

FIFTH EDITION



# UNITED STATES HISTORY

STUDENT ACTIVITIES





# CONTENTS

Map of the United States . . . . .	v	<b>UNIT III: NATION (1801–1861)</b>	
<b>UNIT I: HORIZONS (1488–1760)</b>		<b>Chapter 9: The Jeffersonian Era (1801–1825)</b>	
<b>Chapter 1: New and Old Worlds Meet</b>		Activity 1: Judicial Review . . . . .	41
Activity 1: Think About It! . . . . .	1	Activity 2: Lewis and Clark Expedition . . . . .	43
Activity 2: First Encounter . . . . .	2	Activity 3: Map Study: Lewis and Clark Expedition . . . . .	44
Activity 3: Map Study: Explorations of the New World . . . . .	3	Activity 4: Map Study: The War of 1812 . . . . .	45
Activity 4: Chapter Review . . . . .	4	Activity 5: Chapter Review . . . . .	46
<b>Chapter 2: Thirteen Colonies</b>		<b>Chapter 10: The Age of Jackson (1820–1840)</b>	
Activity 1: Read and Heed . . . . .	5	Activity 1: Map Study: The Missouri Compromise . . . . .	47
Activity 2: Mayflower Compact Impact . . . . .	6	Activity 2: Davy Crockett’s Rules for Getting Elected . . . . .	48
Activity 3: Providence Praised . . . . .	7	Activity 3: Presidential Elections . . . . .	49
Activity 4: Map Study: Settlement of the Colonies . . . . .	9	Activity 4: Chapter Review . . . . .	50
Activity 5: Chapter Review . . . . .	10	<b>Chapter 11: The Growth of American Society (1789–1861)</b>	
<b>Chapter 3: Colonial Life</b>		Activity 1: Think About It! . . . . .	51
Activity 1: Who and What . . . . .	11	Activity 2: Map Study: The Growth of Transportation . . . . .	52
Activity 2: The Middle Passage: Olaudah Equiano . . . . .	12	Activity 3: The Arts and the Reformers . . . . .	53
Activity 3: False Alarms . . . . .	13	Activity 4: Letter from Frederick Douglass . . . . .	54
Activity 4: Chapter Review . . . . .	14	Activity 5: Chapter Review . . . . .	55
<b>Chapter 4: Religion in the American Colonies</b>		<b>Chapter 12: Manifest Destiny (1840–1848)</b>	
Activity 1: Jonathan Edwards, “Sinners in the Hands of an Angry God” . . . . .	15	Activity 1: Remember the Alamo! . . . . .	57
Activity 2: Early Denominations and Their Leaders . . . . .	16	Activity 2: Polk’s Inaugural Address . . . . .	59
Activity 3: Colonial Sunday . . . . .	17	Activity 3: Mexican War Report . . . . .	61
Activity 4: Chapter Review . . . . .	18	Activity 4: Map Study: Manifest Destiny . . . . .	62
<b>UNIT II: FORGE (1689–1801)</b>		Activity 5: Chapter Review . . . . .	63
<b>Chapter 5: The Rising Storm (1689–1770)</b>		<b>UNIT IV: CRISIS (1848–1877)</b>	
Activity 1: Who, Which, What . . . . .	19	<b>Chapter 13: A House Dividing (1848–1861)</b>	
Activity 2: Chief Pontiac’s Speech . . . . .	20	Activity 1: Viewpoints . . . . .	65
Activity 3: Eyewitnesses to the Boston Massacre . . . . .	21	Activity 2: Party Lines . . . . .	66
Activity 4: Ordering . . . . .	23	Activity 3: The Lincoln–Douglas Debates . . . . .	67
Activity 5: Chapter Review . . . . .	24	Activity 4: Chapter Review . . . . .	69
<b>Chapter 6: Independence (1770–1783)</b>		<b>Chapter 14: The Civil War (1861–1865)</b>	
Activity 1: “On the Right to Rebel Against Governors” . . . . .	25	Activity 1: Alexander Stephens . . . . .	71
Activity 2: A Tory’s Point of View . . . . .	27	Activity 2: Who Am I? . . . . .	73
Activity 3: Map Study: The War for Independence . . . . .	28	Activity 3: The Gettysburg Address . . . . .	74
Activity 4: Treaty of Paris, 1783 . . . . .	29	Activity 4: Spiritual Emphasis in the Southern Armies . . . . .	75
Activity 5: Chapter Review . . . . .	30	Activity 5: Charles Hodge . . . . .	76
<b>Chapter 7: The Critical Period (1781–1789)</b>		Activity 6: Chapter Review . . . . .	77
Activity 1: Map Study: Northwest Territory . . . . .	31	<b>Chapter 15: Reconstruction (1865–1877)</b>	
Activity 2: Separate Powers . . . . .	32	Activity 1: Johnson’s Proclamation of Amnesty and Reconstruction . . . . .	79
Activity 3: Federalism . . . . .	33	Activity 2: Freedmen’s Bureau Act . . . . .	81
Activity 4: Chapter Review . . . . .	34	Activity 3: A Northern Teacher in Georgia . . . . .	83
<b>Chapter 8: The Federalist Years (1789–1801)</b>		Activity 4: Frederick Douglass . . . . .	85
Activity 1: Washington’s Farewell Address . . . . .	35	Activity 5: Ku Klux Klan . . . . .	86
Activity 2: Early Political Parties . . . . .	37	Activity 6: Exposé . . . . .	87
Activity 3: The Second President of the United States . . . . .	38	Activity 7: Chapter Review . . . . .	88
Activity 4: Chapter Review . . . . .	39		



## UNIT V: QUEST (1850–1920)

### Chapter 16: The Gilded Age (1877–1896)

- Activity 1: Andrew Carnegie: “The Gospel of Wealth,” 1889 . . . . . 89
- Activity 2: J. C. Penney’s Business Principles . . . . . 91
- Activity 3: Chinese Exclusion Act (1882) . . . . . 93
- Activity 4: Chapter Review . . . . . 95

### Chapter 17: America Expands (1850–1900)

- Activity 1: Farming Fluctuations . . . . . 97
- Activity 2: Sitting Bull Speaks . . . . . 98
- Activity 3: Chief Joseph Speaks . . . . . 99
- Activity 4: McKinley on the U.S. Acquisition of the Philippines . . . . . 100
- Activity 5: Chapter Review . . . . . 101

