

Toward Independence

Why was there an American Revolution?

PREVIEW

Think about the memo your teacher read from the principal about the new policy to charge students for photocopying. Answer these questions *on a separate sheet of paper*.

1. How did you feel when the memo was read? What were your feelings toward the principal, the volunteer fee collector, and your teacher? Explain.
2. Why did some students decide to pay for photocopying? Why did some not pay?
3. Why did this experience provoke such strong reactions?

READING NOTES

Social Studies Vocabulary

As you complete the Reading Notes, use these terms in your answers.

militia tyranny repeal boycott

Section 1

1. What powers did colonial governments have in the 18th century?

2. Which event of the French and Indian War do you think was the most significant? Why?

3. Why was the outcome of the war important for American colonists?

Section 2

1. From 1763 to 1765, the British Parliament and King George passed three laws that affected the colonists. Complete the table to explain these events.

Law	What did this law require colonists to do?	How did some colonists protest this law?	How did the British government react to those protests?
Proclamation of 1763		Colonists argued in letters and articles that it was tyranny, an unjust use of government power.	
Stamp Act (1765)	Colonists had to buy a stamp for any paper they used, including newspapers and cards.		
Quartering Act (1765)			

2. What do you think is the best argument for and against each of these laws?

Law	For	Against
Proclamation of 1763		
Stamp Act (1765)		
Quartering Act (1765)		

Section 4

1. Draw a Patriot's view and a Loyalist's view of how the Boston Massacre began.

Patriot	Loyalist

2. What role did John Adams play after the Boston Massacre and why?

Section 5

1. Rewrite this sentence to make it correct: *The Boston Massacre and the repeal of taxes under the Townshend Acts began huge protests across the colonies.*

2. Give one argument in favor of the Tea Act and one argument against the Tea Act.

3. Write a newspaper headline about the Boston Tea Party from the points of view of a Loyalist and a Patriot. Explain your headlines.

✦ The Loyalist Times ✦

★ The Patriot Press ★

Section 6

1. How did King George’s feelings toward the colonies change after the Boston Tea Party?

2. Complete the table by recording three actions of the Intolerable Acts. Then take the point of view of a colonist and describe how each action might have hurt you.

Actions of the Intolerable Acts	How This Might Have Hurt You
More soldiers were sent to Boston to make sure colonists followed the laws.	

