

## Lesson Plan 3

### OBJECTIVES

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- ✓ Students will learn about FANBOYS as one method to combine sentences.
- ✓ Students will review mercantilism.
- ✓ Students will consider ideas about government.
- ✓ Students will learn about Enlightenment ideas about government.
- ✓ Students will summarize events leading up to the American Revolution.
- ✓ Students will understand Locke's natural rights philosophy as it applies to the Declaration of Independence.

### MATERIALS FOR LESSON 3

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#### Activity 1: Review Stations

- Review stations packet

#### Activity 2: Combining Sentences with FANBOYS

- Sentence Combining Sheet using “And,” “But,” and “So”

#### Activity 4: The Enlightenment

- Reading: *The Enlightenment in Europe*
- What's a Paraphrase?

#### Activity 5: Events Leading Up to the American Revolution

- Reading: *The Road to Revolution*

#### Activity 6: The Declaration of Independence

- The Opening to the Declaration of Independence and paraphrase

## ACTIVITY 1 Review Stations

**MATERIALS:** Review Stations packet

**STEPS:**

- 1 Give out the review packets as students come in. Pair students up and have them take a station, making sure it's a different station from one they may have had recently.
- 2 Once students are finished, go around the room with each pair presenting.

## ACTIVITY 2 Combining Sentences with FANBOYS

**MATERIALS:** Stem sentences sheet

**STEPS:**

- 1 Write the following stem sentences on the board (it works best if you use the name of an actual student in the class):

*Renee was tired.*

*Renee was hungry.*

*Renee was bored.*

Ask students to help you combine the sentence using commas.

- 2 Tell students that you are going to teach them a new way to combine sentences today. They will learn to use FANBOYS. Write FANBOYS on the board vertically and see which of the FANBOYS students know, if any. Fill in the word each letter in the acronym stands for. Tell students that another word for these is “connectors.” They might also see them called “coordinating conjunctions.” These words allow you to join two independent clauses. Keep the sentence have combined above on the board, then add another sentence:

*She wanted to go home.*

Ask students: *“How can I combine these two sentences using “and”?* Students will help you write the following:

*Renee was tired, hungry and bored, and she wanted to go home.*

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I focus on “and” “but” and “so” because the others are not used very much, and students get very confused by “nor.” As students get into more complicated constructions, it’s important to point out, with “so” that this FANBOY shows causality between two things, so the cause needs to come before the effect.

Point out to students that when two independent clauses are joined with a FANBOY, there needs to be a comma before the FANBOY.

- 3 Continue the process using other students in the class:

*Asbury was exhausted.*

*He came to school anyway.*

AND

*Eileen had no food in the house.*

*She went to the store.*

- 4 Ask every student in the class to write a sentence about his or her partner using two independent clauses and either “and”, “but”, or “so” as a connector. Ask students to come up and put these on the board.
- 5 Give out the SENTENCE COMBINING SHEET and have each pair of students combine a sentence using a FANBOY and put it up on the board. Provide support and guidance as needed.
- 6 When the sentences are up, discuss whether the right FANBOY was used. What is the relationship between the two original sentences? Does one cause the other? Is one in addition to the other? Is one in contrast to the other? Explain that it’s important to notice these relationships.

### ACTIVITY 3

## Quickwrite: What Should Your Country Do for You?

**MATERIALS:** pencil and paper

**STEPS:**

- 1 Tell students that they have been learning a lot in the last two classes about history and economics. Now they are going to begin to consider government. To begin, they are going to do a quick-write or free-write to get their ideas out—their *background knowledge*.
- 2 Write this quote on the board:

*“Ask not what your country can do for you,  
but what you can do for your country.”*

Tell students that John F. Kennedy, a famous President, said this during the 60s. It’s something a lot of us don’t really think about much, consciously—what should our government do for us? Now

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If possible, build some writing into every lesson. Even if students aren’t writing a full essay, it’s a good idea for them to write so that they become more used to writing “on command.”

you want them to write their thoughts about this. This is a free-write, so you will not be collecting it and they should not worry about making mistakes. If students have trouble getting started, you may want to start with a class brainstorm, then send students off to write.

