

# The British Empire and the Colonial Crisis

1754–1775

## Chapter Learning Objectives

1. How did the American colonies fit into the British Empire's campaigns against other European powers? How did the Seven Years' War lay the groundwork for the imperial crisis of the 1760s between British leaders and American colonists?
2. What were the Sugar and Stamp Acts, and why and how did American colonists oppose these measures?
3. How did the British respond to the colonists' growing opposition to royal policy and authority?
4. What events led to an escalation of tension between the British and the colonists? What were the Intolerable Acts, and what were the purposes and goals of the First Continental Congress?
5. What were the origins of the battles of Lexington and Concord?

## Annotated Chapter Outline

- I. The Seven Years' War, 1754–1763
  - A. French-English Rivalry in the Ohio Country
    1. In 1753, French soldiers advanced from Canada south into Indian territory in the Ohio Country and built a series of forts, hoping to create a western barrier to British-American expansion.
    2. The same territory was also claimed by Virginia, and in 1747, a group of wealthy Virginians formed the Ohio Company and obtained a large land grant from the English king.
  3. Robert Dinwiddie, Virginia's royal governor, sent George Washington as a messenger to warn the French that they were trespassing on Virginia land.
  4. Dinwiddie, impressed with Washington's handling of the mission, appointed the youth to lead a small military expedition west to assert and if need be defend Virginia's claim without provoking war.
  5. Washington returned to the Ohio Country with 160 armed Virginians aided by Indian allies of the Mingo tribe.
  6. In May 1754, a detachment of some of Washington's men, including Mingos, skirmished with the French, escalating the stakes and violating Washington's orders to avoid being the aggressor.
  7. In July 1754, French soldiers attacked Fort Necessity, forcing Washington to surrender.
- B. The Albany Congress and Intercolonial Defense
  1. Even as Virginians, Frenchmen, and Indians fought and died in the Ohio Country, British imperial leaders still hoped to prevent the struggle from turning into a larger war.
  2. In June and July 1754, twenty-four delegates from seven colonies met in Albany, New York; also attending were Iroquois Indians of the Six Nations.

3. The ostensible purpose of this congress was to strengthen British alliances with powerful and seemingly neutral Indian tribes who might otherwise support the French, but two delegates coauthored a document that proposed to provide for colonial defense by instituting a unified but limited government over all the colonies.
  4. The Albany Plan called for a president general appointed by the crown, together with a grand council of forty-eight colonial representatives, who would meet annually to consider questions of war, peace, and trade with the Indians.
  5. Not one single colony approved the plan.
- C. The War and Its Consequences
1. By 1755, Washington's frontier skirmish had turned into a major mobilization of British and American troops against the French.
  2. Unfortunately for the British, the French not only were prepared to fight but also had cemented respectful alliances with many Indian tribes from Canada down through the Great Lakes region and into Ohio.
  3. For the next two years, the British stumbled badly on the American front, with inadequate soldiers and supplies, getting minimal help from the American colonial assemblies.
  4. The rise to power in 1757 of William Pitt, England's prime minister, finally turned the war around.
  5. The decisive victory on the American continent was the capture of the seemingly invincible fortress city of Quebec in September 1759.
  6. The fall of Quebec broke the backbone of the French in North America, and the victory was completed by the surrender of the French at Montreal in late 1760.
  7. The complex peace negotiations reorganized the map of North America but stopped short of providing the full spoils of victory to England.
  8. The main threat to the safety of the colonies came from Indians dismayed at England's victory.
  9. England's version of the victory of 1763 awarded all credit to the mighty British army.
  10. Colonists read the lessons of the war differently, claiming that they had turned out in great force, but the troops had been relegated to grunt work by arrogant British military leaders.
11. The human costs of the war were also etched sharply in the minds of New England colonists.
  12. The enormous expense of the war caused by Pitt's no-holds-barred military strategy cast another huge shadow over the victory.
- D. British Leadership, Indians, and the Proclamation of 1763
1. In 1760, in the middle of the Seven Years' War, twenty-two-year-old George III came to the British throne, underprepared for his monarchical duties.
  2. His tutor, the Earl of Bute, served briefly in the king's cabinet of ministers and made one significant decision — to keep a standing army in the mainland colonies even though the last battles had ended.
  3. The ostensible reason for keeping several thousand British troops in America was to maintain the peace between the colonists and the Indians.
  4. To minimize violence, the British government issued an order called the Proclamation of 1763, forbidding colonists to settle west of an imaginary line extending from Canada south to Georgia along the crest of the Appalachian Mountains.
  5. The 1763 proclamation proved impossible to enforce because settlers had already moved west of the line, and land speculators had no desire to lose opportunities for a profitable resale of the lands they had been granted more than a decade earlier.
- II. The Sugar and Stamp Acts, 1763–1765
- A. Grenville's Sugar Act
1. To find increased revenue, British prime minister George Grenville turned first to the customs service.
  2. The hardest duty for Grenville to enforce was the one imposed by the Molasses Act of 1773, a stiff tax of six pence per gallon on any molasses purchased from non-British sources.
  3. Grenville's ingenious solution to this problem was the Revenue Act of 1765, popularly dubbed the Sugar Act; it lowered the duty on French molasses to three pence, making it more attractive for shippers to obey the law, and at the same time raised the penalties for smuggling.
  4. The Sugar Act set out tough enforcement policies.

