

Name: _____



Interactive Reading Notepad

Lesson 3.3 Taking Up Arms

Key Terms

Intolerable Acts

Quebec Act

First Continental Congress

Militia

Minutemen

Olive Branch Petition

Continental Army

Patriots

Loyalists

Blockade

Mercenaries

Thomas Jefferson

Civil Disobedience

Academic Vocabulary

bypass: to avoid by going around

scorned: rejected or dismissed as unworthy of respect

enlist: to enroll oneself in the armed forces

(Things we *SHOULD KNOW* by the end of our discussions...
YOU DO NOT HAVE TO ANSWER THESE. 😊)

Lesson Objectives

1. **Explain** how a dispute over tea led to further tension between the colonists and Great Britain.
2. **Describe** ways that the British Parliament punished the colonists for the Boston Tea Party.
3. **Explain** how fighting broke out in Massachusetts, including battles in Lexington and Concord and Bunker Hill.
4. **Explain** actions the First and Second Continental Congress enacted to address the crisis with Britain.
5. **Describe** the advantages and disadvantages of Britain and the colonists as the war began.

The Boston Tea Party: Text

1. **Cite Evidence** in the text that some colonial leaders viewed the Boston Tea Party as an important act of protest against the British government.

Name: _____

King George III Strikes Back at Boston: Text

2. **Summarize** Use the graphic organizer below to take notes about the Intolerable Acts. In the second column, sum up what each act said. In the third column, sum up why colonists were against the act.

Act	What It Said	Why Colonists Were Against It
1		
2		
3		
4		

The Battles of Lexington and Concord: Text

3. **Vocabulary: Analyze Word Choice** In his poem about the battle at Concord, Ralph Waldo Emerson writes that “embattled farmers stood, / And fired the shot heard ‘round the world.” What effect does Emerson produce by using the words “embattled farmers” rather than “soldiers” or “militia”? What does Emerson mean when he says the shot was “heard ‘round the world”?

The Fighting Continues: Text

4. **Identify Supporting Details** The text indicates that even after the battles at Lexington and Concord colonial leaders were of two minds about going to war, and many still hoped to avoid a final break with Britain. Give an example of an attempt to avoid war. Give an example of preparation for war.

Opposing Sides at War: Text

5. **Draw Conclusions** Both the British and the colonists had strengths and weaknesses as they entered war. As you read “Opposing Sides at War,” use the graphic organizer below to take notes about the two sides’ reasons for fighting, military preparedness, supply of arms, and knowledge of battlefield terrain. Then use your notes to draw conclusions about whether each factor was a colonial strength or weakness and why.

	British	Colonists	Colonial Strength or Weakness?
Reasons for Fighting	To defend the right of their government and its authority over the colonies	To defend themselves against an oppressive government; to defend their homes and families	Strength, because I believe people will fight harder to defend their homes and families
Troop Strength and Preparedness			
Ease/Speed of Communication Between Leaders and Commanders			
Familiarity with Battle Terrain			

Name: _____

The War Comes to Boston: Text

- 6. Draw Inferences** In what sense was the Battle of Bunker Hill a loss for the colonies? In what sense was it a win? Support your answer with details from the text.

Name: _____

Interactive Reading Notepad

Lesson 3.4 Declaring Independence

Key Terms

Traitor

Declaration of Independence

Preamble

Natural Rights

Unalienable Rights

Academic Vocabulary

allegiance: the loyalty owed by a subject to a monarch or a citizen to a government

impoverish: to make poor

ruffian: bully

resolution: a formal expression of opinion, will, or intent voted on by an official body or assembled group

redress: to set right; to remove the cause of a grievance or complaint

(Things we *SHOULD KNOW* by the end of our discussions...
YOU DO NOT HAVE TO ANSWER THESE. 😊)

Lesson Objectives

6. **Describe** the impact of Thomas Paine's pamphlet, *Common Sense*.
7. **Explain** the steps Congress took to declare independence.
8. **Summarize** the main ideas of the Declaration of Independence.

Thomas Paine's *Common Sense*: Text

7. **Draw Inferences** about *Common Sense*. How does the idea that honest common people are more important than kings help support the central argument that the colonies should be self-governing and independent? Use details from the text in your answer.

Choosing Independence: Text

8. **Cite Evidence** in the text that the men who signed the Declaration of Independence were risking their lives by doing so.

The Declaration of Independence: Text

9. **Analyze Structure** Think about the order of ideas in the Declaration of Independence. Why do the authors give reasons for breaking ties with the British government *before* stating the central idea that the colonies are now independent states?

Name: _____



Interactive Reading Notepad

Lesson 3.5 Winning Independence

Key Terms

Battle of Saratoga _____

Ally _____

Cavalry _____

Valley Forge _____

Guerrilla _____

Battle of Yorktown _____

Treaty of Paris _____

Ratify _____

Nathan Hale _____

Marquis de Lafayette _____

Friedrich von Steuben _____

John Paul Jones _____

Academic Vocabulary

campaign: a connected series of military operations forming a distinct phase of a war
morale: the psychological or emotional state of a person or group toward a task or goal
volley: a simultaneous discharge of a number of weapons

(Things we *SHOULD KNOW* by the end of our discussions...
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Lesson Objectives

- 9. **Describe** the war in the middle states, including how the battles at Trenton and Saratoga marked turning points.
- 10. **Describe** the roles of women and African Americans in the war.
- 11. **Explain** how the war was fought on the western frontier and at sea.
- 12. **Describe** the war in the south, including the American victory at Yorktown.
- 13. **Summarize** the reasons why the Americans won the war.

Early Challenges for the Continental Army: Text

10. **Compare and Contrast** Use details in the text to describe major differences between Washington’s military forces and Howe’s military forces at the beginning of the Revolutionary War. Which difference do you think is the most significant in explaining Washington’s defeats and why?

Name: _____

The Tide Turns for the Americans: Text

11. Identify Supporting Details The text states that “even before European nations agreed to help the United States, individual volunteers had been coming from Europe to join the American cause.” Give examples of these volunteers and briefly describe their contributions.

Winter at Valley Forge: Text

12. Compare and Contrast the description of the winter of 1777–1778 that is given in the second paragraph of “Winter at Valley Forge” with the description given in the diary excerpt. How are the descriptions similar and different?

Women Contribute to the War Effort: Text

13. Classify Women’s contributions to the Revolutionary War effort were mainly traditional “women’s work.” However, women also took on some roles traditionally filled by men. As you read “Women Contribute to the War Effort,” note contributions made by women, and classify the contributions as either traditional or nontraditional.

Traditional	Nontraditional

African Americans in the War: Text

14. Cite Evidence in the text that a sizable number of African Americans served in the colonial forces and filled a variety of roles.

Native Americans and the Spanish Choose Sides: Text

15. Identify Cause and Effect More Native Americans sided with the British than with the colonists during the Revolutionary War. How did Native Americans’ past experiences with the colonists and the British probably influence their decisions about whom to support? Use details from the text in your answer.

Fighting for Independence in the Southern Colonies and at Sea: Text

16. Determine Central Ideas What was the British navy’s main strategy against the Americans, and why was it so effective?

Name: _____

A Decisive Win Brings the War to a Close: Text

17. Draw Inferences According to the text, Britain was “eager to end the war.” Why do you think Britain wanted to end the war quickly? Use details from the text in your answer.

Explaining the American Victory: Text

18. Identify Cause and Effect As you read “Explaining the American Victory,” use the graphic organizer below to explain how the Americans achieved a victory over Britain.

