

## Chapter 5: The Road to the Revolutionary War

### British Domination through Trade Laws

#### The major powers of Europe: Britain, France, and Spain

**In order to make sure that Britain had more money coming in than going out of the country**, Britain passed laws that set limits on business and trade.

**Mercantilism** : the plans a government makes to control businesses that trade with other countries.

Mercantilism was important because **countries tried to use their worldwide trade to become stronger and richer than other countries.**

#### Trade Laws

**Trade Laws** : limits on imports and exports.

**Economic Problems** : more money was owed than in the banks. Britain had economic problems.

**The Navigation Acts: Britain's Parliament passed a series of laws on trading that helped the British increase their money.**

#### The Navigation Acts

Country	Positive Effects	Negative Effects
13 Colonies	<b>Shipbuilding increased : more jobs</b> <b>Sailors increased : more jobs</b>	<b>Didn't earn the profits from trade</b> <b>All goods imported or exported from the colonies must go through Britain first and be taxed : prices on some goods increased</b> <b>Could not export natural resources and</b>

		<b>manufactured products when they were also produced in Britain</b>
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<b>Country</b>	<b>Positive Effects</b>	<b>Negative Effects</b>
Britain	<b>Increased money from the taxes on imports and exports</b>  <b>Increased transportation jobs for it's people</b>	<b>Could not enforce all the laws so they couldn't collect all the taxes</b>

*Fighting Over Land Claims : The French And Indian Wars*

**Britain and France** fought over land where the Native American's lived.

**Four factors of group success as they apply to the war in the beginning**

<b>Four Factors</b>	<b>Britain</b>	<b>France</b>
<b>Capability</b> : weapons, army and navy skills	<b>Equal advantage</b>	<b>Equal advantage</b>
<b>Leadership</b> : government and generals	<b>Government not unified</b>  <b>Generals not well trained to fight in the wilderness</b>	<b>Government well organized</b>  <b>Generals well trained</b>
<b>Resources:</b> <b>Allies</b> : groups that agree to help each other	<b>Smaller army</b>	<b>Larger troops: Spain, Canada, and the Native Americans joined French</b>
<b>Money</b>	<b>Spent less money on war</b>	<b>Spent more money on war</b>

<b>Food</b>	<b>Lots of food</b>	<b>Lacked food</b>
<b>Motivation</b>	<b>Equal advantage</b>	<b>Equal advantage</b>

### *Fighting The French And Indian War*

**Later, two of the four factors change in favor of Britain**

<b>Four Factors</b>	<b>Britain</b>	<b>France</b>
<b>Capability</b> : weapons, army and navy skills	<b>No advantage</b>	<b>No advantage</b>
<b>Leadership</b> : government and generals	<b>Government not unified</b> <b><i>Generals are well trained to fight in the wilderness</i></b>	<b>Government well organized</b> <b>Generals well trained</b>
<b>Resources</b> <b>Allies</b> : groups that agree to help each other	<b><i>Bigger army</i></b>	<b>Larger army: Canada and the Native Americans joined French</b>
<b>Money</b>	<b><i>Spent more money on war</i></b>	<b>Spent more money on war</b>
<b>Food</b>	<b>Lots of food</b>	<b>Lacked food</b>
<b>Motivation</b>	<b>No advantage</b>	<b>No advantage</b>

### *The French Are Defeated*

**The Treaty of Paris of 1763**

**France lost the French and Indian War to Britain. France's land in North America, the Ohio Valley, became part of Britain's land. Also, Spain had to give up Florida to Britain.**

**Negotiations** : when people meet together to work out an agreement

*Britain Immediately Fights Another War : Pontiac's War*

**Chief Pontiac of the Ottawa tribe** fought back to drive out British settlers and troops in the Ohio Valley.

**The Proclamation Of 1763**

**Accommodate** : Britain agrees to give the Native Americans the Ohio Valley and all land west of the Appalachian Mountains because they can't afford to fight any more.

