

Section 4

Step-by-Step Instruction

Review and Preview

In the previous section, students learned how colonial discontent turned to open rebellion against the British government. In this section, students will read about efforts by the colonists to make peace and the early battles of the American Revolution.

Section Focus Question

How did the American Revolution begin?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: The American Revolution began when King George rejected the colonists' Olive Branch petition, and the Second Continental Congress voted to form an army.*)

Prepare to Read

Build Background Knowledge

L2

Ask students to recall the events that led to the battles at Lexington and Concord. Write all accurate information on the board, and address any misconceptions that students may have about the events that led to the battles. Then ask students to preview the section by looking at the illustrations on p. 160. Ask students to predict what more they will learn about the conflict between the colonists and the British government. Use the Give One, Get One strategy (TE, p. T25) to elicit responses.

Set a Purpose

L2

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.

All in One Teaching Resources, Unit 2, Reading Readiness Guide, p. 19

- Have students discuss the statements in pairs or groups of four, then mark the worksheets again. Use the Numbered Heads participation strategy (TE, p. T24) to call on students to share their group's perspectives. The students will return to these worksheets later.



▲ American soldiers prepare for British attack.

In the Heat of Action

“We were then very soon in the heat of action. Before we reached the summit of Bunker Hill, and while we were going over the Neck, we were in imminent danger from the cannon shot, which buzzed around us like hail.”

—American Captain John Chester, describing the Battle of Bunker Hill, 1775

The War Begins

Objectives

- Identify the issues facing the Second Continental Congress.
- Describe the differences between Patriots and Loyalists.
- Identify the Olive Branch Petition, and explain why it failed.
- Explain the significance of the Battle of Bunker Hill.

Reading Skill

Identify Supporting Evidence Readers often draw conclusions without even realizing that they are doing so. However, like inferences, conclusions should be supported and challenged and the evidence identified. This ensures that your conclusions are logical and reliable. Remember, you may need to use evidence from prior reading to reach your conclusions.

Key Terms

blockade
mercenary

Why It Matters After the battles at Lexington and Concord, many colonists hoped that the British would give in quickly to the colonists' demands. The British did not. Instead, a long and difficult struggle lay ahead.

Section Focus Question: How did the American Revolution begin?

The Second Continental Congress

Even after the battles of Lexington and Concord, most colonists still did not favor independence. At the same time, many of them were ready to use force, if necessary, to defend their rights against the British.

As the crisis with Britain deepened, the Second Continental Congress came together in Philadelphia in May 1775. The delegates included Thomas Jefferson, a young lawyer from Virginia; Boston merchant John Hancock; and Benjamin Franklin of Philadelphia.

The Congress, at first, was divided about what to do. A group of delegates from New England wanted to declare independence. A more moderate group from the Middle Colonies favored less drastic action. However, nearly all delegates felt they needed to prepare for war. The first step was to form an army.

The Congress chose George Washington as the commander of the newly formed Continental army. He had military experience and was well respected.

The Congress also took steps to pay for its army by printing paper money. The Second Continental Congress was starting to act like a government.

Differentiated Instruction

L1 Less Proficient Readers

L1 Special Needs

Outlining Have students create an outline of this section as they read. Tell them to use the headings in red as the main ideas and to number them using Roman numerals. Tell them to use the headings in blue as subheads, identifying them with capital

letters. Have students write supporting details under each subhead, numbering them with Arabic numerals. After students have completed their outlines, have them share their work with a partner before handing it in.

Patriots Against Loyalists By 1775, a split was developing in the American colonies. Colonists who favored independence and were willing to fight for it took the name Patriots. Those who remained loyal to Britain and the king called themselves Loyalists. Most colonists were Patriots. However, as many as one third of the colonists may have had Loyalist sympathies.

The Loyalists came from every colony and all sections of the population. Everywhere, however, they were a minority. During 1774 and 1775, the Patriots took control of local governments.

The Loyalists included some people from the wealthiest families in the colonies. Many leading merchants and large landowners were Loyalists. They feared a rebellion would lead to a change in government and that they would lose their property. Government officials who owed their jobs and place in society to the British Crown often were Loyalists.

At the same time, many enslaved African Americans sided with the British, hoping to win their freedom. So did most Native Americans, who feared they would lose their lands if the colonists won independence.

During the Revolution, thousands of Loyalists fought on the British side. During and after the Revolutionary War, about 100,000 Loyalists left the country forever. Many settled in Canada.

Identify Supporting Evidence Give evidence to support the conclusion that Loyalists strongly supported social order.

