Basic US History

Unit 2 - The American Revolution

Study Guide

At the end of each unit you have the choice to take a comprehensive exam or complete a project and a 20-question multiple-choice exam. The following study guide and project option will allow you to make an informed decision about whether you will take the exam or complete the project. The project must be handed in the day of the exam or you will be required to take the exam.

***Suggestions for studying for your exam:***

1. Find a quiet place without distractions for you to study.

2. Review the handouts and notes you completed on this unit.

3. Go through the list of information on this study guide, writing out an identification of each item.

4. Quiz yourself or have someone else quiz you on the items at least once the night before the exam.

5. ***PLEASE TAKE NOTE:*** If you write out identifications of the items on your study guide, you will most likely earn a higher score on your exam AND you may turn this in on the day of the exam to earn up to 5 extra credit points. (It must be turned in on the day of the exam to receive credit.) Both students who take the comprehensive exam and students who complete the project have the ability to complete the study guide for extra credit.

6. The exam is **Friday, November 7th**.

You should be able to identify/describe/explain the importance of each of the following:

“No Taxation Without Representation”

“the shot heard 'round the world”

1763 Treaty of Paris

1783 Treaty of Paris

British advantages/disadvantages

Patriots advantages/disadvantages

Albany Congress

Albany Plan of Union

Battle of Bunker “Breed’s” Hill

Battle of Long Island

Battle of Princeton

Battle of Saratoga

Battle of Trenton

Battle of Yorktown

Ben Franklin

Benedict Arnold

Boston Massacre

Boston Tea Party

Coercive / Intolerable Acts

Committees of Correspondence

Continentals

Declaration and Resolves

Declaration of Independence

First Continental Congress

French aid to the colonists

French and Indian War

George Rogers Clark

George Washington

Hessians

women in the Revolution

African Americans in the Revolution

Native Americans in the Revolution

James Armistead (Lafayette)

John Adams

John Hancock

July 4, 1776

Lexington and Concord

Loyalists

Marquis de Lafayette

Minutemen

Molly Pitcher

Olive Branch Petition

Patriots

Proclamation of 1763

Quartering Act

Quebec Act

salutary neglect

Second Continental Congress

Sons of Liberty

Spain’s involvement in the Revolution

Stamp Act

Sugar Act

tariff

the Association

The Declaration of the Causes and

Necessity of Taking Up Arms

Thomas Jefferson

Thomas Paine’s *Common Sense*

Townshend Acts

Trade and Navigation Acts

treatment of Loyalists during/after the

Revolution

Valley Forge, Pennsylvania

review the questions from *The* *Patriot* (or alternate research assignment)

know your map of the 13 original states

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Children’s Storybook Project Option

**Background**

Imagine you are an author of children’s literature (books written for children that use both words and pictures to tell a simple story). Your publisher asked you to write a children’s storybook about the American Revolution that will include basic information about the important people, events, and battles of the era in a form that will appeal to a young audience.

**Task**

You will write a children’s storybook about the American Revolution in a voice and style for child readers that includes facts, pictures, and maps of the early United States.

**Content/Format**

Your children’s storybook *must* include:

> a vivid and attractive color picture or map on the front cover with the title and author’s name.

> at least **THREE** two-page spreads of text and pictures about the Revolution.

 *children’s books usually have two-page spreads, or two facing pages of an open book*

 *you will have a total of at least 6 separate pages – you may do more if you’d like*

> information about at least one important person, event, and battle from the Revolution on each two-page spread

> at least one hand-drawn or printed color map containing correctly labeled locations important to

the Revolution or a picture about the Revolution on every two-page spread

(your visuals cannot be **ALL** maps or **ALL** pictures – you must have one of each somewhere in the book)

> detailed, accurate information about the important people, events, and battles of the Revolution.

> a “The End” page at the end.

You *may* want to:

> use language written for a child reader, including short, simple sentences and short paragraphs.

> use strong action words to keep the story vivid in the reader’s mind; “The girl jumped and laughed” is probably better than “The girl is happy.”

> use sounds to make the story come to life, such as using repetition, rhyme, etc.; try repeating a phrase throughout your story (“And the mouse still didn’t have any cheese” on every page).

> insert a question at the end of a page (“And what did the monkey find under that rock?”) to help move your reader to the story told on the following page.

**What You Will Hand In**

1. a rough draft of your book that has been edited and signed by your proofreader

2. a final copy of your book with all pictures and maps

3. Due Date: **Friday, November 7th**

***YOU MUST HAVE BOTH REQUIRED ELEMENTS TO PASS IN THE PROJECT***

***OR YOU WILL BE REQUIRED TO TAKE THE EXAM!!!***

**Your Overall Assessment Grade**

The book will count as 80% of the assessment grade (see attached rubric for the points awarded for each element of the project). The multiple-choice quiz you take in class the day the project is due will count as 20% of the assessment grade and will include questions covering the content and map locations studied in this unit.

***Please Note****:* If at any time you are confused about what you’re supposed to be doing, please be sure to ask me, whether that means finding me at school or texting, calling, or emailing me at home!