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# Exploring American History

Second Edition

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**TEACHER'S MANUAL**

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# Introduction

*Exploring American History* (copyright © 2009) is a history text that generally uses a biographical approach to American history. Through the study of the lives and times of those who have had an important effect on our nation, students develop an appreciation for the history and culture of the United States. It is of utmost importance that the instructor realize the need for teaching respect for one's country and godly patriotism to the youth. Students should be taught that although America has its weaknesses, it is still a nation mightily blessed by God with a solid Christian heritage.

Christian Liberty Press has significantly revised *Exploring American History* in this second edition. Several chapters have been added or revised, and the book has been expanded to include up-to-date information on recent events. It now includes forty chapters divided into five units. The revised course consists of three components—the student textbook, this teacher's manual, and thirteen tests—all of which are available from Christian Liberty Press.

The teacher's manual for the second edition of *Exploring American History* was developed by the Christian Liberty Press staff to help instructors be as successful and efficient as possible in their teaching. It includes additional information and suggestions to teachers in the **NOTES** to teachers, provides a suggested schedule for completing this course, and gives instructors model answers to the Comprehension Questions in the textbook.

Instructors should grade their students' written work on a regular basis. The answers to the chapter questions are either found directly in the text, or may be deduced from the chapter. The model answers provide the essential information needed to correctly answer the questions, but students are not expected to use exactly the same wording in their answers. In some cases, our answer will include the words *Answers may vary*, which indicates that there is potentially more than one correct answer. In such cases, we have attempted to list all of the possible answers. It is our expectation that these sample answers will enable instructors to conveniently gauge how well their students retained the major points of their stories, without having to thoroughly read each story themselves. On very rare occasions, we have asked students to provide their own opinions as answers. In such cases, we have used the phrase *Answers will vary*.

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## Getting More Out of Each Chapter

Instructors should not feel limited to using only the materials provided by Christian Liberty Press; feel free to add supplemental activities and materials. Students should be encouraged to use special pictures, craft projects, or objects that refer to the topic being studied. Develop a good library of books and magazines pertaining to America for students to read. If you encourage your students' interest in American history, this will help to broaden their interest in reading. Keep in mind that prayer, patience, and persistence are the keys that will open the door to a successful school year.

Christian Liberty Press has included **NOTE** to the teacher sections for most chapters within the teacher's manual to aid instructors in teaching this course. These Notes provide instructors with additional information about the individuals referenced in the chapters and occasional opportunities for further instruction. It is through the Notes that the teacher will be able to expand upon the original chapter to provide further instruction.

In addition, we have often included geography study sections. There are many possibilities for teaching students about world or American geography. We have made specific reference to such study for several of the chapters, but pay attention to other possibilities. It would be helpful for instructors to have access to a globe or world atlas, as well as an atlas of the United States.

We have taken advantage of today's technology to include numerous Internet sites that will give the instructor the opportunity to find articles and pictures that can expand upon the topics covered

in the stories. The inclusion of the URLs for these sites does not indicate that Christian Liberty Press necessarily endorses everything within these sites; only that they include information that may be helpful to the instructor. “Chronicles of America” is a helpful website about the exploration of the New World and colonial America and can be found at <<http://www.chroniclesofamerica.com/>>. This website would be particularly helpful while the student studies units 1 and 2.

The teacher's manual lists websites for the Presidents that are the focus of the chapters in the textbook, but others are also mentioned in the text. Useful presidential biographies can be found at two sites. For a brief survey of each President's life, visit the official White House website. Go to <<http://www.whitehouse.gov/history/presidents/>> and use the search function to find the President in which you are interested. History.com has more extensive information on American Presidents, including timelines and multimedia. You can do the same at History.com's presidential site; go to <<http://www.history.com/presidents/>> and search for individual Presidents. Safari users should note that while you can go to the specific Presidents referenced in this manual, you will not be able to use the general presidential page.

Finally, for further information on American church history, you may want to consult *A History of Christianity in the United States and Canada* by Mark Noll. The book can be found online by going to Google Book Search at <<http://books.google.com/>> and typing in the name of the book in the search window. Once you have found the book, you can search for various names or topics within the site. We have included a few specific references to this book within **NOTES** to the teacher for a few chapters, but you may want to use the book to research other topics within the textbook.