5. From the British point of view, the 1763 proclamation and the Sugar Act seemed to be reasonable efforts to administer the colonies.
  6. To the Americans, however, the British supervision appeared to be a disturbing intrusion into colonial practices such as the raising of taxes by colonial assemblies composed of elected representatives.
- B. The Stamp Act
1. In 1765, Grenville escalated his revenue program with the Stamp Act; it imposed a tax on all paper used for various colonial documents, and it required a special stamp to be affixed to the paper proving that the tax had been paid. The law precipitated a major conflict between England and the colonies over Parliament's right to tax the colonies.
  2. Thomas Hutchinson, lieutenant governor of Massachusetts, had warned Grenville that the stamp tax would pose difficulties.
  3. Grenville agreed with the notion of taxation by consent but argued that the colonists were "virtually" represented in Parliament – the House of Commons represented all British subjects, wherever they were.
  4. Colonial leaders emphatically rejected this British view, arguing that virtual representation could not withstand the stretch across the Atlantic.
- C. Resistance Strategies and Crowd Politics
1. Colonial leaders had seven months to prepare for a response before the Stamp Act was to take effect.
  2. Virginia's assembly was the first to object to the Stamp Act, passing the Virginia Resolves, a series of resolutions proposed by Patrick Henry.
  3. Henry's successive resolutions inched the assembly toward radical opposition to the Stamp Act.
  4. The assembly eventually rescinded their vote on the most radical measures, but their caution hardly mattered because newspapers in the other colonies printed all seven Virginia Resolves, creating the impression that a daring first challenge to the Stamp Act had taken place.
  5. Reaction to the Stamp Act ran far deeper than political debate in the assemblies.
  6. The first organized resistance to the Stamp Act began in Boston under the leadership of Samuel Adams, a town politician with a history of opposition to Lieutenant Governor Thomas Hutchinson.
7. Adams mobilized shopkeepers, craftsmen, dockworkers, and laborers into a group of protesters called the Sons of Liberty.
  8. The plan hatched by the Boston Sons of Liberty called for a large street demonstration highlighting a ritualized mock execution designed to convince Andrew Oliver, the stamp distributor, to resign.
  9. The plan worked, and the demonstration provided lessons for colonial officials and for those who opposed British policy in North America.
  10. Twelve days later, a second crowd action attacked Hutchinson's house.
  11. The violence of the demonstration brought a temporary halt to crowd activities in Boston.
  12. Nevertheless, the opponents of the Stamp Act in Boston had triumphed; no one volunteered to replace Oliver as distributor.
- D. Liberty and Power
1. Boston's crowd actions sparked similar eruptions by groups calling themselves Sons of Liberty in nearly fifty towns throughout the colonies, and stamp distributors everywhere hastened to resign.
  2. Some colonial leaders, disturbed about the riots, hastened to mount a more moderate challenge to parliamentary authority.
  3. Twenty-seven delegates representing nine colonial assemblies met in New York City in October 1765 as the Stamp Act Congress.
  4. Their rallying cry, "Liberty and property," made sense to many white Americans of all social ranks, who feared that the Stamp Act threatened their traditional rights to liberty as British subjects.
  5. The Stamp Act seemed to violate principles of liberty and property, and some Americans began to speak and write about a plot by British officials to enslave them.
  6. Politicians and merchants in England reacted with alarm to the American demonstrations and petitions.
  7. In March 1766, Parliament repealed the Stamp Act but passed the Declaratory Act, which asserted Parliament's right to legislate for the colonies "in all cases whatsoever."

