

Colonial America in the 1760s

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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.

Colonial America in the 1760s

THEMES

Colonial America in the 1760s introduces students to political and social factors that led to major conflicts between England and America. The perspective of the colonial citizen and the role of British authorities are explored, as well as important events such as the Molasses Act and the crowning of King George III.

OVERVIEW

Colonial America in the 1760s explores common colonial characteristics including self-reliance and pride for England, the Mother Country. The position of the British government is also explained in relation to the enforcement of England's colonial laws. The British Empire's financial crisis following a long war with France is discussed, as well as sudden tax increases placed on the colonies. This and other factors are shown to be the eventual causes of the American Revolution.

OBJECTIVES

- ▶ To discuss the early political causes of the American Revolution.
- ▶ To explore the major political events that shaped colonial life in the 1760s.
- ▶ To discuss the accomplishments of the colonial citizen, as well as his developing philosophies.
- ▶ To learn more about the Navigation Acts and other laws that were imposed on the colonists.

Use this page for your individual notes about planning and/or effective ways to manage this
AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments.
Please feel free to address your correspondence to:

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INTRODUCTION TO THE PROGRAM

During the 1760s, colonists had accomplished a great deal in the New World. They had conquered the unknown, found tremendous natural resources and established a peaceful way-of-life. They were recognized and rewarded for who they were, not for who their fathers were. They were able to own their own land, keeping the financial wealth they earned from hard labor. At the end of a long war between France and England, the British Empire expanded and the cost of maintaining the colonies grew. England was in debt because of the war, and the British saw the colonies prospering. As a result, England asked the colonies to pay high taxes on the goods they imported. Since the colonies had no part in the English government, the taxes were unfair. Eventually, the tensions between England and the colonies would result in a revolution that would establish the United States of America.

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.

colonists - citizens living in a new territory but keeping ties to their home country

nobility - group of people who are born into a position of power and wealth

self-reliance - ability to clothe, feed and protect one's own self and family

outspoken - being honest about one's feelings and beliefs

industrious - skillful and hard-working

DISCUSSION IDEAS

The United States of America is unlike other countries because most of its citizens came from a mixture of far-away places. American citizens have a strong reputation for being brave and strong-willed. How do you think the events of the early colonial period helped to shape the typical American? What kind of people would choose to leave their home country for a strange, dangerous wilderness? Do you think most people were looking for instant riches or a better way of life? Are you proud to be a descendent of the colonial people? Why or why not?

FOCUS

Ask students to think for a few minutes about what it would have been like to travel from England to America in the seventeenth or eighteenth century. What would they hope to find? Once they established a new, better way of life, how far would they go to protect it? Tell students to keep these thoughts in mind as they learn more about the people whose strength and determination helped to shape the United States of America.

JUMP RIGHT IN

HOW TO USE THE *COLONIAL AMERICA IN THE 1760s* AIMS TEACHING MODULE

Preparation

- ▶ Read *Colonial America in the 1760s* **Themes**, **Overview**, and **Objectives** to become familiar with program content and expectations.
- ▶ Use **Preparation for Viewing** suggestions to introduce the topic to students.

Viewing *COLONIAL AMERICA IN THE 1760s*

- ▶ 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 *Colonial America in the 1760s* together or in small groups.
- ▶ Some students may benefit from viewing the video more than one time.

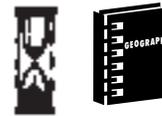
After Viewing *COLONIAL AMERICA IN THE 1760s*

- ▶ 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 Geography

Using a current map of the United States, ask students to point out the thirteen original colonies. The first permanent English settlement in America was at Jamestown. In which colony was this settlement located? In which colonies were the cities Boston, Newport, Charles Town (or Charleston) and Philadelphia located? (Virginia, Massachusetts, Rhode Island, South Carolina and Pennsylvania.)



