

*Priority: Students without Internet access.

03/13/2020

Social Studies Packet

Ms. Guarino

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Grade 7

Textbook

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Remind

7-1: Text @nyush to 81010.

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- Detailed instructions are included on each assignment (Days 1-6).
- Reading material can be found under "Current Assignments" on cengage website.

**FORMAL
ASSESSMENT**

CHAPTER

6**The American Revolution
CHAPTER TEST B****NATIONAL
GEOGRAPHIC
LEARNING****PART 1: MULTIPLE CHOICE**

Choose the best answer for each question from the choices available.

DAY ONE
DAY TWO

- 1 What advantage did the Americans have over the British?
- A They were fighting on familiar land.
 - B They were better organized than the British.
 - C Their army and navy were larger than the British army and navy.
 - D All Americans supported going to war with the British.
- 2 What did General Howe do instead of heading toward Albany to meet General Burgoyne's troops?
- A led his troops to Canada
 - B led his troops to Wilmington
 - C led his troops to Philadelphia
 - D led his troops to Lake Ontario
- 3 What did Tadeusz Kościuszko help the Americans create?
- A vessels
 - B uniforms
 - C fortifications
 - D living quarters
- 4 In 1777, which country did France consider its main enemy?
- A Britain
 - B Spain
 - C Poland
 - D Prussia
- 5 Who led a surprise attack on Fort Vincennes and stopped a British invasion of the American frontier?
- A Horatio Gates
 - B Benedict Arnold
 - C George Washington
 - D George Rogers Clark
- 6 Who rode 40 miles in one night to warn Patriots of a British attack in Connecticut?
- A Abigail Adams
 - B Sybil Ludington
 - C Mercy Otis Warren
 - D Anna Smith Strong
- 7 Who had the largest and most powerful navy in the world?
- A the British
 - B the French
 - C the Spanish
 - D the Americans
- 8 What did General Henry Clinton offer to enslaved men who joined the British Army?
- A freedom
 - B money
 - C land
 - D clothing
- 9 Which group did Nathanael Greene belong to when he decided to join the Patriots?
- A the Loyalists
 - B the Quakers
 - C the Six Nations
 - D the Light Horse Volunteers
- 10 Which military leader made the mistake of camping on a peninsula at Yorktown?
- A Lord Cornwallis
 - B Charles O'Hara
 - C George Washington
 - D Comte de Rochambeau

* If you can't print this out, copy the questions exactly as they appear on college-ruled loose leaf.

FORMAL ASSESSMENT Continued



**NATIONAL
GEOGRAPHIC
LEARNING**

PART 2: INTERPRET MAPS

Use the map and your knowledge of the Revolutionary War to answer the questions below.

- 11 From what starting point did Burgoyne begin to lead his forces southward in 1777?

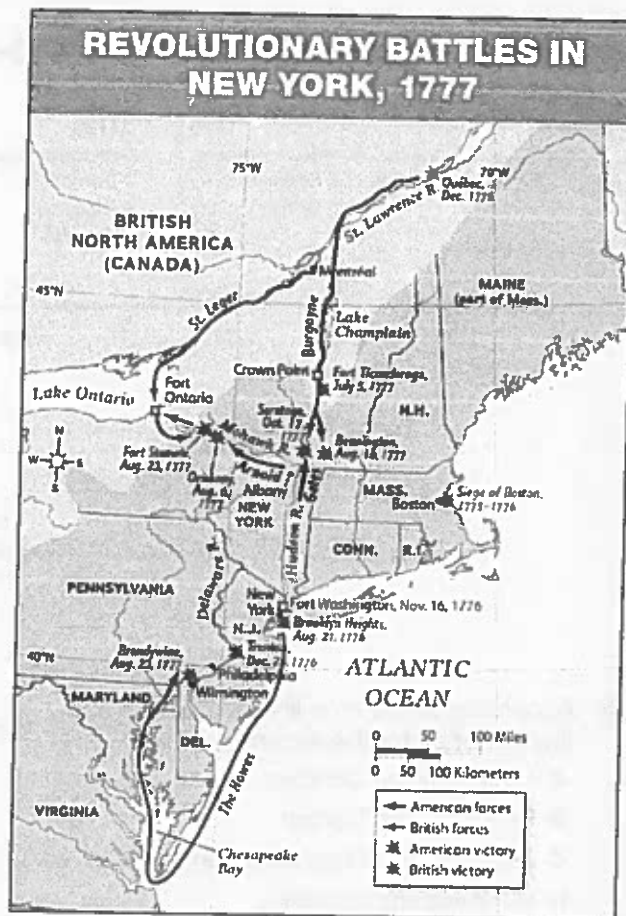
A Montréal
B Fort Ontario
C Saratoga
D Québec

- 12** When did the American victory at Trenton take place?

