



## Teach

### Conflict with Native Americans

### British Rule Leads to Conflict

pp. 145–146

#### Instruction

L2

- **Vocabulary Builder** Before teaching this section, preteach the High-Use Words **minimum** and **emotional**, using the strategy on TE p. T21.  
**Key Terms** Have students continue filling in the See It–Remember It chart for the Key Terms in this chapter.
- Read Conflict with Native Americans and British Rule Leads to Conflict with students using the Give One, Get One strategy (TE, p. T25).
- Discuss Pontiac’s War. Ask: **Why did Pontiac begin attacking British forts and settlements in the west?** (*He wanted to drive the British out of the lands west of the Appalachian Mountains.*)
- Ask: **How did the colonists start to think of themselves differently after the end of the French and Indian War?** (*They began to think of themselves as different from people living in Britain.*)

#### Independent Practice

Have students begin to fill in the Study Guide for this section.



#### Interactive Reading and

**Notetaking Study Guide**, Chapter 5, Section 2 (Adapted Version also available.)

#### Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand the importance of the differing perspectives of the colonists and the British government. Provide assistance as needed.

#### Answers

**Reading Charts** (a) Britain (b) Possible answer: The relations became more tense because Britain imposed new taxes on the colonies without any agreement from the colonists.

✓**Checkpoint** Colonial settlements were banned west of the Appalachian Mountains.

## Effects of the French and Indian War

### THE FRENCH AND INDIAN WAR

- France loses its North American possessions.
- Britain is left with a large debt.
- Colonists develop a sense of unity.
- Colonists begin settling in the Ohio River valley.
- Native Americans resist colonists settling in the Ohio River valley.

#### Reading Charts

#### Skills Activity

The struggle between France and Great Britain to establish an empire in the Americas ended in 1763. The results brought political, social, and economic change to North America.

- Read a Chart** Which nation faced huge expenses after the war?
- Apply Information** How do you think the war impacted relations between Britain and the colonies?

colonial settlement west of a line drawn along the Appalachian Mountains. Settlers were told they had to move to a location east of that line.

The Proclamation of 1763 angered many colonists who believed they had the right to reside wherever they wanted. The proclamation was widely ignored and proved impossible for the British to enforce.

✓**Checkpoint** What were the terms of the Proclamation of 1763?

### British Rule Leads to Conflict

The colonists were proud of their contribution toward winning the French and Indian War. Tens of thousands of men had served as soldiers, and many had died in the war. Massachusetts alone lost more than 1,500 men. The colonists expected Britain to be grateful for their assistance. At best, they expected only a **minimum** rise in taxes.

Although ties between the colonies had begun to grow before the war, the 13 colonies still were divided in many ways. But the people of those colonies also saw themselves as different from people living in Britain. In 1763, the colonists still considered themselves loyal British subjects. Increasingly, however, they identified more with one another than with Britain.

The British saw things differently. The French and Indian War left Britain deeply in debt. Furthermore, these expenses continued. The British government had to keep troops in North America to make sure France did not try to regain its lost territory and to protect settlers against Native American attacks. British leaders believed the colonists should pay part of the debt.

**The Sugar Act** The British effort to impose new taxes on the colonies began in 1764 when Parliament passed the Sugar Act, which put a **duty—or import tax**—on several products, including molasses. It also called for harsh punishment of smugglers. Colonial merchants, who sometimes traded in smuggled goods, protested.

**Vocabulary Builder**  
**minimum** (MIHN ah muhm)  
**adj.** smallest quantity possible

## Differentiated Instruction

L1 English Language Learners L1 Less Proficient Readers L1 Special Needs

**Describing** Ask students to describe in their own words the new laws mentioned in this section. Descriptions may be oral or written. Ask students to answer the following questions in their descriptions:

- What does the law state?
- Why did the British government believe that this law was necessary?
- What was the impact of this law on the colonists?

**The Quartering Act** One year later, Parliament passed the Quartering Act. The purpose of the Quartering Act was to save money. To enforce the Proclamation of 1763, Britain kept about 10,000 soldiers in the colonies. The act required colonists to quarter, or house, British troops and provide them with food and other supplies. The colonists protested angrily. Once again, the colonists complained that Parliament was violating their rights.

**Checkpoint** Why did the British impose new taxes on the American colonists?

## The Stamp Act

An even more unpopular law was the Stamp Act, passed by Parliament in early 1765. The Stamp Act required that all colonists buy special tax stamps for all kinds of products and activities. The stamps had to be placed on newspapers, wills, licenses, insurance policies, land titles, contracts, and other documents.

Protests against the Stamp Act were widespread. Virginia's House of Burgesses passed several resolutions declaring that it alone had the right to tax the people of Virginia. Patrick Henry, one of the youngest members of that body, made an **emotional** speech attacking the law. Henry ended his speech with a reference to the murder of Julius Caesar in ancient Rome. When Henry said that some good American would do the same to King George III, cries of treason were hurled against him. Henry replied, "If this be treason, make the most of it."