*Multiple Perspectives Of The Proclamation Of 1763*

<b>People</b>	<b>Viewpoint</b>
Colonists	<b>Didn't like leaving their farms in the Ohio Valley</b>
Colonial Governments	<b>Didn't like having less land to control</b>
Native Americans	<b>Liked keeping their land and having peace</b>
British Government	<b>Liked saving money by not having to fight.</b> <b>Liked getting money from the taxes they put on the Ohio Valley's resources.</b>

**British Domination Through Revenue-Generating Laws**

Problem: After the French and Indian War, Britain had **economic problems** : owed more money than they had in the banks.

Solution : Britain put a new tax on the colonies to help them pay their debts and costs of governing the 13 Colonies.

Revenue-Generating Laws

**Revenue** : money that the government takes

**Generating** : creating or making

**These Revenue-Generating Laws put taxes on the products when the products were in the 13 Colonies just before the people in the colonies bought them.**

**This was different than the trade laws, which put the taxes on the imports and exports of Britain, while the products were in Britain.**

**Revenue-Generating Laws**

<b>Tax Laws</b>	<b>Description of Law</b>	<b>Colonist's Reaction</b>	<b>Effect on Britain</b>
Sugar Act	<b>Taxes on sugar, wine, and coffee</b>	<b>Smuggling</b> : secretly buying and selling goods	<b>Doesn't make money</b>
Stamp Act	<b>Taxes on paper: books, newspapers, and documents</b>	Colonist's organize saying, <b>"No taxation without representation."</b> : it wasn't fair to tax without a vote by the people  <b>Sons and Daughters of Liberty</b> : a group of people that work together to harass tax collectors.	<b>Doesn't make money</b>

		<b>Boycott</b> : a group of people won't buy goods	
Townshend Acts	<b>Taxes hidden in the cost of goods before they are taken off the ship</b>	<b>Didn't fool colonists.</b> <b>Boycott</b>	Law is <b>repealed</b> : cancel a law

### ***The Colonists Rebel Against The British : The Radicals Form The Committees of Correspondence***

**Rebel** : to actively go against those in power

**Radicals** : people that want to change governments and society.  
**Sam Adams, Ben Franklin, Paul Revere, Patrick Henry, and John Hancock** were important colonial leaders who were radicals at this time.

**Treason** : the crime of working to oppose and change a government

The radicals who formed the Committees of Correspondence **wrote secret letters to each other to organize protests and publish articles in favor of independence.**

**Ben Franklin** started the Postal Service so the radicals could secretly mail their letters to each other.

The Committees of Correspondence **were most importantly working to keep the colonists informed about the problems caused by the British government.**

### ***Destroying British Property And Attacking British Soldiers***

#### **The Boston Massacre**

**Massacre** : many people are killed

The radical colonial leaders called the killing of 5 colonists by British soldiers a massacre. **This helped to stir up more people to hate the British.**

Sam Adams **was the lawyer who defended the soldier's accused of shooting the colonists in Boston.** They were found not guilty.

### **The Committees of Correspondence and the Boston Massacre**

Paul Revere **made a picture of the Boston Massacre which was spread to the 13 Colonies.**

The H.M.S. Gaspee was a British navy ship **trying to find colonial smugglers** off the Rhode Island coast. When it became grounded on a sand bar radical colonists lit it on fire.

### **The Boston Tea Party**

**The Tea Act** : no taxes for the British East India Company that sold tea to the 13 colonies, but the **colonial tea merchants had to pay taxes on tea.**

**The Boston Tea Party** : Some colonists dressed up like Native Americans. Then, sneaking aboard the British East India Company's ship they threw the tea into the water. **The colonists were protesting the taxes on tea.**

**The Effect of the Boston Tea Party** : was that the British closed down the Boston harbor. The colonists couldn't get food imported on the British ships.

