

Name _____ Date _____ **Lesson Review**
Use with Pages 246–251.

Lesson 3: The French and Indian War

Directions: Complete the cause-and-effect chart with information from your textbook.

Cause	Effect
English settlers wanted more land to build towns and farms. They began moving west.	Native Americans resisted English settlement.
The English settlers were willing to fight for the land they wanted.	In New England, the conflict over land led to war in 1675.
After a year of fighting, the leader of the Native Americans, Metacom, was killed.	The English settlers won the war and gained control of most of New England.
By the mid-1700s, settlers moved as far west as the Ohio River valley—a region claimed by both France and Great Britain.	The French refused to leave. They and their American Indian allies went to war with Great Britain.
British General James Wolfe captured Quebec, the capital of New France, in September 1759.	The victory helped the British win the French and Indian War.

Notes for Home: Your child learned about the causes and effects of the French and Indian War.
Home Activity: To practice this skill with your child, identify several cause-and-effect relationships around your home.

© Scott Foresman 6

Workbook Lesson Review 61

Name _____ Date _____ **Vocabulary Review**
Use with Chapter 7.

Vocabulary Review

Directions: Use the clues from the chapter to complete the crossword puzzle.

hacienda	PONTIAC'S REBELLION
presidio	HACIENDA
El Camino Real	KING PHILIP'S WAR
Pueblo Revolt	EL CAMINO REAL
trading post	PROCLAMATION OF 1763
tributary	BACKCOUNTRY
King Philip's War	TRADING POST
backcountry	TRIBUTARY
French and Indian War	
Pontiac's Rebellion	
Proclamation of 1763	

Across

- place where French and Native Americans exchanged goods
- stream or river that flows into a larger river
- large estate
- war between English and Wampanoag leader, Metacom
- road connecting Mexico City and Santa Fe
- official document stating that colonists were not allowed to settle west of the Appalachian Mountains
- rugged stretch of land near the Appalachian Mountains

Down

- battle fought between British and French in America
- conflict between the Pueblo and the Spanish that ended in the Spanish being driven out of New Mexico
- military fort

Notes for Home: Your child learned about struggles for control of lands in North America.
Home Activity: With your child, research one or more of the Native American groups mentioned and discuss the main struggle it faced.

© Scott Foresman 6

62 Vocabulary Review Workbook

Name _____ Date _____ **Discovery School**
Use with Page 258.

Unit 3 Project Colonial Living

Directions: In a game show, see if your classmates can guess your colonial occupation. Then try to guess the other students' occupations.

- My occupation is _____.
- Clues about my colonial occupation (in sentence form):
 - _____
 - _____
 - _____
 - _____
 - _____
- Questions to ask other students to identify their colonial occupations:

As needed, review the occupations and the clues students select. Encourage them to provide clues that hint at, but do not reveal, the occupation.

Checklist for Students

- _____ I chose an occupation from colonial times.
- _____ I researched five statements of fact as clues about my occupation and wrote them on an index card.
- _____ I wrote questions to guess other colonial occupations.
- _____ I participated in the class game show.

Notes for Home: Your child learned about occupations in colonial America.
Home Activity: Review the Fact File list of colonial occupations in Unit 3 of your child's textbook. Together, identify jobs available today that did not exist hundreds of years ago.

© Scott Foresman 6

Discovery Channel Project 63

Name _____ Date _____ **Reading Social Studies**
Use with Pages 264–265.

Cause and Effect

Sometimes writers use clue words such as *because*, *so*, or *since* to signal cause and effect. A cause may have more than one effect, and an effect may have more than one cause.

Directions: Read the following passage. Use the reading strategy of cause and effect to answer the questions. Fill in the circle next to the correct answer.

The American Revolution at Sea

Many of the battles fought during the American Revolution were fought on land, but battles were also fought at sea. The British controlled the seas. They were expected to defeat the colonists since they had a large naval fleet and the colonies did not. In the colonies, ships from the Continental Navy, along with ships from the colonies' own navy, managed to capture or sink a number of British ships. They were able to do this because they had the help of private ships, known as privateers. The number of privateers grew during the years of the revolution, so these ships were able to cause significant damage to the British fleet. Because the privateers were spread out in the Atlantic as far as the West Indies and British Isles, their actions also hurt Britain by affecting its trade.

