

# TEACHER GUIDE

7th–9th Grade

Includes Student  
Worksheets

History



Weekly Lesson Schedule



Student Worksheets



Quizzes & Tests



Answer Key

## CHRISTIAN HISTORY: BIOGRAPHIES OF FAITH



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History

## Christian History: Biographies of Faith



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## Using This Teacher Guide

**Features:** The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all assessments. The pages of this guide are perforated and three-hole punched so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

**Lesson Scheduling:** Students are instructed to read the pages in their book and then complete the corresponding section provided by the teacher. Assessments that may include worksheets, activities, quizzes, and tests are given at regular intervals with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an “X” in the box.

	<b>Approximately 30 to 45 minutes per lesson, five days a week</b>
	<b>Includes answer keys for worksheets, quizzes, and tests.</b>
	<b>Worksheets for each reading portion</b>
	<b>Quizzes and tests are included to help reinforce learning and provide assessment opportunities.</b>
	<b>Designed for grades 7 to 9 in a one-year course to earn 1 history credit</b>

**Course Objectives:** Students completing this course will

- ✓ Investigate the lives and faith of George Washington, John Newton, John Knox, and Andrew Jackson
- ✓ Become familiar with their influences, struggles, and accomplishments
- ✓ Identify the takeaway lessons on the lives of these great leaders
- ✓ Learn how to become great leaders by discovering the strengths and weaknesses of leaders who have come before
- ✓ Study history through the lens of faith
- ✓ Write out open-ended questions assessing the historical record.

## Course Description

An exceptional study on faith and leadership that focuses on the US presidents Washington and Jackson, as well as the Christian reformers Knox, Newton, and Luther. Students will discover their influences, struggles, and accomplishments, and take away lessons on the lives of these great leaders. Are great men simply born great or do they make a choice in their life to be something more? Study the lives of these Christian men to discover how they were transformed by their faith, moral values, and pure courage. In this unique course, students will go beyond historical footnotes to really see what has been revealed about their hearts, their fears, and their vision for changing the world as they knew it. An inspiring study designed to encourage students to lead.

**Grading Options for This Course:** It is always the prerogative of an educator to assess student grades however he or she might deem best. The following is only a suggested guideline based on the material presented through this course:

To calculate the percentage of the worksheets, quizzes, and tests, the educator may use the following guide. Divide total number of questions correct (example: 43) by the total number of questions possible (example: 46) to calculate the percentage out of 100 possible.  $43/46 = 93$  percent correct.

The suggested grade values are noted as follows: 90 to 100 percent = A; 80 to 89 percent = B; 70 to 79 percent = C; 60 to 69 percent = D; and 0 to 59 percent = F.

### A Note about Grading

Because this course is focused on conceptual themes such as character and leadership, the best way to assess learning is through broad, open-ended questions. Thus, assigning grades can be more difficult. Please feel free to assign partial credit to the short- and long-answer questions. Students should always be expected to use proper grammatical practices.

## **Explanation of Activities**

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**Vocabulary:** Students should define each of the words. If they know the word, they should define it in their own words. If they do not know the word, they should use a dictionary to search for its meaning. Many of the words chosen are presented in a secondary or archaic usage. Students should define the word in the context of its usage in the book.

**Short Answer:** Students should answer these questions in complete sentences. Most of them can be answered in three sentences or less.

**Long Answer:** These questions are essentially the same as short-answer questions but are broader in scope and require a longer answer, though not long enough to be considered an essay. Students should answer these questions in paragraph form, and they will often take more than a single paragraph to completely answer.

**Bonus Activities to Explore More:** Each chapter will contain one or more optional bonus activities. Most of these activities require further research and may also require materials beyond the books and the PLP. Select the activities that are best suited for your individual needs.

**Due to time constraints with this course, some small sections of the books will not be covered by the PLP. It is recommended that these pages be read if it will fit within your schedule, but they will not be required material.**

### **Special Projects**

It is recommended that the student complete a four-page research paper each semester of the course. In semester one, the student should choose a president other than Washington or Jackson and research his Christian faith and how it affected his actions. (John Quincy Adams, Abraham Lincoln, and James Garfield would all make interesting subjects.) Similarly, in the second semester students should choose a reformer other than Knox or Luther and research his Christian faith and how it affected his actions. (John Calvin, Huldrych Zwingli, John Wycliffe, and Jan Hus would all make interesting subjects.)

