

SS8H3a

Georgia's History:

The Road to Revolution



Standards

SS8H3 The student will analyze the role of Georgia in the American Revolution.

a. Explain the immediate and long-term causes of the American Revolution and their impact on Georgia; include the French and Indian War (Seven Years War), Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence.

Teacher Info - Who's & What's

- Print off the Who's & What's handout for each student. (Print front and back to save paper.)
- BEFORE the unit, have students fill in the squares with what they *think* each term means.
- AFTER the presentation, the students will write down new (factual) information about each term.
- Check the answers as a class.

Who's & What's

Directions: BEFORE the unit, write what you *think* each term means. AFTER the presentation, you will write down new information about each term.

| | |
|--|--|
| <p>French & Indian War</p> <p>What I think happened:</p> <p>Definition:</p> | <p>Proclamation of 1763</p> <p>What I think this means:</p> <p>Definition:</p> |
| <p>Stamp Act</p> <p>What I think this means:</p> <p>Definition:</p> | <p>Intolerable Acts</p> <p>What I think this means:</p> <p>Definition:</p> |
| <p>American Revolution</p> <p>What I think happened:</p> <p>Definition:</p> | <p>Declaration of Independence</p> <p>What I think this means:</p> <p>Definition:</p> |

Teacher Directions - CLOZE Notes

- The next pages are handouts for the students to use for note-taking during the presentation. (Print front to back to save paper and ink.)
- Check the answers as a class after the presentation.
- *Please note – the slides in this presentation are content-heavy. Feel free to open the editable file if you'd like to delete anything. I've found that it's better to have too much than not enough!

Road to Revolution

CLOZE NOTES I

Competition

- Great Britain, France, and Spain had been _____ in North America for centuries.
- By the mid-1700s, _____ had become Great Britain's _____.
- In _____, fighting broke out between the two countries over _____ in the Ohio Valley.

French & Indian War

- This war was known as the _____ in America because the local Native Americans joined forces with the _____.
- In Europe, the war was called the _____.
- In the Treaty of Paris 1763, France was forced to give up all of _____, including _____ and all land west to the Mississippi River.
- Even though the British won the war, the economic cost of the war was incredible and left the _____.

Georgia

- The Treaty of Paris 1763 also gave Spanish _____.
- Georgians were happy with this decision because there would be _____ to the colony.
- Georgia's borders were also expanded to the St. Mary's River to the South, the _____, and land around Augusta to the North.

Proclamation of 1763

- In 1763, King George issued a statement prohibiting colonists from moving _____.
- The Proclamation of 1763 had two goals: to _____ and to maintain and build settlements east of the Appalachian Mountains so settlers would _____.
- Much of the land was given to Native Americans to _____ and violence with the settlers.
- Because the British were nearly bankrupt from the Seven Years War, they could _____ another costly war with Native Americans _____.
- The colonists, many of whom participated in the war in hopes of gaining new land, _____ by the Proclamation of 1763.
- Many _____ and moved west into areas that are now Kentucky and Tennessee.

Road to Revolution

CLOZE Notes 2

Georgia

- People in Georgia did _____ to the _____ Proclamation of 1763 as other colonists.
- The colony was _____ and most colonists were still settled along _____.
- Also, Georgia _____ from the Spanish after the French and Indian War.
- This new land opened up _____ for Georgians to settle, which was _____.

Taxation

- To help alleviate the debt incurred from the war, the British Parliament felt that the colonists should be responsible for some of the financial burden by _____.
- Many colonists were _____, particularly because there was _____ in the British Parliament.

Stamp Act

- In 1765, England imposed the _____, which required colonists to _____ for nearly every paper document.
- Many _____, saying that the government should not tax them when they had _____.
- Due to colonial pressure, the British Parliament eventually _____ (but continued to issue others).

Georgia

- Georgia's response to the Stamp Act was _____ as in other colonies due to its small population, strong royal governor (James Wright), and _____.
- Georgia was actually the _____ where a small number of _____.
- There was _____ to the Stamp Act.
- On November 6, 1765, a group affiliated with the Sons of Liberty called the _____ was established to oppose the Stamp Act.

Road to Revolution

CLOZE Notes 3

Boston

- The American colonists were becoming more and _____, particularly in Boston.
- The _____ when British soldiers fired into an angry mob of protestors,
- The _____ took place when colonists dumped 342 chests of tea into the Boston Harbor to _____.

Intolerable Acts

- In 1774, Parliament passed a _____ called the Coercive Acts to _____ and to set an example for the other colonies.
- Colonists called these laws the _____.

- Great Britain refused to repeal these laws until the colonists _____ destroyed in Boston.
- The Intolerable Acts included _____

_____ designed to punish the Massachusetts colonists for the Boston Tea Party.

1. **Boston Port Act** _____ to trade.

2. **Massachusetts Government Act** _____ and took away the colony's _____ charter.

3. **Impartial Administration of Justice Act** said that any British official that committed a capital crime was sent back to England for trial.

4. **Quartering Act** forced the citizens of Massachusetts to _____ at their own expense.

1st Continental Congress

- The Intolerable Acts _____ in a belief that the British Parliament was _____.

- Twelve colonies sent representatives to the _____.

- _____, Georgia was the only colony that _____.

- The members wrote _____ and decided to _____ until taxes and trade regulation were repealed.

- They also _____ if _____ they were attacked by Great Britain.

Road to Revolution

CLOZE NOTES 4

American Revolution

- King George III said that the colonists would not become _____.
- On April 19th, 1775, the _____ of the American Revolution took place at _____, Massachusetts.
- After several more battles, the _____.
- This time, Georgia was _____: Button Gwinnett, Lyman Hall, and George Walton.

Declaration of Independence

- A committee headed by _____ compiled a _____ in a formal document that was _____.
- The first part, called the Preamble, explains the natural _____, including “imposing taxes without our consent” and “quartering large bodies of troops among us.”
- The final part is where the colonists officially _____.

Road to Revolution

CLOZE NOTES I - KEY

Competition

- Great Britain, France, and Spain had been **competing for land** in North America for centuries.
- By the mid-1700s, **France** had become Great Britain's **biggest rival**.
- In **1756**, fighting broke out between the two countries over **fur trading territory** in the Ohio Valley.

French & Indian War

- This war was known as the **French and Indian War** in America because the local Native Americans joined forces with the **French troops**.
- In Europe, the war was called the **Seven Years' War**.
- In the Treaty of Paris 1763, France was forced to give up all of **its North American colonies**, including **Canada** and all land west to the Mississippi River.
- Even though the British won the war, the economic cost of the war was incredible and left the **country virtually bankrupt**.

Georgia

- The Treaty of Paris 1763 also gave Spanish **Florida to England**.
- Georgians were happy with this decision because there would be **no more Spanish threat** to the colony.
- Georgia's borders were also expanded to the St. Mary's River to the South, the **Mississippi River to the West**, and land around Augusta to the North.

Proclamation of 1763

- In 1763, King George issued a statement prohibiting colonists from moving **west of the Appalachian Mountains**.
- The Proclamation of 1763 had two goals: to **avoid future conflicts with Indians** and to maintain and build settlements east of the Appalachian Mountains so settlers would **trade with England**.
- Much of the land was given to Native Americans to **avoid uprisings** and violence with the settlers.
- Because the British were nearly bankrupt from the Seven Years War, they could **not afford to fight** another costly war with Native Americans **over territory**.
- The colonists, many of whom participated in the war in hopes of gaining new land, **were extremely upset** by the Proclamation of 1763.
- Many **frontiersmen ignored the treaty** and moved west into areas that are now Kentucky and Tennessee.

Road to Revolution

CLOZE NOTES 2 - KEY

Georgia

- People in Georgia did **not share the same reactions** to the Proclamation of 1763 as other colonists.
- The colony was **relatively small** and most colonists were still settled along **Georgia's coastline**.
- Also, Georgia **gained land and resources** from the Spanish after the French and Indian War.
- This new land opened up **new coastal areas** for Georgians to settle, which was **great for trade**.

Taxation

- To help alleviate the debt incurred from the war, the British Parliament felt that the colonists should be responsible for some of the financial burden by **paying new taxes**.
- Many colonists were **angered by the taxation**, particularly because there was **no colonial representation** in the British Parliament.

Stamp Act

- In 1765, England imposed the **Stamp Act**, which required colonists to **buy a government stamp** for nearly every paper document.
- Many **colonists rebelled**, saying that the government should not tax them when they had **no representation in Parliament**.
- Due to colonial pressure, the British Parliament eventually **repealed the Stamp Act** (but continued to issue others).

Georgia

- Georgia's response to the Stamp Act was **not as violent** as in other colonies due to its small population, strong royal governor (James Wright), and **economic dependence on Great Britain**.
- Georgia was actually the **only colony** where a small number of **stamps were sold**.
- There was **some resistance** to the Stamp Act.
- On November 6, 1765, a group affiliated with the Sons of Liberty called the "**Liberty Boys**" was established to oppose the Stamp Act.

Road to Revolution

CLOZE NOTES 3 - KEY

Boston

- The American colonists were becoming more and **more rebellious**, particularly in Boston.
- The **Boston Massacre occurred in 1770** when British soldiers fired into an angry mob of protestors, **killing five colonists**.
- The **1773 Boston Tea Party** took place when colonists dumped 342 chests of tea into the Boston Harbor to **protest the Tea Act**.

