AMERICAN REVOLUTION PACKET

- Assigned Reading: *Enduring Vision*, CH 5 & 6
- Homework Assignment due at the start of class on October 8 (A Day) and October 9 (B Day)
- Colonial Test: October 8 (A Day) and October 9 (B Day)

(Source: http://beaufortcountynow.com/post/5234/)
PERIOD 2: 1607–1754

**Key Concept 2.2:** European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.

I. Competition over resources between European rivals led to conflict within and between North American colonial possessions and American Indians.

II. Clashes between European and American Indian social and economic values caused changes in both cultures.

**Key Concept 2.3:** The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.

I. “Atlantic World” commercial, religious, philosophical, and political interactions among Europeans, Africans, and American native peoples stimulated economic growth, expanded social networks, and reshaped labor systems.

II. Britain’s desire to maintain a viable North American empire in the face of growing internal challenges and external competition inspired efforts to strengthen its imperial control, stimulating increasing resistance from colonists who had grown accustomed to a large measure of autonomy.

PERIOD 3: 1754–1800

*British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation’s social, political, and economic identity.*

**Key Concept 3.1:** Britain’s victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.

I. Throughout the second half of the 18th century, various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the new United States government.

II. During and after the imperial struggles of the mid-18th century, new pressures began to unite the British colonies against perceived and real constraints on their economic activities and political rights, sparking a colonial independence movement and war with Britain.

III. In response to domestic and international tensions, the new United States debated and formulated foreign policy initiatives and asserted an international presence.

**Key Concept 3.2:** In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.

I. During the 18th century, new ideas about politics and society led to debates about religion and governance, and ultimately inspired experiments with new governmental structures.
**APUSH: Chapter 5 --Identifications & Chart Questions**

Briefly identify each of the following terms in order to make sure that you are familiar with each for focus writings, discussion, quizzes, and essay tests in class. **In order to receive FULL credit you MUST include the significance in the definition.**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Term</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>Albany Plan of Union</td>
<td>Townshend Duties</td>
<td>British post-war policy in the years 1760-64:</td>
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<tr>
<td>Seven Years’ War</td>
<td>John Dickinson’s Letters from a Farmer in Pennsylvania</td>
<td>War Debts-</td>
<td></td>
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<tr>
<td>William Pitt (the Elder)</td>
<td>Samuel Adams</td>
<td>Commercial Regulation-</td>
<td></td>
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<tr>
<td>Treaty of Paris (1763)</td>
<td>taxation without representation</td>
<td>Native Americans-</td>
<td></td>
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<tr>
<td>Pontiac’s Rebellion</td>
<td>non-importation</td>
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<td>Proclamation of 1763</td>
<td>Daughters of Liberty</td>
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<td>writs of assistance</td>
<td>American Board of Customs</td>
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<td>Sugar Act</td>
<td>non-consumption</td>
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<td>Stamp Act</td>
<td>spinning bees</td>
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<td>Virtual representation</td>
<td>John Hancock &amp; the Liberty</td>
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<td>Sons of Liberty</td>
<td>Commissioners</td>
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<td>Stamp Act Congress</td>
<td>customs racketeering</td>
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<td>Declaratory Act</td>
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</table>

Briefly answer the questions in the chart below, being sure to read and answer the entire question to make sure that you are familiar with each for the focus writings, discussions, quizzes and essay tests in class.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>How did the French &amp; Indian War pave the way for direct conflict between the British and the thirteen colonies?</td>
<td>British post-war policy in the years 1760-64: War Debts- Commercial Regulation- Native Americans-</td>
</tr>
<tr>
<td>Why did the Stamp Act of 1765 provoke a more negative and dramatic response on the part of the colonies than the Sugar Act of 1764? Consider the distinction between external/indirect taxation and internal/direct taxation.</td>
<td>Did the events in Boston on March 5, 1770, constitute a “massacre”? Why or why not?</td>
</tr>
<tr>
<td>Colonial Protest to the Stamp Act:</td>
<td>Britain’s response in the Declaratory Act</td>
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<tr>
<td>Result:</td>
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<tr>
<td>Colonial Reaction to the Townshend Duties (Acts)-</td>
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<tr>
<td>How did this represent a shift in their position on the issues of taxation and legislation?</td>
<td>Did the events in Boston on March 5, 1770, constitute a “massacre”? Why or why not?</td>
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<tr>
<td>What factors drove colonial leaders to declare independence by July 1776? Consider their reaction to the Intolerable Acts, the outbreak of war, and the influence of Thomas Paine’s <em>Common Sense</em>.</td>
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APUSH: Chapter 6 Identifications & Short Essay Questions