Teach

The Second Continental Congress

p. 156

Instruction

- **Vocabulary Builder** Before teaching this section, preteach the High-Use Words **restore** and **occupy**, using the strategy on TE p. T21.
- **Key Terms** Following the instruction on p. 7, have students complete the See It–Remember It chart for the Key Terms in this chapter.
- Read The Second Continental Congress with students using the Idea Wave strategy (TE, p. T24).
- Ask: **How did the Second Continental Congress respond to the battles at Lexington and Concord?** (*They formed a Continental army under the command of George Washington and sent the Olive Branch petition to the British king.*)
- Ask: **Who were the two groups in the debate over independence?** (*the Patriots who wanted independence and the Loyalists who were loyal to the king*)
- Point out that the outbreak of the Revolution was a time of great uncertainty for people living in and near the British colonies. Ask: **For what reasons did some people support the British government during the Revolution?** (*Some wealthy colonists feared losses of jobs and property, some enslaved African Americans hoped to win their freedom, and some Native Americans feared the loss of lands if the Patriots won.*)
- Ask: **What can you conclude about King George’s attitude toward the colonists’ complaints based on his refusal to answer the Olive Branch petition?** (*He was not interested in their point of view and believed that they did not have the right to oppose his policies with violent rebellion.*)

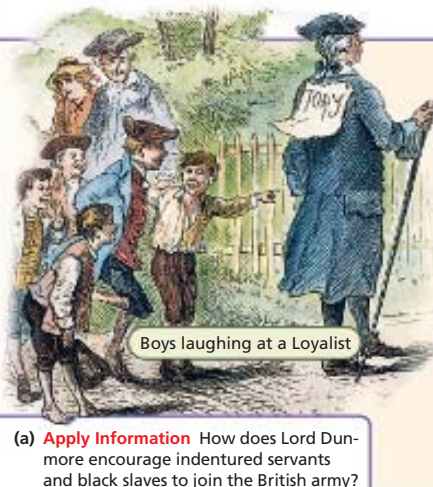
L2

Lord Dunmore’s Declaration

Lord Dunmore sent this declaration to the rebel Patriots in Virginia:

“I do require every person capable of bearing arms to resort to His Majesty’s standard, or be looked upon as traitors to His Majesty’s Crown and government, and [be subject to] penalty . . . such as [loss] of life, confiscation of lands, etc. And I do hereby further declare all indentured servants, negroes, or others [in service to rebels] free that are able and willing to bear arms, they joining His Majesty’s troops as soon as may be. . . .”

—from Proclamation of Lord Dunmore, November 1775



Boys laughing at a Loyalist

Reading Primary Sources

Skills Activity

In 1775, Patriots had taken over Virginia. In desperation, Lord Dunmore, the Loyalist governor, issued a declaration against the rebel Patriots.

- (a) **Apply Information** How does Lord Dunmore encourage indentured servants and black slaves to join the British army?
- (b) **Evaluate Arguments** How could American Patriots accuse Lord Dunmore of being unfair?

Section 4 The War Begins 157

Vocabulary Builder

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

High-Use Word Definition and Sample Sentence

restore , p.158	<i>v.</i> to bring back to a normal state; to put back; to reestablish By the end of 1763, the French knew there was little opportunity to restore its empire in North America.
occupy , p. 158	<i>v.</i> take possession of When Washington traveled to the Ohio River valley to build a fort for Virginia, he found the French already occupied prime areas.

Answers

Reading Skill Possible answer: The Loyalists’ support of the crown was based on the desire for continuity of property ownership.

Reading Primary Sources (a) They would gain their freedom when they joined the King’s army. (b) Possible answer: They were upset that they would lose their servants and slaves.

Instruction (continued)

- After you have completed this discussion, assign the worksheet *Revolution or Compromise?* to explore this issue further. After students have completed the worksheet, ask: **Why do you think there was disagreement between the Loyalists and the Patriots over how best to resolve matters with Britain?** (Possible answers: Loyalists may have believed that it was still in their best interests to maintain ties with Britain; Patriots may have believed that they had made several efforts to improve relations with Britain, but that the time had come to sever ties and declare their independence.)

All in One Teaching Resources, Unit 2, *Revolution or Compromise?*, p. 21

Independent Practice

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

Interactive Reading and Notetaking Study Guide, Chapter 5, Section 4 (Adapted Version also available.)

