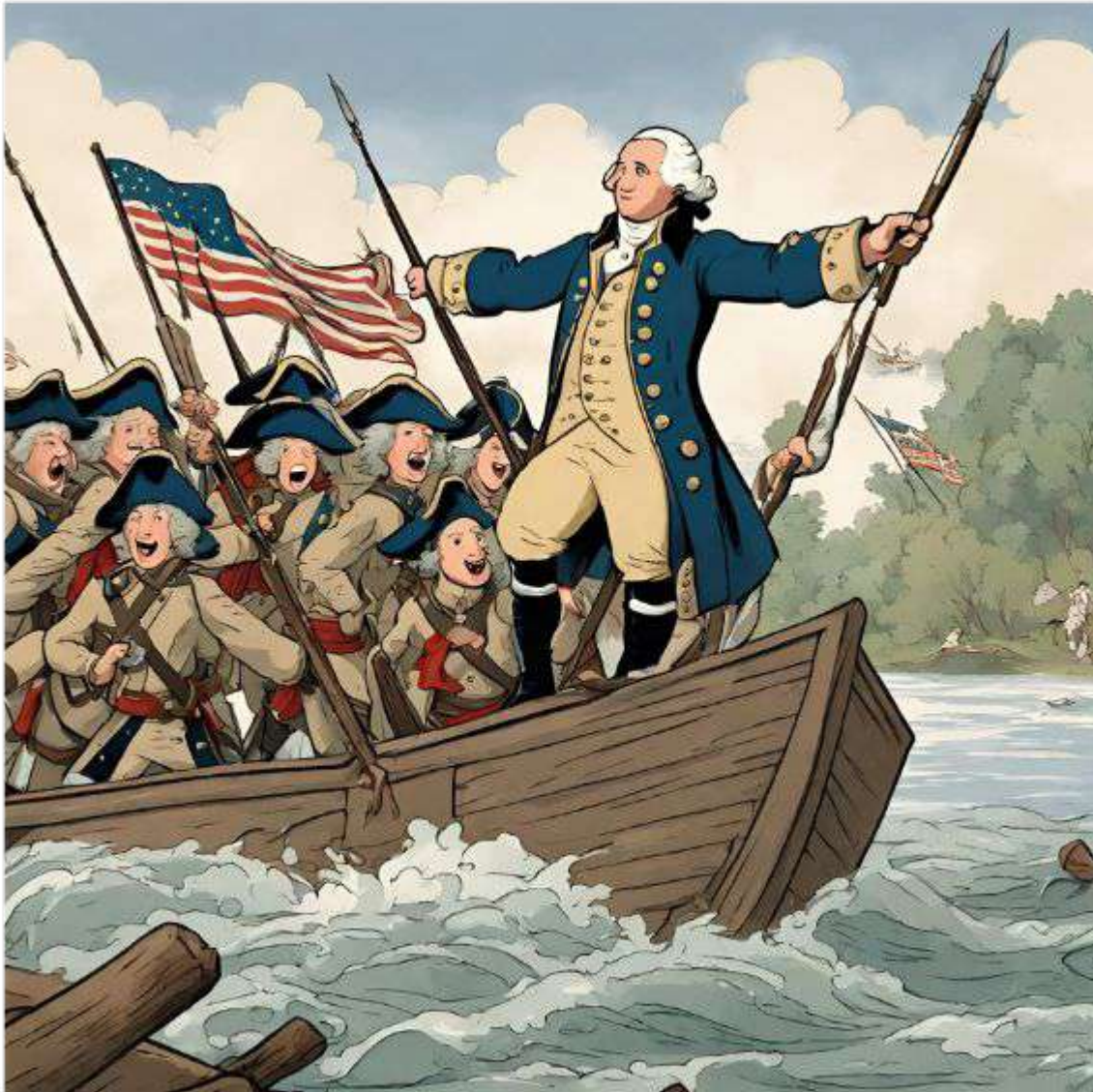


American Revolution



VOCABULARY, SPELLING, AND MORPHOLOGY LISTS
FOR ALL EDITIONS OF CKLA 4th Grade American
Revolution Unit.

See Preview for included slides!

