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| Class Notes / PowerPoint Presentation / Textbook Notes  Mr. Kay’s  American Government Class  Name:  Class:  Period:  Date: 09/24/15  Chapter 2 Section 2: | |
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| *Questions/Main Ideas:* |  |
| *Objectives* | 1. Explain how Britain’s colonial policies contributed to the growth of self-government in the colonies. 2. Identify the major steps that led to growing feelings of colonial unity. 3. Compare the First and the Second Continental Congresses. 4. Analyze the ideas in the Declaration of Independence. 5. Summarize the common features of the first State constitutions. |
| Key Terms/People |  |
| **confederation:** | * a joining of several different groups for a common purpose |
| **Albany Plan of Union:** | * Benjamin Franklin’s proposal that the 13 colonies form a congress to raise armed forces, regulate trade, and deal jointly with Native Americans |
| **delegate:** | * a representative |
| **popular sovereignty:** | * the principle that government exists only with the consent of the governed |
| **Introduction** | * What events and ideas led to American independence? |
| **British Colonial Policies** |  |
| **British Policies Change** | * Checkpoint: How did Britain’s dealings with the colonies change? When did they change? |
| **Early Efforts at Unity**  **The Stamp Act Congress** |  |
| **Tensions Grow** |  |
| First Continental Congress |  |
| Second Continental Congress |  |
| Second Continental Congress, cont |  |
| Breaking from Britain |  |
| Questions/Main Ideas: | Notes: Chapter 2 section 2 |
| **Declaration of Independence** | * Checkpoint: What was the purpose of the Declaration of Independence? |
| **The Road to Independence** |  |
| The Road to Independence, cont. | * How did early events contribute to the signing of the Declaration of Independence? |
| State Constitutions |  |
| State Constitutions, cont. |  |
| Review | * + How does the Constitution that was written in the late 1700’s still meet the expectations and standards of Americans in the year 2015? |
| \*\*\*Summary, Reflection, Analysis |  |