UNIT 1 RESOURCES

Creating a Nation
Beginnings–1789

CHAPTER 1  Colonizing America, Prehistory to 1754
CHAPTER 2  The American Revolution, 1754–1783
CHAPTER 3  Creating a Constitution, 1781–1789
**Book Organization**

Glencoe offers resources that accompany *The American Vision* to expand, enrich, review, and assess every lesson you teach and for every student you teach. Now Glencoe has organized its many resources for the way you teach.

**HOW THIS BOOK IS ORGANIZED**

Each Unit Resources book offers blackline masters at unit, chapter, and section levels for each unit. Each book is divided into three parts—unit-based resources, chapter-based resources, and section-based resources. Glencoe has included tabs at the side of every activity page in this book to help you navigate through it.

**UNIT-BASED RESOURCES**

We have organized this book so that all unit resources appear at the beginning. Although you may choose to use the specific activities at any time during the course of unit study, Glencoe has placed these resources up front so that you can review your options. For example, the Geography and History Activities and American Literature Readings appear in the front part of this book, but you may plan to use these activities in class at any time during the study of the unit.

**CHAPTER-BASED AND SECTION-BASED RESOURCES**

Chapter-based resources follow the unit materials. For example, Chapter 1 blackline masters appear in this book immediately following Unit 1 materials. The materials appear in the order you teach—Chapter 1 activities; Chapter 1 section activities; Chapter 2 activities; Chapter 2 section activities; and so on.

**A COMPLETE ANSWER KEY**

A complete answer key appears at the back of this book. This answer key includes answers for all activities in this book in the order in which the activities appear.

**Image Credits**

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To the Teacher

THE AMERICAN VISION—THE TOTAL PACKAGE

Glencoe’s Unit Resource books are packed with activities for the varied needs of all of your students. They include the following activities:

Geography and History Activities
These activities help students become familiar with map skills and the role that geography has played in history. Students will interpret and analyze maps in relation to historical events.

Economics and History Activities
These activities are designed to provide students with the opportunity to analyze and interpret economic concepts and events in relation to history. These assignments make use of graphs and economic data to help students appreciate how history and economics are interrelated.

History Simulations and Problem Solving
These activities provide situations for students to use critical thinking and other skills in simulated historical settings. These reenactment activities give students the experience of participating in debates, political campaigns, journalism, literary salons, and more.

American Literature Readings
These readings provide students with the opportunity to read literature by or about people who lived during different historical periods. Each selection is preceded by background information and a guided reading suggestion, and followed by comprehension and critical thinking questions.

Reading Skills Activities
These activities are designed to emphasize the skills that students need to develop strategies for organizing and processing information. Each activity provides students with an opportunity to practice and apply the skill using selected passages from their texts.

Historical Analysis Skills Activities
These activities allow students to practice analyzing, evaluating, and interpreting historical events and their effects. Each activity provides students with an opportunity to practice and apply the skill using a particular event or passage from related primary sources.

Differentiated Instruction Activities
These activities use a variety of reading materials to improve students’ understanding of the history being taught. In each activity the source material is followed by questions that require students to think critically about the information presented. On the second page are teaching strategies designed to assist teachers in tailoring the activity to different learning styles.

English Learner Activities
These worksheets provide a variety of activities that enable students to revisit the connections among facts in their textbook and to review major concepts. These activities may be used for remediation or reinforcement.

Content Vocabulary Activities
These review and reinforcement activities help students master unfamiliar terms used in the student text. The worksheets emphasize identification of word meanings and provide reinforcement of language skills.

Academic Vocabulary Activities
These review and reinforcement activities help students master unfamiliar terms used in their text. The worksheets emphasize identification of word meanings and provide reinforcement of language skills.

Reinforcing Skills Activities
These activities allow students to practice their critical thinking and social studies skills with the information learned in the student text, and then apply them to other situations. These chapter-based activities will help students develop the basic skills needed to adapt to new situations and content.

Critical Thinking Skills Activities
These activities help students develop their abilities to interpret, compare, contrast, and assess information, and then use these abilities to analyze, make predictions, and reach logical and valid judgments and conclusions. These high-level thinking activities are vitally important to a student’s ability to function in an ever-changing world.

(continued)
To the Teacher (continued)

Time Line Activities
Time lines are used to help students become aware of chronology in major historical events. Comparative time lines allow students to see relationships among events in different regions of the country or among events in different countries.

Linking Past and Present Activities
By recognizing the link between the past and the present, students will better understand the relevancy of history to their lives. These activities take a look at the development and changes that have occurred in such areas as crime and punishment, taxation, women’s rights, sports, and even animation and music.

Primary Source Readings
These activities allow students to “see” history through the eyes of those who witnessed historic events, lived during historic periods, and participated in historic movements or changes. Each reading is preceded by an interpretive paragraph and concludes with questions related to the primary source.

American Art and Music Activities
These activities provide an opportunity for students to sample the cultural history of a period and to compare and contrast cultural contributions, both past and present. A brief biography of each artist is followed by comprehension and critical thinking questions.

Interpreting Political Cartoons Activities
These activities give students the opportunity to review different periods of history by learning how to interpret political cartoons. Each activity provides a political cartoon, background information about it, and critical thinking questions to help students interpret the cartoon’s message.

Reteaching Activities
These are a variety of activities designed to enable students to visualize the connections among facts in their textbook and to review major concepts. Graphs, charts, and tables are among the many types of graphic organizers used.

Enrichment Activities
These activities introduce students to content that is different from, but related to, the themes, ideas, and information in the student textbook. Enrichment activities help students develop a broader and deeper understanding of the concepts and ideas presented in the chapters.

Guided Reading Activities
These activities provide help for students who are having difficulty organizing the information found in the sections. Students fill in missing information in outlines and sentence completion activities and respond to short-answer questions.
Unit 1 Resources

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Economics and History Activity 1
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CLOSE NEIGHBORS

Today the term Beringia describes a vast geographic region from the Kolyma River in far eastern Russia to the Mackenzie River in the Northwest Territories of Canada. This region remained relatively ice free during past glaciations when large parts of the earth were covered by glaciers.

The Bering Strait is a somewhat shallow body of water in the central part of Beringia. It separates the Seward Peninsula in Alaska from the Chukotskiy Peninsula in Siberia by a distance of only 55 miles. Situated even closer to Asia is the United States’s Little Diomede Island. It is located in the Bering Strait and is only three miles from Russia’s Big Diomede Island. (See Map 1.) Today this area between Asia and North America is covered by water, but years ago the scene was very different. Land connected the two continents.

ASIA AND NORTH AMERICA UNITED

Any period of glaciation in our planet’s history is technically an ice age. However, we commonly refer to the geological period called the Pleistocene epoch as the Ice Age. This period began 1.6 million years ago. During the final years of the Ice Age, so much of the earth’s water was locked up in glaciers that sea levels were significantly lower than they are today. As a result, the land bridge between the continents of Asia and North America appeared.

The continental shelf along the Bering Strait also contributed to the appearance of the land bridge. A continental shelf is an underwater plain that borders a continent. The continental shelf along the Bering Strait is wide and slopes gradually to the sea. When a wide continental shelf slopes gradually, a small drop in the sea level can greatly increase the shoreline. Thus, when the sea level dropped approximately 300 feet during the Ice Age, a relatively flat stretch of the continental shelf that bordered Asia and North America was revealed. Land migration between the two continents was made possible for humans, animals, and plants. (See Map 2.)
MODERN-DAY REMNANT OF THE LAND BRIDGE

The Bering Land Bridge National Preserve in northwest Alaska is an actual remnant, still above water, of the land bridge that once spanned Asia and North America. The preserve sprawls across 2.7 million acres of the Seward Peninsula and is one of the most remote national parks in the country. (See Map 3.) No roads lead into the preserve. Temperatures in January can fall to –50°F in the interior of the preserve. The average summer temperatures are moderate (mid-60s° to 70°F), but storms occur suddenly with severe drops in temperature. It is not surprising that the preserve is one of the least visited parks of the National Park Service. However, it offers visitors the chance to see a landscape that is much as it was when some of this continent’s first inhabitants crossed from Asia.

THE LAND

Those ancient travelers probably encountered a steppe environment with rolling grasslands and a generally temper-
GLACIATE CLIMATE. (See Table 1.) The preserve today is tundra—a boggy or marshy expanse that is dotted with streams and small lakes. The entire preserve is underlaid with permafrost, a permanently frozen layer below the earth’s surface. Countless barrier islands dot the northwestern coast of Seward Peninsula, and low sand dunes form much of the preserve’s coastline.

Significant volcanic features are found in the preserve. It contains lava flows and volcanic crater lakes, called maar lakes. Explosions of steam and ash created the lakes when magma from the earth’s core rose and collided with groundwater and permafrost ice. The preserve has four maar lakes and they are the largest of this type on the planet. Even more unusual is Devil Mountain Lake, which is a double-crater maar lake. The explosions that formed the four lakes occurred over a span of more than 100,000 years, with the most recent lake created 17,500 years ago. Volcanic ash from that explosion covered and preserved the landscape, complete with plants, rodent nests, and soil formations, which aids research of the area today.

**PLANT AND ANIMAL LIFE**

Many of the more than 400 species of plants in the preserve may have evolved in ancient Beringia. One example is the Feltleaf Willow (*Salix alaxensis*). It is one of a group of species that led Swedish botanist Eric Hultén to theorize that some plants evolved in Beringia and then spread into Asia and North America.

The preserve is a bird-watcher’s paradise with more than 170 species, including gulls, murreas, kitiwakes, swans, hawks, eagles, falcons, owls, and songbirds. The diversity of bird life is related to the nearness of Asia and the variety of habitats within the preserve.

Many of the large mammals that crossed the land bridge, such as the mammoth, are now extinct. Yet there are animals from the Pleistocene epoch still inhabiting the preserve, such as musk oxen, caribou/reindeer, wolves, polar bears, seals, and Pacific walruses. Other animals that live in and near the preserve include grizzly bears, moose, wolverines, foxes, and beluga and bowhead whales.

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**Table 1—Possible Reconstruction of Ancient Beringia Environment**

<table>
<thead>
<tr>
<th>Land</th>
<th>A steppelike, relatively flat, low-lying plain.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climate</td>
<td>Dry and continental. It had extremely cold winters with little snowfall. Summers were dry, sunny, and comparatively warm. The growing season began early because of the minimal snow cover, and the depth of thaw allowed deep-rooted plants to grow.</td>
</tr>
<tr>
<td>Vegetation</td>
<td>Overall, the vegetation of the ice-free areas was sparse and steppelike. Woodlands, marshes, and meadows were present. There were probably large expanses of vegetation similar to modern willow thickets. Pollen data shows a good deal of pollen was present from grasses and sedges, or marsh plants.</td>
</tr>
</tbody>
</table>

The table above reveals that environmental conditions in Beringia were complex and varied. New evidence continues to be studied, and opinions differ on what the ancient environment was like.
UNITED STATES AND RUSSIA COOPERATE IN BERINGIA

The National Park Service established the Shared Beringian Heritage Program in 1991. This program promotes communication and cooperation between the people and governments of the United States and Russia in the Central Beringia region. People from both sides of the Bering Strait work together in cultural exchanges, scientific studies, conservation efforts, and the management of natural and cultural resources to preserve and better understand this unique region.

APPLYING GEOGRAPHY TO HISTORY

Directions: Write the answer to each question in the space provided or on a separate sheet of paper.

Recalling Information

1. What two circumstances caused the Beringia land bridge to appear?

2. What countries are included in the geographic region of Beringia today?

3. What differences in the physical environment would a visitor today see compared to a person crossing the land bridge in ancient times?

4. Why is the preserve a haven to so many species of birds?

Critical Thinking

5. Making Generalizations How do you think sea life such as whales were affected while the land bridge connected Asia and North America?

6. Drawing Conclusions Because there are no roads leading into the Bering Land Bridge National Preserve, how do you think visitors arrive?

7. Predicting What does the current increase of sea levels indicate?

DID YOU KNOW?

- The fishing boundary between the United States and Russia is also the International Date Line.

- Due to their stability, glaciers are good barometers of global warming because they reflect only long-term changes in temperature.

- Sea levels have risen by four to eight inches since the mid-1800s. Scientists expect another increase of up to 15 inches by 2100.
Economics and History Activity 1

Economic Systems

When you hear the word “economics,” you may think of employment and unemployment, money and banking, international trade, or how to start a business. All of these are part of economics, which is the system that determines how a limited amount of resources are used to fulfill unlimited human wants. In other words, it is through an economic system that the goods and services people need and want are supplied. Not every society has the same type of economic system, however. Three general types of economic systems exist—traditional, command, and market. Each of these systems answers the following questions in a different way: What goods and services should society produce? How should they be produced? For whom should they be produced?

TRADITIONAL ECONOMY

In a traditional economy, economic decisions are based on customs and beliefs handed down from generation to generation. Individuals have little influence over economic decisions. If you lived in a traditional economic system, your parents would teach you to perform the same tasks that they learned from their parents. The early Native Americans had traditional economies. If you were a male member of a Plains people, for example, your father would have taught you to hunt buffalo in the same manner that he had been taught, and you would distribute the food the way it had always been done.

COMMAND ECONOMY

In a command economy, like the traditional economy, individuals have very little say in what is produced. Instead, government leaders regulate the economy. They decide what to produce, how to produce it, and who should receive the goods and services. The European system known as mercantilism was an example of a command economy. Mercantilism was an economic system designed to make a country strong and self-sufficient by controlling the resources of its colonies. The basic principles of mercantilism were:

1. A country should have as much gold and silver as possible.
2. A country should export (sell) more than it imports (buys).
3. Countries should use their colonies as a market for their goods and products.
4. Countries should use their colonies as a source of precious metals, raw materials, and agricultural goods.
5. Sea power must be used to protect trade, add to national independence, and increase military might.
6. Population growth in the colonies should be encouraged to increase the colonial labor force.

MERCANTILISM AND THE AMERICAN COLONIES

During the 1600s and 1700s, Great Britain had one of the most important mercantilist economies in the world. Mercantilism helps explain why the British colonized North America in the first place. They hoped to match the spectacular wealth that Spain had acquired from its Central and South American colonies.

Typical of a command economy, Great Britain imposed taxes, tariffs, and a series of laws and regulations on its colonies to control their economies and keep them dependent on the home country. For example, the Molasses Act of 1733 imposed a tax on the American colonists when they imported molasses, sugar, and rum from any country other than Great Britain. The British grew or processed these items in

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their Caribbean colonies, but other countries that had Caribbean colonies also produced these items. The Molasses Act made the non-British products even more expensive than the high-priced British goods. Thus, the act attempted to create a British monopoly in the American colonies by preventing other countries from being able to compete. Great Britain wanted to keep the American colonies a British marketplace.

American colonists felt the burden of mercantilism more and more as the British economic restrictions grew tighter. The graph below shows the value of colonial trade with Great Britain in 1762. In that year, all the colonies imported more from Great Britain than they exported to that country. This imbalance added gold and silver to Great Britain's treasury but did not help the economies of the colonies. The mercantilist burden helped motivate American colonists to declare their independence.

MARKET ECONOMY

Once freed from the rule of Great Britain, the colonies created a different economic system known as a market economy. In a market system, economic decisions are not made by government or tradition, but by individuals looking out for their own best interests. People are free to decide what and how to produce, and they keep the profits they earn through their labor. They also have the right to own property. The market economy regulates itself through competition and the laws of supply and demand. The United States has become the most important market economy in world history.

APPLYING ECONOMICS TO HISTORY

Directions: Use the information you have read and the information in the graph to answer the following questions on a separate sheet of paper.

Recalling Information

1. What is economics?
2. What are the three types of economic systems?
3. What was the goal of mercantilism?
4. Name four principles of mercantilism.
5. What are the general features that make up a market economy?
6. What was the ratio of imports to exports for New York in 1762?

Critical Thinking

7. Synthesizing Information The American economy today is a mixed economy, with elements of all three types of economic systems. What in the American economy is handled through command? What is handled through tradition?

8. Drawing Conclusions Traditional and command economies are criticized for not encouraging innovation and growth. Based on the characteristics of a market economy, why do you think it encourages innovation and growth?
Simulation 1: Influence of Religious Thought in Colonial America

Topic
In this simulation, students will interview key religious leaders in early colonial America.

Purpose
The religious convictions of early colonial leaders have impacted many aspects of American political and social life. This simulation will help students learn that religious thought in colonial America was more diverse than they might have suspected, and that the legacy of those beliefs remains a vital force within America today.

Objectives
By participating in this simulation, students will:
• Learn about the various religious viewpoints of key figures of early colonial America.
• Perceive how religious thoughts and beliefs translate into political and social accomplishments.
• Note the influence of religious thought on basic American rights (e.g., freedom of speech and freedom to assemble).

Suggested Resources
✓ Selected writings of and about John Winthrop, Roger Williams, Anne Hutchinson, Thomas Hooker, and William Penn
✓ Historical analyses of the colonial leaders studied in this simulation

Procedures/Pacing Guide
This simulation activity is designed to be conducted over the course of one week (five class periods, plus out-of-class preparation time). You can shorten the time required by doing some of the preparatory work yourself. If possible, devote at least two class periods to the simulation.

Day 1—Introduce the Simulation
Have the students read Simulation Sheet 1 and answer the questions. Guide students in a broad discussion of the role of religion in early colonial America and the varieties of religious expression.

Near the end of class, organize students into five groups—one each for John Winthrop, Roger Williams, Anne Hutchinson, Thomas Hooker, and William Penn. Each group should include (1) a colonial leader (e.g., Winthrop, Williams, etc.), (2) an interviewer/host, and (3) a “news crew” that will research and summarize the leader’s beliefs as well as any criticism of those historical beliefs. Explain that each group will produce a television news program in which they will interview an early colonial leader, focusing on his or her religious views. The interviewer will also point out criticism or dissenting views opposing the leader. Students will need to be familiar with dissenters’ beliefs as well as the beliefs of the group’s colonial leader. Group members can decide for themselves who will play the various roles.

Tell students that each group will present its interview on Day 4, after which students will form personal viewpoints on the effects of religious beliefs on the formation of American political and social structures. Distribute copies of Simulation Sheet 2 to all students and ask them to begin their out-of-class research immediately.
**Simulation 1: Influence of Religious Thought in Colonial America (continued)**

**Day 2—Prepare for the Simulation**

Use Simulation Sheet 2 as the basis for this lesson. Groups should research their religious leader using library resources, the Internet, and materials that you provide. Remind students that all members of their news teams should be involved in researching, producing the interview, and formulating questions. Make sure that students do not simply phrase their questions in an overly literal way from the list of research topics on Simulation Sheet 2. For example, they should avoid asking “What is your opinion on religious freedom?” or “What is your opinion on the authority of the Bible?” Instead, students should use these topics to explore reasons for the colonial leader’s beliefs and the relationships between the leader’s beliefs and policies.

Political/social achievements could include such things as establishment of colonies, treatment of Native Americans, separation of church and state, voting rights, importance of education, and strict moral codes. Encourage students to use broad but accurate examples as they consider this aspect of the assignment.

**Day 3—Prepare for the Simulation**

Students should meet in their assigned groups to share the results of their research, plan for the next day’s televised interview, and prepare their questions and the leader’s responses. Provide students with the simulation format (given under Day 4 procedures). Students may wish to perform a practice run-through of their simulation or develop scripts, rather than have an extemporaneous discussion.

**Day 4—Conduct the Simulation**

Use the following format as the basis for the news program:

- **Step One—Sign On/Welcome to Viewers.** The interviewer/host opens by briefly commenting on the topic of the program.

- **Step Two—Introduction/Interview of Colonial Leader.** The interviewer introduces the colonial leader and begins questioning him or her from the prepared list of questions.

- **Step Three—Guest Responses.** The colonial leader should respond to the questions in a manner that is historically accurate.

- **Step Four—Sign Off.** Concluding remarks by the interviewer/host signal the end of the program.

Students can set up a “television studio” in the manner of news programs they have seen. Make sure that the positions taken by the participants are historically accurate. Encourage all students to take notes throughout each of the five interviews.

**Day 5—Solve the Problem**

Pose the following questions to students as homework or as a basis for classroom discussion about the simulation: Which of the early colonial leaders studied in this simulation has had the greatest effect on the political structure of contemporary America? On the social structure? Explain the reasons for your choices.
Influence of Religious Thought in Colonial America

**Directions:** In this simulation, you will compare and contrast the religious beliefs of key leaders in early colonial America and study the effects of their beliefs on the formation of American political and social structures. To help you prepare, read the background information. Then answer the questions that follow.

**BACKGROUND INFORMATION**

Religion was a key factor in the establishment of many American colonies, particularly in New England. New England Puritans wanted the Church of England to be purged of all traces of Roman Catholicism and restored to the “simplicity and authority” of the Bible. Puritans believed that they were a special people with a special covenant, or agreement, with God. John Winthrop wanted to build a refuge for Puritans, who were persecuted in England for their religious ideas. Winthrop, the first governor of the Massachusetts Bay Colony, hoped his colony would be an example to the rest of the world:

"We shall find that the God of Israel is among us, when ten of us shall be able to resist a thousand of our enemies, when He shall make us a praise and glory [so] that men shall say of succeeding plantations, “The Lord make it like that of New England,” for we must consider that we shall be as a city upon a hill, the eyes of all people are upon us."

Not all early American colonists were Puritans. Even within the ranks of New England Puritanism, people such as Roger Williams and Anne Hutchinson held differing thoughts and beliefs. Outside New England, in the southern and middle colonies, religious enthusiasm generally did not rise to the same level that was shown in the northeast. However, some 50 years after the founding of the Massachusetts Bay Colony, William Penn received a charter for the establishment of Pennsylvania. He hoped it would be different from New England. Penn was a Quaker, and the Puritans did not welcome his religious beliefs. He wanted his colony to be a place where all could practice their religion peacefully.

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**1.** In which American colonies did Puritanism particularly flourish? What were some characteristic beliefs of Puritans?

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**2.** Were all early American colonists Puritans? Did all Puritans believe the same thing? Explain.

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Influence of Religious Thought in Colonial America

**Directions:** Complete the following worksheet as you discuss the beliefs and policies of your group’s colonial leader. Fill in the views held by the colonial leader for Topics 1–5. Then research historical criticism of the leader, if any, and what political or social achievements resulted from the leader’s religious policies. Use the information to produce the simulated television interview.

| Colonial Leader: ________________________________ |
| Topic 1: Religious freedom ________________________________ |
| Topic 2: Freedom of speech ________________________________ |
| Topic 3: Authority of the Bible ________________________________ |
| Topic 4: Authority of religious leaders ________________________________ |
| Topic 5: Other distinguishing doctrines ________________________________ |
| Topic 6: Criticism of the leader ________________________________ |
| Topic 7: Political/social achievements ________________________________ |
Religion in the American Colonies

INTRODUCTION

Life in Europe during the 1500s, 1600s, and 1700s was difficult for people who worshiped according to their own mind and heart. Many thousands were killed for their refusal to conform to the church in power at the time. Such spiritual and physical suffering led the Pilgrims to flee to the Americas in 1620 and the Puritans to follow beginning 10 years later. In America, they believed, they could live and worship in peace and diversity.

from “The Heresies of Anne Hutchinson and Her Followers”
Thomas Welde

About the Selection  Thomas Welde (1595–1661), a minister, was a peer of John Winthrop and other conservative Puritans in the Massachusetts Bay Colony. Welde and then-Governor Winthrop were part of the General Court’s 1637 trial of Anne Hutchinson for heresy (commitment to a religious opinion contrary to the majority church’s teaching), and both voted to banish her from the Colony. She found her way to Rhode Island and then to New Amsterdam (New York). In 1643 she and her family were slain by Native Americans fighting the encroachment of Dutch settlers. This excerpt from Welde was the introduction to A Short Story of the Rise, Reign, and Ruin of Antimonians, a book published by John Winthrop in 1644.

