes helped cause the American Revolution.

## Connections to Today

Fortunately, we no longer tar and feather tax collectors, but many people do still object to taxes. The most frequent complaint is that taxes are too high. In the late 1990s, the average American worked from January to April or May just to pay taxes!

The size of the tax bill is not the only complaint. Some people charge that the tax system is unfair.

They say that the poor pay too much while the rich pay too little. Others say that the tax system is too complicated and that the rules are hard to understand. Recently, one sentence in a tax instruction was 436 words long



Taxes pay for essential services, such as fire protection.

—longer than the entire Gettysburg Address. As a result, nearly half of all Americans pay someone else to prepare their taxes.

## Connections to You

If your state has a sales tax, you already pay taxes whenever you buy a taxable item. When you get a job, you will pay income taxes. Some day, you may pay property taxes on a home. As a voter, you will help to choose the legislators who decide our nation's tax laws.

Do you think taxes should be drastically reduced? Before you decide, remember that taxes pay for important services. Tax cuts could mean less money for national defense, health care, education, and transportation. There would also be less money for fire and police protection, recreation facilities, and the environment. So when you consider taxes, consider carefully.

1. **Comprehension** Describe three reasons some Americans complain about taxes today.
2. **Critical Thinking** Taxes spread the cost of services across the entire population. What are the benefits of this system? What are the disadvantages?

**Activity** **Debating** Organize a classroom debate on taxes. One side should argue in favor of lower tax rates and the benefits to be gained from them. The other side should oppose tax cuts because of the possible negative effects on the community.

mock hangings of cloth or straw effigies dressed like British officials. The hangings were meant to show tax collectors what might happen to them if they tried to collect the unpopular taxes.

Some women joined the **Daughters of Liberty**. They paraded, signed petitions, and organized a boycott of fine British cloth. They urged colonial women to raise more sheep, prepare more wool, and spin and weave their own cloth. A slogan of the Daughters of Liberty declared, "It is better to wear a Home-spun coat than to lose our Liberty."

Some Sons and Daughters of Liberty also used other methods to support their cause. They visited merchants and urged them to sign the nonimportation agreements. A few even threatened people who continued to buy British goods.

## New Leaders Emerge

As the struggle over taxes continued, new leaders emerged in all the colonies. Men and women in New England and Virginia were especially active in the colonial cause.

### In Massachusetts

**Samuel Adams** of Boston stood firmly against Britain. Sam Adams seemed an unlikely leader. He was a failure in business and a poor public speaker. Still, he loved politics. He was always present at Boston town meetings and Sons of Liberty rallies. Adams's greatest talent was organizing people. He knew how to work behind the scenes, arranging protests and stirring public support.

Sam's cousin John was another important Massachusetts leader. **John Adams** was a skilled lawyer. More cautious than Sam, he weighed evidence carefully before acting. His knowledge of British law earned him much respect.

**Mercy Otis Warren** also aided the colonial cause. Warren published plays that made fun of British officials. She formed a close friendship with Abigail Adams, the wife of John Adams. The two women used their pens to spur the colonists to action. They also called for greater rights for women in the colonies.

## In Virginia

Virginia contributed many leaders to the struggle against taxes. In the House of Burgesses, George Washington joined other Virginians to protest the Townshend Acts.

A young lawyer, **Patrick Henry**, became well known as a violent critic of British policies. His speeches in the House of Burgesses moved listeners to both tears and anger. Once, Henry attacked Britain with such fury that some listeners cried out, "Treason!" Henry boldly replied, "If this be treason, make the most of it!"

## Britain Takes Action

Port cities such as Boston and New York were centers of protest. In New York, a dispute arose over the Quartering Act. Under

## Biography Mercy Otis Warren

*Mercy Otis Warren's anger was inflamed when her brother, James Otis, was struck on the head by an English officer and suffered permanent brain damage. Warren used her pen and sharp wit to stir feelings against the British. In plays like *The Blockheads*, she ridiculed British officials. Warren's home in Massachusetts became a meeting place for colonists who opposed British policies. ★ How do writers influence public opinion today?*





## Viewing HISTORY The Boston Massacre

*Paul Revere's engraving of the Boston Massacre helped whip up colonial fury against the British. In fact, the picture is very inaccurate. No British officer ever gave an order to fire, as shown here. The redcoats, faced with an unruly mob, fired on their own. Revere also shows seven American dead, when there were actually five. ★ Why do you think Revere distorted the event in his engraving?*

that law, colonists had to provide housing, candles, bedding, and beverages to soldiers stationed in the colonies. When the New York assembly refused to obey the law, Britain dismissed the assembly in 1767.

