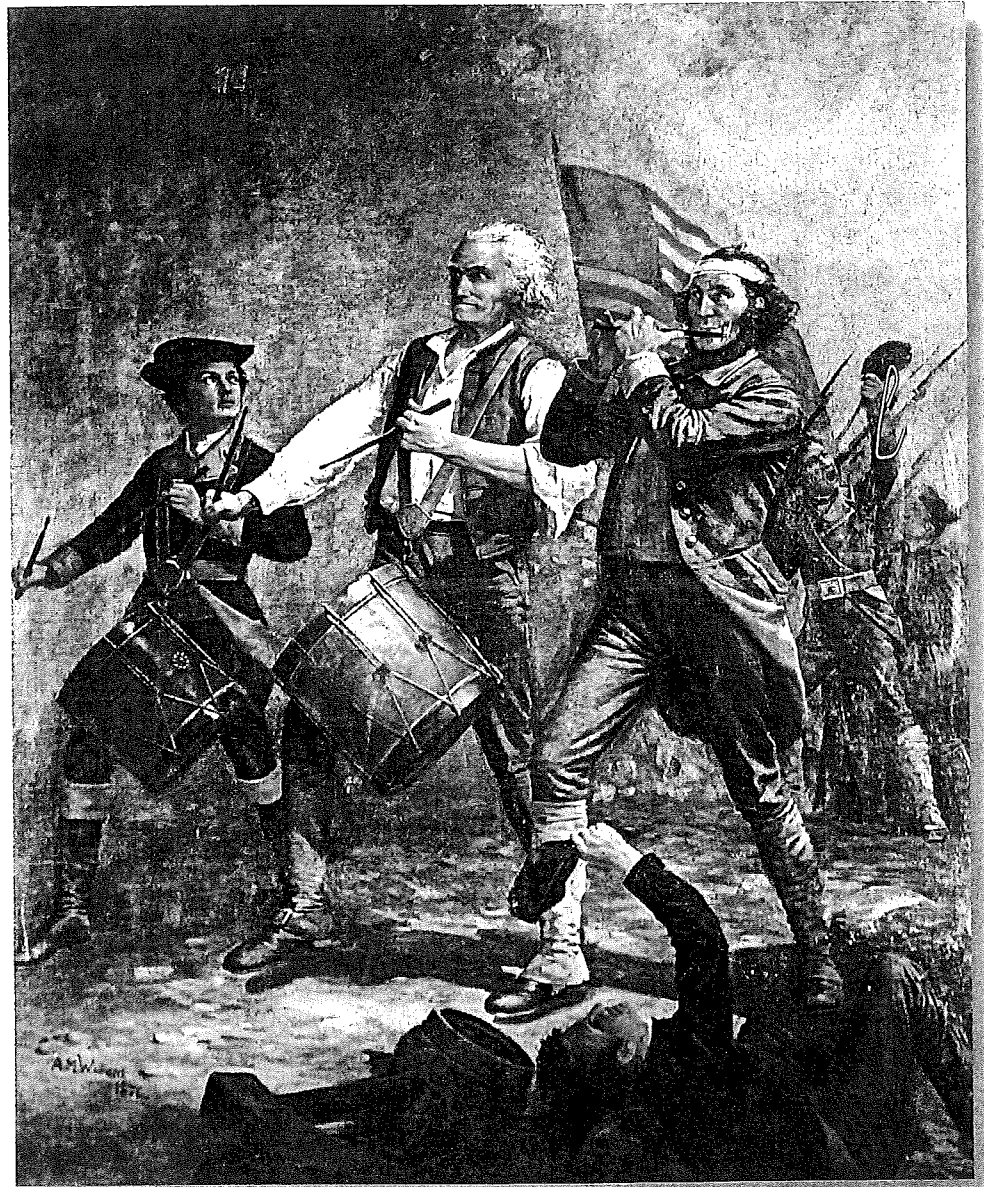


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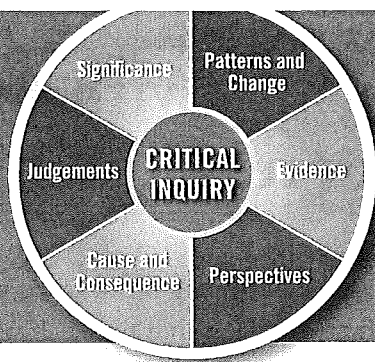
The American Revolution and British North America



- **FIGURE 5-1** Both sides fighting in the American Revolution sincerely believed in the
- rightness of their cause. This 1876 painting, called “The Spirit of ’76” was used to remind
- Americans of the struggle for independence. What images might have been used if those
- loyal to England had won the fight?

KEY CONCEPTS

independence protest patriot Loyalists



CHAPTER FOCUS QUESTION

How did the American Revolution shape North America?

Molly woke suddenly. Her brother Miles was shaking her. He was pale and wide-eyed. "It's the Redcoats," he said. "Hundreds of them. Pa's down with the militia."

Together, they ran across the meadows and into Lexington. The sun was just rising, and the April air was cool. Molly and Miles joined the other townspeople gathered at the common. The local militia had already assembled. Molly saw her father in the militia line, his musket ready. Her heart was pounding.

The British soldiers stood in a line facing the militia. They raised their guns. The British officer told the militia to disperse, but the men held their ground. They had heard the British were coming to seize their supplies of weapons and gunpowder, and they were determined to protect them.

Suddenly, a shot rang out. Where had it come from? The Redcoats fired, and some charged forward. All was confusion until the British commander suddenly appeared, forcing his soldiers back into their ranks. He then ordered them to march away. The first battle of the American war for independence was over.

The American Revolution changed the world. It challenged old ideas about government and about the rights of imperial powers over their colonies. It also set the stage for other revolutions, such as the French Revolution. The drive toward independence ended with the creation of a new nation, one that would eventually become a superpower.

Use these questions to set a purpose for reading each section.

- How did a changing relationship with Britain lead the Thirteen Colonies to revolution?
- What were the causes of dissatisfaction in the colonies?
- How did revolution lead the colonies toward independence?
- How did the American Revolution change British North America?

Reading



Use Background Knowledge to Infer

Change in society has often been rooted in violence. In what other ways could an average person influence change in society?

How did a changing relationship with Britain lead the Thirteen Colonies to revolution?

Reading



Set a Purpose

As you read, take note of how dependent the Thirteen Colonies were on Britain. Watch for ways the colonies might try to lessen their dependence on Britain.

In the late 16th century, England had a strong navy and a growing nationalistic spirit. The English monarch at that time, Elizabeth I (1533–1603) was interested in expanding her country's power and wealth. As you read in Chapter 1, other countries, such as Spain and France, had already begun establishing colonies in North and South America. England did not want to be left behind.

Colonies in the Americas had many attractive features. They could provide resources, such as furs, timber, or gold. Poor or landless people, or those wanting to escape religious persecution, could start a new life in a colony. However, there were also difficulties in new colonies, such as starvation, disease, and cold.

Colonization in the Americas would also have an effect on Aboriginal peoples. While many would enter into trade relationships with colonists, this meeting of nations would also bring increased disease, loss of lands, and warfare.

The Thirteen Colonies

The Thirteen Colonies were established by England along the east coast of North America, from Maine to Georgia. These colonies had been founded at different times and for different purposes. Each had its own government, a colonial legislature, which occasionally cooperated with other colonial legislatures. Some colonies, such as Virginia, were set up purely for economic reasons. Others, such as Maryland and Massachusetts, were founded as religious colonies or refuges.

By the middle of the 18th century, the Thirteen Colonies were prosperous, and their populations were increasing dramatically. By 1760, the Thirteen Colonies had 1.5 million people. However, each colony had different economies, goals, and needs. They had little in common, and operated independently of each other. Many colonial leaders had never visited the other colonies.

TIMELINE

1587

Colonists arrive in Roanoke, Virginia

1760

King George III of England begins his reign

1763

End of Seven Years War; Royal Proclamation passed

1765

Stamp Act passed

1770

Boston Massacre

1773

Boston Tea Party



Their First Nations neighbours to the north, on the other hand, were part of the Haudenosaunee Confederacy, which you read about in Chapter 1. It was made up of five **sovereign** nations that had joined together as one larger group. In 1744, an Onondaga leader named Canasatego observed during a treaty conference that the colonies could be stronger if they were united:

sovereign independent; having self-government

We heartily recommend union and a good agreement between you our brethren [brothers]. Never disagree, but preserve a strict friendship for one another, and thereby you as well as we will become the stronger. Our wise forefathers established union and amity between the Five Nations; this has made us formidable, this has given us great weight and authority with our neighboring nations. ...by your observing the same methods our wise forefathers have taken, you will acquire fresh strength and power...

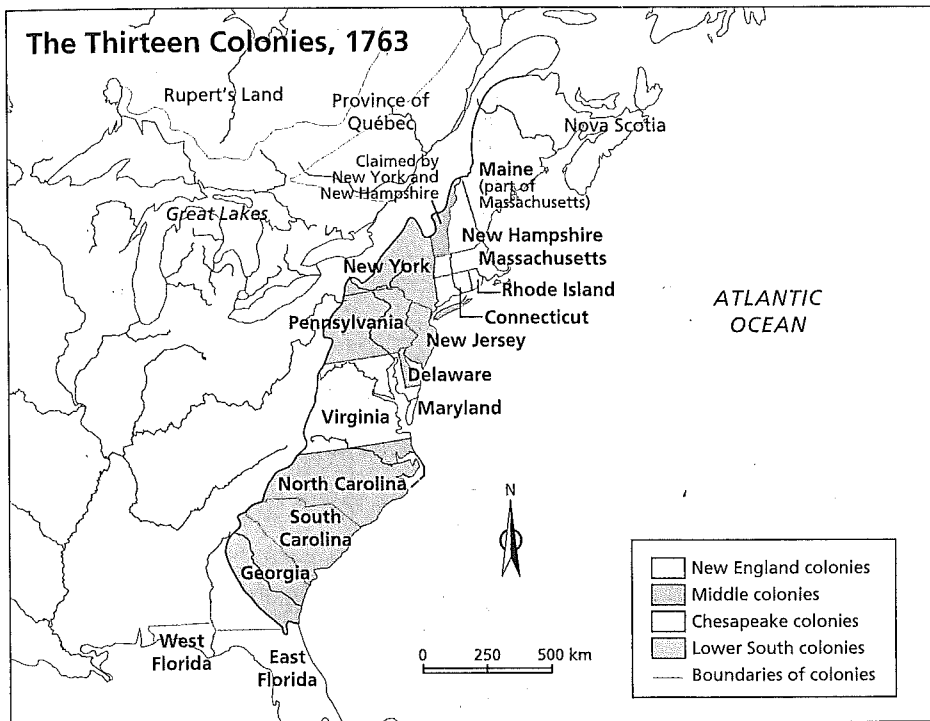


FIGURE 5-2 What would be the advantages and disadvantages of joining the colonies together, as suggested by Canasatego?

