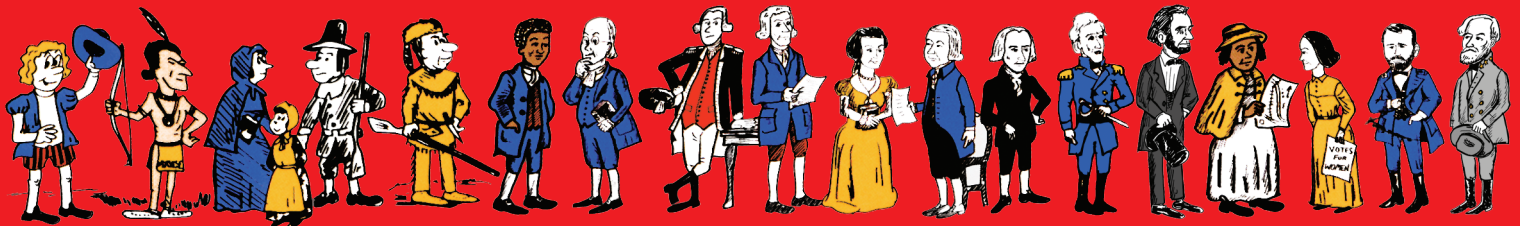


Revised Edition

# Jody Potts, Ph.D



Revised Edition

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# ADVENTURE TALES OF AMERICA

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An Illustrated History of the United States  
Volume 1, 1492-1877

Teacher's Guide Revised Edition
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By Jody Potts, Ph.D.

ILLUSTRATORS  
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Signal Media Publishers  
Dallas, Texas  
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## AUTHOR

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**Jody Potts**, a native Texan, holds a B.S. degree in education from Baylor University, an M.A. degree in history from Southern Methodist University, and a Ph.D. degree in history from the University of North Texas. She has taught graduate courses in United States history in Southern Methodist University's Master of Liberal Arts Program for two decades and served as visiting professor at Alaska Pacific University for three summers.

A specialist in left and right brain learning techniques, Dr. Potts pioneered the integration of these techniques with the teaching and writing of history. Her graduate courses, **History of American Ideas** and **The Lively Mind: Creative and Critical Thinking Techniques Using Both Sides of the Brain**, have provided an interactive setting for applying and testing the left and right brain learning techniques she used in *Adventure Tales of America* and its predecessor *Adventure Tales of Arkansas*.

In 1993 Dr. Potts wrote *Adventure Tales of America: An Illustrated History of the United States, 1492-1877*, an innovative book that accelerates learning by simultaneously giving information to the left brain through words, analysis, and structure and to the right brain through pictures, humor, and drama. Now a multimedia program, it has raised state social studies scores throughout the country—as much as 18 percent for grade-level students and 115 percent for at-risk students. In 2000 she wrote *Adventure Tales of Benjamin Banneker* and in 2001 *Adventure Tales of the Constitution of the United States*. In 2004 C-SPAN featured Dr. Potts' presentation of *Adventure Tales of Benjamin Banneker* on BookTV.

Dr. Potts is founder of The Lively Mind, a national consulting firm offering seminars in left and right brain learning techniques for students, faculties, and administrators. Participating groups have included public schools nationwide, state social studies councils, the Council for Support and Advancement of Education, and the University of Texas at Austin senior faculty. She serves on North Texas University's Department of History Advisory Board and was recently selected as an outstanding alumna of the University. She is a past member of the Presidents' Circle of the National Academy of Sciences.

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## ILLUSTRATORS

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**Foy Lisenby**, a gifted cartoonist and a specialist in American social and cultural history, was professor of history at the University of Central Arkansas from 1962 to 1995, serving fifteen years as chairman of the History Department. He has published a biography of Charles Hillman Brough and numerous articles.

**Jerry D. Poole** served as professor of art at the University of Central Arkansas from 1967 to 1989, chairing the Art Department for seventeen years. He is an accomplished silhouette artist and specializes in watercolor painting.

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## PUBLISHER

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**ISBN: 1-887337-14-8**

Printed in the United States of America 10 9 8 7 6 5 4 3 2 1

**Visit Signal Media Publisher's Web site [www.adventuretales.com](http://www.adventuretales.com) to preview and order.  
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“We the American people...find ourselves in the peaceful possession of the fairest portion of the earth.... We find ourselves under the government of a system of political institutions, conducting more essentially to the ends of civil and religious liberty, than any of which the history of former times tells. We [at birth] found ourselves the legal inheritors of these fundamental blessings. We toiled not in the acquirement or establishment of them—they are a legacy bequeathed us by a once hardy, brave, and patriotic...race of ancestors. Theirs was the task...to possess themselves, and through themselves, us, of this goodly land, and to uprear upon its hills and valleys, a political edifice of liberty and equal rights; ‘tis ours only, to transmit these...to the latest generation that fate shall permit the world to know.” —Abraham Lincoln



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# 1. OVERVIEW

“Look forward to distant posterity....  
Think that on you may depend whether this great country, in ages hence,  
shall be filled and adorned with a virtuous and enlightened people,  
enjoying Liberty and all its concomitant blessings....”

—William Smith, 1775



Welcome to an OVERVIEW of the  
*Adventure Tales of America* Teachers's Guide.  
It provides scope and sequence.

- ♦ TEACHER'S GUIDE FORMAT
- ♦ GETTING THE MOST FROM  
*ADVENTURE TALES OF AMERICA*



# TEACHER'S GUIDE FORMAT

*educate*—to draw forth from a person the potential within

Learning by discovery marks the emphasis in today's classroom.  
New standards encourage teachers to change from lectures to a student-action approach.  
*Adventure Tales of America* helps you keep pace with this change.

THE ADVENTURE TALES OF AMERICA PROGRAM includes six components:

- ◆ TEXTBOOK—*Adventure Tales of America: An Illustrated History of the United States, 1492-1877*
- ◆ TEACHER'S GUIDE (this book)
- ◆ STUDENT ACTIVITIES BOOK
- ◆ CD-ROM DECISION GAME—*The Constitutional Convention of 1787*
- ◆ POSTERS
- ◆ AUDIO CASSETTES—Three word-for-word read-along tapes from sections of the textbook:
  1. *The American Revolution*
  2. *The Constitutional Convention*
  3. *Abraham Lincoln*

THE TEACHER'S GUIDE correlates the textbook and all the components listed above which support it.

THE TEXTBOOK— *Adventure Tales of America: An Illustrated History of the United States, 1492-1877*, is an in-depth U.S. history textbook based on primary sources. It features a left and right brain text/illustration format that appeals to visual as well as verbal students and accelerates learning. It covers U.S. history from the beginnings through Reconstruction in an analytical, narrative style and is suitable for secondary and upper-elementary students.

## THE TEACHER'S GUIDE SCOPE AND SEQUENCE

OVERVIEW	These pages introduce the scope and features of the <i>Adventure Tales of America</i> program.
LESSON PLANS	<p>LESSON PLANS include 1) Objectives 2) Vocabulary 3) Key Questions for textbook reading, discussion, and review 4) Activities from the STUDENT ACTIVITIES BOOK, CD-ROM DECISION GAME, and AUDIO CASSETTES 5) Creative and Critical Thinking Activities for groups 6) Student Summaries, and 7) Assessment.</p> <p>NOTE: Unlike some instructional programs, there is no background content in the Lesson Plans. All the content is in the Textbook for the benefit of the students. Teachers are equipped rather with</p> <ol style="list-style-type: none"> <li>1) Key Questions, comprehensive and incisive, to stimulate students to learn through discovery</li> <li>2) Activities in writing, drawing, and higher order thinking skills that show students ways to discover.</li> </ol> <p>Socrates, a wise teacher, did not impart information. He only asked key questions. He educated his students by drawing forth their potential for discovering knowledge. The Socratic method has worked for centuries.</p>
STUDENT PLAY	A STUDENT PLAY is included as an example of how easily students can dramatize <i>Adventure Tales of America</i> . Drama is an ideal way to make learning fun and inclusive. Students with different learning styles and ability levels can experience history together.
ASSESSMENT; ANSWER KEY	<p>SECTION TESTS, all reproducible, include</p> <ol style="list-style-type: none"> <li>1) Performance-based questions for performance and portfolio assessment—drawing on all four phases of thinking: perception, memory, imagination, and judgment</li> <li>2) Multiple Choice questions that assess students' abilities to perceive, understand, and retain information.</li> </ol>
BIBLIOGRAPHY	The BIBLIOGRAPHY suggests further reading for teachers and students.
GLOSSARY	The GLOSSARY can be used for word games as well as definitions.



# GETTING THE MOST FROM *ADVENTURE TALES OF AMERICA*



*Adventure Tales of America* is an innovative United States history book that accelerates learning.

Based on the Nobel Prize-winning research of Roger W. Sperry, it features left and right brain thinking techniques that improve the learning curve, while making history exciting and enlightening. With this book students can learn faster, remember longer, and score higher on tests—and, most important, enjoy learning American history.

TO GET THE MOST FROM THIS BOOK, YOU'LL WANT TO FOCUS ON THESE SPECIAL FEATURES AND CLASS ACTIVITY EXAMPLES:

- **LEFT AND RIGHT BRAIN LEARNING STRATEGIES**

In a **text/illustration** format, *Adventure Tales of America* presents information to both sides of the brain simultaneously through:

- ★ words, analysis, and structure for the logical, sequential left brain, and
- ★ pictures, humor, emotion, and drama for the creative, global right brain.

**CLASS ACTIVITY:** Draw your own pictures of historical events, then write the story. (Drawing is the language of the right brain; words are the language of the left brain.) Notice how much longer you remember pictures than words.

- **COMPREHENSIVE CONTENT IN A NARRATIVE STYLE**

*Adventure Tales of America* puts the story back in history, making it an exciting adventure tale. From exploration of the New World to the Civil War and Reconstruction, America's story unfolds with high drama—absorbing, entertaining, and memorable.

**CLASS ACTIVITY:** Dramatize historical events, switching characters occasionally to experience other viewpoints.

- **IN-DEPTH RESEARCH FROM PRIMARY SOURCES**

In *Adventure Tales of America* historical characters speak in their own words whenever possible, an ideal way to experience primary sources. The Constitutional Convention section, for example, is based on James Madison's *Notes of Debates in the Federal Convention of 1787*.

**CLASS ACTIVITY:** Assume the role of one of the Founding Fathers at a 200-year reunion of the Constitutional Convention. As you renew acquaintances, remind everyone of what you said about various issues.

- **CHARACTER-BUILDING ROLE MODELS**

Great Americans such as Benjamin Banneker, Benjamin Franklin, Sequoyah, and Abraham Lincoln helped shape the American character. Biographical sections on these Americans show their approach to solving problems facing them and their country.

**CLASS ACTIVITY:** What problems would you like to solve? Consider how these great Americans would approach those problems.

- **IDEAS THAT SHAPED AMERICAN HISTORY AND THE AMERICAN CHARACTER**

*Adventure Tales of America* is a history of American ideas as well as events, stimulating a deeper understanding of history. The PERSIA acronym, described in Section 5, helps you organize the Political, Economic, Religious, Social, Intellectual, and Artistic ideas that explain events and institutions.

**CLASS ACTIVITY:** Using the PERSIA model, discuss the ideas of groups involved in American wars and other conflicts.

- **EMPHASIS ON DEMOCRACY AND CAPITALISM**

A metaphor of the Tree of Liberty vividly traces the growth of American democracy and capitalism—from the roots of the Magna Charta and other rights of Englishmen (Section 9), through the trunk of colonial charters (Section 4), and through the branches of the Declaration of Independence, Articles of Confederation, U.S. Constitution, Bill of Rights, and Reconstruction amendments.

**CLASS ACTIVITY:** Discuss the question Hector St. John de Crevecoeur asked in 1782 (Section 5): "What then is the American?"

- **CREATIVE AND CRITICAL THINKING SKILLS**

*Adventure Tales of America* improves problem-solving and decision-making skills within the context of each chapter.

**CLASS ACTIVITY:** 1) Discuss how you would have solved the problems facing the writers of the Constitution (Section 12). 2) Analyze the causes of the Revolution (Section 9) and the Civil War (Section 21). Decide on your positions and give reasons for them.

## 2. LESSON PLANS

“The improvement of understanding is for two ends: first, our own increase of knowledge; secondly, to enable us to deliver that knowledge to others.”—John Locke



The LESSON PLANS are designed to help you use *Adventure Tales of America* efficiently and effectively in teaching United States history.

### LESSON PLAN OUTLINE

- ◆ CORRELATION WITH *ADVENTURE TALES OF AMERICA* TEXTBOOK PAGES
- ◆ OBJECTIVES
- ◆ INTRODUCING THE LESSON
  - Ask introductory question relating past to present.
  - Explain the objective(s).
  - Discuss the vocabulary.
- ◆ TEACHING THE LESSON
  - Focus: Key Questions
  - Read and discuss *Adventure Tales of America*.
  - Activate learning.
    - a. STUDENT ACTIVITIES BOOK
    - b. Creative and Critical Thinking Activities
- ◆ SUMMARIZE
- ◆ ASSESS

NOTE: The Lesson Plans focus on sections, each covering several chapters. Condensed on one page, the Lesson Plans are suggestive rather than detailed, with no attempt to impose a set number of class sessions. This approach offers guidance, while allowing full range for each teacher's distinctive style, creativity, and time constraints.





**OBJECTIVES:** To understand that the learning curve rises exponentially when information is given to both sides of the brain at the same time--words and analysis for the left side and pictures, humor, emotion and drama for the right side. To know one's brain dominance and thus one's learning style.



**INTRODUCING THE LESSON**

Read together page x.



1. Ask students whether they prefer to get information through words or pictures.
2. Explain the objectives.
3. Vocabulary: Have students refer to page x and define the key words.  
*left brain history, right brain history, whole brain history*

**TEACHING THE LESSON**

- ◆ **FOCUS ON KEY QUESTIONS** to motivate learning-by-discovery and guide discussion. Ask students to think about the following questions as they read and discuss the lesson in *Adventure Tales of America*. Ask them to form questions of their own.



1. Which would help you learn faster and remember longer? (Refer to page x.)
  - a. Left brain history?
  - b. Right brain history?
  - c. Whole brain history?
2. Which do you identify with more: left or right brain characteristics? (page xi)
3. How would you describe your learning style?

- ◆ **READ AND DISCUSS *ADVENTURE TALES OF AMERICA***, pages x, xi: in small groups or as a class.

- ◆ **STUDENT ACTIVITIES BOOK**

Page 3—Read this page together. Ask students to take the **Brain Dominance Test** to determine their learning styles.

Pages 4 and 5—The **Cartoon Drawing** activity prepares students to draw and color their answers, etching them into long-term memory. **What we draw and color we remember. This is true of adults as well as youths.**

- ◆ **CREATIVE AND CRITICAL THINKING ACTIVITIES**

1. **Left Brain / Right Brain Search.** Have students look through *Adventure Tales of America* and name examples of **left brain** characteristics and **right brain** characteristics.
2. **Bill of Rights Exercise.** Ask students which version of the **Bill of Rights** will be easier to learn and remember:
  - a. the **left brain version** on page D-14 of the textbook;
  - b. the **right and left brain version** on pages 182-183 of the textbook?
3. **Color/Music Exercise** (Materials: a sheet of white paper; crayons, 4 or 5 colors)
  - a. Play a spirited tune, such as a march. Students will: 1) color a white sheet of paper in time with the music, changing colors often; 2) without the music, move crayon boldly over some of the marks (not adding any) thus creating an abstract design.
  - b. Ask which side of the brain was active during the **music** part of the exercise and why. (Answer: right brain)
  - c. Ask which side of the brain was active during the **non-music** part of the exercise and why. (Answer: left brain)



**OBJECTIVES:** To think about: 1) what history is, and 2) how best to learn history.

To understand the central theme of American history: liberty.

To analyze the American Dream and see its relation to the theme of American history.



### INTRODUCING THE LESSON

Read together page xiii.



1. Ask students what they think history is and how they would like to learn history.
2. Explain the objectives.
3. **Vocabulary:** Discuss the meaning of the key words and let students use them in sentences.  
*history, liberty, American Dream*

### TEACHING THE LESSON

- ◆ **FOCUS ON KEY QUESTIONS** to motivate learning-by-discovery and guide discussion. Ask students to think about the following questions as they read and discuss the lesson in *Adventure Tales of America*. Ask them to form questions of their own.



1. What is history? Why study history?
2. What makes American history significant?
3. What draws immigrants to America?
4. What is the relation between American history and the American Dream?
5. What common purpose unites us as Americans?

- ◆ **READ AND DISCUSS *ADVENTURE TALES OF AMERICA*, page xiii:** in small groups or as a class.

- ◆ **CREATIVE AND CRITICAL THINKING ACTIVITIES**

1. Discuss the three levels at which history is written.
  - a. **CHRONOLOGICAL HISTORY** tells: who, what, when, where.
  - b. **NARRATIVE HISTORY** tells: who, what, when, where, how.
  - c. **ANALYTICAL HISTORY** tells: who, what, when, where, how, why.

*Adventure Tales of America* emphasizes analytical history. It gives chronological facts; it tells the narrative, or story, based on the facts; and it examines cause and effect relationships, based on the facts and stories. Ask students to find examples of analytical history in *Adventure Tales of America*.

2. Explain the kinds of sources used to write history. Have students find examples in the textbook.
  - a. **Primary sources** are accounts of an event that were recorded at the time of the event. Examples include pictures, artifacts, diaries, letters, speeches, autobiographies, journals, newspapers, business records, and government documents. Primary sources are used extensively in *Adventure Tales of America*. See, for example, Sections 12 and 20.
  - b. **Secondary sources** are accounts of an event recorded at a different time, by people not directly involved. History textbooks and biographies are examples.
3. Let students tell
  - a. what the American Dream means to them
  - b. when and from where their families immigrated.



**OBJECTIVES:** To understand United States history in relation to the five themes of geography:  
1) *location* (latitude/longitude), 2) *place* (physical features), 3) *interactions* (impact of people on the environment), 4) *movement* (travel, population changes),  
5) *regions* (areas with shared characteristics).



**INTRODUCING THE LESSON**  
Read together page 3.



1. Ask students to describe the land of America.
2. Explain the objective.
3. **Vocabulary:** Discuss the meaning of the key words and let students use them in sentences.  
*geography, geological, globe, continent, Pangaea*

**TEACHING THE LESSON**

- ◆ **FOCUS ON KEY QUESTIONS** to motivate learning-by-discovery and guide discussion. Ask students to think about the following questions as they read and discuss the lesson in *Adventure Tales of America*. Ask them to form questions of their own.



1. How does geography shape history?
  2. Describe the grid system for measuring location.
  3. What would today's world be like if Pangaea had never parted?
  4. What might the world be like if it should come back together?
  5. How did landforms affect population movements in the United States?
  6. How does California's Pacific Coast region differ from other regions?
- ◆ **READ AND DISCUSS** *ADVENTURE TALES OF AMERICA*, pages 3-7: individually, in small groups, or as a class.
  - ◆ **STUDENT ACTIVITIES BOOK:** Activities 1, 2; pages 7, 8
  - ◆ **CREATIVE AND CRITICAL THINKING ACTIVITIES**
    1. **Blackboard Drawing Contest** (Textbook, p. 7)
      - a. Divide students into two teams and assign each team one section of the blackboard.
      - b. The first person from each team will draw **California** on the board.
      - c. The next person from each team will draw a connecting state to California.
      - d. Each person thereafter will draw an adjoining state.
      - e. The first team completing the United States wins.
    2. **Geography / Math Expedition.** (Textbook, pp. 6, 7) Each student will:
      - a. Plan and imagine taking a trip from California to New York City, driving 500 miles each day.
      - b. Write a description of the trip, naming the mountain ranges, regions, and states through which he or she travelled.
      - c. Estimate the cost of gasoline for the trip.
  - ◆ **SUMMARIZE:** Let students tell or write the most important things they learned.
  - ◆ **ASSESS:** Quiz students on the key questions above. **Test with blackline masters pp. T-1—T-3.**



**OBJECTIVES:** To understand the origins and cultures of Native Americans.  
To learn how the Iroquois Confederacy's democratic government worked.  
To learn the Iroquois' democratic techniques for making decisions.



**INTRODUCING THE LESSON**  
Read together page 8.



1. Ask students to imagine what life would have been like for the first Americans.
2. Explain objectives.
3. **Vocabulary:** Discuss the meaning of the key words and let students use them in sentences.  
*nomadic, atlatl, wampum, matrilineal*

**TEACHING THE LESSON**

- ◆ **FOCUS ON KEY QUESTIONS** to motivate learning-by-discovery and guide discussion. Ask students to think about the following key questions as they read and then discuss the lesson in *Adventure Tales of America*. Ask them to form questions of their own.



1. Nearly every Native American group has called itself by what name?
2. What part did geography play in Native American immigration?
3. What caused the Iroquois to form a confederacy?
4. How did the Iroquois Grand Council of Peace balance freedom of expression with respect for others' viewpoints?
5. How did the Iroquois influence the Founding Fathers?

- ◆ **READ AND DISCUSS** *ADVENTURE TALES OF AMERICA*, pages 8-15: individually, in small groups or as a class.

- ◆ **STUDENT ACTIVITIES BOOK:** Activity 3; page 9

- ◆ **CREATIVE AND CRITICAL THINKING ACTIVITIES**

1. **Dramatize a meeting of the Iroquois Grand Council of Peace.** (Textbook, p. 13)
  - a. Have the girls elect the chiefs (as women did in the Iroquois matrilineal society).
  - b. Have the boys sit in two decision-making groups--one on either side of the council fire--with a third group exercising veto power over both.
  - c. Appoint a chief as Keeper of the Wampum, and have him exercise his duties.
  - d. Choose an issue to debate. Review the custom of speaking only while holding the tribe's wampum belt.
  - e. Engage in debate. Follow closely the two-part communication rule.
2. **Brainstorm ways to incorporate the Iroquois' peaceful decision-making techniques in every-day life.**

- ◆ **SUMMARIZE:** Let students tell or write the most important things they learned.

- ◆ **ASSESS:** Quiz students on the key questions above. Test with blackline masters, pp. T-4—T-6.



**OBJECTIVE:** To understand the causes and effects of European exploration of the New World.



**INTRODUCING THE LESSON**  
Read together page 16.



1. Ask students if they would have joined a New World exploring expedition. Why?
2. Explain the objective.
3. **Vocabulary:** Discuss the meaning of the key words and let students use them in sentences.  
*conquest, conquistador, rival, narrative, venture*

**TEACHING THE LESSON**

◆ **FOCUS ON KEY QUESTIONS** to motivate learning-by-discovery and guide discussion. Ask students to think about the following questions as they read and discuss the lesson in *Adventure Tales of America*. Ask them to form questions of their own.



1. What European conditions made Columbus' venture possible?
2. What motivated (caused) Europeans to explore the New World?
3. How were Spanish and French explorations and settlements similar and different?
4. Why was England's defeat of the Spanish Armada a turning point in history?
5. How did European exploration and settlement affect Native Americans?

◆ **READ AND DISCUSS** *ADVENTURE TALES OF AMERICA*, pages 16-33: individually, in small groups, or as a class drama.

◆ **STUDENT ACTIVITIES BOOK:** Activities 4-9; pages 10-15

◆ **CREATIVE AND CRITICAL THINKING ACTIVITIES**

1. Compare the causes of Spanish and French exploration. Choose as a format a chart, poster, or essay.  
(Explain to students that the word "compare" means to note similarities and differences.)
2. Compare the effects of Spanish and French exploration. Choose as a format a chart, poster, or essay.
3. Dramatize the biographical stories of Christopher Columbus and Hernando De Soto.
  - a. Divide the class into two teams, A and B.
  - b. Team A will dramatize the **Columbus** story (pages 20-23), with Team B as the audience.
  - c. Team B will dramatize the **De Soto** story (pages 26-29), with Team A as the audience.

◆ **SUMMARIZE:** Let students tell or write the most important things they learned.

◆ **ASSESS:** Quiz students on the key questions above. Test with blackline masters pp. T-7—T-9.



OBJECTIVE: To understand the causes and effects of British colonization.



INTRODUCING THE LESSON  
Read together page 34.



1. Ask students to imagine what brought British colonists to America.
2. Explain the objective.
3. Vocabulary: Discuss the meaning of the key words and let students use them in sentences.  
*Protestant work ethic, monarch, representative government, religious freedom, capitalism, Mayflower Compact*

TEACHING THE LESSON

- ◆ FOCUS ON KEY QUESTIONS to motivate learning-by-discovery and guide discussion. Ask students to think about the following questions as they read and discuss the lesson in *Adventure Tales of America*. Ask them to form questions of their own.



1. When and why did the English colonies become British colonies?
2. What motivated settlement of the British colonies in North America?
3. How did the Massachusetts Bay Colony differ from the Virginia colony?
4. How did representative government start in Virginia, Massachusetts, and Pennsylvania?
5. How has the Protestant work ethic affected American life today?

- ◆ READ AND DISCUSS *ADVENTURE TALES OF AMERICA*, pages 34-61: individually, in small groups or as a class.

- ◆ STUDENT ACTIVITIES BOOK: Activities 10-12; pages 16-21

- ◆ CREATIVE AND CRITICAL THINKING ACTIVITIES

1. Students will imagine they are English subjects deciding whether to move to the American colonies.
  - a. As a class, analyze the **reasons (causes)** to move. Then analyze the consequences (**effects**) of moving. Be sure to consider the **economic, social, political and religious factors involved**. (Refer to pages 38-41 in the textbook).
  - b. In small groups, compose **pro** and **con** lists about moving. Then, individually, decide **whether** and **where** to move.
  - c. As a class, indicate individual decisions and divide into four groups, according to **four possible decisions**:
    - 1) stay in England, 2) settle in New England colonies, 3) settle in Middle colonies, 4) settle in Southern colonies.
  - d. In the four groups, discuss **hopes, plans, and predictions for the future**.
2. Students will defend a position for or against the 1642 Massachusetts law requiring families to teach their children to read.

- ◆ SUMMARIZE: Let students tell or write the most important things they learned.

- ◆ ASSESS: Quiz students on the key questions above. Test with blackline masters, pp. T-10—T-12.



OBJECTIVE: To analyze the culture of colonial America.



INTRODUCING THE LESSON  
Read together page 63.



1. Ask students, "What is an American?"
2. Explain the objective.
3. Vocabulary: Discuss the meaning of the key words and let students use them in sentences.  
*culture, aristocrat, gentry, mercantilism, salutary neglect, Great Awakening*

TEACHING THE LESSON

- ◆ **FOCUS ON KEY QUESTIONS** to motivate learning-by-discovery and guide discussion. Ask students to think about the following questions as they read and discuss the lesson in *Adventure Tales of America*. Ask them to form questions of their own.



1. What is an American?
  2. How did Crèvecoeur define an American?
  3. What is culture?
  4. What were the consequences of the Great Awakening?
  5. How did England's mercantilist economic system affect the colonies?
- ◆ **READ AND DISCUSS** *ADVENTURE TALES OF AMERICA*, pages 62-69: individually, in small groups, or as a class drama.
  - ◆ **CREATIVE AND CRITICAL THINKING ACTIVITIES**
    1. Discuss the **PERSIA** acronym: Political, Economic, Religious, Social, Intellectual, Artistic. (Textbook, pp. 64, 65.)
    2. **Dramatize the PERSIA acronym.** (Textbook, pp. 64, 65.)

Ask students to imagine that they, as a class, are cast on a desert island—with no memory of their previous lives. Ask them to express their concerns as human beings in order of importance. As they give their responses, create a PERSIA matrix (page 61) on the blackboard by organizing their responses (rephrasing and prompting them, if necessary) as follows:

      - a. Who shall be in charge? (Political concern)
      - b. How shall we eat? (Economic concern)
      - c. What is the meaning of our lives? Where did we come from (origin)? What happens when we die (desination)? How shall we spend our lives (purpose)? (Religious concern)
      - d. How shall we relate to one another? (Social concern)
      - e. How shall we learn? (Intellectual concern)
      - f. How shall we express ourselves? (Artistic concern)
  - ◆ **SUMMARIZE:** Let students tell or write the most important things they learned.
  - ◆ **ASSESS:** Quiz students on the key questions above. Test with blackline masters pp. T-13—T-15.



**OBJECTIVES:** To understand the history of slavery in the New World.  
To learn the African background of African-Americans.



**INTRODUCING THE LESSON**

Read together page 70.



1. Ask students to describe what they already know about Africa.
2. Explain the objectives.
3. **Vocabulary:** Discuss the meaning of the key words and let students use them in sentences.  
*slave, ethnic, polytheist, monotheist, patrilineal*

**TEACHING THE LESSON**

◆ **FOCUS ON KEY QUESTIONS** to motivate learning-by-discovery and guide discussion. Ask students to think about the following questions as they read and discuss the lesson in *Adventure Tales of America*. Ask them to form questions of their own.



1. What did James Madison mean when he said: "Although all men are born free, slavery has been the general lot of the human race."?
2. What is slavery, and when did slavery begin?
3. Why have people enslaved other people?
4. Throughout history, where has slavery existed?
5. Who was involved in the African slave trade?
6. What was the historical and cultural background of enslaved Africans brought to America? What contributions did African-Americans make to colonial life?

◆ **READ AND DISCUSS *ADVENTURE TALES OF AMERICA***, pages 70-88: individually, in small groups, or as a class.

◆ **CREATIVE AND CRITICAL THINKING ACTIVITIES**

1. Students will create a PERSIA matrix for West Africa, including the following institutions:

- a. Political
- b. Economic
- c. Religious
- d. Social
- e. Intellectual
- f. Artistic

2. **Storytelling:** In small groups, students will take turns being the griot (storyteller) and tell the history of one of the following West African kingdoms: 1) Ghana, 2) Mali, or 3) Songhay.

