AIMS Multimedia is a leading producer and distributor of educational programs serving schools and libraries for nearly 40 years. AIMS draws upon the most up-to-date knowledge, existing and emerging technologies, and all of the instructional and pedagogical resources available to develop and distribute educational programs in film, videocassette, laserdisc, CD-ROM and CD-i formats.

Persons or schools interested in obtaining additional copies of this AIMS Teaching Module, please contact:

AIMS Multimedia

1-800-FOR-AIMS
1-800-367-2467
Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.
RATIONALE

In today’s classrooms, educational pedagogy is often founded on Benjamin S. Bloom’s “Six Levels of Cognitive Complexity.” The practical application of Bloom’s Taxonomy is to evaluate students’ thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students’ life experiences, realities, and expectations. AIMS’ learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today’s classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.
ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2,
INTRODUCING THIS ATM
will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3,
PREPARATION FOR VIEWING
provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4,
AFTER VIEWING THE PROGRAM
provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.
FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world’s most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.
PREPARATION FOR VIEWING

SECTION 3
In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program
Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary
Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas
Discussion Ideas are designed to help you assess students’ prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students’ ideas and opinions.

Focus
Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In
Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4
After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.
SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:

- **Meeting Individual Needs**
  These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.

- **Curriculum Connections**
  Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.

- **Critical Thinking**
  Critical Thinking activities are designed to stimulate learners’ own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.

- **Cultural Diversity**
  Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.

- **Hands On**
  These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

- **Writing**
  Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.

- **In The Newsroom**
  Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.

- **Extended Activities**
  These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

- **Link to the World**
  These activities offer ideas for connecting learners’ classroom activities to their community and the rest of the world.

- **Culminating Activity**
  To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.
VOCABULARY

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

CHECKING COMPREHENSION

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students’ needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

CHECKING VOCABULARY

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

TEST

The AIMS Teaching Module Test permits you to assess students’ understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.
**ADDITIONAL AIMS MULTIMEDIA PROGRAMS**

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

**ADDITIONAL READING SUGGESTIONS**

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

**ANSWER KEY**

Reproduces tests and work pages with answers marked.
Prelude to Revolution

THEMES

Prelude to Revolution introduces students to the important events leading to the Revolutionary War. The unfair taxes and harsh laws of England are discussed, as well as the presence of British soldiers in the colonies. The role of Bostonians such as Samuel Adams is also explored. In addition, the program discusses the effects of early conflicts between England and America, and how these conflicts drew the colonies closer together.

OVERVIEW

After a long, costly war with France, England tried to raise money by placing taxes on the American colonies. The Massachusetts Assembly wrote a letter to the other colonies stating that the duties were “taxation without representation.” England responded by sending troops to Boston and dissolving the Massachusetts Assembly. Angry colonists yelled at the British troops and threw garbage at them. In 1770, the British soldiers responded by firing into a crowd, causing the Boston Massacre. In response, England ended all of the taxes except for the one on tea. A few years later, tax collectors began placing high duties on goods that were imported on Colonial ships. The colonists took revenge by burning the British ship Gaspée. Men like Samuel Adams wanted the colonies to state their rights by forming a Committee of Correspondence. When England demanded that Bostonians unload an overtaxed shipment of tea, the colonists responded by dumping the tea into the harbor. This was known as the Boston Tea Party. England punished Boston by designing new laws known as the Intolerable Acts.

OBJECTIVES

- To learn about the political events that led to a war between the colonies and England
- To explore the positions of both the colonists and the British during the 1700s
- To discuss the political activities of the colonies as they worked to organize a government
- To better understand the social causes of the Revolutionary War
Use this page for your individual notes about planning and/or effective ways to manage this AIMS Teaching Module in your classroom.
INTRODUCTION TO THE PROGRAM

In the early 1770s, the colonies were enjoying financial prosperity. The British wanted to find a way to use colonial wealth to their own advantage. They began to place high taxes on many of the goods that the colonists imported from other countries. British tax collectors were sent to make sure that the duties were paid. When the colonies protested, England sent troops to keep things from getting out of hand. The presence of British Red Coats infuriated the colonists, who strongly valued their freedom and financial independence. These conflicts not only escalated the tensions between England and America, it also served to draw the colonies closer together in their quest for freedom.

