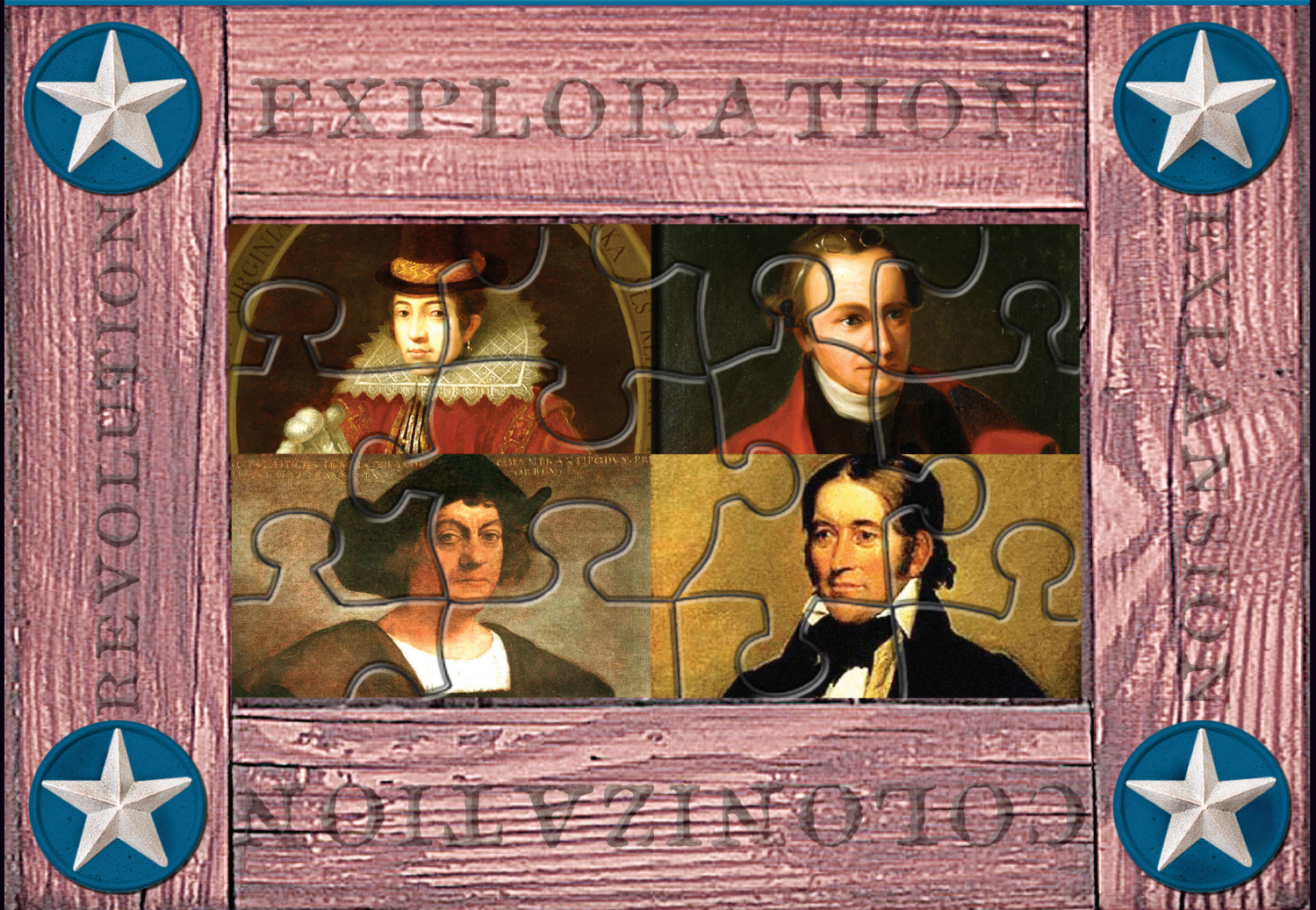


VOL. I — The Explorers to the Jacksonians

All American History

Uniting America's Story, Piece by Piece



A full year's curriculum in 32 weekly lessons

CELESTE W. RAKES

Student Reader

With Digital Companion Guide

All American History: Uniting America's Story, Piece by Piece Student Reader
by Celeste W. Rakes
Vol. I of the All American History series

Published by Bright Ideas Press
P.O. Box 333, Cheswold, DE 19936
www.BrightIdeasPress.com

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ISBN-13: 978-1-892427-68-7
ISBN-10: 1-892427-68-0

Library of Congress Cataloging-in-Publication Data

Rakes, Celeste W.

All American history / Celeste W. Rakes.

p. cm.

Includes bibliographical references and index.

Contents: v. 1. Uniting America's story, piece by piece : student reader.

ISBN 1-892427-12-5 (hard cover : alk. paper)

1. United States—History—Textbooks. I. Title.

E178.1.R27 2006

973 —dc22

2005021128

26 25 24 23 22 21

12 11 10 9 8

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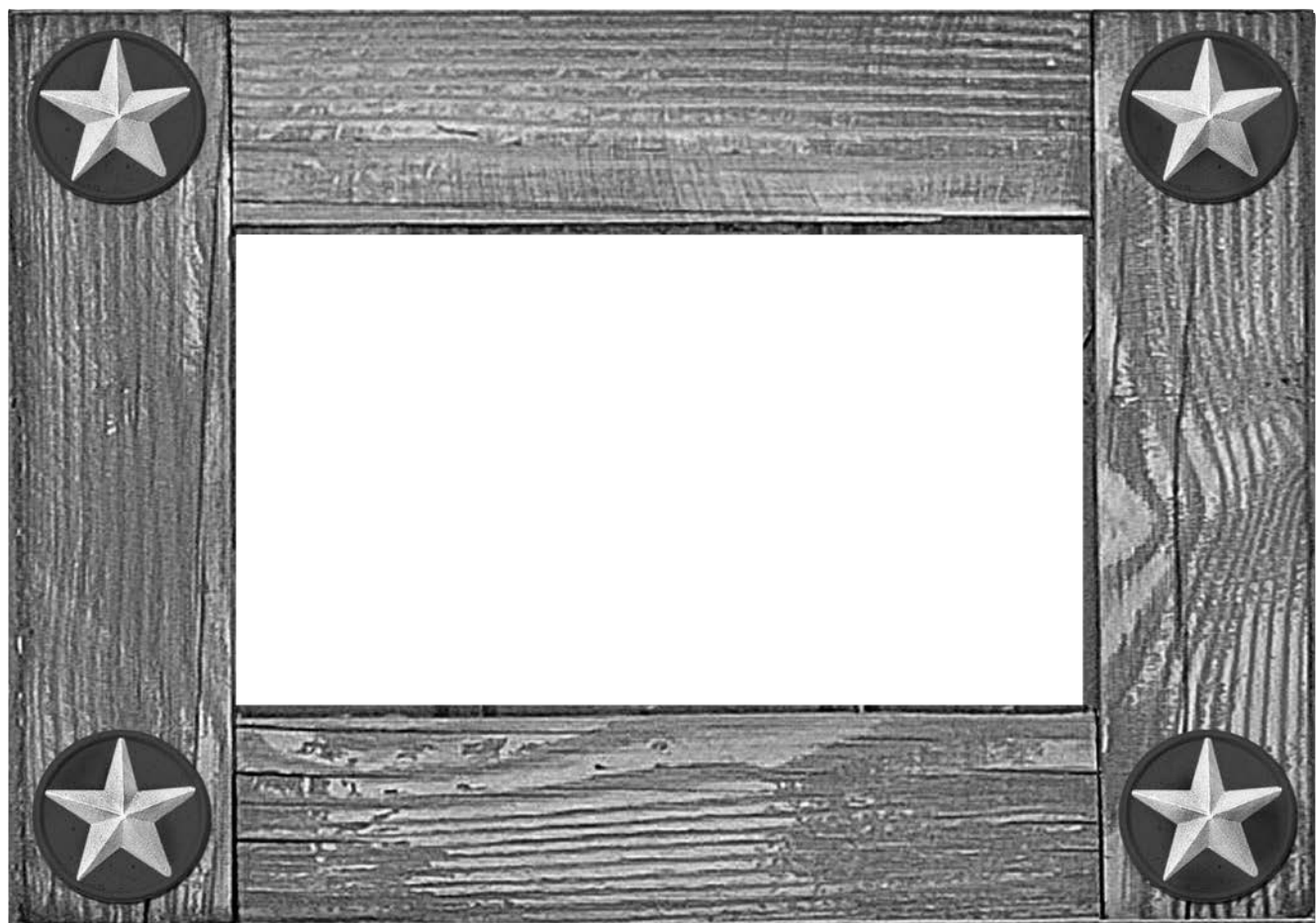
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PREFACE

Ten years ago, three other homeschooling moms and I decided to form a co-op and offer classes for our children and for other homeschooled students who would like to participate. My responsibility in the co-op was to teach American history. Although I graduated from college with a degree in history and was certified to teach it, I had never done so in a traditional classroom setting. However, after teaching my own children at home and tutoring others, I had formed some definite ideas about how I wanted to approach teaching this course.

As I began making plans for the class, I spent many hours looking through history curricula (some with which I was very familiar and others that were new to me). Although each program had aspects that I liked, none of them had everything I wanted. Finally, I decided to attempt to develop my own program to use in teaching the class. Those first feeble efforts were the seeds of *All American History*.



INTRODUCTION

In developing my program to teach American history, I had several specific goals in mind. First of all, I knew that I wanted to structure the material both chronologically and thematically. After I had completed my research, I found that I had enough information for eight distinct themes or units. Once I had finished writing those unit studies, I found that I had produced eight lessons for each unit — enough for a two-year program! By organizing my curriculum around these thematic units, I hoped to create a simple and memorable framework for my students to “plug in” the historical information that they learned.

My second goal was to provide my students with the basic factual information that I felt they should learn for each unit. Many history curricula provide a wealth of suggestions for projects and activities but require the teacher or student to gather the information necessary to do them. Although my program offers many opportunities for further exploration, it can still be used effectively without spending countless hours looking for information at the public library or buying a large number of history books to have on hand at home. Those students who want to tackle the research projects in each lesson can easily do so using a computer with Internet access.

In addition to establishing a helpful learning structure and supplying the essential historical information, I also hoped to create a variety of educational experiences for my students to enhance their study and understanding of American history. Too often the study of history means reading a boring textbook, regurgitating the facts from that textbook on a test, and possibly writing the answers to a few homework questions and a report or two. That is not what I wanted history to mean to my children and to my co-op students! I wanted them to experience and believe that history is not boring — that it is the story of real people through the ages

In order to provide a diversity of educational experiences, I attempted to incorporate into my curriculum many study options beyond the mastering of basic historical information. These included:

- reading opportunities (biographies and historical fiction for each unit)
- writing projects (creative writing, as well as the compilation of fact sheets into notebooks on several topics)
- artistic and other hands-on work (original art projects, as well as flags, pictures of historical figures to associate with important events, maps to label, timelines to produce)

I also made a special effort to emphasize the social and cultural aspects of American history, much more so than most history curricula do. My belief is that history comes alive for students when they learn how people in past periods of history lived – what kind of clothes they wore, the houses they lived in, the foods they ate, the games they played, the schools they attended, and so forth. In developing this curriculum, I spent much time researching this aspect of history and trying to make it accessible to the students.

My final goal in creating this history program was to provide opportunities for my students to cement in their minds the important information from each unit. Again, I wanted to develop a variety of methods to accomplish this. The factual information that the students read and discuss includes impact bullets at the end of each lesson, summarizing the main points. Each lesson also has simple review questions that highlight the significant details. Finally, there are several hands-on activities and games for each unit that serve the purpose of review.

LESSON 14

The North Carolina Colony EST. 1653 A.D.
The South Carolina Colony EST. 1670 A.D.
The Georgia Colony EST. 1732 A.D.

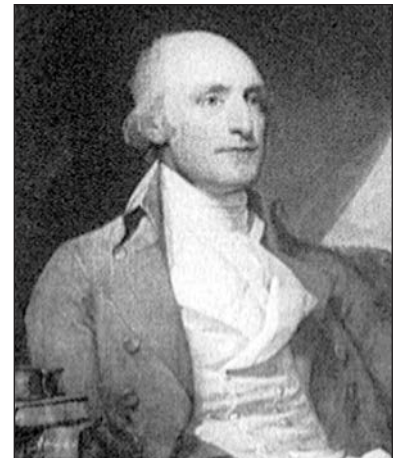
ATMOSPHERE

THE LORDS PROPRIETOR'S COLONY OF CAROLINA

In 1663, King Charles II granted eight prominent English nobles land in America that stretched from Virginia to Spanish Florida. These high-ranking Englishmen, who had helped Charles recover the throne after the Puritan Revolution, became known as the Lords Proprietor. They included Sir William Berkeley, Sir George Carteret, Sir John Colleton, Anthony Ashley Cooper (Earl of Shaftesbury), George Monck (Duke of Albemarle), Edward Hyde (Earl of Clarendon), William Lord Craven, and John Lord Berkeley.

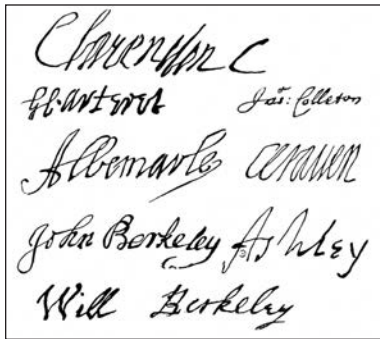
More than thirty years earlier, King Charles I had awarded the same area to Sir Robert Heath. During the years that Heath held the charter to this region it was named Carolana. At the time that Charles II revoked Heath's charter and gave it to the eight Lords Proprietor, there were no good maps or descriptions available of Carolana (changed to Carolina).

The Lords Proprietor were not interested in living in Carolina. Their goal was to make money by having colonists use the land to produce wine, silk, and olive oil. At first the proprietors hoped to attract settlers to Carolina from Virginia and New England. In fact, a



**Sir Ashley Cooper,
the Earl of Shaftesbury**

*Library of Congress, Prints and Photographs
Division [LC-D419-179 — some question
exists as to whether this portrait is actually
Cooper, but it is presumed so.]*



**Signatures of the
Lords Proprietor**

Courtesy of North Wind Picture Archives

small number of Virginians had already settled around Albemarle Sound in the northern part of Carolina around 1653. However, the Lords Proprietor soon decided that the southern part of Carolina offered more economic potential than the north, and they began concentrating on settling South Carolina first.

THE GEORGIA CHARTER

The English colony of Georgia was established as a result of the efforts of James Oglethorpe. It was a unique colony founded for humanitarian and military reasons. Oglethorpe served in the English army as a young man and was later elected to Parliament, working on a committee that investigated conditions in the country's prisons.

Then in 1732, Oglethorpe and some influential friends obtained a charter for land in America in the region southwest of the Carolinas, between the Savannah and Altamaha Rivers. They named the region Georgia in honor of King George II. They also asked permission to start a colony there for London's poor; the majority of the settlers would be debtors who had been imprisoned. The colony would be set up as a charity and administered by twenty trustees. A committee of over one hundred clergymen began to raise money and gifts of supplies and equipment for Georgia. Both preachers and poets predicted that this new English colony would become a Garden of Eden, where people would live together in harmony and prosperity.

EVENT

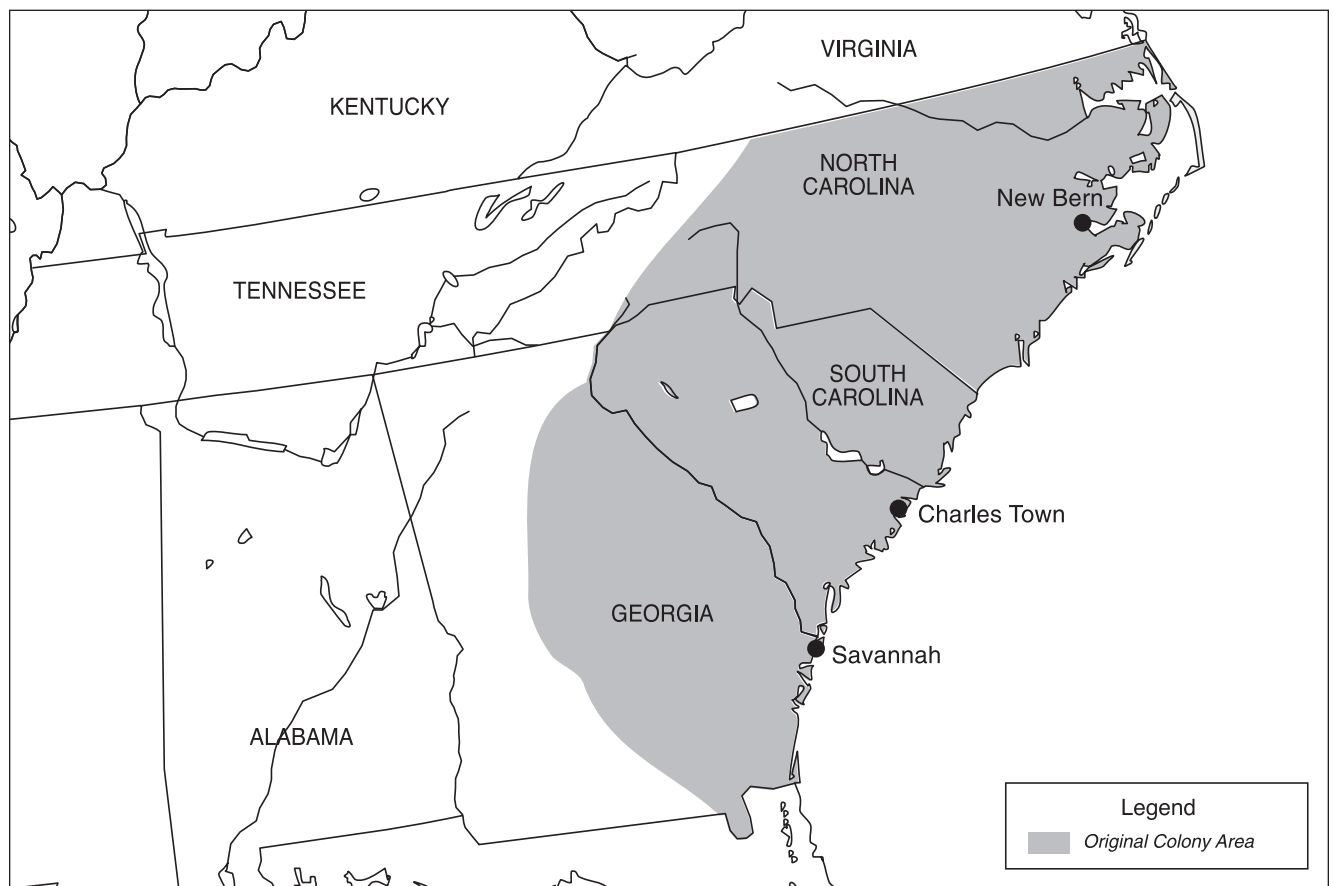
ESTABLISHMENT OF NORTH CAROLINA

Because North Carolina proved to be a tough land to tame, it grew more slowly than South Carolina. Its geography was much like Virginia's — with a tidewater (coastal) region, then a piedmont (plateau), and a mountainous region beyond. Although North Carolina had a number of rivers flowing into the ocean, its coastline did not have good harbors. For many years, North Carolina's only settlements were small settlements of tobacco farmers in the isolated

northern Albemarle region, which was separated from Virginia by swamps. New Bern was the largest of these settlements. In addition to exporting tobacco, these colonists also shipped naval supplies to England.

Most of the Albemarle settlers were former indentured servants and other poor whites, who had been squeezed out of Virginia by the low price of tobacco. These tobacco farmers were dedicated to the principles of personal liberty. They managed to get rid of any governor sent to rule them — deposing one, imprisoning another, and banishing a third. However, they also struggled to survive economically, suffering through hurricanes, droughts, and the exorbitant fees charged by the Virginia ports that they depended upon to export their

The North Carolina, South Carolina, and Georgia colonies



tobacco. Over time many religious outcasts and dissenters from Europe joined these independent-minded Albemarle tobacco farmers in North Carolina.

In 1677, a group of North Carolinians were involved in an attempt to overthrow English control of their colony. These colonists, led by John Culpeper, seized the governor of the colony and threw him in jail. Then they established their own government with Culpeper as governor. Eventually, the Lords Proprietor had this rebellion (which became known as Culpeper's Rebellion) put down. Culpeper went back to England to negotiate a compromise with the Lords Proprietor, but instead he was arrested and charged with treason. He was acquitted, his life was spared, and he returned to America.

Many North Carolina settlers were cruel and dishonest in their dealings with the Native Americans, cheating them of their land unmercifully. Finally in 1711, the Tuscarora tribe sought revenge by raiding several North Carolina settlements and burning, scalping, and murdering the colonists there. Because they had been sold guns by some of the settlers, the Tuscarora braves were actually much better armed than the colonists. Thousands were killed during two years of fighting. Settlers from South Carolina and Virginia eventually came to the rescue of their North Carolina neighbors, bringing men and money that enabled them to break up the power of the Tuscarora. However, the Lords Proprietor did little or nothing to help the North Carolina colonists during the Tuscarora attacks.

ESTABLISHMENT OF SOUTH CAROLINA

To recruit English settlers for South Carolina, Anthony Ashley Cooper talked the other proprietors into putting up money to print pamphlets telling of Carolina's wonders. The proprietors also decided to give one hundred acres of land to heads of families who settled there and to offer freedom of religion. Finally in August 1669, three ships — the *Carolina*, the *Port Royal*, and the *Albemarle* — set sail from England and headed to South Carolina. On board were approximately 140 people from many different religious backgrounds. Although the *Albemarle* and the *Port Royal* were wrecked in storms at sea, the

Carolina and a ship rented in Bermuda finally reached the coast of South Carolina in March 1670. When the Englishmen arrived on the Carolina coast, they chose a site for settlement. The area was briefly known as Albemarle Point, but its name was soon changed to Charles Town (even later changed to Charleston).

Because this original site was swampy and unhealthy, the settlement was eventually moved to a nearby peninsula, where the Ashley and Cooper rivers met and formed a nice sheltered harbor. Although the colonists at Charles Town never experienced a starving time, the first ten years of the settlement were difficult. Food was often in short supply, and the threat of an attack from the Spanish at St. Augustine always loomed.

Charleston c. 1780

*Library of Congress, Prints and Photographs
Division [LC-USZ62-46162]*



During this first decade, a large number of English settlers came to South Carolina from Barbados, an English colony in the West Indies. These settlers, who became known as the Goose Creek Men, opposed the proprietary government of South Carolina and sought more local government control. They demanded and received a representative assembly, which constantly disagreed with the governor and the council appointed by the proprietors. A significant matter of dispute between the proprietors and many South Carolina settlers was the proprietors' practice of charging quit rents for use of the land.

From the beginning, the settlers at Charles Town were able to sell furs and naval supplies, such as tar and turpentine, to England. However, the proprietors soon became discouraged because they were receiving little profit from their colony. Rice, which grew well in the nearby swamps, eventually became the staple crop that ensured Charles Town's prosperity. The settlers at Charles Town also began to grow indigo, a plant used to dye cloth a rich purple color.

Indigo was an ideal second crop to grow with rice because it needed no attention in winter (the season when rice must be planted). But both rice and indigo required a cheap labor force, which the Carolina settlers found in African slaves. By 1708, South Carolina's economy was based on slave labor, and African slaves outnumbered whites in the colony. Some of these Africans would develop their own language called Gullah, a combination of English, French, and several African languages, which is still spoken by some in South Carolina today.

In the early 1680s, the proprietors began to concentrate on recruiting religious dissenters to South Carolina. From 1682 to 1684, five hundred English Presbyterians and Baptists arrived in the colony. Later, French Huguenots would come as well — with tastes and ideas that contributed to the creation of an aristocratic Charles Town society. As the city began to grow in both size and wealth, it emerged as the busiest seaport and largest city in the South. It developed into a sophisticated and cosmopolitan city with beautiful Georgian-style houses owned by wealthy planters and merchants. Younger sons of English nobility were especially attracted to this elegant city.

DIVISION OF SOUTH CAROLINA AND NORTH CAROLINA

For a long time, the people of North Carolina experienced many difficulties. However, the colony eventually succeeded because of its settlers' determination. By 1712, North Carolina was officially separated from South Carolina. Seventeen years later, King George I paid the Lords Proprietor a large sum of money for their land, and North Carolina and South Carolina became royal colonies. South Carolina remained quite prosperous, whereas North Carolina's economic growth continued more slowly.

ESTABLISHMENT OF GEORGIA

By the fall of 1732, more than one hundred colonists (thirty-five families) had been accepted by the trustees to go to Georgia. These colonists, along with James Oglethorpe, departed England on a ship named the *Ann* and arrived in Charles Town in January 1733. The South Carolina settlers were delighted by their arrival, because Georgia would serve as a buffer between them and the Spanish in Florida. A few Spanish priests and soldiers had settled in Georgia after the establishment of St. Augustine, but the Spanish had only a weak hold on the region.

Oglethorpe, along with Colonel William Bull from Charles Town, sailed south to look for a site to plant the Georgia colony. They chose a location eighteen miles inland from the mouth of the Savannah River. In February 1733, the Georgia colonists landed at Yamacraw Bluff and began establishing their new settlement, which they named Savannah after the river and the Savannah tribe. By fall, one out of nine of the Georgia settlers had died, primarily due to diseases such as dysentery and influenza. Food, however, was not a problem, because the colonists had supplies from England, South Carolina, and the Native Americans.

This first English settlement in Georgia was laid out by Oglethorpe with the help of Colonel Bull. Each family who was part of the new community was given a home and a garden plot totaling five acres, as well as another forty-five acres outside of Savannah for its main farming grounds. Oglethorpe designed the city with broad streets and squares at intervals to serve as marketplaces. Oglethorpe also made



James Oglethorpe

Line drawing courtesy of Amy Pak



Tomochichi

Courtesy of North Wind Picture Archives

signing a treaty of peace and friendship with the nearby Creek tribe a priority. In fact, Tomochichi, the Creek chief, became Oglethorpe's good friend. The local natives learned to trust and respect Oglethorpe and they were willing to fight alongside the English against the Spanish.

Georgia's trustees had decreed that only Protestants were to be allowed in the colony. However, when a group of Jews sailed into Savannah, Oglethorpe welcomed them. In the first years of the colony, many persecuted Protestants immigrated to Georgia from all over Europe. Most colonists were either English adventurers or those seeking religious freedom. In fact, few English debtors ever reached Georgia. Most of them decided that life in prison would be better than life in the Georgia wilderness and refused to leave England.

Overbearing Trustees

Georgia's colonial charter provided for a governor to be named by the trustees. However, the trustees never appointed one, and they ruled Georgia by their own regulations. Over time the settlers rebelled against their decisions, and the trustees began to relax some of their requirements. For instance, the trustees had decided that the chief occupation in Georgia should be raising silk and required every landholder to plant at least one hundred mulberry trees to feed silkworms. The colonists soon resisted this regulation because Georgia's climate was not suitable for raising silkworms. The trustees relented and allowed the colonists to grow rice and produce naval stores from the pine forests.

Another unpopular decision by Georgia's trustees was to limit the amount of land each settler could own. They did this to prevent land speculation. The most allowed was usually ten to fifty acres, although those who would pay passage to bring over ten servants were given five hundred acres. Settlers were not allowed to own their land for ten years and were charged quit rents for its use. The trustees eventually changed this policy. Although slavery was prohibited by the trustees, colonists soon began to sneak in slaves because they were not able to clear and farm enough of their land alone. In 1750, slavery was made

legal in Georgia, and within fifteen years one half of the colony's population was African slaves. The trustees reversed themselves for the final time when they decided to no longer prohibit strong liquor in Georgia.

Dissatisfied with the trustees' overbearing rule of Georgia, Oglethorpe sailed back to England in 1743. He never returned to Georgia; he had lost his fortune trying to establish the colony. The trustees of Georgia surrendered their charter in 1752, and Georgia became a royal colony. By that time, Savannah had become an important seaport, and Augusta had become the largest fur-trading center in the South.

IMPACT

- In the 1630s, King Charles I awarded the coastal area from Virginia to Spanish Florida to Sir Robert Heath. During the period that Heath held the charter, the region was named Carolana. In 1663, King Charles II revoked Heath's charter and gave it to eight prominent English nobles who had helped him recover the throne after the Puritan Revolution. These eight men became known as the Lords Proprietor.
- Due to its geography, North Carolina grew more slowly than South Carolina. For many years, the only settlements in North Carolina were small groups of independent-minded tobacco farmers in the isolated northern Albemarle region. A group of them were involved in Culpeper's Rebellion, an attempt to overthrow proprietary control of the colony.
- The Lords Proprietor were interested in making money by having colonists use their land to produce wine, silk, and olive oil. They established a settlement at Charles Town in 1670, which brought them little profit at first. Rice and indigo (which

depended upon slave labor) eventually became the staple crops that ensured Charles Town's economic survival.

- By 1712, North Carolina was officially separated from South Carolina. South Carolina continued to prosper, and North Carolina's economic growth remained slow.
- The colony of Georgia, established by James Oglethorpe in 1732, was founded for humanitarian and military reasons. Oglethorpe and some influential friends were given permission to establish a colony there for London's poor. It was also hoped that Georgia would serve as a buffer between the Spanish in Florida and the other English colonies.
- Oglethorpe was dissatisfied with the proprietors' overbearing rule of the Georgia Colony and returned to England in 1743, having lost his personal fortune. In 1752, the trustees of Georgia surrendered their charter, and Georgia became a royal colony. By this time, Savannah was an important seaport and Augusta was a large fur-trading center.

LESSON 15

Colonial Family Life 1600s — 1700s A.D.

ATMOSPHERE

A TYPICAL AMERICAN COLONIAL FAMILY

By 1750, the typical American colonial family consisted of a mother, a father, and about seven children. Although there were few divorces, there were many remarriages due to the death of a spouse. Almost one in four colonial children had lost at least one parent by the age of five, and one in two had lost one or both parents by age fourteen.

However, few widows or widowers stayed single for long because it was very difficult in colonial society for one person to support and raise a family. All the members of a colonial family relied upon one another for food, shelter, clothing, and a sense of belonging.

EVENT

COLONIAL MARRIAGE AND CHILDREN

Colonial men were recognized as head of their households; their word was considered law. When children disobeyed, their fathers were not reluctant to discipline them. Women in colonial society were also subject to the authority of their husbands, fathers, or older brothers.

American women during this period in history were not allowed to own property in their own name, to vote, or to run for public office.

Men and women in colonial America tended to marry at a slighter younger age than their European counterparts. Most colonial girls married by age sixteen or seventeen, and most boys went to work by age fourteen. Couples in the colonies often had babies every two years until they reached their late thirties. However, childbirth was quite a dangerous experience for both mother and child, and one out of four babies born in the American colonies died before reaching adulthood.

The colonial children who survived the early years of life and reached the age of three were expected to start helping the household with simple chores, such as feeding the farm animals or washing the dishes. There were few differences in the way colonial adults and children lived; both young and old worked hard and had little free time. In fact, most of childhood was spent learning skills needed for adult life. Colonial families spent almost all of their time together — eating three meals together daily and spending an hour or two together around the fireplace at night. In the evenings they enjoyed doing handicrafts, reading the Bible aloud, and discussing the day's events.

EDUCATION FOR COLONIAL CHILDREN

Schools varied greatly from region to region in the American colonies. In the New England colonies, Puritans were very concerned about education. They believed that it was important for children to learn to read in order to be able to read the Bible. The first school in New England was established in Boston in 1635, and the first American college (Harvard) was founded a year later.

By 1642, the Massachusetts Bay Colony had passed a law requiring parents to teach their children to read. Five years later, the Olde Deluder Satan Act required every town with more than fifty families to establish a grammar school. Shortly thereafter, the other New England colonies, except Rhode Island, enacted similar laws. Although girls were taught to read, they were not allowed to attend grammar schools or college. However, they could attend dame



Harvard

Line drawing courtesy of Amy Pak

schools for a few years, which were private elementary school classes taught by women in their homes.

In 1683, the first school in Pennsylvania was founded. After this date, every Quaker community provided for the elementary teaching of its children in some fashion. More advanced training was offered at the Friends Public School in Philadelphia, which still operates today as the William Penn Charter School. Although this school was free to the poor, parents who could afford the tuition were required to pay it. In Philadelphia there were also numerous private schools with no religious affiliation. Girls were not allowed to attend school unless they were Quakers, but the daughters of the wealthy were instructed by private tutors in music, dance, painting, French, grammar, and sometimes even bookkeeping.

Children in the Southern colonies were usually taught at home — either by their parents or by private tutors. Wealthy planters and merchants imported these private tutors from Scotland or Ireland. Thus, the upper classes in the Tidewater region had no interest in supporting public education. The fact that plantations were spread so far apart also made the formation of community schools difficult. When southern boys became teenagers, they were sent away to college or to Europe. The first southern college, William and Mary, was founded in 1693 near Jamestown. By the late colonial period, the Southern colonies had passed laws making it illegal to teach slaves how to read and write. Slaveholders and other southern whites had become frightened at the possibility of literate Africans planning and succeeding in an uprising.

Schools in all of the colonies were usually small. Most children learned to read using a thin, paddle-shaped, wooden board called a hornbook. This board had a paper sheet that was covered with a thin layer of bull's horn and listed the alphabet in both small and capital letters. It also often contained the benediction and the Lord's Prayer and usually hung on a string around the student's neck — ready for use at any time. The *New England Primer* was first published in 1690, and it was the first textbook used in the colonies. It combined the hornbook with the authorized catechism and

taught the alphabet using two-line rhymes. Many of its poems had religious references.

A wise son maketh a glad father, but a foolish son is the heaviness of his mother.

Better is a little with the fear of the Lord, than great treasure and trouble therewith.

Come unto Christ all ye that labor and are heavy laden and he will give you rest.

Do not the abominable thing which I hate saith the Lord.

Except a man be born again, he cannot see the kingdom of God.

Foolishness is bound up in the heart of a child, but the rod of correction shall drive it far from him.

Godliness is profitable unto all things, having the promise of the life that now is, and that which is to come.

Holiness becomes God's house for ever.

It is good for me to draw near unto God.

— from the *New England Primer*



One-room schoolhouse
National Archives print [52-1034]

Generally, students of all ages attended class in one large room, and one teacher taught all of them. Most colonial teachers were men, and they were called schoolmasters. Many were retired soldiers in need of a job, although some of the best were clergymen with college degrees. Course work for colonial children generally consisted of the three Rs — reading, 'riting, and 'rithmetic. Sometimes, grammar, history, and geography were also taught. Penmanship was especially emphasized; legible handwriting was considered the sign of a cultured person. Generally, the teaching methodology used was rote learning.

Many colonial children only attended school when their parents did not need them to work at the family farm or shop. The school year was usually short — just a few months a year. The school day often started at eight in the morning, with a lunch break from eleven to one, and dismissal at four in the afternoon. Students sat on hard benches, and many did not have desks. Most classrooms had no pencils, paper, or blackboards, and they had few books. Most often,

students wrote with goose-quill pens, which they dipped into home-made ink and used to write on pieces of birch bark. Colonial students were often punished for being tardy, falling asleep in class, answering questions incorrectly, or not learning their lessons quickly enough. For punishment a student might have memorized a long passage or written certain sentences over and over. Other methods of school discipline included placing the student in the corner wearing a dunce cap or a sign that said “fool” on his chest. There were also whippings with a hickory switch or birch rod. Some schoolmasters used the peg, which involved fastening the pupil’s hair to a clip that was pegged to the wall at a height that kept him standing on tiptoes.

COLONIAL CLOTHING

During the colonial period, wealthy Americans were able to import silken and linen garments from Europe, whereas other settlers made their clothing from natural materials produced in the colonies.

Clothing Styles for Colonial Men

Colonial men in all levels of society wore breeches as their lower-body garments. Through the years, the length of the breeches and the materials used to make them varied. In the eighteenth century, upper-class men’s breeches came to just beneath the knee. Leggings covered the leg from the knee to the top of the foot, and stockings were worn underneath the leggings.

In the eighteenth century, a gentleman’s shirts were often made of linen, and his best shirts had wide cuffs and ruffles at the neck. Colonial upper-class men were hardly ever seen without a waistcoat, which was a vest that came down to the upper part of the thigh. They also wore some type of neckwear, usually a cravat draped about the throat and loosely tied in front. The uppermost layer of a gentleman’s outfit was a coat worn over the waistcoat and breeches. As time went on, men’s waistcoats and outer coats grew shorter, and their breeches became tighter and fancier.

