

ROAD TO REVOLUTION

DIRECTIONS: As you learn about each British law imposed on the colonies, look at it through the lens of both the British Parliament (government) and British colonists.

British Law	Why did the British Parliament feel it was "FAIR?"	Why did colonists feel it was "UNFAIR?"
<u>Navigation Acts</u>	<i>This act <u>limited colonial trade</u> with other nations making sure money moved through Great Britain first to <u>help pay for debt from the French and Indian War</u>.</i>	<i>Since goods had to go through Britain first, <u>shipping costs raised prices when selling and trading</u> with other European countries. Colonists could no longer <u>use foreign ships to ship</u> goods as well.</i>
<u>Proclamation of 1763</u>		
<u>Sugar Act</u>		
<u>Quartering Act</u>		
<u>Stamp Act</u>		
<u>Townshend Acts</u>		
<u>Tea Act</u>		
<u>Coercive Acts</u>		

The **Navigation Acts** were mid-1600s British laws designed to control trade between England and its colonies. They required that goods be carried on English or colonial ships, designated certain valuable colonial products (like tobacco and sugar) to be shipped only to England or its colonies, and often forced colonial imports to pass through English ports so customs duties could be collected.

Britain enacted these laws for mercantilist reasons: to keep wealth within the empire, protect English shipping and industry by requiring English crews and ships, raise tax revenue through customs, and limit colonial trade with rival powers for strategic security. The Acts strengthened English ports, shipbuilders, and naval capacity while channeling economic benefits to the mother country.

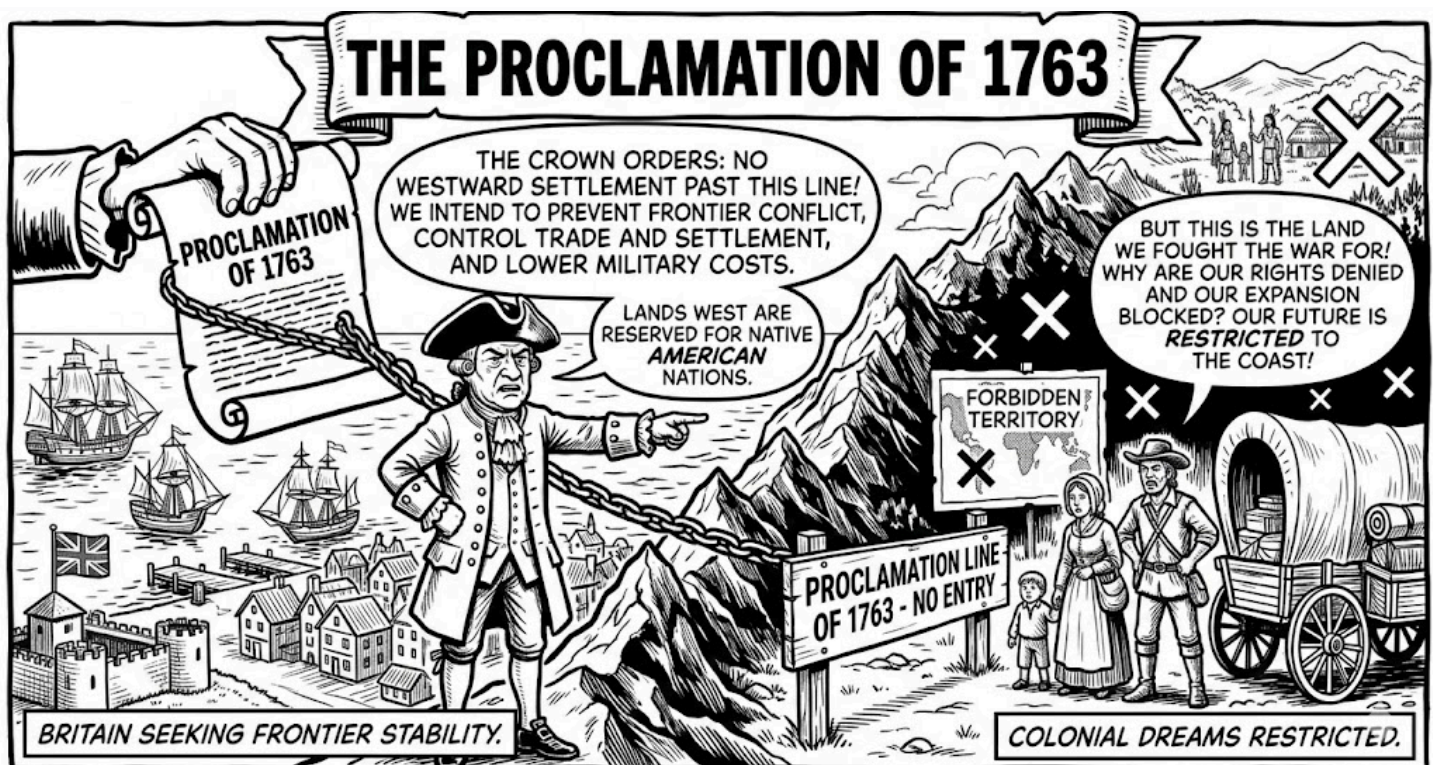
Many colonists saw the Acts as unfair because they limited trade partners and prices, added costs and delays by routing goods through England, and were imposed by a government in which colonists had no representation. Widespread smuggling and harsh enforcement increased resentment. Over time these economic and political grievances helped fuel growing colonial resistance to British policies. Review this closely for accuracy, especially in math, as AI may have limitations.



The **Proclamation of 1763**, issued by Britain after the Seven Years' War, drew a boundary along the Appalachian Mountains forbidding colonists from settling or purchasing land west of that line and reserving western lands for Native American tribes. It also established that only the Crown or its agents could legally negotiate land purchases and regulated trade and treaties with Native peoples to centralize control over expansion.

