
GIVE ME LIBERTY OR GIVE ME DEATH

UNIT 7 LESSON 4



Objectives

- K-We will **KNOW** about the Intolerable Acts imposed on Massachusetts.
- U- We will **UNDERSTAND** the American Revolutionary War and the cause that led to it.
- B- We **BE ABLE TO** demonstrate understanding of the
- Revolutionary War and how the different acts and parties were significant to the war.

REVIEW

CHAPTER 2

1. Who were the group of protesters, formed in response to the Stamp Act, who shared in the belief that the British were treating colonists unfairly?
» the Sons of Liberty
2. Why weren't the Sons of Liberty satisfied when the British government repealed the Stamp Act?
» The British imposed new taxes, including a tax on British tea.
3. What famous protest did the Sons of Liberty lead in reaction to the new tax on tea?
» the Boston Tea Party

READ TO LEARN
HOW THE
BRITISH
PARLIAMENT
ANGERED THE
COLONISTS
FURTHER, AND
WHAT THE
COLONISTS DID
IN RESPONSE.

THE BIG QUESTION

What was the Revolutionary War, and what were the causes that led to it?

CORE VOCABULARY

- **intolerable**, adj. too painful or hard to be accepted (21)
- **grievance**, n. a complaint resulting from being treated unfairly; a reason for complaining about a situation (grievances) (22)
- **import**, v. to bring in a product from another country to be sold (importing) (22)
- **export**, v. to send out a product to another country to be sold (exporting) (22)
- **stockpile**, v. to collect materials to use in the future (weapons, food, etc.) (stockpiling) (22)

CORE VOCABULARY

- **belfry**, n. a bell tower at the top of a church (24)
- **rebel**, n. a person who fights against a government (rebels) (26)
- **volley**, n. the firing of a large number of weapons at the same time (26)
- **musket ball**, n. ammunition shot from muskets (musket balls) (28)
- **revolutionary**, adj. leading to, or relating to, a complete change (28)

CHAPTER 3

“THE FIGHT BEGINS”

(page 18 – 19)

1. Why were the British people and government shocked and angry when they received the news about the Boston Tea Party?
2. How did British Parliament punish the colonists for the Boston Tea Party?
3. How do you predict the colonists in Massachusetts responded to these new laws? Support your answer with information you have read in earlier chapters.

CHAPTER 3

“THE FIGHT BEGINS”

(page 20 - 21)

1. What is the meaning of the phrase, *make a living*, in the following sentence
“How could they make a living if goods could not be shipped in or out of Boston?”
2. Why did the people of Massachusetts call the new laws the Intolerable Acts?
3. How did the other colonies respond when they heard about the new laws Britain imposed on Massachusetts?

CHAPTER 3

“THE FIGHT BEGINS”

(page 22 -23)

1. What three things did people in Massachusetts start to do to prepare to fight for their liberty?
2. How do you think the British knew the preparations were underway?



WHAT WAS HENRY SAYING?

”Our brethren are already in the field!”

- Our brothers, or fellow colonists, are already having to endure unfair treatment by the British.

”Why stand we here idle?”

- Why aren’t we doing anything? We must do something!

”Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery?”

- Is it worth living under unfair rule just to have a quiet, peaceful life?

