

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 entirety to reading guide questions, but to consider questions 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 infringements 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 list of resolutions 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-Canadians, making colonies that instead of colonized British (France/GA), called for immediate repeal of Intolerable Acts and for colonies to meet them by sending military prep and supplies - Passed Declaration of Rights and Grievances (ought long to possess natural rights and economic and political rights, recognized Parliament's authority to regulate commerce, Disband of colonial militia was unnecessary, they would not open	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 endorsing the repeal of the Intolerable Act because this act led to the American Revolution.

Us History Guided Reading Chapter 26 Answers

Albert Francis Conant



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America: History of Our Nation Adapted Interactive Reading and Notetaking Study Guide 2007c Jim Davidson, Michael B. Staff, Prentice Hall Direct Education Staff, 2005-08 This edition was developed specifically for courses covering up to the Civil War or Reconstruction The text can also be used for the first part of a two year American history course The Bedford Guide for College Writers with Reader, Research Manual, and Handbook X. J. Kennedy, Dorothy M. Kennedy, Marcia F. Muth, 2011-01-06 With its process oriented rhetoric provocative thematic reader up to date research manual and comprehensive handbook The Bedford Guide for College Writers gives your students the tools they need to succeed as writers all in one book Each of the book's four main components has been carefully developed to provide an engaging well coordinated guide for student writers This edition's new more open design and sharper focus on active learning do even more to help students develop transferable skills The Bedford Guide for College Writers prepares students to be the confident resourceful and independent writers they will need to be Leader's Guide for Primary Source Readings in Catholic Church History Michael Greene, 2005-04 Primary Source Readings in Catholic Church History is designed to accompany Catholic Church history textbooks but may be used with any course It is a collection of significant primary sources through the Church's history Thirty chapters include select documents along with commentary on who wrote them and why how each document is significant to its time and why it has endured as an important writing in Church history The following are some of the historical writers included in this book Saint Perpetua Saint Augustine Pope Saint Gregory Saint Catherine of Siena Martin Luther Saint Theresa of Avila Saint Francis Junipero Serra Dorothy Day Second Vatican Council The teaching manual for Primary Source Readings in Catholic Church History offers teachers guidance on why and how to use primary sources It also includes review questions in depth questions with instructions for teachers take home activities and homework extenders well developed classroom activities World History: Patterns of Interaction McDougal-Littell Publishing Staff, 2004-03 *Foundations of Mental Health Care - E-Book* Michelle Morrison-Valfre, 2012-10-01 Increase your awareness and understanding of a holistic view of mental health care with this book for nurses and other health care professionals Each chapter covers a specific psychological or psychosocial problem as well as the most current interventions and treatments This edition features full color illustrations updated drug information and a chapter on complementary and alternative therapies in addition to more case studies to help you apply the content to real life This solid background in mental health is just what you need to work comfortably with clients who exhibit both effective and maladaptive behaviors Multidisciplinary care plans for sample clients show how members of the health care team work together Client specific case studies highlight particular mental disorders and help you apply chapter content to real life situations Think About boxes throughout the text strengthen your critical thinking skills UNIQUE Drug Alert boxes highlight what you need to know about a wide range of specific psychotherapeutic medications UNIQUE Standard LPN full color design and Content Threads point

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Physics, the Human Adventure Gerald James Holton, Stephen G. Brush, 2001 Of Some Trigonometric Relations Vector Algebra The United States Catalog Mary Burnham, Carol Hurd, 1928 AP U.S. History Prep Jonathan Chu, Warren Hierl, Louisa Moffitt, Bill Shelton, 2020-04-07 You've studied the history but are you ready for the test The AP U S History exam is notoriously tough This Wiley Prep guide will help you maximize your score and earn the college credits you've been working for all year AP U S History Prep explains exactly how your test responses will be scored You'll also learn strategies for answering multiple choice questions as quickly and accurately as possible even if you aren't sure of the answers When you sit down on test day you'll feel confident and calm so you can do your absolute best Inside AP U S History Prep you'll find two full length practice exams so you can get a feel for how the test session will really go The guide also includes access to a 500 question online test bank so you can gain extra practice answering multiple choice questions and test your knowledge of U S history Brush up on every area of history covered by the exam sharpen your test taking skills and be ready for every type of AP U S history question Take two full length AP U S History practice exams and avoid surprises on test day Ensure that you know your history with 500 online multiple choice questions to improve your readiness Understand how the test is written and learn the fastest and most accurate way to complete each question type Learn how your document based questions short answer questions and long essays questions will align to the scoring rubric so you can write correctly for the test You've been working hard in class to prepare for the AP U S History exam don't waste this opportunity to earn college credit and show what you know With Wiley's AP U S History Prep you'll be ready to earn your best score Their Eyes Were Watching God Close Reading and Text-Dependent Questions Jennifer Kroll, 2015-02-01 Students analyze Their Eyes Were Watching God using key skills from the Common Core Close reading of the text is required to answer text dependent questions Included are student pages with the text dependent questions as well as suggested answers **Resources in Education** , 2001-04 **Farmers' Guide** , 1897 **Catalog of Copyright Entries. Third Series** Library of Congress.

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The book opens with a lead chapter by Howard Ryan a doctoral student with a background in teaching and labor organizing that substantively engages questions of class race and educational reform In response to the opening chapter educational theorists from Germany South Africa the UK and the USA provide insightful and penetrating responses highlighting the differences and similarities in perspectives The responses show how educators can overcome theoretical differences to create international collaborations and educational campaigns of solidarity that counter the treacherous impact of racism and class inequalities in the classroom and beyond The book includes a Foreword by Stephen Brookfield University of St Thomas USA and an Afterword by Cheryl Matias University of Kentucky USA Complete Concordance to Miscellaneous Writings Mary Baker Eddy,1915 *Complete Concordance to Miscellaneous Writings* ,1915 The New Larned History for Ready Reference, Reading and Research Josephus Nelson Larned,1922

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