Other colonial assemblies followed Virginia's example. Merchants in New York, Boston, and Philadelphia organized a **boycott—an organized campaign to refuse to buy certain products**—of British goods. The protests spread to every colony.

In October, delegates from nine colonies met in New York for the Stamp Act Congress. They sent a **petition—a written request to a government**. Addressed to the king and Parliament, this petition demanded the end of both the Sugar Act and Stamp Act.

The protests worked. In 1766, Parliament repealed the Stamp Act. However, at the same time it passed the Declaratory Act, which said Parliament had total authority over the colonies. That set the stage for further trouble between Britain and her colonies.

**Checkpoint** Why did colonists object to the Stamp Act?

### Support Inferences With Details

Use details from the text to support this inference: The British did not expect the colonists to react negatively to new policies after the French and Indian War.

### Vocabulary Builder

**emotional** (ee MOH shuh nah) **adj.** appealing to the emotions, or feelings, of people

### Biography Quest



**Patrick Henry**  
1736–1799

In the days before the American Revolution, the most eloquent spokesperson for independence was Patrick Henry.

Henry gave his famous speech in 1775. He urged Virginians to take up arms in their defense. "I know not what course others may take," he roared, "but as for me, give me liberty or give me death!" He later went on to serve six terms as governor of Virginia.

### Biography Quest

**How did a salary dispute make Henry famous?**

**For:** The answer to the question about Patrick Henry

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## History Background

**Patrick Henry's Oratory** Patrick Henry was 29 years old when he gave his 1765 speech to the Virginia House of Burgesses opposing the Stamp Act. The remarks to which the Student Edition refers were "Caesar had his Brutus, Charles the First his Cromwell"—references to two leaders

and their assassins—"and George the Third may profit by their example. If this be treason make the most of it." Henry gave his most famous speech in 1775. When arguing for independence, he said, "I know not what course others may take, but as for me, give me liberty or give me death."

## The Stamp Act

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### Instruction

- Have students read The Stamp Act. Remind students to look for causes and effects.
- Ask: **How did colonists react to the Stamp Act?** (*There were widespread protests, boycotts, and petitions against the act.*)
- Have students complete the worksheet Patrick Henry to explore colonists' reaction to the Stamp Act. After students have completed the worksheet, ask: **How did the Stamp Act help draw the colonists closer together?** (*They united against an unpopular law and worked together to end the Stamp Act.*)

**All in One Teaching Resources, Unit 2,** Patrick Henry, p. 20

### Independent Practice


Have students continue to fill in the Study Guide for this section.

 **Interactive Reading and Notetaking Study Guide,** Chapter 5, Section 2 (Adapted Version also available.)

### Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand the importance of colonists' protests against unpopular laws. If students do not seem to have a good understanding, have them reread the section. Provide assistance as needed.

### Answers

 **Reading Skill** Possible answer: Since British troops would protect the colonists, Britain expected colonists to house and feed troops.

**Checkpoint** to help pay the costs of the war and protecting the colonists

**Checkpoint** They did not want to pay additional taxes on many additional products and services.

**Biography Quest** Henry earned his reputation as an eloquent speaker at a trial where tobacco farmers' salaries were reduced. Henry argued against repaying any owed monies and implied that the king of England was becoming a tyrant. Many people at the trial considered this treasonous.

## Explore More Video

### Discovery School Video

Show the video *Boston Massacre* to tell the story of the events that led to the Boston Massacre and the aftermath of the incident.

## Protests Spread

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### Instruction

L2

- Have students read Protests Spread. Remind students to look for sequence of events.
- Ask: **Why did Parliament keep the duty on tea when it repealed other taxes?** (*It wanted to assert its power to make laws in the colonies.*)
- Ask: **What effect did the Boston Massacre have on colonial resistance to British policies?** (*It helped strengthen the resistance by further uniting the colonists against the British government through groups like the Committees of Correspondence.*)

### Independent Practice

Have students complete the Study Guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 5, Section 2 (Adapted Version also available.)

### Monitor Progress

- As students complete the Notetaking Study Guide, circulate to make sure students understand the importance of protests in the colonies. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

 **Teaching Resources, Unit 2**, Reading Readiness Guide, p. 17

### Answer

**Detect Points of View** Possible answer: The British soldiers look confused; the colonists look scared.

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**Explore More Video**  
To learn more about the Boston Massacre, view the video.

**Massacre!** An American view of the Boston Massacre shows an organized unit of British troops firing directly into a group of colonists. But, in fact, more than 400 colonists surrounded the troops, cursing them and throwing sticks, rocks, and ice at them. **Critical Thinking: Detect Points of View** How does the artist show the tension at the scene of the Boston Massacre?



## Protests Spread

British officials sought a means of taxing the colonists in a way that would not anger them. Under the Townshend Acts of 1767, Britain would no longer tax products or activities inside the colonies. It would only tax products brought into the colonies.

**Writs of Assistance** The Townshend Acts set up a system to enforce the new import duties. To help customs officers find illegal goods, they were allowed to use **writs of assistance**—court orders that allowed officials to make searches without saying for what they were searching. Many colonists saw these writs and the searches they allowed as yet another violation of their rights.