GUIDED READING

As you read these words from Thomas Welde, identify his emotions and beliefs about freedom of religion. Then answer the questions that follow.

They [the Antimonians, the religious group to which Anne Hutchinson belonged] labored much to acquaint themselves with as many as possibly they could, that so they might have the better opportunity to communicate their new light to unto them.

Being once acquainted with them, they would strangely labor to insinuate themselves into their affections by loving salutes, humble carriage, kind invitements, friendly visits, and so they would win upon men and steal into their [hearts] before they were aware. Yea, as soon as any new-comers (especially men of note, worth, and activity, fit instruments to advance their design) were landed, they would be sure to welcome them, show them all courtesy, and offer them room in their own houses, or of some of their own sect, and so having gotten them into their web, they could easily poison them by degrees. It was rare for any man thus hooked in, to escape their leaven.

But the last and worst of all, which most suddenly diffused the venom of these opinions into the very veins and vitals of the people in the country, was Mistress Hutchinson’s double weekly-lecture, which
she kept under a pretence of repeating sermons . . . [and] vented her mischievous opinions as she pleased, and wreathed the Scriptures to her own purpose. . . . The great respect she had at first in the hearts of all, and her profitable and sober carriage of matters, for a time, made this her practice less suspected by the godly magistrates and elders of the church there, so that it was winked at for a time . . .; but it held so long, until she had spread her leaven so far, that had not Providence prevented, it had proved the canker of our peace and ruin of our comforts. . .

We spent much time and strength in conference with them . . . many, very many hours and half days together we spent therein to see if any means might prevail [to bring the Antimonians to the Puritans’ way of thinking] . . . [but] when we dealt with them next time we found them further off than before, so that our hopes began to languish of reducing them by private means. . . . Then we had an assembly of all the ministers and learned men in the whole country, which held for three weeks together . . . but after discourse amongst themselves still they hardened one another. . . . Then after this mean was tried, and the magistrates saw that neither our preaching, conference, nor yet our assembly meeting did affect the cure, but that still, after conference had together, the leaders put such life into the rest, that they all went on in their former course, not only to disturb the churches, but miserably interrupt the civil peace, and that they threw contempt upon courts and churches, and began now to raise sedition amongst us, to the endangering the Commonwealth. . . .

[After the trial and banishment of Hutchinson and others]
These persons cast out, and the rest of the ring-leaders that had received sentence of banishment, with many others infected by them . . . went all together out of our jurisdiction and precinct into an island called Rhode Island (surnamed by some, the Island of Errors), and there they live to this day. . . .

But Mistress Hutchinson, being weary of the Island, or rather, the Island weary of her, departed from thence with all her family, her daughter, and her children, to live under the Dutch. . . . There the Indians set upon them and slew her and all her family, and her daughter’s husband and all their children, save one that escaped (her own husband being dead before), a dreadful blow. Some write that the Indians did burn her to death with fire, her house and all the rest named that belonged to her, but slain it seems she is, according to all reports. I never heard that the Indians in those parts did ever before this commit the like outrage upon any one family, or families; and therefore God’s hand is the more apparently seen herein, to pick out this woful woman, to make her and those belonging to her an unheard of heavy example of their cruelty above others.

Thus the Lord heard our groans to heaven and freed us from this great and sore affliction, which first was small, like Elias’ cloud, but after spread the heavens; and hath (through great mercy) given the churches rest from this disturbance ever since; that we know none that lifts up his head to disturb our sweet peace, in any of the churches of Christ among us. Blessed forever be his Name.

I bow my knees to the God of truth and peace, to grant these churches as full a riddance from the same or like opinions, which do destroy his truth and disturb their peace.

READER RESPONSE

Directions: Answer the following questions on a separate sheet of paper.

1. According to Welde, how did the Antimonians turn people away from Puritan beliefs?

2. What did Welde and his colleagues do to try to change the thinking of the Antimonians?

3. How does Welde feel about the death of Anne Hutchinson? How can you tell?

4. CRITICAL THINKING What is the difference between fact and opinion? Are Welde’s words fact or opinion or both?
from “Remonstrance of the Inhabitants of the Town of Flushing to Governor Stuyvesant December 27, 1657”

**About the Selection** In the mid-1600s, the official religion of New Amsterdam (now New York) was the Dutch Reformed Church, inspired by the conservative Scottish theologian, John Calvin. The Director-General of New Amsterdam was Peter Stuyvesant, who, like the Puritans, opposed different religious views. In particular, he worked toward driving Quakers out of the colony. After he passed an anti-Quaker edict, 31 residents and town officials from Flushing wrote and signed The Flushing Remonstrance, a public notice of their belief in the freedom of religion for all and a refusal to cooperate with the government’s edict. Director-General Stuyvesant arrested all 31, but they were released after a short time.

**GUIDED READING**
As you read, compare the words of the citizens of Flushing with Welde’s ideas and with freedom of religion as we know it today. Then answer the questions that follow.

Right Honorable,

You have been pleased to send up unto us a certain prohibition or command that we should not receive or entertain any of those people called Quakers because they are supposed to be by some, seducers of the people. For our part we cannot condemn them in this case, neither can we stretch out our hands against them, to punish, banish or persecute them for out of Christ God is a consuming fire, and it is a fearful thing to fall into the hands of the living God.

We desire therefore in this case not to judge least we be judged, neither to condemn least we be condemned, but rather let every man stand and fall to his own Master. We are bound by the Law to doe good unto all men, especially to those of the household of faith. And though for the present we seem to be insensible of the law and the Law giver, yet when death and the Law assault us, if we have our advocate to seeke, who shall plead for us in this case of conscience betwixt God and our own souls; the powers of this world can neither attack us, neither excuse us, for if God justifie who can condemn and if God condemn there is none can justify. . . .

The law of love, peace and liberty in the states extending to Jews, Turks, and Egyptians, as they are considered the sonnes of Adam, which is the glory of the outward state of Holland, soe love, peace and liberty, extending to all in Christ Jesus, condemns hatred, war and bondage. And because our Saviour saith it is impossible but that offenses will come, but woe unto him by whom they cometh, our desire is not to offend one of his little ones, in whatsoever form, name or title he appears in, whether Presbyterian, Independent, Baptist or Quaker, but shall be glad to see anything of God in any of them, desiring to doe unto all men as we desire all men
should doe unto us, which is the true law both of Church and State; for our Savior saith this is the law and the prophets.

Therefore, if any of these said persons come in love unto us, wee cannot in conscience lay violent hands upon them, but give them free egress and regresse unto our Town, and houses, as God shall persuade our consciences. And in this we are true subjects both of Church and State, for we are bounde by the law of God and man to doe good unto all men and evil to noe man. And this is according to the patent and charter of our Towne, given unto us in the name of the States General, which we are not willing to infringe, and violate, but shall houlde to our patent and shall remaine, your humble subjects, the inhabitants of Vlishing.

Written this 27th day of December, in the year 1657, by mee Edward Hart, Clericus

**READER RESPONSE**

**Directions:** Answer the following questions on the lines below.

1. Why did the citizens of Flushing refuse to turn against people of other faiths?

2. Paraphrase the statement that best explains the citizens’ decision to go against the government.

3. Identify the points of view of Thomas Welde and the citizens of Flushing toward people of different religious beliefs.

4. **CRITICAL THINKING** How do you think the early days of religious intolerance helped America expand?
from “On Equality of the Sexes”

Judith Sargent Murray

 GUIDED READING

As you read, identify elements of Murray’s essay, written in 1790, that are similar to those in Banneker’s letter and Jefferson’s Declaration of Independence. Then answer the questions that follow.

Are we [women] deficient in reason? We can only reason from what we know, and if an opportunity of acquiring knowledge hath been denied us, the inferiority of our sex cannot fairly be deduced from thence. . . . Yet it may be questioned, from what doth this superiority, in this determining faculty of the soul, proceed. May we not trace its source in the difference of education, and continued advantages? Will it be said that the judgment of a male of two years old, is more sage than that of a female’s of the same age? I believe the reverse is generally observed to be true. But from that period what partiality! how is the one exalted, and the other depressed, by the contrary modes of education which are adopted! the one is taught to aspire, and the other is early confined and limited. As their years increase, the sister must be wholly domesticated, while the brother is led by the hand through all the flowery paths of science. . . . At length arrived at womanhood, the uncultivated fair one feels a void, which the employments allotted her are by no means capable of filling. What can she do? to books she may not apply; or if she doth, to those only of the novel kind, lest she merit the [label] of a learned lady; and what ideas have been affixed to this term, the observation of many can testify.

Fashion, scandal, and sometimes what is still more reprehensible, are then called in to her relief. . . . [An educated mind] would have little room for the trifles with which our sex are, with too much justice, accused of amusing themselves. . . .

Will it be urged that [a good education] would supersede our domestick duties? I answer that every [skill] in female economy is easily attained; and, with truth I can add, that when once attained, they require no further mental attention. Nay, while we are pursuing the needle, or the superintendancy of the family, I repeat, that our minds are at full liberty for reflection; that imagination may exert itself in full vigor; and that if a just foundation is early laid, our ideas will then be worthy of rational beings. . . . Should it still be vociferated, “Your domestic employments are sufficient”—I would calmly ask, is it reasonable, that a candidate for immortality, for the joys of heaven, an intelligent being, who is to spend an eternity in contemplating the works of Deity, should at present be so degraded, as to be allowed no other ideas, than those which are suggested by the mechanism of a pudding, or the sewing the seams of a garment?

From “On Equality of the Sexes” from Selected Writings of Judith Sargent Murray (Oxford University Press, 1995).

(continued)
READER RESPONSE

Directions: Answer the following questions on the lines below.

1. Summarize Murray’s argument that a woman’s mind is worth more than it was being used for during her time.

2. What does Murray say will happen to a woman who is not allowed to fill her mind with education?

3. How is lack of education a form of slavery?

4. CRITICAL THINKING Identify the common theme of Jefferson’s, Banneker’s, and Murray’s writings. Discuss the three different points of view.
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Colonizing America, Prehistory to 1754

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Identifying the Main Idea

LEARNING THE SKILL

The main idea is the most important idea, or central idea, conveyed in a paragraph or text. Main ideas are usually stated in the beginning of a paragraph, but sometimes can be found at the end. To locate a main idea, begin by identifying the paragraph’s topic, which usually can be stated in a word or two. Then pay attention to the details in that paragraph. They generally describe or explain the main idea.

PRACTICING THE SKILL

DIRECTIONS: Read the following brief selections from Section 1. For each paragraph, identify the topic, a detail that describes or explains the main idea, and the main idea.

1. North of the Maya civilization, the Toltec people built a large city called Tula. The Toltec were master architects. They built large pyramids and huge palaces with pillared halls. They were among the first American peoples to use gold and copper in art and jewelry.

   Topic: 
   Supporting Detail: 
   Main Idea: 

2. The Pueblo people assigned different tasks to men and women. Men farmed, performed most ceremonies, made moccasins, and wove clothing and blankets. Women made the meals, crafted pottery and baskets, and hauled water. The men and women worked together when harvesting crops and building houses.

   Topic: 
   Supporting Detail: 
   Main Idea: 

APPLYING THE SKILL

DIRECTIONS: Select a subheading from Chapter 1 that is of interest to you. Reread each paragraph under the subheading. On a separate sheet of paper, write down the main idea for each paragraph, using the techniques from Practicing the Skill. Then use those main ideas to identify the subheading’s central idea.
Analyzing Primary Sources

LEARNING THE SKILL

Historians use various sources to answer questions about the past. Primary sources are records that have survived from the past, and include letters, diaries, court documents—even houses and clothing. Historians examine these sources by first considering when, where, and why the source was created. A good rule to remember is the closer in time and place the source is to an actual event, the more reliable that source is likely to be. As you read and analyze primary source documents, read with a critical eye. Consider the speaker or writer’s point-of-view and purpose, and how these might affect bias. When possible, cross check the source against other sources and documents.

PRACTICING THE SKILL

DIRECTIONS: The following excerpt is from lawyer Andrew Hamilton’s plea to the jury for freedom of the press during the trial of printer John Peter Zenger in 1735. Zenger was charged with libel for criticizing the governor of New York. Using Chapter 1 of your text and the excerpt below, answer the questions that follow.

... It is not the cause of a poor printer, nor of New York alone, which you are now trying... it is the cause of liberty; and I make no doubt... but every man who prefers freedom to a life of slavery will bless and honor you as men who have baffled the attempt of tyranny, and by an impartial and incorrupt verdict have laid a noble foundation for securing to ourselves, our posterity, and our neighbors that to which nature and the laws of our country have given us a right—the liberty of both exposing and opposing arbitrary power (in these parts of the world at least) by speaking and writing truth.


1. What is Hamilton’s point-of-view and purpose in speaking? Who is his intended audience?

2. What factors affect the reliability of this account as a primary source?

APPLYING THE SKILL

DIRECTIONS: On a separate sheet of paper, list the records of evidence you may have created in the past 24 hours. These could include notes in a journal or diary, e-mail, a letter, phone message, contribution to your school newspaper, a homework assignment, a purchase with a credit card, or visit to a doctor’s office. Look also at the objects in your room and school locker. Write a paragraph about what a future historian might say about you based on the above evidence of your life.
In May 1607, 104 English settlers founded Jamestown on the banks of the James River in Virginia. The settlers were considered employees of the England-based Virginia Company; its investors expected the colonists to settle in the New World and turn a profit for the company. The colonists built a fort on James Island and engaged in a struggle to survive, battling disease, lack of food and water, and local natives.

Historians believe the colonists continued to inhabit the fort, which included a storehouse, church, and houses, until the 1620s, but by 1800 the fort had disappeared. For many years, historians assumed it had been washed away, but in 1996 the palisades of the original fort were discovered. Then, in 2005, archaeologists discovered a well on the banks of the James River that may have belonged to Captain John Smith. For archaeologists working on the project, the site has become "a window back into time," providing new information about life in the Jamestown Colony.

Archaeologist William Kelso believes that the abundance of artifacts found in the well—preserved because they’ve been underwater in an air-tight space—changes some long-held beliefs about the Jamestown Colony. Historians have long held that one reason the colonists nearly failed was lack of financial and material support by Virginia Company officials in England. Based on the wealth of objects in the well—about a hundred thousand all dating from around 1610 or earlier—Kelso thinks the colony was better supplied than was previously believed. Officials in England probably realized the colony needed more support if it was to survive.

Along with more routine items like leather shoes, surgical tools, and buttons, archaeologists have recovered three tiny tobacco seeds, a loaded Scottish pistol, and a large spear engraved with the coat of arms of Lord De La Warre, the colony’s appointed governor. The tobacco seeds were samples of the valuable species of Spanish tobacco seed somehow acquired by the colonist John Rolfe. The tobacco from this seed eventually became Jamestown’s main cash crop, enabling its survival.

Kelso believes that the discovery of these seeds provides a link to one of the country’s main assets. “This was the beginning of the family farm,” he said. “That’s been the strength of this country forever.”

Steve Archer, a botanical archaeologist whose work is funded by the National Geographic Society, found evidence in the well of more than 30 other plant species, mostly native. He believes this indicates the colonists were aiming to become less dependent on supplies from England. “They were learning new things to eat,” said Archer. “This adds a different interpretation to [our understanding] of how they lived.”

Archer added that plant remains can contribute as much to understanding a site as guns and pottery fragments. “This little study, this tiny slice of dirt moved at Jamestown,” said Archer, “gets people to thinking that there’s a lot of stuff that you find in the ground that tells the story.”

Directions: On a separate sheet of paper, answer the following questions based on the excerpt above.
1. **Drawing Conclusions**  What conclusions have archaeologists drawn from their recent findings at Jamestown?

2. **Drawing Conclusions**  On what evidence have the archaeologists based their conclusions?

**FOR THE TEACHER**

**Teaching Strategies for Different Learning Styles**

The following activities are the ways the basic lesson can be modified to accommodate students’ different learning styles:

**English Learners (EL)**

**Antonyms**

Remember: Antonyms are words that have opposite meanings; *life and death* are antonyms.

**Directions:** Match the words in the first column with their antonym in the second column.

1. _____ abundance  
   A. foreign
2. _____ preserved  
   B. weakness
3. _____ strength  
   C. scarcity
4. _____ contribute  
   D. detract
5. _____ native  
   E. spoiled

**Advanced Learners (AL)**

The articles on which the reading is based are from the National Geographic News’ Web site on 01/07/2007, 06/06/2006, and 09/03/2002. Have students read the articles in their entirety and report on whether or not they think the archaeologists’ conclusions are valid. Have students explain their answers.

**Below Grade Level (BL)**

After students complete the reading, ask them to write the title on a separate sheet of paper. Then ask them to evaluate the title by answering the following questions: 1) Why do you think the writer selected this title for the reading? 2) How does the content of the reading accurately reflect its title? 3) What other title would also be appropriate for this reading?

**On Grade Level (OL)**

Have students read the article silently and answer the questions in complete sentences.
Colonizing America, Prehistory to 1754

A. PRE-READING ACTIVITY

Previewing the Material

Directions: Before reading the Primary Source selection on page 47, answer the following questions.

1. The selection was written by Baron Montesquieu. He believed a government should have three branches. What are they?

2. Why do you think Montesquieu was writing about how to form a government at this point in time?

B. PRE-READING ACTIVITY

Vocabulary Review

Directions: Reviewing the words and expressions below will help you understand the reading.

liberty (n.): freedom
constituted (v.): set up in an official form; established
legislative (adj.): having the power to make laws
executive (adj.): having the power to manage or administer laws, as in a branch of government
united (adj.): joined
magistrates (n.): civil officers with power to apply laws
exposed (adj.): left unprotected
arbitrary (adj.): left to someone’s judgment or choice
C. READING COMPREHENSION ACTIVITY

True or False

Directions: After reading the passage on page 47, decide whether the following statements are true (T) or false (F) based on Montesquieu’s beliefs.

1. ______ The way a government works should not make the people fearful.
2. ______ Fear is a useful and necessary tool in governing.
3. ______ The legislative and executive branches should be within the same branch of the government.
4. ______ One person or group should head both the executive and legislative branches.
5. ______ Freedom is impossible when the executive and legislative branches are under the authority of one person or group.
6. ______ The judicial branch should be separate from the legislative and executive branches.
7. ______ Liberty is only possible if the judicial and legislative branches are combined.
8. ______ A person’s life and liberty could be in danger if the different kinds of government powers are not shared.
9. ______ It would be dangerous to combine the judicial and legislative branches, because a judge could also make laws.
10. ______ There would be no harm in a judge’s having executive powers.

D. WORD BUILDING ACTIVITY

Antonyms

Remember: Antonyms are words that have opposite meanings; life and death are antonyms.

Directions: Match the words in the first column with their antonyms in the second column.

1. ______ exposed           A. needless
2. ______ united            B. divided
3. ______ liberty           C. slavery
4. ______ arbitrary         D. rational
5. ______ requisite         E. guarded
Colonizing America, Prehistory to 1754

DIRECTIONS: Choose the content vocabulary word or term that best completes each sentence. Write the correct term in the space provided. Then answer the question at the bottom on another sheet of paper.

1. The Aztecs demanded _______________ from cities they conquered.

2. As a way to acquire their own land in America, many peasants became _______________.

3. Virginia’s _______________ determined the relationship between free people and enslaved people.

4. The Anasazi constructed large, multi-storied buildings called _______________, containing round ceremonial rooms called _______________.

5. Enlightenment thinkers’ emphasis on reasoning and logic was called _______________.

6. During the Great Awakening, many colonial ministers held _______________ for prayer and preaching.

7. A person who disagreed with established religious beliefs was called a _______________ and could be banished.

8. Sent by Cortés, _______________ led expeditions to conquer Central America in the 1520s.

9. Maryland became England’s first _______________ when it was purchased by Lord Baltimore.

10. Cortes rewarded his followers through the _______________ system.

11. _______________ was a belief that nations had to acquire gold and silver to become wealthy.

12. Ships that were licened to attack the ships of other countries were called _______________.

13. Magellan’s crew became the first people to _______________ the earth.

14. The Virginia company distributed land through a _______________ system.

15. An _______________, happened 10,000 years ago, when people began growing crops in Mesoamerica.

16. During the Great Awakening, many Americans embraced _______________.

17. Colonists sometimes held _______________ to discuss local issues.

18. On another sheet of paper, explain how the terms astrolable and caravel relate to European exploration during the Renaissance.
### Academic Vocabulary Activity 1 ★ ★ ★ ★ ★ ★ ★

**Colonizing America, Prehistory to 1754**

**Key Words**

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### A. WORD MEANING ACTIVITY

**Vocabulary in Context**

**Directions:** Fill in each blank with the correct word from the chart. Add –s or –es where necessary.

1. John Cabot’s explorations failed to turn up riches that would encourage ____________.
2. The South’s plantation system created a society with ____________ social classes.
3. Horses brought to North America by the Spanish ____________ spread northward to the Great Plains.
4. Europeans used their armies to open up and protect trade ____________ in the 1400s.
5. Western Europeans ____________ knowledge of a key navigational device by studying Arab texts.
6. The Great Awakening refers to a period of ____________ religious fervor.
7. In producing sugarcane, Spanish and Portuguese plantation owners used enslaved Africans as a source of heavy manual ____________.
8. Married women had few rights in the early Colonial era, and could not own property or make a ____________.
9. Mercantilism offered colonies a ____________ market for some of their raw materials.
10. According to many anthropologists, agricultural ____________ spread north from Mesoamerica into the American Southwest.
B. WORD USAGE ACTIVITY

Understanding Words with Multiple Meanings

Word Usage Note: Understanding Words with Multiple Meanings

Some words like grant have many meanings:
A. (v.) agree to fulfill
B. (v.) to give according to legal procedure
C. (v.) to admit as true without proof
D. (n.) the act of granting
E. (n.) something granted, as property, a right, or money

The word grant is used in the following expression: take for granted.

Directions: Write the letter for the best definition of grant in the sentences that follow.

1. _______ King James I granted the investors of the Virginia Company a charter to plant colonies in Virginia.
2. _______ The chemist was awarded a grant to complete her research in new medical treatments.
3. _______ Kevin granted that he would have to spend extra time practicing before his first recital.
4. _______ King Charles II’s grant of a charter to the Royal African Company gave it permission to engage in the slave trade.
5. _______ The General Court of Massachusetts granted Reverend Thomas Hooker’s wish to move his congregation to the Connecticut River Valley.