Intolerable Acts

- In 1774, Parliament passed a **series of laws** called the Coercive Acts to **punish the colony of Massachusetts** and to set an example for the other colonies.
- Colonists called these laws the **Intolerable Acts**.
- Great Britain refused to repeal these laws until the colonists **paid for the tea** destroyed in Boston.
- The Intolerable Acts included **four laws** designed to punish the Massachusetts colonists for the Boston Tea Party.
 1. **Boston Port Act closed the port of Boston** to trade.
 2. **Massachusetts Government Act prohibited town meetings** and took away the colony's charter.
 3. **Impartial Administration of Justice Act** said that any British official that committed a capital crime was sent back to England for trial.
 4. **Quartering Act** forced the citizens of Massachusetts to **house and feed British soldiers** at their own expense.

1st Continental Congress

- The Intolerable Acts **unified the colonies** in a belief that the British Parliament was **violating their rights**.
- Twelve colonies sent representatives to the **First Continental Congress of 1774**.
- Georgia was the only colony that **did not send a representative**.
- The members wrote **protests to England** and decided to **boycott British goods** until taxes and trade regulation were repealed.
- They also **pledged military support to Massachusetts** if they were attacked by Great Britain.

Road to Revolution

CLOZE NOTES 4 - KEY

American Revolution

- King George III said that the colonists would not become **independent without a fight**.
- On April 19th, 1775, the **first battle** of the American Revolution took place at **Lexington and Concord**, Massachusetts.
- After several more battles, the **Second Continental Congress** met in **May 1775**.
- This time, Georgia was **represented by 3 delegates**: Button Gwinnett, Lyman Hall, and George Walton.

Declaration of Independence

- A committee headed by **Thomas Jefferson** compiled a **list of reasons why the American colonies should become independent** in a formal document that was **adopted on July 4, 1776**.
- The first part, called the Preamble, explains the natural **rights of all people**.
- The second part includes a **list of grievances against King George**, including “imposing taxes without our consent” and “quartering large bodies of troops among us.”
- The final part is where the colonists officially **severed ties from Great Britain**.

SS8H3a

Georgia's History:

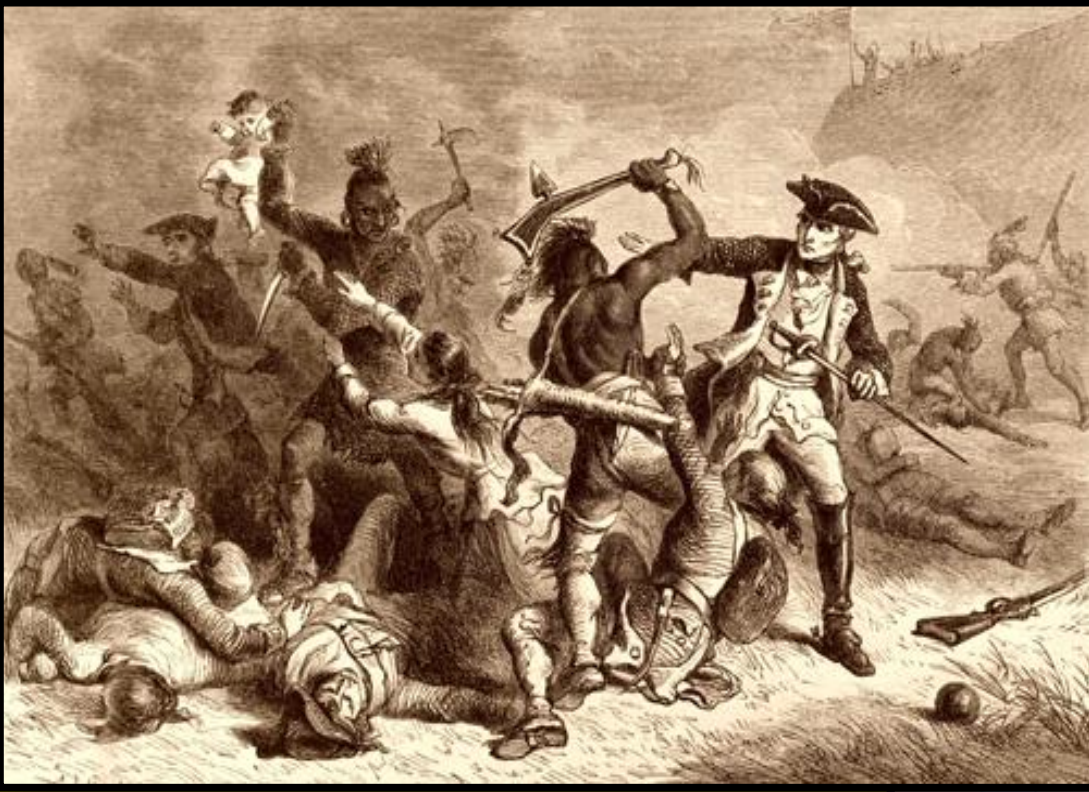
The Road to Revolution

Competition

- Great Britain, France, and Spain had been competing for land in North America for centuries.
- By the mid-1700s, France had become Great Britain's biggest rival.
- In 1756, fighting broke out between the two countries over fur trading territory in the Ohio Valley.

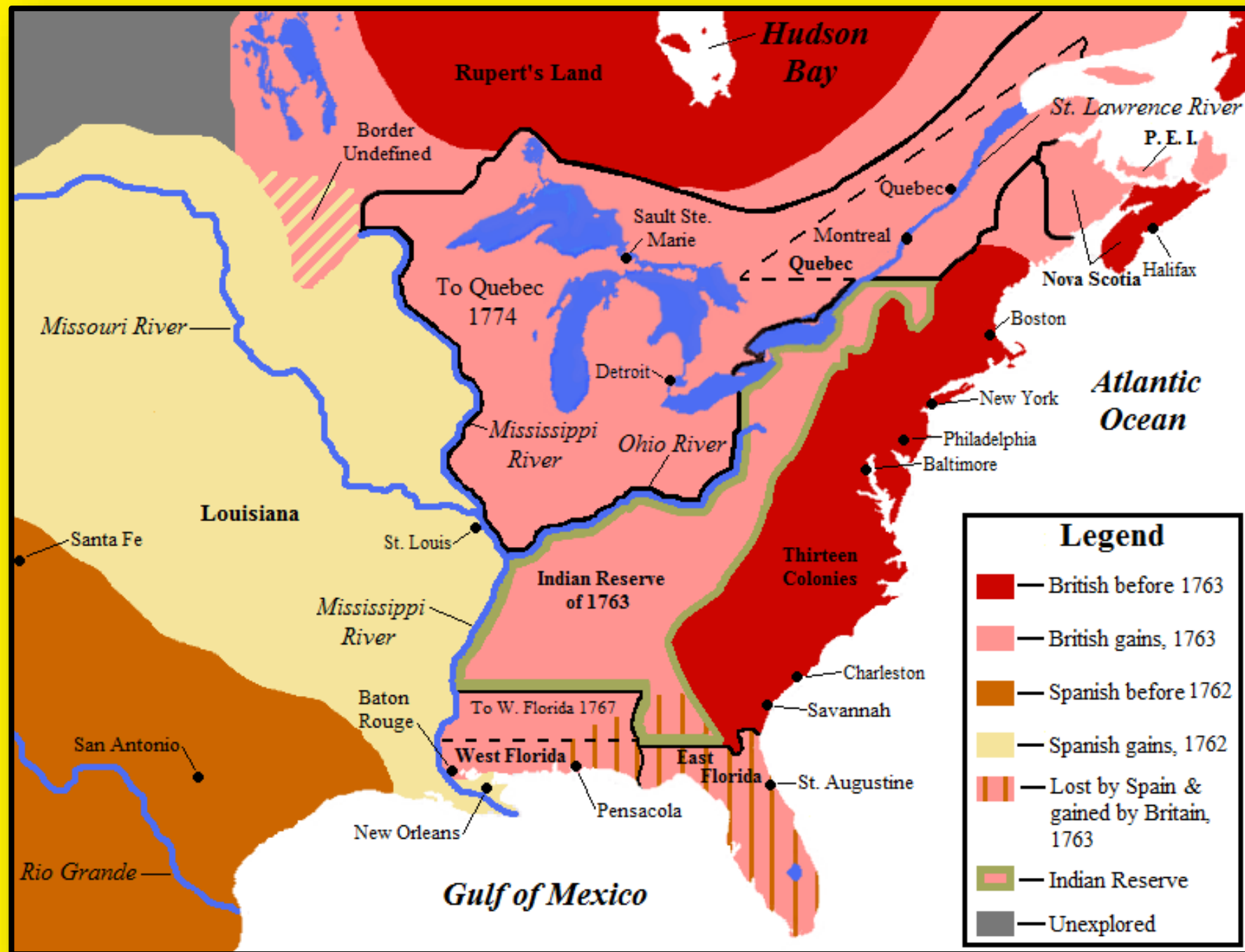
French & Indian War

- This war was known as the French and Indian War in America because the local Native Americans joined forces with the French troops.
- They were worried that the British settlers would take over their land.
- In Europe, the war was called the Seven Years' War.



French & Indian War

- Great Britain won the war.
- In the Treaty of Paris 1763, France was forced to give up all of its North American colonies, including Canada and all land west to the Mississippi River.
- Even though the British won the war, the economic cost of the war was incredible and left the country virtually bankrupt.



Georgia

- The Treaty of Paris 1763 also gave Spanish Florida to England.
- Georgians were happy with this decision because there would be no more Spanish threat to the colony.
- Georgia's borders were also expanded to the St. Mary's River to the South, the Mississippi River to the West, and land around Augusta to the North.

