

VOL. 1 — 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

Teacher's Guide Answer Key



All American History: Uniting America's Story, Piece by Piece Teacher's Guide

by Celeste W. Rakes

Vol. I of the All American History series 2nd Edition

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This book is the 2nd edition of the All American History Vol. I Teacher's Guide. It is completely compatible with the 1st editions of the Student Reader and the Student Activity Book.

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Section One

HOW TO USE ALL AMERICAN HISTORY VOL. I



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 *Student Activity Book*. 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 *Student Activity Book* 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 *Student Activity Book*.

How Do I Use the Student Activity Book?



The *Student Activity Book* is not optional. 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.

At the end of each of the thirty-two lessons, the *Student Activity Book* lists four For Further Study questions. In the Section Four answer keys of this *Teacher's Guide*, you will find a great deal of information related to these projects — in other words, the answers! Even if you do not assign these projects to your student, plan on reading

the information in Section Four, under “For Further Study Questions and Answers,” for each lesson. *A wealth of interesting historical details is contained in this section, much of which you could share quickly and easily with your child if he is not attempting to research the For Further Study Questions on his own.*

How Do I Use the Teacher’s Guide?



This *Teacher’s Guide* is a tremendous resource, and the wealth of ideas that make this curriculum complete, memorable, and fun can ONLY be found in this *Teacher’s Guide*.

Section Two, Teaching Resources, contains the following information, broken down unit by unit:

- Project Possibilities that can be ongoing for the entire eight weeks
- Book List Reminder
- Timeline Dates
- Mapmaking Reminder
- Review Games
- Family Activities
- Checklists

Section Three is filled with annotated book lists of both fiction and nonfiction reading for the primary, middle, and secondary levels. This section is also divided into four units.

Section Four contains directions for the maps found in each of the four units.

Section Five consists of the answers to the For Further Study questions in the *Student Activity Book*, as well as suggestions for adapting these questions for younger students.

Section Six provides the answers to the *Student Activity Book* forms and maps and the For Review questions.

Section Seven has fourteen optional, reproducible forms that your students can use to guide them in to further research about significant topics.

Section Eight contains all the reproducible images needed for the *Student Activity Book* forms. These images may also be used for your timelines or review games, or for making other projects/notebooks.

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 *Student Activity Book* 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.

Bright Ideas Press also publishes a program called Illuminations. Year 4 of this program is designed to schedule All American History together with literature, bible reading, geography, and language arts. Please visit www.BrightIdeasPress.com for more information.

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 *Student Activity Book* (found at the end of each lesson)
- Accomplish some of the Project Possibilities listed in this *Teacher's Guide*
- Require the use of some of the optional forms in the *Student Activity Book*
- Compile the For Review questions (or selections from those questions) in the *Student Activity Book* to use for tests

A separate test packet is available as a digital download from the Bright Ideas website. It includes 8 Tests, each covering four lessons (weeks). The tests consist of multiple-choice, true/false, matching, and map work questions. (An answer key is included.)

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.* These materials can be purchased at the Bright Ideas website and include simplified lesson plans, notebooking pages, folderbooks, challenge cards, puzzles, coloring pages, and maps. If you are using AAH Jr. with younger students, you will not need the *All American History Student Activity Book*.

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 *Teacher's 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 *Teacher's 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 *Student Activity Book* and placing them on the correct forms while an older sibling completes the forms. (Section Seven of this *Teacher's 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.

Section Five of this *Teacher's 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 *Student Activity Book* 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 Section Two of this *Teacher's 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 *Student Activity Book* 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 in Section Four of this *Teacher's Guide*. 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.

The *Teacher's Guide* also contains Project Possibilities that span the entire eight weeks of each unit. If you have children who love to read, supply them with a stack of biographies or historical fiction for each time period. 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.

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 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 *Student Activity Book* 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 *Student Activity Book* 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 *Teacher's 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 *Teacher's 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 *Student Activity Book* would provide a rich resource for test questions.

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 *Student Activity Book*
- 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 *Student Activity Book* 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

Forms



This curriculum was developed with the intention of having the students complete the forms in the *Student Activity Book* while reading and studying the lessons in the *Student Reader*. All of the information that I have requested from the students for these forms is included in the lessons of the *Student Reader*.

If the information is not included in the *Student Reader* or is not specific enough in the text of the *Student Reader*, that space on that form is filled in for the student. *These forms are NOT intended to be used as quizzes or tests, only as multi-sensory reinforcement of the information from the lessons.* They are also great practice for note-taking.

Optional Forms



In Section Seven of this *Teacher's Guide*, as well as in the *Student Activity Book*, 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
- Native American Tribe
- Native American
- African American
- European Explorer
- American Colony
- United States President
- Revolutionary War Battle
- War of 1812 Battle
- Mexican War Battle
- Colonial Family Life/Clothing
- Colonial Culture
- Nineteenth Century Family Life/Clothing
- Nineteenth Century Culture

Images and Flags

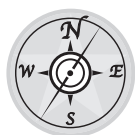


The *Student Activity Book* forms were designed to allow removal of the pages from the binding and placement in a three-ring binder, if so desired. The images and flags to be glued onto these forms are all included in the back of each *Student Activity Book*. These images are in the exact order that 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.

A majority of the images included in both the *Student Reader* and the *Student Activity Book* were obtained from either the Library of Congress or the National Archives. I have included the reproduction numbers or call numbers in the credit lines of each of these images. If you are interested in doing further research on these topics, both the Library of Congress and the National Archives contain a vast array of visual resources (many of which are available online) that can be searched topically or by these reproduction or call numbers.

All the images and flags have also been included in the back of this book for your use. Feel free to photocopy them before cutting and use them for review games, flashcards, or replacements for your students. 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 *Student Activity Book* forms. Almost all of these maps are to be completed to match the corresponding maps in the *Student Reader*. Directions for completing the maps in each unit can be found in Section IV of this *Teacher's Guide*.

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.

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 *Teacher's Guide*, Timeline Dates are listed, by unit, in Section Two, Teaching Resources. Section Eight, Images for Requires 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 *Teacher's 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 and available from 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 8–12)
- *Rand McNally Children's Illustrated Atlas of the United States* (all ages)
- *Rand McNally Historical Atlas of the United States* (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 Two

TEACHING RESOURCES



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.

- 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 annotated bibliography in Section Three.