### Chapter 18: The Progressive Era (1890–1920)

- Activity 1: Progressive Terms . . . . . 103
- Activity 2: Progressivism: The Movement and the Politics . . . . . 104
- Activity 3: *The Jungle* by Upton Sinclair . . . . . 105
- Activity 4: Chapter Review . . . . . 106

### Chapter 19: The Great War (1914–1920)

- Activity 1: Wilson’s Call for U.S. Neutrality . . . . . 107
- Activity 2: Map Study: Europe During the Great War . . . . . 109
- Activity 3: Poster Propaganda . . . . . 110
- Activity 4: Chapter Review . . . . . 111

## UNIT VI: LEADERSHIP (1920–1945)

### Chapter 20: The Twenties (1920–1929)

- Activity 1: “Silent Cal” Coolidge . . . . . 113
- Activity 2: Who’s Who? . . . . . 114
- Activity 3: *The Descent of Man* . . . . . 115
- Activity 4: Positive or Negative Influence? . . . . . 117
- Activity 5: Chapter Review . . . . . 118

### Chapter 21: The Thirties (1929–1939)

- Activity 1: Franklin Roosevelt’s First Inaugural Address . . . . . 119
- Activity 2: How the AAA “Helped” Farmers . . . . . 121
- Activity 3: A Positive View of the New Deal . . . . . 123
- Activity 4: Long-Term Consequences of the New Deal . . . . . 125
- Activity 5: Chapter Review . . . . . 127

### Chapter 22: The World at War (1939–1945)

- Activity 1: A Time of Tyrants . . . . . 129
- Activity 2: FDR’s Request for Declaration of War Against Japan . . . . . 131
- Activity 3: Map Study: The European Theater . . . . . 133
- Activity 4: Map Study: The Pacific Theater . . . . . 134
- Activity 5: Chapter Review . . . . . 135

## UNIT VII: CHALLENGE (1945–2017)

### Chapter 23: The Postwar Era (1945–1963)

- Activity 1: Map Study: The Korean War . . . . . 137
- Activity 2: How to Fight a War . . . . . 138
- Activity 3: Eisenhower’s Farewell Address to the Nation . . . . . 139
- Activity 4: Integration at Central High School in Little Rock, Arkansas . . . . . 141
- Activity 5: Chapter Review . . . . . 143

### Chapter 24: The Shattered Society (1963–1973)

- Activity 1: The Johnson Years—Salving Society’s Ills . . . . . 145
- Activity 2: Map Study: War in Vietnam . . . . . 146
- Activity 3: “What the Sixties Wrought” . . . . . 147
- Activity 4: Nixon Comments on His Historic Trip to China . . . . . 149
- Activity 5: Chapter Review . . . . . 151

### Chapter 25: A Nation with Challenges (1973–1980)

- Activity 1: Some Personal Observations on Watergate . . . . . 153
- Activity 2: President Ford’s Call to “WIN” [Whip Inflation Now] . . . . . 155
- Activity 3: Three Men and the Presidency . . . . . 157
- Activity 4: Chapter Review . . . . . 158

### Chapter 26: Resurgence of Conservatism (1981–1992)

- Activity 1: Map Study: The Reagan Doctrine in Central America and the Caribbean . . . . . 159
- Activity 2: Map Study: Operation Desert Storm . . . . . 160
- Activity 3: Presidential Address on the Gulf War . . . . . 161
- Activity 4: Chapter Review . . . . . 163

### Chapter 27: Facing a New Millennium (1993–2017)

- Activity 1: The Clinton Years . . . . . 165
- Activity 2: George W. Bush’s First Inaugural Address . . . . . 166
- Activity 3: Barack Obama’s First Inaugural Address . . . . . 167
- Activity 4: Donald Trump’s Inaugural Address . . . . . 168
- Activity 5: Chapter Review . . . . . 169



# MAP OF THE UNITED STATES





### Think About It!

Answer the following questions. You may need to refer to sources outside the textbook to do so.

1. Some North American Indians had a custom called “potlatch” in which they would give a dinner and gifts to visitors. They did this expecting gifts in return. How do you think confusion about this custom could have caused tension between the Indians and the explorers?

---

---

---

---

2. For almost two hundred years, the Europeans went on the Crusades to rid the Holy Land of “infidels.” How did that practice eventually lead to the discovery and exploration of the New World, and how did it affect the explorers’ treatment of the people they found there?

---

---

---

---

3. Briefly describe mercantilism and explain how it differs from free market economics. \_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