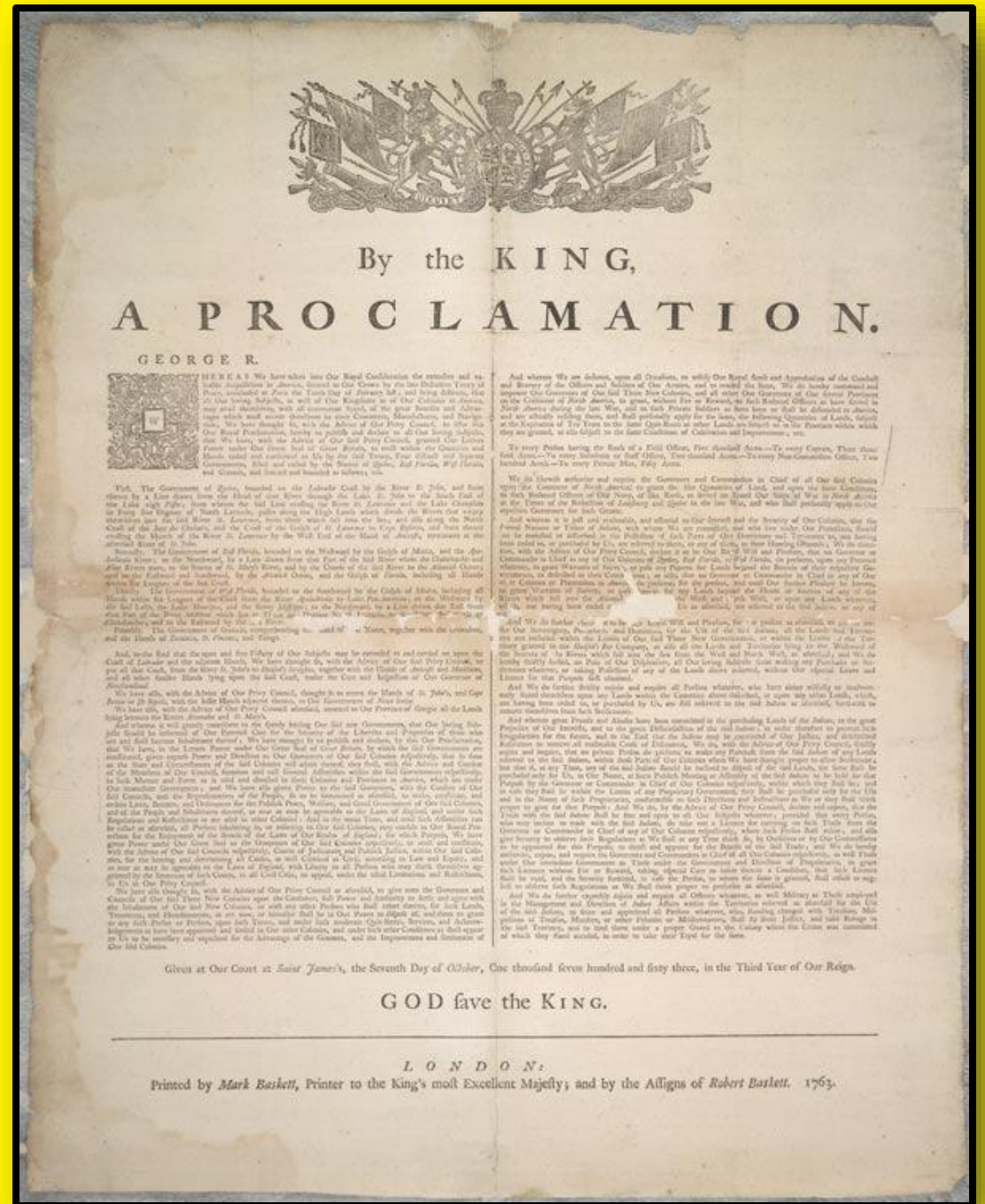
Georgia's Boundaries, 1763



Proclamation of 1763

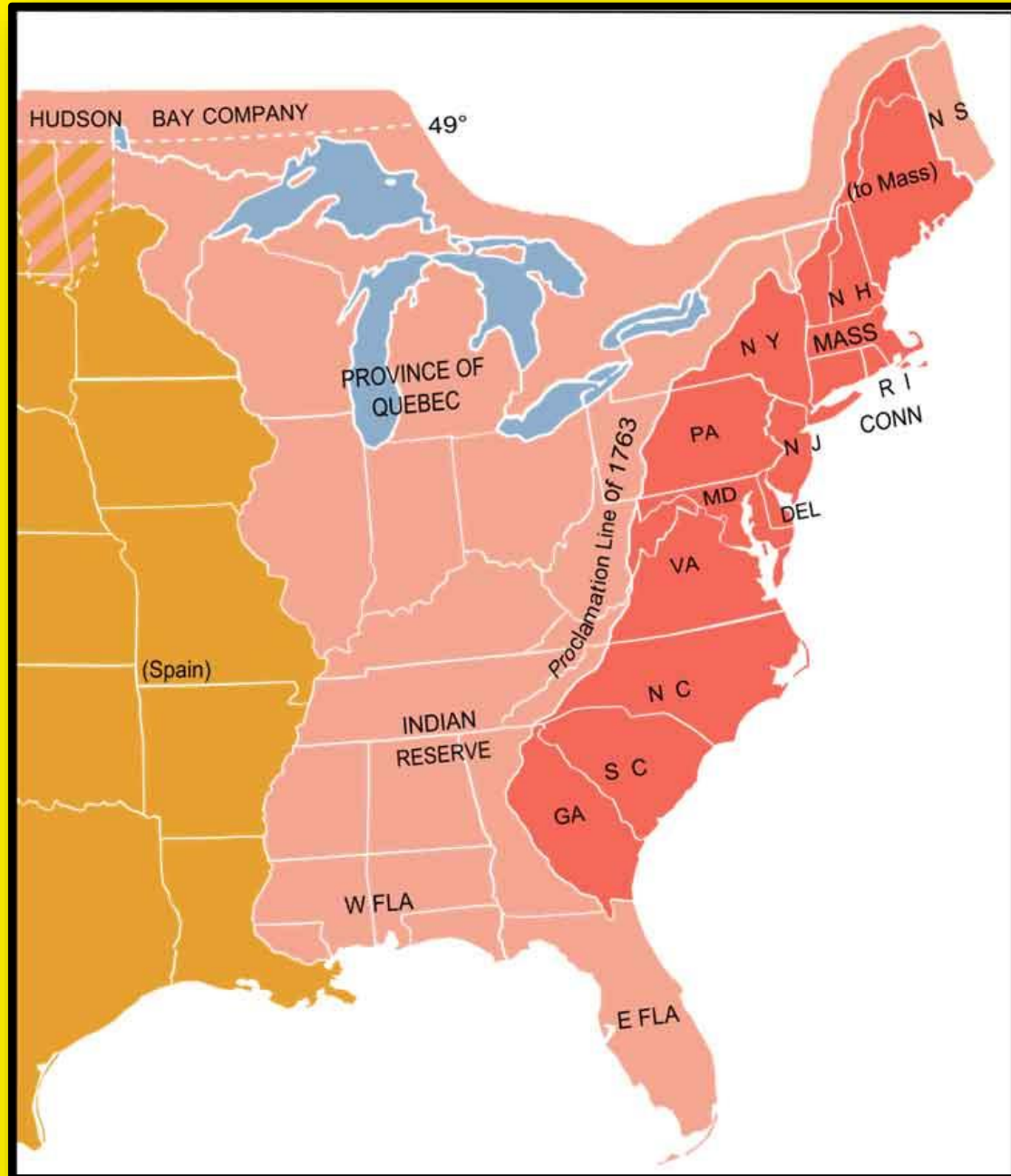
- In 1763, King George issued a statement prohibiting colonists from moving west of the Appalachian Mountains.
- Colonists who lived there had to pack up and move back east.
- The Proclamation of 1763 had two goals: to avoid future conflicts with Indians and to maintain and build settlements east of the Appalachian Mountains so settlers would trade with England.

King George III issued the Proclamation of 1763.



Proclamation of 1763

- Much of the land was given to Native Americans to avoid uprisings and violence with the settlers.
- The intent was to stabilize relations between Great Britain and the Native American tribes who lived in the area.
- Because the British were nearly bankrupt from the Seven Years War, they could not afford to fight another costly war with Native Americans over territory.



Proclamation of 1763 - New Colonial Boundaries

Proclamation of 1763

- The colonists, many of whom participated in the war in hopes of gaining new land, were extremely upset by the Proclamation of 1763.
- Many frontiersmen ignored the treaty and moved west into areas that are now Kentucky and Tennessee.