- 3 When students have finished writing, you can have them exchange papers, then bring the class together and lead a general, brief discussion—what are things that we believe our government should do for us? Write notes on the board based on student ideas.
- 4 Tell students that during the time period of the English colonies, there were new ideas about government that were being discussed in society. Remind students that general societal ideas about what is right and wrong, change. For instance, in colonial times, there was a saying “spare the rod and spoil the child.” Review with students what that means. Ask students if that is still an idea that most people believe in today.
- 5 It is the same with government. During the 1800s, people’s ideas about government changed quite a bit. Ask students what form of government they think was in England at the time. Who was in charge? Someone will most likely say a king. Tell students that there were also kings in other European countries: France, Spain. Review what a government with a king is called: monarchy.

## ACTIVITY 4 The Enlightenment

**MATERIALS:** Text: *The Enlightenment in Europe*

### STEPS:

- 1 Tell students they are going to read a text called “The Enlightenment in Europe.” What does “enlightenment” mean? A person might say “can you enlighten me on that topic?” In this case, “enlightenment” means getting smarter and more knowledgeable. This was also called “The Age of Reason.” People began to rely on their own minds to figure problems out, whereas earlier, people had relied more on religion.
- 2 Give out the text and ask students to read silently. They should then reread and write down any notes or questions they have.
- 3 Bring the class together and ask whether there are questions; then lead a brief discussion if students need help with comprehension.

- 4 Tell students that one way to know if you’ve really understood something is to *paraphrase*. Elicit the meaning of paraphrase—it’s a fancy way of saying “put it into your own words.” This is an important skill for college and writing. Fundamentally, it’s also a very important skill for checking in with yourself to make sure you understand something. You may want to bring up the example of a colleague, a fellow teacher learning science, who said, “I know I don’t understand it unless I can explain it to my mother, who isn’t a science teacher.”
- 5 We are going to practice paraphrasing now. Give out the sheet on paraphrasing. Based on the criteria laid out for paraphrasing, ask students to choose, which is the best paraphrase of the first paragraph of the text? Why?
- 6 Divide the class in half. Half will paraphrase Locke; half will paraphrase Hobbes. Have students work in groups of two or three. Advise them to read a few lines, then stop and say it to their partner(s) in their own words. Then they can write down what they just said. Divide the board in half, one half for Locke and one for Hobbes. Have students come up to the board in their groups and write their paraphrases. Bring the class together to look at student paraphrases and evaluate them.

## ACTIVITY 5

### Events Leading Up to the American Revolution

**MATERIALS:** Maps showing the colonies before and after the French and Indian War • **Text:** *The Road to Revolution*

#### STEPS:

- 1 Tell students, *Successful, educated colonists would have known all about the ideas of John Locke, and these would be very important when it came to deciding whether to get into a war with England or not. Now we’re going to look at some of the events that led up to the Revolution, and how people in the colonies reacted.*
- 2 Remind students that we’ve spoken about salutary neglect. “Salutary” means health. England made laws for the colonies, but for the “health” of their relationship, they neglected to enforce them. In other words, England “looked the other way” when colonists smuggled because they knew they would need their help to fight the French.

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This activity offers a chance to return to both historical maps and the timeline. Students write short summaries for the timeline so that the timeline becomes “class owned.” I take a picture with my cell phone, type up the student summaries, and give it out the next day as a reminder.

- 3 Well, now the war has come. France and England are fighting over territories in the colonies, and England expects its colonists to help them. This war was between England and the colonists on one side and French and some Indian tribes on the other. Give out the maps that show the continent before and after the French and Indian war. What do students notice? Who won? What did they gain? Tell students: there was only one problem with the war. It cost a LOT of money. When the war was over, England was broke. So where did they turn for money? That's right, the colonies. England started to tax the colonies.
- 4 Tell students that now they are going to read about the events that led up to the American Revolution. When they are finished, they will work in groups to summarize the different events for the timeline. Explain that, working together, they can learn more than one or two people working alone. This will also give them a chance to practice writing summaries.
- 5 Give out the text and have students read silently. While students are reading, you may want to write some of the key terms on the board, because students can get confused about who was who. You may want to write terms like Parliament, King George, Stamp Act Congress, colonists, Redcoats, Sons of Liberty, etc. When students have finished reading, review these terms—who was on which side?
- 6 Lead the class in a brief review of what should be in a summary. If you wanted a quick review of 9/11, what would you include? You may want to write down who, where, what, when, why on the board as a guide.
- 7 Once you've reviewed what a summary is, have the class help you to write an entry for the French and Indian War. Now that students have a model, they can work in pairs or groups of three. Assign each pair/group one section of the text to summarize for the class timeline. Walk around to provide assistance as students are working. Allow 10-15 minutes for the groups to write their summaries on the board, then have the whole class come up to the board and do a read-through.