A August 27, 1776
B November 16, 1776
C December 26, 1776
D July 5, 1777

- 13** Along which river did General Benedict Arnold move American forces?

A Mohawk
B Hudson
C Delaware
D Connecticut



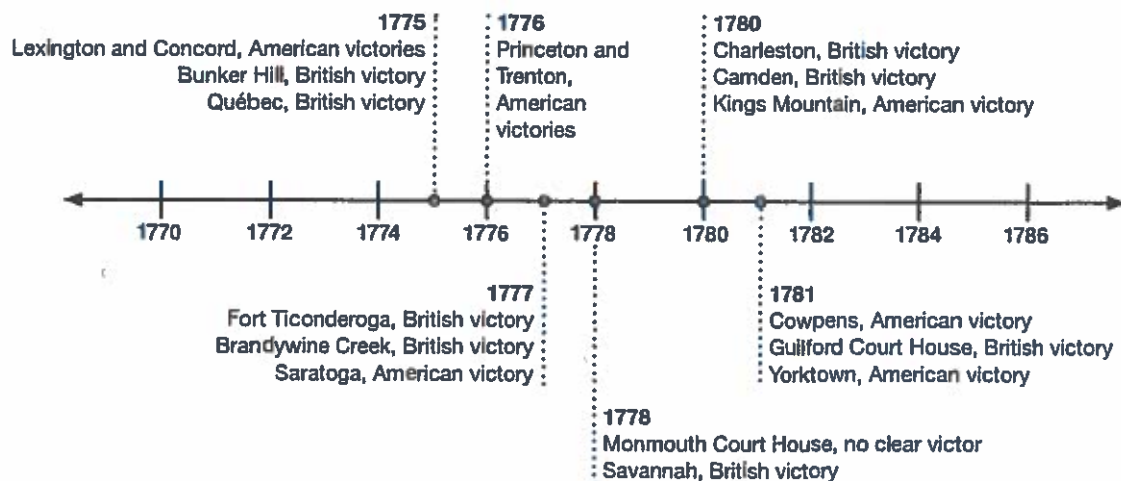
(5 points)
CONSTRUCTED RESPONSE

Echo!
Use a complete sentence to write the answer in the space provided.

- 14** Think about the plan General Howe had for British troops and study the map. Which movement of British troops did not align with this plan?

FORMAL ASSESSMENT Continued**PART 3: INTERPRET TIME LINES**

Use this time line and your knowledge of the American Revolution to answer the questions below.

Major Battles of the American Revolution 1775–1781

15 According to the time line, what were the first victories for the Americans?

- A Lexington and Concord
- B Princeton and Trenton
- C Saratoga and Kings Mountain
- D Cowpens and Yorktown

17 Which battle had no clear victor?

- A Bunker Hill
- B Trenton
- C Brandywine Creek
- D Monmouth Court House

16 Which time span includes three British victories in a row?

- A 1775–1776
- B 1777–1778
- C 1778–1780
- D 1780–1781

CONSTRUCTED RESPONSE

Use a complete sentence to write the answer in the space provided.

18 Describe the pattern of victories and defeats in this time line of battles of the American Revolution.

FORMAL ASSESSMENT Continued**PART 4: DOCUMENT-BASED QUESTION**

Use the documents and your knowledge of the American Revolution to answer the questions below.

INTRODUCTION Even though they did not have political or social equality, women and African Americans played major roles during the American Revolution. Women were not allowed to vote or fight in battles, but they ran homes and businesses, supported soldiers, and even spied on the enemy. Both free and enslaved African American men fought for the new nation. Foreigners from France and Spain also helped the Patriots in the fight against Britain.

OBJECTIVE: Explain the roles women, African Americans, and foreigners played in the American Revolution.

DOCUMENT 1 Excerpt from a letter from Deborah Champion. Champion's father was the Continental Army's commissary general. In this letter to a friend, Champion describes what happened when she disguised herself and carried a message from her father in Westchester, Connecticut, to General George Washington in Boston.

It was late at night or rather very early in the morning, that I heard a sentry call and knew that if at all the danger point was reached. I pulled my calash [bonnet] as far over my face as I could, thanking my wise mother's forethought, and went on with what boldness I could muster [gather]. . . .

Suddenly I was ordered to halt. As I could not help myself I did so. A soldier in a red coat appeared and suggested that I go to headquarters for examination. I told him "It was early to wake his Captain and to please let me pass for I had been sent in urgent haste to see a friend in need," which was true, if a little ambiguous [vague]. To my joy he let me go, saying "Well, you are only an old woman any way." Evidently as glad to be rid of me as I of him. Would you believe me—that was the only exciting adventure in the whole ride.

