

CHAPTER
3

The American Revolution

OCTOBER 19, 1781: BRITISH SURRENDER AT YORKTOWN

An enslaved African named James gained permission from his owner, William Armistead, to join the Continental Army stationed nearby. It was March 1781.

The general commanding these American troops was Marie Joseph Lafayette, a young French aristocrat, who had volunteered to serve with the American army. That spring Lafayette sent many spies to the nearby British camp, but no one was as important as James. The secret information James gathered helped Lafayette and the Americans corner the British at Yorktown, Virginia. In October 1781 the British surrendered there, ending the fight for independence. At the end of the war, however, Lafayette went home a hero, and James went home an enslaved person.

Yet, with Lafayette's help, James was to be given his freedom. The Frenchman wrote a letter

describing James's "essential services" during the war and urged that James be released by his owner in recognition of the value of those services. In 1786 the Virginia legislature finally freed James in thanks for his military efforts during the American Revolution.

James Armistead's story was exceptional, but the lives of many Americans—African and white, male and female, famous and unknown—changed during the Revolutionary era. Americans tasted new freedoms as they faced new challenges after the Revolutionary War. People of all backgrounds struggled together to forge their new nation. ■

HISTORY JOURNAL

Before reading the chapter, write about your understanding of the Revolutionary War and how you think the war may have changed people's lives.

HISTORY Online

Chapter Overview

Visit the *American Odyssey* Web site at americanodyssey.glencoe.com and click on **Chapter 3—Chapter Overview** to preview the chapter.



JAMES ARMISTEAD BEGAN CALLING HIMSELF
“JAMES LAFAYETTE,” IN HONOR OF THE MAN
WHO HELPED FREE HIM.

Toward Revolution

AUGUST 14, 1765: BOSTON CROWD PROTESTS NEW TAX

THE SOUND OF SCUFFLING FEET AND SHOUTING VOICES SHATTERED THE QUIET SUMMER EVENING. Hundreds of people, led by a poor, 28-year-old shoemaker named Ebenezer MacIntosh, stormed up the street. Men walking at the head of the crowd carried an effigy—a rag-stuffed dummy.

The effigy represented Andrew Oliver, a wealthy Boston merchant. Oliver had recently been made stamp officer for Massachusetts to help collect from the colonies a British tax authorized by the Stamp Act. Many Bostonians hated the tax; MacIntosh was leading a group to protest it.

The crowd carried the effigy through the streets of Boston. Then, after burning Oliver's effigy on a nearby hill, they attacked Oliver's luxurious house.

Oliver heard the crash of glass, the splintering of wood, and hoarse shouts. When the noise died down,



THE METROPOLITAN MUSEUM OF ART, BEQUEST OF CHARLES ALLEN MUNN, 1924.
(24.30.1, 30.6)

Tax Protest

Mobs of colonists vented their anger on stamp officers, who were appointed by the British to see that taxes were collected.

Oliver found his “garden torn in pieces, his house broken open, his furniture destroyed.” Standing before MacIntosh and his mob, Oliver “came to a sudden resolution to resign his office” as stamp agent. The common people had scored a victory.

On that hot August night, Ebenezer MacIntosh, the poor Boston shoemaker, found himself at the forefront of a movement that strained the bonds between Great Britain and its thirteen colonies. Yet MacIntosh did not always oppose the British. Only a few years before, he had proudly fought for Britain's colonies in the French and Indian War (also known as

the Seven Years' War). As recently as 1763, he had joined with other colonists in celebrating Britain's victory over France in that war. In the intervening years, Britain's treatment of her subjects ignited the ire of MacIntosh and many other colonists.

GUIDE TO READING

Main Idea

British attempts to force the colonies to share in the costs of empire led colonists to defend their right to self-government—and ultimately to war.

Vocabulary

- ▶ external tax
- ▶ internal tax
- ▶ treason

Read to Find Out . . .

- ▶ what life was like in the thirteen English colonies in the 1760s.
- ▶ the changing relationship between Great Britain and the colonies in America at the dawn of the Revolution.
- ▶ the origins of the Revolution.

Paying for Security

Parliament Taxes the Colonies

Britain's leaders celebrated the end of the war in Europe and North America as heartily as did the colonists. The British victory ended more than 70 years of fighting with France in North America. As a result of a treaty signed in February 1763, King George III took possession of all French territory east of the Mississippi River, including lands in Canada. Yet the decades of fighting had left the British government struggling with a large national debt. British politicians also faced the expense of paying for an army in North America to secure the new borders and defend the enlarged territory.

The Proclamation of 1763

After the British victory, settlers began moving into the newly acquired lands west of the Appalachians. New settlers claimed the Native American hunting grounds that the French had protected. In May 1763, Native American resentment erupted in a bloody uprising led by Pontiac, an Ottawa chief. Within a few months, Native Americans captured or destroyed British forts on the frontier and killed many settlers.

To prevent another war, which Britain could not afford, King George III issued the Proclamation of 1763. The document proclaimed that all lands west of the Appalachians were reserved for Native Americans and closed to colonial settlement. For the British, the proclamation preserved peace with the Native Americans and prevented colonists from moving westward, farther from Britain's control.

Some colonists, however, felt that Britain had slammed shut a door of opportunity. They deeply resented being forbidden to settle on lands they had helped win from France. The colonists' resentment grew when Parliament demanded that they help pay for the army that Britain maintained to defend the frontier.

The Sugar Act

Beginning in 1764 Parliament tried to collect a series of taxes from the colonies to ease the war debt and strengthen the British Empire. The colonists' reaction was strong; it was most violent in Boston. The Sugar Act hurt Boston especially, because that city depended heavily on shipping and trade. Payment of all duties, or taxes, on

molasses and sugar imported to North America from places outside the British Empire would now be strictly enforced. The act also placed new or higher duties on other foreign imports such as textiles, coffee, and wine.

These new duties caused the price of goods in the colonies to skyrocket, hurting businesses and customers alike. Just as important, the act also restricted smugglers by toughening the enforcement of customs laws. Smuggling formed a sizable part of colonial trade, in part because customs duties were high. The act had the overall effect of widening the division between Britain and the colonies. Americans resented having no representatives in Parliament to determine how the British rulers would spend their tax money.

Boston merchants protested the Sugar Act with orderly petitions. "If these taxes are laid upon us, in any shape," one petition read, "without our having a legal representation where they are laid, are we not reduced . . . to the miserable status of tributary slaves?" Yet these petitions had little impact on Parliament, and the Sugar Act remained law.



This 1763 map of North America reflects many national interests. Who would settlers come in conflict with as they moved westward and claimed lands between the Appalachian Mountains and the Mississippi River?

The Stamp Act

In 1765 Parliament passed a tax on all official documents and publications in the colonies. To be official, marriage licenses, mortgages, diplomas, bills of sale, and newspapers had to bear an official stamp, or seal, showing that a duty had been paid. The tax money was to pay for keeping British troops in North America.

The Stamp Act affected almost everyone, and most colonists hated it. Landowners and business owners despised it because the tax money raised went directly to the colonial governor. Colonists themselves had no say in how it was spent. Poorer people hated the tax because they had to pay extra for everyday items such as newspapers and playing cards.

Opposition to the stamp tax focused not just on the cost of the stamps but also on the method of taxation. Colonists agreed that Parliament had the right to levy an **external tax**, one to regulate trade in goods that came into the colonies. The Stamp Act, however, was an **internal tax**, one levied on goods made within the colonies, and designed only to raise revenue. Colonists argued that only their elected representatives should have the right to levy internal taxes. Because colonists could not elect representatives to Parliament, they believed that the right to levy an internal tax should belong to their elected colonial assemblies.