Britain's reasons were practical and financial: to reduce violent conflicts between settlers and Native Americans, lower the cost of frontier military protection amid heavy postwar debt, organize land negotiations to prevent fraud, and reassert imperial authority over colonial expansion. Centralized control aimed to bring consistency and reduce the need for expensive troop deployments in remote areas.

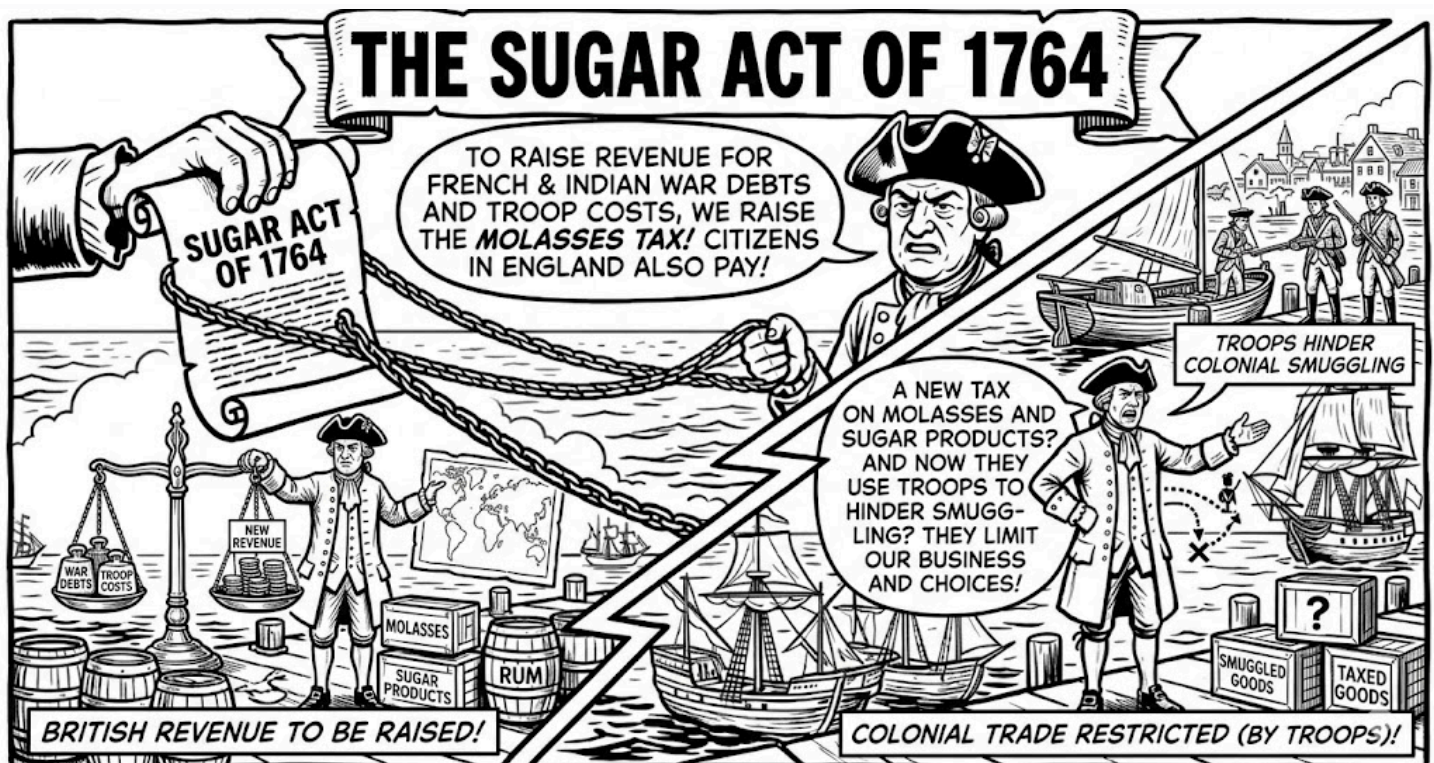
Many colonists viewed the Proclamation as unfair because it blocked access to lands they believed they had earned—through war service, settlement, or investment—and limited economic opportunities like farming, fur trading, and speculation. They resented distant parliamentary interference in local affairs, feared favoritism toward crown agents, and saw the order as part of a broader pattern of imposed British control; although it did not fully stop western migration, it heightened tensions that contributed to the path toward revolution.



The **Sugar Act of 1764** (officially the American Revenue Act) tightened British controls on trade by imposing duties and restrictions on sugar, molasses, certain wines, and coffee, strengthening customs enforcement, increasing penalties for smuggling, and allowing some smuggling cases to be tried in non-jury or crown-appointed courts. Britain intended the law to raise revenue to help pay debts from the Seven Years' War, reduce widespread smuggling by enforcing duties more strictly (even while lowering the molasses duty), support stationed troops, and create a more centralized legal-administrative system for collection.

Colonists objected on political, economic, and legal grounds. Politically, they protested "taxation without representation," arguing that Parliament had no right to tax them because they lacked representatives there; economically, merchants, shipowners, and rum producers feared loss of profit and livelihood from stricter enforcement; legally, moving cases to courts without juries or with crown-appointed judges seemed to remove familiar protections and rights.