1774
Quebec Act passed;
First Continental
Conference

1775
The Battle of Lexington

1776
Declaration of
Independence

1778
France allies
with America

1781
Surrender of
General Cornwallis
at Yorktown

1783
Treaty of Paris
ends the American
Revolution



independence the state of being self-governing and not under the authority of another country

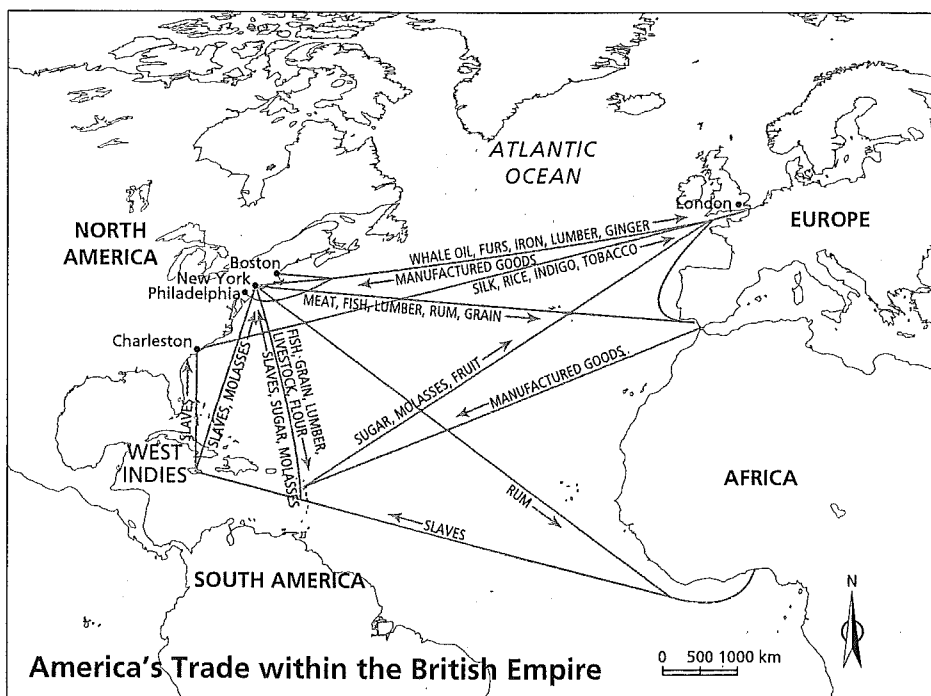
Relationship with England

As you read in Chapter 1, colonies were used to supply their home countries with resources, which were used to manufacture goods. These goods were sold to the colonists. American colonists were important customers for the products made by British factories. Colonies were forbidden by law to reverse this flow—for example, no one could sell goods manufactured in one of the Thirteen Colonies to the British. This restriction meant that the colonies were economically dependent on Britain.

The American colonies were also dependent on the British army for protection. Ironically, Britain removed the most important reason why Americans needed the Empire when British forces captured New France. France, a former threat, would later help the colonies achieve **independence**.

Mercantilism and the Thirteen Colonies

The mercantile system had some advantages for the Americans. Trade within the British Empire was tightly controlled, and competition from outsiders was almost nonexistent. Only British ships could be used for trade, and these were built from American materials. Prominent American merchants tended to see themselves as British first and Americans second. For the most part, they were patriotic and loyal to Britain.



- **FIGURE 5-3** As partners in a protected mercantile economy, some American colonists became very wealthy. However, trade was controlled by Britain, and the colonies were prevented from making their own goods and developing economically. How might this system create problems for the colonies?

The Thirteen Colonies were the jewel in the crown of the British Empire, even after the addition of Québec and the **sugar islands**. This made the colonists proud. When taxation was fair, trade duties were low, and Britain kept out of colonial affairs, things seemed well. When this situation changed, however, so did the attitudes of the colonists. Taxation and trade would be major factors in the American Revolution.

sugar islands a term describing the islands of the West Indies (Caribbean) known for sugar cane production; included Martinique, Jamaica, and Barbados

Why was American independence so revolutionary? Significance

In the 18th century, most monarchs ruled with divine right, and societies were rigidly structured. The wealthy were the ones who could vote or create laws. The English had experienced almost a century of internal conflict that ended with the Glorious Revolution, but the world at that time had almost no experience with wars for independence.

To European leaders, colonies throughout the world were important and valuable. That the American colonies would demand rights and independence was unprecedented. A colony served the needs of the empire, not the other way around. The colonists, however, felt that they had the right to make decisions for themselves.

Challenging the might of the British Empire was no small matter. Britain had fought and won a long series of wars against major European powers, including France and Spain. These wars had been very costly, but Britain had gained important territories as a result. By the end of the Seven Years War in 1763, Britain controlled French-speaking Québec, Newfoundland, the Island of St. John (Prince Edward Island), Nova Scotia, Rupert's Land, and the sugar islands of the West Indies—in addition to the Thirteen Colonies.



FIGURE 5-4 George III was king of Great Britain between 1760 and 1820. He was a sincere and honest ruler, but he could not deal effectively with the American colonies. In later life, he suffered from mental illness.

Thinking IT THROUGH

Summarize What's Important

1. Summarize what life was like in the Thirteen Colonies under the following headings: a) daily life, b) government, c) economics, d) relationships with other groups, e) satisfaction.

Use Background Knowledge to Infer

2. In pairs, make a list of other options the colonies had that could improve their situation. Share your thinking with the class.

Make Connections

3. Make a list of the ways being united could help the colonies. Give other examples of when people or nations united to become more powerful.

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *How did a changing relationship with Britain lead the Thirteen Colonies to revolution?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

What were the causes of dissatisfaction in the colonies?

Reading



Set a Purpose

As you read, list the reasons why the colonists were unhappy with British rule. Was their discontent justified?

Britain had spent a great deal of money on soldiers and supplies to protect the Thirteen Colonies during the Seven Years War. It seemed fair to the British parliament that the colonies should share in this kind of expense. Besides, many British politicians thought the American colonists had stirred up the trouble with the French and the First Nations in the first place. However, when the British government tried to tax the American colonists to raise this money, it met with resistance.

The Issue of Rights

American colonists believed that the British government was ignoring their interests. They also felt that their rights as British subjects were being trampled by the government. The British government's actions, they said, violated the Bill of Rights, Magna Carta, and other measures that protected their lives and property. American colonists remembered the English Civil War and the struggle against tyranny. They were also influenced by the example of the Haudenosaunee Confederacy.

EXPLORING SOURCES

First Nations and American Democracy

The idea of peacefully joining different states under one government was unknown in Europe. The Haudenosaunee Confederacy provided just such a model for the American colonies, and today this is called a federal system.

The idea of different tribal councils sending representatives to the main council was copied by the American senate system. The separation of civilian authority from the military was also modelled on the Haudenosaunee Confederacy.

But perhaps the most important influence was the model of egalitarian, or equal, societies. Most colonists were amazed at the freedom from social classes enjoyed by Aboriginal peoples.

Thinking IT THROUGH

1. Explain the system of federalism. How did federalism strengthen and benefit both the Haudenosaunee Confederacy and the Thirteen Colonies? Can you see any issues with this type of political structure? Use specific details to clarify your thinking.

The Congress, on the occasion of the 200th Anniversary of the signing of the United States Constitution, acknowledges the historical debt which this Republic of the United States of America owes to the Iroquois Confederacy [Haudenosaunee Confederacy] and other Indian Nations for their demonstration of enlightened, democratic principles of government and their example of a free association of independent Indian nations...

Congressional Record of the Senate of the United States of America, 1987

On the other side of the Atlantic, in London, it seemed that the Civil War and the Glorious Revolution had made parliament supreme. It seemed natural to many British politicians, but not all, that the colonists had to follow the laws that parliament made—period.

land speculator a person who buys and sells land for a profit

Land Speculation and the Ohio Valley

In 1763, there had been a series of attacks on British forts and some American settlements in the Ohio Valley. These attacks had been inspired by an Ottawa leader, Pontiac, who had attacked Fort Detroit. This caught the attention of British officials, who wanted to end costly warfare between First Nations and colonists and maintain friendly trade relationships.

The Royal Proclamation of 1763 was meant to keep American settlements out of the vast Ohio Valley region. This went against the wishes of American **land speculators**, who wanted to own and then sell the thousands of hectares of arable land in the Ohio Valley. To them, it seemed that the British government was too willing to give up land to First Nations peoples.

Did You Know?

The Royal Proclamation of 1763 has never been cancelled, and many modern Aboriginal land claims refer to it. Lawyers have successfully argued that the Canadian government must recognize the Royal Proclamation.

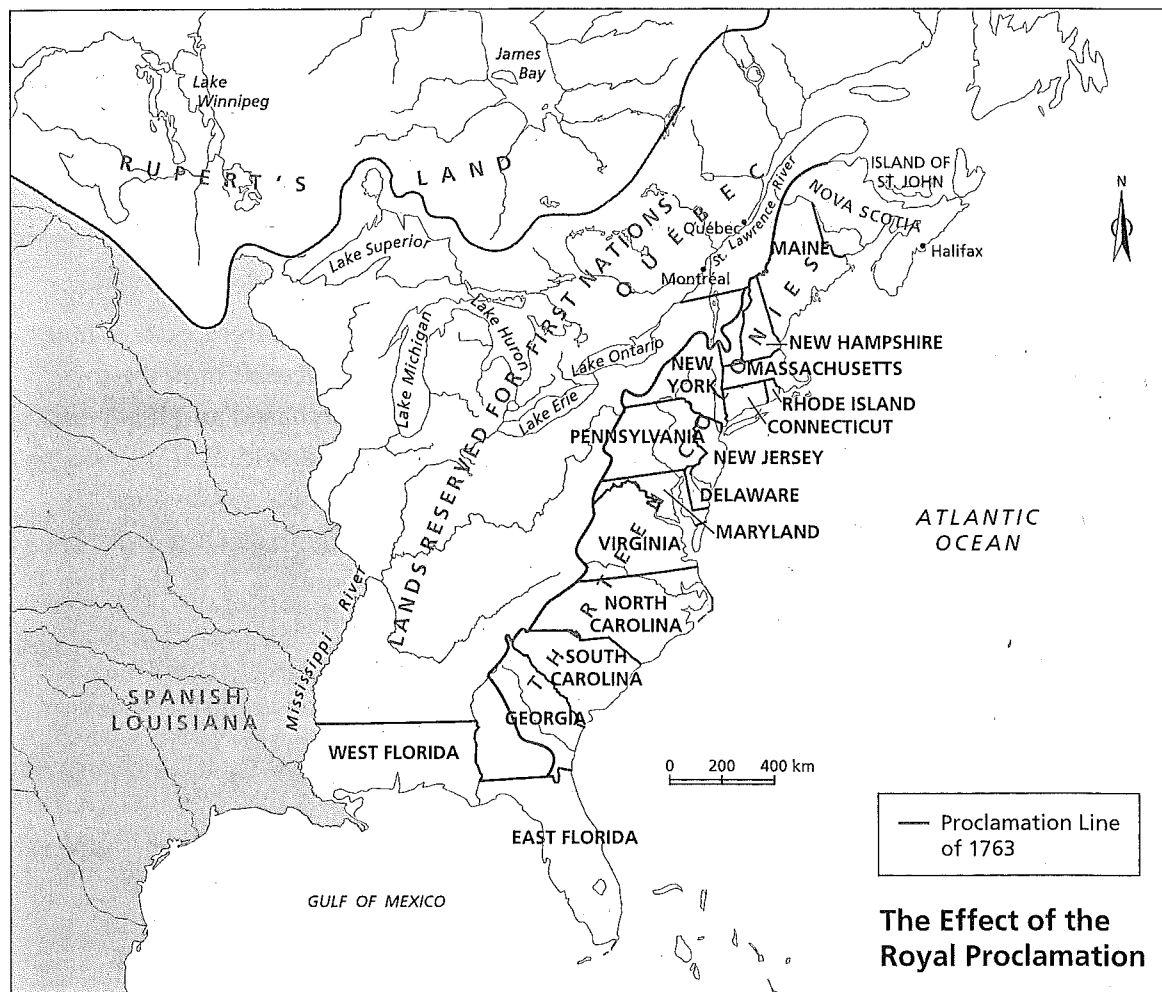


FIGURE 5-5 This copy of a British Army map of 1767 shows what lands Americans were forbidden to settle (west of the red line). Unfortunately, some American settlers were already on the wrong side of the line. Many others saw the Royal Proclamation as a temporary measure and began secretly scouting out lands for speculation.