INTRODUCTION TO VOCABULARY

Before starting the program, write the following words on the board. Ask the class to discuss the meaning of each word, and review the terms that are unfamiliar to students.

aground - stuck on the shore or the bottom of a body of water
duties - taxes on imported goods
correspondence - communication by letters
self-sufficient - able to take care of one's self
prosperous - financially successful

DISCUSSION IDEAS

Bostonians were faced with many hardships prior to the Revolutionary War. Their successful trading industry was constantly threatened by the British. In addition, the presence of British Red Coats was both frightening and infuriating.

Ask students to think about Boston's perspective on the conflict. How might the Bostonians have felt about paying high taxes to a king who gave them no right to vote? How might they have felt about outside armed forces walking their streets?

FOCUS

Ask students to think for a moment about the early colonists. Although they were ready to fight for their freedom, they were still uncertain about what kind of nation they were forming. Encourage students to consider this awesome responsibility as they begin the program.
JUMP RIGHT IN

HOW TO USE THE PRELUDE TO REVOLUTION AIMS TEACHING MODULE

Preparation

- Read Prelude to Revolution Themes, Overview, and Objectives to become familiar with program content and expectations.
- Use Preparation for Viewing suggestions to introduce the topic to students.

Viewing PRELUDE TO REVOLUTION

- Set up viewing monitor so that all students have a clear view.
- Depending on your classroom size and learning range, you may choose to have students view Prelude to Revolution together or in small groups.
- Some students may benefit from viewing the video more than one time.

After Viewing PRELUDE TO REVOLUTION

- Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.
- Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- Duplicate the appropriate number of Vocabulary, Checking Comprehension, and consumable activity pages for your students.
- You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- Administer the Test to assess students’ comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.
SUGGESTED ACTIVITIES

Connection to Art

Provide the class with a long sheet of butcher paper and assorted markers. Ask them to design a mural with a Revolutionary War theme. You may choose to divide the class into several small groups, with each group responsible for a different segment of the mural. Encourage students to take on specific roles that suit their talents: historical researcher, layout designer, sketch artist, colorist, and so on. The topics below will give the class some ideas for subject material.

Boston Massacre
Meeting of the First Continental Congress
Burning of the Gaspée
Boston Tea Party

Critical Thinking

Although many revolutions have had political beginnings, such as the one started by the American colonies, other revolutions are nonpolitical. For instance, the Industrial Revolution of the late 1700s and early 1800s was a social change. Ask students how the introduction of machines and large factories might have changed the country. How did the balance between rural and urban areas change? (Many people moved to cities to find job opportunities in factories. Hours were long and wages were low. The quality of life for many people became very poor.)

The Technology Revolution of the 20th Century has caused many changes in everyday life. What are some ways that technology has changed our society? (Appliances such as dishwashers and microwaves have made work much easier, giving people more leisure time. With television and radio, some people have become inactive and isolated. Computers and the Internet have changed many jobs and made it easier to communicate with people around the world.)

Extended Activity

Many of the most important events leading to the Revolutionary War took place in Boston. Ask students to spend a few minutes learning more about this important city. In what state is it located? When did the first Europeans settle there? Who were the Puritans? From what European countries did many later Boston settlers come? (Boston is located in Massachusetts. The first settlers arrived in Boston in the 1630s. The Puritans were a strict religious group who settled in Boston and tried to drive out settlers who did not share their views. Later, many people came to Boston from England, Ireland and Italy.)
Meeting Individual Needs

Ask students to make sentences using the following words. Encourage them to use a dictionary if they are unsure of the meanings. Make sure they display an understanding of the words as they relate to the program.

customs - taxes placed on goods imported into a country
assembly - group of people who meet for a specific purpose
self-sufficient - able to take care of one's self
liberty - freedom from an oppressive ruler

Connection to Language Arts

In the program, Samuel Adams is quoted as saying, “We colonists have been branded with the odious names of traitors and rebels only for complaining of our just grievances.”

Ask students to look up the words odious, just and grievance. Based on the meanings of the words, what does the quote by Samuel Adams mean? (Odious describes something that deserves hatred or disgust. Just describes something this is reasonable, good or proper. Grievance is a negative response or resistance to an unfavorable condition. Adams was saying that the colonists were unfairly judged for speaking out, even though their complaints were reasonable.)

Writing

Ask students to pretend that they are living in Boston during the time of the Boston Massacre. They see British troops everywhere. There is a feeling of fear on the streets.

Have each student write a one-page journal entry describing a typical day in Boston. What did they do? What kind of events happened in their community? Who did they talk to and about what? Encourage students to learn more about colonial life in Boston to make their journal entries as accurate as possible.

