

# The American Revolution



## California Standards

### History—Social Science

**8.1** Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

### Analysis Skills

**HI 5** Students recognize that interpretations of history are subject to change.

### English—Language Arts

**Writing 8.2.1.a** Relate a clear, coherent incident, event, or situation by using well-chosen details.

**Reading 8.1.3** Use word meanings within the appropriate context.

### FOCUS ON SPEAKING

**Giving an Oral Report** The Revolutionary War was a very exciting time in our history, a time filled with deeds of courage and daring and ending with an amazing victory for the underdog. As you read this chapter, you will learn about the great events and heroic people of that time. Then you will prepare and give an oral report on the history of the American Revolution.



**1774**  
The First  
Continental  
Congress meets.

1774



WORLD

**1775** The  
Revolutionary  
War begins  
with the fight-  
ing at Lexington  
and Concord.

**History's Impact**

## ► video series

Watch the video to understand the impact of being able to choose your own government.

**What You Will Learn...**

Soldiers fight with single-shot muskets in this re-enactment of the Revolutionary War. The men in the colonial militias did not have regular uniforms like the British soldiers did. They wore their own clothes and often used their own supplies. In this chapter you will learn about the American War for Independence.



**1776** On July 4 the thirteen colonies issue the Declaration of Independence and break away from Great Britain.

**1777**

**1778** France allies with the Americans and joins the war against Great Britain.



**1781** The British surrender to George Washington at Yorktown.

**1780**

**1779** Spain declares war against Great Britain.

**1783**

**1783** The Treaty of Paris is signed, ending the war.



**1783** Simon Bolívar is born in present-day Venezuela.

**Focus on Themes** In this chapter you will read about the events of the Revolutionary War, the war by which the United States won its independence. You will learn about some of the major battles that occurred between the American colonists and the

British army and how **geography** sometimes affected their outcomes. You will also read the Declaration of Independence, one of the most important **political** documents in all of American history.

## Main Ideas in Social Studies

**Focus on Reading** When you are reading, it is not always necessary to remember every tiny detail of the text. Instead, what you want to remember are the main ideas, the most important concepts around which the text is based.

**Identifying Main Ideas** Most paragraphs in history books include main ideas. Sometimes the main idea is stated clearly in a single sentence. At other times, the main idea is suggested, not stated. However, that idea still shapes the paragraph's content and the meaning of all of the facts and details in it.

Colonists known as Patriots chose to fight for independence. Loyalists—sometimes called Tories—were those who remained loyal to Great Britain. Historians estimate that 40 to 45 percent of Americans were Patriots, while 20 to 30 percent were Loyalists. The rest were neutral.

**Topic:** The paragraph is about Americans' loyalties during the Revolutionary War.

+

**Facts and Details:**

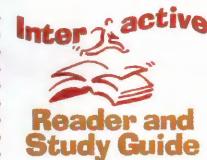
- Patriots wanted independence.
- Loyalists wanted to remain part of Great Britain.
- Some people stayed neutral.

**Main Idea:** Americans' loyalties were divided as the colonies prepared for the Revolutionary War.

### Steps in Identifying Main Ideas

1. Read the paragraph. Ask yourself, "What is this paragraph mostly about, or its topic?"
2. List the important facts and details that relate to that topic.
3. Ask yourself, "What seems to be the most important point the writer is making about the topic?" Or ask, "If the writer could say only one thing about this paragraph, what would it be?" This is the **main idea** of the paragraph.

Additional reading support can be found in the





**ELA Reading 8.2.0** Read and understand grade-level-appropriate material.

# Key Terms and People

## You Try It!

The following passage is from the chapter you are about to read. Read it and then answer the questions below.

### Americans and the War Effort

During the war more than 230,000 soldiers served in the Continental Army. The typical soldier was young, often under the legal age of 16. Most had little money, no property, and few opportunities in life. The army offered low pay, often rotten food, hard work, cold, heat, poor clothing and shelter, harsh discipline, and a high chance of becoming a casualty. Yet for some young men and boys, it represented change and excitement.

Finding and keeping dedicated soldiers throughout the long, hard war would be a constant chore. In time, the Continental Congress required states to supply soldiers. Men who could afford it often paid others, such as slaves or apprentices, to fight in their places.

From  
Chapter 3,  
p. 90

After you have read the passage, answer the following questions.

1. The main idea of the second paragraph is stated in a sentence. Which sentence expresses the main idea?
2. What is the first paragraph about? What facts and details are included in the paragraph? Based on your answers to these questions, what is the main idea of the first paragraph?

### Chapter 3

#### Section 1

First Continental Congress (p. 78)  
minutemen (p. 79)  
Redcoats (p. 80)  
Second Continental Congress (p. 80)  
Continental Army (p. 80)  
George Washington (p. 80)  
Battle of Bunker Hill (p. 81)

#### Section 2

Common Sense (p. 83)  
Thomas Paine (p. 83)  
Thomas Jefferson (p. 84)  
Declaration of Independence (p. 84)  
Patriots (p. 84)  
Loyalists (p. 84)

#### Section 3

mercenaries (p. 92)  
Battle of Trenton (p. 93)  
Battle of Saratoga (p. 94)  
Marquis de Lafayette (p. 95)  
Bernardo de Gálvez (p. 95)  
John Paul Jones (p. 97)  
George Rogers Clark (p. 97)

#### Section 4

Francis Marion (p. 99)  
Comte de Rochambeau (p. 100)  
Battle of Yorktown (p. 100)  
Treaty of Paris of 1783 (p. 101)

### Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

reaction (p. 79)  
strategy (p. 94)

As you read Chapter 3, identify the main ideas of the paragraphs you are reading.

**SECTION** 1

# The Revolution Begins

## What You Will Learn...

### Main Ideas

1. The First Continental Congress demanded certain rights from Great Britain.
2. Armed conflict between British soldiers and colonists broke out with the “shot heard ‘round the world.”
3. The Second Continental Congress created the Continental Army to fight the British.

### The Big Idea

The tensions between the colonies and Great Britain led to armed conflict.

### Key Terms and People

First Continental Congress, p. 78  
minutemen, p. 79  
Redcoats, p. 80  
Second Continental Congress, p. 80  
Continental Army, p. 80  
George Washington, p. 80  
Battle of Bunker Hill, p. 81

### If YOU were there...

You are a member of the British Parliament in the 1770s. You and other officials have very different ideas about how to treat the American colonists. Some tell the king that the Americans are disobedient children who must be punished. Others point out that they are British citizens who have certain rights. Now the king must decide whether or not to impose harsher laws to punish the rebellious colonists.

**What advice would you give the king?**

**BUILDING BACKGROUND** Taxes and harsh new laws led some colonists to protest against the British. In some places, the protests turned violent. The British government, however, refused to listen to the colonists, ignoring their demands for more rights. That set the stage for war.

### First Continental Congress

The closing of the port of Boston was the final insult that led all of the colonies except Georgia to send delegates to the **First Continental Congress**—a gathering in the fall of 1774 of delegates from throughout the colonies. At Carpenters’ Hall in Philadelphia, they engaged in tense debates. Virginia delegate Patrick Henry and other radicals believed that violence was unavoidable. Delegates from Pennsylvania and New York had strict orders to seek peace.

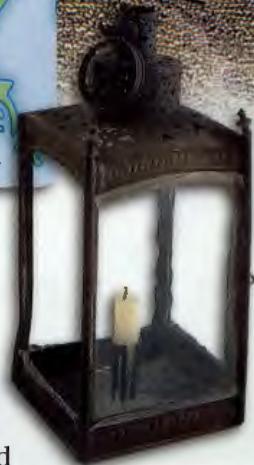
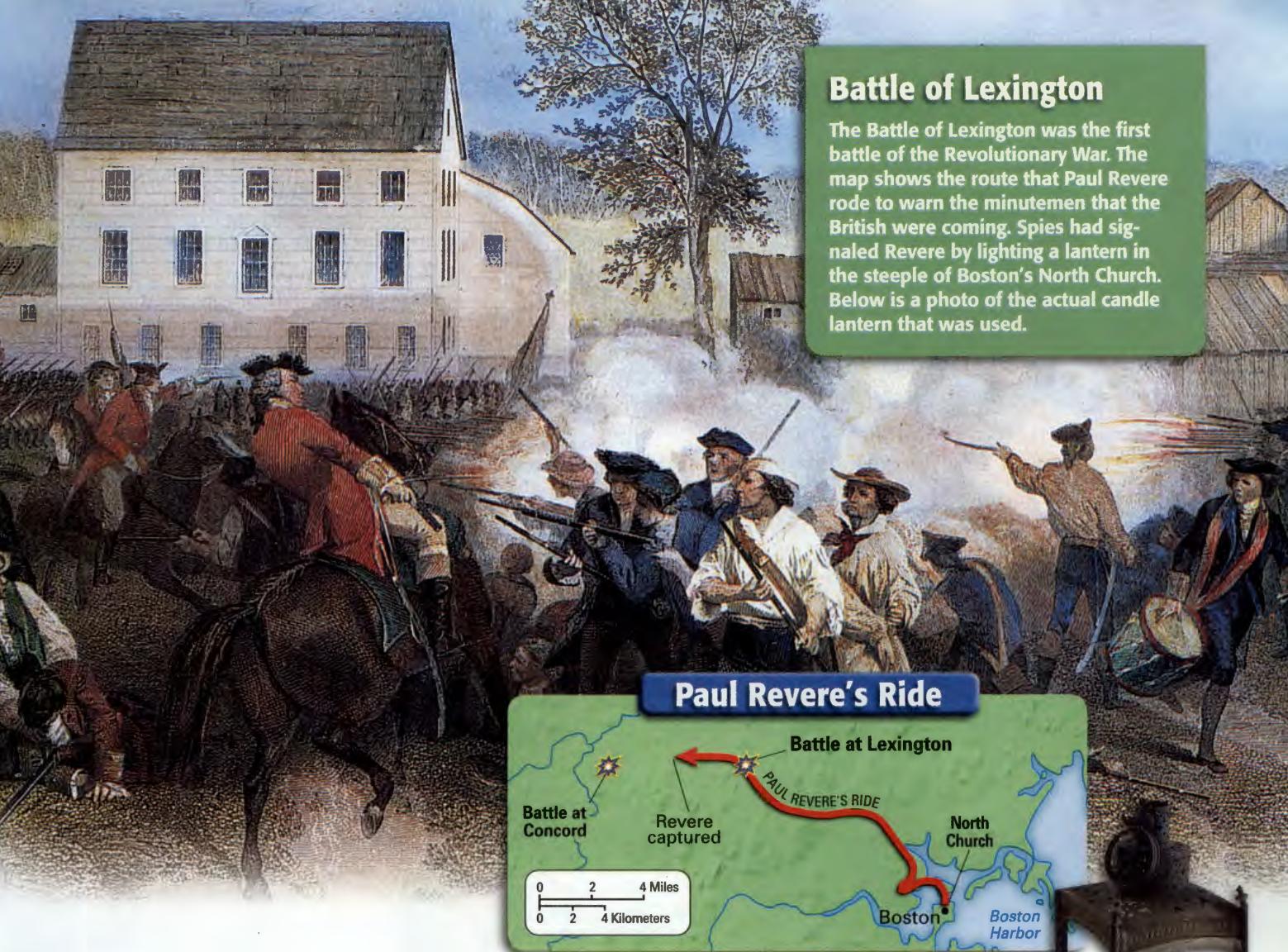
At this historic crossroads, the delegates compromised. They halted all trade with Britain and alerted the colonial militias to prepare for war. Meanwhile, they drafted a Declaration of Rights, a list of 10 resolutions that included the right to “life, liberty, and property.”

