

PERIOD 3: 1754–1800

Chapter 4 *Imperial Wars and Colonial Protest, 1754–1774*

Chapter 5 *The American Revolution and Confederation, 1774–1787*

Chapter 6 *The Constitution and the New Republic, 1787–1800*

In less than fifty years the British went from consolidating their control along the Atlantic coast of North America to watching 13 of their colonies unite in revolt and establish an independent nation.

Overview After the Seven Years' War ended in 1763, the British desired more revenue to pay for protecting their empire while many American colonists saw themselves as self-sufficient. These clashing views resulted in the colonies declaring independence, winning a war, and founding a new nation. Initially governed by Articles of Confederation with a weak federal government, the new United States soon replaced it with a new constitution that created a federal government that was stronger, though still with limited powers. Out of the debates over the new constitution and policies emerged two parties. The test of the stability of the American system came in 1800, when one party, the Federalists, peacefully transferred power to the other, the Democratic-Republicans. Throughout this period there was a continuous westward migration resulting in new opportunities, blended cultures, and increased conflicts with the American Indians and other European nations.

Alternate View Some historians start the story of the birth of the United States in 1763, at the end of the Seven Years' War. Starting in 1754 emphasizes that fighting the war drove the colonies and the British apart. While the United States declared independence in 1776 and ratified the Constitution in 1788, not until 1800 had it clearly survived the divisions of the early years.

Key Concepts

3.1: British attempts to assert tighter control over its North America colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.

3.2: The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.

3.3: Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

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IMPERIAL WARS AND COLONIAL PROTEST, 1754–1774

The people, even to the lowest ranks, have become more attentive to their liberties, more inquisitive about them, and more determined to defend them than they were ever before known or had occasion to be.

John Adams, 1765

What caused American colonists in the 1760s to become, as John Adams expressed it, “more attentive to their liberties”? The chief reason for their discontent in these years was a dramatic change in Britain’s colonial policy. Britain began to assert its power in the colonies and to collect taxes and enforce trade laws much more aggressively than in the past. To explain why Britain took this fateful step, we must study the effects of its various wars for empire.

Empires at War

Late in the 17th century, war broke out involving Great Britain, France, and Spain. This was the first of a series of four wars that were worldwide in scope, with battles in Europe, India, and North America. These wars occurred intermittently over a 74-year period from 1689 to 1763. The stakes were high, since the winner of the struggle stood to gain supremacy in the West Indies and Canada and to dominate the lucrative colonial trade.

The First Three Wars

The first three wars were named after the British king or queen under whose reign they occurred. In both King William’s War (1689–1697) and Queen Anne’s War (1702–1713), the British launched expeditions to capture Quebec, but their efforts failed. American Indians supported by the French burned British frontier settlements. Ultimately, the British forces prevailed in Queen Anne’s War and gained both Nova Scotia from France and trading rights in Spanish America.

A third war was fought during the reign of George II: King George’s War (1744–1748). Once again, the British colonies were under attack from their perennial rivals, the French and the Spanish. In Georgia, James Oglethorpe led a colonial army that managed to repulse Spanish attacks. To the north,

a force of New Englanders captured Louisbourg, a major French fortress, on Cape Breton Island, controlling access to the St. Lawrence River. In the peace treaty ending the war, however, Britain agreed to give Louisbourg back to the French in exchange for political and economic gains in India. New Englanders were furious about the loss of a fort that they had fought so hard to win.

The Seven Years' War (French and Indian War)

The first three wars between Britain and France focused primarily on battles in Europe and only secondarily on conflict in the colonies. The European powers saw little value in committing regular troops to America. However, in the fourth and final war in the series, the fighting began in the colonies and then spread to Europe. Moreover, Britain and France now recognized the full importance of their colonies and shipped large numbers of troops overseas to North America rather than rely on “amateur” colonial forces. This fourth and most decisive war was known in Europe as the Seven Years' War. The North American phase of this war is often called the French and Indian War.