### III. The Townshend Acts and Economic Retaliation, 1767–1770

#### A. The Townshend Duties

1. Charles Townshend, chancellor of the exchequer, proposed new taxes. The Revenue Act of 1767 established new duties on tea, glass, lead, paper, and painters' colors imported into the colonies, to be paid by the importer but passed on to consumers in the retail price.
2. The Townshend duties were not especially burdensome, but the principle they embodied — taxation extracted through trade duties — looked different to the colonists in the wake of the Stamp Act crisis.
3. A controversial provision of the Townshend duties directed that some of the revenue generated would be used to pay the salaries of the royal governors.
4. Townshend hoped the measure would strengthen the governors' position as well as curb the growing independence of the colonial assemblies.
5. Especially troublesome to Townshend was the New York assembly, which had refused to enforce the Quartering Act of 1765 because it thought the act was really a tax measure since it required New Yorkers to pay money by order of Parliament.
6. It was the Massachusetts assembly that took the lead in protesting the Townshend duties, however.
7. The assembly circulated a letter of grievances, penned by Samuel Adams, to other colonial assemblies and urged their endorsement.
8. The Massachusetts governor received orders from England to dissolve the assembly if it failed to repudiate the letter.
9. The assembly refused, and by the summer of 1768, Boston was in an uproar.

#### B. Nonconsumption and the Daughters of Liberty

1. The Boston town meeting had already passed resolutions, called "nonconsumption agreements," requiring a boycott of all British-made goods.
2. But nonconsumption agreements were very hard to enforce.
3. It proved even more difficult to get merchants to agree to stop importing British goods.
4. Doing without British products, whether luxury goods, tea, or textiles, presented

an opportunity for colonial women to demonstrate their patriotism.

5. Any woman who before had purchased British-made goods could express affiliation with the colonial protest through conspicuous boycotts.
6. Homespun cloth became a prominent symbol of patriotism.
7. Although it is clear that this surge of public spinning was related to the politics of the boycott, it is also clear that the women spinners were not the direct equivalent of the Sons of Liberty.
8. On the whole, the anti-British boycotts were a success.

#### C. Military Occupation and "Massacre" in Boston

1. In the fall of 1768, three thousand uniformed British troops arrived to occupy Boston.
2. By the early months of 1770, tensions had reached heightened levels.
3. On March 5, 1770, a soldier fired on a small but hostile crowd, wounding eleven men and killing five.
4. The Boston Massacre was over in minutes.
5. The Sons of Liberty made sure that the five colonial victims had funerals befitting heroic martyrs.
6. Eight jailed British soldiers brought before a court of law in the fall of 1770 were defended by John Adams and Josiah Quincy, patriots who believed strongly in the right of even unpopular defendants to a fair trial.
7. The five-day trial resulted in acquittal for all but two of the soldiers, who were convicted of manslaughter, branded on the thumbs, and released.