TEST YOUR KNOWLEDGE

Directions: Choose the word that means the same as the word given.

1. acquire
   A. refuse          B. obtain          C. understand
2. pueblo
   A. village        B. house          C. church
3. distinct
   A. unremarkable  B. different      C. displayed
4. widespread
   A. separate      B. exceptional   C. extensive
5. contract
   A. agreement     B. fortune       C. judgment
6. reliable
   A. relieved      B. reluctant     C. dependable
Sequencing Events

LEARNING THE SKILL

A time line is a chart based on chronology, or the sequence of a related series of events. It lists events that occurred between specific dates, giving you a visual picture of history and the relationships between the events. To read a time line, first determine the time span, or the number of years between the beginning and ending dates. Next, determine the time intervals, or the smaller segments of time used to divide the period on the time line. Then identify the individual events labeled along the time line.

PRACTICING THE SKILL

DIRECTIONS: Read the time line below, and then answer the questions that follow on a separate sheet of paper.

1. What are the time span and time intervals for this time line?
2. When did Magellan’s expedition complete its trip around the world?
3. How many years after Cortés landed on the coast of Mexico did Pizarro invade the Inca Empire?
4. Which city was established first—Santa Fe, New Mexico, or St. Augustine, Florida?

APPLYING THE SKILL

DIRECTIONS: Draw a time line of your life on a separate sheet of paper. Be sure to label the time span and time intervals, and to identify and label key events in your life.
LEARNING THE SKILL

A generalization is a broad statement drawn from a group of facts about a topic. To be valid, generalizations must be supported by logical, factual evidence. Generalizations can help you develop conclusions, identify relationships between different historical events, and identify trends and patterns.

Use the following guidelines to help you make generalizations:

- Identify the subject matter.
- Collect factual information and examples relevant to the topic.
- Identify similarities among these facts.
- Use these similarities to form some general ideas about the subject.

PRACTICING THE SKILL

DIRECTIONS: Read the excerpt below, and then identify whether each generalization that follows is valid or invalid. Explain your answers.

Between A.D. 700 and 900, as agricultural technology and improved strains of maize and beans spread north from Mexico and up the Mississippi River, another new culture—the Mississippian—emerged. It began in the Mississippi River valley, where the rich soil of the flood plains was perfectly suited to the intensive cultivation of maize and beans. The Mississippian were great builders. Eight miles from what is now St. Louis, Missouri, are the remains of one of their largest cities, which anthropologists named Cahokia.

1. The typical Mississippian diet consisted of more than meat obtained from hunting.

2. All early native North American’s were great builders.

3. Cahokia was not the only large town built by the Mississippian.

4. The Mississippian were the only early native North American culture to farm.
A Pilgrimage to America

In the early 1600s, the Pilgrims settled in the city of Leiden in Holland. They had fled England because they faced imprisonment or other persecution as a result of their rejection of the Anglican Church. However, the Pilgrims were not satisfied in Leiden and wanted to find a place where they could make a completely new start. In 1617 they began preparations to create a settlement in America. In July 1620, the Pilgrims set sail from Holland in a ship called the Speedwell. They met their partner ship, the Mayflower, in Southampton, England.

In August 1620, the Mayflower and Speedwell departed from Southampton and headed for the Atlantic Ocean. However, they were forced to turn back three times because the Speedwell was leaking. Finally, they decided to leave the Speedwell behind and began choosing who would travel on the Mayflower.

In September 1620, the Mayflower set sail for America with 102 passengers and approximately 50 crewmembers. The voyage was complicated by conflict between passengers and crew, who teased and taunted the Pilgrims. Finally, in November of that same year, the Mayflower arrived at Cape Cod Harbor. Before going ashore, the men drafted and signed the Mayflower Compact. Over the next month, the Pilgrims searched the surrounding land and coast for an ideal place to settle. On December 21, they landed at Plymouth Rock.

The Pilgrims struggled to survive their first winter in America. They completed several shelters but more than half of their people died from sickness. In March, they began developing a friendship with Squanto, Samoset, and the Wampanoag people. Throughout the spring and summer, the Native Americans taught the Pilgrims to hunt, fish, and grow corn, beans, and pumpkins. The Native Americans’ help was successful, and the Pilgrims had an abundant harvest. In the fall of 1621, the Pilgrims and Native Americans had a great feast to show their thanks for the abundance.

Directions: Read the information above and then complete a time line about the Pilgrims’ journey and early days in America. If you need more room, use a separate sheet of paper.
Ceremonies and Rituals

All cultures perform ceremonies and rituals according to their customs or religious beliefs. These activities strengthen the cultural bonds among the people following shared beliefs.

Some rituals mark rites of passage or transitions in peoples’ lives. For example, some Native American cultures initiated adolescents into adulthood by sending them on a vision quest. The youths had to go into the wilderness alone, without food or water, and search for a guardian spirit, usually revealed in a dream.

Some Native American ceremonies were intended to ensure a bountiful harvest or plentiful game. For example, the Plains Indians performed the buffalo dance to ensure success in hunting buffalo.

The sun dance was another important ritual of the Plains Indians. The dance was a quest for supernatural power or aid from a divine spirit and could go on for days. During that time, the dancers neither ate nor drank. The dance often ended in frenzy and exhaustion.

The Pueblo peoples worshiped the forces of nature. For example, during their snake dance, the Hopi released snakes to ask the rain god to send rain. The Hopi believed that snakes were the children of their ancestors, the Snake Maid and the Snake Hero, who were changed into snakes, and thus had power to intercede with the divine spirits on their behalf.

Ceremonies and rituals are very much a part of life today. Rites of passage still mark a person's progress from one phase of life to another. The basic life changes are birth, puberty, marriage, and death. Baby showers, weddings, and funerals are common rituals associated with life transitions. The Jewish ceremonies of bar mitzvah, for a boy, and bat mitzvah, for a girl, mark a young person’s passage into adulthood after a period of religious instruction.

As in Native American cultures, many of our rituals and ceremonies today have a religious foundation. For Christians, baptism and christening ceremonies admit a child into the church community. Some sects sprinkle or pour baptismal water on the child. Orthodox and Baptist sects require total immersion.

Weddings often follow the prescribed traditions of the couple’s church. Couples perform activities symbolic of their union, such as exchanging rings and feeding wedding cake to each other. In Hindu weddings, the bride and groom surround a sacred fire to promote fertility of the union.

CRITICAL THINKING

Directions: Answer the questions below on a separate sheet of paper.

1. Drawing Conclusions What purposes do you think rites of passage serve in a culture?

2. Comparing and Contrasting In what ways were Native American ceremonies and rituals similar to those practiced today? In what ways were they different?

3. Synthesizing Information List three symbols not mentioned above that are part of wedding ceremonies in the United States or elsewhere. Then do library or online research to find out the traditional meaning of each symbol. Briefly summarize your findings.
On each altar there were two giant figures, their bodies very tall and stout. The first one, to the right, they said was Uichilobos, their god of war. It had a very broad face with monstrous, horrible eyes, and the whole body was covered with precious stones, gold, and pearls. . . . The body was circled with great snakes made of gold and precious stones, and in one hand he held a bow and in the other some arrows. A small idol standing by him they said was his page; he held a short lance and a shield rich with gold and precious stones. Around the neck of Uichilobos were silver Indian faces and things that we took to be the hearts of these Indians, made of gold and decorated with many precious blue stones. There were braziers with copal incense, and they were burning in them the hearts of three Indians they had sacrificed that day.

To the left stood another great figure, the height of Uichilobos, with the face of a bear and glittering eyes made of their mirrors, which they call tezcal. It was decorated with precious stones the same as Uichilobos, for they said the two were brothers. This Tezcatepuca was the god of hell and had charge of the souls of the Mexicans. His body was girded with figures like little devils. . . .

In the highest part of the cu there was another figure, the wood of which was very richly carved, where there was another figure, half man and half lizard, covered with precious stones and with a mantle half over it. They said that its body was filled with all the seeds there are in all the world. It was the god of sowing and ripening. . . . Everything was so covered with blood, the walls as well as the altar, and it stank so much. . . .

(continued)
Our captain said to Montezuma, “... I do not understand how such a great prince and wise man as yourself can have failed to come to the conclusion that these idols of yours are not gods, but evil things—devils is the term for them.”

... Montezuma replied with annoyance, “If I had thought that you would so insult my gods, I would not have shown them to you. We think they are very good, for they give us health, water, good seedtimes and weather, and all the victories we desire. We must worship and make sacrifices to them. Please do not say another word to their dishonor.”

From _The Bernal Díaz Chronicles: The True Story of the Conquest of Mexico_. Reprinted by permission of Doubleday, a division of Random House, Inc.

**READER RESPONSE**

**Directions:** Answer the following questions on the lines below.

1. According to Montezuma, how do the gods benefit the Aztecs?

2. What is the function of each of the gods?

3. How does Cortés characterize the Aztec gods?

4. What must the Aztecs do for their gods?

5. **Critical Thinking** Explain the significance of the materials and symbols associated with each god.
Forsaking the ordinary ways and means of attaining the knowledge of our religious duty, viz. natural reason and the written word of God; and substituting in their place our own conceits of immediate revelations by certain impulses, motions, or impressions of the Holy Spirit on our minds, without any rational objective evidence, or clear and sufficient proof;—this is proper and direct enthusiasm, in the bad sense of the word to which it is now commonly restricted. And of all religious maladies, this is the most desperate and hardest to be subdued. If the case be atheism, paganism, or deism, it is still within the reach of all the arguments and conclusions of natural reason, and which have been often, in such case, practiced with success; or if the case be Judaism, Mahometism, or Popery, it is within the reach of all the arguments and conclusion of reason and revelation also;—but if it be ENTHUSIASM, it is out of the reach of all these, the alone means in human power, wherewith to attempt a remedy. For if once man be settled in this Way; when once they come to place strong conceit or imagination in the chair of reason, and to subject the standing oracles of God, to the fancied immediate revelations of his Holy Spirit to them; they straight assume the airs of infallibility upon you. If you’ll hearken to their dictates, it is well; but if not, what have they to do with your carnal reasonings, or senses of scripture? For they have God

Reader’s Dictionary

carnal: natural and physical
deism: the view that God created the universe but does not play a role in human history
dictates: beliefs and orders
infallibility: unable to be wrong
Mahometism: outdated word for Islam
maladies: diseases
Popery: Catholicism (often meant as a slur)
viz.: namely
himself speaking *inwardly* to their souls; *immediately* teaching, and *infallibly* leading them into all Truth;—and this they are as sure of, as of *seeing* the light, or *feeling* the heat of the sun at noonday.


**READER RESPONSE**

**Directions:** Answer the following questions on the lines below.

1. According to Garden, what are the ordinary ways of attaining religious knowledge?

2. What examples does Garden give of religious issues within the reach of reason and revelation?

3. Which religious “malady” is the hardest to cure?

4. What does Garden mean by “enthusiasm”?

5. **Critical Thinking** According to Garden, what are the harmful effects of religious enthusiasm?
Pewter teapots, wooden plates, and brass candlesticks—these were the everyday utensils used by seventeenth-century American colonists. But sometime during the later part of that century and into the early eighteenth century, American styles and tastes began to change. This was partly due to the increasing affluence of colonial Americans as cities, such as Boston, grew and the merchant trade began to expand. The desire for finer and more decorative objects also came about as the earlier Puritan ideal of simplicity in all aspects of life became less popular. Whatever the reason for the change in style, it quickly showed itself in a variety of forms—silver objects being one of them.

Silver objects were crafted by a variety of English silversmiths, whose work was imported, and by a few highly skilled craftspeople working in the cities of Boston, New York, and Philadelphia. One of the earliest of the American-born silversmiths was Edward Winslow, who was born in Boston in 1669. Winslow is believed to have served as an apprentice to Jeremiah Dummer, a master silversmith working in Boston during that time.

But unlike the rather plain tankards and pots crafted by his mentor, Edward Winslow’s silver pieces were more decorative works of art. As with many art objects, then and now, they were highly prized and extremely expensive to create and to purchase.

Winslow’s silver objects, whether pots, bowls, or boxes, were often elaborate, taking an extraordinary amount of skill and

Silver Porringer by Edward Winslow
patience to produce. His silver incorporated the latest change in American tastes for more ornate objects. Decorative, engraved designs of repeated patterns became very popular, and Edward Winslow set an example for other silversmiths to follow. One of the decorative techniques he used was called gadrooning. Gadrooning was a series of parallel vertical designs that contrasted with the smoothness and simplicity of the rest of the piece.

In 1700, Winslow crafted a chocolate pot, now in a collection at the Metropolitan Museum of Art in New York City. Gadrooning appears on this pot at its lid and base, while the body of the pot remains smooth and free of decoration. With this piece, Winslow managed to attain a balance of form, function, and decoration that makes it a prized and classic example of early American silver.

Another piece by Edward Winslow, from about 1702, is a sugar box now owned by the Winterthur Museum in Delaware. The entire surface of the box, which is actually an oval-shaped bowl with a lid, is elaborately decorated with gadrooning, scrolls, leaf designs, and even a dragon on the latch.

Sugar was a valuable commodity in the seventeenth and early eighteenth centuries since it was imported and often difficult to obtain in quantity. Sugar boxes were therefore commissioned by the wealthy to celebrate important family events, such as a marriage or the birth of a child.

Edward Winslow’s career was not to be a lengthy one. He died in 1718 at the age of 49—achieving some of his finest work in the last two years of his life. Although not much is known about this early American decorative artist, we can still view one of his silver pieces with awe nearly three centuries after his death, and appreciate its beauty, intricacy, and functionality as a tribute to the master colonial craftsman.

1. Why did America’s tastes and styles begin to change during the late seventeenth and early eighteenth centuries?

2. What was gadrooning?

3. Why is Winslow’s sugar box considered one of his finest pieces of craftsmanship?

**Critical Thinking**

4. Making Inferences If you were an artisan working in the eighteenth century, what sources might inspire you and give you direction for your artistic style?

5. Synthesizing Information In what ways do the styles of Winslow’s silver pieces show the influence of the economic and cultural changes taking place in America at the time?
COLUMBUS, THEN AND NOW

Columbus’s landing in the Americas is one of the great turning points in world history. After 1492 the European conquest of much of the Americas began, and the history of the Western Hemisphere became intertwined with the history of the Eastern Hemisphere. For much of our history, Americans have revered Columbus’s accomplishments. However, recent interpretations of Columbus and the effects of his voyages have been more critical. In 1992, when the United States celebrated the 500th anniversary of Columbus’s first voyage, the nation had a debate about the value and impact of his voyages.

DIRECTIONS: Study the art and cartoon, and then answer the questions that follow.
ANALYZING THE CARTOON ACTIVITY 1  

1. The engraving at the top shows how one artist in the 1800s pictured Columbus’s first landing in the Americas. What details show that the artist saw this as an important event?

2. What is similar about the cartoon and the engraving?

3. In the cartoon, who has landed? Why does the cartoonist use them to make his point?

4. At the right of the engraving, we see Native Americans in awe of the Spaniards. What is happening in the same place in the cartoon? What point is the cartoonist making?

CRITICAL THINKING

5. **Identifying the Main Idea**  What is the cartoonist’s main point about Columbus? Explain your answer.

6. **Comparing and Contrasting** Use your school or community library to locate two political cartoons that take opposing views of the same political issue. Bring these cartoons to school and describe what devices the cartoonists use to get their points of view across to the reader.
Colonizing America, Prehistory to 1754

The climate and geography of the Southern, Middle, and Northern colonies affected the economic base of each region. The economy in turn influenced the development of unique social class distinctions in each area. The Puritan New England township model introduced the democratic ideals that led to the American Revolution, while the Southern plantation society contributed to the eruption of the American Civil War.

**DIRECTIONS:** Outline the unique social hierarchies of each region below. Start with the top group in the social system. Briefly describe the role of each class in the society. (There may be more than one group at each level, as the chapter indicates.)

<table>
<thead>
<tr>
<th>Southern Plantation System</th>
<th>Colonial Urban Society</th>
<th>Middle Colony Farm Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Planter elite</strong> (Southern gentry)—wealthy land-owners who were the government representatives, militia commanders, and judges</td>
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**Critical Thinking** How did the demand in Europe for certain American products contribute to the formation of one of these social hierarchies: (A) the Southern plantation system, (B) the colonial urban society, or (C) the Middle Colonies’ farm society?
Enrichment Activity 1

Protesting the Navigation Acts

Publick Occurrences, Both Foreign and Domestick, was the first newspaper published in America. Richard Pierce printed it, while Benjamin Harris served as editor. The paper’s first edition appeared in Boston on September 25, 1690. The journalist said that he would issue the newspaper “once a month, or, if any Glut of Occurrences happen, oftener.” Harris did not have the chance to publish a second issue. Publick Occurrences was ordered shut down by the government. British-appointed officials claimed that the paper contained “reflection of a very high order.” They further stated that the paper was printed without authority. There was a warning against future publications of any kind without first obtaining permission from “those appointed by the government to grant the same.”

The third American newspaper, published in August 1721 by James Franklin, was called the New-England Courant. When Franklin was jailed for writing and publishing an editorial that criticized the government—an act that was considered libelous or damaging to the government—his 13-year-old brother Ben took over the work of laying type, printing, and delivering the paper. James Franklin was forbidden to publish any more newspapers. Thus, until 1726 the New-England Courant was published, claiming Ben Franklin as the editor and publisher.

DIRECTIONS: You are a newspaper publisher in the colony of Massachusetts. On a separate sheet of paper, write an editorial about the Navigation Acts, or the laws enacted by the British government to regulate colonial trade with other countries. Answer the questions on the next page to help you prepare for your editorial.
Questions to Consider

1. What was the British government’s motivation for the Navigation Acts?

2. How did the colonists in Massachusetts respond to the Navigation Acts?

3. What was King Charles’s response to the colonists’ actions in the Massachusetts Colony?

4. Why do you think the colonists responded to the Navigation Acts in the manner that they did?

5. **GO A STEP FURTHER** Find several current newspaper editorials that would have been considered libelous in colonial America. Write excerpts from the current editorials in the space below.
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Section Resources

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Guided Reading Activity 1-5 ..................................................52
DIRECTIONS: Filling in the Blanks In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. A stretch of land known as ____________ created a land bridge between Alaska and Asia.

2. Anthropologists think the first people to build a civilization in America were the ____________.

3. Around A.D. 200, the ____________ culture emerged in the Yucatan Peninsula.

4. The Toltec were among the first Native Americans to use metals for ____________ and ____________.

5. When the Europeans arrived in the 1500s, an estimated five million people were living under ____________ rule.

6. The ____________ created a civilization by building an elaborate system of irrigation canals.

7. Between A.D. 850 and 1100, the Anasazi began constructing large multi-story buildings of ____________ and cut stone.

8. ____________ was essential to the survival of the Pueblo people.

9. Although Pacific Coast groups such as the Tlingit and Salish did not practice ____________, they did live in permanent settlements.

10. In what is today central ____________, several groups enjoyed abundant wildlife and a mild climate.

11. ____________ was the largest city of the Mississippians, covering five square miles and containing over 100 flat-topped mounds and pyramids.

12. Almost all people of the Southeast lived in ____________ with buildings arranged around a central plaza.

13. The Spanish brought horses to North America in the 1500s, allowing the ____________ to become great mounted hunters and warriors.

14. *Succotash, hominy,* and *moccasin* are ____________ words that are still used in English today.

15. The alliance known as the ____________ was formed to maintain peace and oppose the Huron people.

16. ____________ was a chief of the Mohawk and a founder of the Iroquois Confederacy.
**Guided Reading Activity 1-2**

**DIRECTIONS: Recalling Facts** Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What was the purpose of the Crusades? ______________________

2. What did European monarchs hope to achieve by financing exploration? ________________

3. Who set up a center for astronomical and geographical studies in Portugal? _______________

4. How did the empire of Ghana become wealthy? ______________________

5. What trading center did the ruler of Songhai, Sonni Ali, seize from Mali in order to expand his empire? ______________________

6. For what purpose did the Spanish and Portuguese bring enslaved Africans to the Canary and Madeira islands? ________________

7. How did the maps of Ptolemy and al-Idrisi help European mariners? ________________

8. Who were the people Columbus encountered in the Bahamas, and what did he call them? ________________

9. What did Spain gain from the Treaty of Tordesillas? ________________

10. Who was the first European known to have seen the Pacific Ocean? ________________

11. How was Hernán Cortés able to defeat the Native Americans in spite of being outnumbered? ________________

12. Where did Hernando de Soto explore? ________________

13. What was the highest social class in Spanish colonial society? ________________

DIRECTIONS: Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. England’s First Colonies
   A. People who wanted to remove all remaining Catholic elements from the Anglican Church were called ________________.
   B. The need to find new markets for their ________________ convinced English merchants to search for a northern water route through North America to Asia.
   C. Most of the colonists of ________________ were townspeople who did not know how to fish, hunt, raise livestock, or cultivate crops.
   D. The trade between ________________ and the Powhatan Confederacy helped Jamestown get through its first two winters.
   E. George Calvert founded the colony of Maryland so that ________________ could practice their religion without persecution.

II. Pilgrims and Puritans
   A. The Puritans who settled at Plymouth survived due to the help of ________________, who taught them to grow corn.
   B. The charter of the Massachusetts Bay Company stated that all freemen belonged to the ________________, which made the laws and elected the governor.
   C. In 1637, Anne Hutchinson was charged with ________________ for holding prayer meetings.
   D. The execution of three Wampanoag men for murder touched off the conflict known as ________________.

III. Restoration Colonies
   A. The ________________ began in 1642 when King Charles I sent troops into Parliament to arrest several Puritan leaders.
   B. The Dutch established a settlement at New Amsterdam on ________________ Island.
   C. A religious group called the ________________ saw no need for having ministers.
   D. Georgia was settled by people who previously had been in ________________ because they could not pay their debts.
DIRECTIONS: Recording Who, What, When, Where, Why, and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. **What** were the cash crops of South Carolina in the early 1600s?

2. **Why** would someone agree to become an indentured servant?

3. **Who** were the gentry in Southern society?

4. **Who** practiced subsistence farming in the South?

5. **Why** did slavery accelerate after Bacon’s Rebellion?

6. **What** become the two major industries in colonial New England?

7. **How** did New England town meetings set the stage for democracy?

8. **What** was the triangular trade?

9. **Who** made up the social class called artisans?

10. **Why** could farmers in the Middle Colonies produce surpluses they could sell?

11. **What** is mercantilism?

12. **How** did the Navigation Acts restrict colonial trade?

13. **What** did the English Bill of Rights restrict?
DIRECTIONS: Using Headings and Subheadings Locate each heading below in your textbook. Then use the information under the correct subheading to help you write each answer.