Beginning of the War From the British point of view, the French provoked the war by building a chain of forts in the Ohio River Valley. One of the reasons the French did so was to halt the westward growth of the British colonies. Hoping to stop the French from completing work on Fort Duquesne (Pittsburgh) and thereby win control of the Ohio River Valley, the governor of Virginia sent a small militia (armed force) under the command of a young colonel named George Washington. After gaining a small initial victory, Washington's troops surrendered to a superior force of Frenchmen and their American Indian allies on July 3, 1754. With this military encounter in the wilderness, the final war for empire began.

At first the war went badly for the British. In 1755, another expedition from Virginia, led by General Edward Braddock, ended in a disastrous defeat, as more than 2,000 British regulars and colonial troops were routed by a smaller force of French and American Indians near Ft. Duquesne. The Algonquin allies of the French ravaged the frontier from western Pennsylvania to North Carolina. The French repulsed a British invasion of French Canada that began in 1756.

The Albany Plan of Union Recognizing the need for coordinating colonial defense, the British government called for representatives from several colonies to meet in a congress at Albany, New York, in 1754. The delegates from seven colonies adopted a plan—the Albany Plan of Union—developed by Benjamin Franklin that provided for an intercolonial government and a system for recruiting troops and collecting taxes from the various colonies for their common defense. Each colony was too jealous of its own taxation powers to accept the plan, however, and it never took effect. The Albany congress was significant, however, because it set a precedent for later, more revolutionary congresses in the 1770s.

British Victory The British prime minister, William Pitt, concentrated the government's military strategy on conquering Canada. This objective was

accomplished with the retaking of Louisbourg in 1758, the surrender of Quebec to General James Wolfe in 1759, and the taking of Montreal in 1760. After these British victories, the European powers negotiated a peace treaty (the Peace of Paris) in 1763. Great Britain acquired both French Canada and Spanish Florida. France ceded (gave up) to Spain its huge western territory, Louisiana, and claims west of the Mississippi River in compensation for Spain's loss of Florida. With this treaty, the British extended their control of North America, and French power on the continent virtually ended.

Immediate Effects of the War Britain's victory in the Seven Years' War gave them unchallenged supremacy in North America and also established them as the dominant naval power in the world. No longer did the American colonies face the threat of concerted attacks from the French, the Spanish, and their American Indian allies. More important to the colonies, though, was a change in how the British and the colonists viewed each other.

The British View The British came away from the war with a low opinion of the colonial military abilities. They held the American militia in contempt as a poorly trained, disorderly rabble. Furthermore, they noted that some of the colonies had refused to contribute either troops or money to the war effort. Most British were convinced that the colonists were both unable and unwilling to defend the new frontiers of the vastly expanded British empire.

The Colonial View The colonists took an opposite view of their military performance. They were proud of their record in all four wars and developed confidence that they could successfully provide for their own defense. They were not impressed with British troops or their leadership, whose methods of warfare seemed badly suited to the densely wooded terrain of eastern America.

Reorganization of the British Empire

More serious than the resentful feelings stirred by the war experience was the British government's shift in its colonial policies. Previously, Britain had exercised little direct control over the colonies and had generally allowed its navigation laws regulating colonial trade to go unenforced. This earlier policy of salutary neglect was abandoned as the British adopted more forceful policies for taking control of their expanded North American dominions.

All four wars—and the last one in particular—had been extremely costly. In addition, Britain now felt the need to maintain a large British military force to guard its American frontiers. Among British landowners, pressure was building to reduce the heavy taxes that the colonial wars had laid upon them. To pay for troops to guard the frontier without increasing taxes at home, King George III and the dominant political party in Parliament (the Whigs) wanted the American colonies to bear more of the cost of maintaining the British empire.

