

Place and Time: The British Colonies 1763 to 1776

networks **MAP** Explore the interactive version of this map on NETWORKS. **TIME LINE** Explore the interactive version of this time line on NETWORKS.

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The British colonies extended along the coast of the Atlantic Ocean. In the middle of this strip was Philadelphia. This city would become a gathering place for colonial leaders as they discussed the growing conflict with Great Britain.

Step Into the Place

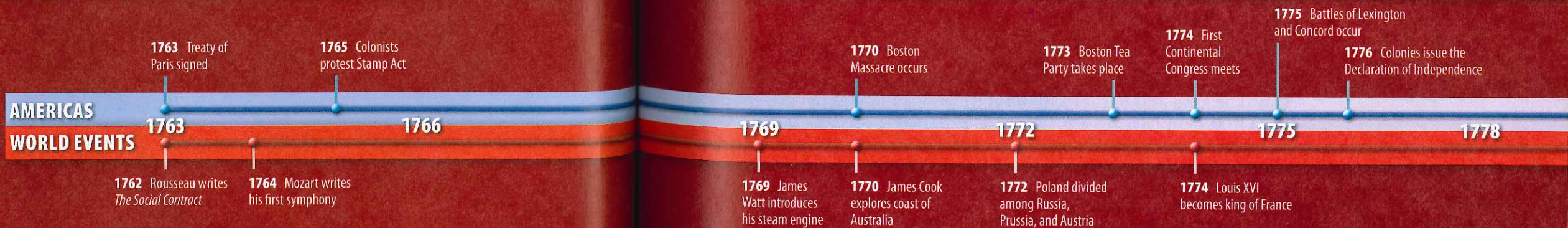
MAP FOCUS By 1775, British policies had caused unrest in the colonies and a growing movement toward independence.

- 1 REGIONS** Which colonial region appears to have the largest area of Loyalist support?
- 2 LOCATION** What lay beyond the borders of British territory in North America?
- 3 CRITICAL THINKING**
Making Connections In which colonies do you think the movement for independence might have been the strongest? What makes you think so?



Step Into the Time

TIME LINE Review the time line. What was taking place in Europe at about the same time the First Continental Congress met in America?



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- ✓ GAME Fill in the Blank
- ✓ GRAPHIC ORGANIZER British Policies
- ✓ MAP The Proclamation of 1763
- ✓ SELF-CHECK QUIZ
- ✓ VIDEO



Lesson 1

No Taxation Without Representation

ESSENTIAL QUESTION *Why does conflict develop?*

IT MATTERS BECAUSE

Conflict between the American colonies and the British government began to deepen in the years after the French and Indian War.

Dealing with Great Britain

GUIDING QUESTION *Why did the British government establish new policies?*

After their victory in the French and Indian War, the British controlled much of North America. To manage this territory, King George III issued the Proclamation of 1763. This order **prohibited**, or barred, colonists from living west of the Appalachian Mountains, on Native American land.

The British believed the Proclamation would help keep peace between Native Americans and settlers. It would also keep colonists near the Atlantic Coast, where British authority was stronger. Finally, it would allow Britain to control westward expansion and the fur trade in the region. The king sent 10,000 troops to the colonies to enforce the Proclamation. The colonists feared that the large number of British troops would interfere with their liberties, and they resented the restriction on settling western land.

Britain Restricts Trade

Great Britain needed new **revenue**, or income, to pay for the troops. The British also had large debts from the French and Indian War. The king and Parliament felt the colonists should pay part of these

costs, so the British government issued new taxes on the colonies. It also enforced old taxes more strictly. To avoid taxes, some colonists resorted to smuggling. This caused British revenues to fall.

In 1763 Britain's prime minister, George Grenville, set out to stop the smuggling. Parliament passed a law to have accused smugglers tried by royally appointed judges rather than local juries. Grenville knew that American juries often found smugglers innocent. Parliament also empowered customs officers to obtain **writs of assistance**. These documents allowed the officers to search almost anywhere—shops, warehouses, and even private homes—for smuggled goods.

The Sugar Act

In 1764 Parliament passed the Sugar Act, which lowered the tax on the molasses the colonists imported. Grenville hoped this change would convince the colonists to pay the tax instead of smuggling. The act also allowed officers to seize goods from accused smugglers without going to court.

TEKS Texas Essential Knowledge and Skills

- 3A Explain the reasons for the growth of representative government and institutions during the colonial period.
- 3B Analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government.
- 4A Analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War.
- 4B Explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington.
- 23E Identify the political, social, and economic contributions of women to American society.