Connection to History

Many of the words spoken by early Americans still have strong meanings for us today. Ask students to use biographies and other library texts to locate a quote by a well-known American living during the Revolutionary War era. Have them recite the quote to the rest of the class. Also, ask each student to explain what the quote means to him or her.
Culminating Activity

Using what they have learned in the unit, ask each student to write a question related to the program. Collect the questions and use them to write a review quiz. After giving the quiz, ask students if they enjoyed designing the test. How would they feel about designing more tests in the future?
VOCABULARY

The following terms are from Prelude to Revolution. Write the number of each term next to its closest definition.

1. Samuel Adams
   ____ colonists who did not want independence from England
2. Boston Massacre
   ____ unfair taxes placed on colonial goods by the British
3. Gaspée
   ____ British ship that was burned by angry colonists
4. Governor Hutchinson
   ____ Bostonian who spoke out against the British and asked the colonies to state their rights
5. Intolerable Acts
   ____ British official who insisted that the Bostonians unload a shipment of tea
6. Tories
   ____ colonists who wanted independence from England
7. Townshend Duties
   ____ set of unfair laws designed to force the rebellious Bostonians into line
8. Whigs
   ____ occurred when colonists threw rubbish at the 29th Regiment of the English Regulars
CHECKING COMPREHENSION

Read the following sentences and circle the letter of the word that best fills each blank.

After a long, costly war with France, England tried to raise money by placing taxes on the American colonies. The Massachusetts Assembly wrote a letter to the other colonies stating that the duties were “taxation without ___1___.” England responded by sending ___2___ to Boston and dissolving the Massachusetts Assembly. Angry colonists yelled at the British troops and threw garbage at them. In 1770, the British soldiers responded by firing into a crowd, causing the Boston ___3___ . In response, England ended all of the taxes except the one on ___4___ . A few years later, the tax collectors began placing high duties on goods that were imported on Colonial ___5___ . The colonists took revenge by burning the British ship ___6___ . Men like ___7___ wanted the colonies to state their rights by forming a Committee of Correspondence. When General ___8___ , a British official, demanded that Bostonians unload an overtaxed shipment of tea, the colonists responded by dumping the tea into the harbor. This was known as the Boston ___9___ . England punished Boston by designing new laws known as the ___10___ .

1. a. rebellion  
b. customs  
c. representation  
d. duties  

6. a. Gaspée  
b. Serapis  
c. Quebec  
d. Bonhomme  

2. a. the king  
b. British troops  
c. warships  
d. French soldiers  

7. a. King George  
b. John Rolfe  
c. Samuel Adams  
d. Francis Marion  

3. a. Tea Party  
b. Witch Hunt  
c. Assembly  
d. Massacre  

8. a. Hutchinson  
b. Burgoyne  
c. Cornwallis  
d. Howe  

4. a. oats  
b. tobacco  
c. tea  
d. coffee  

9. a. Massacre  
b. Harbor Assembly  
c. Tea Party  
d. Revenge  

5. a. trains  
b. ships  
c. carriages  
d. none of the above  

10. a. Sugar Acts  
b. Intolerable Acts  
c. Red Coat Acts  
d. Parliament Acts
MATCH UP

Match each term on the left with the best group of words on the right.

1. Carpenters Hall
2. customs agents
3. E. Pluribus Unum
4. Old South Church
5. Parliament
6. Providence
7. Red Coats
8. Tea Act

_____ Latin motto which means “From many-one”

_____ British law which led to the Boston Tea Party

_____ place where Bostonians secretly met to plan the Boston Tea Party

_____ site in Philadelphia where the First Continental Congress met

_____ town near the site where the Gaspée was burned

_____ British officials who were in charge of collecting taxes from the colonists

_____ British military soldiers

_____ governing body which controlled England and its colonies
TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

_____ 1. In order to raise money, England placed high taxes on the American colonies.
_____ 2. The Massachusetts Assembly said that the duties were “taxation without tyranny.”
_____ 3. The colonists felt safe and protected when British troops arrived in Boston.
_____ 4. The Boston Massacre took place after colonists threw garbage at British soldiers.
_____ 5. After England began collecting taxes on shipped goods, the colonists burned the ship Gaspée.
_____ 6. Samuel Adams wanted all colonists to accept the new taxes without causing trouble.
_____ 7. When Parliament passed the Tea Act, the colonists responded by dumping tea into Boston Harbor.
_____ 8. The Intolerable Acts were designed to punish Boston for its rebellious actions.
_____ 10. Every American colonist, whether Whig or Tory, wanted independence from England.
REVERSE ALPHABET

An important word in each sentence below is written in reverse alphabet. Reverse alphabet works like this:


Use Reverse Alphabet to discover the code word in each sentence.