Seeing the Main Idea

Ethan Allen demanding the surrender of Fort Ticonderoga. Have students look at the image on p. 158 of *Ethan Allen*. Ask: **By looking at the painting, how can you tell that Ethan Allen surprised the British at Fort Ticonderoga?** (Possible answers: the man answering the door appears to have been woken up; it appears to be night in the image; the woman answering the door appears to be in her night clothes.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand the importance of the Second Continental Congress. If students do not seem to have a good understanding, have them reread the section. Provide assistance as needed.

Answer

✓Checkpoint They passed resolutions that favored both negotiations and a tough stance against the British government.

Vocabulary Builder

restore (ree STOR) **v.** to bring back to a normal state; to put back; to reestablish



Ethan Allen demanding the surrender of Fort Ticonderoga

Vocabulary Builder

occupy (AHK yoo py) **v.** take possession of

Petitioning the King Even months after Lexington and Concord, many delegates at the Second Continental Congress hoped that peace could be **restored** between Britain and its American colonies. Two resolutions passed in July showed the uncertainty of Congress. The first resolution was called the Olive Branch Petition and was sent to King George. The petition stated that the colonists were loyal to the king. It asked George to stop the fighting so all disputes between the colonists and Britain could be solved peacefully. The petition got its name from the olive branch, a symbol of peace since ancient times.

The next day, the Congress passed a tougher statement called the Declaration of the Causes and Necessities of Taking Up Arms. Written in part by Thomas Jefferson, the document stated that the colonists were ready “to die freemen rather than to live as slaves.”

The effort to make peace failed. King George did not bother to answer the Olive Branch Petition. Instead, he declared the colonies were “in open . . . rebellion.” Parliament, meanwhile, voted to send 20,000 soldiers to the colonies to end the revolt.

An Important American Victory On May 10, 1775, the same day the Second Continental Congress began meeting, an important battle took place in northern New York. A daring band of colonists made a surprise attack on Fort Ticonderoga (ti kahn duh ROH guh).

The fort stood at the southern end of Lake Champlain and protected the water route to Canada. Leading the force was Ethan Allen, a blacksmith. Most of his followers came from the nearby Green Mountains of today’s Vermont. Because of that, they were known as the Green Mountain Boys.

Allen’s force of 83 men reached the fort by crossing the lake at night and surprising the British in the early morning. Only 42 British troops guarded the fort, and they surrendered almost immediately.

Fort Ticonderoga was important for two reasons. It controlled the main route between Canada and the Hudson River valley. It also held valuable weapons, especially cannons. The Americans needed the cannons to match the powerful British weapons. When the Green Mountain Boys took the fort, they seized several dozen cannons. Later, those cannons were moved to Boston, where George Washington used them to drive the British from the city.

✓Checkpoint How did the divided loyalties of the colonists affect the Second Continental Congress?

Early Battles

By June 1775, the British had 6,500 troops in Boston. The Americans had about 10,000 surrounding the city. About 1,600 of these troops **occupied** Breed’s Hill overlooking the city. From this position, they could fire on British ships in Boston harbor. Nearby was Bunker Hill, also controlled by the Americans.

Differentiated Instruction

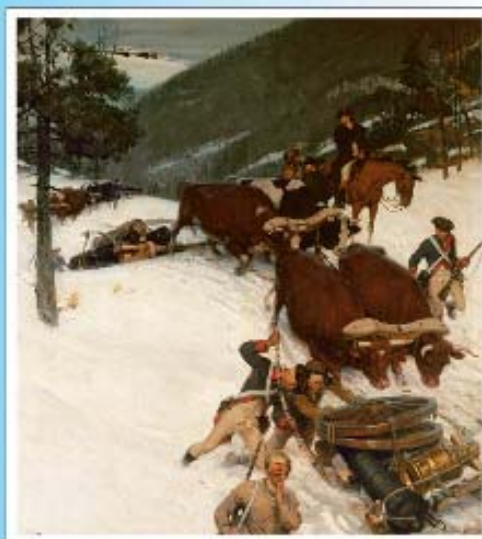
L3 Advanced Readers

Explaining the Colonists’ Point of View Have students do additional research using the Internet, history books, or encyclopedias to find out more about the Olive Branch Petition. Then have stu-

L3 Gifted and Talented

dents write a persuasive letter from the delegates of the Second Continental Congress to King George III urging him to consider the petition. Have students read their letters aloud to the class.

Delivering the Cannons



From Fort Ticonderoga to Boston

The difficulty of dragging cannons from Fort Ticonderoga to Boston is evident in this painting of the event. **Critical Thinking: Apply Information** What does this effort indicate about the Continental army's military forces?