Britain also sent two regiments to Boston to protect customs officers from local citizens. To many Bostonians, the soldiers were a daily reminder that Britain was trying to bully them into paying unjust taxes. When British soldiers walked along the streets of Boston, they risked insults or even beatings. The time was ripe for disaster.

### The Boston Massacre

On the night of March 5, 1770, a crowd gathered outside the Boston customs house. Colonists shouted insults at the “lobster-

backs,” as they called the redcoated British who guarded the building. Then the Boston crowd began to throw snowballs, oyster shells, and chunks of ice at the soldiers.

The crowd grew larger and rowdier. Suddenly, the soldiers panicked. They fired into the crowd. When the smoke from the musket volley cleared, five people lay dead or dying. Among the first to die was Crispus Attucks, a black sailor who was active in the Sons of Liberty.

Colonists were quick to protest the incident, which they called the **Boston Massacre**. Boston silversmith Paul Revere stirred up anti-British feeling with an engraving that showed British soldiers firing on unarmed colonists. Sam Adams wrote letters to other colonists to build outrage about the shooting.

The soldiers were arrested and tried in court. John Adams agreed to defend them, saying that they deserved a fair trial. He wanted to show the world that the colonists believed in justice, even if the British government did not. At the trial, Adams argued that the crowd had provoked the soldiers. His arguments convinced the jury. In the end, the heaviest punishment any soldier received was a branding on the hand.

Samuel Adams later expanded on the idea of a letter-writing campaign like the one he had used to arouse colonists after the Boston Massacre. Adams formed a committee of correspondence. Members of the committee regularly wrote letters and pamphlets reporting on events in Massachusetts. Before long, committees of correspondence became a major tool of protest in every colony.

## A Temporary Calm

By chance, on the very day of the Boston Massacre, Parliament voted to repeal most of the Townshend Acts. English merchants, harmed by the nonimportation agreements, had pressured Parliament to end the taxes. Still, King George III asked Parliament to retain the tax on tea. "There must always be one tax to keep up the right [to tax]," he argued. Parliament agreed.

News of the repeal delighted the colonists. Most people dismissed the remaining tax on tea as not important and ended their boycott of British goods. For a few years, calm returned.

Yet the underlying issue—Britain's power to tax the colonies—remained unsettled. For the first time, the colonists were thinking more clearly about their political rights.



Samuel Adams

## ★ Section 3 Review ★

### Recall

- Identify** (a) Pontiac's War, (b) Proclamation of 1763, (c) Stamp Act, (d) Townshend Acts, (e) Sons of Liberty, (f) Daughters of Liberty, (g) Samuel Adams, (h) John Adams, (i) Mercy Otis Warren, (j) Patrick Henry, (k) Boston Massacre.
- Define** (a) petition, (b) boycott, (c) repeal, (d) writ of assistance, (e) nonimportation agreement, (f) committee of correspondence.

### Comprehension

- (a) Why did Britain issue the Proclamation of 1763? (b) How did colonists respond to the Proclamation?

- (a) What argument did the colonists use against British taxes? (b) How did colonists protest the taxes?
- Describe the key events leading up to the Boston Massacre.

### Critical Thinking and Writing

- Understanding Causes and Effects** Why did the French defeat in North America doom Pontiac's efforts to drive English settlers out of the Ohio Valley?
- Defending a Position** Do you think Britain had the right to tax the colonies? Defend your position.



**Activity Writing a Letter** Spread the word! You are a member of Sam Adams's committee of correspondence. Write a letter to other colonists in which you remind them of the injustice of British taxes and the actions of British officials and troops, and call for further protests.



