

Almost War... But not quite yet...

Our Objective:

Recognize the contributions of the Founding Fathers

- John Adams
- Sam Adams
- Benjamin Franklin
- John Hancock
- Alexander Hamilton
- Thomas Jefferson
- James Madison
- George Mason
- George Washington

during American Revolutionary efforts.



Benjamin Franklin drew this political cartoon in 1754.



minutemen

civilian soldiers who boasted they could be ready to fight with only one minute's notice

Loyalists

American colonists who remained loyal to Britain and opposed the war for independence

Patriots

American colonists who favored American independence

What action by the colonists was Franklin promoting with this cartoon?

- A** uniting the settlers under the leadership of the New England Colonies
- B** uniting the colonies to work more closely together against the French
- C** joining the Iroquois Confederation against other Native American peoples
- D** having each of the colonies act more independently in matters with other countries

Law	Purpose	Colonists' Reaction
Sugar Act	lowered tax on molasses to reduce smuggling; allowed British officers to seize goods from accused smugglers without court order	thought it violated their right to a trial and to be secure in their homes
Stamp Act	taxed printed materials	argued that they could not be taxed without representation
Townshend Acts	taxed imported goods	boycotted British goods
Tea Act	gave East India Company total control of tea trade and removed some taxes on tea	colonists did not want to pay any tax or be told what tea they could buy and rebelled with the Boston Tea Party
Coercive Acts	punished colonists for resisting British authority	said laws violated their rights as English citizens; renamed them the "Intolerable Acts"

Colonists

Loyalists

- sided with Britain

- did not think that unfair taxes and laws were good enough reasons to fight

- believed the British would win and did not want to be on the losing side

Patriots

- supported the war for independence

- felt they could no longer live under British rule

John Adams

1. Fighting Erupts

- A. After the First Continental Congress, colonists in eastern New England towns set up military preparations
 - a. Minutemen, or civilian soldiers, began to quietly stockpile firearms and gunpowder.
 - i. The British learned of these activities, and prepared to strike back
 - B. British agents received maps detailing where arms were rumored to be stored in barns, empty buildings, and private homes in Concord (small town outside of Boston)
 - a. Agents also said that John Hancock and Samuel Adams, perhaps the two most prominent leaders of resistance to British authority, were staying in Lexington, a smaller community about five miles east of Concord.
 - C. British General Gage drew up orders for his men to march along the Lexington Road to Concord, where they would seize and destroy all munitions that they could find
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1. Fighting Erupts (CONT.)

- D. Rumors were that a strike by British troops against resistance activities would come soon
 - a. A man named **Paul Revere** was sent by the colonists to warn **Adams** and **Hancock** as well as the townspeople along the way
 - E. Before long, the darkened countryside rang with church bells and gunshots—prearranged signals to warn the population that the **Regulars** were coming
 - a. Paul Revere gets **captured**
 - b. As Revere is being detained, **shots** ring out in the background
 - i. The British panic and realize their element of surprise is gone
 - F. As the King's troops neared the town, they saw 70 minutemen drawn up in lines on the village green.
 - a. The British commander ordered the minutemen to **leave**
 - b. Minutemen start moving, but **no one lays down weapons**
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1. Fighting Erupts (CONT.)

- F. A shot went off - "The Shot Heard Around the World"
 - a. No one knows from who
 - b. British soldiers start shooting
 - i. **8** Minutemen killed, **10** wounded
 - ii. **1** British soldier wounded
 - G. More minute men assembled in Concord, meeting British troops as they headed home
 - a. Thousands of minutemen killed dozens of British soldiers
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QUESTION

What would you do if you were in the British gov.?

QUESTION

What would you do if you were a leader in the colonies?