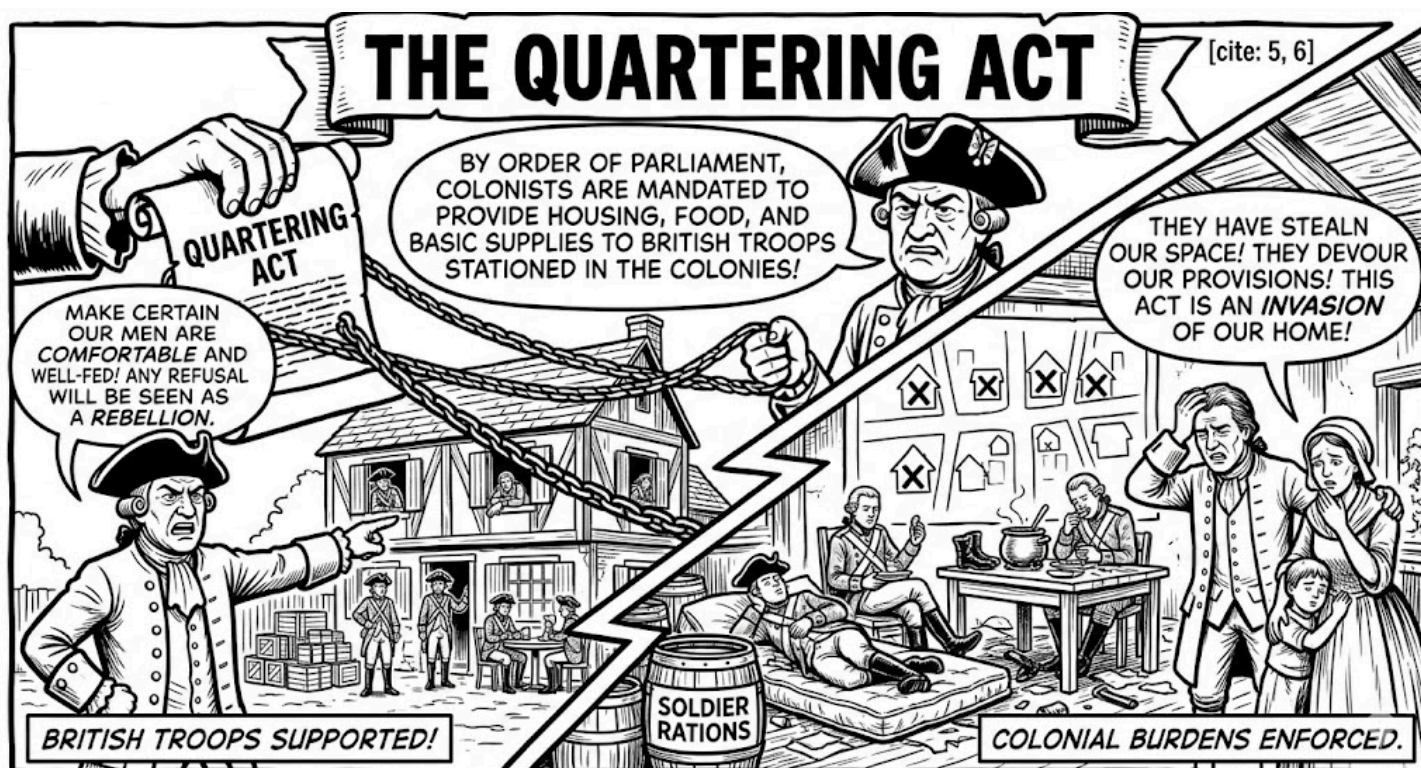
Responses included written protests, resolutions by colonial assemblies, boycotts, and attempts to evade enforcement. Those actions helped unite colonial grievances by highlighting perceived favoritism toward British merchants and threats to colonial self-government. The conflict over the Sugar Act's money, legal, and political implications contributed to the growing resistance that eventually led toward the American Revolution.



The **Quartering Act (1765; reinforced 1774)** required colonial governments—and sometimes private homeowners—to provide housing, food, and supplies for British soldiers. When public buildings were insufficient, soldiers could be housed in inns, stables, alehouses, and other nonmilitary structures; local officials were charged with arranging quarters and supplying basics like firewood, bedding, and candles.

Britain justified the law as necessary to maintain order after the French and Indian War, reduce military costs by shifting burdens to colonists, enforce imperial authority, and ensure quick troop response to emergencies. Colonists, however, saw the act as an intrusion on privacy and property, an unfair financial burden, and an example of taxation and coercion without their consent. The presence of soldiers also raised fears of intimidation, abuse, and interference with daily life.

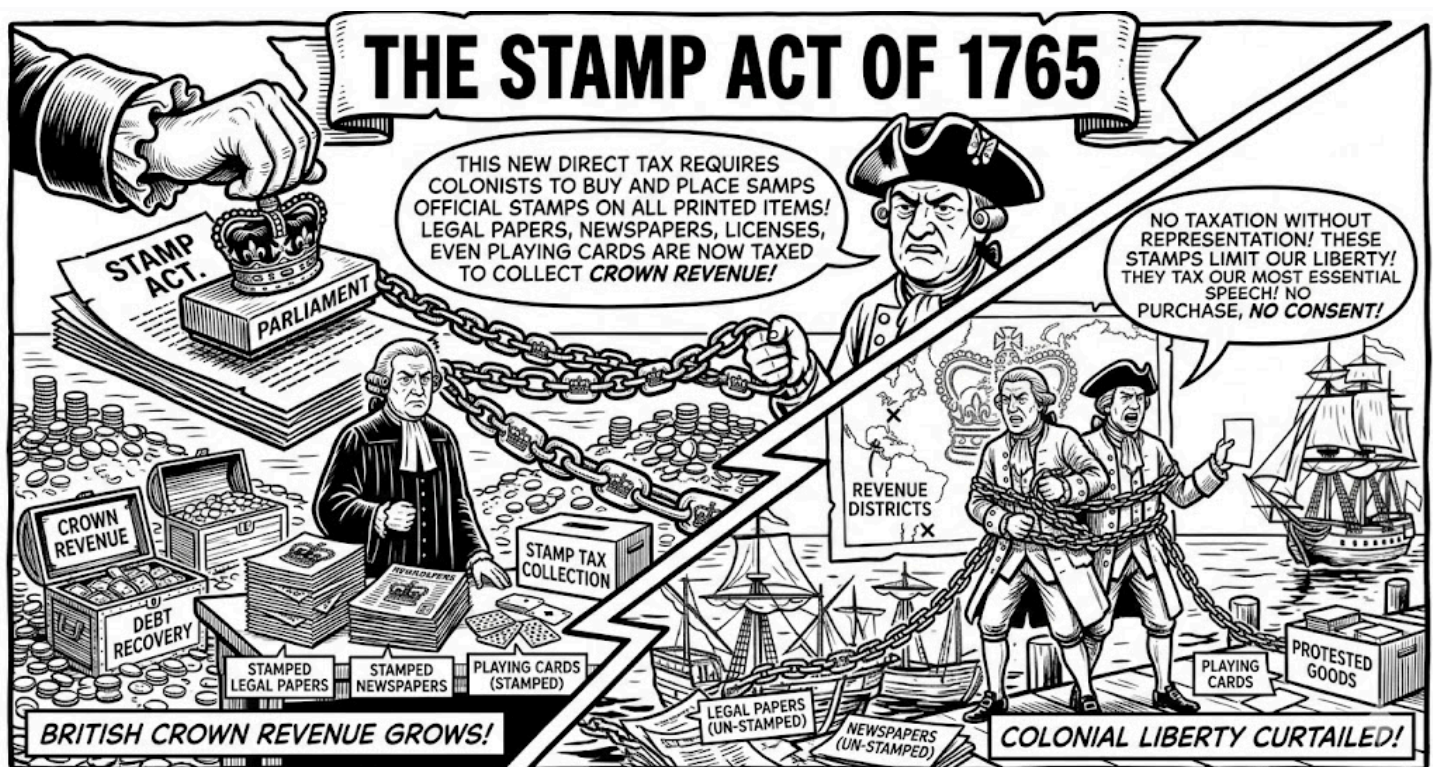
The Quartering Act fueled colonial resentment, appearing in pamphlets, newspapers, and town meetings as evidence of British overreach and contributing to clashes in port towns. It helped unite opposition to British policies and was cited among colonial grievances. Its legacy influenced U.S. law: the Third Amendment limits peacetime quartering of soldiers without the owner's consent.