## First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Read Pages 19-30 • <i>Life of Washington</i> • (LOW)			
	Day 2	Read Pages 31-45 • (LOW)			
	Day 3	1732-1762 <b>Ch1: Worksheet 1</b> • Pages 15-16 • Lesson Planner • (TG)			
	Day 4	Read Pages 45-55 • (LOW)			
	Day 5	Read Pages 56-69 • (LOW)			
Week 2	Day 6	1763-1776 <b>Ch2: Worksheet 1</b> • Pages 17-18 • (TG)			
	Day 7	Read Pages 69-85 • (LOW)			
	Day 8	Read Pages 86-100 • (LOW)			
	Day 9	1776-1777 <b>Ch3: Worksheet 1</b> • Pages 19-20 • (TG)			
	Day 10	Study Day for Quiz 1			
Week 3	Day 11	<b>Quiz 1 - Life of Washington (Ch 1-3)</b> • Pages 115-116 • (TG)			
	Day 12	Read Pages 108-120 • (LOW)			
	Day 13	Read Pages 121-133 • (LOW)			
	Day 14	1777-1780-Words to Know <b>Ch5: Worksheet 1</b> • Page 21 • (TG)			
	Day 15	1777-1780-Short Answers/Activities <b>Ch5: Worksheet 1</b> • Pages 21-22 • (TG)			
Week 4	Day 16	Read Pages 141-153 • (LOW)			
	Day 17	Read Pages 157-159, 170-181 • (LOW)			
	Day 18	1780, 1780-1781 <b>Ch6-7: Worksheet 1</b> • Pages 23-24 • (TG)			
	Day 19	Study Day for Quiz 2			
	Day 20	<b>Quiz 2 - Life of Washington (Ch 5-7)</b> • Pages 117-118 • (TG)			
Week 5	Day 21	Read Pages 182-200 • (LOW)			
	Day 22	Read Pages 201-211 • (LOW)			
	Day 23	1781-1787 <b>Ch8-9: Worksheet 1</b> • Pages 25-26 • (TG)			
	Day 24	Read Pages 212-227 • (LOW)			
	Day 25	Read Pages 228-242 • (LOW)			
Week 6	Day 26	1787--1796 <b>Ch10-11: Worksheet 1</b> • Pages 27-28 • (TG)			
	Day 27	Study Day for Quiz 3			
	Day 28	<b>Quiz 3 - Life of Washington (Ch 8-11)</b> • Pages 119-120 • (TG)			
	Day 29	Read Pages 242-259 • (LOW)			
	Day 30	Read Pages 265-277 • (LOW)			



Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 31	1796-1799, Conclusion <b>Ch12-Conclusion: Worksheet 1</b> • Pages 29-30 • (TG)			
	Day 32	Study Day for Quiz 4			
	Day 33	<b>Quiz 4 - Life of Washington (Ch 12-Con.)</b> • Pgs 121-122 • (TG)			
	Day 34	Study Day for Unit 1 Test			
	Day 35	<b>Unit 1 Test - Life of Washington</b> • Pages 145-146 • (TG)			
Week 8	Day 36	Read Pages 12-18 • <i>Life of Andrew Jackson</i> • (LOAJ)			
	Day 37	Read Pages 19-23 • (LOAJ)			
	Day 38	1767 <b>Ch1: Worksheet 1</b> • Pages 33-34 • Lesson Planner • (TG)			
	Day 39	Read Pages 24-30 • (LOAJ)			
	Day 40	Read Pages 31-36 • (LOAJ)			
Week 9	Day 41	1789 <b>Ch2: Worksheet 1</b> • Pages 35-36 • (TG)			
	Day 42	Read Pages 37-43 • (LOAJ)			
	Day 43	Read Pages 44-49 • (LOAJ)			
	Day 44	1804 <b>Ch3: Worksheet 1</b> • Pages 37-38 • (TG)			
	Day 45	Study Day for Quiz 5			
First Semester-Second Quarter					
Week 1	Day 46	<b>Quiz 5 - Life of Andrew Jackson (Ch 1-3)</b> • Pgs 123-124 • (TG)			
	Day 47	Read Pages 50-56 • (LOAJ)			
	Day 48	Read Pages 57-62 • (LOAJ)			
	Day 49	1813-Words to Know <b>Ch4: Worksheet 1</b> • Page 39 • (TG)			
	Day 50	1813-Short Answer/Activities <b>Ch4: Worksheet 1</b> • Pages 39-40 • (TG)			
Week 2	Day 51	Read Pages 63-72 • (LOAJ)			
	Day 52	Read Pages 73-81 • (LOAJ)			
	Day 53	1813 <b>Ch5: Worksheet 1</b> • Pages 41-42 • (TG)			
	Day 54	Read Pages 82-87 • (LOAJ)			
	Day 55	Read Pages 88-93 • (LOAJ)			
Week 3	Day 56	1814 <b>Ch6: Worksheet 1</b> • Pages 43-44 • (TG)			
	Day 57	Study Day for Quiz 6			
	Day 58	<b>Quiz 6 - Life of Andrew Jackson (Ch 4-6.)</b> • Pgs 125-126 • (TG)			
	Day 59	Read Pages 94-102 • (LOAJ)			
	Day 60	Read Pages 103-111 • (LOAJ)			