Pontiac's Rebellion The first major test of the new British imperial policy came in 1763 when Chief Pontiac led a major attack against colonial

settlements on the western frontier. The American Indians were angered by the growing westward movement of European settlers onto their land and by the British refusal to offer gifts as the French had done. Pontiac's alliance of American Indians in the Ohio Valley destroyed forts and settlements from New York to Virginia. Rather than relying on colonial forces to retaliate, the British sent regular British troops to put down the uprising.

Proclamation of 1763 In an effort to stabilize the western frontier, the British government issued a proclamation that prohibited colonists from settling west of the Appalachian Mountains. The British hoped that limiting settlements would prevent future hostilities between colonists and American Indians. But the colonists reacted to the proclamation with anger and defiance. After their victory in the Seven Years' War, colonists hoped to reap benefits in the form of access to western lands. For the British to deny such benefits was infuriating. Defying the prohibition, thousands streamed westward beyond the imaginary boundary line drawn by the British. (See map, page 76.)

British Actions and Colonial Reactions

The Proclamation of 1763 was the first of a series of acts by the British government that angered colonists. From the British point of view, each act was justified as a proper method for protecting its colonial empire and making the colonies pay their share of costs for such protection. From the colonists' point of view, each act represented an alarming threat to their cherished liberties and long-established practice of representative government.

New Revenues and Regulations

In the first two years of peace, King George III's chancellor of the exchequer (treasury) and prime minister, Lord George Grenville, successfully pushed through Parliament three measures that aroused colonial suspicions of a British plot to subvert their liberties.

Sugar Act (1764) This act (also known as the Revenue Act of 1764) placed duties on foreign sugar and certain luxuries. Its chief purpose was to raise money for the crown, and a companion law also provided for stricter enforcement of the Navigation Acts to stop smuggling. Those accused of smuggling were to be tried in admiralty courts by crown-appointed judges without juries.

Quartering Act (1765) This act required the colonists to provide food and living quarters for British soldiers stationed in the colonies.

Stamp Act In an effort to raise funds to support British military forces in the colonies, Lord Grenville turned to a tax long in use in Britain. The Stamp Act, enacted by Parliament in 1765, required that revenue stamps be placed on most printed paper in the colonies, including all legal documents, newspapers, pamphlets, and advertisements. This was the first direct tax—collected from those who used the goods—paid by the people in the colonies, as opposed to the taxes on imported goods, which were paid by merchants.

People in every colony reacted with indignation to news of the Stamp Act. A young Virginia lawyer named Patrick Henry spoke for many when he stood up in the House of Burgesses to demand that the king's government recognize the rights of all citizens—including the right not to be taxed without representation. In Massachusetts, James Otis initiated a call for cooperative action among the colonies to protest the Stamp Act. Representatives from nine colonies met in New York in 1765 to form the so-called Stamp Act Congress. They resolved that only their own elected representatives had the legal authority to approve taxes.

The protest against the stamp tax took a violent turn with the formation of the Sons and Daughters of Liberty, a secret society organized for the purpose of intimidating tax agents. Members of this society sometimes destroyed revenue stamps and tarred and feathered revenue officials.

Boycotts against British imports were the most effective form of protest. It became fashionable in the colonies in 1765 and 1766 for people not to purchase any article of British origin. Faced with a sharp drop in trade, London merchants put pressure on Parliament to repeal the controversial Stamp Act.

Declaratory Act In 1766, Grenville was replaced by another prime minister, and Parliament voted to repeal the Stamp Act. When news of the repeal reached the colonies, people rejoiced. Few colonists at the time noted that Parliament had also enacted a face-saving measure known as the Declaratory Act (1766). This act asserted that Parliament had the right to tax and make laws for the colonies "in all cases whatsoever." This declaration of policy would soon lead to renewed conflict between the colonists and the British government.

Second Phase of the Crisis, 1767–1773

Because the British government still needed new revenues, the newly appointed chancellor of the exchequer, Charles Townshend, proposed another tax measure.