### IV. The Tea Party and the Coercive Acts, 1770–1774

#### A. The Calm before the Storm

1. Sons of Liberty celebrated the repeal of the Townshend duties.
2. In 1772, however, several incidents once again brought the conflict with England into sharp focus.
3. One was the burning of the *Gaspée*, a British navy ship chasing down suspected smugglers off the coast of Rhode Island.
4. A royal investigating commission failed to arrest anyone but announced that suspects, if found, would be sent to England for trial on charges of high treason.

5. This decision seemed to fly in the face of the traditional English right to a trial by a jury of one's peers.
  6. Patrick Henry, Richard Henry Lee, and Thomas Jefferson proposed that a network of standing committees, called "committees of correspondence," be established to link the colonies and pass along alarming news.
  7. The British decision in 1772 to pay the salaries of superior court justices out of the tea revenue also served to alienate colonists.
  8. The third and final incident that irrevocably shattered the relative calm of the early 1770s was the Tea Act of 1773, which gave favored status to the East India Company, allowing it to sell tea through special government agents rather than through public auction to independent merchants.
- B. Tea in Boston Harbor
1. In the fall of 1773, news of the Tea Act reached the colonies.
  2. As with the Stamp Act and the Townshend duties, the colonists' strategy was crucial.
  3. The Boston Sons of Liberty were slow to act at first, but their action – more direct and more illegal than actions taken anywhere else – ultimately provoked the most alarmed and alarming reprisals from England.
  4. Pressure continued to build in Boston.
  5. On December 16, 1773, a group of men dumped ninety thousand pounds of tea into Boston Harbor.
- C. The Coercive Acts
1. Britain's response was swift and stern; within three months, Parliament passed the first of the Coercive Acts – four laws meant to punish Massachusetts for the destruction of the tea.
  2. The first, the Boston Port Act, closed Boston harbor to all shipping traffic for as long as the destroyed tea was not paid for.
  3. The second, the Massachusetts Government Act, altered the colony's charter, underscoring Parliament's claim to supremacy over Massachusetts.
  4. The third, the Impartial Administration of Justice Act, stipulated that any royal official accused of a capital crime would now be tried in a court in England.
  5. The fourth, an amendment to the 1765 Quartering Act, permitted military commanders to lodge soldiers wherever necessary, even in private households.
  6. The ill-timed Quebec Act, not aimed specifically at Massachusetts, greatly fed American fears; it confirmed the continuation of French civil law, French government form, and Catholicism for Quebec – all an affront to Protestant New Englanders denied their own representative government – and it gave Quebec control of disputed land in the Ohio River valley that Virginia, Pennsylvania, and Connecticut had claimed.
  7. The Coercive Acts and Quebec Act alarmed the colonies.
  8. Via the committees of correspondence, colonial leaders arranged to meet in Philadelphia in the fall of 1774 to respond to the crisis.
- D. The First Continental Congress
1. Most of the men who assembled in Philadelphia in September 1774 in what would later be called the First Continental Congress were leaders of the anti-British cause in their home colonies, and many were meeting each other for the first time.
  2. Two difficult tasks confronted the congress: The delegates wanted to agree on exactly what liberties they claimed as English subjects and what powers Parliament held over them, and they needed to make a unified response to the Coercive Acts.
  3. The congress met for seven weeks and produced a declaration of rights couched in traditional language.
  4. From England's point of view, the rights already assumed to exist were in fact radical.
  5. To put pressure on England, the delegates agreed to a staggered and limited boycott of trade.
  6. To enforce the boycott, they called for the creation of a Continental Association with chapters in each town to monitor all commerce and punish suspected violators of the boycott.
  7. Many towns and localities heeded the call and established committees of public safety and committees of inspection.
  8. England's severe reaction to Boston's destruction of the tea made many colonists from New Hampshire to Georgia finally

realize that the problems of British rule went far beyond questions of taxation.

#### V. Domestic Insurrections, 1774–1775

##### A. Lexington and Concord

1. Over the winter of 1774–75, Americans pressed on with the boycotts.
2. British general Thomas Gage requested twenty thousand reinforcements and planned a surprise attack on a suspected ammunition storage site at Concord, Massachusetts.
3. Paul Revere and William Dawes alerted the minutemen of the impending raid.
4. The British failed to find the expected arms storage, and the Americans failed to stop their raid.