Date	Day	Assignment	Due Date	✓	Grade
Week 4	Day 61	1814 <b>Ch7: Worksheet 1</b> • Pages 45-46 • (TG)			
	Day 62	Read Pages 113-123 • (LOAJ)			
	Day 63	Read Pages 124-136 • (LOAJ)			
	Day 64	1814-Words to Know <b>Ch8: Worksheet 1</b> • Page 47 • (TG)			
	Day 65	1814-Short Answer/Activities <b>Ch8: Worksheet 1</b> • Pages 47-48 • (TG)			
Week 5	Day 66	Read Pages 138-146 • (LOAJ)			
	Day 67	Read Pages 147-154 • (LOAJ)			
	Day 68	1815 <b>Ch9: Worksheet 1</b> • Pages 49-50 • (TG)			
	Day 69	Study Day for Quiz 7			
	Day 70	<b>Quiz 7 - Life of Andrew Jackson (Ch 7-9.)</b> • Pgs 127-128 • (TG)			
Week 6	Day 71	Read Pages 155-162 • (LOAJ)			
	Day 72	Read Pages 163-169 • (LOAJ)			
	Day 73	1815-Words to Know <b>Ch10: Worksheet 1</b> • Page 51 • (TG)			
	Day 74	1815 <b>Ch10: Worksheet 1</b> • Pages 51-52 • (TG)			
	Day 75	Read Pages 170-176 • (LOAJ)			
Week 7	Day 76	Read Pages 177-182 • (LOAJ)			
	Day 77	1821-Words to Know <b>Ch11: Worksheet 1</b> • Page 53 • (TG)			
	Day 78	1821-Short Answer/Activities <b>Ch11: Worksheet 1</b> • Pages 53-54 • (TG)			
	Day 79	Read Pages 184-189 • (LOAJ)			
	Day 80	Read Pages 190-193 • (LOAJ)			
Week 8	Day 81	1837-Words to Know <b>Ch12: Worksheet 1</b> • Page 55 • (TG)			
	Day 82	1837-Short Answer/Activities <b>Ch12: Worksheet 1</b> • Pages 55-56 • (LP)			
	Day 83	Study Day for Quiz 8			
	Day 84	<b>Quiz 8 - Life of Andrew Jackson (Ch 10-12)</b> Pgs 129-130 • (TG)			
	Day 85	Read selection from appendix (See Ch 13 - WS1 for details)			
Week 9	Day 86	Appendices <b>Ch13: Worksheet 1</b> • Pages 57-58 • (TG)			
	Day 87	Read selection from appendix (See Ch 13 - WS2 for details)			
	Day 88	Appendices <b>Ch13: Worksheet 2</b> • Pages 59-60 • (TG)			
	Day 89	Study Day for Unit 2 Test			
	Day 90	<b>Unit 2 Test - Life of Andrew Jackson</b> • Pages 147-148 • (TG)			
		Mid-Term Grade			