GEOGRAPHY CONNECTION

King George issued the Proclamation of 1763 in the aftermath of the French and Indian War.

- 1 **REGIONS** How did the Proclamation of 1763 attempt to protect Native American rights and lands?
- 2 **CRITICAL THINKING Speculating** How do you think the colonists reacted to the proclamation?

Reading HELPDESK

Taking Notes: Identifying

As you read, identify British policies that affected the colonists. Record each policy in a chart like this one. Then record the colonists' views of each policy.

British Policy	Colonists' View

Content Vocabulary

- **revenue**
- **writ of assistance**
- **resolution**
- **effigy**
- **boycott**
- **repeal**

revenue incoming money from taxes or other sources
writ of assistance a court document allowing customs officers to enter any location to search for smuggled goods

Academic Vocabulary

prohibit to prevent or forbid

1 USING MATH SKILLS

Did British or colonial subjects pay more toward the debt? What was the difference in pounds and shillings?

2 CRITICAL THINKING

Identifying Central Issues

How did residents of Britain and the American colonists pay their shares of the debt?

Share of the debt per person:



£ = 1 British pound S = 1 British shilling
1 Pound (£) = 20 Shillings

Great Britain's national debt soared as a result of the French and Indian War. Subjects living in Great Britain paid more on this debt per person than people living in the colonies. British efforts to get colonists to pay a bigger share of war-related debt led to sharp conflict.

Source: Don Cook, *The Long Fuse: How England Lost the American Colonies, 1760–1785*

The Sugar Act angered many colonists. They believed this and other new laws **violated** their rights. As British citizens, colonists argued, they had a right to a trial by jury and to be viewed as innocent until proved guilty according to British law. Colonists also believed they had the right to be secure in their homes—without the threat of officers barging in to search for smuggled goods.

The colonists also accepted the principle of “no taxation without representation” as a basic right. Since the colonies lacked representation in Parliament, many colonists considered it unjust for Parliament to tax the colonies. James Otis, a lawyer in Boston, argued:

PRIMARY SOURCE

“No parts of [England’s colonies] can be taxed without their consent . . . every part has a right to be represented.”

—from *The Rights of the British Colonies*, 1763

READING PROGRESS CHECK

Analyzing According to the colonists, what rights did the Sugar Act violate?

SKILLS PRACTICE

Keep a list of academic vocabulary and social studies vocabulary. Before you share information with classmates, choose some of these words to use.

Reading HELPDESK

resolution an official expression of opinion by a group
effigy a mocking figure representing an unpopular individual

New Taxes on the Colonies

GUIDING QUESTION *How did the American colonists react to British policies?*

In 1765 Parliament passed the Stamp Act. This law taxed almost all printed materials. Newspapers, wills, and even playing cards needed a stamp to show that the tax had been paid.

boycott to refuse to buy items in order to show disapproval or force acceptance of one’s terms
repeal to cancel an act or law

Academic Vocabulary
violate to disregard or go against

Opposition to the Stamp Act

The Stamp Act outraged the colonists. They argued that only their own assemblies could tax them. Patrick Henry, a member of the Virginia House of Burgesses, got the burgesses to take action. The assembly passed a **resolution** declaring that it had “the only and sole exclusive right and power to lay taxes” on its citizens.

In Boston, Samuel Adams helped start the Sons of Liberty. Its members took to the streets to protest the Stamp Act. Protesters burned **effigies** (EH•fuh•jeez)—stuffed figures—made to look like unpopular tax collectors.

Colonial leaders decided to work together. In October, delegates from nine colonies met in New York at the Stamp Act Congress. They sent a statement to the king and Parliament declaring that only colonial assemblies could tax the colonists.

People in colonial cities urged merchants to **boycott** British goods. As the boycott spread, businesses in Britain lost money and demanded Parliament **repeal**, or cancel, the Stamp Act. In March 1766, Parliament repealed the law. However, it also passed the Declaratory Act, stating that it had the right to tax and make decisions for the colonies “in all cases.”

The Townshend Acts

The Stamp Act taught the British that the colonists would resist internal taxes—those paid inside the colonies. As a result, in 1767 Parliament passed the Townshend Acts to tax imports such as glass, tea, and paper. The tax was paid when the goods arrived—before they were brought inside the colonies.

Protests against the Townshend Acts began immediately. In towns throughout the colonies, women—some organized as Daughters of Liberty—began boycotts of British goods. Mercy Otis Warren, a leader of the Daughters of Liberty, later wrote pamphlets and poems urging separation from Britain. She also wrote plays ridiculing British officials.

READING PROGRESS CHECK

Explaining How did the Daughters of Liberty help the colonial cause?



