

Section 3

Step-by-Step Instruction

Review and Preview

Students have read about increasing tensions between colonists in North America and the British government. They will now read how the discontent turned into open rebellion against the British government.

Section Focus Question

How did British tax policies move the colonists closer to rebellion?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: Tax policies drove more colonists to openly question British authority in North America and begin to move toward demands for greater self-government.*)

Prepare to Read

Build Background Knowledge

L2

In this section students will read about increasing rebellion by the colonists against the British government. Remind students that they have read about the harsh laws that Britain passed and that many colonists reacted angrily to the new laws. Ask students to consider how Britain might have reacted to even stronger resistance in the colonies. Use the Think-Write-Pair-Share strategy (TE, p. T25) to elicit responses.

Set a Purpose

L2

- Form students into pairs or groups of four. Distribute the Reading Readiness Guide. Ask students to fill in the first two columns of the chart.

All in One Teaching Resources, Unit 2, Reading Readiness Guide, p. 18

- Use the Numbered Heads participation strategy (TE, p. T24) to call on students to share one item of information they already know and one item they want to know. The students will return to these worksheets later.



A Well-Regulated Militia

“Resolved unanimously, that a well-regulated militia, composed of . . . freemen, is the natural strength and only stable security of a free government, and that such a militia will relieve our mother country from any expense in our protection and defense.”

—Maryland delegates’ resolution, 1774, promoting colonial self-defense

◀ Colonial militiaman

From Protest to Rebellion

Objectives

- Identify the causes of the Boston Tea Party.
- Explain how the colonists protested the Intolerable Acts.
- Describe the events of April 19, 1775, at Lexington and Concord.

Reading Skill

Draw Logical Conclusions Reaching conclusions means analyzing what you have read and forming an opinion about what it means. As with inferences, you can add your own personal knowledge to the information to draw a conclusion. Always ask yourself: Does this conclusion make sense?

Key Terms

monopoly minuteman
repeal

Why It Matters After the French and Indian War, friction with Britain increased when Britain imposed new taxes and regulations on the colonists. But the colonists’ anger had stopped short of armed resistance to the British.

Section Focus Question: How did British tax policies move the colonists closer to rebellion?

A Dispute Over Tea

During the early 1770s, the protests in the colonies against British policies quieted down. However, that did not mean the colonists were satisfied with the British government. Although most of the Townshend duties had been repealed, the one on tea remained. Many colonists drank tea. With every cup they drank, they were paying a tax that Parliament had placed on them without their consent.

The Tea Act In 1773, the British Parliament passed the Tea Act. It was intended to help the British East India Company, one of Britain’s most important companies. For many years, the company had made money growing tea in India and selling it in Britain and in the colonies. However, the colonial boycott of tea seriously hurt the company.

The Tea Act actually lowered the price of tea by allowing the East India Company to ship tea directly to the colonies. Prior to the Tea Act, the tea first had to be shipped to Britain. Frederick North, the prime minister of England, felt the colonists should not object to the Tea Act since the price of tea was lowered. However, some colonists reacted angrily to the part of the act that gave the East India

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Differentiated Instruction

L1 English Language Learners L1 Less Proficient Readers L1 Special Needs

Vocabulary Development Have students make a list of the key terms and high-use words. Then have them create flashcards with the word on one side and its defini-

tion on the other. Pair students with a partner and have them quiz each other on the definitions of the words using the flashcards.

Company a monopoly on selling British tea in the colonies. A **monopoly** is total control of a market for a certain product.

The monopoly hurt colonial merchants. Many of them sold Dutch tea that was smuggled into the colonies. Now, they would not be able to compete with the lower-priced East India Company Tea. Many colonial leaders also argued that even though the price of tea was lowered, colonists still had to pay the tax on tea.