##### B. Rebelling against Slavery

1. News of the battles of Lexington and Concord spread rapidly.
2. The royal governor of Virginia, Lord Dunmore, threatened to arm slaves, if necessary, to ward off attacks by colonists.
3. This was an effective threat; Dunmore understood how to produce panic among the planters.
4. Not surprisingly, Lord Dunmore's proclamation was not reported in southern newspapers.
5. Blacks, however, did not depend on newspapers for their information, and by December 1775, around two thousand slaves in Virginia had fled to Lord Dunmore, who armed them and called them his "Ethiopian Regiment."
6. In the northern colonies as well, slaves clearly recognized the evolving political struggle with England as an ideal moment to bid for freedom.
7. Some slaves in Boston petitioned Thomas Gage, promising to fight for the British if he would liberate them.
8. In Maryland, soon after the news of the Lexington battle arrived, blacks exhibited impatience with their status as slaves.
9. In North Carolina, a planned uprising was uncovered, and scores of slaves were arrested.
10. By 1783, when the Revolutionary War ended, between 60,000 and 80,000 blacks had voted against slavery with their feet by seeking refuge with the British army.
11. Most failed to achieve the liberation they sought.

## Lecture Strategies

### LECTURE 1

#### Political and Social Determinants of the Propensity for Radical Action

This lecture compares the social and political arrangements of the American colonies with those of England in the years leading up to the Revolution and suggests ways to understand how people chose sides in the conflict. The American colonies were more egalitarian than Britain but were still very unlike modern American society. While Americans had an increasing sense of social hierarchy in which individuals knew their place, their society was much more fluid than British society. But American politics remained the province of the elite. In discussing politics, show how the elite mobilized the non-elite – the lesser farmers, mechanics, and artisans – to support them in their campaigns against one another. Explain how colonial politics differed from politics in England. Using the specific example of Thomas Hutchinson in the opening vignette, show how a royal governor's power was limited by his distance from the source of his power (the king) and his proximity to his adversaries (the colonial elite).

Explore the structure of colonial society. How stratified was it? What were one's chances for advancement? In order to discuss these class differences, try to get students to define the term *class*. They will inevitably start their definition with gradations of wealth, but if you point out that many tradesmen (e.g., plumbers) can become wealthy today, students will soon see how amorphous the term can really be. Using a broad definition of *class* that includes gradations of wealth, occupation, education, family connections, and so forth can be helpful in arguing that more classes existed during the eighteenth century than we usually acknowledge today. Next, examine how class differences help us to understand who supported the Revolution and why.

Look closely at Boston society, and describe how social changes may have led to a propensity for radical action there. Wealth was not necessarily the primary indicator of whether one might support the Revolution, although it played a role. Explore why many of the political elite remained loyal, while many wealthy merchants supported the patriots. How did a group such as the Sons of Liberty fit into the social context of these times? Compare the divergence of class interests in Massachusetts with elite support for the revolutionary movement

in Virginia, particularly following Lord Dunmore's proclamation in April 1775.

## LECTURE 2

### The Ideology of the American Revolution

This lecture should explain the intellectual environment that promoted the misunderstandings between American patriots and the British. Those patriots who came to resent the policies of George Grenville subscribed to the political theories of the English Country Party, while most Englishmen held those theories in low esteem. The Country Party held that *liberty* and *power* were constantly at war. Unpack the definitions of these terms, and help students to understand that an ideology filters new information and validates it by comparing the new information to knowledge and beliefs already known to be true. Country Party theories led Americans to expect conspiracies of power subduing liberty. Show how the British reinforced pre-existing American fears of (1) a standing army, (2) the ministry's ability to corrupt the political system by offering patronage positions, and (3) the reintroduction of Roman Catholicism:

1. Many Americans feared that, in the absence of any outside threat to the peace, a standing army would be used to subdue a free people, particularly when the crown stationed the army away from the frontiers, where it could have been used to put down Indian insurrections.

