

Unit Objectives and Vocabulary

Protesting, Revolution & Independence

- 1. Understand the impact of the French and Indian War on American Independence.** What groups were fighting in the French and Indian War and why was each group fighting? What side were the American colonists on and why? What region of North America was being fought over? Who won the war and what did they get as a result of this victory? What did the colonists expect would happen after the War? Why did England want the colonies to pay for the war and explain why this request made perfect sense to the English Parliament? Why were the colonists so upset by this idea? Why did the English government issue the Proclamation of 1763? Why did this decision anger the colonists? (A.J. pgs. 134-138)
- 2. ‘No Taxation without Representation’.** On the back of your OBJ sheet, describe each of the key elements of a successful protest. Explain why a protest will likely fail if it is missing one or more of these key elements. Is it better to protest legally or illegally? Explain. Why is rioting the least effective method of protesting? Who had traditionally passed tax laws for the colonies? Which part of the British government began to pass tax laws for the colonies and why did this new taxation policy anger the colonies? Give at least two specific examples of taxes that upset colonists. Describe three specific methods used by colonists to protest against English laws and taxes. (protesting notes, A.J. pgs. 135-141)
- 3. What led to ‘The Shot Heard ‘round the World’?** Give two examples of how the people of Boston caused trouble for the British. Was the Boston Massacre really a massacre? Explain. What laws were passed by the British to punish Boston for their little tea party? Why did England feel these laws (the Coercive Acts) were fair? How did Boston and the other 12 colonies respond to these laws that they felt were “Intolerable Acts”? Why were the British regulars going to Concord? What type of colonist met the British? In what two battles, that neither side planned or wanted, became the start of the revolution? After initially running away, how did the Americans fight back and kill so many redcoats? Why did these events become known as the “shot heard ‘round the world”? (A.J. pgs. 135-141)
- 4. Examples of how the how the pen is mightier than the sword.** Explain how *Common Sense* influenced Americans to fight against England. Describe three arguments Locke used to convince Americans that independence was “common sense”. What role did the Continental Congress play during the Revolutionary War? Who the heck was John Locke and how did this dead Englishman influence the ideas in the colonies and the Declaration? Who was responsible for writing the Declaration? List the four (4) parts of the Declaration of Independence. What rights does the Declaration of Independence say are “Natural Rights” guaranteed to all men (people)? What does the Declaration of Independence say should happen to a government that does not protect a peoples’ natural rights? Why was the Declaration written (see preamble)? Who was the Declaration written for (who was supposed to read it)? What is the significance of July 4th? What happened to various members of this group during and after the war? (A.J. pgs. 149-152, 164-167, 219-225/*Declaration of Independence, Common Sense and 56 Risk Takers handouts*)
- 5. Examine the differences between the British and American armies.** Who was chosen to lead the American army and why was he selected? Why did the Americans consistently lose battles during the first year of the war? Why was the Continental Army in danger of “disappearing” by the end of 1776? Name the foreign soldiers who were paid to fight for the British. Explain the significance of the Battle of Trenton. On which side did Native Americans fight and why? Describe the American advantages and disadvantages during the war. What branch of military did the British have that the Americans did not and explain how this advantage helped the British during the war? How was this war “personal” for those involved? (A.J. Ch. 2 pgs. 150-159/*Kentucky Rifle handout*)
- 6. Outline major reasons for the American defeat of the mighty English empire.** Explain why guerrilla warfare tactics were used by the Americans to fight and survive. Where all colonists in support of independence? Explain why or why not. Describe the English advantages and disadvantages during the War. What were some advantages a Kentucky rifle had over an English musket? Which European countries decided to help the Americans and why? What did this country provide that helped the colonies? What was the significance of the Battle of Saratoga? What was the significance of the Battle of Yorktown? Why did the English decide to stop fighting? What did the colonies “win” from the war? (A.J. Ch. 2 pgs. 139-168)

Vocabulary – Use the glossary and write a brief description / definition for each vocabulary term.

Parliament –

Sons of Liberty –

militia –

tyranny –

Loyalist / “Tory” –

treason —

propaganda –

Minutemen –

“Redcoats” / regulars –

Continental Congress –

natural rights –

social compact (contract) –

patriot -

alliance (allies) –

METHODS OF PROTESTING (briefly describe how each works) and note whether it is LEGAL or ILLEGAL

Boycott-

Sit-in -

Rally –

Walk-out –

Strike –

Petition —

Destruction of Property –

Intimidation and Violence –

Riot —

CREATE A PROTEST SLOGAN – write a short, catchy phrase that captures the frustrations of American colonists – DO NOT recycle or reuse “No Taxation Without Representation”!

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