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2.01 Impact of Colonization—Guided Notes

Directions: Your Guided Notes are a tool to use as you read your lesson pages in the course. These important notes will help you complete your lesson assessment, as well as prepare you for Discussion-Based Assessments, unit exams, and segment exams.

You do not need to submit your Guided Notes for grading.

# **Key Vocabulary**

| **Word** | **Meaning (use context clues)** |
| --- | --- |
| Columbian Exchange |   |
| Immunity |   |

**Columbian Exchange**

List some plants and animals introduced to **North America** through the Columbian Exchange:

List some plants and animals introduced to **Europe** through the Columbian Exchange:

**Native American Impact Chart**

Complete for each area as you read the lesson. Use the chart below to explain how European colonization affected Native Americans. An example has been provided for you.

| **Category** | **How it affected Native Americans** |
| --- | --- |
| Religion | *Spanish* *and* *French missionaries* *tried to convert natives.* *Some had religion forced on them.* |
| Population decline |   |
| Disease |   |
| Land |   |
| Peaceful coexistence |   |

2.02 French and Indian War—Guided Notes

**Key Vocabulary**

| **Word** | **Meaning (use context clues)** |
| --- | --- |
| Iroquois |   |
| Militia |   |
| Alliance |   |
| Ambush |   |
| Parliament |   |
| Direct tax |   |
| Boycott |   |
| Sons of Liberty |   |
| Repeal |   |
| Indirect tax |   |
| Import |   |

**French and Indian War**

Fill in the blanks to complete the sentences below.

Great Britain and France had been fighting over \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_in Europe for centuries before coming to North America. Both countries claimed land along the \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_. This territory was important because of its ability to provide \_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_ . Some Native American groups formed alliances with the \_\_\_\_\_\_\_\_\_\_and others with the \_\_\_\_\_\_\_\_\_ to protect themselves and their land.

Answer the question below in as much detail as possible.

What was the Treaty of Paris?

After the war, what was the impact on Native Americans from both sides?

What was an economic impact of the war on Great Britain?

**British Colonial Policies**

The aftermath of the French and Indian War led Great Britain to impose policies on American colonists. Describe each policy in your own words to complete the chart below.

| **Policy** | **Description** |
| --- | --- |
| Proclamation of 1763 |    |
| Writs of Assistance |    |
| Sugar Act of 1764 |    |
| Stamp Act of 1765 |    |
| Quartering Act of 1765 |   |
| Declaratory Act of 1766 |   |
| Townshend Acts of 1767 |    |

 **2.03 Colonial Unity—Guided Notes**

**Key Vocabulary**

| **Word** | **Meaning (use context clues)** |
| --- | --- |
| Redcoats |   |
| Sentry |   |
| Massacre |   |
| Propaganda |   |
| Patriot |   |
| Civic Duty |   |
| Traitor |   |

**Key Figures**

| **Name** | **Notes** |
| --- | --- |
| Crispus Attucks  |  |
| Samuel Adams  |  |
| Paul Revere  |  |

**The Boston Massacre**

What events led to the Boston Massacre?

What happened at the Boston Massacre?

How did the patriots use the event to help gain support?

Why did John Adams defend the British soldiers?

**Actions and Reactions**

Complete the chart below with examples of ways patriots fought against taxes and acts they believed were unfair. One example is completed for you.

| Year | Event | Description |
| --- | --- | --- |
| *1764* | *Committees of Correspondence* | *The Committees of Correspondence helped patriots in the different colonies communicate. Messages shared news about events and created a sense of unity among people from different colonies.* |
|     |   |   |
|     |   |   |
|     |   |   |
|     |   |   |

2.04 Give Me Liberty—Guided Notes

**Key Vocabulary**

| **Word** | **Meaning (use context clues)** |
| --- | --- |
| Grievances |   |
| Redress |   |

**Key Continental Congress Members**

| **Name** | **Notes** |
| --- | --- |
| John Hancock |    |
| Benjamin Franklin |    |
| John Adams  |   |
| Thomas Jefferson |    |

**Key Documents**

Answer the questions below in your own words. Include any information that helps you understand the documents in your answers. Some examples are completed for you.

**Olive Branch Petition**

Who was it written by? *Second Continental Congress*

What was its purpose?

What was the outcome?

**Common Sense**

Who was it written by?

What was its purpose?

What was the outcome? *It inspired many Americans to want to break away from Britain and declare independence.*

**Declaration of Independence**

Who was it written by?

What was its purpose?

What was the outcome?

In your own words, explain three grievances against King George:

1.

2.

3.

2.05 Revolutionary Celebrities—Guided Notes

**Key Vocabulary**

| **Word** | **Meaning (use context clues)** |
| --- | --- |
| Revolution |   |
| Whigs |   |
| Loyalists |   |
| Tories |   |
| Clergymen |   |

**Revolutionary Celebrities**

**Directions:** Fill in this chart to help you keep track of the important figures and their contributions during the Revolutionary period. An example has been provided for you.

| **Name** | **Important Contributions** |
| --- | --- |
| **James Otis** | *Came up with the quote: “Taxation without representation is tyranny.”* *Didn’t think colonists should be taxed by Parliament because they couldn’t vote for its members**Opposed writs of assistance (searches without warrants)**Head of Massachusetts Committee of Correspondence* |
| **Samuel Adams** |  |
| **John Hancock** |   |
| **John Adams** |   |
| **Thomas Jefferson** |   |
| **George Washington** |   |
| **Benjamin Franklin** |   |
| **George Mason** |   |
| **Patrick Henry** |   |
| **Thomas Paine** |   |
| **James Madison** |   |
| **Alexander Hamilton** |   |
| **Lemuel Haynes** |   |
| **Peter Salem** |   |
| **Benjamin Banneker** |   |

