

Name: _____

4th grade Unit 3 Study Guide

How to use:

- For each item in bold, create your own test question. Write the answer, too.
- Describe how rights have expanded to groups of people who haven't always had them in this country. Describe how "citizenship" has changed.

Explain the difference between the opinions of the Loyalists and Patriots during the time of the American Revolution:

- **Patriots** were people who wanted the American colonies to gain their independence from Britain. They wanted their own country called the United States.
- **Loyalists:** Not everyone who lived in the American colonies wanted to break away from the British. There were many people who wanted to stay part of Britain and remain British citizens. These people were called loyalists.
- Many people were not Loyalists or Patriots, they were neutral or a-political

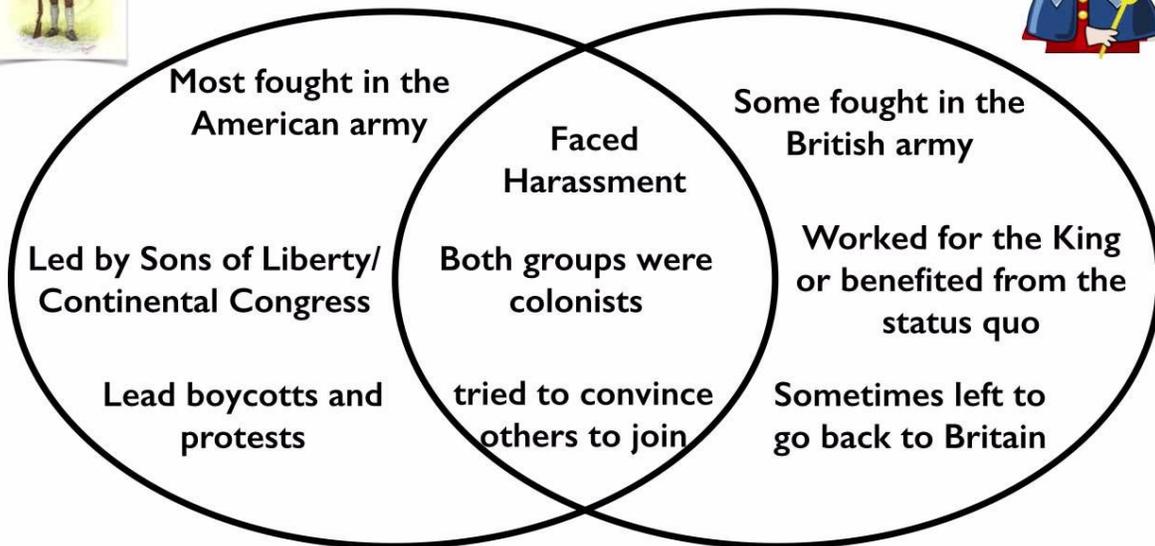
The relationship between the British Monarchy and the American colonies would become increasingly strained, leading to a Revolution and eventual Independence.



Patriots



Loyalists



Discuss events leading up to the American Revolution, and explain why those events would cause colonists to declare independence (The Sugar Act, The Stamp Act, The Townshend Revenue Act, The Tea Act, The Intolerable Acts). Explain why the British government imposed

the tax acts on the colonies. Identify services the British government provided colonists through taxes (protection)

Explain key events leading up to the American Revolution, why those events occurred, and what they accomplished (the Boston Massacre, the Boston Tea party, Battles of Lexington and Concord):

For a long time, the American colonies were happy under British rule. They kept much of British culture, including language and religion. The British began to tax the colonies in order to pay for a war they had fought to protect the colonies. Britain felt these taxes were warranted because the colonies were protected by their affiliation with Britain. The colonists were upset that they did not have a say in these taxes. Colonists coined the phrase “**no taxation without representation**” to express their dissatisfaction.

The American colonists’ breakup with the British Empire in 1776 wasn’t a sudden act. Instead, the banding together of the 13 colonies to fight and win a war of independence against the Crown was the culmination of a series of events, which had begun more than a decade earlier.

Stamp Act (1765): To recoup some of the massive debt left over from the war with France, Parliament passed laws such as the [Stamp Act](#), which for the first time taxed a wide range of transactions in the colonies. The Stamp Act of 1765 was the first internal tax levied directly on American colonists by the British Parliament. The act, which imposed a tax on all paper documents in the colonies, came at a time when the British Empire was deep in debt. Printed materials needed to be on stamped paper from England (magazines, playing cards, newspapers, etc)

Sugar Act (1766): was a law that attempted to curb the smuggling of sugar and molasses in the colonies by reducing the previous tax rate and enforcing the collection of duties.