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Activity Page 1.2

Vocabulary for "Bills to Pay"

conflict
turning point
burden
impose
tax
assembly
petition
opposition
mastermind
militia



Chapter Summary

"Bills to Pay"

The **American Revolution** was preceded by an important event called the **French and Indian War**, which took place between **1754 and 1763**. It was a conflict between the **British and the French for control of land in North America**. Native Americans also joined the war and fought on both sides. However, the turning point came in 1759 when the **British won the Battle of Québec** and subsequently took control of Montréal. The **war finally ended in 1763 with the Treaty of Paris**, in which France gave up most of its North American land to Great Britain.

After the war, the British government faced **financial burdens** and needed to repay the debt incurred. They believed that the **colonists should contribute**, as the war had protected them. To raise funds, the British imposed new taxes, including the **Stamp Act in 1765**. This act required colonists to purchase stamps for printed materials such as newspapers and playing cards. Many colonists were unhappy with this tax and felt that they had no say in decisions made by the king and his government in London.

Previously, the colonies had been allowed to raise their own taxes through assemblies such as the **Virginia House of Burgesses**. The colonists believed that the king and his government should have consulted these assemblies instead of directly imposing the Stamp Act. They felt it was **unfair** that decisions about their taxes were being made without **colonial representation** in Parliament. Unlike regions like Scotland, the colonies had no representatives in Parliament to advocate for their interests.

Colonists expressed their **discontent** with the Stamp Act through **protest** meetings, **pamphlets**, and **petitions**. In Virginia, the **House of Burgesses** even passed a motion against the act, asserting that the British Parliament had no right to tax the people of Virginia. Despite the colonists' opposition, Prime Minister George Grenville, who was responsible for the Stamp Act, believed that the colonists should contribute to supporting British soldiers stationed in the colonies.

Grenville faced criticism and was eventually replaced in 1766. However, the events surrounding the Stamp Act and the colonists' grievances would contribute to **ongoing tensions** between the colonies and the British government, ultimately leading to the American Revolution. Before the revolution, notable figures like **George Washington** emerged as leaders during the French and Indian War and would later play pivotal roles in the fight for independence.

Comprehension

"Bills to Pay"

1. What war led to the events that eventually led to the American Revolution?

- a) The American Revolution War
- b) The Civil War
- c) The French and Indian War
- d) The Revolutionary War

2. What was the turning point in the French and Indian War mentioned in the text?

- a) The Battle of Montréal
- b) The Battle of Québec
- c) The Treaty of Paris
- d) The Battle of St. Lawrence River

3. Why were the colonists upset about the Stamp Act?

- a) They thought the tax was too low
- b) They felt they had no say in the matter
- c) They believed the tax was fair
- d) They were not affected by the tax

Chapter Summary

"Trouble is Brewing"

Some of the most passionate **protests against the Stamp Act** took place in **Boston, Massachusetts**. The protests were led by a group called the **Sons of Liberty**, who gathered under a tree known as the Liberty Tree and spoke out against taxes and the British government. Their rallying cry was "**No taxation without representation!**" After much protest, the British government **repealed the Stamp Act in 1766**, but replaced it with other taxes known as the **Townshend Acts**, including a tax on imported goods such as tea. This new **tax on tea** sparked further anger and resistance from the colonists.

The colonists felt that buying British tea meant agreeing to **unjust taxation** without representation. In response, they **boycotted British tea** and convinced many establishments to stop selling it. Debates and protests about the British government's role in colonial affairs continued, leading to increased tension between the colonists and British soldiers stationed in Boston. In **1770**, a confrontation between Bostonians and British soldiers, known as the **Boston Massacre**, resulted in the deaths of five people. The Sons of Liberty denounced this incident and used it as further fuel for their cause.

In 1773, another significant event occurred in Boston known as the **Boston Tea Party**. The Sons of Liberty, disguised as Native Americans, boarded three ships carrying British tea in Boston Harbor and dumped 340 chests of tea into the ocean. This act of protest was a **powerful statement** against British authority and taxation.

The repeal of the Stamp Act brought joy to many colonists, and they expressed their gratitude through articles, letters, and songs. **Phillis Wheatley**, an enslaved African transported to Massachusetts, wrote a poem expressing her hopes for the British king's success and the welfare of his subjects. **Crispus Attucks**, an African and Native American, was among the victims of the Boston Massacre, and his death elevated him and others to hero status.

