### Content Vocabulary Activity
#### The Spirit of Independence

**Specifying DIRECTIONS:** Select a term to answer each question below.

<table>
<thead>
<tr>
<th>revenue</th>
<th>committee of correspondence</th>
<th>minutemen</th>
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</thead>
<tbody>
<tr>
<td>writs of assistance</td>
<td>repeal</td>
<td>Loyalist</td>
</tr>
<tr>
<td>resolution</td>
<td>propaganda</td>
<td>Patriot</td>
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<tr>
<td>effigy</td>
<td>nonimportation</td>
<td>petition</td>
</tr>
<tr>
<td>boycott</td>
<td>militia</td>
<td>preamble</td>
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1. What is a group of citizen soldiers that arm themselves called?

2. Legal documents that allowed customs officers to enter any location to search for smuggled goods were called what?

3. What formal request was sent to Britain to offer one last chance to avoid war?

4. What organization circulated writings about colonists’ grievances against Britain?

5. The introduction of the Declaration of Independence is called the what?

6. What is a formal expression of opinion commonly used in government?

7. Information, such as posters, made to influence public opinion is called what?

8. What were the members of the militia companies called who were ready to fight the British at a moment’s notice?

9. What were the American colonists who chose to remain loyal to Great Britain called?
10. What did Britain need in order to pay troop expenses for the war?

11. The colonists who supported the war for independence were called what?

12. What is a term that means "to cancel," such as to cancel the Stamp Act?

13. What is a figure, or representation, of somebody who is usually disliked called?

14. What is an agreement made by merchants not to buy or use goods from other countries?

15. When a person refuses to buy goods or use services, what is the act called?
Guided Reading Activity
The Spirit of Independence

Taxation Without Representation

Reading Tip: Make a list of questions that you have about this section that you do not understand. Present these questions to your teacher and to the class for help.

Filling in the Blanks  DIRECTIONS: Use your textbook to fill in the blanks using the words in the box.

<table>
<thead>
<tr>
<th>nonimportation</th>
<th>consent</th>
<th>Townshend Acts</th>
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<tbody>
<tr>
<td>resolution</td>
<td>effigies</td>
<td>Sugar Act</td>
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<tr>
<td>boycott</td>
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<tr>
<td>colonists</td>
<td>Stamp Act</td>
<td>writs of assistance</td>
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<tr>
<td>Samuel Adams</td>
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</table>

The French and Indian War left Britain with a huge (1) _________________. Parliament authorized (2) ________________ that allowed customs officers to enter any location to search for smuggled goods. It also passed the (3) ________________ to lower the tax on molasses and decrease smuggling. These laws angered the (4) _________________.

Parliament passed the (5) ________________ in 1765, which placed a tax on printed material. Colonists opposed the tax because Parliament taxed them without their (6) _________________.

The Virginia assembly responded by passing a(n) (7) ________________ declaring that only it had the right and power to tax its citizens. (8) ________________ started the Sons of Liberty to protest the act. Protesters burned (9) ________________ of tax collectors.

People refused to use the stamps and urged merchants to (10) ________________ British and European goods. Merchants signed (11) ________________ agreements to not buy or use goods from Britain. As a result, British merchants lost business and urged Parliament to (12) ________________ the Stamp Act, which it did in 1766. However, in 1767 Parliament passed the (13) ________________, which placed taxes on goods imported to the colonies.
Building Colonial Unity

Answering Questions  DIRECTIONS: Reading the section and completing the questions below will help you learn about the building of colonial unity. Use your textbook to answer the questions.

1. **Listing** List three reasons why Bostonians felt the British had pushed them too far.

2. **Specifying** When did the Boston Massacre take place?

3. **Naming** Who was the part African, part Native American dockworker killed during the Boston Massacre?

4. **Analyzing** What did colonial leaders hope to achieve by using the Boston Massacre killings as propaganda?

5. **Determining Cause and Effect** What effect did the increased boycott on British goods following the Boston Massacre have on Parliament?

6. **Identifying** Who did Parliament hope to save from ruin by passing the Tea Act?

7. **Explaining** How was the Tea Act unfair to colonial merchants?

8. **Describing** What was the Boston Tea Party?

9. **Defining** What were the Coercive Acts?