Source: *Women's Letters: America from the Revolutionary War to the Present*, edited by Lisa Grunwald and Stephen J. Adler, 2005, New York, Dial Press

CONSTRUCTED RESPONSE

5 pts. each (10 total) Echo!
Use a complete sentence to write the answer in the space provided.

19 How do you think Champion felt when the soldier stopped her?

20 Why did the British soldier let Champion go on her way?

FORMAL ASSESSMENT Continued

DOCUMENT 2 Engraving of Pater Salem and British Major John Pitcairn at the Battle of Bunker Hill. Although Salem was born into slavery, he gained his freedom in 1775 and served as one of the few African-American minutemen. He fought at Concord, Lexington, and is credited as the person who shot and killed Major John Pitcairn at Bunker Hill.



Bettmann/Getty Images

5 pts. each (10 total)
CONSTRUCTED RESPONSE

echo!
 Use a complete sentence to write the answer in the space provided.

21 What moment does this engraving show? How do you know?

22 Based on details in the engraving, how would you describe the atmosphere during the Battle of Bunker Hill?

FORMAL ASSESSMENT Continued**NATIONAL
GEOGRAPHIC
LEARNING**

DOCUMENT 3 Excerpt about Bernardo de Gálvez from a National Park Services website. Gálvez, a Spaniard, was the governor of Louisiana in 1777, which gave him control over the Mississippi River.

When the American colonies began their revolt against Great Britain, both they and the British wanted something from Spain. The British wanted neutrality. The colonies wanted money, military supplies, and even military intervention. A sympathizer of the American cause, Gálvez tried to assist the colonies while appearing to remain neutral.

In 1777 he sent \$70,000 worth of goods (medicine, uniform fabric, weapons, cartridge boxes) up the Mississippi River to the Ohio to Pittsburgh, and on to Philadelphia.

In August 1779, Spain finally declared war on Great Britain and Gálvez was free to act openly. He knew that his best chance of success was to strike first by surprise. Within a month he had captured all four British forts in the lower Mississippi including Baton Rouge and Natchez.

Source: Fort Matanzas National Monument, "Bernardo de Gálvez"
<https://www.nps.gov/foma/learn/historyculture/galvez.htm>

5 pts. each (10 total) Echo!
CONSTRUCTED RESPONSE Use a complete sentence to write the answer in the space provided.

23 What did Britain want from Spain at the beginning of the American Revolution?

24 In 1779, how did Gálvez help the Americans?

EXTENDED RESPONSE

Write a paragraph to answer the following question. Use information from all three documents and your knowledge of the American Revolution in your writing paragraph. Use the back of this page or a separate piece of paper to write your answer.

• 12 points

• Echo

• College-ruled loose leaf

25 What roles did women, African Americans, and foreigners play in the American Revolution?

Planning Space:

• Cite all three documents!
• Format:
→ Introduction (1-2 sentences)
→ Body (6-8 sentences)
→ Conclusion (1-2 sentences)

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State and National Governments

The last thing revolutionaries who have broken free from oppressive rulers want is the same way of governing. American revolutionaries wanted a new style of government—and one with limited power.

MAIN IDEA The Articles of Confederation limited the power of the new national government, while state governments retained much of their independence.

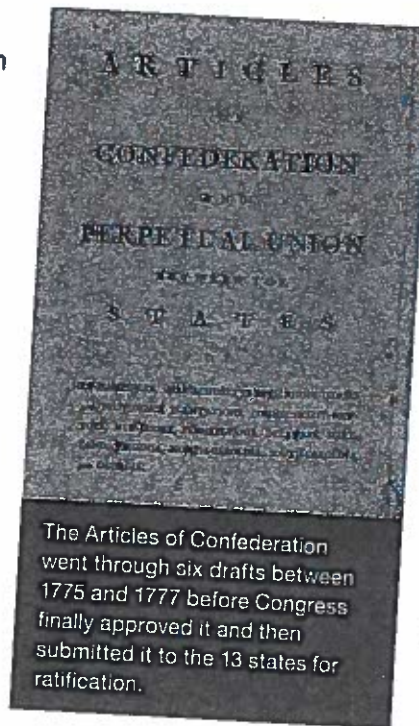
CREATING ORDER

Part of the legacy of the American struggle for independence included the establishment of a government based on republicanism, or the idea that government's power comes from its citizens and their representatives. Even as the war raged, each state moved forward and set up its own government.

Elected representatives from each state met and drafted a **constitution**, or a plan for government. Many state constitutions included lists of rights to which every citizen was entitled, such as the freedom to practice any religion. Once the constitutions were drafted and revised, the state representatives **ratified**, or approved, them.

