

# The Spirit of Independence

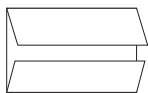
## TOPIC SUMMARY

Before the 1770s, most American colonists thought of themselves as British citizens. Few wanted or expected any major changes in their relationship with the king or with Parliament. As Britain imposed a number of taxes on the colonies, tension grew. The Continental Congress was organized to challenge British control. The Congress called on people to fight the growing British army. Early conflicts led to a Second Continental Congress and the creation of the Continental Army with George Washington as the commander. The delegates of this Congress drafted the Declaration of Independence, and it was approved on July 4, 1776.

**FOLDABLES**<sup>™</sup>  
**Study Organizer**

**Organizing Information** This four-tab Foldable will help students learn about the events that led to the American Revolution.

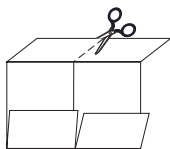
**Step 1** Fold the top and bottom of a piece of paper into the middle.



**Step 2** Fold the paper in half from side to side.



**Step 3** Open and cut along the inside fold lines to form four tabs.



**Step 4** Label the tabs as shown.

Taxation Without Representation	Building Colonial Unity
A Call to Arms	Moving Toward Independence

**Reading and Writing**

Take notes about each section under the appropriate head. Use your Foldable to help you write a summary for each section.

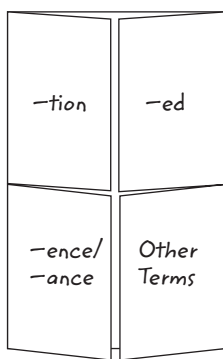
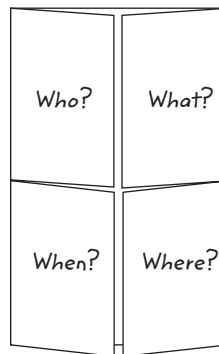
## TOPIC ACTIVITY IDEAS

### Presenting

Have students create the Study Foldable above and label it as shown. Have them list details about each section on the tab. Then organize them into four groups according to the Foldable topics. Ask each group to compare their Foldables and then to combine all the information they have into one list. Have each group prepare a presentation to the class on how their topic played an important part in America's move toward independence.

**EXPLAINING**

Students can select a person or an event (such as Patrick Henry or the Boston Tea Party), and use the Foldable to record and answer four questions about their choice. Have students share their Question and Answer Foldables with others in an oral report.



**CLASSIFYING**

Instruct students to label their Foldables as illustrated. Ask students to use the related chapter in their textbook to identify words that end with these suffixes (for example, *representation*, *independence*, *debate/debated* and so on). Have students record the words they find under the appropriate tab. For “Other Terms,” tell the students to list terms that they need to study further, like *militia*, *effigy*, *boycott*, and *propaganda*.

**Student Study Tip**

Explain to students that if an essay’s introduction does not address the essay’s main idea, the reader might become confused. The main idea should be stated clearly, and the sentences that follow should contain evidence to support it.