Identifications:
- Patriots (Whigs)
- Loyalists (Tories)
- Continental Army
- Battle of Saratoga
- Battle of Yorktown
- Peace of Paris (1783)
- egalitarianism & natural aristocracy
- gradual emancipation
- republican motherhood
- bicameral legislatures
- property requirements
- Jefferson’s Statute for Religious Freedom
- Articles of Confederation
- Continentals
- Newburgh Conspiracy
- Ordinance of 1785 (townships/sections)
- Northwest Ordinance of 1787
- Shays’s Rebellion
- Philadelphia (Constitutional) Convention
- Virginia Plan/New Jersey Plan/Connecticut Compromise
- Constitution of the United States
- Checks and balances/separation of powers/electoral college/federalism
- Three Fifths Compromise (slavery issue)
- Ratification/Federalists/Anti-Federalists/The Federalist Papers

Ch. 6 Questions to ponder

1. What advantages and disadvantages did each side have in the American Revolutionary War?

2. Why could the Revolutionary War be more accurately described as a civil war?

3. What happened at the Battle of Saratoga and why is it considered the turning point in the Revolutionary War?

4. What were at least three weaknesses of the national government established under the Articles of Confederation?

5. What was Shays’s Rebellion and why did it lead to the calling of the Constitutional Convention?

6. Explain the differences between the Virginia Plan and the New Jersey Plan, both of which were presented at the Constitutional Convention of 1787. Explain how the Connecticut Compromise resolved the differences between the two proposals.
The French and Indian War: Nine Perspectives

Read the vignettes below to get a sense of different participants in the French and Indian War. Choosing one vignette, write a short profile of the character represented in the vignette. How does the character you choose shape your view of the war? Based on their perspective, how do you think your character would name that war?

(1) Your family immigrated to Pennsylvania from Switzerland in the early 1750s and purchased land in the Susquehanna Valley from the Pennsylvania government. You live near a Native American village that you trade with regularly. Recently, though, some of your European neighbors have fled east because of Native American attacks. One neighbor was shot, another tomahawked, and a third captured. You see two options: flee or support a militia to kill and destroy the Native Americans.

(2) You are a member of a Quaker family which came to Pennsylvania in the early 1700s seeking religious freedom. You live near Philadelphia and support cordial relations with Native Americans. The Quakers, or Society of Friends, are pacifists and you do not want violence. You do not support forming a militia or raising taxes for arms and ammunition or forts. You don’t agree with the new European immigrants in the west who seem to incite violence. Your family supports the “Friendly Association for Regaining and Preserving Peace with the Indians by Pacific Measures.”

(3) Your family is Scots-Irish and squats on land near the Susquehanna River. You believe that you have a right to the land because the Native Americans and wealthy Philadelphia land speculators weren’t using it productively. Your family has a small farm and homestead. Your Native American neighbors, however, do not appreciate your farming achievements and brutally attacked your family, home, and farm. Feeling helpless against Indian attacks, your family fled east to escape.

(4) You are a Pennsylvania soldier living at a fort in western Pennsylvania. You had been an indentured servant but left servitude to join the British army. You hate the French and Native Americans and have participated in killing dozens of Native Americans, burning their homes and crops. You believe that getting rid of the Indians is the only way to provide security for the European immigrants who use the land productively. You also believe Pennsylvania should raise taxes on the city dwellers to support the construction of forts and strengthen the militia.

(5) You are a Lenape whose nation’s land has been taken over by European colonists. You’ve been pushed westward as Europeans take your land in the east. Your elders tried to share the land with the invaders but the Europeans tricked your nation with false treaties in order to take large portions of the land. You also don’t recognize the control of your land by the Iroquois League. You don’t understand why the Europeans who converted you to their God and traded and ate with your family are now destroying your villages and killing your family.