I. Colonial America Grows
   A. What important factor led to population growth in colonial America in the 1700s?

   B. What was Cotton Mather’s experiment? What happened?

   C. Why did many immigrants choose to settle on the frontier?

   D. Why did many Scotch-Irish immigrate between 1717 and 1776?

   E. How were the rights of married women in colonial America unequal?

   F. What were some elements of the slave codes?

   G. What was the Stono Rebellion?

II. New Ideas
   A. What were some elements of the Enlightenment?

   B. Why do people form governments, according to Locke’s contract theory?

   C. What does the social contract imply, according to Rousseau?

   D. How did Baron Montesquieu’s ideas influence the writers of the Constitution?

   E. What was one of the central ideas of the Great Awakening?

   F. Why did white planters in the South sometimes oppose Baptist preaching?
Chapter 2 Resources
The American Revolution, 1754–1783

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Predicting

LEARNING THE SKILL

To be a good reader, you need to make predictions. A prediction is an educated guess. You can make predictions before you read and continue to make them while you are reading. To make predictions, think about what you already know or what the author has told you. Chapter titles, headings, and subheadings are all clues to help you with this skill.

PRACTICING THE SKILL

DIRECTIONS: The following headings are from Section 3 and Section 4 of Chapter 2. For each heading, list the keywords. Then, using them as clues, write a prediction about what the section may be about. The first one has been completed for you.

1. Heading: The Opposing Sides
   Keywords: opposing, sides
   Prediction: “Opposing” means to go against something. I think that this section may be about an argument between two points of view. I know the colonists wanted independence from England. Maybe the opposing sides in the section are England and the colonists.

2. Heading: Battles in the North
   Keywords: ____________________________
   Prediction: ____________________________

3. Heading: New Political Ideas
   Keywords: ____________________________
   Prediction: ____________________________

4. Heading: The War and American Society
   Keywords: ____________________________
   Prediction: ____________________________

5. Heading: The Loyalists Flee
   Keywords: ____________________________
   Prediction: ____________________________

6. Heading: An American Culture Emerges
   Keywords: ____________________________
   Prediction: ____________________________

APPLYING THE SKILL

DIRECTIONS: On a separate sheet of paper, write down the headings from Section 1 of Chapter 2. Then apply the techniques you have learned from “Practicing the Skill.” Once you have read Section 1, check your predictions against your textbook.
Analyzing Secondary Sources

LEARNING THE SKILL

You can use secondary sources, such as history books and newspapers, to understand the various ways that change occurs. Historical events influence people’s lives in many different ways. Some people will benefit from change, while others may not. Examining the world before and after an event is one way to see how history changes the way people view each other and the world around them. As you think about change, consider the ways that events shape people’s attitudes toward themselves and one another.

PRACTICING THE SKILL

DIRECTIONS: The following excerpt is taken from A People’s History of the United States by historian Howard Zinn. Using Chapter 2 of your text and the excerpt below, answer the questions that follow.

What did the Revolution mean to the Native Americans, the Indians? They had been ignored by the fine words of the Declaration, had not been considered equal, certainly not in choosing those who would govern the American territories in which they lived, nor in being able to pursue happiness as they had pursued it for centuries before the white Europeans arrived…

1. Who does this author suggest was ignored by the Declaration of Independence?

2. The American Revolution brought about many changes in society—both positive and negative. Explain some of the advances women and African Americans gained by such changes.

APPLYING THE SKILL

DIRECTIONS: In your local newspaper, find an article about a current event. On a separate sheet of paper, describe three ways in which that event may change the lives of the people in your community.
After fighting for over a year against the British, the Continental Congress issued the Declaration of Independence on July 4, 1776. With this document, the colonies were now The United States of America. Read the introduction to The Declaration of Independence.

**INTRODUCTION TO 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, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is 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 former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

**Directions:** Answer the following questions based on the excerpt above.

1. **Analyzing Information:** According to the document, what are the basic rights given to men?

2. **Analyzing Information:** To what extent can people change the new government?
FOR THE TEACHER

Teaching Strategies for Different Learning Styles
The following activities are the ways the basic lesson can be modified to accommodate students’ different learning styles:

**English Learners (EL)** Preview the reading with students. Point out the topic. Say, write, and explain words such as *impel, unalienable, abolish, transient,* and *despotism.* Tell students that when they are reading something written long ago, they may encounter words and phrases that are no longer commonly used, such as *hath shewn.* Explain that this is an archaic way of saying “has shown.”

**Advanced Learners (AL)** Thomas Paine’s *Common Sense* played a direct role in the writing of *The Declaration of Independence.* Have students research different sections of both *Common Sense* and *The Declaration of Independence.* Have them list similarities between the two documents.

**Below Grade Level (BL)** Have students study the first paragraph of the reading. Explain that the main idea of the paragraph is that the author believes that when people attempt to separate from their nation in order to form a new country, they should give reasons why. Have students look at the rest of the text. Encourage students to list some main ideas that they find in the text.

**On Grade Level (OL)** Have students read the passage silently and answer the questions in complete sentences.
English Learner Activity 2 ★ ★ ★ ★ ★ ★ ★

The American Revolution, 1754–1783

A. PRE-READING ACTIVITY

Previewing the Material
Directions: Before reading the primary source quotation from *The Spirit of ‘Seventy-Six* on page 66, answer the following questions.

1. The passage is first-person account of the Boston Tea Party by George Hewes. What do you think he witnessed?

2. What do you think George Hewes meant when he said “. . . we immediately proceeded to execute his orders . . .”?

B. PRE-READING ACTIVITY

Vocabulary Review
Directions: Reviewing the words below will help you understand the reading.

- arrive (v.): to reach a destination
- boarding (v.): to go onto or into a car, boat, train, etc.
- chest (n.): a container for storing or shipping
- commander (n): an official person in control
- execute (v.): to carry out fully
- expose (v.): to submit or make accessible to a particular action or influence
- hatches (n.): an opening in the deck of a ship
- overboard (adv.): over the side of a ship into the water
- proceeded (v.): to begin and carry on an action, process, or movement
- thus (adv.): in this or that manner or way
- tomahawk (n.): a light ax used by Native Americans
- wharf (n.): a structure built along the shore of navigable waters so that ships may lie alongside to receive and discharge cargo and passengers

(continued)
C. READING COMPREHENSION ACTIVITY

Understanding Details

Directions: After reading the passage on page 66, decide whether the following statements are true (T) or false (F).

1. _______ The colonists let the ships sink in the wharf.
2. _______ The chests of tea were taken from the hatches of the ships.
3. _______ The colonists used tomahawks to break open the chests of tea.
4. _______ The colonists boarded four boats.
5. _______ It took about three hours to execute the plan.
6. _______ The colonists proceeded to take the tea to their homes.

D. WORD BUILDING ACTIVITY

Synonyms

Remember: Synonyms are words that have similar meanings; big and large are antonyms.

Directions: Match the words in column one with their synonyms in column two.

1. _______ board
2. _______ proceed
3. _______ execute
4. _______ commander
5. _______ wharf
6. _______ chest
7. _______ arrive
8. _______ expose

A. _______ complete
B. _______ uncover
C. _______ leader
D. _______ come
E. _______ enter
F. _______ dock
G. _______ continue
H. _______ box
The American Revolution, 1754–1783

DIRECTIONS: Write true or false on the line before each definition. If the definition is false, write the correct term at the end of the statement.

1. Minutemen were organized in each colony to communicate with and unify the colonies. ________________

2. Inflation refers to the loss of the value of money that causes higher prices. ________________

3. A writ of assistance was a license issued by Congress to private ship owners, authorizing them to attack British merchant ships. ________________

4. In the form of government known as a republic, power resides in a body of citizens who are entitled to vote. ________________

5. Emancipation, or freedom from enslavement, became an issue during the Revolution. ________________

6. The technique of fighting by using small bands of warriors and tactics such as ambushes is known as guerrilla warfare. ________________

7. Committees of correspondence were companies of soldiers who were ready to fight on a moment’s notice. ________________

8. A letter of marque was a pledge by merchants not to buy imported goods from a particular source. ________________

9. A tax on imports and exports is called a customs duty. ________________

10. A search warrant known as a nonimportation agreement enabled customs officers to enter any location to look for evidence of smuggling. ________________

11. Manumission is a term referring to the voluntary freeing of enslaved persons. ________________
The American Revolution, 1754–1783

Key Words

<table>
<thead>
<tr>
<th>Academic Words</th>
<th>Words with Multiple Meanings</th>
<th>Content Vocabulary</th>
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<tr>
<td>contradiction</td>
<td>objective</td>
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A. WORD MEANING ACTIVITY

Vocabulary in Context

Directions: Using the context clues, choose the best definition for each underlined word.

1. The British were disciplined, well trained, and equipped with weapons and provisions.
   A. provided       B. sold            C. connected

2. Republican ideas stood in contradiction to traditional ideas about issues such as slavery and wealth.
   A. similarity      B. popularity      C. disagreement

3. The Continental Congress submitted the Olive Branch Petition to King George in hopes of achieving peace.
   A. put forward     B. ratified        C. transported

4. The Daughters of Liberty substituted “homespun” for British cloth in order to support the boycott of British goods.
   A. imported        B. replaced        C. traded

5. The French and Indian War was part of an ongoing struggle between Britain and France for dominance over Europe.
   A. alliance        B. control         C. revolution

(continued)
TEST YOUR KNOWLEDGE

Directions: Label these pairs of words as antonyms (A) or synonyms (S). Antonyms are words that have opposite meanings. Synonyms are words that have similar meanings.

1. _____ equip/supply
2. _____ substitute/swap
3. _____ dominance/weakness
4. _____ submit/present
5. _____ contradiction/agreement

Directions: Use your knowledge of the underlined words to complete the following statements.

6. An example of something that might be enforced is a

7. Revolutionary ideals are ones that are
   A. new and different.  b. caused by war.  C. against democracy.

8. An objective is a(n)
   A. argument.    B. goal.    C. battle.

9. Inflation is a term that relates to
   A. war.    B. democracy.    C. money.

10. In a republic, power resides with
    A. the army.    B. a monarchy.    C. citizens.
ANALYZING PRIMARY SOURCES

LEARNING THE SKILL

When you encounter a primary source, you should take into account the author’s point of view. A person’s point of view is the way he or she interprets topics or events. A number of factors affect a person’s point of view, including age, gender, economic status, ethnic background or nationality, and religion. The ability to interpret point of view will help you determine the objectivity of arguments or the accuracy of descriptions that you find in primary sources.

PRACTICING THE SKILL

DIRECTIONS: Read the introduction and excerpt below from Samuel Johnson’s Taxation No Tyranny. Then answer the questions that follow on a separate sheet of paper.

Many colonists believed that, because they had no elected representatives in the British Parliament, they should not be taxed by the British. In the memorable phrase of colonial writer James Otis, “taxation without representation is tyranny.” All those in Great Britain did not necessarily share this opinion, however. In 1775 English writer Samuel Johnson responded to the colonists’ claims in his Taxation No Tyranny. An excerpt is provided below.

As man can be in but one place, at once, he cannot have the advantages of multiplied residence. He that will enjoy the brightness of sunshine, must quit the coolness of the shade. He who goes voluntarily to America, cannot complain of losing what he leaves in Europe. He, perhaps, had a right to vote for a knight or burgess; by crossing the Atlantick [sic], he has not nullified his right; but he has made its exertion no longer possible. By his own choice he has left a country, where he had a vote and little property, for another, where he has great property, but no vote.

1. What is the general subject of the excerpt?

2. What is the title of the document from which this excerpt was taken? What does the title tell you about Johnson’s views on the subject of colonial taxation?

3. What words or phrases in the excerpt indicate Johnson’s point of view?

4. Based on the excerpt, do you agree or disagree with Johnson’s point of view? Explain your reasoning.

APPLYING THE SKILL

DIRECTIONS: Find a primary source from the colonial era, such as a diary, letter, or an eyewitness account of an event. Write down three words or phrases from the source that indicate the author’s point of view. Write a paragraph describing the author’s point of view, using the words or phrases as examples to support your argument. Describe factors that you think may have influenced the author’s point of view.
LEARNING THE SKILL

Understanding cause and effect involves considering why an event occurred. A cause is the action or situation that produces an event. What happens as a result of a cause is an effect. To identify cause-and-effect relationships, first identify two or more events or developments. Next, decide whether one event caused the other. Look for “clue words” such as because, led to, brought about, produced, as a result of, so that, since, and therefore. Look for logical relationships between events. Finally, identify the outcomes of events. Remember that some effects have more than one cause, and some causes lead to more than one effect. Also, an effect can become the cause of yet another effect.

PRACTICING THE SKILL

DIRECTIONS: For each exercise below, determine the sequence of events. Complete each exercise by creating a chart like the one below showing the cause-and-effect relationships among the events listed. Refer to Section 2 of your text as necessary.

Exercise 1
- King George refuses the Olive Branch Petition and issues the Proclamation for Suppressing Rebellion and Sedition.
- The Continental Congress acts more and more like a government, establishing the Continental Navy and Marine Corps.
- Americans attack British troops in Quebec.

Exercise 2
- The Continental Congress votes for independence and signs the Declaration of Independence.
- Thomas Paine publishes Common Sense.
- Colonists identify King George as a tyrant and begin to agree on the issue of independence.

APPLYING THE SKILL

DIRECTIONS: Use your local library resources or the Internet to research a series of two or three related local events. Create a cause-and-effect diagram of the events on a separate sheet of paper.
The Creation of a Nation

As Patriots fought to bring the colonies freedom from Britain, the governing acts of the Continental Congress established a unified nation.

**Background**
As Patriots fought to bring the colonies freedom from Britain, the governing acts of the Continental Congress established a unified nation.

**DIRECTIONS:** Use the information below to create a time line about the events that formed our nation.

- In October 1765, delegates from nine colonies meet at the Stamp Act Congress and draw up a Declaration of Rights and Grievances.
- In 1773 committees of correspondence are formed throughout the colonies to communicate about British activities.
- Twelve of the 13 colonies send representatives to the First Continental Congress in September 1774.
- In June 1775, Congress establishes the Continental Army and names George Washington commander in chief.
- In the fall of that same year, the U.S. Navy is born when Congress creates a naval committee that authorizes the building of four armed ships.
- Congress approves the Declaration of Independence on July 4, 1776.
- In June 1777, Congress mandates that the flag of the United States will consist of 13 alternating red-and-white stripes, and a blue field with 13 white stars.
- Congress ratifies the Articles of Confederation, the first national constitution, in 1781.
CHAPTER 2

The French and Indian War represented a turning point in relations between Britain and the American colonies. Before the war, the British had imposed few taxes on the colonies. However, the cost of the war nearly doubled Britain’s national debt. In addition, the British government faced the large expense of maintaining an army in the colonies. Parliament decided that it was time for the colonies to share the costs of their own protection. Parliament passed the Sugar Act, which increased taxes on imported sugar and molasses and added new taxes to other imported items. This Act was designed more as a means to regulate trade than to raise revenue. Although the colonists protested, they understood such regulatory powers were part of the authority of the British Parliament.

The Stamp Act was different, however. It was the first direct tax on the colonies specifically designed to raise revenue. Up to this time, the colonial legislatures had exercised exclusive power to levy direct revenue taxes in North America. For this kind of tax, the colonists believed they should have representation in Parliament.

The Stamp Act united colonists in widespread resistance. British taxation on the American colonies is widely considered one of the major causes of the American Revolution.

The Constitution gave Congress the sole right to levy federal taxes. Yet it did not exercise this right until 1789, when it established a tariff. Congress passed the first income tax in 1894, but it was quickly abolished as unconstitutional. In 1913 the constitutional roadblock was removed, and the first modern income tax took effect.

The purpose of taxes is to raise money to finance government services and activities. In the United States today, governments at all levels—local, state, and national—levy taxes to pay for programs such as police and fire protection, roads, schools, parks, and national defense. These are public goods, or goods and services available to everyone.

Government also uses taxation as a way to redistribute income. Tax dollars support programs for disadvantaged groups, such as the poor, the elderly, the unemployed, and people with disabilities. Taxes also fund foreign-aid programs to developing nations.

Government today imposes many kinds of taxes. In addition to personal income taxes, the government collects sales, excise, estate, gift, property, Social Security, Medicare, and corporate income taxes, among others. By far, most of the federal government’s revenue comes from income taxes on individuals.

CRITICAL THINKING

Directions: Answer the questions below on a separate sheet of paper.

1. Making Generalizations
What makes a tax “fair”?

2. Making Inferences
If government did not supply public goods, would we have them? Why or why not?

3. Analyzing Information
Supreme Court Justice Oliver Wendell Holmes once said, “Taxes are what we pay for a civilized society.” Do you agree? Why or why not?
Volumes have been written on the subject of the struggle between England and America. Men of all ranks have embarked in the controversy, from different motives, and with various designs: but all have been ineffectual, and the period of debate is closed. . . .

I have heard it asserted by some, that as America hath flourished under her former connection with Great Britain, the same connection is necessary towards her future happiness, and will always have the same effect. Nothing can be more fallacious than this kind of argument. We may as well assert that because a child has thriven upon milk, that it is never to have meat, or that the first twenty years of our lives is to become a precedent for the next twenty. But even this is admitting more than is true; for I answer roundly, that America would have flourished as much, and probably much more, had no European power taken any notice of her. . . .

Alas! We have been long led away by ancient prejudices, and made large sacrifices to superstition. We have boasted the protection of Great Britain without considering that her motive was interest, not attachment; and that she did not protect us from our enemies on our account, but from her enemies on her own account, from those who had no quarrel with us on any other account, but who will always be our enemies on the same account. . . .

But Britain is the parent country, say some. Then the more shame upon her conduct. Even brutes do not devour their young, nor savages make war upon their families; wherefore, the assertion, if true, turns to her reproach; but it happens not to be true, or only partly so, and the phrase parent or mother country hath been jesuitically adopted by the king and his parasites, with a low papistical design of gaining an unfair bias on the credulous weakness of our minds. Europe, and not England, is the parent country of America. This new world hath been the asylum for the persecuted lovers of civil and

(continued)
religious liberty from every part of Europe. Hither have they fled, not from the tender embraces of a mother, but from the cruelty of the monster; and it is so far true of England, that the same tyranny which drove the first emigrants from home, pursues their descendants still. . . .

I challenge the warmest advocate for reconciliation to show a single advantage that this continent can reap, by being connected with Great Britain. I repeat the challenge, not a single advantage is derived. . . .

But the injuries and disadvantages we sustain by that connection are without number; and our duty to mankind at large, as well as to ourselves, instructs us to renounce the alliance: because any submission to, or dependence on, Great Britain, tends directly to involve this continent in European wars and quarrels, and sets us at variance with nations who would otherwise seek our friendship, and against whom we have neither anger nor complaint. As Europe is our market for trade, we ought to form no partial connection with any part of it. . . .

As to government matters, it is not in the power of Britain to do this continent justice: the business of it will soon be too weighty and intricate to be managed with any tolerable degree of convenience, by a power so distant from us, and so very ignorant of us; for if they cannot conquer us, they cannot govern us. To be always running three or four thousand miles with a tale or a petition, waiting four or five months for an answer, which, when obtained, requires five or six more to explain it in, will in a few years be looked upon as folly and childishness. There was a time when it was proper, and there is a proper time for it to cease.

Small islands not capable of protecting themselves are the proper objects for kingdoms to take under their care; but there is something very absurd in supposing a continent to be perpetually governed by an island. In no instance hath nature made the satellite larger than its primary planet; and as England and America, with respect to each other, reverse the common order of nature, it is evident that they belong to different systems. England to Europe: America to itself. . . .


**READER RESPONSE**

**Directions:** Answer the following questions on a separate sheet of paper.

1. What arguments does Paine use to reject the notion that the colonies must remain connected to Great Britain for their future happiness?

2. According to Paine, why has Great Britain protected the colonies?

3. What argument does Paine use to highlight the geographic inconvenience of being ruled by Great Britain?

4. **Critical Thinking** Cite examples that Paine makes in reference to nature and natural events in Common Sense.
Education and Democracy

About the Selection

To function effectively, a constitutional republic like the United States must have educated leaders and citizens. Thus, America has long supported public education. In *A Bill for the More General Diffusion of Knowledge* (1778), Thomas Jefferson proposed the beginnings of such a system of education for the Commonwealth of Virginia. In the excerpt below, he gives some of his views on the importance of education to democracy.

GUIDED READING

The excerpt has the difficult style of proposed legislation and contains one long, complex sentence. Use the bold words as breaks in the reading. As you read, look for Jefferson’s reasoning on how an educated public benefits government. Then answer the questions that follow.

Section I. Whereas it appeareth that however certain forms of government are better calculated than others to protect individuals in the free exercise of their natural rights, and are at the same time better guarded against degeneracy, yet experience hath shewn, that even under the best forms, those entrusted with power have, in time, and by slow operations, perverted into tyranny; and it is believed that the most effectual means of preventing this would be, to illuminate, as far as practicable, the minds of the people at large, and more especially to give them knowledge of those facts, which history exhibiteth, that, possessed thereby of the experience of other ages and countries, they may be enabled to know ambition under all its shapes, and prompt to exert their natural powers to defeat its purposes; And whereas it is generally true that the people will be happiest whose laws are best, and are best administered, and that laws will be wisely formed, and honestly administered, in proportion as those who form and administer them are wise and honest; whence it becomes expedient for promoting the publick happiness that those persons, whom nature has endowed with genius and virtue, should be rendered by liberal education worthy to receive, and able to guard the sacred deposit of the rights and liberties of their fellow citizens, and that they should be called to that charge without regard to wealth, birth or other accidental condition or circumstance; but the indigence of the greater number
disabling them from so educating, at their own expence, those of their
cchildren whom nature hath fitly formed and disposed to become useful
instruments for the public, it is better that such should be sought for and
educated at the common expence of all, than that the happiness of all
should be confided to the weak or wicked. . . .


READER RESPONSE

Directions: Answer the following questions on the lines below.

1. What causes laws to be “wisely formed and honestly administered”?

2. What “accidental condition or circumstance” should not prevent a person from a liberal
education, according to Jefferson?

3. Who does Jefferson think should be educated for the public good?

4. Critical Thinking What are Jefferson’s reasons for concluding that education can make
people “useful instruments for the public”?

John Trumbull hoped to be the foremost painter of the American Revolution. As the son of the Revolutionary Governor of Connecticut, he learned about American politics at a very early age. His political family introduced him to some of the leading personalities of that time—George Washington, Thomas Jefferson, and John Quincy Adams.

John Trumbull had his heart and his mind set on being a painter even before entering college. While attending Harvard College, he took a chance and visited the great American painter John Singleton Copley for advice and a critical appraisal of his work. The advice must have been good and the criticism not overly harsh, because after graduation Trumbull began his painting career.

In 1775, he joined the American army to fight in the Revolution. However, his military career was a short one, for he resigned two years later over a delay in his promotion to colonel. Trumbull returned to painting in 1777, and by 1784 he was in London studying painting under Benjamin West.

During his years with West, Trumbull turned all of his attention to the subject of current history in his painting—just as West had done. In addition, he was greatly influenced by West’s style.