# The Fighting Begins



## Explore These Questions

- › Why did Americans protest the Tea Act?
- › How did Britain respond to the Boston Tea Party?
- › Why did fighting break out at Lexington and Concord?

## Define

- › militia
- › minuteman

## Identify

- › British East India Company
- › Tea Act
- › Boston Tea Party
- › Intolerable Acts
- › First Continental Congress

## SETTING In the Scene

One night in July 1774, John Adams stopped at a tavern in eastern Massachusetts. After riding for more than 30 miles, he was hot and dusty, and his body ached with fatigue.

Adams asked the innkeeper for a cup of tea. The innkeeper, however, refused his request. She did not serve tea, she informed him. He would have to drink coffee instead.

Adams later praised the innkeeper's conduct. In a letter to his wife, Abigail, he wrote that tea must be given up by all colonists. He promised to break himself of the habit as soon as possible.

Why did colonists like John Adams give up tea? The answer was taxes. When Parliament decided to enforce a tea tax in 1773, a new crisis exploded. This time, colonists began to think the unthinkable. Perhaps the time had come to reject British rule and declare independence.

## Uproar Over Tea

Tea was tremendously popular in the colonies. By 1770, at least one million Americans brewed tea twice a day. People "would rather go without their dinners than without a dish of tea," a visitor to the colonies noted.

## Parliament passes the Tea Act

Most tea was brought to the colonies by the **British East India Company**. The company bought tea in southern Asia and sold it to colonial tea merchants. The merchants

then sold the tea to the colonists. To make a profit, the merchants sold the tea at a higher price than they had paid for it.

In the 1770s, however, the British East India Company found itself in deep financial trouble. More than 15 million pounds of its tea sat unsold in British warehouses. Britain had kept a tax on tea as a symbol of its right to tax the colonies. The tax was a small one, but colonists resented it. They refused to buy English tea.

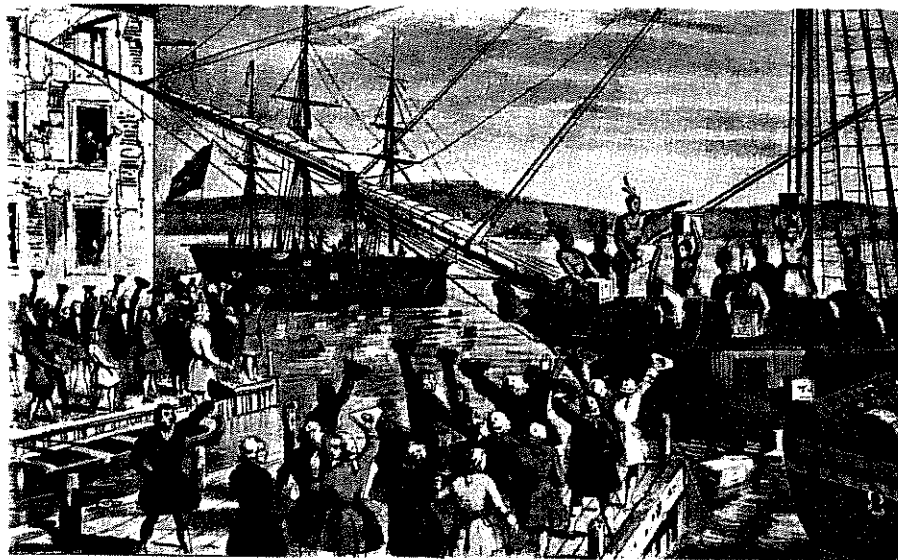
Parliament tried to help the East India Company by passing the **Tea Act** of 1773. The act let the company bypass the tea merchants and sell directly to colonists. Although colonists would still have to pay the tea tax, they would not have to pay the higher price charged by tea merchants. As a result, the tea itself would cost less than ever before.

To the surprise of Parliament, colonists protested the Tea Act. Tea merchants were angry because they had been cut out of the



## Connections With Science

American physicians joined the protest against tea. They spread stories warning about tea's adverse effects on health. One doctor claimed that drinking tea would make one an invalid for life. Another said that tea weakened "the tone of the stomach, and therefore of the whole system, inducing tremors and spasmodic affections."