20 Minutes

Critical Thinking

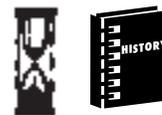
Many people today complain about unfair taxes, just as the American colonists did many years ago. How are modern-day taxes different from the taxes that were forced on the colonists? How can we fight against unfair taxes today? (The colonists were expected to pay taxes to help England, a nation far away that had created its own financial problems. Even more importantly, the colonists did not have the right to vote in England. They were not represented in the election of leaders as American citizens are today. Today, if we disagree with taxes or other policies, we can vote for leaders who want to change those policies.)



15 Minutes

Connection to History

Colonists accused of serious crimes, such as murder and armed robbery, were tried in front of a jury. If convicted, their sentence was usually death by hanging. People who committed minor crimes, like swearing or drunkenness, were punished with public whippings and other forms of disgrace. The pillory was a wooden frame with holes for the head and hands. Offenders were locked into the pillory, which was usually in the middle of town, and people walking by would mock them or throw garbage in their faces. The dunking stool was a device that repeatedly plunged offenders into cold water.



25 Minutes

How do students feel about these forms of punishment? Do they think the punishments would work today?

Cultural Diversity (extended time)

Most colonists came from England, but many also came from France, Germany, Scotland, Ireland, Sweden and other European countries. Ask students if they are familiar with the country or countries that their ancestors came from. Tell them to ask their parents or grandparents if they have more information on the subject. Why did the relatives come to America? Where did they first settle in the New World? How many students share a heritage with Native Americans?



Extended

Link to the World

Today, we find out about a world event moments after it happens. During colonial times, it took much longer for news to travel. Colonists only knew what was happening in England by talking to sailors who had been there. Sometimes, it took months to find out what was going on overseas. Many people had no way of communicating with relatives and friends in their home countries. Some gave letters to travelers, but there was no guarantee that the letters would arrive. What are some of the ways that we can communicate with people overseas today? What would it be like to wait months to find out what is going on in other parts of the world? (Today, we can communicate instantly by telephone, fax and email.)



20 Minutes

Meeting Individual Needs

Ask students to look up the word "colony" in the dictionary or encyclopedia. What is the definition of the word? How did it originate? (A colony is a group of people living in a new territory but keeping ties with a mother country. "Colony" comes from the word "colere" which means to cultivate. Many early colonists were farmers.)



15 Minutes

Connection to Language Arts

Ask students to write sentences using the following words. Encourage them to use a dictionary if they are unsure of the meanings.



30 Minutes

Frontier
self-reliant
outspoken
nobility
industrious
debt

Writing

Many colonists made interesting contributions to early America. Ask students to choose a person from the list below. Tell them to use library books, encyclopedias and other texts to learn more about the person. Finally, have them summarize their findings in a one-page report.



Extended

John Carver, William Brewster, Anne D. Bradstreet, Mary Dyer, Thomas Hooker, Anne M. Hutchinson, Edward Randolph, Squanto, John Wise, Jacob Leisler, Peter Stuyvesant, Nathaniel Bacon, Virginia Dare, James Oglethorpe, Pocahontas, Powhatan, John Rolfe, John Smith, Alexander Spotswood

In the Newsroom (extended time)

In early colonial times, there were no newspapers. Instead, town criers stood in a well-populated area and read the day's events loudly. Ask students to use an event they learned about while writing the report above. Have them pretend to be a town crier and read a short summary of the event to their classmates.



Culminating Activity (extended time)

Using what they have learned in the unit, ask each student to write a question about what they saw in 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. Were the questions harder or easier than normal?



VOCABULARY

The following terms are from *Colonial America in the 1760s*. Fill in the number of each term next to its closest definition.

