

## History 6/7 Winter Break Assignment

Hi Everyone!

I have broken down the winter break assignment into four mini lessons and one project. The first page of the assignment is vocabulary. As you read through each lesson, there will be new vocabulary. Be sure to write down the definitions!

You will be using your digital history textbook: [teachtci.org](http://teachtci.org).

Teacher login: [dfernandez@knoxschool.org](mailto:dfernandez@knoxschool.org)

Student login: YOUR KNOX EMAIL

Password: Knox2020

We will be looking at the next unit in the textbook: **Lesson 5: Toward Independence - Sections 2 - 7**. You will not have to do all the questions at the end of the section, so be sure to follow the packet.

Below is a suggested schedule to follow, to ensure you do not fall behind in your work:

November 30th - December 4th  
Sections 2 and 3

December 7th - December 11th  
Sections 4 and 5

December 14th - December 18th  
Sections 6 and 7

December 21st - January 1st  
Timeline Project  
(Don't work on the holidays!!)

January 4th - January 8th  
Timeline Project

**DUE: JANUARY 11TH**

I will be logging on every Monday from November 30th to January 4th from 9:30-10:00 a.m. to provide extra help for history. Please take advantage of this, if you need the assistance. I want you to do well on this assignment so email me whenever you need help.

I hope you have some fun this break!!!

Mrs. Fernandez

## History 6/7 Winter Break Assignment

### Vocabulary

*Define the following terms.*

1. Patriot -

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2. Loyalist -

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3. Militia -

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4. Boycott -

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5. Retain -

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6. Boycott -

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7. Tyranny -

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8. Repeal -

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## Lesson 5: Toward Independence - Section 2: Early British Actions in the Colonies

- Read the section Lesson 5: Toward Independence - Section 2: Early British Actions in the Colonies
- Complete question 1

1. From 1763 to 1765, the British Parliament and King George passed three laws that affected the colonists. Complete the table to explain these events.

| <b>Law</b>                   | <b>What did this law require colonists to do?</b>                                     | <b>What did this law require colonists to do?</b>  | <b>How did the British government react to those protests?</b> |
|------------------------------|---|--|--|
| <b>Proclamation of 1763</b>  |   | Colonists argued in letters and articles that it was tyranny, an unjust use of government power. |  |
| <b>Stamp Act (1765)</b>      | Colonists had to buy a stamp for any paper they used, including newspapers and cards. |  |  |
| <b>Quartering Act (1765)</b> |   |  |  |

### **Lesson 5: Toward Independence - Section 3: Early British Actions in the Colonies**

- Read the section Lesson 5: Toward Independence - Section 3: Early British Action in the Colonies
- Complete questions 1 and 3

1. What were the Townshend Acts? Why did Parliament pass them?

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3. Explain why Lord North decided to repeal the Townshend Acts in 1770.

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### **Lesson 5: Toward Independence - Section 4: The Boston Massacre**

- Read the section Lesson 5: Toward Independence - Section 4: The Boston Massacre
- Complete questions 1 and 2

1. How did the Boston Massacre begin from the loyalist perspective? How did the Boston Massacre begin from the patriot perspective?

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2. What role did John Adams play after the Boston Massacre and why?

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### Lesson 5: Toward Independence - Section 5: The Boston Tea Party

- Read the section Lesson 5: Toward Independence - Section 5: The Boston Tea Party
- Complete question 2

2. Give one sentence in favor of the Tea Act and one sentence against the Tea Act.

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### Lesson 5: Toward Independence - Section 6: The Intolerable Acts

- Read the section Lesson 5: Toward Independence - Section 6: The Intolerable Acts
- Complete questions 1, 2 (part one), and 5

1. How did King George's feelings toward the colonies change after the Boston Tea Party?

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2. Complete the table by recording three actions of the Intolerable Acts.

| Actions of the Intolerable Acts |             |
|---------------------------------|-------------|
| Law 1                           | <hr/> <hr/> |
| Law 2                           | <hr/> <hr/> |
| Law 3                           | <hr/> <hr/> |

5. What decisions did the First Continental Congress make?

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**Lesson 5: Toward Independence - Section 7: Lexington and Concord**

- Read the section Lesson 5: Toward Independence - Section 7: Lexington and Concord
- Complete question 1