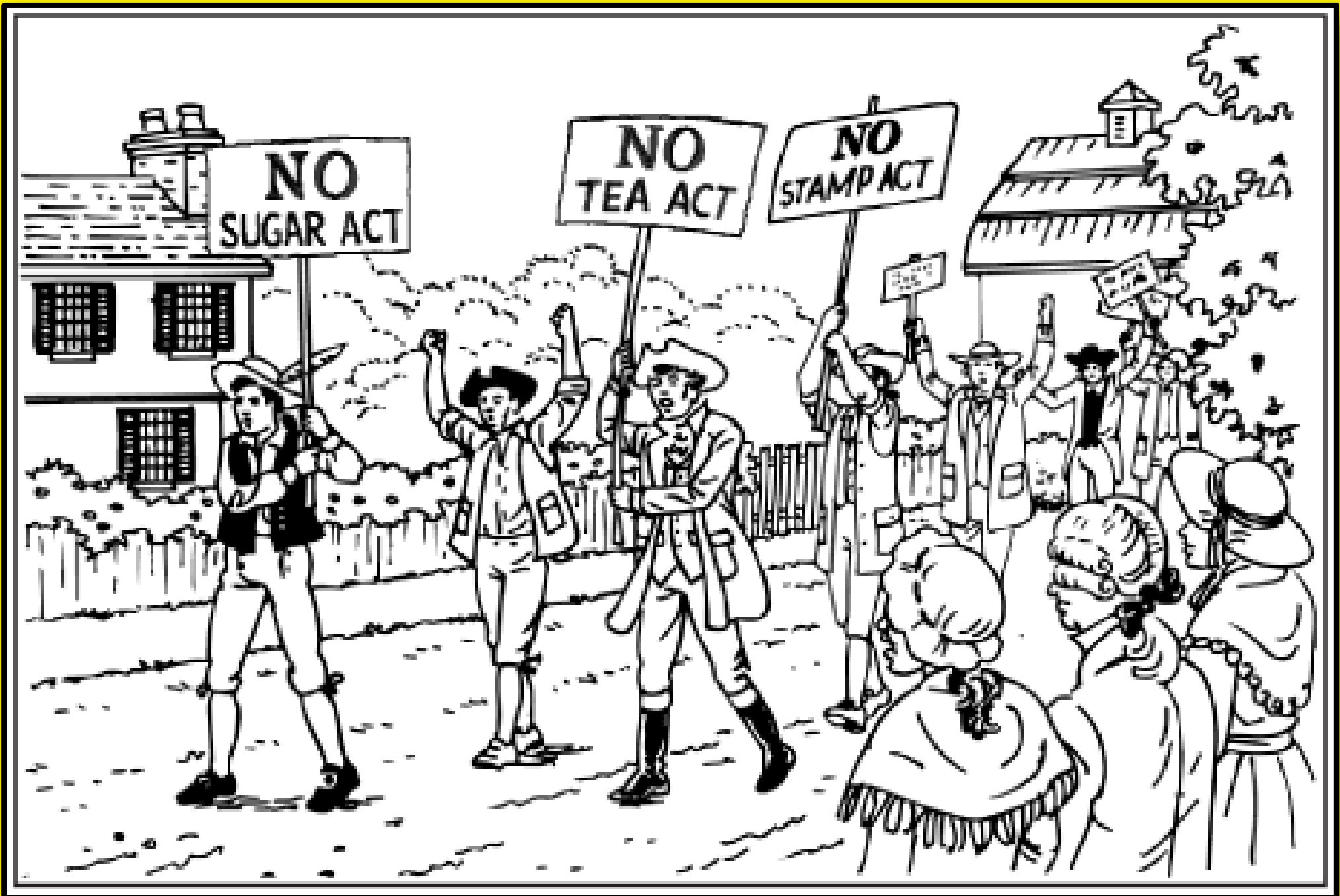
Many frontiersmen moved into the Appalachian Mountain region, despite the King's orders.

Georgia

- People in Georgia did not share the same reactions to the Proclamation of 1763 as other colonists.
- The colony was relatively small and most colonists were still settled along Georgia's coastline.
- Also, Georgia gained land and resources from the Spanish after the French and Indian War.
 - This new land opened up new coastal areas for Georgians to settle, which was great for trade.

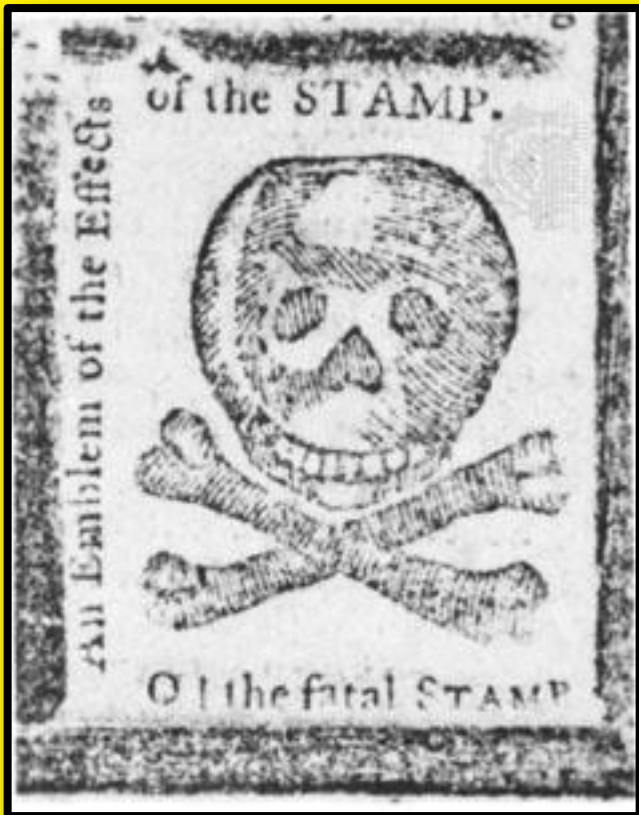
Taxation

- In the 1760s and 1770s, Great Britain began asserting more and more control over the colonies.
- To help alleviate the debt incurred from the war, the British Parliament felt that the colonists should be responsible for some of the financial burden by paying new taxes.
- Many colonists were angered by the taxation, particularly because there was no colonial representation in the British Parliament.

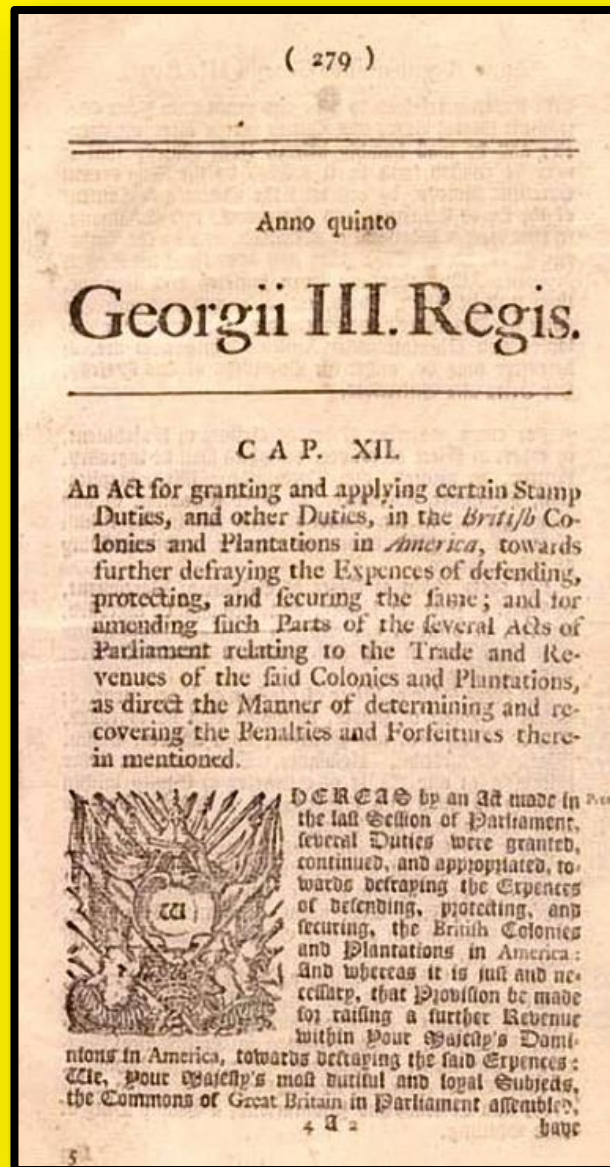


Stamp Act

- In 1765, England imposed the Stamp Act, which required colonists to buy a government stamp for nearly every paper document.
- It put a direct tax on items that were commonly used by almost every colonist, including newspapers, licenses, and legal documents.
- Many colonists rebelled, saying that the government should not tax them when they had no representation in Parliament.



Colonial newspaper predicted the Stamp Act would lead to the end of journalism.