CHAPTER 3

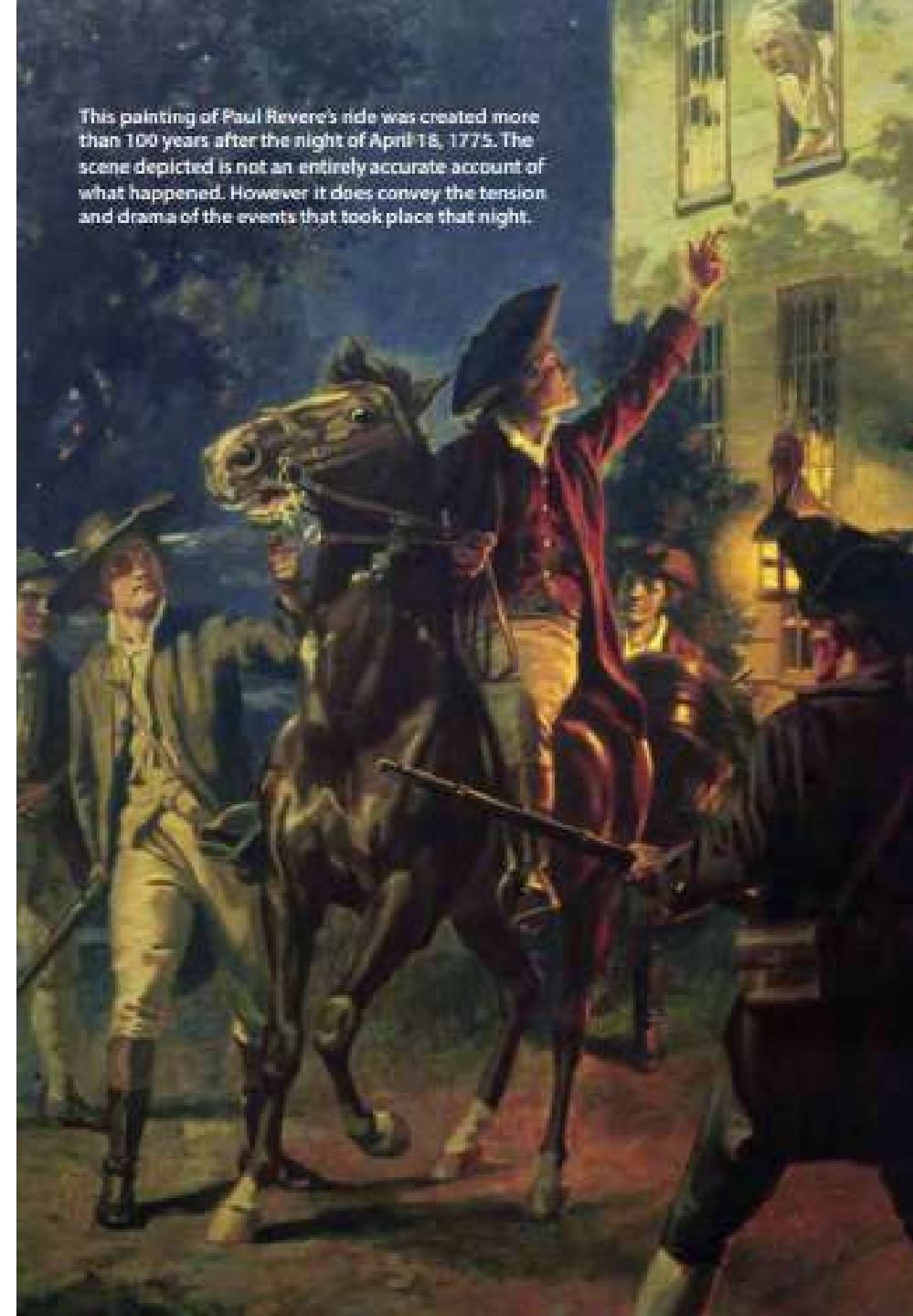
“THE FIGHT BEGINS”

(page 24)

1. Which way were the British soldiers coming to Concord from Boston?
2. How did Paul Revere know the British soldiers were coming by boat?
3. Why do you think it was important for Paul Revere and the others to know which way the British were going to Concord?

- I. This is an artist's depiction of the "Midnight Ride of Paul Revere." We now know this image is not entirely historically accurate. What evidence in the text suggests that the image may not be historically accurate?

This painting of Paul Revere's ride was created more than 100 years after the night of April 18, 1775. The scene depicted is not an entirely accurate account of what happened. However it does convey the tension and drama of the events that took place that night.



CHAPTER 3

“THE FIGHT BEGINS”

(page 26 - 28)