Working-class men typically wore trousers that covered the leg. Men’s shoes were made in a variety of styles, and black was by far the



Upper-class man

National Archives print [RG30NBox263]



Working-class men

Library of Congress, Prints and Photographs Division [LC-USZ62-57493]



Upper-class woman

National Archives print [RG30NBox263]

most common color. Buckles were the primary means of fastening shoes, and upper-class men usually wore high heels. Boots were worn for riding, working, and sporting.

Eighteenth century men commonly wore wigs. By mid-century, wigs were available for most levels of society, and certain styles of wigs were associated with particular professionals. These wigs were constructed from human, horse, goat, or yak hair, and their styles changed constantly with fashion and personal preference. At home, men usually wore tri-corner hats instead of wigs.

Clothing Styles for Colonial Women

Colonial upper-class women wore gowns that consisted of a bodice and a skirt joined together. The skirt opened in front to reveal a separate petticoat. For formal occasions these gowns were made of elaborate silk brocade and worn with formal gloves, lace-trimmed caps, pearl necklaces, and fans. Corsets, worn around the waist to minimize it, were an essential female foundation garment. As the years passed, women's skirts grew wider and wider and their corsets tighter and tighter.

Working-class women in the colonies usually wore dresses with straight skirts that came down to their ankles and bodices that laced up the back. Aprons covered their dresses as they took care of the day's work.

During the colonial period, American women kept their hair covered. They wore caps to dress their heads and to keep them from having to wash their hair as frequently. When going out, ladies almost always wore hats for fashion and for protection against the sun. Women also wore elbow-length, fingerless gloves (called mitts); heavy ones gave warmth in winter and light ones offered protection from the sun. Cloaks, covering the hair and dress, were worn for warmth as well. Women's shoes were made of leathers, worsteds, and silk fabrics and typically had high heels.

Clothing Styles for Colonial Children

Very young colonial children of both sexes wore dresses with close-fitting bodices. These bodices were usually fastened at the back and

often had leading strings with bands attached to the shoulders to help parents guide their children as they learned to walk.

At age five or six years, colonial boys were breeched — put into their first pair of pants. Both boys and girls wore slippers in the winter and shoes of soft leather in the summer. Wealthy children might have store-bought shoes with hard soles from Europe. Colonial girls and boys, as well as their parents, typically wore bright-colored clothing — blues, reds, purples, and yellows.

Clothing Styles for Puritans and Quakers

For over one hundred years the Puritans of New England were known for their distinctively plain style of clothing. In fact, laws were passed in the early years of Massachusetts Bay regarding clothing requirements; but these laws grew less strict as time went on.

Puritan men wore dark plain coats and breeches, wool stockings, and black hats with wide brims and high crowns. They kept their hair short and rarely wore wigs. Puritan women dressed in long-sleeved dark gowns and stiff undergarments. Their clothing had no lace trim or bright ribbons, and they wore no gold or silver jewelry or make-up. American Quakers were similarly known for their plain clothing and lack of ornamentation.

COLONIAL HEALTH AND HYGIENE

The average life expectancy for an American during the colonial period was less than twenty-five years. Many children and adults died from diseases like malaria, cholera, pneumonia, smallpox, scarlet fever, tuberculosis, and rickets. Many illnesses were also caused by contaminated drinking water and spoiled food. Most colonists who became sick were treated at home by the housekeeper or mistress of the house, who used a supply of medicinal herbs and other simple remedies. Local barber-surgeons were only consulted after all other treatments failed.

By the time of the American Revolution, there were only a few American doctors trained in a medical school. Most physicians were either self-trained or trained by another doctor, and they usually



Working-class women

National Archives print [208-LU-25J-5]



Puritan dress

*Library of Congress, Prints and Photographs
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limited their treatments to rich people who were chronically ill. Colonial doctors had little knowledge of the real causes and cures of most diseases, and they had few effective painkillers and medicines to give to their patients. Two common treatments for illness were to bleed patients using leeches and to purge their digestive systems to remove harmful “humors” — imaginary fluids blamed for causing illness.

Colonial homes had no running water, bathrooms, or septic systems. There were outdoor toilets of wood or brick called privies, as well as chamber pots that would be used inside and then dumped outside. Most colonists did not believe in bathing every day or even every week because they considered a layer of dirt to be protection against germs. Usually a bath consisted of washing with a cloth dipped in a cold basin of water.

COLONIAL NUTRITION, EATING, AND COOKING HABITS

The American colonists originally wanted to eat the same foods that they had eaten in England and in other parts of Europe. However, many of those foods did not grow well in America, so the colonists learned to eat and cook new foods like corn, beans, squash, and pumpkins. They also learned to farm, hunt, and fish like the Native Americans.

Colonial homes usually contained no stoves or ovens, and, of course, colonial families had no freezers or refrigerators. Food was cooked in a big kettle over an open hearth. Most meals were stews — meat, corn, turnips, and other vegetables cooked together. Heavy brown bread was cooked in the steam that rose from the stew. Meat was preserved with smoking, and vegetables were preserved with pickling in vinegar. On Sundays, many colonial families ate baked beans, which were slow cooked with molasses and a piece of salt pork in the fireplace kettle all night.

Because most colonists believed that water made them sick, they drank very little of it. They also drank little milk because cows were not plentiful. Colonists did drink fruit juices, such as peach

juice and apple cider, as well as beer and rum. It was not uncommon for colonial children to drink whiskey.

For many years there were no cookbooks published in the American colonies. Any cookbooks used by the colonists were brought over from England, and mothers passed on their favorite recipes by teaching them to their daughters. In 1742, a Williamsburg printer named William Parks was responsible for publishing what appears to be the first cookbook published in the colonies — *The Compleat Housewife: Accomplish'd Gentlewoman's Companion*. This 228-page volume was originally compiled in London by Eliza Smith, and by 1742 was in its fifth London edition. On the eve of the American Revolution, this cookbook was still popular in the Virginia Colony. There are six known copies of the Williamsburg edition still in existence today.

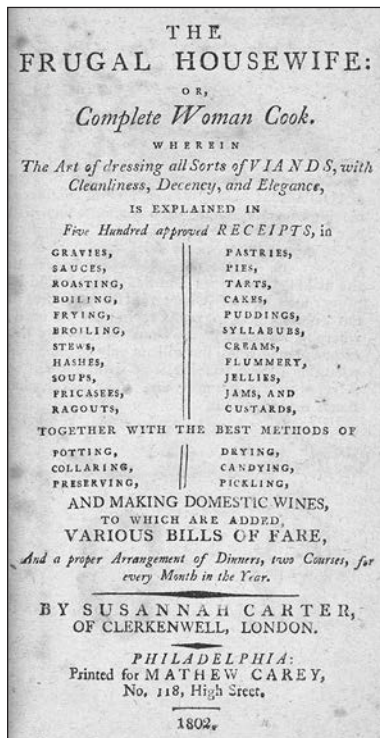
By the mid-eighteenth century, the English had realized that there was a market for their cookbooks in the colonies and began issuing American editions of their original publications. Susannah Carter's cookbook, *The Frugal Housewife*, was first printed in England in 1742. In 1772, she reissued the book with accommodations for American cooks. The Boston printer Paul Revere was responsible for producing the printing plates for the American edition. This particular cookbook could be found in the homes of many of the wives and mothers of the men who signed the Declaration of Independence and the United States Constitution.

There are indeed already in the world various books that treat on this subject, and which bear great names, as cooks to kings, princes and noblemen, and from which one might justly expect something more than many, if not most of those I have read, perform; but found myself deceived by my expectations; for many of them to us are impracticable, others whimsical, others unpalatable, unless to depraved palates; some unwholesome; many things copied from old authors, and recommended without (as I am persuaded) the copiers ever having had any experience of the palatableness, or had any regard to the wholesomeness of them; which two things ought to



Colonial children

National Archives print [RG30NBox263]



**Title page of an 1802 edition
of *The Frugal Housewife***
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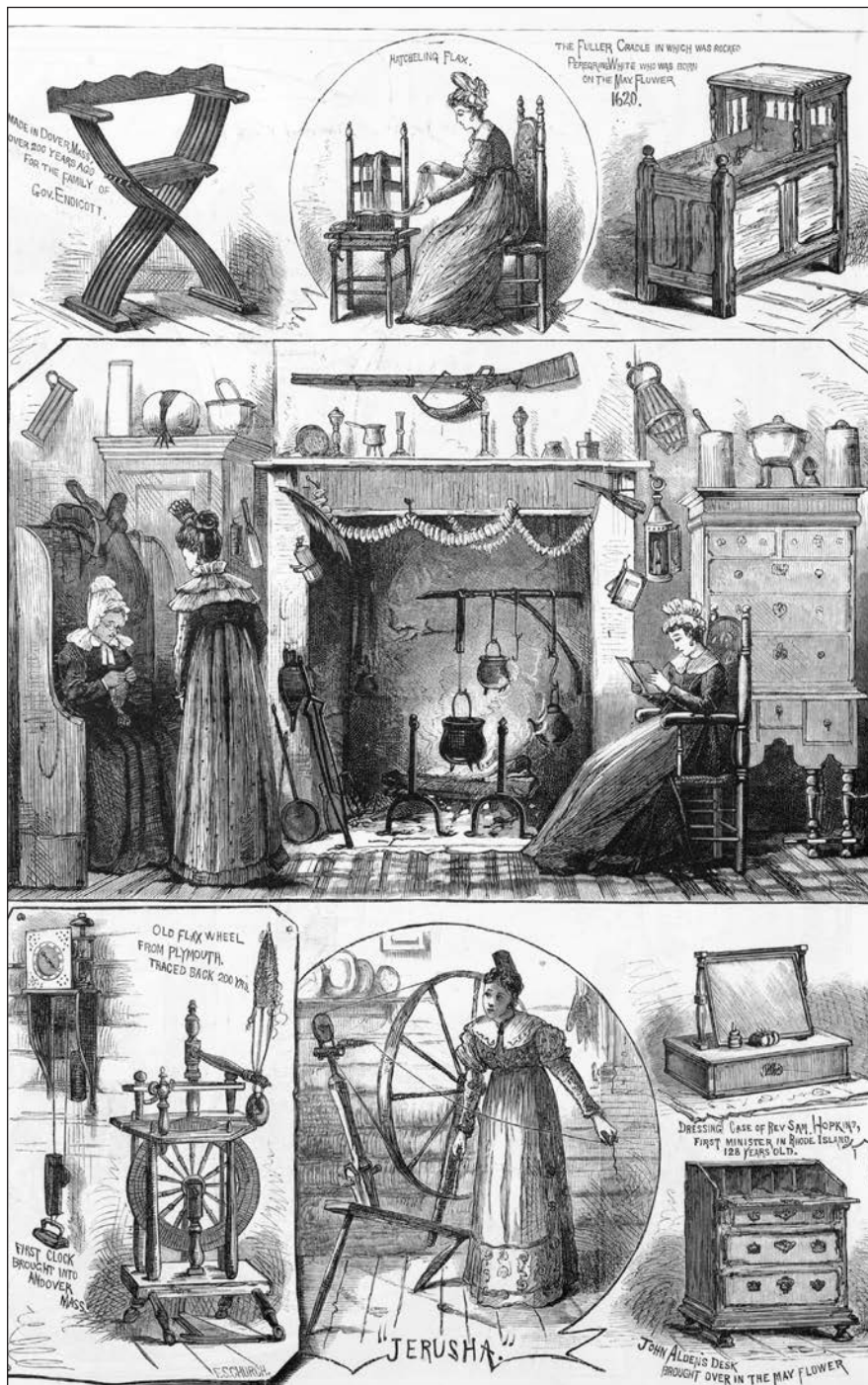
be the standing rules, that no pretenders to cookery ought to deviate from. These receipts are all suitable to English constitutions, and English palates, wholesome, toothsome, all practicable and easy to be performed.

— from *The Compleat Housewife*

In New England the growing season was short, so it was difficult for settlers in that region to grow enough fruits and vegetables to feed their families. These colonists rarely ate fresh vegetables. Instead, they consumed a lot of meat and fish and cooked the vegetables that they ate in sauces. When boats brought goats and cows from England, the colonists were able to have fresh milk, butter, and cheeses. Sugar was quite expensive and had to be shipped from England. Most people cooked with molasses, also brought over from England but cheaper than sugar, or with maple syrup (made from sap drained from maple trees). Two typical New England dishes included flapjacks (like pancakes) and hasty pudding, made from cornmeal, salt, and water and served with maple syrup and milk.

In the Middle colonies there was a longer growing season and better soil. The Dutch and Germans who settled there brought their own culinary traditions with them. The Dutch enjoyed cheeses, cookies, cakes, and pastries. The Germans ate a lot of cabbage and rye bread and had many different ways to cook pork. Colonists in the Middle colonies often built brick ovens into the inside wall of their fireplaces. Later, they moved these ovens outside of the fireplace, and eventually cast iron stoves became popular. Women baked cookies, cakes, breads, and pies about once a week.

The South had a good climate for crops and a long growing season. Many different types of food could be grown there, and Southerners also ate a lot of meat. Because of the warm weather, food spoiled quickly in the Southern colonies. The bad flavor of spoiled food was often hidden by adding spices like black pepper or chili pepper. Southerners often enjoyed eating hominy with their meats and vegetables. Hominy is corn with the hulls removed from the kernels (Indian style). Another popular southern dish was succotash — lima



**Depiction of a colonial
New England farmhouse**
*Library of Congress, Prints and Photographs
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beans and hominy or white corn cooked with butter, sugar, salt, pepper, and cream. African Americans in the South ate spicier foods than the European colonists. Some of their favorites included black-eyed peas, okra, and peanuts. An African specialty was hoppin' John, which consisted of black-eyed peas, onion, seasoning, and bacon served with rice.

Few colonial homes had separate dining rooms or even dinner tables. In order to eat, a family might lay boards across a packing case brought from Europe or on top of a workbench. Most food was served in bowls and eaten on wooden boards called trenchers. Forks were considered to be an unnecessary luxury when they were first brought over from Europe, but spoons were used. At meals children were generally expected to be quiet; "speak not" was the rule.

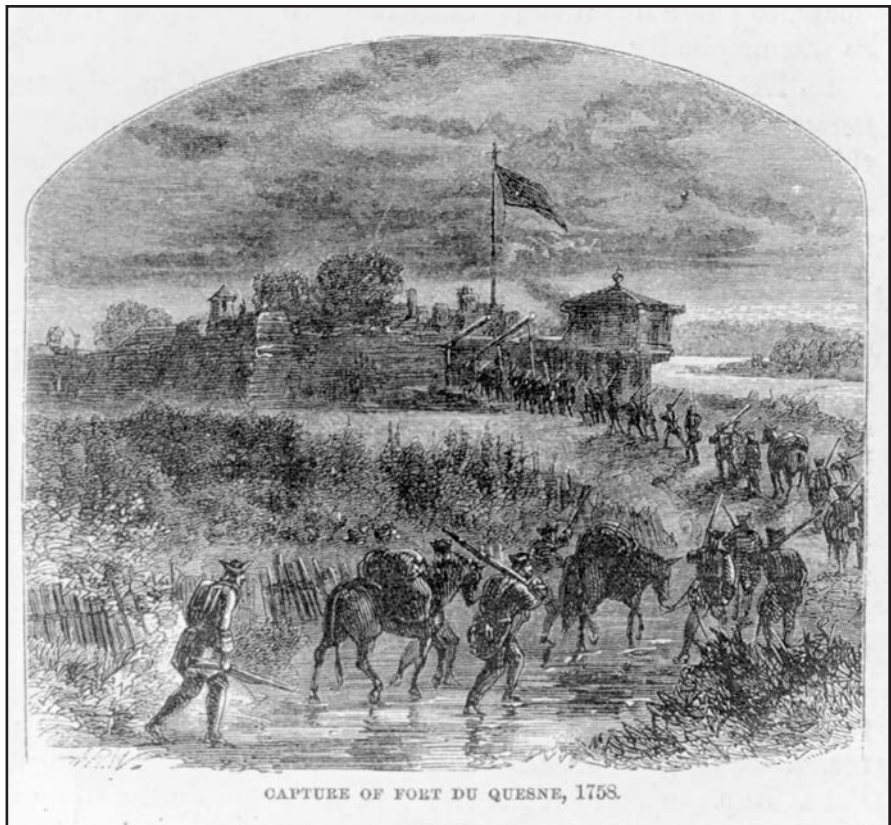
IMPACT

- Colonial men were recognized as head of their households, with both children and women subject to the authority of their fathers, husbands, or older brothers. There were few differences in the way colonial adults and children lived; everyone worked hard. Colonial families spent almost all of their time together.
- Schools varied from region to region in the colonies. In New England, Puritans were very concerned about education and quickly established public schools and colleges. In the mid-Atlantic colonies, such as Pennsylvania, there were numerous private schools with no religious affiliation. Children in the Southern colonies were usually taught at home by their parents or private tutors.
- Clothing styles varied for upper-class and lower-class colonial men and women. In the eighteenth century, many men wore wigs, and women usually kept their hair covered with caps or hats. Very young colonial children of both sexes wore dresses

with close-fitting bodices, but at age five or six boys were breeched.

- The average life expectancy for colonial Americans was less than twenty-five years. There were only a few American doctors trained in medical schools, and they had little knowledge of the real causes and cures of most disease.
- American colonists wanted to eat the same foods that they had eaten in Europe. However, many of those foods did not grow well in America. So the colonists learned to grow and eat new foods like corn, beans, squash, and pumpkin and to hunt and fish like the Native Americans.





CAPTURE OF FORT DU QUESNE, 1758.

LESSON 17

The French and Indian War. 1754 — 1763 A.D.

ATMOSPHERE

A COLONIAL EXTENSION OF THE SEVEN YEARS' WAR

What became known as the French and Indian War was actually a colonial extension of the Seven Years' War in Europe, in which the British fought the French, Austrians, and Spanish. Although fighting began in 1754, the French and Indian War did not officially begin until May of 1756. This seven-year conflict pitted England against France, and most Native Americans allied themselves with the French. This was an imperial struggle over colonial wealth, trade, and territory that would decide which European power would control North America. The bloodiest American war in the eighteenth century, the French and Indian War cost more American lives than the American Revolution and involved people on three continents.

By 1750, British territory in the New World consisted of much of the east coast of North America, whereas the French held eastern Canada and the Louisiana territory. Tensions between the British and French in North America had been rising for a number of years, and each side wanted to increase its land holdings there. The French had founded a string of forts, missions, and fur-trading posts in the region bounded by the four major cities of Quebec, Montreal, Detroit, and



Capture of Fort Duquesne

*Library of Congress, Prints and Photographs
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Colonel George Washington

*Library of Congress, Prints and Photographs
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New Orleans. As the British began to move west, clearing land and hunting game, the French and Indian trappers became angry at losing their hunting grounds. The result was that bands of Native Americans, encouraged by the French, began raiding British frontier settlements.

In an effort to keep the British from expanding into the Ohio River valley, the French began to build a chain of new forts from the St. Lawrence River to the Mississippi River in the early 1750s. But the British crown had already claimed this region. One of these French forts, Fort Duquesne, was built near Pittsburgh — an area that the British said belonged to their Virginia colony. In late 1753, the British governor of Virginia sent a twenty-one-year-old surveyor named George Washington to Fort Duquesne to tell the French to leave the area.

When the French refused to go, the governor sent Washington back with a small militia force of about 150 men. Washington and his men fired on the French patrol unsuccessfully. The Virginians were forced to retreat, but they received authorization to build a fort nearby — a crude fortress they named Fort Necessity. A large French force soon surrounded Fort Necessity, trapping Washington and his soldiers inside. A third of the Virginians were killed, and Washington was forced to surrender and return to Virginia with the message that the Ohio Territory belonged to the French. This clash marked the beginning of the French and Indian War.

EVENT

FIRST PHASE OF THE FIGHTING (1754 – 1755)

During 1754 the American colonists managed on their own against the French. Virtually all of the American native tribes decided to ally themselves with the French; only the Iroquois sided with the British. The Iroquois had been enemies of the French since Champlain had sided against the Iroquois in their war with the Huron. Their Indian allies provided a great advantage, but the French in America did suffer

from two major disadvantages: they had to rely on soldiers hired by the French fur-trading companies and they had to rely on food from the homeland. The British American colonies were protected by their own militias and they were able to produce their own food.

On the other hand, the British colonies each had their own government, and they did not always work well together. The French forces had the advantage of being controlled by a single government. Furthermore, French settlements were close together, making them easier to defend.

In 1755, the British sent Major General Edward Braddock to oversee the British colonial forces. Accompanied by George Washington, Braddock and his force of over fourteen hundred men headed to Fort Duquesne in another attempt to oust the French. On their way, Braddock and his men were surprised by a French and Indian ambush and were badly routed. British regiments, trained in the linear European way of combat, found it difficult to win in the forests of America against the French and Indians, who used guerilla tactics. General Braddock himself was mortally wounded near Fort Duquesne, leaving Washington to extricate the British and colonial forces from the wilderness. Once again the French had maintained their control of the Ohio River valley. In the North, however, the British were successful in winning a battle on Lake George and establishing Fort Edward on the Hudson River and Fort William Henry on Lake George in upstate New York.

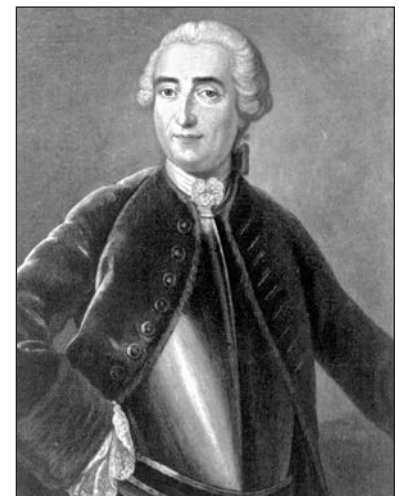
SECOND PHASE OF THE FIGHTING (1756 – 1757)

By 1756 the British and French governments had formally declared war, and the conflict spread from America to the West Indies, India, and Europe. Although the fighting in America became part of a global conflict known as the Seven Years' War, the British were especially determined not to allow the French to become victorious on the battlefield in the New World. The new British commander-in-chief, Lord Loudoun, managed the war effort closely, demanding exact counts of soldiers and money from the colonies. American colonial assemblies began to refuse to cooperate with the British.



**Major General
Edward Braddock**

Line drawing courtesy of Amy Pak



General Louis Montcalm

*Library of Congress, Prints and Photographs
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General Jeffrey Amherst

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General James Wolfe

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Although the French were outnumbered almost two to one by the British and the colonials, they dominated the battlefield during this phase of the war. In 1756, the British were soundly defeated by the French under General Louis Montcalm at Fort Oswego on Lake Ontario in upstate New York. Following the battle, Montcalm was horrified to discover that their Indian allies had killed many wounded British soldiers, taken scalps, and made slaves of other captives. In 1757, the British soldiers at Fort William Henry surrendered to Montcalm and his men, who promised them safe passage back to England. Again, the Native Americans fighting with the French massacred more than 180 British soldiers and took over 300 captive. This battle and the massacre that followed were portrayed by James Fenimore Cooper in *The Last of the Mohicans*.

THIRD PHASE OF THE FIGHTING (1758 – 1763)

The tide began to turn in favor of England in 1758 when Lord William Pitt came out of retirement to direct the British war effort. Under Pitt's guidance, the British began adapting their war strategies to the landscape and terrain of the American frontier. Pitt eventually began to give the American colonists greater independence in pursuing the war effort, which increased their cooperation and enthusiasm. He promised payment to them in proportion to their support of the war and gave colonial assemblies control over recruitment. Thousands more British soldiers were sent to America to fight, and British generals Jeffrey Amherst and James Wolfe began to score victories in battles. Meanwhile, the French were beginning to be abandoned by many of their Native American allies.

In July 1758, the French fortress of Louisbourg on Cape Breton Island was captured by Amherst and Wolfe and their forces. This victory gave the British control of the Bay of St. Lawrence. Then British and American forces burned Fort Duquesne before retreating north. In the same year, British troops captured Fort Frontenac on Lake Ontario, which was the main supply center for French forces in the Great Lakes region. With this victory, the British were able to completely cut off the French troops from reinforcements of men, food, and weapons.

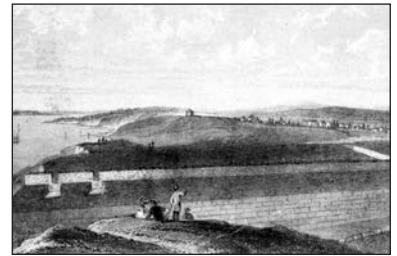
During the next year of fighting, the British captured Fort Niagara, which completed their domination of the Great Lakes area. A British expedition led by General Amherst also seized Fort Ticonderoga and Crown Point, opening British passage to Montreal. Another British group, commanded by General Wolfe, sailed up the St. Lawrence River. Just outside the French city of Quebec, the British met the French in battle on the rainy morning of September 13, 1759. The French suffered a massive defeat in a dramatic uphill attack by the British. General Wolfe and the French general Montcalm were both killed. Quebec, the strongest French fortress in Canada and the lynchpin of French power in North America, fell into England's dominion.

By September of 1760, the British controlled the American frontier. The French army had formally surrendered to General Amherst in Montreal and to Major Robert Rogers at Fort Detroit, the last two French strongholds in America. Although scattered fighting would continue for the next few years in Canada, basically the war in America was over. The Seven Years' War continued elsewhere for several more years, with Spain becoming involved against the British early in 1762. However, strong British sea power completely destroyed any hopes of a French victory.

TREATY OF PARIS

The treaty ending the French and Indian War was signed in Paris on February 10, 1763. The Treaty of Paris, which also ended the European Seven Years' War, gave all of North America east of the Mississippi River, except for New Orleans, to England. The French turned over their claim to New Orleans and the lands west of the Mississippi to Spain as compensation for Spain's surrender of Florida to the British.

Although the war with the French was over, the British continued to fight with Native Americans over land claims. Shortly after the Treaty of Paris was signed, Pontiac's Rebellion flared up. Many of the battlefields were the same as those in the French and Indian War (Forts Pitt, Niagara, Detroit). The Indians, however, were already exhausted by years of fighting, and they capitulated to the British in



The Plains of Abraham

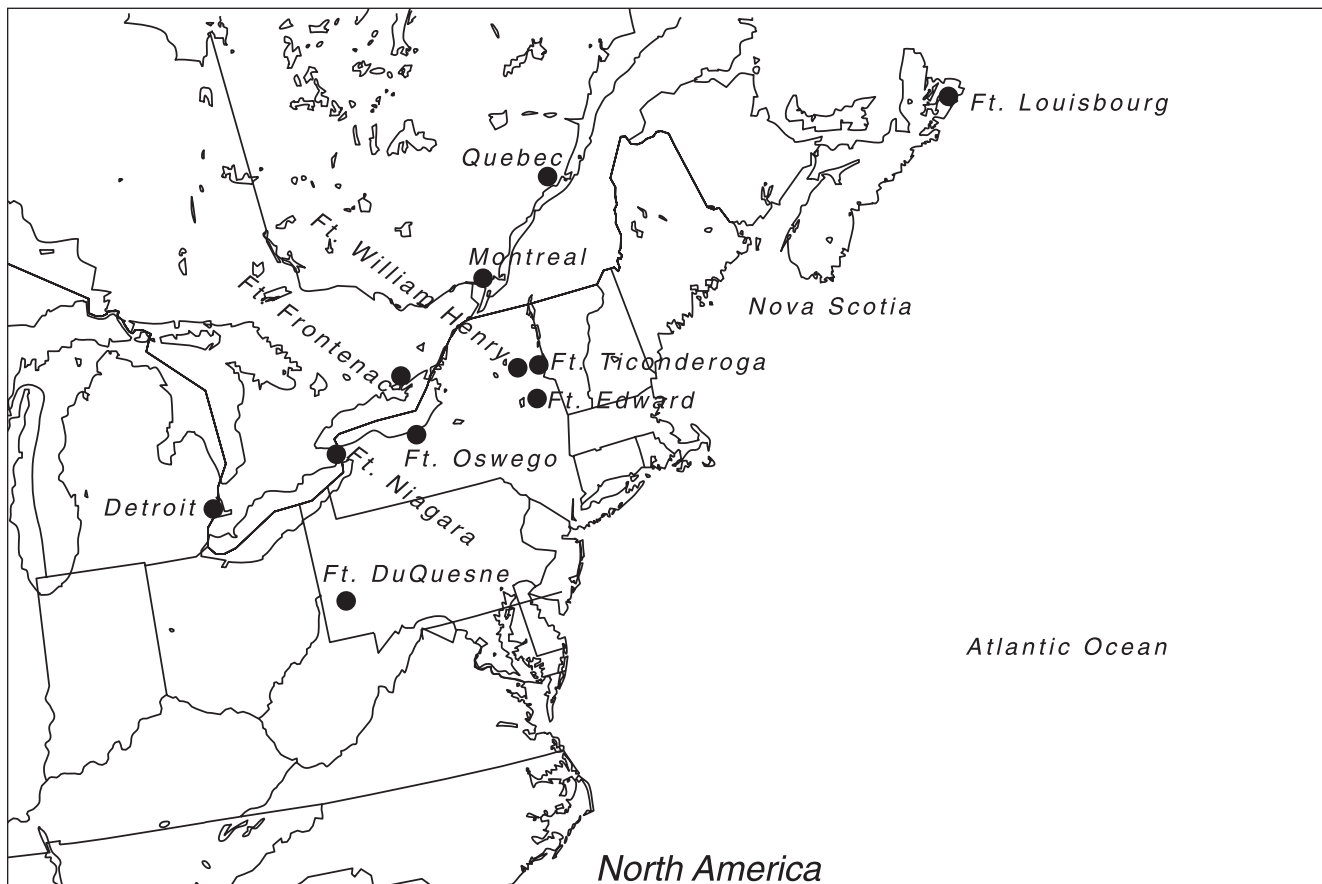
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1765. Although conflict ceased for a time, enmity between Native Americans and the British in America would be an ongoing problem for many years to come.

RESULTS OF THE WAR

The French and Indian War effectively ended French political and cultural influence in most of North America. The British gained massive amounts of land, greatly strengthening their hold on the continent, and established their commercial and naval supremacy. However, war expenses and increased military costs following the war led the British Parliament to levy the first direct taxes it had ever imposed on the American colonies (they had levied a limited number of external

Significant French and Indian War battlesites



taxes or trade duties in the past). This action, along with other restrictive measures, played a major role in the worsening relationship between England and her colonies, which would eventually lead to the Revolutionary War.

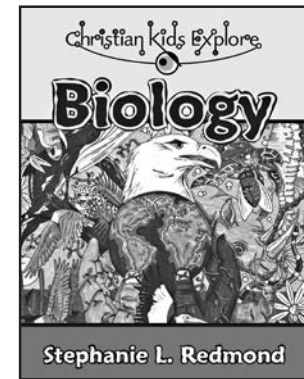
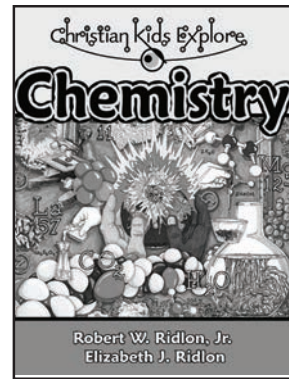
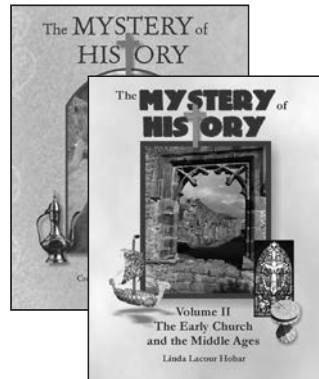
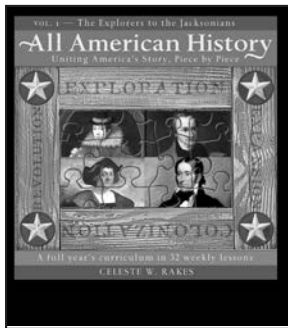
For the first time, American colonists had united together against a common enemy. This unifying experience established George Washington as the first American war hero. The colonial militiamen fighting in the war had seen themselves as volunteers in a “people’s army,” in contrast to the British army, which they considered to be coercive and authoritarian. The battle experience that these American fighting men gained would prove beneficial when the time came for them to fight England for their independence.

IMPACT

- The French and Indian War, a colonial extension of the Seven Years’ War, pitted the British against the French, who were allied with most Native Americans tribes, in a struggle that decided which European power would control North America.
- Although the French dominated the fighting during the early years of the war, England became victorious when they adapted their war strategies to the terrain of the American frontier and succeeded in gaining the cooperation and support of the colonial assemblies.
- The Treaty of Paris of 1763 (ending the French and Indian War) established England’s supremacy in North America. However, expenses from the war greatly increased England’s debt, leading to the levying of taxes on the American colonists — a move that contributed to the deterioration of England’s relationship with her colonies and eventually to the outbreak of the American Revolution.

- The French and Indian War united the American colonies for the first time against a common enemy. George Washington was established as the first American hero, and the battle experience gained in this war would prove helpful to the colonists when they fought England for their independence.

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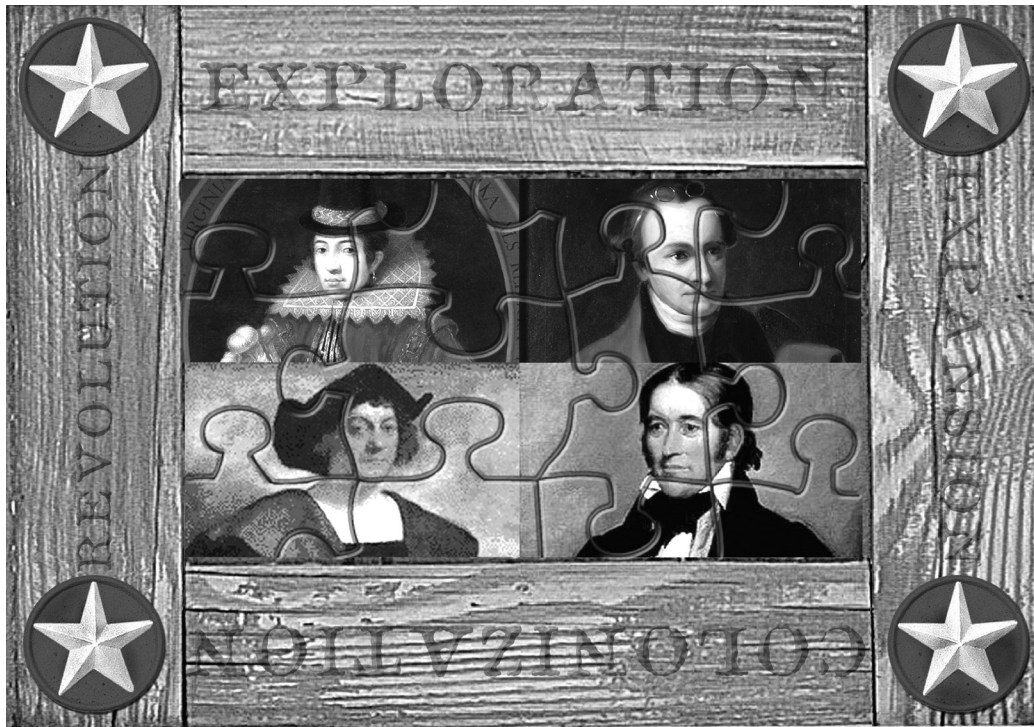
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Published by Bright Ideas Press
Dove, DE | Vero Beach, FL
www.BrightIdeasPress.com

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ISBN: 978-1-892427-68-7 (Volume I Student Reader)
ISBN: 978-1-892427-88-5 (Volume I Companion Guide)

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The publisher wishes to thank Melissa E. Craig for compiling the unit book lists.

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INTRODUCTION

How Do I Get the Most from This Curriculum?

INTRODUCTION

All American History Volume I is organized into thirty-two lessons, each of which is designed to provide a week's worth of instruction. An additional four weeks (one at the end of each unit) can be devoted to unit reviews, field trips, and/or completion of special projects. *All American History's* unique features include:

- ☐ Adaptability for both younger students and high school students
- ☐ Both hands-on activities and strong, challenging content
- ☐ Emphasis on social *and* cultural history
- ☐ Interactive forms to be used while reading and teaching the lessons
- ☐ Context provided for each lesson in the Atmosphere section of each lesson
- ☐ Weekly summation of the important points of each lesson

How Do I Use THE STUDENT READER?



