

**Guided Reading & Analysis: The American Revolution and Confederation, 1774-1787**  
**Chapter 5- The American Revolution and Confederation, pp 83-104**

**Reading Assignment:**

Use 10 minutes or other resources for content corresponding to Period 3.

**Purpose:**

This guide is not only a place to record notes as you read, but also to provide a place and structure for reflection and analysis using higher level thinking skills with new knowledge gained from the reading.

**Basic Directions:**

1. **Pre-Read:** Read the prompts/questions within this guide before you read the chapter. Flip through the chapter and note the title and subtitle. Look at images and their captions. Get a feel for the content you are about to read.
2. **Read/Analyze:** Read the chapter. Remember, the goal is not to "fill" in a specific entirety to reading guide questions, but to consider questions in order to critically understand what you read.
3. **Write:** Write your notes and analysis in the spaces provided.



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**Key Concepts FOR PERIOD 3:**

**Key Concept 3.1:** British attempts to assert tighter control over the North American colonies and the colonial reaction to pressure self-government led to a colonial independence movement and the Revolutionary War.

**Key Concept 3.2:** The American Revolution's democratic and republican ideal inspired some experiments with different forms of government.

**Key Concept 3.3:** Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

**Guided Reading, pp 85-95**

As you read the chapter, fill in your notes in the middle column. Consider your notes to be elaborations on the Objectives and Main Ideas presented in the left column. When you finish the section, analyze what you read by answering the questions in the right hand column.

1. **The First Continental Congress** p. 85-95

Key Concepts & Main Ideas	Notes	Analysis
<p>British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity.</p>	<p>Significance of the Intolerable Acts:</p> <ul style="list-style-type: none"> <li>- Intensified the conflict between Britain and colonists</li> <li>- Most: Two years many Americans reached the conclusion that only unilateral war to assert self to Britain</li> <li>- The First Continental Congress:             <ul style="list-style-type: none"> <li>- purpose was to respond to Britain's British taxations, most Americans had no desire for independence and wanted to protect professional infringements of rights and restore relationship with crown, like it was before the seven years war</li> <li>- All states sent delegates, except CA, to the convention in Philly 1774</li> <li>- The Congress:                 <ul style="list-style-type: none"> <li>- Diverse group whose views ranged from radical to conservative</li> <li>- Radicals = Patrick Henry (VA), Samuel Adams &amp; John Adams (Mass) &amp; Moderates were George Washington (PA) and John Dickinson (Del). Conservatives were John Jay (NY) and Joseph Galloway (PA) group not represented = Loyalists</li> <li>- Actions of the Congress:                     <ul style="list-style-type: none"> <li>- This gave rise to an era of resistance &amp; continued to change British policy without offending moderates and conservatives. Congress proposed a plan for John Jay (NY) that established relations with Parliament and French-Americans, making moderates that instead of moderates. Charles C. Smith (Mass), stated the assembly's goal of "to liberate the colonies and the colonies to resist laws from which military force will beget the French Declaration of Rights and to establish a right long to make a national government and a union of colonies &amp; rights, recognized Parliament's authority to regulate commerce. Declaration of colonial rights: was not recognized, they would not set aside</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>Summarize the purpose of the First Continental Congress.</p> <p>The purpose of the First Continental Congress was for the colonies to create and request for the Declaration with the British and refused. They were to decide how to handle the British threat to colonial rights.</p> <p>What was the most significant act of this Congress? Define your answer.</p> <p>The most significant act of this Congress was refusing the request of the Intolerable Act because they were not in the American Revolution.</p>

# Guided Reading Chapter 13 Answers

**Nancy L. Cecil**



## Guided Reading Chapter 13 Answers:

*Magruder's American Government Guided Reading and Review Workbook Student Edition 2003c* William A. McClenaghan, 2002-05-15 High School Hailed as a stellar educational resource for nearly a century Magruder's American Government is updated annually to meet the changing needs of today's high school students and teachers The program's engaging narrative is enhanced with numerous primary sources political cartoons charts graphs and photos making the structure and principals of government accessible and motivating to students of all abilities **Guided Reading Basics**

