

TEACHER GUIDE

4th–6th Grade

Includes
Student Worksheets

History



Includes: Answer Keys



Weekly Lesson Schedule



Worksheets & Activities



Quarterly & Bonus Quizzes

TIMELINE OF THE REVOLUTION

STUDENT TEXTBOOK - ELEMENTARY

AMERICA'S STRUGGLE TO BECOME A NATION

AMERICA'S STRUGGLE TO BECOME A NATION

Student
Textbook

BOYER



Understanding the
Foundations of Freedom

RICK & MARILYN BOYER



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Scripture quotations taken from the King James Version of the Bible.

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to give a defense to everyone who asks you a reason for the hope
that is in you, with meekness and fear.*





1 Peter 3:15 NKJV

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Lessons for a 36-week course!






Overview: This *America's Struggle to Become a Nation Teacher Guide* contains materials for use with *America's Struggle to Become a Nation*. Materials are organized by each book in the following sections:

	Weekly Worksheets
	Activities
	Answer Keys
	Quarterly and Bonus Quizzes

Features: Each suggested weekly schedule has five easy-to-manage lessons that combine reading, worksheets, vocabulary-building, and activity opportunities. Worksheets and other Teacher Guide pages are perforated and three-hole punched — materials are easy to tear out, hand out, grade, and store. As always, you are encouraged to adjust the schedule and materials as you need to in order to best work within your educational program.

Workflow: Students will read the pages in their book and then complete each section of the course materials. Space on the schedule has been given to record each worksheet and activity. In addition, teachers can determine what type of assessments they wish to utilize — from traditional written assignments to a compilation of activities into a portfolio.

Lesson Scheduling: Space is given for assignment dates. There is flexibility in scheduling. For example, the teacher may opt for a M-W schedule rather than a M, W, F schedule. Each week listed has five days, but due to vacations the school work week may not be M-F. Please adapt the days to your school schedule. As the student completes each assignment, he/she should put an “X” in the box.

	Approximately 30 to 45 minutes per lesson, five days a week
	Includes answer keys for worksheets and quizzes
	Includes supply lists when applicable.
	Designed for grades 4 to 6 in a one-year course
	Supports active learning with fun and educational challenges

Rick and Marilyn Boyer have a decades-long love affair with American history. Marilyn is the author of the highly acclaimed book, *For You They Signed*, an in-depth study of the signers of the Declaration of Independence. Rick is known to thousands of children across America as “Uncle Rick the Storyteller” through his many historical audio books and storytelling CDs. The Boyers are nationally known homeschool speakers and authors. They are also among the pioneers of the modern home education movement. Beginning in 1980, they have homeschooled all of the 14 children from kindergarten through high school. They have also written around a dozen parenting books and are in demand as speakers for homeschooling and parenting conferences. Their speaking ministry has taken them to nearly every state in the union and several foreign countries.

TABLE OF CONTENTS

Introduction: How to Use This Guide.....	5
Daily Schedule.....	6
History Worksheets.....	15
History Quizzes.....	85
Bonus Quiz: Who Am I?.....	95
Patriotic Song Lyrics.....	101
War of Independence Timeline	111
Answer Keys	121
Bibliography	135
Recommended Resources	136

Introduction: How to Use This Guide

This Teacher Guide is designed for use with *America's Struggle to Become a Nation*, 4th to 6th grade history text. We suggest reading selections on Monday, Tuesday, and Wednesday. Projects are supplied to be completed on Thursdays. On Friday a teacher may choose to give an oral test as well, based on the worksheet questions. Please keep in mind that each student will word answers differently, and that is fine. The answers provide you with a guideline.

ALTERNATIVE PLAN: In order to best meet the needs of your schedule, there is an alternative plan as well. If you wish, students will complete the readings on Monday, Tuesday, and Wednesday and also answer 1/3 of the questions provided when they complete reading. (Students can either write out answers or answer orally.) Projects can be done on Thursdays or Fridays or whenever it best fits your schedule.