◆ **SUMMARIZE:** Let students tell or write the most important things they learned.

◆ **ASSESS:** Quiz students on the key questions above. Test with blackline masters, pp. T-16—T-18.



**OBJECTIVES:** To learn the American Enlightenment's main idea: PEOPLE HAVE THE ABILITY TO REASON, THUS TO THINK FOR THEMSELVES--THE BASIS OF LIBERTY. This idea: 1) influenced the Founding Fathers in creating a republic based on consent of the governed and 2) is the foundation of science.



**INTRODUCING THE LESSON**  
Read together page 89.



1. Ask students if they would like to be a scientist. Why?
2. Explain the objective.
3. **Vocabulary:** Discuss the meaning of the key words and let students use them in sentences.  
*enlighten, intellect, reason, character*

**TEACHING THE LESSON**

- ◆ **FOCUS ON KEY QUESTIONS** to motivate learning-by-discovery and guide discussion. Ask students to think about the following questions as they read and discuss the lesson in *Adventure Tales of America*. Ask them to form questions of their own.



1. What was the scientific revolution?
  2. Why is the period of the Enlightenment called the Age of Reason?
  3. How did John Locke influence the Declaration of Independence?
  4. How did Adam Smith influence the Founding Fathers?
  5. What is capitalism?
  6. What did Benjamin Banneker and Benjamin Franklin have in common?
- ◆ **READ AND DISCUSS** *ADVENTURE TALES OF AMERICA*, pages 89-98: individually, in small groups or as a class.
  - ◆ **CREATIVE AND CRITICAL THINKING ACTIVITIES**
    1. **Community Outreach**
      - a. Invite a **scientist** to talk to your class about the use of reason in the scientific method.
      - b. Invite a successful **business person** to talk to your class about capitalism. Ask the person to be prepared to answer these questions:
        - 1) How has capitalism (or the free enterprise system) contributed to your business success?
        - 2) How might students prepare for business success in America's capitalist system?
    2. **Dramatize the Benjamin Banneker story.**
    3. **In small groups**, students will list superstitions discarded because of scientific discoveries; as a class, share lists.
    4. **Students will write their interpretation of the American character and compare it with Benjamin Franklin's.**
  - ◆ **SUMMARIZE:** Let students tell or write the most important things they learned.
  - ◆ **ASSESS:** Quiz students on the key questions above. Test with blackline masters, pp. T-19—T-21.



**OBJECTIVE:** To learn about the American character through the life of Benjamin Franklin who, perhaps more than any other person, helped shape the American character.



**INTRODUCING THE LESSON**  
Read together page 99.



1. Ask students to imagine they are Benjamin Franklin. What would they invent?
2. Explain the objective.
3. **Vocabulary:** Discuss the meaning of the key words and let students use them in sentences.  
*character, ingenius, education, virtue, apprentice*

**TEACHING THE LESSON**

- ◆ **FOCUS ON KEY QUESTIONS** to motivate learning-by-discovery and guide discussion. Ask students to think about the following questions as they read and discuss the lesson in *Adventure Tales of America*. Ask them to form questions of their own.



1. Why did Benjamin Franklin write his autobiography for his son?
2. What was Franklin's boyhood home like?
3. How did the books Franklin read by age 10 influence him?
4. Who influenced Franklin to "do good"?
5. How did Franklin put the Protestant work ethic into practice?
6. What were the 13 virtues Franklin practiced?
7. What kind of world would it be if everyone practiced the 13 virtues?
8. How did Franklin think humility helped him as a statesman?

- ◆ **READ AND DISCUSS** *ADVENTURE TALES OF AMERICA*, pages 99-116: individually, in small groups, or as a class drama.

- ◆ **CREATIVE AND CRITICAL THINKING ACTIVITIES**

1. **Dramatize the Franklin biography.** It lends itself to several acts.
2. **The 13 Virtues.** Students will:
  - a. Write their interpretation of Franklin's idea that "if villains knew the advantages of being good, they would switch over immediately."
  - b. Make a **13 Virtues Chart**. Practice one virtue each week, putting a mark down for an offense.  
The objective: 1) A clean slate, and 2) first-hand information about whether being good is advantageous.
3. **Essay Contest:** Students will write an essay describing a day at school if everyone practiced the 13 virtues.  
Vote on the best essay.

- ◆ **SUMMARIZE:** Let students tell or write the most important things they learned.

- ◆ **ASSESS:** Quiz students on the key questions above. Test with blackline masters, pp. T-22—T-24.



**OBJECTIVE:** To understand the political and economic causes of the American Revolution.



### INTRODUCING THE LESSON

Read together page 117.



1. Ask students, "Would you have joined the Revolution as a patriot, or remained loyal to Great Britain?"
2. Explain the objective.
3. **Vocabulary:** Discuss the meaning of the key words and let students use them in sentences.  
*rebellion, revolution, tax, quarter, boycott, writs of assistance, precipice, inalienable rights*

### TEACHING THE LESSON

- ◆ **FOCUS ON KEY QUESTIONS** to motivate learning-by-discovery and guide discussion. Ask students to think about the following questions as they read and discuss the lesson in *Adventure Tales of America*. Ask them to form questions of their own.



1. How did the French and Indian War help trigger the American Revolution?
2. Did the British have a good reason to tax the colonists after 1763?
3. What role did Crispus Attucks play in the Boston Massacre?
4. Why did the colonists call for a Continental Congress?
5. Were the colonists protected by the Magna Carta?
6. Why did John Adams say, "Parliament has no right to legislate for us at all."?
7. What course of action did Patrick Henry urge the patriots to take?
8. What did the Declaration of Independence say about inalienable rights?

- ◆ **READ AND DISCUSS *ADVENTURE TALES OF AMERICA***, pages 117-137: individually, in small groups, or as a class.

- ◆ **STUDENT ACTIVITIES BOOK:** Activities 13-15; pages 22-27

- ◆ **CREATIVE AND CRITICAL THINKING ACTIVITIES**

1. Produce the one-act play, "The Spirit of Thomas Jefferson." (Teacher's Guide, SP-1)
  - a. Perform the play in class or for an outside audience.
  - b. Costumes can be simple or elaborate. A simple way: just have 2 hats and a crown.
  - c. If costumes are not possible, imagination is just as good.
2. Stage a debate, Half the class will assume the roles of American colonists; the other half will assume the roles of British Parliament members
  - a. Debate the issue of frontier defense.
  - b. Debate the issue of taxation.

- ◆ **SUMMARIZE:** Let students tell or write the most important things they learned.

- ◆ **ASSESS:** Quiz students on the key questions above. Test with blackline masters, pp. T-25—T-27.



**OBJECTIVE:** To understand how the American patriots won the Revolutionary War.



**INTRODUCING THE LESSON**  
Read together page 138.



1. Ask students how the Americans could have defeated the British army, mightiest in the world.
2. Explain the objective.
3. **Vocabulary:** Discuss the meaning of the key words and let students use them in sentences.  
*revolution, patriots, loyalists, mercenaries, goal, strategy, tactic*

**TEACHING THE LESSON**

◆ **FOCUS ON KEY QUESTIONS** to motivate learning-by-discovery and guide discussion. Ask students to think about the following questions as they read and discuss the lesson in *Adventure Tales of America*. Ask them to form questions of their own.



1. What were the American patriots' advantages in fighting the war?
2. What were their disadvantages?
3. Which army, American or British, had the best goals, strategies, and tactics?
4. Why did German soldiers fight in the American Revolution?
5. What sort of General was George Washington?
6. Why was Saratoga a turning point in the war?

◆ **READ AND DISCUSS** *ADVENTURE TALES OF AMERICA*, pages 138-150: individually, in small groups, or as a class.

◆ **CREATIVE AND CRITICAL THINKING ACTIVITIES**

1. Students will listen to the *Adventure Tales of America* read-along audio cassette, "The American Revolution," following along in the textbook. (Produced by Signal Media Publishers, this audio cassette is a word-for-word reading from the *Adventure Tales of America* textbook. Visit [www.adventuretales.com](http://www.adventuretales.com) for ordering information.)
2. Students will create a chart comparing American and British military goals, strategies, and tactics.

	AMERICAN	BRITISH
Goals		
Strategies		
Tactics		

◆ **SUMMARIZE:** Let students tell or write the most important things they learned.

◆ **ASSESS:** Quiz students on the key questions above. Test with blackline masters, pp. T-28—T-30.



**OBJECTIVE:** To understand why the Articles of Confederation did not work.



**INTRODUCING THE LESSON**  
Read together page 151.



1. Ask students how effective a government would be without the power to tax.
2. Explain the objective.
3. **Vocabulary:** Discuss the meaning of the key words and let students use them in sentences.  
*confederation, sovereignty*

**TEACHING THE LESSON**

- ◆ **FOCUS ON KEY QUESTIONS** to motivate learning-by-discovery and guide discussion. Ask students to think about the following questions as they read and discuss the lesson in *Adventure Tales of America*. Ask them to form questions of their own.



1. What problems did independence bring?
  2. What does state sovereignty mean?
  3. What were the Articles of Confederation?
  4. What problems did the Confederation have?
  5. What successes did the Confederation have?
- ◆ **READ AND DISCUSS *ADVENTURE TALES OF AMERICA***, pages 151-160: individually, in small groups, or as a class.
  - ◆ **STUDENT ACTIVITIES BOOK:** Activity 16; pages 28, 29
  - ◆ **CREATIVE AND CRITICAL THINKING ACTIVITIES**
    1. Students will dramatize the problems of the Confederation.
    3. Each student will write a persuasive article for a colonial newspaper, calling for one of the following: (Remind students to give reasons for their positions.)
      - a. a Constitutional Convention
      - b. a strengthening of the Articles of Confederation
      - c. a return to a monarchy
  - ◆ **SUMMARIZE:** Let students tell or write the most important things they learned.
  - ◆ **ASSESS:** Quiz students on the key questions above. Test with blackline masters, pp. T-31—T-33.



**OBJECTIVE:** To understand the issues involved in writing the Constitution of the United States.



**INTRODUCING THE LESSON**  
Read together page 161.



1. Ask students how they think the Constitution was created.
2. Explain the objective.
3. **Vocabulary:** Discuss the meaning of the key words and let students use them in sentences.  
*constitution, delegate, compromise, republic, federalism, ratify*

**TEACHING THE LESSON**

- ◆ **FOCUS ON KEY QUESTIONS** to motivate learning-by-discovery and guide discussion. Ask students to think about the following questions as they read and discuss the lesson in *Adventure Tales of America*. Ask them to form questions of their own.



1. Who was called the Father of the Constitution?
2. Were the rules of secrecy, flexibility, and courtesy good rules?
3. How did the Virginia and New Jersey Plans differ?
4. How did the delegates compromise on congressional representation?
5. How did the delegates compromise on North-South issues?
6. Why did the delegates not include a bill of rights?

- ◆ **READ AND DISCUSS** *ADVENTURE TALES OF AMERICA*, pages 161-188: individually, in small groups, or as a class drama.
- ◆ **STUDENT ACTIVITIES BOOK:** Activities 17, 18, 19; pages 30-35
- ◆ **CREATIVE AND CRITICAL THINKING ACTIVITIES**

1. Students will listen to the *Adventure Tales of America* read-along audio cassette, "The Constitutional Convention," following along in the textbook. (Produced by Signal Media Publishers, this audio cassette is a word-for-word reading from the *Adventure Tales of America* textbook. Visit [www.adventuretales.com](http://www.adventuretales.com) for ordering information.)
2. Students will play the decision game on the CD-Rom *Adventure Tales of America: The Constitutional Convention of 1787*. (This CD-Rom game is correlated with *Adventure Tales of America* and can be ordered from Signal Media Publishers's Web site [www.adventuretales.com](http://www.adventuretales.com).)
3. Students will dramatize the Constitutional Convention.
4. Students will read the Constitution. (Textbook, pages D-7 to D-18)

- ◆ **SUMMARIZE:** Let students tell or write the most important things they learned.
- ◆ **ASSESS:** Quiz students on the key questions above. Test with blackline masters, pp. T-34—T-36.



**OBJECTIVE:** To learn how the new government was organized.  
To learn how political parties developed.



**INTRODUCING THE LESSON**  
Read together page 191.



1. Ask students what challenges faced George Washington as the first U.S. president.
2. Explain the objectives.
3. **Vocabulary:** Discuss the meaning of the key words and let students use them in sentences.  
*hazards, cabinet, excise tax, constitutionality, capitalism*

**TEACHING THE LESSON**

◆ **FOCUS ON KEY QUESTIONS** to motivate learning-by-discovery and guide discussion. Ask students to think about the following questions as they read and discuss the lesson in *Adventure Tales of America*. Ask them to form questions of their own.



1. What were some of the decisions facing the new administration?
2. How would the new government pay its debts?
3. What was Alexander Hamilton's Financial Plan?
4. How would the Bank of the United States work?
5. Why did Jefferson and Hamilton clash over the Bank?
6. What led to the development of political parties?
7. What part did foreign affairs play in the development of political parties?

◆ **READ AND DISCUSS** *ADVENTURE TALES OF AMERICA*, pages 191-200: individually, in small groups, or as a class.

◆ **STUDENT ACTIVITIES BOOK:** Activity 20; pages 36, 37

◆ **CREATIVE AND CRITICAL THINKING ACTIVITIES**

1. Students will create a time line of the presidents, from 1789 through 1881. (Textbook, p. 198)
2. Students will debate the issues below. Half the class will be Federalists; half will be Republicans.
  - a. **Political issue:** Who should govern an aristocracy based on birth, wealth, and status or a "natural" aristocracy based on talent and virtue?
  - b. **Government power issue:** Should power be concentrated in the national government or in state governments?
  - c. **Economic issue:** Should the government favor an industrial economy or an agrarian economy?

◆ **SUMMARIZE:** Let students tell or write the most important things they learned.

◆ **ASSESS:** Quiz students on the key questions above. Test with blackline masters, pp. T-37—T-39.



OBJECTIVE: To learn about the Louisiana Purchase and the War of 1812.



**INTRODUCING THE LESSON**  
Read together page 201.



1. Ask students what differences the Louisiana Purchase made in the United States.
2. Explain the objective.
3. Vocabulary: Discuss the meaning of the key words and let students use them in sentences.  
*judicial review, acquisition, impress, embargo, War Hawks*

**TEACHING THE LESSON**

- ◆ **FOCUS ON KEY QUESTIONS** to motivate learning-by-discovery and guide discussion. Ask students to think about the following questions as they read and discuss the lesson in *Adventure Tales of America*. Ask them to form questions of their own.



1. How did Jefferson carry out his idea of "limited, frugal government"?
2. In what way did judicial review empower the Supreme Court?
3. Why did Jefferson buy Louisiana?
4. How did Lewis and Clarke contribute to the growth of the United States?
5. What caused the War of 1812?
6. What impact did the War of 1812 have on the United States?

- ◆ **READ AND DISCUSS** *ADVENTURE TALES OF AMERICA*, pages 201-210: individually, in small groups, or as a class.
- ◆ **STUDENT ACTIVITIES BOOK**: Activity 21; pages 38, 39
- ◆ **CREATIVE AND CRITICAL THINKING ACTIVITIES**
  1. Students will memorize excerpts from Thomas Jefferson's Inaugural Address and then, in small groups, take turns delivering this address.
  2. Students will dramatize the United States' purchase of Louisiana from France.
  3. Stage a debate regarding the causes of the War of 1812. Half the class will argue the British position; half will argue the American War Hawks' position.
  4. Tell the story of the "Star Spangled Banner." Teach the song to your students and sing it together.
- ◆ **SUMMARIZE**: Let students tell or write the most important things they learned.
- ◆ **ASSESS**: Quiz students on the key questions above. Test with blackline masters, pp. T-40—T-42.



OBJECTIVE: To analyze the causes of nationalism and sectionalism.



INTRODUCING THE LESSON  
Read together page 211.



1. Ask students what made the country pull apart between 1819 and 1860.
2. Explain the objective.
3. Vocabulary: Discuss the meaning of the key words and let students use them in sentences. *nationalism, sectionalism, respect, state sovereignty, American System, inference, internal improvements, congressional caucus*

TEACHING THE LESSON

- ◆ **FOCUS ON KEY QUESTIONS** to motivate learning-by-discovery and guide discussion. Ask students to think about the following questions as they read and discuss the lesson in *Adventure Tales of America*. Ask them to form questions of their own.



1. What made all sections of the country pull together after the War of 1812?
2. How did the sections differ in economic interests?
3. What connection is there between economic interests and politics?
4. How did the industrial revolution change the country?
5. Why did Noah Webster think that a common language would strengthen the bonds of national unity?
6. What problem did the Missouri Compromise solve?
7. What does the Monroe Doctrine mean?

- ◆ **READ AND DISCUSS *ADVENTURE TALES OF AMERICA***, pages 211-222: individually, in small groups, or as a class.

- ◆ **STUDENT ACTIVITIES BOOK:** Activities 22-24; pages 40-43

- ◆ **CREATIVE AND CRITICAL THINKING ACTIVITIES**

1. **Radio Talk Show:** Choose a talk show host to interview the rest of the students, who will divide into three groups: Western farmers, Southern planters, and Northern industrialists.
  - a. The host will focus on five issues: 1) Western lands, 2) labor, 3) tariffs, 4) internal improvements, and 5) money.
  - b. The host, trying to sum things up, will ask the participants to generalize about their economic and political differences.
  - c. Students not being interviewed may call in with questions or comments
2. **Town Hall Meeting:** After the talk show, participants are invited to stay for a town meeting and brainstorm about how to resolve their differences before something bad happens, a war for instance.

- ◆ **SUMMARIZE:** Let students tell or write the most important things they learned.

- ◆ **ASSESS:** Quiz students on the key questions above. Test with blackline masters, pp. T-43—T-45.



OBJECTIVE: To analyze Jacksonian Democracy.



**INTRODUCING THE LESSON**  
Read together page 223.



1. Ask students what their interpretation of a democracy is.
2. Explain the objective.
3. Vocabulary: Discuss the meaning of the key words and let students use them in sentences.  
*democracy, spoils system, nullify, national sovereignty, cede, illiterate, literacy*

**TEACHING THE LESSON**

- ◆ **FOCUS ON KEY QUESTIONS** to motivate learning-by-discovery and guide discussion. Ask students to think about the following questions as they read and discuss the lesson in *Adventure Tales of America*. Ask them to form questions of their own.



1. What did Andrew Jackson mean, "Let the people rule."?
2. How did Jackson show courage as a 13-year old soldier?
3. In what ways was democracy extended to more people during the Jacksonian era?
4. Was Jackson right in saying that the common man could hold office without experience?
5. What caused hostility between Andrew Jackson and John C. Calhoun?
6. Could South Carolina have seceded from the Union in 1832?
7. How did Sequoyah teach people to read in a week?

- ◆ **READ AND DISCUSS *ADVENTURE TALES OF AMERICA***, pages 223-230: individually, in small groups, or as a class.
- ◆ **STUDENT ACTIVITIES BOOK:** Activity 24; pages 42-43
- ◆ **CREATIVE AND CRITICAL THINKING ACTIVITIES**
  1. Students will re-enact a group version of the Webster-Hayne debate, first doing research on the issues.
    - a. Half the class will assume the position of southerners and argue for state sovereignty.
    - b. Half the class will assume the position of northerners and argue for national sovereignty.
  2. Community Service: With Sequoyah as a model, ask students to spend time teaching some person (child or adult) to read, using Sequoyah's phonics approach. Begin by teaching the person to sound out the letters of the alphabet; then progress to sounding out syllables. (Abraham Lincoln learned to read this way.)
- ◆ **SUMMARIZE:** Let students tell or write the most important things they learned.
- ◆ **ASSESS:** Quiz students on the key questions above. Test with blackline masters, pp. T-46—T-48.



**OBJECTIVE:** To analyze the Abolition Crusade and the Woman's Rights Movement.



**INTRODUCING THE LESSON**  
Read together page 231.



1. Ask students if they would have joined the abolitionist and feminist movements of the 1800s.
2. Explain the objective.
3. **Vocabulary:** Discuss the meaning of the key words and let students use them in sentences. *subjection, abolitionist, feminist, elective franchise, female suffrage, emancipate*

**TEACHING THE LESSON**

- ◆ **FOCUS ON KEY QUESTIONS** to motivate learning-by-discovery and guide discussion. Ask students to think about the following questions as they read and discuss the lesson in *Adventure Tales of America*. Ask them to form questions of their own.



1. What were the earliest efforts to end slavery?
  2. How did Harriet Tubman encourage slaves who hesitated on the Underground Railroad?
  3. What African-American was active in both abolitionist and feminist movements?
  4. Why were women denied the right to speak in public?
  5. What motivated female abolitionists to start speaking out for women's rights?
  6. What did William Lloyd Garrison indicate that abolitionists and feminists had in common?
- ◆ **READ AND DISCUSS *ADVENTURE TALES OF AMERICA***, pages 231-245: individually, in small groups, or as a class.
  - ◆ **STUDENT ACTIVITIES BOOK:** Activity 27; page 48
  - ◆ **CREATIVE AND CRITICAL THINKING ACTIVITIES**
    1. **Community outreach:** Students will research the changes in minorities' rights in recent decades by interviewing:
      - a. African-Americans, age sixty or older
      - b. Women, age sixty or older.
    2. Collect and analyze newspaper articles about the status of African-Americans' and women's rights.
  - ◆ **SUMMARIZE:** Let students tell or write the most important things they learned.
  - ◆ **ASSESS:** Quiz students on the key questions above. Test with blackline masters, pp. T-49—T-51.



OBJECTIVE: To become acquainted with nineteenth century American writers.



**INTRODUCING THE LESSON**  
Read together page 246.



1. Ask students if they would like to become an author.
2. Explain the objective.
3. **Vocabulary:** Discuss the meaning of the key words and let students use them in sentences.  
*literature, intellect*

**TEACHING THE LESSON**

- ◆ **FOCUS ON KEY QUESTIONS** to motivate learning-by-discovery and guide discussion. Ask students to think about the following questions as they read and discuss the lesson in *Adventure Tales of America*. Ask them to form questions of their own.



1. How many people know American history because of Henry W. Longfellow?
2. Why did Lincoln call Harriet B. Stowe "the little lady who started the big war"?
3. Who gained fame as a mystery writer?
4. How did Transcendentalism reflect traits of the American character?
5. How many authors had Puritan backgrounds?
6. Why did New England produce so many writers?

- ◆ **READ AND DISCUSS** *ADVENTURE TALES OF AMERICA*, pages 246-251: individually, in small groups, or as a class.

- ◆ **CREATIVE AND CRITICAL THINKING ACTIVITIES**

1. **Authors' Reunion:** Students will attend a reunion of America's nineteenth century authors, assuming the identity of one of the sixteen authors on pages 248 and 249. Below are some conversation starters for the mingling authors:
  - a. "Now let's see, what was it you wrote?"
  - b. "What book are you proudest of?"
  - c. "How did your books influence American life?"
  - f. "Would you quote a passage from your favorite book?"
  - e. "What advice do you have for aspiring authors?"
  - g. "How did American history influence your writing?"
2. Students will compose a poem, short story, or some other literary piece of their choosing.

- ◆ **SUMMARIZE:** Let students tell or write the most important things they learned.

- ◆ **ASSESS:** Quiz students on the key questions above. Test with blackline masters, pp. T-52—T-54.



OBJECTIVE: To analyze the impact of westward expansion.



**INTRODUCING THE LESSON**  
Read together page 252.



1. Ask students if they would have heeded the "Westward Ho!" call.
2. Explain the objective.
3. Vocabulary: Discuss the meaning of the key words and let students use them in sentences.  
*manifest destiny, compromise*

**TEACHING THE LESSON**

- ◆ **FOCUS ON KEY QUESTIONS** to motivate learning-by-discovery and guide discussion. Ask students to think about the following questions as they read and discuss the lesson in *Adventure Tales of America*. Ask them to form questions of their own.



1. What character traits marked westward pioneers?
  2. What part did Daniel Boone play in opening the West to settlement?
  3. How did the goldrush affect California?
  4. What consequences did President Jackson fear if Texas joined the Union?
  5. How did the Mexican War affect the question of slavery in the United States?
  6. How did the Compromise of 1850 postpone a civil war?
- ◆ **READ AND DISCUSS** *ADVENTURE TALES OF AMERICA*, pages 252-274: individually, in small groups, or as a class.
  - ◆ **STUDENT ACTIVITIES BOOK**: Activities 25, 26; pages 44-47
  - ◆ **CREATIVE AND CRITICAL THINKING ACTIVITIES**
    1. Students will Compare the Compromise of 1820 and the Compromise of 1850 in regard to:
      - a. issues
      - b. similarities
      - c. differences
    2. Students will write a speculative essay on what might have happened if Texas had remained an independent republic.
  - ◆ **SUMMARIZE**: Let students tell or write the most important things they learned.
  - ◆ **ASSESS**: Quiz students on the key questions above. Test with blackline masters, pp. T-55—T-57.

Section 20, ABRAHAM LINCOLN, A BIOGRAPHY  
*Adventure Tales of America*, pages 275-294



**OBJECTIVE:** To analyze the forces that shaped Abraham Lincoln, one of the noblest Americans.  
To learn about life on the American frontier through the Lincoln family.



**INTRODUCING THE LESSON**  
Read together page 275.



1. What character traits do you admire in Lincoln?
2. Explain the objectives.
3. **Vocabulary:** Discuss the meaning of the key words and let students use them in sentences.  
*frontier, moral*

**TEACHING THE LESSON**

- ◆ **FOCUS ON KEY QUESTIONS** to motivate learning-by-discovery and guide discussion. Ask students to think about the following questions as they read and discuss the lesson in *Adventure Tales of America*. Ask them to form questions of their own.



1. What was life like on the Kentucky, Indiana, and Illinois frontiers?
2. What was a "blab" schoolhouse? Is repetition effective in learning?
3. What books influenced Abraham Lincoln?
4. What were Lincoln's religious views?
5. How was Lincoln influenced by the Founding Fathers?
6. What are some examples of Lincoln's honesty?

- ◆ **READ AND DISCUSS** *ADVENTURE TALES OF AMERICA*, pages 275-294: individually, in small groups, or as a class drama.
- ◆ **STUDENT ACTIVITIES BOOK:** Activity 28; page 49
- ◆ **CREATIVE AND CRITICAL THINKING ACTIVITIES**

1. Students will listen to the *Adventure Tales of America* read-along audio cassette, "Abraham Lincoln," following along in the textbook. (Produced by Signal Media Publishers, this audio cassette is a word-for-word reading from the *Adventure Tales of America* textbook. Visit [www.adventuretales.com](http://www.adventuretales.com) for ordering information.)
2. Students will dramatize Lincoln's life, focusing on his:
  - a. Kentucky childhood
  - b. Indiana boyhood
  - c. Illinois manhood
3. Students will write an essay on the topic: "Abraham Lincoln and the American Character."

- ◆ **SUMMARIZE:** Let students tell or write the most important things they learned.
- ◆ **ASSESS:** Quiz students on the key questions above. Test with blackline masters, pp. T-58—T-60.



**OBJECTIVE:** To analyze the causes and results of the Civil War and the consequences of Reconstruction.



**INTRODUCING THE LESSON**  
Read together page 295.



1. Ask students, "Was the Civil War inevitable?"
2. Explain the objective.
3. **Vocabulary:** Discuss the meaning of the key words and let students use them in sentences.  
*propaganda, popular sovereignty, secede*

**TEACHING THE LESSON**

- ◆ **FOCUS ON KEY QUESTIONS** to motivate learning-by-discovery and guide discussion. Ask students to think about the following questions as they read and discuss the lesson in *Adventure Tales of America*. Ask them to form questions of their own.



1. What caused the Civil War?
  2. What might have led to a peaceful solution of North-South conflicts?
  3. Why was the Dred Scott decision so divisive?
  4. What about Lincoln's election caused South Carolina to secede?
  5. What did the Emancipation Proclamation accomplish?
  6. What did the Reconstruction Amendments accomplish?
  7. What were the strengths and weaknesses of the Reconstruction governments?
- ◆ **READ AND DISCUSS** *ADVENTURE TALES OF AMERICA*, pages 295-324: individually, in small groups, or as a class.
  - ◆ **STUDENT ACTIVITIES BOOK:** Activities 29-33; page 50-54
  - ◆ **CREATIVE AND CRITICAL THINKING ACTIVITIES**
    1. Students will create a chart comparing the advantages and disadvantages of North and South during the Civil War.
    2. Students will do a research paper on the impact technology had on the Civil War. Examples to choose from are: railroads, weaponry, ironclad ships, cameras, telegraph, and medicine.
    3. Students will discuss the meaning of the Reconstruction Amendments.
  - ◆ **SUMMARIZE:** Let students tell or write the most important things they learned.
  - ◆ **ASSESS:** Quiz students on the key questions above. Test with blackline masters, pp. T-61—T-63.

## LIBERTY: THE THEME OF AMERICAN HISTORY

*Adventure Tales of America*, pages 186, 187, 325



**OBJECTIVE:** To recognize the growth of liberty in America's history.  
To understand what it cost previous generations to preserve and extend liberty.  
To value our liberty as Americans and, as responsible citizens, make good use of it--  
for ourselves and our posterity.



### INTRODUCING THE LESSON

Read together page 325.



1. Ask students how their lives have been affected by America's Tree of Liberty.
2. Explain the objective.
3. **Vocabulary:** Discuss the meaning of the key words and let students use them in sentences.  
*liberty, responsibility, citizenship, posterity, enlighten, American Dream*

### TEACHING THE LESSON

- ◆ **FOCUS ON KEY QUESTIONS** to motivate learning-by-discovery and guide discussion. Ask students to think about the following questions as they read and discuss the lesson in *Adventure Tales of America*. Ask them to form questions of their own.



