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
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 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. T24) to elicit responses.

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

In the Heat of Action
“Our 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

Less Proficient Readers
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.

Special Needs

156 Chapter 5 The Road to Revolution
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.

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

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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.)

An Important American Victory

By June 1775, the British had 6,500 troops in Boston. 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.

Answer

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

Vocabulary Builder

restore (see stoor) v. to bring back to a normal state; to put back; to reestablish

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.
Early Battles

Introduction
- 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.)

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

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.

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?

History Background

Battle of Bunker Hill
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Differentiated Instruction

**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.

**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.

**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. Meanwhile, colonists wondered what chance they had of defeating a well-armed, powerful nation such as Britain.