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.

- 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).
- 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 (yummiest!) 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, leapfrog, 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.



UNIT TWO

Checklist

Please Note:

SR = *Student Reader*

SAB = *Student Activity Book*

TG = *Teacher's Guide*

Required for Lesson 9

- ☐ Lesson 9 (page 101, SR)
- ☐ Corresponding Required Form (page 69, SAB)
- ☐ Corresponding Map (page 70, SAB)
- ☐ For Review questions (page 71, SAB)

Optional for Lesson 9

- ☐ For Further Study projects (page 72, SAB)
- ☐ Additional Options for Unit (page 25, TG)

Required for Lesson 10

- ☐ Lesson 10 (page 113, SR)
- ☐ Corresponding Required Forms (pages 73&75, SAB)
- ☐ Corresponding Maps (pages 74&76, SAB)
- ☐ For Review questions (page 77, SAB)

Optional for Lesson 10

- ☐ For Further Study projects (page 81, SAB)
- ☐ Additional Options for Unit (page 25, TG)

Required for Lesson 11

- ☐ Lesson 11 (page 127, SR)
- ☐ Corresponding Required Forms (pages 83&85&87, SAB)
- ☐ Corresponding Maps (pages 84&86&88, SAB)
- ☐ For Review questions (page 89, SAB)

Optional for Lesson 11

- ☐ For Further Study projects (page 91, SAB)
- ☐ Additional Options for Unit (page 25, TG)

Required for Lesson 12

- ☐ Lesson 12 (page 139, SR)
- ☐ Corresponding Required Forms (pages 93&95, SAB)
- ☐ Corresponding Maps (pages 94&96, SAB)
- ☐ For Review questions (page 97, SAB)

Optional for Lesson 12

- ☐ For Further Study projects (page 98, SAB)
- ☐ Additional Options for Unit (page 25, TG)

Required for Lesson 13

- ☐ Lesson 13 (page 149, SR)
- ☐ Corresponding Required Forms (pages 99&101&103, SAB)
- ☐ Corresponding Maps (pages 100&102&104, SAB)
- ☐ For Review questions (page 105, SAB)

Optional for Lesson 13

- ☐ For Further Study projects (page 109, SAB)
- ☐ Additional Options for Unit (page 25, TG)

Required for Lesson 14

- ☐ Lesson 14 (page 163, SR)
- ☐ Corresponding Required Forms (pages 111&113&115, SAB)
- ☐ Corresponding Maps (pages 112&114&116, SAB)
- ☐ For Review questions (page 117, SAB)

Optional for Lesson 14

- ☐ For Further Study projects (page 119, SAB)
- ☐ Additional Options for Unit (page 25, TG)

Required for Lesson 15

- ☐ Lesson 15 (page 175, SR)
- ☐ Corresponding Required Form (page 121, SAB)
- ☐ Corresponding Map (page 122, SAB)
- ☐ For Review questions (page 123, SAB)

Optional for Lesson 15

- ☐ For Further Study projects (page 126, SAB)
- ☐ Additional Options for Unit (page 25, TG)

Required for Lesson 16

- ☐ Lesson 16 (page 189, SR)
- ☐ Corresponding Required Form (page 129, SAB)
- ☐ For Review questions (page 131, SAB)

Optional for Lesson 16

- ☐ For Further Study projects (page 132, SAB)
- ☐ Additional Options for Unit (page 25, TG)

Required for Unit Two

- ☐ Final Review (page 133, SAB)

Additional Options for Unit

- ☐ Activity Ideas (page 25, TG)
- ☐ Timeline Dates (page 26, TG)
- ☐ Optional Map Review (page 26, TG)
- ☐ Review Games (page 26, TG)
- ☐ Additional Reading from Book Lists (page 27, TG)
- ☐ For Further Study Younger Student Adaptations (page 40, TG)
- ☐ Family Activity Ideas (page 42, TG)



Section Three

BOOK LISTS



UNIT TWO

Book List



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 Dalgliesh. 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. Henry. 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.

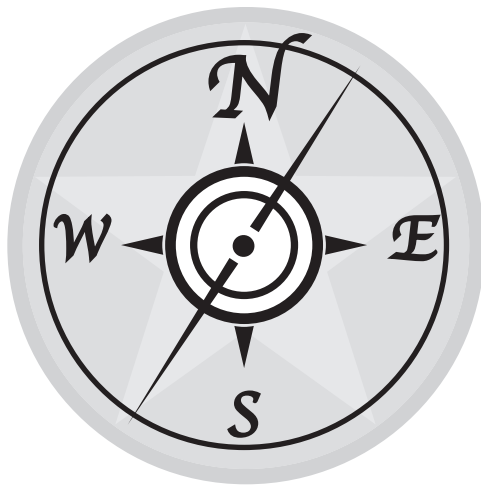
The Scarlett Letter by Nathaniel Hawthorne. Hester Prynne, a Puritan, was guilty of adultery, which resulted in the birth of a child. Her 1642 community spares her life, but they condemn her to wear a scarlet letter *A* on her dress for the rest of her life. How will she and the child bear the humiliation?

The Last of the Mohicans by James Fenimore Cooper. This American classic is set in upstate New York during the French and Indian War and is a rich, historical story of adventure and heroism. Please note there are graphic descriptions of the conflict, especially the attack on Fort William Henry.



Section Four

MAPS



UNIT TWO

Map Work

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

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, city, and body of water mentioned in Unit Two as you read through the lessons.

You could also 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.

Section Five

ANSWER KEY TO THE
FOR FURTHER STUDY QUESTIONS

and

FOR FURTHER STUDY
YOUNGER STUDENT ADAPTATIONS

*Lessons 1 — 32
in the Student Activity Book*



UNIT TWO

For Further Study Answers

Lesson 9: For Further Study Answers

1. The London Company, also called the Virginia Company of London, was a joint-stock company established by royal charter (James I) on April 10, 1606. A joint-stock company is a business organization that pools its members' capital in a common fund. This type of company first appeared during the Renaissance. During the seventeenth century, joint-stock companies became a popular way to raise large amounts of capital for trading expeditions and establishing colonies.