Lori Jamison Rog, 2003 Classroom tested strategies and model guided reading lessons for emergent early developmental and fluent readers **Prentice Hall Physical Science Concepts in Action Program Planner National Chemistry Physics Earth Science**, 2003-11 Prentice Hall Physical Science Concepts in Action helps students make the important connection between the science they read and what they experience every day Relevant content lively explorations and a wealth of hands on activities take students understanding of science beyond the page and into the world around them Now includes even more technology tools and activities to support differentiated instruction **Primary English for Trainee Teachers**

David Waugh, Wendy Jolliffe, Kate Allott, 2023-03-15 What do I need know about English to teach it effectively in primary school How do children learn English How do I teach it What does a good primary English lesson look like This is the ultimate guide for primary trainee teachers grappling with these questions A comprehensive text supporting you to teach the National Curriculum for primary English it covers both subject knowledge and teaching theory and practice This new edition includes an updated chapter on Oracy Speaking and listening explorations of updated theory and reseach and new links to the Core Content Framework CCF *World Geography 7th Edition Guided Reading and Review, English Student Edition 2003c* Prentice-Hall Staff, 2002-05-15 Show Students How Geography Affects Their Lives **Striking a Balance** Nancy L. Cecil, 2017-05-12 Striking a Balance explores a comprehensive program of early literacy instruction through a balanced approach to reading and writing for both enjoyment and information The fifth edition retains the special features that adopters have come to appreciate classroom vignettes discussion questions field based activities a student website and study guide This latest edition offers expanded content on differentiating instruction for diverse learners including working with English Language Learners and students with special needs Also new to this edition is greater coverage on integrating state standards with early literacy instruction The book's practical approach fundamentally demonstrates how children develop authentic literacy skills through a combination of direct strategy instruction and motivating contexts *Holt People, Places, and Change* Robert J. Sager, 2003 **Teaching for Comprehension in Reading** Gay Su Pinnell, Patricia L. Scharer, 2003 Strategies for helping children read with ease confidence and understanding Cover **Creating America: Beginnings Through Reconstruction**, 2002-05-15 *Study Guide to Accompany Criminal Justice* Freda A. Adler, Adler, Gerhard O. W. Mueller, William S. Laufer, 1993-11 *American Vision, Unit 5 Resources* McGraw-Hill Staff, 2002-04 **Language**

**Disorders** Robert E. Owens, Jr., 2022-09-15 Thoroughly updated to meet the needs of today's students in communication sciences and disorders programs *Language Disorders: A Functional Approach to Assessment and Intervention in Children* Seventh Edition is a comprehensive overview of language disorders and clinical practice with a focus on the child's overall communication effectiveness. Unlike other texts that have a disorder-specific focus, this book emphasizes a functional and holistic approach to assessment and intervention by shifting the perspective to how a child uses the language feature targeted and how assessment can consider language as it's used. The author presents intervention methods in a system of least prompts followed by information on each area of language and literacy. Generalization is foremost throughout the text. Known for writing numerous bestselling textbooks related to speech language pathology, the author approaches this complex subject in a practical matter while maintaining a conversational writing style that resonates with students. **Key Features:** Each chapter begins with a case example. Information on children from culturally and linguistically diverse backgrounds is woven into each chapter. Food for Thought boxes invite students to move beyond the text and consider the implications for assessment and intervention of the material. Key terms are highlighted throughout and included in a handy glossary. Numerous tables provide easy reference on the many techniques and norms. Multiple appendices include additional practical information. **New to the Seventh Edition:** New and improved modern layout with color enhancements. 600 new references highlighting the latest theoretical and evidence-based practices. Greater focus on discussions of assessment of children with culturally and linguistically diverse backgrounds. New section on developmental language disorders (DLD) with new and more inclusive terms. Increased emphasis on autism spectrum disorder (ASD). The chapters on language and narrative analysis have been strengthened and consolidated into one. Increased number of figures and tables.