Battle of Bunker Hill The Americans surrounding Boston were farmers and workers, not trained soldiers. Nobody knew if they would stand and fight against tough British troops.

British General William Howe decided to attack straight up the hill. The American commander, Israel Putnam, knew his soldiers did not have much ammunition. The Americans waited until the British were only about 150 feet away. When they opened fire, hundreds of British soldiers fell dead and wounded.

The first British attack failed. So did the second. The third attack succeeded, only because the Americans ran out of ammunition and had to retreat. The British won the battle but at a terrible cost. More than 1000 were killed or wounded. American losses were about 400 killed or wounded. The Americans had proved they could fight and stand up to professional British soldiers.

The Battle of Bunker Hill did not solve Britain's problem in Boston. The city still was surrounded by American forces. In July 1775, George Washington arrived and took charge of the army.

Washington knew he had to build a regular army. Washington also needed powerful weapons to drive the British from Boston. He had the British cannons, which had been seized at Fort Ticonderoga, dragged on sleds across mountains and forests to Boston. That difficult 300-mile journey took three months.

In March, Washington placed the cannons on high ground overlooking Boston. This made it impossible for the British to defend the city. On March 17, 1776, they withdrew from Boston by sea and never returned.

Early Battles

p. 158

Instruction

- Have students read Early Battles. Remind students to look for details to answer the Section Focus Question.
- Ask: **Why were Breed's Hill and Bunker Hill important positions to hold?** (The hills overlooked Boston, and armies could fire on British ships in Boston harbor from these locations.)
- Ask: **Why did the Americans lose the Battle of Bunker Hill?** (They were forced to retreat when they ran out of ammunition.)
- Ask: **How did the victory at Fort Ticonderoga help Washington's forces in Boston?** (They used cannons seized during the battle at Ticonderoga to help drive the British out of Boston.)
- Ask: **What do you think is one advantage and one disadvantage of using mercenaries during a war?** (Possible answer: Mercenaries increase the size of your fighting force, but they may not be as loyal or fight as hard as the regular army.)

Independent Practice

Have students complete the Study Guide for this section.



Interactive Reading and Notetaking Study Guide, Chapter 5, Section 4 (Adapted Version also available.)

History Background

Battle of Bunker Hill The Battle of Bunker Hill was the site of the famous command, "Don't fire until you see the whites of their eyes," which is generally attributed to Colonel William Prescott. Prescott is said to have delivered the order to anxious

militia members as the British troops climbed Bunker Hill. British generals watching the first charge from nearby Copp's Hill were shocked to see their troops, which they considered the best in the world, driven back by the colonists.

Answer

Apply Information Possible answers: They were poorly organized; they did not have adequate forces; they did not have adequate equipment.

Instruction (continued)

- Ask: Why do you think the colonists may have felt “a frenzy of revenge” after this battle? (Answers may vary, but students should cite the fact that colonists were able to more or less “hold their own” against the British for a while. This probably energized and encouraged them, deepening their resolve.)

Monitor Progress


- As students complete the Notetaking Study Guide, circulate to make sure students understand the importance of the early battles of the Revolution. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.
- Have students go back to their Word Knowledge Rating Form. Rerate their word knowledge and complete the last column with a definition or example.

All in One Teaching Resources, Unit 2, Reading Readiness Guide, p. 19; Word Knowledge Rating Form, p. 15

INFOGRAPHIC

The Battle of Bunker Hill

On June 16, 1775, the colonists occupied Bunker Hill and Breed's Hill, two high points near Charles Town, which was across the harbor from Boston. The battle that took place there the following morning fueled the colonists' determination to fight. After this battle, it is said that “a frenzy of revenge” gripped the colonists. **Critical Thinking: Understand Sequence** Based on the information on this page and on your reading, describe the sequence of events before, during, and after the battle.



▼ The Battle Begins
On the morning of June 17, British soldiers took position around the base of Breed's Hill. As shown in this painting, the British soldiers, wearing red coats, marched straight up the hill through tall grass and over fences.

William Howe ▶
British general at Bunker Hill

The Attack ▶
This painting shows the attack on Bunker Hill and the burning of Charles Town.

Israel Putnam ▶
American general at Bunker Hill

160 Chapter 5 The Road to Revolution

Answer

Understand Sequence Before: colonists built a fort on Breed's Hill from which to attack British ships; During: British soldiers took a position at the foot of Breed's Hill the day of the battle, eventually taking the colonists' position and winning the battle; After: although the British won the battle, the colonists surrounded Boston and took control of the city in March 1776.