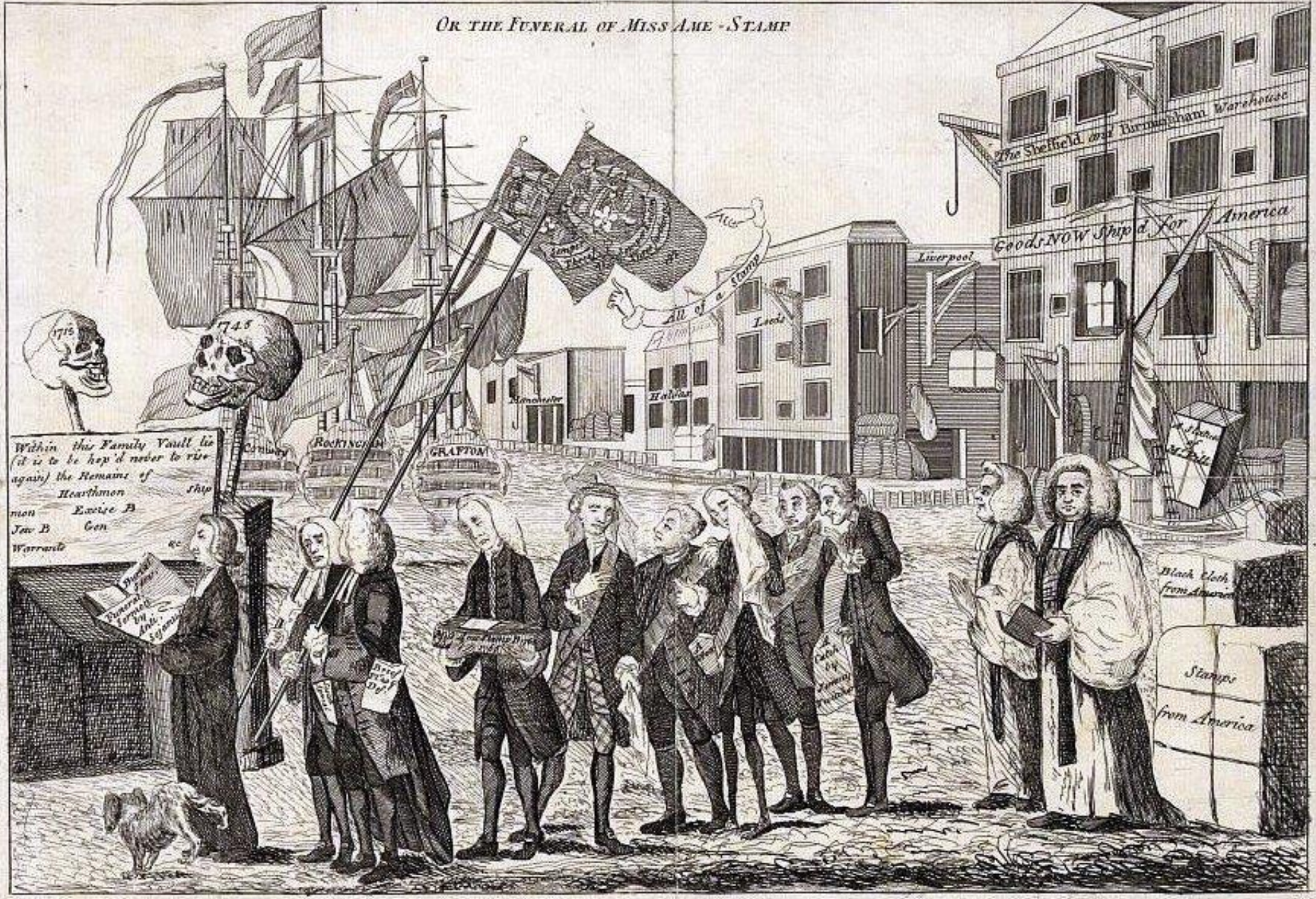
Notice of the Stamp Act in a newspaper.

Stamp Act

- Due to colonial pressure, the British Parliament eventually repealed the Stamp Act (but continued to issue others).
- These acts caused even more discontent and began to set the stage for the Revolutionary War...

THE REPEAL

OR THE FUNERAL OF MISS AME - STAMP



Within this Family You'll lie
(it is to be hop'd never to rise
again) the Remains of
Hearthstone
man
Ewise B
Jaw B
Warrant

Stamp
Duty
by
Act
of
1765

Stamp
Duty

Black Cloth
from America

Stamps
from America

The Sheffield and Birmingham Warehouse

Goods NOW Shipped for America

Liverpool

Leeds

Hull

Manchester

GRAPTON

ROCKINGHAM

CONYNGHAM

1716

1745

All of a Stamp

Stamp
Duty

Georgia

- Georgia's response to the Stamp Act was not as violent as in other colonies due to its small population, strong royal governor (James Wright), and economic dependence on Great Britain.
 - Georgia was actually the only colony where a small number of stamps were sold.
- However, there was some resistance to the Stamp Act.
 - On November 6, 1765, a group affiliated with the Sons of Liberty called the "**Liberty Boys**" was established to oppose the Stamp Act.

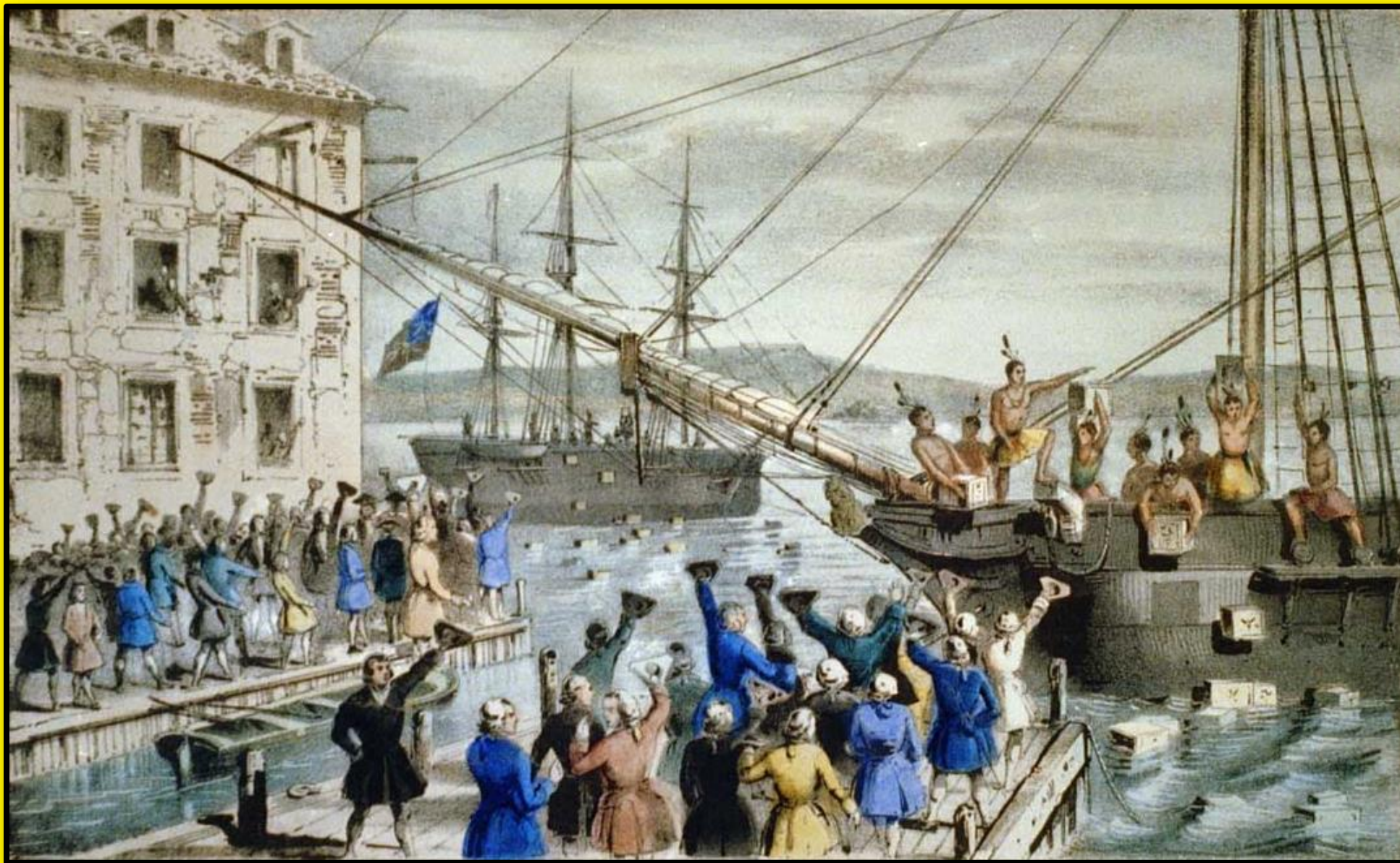


**Georgia's
Liberty Boys
meeting in
Tondee's Tavern
in Savannah.**

Boston

- The American colonists were becoming more and more rebellious, particularly in Boston.
- The Boston Massacre occurred in 1770 when British soldiers fired into an angry mob of protestors, killing five colonists.
- The 1773 Boston Tea Party took place when colonists dumped 342 chests of tea into the Boston Harbor to protest the Tea Act.

The Destruction of Tea at Boston Harbor



(A few of the colonists disguised themselves as Native Americans.)