1. England needed to raise money after fighting a long, costly war with UIZMXV. ___________________
2. The British soldiers sent to the colonies were often called IVW XLZGH. ___________________
3. XFHGLNH agents were responsible for collecting unpopular taxes on goods. ___________________
4. The Boston Massacre brought the colonies closer together in their quest for UIVVWLN. _____________
5. After the British ship TZHKKV ran aground, colonists burned it down. ________________________
6. Samuel Adams said that the colonists had been unfairly labeled as GIZRGLIH. _________________
7. Bostonians met secretly at the Old HLFGS Church to plan the Boston Tea Party. ________________
8. In 1774, the First Continental XLMTIVHH met in Philadelphia. ____________________________
TIMELINE

Place the events below in order from 1 through 8.

1. The Massachusetts Assembly writes a letter accusing England of “taxation without representation.”
2. The Boston Massacre occurs after Bostonians throw garbage at British troops.
3. After a costly war with France, England needs more money to govern the American colonies.
4. In response to the high tax on tea, Bostonians dump a shipment of tea into the harbor.
5. After the Boston Massacre, England lifts all taxes except the one on tea.
7. The Intolerable Acts are passed in order to punish colonists for the Boston Tea Party.
8. England passes a series of high taxes on the colonies in order to raise money.
WORD SEARCH

The following words can be found in the word search below. The letters may be arranged horizontally, vertically, diagonally or backward.

America  Gaspée
Boston    taxation
Congress  Tories
customs   tyranny
England   Whigs

G Q E L Q S E I R O T
Z A M E R I C A E G B
B L S A P D O K W A N
G B M P K Q N M C M K
M O C S E N G L A N D
C A T B Z E R V G C T
U K J O N R E D N J Y
S R L C B O S T O N R
T O N H P R S H L E A
O P C T A X A T I O N
M J X N P H R F Q J N
S G I H W X T M C M Y
TEST

Circle the letter of the phrase which best fits the statement or question.

1. After an expensive war with France, England decided to:
   
   a. attack the American colonies and steal their land.
   b. sell highly taxed tea to the French people.
   c. loot and burn colonial ships arriving in England.
   d. raise taxes on the American colonies.

2. England sent troops to Boston in response to a letter written by:
   
   a. the Massachusetts Assembly.
   b. the First Continental Congress.
   c. the Customs House.
   d. the Virginia Assembly.

3. The Boston Massacre began when colonists threw garbage at the:
   
   a. First Continental Congress.
   b. tax collectors.
   c. 29th Regiment of the English Regulars.
   d. British ship Gaspée.

4. In response to the Boston Massacre, England decided to:
   
   a. lift all taxes except the one on tea.
   b. design harsher laws to keep the Bostonians in line.
   c. invade Lexington and start the Revolutionary War.
   d. lift all taxes placed on the colonists.

5. When British tax collectors began interfering with colonial shipping, the colonists:
   
   a. voted to pay the taxes without protest.
   b. burned the British ship Gaspée.
   c. dumped a shipment of tobacco into Boston Harbor.
   d. fired cannons at approaching British ships.
6. Samuel Adams wanted the colonies to write a letter stating their:
   a. monthly earnings.
   b. military holdings.
   c. basic rights.
   d. food and drink preferences.

7. Governor Hutchinson ordered Bostonians to unload a shipment of highly taxed:
   a. molasses.
   b. oats.
   c. tea.
   d. stamps.

8. In response to the Boston Tea Party, England passed the:
   b. Intolerable Acts.
   d. Rebellious Acts.

9. In 1774, the First Continental Congress met in the city of:
   b. Boston.
   c. New York.
   d. Philadelphia.

10. Americans who wanted independence from England were called “Whigs,” while those who did not want independence were called:
    a. “Blue Coats.”
    b. “Tories.”
    c. “Phigs.”
    d. “Sons of Liberty.”
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other titles in the American History—Birth of a Nation series from AIMS Multimedia:

- Colonial America in the 1760s (#AR1801VE)
- Taxation without Representation (#AR1802VE)
- Lexington, Concord, and Independence (#AR1804VE)
- Fighting for Freedom (#AR1805VE)
- A Nation in Crisis (#AR1806VE)
- The Living Constitution (#AR1807VE)
ANSWER KEY for page 18

VOCABULARY

The following terms are from Prelude to Revolution. Write the number of each term next to its closest definition.