Differentiated Instruction

L1 English Language Learners **L1** Less Proficient Readers **L1** Special Needs

Visualizing the Events Discuss the illustrations on this page with students. Point out that this painting is the artist's recreation of the event. Have students review the section to select and illustrate

another event. Encourage interested students to conduct further research of the event for their illustrations. Have students write captions for their images and display them in the classroom.

Although the Americans won in Boston, Washington knew that the war was far from over. Britain still held most of the advantages. They had the most powerful navy in the world. They used it to transport troops and supplies and to blockade American ports. A **blockade** is the shutting off of a port by ships to keep people or supplies from moving in or out. The British also strengthened their army by hiring **mercenaries**—soldiers who serve another country for money.

Invading Canada While Washington was training one army outside Boston, two other American armies were moving north into Canada. One, led by Richard Montgomery, left from Fort Ticonderoga. The other, led by Benedict Arnold, moved north through Maine.

Arnold had a terrible journey through the Maine woods in winter. His troops were forced to boil candles, bark, and shoe leather for food. In late December 1775, the Americans attacked Quebec during a severe snowstorm. The attack was turned back. Montgomery was killed, and Arnold was wounded. The Americans stayed outside Quebec until May 1776, when the British landed new forces in Canada. Weakened by disease and hunger, the Americans withdrew, leaving Canada to the British.

Checkpoint What did the Battle of Bunker Hill show about the American and British forces?

Looking Back and Ahead After Bunker Hill, King George III was confident that he could soon restore order in the colonies. Meantime, colonists wondered what chance they had of defeating a well-armed, powerful nation such as Britain.

Section 4

Check Your Progress

Progress Monitoring Online
 For: Self-test with instant help
 Visit: PHSchool.com
 Web Code: mva-2054

Comprehension and Critical Thinking

- (a) Recall** What were the major achievements of the Second Continental Congress?
(b) Apply Information How did the Second Continental Congress influence the conflict between the colonists and Britain?
- (a) Recall** What did the Patriots want?
(b) Apply Information Why do you think Loyalists were described as “having their heads in England . . . but their bodies in America”?

Reading Skill

- Identify Supporting Evidence** Give evidence to support the conclusion that the war’s momentum shifted after the Battle of Bunker Hill.

Key Terms
Read each sentence below. If the sentence is true, write YES. If the sentence is not true, write NO and explain why.

- Countries set up **blockades** to help strengthen trade relations.
- Most **mercenaries** are hired to fight for their own countries.

Writing

- In a few sentences, describe how a Loyalist might have reacted to the Olive Branch Petition and to the Declaration of the Causes and Necessities of Taking Up Arms as possible solutions to the feud between Britain and the colonies. Then, write a brief response reflecting how a Patriot might have reacted to these documents as a solution to the feud.

Section 4 The War Begins 161

Section 4 Check Your Progress

1. **(a)** They formed an army and recruited soldiers, chose a commander, printed paper money, petitioned the king to stop the fighting, and passed the Declaration of the Causes and Necessity of Taking Up Arms.
(b) It intensified the conflict because it provided for an expanded colonial military force, failed to make peace, and took a tough stand in support of war.

2. **(a)** The Patriots wanted independence from Britain.
(b) Because even though they lived in America, they thought of themselves as British.

3. Despite the loss, the Americans continued to fight for Boston and took control of it in March 1776.

4. No, because blockades prevent ships from entering or leaving ports, hurting trade.

Assess and Reteach

Assess Progress L2

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

All in One Teaching Resources, Unit 2, Section Quiz, p. 27

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

Progress Monitoring Transparencies, Chapter 5, Section 4

Reteach L1

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

Interactive Reading and Notetaking Study Guide, Chapter 5, Section 4 (Adapted Version also available.)

Extend L3

Have students learn more about the Battle of Bunker Hill by researching the event online and in the library. Have them prepare a short news report describing the event and its effect. Have them present their work to the class. Provide students with the web code below.

Extend Online
For: Help in starting the Extend activity
Visit: PHSchool.com
Web Code: mvp-0137

Progress Monitoring Online

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

Answer

Checkpoint The Americans lost the battle, but had proven that they could stand up to and fight the British.

- No, mercenaries are hired to fight for another country.
- Students may suggest that a Loyalist would react positively to the Olive Branch Petition, while finding the Declaration too confrontational. A Patriot might react less favorably to the petition and more favorably to the Declaration because it moved the colonies closer to independence.

Chapter 5 Section 4 161