King George refused to consider the Declaration of Rights. Instead, British colonial leaders ordered their troops to prepare to seize the colonial militias’ weapons.

**HSS 8.1.** Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

## Battle of Lexington

The Battle of Lexington was the first battle of the Revolutionary War. The map shows the route that Paul Revere rode to warn the minutemen that the British were coming. Spies had signaled Revere by lighting a lantern in the steeple of Boston's North Church. Below is a photo of the actual candle lantern that was used.



## "Shot Heard 'round the World"

In early 1775 Patrick Henry predicted that news of hostilities in Boston would come at any moment. Addressing the hesitation of some of his fellow Virginia legislators, Henry uttered these famous words:

“Gentlemen may cry, Peace, Peace—but there is no peace. The war is actually begun!...I know not what course others may take; but as for me, give me liberty or give me death!”

—Patrick Henry, quoted in *Eyewitnesses and Others*

One month later, on the night of April 18, a force of 700 British soldiers headed for Concord, a town about 20 miles west of Boston. British general Thomas Gage had heard that

the colonial militia had a major weapons storehouse there. In reaction, he sent his soldiers to destroy it.

Local spies got the news to the patriot group, the Sons of Liberty. On a prearranged signal, Paul Revere, William Dawes, and Samuel Prescott set off on horseback to sound the alert that the British were coming.

Across the countryside, drums and church bells called to duty the **minutemen** —members of the civilian volunteer militia. At dawn the British troops arrived at the town of Lexington, near Concord, where 70 armed minutemen awaited the British advance.

“Don’t fire unless fired upon,” the captain yelled to his minutemen. “But if they mean to have a war, let it begin here!”

### ACADEMIC VOCABULARY

**reaction**  
**response**

Suddenly, a shot rang out. To this day, no one knows who fired this “shot heard ‘round the world.”

The battle ended in minutes with only a few shots fired. When the musket smoke cleared, 8 minutemen lay dead, and 10 were wounded. The British, with only one man wounded, marched on to Concord. They destroyed the weapons they found.

As the British retreated to Boston, the roads swarmed with minutemen, firing from behind every tree, fence, and building. The British Red-coats, soldiers wearing red uniforms, made an easy target. By the end of the day more than 250 British soldiers were dead, wounded, or missing. The minutemen counted fewer than 100 casualties.

#### READING CHECK Identifying Cause and Effect

What led to the fighting at Lexington and Concord, and how did it affect the colonies’ conflict with Great Britain?

## Second Continental Congress

In May 1775, delegates from 12 colonies met in Philadelphia for the Second Continental Congress. This second gathering of delegates from the colonies was still far from unified. Some called for a war, others for peace. Once again, they compromised. The Congress did not break away from Britain, but it declared the Massachusetts militia to be the Continental Army. This military force would carry out the fight against Britain. Congress named a Virginian, George Washington, to command the army.

As Washington prepared for war, the Congress pursued peace. On July 5 the delegates signed the Olive Branch Petition, asking the king to restore harmony between Britain and the colonies. King George refused to read it and looked for new ways to punish the colonies.



## Battle of Bunker Hill

While Congress discussed peace, Massachusetts went on the offensive. Desperate for supplies, leaders in Boston authorized Benedict Arnold to raise a force of 400 men to attack the British at Fort Ticonderoga. On May 10, 1775, during an early morning storm, the Patriots quickly took the fort and its large supply of weapons.

Meanwhile, the poorly supplied minutemen kept the British pinned down inside the city of Boston. As the British were making plans to break the colonial siege south of Boston, they awoke on June 17 to a stunning sight. The colonial forces had quietly dug in at Breed's Hill, a point overlooking northern Boston. The Redcoats would have to cross Boston Harbor in boats and fight their way up the hill.

As the British force of 2,400 advanced, the 1,600 Americans waited. Low on gunpowder, the commander ordered his troops not to fire "until you see the whites of their eyes."

Finally, the colonists rained down their fire on the attackers. Climbing the exposed hillside with their heavy packs, the Redcoats were cut down. Twice they retreated. Stepping over the dead and wounded along the way, they marched back up the hill for a third try.

The colonists were now out of ammunition. As the British rushed toward them, Patriots threw rocks. They swung their empty guns like clubs. They fought with their bare hands. At last, the Americans had to retreat.

For the British, it was a tragic victory. They suffered more than 1,000 casualties, about double the American losses. This battle, called the **Battle of Bunker Hill**, proved the colonists could take on the British.

## British Retreat from Boston

Two weeks later, on July 3, General George Washington arrived to take command of the Continental Army of about 14,000 men. After months of preparation, in March 1776, Washington used the Fort Ticonderoga cannons to threaten the British from Nook's Hill overlooking Boston.

British guns could not reach the top of the hill. On March 7, General William Howe retreated from Boston. The birthplace of the rebellion was back in colonial hands.

### READING CHECK Identifying Cause and Effect

How did geography influence the early battles around Boston?

**SUMMARY AND PREVIEW** The colonists could not avoid war with Great Britain. In the next section you will read about the Declaration of Independence.

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Online Quiz

KEYWORD: SS8 HP3

## Section 1 Assessment

### Reviewing Ideas, Terms, and People HSS 8.1

1. a. **Identify** What was the **First Continental Congress**?  
b. **Make Inferences** Why did the First Continental Congress send the Declaration of Rights to the king?  
c. **Elaborate** Why do you think King George III refused to consider the colonists' Declaration of Rights?
2. a. **Identify** Who warned the colonists of the British advance toward Concord?  
b. **Analyze** Why did the British army march on Lexington and Concord?  
c. **Elaborate** What do you think is meant by the expression the "shot heard 'round the world"?
- 3 a. **Describe** What was the purpose of the **Second Continental Congress**?  
b. **Draw Conclusions** How was the **Continental Army** able to drive British forces out of Boston?  
c. **Evaluate** How would you evaluate the performance of the Continental Army in the early battles of the war? Explain your answer.

### Critical Thinking

4. **Summarizing** Copy the graphic organizer below. Use it to summarize the actions and results of the First and Second Continental Congresses.

Continental Congress	Actions Taken	Results
First		
Second		

### FOCUS ON SPEAKING

5. **Thinking about the Beginning** You'll have about five minutes for your report and only a minute or two to talk about the beginning of the war. What are the one or two most important things you want to say about the beginning?

# George Washington

**What would you do if you were asked to lead a new country?**

**When did he live?** 1732–1799

**Where did he live?** George Washington was a true American, born in the Virginia colony. As president, he lived in New York City and Philadelphia, the nation's first two capitals. When he retired, he returned to his plantation at Mount Vernon.

**What did he do?** Although Washington was a wealthy farmer, he spent most of his life in the military and in politics. Leading the colonial forces to victory in the Revolutionary War, he then helped shape the new government of the United States. On April 30, 1789, he was sworn in as the first president of the United States.