In 1778 the French and the American colonies formed an alliance, and Spain entered the war as an ally of France. Because of this alliance, Britain could no longer control the seas. A British fleet was always kept on guard against invasion in the English Channel. This left vast areas unguarded, so the Spanish and French naval forces were able to attack wherever they pleased.

- What caused people to expect the British to defeat the colonists at sea?
 - A Britain's allies
 - B Britain's wealth
 - C Britain's large navy
 - D King George's political influence
- What effect did the privateers have on the British fleet?
 - A They were in the way of the Continental Navy.
 - B They helped defeat the Continental Navy.
 - C They helped defeat the British fleet.
 - D They grew to the size of the British fleet.
- What effect did Spain's and France's alliances with the American colonies have on the British?
 - A It made them stronger.
 - B It made them lose control of the seas.
 - C It gave them more allies.
 - D It expanded their naval fleet.

Notes for Home: Your child learned to apply the reading strategy of cause and effect to a passage.
Home Activity: With your child, read a newspaper article or editorial and list the causes and effects that you find.

© Scott Foresman 6

64 Reading Social Studies Workbook

Vocabulary Preview

Directions: Match each vocabulary word to its meaning. Write the vocabulary word on the line provided. Not all words will be used. You may use your glossary.

Parliament	Daughters of Liberty	Loyalist
Stamp Act	Boston Massacre	First Continental Congress
repeal	Committee of Correspondence	militia
Sons of Liberty	Tea Act	minutemen
Townshend Acts	Boston Tea Party	American Revolution
tariff	Intolerable Acts	Battle of Bunker Hill
boycott	Patriot	

- Townshend Acts** laws calling for a tax on imported goods
- tariff** a tax on imported goods
- Stamp Act** law that placed a tax on printed materials in the colonies
- repeal** to cancel
- Patriot** a colonist who opposed British rule
- Battle of Bunker Hill** important revolutionary battle that took place on Breed's Hill
- Tea Act** law that allowed only one company to sell tea to the colonists
- Intolerable Acts** new laws dictated by Britain to punish the colonists for the Boston Tea Party
- Sons of Liberty** group that led protests against the new Stamp Act tax
- militia** a volunteer army
- Parliament** Britain's law-making assembly
- minutemen** militia groups who could be ready to fight for their colony at only a minute's notice
- American Revolution** a war Americans fought for independence
- Boston Tea Party** when colonists dumped tea into Boston Harbor to protest the Tea Act

Notes for Home: Your child learned about troubles between the British and the colonies.
Home Activity: Have your child write each vocabulary word on the front of a small piece of paper and the definition on the back. Lay out these cards with the vocabulary terms face up. Then make a second set with definitions only. Lay out these cards face up. Have your child match each term with its definition.

Lesson 1: Trouble over Taxes

Directions: Match each cause to its effect to complete each sentence. Then circle the clue words that signal cause and effect.

CAUSE	EFFECT
1. Britain needed money to help cover the cost of defending the colonies,	a. <u>so</u> they sent warships to the colonies.
2. <u>Since</u> they had not voted for Parliament,	b. Britain repealed the Stamp Act.
3. <u>Because</u> the colonies were beginning to rebel against British taxes,	c. the colonists didn't think it was fair for Britain to tax them.
4. Britain still needed money,	d. <u>so</u> it decided to tax the colonists.
5. <u>Because</u> they didn't want to pay the tax,	e. <u>so</u> King George III decided to find another tax for the colonists.
6. The British wanted to convince the colonists to stop protesting the tax,	f. the colonists decided to boycott imported goods from Britain.

Directions: Read the actions of the British. Write the effect of each in the space provided.

7. Britain passed the Stamp Act.	Colonists refused to pay the tax and threatened those who tried to collect it.
8. Britain passed the Townshend Acts.	Colonists did not want to pay a tax to Britain. They boycotted imported goods.
9. Britain sent a warship to New England to get the colonists to stop protesting the Townshend Acts.	Tensions increased between Britain and the colonies.

Notes for Home: Your child learned about the colonists' refusal to pay British taxes.
Home Activity: With your child, make your own cause-and-effect chart reflecting real or possible events in your personal lives.