The Sons of Liberty, a group mainly composed of small business owners, took inspiration for their name from a speech by **Irishman Isaac Barre**, who opposed the taxes imposed on the colonists in the British Parliament. Barre's reference to the colonists as Sons of Liberty resonated with the protestors in the colonies, and the name stuck.

Overall, the protests against the Stamp Act and subsequent taxes escalated tensions between the colonists and the British government, leading to significant events like the Boston Massacre and the Boston Tea Party. These **acts of resistance** served as pivotal moments in the build-up to the American Revolution.

Comprehension

"Trouble is Brewing"

1. What was the main message of the Sons of Liberty when they cried, "No taxation without representation!"?
 - a) They demanded the total repeal of all taxes imposed by the British government.
 - b) They emphasized the need for colonists to have a say in the decision-making process regarding taxes.
 - c) They advocated for the strict enforcement of all taxes on imported goods, including tea.
 - d) They encouraged the complete separation of the colonies from Great Britain.

2. What motivated the Sons of Liberty to boycott British tea and take part in the Boston Tea Party?
 - a) Disagreement over the taste and quality of British tea.
 - b) Frustration with the presence of British soldiers in Boston.
 - c) Opposition to the unfair taxes imposed by the British government.
 - d) Desire to assert colonial dominance over British merchants.

3. How did the Boston Massacre impact the public perception of the British soldiers and the Sons of Liberty?
 - a) It strengthened public support for the British soldiers.
 - b) It led to increased sympathy for the Sons of Liberty.
 - c) It resulted in widespread condemnation of both groups.
 - d) It had no significant impact on public opinion.

Comprehension

"Trouble is Brewing"

4. What did Phillis Wheatley's poem express in response to the repeal of the Stamp Act?
- a) Gratitude and well wishes to King George for his decree.
 - b) Calls for resistance and rebellion against British rule.
 - c) Urgent pleas for the colonists to accept British taxation.
 - d) Criticism of the Sons of Liberty's methods of protest.
5. How did Crispus Attucks become a significant figure during the Boston Massacre?
- a) He led the British soldiers in their response to the protestors.
 - b) His status as a former slave brought attention to the issue of slavery.
 - c) He was the first British soldier to react violently toward the crowd.
 - d) His death in the crossfire elevated him to the status of a hero.
6. Why did Isaac Barre refer to the colonists as "Sons of Liberty" in his speech?
- a) To criticize their resistance to the British government.
 - b) To acknowledge their bravery and commitment to freedom.
 - c) To mock their lack of discipline and unity.
 - d) To emphasize their reliance on the leadership of George Washington.

Comprehension

"Trouble is Brewing"

7. What was one of the main reasons behind the formation of the Sons of Liberty?
- a) The imposition of taxes by the American colonial government.
 - b) The British government's attempts to restrict trade in the colonies.
 - c) The decision to station British soldiers in the colonies.
 - d) The passage of the Stamp Act by the British Parliament.
8. In what way did the Bostonians express their discontent with the new taxes imposed by the British government?
- a) They initiated diplomatic negotiations with the British Parliament.
 - b) They staged protests and boycotts against British goods, including tea.
 - c) They sought military assistance from other European powers.
 - d) They formed their own political party to challenge the British rule.
9. What impact did the Boston Tea Party have on the relationship between the colonies and Great Britain?
- a) It led to an escalation of hostilities and increased military presence.
 - b) It sparked diplomatic dialogue and eventual reconciliation.
 - c) It resulted in economic sanctions imposed by the British Parliament.
 - d) It had no noticeable effect on the overall relationship.
10. What role did the Liberty Tree play in the activities of the Sons of Liberty in Boston?
- a) It served as a meeting place for public speeches and protests against taxes.
 - b) It was used as a symbol of reconciliation between the colonies and Britain.
 - c) It was a site for military strategies and defensive preparations.
 - d) It symbolized submission to the British government's authority.
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Chapter Summary

"The Fight Begins"

In 1774, news of the Boston Tea Party reached Great Britain, causing shock and anger among the British government. In response, Parliament passed a series of new laws known as the **Intolerable Acts**. The Boston Port Act closed Boston Harbor and prohibited ships from entering or leaving without British permission. The Administration of Justice Act moved trials out of Boston and into other colonies or even London. The **Quartering Act** required colonists to provide housing and supplies for British soldiers. These acts caused outrage among the people of Massachusetts and led to the calling of the **First Continental Congress in Philadelphia**.