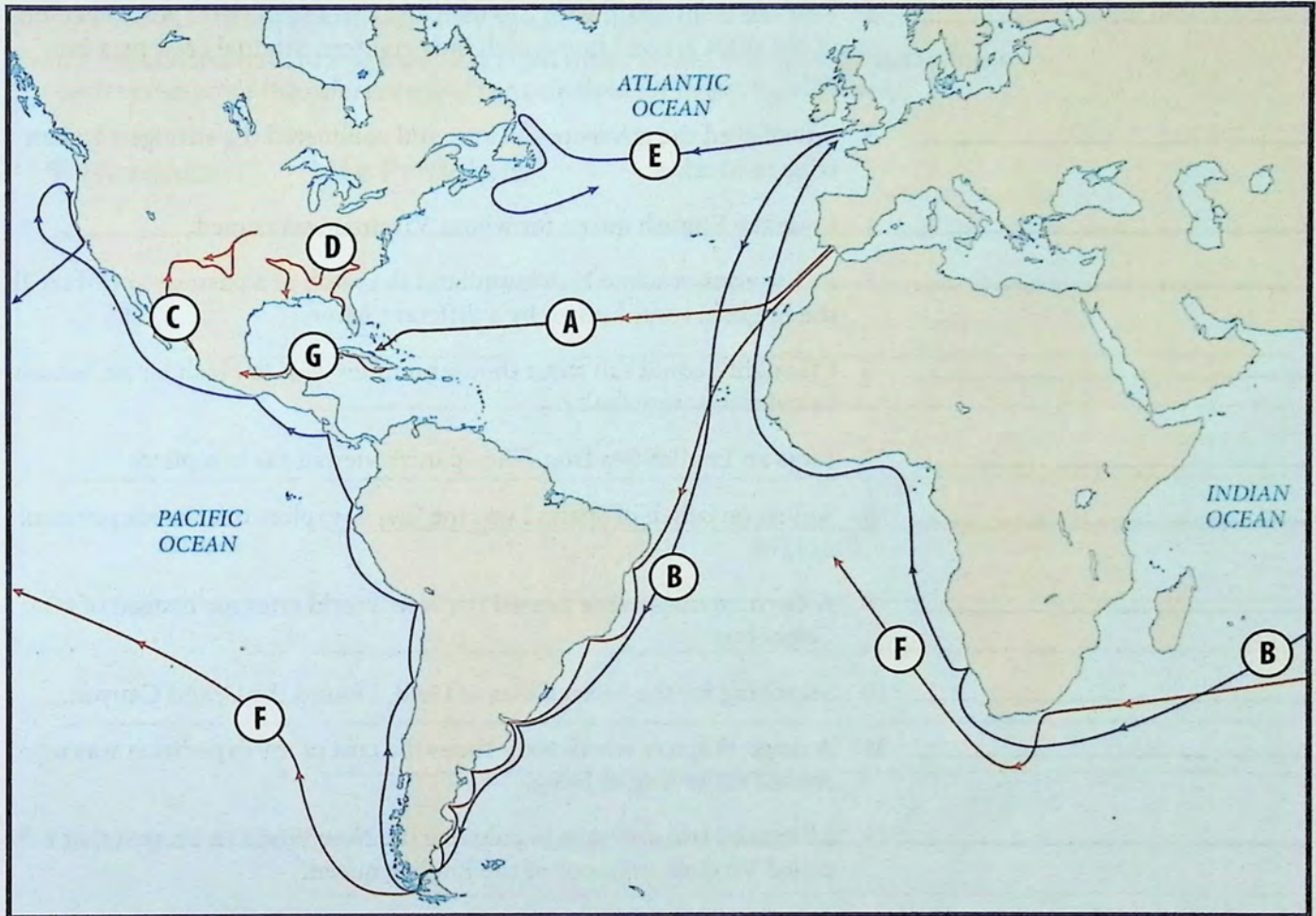






### Map Study: Explorations of the New World

Refer to the map on page 6 and the text of the chapter to complete this activity. In the blank to the left of each explorer's name, write the letter that corresponds to the route that explorer took on his travels. In the blanks to the right of each explorer's name, write the name of the European country for which he explored and the year he began his exploration.



© 2018 BJU Press. Reproduction prohibited.

	Country	Year
_____	1. Cabot _____	_____
_____	2. Columbus _____	_____
_____	3. Coronado _____	_____
_____	4. Cortés _____	_____
_____	5. de Soto _____	_____
_____	6. Drake _____	_____
_____	7. Magellan _____	_____



### Chapter Review

Read each statement and decide who would have said it. Write the correct answer in the blank.

- \_\_\_\_\_ 1. A few years after my trip to China and other parts of Asia, I told a fellow prisoner about my adventures.
- \_\_\_\_\_ 2. I set sail from Spain with 270 men and five ships. Three years later, one of my ships arrived home with only eighteen original crew members left.
- \_\_\_\_\_ 3. I disobeyed the governor of Cuba and conquered the strongest Indian tribe in Mexico.
- \_\_\_\_\_ 4. I was the English queen for whom Virginia was named.
- \_\_\_\_\_ 5. I, Giovanni, reached Newfoundland in search of a passage to China. To the English, I was known by a different name.
- \_\_\_\_\_ 6. I thought I could sail three thousand miles west to reach Japan, but my calculations were faulty.
- \_\_\_\_\_ 7. I was an English Sea Dog. The Spanish viewed me as a pirate.
- \_\_\_\_\_ 8. Sailing on behalf of Spain, I was the first to explore the Florida peninsula in 1513.
- \_\_\_\_\_ 9. A German mapmaker named the New World after me instead of after Columbus.
- \_\_\_\_\_ 10. Searching for the Seven Cities of Gold, I found the Grand Canyon.
- \_\_\_\_\_ 11. A cargo of spices worth sixty times the cost of my expedition was my reward for sailing to India.
- \_\_\_\_\_ 12. I financed two attempts to colonize the New World in an area that I called Virginia in honor of the English queen.
- \_\_\_\_\_ 13. I landed at Tampa Bay, traveled to North Carolina, and eventually discovered the Mississippi River.
- \_\_\_\_\_ 14. I am the king whose armada was defeated by the English.
- \_\_\_\_\_ 15. I was the first European to round the southern cape of Africa.



### Read and Heed

The early Virginia settlers came to America with dreams of prosperity and wealth. They had heard of the Spanish conquest of South America's gold and silver and of the Indian laborers to be had. When they arrived in America, they found life much more difficult than they expected. Rather than working hard to become self-sufficient, the colonists chose to work about four hours a day and relax and entertain themselves the rest of the time. After a winter in which sixty out of one hundred colonists died, Captain John Smith took charge and enforced with punishment the biblical rule found in 2 Thessalonians 3:10.

Read 2 Thessalonians 3:10 and then find eight other verses that warn about laziness. For each verse, write the reference and the principle for living found there.

Reference	Life Principle
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____



### Mayflower Compact Impact

This is an enrichment activity for those interested in this subject. Read the Mayflower Compact below and compare it with the Preamble of the U.S. Constitution, which is included in an appendix to your textbook. Answer the questions that follow.

In the name of God, Amen. We, whose names are underwritten, the loyal subjects of our dread sovereign Lord, King James, by the grace of God, of Great Britaine, France, and Ireland king, defender of the faith, etc., having undertaken, for the glory of God, and advancement of the Christian faith, and honour of our king and country, a voyage to plant the first colony in the Northerne parts of Virginia, doe, by these presents solemnly and mutually in the presence of God, and one of another, covenant and combine ourselves together into a civill body politick, for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof to enacte, constitute, and frame such just and equall laws, ordinances, acts, constitutions, and offices, from time to time, as shall be thought most meete and convenient for the generall good of the Colonie unto which we promise all due submission and obedience. In witness whereof we have hereunder subscribed our names at Cap-Codd the 11 of November, in the year of the raigne of our sovereign lord, King James, of England, France, and Ireland, the eighteenth, and of Scotland the fiftie-fourth. Anno. Dom. 1620.