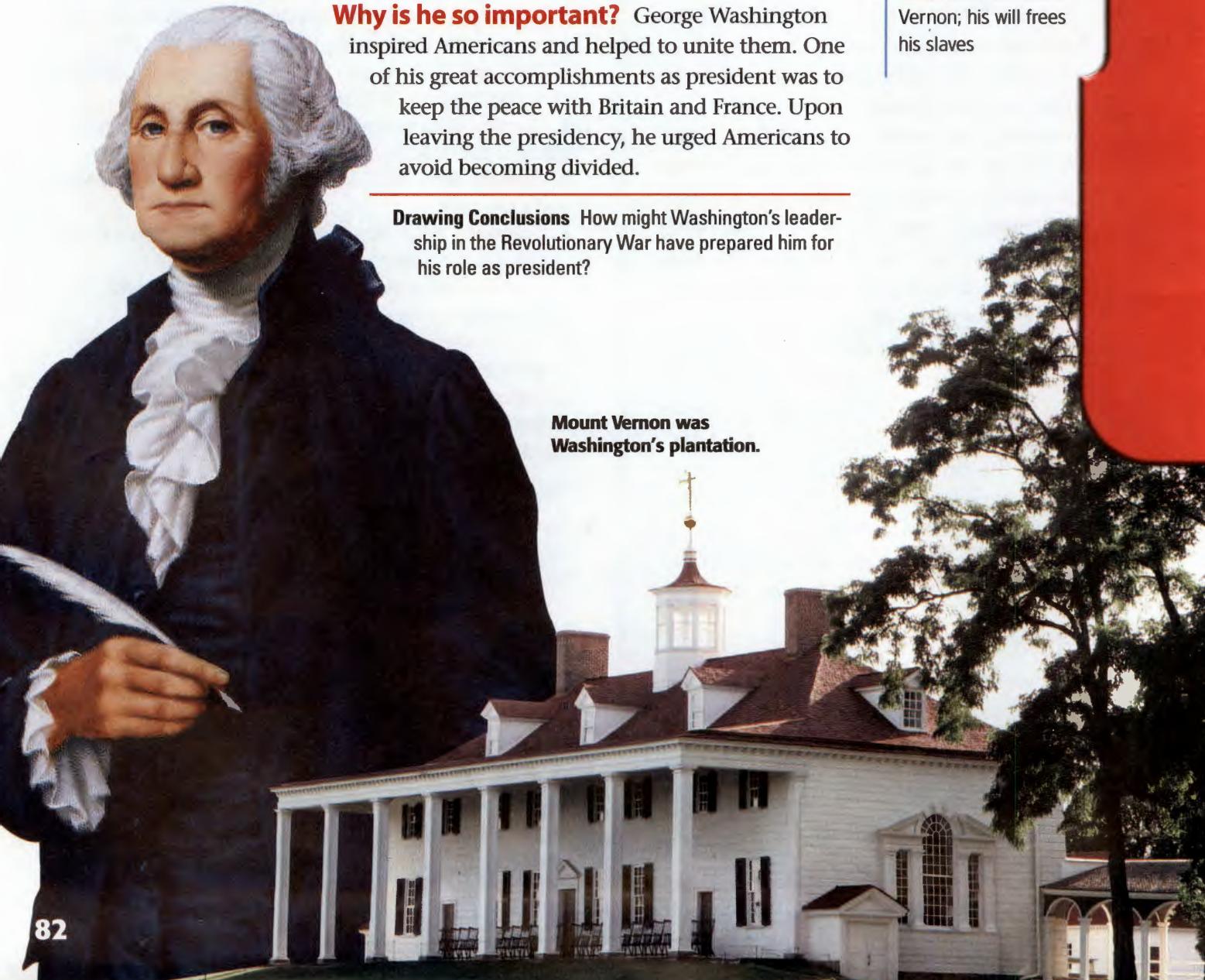
**Why is he so important?** George Washington inspired Americans and helped to unite them. One of his great accomplishments as president was to keep the peace with Britain and France. Upon leaving the presidency, he urged Americans to avoid becoming divided.

**Drawing Conclusions** How might Washington's leadership in the Revolutionary War have prepared him for his role as president?

## KEY EVENTS

- **1775** Serves in Second Continental Congress; selected commander of the Continental Army
- **1789** Inaugurated as president
- **1793** Begins second term as president
- **1796** Publishes his Farewell Address and retires to his plantation at Mount Vernon
- **1799** Dies at Mount Vernon; his will frees his slaves

Mount Vernon was Washington's plantation.



# Declaring Independence

SECTION

2

## If YOU were there...

You live on a farm in New York in 1776. The conflicts with the British have torn your family apart. Your father is loyal to King George and wants to remain British. But your mother is a fierce Patriot, and your brother wants to join the Continental Army. Your father and others who feel the same way are moving to British-held Canada. Now you must decide what you will do.

### Would you decide to go to Canada or support the Patriots?

**BUILDING BACKGROUND** The outbreak of war took some colonists by surprise. Many American colonists, like the farmer above, did not favor independence from Britain. Gradually, though, the idea of independence became more popular.

## Paine's Common Sense

"[T]here is something very absurd in supposing a continent to be perpetually [forever] governed by an island." This argument against British rule over America appeared in **Common Sense**, a 47-page pamphlet published in January 1776 that urged separation from Great Britain. **Common Sense** was published anonymously—that is, without the author's name. The author, **Thomas Paine**, argued that citizens, not kings and queens, should make laws. At a time when monarchs ruled much of the world, this was a bold idea.

News of the work spread throughout the colonies, eventually selling some 500,000 copies. Paine reached a wide audience by writing as a common person speaking to common people. **Common Sense** changed the way many colonists viewed their king. It made a strong case for economic freedom and for the right to military self-defense. It cried out against tyranny—that is, the abuse of government power. Thomas Paine's words rang out in his time, and they have echoed throughout American history.

**READING CHECK** **Supporting a Point of View** Would you have agreed with Thomas Paine? Explain your answer.

## What You Will Learn...

### Main Ideas

1. Thomas Paine's *Common Sense* led many colonists to support independence.
2. Colonists had differing reactions to the Declaration of Independence.

### The Big Idea

The colonies formally declared their independence from Great Britain.

## Key Terms and People

*Common Sense*, p. 83

Thomas Paine, p. 83

Thomas Jefferson, p. 84

Declaration of Independence, p. 84

Patriots, p. 84

Loyalists, p. 84



**HSS 8.1.2** Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").

## Signing the Declaration of Independence



### Independence for Colonies

Many colonial leaders agreed with Paine. They thought that the colonies should be free. In June 1776 the Second Continental Congress created a committee to write a document declaring the colonies' independence.

### A New Philosophy of Government

The committee members were John Adams, Benjamin Franklin, **Thomas Jefferson**, Robert R. Livingston, and Roger Sherman. Jefferson was the document's main author.

The **Declaration of Independence** formally announced the colonies' break from Great Britain. In doing so, it expressed three main ideas. The first idea Jefferson argued was that all men possess unalienable rights. He stated that these basic rights include "life, liberty, and the pursuit of happiness."

Jefferson's next argument was that King George III had violated the colonists' rights by passing unfair laws and interfering with colonial governments. Jefferson accused the king of taxing colonists without their consent and he felt that the large British army in the colonies violated colonists' rights.

Third, Jefferson argued that the colonies had the right to break from Britain. He was influenced by the Enlightenment idea of the social contract, which states that governments and rulers must protect the rights of citizens. In exchange, the people agree to be governed. Jefferson said that because King George III had broken the social contract, the colonists should no longer obey him.

On July 4, 1776, the Continental Congress approved the Declaration of Independence. This act broke all ties to the British Crown. The United States of America was born.

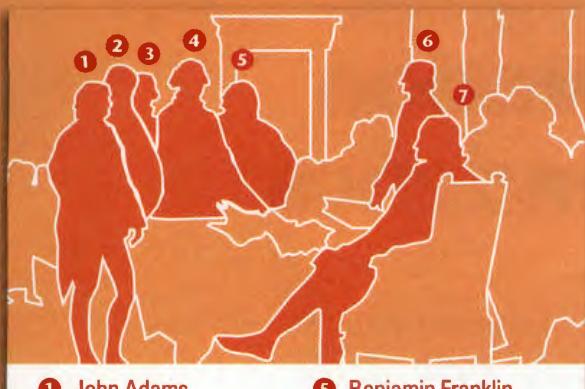
### Choosing Sides

Colonists known as **Patriots** chose to fight for independence. **Loyalists**—sometimes called **Tories**—were those who remained loyal to Great Britain. Historians estimate that 40 to 45 percent of Americans were Patriots, while 20 to 30 percent were Loyalists. The rest were neutral.

Once the Declaration was signed, Loyalists and Patriots became opponents. More than 50,000 Loyalists fled during the Revolution. The war tore apart families. Even the great Patriot Benjamin Franklin had a Loyalist son.

#### THE IMPACT TODAY

The Continental Congress voted for independence on July 2. However, because the Declaration was not approved until July 4, the fourth is celebrated today as Independence Day.



① John Adams  
② Roger Sherman  
③ Robert R. Livingston  
④ Thomas Jefferson

⑤ Benjamin Franklin  
⑥ Charles Thomson  
⑦ John Hancock

The Declaration of Independence was adopted on July 4, 1776. This painting shows 47 of the 56 signers of the document. The man sitting on the right is John Hancock, who was the president of the Second Continental Congress. He is accepting the Declaration from the committee that wrote it.

How realistic do you think this painting is?

## Other Reactions to the Declaration

Today we can see that the Declaration ignored many colonists. At least one delegate's wife, Abigail Adams, tried to influence her husband to include women in the Declaration. Although many women were Patriots, the Declaration did not address their rights.

Nor did the Declaration recognize the rights of enslaved African Americans. The Revolution raised questions about whether slavery should exist in a land that valued liberty. Some Patriot writers had compared living under British rule to living as slaves. The difference between the ideals of liberty and the practice of slavery was a subject of great disagreement among Americans.

In July 1776 slavery was legal in all of the colonies. By the 1780s the New England colonies were taking steps to end slavery. Even so, the conflict over slavery continued long after the Revolutionary War had ended.

### READING CHECK Finding Main Ideas

What groups were unrepresented in the Declaration of Independence?

**SUMMARY AND PREVIEW** In 1776 the colonists declared their independence. The Declaration of Independence has inspired Americans throughout history with its message of freedom and equality. In order to maintain their freedom, however, colonists would have to battle the British army and win a war. In the next section you will learn about some of the battles that took place early during the Revolutionary War. Early in the war, it seemed as if the British would defeat the colonists.

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Online Quiz

KEYWORD: SS8 HP3

## Section 2 Assessment

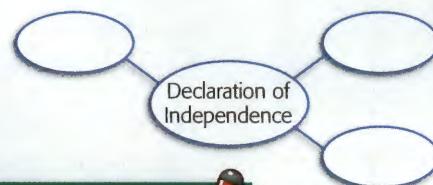
HSS 8.1.2

### Reviewing Ideas, Terms, and People

- Identify** Who was Thomas Paine?
- Make Inferences** Why do you think Thomas Paine originally published *Common Sense* anonymously?
- Elaborate** Do you think that most colonists would have supported independence from Britain without Thomas Paine's publication of *Common Sense*? Explain your answer.
- Identify** What two sides emerged in response to the Declaration of Independence? What did each side favor?
- Explain** What arguments did the authors of the Declaration of Independence give for declaring the colonies free from British control?
- Predict** How might some groups use the Declaration of Independence in the future to gain rights?