1. How has the tree of liberty grown in America?
2. How has each branch extended liberty?
3. What responsibilities accompany liberty?
4. What are your responsibilities of citizenship: as a youth? as an adult?
5. How did Jefferson, Adams, Madison, and Franklin think American liberty might influence the world?
6. What does it mean to be an American?

- ◆ **READ AND DISCUSS** *ADVENTURE TALES OF AMERICA*, pages 186, 187, 325: individually, in small groups, or as a class.

- ◆ **CREATIVE AND CRITICAL THINKING ACTIVITIES**

1. "America is an idea as much as it is a country," said Henry Grunwald. Have a class discussion about the meaning of this statement.
2. **Role Playing:** Students will assume they are visiting friends in another country and have been asked, "What is an American?" In small groups, each student will, in turn, answer the question. The others in the group will respond with questions and comments.
3. In small groups, students will brainstorm about ways to be exemplary citizens.
4. Individually, students will set goals, write an action plan, and implement the plan to be an exemplary citizen.

- ◆ **SUMMARIZE:** Let students tell or write the most important things they learned.

- ◆ **ASSESS:** Quiz students on the key questions above. Test with blackline masters, pp. T-64.

### 3. STUDENT PLAY

“Tell me and I forget,  
Teach me and I remember  
Involve me and I learn.”

—Chinese Proverb



The STUDENT PLAY presents a way to dramatize history and bring it to life. By acting out events in the past, students are able to experience history with immediacy, empathy, and excitement.

Add your own plays to this section and encourage your students to write their own historical plays.



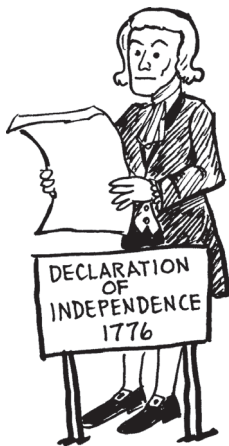
# THE SPIRIT OF THOMAS JEFFERSON

## A PLAY IN ONE ACT BY PHILIP R. JONSSON

### CHARACTERS



Uncle Sam



Thomas Jefferson



King George III

### PROPS



Desk, Tablet, Quill Pen



Throne, Olive Branch Petition

TIME AND PLACE: Today, the United States of America



# THE SPIRIT OF THOMAS JEFFERSON

(Uncle Sam enters stage right)

**UNCLE SAM:** On July 4, 1776, the Second Continental Congress unanimously adopted our Declaration of Independence. It is that event which we celebrate every July 4th. With the passing years, many of us tend to forget the full meaning of the Declaration. During the next few minutes, our far, far off Broadway players hope to refresh that meaning for you.

To start the drama, I ask that you turn to **page 127** of *Adventure Tales of America* and read with me the abridged version of the **Preamble of the Declaration of Independence**.

“When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth the separate and equal station to which the laws of nature and of nature’s God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. “We hold these truths to be self evident: That all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it and to institute new government...when a long train of abuses and usurpations...evinces a design to reduce them under absolute despotism, it is their right... their duty, to throw off such government and to provide new guards for their future security. Such has been the patient sufferance of these colonies; and such is now the necessity which constrains them to alter their form of government.”

Just what do these beautiful words mean, and what were the circumstances under which they were written? Let’s call on the Spirit of Thomas Jefferson, their author, to come back and enlighten us. Tom!

[Thomas Jefferson enters center stage.]

**THOMAS JEFFERSON:** Sam, it is wonderful to come back to visit as a spirit. I like to see how freedom is faring in the United States of America. The best indicator of a country’s condition is its young people, and looking at those present today, I would say that the United States is doing quite well, wouldn’t you, Sam?

**UNCLE SAM:** I certainly would! The Fathers of Our Country gave us a great start, Tom, and we have made a lot of progress since your day. We survived a horrible Civil War and freed the slaves; we tried to keep the world safe for democracy by defeating several tyrants in World Wars; and modern communications helped us destroy the tyranny of Communism without firing a shot.

**THOMAS JEFFERSON:** Those are mighty accomplishments, Sam, and I am very proud of our people.

**UNCLE SAM:** But none of these required more courage, dedication and willingness to endure hardship, than what the colonists did in defying England, the world’s greatest empire at that time.

For 169 years — from 1607 — the colonists had been as proud of their British citizenship as we are of our U. S. citizenship. Why then did they declare their independence, Tom, even at the risk of their lives?

**THOMAS JEFFERSON:** We built these colonies based on promises made by the English Government. Perhaps the most important was that we would retain our rights as Englishmen. Those rights were steadily taken away. I listed specific examples in the Declaration of Independence, Sam. **(Crossing stage left. Stands at a desk)** Let me step back to 1776 — in fact, to the very desk where I wrote the declaration, and explain by drawing from the list of grievances I listed there:

**(Thomas Jefferson puts on tricorne hat. Uncle Sam steps back.  
King George enters stage right and sits on throne.)**

**KING GEORGE:** The French and Indian War, that ended in 1763, cost so much money. It was fought for the protection of the colonists. Therefore, colonists must help pay for it with taxes. It's only fair.

**THOMAS JEFFERSON:** We don't object to taxes. But, as Englishmen, we have the right to a say in what taxes are levied against us. **(writing with a quill pen while standing at desk)**  
"The King has imposed taxes on us without our consent."

**KING GEORGE:** I need to send troops to help collect the taxes. But the troops have to stay somewhere. I'll make the colonists quarter them: house and feed them.

**THOMAS JEFFERSON:** English law forbids quartering troops in private homes. What does King George think he's doing? **(writing)** "Quartering large bodies of troops among us."

**KING GEORGE:** The colonists still don't get it. It's time to teach them a lesson.

**THOMAS JEFFERSON:** To coerce us, the King:

- Closed Boston's port
- Deprived Massachusetts of self government
- Allowed British officials to be tried in England for crimes against the colonies
- And issued a **stronger** quartering act.

**(writing)** "He took away our charters, abolished our most valuable laws, and altered fundamentally the forms of our Government."

**KING GEORGE:** Things are getting out of hand. Have the army collect the colonists' guns and ammunition...before something bad happens.

**UNCLE SAM:** Something bad did happen. The attempt to collect the colonists' guns and ammunition resulted in the battles of Lexington, Concord, and Bunker Hill.

**THOMAS JEFFERSON:** **(writing)** "He has plundered our seas, ravaged our coasts, burnt our towns, and destroyed the lives of our people." **(thinks)** Our list of grievances is getting very long. Even so, if we send one last petition as sort of an olive branch, perhaps we can avoid war.

**KING GEORGE:** I wish nothing but good. Therefore, whoever doesn't agree with me is a traitor and a scoundrel. **(taking paper from robe)** So observe: This is what I think of their "Olive Branch Petition." **(tears up paper, exits stage right in a huff)**

**THOMAS JEFFERSON:** “Our repeated petitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.”  
(puts quill in desk, crosses right center, removes hat) You can see, we had no choice but to go our way independent of England.

**UNCLE SAM:** Initially, only one third of the Colonists favored independence, one third remained loyal to England, and one third were undecided. The purposes of the Declaration of Independence were to unite the colonies, to inspire the people to fight for independence and to draw support from France. The Declaration was brilliantly written, and all three purposes were ultimately achieved. Those who signed the Declaration were signing their death warrants if England won the war!

**THOMAS JEFFERSON:** The struggle lasted for seven agonizing years. The troops were poorly supplied, irregularly paid, often freezing, starving and hopelessly outnumbered. But they had inspired leadership and the greatest cause of all: **freedom!**

Toward the end of his life, John Quincy Adams said, “Posterity! You will never know how much it cost the present generation to preserve your freedom. I hope you will make good use of it.”

**UNCLE SAM:** The Declaration of Independence launched America — and the world — on the greatest of adventures: The Adventure of Freedom for humankind.

**THOMAS JEFFERSON:** That’s true, Sam, but I will warn you now, as I warned back then. Eternal vigilance is the price of liberty. (to audience) Will you pledge your life, fortune and sacred honor toward this great adventure? If so, please join us by turning to **page 128 of *Adventure Tales of America*, the top right panel**, and reading an abridged version of the conclusion of the Declaration of Independence.

“We, Therefore, the Representatives of the United States of America...solemnly publish and declare that these United Colonies are, and of right ought to be Free and Independent States... And for the support of this declaration, with a firm reliance on the protection of Divine providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor.”

(King George re-enters stage right,  
and all three take their bows)

**UNCLE SAM, THOMAS JEFFERSON AND KING GEORGE:** THANK YOU!

## 4. ASSESSMENT

### Section Tests

**assess**—to appraise; to set the value of something

**test**—a series of questions or exercises to measure knowledge, skills, capabilities, aptitudes

“The aim of education is to dispel error and to discover truth.”—Socrates



The ASSESSMENT pages are Section Tests that include

- ◆ **PERFORMANCE-BASED QUESTIONS**, measuring thinking skills as well as content knowledge.
- ◆ **MULTIPLE CHOICE QUESTIONS**, measuring content knowledge

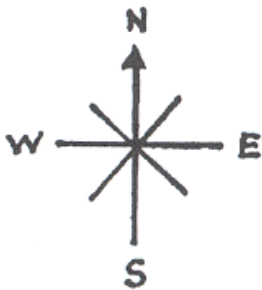


## Test, Section One—AMERICA THE LAND

I. Label and color your state. Then label the other states. Abbreviate if necessary. (15 points)



II. Draw your state. Then name your state's neighboring state(s). (10 points)



A. to the north \_\_\_\_\_

B. to the northeast \_\_\_\_\_

C. to the east \_\_\_\_\_

D. to the southeast \_\_\_\_\_

E. to the south \_\_\_\_\_

F. to the southwest \_\_\_\_\_

G. to the west \_\_\_\_\_

H. to the northwest \_\_\_\_\_

**Test, Section One—AMERICA THE LAND (continued)****III. Multiple Choice: Circle the letter of the correct answer. (3 points each; total, 75 points)**

1. How many continents are there on Earth?
  - A. five
  - B. six
  - C. seven
  - D. eight
2. The location of the North American continent, site of the United States,
  - A. always remains in the same place.
  - B. continually changes position.
  - C. periodically changes suddenly.
  - D. drifts laterally with ocean currents.
3. Underneath Earth's continents and oceans are rigid, slow-moving
  - A. mantles.
  - B. plates.
  - C. saucers.
  - D. crusts.
4. At one time, the continents formed one huge supercontinent called
  - A. Laurasia.
  - B. Fantasia.
  - C. Pangaea.
  - D. Panthalassa.
5. The man who named the supercontinent was
  - A. Charles Lyell.
  - B. James Hutton.
  - C. Harry Hess.
  - D. Alfred Wegener.
6. What direction is the Atlantic Ocean from the United States?
  - A. north
  - B. west
  - C. east
  - D. south
7. North and South America are located in the
  - A. Western Hemisphere.
  - B. Northern Hemisphere.
  - C. Eastern Hemisphere.
  - D. Southern Hemisphere.
8. The Appalachian Mountain Range is an American
  - A. region.
  - B. territory.
  - C. landform.
  - D. continent.
9. The United States acquired a vast territory in 1803 known as the
  - A. Louisiana Purchase.
  - B. Texas Annexation.
  - C. Mexican Acquisition.
  - D. Russian Purchase.
10. For millions of years parts of America
  - A. bordered Australia.
  - B. surrounded Antarctica.
  - C. lay hidden under the sea.
  - D. floated as islands near the Equator.
11. What Rocky Mountain landmark separates the east-west flow of rivers?
  - A. Great Wall
  - B. Great Divide
  - C. Continental Ridge
  - D. Continental Divide
12. Henry David Thoreau called America
  - A. the promised land.
  - B. that smiling land.
  - C. the cradle of democracy.
  - D. a beautiful country.

## Test, Section One—AMERICA THE LAND (continued)

13. Which river flows into the Mississippi River?
  - A. James River
  - B. Potomac River
  - C. Arkansas River
  - D. San Joaquin River
14. The Rocky Mountains are which direction from the Appalachian Mountains?
  - A. east
  - B. south.
  - C. west
  - D. north
15. How are the continents today affected by movements within the earth?
  - A. Continents are no longer affected.
  - B. Continents are still moving slowly.
  - C. Continents are rigid, immovable landforms.
  - D. Continents migrate every thousand years.
16. Gondwanaland is the name of
  - A. the southern lobe of Pangaea.
  - B. an African country.
  - C. the northern lobe of the supercontinent.
  - D. a mythical land.
17. What direction is the Gulf of Mexico from the United States?
  - A. north
  - B. south
  - C. east
  - D. west
18. Which continents are in the Eastern Hemisphere?
  - A. Africa, Australia, Europe, Asia
  - B. Antarctica, South America, Australia
  - C. Asia, Africa, Europe, North America
  - D. North America, Asia, Africa, Australia
19. Geography means
  - A. a description of the planets.
  - B. a study of plants and animals.
  - C. a description of crops.
  - D. a description of the earth.
20. The Equator passes through which continent?
  - A. North America
  - B. South America
  - C. Asia
  - D. Australia
21. Which river forms part of the southern border of the United States?
  - A. Hudson River
  - B. Ohio River
  - C. Platt River
  - D. Rio Grande River
22. The Mississippi River flows into the
  - A. Atlantic Ocean.
  - B. Pacific Ocean.
  - C. Gulf of Mexico.
  - D. Rio Grande River.
23. The Mississippi River generally flows in what direction?
  - A. south
  - B. west
  - C. north
  - D. west
24. Terms such as Pacific Coast, North Central, and Middle Atlantic describe
  - A. time zones in the United States.
  - B. regions of the United States.
  - C. oceans of North America.
  - D. landforms of the United States.
25. Early investigators may have suspected continents move because
  - A. of earthquakes.
  - B. identical animals are on all continents.
  - C. satellite images reveal land movement.
  - D. continents appear on maps to fit together like pieces of a jigsaw puzzle.

## Test, Section Two—NATIVE AMERICANS

The Iroquois Confederacy had a representative democracy long before the United States came into being. Benjamin Franklin recommended that the colonists learn from the Iroquois. What have you learned from them?



1. Describe a meeting of the Iroquois Grand Council of Peace. (25 points)

Be sure to explain:

- A. the democratic way of making decisions.
- B. the main communication rule.

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**Test, Section Two—NATIVE AMERICANS (continued)****III. Multiple Choice: Circle the letter of the correct answer. (3 points each; total, 75 points)**

1. Nearly every Native American group called itself by a name that meant
  - A. Indian.
  - B. nomad.
  - C. people.
  - D. spirit.
2. The first peoples migrating to the North American continent came from
  - A. Europe.
  - B. Australia.
  - C. Africa.
  - D. Asia.
3. What prehistoric land bridge did the first Americans cross to reach America?
  - A. Siberian
  - B. Aleutian
  - C. Arctic
  - D. Bering
4. The land bridge crossed by the first Americans thousands of years ago was about
  - A. 100 miles wide.
  - B. 50 miles wide.
  - C. 1,000 miles wide.
  - D. 500 miles wide.
5. The earliest Americans made their living as
  - A. shepherds.
  - B. hunter-gatherers.
  - C. herders.
  - D. farmers.
6. Many nomadic Native Americans settled into village-based life after the development of
  - A. trading.
  - B. farming.
  - C. herding.
  - D. ranching.
7. Native American tribes built homes from a variety of materials, including
  - A. granite.
  - B. plastic.
  - C. ice.
  - D. marble.
8. The only domestic animal prehistoric Native Americans had was the
  - A. bison.
  - B. dog.
  - C. horse.
  - D. cow.
9. Fifty chiefs met annually at Onondaga to represent the Iroquois Nations in a
  - A. Council of Women.
  - B. Council of Chiefs.
  - C. Grand Council of Peace.
  - D. Constitutional Convention.
10. The Iroquois Confederacy was formed by Deganawidaha and his Mohawk disciple
  - A. Tecumseh.
  - B. Canasatego.
  - C. Hiawatha.
  - D. Pocahantas.
11. The term *matrilineal society* means that
  - A. men head the households.
  - B. women head the households.
  - C. there are no household heads.
  - D. children head the households.
12. The main goal of the Iroquois Confederacy Constitution was to
  - A. achieve internal and external peace.
  - B. unite all Native American tribes.
  - C. protect the rights of all Native Americans.
  - D. unite tribes and prevent white settlers from trespassing on their land.

**Test, Section Two—NATIVE AMERICANS (continued)—**

13. What caused prehistoric peoples to migrate southward in North America?
  - A. They were seeking fertile soil.
  - B. They were seeking gold in South America.
  - C. They were following herds of wild animals.
  - D. Enemies forced them to flee.
14. Population estimates for North and South America in 1492 range from
  - A. 1,000 to 5,000.
  - B. 10,000 to 20,000.
  - C. 60,000 to 100,000.
  - D. 60,000,000 to 100,000,000.
15. The Preamble of the Iroquois Confederacy Constitution was read at the
  - A. First Continental Congress.
  - B. Second Continental Congress.
  - C. Battle of Long Island.
  - D. Constitutional Convention.
16. The Iroquois Confederacy was a
  - A. monarchy.
  - B. representative democracy.
  - C. democracy.
  - D. dictatorship.
17. The Iroquois Confederacy Constitution has survived 400 years because the Iroquois have
  - A. kept written documents.
  - B. preserved it on stone tablets.
  - C. memorized it with pictorial wampum belts.
  - D. passed it on through word-of-mouth.
18. The Iroquois Confederacy influenced Benjamin Franklin in his writing of
  - A. the Albany Plan of Union.
  - B. the Pennsylvania Charter.
  - C. the New York Plan of Union.
  - D. Poor Richard's Almanac.
19. The Iroquois Confederacy settled arguments
  - A. by discussing both sides of the issue.
  - B. through the Women's Council.
  - C. with the peace pipe.
  - D. through warfare.
20. Iroquois Chief Canasatego advised the American colonists to form
  - A. committees to solve problems.
  - B. a federal, democratic union.
  - C. separate, sovereign states.
  - D. a national council composed of representatives from all the colonies.
21. What Iroquois council was based on the separation and balance of powers?
  - A. the Council of Women
  - B. the Council of Chiefs
  - C. the Grand Council of Peace
  - D. the Grand Council of Elders
22. Iroquois women had
  - A. political power as well as domestic power.
  - B. the right to vote and hold political office.
  - C. the right to own property.
  - D. the power to become chiefs.
23. Colonists gained land from Native Americans
  - A. through purchase.
  - B. through treaties.
  - C. through purchase, treaties, and force.
  - D. through none of the above.
24. Shawnee Chief Tecumseh said that land could not be sold because
  - A. the Iroquois Nations owned the land.
  - B. England would not sell the land.
  - C. Native American law forbade selling land.
  - D. The Great Spirit made the land for use by all his children.
25. In 1492 Native Americans spoke
  - A. only the Iroquois language.
  - B. 20 languages.
  - C. 100 languages.
  - D. 300 languages

## Test, Section Three—NEW WORLD EXPLORERS

### I. Identify and explain the motives of exploration. (25 points)

<p>1.</p> 	<p>2.</p> 	<p>3.</p> 
<p>4.</p> 	<p>5.</p> 	<p>6.</p> 
<p>7.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>THIS...</p>  </div> <div style="text-align: center;"> <p>NOT THIS...</p>  </div> </div>		

**Test, Section Three—NEW WORLD EXPLORERS (continued)****III. Multiple Choice: Circle the letter of the correct answer. (3 points each; total, 75 points)**

1. Who gave Russia its North American claim?
  - A. Eric the Red
  - B. Vitus Bering
  - C. Leif Ericson
  - D. Hamlet Thomsen
2. Europeans explored the New World in search of
  - A. wealth, fame, and foreign goods.
  - B. new methods of agriculture.
  - C. the ten lost tribes of Israel.
  - D. the lost city of Atlantis.
3. The adventurous Viking who founded a settlement in Greenland in 980 A.D. was
  - A. Eric the Red.
  - B. Gustav Svensen.
  - C. Leif Ericson.
  - D. Vitus Bering.
4. The first Europeans in the New World landed on the coast of
  - A. Virginia.
  - B. Alaska.
  - C. Newfoundland.
  - D. Maine.
5. In 1419 Prince Henry of Portugal founded a center for studying the new science of
  - A. geography.
  - B. astronomy.
  - C. cartography.
  - D. navigation.
6. The adventures of what 13th century Italian sparked Columbus's imagination?
  - A. Don di Marco
  - B. Amerigo Vespucci
  - C. Marco Polo
  - D. Leonardo Toscanelli
7. What explorer claimed the entire Mississippi River Valley for France?
  - A. Robert La Salle
  - B. Jacques Marquette
  - C. Henri de Tonti
  - D. Bernard La Harpe
8. Who conquered the Inca empire?
  - A. Hernando Cortez
  - B. Juan Vasquez de Coronado
  - C. Francisco Pizarro
  - D. Cabeza de Vaca
9. Name the first white settlement in Arkansas.
  - A. Ozark Station
  - B. Arkansas Post
  - C. Pine Bluff Outpost
  - D. Hot Springs
10. In 1588 a turning point in history was the defeat of the Spanish
  - A. Armada.
  - B. Army.
  - C. Infantry.
  - D. Caballeros.
11. The French in North America were successful because they
  - A. worked very hard.
  - B. got along well with the other colonists.
  - C. claimed the most land for France.
  - D. befriended the Indians in the fur trade.
12. In 1497 John Cabot discovered
  - A. Greenland.
  - B. Iceland.
  - C. Newfoundland.
  - D. Maine.
13. What was the Enterprise of the Indies?
  - A. the name of Magellan's ship
  - B. the spice trade in the West Indies
  - C. the name of Marco Polo's company
  - D. Columbus' plan to reach the Indies

**Test, Section Three—NEW WORLD EXPLORERS (continued)**

14. Who first sailed around the world?  
A. Magellan's crew  
B. Champlain's crew  
C. Drake's crew  
D. De Soto's crew
15. What caused Pope Alexander to divide the New World between Spain and Portugal?  
A. Both countries won the New World lottery.  
B. Portugal and Spain were at war.  
C. Italy tried to claim Hispaniola and Cuba.  
D. Spain requested his help when Portugal tried to claim the islands Columbus had found.
16. Columbus sailed to the New World  
A. twice.  
B. four times.  
C. three times.  
D. once.
17. Most of the Arawak Indians on Hispaniola perished by the mid 1500s because of  
A. tribal warfare.  
B. malaria.  
C. disputes with the colonists.  
D. harsh Spanish treatment and diseases.
18. Why was the New World named America instead of Columbia?  
A. Columbus' middle name was America.  
B. Europeans preferred the name *America*.  
C. A German mapmaker named America for Amerigo Vespucci.  
D. Queen Isabella of Spain named the New World for America, her eldest daughter.
19. The spirit of adventure and quest for fame and fortune caused Hernando de Soto to  
A. sail with the Spanish Armada.  
B. explore the southeastern United States.  
C. explore the northwestern United States.  
D. join the Spanish navy.
20. In 1534 Jacques Cartier claimed for France  
A. the St. Lawrence River and Grand Banks.  
B. the Mississippi River and St. Louis.  
C. the Missouri River and Fort Pierre.  
D. the Hudson River and New York.
21. Samuel de Champlain is called the "Father of New France" because he founded  
A. a French trading post in the New World.  
B. interior trade routes to China.  
C. the first successful French settlement in the New World.  
D. a French university in the New World.
22. Robert La Salle led a French expedition down  
A. the Mississippi River.  
B. the Arkansas River.  
C. the Atlantic coast.  
D. the Louisiana River.
23. From available evidence, what happened to the first English colonists?  
A. They froze to death.  
B. They were killed by Indians.  
C. They starved to death.  
D. They disappeared.
24. Why did King Philip II of Spain want Queen Elizabeth to punish Frances Drake?  
A. Drake claimed Spain for England.  
B. Drake pirated Spanish ships carrying gold.  
C. Drake claimed Spain's throne.  
D. Drake sank the entire Spanish Armada.
25. Which event occurred first?  
A. Pizarro conquered the Inca empire.  
B. Cortez conquered the Aztec empire.  
C. Balboa crossed Panama and claimed the Pacific Ocean for Spain.  
D. Coronado explored the American southwest.

## Test, Section Four—BRITISH COLONIZATION

I. Label the thirteen original colonies and the first two major settlements. (25 points)



**Test, Section Four—BRITISH COLONIZATION (continued)****III. Multiple Choice: Circle the letter of the correct answer. (3 points each; total, 75 points)**

1. **Upheavals in England motivated the English to colonize America in search of**
  - A. a constitutional monarchy.
  - B. merchants' guilds.
  - C. a republican form of government.
  - D. economic, social, religious, and political freedom.
2. **America's first written constitution was**
  - A. the Articles of Confederation.
  - B. the Mason-Dixon Constitution.
  - C. the Fundamental Orders of Connecticut.
  - D. the New England Confederation.
3. **Middle Colonies were marked by ethnic diversity and religious tolerance because**
  - A. other colonies prohibited foreigners.
  - B. English settlers were not welcome.
  - C. Dutch West Indies Company encouraged settlers of many nationalities and faiths.
  - D. no Puritans settled in the Middle Colonies.
4. **Europeans who protested certain Catholic beliefs and practices became known as**
  - A. Jesuits.
  - B. Protestants.
  - C. Jews.
  - D. Muslims.
5. **In 1517 the first protesters of Catholicism and the pope's authority were led by**
  - A. John Smith.
  - B. John Frederick.
  - C. Martin Luther.
  - D. John Calvin.
6. **In 1607 English colonists named their first permanent settlement in America**
  - A. Jamestown.
  - B. Charleston.
  - C. Plymouth.
  - D. Boston.
7. **Seventy-five percent of Virginia's settlers came as**
  - A. slaves.
  - B. guests of the king.
  - C. indentured servants.
  - D. gentry farmers.
8. **The South's economy is based on agriculture because of its**
  - A. rich, deep soil.
  - B. forests and mountains.
  - C. sunny climate.
  - D. abundant rain.
9. **The Mayflower Compact was a written agreement by the Plymouth colonists to**
  - A. obey laws establishing religious liberty.
  - B. obey laws established for the general good of all.
  - C. settle in Virginia.
  - D. settle in Massachusetts.
10. **Why did frontier settlers in western Virginia rebel against the rule of Governor Berkeley?**
  - A. He would not permit free public education.
  - B. King Charles II appointed him.
  - C. He denied them a voice in government and protection against invading Indians.
  - D. He denied them the right to bear arms.
11. **The Plymouth colonists who survived the harsh winter of 1620 did so by**
  - A. living with the Wampanoag Indians.
  - B. using survival skills learned from Samoset.
  - C. using survival skills learned from Squanto.
  - D. fishing and burning their boat for warmth.
12. **What caused King Philip's War of 1675?**
  - A. Spain attacked the English colonies.
  - B. England set unfair trade practices.
  - C. Jamestown colonists attacked King Philip's spies.
  - D. New England colonists took land from the Wampanoag Indians.

**Test, Section Four—BRITISH COLONIZATION (continued)**

13. Roger Williams made Rhode Island a democracy with freedom of religion and  
A. the separation of church and state.  
B. a bill of rights.  
C. an established church.  
D. a state constitution.
14. The Swedes of Delaware introduced to the colonies the Lutheran Church and  
A. Swedish pancakes.  
B. log cabin design and construction.  
C. shipbuilding design and modeling.  
D. advanced farming techniques.
15. The Protestant Work Ethic stresses  
A. freedom of worship.  
B. organization, schedules, and planning.  
C. recreation, fun, and games.  
D. industry, virtue, and frugality.
16. The Middle Colonies were called the “Bread Colonies” because  
A. grain was their chief crop.  
B. the Middle Colonies were bread-shaped.  
C. Middle Colonists baked the most bread.  
D. they grew “bread-and-butter” crops.
17. The House of Burgesses became a model in 1790 for  
A. U.S. House of Representatives.  
B. U.S. Congress.  
C. U.S. General Assembly.  
D. Articles of Confederation.
18. Which event occurred last?  
A. the founding of Massachusetts Bay Colony  
B. the creation of Great Britain  
C. the rebellion led by Bacon  
D. the creation of the House of Burgesses
19. Southern Colonies owed their prosperity to  
A. King George II.  
B. King Charles II.  
C. German immigrants.  
D. African slaves.
20. The Toleration Act of 1649 granted freedom of worship to all  
A. Catholics.  
B. Christians.  
C. Protestants.  
D. Quakers.
21. In 1733 James Oglethorpe acquired land from King James II to settle Georgia as a  
A. haven for imprisoned English debtors.  
B. peanut and peach plantation colony.  
C. haven for Anglican loyalists.  
D. raw material resource center for England.
22. In the 1640s Massachusetts Puritans pioneered the establishment of  
A. freedom of religion for all Protestants.  
B. churches with female clergy.  
C. cottage industries.  
D. tax-supported public education.
23. Pennsylvania was founded by William Penn as a haven for  
A. persecuted Quakers.  
B. persecuted Puritans.  
C. English debtors.  
D. Catholics.
24. The Mason-Dixon Line  
A. divided eastern and western colonists.  
B. led to the Civil War.  
C. settled a boundary dispute between Maryland and Pennsylvania.  
D. New England and the South.
25. Manufacturing and overseas trade created a  
A. gentry class.  
B. merchant class.  
C. journeyman class.  
D. yeoman class.

## Test, Section Five—COLONIAL CULTURE

I. Compare the colonies in regard to the six areas below. (25 points)

INSTITUTIONS	NEW ENGLAND COLONIES	MIDDLE COLONIES	SOUTHERN COLONIES
<b>POLITICAL</b> Who shall be in charge?			
<b>ECONOMIC</b> How shall we eat?			
<b>RELIGIOUS</b> What is the meaning of life? —origin? —purpose? —destination?			
<b>SOCIAL</b> How shall we relate?			
<b>INTELLECTUAL</b> How shall we learn?			
<b>ARTISTIC</b> How shall we express ourselves?			