The First Continental Congress, held in **September 1774**, consisted of representatives from 12 out of the 13 colonies, with Georgia being the only exception. The Congress drafted a list of complaints against the king and his government and agreed to **boycott all British goods** until the Intolerable Acts were repealed. Some colonists believed that war was inevitable and began preparations by stockpiling weapons. Others hoped to reconcile with the king and avoid conflict.

Virginia, in particular, **debated** the issue of peace versus war in March 1775. While some representatives advocated for peaceful resolutions, **Patrick Henry** passionately argued for fighting for liberty. He famously declared, "**Give me liberty or give me death!**" Many people in Massachusetts agreed with Henry and started organizing militias, such as the minutemen, to defend themselves.

In response to the colonists' preparations for war, the British government sent a large army to Boston. **Paul Revere** and other riders spread the warning that British troops were marching towards **Concord** to seize hidden weapons. On April 19, 1775, the **first shots of the Revolutionary War** were fired in Lexington. The British soldiers then marched on to Concord, but faced resistance from the militiamen. The British suffered heavy casualties and were eventually forced to retreat to Boston.

Georgia, unlike the other colonies, did not send representatives to the First Continental Congress. Many Georgians hesitated to join the revolutionary movement, believing that they had benefited from royal rule. **Samuel Adams**, a leader in the opposition to British rule and a key figure in the revolutionary movement, fought for **colonial independence**. **John Hancock**, a wealthy Boston merchant, also played a prominent role as a patriot leader and signed the **Declaration of Independence** with a distinctive and recognizable signature.

Overall, the events leading up to the Revolutionary War were marked by **protests** against British policies, the formation of **militias**, and the first clashes between British soldiers and colonists. The actions of the British government, as well as the resistance of the colonists, set the stage for the American Revolution.

Comprehension

"The Fight Begins"

1. What were the new laws passed by the British Parliament in response to the Boston Tea Party?
 - A. The Boston Tea Act
 - B. The Tea Party Acts
 - C. The Intolerable Acts
 - D. The Boston Port Laws
2. What did the Boston Port Act entail?
 - A. Closing Boston Harbor
 - B. Requiring colonists to provide housing for British soldiers
 - C. Moving trials out of Boston
 - D. Allowing ships to enter and leave without British permission
3. Which colony did not send representatives to the First Continental Congress?
 - A. Massachusetts
 - B. Virginia
 - C. Georgia
 - D. Pennsylvania
4. What did the First Continental Congress agree to boycott until the Intolerable Acts were repealed?
 - A. French goods
 - B. Spanish goods
 - C. British goods
 - D. Dutch goods
5. Who passionately argued for fighting for liberty in the debate of peace versus war in Virginia?
 - A. John Hancock
 - B. Samuel Adams
 - C. Patrick Henry
 - D. Paul Revere

Chapter Summary

"The Fight Begins"

6. What event led to the first shots of the Revolutionary War being fired in Lexington?
 - A. The Boston Tea Party
 - B. The First Continental Congress
 - C. The Boston Port Act
 - D. The warning that British troops were marching towards Concord
7. What did Samuel Adams fight for?
 - A. British rule
 - B. Colonial independence
 - C. Loyalist rule
 - D. British monarchy
8. Who played a prominent role as a patriot leader and signed the Declaration of Independence with a distinctive signature?
 - A. Paul Revere
 - B. John Hancock
 - C. Patrick Henry
 - D. Samuel Adams
9. What characterized the events leading up to the Revolutionary War?
 - A. Cooperation between British and colonists
 - B. Quiet acceptance of British policies
 - C. The formation of militias and protests against British policies
 - D. Isolation of the colonies from international affairs
10. What set the stage for the American Revolution according to the passage?
 - A. The actions of the British government and the resistance of the colonists
 - B. The peaceful negotiations between the colonies and Britain
 - C. The absence of leadership within the colonies
 - D. The passage of the Tea Act and the Boston Port Act

Name: _____

Vocabulary for "Bills to Pay"

The American Revolution: A Turning Point in History

The American Revolution was a significant conflict that took place between the years 1775 and 1783. It marked a turning point in history, as it led to the birth of a new nation and a departure from British rule. During this period, several key terms and concepts emerged that helped shape the revolution. Let's explore these terms in detail:

1. **Conflict:** The American Revolution was a **conflict** between the 13 American colonies and Great Britain. It arose due to disagreements over taxation, representation, and the rights of the colonists.
2. **Turning point:** The American Revolution served as a **turning point** in history because it led to the establishment of the United States of America as an independent nation. It inspired other revolutions around the world and influenced the spread of democracy.
3. **Burden:** The colonists believed that the heavy **taxes** and strict regulations **imposed** by the British government were a **burden** on their economic and personal freedoms.
4. **Impose:** The British government **imposed** various taxes, such as the Stamp Act and the Tea Act, on the colonists. These measures were intended to generate revenue for the British Empire.
5. **Tax:** **Taxes** were a major point of contention between the colonists and the British government. The colonists argued that they should have representation in the British Parliament before being taxed.
6. **Assembly:** Colonial **assemblies** were local government bodies that made decisions and passed laws on behalf of the colonists. The British government often clashed with colonial assemblies over issues of taxation and control.
7. **Petition:** The colonists frequently submitted **petitions** to the British government to express their grievances and demand their rights. These **petitions** were attempts to peacefully resolve **conflicts** and seek redress.
8. **Opposition:** Many colonists, known as patriots, **opposed** British rule and actively resisted through protests, boycotts, and eventually armed conflict. They believed in the ideals of liberty, equality, and self-governance.
9. **Mastermind:** Several key figures played important roles in organizing and leading the American Revolution. One such **mastermind** was George Washington, who served as the commander-in-chief of the Continental Army and later became the first President of the United States.
10. **Militia:** The colonial **militias** were local volunteer forces that played a crucial role in the early stages of the American Revolution. These citizen-soldiers fought against the British troops and helped defend their communities.

Name: _____

Vocabulary for "Bills to Pay"

conflict
turning
point
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impose

tax
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militia



1. The American Revolution was a significant _____ between the colonies and Great Britain.
2. The colonial militias played a crucial role as citizen-soldiers in the _____.
3. The establishment of the United States marked a _____ in history.
4. George Washington was one of the _____ behind the American Revolution.
5. The heavy taxes and strict regulations were a _____ on the colonists.
6. _____ to British rule grew as more colonists became dissatisfied.
7. The colonists would submit _____ to express their grievances and demands.
8. Colonial assemblies were local _____ bodies that made decisions on behalf of the colonists.
9. The colonists challenged the British government's authority to _____ them without representation.
10. The British government would _____ various taxes on the colonists.

Name: _____

Vocabulary for "Bills to Pay"

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1. The American Revolution was a significant **conflict** between the colonies and Great Britain.
2. The colonists played a crucial role as citizen-soldiers in the **militia**.
3. The establishment of the United States marked a **turning point** in history.
4. George Washington was one of the **mastermind** behind the American Revolution.
5. The heavy taxes and strict regulations were a **burden** on the colonists.
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Name: _____

Activity Page 1.2

Vocabulary for "Bills to Pay"

conflict
turning point
militia
mastermind
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impose
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opposition
petition
tax

Name: _____

Activity Page 1.2

Vocabulary for "Bills to Pay"

conflict
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Name: _____

Activity Page 1.2

Vocabulary for "Bills to Pay"

conflict conflict
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turning point
mastermind
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assembly assembly
opposition opposition
petition petition
tax tax
militia militia
burden burden

Name: _____






Activity Page 1.2

Vocabulary for "Bills to Pay"

conflict conflict
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opposition opposition
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burden burden




Name: _____

Prefixes im- and in-

imperfect	having no mistakes or flaws	Dinner was perfect tonight.	
impossible (noun)	not able to be done	My mom said it was impractical to wear sandals for walking at the zoo.	
impractical (adjective)	not easy or reasonable to do or use; not practical	He was tall and thickset with an intimidating posture. (page 37)	
impatient (adjective)	not having or showing good manners or respect for others; not polite	We waited for the doctor so long that my little sister got impatient .	
impolite (adjective)	not having or showing good manners or respect for others; not polite	The boys were impolite when they talked during the movie.	

Name: _____

Prefixes im- and in- (page 2)

inconvenient	not allowing you to do something easily or without much effort	The new bus stop was inconvenient for kids who lived up the hill.	
incomplete (noun)	not having all the necessary parts; not complete	My homework was incomplete because I didn't finish it before I got sick..	
Incapable	Not able to do something; not capable	The woven basket was full of holes and incapable of holding water.	
inactive	not doing things that require physical movement or activity	My legs start to hurt if I am inactive too long..	

