

Seeds of Revolution

Name: _____ Date: _____

Answer the questions using Section 4, Chapter 3 and Section 1, Chapter 4. You may NOT work in pairs or groups. You must find all the answers yourself. I will grade this for accuracy, and it will count as a quiz grade. It is due at the end of the period.

Select the letter of the term, name, or phrase that best matches each description. Note: Some letters may not be used at all. Some may be used more than once.

- A. Pontiac
- B. Sugar Act
- C. William Pitt
- D. George Grenville
- E. writ of assistance
- F. George Washington
- G. Proclamation of 1763
- H. French and Indian War

- _____ 1. This banned all settlement west of the Appalachian Mountains.
- _____ 2. Britain intended this to prevent further costly conflicts with Native Americans.
- _____ 3. This was intended to crack down on smuggling and to raise money to pay off the war debt.
- _____ 4. This ambitious 22-year-old colonel was defeated at Fort Necessity in the opening battle of the French and Indian War.
- _____ 5. This general search warrant allowed British customs officials to search any colonial ship or building they believed to be holding smuggled goods.
- _____ 6. This financial expert was chosen by King George III to serve as Prime Minister in the hope that he could solve the financial problems caused by the French and Indian War.
- _____ 7. This reinforced the policy that smuggling trials were to be held at vice-admiralty courts rather than colonial courts.
- _____ 8. Although he captured eight British forts in the Ohio River Valley, he was forced to negotiate when his troops were severely weakened by disease.
- _____ 9. Under his leadership the British army finally began winning battles in the French and Indian War, and the Iroquois agreed to support Britain.

Choose the letter of the best answer.

- _____ 10. The Enlightenment was a movement that emphasized the value of
 - A. reason.
 - B. religion.
 - C. miracles.
 - D. emotions.

Seeds of Revolution

- _____ 11. The Great Awakening caused some colonists to
- A. seek spirituality through the use of reason.
 - B. shift their loyalty from England to America.
 - C. pay more attention to the scientific method.
 - D. abandon their Puritan and Anglican congregations.
- _____ 12. During the French and Indian War, Native Americans fought on the side of
- A. the British.
 - B. the French.
 - C. both the British and the French.
 - D. neither the British nor the French.
- _____ 13. With the Proclamation of 1763, the British government attempted to
- A. stop settlement west of the Appalachians.
 - B. encourage settlement west of the Appalachians.
 - C. force France off the North American continent.
 - D. claim Canada and North America east of the Mississippi.
- _____ 14. The Sugar Act was an effort by the British Parliament to
- A. reduce colonial smuggling.
 - B. boost the colonial shipbuilding industry.
 - C. limit the colonists' use of tea.
 - D. raise money to carry on war with France.
- _____ 15. Which of the following best describes Jonathan Edwards's main goal?
- A. the separation of church and state
 - B. a return to the original Puritan vision
 - C. the formation of nontraditional churches
 - D. an emphasis on reason and individualism
- _____ 16. Britain issued the Proclamation of 1763 in an attempt to ban colonial settlement where?
- A. west of the Mississippi
 - B. east of the Appalachians
 - C. west of the Appalachians
 - D. west of the Atlantic seaboard
- _____ 17. Which of the following is considered by most historians to be the turning point in the French and Indian War?
- A. the French capture of Pittsburgh
 - B. the British capture of Fort Necessity
 - C. the British capture of Quebec
 - D. the French capture of Fort Duquesne

If the statement is true, write "true" on the line. If it is false, change the underlined word or words to make it true.

- _____ 18. Jonathan Edwards was a key figure during the Enlightenment, a time when preachers sought to bring people back to religion.

Seeds of Revolution

_____ 19. In the French and Indian War, British troops were eventually aided by the Cheyenne, who helped them win the war.

_____ 20. Britain's Parliament passed the Sugar Act in 1764 to try to stop the colonies from smuggling non-British goods into the country.

Select the letter of the term, name, or phrase that best completes the statement.