Protests over the Stamp Act united the colonists. Daniel Dulany, an attorney from Maryland, wrote a

pamphlet rejecting Britain's right to impose internal taxes on Americans. John Dickinson of Pennsylvania published a pamphlet that denied the authority of Parliament to tax the colonists in any form. It was James Otis, a Massachusetts lawyer, who gave the colonists their rallying cry with his statement, "Taxation without representation is tyranny!"

The Coming of the Revolution

Tensions Explode in the Colonies

The taxation crisis of the 1760s heated the debate between Britain and its colonies. Colonists argued that Parliament violated their cherished right as British subjects to consent to all taxes levied on them. Feelings of resentment grew. People had been asking, Who has the power to tax us? Now the question became, Who has the power to govern? A movement toward self-government began to take shape. Protests against British authority intensified and, in some cases, became violent.

Sons of Liberty

Men like Samuel Adams of Boston felt that speeches and petitions against unjust British laws were not enough. A genial yet cagey politician, Samuel Adams came from a respected family and had attended Harvard College. He ran his own business, but after 20 years he was deep in debt. By the 1760s Adams was very involved in local politics and sought support for his ideas from the people of Boston.

Throughout 1765 Adams and leaders in other colonies formed a network of local groups called the Sons of Liberty to organize opposition to the Stamp Act. Often led by men of high position, these groups did not hesitate to resort to violence. They destroyed the homes of British officials and forced stamp agents to resign. To enforce a boycott of British goods, the Sons of Liberty threatened merchants. Anyone who imported or sold British goods risked being smeared with hot tar and covered with feathers.

In October 1765 delegates from nine colonies met in New York City and drafted a petition demanding repeal of the Stamp Act. This protest was effective, but the economic impact of the boycott was much stronger. The combination forced Parliament to repeal the Stamp Act in 1766. In its place Parliament passed the Declaratory Act. This law flatly declared Parliament's right to make laws concerning the colonists without their consent.

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COLONIAL WILLIAMSBURG FOUNDATION

Tea Protests Here colonists have tarred and feathered a tax collector and are forcing him to drink scalding hot tea. How did the Stamp Act unite both wealthy colonists and common people in protest against Britain?

The Boston Massacre

Conflict over taxation prompted Britain to send troops to Boston to enforce laws and maintain order. The presence of British soldiers only raised tensions. Clashes between citizens and soldiers became common in Boston. On the evening of March 5, 1770, the tensions exploded into violence in an event that came to be called the Boston Massacre.

Accounts of the incident vary, but most agree that it began when a mob of townspeople taunted a British sentry on duty. Other British soldiers, led by Captain Thomas Preston, came to the sentry's aid. Tempers flared. The crowd threw snowballs and rocks at the soldiers. In the confusion, shots rang out. Some reports say that one soldier's musket went off by mistake, and then other soldiers began to fire. Others say an unidentified person commanded the soldiers to fire. Three colonists, including Crispus Attucks, a sailor of African and Native American ancestry, lay dead. Two more colonists later died from their wounds. Captain Preston was put on trial and acquitted. Two of his men were convicted of manslaughter and were branded on the hand.

A period of uneasy calm followed the Boston Massacre. Samuel Adams continued to use the incident to stir up anti-British feelings, but no violent protests resulted.

New trouble began in 1773. Parliament passed the Tea Act to save the East India Company, a British trading company, from bankruptcy. According to this law, only the East India Company could sell tea to the colonies. Though the tea would sell for a lower price than Americans were used to paying, they would still have to pay the import tax on it. Most of all, colonists resented the East India Company's monopoly on selling tea. To protest the tea tax, Boston's Sons of Liberty disguised themselves as Mohawks and went to the pier one night. There they tossed 342 chests of tea into the harbor.

As punishment for the so-called Boston Tea Party, Parliament closed Boston Harbor to all shipping until



Violence Erupts This engraving is called *The Bloody Massacre Perpetrated in King Street*. Why would the colonists want to refer to the Boston shootings as a massacre?

the tea was paid for. General Thomas George Gage, commander of British troops in North America, took over as governor of the colony to restore order to the rebellious city.

Committees of Correspondence

While Bostonians fought for their rights, people in other colonies also struggled against British control. Their struggle took different forms as tensions mounted. As early as the Stamp Act crisis in 1765, Virginia's assembly opposed Parliament with decrees worded so strongly that some colonists called them **treason**, or a betrayal of Britain. In 1768 merchants up and down the coast boycotted British goods to protest the Townshend Acts of 1767. Five years later, patriots from New

STEPS TOWARD REVOLUTION, 1765-1775

1765 British Parliament passes the Stamp Act, taxing official documents and publications.

1770 British soldiers kill five colonists in the Boston Massacre.

1773 Parliament passes the Tea Act to save the East India Company.

1775 British soldiers and colonial militia skirmish at Lexington and Concord.

1766 British Parliament passes the Declaratory Act, proclaiming Parliament's right to make laws without the colonies' consent.

1772 Colonists form "committees of correspondence" to increase communication among the colonies.

1774 British close Boston Harbor. The First Continental Congress calls for halt in trade with Britain.

Hampshire to Virginia dumped or boycotted tea to protest the Tea Act. The Boston Tea Party was only the best known of these protests.

Most colonists, however, viewed the crisis with Britain as a local matter. A Philadelphia lawyer, a New England fisher, and a Carolina planter might all oppose a tax on tea, but they felt little in common with each other beyond that. Many colonists thought that Bostonians had brought trouble on themselves.

A group in Boston tried to change that attitude in 1772 by forming a “committee of correspondence.” The committee would “state the rights of the colonists . . . and communicate and publish the same to the several towns and to the world.” Soon dozens of towns in Massachusetts and assemblies from nearly every colony had created similar letter-writing committees.

The letters carried along the muddy roads leading from colony to colony did much to bring North and South, town and country, closer together in the struggle for self-government. Farmers had been slow to join the protests against Britain, but now they too argued against unfair taxes. Many farmers organized against the British as city people had done earlier.

News in 1774 that the British had closed Boston Harbor circulated through the committees of correspondence and outraged Americans everywhere. This news especially distressed merchants and planters, for if Britain closed the main ports of their colonies, they would be ruined. So when Bostonians called for a meeting to discuss the crisis, twelve of the thirteen colonies sent representatives.

Continental Congress

Fifty-six men from twelve colonies traveled to Philadelphia late in the summer of 1774 for the First Continental Congress. Most of them had served in colonial assemblies, but few knew any of the other representatives. John Adams of Massachusetts wrote, “We have numberless prejudices to remove here.” Nobody knew what to expect of this unprecedented—and perhaps treasonous—meeting.

The First Continental Congress called for a halt in trade with Great Britain and resolved to meet again in the spring of 1775. In the process of discussing the crisis, the delegates had succeeded in removing some of their prejudices against one another and helped make Boston’s crisis an American crisis.

By 1775 the machinery of the British Empire—governors, councils, courts—had broken down. In its place grew a ramshackle system of local committees and congresses of men who ignored British authority.

General Gage, the governor of Massachusetts, received orders from London to arrest just such a group of men. On an April night in 1775, 700 British soldiers



Old North Bridge At this site in Concord, Massachusetts, militia skirmished with British soldiers sent to destroy rebel supply stores. Why was the exchange of gunfire at Lexington later referred to as “the shot heard round the world”?