Townshend Revenue Act (1767): Parliament again tried to assert its authority by [passing legislation](#) to tax goods that the Americans imported from Great Britain. The Crown established a board to stop smuggling in the colonies, who were often in on the illicit trade.

Americans struck back by organizing a boycott of the British goods that were subject to taxation, and began harassing the British customs commissioners. In an effort to quell the resistance, the British sent troops to occupy Boston, which only deepened the ill feeling.

Tea Act (1773): placed a tax on tea in the colony. This act helped lead to the Boston Tea Party. The act gave the British East India Company permission to ship its tea to North America and ordered that colonists could **ONLY** buy their tea from the British East India Company. There were also high taxes on this tea that colonists had to pay.

Intolerable Act (1774): The Intolerable Acts were five laws that were passed by the British Parliament against the American Colonies in 1774. They were given the name "Intolerable Acts" by American Patriots who felt they simply could not "tolerate" such unfair laws.

Timeline of Events Leading to American Revolution

Year	Event
1764	Britain passes the Sugar Act on Colonists.
1765	Britain passes the Stamp Act on Colonists.
1767	Britain passes Townshend Acts on Colonists.
1770	Boston Massacre occurs when the British Army kills five Colonists.
1773	Colonists protest at the Boston Tea Party.
1774	First Continental Congress meets in Philadelphia, Pennsylvania.
1775	Battles of Lexington and Concord occur.
1776	Declaration of Independence signed and adopted.

Boston Massacre: The Boston Massacre was a deadly riot that occurred on March 5, 1770, on King Street in Boston. It began as a street brawl between American colonists and a lone British soldier, but quickly escalated to a chaotic, bloody slaughter. The conflict energized anti-British sentiment and paved the way for the American Revolution.

Boston Tea Party: The Boston Tea Party was a political protest that occurred on December 16, 1773, at Griffin's Wharf in Boston, Massachusetts. American colonists, frustrated and angry at Britain for imposing "taxation without representation," dumped 342 chests of tea, imported by the British East India Company into the harbor. The event was the first major act of defiance to British rule over the colonists. It showed Great Britain that Americans wouldn't take taxation and tyranny sitting down, and rallied American patriots across the 13 colonies to fight for independence.

Lexington & Concord: The Battles of Lexington and Concord, fought on April 19, 1775, kicked off the [American Revolutionary War](#) (1775-83).

Creation of the United States of America



Explain the major grievances the colonists had with King George III in the Declaration of Independence. Explain the effects of the American Revolution (a new nation is born and the new America has to figure out how to govern itself and keep its economy running separate from Britain, many loyalists leave the U.S. to live elsewhere). Explain the type of government the colonists want, as expressed in the Declaration of Independence

As the Revolutionary War was being fought, Thomas Jefferson and other patriot leaders of the colonies drafted the Declaration of Independence to send to King George.

The Declaration of Independence said America had a right to revolt because the British government was taking away their rights. It let Great Britain and all other countries know that America was no longer part of G.B. The D.O.I. was the document that freed the colonies from British rule. It said that all men are created equal and they are all entitled to life, liberty, and the pursuit of happiness. At the time, it was a hypocritical document in that women and people of color were not recognized as having these rights.

The Declaration of Independence was signed in 1776 by colonial leaders and was the document that freed the colonies from British rule.

The grievances/complaints was a section from the Declaration of Independence where the colonists listed their former problems with the British government but specifically King George. The Declaration of Independence contains 27 specific **grievances** against the decisions and actions of British King George III. Colonists believed that:

- Colonists possessed all the rights of Englishmen.
- Trial by jury is a right.
- Without voting rights, Parliament could not represent the colonists.
- There should be no taxation without representation.
- Only the colonial assemblies had a right to tax the colonies.

The effect of the American Revolution is a new country, the United States of America, independent from Britain. Now that the new nation exists, the country has to figure out how to govern itself and how to keep its economy running separately from Britain.