The **Stamp Act of 1765** required colonists to use special stamped paper for many printed items—newspapers, legal documents, licenses, playing cards, and more—with visible stamps showing the tax had been paid. Printers and publishers were responsible for buying and using the stamped paper, and officials could fine or punish those who used unstamped materials. Revenue from the stamps was intended to help pay for British troops and forts stationed in North America after the French and Indian War.

Britain defended the Act as a fair, practical means to share the empire's postwar expenses: colonies benefited from imperial defense and therefore should help pay; Parliament claimed legal authority to tax all British subjects; and stamped paper made collection efficient and harder to evade. Colonists strongly disagreed, asserting "no taxation without representation" because they elected no members of Parliament, and arguing the tax placed economic burdens on everyday people, threatened legal rights as Englishmen, and allowed arbitrary enforcement.

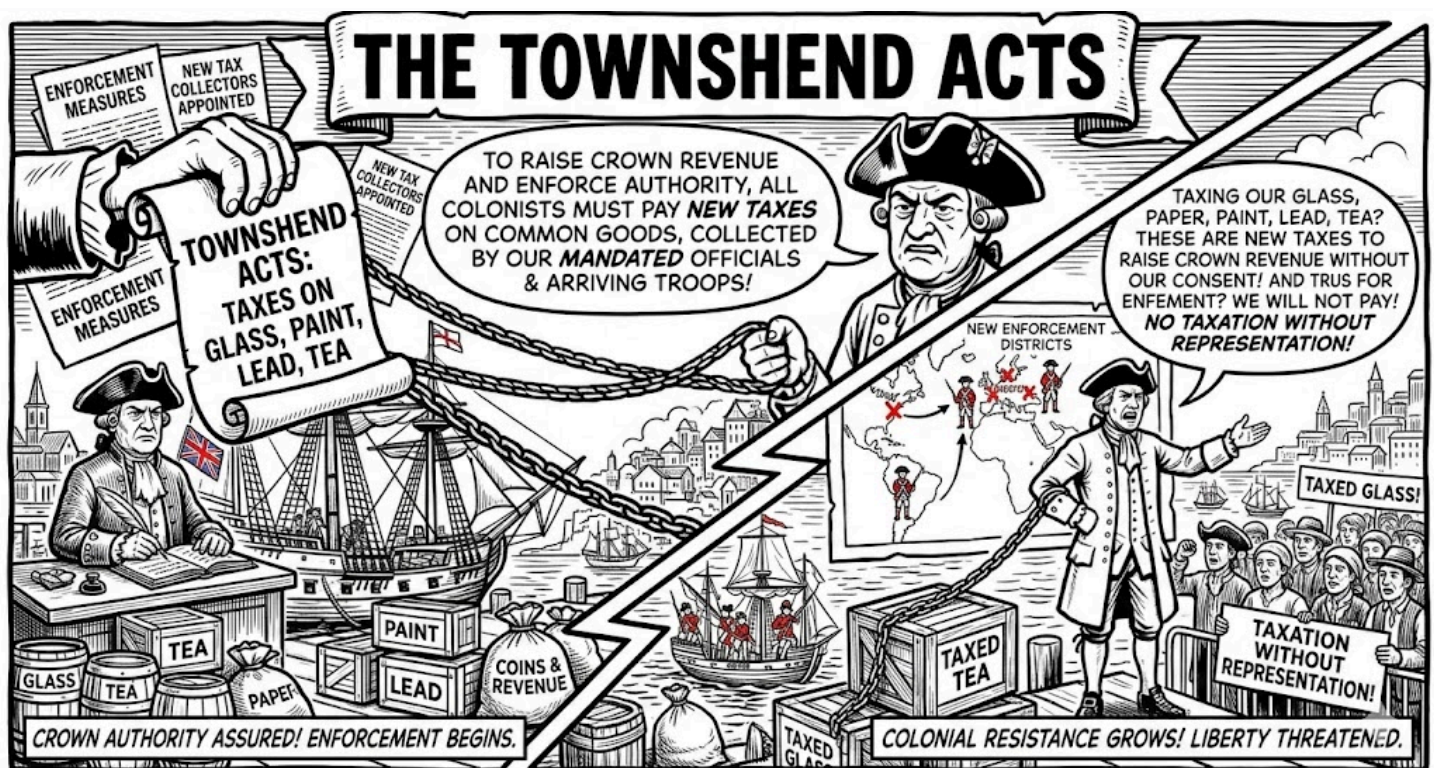
Colonial resistance—organized protests, the Sons of Liberty, petitions, and boycotts—was powerful enough that Parliament repealed the Stamp Act in 1766, but the clash left lasting tensions. The episode highlighted deeper disagreements about money, power, and representation and helped shape the arguments and actions that led toward the American Revolution.