(6) You are a member of the Six Nations Iroquois. Your nation claims the right to the lands of the Susquehanna Valley because it defeated the native people living there in the early 1700s. Your nation has benefited from its alliance with the British. You support working with the Penn family to make treaties to settle land claims. You believe that your nation should control the land, not the weaker Lenape or Delaware or other Native American groups.

(7) You are a young English woman from Philadelphia. You fear the potential invasion of French troops. You have read about the brutality of the French and Native Americans in the west. In response, you’ve joined the British war effort. You’ve hosted soldiers in your family home, provided oil and wood, and loaned a horse. You are willing to make sure Philadelphia remains a British colonial city. Your brother is fighting in western Pennsylvania.

(8) You are a French soldier who was sent to New France to fight the British. You believe the British are to blame for the war. There would not have been a war if the British fur traders hadn’t started moving into French territory. Because of the British, the French had to build Fort Duquesne at La Belle Riviere (Ohio River) to support France’s missions, trading posts, and other forts.

(9) You are a free African American male. You become involved in the war because in 1755 British General Edward Braddock, desperate for soldiers, used a loophole in a 1723 Virginia law which prohibited most African Americans from carrying firearms but made an exception for those who lived on the frontier and had a license from a justice of the peace, or for free black men who were in the militia. General Braddock originally recruited you as a “batman” but, as he was losing the battle at Fort Duquesne, had you carry firearms. More African American men would have joined the militia but Virginia’s legislature prohibited African Americans from enlisting as soldiers who carried arms. Planters and owners of enslaved African American were afraid that they would turn the armaments on the planters and lead an insurrection against slavery.
OBJECTIVE- Analyze the opposing viewpoints that converged on the eve of the American Revolution in order to draw conclusions regarding the inevitability of the war for American independence.

DRILL

1. Identify what each of the following symbols represent:
   a. Horse-
   b. Man on the horse-
   c. Man carrying the flag-

2. Describe the conditions depicted in the illustration that resulted in the horse throwing off his “master.”

3. What can you infer is the artist’s outlook on American Independence? Explain.
GUIDELINES FOR THE FOUNDERS DINNER PARTY

During the American Revolution, many significant individuals, who lead the nation into a struggle for independence. Many of these individuals differed on how and whether or not the young American republic should declare its independence. Those differences erupted in intense political debates over such issues as how the colonies should be governed, revolutionary war strategy, what side should be supported, and the extent of power the colonists had. To study these critical decades in U.S. history, you will be asked to join with other classmates to research and debate the same issues that these individuals grappled with as the American republic was born.

Dinner Party
Each person will be assigned a figure from early American History which they will need to research thoroughly. You will need to research the individual to find information regarding their views on a variety of topics as well as personal information. The information you research will be used to answer questions posed to you in a “dinner party” setting, as you portray this individual. Once researched you will then use the information you’ve obtained to hold a conversation as this historical figure.

Personal Information
You will need to research all personal information you could potentially need to have in a conversational type setting. Including, but not limited to, personal information (i.e., birthday, family, spouse), political career, role in the American Revolution and the events leading up to it, and any other potentially pertinent information.

Issues Discussed

English and Colonial Relationship
- Related Issues: causes of the revolution (sugar act, tea act, Boston Tea Party, etc.), French and Indian war, Albany Plan of Union, Lexington and Concord, Sons of Liberty, First Continental Congress

Revolutionary War
- Related Issues: battles of the revolution, foreign involvement, George Washington’s leadership, Issues faced during the war, Olive Branch Petition, Common Sense, Declaration of Independence, Second Continental Congress, Outside participants (Slaves, French, Loyalists, etc.), Treaty of Paris

Research
Once you complete your research you will need to turn in a copy of the information you’ve researched in the library and at home. The format you turn in is up to you, but it will need to include the personal information and issues discussed listed above. Be sure to label the information appropriately and include all of the above information.