Many states decided to organize their governments with governors and two-house legislatures elected by the people. Organizing legislatures into two parts, instead of one, ensured that lawmakers would have to share power and limited the power of governors. Some states, such as Pennsylvania, opted for no governor at all.

State constitutions were a new concept at the time. Most western European countries did not grant such power to elected legislatures. The



The Articles of Confederation went through six drafts between 1775 and 1777 before Congress finally approved it and then submitted it to the 13 states for ratification.

process of writing and ratifying state constitutions served as a model for the new national government to introduce future political institutions and ideas. One of the new ideas that emerged was a constitution that would govern all American states.

A NATIONAL PLAN

After the states ratified their constitutions, they decided to band together to defeat the British. Representatives from many of the states started meeting regularly to draft a plan for unification called the Articles of Confederation.

The Articles of Confederation gave Congress the ability to make decisions about the military. They

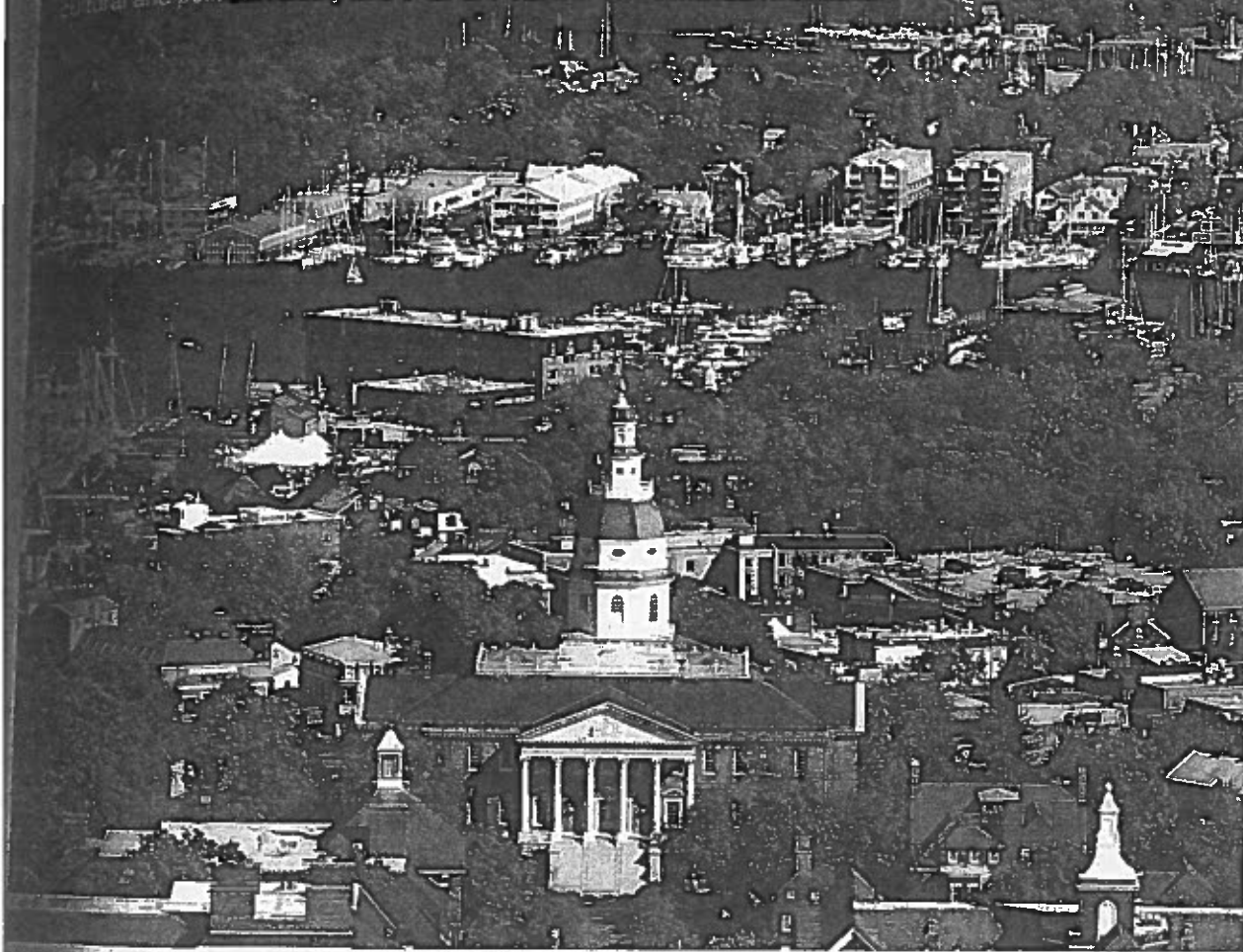
also outlined a national plan of **sovereign**, or self-governing, states. The **federal**, or national, government would have little power of its own, nor would it include a president or a federal court system. It would simply serve as an administrator to help unify the states. This limited federal government reflected the ideals first put forth in the Declaration of Independence, which stated that a government should derive its powers "from the consent of the governed."