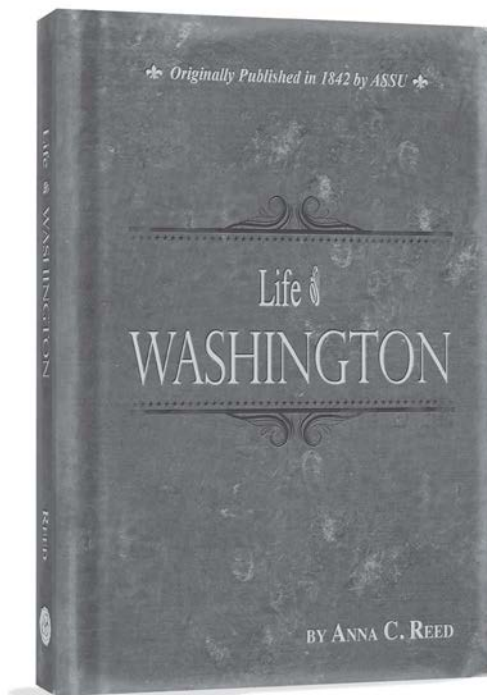
## Second Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
Second Semester-Third Quarter					
Week 1	Day 91	Read Pages 15-25 • <i>Life of Luther</i> • (LOL)			
	Day 92	Read Pages 34-47 • <i>Life of Luther</i> • (LOL)			
	Day 93	Birth to age 14 <b>Part 1, Ch1: Worksheet 1</b> • Pages 63-64 • (TG)			
	Day 94	Read Pages 48-58 • (LOL)			
	Day 95	Read Pages 59-69 • (LOL)			
Week 2	Day 96	1497 to 1505 <b>Part 1, Ch2: Worksheet 1</b> • Pages 65-66 • (TG)			
	Day 97	Read Pages 70-80 • (LOL)			
	Day 98	Read Pages 81-90 • (LOL)			
	Day 99	1505 to 1508 <b>Part 1, Ch3: Worksheet 1</b> • Pages 67-68 • (TG)			
	Day 100	Study Day for Quiz 9			
Week 3	Day 101	<b>Quiz 9 - Life of Luther (Part 1, Ch 1-3)</b> • Pages 131-132 • (TG)			
	Day 102	Read Pages 91-105 • (LOL)			
	Day 103	Read Pages 106-119 • (LOL)			
	Day 104	1505 to 1508-Words to Know <b>Part 1, Ch3: Worksheet 2</b> • Page 69 • (TG)			
	Day 105	1505 to 1508-Short Answer/Activities <b>Part 1, Ch3: Worksheet 2</b> • Pages 69-70 • (TG)			
Week 4	Day 106	Read Pages 120-121, 125-129 • (LOL)			
	Day 107	Read Pages 132-137, 148-159 • (LOL)			
	Day 108	1508 to 1517 <b>Part 1, Ch4: Worksheet 1</b> • Pages 71-72 • (TG)			
	Day 109	Read Pages 159-170 • (LOL)			
	Day 110	Read Pages 171-181 • (LOL)			
Week 5	Day 111	1508 to 1517 <b>Part 1, Ch4: Worksheet 2</b> • Pages 73-74 • (TG)			
	Day 112	Study Day for Quiz 10			
	Day 113	<b>Quiz 10 - Life of Luther (Part 1, Ch 3-4)</b> • Pages 133-134 • (TG)			
	Day 114	Read Pages 183-194 • (LOL)			
	Day 115	Read Pages 195-201 • (LOL)			
Week 6	Day 116	1517 to 1518 <b>Part 2, Ch1: Worksheet 1</b> • Pages 75-76 • (TG)			
	Day 117	Read Pages 201-211 • (LOL)			
	Day 118	Read Pages 212-222 • (LOL)			
	Day 119	1517 to 1518-Words to Know <b>Part 2, Ch1: Worksheet 2</b> • Page 77 • (TG)			
	Day 120	1517 to 1518-Short Answer/Activities <b>Part 2, Ch1: Worksheet 2</b> • Pages 77-78 • (TG)			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 121	Read Pages 222-230 • (LOL)			
	Day 122	Read Pages 231-240 • (LOL)			
	Day 123	1517 to 1518 <b>Part 2, Ch1: Worksheet 3</b> • Pages 79-80 • (TG)			
	Day 124	Read Pages 240-251 • (LOL)			
	Day 125	Read Pages 260-269 • (LOL)			
Week 8	Day 126	1517 to 1518 <b>Part 2, Ch1: Worksheet 4</b> • Pages 81-82 • (TG)			
	Day 127	Study Day for Quiz 11			
	Day 128	<b>Quiz 11 - Life of Luther (Part 2, Ch 1)</b> • Pages 135-136 • (TG)			
	Day 129	Read Pages 270-275 • (LOL)			
	Day 130	Read Pages 287-301 • (LOL)			
Week 9	Day 131	Leipsc Disputation <b>Part 2, Ch2: Worksheet 1</b> • Pages 83-84 • (TG)			
	Day 132	Read Pages 302-314 • (LOL)			
	Day 133	Read Pages 315-326 • (LOL)			
	Day 134	Luther and Diet of Worms-Words to Know <b>Part 2, Ch3: Worksheet 1</b> • Page 85 • (TG)			
	Day 135	Luther and Diet of Worms-Short Answer/Activities <b>Part 2, Ch3: Worksheet 1</b> • Pages 85-86 • (TG)			
Second Semester-Fourth Quarter					
Week 1	Day 136	Read Pages 327-337 • (LOL)			
	Day 137	Read Pages 338-347 • (LOL)			
	Day 138	1521 to 1525 <b>Part 2, Ch4: Worksheet 1</b> • Pages 87-88 • (TG)			
	Day 139	Study Day for Quiz 12			
	Day 140	<b>Quiz 12 - Life of Luther (Part 2, Ch 2-4)</b> • Pages 137-138 • (TG)			
Week 2	Day 141	Read Pages 347-360 • (LOL)			
	Day 142	Read Pages 361-374 • (LOL)			
	Day 143	1521 to 1525 <b>Part 2, Ch4: Worksheet 2</b> • Pages 89-90 • (TG)			
	Day 144	Read Pages 375-386 • (LOL)			
	Day 145	Read Pages 387-399 • (LOL)			
Week 3	Day 146	Luther's Marriage and Domestic Life <b>Part 2, Ch5: Worksheet 1</b> • Pages 91-92 • (TG)			
	Day 147	Read Pages 399-407 • (LOL)			
	Day 148	Read Pages 408-416 • (LOL)			
	Day 149	Luther's Marriage and Domestic Life <b>Part 2, Ch5: Worksheet 2</b> • Pages 93-94 • (TG)			
	Day 150	Study Day for Quiz 13			