1. What is the significance of the Mayflower Compact to the United States government as a whole?

---

---

2. Compare the similarities in the phrasing found in the Mayflower Compact and the Constitution Preamble.

#### Mayflower Compact

#### Constitution Preamble

a.	_____	_____
	_____	_____
b.	_____	_____
	_____	_____
c.	_____	_____
	_____	_____
d.	_____	_____
	_____	_____



### Providence Praised

This is an enrichment activity for those interested in this subject. Read the following excerpts from William Bradford's *Of Plymouth Plantation* and answer the questions.

Being thus arived in a good harbor and brought safe to land, they fell upon their knees and blessed the God of heaven, who had brought them over the vast and furious ocean, and delivered them from the periles and miseries therof, againe to set their feete on the firme and stable earth, their proper elemente. . . .

But here I cannot but stay and make a pause, and stand half amazed at this poore peoples presente condition; and so I thinke will the reader too, when he well considers the same. Being thus passed the vast ocean, and a sea of troubles before in their preparation (as may be remembered by that which wente before), they had now no freinds to wellcome them, nor inns to entertaine or refresh their weatherbeaten bodys, no houses or much less townes to repaire too, to seeke for succoure. It is recorded in scripture as a mercie to the apostle and his shipwreaked company, that the barbarians shewed them no smale kindnes in refreshing them, but these savage barbarians, when they mette with them (as after will appeare) were readier to fill their sides full of arrows then otherwise. And for the season it was winter, and they that know the winters of that cuntrie know them to be sharp and violent, and subjecte to cruell and feirce stormes, deangerous to travill to known places, much more to serch an unknown coast. Besides, what could they see but a hidious and desolate wildernes, full of wild beasts and willd men? and what multitudes ther might be of them they knew not. Nether could they, as it were, goe up to the tope of Pisgah, to vew from this willdernes a more goodly cuntrie to feed their hopes; for which way soever they turnd their eyes (save upward to the heavens) they could have litle solace or content in respecte of any outward objects. For summer being done, all things stand upon them with a wetherbeaten face; and the whole cuntrie, full of woods and thickets, represented a wild and savage [hue]. If they looked behind them, ther was the mighty ocean which they had passed, and was now as a maine barr and goulfe to seperate them from all the civill parts of the world. If it be said they had a ship to sucour them, it is trew; but what heard they daly from the master and company? but that with speede they should looke out a place with their shallop, wher they would be at somenear distance; for the season was shuch as he would not stirr from thence till a safe harbor was discovered by them wher they would be, and he might goe without danger; and that victells consumed apace, but he must and would keepe sufficient for them selves and their returne. Yea, it was muttered by some, that if they gott not a place in time, they would turne them and their goods ashore and leave them.

1. Define the following words:

shallop—\_\_\_\_\_

apace—\_\_\_\_\_

2. Read Deuteronomy 34:1. How does the reference to Mt. Pisgah fit with the allusion in the text?

\_\_\_\_\_  
 \_\_\_\_\_

3. How would you describe the captain and crew's feelings toward the Pilgrims? \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

(continued on next page)







### Map Study: Settlement of the Colonies

Refer to the maps in Chapter 2 of the textbook as well as the text of the chapter to complete the following map.

1. Label each of the original thirteen colonies (Virginia, Massachusetts, Rhode Island, Connecticut, New Hampshire, New York, New Jersey, Maryland, Pennsylvania, Delaware, North Carolina, South Carolina, and Georgia) with the complete name of the colony.

2. Identify the New England colonies, the middle colonies, and the southern colonies. Color each section a different color and make a key to fit your colors.

3. Label the following settlements by placing a small dot on the map and writing the name of the settlement beside the dot.

Baltimore	Jamestown
Boston	New York City
Charleston	Philadelphia

4. Below the following names, write the colony (colonies) associated with the individual(s).

a. Pocahontas

\_\_\_\_\_

b. John Winthrop

\_\_\_\_\_

c. William Penn

\_\_\_\_\_

d. John Smith

\_\_\_\_\_

e. Roger Williams and Anne Hutchinson (list two colonies)