The Boston Tea Party A group of colonists called the Sons of Liberty soon organized in port cities to stop the East India Company tea from being unloaded. They threatened ship captains who were bringing in the tea and colonial tea merchants who said they would buy it. No tea was unloaded in New York, Philadelphia, or other ports. However, in Boston, Governor Thomas Hutchinson decided to make sure that the tea would be unloaded. He refused to give the arriving tea ships papers that would allow them to return to England. So, when the first tea ships from Britain arrived, Hutchinson ordered the cargo to be unloaded.

For more than two weeks, feelings were tense in Boston. Finally, on the night of December 16, 1773, a large crowd gathered in the harbor. Suddenly, a large group of men disguised as Native Americans boarded the tea ship. During the next three hours, they threw 342 cases of tea into the harbor. As the crowd cheered and shouted, the raiders destroyed 90,000 pounds of tea worth thousands of dollars.

Checkpoint How did Boston colonists show their opposition to the Tea Act?

The Intolerable Acts

The Boston Tea Party outraged the British government. King George III called for tough action to make examples of the people of Boston and Massachusetts.

In response to the **incident**, Parliament passed four laws. These laws were so harsh that colonists called them the Intolerable Acts. The first act closed the port of Boston. Two others increased the powers of the royal governor, abolished the upper house of the Massachusetts legislature, and cut the powers of town meetings. Now, anyone accused of murdering a British colonial official could be tried in Britain, rather than in the colonies. Finally, a fourth law strengthened the 1765 Quartering Act.

Parliament also passed the Quebec Act, which set up a government for the territory taken from France in 1763. The Quebec Act claimed land between the Ohio and the Missouri rivers as part of Canada. Quebec's new boundaries took away the western lands claimed by several colonies and blocked colonists from moving west.



Boston Tea Party

Members of the Sons of Liberty protested the Tea Act by dumping chests of tea into Boston Harbor.

Critical Thinking: Apply Information Why do you think the colonists chose to disguise themselves as Native Americans?

Vocabulary Builder

incident (in suh dunt)
n. happening; occurrence

Vocabulary Builder

Use the information below to teach students this section's high-use words.

High-Use Word Definition and Sample Sentence

incident, p. 151 n. happening; occurrence
The Bacon's Rebellion **incident** revealed the different interests of frontier settlers and townspeople.

react, p. 152 v. to act in return
The French **reacted** strongly to Washington's expedition into the Ohio River valley.

Teach

A Dispute Over Tea

p. 150

Instruction

12

- **Vocabulary Builder** Before teaching this section, preteach the High-Use Words **incident** and **react**, 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 A Dispute Over Tea with students using the Choral Reading strategy (TE, p. T22).
- Ask: **Why were the colonists opposed to the Tea Act even though it lowered prices for tea?** (*They disliked the fact that the Tea Act gave the East India Company a monopoly, which threatened many colonial merchants selling Dutch tea.*)
- Show students the transparency **Protesting Taxes**.

Color Transparencies, Protesting Taxes

Independent Practice

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

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand the importance of the Boston Tea Party. Provide assistance as needed.

Answers

Checkpoint By threatening ship captains and merchants involved in the legitimate tea trade and by dumping tea into Boston Harbor

Apply Information Possible answer: They did not want anyone to know their identities.

The Intolerable Acts

The Shot Heard Round the World

pp. 151–152

Instruction


L2

- Have students read *The Intolerable Acts* and *The Shot Heard Round the World*. Remind students to look for causes and effects.
- Discuss the Intolerable Acts. Ask: **In what ways did the colonists show that they were angry about Britain’s violation of their rights?** (*They sent support to Boston and organized the First Continental Congress.*)
- Show students the transparency *Causes of the Revolution*.

Color Transparencies, *Causes of the Revolution*


Independent Practice

Have students complete the Study Guide for this section.

 **Interactive Reading and Notetaking Study Guide,** Chapter 5, Section 3 (Adapted Version also available.)


Monitor Progress


- As students complete the Notetaking Study Guide, circulate to make sure students understand the importance of the battles at Lexington and Concord. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Ask them if what they learned was what they had expected to learn.