The *Student Reader* is designed to be used in tandem with the *Companion Guide*. Whether the student reads the lesson in the reader independently or has the material taught or explained to him by a teacher, he should be encouraged to work on that lesson's corresponding *forms* (not the For Review or For Further Study questions) in the *Companion Guide* as he processes the information in the reader. Completing these forms while being introduced to the material in the *Student Reader* provides practice in "note-taking" and helps the student analyze and retain the material better. In the section "How Do I Use This Curriculum with My Co-op?" below, you will find more details concerning how to present the lessons in the reader to students with auditory and kinesthetic learning styles. A strong reader should not struggle with mastering the information in the *Student Reader* and the accompanying pages in the *Companion Guide*.

How Do I Use THE COMPANION GUIDE?



This *Companion Guide* is a tremendous resource, and the wealth of ideas that make this curriculum complete, memorable, and fun can **ONLY** be found in this *Companion Guide*. It includes the following components, which will be discussed in greater detail below under the "Detailed Instructions" heading:

- | | |
|--|--|
| ☐ For Review Forms | ☐ Project Possibilities |
| ☐ Unit Checklists | ☐ Family Activity Ideas |
| ☐ Mapwork | ☐ Book List |
| ☐ Further Study Questions (And Answers) | ☐ Review Forms |
| ☐ Review Games | ☐ Test Packets |
| ☐ Timeline | ☐ Reproducibles |

HOW DO I USE THIS CURRICULUM WITH FIFTH — EIGHTH GRADE STUDENTS?



This curriculum was created to be used with middle school/junior high students (fifth–eighth graders). However, students in these grades possess a wide range of abilities and a variety of learning styles. The older and more capable the student, the more you should expect in terms of comprehension and retention of the information in the *Student Reader*, degree of completion of the *Companion Guide* pages, and tackling of the For Further Study questions. Many students in this grade range have become excellent independent readers, but others still struggle with reading on their own and become easily discouraged without verbal interaction and/or hands-on activities. All American History was developed to offer learning opportunities to visual, auditory, and kinesthetic learners. Please remember that this is also a high school level course; therefore, be discerning in how much you assign to your fifth–eighth grade student.

HOW DO I USE THIS CURRICULUM WITH HIGH SCHOOL STUDENTS?



All American History, Volume I, is a rich, in-depth course for high school students. For your student to earn an American History high school credit, my recommendations would be to:

- ☐ Assign the majority of the For Further Study questions in the *Companion Guide*
- ☐ Accomplish some of the Project Possibilities listed in the *Companion Guide*
- ☐ Require the use of some of the optional forms in the *Companion Guide*
- ☐ Make use of the High School Test Packet in the *Companion Guide*

HOW DO I USE THIS CURRICULUM WITH YOUNGER STUDENTS?



Bright Ideas Press has developed a special package to help parents adapt this curriculum for younger students — *All American History Jr.* They include simplified lesson plans, notebooking pages, folderbooks, challenge cards, puzzles, coloring pages, and maps. You can learn more about these materials at BrightIdeasPress.com. If you are using AAH Jr. with younger students, you will not need the *All American History Companion Guide*.

If you decide not to purchase All American Jr., you should still be able to find many activities and projects for younger students in the *Companion Guide*, as well as fun learning experiences for the entire family. It is important for you to realize that the *Student Reader* was not designed to be read word-for-word to younger children (unless they are gifted and working above grade level). However, much of the information in the reader lessons will be very interesting to them if shared in a simple storytelling fashion. The teacher or an older child can re-tell or narrate the lesson to younger students, concentrating on the important people and events and showing them the pictures in the *Student Reader* for that lesson.

You may decide, however, not to narrate the *Student Reader* to your younger students. Rather, you may choose to have them read books related to the topics in the *Student Reader*, while their older sibling(s) are studying the *Student Reader*. For each of the four units, you will find in this Companion Guide lists of individuals for whom you can find biographies. You will also find annotated reading lists for younger, middle, and high school students. If your younger child enjoys reading or being read to, you should easily be able to locate more than enough books from the library to keep him and/or you busy for the eight weeks of each unit. Don't worry about covering all the people and events found in the *Student Reader* and don't worry about whether your reading is perfectly chronological. Just concentrate on making learning history enjoyable; awaken your younger student's appetite for further study of American history in the years ahead.

If a younger child likes to write or do things with his hands, he may enjoy cutting out the images and flags in the *Companion Guide* and placing them on the correct forms while an older sibling completes the forms. (The Reproducibles section of this Companion Guide has all the images for the forms, so you could easily copy some for a younger student.) The younger child doesn't have to fill in all the blanks on the form — just a few of the more important ones. Many younger children would enjoy using colored pencils to draw on the maps found on the back of many of the forms or using a children's atlas to find major places mentioned in the lessons.

The *Companion Guide* also has lesson-by-lesson suggestions on how to adapt the For Further Study questions for use with younger children. Your older students may enjoy sharing with their younger siblings some of the information that they are learning in these projects. Each lesson also has at least one suggested Family Activity. All of these were designed particularly with the younger members of the family in mind.

HOW DO I USE THIS CURRICULUM WITH MY FAMILY?



The first day or two of each lesson should be spent digesting the information found on the week's topic in the *Student Reader*. Older students will probably be able to read and understand the information and complete the corresponding forms in the *Companion Guide* on their own. These forms were intended to be used as the student is reading/hearing the information from the *Student Reader*. (If younger children in the family are included in the unit study, the parent should read carefully the previous section on how to use this curriculum with younger students.)

Following the completion of the lesson's required forms, the student can check to see how well he has mastered the material by tackling the lesson's For Review questions. You will probably also want to add the Timeline Dates (which can be found for each unit in a dedicated section of the *Companion Guide*) to your family timeline.

If your state requires a portfolio, a notebook containing the required forms as well as any additional maps, timelines, and your student's Native American and African American notebooks would make excellent portfolio additions.

The remainder of the week should be devoted to other projects chosen by the student and/or parent. Each of the thirty-two lessons in the *Companion Guide* contains four For Further Study questions related to that week's topic. Some of these projects are research-oriented, whereas others are more hands-on activities. Choose which projects you wish to pursue each week. Providing your junior high student with an opportunity to try his hand at some historical research would be of great benefit to him. If you have younger students, you may choose to use the adaptations of the For Further Study questions created just for them. A high school student should usually do

all four of the For Further Study questions every week. To make your job easier, the information that should be gained from working on these questions is included in the For Further Study answers section. If time does not allow for completion of all four of the For Further Study questions, your student would certainly profit from hearing or reading the brief account of the historical details contained in these For Further Study answers.

If you have children who love to read, supply them with a stack of biographies or historical fiction for each time period from the included Book List. My daughter, who is a voracious reader, read biographies of all the presidents and many other important American historical figures. You might also pick a family read-aloud book for each of the units. Even if your child is not a big reader, try to get him to read at least several books for each eight-week unit. He doesn't have to pick large volumes; I have learned many fascinating historical facts from short biographies and works of nonfiction, and the illustrations and photographs in such books are usually wonderful.

The Companion Guide also contains Project Possibilities that span the entire eight weeks of each unit. If you have younger children or children who enjoy hands-on learning, look specifically at Lessons 15, 16, 31, and 32 and plan opportunities for them to do some cooking, to listen to music, or to look at paintings. There are also a number of hands-on activities scattered throughout the For Further Study questions in each unit. Don't be afraid to let them write a play or videotape a news report or come up with some other creative way to use the information that they are learning. Some of our most precious homeschooling memories as a family resulted from such attempts.

At the end of each eight-week unit you may choose to insert a bonus week before beginning the next unit's lessons. This ninth week could be used for field trips, watching related movies, and finishing projects or adding to notebooks. Planning for this bonus week is a wonderful stress reducer and provides catch-up time if there has been any sickness or other reasons why your student might be behind.

How Do I Use This Curriculum With My Co-op?



The co-op class for which I developed this curriculum met once a week for an hour. During that time period, I shared with the students most of the information found in the *Student Reader* for that week's lesson. I did not read it to them word-for-word. Rather, I attempted to share it with them in a storytelling fashion. Although I didn't memorize the facts of the lesson, I was familiar enough with them that I could tell the story in my own words.

I also tried to make my presentation interactive. Instead of doing all the talking, I came up with questions to get the students involved in discovering some of the information on their own and in forming opinions about what they were learning. I also had them working on their *Companion Guide* forms in class.

As I talked about a president, students were cutting and pasting his picture to his form and filling in the information about him. I discovered that I didn't need to be afraid to let my students do something with their hands while I was telling the story. This multi-sensory approach really seemed to solidify their understanding of the information that I was sharing. Years later, my son can remember almost everything he learned using this hands-on approach.

During our class time, I also brought in many pictures and photographs to make what we were discussing more real to my students. If I had been teaching just my own child at home, I might not have gone to the trouble of doing that. However, for a classroom of students, I made the effort — and it was well worth it. Looking at the

visual depictions of the material that we were studying always raised further questions or provoked other insights, and I ended up learning from my student's reactions to the images. We also did map and timeline work in class.

In some of my co-op classes, we did the For Review questions in the *Companion Guide* together as a class. One group in particular loved doing this. With other groups, I assigned the For Review questions for them to do at home, and then we went over them as a review at the beginning of the next class period. I have also used the unit Review Games found in the Companion Guide — sometimes with teams, depending on the size of the group, and sometimes with the opportunity to earn little treats. This is always a big hit!

During the four days that my co-op students were at home, they were encouraged to choose at least a couple of related projects to work on (either from the lesson's For Further Study questions or from the Project Possibilities listed for the unit in the Companion Guide). In the co-op situation in which I taught, the responsibility for monitoring the students' progress in their work at home was left with their parents. However, I always encouraged my students to bring to class any of their projects that they would like to show me, and I occasionally offered some kind of reward for them to do so. I also planned a special co-op field trip or activity for each of the units.

HOW DO I USE THIS CURRICULUM WITH MY CLASSROOM?



Most of what I shared concerning the co-op classes that I taught would apply in this context as well. The major difference is that you (the classroom teacher) will be supervising the projects that your students work on, rather than their parents at home. You will also have to come up with a means of grading their work. The following are some of the decisions that you will have to make.

- ☐ Will you require your students to do any reading other than that from the *Student Reader*? If so, will you require biographies, historical fiction, nonfiction, or a combination? How much reading will you require them to do, and how much choice will you give them in what they pick to read? How will you hold them accountable for what they read — will you have them write a report, give an oral presentation, do a poster, or create some sort of art project?
- ☐ Will you require your students to construct any of the suggested notebooks — Native American or African American? If so, which ones? Will you assign any creative writing projects? Will they work on these individually or in groups?
- ☐ Will you require your students to do any of the For Further Study questions? If so, how many? Will it be the same number for each lesson?
- ☐ Will you assign the same project(s) to the entire class or will you allow the students to individually choose which of the Project Possibilities they would like to do?
- ☐ Will you plan review games for the class, or does your schedule allow for field trips or special historical days — complete with food and other hands-on activities?
- ☐ Will you give tests on the material? If you desire to do so or are required to do so, the review activities in the *Companion Guide* would provide a rich resource for test questions, or you can use the High School Test packet for older students.

There are dozens of possible combinations of projects and activities that you could choose for your classes. As their teacher, you'll be the best one to determine which activities are chosen and in what order they are accomplished. That said, here are two possible schedules:

OPTION ONE

(for classes that meet five days a week)

- ☐ Monday — Students read to themselves from the *Student Reader* and/or participate in teacher-led discussion of the information contained in the *Student Reader* along with work on the corresponding forms (including maps) in the *Companion Guide*
- ☐ Tuesday — Timeline Dates and the For Review questions
- ☐ Wednesday — Reading day (allowing them time to read supplemental books relating to the time period for that unit or lesson)
- ☐ Thursday — For Further Study questions and Review Games
- ☐ Friday — Testing day (if you are required to test) and/or more supplemental reading time

OPTION TWO

(for classes that meet three days a week)

- ☐ Monday — Students read to themselves from the *Student Reader* and/or participate in teacher-led discussion of the information contained in the *Student Reader* along with work on the corresponding forms (including maps) in the *Companion Guide* and adding Timeline Dates
- ☐ Wednesday — For Review questions, additional reading, begin For Further Study questions
- ☐ Friday — Finish For Further Study questions, additional reading, and/or Review Games, testing day (if required)

Detailed Instructions

FOR REVIEW FORMS

The For Review Forms are not optional. These forms were intended to be used as the student is reading/hearing the information from the *Student Reader*. (If younger children in the family are included in the unit study, the parent should read carefully the previous section on how to use this curriculum with younger students.)

Filling out the forms designed for each lesson will not only improve the student's understanding and retention of the material he has read (or been taught), but it will also provide him with additional information not found in the *Student Reader*. The For Review questions for each lesson (found after the forms in the *Student Activity Book*) were also carefully crafted to ensure that the student has mastered the important information for that lesson.

The images required to complete these forms (including the Colonial Hall of Fame) can be found in the Reproducibles: Portraits and Flags section of this *Companion Guide*. Cut and paste them in the appropriate squares. (The corresponding lesson number is in each square.)

REPRODUCIBLES AND OPTIONAL FORMS



There are fourteen additional forms that may be photocopied repeatedly. Filling in the Notebook Timeline form is one option for your student to use in creating a timeline. The other forms can guide your student in doing additional research and/or creating notebooks. The Optional Forms include:

- | | |
|--|--|
| ☐ Notebook Timeline | ☐ Revolutionary War Battle |
| ☐ Native American Tribe | ☐ War of 1812 Battle |
| ☐ Native American | ☐ Mexican War Battle |
| ☐ African American | ☐ Colonial Family Life/Clothing |
| ☐ European Explorer | ☐ Colonial Culture |
| ☐ American Colony | ☐ Nineteenth Century Family Life/Clothing |
| ☐ United States President | ☐ Nineteenth Century Culture |

The images and flags to be glued onto these forms are all included in the reproducibles section of the *Companion Guide*. These images are in the exact order that they will be used. The flags should be colored in, using the appropriate colors for each country. However, your student also has the option of printing color flags to use. You can download these color flags from www.BrightIdeasPress.com. Please note that I have chosen to use current flags to represent the countries that were involved in wars and not historical flags of those countries, unless no current flag exists. This was done solely for ease of visual identification.

MAPS



There is a map on the back of most of the required *Companion Guide forms*. Almost all of these maps are to be completed to match the corresponding maps in the *Student Reader*. Directions for completing the maps can be found on the map itself, and more details can be found in the Teaching Resources: Map Work section.. However, maps on the back of the president forms and the states and capitals review maps are to be completed using different directions, which can be found under "Special Form Considerations" below.

A legend box has been included on each of the maps so that your student can choose colors and/or patterns to express information as desired. Additional blank maps might be helpful for reviewing the location of cities and countries, states and capitals practice, and illustrations for optional For Further Study questions. Blank maps are also handy for younger students who enjoy coloring, for kinesthetic or visual learners, and for students desiring to do more hands-on practice.

Have on hand a good atlas containing a world map and a U.S. map. Be sure to use it to locate each country, colony/state, city, body of water, and battle site mentioned in the *Student Reader* as you read through the lessons.

BOOK LISTS



Books can really make history come to life for students of all ages! We have done the work for you in finding a plethora of books. These extensive, annotated book lists are found in Section Three, listed by unit and then by primary, middle, and secondary grade levels. Enjoy yourself — read aloud with your students as much as reasonably possible. Make a point of finding attractive, well-illustrated books for your visual learners. Find books-on-tape for auditory ones. While none of these books are required, they will add depth to your studies.

TIMELINES



In this *Companion Guide*, Timeline Dates are listed, by unit, in Section Two, Teaching Resources. Section Eight, Images for Required Forms, contains many images that are perfect for timelines, as well as for the optional Notebook Timeline form.

Timelines are especially useful for:

- ☐ Seeing the events of history in a graphically organized fashion
- ☐ Seeing the events of history at a glance
- ☐ Seeing relationships between people, places, and events
- ☐ Making an abstract concept concrete
- ☐ Visual learners
- ☐ Kinesthetic learners as they construct their timeline
- ☐ Reinforcing the information being studied

There are a number of methods for recording timelines. Here are a few examples:

- ☐ On strips of paper along a wall
- ☐ On poster board or science project boards
- ☐ On a laminated Timeline of World History
- ☐ On index cards

Another option (especially appealing to older students) is to have the student create a notebook-style timeline. To that end, we have included in this *Companion Guide* a notebook-style timeline form. An extremely useful website for seeing photos of a variety of timeline styles is www.HomeschoolInTheWoods.com by Amy Pak, whose illustrations are used in *All American History, Volumes I and II*.

Additional Resources

ATLASES, MAPS, AND TIMELINES



All of the following atlases and map resources are recommended by Bright Ideas Press.

ATLASES

Choose the ones that are right for your students. Both a world and USA atlas are necessary.

- ☐ Rand McNally *Atlas of World Geography* (Grades 6–12)
- ☐ Rand McNally *Atlas of the United States*
- ☐ Rand McNally *Atlas of American History* (highly recommended for grades 7 and up)

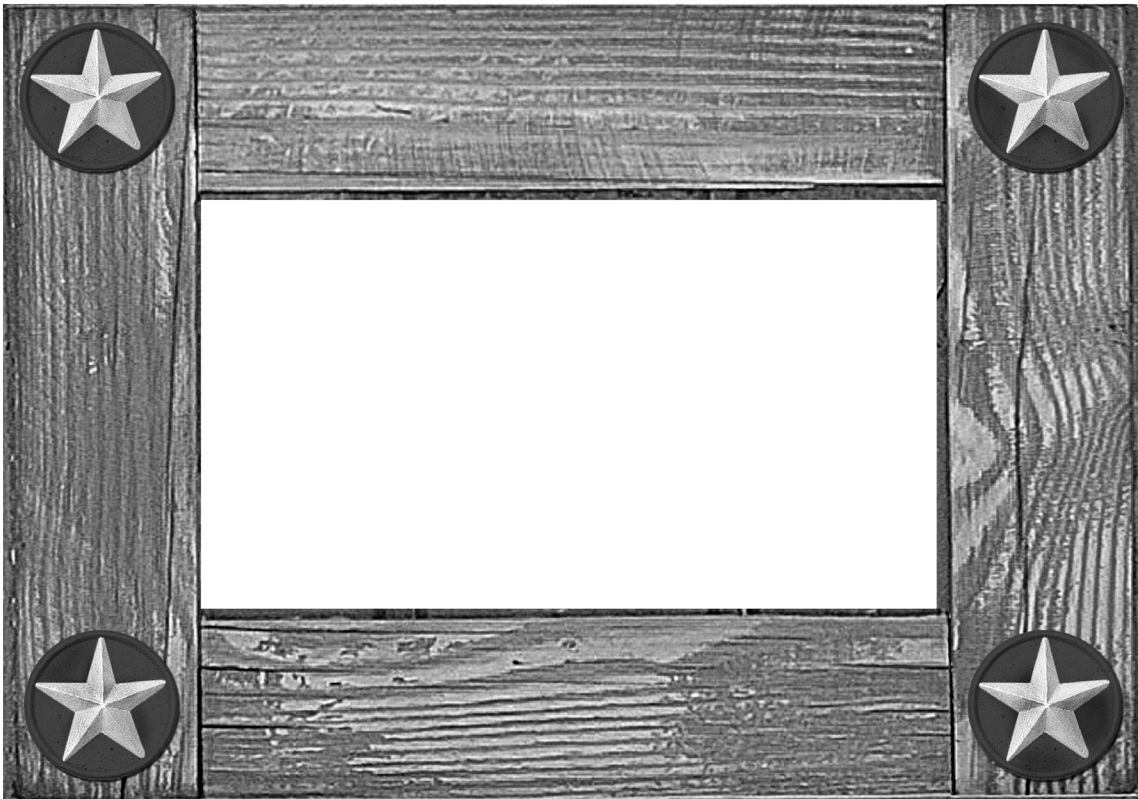
MAPS

- ☐ *WonderMaps* (Bright Ideas Press)
- ☐ Blank, laminated oversized USA outline map
- ☐ Blank, laminated oversized world outline map

TIMELINE RESOURCES

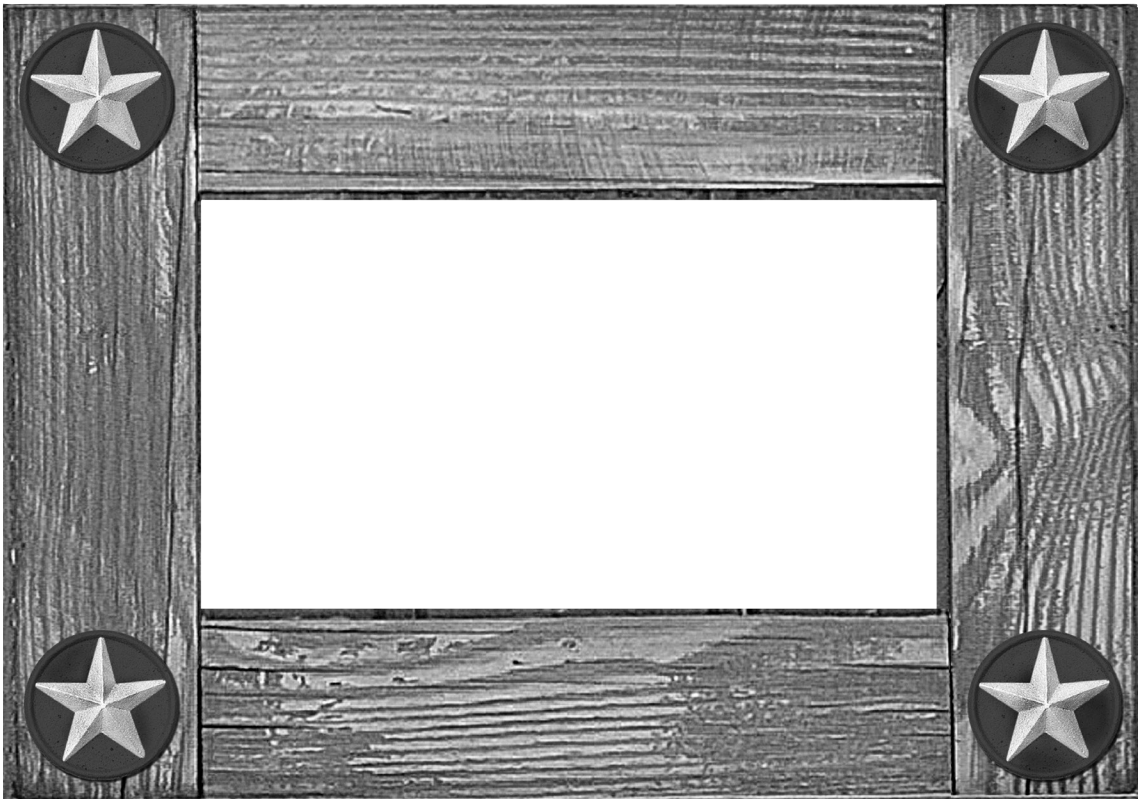
- ☐ *History through the Ages: America's History* timeline figures by Amy Pak — available in both a cardstock version and a CD-Rom version
- ☐ Laminated Timeline of World History

SECTION ONE: TEACHING RESOURCES



TEACHING RESOURCES:

RESOURCES BY UNIT



Unit Two Resources

PROJECT POSSIBILITIES

1. Have your student(s) choose a biography of one or more of these European colonial leaders or Native Americans who lived during the period of colonization.

- ☐ Captain John Smith
- ☐ Powhatan
- ☐ Pocahontas
- ☐ John Rolfe
- ☐ Captain Miles Standish
- ☐ William Bradford
- ☐ Samoset
- ☐ Squanto
- ☐ John Winthrop
- ☐ Massasoit
- ☐ Roger Williams
- ☐ Ann Hutchinson
- ☐ Thomas Hooker
- ☐ Peter Minuet
- ☐ Peter Stuyvesant
- ☐ William Penn
- ☐ Cecil Calvert
- ☐ James Oglethorpe
- ☐ Jonathan Edwards
- ☐ John Peter Zenger

Ask your student(s) to decide the strengths and weaknesses of the European colonist or the Native American and list his or her top three accomplishments.

2. Have your student(s) pick one or more works of historical fiction to read from the Unit Two Book List.

3. Have your student(s) select one or more creative writing projects related to the information you learn concerning the period of colonization. Projects include writing a poem about a colonist or Native American, a journal entry from a day in the life of a colonist or Native American, a newspaper article or a script for a TV news report describing an important

occurrence in one of the colonies, or a drama depicting a significant time in the establishment of one of the colonies.

The drama could be performed for an audience or the TV news report could be performed and videotaped.

Your student(s) can also illustrate the writing project or make a mural depicting the history of one of the colonies.

4. Several of the early colonial settlements (such as Jamestown and Plymouth) have interesting websites to explore. If possible, plan a field trip to visit one of these early settlements in person.

5. If your student(s) is putting together a Native American Notebook, pages could be added to this notebook while studying Lessons 9, 13, and 14 in Unit Two.

6. Have your student(s) put together an African American Notebook. This notebook can span both volumes of *All American History*. As an introduction to this notebook, the student(s) could write a report on the lives of African slaves coming to America during this period of colonization and answer the following questions: Under what conditions did these slaves travel to America? Where did most of them live once they arrived in America? What hardships did they face? Who fought for emancipation of slaves in America during the colonial period?



BOOK LIST REMINDER

See the book list.



TIMELINE DATES

As you study each colony, record the date of its establishment on a timeline.

- ☐ 1607: Jamestown (Lesson 9)
- ☐ 1620: Plymouth (Lesson 10)
- ☐ 1630: Massachusetts Bay (Lesson 10)

- ☐ 1622: New Hampshire (Lesson 11)
- ☐ 1636: Rhode Island (Lesson 11)
- ☐ 1636: Connecticut (Lesson 11)
- ☐ 1626: New York (Lesson 12)
- ☐ 1664: New Jersey (Lesson 12)
- ☐ 1638: Delaware (Lesson 13)
- ☐ 1682: Pennsylvania (Lesson 13)
- ☐ 1634: Maryland (Lesson 14)
- ☐ 1653: North Carolina (Lesson 14)
- ☐ 1670: South Carolina (Lesson 14)
- ☐ 1732: Georgia (Lesson 14)



MAPMAKING REMINDER

Directions for completing the map forms can be found in Section Four of this *Teacher's*

Guide.



REVIEW GAMES

For long-term usage and durability, you may wish to either photocopy the images onto cardstock or glue them to a piece of poster board before cutting them out. All of the images, icons, and flags from the *Student Activity Book* have been included in this book for your use.

1. Cut out a picture of each of the key figures from the period of colonization, the flags of the colonizing nations, and the motivation for founding icons. Have students review by placing each of the proper figures on a large outline map of the colonies. For example: On Pennsylvania, the student would place a picture of William Penn, an English flag, and the religious motivation icon (the cross).

2. Trace an outline of each of the colonies onto the front of index cards. Glue the key figure images, motivation icons, and flags of the colonizing nations onto the backs. Use them for review as flash cards.



FAMILY ACTIVITY IDEAS

LESSON 9

- ☐ Dress up as a Native American. Here are directions for an easy and fairly durable fake leather to use for vests, moccasins, etc. It makes a great miniature tee-pee, too! All you need are brown grocery bags, glycerin (from a drug store), and water.
- ☐ Make a solution of 2 parts glycerin to 3 parts water.
- ☐ Cut bags into the size pieces you will need for your project.
- ☐ Crinkle the pieces and dunk them in water. Let dry.
- ☐ Sponge on the solution until the pieces are wet again. Let dry.
- ☐ Learn about birch-bark canoes that Native Americans used. Build your own.

LESSON 10

- ☐ The colonists were very grateful to the Lord for their arrival at Plymouth. If you are studying this lesson in November, take time to learn more about the first Thanksgiving. For what are you thankful? Memorize Psalm 100 or 111.
- ☐ Make an acrostic using the word *thankful* or write a thank-you note to someone special.

LESSON 11

- ☐ Rhode Island is, geographically, the smallest state. Its nickname is the "Ocean State." What is the nickname of your state? What is the nickname of New Hampshire? What about Connecticut? Why do you think that they have these nicknames?

LESSON 12

- ☐ Try a Pennsylvania Dutch recipe, such as this one for baked oatmeal.
 - ☐ 1 cup oil
 - ☐ 2 cups sugar

- ☐ 4 eggs
- ☐ 6 cups rolled oats
- ☐ 4 teaspoon baking powder
- ☐ 4 teaspoon salt
- ☐ 2 cups milk
- ☐ Combine all ingredients, and pour mixture into greased 9 x 13 pan. Bake at 350 degrees for 30 minutes or until firm in the middle. Eat hot or cold, with or without milk.

LESSON 13

- ☐ During this time period, Native American children had more chores and less time to play than you do today, just like the early colonists' children. However, they did have dolls and toys, such as miniature bows and arrows and hand-held ball games. Lenape games for teenagers and adults included kicking football games. Here are two simple games that you can play right now:
 - ☐ Hand Game — guessing game where an opponent has to guess in which hand an object is hidden. Beans, sticks, or other markers are used to keep score.
 - ☐ Moccasin Game — guessing game where an opponent has to guess in which moccasin an object is hidden. Beans, sticks, or other markers are used to keep score. Substitute a pair of sneakers!
- ☐ The Swedes introduced the log cabin to North America, building the first ones in Delaware. Build your own log cabin out of pretzel logs and frosting (yummiier!) or pretzel logs and a hot glue gun (sturdier!).

LESSON 14

- ☐ Watch a children's film version of *Treasure Island*. *Muppet Treasure Island* (rated G) is a fun, not-too-scary one. Discuss what might be realistic in this movie about a pirate's life. How are pirates different from sailors?
- ☐ Here is a Cherokee explanation of the sky that would be interesting to illustrate: The Cherokee

believed that the sun was a young woman who lived in the east. The moon was her brother and lived in the west. One story tells how the Redbird was the daughter of the sun. Eclipses were believed to be caused by a giant frog that lived in the sky and tried to swallow them. The lightning and the rainbow were the clothing of the sons of thunder, who lived far in the west above the sky vault.

Contrast this with your beliefs. Where in the Bible do we learn about the rainbow? Look it up! Draw a picture illustrating this important promise from God.

LESSON 15

- ☐ In colonial days, students learned from a hornbook. Make your own hornbook.
 - ☐ Cut a piece of cardboard in the shape of a paddle.
 - ☐ Cut a piece of paper the size of the big part of the paddle.
 - ☐ Write the alphabet in capital letters, then in lowercase letters.
 - ☐ Paste it onto the paddle
 - ☐ Cover with clear contact paper or plastic wrap.
- ☐ Colonists had to make their own butter from cream. You can churn your own butter. Be sure you have several people around to help. This is simple but tiring! Pour heavy cream into a jar and start shaking. Keep shaking until the cream separates and you are left with butter and buttermilk. See how yummy it is on bread and crackers. Can you imagine doing this in a big churn? Churning butter was often a child's chore.

LESSON 16

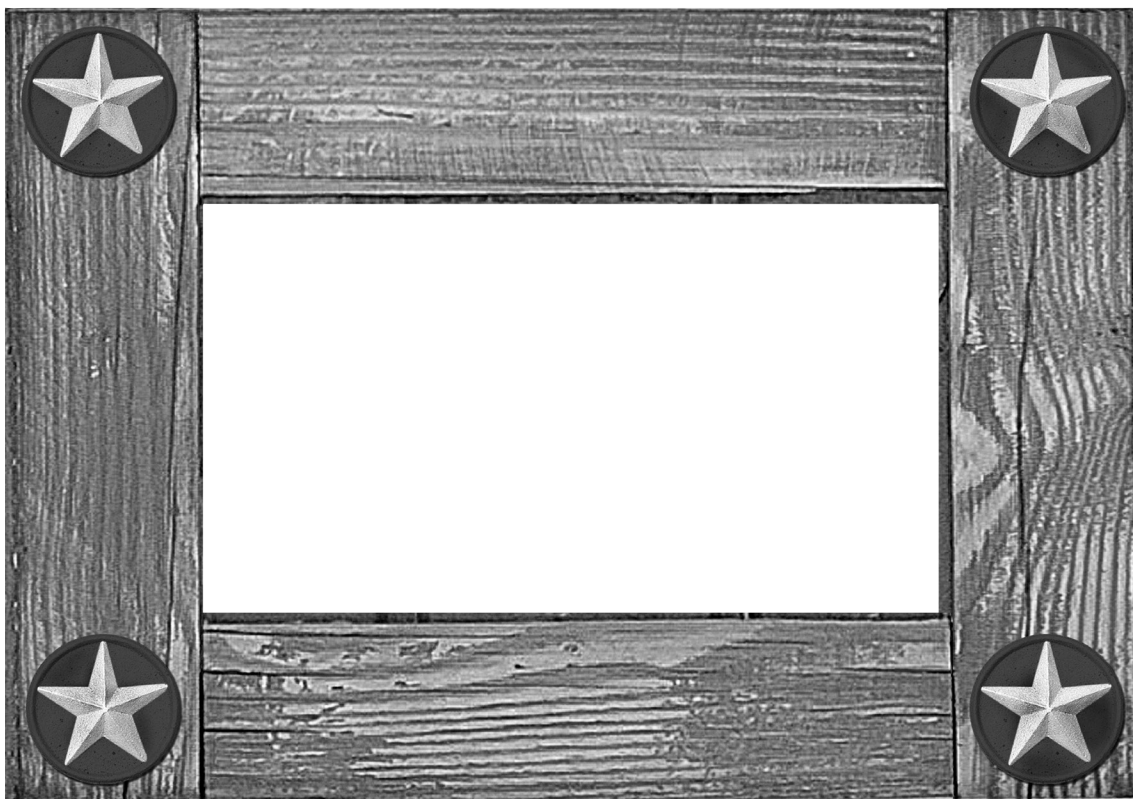
- ☐ Games helped colonial children learn skills that they would need later in life. Games taught children how to aim and throw, how to solve problems, and how to follow directions. Pick

one or more of these games to play: puzzles, hoops, kite flying, jump rope, spinning tops, hopscotch, Jacob's ladder, leap frog, bow & arrow, blind man's bluff, see-saw, string games, marbles, swinging, ice sliding, or pick-up sticks

- ❑ Quilts were very common during this time. Quilts are blankets made from leftover fabrics stitched together into blocks and then sewn together into a specific pattern. Certain patterns were popular and were used over and over again. Do you have a quilt? Look for popular quilt patterns like the "log cabin." Make your own quilt design out of strips of colored paper.

TEACHING RESOURCES:

FAMILY ACTIVITY IDEAS





LESSON 14

- ☐ Watch a children's film version of *Treasure Island*. *Muppet Treasure Island* (rated G) is a fun, not- too-scary one. Discuss what might be realistic in this movie about a pirate's life. How are pirates different from sailors?
- ☐ Here is a Cherokee explanation of the sky that would be interesting to illustrate:

The Cherokee believed that the sun was a young woman who lived in the east. The moon was her brother and lived in the west. One story tells how the Redbird was the daughter of the sun. Eclipses were believed to be caused by a giant frog that lived in the sky and tried to swallow them. The lightning and the rainbow were the clothing of the sons of thunder, who lived far in the west above the sky vault.

Contrast this with your beliefs. Where in the Bible do we learn about the rainbow? Look it up! Draw a picture illustrating this important promise from God.