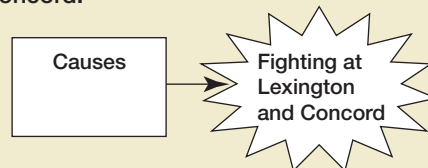
marched toward Concord, about 15 miles from Boston. At Lexington, they encountered 70 American militia. A brief skirmish left 8 Americans dead on the village green, while the British marched on to Concord.

At Concord, fighting again broke out. As the British began the return march to Boston, colonists hid behind rocks, trees, and fences all along the road and picked off scores of British troops. By the time the British forces reached Boston, they had suffered 273 casualties, and 88 Americans had fallen. The struggle to defend the colonists’ rights had become a war.

SECTION ASSESSMENT

Main Idea

1. Use a diagram like this one to show causes of the outbreak of fighting at Lexington and Concord.



Vocabulary

2. Define: external tax, internal tax, treason.

Checking Facts

3. How did the British view the Proclamation of 1763?
4. What were the consequences of the Sugar Act?

Critical Thinking

5. **Making Inferences** How might the British have prevented the Revolution?

The Declaration of Independence

In Congress, July 4, 1776. The unanimous Declaration of the thirteen united States of America,

Preamble

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.—

Declaration of Natural Rights

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.—

That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—

That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.—

List of Grievances

Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.—

He has refused his Assent to Laws, the most wholesome and necessary for the public good.—

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.—

The printed text of the document shows the spelling and punctuation of the parchment original. To aid in comprehension, selected words and their definitions appear in the side margin, along with other explanatory notes.

impel force

endowed provided

People create governments to ensure that their natural rights are protected.

If a government does not serve its purpose, the people have a right to abolish it. Then the people have the right and duty to create a new government that will safeguard their security.

Despotism unlimited power

usurpations unjust uses of power

Each paragraph lists alleged injustices of George III.



relinquish *give up*
inestimable *priceless*

Annihilation *destruction*

convulsions
violent disturbances

Naturalization of Foreigners
*process by which foreign-born
persons become citizens*

tenure *term*

Refers to the British troops sent to
the colonies after the French and
Indian War.

Refers to the 1766 Declaratory Act.

quartering *lodging*

Refers to the 1774 Quebec Act.

render *make*

abdicated *given up*

perfidy *violation of trust*

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.—

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.—

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.—

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the meantime exposed to all the dangers of invasion from without, and convulsions within.—

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.—

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.—

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.—

He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people, and eat out their substance.—

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.—

He has affected to render the Military independent of and superior to the Civil power.—

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:—

For quartering large bodies of troops among us:—

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:—

For cutting off our Trade with all parts of the world:—

For imposing Taxes on us without our Consent:—

For depriving us in many cases, of the benefits of Trial by Jury:—

For transporting us beyond Seas to be tried for pretended offences:—

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:—

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:—

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.—

He has abdicated Government here, by declaring us out of his Protection and waging War against us.—

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the Lives of our people.—

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.—

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.—

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.—

Resolution of Independence by the United States

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do.—

And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honour.

insurrections *rebellions*

Petitioned for Redress
asked formally for a correction of wrongs

unwarrantable jurisdiction
unjustified authority

consanguinity *originating from the same ancestor*

rectitude *rightness*

The signers, as representatives of the American people, declared the colonies independent from Great Britain. Most members signed the document on August 2, 1776.

John Hancock
President from
Massachusetts

GEORGIA
Button Gwinnett
Lyman Hall
George Walton

NORTH CAROLINA
William Hooper
Joseph Hewes
John Penn

SOUTH CAROLINA
Edward Rutledge
Thomas Heyward, Jr.
Thomas Lynch, Jr.
Arthur Middleton

MARYLAND
Samuel Chase
William Paca
Thomas Stone
Charles Carroll of
Carrollton

VIRGINIA
George Wythe
Richard Henry Lee
Thomas Jefferson
Benjamin Harrison
Thomas Nelson, Jr.
Francis Lightfoot Lee
Carter Braxton

PENNSYLVANIA
Robert Morris
Benjamin Rush
Benjamin Franklin
John Morton
George Clymer
James Smith

George Taylor
James Wilson
George Ross

DELAWARE
Caesar Rodney
George Read
Thomas McKean

NEW YORK
William Floyd
Philip Livingston
Francis Lewis
Lewis Morris

NEW JERSEY
Richard Stockton
John Witherspoon
Francis Hopkinson
John Hart
Abraham Clark

NEW HAMPSHIRE
Josiah Bartlett
William Whipple
Matthew Thornton

MASSACHUSETTS
Samuel Adams
John Adams
Robert Treat Paine
Elbridge Gerry

RHODE ISLAND
Stephen Hopkins
William Ellery

One Day in History

Wednesday, April 19, 1775

MARKET BASKET

Here is where money will go:

Ferry prices for taking cargo across the Susquehanna River at Wright's Ferry in Continental currency

A six-horse wagon \$90
A horse and rider \$12



Prices at the Ellery Tavern in Gloucester, Massachusetts:
s.=shilling; d.=pence

Lodging for two 6d.
Bread and cheese 7d.
One dinner 9d.
One mug cider 1.5d.
Breakfast 9.5d.
15 lbs. (6.81 kg)
tobacco 7s. 6d.



British Assault on Minutemen British troops led by Lieutenant Francis Smith vastly outnumbered the armed minutemen they fired upon in Lexington.

The Shot Heard Around the World

Patriot minutemen and British redcoats clash at Lexington and Concord

LEXINGTON, MA—Fighting broke out today in Lexington and Concord between British troops and volunteer minutemen. An unconfirmed number of deaths and casualties occurred.

Boston patriots learned last night of a plan for a British attack on the colonial arms depot at Concord. Paul Revere and William Dawes rode to warn the people of Lexington and Concord that the British were on the march.

In Lexington about 70 armed minutemen confronted some 700 British troops. Although no one knows who fired the first shot, 8 patriots lay dead when the smoke cleared. One group of redcoats then clashed with minutemen at the North Bridge in Concord, causing more casualties. The British then retreated to Boston, beset by residents who fired at them from behind stone walls and trees. It appears that a war for our freedom has begun.

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NATION: The Continental Congress creates its own postal system and names Benjamin Franklin postmaster general.



© NORTH WIND PICTURE ARCHIVES

Daniel Boone Cuts New Road

FORT BOONE, KY—With about 30 woodchoppers, Daniel Boone completed the Wilderness Road, which is 250 miles (402.25 km) long and runs through the Allegheny Mountains from North Carolina to Otter Creek near the Kentucky River. Settlers from Virginia and North Carolina plan to follow this road to found a fourteenth colony.

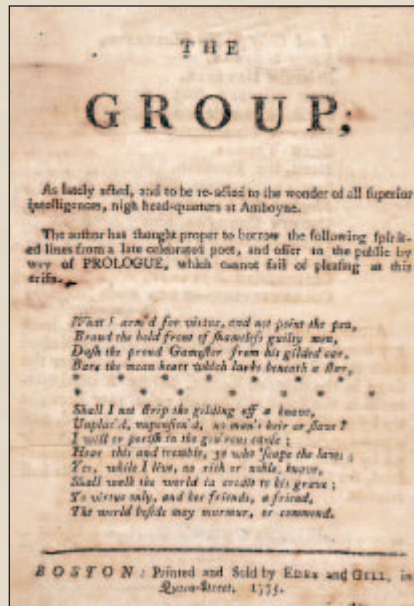


CULVER PICTURES

Daniel Boone

Treaty With Cherokee

KENTUCKY—By the terms of a treaty with the Cherokee, the Transylvania Land Company acquired all land south of the Ohio River, north of the Cumberland River, and west of the Appalachians in exchange for goods worth \$10.