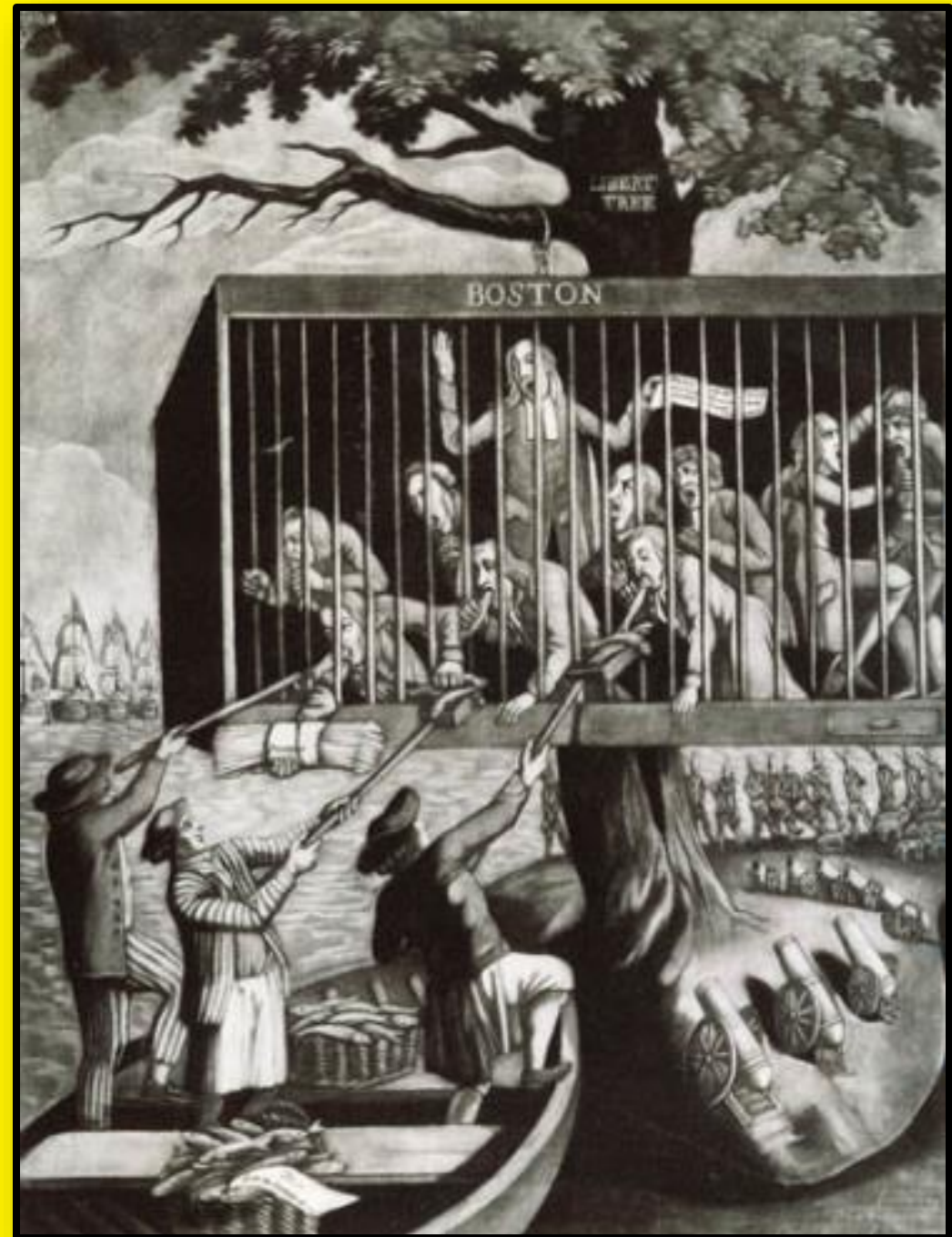
Intolerable Acts

- Great Britain was angered by the unruly colonists.
- In 1774, Parliament passed a series of laws called the Coercive Acts to punish the colony of Massachusetts and to set an example for the other colonies.
- Colonists called these laws the Intolerable Acts.
- Great Britain refused to repeal these laws until the colonists paid for the tea destroyed in Boston.

Intolerable Acts

- The Intolerable Acts included four laws designed to punish the Massachusetts colonists for the Boston Tea Party.
 1. Boston Port Act closed the port of Boston to trade.
 2. Massachusetts Government Act prohibited town meetings and took away the colony's charter.
 3. Impartial Administration of Justice Act said that any British official that committed a capital crime was sent back to England for trial.
 4. Quartering Act forced the citizens of Massachusetts to house and feed British soldiers at their own expense.

**Political Cartoon Depicting
the Intolerable Acts -
What do you notice?**



1st Continental Congress

- Other American colonies were outraged and joined in sympathy with Massachusetts.
- The Intolerable Acts unified the colonies in a belief that the British Parliament was violating their rights.
- Twelve colonies sent representatives to the First Continental Congress of 1774.
- Georgia was the only colony that did not send a representative.

1st Continental Congress

- The First Continental Congress met in Philadelphia in 1774.
- The members wrote protests to England and decided to boycott British goods until taxes and trade regulation were repealed.
- They also pledged military support to Massachusetts if they were attacked by Great Britain.



THE FIRST CONTINENTAL CONGRESS · 1774

OUR GOVERNMENT
CONCEIVED IN FREEDOM
AND PURCHASED WITH BLOOD
CAN BE PRESERVED ONLY BY CONSTANT VIGILANCE

WILLIAM JENNINGS BRYAN 1908



American Revolution

- King George III said that the colonists would not become independent without a fight.
- On April 19th, 1775, the first battle of the American Revolution took place at Lexington and Concord, Massachusetts.
- After several more battles, the Second Continental Congress met in May 1775.
- This time, Georgia was represented by 3 delegates: Button Gwinnett, Lyman Hall, and George Walton.

The American Revolution



Declaration of Independence

- A committee headed by Thomas Jefferson compiled a list of reasons why the American colonies should become independent in a formal document that was adopted on July 4, 1776.
- The first part, called the Preamble, explains the natural rights of all people.
- The second part includes a list of grievances against King George, including “imposing taxes without our consent” and “quartering large bodies of troops among us.”
- The final part is where the colonists officially severed ties from Great Britain.

IN CONGRESS, JULY 4, 1776.

The unanimous Declaration of the thirteen united States of America.

When in the course of human events, it becomes necessary for one People to dissolve the political bands which have connected them with another, and to assume among the Powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that the reasons which justify their separation should be explained to the world. We therefore publish the following Declaration, in order to inform the Americans and all the world, that the thirteen united States of America, have declared their independence, and that they are now united into one Nation.

That the United States are, and of right ought to be, free and independent States, that they have and do have full power to levy War, conclude Peace, contract Alliances, enter into Commercials, and to do all other Acts and Things which Independent States may of right do. And that for the support of this Declaration, we have mutually pledged our Lives, our Fortunes, and our sacred Honor.

That the King has refused to assent to Laws for the relief of the most distressed of his Subjects, and that he has refused to assent to Acts of the British Parliament designed for the abolition of the Slave Trade, which is so grievous on the African People, and that he has refused to assent to Acts of the British Parliament designed for the relief of the African People, and that he has refused to assent to Acts of the British Parliament designed for the relief of the African People.

We therefore the Representatives of the united States of America, in General Congress assembled, solemnly publish and declare, that the thirteen united States of America, are and of right ought to be, free and independent States, that they have and do have full power to levy War, conclude Peace, contract Alliances, enter into Commercials, and to do all other Acts and Things which Independent States may of right do. And that for the support of this Declaration, we have mutually pledged our Lives, our Fortunes, and our sacred Honor.



Thomas Jefferson, principal writer of the Declaration of Independence

Teacher Directions - Road to Revolution Chart

- Print the Road to Revolution graphic organizer for each student.
- Students will complete the graphic organizer after discussing the presentation.
- Check answers as a class at the end of the presentation to be sure that all charts are completed correctly.

Road to Revolution

Directions: Complete the chart below while discussing the presentation.

| | What was it? | Why did it upset the colonists? | Symbol |
|-----------------------------|---------------------|--|---------------|
| <i>Proclamation of 1763</i> | | | |
| <i>Stamp Act</i> | | | |
| <i>Intolerable Acts</i> | | | |

Road to Revolution - KEY

Directions: Complete the chart below while discussing the presentation.

| | What was it? | Why did it upset the colonists? | Symbol |
|-----------------------------|--|--|---|
| <i>Proclamation of 1763</i> | King George issued a statement prohibiting colonists from moving west of the Appalachian Mountains | Colonists who lived there had to move back east; also, some colonists wanted to move to these lands but couldn't anymore; many colonists participated in the war in hopes of gaining land but didn't receive any – land went to Native Americans | Students will draw a symbol to help them remember this act. |
| <i>Stamp Act</i> | In order to pay off war debts, British Parliament required colonists to buy a government stamp (tax) for nearly every paper document | Many colonists rebelled and said that the government should not tax them when they had no representation in Parliament | Students will draw a symbol to help them remember this act. |
| <i>Intolerable Acts</i> | Parliament passed a series of laws to punish the colony of Massachusetts and to set an example for the other colonies | Other American colonies were outraged and joined in sympathy with Massachusetts; unified the colonies in a belief that the British Parliament was violating their rights; Twelve colonies sent representatives to the First Continental Congress of 1774 | Students will draw a symbol to help them remember these acts. |

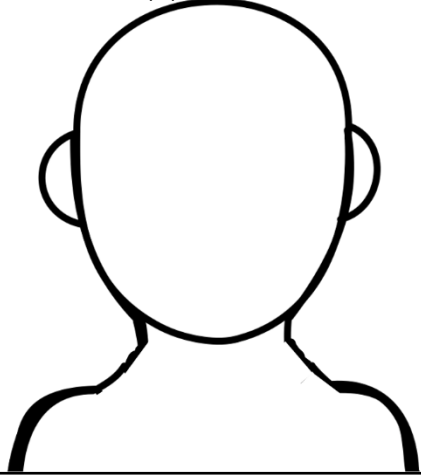
Teacher Directions - Proclamation of 1763 Caricatures

- Have the students create a caricature for each colonist mentioned.
- The students will write a statement from each colonist that explains how he/she feels about the Proclamation of 1763.
- If time, they will draw clothes/jewelry, belongings, and facial expressions to represent the colonist's perspective and lifestyle.

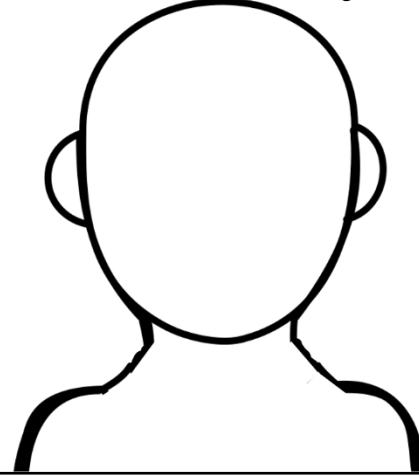
Proclamation of 1763 Caricatures

Directions: Create a caricature for four different Georgia colonists affected by the Proclamation of 1763. Write a statement that explains this person's perspective and feelings about the King's order. Include facial expressions, clothing, symbols, etc., on each person.