**Test, Section Five—COLONIAL CULTURE (continued)****III. Multiple Choice: Circle the letter of the correct answer. (3 points each; total, 75 points)**

1. In 1790 the majority of Americans were
  - A. Scotch/Irish.
  - B. German.
  - C. Dutch.
  - D. English and Welsh.
2. The Great Awakening occurred in reaction to widespread
  - A. religious interest.
  - B. witch hunts.
  - C. hunger for intellectual stimulation.
  - D. religious disinterest.
3. The West Indies provided the colonies with
  - A. molasses.
  - B. slaves.
  - C. spices.
  - D. grains.
4. The Dutch Reformed minister who inspired the Great Awakening was
  - A. Jonathan Edwards.
  - B. George Whitefield.
  - C. Theodore Frelinghuysen.
  - D. William Tennent.
5. Crèvecoeur described an American as one who
  - A. becomes a citizen.
  - B. serves in the military.
  - C. votes.
  - D. is filled with the spirit of industry.
6. The most important products in the Southern Colonies were
  - A. corn, wheat, and potatoes.
  - B. tobacco, rice, and indigo.
  - C. iron works and copper.
  - D. fish and lumber.
7. Culture can be defined as
  - A. the sum total of a group's way of life.
  - B. a group's religious beliefs.
  - C. a group's political beliefs.
  - D. a group's biological structure.
8. Which colonial college was founded first?
  - A. Harvard
  - B. Yale
  - C. Princeton
  - D. William and Mary
9. In 1775 which was the largest religious group?
  - A. Baptists
  - B. Anglicans
  - C. Presbyterians
  - D. Congregationalists
10. In 1750 which state had the largest white population?
  - A. Massachusetts
  - B. Virginia
  - C. Pennsylvania
  - D. New York
11. In 1750 which state had the largest black population?
  - A. Massachusetts
  - B. Virginia
  - C. South Carolina
  - D. Maryland
12. Colonists could climb the social ranks in America through
  - A. politics and networking.
  - B. bribery and marriage.
  - C. inheritance and primogeniture.
  - D. hard work, talent, and wealth.
13. Religious tolerance was greatest in the
  - A. Southern colonies.
  - B. Middle colonies.
  - C. New England colonies.
  - D. West Indies colonies.

**Test, Section Five—COLONIAL CULTURE (continued)—**

14. The most direct form of democracy in the colonies was the
  - A. town meeting.
  - B. church meeting.
  - C. school meeting.
  - D. plantation meeting.
15. The Navigation Laws affected the thirteen colonies by
  - A. prohibiting trade with England.
  - B. prohibiting use of ships made in England.
  - C. encouraging colonial manufactures.
  - D. requiring trade mainly with England.
16. England's neglect in enforcing these laws until 1763 is known as
  - A. statutory neglect.
  - B. reflectory neglect.
  - C. salutary neglect.
  - D. harmful neglect.
17. The economic theory that guided England in the 17th and 18th centuries was
  - A. agriculturism.
  - B. mercantilism.
  - C. barterism.
  - D. communism.
18. The colonists, evading navigation laws, developed a triangular trade with
  - A. Africa and the West Indies.
  - B. India and Hispaniola.
  - C. Africa and Portugal.
  - D. India and China.
19. Members of the assembly in most colonies were elected by
  - A. black female property owners.
  - B. black male property owners.
  - C. white male property owners.
  - D. white female property owners.
20. An egalitarian society is based on
  - A. servitude and/or slavery.
  - B. equal rights under the law.
  - C. social rank or status.
  - D. monetary wealth.
21. The most egalitarian colonies were the
  - A. New England Colonies.
  - B. Middle Colonies.
  - C. Southern Colonies.
  - D. West Indies.
22. The American Dream is the freedom to
  - A. ignore society's laws and create your own.
  - B. govern others without their consent.
  - C. form vigilante groups and posses.
  - D. better one's self.
23. Members of the upper class—planters, merchants, royal officials, ministers, and professionals—were known as the
  - A. elite.
  - B. aristocracy.
  - C. nobility.
  - D. gentry.
24. A nation operating under a mercantile economic theory must regulate its
  - A. trade.
  - B. government.
  - C. institutions.
  - D. taxes.
25. Farming was unproductive in New England because of the
  - A. many harbors.
  - B. long growing season.
  - C. thin, rocky soil.
  - D. forests and trees.

## Test, Section Six—AFRICAN AMERICAN ORIGINS

**Africa is a huge continent, second only to Asia in size.**

It stretches 5,000 miles in length and breadth.

The United States could fit into Africa three times.

**The SAHARA DESERT (nearly the size of the United States)**  
is the largest desert in the world.

It formed both a physical barrier and a knowledge barrier  
between Europe and the vast sub-Saharan region to the south of it.

**Not until the 1400s—when the Portuguese developed**  
navigation technology to sail the African coastline—  
did Europeans begin to learn firsthand of  
what they considered a mysterious land.

**It took Europeans four more centuries—until the 1800s—to penetrate**  
Africa's interior. Africans, of course, knew where they were all along.

### I. Label the map with the geographical features listed below. (25 points)

(Remember that African geography has an unusual balance: its upper and lower halves are almost mirror images.)

FERTILE COASTLANDS

BARREN DESERTS

STEPPES AND BUSHLAND

SAVANNAHS OR  
GRASSLANDS

TROPICAL RAIN FORESTS

MOUNTAINS, LAKES, AND  
VALLEYS



**Test, Section Six—AFRICAN AMERICAN ORIGINS (continued)**

1. In the 1600s a black historian named Abd-al-Rahman as-Sadi wrote
  - A. *History of the Sudan*.
  - B. *History of Africa*.
  - C. *History of Tarikh*.
  - D. *History of Slavery*.
2. Slavery existed in the Western Hemisphere until 1889, when it ended in
  - A. Virginia.
  - B. South Carolina.
  - C. Brazil.
  - D. Barbados.
3. In the 1500s many Native Americans in the West Indies died because of
  - A. famine.
  - B. European diseases.
  - C. poor farming skills.
  - D. tribal warfare.
4. From the 1500s to the 1800s, European slave traders shipped to the New World about
  - A. 120 Africans.
  - B. 1,200 Africans.
  - C. 120,000 Africans.
  - D. 12,000,000 Africans.
5. For centuries Africans captured other Africans and sold them as slaves to
  - A. Chinese slave traders.
  - B. Arab slave traders.
  - C. Indian slave traders.
  - D. Turkish slave traders.
6. After the invention of the cotton gin (1793)
  - A. slavery became entrenched in the South.
  - B. Southerners grew a better grade of cotton.
  - C. fewer Southerners could afford cotton.
  - D. plantations required fewer slaves.
7. Until the 1800s Europeans knew little about the African continent because
  - A. Africa had no means of transportation.
  - B. thick vegetation hid the African continent.
  - C. there were no means of communication.
  - D. the Arab's trade monopoly kept Europeans out of Africa.
8. What desert is south of the Congo River?
  - A. Sahara
  - B. Zambez
  - C. Kalahari
  - D. Tanganyika
9. Archeological evidence points to Africa as
  - A. a center of trade along the Silk Road.
  - B. the site of European fossils.
  - C. the home of only one ethnic group.
  - D. the birthplace of humankind.
10. Most West Africans were polytheists, which means they believed in
  - A. one god.
  - B. many gods.
  - C. no gods.
  - D. two gods.
11. Approximately 3100 B.C., the first recorded history of any civilization began in
  - A. Egypt.
  - B. Sudan.
  - C. Libya.
  - D. Ethiopia.
12. What language group did West Africans belong to between the 1500s and 1800s?
  - A. Khoisan
  - B. Afro-Asiatic
  - C. Nilo-Saharan
  - D. Niger-Congo







**Test, Section Six—AFRICAN AMERICAN ORIGINS (continued)**

13. North African Arab merchants crossed the Sahara Desert to trade salt for  
A. West African diamonds.  
B. West African slaves.  
C. West African gold.  
D. African ivory.
14. What helped Ghana become the first West African empire?  
A. the ability to smelt iron ore  
B. the trans-Saharan trade in the Sudan  
C. Ghana's control of West African gold  
D. all of the above
15. Which West African kingdom had more wealth and power than Ghana?  
A. Benin.  
B. Mali.  
C. Yoruba.  
D. Ashanti.
16. Which groups first became partners in the Africa-New World slave-trade business?  
A. Portugal and West African kingdoms  
B. Sweden and Denmark  
C. France and Holland  
D. Spain and England
17. Mansa Musa inspired the Islamic  
A. trail of tears.  
B. pilgrimage to Egypt.  
C. pilgrimage to Mecca.  
D. pilgrimage to Baghdad.
18. What African city became famous as a learning center?  
A. Jenne  
B. Gao  
C. Kano  
D. Timbuktu
19. Which of the following statements is TRUE?  
A. Sunni Ali Ber ruled Songhay.  
B. Yoruba was one of the Sudan kingdoms.  
C. Mansa Musa ruled the Kingdom of Benin.  
D. Morocco defeated the Kingdom of Mali.
20. The Sahara Desert  
A. is twice the size of the United States.  
B. is the largest in the world.  
C. has no oases.  
D. is covered with savannahs.
21. Why did Benin become a great African coastal kingdom in the 1400s?  
A. Ewuare the Great was a wise king.  
B. Benin had many universities.  
C. Paved streets ran through all villages.  
D. Larger villages contained libraries.
22. West Africans were expert farmers because  
A. cash awards encouraged excellence.  
B. they farmed scientifically.  
C. land used unproductively was returned to the public domain.  
D. they were trained by the village master.
23. The Equator cuts through Africa's  
A. Sahara Desert.  
B. northern tip.  
C. southern coastal lands.  
D. tropical rain forests.
24. West African storytellers are called  
A. chanters  
B. elders  
C. griots.  
D. village masters.
25. The earliest human fossils have been found  
A. in the Sahara Desert.  
B. in Egypt.  
C. in Ghana.  
D. in the Great Rift Valley.

## Test, Section Seven—AMERICAN ENLIGHTENMENT

Enlightenment ideas shaped the thinking of many of the Founding Fathers—the dozens of men who led America from colonial status to independence and created a republic based on the human rights of life, liberty, and property. The light of reason shone brightly on and through "the big six" below. Without their wisdom, imagination, integrity and heroic efforts for the cause of freedom, the United States as we know it would not exist. They shared a vision that liberty for Americans might spread to all humankind.

### I. List the accomplishments of the Founding Fathers by their pictures. (25 points)

	1700	1710	1720	1730	1740	1750	1760	1770	1780	1790	1800	1810	1820	1830	1840
"Friend to humankind"	<div>1706 BENJAMIN FRANKLIN 1790</div> 														
"Father of his country"	<div>1732 GEORGE WASHINGTON 1799</div> 														
"Atlas of American independence"	<div>1735 JOHN ADAMS 1826</div> 														
"Architect of democracy"	<div>1743 THOMAS JEFFERSON 1826</div> 														
"Father of the U.S. Constitution"	<div>1751 JAMES MADISON 1836</div> 														
"Genius of capitalism"	<div>1755 ALEXANDER HAMILTON 1804</div> 														

**Test, Section Seven—AMERICAN ENLIGHTENMENT (continued)****III. Multiple Choice: Circle the letter of the correct answer. (3 points each; total, 75 points)**

1. **The Enlightenment was an intellectual revolution that**
  - A. established new schools.
  - B. made people smarter.
  - C. gave teachers higher wages.
  - D. affirmed people's capacity to reason.
2. **Enlightenment ideas emphasized people's**
  - A. commitment to the church.
  - B. freedom and ability to think for themselves.
  - C. duty to their country.
  - D. need for education.
3. **Enlightenment thinkers helped create the**
  - A. American republic.
  - B. Magna Carta.
  - C. Massachusetts' public school system.
  - D. Great Awakening.
4. **The Scientific Revolution led to**
  - A. scientific warfare.
  - B. the Age of Reason.
  - C. religious intolerance.
  - D. the Age of Romanticism.
5. **John Locke's ideas about natural rights to life, liberty, and property influenced**
  - A. James Madison in writing the U.S. Constitution.
  - B. John Adams at the Continental Congress.
  - C. Thomas Jefferson in writing the Declaration of Independence.
  - D. Alexander Hamilton as president.
6. **To *reason* means to**
  - A. argue politely.
  - B. be fair.
  - C. give reasons for your actions.
  - D. explore the cause and effect of things.
7. **Capitalism involves three rights:**
  - A. private property, free enterprise, and profit.
  - B. petition, bear arms, and vote.
  - C. low taxes, high tariffs, and welfare.
  - D. freedom of speech, press, and petition.
8. **Benjamin Banneker was a noted**
  - A. politician and businessman.
  - B. mathematician and astronomer.
  - C. poet and singer.
  - D. lawyer.
9. **Banneker's father taught him**
  - A. clockmaking.
  - B. how to publish almanacs.
  - C. that owning land made one's freedom more secure.
  - D. how to be successful in business.
10. **A major effect of the Enlightenment was**
  - A. a series of religious revivals.
  - B. learning through revelation.
  - C. learning through discovery.
  - D. greater dedication to England.
11. **The Banneker Institute had aimed at**
  - A. starting new schools.
  - B. helping needy people.
  - C. starting new libraries
  - D. learning useful knowledge.
12. **Enlightenment ideas shaped the thinking of all the following men EXCEPT**
  - A. George Whitefield.
  - B. James Madison.
  - C. John Adams.
  - D. Thomas Jefferson.

## Test, Section Seven—AMERICAN ENLIGHTENMENT (continued)

13. Benjamin Banneker helped survey
  - A. Baltimore, Maryland.
  - B. Philadelphia, Pennsylvania.
  - C. Washington, D.C.
  - D. Mount Vernon.
14. Which Founding Fathers died in 1826, fifty years after the Declaration of Independence?
  - A. Thomas Jefferson and George Washington
  - B. John Adams and Thomas Jefferson
  - C. James Madison and Benjamin Franklin
  - D. Alexander Hamilton and John Adams
15. Benjamin Franklin achieved success as a
  - A. scientist and inventor.
  - B. printer and businessman.
  - C. statesman and diplomat.
  - D. all of the above.
16. Who is called “Father of the Constitution”?
  - A. Thomas Jefferson
  - B. George Washington
  - C. James Madison
  - D. Benjamin Franklin
17. What Enlightenment idea did Benjamin Franklin and Benjamin Banneker stress?
  - A. new knowledge for the good of mankind
  - B. the importance of clockmaking
  - C. the need for religious authority
  - D. the value of community service
18. America’s economic system is based on
  - A. capitalism.
  - B. NAFTA.
  - C. government regulation of business.
  - D. federal aid to business.
19. Who wrote *Wealth of Nations*?
  - A. James Madison
  - B. Benjamin Banneker
  - C. John Locke
  - D. Adam Smith
20. Which Founding Father was born first?
  - A. Alexander Hamilton
  - B. George Washington
  - C. Thomas Jefferson
  - D. John Adams
21. Which Founding Father signed all four documents that gave birth to the United States?
  - A. Alexander Hamilton
  - B. John Adams
  - C. Benjamin Franklin
  - D. James Madison
22. Which Founding Father founded the University of Virginia?
  - A. George Washington
  - B. Thomas Jefferson
  - C. James Madison
  - D. John Adams
23. Who was known as a “Friend to Humankind”?
  - A. Sir Isaac Newton
  - B. Benjamin Banneker
  - C. Benjamin Franklin
  - D. George Washington
24. Who was called the “Architect of Democracy”?
  - A. Benjamin Franklin
  - B. George Washington
  - C. Alexander Hamilton
  - D. Thomas Jefferson
25. Who is known as the “Father of his country”?
  - A. George Washington
  - B. Benjamin Franklin
  - C. James Madison
  - D. Thomas Jefferson

# Test, Section Eight—BENJAMIN FRANKLIN

## I. Practice the thirteen virtues for one week. (25 points)

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
1. TEMPERANCE: Eat not to dullness. Drink not to elevation.							
2. SILENCE: Speak not but what may benefit others or yourself. Avoid trifling conversation.							
3. ORDER: Let all your things have their places. Let each part of your business have its time.							
4. RESOLUTION: Resolve to perform what you ought. Perform without fail what you resolve.							
5. FRUGALITY: Make no expense but to do good to others or yourself; i.e., waste nothing.							
6. INDUSTRY: Lose no time. Be always employed in something useful. Cut off all unnecessary actions.							
7. SINCERITY: Use no hurtful deceit. Think innocently and justly; if you speak, speak accordingly.							
8. JUSTICE: Wrong none by doing injuries or omitting the benefits that are your duty.							
9. MODERATION: Avoid extremes. Forbear resenting injuries so much as you think they deserve.							
10. CLEANLINESS: Tolerate no uncleanliness in body, clothes, or habitation.							
11. TRANQUILITY: Be not disturbed at trifles or at accidents common or unavoidable.							
12. CHASTITY: Rarely use venery but for health or offspring never to dullness, weakness, or the injury of your own or another's peace or reputation.							
13. HUMILITY: Imitate Jesus and Socrates.							

**Test, Section Eight—BENJAMIN FRANKLIN (continued)****III. Multiple Choice: Circle the letter of the correct answer. (3 points each; total, 75 points)**

1. Franklin's main goal in his *Autobiography* was to
  - A. teach others how to become wealthy.
  - B. share his discoveries about how to develop a good character.
  - C. inform his children about his life.
  - D. share his political knowledge with others.
2. The Franklin family came to America to
  - A. become wealthy landowners.
  - B. learn the smith trade.
  - C. escape debtor's prison.
  - D. pursue religious freedom.
3. Benjamin Franklin learned from his father that
  - A. our minds cannot be good without knowledge.
  - B. a good mind is a terrible thing to waste.
  - C. two heads are better than one.
  - D. today's knowledge is tomorrow's profit.
4. What event in Franklin's youth taught him about false values?
  - A. He did not pay enough money for a kite.
  - B. He did not pay enough money for a whistle.
  - C. He paid too much money for a kite.
  - D. He paid too much money for a whistle.
5. What lesson did Franklin learn after building a wharf from stones intended for a new house?
  - A. Stones build a stronger wharf than sticks.
  - B. Always obtain permits before building wharves.
  - C. Nothing is useful that is not honest.
  - D. Always obey the commands of parents.
6. At the age of eight, Franklin began school at the
  - A. Congregational Church School.
  - B. Boston Latin School.
  - C. Boston Elementary School.
  - D. Boston Grammar School.
7. Despite only two years of formal schooling, Franklin attained an excellent education by
  - A. enrolling in a vocational school.
  - B. studying lessons his father taught him.
  - C. reading many books and educating himself.
  - D. imitating educated men.
8. Young Ben was impressed by *The Pilgrims' Progress* and its characters who represent
  - A. virtues and vices.
  - B. Quakers and Catholics.
  - C. Baptists and Presbyterians.
  - D. Pilgrims and Puritans.
9. Ben's keen interest in history was stirred by
  - A. Alan Randall's *History of England*.
  - B. R. Burton's *Historical Collection*.
  - C. Homer's *Iliad*.
  - D. John Bunyan's *The Pilgrim's Progress*.
10. The purpose of Plutarch's *Lives*, read by all the Founding Fathers, was to provide
  - A. role models of men who became great and powerful through a commitment to virtue.
  - B. role models of men and women who became great through business commitments.
  - C. lessons in political and business ethics.
  - D. recreation and entertainment.
11. Franklin learned from Cotton Mather that the best way to spend time was by
  - A. reading good books.
  - B. doing good.
  - C. working hard.
  - D. going to school.
12. Mather said that the most important guideline for civic organizations is to
  - A. remain open to all suggestions.
  - B. stick to parliamentary procedure.
  - C. pay strict attention to detail.
  - D. maintain free and open discussion.

**Test, Section Eight—BENJAMIN FRANKLIN (continued)**

13. “Virtue” means  
A. pretending to be good.  
B. obeying the law.  
C. goodness that is consciously maintained; moral excellence.  
D. working hard and saving your money.
14. Political and religious leaders in Boston became upset with Silence Dogood, who  
A. insulted their professional ethics.  
B. said they were selfish and greedy.  
C. satirized Boston customs and religion.  
D. accused them of unfairness.
15. What lesson did Franklin learn from his experience with Governor Keith?  
A. A person should work hard and not be led astray by get-rich-quick schemes.  
B. A stitch in time saves nine.  
C. A penny saved is a penny earned.  
D. An agent of the king is not to be trusted.
16. Ben’s three ingredients for success were  
A. honesty, intelligence, and industry.  
B. fairness, frugality, and enterprise.  
C. perseverance, tenacity, and ambition.  
D. industry, virtue, and frugality.
17. Franklin’s goal in practicing the thirteen virtues every thirteen weeks was to  
A. impress his neighbors.  
B. gain his parents’ approval.  
C. break bad habits and acquire good ones.  
D. make up for his mistakes.
18. Defoe’s *Essay on Projects* influenced Franklin to  
A. establish the Works Projects Agency.  
B. transform Philadelphia into a model city through improvement projects.  
C. develop the first public utilities.  
D. select Philadelphia as the American City of Brotherly Love.
19. Which of the following statements is TRUE?  
A. The Junto was a political party.  
B. The purpose of the Junto was self-improvement and public service.  
C. “Junto” means “friendship” in Latin.  
D. The Junto was called the “Cotton Apron Club” for Cotton Mather.
20. Franklin said that if villains knew the advantages of being virtuous, they would  
A. switch over immediately.  
B. obey the law.  
C. confess their crimes.  
D. pretend to be good.
21. Franklin published *Poor Richard’s Almanac* as a way to  
A. teach farmers when to plant.  
B. inform and enlighten the common people.  
C. become a famous writer.  
D. develop customers for his publishing firm.
22. “Poor Richard” was a fictitious character who personified  
A. Quaker virtues and Catholic ideals.  
B. a school dropout.  
C. the independent, adventurous colonist.  
D. Ben’s wit and wisdom in a down-home way.
23. Franklin retired at the age of 42 in order to  
A. attend Harvard University.  
B. pursue invention and science.  
C. pursue painting and sculpture.  
D. travel the world and write books.
24. Which of the following did Ben NOT invent?  
A. bifocal eye glasses  
B. odometer  
C. false teeth  
D. clock with hidden parts
25. Franklin’s major contribution to science was to  
A. prove lightning and electricity are identical.  
B. invent the electric kite.  
C. discover lightning.  
D. discover electricity.

## Test, Section Nine—ROAD TO REVOLUTION

I. Explain the political and economic causes of the American Revolution. You may draw as well as write your answers. (25 points)

### POLITICAL CAUSES FOR BREAKING WITH BRITAIN.

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### ECONOMIC CAUSES FOR BREAKING WITH BRITAIN


**Test, Section Nine—ROAD TO REVOLUTION (continued)****III. Multiple Choice: Circle the letter of the correct answer. (3 points each; total, 75 points)**

1. The race for North America included all the following countries EXCEPT
  - A. Portugal.
  - B. England.
  - C. Spain.
  - D. France.
2. Land disputes between England and France in the Ohio River Valley caused
  - A. the Ohio River battle.
  - B. King William's War.
  - C. the French and Indian War.
  - D. the battle of Bunker Hill.
3. The first English act limiting absolute royal power was
  - A. the Royal Order of 1345.
  - B. the Baron's Charter of 1190.
  - C. the Magna Carta of 1215.
  - D. the Habeas Corpus Act of 1679.
4. What was England's economic policy in the 1700s?
  - A. mercantilism
  - B. free enterprise
  - C. capitalism
  - D. feudalism
5. Between 1689 and 1763, England and France fought four wars to win control of
  - A. the western half of North America.
  - B. the eastern half of North America.
  - C. Canada.
  - D. Europe.
6. Who won the French and Indian War?
  - A. France
  - B. the Indians
  - C. Spain
  - D. Great Britain
7. The purpose of the Proclamation Line of 1763 was to
  - A. keep British troops out of the colonies.
  - B. keep France out of the colonies.
  - C. proclaim the official colonial boundary line.
  - D. keep colonists from crossing the frontier to settle Indian lands.
8. Which act did the British Parliament pass first?
  - A. the Tea Act
  - B. the Sugar Act
  - C. the Quartering Act
  - D. the Stamp Act
9. In reaction to the Stamp Act, a group of colonists formed the
  - A. Sons of Liberty.
  - B. Sons of Patriots.
  - C. Females for Freedom.
  - D. Daughters of the American Revolution.
10. The Quartering Act required the colonists to
  - A. pay a quarter tax on tea.
  - B. divide Boston into quarters.
  - C. house and feed British troops.
  - D. give up a quarter of their land.
11. The Declaratory Act stated that
  - A. the colonies declared their independence.
  - B. Parliament could make laws binding the colonies "in all cases whatsoever."
  - C. slaves were declared free "in all cases whatsoever."
  - D. England declared war on the colonies.
12. Sam Adams urged the colonists to
  - A. boycott British goods.
  - B. declare war against Britain.
  - C. obey the new tax laws.
  - D. attend the Boston Tea Party.

**Test, Section Nine—ROAD TO REVOLUTION (continued)**

13. The Tea Act caused the patriots to
- A. burn 3 English tea ships in Boston.
  - B. throw 342 chests of East India Company tea into Boston Harbor.
  - C. declare war against Britain.
  - D. start paying the tea tax.
14. Colonists called the Coercive Acts the
- A. Inconsistent Acts.
  - B. last straw.
  - C. Grievance Acts.
  - D. Intolerable Acts.
15. Sam Adams and John Hancock escaped capture by the British at Lexington
- A. because of Patrick Henry.
  - B. through sheer luck.
  - C. with the aid of the militia.
  - D. because of Paul Revere.
16. Colonists revolted against Britain because
- A. King George III was cruel.
  - B. they disliked monarchies.
  - C. they thought Britain had violated their rights as Englishmen.
  - D. they thought Britain had violated their rights as Americans.
17. What caused the British to appreciate the patriots' bravery and marksmanship?
- A. the Bunker Hill battle
  - B. the Concord battle
  - C. the skirmish at Lexington
  - D. the Boston Massacre
18. The Commander of the Continental Army was
- A. General William Howe.
  - B. General George Washington.
  - C. General Henry Clinton.
  - D. General Robert E. Lee.
19. Thomas Paine wrote
- A. *Poor Richard's Almanac*.
  - B. George Washington's citation.
  - C. *Common Sense*.
  - D. the Olive Branch Petition.
20. The Second Continental Congress advised the colonies on May 15, 1776 to
- A. join forces and prepare for revolution.
  - B. establish independent state governments.
  - C. vote for or against a war for independence.
  - D. elect peace summit delegates.
21. Our inalienable rights to life, liberty, and the pursuit of happiness are stated in the
- A. Magna Carta.
  - B. Articles of Confederation.
  - C. Constitution of the United States.
  - D. Declaration of Independence.
22. Congress rejected which of the 27 grievances Jefferson included in the Declaration?
- A. a protest of King George's support of the slave trade and a call for its end
  - B. unfair and excessive taxation
  - C. the King's neglect
  - D. infringement of individual rights
23. Abigail Adams said the Founding Fathers
- A. must disregard all thoughts of revolution.
  - B. should remain loyal to Britain.
  - C. should free women from subordination to men.
  - D. should be respectful of the ladies.
24. John Hancock was the first man to
- A. sign the Constitution.
  - B. join the Revolutionary army.
  - C. join the Minutemen.
  - D. sign the Declaration of Independence.
25. The Constitution's 19th Amendment
- A. gave men of all races the right to vote.
  - B. gave women the right to vote.
  - C. abolished poll taxes.
  - D. established equal rights for all Americans.