The British rulers wanted to punish the colonists for:

- 1. breaking laws, destroying goods and attacking the British soldiers**
- 2. finding ways to get around the British Laws**

Laws Meant To Punish : The Intolerable Acts

The Intolerable Acts	Colonist's Reaction	Effect On Colonies
<p>Coercive Act</p> <p><b>Coerce</b> : someone is forced to act</p> <ol style="list-style-type: none"> <li><b>1. Port of Boston is closed down until colonies paid for the tea lost in the Boston Tea Party</b></li> <li><b>2. British limited the power of the Massachusetts Legislature</b></li> <li><b>3. Colonists were forced to rent rooms to British soldiers</b></li> </ol>	<p><b>Committees of Correspondence organized other colonies to send food to Boston</b></p> <p><b>Hatred for the British government grew, as self-government was limited.</b></p>	<p><b>Didn't have to pay for tea that they dumped in the Boston harbor</b></p> <p><b>Economic problems for the colonists increased</b></p> <p><b>Most Important: the colonists were united against a common enemy, the British</b></p>
<p>The Quebec Act</p> <p><b>Land between the Ohio and the Missouri Rivers was now a part of Canada</b></p>	<p><b>Hatred for the British government grew as economic problems the colonists increased</b></p>	<p><b>Most important: the colonists were united against a common enemy, the British</b></p>

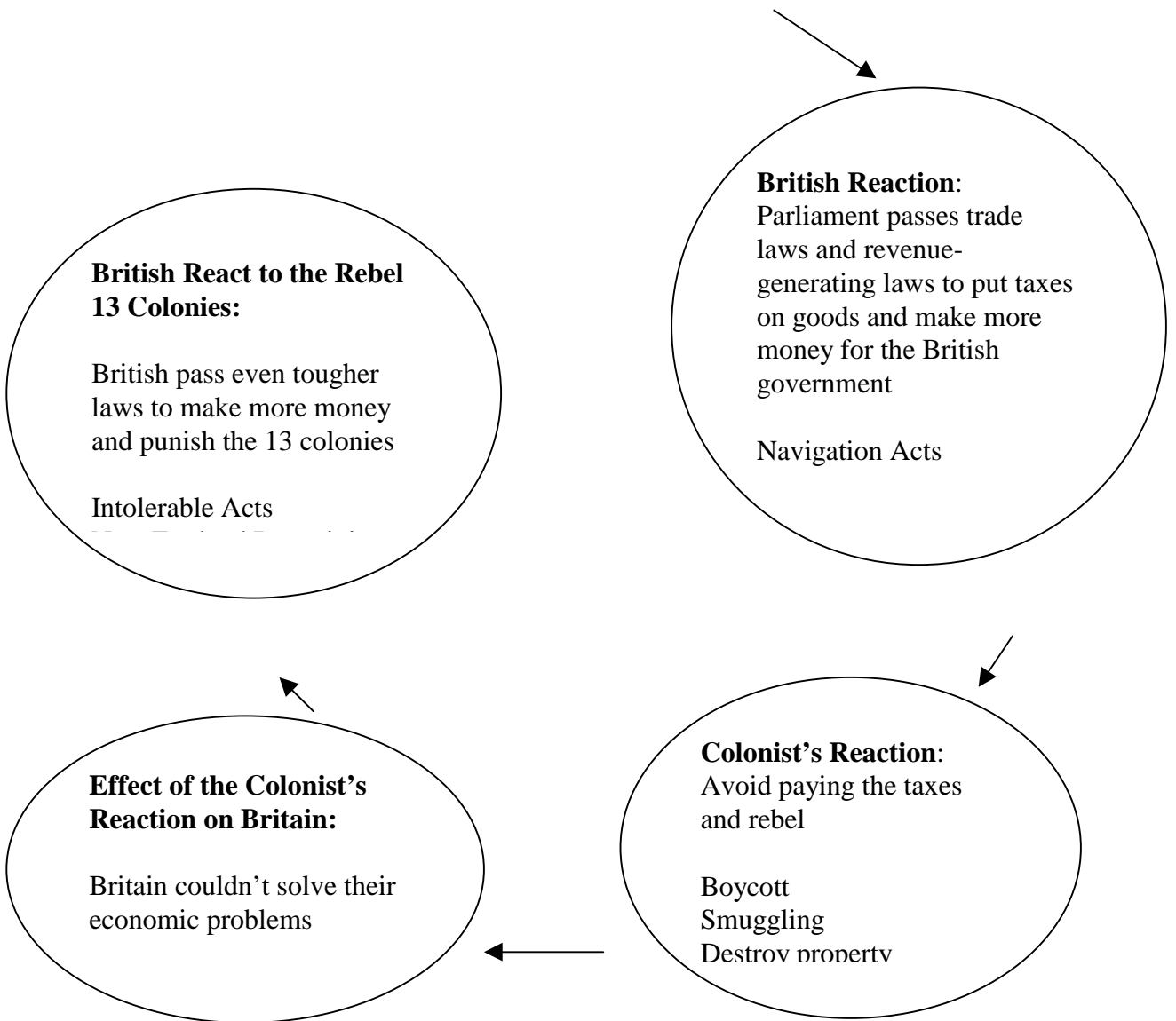
The New England Restraining Act	Colonist's Reaction	Effect On Colonies
<p><b>Enforced the Navigation Act</b></p> <ol style="list-style-type: none"> <li><b>1. Ban on trading with any countries other than Britain</b></li> <li><b>2. Limited colonial fishing areas</b></li> </ol>	<p><b>Hatred for the British government grew as economic problems for the colonists increased</b></p>	<p><b>Colonies had economic problems</b></p> <p><b>Colonies decrease trade with other countries</b></p> <p><b>Less fish to sell</b></p>