smuggler someone who imports and exports goods illegally

protest a public demonstration of objection, often to a government policy

tar and feather covering a person with hot tar and feathers

New Taxes

Despite the democratic advances made by British parliament, Europe was still ruled by the rich. Less than five percent of the population could vote, and the notion of ordinary people having political power was considered absurd. The British Empire needed money, and it seemed right that the American colonies should provide it—no matter what the Americans thought.

The Sugar Act

In 1764, the British government passed the Sugar Act, which changed taxation on sugar and its by-products, such as molasses. The existing tax on molasses imported from the West Indies to the colonies was very high, but it had rarely been enforced. This meant that **smugglers**, who avoided taxes and other payments on imports, could make a handy profit. The new Sugar Act reduced the tax on molasses, but ship captains now had to keep detailed lists of cargo, and customs officials were given new powers. This put significant pressure on all imports, whether legal or smuggled. The price of molasses—and its by-product, rum—increased.

This kind of economic pressure seemed unfair to many Americans. Some Boston merchants **protested** by refusing to buy British goods, but at the time the protest was fairly low key. This response would change with the passing of the Stamp Act.

FIGURE 5-6 A tax collector is tarred and feathered.



The Stamp Act

The Stamp Act of 1765 was a different kind of tax. It was more like a fee for services. It took the form of a stamp that had to be purchased and then stuck on items that were bought and sold. Stamps also had to be bought for documents—deeds and licences, for example. The Stamp Act affected everyone, and Americans were enraged. They had no representatives in the British parliament, and they felt that they were being taxed without their consent. In their own words, they refused “taxation without representation.”

The Stamp Act came just two years after the official end of the Seven Years War. Britain was deeply in debt and needed money, but the stamp tax did not solve the problem. Officials sent out to enforce the Stamp Act were often attacked. Some were **tarred and feathered**, a painful and humiliating experience. Mobs destroyed the houses of government officials.

Many English politicians sided with the Americans. Few officials were brave enough to force people to use the stamps. The Act was a disaster, and everyone knew it. It was **repealed** in 1766.

repeal to take back

The Protest Escalates

Despite the setback of the Stamp Act, the British parliament remained determined to raise money from the colonies. In 1767, parliament imposed a series of new taxes that came to be known as the Townshend Acts. These included new duties on paper, paint, glass, and tea—all goods that had to be shipped in from outside the colonies. These duties actually raised little money. It seemed that the real intent behind the Townshend Acts was to prove to the Americans that Britain still had the right and the authority to tax the colonies.

Again the Americans protested. Once again, the taxes were abolished, except for the tax on tea. This tax was kept in place to support the British East India Company, which controlled the supply of tea.

As more open resistance grew, British troops were stationed throughout the Thirteen Colonies. Local families were forced to put soldiers up in their houses. In 1770, nervous British soldiers misunderstood an order and fired their muskets into a mob of protesters in Boston, killing several people. The "Boston Massacre" was quickly turned into anti-British propoganda by colonial leaders.

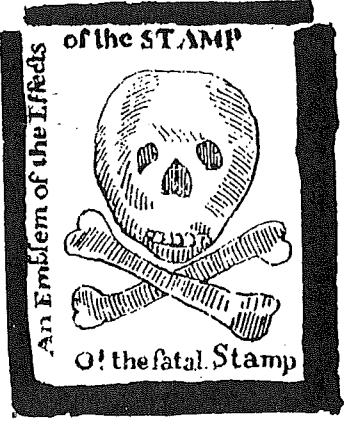


FIGURE 5-7 Americans were very upset about the Stamp Act. Pamphlets attacking the stamps helped spread the protest. This "warning stamp" was one form of protest.



FIGURE 5-8 This engraving of British troops firing on civilians during the Boston Massacre was created by Paul Revere. It appeared in a pro-American broadside, *The Boston Gazette*. How might a British broadside report the same event?

*Happy Boston! See thy Sons deplore,
 thy hollow Walks belov'd with guileless Gore,
 While faithless — and his savage Bands,
 With murderous Rancour stretch their bloody Hands,
 Like fierce Barbarians grinning o'er the prey,
 Approve the Carnage, and enjoy the Day.*

*If falling drops from Anguish bring, but know, O'erformers to that woful Goal,
 If speechless Sorrow's Job ring for a Tongue, where Justice strips the Murderer of his Soul,
 O'er a sweeping World can ought offend, Should vend C — to the Scandal of the Land,
 The pluming Shouts of Victims such as these, Snatch the reluctant Victim from her Bed,
 The Patriot's copious Tears for each are shed, Keen Executions on this Plate infer'd,
 A glorious Tribute which embalms the Dead, Shall reach a Juno who never can be bred.*

*The whippersnappers who have done this, are GRAY, SANDS, MAVERICK, JAMES CALDWELL, CRASPUS ATTUCKS & PATRICK CALE
 Staked for a year, but, I am, of them (CHRISTOPHER MONK & JOHN CLARK), Mortally*

Sons of Liberty a political group of activists

patriot a person devoted to the interests of his or her country

The Sons of Liberty

Increasingly violent incidents indicated that the American colonies were on the brink of revolution. Led by colonial leaders, and openly encouraged by the “**Sons of Liberty**,” which were organized groups of American **patriots**, people challenged the British government at every opportunity.

The Sons of Liberty were dedicated to resisting British taxes and trade restrictions, and were willing to resort to violence, including harassing British tax officers or burning buildings. One of their first acts of protest was the burning of the British ship *Gaspee* in 1772, off the coast of Rhode Island. The *Gaspee* was a customs schooner used to enforce British trade regulations. When it ran aground while chasing an American ship, the Sons of Liberty rowed out, looted the *Gaspee*, and burned it.

WEB LINK

To read different accounts of the Boston Tea Party, visit our website.

The Boston Tea Party

In 1773, about 116 people, including some Sons of Liberty dressed as Mohawks, boarded British ships docked in Boston. They then destroyed a fortune in tea by throwing it into the harbour. This event, which became known as the Boston Tea Party, was to protest the Tea Act that still protected the British East India Company. It also became one of the most important and symbolic events leading to the American Revolution.

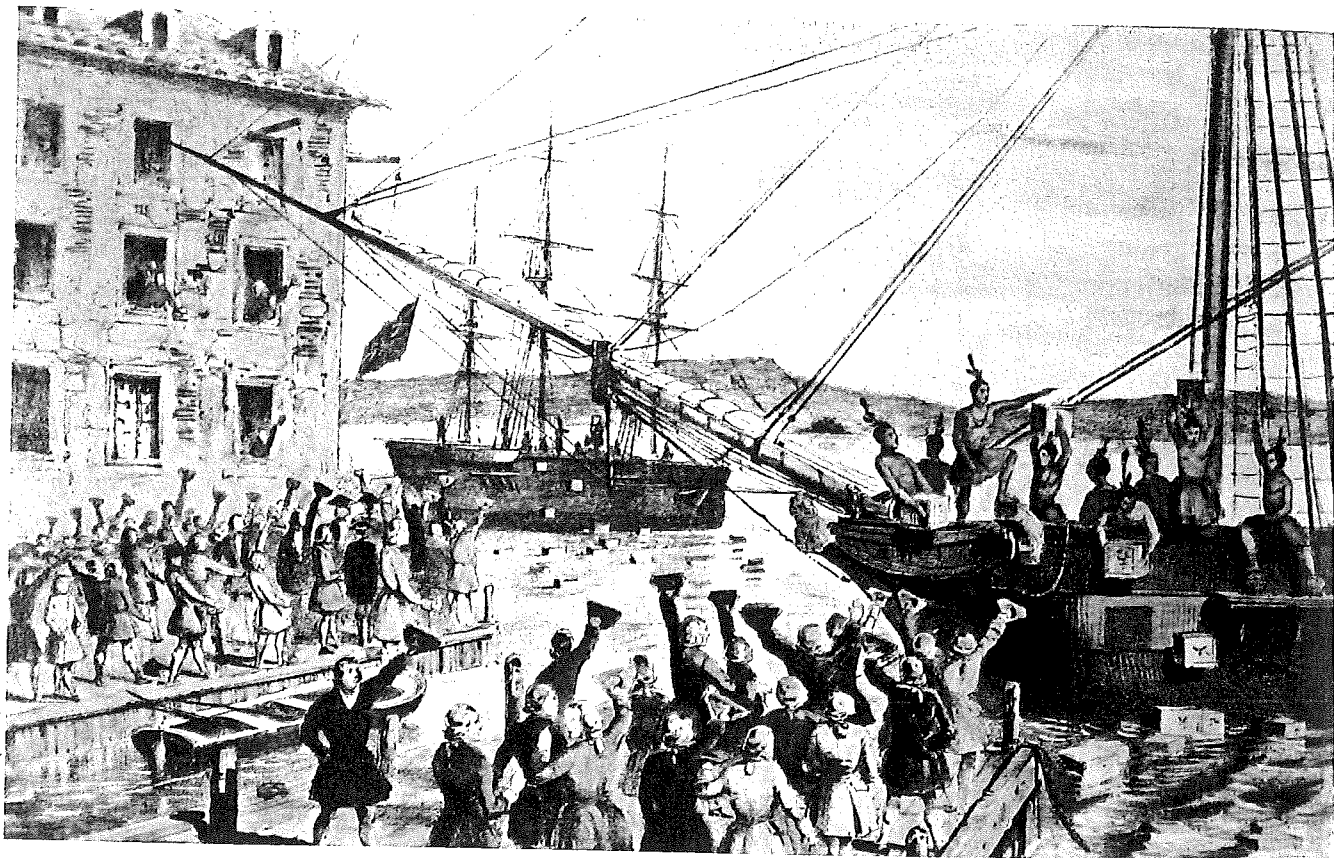


FIGURE 5-9 This 1846 painting by Nathaniel Currier shows crowds celebrating while protestors throw boxes of tea from British ships into the harbour. Why would the protestors disguise themselves?

