

# Hey, King: Get Off Our Backs!

Name: \_\_\_\_\_

**Fill In the Blank.** Look in the reading to find the missing piece of each sentence.

1. A \_\_\_\_\_ is a signed agreement.
2. The \_\_\_\_\_ Acts forced colonists to house British troops.
3. Britain saw its colonies as a source of \_\_\_\_\_.
4. If you sold a newspaper in 1765, you would have to put a \_\_\_\_\_ on it.
5. We celebrate the 4th of July because that's when the \_\_\_\_\_ was signed.
6. The Townshend Revenue Act allowed the government to \_\_\_\_\_ peoples' homes.
7. Virginia Colony's first government was called the \_\_\_\_\_.
8. The colonists had to follow the laws of \_\_\_\_\_.

**Odd One Out.** In each set, cross out the word that doesn't belong. In the oval, explain what the three remaining words have in common.

Glass  
Cotton  
Lead  
Tea

9.

Mayflower Compact  
Stamp Act  
Declaratory Act  
Quartering Act

10.

Minerals  
Timber  
Crops  
Paint

11.

Legal documents  
Newspapers  
Troops  
Calendars

12.

Boycott goods  
Search houses  
Fight a war  
Destroy tea

13.

**Cause and Effect.** Match each effect with its cause listed below.

## EFFECTS

- \_\_\_ 14. In the 1600s, the king could not just do what he wanted.
- \_\_\_ 15. The first colonists started their own governments.
- \_\_\_ 16. Colonists were used to having a say in government.
- \_\_\_ 17. Britain needed a way to make money.
- \_\_\_ 18. The colonists boycotted British goods.
- \_\_\_ 19. The British taxed paint, glass, and lead.
- \_\_\_ 20. The colonists declared independence.
- \_\_\_ 21. Britain lost control of the colonies.

## BECAUSE...

- A. They were angry about the Stamp Act taxes.
- B. The British government was too far away to deal with daily problems.
- C. They were tired of the way the British were treating them.
- D. He shared power with Parliament.
- E. The colonists won the Revolutionary War.
- F. They knew the colonists could not make those products themselves.
- G. In England, the Parliament represented people in government.
- H. It was in debt after fighting expensive wars.

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**A. Phrases to Know.** Learn these phrases from the Declaration of Independence by matching each one with its definition.

- \_\_\_ 1. Unalienable rights
- \_\_\_ 2. Pursuit of happiness
- \_\_\_ 3. Natural rights
- \_\_\_ 4. Consent of the governed
- \_\_\_ 5. Just powers
- \_\_\_ 6. Self-evident

- A. Rights people are born with
- B. Can be seen just by looking at it
- C. Permission of those under the government's rule
- D. Rights that cannot be taken away
- E. Trying to find joy and contentment
- F. Powers that are fair

**B. Reconstruct the Declaration.** The outline below shows the 4 parts of the Declaration of Independence and what each part is for. You will get a set of cutouts with statements that are in the Declaration. Decide which section each statement belongs in and piece the Declaration back together!

## **Part 1: Preamble**

An introduction explaining why the Declaration is being written.

## **Part 2: Natural Rights**

The colonists explain the rights of people and the role of government power.

## **Part 3: Grievances**

A list of the colonists' complaints.

## **Part 4: Resolution of Independence**

The colonists declare their independence from Britain.

Cutout Activity p.1

**iCIVICS**

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**C. Fill In the Blank.** One of the most famous parts of the Declaration of Independence is written below. Use words from the word bank to complete it. HINT: Look for combinations of words you defined in the matching activity!

consent

life

evident

happiness

people

powers

abolish

liberty

equal

rights

*We hold these truths to be self-\_\_\_\_\_, that all men are created \_\_\_\_\_, that they are endowed by their Creator with certain unalienable \_\_\_\_\_, that among these are \_\_\_\_\_, \_\_\_\_\_, and the pursuit of \_\_\_\_\_.*

*That to secure these rights, Governments are instituted among Men, deriving their just \_\_\_\_\_ from the \_\_\_\_\_ of the governed,*

*That whenever any form of Government becomes destructive of these ends, it is the Right of the \_\_\_\_\_ to alter or \_\_\_\_\_ it . . . .*

**iCIVICS**

Cutout Activity p.2