**ACTIVITY 6** The Declaration of Independence

**MATERIALS:** *Declaration of Independence*, beginning section, and paraphrase

**STEPS:**

- 1 Tell students that the Declaration of Independence is a document that they should be somewhat familiar with because it will appear on the TASC and they will encounter it again and again in their school lives.
- 2 Write the first few lines on the board, or if you wish, give a printed version:

*We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.*

- 3 As a class, work through these sentences, dividing the board into two columns. Remind students that when something is difficult to understand, paraphrasing is a good strategy.

On the left is the original text. On the right is the text in students' own words. Point out that this is a good way to make the text more comprehensible. Take the text phrase by phrase, asking students what they think each phrase means and eliciting their help in writing a more plainspoken version.

- 4 When you have finished, ask students where in the text they see the ideas of John Locke. If they don't see any similarities, point out the phrase "consent of the governed." What does that mean?

**HOMEWORK**

- Do the practice Regents Test questions.
- Write an expanded version of the free-write done at the beginning of class: What are three things that you believe a government should do for its people? Write a paragraph about each.

These test questions are freely available on the web—they are practice Regents test questions. They provide students with an opportunity to review and consolidate what they learned, as well as practice with multiple choice questions.

# Review Stations

## Timeline Station:

Using your notes, draw a timeline of U.S. history and place major events on the timeline where they belong.

## Triangular Trade station:

Draw the route of triangular trade on the world write-on wipe-off map. Label the cargo that traveled along the route in each directions

## Mercantilism Station:

Write an explanation of mercantilism in your own words:

## Analyze the political cartoon.

What is it saying about mercantilism? Who are the “characters” in this cartoon? What do their labels tell you? What is the point of view of the cartoonist? Does he think mercantilism is a fair system or not? What makes you say so?



**Vocabulary station:** Finish the sentences using examples you wrote about for homework.

## Sentence starters:

A way that I try to evade arguments...

I try never to neglect...

I try to maintain my happiness by...

I feel alienated when...

One of my biggest allies is...

A person I consider to be an elite is...



# Stem Sentences for Sentence Combining with FANBOYS “and,” “but,” and “so.”

**DIRECTIONS:** Combine each set using “and,” “but,” or “so.”

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## Set 1

The Southern colonies had fertile soil and a long growing season.

Southern farmers were able to grow two kinds of crops during the year.

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## Set 2

The English government used raw materials from the colonies to manufacture items.

It sold the manufactured goods back to the colonies.

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## Set 3

The Navigation Acts were started to make sure the colonies would only trade with England.

Colonial merchants wanted to evade the rules.

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## Set 4

Colonial merchants took to smuggling to avoid the regulations set forth in the Navigation Acts.

The English government did not like this.

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## Set 5

England knew a war with France was coming.

It would need the colonies to help it fight in the war.

The English looked the other way when colonists broke the rules.

This was called salutary neglect.

# Which is the *best* paraphrase of the original paragraph?

## ORIGINAL:

The 1600s were a time of great change in Europe. An entire New World had recently been discovered. People had new ideas about all subjects. In the 1600s in Europe, scholars and philosophers began to reevaluate old notions about society. They questioned some of their earlier underlying beliefs regarding government, religion, economics, and education. Their efforts spurred the Enlightenment, a new intellectual movement that stressed reason and thought and the power of individuals to solve problems. Known also as the Age of Reason, the movement reached its height in the mid-1700s and brought great change to many aspects of Western civilization.

## PARAPHRASE A:

A lot changed in Europe in the 1600s. People had new ideas about society and started to question the old ways. They had new ideas about government, religion, economics and education and eventually this brought a lot of change to the whole world.

## PARAPHRASE B:

The 1600s were a time of great change. In the 1600s, in Europe, scholars and philosophers began to reevaluate old notions about society. They questioned some of their earlier underlying beliefs regarding government, religion, economics and education.

## PARAPHRASE C:

People changed their minds about a lot of things during the 1600s. People became more intellectual and it was the Age of Reason.