2. Many Americans feared a "conspiracy of the placemen." Colonists used the term *placemen* to describe members of Parliament (MPs) whom the crown "placed" in Parliament in its efforts to regain control of the mechanisms of British government. Because the crown could not gain control of Parliament by constitutional methods, it tried to do so by manipulating elections in certain districts to ensure that approved candidates were elected. The crown could then appoint these placemen to bureaucratic positions that would earn them an additional salary. In addition to believing that the new tax-collecting effort of the crown encroached on their right to tax themselves, colonists feared that the newly created patronage position of tax collector would be offered to MPs who would then be beholden to the crown and thus willing to restrict the colonies' efforts at self-government.

3. Many Americans feared an ecclesiastical conspiracy to force on the colonies an Anglican bishop with all the trappings of Rome. The Congregational Church in New England would then suffer

disestablishment, and church property would be taken over by the Anglican Church. In addition, the Quebec Act's official recognition of the Catholic Church in Quebec seemed further proof to the patriots of the crown's tyrannical schemes.

## LECTURE 3

### An Overview of the Events Leading toward Revolution, 1754–1775

Use this lecture to introduce to students the events from 1754 to 1775 that led toward revolution, and show the evolution of the patriot movement from opposition to taxation to rebellion against the king and Parliament. You may want to have students make a time line to list the major events, and then distill the essentials of each event with special notice of how ideology or class interests affected its outcome. Start with the Seven Years' War, showing that Americans assumed that the English did not appreciate their efforts, while the English believed that the Americans failed to contribute their fair share toward winning the war. With increased Indian hostilities, and a barely subdued French population in Canada, Parliament stationed an army to defend the colonies from Indian attack and limited the westward encroachment on Indian territory. Examine the Proclamation of 1763 and the stationing of troops. Here, you might want to draw your students' attention to Map 6.2, "North America after the Seven Years' War" (p. 180), which shows North America before and after the French and Indian War. Note that Parliament wanted the colonies to pay for their own defense, which the British thought was eminently reasonable. Thus, Parliament passed the Revenue (Sugar) Act, which actually lowered taxes but added swift punishment for criminal evasion of the law. It provoked protest in the colonies about common-law rights of taxation and trial by one's peers, and about the relationship of the colonies to Parliament. Explore the question of whether the British ministry dealt with Americans in bad faith or whether Americans simply evaded their responsibilities. Define *virtual representation*, and then explain why the British suggested it and the political basis on which the Americans rejected it. Explore how Americans forced the repeal of the Stamp Act and how the Declaratory Act saved face for Parliament by reaffirming Parliament's ability to tax the colonies. When Parliament reintroduced taxes in the colonies, the Townshend duties were considered external rather than internal taxes. Describe the difference, and explain why the crown thought external taxes would be acceptable to Americans.

Explain how the use of these revenue-enhancing taxes to subsidize the salaries of governors and judges threatened to corrupt the entire colonial political system.

Explain nonimportation, and show class and regional differences in implementing it. Next, outline the Boston Massacre, and explain how Boston's upper and middle classes successfully defended the British soldiers accused of murder and how the Massacre reinforced notions that a standing army was a menace to the citizenry. Here, you might refer students to Paul Revere's engraving of the Boston Massacre (p. 194) and ask students to compare Revere's strongly patriotic version with the account in the textbook. Quickly explain the significance of the *Gaspée* affair and how it led to the establishment of committees of correspondence, which became informal political institutions existing outside the legal political system. Finally, describe the Tea Act, the Boston Tea Party, and the Coercive (Intolerable) Acts as the beginning of the final descent into open rebellion by radicalized colonists who thought Parliament was attempting to reduce their basic political rights. Direct students' attention to the *Documenting the American Promise* feature "The Destruction of the Tea" (pp. 200–201) when discussing the Boston Tea Party. Describe the Coercive Acts and their impact on American political ideology. The battles of Lexington and Concord forced all Americans to consider which side they should support and loosened the ties to the empire nearly completely. Explain the philosophical, social, and institutional differences between the British and the Americans that made constitutional questions difficult but not impossible to resolve. Had either side been able to see the other's point of view, the crises of the 1760s and 1770s might have been averted and American history perhaps radically altered. You have a lot to cover here — you will need to make choices. But students will find a quick overview helpful as they try to make sense of the road to revolution.