COURTESY, AMERICAN ANTIQUARIAN SOCIETY

The Group, a play about Puritan leaders written by Mercy Warren, draws enthusiastic audiences.

IN PRINT

Women's Rights Written by Thomas Paine, the first article to expound women's rights in North America appears in *Pennsylvania Magazine*.



COURTESY, AMERICAN ANTIQUARIAN SOCIETY

Nathaniel Law's Astronomical Diary, or Almanack, is published for 1775.

MUSIC

- **Popular song:** "Yankee Doodle"
- **First pianoforte:** John Behrent of Philadelphia makes North America's first pianoforte.

COURTESY, AMERICAN ANTIQUARIAN SOCIETY

To the C U R I O U S.
To be seen at Major Leavenworth's Stable, opposite Mr. Lothrop's, State-Street
Two C A M E L S,
Male and Female, lately imported from
A R A B I A.



Price of Admittance for a Gentleman or Lady 9 pence

War for Independence

MAY 1775: SECOND CONTINENTAL CONGRESS MEETS

ON MAY 10, 1775, THREE WEEKS AFTER THE BRITISH SPILLED COLONISTS' BLOOD AT THE BATTLES OF LEXINGTON AND CONCORD, THE DELEGATES OF THE SECOND CONTINENTAL CONGRESS ASSEMBLED IN PHILADELPHIA. They faced the challenge of leading thirteen colonies against the greatest empire and strongest army on earth. The Congress attempted to deal with that awesome task in two ways. First, the delegates called for the formation of a Continental Army of 20,000 men. Second, the delegates attempted to resolve the crisis with Britain. They sent King George III a petition blaming Parliament for the current problems and asking for the King's help in solving them. In December 1775, King George rejected the petition, declared the colonies in rebellion, and sent about 20,000 more British soldiers to America.



CHICAGO HISTORICAL SOCIETY

A Rallying Cry for Independence
Paine's *Common Sense* was the most widely circulated pamphlet in America in 1776.

One month later, in January 1776, colonists began reading a pamphlet that helped motivate and prepare them for independence. *Common Sense* appeared first in Philadelphia where its author, Thomas Paine, lived. Paine grew up in England and for a time worked as a tax collector. After meeting Benjamin Franklin, then the most famous American alive, Paine decided to move to Philadelphia in 1774 and soon became involved in the colonists' fight for independence.

Unlike other revolutionary writers, Paine wrote in the direct, colorful language of America's farmers and city workers. Paine called King George "the Royal Brute of Britain," and asserted that "a government of our own is our own national right."

In 3 months, people purchased about 120,000 copies of *Common Sense*. Paine's arguments persuaded many Americans to join the cause.

GUIDE TO READING

Main Idea

After delegates to the Second Continental Congress approved the Declaration of Independence, Americans from all levels of society contributed to the cause of independence.

Vocabulary

- revolution
- suffrage

Read to Find Out . . .

- how the Second Continental Congress prepared for war with Britain.
- how the strategies used by George Washington helped win the war.
- the ways that the Revolutionary War affected the lives of the colonists on the battlefield and at home.

Declaring Independence

Planning the Revolution

Congress felt this popular push for independence. When it met in Philadelphia in June 1776, the Congress formed a committee to draft a declaration of the colonies' independence. The committee convinced 33-year-old Thomas Jefferson, a lawyer from Virginia, to write it.

The tall Jefferson owned a large plantation and also pursued a variety of interests: law, architecture, music, science, and politics. The document he created consisted of 3 parts. The first part contained a statement of what a government should do. "All men are created equal," Jefferson wrote, "... they are endowed by their Creator with certain unalienable Rights; . . . among these are Life, Liberty, and the pursuit of Happiness." Governments existed to "secure these rights." The second part contained 27 "reasons for separation" from Britain, while the third part officially declared independence.

Congress discussed the declaration for several days before voting unanimously for independence on July 2, 1776. On July 4 the delegates adopted the Declaration of Independence. Congress now turned to steering the new nation, the United States of America, through a **revolution**, a violent struggle to overthrow a government.

Winning the War

Congress had made its most important decision about the war a year earlier when it called for a commander for the Continental Army. John Adams worried that the war would remain New England's war unless a Southerner took command and brought the whole nation into the war together.

Adams had in mind a Virginian named George Washington. Washington had fought in the French and

Indian War, where he had been an able soldier and leader. Delegates to the Congress approved of the aloof 43-year-old as the commander. Washington had the qualities they admired in themselves and others: rank, wealth, and integrity. He also had the discipline needed to turn a mass of poorly equipped, poorly trained men into an army that could survive the predicted long years of fighting.

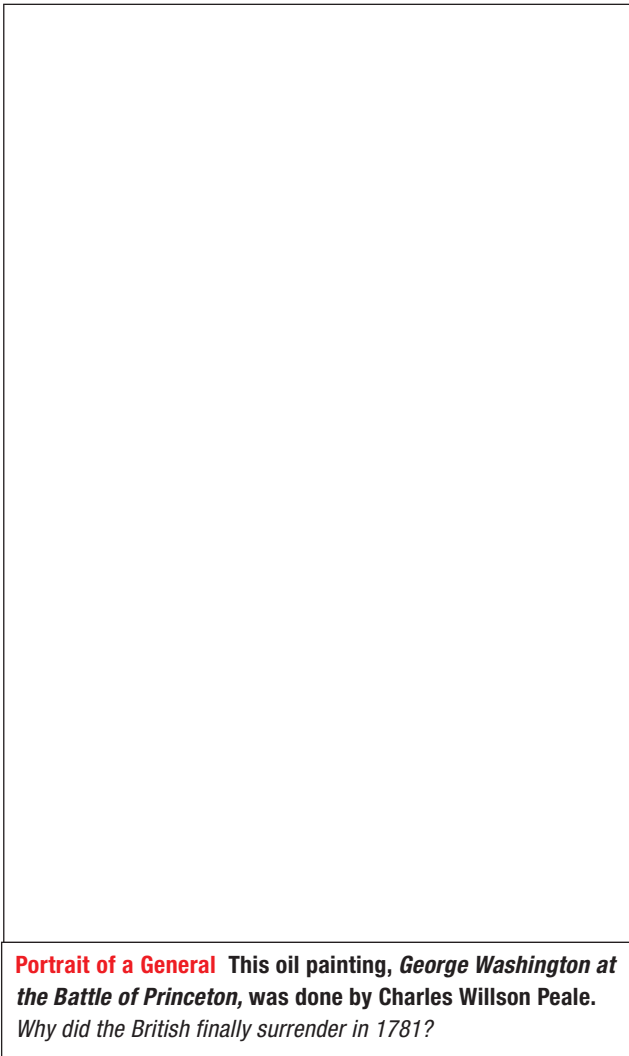


CLICK HERE

HISTORY Online

Student Web Activity 3

Visit the *American Odyssey* Web site at americanodyssey.glencoe.com and click on **Chapter 3—Student Web Activities** for an activity relating to the American Revolution.



During the six years of the war, Washington received little support from the Congress or the states, which bickered throughout. Still, he managed to maintain order through defeat, freezing winters, and starvation.