### Critical Thinking

- Summarizing** Copy the web below. Use it to identify the main ideas in the Declaration of Independence.



### FOCUS ON SPEAKING

#### 4. Gathering Ideas about the Declaration of Independence

Imagine you were living at the time of the American Revolution. What was new and surprising about the colonists' actions? In one or two minutes, what is the most important thing you can say about the colonies' declaring independence?

# The Declaration of Independence

## EXPLORING THE DOCUMENT

Thomas Jefferson  
wrote the first draft of the Declaration in a little more than two weeks. **How is the Declaration's idea about why governments are formed still important to our country today?**

## Vocabulary

**impel** force  
**endowed** provided  
**usurpations** wrongful seizures of power  
**evinces** clearly displays  
**despotism** unlimited power  
**tyranny** oppressive power exerted by a government or ruler  
**candid** fair

## EXPLORING THE DOCUMENT

Here the Declaration lists the charges that the colonists had against King George III. **How does the language in the list appeal to people's emotions?**

*In Congress, July 4, 1776*

*The unanimous Declaration of the thirteen united States of America,*

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the Powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which **impel** them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are **endowed** by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and **usurpations**, pursuing invariably the same Object **evinces** a design to reduce them under absolute **Despotism**, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.—Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute **Tyranny** over these States. To prove this, let Facts be submitted to a **candid** world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would **relinquish** the right of Representation in the Legislature, a right **inestimable** to them and **formidable** to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their Public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative Powers, incapable of **Annihilation**, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and **convulsions** within.

He has endeavored to prevent the population of these States; for that purpose obstructing the Laws of **Naturalization of Foreigners**; refusing to pass others to encourage their migration hither, and raising the conditions of new **Appropriations of Lands**.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary Powers.

He has made Judges dependent on his Will alone, for the **tenure** of their offices, and the amount and payment of their salaries.

He has erected **a multitude of** New Offices, and sent hither swarms of Officers to harass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislature.

He has affected to render the Military independent of and superior to the Civil Power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended legislation:

For **quartering** large bodies of armed troops among us:

For protecting them, by a mock Trial, from Punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

## Vocabulary

**relinquish** release, yield

**inestimable** priceless

**formidable** causing dread

**annihilation** destruction

**convulsions** violent

disturbances

**naturalization of foreigners**

the process by which foreign-born persons become citizens

**appropriations of lands**

setting aside land for settlement

**tenure** term

**a multitude of** many

**quartering** lodging, housing

**EXPLORING THE DOCUMENT**

Colonists had been angry over British tax policies since just after the French and Indian War. Why were the colonists protesting British tax policies?

## Vocabulary

<b>arbitrary</b>	not based on law
<b>render</b>	make
<b>abdicated</b>	given up
<b>foreign mercenaries</b>	soldiers hired to fight for a country not their own
<b>perfidy</b>	violation of trust
<b>insurrections</b>	rebellions
<b>petitioned for redress</b>	asked formally for a correction of wrongs
<b>unwarrantable jurisdiction</b>	unjustified authority
<b>magnanimity</b>	generous spirit
<b>conjured</b>	urgently called upon
<b>consanguinity</b>	common ancestry
<b>acquiesce</b>	consent to

For transporting us beyond Seas to be tried for pretended offences:

For abolishing the free System of English Laws in a neighboring Province, establishing therein an **Arbitrary** government, and enlarging its Boundaries so as to **render** it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislature, and declaring themselves invested with Power to legislate for us in all cases whatsoever.

He has **abdicated** Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large armies of **foreign mercenaries** to complete the works of death, desolation and tyranny, already begun with circumstances of Cruelty & **perfidy** scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic **insurrections** amongst us, and has endeavored to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have **Petitioned for Redress** in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free People.

Nor have We been wanting in attention to our British brethren. We have warned them from time to time of attempts by their legislature to extend an **unwarrantable jurisdiction** over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and **magnanimity**, and we have **conjured** them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of **consanguinity**. We must, therefore, **acquiesce** in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

### EXPLORING THE DOCUMENT

Here the Declaration calls the king a tyrant. What do you think **tyrant** means in this passage?

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the **rectitude** of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the Protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

### Vocabulary

**rectitude** rightness

**EXPLORING THE DOCUMENT**

Here is where the document declares the independence of the colonies. **Whose authority does the Congress use to declare independence?**

John Hancock	Benjamin Harrison	Lewis Morris
Button Gwinnett	Thomas Nelson, Jr.	Richard Stockton
Lyman Hall	Francis Lightfoot Lee	John Witherspoon
George Walton	Carter Braxton	Francis Hopkinson
William Hooper	Robert Morris	John Hart
Joseph Hewes	Benjamin Rush	Abraham Clark
John Penn	Benjamin Franklin	Josiah Bartlett
Edward Rutledge	John Morton	William Whipple
Thomas Heyward, Jr.	George Clymer	Samuel Adams
Thomas Lynch, Jr.	James Smith	John Adams
Arthur Middleton	George Taylor	Robert Treat Paine
Samuel Chase	James Wilson	Elbridge Gerry
William Paca	George Ross	Stephen Hopkins
Thomas Stone	Caesar Rodney	William Ellery
Charles Carroll of Carrollton	George Read	Roger Sherman
George Wythe	Thomas McKean	Samuel Huntington
Richard Henry Lee	William Floyd	William Williams
Thomas Jefferson	Philip Livingston	Oliver Wolcott
	Francis Lewis	Matthew Thornton

**EXPLORING THE DOCUMENT**

The Congress adopted the final draft of the Declaration of Independence on July 4, 1776. A formal copy, written on parchment paper, was signed on August 2, 1776.

**EXPLORING THE DOCUMENT**

The following is part of a passage that the Congress removed from Jefferson's original draft: "He has waged cruel war against human nature itself, violating its most sacred rights of life and liberty in the persons of a distant people who never offended him, captivating and carrying them into slavery in another hemisphere, or to incur miserable death in their transportation thither."

**Why do you think the Congress deleted this passage?**

**What You Will Learn...****Main Ideas**

1. Many Americans contributed to the war effort.
2. Despite early defeats by Britain, the Patriots claimed some victories.
3. Saratoga was a turning point in the war.
4. The winter at Valley Forge tested the strength of Patriot forces.
5. The war continued at sea and in the West.

**The Big Idea**

Patriot forces faced many obstacles in the war against Britain.

**Key Terms and People**

mercenaries, p. 92  
Battle of Trenton, p. 93  
Battle of Saratoga, p. 94  
Marquis de Lafayette, p. 95  
Bernardo de Gálvez, p. 95  
John Paul Jones, p. 97  
George Rogers Clark, p. 97



**HSS 8.1.3** Analyze how the American Revolution affected other nations, especially France.

# Patriots Gain New Hope

**If YOU were there...**

You are a serving maid at an inn in New York City during the Revolutionary War. British officers and soldiers often stop at the inn for a meal. You can sometimes overhear their conversations, though they don't notice you. Now a Patriot leader has asked you to bring him any information you hear. You want to help the Patriot cause but wonder what will happen if you are caught spying.

**How would you feel about spying on the British soldiers?**

**BUILDING BACKGROUND** Colonists from many different backgrounds worked for the Patriot cause. Although men did most of the actual fighting, women like the maid above also made important contributions. Women and those too old to fight also kept farms and shops running, providing food and supplies. In spite of the colonists' efforts, winning the war was a great challenge.

## Americans and the War Effort

During the war more than 230,000 soldiers served in the Continental Army. The typical soldier was young, often under the legal age of 16. Most had little money, no property, and few opportunities in life. The army offered low pay, often rotten food, hard work, cold, heat, poor clothing and shelter, harsh discipline, and a high chance of becoming a casualty. Yet for some young men and boys, it represented change and excitement.

Finding and keeping dedicated soldiers throughout the long, hard war would be a constant chore. In time, the Continental Congress required states to supply soldiers. Men who could afford it often paid others, such as slaves or apprentices, to fight in their places.

One question facing George Washington was whether to recruit African Americans. Many white southerners opposed the idea, and at first Washington banned African Americans from serving. When the British promised freedom to any slave who fought on their side,

## Battles in the Middle Colonies, 1776–77

(both) © Collection of The New-York Historical Society

### Major Battles

- 1** New York, August 1776
- 2** Trenton, December 1776
- 3** Princeton, January 1777
- 4** Brandywine, September 1777



### Colonial Forces



#### Strengths

- Fought for a cause they believed in
- Got help from European nations

#### Weaknesses

- Untrained, poorly equipped soldiers
- Small navy

### British Forces



#### Strengths

- Well-trained, well-equipped soldiers
- Large, powerful navy

#### Weaknesses

- Had to cross Atlantic Ocean
- Used mercenaries as soldiers

### GEOGRAPHY SKILLS

### INTERPRETING MAPS

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Interactive Map  
KEYWORD: SS8 CH3

- 1. Movement** About how far was Washington's march from Boston to New York?
- 2. Human-Environment Interaction** How did geography affect the British advance on Philadelphia?

however, thousands signed on. In response, the Continental Army began allowing free African Americans to serve.

Native Americans fought on both sides during the war. Indians who had been pushed off their lands by colonial settlers aided the British. Mohawk leader Thayendanegea (thah-yuhn-dah-ne-GAY-uh) persuaded many Iroquois to support the British. The Patriots had to work hard just to keep other American Indians neutral.