The Townshend Acts Adopting Townshend's program in 1767, Parliament enacted new duties to be collected on colonial imports of tea, glass, and paper. The law required that the revenues raised be used to pay crown officials in the colonies, thus making them independent of the colonial assemblies that had previously paid their salaries. The Townshend Acts also provided for the search of private homes for smuggled goods. All that an official needed to conduct such a search would be a *writ of assistance* (a general license to search anywhere) rather than a judge's warrant permitting a search only of a specifically named property. Another of the Townshend Acts suspended New York's assembly for that colony's defiance of the Quartering Act.

At first, most colonists accepted the taxes under the Townshend Acts because they were indirect taxes paid by merchants (not direct taxes on consumer goods). However, soon leaders began protesting the new duties. In 1767 and 1768, John Dickinson of Pennsylvania in his *Letters From a Farmer in*

Pennsylvania wrote that Parliament could regulate commerce but argued that because duties were a form of taxation, they could not be levied on the colonies without the consent of their representative assemblies. Dickinson argued that the idea of no taxation without representation was an essential principle of English law.

In 1768, James Otis and Samuel Adams jointly wrote the Massachusetts Circular Letter and sent copies to every colonial legislature. It urged the various colonies to petition Parliament to repeal the Townshend Acts. British officials in Boston ordered the letter retracted, threatened to dissolve the legislature, and increased the number of British troops in Boston. Responding to the circular letter, the colonists again conducted boycotts of British goods. Merchants increased their smuggling activities to avoid the offensive Townshend duties.

Repeal of the Townshend Acts Meanwhile, in London, there was another change in the king's ministers. Lord Frederick North became the new prime minister. He urged Parliament to repeal the Townshend Acts because they damaged trade and generated a disappointingly small amount of revenue. The repeal of the Townshend Acts in 1770 ended the colonial boycott and, except for an incident in Boston (the "massacre" described below), there was a three-year respite from political troubles as the colonies entered into a period of economic prosperity. However, Parliament retained a small tax on tea as a symbol of its right to tax the colonies.

Boston Massacre Most Bostonians resented the British troops who had been quartered in their city to protect customs officials from being attacked by the Sons of Liberty. On a snowy day in March 1770, a crowd of colonists harassed the guards near the customs house. The guards fired into the crowd, killing five people including an African American, Crispus Attucks. At their trial for murder, the soldiers were defended by colonial lawyer John Adams and acquitted. Adams' more radical cousin, Samuel Adams, angrily denounced the shooting incident as a "massacre" and used it to inflame anti-British feeling.

Renewal of the Conflict

Even during the relatively quiet years of 1770–1772, Samuel Adams and a few other Americans kept alive the view that British officials were undermining colonial liberties. A principal device for spreading this idea was by means of the Committees of Correspondence initiated by Samuel Adams in 1772. In Boston and other Massachusetts towns, Adams began the practice of organizing committees that would regularly exchange letters about suspicious or potentially threatening British activities. The Virginia House of Burgesses took the concept a step further when it organized intercolonial committees in 1773.

The *Gaspee* One incident frequently discussed in the committees' letters was that of the *Gaspee*, a British customs ship that had caught several smugglers. In 1772, it ran aground off the shore of Rhode Island. Seizing their

opportunity to destroy the hated vessel, a group of colonists disguised as American Indians ordered the British crew ashore and then set fire to the ship. The British ordered a commission to investigate and bring guilty individuals to Britain for trial.

Boston Tea Party The colonists continued their refusal to buy British tea because the British insisted on their right to collect the tax. Hoping to help the British East India Company out of its financial problems, Parliament passed the Tea Act in 1773, which made the price of the company's tea—even with the tax included—cheaper than that of smuggled Dutch tea.

Many Americans refused to buy the cheaper tea because to do so would, in effect, recognize Parliament's right to tax the colonies. A shipment of the East India Company's tea arrived in Boston harbor, but there were no buyers. Before the royal governor could arrange to bring the tea ashore, a group of Bostonians disguised themselves as American Indians, boarded the British ships, and dumped 342 chests of tea into the harbor. Colonial reaction to this incident (December 1773) was mixed. While many applauded the Boston Tea Party as a justifiable defense of liberty, others thought the destruction of private property was far too radical.