The pooled capital of a joint-stock company is called the company's stock. The company's partners are known as shareholders, because they receive shares for their contribution to the stock. Shares represent decision-making power in the company as well as how much of the profit each shareholder receives. Shareholders are free to transfer their shares to someone else, even without consent of the other shareholders. However, they are also legally liable for all of the company's debts; and their shares determine how much of the company's losses for which they are liable. A 10 percent share in a company would mean 10 percent of the company's profits, as well as liability for 10 percent of any company debt.

The difficult early years of the Jamestown colony were catastrophic for the London Company. New subscribers to the company reneged on payment for their shares, and the company was forced to deal with dozens of court cases. To send more colonists to Jamestown, the company incurred further debt. Because no gold and few trading commodities were found in Virginia, there was really nothing to offset the company's losses.

These financial difficulties, complicated by political infighting and bad publicity, led the London Company to organize an advertising campaign for its colonial venture. The company published articles promoting the Jamestown colony, persuaded clergymen to preach on the importance of supporting colonization, and placed broadsheets promoting Virginia on street corners. Potential investors were told that their purchase of shares would help England become a stronger nation, heathen natives receive the opportunity to be converted to Christianity, and the unemployed to find work overseas. Over time, the London Company would publish more than twenty-five promotional books and pamphlets.

Eventually, a new charter permitted the company to run a lottery as a fundraiser. John Rolfe's success with tobacco as a cash crop also helped the company financially. However, by 1621 the London Company was in financial trouble again; the company's debt was over 9,000 pounds. In 1624, King James I revoked the company's charter, and Virginia became a royal colony.

2. Chief Wahunsonacock, (or Powhatan, as the English called him) was the leader of the Algonquian confederacy, made up of approximately thirty Algonquian tribes in eastern Virginia at the time of the establishment of Jamestown. Today Powhatan is primarily known as the father of Pocahontas, but in the early seventeenth century Powhatan was known as the powerful ruler of the Powhatan nation. To find out more, research Powhatan and the Algonquian on the Internet.

3. John Smith began life as the son of an English farmer. At age thirteen he begged his father to allow him to go to sea with Sir Francis Drake. Smith left England at about age sixteen when his father died and joined French volunteers fighting for Dutch independence from Spain. He then worked on a merchant ship in the Mediterranean. In 1600, he went to Hungary to help Austrian forces fight the Turks. Two years later, he was wounded in battle in Transylvania and captured and sold as a slave to the Turks. Eventually, Smith escaped and returned to England in the winter of 1604–1605.

Smith was a red-bearded man, short but scrappy. A strong, confident leader, he was considered by many to be arrogant and boastful. After leaving Jamestown to return to England, Smith published a number of works about Virginia, including *True Relation of Virginia*, *Map of Virginia*, *Generall Historie of Virginia*, and *True Travels*.

In 1614, Smith mounted an expedition to “northern Virginia,” which he called New England, and mapped the coastline there from Penobscot Bay to Cape Cod. These maps were later used by the Pilgrims when they came to America. In 1615, Smith again sailed for New England but was forced to return home because of stormy weather. A year later, he published a volume entitled *A Description of New England*.

4. Before serving as English colonial governor of Virginia, Thomas De La Warr was involved in fighting in the Netherlands and was knighted when serving in Ireland. When De La Warr returned to England from Jamestown, he published *Relations . . . of the Colonies Planted in Virginia (1611)*. Receiving reports of Samuel Argall’s (his successor) tyrannical leadership at Jamestown, De La Warr decided to return to America. However, he never made it. He died at sea on June 17, 1618. Most scholars believe that the state of Delaware, the Delaware River, and the Delaware Bay all received their name from Thomas De La Warr.

Lesson 9: For Further Study Younger Student Adaptations

1. Discuss the financial hardships faced by the Virginia colonists and how they were overcome.
2. Have your students read (or read to them) a short biography of Pocahontas.
3. Have your students read (or read to them) a short biography of John Smith.
4. Explain how Delaware got its name. Using a map, point out where Delaware is located.

Lesson 10: For Further Study Answers

1. The *Speedwell* was a companion ship to the *Mayflower*. The Leyden Separatists bought the *Speedwell* while still in Holland. They boarded it at Delftshaven and sailed to Southampton, England. There they met the *Mayflower*, which had been chartered by the merchant investors. In Southampton they were joined by other Separatists as well as colonists hired by the investors.

The *Speedwell* and the *Mayflower* began the voyage together. However, the *Speedwell* was leaky, forcing the expedition to return to England—first to Dartmouth and then to Plymouth. Finally, the Pilgrims decided to sell the *Speedwell*, and all of its passengers had to be wedged into the *Mayflower*. These difficulties prevented the group from leaving in April, which they hoped to do in order to reach the New World in time to plant crops.

2. The Mayflower Compact is a short document that can be easily found on the Internet. There are also a variety of excerpts from *Of Plimoth Plantation* available online. You can also use the Internet to find the words of Longfellow’s poem “The Courtship of Miles Standish.”

3. Mary White was probably born in England and then migrated with her parents to Massachusetts in 1639. In 1656 she married Joseph Rowlandson, who was ordained as a Puritan minister in 1660, and together they had four children (one of whom died in infancy). Near the end of King Philip's War in 1676, Narragansett and Nipmunk Indians burned down the town of Lancaster, Massachusetts, and captured many of its settlers. Among the captives taken were Mary and her three children. Joseph had been on his way to Boston to find military help for the people of Lancaster. Mary and the children lived with their captors in the forest for three months until they were finally ransomed and reunited with Joseph. However, Sarah, age six, had died in captivity from her wounds; and their home had been destroyed in the attack.

The Rowlandsons lived in Boston until Joseph accepted a call to a congregation in Wethersfield, Connecticut, in 1677. A year later he preached a sermon about his family's captivity entitled "A Sermon of the Possibility of God's Forsaking a People that have been near and dear to him." Just three days later, Joseph died very suddenly. In 1679, Mary married Captain Samuel Talcott. Little is known about her life from this point on until her death around 1710.

In 1682, an autobiographical narrative of Mary Rowlandson's captivity was published. Some believe that its anonymous preface was written by Increase Mather, a prominent clergyman of the time. Rowlandson's book was originally entitled *The Sovereignty and Goodness of God, Together with the Faithfulness of His Promises Displayed; Being a Narrative of the Captivity and Restauration of Mrs. Mary Rowlandson, Commended by her to all that Desire to Know the Lord's Doings to, and Dealings with her. Especially to her Dear Children and Relations*. This narrative offered a vivid account of her experiences in the context of her Calvinist beliefs, portraying the natives as instruments of God. Rowlandson's writings were also notable for their attempt to depict an understanding of her captors as individuals who suffered themselves and showed some compassion to their captives. An immediate best-seller, Mary Rowlandson's narratives went through many editions.