1. America
2. American Revolution
3. Colonial Assemblies
4. colonies
5. England
6. farmer
7. France
8. George Grenville
9. Molasses Act
10. Royal Governors

_____ governing body elected by colonists; collected taxes to pay the Royal Governors

_____ "Mother Country" of many colonists

_____ regions founded by early American settlers

_____ name given to the New World

_____ job of many early colonists

_____ English officials who were in charge of the colonies

_____ unpopular tax that colonists were forced to pay

_____ Chancellor of the Exchequer of the British Empire; decided to heavily tax the colonies

_____ conflict that was caused by England's decision to overtax the colonies

_____ country that England fought with in a long war, causing a large national debt

CHECKING COMPREHENSION

Read the following sentences and circle the letters of the words that best fill each blank.

Many people who came to America were from _ _1_ , which they called the Mother Country. _ _2_ were Englishmen who oversaw the activities of the colonies. Many Englishmen thought of the colonist as _ _3_ . Colonists often quarreled because of their _ _4_ nature, which was one of their strongest qualities. In the 1760s, England was fighting a war with _ _5_ which created a huge national debt. Chancellor _ _6_ decided that the colonists should pay for some of this debt. The colonists disagreed since they were supporting a government in which they had no _ _7_ . Many colonists believed that the new British ruler, _ _8_ would understand their needs. Many colonists were unhappy about the high tax that England placed on _ _9_ . These and other conflicts finally led to the _ _10_ .

- | | |
|--|---|
| 1. A. France
B. Canada
C. Spain
D. England | 6. A. John Wise
B. George Grenville
C. Ed Smollett
D. John Murray |
| 2. A. Royal Governors
B. Colonial Whigs
C. British Representatives
D. Crown Mayors | 7. A. friends
B. relatives
C. representation
D. none of the above |
| 3. A. intelligent men of reason
B. uneducated frontiersmen
C. powerful enemies
D. selfish pirates | 8. A. King Edward
B. Queen Victoria
C. King George
D. Queen Mary |
| 4. A. shy
B. outspoken
C. humble
D. well-to-do | 9. A. wheat
B. molasses
C. sugar
D. rum |
| 5. A. France
B. Germany
C. Italy
D. Spain | 10. A. American Revolution
B. Spanish-American War
C. French-Indian War
D. Civil War |

TIMELINE

Place the events below in order using the numbers 1 through 8.

_____ The American colonies defeat the British in the Revolutionary War

_____ Cities such as New York and Boston are founded

_____ American colonists refuse to pay high taxes

_____ The first English settlers arrive in the New World

_____ After fighting with France for many years, England has a large national debt.

_____ The American Revolution against England begins.

_____ The United States of America is formed.

_____ George Grenville decides to tax the colonists to pay for England's debt.

MATCH UP

Match each term on the left with the best group of words on the right by drawing a line to connect the two.

- | | |
|-----------------|--|
| America | colonial worker who was able to own his own land |
| colonists | great frontier of uncharted wilderness |
| England | man who wanted to unfairly tax the colonists |
| farmer | Englishmen in charge of the colonies |
| France | English laws that colonists had to obey |
| Grenville | shipped from West Indies to America, but taxed by England |
| molasses | country at war with England in the 1760s |
| Navigation Acts | conflict that occurred when America refused to pay British taxes |
| revolution | people who did not want to pay high British taxes |
| Royal Governors | great empire ruled by King George III |

TRUE OR FALSE

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

1. None of the American colonists had respect or love for England. _____
2. In the New World, a man was respected for his hard work and courage. _____
3. Most Englishmen in the 1760s thought of the colonists as uneducated frontiersmen. _____
4. During the 1760s, the colonies were still small with no large cities. _____
5. The war with France increased the size of the British Empire. _____
6. King George III was 67 years old when he was crowned King of England. _____
7. The Colonial Assemblies were elected by the colonists. _____
8. Officers of the Crown enforced Navigation Acts and collected taxes. _____
9. The colonists agreed with the Molasses Act because it promoted trade with England. _____
10. George Grenville tried to persuade King George not to tax the American colonies. _____

REVERSE ALPHABET

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

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

Use Reverse Alphabet to decode the word in each sentence.