Intolerable Acts

In Great Britain, news of the Boston Tea Party angered the king, Lord North, and members of Parliament. In retaliation, the British government enacted a series of punitive acts (the Coercive Acts), together with a separate act dealing with French Canada (the Quebec Act). The colonists were outraged by these various laws, which were given the epithet "Intolerable Acts."

The Coercive Acts (1774) There were four Coercive Acts, directed mainly at punishing the people of Boston and Massachusetts and bringing the dissidents under control.

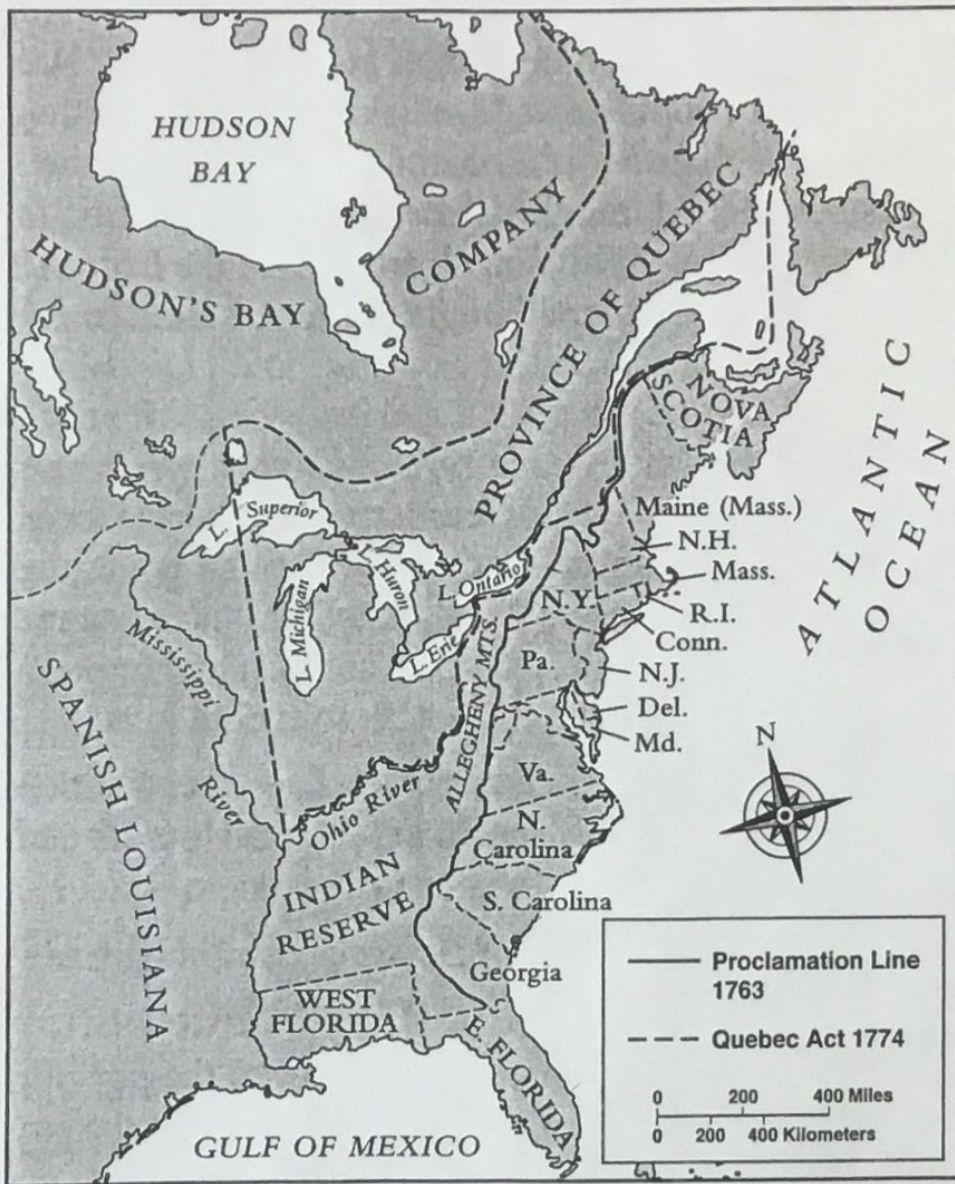
1. The Port Act closed the port of Boston, prohibiting trade in and out of the harbor until the destroyed tea was paid for.
2. The Massachusetts Government Act reduced the power of the Massachusetts legislature while increasing the power of the royal governor.
3. The Administration of Justice Act allowed royal officials accused of crimes to be tried in Great Britain instead of in the colonies.
4. A fourth law expanded the Quartering Act to enable British troops to be quartered in private homes. It applied to all colonies.