Format
The dinner party will take place on October 9th/10th in class. You will participate in a simulated “dinner party”, where you will portray the individual you have researched. Over the course of the “dinner party” the individuals will discuss a variety of topics using the information you gathered while conducting your research. You may use your information as a guide but do your best to know where your individual stands on the issues above. Throughout the discussions you will obtain information about each of the other participants. As an assessment for this activity you will need to take the information you learned about each participant and write a thank you note to four of the attendants. Of the four you will choose two “allies” and two “opponents” and write thank you notes to them for their participation in the event, including the use of the information that you’ve obtained. Thank you notes should be approximately a half a page in length for each participant.

Participants
1. John Dickinson
2. Samuel Adams
3. John Hancock
4. Thomas Paine
5. Thomas Jefferson
6. Benjamin Franklin
7. Patrick Henry
8. John Adams
9. Robert Morris
10. Edmund Randolph
11. Edmund Burke
12. James Otis, Jr.
13. John Wilkes
14. Soame Jenyns
15. George Washington
16. Josiah Tucker (High only)
17. Stephen Hopkins (High only)
18. Lord Dartmouth
19. William Pitt
20. Lord North
21. George Grenville
22. Lord Rockingham
23. Charles Townshend
24. Lord Hillsborough
25. Joseph Galloway
26. Thomas Hutchinson
27. General Gage
28. Daniel Leonard
29. William Smith (Cato)
30. King George III
Objective/Goals

Identify the position of your character as a Loyalist or a Patriot. Include the major argument that supports your character’s position.

Profile

Include the biographical information about the details of your character’s birth and death. Identify the colony, country, or region your character lived or worked. Education of your character or titles of nobility.

Skills Summary

- Legislation Passed (Acts…etc.)
- Paphlets
- Literature
- Speaches
- Treaties
- Treatises

Professional Experience

OCCUPATIONS
- Position of Service and length of time served
- Governors or Monarchy served under
- Success of Service or Enterprise

Primary Source

EXERPTS FROM DOCUMENTS WRITTEN OR SPEECHES GIVEN BY YOUR CHARACTER

Argument

IDENTIFY EACH OF THE POINTS THAT YOUR CHARACTER USED TO SUPPORT HIS/HER ARGUMENT. Categorize the points as political, social, or economic examples.

The points listed in this section will be presented in the debate and therefore will be written on the debate notecards you create.

Friends & Foes

LIST THE ALLIES AND ENEMIES OF YOUR CHARACTER. The individuals listed could have had legitimate encounters with your character in person or through the press; however, you may base the relationship on their views alone.

Citations

LIST ALL PRIMARY AND SECONDARY SOURCES USED IN COMPLETING YOUR RESEARCH FOR THE DEBATE.
# THE ROAD TO REVOLUTION (1760-1775)

*Be sure to include the Social, Political and Economic effects of the Events.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>British (re)Action &amp; Description of Policy*</th>
<th>Colonial Response &amp; Results*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1760</td>
<td>Writs of Assistance</td>
<td>-James Otis, Jr.</td>
<td></td>
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<tr>
<td>1763</td>
<td>Proclamation of 1763</td>
<td>-Pontiac’s Rebellion</td>
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<tr>
<td>1764</td>
<td>Sugar Act</td>
<td>-External, Indirect Tax</td>
<td></td>
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</tbody>
</table>
| 1765 | Stamp Act              | -Internal, Direct Tax
  -Sam Adams
  -Son’s of Liberty
  -Stamp Act Congress
  -Declaratory Act |                              |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>British (re)Action &amp; Description of Policy*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1767</td>
<td>Townshend Acts</td>
<td>- External, Indirect Tax</td>
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<td>- John Hancock's Liberty</td>
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<td>- &quot;Spinning Bees&quot;</td>
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<td>1770</td>
<td>Boston Massacre</td>
<td>- Crispus Attucks</td>
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<td>- Sam Adams</td>
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<td>- Sons of Liberty</td>
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<td>- Committees of correspondence</td>
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<tr>
<td>1773</td>
<td>Tea Act</td>
<td>- British East India Company</td>
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<td>- Boston Tea Party</td>
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<td>1774</td>
<td>Intolerable Acts</td>
<td>- Coercive Acts</td>
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<td>- Quebec Act</td>
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<td>- First Continental Congress</td>
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<tr>
<td>1775</td>
<td>Lexington &amp; Concord</td>
<td>- General Gage</td>
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<td></td>
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<td>- Minute Men</td>
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</tbody>
</table>
“…assemblies have been frequently dissolved, contrary to the rights of the people, when they attempted to deliberate on grievances; and their dutiful, humble, loyal, and responsible petitions to the crown for redress, have been repeatedly treated with contempt…”

“Knowing, to what violent resentments and incurable animosities, civil discords are apt to exasperate and inflame the contending parties, we think ourselves required by indispensable obligations to Almighty God, to your Majesty.”