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## Completing the Course

This course can be completed during the school year by following the Suggested Schedule on page vii. We suggest that the course can be completed in thirty-four weeks. We have built in sufficient time within the schedule for supplemental activities.

As students complete the course, they should be encouraged to carefully study the material in each chapter, including reviewing the maps, pictures, and captions found in the text. Be sure to spend time discussing the pictures and text on a regular basis. Once students finish studying each chapter, they should complete all the Comprehension Questions. As instructors plan out the schedule for this course, we suggest that students take a day to answer each set of chapter questions, one day to prepare for each test, and one day to take each test.



## *Suggested Schedule*

Weeks 1–2	1. Student should complete chapters 1–3. 2. Student should prepare for and take test 1.
Weeks 3–5	1. Student should complete chapters 4–7. 2. Student should prepare for and take test 2.
Weeks 6–7	1. Student should complete chapters 8–10. 2. Student should prepare for and take test 3.
Weeks 8–10	1. Student should complete chapters 11–14. 2. Student should prepare for and take test 4.
Weeks 11–12	1. Student should complete chapters 15–16. 2. Student should prepare for and take test 5.
Weeks 13–14	1. Student should complete chapters 17–18. 2. Student should prepare for and take test 6.
Weeks 15–17	1. Student should complete chapters 19–21. 2. Student should prepare for and take test 7.
Weeks 18–20	1. Student should complete chapters 22–25 and review page 127. 2. Student should prepare for and take test 8.
Weeks 21–22	1. Student should complete chapters 26–28. 2. Student should prepare for and take test 9.
Weeks 23–25	1. Student should complete chapters 29–31. 2. Student should prepare for and take test 10.
Weeks 26–28	1. Student should complete chapters 32–34. 2. Student should prepare for and take test 11.
Weeks 29–31	1. Student should complete chapters 35–37. 2. Student should prepare for and take test 12.
Weeks 32–34	1. Student should complete chapters 38–40. 2. Student should prepare for and take test 13.

Students should prepare for the tests by studying their answers to the Comprehension Questions and reviewing the textbook material covered on the tests. Each test has twenty objective questions (true-false, multiple choice, and/or matching). Each test question will count as five points. Instructors should review each test after completion, using the test key that comes with the set of tests. Please ensure that students do not have access to the test key.

May the Lord grant you wisdom and diligence as you seek to teach young people about America and the people who have contributed to its development.





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# UNIT 1

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## CHAPTER 1: LEIF ERICSSON

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### *Geography Study*

Begin this chapter by teaching the student some geography about northern Europe and America. Use an atlas to show the student the location of the countries of Denmark, Iceland, Norway, and Sweden, as well as the island of Greenland and the Canadian province of Newfoundland.

### ◆ Comprehension Questions—Page 5

1. Denmark, Norway, and Sweden
2. The Vikings were bold and hardy, fond of adventure, and full of love for the ocean.
3. *Answers may vary. The student must provide three of the following possible answers.*
  - a. The bow and stern of a Viking ship rose high out of the water.
  - b. The middle of a Viking ship was low and had no deck.
  - c. A Viking ship carried from thirty to sixty oarsmen who used oars twenty feet long.
  - d. A Viking ship carried only one mast with one sail, both of which could be taken down when not in use.
4. *The student should describe the places found by Leif Ericsson using the names given to these places by the Vikings.*
  - a. Helluland—a place of large, flat rocks
  - b. Markland—a wooded land
  - c. Vinland—a land with wild grapes
5. A Viking settlement was found at *L'Anse aux Meadows* in Newfoundland, Canada.
6. The Vikings did not establish any lasting settlements in North America because of battles with local Native Americans.

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## CHAPTER 2: CHRISTOPHER COLUMBUS

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**NOTE:** Columbus never believed that there were any continents between Europe and Asia. In spite of eventually making four trips to the Americas, discovering several islands in the West Indies, and landing on the American mainland in Central America, Columbus died believing that he had discovered a route from Europe to Asia, and had discovered lands along the coast of Asia.