John Eliot was born in England and decided to migrate to New England in 1631 because of his Puritan beliefs. Soon after he arrived in Boston, he married Hannah Mulford, who had been betrothed to him in England. Hannah would become his faithful helper, and together they would have one daughter and five sons (only one of whom would survive him). In December 1632, Eliot became the pastor of a church near Boston (Roxbury), where he would serve for the rest of his life.

Soon, Eliot began to take a strong interest in the spiritual and physical well-being of the native population in the area. He studied their dialects, translated the Ten Commandments and the Lord's Prayer, and by 1646 had begun to preach to them in their own language. In 1649, Parliament set up the Society for the Propagation of the Gospel in New England to support John Eliot's work. With the society's financial assistance, Eliot established a number of native settlements, providing housing, clothing, churches, and schools for the Indians.

Perhaps Eliot's most significant and lasting achievement was his translation of the Bible into the Algonquian language. The complete Bible, which first appeared in 1663, was the first Bible to be published in America. English and European language Bibles would not be printed in America until a century later because they could be so easily and inexpensively imported from England. Eliot also published a number of literary works on religious subjects.

4. In January 1692, a group of young girls in the Salem community began to act strangely — displaying trance-like states and convulsions and speaking oddly. The people of the village prayed and fasted concerning the reason for the girls' behavior. Doctors called in to examine them could find no physical reason for their behavior. Thus, the village people reasoned that their behavior was being caused by Satan.

In February the girls were pressured to reveal who in the community was influencing their behavior. They identified three women, who were examined and imprisoned. One of the women, a slave named Tituba, confessed to seeing the devil and to the existence of a group of witches in the village. A month later the girls also accused a woman who was an upstanding member of the Puritan church.

From this point on until the fall, many in Salem were accused of witchcraft, charged, tried, and condemned to death. Those accused were required to either confess they were witches or be condemned to death. From June through September nineteen people were hanged, one was crushed to death under the weight of rocks, and at least four died in prison. By October, the hysteria had stopped. The governor intervened to dismiss the court trying the accused, and those in jail were acquitted or given reprieves. Eventually, the court cleared the names of those who had died.

Cotton Mather, pastor of Boston's North Church, was a fervent believer in the existence of witchcraft. In 1689, Mather published a book entitled *Memorable Providences*, which described a case of alleged witchcraft occurring in Boston in 1688. Children of a Boston mason had exhibited strange behavior following a disagreement they had had with an Irish washerwoman named Mary Glover. After examining the children, Mather decided that they had come under the spell of Glover's witchcraft. *Memorable Providences* was widely read throughout the New England colonies.

Three of the five judges appointed to the court that heard the Salem witchcraft trials were friends of Mather and members of his church. Mather wrote a letter to one of these judges, suggesting how they might approach issues of evidence at the upcoming trials. In August, Mather preached a sermon proclaiming that the Last Judgment was coming soon. He also witnessed the execution of ex-minister George Burroughs for witchcraft. When Burroughs was able to recite the Lord's Prayer perfectly (something witches were thought incapable of doing), some in the crowd called for his execution to be stopped. However, Mather reminded them that Burroughs had been duly convicted by a jury.

After the witch trials had ended, the judges agreed to turn over the court records to Mather. They seemed to hope that Mather would portray their role in the trials favorably. Mather's book, *Wonders of the Invisible World*, provided very interesting insights into the witch trials and Mather's thinking. Later in his life, Mather seemed to minimize his significant role in the Salem trials. Following this incident, orthodox Puritans never regained their previous hold on the Massachusetts government, and Puritan church membership continued to decline.

Lesson 10: For Further Study Younger Student Adaptations

1. Locate a photograph of Plymouth Rock to show your students and explain its significance.
2. Have your students read (or read to them) the Longfellow poem "The Courtship of Miles Standish" or a short biography of William Bradford.
3. Share the stories of Mary Rowlandson and John Eliot.
4. Have your students read (or read to them) a short book on the Salem witch trials or explore some of the interesting information that can be found online.

Lesson 11: For Further Study Answers

1. Adriaen Block was a Dutch navigator, fur trader, and explorer, sent by Amsterdam merchants to explore the regions discovered by Henry Hudson. During his four voyages between 1611 and 1614, Block explored the coastal and river valley areas between present-day New Jersey and Massachusetts. He discovered the Connecticut River, explored Narragansett Bay, and sailed past and named Block Island. Block also may have been the first European to enter Long Island Sound and has been credited with being the first person to determine that Long Island and Manhattan were islands.

In addition to exploring the region, Block worked to establish early trade with the Native Americans in the area. When he returned from his last voyage, he compiled a map of his explorations. On this 1614 figurative map, many features of the mid-Atlantic region appeared for the first time. Block's map was also the first to apply the name "New Netherlands" to the area between English Virginia and French Canada. You should be able to find a copy of Block's 1614 map online.

2. Anne Hutchinson was born in England and emigrated with her husband and family to Massachusetts Bay in 1634. Apparently an intelligent and articulate woman, Hutchinson began to share her theological beliefs within the Puritan community and to hold weekly discussion group meetings in her home. According to Hutchinson, true godliness came from an inner experience of the Holy Spirit, not from conforming to religious rules. She insisted that establishing a government that required people to follow Biblical law demonstrated a belief in the covenant of works. Hutchinson's emphasis upon the covenant of grace, as opposed to the covenant of works, caused Puritan leaders in the community (such as John Cotton and John Winthrop) to call her an antinomian heretic.

Antinomianism is the belief that Christians are not bound by moral law. Hutchinson's opponents had her tried for this heresy by the General Court in 1637. She was found guilty, excommunicated, and banished from the colony. Anne, her husband, her children, and a group of her followers moved to Rhode Island, a colony known as a refuge for religious dissenters. They established a settlement on the island of Aquidneck in 1638. After Anne's husband died, she moved her family to Long Island, New York. There in 1643 she and all of her children except one were killed by Native Americans.