The **Townshend Acts (1767)** imposed duties on imported goods like glass, lead, paints, paper, and tea and strengthened customs enforcement. New commissioners and writs of assistance made searches and seizures easier, some smuggling cases were moved to admiralty courts without juries, and part of the revenue was used to pay governors and judges—reducing colonial control over officials.

Britain enacted the Acts to raise revenue after costly wars, fund colonial administration and defense, enforce trade laws, and assert Parliament's authority over the empire. Colonists objected to "taxation without representation," argued the duties—though technically external—still raised prices and reduced control, and protested the loss of legal protections and local checks on appointed officials.

Colonial resistance included petitions, boycotts, and organized actions by groups such as the Sons of Liberty; merchants reduced imports and some assemblies refused the collected funds. Rising tensions produced clashes like the Boston Massacre. Most duties were repealed in 1770 except the tax on tea, but the deeper dispute over Parliament's right to tax the colonies persisted and helped push the colonies toward the American Revolution.



The **Tea Act of 1773** let the British East India Company ship tea directly to the American colonies and sell it at lower prices by reducing or removing some charges and bypassing colonial middlemen. Britain kept a duty on each chest, however, so the law still collected revenue. The British government supported the Act to rescue the East India Company from financial collapse, simplify trade, curb smuggling, and uphold Parliament's authority to tax the colonies while raising funds to pay war debts.

Colonists objected on political and economic grounds. They protested "taxation without representation," arguing that Parliament had no right to levy taxes on people who had no representatives in that body; the remaining tea duty became a symbol of that principle. Economically, the Act created a de facto monopoly favoring the East India Company, threatening colonial merchants, importers, and smugglers who lost business when tea could be sold more cheaply through the company's direct sales.

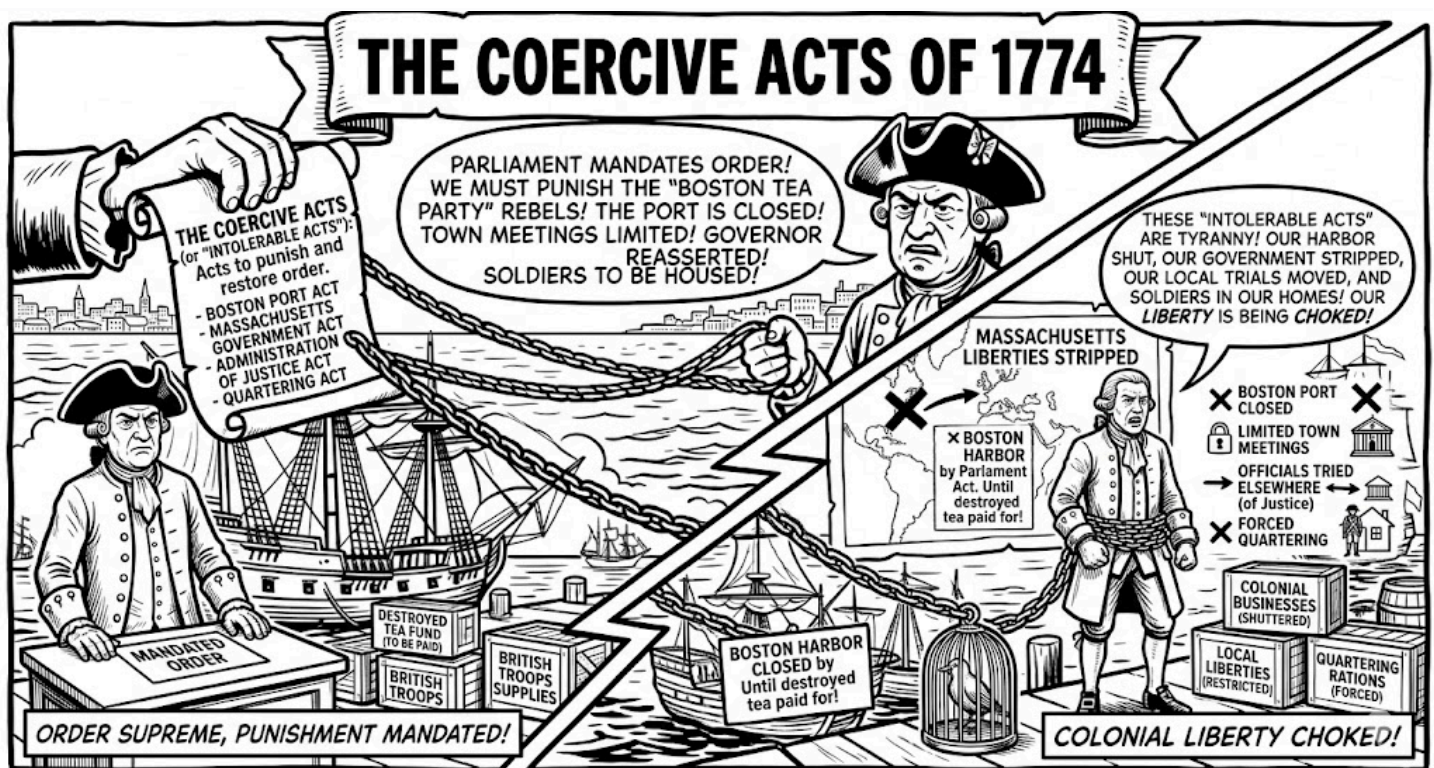
Beyond price, many colonists saw the Act as a threat to local self-government and an example of unequal enforcement that privileged British interests. Refusing the taxed tea became a matter of principle for many, not just cost. The resulting protests—including the Boston Tea Party, when colonists dumped tea into Boston Harbor—escalated tensions and helped push Britain and the colonies closer to armed conflict.