However, Trumbull had ideas for a new project—a history of the American Revolution. John Adams and Thomas Jefferson, both of whom had an interest in Trumbull and his ideas, helped the artist choose 12 episodes of the Revolution to paint.

During the next 10 years, while living in England, France, and the United States, Trumbull worked on sketches for the 12 scenes of the Revolution. Trumbull definitely had his own style. His sketches were full of excitement, bringing the events of the Revolutionary War to life.

The Declaration of Independence, for the Rotunda of the Capitol
In 1789, Trumbull returned to the United States and began the task of raising money to fund his now 10-year-old project. Finally, in 1817 the Congress of the United States voted $32,000 as a commission for four of his paintings for the Rotunda of the Capitol. In that same year, Trumbull was elected president of the American Academy of Fine Arts in New York City.

When the artist’s paintings for the Rotunda were sent on tour before being put into place, Trumbull was shocked at the criticism and bad publicity his work received. As historical pieces, one in particular was not accurate. The painting titled *The Declaration of Independence* included some people who were not present at the signing of the Declaration and excluded others who actually were present. In addition, the large finished paintings appeared lifeless and dull—not at all similar to the action- and emotion-packed sketches done earlier.

In fairness, Trumbull chose four scenes that were difficult to dramatize, such as the signing of The Declaration of Independence and the surrender at Yorktown. None of the more emotional battle scenes of the Revolution were included in the commission. As a final blow to Trumbull’s ego, Congress refused to allow him to cover the four remaining panels of the Rotunda.

After this devastating reaction to his life’s work, Trumbull spent the last years of his life a dejected man. In 1831, he gave all of his paintings to Yale College in his home state of Connecticut, in return for a lifelong pension. He died twelve years later at the age of 87.

1. Name the two famous painters who had an early influence on Trumbull and explain how they influenced him.

2. What was Trumbull’s idea for a history of the American Revolution, and why was this project both a personal success and a public failure?

3. How did his American Revolution project affect the latter part of Trumbull’s life?

**Critical Thinking**

**Directions:**

4. **Predicting** If John Trumbull had chosen four battle scenes of the Revolution to depict for the Rotunda, how might his work have been viewed differently? Explain.

5. **Making Inferences** Develop your opinions about Trumbull’s strengths and weaknesses as an artist. In what ways did these influence his artistic style?
FRANKLIN’S ALBANY PLAN OF UNION AND THE FIRST POLITICAL CARTOON

Benjamin Franklin drew the cartoon below, and it is believed to be the first cartoon published in the United States. He published it in his Pennsylvania Gazette on May 9, 1754, just before delegates of the colonists met at the Albany Congress. Franklin hoped it would generate support for his Plan of Union. Franklin’s cartoon was later used on flags and posters to support collaborations against British taxation of the colonies under the Stamp Act (1765) and to support revolution (1776).

DIRECTIONS: Study the cartoon below, and then answer the questions that follow.

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INTERPRETING POLITICAL CARTOONS  Activity 2

Library of Congress
ANALYZING THE CARTOON ACTIVITY 2 (continued)

1. Notice the letters next to each piece of the snake. What do these letters stand for?

2. Why does the snake have 8 pieces, and not 13?

3. Which of the following slogans best reflects the general theme of Franklin’s cartoon? Circle your response.
   A. In unity there is strength.
   B. The whole is greater than the sum of its parts.
   C. Too many cooks spoil the broth.

4. What message was Franklin’s cartoon delivering to the delegates at the Albany Congress?

CRITICAL THINKING

5. Drawing Conclusions Is Franklin’s message still relevant for political life today? Support your answer with specific references.

6. Analyzing Information When Franklin drew this cartoon, many people mistakenly believed that if a snake were cut into pieces, the pieces could weave themselves back together. Knowing that this is incorrect, write a new caption for the cartoon to replace “Join, or Die.” Explain the meaning of your new caption.

7. Synthesizing Information If Franklin were alive today, what symbols would he use to send the same message of unity to Americans? Make a list of possible symbols. Compare your list with those of other students in your class. Which symbols appear most frequently? Take a class vote on which symbols best represent the message of American unity.
**The American Revolution, 1754–1783**

Britain miscalculated the opposition it would encounter in its attempts to raise revenue and bring the colonies into submission after the French and Indian War. The colonies united in their rejection of taxation without representation.

**DIRECTIONS:** Briefly describe the significance or intended purpose of each item below. Also describe the response it provoked from either Britain and/or the colonies in the chain reaction of conflicts that led to the American Revolution.

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<th>Steps Toward a New Nation</th>
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<tr>
<td><strong>Year</strong></td>
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<td>1776</td>
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<td>1777</td>
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9. On a separate sheet of paper, compare the viewpoints of both the colonists and the British regarding the principle of “no taxation without representation.”
The struggle for democracy was not an easy one for the colonists. To pay for the expenses of the French and Indian War and to gain political control of its vast empire, the British Parliament imposed taxes on the colonies. The colonists protested by signing nonimportation agreements and boycotting British goods. Organizations such as the Sons of Liberty and the Daughters of Liberty helped to promote these boycotts. Samuel Adams incited the Sons of Liberty to carry out the Boston Tea Party. In response, ten thousand new British troops arrived in the Americas.

**Questions to Consider**

1. Whom do the characters in the poem represent?
2. What are the expectations of the mother toward the daughter and the daughter toward the mother?
3. Which events are described in the poem?
4. **GO A STEP FURTHER** Brainstorm current political events. Select one event and write an allegory that reflects your views on the event.
Chapter 2
Section Resources

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DIRECTIONS: Filling in the Blanks In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. In the 1740s, the British and French both became interested in the _________________.
2. The ________________ controlled western New York—territory the French had to pass through to reach the Ohio River.
3. The ________________ was a meeting in 1754 of colonial delegates and Iroquois leaders.
4. The Albany Plan of Union proposed that the colonies unite to form a _________________.
5. The defeat of British troops near Fort Duquesne inspired the ________________ people to attack British settlers in western Pennsylvania.
6. After defeating French forces defending ________________, the British seized the city and took control of New France.
7. In the spring of 1763, ________________, chief of the Ottawa people, decided to go to war against the British.
8. George Grenville convinced Parliament to pass a law allowing colonial ________________ to be tried in a vice-admiralty court.
9. The American Revenue Act of 1764, better known as the ________________, changed the tax rates for imported raw sugar and molasses.
10. James Otis argued that the colonists could not be taxed to pay for ________________ because they had no representation in Parliament.
11. In order to slow inflation, Parliament passed the ________________, which banned the use of paper money in the colonies.
12. The Stamp Act, which required stamps to be placed on most ________________, was the first direct tax Britain had placed on the colonists.
13. The Revenue Act legalized ________________, general search warrants that enabled customs officers to enter any location to look for evidence of smuggling.
14. In May 1769, Virginia’s House of Burgesses passed the ________________, stating that only the House could tax Virginians.
15. The ________________ occurred after a crowd of colonists began taunting and throwing snowballs at a British soldier guarding a customs house.
**DIRECTIONS:** Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

### I. Massachusetts Defies Britain
A. Thomas Jefferson suggested that each colony create a _______________ to communicate with the other colonies about British activities.

B. The Coercive Acts, passed in 1774, were intended to punish _______________ for the Boston Tea Party and end colonial challenges to British authority.

C. The Coercive Acts violated several traditional English rights, including the right to _______________.

D. The _______________ expressed loyalty to the king, but condemned the Coercive Acts.

### II. The Revolution Begins
A. Americans who backed _______________ were known as loyalists or Tories.

B. Many backcountry _______________ regarded the king as their protector against the planters and _______________ who controlled the local governments.

C. By May 1775, militia troops had surrounded _______________, trapping the British inside.

D. The Second Continental Congress “adopted” the militia army and named it the _______________.

E. The _______________ showed that the colonial militia could stand up to one of the world’s most feared armies.

### III. The Decision to Declare Independence
A. The _______________ stated that the colonies were still loyal to George III and asked him to call off hostilities and resolve the situation peacefully.

B. Unable to reach a compromise with Britain, the _______________ increasingly began to act like an independent government.

C. Governor Dunmore of Virginia proclaimed that _______________ enslaved by rebels would be freed if they fought for the Loyalists.

D. Thomas Paine’s _______________ argued that King George was a tyrant, and that it was time to declare independence from Britain.
DIRECTIONS: Recalling Facts  Read the section and answer the questions below. Refer to your textbook to write the answers.

1. How did the Continental Army compare to the British troops?

2. Why did the Continental Congress have trouble paying for the war?

3. What is the name for the kind of fighting practiced by the militias?

4. Where was the British headquarters throughout the war?

5. Why did Thomas Paine write *The American Crisis*?

6. Why were the British surprised by Washington’s attack on their camp at Trenton?

7. Why was General Howe’s attack on Philadelphia a political failure?

8. Why did the Iroquois ally themselves with Britain?

9. Who took 175 troops down the Ohio River and captured several towns?

10. Who attacked western Pennsylvania in July 1778, burning towns and killing over 200 militia?

11. What did letters of marque allow private ship owners to do?

12. Why was the South valuable to the British?

13. Where was the greatest American defeat in the war?

14. Who led the most famous of the small hit-and-run units that carried out raids against British camps and supply wagons in the South?

15. What treaty ended the Revolutionary War?
DIRECTIONS: Recording Who, What, When, Where, Why, and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What is a republic? ________________________________

2. What traditional beliefs about wealth did the new republican government contradict? ________________________________

3. Why did John Adams believe a legislature should have two houses? ________________________________

4. Where were the first three state constitutions that established an elected governor, senate, and assembly? ________________________________

5. Who wrote the Virginia Statute for Religious Freedom? ________________________________

6. How did Mary Ludwig Hays contribute to the Revolution? ________________________________

7. What advances in education did women make after the Revolution? ________________________________

8. How did the Revolution benefit some enslaved Africans? ________________________________

9. When did emancipation become a major issue in the North? ________________________________

10. How were freed African Americans discriminated against in terms of employment? ________________________________

11. What was manumission? ________________________________

12. Where did most Loyalists who left the United States go after the Revolution? ________________________________


14. What was the first state university in the nation? ________________________________
# Chapter 3 Resources

Creating a Constitution, 1781–1789

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Predicting

LEARNING THE SKILL

As discussed in Chapter 2, a prediction is an educated guess. You can make predictions before you read and continue to make them while you are reading. To make predictions, think about what you already know or what the author has told you. Chapter titles, headings, and subheadings are all clues to help you with this skill.

PRACTICING THE SKILL

DIRECTIONS: The following headings are from Section 2 of Chapter 3. For each heading, list the keywords. Then, using them as clues, write a prediction about what the section may be about. The first one has been completed for you.

Heading: The Constitutional Convention
Keywords: constitutional, convention
Prediction: A “convention” is a meeting of a group of people. I know that a constitution is a document that describes the makeup and duties of a government. I think this section will be about the group of people who developed the Constitution and the decisions they made.

1. Heading: A Union Built on Compromise
   Keywords: 
   Prediction:

   Keywords: 
   Prediction:

3. Heading: Checks and Balances
   Keywords: 
   Prediction:

4. Heading: Amending the Constitution
   Keywords: 
   Prediction:

APPLYING THE SKILL

DIRECTIONS: On a separate sheet of paper, write down the two major headings from Section 3 of Chapter 3. Then apply the techniques you have learned from “Practicing the Skill.” Once you have read Section 3, check your predictions against your textbook.
Reading a Map

LEARNING THE SKILL

A map includes several symbols that can help you interpret the information you see. The map key, or legend, helps you understand colors, lines, or symbols on a map. The compass rose will show the cardinal directions of north, south, east, and west on the map. Scale is used to represent size and distance. A map scale is usually shown with a scale bar.

To understand any map, read the map title first, and then read the map key to find out what special information it gives. Next, find examples of each map key color, line, or symbol on the map, and use the compass rose to identify the four cardinal directions. You can use the map scale to find the distance between any two points on the map.

PRACTICING THE SKILL

DIRECTIONS: Analyze the map at right, and then answer the questions below on a separate sheet of paper.

1. What information is given in the map key?
2. What does the shaded area represent on the map?
3. What is the approximate distance in miles from Richmond to Salem?
4. What is the approximate distance in kilometers from Savannah to Charles Town?
5. Identify three urban centers, one fort, and one Native American village.

APPLYING THE SKILL

DIRECTIONS: Draw a basic map of your neighborhood or city on a separate sheet of paper. Be sure to include a compass rose, scale, and map key.
On the Separation of Church and State

Throughout American history, people have argued about the relationship of our government to religion and religious beliefs. Read the following summary and paraphrase of ideas presented by one prominent American historian.

**AN INTERPRETATION OF THE THOUGHTS OF HISTORIAN KENNETH DAVIS**

How separate did the Founders intend the church and the state to be? Kenneth C. Davis addressed this topic in an editorial in *The New York Times*. He noted that “few questions have inspired as much myth and misconception as the place of God in America.” He added, “The Constitution is the creation of ‘we, the people’ and never mentions a deity aside from the pro forma phrase ‘in the year of our Lord.’ The men who wrote the Constitution labored for months. There’s little chance that they simply forgot to mention a higher power. So what were they thinking?”

Davis begins to answer this question by noting that the Founders were living in a very Christian but intolerant nation. He explains that some religions, such as the Anglicans, were supported by the state, while members of other religions, such as Catholics, were discriminated against in voting and property ownership issues.

A story that is often told about the writing of the Constitution, says Davis, is that one of its most famous Framers, Ben Franklin, called for opening each day’s meeting with a prayer. This story is true, but, according to Davis, it is not the whole story. He explains, “After Franklin’s motion, Alexander Hamilton argued that if people knew that the delegates were resorting to prayer, it would seem as an act of desperation. Then Hugh Williamson of North Carolina pointed out that the convention lacked the money to pay for a chaplain, and there the proposition died.” Franklin himself noted later (again, according to Davis) that only “three or four persons” at the convention thought prayers necessary.

What about the ideas of the other Founders? Davis explains that even though George Washington was known as a churchgoer, he tended to leave before communion and to refer to the divine power as “it.” In fact, Washington, like many other Founders, was a Freemason, which Davis describes as “a group of anticlerical free thinkers dedicated to the ideas of charity, equality, morality, and service of the Great Architect of the Universe.” Davis also notes that Jefferson was clearly against organized religion. For example, he drafted the Virginia law that ended state support of the Anglican Church.

Davis draws conclusions about the faith of the Founders in this way: “More important than the Founders’ private faith was the concept that they all embraced passionately: the freedom to practice religion, as well as not to.” Davis then says that the concept that “the government should neither enforce, encourage or otherwise intrude on religion . . . found its way into the godless Constitution in the form of the First Amendment. . . .”

**Directions:** Answer the following questions on a separate sheet of paper.

1. **Analyzing Information** According to Davis, to what extent was the notion of God an important part of the Constitutional Convention and the Constitution itself?

2. **Analyzing Information** To what extent did the personal faiths of the Founders find their way into the Constitution?
FOR THE TEACHER

Teaching Strategies for Different Learning Styles
The following activities are ways the basic lesson can be modified to accommodate students’ different learning styles:

English Learners (EL) Preview the reading with students. Point out the topic. Note that the ideas of one thinker are being summarized and paraphrased. Say, write, and explain the terms pro forma and anticlerical. Encourage students to read actively by noting the topic sentence or main idea of each paragraph. When students are finished, review the reading, focusing on the main idea of each paragraph.

Advanced Learners (AL) The thoughts expressed in this passage were originally presented in the context of an editorial entitled “Jefferson, Madison, Newdow?” published in The New York Times on March 26, 2004. Have students use a database to find the article and to compare the summary with the article itself. Students should report on how accurately and completely the summary restates the original ideas.

Below Grade Level (BL) Ask students to copy this main-idea details organizer and to complete it after they read the summary of Davis’s editorial. (All the words shown in italics are suggested answers for the teacher and are not for the students to copy.) Review with the students the main idea sentence for number 1. Then ask them to list one main idea for each paragraph beginning with the second paragraph of the editorial.

1. **Main Idea:** The Founders deliberately kept God out of the Constitution in their efforts to guarantee the right to freedom of religion.

2. **Main Idea:** At the time of the Founders, our nation was Christian but intolerant.

3. **Main Idea:** Only three or four persons at the Constitutional Convention appeared to want to say prayers there; prayers were not said.

4. **Main Idea:** Several of the most influential Founders were opposed to organized religion and/or state sanction of organized religion.

5. **Main Idea:** The goal of guaranteeing freedom of religion, including the freedom not to practice a religion, was more important to the Founders than their personal faith.

On Grade Level (OL) Have students read the article silently and answer the questions in complete sentences.
Creating a Constitution, 1781–1789

A. PRE-READING ACTIVITY

Previewing the Material

Directions: Before reading the excerpt from George Washington’s letter to James Madison concerning Shays’s Rebellion on page 102 in Section 1 of Chapter 3, answer the following questions.

1. Why would farmers facing economic recession rebel against a legislature imposing further tax increases to pay for its war debts?

2. Why would the rebellion in Massachusetts lead Washington to support a change in the nation’s Constitution?

B. PRE-READING ACTIVITY

Vocabulary Review

Directions: Reviewing the words and expressions below will help you understand the reading.

want (n.): lack of something

disorders (n.): state of rebellion and confusion

check (v.): slow or stop

aught (n.): anything

consequences (n.): results

lax (adj.): not firm, careless, negligent, not in control

inefficient (adj.): wasting time and effort, not capable of working correctly

dwell on (v.): to continue thinking or speaking about

whereas (conj.): while

energetic (adj.): having energy, active

encroachment [incroachment] (n.): the act of going beyond limits

restore (v.): return

prospect (n.): possibility

respectability (n.): state of being worthy of respect or honor

attaining (v.): achieving or reaching
C. READING COMPREHENSION ACTIVITY

Understanding Details

Directions: After reading the passage on page 102, answer the following questions.

1. Did Washington believe that the current government had the power to control revolts like Shays’s Rebellion?

2. What three things did Washington say disorders like Shays’s Rebellion threatened?

3. Washington described the nation as “thirteen Sovereignties pulling against each other, and all tugging at the foederal [federal] head.” What do you think he meant by this analogy?

4. What did Washington say would happen to the country if things did not change?

5. Why did Washington suggest that the revised Constitution would be “closely watched”?

D. WORD BUILDING ACTIVITY

Synonyms

Remember: Synonyms are words that have similar meanings; *preserve* and *keep* are synonyms.

Directions: Match the words in column one with their synonyms in column two.

1. ____ disorders
2. ____ consequences
3. ____ inefficient
4. ____ encroachment
5. ____ lax
6. ____ energetic
7. ____ prospect
8. ____ check
9. ____ restore
10. ____ respectability

A. wasteful
B. intrusion
C. active
D. rebellion
E. results
F. careless
G. return
H. stop
I. honor
J. chance
Creating a Constitution, 1781–1789

**DIRECTIONS:** Fill in the missing words in the clues below, and circle each word in the puzzle. Then answer the question at the bottom of the page.

**CLUES**

1. A tax on imports is referred to as a ______________ tax.
2. A change to the Constitution is called an ______________.
3. An economic slowdown is known as a ______________.
4. Popular ______________ describes a government that is subject to the will of the people.
5. Another name for the first ten amendments to the Constitution is the ______________.
6. The power of the president to reject laws of Congress is called ______________ power.
7. A political system in which power is divided between national and state governments is known as ______________.
8. On a separate sheet of paper, write a paragraph about the framework of our system of government using the following terms: checks and balances, separation of powers, executive branch, legislative branch, judicial branch.
Creating a Constitution, 1781–1789

Key Words

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<tr>
<td>explicitly</td>
<td>recession</td>
</tr>
<tr>
<td>financier</td>
<td>separation of powers</td>
</tr>
<tr>
<td>framework</td>
<td></td>
</tr>
<tr>
<td>occupy</td>
<td></td>
</tr>
<tr>
<td>specifically</td>
<td></td>
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</table>

A. WORD MEANING ACTIVITY

Vocabulary in Context

Directions: Using the context clues, choose the best definition for each underlined word.

1. One major weakness of the Confederation Congress was that it was explicitly denied the power to regulate trade.
   A. formerly       B. totally       C. clearly

2. Financiers such as Robert Morris wanted a strong central government that would be economically stable.
   A. investors       B. government leaders  C. foreigners

3. The Constitution provided a government framework that has proven flexible enough to last two hundred years.
   A. issue           B. border         C. structure

4. After the Revolutionary War, British forces continued to occupy frontier posts inside American territory.
   A. control         B. destroy        C. abandon

5. The Tenth Amendment reserves for the states all powers not specifically granted to the federal government.
   A. secretly        B. precisely      C. usually
A. WORD FAMILY ACTIVITY

Word Chart

Directions: Fill in the chart below by providing the missing word forms.

Remember: A noun is a word that names a person, place, thing, or idea. Examples include president, communication, and democracy; common noun endings are -ment, -sion, and -ation.

A verb is a word that is used to describe an action, experience, or state of being. Examples include govern, assess, and seem; common verb endings are -ize and -ate.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
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<tbody>
<tr>
<td>______</td>
<td>amend</td>
</tr>
<tr>
<td>______</td>
<td>occupy</td>
</tr>
<tr>
<td>framework</td>
<td>______</td>
</tr>
<tr>
<td>financier</td>
<td>______</td>
</tr>
<tr>
<td>______</td>
<td>recede</td>
</tr>
<tr>
<td>______</td>
<td>separate</td>
</tr>
</tbody>
</table>

TEST YOUR KNOWLEDGE

Directions: Choose the best definition for each word listed.

1. explicitly
   A. clearly          B. totally          C. occasionally

2. financier
   A. leader          B. debtor          C. investor

3. framework
   A. border          B. system          C. job

4. occupy
   A. control         B. abandon         C. employ

5. specifically
   A. habitually       B. precisely       C. frequently

Directions: Circle the correct word form.

6. The creators of the Constitution realized that the document may need future (amends/amendments).

7. The (separate/separation) powers of the judicial, executive, and legislative branches are crucial to the American system of government.

8. After the Revolutionary War, the United States experienced a severe economic (recede/recession).
Comparing Data

LEARNING THE SKILL

Historians often use historical data to make comparisons, analyze, and then determine relationships between two or more factors in a situation. When you make comparisons, you determine similarities and differences among ideas, objects, or events. To make a comparison, identify or decide what will be compared. Then determine a common area or areas in which comparisons can be drawn. Finally, look for similarities and differences within these areas.

PRACTICING THE SKILL

DIRECTIONS: Study the chart below comparing the strengths of the British and Continental armies. Then answer the questions that follow on a separate sheet of paper.