Charles Townshend, the official in charge of the British treasury, also wanted to weaken the colonial assemblies. When the New York assembly refused to supply money to house and feed soldiers under the Quartering Act, Parliament suspended the assembly. The colonists again reacted by boycotting British goods.

**The Boston Massacre** Once again, the protests worked. The boycott hurt British merchants and manufacturers, who put pressure on Parliament. On March 5, 1770, Parliament repealed all the Townshend duties—except the one on tea. That tax was left in force to demonstrate Parliament's right to tax the colonies.

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## Differentiated Instruction

### L1 Less Proficient Readers

**Create a Media Campaign** Organize students into small groups. Have the groups create a media campaign to try and persuade colonists either to support or oppose the new laws passed by Parliament, such as the Stamp Act or the Sugar Act. Assign a position, pro or con, for each group.

### L3 Gifted and Talented

Have each group create a button, a print advertisement, and a one-minute announcement to communicate its viewpoint. Campaigns should take into account the reasons that Parliament passed these laws. Have students present their work to the class.

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Parliament had not acted in time. On March 5, 1770, in Boston, an angry crowd of workers and sailors surrounded a small group of soldiers. They shouted at the soldiers and threw snowballs and rocks at them. The frightened soldiers fired into the crowd, killing five and wounding six. The first to fall for the cause of American independence was Crispus Attucks, an African American sailor.

Governor Thomas Hutchinson tried to calm things down by having the nine soldiers involved in the shooting arrested and tried for murder. **John Adams**, a well-known Massachusetts lawyer, defended them. Adams also was a leading defender of colonial rights against recent British policies. Yet, he took the unpopular case because he believed that in a free country every person accused of a crime had the right to a lawyer and a fair trial. Only two soldiers were convicted. Their punishment was having their thumbs branded.

**Committees of Correspondence** As tensions grew, colonial leaders saw the need to keep in closer contact with people in other colonies. After the Boston Massacre, **Samuel Adams**, a cousin of John Adams, established what he called a Committee of Correspondence. The aim was to keep colonists informed of British actions. Soon, committees were sprouting in other colonies. The committees wrote letters and pamphlets to spread the alarm whenever Britain tried to enforce unpopular acts of Parliament. In this way, the committees helped unite the colonists against Britain.



Samuel Adams

**Checkpoint** How did colonists react to the Townshend Acts?

**Looking Back and Ahead** When colonists heard that the Townshend Acts had been repealed, they were overjoyed. But the dispute over taxes was not settled. Before long, colonists would face other crises that would lead to armed resistance.

Section 2 | **Check Your Progress**

**Comprehension and Critical Thinking**

- (a) Recall** What was the Proclamation of 1763?  
**(b) Apply Information** Why did the British feel the Proclamation was critical in their relationship with the Native Americans?
- (a) Describe** What happened during the Boston Massacre?  
**(b) Detect Points of View** Why do you think the colonists described this event as a “massacre”?

**Reading Skill**

- Support Inferences With Details** Read the text following the subheading “Committees of Correspondence.” Give a detail from the text to support the following inference: The colonists believed that the strength of unity would help them.

**Key Terms**  
Answer the following questions in complete sentences that show your understanding of the key terms.

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- How did the American **boycott** affect Great Britain economically?
- What did the delegates to the Stamp Act Congress hope to achieve by sending a **petition** to the British king and Parliament?
- Why did colonists object to **writs of assistance**?

**Writing**

- As a member of Parliament, you vote against repealing the Stamp Act. Brainstorm one or two possible solutions that you think would work better.

**Section 2 Check Your Progress**

- (a)** a declaration issued by King George III stating that the colonists could not settle west of the Appalachian Mountains  
**(b)** The British hoped it would assure Native Americans that colonists would not settle on Native American land.
- (a)** British soldiers fired into a group of colonists.

- Possible answer: because the victims were not armed with guns as the soldiers were
- Possible answer: The committees wrote pamphlets and letters to spread news to other colonists about unpopular British laws.
- It decreased the number of British imports.
- They wanted Parliament to end the act.

**Assess and Reteach**

**Assess Progress** L2

Have students complete Check Your Progress. Administer the Section Quiz.

**Teaching Resources, Unit 2,** Section Quiz, p. 25

To further assess student understanding, use the Progress Monitoring Transparency.

**Progress Monitoring Transparencies,** Chapter 5, Section 2

**Reteach** L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

**Interactive Reading and Notetaking Study Guide,** Chapter 5, Section 2 (Adapted Version also available.)

**Extend** L3

Have students use the Internet to learn more about the Sons of Liberty. Have students write a paragraph about the Sons’ other activities to protest British policies in North America.

**Extend Online**  
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**Progress Monitoring Online**

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

**Answer**

**Checkpoint** by boycotting British goods and using goods made in the colonies instead

- They believed that the searches allowed under these writs were a violation of their rights.
- Possible answers: Allow the colonists to propose their own ways to help pay the costs of the French and Indian War and for protection; reduce the number of documents covered by the Stamp Act