The Intolerable Acts

News of the Boston Tea Party reached London by early 1774. Parliament quickly moved to restore British authority in the American colonies. The prime minister even made this declaration:

The Americans have tarred and feathered your subjects, plundered your merchants, burnt your ships, denied all obedience to your laws and authority; yet so clement and so long forbearing has our conduct been that it is incumbent on us now to take a different course. Whatever may be the consequences, we must risk something; if we do not, all is over.

Intolerable Acts acts passed by British parliament, considered by American colonists to violate their natural and constitutional rights

Parliament then passed a series of Acts that were meant to punish Boston and assert British authority. These became known as the **Intolerable Acts**. Some of these Acts are shown below. Many of the American colonists viewed these Acts as a violation of their natural and constitutional rights, and they saw the Acts as a threat to the freedoms of all British Americans. As you read the Acts, think about the rights that the colonists would have felt were violated.

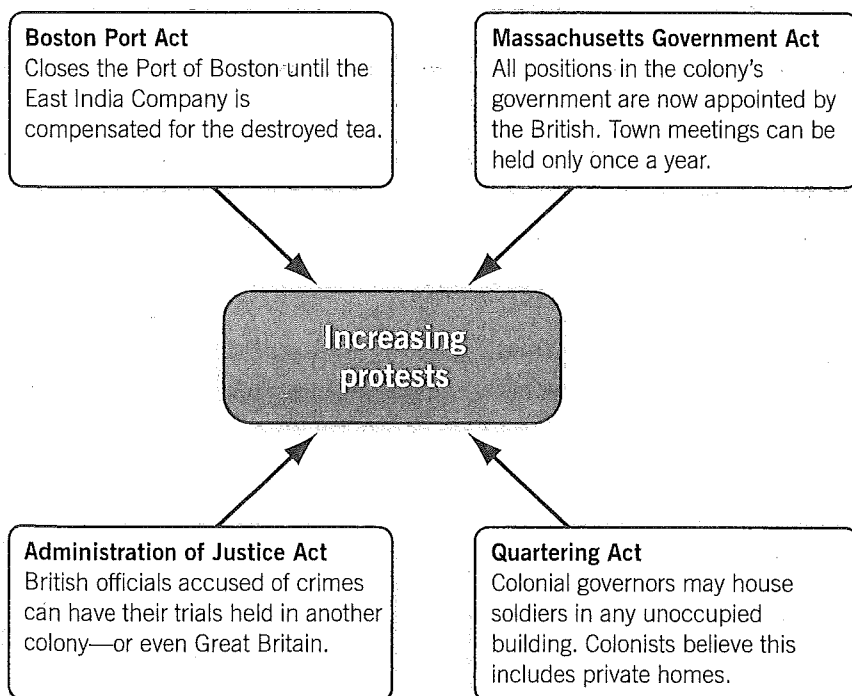


FIGURE 5-10 Suggest possible outcomes or consequences for each of these Acts.

boycott refuse to buy goods from a particular source

The First Continental Congress

In 1774, the British parliament also passed the Quebec Act. This Act made the French language and Roman Catholicism official in the British colony of Québec. The boundaries of the colony were also expanded deep into the Ohio Valley, which would prevent the Americans from settling there. Québec also did not have an elected assembly. This alarmed American colonists, who had such assemblies and wanted to keep them. While the Quebec Act helped keep the Canadiens of Québec loyal to Britain, and was not intended to directly punish the Thirteen Colonies, Americans were outraged. For them, the Quebec Act was one of the Intolerable Acts. It could lead them only closer to revolution.

In September 1774, all of the Thirteen Colonies except Georgia sent delegates to the First Continental Congress in Philadelphia. The Continental Congress began by defying the British government. Leaders demanded a **boycott** of goods from England, and began cutting economic ties to the home country. As British General Gage readied thousands of British troops from his headquarters in Boston, rebellious colonists began to train and to store weapons and ammunition.

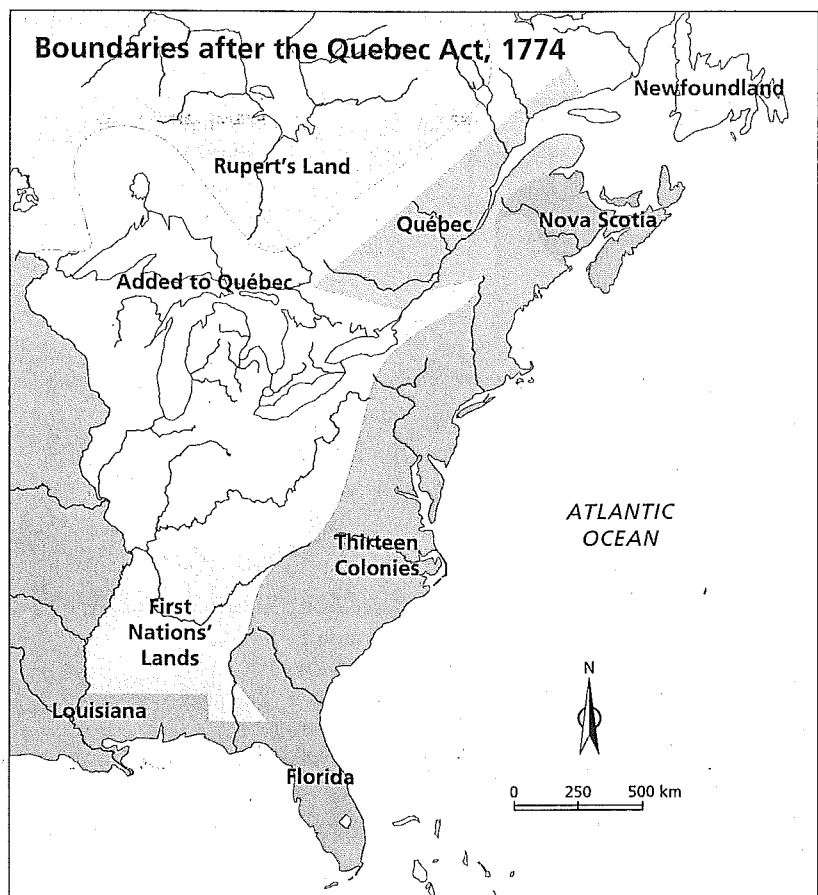


FIGURE 5-11 The Quebec Act of 1774 attached a huge area to the Province of Québec. Why would the Quebec Act infuriate Americans?

The Problem of Unity

Although they were determined, the leaders of the American colonies found it difficult to organize opposition to the British. Each colony was separate and had its own legislature. People had no real sense of themselves as Americans, the way citizens of the United States do today. They identified with the colony in which they lived—Virginia, Maryland, New York, and so forth. Many still had close links with Britain, or even owned property in the home country. In fact, most people had stronger ties to Britain than to any of the other Thirteen Colonies.

There were still strong business ties between Britain and North America due to mercantilism. The potential loss of trade—despite taxation problems—troubled merchants, factory owners, and tradespeople on both sides of the Atlantic.

However, the Thirteen Colonies were united by a cause: to gain economic and political freedom from the distant colonial government of Britain.

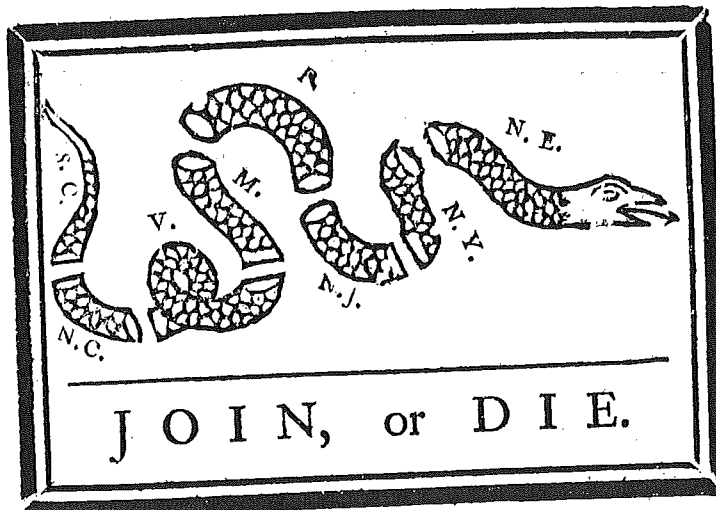


FIGURE 5-12 This political cartoon is by Benjamin Franklin, an American inventor, author, and politician. How does it symbolize the need for unity among the Thirteen Colonies?

Thinking IT THROUGH

Summarize What's Important

1. **Cause and Consequence** Create a chart with the headings "British Action" and "Colonists' Reaction" to show how Britain's need for money influenced its actions in North America, and how the American colonists reacted.

Compare Viewpoints

2. React to the Royal Proclamation from the perspectives of a) the First Nations, b) the colonists, and c) the British government.

Analyze Critically

3. Britain settled land claims and introduced unwanted taxes, both of which angered American colonists. Which of these actions angered the colonists more? Give reasons for your answer.

Synthesize and Evaluate

4. This section outlines a number of specific grievances the American colonists had with Britain. How might uniting help the colonies overcome their dissatisfaction with the British parliament?
5. Write a paragraph to answer the section question: *What were the causes of dissatisfaction in the colonies?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Using a Historical Pamphlet as a Primary Source

In 1776, Thomas Paine, an Englishman living in America, published a pamphlet he called *Common Sense*. This pamphlet was a public declaration of the reasons for revolution.

I have heard it asserted by some, that as America hath flourished under her former connection with Great Britain that the same connection is necessary towards her future happiness, and will always have the same effect. Nothing can be more fallacious than this kind of argument. We may as well assert that because a child has thrived upon milk that it is never to have meat, or that the first twenty years of our lives is to become a precedent for the next twenty. But even this is admitting more than is true, for I answer roundly, that America would have flourished as much, and probably much more, had no European power had any thing to do with her... We have boasted the protection of Great Britain, without considering, that her motive was INTEREST not ATTACHMENT; that she did not protect us from OUR ENEMIES on OUR ACCOUNT, but from HER ENEMIES on HER OWN ACCOUNT, from those who had no quarrel with us on any OTHER ACCOUNT, and who will always be our enemies on the SAME ACCOUNT... it is so far true of England, that the same tyranny which drove the first emigrants from home, pursues their descendants still.

Excerpt from *Common Sense*, by Thomas Paine, 1776

Who said it?

Thomas Paine was born in England. He designed bridges and became involved in politics. He met Benjamin Franklin in London and went to America in 1774. Paine spent time with the

Haudenosaunee. His admiration for their egalitarian society influenced his writings. Paine also supported the French Revolution.

What is it?

Common Sense is a pamphlet. Pamphlets are simple one- or two-page publications that are easily printed and cheap to distribute. In England as well as in America, pamphlets were tools for political protest. *Common Sense* provides a complicated argument, but in simple, easy-to-read terms. *Common Sense* was very popular and was even read aloud in taverns.