Lesson 2: The Colonists Rebel

Directions: Answer the questions below on the lines provided. You may use your textbook.

- What was the Boston Massacre?
British soldiers fired into a Boston crowd, killing five people.
- Why did Parliament repeal the Townshend Acts?
because the colonial boycott was hurting British businesses
- Why did Parliament decide to keep the tax on tea?
British leaders wanted to show the colonists that they still had the right to tax the colonies.
- Who was Paul Revere?
He was a silversmith and one of the express riders for the Committees of Correspondence.
- What two goals did the British hope to accomplish by passing the Tea Act?
The British hoped to help the struggling East India Company and to get the colonists to pay taxes to Britain.
- How did the colonists respond to the Tea Act?
The colonists protested the Tea Act and dumped British tea into Boston Harbor.
- Why did Britain pass new laws that the colonists referred to as the Intolerable Acts?
as punishment for the Boston Tea Party

Notes for Home: Your child learned why the colonists protested British taxation.
Home Activity: With your child, discuss this lesson. Then have your child write the main idea of the lesson on a large self-stick note. Have him or her write supporting details on smaller self-stick notes and place them around the perimeter of the main-idea note.

Use Primary Sources

Primary sources are eyewitness accounts of history. They give you firsthand knowledge about how things were at the time of the event. They are made by people who participated in the event being described. Primary sources can be letters, diaries, documents, speeches, interviews, photographs, paintings, or newspapers. Many of the pictures in this chapter of your textbook are photographs of primary sources.

Directions: The primary source below relates to the Boston Massacre. Study the source and answer the questions that follow.



- What is taking place in this picture?
British soldiers are firing on protesting colonists.
- Why do you think the incident was referred to as a "massacre"? What does this picture tell you about how the British soldiers responded to colonists who protested during revolutionary times?
Possible responses might include: The British soldiers responded with violent actions.

Notes for Home: Your child learned to identify and study primary sources.
Home Activity: With your child, examine postcards or letters from family or friends. Describe what about the wording identifies the item as a primary source. Then identify the person's perspective on the events being described.

Name _____ Date _____ **Lesson Review**
Use with Pages 286-291.

Lesson 3: The Revolution Begins

Directions: Complete the sequence chart by writing the sentences in the box in the order in which they took place. You may use your textbook.

- British soldiers secretly begin marching from Boston to Concord.
- British soldiers suffer heavy losses from Patriots firing at them as they walk the 20 miles from Concord to safety in Boston.
- Colonel Prescott's men work all night building a fort to defend Breed's Hill.
- Paul Revere knows of the British soldiers' plan and sets out to warn the militias in Lexington and Concord.
- The British win the Battle of Lexington.
- The British suffer heavy losses but win the Battle of Bunker Hill.
- The shot known as "the shot heard round the world" is fired.

- British soldiers secretly begin marching from Boston to Concord.
- Paul Revere knows of the British soldiers' plan and sets out to warn the militias in Lexington and Concord.
- The shot known as "the shot heard round the world" is fired.
- The British win the Battle of Lexington.
- British soldiers suffer heavy losses from Patriots firing at them as they walk the 20 miles from Concord to safety in Boston.
- Colonel Prescott's men work all night building a fort to defend Breed's Hill.
- The British suffer heavy losses but win the Battle of Bunker Hill.

Notes for Home: Your child learned the events that led to the American Revolution.
Home Activity: Discuss with your child ways countries can try to resolve conflicts without going to war.

© Scott Foresman 5

Workbook Lesson Review **69**

Name _____ Date _____ **Vocabulary Review**
Use with Chapter 8.

Vocabulary Review

Directions: Choose the vocabulary term from the box that best completes each sentence. Not all words will be used. Write the term on the line provided.