## Test, Section Ten—AMERICAN REVOLUTION

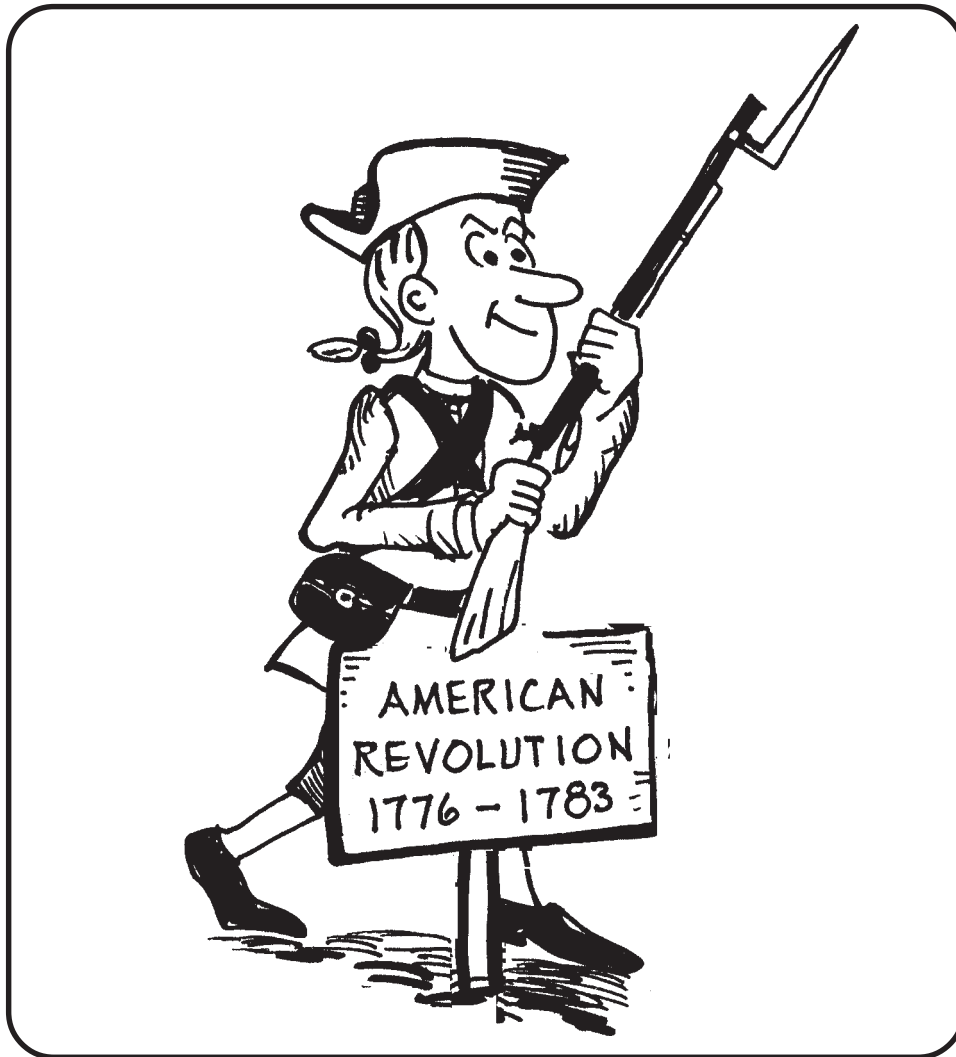
I. Write an essay interpreting the meaning of Thomas Paine's statement. Do you agree with his statement? (25 points)

1492

1776-83

2020

"We fight not to enslave, but to set a country free, and to make room upon the earth for honest men to live in."  
—Thomas Paine, 1776



**Test, Section Ten—AMERICAN REVOLUTION (continued)****III. Multiple Choice: Circle the letter of the correct answer. (3 points each; total, 75 points)**

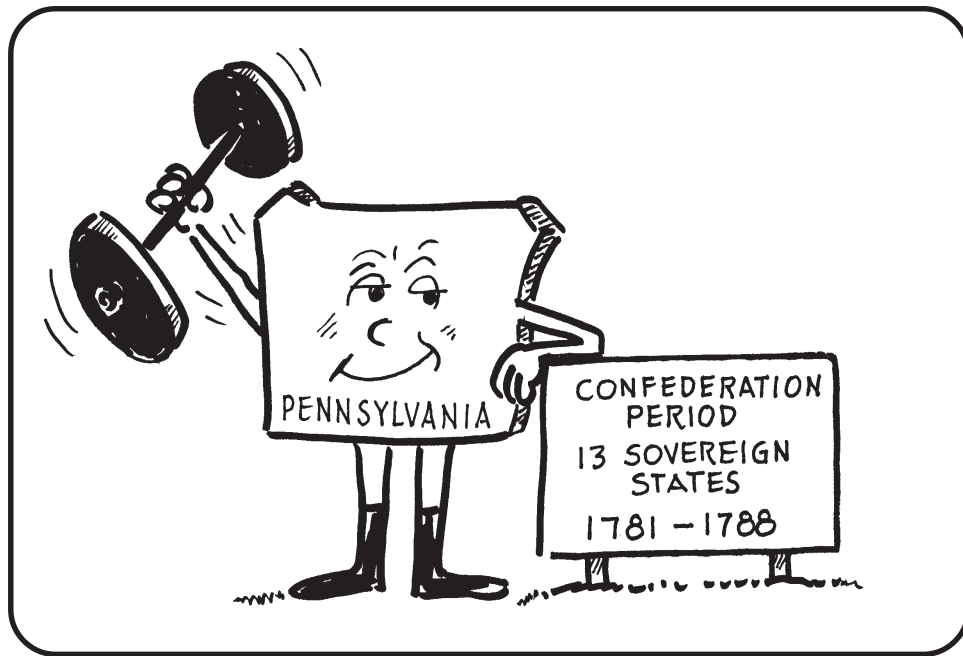
1. What was the immediate effect of the Declaration of Independence on the colonists?
  - A. They were guaranteed freedom.
  - B. They could return to their businesses.
  - C. They were allowed life, liberty, and happiness.
  - D. They had to fight for their freedom.
2. The Revolutionary War ended in 1783 with the
  - A. Treaty of Paris.
  - B. Treaty of Vienna.
  - C. Treaty of Concord.
  - D. Battle of Valley Forge.
3. Revolution means
  - A. rebellion.
  - B. the complete overthrow of a political system.
  - C. getting rid of government.
  - D. the complete overthrow of warfare.
4. How did a nation of 2.5 million people defeat Great Britain with a population of 8 million?
  - A. Two thousand mercenaries aided the Americans.
  - B. Most of the Indian tribes aided the colonists.
  - C. Americans were fighting to become free, and they fought on their home ground.
  - D. British generals were poorly trained.
5. General Howe's redcoats solidly defeated General Washington's American troops in the
  - A. Battle of Trenton.
  - B. Battle of Princeton.
  - C. Battle of Long Island.
  - D. Battle of Charleston.
6. Hessians were
  - A. German soldiers hired by the British.
  - B. British loyalists.
  - C. Canadian soldiers from Hesse.
  - D. French soldiers hired by the Americans.
7. What caused Washington's demoralized troops to regain their confidence?
  - A. They won a decisive battle at Harpers Ferry.
  - B. Thomas Paine read *The American Crisis* to them.
  - C. Washington motivated them with pep talks.
  - D. Patriot Patrick Henry inspired them.
8. Howe chased Washington out of New York with the bugle call "Gone to Earth," implying
  - A. the Americans were foxes running for holes.
  - B. the British aimed to bury the Americans.
  - C. the Americans were dirty scoundrels.
  - D. they would stomp the troops into the earth.
9. Washington's brilliant victories at Trenton and Princeton had the following impact:
  - A. Washington received an honorary doctorate.
  - B. The patriots received new, warm boots.
  - C. The patriots reclaimed New Jersey.
  - D. Cornwallis returned to Great Britain.
10. During the Revolutionary War some women
  - A. engaged in hand-to-hand combat.
  - B. attained the rank of General.
  - C. carried rifles and fought on the front lines.
  - D. helped in combat by loading weapons or by carrying water.
11. Rhode Island's African-American regiment won fame in the
  - A. Battle of Yorktown.
  - B. Battle of Sullivan, SC.
  - C. Boston Massacre.
  - D. Battle of Bunker Hill.
12. The American victory at Saratoga was a turning point because
  - A. the British lost their will to fight.
  - B. Canada decided to aid the Americans.
  - C. 10,000 loyalists joined the patriots' side.
  - D. France and Spain realized the Americans could win and decided to aid them.

**Test, Section Ten—AMERICAN REVOLUTION (continued)**

13. **Bernardo de Galvez, Spanish governor of Louisiana, aided the patriots by**  
A. defeating the British at New Orleans.  
B. capturing Pensacola, Florida, from the British.  
C. lending them money.  
D. spying on the British.
14. **Baron Friedrich von Steuben, a Prussian volunteer soldier, aided the patriots by**  
A. training Washington's troops at Valley Forge.  
B. smuggling German rifles into Boston Harbor.  
C. designing brilliant battle strategies.  
D. capturing Cornwallis at Yorktown.
15. **An army officer angered General George Washington by asking him to**  
A. raid the gold reserves at Fort Knox.  
B. arrange passage for their defection to Britain.  
C. become king in a monarchy set up by the army.  
D. assemble a regiment to fight Congress.
16. **Who served two years in the patriot army disguised as a man?**  
A. Deborah Sampson  
B. Molly Pitcher  
C. Mary Hays McCauley  
D. Molly Corbin
17. **Washington invited Phillis Wheatley for a visit at his headquarters because**  
A. she requested a tour of Cambridge.  
B. he had arranged a party in her honor.  
C. he saw her poem to him in the *Pennsylvania Magazine*.  
D. she requested a position in the army.
18. **Peter Salem, an African-American soldier,**  
A. broke the British code.  
B. won the admiration of Benjamin Franklin.  
C. led the charge at Bunker Hill.  
D. was credited with killing Major Pitcairn at Bunker Hill.
19. **In Yorktown, Virginia, Washington trapped**  
A. General Howe.  
B. General Cornwallis.  
C. General Lafayette.  
D. the French army.
20. **British soldiers suffered the disadvantage of**  
A. being easy targets in bright red uniforms.  
B. a lack of training.  
C. being easy targets for hostile Indians.  
D. having a weak navy.
21. **At the British surrender at Yorktown, Virginia, Lafayette had the band play**  
A. "Yankee Doodle."  
B. "My Days Have Been So Wondrous Free."  
C. "Wayfaring Stranger."  
D. "America the Beautiful."
22. **In the Treaty of Paris**  
A. Britain gave Florida to the United States.  
B. Spain gave Louisiana to Britain.  
C. Canada gave fishing rights to Britain.  
D. Britain gave Florida to Spain.
23. **In the Treaty of Paris the U.S. gained**  
A. land west to the Pacific Ocean.  
B. land west to the Mississippi River.  
C. land west to the Rocky Mountains.  
D. land west to the Appalachian Mountains.
24. **In 1783 what country occupied most of what is today the United States?**  
A. Britain  
B. France  
C. Spain  
D. the United States
25. **In winning the Revolutionary War, Americans gained**  
A. the right not to pay taxes.  
B. independence from Britain.  
C. fishing rights off the coast of Florida.  
D. independence from standing armies.

## Test, Section Eleven—CONFEDERATION PERIOD

- I. Write an essay explaining the problems of the Confederation. How do you think the Confederation would have fared if a new constitution had not been written? (25 points)



**Test, Section Eleven—CONFEDERATION PERIOD (continued)****III. Multiple Choice: Circle the letter of the correct answer. (3 points each; total, 75 points)**

1. After declaring their independence, the Americans had no intention of forming a national government because
  - A. they did not know how.
  - B. richer states refused to support poorer states.
  - C. there were no national leaders.
  - D. they feared their liberties might be limited.
2. In 1781 the states adopted the Articles of Confederation, agreeing that each state
  - A. would give up its sovereignty (supreme power).
  - B. would keep its sovereignty.
  - C. would give up its power to tax.
  - D. would give up its power to regulate trade.
3. Under the Articles of Confederation, the states were somewhat like
  - A. 13 countries belonging to the United Nations.
  - B. the British monarchy.
  - C. a family.
  - D. a town meeting.
4. The Confederation government had
  - A. one branch: the legislative.
  - B. two branches: the legislative and judicial.
  - C. legislative, judicial, and executive branches.
  - D. no branches.
5. In the Confederation Congress each state had
  - A. one vote per 10,000 white, male residents.
  - B. one vote per 100,000 male residents.
  - C. one vote per 50,000 male property owners.
  - D. one vote regardless of population.
6. Amendments to the Articles of Confederation required
  - A. approval of 80 percent of the states.
  - B. a majority vote.
  - C. a unanimous vote.
  - D. presidential approval.
7. The Confederation Congress had all the following powers EXCEPT
  - A. the power to declare war.
  - B. the power to regulate trade.
  - C. the power to make treaties.
  - D. the power to manage Indian affairs.
8. State constitutions were written during the Revolution by all states except
  - A. Massachusetts and Rhode Island.
  - B. South Carolina and Georgia.
  - C. Rhode Island and Connecticut.
  - D. New Jersey and Delaware.
9. The Land Ordinance of 1785 allowed the new Northwest Territory to be
  - A. divided into four states.
  - B. divided into 13 states.
  - C. the fourteenth state.
  - D. surveyed and divided into townships.
10. How did the Northwest Territory provide for public education?
  - A. Section 16 of each town was reserved for funding public schools.
  - B. Northwest Territory settlers were taxed.
  - C. Natural resource funds supported education.
  - D. Parents did home schooling.
11. In 1785 the western border of the Northwest Territory was
  - A. the Pacific Ocean.
  - B. the Rocky Mountains.
  - C. Montana and Wyoming.
  - D. the Mississippi River.
12. The Northwest Ordinance of 1787
  - A. allowed women to vote.
  - B. forbade slavery.
  - C. set forth 10 stages of development.
  - D. allowed states to join the Union when their population reached 30,000.

**Test, Section Eleven—CONFEDERATION PERIOD (continued)**

13. What important land policy did the Northwest Ordinance establish?
- A. It made western lands free to all settlers.
  - B. Territories in the western lands could enter the Union as states rather than colonies.
  - C. It dedicated 100,000 acres to parklands.
  - D. It granted land for railroads.
14. The Confederation failed for all the following reasons EXCEPT
- A. jealousy and quarreling among the states.
  - B. inflation.
  - C. federal aid to states.
  - D. tariff wars.
15. Each of the thirteen states had different trade regulations which made it
- A. hard for foreign countries to trade with them.
  - B. easy for foreign countries to trade with them.
  - C. easy for them to cooperate.
  - D. hard to get a job in another state.
16. Foreign countries distrusted the Confederation because
- A. it had no constitution.
  - B. it was a democracy.
  - C. it was economically powerful.
  - D. it had no money to back its agreements.
17. What caused Daniel Shays and other farmers to rebel against the courts in 1787?
- A. The courts discontinued farm subsidies.
  - B. The courts told the farmers what to plant.
  - C. The courts taxed the farmers.
  - D. The courts sent farmers to debtors' prison when they couldn't pay their land debts.
18. The nation, alarmed by Shay's Rebellion, feared there would be more mob violence
- A. without a Confederation militia.
  - B. without a strong central government.
  - C. without a national guard.
  - D. with higher taxes.
19. Which three men were nationalists?
- A. Jefferson, Franklin, and Hancock
  - B. Henry, Hancock, and Jackson
  - C. Washington, Madison, and Hamilton
  - D. Paine, Jefferson, and Livingston
20. The Mount Vernon conference settled a dispute between Virginia and Maryland over
- A. navigation rights on the Potomac River.
  - B. tideland property lines.
  - C. unfair tariffs.
  - D. coastal fishing rights.
21. The Annapolis Conference was called to
- A. establish a Confederation Navy.
  - B. overthrow the Confederation.
  - C. discuss the problem of inflation.
  - D. discuss the problem of interstate commerce.
22. James Madison proposed solving the Confederation's problems by
- A. revising the Articles of Confederation.
  - B. forming a federal government.
  - C. forming a constitutional monarchy.
  - D. creating stronger courts.
23. Europeans expected the Confederation to fail because they thought
- A. Americans would tire of independence.
  - B. self-government wouldn't work.
  - C. people preferred a monarchy.
  - D. it had never worked before.
24. Hamilton advised against continuing
- A. to allow Congress to collect taxes.
  - B. a weak army.
  - C. a weak Confederation.
  - D. to give the courts excessive power.
25. A *federal* government is one that
- A. divides powers between a strong national government and the states.
  - B. is governed by elected representatives.
  - C. is a democracy.
  - D. divides powers among three branches.

## Test, Section Twelve—CONSTITUTION OF THE UNITED STATES

### SEPARATION OF POWERS AND A SYSTEM OF CHECKS AND BALANCES

In addition to its own separate powers, each of the three branches of government is empowered to check the other two, in order to keep any branch from assuming too much power. This balance of national power allows for a strong central government, with safeguards to prevent its becoming tyrannical.

- 1. List the powers of the three branches of the national government in the appropriate frame.**

#### EXECUTIVE BRANCH POWERS

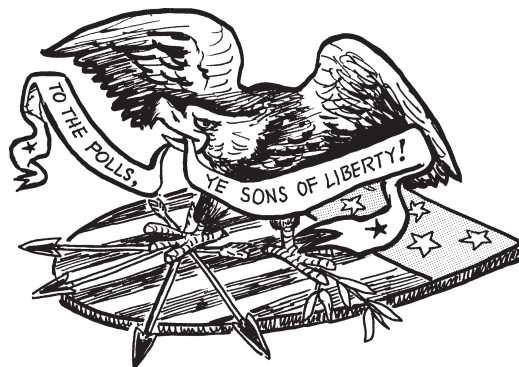


- 2. Diagram the ways each branch checks the powers of the other two.**

#### LEGISLATIVE BRANCH POWERS



#### JUDICIAL BRANCH POWERS



#### THE PEOPLE'S POWER

**Test, Section Twelve—CONSTITUTION OF THE UNITED STATES (cont.)****II. Multiple Choice: Circle the letter of the correct answer. (3 points each; total, 75 points)**

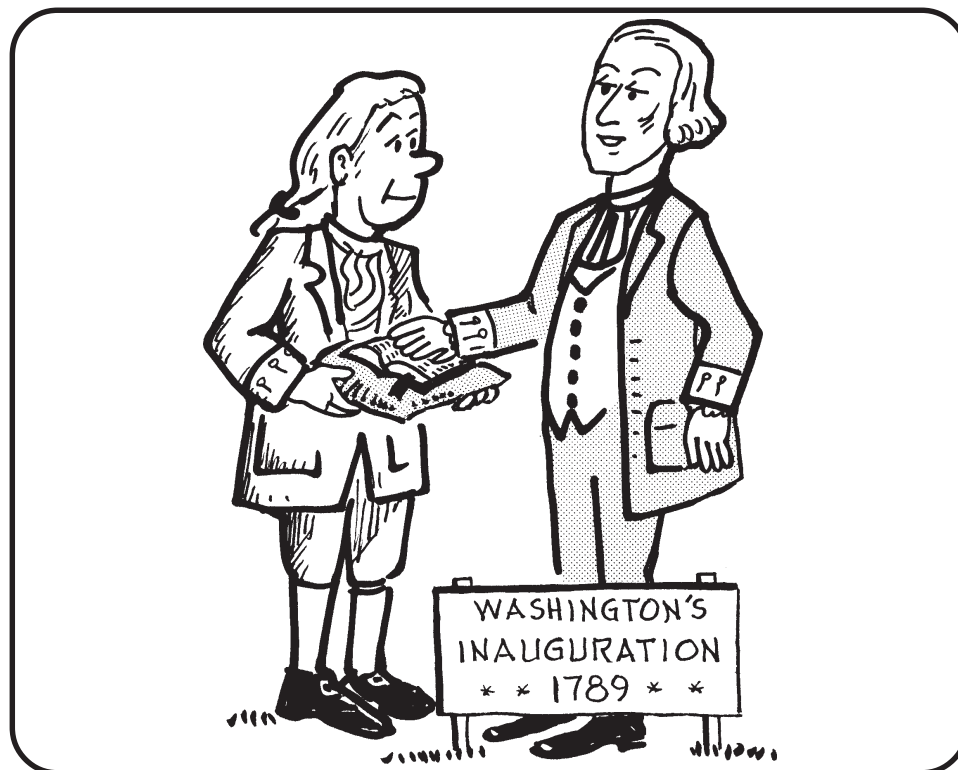
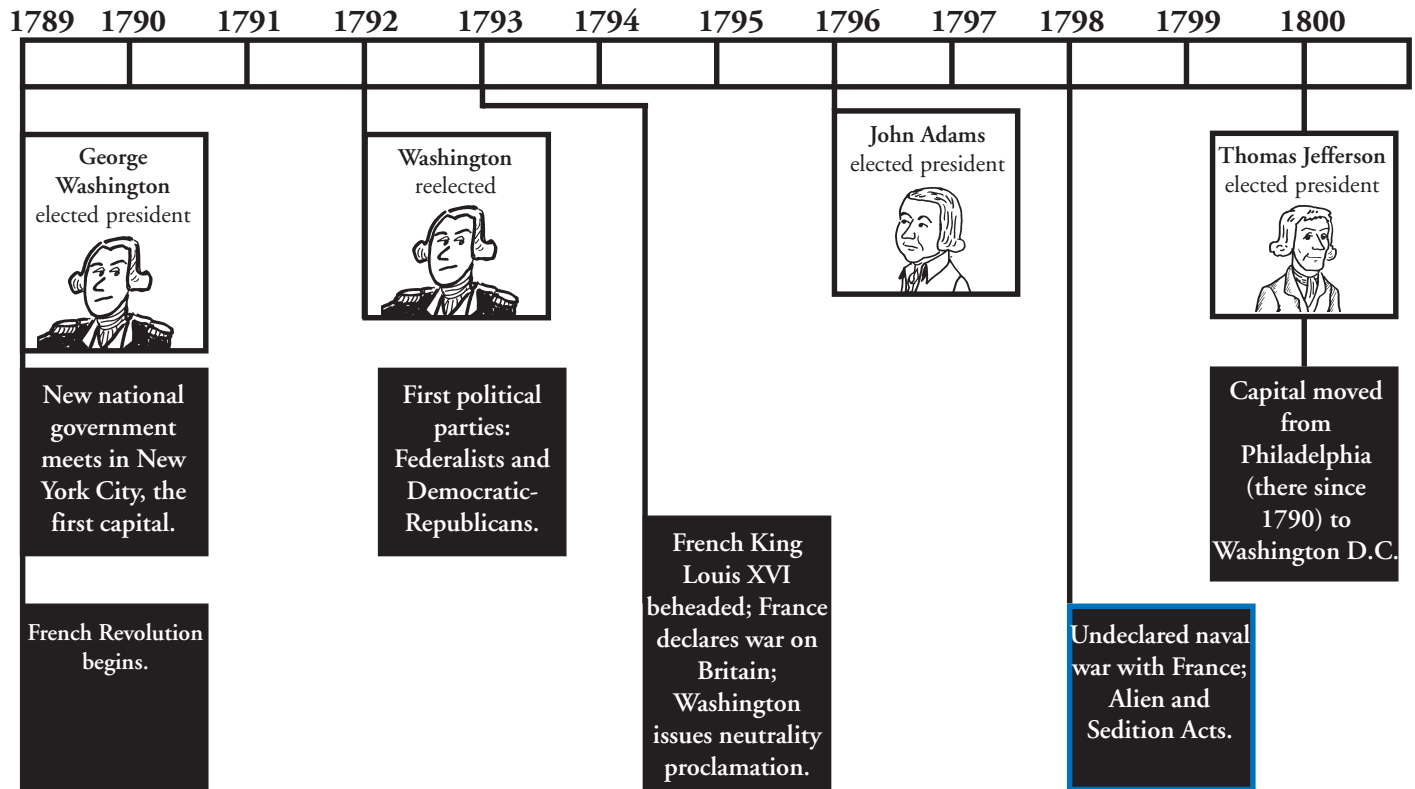
1. **Twelve states sent 55 delegates to the Federal Convention in Philadelphia for the sole purpose of**
  - A. creating a new constitution.
  - B. establishing a League of Nations.
  - C. revising the Articles of Confederation.
  - D. electing a Confederation president.
2. **Which state did not attend the Federal Convention in Philadelphia?**
  - A. Delaware
  - B. Georgia
  - C. Rhode Island
  - D. Connecticut
3. **James Madison's 15-point plan became the**
  - A. blueprint for the United States Constitution.
  - B. outline for the new Confederation.
  - C. model for town meetings.
  - D. blueprint for state governments.
4. **The Virginia Plan outlined a national government with three branches:**
  - A. executive, judiciary, and one-house legislature.
  - B. executive, judiciary, and two-house legislature.
  - C. president, Supreme Court, and Congress.
  - D. president, Supreme Court, and state courts.
5. **The Virginia Plan was supported by**
  - A. states' righters.
  - B. nationalists.
  - C. Gunning Bedford.
  - D. only Virginians.
6. **Small states disliked the Virginia Plan because**
  - A. it gave Virginia too much power.
  - B. it had only a one-house legislature.
  - C. Madison had created it.
  - D. representation in Congress was based on population.
7. **Who chaired the Constitutional Convention?**
  - A. George Washington
  - B. George Mason
  - C. James Madison
  - D. Benjamin Franklin
8. **Roger Sherman proposed that a state's representation in the House and Senate be**
  - A. based on the wealth of each state.
  - B. based on the size of each state.
  - C. based on state population in the House and equality in the Senate.
  - D. left up to the states.
9. **The North-South compromise concerned**
  - A. New Hampshire and Georgia.
  - B. Massachusetts and South Carolina.
  - C. the question of interstate commerce.
  - D. how to count the slave population.
10. **According to the legislative compromise, the Senate would be**
  - A. elected by state legislators.
  - B. elected by the people.
  - C. elected by a national caucus.
  - D. appointed by state legislators.
11. **Does the Constitution have religious tests for public office?**
  - A. No.
  - B. Yes.
  - C. States can decide this issue.
  - D. Only presidents must pass a religious test.
12. **Who has the power to declare war?**
  - A. the Senate
  - B. the president
  - C. the House of Representatives
  - D. Congress

**Test, Section Twelve—CONSTITUTION OF THE UNITED STATES (cont.)**

13. To keep civilian control of America's army  
A. Congress appoints the commander in chief.  
B. military officers must return to civilian life after 10 years of service.  
C. only Congress can vote funds for the army.  
D. only the president can decide whom the nation can declare war against.
14. George Mason refused to sign the Constitution because  
A. slavery was not abolished.  
B. it did not have a Bill of Rights.  
C. people could not directly elect the president.  
D. he opposed having a standing army.
15. The Constitution was approved and signed by all the states at the Philadelphia convention in  
A. 1776.  
B. 1787.  
C. 1788.  
D. 1789.
16. The Constitution became the supreme law of the land after being ratified in  
A. 1776.  
B. 1778.  
C. 1788.  
D. 1789.
17. What helped persuade people to ratify the Constitution?  
A. the Federalist Papers  
B. a plea from Benjamin Franklin  
C. the George Washington Papers  
D. a revision of the Constitution
18. The executive branch has the power to do all of the following EXCEPT  
A. carry out the laws.  
B. make treaties.  
C. regulate interstate commerce.  
D. appoint judges and ambassadors.
19. The Bill of Rights prevents the national government from  
A. becoming too weak.  
B. becoming a monarchy.  
C. violating the rights of foreigners.  
D. violating individual rights of the people.
20. The First Amendment to the Constitution guarantees all the following EXCEPT  
A. freedom of speech.  
B. freedom to bear arms.  
C. freedom of religion.  
D. freedom of assembly.
21. A bill is  
A. a legal statement.  
B. a government invoice for payment.  
C. a writ.  
D. a proposal for a new law.
22. To become a law, a bill must pass  
A. the Senate and House of Representatives.  
B. the Senate and be signed by the president.  
C. Congress.  
D. both houses of Congress and be signed by the president.
23. If the president vetoes a bill,  
A. Congress can impeach the president.  
B. the bill does not become law.  
C. it returns to Congress for rewriting.  
D. Congress may override the veto.
24. All bills dealing with money must begin in  
A. the House of Representatives.  
B. the president's office.  
C. the Senate.  
D. the Supreme Court.
25. In a republic the government is conducted  
A. only by government officials  
B. only by Congress.  
C. only by consent of the people.  
D. only by republicans.

## Test, Section Thirteen—FEDERALIST ERA

I. Write an essay analyzing the origin of political parties during the Federalist Era. How were they similar? How were they different? To which would you have belonged? (25 points)



**Test, Section Thirteen—FEDERALIST ERA (continued)****III. Multiple Choice: Circle the letter of the correct answer. (3 points each; total, 75 points)**

1. On March 4, 1789, the first Congress under the U.S. Constitution met in Federal Hall in  
A. Washington, D.C.  
B. New York City.  
C. Philadelphia.  
D. Williamsburg.
2. Most of the 81 congressmen were  
A. Republicans.  
B. Democrats.  
C. Libertarians.  
D. Federalists.
3. President Washington set the precedent for  
A. present-day cabinet meetings.  
B. monthly town meetings.  
C. present-day summit meetings.  
D. quarterly national conferences.
4. To gain a source of income, Congress  
A. taxed the states.  
B. set a tariff on imported goods.  
C. sold federal lottery tickets.  
D. established a federal income tax.
5. The Judiciary Act established  
A. 1 circuit court and 5 district courts.  
B. 2 circuit courts and 8 district courts.  
C. 3 circuit courts and 13 district courts.  
D. 5 circuit courts and 15 district courts.
6. The new nation's large debt resulted from  
A. large sums of money borrowed from Britain.  
B. the expense of establishing a new nation.  
C. the Revolutionary War.  
D. the French and Indian War.
7. What caused Americans to create political parties in the United States?  
A. conflict regarding Constitutional interpretations  
B. the Federalists' failure to govern well  
C. political activists lobbying for their causes  
D. unpopular government demands
8. The first point in Hamilton's financial plan was to  
A. pay the foreign and national debts.  
B. stop inflation.  
C. raise taxes.  
D. lower taxes.
9. Washington and Hamilton accompanied a 15,000-troop militia to stop Pennsylvanians from  
A. rebelling against taxes on their farms.  
B. rejecting farm quotas.  
C. avoiding the draft.  
D. rebelling against the whiskey tax.
10. Many southern states did not want the federal government to assume state debts because  
A. of slavery.  
B. they feared this would mean higher taxes..  
C. of lack of trust.  
D. they had paid most of their debts and did not want to help pay the northern states' debts.
11. Southerners agreed to the federal assumption of state debts in exchange for  
A. a favorable trade agreement.  
B. lower taxes.  
C. moving the national capital to the South.  
D. moving the national bank to the South.
12. Hamilton displayed his financial genius with a bold proposal for  
A. a national stock exchange.  
B. a national bank.  
C. state banks with deposits federally insured  
D. state banks with deposits federally insured up to a maximum of \$50,000.