“…towards further defraying the expenses of defending, protecting, and securing, the said dominions…resolved to give and grant unto you Majesty the several rates and duties herin mentioned…For every ream of blue paper for sugar bakers, ten pence halfpenny.”

“And whereas it is just and reasonable, and essential to our Interest, and the Security of our Colonies, that the several Nations or Tribes of Indians with whom We are connected, and who live under our Protection, should not be molested or disturbed in the Possession of such Parts of Our Dominions and Territories as, not having been ceded to or purchased by Us, are reserved to them.”

“Resolved. That these United Colonies are, and of the right ought to be, free and independent States that they are absolved from all allegiance to the British Crown, and that all the political connections between them…ought to be, totally dissolved.”

“We hold these truths to be self evident: that all men are created equal…The history of the present king of Great Britain is a history of injuries and usurpations…”

“I am by no means fond of inflammatory measures. I detest them. I should be sorry that anything should be done which might justly displease our sovereign or our mother country. But a firm, modest exertion of a free spirit should never be wanting on public occasions.”

“The Cause of America is in a great Measure the Cause of all Mankind…Society in every state is a blessing, but Government even in its best state is but a necessary evil…”

“The summer solder and the sunshine patriot will, in this crisis, shrink from the service of their country; but he that stands it now, deserves the love and thanks of man and woman.”

“A noble sight – to see th’ accursed TEA Mingled with Mud ---and ever for to be: For King and Prince shall know that we are FREE.”

“His Brittanic Majesty acknowledges that said United States…to be free sovereign and independent states, that he treats them as such, and for himself, his heirs, and successors, relinquishes all claims to the government, property, and territorial rights…”

“By cruel Soldiers, five men were slain, Their everlasting happiness to gain; And when fierce Troops urg’d thick on ev’ry Side, They spurn’d their Fate, and spread Destruction wide
# American Revolution: regional contributions & financing

<table>
<thead>
<tr>
<th>Region (or Nation/Group)</th>
<th>Description: Contribution or Involvement</th>
<th>Primary Source: What contribution or involvement did your group have?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td></td>
<td>Author/Title/Type (ex. Letter) Information</td>
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<tr>
<td>Urban</td>
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<td>Author/Title/Type (ex. Letter) Information</td>
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<tr>
<td>Rural (Farmers)</td>
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<td>Author/Title/Type (ex. Letter) Information</td>
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<tr>
<td>French</td>
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<td>Author/Title/Type (ex. Letter) Information</td>
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</tbody>
</table>

**Conclusion:** Which group made the greatest contribution to the cause of American Independence? Why did this group make the MOST significant contribution? (Consider motivations & current status)
Analyzing Thomas Paine’s *Common Sense*

1. Where in *Common Sense* does Paine state opinions and where does he state fact?

2. Where does Paine appeal to his reader’s logic and where does he appeal to his reader’s heart? Why are both appeals important?

3. How do you suppose the following constituencies reacted to *Common Sense*?
   - A. British-born American land owners
   - B. Indentured servants
   - C. American-born aristocrats
   - D. American-born commoners

4. Which 3 arguments in *Common Sense* would the English government be most likely to have attacked?

**Analyzing *The Declaration of Independence***

1. What is the main idea of paragraph 1 (“When in the course of human events…”)?

2. In paragraph 2, what “truths” are held evident?

3. After paragraph 2, the rest of the Declaration of Independence is a list of grievances against the king and Parliament explaining why the colonists have decided to declare their independence. Of these grievances, which three do you think are the most valid? Why?
### Comparing the Changes in American Government: 1607-1789