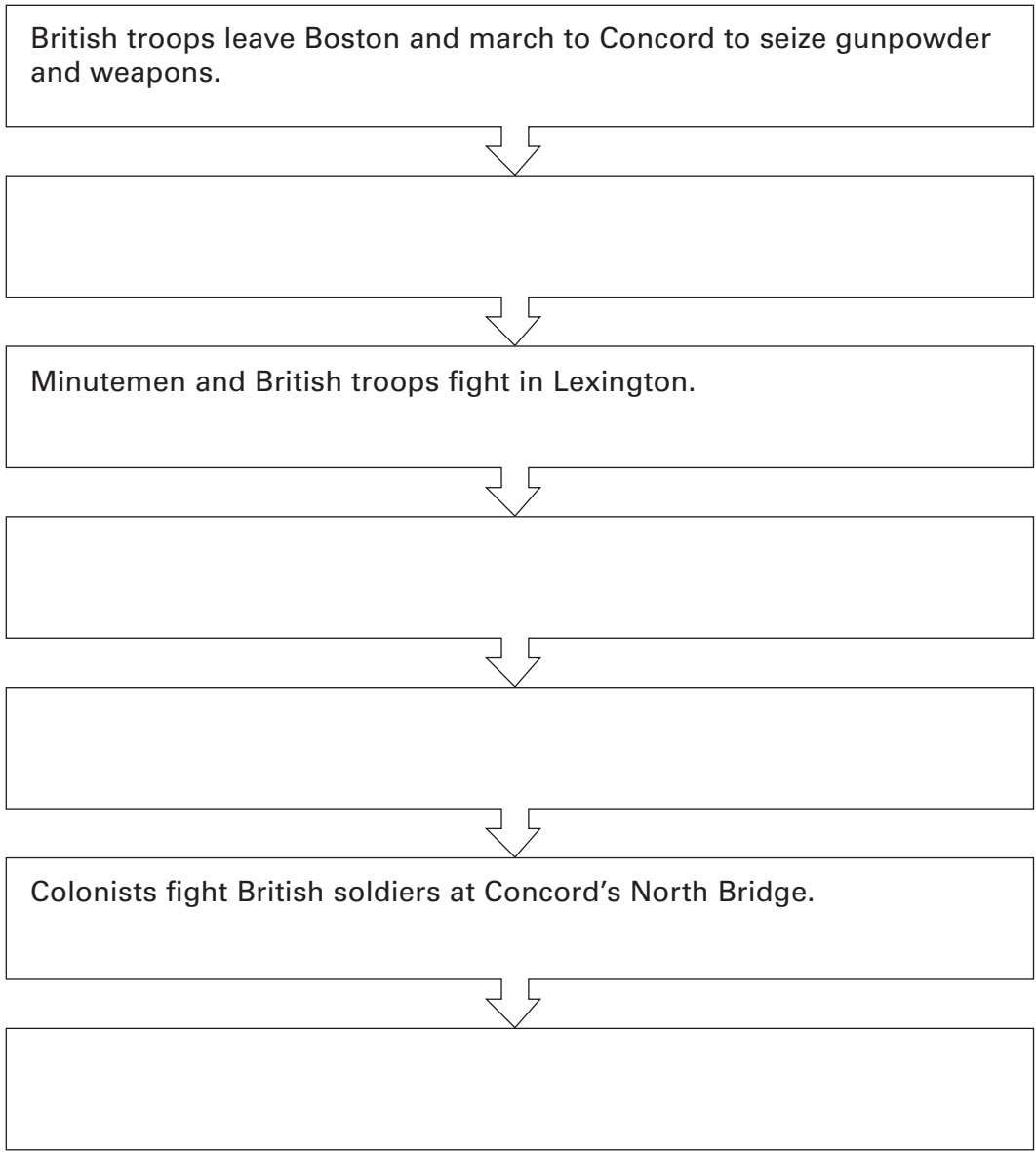
3. The colonists took several actions to oppose the Intolerable Acts. Which action do you agree with the most and why?

4. What new idea did Patrick Henry bring to the First Continental Congress?

5. What decisions did the First Continental Congress make?

Section 7

Complete the flowchart of key events of the battles at Lexington and Concord.



P R O C E S S I N G

Create a pamphlet to persuade colonists to rebel against or remain loyal to the British government. You may choose to express your historical figure's opinion or your own. Fold a sheet of paper into thirds to make your pamphlet. Your pamphlet should have:

- an eye-catching title.
- two or three colorful illustrations.
- two paragraphs explaining your position for rebellion or loyalty, supported with reasons and examples.

READING FURTHER

Preparing to Write: Describing a Hero

With his poem “Paul Revere’s Ride,” Henry Wadsworth Longfellow made Paul Revere an American hero. Longfellow used words to create his hero. Below is the last verse of the poem. Underline words that might make Paul Revere seem like a hero to readers.

*So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm—
A cry of defiance and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!
For borne on the night-wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoof-beats of that steed
And the midnight message of Paul Revere.*

What is your definition of a hero?

By your definition, who is someone in your community that you consider to be a hero?

List three reasons why this person is a hero in your eyes.

Write five words or phrases that describe your hero and his or her actions.

Writing a Descriptive Paragraph

Write a clear, descriptive paragraph about your hero. Your paragraph should convince a reader that this person has the qualities of a hero.

Use this rubric to evaluate your paragraph. Make changes in your paragraph if you need to.

Score	Description
3	Paragraph presents convincing detail on heroism. It uses a variety of descriptive words and phrases. It is well constructed with a topic sentence, supporting details, and a conclusion. There are no spelling or grammar errors.
2	Paragraph presents convincing detail on heroism. It uses some descriptive words and phrases. It has a topic sentence, supporting details, and a conclusion. There are some spelling or grammar errors.
1	Paragraph does not present convincing detail on heroism. It has few descriptive words and phrases. It lacks a topic sentence, supporting details, or a conclusion. There are many spelling and grammar errors.