While men served as soldiers, many Patriot women ran farms and businesses. Others helped the army by raising money for supplies or making clothing. Women

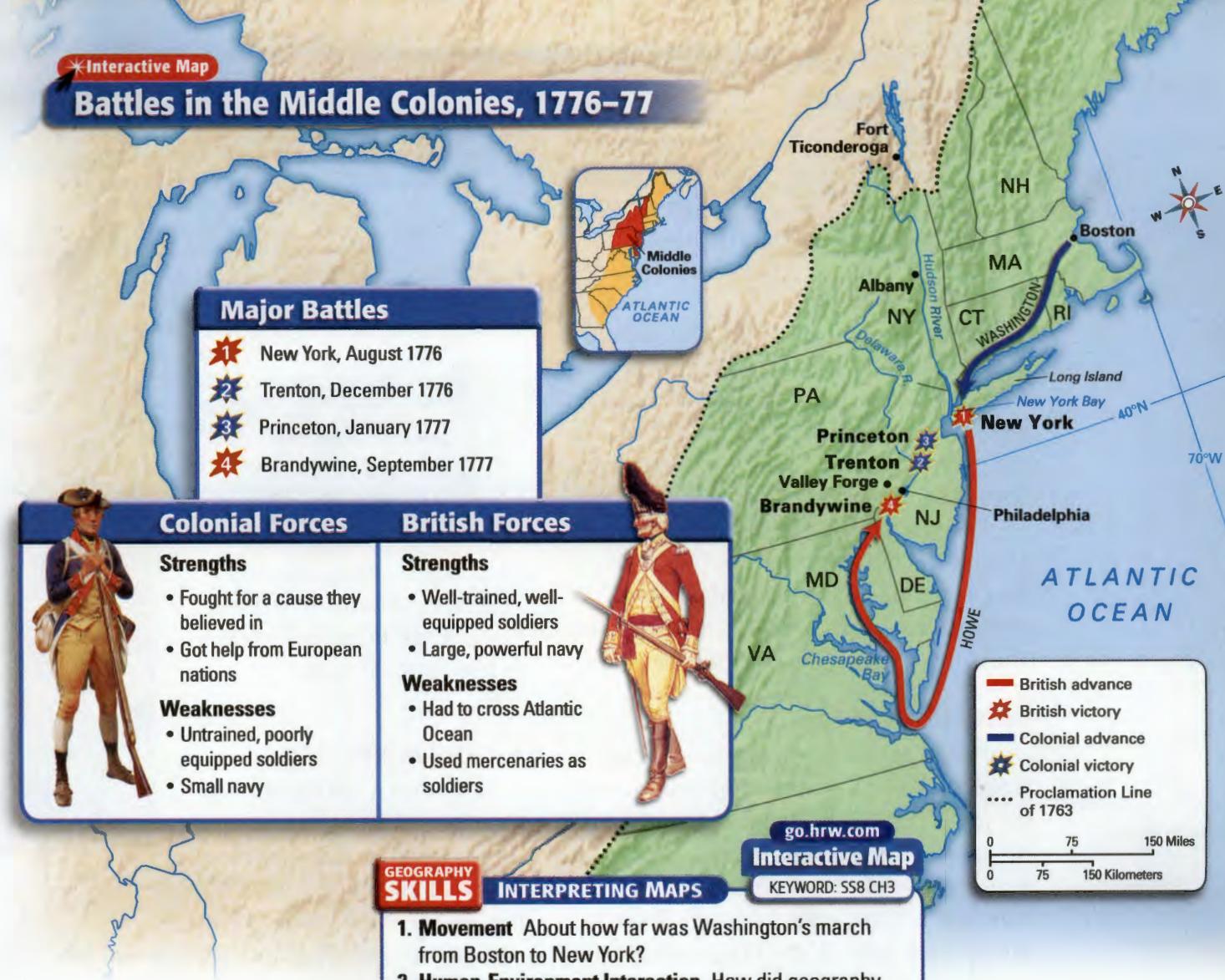
served as messengers, nurses, and spies. A few disguised themselves as men to fight in the war.

Perhaps the most famous woman to serve in the war was Mary Ludwig Hays. She earned the nickname Molly Pitcher by bringing water to the troops. When her husband was wounded in a 1778 battle, she took his place loading cannons. Another woman, Deborah Sampson, dressed as a man and fought in several battles.

### THE IMPACT TODAY

Women are still banned from ground combat, but in Operation Iraqi Freedom women operated warships and flew combat jets and helicopters for the first time in a major air-ground conflict.

**READING CHECK** **Summarizing** How did various groups of colonists contribute to the war effort?



## Early Defeats

The War for Independence did not explode with “the shot heard ‘round the world.” Instead, it gathered steam throughout 1776, becoming more intense and deadly.

### Defeat in Canada

Some Patriots thought British-controlled Canada should be the “14th colony.” At Quebec, General Richard Montgomery joined forces with General Benedict Arnold. Yet neither army had cannons with which to bring down Quebec’s high walls.

The generals decided to take a chance. They would wait for a snowstorm, hoping it would provide cover for a bold advance. The attack failed, and Montgomery was killed. The Patriots’ hopes of taking Canada faded.

### Defeat in New York

New York City became the first major battle-ground. General Washington had moved his troops to New York, expecting the British arrival. Sure enough, in late June 1776, a large fleet of British ships approached New York Bay. Led by General William Howe, the British force pushed the Continental Army off of Long Island.

Howe’s 32,000 soldiers were much better equipped than Washington’s 23,000 men, most of whom were militia. The Patriot general had to use all of his leadership skills just to save his army.

In a series of battles, Howe pounded the Continental Army, forcing it to retreat farther and farther. The Redcoats captured many Patriots as well as valuable supplies. After several months of fighting, the British pushed Washington across the Hudson River into New Jersey. Howe’s revenge for his defeat at Boston was complete.

During the New York campaigns, a young Connecticut officer named Nathan Hale went behind British lines to get secret information. Seized by the British with documents hidden in the soles of his shoes, Hale was ordered to

## Crossing the Delaware

George Washington and his troops crossed the partially frozen Delaware River on the night of December 25, 1776. This daring act led to a key Patriot victory at the Battle of Trenton. German American artist Emanuel Leutze created this famous painting of the event in 1851. *Washington Crossing the Delaware* now hangs in the Metropolitan Museum of Art in New York City.

*What feelings do you think Leutze wanted to inspire with this painting?*



be hanged. Before his execution, he is said to have declared, “I regret that I have but one life to lose for my country.”

### Victory in New Jersey

In November 1776 the tattered Continental Army was on the run, retreating through New Jersey. Washington’s remaining 6,000 men were tired and discouraged. The one-year contract for many of them would end on December 31. Who would re-enlist in this losing army, and who would volunteer to replace the soldiers who left? Washington’s army—the hope of the Revolution—was in danger of simply vanishing.

Thinking that the rebellion would end soon, Howe left New Jersey in the hands of soldiers from the German state of Hesse. The Hessians were **mercenaries**—foreign soldiers who fight not out of loyalty, but for pay.

On December 7 Washington retreated across the Delaware River into Pennsylvania. Even with 2,000 fresh militiamen from Pennsylvania, the Patriots were near the end. “These are the times that try men’s souls,” wrote Thomas Paine in the first of a series of pamphlets called *The American Crisis*, which he began in late 1776.



Without a victory, Washington would lose his army. He decided to take a big chance and go on the **offensive**. The Americans would attack the Hessians at Trenton, New Jersey.

On Christmas night, 1776, with a winter storm lashing about them, Washington and 2,400 soldiers silently rowed across the ice-clogged Delaware River. As morning broke, the men, short on supplies and many with no shoes, marched through the snow to reach the enemy camp.

The Hessians, having celebrated the holiday the night before, were fast asleep when the Patriots sprang upon them. American soldiers took more than 900 prisoners. This battle, called the **Battle of Trenton**, was an important Patriot victory.

British general Charles Cornwallis rushed to stop Washington as he marched northeast to Princeton. On the night of January 2, 1777,

the Patriots left their campfires burning, then slipped into the darkness and circled behind the British troops. In the morning, Washington attacked. A local resident witnessed it:

“The battle was plainly seen from our door . . . and the guns went off so quick and many together that they could not be numbered . . . Almost as soon as the firing was over, our house was filled and surrounded with General Washington’s men.”

—Anonymous, quoted in *Voices of 1776* by Richard Wheeler

#### FOCUS ON READING

You might not know what **offensive** means in this context. The sentence after the word explains that here it means “attacking.”

As Washington watched the Redcoats flee Princeton, he cheered, “It is a fine fox chase, my boys!” Now, new soldiers joined the chase. Others re-enlisted. The army—and the Revolution—was saved.

**READING CHECK** **Summarizing** Explain General Washington’s strategy at the Battle of Trenton.

## Turning Point at Saratoga

The two quick defeats stung the British. In the spring of 1777, they wanted a victory.

British General John Burgoyne came up with a plan to push through New York, capture the Hudson River valley, and cut off New England from the other colonies. The strategy required perfect timing.

According to the plan, Burgoyne's army would invade from Canada, recapture Fort Ticonderoga, and sweep south to Albany. General Howe, in New York City, would sail up the Hudson River to meet him, strangling New England.

Indeed, Burgoyne took Ticonderoga in early July and then headed toward Albany. Here the timing went wrong for the British. Unknown to Burgoyne, Howe had his own plans. He left New York, sailed up the Chesapeake Bay, and captured the colonial capital of Philadelphia. Delegates to the Continental Congress were forced to flee.

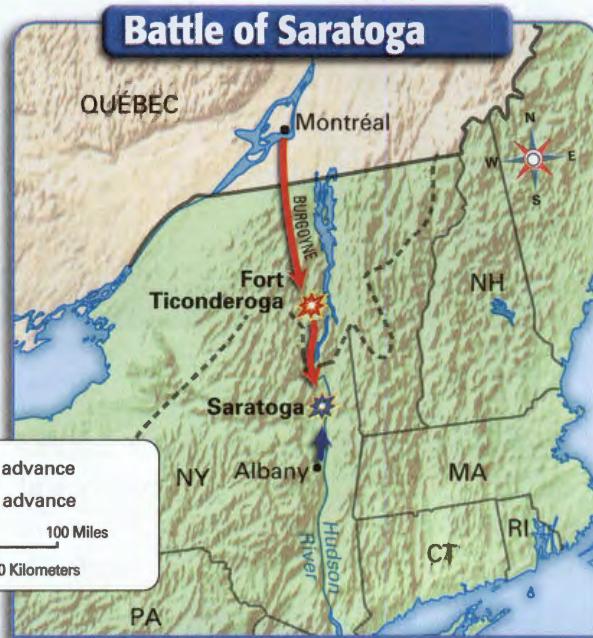
Meanwhile, Burgoyne's wagons and cannons became bogged down in thick forests. The Patriots had chopped down large trees and dammed rivers to create obstacles. All along the route, militiamen swarmed out of nowhere to attack the Redcoats. As Burgoyne neared Saratoga, New York, he found himself alone and outnumbered.