When was it written?

Paine wrote *Common Sense* in 1775 and published it in January of 1776.

Looking for Bias and Reliability

Common Sense has a political goal. It does not attempt to present both sides of the argument. In fact, Paine gives counter-argument only so that he can demolish it. Note that he emphasizes some words by using capital letters. This is intended to give the written word the power of the spoken word.

Apply It

1. What benefits that the colonies supposedly get from being part of the British Empire does Paine attack? What does he say about each benefit?
2. After reading the previous section, can you provide reasons that would account for Paine's bias?

How did revolution lead the colonies toward independence?

The opening shots of the American Revolutionary War were fired on Lexington Green, in Massachusetts. As British and American soldiers faced each other, the British commander told the Americans to leave. He also ordered his soldiers not to fire. The situation was tense, and a shot was fired—probably by an American. This so-called “shot heard round the world” caused the British line to fire their muskets at the Americans. Although the Americans were driven away, surprisingly few were killed or wounded. On the road back to Boston, however, the British force was attacked by a larger militia, and many British soldiers were killed and wounded. The American Revolution had begun.

The Revolutionary War

Most American colonists saw the battle at Lexington as a major revolutionary event from which there was no turning back. In England, many people agreed that the Americans had reasons to rebel. Some British people saw a resemblance to the actions of parliament in their own Glorious Revolution. Although English government at that time was not wholly democratic, the English themselves felt they had won more rights than almost any other group of people in the world.

As for the Americans, they knew they needed an army to fight the British on the battlefield. With the help of colonial leaders such as George Washington (who would eventually become the first American president), the revolutionaries were able to put together a sizable force: the Continental Army. In the first major battle, near Bunker Hill in Boston, the rebel army held its own against more experienced British regiments. Around the same time, George Washington was made commander of the Continental Army.

Reading



Set a Purpose

As you read, be prepared to explain how revolutionary war led toward independence for the United States.

WEB LINK

To watch a video about George Washington and his military leadership, visit our website.

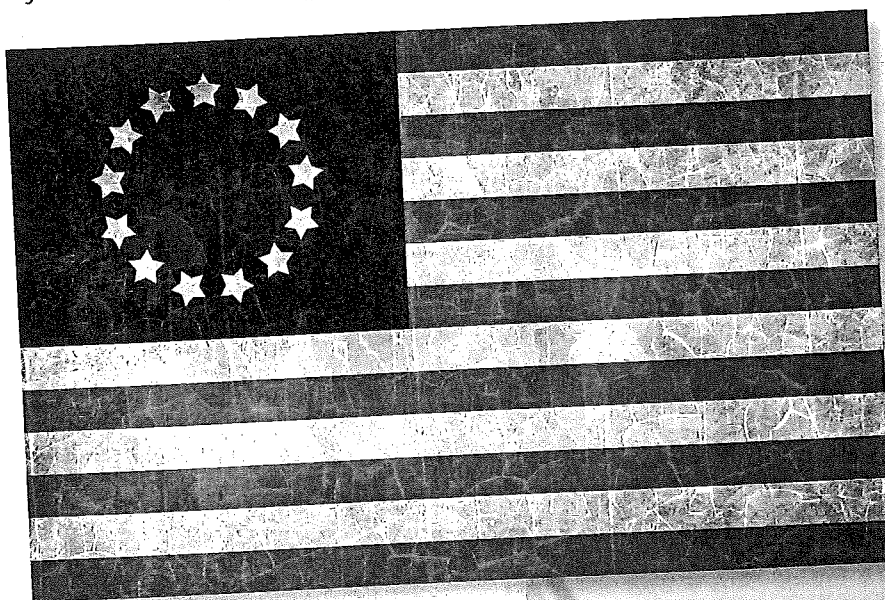


FIGURE 5-13 British soldiers regroup after attacking the Lexington Minutemen during a 2012 re-enactment of the Battle of Lexington. Every year, local members of re-enactment groups perform the Battle of Lexington.



Branding the Revolution

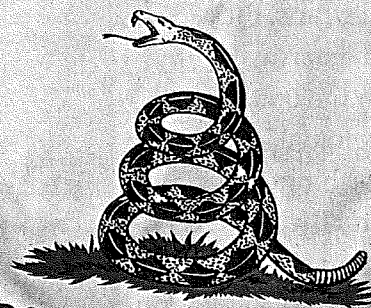
Revolutionary leaders used symbols and other devices to focus revolutionary ideas and help people identify with them. Today, we would call this branding. While many of the symbols of the American Revolution were created after events happened, they worked so well that they are still powerful symbols today, and are instantly recognizable by Americans and others.



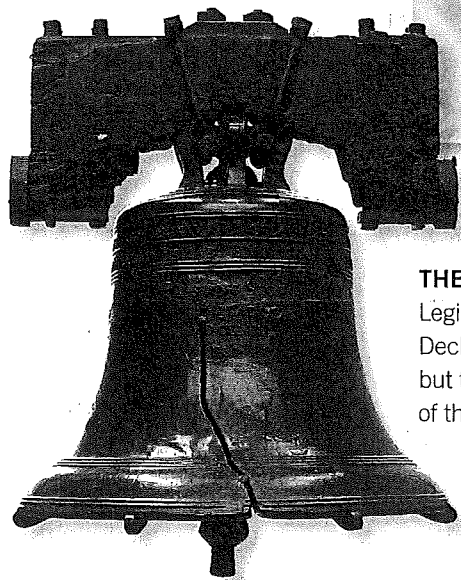
THE STAR-SPANGLED BANNER

was one of the first goals of the revolutionary government. A flag would be a banner to rally citizens and troops. Popular folklore states that Betsy Ross made one of the first flags in 1776, with 13 bars and 13 stars to represent the Thirteen Colonies.

THE RATTLESNAKE quickly became a revolutionary symbol. It is native to the Americas. It first warns and then strikes its foe, which the revolutionaries identified with. This flag also bears the warning "Don't Tread on Me."



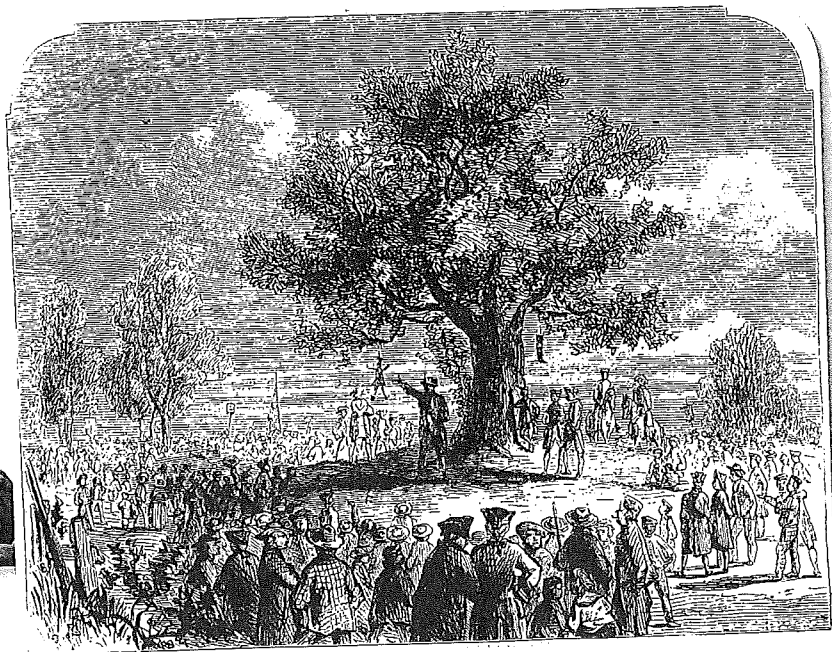
DONT TREAD ON ME



THE LIBERTY BELL, cast for the Pennsylvania Legislature, is said to have been rung when the Declaration of Independence was announced in 1776, but this may not be true. Words etched into the surface of the bell say "Proclaim Liberty thro' all the Land..."



THE LIBERTY TREE originally stood in Boston. Its use as a symbol of liberty reflected the Great Tree of Peace of the Haudenosaunee. Images from First Nations were often associated with personal freedoms and rights.

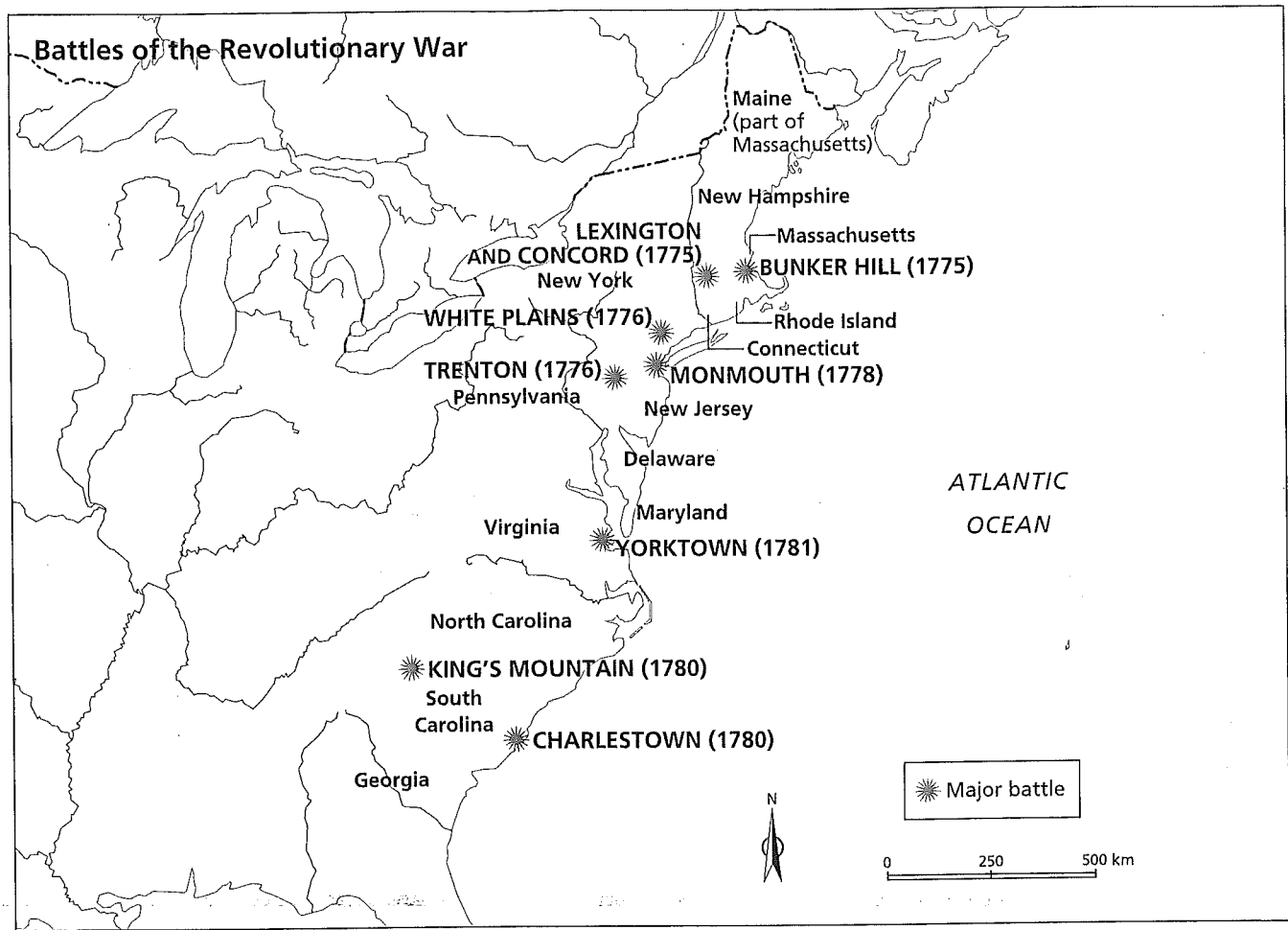


THE COLONISTS UNDER LIBERTY TREE.