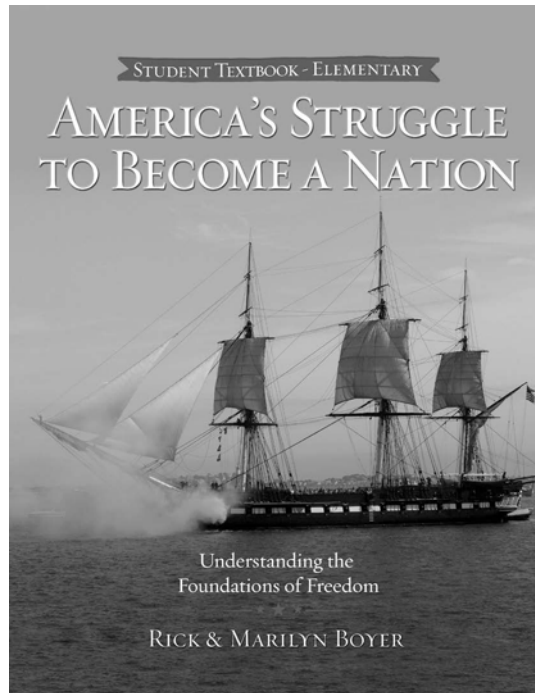
AUDIO SELECTIONS: At the end of most chapters we recommend resources that students will find captivating for spare time, playtime, or travel time. All of the audio books suggested are available at UncleRickAudios.com. For only \$10 per month students will have access to all the suggested audios plus lots more for. Each month they can choose two complete audio books (a \$30 value) of their choice. Samples are online to help them make their selections. Uncle Rick makes learning history fun! **Publisher's Note:** Since the audio selections do concern a time of war, we recommend that all audios be previewed by an adult to determine the age-appropriateness of the material.

STUDENT JOURNAL: Have students set aside a special notebook they will write in after each chapter until they finish the entire history book. He or she should pretend to be a child living during the time of the American War for Independence. The special notebook will be his or her "journal" kept during this time in American history. For each chapter, students should write four sentences describing the events in the chapter as if they happened to him or her or someone in the family.

ADDITIONAL PROJECTS: Throughout this course, students will be introduced to many of our patriotic songs and founding documents. They should take time to memorize them, and it will teach them to be better citizens, learning to be grateful to God for the country He has placed us in. God has blessed America because the founders based our laws on God's laws. We're not a special people but a blessed people. Many people today have never been taught the history of our country. We pray that God may use each of you to teach others of our godly heritage.

First Semester Suggested Daily Schedule

Week	Day	Assignment	Date/Hours	✓	Grade
First Semester–First Quarter					
Week 1	Day 1	Ch1 - Why Was There a War of Independence? • Read Pages 7-12: A Heritage of Freedom • <i>America's Struggle to Become a Nation</i> • (ASBN) Answer questions 1–5 • Page 17 • <i>Teacher Guide</i> • (TG)			
	Day 2	Ch1 - Read Pages 12-15: An Argument with a Proud King • (ASBN) Answer questions 6–10 • Page 17 • (TG)			
	Day 3	Ch1 - Read Pages 15-17: Unjust Laws • (ASBN) Answer questions 11–15 • Page 18 • (TG)			
	Day 4	Choose one of the projects to complete. • Page 18 • (TG)			
	Day 5	Ch1 Test • Teacher may give oral exam from worksheet • (TG)			
Week 2	Day 6	Ch2 - Trouble over Taxes • Read Pages 19-22: Furor Over the Stamp Act (ASBN) • Answer questions 1–5 • Page 19 • (TG)			
	Day 7	Ch2 - Read Pages 22-25: More Trouble —Then Violence • (ASBN) Answer questions 6–10 • Pages 19-20 • (TG)			
	Day 8	Ch2 - Read Pages 25-27: The Boston Tea Party • (ASBN) Answer questions 11–15 • Page 20 • (TG)			
	Day 9	Complete the Project • Page 20 • (TG)			
	Day 10	Ch2 Test • Teacher may give oral exam from worksheet • (TG)			
Week 3	Day 11	Ch3 - The First Battles • Read Pages 29-31: The First Continental Congress • (ASBN) Answer questions 1–5 • Page 21 • (TG)			
	Day 12	Ch3 - Read Pages 31-33: War Clouds Gather • (ASBN) Answer questions 6–10 • Pages 21-22 • (TG)			
	Day 13	Ch3 - Read Pages 33-35: The Shot Heard 'Round the World (ASBN) • Answer questions 11–15 • Page 22 • (TG)			
	Day 14	Complete the Project • Page 22 • (TG)			
	Day 15	Ch3 Test • Teacher may give oral exam from worksheet • (TG)			
Week 4	Day 16	Ch4 - The Choice of a Leader • Read Pages 37-39: America Gets an Army • (ASBN) • Answer questions 1–5 • Page 23 • (TG)			
	Day 17	Ch4 - Read Pages 39-41: Who Will Lead the Army? • (ASBN) Answer questions 6–10 • Pages 23-24 • (TG)			
	Day 18	Ch4 - Read Pages 41-43: A Humble Warrior • (ASBN) Answer questions 11–14 • Page 24 • (TG)			
	Day 19	Complete the Project • Page 24 • (TG)			
	Day 20	Ch4 Test • Teacher may give oral exam from worksheet • (TG)			
Week 5	Day 21	Ch5 - Arnold and Allen • Read Pages 45-47: Capture of Ticonderoga • (ASBN) • Answer questions 1–5 • Page 25 • (TG)			
	Day 22	Ch5 - Read Pages 47-50: The Fort Is Taken • (ASBN) Answer questions 6–10 • Pages 25-26 • (TG)			
	Day 23	Ch5 - Read Pages 50-51: America's Most Famous Traitor • (ASBN) Answer questions 11–14 • Page 26 • (TG)			
	Day 24	Choose one of the projects to complete. • Page 26 • (TG)			
	Day 25	Ch5 Test • Teacher may give oral exam from worksheet • (TG)			