Identify the founding fathers and explain how they were suited to draft the constitution. Explain what the preamble to the Constitution requires of the U.S. government to preserve America as a republic:

After the American Revolution, America was a free country. The new country had to establish a new government. Following the weak Articles of Confederation (the original governmental document that was in place from 1777 to 1789), the Constitution was written to set up the new government and guarantee freedom for its citizens, allowing them to have a say in government, and to allow them to make changes to the government peacefully if necessary.

The Preamble of the Constitution starts with the words, "We the People..." because the founders chose to make the United States a representative democracy where citizens have a say in how the government is run. The Preamble starts the constitution by laying out the values of American democracy and the purposes and responsibilities of American government.

The rest of the constitution states the structure of the government and the rights and responsibilities granted to citizens of the U.S. The Founding Fathers, the writers of the Constitution and early American leaders, understood that the Constitution would need to change as the nation grew so amendments were established.

Preamble to the U.S. Constitution (1787)

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility¹, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity², do ordain and establish this Constitution for the United States of America.

¹tranquility: peace

²posterity: future generations

Signing of the U.S. Constitution (1787)

George Washington, standing in front of the flags on the right, watches over the signing of the Constitution at Independence Hall in Philadelphia. Delegate Richard Dobbs Spaight Sr. of North Carolina signs the document. Benjamin Franklin sits in the lower middle of the painting. Alexander Hamilton sits beside him. The painting, created by Howard Chandler Christy in 1940, hangs in the U.S. Capitol.



Source: *Wikimedia Commons*.

Identify the key people, groups, and jobs for each branch of government. Identify the checks and balances for the three branches of government. Explain why the founding fathers created a separation of powers, and how the separation of powers reflects the ideals of the Declaration of Independence and Preamble to the Constitution:

After the Preamble, which sets up the values and purposes of the government, the text of the Constitution of the United States lays out the powers and structures of our government. Our government is divided into 3 Branches that have different responsibilities.

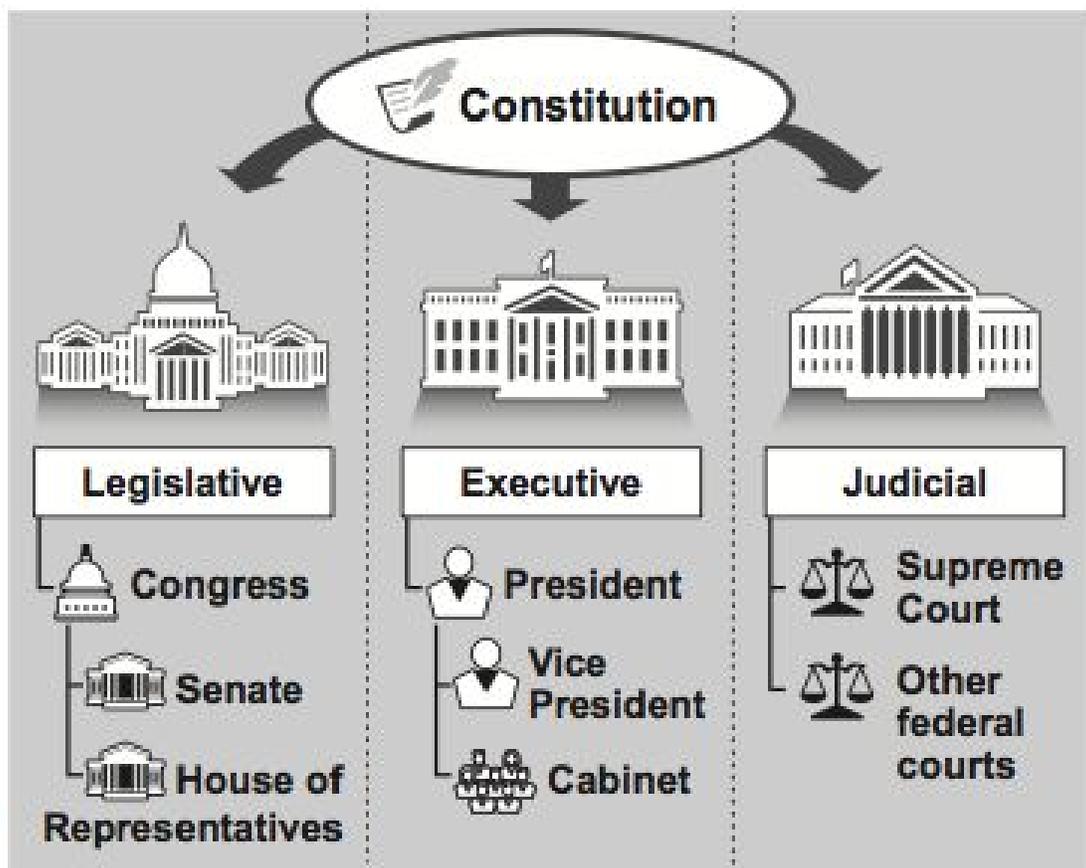
The Executive Branch enforces laws. The president is in charge of the Executive Branch. The President is in charge of the military, is the leader of the country, works with leaders of other countries, and lives and works in the White House. The President is elected for 4-year terms and can only serve two terms total. He/she must be at least 35 years old, must be a natural born citizen, must have lived in the U.S. for 14 years before running, and must obey laws like everyone else.