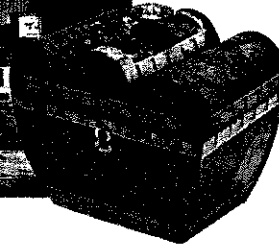


## Viewing HISTORY Boston Tea Party

*Disguised as Indians, some 50 or 60 Bostonians attacked British tea ships. A crowd watched silently as the colonists dumped tea into Boston harbor. British officials called the Boston Tea Party "the most wanton and unprovoked insult offered to the civil power that is recorded in history."*

★ Why did colonists attack the tea ships?

← Colonial tea caddy



tea trade. If Parliament ruined tea merchants today, they warned, what would prevent it from turning on other businesses tomorrow?

Even tea drinkers, who would have benefited from the law, scorned the Tea Act. They believed that it was a British trick to make them accept Parliament's right to tax the colonies.

### A new boycott

Once again, colonists responded to the new tax with a boycott. One colonial newspaper warned:

“Do not suffer yourself to sip the accursed, dutied STUFF. For if you do, the devil will immediately enter into you, and you will instantly become a traitor to your country.”

Daughters of Liberty and other women led the boycott. They served coffee or made “liberty tea” from raspberry leaves. At some ports, Sons of Liberty enforced the boycott by keeping the British East India Company from unloading cargoes of tea.

### Boston Tea Party

Three ships loaded with tea reached Boston harbor in late November 1773. The colonial governor of Massachusetts, Thomas Hutchinson, insisted that they unload their cargo as usual.

Sam Adams and the Sons of Liberty had other plans. On the night of December 16,

they met in Old South Church. They sent a message to the governor, demanding that the ships leave the harbor. When the governor rejected the demand, Adams stood up and declared, “This meeting can do nothing further to save the country.”

Adams's words seemed to be a signal. As if on cue, a group of men burst into the meetinghouse. Dressed like Mohawk Indians, they waved hatchets in the air. From the gallery above, voices cried, “Boston harbor a teapot tonight! The Mohawks are come!”

The disguised colonists left the meetinghouse and headed for the harbor. Others joined them on the way. In the cold, crisp night, under a nearly full moon, the men boarded the ships, split open the tea chests, and dumped the tea into the harbor. By 10 P.M., the **Boston Tea Party**, as it was later called, was over. Its effects would be felt for a long time to come.