In the first years of the war, the British aimed to divide the rebellious colonies, cutting New England off from the rest of the nation. Only a surprise American victory at Saratoga, New York, in 1777 foiled their plan. The vic-

tory boosted the Americans' spirits and persuaded the French to enter the war to fight against their British rivals. After Saratoga, the British focused their energies in the South, where they hoped the region's many Loyalists, those who supported the British, might help them.

Washington learned valuable lessons during the first years of the war. The Americans, he knew, must avoid major battles with the better-trained British troops. They had to learn to use surprise tactics and familiar terrain to their advantage. If the Americans could not defeat the British in open combat, at least they could drag the war on until the British no longer cared to fight. This strategy paid off when Washington, supported by French troops and the French navy, trapped a large British force at Chesapeake Bay in Yorktown, Virginia, in 1781. The British surrendered at Yorktown; it became clear that after six years and no conclusive victories, the British no longer cared to fight, nor could they afford to.

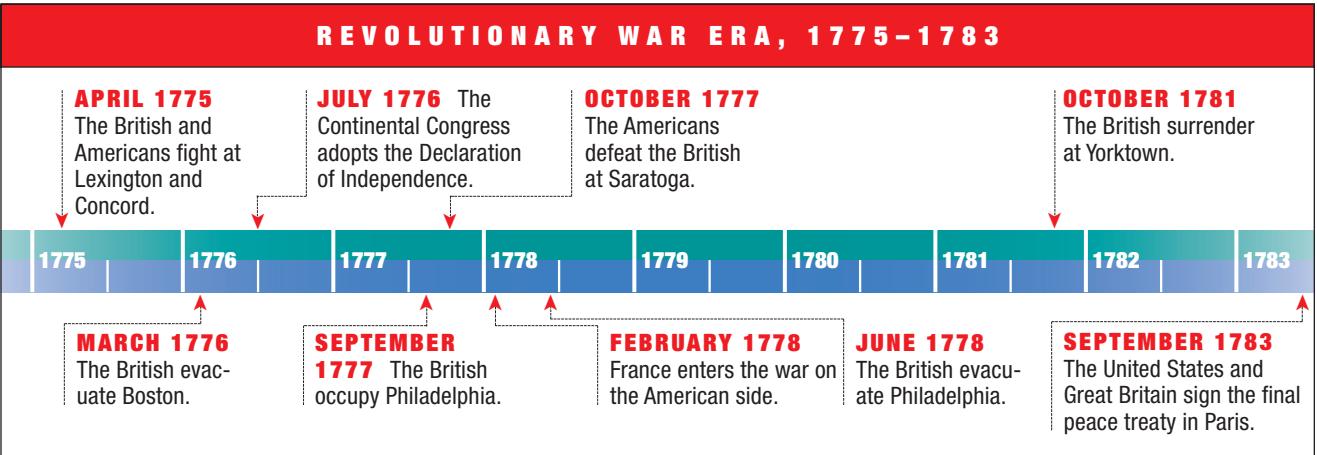
The war finally ended in 1783, when Congress sent John Adams, Benjamin Franklin, and John Jay to negotiate a peace treaty with Britain. In the treaty, the British promised to remove their troops from America "with all convenient speed," to recognize officially the independence of the United States of America, and to agree that the Mississippi River was the nation's western border.

Surviving the War

Victory Through Sacrifice

More than 250,000 American soldiers fought for 6 years to break the back of British rule. During that time 1 out of every 10 Americans who fought died; the British captured and occupied most major cities, including Boston, New York, and Philadelphia; and many American lives were reshaped by the American Revolution.

When America mobilized for war in 1775 and 1776, all levels of society became involved. Elite politicians



designed state and national governments. Men with military experience volunteered for army positions. Some merchants loaned money to the army and to the Congress; others made fortunes from wartime government contracts. Farmers tried to provide food for armies.

On the Battlefield

These many groups contributed to the war effort, but the poorest Americans did most of the actual fighting. Young city laborers, farm boys, indentured servants, and sometimes enslaved persons all fought bravely. A lack of money, food, and supplies made the usual wartime experiences—boredom, disease, bloodshed—worse for the soldiers in the Continental Army. In 1778 one young American gave this nightmarish description of a soldier's life: "Poor food, hard lodging, cold weather, fatigue, nasty clothes, nasty cookery."

Only the horror of battle relieved boredom. Ranks of soldiers standing in open fields fired their muskets once, reloaded, and fired again. Orderly troop move-

ments soon broke down into hand-to-hand combat; soldiers inflicted many wounds with bayonets and knives. Mud, smoke, blood, curses, and cannon shot flew about the battlefield. Medical treatment barely existed on or off the battlefield, and most wounds were fatal.

African Americans also stood and fell on the battlefields of the Revolutionary War. One enslaved laborer named Jehu Grant escaped from his master and joined the colonists when he "saw liberty poles and people all engaged for the purpose of freedom." Yet only about 5,000 of the 500,000 African Americans living in the colonies served in the Continental Army during the war. Many more sided with the British, who promised them freedom if they fought. As many as 20,000 enslaved persons in the Carolinas and Georgia joined the British.

Many Native Americans also sided with the British. The British represented a last hope for keeping land-hungry Americans out of Native American territories. During the war, colonists fought Native Americans in bloody battles, creating long-lasting bitter feelings.

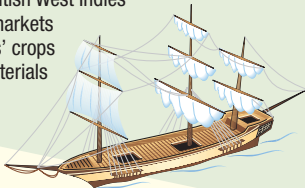
SUPPLYING THE CONTINENTAL ARMY

When George Washington was appointed commander of the army, there was no existing army and there were no resources to support one. Due to economic conditions in the colonies during the Revolutionary War, Washington faced the continual challenge of obtaining and paying for his soldiers' basic needs.

Economic conditions in the colonies...

Trade Stops

- No more manufactured goods from England
- No more salt to preserve meat and fish from British West Indies
- No export markets for colonists' crops and raw materials



Industry Lags

- Formerly imported goods had to be made in colonies
- New sawmills, salt works, and granaries strained to meet citizen and army needs



No Stable Currency

- No uniform money system—at least 15 different types of money in circulation
- No funds to pay for war
- Congress issues Continental dollar of little or no value



Left the army in need of:

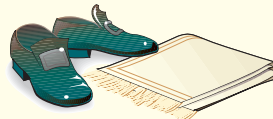
Flour and Salt

- No exports of agricultural goods, so supplies were low
- Many farmers were away fighting in war
- Farmers did not want to accept Continental dollars
- With no imports, salt supplies were low
- Price of salt rose from \$1 to \$36 per bushel



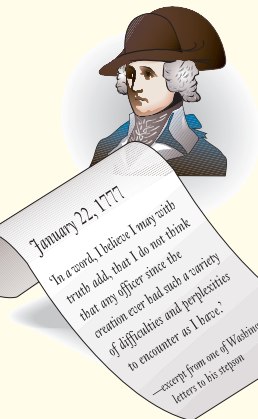
Shoes and Cloth

- Had to be made in colonies
- Merchants hoarded supplies and overcharged for them
- Soldiers brought clothes and shoes from home



Guns

- New armories could not supply army needs
- Soldiers brought their own and took British guns after battles
- France eventually sold guns to colonies



The lack of supplies left many soldiers in the Continental Army in tattered clothing, and some had to resort to eating their horses' food. What were the three major economic problems in the colonies that caused these conditions?



Home Front Tactics Artist Emanuel Leutze portrayed the plight of many American colonists during the Revolutionary War in this 1852 painting, *Mrs. Schuyler Burning Her Wheat Fields on the Approach of the British*. In what other ways did the Revolutionary War change the lives of women?