The **Intolerable Acts (1774)**, passed by Parliament after the Boston Tea Party, were meant to punish Massachusetts and reassert British authority. Key measures closed the Port of Boston until damages were paid, revoked parts of Massachusetts' charter to give the royal governor more power, permitted trials of British officials in Britain or other colonies, required colonists to house British troops, and enlarged Quebec's boundary—restricting western settlement.

Britain said the laws protected imperial authority, trade (especially the East India Company), military order, and the safety of officials. Colonists saw them as unjust because they lacked representation in Parliament, punished whole communities for the actions of a few, undermined local self-government, threatened fair trials, invaded private homes via quartering, and signaled a willingness to impose similar controls on all colonies.

Rather than restoring order, the Acts united the colonies: other colonies sent aid to Boston, and colonial leaders convened the First Continental Congress in 1774. The measures transformed local outrage into a broader movement for rights and self-government, helping push the colonies toward revolution.



KEY VOCABULARY, PEOPLE, LAWS AND EVENTS

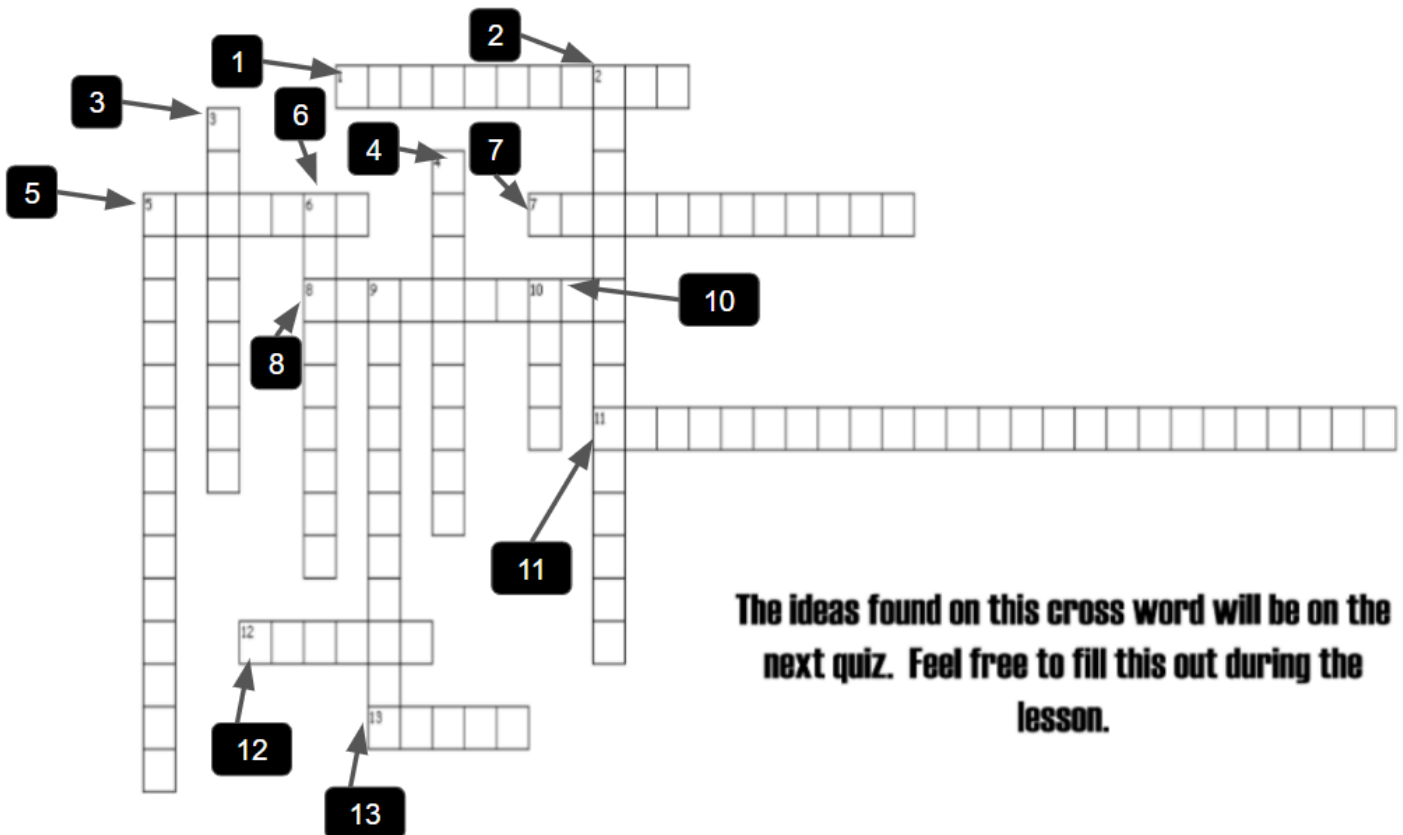
DIRECTIONS: Each of these ideas will be on the next quiz. Use some time to fill out the ideas after each has been covered.

ACROSS

1. These acts were passed by the British Parliament to “punish” the city of Boston after the Boston Tea Party.
5. This is a type of protest where a person refuses to buy certain goods.
7. He said, “Give me LIBERTY or give me DEATH.”
8. He was named commander of the Continental (colonial) Army.
11. This group organized boycotts and other forms of protest against unfair taxation throughout the colonies.
12. This term means to take something back or remove it.
13. Because of colonial protest, this was the first act repealed by the British Parliament.