1. Samuel Adams __6__ colonists who did not want independence from England
2. Boston Massacre __7__ unfair taxes placed on colonial goods by the British
3. Gaspée __3__ British ship that was burned by angry colonists
4. Governor Hutchinson __1__ Bostonian who spoke out against the British and asked the colonies to state their rights
5. Intolerable Acts __4__ British official who insisted that the Bostonians unload a shipment of tea
6. Tories __8__ colonists who wanted independence from England
7. Townshend Duties __5__ set of unfair laws designed to force the rebellious Bostonians into line
8. Whigs __2__ occurred when colonists threw rubbish at the 29th Regiment of the English Regulars
CHECKING COMPREHENSION

Read the following sentences and circle the letter of the word that best fills each blank.

After a long, costly war with France, England tried to raise money by placing taxes on the American colonies. The Massachusetts Assembly wrote a letter to the other colonies stating that the duties were “taxation without __1____.” England responded by sending __2____ to Boston and dissolving the Massachusetts Assembly. Angry colonists yelled at the British troops and threw garbage at them. In 1770, the British soldiers responded by firing into a crowd, causing the Boston __3____. In response, England ended all of the taxes except the one on __4____. A few years later, the tax collectors began placing high duties on goods that were imported on Colonial __5____. The colonists took revenge by burning the British ship __6____. Men like __7____ wanted the colonies to state their rights by forming a Committee of Correspondence. When General __8____, a British official, demanded that Bostonians unload an overtaxed shipment of tea, the colonists responded by dumping the tea into the harbor. This was known as the Boston __9____. England punished Boston by designing new laws known as the __10____.

1. a. rebellion  
   b. customs  
   c. representation  
   d. duties

2. a. the king  
   b. British troops  
   c. warships  
   d. French soldiers

3. a. Tea Party  
   b. Witch Hunt  
   c. Assembly  
   d. Massacre

4. a. oats  
   b. tobacco  
   c. tea  
   d. coffee

5. a. trains  
   b. ships  
   c. carriages  
   d. none of the above

6. a. Gaspée  
   b. Serapis  
   c. Quebec  
   d. Bonhomme

7. a. King George  
   b. John Rolfe  
   c. Samuel Adams  
   d. Francis Marion

8. a. Hutchinson  
   b. Burgoyne  
   c. Cornwallis  
   d. Howe

9. a. Massacre  
   b. Harbor Assembly  
   c. Tea Party  
   d. Revenge

10. a. Sugar Acts  
    b. Intolerable Acts  
    c. Red Coat Acts  
    d. Parliament Acts
**MATCH UP**

Match each term on the left with the best group of words on the right.

<table>
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<tr>
<th>Term</th>
<th>Group of Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpenters Hall</td>
<td>3 Latin motto which means “From many-one”</td>
</tr>
<tr>
<td>customs agents</td>
<td>8 British law which led to the Boston Tea Party</td>
</tr>
<tr>
<td>E. Pluribus Unum</td>
<td>4 place where Bostonians secretly met to plan the Boston Tea Party</td>
</tr>
<tr>
<td>Old South Church</td>
<td>1 site in Philadelphia where the First Continental Congress met</td>
</tr>
<tr>
<td>Parliament</td>
<td>6 town near the site where the Gaspée was burned</td>
</tr>
<tr>
<td>Providence</td>
<td>2 British officials who were in charge of collecting taxes from the colonists</td>
</tr>
<tr>
<td>Red Coats</td>
<td>7 British military soldiers</td>
</tr>
<tr>
<td>Tea Act</td>
<td>5 governing body which controlled England and its colonies</td>
</tr>
</tbody>
</table>

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TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

_____ 1. In order to raise money, England placed high taxes on the American colonies.
_____ 2. The Massachusetts Assembly said that the duties were “taxation without tyranny.”
_____ 3. The colonists felt safe and protected when British troops arrived in Boston.
_____ 4. The Boston Massacre took place after colonists threw garbage at British soldiers.
_____ 5. After England began collecting taxes on shipped goods, the colonists burned the ship Gaspée.
_____ 6. Samuel Adams wanted all colonists to accept the new taxes without causing trouble.
_____ 7. When Parliament passed the Tea Act, the colonists responded by dumping tea into Boston Harbor.
_____ 8. The Intolerable Acts were designed to punish Boston for its rebellious actions.
_____ 10. Every American colonist, whether Whig or Tory, wanted independence from England.
REVERSE ALPHABET

An important word in each sentence below is written in reverse alphabet. Reverse alphabet works like this:


Use Reverse Alphabet to discover the code word in each sentence.