Date	Day	Assignment	Due Date	✓	Grade
Week 4	Day 151	<b>Quiz 13 - Life of Luther (Part 2, Ch 4-5) • Pages 139-140 • (TG)</b>			
	Day 152	Study Day for Unit 3 Test			
	Day 153	<b>Unit 3 Test - Life of Luther • Pages 149-150 • (TG)</b>			
	Day 154	Read Pages 9-28 • <i>Life of John Knox</i> • (LOJK)			
	Day 155	Read Pages 29-45 • (LOJK)			
Week 5	Day 156	Introduction to Mary of Guise <b>Intro-Ch4: Worksheet 1 • Pages 97-98 • (TG)</b>			
	Day 157	Read Pages 45-68 • (LOJK)			
	Day 158	Read Pages 69-88 • (LOJK)			
	Day 159	A solemn covenant to Wicked joy <b>Ch5-8: Worksheet 1 • Pages 99-100 • (TG)</b>			
	Day 160	Read Pages 89-110 • (LOJK)			
Week 6	Day 161	Read Pages 111-140 • (LOJK)			
	Day 162	The assembly to End <b>Ch9-13: Worksheet 1 • Pages 101-102 • (TG)</b>			
	Day 163	Study Day for Quiz 14			
	Day 164	<b>Quiz 14 - Life of John Knox (Intro-13) • Pages 141-142 • (TG)</b>			
	Day 165	Read Pages 5-20 • <i>Life of John Newton</i> • (LOJK)			
Week 7	Day 166	Read Pages 21-45 • (LOJK)			
	Day 167	Biography to From Cape de Verd <b>Ch1-Ch3: Worksheet 1 • Pages 105-106 • (TG)</b>			
	Day 168	Read Pages 45-65 • (LOJK)			
	Day 169	Read Pages 66-85 • (LOJK)			
	Day 170	Newton's situation to After his marriage <b>Ch4-Ch6: Worksheet 1 • Pages 107-108 • (TG)</b>			
Week 8	Day 171	Read Pages 85-100 • (LOJK)			
	Day 172	Read Pages 101-115 • (LOJK)			
	Day 173	After a short stay <b>Ch7: Worksheet 1 • Pages 109-110 • (TG)</b>			
	Day 174	Read Pages 115-130 • (LOJK)			
	Day 175	Read Pages 131-144 • (LOJK)			
Week 9	Day 176	After a short stay to End <b>Ch7-Review: Worksheet 2 • Pages 111-112 • (TG)</b>			
	Day 177	Study Day for Quiz 15			
	Day 178	<b>Quiz 15 - Life of John Newton (Ch 1-7) • Pages 143-144 • (TG)</b>			
	Day 179	Study Day for Unit 4 Test			
	Day 180	<b>Unit 4 Test - Life of Knox and Newton • Pages 151-152 • (TG)</b>			
		Final Grade			