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<th>British Army</th>
<th>Continental Army</th>
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<tbody>
<tr>
<td>Size of army</td>
<td>32,000 men</td>
<td>230,000 men (only 20,000 at any time)</td>
</tr>
<tr>
<td>Training</td>
<td>Disciplined and well-trained</td>
<td>Inexperienced</td>
</tr>
<tr>
<td>Supplies</td>
<td>Well equipped</td>
<td>Poorly equipped</td>
</tr>
<tr>
<td>Government</td>
<td>Strong, central government</td>
<td>Weak and divided central government</td>
</tr>
<tr>
<td>Support for war</td>
<td>Limited support in England for war and its cost</td>
<td>Divided loyalties, many deserters</td>
</tr>
<tr>
<td>Military strategy</td>
<td>Traditional military strategy</td>
<td>Guerrilla warfare strategies</td>
</tr>
<tr>
<td>Financial resources</td>
<td>Wealth of resources from England</td>
<td>Support from France and Spain; foreign loans; personal financial support</td>
</tr>
<tr>
<td>Motivation</td>
<td>Fighting to retain colonies</td>
<td>Fighting to gain rights and freedoms</td>
</tr>
</tbody>
</table>

1. What information is being compared?
2. What similarities do you see between the armies? What differences do you see?
3. Based on these comparisons, which army appears to have the best chance of winning the war? Why?
4. What characteristics of the two armies may have impacted the outcome of the war?

APPLYING THE SKILL

DIRECTIONS: Ask 10 classmates about their favorite type of music. Then ask these same classmates about the type of music their parents prefer. Create a table with types of music in the first column, student preferences tallied in the second column, and parent preferences tallied in the third column. What, if any, similarities do you see? What differences do you see? What might account for the differences in student and parent preferences?
LEARNING THE SKILL

In reading and in conversation, sometimes the facts are stated directly and conclusions can easily be drawn. At other times, however, all the facts are not stated so clearly. In these instances, you must draw conclusions based on the evidence at hand. This is called making an inference. Making an inference involves combining the known facts at hand and your general knowledge and experience to form a reasonable conclusion.

Use the following guidelines to help you make inferences:

- Read or listen carefully to the material.
- Identify, confirm, and summarize the clearly stated facts.
- Use the available information to decide what inferences or conclusions, if any, you can make.

PRACTICING THE SKILL

DIRECTIONS: Read the excerpt below from “The Federalist No. 10” by James Madison and the statements that follow. Mark T if the statement can be inferred to be true from the information in the excerpt; F if the statement can be inferred to be false; or N if no valid inference can be made.

By a faction, I understand a number of citizens, whether amounting to a majority or minority of the whole, who are united and actuated [moved to action] by some common impulse of passion, or of interest, adverse to the rights of other citizens, or to the permanent and aggregate [collective] interests of the community.

There are two methods of curing the mischiefs of faction: the one, by removing its causes; the other, by controlling its effects.

There are again two methods of removing the causes of faction: the one, by destroying the liberty which is essential to its existence; the other, by giving to every citizen the same opinions, the same passions, and the same interests.

It could never be more truly said than of the first remedy, that it is worse than the disease. Liberty is to faction what air is to fire, an aliment [sustenance] without which it instantly expires. . . . The second expedient is as impracticable as the first would be unwise. As long as the reason of man continues fallible [e.g., capable of making a mistake], and he is at liberty to exercise it, different opinions will be formed. . . .

1. Madison believed that faction was a desirable consequence of a free society.
2. Madison believed that faction was inevitable in a free society.
3. Madison thought that free citizens would always behave reasonably.
4. Madison did not think there was any way to control the effects of faction.
5. Madison did not always admire the will of the majority.
Amendments to the Constitution

The framers of the Constitution provided a way to make small changes to the Constitution. Congress has made 27 such changes, or amendments, to the Constitution since it was signed in 1787. The first 10 amendments were adopted at the same time. These amendments are known as the Bill of Rights because most of them deal with the rights of individuals.

DIRECTIONS: Read the time line. Then answer the questions below.

1. In what year was the Bill of Rights adopted? 
2. Which two amendments deal with the right to vote, and what groups are given this right in each amendment? 
3. One amendment repeals, or reverses, a former amendment. Name the original amendment and the issue it dealt with, the amendment that repeals it, and how many years passed between the two amendments. 
4. Which amendment is the most recent and in what year was it approved? 
5. In what year was the federal government given the power to collect income taxes? 
6. Which two amendments deal with the procedures for electing our leaders? 
7. In what year was the voting age lowered to 18? 
8. In what year was the amendment approved that limits the president to serving two terms of office?
Chapter 3: Linking Past and Present Activity 3

How to Elect a President

**THEN**

As the delegates shaped the Constitution at the 1787 convention, one decision they had to make was how to elect a president for the new union. They wanted the people to have direct input, and they saw two ways to do this. The people in the entire nation could vote, and the winner of the popular vote would be the president. As an alternative, the people of each state could elect members of Congress, and those representatives could elect the president.

The Founders saw dangers in direct popular election. With no organized political parties yet, there was no way to limit the number of candidates. Also, travel and communication was difficult at the time. A candidate could be popular in one region but unknown elsewhere. The result could be a highly fragmented national vote, with everyone voting for the local favorite. The winner would then not reflect the wishes of the nation as a whole.

The Founders also saw dangers in allowing members of Congress to elect the president. Their votes might reflect their own agendas and political deals than the will of the people they represented.

As a compromise, the founders set up an indirect system—the Electoral College. The people would vote for electors from their state. The electors would be politically informed people who would cast their vote for a president based on merit.

**NOW**

The Electoral College system still works much as the founders designed it. Today, as then, each state is allocated a number of electors equal to the number of its representatives in the Senate and House. With 100 senators and 435 representatives in Congress, plus 3 electors for the District of Columbia, the total Electoral College vote is 538. A majority elects the president. Therefore, it takes 270 electoral votes to win.

Unlike the original plan, however, electors today have little power. Political parties choose electors who are pledged to vote for that party's candidate. When you vote for president, you are actually choosing a party's electors. In most states, the winner of the popular vote wins all the state's electors.

Over the years, critics have argued for change. With today's communications, the people are better informed. Also, because the winner takes all the state's electoral votes, a candidate could win the presidency while losing the national popular vote. In fact, this occurred three times, most recently in 2000.

Supporters argue that the system provides stability by encouraging the two-party system. Multiple parties could fragment the vote, leading to a president who might win only a small percentage of the popular vote. Because the state winner takes all electors, splinter parties have little chance. Also, the system enhances national unity by requiring a wide distribution of popular support to win.

**CRITICAL THINKING**

**Directions:** Answer the questions below on a separate sheet of paper.

1. **Determining Cause and Effect** It is possible for a candidate to win the presidency by winning only 11 states and losing the other 39. How can this be?

2. **Evaluating Information** The Electoral College system supports the two-party political system in this country. Is this good or bad? Support your answer.

3. **Analyzing Information** Before the 12th Amendment in 1804, electors cast their votes for individual candidates. The majority winner became president, and the runner-up became vice president. What problems might this system cause?
A Plea for Universal Freedom

About the Selection

Few objections to the enslavement of African Americans were as eloquent as those written by Benjamin Banneker, a free African American, shortly after the Constitution was ratified. Banneker was among the most remarkable Americans of the 1700s. He was a mechanical and mathematical genius, wrote and published popular almanacs, and was one of the three people who surveyed the land for and planned the city of Washington, D.C. Banneker wrote the following in a letter to Thomas Jefferson (1790). The letter so impressed Jefferson that he sent it and an almanac to the Secretary of the Academy of Sciences in Paris.

GUIDED READING

As you read, note the reason Banneker gives for claiming all people are equal. Then answer the questions that follow.

We are a race of beings, who have long labored under the abuse and censure of the world; that we have long been looked upon with the eye of contempt; and that we have long been considered rather as brutish than human, and scarcely capable of mental endowments.

Sir, I hope I may safely admit, in consequence of that report which has reached me, that you are a man less inflexible in sentiments of this nature... and that you are willing and ready to lend your aid and assistance to our relief, from those many distresses, and natural calamities, to which we are reduced.

Now Sir, if this is founded in truth, I apprehend you will embrace every opportunity, to eradicate that train of absurd and false ideas and opinions which so generally prevails with respect to us; and that your sentiments are concurrent with mine, which are, that one universal Father hath given being to us all; and that he hath not only made us all of one flesh, but that he hath also, without partiality, afforded us all the same sensations and endowed us all with the same faculties; and that however variable we may be in society or religion, however diversified in situation or color, we are all in the same family and stand in the same relation to him.

...I hope you cannot but acknowledge, that it is the indispensable duty of those, who maintain for themselves the rights of human nature, and who possess the obligations of Christianity, to extend their power and influence to the relief of every part of the human race, from whatever burden or oppression they may unjustly labor under; ...
Sir, suffer me to recall to your mind that time, in which the arms and tyranny of the British crown were exerted, with every powerful effort, in order to reduce you to a state of servitude. . . .

. . . [Y]ou were then impressed with proper ideas of the great violation of liberty, and the free possession of those blessings, to which you were entitled by nature; but, Sir, how pitiable is it to reflect, that although you were so fully convinced of the benevolence of the Father of Mankind, and of his equal and impartial distribution of these rights and privileges which he hath conferred upon them, that you should at the same time counteract his mercies, in detaining by fraud and violence so numerous a part of my brethren, under groaning captivity, and cruel oppression, that you should at the same time be found guilty of that most criminal act, which you professedly detested in others, with respect to yourselves.


**READER RESPONSE**

**Directions:** Answer the following questions on the lines below.

1. What time in history does Banneker ask Jefferson to remember?

2. Why does he ask Jefferson to do this?

3. What belief does Banneker think he shares with Jefferson?

4. **Critical Thinking** What reason does Banneker give for concluding that Jefferson is a hypocrite?

5. **Critical Thinking** What is the fraud Banneker refers to?
An Appeal for Women’s Rights

About the Selection
During the colonial era, the issue of women’s rights was not nearly as prominent as the issue of slavery, nor was the debate as public. However, many women expressed in letters their thoughts about their place in society. While her husband and future president of the United States, John Adams, was a delegate to the Continental Congress, Abigail Adams stayed in Massachusetts to oversee the family farm and business. In a letter of March 31, 1776, she asked her husband to consider the status of women when helping to write the laws that would define the new country.

GUIDED READING
As you read, compare how Abigail Adams characterizes the condition of women and the nature of men. Then answer the questions that follow.

I long to hear that you have declared an independency—and by the way in the new Code of Laws which I suppose it will be necessary for you to make I desire you would Remember the Ladies, and be more generous and favourable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If particular care and attention is not paid to the Ladies we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation.

That your Sex are Naturally Tyrannical is a Truth, so thoroughly established as to admit of no dispute, but such of you as wish to be happy willingly give up the harsh title of Master for the more tender and endearing one of Friend. Why then, not put it out of the power of the vicious and the Lawless to use us with cruelty and indignity with impunity. Men of Sense in all Ages abhor those customs which treat us only as the vassals of your Sex. Regard us then as Beings placed by providence under your protection and in imitation of the Supreme Being make use of that power only for our happiness.
READER RESPONSE

Directions: Answer the following questions on the lines below.

1. According to Adams, what is the extent of the power of husbands?

2. What should men do in order to be happy?

3. On what grounds might women declare themselves not bound by a law?

4. Critical Thinking Why did women often discuss their lives and conditions in letters?

5. Critical Thinking What factors relating to women in present-day society do you think would please Abigail Adams?
Charles Willson Peale was known for his paintings of important figures in early American history, including George Washington, Benjamin Franklin, Thomas Jefferson, and John Adams. Born in Maryland, Peale worked numerous jobs, including saddler and silversmith, before he attempted painting. Early in his art career, Peale met and was influenced by John Singleton Copley, a renowned American portrait painter. In 1766 Peale went to London to study art for several years with the American painter Benjamin West.

Upon returning to America, Peale traveled throughout the middle colonies painting portraits of colonial leaders. He soon became the most popular portraitist in that region. In 1775 he moved to Philadelphia and became active in the revolutionary movement, serving in the city militia and as a representative in the Pennsylvania assembly.

Although best known as the “Artist of the American Revolution,” Peale had various interests and hobbies throughout his life. His insatiable curiosity led him to found a natural history museum in Philadelphia that featured minerals, taxidermy animals, skeletons, and other “curiosities,” among his own paintings. The museum’s most popular exhibit was a mastodon skeleton, which was discovered on a New York farm in 1801. Peale himself attended the archaeological dig and painted *Exhuming the Mastodon* (1806) to record the event.

Over his career, Peale painted more than 1,000 portraits. His portraits typify the neoclassical style and are characterized by crisp, well-defined outlines, stoic subject matter, and realistic likenesses. George Washington sat for Peale seven times, and Peale modeled many other portraits of Washington after these seven life portraits. Peale was also a gifted trompe l’œil painter.

*Trompe l’œil,* French for “deceive the eye,” painting makes the viewer think that the object in the painting is actually real. Peale’s painting *The Staircase Group* (1795) is a life-size trompe l’œil portrait of his sons Raphaelle and Titian. It was framed in a real door jamb with a lower step, which creates the illusion that the boys are walking up a real staircase. The painting was so effective that one story says George Washington was deceived into greeting the boys’ images as if they were actually there.
1. Who are two artists who influenced Peale?

________________________________________________________________________

________________________________________________________________________

2. Name at least two ways Peale showed his support of the Revolutionary movement.

________________________________________________________________________

________________________________________________________________________

3. Why did Peale create a natural history museum?

________________________________________________________________________

________________________________________________________________________

**Critical Thinking**

4. **Making Inferences** Why might it have been necessary for Peale to go to London to study art?

________________________________________________________________________

________________________________________________________________________

5. **Drawing Conclusions** How might have Peale's patriotism affected his painting style and choice of subject matter?

________________________________________________________________________

________________________________________________________________________
DEBATE OVER RATIFICATION

The cartoon below, dated 1787, comments on the debate in the state of Connecticut over ratification of the Constitution. Two rival factions, the Federalists (left) and the Antifederalists (right), trade insults while pulling a wagon, which represents the state of Connecticut, in opposite directions. The wagon's driver says, "Gentlemen this Machine is deep in the mire and you are divided as to its releaf [sic]—"

Directions: Study the cartoon below, and then answer the questions that follow.

THE LOOKING GLASS FOR 1787.
A HOUSE DIVIDED AGAINST ITSELF CANNOT STAND. MAT. CHAP. 13TH VERSE 26.
ANALYZING THE CARTOON ACTIVITY 3 (continued)

1. Why is the wagon, representing Connecticut, pictured mired in the mud?

2. What were the two groups’ opposing viewpoints on the ratification of the Constitution? Explain.

3. One of the Federalists says, “Comply with Congress.” What does this mean?

4. One of the Antifederalists says, “Success to Shays.” What does this mean?

CRITICAL THINKING

5. Analyzing Information What is the meaning of the title of the cartoon, “The Looking Glass for 1787”?

6. Identifying the Main Idea What is the meaning of the cartoon’s caption, “A house divided against itself cannot stand”?

7. Detecting Bias Does the cartoon’s artist seem to support either of the groups? Explain.
Creating a Constitution, 1781–1789

The Articles of Confederation produced a weak central government. Struggling with recession and inflation, strained relationships with Britain and Spain, and internal revolts, the U.S. threatened to dissolve. Delegates gathered to determine how to preserve both the union and state independence. The result was the creation of a new Constitution.

DIRECTIONS: Explain how the Constitutional Convention resolved each of the following conflicts during the creation and ratification of the new Constitution.

1. Modification of Articles of Confederation versus new constitution:

2. Equal representation for large and small states:

3. How to count enslaved people for purposes of taxation and representation in Congress:

4. The existence of the slave trade:

5. Limited government and balance of power:

6. National government versus state government (Federalists versus Antifederalists):

7. Critical Thinking George Washington presided over the Constitutional Convention. His leadership was critical to its success. Identify two qualities of presidential leadership he possessed that are crucial to the success of current presidents.
Creating a Constitution

The framers of the Constitution chose their words carefully as they laid out a “blueprint for the nation” in Philadelphia in 1787. America’s leaders knew the country needed a document that would unify and strengthen the new nation, but they wanted a constitution that would not infringe on the rights of the people. The Articles of Confederation, enacted in November 1777, united the colonies under a central government but did not allow the government to raise taxes or regulate trade. Under the Articles of Confederation, the country threatened to separate into 13 individual states. In 1787 delegates from all of the states except Rhode Island met in Philadelphia to rewrite the Articles of Confederation. They eventually wrote a new document, the Constitution of the United States of America.

DIRECTIONS: Read the Preamble to the Constitution. Consider why the framers of the Constitution felt that the ideas in the Preamble were important for the survival of the new country. Then answer the questions that follow.

The Constitution of the United States—Preamble

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Questions to Consider

1. What constitutes justice?

2. What is meant by domestic tranquility?

3. How would a government promote general welfare?

4. What is meant by “secure the Blessings of Liberty”? Why would this be important to the framers of the Constitution?

5. How would the new government provide for the common defense?

6. GO A STEP FURTHER Collect current media images that represent each of the ideas in the Preamble of the Constitution. Present your collection in a creative way. Be prepared to explain your choices.
Chapter 3
Section Resources

Guided Reading Activity 3-1 ...........................................112
Guided Reading Activity 3-2 ...........................................113
Guided Reading Activity 3-3 ...........................................114
DIRECTIONS: **Filling in the Blanks** In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. In November 1777, the Continental Congress adopted the ____________, a plan for a loose union of the states under the authority of the Congress.

2. The Articles of Confederation established a very weak ____________.

3. The Confederation Congress had the right to ____________, ____________, and ____________.

4. The Confederation Congress raised money by ____________.

5. The ____________ created a new territory north of the Ohio River and east of the Mississippi.

6. When the population of a territory reached 60,000, the territory could apply to become a ____________.

7. The Northwest Ordinance excluded ____________ from the new territory.

8. After the Revolutionary War, the British imposed sharp restrictions on American access to British colonies in the ____________.

9. After the war ended, British merchants flooded America with ____________, driving many American artisans out of business.

10. Individual states set up customs ports against the British and also ____________ to raise revenue.

11. One of the problems between the British and Americans after the Treaty of Paris was that the British continued to occupy a string of ____________ south of the Great Lakes.

12. The major dispute with Spain involved the border between Spanish territory and the state of ____________.

13. Since paper money would not be backed up by gold and silver, and people would not trust it, ____________, a decline in the value of money, began in the colonies.

14. Events in Rhode Island showed that people could use the ____________ to steal from the wealthy.

15. ____________ started when the government of Massachusetts decided to raise taxes to pay off its debts instead of issuing paper money.
DIRECTIONS: Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. The Constitutional Convention
   A. People who supported a ________________ became known as “nationalists.”
   B. One of the most influential nationalists was ________________, a member of the Virginia Assembly and head of its commerce committee.
   C. In February 1787, Congress called for a convention of the states “for the sole purpose of ________________.”
   D. Thomas Jefferson, commenting on delegates who attended, said the Constitutional Convention was no less than “______________.”
   E. The ________________ did not abandon the Articles of Confederation but instead modified them to make the central government stronger.

II. A Union Built on Compromise
   A. The Connecticut Compromise proposed that in the ________________, the states would be represented according to the size of their populations.
   B. According to the ________________, every five enslaved people in a state would count as three free persons for determining both ________________ and ________________.
   C. Southerners feared that a strong national government with the power to regulate trade might impose taxes on the export of ________________ or ban the import of ________________.

III. A Framework for Limited Government
   A. The ________________ system divides government power between the national government and the state governments.
   B. The system of ________________ prevents any one of the three branches from becoming too powerful.
   C. Although the ________________ could veto acts of Congress, the legislature could override the veto with a ________________ vote in both houses.
   D. The Constitution has a two-step process for amending the ________________, proposal and ________________.
**Guided Reading Activity 3-3**

**DIRECTIONS: Recalling Facts** Read the section and answer the questions below. Refer to your textbook to write the answers.

1. Where did the debate over the ratification of the new Constitution take place? 

2. What did supporters of the Constitution call themselves? 

3. Why did large landowners support the new Constitution? 

4. What was the real issue the Antifederalists had with the new Constitution? 

5. Why were Western farmers living far from the coast also Antifederalists? 

6. What did Madison, Hamilton, and Jay attempt to explain in *The Federalist*? 

7. Why is *The Federalist* still important today? 

8. Which states were considered the most important in the ratification of the Constitution? 

9. How did Federalists attempt to meet the objections of Samuel Adams to the new Constitution? 

10. What was the final issue that made New York ratify the Constitution? 

11. Why was Rhode Island the last state to ratify the Constitution? 

12. What caused many Americans to express confidence in the new government?
GEOGRAPHY AND HISTORY ACTIVITY 1

1. A decrease in sea level due to the amount of Earth’s water frozen in glaciers and the wide, gradual slope of the continental shelf along the Bering Strait both contributed to the exposure of the Bering land bridge.

2. The United States, Russia, and Canada are included in the vast geographic area referred to as Beringia today.

3. People of the past encountered a relatively dry, grassland steppe environment versus the boggy tundra of today.

4. The nearness of Asia and the variety of habitats in the park provide for abundant birdlife.

5. Sea life in the Pacific Ocean would have been cut off from the Chukchi Sea and from the Arctic Ocean. This would have had an effect on sea migration and habitat.

6. Visitors reach the preserve by small airplane, dog sled, snow machines, and boat. Hiking may be another option the students think of, but it is not a likely option due to the remoteness of the area.

7. The current increase of sea levels indicates that glaciers are melting due to global warming.

ECONOMICS AND HISTORY ACTIVITY 1

1. Economics is the system that determines how a limited amount of resources are used to fulfill unlimited human wants. It is through an economic system that the goods and services people need and want are supplied.

2. The three types of economic systems are the traditional, command, and market economies.

3. The goal of mercantilism was to strengthen the power of the home country and make it self-sufficient.

4. Students should list four from the following: 1) A country should accumulate as much precious metal (gold and silver) as possible; 2) a country should export more than it imports; 3) countries should use their colonies as a market for goods and products; 4) countries should use their colonies as a source of precious metals, raw materials, and agricultural goods; 5) sea power was necessary to protect trade, add to national independence, and increase military might; 6) population growth should be encouraged to increase the colonial labor force.

5. In a market economy, economic decisions are made by individuals looking out for their own best interests. People are free to decide what and how to produce, and they keep the profits they earn through their labor. They also have the right to own property. The market economy regulates itself through competition and the laws of supply and demand.

6. The ratio of imports to exports for New York was 5:1.

7. Answers will vary. Two elements of command in the United States economy are when government sets the prices that utilities can charge and when it taxes. An element of tradition in the economy is a rate for tipping.

8. A market economy encourages innovation and growth because it allows individuals to better their economic status by creating wealth and pursuing profits. Innovation with new technologies and growth with business expansion are two chief ways to create wealth and increase profits.

HISTORY SIMULATIONS AND PROBLEM SOLVING ACTIVITY 1

Answers to Simulation Sheet 1 Questions

1. Puritanism was especially strong in the New England colonies. Broadly speaking,
Answer Key

Puritans wanted the Church of England to be purged of all traces of Roman Catholicism and restored to the “simplicity and authority” of the Bible.

Students will learn about other Puritan beliefs as they conduct their research.