The Legislative Branch is the law-making Branch of government. It is called Congress. Congress is divided into two houses—the Senate and the House of Representatives. Both houses of Congress must agree on a bill before it can become a law. In the Senate, each state elects 2 Senators (100 total). A senator is in office for six years. In the House of Representatives, there are 435 elected officials. For each state, the number of representatives is based on population. States with more people have more representatives. Representatives serve 2-year terms.

The Judicial Branch of the federal government interprets the laws (decides how laws should be understood), and can declare them constitutional or unconstitutional. The Supreme Court is the highest court in the country. There are nine justices who can serve for life or until they choose to retire. The justices are appointed by the president and approved by Congress.

The Constitution describes how a government in the United States is set up; the government has three Branches. Each Branch has its own responsibilities; the Legislative Branch makes the laws, the Executive Branch is in charge of carrying out the laws, and the Judicial Branch makes sure that the laws agree with the Constitution. Checks and balances prevent anyone Branch from gaining too much power. In order to prevent one Branch of American from becoming too powerful, each Branch of government can check and balance the other. Laws are created by the Legislative Branch, can be approved or denied by the Executive Branch, and can be declared unconstitutional by the Judicial Branch. Justices in the Supreme Court must be appointed by the Executive Branch, but they must be approved by the Legislative Branch.

Three Branches of Government



Source: USA.gov.

Explain what an amendment to the constitution is. Explain what the Bill of Rights is, why it was created, and what rights are protected within it:

After the second part of the Constitution outlines the powers and structures of the 3 Branches of government, the third part outlines the basic rights and freedoms of American citizens. This third part is called the Bill of Rights. It has amendments, because the Founding Fathers knew that over time, as the United States grew, things would need to be changed, or AMENDED.

THE BILL OF RIGHTS

The First Ten Amendments to the U.S. Constitution



Amendment 1: freedom of religion, speech, and press

Amendment 2: right to bear arms (own guns)

Amendment 3: Prevents government from forcing citizens to shelter soldiers in their homes

Amendment 4: Prevents unreasonable search of a person's property

Amendment 5: Right to a fair and legal trial

Amendment 6: right to a speedy trial

Amendment 7: right to a trial by jury

Amendment 8: Prevents cruel and unusual punishment

Amendment 9: Americans have rights that are not listed in the Constitution

Amendment 10: The powers not given to the U.S. government by the Constitution belong to the states or to the people

Determine the purpose of the 14th amendment to the Constitution, and what rights and privileges that amendment protects: The Bill of Rights is just the first 10 amendments to the Constitution. There have been new amendments written since the original 10. The 13th, 14th, and 15th

Amendments are known as the **Reconstruction Amendments**.

After the Civil War, Congress passed the 13th Amendment, which eliminated slavery.

The second of the Reconstruction Amendments, the 14th Amendment to the U.S. Constitution was adopted on July 9, 1868, and stated that all people born or naturalized in the United States are citizens. A response to the emancipation of formerly enslaved people, the 14th Amendment drew opposition from Southern states.

The 14th stated that all persons born or naturalized in the United States are citizens of the United States and of the State that they live in. No State shall make or enforce any law that shall violate the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person equal protection of the laws.

The 15th amendment stated that the right to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Define and identify what rights and responsibilities are. Explain why it's important for citizens to have both rights and responsibilities Explain why voting is such an important right for citizens and why many groups have fought for and gained the right to vote:

Key Points: Explain why it's important for citizens to have both rights and responsibilities:

Rights: freedoms listed in the bill of rights, plus **voting**, run for elected office, and the freedom to pursue "life, liberty, and the pursuit of happiness."