1. England needed to raise money after fighting a long, costly war with UIZMXV. ___________ France ___________
2. The British soldiers sent to the colonies were often called IVW XLZGH. ___________ Red Coats ___________
3. XFHGLNH agents were responsible for collecting unpopular taxes on goods. ___________ Customs ___________
4. The Boston Massacre brought the colonies closer together in their quest for UIVVWLN. ___________ freedom ___________
5. After the British ship TZHKVV ran aground, colonists burned it down. ___________ Gaspée ___________
6. Samuel Adams said that the colonists had been unfairly labeled as GIZRGLIH. ___________ traitors ___________
7. Bostonians met secretly at the Old HLFGS Church to plan the Boston Tea Party. ___________ South ___________
8. In 1774, the First Continental XLMTIVHH met in Philadelphia. ___________ Congress ___________
TIMELINE

Place the events below in order from 1 through 8.

3  The Massachusetts Assembly writes a letter accusing England of “taxation without representation.”
5  The Boston Massacre occurs after Bostonians throw garbage at British troops.
1  After a costly war with France, England needs more money to govern the American colonies.
7  In response to the high tax on tea, Bostonians dump a shipment of tea into the harbor.
6  After the Boston Massacre, England lifts all taxes except the one on tea.
4  In response to the Massachusetts Assembly, England sends troops to Boston.
8  The Intolerable Acts are passed in order to punish colonists for the Boston Tea Party.
2  England passes a series of high taxes on the colonies in order to raise money.
WORD SEARCH

The following words can be found in the word search below. The letters may be arranged horizontally, vertically, diagonally or backward.

America           Gaspée
Boston             taxation
Congress           Tories
customs            tyranny
England            Whigs

G Q E L Q S E I R O T
Z A M E R I C A E G B
B L S A P D O K W A N
G B M P K Q N M C M K
M O C S E N G L A N D
C A T B Z E R V G C T
U K J O N R E D N J Y
S R L C B O S T O N R
T O N H P R S H L E A
O P C T A X A T I O N
M J X N P H R F Q J N
S G I H W X T M C M Y
TEST

Circle the letter of the phrase which best fits the statement or question.

1. After an expensive war with France, England decided to:
   a. attack the American colonies and steal their land.
   b. sell highly taxed tea to the French people.
   c. loot and burn colonial ships arriving in England.
   d. raise taxes on the American colonies.

2. England sent troops to Boston in response to a letter written by:
   a. the Massachusetts Assembly.
   b. the First Continental Congress.
   c. the Customs House.
   d. the Virginia Assembly.

3. The Boston Massacre began when colonists threw garbage at the:
   a. First Continental Congress.
   b. tax collectors.
   c. 29th Regiment of the English Regulars.
   d. British ship Gaspée.

4. In response to the Boston Massacre, England decided to:
   a. lift all taxes except the one on tea.
   b. design harsher laws to keep the Bostonians in line.
   c. invade Lexington and start the Revolutionary War.
   d. lift all taxes placed on the colonists.

5. When British tax collectors began interfering with colonial shipping, the colonists:
   a. voted to pay the taxes without protest.
   b. burned the British ship Gaspée.
   c. dumped a shipment of tobacco into Boston Harbor.
   d. fired cannons at approaching British ships.
6. Samuel Adams wanted the colonies to write a letter stating their:
   a. monthly earnings.
   b. military holdings.
   c. basic rights.
   d. food and drink preferences.

7. Governor Hutchinson ordered Bostonians to unload a shipment of highly taxed:
   a. molasses.
   b. oats.
   c. tea.
   d. stamps.

8. In response to the Boston Tea Party, England passed the:
   b. Intolerable Acts.
   d. Rebellious Acts.

9. In 1774, the First Continental Congress met in the city of:
   b. Boston.
   c. New York.
   d. Philadelphia.

10. Americans who wanted independence from England were called “Whigs,” while those who
did not want independence were called:
    a. “Blue Coats.”
    b. “Tories.”
    c. “Phigs.”
    d. “Sons of Liberty.”