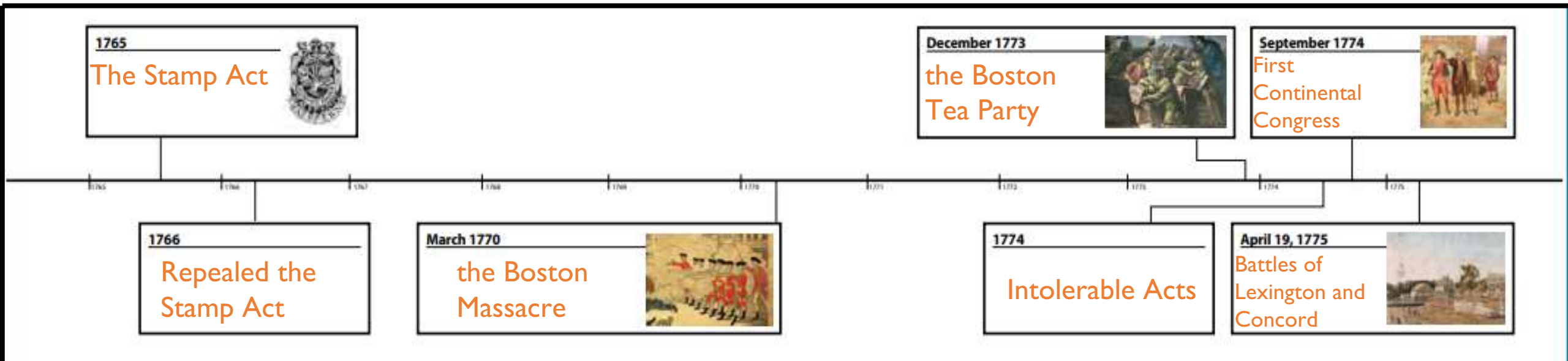
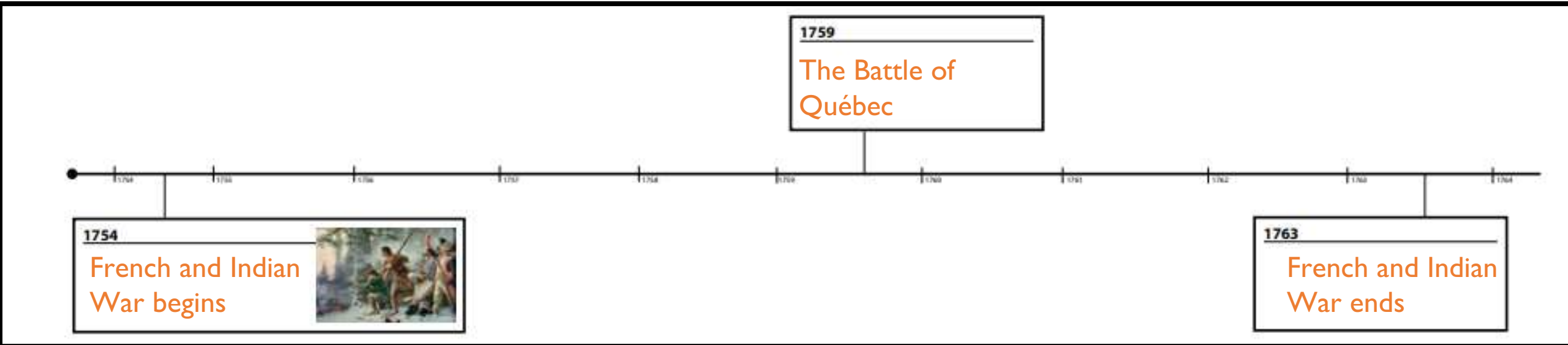
1. People now call the event described in this paragraph the “shot heard ’round the world.” Why do you think this event is called that?
2. Why did Georgia choose not to send a representative to the First Continental Congress?
3. How did the British colonies in Canada respond to the laws imposed on Massachusetts? What efforts did the British Parliament make to maintain loyalties in their other colonies?

CHAPTER 3

“THE FIGHT BEGINS”

(page 29)

1. In what ways was Samuel Adams different from other political leaders of the time?
2. Besides signing the Declaration of Independence, what else did you learn about John Hancock from this text?



WORD WORK: *INTOLERABLE*

“The Bostonians called these new laws the **Intolerable** Acts.”

■ **Intolerable** means too painful or hard to be accepted.

It is **intolerable** to think of killing elephants for their ivory tusks.

- What are other examples of something that you think is **intolerable**?
- Turn to the person sitting next to you and share about a time when you found a situation intolerable. Be sure to use the word **intolerable** in your discussion.

I CAN...

- **Morphology** – I can recognize the root *port* and use topic-relevant words containing this root in sentences. [L.4.1, L.4.4b]

PRACTICE ROOT *port*

- A **root** is the main element of a word that forms the basis of its meaning. A prefix or suffix added to the root can change the meaning.
- The Latin root *port*, means “to carry.”

1. The colonists agreed that they would not export tea from Great Britain.
(import, export, portfolio, support)

2. My friends and I are going to the basketball game to support the team.
(report, export, import, support)

3. I like my new computer because it is lightweight and portable.
(portable, portfolio, transport, transportation)

I CAN...

- We will **KNOW** how to use cause and effect.
- We will **UNDERSTAND** how to draft a cause and effect using the appropriate transition words.
-
- We will **BE ABLE to** use transition words (from poster) to continue drafting the cause and effect paragraph.

Writing:

You will continue drafting your paragraph on Activity Page 3.4 which was started during the previous lesson. Use the appropriate transition words, referring to the Transition Word Poster as needed.

TRANSITION WORDS

CAUSE

- because
- due to
- one cause is, another is
- since
- for
- first, second

EFFECT

- consequently
- as a result
- thus
- resulted in
- one reason is, another is
- so

EXIT TICKET

WHAT WAS THE REVOLUTIONARY
WAR, AND WHAT WERE THE CAUSES
THAT LED TO IT?