THE MINUTEMAN, a Revolutionary War soldier, quickly became a symbol of the willingness of Americans to fight for freedom.



GEORGE WASHINGTON came to represent the founding of the United States and its values. The image of Washington crossing the Delaware River came to symbolize turning defeat into victory.



* **FIGURE 5-14** Major battles in the Revolutionary War. Around 44 000 members of local
 * militias fought in these and other battles. Militias were unwilling to fight far from home.
 * How might this both help and harm the American cause?

Attack on Québec

The now united colonies had challenged the military might of one of the world's great powers. This was serious business. Leaders of the Continental Congress first looked to defend the northern borders. They knew that British troops could come through Québec to attack the Thirteen Colonies. To prevent this, the Americans could either convince Québec to join the revolution, or attack first and claim Québec for themselves.

In the winter of 1775, Americans led by Richard Montgomery and Benedict Arnold tried and failed to seize Québec. The failure helped convince Canadians to remain loyal to Britain.

The Declaration of Independence

The American Revolution still lacked a clear goal. While fighting continued on the battlefields, the delegates of the Continental Congress continued to meet. Many of the delegates did not want to completely break with England. They argued for a constitutional monarchy, like the one that had been achieved in England.

To others, complete independence as a republic was the only option. Many also believed that the colonies should remain independent from each other, each with its own government. Support for this idea continues today.

Some of the most famous and important people in the colonies, such as Benjamin Franklin, Thomas Jefferson, and John Adams, agreed that an independent republic was the best choice. Together, they decided to draft a statement that would declare their independence from Britain. This document, mostly written by Thomas Jefferson in 1776, is the American Declaration of Independence.



FIGURE 5-15 A member of the American Tea Party movement in 2012. Although the Tea Party is a modern movement, its name evokes the founding of the United States.

The Declaration and Democratic Concepts

The American Declaration of Independence is one of the most revolutionary documents in world history. It proposed that a new nation, the United States, would be based on the belief that people have certain rights that no government can take away.

The Declaration of Independence is part of a great chain of statements on human rights. These include writings of the ancient Greeks, the English Magna Carta, the French Revolution's Declaration of the Rights of Man and the Citizen, and the Canadian Charter of Rights and Freedoms.

The ideals of the Declaration of Independence also inspired others, including the revolutionaries in France who would overthrow King Louis XVI less than 20 years later, in 1792. In the United States, the section of the Declaration addressing rights and equality would support the rights of workers, women, and other groups. The Declaration would also be used to argue against slavery.

Did You Know?

The philosophy of the American Revolution had been influenced by English philosopher John Locke, who wrote that everyone had the right to freedom and to rid themselves of a bad monarch.

WEB LINK

To watch a video about the Declaration of Independence, visit our website.

The Declaration of Independence did not actually end the revolutionary war. In fact, the war continued for another seven years. When Spain and France joined on the side of the Americans, the balance tilted. The British lost a whole army at the Battle of Yorktown in 1781. Soon after, Sir Guy Carleton surrendered the ports of Savannah and Charleston before abandoning New York, the last British stronghold.

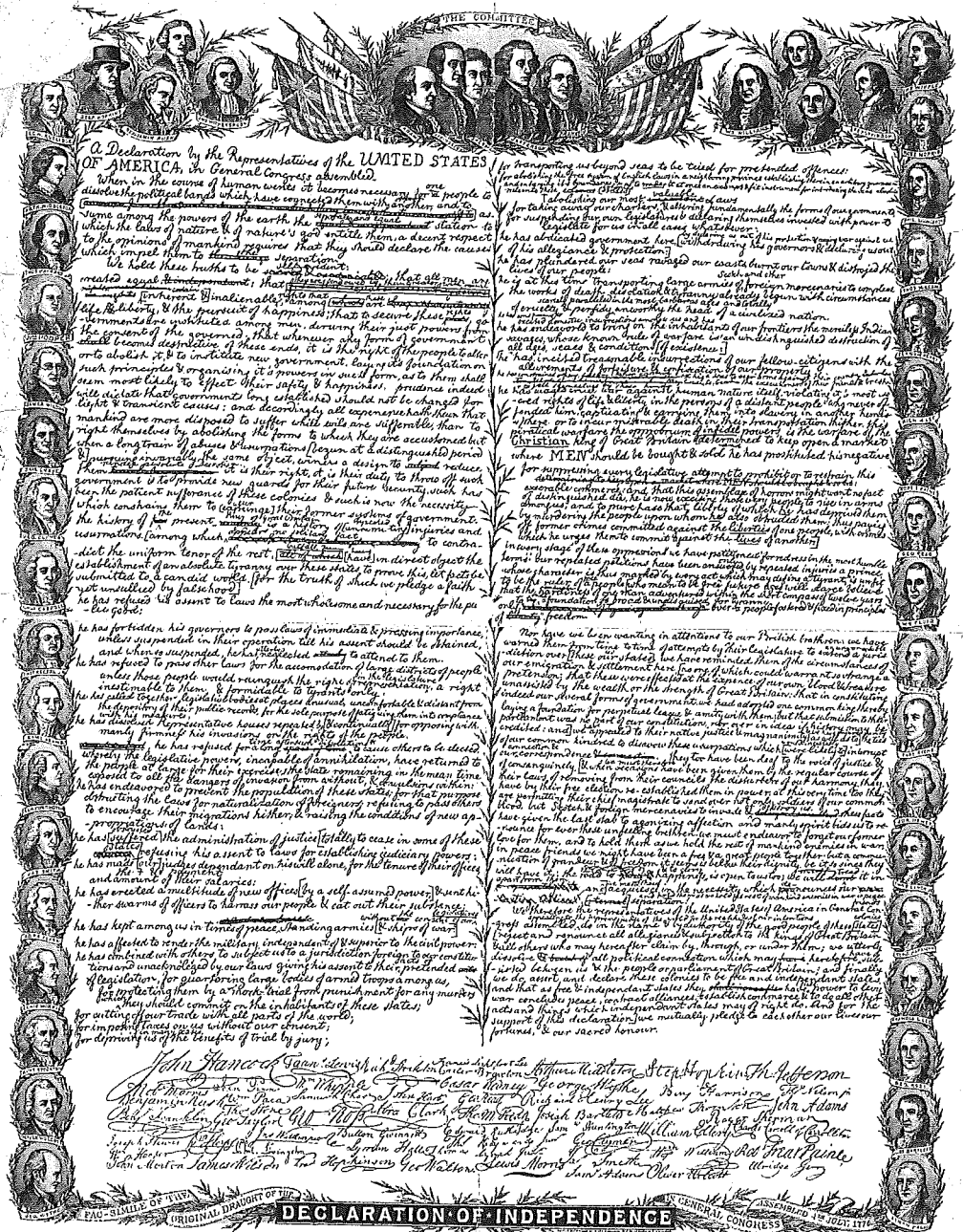


FIGURE 5-16 This copy of the Declaration of Independence shows how hard it was to find just the right word. The Declaration first explains why the Americans want to be free. The second paragraph begins with the famous phrase demanding the basic human freedoms that people in democracies cherish. Why do you think Jefferson had to change the wording more than once?

COMPARING VIEWPOINTS

“These United States” or “The United States”?

It was a challenge to unify the former colonies. These two quotations show the different viewpoints.

The unity of Government, which constitutes you one people... is a main pillar in... your real independence, the support of... your peace abroad; of your safety; of your prosperity; of that very Liberty, which you so highly prize. But... much pains will be taken... to weaken in your minds the conviction of this truth... You have in a common cause fought and triumphed together; the Independence and Liberty you possess are the work of joint counsels, and joint efforts, of common dangers, sufferings, and successes... every portion of our country finds the most commanding motives for carefully guarding and preserving the Union of the whole.

George Washington

We drew the spirit of liberty from our British ancestors; by that spirit we have triumphed over every difficulty: But now, Sir, the American spirit, assisted by the ropes and chains of consolidation, is about to convert this country to a powerful and mighty empire: If you make the citizens of this country agree to become the subjects of one great consolidated empire of America, your Government will not have sufficient energy to keep them together... And yet who knows the dangers that this new system may produce; they are out of the sight of the common people: They cannot foresee latent consequences: I dread the operation of it on the middling and lower class of people: It is for them I fear the adoption of this system.

Patrick Henry

Next, identify the specific details they use to support their ideas.

2. Who makes a stronger argument, Washington or Henry? Explain what evidence solidified your opinion.

Thinking IT THROUGH

Evidence

Identify the thesis statement (main idea) of George Washington and Patrick Henry.

Thinking IT THROUGH



Summarize What's Important

1. Use a graphic organizer to summarize the events from Lexington Green to the Declaration of Independence.

Use Background Knowledge to Infer

2. Why might the shot that started the American Revolution be known as the “shot heard round the world?”

Analyze Critically

3. Describe the importance of the Declaration of Independence to the American Revolution.

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *How did revolution lead the colonies toward independence?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How did the American Revolution change British North America?

Reading



Set a Purpose

As you read this section, make note of the ways the revolution affected relationships between different groups in British North America.

Britain was in a difficult position by 1783. The Thirteen Colonies were lost. The British stronghold of Gibraltar, in the Mediterranean, was under siege by the Spanish. The Dutch and the French were fighting Britain for control of the Caribbean. It was in Britain's best interests to make peace.

After weeks of negotiation, Britain signed separate agreements with the Thirteen Colonies, France, Spain, and the Netherlands. New borderlines were drawn in North America. Most importantly, Britain was forced to agree that the United States—which is what the Thirteen Colonies now called themselves—was a free and sovereign country.