**Test, Section Thirteen—FEDERALIST ERA (continued)**

13. Jefferson and Hamilton disagreed about
- A. Washington's ability to govern.
  - B. who would lead the national militia.
  - C. who should be secretary of the treasury.
  - D. whether to interpret the Constitution strictly or loosely.
14. Hamilton and other Federalists favored a government ruled by the
- A. common people.
  - B. aristocracy: based on birth, wealth, and status.
  - C. property owners of all classes.
  - D. aristocracy: based on talent and virtue.
15. Jefferson and other Republicans favored
- A. a limited, weak central government.
  - B. a strong central government.
  - C. a strong central government and states' rights.
  - D. a socialist government.
16. Federalists favored
- A. a rural economy.
  - B. an industrial-military economy.
  - C. a rural-centered and farming-based economy.
  - D. an industrial economy.
17. Federalist leaders included
- A. John Adams.
  - B. Thomas Jefferson.
  - C. James Madison.
  - D. James Monroe.
18. The U.S. tried to maintain its neutrality as France and Great Britain waged war because
- A. the Treaty of Paris bound them to peace.
  - B. the U.S. was dependent on trade with each.
  - C. Americans were tired of war.
  - D. American soldiers refused to fight.
19. Great Britain completely ignored the neutrality of the United States by
- A. landing British sailors on U.S. shores.
  - B. impressing U.S. sailors into her service.
  - C. invading New York.
  - D. attacking Paris while disguised as Americans.
20. Americans inspired Frenchmen to
- A. engage in war with Great Britain.
  - B. behead the king and queen.
  - C. fight for liberty against tyrannical rulers.
  - D. become a democracy.
21. What caused Hamilton and other Federalists to demand war with France?
- A. French leaders insulted the Federalists.
  - B. French soldiers burned several U.S. towns.
  - C. France invaded U.S. waters.
  - D. France tried to bribe U.S. agents.
22. The Alien and Sedition Acts
- A. gave citizens the right to criticize Congress.
  - B. provided aliens with inalienable rights.
  - C. prohibited the French from entering the U.S. and set quotas on all other immigrants.
  - D. limited the rights of aliens and prohibited the right to criticize the government.
23. The Alien and Sedition Acts caused
- A. people to turn against the Federalists.
  - B. Americans to criticize the government.
  - C. hundreds of people to migrate to the U.S.
  - D. France to declare war on the U.S.
24. Who picked the site of the national capital?
- A. Thomas Jefferson
  - B. George Washington
  - C. Pierre L'Enfant
  - D. Dolley Madison
25. The capital of the United States is
- A. Philadelphia, Pennsylvania.
  - B. New York City, New York.
  - C. Washington, District of Columbia.
  - D. Dallas, Texas.

**Test, Section Fourteen—DEMOCRATIC-REPUBLICAN ERA**

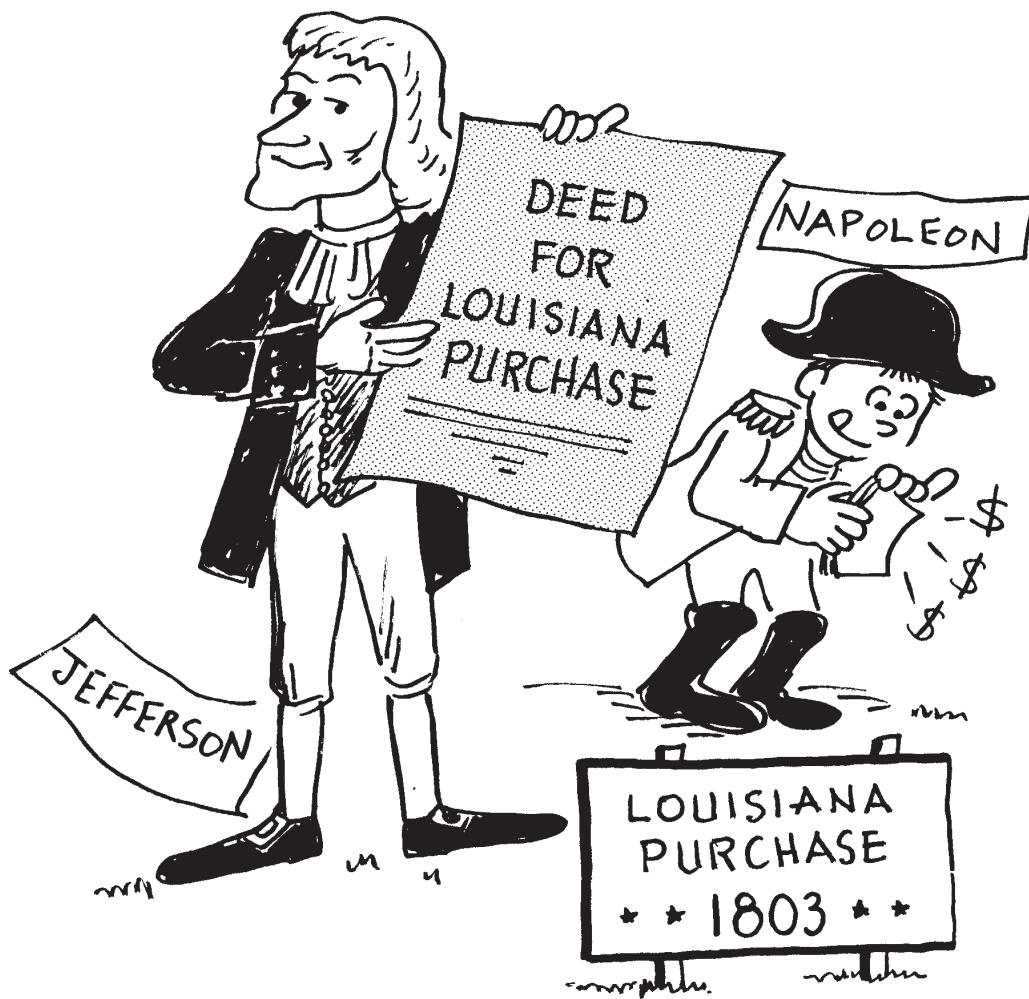
1492

1801 1817

2020

- I. Write an essay analyzing Thomas Jefferson's statement quoted below. What do you think he meant? In what ways do you agree or disagree with him? Would you have recommended the Louisiana Purchase to Congress, as Jefferson did? (25 points)

"The Louisiana Purchase is a noble prospect...for ages....  
It will secure the blessings of civil and religious freedom to millions yet unborn.  
If so, we should have such an empire for liberty  
as the world has never surveyed since the creation."  
—Thomas Jefferson



**Test, Section Fourteen—DEMOCRATIC-REPUBLICAN ERA (continued)****II. Multiple Choice: Circle the letter of the correct answer. (3 points each; total, 75 points)**

1. President Thomas Jefferson intended to redirect government away from the  
A. urban areas toward the rural areas.  
B. Federalists toward the Republicans.  
C. incompetent few toward the aristocracy.  
D. aristocratic few toward the competent many.
2. Jefferson exercised frugal and limited government by reducing  
A. taxes, defense costs, and the national debt.  
B. bureaucratic red tape.  
C. welfare payments.  
D. unnecessary government offices.
3. In Chief Justice John Marshall's 1803 *Marbury vs. Madison* decision  
A. judicial power overruled presidential power.  
B. Congress lost the power to raise taxes.  
C. the Supreme Court gained power to declare acts of Congress unconstitutional.  
D. Congress gained the power to impeach the president.
4. Thomas Jefferson was the first president to be inaugurated in  
A. Washington, D.C.  
B. New York City, New York.  
C. Philadelphia, Pennsylvania.  
D. Boston, Massachusetts.
5. Who said, "Every difference of opinion is not a difference of principle."?  
A. Thomas Jefferson  
B. Alexander Hamilton  
C. Napoleon Bonaparte  
D. Chief Justice John Marshall
6. In 1800 Napoleon forced Spain to  
A. give up all territories in the Americas.  
B. cede Louisiana back to France.  
C. return gold seized from French ships.  
D. cede Haiti back to France.
7. If France had closed the Mississippi River to U.S. commerce, who would have been hurt?  
A. southern fishermen  
B. northern merchants  
C. Canadian fur traders  
D. western farmers
8. When the U.S. tried to buy New Orleans from France, Napoleon offered to  
A. trade New Orleans for New York.  
B. sell New Orleans for \$150,000.  
C. sell the Mississippi River.  
D. sell Louisiana for \$15,000,000.
9. Napoleon lost interest in a colonial empire because  
A. of problems in France and Italy.  
B. of his involvement in Egypt.  
C. his army failed to stop a slave revolt in Haiti.  
D. he wanted to take over Europe and Africa.
10. Jefferson asked Lewis and Clark to  
A. form a committee to investigate exploration.  
B. explore the land west to the Pacific Ocean.  
C. revise maps of the United States.  
D. lead a team of surveyors into the southwest.
11. Lewis and Clark created maps that  
A. established a claim on the Oregon territory.  
B. showed a barrier to westward exploration.  
C. helped others explore the West.  
D. proved the Pacific Ocean could be crossed.
12. The main guide and translator for the Lewis and Clark expedition was  
A. Pierre L'Enfant, a French explorer.  
B. Sacajawea, a Shoshone Indian girl.  
C. Pocahontas, a Powhatan Indian princess.  
D. Jean-Claude Amiens, a Canadian guide.

**Test, Section Fourteen—DEMOCRATIC-REPUBLICAN ERA (continued)**

13. In 1803 France declared war on  
A. Great Britain.  
B. the United States.  
C. Spain.  
D. Haiti.
14. In 1812 the United States declared war on Great Britain, in part because  
A. Britain insulted the U.S. ambassador.  
B. British ships fired on Yorktown.  
C. Britain stirred rioting among U.S. citizens.  
D. Britain impressed U.S. sailors.
15. What caused the Battle of Tippecanoe?  
A. retaliation against Tecumseh and the Prophet  
B. disagreements over Indian boundary lines  
C. revenge for Indian attacks on U.S. ships  
D. Tecumseh's raid on Virginia settlers
16. The Embargo Act, which forbade U.S. trade with all foreign ports, caused  
A. bitter fighting among New Englanders.  
B. an international crisis.  
C. an economic depression.  
D. the U.S. economy to flourish.
17. War hawks pressured Madison to declare war against Britain for all of the following reasons EXCEPT to  
A. preserve national honor.  
B. annex Texas.  
C. annex Canada.  
D. restore farm prices.
18. The War of 1812 caused  
A. the Federalists to become heroes.  
B. Europe to finally recognize U.S. independence.  
C. the U.S. to acquire Canada.  
D. Jefferson to be reelected.
19. The War of 1812 caused the Northeast to suffer because  
A. the war hurt New England's trade.  
B. of the British invasion of New England.  
C. many New Englanders died in the war.  
D. the Federalists deserted the region.
20. Accusations of disloyalty led to the  
A. deportation of Henry Clay.  
B. end of the Republican Party.  
C. impeachment of President Madison.  
D. end of the Federalist Party.
21. The Peace Treaty of Ghent provided for all of the following EXCEPT  
A. a cease-fire end to the war.  
B. restoration of prewar territorial conditions.  
C. settlement of some issues by commissions.  
D. payment of U.S. war debts by Britain.
22. Andrew Jackson became a hero by defeating the British at New Orleans despite  
A. his lack of weapons and horses.  
B. his lack of formal military training.  
C. a peace treaty signed 2 weeks earlier.  
D. anti-war protesters.
23. Francis Scott Key, wrote the "Star-Spangled Banner"  
A. aboard a British ship in Baltimore Harbor.  
B. aboard a U.S. ship in Baltimore Harbor.  
C. in a British garrison on top of Mt. Baldy.  
D. in the crow's nest of a Dutch fishing boat.
24. Who was president during the War of 1812?  
A. Thomas Jefferson  
B. James Monroe  
C. James Madison  
D. Andrew Jackson
25. Jefferson's greatest feat as president was  
A. defeating the Barbary pirates.  
B. reducing the national debt.  
C. establishing a national bank.  
D. purchasing the Louisiana Territory.

## Test, Section Fifteen—NATIONALISM AND SECTIONALISM

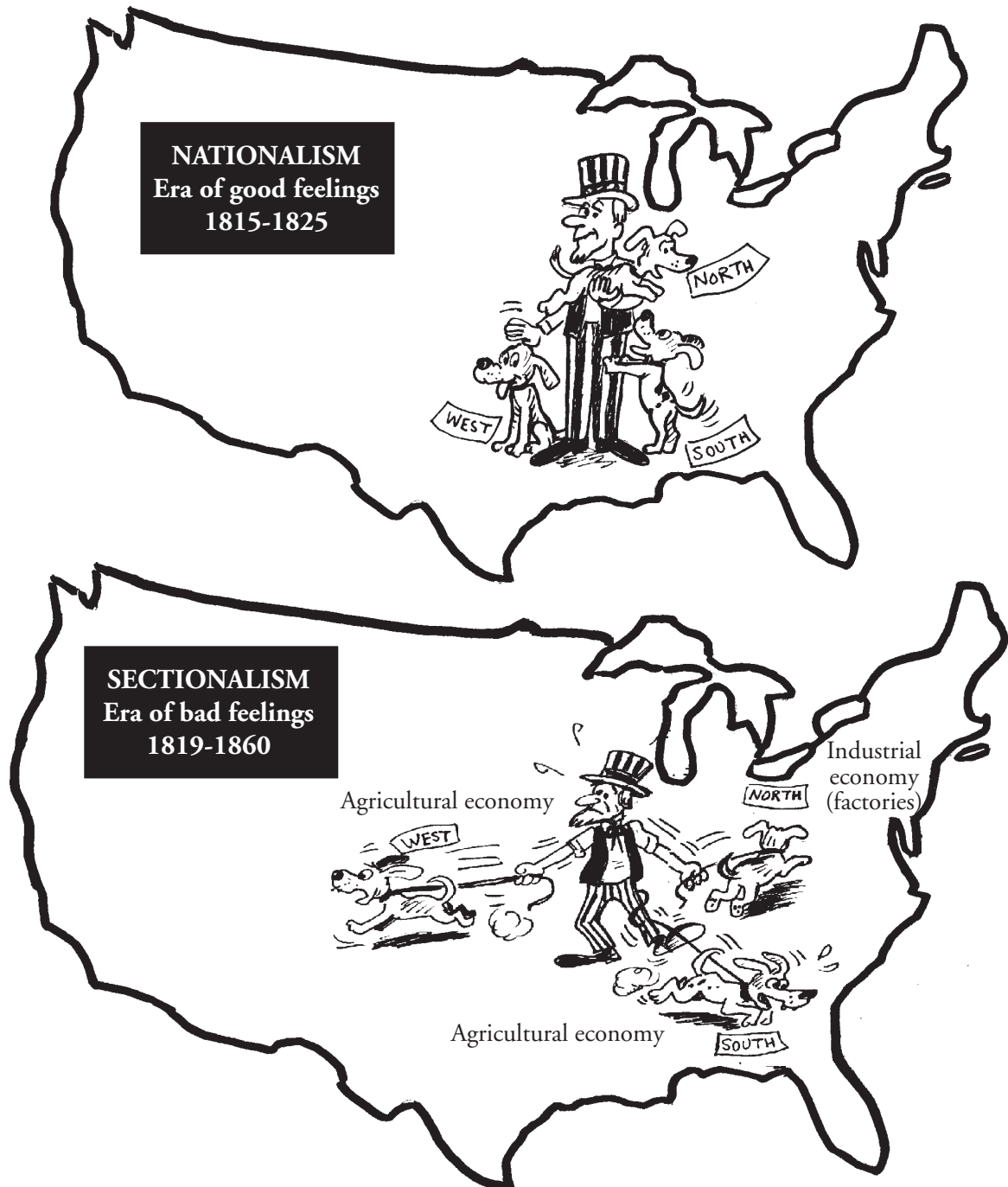
- I. Write an essay analyzing the causes of nationalism and sectionalism. Through inference (a logical judgment of consequences from given facts), predict where sectionalism will lead the country by 1860. (25 points)

1492

1815

1860

2020



**Test, Section Fifteen—NATIONALISM AND SECTIONALISM (continued)****II. Multiple Choice: Circle the letter of the correct answer. (3 points each; total, 75 points)**

1. A sense of pride and interest in one's country describes
  - A. sectionalism.
  - B. federalism.
  - C. nationalism.
  - D. regionalism.
2. What created pride and unity in the United States from 1815 to 1825?
  - A. Americans had stood up to the British Empire a second time and won their respect.
  - B. Political parties were more democratic.
  - C. Federalists united all sections of the U.S.
  - D. The war had strengthened state sovereignty.
3. The Era of Good Feelings describes the
  - A. reign of Republicans as the single party in a unified nation.
  - B. U.S. relationship with European nations.
  - C. domestic peace that resulted from tolerance.
  - D. unified nation under the reign of Federalists.
4. Why did Republicans shift from Jeffersonian to Hamiltonian views after the War of 1812?
  - A. Aristocrats were on the rise.
  - B. Americans wanted aristocratic leaders.
  - C. More Americans were college educated.
  - D. The war proved a strong central government and industrialism were essential for security.
5. The new generation of Republicans advocated all of the following EXCEPT
  - A. industrialism.
  - B. broad construction of the Constitution.
  - C. agrarianism.
  - D. nationalism.
6. Congressman Henry Clay proposed a plan, called the American System, calling for
  - A. an end to war.
  - B. federal aid for internal improvements.
  - C. foreign aid for internal improvements.
  - D. state aid for internal improvements.
7. Revolutions in transportation and industry enabled the United States to
  - A. become independent of Great Britain.
  - B. develop a national market economy.
  - C. establish international trade.
  - D. end transportation costs.
8. Noah Webster's *American Spelling Book*
  - A. taught Americans the king's English.
  - B. encouraged immigrants to keep their native languages.
  - C. encouraged sectionalism.
  - D. emphasized American speech, customs, and values.
9. The Missouri Compromise settled a
  - A. slavery dispute and avoided a threat to national unity.
  - B. boundary dispute and maintained peace.
  - C. political dispute and satisfied Republicans.
  - D. slavery dispute and ended the slave trade.
10. Britain warned Europe not to interfere with Latin American countries, because she
  - A. planned to form an alliance with them.
  - B. supported their revolutions.
  - C. feared trade with them would be disrupted.
  - D. had established new industries there.
11. The Monroe Doctrine proclaimed the
  - A. U.S. closed to European colonization.
  - B. entire continent open to all colonization.
  - C. U.S. subject to immigration quotas.
  - D. Western Hemisphere closed to European colonization.
12. Conflicts among geographic areas of the nation and loyalty to one's local interests
  - A. describes regionalism.
  - B. describes nationalism.
  - C. describes sectionalism.
  - D. describes localism.

**Test, Section Fifteen—NATIONALISM AND SECTIONALISM (continued)**

13. By 1819 all of the following caused sectionalism EXCEPT
- A. westward expansion.
  - B. the Missouri Compromise.
  - C. the rise of King Cotton in the South.
  - D. economic depression.
14. Conflicting economic interests among the North, South, and West led to
- A. higher taxes.
  - B. the farmers' rebellion.
  - C. a stronger economy.
  - D. political rivalry.
15. Western farmers wanted
- A. low land prices, free labor, and high tariffs.
  - B. high land prices, slave labor, and low tariffs.
  - C. soft money, internal improvements, and low tariffs.
  - D. hard money, low tariffs, and free labor.
16. Southern planters wanted
- A. soft money, low tariffs, and low land prices.
  - B. hard money, high tariffs, and high land prices.
  - C. slave labor, internal improvements, and low land prices.
  - D. high tariffs, hard money, and free labor.
17. Northern industrialists favored internal improvements to create
- A. larger and better factories.
  - B. a nation-wide network of banks.
  - C. a western market for manufactured goods.
  - D. a western source of raw materials.
18. Political power struggles between free-labor states and slave-labor states led to
- A. the development of three political parties.
  - B. the Civil War.
  - C. an increase in the slave trade.
  - D. labor shortages.
19. Sectional differences split the Republican Party into three factions, with each
- A. creating a new political party.
  - B. seeking the presidency.
  - C. demanding federal funds.
  - D. seeking to control Congress.
20. By the 1830s the Republican party was replaced by the Whig party and the
- A. Democratic party.
  - B. National Republican party.
  - C. Democratic-Republican party.
  - D. Free Soil party.
21. The last presidential candidate chosen by congressional caucus was
- A. Andrew Jackson.
  - B. Henry Clay.
  - C. John Quincy Adams.
  - D. William Crawford.
22. Nominating conventions for selecting presidential candidates began in
- A. 1831.
  - B. 1832.
  - C. 1833.
  - D. 1845.
23. In 1828 Andrew Jackson became the first
- A. southwestern president.
  - B. southern president.
  - C. western president.
  - D. Catholic president.
24. Andrew Jackson was elected president by
- A. the Senate.
  - B. Congress.
  - C. the House of Representatives.
  - D. the people.
25. Which event occurred first?
- A. Andrew Jackson is elected president.
  - B. Monroe issues the Monroe Doctrine.
  - C. John Quincy Adams is elected president.
  - D. Eli Whitney invents the cotton gin.

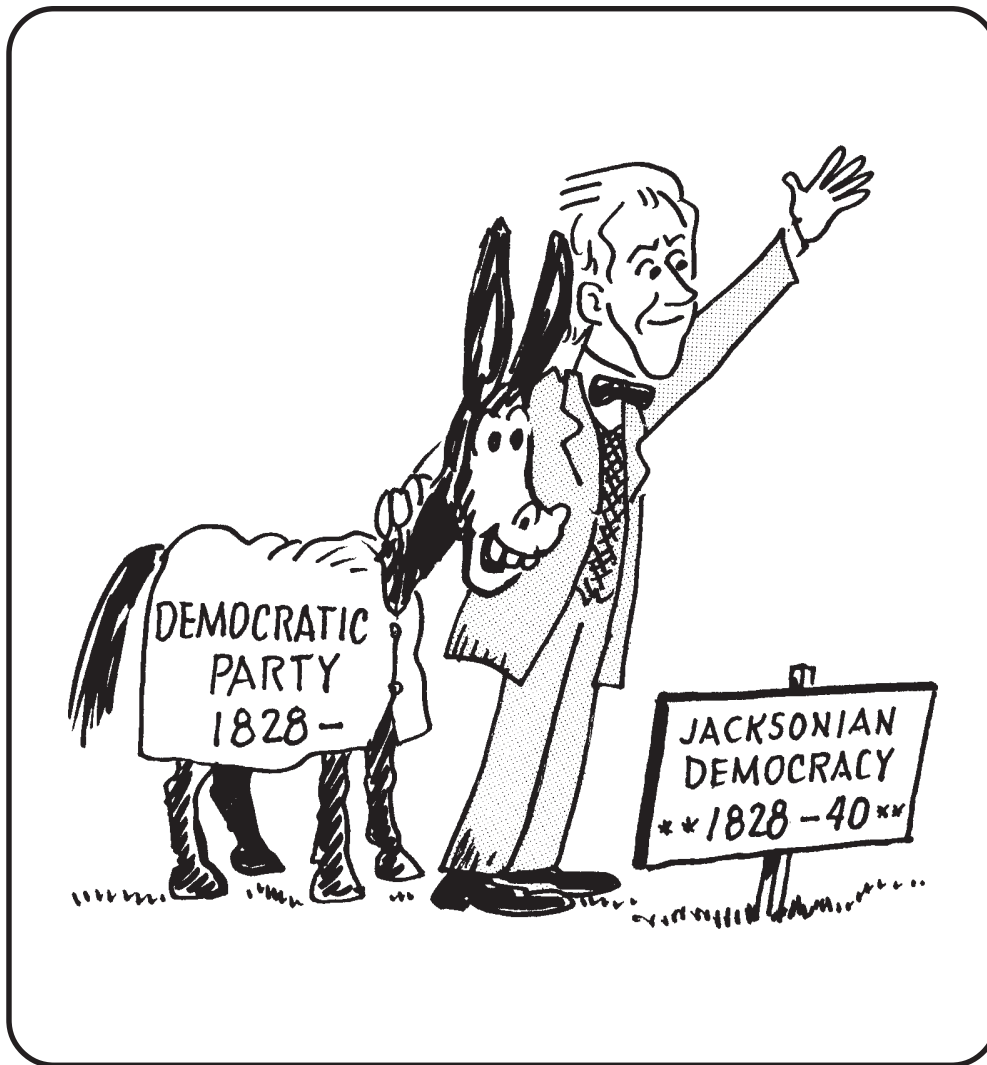
**Test, Section Sixteen—JACKSONIAN ERA**

- I. Write an essay analyzing the extension of democracy during Andrew Jackson's administration. (Be sure to define the term *democracy* in your essay.) To what extent was Jackson responsible for this extension? (25 points)

1492

1828 1840

2020



**Test, Section Sixteen—JACKSONIAN ERA (continued)****II. Multiple Choice: Circle the letter of the correct answer. (3 points each; total, 75 points)**

1. Andrew Jackson earned the name “Old Hickory” because
  - A. he owned hickory tree orchards.
  - B. he liked food smoked in hickory wood.
  - C. his middle name was Hickory.
  - D. he was a tough general in the War of 1812.
2. At age 13 Andrew Jackson fought in the
  - A. French and Indian War.
  - B. Revolutionary War.
  - C. War of 1812.
  - D. Civil War.
3. Democracy means
  - A. rule by the people.
  - B. mob rule.
  - C. one person-one vote.
  - D. voting rights for everyone.
4. The spoils system
  - A. ruined the Second Bank of the U.S.
  - B. spoiled the rich with low taxes.
  - C. rewarded relatives with public office.
  - D. rewarded political supporters with public office.
5. John C. Calhoun challenged the Union, declaring that a state had a right to
  - A. judge whether a federal law was constitutional.
  - B. appoint national Supreme Court judges.
  - C. make federal laws.
  - D. set its own tariffs.
6. South Carolina threatened to secede if
  - A. Andrew Jackson were reelected.
  - B. Daniel Webster refused to resign.
  - C. it could not nullify the Tariffs of 1828 and 1832.
  - D. state exports were not properly taxed.
7. Jackson urged Congress to pass the Indian Removal Act in response to
  - A. demands of the Whig Party.
  - B. land-hungry white settlers.
  - C. requests from the Iroquois Confederation.
  - D. petitions from western landowners.
8. In a Supreme Court ruling favoring the Cherokee Indians, John Marshall wrote:
  - A. “A state cannot force Indians to move.”
  - B. “A state cannot overrule a federal treaty.”
  - C. “A state must recognize Indian rights.”
  - D. “Georgia cannot force citizens to move.”
9. Despite a favorable ruling, the Cherokee were forced to leave Georgia because
  - A. Jackson refused to enforce the Supreme Court’s ruling.
  - B. the ruling was unconstitutional.
  - C. Georgia threatened to secede if they stayed.
  - D. Marshall refused to enforce the ruling.
10. In 1838 federal troops marched 15,000 Cherokee Indians to Indian Territory on
  - A. the Wilderness Road.
  - B. the National Road.
  - C. El Camino Real.
  - D. the Trail of Tears.
11. Jackson and Congress justified Indian removal by saying the Indians were
  - A. paid for their land.
  - B. much happier in Oklahoma.
  - C. not properly taking care of the land.
  - D. illiterate, uncivilized savages.
12. Sequoyah, a Cherokee Indian, achieved a heroic feat in 1821 by
  - A. uniting all Indian tribes.
  - B. leading the Cherokee to Oklahoma.
  - C. inventing a writing system for the Cherokee language.
  - D. inventing a new Cherokee language.

**Test, Section Sixteen—JACKSONIAN ERA (continued)**

13. Until 1838 much of the Cherokee nation's land was in  
A. the Appalachian Mountains.  
B. the Mississippi River Valley.  
C. the Ohio River Valley.  
D. Oklahoma and Kansas.
14. Sequoyah also was named  
A. Tecumseh.  
B. Black Hawk.  
C. George Gist.  
D. George Ayokeh.
15. Cherokee medicine men told stories they had memorized  
A. by reciting them daily since childhood.  
B. from pictorial designs of wampum belts.  
C. by reading Cherokee books as children.  
D. from symbols in wooden beads.
16. When Sequoyah heard a white man read aloud from the leaves (pages) of a book, he  
A. asked the man to teach him to read.  
B. thought the leaves were talking to the reader.  
C. thought the leaves of the book were magic.  
D. bought the book for one buffalo hide.
17. Sequoyah figured out a way to create a written Cherokee language when he  
A. noticed crow's prints on the ground.  
B. discovered ancient rock art.  
C. had a dream.  
D. discovered the concept of *phonics*, the idea that  
1) talk is made of sounds, and  
2) reading is simply sounding out the symbols (letters or other marks) of those sounds.
18. After 12 years of work, Sequoyah created 86 symbols representing  
A. Cherokee sounds.  
B. Cherokee words.  
C. the Cherokee language.  
D. Cherokee stories.
19. *Phonics* is an easy way to learn to read by  
A. memorizing what each word looks like.  
B. connecting a word with a picture.  
C. sign language.  
D. 1) sounding out words, and then  
2) decoding the sounds into letter-symbols (an alphabet) or syllable-symbols (a syllabary).
20. Sequoyah's daughter learned to read in  
A. three days.  
B. one week.  
C. two months.  
D. one semester.
21. The Cherokees learned to read within a week  
A. through memorization.  
B. by whole-word language methods.  
C. through phonics.  
D. by arm-writing.
22. Cherokees in New Echota, Georgia,  
A. published a newspaper, Bible, and constitution.  
B. founded the Cherokee University.  
C. erected a statue of Sequoyah.  
D. taught their syllabary to the Iroquois tribes.
23. After accompanying Arkansas Cherokees to Indian Territory, Sequoyah  
A. left for Mexico to seek a lost tribe.  
B. wrote Native American history books.  
C. discovered Sequoia National Park.  
D. became a teacher on the reservation.
24. The Cherokee Indians had a  
A. republican government.  
B. socialist government.  
C. democratic government.  
D. federal government.
25. Which person objected to Indian removal?  
A. Andrew Jackson  
B. John Quincy Adams  
C. John C. Calhoun  
D. Daniel Webster

**Test, Section Seventeen—REFORM MOVEMENTS**

I. Compare the 19th century abolition crusade and woman's movement in regard to:

- A. leaders
- B. goals
- C. accomplishments.

(25 points)

“It was a day when every man you met might draw a plan for a new society or a new government from his pocket.”