Parliament	Daughters of Liberty	Loyalist
Stamp Act	Boston Massacre	First Continental Congress
repeal	Committee of Correspondence	militia
Sons of Liberty	Tea Act	minutemen
Townshend Acts	Boston Tea Party	American Revolution
tariff	Intolerable Acts	Battle of Bunker Hill
boycott	Patriot	

- The government decided to **repeal**, or cancel, the law.
- Local merchants held a **boycott** against imported goods.
- The **Intolerable Acts** were laws punishing the colonists for dumping tea into Boston Harbor.
- Even today, **Parliament** continues to be the law-making assembly for Great Britain.
- The **Stamp Act** required all colonists to pay a tax on printed materials.
- The **First Continental Congress** was formed by representatives of all but one of the 13 colonies. Representatives voted on what action to take against the British and their taxes.
- The **Townshend Acts** were laws requiring a tax be paid on imported goods.
- The killing of five men in Boston by panicked British soldiers is known as the **Boston Massacre**.
- The British lost many soldiers in the **Battle of Bunker Hill**, which actually took place on Breed's Hill.
- The **Daughters of Liberty** supported the boycott of imported goods by making tea from herbs and berries and by weaving cloth.

Notes for Home: Your child learned about how the American Revolution began.
Home Activity: Have your child draw a picture representing the American Revolution period and have him or her explain the picture using as many vocabulary words as possible.

© Scott Foresman 5

70 Vocabulary Review Workbook

Name _____ Date _____ **Vocabulary Preview**
Use with Chapter 9.

Vocabulary Preview

Directions: Find the meaning of each vocabulary term from Chapter 9. Write the meaning on the lines provided. You may use your glossary.

Second Continental Congress **second meeting of American leaders who made decisions for the colonies and formed a Continental Army**

Continental Army **an army with soldiers from all 13 colonies; formed by the Second Continental Congress**

Olive Branch Petition **a petition from Congress to King George III that asked for more freedom for the colonists to govern themselves**

Declaration of Independence **a document stating why the colonies wanted independence**

traitor **a person who works against his or her country**

Green Mountain Boys **Patriot soldiers from Vermont, led by Ethan Allen**

mercenary **a soldier from one country paid to fight for another country**

Battle of Saratoga **a battle fought between the Americans and the British; turning point of the American Revolution**

Treaty of Paris **the treaty that officially ended the American Revolution; Great Britain recognized the United States of America as an independent nation**

Notes for Home: Your child learned about the American Revolution.
Home Activity: Help your child learn the terms and their meanings by using each term in a sentence.

© Scott Foresman 5

Workbook Vocabulary Preview **71**

Name _____ Date _____ **Lesson Review**
Use with Pages 296-300.

Lesson 1: Declaring Independence

Directions: Put the events in the sequence chart in the correct order. Number the events from 1 (earliest) to 10 (latest). Write the numbers on the blank lines before the boxes.

- Thomas Paine publishes *Common Sense*.
- Congress attempts to avoid war by sending a petition to King George III.
- The Continental Army is formed.
- George Washington agrees to command the army.
- The Declaration of Independence is signed by the members of Congress.
- King George wants to "put a speedy end" to the illegal rebellion in the colonies.
- The Second Continental Congress is held.
- Congress decides to vote for independence.

Notes for Home: Your child learned about Congress's decision to declare independence.
Home Activity: With your child, write a cause and effect for each event in this lesson on a separate slip of paper. Cut apart each cause and effect. Mix up the slips of paper and have your child put them back in the correct sequence.

© Scott Foresman 5

72 Lesson Review Workbook

Name _____ Date _____

Lesson Review

Use with Pages 302–308.

Lesson 2: Patriots at War

Directions: Answer the questions on the lines provided. You may use your textbook.

1. How did winning the Battle of Fort Ticonderoga help the Patriots later in the war?

At the Battle of Fort Ticonderoga, the Americans captured some British cannons that Washington later used to help defeat the British in Boston.

2. Why did the British hire mercenaries to fight the war?

The British had the money to hire more soldiers, and they were determined to defeat the Americans.

3. How did the American victory at Trenton affect Americans?

The victory renewed hope in many Americans.

4. How did winning the Battle of Saratoga affect the remainder of the war?

This battle is often called the turning point of the war. Winning the Battle of Saratoga convinced the French to become allies with the Americans because they could see that victory against Britain was possible.

5. Why did African American Patriots fight in the war?

They believed that winning a war for freedom should mean freedom for all Americans.

Critical Thinking: Who said, "I only regret that I have but one life to lose for my country"? Explain this quote.

Nathan Hale; He was willing to die for his country.

Notes for Home: Your child learned about people who contributed to the American Revolution. **Home Activity:** Ask your child to explain why it was important for individual colonists to contribute to the war effort. Have him or her show you examples of these brave Patriots in the text.