A British government official placed this seal, or stamp, on certain paper items in the colonies to show that the tax on them had been paid.

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United	Revolution	Declaration of Independence

LESSON 1 REVIEW



Review Vocabulary

- Write a paragraph about the 1760s in the American colonies. Use these vocabulary words: **30A; 30D**
 - revenue
 - resolution
 - effigy
 - boycott
 - repeal

Answer the Guiding Questions

- Describing** Why did the British limit westward settlement in the Proclamation of 1763? **4A**

- Using Math Skills** On the chart showing colonial debt per person, how much is one British pound worth in shillings? What was the share of debt per colonist in shillings? Calculate the colonist’s share of the debt in pounds. **29C; 29H; 30C**

- Identifying** Why did colonists oppose the Stamp Act? **4A**

- NARRATIVE WRITING** Write a conversation between two colonists who disagree over Britain’s taxing the colonies to help pay off its debts from the French and Indian War. **4A; 30D**

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- ✓ **BIOGRAPHY**
Crispus Attucks
- ✓ **GRAPHIC ORGANIZER**
The Intolerable Acts
- ✓ **PRIMARY SOURCE** The Boston Tea Party
- ✓ **SELF-CHECK QUIZ**
- ✓ **VIDEO**



Lesson 2

Uniting the Colonists

ESSENTIAL QUESTION Why does conflict develop?

IT MATTERS BECAUSE

Harsh British actions aimed at controlling the colonies united them instead.



TEKS Texas Essential Knowledge and Skills

- 4A** Analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War.
- 4B** Explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington.
- 20C** Analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax.

Trouble in Massachusetts

GUIDING QUESTION How did the American colonists react to the Boston Massacre?

Protests continued to flare in the colonies, making British officials nervous. In 1768 they sent word to Britain that the colonies were on the brink of **rebellion**—a rejection of British authority. Parliament sent troops to Boston. As angry colonists jeered, the “redcoats” set up camp in the center of the city.

For many colonists, this British act went too far. The colonists were already convinced that the British had passed laws that violated colonial rights. Now Britain had sent an army to **occupy**, or take control of, colonial cities.

To make matters worse, the soldiers in Boston acted rudely. The redcoats, who were mostly poor men, earned little pay. Some stole from local shops and got into fights with colonists. Also, in their off-hours, the soldiers competed for jobs that Bostonians wanted.

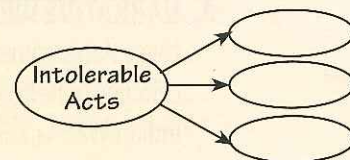
Tension in the Streets

On March 5, 1770, violence erupted. A fight broke out between some Bostonians and soldiers. As British officers tried to calm the crowd, a man shouted, “We did not send for you. We will not have you here. We’ll get rid of you, we’ll drive you away!”

Reading HELPDESK

Taking Notes: Describing

As you read, use a diagram like this one to record how the Intolerable Acts changed life for the colonists.



Content Vocabulary

- **rebellion**
- **propaganda**
- **committee of correspondence**
- **civil disobedience**

The angry townspeople surged forward. They began throwing sticks and stones at the soldiers. “Come on, you rascals, you bloody backs, you lobster scoundrels, fire, if you dare,” someone in the crowd shouted.

After one soldier was knocked down, the nervous redcoats did fire. They killed five colonists. According to accounts, Crispus Attucks, a dockworker who was part African and part Native American, became the first casualty of the American Revolution. One Bostonian cried: “Are the inhabitants to be knocked down in the streets? Are they to be murdered . . . ?” The colonists called the tragic **encounter** “the Boston Massacre.”



Crispus Attucks was the first colonist killed by the British in the Boston Massacre.

Spreading the News

Colonial leaders used the killings as **propaganda**—information designed to influence opinion. Samuel Adams put up posters that described the Boston Massacre as a slaughter of innocent Americans by bloodthirsty redcoats. Paul Revere made an engraving that showed a British officer giving the order to open fire on an orderly crowd.

The Boston Massacre led colonists to call for stronger boycotts of British goods. Troubled by the growing opposition in the colonies, Parliament repealed the Townshend Acts taxes on British imports, except the one on tea. In response, the colonists ended their boycotts, except on tea. Trade with Britain resumed.

Still, some colonists continued to call for resistance to British rule. In 1772 Samuel Adams revived the Boston **committee of correspondence**, a group used in earlier protests. The group circulated calls for action against Britain. Soon committees of correspondence sprang up throughout the colonies, bringing together protesters opposed to British measures.

READING PROGRESS CHECK

Explaining How did the Boston Massacre affect relations between the colonists and Britain?