# The Enlightenment in Europe

The 1600s were a time of great change in Europe. An entire New World had recently been discovered. People had new ideas about all subjects. In the 1600s in Europe, scholars and philosophers began to reevaluate old notions about society. They questioned some of their earlier underlying beliefs regarding government, religion, economics, and education. Their efforts spurred the Enlightenment, a new intellectual movement that stressed reason and thought and the power of individuals to solve problems. Known also as the Age of Reason, the movement reached its height in the mid-1700s and brought great change to many aspects of Western civilization.

## Two Views of Government

The Enlightenment started from some key ideas put forth by two English political thinkers of the 1600s, Thomas Hobbes and John Locke. Both men had experienced the English Civil War. This was a violent war in England between those who supported the King and those who did not. It brought a lot of change and turmoil to England. Locke and Hobbes were both very influenced by their experiences in the English Civil War. However, they came to very different conclusions about government and human nature.

**Thomas Hobbes:** Thomas Hobbes expressed his views in a book called *Leviathan* (1651). The horrors of the English Civil War convinced him that all humans were naturally selfish and wicked. Without governments to keep order, Hobbes said, there would be “war... of every man against every man,” and life would be “solitary, poor, nasty, brutish, and short.”

Hobbes argued that to escape such a bleak life, people had to hand over their rights to a strong ruler. In exchange, they gained law and order. Because people only acted in their own self-interest and not for the good of the group, Hobbes said, the ruler needed total power to keep citizens under control. The best government was one that had the awesome power of a leviathan (sea monster). In Hobbes’s view, such a government was an absolute monarchy, which could impose order and demand obedience.

**Locke’s Natural Rights:** The philosopher John Locke held a different, more positive, view of human nature. He believed that people could learn from experience and improve themselves. As reasonable beings, they had the natural ability to govern their own affairs and to look after the welfare of society. Locke criticized absolute monarchy and favored the idea of self-government.

According to Locke, all people are born free and equal, with three natural rights—life, liberty, and property. The purpose of government, said Locke, is to protect these rights. If a government fails to do so, citizens have a right to overthrow it. Locke’s theory had a deep influence on modern political thinking. His belief that a government’s power comes from the consent of the people is the foundation of modern democracy. The ideas of government by popular consent and the right to rebel against unjust rulers helped inspire struggles for liberty in Europe and the Americas.

# The Road to Revolution

Adapted from Sparknotes.com

Before and during the French and Indian War, from about 1650 to 1763, Britain left its American colonies to run themselves in an age of salutary neglect. Given relative freedom to do as they pleased, the North American settlers began to establish their own governments. They established representative legislatures and democratic town meetings. They also enjoyed such rights as trials by jury. American shipping, although theoretically<sup>1</sup> regulated by the Navigation Act, functioned apart from the mighty British fleet for more than a hundred years.

## The French and Indian War

In Europe it was called the **Seven Years' War**, but in North America it was known as the **French and Indian War**. It was fought between Britain and France from 1754 to 1763 for colonial dominance<sup>2</sup> in North America. British officials received only halfhearted support throughout the colonies. Nevertheless, American colonists dutifully fought alongside British soldiers, while the French allied themselves with several Native American tribes (hence<sup>3</sup> the name “French and Indian War”). This war ended after the British captured most of France’s major cities and forts in Canada and the Ohio Valley.

## The End of Salutary Neglect

The French and Indian War motivated Parliament to end the age of **salutary neglect**<sup>4</sup>. Prime Minister **George Grenville** began enforcing the **Navigation Acts** in 1764, and passed the **Sugar Act** to tax sugar. A year later, he passed the **Stamp Act**, which placed a tax on printed materials.

## The Stamp Act

The Stamp Tax was passed in 1765. Legal papers would have to be written on paper that already had a watermarked stamp. The cost of the stamp [the tax] depended on the type of printed material on which it would be placed. Newspapers, playing cards, and documents like a will or a business contract were all taxed. The amount of taxes each person would have to pay was small, but so many things were taxed that most people would eventually have to pay it.

Americans immediately protested the Stamp Act. This tax was not like a sales tax, a tax on an item. This was a tax paid directly to the government [an internal tax]. Americans said only their local governments had the right to tax them directly.

<sup>1</sup> **Theoretically**—in theory, or idea, but not in reality

<sup>2</sup> **Dominate**—to control or have influence over

<sup>3</sup> **Hence**—therefore

<sup>4</sup> **Salutary neglect**—looking the other way when laws are broken

A group called the Sons of Liberty was formed. Led by Sam Adams, the Sons of Liberty, organized boycotts and intimidated tax collectors. They tarred and feathered some tax collectors. They pulled down the house of another. By the time the stamps arrived on a ship from Britain, there was often nobody who would pass them out.