Activity Page 2.1

Vocabulary for “Trouble is Brewing”

liberty

repeal

climate

indirectly

boycott

musket

engraving

accurate

patriot

Activity Page 4.1

Vocabulary for “The Fight Begins”

intolerable

grievance

import

stockpile

belfry

rebel

volley

musket ball

revolutionary

Activity Page 6.1

Vocabulary for “Shots and Speeches”

retreat

casualty

ammunition

score

fortify

ambassador

declaration

abstain

levy

implication

Activity Page 8.1

Vocabulary for “It’s A War”

front

strategic

confront

surrender

morale

tactics bleak

Activity Page 10.3

Vocabulary for “From Valley Forge to Yorktown”

impress

bayonet

model company

foraging

recruit

decisive

reinforce

convoy

fleet

Activity Page 12.1

Vocabulary for “Heroes and Villains”

hero

villain

defiant

enlist

regiment

heroine

skirmish

foil

jeer

traitor

Activity Page 13.1

Vocabulary for ""The Legend of Sleepy Hollow""

bewitching

abound

switch

dread

laden

suitor

formidable

burly

woo

splendor

Activity Page 15.2

Vocabulary for ""Rip Van Winkle""

provoke

console

peal

ninepins

breeches

melancholy

skeptical

revere

henpecked

Prefixes im- and in-

perfect

imperfect

active

inactive

convenient

inconvenient

polite

impolite

possible

impossible

capable

incapable

correct

incorrect

patient

impatient

Suffixes *-able* and *-ible*

predict
predictable
collect
collectible
enjoy
enjoyable
comfort
comfortable
access
accessible

patient
impatient
visible
eat
edible

Activity Page 6.5

Spelling Words

surrender
declaration
valiant
grievance
independence
monarchy
representative
victory
incident
militia

Activity Page 11.4

Spelling Words

easily

greasy

immobile

imperfect

impossible

inflexible

insufficient

intolerable

loudly

noisy

tasty

temporarily

Cause and Effect Transition Words

Cause

Because

Due to

One cause is...

Since

For

First

Effect

Consequently

As a result

Thus

Resulted in

One reason is...

So

Name: _____

A blank sheet of white paper with a red vertical margin line on the left side. The paper is ruled with horizontal blue lines. The paper is set against a light gray background, which is itself on a blue and white patterned surface.

Name: _____

A large rectangular area containing multiple sets of horizontal lines for handwriting practice. Each set consists of a solid red top line, a dashed blue middle line, and a solid red bottom line. There are 10 such sets of lines stacked vertically, providing ample space for practicing letter formation and alignment.

Thank you for your purchase!
Additional resources are added weekly.
Please check back often!

The screenshot shows a TPT seller profile for 'Revamped Revised Reimagined'. The profile includes a circular profile picture of a woman, a star rating of 5 stars (labeled 'Not yet rated'), and a grid of 10 colorful icons representing various educational resources. To the right of the profile picture, the text reads 'Revamped Revised Reimagined', '★ Follow Me (1)', and 'United States - Texas - Dallas'. Below the profile picture, there are social media sharing buttons for 'Like', 'Save', and 'Share'. To the right of the profile picture, there is a 'FREE RESOURCE' section with the text 'Assess the general quality of my work with this free resource' and a link to 'CKLA Middle Ages Lesson 1 Voca...'. Below the 'FREE RESOURCE' section, there is a red button that says 'ADD TO GOOGLE DRIVE'. At the bottom of the profile, there is a navigation bar with links to 'My Products (17)', 'Ratings & Reviews', 'Ask a Question', and 'My Profile'. To the right of the navigation bar, there is a search bar labeled 'Search store'. Below the navigation bar, there is a section for 'CUSTOM CATEGORIES' with a link to 'CKLA Middle Ages' and a section for 'GRADES' with links to '4th' and '7th'. To the right of the 'CUSTOM CATEGORIES' and 'GRADES' sections, there is a banner for 'Helping Teachers Manage Time' with the text 'I CREATE THE INSTRUCTIONAL MATERIALS SO YOU CAN FOCUS ON TEACHING!' and a circular logo with a pencil and a book. Below the banner, there is a section for 'MY PRODUCTS'.

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