### ACADEMIC VOCABULARY

**strategy** a plan for fighting a battle or war

When fighting broke out near Saratoga, the Americans scored a major victory. Patriot General Horatio Gates crushed the British attempts to advance. Benedict Arnold then led a bold charge that forced the British to retreat. Burgoyne found himself surrounded. On October 17, 1777, he surrendered his entire army to General Gates.

The **Battle of Saratoga** in New York was the greatest victory yet for the American forces. Morale soared. Patriot James Thacher wrote, "This event will make one of the most brilliant pages of American history."



**October 17, 1777** British forces under General Burgoyne marched south, heading for Albany. They were crushed by Patriot forces under General Gates at Saratoga.

### Time Line

## The Patriots Gain Ground

**December 27, 1776**

Patriots win the Battle of Trenton.



**January 2, 1777**

Patriots win the Battle of Princeton.

**July 27, 1777**

Marquis de Lafayette arrives in Philadelphia to offer his assistance to the Patriot cause.



The victory at Saratoga gave the Patriots something they had been desperately seeking: foreign help. It came from Britain's powerful enemies, France and Spain. Britain's old ally, Holland, also joined the fight on the side of the Patriots.

### Help from France

Benjamin Franklin, a skilled diplomat, had gone to France in 1776 to work out details for an alliance. The Battle of Saratoga finally persuaded the French that the Americans could win the war. In May 1778 the Continental Congress ratified a treaty of support with France.

### A Frenchman and a Prussian

"The welfare of America is closely bound up with the welfare of mankind," declared a young French nobleman, the **Marquis de Lafayette**. Inspired by the ideas of the Revolution, Lafayette came to America in the summer of 1777. He volunteered to serve in the Continental Army without pay. Although he spoke little English, had not seen battle, and was not yet 20 years old, Lafayette received the high post of major general.

Though wounded in his first battle outside Philadelphia, Lafayette went on to become a skilled military officer. In addition to his military service, he contributed \$200,000 of

his own money to support the Revolution and helped persuade France to send more aid to the Americans.

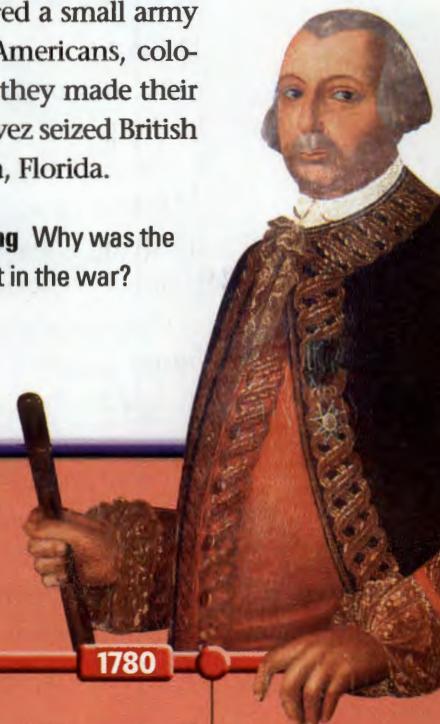
In February 1778 another European officer came to serve heroically under Washington. Baron Friedrich von Steuben came with a lifetime of military experience from his home country of Prussia (in modern-day Germany). Congress quickly put him to work training the Continental Army.

Von Steuben led with a combination of respect and fear. Although he could not speak the language of his men, he memorized English commands in order to teach them basic military skills. Von Steuben's drills worked. He turned the Continental Army into a tough fighting force.

### Spain Supports the Patriots

Spain, also a bitter enemy of Britain, joined the war in 1779. **Bernardo de Gálvez**, the governor of Spanish Louisiana, became a key ally to the Patriots. Gálvez gathered a small army of Spanish soldiers, French Americans, colonists, and Indians. Together, they made their way east from Louisiana. Gálvez seized British posts all the way to Pensacola, Florida.

**READING CHECK** **Summarizing** Why was the Battle of Saratoga a turning point in the war?



#### February 1778

Baron Friedrich von Steuben begins training Patriot soldiers.

1778

#### June 21, 1779

Spain declares war against Britain.

1779

May 1778 France joins the Patriots in an alliance.



1780

March 14, 1780 Bernardo de Gálvez, the governor of Spanish Louisiana, captures the British stronghold of Fort Charlotte at present-day Mobile, Alabama.

#### ANALYSIS SKILL

#### READING TIME LINES

Which nations joined the Patriot cause?

## Primary Source

### JOURNAL ENTRY

## Valley Forge

A surgeon at Valley Forge, Albgence Waldo kept a journal of what he saw during the winter of 1777–78.

“The Army which has been surprisingly healthy hitherto, now begins to grow sickly from the continued fatigues they have suffered this Campaign. Yet they still show a spirit of Alacrity [cheerful readiness] and Contentment not to be expected from so young Troops. I am Sick—discontented—and out of humour. Poor food—hard lodging—Cold Weather—fatigue—Nasty Cloaths [clothes]—nasty Cookery . . . smoke and Cold—hunger and filthyness—A pox on my bad luck.”

—Albigence Waldo, quoted in *Eyewitnesses and Others*

### ANALYSIS SKILL

#### ANALYZING PRIMARY SOURCES

Why did Waldo seem surprised by the soldiers' attitude?



## Winter at Valley Forge

The entry of France and Spain into the war came at a crucial moment. The Continental Army was running very low on supplies. In December 1777, Washington settled his 12,000 men at Valley Forge, about 20 miles north of Philadelphia. There they suffered shortages of food and clothing.

To this day, the name of Valley Forge brings to mind suffering—and courage. Yet no battles took place here. The only enemy was the brutal winter of 1777–78.

Washington's men lacked even the most basic protections against shin-deep snows. In spite of the general's repeated requests for supplies, conflicts over funding between state authorities and Congress kept supplies from coming. Washington wrote in a letter:

“To see men without clothes . . . without blankets to lie upon, without shoes . . . without a house or hut to cover them until those could be built, and submitting without a murmur, is a proof of patience and obedience which, in my opinion, can scarcely be paralleled [matched].”

—George Washington, quoted in *George Washington: A Collection*

As winter roared in, soldiers quickly built crude shelters that offered little protection against the weather. Some soldiers had no shirts. Others had marched the shoes off their feet. At their guard posts, they stood on their hats to keep their feet from touching the freezing ground. One soldier wrote that getting food was the “business that usually employed us.”

During that terrible winter, some 2,000 soldiers died of disease and malnutrition. Amazingly, the survivors not only stayed—they drilled and marched to the orders of Baron von Steuben, becoming better soldiers.

While the soldiers suffered through the winter at Valley Forge, the British lived a life of luxury in Philadelphia. Most of the Patriots had fled the city, leaving only Loyalists and British soldiers. Together they enjoyed the city's houses, taverns, and theaters, and held parties and balls.

### READING CHECK Finding Main Ideas

What challenges did the Continental Army face at Valley Forge?

## War at Sea and in the West

Americans fought at sea and on the western frontier. Each area posed tough challenges.

### War at Sea

The Continental Navy and the marines were established in late 1775. The tiny fleet was no match for the huge British navy. So instead of fighting large battles, the Patriots attacked and sunk hundreds of individual British ships.

When war broke out, **John Paul Jones** quickly gained fame as a brave and clever sailor. In Jones's most famous victory, his ship, the *Bonhomme Richard*, suffered heavy damage. The British captain called out to Jones, "Has your ship struck [surrendered]?" He replied, "I have not yet begun to fight!" The battle continued for more than two hours. Finally, the British ship surrendered.

### War in the West

Only in his mid-20s, **George Rogers Clark** had spent years exploring and mapping the

western frontier. Now he traveled the frontier gathering soldiers from small towns.

In June 1778 Clark and 175 soldiers crossed southern Illinois to capture the British trading village of Kaskaskia. Clark then organized meetings with Indian leaders, persuading some of them to remain neutral.

During this period, the British captured the town of Vincennes on the Wabash River. Clark's forces retook the town at the Battle of Vincennes in February 1779. Clark never managed to capture Fort Detroit, Britain's major frontier base. But his efforts helped contain the British in the West.

**READING CHECK** **Finding Main Ideas** How did Jones and Clark help the Patriots' war effort?

**SUMMARY AND PREVIEW** The Patriots faced hardships as the war continued. In the next section you will see how they gained hope.

## Section 3 Assessment

### Reviewing Ideas, Terms, and People HSS 8.1.3

1. a. **Identify** What groups helped in the Patriot war effort? How did each group contribute?  
b. **Analyze** Why was it difficult to find and keep soldiers in the Continental Army?
2. a. **Describe** What early defeats did the Patriots face?  
b. **Elaborate** Do you think it was a mistake for the British to use **mercenaries** to help them fight the war? Why or why not?
3. a. **Describe** How did the **Battle of Saratoga** help the Patriots?  
b. **Elaborate** Why do you think foreign nations supported the colonists rather than Great Britain?
4. a. **Describe** What difficulties did the Patriots face at Valley Forge?  
b. **Predict** How might the winter at Valley Forge affect the Patriots' war effort?
5. a. **Identify** Who was **John Paul Jones**?  
b. **Summarize** How did the Patriots overcome challenges at sea and in the West?

### Critical Thinking

6. **Drawing Conclusions** Copy the chart below. Use it to identify the problems first faced by the Patriots in the North, at sea, and out West. Then identify Patriot successes in these areas.

Region	Patriot Problems	Patriot Successes

### FOCUS ON SPEAKING

7. **Thinking about the Dark Hours** Why was this period of the war so difficult for the Patriots? How did they struggle through? What are the one or two points that are the most important about this period of the war?