You will probably find conflicting opinions about whether or not Anne Hutchinson was an antinomian heretic. Because there are no written records of her beliefs, historians have had to interpret the records of her trial and the writings of her contemporaries in an attempt to understand her thoughts and deeds. As a result, there are varying interpretations of Hutchinson's actions and theology.

3. John Wheelwright emigrated to Massachusetts Bay in 1636 to escape religious persecution in England after he became a Puritan. He accepted a pastorate at a Puritan church in Mount Wollaston, Massachusetts. Because he publicly defended the views of his sister-in-law, Anne Hutchinson, Wheelwright became alienated from Puritan leaders in Boston.

In January 1637, he preached a sermon on the day of a fast that had been called by the General Court. Although the majority of the congregation approved his preaching of the sermon, Wheelwright was tried by the General Court and pronounced guilty of sedition and contempt. He was banished from Massachusetts Bay in 1637. A year later, Wheelwright and a group of his friends established a settlement at Exeter, New Hampshire. In later years Wheelwright served other churches in New Hampshire, Maine, and Massachusetts. (His sentence of banishment from Massachusetts was withdrawn when he acknowledged some error on his part.)

Thomas Hooker was born into a Puritan family in England. After graduating from Cambridge, he developed into a powerful preacher. However, Hooker eventually ran into trouble with English religious authorities over matters of theology and fled to Holland. In 1633, Hooker and several dozen of his followers emigrated to Massachusetts. There Hooker again ran into trouble for his views. One of Massachusetts's most influential preachers, John Cotton, held the position that only church members who owned property should be allowed to vote. Hooker, on the other hand, believed that all men should have the right to vote, regardless of religious or property qualifications.

In 1636, Hooker moved on to Connecticut, where he continued to voice his democratic viewpoints. In the spring of 1638, Hooker preached a powerful sermon at the opening session of the General Court of Connecticut on the text that "the foundation of authority is laid in the free consent of the people." A year later, he played an instrumental role in securing the adoption of the Fundamental Orders of Connecticut.

4. The Fundamental Orders recognized that the settlements of Windsor, Hartford, and Wethersfield existed along the Connecticut River because it had pleased Almighty God by the “wise dispositio n of his divine providence so to order and dispose of things” in suc h a way to make it possible. This document also maintained that a people gathered around the word of God needed an or derly and decent government established according to God. It stated that the people of these three settlemen ts entered into a confederation together in or der to maintain and preserve the liberty an d purity of the Gospel of the Lor d Jesus Christ an d the discipline of the churches.

Lesson 11: For Further Study Younger Student Adaptations

1. Show your students a picture of Adriaen Block. Using a map, point out where Block explored.
2. Provide a simple explanation of the theological debate surrounding Anne Hutchinson. Ask your students their opinion about this.
3. Using simple terms, explain the theological issues surr ounding John Wheelwright and Thomas Hooker. Discuss whether or not these issues are important today.
4. Read to your students the sentences in the Fundamental Orders of Connecticut that refer to God and the role of religion in the founding of the colony. Remind them of the faith of many of the early American settlers.

Lesson 12: For Further Study Answers

1. The Dutch West India Company was a trading and colonizing company, chartered by the Dutch Republic in 1621 and organized in 1623. The amazing success of the Dutch East India Company was an important factor that led to its establishment. The Dutch West India Company was given a trade monopoly over the African coast between the Tropic of Cancer and the Cape of Good Hope and over the American coast between Newfoundland and the Strait of Magellan.

Initially, the company was interested in taking Brazil a way from Portugal, but it was unsuccessful in its attempts to do so. In the 1620s and 1630s the company was successful in establishing a number of trading posts in North America, including Fort Orange on the site of Albany, New York; Fort Nassau on the Delaware River; Fort Good Hope on the site of Hartford on the Connecticut River; and Fort Amsterdam on the southern tip of Manhattan Island. This area became known as New Netherlands.

At first England did not contest this Dutch settlement on lands claimed by the English because it was involved in wars with France and Spain. When the warfare ended, the English took over New Netherlands from the Dutch West India Company in 1664. After this point, the company engaged primarily in the African slave trade, although it still had colonies in Guiana.

2. The Pennsylvania Dutch country is an area in so utheastern Pennsylvania, centered around Lancaster and the surrounding countryside. The term *Pennsylvania Dutch* should really be “Pennsylvania German,” since the so-called Pennsylvania Dutch have nothing to do with the Netherlands. Rather, the descendants of this group of people originally emigrated from German-speaking areas of Europe, and they referred to the German dialect they spoke as “Deutsch,” which eventually became corrupted in to “Dutch.” Although not all Pennsylvania Dutch are Amish, they are the best-known group. The Amish have retained their German dialect and eighteenth century traditional way of life.

3. James II was the son of Charles I and the brother of Charles II. As early as 1672, he converted to Catholicism. In 1673, he opposed the Test Act, which prohibited Catholics and Dissenters from holding positions of power in the government. When James assumed the throne in 1685, English Protestants rallied around his nephew, whom they believed should be king. James easily put down the rebellion and then had Catholics promoted to high-status positions.

James's second wife gave birth to a male heir in 1688, and this interfered with Parliament's desire for James's Protestant daughter Mary to succeed him to the throne. Faced with the possibility of a Catholic dynasty, a group of powerful English leaders invited Mary and her husband, William of Orange, to take the throne. Although James II's army was two times the size of William's, James was not able to do battle because so many of his officers had deserted to the Protestant side.

On December 18, 1688, William of Orange was welcomed in to London, while James II fled down the river in disguise and spent the rest of his life in exile in France. The "Glorious Revolution" had succeeded without a shot being fired; and on February 8, 1689, William and Mary were declared king and queen of England. The College of William and Mary in Williamsburg, Virginia, is named for these co-monarchs.

4. George Fox, founder of the Society of Friends, underwent a mystical experience in 1646, in which he came to believe that true Christianity was not an outward profession of faith but rather an inner light granted by Christ to the believing soul. Fox believed that revelation was not confined to the Bible and that a direct experience with God was available to all people without the mediation of a priest and the sacraments. He taught that worship services did not need to be planned and led by a paid minister. Instead, those attending should sit in silence and speak when moved by the Spirit to do so. In 1647, Fox began preaching his beliefs publicly. Although he attracted many followers, he also encountered physically violent crowd reactions and was imprisoned eight times between 1649 and 1654.