**Biographical Worksheets**  
**for Use with**  
***Life of Washington***



---

**Words to Know** – Define each term in the context it is presented in the book.

---

indulgence

midshipmen

ascertain

anecdote

filial

aide-de-camp

---

**Short Answer**

---

1. Describe the importance of Washington's relationship with his mother.
  
  
  
  
  
  
  
  
  
  
2. Explain the circumstances that led the British into a war with the French in 1754.
  
  
  
  
  
  
  
  
  
  
3. "The resolution with which Washington had performed the duty entrusted to him, and the judgment he had shown in his conduct towards the Indians, gained the favourable opinion of the people of the province, as well as that of the governor, and he was appointed lieutenant-colonel of the regiment. . . ."  
What does the quote above tell us about developing a good reputation?
  
  
  
  
  
  
  
  
  
  
4. How did the way Washington handled the surrender at Ft. Mifflin win him the confidence of his countrymen?

5. Why did Washington resign his commission in 1754? Do you agree with his decision to do so? Why or why not?
6. General Braddock's actions at the Monongahela River have become known in history as "Braddock's Blunder." What did he do to earn this title?
7. What prompted the field physician to say, "Nothing but the superintending care of Providence could have saved him from the fate all around him"?
8. Pages 44–45 share a powerful anecdote about the generosity and sincerity of Washington. Read Matthew 6:1–4 and explain its relevance to that anecdote.
9. What does it say about Washington's character that "those who were nearest to him, and knew him best, loved him most"?
10. What valuable lessons did Washington learn in his first 27 years that you think benefitted him later on in life when he was president of the United States?

## Activities

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1. The author shares the famous story of young Washington chopping down his father's cherry tree, but admits that she is unable to ascertain on what authority it is related. Using outside resources, research what others have said about the veracity of this anecdote and decide if it is indeed a reliable piece of information.



---

**Words to Know** – Define each term in the context it is presented in the book.

---

resolute

magistrate

unanimity

unostentatiously

huzzahing

heretofore

prudent

approbation

pecuniary

---

**Short Answer**

---

1. In response to Parliament's actions toward Massachusetts, several colonial legislatures set aside a day for fasting, prayer, and worship to plead for God's help, support, and direction. If America faced a similar circumstance today, do you think our states would have the same response? Why or why not?
2. What is implied about Washington's character that he was notable and recognizable because he was "the gentleman who kneels down" when Congress goes to prayer?
3. How did Washington get the nickname "The Virginia Patriot"?
4. What reasons are given for why Washington was unanimously chosen as commander-in-chief of the Continental Army?

5. Describe the response of Washington to his appointment as commander-in-chief.
6. This chapter explains that Washington had a very strong temper from his youngest days and had to work hard to keep it under control. Read the following verses and summarize their significance with regard to controlling anger:
  - a. Ephesians 4:26
  - b. James 1:19–20
  - c. Ecclesiastes 7:9
  - d. Proverbs 22:24–25

## Activities

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1. From the period of 1763 to 1776, create a timeline of significant events leading up to the American Declaration of Independence. Annotate the timeline to provide context for each event listed.
2. This chapter notes the “dignity” of Washington’s manners. To get a good idea about what is meant by that statement, read pages 260–265. These pages contain a few of Washington’s *Rules of Civility & Decent Behaviour In Company and Conversation*. This was a list of 110 rules for decent social behavior that Washington had transcribed by the time he was 16. If you want, read the entire list, which can be found online. Create a list of ten of your own rules of decent behavior, and make a concerted effort to live by them.





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**Words to Know** – Define each term in the context it is presented in the book.