## **The British And Colonial Cycle Of Escalation**

**Escalation** : to increase problems

### **The Cycle of Escalation**

**British Economic Problems:** Britain needed more money to pay for French and Indian War, Pontiac's War, and their colonial expansion



*A Try For Peace : The First Continental Congress Meets*

After fighting started between the British and the colonists in Lexington, Concord and Bunker Hill, colonial leaders sent the **Olive Branch Petition**. **This**

was a letter to King George III of Britain to repeal the Intolerable Laws. He refused to read the letter.

### **Proclamation of Rebellion**

The **Proclamation of Rebellion : King George III of Britain** wrote that:

- 1. All rebels were traitors**
- 2. Closed all colonial harbors**
- 3. Stopped all trade between British colonies**
- 4. Sent in British troops**

### *The Second Continental Congress Discusses Independence : The Second Continental Congress Moves Toward Independence*

#### **Common Sense** by Thomas Paine

Thomas Paine wrote a short book called Common Sense that said that the colonies should be independent.

He wrote that there were three reasons why the colonies should be independent from Britain

- 1. The North American continent is so big**
- 2. Britain is too far away from the colonies to govern them**
- 3. Men were already killed in Lexington and Concord, this proved things were not being effectively ruled by Britain**

The effect of this short book was that **most people bought it and agreed with the ideas in it.**

The Declaration of Independence was a paper written by **Thomas Jefferson** telling other countries why the 13 colonies wanted to set up their own government.

The Second Continental Congress called the 13 colonies the **United States of America**

After the members of the Second Continental Congress signed the Declaration of Independence, the United States of America **was real**

**only in writing. They now had to fight for their independence from Britain.**

*Jefferson's Views Of The World Influence the Declaration of Independence*

**Jeffersonians** : believed in freedom of religion

They also believed in the **“pursuit of happiness”** by which they meant the **right to own land and buy goods.**

They **freed their slaves or made sure their wills would free most of their slaves.**

They taught that the **women's role was to stay at home and teach the children virtues.**

They thought **small farmers should be the basis of society. They saw that large industry would destroy the freedoms they wanted.**

They believed all people should have rights.

**Mercy Otis Warren** : was a woman who **wrote funny plays and newspaper articles making fun of the British and urging support for the Revolution.**

**Patrick Henry** : was known for his famous saying, “ I know not what course others may take, but as for me, **give me liberty or give me death.**”