# Independence!

## What You Will Learn...

### Main Ideas

1. Patriot forces faced many problems in the war in the South.
2. The American Patriots finally defeated the British at the Battle of Yorktown.
3. The British and the Americans officially ended the war with the Treaty of Paris of 1783.

### The Big Idea

The war spread to the South, where the British were finally defeated.

### Key Terms and People

Francis Marion, p. 99  
Comte de Rochambeau, p. 100  
Battle of Yorktown, p. 100  
Treaty of Paris of 1783, p. 101



**HSS 8.1** Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

### If YOU were there...

You have grown up on a farm in South Carolina. You know every inch of the woods and marshes around your home. You are too young to join the Continental Army, but you have heard stories about a brave group of soldiers who carry out quick raids on the British, then disappear into the woods. These fighters get no pay and live in constant danger.

**Would you consider joining the fighters? Why?**

**BUILDING BACKGROUND** As the war moved to the South, American forces encountered new problems. They suffered several major defeats. But American resistance in the South was strong. Backwoods fighters confused and frustrated the British army. Eventually, with help from its allies, American persistence won out.

## War in the South

The war across the ocean was not going the way the British government in London had planned. The northern colonies, with their ragged, scrappy fighters, proved to be tough to tame. So the British switched strategies and set their sights on the South.

The British hoped to find support from the large Loyalist populations living in Georgia, the Carolinas, and Virginia. They also planned to free slaves and put guns in their hands as they moved across the South. Under the leadership of a new commander, General Henry Clinton, the new strategy paid off—for a while.

## Brutal Fighting

The southern war was particularly brutal. Much more than in the North, this phase of the war pitted Americans—Patriots versus Loyalists—against one another in direct combat. The British also destroyed crops, farm animals, and other property as they marched through the South. One British officer, Banastre Tarleton, sowed

## Swamp Fox

Francis Marion, the "Swamp Fox," leads his soldiers down a river in South Carolina. Marion built a hideout on one of the river's islands. From there, he would lead lightning-fast raids against British communication and supply lines.

Which figure do you think is Francis Marion? Why?



fear throughout the South by refusing to take prisoners and killing soldiers who tried to surrender.

Georgia, the last colony to join the Revolution, was the first to fall to the British. A force of 3,500 Redcoats easily took Savannah in 1778 and soon put in place a new colonial government.

Britain's next major target was Charleston, South Carolina. In early 1780 General Clinton landed a force of 14,000 troops around the port city. With a minimal cost of about 250 casualties, the British scored one of their biggest victories of the war. The Patriots surrendered Charleston in May, handing over four ships and some 5,400 prisoners.

### A Failed Attack

In August 1780, Patriot forces led by Horatio Gates tried to drive the British out of Camden, South Carolina. The attack was poorly planned, however. Gates had only half as many soldiers as he had planned for, and most were tired and hungry. In the heat of battle, many panicked and ran. The Patriot

attack quickly fell apart. Of some 4,000 American troops, only about 700 escaped.

General Nathanael Greene arrived to reorganize the army. As he rode through the southern countryside, he was discouraged by the devastation. "I have never witnessed such scenes," he later wrote.

### Guerrilla Warfare

The southern Patriots switched to swift hit-and-run attacks known as guerrilla warfare. No Patriot was better at this style of fighting than **Francis Marion**. He organized Marion's Brigade, a group of guerrilla soldiers.

Marion's Brigade used surprise attacks to disrupt British communication and supply lines. Despite their great efforts, the British could not catch Marion and his men. One frustrated general claimed, "As for this . . . old fox, the devil himself could not catch him." From that point on, Marion was known as the Swamp Fox.

**READING CHECK** **Sequencing** List the events of the war in the South in chronological order.

# Battle of Yorktown

In October 1781, General George Washington and his American and French troops surrounded British forces and defeated them in the Battle of Yorktown.



## Battle of Yorktown

In early 1781 the war was going badly for the Patriots. They were low on money to pay soldiers and buy supplies. The help of their foreign allies had not ended the war as quickly as they had hoped. The British held most of the South, plus Philadelphia and New York City. American morale took another blow when Benedict Arnold, one of America's most gifted officers, turned traitor.

Regrouped under Nathanael Greene, the Continental Army began harassing British general Charles Cornwallis in the Carolinas. Hoping to stay in communication with the British naval fleet, Cornwallis moved his force of 7,200 men to Yorktown, Virginia. It was a fatal mistake.

General Washington, in New York, saw a chance to trap Cornwallis at Yorktown. He ordered Lafayette to block Cornwallis's escape by land. Then he combined his 2,500 troops with 4,000 French troops commanded by the **Comte de Rochambeau** (raw-shahn-BOH).

Washington led the French-American force on a swift march to Virginia to cut off the other escape routes. The Patriots surrounded Cornwallis with some 16,000 soldiers. Meanwhile, a French naval fleet seized control of the Chesapeake Bay, preventing British ships from rescuing Cornwallis's stranded army.

The siege began. For weeks, the fighting steadily wore down the British defenses. In early October, Washington prepared for a major attack on the weakened British troops.

Facing near-certain defeat, on October 19, 1781, Cornwallis sent a drummer and a soldier with a white flag of surrender to Washington's camp. The Patriots took some 8,000 British prisoners—the largest British army in America.

The **Battle of Yorktown**, was the last major battle of the American Revolution. Prime Minister Lord North received word of the Yorktown surrender in November. In shock he declared, "It is all over!"

### READING CHECK Drawing Conclusions

Why did the victory at Yorktown end the war?

## The Treaty of Paris

After Yorktown, only a few small battles took place. Lacking the money to pay for a new army, Great Britain entered into peace talks with America. Benjamin Franklin had an influential role in the negotiations.

Delegates took more than two years to come to a peace agreement. In the **Treaty of Paris of 1783**, Great Britain recognized the independence of the United States. The treaty also set America's borders. A separate treaty between Britain and Spain returned Florida to the Spanish. British leaders also accepted American rights to settle and trade west of the original thirteen colonies.

At the war's end, Patriot soldiers returned to their homes and families. The courage of soldiers and civilians had made America's victory possible. As they returned home, George Washington thanked his troops for their devotion. "I . . . wish that your latter days be as prosperous as your former ones have been glorious."

**READING CHECK** **Summarizing** Explain how the War for Independence finally came to an end.

## North America after the Treaty of Paris of 1783



### GEOGRAPHY SKILLS

### INTERPRETING MAPS

**Region** Which three countries disputed the area in the northwest of the continent?

**SUMMARY AND PREVIEW** The Americans gained their independence in 1783. In the next chapter you will learn about how they formed their first government.

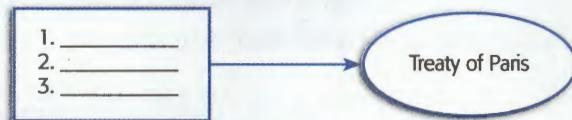
## Section 4 Assessment

### Reviewing Ideas, Terms, and People HSS 8.1

1. a. **Describe** What problems did the Patriots experience in the war in the South?  
b. **Analyze** What advantages did the southern Patriots have over the British in the South?
2. a. **Describe** What was the Patriots' strategy for defeating the British at Yorktown?  
b. **Elaborate** Why do you think General Cornwallis decided to surrender at the **Battle of Yorktown**?
3. a. **Identify** Who helped to negotiate the peace treaty for the Patriots?  
b. **Predict** How might relations between Great Britain and their former colonies be affected by the war?

### Critical Thinking

4. **Sequencing** Copy the graphic organizer below. Use it to list the major events that led to the end of the Revolutionary War.



### FOCUS ON SPEAKING

5. **Taking Notes on the Revolution's Ending** After reading this section, you'll have a picture of the whole war. In your talk, what do you want to say about how the war ended? Were there any moments that were especially trying for the colonists?

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Online Quiz

KEYWORD: SS8 HP3

# Social Studies Skills

Analysis

Critical Thinking

Participation

Study



**HSS HI5** Students recognize that interpretations of history are subject to change as new information is uncovered.

## Understanding Historical Interpretation

### Define the Skill

Historical interpretations are ways of explaining the past. They are based on what is known about the people, ideas, and actions that make up history. Two historians can look at the same set of facts about a person or event of the past and see things in different ways. Their explanations of the person or event, and the conclusions they reach, can be very different. The ability to recognize, understand, and evaluate historical interpretations is a valuable skill in the study of history.

### Learn the Skill

When people study the past, they decide which facts are the most important in explaining why something happened. One person may believe certain facts to be important, while other people may believe other facts are more important. Therefore, their explanation of the topic, and the conclusions they draw about it, may not be the same. In addition, if new facts are uncovered about the topic, still more interpretations of it may result.

Asking the following questions will help you to understand and evaluate historical interpretations.

- 1 What is the main idea in the way the topic is explained? What conclusions are reached? Be aware that these may not be directly stated but only hinted at in the information provided.
- 2 On what facts has the writer or speaker relied? Do these facts seem to support his or her explanation and conclusions?

- 3 Is there important information about the topic that the writer or speaker has dismissed or ignored? If so, you should suspect the interpretation may be inaccurate and deliberately slanted to prove a particular point of view.

Just because interpretations differ, one is not necessarily “right” and others “wrong.” As long as a person considers all the evidence, and draws conclusions based on a fair evaluation of that evidence, his or her interpretation is probably acceptable.

Remember, however, that trained historians let the facts *lead* them to conclusions. People who *start* with a conclusion, select only facts that support it, and ignore opposing evidence produce interpretations that have little value for understanding history.

### Practice the Skill

Two widely accepted interpretations exist of the causes of the American Revolution. One holds that the Revolution was a struggle by freedom-loving Americans to be free from harsh British rule. In this view the colonists were used to self-government and resisted British efforts to take rights they claimed. The other interpretation is that a clash of economic interests caused the Revolution. In this view, it resulted from a struggle between British and colonial merchants over control of America's economy.