1. The American colonists smuggled in NLOZHVVH and made it into IFN.

2. As the colonies made more NLMVB, England demanded they pay higher GZCVH.

3. TIVMEROOV was not a good leader because he was unfamiliar with life in ZNVIRXZ.

4. Colonists didn't think it was fair to send their hard-earned NLMVB across the HVZ.

5. ILBZO Governors from VMTOZMW oversaw the development of the colonies.

6. All men in the colonies were VJFZO, and there were no PRMTH.

7. American colonists were known for being LFGHKLPVM and SZIW-DLIPRMT.

8. The British Empire included XZMZVZ and American colonies such as MVD BLIP.

WORD SEARCH

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

**America
assemblies
British
colony
England
France
governors
Grenville
molasses
revolution**

t	a	e	h	k	d	p	o	s	g	l	f
n	m	r	e	v	o	l	u	t	i	o	n
s	e	a	p	c	k	m	d	a	b	c	g
b	r	i	t	i	s	h	l	s	t	g	o
e	i	k	c	j	o	g	k	s	h	r	v
n	c	m	o	l	a	s	s	e	s	e	e
h	a	o	m	p	g	q	d	m	k	n	r
e	n	g	l	a	n	d	o	b	a	v	n
c	l	b	s	o	k	p	x	l	m	i	e
n	p	e	j	r	n	b	h	i	d	l	r
q	k	j	m	p	c	y	o	e	q	l	s
e	c	n	a	r	f	j	r	s	r	e	t

TEST

Circle the phrase which best answers the question.

1. Many colonial farmers were very proud to live in America because they:

- were helping England pay for the war.
- had independently defeated the French.
- owned and protected their own land.
- had elected not to be represented by Royal Governors.

2. Not all colonists were farmers. Many lived in large cities where:

- trade and commerce were big business.
- Royal Governors were not allowed.
- only those in the nobility class could afford to live.
- English taxes did not have to be paid.

3. England's long war with France led to:

- a stronger British economy.
- the downfall of King George III.
- a larger British Empire.
- lower taxes for the American colonists.

4. Many colonists believed that King George III would understand their needs because he:

- was against high taxes.
- had farmed his own lands.
- had traveled to the New World.
- was very old and wise.

5. Officers of the Crown enforced a set of laws on the colonists called the:

- Navigation Acts.
- Free Trade Acts.
- Frontiersmen Acts.
- Canadian Trade Acts.

TEST (CONTINUED)

6. When the British placed a high tax on molasses, the colonists:

- complained that the tax was unfair.
- smuggled in molasses by bribing customs officers.
- converted the molasses to rum and exported it to other countries.
- all of the above.

7. George Grenville, who was in charge of raising money for the British government, learned that:

- the colonies were making a profit for the British Empire.
- England was spending more money on America than it was collecting from colonists.
- colonists wanted to help pay for England's national debt.
- France was taxing the colonies more than England.

8. England also had financial problems because:

- the British Empire had grown to include places like Canada.
- goods exported from America to England had a high tax.
- colonists were stealing money from Royal Governors.
- none of the above.

9. In spite of the tensions, many colonists still felt loyal toward:

- Spain.
- Canada.
- England.
- Germany.

10. The American Revolution started when the colonists:

- asked the British for help fighting the Indians.
- refused to pay high taxes to support the British government.
- invaded Canada and claimed it as their own territory.
- plotted to have King George III overthrown.