## Anticipating Student Reactions: Common Misconceptions and Difficult Topics

### 1. *Colonists Naturally Supported the Revolution*

Students come out of high school with a very Whiggish view of the American Revolution. They frequently believe that everyone in the American colonies naturally wanted independence from England, and they believe that everyone knew that

the colonists would ultimately win. Because students know the outcome of the Revolution, they unconsciously assume that historical actors clearly understood what the outcome of their actions would be. To correct this error, ask them how many colonies the British had in North America during the American Revolution. Many will answer "thirteen"; others may remember Canada. Few will know about Nova Scotia or the Floridas. And practically none will even consider the dozen or so island colonies. Why then, you should ask, did none of these other colonies seek independence? Quickly discuss each of the nonrebellious regions: Canada was a recently conquered French province without traditions of self-government. Nova Scotia was the site of the main artillery base for British North America, and most of its inhabitants owed their living to supplying the military with goods. The Floridas had just been acquired from Spain in 1763, and few British subjects resided there. The island colonies were slave societies controlled by elites residing in England. Most of their ambitious citizens aspired to go to England, and the rest were so oppressed that politics of self-government had no meaning for them. Only in the well-established British colonies on the North American mainland was the question important. And even there, well-meaning and intelligent people disagreed.

### 2. *The Seven Years' War*

This chapter gives increased coverage of Native Americans during the Seven Years' War. Much of this material may be unfamiliar to your students, who think only of the Anglo-Americans' discontent with British policies. Have your students turn to the *Historical Question* feature "How Long Did the Seven Years' War Last in Indian Country?" (pp. 184–185) to impress upon them the serious nature of the Native Americans' grievances. Point out to students that the British engaged in open warfare with Native Americans a full decade before the start of the Revolutionary War. Have students think about the implications of Pontiac's Rebellion and how it might force them to rethink the period leading up to the war.

### 3. *The Revolutionary Spirit Was a "Revolution from Above"*

Because history is frequently presented to students as a top-down phenomenon, students rarely consider the lower classes as having a leading role in any event in American history. Having read about the merchants and planters who "led" the Revolution, students naturally think that everyone else in society just fell in line with their "betters."

In the American Revolution, however, common folk frequently played the role of radical vanguard. John Adams and other wealthy patriots were infuriated when the common people took to the streets and destroyed Peter Oliver's home. They were not so much concerned about destruction of property as they were alarmed that "the mob" might not need its upper-class leaders. Sailors in Boston and artisans in Philadelphia held views about the Revolution's direction that were measurably more radical than those of their wealthier "leaders." You may also want to have students consider the ways in which countless slaves used the rhetoric of the Revolution to assert their rights to freedom.

## In-Class Activities

### Using Film and Television in the Classroom

Consider screening Episode 1, "The Reluctant Revolutionaries," of the PBS series *Liberty!*, which chronicles the road to revolution beginning with the end of the French and Indian War. You might also want to show Episode 2 of the same series, "Blows Must Decide," which picks up the story in the fall of 1774 with British troops occupying Boston and moves through the signing of the Declaration of Independence.

### Class Discussion Starters

Ask your students whether the American Revolution was inevitable. Had the British put down the colonists more forcefully, for example, would the revolutionary impulse have been extinguished? Had the British responded more favorably to colonists' demands in the 1760s and early 1770s, would the colonial relationship have continued past 1776? Impress upon your students that the road to revolution could have veered off in many different directions.