\_\_\_\_\_

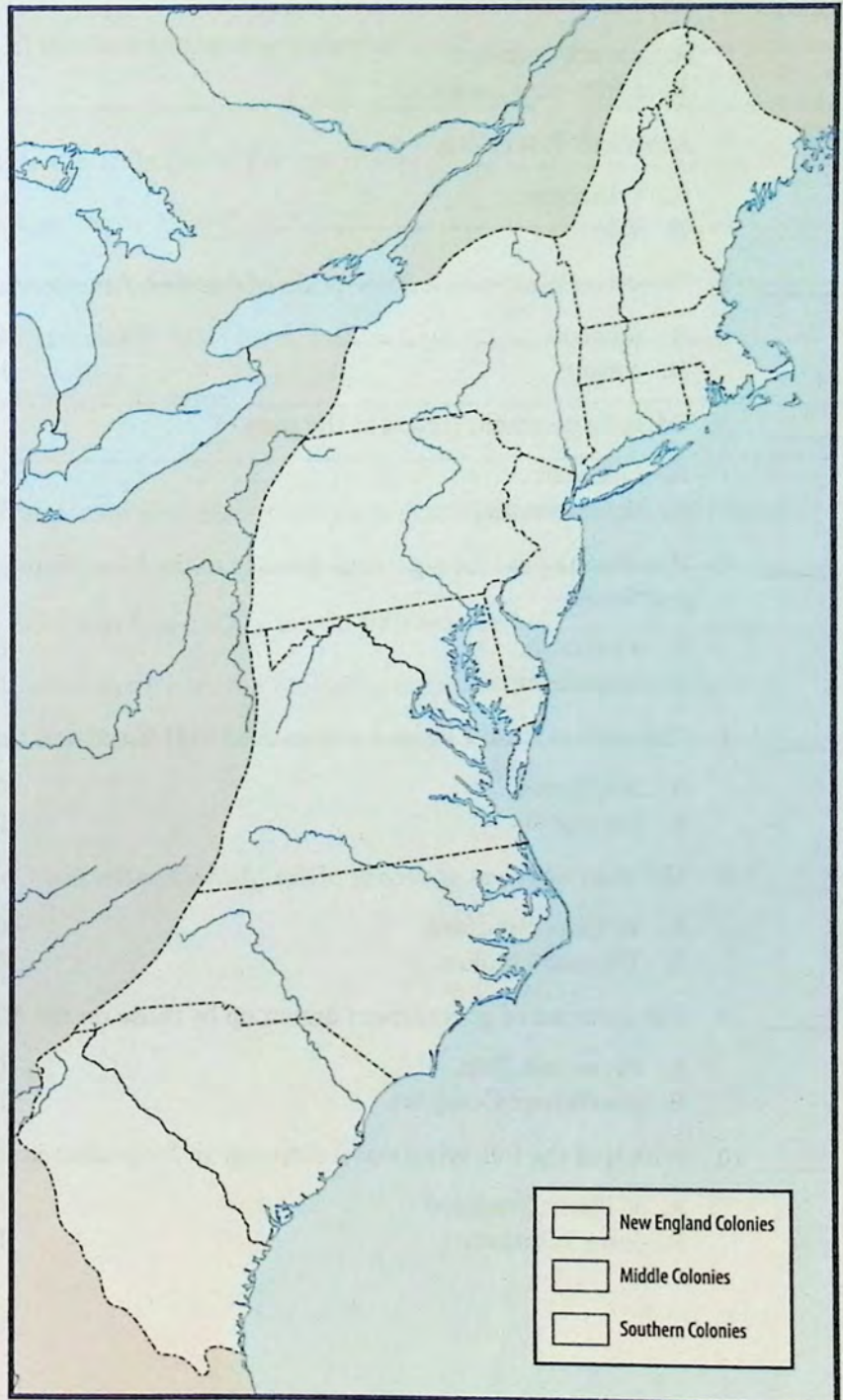
\_\_\_\_\_

f. William Bradford

\_\_\_\_\_

g. Cecilius Calvert, Lord Baltimore

\_\_\_\_\_





### Chapter Review

Put the correct letter in the blank provided.

- \_\_\_\_\_ 1. A colony that was governed by a trade company was a
 

A. royal colony.	C. trade colony.
B. proprietary colony.	D. charter colony.
  
- \_\_\_\_\_ 2. An indenture was
 

A. a work contract.	C. a set of wooden false teeth.
B. a fifty-acre land tract.	D. a servant.
  
- \_\_\_\_\_ 3. America's first college was
 

A. Princeton.	C. Harvard.
B. Yale.	D. Columbia.
  
- \_\_\_\_\_ 4. "Precious stink" was a description of this first American cash crop.
 

A. tobacco	C. cabbage
B. cotton	D. corn
  
- \_\_\_\_\_ 5. "Holy Experiment" refers to the state of
 

A. Delaware.	C. Maryland.
B. Pennsylvania.	D. New York.
  
- \_\_\_\_\_ 6. If someone paid for a person's passage to the New World, the Virginia Company offered the purchaser
 

A. a patroon.	C. an education.
B. an indenture.	D. a headright.
  
- \_\_\_\_\_ 7. The settlers from England who moved to Holland and finally to Massachusetts were called the
 

A. Anglicans.	C. Puritans.
B. Separatists.	D. Quakers.
  
- \_\_\_\_\_ 8. The man who was governor of the Massachusetts Bay Colony was
 

A. William Bradford.	C. Roger Williams.
B. Thomas Hooker.	D. John Winthrop.
  
- \_\_\_\_\_ 9. The contract of government drawn up by those on the *Mayflower* was the
 

A. Plymouth Plan.	C. Fundamental Orders.
B. Mayflower Compact.	D. Separatist Doctrine.
  
- \_\_\_\_\_ 10. Which of the following was a dissenter in Massachusetts?
 

A. William Bradford	C. Roger Williams
B. John Winthrop	D. William Penn



### Who and What

Answer the following questions.

1. Name the two largest groups of non-English settlers in the thirteen colonies. \_\_\_\_\_  
\_\_\_\_\_
2. What Iroquois Indian trail did the early settlers use to migrate to the South? \_\_\_\_\_
3. Which three epidemics seriously reduced the New England population? \_\_\_\_\_  
\_\_\_\_\_
4. Who was the Puritan pastor who promoted inoculation to prevent disease? \_\_\_\_\_
5. What was the primary purpose of education in the 1700s? \_\_\_\_\_  
\_\_\_\_\_
6. What was the paddle-shaped board used as a child's first "book"? \_\_\_\_\_
7. How did the "book" in the previous question get its name? \_\_\_\_\_  
\_\_\_\_\_
8. The standard text throughout the colonial period provided vocabulary, grammar, and moral instruction. What was it called? \_\_\_\_\_
9. What was the name given to a village school that was usually taught by a woman? \_\_\_\_\_
10. What was the name of the most famous of the three laws the Massachusetts colony passed dealing with public education? \_\_\_\_\_



### The Middle Passage: Olaudah Equiano

Olaudah Equiano (1745?–1797) was just eleven years old when African slave traders seized him. He endured the Middle Passage from West Africa to America. Fortunately, later in life he was able to buy his freedom. Read the following excerpts written by Equiano; then answer the questions.

The first object which saluted my eyes when I arrived on the coast was the sea, and a slave ship, which was then riding at anchor, and waiting for its cargo. These filled me with astonishment, which was soon converted into terror when I was carried on board. I was immediately handled and tossed up to see if I were sound by some of the crew; and I was now persuaded that I had gotten into a world of bad spirits, and that they were going to kill me. Their complexions too differing so much from ours, their long hair, and the language they spoke, (which was very different from any I had ever heard) united to confirm me in this belief. . . .

When I looked round the ship too and saw . . . a multitude of black people of every description chained together, every one of their countenances expressing dejection and sorrow, I no longer doubted of my fate; and, quite overpowered with horror and anguish, I fell motionless on the deck and fainted. . . . I now saw myself deprived of all chance of returning to my native country, or even the least glimpse of hope of gaining the shore. . . .