 **Teaching Resources, Unit 2,** Reading Readiness Guide, p. 18

Answers

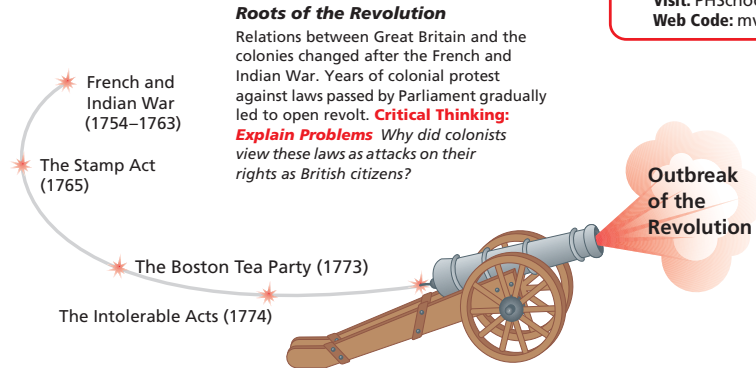
Explain Problems Possible answer: The colonists had been denied representation in Parliament, and so these laws had been passed without their being able to voice their opinions against them.

 **Reading Skill** Possible answer: Most of the colonies agreed at this time that it was necessary for the British government to repeal the Intolerable Acts, but not that independence was the best solution.

 **Checkpoint** It called on the British to repeal the Intolerable Acts and called for a boycott of British goods and the training of colonial militias.

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Causes of the Revolution



History Interactive

Discover the Events That Led to the Revolution

Visit: PHSchool.com
Web Code: mvl-2054

Vocabulary Builder

react (ree AKT) **v.** to act in return



Draw Logical Conclusions

What conclusion can you make about how the Congress felt about independence at this time?

Americans in all the colonies **reacted** by trying to help the people of Boston. Food and other supplies poured into Boston from throughout the colonies. Meanwhile, the Committee of Correspondence organized a meeting to discuss what to do next.

That meeting, known as the First Continental Congress, took place in Philadelphia in September and October 1774. Twelve of the 13 colonies sent delegates. Only Georgia did not send representatives. Among the delegates were John Adams and Samuel Adams from Massachusetts, John Jay of New York, and George Washington and Patrick Henry from Virginia.

The Congress demanded the **repeal, or official end,** of the Intolerable Acts and declared that the colonies had a right to tax and govern themselves. It also called for the training of militias to stand up to British troops if necessary. The Congress also called for a new boycott of British goods. It then voted to meet again in May 1775 if its demands were not met.

 **Checkpoint** What did the First Continental Congress accomplish?

The Shot Heard Round the World

The British government had no intention of meeting the demands of the First Continental Congress. It chose, instead, to use force to restore its authority. Meanwhile, the colonists began to arm and form new militia units called **minutemen**—citizen soldiers who could be ready to fight at a minute’s notice.

152 Chapter 5 The Root to Revolution

Differentiated Instruction

L1 Less Proficient Readers

Comparing Two Viewpoints Have students work in pairs to compare the viewpoints of the colonists and the British government about two events: the Boston Tea Party and the passing of the Intolerable

L1 Special Needs

Acts. Have pairs make two separate two-column charts to explain each side’s view of each of these events. Then have pairs share their charts with the class.

In April, General Thomas Gage, the new governor of Massachusetts, learned the minutemen were storing arms in Concord, about 20 miles from Boston. On April 18, 1775, he sent 700 troops to seize the arms and capture some important colonial leaders. As the troops set out, a signal sent by the Patriots appeared in the steeple of Boston's Old North Church. Two men, Paul Revere and William Dawes, then rode through the night to warn the minutemen.

Five miles from Concord in the town of Lexington, about 77 minutemen were waiting when the British arrived. The British commander ordered the minutemen to go home. They refused. Suddenly, a shot rang out. Nobody knows who fired it, but it turned out to be the first shot of the American Revolution—"the shot heard round the world." The British then opened fire, killing eight Americans.