2. Colonists Hover Between Peace & War

A. The Second Continental Congress

- a. Colonial leaders convened a second Continental Congress in Philadelphia to debate their next move
 - b. The loyalties that divided colonists sparked endless debates at the Second Continental Congress
 - i. John Adams of Massachusetts suggested that each colony set up its own government and that the Congress declare the colonies **independent**
 - ii. Moderate John Dickinson of Pennsylvania strongly disagreed with Adams's call for **revolt**
 - c. Colonial militiamen were still encamped around Boston
 - i. The Congress agreed to recognize them as the **Continental Army** and appointed **George Washington** as its commander
 - d. Authorized the printing of **paper money** to pay the troops and organized a committee to deal with foreign nations
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2. Colonists Hover Between Peace & War

- B. The Battle of Bunker Hill
 - a. British General Thomas Gage decided to make a move on the colonists
 - i. British troops marched on Bunker Hill
 - b. Colonists made the **first attack** and killed many redcoats
 - c. British made two attempts at attacking, the second attempt **succeeding**
 - d. The Colonists lost **450** men, the British lost over **1,000** men
 - C. Olive Branch Petition
 - a. Many colonists wanted **peace**, and still felt **allegiance** to the King, but felt his ministers and advisors were ill-willed
 - b. Colonists sent an **Olive Branch Petition**, asking the King if things could go back to normal
 - c. The King not only rejected the petition, he issued a proclamation that the colonists were in **rebellion** and ordered a **naval blockade** on the American coast
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3. Patriots Declare Independence

A. Common Sense

- a. In Common Sense, an **anonymous** 50-page pamphlet, the colonist Thomas Paine attacked King George III
 - i. “Independence is America’s **Destiny**”
 - ii. He argued that independence would allow America to **trade freely** with other nations for guns and ammunition and win foreign aid from **British enemies**
 - iii. Independence would give Americans the chance to create a **better society**—one free from tyranny, with equal social and economic opportunities for all

B. Declaring Independence

- a. The Congress urged each colony to form its own **government**.
- b. On June 7, Virginia delegate Richard Henry Lee moved that “these United Colonies are, and of a right ought to be, free and independent **States**.”
- c. Virginia lawyer Thomas Jefferson, known for his broad knowledge and skillfully crafted prose, was chosen to express the committee’s points
 - i. “**Life, Liberty and the pursuit of Happiness**”
 - ii. People have the right “to alter or to abolish” any **government** that threatened their unalienable rights and to install a government that would uphold these principles.
 - iii. “all men are created **equal**.”
- d. In his first draft, Jefferson included an eloquent attack on the cruelty and injustice of the **slave trade**
 - i. South Carolina and Georgia, the two colonies most dependent on slavery, **objected**
- e. On July 2, 1776, the delegates voted unanimously that the American colonies were free, and on July 4, 1776, they adopted the **Declaration of Independence**

4. Choosing Sides

- A. **Patriot** - the supporters of independence
 - B. **Loyalist** - Those who opposed independence and remained loyal to the Crown
 - a. Many loyalist sympathies changed as the war progressed
 - C. Quakers generally supported the **Patriots** but did not fight because they did not believe in war
 - D. Many African Americans fought on the side of the **Patriots**, while others joined the Loyalists since the British promised freedom to slaves who would fight for the crown.
 - E. Most Native Americans supported the **British** because they viewed colonial settlers as a bigger threat to their lands.
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Discussion Questions

- In times that “try men’s souls”, what creates more change - decisions by leaders or the actions of average citizens?

Crash Course US History #6 - Prelude to Revolution



Declaration of Independence

Academic

Primary sources can be really difficult to read, which is why we are going to practice with one!

You will read an excerpt of the Declaration of Independence and answer a few questions to go with each excerpt

The questions will help you understand WHAT each excerpt is saying, let them guide your reading!

Declaration of Independence

Enrichment activity

Primary sources can be really difficult to read, which is why we are going to “translate” one!

You will read pieces of the Primary Source, and decide how you would rephrase it in “modern language” that regular students would be able to understand