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vereneration

melancholy

sundry

candour (candor)

imputation

presumption

mortification

imprudently

Tories

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**Short Answer**

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1. What significance would you ascribe to the fact that the members of the Second Continental Congress chose to add references to God into the final draft of the Declaration of Independence?
2. Why did Washington refuse to negotiate with General Howe? What does this incident reveal about Washington's character?
3. In the first year of the war, the Americans saw little success. How did this affect morale, and how did Washington deal with this issue?

4. Using Washington's own words (found in chapter 3), describe his plan for fighting the early days of the war.
5. Describe the way Providence allowed Washington to remove his troops from Long Island.
6. Describe the miraculous way Washington was able to capture 1,000 men at Trenton with only the loss of two of his own men.
7. What revolutionary action did Washington take to protect his army from smallpox?
8. "I shall never forget what I felt when I saw him brave all the danger of the field . . . he is surely in heaven's peculiar care."  
Based on what you have read so far (ch. 1–3), describe three incidents that could be used as evidence to support this assertion about Washington's divine protection.

## Activities

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1. Do some research on inoculation in the 1700s and then write a short paper (one page or less) describing the procedure and what it must have been like that winter in Morristown when Washington's soldiers were inoculated.
2. Compare Thomas Jefferson's rough draft to the final version of the Declaration of Independence. What items were added and what items were deleted? Why do you think those changes were made?
3. Find a copy of Emanuel Leutze's famous painting, *Washington Crossing the Delaware*. Look closely for any historical inaccuracies. Research the particulars of this work and you'll find out about these "errors."

## **Quizzes & Tests Section**



**Vocabulary: (2 Points Each Answer)**

anecdote      filial      prudent      pecuniary      approbation      resolute  
veneration      sundry      huzzahing      unostentatiously

1. \_\_\_\_\_: very determined; having or showing a lot of determination.
2. \_\_\_\_\_: the act of expressing a shout of acclaim — often used to express joy
3. \_\_\_\_\_: an act of approving formally or officially
4. \_\_\_\_\_: marked by wisdom or good judgment
5. \_\_\_\_\_: respect or awe inspired by the dignity, wisdom, or talent of a person
6. \_\_\_\_\_: of various kinds; several
7. \_\_\_\_\_: consisting of or measured in money
8. \_\_\_\_\_: of or relating to a son or daughter; appropriate for a son or daughter.
9. \_\_\_\_\_: a short and amusing or interesting story about a real incident or person.
10. \_\_\_\_\_: refusing to display wealth, knowledge, etc., in a way that is meant to attract attention, admiration, or envy.

**Short Answer: (10 Points Each Blank)**

11. Describe the importance of Washington's relationship with his mother.
12. What does it say about Washington's character that "those who were nearest to him, and knew him best, loved him most"?
13. Describe the response of Washington to his appointment as commander-in-chief.

14. In the first year of the Revolutionary War, the Americans saw little success. How did this affect morale, and how did Washington deal with this issue?
15. Describe the miraculous way in which Washington was able to capture 1,000 men at Trenton with only the loss of two of his own men.
16. What revolutionary action did Washington take to protect his army from smallpox?

**Long Answer: (20 Points Each Question)**

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17. “I shall never forget what I felt when I saw him brave all the danger of the field . . . he is surely in heaven’s peculiar care.”

Based on what you have read so far (chapters 1–3), describe three incidents that could be used as evidence to support this assertion about Washington’s divine protection.



## **Answer Keys**

### Worksheet 1 Answer Key:

#### Vocabulary

**indulgence:** the behavior or attitude of people who allow themselves to do what they want or who allow other people to do what they want.