<table>
<thead>
<tr>
<th></th>
<th>Colonial Governments 1607-1776</th>
<th>Articles of Confederation 1781-1789</th>
<th>Constitution 1789-present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who had the power to tax?</td>
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<tr>
<td>Who had the power to make laws? How was this legislature organized?</td>
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<tr>
<td>How are legislators (law makers) chosen?</td>
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<td>Who was the executive authority (to enforce the laws)?</td>
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<td>Who had the power to create courts?</td>
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<td>Who had power to regulate trade?</td>
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<tr>
<td>What were some advantages of this type of government?</td>
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<tr>
<td>What were some disadvantages of this type of government?</td>
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**Analysis Questions:**

1. What was the biggest change in American government from the colonial era to today?

2. What changes to our government do you envision occurring over the course of the next 100 years?
THE FRENCH AND INDIAN WAR: CAUSES & CONSEQUENCES

I. French & English Mercantilist Wars
   A. England’s adoption of French-style mercantilism led to a change in its economic and military policy towards the colonies
      1. Increased protective tariffs and trade restrictions for colonists
      2. Wars with England’s economic rivals
   B. French & English Colonial Wars
      1. European conflicts & mercantilist policies led to four wars between French and English colonists
      2. King William’s, Queen Anne’s, & King George’s Wars led to a land frenzy in the 1750s (esp in the Ohio River Valley)
   C. Turning Point: 1754
      1. English officials & colonial leaders met to discuss frontier problems at the Albany Congress:
         a. Benjamin Franklin proposed forming an inter-colonial militia to counter Iroquois attacks
         b. This “Albany Plan of Union” was rejected by both the colonists & British officials
      2. Colonel Washington’s troops were repulsed by the French at Fort Duquesne which led to the outbreak of the fourth mercantile war, the French & Indian War

II. The French and Indian War (1754-1763)
   A. Fighting the French and Indian War
      1. The lack of colonial unity & French alliances with Native Americans hurt the British army from 1756 to 1758
      2. The tide of the war turned in 1757 under Prime Minister William Pitt who used qualified generals & unlimited funds to win
   B. By 1760, the war was virtually over; Treaty of Paris officially ended the French & Indian War in 1763
      1. France lost all of its claims in North America & in India; Spain gained Louisiana but lost Florida
      2. England gained Canada, the Caribbean slave trade, and control of India
   C. Was 1763 a turning point in American history? Perceptions of War
      1. Colonial Views: Glad to gain new land in western frontier & learned how to fight
      2. English Views: Americans were not willing to fight or help fund a war to protect themselves
   D. The impact of the French and Indian War
      1. Impact on Britain: the war increased England’s empire & its debt; led to a reorganization of America
      2. Impact on colonists: post-war affluence & ties to English culture gave few any thoughts of independence

III. Eroding the Bonds of Empire
   A. George III’s ascension brought “Parliamentary sovereignty”: Parliament has ultimate control over the colonies
      1. “No Taxation Without Representation” led to debate over colonial assemblies vs. “virtual representation”
      2. The Royal Army was not removed after the Seven Years War: expensive & was ineffective against natives
   B. Pontiac’s War (1763) of Ottawa Indians against western settlers along the Great Lakes
      1. Attack revealed British weaknesses and Native American dissatisfaction with English treaties
      2. The Paxton Boys in Pennsylvania took matters into their own hands against Indians
      3. The British issued the Proclamation Line of 1763 to keep settlers out of Indian lands; Colonists resented this restriction
   C. English Parliamentary sovereignty contradicted salutary neglect & took place amidst the Enlightenment

IV. Conclusions: Rule Britannia? Despite tensions, few colonists had ideas of independence by 1763
The Road Towards the American Revolution

I. Paying off England’s National Debt

A. The end of the French & Indian War in 1763 led to new economic & political restrictions on the colonies

B. Chief Minister George Grenville assessed England’ debt after French & Indian War & initiated the Grenville Acts:
   1. Sugar Act of 1764—established a precedent but not mass protest because most colonists were unaffected
   2. Currency Act of 1764 & Quartering Act of 1765—helped England raise money not just regulate trade
   3. Stamp Act of 1765—established a tax on common paper goods like marriage licenses & property deeds:
      a. First mass protest by common citizens—riots, boycott, Sons of Liberty, & women’s role
      b. The Massachusetts Stamp Act Congress called for Parliament to repeal the tax
      c. Repealed in 1766 but replaced with the Declaratory Act (“Parliament is sovereign in all cases whatsoever”)