© Scott Foresman 5

Name _____ Date _____

Lesson Review

Use with Pages 314–319.

Lesson 3: The World Turned Upside Down

Directions: Identify the cause and effect in each row. Label each item "Cause" or "Effect" in the space provided. Then draw an arrow between the boxes to show which event led to the other. The first one has been done for you.

<p>1. Cause</p> <p>New soldiers and food arrive at Valley Forge. Von Steuben, a German officer, trains Washington's men.</p>	<p>Effect</p> <p>American soldiers turn into a stronger, professional army.</p>
<p>2. Cause</p> <p>France and Spain join the Americans in the war against Britain.</p>	<p>Effect</p> <p>The American war effort receives more ships, soldiers, and money.</p>
<p>3. Effect</p> <p>Spanish victories weaken British power in what is now the Southeast region of the United States.</p>	<p>Cause</p> <p>Spanish troops from Spanish Louisiana capture British forts along the Mississippi River and Gulf of Mexico.</p>
<p>4. Effect</p> <p>The British capture Savannah, Georgia.</p>	<p>Cause</p> <p>The British are unable to defeat the Americans in the North and try a new strategy, hoping to find more Loyalists.</p>
<p>5. Cause</p> <p>Patriots such as Francis Marion, known as the Swamp Fox, and Nathanael Greene use unconventional tactics against the British.</p>	<p>Effect</p> <p>The British grow frustrated and tired and change their strategy.</p>
<p>6. Effect</p> <p>Cornwallis surrenders his army to Washington.</p>	<p>Cause</p> <p>The Americans and the French surround the British at Yorktown.</p>
<p>7. Cause</p> <p>The Treaty of Paris is signed.</p>	<p>Effect</p> <p>Great Britain recognizes the United States of America as an independent nation.</p>

Notes for Home: Your child learned to identify causes and effects. **Home Activity:** Explain to your child that sometimes cause-and-effect relationships are worded as "if ... then ..." statements. Together, change each of the cause-and-effect relationships in the lesson to an "if ... then ..." statement.

© Scott Foresman 5

Name _____ Date _____

Thinking Skills

Use with Pages 320–321.

Make Generalizations

A generalization is a broad statement or idea about a subject. It explains how different facts might have an important idea in common. Generalizations help explain the big picture and make it easier to remember many different facts.

Directions: Read the following passage and answer the questions on the lines provided.

<p>The American Revolution was a long-lasting and difficult battle for independence. Although this war often is portrayed as being fought entirely by men, this is not true. Women contributed to the war effort in a number of ways.</p> <p>The struggle for independence was not limited to battles on the battlefield. It included caring for the soldiers as well as providing funding to keep the effort going. For a time, Washington's army struggled because it had insufficient food and inadequate clothing for protection from the elements. George Washington's wife, Martha, and many other women prepared food for the soldiers and cared for the wounded.</p> <p>These patriotic women reasoned that independence was for everybody, not just for the soldiers. Martha Washington and other women sewed and mended the</p>	<p>soldiers' clothing. They also knitted socks for the soldiers, who often had gone barefoot in battle and in the snow, risking their health and their lives.</p> <p>History also tells of women participating on the battlefield. One story tells of a woman who joined the army under a man's name. She fought in numerous battles and was wounded twice before her secret was revealed. Another woman reportedly took her husband's place in battle after his death.</p> <p>Published writings also helped support the war effort. Women wrote and published songs and other works in an effort to boost soldiers' morale and increase public awareness. The better informed people were, the more likely they were to support the war effort with money and various types of volunteer service.</p>
---	---

1. Which sentence tells you the main idea of the passage? **Women contributed to the war effort in a number of ways.**

2. Which sentence in the passage is a generalization? **Possible answer: Women contributed to the war effort in a number of ways.**

3. What generalization can you make about the passage? **Possible Answer: Women played an important role in the American Revolution.**

Notes for Home: Your child learned how to make generalizations. **Home Activity:** With your child, practice making both true and false generalizations about events in your daily lives. Discuss what types of mistakes lead to false generalizations.

© Scott Foresman 5

Name _____ Date _____

Vocabulary Review

Use with Chapter 9.