DOWN

2. This event was used by patriots and loyalists as “propaganda” to convince others to join their cause.
3. This is the name given to those who supported the British laws imposed on the colonies.
4. The first shots of the American Revolution were fired in this town near Boston.
5. This is probably the most well known protest of the American Revolution.
6. Several parts of this law were repealed too.
9. He organized the “Committees of Correspondence which helped unite the colonies.
10. This is a more formal name for the term “loyalists.”



The ideas found on this cross word will be on the next quiz. Feel free to fill this out during the lesson.

QUIZ IDEAS

- These acts were passed by the British Parliament to "punish" the city of Boston and the colonies after the Boston Tea Party.
- This is a type of protest where one refuses to buy goods.
- He said..."Give me liberty or give me death!"
- He was named commander of the Continental (colonial) Army.
- This group organized boycotts and other forms of protest against taxation throughout the colonies.
- This term means to take something back or remove it.
- This is a name given to those who "supported" the British laws imposed on the colonies.
- This is a more formal name for the term "loyalists."
- He organized the Committees of Correspondence which allowed the colonies to communicate together more efficiently.
- The first shots of the war were fired outside this town near Boston.

THE BOSTON MASSACRE, March 5th, 1770 (Document A)

The event started at a mere insult. **Edward Garrick**, an apprentice of **Peimont's Wig Making Shop**, accused **Officer John Goldfinch** of not paying his master's debt. Although Goldfinch ignored the young lad, **Private Hugh White** could not listen to a boy smear the good name of an officer in his regiment. Private White confronted the young man. Words were exchanged when suddenly; Private White struck young Garrick with the butt of his **musket**. Garrick ran from the soldier screaming for help. Private White pursued the young man and struck him again.

It was only a matter of time before other people heard the commotion and began to get involved in the incident. Young **apprentices** started taunting Private White when he returned to his **sentry box**. Their continued shouts started to attract a crowd.

In another part of town, soldiers were already engaged with citizens. Even Officer Goldfinch was trying to **quell** tempers in the streets. British **Redcoats** were trying to swat away snowballs from a crowd. One individual was armed with a shovel. Officer Goldfinch was successful in getting the soldiers to leave the scene, though they were **taunted** by the crowd to come back and fight.

Some townspeople tried to get the crowd throwing snowballs to quit and go home, but the mob would not hear of it. The insults and snowballs continued to fly as soldiers returned to their **barracks**.

Meanwhile, Private White was now receiving another mob near **King Street**. Icicles, snowballs, and pried ice from the street were being thrown at him by his attackers. He fixed his **bayonet** and let everyone see he was loading his **musket**. As he did this the crowd continued to taunt him, daring him to fire. Private White could not leave his post but at the same time he knew the crowd would not let up. He decided to call **reinforcements** to the scene yelling, "**Turn out Main Guard! Turn Out!**" His call for help was answered by another call from the mob, "**Town Born turn out!**" which meant the crowd was calling for more to join the mob.

Six to seven soldiers responded to the call to assist the **sentry**. As they approached Private White, they brandished their muskets fixed with bayonets to ward off any persons too close to their fellow redcoats. Even as they did so, people refused to move out of the way. **Captain Preston** formed his men around Private White but stood in front of them in order to make sure they would not fire unless ordered by him to do so.

The crowd became even larger and shouts came from every direction daring the soldiers to fire. Even some **Bostonians** loyal to the redcoats took up positions behind the soldiers. From there they too yelled for the soldiers to fire into the crowd.

The snowballs and **jarring** by the crowd continued. Suddenly a stick flew from the crowd and struck **Private Montgomery**. Montgomery cocked his musket and fired into the crowd. At that same time a man tried to hit Montgomery's arm and made a second blow aimed at Captain Preston's head. His swing missed only hitting Preston on the arm.

Preston moved behind his troop and without warning and not by the command of Captain Preston, the soldiers opened fire into the crowd. After a series of **volleys** from the soldiers, several citizens in the crowd were killed and several more wounded. The mob backed off from the soldiers only leaving a few in the streets to care for the fallen. Captain Preston cried out for a cease-fire pushing the muskets into the air demanding to know why the soldiers fired. Their response was that they heard the order to fire come from the captain himself even though he gave no such order.

KEY VOCABULARY

sentry — a soldier posted to keep guard and watch for danger or trouble.

bayonet — a blade that can be attached to the muzzle of a musket so the firearm can be used as a spear in close combat.

muskets — long, muzzle-loaded firearms used by soldiers in the 18th century for firing single shots.

volley — a simultaneous discharge of gunfire by a group of soldiers.

reinforcements — additional people (often soldiers) sent to support and strengthen those already at a location.

taunt / taunting — to provoke or insult someone by shouting, teasing, or mocking, often to make them react.

sentry box — a small shelter or post where a sentry stands to protect them from the elements while on guard duty.

mob — a large, disorderly crowd of people that may become violent or chaotic.

smeared (the good name of) — to damage someone's reputation by spreading insulting or untrue statements about them.

sentry post — the position or place assigned to a sentry where they must remain on duty.

apprentice — a young person learning a trade or craft by working for an experienced person over a period of time.

provocation / provocative — an action or words that intentionally provoke anger, strong reactions, or confrontation.

barracks — buildings where soldiers live and sleep while stationed in a town or military post.

cease-fire — an order or request to stop shooting or fighting immediately.

regiment — a large military unit made up of several companies or groups of soldiers, often commanded by an officer.

DBQ QUESTION

How are **both sides** (British soldiers and Boston citizens) **responsible for the violence** which occurred on the night of the Boston Massacre.

- Use **one paragraph** to explain how the **British soldiers** (or soldiers) are responsible.
- Use **one paragraph** to explain how the **citizens of Boston** are responsible.
 - a. Include evidence from Documents A, B and/or C to prove your position in both paragraphs.

DBQ ROAD MAP

In order to write any argumentative idea, one first has to have an idea what to state. Use this “ROAD MAP” to plan out your attack for this DBQ.