Members of the Society of Friends were called Quakers by outsiders. This term referred to the fact that the group admonished people to "quake in the presence of the Lord." Quakers were often ridiculed or persecuted for refusing to serve in the military, swear oaths of allegiance to anyone but God, and to pay taxes. Those belonging to the Society of Friends believed that all people were equal before God and that all people should be treated the same. They were generally frugal and hardworking people, who dressed and lived simply and considered spiritual values to be more important than material possessions. However, they also were often shrewd businessmen, who did well financially as merchants and traders.

Lesson 12: For Further Study Younger Student Adaptations

1. Review what a monopoly is and point out on a map the places over which the Dutch West India company held a monopoly.
2. Explain the meaning of "Pennsylvania Dutch." Show your students photographs of the Pennsylvania Dutch country today.
3. Tell the story of James II and William and Mary.
4. Show them illustrations of Quakers and Quaker worship services from the colonial period. Have your students compare Quaker services to the worship services with which they are familiar.

Lesson 13: For Further Study Answers

1. Use the Internet to research the Lenni-Lenape tribe.
2. In his letter to the Indians, William Penn told the natives that God had written his law in the hearts of all people, teaching and commanding them to love, help, and do good to one another. He insisted that he wanted the English and Native Americans to live together as neighbors and friends. God did not create them to harm and destroy one another but to live kindly 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 Pensylvania 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 13: For Further Study Younger Student Adaptations

1. Have your students read (or read to them) an other book with general information on Native Americans or do more Native American hands-on activities.
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: 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 14: For Further Study 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) an other 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: 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 pox. 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 15: For Further Study 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: 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.

- 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 missionary 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.

- 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 16: For Further Study Younger Student Adaptations

- 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.



Section Six

ANSWER KEY TO THE FORMS, MAPS, AND FOR REVIEW QUESTIONS

Lessons 1 — 32

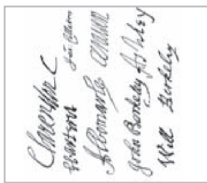


Name _____

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 _____

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

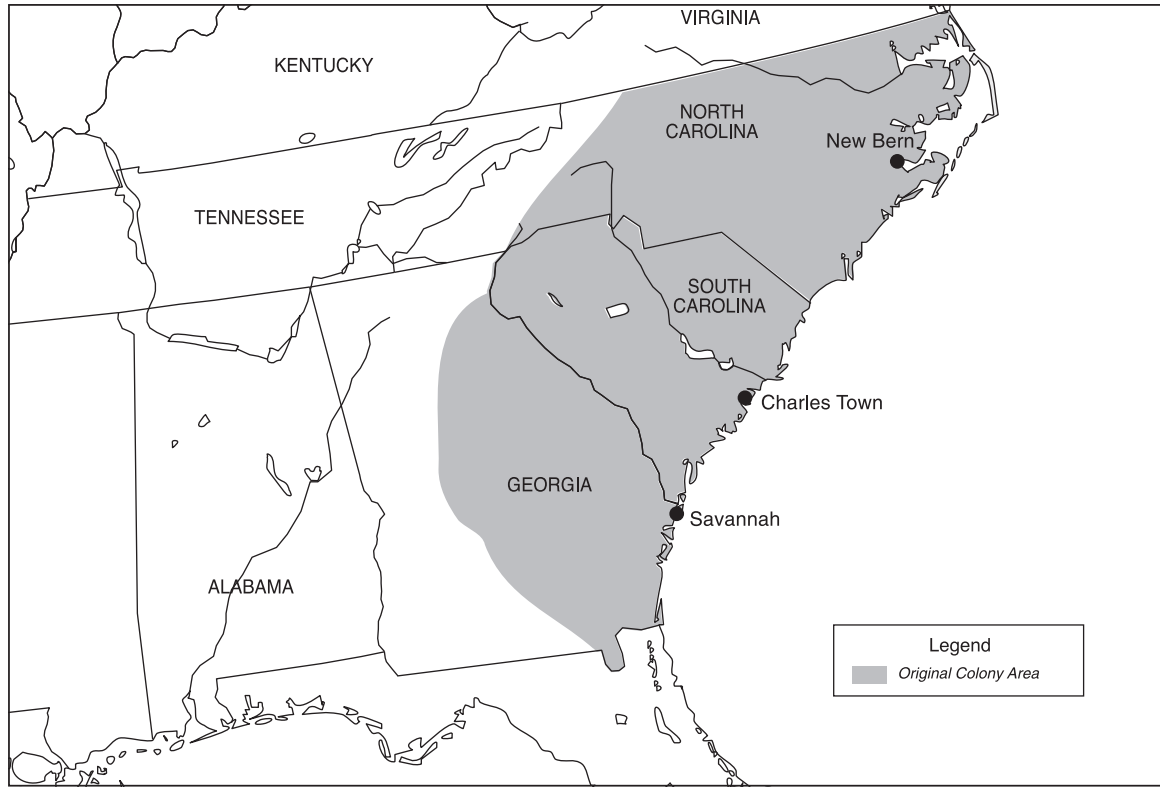
Independent-minded tobacco farmers

Tuscarora raids

Lesson 14: The North Carolina, South Carolina, and Georgia Colonies

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MAP OF NORTH CAROLINA COLONY

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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 1732