### Britain Strikes Back

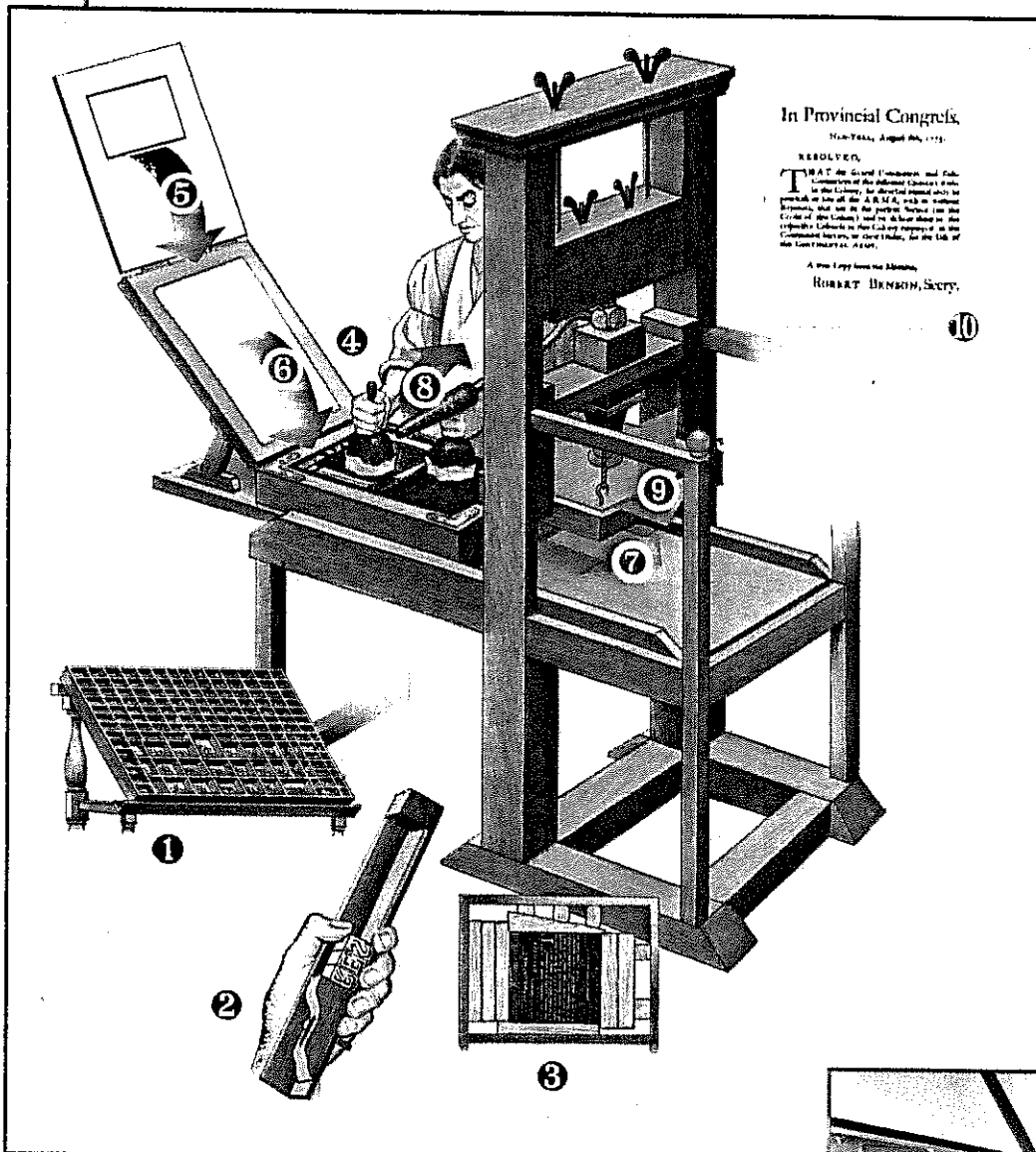
Colonists had mixed reactions to the Boston Tea Party. Some cheered the action. Others worried that it would encourage lawlessness in the colonies. Even those who condemned the Boston Tea Party, though, were shocked at Britain's response.

### Punishing Massachusetts

The British were outraged by what they saw as Boston's lawless behavior. In 1774, Parliament, encouraged by King George III,