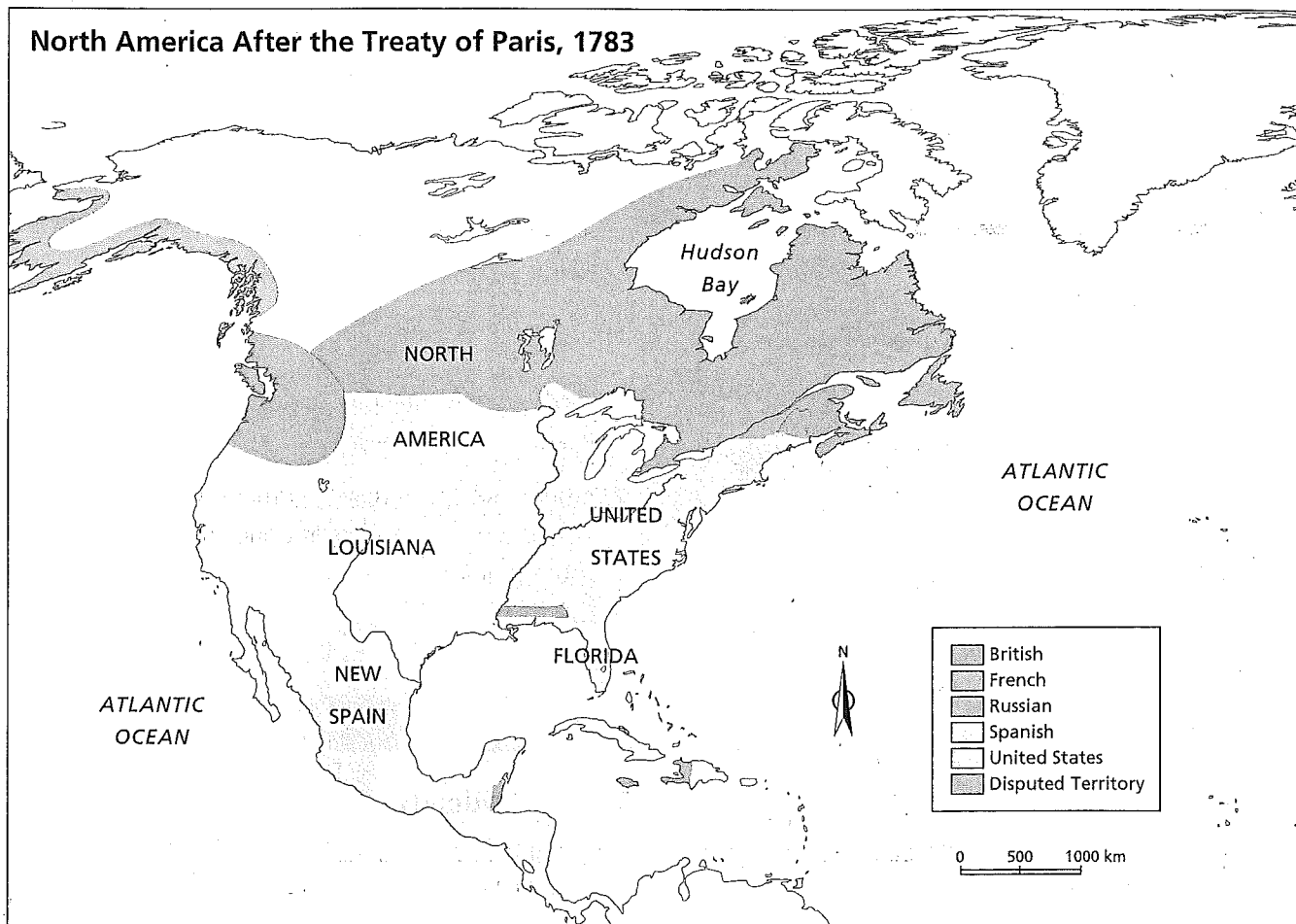


FIGURE 5-17 Britain, France, Spain, and the United States all wanted to gain territory in North America after the end of the Revolutionary War.

Why not Nova Scotia?

The American revolutionaries had failed to capture Québec during the war. Differences between the English-speaking Americans and the French-speaking Canadiens seemed to ensure that Québec would not voluntarily join the United States. However, the coastal colony of Nova Scotia was very similar to the colonies of New England. In fact, three-quarters of Nova Scotians were originally New Englanders. Yet Nova Scotia did not join the United States. Why?

Halifax, the capital of Nova Scotia, was an important British naval base. The city was run by a small group of wealthy merchants who wanted to build Halifax into a large trading port. These merchants had everything to lose in a revolution, and much to gain by staying out of it.

Some Nova Scotians did support the revolution. The inhabitants of the town of Machias, now in Maine, invited George Washington to send an invasion force to attack Nova Scotia. Washington refused. A small force of Nova Scotians, led by Jonathan Eddy, fought several minor battles with the British, but they were easily defeated.

However, American **privateers** were busy raiding British ships and villages along Nova Scotia's coast during the war. These attacks caused so much damage to Nova Scotia's economy that the colony's loyalty to Britain was guaranteed.

privateer a private ship or individual authorized by a government to attack foreign ships during wartime

Loyalists residents of the Thirteen Colonies who remained loyal to Britain during the American Revolution

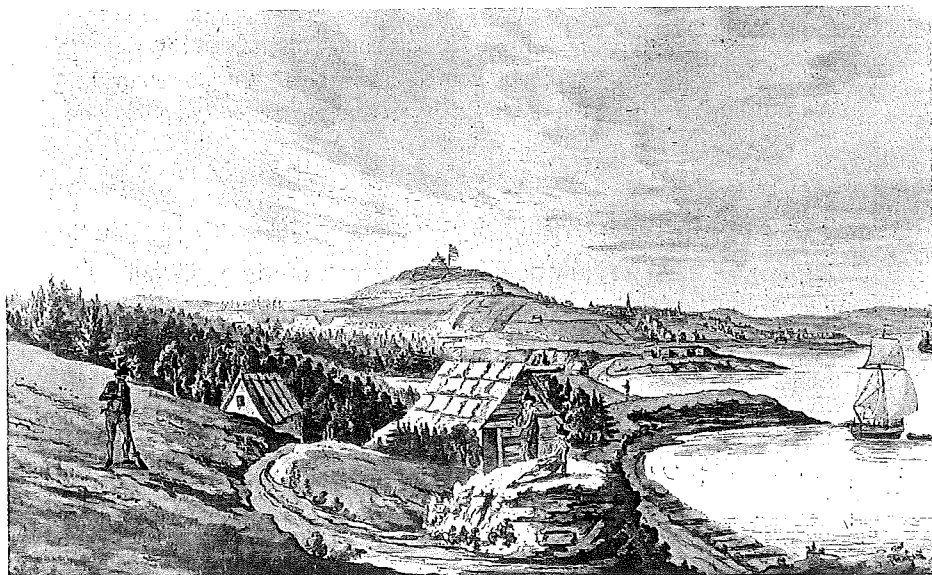


FIGURE 5-18 This print from 1780 shows Halifax Harbour and Citadel Hill. Fort George, located at the top of this hill, held a 14-gun battery during the American Revolution. This made Halifax a secure base for merchant ships and the British Navy.

The Loyalists

Not all Americans supported the revolution. Approximately one person in five was strongly in favour of British rule. These **Loyalists** were persecuted by revolutionary patriots during the war. Patriots abused the Loyalists, and they burned their homes and farms.

The Price of Loyalty

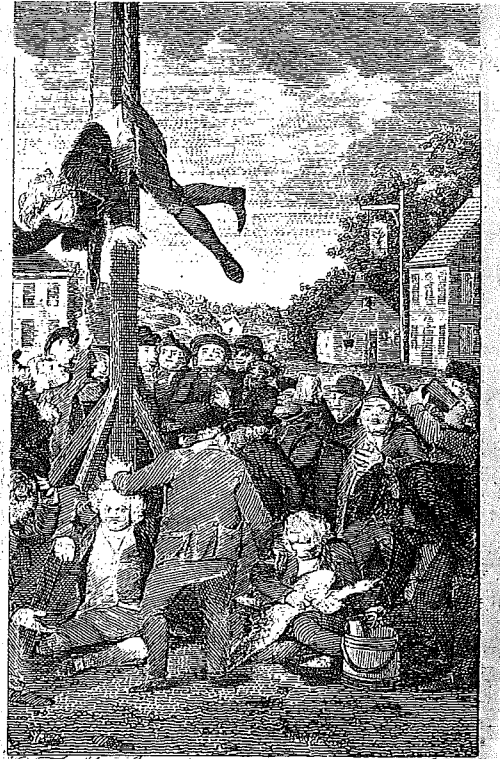
The Americans loyal to the British government often thought that revolutionary politics were being forced on them by such radicals as the Sons of Liberty. This Boston storekeeper protested:

It always seemed strange to me that people who [fight] so much for...liberty should be so ready to deprive others of their natural liberty; that men who are guarding against being subject to laws [to] which they never gave their consent in person or by their representative should at the same time make laws, and...execute them upon me and others, to which laws I am sure I never gave my consent either in person or by my representative.

Loyalists were often physically attacked. Many were beaten, tarred and feathered, or sometimes killed—a high price to pay for holding a political opinion.

Thinking IT THROUGH

1. What argument does the shopkeeper make about those who want to rebel against Britain? Does he support the revolution? What makes you think so?
2. How does this situation compare to what you learned about England under the rule of Cromwell in Chapter 4? Is a new form of rule always in the best interests of the people?

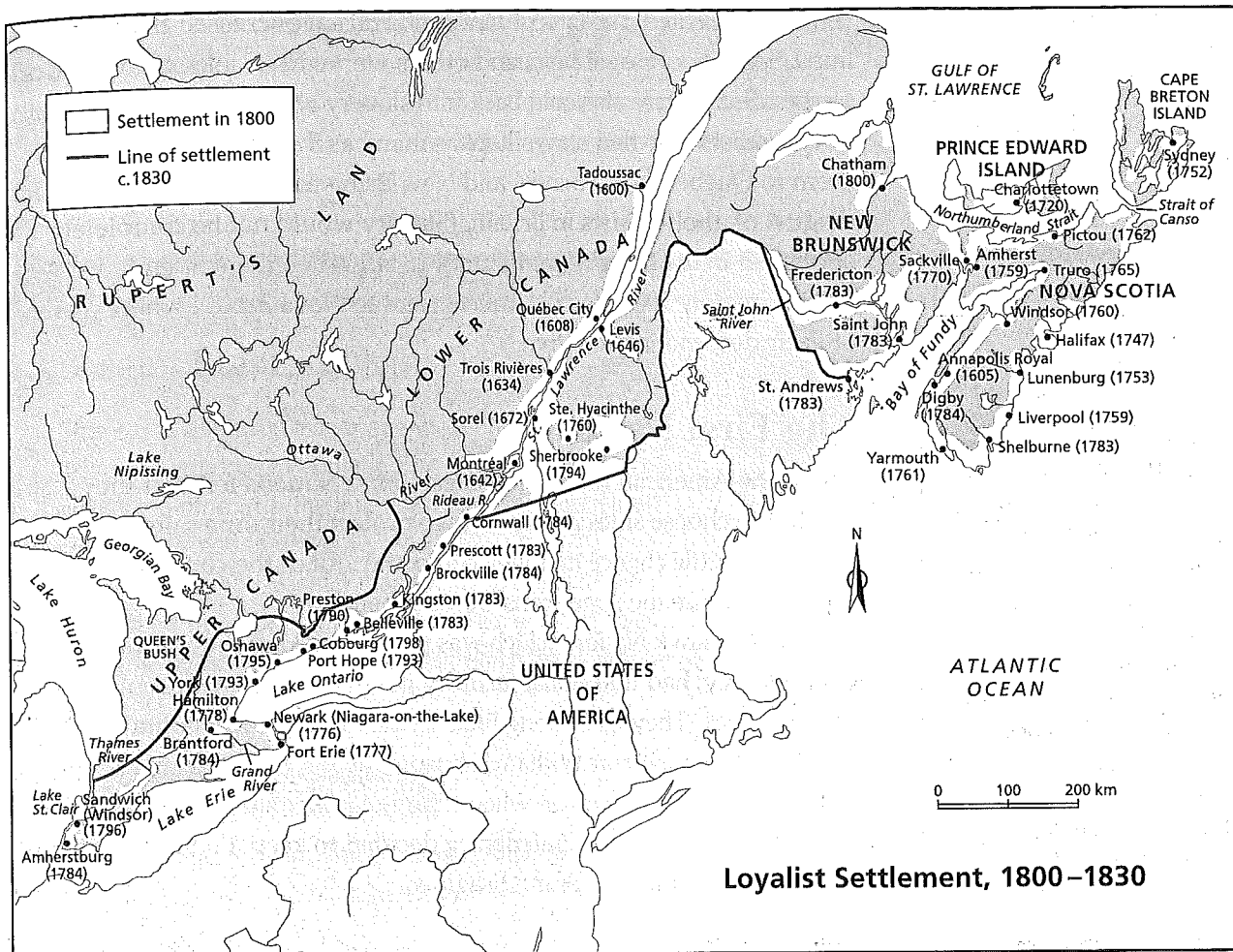


The TORY'S Day of JUDGMENT.