### Historical Debates

After the first two lectures, have your class debate the nature of the Revolution. Was it an ideological revolution, led by the philosophers and rhetoricians, or a social revolution, led by the masses? Most historians reject such simplification, but students will benefit from the exercise, learning to hone their skills in historical argumentation. You may have them consider the outcome, which

should be familiar in its basic form. Did the Revolution precipitate social change (did it free the slaves, did it change the status of women, etc.), or did it engender a new way of viewing politics?

### Reading Primary Sources

Have students review the *Documenting the American Promise* feature "The Destruction of the Tea" (pp. 200–201), and have them pay special attention to the intended audience and date of publication of each document. Governor Hutchinson's account was published in 1828, while he was in exile in England. Ask students to consider who might be most likely to read this account and to think about how this document might conform to the audience's expectations. George Robert Twelves Hewes's recollection came out in 1834, during the period of the extension of Jacksonian democracy. You might want to point out to students that this document says as much about the 1830s as it does about the 1770s. Finally, have students revisit John Adams's diary entry of December 17, 1773. Ask them to consider the differences between this "private" document and the other two published documents. How might the genre influence the content? Do not let students make the easy assumption that Adams's document is somehow more "accurate" or "relevant." Rather, have them think about the different kinds of information that primary sources yield and why historians consider each of these sources valuable.

## Additional Resources for Chapter 6

### For Instructors

#### Transparencies

The following maps and images from chapter 6 are available as full-color acetates:

- Map 6.1 European Areas of Influence and the French and Indian War, 1754–1763
- Map 6.2 North America after the Seven Years' War
- Map 6.3 Lexington and Concord, April 1775
- *Spinning Wheel*
- *Tar and Feathering Cartoon*

## Instructor's Resource CD-ROM

The following maps and image from chapter 6, as well as a chapter outline, are available on disc in both *PowerPoint* and *jpeg* formats:

- Map 6.1 European Areas of Influence and the French and Indian War, 1754–1763
- Map 6.2 North America after the Seven Years' War
- Map 6.3 Lexington and Concord, April 1775
- *Tossing the Tea*

Additional relevant images are available on disc in *jpeg* format only:

- *Pipe of Peace*
- *George Grenville, Architect of the Stamp Act*
- *The Stamp Act*
- *The Boston "Tea Party"*
- *Political Propaganda: The Empire Strikes Back*

## Using the Bedford Series with *The American Promise*

Available online at [bedfordstmartins.com/usingseries](http://bedfordstmartins.com/usingseries), this guide offers practical suggestions for using the Bedford Series in History and Culture volume *The World Turned Upside Down: Indian Voices from Early America*, edited with an introduction by Colin G. Calloway, in the U.S. history survey.

## For Students

### Reading the American Past

The following documents are available in chapter 6 of the companion reader by Michael P. Johnson, Johns Hopkins University:

1. An Oration on the Second Anniversary of the Boston Massacre: Joseph Warren, *Boston Massacre Oration*, March 5, 1772
2. A Boston Shoemaker Recalls British Arrogance and the Boston Tea Party: George R. T. Hewes, *Memoir*, 1834
3. A Loyalist Judge's Catalog of Rebellious Crowds: Peter Oliver, *Origin & Progress of the American Revolution*, 1774–1775
4. George Washington Concludes That the Crisis Has Arrived: *Letters*, 1774
5. Edmund Burke Urges Reconciliation with the Colonies: *Speech to Parliament*, March 22, 1775

## Online Study Guide at [bedfordstmartins.com/roark](http://bedfordstmartins.com/roark)

The Online Study Guide helps students synthesize the material from the textbook as well as practice the skills historians use to make sense of the past. The following Map, Visual, and Document activities are available for chapter 6:

### Map Activity

- Map 6.2 North America after the Seven Years' War
- Map 6.3 Lexington and Concord, April 1775

### Visual Activity

- *The Bloody Massacre Perpetrated in King Street, Boston, on March 5, 1770*

### Reading Historical Documents Activity

- The Destruction of the Tea