Crisis in Boston

GUIDING QUESTION How did the British government react to the actions of the colonists?

By 1773, the British East India Company was facing financial ruin. To help save the company and protect the British economy, Parliament passed the Tea Act. It gave the British East India Company nearly total control of the market for tea in the colonies.

rebellion open defiance of authority
propaganda ideas or information intentionally spread to harm or help a cause
committee of correspondence an organization that spread political ideas and information through the colonies

Academic Vocabulary

occupy to move into and take control of a place, especially by force
encounter a sudden, often violent clash

Build Vocabulary: Multiple Meaning Words

As a verb, the word *encounter* means “to come across or meet.” As a noun, *encounter* can mean “a chance meeting” or “a sudden, often violent, meeting between hostile people.”



Colonists angry at the restrictions of the Tea Act staged a dramatic protest. They threw three shiploads of British tea into Boston Harbor.

CRITICAL THINKING

Analyzing Why were American colonists especially angry with the Tea Act?

SKILLS PRACTICE

After a class lesson, work with a partner. Take turns retelling the lesson to one another.

Reading HELPDESK

Reading Strategy: Identifying Cause and Effect

A cause is an event or action that makes something else happen. That something else that happens is an effect. Identifying causes and effects can help you see relationships between events and find patterns in history. As you read, identify one cause and one effect of the Boston Tea Party.

The Tea Act also removed some—but not all—of the taxes on tea, making it less expensive for colonists. Yet the colonists remained angry. They did not want to pay any tax, and they did not want to be told what tea they could buy.

Colonial merchants called for a new boycott. Colonists vowed to stop East India Company ships from unloading. The Daughters of Liberty issued a pamphlet declaring that, rather than part with freedom, “We’ll part with our tea.”

A Tea Party

Despite warnings of trouble, the East India Company continued shipping tea to the colonies. Colonists in New York and Philadelphia forced the tea ships to turn back. In 1773 three ships loaded with tea arrived in Boston Harbor. The royal governor ordered that they be unloaded. The Boston Sons of Liberty acted swiftly. At midnight on December 16, colonists dressed as Native Americans boarded the ships and threw 342 chests of tea overboard. As word of the “Boston Tea Party” spread, colonists gathered to celebrate the bold act. The Boston Tea Party was an

civil disobedience the use of nonviolent protests to challenge a government or its laws

act of **civil disobedience**, or the refusal to obey laws that are considered unjust.

The Intolerable Acts

When news of the Boston Tea Party reached London, King George III realized that Britain was losing control of the colonies. He declared, “We must either master them or totally leave them to themselves.”

In 1774 Parliament responded by passing a series of laws called the Coercive Acts. *Coercive* (co•EHR•sihv) describes the forceful pressure used to make someone do something. These laws were meant to punish the colonists for resisting British authority. One Coercive Act applied to all the colonies. It forced the colonies to let British soldiers live among the colonists. Massachusetts, though, received the harshest treatment.

One of the Coercive Acts banned town meetings in Massachusetts. Another closed Boston Harbor until the colonists paid for the ruined tea. This stopped most shipments of food and other supplies to the colony. Parliament was trying to cut Massachusetts off from the other colonies. Instead, the Coercive Acts drew the colonies together. Other colonies sent food and clothing to support Boston.

Following the Coercive Acts, Parliament also passed the Quebec Act. This law created a government for Canada and extended Canada’s territory south all the way to the Ohio River. This action ignored the colonies’ claims to that region.

The colonists believed all of these new laws violated their rights as English citizens. They expressed their feelings about the laws by calling them the Intolerable Acts. *Intolerable* means painful and unbearable.

READING PROGRESS CHECK

Analyzing How did the Intolerable Acts affect the residents of Massachusetts?



King George’s determination to take a firm stand against the colonies after the Boston Tea Party failed to resolve the growing crisis. In fact, colonial anger grew.

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Unrest	Revolution	Declaration of Independence

LESSON 2 REVIEW



Review Vocabulary

1. Explain the significance of the following terms: 30A
 - a. rebellion
 - b. propaganda
 - c. committee of correspondence
 - d. civil disobedience

Answer the Guiding Questions

2. **Sequencing** List the events leading up to and following the Boston Massacre in the order that they occurred. 1B; 29B

3. **Analyzing** How did Samuel Adams and Paul Revere use propaganda to rally colonists after the Boston Massacre? 4B
4. **Explaining** How did the British punish the colonists for the Boston Tea Party? 4A
5. **NARRATIVE WRITING** Write an account of the Boston Massacre from the point of view of a British soldier involved in the event. 30D