LESSON 15

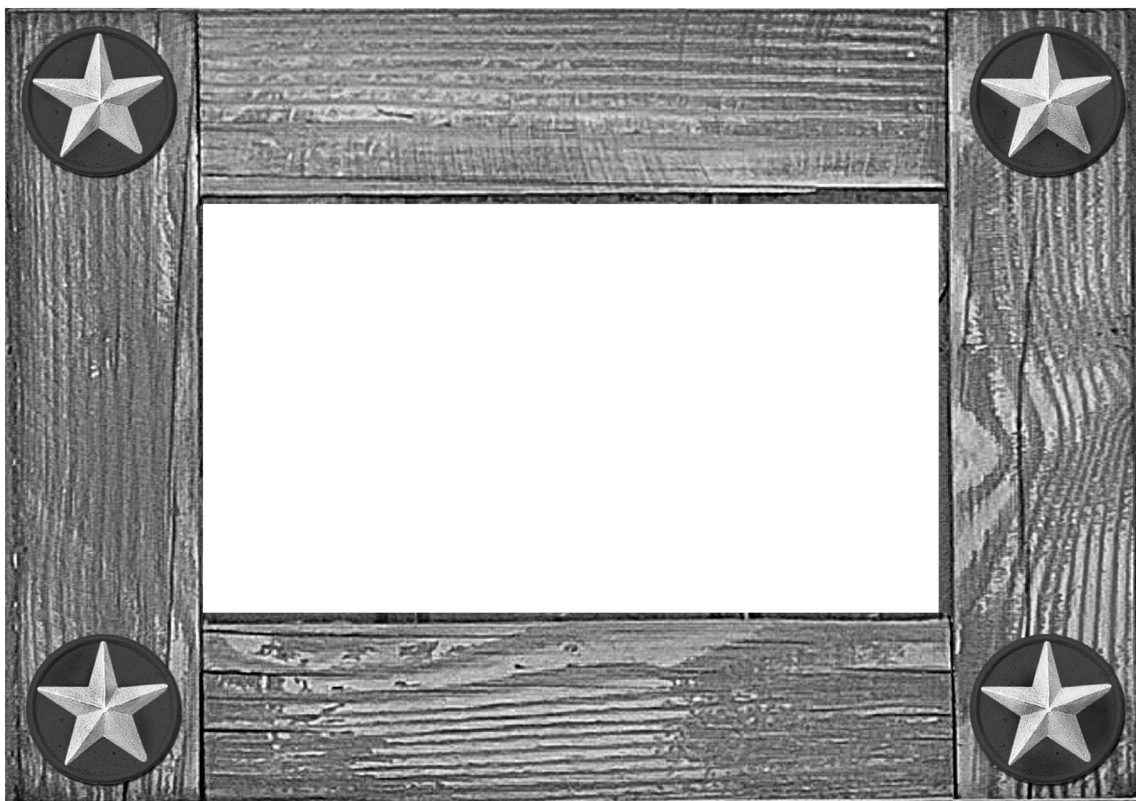
- ☐ In colonial days, students learned from a hornbook. Make your own hornbook.
 - ☐ Cut a piece of cardboard in the shape of a paddle.
 - ☐ Cut a piece of paper the size of the big part of the paddle.
 - ☐ Write the alphabet in capital letters, then in lowercase letters.
 - ☐ Paste it onto the paddle
 - ☐ Cover with clear contact paper or plastic wrap.
- ☐ Colonists had to make their own butter from cream. You can churn your own butter. Be sure you have several people around to help. This is simple but tiring! Pour heavy cream into a jar and start shaking. Keep shaking until the cream separates and you are left with butter and buttermilk. See how yummy it is on bread and crackers. Can you imagine doing this in a big churn? Churning butter was often a child's chore.

LESSON 16

- ☐ Games helped colonial children learn skills that they would need later in life. Games taught children how to aim and throw, how to solve problems, and how to follow directions. Pick one or more of these games to play: puzzles, hoops, kite flying, jump rope, spinning tops, hopscotch, Jacob's ladder, leap frog, bow & arrow, blind man's bluff, see-saw, string games, marbles, swinging, ice sliding, or pick-up sticks
- ☐ Quilts were very common during this time. Quilts are blankets made from leftover fabrics stitched together into blocks and then sewn together into a specific pattern. Certain patterns were popular and were used over and over again. Do you have a quilt? Look for popular quilt patterns like the "log cabin." Make your own quilt design out of strips of colored paper.

TEACHING RESOURCES:

PROJECT POSSIBILITIES





Unit 2

1. Have your student(s) choose a biography of one or more of these European colonial leaders or Native Americans who lived during the period of colonization.

- | | | |
|---|---|--|
| ☐ Captain John Smith | ☐ Squanto | ☐ Peter Stuyvesant |
| ☐ Powhatan | ☐ John Winthrop | ☐ William Penn |
| ☐ Pocahontas | ☐ Massasoit | ☐ Cecil Calvert |
| ☐ John Rolfe | ☐ Roger Williams | ☐ James Oglethorpe |
| ☐ Captain Miles Standish | ☐ Ann Hutchinson | ☐ Jonathan Edwards |
| ☐ William Bradford | ☐ Thomas Hooker | ☐ John Peter Zenger |
| ☐ Samoset | ☐ Peter Minuet | |

Ask your student(s) to decide the strengths and weaknesses of the European colonist or the Native American and list his or her top three accomplishments.

2. Have your student(s) pick one or more works of historical fiction to read from the Unit Two Book List.

3. Have your student(s) select one or more creative writing projects related to the information you learn concerning the period of colonization. Projects include writing a poem about a colonist or Native American, a journal entry from a day in the life of a colonist or Native American, a newspaper article or a script for a TV news report describing an important occurrence in one of the colonies, or a drama depicting a significant time in the establishment of one of the colonies.

The drama could be performed for an audience or the TV news report could be performed and videotaped.

Your student(s) can also illustrate the writing project or make a mural depicting the history of one of the colonies.

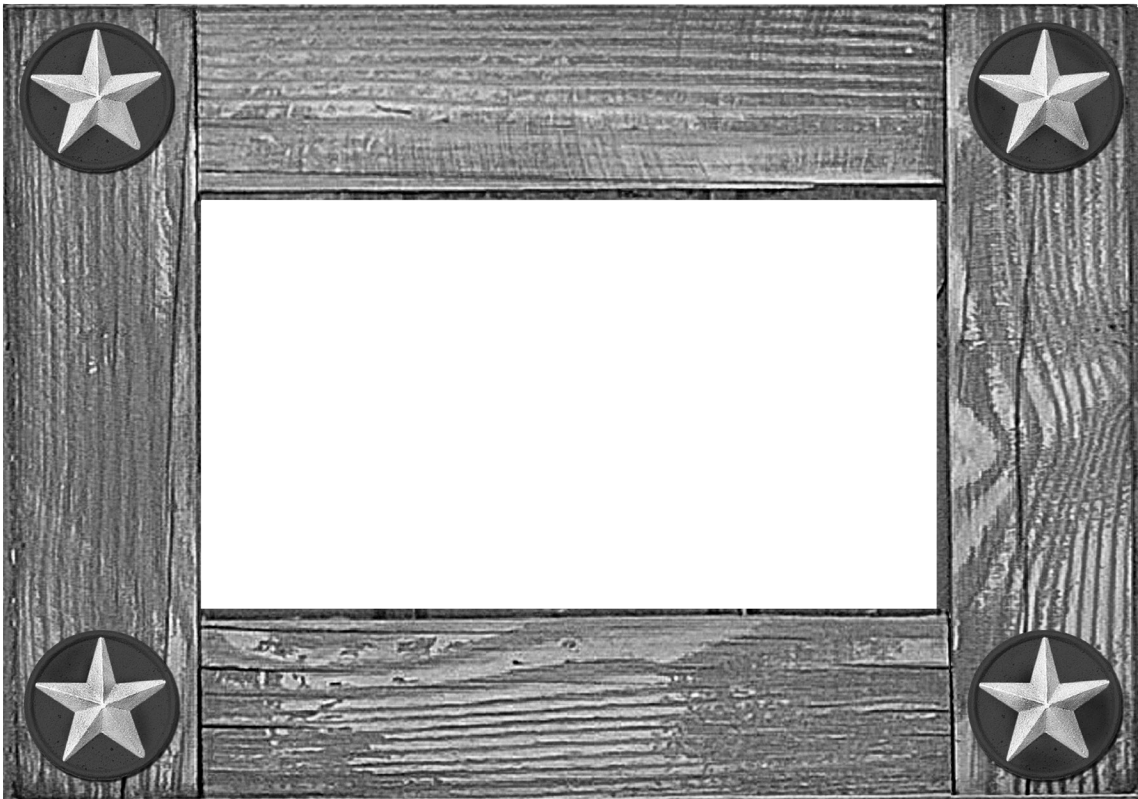
4. Several of the early colonial settlements (such as Jamestown and Plymouth) have interesting websites to explore. If possible, plan a field trip to visit one of these early settlements in person.

5. If your student(s) is putting together a Native American Notebook, pages could be added to this notebook while studying Lessons 9, 13, and 14 in Unit Two.

6. Have your student(s) put together an African American Notebook. This notebook can span both volumes of *All American History*. As an introduction to this notebook, the student(s) could write a report on the lives of African slaves coming to America during this period of colonization and answer the following questions: Under what conditions did these slaves travel to America? Where did most of them live once they arrived in America? What hardships did they face? Who fought for emancipation of slaves in America during the colonial period?

TEACHING RESOURCES:

REVIEW GAMES





For long-term usage and durability, you may wish to either photocopy the images onto cardstock or glue them to a piece of poster board before cutting them out. All of the images, icons, and flags from the *Student Activity Book* have been included in this book for your use.

Unit 1

1. Cut out pictures of each country's flag and each explorer used in Unit One. Place each flag on a table, leaving space beneath it. See if your student(s) can place pictures of the explorers who sailed for that country under each flag. (Note: As some explorers did exploration for more than one country, you will need additional copies of those pictures.)

2. Locate the descriptions of the explorers in the Unit One Final Review. Make a copy of these descriptions. Cut out each description separately, and then mix up the entire set of explorers and their descriptions. See if your student(s) can match up the picture of each explorer with his description.

All of these reviews can be done during each of the lessons of Unit One. Just keep adding flags, pictures of explorers, and/or descriptions as you study them each week or use them as a final review.

Unit 2

1. Cut out a picture of each of the key figures from the period of colonization, the flags of the colonizing nations, and the motivation for founding icons. Have students review by placing each of the proper figures on a large outline map of the colonies. For example: On Pennsylvania, the student would place a picture of William Penn, an English flag, and the religious motivation icon (the cross).

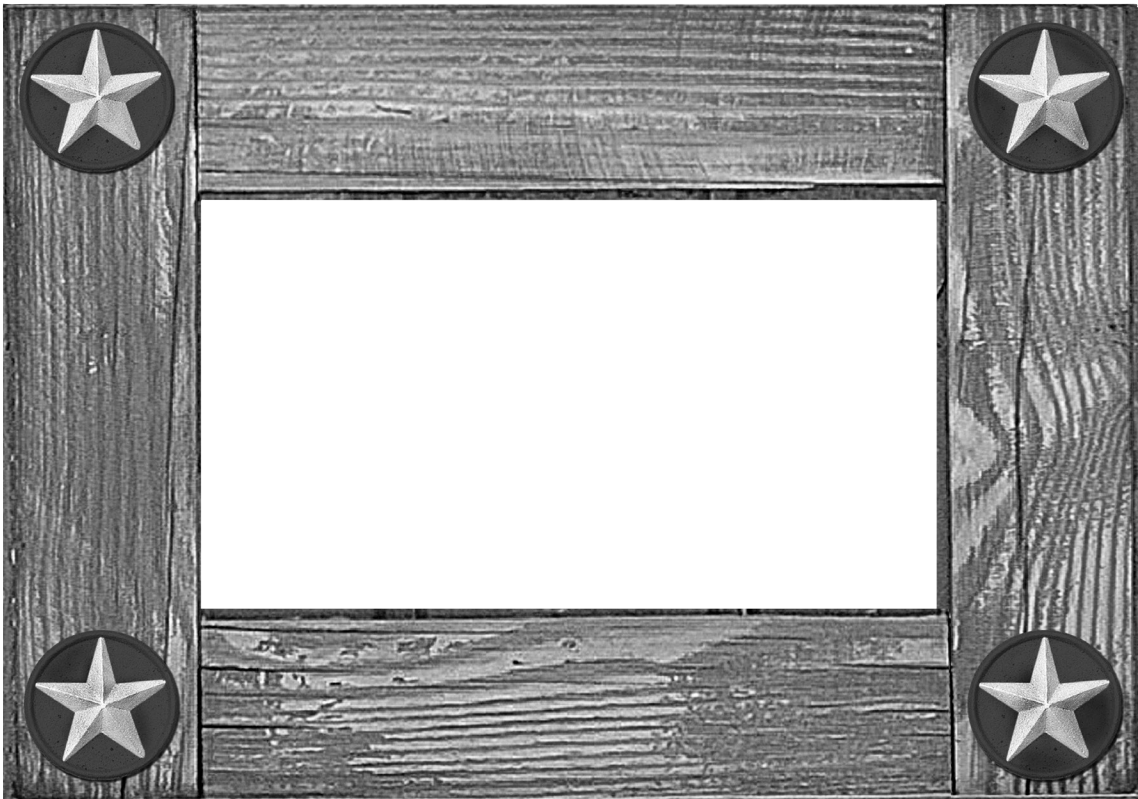
2. Trace an outline of each of the colonies onto the front of index cards. Glue the key figure images, motivation icons, and flags of the colonizing nations onto the backs. Use them for review as flash cards.

Unit 3

1. Cut out the twelve Steps to War. See if your student(s) can remember all the steps in chronological order, laying them out one by one.

2. Locate the descriptions of individuals from the Colonial Hall of Fame in the Unit Three Final Review. Make a copy of the descriptions. Cut out each description that has a matching picture in the Colonial Hall of Fame. Glue the descriptions to one side of an index card. Write the person's name and glue their pictures to the other and use them as flash cards for review. This review can be done during all of the lessons of Unit Three. Just keep adding pictures of individuals and descriptions to your collection of flash cards as you study them each week

TEACHING RESOURCES:
BOOK LIST





Unit Two



PRIMARY (K–4)

On the Mayflower by Kate Waters. Photographed in full color on board the **Mayflower II**, this is a dramatic portrayal of the voyage of 1620. Part of a series of books done in conjunction with Plymouth Plantation; they are very historically accurate.

Sarah Morton's Day and **Samuel Eaton's Day** by Kate Waters. These two books are perfect for your youngest students. They both provide an accurate look at a day in the life of a pilgrim girl and boy.

Three Ships Come Sailing by Gilchrist Waring. A young child's story of our country's birthplace, the settlement at Jamestown in Virginia.

Three Young Pilgrims by Cheryl Harness. When Bartholemew, Mary Allen, and Remember arrived in the New World, they never imagined life would be so hard. Beautiful illustrations add to the appeal of this book.

The If You... series for young students is published by Scholastic. These delightful books give readers an understanding of daily life for each period of history. The illustrations are colorful and often add humor to the text — **If You Sailed on the Mayflower in 1620** and **If You Lived in Colonial Times**.

Eating the Plates: A Pilgrim Book of Food and Manners by Lucille Recht Penner. From their trip on the **Mayflower** to their settlement at Plymouth, the author gives you a glimpse of what the pilgrims ate to survive. Their quest for food was ongoing and often distasteful. Here we get a picture of daily pilgrim life through food: what they ate, how they acquired it, raised it, prepared it, and served it. A "Pilgrim Menu" is included in the back.

Pocahontas and the Stranger by Clyde Robert Bulla. A re-telling of the story of the Indian princess who befriended the colonists and saved Captain John Smith's life.

Pocahontas by Ingri and Edgar d'Aulaire. Another in the series of outstanding biographies from the d'Aulaires. Full of beautiful illustrations, interesting text, and facts about this well-known Indian princess.

The Courage of Sarah Noble by Alice Dagliesh. Eight-year-old Sarah journeys into the wilderness with her father and ends up living alone with Indians. Based on a true story.

The Matchlock Gun by Walter D. Edmonds. In 1756, New York was still a British colony, and the French and Indians were constant threats to Edward and his family. When Edward's father was called away to watch for a raid from the north, only Edward was left to protect his mother and sister.

The Cabin Faced West by Jean Fritz. Anne is lonely when her family moves to the Pennsylvania frontier until a special evening when a stranger comes to dinner.

The Thanksgiving Story by Alice Dalgliesh. A Caldecott Honor book, this book tells the tale of the voyage on the **Mayflower**, the settlement at Plymouth, and the first Thanksgiving Day celebration.



MIDDLE (5–8)

The Mayflower Secret by Dave and Neta Jackson. In this Trailblazer book, thirteen-year-old Elizabeth Tilly and her family are leaving England for the New World. Join in the adventure of their ocean crossing and settling in the new colony.

Our Strange New Land: Elizabeth's Jamestown Colony Diary by Patricia Hermes. Part of the My America series, this book is written in a diary format. The stories draw you in as Elizabeth explains her family's hardships as they settle in the first English colony in the New World, Jamestown. Students will get a vivid picture of life in the Jamestown colony.

The Starving Time: Elizabeth's Diary, Book Two, Jamestown, Virginia, 1690 by Patricia Hermes. As the title mentions, this is a continuation of Elizabeth's diary. Here we see the colony continuing to suffer through disease and lack of food. Elizabeth remains brave and hopes that her brother will arrive soon.

Squanto, Friend of the Pilgrims by Clyde Robert Bulla. This Scholastic biography tells how Squanto went across the great sea, only to return and find his family and village gone. However, he finds that new people, the Pilgrims, have come across the great sea.

The Double Life of Pocahontas by Jean Fritz. Here we read what happened after Pocahontas saved John Smith's life. Her marriage to an Englishman and her travels to England and Europe fill the pages of this well-told story.

Pilgrim Voices: Our First Year in the New World by Connie and Peter Roop. Based on the Pilgrim's own journals, this is an exciting and dramatic account of their voyage on the **Mayflower**, settling the land, meeting the Indians, enduring the hardships of illness and hunger through the winter, and more.

The Sign of the Beaver by Elizabeth Speare. This Newbery Award-winning book is about a young white boy who is lost in the Maine wilderness and finds himself rescued by an Indian chief.

The Witch of Blackbird Pond by Elizabeth Speare. A girl who was raised in luxury in the Caribbean struggles to adjust to Puritan New England.

Hostage on the Nighthawk, Introducing William Penn by Dave and Neta Jackson. Another exciting book in the Trailblazer series. This one finds young Theodore Story sailing to America with Governor William Penn. With yellow fever spreading around the ship, will they make it to America?

Amos Fortune: Free Man by Elizabeth Yates. This Newbery Award book tells the story of a young man born the son of a king in Africa, who is captured by slave traders and then works as a slave in colonial Massachusetts. Through all of this, his dream of freedom never dies.

Calico Captive by Elizabeth George Speare. It's 1754, and teenager Miriam Willard and her family are captured by Indians and forced to travel north to Montreal. The family is separated and sold into slavery. Miriam becomes a servant to the wealthy Du Quense family. Will she ever be reunited with her family?

Struggle for a Continent: The French and Indian Wars 1689 – 1763 by Betsy and Giulio Maestro. By the mid-1600s, England, France, Spain, and the Netherlands all had settlements in the New World, and all



had hopes of acquiring more territory. Maps and illustrations throughout the book enhance your understanding of these conflicts.

The Warrior's Challenge by Dave and Neta Jackson. You'll go back to Pennsylvania in 1772, as a group of Moravian Indians are forced to move west. Along the way, they are spotted by Mohegan warriors. This is the story of two young boys making this journey.

History Pockets: Colonial America by Mike Graf & Kathleen McFarren, Evan-Moor Educational Publishers. This book is full of great hands-on activities. For those of you who enjoy making lap books, include these activities in your Lap Book™ instead of the suggested pockets.



SECONDARY (9 AND UP)

The Light and the Glory by Peter Marshall and David Manuel. This book is full of short stories that tell of God's divine plan and intervention in our nation's history. This volume begins with Columbus's voyages and takes you through American colonization, the Great Awakening, the Declaration of Independence, the Revolutionary War, and finally the signing of the U.S. Constitution.

Of Plymouth Plantation by William Bradford, published by Vision Forum. This is a firsthand account chronicled by Governor William Bradford. Learn why they left Europe and about the hardships endured in the journey to settle the New World.

Mourt's Relation: A Journal of the Pilgrims at Plymouth edited by Dwight Heath. Originally printed in 1622 under the title **A Relationship or Journal of the English Plantation settled at Plymouth**, this was the first written account of the Pilgrims' first year in the New World. Written to attract more Europeans to join them, it leaves out the difficulties faced during that first year. Despite that, it provides wonderful insight into daily pilgrim life.

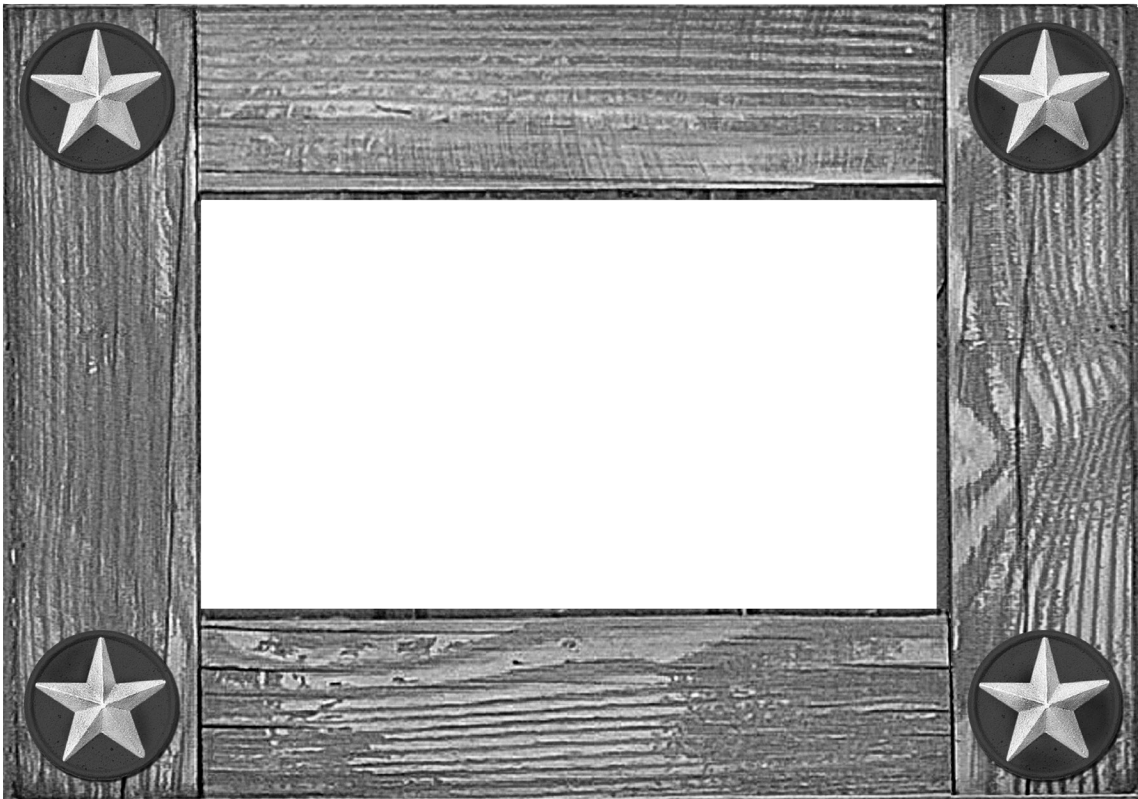
With Wolfe in Canada by G. A. Henty. After a series of misfortunes, including the loss of his father, James Walsham leaves England. As a British soldier in America, he battles the French in the French and Indian War under General Wolfe.

Duel in the Wilderness by Karin Clafford Farley. Based on Washington's own journal, this book tells the true story of Major George Washington's journey in 1753 – 1754 to deliver a message from the King of England to the French commander in the Ohio wilderness.

Forgotten Founding Father: The Heroic Leadership of George Whitefield by Stephen Mansfield. After building a reputation as a fine preacher in Europe, Whitefield came to the American colonies where he preached to crowds throughout the colonies. His preaching was instrumental in the Great Awakening of the 1700s.

Jonathan Edwards: A New Biography by Iain Murray. This detailed study of Edwards's life and theological convictions is all-encompassing — from his childhood and salvation experience to his contributions in the Great Awakening and his service at Princeton University.

TEACHING RESOURCES:
MAP WORK





Unit 2

SPECIAL MAP CONSIDERATIONS

Unless specified below, the map portions of the *Student Activity Book* are to be completed to match the maps in the *Student Reader* and to show the original area of each of the colonies and label the main settlements. I have included a legend box on each of the maps, so that your students can choose colors and patterns to express different information, if so desired.

LESSON 10

As there were two distinct groups that settled the colony of Massachusetts, I thought it best to include two forms — one for Plymouth and one for the Massachusetts Bay colony.

LESSON 11

You may want to discuss the disputed area between New Hampshire and New York and show same with a different line style.

LESSON 12

You may want to discuss the disputed area between New York and New Hampshire and show same with a different line style. The New Jersey colony map should show a distinction between East and West Jersey.

LESSON 15

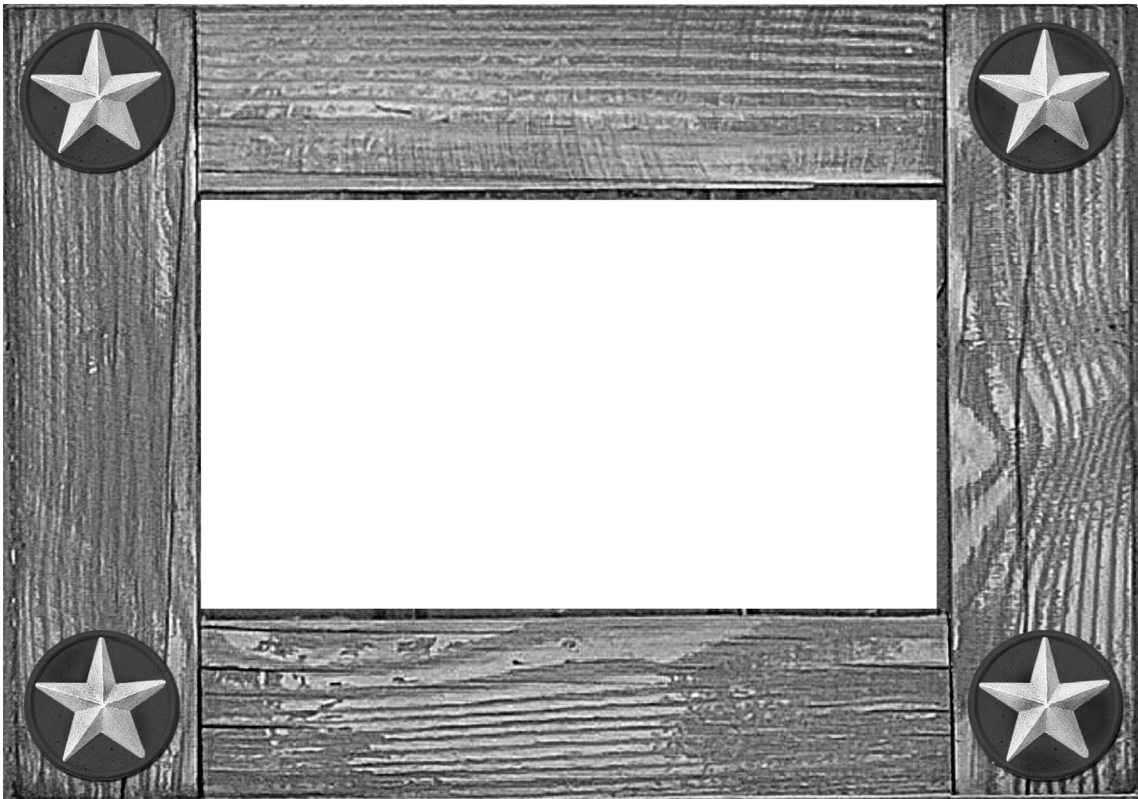
Your students can utilize the Proclamation of 1763 map in the *Student Reader* for help with the shading of this map.

OPTIONAL MAP REVIEW

You could make a large outline map of the thirteen colonies on poster board. Do not label the map. Your student(s) can use it to practice finding the location of the colonies and the important settlements in each colony.

TEACHING RESOURCES:

TIMELINE DATES



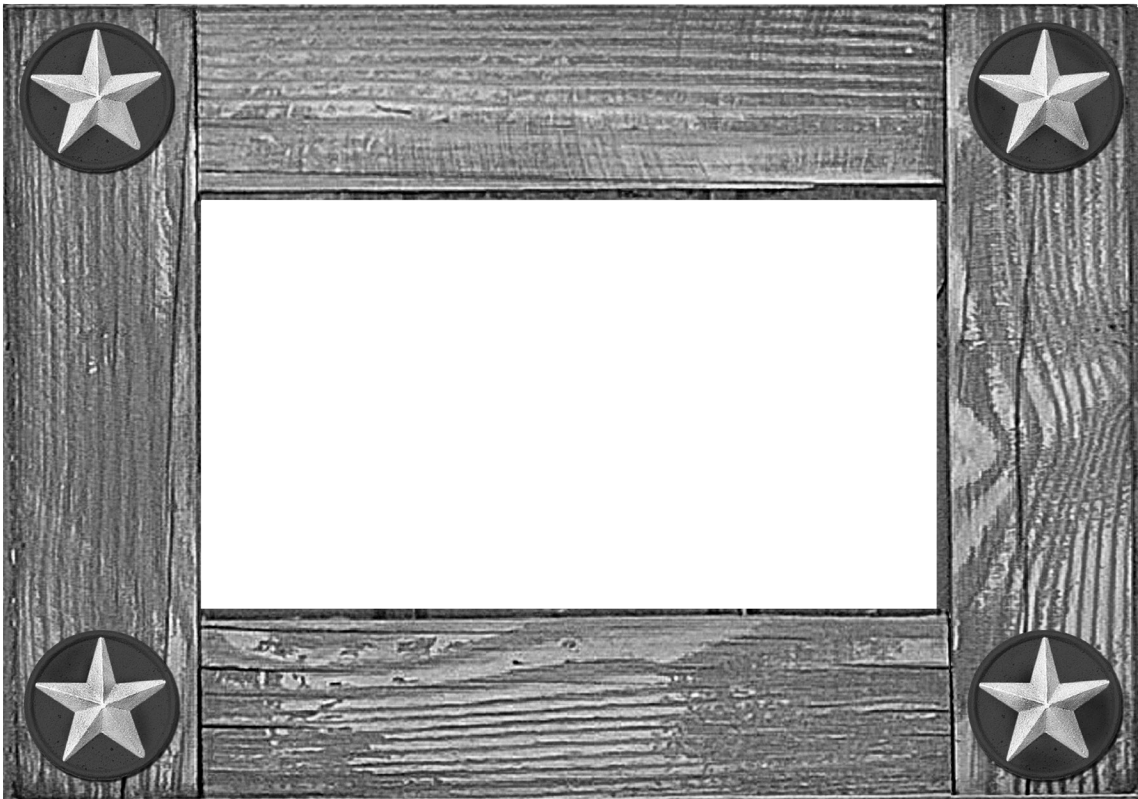


Unit 2

As you study each colony, record the date of its establishment on a timeline.

- ☐ 1607: Jamestown (Lesson 9)
- ☐ 1620: Plymouth (Lesson 10)
- ☐ 1630: Massachusetts Bay (Lesson 10)
- ☐ 1622: New Hampshire (Lesson 11)
- ☐ 1636: Rhode Island (Lesson 11)
- ☐ 1636: Connecticut (Lesson 11)
- ☐ 1626: New York (Lesson 12)
- ☐ 1664: New Jersey (Lesson 12)
- ☐ 1638: Delaware (Lesson 13)
- ☐ 1682: Pennsylvania (Lesson 13)
- ☐ 1634: Maryland (Lesson 14)
- ☐ 1653: North Carolina (Lesson 14)
- ☐ 1670: South Carolina (Lesson 14)
- ☐ 1732: Georgia (Lesson 14)

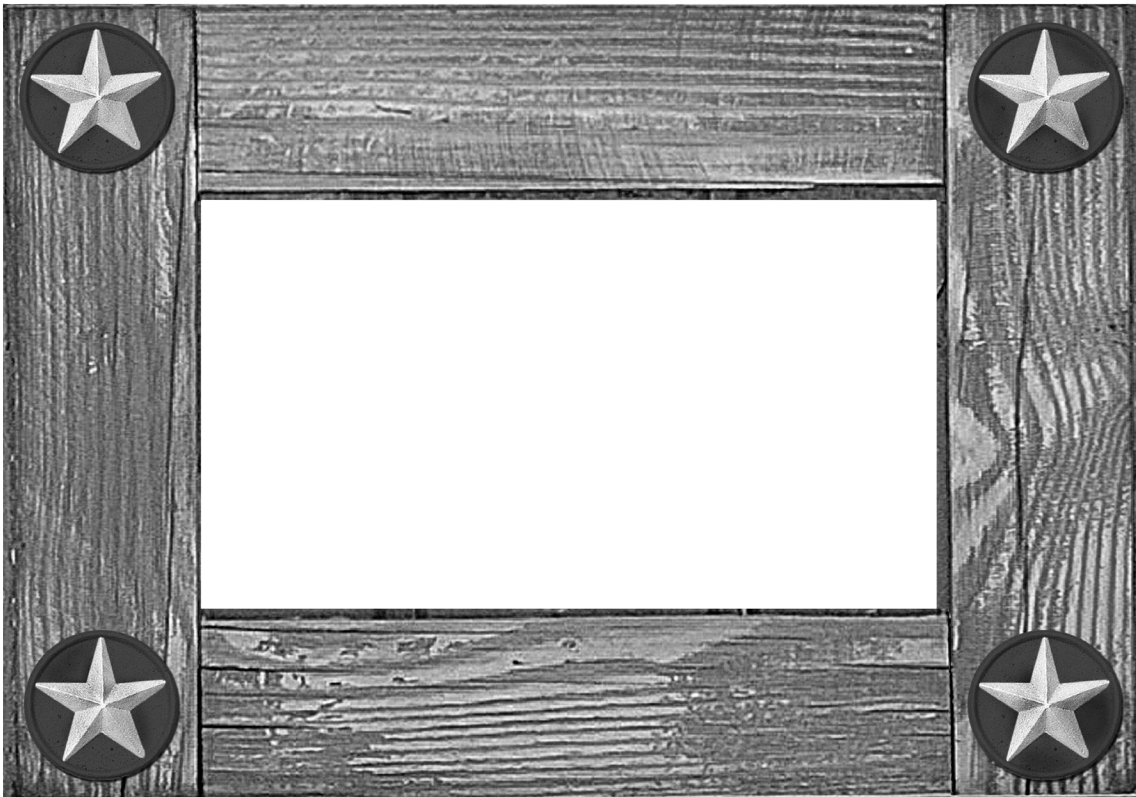
SECTION TWO: STUDENT RESOURCES



STUDENT RESOURCES:

STUDENT FORMS AND REVIEWS

NOTE-TAKING PAGES AND MAPWORK



Name _____ Date _____

LESSON 14: THE NORTH CAROLINA COLONY

Picture of key figure



Flag of country that played
a role in its founding



Motivation for founding



Year of the first permanent colony settlement _____

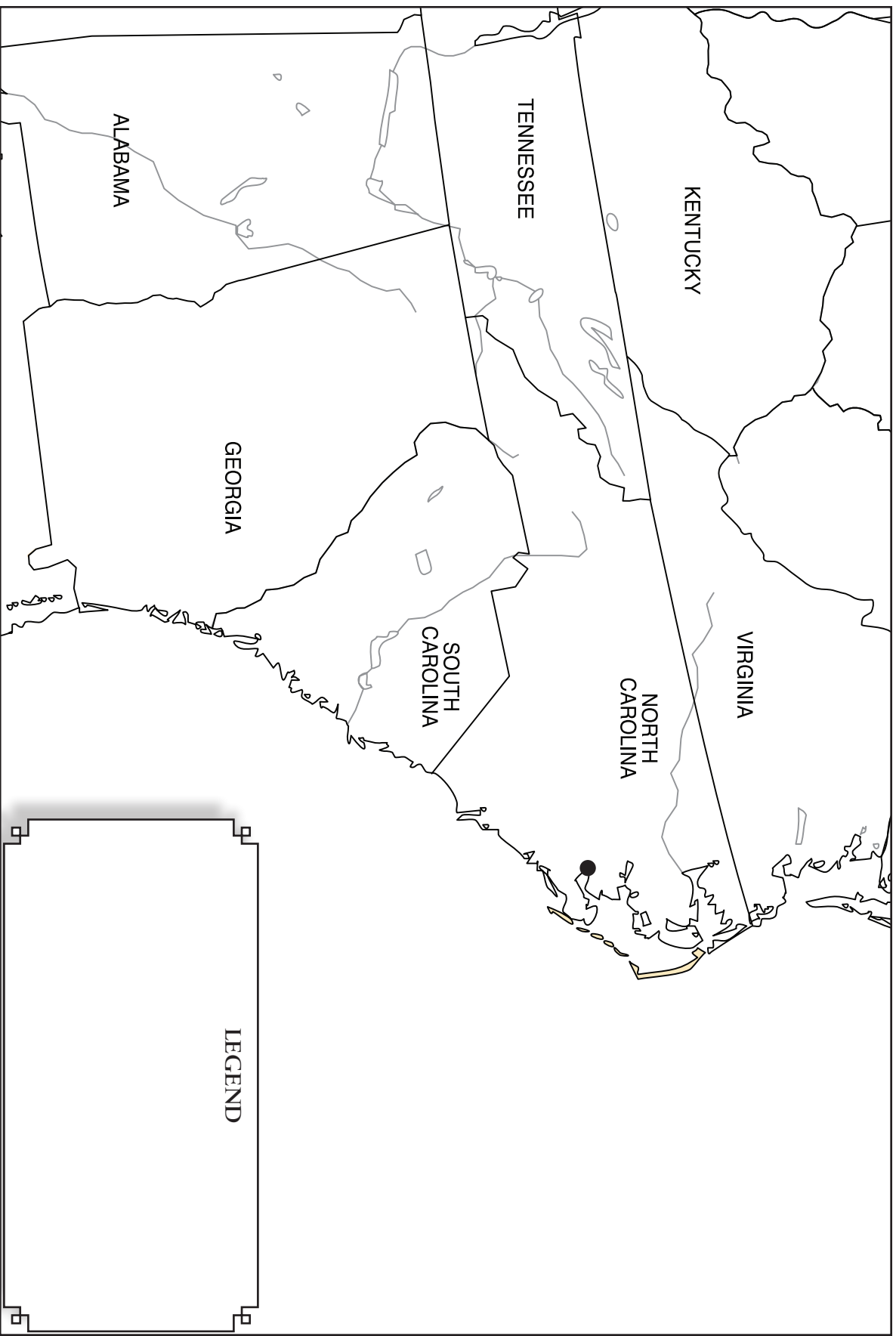
Founded by a company or proprietor(s); if a company, write its name _____

Name of this colony's key figure _____

List some other individuals who were instrumental in the early years of this colony.