The Articles of Confederation assigned foreign affairs and relations with Native Americans, the ability to declare war and peace, and the postal

Maryland State House, Annapolis

Did you know that the nation's capital wasn't always Washington, D.C.? The Maryland State House is the only state capitol building that has also served as the nation's capital. It is located in Annapolis, Maryland, a city often referred to as the "Athens of America" because of its rich cultural and political history and coastal location.

Between November 1783 and August 1784, the Continental Congress met at the Maryland State House. In the Old Senate Chamber, the Congress accepted Washington's resignation as commander in chief of the Continental Army. It also ratified the Treaty of Paris. Both events signaled the end of the American Revolution.



service to Congress. The national government could produce money but not levy taxes. If it needed money, it had to ask the states for funds. Congress needed to approve any legislation that would affect the country.

Americans liked these ideas because they addressed liberties denied to them under British rule. They also laid the foundation for **constitutionalism**, an approach to government that strictly defines and limits its powers. In March 1781, all 13 states finally ratified the Articles of Confederation, which would serve as the first constitution of the United States for eight years.

HISTORICAL THINKING

- 1. READING CHECK** What responsibilities did the national government have under the Articles of Confederation?
- 2. ANALYZE CAUSE AND EFFECT** How did the development of state constitutions influence the national plan for government?
- 3. IDENTIFY MAIN IDEAS AND DETAILS** How were the ideals put forth in the Declaration of Independence reflected in the new American government?

1.2 Ordinances of 1785 and 1787

When large groups of people get together but have few rules to follow, things can get wild fast. As settlers moved into territory northwest of the Ohio River, the new United States struggled to maintain law and order beyond its official boundaries.

MAIN IDEA The ordinances of 1785 and 1787 allowed the federal government to better regulate westward expansion and distribute land to new settlers.

GO WEST!

You have read that the Treaty of Paris of 1783 granted the United States most of the territory from the Atlantic Ocean to the Mississippi River. This land extended north to the St. Lawrence River and the Great Lakes and south to the Spanish colony of Florida. Under the Articles of Confederation, the national government controlled all this territory.

Fertile soil attracted white settlers to the land beyond the Appalachian (a-puh-LATCH-uhn) Mountains. Settlers had begun arriving there in 1775, when frontier adventurers such as

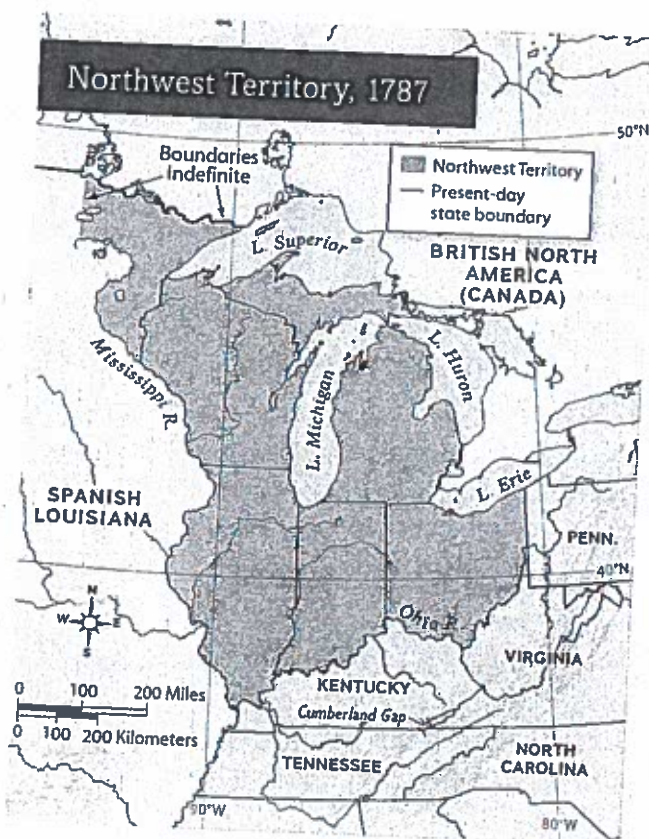
Daniel Boone and some companions created a route through the Appalachian Mountains from Virginia to Kentucky. The new route, called the **Wilderness Road**, enabled large numbers of people to move west. The "western lands," as they were called, included present-day Ohio, Indiana, Illinois, Michigan, Wisconsin, and part of Minnesota.