C. The Townshend Acts (1767) were created to avoid the mistakes of the Grenville taxes:
   1. Indirect taxes on paper, lead, glass, and tea & created an American Board of Customs Commissioners
   2. The Sons of Liberty issued a circular letter to all the colonies to protest the Townshend Acts
   3. Colonial resentment, communication, & unity were made evident by the Townshend Acts

D. The Boston Massacre
   1. “Massacre” erupted when frustrated colonists taunted the standing British army in Boston
   2. Townshend Acts were repealed in 1770 (except on tea) but colonists continued committees of correspondence

E. The Boston Tea Party:
   1. The Tea Act (1773) was created to help the East India Co. but was resented by suspicious colonists
   2. Boston Tea Party led to the Coercive/Intolerable Acts (1774): Boston port closed & MA gov’t restructured

F. Quebec Act (1774): new Canadian gov’t lacked a colonial assembly which posed a threat to all colonists

II. Steps Towards Independence

A. The First Continental Congress (Sept 1774) met to respond to the Coercive Acts
   1. Suffolk Resolves urged resistance
   2. The delegates decided to form an “association” to enforce non-importation (boycott)

B. On April 18, 1775, colonial minutemen & British Redcoats fought at Lexington & Concord (starting the revolution)

C. The 2nd Continental Congress (1775) appointed Washington to lead a new army but did not call for independence

D. Prohibitory Act (1775): restricted colonial trade, blocked ports, hired mercenaries (Hessians), & incited slaves

III. Conclusions

By December 1775, the British & American colonists were fighting an “informal revolutionary war”…but:

A. Colonial leaders had not yet declared independence

B. Most colonists were “loyal subjects” of England & asked George III to protect them against the king's ministers

C. King George already considered the colonists in “open rebellion”
The American Revolution: The Fight for Independence

I. The Decision to Fight for Independence
A. Lexington & Concord was only the beginning of pre-revolutionary conflicts: Battle of Bunker Hill, Olive Branch Petition, & King George’s view of colonial “open rebellion”

B. Thomas Paine’s *Common Sense* (1776) persuaded ordinary people to sever ties with England & favor independence

C. The Second Continental Congress voted for independence on July 2, 1776 & issued the *Declaration of Independence*

D. Colonists were divided: Patriots vs. Loyalists vs. Neutrals

II. Fighting the War for Independence
A. England at the onset of the American Revolution
   1. British advantages during the war included more troops, better officers, manufacturing, & a great navy
   2. In reality, England faced an impossible task: long supply lines & defeating the Continental Army

B. American “Professional Army”
   1. Washington became committed to defending territory & using guerilla tactics
   2. The Continental Army was the symbol of the “republican cause” but militias played an important role
   3. African-American slaves, Native Americans, & women played important roles in the revolution

C. The Early Years: 1776-1777
   1. The Americans (“war of attrition”) & British (“divide & conquer”) used different strategies to win the war
      a. America gained an ally in France after Saratoga; The French navy helped turn the tide of the war
      b. The threat of a French invasion led England to offer an amicable end to the revolution
   2. Initial American defeats by General Howe led to thousands of “oaths of allegiance” by colonists
   3. England failed to win a “decisive battle”…the American “victory” at Saratoga was the turning point in the war

D. The Final Campaign: 1781
   1. General Cornwallis was defeated at Yorktown & surrendered to Washington on October 19, 1781
   2. Loyalist were treated poorly by both sides during the war & many left America after war

III. The Treaty of Paris, 1783
A. The peace treaty of 1783 ended the war and gave America full independence from England was well as:
   1. American gained all lands east of the Mississippi; Spain regained Florida; England kept Canada
   2. England agreed to remove its army & colonists agreed to pay back debts (neither happened quickly)

B. After 176 years of British rule, would the United States become a land of the elite or of the people?