Review Sections 4 and 5 of Chapter 2 and Sections 1 and 2 of Chapter 3. Then answer the following questions.

1. What facts in the textbook support the economic interpretation of the Revolution? What evidence supports the political interpretation?
2. Which interpretation seems more convincing? Explain why.

# Visual Summary

*Use the visual summary below to help you review the main ideas of the chapter.*



## **Reviewing Vocabulary, Terms, and People**

- 1.** What were American colonists who remained loyal to Great Britain called?

  - a.** Whigs
  - c.** Royalists
  - b.** Loyalists
  - d.** Democrats

**2.** What was the name of the battle in which the Patriots finally defeated the British?

  - a.** Battle of Saratoga
  - c.** Battle of Yorktown
  - b.** Battle of New Jersey
  - d.** Battle of Valley Forge

**3.** What was the name for the colonial military force created to fight the British?

  - a.** mercenaries
  - c.** Hessians
  - b.** Redcoats
  - d.** Continental Army

**4.** Who was the French nobleman who helped the Patriots fight the British?

  - a.** Bernardo de Gálvez
  - c.** Baron von Steuben
  - b.** Marquis de Lafayette
  - d.** Lord Dunmore

## **Comprehension and Critical Thinking**

**SECTION 1** (Pages 78–81) **HSS 8.1**

- 5. a. Recall** What actions did the First and Second Continental Congresses take?

**b. Analyze** How did the events at Lexington and Concord change the conflict between Great Britain and the colonies?

**c. Elaborate** Why do you think that control of Boston early in the Revolutionary War was important?

**SECTION 2** (Pages 83–85) **HSS** 8.1.2

- 6. a. Identify** Why is July 4, 1776, a significant date?

**b. Draw Conclusions** What effect did *Common Sense* have on colonial attitudes toward Great Britain?

**c. Predict** How might the Declaration of Independence lead to questions over the issue of slavery?

### SECTION 3 (Pages 90–97) HSS 8.1.3

7. a. **Describe** What difficulties did the Patriots experience in the early years of the war?
- b. **Analyze** How did the Patriots turn the tide of war?
- c. **Elaborate** Do you think the Patriots could have succeeded in the war without foreign help? Explain.

### SECTION 4 (Pages 98–101) HSS 8.1

8. a. **Recall** Why did the British think they might find support in the South?
- b. **Make Inferences** Why might it have taken more than two years for the British and the Americans to agree to the terms of the Treaty of Paris?
- c. **Evaluate** In your opinion, what was the most important reason for the Patriots' defeat of the British?

## Social Studies Skills

**Understanding Historical Interpretation** Use the Social Studies Skills taught in this chapter to answer the questions about the reading selection below.

The Continental Navy and the marines were established in late 1775. The tiny fleet was no match for the huge British navy. So instead of fighting large battles, the Patriots attacked and sunk hundreds of individual British ships. (p. 97)

9. Which statement from the passage is an interpretation of historical facts?
  - a. The tiny fleet was no match for the huge British navy.
  - b. The Patriots attacked and sunk hundreds of individual British ships.
  - c. The Continental Navy and the marines were established in late 1775.
10. What might be a different interpretation of the facts?

## Reviewing Themes

11. **Politics** What are three important rights listed in the Declaration of Independence?
12. **Geography** What role did geography play in the fighting that took place in the West?

## Reading Skills

**Understanding Words through Context Clues** Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

Indians who had been pushed off their lands by colonial settlers aided the British. Mohawk leader Thayendanegea persuaded many Iroquois to support the British. The Patriots had to work hard just to keep other American Indians neutral. (p. 91)

13. Using context clues from the passage above, what is a possible definition of the word *neutral*?
  - a. supporting the British
  - b. not choosing sides
  - c. settling on Indian lands
  - d. leading Mohawks

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## Using the Internet

14. **Activity: Researching** The Battle of Saratoga showed the world that the Patriots were capable of defeating the British. Benjamin Franklin's fame as a scientist and diplomat gave him the chance to use this victory to convince France to aid the Americans. Enter the activity keyword and explain how these factors led to a Patriot victory and how the American Revolution affected France.

## FOCUS ON SPEAKING

15. **Preparing Your Oral Report** Review your notes and be sure you've identified one or two important ideas, events, or people for each period of the war. Now, start to prepare your oral report by writing a one-sentence introduction to your talk. Then write a sentence or two about each period of the war. Write a concluding sentence that makes a quick connection between the Revolutionary War and our lives today. Practice your talk until you can give it with only a glance or two at your notes.

# Standards Assessment

**DIRECTIONS:** Read each question and write the letter of the best response.

**1**

“These are the times that try men’s souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of his country, but he that stands it now, deserves the love and thanks of man and woman. Tyranny . . . is not easily conquered, yet we have this consolation with us, that the harder the conflict, the more glorious the triumph.”

—Thomas Paine, *The Crisis*, 1776

**What point is Paine trying to make in this passage?**

- A that although war is glorious, many people are unwilling to take part in it
- B that the price of independence may be too high for what will be gained by obtaining it
- C that most colonists do not understand what sacrifices some are making for their freedom
- D that despite the difficulties, the colonists’ cause is worthy and they should not give up

**2 What action would a Loyalist have been *least* likely to take during the Revolution?**

- A flee the colonies for England
- B support the Olive Branch Petition
- C oppose the Declaration of Independence
- D join the Continental Army

**3 Which of the following events took place *last*?**

- 12/6
- A The Declaration of Independence was issued.
  - B The Second Continental Congress met.
  - C The battles at Lexington and Concord occurred.
  - D The Battle of Bunker Hill took place.

**4 Why was the Patriots’ victory at the Battle of Saratoga so important to the American cause?**

- A It allowed the Declaration of Independence to be issued.
- B It forced the British army to retreat from Boston.
- C It convinced France to aid the colonies in their fight.
- D It caused the British government to give up the war.

**5 The most brutal and destructive fighting of the war probably occurred**

- A in the southern colonies.
- B at Valley Forge.
- C in New England.
- D at Lexington and Concord.

## Connecting with Past Learnings

**6 The Declaration of Independence’s claim that people have a right to “life, liberty, and the pursuit of happiness” shows the influence of what earlier European Enlightenment thinker?**

- A Luther
- B Locke
- C Montesquieu
- D Ignatius of Loyola

**7 Which other great revolution that you learned about in Grade 7 did the colonists’ successful fight for independence inspire?**

- A the Russian Revolution
- B the Glorious Revolution
- C the French Revolution
- D the Scientific Revolution

## Assignment

Write a biographical narrative about a person who lived in the early Americas before or during the colonial period.

**TIP Asking Questions** Try using the *5W-How?* questions (*Who? What? When? Where? Why? How?*) to help you think of descriptive details. Ask questions such as, **Who** was this person? **What** was he or she doing? Exactly **where** and **when** did the event occur? **How** did the person or other people react to the event?



**ELA Writing 8.2.1** Write biographies, autobiographies, short stories, or narratives.

# A Biographical Narrative

You have been listening to and telling narratives all your life. A biographical narrative, a form of historical writing, is a true story about an event or brief period in a person's life.

## 1. Prewrite

### Getting Started

- Think of all the people you read about in this unit. Which ones interested you most?
- What particular events and situations in these people's lives seem most exciting or significant?

Pick one of these events or situations as the subject of your narrative.

### Creating an Interesting Narrative

Make your narrative lively and interesting by including

- **Physical descriptions** of people, places, and things, using details that appeal to the five senses (sight, hearing, touch, smell, taste)
- **Specific actions** that relate directly to the story you are telling
- **Dialogue** between the people involved or direct **quotations**
- **Background information** about the place, customs, and setting
- **All relevant details and information** needed to relate the events of the story and how they affected the person (and perhaps history)

Organize the events in your narrative in chronological order, the order in which they occurred.

## 2. Write

You can use this framework to help you draft your narrative.

### A Writer's Framework

#### Introduction

- Grab your reader's attention with a striking detail or bit of dialogue.
- Introduce the historical person and setting, using specific details.
- Set the scene by telling how the event or situation began.

#### Body

- Present actions and details in the order in which they occurred.
- Connect actions with transition words like *first, then, next, and finally*.
- Provide specific details to make the person and the situation come alive.

#### Conclusion

- Wrap up the action of the narrative.
- Tell how the person was affected by what happened.
- Explain how the event or situation was important in the person's life and how it affected history.

### 3. Evaluate and Revise

#### Evaluating

Read through your completed draft to make sure your narrative is complete, coherent, and clear. Then look for ways to improve it.

#### Evaluation Questions for a Biographical Narrative

- Does your introduction grab the reader's attention? Do you introduce the historical person and tell how the event or situation began?
- Do you include details to make the person, place, and event seem real?
- Are the actions in the story in the order they occurred?
- Have you included all of the actions and details a reader would need to understand what happened?
- Does the conclusion tell how the event or situation affected the person and history?

#### TIP Showing Sequence

A clear sense of the sequence of events is important in any narrative. Here is a list of words that show those relationships.

after	next
before	now
finally	soon
first	still
(second, etc.)	then
last	when
later	while

#### Revising

When you revise your narrative, you may need to add transition words. Transition words help you link ideas between sentences and paragraphs. Notice the words in bold in the following sentences.

**After** Cabeza de Vaca and the other adventurers left the beach and started inland, they separated into different groups. **Later**, Cabeza de Vaca heard that many of the others had died. **Still**, he never lost faith that he would reach his fellow Spaniards in Mexico.

### 4. Proofread and Publish

#### Proofreading

Throughout your narrative, you used transition words to link events. Make sure that you have spelled the words correctly and have not confused them with other words. For example, be sure to use two *l*'s in *finally* and not to mistake the transition word *then* for the comparative word *than*.

#### Publishing

One good way to share your biographical narrative is to exchange it with one or more classmates who have written about the same person you have. After reading each other's narratives, you can compare and contrast them. How are your stories similar? How do they differ?

### 5. Practice and Apply

Use the steps and strategies outlined in this workshop to write your biographical narrative.