Colonists sent representatives to the Stamp Act Congress. They wanted a united response to this tax. This was an important step, because Americans were uniting against the British government. The Stamp Act Congress sent letters of protest to the British Parliament and the King. They also said that businesses should boycott British goods.

The Sons of Liberty organized the Non-Importation Agreements. In these agreements, businessmen said that they would not buy British goods. This is called an *economic boycott*. The idea is if businessmen in Britain were losing money, because Americans were not buying their goods, then they would put pressure on the government to get rid of the tax. This is exactly what happened! In 1766, Parliament bowed to public pressure and repealed the Stamp Act<sup>5</sup>.

### The Boston Massacre

There was a lot of anger among colonists about England's new taxes. Those who collected taxes for England often faced mob violence. That was why Thomas Hutchinson, the governor of Boston, requested that the English government send British soldiers to enforce the taxes and keep order. In 1768, four thousand redcoats landed in the city to help maintain order. Tensions grew between the British soldiers and the colonists. On March 5, 1770, an angry mob clashed with several British troops. British soldiers shot into the crowd. Five colonists died, and news of the **Boston Massacre** quickly spread throughout the colonies.

### The Boston Tea Party

In 1773, Parliament passed the **Tea Act**, granting the financially troubled **British East India Company** a trade monopoly<sup>6</sup> on the tea exported to the American colonies. In many American cities, tea agents resigned or canceled orders, and merchants refused consignments in response to the unpopular act. Governor Hutchinson of Massachusetts, determined to uphold the law, ordered that three ships arriving in Boston harbor should be allowed to deposit their cargoes and that appropriate payments should be made for the goods. On the night of December 16, 1773, while the ships lingered<sup>7</sup> in the harbor, sixty men boarded the ships, disguised as Native Americans, and dumped the entire shipment of tea into the harbor. That event is now famously known as the **Boston Tea Party**.

<sup>5</sup> **Repeal**—when you repeal a law, you take it back—it's not a law anymore

<sup>6</sup> **Monopoly**—a monopoly exists in business or trade when there is no competition and people can only buy from one company, or one company is able to sell goods so cheaply that they dominate the market

<sup>7</sup> **Lingered**—when you linger you stay in one place for awhile

### The Intolerable Acts

In January 1774, Parliament passed the **Intolerable Acts**, which shut down Boston Harbor until the British East India Company had been fully reimbursed for the tea destroyed in the Boston Tea Party. Shutting down the harbor brought much hardship to Boston. Most Bostonians made their living from either fishing or trade via ships. Shutting down Boston Harbor effectively shut down the economy of Boston. Trade stopped; food could not be shipped in to New England. Americans throughout the colonies sent food and supplies to Boston via land to prevent death from hunger and cold in the bitter New England winter.

### The First Continental Congress and Boycott

To protest the Intolerable Acts, important colonists gathered in Philadelphia at the **First Continental Congress** in autumn of 1774. They once again petitioned Parliament, King George III, and the British people to repeal the acts and restore friendly relations. For additional motivation, they also decided to begin a **boycott**, or ban, of all British goods in the colonies.

### Lexington, Concord, and the Second Continental Congress

On April 19, 1775, part of the British occupation force in Boston marched to the nearby town of **Concord**, Massachusetts, to seize a store of weapons kept by colonial militiamen<sup>8</sup>. Militiamen of Lexington and Concord attacked, and forced the British soldiers to retreat to Boston.

In the meantime, leaders convened the **Second Continental Congress** to discuss options. In one final attempt for peaceful reconciliation, the **Olive Branch Petition**, they declared their love and loyalty to King George III and begged him to address their grievances<sup>9</sup>. The king rejected the petition and formally declared that the colonies were in a state of rebellion.

### The Declaration of Independence

The Second Continental Congress chose **George Washington**, a southerner, to command the militiamen in Boston. They also appropriated money for a small navy. Encouraged by a strong colonial campaign in which the British scored only narrow victories (such as at **Bunker Hill**), many colonists began to believe that total independence was the best option. The next year, the congressmen voted on July 2, 1776, to declare their independence. **Thomas Jefferson**, a young lawyer from Virginia, drafted<sup>10</sup> the **Declaration of Independence**. The United States was born.