I was soon put down under the decks, and there I received such a salutation in my nostrils as I had never experienced in my life: so that, with the loathsomeness of the stench, and crying together, I became so sick and low that I was not able to eat, nor had I the least desire to taste anything. I now wished for the last friend, death, to relieve me; but soon, to my grief, two of the white men offered me eatables; and, on my refusing to eat, one of them held me fast by the hands . . . and tied my feet, while the other flogged me severely. I had never experienced anything of this kind before; and, although, not being used to the water, I naturally feared that element the first time I saw it, yet nevertheless, could I have got over the nettings, I would have jumped over the side, but I could not; and, besides, the crew used to watch us very closely who were not chained down to the decks, lest we should leap into the water: and I have seen some of these poor African prisoners most severely cut for attempting to do so, and hourly whipped for not eating. This indeed was often the case with myself. In a little time after, amongst the poor chained men, I found some of my own nation, which in a small degree gave ease to my mind. I inquired of these what was to be done with us; they gave me to understand we were to be carried to these white people's country to work for them . . . but still I feared I should be put to death, the white people looked and acted, as I thought, in so savage a manner; for I had never seen among any people such instances of brutal cruelty. . . .

*The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, The African: Written by Himself* by Olaudah Equiano. Public Domain.

1. What are some of the emotions that Olaudah felt during his journey? \_\_\_\_\_  
\_\_\_\_\_
2. Describe the conditions beneath the deck of the ship. \_\_\_\_\_  
\_\_\_\_\_
3. According to Olaudah, what were his captors like? \_\_\_\_\_  
\_\_\_\_\_
4. Give two Biblical references about how Christians should treat other people. \_\_\_\_\_  
\_\_\_\_\_



### False Alarms

Circle the appropriate letter to identify the statement as true or false. If the statement is false, correct it.

T F 1. Malaria claimed lives in South Carolina in the early colonial days. \_\_\_\_\_  
\_\_\_\_\_

T F 2. A pennysheet was paper money equivalent to a penny. \_\_\_\_\_  
\_\_\_\_\_

T F 3. Indentured servants worked for the remainder of their lives for the person who paid their passage to the New World. \_\_\_\_\_

T F 4. Wigs were popular only with bald men. \_\_\_\_\_  
\_\_\_\_\_

T F 5. A wigmaker “dressed” wigs with powder and perfume. \_\_\_\_\_  
\_\_\_\_\_

T F 6. A favorite American beverage after the Boston Tea Party was hot cocoa. \_\_\_\_\_  
\_\_\_\_\_

T F 7. Puritans wore only dark clothing and did not listen to music. \_\_\_\_\_  
\_\_\_\_\_

T F 8. Women in the colonies married much later than women in Europe. \_\_\_\_\_  
\_\_\_\_\_

T F 9. A popular addition to colonial plantation houses was a roofed porch called a piazza. \_\_\_\_\_  
\_\_\_\_\_

T F 10. The infant death rate in the colonies, in the late seventeenth century, was higher than in Europe. \_\_\_\_\_  
\_\_\_\_\_



### Chapter Review

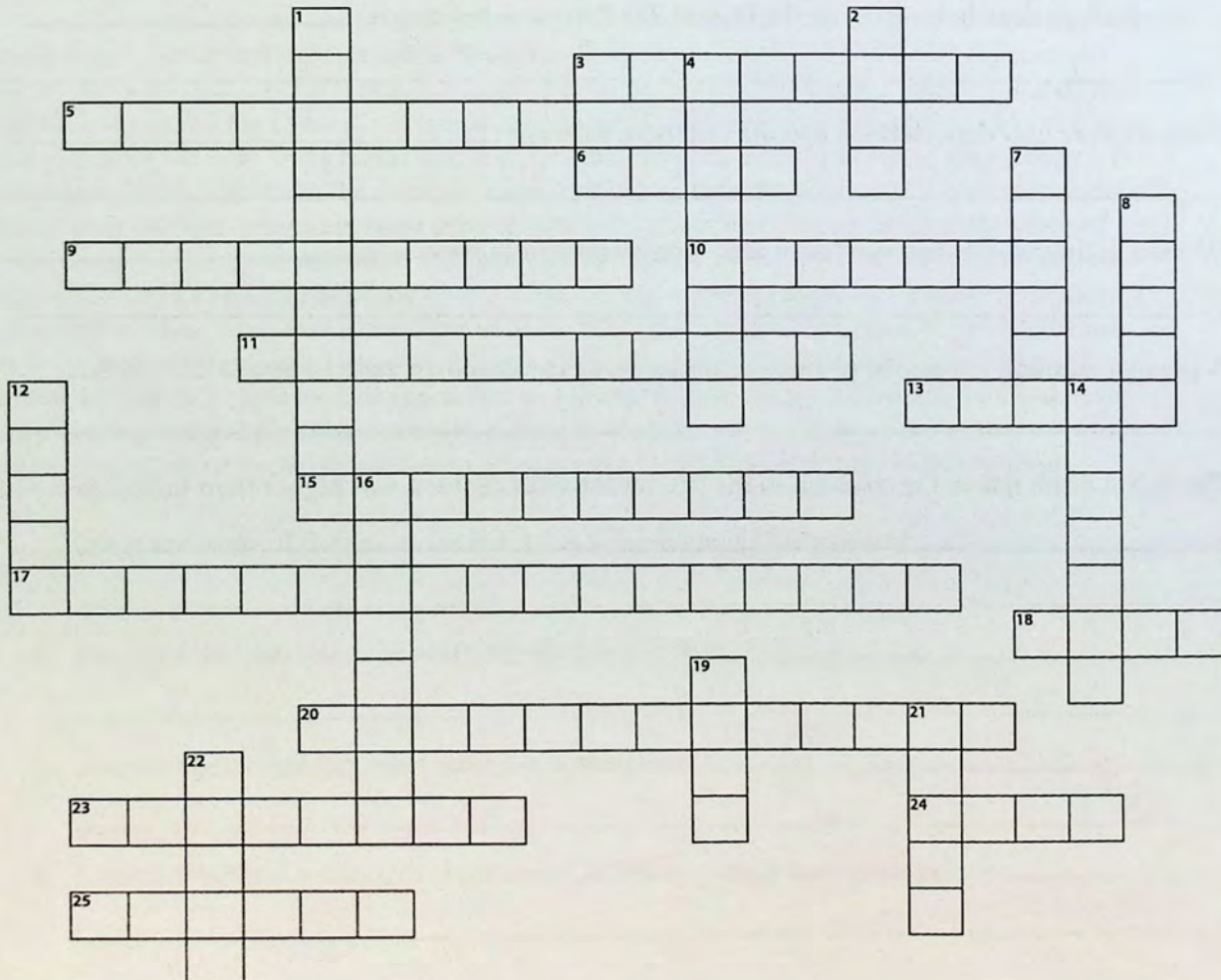
Complete the following crossword puzzle.