Key settlements _____

List any other important facts about this colony or significant events in its development.



THE NORTH CAROLINA COLONY Shade in the original colony area of North Carolina and label New Bern. [*Student Reader*, page 165]

Name _____ Date _____

LESSON 14: THE SOUTH CAROLINA COLONY

Picture of key figure



Flag of country that played
a role in its founding



Motivation for founding



Year of the first permanent colony settlement _____

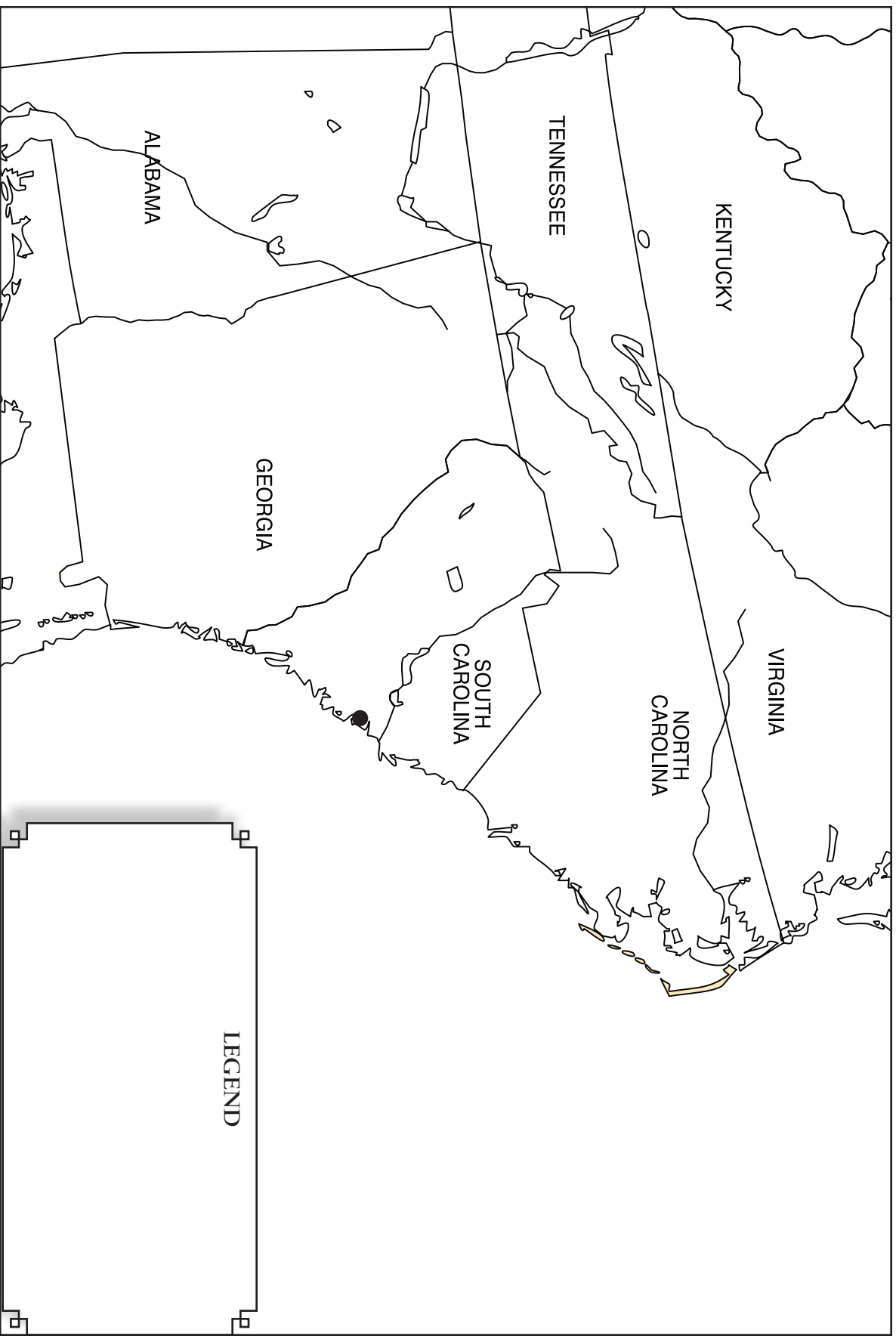
Founded by a company or proprietor(s); if a company, write its name _____

Name of this colony's key figure _____

List some other individuals who were instrumental in the early years of this colony.

Key settlements _____

List any other important facts about this colony or significant events in its development.



THE SOUTH CAROLINA COLONY

Shade in the original colony area of South Carolina and label Charles Town.

[*Student Reader*, page 165]

Name _____ Date _____

LESSON 14: THE GEORGIA COLONY

Picture of key figure



Flag of country that played
a role in its founding



Motivation for founding



Year of the first permanent colony settlement _____

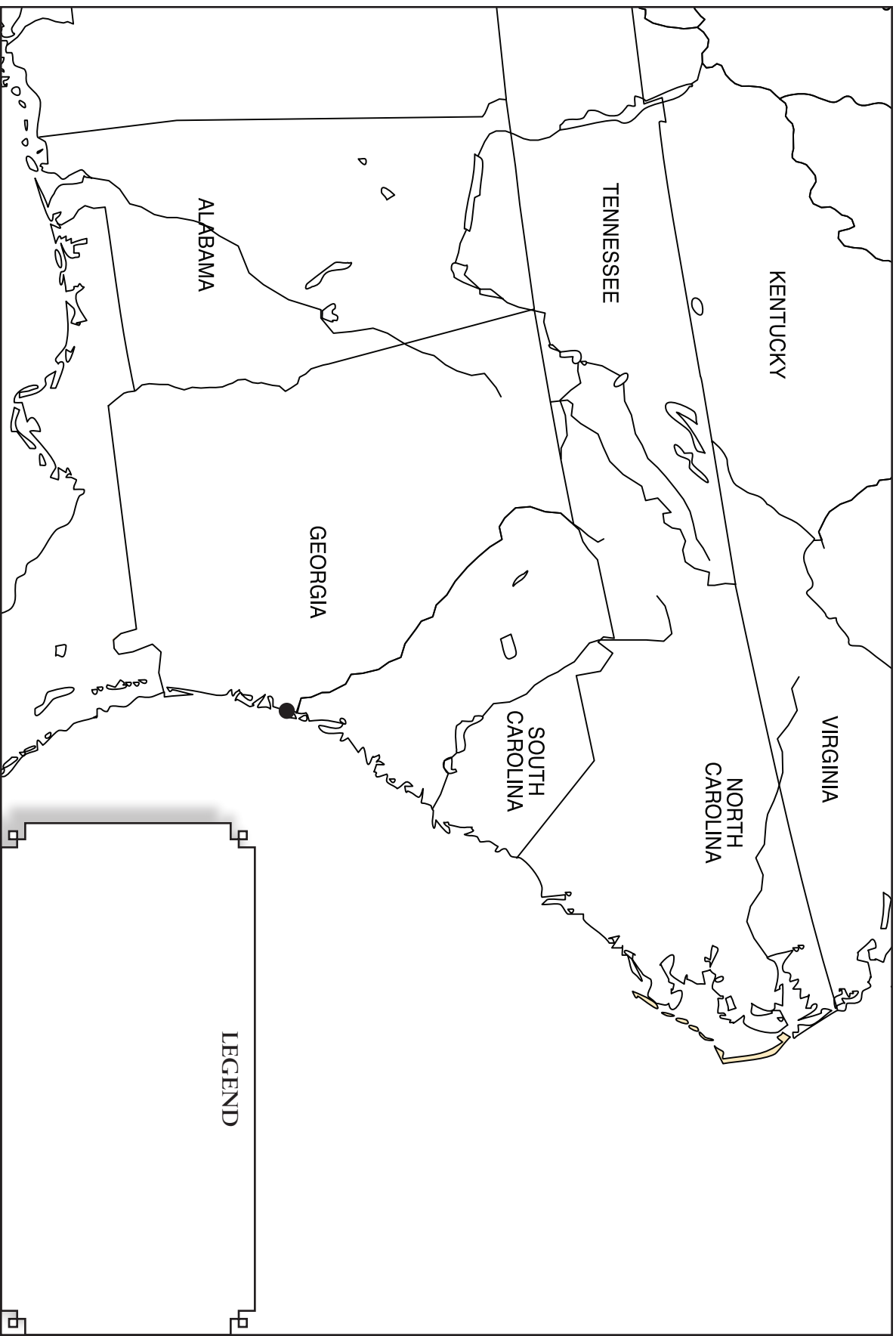
Founded by a company or proprietor(s); if a company, write its name _____

Name of this colony's key figure _____

List some other individuals who were instrumental in the early years of this colony.

Key settlements _____

List any other important facts about this colony or significant events in its development.



THE GEORGIA COLONY Shade in the original colony area of Georgia and label Savannah. [*Student Reader*, page 165]

Name _____ Date _____

LESSON 14: FOR REVIEW

Write the corresponding letter of the correct answer in the space provided.

- | | |
|--------------------------|---------------------|
| A. Colonel William Bull | F. James Oglethorpe |
| B. Anthony Ashley Cooper | G. Tomochichi |
| C. John Culpeper | H. Tuscarora |
| D. Goose Creek Men | |
| E. Sir Robert Heath | |

- _____ 1. Native American tribe that sought revenge by raiding North Carolina settlements
- _____ 2. Founder of Georgia
- _____ 3. Lord Proprietor who encouraged the printing of pamphlets to advertise Carolina's wonders
- _____ 4. North Carolina settler who led a rebellion against the governor of the colony
- _____ 5. Creek chief who became a good friend of James Oglethorpe
- _____ 6. South Carolinian who helped Oglethorpe lay out Savannah
- _____ 7. Englishman who was given Carolana by King Charles I in 1629
- _____ 8. South Carolina settlers from Barbados who opposed proprietary government and sought more local governmental control

Write the missing word or words in the spaces provided.

1. In 1663, King Charles II gave the land from Virginia to Florida to eight prominent Englishmen known as the _____.
2. The colony of Georgia, set up as a charity and administered by twenty trustees, was intended to have the majority of its settlers be _____.
3. For many years, North Carolina's only settlements were small communities of tobacco farmers in the isolated northern Albemarle region. The largest of these settlements was _____.
- _____

4. The Albemarle settlers were primarily former _____ and other poor whites, who had been squeezed out of Virginia by the low price of tobacco.
5. The first English settlement in South Carolina was at present-day _____, briefly known as Albemarle Point.
6. For many years, settlers in the Carolinas feared the threat of an attack from the _____ in St. Augustine.
7. The staple crop that ensured Charles Town's prosperity was _____. An ideal second crop grown with it was _____, a plant used to dye cloth a rich purple color.
8. By the early 1700s, South Carolina's economy had become based upon _____ labor.
9. The proprietors eventually began recruiting religious dissenters to South Carolina — first English Presbyterians and Baptists and later _____, whose tastes and ideas contributed to the creation of an aristocratic Charles Town society.
10. South Carolina settlers were delighted with the arrival of Oglethorpe and his colonists because they hoped that the Georgia settlement would serve as a buffer between them and _____.
11. Colonists in Georgia rebelled against the trustees' rules requiring them to grow _____, pay quit rents, and abstain from strong liquor.
12. Eventually both the Carolinas and Georgia became _____ colonies with their governors appointed by the English crown.





Name _____ Date _____

SUMMARY OF PROJECTS AND SPECIAL ACTIVITIES

READING

What biographies or nonfiction books have you read about this period of history and who were the author(s)?

What historical fiction books have you read about this period of history and who were the author(s)?

What magazine or Internet articles have you read about this period of history?

FIELD TRIPS/VIRTUAL TOURS

What field trips or virtual tours have you taken to sites from this period of history?

Which was your favorite and why?

MOVIES

What movies have you watched that are set in this time period or what documentaries have you watched that are about persons or events from this time period?

Which was the most interesting to you and why? _____

ART

What art projects have you completed that were about this time period or were done in an artistic technique from this time period?

NOTEBOOKS AND OTHER ACTIVITIES

Who has been highlighted in your Native American or African American notebook?

What other fun and creative activities have you done? _____

Name _____ Date _____

LESSON 16: FOR REVIEW

Write T for True and F for False in the space provided.

- _____ 1 The vast majority of European settlers in America were yeoman farmers, trades people, shopkeepers, and skilled artisans.
 - _____ 2. Most African slaves lived in the South.
 - _____ 3. Native Americans formed a highly unified group, identifying not only with their own particular tribe but also feeling linked to other tribes.
 - _____ 4. All of the thirteen English colonies in America began as royal colonies.
 - _____ 5. From the beginning, the thirteen colonies were not allowed the right to legislative representation in their government.
 - _____ 6. In 1686, the English sought to tighten control over the New England colonies by creating the Dominion of New England.
 - _____ 7. The New England settlers found it quite easy to make a living from farming.
 - _____ 8. Most people in the New England colonies were English immigrants who came over in groups for religious reasons.
 - _____ 9. The Middle colonies were settled by immigrants from a variety of European countries, and most of them were established as profit-making enterprises from the earliest years of their existence.
 - _____ 10. From the beginning, the South was predominantly industrial.
 - _____ 11. There was only a small group of yeoman or subsistence farmers in the South.
 - _____ 12. The large population centers in the colonies were primarily found in the Southern colonies.
 - _____ 13. During the colonial period, horse-pulled wagons and sleighs provided most land transportation.
-

Write the corresponding letter of the correct answer in the space provided.

- A. *The Bay Psalm Book*
- B. blue laws
- C. John Cotton
- D. Jonathan Edwards

- E. the Great Awakening
- F. Gilbert Tennent
- G. *Pilgrim's Progress*

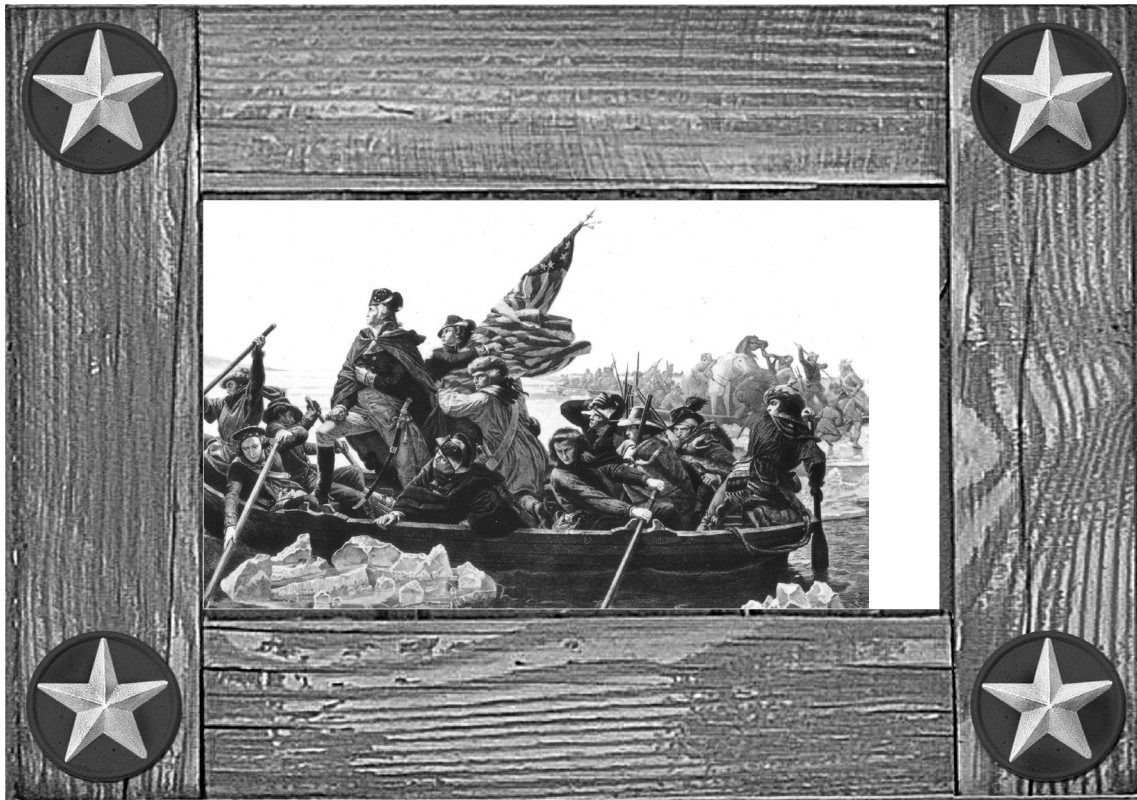
- _____ 1. Preacher known for his powerful sermons, like "Sinners in the Hands of an Angry God"
- _____ 2. First book ever issued from a press in the American colonies
- _____ 3. Puritan minister who exerted tremendous power in Massachusetts through his use of the pulpit
- _____ 4. Book popular during the colonial period
- _____ 5. Presbyterian minister in the Middle colonies who founded the "Log Cabin" to prepare young men for ministry
- _____ 6. Great religious revival in America from 1730 to 1760
- _____ 7. Puritan rules banning work or play on the Sabbath



UNIT THREE

THE PERIOD OF REVOLUTION

Lessons 17 — 24



Name _____ Date _____

LESSON 17: THE FRENCH AND INDIAN WAR

The war was a colonial extension of what European war? _____

Flags of the countries involved in the French and Indian War



With which side did most Native American tribes ally themselves? _____

Color the square red if the battle was a British victory. Color the square blue if the battle was a French victory.

FIRST PHASE

☐ Ft. DuQuesne

☐ Ft. Edward

☐ Ft. William Henry

SECOND PHASE

☐ Ft. Oswego

☐ Ft. William Henry

THIRD PHASE

☐ Ft. Louisbourg

☐ Ft. Frontenac

☐ Ft. Ticonderoga

☐ Montreal

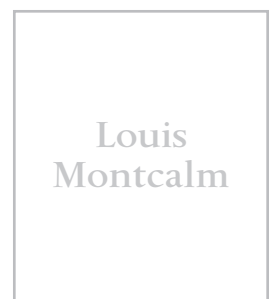
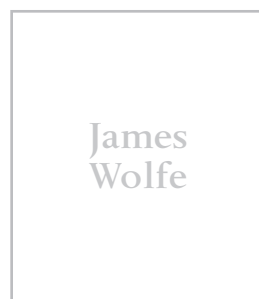
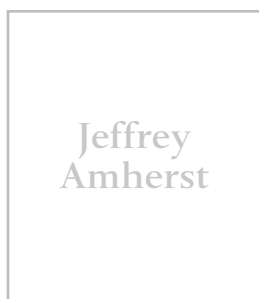
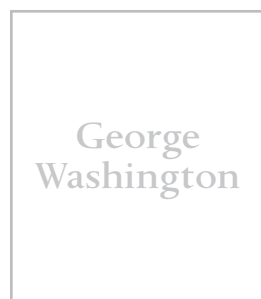
☐ Ft. DuQuesne

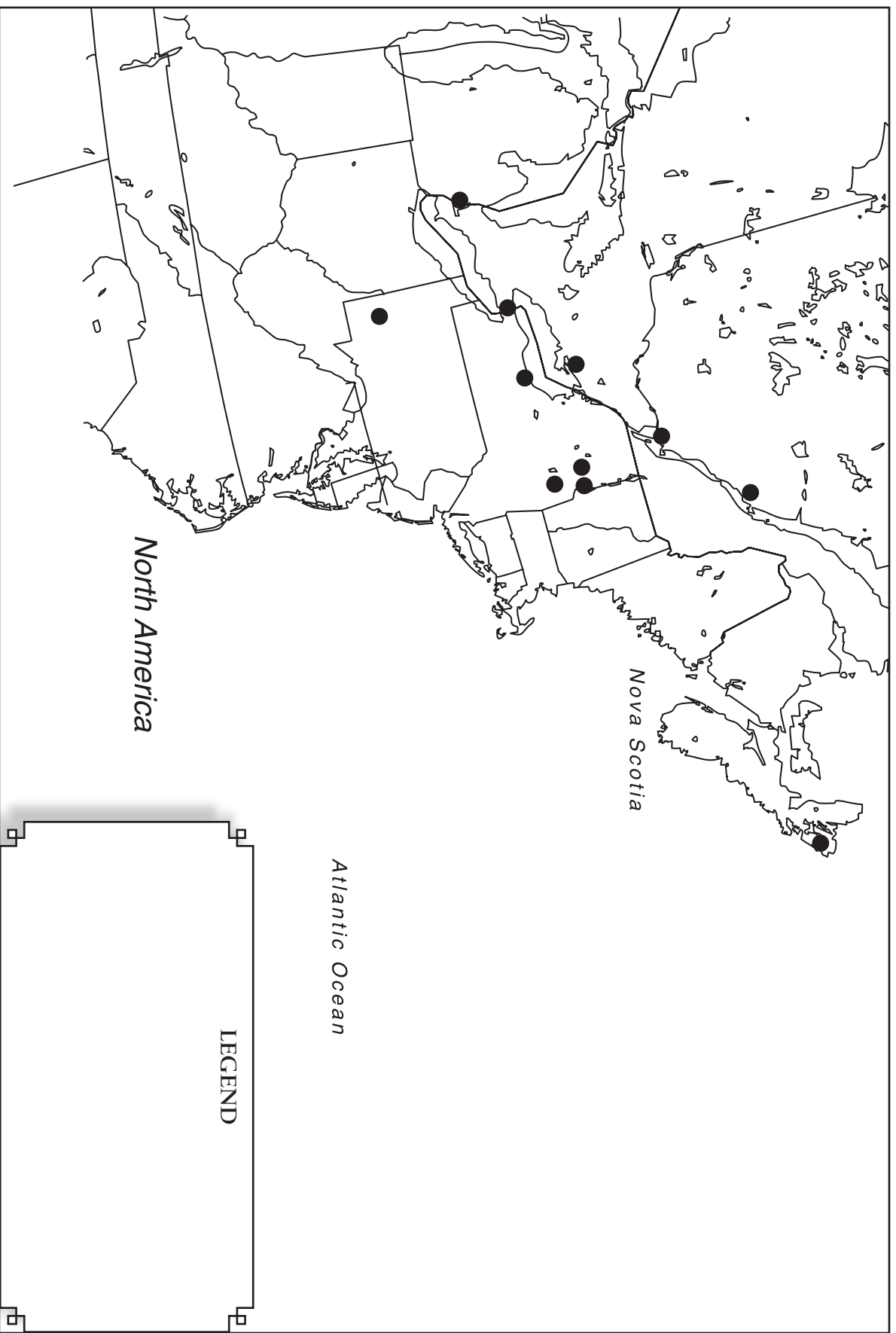
☐ Ft. Niagara

☐ Quebec

☐ Detroit

Pictures of some of the key individuals in the French and Indian War





SIGNIFICANT FRENCH AND INDIAN WAR BATTLE SITES

Label the following French and Indian War battle sites: Ft. Louisbourg, Quebec, Montreal, Ft. William Henry, Ft. Ticonderoga, Ft. Edward, Ft. Frontenac, Ft. Oswego, Ft. Niagara, Detroit, and Ft. Duquesne. [Student Reader, page 212]

LESSON 17: FOR REVIEW

Write the letter of the correct answer in the space provided.

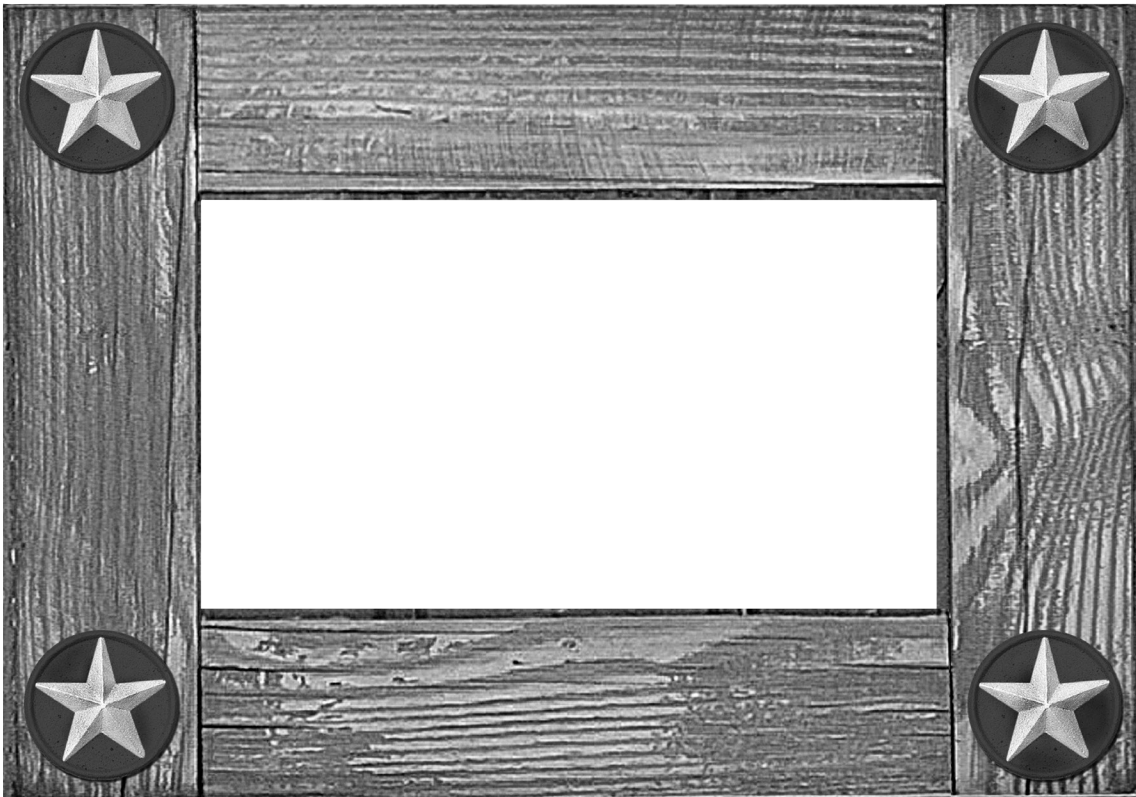
- _____ 1. Historical scholars have generally
- A. found little to debate concerning the causes of the American Revolution
 - B. believed that the colonists failed to develop a sense of American identity
 - C. pointed to parliamentary policies toward the colonies as one of the causes of war
 - D. discounted the role of colonial leaders in arousing American anger against the British
- _____ 2. In the years prior to the outbreak of the American Revolution, most colonists
- A. experienced less religious freedom than the British
 - B. came to prefer American simplicity and self-reliance rather than the more aristocratic British society
 - C. saw their population decline
 - D. regarded life in the mother country as superior to life in the New World
- _____ 3. Between 1763 and 1775,
- A. most colonists were ready to form an independent America nation
 - B. the British Parliament refrained from passing laws that regulated the colonists' trade or travel
 - C. the cry of "no taxation without representation" became a rallying point for the colonists
 - D. the British removed all troops stationed in the colonies
- _____ 4. The French and Indian War was a
- A. conflict between French and Indian fur trappers in America
 - B. colonial extension of the Seven Years' War in Europe
 - C. short conflict, lasting only a couple of years and resulting in little bloodshed
 - D. fight primarily between the British and their colonists
- _____ 5. In 1750,
- A. the Spanish still claimed large portions of North America
 - B. the British had stripped the French of all of their territory in the New World
 - C. the French held eastern Canada and the Louisiana Territory
 - D. the British claimed large portions of territory on both the east and west coasts of America
-

-
6. During the early 1750s, the French had
- A. many more enemies among the Native Americans than the British
 - B. settled their previous tensions with the British
 - C. little concern about the westward movement of British colonists
 - D. fur-trading posts and forts in a region bounded by Quebec, Montreal, Detroit, and New Orleans
7. Which of the following was TRUE during the early 1750s?
- A. the French wanted to keep the British from expanding into the Ohio River valley
 - B. the British were building a chain of new forts from the St. Lawrence River to the Mississippi River
 - C. Fort Duquesne was built by the British in present-day Virginia on land claimed by the French
 - D. George Washington defended Fort Duquesne against French attacks
8. Fort Necessity was built by
- A. the French near Fort Duquesne
 - B. the British in the early 1600s
 - C. George Washington and his men when they were unable to take over Fort Duquesne
 - D. the Spanish to protect Florida
9. During the first phase of fighting in the French and Indian War (1754 – 1755),
- A. almost all of the American native tribes decided to ally themselves with the British
 - B. the American colonists managed mostly on their own against the French
 - C. the French colonies were able to produce their own food and were protected by their own militias
 - D. the Iroquois chose to side with the French because Champlain had helped them in their war with the Huron
10. Major General Edward Braddock, sent to oversee British and colonial forces in 1755,
- A. was mortally wounded near Fort Duquesne
 - B. succeeded in teaching his soldiers how to use guerilla fighting tactics
 - C. was not willing to work with George Washington
 - D. led his forces to ultimate victory over the French
11. In the second phase of the fighting (1756 – 1757),
- A. Lord Loudoun succeeded in getting the colonists excited about the war effort
 - B. the British were outnumbered almost two to one by the French
 - C. Native Americans scalped many of their French allies
 - D. the British were soundly defeated by the French under Montcalm at Fort Oswego and Fort William Henry
-

- _____ 12. The tide began to turn in favor of the British in 1758 under the leadership of William Pitt, who
- A. coerced the colonists into supporting the war effort
 - B. encouraged the British to adapt their war strategies to the American landscape and terrain
 - C. enlisted the Spanish as British allies
 - D. forced generals Amherst and Wolfe to return to England
- _____ 13. Which of the following was NOT a British victory in 1758 – 1759?
- A. Fort Louisbourg
 - B. Fort Niagara
 - C. Fort Ticonderoga
 - D. Fort William Henry
- _____ 14. On September 13, 1759, just outside the French city of Quebec,
- A. the British suffered a surprising defeat by the French
 - B. the British and French fought to a draw
 - C. both General Wolfe and General Montcalm were mortally wounded
 - D. the French won a decisive victory
- _____ 15. By September of 1760,
- A. the British controlled all of the American frontier
 - B. the British had surrendered to the French at Montreal
 - C. Detroit remained in French hands
 - D. the Treaty of Paris, ending the French and Indian War, had been signed
- _____ 16. The Treaty of Paris, ending the French and Indian War, gave
- A. no territory to the Spanish
 - B. New Orleans and lands west of the Mississippi River to the British
 - C. all of North America east of the Mississippi River, except for New Orleans, to the English
 - D. New Orleans to the French
- _____ 17. In 1764, Pontiac's Rebellion flared up,
- A. and many of the battlefields were the same as those in the French and Indian War
 - B. and the fighting continued for more than five years
 - C. but eventually the enmity between the British and the Native Americans died down
 - D. and the Native Americans were re-energized and unwilling to capitulate to the British
- _____ 18. As a result of the French and Indian War,
- A. the British were able to retire an enormous national debt
 - B. the relationship between the British and their colonists was vastly improved
 - C. British naval supremacy was diminished
 - D. the American colonists united for the first time against a common enemy
-



STUDENT RESOURCES:
FOR FURTHER
STUDY QUESTIONS
& YOUNGER STUDENT ADAPTATIONS



2. Have your students read (or read to them) a short biography of William Penn.
3. Share the story of the Liberty Bell.
4. Explain what the Mason-Dixon line is and point it out to them on a map.

LESSON 14

1. Research the Stono Rebellion, which occurred in Charles Town in 1739. Who rebelled and where? What did they do? Who put down the rebellion and how long did that take? What changed as a result of this rebellion?
2. Read about the Cherokee tribe. Record the information on a Native American Tribe form.
3. Both the Carolinas faced problems from pirates. Find out about the activities of Edward Teach (Blackbeard) and Stede Bonnet (the Gentleman Pirate). How did they get their nicknames? Why was North Carolina especially ideal for pirates?
4. Early in Georgia's history, the colony became entangled in a war between England and Spain called the War of Jenkins' Ear. How did this war get its name? What role did Oglethorpe and the Georgia settlers play in the war?

YOUNGER STUDENT ADAPTATIONS

1. Continue your discussion of slavery by explaining what happened during the Stono Rebellion.
2. Have your students read (or read to them) another book with general information on Native Americans or do more Native American hands-on activities.
3. Share the stories of Blackbeard and Stede Bonnet as well as drawings of pirates and their activities.

4. Explain how the War of Jenkins' Ear got its name and encourage them to try drawing the event that led to war.

LESSON 15

1. Try to find pictures of colonial hornbooks and selections from the *New England Primer*. Would you have enjoyed learning using these and other colonial educational methods? The first published book of American poetry was also the first American book to be published by a woman — Anne Bradstreet. See if you can find one of her poems to read.
2. Look for more pictures of colonial clothing. Decide what you like and dislike about the clothes.
3. Read about one or more of the illnesses that took lives during the colonial period — cholera, smallpox, scarlet fever, rickets, and tuberculosis. What are the symptoms of these diseases? Do these diseases cause many deaths today? Why or why not?
4. Find recipes used during the colonial period and try making some of the colonial specialties. See if you can find excerpts from Susannah Carter's *The Frugal Housewife* and from other cookbooks and women's books of the colonial period.

YOUNGER STUDENT ADAPTATIONS

1. Locate illustrations of colonial hornbooks as well as online instructions for the students to make their own hornbooks.
2. Encourage the students to use the Colonial Family Life form (in the optional section) to draw pictures of colonial clothing.
3. Share the symptoms of one or more of the illnesses prevalent during the colonial period and compare medical treatments today with those in colonial times.

4. Find online directions for colonial recipes and help the students prepare one or more of them. Give them the opportunity to try churning butter (again, you can find directions online).

LESSON 16

1. Read the story of John Peter Zenger and his famous trial. What was the significance of his trial for American life? How did many of the American colonies punish those who broke the law? How were these punishments different from those used today?
2. Study the colonial whaling industry. Learn more details about the lucrative triangular trade. See if you can find pictures of colonial furniture and metal work.
3. Read about the life of Jonathan Edwards as well as excerpts from his famous sermon “Sinners in the Hands of an Angry God.” How did he deliver his sermons? You might also research the life of Presbyterian minister David Brainerd, who ministered to Native Americans. Look for excerpts from his journal.
4. Learn to do some string games, such as cat’s cradle. Find examples of colonial toys, quilts, music, and dances.

YOUNGER STUDENT ADAPTATIONS

1. Have your students read (or read to them) a short biography of John Peter Zenger. Explain the meaning of libel and discuss the significance of freedom of the press. You could also show the students pictures of the stocks and the pillory and explain how these and other forms of colonial punishment were used in a very public fashion.
2. Locate illustrations of whaling and colonial furniture and metal work to show him. Compare colonial furniture to today’s furniture. Encourage the students to use the Colonial Culture form (in

the optional section) to draw a picture of colonial transportation.