At Home

The war handed women new roles. Fathers, sons, and brothers marched off to fight—some never to return. While men shouldered guns, women managed farms and businesses. They also traveled with the army, working as cooks and nurses. These experiences gave satisfaction to many women who had never owned property nor had **suffrage**, the right to vote. Women began to express their thoughts more freely on such subjects as politics. As Philadelphia's Anne Emlen wrote to her husband in 1777, "How shall I impose a silence upon myself when the subject is so very interesting, so much engrossing conversation—and what every member of the community is more or less concerned in?"

Women openly participating in politics was a new phenomenon. In less than 20 years American society had changed in unpredictable and lasting ways. A group of colonies had challenged their governing country, fought the best army in the world, and won the right to be self-governing states. As the war ended, many Americans openly wondered how their experiment in self-government would eventually turn out. "The answer to the question," said Thomas Paine, "can America be happy under a government of her own, is short and simple—as happy as she pleases; she hath a blank sheet to write upon."

SECTION ASSESSMENT

Main Idea

1. Use a chart like this one to show how groups from all levels of colonial society contributed to victory in the American Revolution.

Group	Contribution

Vocabulary

2. Define: revolution, suffrage.

Checking Facts

3. What did the Second Continental Congress do to prepare for war with Britain?
4. What tactics did Washington use to survive?

Critical Thinking

5. **Identifying Alternatives** What alternatives did the colonists have to fighting the British in the Revolutionary War?

Study and Writing Skill

INTERPRETING A PRIMARY SOURCE

Learning the Skill

A primary source is direct evidence of an event, idea, or development. It is obtained firsthand, such as oral or written accounts from actual participants. Examples of such primary sources are official documents, speeches, diaries, autobiographies, and letters. A primary source may also consist of physical objects, such as tools or weapons, or visual evidence such as paintings, photographs, maps, or videotapes.

In contrast with a primary source, a secondary source is a written, oral, or visual account created after an event, usually produced using information from primary sources. Textbooks and biographies are examples of secondary sources.

Interpreting primary sources is a skill you can practice. One primary source to examine is the Declaration of Independence on pages 61–63. As you continue to read *American Odyssey*, you will encounter other primary source documents and speeches. Primary sources help to present a reliable and accurate picture of history. The ability to interpret a primary source allows you to make your own judgment about a historical event, one not based on secondhand interpretations.

Interpreting a Primary Source

To interpret a primary source, use the following steps:

- a. Examine the origins of the document or material to determine if it is a primary source.
- b. Read the document and summarize the main ideas in your own words.
- c. Read through it again, this time looking for details that support the main ideas.
- d. Give an interpretation of the material in your own words.

To round out your interpretation, try putting the document or material within the context of what you know about history. It may be necessary to look at the person or people who created the source, to examine why it was created, or to explore the motive behind it. Sometimes, just looking at the title can give you insights.

I long to hear that you have declared independence. And by the way, in the new code of laws that I suppose you will make, I wish you would remember the ladies and be more generous and favorable to them than your ancestors. Do not put such unlimited power in the hands of husbands. Remember, all men would be tyrants if they could. If particular care and attention is not paid to the ladies, we are determined to stir up a rebellion and will not regard ourselves as bound by any laws in which we have had no voice or representation.

A Wife's Request This excerpt is from a letter Abigail Adams wrote to her husband when the Second Continental Congress was considering the Declaration of Independence. What do her words suggest about her character?

Practicing the Skill

Read the passage from the Declaration of Independence and answer the questions that follow.

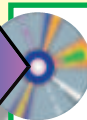
We hold these truths to be self-evident: that all men are created equal, that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness.

1. Why is this passage a primary source?
2. What is the main idea of the passage?
3. What are the supporting details?
4. What do you know about the writers of the Declaration of Independence?
5. Interpret the passage in your own words.

Applying the Skill

Read the passage from the letter above, and give your interpretation of it as a primary source.

GO TO



The Glencoe Skillbuilder Interactive Workbook, Level 2 CD-ROM provides more practice in key social studies skills.

SECTION
3

Creating a New America

MAY 10, 1776: CONGRESS RECOMMENDS FORMING STATE GOVERNMENTS

ON APRIL 22, 1776, JOHN ADAMS WROTE TO HIS FRIEND, JAMES WARREN, ABOUT THE REVOLUTION THAT HAD JUST BEGUN. Adams wrote that South Carolina had already adopted a constitution:

The news from South Carolina has aroused and animated all the continent. It has spread a visible joy, and if North Carolina and Virginia should follow the example, it will spread through the rest of the colonies like electric fire.

—John Adams, from a letter to James Warren

At Adams's urging, the Congress officially recommended that each colony "adopt such a government as shall, in the opinion of the representatives of the people, best conduce to the happiness and safety of their constituents in particular, and America in general."



NATIONAL PORTRAIT GALLERY, SMITHSONIAN INSTITUTION/ART RESOURCE, NY

A Leader of the Revolutionary Era
John Adams served as the second President of the United States from 1797 to 1801.

For the colonies, forming new governments was anything but a luxury. In colony after colony, royal colonial governments had collapsed at the onset of the war. After dissolving the colonial assemblies that had so boldly challenged royal authority, the British governors had escaped as best they could. Wartime responsibilities dictated the need for governmental authority to muster troops, collect money, and protect the public safety. Now the colonies hastily embarked on the daunting task of creating their own governments.

The idea that ordinary citizens could plan their own governments, draft written constitutions, and vote their approval of self-government represented something new

in history, and Americans knew it. Crafting individual state constitutions also provided a rehearsal for the process of creating the national constitution during the decade that followed.

GUIDE TO READING

Main Idea

The constitutions written by state governments during the Revolution introduced new ideas in self-government and served as models for the later national constitution.

Vocabulary

- constitution
- abolition
- status quo
- coverture

Read to Find Out . . .

- how the state constitutions differed from colonial charters.
- how the lives of women and enslaved African Americans changed in the Revolutionary War era.

State Constitutions

A Variety of Democratic Documents

The British system on which colonists based their ideas of government did not reside in a **constitution**, one written document of a plan of government, but rather in a miscellaneous collection of laws and court cases that had developed over centuries. In contrast, American colonial leaders planned that state constitutions, and eventually the national constitution, would be documents written clearly, concisely, and specifically so that anyone who read a copy could understand the law.

Thomas Jefferson realized that the colonies could win the war for independence but lose the Revolution if they failed at these experiments in self-government: “In truth,” he said, “self-government is the whole object of the present controversy.” During the tumultuous war for independence, each state drafted a constitution that established self-government.

Virtually every state limited voting and government service to white male property holders. Still, most of the new constitutions established state governments that were more democratic than the colonial regimes they replaced. In place of governors appointed by a king, state executives now had to face elections. Furthermore, elected governors would wield less power than had their appointed predecessors, giving greater power to popularly elected assemblies. These assemblies in turn grew larger as farmers and artisans clamored to be represented.

Connecticut and Rhode Island merely adopted their colonial charters, carefully deleting all references to the British Crown. The other 11 states, awed by the opportunity before them, began afresh. In 1776 alone, 8 states crafted new constitutions. By 1780, all 13 states had adopted written constitutions.