Responsibilities: support and defend the constitution; stay informed on issues affecting your community; participate in the democratic process, respect and obey federal, state, and local laws; respect the rights, beliefs, and opinions of others; participate in your local community; pay taxes honestly and on time to federal, state, and local authorities; serve on a jury when called upon, defend the country if the need should arise

When the US government was first formed only white men over the age of 21 were allowed to vote. This was changed over the years to include everyone regardless of race or gender. Today anyone who is a citizen and is over the age of 18 can vote.

RIGHTS as American citizens	RESPONSIBILITIES as American citizens
Freedom of religion	Pay taxes
Something you are expected to do	Stay informed about the government
Freedom of press	Tolerate others
Something you are entitled to and deserve	Vote in elections
Bear arms	Serve on a jury
Own property	Freedom of speech
Get an education	Follow the laws

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Explain what it means for a citizen to be denied the right to vote, and discuss discriminatory practices to try and block voting at points in American history (literacy tests, poll taxes):

When Reconstruction began, it was supposed to usher in a new era of equality for African-Americans in the United States by integrating African-Americans into society and politics. Although it started off with some success (for ex: the **Freedmen's Bureau** and the integration of African Americans into **state and federal government**), the **Compromise of 1877** officially ended Military Reconstruction by removing Federal troops from Southern states.. This allowed ex-confederates, Democrats, and those who opposed racial equality to regain political power.

Back in power, these groups put into place barriers to voting.

Literacy test: Before a person could register to vote, they first had to pass a literacy test. This often

involved reading and interpreting a portion of the state constitution. If the literacy skills of the person applying did not satisfy the registrar of voters, the registrar could refuse to register that applicant.

Poll tax: To be able to vote, a citizen had to pay a very small tax each year. Although the poll tax was only a few dollars, sharecroppers could not afford it, so they could not vote.

Grandfather clause: The Grandfather Clause stated that a man could vote if his grandfather had voted before 1867. Since Louisiana's African Americans did not receive the right to vote until 1868, the Grandfather Clause ensured that poor, illiterate, white men could vote while black men with the same skill set could not.

The literacy test and poll tax were very effective at disenfranchising black voters. In 1896, there were approximately 130,000 African American voters in Louisiana. Eight years later, the number dropped to ONLY 1,300! 90% of the African-American vote had been disenfranchised.

Explain how the ruling in the case Plessy v. Ferguson related to the 14th amendment, and how Brown v. Board of Education interpreted the result differently:

Another case that is now infamous for how bad it was, and how many lives it negatively impacted, is *Plessy v. Ferguson*. This case ruled that segregation based on race was legal. It is famous for using the ruling of "separate but equal" by saying that railway cars could be separated between black people and white people. The ruling was later turned down by the case of *Brown v. Board of Education*.

African-Americans began to organize, protest, and fight segregation and the Jim Crow laws in the 1900s. In 1954, the Supreme Court said that segregation of the schools was illegal in the famous *Brown v. Board of Education* case. Later, protests such as the Montgomery Bus Boycott, the Birmingham Campaign, and the March on Washington brought the issue of Jim Crow to national attention. Southern states took a long time to actually integrate schools, and many city and state governments ignored the ruling until forced to take action.

Jim Crow laws were made illegal with the passage of the [Civil Rights Act of 1964](#) and the Voting Rights Act of 1965.

If something is unconstitutional, it is illegal.

Explain the purpose and importance of major protests of the civil rights movement (historic lunch-counter sit-ins, Montgomery bus boycott, and the march on Washington for jobs and freedom) Explain the purpose and impact of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 Explain how the civil rights movement impacted and changed the culture of the U.S.:

The [Declaration of Independence](#) declared that "All men are created equal." However, when the country was first formed this quote didn't apply to everyone, only to wealthy white landowners. Over time, things did improve. The slaves were set free after the Civil War and both women and non-white people were given the right to vote with the 15th and the 19th amendments.

Despite these changes, however, there were still people who were being denied their basic civil rights. Jim Crow laws in the south allowed for racial segregation and discrimination based on gender, race, and religion was legal. Throughout the 1950s and early 1960s leaders such as Martin Luther King, Jr. fought for the civil rights of all people. Events such as the March on Washington, the Montgomery Bus

Boycott, and the Birmingham Campaign brought these issues to the forefront of American politics. New laws were needed to protect the civil rights of all people.