State Your Claim (Topic Sentence)

- Provide Evidence/ Source (Detail Sentence #1)
 - State Why the Evidence Matters (Supporting Sentence #1)
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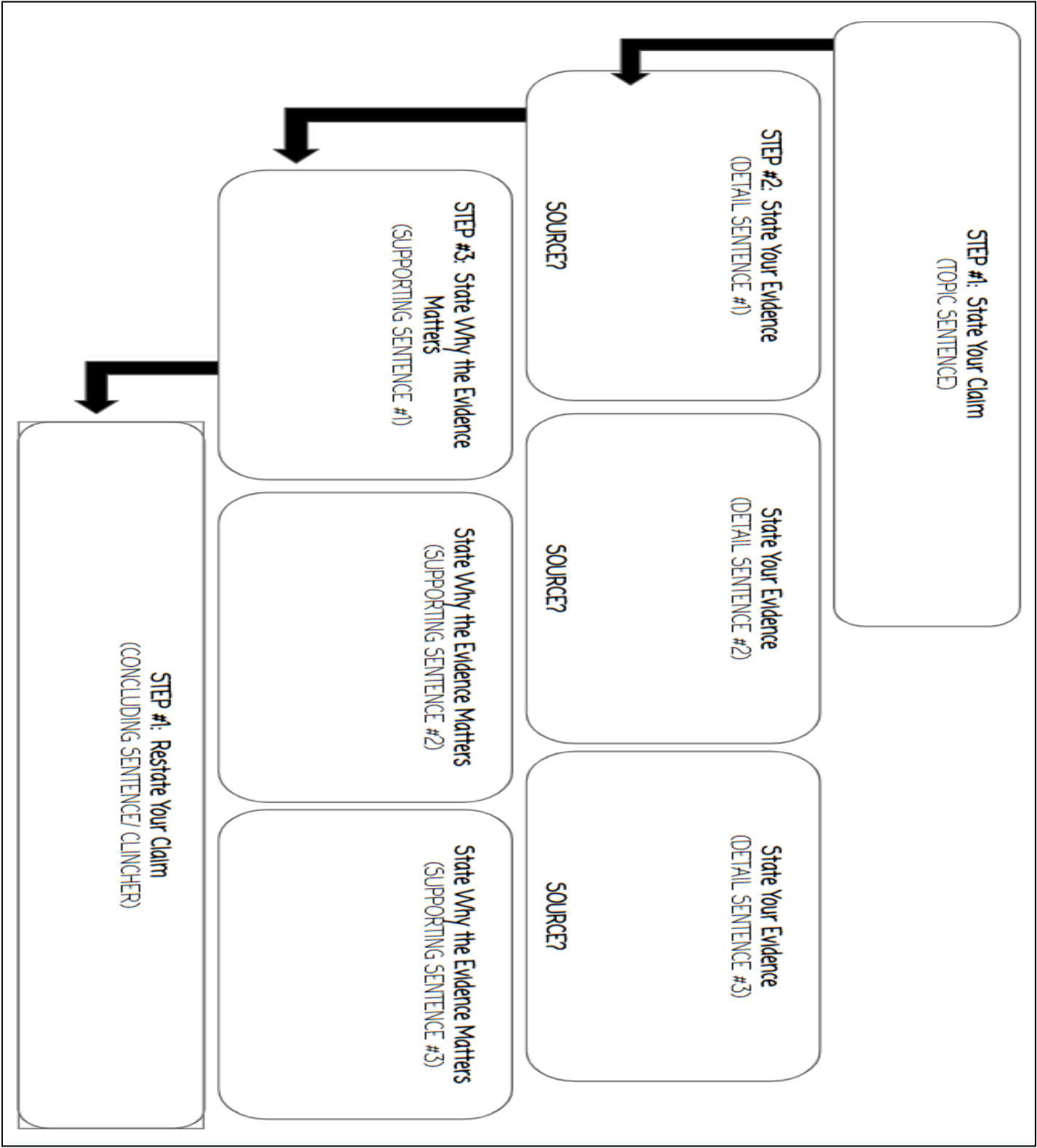
- Provide Evidence/ Source (Detail Sentence #1)
 - State Why the Evidence Matters (Supporting Sentence #1)
-

- Provide Evidence/ Source (Detail Sentence #1)
 - State Why the Evidence Matters (Supporting Sentence #1)
-

Restate Your Claim (Concluding Sentence/ Clincher)

DBQ ROAD MAP

In order to write any argumentative idea, one first has to have an idea what to state. Use this “ROAD MAP” to plan out your attack for this DBQ.



DISSECTING THE “*DECLARATION OF INDEPENDENCE*”

PART 1. The “Declaration of Independence” looks like one big paragraph, but it is actually divided into five distinct parts. Using the colored paper, try to match the color to the part of the document.

COLORED PAGE	“D of I” Part	COLORED PAGE
Green	List of Complaints	-
Yellow	List of Colonial Attempts to Fix Problem	-
Blue	PREAMBLE-INTRODUCTION	-
Salmon	Definition of Basics Rights	-
Orange	Colonial Intent to Separate From Britain	-

PART 2. The “Declaration of Independence” actually shows us how to end a relationship. I am curious to see if you would break up with someone in the same order Thomas Jefferson would break up with someone.

Identify the order in which you “**BREAK UP**” with someone using the parts of the “Declaration of Independence?”

ORDER OF CONVERSATION	“D of I” Part
-	“You do things that make me unhappy.”
-	“I have tried to make this work.”
-	“We need to talk.”
-	“I have the right to be happy.”
-	“We are done.”

PART 3. 56 colonists signed their names to the bottom of the Declaration of Independence. **John Hancock** was the first to sign the document and did so with a large signature. Rumor has it he either signed it big to make sure King George III could read his name without his glasses or he signed it big thinking the others would sign their names just as big. The rest of the signers signed their names much smaller.

By signing the document, they each made themselves targets to the British military. Would you have signed the document?