Virginia's Conservative Constitution

In several states, conservatives drew up plans for governments that closely resembled the colonial regimes they replaced. For example, the Virginia constitution of 1776, drafted by Thomas Jefferson, preserved intact almost all of the institutions of the colonial era, including slavery. Though Jefferson had inserted a section in the constitution's first draft proposing **abolition**, an end to the practice of slavery, his attempt failed to win approval. Virginia's governor, now elected annually by the legislature and denied the power of the veto, held a somewhat weaker position than before the Revolution. On the other hand, Virginia's new House of Delegates looked nearly identical to its old House of Burgesses. The continuation of prewar property qualifications for

voters as well as for officeholders ensured that wealthy landowners would still represent Virginians. Members of many of the same families who had served before the war continued to hold elected office after the war.

If its constitution maintained the **status quo**, or existing conditions, Virginia's Bill of Rights established a bold new tradition. This document, written by George Mason, enumerated rights, such as a jury trial and freedom of the press, that free citizens could expect from their representative governments. The Virginia Bill of Rights prompted other states to include similar documents in their constitutions. It also provided a model for the Bill of Rights that eventually crowned the national Constitution of 1787.

A Radical Document for Pennsylvania

Compared to the conservative Virginians, the liberals who wrote constitutions in other states sought to redistribute power more equitably. Georgia and Pennsylvania—a state that bordered Virginia—crafted the most liberal documents of all.

Pennsylvania, for example, cast off the British model of a balanced government consisting of two legislative houses and an executive, the governor. In the vacuum created by the departure of colonial leaders, the radical politicians who wrote Pennsylvania's constitution established a single legislative house. Its members would be elected each year and its debates would be open to the public. Going even further, the document also abolished the requirement that persons holding public

CULVER PICTURES



The Artisan Spirit Many hardworking blacksmiths and other artisans looked forward to better representation in state government after the Revolution. How could they participate?

office be property owners and opened the vote to any white male adult who paid taxes. The preamble that began the constitution clearly predicted the end of African slavery with its suggestion that government should “provide for future improvements, without partiality for or prejudice against any particular class, sect, or denomination of men whatever.”

Even in liberal Pennsylvania, however, the long list of residents denied the vote included servants, dependent sons, the poor, Native Americans, and women. In only one state, for a brief period, did women get the vote. New Jersey’s 1776 constitution granted suffrage to “all free inhabitants” who met property and residency requirements. Property-owning New Jersey women took advantage of their voting rights until their state reversed that ruling in 1807.

Constitutional Convention in Massachusetts

Like Virginia’s conservative constitution and unlike Pennsylvania’s liberal one, the Massachusetts document divided political power between a governor and two legislative houses. One house, the assembly, would represent the common people. Because the other house, the senate, would look after propertied interests, its members were required to own three times as much property as assemblymen. Constitutional architect John Adams defended this balance of power, saying, “power must be opposed to power, force to force . . . interest to interest . . . and passion to passion.”

However conservative its constitution, Massachusetts took a radical new path to writing the document. Opposed to letting the existing legislature write the constitution, as most states had done, a Concord town meeting in October 1776 resolved that “a Constitution alterable by the Supreme Legislation is no security at all.” To prevent the abuses that might follow if the legislature drafted the constitution by which it would rule, Concord suggested the novel idea of electing a special convention to do the job and requiring voters to approve the constitution. In 1780 the eligible voters of Massachusetts voted their approval of the document.

The preamble to Massachusetts’s constitution read, “All men are born free and equal.” Enslaved African men and women as well as white women began to wonder for how long these lofty words would exclude them.

Focus on Reforms

Expanding the Ideas of Liberty

The Revolutionary era fostered a climate of unprecedented political interest; the number of voters casting ballots doubled. A profusion of pamphlets and broadsides offered ordinary citizens instant access to Revolutionary affairs as well as exhortations about domestic matters. In his pamphlet *Common Sense*, Thomas Paine said, “We have it in our power to begin the world over again. The birthday of a new world is at hand.” With a sense of unprecedented hopefulness, Americans began to write on the “blank sheet” Thomas Paine had set forth.

Republican Women

White women in Revolutionary America claimed few personal or political rights. For example, under an article of British law called **coverture**, any property a woman inherited passed into her husband’s control when she married. Not until the 1900s would most American women regain the vote they so fleetingly enjoyed in New Jersey between 1776 and 1807.

Despite their inferior status compared to that of white men, white women aided the Revolution as nurses, innkeepers, suppliers of food and clothing, fund-raisers, farmers, and even as spies. Nevertheless, only the mediation of their fathers, husbands, brothers, or sons allowed those women who longed

to do so to participate in the political ferment of the time.

Abigail Adams’s letters to her husband John reveal a keen interest in women’s rights. She marveled at the persistence of women’s patriotism despite their forced exclusion from the political process: “Deprived of a voice in Legislation, obliged to submit to those Laws which are imposed upon us, is it not sufficient to make us indifferent to the publick Welfare? Yet all History and every age exhibit Instances of patriotic virtue in the female Sex; which considering our situation equals the most Heroick.” After assisting at the polls in 1780, she consoled herself that her participation counted for something: “If I cannot be a voter upon this occasion, I will be a writer of votes. I can do some thing in that way.”



Abigail Adams During the war her letters provided her husband with information about the British in Boston. *What else did her letters to her husband reveal?*

COURTESY MASSACHUSETTS HISTORICAL SOCIETY

Like Abigail Adams, Esther De Berdt Reed felt keenly that women should contribute to the Revolution. In a 1780 broadside, she wrote, “If opinion and manners did not forbid us to march to glory on the same paths as the Men, we should at least equal, and sometimes surpass them in our love for the public good.” Reed helped organize the women of Philadelphia to collect funds for Washington’s troops. The women refused Washington’s request to deposit their \$300,000 contribution into the Bank of the United States to be united “with the gentlemen.” Instead, they used the money to buy linen shirts so the soldiers would recognize that women had sent the gifts.

During the Revolution, the idea also took hold that mothers could help educate their sons toward a lifetime of civic participation. This notion of the “Republican mother” expanded the limited domain of women and gave them a rationale for increasing their political participation. Many Republican mothers began to insist on a better education for themselves and their daughters.

Trying to End Slavery

As white Americans fought for liberty from Britain, some enslaved Africans fought for liberty from slavery. In 1775, Lord Dunmore issued a proclamation in Virginia that offered freedom to any enslaved person or servant “able and willing to bear arms.” The offer attracted more than 500 eager African Americans. The first volunteers formed a regiment of African American soldiers wearing chest sashes that proclaimed, “Liberty to Slaves!” As many as 20 percent of African Americans may have crossed behind British lines to struggle for their own freedom. Only a few thousand African Americans fought on the American side because the Americans did not promise them release from slavery.

If the Revolution did not end slavery, it did deal the institution a powerful blow. For one thing, the importation of enslaved persons almost stopped during the war. Though importation resumed briefly afterwards, 11 of the 13 states had outlawed it by 1790.

In addition, the Revolution brought the very institution of slavery under increased attack. In the South, the legislatures of Virginia and Maryland made it easier

for slaveholders to free enslaved persons. A rapid increase in the population of freed African Americans fed expanding free African American communities in cities such as Richmond and Baltimore.

In the North, where enslaved persons made up a much smaller percentage of the population, the Revolution prompted states either to abolish slavery outright or to weaken it. In 1773, Dr. Benjamin Rush, the Pennsylvania leader who helped found America’s first antislavery society, said, “The plant of liberty is of so tender a Nature, that it cannot thrive long in the neighborhood of slavery.” In 1779 Pennsylvania legislated that all children born to enslaved women should be freed at age 21 if female and age 28 if male. Even such cautious steps showed an understanding that human slavery could never be reconciled with the ideal of liberty.



