

# The American Revolution Unit Test

**I. FILL IN THE BLANK:** Use the Word Bank below and record your answers on your answer key (2 pts each).

1. The \_\_\_\_\_ was the military struggle in which the British fought against the French and their Native American allies.
2. The \_\_\_\_\_ placed a tax on colonial newspapers and other printed materials.
3. The \_\_\_\_\_ was a confrontation between the American colonists and the British soldiers guarding the Customs house in Boston.
4. Thomas Paine wrote \_\_\_\_\_ to inspire the colonists to keep fighting.
5. \_\_\_\_\_ was the 17<sup>th</sup> century philosopher who wrote about natural rights.
6. The leader of the Continental Army was \_\_\_\_\_.
7. People who remained loyal to King George III and the British rule were called \_\_\_\_\_.
8. People who supported the American colonists in their struggle for independence were called \_\_\_\_\_.
9. The Hessian soldiers who fought for Britain were \_\_\_\_\_, meaning they were paid to fight.
10. The final battle of the Revolutionary War took place at \_\_\_\_\_.
11. The peace agreement signed by the United States and Great Britain at the end of the Revolutionary War was the Treaty of \_\_\_\_\_.

## Word Bank

John Locke  
Proclamation of 1763  
Stamp Act  
The Crisis

militia  
Loyalists  
Saratoga  
mercenaries

Jefferson  
Patriots  
Bunker Hill  
Yorktown

Washington  
Boston Tea Party  
Paris French & Indian War  
Boston Massacre

# Revolution Unit Test Study Guide

**Miriam Greenblatt, Peter S. Lemmo**



## **Revolution Unit Test Study Guide:**

*Social Studies for Secondary Schools* Alan J. Singer, 2003-04-02 *Social Studies for Secondary Schools Teaching to Learn Learning to Teach Second Edition* integrates discussions of educational goals and the nature of history and social studies with practical ideas for organizing social studies curricula units lessons projects and activities A major theme woven throughout the text is that what we choose to teach and the way we teach reflect our broader understanding of society history and the purposes of social studies education Each chapter opens with a broad question about social studies education provides many examples of lessons including lesson ideas developed by new and experienced middle school and high school social studies teachers features a rich variety of teaching learning and classroom activities designed to provoke discussion and illustrate different approaches to teaching social studies and concludes with essays about related social studies topics Part I focuses on philosophical issues social studies goals and standards and the design of social studies curricula Part II examines and offers examples of strategies for planning units and lessons Part III explores topics such as thematic and interdisciplinary teaching a project approach to social studies as well as assesses student learning and one's own performance as a teacher and provides a guide to social studies resource materials and organizations New in the Second Edition Every chapter has been updated and includes a number of new lesson ideas The lesson ideas are designed especially to help beginning teachers address learning standards work in inclusive settings and promote literacy and the use of technology in social studies classrooms Sample activities developed with members of the Hofstra New Teachers Network reflect the current focus on document based instruction and assessment and can serve as tools for assessing student learning Increased attention is given to project based social studies instruction and to multicultural education Intended as a text for undergraduate and graduate preservice social studies methods courses this text is also useful for in service training programs as a reference for new social studies teachers and as a resource for experienced social studies educators who are engaged in rethinking their teaching practice

**Emerging Techniques and Applications for Blended Learning in K-20 Classrooms** Kyei-Blankson, Lydia, Ntuli, Esther, Nur-Awaleh, Mohamed A., 2019-10-04 Many learning options are possible in education from traditional to blended hybrid to fully online Of the three delivery formats the blended mode which involves the fusion of online and traditional face to face instruction and learning activities is considered to have the greatest potential to provide the best learning environment As blended learning continues to evolve and expand it is important that information regarding what constitutes the ideal combination of online and traditional pedagogical strategies in blended education and at all levels is illuminated and shared *Emerging Techniques and Applications for Blended Learning in K 20 Classrooms* is an academic publication that focuses on pedagogical strategies and technologies that have been successfully employed by educators in blended instruction In addition the student outcomes from the use of these techniques are presented Covering a wide range of topics such as gamification civic education and critical thinking this book is essential for

academicians administrators educators instructors researchers instructional designers curriculum developers principals  
early childhood educators higher education faculty and students      **Study Guide** Pearson, Jeanne Ellis Ormrod, 2005-11-21  
**Resources in education** ,1984-07      **The American Journey** Joyce Oldham Appleby, Alan Brinkley, James M.  
McPherson, 2003      Human Heritage Miriam Greenblatt, Peter S. Lemmo, 2001 A world history textbook chronicling the rise  
of Western and Eastern civilizations Includes photos art illustrated charts vocabulary exercises and review questions  
Historical Outlook ,1922      Education pamphlets ,1930      **The Social Science Pamphlets, a General Course in  
History, Geography and Civics for Grades VII, VIII, and IX: no. 1. America and her immigrants** Harold Ordway  
Rugg, 1926      *Teacher's Guide for Changing Civilizations in the Modern World* Harold Ordway Rugg, James Edgar  
Mendenhall, 1930      The Social Studies ,1928      The Teachers Journal and Abstract ,1927      *Study Wise* Lawrence J.  
Greene, 2004 This multi faceted instructional program gives readers the essential tools they require to learn productively and  
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need and deserve For anyone entering college or the real world      *Studies in Secondary Education* ,1923      **Teacher's  
Manual of Individual Technic** James Edward McDade, 1930      **The Temple University Catalogue** Temple  
University, 1921      **National Union Catalog** ,1978 Includes entries for maps and atlases      *The World Story* Geoffrey  
Bruun, Millicent Haines, 1963      **Literature and the Language Arts** ,2001      **A Teaching Guide for the Social Studies**  
Association of Teachers of Social Studies in the City of New York, 1941

## Unveiling the Magic of Words: A Overview of "**Revolution Unit Test Study Guide**"

In a global defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their capability to kindle emotions, provoke contemplation, and ignite transformative change is really awe-inspiring. Enter the realm of "**Revolution Unit Test Study Guide**," a mesmerizing literary masterpiece penned by way of a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve in to the book is central themes, examine its distinctive writing style, and assess its profound effect on the souls of its readers.

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