

Guided Reading & Analysis: The American Revolution and Confederation, 1774-1787
Chapter 5: The American Revolution and Confederation, pp 43-104

Reading Assignment:

Ch. 5 (AMSCO) or other resource for content corresponding to Period 3.

Purpose:

This guide is not only a place to record notes as you read, but also to provide a place and structure for reflection and analysis using higher level thinking skills with new knowledge gained from the reading.

Basic Directions:

1. **Pre-Read:** Read the prompts/questions within this guide before you read the chapter.
2. **Scan:** Flip through the chapter and note the title and subtitle. Look at images and their captions. Get a feel for the content you are about to read.
3. **Read/Analyze:** Read the chapter. Remember, the goal is not to "fill" for a specific answer to reading guide questions, but to develop *general* ideas in order to critically understand what you read.
4. **Write:** Write your notes and analysis in the spaces provided.



Image courtesy of Mrs. Ryan Davidson, 2011

Key Concepts FOR PERIOD 3:

Key Concept 3.1: British attempts to assert tighter control over the North American colonies and the colonial reaction to protest self-government led to a colonial independence movement and the Revolutionary War.

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

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

Guided Reading, pp 85-95

As you read the chapter, add your notes in the middle column. Consider your notes to be elaborations on the Objectives and Main Ideas presented in the left column. When you finish the section, analyze what you read by answering the questions in the right hand column.

1. The First Continental Congress p. 85-86

Key Concepts & Main Ideas	Notes	Analysis
British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity.	Significance of the Intolerable Acts . . . - Intensified the conflict between Britain and colonists - Most Americans reached the conclusion that only rebellion was to prevent loss to Britain - The First Continental Congress - purpose was to respond to Britain's demands however, most Americans had no desire for independence and wanted to protect guaranteed rights/privileges of rights and restore relationship with crown like it was before the seven years war - All states sent delegates, except GA, to the convention in Philly 1774 - The Delegates - Diverse group whose views ranged from radical to conservative - Radicals = Patrick Henry (VA), Samuel Adams & John Adams (Mass.) Moderates were George Washington (PA) and John Dickinson (DE). Conservatives were John Jay (NY) and Joseph Galloway (PA). group not represented = Virginia - Actions of the Congress - Delegates voted to issue a declaration which intended to change British policy without offending colonists and conservatives - Congress proposed a plan for Albany Union (1774) that would have united colonies with Parliament and French-Indians, making colonies that instead of colonized subjects (British-Indian), instead the colonies were equal of Indians who and the colonies to resist them by making military prep and support - Passed Declaration of Rights and Colonies (ought long to possess natural rights and economic and political rights, recognized Parliament's authority to regulate commerce, declared all colonial matters were unconstitutional, they would resist taxes	Summarize the purpose of the First Continental Congress. The purpose of the First Continental Congress was for the colonies to unite and respond to the Intolerable acts the British had enforced. They were to decide how to handle the British threat to colonial rights. What was the most significant act of this Congress? Define your answer. The most significant act of this Congress was declaring the repeal of the Intolerable act because this act led to the American Revolution.

Us History Chapter Reading Guide Answers

JA Banks



Us History Chapter Reading Guide Answers:

Study Guide for Problems in American History Lena A. Ely, Edith King, Martin James Stormzand, 1926 **American Literature (Teacher Guide)** Dr. James Stobaugh, 2012-12-12 The vital resource for grading all assignments from the American Literature course including options to help personalize the coursework for the individual student to develop Essay writing skills Higher ACT SAT scores Solid worldviews and Strong vocabulary **AP U.S. History 2017-2018** Krista Dornbush, 2017-02-07 4 realistic practice tests 1 full length diagnostic test **CliffsNotes AP U. S. History Cram Plan** Melissa Young (Historian), Joy Mondragon-Gilmore, 2018-10-09 CliffsNotes AP U S History Cram Plan gives you a study plan leading up to your AP exam no matter if you have two months one month or even one week left to review before the exam This new edition of CliffsNotes AP U S History Cram Plan calendarizes a study plan for the 489 000 AP U S History test takers depending on how much time they have left before they take the May exam Features of this plan to ace the exam product include 2 months study calendar and 1 month study calendar Diagnostic exam that helps test takers pinpoint strengths and weaknesses Subject reviews that include test tips and chapter end quizzes Full length model practice exam with answers and explanations **Content Area Reading and Learning** Diane Lapp, James Flood, Nancy Farnan, 2005-04-11 How can teachers make content area learning more accessible to their students This text addresses instructional issues and provides a wealth of classroom strategies to help all middle and secondary teachers effectively enable their students to develop both content concepts and strategies for continued learning The goal is to help teachers model through excellent instruction the importance of lifelong content area learning This working textbook provides students maximum interaction with the information strategies and examples presented in each chapter Content Area Reading and Learning Instructional Strategies Third Edition is organized around five themes Content Area Reading An Overview The Teacher and the Text The Students The Instructional Program School Culture and Environment in Middle and High School Classrooms Pedagogical features Each chapter includes a graphic organizer a chapter overview a Think Before Reading Activity one or more Think While Reading Activities and a Think After Reading Activity The activities present questions and scenarios designed to integrate students previous knowledge and experience with their new learnings about issues related to content area reading literacy and learning and to serve as catalysts for thinking and discussions New in the Third Edition The latest information on literacy strategies in every content area Research based strategies for teaching students to read informational texts Up to date information for differentiating instruction for English speaking and non English speaking students An examination of youth culture and the role it plays in student learning A look at authentic learning in contexts related to the world of work Ways of using technology and media literacy to support content learning Suggestions for using writing in every content area to enhance student learning Ideas for using multiple texts for learning content A focus on the assessment instruction connection Strategies for engaging and motivating students Content Area Reading and Learning Instructional Strategies

Third Edition is intended as a primary text for courses on middle and high school content area literacy and learning

Classroom Strategies for Interactive Learning Doug Buehl, 2017 Educators across content areas have turned to Classroom Strategies for Interactive Learning for almost two decades This fully updated fourth edition delivers rich practical research based strategies that readers have found invaluable in the context of today s classrooms Doug has written all new chapters that focus on the instructional shifts taking place as the Common Core State Standards are implemented across the United States These introductory chapters will help you do the following Understand the research base for comprehension strategies in content classrooms Learn how to tap into students background knowledge to enhance comprehension of complex texts and build new knowledge Show learners how to question a text Teach reading and thinking through a disciplinary lens At the heart of this edition are more than forty classroom strategies with variations and strategy indexes that identify the instructional focus of each strategy pinpoint the text frames in play as students read and learn and correlate students comprehension processes across the phases of strategy implementation In addition each strategy is cross referenced with the Common Core s reading writing speaking listening and language standards *Resources in Education* ,1997-05 **Research in Education** ,1971 Naval Training Bulletin ,1948 RTI and the Adolescent Reader William G. Brozo, 2015-04-25 This accessible guide defines RTI and explains why and how it is considered a viable intervention model for adolescent readers Drawn from real secondary school cases demonstrating tiered interventions the text includes evidence based strategies discussion questions for each case study and prompts that foster critical thinking and the application of chapter ideas *Literacy for Learning* Gregory Berry, 2013-12-24 Literacy for Learning A Handbook of Teaching Strategies for Middle and High School Teachers is a collection of proven effective teaching strategies to promote content area literacy and help teachers incorporate literacy learning as a means of improving learning in all subject areas The book presents a concise overview of content area literacy research and a rationale for teachers in all subject areas Those who teach or are about to teach middle and high school students will find a variety of engaging strategies for improving student comprehension and retention of content material Numerous examples of how the strategies can be used across the curriculum are included 122 strategies in all are included plus tips and suggestions for their use This valuable handy and easy to use resource contains strategies for teaching reading writing and vocabulary Each section contains numerous strategies for use across the curriculum An additional section focuses on ways to incorporate technology and multi media resources into teaching to promote learning Each strategy presented includes learning objectives Common Core State Standards connections a concise overview and simple easy to follow instructions for implementing the strategies Teachers can pick up this book and immediately begin using the strategies in their own classrooms With the implementation of Common Core State Standards it will become more important than ever for every teacher to be a literacy teacher This book should find widespread acceptance as a handy tool to help all teachers achieve this goal **The American People** Gary B.