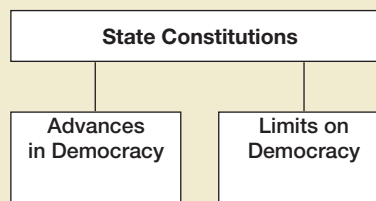
Dr. Benjamin Rush This influential physician was a member of the Continental Congress and signed the Declaration of Independence. *What did he do to fight slavery?*

COURTESY, THE HENRY FRANKS DU PONT WINTERHUR MUSEUM

SECTION ASSESSMENT

Main Idea

1. Use a chart like this one to compare ways the new state constitutions advanced democracy and ways they limited it.



Vocabulary

2. Define: constitution, abolition, status quo, coverture.

Checking Facts

3. How did colonial leaders hope state constitutions would differ from British colonial charters?
4. In what ways were state governments more democratic than British colonial regimes?

Critical Thinking

5. **Making Comparisons** How did the state constitutions of Virginia, Massachusetts, and Pennsylvania differ?

Chapter

3

Assessment

CLICK HERE

HISTORY Online

Self-Check Quiz

Visit the *American Odyssey* Web site at americanodyssey.glencoe.com and click on **Chapter 3—Self-Check Quiz** to prepare for the Chapter Test.

Reviewing Key Terms

Choose the vocabulary word that best completes the sentences below. Write your answers on a separate sheet of paper.

internal tax	revolution
preamble	external tax
treason	constitution

- Any goods that came into the colonies could be subject to an _____.
- Many colonists believed strongly in the idea of a _____ or written plan of government.
- The Continental Congress heeded the push for independence and began the _____.
- Colonists meeting to defy the British government could be considered to be committing _____.
- To raise revenue, Parliament levied an _____ on goods made within the colonies.

Recalling Facts

- Identify 2 major taxation acts imposed upon the colonies in the 1760s. How did these acts move some colonists to look more favorably upon the idea of self-government?
- What were committees of correspondence? How did colonists use them to gain sympathy for the revolutionary cause?

- What action was taken by the First Continental Congress?
- Who was Thomas Paine and what did he write? How did his publications influence colonial attitudes toward seeking independence?
- What was the purpose of the Declaration of Independence? Who wrote it?

- What was the British strategy at the beginning of the war? How did that plan change in 1777?
- In which region of the colonies were most of the early battles of the Revolution fought? Why might war have broken out there first?
- Why did each colony create its own constitution? Which people were allowed to vote and participate in government service?
- Which colony initiated the idea that the Constitution should be ratified by voters? Why was this voter ratification an important development?
- In what colony were women allowed to vote between 1776 and 1807? What requirements did these women voters have to meet?

Critical Thinking

- Making Comparisons** Compare external taxes and internal taxes. Were the colonists justified in protesting that Parliament had no right to levy internal taxes on them? Explain.
- Making Generalizations** Why do you think that the poorest Americans did most of the actual fighting in the Revolutionary War?
- Making Inferences** How did the ideals of freedom and independence that many colonists held during the Revolution help to change people's attitudes about slavery?

- Drawing Conclusions** Use a diagram like this one to show the causes and effects of the American Revolution.



Portfolio Project



What do you think a good citizen is? Is it someone who follows the law? Or might it be someone who breaks the law in order to stand up for an ideal? Do you think that people like the Sons of Liberty acted as good citizens? Are there groups like the Sons of Liberty today? Do you think they are good citizens? Write a persuasive paper explaining your views.

Cooperative Learning

Work with a group of classmates to evaluate the positive and negative effects of the Revolutionary War. Who benefited from the war? Whose lives remained the same? Who experienced negative consequences? Consider European American men and women, African Americans, and Native Americans. Discuss these issues and make a list of positive and negative consequences for each group. Share your group lists with your classmates.

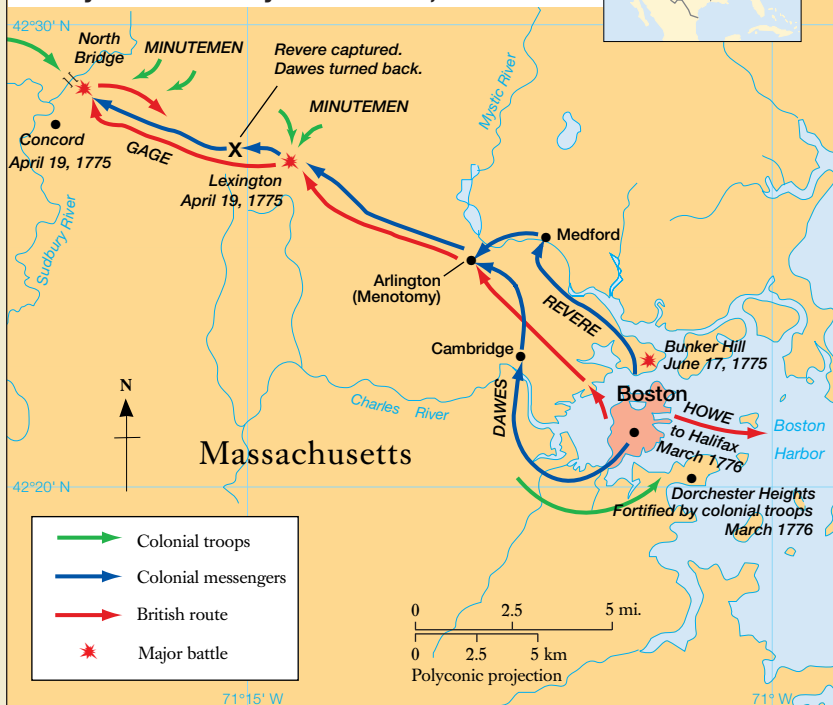
Reinforcing Skills

Interpreting a Primary Source

Read the quotation by Anne Emlen on page 70. How do you know that this is a primary source? In your own words, explain what Anne Emlen means in her statement. Include any background information necessary.

GEOGRAPHY AND HISTORY

Early Revolutionary War Battles, 1775–1776



Study the map to answer the following questions:

1. How many major battles did the colonists and the British fight between April 1775 and the time when the British evacuated Boston?
2. Approximately how many miles did the British soldiers march from Lexington to Concord on April 19, 1775?
3. Describe the route taken by William Dawes when he rode to warn the colonists that the British were on the march.
4. What town marks the western limit of British troop movements on April 19, 1775?
5. For how many months after the start of the war were the British able to keep possession of Boston?

Technology Activity

Developing a Multimedia Presentation Use your library resources or the Internet to find additional information about the American Revolution. Create a multimedia presentation about the causes and effects of the American Revolution.



Standardized Test Practice

1. The American colonists complained about having to pay British taxes while not being allowed to vote for members of the British Parliament. Which of the following quotations best expresses this complaint?
 - A “Give me liberty or give me death.”
 - B “No taxation without representation.”
 - C “Government, even in its best state, is but a necessary evil.”
 - D “Don’t tread on me.”

Test-Taking Tip: The important words in this question are *taxes* and *vote*. Which quotation *best* matches this information?

2. The main purpose of the Declaration of Independence was to
 - A outline colonists’ reasons for separating from Great Britain.
 - B set forth the rights and duties of Congress.
 - C grant religious freedom to all citizens.
 - D question the practice of slavery.

Test-Taking Tip: Think about the meaning of the phrase *Declaration of Independence*. Eliminate any answers that don’t relate to an announcement of freedom. Also, recall the mindset of colonists. Would they be likely to approve a document questioning slavery?