THE NORTHWEST TERRITORY

Territorial expansion and its consequences created a new set of problems for the federal government. Congress recognized the need to provide safety and order within the new settlements, and it also wanted to establish a strong governmental presence in the western lands. Operating under the Articles of Confederation, Congress passed a series of **ordinances**, or laws, for settling the western lands. These ordinances established an orderly system for transferring federally owned land into private holdings, townships, and states. The first ordinance, passed in 1784, divided the territory into a small number of self-governing districts that could later become states.

The second ordinance was the **Ordinance of 1785**. It called for surveying and organizing districts into townships. The townships would be further divided into lots that the government would sell at a minimum of \$1 per acre. Each township also had to set aside land for a school.

Finally, the **Northwest Ordinance of 1787** renamed the land the Northwest Territory. The ordinance provided for ownership of land by individuals and for the creation of new states out of this territory. Because it applied a portion of funds





AMERICAN PLACES

Cumberland Gap, Appalachian Mountains

Many Americans who moved west to settle in the Northwest Territory traveled through the Cumberland Gap. It was the only place where settlers could reasonably cross the Appalachian Mountains from Virginia into Kentucky. As the map to the left shows, the Cumberland Gap is located where the states of Virginia, Kentucky, and Tennessee meet.

from the sale of lands toward building schools, it established the first system of public education and reinforced the Founders' belief that the success of a republican government relies on an educated people. The ordinance prohibited slavery in the Northwest Territory. It guaranteed the rights of the people who settled there and stated that "the utmost good faith shall always be observed" toward Native Americans. The ordinances of 1785 and 1787 created a plan for westward expansion. They also caused some unforeseen problems for the new nation. One of these problems would be growing conflict with Native Americans in the Northwest Territory.

HISTORICAL THINKING

1. **READING CHECK** What problems did territorial expansion create for the new nation?
2. **DETERMINE CHRONOLOGY** How did the Articles of Confederation and each of the land ordinances build on one another to pave the way for settlement?
3. **INTERPRET MAPS** Based on what you see on the map, what major waterways were newly available to settlers in the Northwest Territory?

1.3 Controversies About the Articles

Have you ever thought of a brilliant solution to a problem that only led to more problems? In the 1780s, the Articles of Confederation were exactly that: a solution that led to more problems.

MAIN IDEA The Articles of Confederation limited the federal government's effectiveness and led to economic problems and challenges to its authority.

THE PRICE OF WAR

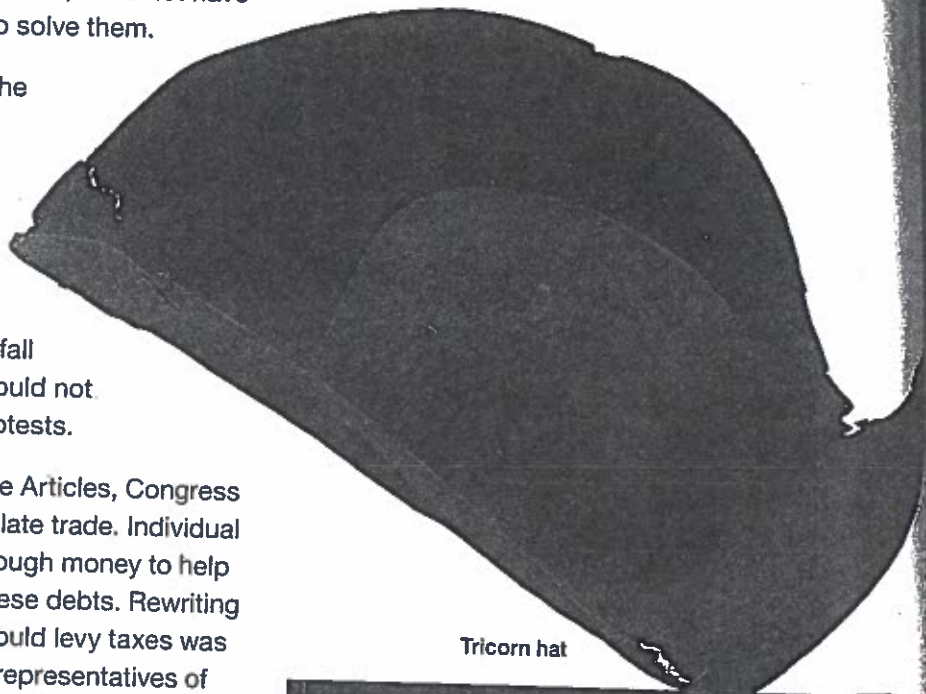
The Articles of Confederation provided a governing structure during the Revolution but quickly proved inadequate for the needs of the new nation. The Articles created 13 sovereign states instead of one unified nation. So when the national government faced growing economic problems, it did not have an effective system in place to solve them.