3. Read a short excerpt from Edwards’s sermon “Sinners in the Hands of an Angry God” and ask your students how it compares to sermons they have heard in church. Share the story of David Brainerd’s missionary work and have them compare Brainerd’s ministry to that of present-day missionaries whom they may know.
4. Demonstrate how to do cat’s cradle and show them pictures of colonial toys and crafts. Have them learn one or more songs from the colonial period.

LESSON 17

1. Research the life and military career of the British general Jeffrey Amherst. What position did he take after the French and Indian War as a reward for his success? Read about the controversy surrounding him in the post-war years. Why did Amherst refuse to take a field command in the American Revolution?
2. Visit one or more of the forts in Pennsylvania and New York that were battle sites in the French and Indian War — Fort Duquesne (Fort Pitt), Fort Niagara, Fort Necessity, Fort Ticonderoga, and Fort William Henry. If you can’t visit in person, do a “virtual tour” online.
3. Look for the Benjamin West painting from 1770 entitled *The Death of General Wolfe*. What can you learn about the Battle of Quebec from this painting? Can you find out who the people are with him in the painting? Find the lyrics to the song “The Death of General Wolfe.” Learn more about Wolfe’s life and military career.
4. Read about the early life of George Washington. Look for paintings of him as a young man. Find out more about the role that he played in the French

and Indian War and how those war years prepared him for the revolution to come.

YOUNGER STUDENT ADAPTATIONS

1. Share the story of Jeffrey Amherst's life and military career. Show them illustrations of weapons used during the French and Indian War.
2. Find pictures of one or more of the forts used during the French and Indian War. Discuss what fighting was like in this war.
3. Show your students the Benjamin West painting and explore what they can learn about the Battle of Quebec by looking at it. Share the lyrics to the song about General Wolfe's death.
4. Have your students read (or read to them) a short biography of George Washington. Focus on his life before the American Revolution.

LESSON 18

1. Research King George III, the British monarch during the years leading up to and during the American Revolution. How old was George III when he succeeded his grandfather to the throne in 1760? Describe George III's temperament and personal difficulties. What was George III's attitude toward the colonies?
2. Read about Daniel Boone. How was his boyhood perfect preparation for his wilderness explorations later in life? Which wilderness areas did he explore? How did he help to encourage the westward movement of the American colonists in 1775?
3. Investigate the life of Samuel Adams. What was his educational and business background before he became involved in revolutionary activities? List the political offices that he held and describe his political beliefs. How did the British view Sam Adams?

4. Find out more about the Sons of Liberty in Massachusetts and the other colonies. Who were their leaders and in what type of secret activities were they involved? Where and what were the "Liberty Tree" and the "Liberty Pole"?

YOUNGER STUDENT ADAPTATIONS

1. Have your students read (or read to them) a short biography of King George III. Discuss how the king's mental and physical health impacted his reign.
2. Have your students read (or read to them) a short biography of Daniel Boone. Look for drawings of Boonesborough. Have them locate on a map the areas of the country that Boone explored.
3. Have your students read (or read to them) a short biography of Sam Adams.
4. Share drawings of the "Liberty Tree" and the "Liberty Pole" and talk with them about the activities that took place there.

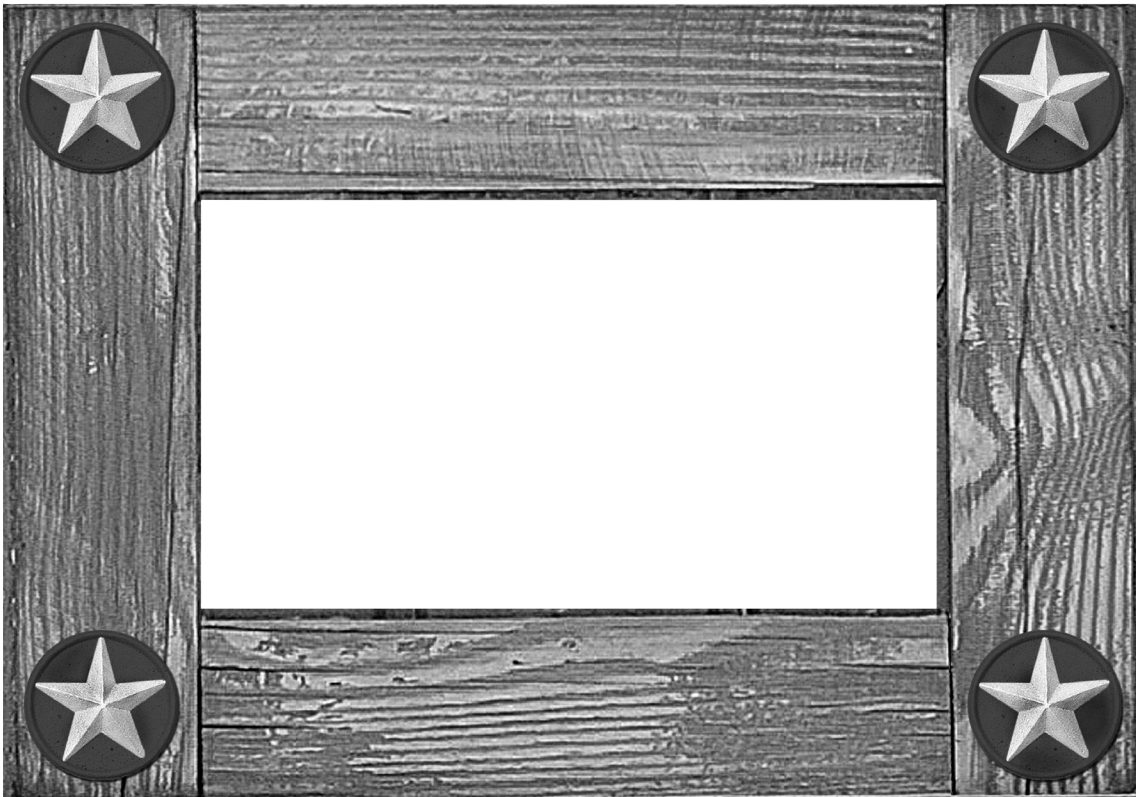
LESSON 19

1. In 1768, British customs officials seized the *Liberty*, a sloop owned by a Boston merchant named John Hancock. Why did they seize this ship? Research the life of Hancock. How was he significant during the Revolutionary War period?
2. Crispus Attucks, a free black laborer, was one of the five Americans killed in the Boston Massacre. Although his life prior to death was shrouded in mystery, Attucks emerged as one of the most famous of all black men involved in the American Revolution. See what you can find out about the life of Crispus Attucks. Record the information on an African American form.
3. Samuel Adams's cousin, John Adams, became known as Old Sink or Swim. Find out what that expression meant and what role John Adams



STUDENT RESOURCES:

HIGH SCHOOL TEST PACKET



Directions for All American History I Tests

PURPOSE AND STRUCTURE OF THE TESTS

The primary purpose of these tests is not to accumulate grades for your students, although you may feel the need for grades if your student is college-bound. Rather, the principal reason is to provide the opportunity for your student to solidify his knowledge of the subject material — to see what he knows and understands. With that goal in mind, these tests were purposefully designed as “learning opportunities” for the student.

The structure of each of the eight tests is the same:

- one or two sections of matching (important people and events of the time period)
- one section of true/false
- one section of multiple choice*
- one section of map identification

*If your student is college-bound, he or she should receive an additional benefit in learning to “conquer” the type of multiple-choice questions found in this section. The SAT, ACT, and many college courses require a proficiency in this type of test question.

PREPARING YOUR STUDENT FOR THE TESTS

Almost all of the questions for these tests were developed using the “For Review” sections of the *Student Activity Book* (SAB). Some of the questions were lifted almost word-for-word (although the order of the possible responses was probably changed). However, sometimes a true/false question was converted into a multiple-choice question, and all of the SAB fill-in-the-blank questions were changed.

The map questions were taken from the following maps in the SAB. You should feel free to tell your student which maps to study.

- Test 1 – SAB page 24
- Test 2 – SAB pages 54, 62
- Test 3 – SAB pages 94 and 96 (Connecticut, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, Virginia)
- Test 4 – SAB page 122 (all thirteen colonies) or pages 84, 94, and 112

- Test 5 – SAB page 160
- Test 6 – SAB pages 166, 172, 178, 184
- Test 7 – SAB page 214
- Test 8 – SAB page 236

On some of the tests, a few of the matching questions were taken from the “Final Review” at the end of the unit. To prepare your student for Tests 1, 3, 5, and 7 (the tests that come halfway through each unit), you should plan on having him complete the matching questions in the “Final Review” that cover the first half of the unit. The easiest way to do this would be to take the list of names/events from the test matching section, check those names/events in the unit “Final Review,” and have your student look for the responses that match those names/events.

COMPUTING A TEST SCORE FOR YOUR STUDENT

These tests were designed with as few as 50 questions and as many as 105, depending on the subject matter being covered. You will find the number of questions for each test on page 1 of the test in the top right-hand corner.

In order to compute your child’s score for the test, divide the number of questions answered correctly by the number of questions on the test.

For example:

- 45 questions answered correctly out of a total of 50 questions yields a score of 90.
- 62 questions out of a total of 70 questions yields a score of 89.
- 90 questions out of a total of 105 questions yields a score of 86.



***All American History I
Test 4 (Lessons 13–16)***

Name _____
Date _____
Score _____/90

Part I. Matching (Lessons 13–14)

Write the corresponding letter of the correct answer in the space provided.

- | | |
|--------------------------|---------------------|
| A. Leonard Calvert | E. Peter Minuit |
| B. Anthony Ashley Cooper | F. James Oglethorpe |
| C. John Culpeper | G. William Penn |
| D. Sir Robert Heath | H. Johan Printz |

- _____ 1. One of the most influential of the Carolina proprietors, who encouraged the printing of pamphlets to advertise the colony
- _____ 2. Founder of Georgia
- _____ 3. Principal figure in the establishment of Pennsylvania as an English colony
- _____ 4. Lord Baltimore; heir of the Maryland land grant
- _____ 5. Director of the Swedish-Dutch expedition to present-day Delaware and first governor of New Sweden
- _____ 6. Englishman who was given Carolana by King Charles I in 1629
- _____ 7. Known as Big Tub; leader of New Sweden who brought growth and prosperity to that colony
- _____ 8. North Carolina settler who led a rebellion against the governor of the colony

Part II. Matching (Lessons 15–16)

Write the corresponding letter of the correct answer in the space provided.

- | | |
|----------------------------------|----------------------------------|
| A. <i>Bay Psalm Book</i> | E. <i>New England Primer</i> |
| B. <i>The Compleat Housewife</i> | F. <i>Olde Deluder Satan Act</i> |
| C. John Cotton | G. <i>Pilgrim's Progress</i> |
| D. Jonathan Edwards | H. Gilbert Tennant |

- _____ 1. First book ever issued from a press in the American colonies
- _____ 2. Preacher known for his powerful sermons, such as “Sinners in the Hands of an Angry God”
- _____ 3. Requirement that every town in the Massachusetts Bay colony with more than fifty families establish a grammar school
- _____ 4. The first cookbook published in the colonies
- _____ 5. Presbyterian minister who founded the “Log Cabin” to prepare young men for ministry
- _____ 6. Puritan minister in Massachusetts whose pronouncements from the pulpit were often enacted into law
- _____ 7. First textbook used in the colonies
- _____ 8. A book that was popular during the colonial period

Part III. True/False (Lessons 14–16)

Write T for True and F for False in the space provided.

- _____ 1. In 1663, King Charles II gave the land from Virginia to Spanish Florida to prominent Englishmen known as the Lords Proprietor.
- _____ 2. The colony of Georgia was intended to have the majority of its settlers be debtors.
- _____ 3. The largest of North Carolina’s small communities of tobacco farmers was Raleigh.
- _____ 4. The first English settlement in South Carolina was established at present-day Charleston.
- _____ 5. Besides tobacco, the cash crops grown in South Carolina were rice and indigo.
- _____ 6. By the early 1700s, South Carolina’s economy was no longer very dependent upon African slave labor.

- _____ 7. South Carolina settlers hoped that the Georgia settlement would serve as a buffer between them and the French.
- _____ 8. Colonists in Georgia were generally content with the rules of the trustees who administered the policies of the colony.
- _____ 9. Eventually, both the Carolinas and Georgia became royal colonies.
- _____ 10. At the time of the colonial period, hornbooks were no longer used to teach children how to read.
- _____ 11. By the late colonial period, Southern colonies had passed laws making it illegal to teach slaves how to read and write.
- _____ 12. The school year for colonial children was short, and many children only attended school when their parents did not need them to work.
- _____ 13. Upper-class men in the colonial period often imported silk and linen clothing from Europe.
- _____ 14. Working-class men in the colonial period preferred boots with heels and shoes fastened by shoelaces.
- _____ 15. Upper-class women in the colonial period considered their corset to be an indispensable garment.
- _____ 16. A typical dress for a working-class woman in the colonial period consisted of a bodice and skirt joined together, with the skirt opening in front to reveal a separate petticoat.
- _____ 17. Colonial toddlers had leading strings attached to their clothing to help parents guide them as they learned to walk.
- _____ 18. Colonial boys wore dresses until they were five or six years old.
- _____ 19. American society had a highly developed nobility and a very small middle class.
- _____ 20. In America, an individual's destiny was more closely tied to his accomplishments and less to his family background than it was in Europe.
- _____ 21. From the beginning, the thirteen colonies were not allowed the right to legislative representation in their government.
- _____ 22. All of the thirteen English colonies in America began as royal colonies.
- _____ 23. New England settlers found it quite easy to make a living from farming.
- _____ 24. Most people in the New England colonies were English immigrants who came over in groups for religious reasons.

- _____ 25. The Middle colonies were settled by immigrants from a variety of European countries, and most of these colonies were established as profit-making enterprises.
- _____ 26. From the beginning, the South was predominantly industrial.
- _____ 27. The large population centers in the colonies were found primarily in the South.
- _____ 28. During the colonial period, horse-pulled wagons and sleighs provided most land transportation.
- _____ 29. Before the American Revolution, there was no regular mail delivery in the colonies.
- _____ 30. The great religious revival in America from 1730 to 1760 became known as the Great Awakening.
- _____ 31. Puritan rules that banned work or play on the Sabbath were known as blue laws.
- _____ 32. The thirteen American colonies were primarily populated by Protestants.
- _____ 33. The people of colonial America developed a culture that was completely divorced from their European roots.

Part IV. Multiple Choice (Lessons 13 and 15)

Write the letter of the correct answer in the space provided.

- _____ 1. A sea captain from Virginia named Samuel Argall discovered a bay in 1610, which he named for the governor of Virginia. The bay that Argall found was the
 - A. Chesapeake Bay
 - B. Delaware Bay
 - C. Narragansett Bay
 - D. New York Bay
- _____ 2. By 1631, the Dutch had organized a colony near present-day Cape Henlopen as a base for whaling and for trade with the Lenni-Lenape. This settlement was called
 - A. Casimir
 - B. Christina
 - C. New Amstel
 - D. Zwaanendael

- _____3. The Dutch and Lenni-Lenape had problems concerning the suspected stealing of
- A. a Dutch child
 - B. gunpowder
 - C. an Indian tomahawk
 - D. a metallic Dutch coat of arms
- _____4. Which of the following was NOT true about the colony of Pennsylvania?
- A. it was given to William Penn by King Charles to repay a debt owed to Penn's father
 - B. its name means Penn's Woods
 - C. it was established as a royal colony
 - D. it consisted of land west of the Delaware River between present-day New York and Maryland
- _____5. George Calvert managed to remain a favorite of King James I, even though he
- A. lost all of his money
 - B. converted to Catholicism
 - C. betrayed him several times
 - D. moved to America
- _____6. King Charles I granted Lord Baltimore a charter to start a colony north of the Potomac River. This colony became known as
- A. Charles Town
 - B. Delaware
 - C. Georgia
 - D. Maryland
- _____7. Lord Baltimore's colony was a proprietary colony, which he saw as a refuge for persecuted
- A. Catholics
 - B. Jews
 - C. Puritans
 - D. Quakers
- _____8. The first Swedish settlement in the New World was located in a village named
- A. Christina
 - B. New Amstel
 - C. Wilhemina
 - D. Wilmington
- _____9. The Swedes are known for being the first Europeans in America to
- A. pay the Native Americans for their land
 - B. have their own governor
 - C. build log cabins
 - D. build a fort to protect their settlement

- _____ 10. By 1655, New Sweden had been conquered by another European nation, and a new town named New Amstel had been laid out. The nation that took over New Sweden was
- A. England
 - B. France
 - C. The Netherlands
 - D. Spain
- _____ 11. In 1664, the Dutch-Swedish settlement in Delaware had been taken over by another European nation. The new conquering nation was
- A. England
 - B. France
 - C. The Netherlands
 - D. Spain
- _____ 12. From 1682 until 1704, the three lower counties of Delaware were part of the colony of
- A. Maryland
 - B. New Jersey
 - C. Pennsylvania
 - D. Virginia
- _____ 13. Penn's "holy experiment"
- A. did not offer generous land grants to its colonists
 - B. was noteworthy in its treatment of the Lenni-Lenape
 - C. did not give the right to vote to all male landowners
 - D. was known for its intolerance and persecution of religions other than the religion of the Quakers
- _____ 14. The Pennsylvania colony
- A. attracted settlers from all over Europe
 - B. had few problems with its government
 - C. was plagued by landowners who oppressed their tenants
 - D. never grew to be very big
- _____ 15. Cecil Calvert planned that the distribution of land in his colony would
- A. be fair and equal
 - B. be based on the English feudal system
 - C. not create social and class systems
 - D. make him quite wealthy
- _____ 16. The settlers in Lord Baltimore's colony
- A. never used slaves
 - B. suffered through several grim starving times
 - C. were unable to establish good relations with the Native Americans in the area
 - D. developed an agricultural economy, with tobacco as its most profitable export

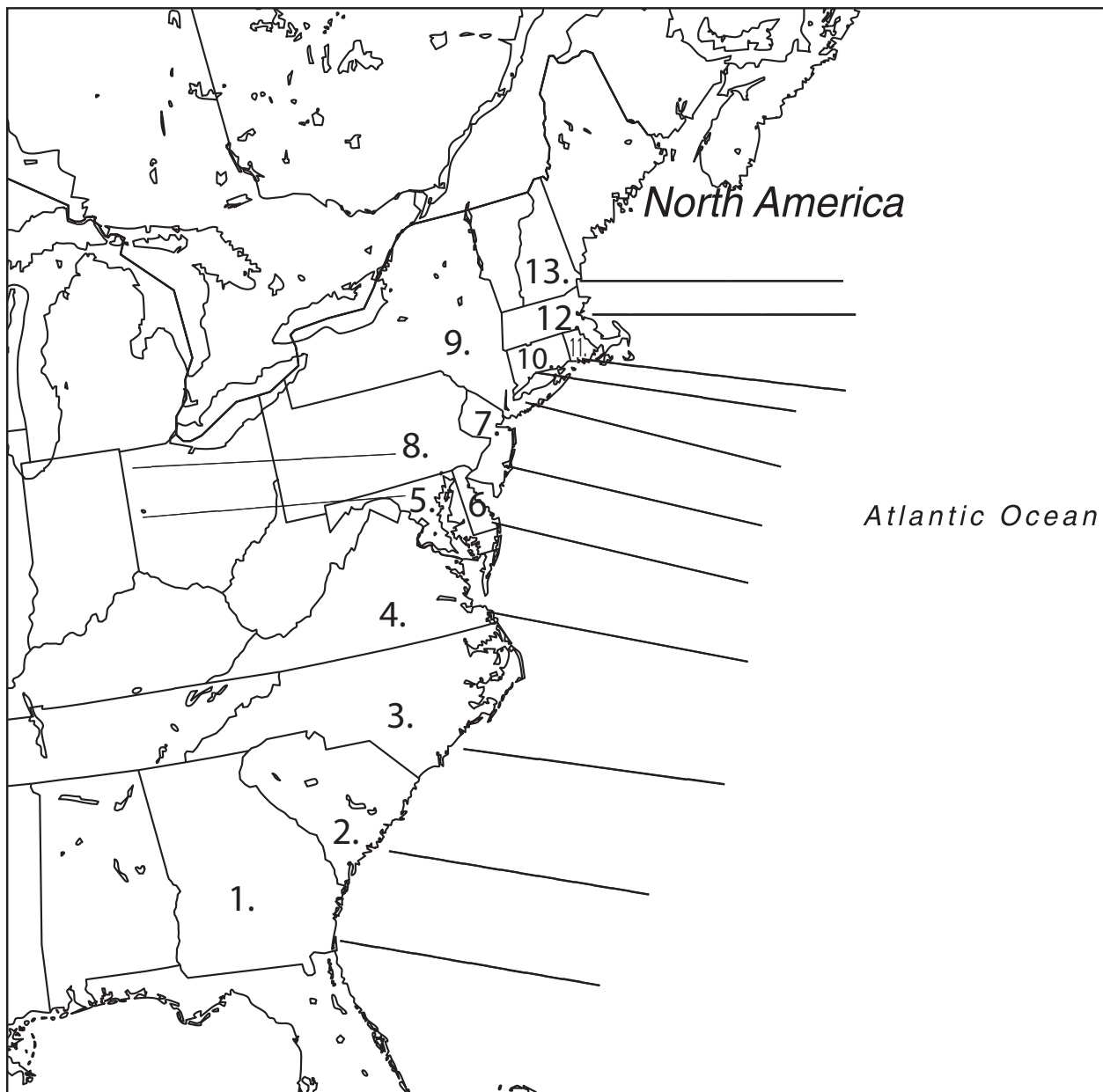
- _____17. In colonial America there were
- A. mostly very small families
 - B. quite a few divorces
 - C. many remarriages
 - D. few blended families
- _____18. Colonial families
- A. rarely ate meals together
 - B. relied upon each other for food, shelter, and a sense of belonging
 - C. usually did not spend their evenings at home
 - D. had quite a bit of free time
- _____19. Colonial women
- A. did not generally marry until their mid-twenties
 - B. liked to space their children four to five years apart
 - C. were equal in status to their husbands
 - D. were not allowed to own property in their name or vote
- _____20. Which of the following was NOT true of colonial education?
- A. the Quakers in Pennsylvania were not interested in providing elementary education for their children
 - B. the first American college, Harvard, was founded by New England Puritans
 - C. schools varied greatly from region to region
 - D. children in the Southern colonies were usually taught at home by parents or private tutors
- _____21. The average life expectancy for an American during the colonial period was under
- A. ten years
 - B. twenty-five years
 - C. forty years
 - D. sixty-five years
- _____22. Illnesses in colonial America were
- A. often caused by contaminated water
 - B. rarely treated through bleedings using leeches
 - C. generally treated by doctors trained in medical schools
 - D. usually well understood
- _____23. Colonial Americans
- A. usually had running water and septic systems in their homes
 - B. had indoor toilets
 - C. bathed at least every other day
 - D. believed that a layer of dirt provided protection against germs

- _____ 24. Which of the following was NOT true of colonial food?
- A. most European foods grew well in America
 - B. food was usually cooked in big kettles over an open hearth
 - C. most meals were stews
 - D. meat was often preserved by smoking and vegetables by pickling
- _____ 25. American colonists drank
- A. a great deal of water
 - B. few alcoholic beverages
 - C. little milk
 - D. very little cider
- _____ 26. New England colonists
- A. consumed a lot of fresh vegetables and salads
 - B. used a lot of sugar
 - C. consumed a lot of meat and fish
 - D. did not cook with molasses or maple syrup
- _____ 27. In the Middle colonies,
- A. there was a very short growing season and rocky soil
 - B. the Dutch enjoyed cookies, cakes, and pastries
 - C. the French settlers ate a lot of cabbage and pork
 - D. there was little baking of pies and breads because of the unavailability of ovens
- _____ 28. White Southerners
- A. ate spicier foods than their African slaves
 - B. often hid the bad flavor of spoiled food by adding pepper
 - C. ate very little meat and had little variety in the types of foods that they consumed
 - D. did not enjoy Indian hominy

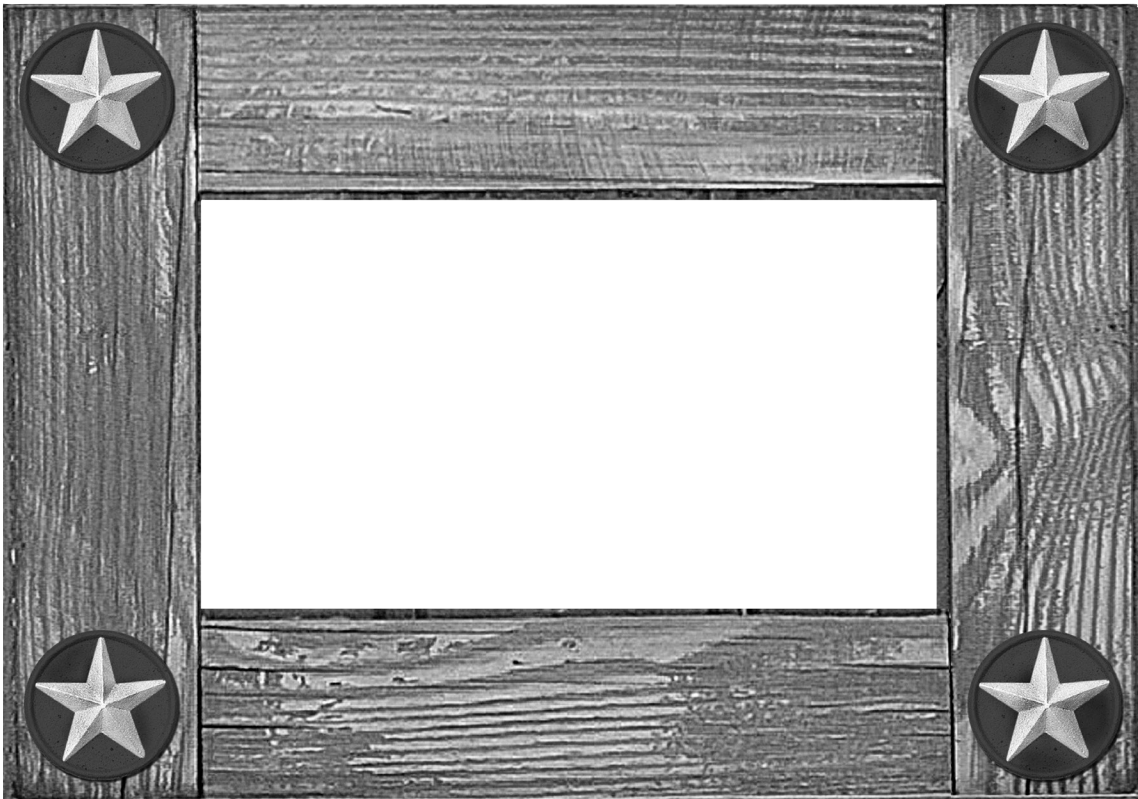
Part V. Map

Write the corresponding letter of the correct answer in the space provided.

- | | |
|------------------|-------------------|
| A. Connecticut | H. New York |
| B. Delaware | I. North Carolina |
| C. Georgia | J. Pennsylvania |
| D. Maryland | K. Rhode Island |
| E. Massachusetts | L. South Carolina |
| F. New Hampshire | M. Virginia |
| G. New Jersey | |



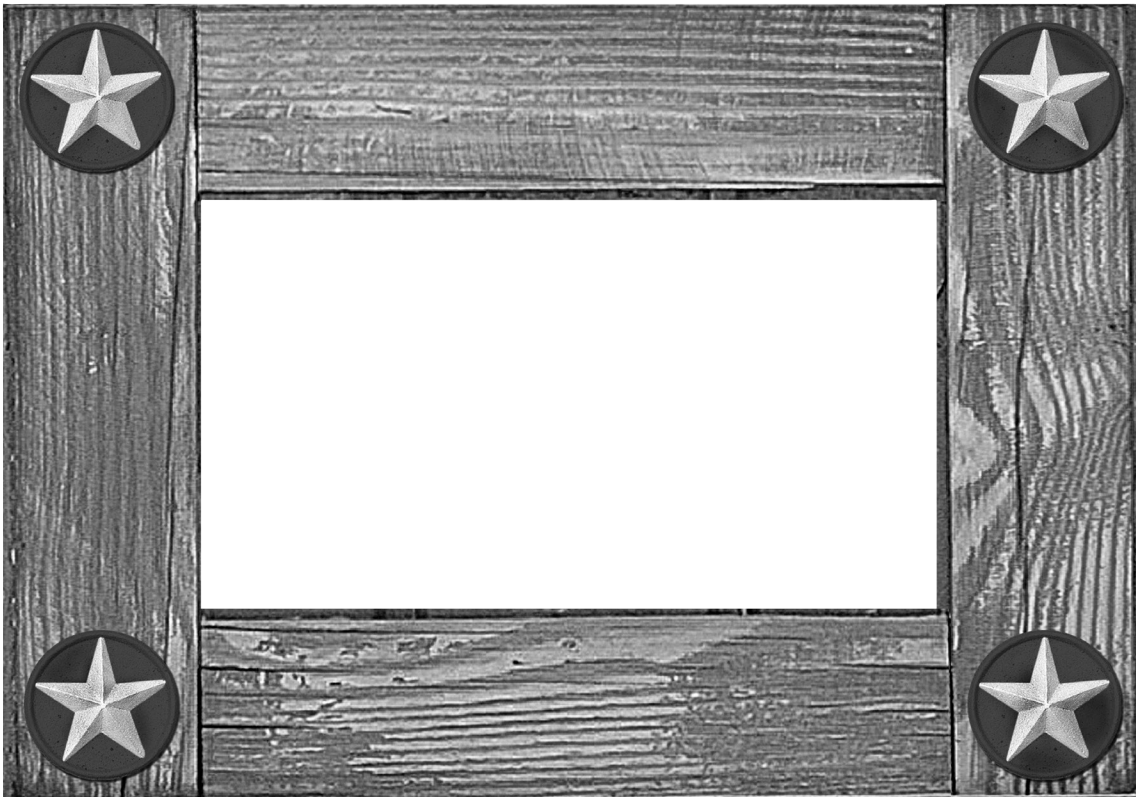
SECTION THREE: REPRODUCIBLES



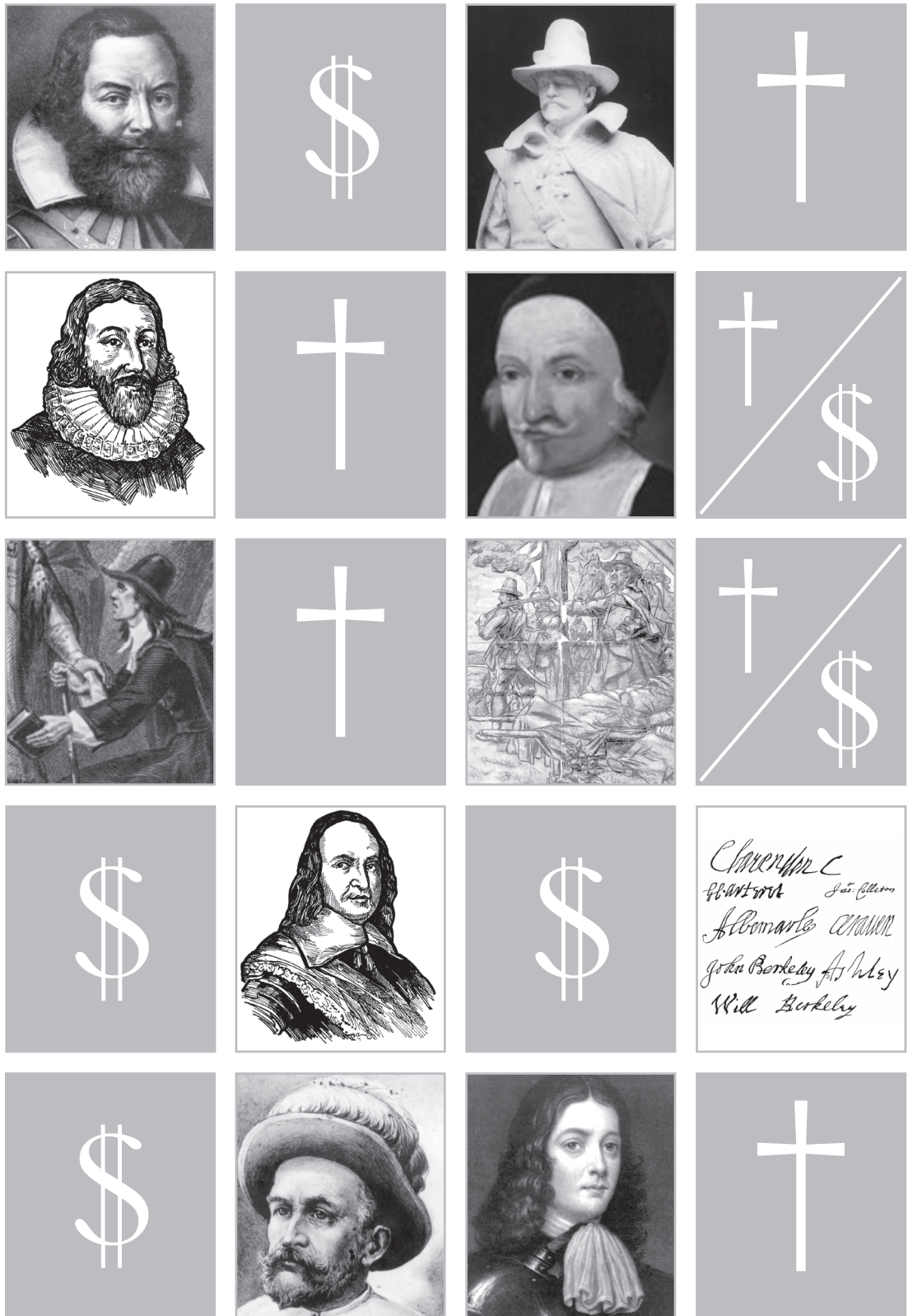
REPRODUCIBLES:

PORTRAITS AND FLAGS

READY FOR DOUBLE-SIDED PRINTING



UNIT TWO



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| Religion || William Bradford || Profit || John Smith |

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| Religion & Profit || John Wheelwright || Religion || John Winthrop |

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| Religion & Profit || Thomas Hooker || Religion || Roger Williams |

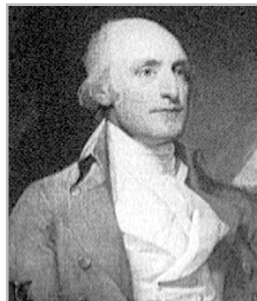
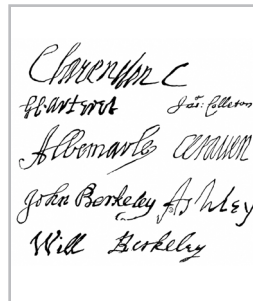
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| Carteret and Berkeley || Profit || Peter Stuyvesant || Profit |