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

American History: Birth of a Nation Series

Taxation Without Representation

Prelude to Revolution

Lexington, Concord and Independence

Fighting for Freedom

A Nation in Crisis

The Living Constitution

ANSWER KEY for page 18

VOCABULARY

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4. colonies
5. England
6. farmer
7. France
8. George Grenville
9. Molasses Act
10. Royal Governors

 3 governing body elected by colonists; collected taxes to pay the Royal Governors

 5 "Mother Country" of many colonists

 4 regions founded by early American settlers

 1 name given to the New World

 6 job of many early colonists

 10 English officials who were in charge of the colonies

 9 unpopular tax that colonists were forced to pay

 8 Chancellor of the Exchequer of the British Empire; decided to heavily tax the colonies

 2 conflict that was caused by England's decision to overtax the colonies

 7 country that England fought with in a long war, causing a large national debt

ANSWER KEY for page 19

CHECKING COMPREHENSION

Read the following sentences and circle the letters of the words that best fill each blank.

Many people who came to America were from _ _1_ , which they called the Mother Country. _ _2_ were Englishmen who oversaw the activities of the colonies. Many Englishmen thought of the colonist as _ _3_ . Colonists often quarreled because of their _ _4_ nature, which was one of their strongest qualities. In the 1760s, England was fighting a war with _ _5_ which created a huge national debt. Chancellor _ _6_ decided that the colonists should pay for some of this debt. The colonists disagreed since they were supporting a government in which they had no _ _7_ . Many colonists believed that the new British ruler, _ _8_ would understand their needs. Many colonists were unhappy about the high tax that England placed on _ _9_ . These and other conflicts finally led to the _ _10_ .

1. A. France
B. Canada
C. Spain
 D. England
2. A. Royal Governors
B. Colonial Whigs
C. British Representatives
D. Crown Mayors
3. A. intelligent men of reason
 B. uneducated frontiersmen
C. powerful enemies
D. selfish pirates
4. A. shy
 B. outspoken
C. humble
D. well-to-do
5. A. France
B. Germany
C. Italy
D. Spain
6. A. John Wise
 B. George Grenville
C. Ed Smollett
D. John Murray
7. A. friends
B. relatives
 C. representation
D. none of the above
8. A. King Edward
B. Queen Victoria
 C. King George
D. Queen Mary
9. A. wheat
 B. molasses
C. sugar
D. rum
10. A. American Revolution
B. Spanish-American War
C. French-Indian War
D. Civil War

ANSWER KEY for page 20

TIMELINE

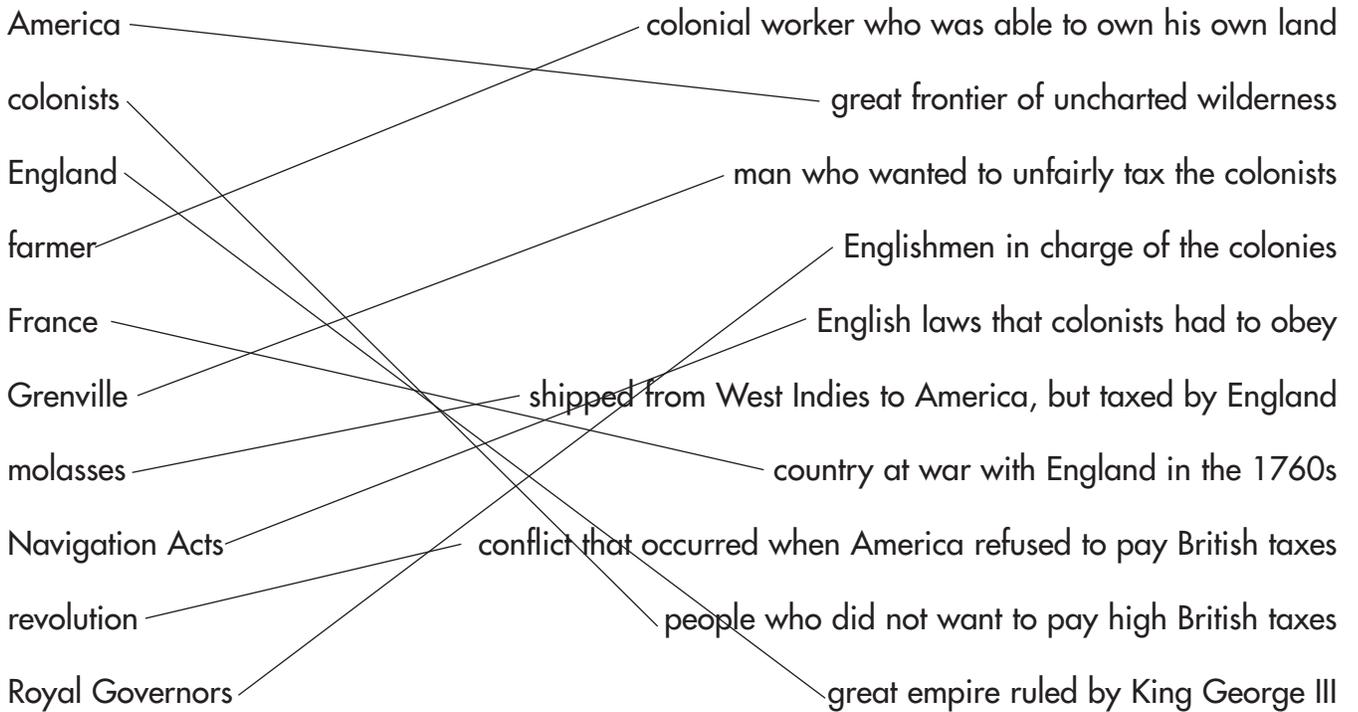
Place the events below in order using the numbers 1 through 8.