—Ralph Waldo Emerson

1492

1830

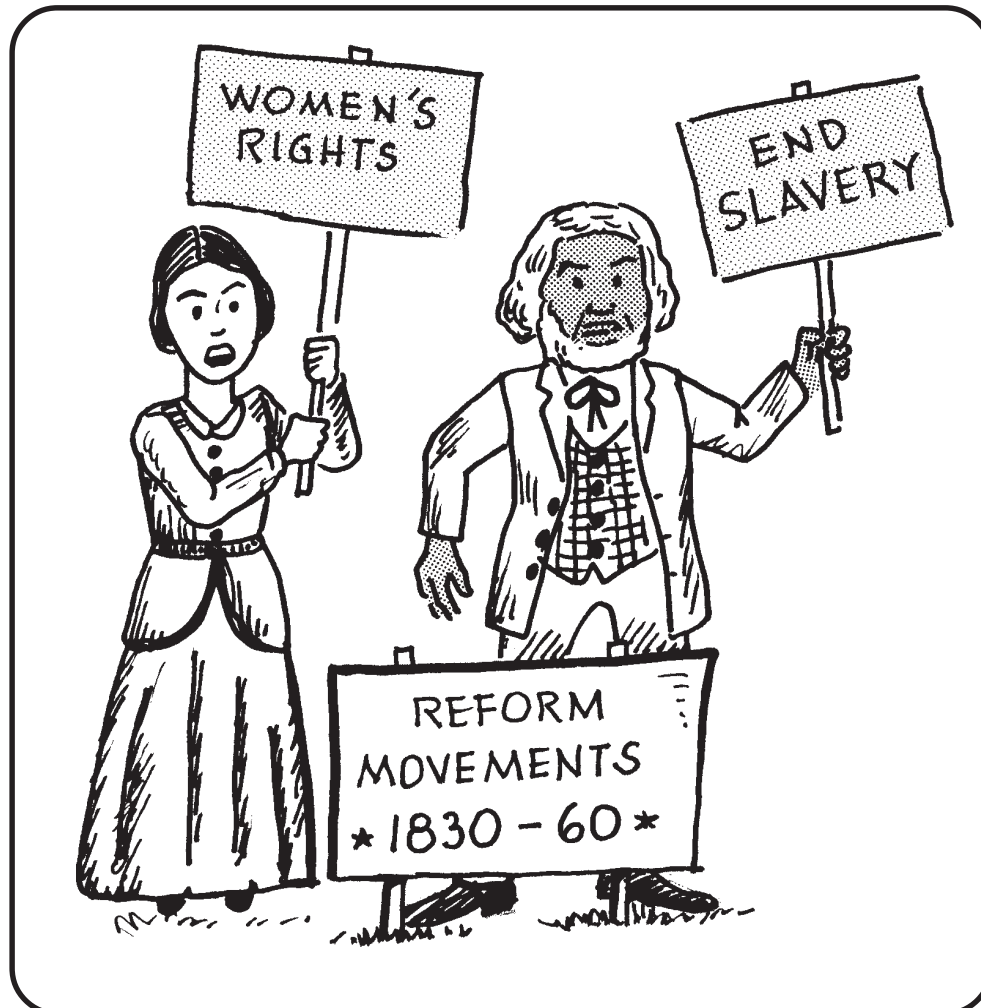
1860

2020

The Jacksonian's emphasis on the common man stimulated organized efforts to reform society, thereby releasing the natural goodness within each person.

Chief among these efforts—

which included school, prison, and hospital reform, as well as temperance crusades—were the abolition crusade to end slavery, and the feminist crusade to end women's subjection to men.



**Test, Section Seventeen—REFORM MOVEMENTS (continued)****II. Multiple Choice: Circle the letter of the correct answer. (3 points each; total, 75 points)**

1. Reform movements between the 1830s and 1860s included the
  - A. Indians' Rights Crusade.
  - B. Back-to-Nature Movement.
  - C. Woman's Rights Movement.
  - D. Children's Crusade.
2. The Abolition Crusade emphasized
  - A. a 5-year plan for freeing slaves in America.
  - B. racial equality and a quick end to slavery.
  - C. a plan to return all slaves to Africa.
  - D. a Protestant Work Ethic for all slave holders.
3. In 1831 southerners blamed *The Liberator* for
  - A. the Crispus Attucks slave rebellion.
  - B. the release of 5,000 slaves in Virginia.
  - C. the Nat Turner slave rebellion.
  - D. creation of an slave-trade newspaper.
4. A secret network of routes leading fugitive slaves to Canada and freedom was called the
  - A. Internet.
  - B. Freedom Train.
  - C. Canadian Pipeline.
  - D. Underground Railroad.
5. During the Civil War, Frederick Douglass visited President Lincoln to protest
  - A. the treatment of slaves in the North.
  - B. the lack of civil rights.
  - C. the treatment of slaves in the South.
  - D. discrimination against black Union soldiers.
6. The Abolitionist Crusade of the 1830s changed American society by accidentally
  - A. sparking a woman's rights crusade.
  - B. starting an environmentalist movement.
  - C. starting a children's movement.
  - D. inspiring a national religious revival.
7. Women abolitionists met opposition to their
  - A. ideas about slavery.
  - B. right to speak in public.
  - C. ideas about children.
  - D. protest march in Washington, D.C.
8. A feminist is a
  - A. female who advocates equal rights for women.
  - B. male or female who advocates equal rights for women.
  - C. male who advocates equal rights for women.
  - D. female politician.
9. Who wrote "Letters on the Equality of the Sexes and the Condition of Women"?
  - A. Angelina Grimke
  - B. Sarah Grimke
  - C. Elizabeth Cady Stanton
  - D. Theodore Weld
10. Who was called "the Napoleon of the woman's movement"?
  - A. Sojourner Truth.
  - B. Sarah Grimke.
  - C. Susan B. Anthony.
  - D. Lucretia Mott.
11. Lucy Stone became the first female
  - A. student at Oberlin College.
  - B. president of a university.
  - C. debater at Harvard.
  - D. judge in Massachusetts.
12. Elizabeth Cady Stanton and Lucretia Mott
  - A. started a religious revival in London.
  - B. helped end slavery in the north.
  - C. led the temperance movement.
  - D. started the woman's rights movement.

**Test, Section Seventeen—REFORM MOVEMENTS (continued)**

13. The Declaration of Sentiments listed  
A. 18 grievances against men.  
B. 18 reasons for women's independence.  
C. 19 grievances against King George.  
D. 19 reasons to end slavery.
14. Which resolution in the Declaration of Sentiments was considered too radical to pass?  
A. Women should have the right to speak in public.  
B. Women should have the right to vote.  
C. Woman is man's equal.  
D. Women should have the right to own property.
15. The 72-year Woman's Rights Movement ended in 1920 with passage of the  
A. 20th Amendment granting female suffrage.  
B. Equal Rights Amendment.  
C. 19th Amendment granting female suffrage.  
D. 13th Amendment abolishing slavery.
16. Ridicule from the press caused feminists to  
A. develop new tactics for winning the vote.  
B. stay home and bake cookies.  
C. give up the Bloomer in order not to endanger reforms such as the vote.  
D. quit riding bicycles.
17. Margaret Sanger went to jail briefly for violating a law against  
A. sending birth control information through the mail.  
B. women speaking in public.  
C. women wearing slacks.  
D. riding a bicycle in public.
18. The Washington, D.C. Bicycle Society protested women's right to ride bicycles, saying  
A. they were not strong enough.  
B. such exercise was unfeminine.  
C. they should stick to housework.  
D. this would break up the American home.
19. Women were denied access to college until  
A. 1636.  
B. 1837.  
C. 1776.  
D. 1920.
20. Woman who keep their last names after marriage are often called  
A. Lucy Stoners.  
B. Margaret Sangerites.  
C. Antoinette Browners.  
D. Lucretia Motters.
21. In 1848 a woman who held the same job with the same credentials as a man earned  
A. the same salary as the man.  
B. only 25% as much as the man.  
C. only 10% as much as the man.  
D. 25% more than the man.
22. In 1872 Susan B. Anthony was arrested for  
A. distributing anti-slavery information.  
B. riding a bicycle.  
C. trying to enroll at Harvard.  
D. trying to vote.
23. In 1848 women could not  
A. cook.  
B. go to college.  
C. own their own property.  
D. belong to abolition societies.
24. In 1849 Elizabeth Blackwell became the first woman to earn a medical degree; she was  
A. rewarded for her accomplishments.  
B. honored by the president of the U.S.  
C. ridiculed as odd.  
D. hired by the Boston Medical Clinic.
25. In 1895 Elizabeth Cady Stanton wrote  
A. *How Women Won the Vote*.  
B. *My Life and Times as a Feminist*.  
C. *the Woman's Home Companion*.  
D. *The Woman's Bible*.

**Test, Section Eighteen—AMERICAN LITERATURE**

I. Write an essay in response to the three quotations below, giving examples of American literature written by 1877. (25 points)

*literature*—writings marked by beauty of expression, by a universal appeal to intellect and emotion

1492 \_\_\_\_\_ 1790 \_\_\_\_\_ 1877 \_\_\_\_\_ 2020

"In the four quarters of the globe, who reads an American book?"—Sydney Smith, *Edinburgh Review*, 1820

"The Americans have no national literature, and no learned men....The talents of our transatlantic brethren show themselves chiefly in political pamphlets. The Americans are too young to rival in literature the old nations of Europe. They have neither history, nor romance, nor poetry, nor legends on which to exercise their genius and kindle their imagination."—*British Critic*, 1819

"I must study politics and war, that my sons may have liberty to study mathematics and philosophy, geography, natural history...commerce and agriculture, in order to give their children a right to study painting, poetry, music, architecture, statuary, tapestry and porcelain."—John Adams

As John Adams explained, the arts develop in their own time. In America's third century, excited by nationalism and Jacksonian democracy, Americans cast off their artistic dependence on Europe and produced a great national literature.



**Test, Section Eighteen—AMERICAN LITERATURE (continued)****II. Multiple Choice: Circle the letter of the correct answer. (3 points each; total, 75 points)**

1. What state produced the largest number of great writers between 1800 and 1865?
  - A. Virginia
  - B. Maine
  - C. New York
  - D. Massachusetts
2. Which author was born first?
  - A. Harriet Beecher Stowe
  - B. James Fenimore Cooper
  - C. Emily Dickinson
  - D. Ralph Waldo Emerson
3. Washington Irving became the first American fiction writer to
  - A. gain international fame.
  - B. write novels about Native Americans.
  - C. gain fame as a poet.
  - D. write plays about the American Revolution.
4. James Fenimore Cooper wrote the
  - A. *Bigelow Papers*.
  - B. first great American novel.
  - C. first great American play.
  - D. *History of New York*.
5. William Cullen Bryant is known as the
  - A. first major American poet.
  - B. first biographer of George Washington.
  - C. first major American author.
  - D. greatest novelist of all time.
6. Which author wrote "Self Reliance"?
  - A. Henry David Thoreau
  - B. Henry Wadsworth Longfellow
  - C. Ralph Waldo Emerson
  - D. Walt Whitman
7. Which author brought American history to life through his narrative poems?
  - A. William Cullen Bryant
  - B. Edgar Allan Poe
  - C. Henry David Thoreau
  - D. Henry Wadsworth Longfellow
8. Romantic literature emphasized
  - A. emotion, optimism, and individualism.
  - B. reason, balance, and order.
  - C. commonplace details of everyday life.
  - D. Jeffersonian democracy.
9. Ralph Waldo Emerson became
  - A. a conductor in the Underground Railroad.
  - B. America's favorite philosopher.
  - C. America's greatest novelist.
  - D. Abraham Lincoln's speech writer.
10. Henry David Thoreau wrote *Walden*, which describes
  - A. a two-year experiment in self-reliance.
  - B. the Underground Railroad, from Virginia to Walden Pond.
  - C. a two-year fishing experiment.
  - D. the life of the Walden family.
11. In *Woman in the Nineteenth Century* Margaret Fuller described
  - A. how women might gain voting rights.
  - B. ten rules for successful homemakers.
  - C. the superior status of American women.
  - D. the inferior status of American women.
12. Nathaniel Hawthorne, author of *The Scarlet Letter*, was a friend of
  - A. Emily Dickinson.
  - B. Washington Irving, author of "Rip Van Winkle."
  - C. Herman Melville, author of *Moby Dick*.
  - D. Walt Whitman, author of *Leaves of Grass*.

**Test, Section Eighteen—AMERICAN LITERATURE (continued)—**

13. Henry Wadsworth Longfellow, the most beloved poet of his era, is the only
- A. American poet laureate to teach at Harvard.
  - B. American honored with a bust in the Poet's Corner of Westminster Abbey.
  - C. American poet awarded the Pulitzer Prize.
  - D. descendent of John Alden.
14. Who wrote these lines?  
"We cross the prairies as of old  
the Pilgrims crossed the sea."
- A. Henry Wadsworth Longfellow
  - B. Emily Dickinson
  - C. John Greenleaf Whittier
  - D. James Russell Lowell
15. Who wrote the poem "Annabel Lee" ?
- A. Oliver Wendell Holmes
  - B. Edgar Allan Poe
  - C. Herman Melville
  - D. Nathaniel Hawthorne
16. Who wrote the poem, "Old Ironsides"?
- A. Oliver Wendell Holmes
  - B. Herman Melville
  - C. John Greenleaf Whittier
  - D. Nathaniel Hawthorne
17. Harriet Beecher Stowe wrote the book that Lincoln said helped cause the
- A. Women's Movement.
  - B. Era of Romanticism.
  - C. Great Depression.
  - D. Civil War.
18. The most politically influential literature following Thomas Paine's *Common Sense* was
- A. *Capital*.
  - B. *Woman in the Nineteenth Century*.
  - C. *Communist Manifesto*.
  - D. *Uncle Tom's Cabin*.
19. James Russell Lowell portrayed the Mexican War as
- A. an American crime committed in slavery's behalf.
  - B. a necessary evil.
  - C. a Mexican crime against America.
  - D. a noble war.
20. Herman Melville wrote novels attacking
- A. illiteracy.
  - B. political injustice.
  - C. social injustice.
  - D. socialism.
21. Melville wrote *Moby Dick*, America's greatest epic novel, a study of
- A. great whale migrations.
  - B. social life on a whaling ship.
  - C. human nature.
  - D. the whaling industry.
22. Walt Whitman's poetry celebrates
- A. the American Revolution.
  - B. democracy and the common people.
  - C. America's military might.
  - D. loyalty to country.
23. One of America's finest poets, a shy recluse from Amherst, Massachusetts, was
- A. Emily Dickinson.
  - B. Henry Wadsworth Longfellow.
  - C. Ralph Waldo Emerson.
  - D. Margaret Fuller.
24. The literary capital of the United States between 1800 and 1835 was
- A. New York.
  - B. Connecticut.
  - C. Maine.
  - D. Massachusetts.
25. From 1835 to 1865 the literary capital of the United States was
- A. New York.
  - B. Connecticut.
  - C. Maine.
  - D. Massachusetts.

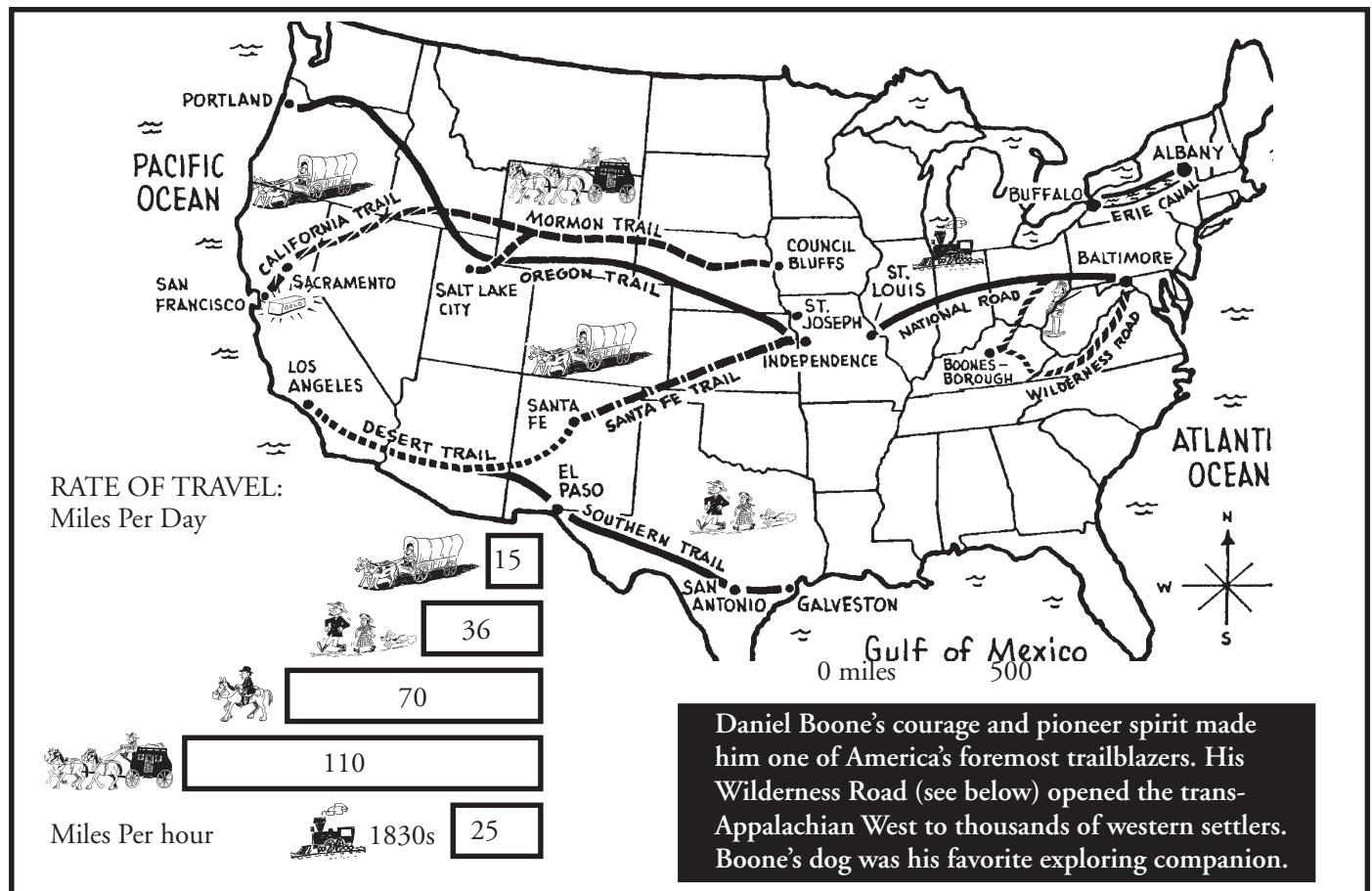
## Test, Section Nineteen—WESTWARD EXPANSION

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### WESTWARD ROUTES

Imagine that in 1849 you traveled from Council Bluffs, Iowa, across the Mormon Trail and California Trail to the gold rush center at Sutter's Fort near Sacramento, California. Write an account of your adventures to send back to a Council Bluffs newspaper.

(25 points)

**Test, Section Nineteen—WESTWARD EXPANSION (continued)****II. Multiple Choice: Circle the letter of the correct answer. (3 points each; total, 75 points)**

1. **Americans in the 19th century believed that their manifest destiny was to**
  - A. expand their empire of liberty from coast to coast.
  - B. go south and grow up with the country.
  - C. create an American flag with 50 stars on it.
  - D. go west and discover gold.
2. **In 1775 Daniel Boone and 30 men built the Wilderness Trail, the first highway into the West. It followed an ancient Indian path through the**
  - A. Columbia Gap into Oregon.
  - B. Tennessee Valley into Oklahoma.
  - C. Ohio Valley into Texas.
  - D. Cumberland Gap into Kentucky.
3. **By opening a trade route from the Great Lakes to the Atlantic Ocean, the Erie Canal caused**
  - A. New York City to become the nation's leading commercial center.
  - B. Boston to become the nation's leading commercial center.
  - C. trade wars between New York and Boston.
  - D. New Jersey to become a leading trade center.
4. **People raced along the California Trail after**
  - A. silver was discovered at Leadville.
  - B. gold was discovered at Sutter's Fort.
  - C. iron ore was discovered near Sacramento.
  - D. copper was discovered at Placerville.
5. **In 1841 settlers blazed the 2,000-mile Oregon Trail to Oregon country to find**
  - A. the Pacific Ocean.
  - B. fertile soil for farming.
  - C. the Cascade Mountain Range.
  - D. a haven from religious persecution.
6. **In the 1819 Adams-Onís Treaty, the United States gave up its claim to**
  - A. California in exchange for Texas.
  - B. Texas in exchange for the Oregon country.
  - C. the Oregon country in exchange for California.
  - D. Texas in exchange for California.
7. **Stephen F. Austin obtained his father's land grant from Spain and founded the**
  - A. first Anglo-American colony in California.
  - B. first gold mine in California.
  - C. first Anglo-American colony in Texas.
  - D. Riverside Mission in San Antonio.
8. **Anglo-Texans resented certain Mexican laws because**
  - A. they prohibited ownership of slaves and required Texans to become Catholics.
  - B. they required Texans to fight for Mexico.
  - C. they denied Texans' civil rights.
  - D. they heavily taxed Texans
9. **Texans, led by Sam Houston,**
  - A. defeated the Mexican army at Vera Cruz.
  - B. defeated the Mexican army at the Alamo.
  - C. defeated Santa Anna's army at San Jacinto.
  - D. voted to join the Union in 1836.
10. **President Andrew Jackson did not want Texas to join the Union because**
  - A. Texas was too big.
  - B. this would increase the Democrats' power.
  - C. this would upset the balance of free and slave states, which could cause a civil war.
  - D. he thought Texas was a barren desert.
11. **In 1844 James Polk won election as president on a platform calling for**
  - A. the abolition of slavery.
  - B. annexation of Oregon and Texas.
  - C. trans-continental railroads.
  - D. annexation of California.
12. **Utah became a state in 1896 after the Mormons agreed to give up**
  - A. their land titles.
  - B. polygamy.
  - C. slavery.
  - D. their allegiance to Mexico.

**Test, Section Nineteen—WESTWARD EXPANSION (continued)**

13. President James Polk asked Congress to declare war on Mexico, saying
- A. "Mexico has shed American blood on American soil."
  - B. "Mexico has violated the Tejano Treaty."
  - C. "Mexico has impressed American soldiers."
  - D. "Mexico has invaded Texas."
14. In the Treaty of Guadalupe Hidalgo, Mexico accepted which river as the Texas border?
- A. Guadalupe
  - B. Brazos
  - C. Nueces
  - D. Rio Grande
15. Name the Illinois Congressman who thought the U.S. was wrong to declare war on Mexico.
- A. Zachary Taylor
  - B. John Slidell
  - C. Abraham Lincoln
  - D. Stephen A. Douglas
16. The Mexican War caused
- A. California to join the Union as a slave state.
  - B. James Polk to resign the presidency.
  - C. Texas to secede from the Union.
  - D. slavery to become a political issue.
17. Name the "Great Compromiser" who masterminded the Compromise of 1850.
- A. Stephen Douglas
  - B. Henry Clay
  - C. Oliver Wendell Holmes
  - D. Abraham Lincoln
18. The Compromise of 1850 provided for all of the following EXCEPT:
- A. Texas retained land west of the Rio Grande.
  - B. Slave trade was banned in the District of Columbia.
  - C. California was admitted as a free state.
  - D. The territories of Utah and New Mexico could vote on whether to permit slavery.
19. A strong fugitive slave law was an advantage for the
- A. South.
  - B. North.
  - C. West.
  - D. East.
20. The Compromise of 1850 was followed by
- A. a decade of war.
  - B. a decade of peace.
  - C. a decade of conflict.
  - D. everyone except Mexico.
21. Robert Fulton's steamboat proved that
- A. America did have a northwest passage.
  - B. steamboats were too costly.
  - C. the Erie Canal was unnecessary.
  - D. water travel could be efficient.
22. In the 1830s a train could travel how many miles in one hour?
- A. 50 miles
  - B. 45 miles
  - C. 35 miles
  - D. 25 miles
23. In the 1830s a stagecoach could travel how many miles in one day?
- A. 110 miles
  - B. 70 miles
  - C. 100 miles
  - D. 36 miles
24. In 1822 William Bucknell led the first American wagon train into New Mexico on
- A. the National Road.
  - B. Bucknell's Trail.
  - C. the Santa Fe Trail.
  - D. the Pueblo Trail.
25. Who blazed the Mormon Trail?
- A. Brigham Young
  - B. Joseph Smith
  - C. Mary Baker Eddy
  - D. the "forty niners"

## Test, Section Twenty—ABRAHAM LINCOLN

I. In the space below write a letter to Abraham Lincoln, giving your interpretation of his character and the forces that shaped his character. (25 points)



**Test, Section Twenty—ABRAHAM LINCOLN (continued)****II. Multiple Choice: Circle the letter of the correct answer. (3 points each; total, 75 points)**

1. In 1809 Abraham Lincoln was born
  - A. at Knob Creek, Kentucky.
  - B. in Hardin County, Kentucky.
  - C. in Springfield, Illinois.
  - D. at Pigeon Creek Farm in Indiana.
2. Lincoln was the first president
  - A. shorter than 6 feet in height.
  - B. born of distinguished parents.
  - C. to attend Yale.
  - D. not born in the 13 original colonies.
3. At age seven, Lincoln moved with his family to
  - A. Illinois.
  - B. Indiana.
  - C. Kentucky.
  - D. Virginia.
4. After Abraham's mother died, his father married
  - A. Martha Browning, a neighbor.
  - B. Mary Webster, a fifth cousin.
  - C. Elizabeth (Liz) Hubbard, an old friend.
  - D. Sally (Sarah) Johnston, a widow with three children.
5. Lincoln's boyhood heroes were
  - A. George Washington and Thomas Jefferson.
  - B. Benjamin Franklin and James Madison.
  - C. his father and grandfather.
  - D. Schoolmasters Riney and Dorsey.
6. Lincoln once said, "My best friend is"
  - A. the woman who'll cook me a good meal."
  - B. the youngun who'll help me split logs."
  - C. the man who'll git me a book I ain't read."
  - D. the person who'll plow this field for me."
7. Abraham loved books so much, he often
  - A. walked miles to borrow a book.
  - B. read the books in his father's large library.
  - C. walked miles to the public library to read.
  - D. spent his allowance on books.
8. Plutarch's *Noble Lives of Ancient Greeks and Romans* helped Lincoln learn about
  - A. warfare.
  - B. virtues.
  - C. slavery.
  - D. mythology.
9. As president, Lincoln kept two favorite books on his White House desk:
  - A. *Aesop's Fables* and *Arabian Nights*.
  - B. Shakespeare and the Bible.
  - C. *Gulliver's Travels* and *Lessons in Elocution*.
  - D. *The Pilgrim's Progress* and *Quinn's Jests*.
10. "The Shepherd-Boy and the Wolf" in *Aesop's Fables* taught Lincoln about
  - A. sheep and wolves.
  - B. ancient Greek myths.
  - C. public speaking.
  - D. the value of honesty.
11. A biography of George Washington, by Parson M.L. Weems, inspired Lincoln's
  - A. love of history.
  - B. interest in farming.
  - C. ambition for public service.
  - D. interest in learning.
12. At age 17 Lincoln first read and was impressed by the
  - A. Declaration of Independence.
  - B. United States Constitution.
  - C. Bill of Rights.
  - D. Magna Carta.

**Test, Section Twenty—ABRAHAM LINCOLN (continued)—**

13. Abraham gave Tom his wages because  
A. until age 21, a child's labor and wages legally belonged to his or her parents.  
B. the Lincolns needed the money to buy food.  
C. Abraham had no need for money.  
D. Tom wanted to punish Abraham.
14. Lincoln moved from New Salem to Springfield  
A. as a respected store clerk and postmaster.  
B. as a respected lawyer and legislator.  
C. as an uneducated but respected ruffian.  
D. as a successful steamboat captain.
15. Mentor Graham told Lincoln that men who move the human race forward are those who  
A. attend the best universities.  
B. learn mathematics and science.  
C. study hard and master English grammar.  
D. master constructive thought and convincing expression of grammar.
16. In 1832 Lincoln entered military service  
A. at West Point.  
B. at Annapolis.  
C. in the Civil War.  
D. in the Black Hawk War.
17. Billy Herndon said Lincoln's political success  
A. resulted from his virtues, chiefly honesty.  
B. was an accident.  
C. resulted from influential political friends.  
D. resulted from his humor and charm.
18. As a member of the Whig party, Lincoln  
A. favored states' rights.  
B. supported the expansion of slavery.  
C. favored a strong central government.  
D. favored a strong local government.
19. Joshua Speed was  
A. the mayor of Springfield.  
B. Lincoln's landlord.  
C. Lincoln's closest friend.  
D. Lincoln's Democratic rival.
20. After a stormy courtship, Lincoln married  
A. Mary Owens.  
B. Mary Todd.  
C. Ann Rutledge.  
D. Elizabeth Edwards.
21. Willie and Tad Lincoln were the first presidential children to  
A. live in the White House.  
B. graduate from Harvard University.  
C. become congressmen.  
D. attend West Point Military Academy.
22. Lincoln told Isham Reavis the key to success:  
A. "Never give up and always be honest."  
B. "If at first you don't succeed, try again."  
C. "Search, seek, and find—and never yield."  
D. "Your own resolution to succeed is more important than any other thing."
23. As a congressman, Lincoln took an unpopular stance by  
A. opposing the Mexican War.  
B. supporting the Mexican War.  
C. demanding President Polk's resignation.  
D. nominating Zachary Taylor for president.
24. During his disappointing term in Congress, Lincoln failed to  
A. defeat the Wilmot Proviso.  
B. gain support for his Great Lakes project.  
C. gain support for his proposed bill to prohibit slavery in the nation's capital.  
D. make any friends.
25. In 1854 Lincoln reentered national politics in order to  
A. gain national fame.  
B. stop the spread of slavery.  
C. stem the tide of political injustice.  
D. defeat the Democrats.