2. Not all early American colonists were Puritans. For example, many colonists were Quakers and met with persecution from the Puritans. Some colonists, primarily those outside of New England, did not show much interest in religion at all. Furthermore, not all Puritans shared the same beliefs. Roger Williams and Anne Hutchinson are two examples of Puritans whose thoughts differed from “orthodox” Puritanism.

AMERICAN LITERATURE READINGS 1

“The Heresies of Anne Hutchinson and Her Followers”

1. The Antimonians, according to Welde, were kind and friendly and opened their homes to newcomers for the sole purpose of insinuating their beliefs on the new arrivals. Hutchinson’s lectures were also blamed for ruining the Puritan peace.

2. Welde and his colleagues met with the Antimonians for several weeks and tried to persuade them to follow the Puritans’ viewpoint.

3. Welde seems relieved about Hutchinson’s death. His strong feelings against her are evident in such phrases as “her mischievous opinions” and working “the Scriptures to her own purpose.” When he learns of her death, he points out that he had never heard of the Indians being violent and so God must have willed the attack. He states that the Lord had freed the people from “this great and sore affliction.”

4. Welde relays both fact and opinion in his piece. His facts are that Hutchinson and her followers went against the majority standards. His opinions are reflected in his dramatic descriptions of the ways the Antimonians sought converts, refused to cooperate, and disrupted the status quo.

“Remonstrance of the Inhabitants of the Town of Flushing”

1. The citizens of Flushing would not turn against people of other faiths because they believed in the New Testament teachings of “judge not and be not judged” and “condemn not and be not condemned.”

2. The citizens would not harm anyone who came in any form of God’s name because they wanted to do unto others as they would have others do unto them.

3. Thomas Welde would not tolerate a different religious belief. The citizens of Flushing were willing to go to jail for everyone’s right to worship in freedom.

4. The early days of religious intolerance included banishment, as well as fleeing, from strict colonies. Those who had to leave settled new areas, such as Rhode Island and Pennsylvania, thus expanding the colonies.

“On Equality of the Sexes” (1790)

1. Murray states that women, the same as men, will achieve an eternal, immortal life after death and that, surely, a creature who is promised that should be entitled to more on earth than thinking about how to make a pudding or sew a good seam.

2. A woman who is not allowed to fill her mind with education will lapse into thoughts about fashion, gossip, and other questionable behaviors Murray did not itemize. If a woman’s mind is filled with stimulating, solid topics—such as those men learned about in school—she will be happier.
3. Lack of education limits the potential of the person. To be denied the right to learn, to think about many different topics, to grow, explore, reach, and challenge oneself is mental slavery.

4. Jefferson, Banneker, and Murray share a belief in the divine creation of all human beings, the equality of all people, and the right of all people to life, liberty, and the pursuit of happiness. Jefferson’s point of view is a political one and one that is narrow because of the circumstances of the time: People, that is, Anglo-Americans must be free of government interference. Banneker’s point of view is both political and moral: African Americans must be freed from slavery and must be allowed to develop their talents and their minds. Murray’s point of view is similar to Banneker’s in that she argues for the right for women to seek education.

**READING SKILLS ACTIVITY 1**

**Practicing the Skill**

1. **Topic:** the Toltec
   **Supporting Detail:** They built large pyramids and huge palaces.
   **Main Idea:** The Toltec were master architects.

2. **Topic:** the Pueblo people
   **Supporting Detail:** Men farmed and performed most ceremonies.
   **Main Idea:** The Pueblo people assigned different tasks to men and women.

**Applying the Skill**

Answers will vary according to student selections. Students should follow guidelines from Practicing the Skill to identify main ideas for each paragraph, and a main idea for the subsection.

**HISTORICAL ANALYSIS SKILLS ACTIVITY 1**

**Practicing the Skill**

1. Hamilton believed liberty depended on the freedom to criticize the government and others in power. He believed this freedom was equivalent to freedom of religion, and should extend to both the spoken and printed word. He also believed that speaking the truth was the responsibility of every person, and the only way to hold power in check. His purpose was to convince the jury that the right of freedom of speech was inherent in other freedoms. His audience was the jury, courtroom observers, and, because of the prominence of the case, the American public at large.

2. The main factor affecting this source’s credibility is that Hamilton, as the primary source, was a participant in the actual event; his spoken words were recorded as part of the court documents, which have survived from the past. Thus, the account itself is very likely to be extremely accurate. In terms of bias, Hamilton would certainly have been biased in favor of Zenger and his interpretation of the case reflects this. As a primary source, however, his words have not been reinterpreted by other secondary sources.

**Applying the Skill**

**DIFFERENTIATED INSTRUCTION ACTIVITY 1**

Answers will vary. Make sure that the paragraph written has a valid connection to the evidence presented.

1. a) The colony was better supplied by the Virginia Company than previously believed; b) Jamestown was the first “family farm” in the country; c) The colonists were attempting to become more independent from England by eating native plants. They were trying new things; d) Plants can reveal as much historical information about a site as other more traditional artifacts.
2. a) Both the types of artifacts, like surgical supplies and handguns, and the number of artifacts led archaeologists to believe the Virginia Company took greater care in getting supplies to the Jamestown Colony; b) Jamestown survived by farming tobacco. Farming has been a backbone of the country’s economy ever since; c) The variety of native plants in the well made it clear that the colonists were trying to eat new things as a way to adapt to their new environment and become less dependent on England; d) The discovery of the three tobacco seeds and the other native plants revealed as much about Jamestown as the other more traditional artifacts.

English Learners (EL)

1. C
2. E
3. B
4. D
5. A

Advanced Learners (AL)

Student answers will vary.

Below Grade Level (BL)

1. Answers will vary. Sample answer: The writer probably selected the title because the word “clues” makes you want to read further. “Clues” also relates to the idea that archaeologists are always digging for things that will tell you something about a culture. And the clues in this reading are all about Jamestown.
2. Answers will vary. Sample answer: The reading is really about the clues archaeologists have found in the well, and the clues do give new information about Jamestown. For example, the amount of artifacts shows they had more supplies than people originally thought. Also, the 30 native plants prove the colonists were eating new things.

3. Answers will vary. Sample answer: “The Truth about Jamestown”

ENGLISH LEARNER ACTIVITY 1

A. Pre-Reading Activity

1. executive, legislative, and judicial
2. During the 1700s, colonists were questioning their role as subjects of the English monarch. It was a time of social change. Some people, like the Enlightenment thinkers, were exploring new ideas, new ways to form society and government, and making people’s lives better. Montesquieu was one of those thinkers and writers.

C. Reading Comprehension Activity

1. T
2. F
3. F
4. F
5. T
6. T
7. F
8. T
9. T
10. F

D. Word Building Activity

1. E
2. B
3. C
4. D
5. A

CONTENT VOCABULARY ACTIVITY 1

1. tribute
2. indentured servants
The Renaissance helped ignite a scientific revolution. During this time, Western Europeans became interested in locating a water route to Asia, but they needed new navigational instruments and ships capable of long-distance travel to make this exploration possible. By studying Arabic texts, these Europeans learned about the astrolabe, a navigational device invented by the ancient Greeks and vital to European long-distance travel. Also, in the 1400s, Portuguese ship builders created a ship called a caravel, which made use of new sailing technologies. The Portuguese became the first to explore a sea route to Asia.

ACADEMIC VOCABULARY ACTIVITY 1

A. Word Meaning Activity

1. migration
2. distinct
3. eventually
4. routes

B. Word Usage Activity

1. B
2. E
3. C
4. D
5. A

Test Your Knowledge

1. B
2. A
3. B
4. C
5. A
6. C

REINFORCING SKILLS ACTIVITY 1

Practicing the Skill

1. The time span is 1490 to 1610. The time intervals are 20 years.
2. 1522
3. 13 years
4. St. Augustine, Florida

Applying the Skill

Time lines will vary. Correct time lines will include clearly labeled time spans and time intervals. Students should include a variety of key events from their lives clearly labeled and correctly placed on the time line.
CRITICAL THINKING SKILLS ACTIVITY 1

1. Valid; the excerpt identifies maize and beans as other foods cultivated for food by the Mississippian.

2. Invalid; only the Mississippians are mentioned as great builders. You cannot logically assume other early American peoples were also good builders.

3. Valid; the excerpt mentions “large Mississippian towns, such as Cahokia,” indicating that Cahokia was not the only one.

4. Invalid; the excerpt addresses Mississippian culture only, not all early native North American cultures.

TIME LINE ACTIVITY 1

July 22, 1620
The Pilgrims set sail for England in the Speedwell.

August 1620
The Mayflower and Speedwell depart for America and are forced to turn back.

September 1620
The Pilgrims set sail for America in the Mayflower.

December 21, 1620
The Pilgrims land at Plymouth Rock.

March 1621
The Pilgrims develop a friendship with the Native Americans.

November 1620
The Mayflower arrives at Cape Cod Harbor. The Mayflower Compact is signed.

November 1621
The Mayflower arrives at Plymouth Rock.

Spring and summer 1621
The Native Americans help the Pilgrims learn to hunt, fish, and grow corn, beans and pumpkins.

Autumn 1621
The first Thanksgiving is celebrated.

July 1621
The Pilgrims set sail for America in the Mayflower.

January 1621
The Pilgrims develop a friendship with the Native Americans.

July 1621
The Pilgrims land at Plymouth Rock.

November 1621
The Mayflower arrives at Plymouth Rock.

LINKING PAST AND PRESENT ACTIVITY 1

1. Rites of passage are rituals that occur at a transition point in a person’s life. These rituals help people understand and accept their new role in society. The rituals also help others learn to treat the transitioners in new ways. Passing through these rites as a group, such as in a graduation ceremony, offers the support of others in making the transition.

2. Ceremonies of all cultures, past and present, are based on the culture’s shared customs or religious beliefs and serve to strengthen the bonds among the people. The religions and customs on which they are based, however, differ across cultures. Many Native Americans worshiped forces of nature, so their ceremonies and rituals were designed to solicit help from deities such as the rain god and sun god. Most deities worshiped in cultures today differ from those of the past, yet the worshipers still design rituals to win favor with their god figures. Also, rites of passage then and now still mark transitions from one phase of life to another. Birth, puberty, marriage, and death are transitional times commonly ritualized in early cultures and today.

3. The meanings of the wedding symbols students identify may vary because sources may not agree. Some symbols are as follows: (a) “Something old, something new, something borrowed, something blue.” “Something old” represents continuity, such as old friends whom the cou-
people hopes will remain close during their marriage. “Something new” symbolizes the couple’s happy and prosperous future. “Something borrowed” is a valued item lent by the bride’s family. The bride must return it to ensure good luck. “Something blue” originates in ancient Israel, where brides wore a blue ribbon in their hair to represent fidelity. (b) The bridal veil. Traditionally, brides were thought to be vulnerable to evil spirits. The veil was a disguise to protect them from the spirits.

**PRIMARY SOURCE READING 1-1**

1. They give the Aztecs health, water, good harvests and weather, and victories over their enemies.

2. One is the god of war, another is in charge of people’s souls in the afterlife, and the third is the god of sowing and ripening.

3. He calls them devils and evil things.

4. The Aztecs must offer worship and sacrifice, by which Montezuma means human sacrifice.

5. Answers will vary. The gold and precious stones show that the gods are valuable. The bow and arrows indicate war, and the snakes and bear symbolize fierceness, bravery, and deadliness. The necklace of faces and hearts around the neck of the god of war probably indicates that this god defeats the enemy. The wood of the harvest god and its being half lizard symbolize the connection to nature.

**PRIMARY SOURCE READING 1-2**

1. The ordinary ways are natural reason and the written word.

2. Religious issues within the reach of reason are atheism, paganism, deism, Judaism, Islam, and Catholicism.

3. The hardest malady to cure is enthusiasm.

4. He means holding religious beliefs based on an immediate feeling, imagination, and conceit, or vanity.

5. Religious “enthusiasts” do not have sufficient proof of their beliefs, their views cannot be corrected, and they think they cannot be in error.

**AMERICAN ART AND MUSIC ACTIVITY 1**

1. These changes were partly due to the increasing affluence of colonial Americans as cities grew and merchant trade began to expand. Also, more decorative objects came about as the earlier Puritan ideal of simplicity was relaxed and grew out of favor.

2. Gadrooning was a series of parallel vertical designs that contrasted with the smoothness and simplicity of the rest of the piece.

3. The sugar box was elaborately decorated with gadrooning, scrolls, leaf designs, and a dragon on the latch.

4. Answers might include: from European designs in decorative arts, from nature, and from imported goods arriving by ship from the East or from Europe.

5. They reflect the growing merchant trade, with goods being imported from Europe and elsewhere. His pieces also reflect a growing prosperity among many colonial Americans.

**INTERPRETING POLITICAL CARTOONS ACTIVITY 1**

1. The heroic, conquering stance of Columbus; the way he is the focus of the picture; and the armor, cross, and Spanish flags all show this event is very important.

2. The cartoonist copies the composition of the engraving. All the main characters have the same poses, flags are in the same positions, and the trees are in the same position.
Answer Key

3. The people who have landed are space aliens. The cartoonist uses them because of the modern fascination with extraterrestrials and UFOs.

4. People are cowering and running in fear. The cartoonist is pointing out that we have a different perspective on events when they happen to us; and that because we know the results of Columbus’s landing and how it affected Native Americans, we understand what the aliens intend to do.

5. The main point is that historical events look different when they are not serving one’s interests. We should rethink the landing of Columbus with this idea in mind.

6. Answers will vary, but students should explain how the cartoonists have expressed their points of view.

RETEACHING ACTIVITY 1

Southern Plantation System

1. Planter elite (Southern gentry)—wealthy landowners who were the government representatives, militia commanders, and judges

2. Backcountry farmers (yeomen)—poorer farmers who owned small plots of land and practiced subsistence farming

3. Landless tenant farmers—poor farmers who worked land rented from planter elite

4. Indentured servants—immigrants who contracted to work for the owner of the contract for a number of years in exchange for the cost of immigrating to America

5. Enslaved Africans—considered human chattel; regulated by slave code

Colonial Urban Society

1. Wealthy merchants—small group that controlled the city’s trade

2. Artisans, innkeepers, retailers—skilled workers who manufactured goods or owned businesses; made up almost half of urban population

3. Unskilled workers—lacked skills or property; performed unskilled labor; about 30 percent of urban population

4. Indentured servants—immigrants who contracted to work for the owner of the contract for a number of years in exchange for the cost of immigrating to America

5. Enslaved Africans—manual laborers and servants for the wealthy; about 10 to 20 percent of the population

Middle Colony Farm Society

1. Wealthy entrepreneurs, capitalists—owned large farms and other businesses

2. Farmers—owned a few acres that produced small surplus

3. Landless workers—rented land from large landowners or worked for wages

Critical Thinking answers may vary. Students should accurately explain how Europe’s demand for particular products affected one of the three societies. For example: Middle Colonies’ farm society—Wheat profits fueled the cycle whereby large landowners became wealthy, capitalists invested the profits in industries, and entrepreneurs took risks to tap into the market of the growing population. As in the South, land ownership often dictated wealth and social rank.

ENRICHMENT ACTIVITY 1

Students’ editorials should express a clear opinion and be supported with facts.

1. The motivation for the Navigation Acts was that the colonists were ignoring the system of mercantilism. The British government wanted to regulate colonial trade in order to make money from the colonies.
Answer Key

2. The colonists responded to the Navigation Acts by ignoring them. They found ways to work around the acts.

3. King Charles’s response to the colony of Massachusetts for disregarding his law was to take away their charter and make them a royal colony.

4. Possible answers may be that the colonists wanted to operate in an independent manner. They believed that they had the right to reap the benefits from their own trade and commerce and that Great Britain did not have the right to take what was rightfully theirs or to tell them how or with whom they could trade.

5. Answers will vary depending on the articles or editorials chosen. Students may respond that a journalist’s criticism of a politician or government policy could be seen as libelous.

GUIDED READING ACTIVITY 1-1

1. Beringia
2. Olmec
3. Mayan
4. art; jewelry
5. Aztec
6. Hohokam
7. adobe
8. corn
9. agriculture
10. California
11. Cahokia
12. towns
13. Sioux
14. Algonquin
15. Iroquois Confederacy
16. Hiawatha

GUIDED READING ACTIVITY 1-2

1. to free Christian holy places from Muslim control
2. They hoped to find a route to Asia that bypassed Italian city-states and Muslim kingdoms.
3. Henry the Navigator (or Prince Henry of Portugal)
4. by taxing trade
5. He seized Timbuktu.
6. to work on sugarcane plantations
7. Mariners obtained reliable information about the geography of the eastern African coast and the Indian Ocean.
8. the Taino; he called them Indians
9. Spain gained control of everything west of a line through the middle of the Atlantic, including most of the lands of America
10. Vasco de Balboa
11. The Spanish had superior weapons.
12. parts of what are today North Carolina, Tennessee, Alabama, Arkansas, and Texas
13. the peninsulares, who had been born in Spain
14. He made New France a royal colony and sent 4,000 new settlers.

GUIDED READING ACTIVITY 1-3

I. England’s First Colonies
   A. Puritans
   B. wool
   C. Jamestown
   D. Captain John Smith
   E. Catholics
II. Pilgrims and Puritans
   A. Squanto
   B. General Court
   C. heresy
   D. King Philip’s War
III. Restoration Colonies
   A. English Civil War
   B. Manhattan
   C. Quakers
   D. prison

GUIDED READING ACTIVITY 1-4

1. rice and indigo
2. free passage to America and the hope of acquiring their own land
3. the wealthy plantation owners
4. backcountry farmers
5. Enslaved workers need not be freed; English policies made it easier to acquire enslaved Africans; fewer English settlers accepted indentures.
6. fishing; lumber
7. Townspeople met to discuss issues; landowners could vote, pass laws, and elect officials; this led to belief in their right to govern themselves.
8. the three-way trade of goods between New England, the Caribbean or Africa, and Europe
9. skilled workers, such as carpenters, smiths, glassmakers, masons, and coopers
10. because of fertile soil and a long growing season
11. the economic theory that countries need to acquire gold and silver and colonies to supply raw materials and buy their manufactured goods
12. All goods shipped to/from the colonies were carried on English ships, and specific products could be sold only to England or its colonies.
13. the power of monarchs to suspend laws, create courts, impose taxes, or raise armies without Parliament’s consent

GUIDED READING ACTIVITY 1-5

I. Colonial America Grows
   A. improved housing and sanitation
   B. inoculation for a smallpox epidemic; fewer people died of the disease
   C. because the land was free
   D. to leave behind rising taxes, poor harvest, and religious persecution
   E. They could not own property or make wills; husbands controlled children and disciplined their wives.
   F. Enslaved persons could not own property, testify in court, move about freely, or assemble in large numbers.
   G. Enslaved Africans in South Carolina rebelled against overseers and tried to escape to Spanish Florida.

II. New Ideas
   A. belief in natural laws; emphasis on logic and reason
   B. to protect property, and preserve life and liberty
   C. consent of the governed
   D. He believed in the separation of powers into executive, legislative, and judicial branches.
   E. pietism, which stressed devoutness and an emotional union with God
   F. Baptists welcomed Africans at their revivals and condemned slavery.

READING SKILLS ACTIVITY 2

Practicing the Skill

Answers will vary. Students may include the following possible answers.

2. Keywords: battles, North

   Prediction: The colonies ended up going to war with England. This section is probably about the war in the northern colonies.
Answer Key

3. Keywords: political, ideas
   Prediction: The word political relates to the government. The colonists were trying to start their own government and there were many different views on how this should be done. This section probably deals with new views on government.

4. Keywords: war, society
   Prediction: The word society means people who are together because of common beliefs or ideas. I think this section may be about how the war affected the colonists and their daily lives.

5. Keywords: loyalists, flee
   Prediction: After the war, people who had sided with England would probably have been treated badly. Perhaps this section is about colonists who stayed loyal to England leaving the places where they lived.

6. Keywords: culture, emerge
   Prediction: The word emerge means to appear. I think that this section may be about a unique culture appearing in America after the war.

Applying the Skill

For Section 1, the students should list the keywords for each heading and follow the same procedure used in “Practicing the Skill.”

HISTORICAL ANALYSIS SKILLS ACTIVITY 2

Practicing the Skill

1. Native Americans
2. Answers will vary. Although still denied political rights, women and African Americans did benefit in some ways. Women had greater access to education and could more easily obtain divorces. Many enslaved Americans achieved freedom during the Revolution in return for their military service. Some Northern states even took steps to end slavery.

Applying the Skill

Answers will vary. Ask students to bring a copy of the article they selected to class. Check to be sure students have identified the changes brought about by the event described.

DIFFERENTIATED INSTRUCTION ACTIVITY 2

1. Answers will vary. Possible answer: Men have the right to life, liberty, and the pursuit of happiness.
2. Answers will vary. Possible answer: Whenever the government becomes destructive, it is the right of its citizens to change the government. This must be done in an organized, nonchaotic way.

ENGLISH LEARNER ACTIVITY 2

A. Pre-Reading Activity

1. Answers will vary: He witnessed the angry mob getting ready to take the tea.
2. The colonists followed their instructions and dumped the tea into the harbor.

C. Reading Comprehension Activity

1. F
2. T
3. T
4. F
5. T
6. F

D. Word Building Activity

1. E
2. G
3. A
4. C
5. F
6. H
7. D
8. B
Answer Key

CONTENT VOCABULARY ACTIVITY 2
1. false; committees of correspondence
2. true
3. false; letter of marque
4. true
5. true
6. true
7. false; Minutemen
8. false; nonimportation agreement
9. true
10. false; writ of assistance
11. true

ACADEMIC VOCABULARY ACTIVITY 2

A. Word Meaning Activity
1. A
2. C
3. A
4. B
5. B

Test Your Knowledge
1. S
2. S
3. A
4. S
5. A
6. B

REINFORCING SKILLS ACTIVITY 2

Practicing the Skill
1. The general subject of the excerpt is whether or not the British Parliament has a right to tax colonists even though the colonists have no elected representatives or “votes” in Parliament.

2. The title of the source document is Taxation No Tyranny, which signals that Johnson does not agree with the statement that “taxation without representation is tyranny.”

3. “cannot have the advantages of multiplied residence”; “goes voluntarily to America”; “cannot complain”; “By his own choice”

4. Answers will vary, but students should refer to the taxation of colonists by the British.

Applying the Skill
Answers will vary, depending on the source chosen. The words or phrases selected should be adequately explained within the paragraph. Factors which may have influenced the author’s point of view include whether or not the author was a Loyalist, where the author lived at the time, and the level of his or her belief in the cause of independence.
Answer Key

CRITICAL THINKING SKILLS ACTIVITY 2

Practicing the Skill

1. Students should create a diagram showing the following cause/effect/cause sequence:
   a. Americans attack British troops in Quebec.
   b. King George refuses the Olive Branch Petition and issues the Proclamation for Suppressing Rebellion and Sedition.
   c. The Continental Congress acts more and more like a government, establishing the Continental Navy and Marine Corps.

2. Students should create a diagram showing the following cause/effect/cause sequence:
   a. Thomas Paine publishes *Common Sense*.
   b. Colonists identify King George as a tyrant and begin to agree on the issue of independence.
   c. The Continental Congress votes for independence and signs the Declaration of Independence.

