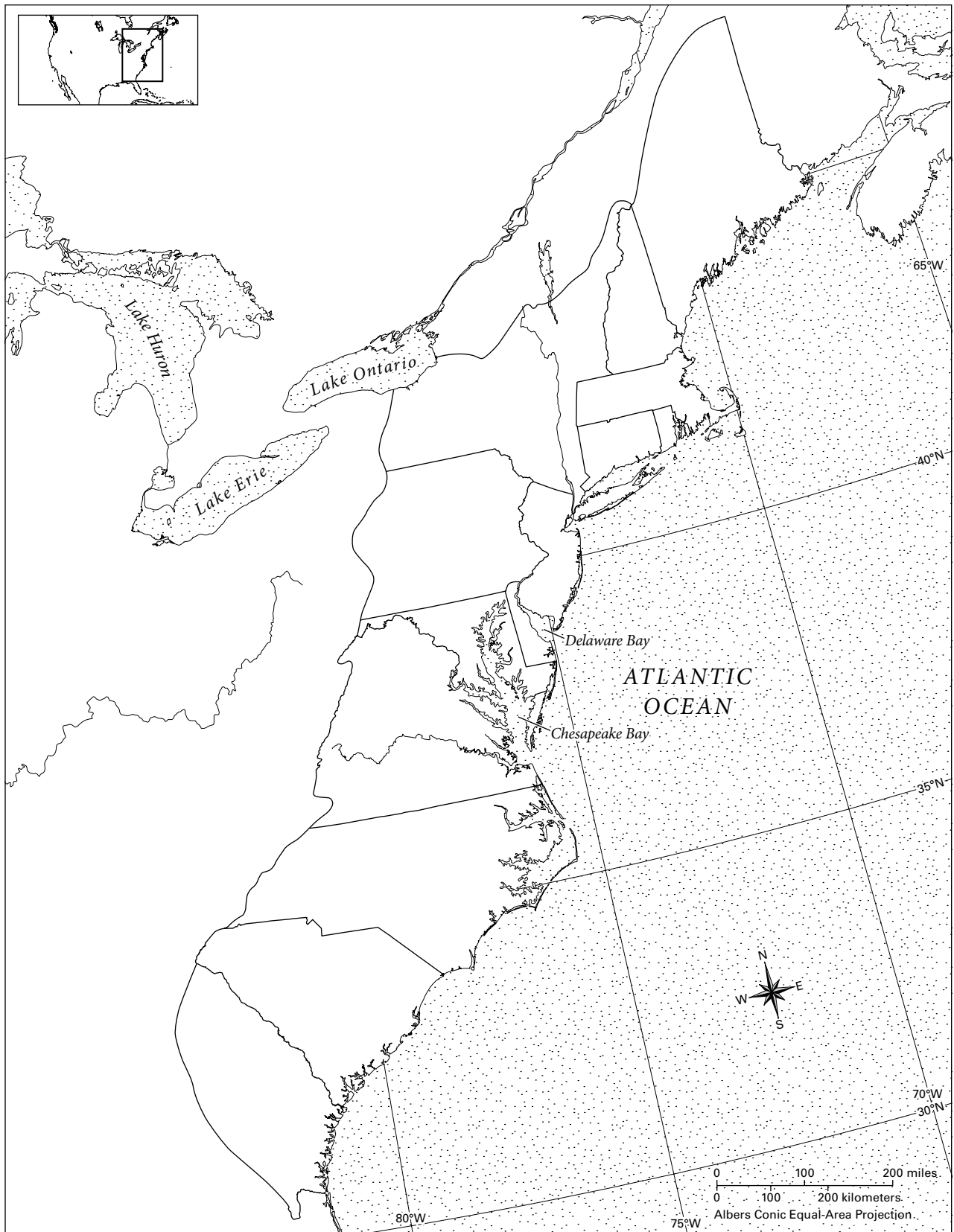


## The Thirteen Colonies



**Geography Skills**

Analyze the maps in “Setting the Stage”. Then answer the following questions and fill out the map as directed.

1. Label each colony on the map. Also add and label the colonies’ largest cities: Boston, New York, Philadelphia, and Charleston. What do the locations of all four cities have in common?
2. Draw and label the Appalachian Mountains on your map. How many colonists per square mile lived across most of this region?
3. Circle the region where the most colonists lived. What cities does this region include?
4. Shade in the colonies that had large populations of Loyalists. Which of the three main colonial regions had the fewest Loyalists?
5. Based on your map, in which colonies do you predict the goal of independence would have been strongest? Use information from your map to explain why.
6. Label Lake Champlain and the Hudson River. Also add and label Albany. If British armies in Canada and New York City wanted to divide New England from the rest of the colonies, how could they have used the physical geography of this region to carry out this strategy?

**Critical Thinking**

Answer the following questions in complete sentences.

7. Look at the population density map in your book. How does the amount of settlement along the coast of the 13 colonies compare to the amount of settlement farther inland? What is one possible reason for this?
  
  
  
  
  
  
  
  
  
  
8. During the first phase of the American Revolution, most major battles took place near the cities of Boston, New York, and Philadelphia. Why would controlling this region have been an important goal for both sides in the war?
  