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

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

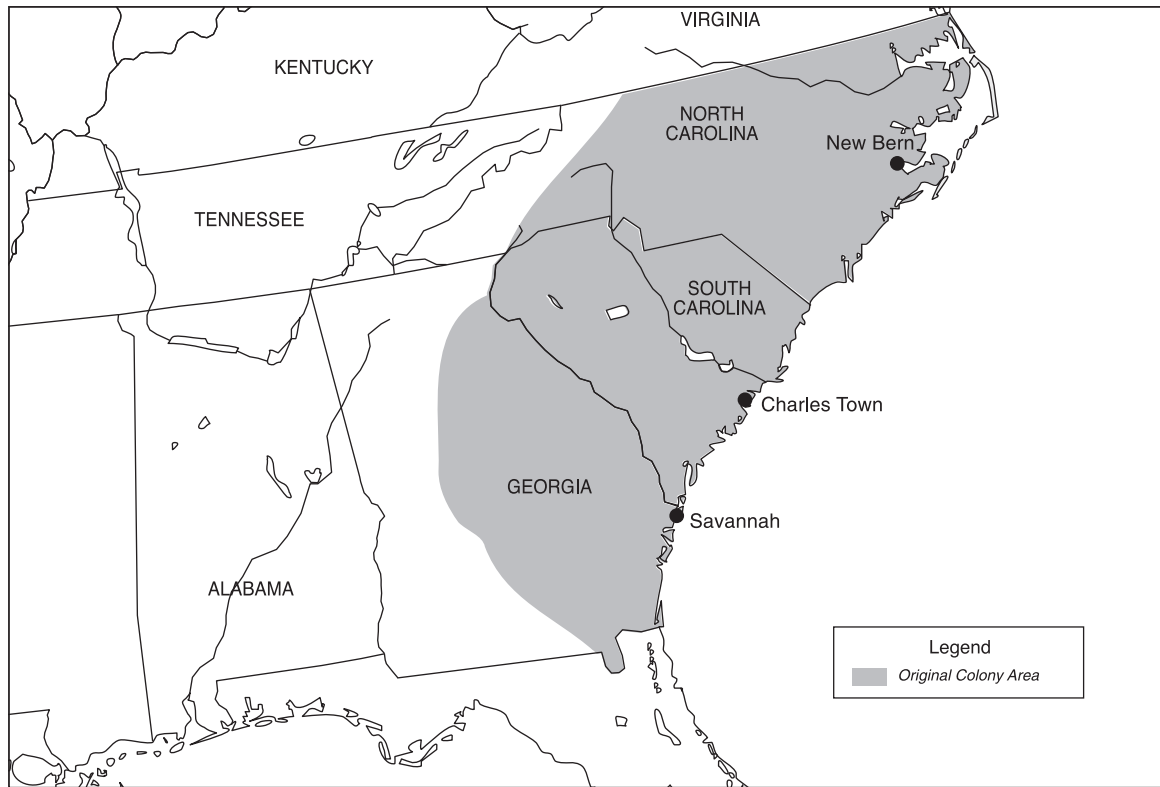
List any other important facts about this colony or significant events in its development

Buffer between Carolinas and Spanish in Florida

Friendship with Tomochichi

Rebellion against trustee rules; eventual relaxation of rules

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MAP OF GEORGIA COLONY

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LESSON 14: FOR REVIEW

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

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

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.

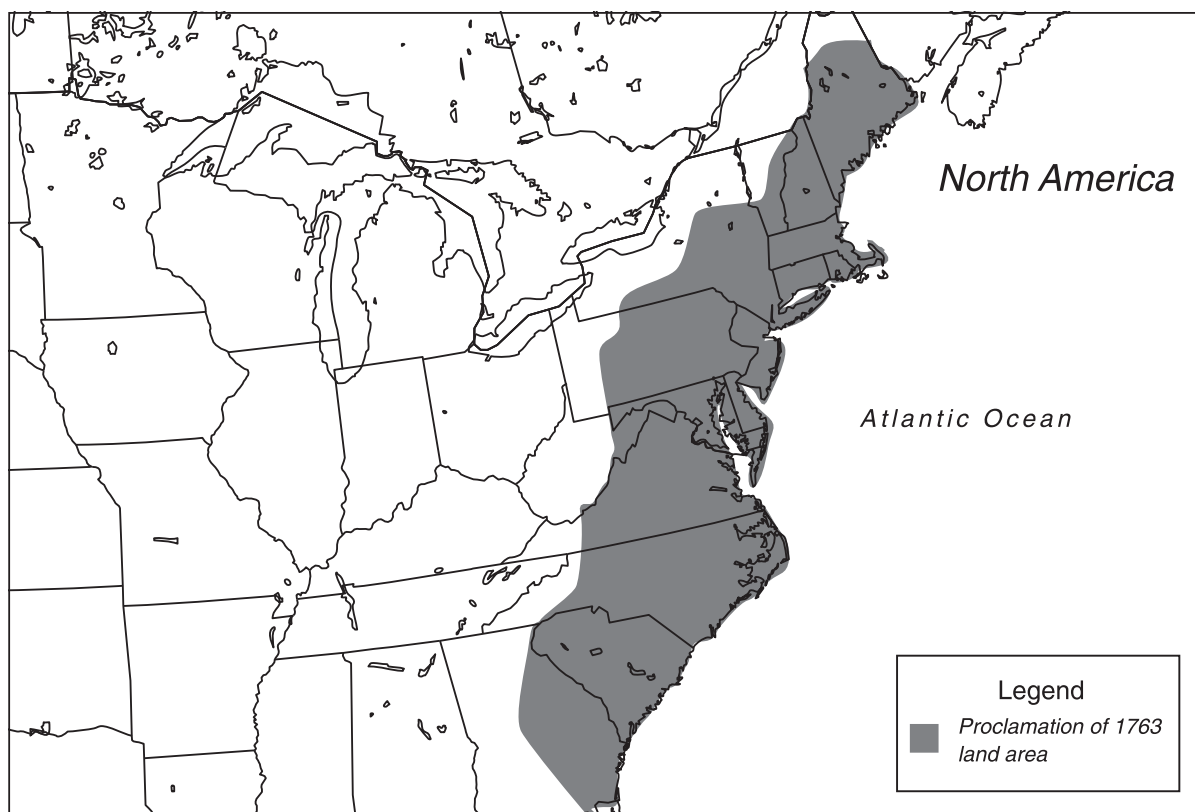
11. Colonists in Georgia rebelled against the trustees' rules requiring them to grow mulberry trees, pay quit rents, and abstain from strong liquor.

12. Eventually both the Carolinas and Georgia became royal colonies with their governors appointed by the English crown.

LESSON 14: FOR FURTHER STUDY

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?





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Name _____	Date _____
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
	Pennsylvania
	Maryland
	Delaware
SOUTH:	Virginia
	North Carolina
	South Carolina
	Georgia

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

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- 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

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- 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 15: FOR FURTHER STUDY

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.