- 7 The American colonies defeat the British in the Revolutionary War
- 2 Cities such as New York and Boston are founded
- 5 American colonists refuse to pay high taxes
- 1 The first English settlers arrive in the New World
- 3 After fighting with France for many years, England has a large national debt.
- 6 The American Revolution against England begins.
- 8 The United States of America is formed.
- 4 George Grenville decides to tax the colonists to pay for England's debt.

ANSWER KEY for page 21

MATCH UP

Match each term on the left with the best group of words on the right by drawing a line to connect the two.



ANSWER KEY for page 22

TRUE OR FALSE

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

1. None of the American colonists had respect or love for England. F
2. In the New World, a man was respected for his hard work and courage. T
3. Most Englishmen in the 1760s thought of the colonists as uneducated frontiersmen. T
4. During the 1760s, the colonies were still small with no large cities. F
5. The war with France increased the size of the British Empire. T
6. King George III was 67 years old when he was crowned King of England. F
7. The Colonial Assemblies were elected by the colonists. T
8. Officers of the Crown enforced Navigation Acts and collected taxes. T
9. The colonists agreed with the Molasses Act because it promoted trade with England. F
10. George Grenville tried to persuade King George not to tax the American colonies. F

ANSWER KEY for page 23

REVERSE ALPHABET

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

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

Use Reverse Alphabet to decode the word in each sentence.