- A. Stamp Act
- B. martial law
- C. King George III
- D. Samuel Adams
- E. Intolerable Acts
- F. Townshend Acts
- G. Boston Tea Party
- H. Boston Massacre
- I. committees of correspondence

_____ 21. In 1765, Parliament passes the _____, requiring colonists to pay a direct tax on a variety of printed items.

_____ 22. In 1765, _____ helps to found the Sons of Liberty, a secret resistance group.

_____ 23. In 1766, colonists react with rage and well-organized resistance to the _____, a package of revenue laws imposing taxes on imports of glass, lead, paint, paper, and tea.

_____ 24. In 1770, tensions rise between Britain and the colonies when the _____ leaves Crispus Attucks and four others dead.

_____ 25. In 1772, the assemblies of Massachusetts and Virginia set up _____ to communicate with other colonies about British threats to colonists' liberties.

_____ 26. In 1773, Colonists stage the _____ to send a forceful message to Britain communicating their feelings about the Tea Act.

_____ 27. In 1774, _____, the royal head of England urges Parliament to take quick action to punish Massachusetts.

_____ 28. In 1774, Parliament passes what the colonists call the _____, a series of measures that, among other things, shut down Boston Harbor and authorize British commanders to house soldiers in private homes.

_____ 29. In 1774, to keep the peace, General Thomas Gage places Boston under _____.

_____ 30. In 1774, the _____ rally around the colonists of Boston, quickly moving into action and assembling the First Continental Congress.

Answer Sheet

1. G. Proclamation of 1763
2. G. Proclamation of 1763
3. B. Sugar Act
4. F. George Washington
5. E. writ of assistance
6. D. George Grenville
7. B. Sugar Act
8. A. Pontiac
9. C. William Pitt
10. A. reason.
11. D. abandon their Puritan and Anglican congregations.
12. C. both the British and the French.
13. A. stop settlement west of the Appalachians.
14. A. reduce colonial smuggling.
15. B. a return to the original Puritan vision
16. C. west of the Appalachians
17. C. the British capture of Quebec
18. False / Great Awakening
19. False / Iroquois
20. True
21. A. Stamp Act
22. D. Samuel Adams
23. F. Townshend Acts
24. H. Boston Massacre
25. I. committees of correspondence
26. G. Boston Tea Party
27. C. King George III
28. E. Intolerable Acts
29. B. martial law

Seeds of Revolution

30. I. committees of correspondence

Standards Summary: All Standards In Test

NCSS II	Time, Continuity, and Change. Human beings seek to understand their historic roots and to locate themselves in time. Such understanding involves knowing what things were like in the past and how things change and develop-allowing us to develop historic perspective and answer important questions about our current condition.
NCSS IIIg	examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes;
NCSS IIIh	describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local regional, national, and global settings;
NCSS IXf	describe and evaluate the role of international and multinational organizations in the global arena;
NCSS Ia	analyze and explain the ways groups, societies, and cultures address human needs and concerns;
NCSS Ic	apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns
NCSS If	interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding;
NCSS VI	Power, Authority, and Governance. Understanding of the historic development of structures of power, authority, and governance and their evolving functions in contemporary society is essential for the emergence of civic competence.
NCSS VIIb	analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;
NCSS VIa	examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare;
NCSS VIc	analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society;
NCSS VII	evaluate the extent to which governments achieve their stated ideals and policies at home and abroad;
VA VUS.1	The student will demonstrate skills for historical and geographical analysis, including the ability to

Seeds of Revolution

- VA VUS.1d develop perspectives of time and place, including the construction of maps and various time lines of events, periods, and personalities in American history;
- VA VUS.2 The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians (First Americans).
- VA VUS.3 The student will describe how the values and institutions of European economic life took root in the colonies and how slavery reshaped European and African life in the Americas.
- VA VUS.4 The student will demonstrate knowledge of events and issues of the Revolutionary Period by