A larger battle took place in nearby Concord. This time, 400 minutemen fought the British, killing three of them. As the British retreated toward Boston, about 4,000 Americans fired at them from behind trees and fences. By the time the British reached Boston, almost 300 of them had been killed or wounded.

✓Checkpoint What led to the conflict at Lexington and Concord?

★ Looking Back and Ahead News of the battles at Lexington and Concord traveled fast through the colonies. Many colonists saw their hopes of reaching an agreement with Britain fade. For many, the battles were proof that only war would decide the future of the 13 colonies.



Statue of a minuteman

Progress Monitoring Online

For: Self-test with instant help
Visit: PHSchool.com
Web Code: mva-2053

Section 3 | **Check Your Progress**

Comprehension and Critical Thinking

- (a) Recall** Why did Britain pass the Tea Act?
(b) Identify Alternatives What other ways, besides the Boston Tea Party, might colonists have protested the Tea Act?
- (a) Summarize** What were the Intolerable Acts?
(b) Apply Information How did the Intolerable Acts affect colonial unity?
- (a) Describe** How did the American Revolution begin?
(b) Draw Conclusions Why do you think the first shot fired at Lexington was called "the shot heard round the world"?

Reading Skill

- 4. Draw Logical Conclusions** Based on the battles of Lexington and Concord, what can you conclude about the colonists' advantage in fighting?

Key Terms

- Fill in the blanks with the correct key terms.
- The _____ were colonists who could prepare to fight in a very short time.
 - Because the East India Company had a _____ on selling British tea in the colonies, other countries could not sell their tea there.

- The First Continental Congress provided for the training of _____ that could fight the British troops.

Writing

- One of the decisions of the First Continental Congress was to boycott British goods. In a paragraph, identify the problem that Congress was trying to solve by boycotting British goods. Did the boycott solve the problem? Explain.

Assess and Reteach

Assess Progress

L2

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

All in One Teaching Resources, Unit 2, Section Quiz, p. 26

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

Progress Monitoring Transparencies, Chapter 5, Section 3

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 3 (Adapted Version also available.)

Extend

L3

Have students complete the History Interactive activity online.

Extend Online

For: Help with the History Interactive
Visit: PHSchool.com
Web Code: mve-0136

Progress Monitoring Online

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

Answer

✓Checkpoint The British tried to march to Concord to seize the minutemen's weapons and capture some important colonial leaders.

- minutemen
- monopoly
- militias
- Students' paragraphs will vary, but should reflect an understanding of the boycott on British goods and whether it solved the problem.

Section 3 Check Your Progress

- (a)** The Tea Act was supposed to help the East India Company by lowering the price of tea and giving the company a monopoly on selling tea in the colonies.
(b) Possible answer: They could have continued to boycott tea or sent a petition to Parliament to cancel the act.
- (a)** The first act closed the port of Boston; two others limited colonial self-government; the fourth act strengthened the 1765 Quartering Act.
(b) The acts unified the colonists and strengthened their sense of an identity that was different from the British.
- (a)** Minutemen attacked British soldiers sent to Concord to seize arms and arrest colonial leaders.
(b) because it was the beginning of the American Revolution, which set in motion events that would affect the entire world
- Colonists used strategies such as ambush and surprise, and they were able to gather forces on short notice.

LIFE AT THE TIME

A Spirit of Protest

p. 154

Build Background Knowledge

L2

Using the Idea Wave strategy (TE p. T24), have students identify points of disagreement between the colonists and the British government.

Instruction

L2

- Read A Spirit of Protest with students. Ask: **In what ways did colonists protest British policies?** (*with boycotts, symbols, satires, and sometimes violence*)
- Ask a volunteer to read aloud the excerpt from “The Pen as a Weapon.” Ask: **What effect is a play such as this likely to have on an audience of colonists?** (*Possible answer: By mocking British power, the play may help give the colonists the confidence to continue their defiance.*)
- Discuss the image of a tax collector on p. 155 being tarred and feathered. Ask: **Do you think an attack such as this would have helped or hurt the colonists’ cause? Explain.** (*Students may suggest that such an attack might deter British officials from enforcing unpopular laws. Others may argue that such attacks would only have increased British determination to exert control over the colonists.*)

Monitor Progress

Ask students to complete the Analyze Life at the Time activity. Circulate to make sure individuals understand the spirit of protest in the colonies in the 1770s. Provide assistance as needed.