Quebec Act (1774) When it passed the Coercive Acts, the British government also passed a law organizing the Canadian lands gained from France. This plan was accepted by most French Canadians, but it was resented by many in the 13 colonies. The Quebec Act established Roman Catholicism as the official religion of Quebec, set up a government without a representative assembly, and extended Quebec's boundary to the Ohio River.

The colonists viewed the Quebec Act as a direct attack on the American colonies because it took away lands that they claimed along the Ohio River. They also feared that the British would attempt to enact similar laws in America to take away their representative government. The predominantly Protestant Americans also resented the recognition given to Catholicism.

Philosophical Foundations of the American Revolution

BRITISH COLONIES: PROCLAMATION LINE OF 1763 AND QUEBEC ACT OF 1774



For Americans, especially those who were in positions of leadership, there was a long tradition of loyalty to the king and Great Britain. As the differences between them grew, many Americans tried to justify this changing relationship. As discussed in Chapter 3, the Enlightenment, particularly the writings of John Locke, had a profound influence on the colonies.

Enlightenment Ideas The era of the Enlightenment (see Chapter 3) was at its peak in the mid-18th century—the very years that future leaders of the American Revolution (Washington, Jefferson, Franklin, and Adams) were coming to maturity. Many Enlightenment thinkers in Europe and America were Deists, who believed that God had established natural laws in creating the universe, but that the role of divine intervention in human affairs was minimal. They believed in rationalism and trusted human reason to solve the many problems of life and society, and emphasized reason, science, and respect for humanity. Their political philosophy, derived from Locke and developed further by the French philosopher Jean-Jacques Rousseau, had a profound influence on educated Americans in the 1760s and 1770s—the decades of revolutionary thought and action that finally culminated in the American Revolution.

HISTORICAL PERSPECTIVES: WHY DID THE COLONIES REBEL?

Did America's break with Great Britain in the 18th century signify a true revolution with radical change, or was it simply the culmination of evolutionary changes in American life? For many years, the traditional view of the founding of America was that a revolution based on the ideas of the Enlightenment had fundamentally altered society.

During the 20th century, historians continued to debate whether American independence from Great Britain was revolutionary or evolutionary. At the start of the century, Progressive historians believed that the movement to end British dominance had provided an opportunity to radically change American society. A new nation was formed with a republican government based on federalism and stressing equality and the rights of the individual. The revolution was social as well as political.

During the second half of the 20th century, a different interpretation argued that American society had been more democratic and changed long before the war with Great Britain. Historian Bernard Bailyn has suggested that the changes that are viewed as revolutionary—representative government, expansion of the right to vote, and written constitutions—had all developed earlier, during the colonial period. According to this perspective, what was revolutionary or significant about the break from Great Britain was the recognition of an American philosophy based on liberty and democracy that would guide the nation.