One economic problem was the amount of debt that remained after the Revolution. By 1790, the U.S. government owed around \$50 million to American merchants and farmers and also to the French government. The shortfall in funds also meant soldiers could not be paid, which led to angry protests.

Because of the limitations of the Articles, Congress could not impose taxes or regulate trade. Individual states refused to contribute enough money to help the national government pay these debts. Rewriting the Articles so that Congress could levy taxes was nearly impossible because the representatives of all 13 states had to approve such a measure. Few, if any, states were likely to offer their support, so the debts went unpaid.

Before the war, many Americans relied on receiving **credit**, or the privilege of purchasing something and paying the cost back over time. British companies wanted to encourage the colonists to buy their goods, and giving credit made that possible. As British subjects, farmers

could repay their debts with goods, such as livestock and crops. After the war, British manufacturers demanded that all debts be repaid with money instead of goods. At the same time, state governments started to impose heavy taxes upon their citizens. Few farmers had cash on



Tricorn hat

Memorial Hall Museum Deerfield, Massachusetts

Tricorn hats like this one, dated 1775, were popular in Europe and America in the 1700s. Notice how the tricorne hat appears in the illustration on the opposite page, flying off the head of the man attacking the official. Other men in the scene are wearing tricorne hats as well.

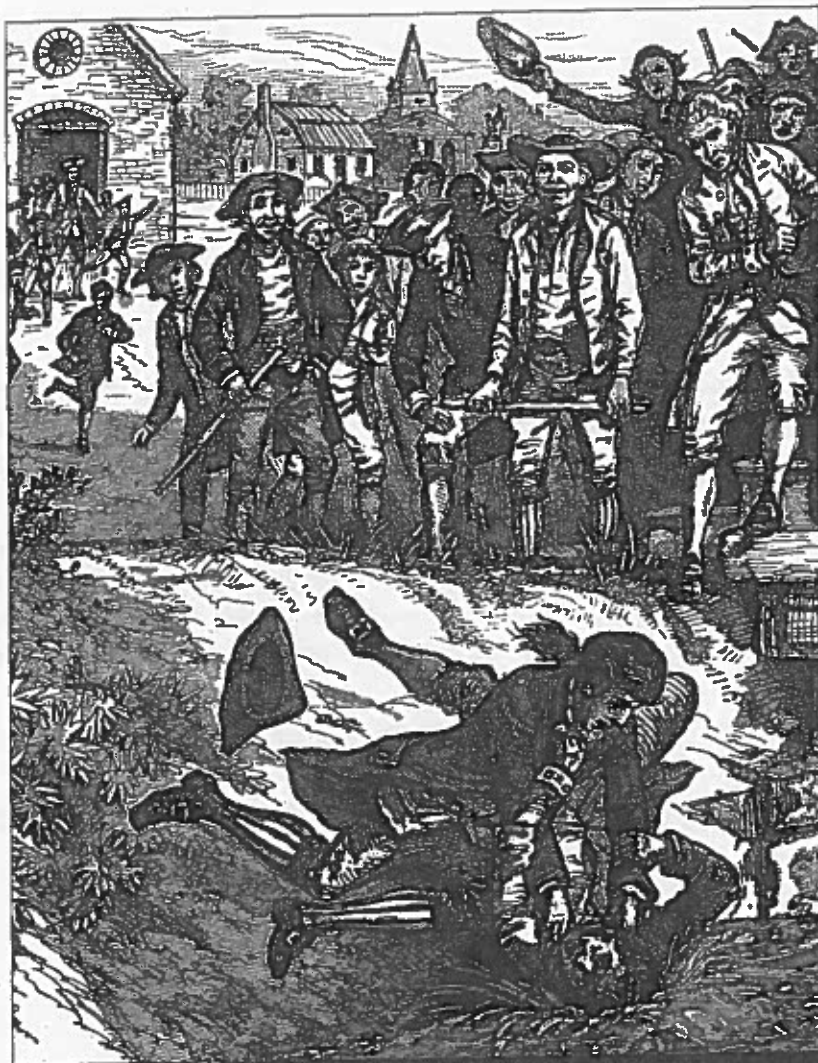
and many Americans, especially farmers, faced financial ruin. When farmers could not repay their debts, they often faced prosecution and the loss of their farms.

In some states, those who owed money demanded new laws that would allow them to settle their debts and pay taxes with goods. Citizens also wanted fewer requirements for voting so that they would have better representation in state governments. When governments did not respond, citizens challenged their authority and legitimacy by rebelling.