*Make it Real* Linda Hoyt, 2002 Linda Hoyt provides a practical classroom-friendly guide to unlocking the treasures of informational text. **The American Journey** Joyce Oldham Appleby, Alan Brinkley, James M. McPherson, 2003 **Early Childhood Curriculum for All Learners** Ann M. Selmi, Raymond J. Gallagher, Eugenia R. Mora-Flores, 2014-08-12 *Early Childhood Curriculum for All Learners: Integrating Play and Literacy Activities* is designed to teach early childhood professionals about the latest research on play and early literacy and then to show them practical methods for adapting this research to everyday classroom practices that will encourage the development of learning skills. The authors link solid play-based research to specific developmentally appropriate practices. By combining these two areas, the text demonstrates that academic learning and play activities are highly compatible and that children can and do develop academic skills through play. In addition, the text focuses on socio-dramatic play, a recently acknowledged essential aspect of child-initiated play interactions. It provides specific strategies that link these interactive behaviors with the early academic skills needed for the initial primary grades. Implementation of the information presented in this book will enable children to experience a richer transition into primary education classrooms. **The Holy Bible, Containing the Old and New Testaments**, 1880 **Call to Freedom** Holt

Rinehart & Winston,Holt, Rinehart and Winston Staff,2002-02      *The Americans* McDougal-Littell Publishing  
Staff,2002-03-04      Managing Public Services - Implementing Changes Tony L. Doherty,Terry Horne,2005-08-18 Focusing  
on change as a constant factor in the management of any organization this informative book helps the student and  
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## **Table of Contents Guided Reading Chapter 13 Answers**

1. Understanding the eBook Guided Reading Chapter 13 Answers
  - The Rise of Digital Reading Guided Reading Chapter 13 Answers
  - Advantages of eBooks Over Traditional Books
2. Identifying Guided Reading Chapter 13 Answers
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Guided Reading Chapter 13 Answers
  - User-Friendly Interface
4. Exploring eBook Recommendations from Guided Reading Chapter 13 Answers
  - Personalized Recommendations
  - Guided Reading Chapter 13 Answers User Reviews and Ratings
  - Guided Reading Chapter 13 Answers and Bestseller Lists
5. Accessing Guided Reading Chapter 13 Answers Free and Paid eBooks
  - Guided Reading Chapter 13 Answers Public Domain eBooks
  - Guided Reading Chapter 13 Answers eBook Subscription Services
  - Guided Reading Chapter 13 Answers Budget-Friendly Options
6. Navigating Guided Reading Chapter 13 Answers eBook Formats

- ePub, PDF, MOBI, and More
  - Guided Reading Chapter 13 Answers Compatibility with Devices
  - Guided Reading Chapter 13 Answers Enhanced eBook Features
7. Enhancing Your Reading Experience
    - Adjustable Fonts and Text Sizes of Guided Reading Chapter 13 Answers
    - Highlighting and Note-Taking Guided Reading Chapter 13 Answers
    - Interactive Elements Guided Reading Chapter 13 Answers
  8. Staying Engaged with Guided Reading Chapter 13 Answers
    - Joining Online Reading Communities
    - Participating in Virtual Book Clubs
    - Following Authors and Publishers Guided Reading Chapter 13 Answers
  9. Balancing eBooks and Physical Books Guided Reading Chapter 13 Answers
    - Benefits of a Digital Library
    - Creating a Diverse Reading Collection Guided Reading Chapter 13 Answers
  10. Overcoming Reading Challenges
    - Dealing with Digital Eye Strain
    - Minimizing Distractions
    - Managing Screen Time
  11. Cultivating a Reading Routine Guided Reading Chapter 13 Answers
    - Setting Reading Goals Guided Reading Chapter 13 Answers
    - Carving Out Dedicated Reading Time
  12. Sourcing Reliable Information of Guided Reading Chapter 13 Answers
    - Fact-Checking eBook Content of Guided Reading Chapter 13 Answers
    - Distinguishing Credible Sources
  13. Promoting Lifelong Learning
    - Utilizing eBooks for Skill Development
    - Exploring Educational eBooks
  14. Embracing eBook Trends
    - Integration of Multimedia Elements
    - Interactive and Gamified eBooks

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