**Loyalists vs. Patriots**

This is a copy of the comparison chart that can be found in the lesson. Please add your own thoughts and ideas about the differences between the Loyalists and Patriots.

|   | **Loyalists (Tories)** | **Patriots (Whigs)** |
| --- | --- | --- |
| Definition | American colonists who supported Britain in the Revolutionary War | American colonists who fought for independence from Britain |
| Types of People | * Government officials
* Members of the Anglican Church
* People who depended on trade with Britain
* Recent immigrants to America from Britain
* Many enslaved persons who feared the changes the colonists would bring
 | * Property owners
* People living in cities
* Skilled workers
 |
| Strong Support | Southern states such as Georgia and the Carolinas | Northeast, large cities |
| Views on Representation | Felt they were virtually represented in Parliament because they were members of British empire. | Felt they were not represented because they could not vote for members of Parliament. |
| Views on Taxation | All British colonies and British people paid taxes, so the American colonies should also. | Colonists should have a say in how they were taxed. |
| My thoughts and ideas  |       |   |

2.06 Supporters of the War—Guided Notes

**Key Vocabulary**

| **Word** | **Meaning (use context clues)** |
| --- | --- |
| Freedmen |   |
| Advocate |   |
| Espionage |   |
| Treason |   |

**Supporters**Complete the chart below to describe some of the reasons why African Americans and Native Americans fought on both sides of the war. Some examples have been completed for you.

|   | **Who did they fight for?** | **Why did they join the British Army?** | **Why did they join the Continental Army?** |
| --- | --- | --- | --- |
| **African Americans** |  |   | *Some fought because they believed in the cause, while others fought because they were paid. Some escaped from slavery and joined the fighting, while others fought in exchange for their freedom.* |
| **Native Americans** | *Both sides initially but the British won the majority of Native American alliances.* |   |   |

Who was Phyllis Wheatley?

Who was the impact of the American Revolution on the Iroquois Confederacy?

**Women in the American Revolution**

Women were instrumental in the American Revolution. Complete the chart below with your notes about two key figures.

| **Name** | **Notes** |
| --- | --- |
| Abigail Adams  |   |
| Elizabeth Burgin   |   |

List some of the responsibilities of many women during the American Revolution:

2.07 War—Guided Notes

**Battles**

Use the chart below to take notes on the most important battles of the Revolutionary War. One example has been provided for you.

| **Battle** | **Date** | **Notes** |
| --- | --- | --- |
| Lexington and Concord | *1775* | *First shots of the American Revolution were fired here but it is not really considered a battle since war had not been declared.* |
| Battle of Bunker Hill |   |   |
| Battle of Long Island |   |   |
| Battle of Trenton |   |   |
| Battle of Brandywine Creek |   |   |
| Battle of Saratoga |   |   |
| Battle of Cowpens |   |   |
| Battle of Yorktown |   |   |

 **The Treaty of Paris**

\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_, John Adams, and John Jay were sent to Paris to represent the United States and to discuss the terms of peace. In April \_\_\_\_\_\_\_\_\_\_, Congress ratified the Treaty of Paris.

What were the terms of the treaty?

1.

2.

3.

4.

5.

6.

**How American Won**

What factors allowed America to defeat the most powerful nation in the world? How did America win? Complete the table below using the table in your lesson.

| **Factor** | **Description** |
| --- | --- |
|  Home Field Advantage | * *Americans used their knowledge of the land and their experience during the French and Indian War to implement guerrilla warfare.*
* *Britain relied on support from the sea. The French blockade at Yorktown prevented reinforcements.*

  |
|    |   |
|    |   |
|    |   |

2.08 Set Sail Discussion-Based Assessment—Guided Notes

**Reviewing the Lessons**

Use your guided notes, the interactive on the introduction page of the lesson, and what you remember from Module Two to complete this chart.

| **Island of Exploration** | **Lesson** | **What is something you learned in this lesson that you think is important?** |
| --- | --- | --- |
| Colonization Cove | 02.01 Impact of Colonization |        |
| French and Indian War Valley | 02.02 French and Indian War |        |
| Colonial Unity Plains | 02.03 Colonial Unity |        |
| Liberty Cliff | 02.04 Give Me Liberty |        |
| Revolutionary Celebrities Mountain | 02.05 Revolutionary Celebrities |        |
| War Island      | 02.06 Supporters of the War |   |
| War Island | 02.07 War          |   |

###

### **Making Connections**

Use your guided notes, the interactive on the introduction page of the lesson, and what you remember from Module Two to complete this chart.

| **Question** | **Response** |
| --- | --- |
| **How did colonial settlement impact the Native Americans?** | What was the Columbian Exchange and how did it affect Native Americans and Europeans?       |
| **What were the causes and effects of the French and Indian War?** | What were the causes of the war?   Which groups were involved in the war?   How did the war affect the British, the Americans, and the Native Americans?   |
| **What led to the American Revolution?** |  How did the French and Indian War affect the relationship between the colonies and the British government?    What events led up to the revolution?     |
| **What made colonists want independence?** |  What was the Declaration of Independence and why was it written?     What were some of the early events of the war?      |
| **Who was involved in the American Revolution?** |  What were some of the differences between Patriots and Loyalists?   Who were some of the people and groups who influenced the revolution?      |
| **How did the Americans win the war?** | What were some of the key battles of the war?  What advantages did the Americans have? What advantages did the British have?  How did the French help the Americans win?    |

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