FIGURE 5-19 This engraving shows a Loyalist strung up from a "Liberty pole." Why do you think the revolutionary government failed to stop this kind of harassment?

The Loyalists Arrive in Canada

When the revolution ended and the Treaty of Paris was signed, between 80 000 and 100 000 Loyalists had to leave their homes in the United States. Some went to England, or to other British colonies. Many accepted Britain's offer of farmland in the colonies of Québec, Nova Scotia, and the Island of St. John (Prince Edward Island). During 1783 and 1784, about 7500 Loyalists settled in what was to become Ontario, and about 2000 settled in Québec. Almost 30 000 settled in Cape Breton, the Island of St. John, and the Saint John River Valley.



The Black Loyalists

At the time of the American Revolution, there were approximately 500 000 African-Americans in the Thirteen Colonies. Most were slaves working on the plantations of the south. Many of the men who signed the Declaration of Independence—Thomas Jefferson, for example—were slave owners.

The economics of slavery in America created a strategic opportunity for the British. By offering freedom to slaves in the Thirteen Colonies, the British hoped to ruin the plantation economies of many American states, weakening the rebels.

To every Negro who shall desert the Rebel Standard, full security to follow, within these Lines, any occupation which he shall think proper.

British Commander-in-Chief Sir Henry Clinton, 1779

- **FIGURE 5-20** Based on the settlement patterns shown here, what types of land were offered to the Loyalists? What would be the advantages and disadvantages of settling in these areas?

WEB LINK

To learn more about the Black Loyalists, visit our website.

abolitionist someone working to end slavery

ambassador an official delegate of one nation to the government of another nation

Did You Know?

At the Hurontown Conference of Indian Nations in 1786, delegates stated that First Nations had not agreed to the land divisions set by the treaty between Britain and the United States. This was one of many attempts to defend First Nations land and traditions from the governments of the United States, Britain, and eventually, Canada.



FIGURE 5-21 Joseph Brant believed that it was necessary for First Nations to adopt European customs while keeping their own traditions.

It is estimated that tens of thousands of slaves crossed the British lines. Some became soldiers, and others worked as cooks, labourers, or nurses. Some were also sold back into slavery when the war was over.

Loyalists who had slaves kept as many as they could and brought them to Québec, Nova Scotia, and New Brunswick—much to the disgust of **abolitionists** in Britain. (Slavery would not be completely abolished in the British Empire until 1834.) When the war ended, approximately 3000 Black Loyalists went to Nova Scotia, where many of their descendants still live.

The First Nations

When the American Revolution began, First Nations felt that they needed to choose sides if they were to protect their own interests. There was little chance that they could stay out of the conflict, especially since the Americans wanted their lands.

The Mohawk Nation, which was part of the Haudenosaunee Confederacy, had traditional territory in what was now the colony of New York. They had strong links to the British, and maintained good relations with Sir William Johnson, the British Superintendent of Indian Affairs. However, when it came to the revolution, the council of the Haudenosaunee Confederacy decided to keep a neutral position. Mohawk leader Joseph Brant disagreed.

Joseph Brant

Joseph Brant, also called Thayendanegea, was the brother of Molly Brant, Sir William Johnson's companion and friend. He visited England as an **ambassador** in 1775, and secured a promise of lands in Québec if the Mohawks fought with the British. During the war, Brant led Mohawk and Loyalist fighters against the rebels.

When the British lost the war, the 1783 Treaty of Paris recognized American independence and divided British North America. These negotiations, however, ignored the First Nations. Feeling betrayed, Brant argued that the Haudenosaunee had been friends and supporters of the British cause for many years. In a letter, he protested that the grand council

could not believe it possible such firm friends and allies could be so neglected by a nation [Britain] remarkable for its honour and glory, whom we have served with so much zeal and fidelity... We desire to know whether we are to be considered as His Majesty's faithful allies, and have that support... such as old and true friends expect.

At Brant's insistence, the British government gave the Haudenosaunee land along the Grand River in southern Ontario, near the present-day city of Brantford. The Mohawks and other members of the Confederacy settled there in 1784. Mohawk allies would again help the British fight the Americans in the War of 1812.

EXPLORING SOURCES

Joseph Brant, Diplomat

Brant was a natural leader and diplomat. As a personal friend of important people in English society, he was invited to dine with the king and queen, and socialized with the Prince of Wales.

One of Joseph Brant's many visits to England was described in a London newspaper. This account gives us some sense of the high regard in which Brant was held there.

Thinking IT THROUGH

1. How would establishing diplomatic (friendly) links to Britain benefit the Mohawk people?
2. Using the London newspaper account, identify words and phrases that show Joseph Brant was held in high regard by people in England. How might he use this position to advance the cause of the Mohawk people?
3. Brant would never have called himself king, since his society did not have European-style hierarchies. Why would the newspaper give him this title?

Monday last, Colonel Joseph Brant, the celebrated King of the Mohawks, arrived in this city from America, and after dining with Colonel De Peister, at the headquarters here, proceeded immediately on his journey to London. This extraordinary personage is said to have presided at the late Congress of confederate chiefs of the Indian nations in America, and to be by them appointed to the conduct and chief command in the war which they now [plan] against the United States of America. He took his departure for England immediately as that assembly broke up; and it is [thought] that his embassy to the British court is of great importance.

The Remaining British Colonies

After 1783, the British made serious efforts to build up their English-speaking colonies. They wanted populations loyal to the British crown. The Loyalists, including First Nations and African-Americans, had been the first wave of people welcomed to the north. As refugees from the United States, they seemed less likely to challenge the authority of the British government, or its representatives.

Although the War of 1812 would eventually ensure that British North America would not be part of the United States, few people were certain of this outcome at the end of the 1700s. The British colonies had tiny populations, and there was little unity. French-speaking

Canadiens did not like British rule. People living on the east coast still had close economic ties with Britain and New England, and felt they had little in common with the inland colonies. It would prove difficult to unite these diverse colonies. The Dominion of Canada would not be formed until 1867.

The Constitutional Act

The Loyalists created problems for the British government. Those who settled in Québec demanded that they be governed separately from the French-speaking Canadiens. The Constitutional Act, passed in 1791, divided Québec into two new colonies. Lower Canada, the heartland of what had been New France, kept French culture, the Catholic religion, and French civil law. Upper Canada was English-speaking and Protestant, with British laws and institutions. Lower Canada would later become the province of Québec; Upper Canada, the province of Ontario.

The Constitutional Act gave both colonies their own governments, each consisting of an elected assembly, a governor, and two councils. The members of the Executive and Legislative Councils were appointed by the governor, who was always a British nobleman. The members of these councils were prominent members of the community, and they helped the governor make laws for the colony. Elected assembly members could also propose acts or laws, but these could be **vetoed** by the governor and the councils. It was very similar to the system that caused rebellion in the Thirteen Colonies, but more rigid.

veto to stop or reject a legislative enactment

Thinking IT THROUGH



Summarize What's Important

1. Using a graphic organizer, identify the pros and cons of the British colonies of Québec and Nova Scotia joining the Americans in declaring independence from Britain. What were the key reasons they did not join the American revolutionaries?
2. Identify the reasons the Mohawk Nation remained loyal to Britain during the American Revolution.

Analyze Critically

3. Assess the impact of the Loyalists on the existing Canadian colonies. Was their arrival beneficial or not?

Build an Argument

4. A political refugee can be defined as "a person who has fled their homeland because of an oppressive

government." Should the Loyalists be considered political refugees? Support your thinking with specific details.

Synthesize and Evaluate

5. Slavery was not abolished in the British Empire until 1834. List the reasons the British would offer freedom to slaves in the 1770s. Do you think the British would have made this offer if there had not been a revolution? Elaborate and clarify your thinking.
6. Write a paragraph to answer the question: *How did the American Revolution change British North America?* Set aside your paragraph to help you answer the Chapter Focus Question on the next page.

Looking Back...

The American Revolution and British North America

CHAPTER FOCUS QUESTION

How did the American Revolution shape North America?

The American Revolution is one of the influential events in world history. It changed the face of North America politically, socially, and economically.

- Cause and Consequence** Using information from the chapter and your paragraphs from each section, complete an organizer like the one below to show how the American Revolution changed North America.

	Before the Revolution	During the Revolution	After the Revolution
Political Changes (government, taxes, laws)	British Colonies: American Colonies:	British Colonies: American Colonies:	British Colonies: American Colonies:
Social Changes (freedoms, rights, standard of living)	British Colonies: American Colonies:	British Colonies: American Colonies:	British Colonies: American Colonies:
Economic Changes (trade, imports, exports)	British Colonies: American Colonies:	British Colonies: American Colonies:	British Colonies: American Colonies:

Analyze Critically

- Go online and find a copy of the Declaration of Independence. What statements seem to be the most important in defining this new country?
 - Refer to the list of statements you identified as most important in the Declaration of Independence to discuss how the existence of such a document made American independence from Britain legitimate.

Build an Argument

- If you were the chief adviser to King George III, what arguments would you use to attack the Declaration of Independence and its authors? Share your thinking with the class.
- To what extent did colonies of North America benefit from the American Revolution? Refer to the chart above to identify specific relevant details and examples to help clarify your thinking.

Synthesize and Evaluate

- The American Revolution is often seen as a fight for democracy. With a partner, create a list of criteria that could be used to judge how democratic a revolution can be. Using your paragraphs from each section and examples from the text to support your position, answer this question: How democratic was the American Revolution? Discuss possible presentation options with your teacher.