**midshipmen:** a member of the Royal Navy ranking below a lieutenant but above a basic deck hand

**ascertain:** to learn or find out (something, such as information or the truth).

**anecdote:** a short and amusing or interesting story about a real incident or person.

**filial:** of or relating to a son or daughter; appropriate for a son or daughter.

**aide-de-camp:** French for field assistant; a personal assistant to a person of high rank

#### Short answer

1. Answers will vary, but should focus on a close personal relationship. His mother taught him the importance of truthfulness.
2. The war began as a result of competing land claims in the Ohio River Valley. Washington marched out into the wilderness to negotiate with the French on behalf of Virginia, but those negotiations eventually turned into armed conflict.
3. Answers will vary, but should indicate that reputations are earned by our actions, and good reputation will often be rewarded.
4. Washington fought valiantly, but also managed to win favorable terms of surrender for his men.
5. British officers of lower rank were being placed over colonial officers. Washington resigned in protest of this unjust treatment.
6. Braddock ordered his troops to cross the river against Washington's recommendation. As a result, they were ambushed by the French and Indians and suffered a humiliating defeat. Braddock was mortally wounded in the attacks.
7. Washington and his horse were riddled with bullets, but he managed to escape without serious injury.
8. Christians should give to the needy, and it is honorable to God to give quietly and anonymously. When Washington paid for the bread for the needy, he wasn't seeking the attention of men but the approval of God.
9. Answers will vary, but should address the importance of character and integrity.
10. Answers will vary, but should connect lessons learned in early life to usefulness later on in life.

### Worksheet 2 Answer Key:

#### Vocabulary

**resolute:** very determined; having or showing a lot of determination.

**magistrate:** a civil officer charged with the administration of the law.

**unanimity:** agreement by all people in a given situation

**unostentatiously:** refusing to display wealth, knowledge, etc., in a way that is meant to attract attention, admiration, or envy.

**huzzahing:** the act of expressing a shout of acclaim — often used interjectionally to express joy

**heretofore:** until this time; up until now

**prudent:** marked by wisdom or good judgment

**approbation:** an act of approving formally or officially

**pecuniary:** consisting of or measured in money

#### Short Answer

1. Answers will vary, but should compare the present spiritual condition of our nation to that of the nation in the 1770s.
2. Answers will vary, but should address the public nature of his faith.
3. His strong opinions against the taxation of Parliament earned him the title
4. The firmness of his temper, the dignity of his manners, and the confidence which was felt in his integrity and patriotism.

5. He was very humble, insisting that he wasn't qualified for such a high post, and refused to be paid for his work.
6. Answers should reflect the truth of each of these Scriptures:
  - a. Ephesians 4:26
  - b. James 1:19–20
  - c. Ecclesiastes 7:9
  - d. Proverbs 22:24–25
  - e. Proverbs 29:11

### Worksheet 3 Answer Key:

#### Vocabulary

**veneration:** respect or awe inspired by the dignity, wisdom, dedication, or talent of a person

**melancholy:** sadness or depression of the spirits; gloom

**sundry:** of various kinds; several

**candour (candor):** the quality of being open and honest in expression; frankness

**imputation:** insinuation

**presumption:** behavior perceived as arrogant, disrespectful, and transgressing the limits of what is permitted or appropriate.

**mortification:** a sense of humiliation and shame caused by something that wounds one's pride or self-respect

**imprudently:** lacking discretion, wisdom, or good judgment

**Tories:** Americans upholding the cause of the British Crown against the supporters of colonial independence during the American Revolution; loyalists

#### Short Answer

1. Answers will vary, but should indicate the need of divine intervention in the task before the founders.
2. General Howe did not address him correctly as "commander-in-chief." Washington also believed that in his position, he had not been given the authority to act in that manner. This shows us that he was not given to the abuse of power.
3. Morale was low. Washington had to take on the role of chief encourager.

4. "On our part the war should be defensive; we should, on all occasions, avoid a general action; nor put anything to the risk, unless compelled by necessity, into which we ought never to be drawn."
5. A dense fog rolled in that facilitated their escape, even though the enemy was only a few hundred yards away.
6. His men crossed the icy Delaware River on Christmas night and surprise attacked the men on the other side.
7. He had them all inoculated, which had never been done on such a large scale.
8. Answers will vary, but the examples should describe incidents where the protective hand of God was upon Washington and his men.

### Worksheet 4 Answer Key:

#### Vocabulary

**repine:** to feel or express dejection or discontent; complain

**inclinations:** feelings of wanting to do something; a tendency to do something

**miscreant:** one who behaves criminally or viciously

**fidelity:** the quality or state of being faithful

**impious:** feeling or showing a lack of respect for God; not pious

**abominable:** worthy of or causing disgust or hatred; quite disagreeable or unpleasant

**imprecations:** curses

**wanton:** showing no thought or care for the rights, feelings, or safety of others

#### Short Answer

1. He said he would joyfully resign if asked to, but that he would not "shrink from the cause" until that point.
2. Washington was willing to eat the same poor provisions as his men — hard bread and a few potatoes. Answers will vary on part two.
3. No amount of money could convince him to seek peace without the promise of American independence as one of the conditions.