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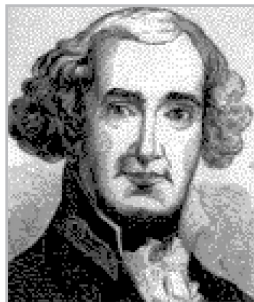
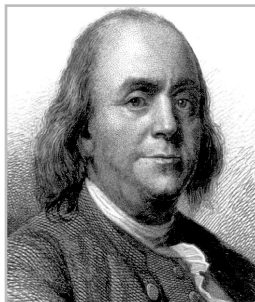
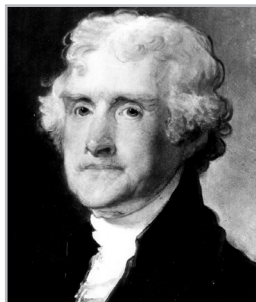
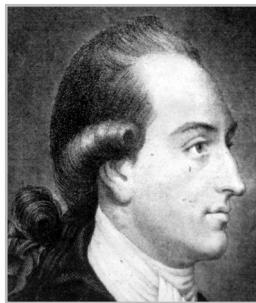
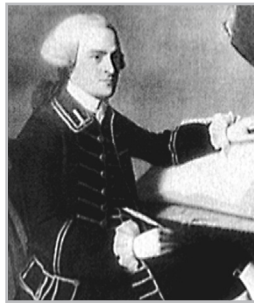
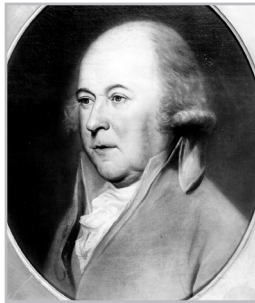
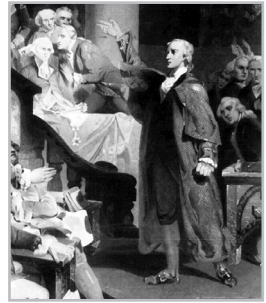
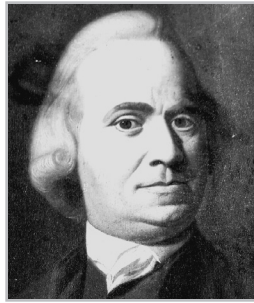
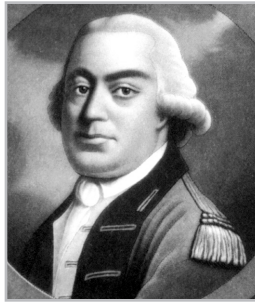
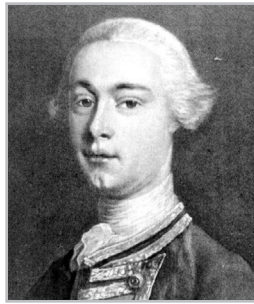
| Religion || William Penn || Peter Minuit || Profit |

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Profit		The Lords Proprietor		Religion		Cecil Calvert			
Debtor		James Oglethorpe		Profit		Sir Ashley Cooper			

UNIT THREE





Louis Montcalm	James Wolfe	Jeffrey Amherst	George Washington
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Patrick Henry	Samuel Adams	General Thomas Gage	King George III
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Governor Thomas Hutchinson	John Hancock	John Adams	Paul Revere
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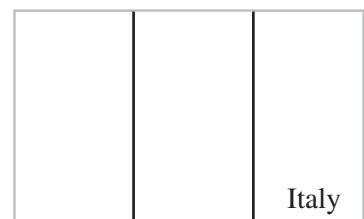
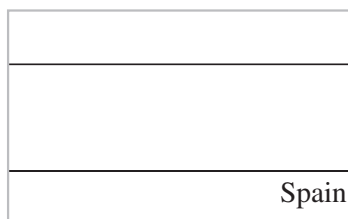
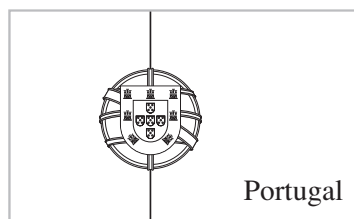
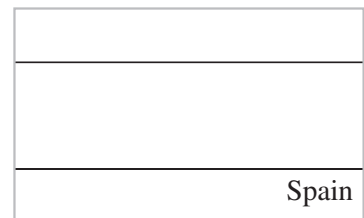
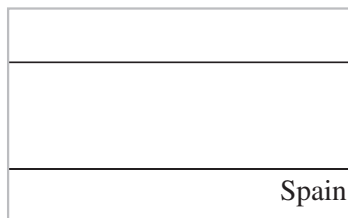
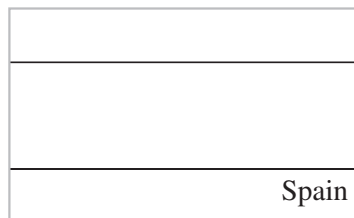
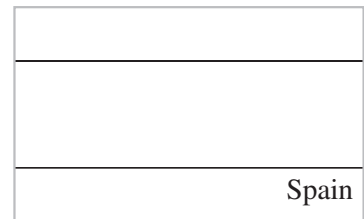
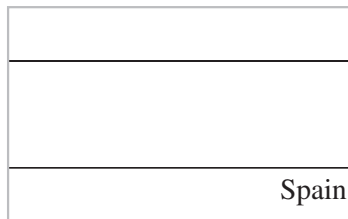
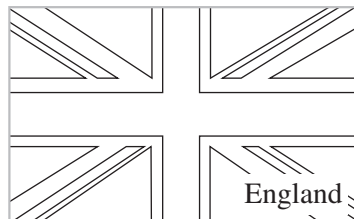
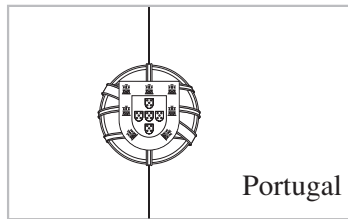
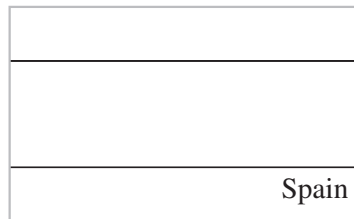
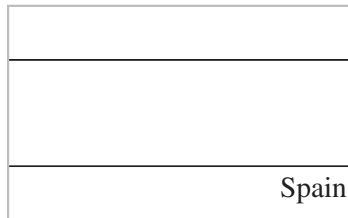
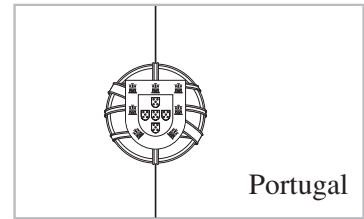
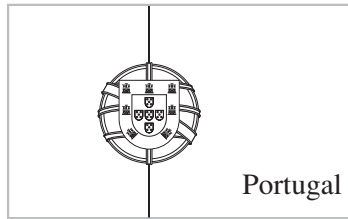
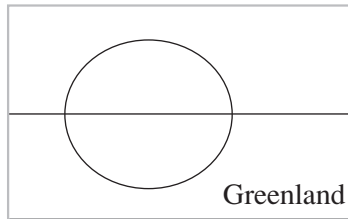
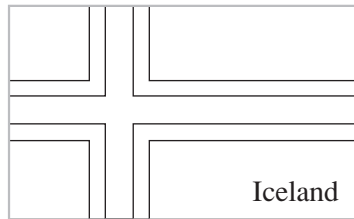
George Washington	Benedict Arnold	Ethan Allen	Dr. Joseph Warren
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Captain Dan Morgan	General William Howe	Benjamin Franklin	Thomas Jefferson
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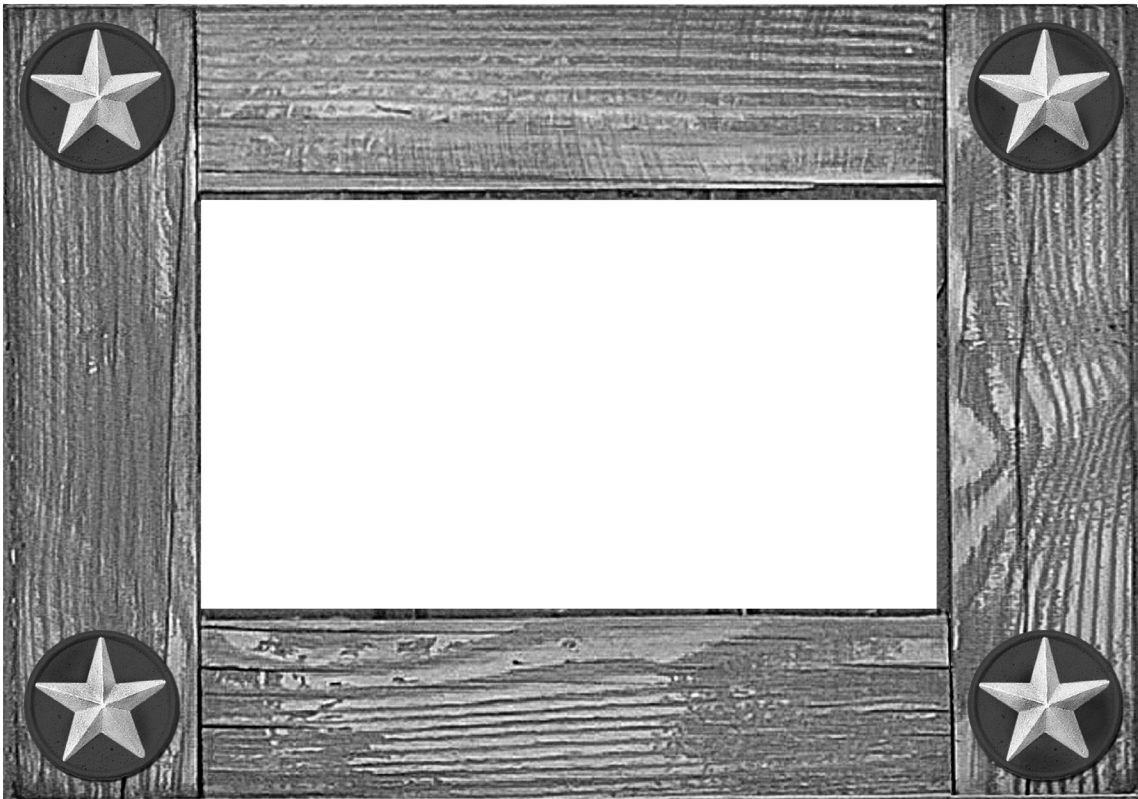


UNIT ONE



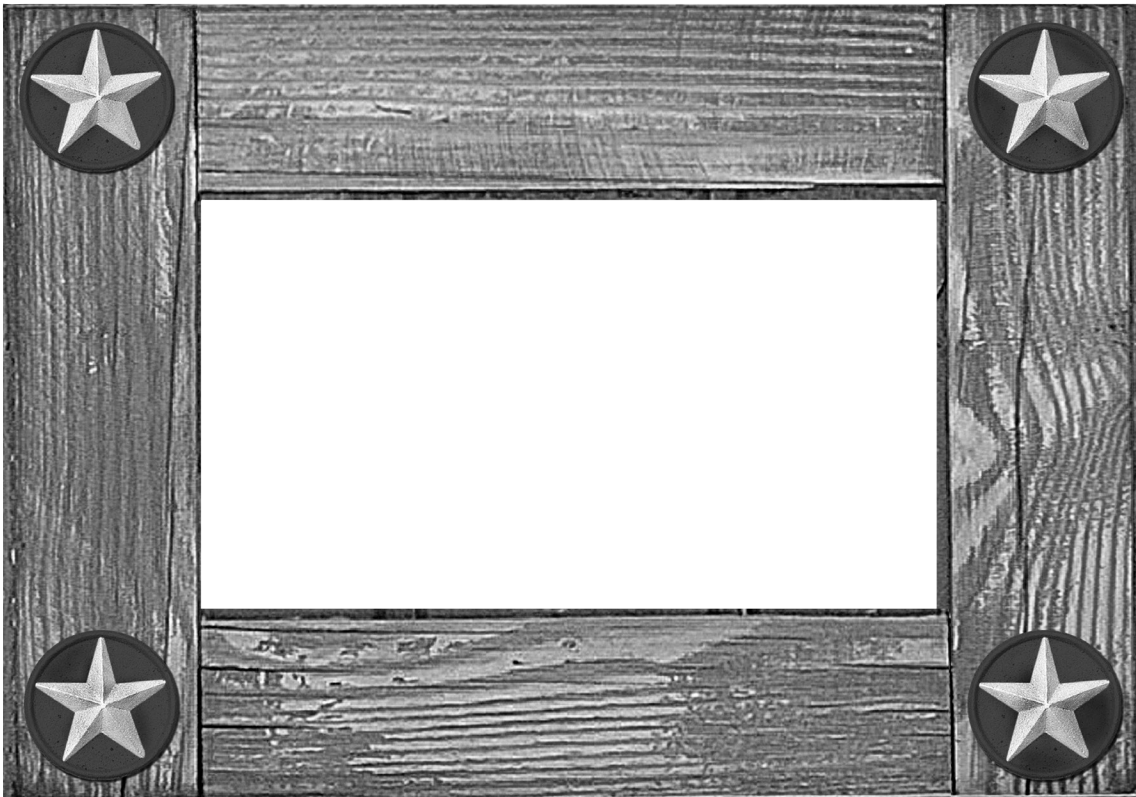
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	Italy		Spain		Italy	
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	Italy		Portugal		Spain	
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	Spain		Spain		England	
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	Italy		Spain		Portugal	
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SECTION FOUR: ANSWER KEYS



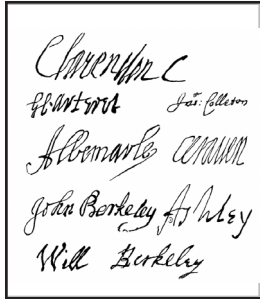
ANSWER KEY

TO THE FORMS, MAPS, AND FOR REVIEW QUESTIONS

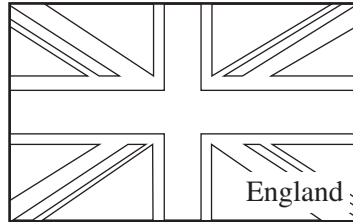


LESSON 14: THE NORTH CAROLINA COLONY

Picture of key figure



Flag of country that played
a role in its founding



Motivation for founding



Year of the first permanent colony settlement _____ **1653** _____

Founded by a company or proprietor(s); if a company, write its name _____

proprietors _____

Name of this colony's key figure _____ **The Eight Lords Proprietor** _____

List some other individuals who were instrumental in the early years of this colony.

Sir Robert Heath, John Culpeper _____

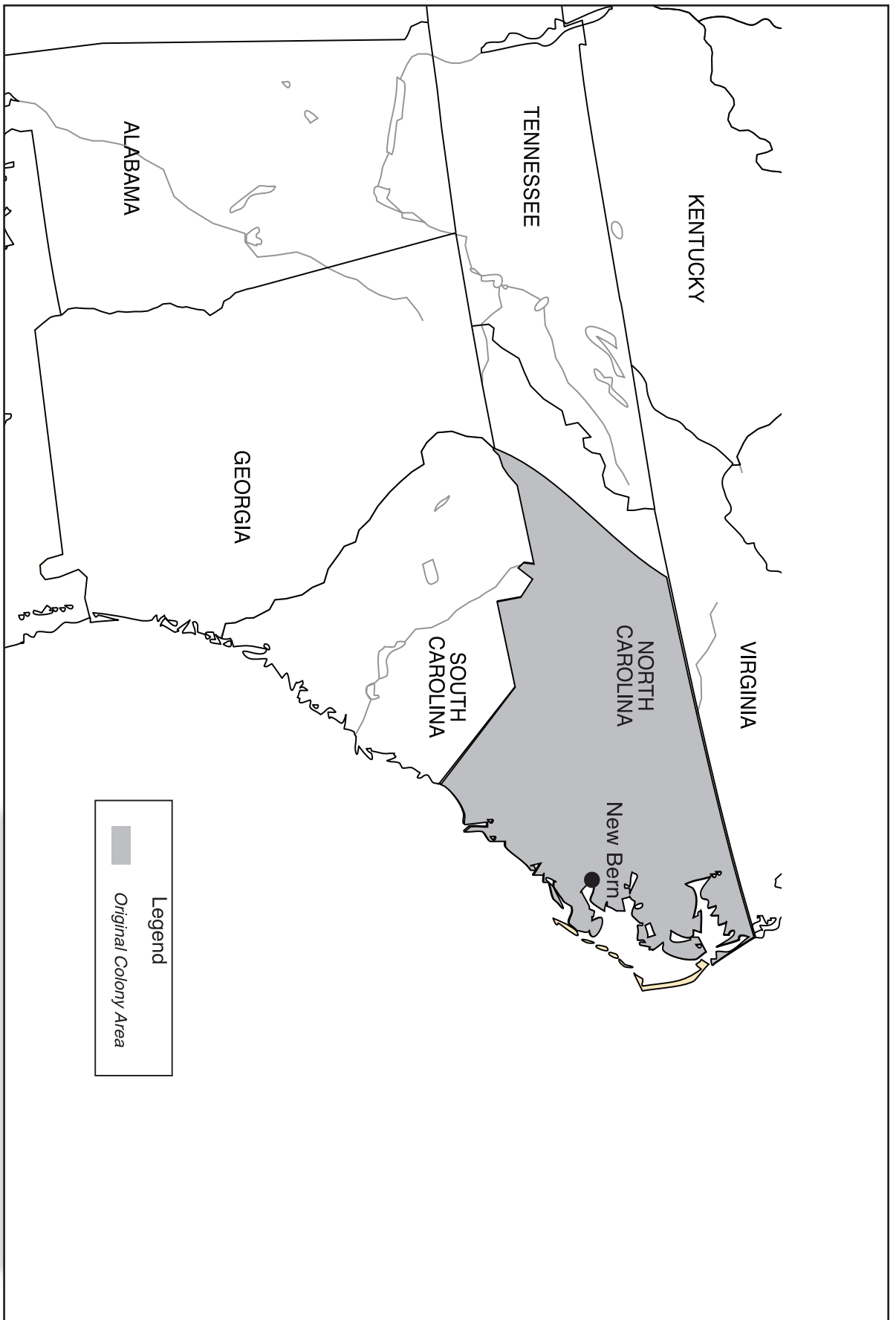
Key settlements _____ **New Bern** _____

List any other important facts about this colony or significant events in its development.

Slower economic growth than South Carolina due to geography _____

Independent-minded tobacco farmers _____

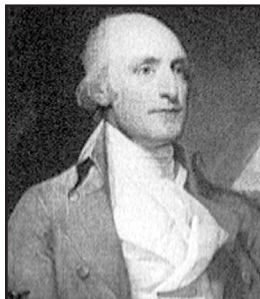
Tuscarora raids _____



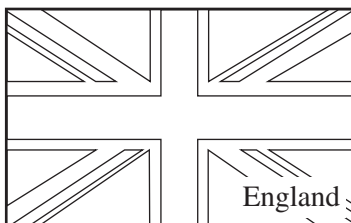
THE NORTH CAROLINA COLONY Shade in the original colony area of North Carolina and label New Bern. [*Student Reader*, page 165]

LESSON 14: THE SOUTH CAROLINA COLONY

Picture of key figure



Flag of country that played
a role in its founding



Motivation for founding



Year of the first permanent colony settlement _____ **1670** _____

Founded by a company or proprietor(s); if a company, write its name _____ **proprietors** _____

Name of this colony's key figure _____ **Sir Ashley Cooper, the Eight Lords Proprietor** _____

List some other individuals who were instrumental in the early years of this colony.

Sir Robert Heath

Key settlements _____ **Charles Town** _____

List any other important facts about this colony or significant events in its development.

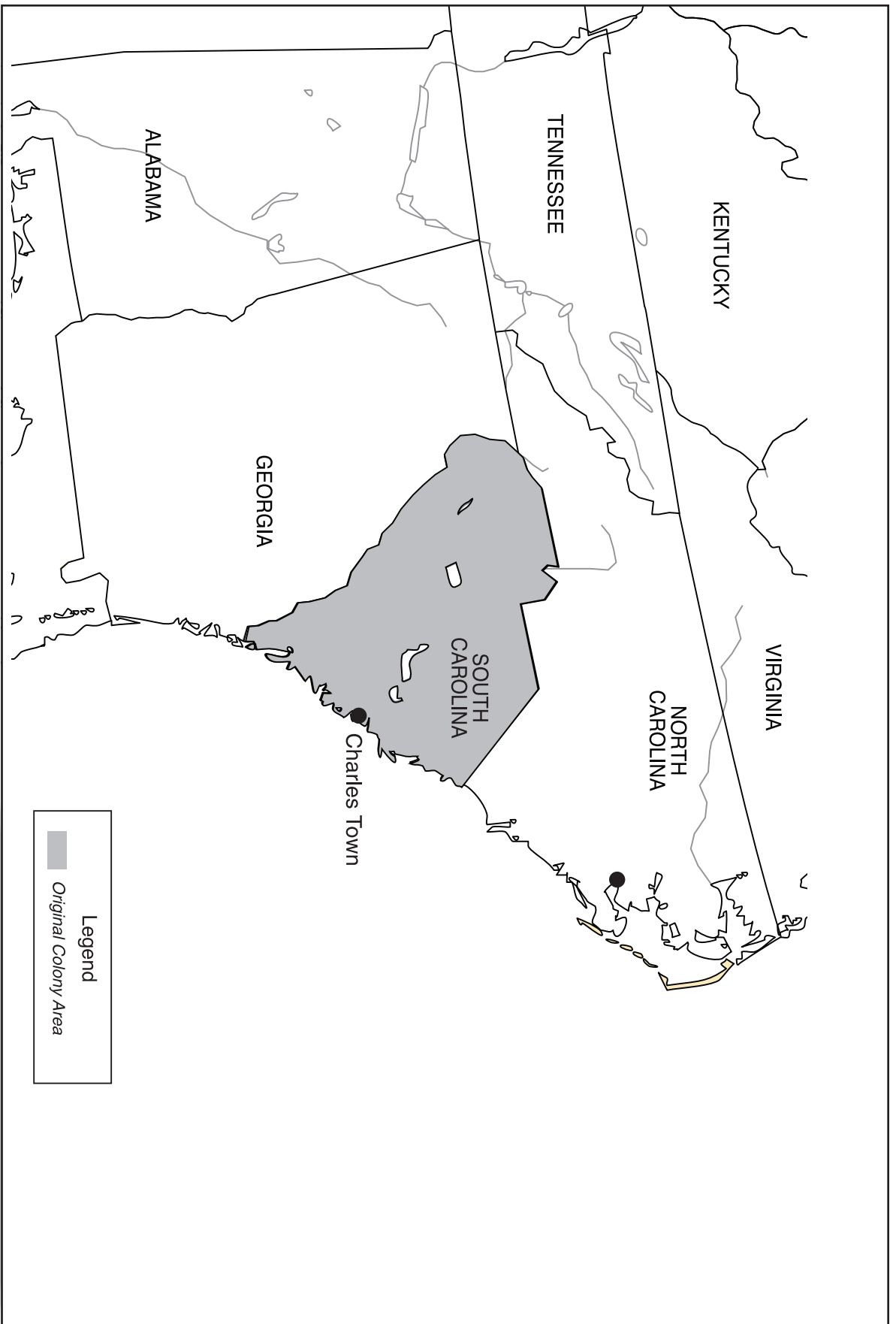
Inadequate food supplies and threat of Spanish attack for first ten ears: rice and indigo crops

dependent upon slave labor

Goose Creek Men seeking more local control

Quit rent system

1712 Separation from North Carolina



THE SOUTH CAROLINA COLONY

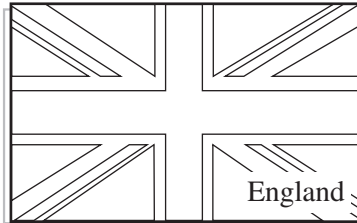
Shade in the original colony area of South Carolina and label Charles Town.
[Student Reader, page 165]

LESSON 14: THE GEORGIA COLONY

Picture of key figure



Flag of country that played
a role in its founding



Motivation for founding



Year of the first permanent colony settlement _____ **1732** _____

Founded by a company or proprietor(s); if a company, write its name _____ **proprietors** _____

Name of this colony's key figure _____ **James Oglethorpe** _____

List some other individuals who were instrumental in the early years of this colony.

_____ **Colonel William Bull** _____

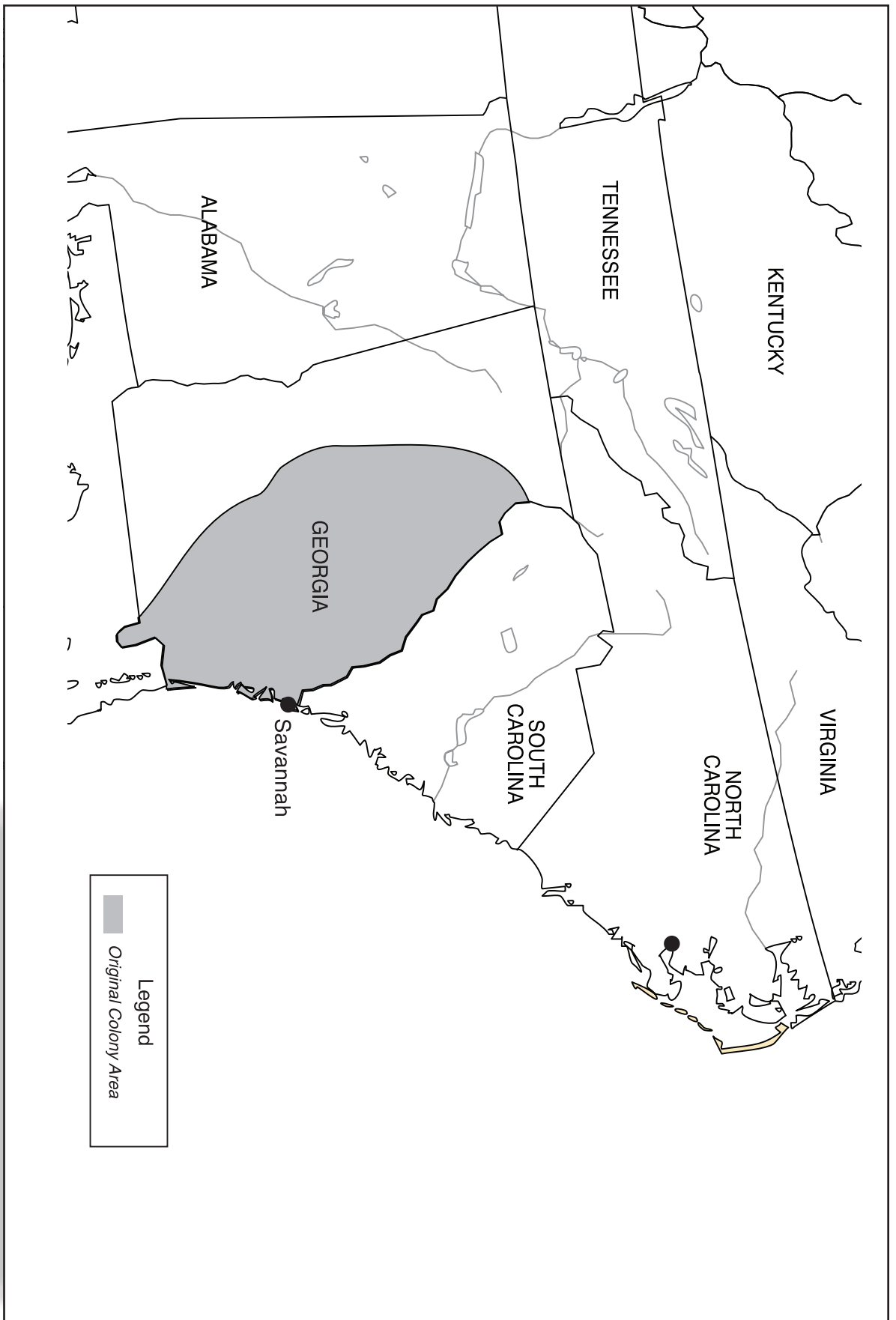
Key settlements _____ **Savannah, Augusta** _____

List any other important facts about this colony or significant events in its development.

_____ **Buffer between Carolinas and Spanish in Florida** _____

_____ **Friendship with Tomochichi** _____

_____ **Rebellion against trustee roles; eventual relaxation of rules** _____



THE GEORGIA COLONY Shade in the original colony area of Georgia and label Savannah. [*Student Reader*, page 165]

LESSON 14: FOR REVIEW

Write the corresponding letter of the correct answer in the space provided.

- | | |
|--------------------------|---------------------|
| A. Colonel William Bull | F. James Oglethorpe |
| B. Anthony Ashley Cooper | G. Tomochichi |
| C. John Culpeper | H. Tuscarora |
| D. Goose Creek Men | |
| E. Sir Robert Heath | |

- H 1. Native American tribe that sought revenge by raiding North Carolina settlements
- F 2. Founder of Georgia
- B 3. Lord Proprietor who encouraged the printing of pamphlets to advertise Carolina's wonders
- C 4. North Carolina settler who led a rebellion against the governor of the colony
- G 5. Creek chief who became a good friend of James Oglethorpe
- A 6. South Carolinian who helped Oglethorpe lay out Savannah
- E 7. Englishman who was given Carolana by King Charles I in 1629
- D 8. South Carolina settlers from Barbados who opposed proprietary government and sought more local governmental control

Write the missing word or words in the spaces provided.

1. In 1663, King Charles II gave the land from Virginia to Florida to eight prominent Englishmen known as the Lords Proprietor .
2. The colony of Georgia, set up as a charity and administered by twenty trustees, was intended to have the majority of its settlers be debtors .
3. For many years, North Carolina's only settlements were small communities of tobacco farmers in the isolated northern Albemarle region. The largest of these settlements was New Bern .

4. The Albemarle settlers were primarily former indentured servants and other poor whites, who had been squeezed out of Virginia by the low price of tobacco.
5. The first English settlement in South Carolina was at present-day Charleston, briefly known as Albemarle Point.
6. For many years, settlers in the Carolinas feared the threat of an attack from the Spanish in St. Augustine.
7. The staple crop that ensured Charles Town's prosperity was rice. An ideal second crop grown with it was indigo, a plant used to dye cloth a rich purple color.
8. By the early 1700s, South Carolina's economy had become based upon African slave labor.
9. The proprietors eventually began recruiting religious dissenters to South Carolina — first English Presbyterians and Baptists and later French Huguenots, whose tastes and ideas contributed to the creation of an aristocratic Charles Town society.
10. South Carolina settlers were delighted with the arrival of Oglethorpe and his colonists because they hoped that the Georgia settlement would serve as a buffer between them and The Spanish.
11. Colonists in Georgia rebelled against the trustees' rules requiring them to grow mulberry trees, pay quit rents, and abstain from strong liquor.
12. Eventually both the Carolinas and Georgia became royal colonies with their governors appointed by the English crown.



LESSON 15: ORIGINAL THIRTEEN COLONIES

List the original thirteen colonies by geographic region.

NEW ENGLAND: _____ New Hampshire

_____ Massachusetts

_____ Rhode Island

_____ Connecticut

MIDDLE: _____ New York

_____ New Jersey

_____ Pennnsylvania

_____ Maryland

_____ Delaware

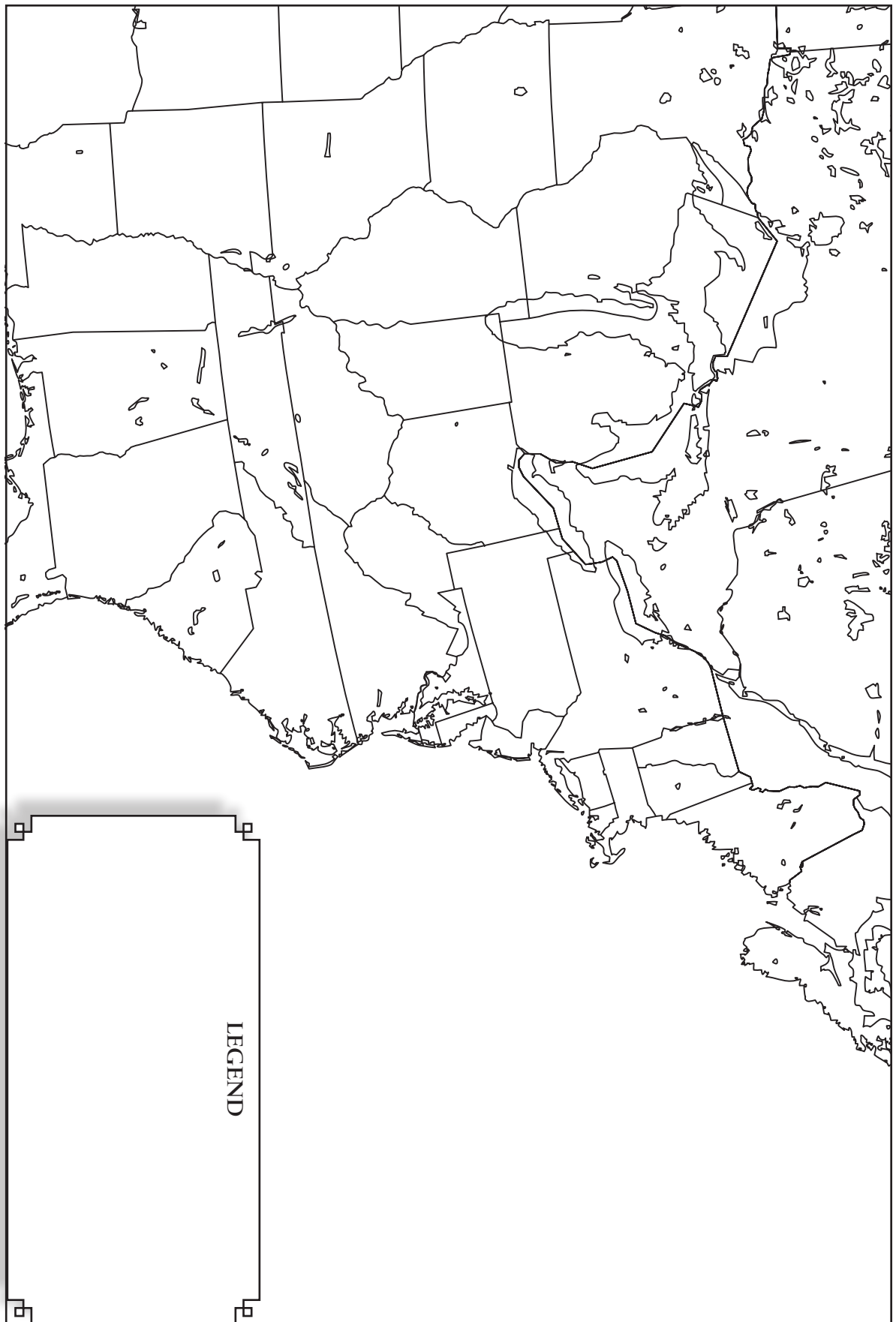
SOUTH: _____ Virginia

_____ North Carolina

_____ South Carolina

_____ Georgia

Label the original thirteen colonies.



LESSON 15: FOR REVIEW

Write the letter of the correct answer in the space provided.

- C** 1. In colonial America there were

 - A. mostly very small families
 - B. quite a few divorces
 - C. many remarriages
 - D. few blended families

A 2. During the colonial period,

 - A. childbirth was quite dangerous for both mother and child
 - B. fathers were rarely involved in disciplining their children
 - C. children were usually not asked to take on household duties until they reached their teen years
 - D. men and women married at a later age than their European counterparts

B 3. Colonial families

 - A. rarely ate meals together
 - B. relied upon each other for food, shelter, and a sense of belonging
 - C. had quite a bit of free time
 - D. usually did not spend their evenings at home

C 4. Colonial women

 - A. did not generally marry until their mid-twenties
 - B. liked to space their children four to five years apart
 - C. were not allowed to own property in their name, vote, or run for public office
 - D. were equal in status to their husbands

C 5. Which of the following was NOT true of colonial education?