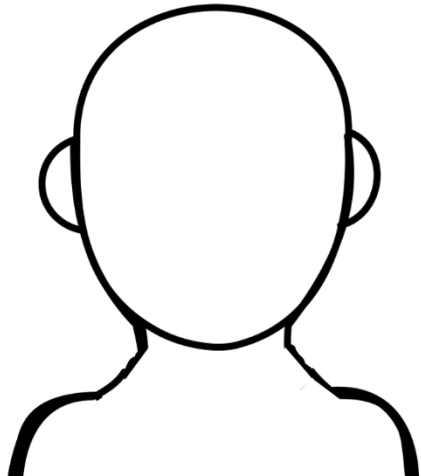
A businessman who wants to expand trade routes west of the Mississippi River:



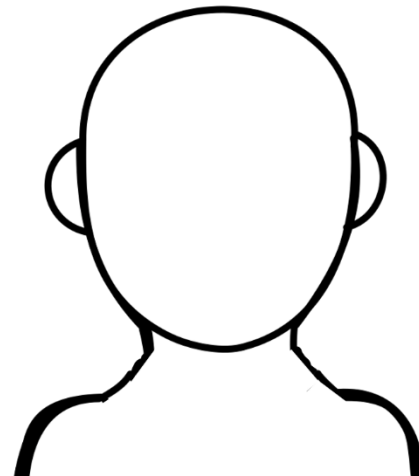
A trading company owner interested in moving his company to the southern Georgia coast:



A frontiersman who has recently moved his family west of the Appalachian Mountains:



A wealthy landowner living on the Florida-Georgia border:



Teacher Info - Road to Revolution Snapchats

- Snapchat is a photo messaging app that is similar to Instagram. Users take “snaps” and send them to a list of friends. You can also add captions and draw onto the snaps.
- Have the students take 4 snaps of noteworthy events from this time period (French & Indian War, Proclamation of 1763, Stamp Act, Intolerable Acts) and snapchat them to their friends to see.
- The snaps should include a picture of the event as well as a caption that summarizes the event.

Road to Revolution Snapchats



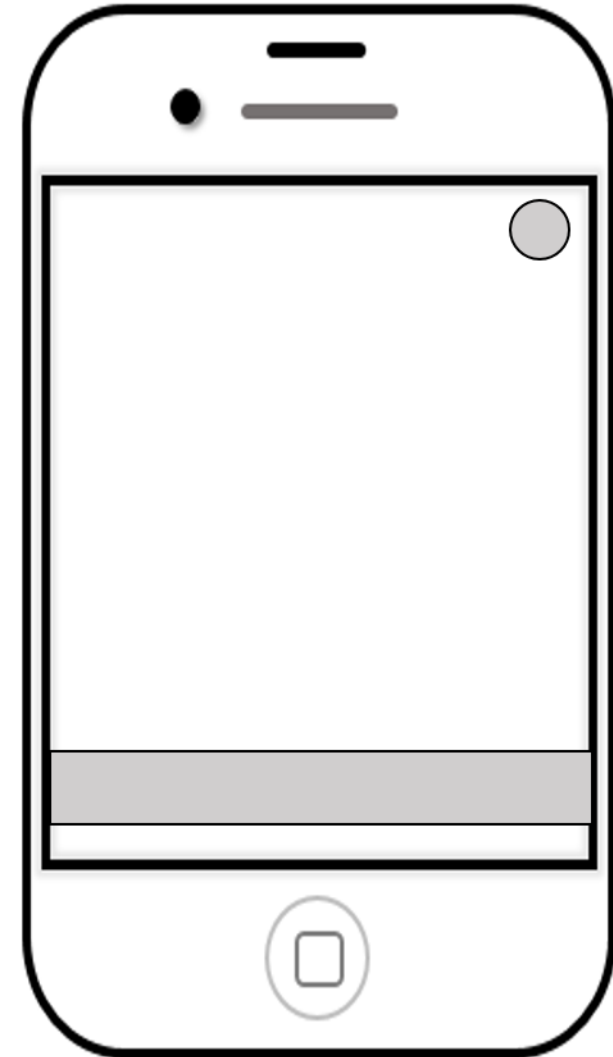
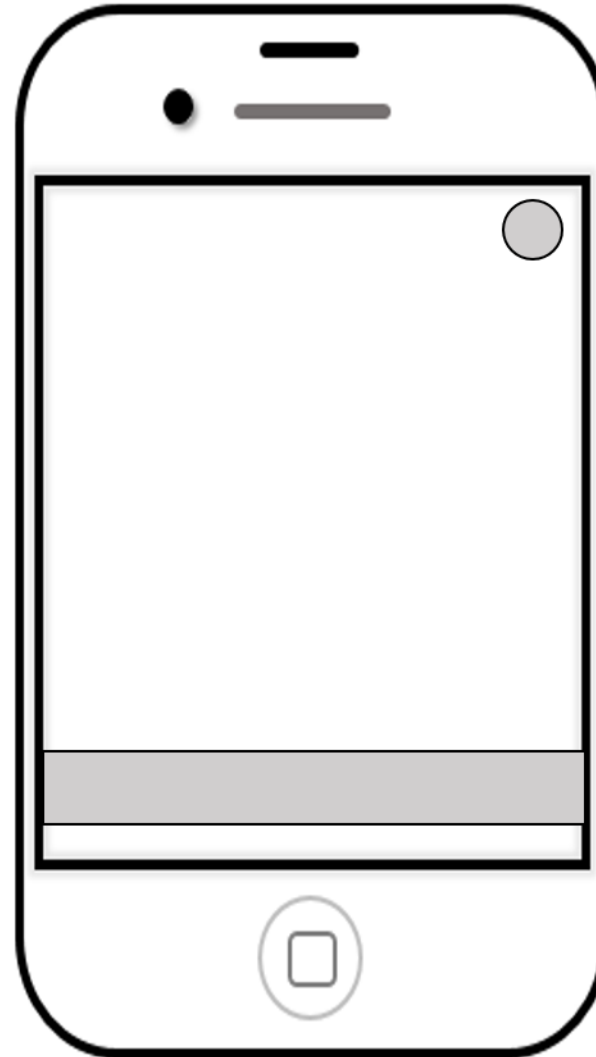
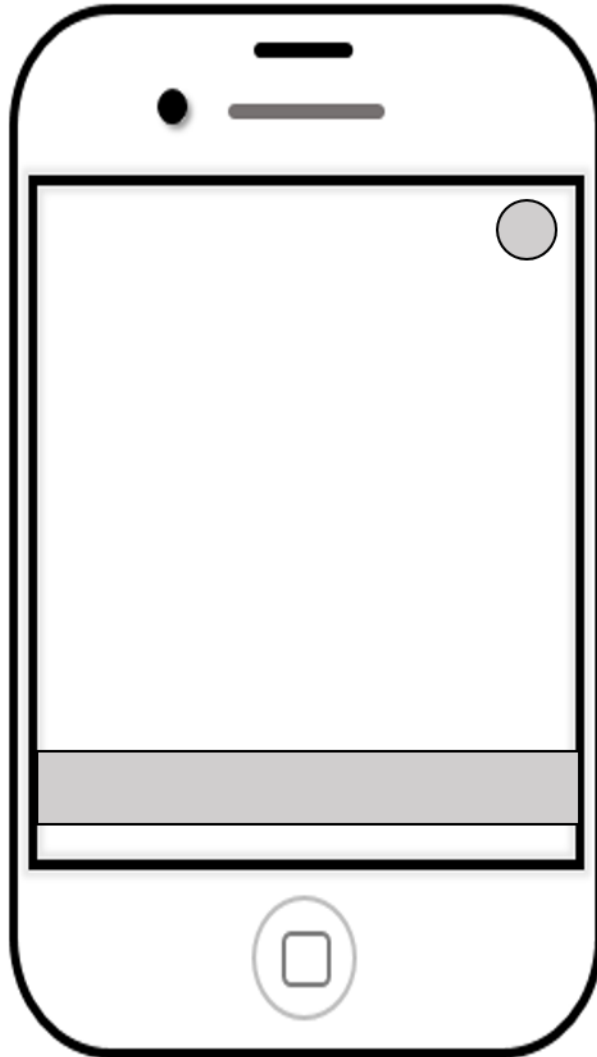
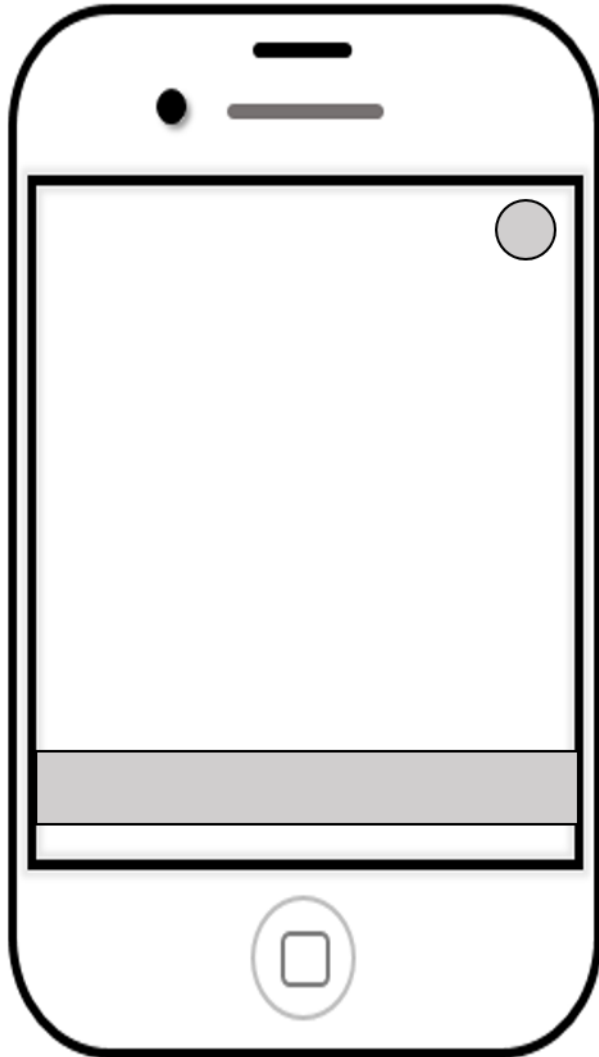
Directions: Create Snapchats for the important events from this time period. Each snap should include a picture of the event and a caption (in the gray textbox) so that your followers know what each picture is showing.