KEY TERMS BY THEME

Colonial Unrest (NAT, POL)

Patrick Henry
Stamp Act Congress
Sons and Daughters of Liberty
John Dickinson;
“Letters From . . .”
Samuel Adams
James Otis
Massachusetts Circular Letter
Committees of Correspondence
Intolerable Acts

Rulers & Policies (WXT)

George III
Whigs
Parliament
salutary neglect
Lord Frederick North

American Indians (MIG)

Pontiac’s Rebellion
Proclamation of 1763

Empire (POL, GEO)

Seven Years’ War
(French and Indian War)
Albany Plan of Union (1754)
Edward Braddock
George Washington
Peace of Paris (1763)

Economic Policies (WOR)

Sugar Act (1764)
Quartering Act (1765)
Stamp Act (1765)
Declaratory Act (1766)
Townshend Acts (1767)
Writs of Assistance
Tea Act (1773)
Coercive Acts (1774)
—Port Act
—Massachusetts Government Act
—Administration of Justice Act
Quebec Act (1774)

Philosophy (CUL)

Enlightenment
Deism
Rationalism
John Locke
Jean-Jacques Rousseau

MULTIPLE-CHOICE QUESTIONS

Questions 1–3 refer to the excerpt below.

“We apprehend that as freemen and English subjects, we have an indisputable title to the same privileges and immunities with His Majesty’s other subjects who reside in the interior counties . . . , and therefore ought not to be excluded from an equal share with them in the very important privilege of legislation. . . . We cannot but observe with sorrow and indignation that some persons in this province are at pains to extenuate the barbarous cruelties practised by these savages on our murdered brethren and relatives . . . by this means the Indians have been taught to despise us as a weak and disunited people, and from this fatal source have arisen many of our calamities. . . . We humbly pray therefore that this grievance may be redressed.”

—The Paxton Boys, to the Pennsylvania Assembly, “A Remonstrance of Distressed and Bleeding Frontier Inhabitants,” 1764

1. The protests by the Paxton Boys occurred during a period when many colonists were objecting to British policies that were a result of the
 - (A) Albany Plan of Union
 - (B) Great Awakening
 - (C) Seven Years’ War
 - (D) Enlightenment
2. The concern expressed in this excerpt helps explain why the British passed the
 - (A) Peace of Paris
 - (B) Proclamation of 1763
 - (C) Quartering Act
 - (D) Port Act
3. Which of the following leaders from an earlier period represented a group in a similar situation as cited in this excerpt?
 - (A) Edmond Andros
 - (B) Nathaniel Bacon
 - (C) John Smith
 - (D) Roger Williams

Questions 4–6 refer to the excerpt below.

“It is inseparably essential to the freedom of a People, and the undoubted Right of Englishmen, that no taxes be imposed on them, but with their own Consent, given personally, or by their representatives. . . . That it is the indispensable duty of these colonies, to the best of sovereigns . . . to procure the repeal of the act for granting and applying certain stamp duties, of all clauses of any other acts of Parliament . . . for the restriction of American commerce.”

—Resolutions of the Stamp Act Congress, 1765

4. The resolution of the Stamp Act Congress expressed respect for which person or group?
 - (A) Colonial merchants
 - (B) The king
 - (C) Leaders in Parliament
 - (D) Residents of England

5. For the first time, the Stamp Act placed on the colonies a tax that was
 - (A) indirect
 - (B) direct
 - (C) to regulate trade
 - (D) to support a church

6. Which of the following was a direct British response to the colonial views expressed by the Stamp Act Congress?
 - (A) Quartering Act for British soldiers
 - (B) Sugar Act taxing luxuries
 - (C) Coercive Act closing the port of Boston
 - (D) Declaratory Act stating the right to tax

Questions 7–8 refer to the excerpt below.

“The unhappy disputes between Great Britain and her American colonies . . . have proceeded to lengths so dangerous and alarming as to excite just apprehensions in the minds of His Majesty’s faithful subjects of this colony. . . .

“It cannot admit of a doubt but that British subjects in America are entitled to the same rights and privileges as their fellow subjects possess in Britain; and therefore, that the power assumed by the British Parliament to bind America by their statutes in all cases whatsoever is unconstitutional, and the source of these unhappy differences. . . .