#### Across

3. standard fare on frontier dinner tables
5. a three-legged, covered pot
6. headgear for well-dressed colonial men
9. a single page of a book, sold for a penny
10. end of the Great Wagon Road
11. a common social event on the frontier
13. Akachi was a \_\_\_\_.
15. one of the largest groups of non-English settlers
17. a group from Germany, not the Netherlands
18. common name for a village school
20. mixture of linen and wool
23. *Poor Richard's* author
24. A major crop in South Carolina
25. urged smallpox inoculations

#### Down

1. cornbread made from meal and sour milk
2. Indian crop made popular worldwide
4. common home in the colonial backcountry
7. roofed porch on a Southern home
8. Education should enable a person to read this.
12. "Plow deep while sluggards \_\_\_\_." (*Poor Richard's*)
14. catches few flies (*Poor Richard's*)
16. "Williamsburg style" or "\_\_\_\_ style"
19. Paddle-shaped "books" were covered with this material.
21. time to go to bed and to rise (*Poor Richard's*)
22. "makes waste" (*Poor Richard's*)





### Jonathan Edwards, “Sinners in the Hands of an Angry God”

Jonathan Edwards’s famous sermon “Sinners in the Hands of an Angry God” asserted the dreadfulness of a sinner’s end as well as the opportunity for salvation. Read the following excerpts from the sermon; then answer the questions.

Natural men are held in the hand of God, over the pit of hell; they have deserved the fiery pit, and are already sentenced to it; and God is dreadfully provoked. . . . Neither is God in the least bound by any promise to hold them up one moment; the devil is waiting for them, hell is gaping for them, the flames gather and flash about them, and would fain lay hold on them, and swallow them up. . . . The use of this awful subject may be for awakening unconverted persons in this congregation. This that you have heard is the case of every one of you that are out of Christ.—That world of misery, that lake of burning brimstone, is extended abroad under you. There is the dreadful pit of the glowing flames of the wrath of God; there is hell’s wide gaping mouth open; and you have nothing to stand upon. . . .

The God that holds you over the pit of hell, much as one holds a spider, or some loathsome insect over the fire, abhors you, and is dreadfully provoked: his wrath towards you burns like fire; he looks upon you as worthy of nothing else, but to be cast into the fire. . . . You are ten thousand times more abominable in his eyes, than the most hateful venomous serpent is in ours. You have offended him infinitely more than ever a stubborn rebel did his prince; and yet it is nothing but his hand that holds you from falling into the fire every moment. . . . And there is no other reason to be given, why you have not dropped into hell since you arose in the morning, but that God’s hand has held you up. There is no other reason to be given why you have not gone to hell, since you have sat here in the house of God, provoking his pure eyes by your sinful wicked manner of attending his solemn worship. Yea, there is nothing else that is to be given as a reason why you do not this very moment drop down into hell. . . .

And now you have an extraordinary opportunity, a day wherein Christ has thrown the door of mercy wide open, and stands in calling and crying with a loud voice to poor sinners; a day wherein many are flocking to him, and pressing into the kingdom of God. Many are daily coming from the east, west, north, and south; many . . . are now in a happy state, with their hearts filled with love to him who has loved them, and washed them from their sins in his own blood, and rejoicing in hope of the glory of God. . . .

Edwards, Jonathan. *The Works of Jonathan Edwards: In Ten Volumes*, vol. 7, ed. Sereno Edwards Dwight (New York: S. Converse, 1829), 168, 170–71, 175.

1. What is Edwards’s primary argument in the first two paragraphs of this excerpt? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. Explain the reference Edwards makes regarding a spider and a venomous serpent. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. What may sinners do about the dreadful condition in which they find themselves? \_\_\_\_\_  
 \_\_\_\_\_
4. Contrast the two very different parts of this sermon. \_\_\_\_\_  
 \_\_\_\_\_



### Early Denominations and Their Leaders

Match the denomination names or other terms with the phrase that best describes them.

- |                       |                          |                  |
|-----------------------|--------------------------|------------------|
| A. Amish              | F. high-church Anglicans | K. Pietists      |
| B. Anabaptists        | G. low-church Anglicans  | L. Presbyterians |
| C. Baptists           | H. Lutherans             | M. Quakers       |
| D. Congregationalists | I. Mennonites            |                  |
| E. Half-Way Covenant  | J. Moravians             |                  |

- \_\_\_\_\_ 1. Puritan group that elected its own church officers
- \_\_\_\_\_ 2. allowed moral but unconverted members to have their children baptized
- \_\_\_\_\_ 3. guided by the "Inner Light"; also called "Friends"
- \_\_\_\_\_ 4. refused to serve in the military or hold public office
- \_\_\_\_\_ 5. followers of John Huss; conducted much mission work
- \_\_\_\_\_ 6. agreed with the Puritans but saw no problem in the Anglican Church's ceremonies
- \_\_\_\_\_ 7. emphasized the doctrine of baptism by immersion
- \_\_\_\_\_ 8. the largest Anabaptist group
- \_\_\_\_\_ 9. believed that the Anglican system of church government was divinely ordained
- \_\_\_\_\_ 10. followed the teachings of Martin Luther
- \_\_\_\_\_ 11. the group that many Huguenots eventually joined
- \_\_\_\_\_ 12. the more conservative branch of Mennonites

Match the person with the appropriate denomination.

- \_\_\_\_\_ 13. George Fox
- \_\_\_\_\_ 14. Menno Simons
- \_\_\_\_\_ 15. Roger Williams
- \_\_\_\_\_ 16. Queen Mary ("Bloody Mary")
- \_\_\_\_\_ 17. Jonathan Edwards
- \_\_\_\_\_ 18. Queen Elizabeth I

- A. Anglican
- B. Baptist
- C. Mennonite
- D. Puritan/Congregationalist
- E. Quaker
- F. Roman Catholic



## Colonial Sunday

Fill in the blanks to correctly complete the paragraph.

I just heard the [1] \_\_\_\_\_ from the church, and Mother and Father are urging us out the door. It is so cold this November morning! As we enter the church, I look longingly at the [2] \_\_\_\_\_ that the Hancock family bought. Oh, to be away from the drafts that swirl around inside the room. Our church was built just last summer, so it is very modern. Our pews have backs on them. This is so much better than the simple [3] \_\_\_\_\_ in our old church. Our pastor preaches from a graceful [4] \_\_\_\_\_ rather than a rough-hewn box. The new [5] \_\_\_\_\_ helps his voice carry to every corner of the church as he prays through the [6] \_\_\_\_\_.