Nash,2001 Emphasizing social history especially as it applies to discussions of race class and gender The American People 5 e presents the lives and experiences of all Americans all national origins and cultural backgrounds at all levels of society and in all regions of the country The narrative integrates discussion of public events such as presidential elections wars and reform movements with the private stories of ordinary Americans who participated in and responded to these events As it unfolds the drama of American history The American People highlights the political social economic technological religious cultural and intellectual events that have shaped American society Appropriate for anyone with an interest in American history and the Social history of the United States Previous ISBNs Single Volume Edition 0 673 98575 X *U.S. Naval Training Bulletin* ,1949

Monthly Bulletin St. Louis Public Library,1919 Teachers bulletin vol 4 issued as part of v 23 no 9
5 Steps to a 5 AP US History, 2012-2013 Edition Stephen Armstrong,2011-05-16 A Perfect Plan for the Perfect Score We want you to succeed on your AP exam That s why we ve created this 5 step plan to help you study more effectively use your preparation time wisely and get your best score This easy to follow guide offers you a complete review of your AP course strategies to give you the edge on test day and plenty of practice with AP style test questions You ll sharpen your subject knowledge strengthen your thinking skills and build your test taking confidence with Full length practice exams modeled on the real test All the terms and concepts you need to know to get your best score Your choice of three customized study schedules so you can pick the one that meets your needs The 5 Step Plan helps you get the most out of your study time Step 1 Set Up Your Study Program Step 2 Determine Your Readiness Step 3 Develop the Strategies Step 4 Review the Knowledge Step 5 Build Your Confidence Topics include The Settling of the Western Hemisphere and Colonial America The British Empire in America Growth and Conflict Resistance Rebellion and Revolution The American Revolution and the New Nation The Establishment of the New Political Systems The Jeffersonian Revolution The Rise of Manufacturing and the Age of Jackson The Union Expanded and Challenged The Union Divided The Civil War The Era of Reconstruction Western Expansion and Its Impact on the American Character America Transformed into the Industrial Giant of the World The Rise of American Imperialism The Progressive Era The United States and World War I The Beginning of Modern America The Great Depression and the New Deal World War II The Origins of the Cold War Prosperity and Anxiety America in an Era of Turmoil Decline and Rebirth Prosperity and a New World Order The Threat of Terrorism and the Increase of Presidential Power Contemporary America Evaluating the Big Themes of American History *The Quartermaster Review* ,1925 Normal Instructor and Teachers World ,1924 Monthly Bulletin. New Series St. Louis Public Library,1918 **Exploring Vacation and Etiquette Themes in Social Studies**

Cynthia Williams Resor,2017-03-08 This book introduces a thematic approach to social history that connects the past to the daily lives of students Historical overviews of vacation and manners spanning from the ancient world to twentieth century United States provide detailed context for the teacher emphasize issues related to social class sex and gender and popular culture and examine the methods of social historians Four unique primary source

sets reading guides and essential compelling questions for students are provided that encourage inquiry learning and the development of critical literacy skills aligned with the Common Core Standards for Literacy and the College Career and Civic Life C3 Framework for Social Studies State Standards Each themed chapter includes suggestions for extending each theme to current events the local community through placed based education and across content areas for interdisciplinary instruction The final chapter provides guidance on how to research additional historical themes locate relevant primary sources and prepare themed lessons and units **Our World History** Cyril Edwin Black,1962

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