**British troops leave Boston and march to Concord to seize gunpowder and weapons.**



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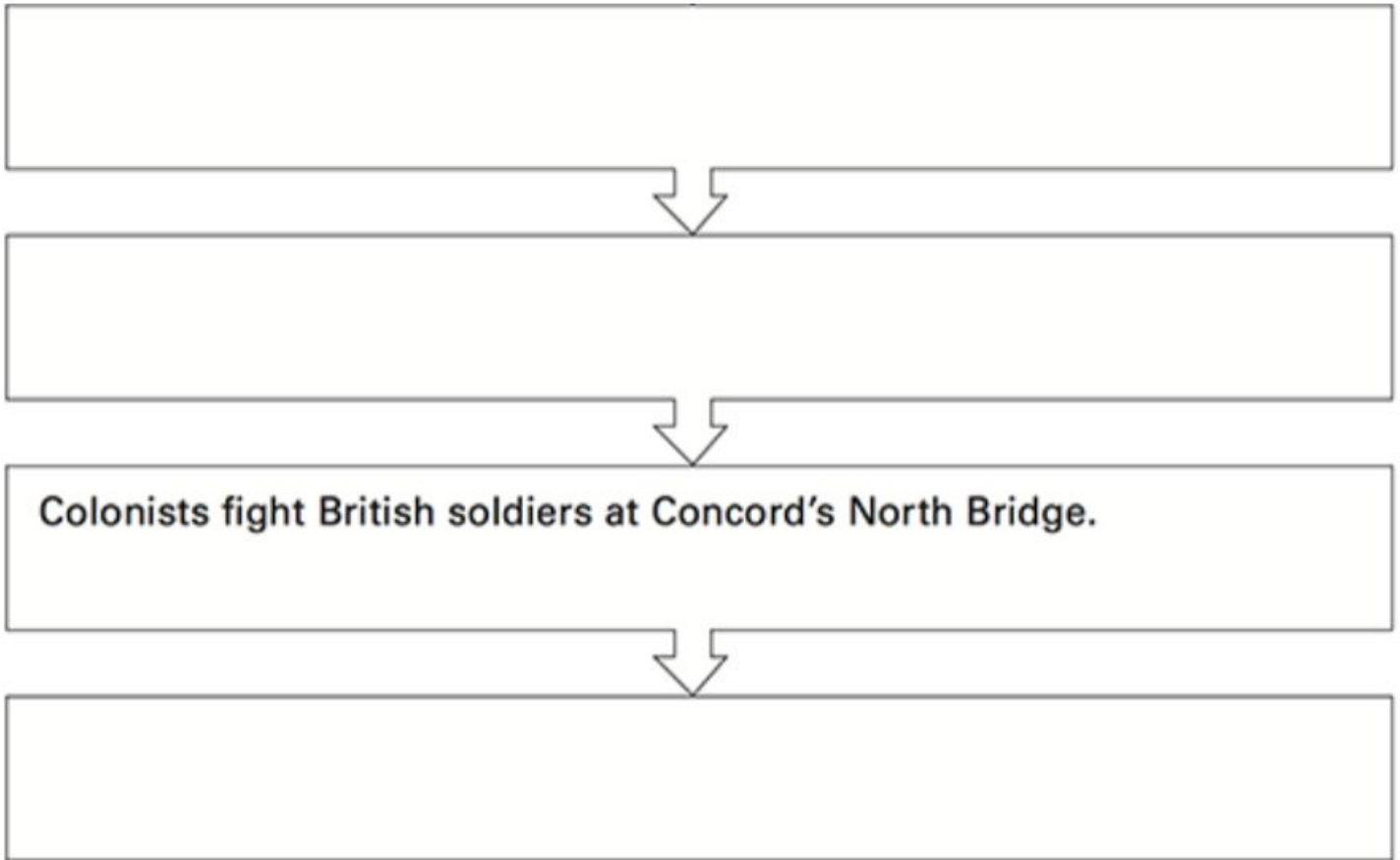
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**Minutemen and British troops fight in Lexington.**



*Continued on the next page.*



### **Timeline Project**

Your project is to create a timeline of at least 8 events that lead up to the American Revolution; below are 9 of the major events that took place. Each point on your timeline should include the following:

- The date/year
- A colorful, labeled picture that depicts the event
  - IF you choose to use an internet picture, be sure to CITE it!
- A brief description of the event (2-3 sentences)
- Free of grammatical errors

When creating your timeline, make sure you place your events in chronological order. Chronological order is when the dates go in order of when the events happened.

1. French and Indian War
2. The Proclamation of 1763
3. Stamp Act
4. Quartering Act
5. Boston Tea Party
6. Boston Massacre
7. First Continental Congress
8. Intolerable Acts
9. Battles of Lexington and Concord

### Student Timeline Rubric

| Guidelines                  | 4   | 3  | 2   | 1   |
|-----------------------------|---|--|---|---|
| <b>Creativity</b>           | Creatively and neatly designed using colors and multiple media (markers, crayons, pencils, student artwork, photographs, printed computer graphics, etc.) | Creatively and neatly designed using colors.               | Designed using colors.                              | Timeline is messy with few colors.                                |
| <b>Information</b>          | There are 8 or more events listed.  | There are 7 events listed.                                 | There are 5-6 events listed.                        | There are few events listed.                                      |
| <b>Organization</b>         | All events are labeled neatly and in chronological order.   | Most events are labeled neatly and in chronological order. | Some events are labeled and in chronological order. | Many events are not labeled nor in chronological order.           |
| <b>Presentation</b>         | Student is well-prepared and knowledgeable about timeline events.   | Student is prepared and familiar with timeline events.     | Student is familiar with timeline events.           | Student is not prepared and is not familiar with timeline events. |
| <b>Spelling and Grammar</b> | No spelling or grammatical errors.  | No more than two minor spelling or grammatical errors.     | No more than three spelling or grammatical errors.  | Multiple spelling or grammatical errors.                          |
| <b>Final Points</b>         |   |  |   |   |



# ANNOTATED TIMELINE TO THE CIVIL WAR

Pleased Northerners

Harriet Tubman escapes to Philadelphia



Uncle Tom's Cabin Published (1850)



Lincoln Douglas Debates



John Brown's Raid



Lincoln Elected President

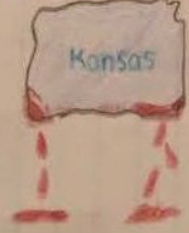


1849 1850 1851 1852 1853 1854 1855 1856 1857 1858 1859 1860 1861

The Fugitive Slave Act



Kansas Nebraska Act



Dred Scott Decision



South Carolina Secedes



Confederacy Formed



Pleased Southerners