SHAYS'S REBELLION

In the fall of 1786, Daniel Shays, a veteran of the American Revolution, led rifle-carrying farmers into various Massachusetts courthouses and demanded the end of debt hearings. The Massachusetts government frantically asked Congress for help to put down the armed rebellion. In turn, Congress requested that the states help by sending money and soldiers, but the states refused. Its inability to respond to the domestic crisis of citizen rebellion revealed how ineffective Congress was under the Articles of Confederation.

Citizens became angrier when the state of Massachusetts passed the Riot Act, which prohibited armed groups from gathering in public. To prove its point, the state government sent armed troops, who defeated Shays's men easily. Shays and his supporters risked losing their voting rights and even imprisonment. However, **Shays's Rebellion** inspired other people to stand up to the government. One effect of the uprising was that in the following year's election, voter participation increased dramatically. Citizens wanted input into how problems such as debt repayment could be resolved.



CRITICAL VIEWING A protestor attacks an official during Shays's Rebellion in an attempt to disrupt court proceedings in Springfield, Massachusetts. Protests over the repayment of debts occurred in many states but reached a higher level of intensity in Massachusetts. Confrontations between farmers and government officials also occurred in the Massachusetts towns of Northampton, Concord, and Worcester. What details in the illustration convey the drama of Shays's Rebellion?

HISTORICAL THINKING

- 1. READING CHECK** How did the Articles of Confederation limit the effectiveness of the federal government?
- 2. DETERMINE CHRONOLOGY** In what ways did the economics of the American Revolution lead to Shays's Rebellion?
- 3. ANALYZE CAUSE AND EFFECT** What effect did Shays's Rebellion have on the election of 1787?

**VOCABULARY PRACTICE**

*If you can't print this out, copy complete sentences on college-ruled loose leaf.

KEY VOCABULARY

- **constitution** *n.* a document that organizes a government and states its powers
- **constitutionalism** *n.* the concept of governing based on a constitution
- **credit** *n.* the privilege of purchasing something or borrowing money and paying the amount back over time
- **federal** *adj.* relating to a government where power is shared between the central, national government and that of states or provinces
- **Northwest Ordinance of 1787** *n.* legislation adopted by Congress to establish stricter control over the government of the Northwest Territory

DEFINITION CLUES Follow the instructions below for the Key Vocabulary word indicated.

1. Write the sentence in which the word *constitution* appears in Section 1.

2. Write a definition of *constitutionalism* using your own words.

3. Use the word *credit* in a sentence of your own.

4. Write the sentence in which the word *federal* appears in Section 1.

5. Write a sentence using *Northwest Ordinance of 1787*.

*Email me a picture of your assignment by the end of Day Three (10:00 pm).
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**VOCABULARY PRACTICE****KEY VOCABULARY**

- *If you can't print this out, copy the chart on college-ruled loose leaf.*
- **ordinance** (OWRD-nuhnts) *n.* an official law, decree, or directive
 - **Ordinance of 1785** *n.* a federal law that set up a system to allow settlers to purchase land in the undeveloped west
 - **ratify** *v.* to approve formally, by vote
 - **Shays's Rebellion** *n.* the 1786–1787 uprising of Massachusetts farmers in protest of high taxes
 - **sovereign** (SAH-vruhn) *adj.* having the right to self-rule or independent government

DEFINITION CHART

Complete a Definition Chart for the Key Vocabulary words.

WORDS	DEFINITION	IN MY OWN WORDS	ILLUSTRATION
ordinance			

**email me a picture of your assignment by the end of Day Four (10:00pm)*
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CHAPTER 7 SECTION 1 (1.1-1.2)
The Confederation Era

DAY FIVE

NATIONAL
GEOGRAPHIC
LEARNING

READING AND NOTE-TAKING

SEQUENCE EVENTS AND TAKE NOTES

*If you can't print this out, copy boxes on college-ruled loose leaf.

As you read Section 1, take notes. First write the titles of the lessons and the headers. Then include details from those sections of text. Include at least four to six details in each box.

1.1

1.2

*Email me a picture of your assignment by the end of Day Five (10:00 pm).
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UNIT 3

CHAPTER 7 SECTION 1 (1.3)
The Confederation Era *continued*

DAY SIX




**NATIONAL
GEOGRAPHIC
LEARNING**

~~IF~~ you can't print this out, copy box and summary on college-ruled loose leaf.

1.3

Summarize Write a paragraph summarizing Section 1. (5-7 sentences)

U.S. HISTORY Chapter 7 SECTION 1 **ACTIVITY A**  National Geographic Learning, a part of Cengage Learning

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