Vocabulary Review

Directions: Match each vocabulary term from Chapter 9 to its cause, clue, or definition. Write the term in the space provided.

Second Continental Congress	Declaration of Independence	mercenary
Continental Army	traitor	Battle of Saratoga
Olive Branch Petition	Green Mountain Boys	Treaty of Paris

1. Treaty of Paris Great Britain recognizes the United States of America as an independent nation.
2. Second Continental Congress Colonial militias clashing with British soldiers at Concord and Lexington cause American leaders to meet and make many decisions.
3. mercenary Determined to win the war against the Americans, King George hires German soldiers to fight for Britain.
4. Continental Army This was necessary for America to defend itself against the British army.
5. Battle of Saratoga Britain attempts to take control of Lake Champlain and the Hudson River.
6. Declaration of Independence Congress prepares a document in an effort to gain every colony's support. The document explains the Americans' reasons for breaking with Britain.
7. Green Mountain Boys This was a group of Patriot soldiers from Vermont, led by Ethan Allen.
8. Olive Branch Petition Congress offers a peaceful solution to the problem with Britain.
9. traitor Benedict Arnold fights for the British in exchange for money.

Notes for Home: Your child learned about events of the American Revolution. **Home Activity:** With your child, examine each of the given causes, clues, and definitions and underline key words. Encourage your child to use these key words to remember the meanings of the chapter 9 vocabulary terms.

© Scott Foresman 5

© Scott Foresman 5

Name _____ Date _____



Use with Page 328.

UNIT 4 Project News Then

Directions: In a group, present a news program about an event described in this unit from the 1760s or during the American Revolution. Group members should choose a role and complete the assignment for that role.

- The event is _____
- My role in the news program is (✓ one):
 News anchor Reporter Eyewitness
- News Anchor
Write a summary of the event. Describe the people involved, details about their role, and the outcome or importance of the event.

- Reporter
Write questions (and answers) on behalf of the eyewitnesses to the event. Ask them who was involved, what the people did, and what they think is the outcome or importance of the event.

- Eyewitness
If you are an eyewitness, write a description of what you saw. Include the names of the people involved, what they did, and the outcome or importance of the event.

After each group presents its program, have audience members discuss what role facts and opinions play in how news anchors, reporters, and eyewitnesses present information to the public.

Checklist for Students

- We chose an event from the 1760s or the American Revolution.
- We each chose a role to play in the news program.
- We wrote about the event from the point of view of our assigned role.
- Our group made a banner and background for our news program.

Notes for Home: Your child learned about events of the late 1700s.
Home Activity: With your child, watch a news program about national events. Discuss the roles reporters, news anchors, and eyewitnesses play in sharing a news event with TV viewers.

Workbook

Discovery Channel Project 77

Name _____ Date _____



Use with Pages 334-335.

Draw Conclusions

Directions: Read the information below. Then fill in the circle next to the correct answer.

The French Revolution took place at about the same time as the American Revolution. Both countries were trying to achieve a democratic form of government. One major difference, however, was that the French already had a government in place.

During the course of the French Revolution, the existing French government would be completely destroyed. The majority of French citizens were dissatisfied with it and would not rest until it was changed.

At that time, the French government was led by a king, and citizens belonged to different social classes. Benefits and privileges were given to some according to their social class. For instance, some classes did not have to pay taxes and were allowed to collect dues from the poorer classes.

Another factor leading to the French Revolution was a lack of money. France had just helped the United States battle Britain in the American Revolution, and now it needed money. France already taxed some of its people, but now the situation called for additional taxes. Representatives of the king decided to begin taxing *all* landowners. This unpopular action caused the people to rebel against their government and resist what they considered to be unfair treatment.

Violent protests took place throughout the country. Poorer citizens fought for their own rights and to keep the wealthy from receiving special privileges.

Before the end of the French Revolution, the existing social divisions were outlawed. However, France's problems were far from over.

- Which statement supports the conclusion that the American Revolution helped spark the French Revolution?
 - A The French government was ruled by a king.
 - B French citizens belonged to different social classes.
 - C France had just helped the Americans battle Britain in the American Revolution.
 - D There was a great deal of civil unrest in France.
- Which statement supports the conclusion that the majority of French people wanted a new form of government?
 - A Poorer citizens fought for their rights and to keep the wealthy from receiving special privileges.
 - B Money was one cause of the French Revolution.
 - C Privileges were determined by social class.
 - D France already taxed some of its people.

