

AMERICAN GOVERNMENT: CHAPTER 3

SECTION 4 REVIEW

1. How did the relationship between the English monarch and the American colonies change when George III came to the throne? The colonies had become accustomed to practice of ruling themselves, but George III soon demonstrated his intention to put an end to this practice.
2. According to the Stamp Act Congress, why were the colonists not united with authority of Parliament? In the Stamp Act Congress, the delegates concluded that, according to their charters, they were not united the authority of the king. They were not united the authority of Parliament because they were not representative Parliament.
3. What dispute led to the colonies' protest with Declaration of Rights and Sentiments? The colonies' protestative change from the Declaration of Rights and Sentiments.
4. What exciting event happened to the First Continental Congress? The First Continental Congress made response to the "Intolerable Acts."
5. How did the Second Continental Congress become politically powerful? The Second Continental Congress assumed political power by supporting an army, appointing George Washington as commander in chief, and sending petitions.
6. What were the main articles of Parliament's Prohibitory Act? The Prohibitory Act cut off all trade between the colonies and England and totally closed the colonies from the "English Provisions."
7. What precedent is established for independence by the Second Continental Congress's Preamble? The Preamble is a resolution for independence by the Second Continental Congress.
8. What were responsible for drafting the Declaration of Independence? Thomas Jefferson was responsible for drafting the Declaration of Independence.
9. What was the date for the adoption of the Declaration of Independence? On July 4, 1776, the Declaration of Independence was adopted.
10. What Christian ideas are expressed in the Declaration of Independence? Acknowledgment that God is the Creator and the Sovereign of the universe; Recognizing God as the Supreme Judge of men and nations.
11. Why does saying the Continental Congress passed the Declaration of Independence? The Continental Congress wanted to show foreign affairs.

American Government Chapter 3 Section 1 Answers

Prentice Hall

Gregory Daddis



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2001 Magruder's American Government William A. McClenaghan, Frank Abbott Magruder, 2001 **Civics:**
Government and Economics in Action Reading and Vocabulary Study Guide 2005c James Edwin Davis, Phyllis Fernlund, Peter Woll, Prentice-Hall Staff, 2004-03 Civics Government and Economics in Action provides an engaging current and relevant look at the foundations of American government citizenship and the American economic and legal systems The program combines an accessible narrative and engaging visual design with a wide variety of instructional tools from workbooks to interactive technology to motivate students to participate make decisions and take action both in and out of the classroom *Westmoreland's War* Gregory Daddis, 2014 This groundbreaking study offers a major reinterpretation of American strategy during the first half of the Vietnam War Gregory A Daddis argues senior military leaders developed a comprehensive campaign strategy one not confined to attrition of enemy forces This innovative work is a must for a genuine understanding of the Vietnam War *America: Pttg Gde to Essentials 2000 Third Edition* Andrew Robert Lee Cayton, Prentice Hall Directories Staff, Elisabeth Israels Perry, Linda Reed, Allan M. Winkler, 1998-12-15 *Congressional Record* United States. Congress, 1972 The Congressional Record is the official record of the proceedings and debates of the United States Congress It is published daily when Congress is in session The Congressional Record began publication in 1873 Debates for sessions prior to 1873 are recorded in The Debates and Proceedings in the Congress of the United States 1789 1824 the Register of Debates in Congress 1824 1837 and the Congressional Globe 1833 1873 *The Powers of the Presidency*, 2013 This is a comprehensive and illustrative work on the historical and contemporary perspective on presidential powers guiding readers through the presidency as a constitutional office with many updated features from the previous edition **America: History of Our Nation Adapted Interactive Reading and Notetaking Study Guide 2007c** Jim Davidson, Michael B. Staff, Prentice Hall Direct Education Staff, 2005-08 This edition was developed specifically for courses covering up to the Civil War or Reconstruction The text can also be used for the first part of a two year American history course **Economics** Prentice-Hall Staff, 2003 Bringing Economics to Life *Downfall of Babylon*, 1834
Applied Mechanics Reviews, 1965 **Congressional Record**, 1881 *Resources in Education*, 2001-10
Marketing Research Ronald M. Weiers, 1988 **Handbook of Methods for Surveys and Studies** United States. Bureau of Labor Statistics, 1966 *BLS Handbook of Methods for Surveys and Studies* United States. Bureau of Labor Statistics, 1966 *Prentice Hall's Federal Taxation: Individuals* Thomas R. Pope, Kenneth E. Anderson, John L. Kramer, 2007-04 For any first course in Federal Taxation at the undergraduate or MBA level The Pope Anderson Kramer series is unsurpassed in blending the technical content of the most recent federal taxation mandates with the highest level of readability and relevancy for students *Radio Science*, 1966 **E-development** Robert Schware, 2005-01-01 Information and communication technologies ICTs are increasingly being recognized as essential tools of development tools that can

empower poor people enhance skills increase productivity and improve governance at all levels The success of ICT enabled development or e development will thus not be measured by the diffusion of technology but by advances in development itself economic growth and ultimately achievement of the Millenium Development Goals This volume examines a wide range of issues related to e development with a focus on the requirements and realities of using ICTs to advance development goals The report does not attempt to present a comprehensive overview of e development Rather it highlights key issues that have immediate relevance to policy makers in developing nations who make decisions on investments and development goals It highlights two issues in particular e government and e education because ICT applications in these areas can lead to significant development outcomes and can also be successfully deployed through public private partnerships leveraging limited government funding to achieve greater impact Ecology ,1994 Energy resources Earth s nonliving resources Pollution Conserving earth s resources *Government by the People* Magleby,

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