History Worksheets

for Use with

America's Struggle to Become a Nation



Questions

1. Did the colonists consider themselves Americans or Englishmen?
2. Did the colonists and the people in England have much in common?
3. What was the name of the great revival that swept the colonies before the War of Independence?
4. Who were the Puritans?
5. How does the gospel teach us that kings are no better than other men?
6. Were the American colonies developing a culture of their own that was distinct from English culture?
7. What did “taxation without representation” mean?
8. Why was England deep in debt?
9. How many men did Benjamin Franklin say the colonies had provided for the French and Indian War?
10. Was King George a wise and humble king?

11. What did the Navigation Acts require?
12. Were the Navigation Acts firmly enforced when they were first made law?
13. What did the Iron Act of 1750 forbid?
14. Why were the Navigation Acts and the Iron Act not strictly enforced in the early days?
15. Why did the king send soldiers to America?

Projects for Chapter 1

1. Journal Entry: Write about your parents' reaction to having to pay extra money when they bought an almanac, because the almanac had to have a British stamp on it. Write about what it was like to see British soldiers in your town. Were you surprised? Were your dad and mom happy to see them? Or upset? Why?
2. Pretend you are one of King George III's servants. You have an uncle and aunt living in America. Write a letter to them, describing the king's angry reaction to the American colonies. Did he slam his fist on his throne? Did he yell? If so, what did he yell? Tell your uncle and aunt what you think of the taxes, the closing of the Boston ports, and the declaration of American lands to suddenly belong to Quebec. Use at least six sentences.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.



Questions

1. Did most American colonists want independence from England when they heard of the Stamp Act?

2. . What patriot made the famous “Give Me Liberty or Give Me Death” speech?

3. Why did many of the stamp tax collectors quickly quit their jobs?

4. Why did English merchants object to the Stamp Act?

5. How long was the Stamp Act in effect?

6. What were the people called who believed the king had a right to do as he wished with the colonies?

7. What did the colonists realize the king was trying to do by replacing the Stamp Act with a new tax on tea, paint, lead, and glass?

8. Why did the British seize the *Liberty*, John Hancock’s ship?

9. Who defended the British soldiers of the Boston Massacre in court?
10. What British revenue ship was burned by men from Rhode Island?
11. Why did the king think the colonists would start drinking tea again after he took off the other taxes and lowered the price of tea?
12. What did patriots in Philadelphia and New York do with the tea that was shipped into their harbors?
13. How did the patriots who dumped the tea disguise themselves?
14. Was the Boston Tea Party a violent riot?
15. What was the value of the tea that was dumped in Boston Harbor?