Notes for Home: Your child learned how to draw conclusions about a historical event.
Home Activity: With your child, brainstorm a list of facts about the American Revolution and another list of facts about the French Revolution. Together, draw conclusions about how the Americans may have influenced the French citizenry to rebel against their government.

78 Reading Social Studies

Workbook

Name _____ Date _____

Vocabulary Preview

Use with Chapter 10.

Vocabulary Preview

Directions: Match each vocabulary term to its definition. Write the number of the term in the space provided. Not all terms will be used. You may use your glossary.

- | | | |
|-------------------------------|----|--|
| 1. Articles of Confederation | 2 | a. to approve something |
| 2. ratify | 19 | b. system to guard against any one branch of the government becoming too powerful |
| 3. legislative branch | 7 | c. movement by farmers to protest high taxes |
| 4. executive branch | 9 | d. a representative |
| 5. judicial branch | 12 | e. plan that proposed that each state, regardless of size, would have the same number of representatives in Congress |
| 6. inflation | 25 | f. an addition or change to the Constitution |
| 7. Shays' Rebellion | 6 | g. happens when prices rise very quickly |
| 8. Northwest Ordinance | 13 | h. each side gives up something to reach an agreement |
| 9. delegate | 15 | i. three out of every five slaves would be counted for population and taxation |
| 10. Constitutional Convention | 23 | j. group of people who were not happy with the Constitution |
| 11. Virginia Plan | 10 | k. assembly that replaced the Articles of Confederation |
| 12. New Jersey Plan | 3 | l. the part of the government that passes laws |
| 13. compromise | 21 | m. formerly nationalist group that wanted a strong national government |
| 14. Great Compromise | 11 | n. plan that proposed that Congress should be given much greater power over the states |
| 15. Three-Fifths Compromise | 4 | o. the part of the government that carries out laws |
| 16. Preamble | 18 | p. each branch of the government has different and separate powers |
| 17. reserved powers | 1 | q. plan for national government where states would keep their freedom and independence |
| 18. separation of powers | 20 | r. to refuse to sign into law |
| 19. checks and balances | 8 | s. an order that commanded that the Northwest Territory be divided into smaller territories |
| 20. veto | 22 | t. refers to the national government |
| 21. Federalists | | |
| 22. federal | | |
| 23. Antifederalists | | |
| 24. <i>The Federalist</i> | | |
| 25. amendment | | |
| 26. Bill of Rights | | |

Notes for Home: Your child learned about the formation of a new government for the United States.
Home Activity: Write each vocabulary word or its definition on a blank index card. Then read each card to your child, having him or her provide the missing word or definition.

Workbook

Vocabulary Preview 79

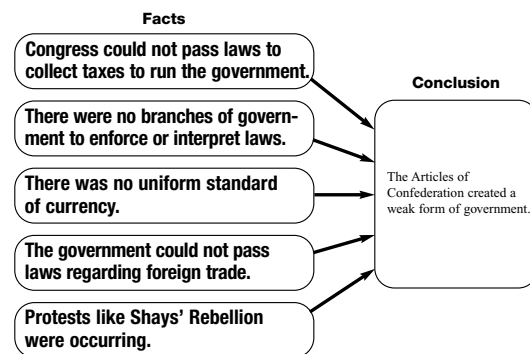
Name _____ Date _____

Lesson Review

Use with Pages 338-343.

Lesson 1: A Weak Government

Directions: Complete the following fact-and-conclusion chart. In each box at left, write one fact to support the conclusion. You may use your textbook.



Directions: The United States needed money to repay the individuals and the countries who had loaned money for the American Revolution. The United States also needed to pay the soldiers who had fought in the war. Do you think Daniel Shays and others like him who fought in the war should have been taxed to pay the country's war debts? Explain.

Possible answers: No, because they had already done their part to support America's bid for independence; yes, because everyone's help was needed to keep America from losing its freedom

Notes for Home: Your child learned about problems in the government of the United States under the Articles of Confederation.
Home Activity: With your child, review this lesson and list facts and any conclusions that can be drawn.

80 Lesson Review

Workbook