LIFE AT THE TIME

A Spirit of Protest

From the Stamp Act to the Boston Tea Party to the outbreak of fighting at Lexington and Concord, a spirit of protest steadily grew in the colonies. This defiant mood expressed itself in many ways.



▲ Boycotting British Goods

Women took a leading role in refusing to buy British goods. In October 1774, a group of women in Edenton, North Carolina, signed a pledge. They promised “not to conform to the Pernicious Custom of Drinking Tea.” Above, the women of Edenton pour away tea.

A Warning of Danger

Benjamin Franklin was the first to use a serpent as a symbol of the colonies. (See Section 1.) By 1775, the serpent had become a rattlesnake, which stood for the idea that the colonists would

▼ fight back against tyranny.



The Pen as a Weapon

Mercy Otis Warren of Boston wrote plays that made fun of the British. The plays were not acted in theaters but were circulated privately. In *The Blockheads*, Warren shows how the Patriots made fools of the

▼ British troops after Lexington and Concord. One British soldier says:



“Ha, ha, ha,—yankee doodle forever. . . . We were sent here to ransack the country and hang up a parcel of leading fellows for the crows to pick, and awe all others into *peace* and *submission*—instead of this, in our first attempt, we were drove thro’ the country, like a pack of *jackasses*.”

—Mercy Otis Warren, *The Blockheads*



154 Chapter 5 The Road to Revolution

Differentiated Instruction

L3 Advanced Readers

Creating Artwork Have students review the issues discussed in the first three sections of this chapter that divided the colonists and the British government. Then have students design a symbol, write or act out a short, 2-minute satiric scene, or

L3 Gifted and Talented

draw a political cartoon that expresses a point of view about one of the sources of conflict. When students are finished, have them share their work with the class and describe how the work they created expresses a point of view.

Violent Protests

The spirit of protest sometimes took a violent turn. The British cartoon below shows a tax official in Boston being tarred and feathered by members of the Sons of Liberty. Hot tar was poured over the body of the victim, who was then covered with chicken feathers. Tarring and feathering was not fatal, but it was painful and humiliating. In the background, colonists pour tea into Boston Harbor.

The first Liberty Tree was an elm in Boston, where dummies representing tax collectors were hanged. Patriots in many colonies raised Liberty Trees or Liberty Poles as symbols of protest.



In addition to being tarred and feathered, the unfortunate tax collector has tea poured down his throat.

Analyze LIFE AT THE TIME

Choose a person pictured on these pages. As that person, write a letter to a friend describing how you feel about the new mood of protest in the colonies.

Writing Rubrics Share this rubric with students.

- Score 1** Does not address assigned topic, is poorly organized.
- Score 2** Details and organization are often unclear or incorrect.
- Score 3** Has organization suited to the topic, some appropriate ideas, some original ideas.
- Score 4** Many appropriate details, original ideas, well-organized and developed.

Life at the Time 155

History Background

Colonial Protests, British Backlash Seen through British eyes, the increasing mood of defiance among the colonists represented a fundamental and direct threat to the authority of the crown to govern the colonies. Rather than considering the colonists' specific complaints, King George III saw the protests as rebellion against his authority, which had to be crushed by force. In April 1774, at the House of Commons in

London, Edmund Burke argued that the king's heavy-handed response was counter-productive: "Reflect how you [the king] are to govern a people who think they ought to be free, and think they are not. Your scheme yields no [tax] revenue; it yields nothing but discontent, disorder, disobedience; and such is the state of America . . ."

Answer

Analyze LIFE AT THE TIME Students' letters will vary, but they should demonstrate an understanding of the rising mood of protest among the colonists and express a reaction to this new mood.