“To obtain a redress of these grievances, without which the people of America can neither be safe, free, nor happy, they are willing to undergo the great inconvenience that will be derived to them from stopping all imports whatsoever from Great Britain.”

—Instructions to the Virginia Delegates to the First Continental Congress, Williamsburg, 1774

7. Which of the following actions by the colonists is most similar to the one recommended in the excerpt above?
- (A) The Boston Massacre
 - (B) The Boston Tea Party
 - (C) The formation of the Committees of Correspondence
 - (D) The distribution of the Massachusetts Circular Letter
8. Which of the following is the underlying goal of the colonists in the excerpt?
- (A) Win political representation
 - (B) Declare independence
 - (C) Promote free trade
 - (D) Reduce the overall level of taxes

SHORT-ANSWER QUESTIONS

Use complete sentences; an outline or bulleted list alone is not acceptable.

Question 1. Answer (a), (b), and (c).

- (A) Briefly explain the British view of how the Seven Years' War fundamentally changed the relationship between Britain and its American colonies.
- (B) Briefly explain the colonial view as a result of the war.
- (C) Briefly describe an initial reaction taken as a result of the changing views by either the British or colonists.

Question 2 is based on the excerpts below.

“If the towns of Manchester and Birmingham, sending no representatives to Parliament, are notwithstanding there represented, why are not the cities of Albany and Boston equally represented in that Assembly? . . . Are they not Englishmen? Or are they only Englishmen when they solicit for protection, but not Englishmen when taxes are required to enable this country to protect them?”

—Soame Jenyns, member of the British Parliament, “The Objections to the Taxation of Our American Colonies Considered,” 1765

“That the petitioners have been long concerned in carrying on the trade between this country and the British colonies on the continent of North America; . . . From the nature of this trade, consisting of British manufactures exported and of the import of raw materials from America, many of them used in our manufactures and all of them tending to lessen our dependence on neighboring states, it must be deemed of the highest importance in the commercial system of this nation.”

—London Merchants Against the Stamp Act, 1766

2. Using the excerpts, answer (a), (b), and (c).

- (A) Briefly explain the main point in excerpt 1.
- (B) Briefly explain the main point in excerpt 2.
- (C) Briefly explain an action, in response to ONE of the two views expressed, taken by the British government from the period between 1763 and 1774.

Question 3 is based on the cartoon below.

The Colonies Reduced
Design'd & Engrav'd for the Political Register



Source: *Political Register*, London, 1767. Library of Congress

3. Using the cartoon, answer (a), (b), and (c). In the cartoon, the labels on the limbs are “Virg,” “Pensyl,” “New York,” and “New Eng.”
- (A) Explain the point of view reflected in the cartoon regarding ONE of the following.
- British colonial policies
 - efforts at colonial unity
 - Seven Years’ War
- (B) Explain how ONE element of the cartoon expresses the point of view you identified in Part A.
- (C) Explain how the point of view you identified in Part A helped to shape ONE particular colonial government action between 1607 and 1774.

Question 4. Answer (a), (b), and (c).

- (A) Briefly explain the reasons why the British issued the Proclamation of 1763.
- (B) Briefly explain why the colonists objected to the Proclamation.
- (C) Briefly explain how effective the Proclamation was.

THINK AS A HISTORIAN: QUESTIONS ABOUT COMPARISONS

Historians often compare events to highlight similarities and differences. They might compare two contemporary developments or two developments in different time periods. Which **THREE** of the questions or statements below would be best answered with an essay that emphasizes comparison?

1. How did Pontiac's Rebellion support the British argument for the Proclamation of 1763?
2. Explain how the Declaratory Act was a cause of the Boston Tea Party.
3. Describe the similarities between Patrick Henry and James Otis.
4. How was the relationship between the colonies and Great Britain before and after the Seven Years' War different?
5. Analyze differences between Bacon's Rebellion and the Stamp Act Congress.