# Linking History and Technology

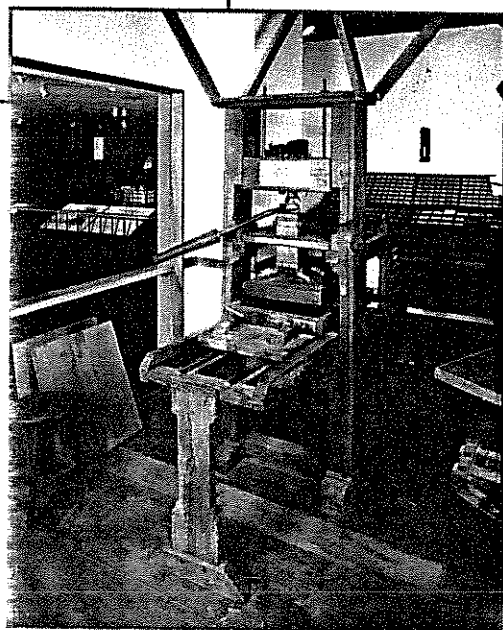


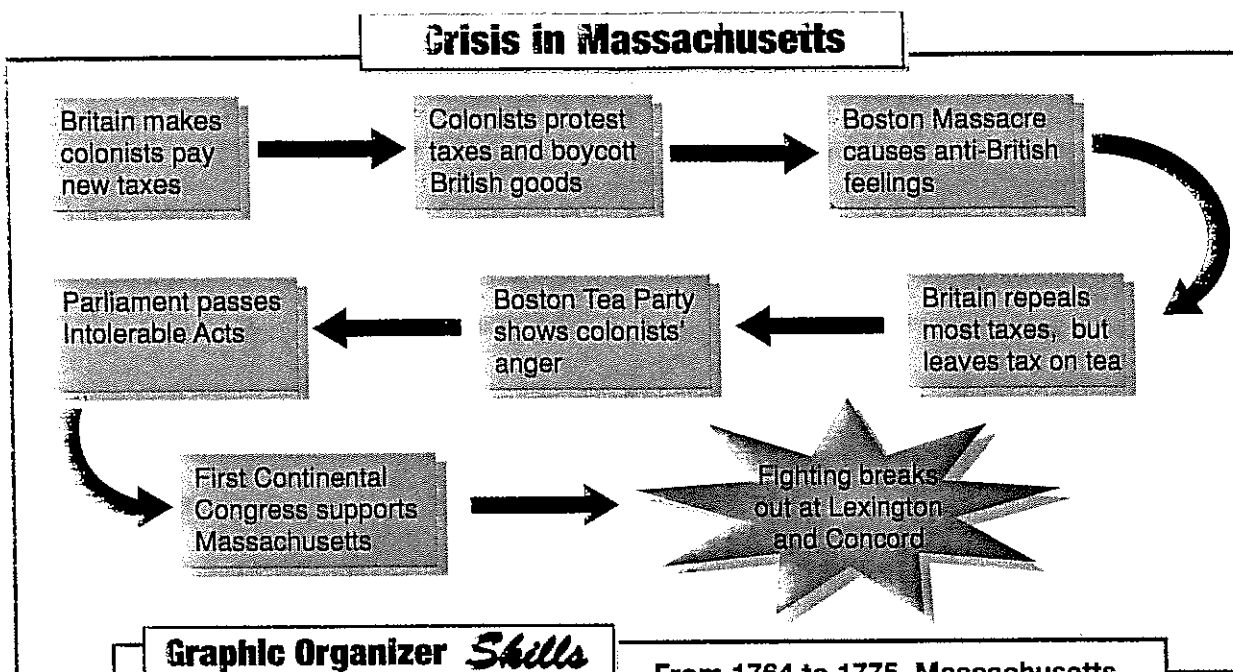
- 1 The type case held metal letters.
- 2 Letters were placed in a composing stick to create lines of type.
- 3 Lines of type were locked in a form to create a sheet of text.
- 4 The form was inked with ink balls.
- 5 The frisket kept the margins of the paper clean. It folded onto the tympan.
- 6 The tympan held the paper. It folded onto the form.
- 7 The form was slid under the platen.
- 8 The press bar was pulled to lower the platen.
- 9 The platen pressed the inked form against the paper.
- 10 The printed page was removed and hung on a drying rack.

## Colonial Printing Press

Colonial printers played a vital role in uniting colonists against the British. Besides publishing newspapers and magazines, they also printed letters and pamphlets that kept colonists informed of such developments as the Intolerable Acts. The drawing shows how a printing press of the time worked. ★ Why would printing a document with this press be very time-consuming?

Printing press owned by ► Benjamin Franklin





**Graphic Organizer Skills**

From 1764 to 1775, Massachusetts became a center of colonial protest and British reaction. This graphic organizer shows how events built to a crisis.

1. **Comprehension** (a) How did colonists respond to new British taxes?  
(b) How did Britain respond to the Boston Tea Party?
2. **Critical Thinking** Which event do you think did the most to extend the crisis past Massachusetts?

acted to punish Massachusetts. Colonists called the four laws they passed the **Intolerable Acts** because they were so harsh.

First, Parliament shut down the port of Boston. No ship could enter or leave the harbor—not even a small boat. The harbor would remain closed until the colonists paid for the tea.

Second, Parliament forbade Massachusetts colonists to hold town meetings more than once a year without the governor’s permission. In the past, colonists had called town meetings whenever they wished.