Applying the Skill

Answers will vary. Students should create a chart illustrating cause-and-effect relationships. Check to be sure students understand the cause/effect concept and have sequenced events appropriately.

TIME LINE ACTIVITY 2

1773 Committees of correspondence are formed throughout the colonies.

1765 At the Stamp Act Congress, delegates draw up a Declaration of Rights and Grievances.

1775 The Continental Army is established; Washington is named commander in chief.

1776 The Declaration of Independence is approved.

1777 Congress chooses a flag.

1781 Congress ratifies the Articles of Confederation.

1780

1765

1770

1775

1780
LINKING PAST AND PRESENT ACTIVITY 2

1. Tax fairness is a continuing debate. According to the benefit principle of taxation, those who benefit from the spending of the tax revenue should pay the taxes. A tax on gasoline is an example of this principle. Revenue from gasoline taxes pays for road repair and construction. The ability-to-pay principle holds that wealthier people should pay a larger proportion of the taxes than poorer people. The progressive nature of income taxes conforms to this principle. The tax rate increases as income increases.

2. Even though people want public goods, our market system would fail to provide them. Public goods, such as national defense, cannot be sold in individual units. Once available, it is available to all—no one can be excluded. As a result, no one has an incentive to pay for it. Demand for public goods is expressed through the political system rather than the market system.

3. Through taxation, government raises money to pay for goods and services that people cannot buy for themselves, such as police and fire protection, national defense, parks, highways, waste disposal service, and public transportation systems. Most people today would see these public goods as necessary to a civilized society. Many would also argue that using tax dollars to help the less fortunate, such as through foreign aid or to help the poor, elderly, and disabled in this country, is also the responsibility of a civilized society.

PRIMARY SOURCE READING 2-1

1. He compares the future connection to Great Britain with a child who has been given only milk, and that the child can eat meat in the future. He also points out that the first twenty years of one’s life is in no way a precedent for the next twenty years.

2. Great Britain has protected the colonies because it is in that country’s interest to do so, not because of a personal attachment to the colonies.

3. Paine points out that the distance between Great Britain and the American colonies requires months and months for communication to occur, which causes inconvenience for the colonies that are waiting for action.

4. Paine points out that “brutes do not devour their young, nor savages make war upon their families.” He also argues that nowhere in nature is “the satellite larger that its primary planet.”

PRIMARY SOURCE READING 2-2

1. Laws are wisely administered by people—specifically, those with the wisdom and honesty to make and administer the laws.

2. Lack of wealth and “proper” birth should not prevent someone from a liberal education.

3. The public at large should receive a lower education and those to whom “nature has given wisdom and genius” should receive a higher (liberal) education. Presumably, Jefferson meant those who did well in the lower education would be able to continue their education.

4. Answers will vary. Education will make citizens better able to judge when the government is becoming oppressive and leaders are becoming excessively ambitious for power. Advanced, liberal education will produce leaders who will safeguard individual rights and promote the people’s happiness by making and administering the best laws in the best ways.
AMERICAN ART AND MUSIC ACTIVITY 2

1. While attending Harvard College, Trumbull visited John Singleton Copley for advice and a critical appraisal of his work. In 1784, Trumbull went to London to study painting with Benjamin West. During this time, Trumbull turned his attention to the subject of current history.

2. Trumbull’s project was to paint the history of the American Revolution in 12 episodes. Congress voted $32,000 as a commission to Trumbull for four of his paintings for the Rotunda of the Capitol. But when the paintings were completed, they were criticized for not being accurate and for appearing lifeless and dull. Congress then refused to allow him to cover the four remaining panels of the Rotunda.

3. Trumbull was devastated and spent the last years of his life a dejected man. He gave all of his paintings to Yale College in return for a lifelong pension.

4. If Trumbull had been able to capture the turbulence and emotion of the war, viewers might have liked his paintings better, and he might then have received the commission to do the other panels of the Rotunda.

5. Answers will vary, but accept all reasonable answers, including that Trumbull was a very gifted artist who had original ideas about his own style. Had Trumbull been more willing to accept criticism he may have been more successful as an artist.

RETEACHING ACTIVITY 2

1. a. Intended to raise revenue to support troops in colonies through trade and direct taxes, and to exert control over colonies; b. United colonists in resisting taxation without representation through protests, public demonstrations, resolutions, and boycotts of British goods

2. a. Colonial protest escalated into deadly confrontation with British troops; b. Became symbol of British tyranny, increasing colonial resistance

3. a. Patriots destroyed British tea in protest of the Tea Act; b. Britain responded with Coercive Acts to punish Boston

4. a. Issued Declaration of Rights and Grievances condemning Coercive Acts; approved Continental Association to enforce boycotts; b. Infuriated British officials and Loyalists who supported the king

5. a. British troops intended to seize militia supplies in Massachusetts; b. Minutemen resisted British troops with force; united militia forces against Britain

INTERPRETING POLITICAL CARTOONS

ACTIVITY 2

1. The letters stand for the colonies and colonial groupings.

2. The New England colonies are grouped together under the label “N.E.” and Georgia is not included.

3. In unity there is strength. (a.)

4. The message was that the colonies could not survive unless they collaborated more closely.

5. Answers will vary. On the affirmative side, national unity is important in an age of racial discord. On the negative side, the idea of a strong national government is overwhelmingly accepted by Americans today, and the relevancy of Franklin’s message is not needed because it is generally accepted.

6. Answers will vary, but students should include the concept that there is strength in unity.

7. Answers will vary, but the discussion of symbolism will give the students a better insight into the mind of a cartoonist.
6. **a.** Formed Continental Army with George Washington as commander in chief; assumed role of central government; **b.** King George issued Proclamation for Suppressing Rebellion and Sedition, effectively declaring war against the colonies.

7. **a.** Continental Congress declared independence; **b.** British troops increased to 32,000 under General William Howe.

8. **a.** Resounding American victory proved turning point in the war; **b.** Improved American morale; France committed troops to American cause.

9. Answers will vary. Students’ answers should accurately reflect the colonists’ and British’ viewpoints regarding taxation of the colonies.

**ENRICHMENT ACTIVITY 2**

1. Students should determine that the mother was the British monarchy or Parliament. The daughter represents the American colonists.

2. The mother (Parliament) expects the daughter (colonists) to obey the mother’s wishes. The daughter expects to pay a fair price for the tea but not a steep tax.

3. The events are the taxes imposed by Parliament on the colonists and the colonists’ refusal to pay taxes. The final event is the Boston Tea Party.

4. Students should pick a current political event that is of interest to them. Their poem should be in allegorical form.

**GUIDED READING ACTIVITY 2-1**

1. Ohio River Valley
2. Iroquois
3. Albany Conference
4. federal government
5. Delaware
6. Quebec
7. Pontiac
8. smugglers
9. Sugar Act
10. British programs
11. Currency Act of 1764
12. printed materials
13. writs of assistance; smuggling
14. Virginia Resolves
15. Boston Massacre

**GUIDED READING ACTIVITY 2-2**

I. Massachusetts Defies Britain
   A. committee of correspondence
   B. Massachusetts
   C. a jury of one’s peers
   D. Declaration of Right and Grievances

II. The Revolution Begins
    A. Britain
    B. farmers; merchants
    C. Boston
    D. Continental Army
    E. Battle of Bunker Hill

III. The Decision to Declare Independence
     A. Olive Branch Petition
     B. Continental Congress
     C. Africans
     D. Common Sense

**GUIDED READING ACTIVITY 2-3**

1. The Continental Army was inexperienced and poorly equipped.
2. It did not have the power to tax, and the paper money it issued lost value quickly.
3. guerrilla warfare
4. New York
5. to boost American morale
6. Armies did not usually fight in the winter.
7. He failed to capture the Continental Congress or cause a Loyalist uprising.
8. They hoped to keep American settlers off Iroquois lands.
9. George Rogers Clark
10. British troops and Iroquois warriors
11. attack British merchant ships
12. There was strong Loyalist support in the South, and Southern states produced tobacco and rice.
13. Charles Town, South Carolina
14. Francis Marion, the “Swamp Fox”
15. the Treaty of Paris

GUIDED READING ACTIVITY 2-4

1. a form of government where power resides with a body of citizens entitled to vote
2. the belief that wealthy people were “better” than others
3. to represent people of property and to protect the rights of the common people
4. Virginia, New York, and Massachusetts
5. Thomas Jefferson
6. Hays carried water to Patriot gunners during the Battle of Monmouth.
7. Schools for girls were founded, and more women learned to read.
8. Many gained their freedom in exchange for fighting on one side or the other.
9. after the Revolutionary war began
10. African Americans were often unable to get more than menial jobs—digging, carrying, loading, or sweeping.
11. the voluntary freeing of enslaved persons
12. British North America, particularly Nova Scotia, New Brunswick, and the region near Niagara Falls

13. They helped Americans to think of themselves as all belonging to the same group.
14. the University of North Carolina

READING SKILLS ACTIVITY 3

Practicing the Skill

1. **Keywords:** union, compromise
   **Prediction:** Student responses will vary, but should address the idea that *compromise* refers to a settlement of differences in which each party gives up something, and that a union designed to unite diverse sections of the nation would have to address their differences and resolve them.

2. **Keywords:** framework, limited, government
   **Prediction:** Student responses will vary, but should mention that the Constitution would provide a government structure and that the delegates wanted to “limit” the government’s powers so it would not become a tyranny.

3. **Keywords:** checks, balances
   **Prediction:** Student responses will vary, but should refer to how the Constitution set up a system of checks and balances to keep any of the three branches of government from becoming too powerful.

4. **Keywords:** amending, Constitution
   **Prediction:** Student responses will vary, but should discuss how *amend* means to change for the better, and that the creators of the Constitution anticipated that the document would need changes.

Applying Skill

1. **Heading:** A Great Debate
   **Keywords:** great, debate
   **Prediction:** Student responses will vary, but should address the idea that “debate”
refers to an in which each party disagrees with the other, and that “great” suggests that it was a large or significant disagreement.

2. **Heading:** Battle for Ratification  
**Keywords:** battle, ratification  
**Prediction:** Student responses will vary, but should mention that the Federalists and Anti-Federalists each had supporters who believed in their cause, and that the acceptance, or ratification, of the Constitution was far from an easy process.

**HISTORICAL ANALYSIS ACTIVITY 3**

**Practicing the Skill**

1. The map key includes town, camp, or post; fort; Native American village; urban center; and the area settled by 1800.  
2. The shaded area represents the area settled by 1800.  
3. about 400 miles  
4. 150 kilometers  
5. Answers will vary. Possible urban centers include Boston, New York, Brooklyn, Philadelphia, Richmond, and Charles Town. Forts include White’s Fort and Fort Chiswell. Native American villages include Keowee and Shawnee.

**Applying the Skill**

Maps will vary. Correct maps will include a map key, scale, and compass rose. Key landmarks will be clearly identified.

**DIFFERENTIATED INSTRUCTION ACTIVITY 3**

1. Possible answer: The Constitution does not mention God (aside from the commonly used phrase “in the year of our Lord”) and, according to the facts presented by Davis, only three or four persons cared about prayer or calling upon God at the Constitutional Convention.

2. Possible answer: The personal faiths of the Founders did not find their way into the Constitution. Instead, the Founders intended that the Constitution guarantee the right to practice religion, “as well as not to.”

**ENGLISH LEARNER ACTIVITY 3**

**A. Pre-Reading Activity**

1. Answers may vary. Possible answer: The farmers were in debt and faced the loss of their farms. They felt the legislators were insensitive to their needs by imposing an unfair tax burden during hard times.

2. Answers may vary. Possible answer: Washington realized that rebellion would negatively affect the perception of the nation. He wanted a new Constitution to ensure that the government could control such rebellions and, hopefully, prevent them from happening in the first place.

**C. Reading Comprehension Activity**

1. Washington saw that the current government could not properly control such rebellions and stop them from happening. He believed problems in the federal government may have caused the rebellion.

2. Washington said that the rebellion threatened “life, liberty, [and] property.”

3. Washington meant that the national government, as the “head,” should control the states, just as a person’s head controls the rest of the body. The states had to work together, under the guidance of the federal government, to function properly.

4. Washington said that the nation would face “ruin” if things did not change in the government.

5. Washington meant that in writing a new Constitution, its creators should make sure that it does not threaten the rights of the individual.
D. Word Building Activity

1. D
2. E
3. A
4. B
5. F
6. C
7. J
8. H
9. G
10. I

CONTENT VOCABULARY ACTIVITY 3

1. duty
2. amendment
3. recession
4. sovereignty
5. Bill of Rights
6. veto
7. federalism
8. The Constitution created a separation of powers among three branches of the federal government. The legislative branch, which consists of the Senate and the House of Representatives, makes the laws. The executive branch, the president, implements and enforces the laws. The judicial branch, the federal courts, interprets the laws. A system of checks and balances gives each branch the ability to limit the power of the other branches. This system prevents any one branch from becoming too powerful.
ACADEMIC VOCABULARY 3

A. Word Meaning Activity

1. C
2. A
3. C
4. A
5. B

B. Word Family Activity

amendment
occupation, occupant
frame
finance
recession
separation

Test Your Knowledge

1. A
2. C
3. B
4. A
5. B
6. amendments
7. separate
8. recession

REINFORCING SKILLS ACTIVITY 3

Practicing the Skill

1. The table compares various aspects of the British and Continental armies. These aspects include size, training, supplies, government, support, strategy, resources, and motivation.
2. Similarities include divided support for the war, and good financial support. Differences include size of armies, level of training and supplies, military strategies, and motivation for fighting.
3. Students should speculate on the apparent strength of the British army versus the Continental army, pointing to specific examples of size, training, and supplies.
4. Answers will vary, but students should speculate on the reasons for colonial victory, including the motivation for fighting and the military tactics.

Applying the Skill

Tables will vary. Tables should be correctly labeled with student and parent responses. Students should cite specific examples of the similarities and differences they see. They should also speculate on reasons for the differing tastes in music.

CRITICAL THINKING SKILLS ACTIVITY 3

1. F
2. T
3. F
4. N (While this is, in fact, false, the inference cannot be made from the excerpt.)
5. T

TIME LINE ACTIVITY 3

1. The Bill of Rights was adopted in 1791.
2. Men of every race are given the right to vote in the Fifteenth Amendment; women are given the right in the Nineteenth Amendment.
3. The Eighteenth Amendment prohibits the manufacture, sale, and transportation of liquor. The Twenty-first Amendment repeals it. Fourteen years pass between the adoption of these two amendments.
4. The Twenty-seventh Amendment is the most recent and was approved in 1993.
5. The federal government was given the power to collect income taxes in 1913.
6. The Twelfth and Seventeenth Amendments deal with the procedures for electing the president, vice president, and senators.
7. The voting age was lowered to 18 in 1971.
8. As of 1951, the president could only serve two terms in office.

LINKING PAST AND PRESENT ACTIVITY 3

1. The number of electoral votes a state receives is based on the number of representatives the state has in the Senate and House of Representatives. Each state has two senators. However, House representation is based on population. As a result, states with higher populations have more electoral votes. A candidate needs 270 electoral votes to win. Because of their high number of electoral votes relative to the other states, 11 of the 12 most populous states total enough electoral votes to elect the president.

2. Students could make valid arguments either way. They should recognize that a proliferation of candidates could fragment the vote, so that the top vote-getter may win only a small percentage of the overall vote, resulting in a winner that did not reflect the wishes of most of the nation. As in other countries that do not have a strong two-party system, a fragmented vote could lead to a runoff election among the top candidates, adding to the time and cost of the election process. On the other hand, minority parties offer voters more choices. The electoral system squelches the diversity of views that alternative parties could bring.

3. By making the runner-up the vice president, the president and vice president might have radically different political views. In fact, this happened in 1796, when Federalist John Adams became president and Democratic-Republican Thomas Jefferson became vice president. This would be similar to electing a Republican president and a Democratic vice president. The two would probably not work well as a team. The twelfth Amendment changed the system to require electors to cast separate votes, one for president and one for vice president. When the two-party system came along, with pledged electors, the amendment’s change in the electoral voting system assured that the president and vice president would be from the same party.

PRIMARY SOURCE READING 3-1

1. He wants Jefferson to remember when America was a British colony.
2. He wants Jefferson to recall what it was like to not be free.
3. They share the view that all people are equal because they are made by God to be members of the same family.
4. Jefferson opposes slavery, but he is a slave owner.
5. The fraud is the slave transaction based on the false belief contrary to the laws of God and nature that one person may own another.

PRIMARY SOURCE READING 3-2

1. Husbands have unlimited power over their wives.
2. To be happy, men should be friends to their wives, not masters over their wives.
3. Women have the right to rebel against a law if their concerns are not considered and when they have no role or power in making the law.
4. They did not have sufficient access to public means of expression, and many considered it improper for women to discuss such matters publicly.
5. Answers may vary. Adams would be pleased that women have the right to vote, the right to file suit in court, access to education, and equal rights to family property.
Answer Key

AMERICAN ART AND MUSIC ACTIVITY 3

1. John Singleton Copley and Benjamin West influenced Charles Willson Peale’s career as a painter.

2. Peale showed his support of the revolutionary movement by painting portraits of leading figures of the Revolution, serving in the Philadelphia militia, and becoming involved in the Philadelphia Assembly.

3. Peale founded a natural history museum because he was interested in other subjects besides fine art.

4. Peale might have traveled to London to study art because it was an important art center at the time. There may have been few opportunities in America for him to learn from successful painters. The text mentions that Benjamin West was an American, but he was active in London, England.

5. Peale’s patriotism probably inspired his paintings of Revolutionary War heroes. His paintings portray the subject matter with reverence, respect, and honor.

INTERPRETING POLITICAL CARTOONS 3

1. The wagon representing Connecticut is mired in the mud because the struggle between the opposing viewpoints is preventing the state from “moving forward” by improving the state’s economy and curtailing political unrest. The problems of Connecticut were representative of other states as well.

2. The Federalists supported a new Constitution because it would create a strong central government that could regulate trade and improve the economy. The Antifederalists opposed the new Constitution because they believed the strong central government it would create would endanger the independence of the states and the rights of the people.

3. The statement “Comply with Congress” shows the Federalist’s support of a national government.

4. The statement “Success to Shays” shows the Antifederalist’s support of Shays’s Rebellion in Massachusetts, wherein rebel farmers protested rising taxes and an economic recession.

5. The title shows that the cartoon is supposed to lead people of the state of Connecticut to action and resolution by showing them how the debate over ratification is harming the state.

6. The caption of the cartoon is a comment on the serious nature of the standstill over ratification. It suggests that a resolution must be made or the state, and the nation as well, will fail.

7. Students’ answers may vary. Some students may point out that the Antifederalists at the right of the cartoon are surrounded by lightning and fire, which seems to indicate the cartoonist’s opinion that the Antifederalists’ cause is doomed.

RETEACHING ACTIVITY 3

1. The New Jersey Plan proposed modifying the Articles of Confederation to strengthen the central government. Congress would remain a single house with equal state representation. It would have the power to tax and regulate trade. The Virginia Plan proposed a new Constitution. The national government would have three branches—the legislative, executive, and judicial—and two houses of Congress. The government could make laws binding upon states and raise its own taxes. The delegates chose the Virginia Plan.

2. In the Connecticut Compromise, known also as the Great Compromise, a committee proposed that state representation in the House of Representatives be based on population. In the other house, the
Senate, each state would have equal representation.

3. The Three-Fifths Compromise stated that every five enslaved people would count as three for purposes of representation and taxation.

4. The delegates agreed that the slave trade could continue until 1808 and that it would not impose high taxes on imported enslaved people.

5. The Constitution provided for separation of powers among the legislative, executive, and judicial branches. The legislature would make the laws. The executive branch, headed by a president, would implement and enforce the laws. The judicial branch would interpret and render judgments on cases involving the laws.

6. The Antifederalists objected to federalism, the proposed system of government, because it gave more power to the national government than the previous Articles of Confederation had. During the ratification process, Federalists agreed to support an amendment that reserved for the states all powers not specifically granted to the national government.

7. Answers will vary. Students may mention any of the following qualities: loyalty, patriotism, courage, decisiveness, optimism in the face of overwhelming odds, confidence in his associates, and the ability to call forth these qualities in others despite discouraging circumstances. He reaffirmed upon election his humility, graciousness, and devotion to his country, serving in spite of his own reservations rather than out of ruthless ambition.

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**ENRICHMENT ACTIVITY 3**

1. Justice means that right will prevail. Americans cannot be convicted of a crime until proven guilty. We have the right to earn a living and live a good life without fear of retribution by the government.

2. Domestic tranquility means that Americans will live in a peaceful environment. We will be unified as a country and when disagreements arise, we will compromise and work out the issues in a satisfactory manner.

3. The government promotes general welfare by providing the means for state and local governments and businesses to ensure that all people have access to food, shelter, education, jobs, and health care.

4. Securing the blessings of liberty means that all Americans are individuals. Americans have the right to say what they think and to choose the life they want to live. This was an important concept to the framers of the Constitution because the country had just won its freedom from Britain.

5. The government provides for the country’s defense by creating and training an army.

6. Students may find examples of the ideas in the Preamble by searching in newspapers, magazines, videos, posters, brochures, and other media. They may present their examples in various forms, such as displays, posters, or memory books.
GUIDED READING ACTIVITY 3-1

1. Articles of Confederation and Perpetual Union
2. central government
3. declare war, raise armies, sign treaties
4. selling the land it controlled west of the Appalachian Mountains
5. Northwest Ordinance
6. state
7. slavery
8. Caribbean
9. inexpensive British goods
10. levied taxes on each other’s goods
11. frontier posts
12. Georgia
13. inflation
14. power of government
15. Shays’s Rebellion

GUIDED READING ACTIVITY 3-2

I. The Constitutional Convention
   A. stronger central government
   B. James Madison
   C. revising the Articles of Confederation
   D. an assembly of demigods
   E. New Jersey Plan
II. A Union Built on Compromise
    A. House of Representatives
    B. Three-Fifths Compromise; representation; taxes
    C. farm products; enslaved Africans
III. A Framework for Limited Government
     A. federal
     B. checks and balances
     C. president; two-thirds
     D. Constitution; ratification

GUIDED READING ACTIVITY 3-3

1. in state legislatures, in mass meetings, in the columns of newspapers, and in everyday conversations
2. Federalists
3. They wanted the property protection that a strong central government could provide.
4. whether the national government or the state governments would be supreme
5. These farmers considered themselves self-sufficient and were suspicious of the wealthy and powerful.
6. how the new Constitution worked and why it was needed
7. Judges, lawyers, legislators, and historians rely upon The Federalist to help them interpret the Constitution and understand what the original Framers intended.
8. Massachusetts; Virginia; New York
9. by promising to add a bill of rights and reserve for the states all powers not given to the federal government
10. New York would have to operate independently of all the surrounding states if it did not ratify.
11. Rhode Island was nervous about losing its independence.
12. George Washington was the first president under the new Constitution.