

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

Reading Assignment:

Ch. 5 (ARCCO) or other resources 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 subtitles. 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 demand 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 Gurney (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 Canada, making colonies that instead of colonized subjects (British Subjects), called for an absolute right of rebellion - who and the colonies to resist laws by making military prep. and support - Passed Declaration of Rights and Colonies (ought long to possess natural rights and a certain inalienable rights, unalienable Freedom and a authority to regulate commerce. Declaration of colonial rights was not recognized, they would not give up	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.

Unit 6 Chapter 22 Guided Reading For Us History

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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 **Us History Teachers Guide and Resource/7195-3n27** Diane Hart, 1988 **CA Te Am Anthem 2007 Mod** Holt Rinehart & Winston, 2007 **World History: Connections to Today** Elisabeth Gaynor Ellis, Pearson/Prentice Hall, 2003-12 American Government: Annotated teacher's ed ,1987 Latin American History II Russell S. Spindler, 1962 The Project Physics Course, Text and Handbook, Unit 6, The Nucleus ,1970 **Resources in Education** ,1998 **Educational Research Document Summaries** Educational Research Information Center (U.S.), 1966 *Catalog of Copyright Entries. Third Series* Library of Congress. Copyright Office, 1976 *U.S. History Through Children's Literature* Wanda Miller, 1997-03-15 Allow students to step back in time to experience the thoughts feelings dilemmas and actions of people from history For each history topic Miller suggests two titles one for use with the entire class and one for use with small reading groups Summaries of the books author information activities and topics for discussion are supplemented with vocabulary lists and ideas for research topics and further reading This integrated approach makes history meaningful to students and helps them retain historical details and facts **Research in Education** ,1974 *Catalogue of Title Entries of Books and Other Articles Entered in the Office of the Register of Copyrights, Library of Congress, at Washington, D.C.* Library of Congress. Copyright Office, 1946 **A History of the United States** John Richard Alden, Alice Magenis, 1962 *Readers' Guide to Periodical Literature* ,1910 Readers' Guide to Periodical Literature Anna Lorraine Guthrie, Bertha Tannehill, Neltje Marie Tannehill Shimer, 1925 An author subject index to selected general interest periodicals of reference value in libraries *American Agriculturist* ,1872 *Multicultural and Ethnic Children's Literature in the United States* Donna L. Gilton, 2020-02-18 This edition of Multicultural and Ethnic Children's Literature in the United States addresses both quantitative and more qualitative changes in this field over the last decade Quantitative changes include more authors books and publishers book review sources booklists and awards organizations institutions and websites and criticism and other scholarship Qualitative changes include More support for new and emerging writers and illustrators Promotion of multicultural literature both in the U S and around the world as well as developments in global literature Developments in the literatures described throughout this book as well as in research supporting this literature The impact of technology Characteristics and activities of four adult audiences that use and promote multicultural children's literature and Changes in leaders and their organizations This is still a single reference source for busy and involved librarians teachers parents scholars publishers distributors and community leaders Most books on multicultural children's literature are written especially for teachers librarians and scholars They may be introductions to the literature selection tools teaching guides or

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Housing the City by the Bay John Baranski, 2019-02-26 San Francisco has always had an affordable housing problem Starting in the aftermath of the 1906 earthquake and ending with the dot com boom Housing the City by the Bay considers the history of one proposed answer to the city s ongoing housing crisis public housing John Baranski follows the ebbs and flows of San Francisco s public housing program the Progressive Era and New Deal reforms that led to the creation of the San Francisco Housing Authority in 1938 conflicts over urban renewal and desegregation and the federal and local efforts to privatize government housing at the turn of the twenty first century This history of public housing sheds light on changing attitudes towards liberalism the welfare state and the economic and civil rights attached to citizenship Baranski details the ways San Francisco residents turned to the public housing program to build class based political movements in a multi racial city and introduces us to the individuals community activists politicians reformers and city employees who were continually forced to seek new strategies to achieve their aims as the winds of federal legislation shifted Ultimately Housing the City by the Bay advances the idea that public housing remains a vital part of the social and political landscape intimately connected to the struggle for economic rights in urban America

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Table of Contents Unit 6 Chapter 22 Guided Reading For Us History

1. Understanding the eBook Unit 6 Chapter 22 Guided Reading For Us History
 - The Rise of Digital Reading Unit 6 Chapter 22 Guided Reading For Us History
 - Advantages of eBooks Over Traditional Books
2. Identifying Unit 6 Chapter 22 Guided Reading For Us History
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Unit 6 Chapter 22 Guided Reading For Us History
 - User-Friendly Interface
4. Exploring eBook Recommendations from Unit 6 Chapter 22 Guided Reading For Us History
 - Personalized Recommendations
 - Unit 6 Chapter 22 Guided Reading For Us History User Reviews and Ratings
 - Unit 6 Chapter 22 Guided Reading For Us History and Bestseller Lists
5. Accessing Unit 6 Chapter 22 Guided Reading For Us History Free and Paid eBooks
 - Unit 6 Chapter 22 Guided Reading For Us History Public Domain eBooks
 - Unit 6 Chapter 22 Guided Reading For Us History eBook Subscription Services
 - Unit 6 Chapter 22 Guided Reading For Us History Budget-Friendly Options
6. Navigating Unit 6 Chapter 22 Guided Reading For Us History eBook Formats

- ePub, PDF, MOBI, and More
 - Unit 6 Chapter 22 Guided Reading For Us History Compatibility with Devices
 - Unit 6 Chapter 22 Guided Reading For Us History Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Unit 6 Chapter 22 Guided Reading For Us History
 - Highlighting and Note-Taking Unit 6 Chapter 22 Guided Reading For Us History
 - Interactive Elements Unit 6 Chapter 22 Guided Reading For Us History
 8. Staying Engaged with Unit 6 Chapter 22 Guided Reading For Us History
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Unit 6 Chapter 22 Guided Reading For Us History
 9. Balancing eBooks and Physical Books Unit 6 Chapter 22 Guided Reading For Us History
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Unit 6 Chapter 22 Guided Reading For Us History
 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
 11. Cultivating a Reading Routine Unit 6 Chapter 22 Guided Reading For Us History
 - Setting Reading Goals Unit 6 Chapter 22 Guided Reading For Us History
 - Carving Out Dedicated Reading Time
 12. Sourcing Reliable Information of Unit 6 Chapter 22 Guided Reading For Us History
 - Fact-Checking eBook Content of Unit 6 Chapter 22 Guided Reading For Us History
 - Distinguishing Credible Sources
 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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