French & Indian War

Proclamation of 1763

Stamp Act

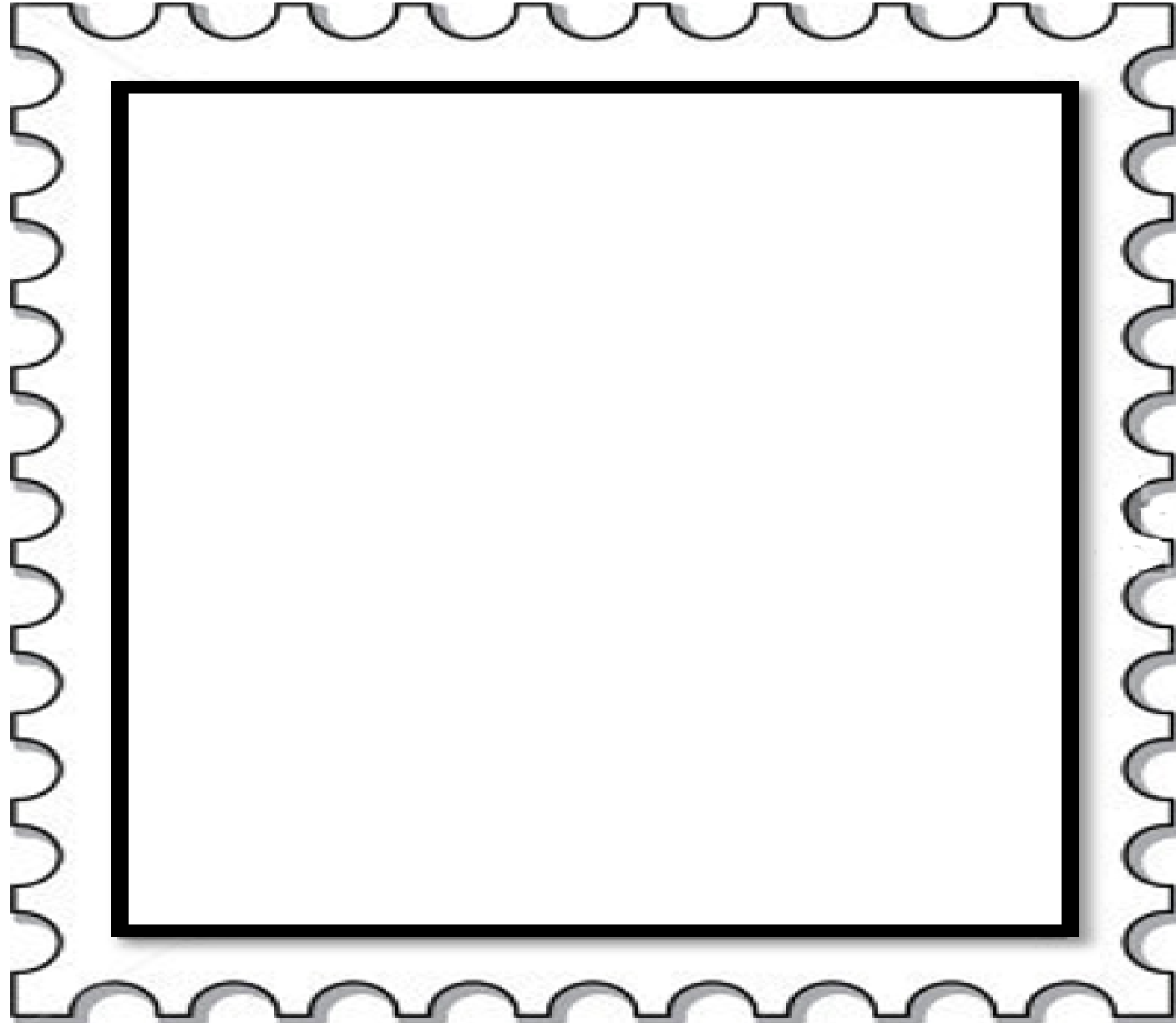
Intolerable Acts



Teacher Info - Declaration of Independence Stamp

- Print off the Declaration of Independence Stamp handout for each student.
- The students will design a stamp to represent the Declaration of Independence.
- They will also write a caption that describes the stamp's design.

Declaration of Independence Stamp



Directions: Design a stamp that represents what you have learned about the Declaration of Independence. Don't forget to add the postage rate and to color your stamp! In the textbox, explain your stamp's design and its significance to the Declaration of Independence.

Stamp Description:

A large, rounded rectangular area with a thick black border, intended for writing a description of the stamp design. The area is currently blank.

Teacher Directions - Tweet All About It..Ticket Out the Door

- Have students write a tweet summary of important events that led to the American Revolution (less than 140 characters).

Tweet All About It

Write tweets about important events that led to the American Revolution. Keep them short and to the point, but include enough information to prove you understand the event.

#French&IndianWar

#Proclamationof1763

#StampAct

#IntolerableActs

Tweet All About It

Write tweets about important events that led to the American Revolution. Keep them short and to the point, but include enough information to prove you understand the event.

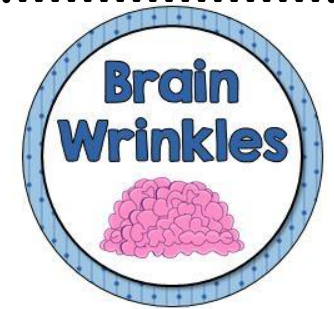
#French&IndianWar

#Proclamationof1763

#StampAct

#IntolerableActs

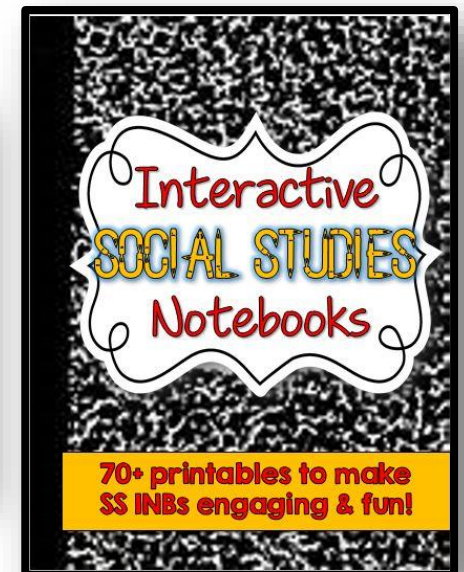
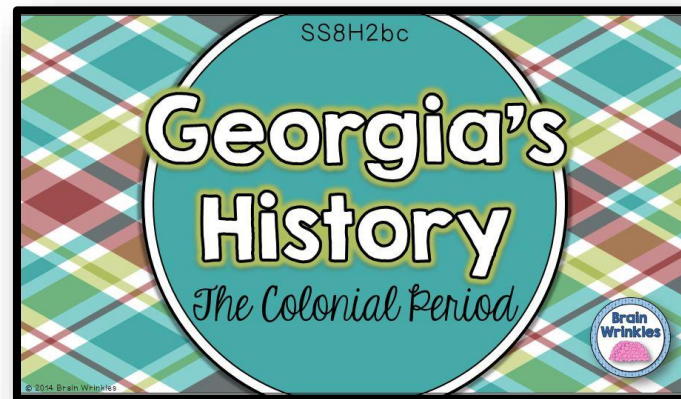
Thank You!



Thank you so much for downloading this file. I sincerely hope you find it helpful and that your students learn a lot from it! I look forward to reading your feedback in my store.

If you like this file, you might want to check out some of my other products that teach social studies topics in creative, engaging, and hands-on ways.

Best of luck to you this school year,
Ansley at Brain Wrinkles



Terms of Use



© 2014 Brain Wrinkles. Your download includes a limited use license from Brain Wrinkles. The purchaser may use the resource for **personal classroom use only**. The license is not transferable to another person. Other teachers should purchase their own license through my store.

This resource is **not** to be used:

- By an entire grade level, school, or district without purchasing the proper number of licenses. For school/district licenses at a discount, please contact me.
- As part of a product listed for sale or for free by another individual.
- On shared databases.
- Online in any way other than on password-protected website for student use only.

© Copyright 2014. Brain Wrinkles. All rights reserved. Permission is granted to copy pages specifically designed for student or teacher use by the **original purchaser** or licensee. The reproduction of any other part of this product is strictly prohibited. Copying any part of this product and placing it on the Internet in any form (even a personal/classroom website) is strictly forbidden. Doing so makes it possible for an Internet search to make the document available on the Internet, free of charge, and is a violation of the Digital Millennium Copyright Act (DMCA).

Clipart, fonts, & digital papers for this product were purchased from:

Thank you,

Ansley at Brain Wrinkles