Project for Chapter 2

1. Journal Entry: Pretend your uncle went on board the *Dartmouth* to help destroy the tea. What did he use to blacken his face? How many tea chests did he break open and throw into the sea? Did the crewmen of the ship try to stop him? Or did they know they should not fight and just watch? How did this make you feel about him? Were you embarrassed or proud of him?

History Quizzes



Questions: (20 Points Each Question)

1. What was the name of the great revival that swept the colonies before the War of Independence?
2. Did Congress approve Adams' suggestion to have George Washington lead the army?
3. How did Benedict Arnold get his first military experience?

4. Name three things forbidden by Washington's general orders of July 4, 1775.

5. Who made the first resolution urging a Declaration of Independence?

Patriotic Song Lyrics

My Country 'Tis of Thee (America)

by Samuel Smith

My country, 'tis of thee,	Let music swell the breeze,
Sweet land of liberty,	And ring from all the trees
Of thee I sing;	Sweet freedom's song;
Land where my fathers died,	Let mortal tongues awake;
Land of the pilgrims' pride,	Let all that breathe partake;
From every mountainside	Let rocks their silence break,
Let freedom ring!	The sound prolong.

My native country, thee,	Our fathers' God to Thee,
Land of the noble free,	Author of liberty,
Thy name I love;	To Thee we sing.
I love thy rocks and rills,	Long may our land be bright,
Thy woods and templed hills;	With freedom's holy light,
My heart with rapture thrills,	Protect us by Thy might,
Like that above.	Great God our King.

“My Country 'Tis of Thee” (also known as “America”) is a patriotic hymn written by Samuel F. Smith in 1832, while a student at Andover Theological Seminary in Andover, Massachusetts. The melody had traveled around Europe in several variations, including “God Save the King.” Even Beethoven and Haydn had used the music in some of their own compositions.

The song was the lyrical result of Samuel Smith's drive to create a national hymn for the United States. He wrote the now-classic anthem in about 30 minutes on a rainy day. The first three verses encourage and invoke national pride, while the last verse was specifically reserved as a petition to God for His continued favor and protection of the United States of America.

“My Country 'Tis of Thee” was first performed on July 4, 1832, at the Park Street Church in Boston, Massachusetts. Remarkably, about 500 Sunday school children premiered the piece at a memorable Independence Day celebration.

Samuel F. Smith was a Baptist minister, author, and journalist. He was born in Boston, Massachusetts, in 1801. He was later a student at Harvard and served as a translator for various foreign languages. He received his theological training at Andover Theological Seminary starting in 1830. He later married Mary White Smith and they had six children.

In addition to writing “My Country 'Tis of Thee,” Smith wrote over 150 other hymns. These hymns were compiled into a Baptist hymnal, *The Psalmist*.

Smith died on November 16, 1895.

War of Independence

Timeline

Relevant Events prior to War of Independence:

1215 Magna Carta was established- English law had some of its basis in Magna Carta and power of king was weakened

1620 Coming of the Pilgrims to America

1638 Printing Press brought to America and books and newspapers begin to spread

1638 Establishment of Harvard University for the propagation of the gospel

1692 Establishment of William and Mary

1700 Establishment of Yale for training of ministers of the gospel

1746 College of New Jersey, now Princeton led by John Witherspoon who trained ministers of the gospel

1738 King George III takes the throne

1739-1740 The French and Indian War where Britain ran up debts

1765 Sam Adams organizes "Sons of Liberty" at Old South Meeting House

March 22, 1765 Stamp Act-Britain requires all legal documents of have a tax stamp affixed to them

March 24, 1765 Quartering Act-colonists are required to provide for the physical needs of British soldiers, permitting them to stay in their home and eat their food

March 18, 1766 Stamp Act repealed

June 29, 1767 Townshend Acts-tax on paper, lead, glass, and tea shipped from England

March 15, 1770 Boston Massacre-British troops fire on colonists

April 12, 1770 Parliament repeals Townshend Acts except tax on tea

November 2, 1772 Committees of Correspondence begun by Samuel Adams

May 10, 1773 Tea Act imposed- forcing colonists to buy tea from East India Company

Answer Keys

America's Struggle to Become a Nation —● Worksheet Answer Keys

Chapter 1

Why Was There a War of Independence?