Take time to explain to the student about Columbus Day. It was originally celebrated on October 12 in commemoration of Columbus's arrival to the New World on October 12, 1492. The day is also remembered in various countries in Latin America, Spain, and the Bahamas, although not always by the same name. Columbus Day has been observed in the United States on the second Monday in October since 1971.

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### *Geography Study*

Introduce this chapter by teaching the student some geography about Europe and America. Use a world map to point out the location of the Italian city of Genoa, the country of Spain, the islands of the West Indies, and Central America. You might find it helpful to look up the four voyages of Columbus and point out the islands and countries that Columbus explored during these

voyages. For more information about the voyages of Columbus, see “The Columbus Navigation Homepage” at <[www.columbusnavigation.com/](http://www.columbusnavigation.com/)>. It includes maps of his four voyages.

### ◆ Comprehension Questions—Page 12

1. Columbus was born in 1451 in Genoa, Italy.
2. Columbus married the daughter of a ship captain and earned his living by drawing maps and making voyages to Africa, Iceland, and other parts of the world.
3. Only Europe, Asia, and a small part of Africa were known then.
4. Columbus went to Spain to get help to make a voyage west across the Atlantic Ocean to the Indies.
5. Columbus finally got help from the Queen of Spain, who had always been interested in him. After she agreed to help, two other sea captains decided to take part in the voyage.
6. August 3, 1492
7. Columbus had to stop in the Canary Islands to make repairs on his ships.
8. yes
9. San Salvador
10. no
11. Columbus's last days were sad. He was in bad health, and he was so poor and in debt that he did not even have a home of his own.

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## CHAPTER 3: JOHN CABOT

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### ◆ Comprehension Questions—Page 15

1. John Cabot was an Italian merchant who was living in Bristol, England. He sailed on voyages to the New World for the king of England.
2. John Cabot hoped to discover a shorter way to the Indies than that of Columbus.
3. *Answers may vary. The student must provide one of the possible answers found below.*
  - a. Cape Breton Island
  - b. Newfoundland
4. Bristol
5. Cabot brought back to England some Indian traps for catching game, some wild turkeys, the rib of a whale, and cod fish.
6. The New World was named America after Amerigo Vespucci, who wrote an account of his journey to the New World.

**Take Test 1.**

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## CHAPTER 4: SPAIN EXPLORES AMERICA

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### *Geography Study*

This is a good opportunity for further geography study. Show students on a map the location of the islands of Cuba, Hispaniola (consisting of the nations of Haiti and the Dominican Republic), and the state of Florida (including the city of St. Augustine). Also, show the location of the nation of Panama and the Panama Canal Zone. Illustrate the importance of the Panama Canal by showing the difference between traveling by sea from New York to California (1) by going around the bottom of South America and (2) by going through the canal.

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**◆ Comprehension Questions—Page 17**

1. He thought that it would make him a boy again.
  2. Ponce de León discovered Florida while looking for the Fountain of Youth.
  3. the Pacific Ocean
  4. the Mississippi River
  5. St. Augustine
- 

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## CHAPTER 5: SIR WALTER RALEIGH

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**NOTE:** To learn about the English settlement on Raleigh Island, see the National Park Service's website for the Fort Raleigh National Historic Site at <[www.nps.gov/archive/fora/raleigh.htm](http://www.nps.gov/archive/fora/raleigh.htm)>.

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**◆ Comprehension Questions—Page 19**

1. Sir Walter Raleigh was an Englishman who was a favorite of Queen Elizabeth. He sponsored an English settlement in America.
  2. Virginia
  3. the tobacco and potato plants
  4. Sir Walter Raleigh planted tobacco and potatoes on his estate in Ireland.
  5. The Virginia settlement disappeared, but no one is sure what actually happened to it.
  6. He was beheaded on the order of King James.
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## CHAPTER 6: JOHN SMITH

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**NOTE:** Jamestown was the first permanent English settlement in North America. The Jamestown site is now part of the Colonial National Historic Park (<[www.nps.gov/colo/](http://www.nps.gov/colo/)>). You can also visit the Yorktown battlefield—the final major battle of the American Revolution—at the park. To learn more about the Jamestown colony, visit the “Jamestown Rediscovery” Internet site at <[www.apva.org/jr.html](http://www.apva.org/jr.html)>. It includes links to the history of Jamestown and archeological discoveries from excavations at the site of the colony. To read an interesting interview with one of the archeologists involved with the Jamestown Rediscovery project, go to <[www.historynet.com/magazines/american\\_history/6825717.html?page=1&c=y](http://www.historynet.com/magazines/american_history/6825717.html?page=1&c=y)>.