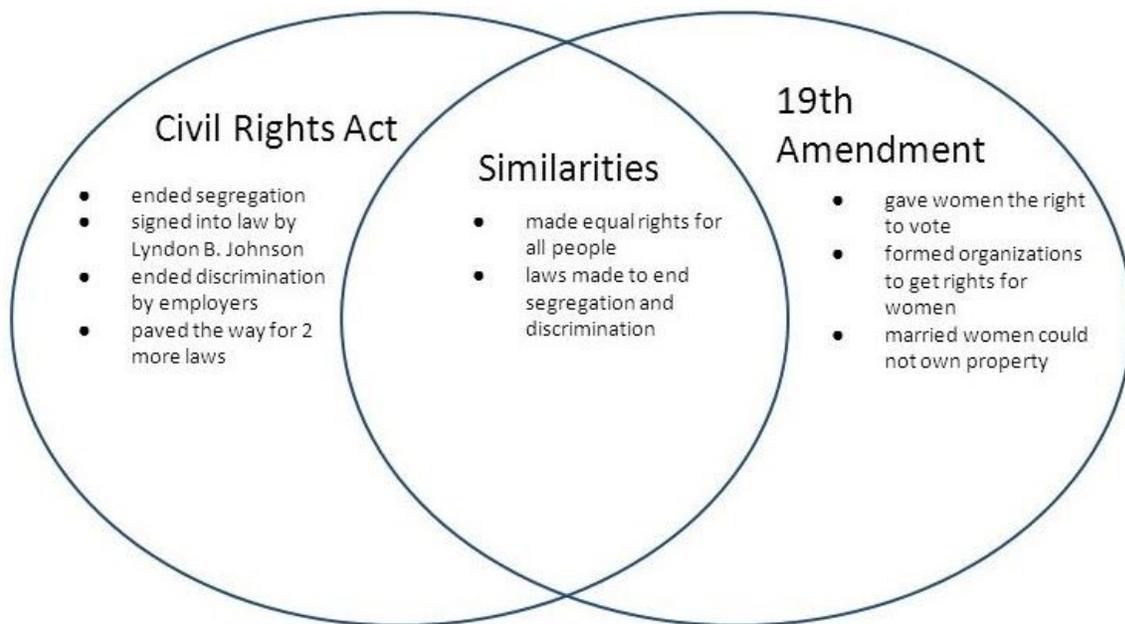
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Explain ways that women were successful in achieving voting rights between 1848 and the 1920s (Seneca falls convention, the passage of the 19th amendment):

Women's suffrage is the right of women to vote and to hold an elected office. In the United States women were not allowed to vote until the passage of the 19th amendment in 1920. That's less than 100 years ago.

Gaining equal rights for women including the right to vote in the United States was a long and slow process. The first real fight for women's suffrage came out of the antislavery movement by the abolitionists in 1840s and 50s.

