CHAPTER 5: TOWARD INDEPENDENCE
DUE MONDAY, NOVEMBER 23RD
*Read carefully and follow all instructions!

1. Complete the Geography Challenge #2 in your ISN (pages 44-46). Read and use the maps in “Setting the Stage - Revolution in the Colonies” which have been included in this packet. Follow directions and answer all questions in the Challenge. (When done with the Geo challenge, skip past the chapter 4 work in the ISN and follow the directions below for chapter 5!)

2. PREVIEW: Read the memo below from the principal and complete the Preview on page 56 in your ISNs (record your responses to the preview questions on page 55). Follow instructions.

   Timbercrest Junior High
   Northshore School District Memo

November 20, 2015
To: Ms. Merculief, Social Studies teacher and Department Head
From: Mr. Mismas, Principal

Funding for education has been drastically reduced due to shortfalls in state revenue. As a result, monies that ordinarily would be granted to Timbercrest Junior High 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.

Today you 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. I will have a volunteer collect the money. The volunteer’s fee for the quiz will be waived.

*RECORD HOW YOU FEEL ABOUT THIS NEW POLICY IN YOUR ISN ON PAGE 55

3. INTRODUCTION 5.1 Read the introduction to the chapter in this packet or online textbook (section 1 of chapter 5). There is nothing to answer in your ISN for this section.

4. KEY CONTENT TERMS: on a separate sheet of paper, define the following terms (I've added some so use these and not those in your ISN):
   1. militia
   2. tyranny
   3. repeal
   4. boycott
   5. Patriot
   6. Loyalist
   7. Neutralist (you may have to research this on your own)

5. READ SECTION 5.2 in this packet or the online textbook. Answer the questions on page 56 of your ISN (section 5.2) (comes after the Preview and Key Content Terms) on page 56

6. READ SECTION 5.3 in this packet or the online textbook. Answer the questions on page 57 of your ISN (section 5.3).

7. Stop here. We will revisit all of this in class on Monday © Bonus stamps (points) for completing this on time!

8. Tuesday, 11/24 Work: American Revolution Historical Figure Assignment: Research your assigned historical figure. Use the websites provided on the library webpage to fill out the note-taking graphic organizer using the instructions provided, and write an introduction for your historical figure following the instructions provided.
In this unit, you will learn why some colonists wanted to replace British rule with an independent government. You will also learn about the long, difficult struggle to gain that independence.

In the 1760s, Great Britain began passing new trade and tax laws for the colonies and enforcing old laws passed years before. Picture a southern rice farmer who is required by law to sell his crop only to England, even if he might get a higher price elsewhere. Or think of a northern merchant having to pay a new tax on paper—a tax imposed by a distant government in which he had no representation. How do you think they felt about such laws and taxes? Colonists who supported Great Britain's policies and British rule were known as Loyalists. Those who resisted called themselves Patriots. When the colonies declared independence, Patriots were opposed by many Loyalists as well as British troops.

The first map on the next page shows the physical geography of the 13 colonies. Knowing the land was one advantage Patriot forces had over British troops in the American Revolution.

The next set of maps (on the page after the 13 colonies map) show (left) where colonists lived in 1775 and (right) where Loyalist support was strong. These settlement patterns, along with the colonies’ physical geography and regions of Loyalist strength, helped to shape the military strategies of the revolution.

*Use the maps on the next page two pages to complete the Geography Challenge in your ISN (p.44-46). Follow directions for any labeling/shading of your map on page 44 and answer ALL Geography Skills and Critical Thinking Questions on pages 45 and 46 in your ISN.
Chapter 5, Section 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 lesson, 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.
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 sharp-shooters 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.
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.

The Stamp Act 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.