To learn more about the Native Americans of early Virginia, read the account of Henry Spelman, an early settler of Virginia, who lived with local Indians for approximately two years. He wrote a brief description of life among the Indians entitled “Relation of Virginea.” You can find it on the “Virtual Jamestown” website at <[etext.lib.virginia.edu/etcbin/jamestown-browse?id=J1040](http://etext.lib.virginia.edu/etcbin/jamestown-browse?id=J1040)>. This webpage includes the original spelling of words from the early seventeenth century but also includes a link to a modern spelling version.

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**◆ Comprehension Questions—Page 26**

1. John Smith was accused of plotting to murder the chief men among the emigrants so that he could make himself “King of Virginia.”
2. The church originally met under an old tent.
3. wigwams
4. no
5. The Indians did not need roads, for they had no wagons and no horses. They could easily find their way through the forest, and they used the rivers as roadways by using their canoes.
6. Captain Smith was captured by Indians and was almost killed, until saved by Pocahontas.
7. Jamestown was first destroyed during Bacon's War (or Rebellion) against Governor Berkeley. It was later rebuilt but was eventually abandoned after Virginia's capital was moved to Williamsburg.
8. The War for American Independence overthrew the king's power and made America free.

9. George Washington
10. Four out of the first five Presidents, beginning with George Washington, came from Virginia.
11. He served as governor of Virginia for several years.

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## CHAPTER 7: HENRY HUDSON

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### *Geography Study*

Use an atlas to show the student the location of the Netherlands, England, New York, the Hudson River, and Hudson Bay.

### ◆ Comprehension Questions—Page 31

1. Henry Hudson was an English sea captain who lived in London and was a friend of Captain John Smith.
2. He wanted to find a passage to Asia across the North Pole area.
3. the Hudson River
4. England
5. New York
6. He would say that he would not need to look to China and the Indies to find riches. He would have found enough riches in New York City.

**Take Test 2.**

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# UNIT 2

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## CHAPTER 8: MILES STANDISH

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**NOTE:** Scholastic has an excellent website about the *Mayflower*, the establishment of the Plymouth Colony, the local Wampanoag Indians, and the first Thanksgiving at <[teacher.scholastic.com/thanksgiving/](http://teacher.scholastic.com/thanksgiving/)>. It provides material that could be helpful both to the instructor and the student. It should be noted, however, that very little is provided about the religious beliefs of either the Pilgrims or local Native Americans.

Squanto played a critical role in the survival of the Plymouth Colony. He eventually came to live among the Pilgrims, dying in 1623. For more information, see <[www.rootsweb.com/~mosmd/squanto.htm](http://www.rootsweb.com/~mosmd/squanto.htm)>.

Christian Liberty Press publishes three books that might prove helpful when studying this chapter. We publish two collections of stories for younger children—*Stories of the Pilgrims* and *Boys and Girls of Colonial Days*. We also have a supplemental history reader on the Pilgrims and the Plymouth Colony for older students and adults entitled *The Mayflower Pilgrims*. A copy of each book can be obtained from <[www.christianlibertypress.com](http://www.christianlibertypress.com)>.

### ◆ Comprehension Questions—Page 40

1. They called themselves Pilgrims because they were wanderers who were in search of freedom to worship God as the Bible commands.
2. They left England because King James I would not let them hold their church meetings in peace.
3. They wished to go to America so that they could get land for farms. They also wanted to raise their children as Englishmen.
4. Miles Standish was an English soldier who went with the Pilgrims to America.
5. The Pilgrims sailed from Plymouth, England, in the ship *Mayflower*.
6. The Pilgrims held the first Thanksgiving to give thanks to God for His blessings.