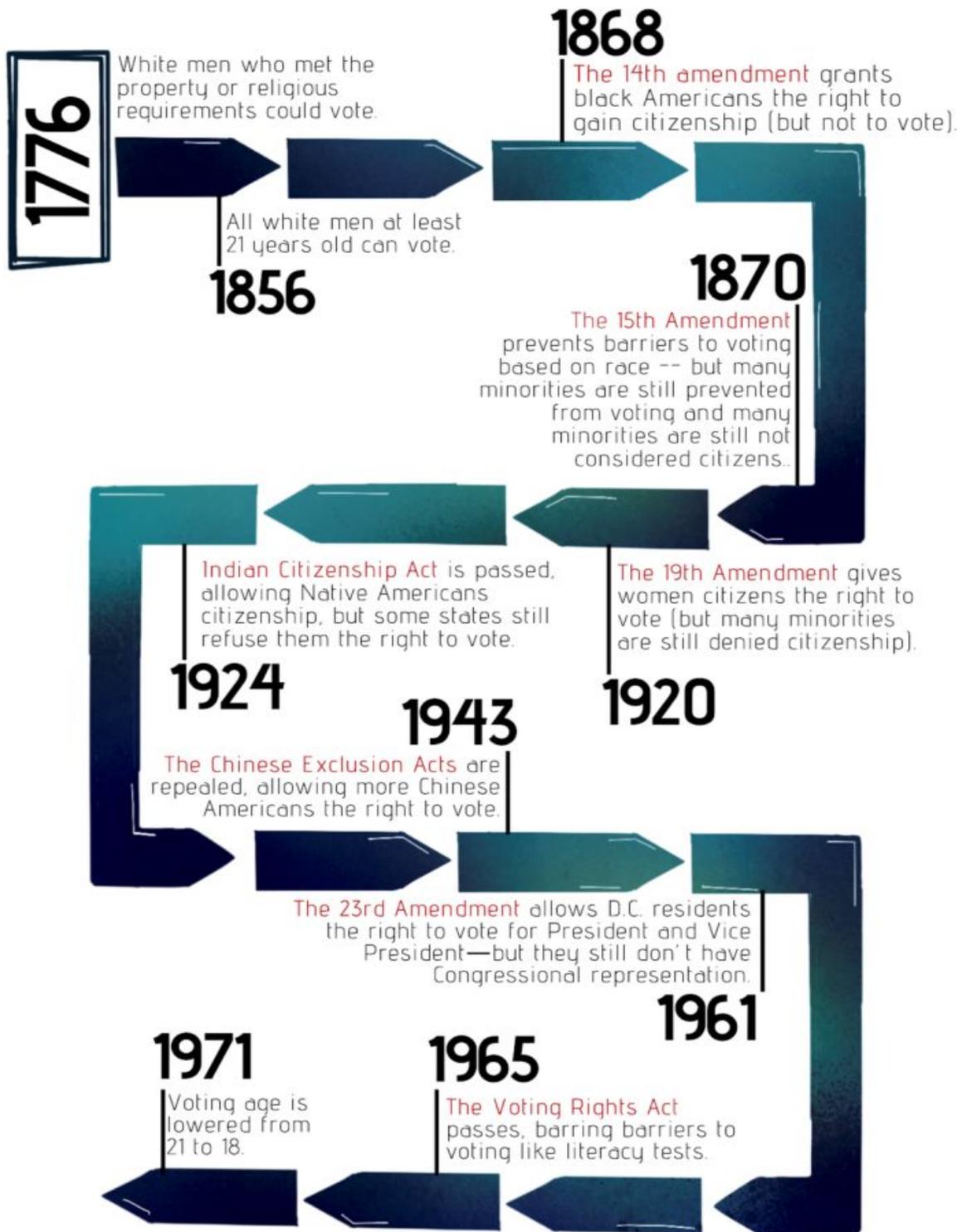
The first women's rights convention was held in Seneca Falls, New York in 1848. Around 300 people attended the meeting which was led by Lucretia Mott and [Elizabeth Cady Stanton](#). The main outcome of the meeting was the "Declaration of Sentiments", a document similar to the [Declaration of Independence](#). It stated that women should have equal rights to men, including the right to vote.



Facilitator.com (if time):

Discuss how voting rights expanded from the founding of the United States through the Civil Rights Era (white male landowners were the only voters when the U.S. was founded, all white males, African American men, all women, and Native Americans gained the right to vote later through social movements):

Over time, marginalized groups have fought for the expansion of voting rights. Social Movements and active citizenship resulted in these large-scale reforms.



Explain how citizens can strengthen their community by embracing their rights and responsibilities (being an informed voter, advocating for everyone’s rights). Identify qualities of citizens that help to solve current issues (self-starter, leader, persistent). Explain how civic engagement can solve issues in a student’s community and provide examples:

The federal government and the Constitution protect the rights and freedoms of United States citizens. If enough citizens believe that something is unfair or “undemocratic,” citizens should use their rights to solve the issue. Citizens may propose amendments, or new laws, which can make unjust rights equal for all. Citizens have other rights and responsibilities in their communities such as running for/getting elected to public office, voting, paying taxes, obeying the laws, and serving on a jury.

The Bill of Rights and the amendments to the Constitution give us certain rights as citizens. When citizens know their rights and can recognize when their rights are being violated, they can use their rights to affect how the government works and affect decisions that the government makes.

Ways citizens can have a voice in government:

Voting, helping others register to vote, running for public office, protesting, lobbying (making appointments with their representatives to talk about issues that are important to them), writing letters, calling government offices, marching, using their voice to speak about important issues.

Some Ways to Be a Good Citizen