Third, Parliament provided for customs officers and other officials charged with major crimes to be tried in Britain instead of in Massachusetts. Colonists protested that a dishonest official could break the law in the colonies and avoid punishment “by being tried, where no evidence can pursue him.”

Fourth, Parliament passed a new Quartering Act. No longer would redcoats camp in tents on Boston Common. Instead, British

commanders could force citizens to house troops in their homes.

**Other colonies support Boston**

The committees of correspondence spread news of the Intolerable Acts. They warned that the people of Boston faced hunger while their port was closed. People from other colonies responded quickly. Carts rolled into the city with rice from South Carolina, corn from Virginia, and flour from Pennsylvania.

In the Virginia assembly, a young lawyer named Thomas Jefferson suggested that a day be set aside to mark the shame of the Intolerable Acts. The royal governor of Virginia rejected the idea and dismissed the assembly. The colonists went ahead anyway. On June 1, 1774, church bells tolled slowly. Merchants closed their shops. Many colonists prayed and fasted all day.

In September 1774, colonial leaders called a meeting in Philadelphia. Delegates from 12 colonies gathered in what became

## Concord

The old North Bridge in Concord looks peaceful now. On April 19, 1775, though, this quiet spot was a scene of turmoil and bloodshed. It was here that colonial minutemen met and drove back three companies of redcoats. Today, you can walk across the restored bridge and view the stone monument shown here. Nearby, an 1873 statue by sculptor Daniel Chester French honors the heroic minutemen who fired "the shot heard round the world."

★ To learn more about this historic site, write: Minute Man National Historical Park, P.O. Box 160, 174 Liberty Street, Concord, MA 01742.



◀ The Minute Man, by Daniel Chester French

known as the **First Continental Congress**. Only Georgia did not send delegates.

After much debate, the delegates passed a resolution backing Massachusetts in its struggle. They agreed to boycott all British goods and to stop exporting goods to Britain until the Intolerable Acts were repealed. The delegates also urged each colony to set up and train its own militia (muh LIHS uh). A militia is an army of citizens who serve as soldiers during an emergency.

Before leaving Philadelphia, the delegates agreed to meet again in May 1775. Little did they know that before then an incident in Massachusetts would change the fate of the colonies forever.

## Lexington and Concord

In Massachusetts, newspapers called on citizens to prevent what they called "the Massacre of American Liberty." Volunteers

known as minutemen trained regularly. Minutemen got their name because they kept their muskets at hand, and were prepared to fight at a minute's notice. Meanwhile, Britain built up its forces. More troops arrived in Boston, bringing the total number in that city to 4,000.

Early in 1775, General Thomas Gage, the British commander, heard a rumor that minutemen had a large store of arms in Concord, a village about 18 miles (29 km) from Boston. Gage planned a surprise march to Concord to seize the arms. (See the map on page 162.)

### Sounding the alarm

On April 18, about 700 British troops quietly left Boston under cover of darkness. The Sons of Liberty were watching. As soon as the British set out, the Americans hung two lamps from the Old North Church in Boston. This signal meant that the redcoats were on the move.

Colonists who were waiting across the Charles River saw the signal. Messengers mounted their horses and galloped through the night toward Concord. One midnight rider was Paul Revere. "The redcoats are coming! The redcoats are coming!" shouted Revere as he passed through each sleepy village along the way.

### "The shot heard round the world"

At daybreak on April 19, the redcoats reached Lexington, a town near Concord. On the village green, some 70 minutemen were waiting, commanded by Captain John Parker. The British ordered the minutemen to go home.

Outnumbered, the colonists began to leave. Suddenly, a shot rang out through the chill morning air. No one knows who fired it. In the brief struggle that followed, eight colonists were killed and one British soldier was wounded.

The British pushed on to Concord. Finding no arms in the village, they turned back to Boston. On a bridge outside Concord, they met 300 minutemen. Again, fighting broke out. This time, the British were forced to retreat. As they withdrew, colonial sharpshoot-

ers took deadly aim at them from the woods and fields. Local women also fired at the British from their windows. By the time they reached Boston, the redcoats had lost 73 men. Another 200 British soldiers were wounded or missing.