<p>T ___ 4. By the late colonial period, Southern colonies had passed laws making it illegal to teach slaves how to read and white because they feared the possibility of literate slaves succeeding in an uprising.</p> <p>F ___ 5. At the time of the colonial period, hornbooks were no longer used to teach children how to read.</p> <p>T ___ 6. The <i>New England Primer</i> was the first textbook used in the colonies.</p> <p>F ___ 7. Most colonial teachers were spinster women.</p> <p>T ___ 8. The school year for colonial children was short, and many children only attended school when their parents did not need them to work.</p> <p>T ___ 9. Colonial schools were generally allowed to use various punishments to discipline students who were tardy or negligent in their studies.</p> <p>T ___ 10. Eighteenth-century men commonly wore wigs when away from home, and certain styles of wigs became associated with particular professionals.</p> <p>F ___ 11. Puritan men and women in New England were known for their ornate style of clothing.</p> <p>F ___ 12. American doctors in the colonial period were well informed about the causes and cures of many diseases and had a number of effective painkillers and medicines to give to their patients.</p> <p>F ___ 13. Colonial homes generally had indoor stoves and refrigerators.</p> <p>T ___ 14. The <i>Compleat Housewife</i> appears to be the first cookbook published in the colonies.</p> <p>T ___ 15. Two typical New England foods were flapjacks and hasty pudding.</p> <p>F ___ 16. The Southern colonies generally had a short growing season and a bad climate for crops.</p> <p>T ___ 17. African Americans in the South generally ate spicier foods than the European colonists there.</p> <p>F ___ 18. Most colonial homes had separate dining rooms.</p>	<p>Unit 2: Final Review ©2005 Bright Ideas Press. All rights reserved.</p>
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<p>F ___ 19. The people of colonial America developed a culture that was completely divorced from their European roots.</p> <p>T ___ 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.</p> <p>F ___ 21. American colonial society had a highly developed nobility and a very small middle class.</p> <p>T ___ 22. The natural conditions of America, as well as the fact that an ocean separated it from the homeland, made it difficult for the English to assert strong control over the thirteen colonies.</p> <p>F ___ 23. The Dominion of New England lasted until the beginning of the American Revolution.</p> <p>T ___ 24. American colonists believed that they should enjoy the rights and freedoms of Englishmen.</p> <p>T ___ 25. The New England colonies were known for their cod industry, shipbuilding, whaling, and triangular slave trade.</p> <p>F ___ 26. Life in the Middle colonies was not as diverse and cosmopolitan as life in New England.</p> <p>T ___ 27. Agriculture and manufacturing provided a strong economic base for the Middle colonies.</p> <p>T ___ 28. The primary crop grown on Southern plantations was tobacco; rice and indigo were also important crops cultivated in the Carolinas and Georgia.</p> <p>F ___ 29. Before the American Revolution, there was no regular mail delivery in the colonies.</p> <p>T ___ 30. The thirteen American colonies were primarily populated by Protestants.</p>	<p>All American History Teacher's Guide ©2005 Bright Ideas Press. All rights reserved.</p>
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Name _____ Date _____

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

FIRST PHASE

- Ft. DuQuesne
- Ft. Edward
- Ft. William Henry

THIRD PHASE

- Ft. Louisbourg
- Ft. Frontenac
- Ft. Ticonderoga

- Quebec
- Detroit

SECOND PHASE

- Ft. Oswego
- Ft. William Henry

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



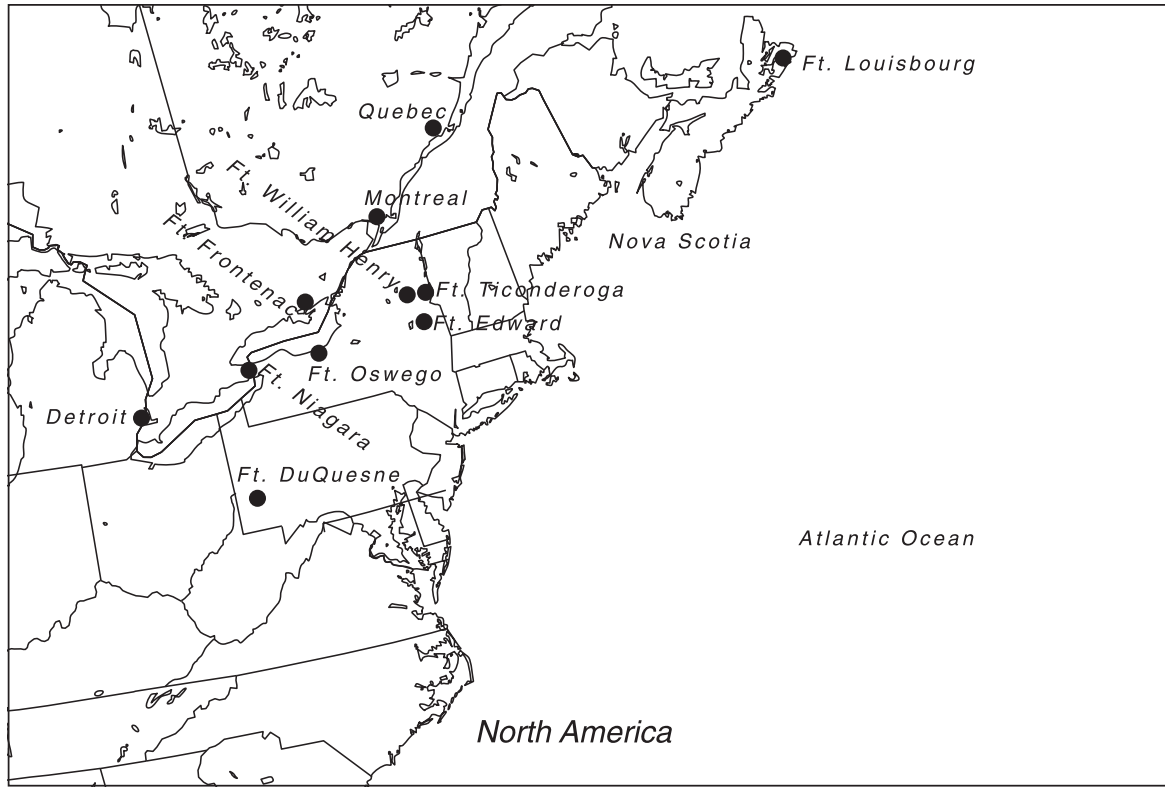
Washington

Oglethorpe

Wolfe

Louisbourg

MAP OF FRENCH AND INDIAN WAR BATTLESITES



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

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 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

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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 Loudon 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

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LESSON 17: FOR FURTHER STUDY

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.

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