1. The American colonists smuggled in NLOZHVVH and made it into IFN.

MOLASSES, RUM

2. As the colonies made more NLMVB, England demanded they pay higher GZCVH.

MONEY, TAXES

3. TIVMEROOV was not a good leader because he was unfamiliar with life in ZNVIRXZ.

GRENVILLE, AMERICA

4. Colonists didn't think it was fair to send their hard-earned NLMVB across the HVZ.

MONEY, SEA

5. ILBZO Governors from VMTOZMW oversaw the development of the colonies.

ROYAL, ENGLAND

6. All men in the colonies were VJFZO, and there were no PRMTH.

EQUAL, KINGS

7. American colonists were known for being LFGHKLPVM and SZIW-DLIPRMT.

OUTSPOKEN, HARD-WORKING

8. The British Empire included XZMZVWZ and American colonies such as MVD BLIP.

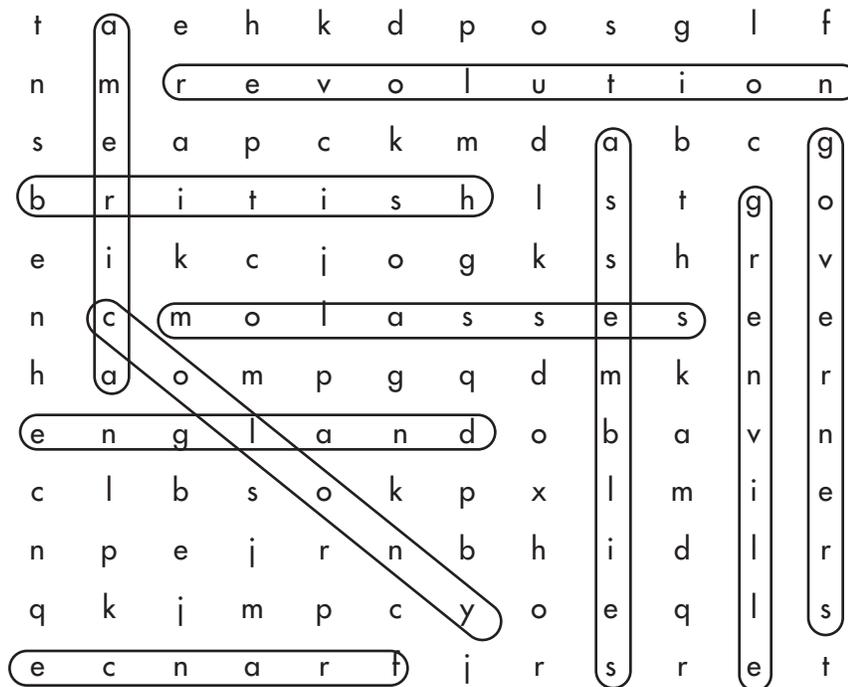
CANADA, NEW YORK

ANSWER KEY for page 24

WORD SEARCH

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

America
assemblies
British
colony
England
France
governors
Grenville
molasses
revolution



ANSWER KEY for page 25

TEST

Circle the phrase which best answers the question.

1. Many colonial farmers were very proud to live in America because they:

were helping England pay for the war.
had independently defeated the French.

owned and protected their own land.

had elected not to be represented by Royal Governors.

2. Not all colonists were farmers. Many lived in large cities where:

trade and commerce were big business.

Royal Governors were not allowed.

only those in the nobility class could afford to live.

English taxes did not have to be paid.

3. England's long war with France led to:

a stronger British economy.

the downfall of King George III.

a larger British Empire.

lower taxes for the American colonists.

4. Many colonists believed that King George III would understand their needs because he:

was against high taxes.

had farmed his own lands.

had traveled to the New World.

was very old and wise.

5. Officers of the Crown enforced a set of laws on the colonists called the:

Navigation Acts.

Free Trade Acts.

Frontiersmen Acts.

Canadian Trade Acts.

ANSWER KEY for page 26

TEST (CONTINUED)

6. When the British placed a high tax on molasses, the colonists:

- complained that the tax was unfair.
- smuggled in molasses by bribing customs officers.
- converted the molasses to rum and exported it to other countries.
- all of the above.

7. George Grenville, who was in charge of raising money for the British government, learned that:

- the colonies were making a profit for the British Empire.
- England was spending more money on America than it was collecting from colonists.
- colonists wanted to help pay for England's national debt.
- France was taxing the colonies more than England.

8. England also had financial problems because:

- the British Empire had grown to include places like Canada.
- goods exported from America to England had a high tax.
- colonists were stealing money from Royal Governors.
- none of the above.

9. In spite of the tensions, many colonists still felt loyal toward:

- Spain.
- Canada.
- England.
- Germany.

10. The American Revolution started when the colonists:

- asked the British for help fighting the Indians.
- refused to pay high taxes to support the British government.
- invaded Canada and claimed it as their own territory.
- plotted to have King George III overthrown.