 - A. schools varied greatly from region to region
 - B. the first American college, Harvard, was founded by New England Puritans
 - C. the Quakers in Pennsylvania were not interested in providing elementary education for their children
 - D. children in Southern colonies were usually taught at home by parents or private tutors

B 6. Upper-class men in the colonial period

 - A. were rarely seen with a waistcoat
 - B. were able to import silken and linen clothing from Europe
 - C. had narrow cuffs and no ruffles on their shirts and breeches that came down to their ankles
 - D. no longer wore leggings, under stockings, or cravats

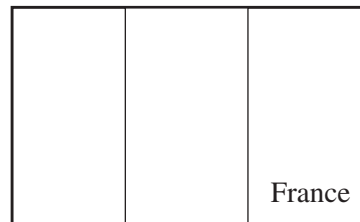
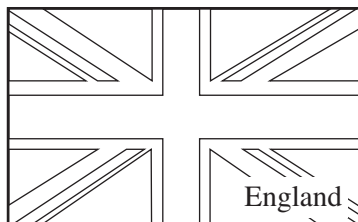
- A 7. Working-class men in the colonial period
- A. wore trousers that covered the leg
 - B. had shoes that were fastened by shoe laces
 - C. preferred boots with high heels
 - D. ordered most of their clothing from Europe
- A 8. Upper-class women in the colonial period
- A. considered their corset to be an essential garment
 - B. owned primarily silk brocade gowns
 - C. saw their skirts grow more and more narrow as the years passed
 - D. often wore trousers
- B 9. In the American colonies,
- A. women were not concerned about keeping their hair covered
 - B. working-class women usually covered their dresses with aprons while they worked
 - C. gloves were not considered to be fashionable for women
 - D. a typical dress for a working-class woman consisted of a bodice and skirt joined together, with the skirt opening in front to reveal a separate petticoat
- D 10. Which of the following was NOT true of clothing for colonial children?
- A. boys wore dresses until they were five or six years old
 - B. boys were “breeched” when they were put into their first pair of pants
 - C. toddlers had leading strings attached to their clothing to help their parents guide them as they learned to walk
 - D. most boys and girls had store-bought shoes with hard soles from Europe
- B 11. The average life expectancy for an American during the colonial period was under
- A. ten years
 - B. twenty-five years
 - C. forty years
 - D. sixty-five years
- A 12. Illnesses in colonial America
- A. were often caused by contaminated water
 - B. were generally treated by doctors trained in medical schools
 - C. were rarely treated through “bleedings” using leeches
 - D. were usually well understood
- D 13. Colonial Americans
- A. usually had running water and septic systems in their homes
 - B. had indoor toilets
 - C. bathed at least every other day
 - D. believed that a layer of dirt provided protection against germs

- A 14. Which of the following was NOT true of colonial food?
- A. most European foods grew well in America
 - B. food was usually cooked in big kettles over an open hearth
 - C. most meals were stews
 - D. meat was often preserved by smoking and vegetables by pickling
- B 15. American colonists drank
- A. a great deal of water
 - B. little milk
 - C. few alcoholic beverages
 - D. very little cider
- D 16. New England colonists
- A. consumed a lot of fresh vegetables and salads
 - B. did not cook with molasses or maple syrup
 - C. used a lot of sugar
 - D. consumed a lot of meat and fish
- C 17. In the Middle colonies
- A. there was a very short growing season and rocky soil
 - B. the French settlers ate a lot of cabbage and pork
 - C. the Dutch enjoyed cookies, cakes, and pastries
 - D. there was little baking of pies and breads because of the unavailability of ovens
- B 18. White Southerners
- A. ate very little meat and had little variety in the types of foods they consumed
 - B. often hid the bad flavor of spoiled food by adding pepper
 - C. did not generally enjoy Indian hominy
 - D. ate spicier foods than their African slaves

LESSON 17: THE FRENCH AND INDIAN WAR

The war was a colonial extension of what European war? the Seven Years' War

Flags of the countries involved in the French and Indian War



With which side did most Native American tribes ally themselves? France

Color the square blue if the battle was a British victory. Color the square red if the battle was a French victory. ☐ = blue (French) ☐ = red (British)

FIRST PHASE

☐ Ft. DuQuesne

☐ Ft. Edward

☐ Ft. William Henry

SECOND PHASE

☐ Ft. Oswego

☐ Ft. William Henry

THIRD PHASE

☐ Ft. Louisbourg

☐ Ft. Frontenac

☐ Ft. Ticonderoga

☐ Montreal

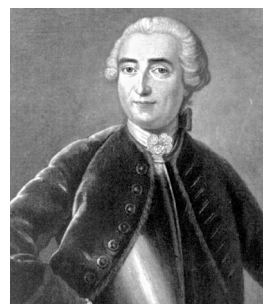
☐ Ft. DuQuesne

☐ Ft. Niagara

☐ Quebec

☐ Detroit

Pictures of some of the key individuals in the French and Indian War



The map displays the Atlantic Ocean region, including the eastern coast of North America and the province of Nova Scotia. Black dots indicate the sampling locations for the study. The locations are distributed along the Atlantic coast, from the Gulf of St. Lawrence in the north down to the northern coast of Nova Scotia. A legend box is located in the bottom right corner of the map.

LEGEND

LESSON 17: FOR REVIEW

Write the letter of the correct answer in the space provided.

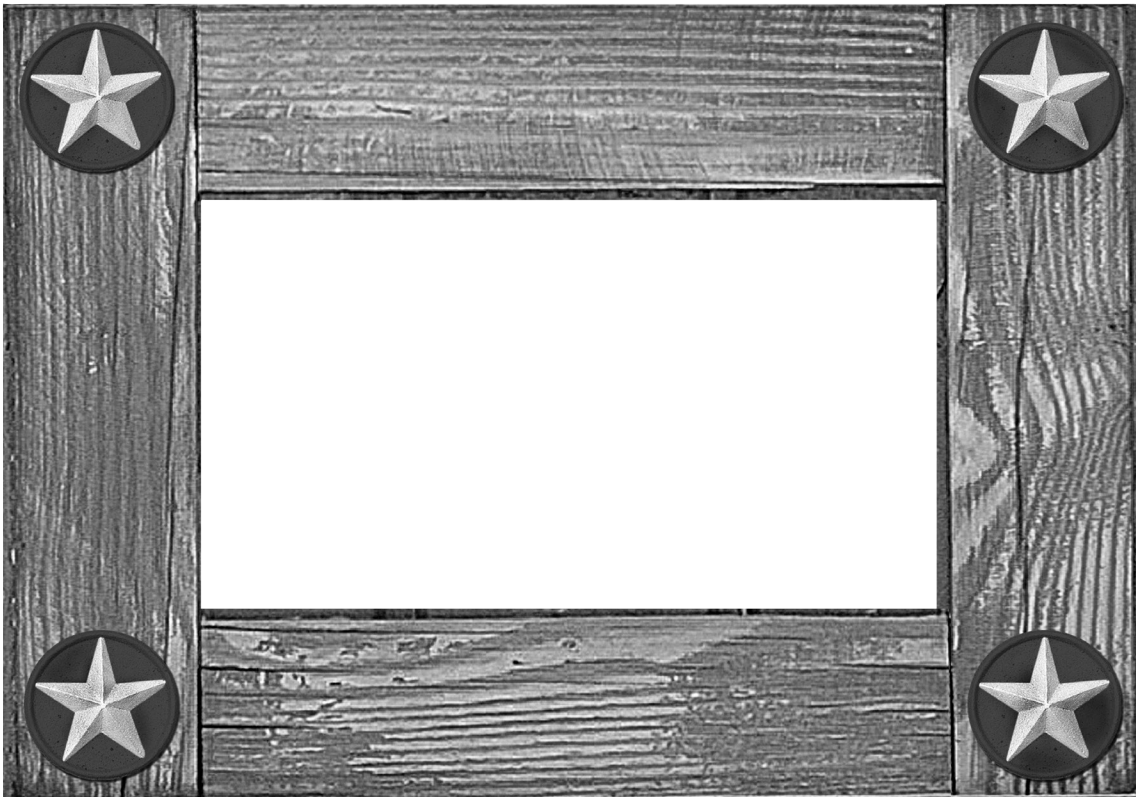
- C 1. Historical scholars have generally
- A. found little to debate concerning the causes of the American Revolution
 - B. believed that the colonists failed to develop a sense of American identity
 - C. pointed to parliamentary policies toward the colonies as one of the causes of war
 - D. discounted the role of colonial leaders in arousing American anger against the British
- B 2. In the years prior to the outbreak of the American Revolution, most colonists
- A. experienced less religious freedom than the British
 - B. came to prefer American simplicity and self-reliance rather than the more aristocratic British society
 - C. saw their population decline
 - D. regarded life in the mother country as superior to life in the New World
- C 3. Between 1763 and 1775,
- A. most colonists were ready to form an independent America nation
 - B. the British Parliament refrained from passing laws that regulated the colonists' trade or travel
 - C. the cry of "no taxation without representation" became a rallying point for the colonists
 - D. the British removed all troops stationed in the colonies
- B 4. The French and Indian War was a
- A. conflict between French and Indian fur trappers in America
 - B. colonial extension of the Seven Years' War in Europe
 - C. short conflict, lasting only a couple of years and resulting in little bloodshed
 - D. fight primarily between the British and their colonists
- C 5. In 1750,
- A. the Spanish still claimed large portions of North America
 - B. the British had stripped the French of all of their territory in the New World
 - C. the French held eastern Canada and the Louisiana Territory
 - D. the British claimed large portions of territory on both the east and west coasts of America

- D 6. During the early 1750s, the French had
- A. many more enemies among the Native Americans than the British
 - B. settled their previous tensions with the British
 - C. little concern about the westward movement of British colonists
 - D. fur-trading posts and forts in a region bounded by Quebec, Montreal, Detroit, and New Orleans
- A 7. Which of the following was TRUE during the early 1750s?
- A. the French wanted to keep the British from expanding into the Ohio River valley
 - B. the British were building a chain of new forts from the St. Lawrence River to the Mississippi River
 - C. Fort Duquesne was built by the British in present-day Virginia on land claimed by the French
 - D. George Washington defended Fort Duquesne against French attacks
- C 8. Fort Necessity was built by
- A. the French near Fort Duquesne
 - B. the British in the early 1600s
 - C. George Washington and his men when they were unable to take over Fort Duquesne
 - D. the Spanish to protect Florida
- B 9. During the first phase of fighting in the French and Indian War (1754 – 1755),
- A. almost all of the American native tribes decided to ally themselves with the British
 - B. the American colonists managed mostly on their own against the French
 - C. the French colonies were able to produce their own food and were protected by their own militias
 - D. the Iroquois chose to side with the French because Champlain had helped them in their war with the Huron
- A 10. Major General Edward Braddock, sent to oversee British and colonial forces in 1755,
- A. was mortally wounded near Fort Duquesne
 - B. succeeded in teaching his soldiers how to use guerilla fighting tactics
 - C. was not willing to work with George Washington
 - D. led his forces to ultimate victory over the French
- D 11. In the second phase of the fighting (1756 – 1757),
- A. Lord Loudoun succeeded in getting the colonists excited about the war effort
 - B. the British were outnumbered almost two to one by the French
 - C. Native Americans scalped many of their French allies
 - D. the British were soundly defeated by the French under Montcalm at Fort Oswego and Fort William Henry

- B 12. The tide began to turn in favor of the British in 1758 under the leadership of William Pitt, who
- A. coerced the colonists into supporting the war effort
 - B. encouraged the British to adapt their war strategies to the American landscape and terrain
 - C. enlisted the Spanish as British allies
 - D. forced generals Amherst and Wolfe to return to England
- D 13. Which of the following was NOT a British victory in 1758 – 1759?
- A. Fort Louisbourg
 - B. Fort Niagara
 - C. Fort Ticonderoga
 - D. Fort William Henry
- C 14. On September 13, 1759, just outside the French city of Quebec,
- A. the British suffered a surprising defeat by the French
 - B. the British and French fought to a draw
 - C. both General Wolfe and General Montcalm were mortally wounded
 - D. the French won a decisive victory
- A 15. By September of 1760,
- A. the British controlled all of the American frontier
 - B. the British had surrendered to the French at Montreal
 - C. Detroit remained in French hands
 - D. the Treaty of Paris, ending the French and Indian War, had been signed
- C 16. The Treaty of Paris, ending the French and Indian War, gave
- A. no territory to the Spanish
 - B. New Orleans and lands west of the Mississippi River to the British
 - C. all of North America east of the Mississippi River, except for New Orleans, to the English
 - D. New Orleans to the French
- A 17. In 1764, Pontiac's Rebellion flared up,
- A. and many of the battlefields were the same as those in the French and Indian War
 - B. and the fighting continued for more than five years
 - C. but eventually the enmity between the British and the Native Americans died down
 - D. and the Native Americans were re-energized and unwilling to capitulate to the British
- D 18. As a result of the French and Indian War,
- A. the British were able to retire an enormous national debt
 - B. the relationship between the British and their colonists was vastly improved
 - C. British naval supremacy was diminished
 - D. the American colonists united for the first time against a common enemy

ANSWER KEY

TO THE FOR FURTHER STUDY QUESTIONS



together. Penn mentioned that he was well aware of the cruel and unjust manner in which the natives had been treated by many other European settlers. However, he maintained that he and the people whom he would send wanted to gain their love and friendship.

3. In 1751, the Pennsylvania Assembly ordered the purchase of a bell for the State House steeple (today Independence Hall) as a means of commemorating the fiftieth anniversary of William Penn's 1701 Charter of Privileges. To be inscribed on the bell was Leviticus 25:10 — "Proclaim liberty throughout all the land unto all the inhabitants thereof." The bell's inscription also said, "and ye shall hallow the fiftieth year."

The word *Pennsylvania* is spelled "Pensylvania" on the Liberty Bell. The spelling of Pennsylvania had not been universally adopted at that time. In fact, the state's name was also spelled Pennsylvania in the original U.S. Constitution.

The bell arrived in Philadelphia in September 1752, but it was not hung until March 1753. There is widespread disagreement concerning when and why the bell became cracked. According to some sources, the bell was cracked by a stroke of the clapper as it was first hung up due to flaws in the casting.

The Liberty Bell was rung frequently to call the state assembly together and to gather people for special events and announcements. During the American Revolution it was tolled for meetings of the Continental Congress, the early battles of the war, and the public reading of the Declaration of Independence. When the British occupied Philadelphia in 1777, the bell was removed from the city and hidden in the floorboards of Zion Reformed Church in Allentown, Pennsylvania.

4. The original charters granted by the English to the Penn and Calvert families in North America did not clearly state the boundaries between the Pennsylvania and Maryland colonies. This led to friction over the years between the two colonies, and the dispute was finally submitted to an English court.

In 1760, the Penn and Calvert families compromised and selected Charles Mason, an English mathematician and astronomer, and Jeremiah Dixon, an English mathematician and land surveyor, to survey the border between the two colonies. Mason and Dixon worked from 1763 to 1767 to settle this century-old boundary dispute. They ran a line west from the Delaware border for 244 miles, with every fifth milestone bearing a replica of the Penn and Calvert coats of arms.

This Mason-Dixon line was later extended to delineate the border between Pennsylvania and Virginia. In the years leading up to the Civil War, the line was considered to be the division between slave and free states.

LESSON 14: FOR FURTHER STUDY ANSWERS

1. The Stono Rebellion was a slave revolt that occurred near Charleston, South Carolina, in 1739. The rebellion was named after the Stono River, because it began on the bridge crossing that river. Before dawn on Sunday, September 9, twenty African-American slaves gathered near the Stono River. At the bridge they seized some guns and ammunition from a store and then killed the two storekeepers.

From there the group walked to the Godfrey home, burned the house down, and killed Mr. Godfrey and his son and daughter. Heading south, they came to Wallace's Tavern, where they spared the life of the innkeeper because he was kind to his slaves. However, the white settlers of the next six houses all were killed.

By late morning other slaves had joined the revolt, and any whites they encountered were chased and killed. In the late afternoon the slaves stopped at a large field to rest, having traveled over ten miles. About 4:00 P.M. a group of white planters with guns approached the slaves. Some of the slaves fled, but others fought back. By dark about thirty slaves were dead, and at least thirty had escaped. Over the next month, the planters tracked down almost all the rest of the slaves involved in the rebellion and shot or hanged them.

Eventually, thirty whites and as many as sixty slaves were killed as a result of the Stono Rebellion, one of the deadliest slave revolts in the colonial period. No one knows exactly what caused this rebellion; it probably was due to a combination of factors. An epidemic in the area that fall had disrupted the local government. Also, the news that England and Spain were at war had just arrived. This report raised the hopes of the Carolina slaves that the Spanish in St. Augustine might be friendly to them if they decided to run away to Florida. An already tense atmosphere was further strained by the passage of the Security Act in August, which required that all white men carry firearms to church on Sundays (due to fears concerning the possibility of a slave revolt). Following the Stono Rebellion, South Carolina passed stricter slave laws, prohibiting African-American slaves from growing their own food, earning their own money, assembling in groups, or learning to read.

2. Use the Internet to research the Cherokee.

3. Edward Teach, known as Blackbeard, was one of the most feared pirates of the colonial era. His nickname came from his long black beard that he braided and tied with black ribbons. From 1716 to 1718, Blackbeard and his pirate crew terrorized sailors on the Caribbean Sea and the Atlantic Ocean. Using the Outer Banks as his home base, Blackbeard robbed many merchant ships along the Carolina, Virginia, and Delaware coasts. Local townspeople tolerated Blackbeard's presence because they wanted to buy the goods he had stolen (which were usually cheaper than imported English goods). Ship owners, merchants, and planters, however, were all hurt by the pirates' activities.

The governor of Virginia, Alexander Spotswood, finally decided that the time had come to stop Blackbeard. Spotswood sent two ships commanded by Lieutenant Robert Maynard of the Royal Navy to capture the pirate. During the fight between the pirates and the British sailors, Blackbeard was killed. As a warning to other pirates, Blackbeard's head was cut off and suspended from the bow of Maynard's ship.

Stede Bonnet, known as the "gentleman pirate" because of his good manners, was a retired army officer who owned a sugar plantation in Barbados. According to legend, he purchased his own sloop, which he named the *Revenge*, to escape his nagging wife and recruited a crew of seventy men. Although he lacked experience in piracy, Bonnet and his crew successfully plundered several ships off the Carolina and Virginia coasts.

In March 1718, Bonnet met Blackbeard, and the two of them decided to sail together. Within a few days, Blackbeard realized Bonnet's lack of experience and decided to use that to his advantage. Blackbeard convinced Bonnet to let one of his lieutenants take command of the *Revenge*, while Bonnet sailed as a guest aboard Blackbeard's ship. During his stay on Blackbeard's ship, Bonnet participated in the siege of Charleston (Charles Town).

After the siege was over, Blackbeard told Bonnet that he was going to disband his fleet and accept a pardon from the governor of North Carolina. He suggested that Bonnet do the same. Bonnet agreed and left immediately in a small boat for Bath, North Carolina, to receive his pardon. When he returned, Blackbeard was gone, along with all of Bonnet's booty. Although Bonnet swore to get revenge, he never met up with Blackbeard again.

In September 1718, Bonnet anchored his ship at Cape Fear, North Carolina. Colonel William Rhett, commissioned by the Carolina colony to track down the pirates who had humiliated Charleston, came

upon Bonnet while he was still at Cape Fear. After a bloody battle, Bonnet was captured and taken to Charleston. There in November he and approximately thirty other crew members were found guilty of piracy and sentenced to hang. While in prison, Bonnet wrote a letter to the governor, pleading for his life. However, the letter did not succeed in changing the governor's mind, and Bonnet was hung on December 10, 1718. His body was left hanging for four days as a warning against piracy.

4. The War of Jenkins' Ear began in October 1739, when England declared war on Spain. The English were angry over stories of the mistreatment of their merchant seamen, whom the Spanish accused of smuggling. The unsettled border of Florida was also an issue. The war took its name from an English sea captain, named Robert Jenkins, who had been arrested by the Spanish in 1731 on a smuggling charge. During Jenkins's imprisonment, the Spanish had cut off one of his ears and told him to give it to the English king. When Jenkins brought his pickled ear to the House of Commons, public opinion was so enraged that the English soon declared war on Spain.

During the War of Jenkins' Ear, General James Oglethorpe in Georgia was granted reinforcements and ordered to capture the Spanish fort at St. Augustine. Although the American forces besieged St. Augustine for thirty-eight days, they finally had to abandon the effort to capture it. However, in 1742 at the Battle of Bloody Marsh, Oglethorpe and his men were more successful. They ambushed the Spanish on St. Simon's Island, killing several hundred of them with only one American casualty. Although the War of Jenkins' Ear ended as a standoff in 1742, the Spanish no longer presented a threat to Georgia and the Carolinas. Georgia had fulfilled its original purpose of serving as a buffer for the British colonies from the Spanish.

LESSON 15: FOR FURTHER STUDY ANSWERS

1. Use the Internet to research colonial hornbooks, *New England Primer*, and Anne Bradstreet's poetry.

2. Use the Internet to find pictures of colonial clothing. Use "seventeenth century American clothing," and "eighteenth century American clothing" as search terms.

3. Cholera is caused by the bacterium *vibrio cholerae* and is spread by eating food or drinking water contaminated with the bacteria. These bacteria cause an acute infection of the small intestines. Symptoms of cholera include severe vomiting and diarrhea, which can quickly lead to dehydration. Today, modern sanitation and treatment of drinking water have virtually eliminated cholera in developed countries.

Smallpox is caused by a virus. It is spread from saliva droplets and is highly contagious, especially during the first week. Symptoms of smallpox include fever, vomiting, backache, weakness, and a skin eruption with pimples that form scabs. When these scabs slough off, they usually leave permanent pitted scars or pocks. A program by the World Health Organization eradicated all smallpox viruses from the world in 1977, except for samples saved by governments for research purposes.

Scarlet fever is caused by streptococcal bacteria. The bacteria produce an infection of the throat and a toxin that creates a rash one to two days after the onset of the disease. Other symptoms may include chills, abdominal pain, vomiting, and general malaise. Once a very serious childhood disease, scarlet fever is now easily treated.

Rickets is a childhood disorder caused by a vitamin D deficiency (due to a poor diet or lack of sunlight). When the body is deficient in vitamin D, it is not able to regulate calcium and phosphate levels properly.

Progressive softening and weakening of the bone structure can occur, and one of the results can be bowlegs. Today, rickets is rare in developed countries.

Tuberculosis is caused by the mycobacterium tuberculosis and is spread through the breathing in of infectious droplets expelled from the respiratory tract of an infected person. The disease typically affects and damages the lungs. However, the tuberculosis bacteria may spread to other organs. Symptoms of the disease include coughing up mucus and sputum, fever, chest pain, and weight loss. Treatment with antibiotics must be administered over many months for remission of the disease to occur. If left untreated, the disease is progressive and death may result.

4. Use the search terms, “colonial cookbooks” and “The Frugal Housewife by Susannah Carter” to research these items on the Internet.

LESSON 16: FOR FURTHER STUDY ANSWERS

1. John Peter Zenger emigrated to New York from Germany in 1710 and apprenticed as a printer to William Bradford, printer of the *New York Gazette*. In 1733 the New York governor, William Cosby, quarreled with the colony’s council over his salary and removed the chief justice from the state’s Supreme Court when he found himself unable to control the judiciary. An opposition group arose to fight Cosby politically, and these wealthy, powerful men established an opposition newspaper, the *New York Weekly Journal*. They hired John Peter Zenger to be the printer and editor of this paper.

The *New York Weekly Journal* published articles critical of Governor Cosby. By November 1734, Cosby had had Zenger arrested and charged with seditious libel. After spending more than eight months in prison, Zenger finally went to trial, defended by the prominent Philadelphia attorney Alexander Hamilton. Through his successful defense of Zenger, Hamilton established the precedent that a statement is not libelous, even if it is defamatory, if it can be proven to be true. Zenger’s trial was significant in establishing the right of a free press in the American colonies.

If Zenger had been found guilty, he might have suffered a variety of punishments. Many of the American colonies punished criminals and troublemakers in the center of town so that everyone could see. Two common methods of punishment were the stocks (a wooden framework with holes in it in which the feet or the feet and hands of the convicted would be locked) and the pillory (a wooden and iron framework with a hole in which the head of the convicted was held in a tight grip). Those subjected to being locked in the stocks or the pillory served out their punishment regardless of the weather and might have rotting fruit and other objects thrown at them. Other forms of punishment included the whipping post (where the convicted would be whipped with the public watching), brandings (often of the tongue), and maiming (one’s ears and/or his nostrils cut off).

2. As early as the 1670s, colonists and Native Americans in New York and the New England colonies were hunting whales from small sailing ships along the coast. When the whales were captured, killed, and towed ashore, their blubber would be removed and boiled in large iron pots. The oil extracted from this whale blubber was used primarily for lamp fuel. Whalebone or baleen from the whale’s upper mouth would also be removed and used to make products such as fishing rods, corsets, umbrellas, and hair brushes. Whale teeth were saved and later carved with decorations and inscriptions, creating a novelty called scrimshaw popular among the upper class.

Systematic deepwater hunting of sperm whales began from Nantucket, Massachusetts, after 1712. At this point American commercial whaling became very important economically to the New England region. Sperm whale oil burned more cleanly and brightly than other whale oil and was a superior lubricant. Also, the spermaceti from the head of the sperm whale was used to produce the finest grade of candles, a profitable New England export to the mother country.

Triangular trade referred to the profitable trade routes that connected the New England colonies, England or Africa, and the West Indies during the eighteenth century. The most famous of the triangular trade routes involved shipping molasses and sugar from the West Indies to New England, where it was used to make rum. New England rum was then shipped to west Africa, where it was traded for slaves. The African slaves were shipped from west Africa to the West Indies, where they were auctioned off to plantation owners in the Southern colonies.

Another triangular trade route began with the shipping of flour and meat from New England to the West Indies. Sugar was then shipped from the West Indies to England, where it was exchanged for manufactured goods that were brought back to the colonies.

You will be able to find examples of colonial furniture and metalwork by searching the Internet.

3. Jonathan Edwards was born in East Windsor, Connecticut, into a family with a long tradition in the pastoral ministry. Considered to be one of the greatest preachers in American history, Edwards succeeded his maternal grandfather to the pulpit of the Congregationalist church in Northampton, Massachusetts, in 1729. Beginning in 1734, six conversions in Edwards's church turned into thirty conversions a week, drawing people from as far as a hundred miles away.

Edwards's preaching and writings have been credited with bringing about the first Great Awakening in American history. The power of his preaching was not due to the sensational or theatrical. Observers commented that Edwards did not use big gestures or move much and did not try to impress with an elegant style. Rather, he convinced with the weight of his arguments and the intensity of his spiritual feeling. As his congregation listened to Edwards preach God's Word, many of them cried, screamed, and fainted; repented of their sin; and turned to the Lord. On July 8, 1741, Edwards preached his famous sermon, "Sinners in the Hands of an Angry God." The congregation's emotional response to this sermon was so overwhelming that Edwards was not able to finish the sermon because so many wanted to know how to be saved. Because Edwards considered personal conversion to be critical, he insisted that only those who had made a profession of faith (which included a description of their conversion experience) be able to receive communion. This reversed his grandfather's policy, alienating his congregation and leading to his dismissal in 1750. For the next several years, Edwards served as a missionary pastor to Native Americans in Stockbridge, Massachusetts. He also wrote a number of theological treatises and published many of his sermons. In the fall of 1757, Edwards assumed the presidency of the College of New Jersey (later renamed Princeton University). However, he held this position for less than a year, because he died in March 1758, from smallpox.

David Brainerd was born in Connecticut and orphaned at the age of fourteen. Licensed to preach in 1742, he decided to devote himself to missionary work among the Native Americans in 1743. In this mission work he was supported by the Scottish Society for Promoting Christian Knowledge. Brainerd worked first at a native settlement near Stockbridge, Massachusetts. Later he ministered among the Delaware Indians in Pennsylvania and New Jersey.

At this period in American history, many church leaders in the colonies argued about whether Native Americans even possessed souls to be saved. Brainerd was deeply burdened for the spiritual and physical welfare of the Indians and sacrificially labored on their behalf. Suffering from tuberculosis, Brainerd refused to put his health needs above the needs of the natives and ended up cutting his life short. Although he fell

in love with Jerusha Edwards, daughter of Jonathan Edwards, his ill health prevented their marriage. On October 19, 1747, Brainerd at the age of thirty-nine died at the Edwards's home.

In 1746, the Scottish Society for Promoting Christian Knowledge published Brainerd's *Journal* in two parts. In 1749 Jonathan Edwards edited Brainerd's diary and other writings into a book entitled *An Account of the Life of the Late Reverend David Brainerd*. This book became a missionary classic, used by God to challenge Christians worldwide to greater service for Christ.

4. Use the Internet to research colonial games, toys, quilts, music, and dances. You should find a wealth of information. You can find instructions online to play cat's cradle and other games.

LESSON 17: FOR FURTHER STUDY ANSWERS

1. Jeffrey Amherst became a soldier at about age fourteen and served in the War of the Austrian Succession and in the European theater during the Seven Years' War. Amherst became a primary contributor to the British victory in the French and Indian War. In 1758, Amherst was chosen by William Pitt to lead the British siege on Louisbourg. Amherst's success at Louisbourg opened the St. Lawrence River to the British and led to his being named British commander-in-chief in North America. Amherst was involved in the Battle of Quebec in 1759; and in 1760 he captured Montreal, ending French rule in North America.

From 1760 until 1763 Amherst held the position of military governor of Canada. Because he was unable to suppress Pontiac's Rebellion, he was recalled to London. A letter still exists in which Amherst seriously discussed the idea of spreading smallpox to hostile Native American forces by means of gift blankets exposed to smallpox. This idea had already been tried in June 1763, with the Delaware Indians by the commander of Fort Pitt. It is disputed whether Amherst actually followed through on this idea, but tribes in western Pennsylvania were struck with a devastating smallpox outbreak at that time.

Amherst was knighted in 1761 and made a baron in 1776. Because of his close ties with many Americans, Amherst refused to take a field position in the American Revolution. However, he did serve in an advisory role for the British during that war. Both the town of Amherst, Massachusetts, and Amherst College were named for Jeffrey Amherst.

2. Use the Internet to research the fort you are interested in studying.

3. General James Wolfe entered the British army at the age of fourteen and served in the War of the Austrian Succession. In 1757, William Pitt made Wolfe second in command under General Jeffrey Amherst in North America. Wolfe's capture of the French fortress of Louisbourg earned him command of the British military and naval expedition against Quebec.

When Wolfe and his troops launched a frontal attack on the French at Quebec, the attack was unsuccessful. Wolfe's aides then counseled him to consider landing downstream, southwest of Quebec. Wolfe decided to move five thousand of his men to the suggested area. Then he and his troops climbed a cliff to the Plains of Abraham above Quebec and forced the French into an open battle there on September 13, 1759. Although Wolfe was mortally wounded, the British won a decisive victory. Wolfe was shot in the wrist and died a few days later from an infection.

The fact that General Wolfe died at the moment of victory inspired many painters, sculptors, poets, and songwriters to immortalize this tragic hero. Benjamin West painted *The Death of General Wolfe* in 1770 and exhibited it a year later at the annual Royal Academy Exhibition. In 1772, King George III appointed West historical painter to the court. West also served as the second president of the Royal Academy of Arts and became well known for his large-scale history paintings.

In *The Death of General Wolfe*, West depicted Wolfe and the other British officers and soldiers in modern uniform, instead of traditional attire. The figure at Wolfe's left has been identified as a surgeon in the British army. West also included an American Indian in the painting. Sir Joshua Reynolds, president of the Royal Academy, tried to convince West not to depart from the neoclassical painting tradition, and King George III proclaimed that he would not buy a painting with British heroes shown in modern clothing. However, when West's painting was finally displayed, it was received with great critical acclaim. Reynolds apologized for his error in judgment, and King George ordered a copy for the royal collection. Wolfe actually painted at least four replicas of the original and earned royalties from hundreds of engravings based upon the painting.

4. George Washington served as a volunteer aide to British Major General Edward Braddock in 1755. The British had sent a large army to capture Fort Duquesne from the French. Even though Braddock's expedition suffered a terrible defeat, Washington demonstrated great courage and tactical skills in battle. Governor Dinwiddie of Virginia then placed Washington in charge of that colony's frontier defenses. At times Washington struggled to maintain discipline over his men and argued with his superiors over battle tactics.

From his experiences in the field during the French and Indian War, Washington came to a firm understanding of the role that discipline played in an army. He learned the importance of a military leader's attention to administrative details and to the welfare of his soldiers. Washington also gained experience in making do with limited resources and in adapting formations and tactics to the terrain. These lessons would serve him well as commander of the Continental army during the American Revolution.

LESSON 18: FOR FURTHER STUDY ANSWERS

1. George III was the first king in the Hanoverian line to be born in England. He ruled for sixty years (1760 – 1820), the longest reign of any British king. The years of his reign encompassed the American Revolution, the French Revolution, and the beginnings of the Industrial Revolution. When George III assumed the throne at the age of twenty-two, he took steps to recover royal power that had been lost by his predecessors. The most notable of those steps was the dismissal of the powerful William Pitt the Elder.

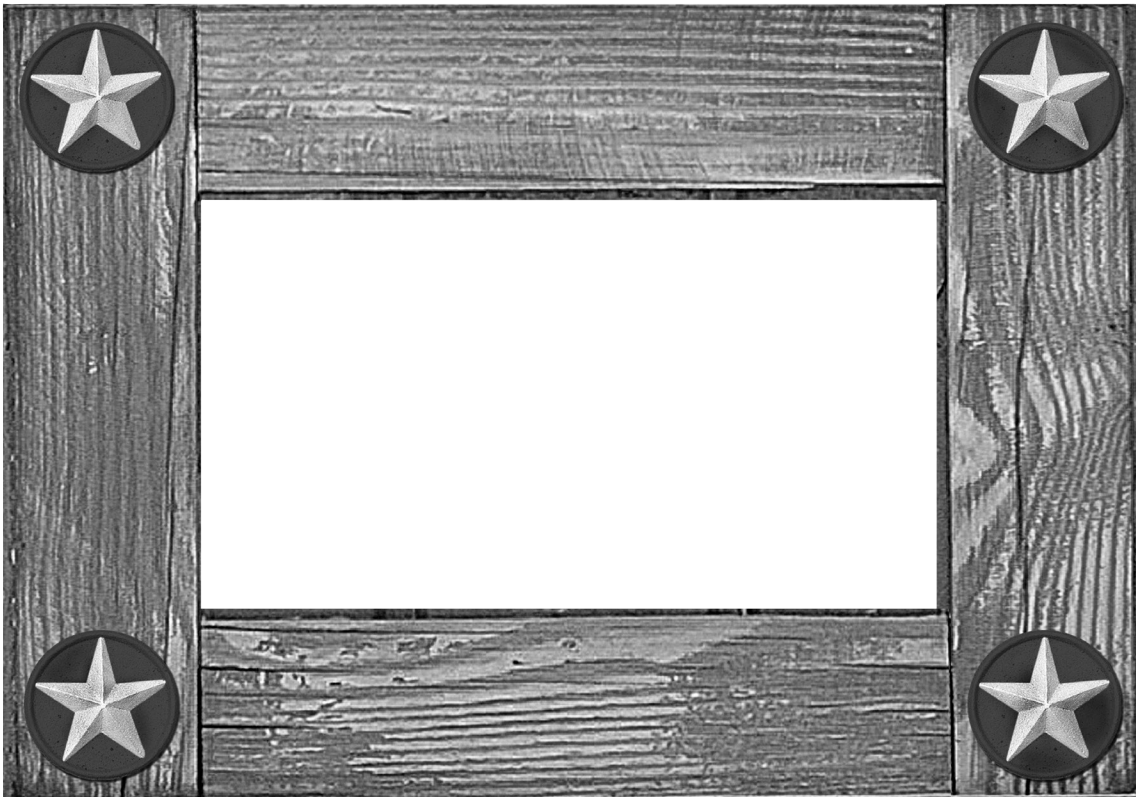
As early as 1765, George's performance as king was impacted by the fact that he suffered from porphyria, a blood disease that has plagued several British monarchs. Porphyria affects the skin or central nervous system and can cause seizures, hallucinations, depression, senility, and blindness. Eventually, George III's illness would lead to his eldest son ruling as Prince Regent from 1811 until his father died in 1820.

George III was a strong supporter of the war against America. The collaboration of George III with Lord North, who became prime minister in 1770, resulted in a series of policies that led inevitably to the American Revolution. When the American colonies were finally given their independence, George considered abdicating the throne. As king, George laboriously read every line of every document that he received, strongly supported educational causes, maintained an interest in agriculture and science, and developed a royal library.

2. Daniel Boone, American soldier and explorer, was born near Reading, Pennsylvania. He spent his youth hunting and trapping and came to know friendly Native Americans in the forests. When he was fifteen, his family moved to the Yadkin Valley in North Carolina. Several years later, Boone left home to join a military expedition in the French and Indian War. After the war was over, he returned to his family home for a while.

ANSWER KEY

TO THE HIGH SCHOOL TEST PACKET



Test 4 (Lessons 13-16)

Part I.

1. B
2. F
3. G
4. A
5. E
6. D
7. H
8. C

Part II.

1. A
2. D
3. F
4. B
5. H
6. C
7. E
8. G

Part III.

1. T
2. T
3. F
4. T
5. T
6. F
7. F
8. F
9. T
10. F
11. T
12. T
13. T
14. F
15. T
16. F
17. T
18. T

19. F
20. T
21. F
22. F
23. F
24. T
25. T
26. F
27. F
28. T
29. F
30. T
31. T
32. T
33. F

Part IV.

1. B
2. D
3. D
4. C
5. B
6. D
7. A
8. A
9. C
10. C
11. A
12. C
13. B
14. A
15. B
16. D
17. C
18. B
19. D
20. A
21. B
22. A
23. D
24. A

25. C
26. C
27. B
28. B

Part V.

1. C
2. L
3. I
4. M
5. D
6. B
7. G
8. J
9. H
10. A
11. K
12. E
13. F