## Test, Sections Twenty-one and Twenty-two—CIVIL WAR AND RECONSTRUCTION

- I. A. Analyze the causes of the Civil War. In your opinion, was the war inevitable? Could the North/South conflict have been resolved another way? (15 points)
- B. Explain the significance of the 13th, 14th, and 15th Amendments. (10 points)

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**Test, Sections 21 and 22—CIVIL WAR AND RECONSTRUCTION (cont.)****II. Multiple Choice: Circle the letter of the correct answer. (3 points each; total, 75 points)**

1. The Civil War was caused by
  - A. scalawags and carpetbaggers.
  - B. a conflict of interests between abolitionists and slave owners.
  - C. a conflict of interests between the North and South.
  - D. sectional envy.
2. In 1860 what percent of southerners owned slaves?
  - A. about 10 percent
  - B. about 25 percent
  - C. about 35 percent
  - D. about 53 percent
3. Who wrote *Uncle Tom's Cabin*?
  - A. Henry Ward Beecher
  - B. Harriet Beecher Stowe
  - C. Harriet Ward Beecher
  - D. Harriet Tubman.
4. The Kansas-Nebraska Act angered many Northerners because it repealed the
  - A. 1820 Missouri Compromise.
  - B. Compromise of 1850.
  - C. 1833 Compromise Tariff.
  - D. Dred Scott Decision.
5. Popular sovereignty in the Kansas and Nebraska territories allowed the territories to
  - A. secede from the Union.
  - B. have popularly elected senators.
  - C. decide whether to permit slavery.
  - D. decide whether to join the Union.
6. The Republican Party was created by northerners who wanted to
  - A. abolish slavery.
  - B. elect Abraham Lincoln as president.
  - C. stop the slave trade.
  - D. stop expansion of slavery into the territories.
7. Name the Missouri slave who sued for his freedom after living with his owner on free soil.
  - A. Dred Scott
  - B. Frederick Douglass
  - C. Sojourner Truth
  - D. Nat Turner
8. In the election of 1860, the slavery issue split the
  - A. Republican Party.
  - B. Democratic Party.
  - C. Constitutional Union Party.
  - D. Know-Nothing Party.
9. In 1861 South Carolina and six other states formed the
  - A. Articles of Confederation.
  - B. Sons and Daughters of the Confederacy.
  - C. Confederate Union.
  - D. Confederate States of America.
10. Southerners started the Civil War on April 12, 1861, when the Confederate army fired on
  - A. Fort Raleigh in Raleigh, North Carolina.
  - B. Northern troops in Appomattox, Virginia.
  - C. Fort Grant in Gettysburg, Pennsylvania.
  - D. Fort Sumter in Charleston, South Carolina.
11. The 54th Union Army Regiment that fought bravely at the Battle of Fort Wagner was
  - A. the first Union regiment to engage in battle.
  - B. the only Union regiment to win 21 Congressional Medals of Honor.
  - C. an all-black regiment from Massachusetts.
  - D. an all-white regiment from Massachusetts.
12. Northern war strategy included
  - A. gaining control of Gettysburg.
  - B. gaining control of the Mississippi River.
  - C. blockading Washington, D.C.
  - D. defeating General Grant.

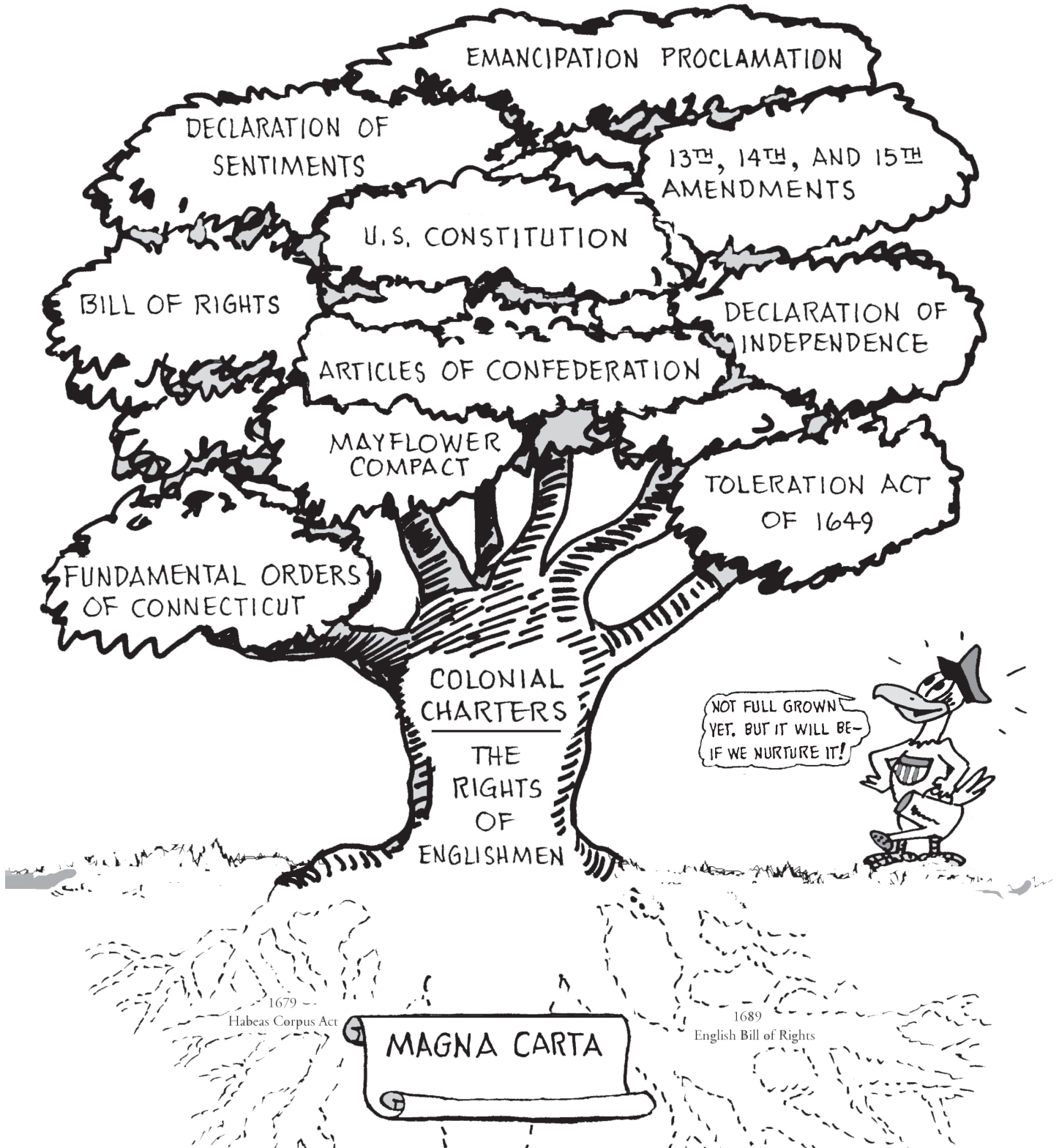
**Test, Sections 21 and 22—CIVIL WAR AND RECONSTRUCTION (cont.)**

13. After May 29, 1861, the Confederacy was composed of
  - A. seven states.
  - B. seven states and Canada.
  - C. ten states and Mexico.
  - D. eleven states.
14. Confederate war strategy included
  - A. dividing the Northwest and Northeast.
  - B. blockading the North.
  - C. capturing General Grant.
  - D. invading New York.
15. Lincoln's Emancipation Proclamation freed
  - A. only the slaves in the border states.
  - B. only the slaves in Washington, D.C.
  - C. only the slaves behind Confederate military lines.
  - D. all of the slaves in America.
16. The Emancipation Proclamation caused
  - A. Britain to side with the Confederacy.
  - B. southerners to desegregate.
  - C. Lincoln to lose the 1864 election.
  - D. blacks to enlist in the Union army.
17. All the following technology was used in the Civil War EXCEPT
  - A. electric lights.
  - B. ironclad ships.
  - C. cameras.
  - D. the telegraph.
18. Lincoln's plan for rebuilding the Union was called
  - A. Lincoln's "Five Percent" Rebuilding Plan.
  - B. Lincoln's "Let 'em up easy" Plan.
  - C. Lincoln's National Amnesty Plan.
  - D. Lincoln's "10 Percent" Reconstruction Plan.
19. The North won the war as Lee surrendered at
  - A. Williamsburg Library, Virginia.
  - B. Appomattox Court House, Virginia.
  - C. Guilford Court House, North Carolina.
  - D. Colonial Village, Virginia.
20. Lincoln and Grant agreed that the terms of surrender for the Confederates would be
  - A. harsh.
  - B. lenient.
  - C. designed to punish them.
  - D. dependent on their ending slavery.
21. Who assassinated Abraham Lincoln?
  - A. William Lloyd Garrison
  - B. a disloyal Union soldier
  - C. John Wilkes Booth
  - D. No one knows.
22. In 1867 Congress replaced southern governments with
  - A. five military districts.
  - B. northern governments.
  - C. Union governments.
  - D. the national guard.
23. The 13th Amendment
  - A. ended the Civil War.
  - B. granted blacks the right to vote.
  - C. made segregation illegal.
  - D. abolished slavery.
24. The 14th Amendment
  - A. granted blacks the right to vote.
  - B. abolished slavery.
  - C. granted black citizenship.
  - D. ended northern segregation.
25. The 15th Amendment
  - A. granted women the right to vote.
  - B. ended the civil war.
  - C. granted blacks the right to vote.
  - D. ended Reconstruction.

## Test—Tree of Liberty

I. Choose a branch on the tree of liberty that is important to you.

Write an essay giving your interpretation of its impact on American life. (25 points)



## 5. ANSWER KEY

“It is not enough to have a good mind. The main thing is to use it well.”—Rene Descartes



The **ANSWER KEY** gives answers for the Section Tests. There is a separate key for each of the two parts of the tests:

- ◆ **PERFORMANCE-BASED**
- ◆ **MULTIPLE CHOICE**



## Answer Key: Performance-based Questions

**Performance-based tests** are subjective and do not lend themselves to answer keys. However, the following key indicates the pages in *Adventure Tales of America*, Volume 1, Revised Edition where the appropriate information can be found.

■ Test, Section One, T-1 .....	Page 7
■ Test, Section Two, T-4 .....	Page 13
■ Test, Section Three, T-7 .....	Page 17
■ Test, Section Four, T-10 .....	Page 37; Jamestown, VA, settled in 1607; Plymouth, MA, settled in 1620
■ Test, Section Five, T-13 .....	Page 65
■ Test, Section Six, T-16 .....	Page 74
■ Test, Section Seven, T-19 .....	Page 97
■ Test, Section Eight, T-22 .....	Page 111
■ Test, Section Nine, T-25 .....	Page 119
■ Test, Section Ten, T-28 .....	Page 131
■ Test, Section Eleven, T-31 .....	Page 157, 158
■ Test, Section Twelve, T-34 .....	Page 179
■ Test, Section Thirteen, T-37 .....	Pages 191-198
■ Test, Section Fourteen, T-40 .....	Pages 205
■ Test, Section Fifteen, T-43 .....	Pages 211-222
■ Test, Section Sixteen, T-46 .....	Pages 223-225
■ Test, Section Seventeen, T-49 .....	Pages 235-245
■ Test, Section Eighteen, T-52 .....	Pages 246-249
■ Test, Section Nineteen, T-55 .....	Pages 254-271
■ Test, Section Twenty, T-58 .....	Pages 275-294
■ Test, Sections Twenty-one and Twenty-two, T-61 .....	Pages 295-324

## Answer Key: Multiple Choice Questions

### SECTION 1

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

### SECTION 3

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

### SECTION 5

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

### SECTION 7

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

### SECTION 9

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

### SECTION 11

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

### SECTION 2

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

### SECTION 4

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

### SECTION 6

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

### SECTION 8

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

### SECTION 10

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

### SECTION 12

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

## Answer Key: Multiple Choice Questions

### SECTION 13

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

### SECTION 15

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

### SECTION 17

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

### SECTION 19

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

### SECTIONS 21, 22

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

### SECTION 14

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

### SECTION 16

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

### SECTION 18

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

### SECTION 20

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

## 6. GLOSSARY

**glossary**— definitions or explanations of a list of words in a special subject

“Words are also actions and actions are a kind of words.”—Ralph Waldo Emerson



The **GLOSSARY** will aid in teaching students the first principle of effective communication:

- ◆ **DEFINE TERMS** to make sure that the meaning is clear.



## GLOSSARY

### A

**abolitionist** a person who advocates getting rid of slavery  
**accordance** agreement  
**acquisition** the act of gaining something  
**acquit** to pardon completely  
**acronym** a word formed from the letters of a compound term  
**adventure** the exploring of new and unknown worlds; a bold undertaking in which hazards are to be met, and the issue hangs upon unforeseen events  
**agenda** a list of things to be done  
**agrarian** relating to rural farming areas  
**agriculture** the science of raising animals and growing crops; farming  
**alien** a person who has not been naturalized and is still a subject of another country  
**almanac** a book which contains a calendar along with weather forecasts and other miscellaneous information  
**amendment** the act of changing or modifying the wording of a document, such as the Constitution  
**American Dream** the dream of finding freedom and opportunity to be who you are and become what you might be as a human being  
**American System** Henry Clay's plan of federal aid for internal improvements (roads, canals, bridges) financed by the protective tariff and the Bank of the United States  
**amity** friendly relations  
**ancestor** a person from whom one is descended  
**ancient** having been in existence for many years  
**Antifederalist** a member of the group that opposed the adoption of the U.S. Constitution  
**apprentice** a person who learns a skill or trade from another person  
**aristocrat** a member of the ruling or upper class  
**armada** a large fleet of warships  
**arms** weapons  
**artisan** a person trained in a skill or trade

**assembly** a group of people gathered for a meeting  
**astronomer** a person who observes the celestial bodies (the stars, moons, planets)  
**atlatl** a spear-throwing device  
**authoritarian society** a society based on servitude and/or slavery  
**autocratic** relating to a government in which one person has absolute power  
**autonomy** the quality of being self-governing

### B

**bankruptcy** the state of being without money to pay one's bills  
**Benjamin Franklin's version of the Protestant Work Ethic** industry + virtue + frugality = success / character  
**besieged** being surrounded with armed forces  
**bias** a distorted view  
**bill** a proposal for a new law  
**Bill of Rights** the first ten amendments to the U.S. Constitution  
**blockade** the isolation of a warring nation by means of troops or warships  
**boundary** a separating line  
**boycott** refuse to buy  
**burgess** a representative in the popular branch of the legislature of colonial Virginia

### C

**cabinet** a group of advisors to a head of state  
**cadence** the beat of a rhythmic sound  
**capital** the seat of government  
**capitalism** an economic system offering the rights to private property, free enterprise, and profit-making  
**capitol** the building in which a state or national government holds its sessions  
**cash crop** a crop sold for profit  
**Cavaliers** royalists; supporters of King Charles I

**cede** to yield or transfer to another, as by treaty; to surrender, as through force  
**century** a period of 100 years  
**characterize** to describe the character or quality of a person or thing  
**character** the sum of distinctive qualities describing a person or group; the stamp of individuality engraved by nature, habit, and education  
**charter** a written contract  
**checks and balances** a provision of the U.S. Constitution that provides for approval of decisions and acts among executive, legislative, and judicial branches of government  
**Christian** a person who believes in the religion of Jesus Christ, based on the Bible  
**colony** a group of people who settle in a new land but remain subject to their original country  
**commerce** the exchange and transportation of goods  
**commercial farming** farming as a business, to make a profit  
**commonwealth** a nation, state, or other political unit founded on law and based on agreement of the people  
**communication** the exchange of information  
**compare** to examine in order to find similarities and differences  
**comprehensive** covering thoroughly  
**compromise** to settle by mutual concessions  
**confederacy** a body formed by persons, states, or nations united for common action  
**confiscate** to seize property or belongings  
**Congregational Church** the established (official) church of the Massachusetts Bay colony  
**Congress** the supreme legislative body of the United States  
**congressional caucus** a closed meeting held by Congress  
**conquest** the process of overcoming by force of arms  
**conquistador** a leader in the Spanish conquest of America  
**consequence** a result

**constitution** the fundamental law providing a framework for government  
**constitutional** the state of being in accordance with the provisions of a constitution  
**consume** to use up  
**continent** a land mass  
**Continental Army** the army of the United States during the Revolutionary War  
**Continental Congress** a group of fifty-six delegates meeting in 1774 at Philadelphia to chart a unified response to Britain's tyrannical acts  
**contract** a binding agreement between two or more parties  
**contrast** a comparison of similar objects in order to determine differences  
**contribution** a donation given for a particular purpose  
**convert** to change a person's belief or view to another  
**corporate colonies** colonies formed and governed by investors, with the king getting a percentage of the colonies' profits  
**covenant** an agreement  
**creditor** a person to whom payment is owed

## D \_\_\_\_\_

**debtor** a person who owes a payment to a creditor. In England, these people were imprisoned in debtors' prison.  
**decree** a ruling or order which usually has the force of the law behind it  
**defer** to delay  
**deference society** a society based on rank  
**democracy** a government that is ruled by the people  
**democratic** relating to a government that is ruled of, by, and for the people  
**Democratic party** one of the two major U.S. political parties which evolved in the early 19<sup>th</sup> century  
**descendant** offspring  
**designate** to indicate or point out specifically

**despot** a ruler who has absolute power and authority  
**despotism** a system of government where the ruler has absolute power  
**diaspora** a migration of people  
**dictatorship** autocratic rule  
**diffusion** a scattering action  
**dilemma** a problem that does not seem to have a satisfactory solution  
**disguise** to change the regular appearance of  
**dissenter** one that has a difference of opinion  
**diversity** the condition of being different  
**Divine Right of Kings** the idea that monarchs ruled in God's behalf (therefore with absolute power) and could not be disobeyed.  
**doctrine** an idea or principle that is accepted as authoritative  
**domain** complete and absolute ownership of land  
**drastic** acting rapidly or violently  
**due process of law** a course of legal actions carried out with established rules and principles  
**duty** a tax on goods brought in from another country

## E \_\_\_\_\_

**economic depression** a decrease in the production, distribution, and consumption of goods or services  
**economic freedom** describes the ability to produce and distribute goods and services without outside interference  
**economic opportunity** a favorable atmosphere in which to make money  
**education** the process of obtaining knowledge and mental skills through instruction  
**egalitarian society** a society based on equal rights under the law  
**electoral vote** the vote that is cast during a presidential election by a member of the electoral college  
**emancipate** to free from the control of another person  
**Emancipation Proclamation** Abraham Lincoln's proclamation freeing slaves in all areas not controlled by the Union

**embargo** a restriction on commerce  
**enlighten** to shed light on truth; to free from ignorance  
**the Enlightenment** a European and American intellectual revolution of the 18<sup>th</sup> century, based on people's ability to reason and think for themselves  
**ethnic** pertaining to a group of people who share distinctive physical and cultural traits  
**evacuate** to remove from a dangerous area  
**evict** to force a person (a tenant) to leave a property through legal process  
**excise tax** a tax imposed on the manufacture, sale, or consumption of a commodity within a country  
**export** to send goods to another country

## F \_\_\_\_\_

**famine** lack of food  
**feat** a courageous act performed by someone  
**federalism** a system of shared power between the states and the national government  
**Federalist** a member of one of the first political parties in the United States. Federalists supported a strong national government.  
**female suffrage** women's right to vote  
**feminist** a person (male or female) who advocates equal rights for women  
**freedom** the state of being free from the power of another  
**freedom of religion** the freedom to think and believe as one chooses  
**freedom of worship** the freedom to worship in the manner one chooses  
**frontier** unexplored territory or land  
**frugality** being careful with money  
**fugitive** a person who runs away or escapes  
**futile** useless

## G \_\_\_\_\_

**gentry** landowners, clergy, and other professionals  
**geography** a science that describes the earth and life on earth

**geological** relating to geology—  
that is, the study of the earth's  
history through examination of  
its rocks and soil

**Glorious Revolution** the overthrow of  
King James II which took place  
1688

**goal** a desired end to which effort is  
directed

**govern** to rule

**Great Awakening** a religious  
movement which swept through the  
colonies in the early 1700's

## H \_\_\_\_\_

**hard money** paper money backed by  
specie (gold)

**haven** a safe place

**hazards** sources of danger

**headright system** a system in which  
early colonists were allowed private  
ownership of land as opposed to  
company ownership

**heritage** something received from  
parents or forefathers

**hierarchy** a ranking from higher  
to lower

**history** the story of the human race

**hospitality** a generous greeting and  
hosting of guests

**hostile** unfriendly

**House of Burgesses** the colonies'  
first representative legislature,  
established in Virginia

## I \_\_\_\_\_

**illiterate** unable to read or write

**immigrants** those who enter a new  
land and make it their permanent  
home

**impel** to urge

**impress** to force into service

**incentive** something that inspires one  
with determination

**indentured servant** a person who  
exchanged three to seven years of  
servitude for passage to colonial  
America

**independence** the state of not being  
subject to another person's control

**individualism** the idea that all values,  
rights, and duties begin in single  
human beings

**industrial economy** manufacturing

**industrial revolution** a vast  
economic reorganization, with  
machines and factories replacing  
hand tools and craft shops

**industrious** hard-working

**inference** the process of making  
assumptions based on facts or  
conditions

**ingenious** showing intelligence  
or cleverness

**institution** an established  
organization or corporation

**integrity** honesty

**intellect** power of the mind to  
understand through the use of  
reason

**internal improvements** roads,  
bridges, canals

**investor** a person who commits  
money in order to earn a profit

## J \_\_\_\_\_

**judicial review** the power of the  
Supreme Court to declare acts of  
Congress unconstitutional

## L \_\_\_\_\_

**legacy** something received from an  
ancestor

**legislate** to make laws

**legislature** a body of persons having  
the power to make laws

**liberty** the state of being free

**literacy** the ability to read and write

**literature** writings marked by beauty  
of expression, by a universal appeal  
to intellect and emotion

**Loyalists** colonists loyal to Britain;  
also called Tories

## M \_\_\_\_\_

**Magna Carta** the first English  
document to limit absolute power of  
the king and grant rights to freemen

**majority** the state of being greater

**manifest destiny** a clear and certain  
future event

**manufacture** to make raw materials  
into usable products

**Mason-Dixon Line** the southern  
boundary line of Pennsylvania that

divides the North from the South

**massacre** the killing of helpless or  
unresisting people in a cruel way

**matrilineal** kinship and property  
linked through female family  
members.

**Mayflower Compact** an agreement  
among the Plymouth Colony  
pilgrims to be self-governing and  
abide by the will of the majority

**mercantilism** regulation of  
commerce to create a favorable  
balance of trade

**mercenaries** hired soldiers

**migrate** to move from one place to  
another

**militia** organized armed forces called  
to duty in emergency situations

**monk** a man who is a member of a  
religious order and lives in a  
monastery (a house for people who  
have made religious vows)

**monopoly** exclusive possession

**monotheist** a believer in one god

**Monroe Doctrine** a statement  
made in 1823 by President James  
Monroe proclaiming the western  
hemisphere closed to European  
colonization

**moral** relating to principles of right  
and wrong behavior

**Muslim** a believer in Islam

## N \_\_\_\_\_

**narrative** a story that is recited in  
detail

**national sovereignty** supreme power  
rests in the national government.

**nationalism** national unity; a sense of  
pride and interest in one's country

**nationalist** one who supports a  
strong, national government

**navigator** a person who is responsible  
for steering a ship or plane

**New England Confederation** a  
colonial defense league (1634-84)

**neutrality** the quality of being  
neither one thing nor the other

**nobility** men of noble rank—  
barons, earls, counts, knights—  
and their ladies

**nomadic** to roam from place to place

**nullify** declare invalid

**O** \_\_\_\_\_  
**opportunity** a favorable circumstance

**P** \_\_\_\_\_  
**parliament** a council that meets to discuss public affairs  
**patrilineal** kinship and property linked through male family members  
**patriotism** love of one's country  
**patriots** colonists for independence; also called Whigs  
**patroon** a person bringing 50 settlers to colonial New York  
**peninsula** land almost surrounded by water but connected to a larger land mass  
**persecute** to bother someone in order to harm, distress, or torment them  
**petition** an urgent entreaty  
**pilgrim** one who makes a religious journey  
**political parties** groups of people with different beliefs about how government should operate  
**polytheist** a believer in many gods  
**pope** the head of the Roman Catholic Church  
**popular sovereignty** the people's right to decide for themselves  
**population** the entire number of inhabitants in a certain region  
**posterity** all future or succeeding generations  
**precipice** the brink of disaster  
**predestined** chosen beforehand  
**prehistoric** refers to anything that happened before recorded history, which in America means before 1492 A.D.  
**prejudice** a one-sided or preconceived opinion  
**priesthood of the believer** a Protestant doctrine  
**primary source** original documents or notes; a first hand account  
**proclamation** an official declaration  
**profession** an occupation which requires specialized education  
**profit** situation where earnings exceed expenses  
**propaganda** ideas which are spread

deliberately to further a cause or to damage an opposing cause  
**property** something that is owned by someone  
**proprietary colonies** colonies formed by individuals selected by the King  
**prosperous** characterized by economic success  
**Protestant work ethic** industry + virtue + frugality = success  
**provisional** temporary  
**public education** instruction provided in schools run by the government  
**public schools** schools funded and supported by the government  
**Puritan** a person of the Protestant faith that opposed the hierarchy of the Church of England and believed that every individual had direct access to God through the Bible

**Q** \_\_\_\_\_  
**quarter** to house and feed

**R** \_\_\_\_\_  
**radical** characterized by extreme change  
**rank** order or position within a group  
**ratify** to approve by voting  
**reason** to explore the cause and effect of things  
**rebellion** opposition to authority  
**redundant** distinguished by similarity or duplication  
**religious liberty** the freedom to worship as one chooses  
**religious toleration** acceptance of those religious beliefs that are not one's own  
**repeal** to rescind or annul  
**representative** a person who acts for other people  
**representative government** a government where the people select leaders who represent their interests  
**repressive** the act of being overbearing or controlling  
**republic** a nation in which supreme power rests in the people entitled to vote and is exercised by representatives elected directly or

indirectly by them  
**resist** to oppose or go against  
**respect** to regard something or someone with esteem and good will  
**revenue** income or earnings  
**revise** to correct or redo in order to improve  
**revolution** the complete overthrow of a political system  
**rival** a competitor  
**Roundheads** mostly Puritans; supporters of Parliament  
**royal colony** one in which the king appoints the governor  
**rural** relating to the country

**S** \_\_\_\_\_  
**salutary neglect** England's benign neglect of the colonies  
**scholarship** knowledge through study  
**secede** to formally withdraw from an organization  
**sectionalism** conflict among geographic sections of the nation; loyalty to one's sectional interests  
**sedition** rebellion against a legal authority  
**self-evident** apparent without proof being needed  
**separation of church and state** an independent relationship in which neither institution controls the other  
**separation of powers** independent areas of authority among legislative, executive, and judicial branches of the government  
**separatists** a 17<sup>th</sup> century English group who separated from the Church of England  
**servant** one who serves others  
**servitude** unpaid labor  
**slave** one who is the property of and subject to another person  
**smuggle** to import and export goods without following laws  
**social contract** an agreement among people who are forming a community that outlines and limits each person's rights and duties  
**social mobility** the ability to move up in social class through wealth and talent  
**soft money** paper money not backed

by specie (gold)  
**sovereignty** supreme power  
**spoils system** the practice of rewarding political supporters with public office  
**state religion** a religion supported with public taxes  
**state sovereignty** supreme power rests in the state government  
**strategy** a plan of action  
**subjection** to be under the control of another  
**subordinate status** an inferior position when compared with others  
**subsistence crops** crops people consume rather than sell  
**surrender** to give up  
**surveyor** a person who examines land by using linear and angular measurements

**T** \_\_\_\_\_  
**tactic** a method of directing combat forces; a way used to reach a goal  
**tariff** a tax on imports  
**tax** a fee of money due to an authority and usually used for a public purpose  
**temperance** restraint in one's actions, thoughts, or feelings  
**tenant farmer** a farmer who works the land owned by another person and pays the owner rent with either produce or money  
**tidewater** describes the ocean tides which swell the rivers and made them navigable for sea-going ships  
**tolerance** acceptance of others' beliefs  
**town meetings** meetings held to discuss community issues  
**trade** work that a person does on a regular basis in order to make a living.  
**traditional** ideas or practices handed down from generation to generation  
**Treaty of Tordesillas** a papal declaration in 1494 that divided the new world. It gave Spain all non-Christian lands to the West except Brazil and gave Portugal all non-Christian lands to the East including Brazil.  
**trustee** a person to whom something, usually of value, is entrusted

**tutor** to teach or instruct someone  
**tyrant** an absolute ruler

**U** \_\_\_\_\_  
**unanimous** having the agreement and acceptance of all concerned  
**unconstitutional** not agreeing with or going against a political body's constitution  
**underground railroad** a secret network of routes leading fugitive slaves to Canada and freedom  
**unicameral** a one-house legislature  
**urban** relating to the city or a metropolitan area

**V** \_\_\_\_\_  
**venture** an effort that involves danger or risk  
**veto** a legal right held by a branch of the government to forbid the passage of a law that is proposed by another branch of government  
**virtue** goodness that is consciously maintained; moral excellence

**W** \_\_\_\_\_  
**War Hawks** nationalistic congressmen from the agrarian West and South who pressured President Madison to declare war against Britain  
**Whig party** an American political party formed in 1834 which supported manufacturing, commercial, and financial interests and was succeeded in 1854 by the modern day Republican party  
**wickiup** a hut composed of an oval base and a frame that was covered with brush and used by nomadic Indians in the West and Southwest regions of the United States  
**worship** a form of religious practice with a creed and ritual  
**writs of assistance** non-specific search warrants

**Y** \_\_\_\_\_  
**Yankee** a nickname for a person living in the northern area of the United States  
**yeomen** small farmers, shopkeepers, artisans