  
  
  
  
  
  
  
  
  
9. After years of fighting in the New England and Middle Colonies, British forces invaded Georgia and South Carolina. Based on your map and the maps in your book, why might the British have believed they could conquer this region?

# Toward Independence

***When is it necessary for citizens to rebel against their government?***

## 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

### Key Content Terms

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

militia                  tyranny                  repeal                  boycott

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### Section 2

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 3**

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

| <b>Law</b>            | <b>What did this law require colonists to do?</b>                                     | <b>How did some colonists protest this law?</b>                                                  | <b>How did the British government react to those protests?</b> |
|-----------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| 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?

**Proclamation of 1763**

For:

Against:

**Stamp Act**

For:

Against:

**Quartering Act**

For: The soldiers are here to protect the colonies from foreign attack, so colonists should help pay for them!

Against:



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

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**Section 6**

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** ★

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**Section 7**

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 might this 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 two actions do you agree with the most and why?

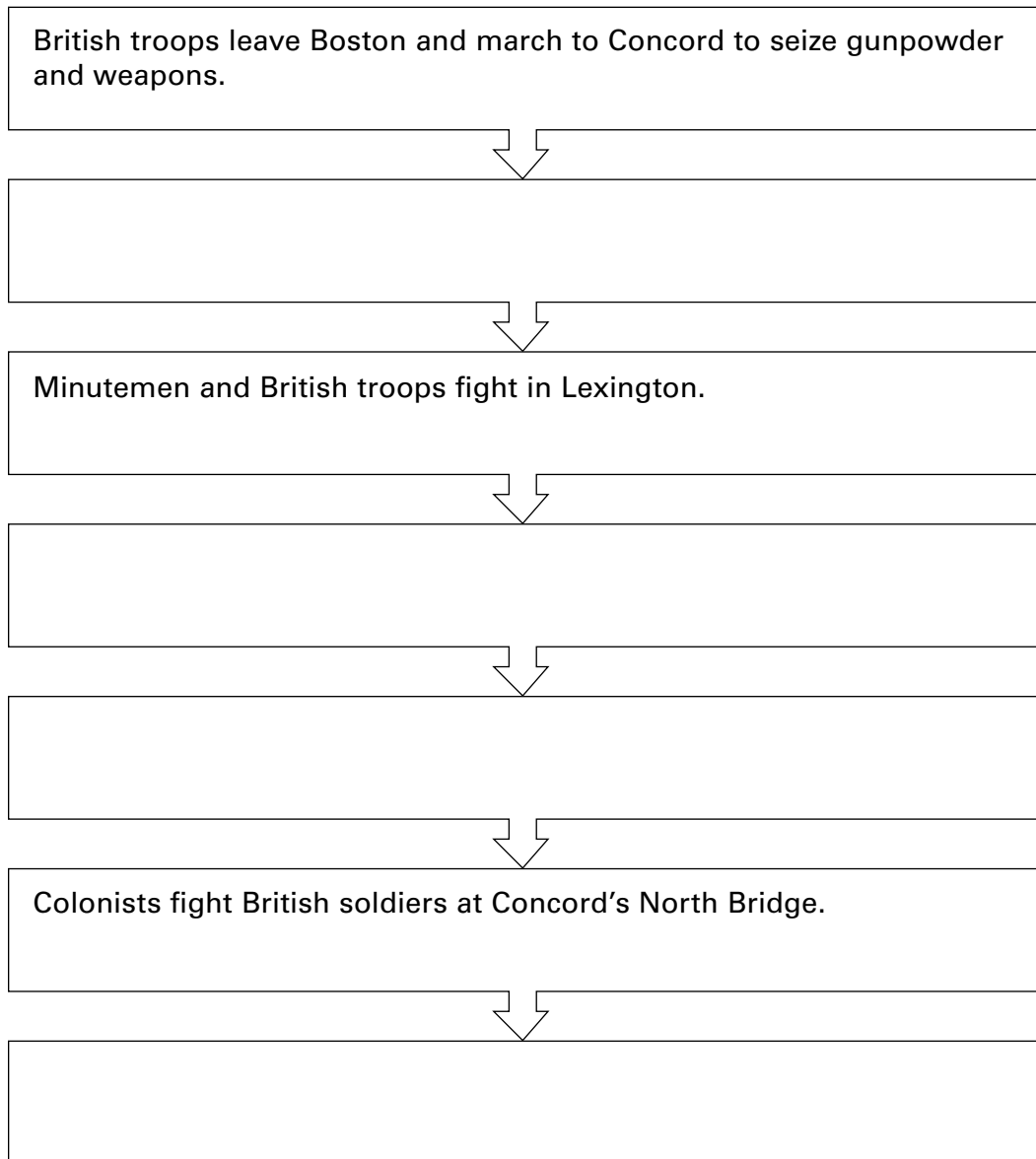
4. What new idea did Patrick Henry bring to the First Continental Congress?

5. What decisions did the First Continental Congress make?



**Section 8**

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

## 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.                    |