News of the battles at Lexington and Concord spread swiftly. To many colonists, the fighting ended all hope of reaching an agreement with Britain. Only war would decide the future of the 13 colonies.

More than 60 years after the battles of Lexington and Concord, a well-known New England poet, Ralph Waldo Emerson, wrote a poem honoring the minutemen. Emerson's "Concord Hymn" begins:

“ By the rude bridge that arched  
the flood,  
Their flag to April's breeze unfurled,  
Here once the embattled farmers  
stood,  
And fired the shot heard round the  
world. ”

The "embattled farmers" faced long years of war. At the war's end, though, the 13 colonies would stand strong and free as a new, independent nation.

## ★ Section 4 Review ★

### Recall

1. **Locate** (a) Boston, (b) Concord, (c) Lexington.
2. **Identify** (a) British East India Company, (b) Tea Act, (c) Boston Tea Party, (d) Intolerable Acts, (e) First Continental Congress.
3. **Define** (a) militia, (b) minuteman.

### Comprehension

4. (a) Why did Britain pass the Tea Act? (b) Why did the act anger colonists?
5. How did the Intolerable Acts help to unite the colonies?

6. Describe the events that led to the fighting at Lexington.

### Critical Thinking and Writing

7. **Making Inferences** Do you think the organizers of the Boston Tea Party would have ended their protests against Britain if Parliament had repealed the tax on tea? Explain.
8. **Identifying Alternatives** (a) Do you think Parliament should have passed the Intolerable Acts in response to the Boston Tea Party? (b) What other actions might Parliament have taken in this situation?



**Activity Writing a Poem** Today, as in the past, writers like Mercy Otis Warren often use their skills to comment on current events. You are a poet living in colonial Boston. Write a poem in which you tell about the Boston Tea Party, the Intolerable Acts, or the events of April 19, 1775.

★ **Sum It Up** ★

**Section 1 Rivalry in North America**

- ▶ By the mid-1700s, England, France, Spain, and the Netherlands were competing for land and trade in North America.
- ▶ Native Americans were drawn into the struggle between the French and British in the Ohio Valley.

**Section 2 The French and Indian War**

- ▶ In 1754, the French and Indian War pitted the British against the French and their Indian allies.
- ▶ As a result of the French and Indian War, Britain won control of French land claims in North America.

**Section 3 A Crisis Over Taxes**

- ▶ Colonists objected to the Proclamation of 1763 because it forbade them to settle in lands west of the Appalachian Mountains.
- ▶ American colonists objected to Parliament's attempts to tax them without their consent.
- ▶ Colonists were outraged when British soldiers shot and killed Americans in the Boston Massacre.

**Section 4 The Fighting Begins**

- ▶ Conflict over taxes gradually increased until colonists staged the Boston Tea Party and Britain passed the Intolerable Acts.
- ▶ In April 1775, fighting between British troops and colonial minutemen marked the start of the American Revolution.



For additional review of the major ideas of Chapter 5, see *Guide to the Essentials of*

*American History* or *Interactive Student Tutorial CD-ROM*, which contains interactive review activities, graphic organizers, and practice tests.

**Reviewing the Chapter**

**Define These Terms**

Match each term with the correct definition.

**Column 1**

1. petition
2. boycott
3. repeal
4. committee of correspondence
5. militia

**Column 2**

- a. refusal to buy certain goods and services
- b. formal written request
- c. army of citizens who serve as soldiers during an emergency
- d. cancel
- e. group that wrote letters and pamphlets reporting events in the colonies

**Explore the Main Ideas**

1. Why was the Ohio River especially important to the French before 1754?
2. Why did Pontiac call for war against British settlers?
3. How did the Daughters of Liberty protest the Tea Act?
4. How did the Intolerable Acts affect the port of Boston?
5. Describe the outcome of the battles of Lexington and Concord.

**Geography Activity**

Match the letters on the map with the following locations:

1. Spanish lands in 1763, 2. British lands in 1763, 3. Original 13 English colonies, 4. Mississippi River, 5. Ohio River.

**Location** What body of water formed the western boundary of British lands in North America in 1763?