<sup>8</sup> **Militia**—a group of people who are not professional soldiers but have had military training and can act as an army

<sup>9</sup> **Grievances** are complaints, but usually more formal—you can file a formal grievance with your union for example

<sup>10</sup> **Drafted**—wrote. Often a draft is one version of a written document and there may be others

# The Declaration of Independence

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

–That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,

–That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

## Paraphrase

We think certain truths can't be contradicted:

- All men are created equal
- God gives them certain rights that can't be taken away from them
- These rights include life, liberty and the pursuit of happiness.
- To ensure that people keep these rights, people set up governments, which get their powers from the people, who consent to this government being in existence.
- When a government stops people from keeping their rights, the people can change or end it.
- They can set up a new government, based on principles that they think will be likely to make them happy and secure.

Where in this document do you hear the ideas of John Locke?

# Practice Regents Test Questions

## Colonial Economies and the Declaration of Independence

- 1** In which area did good harbors, abundant forests, rocky soil, and a short growing season most influence the colonial economy?
  - a. Southern colonies
  - b. Middle Atlantic region
  - c. Northwest Territory
  - d. New England colonies
- 2** The British benefited from their mercantilist relationship with the American colonies primarily by
  - a. supporting the growth of colonial industries
  - b. prohibiting colonists from fishing and fur trading
  - c. taking large amounts of gold and silver from the southern colonies
  - d. buying raw materials from the colonies and selling them finished products
- 3** During the colonial period, the British Parliament used the policy of mercantilism to
  - a. limit manufacturing in America
  - b. prevent criticism of royal policies
  - c. deny representation to the colonists
  - d. force colonists to worship in the Anglican Church
- 4** In its economic relationship with its North American colonies, Great Britain followed the principles of 18th-century mercantilism by
  - a. outlawing the African slave trade
  - b. limiting the colonies' trade with other nations
  - c. encouraging the development of manufacturing in the colonies
  - d. establishing laws against business monopolies
- 5** The British system of mercantilism was opposed by many American colonists because it
  - a. placed quotas on immigration
  - b. discouraged the export of raw materials to England
  - c. placed restrictions on trading
  - d. encouraged colonial manufacturing
- 6** According to the Declaration of Independence, the people have the right to alter or abolish a government if that government
  - a. is a limited monarchy
  - b. violates natural rights
  - c. becomes involved in entangling alliances
  - d. favors one religion over another
- 7** In the Colonial Era, developments such as the New England town meetings and the establishment of the Virginia House of Burgesses represented
  - a. colonial attempts to build a strong national government
  - b. efforts by the British to strengthen their control over the colonies
  - c. steps in the growth of representative democracy
  - d. early social reform movements



- 8** Which fundamental political idea is expressed in the Declaration of Independence?
- The government should guarantee every citizen economic security.
  - The central government and state governments should have equal power.
  - If the government denies its people certain basic rights, that government can be overthrown.
  - Rulers derive their right to govern from God and are therefore bound to govern in the nation's best interest.

- 9** “The only representatives of the people of these colonies are persons chosen therein by themselves; and that no taxes ever have been, or can be constitutionally imposed on them but by their respective legislatures.”  
—*Statement by the Stamp Act Congress, 1765*

**What is a valid conclusion that can be drawn from this quotation?**

- The colonial legislatures should be appointed by the English King with the consent of Parliament.
- Only the colonists' elected representatives should have the power to levy taxes.
- The English King should have the right to tax the colonists.
- The colonists should be opposed to all taxation.

- 10** One of the principles stated in the Declaration of Independence is that government should
- guarantee economic equality among citizens
  - have unlimited power to rule the people
  - be based upon the consent of the governed
  - be led by educated citizens

- 11** The Declaration of Independence (1776) has had a major influence on peoples throughout the world because it
- guarantees universal suffrage
  - establishes a basic set of laws for every nation
  - provides justification for revolting against unjust governments
  - describes the importance of a strong central government

- 12** “...I challenge the warmest advocate [supporter] for reconciliation, to shew [show], a single advantage that this continent can reap [gain], by being connected with Great Britain. I repeat the challenge, not a single advantage is derived [acquired]. Our corn will fetch its price in any market in Europe, and our imported goods must be paid for, buy them where we will....”  
—*Thomas Paine, Common Sense, 1776*

**This speaker is most likely opposed to**

- capitalism
- mercantilism
- direct democracy
- representative government

**“ Instruction in reading and writing that matches student skill levels and draws from the content, should be interwoven. ”**