1. Englishmen
2. Yes
3. The Great Awakening
4. Members of the Church of England who did not want to leave the church but wanted to see biblical reforms
5. It teaches us that we are all sinners who need a Savior
6. Yes
7. The colonists were being taxed by Parliament, but could not vote on their own representatives in Parliament.
8. They had just fought the French and Indian War with France.
9. 25,000
10. No
11. The colonies could only trade with England, not other countries.
12. No
13. Making finished products out of iron
14. They were extremely unpopular.
15. To enforce the Stamp Act and other unpopular laws

Chapter 2

Trouble Over Taxes

1. No
2. Patrick Henry
3. There was much public anger against them.
4. The colonists would not buy their products with the stamps on them.
5. Less than 1 year
6. Tories (or Loyalists)
7. They believed he was trying to establish his right to tax the colonies.
8. They believed he had not paid fees on goods the ship had delivered.
9. John Adams
10. The *Gaspee*
11. He thought their objection was to the price

of tea (the objection was really to being taxed without representation in Parliament).

12. They sent the tea back to England.
13. They blackened their faces and dressed as Mohawk Indians.
14. No. No one was harmed, and the "Indians" even swept the decks before leaving.
15. Over one million dollars in today's money

Chapter 3

The First Battles

1. It prohibited ships from entering or leaving Boston Harbor.
2. The colonists could no longer elect their own leaders. The colony would be ruled by men appointed by the king.
3. It was an act that made all the territory east of the Mississippi River and north of the Ohio River part of Canada instead of the American colonies.
4. They agreed not to buy goods from England or to sell goods there until the Intolerable Acts were repealed.
5. Benjamin Franklin
6. He wanted to keep the peace with the colonies.
7. General Howe's brother, Admiral Richard Howe
8. Patriot men who were prepared to leave their homes to fight at a minute's notice
9. No
10. To seize war materials stored there by the patriots
11. William Dawes
12. To give a better chance that at least one of them would get past British outposts and reach Concord
13. John Hancock and Samuel Adams
14. The patriots had been warned of their coming and had moved the supplies
15. Many of them had fought Indians and the French

Chapter 4

The Choice of a Leader

1. Men from other colonies hurried to Massachusetts to help.

***America's Struggle to Become a Nation* — Quiz Answer Keys**

First Semester–First Quarter

1. The Great Awakening
2. Yes, they voted unanimously
3. Fighting in the French and Indian War
4. Profane cursing, swearing, and drunkenness
5. Richard Henry Lee of Virginia

First Semester–Second Quarter

1. The cannonballs sank into the log and sand walls
2. A thick fog settled over the American position just as the sun came up
3. He built many campfires, as if many men were present
4. Daniel Morgan
5. Valley Forge

Second Semester–Third Quarter

1. France
2. John Paul Jones
3. Five or six days
4. Robert Morris
5. Two captured cannon from Yorktown

Second Semester–Fourth Quarter

1. "I have not yet begun to fight!"
2. The Treaty of Paris, 1783
3. The Bible and the Christian Religion
4. Legislative, executive, and judicial
5. Philadelphia

Bonus Quiz

Who Am I? Signers of the Declaration of Independence ?

1. John Hancock
2. Charles Carroll
3. Caesar Rodney
4. William Floyd
5. Richard Stockton
6. Roger Sherman
7. John Penn

8. George Ross
9. Arthur Middleton
10. George Wythe
11. Joseph Hewes
12. William Williams
13. Lewis Morris
14. Francis Hopkinson
15. Thomas McKean
16. Josiah Bartlett
17. John Hart
18. Lewis Morris
19. Samuel Huntington
20. Oliver Wolcott
21. George Walton
22. Lyman Hall
23. William Hooper
24. Benjamin Franklin
25. Benjamin Rush
26. Thomas Heyward Jr.
27. William Ellery
28. John Witherspoon
29. Francis Lewis
30. Samuel Adams
31. Thomas Stone
32. George Read
33. Matthew Thornton
34. Thomas Jefferson
35. Francis Lightfoot Lee
36. Thomas Nelson
37. Robert Morris
38. Button Gwinnett
39. Abraham Clark
40. William Whipple
41. George Clymer
42. John Morton
43. James Smith
44. Edward Rutledge
45. Stephen Hopkinson