Morning service ends, and it is time for [7] \_\_\_\_\_ class. My sister and I have practiced, and we know all of the correct responses. When asked, "What is the chief end of man?" we respond, "Man's chief end is to [8] \_\_\_\_\_ God and to enjoy Him forever." After lunch we come back to afternoon services.

I look toward the [9] \_\_\_\_\_ where the Hancocks' servants and slaves sit. They had to get up there by a [10] \_\_\_\_\_ on the outside of the church. When we sing, their voices sound like those of angels drifting down, mixing with the other voices from the congregation. Though some churches have [11] \_\_\_\_\_, we believe the Bible forbids having these in church.

The service grows long. The sermon lasts at least an [12] \_\_\_\_\_. Poor Mr. Anders, in the pew in front, is falling asleep. Uh-oh! Here comes the [13] \_\_\_\_\_ to give him a rap on the head. Mrs. Smith is also having trouble staying awake. A [14] \_\_\_\_\_ at the end of a long pole is used to tickle her. She quickly opens her eyes. Seeing that, I know I will be alert for the remainder of the service!



### Chapter Review

Fill in the blanks with the correct answers.

- \_\_\_\_\_ 1. Where did witch trials begin in 1692 (provide city and colony)?
- \_\_\_\_\_ 2. Which group was the first Separatist one in America?
- \_\_\_\_\_ 3. What was the name for members of the French Reformed Church (many of whom eventually became Presbyterians)?
- \_\_\_\_\_ 4. Which Baptist was one of the first white men in New England to preach to the Indians?
- \_\_\_\_\_ 5. Who stated that the Moravians had an impact on his conversion?
- \_\_\_\_\_ 6. What did many Congregationalists believe Indians needed before salvation?
- \_\_\_\_\_ 7. What is a summary of a denomination's doctrine that is phrased in question-and-answer form?
- \_\_\_\_\_ 8. Who came to Georgia to help evangelize the Indians (two people)?
- \_\_\_\_\_ 9. Whose experiment determined that George Whitefield's voice could be heard by a crowd of thirty thousand?
- \_\_\_\_\_ 10. Who entered Yale before the age of thirteen and became the greatest theologian of the Great Awakening?
- \_\_\_\_\_ 11. In addition to religious life, what other two areas were affected by the Great Awakening?
- \_\_\_\_\_ 12. Who was the Great Awakening's outstanding evangelist?
- \_\_\_\_\_ 13. Which New England church policy slowly filled Congregationalist churches with unconverted members?
- \_\_\_\_\_ 14. Which denomination was most closely associated with the British government?
- \_\_\_\_\_ 15. The Great Awakening was a breakthrough for personal liberty because it reaffirmed which principle?



### Who, Which, What

Write the answers to the questions in the blanks provided.

1. Which two European nations were the most bitter rivals in North America? \_\_\_\_\_
2. What Ottawa chief led a war against the British after the French and Indian War? \_\_\_\_\_
3. Which French territory was named for the French king? \_\_\_\_\_
4. Which general tried to capture Fort Duquesne by organized, open battle? \_\_\_\_\_
5. What method of warfare involves sudden surprise attacks by small groups of hidden troops? \_\_\_\_\_  
\_\_\_\_\_
6. What city is located where Fort Duquesne was once located? \_\_\_\_\_
7. What treaty required France to give its land in Canada to the British? \_\_\_\_\_
8. Who became the British king in 1760? \_\_\_\_\_
9. Which general was the French commander in America? \_\_\_\_\_
10. Which Canadian battle in 1759 was a major defeat for the French? \_\_\_\_\_
11. Which British leader developed a plan to win the French and Indian War? \_\_\_\_\_
12. What was the French and Indian War called in Europe? \_\_\_\_\_
13. Which British commander was killed fighting in Canada? \_\_\_\_\_
14. Who built Fort Necessity? \_\_\_\_\_
15. Who proposed the Albany Plan? \_\_\_\_\_



### Chief Pontiac's Speech

Pontiac, an Ottawa Indian chief, addressed a gathering of Indian leaders in May 1763. Read the excerpt from his speech that is given below and answer the following questions.

It is important for us, my brothers, that we exterminate from our lands this nation [Great Britain] which seeks only to destroy us. You see as well as I do that we can no longer supply our needs, as we have done, from our brothers, the French. The English sell us goods twice as dear [expensively] as the French do, and their goods do not last. Scarcely have we bought a blanket or something else to cover ourselves with before we must think of getting another; . . .

When I go to see the English commander and say to him that some of our comrades are dead, instead of bewailing their death, as our French brothers do, he laughs at me and at you. If I ask for anything for our sick, he refuses with the reply that he has [no] use for us. From all this you can well see that they are seeking our ruin. Therefore my brothers, we must all swear their destruction and wait no longer. Nothing prevents us; they are few in numbers, and we can accomplish it.

Roger, Robert. *Ponteach; or, The Savages of America*, ed. Tiffany Potter (Toronto: University of Toronto Press, 2010).

1. What did Pontiac say the British wanted to do to the Indians? \_\_\_\_\_  
\_\_\_\_\_
2. Compare how he said the English and French differed in their treatment of Indians. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Complete the statement: "From all this you can well see that they are \_\_\_\_\_."
4. What did he tell his Indian brothers needed to be done? \_\_\_\_\_  
\_\_\_\_\_
5. Why did he say the Indians could defeat the British? \_\_\_\_\_  
\_\_\_\_\_
6. Evaluate Chief Pontiac's remarks. Were they justifiable? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### Eyewitnesses to the Boston Massacre

Answer the following questions based on the eyewitness accounts given below.

#### John Tudor, a Boston merchant and Patriot

On Monday evening the 5th, a few minutes after nine o'clock, a most horrid murder was committed in King Street before the customhouse door by eight or nine soldiers under the command of Captain Thomas Preston. . . .

This unhappy affair began when some boys and young fellows threw snowballs at the sentry [guard] placed at the customhouse door. On which, eight of nine soldiers came to his assistance. Soon after, a number of people collected. The captain commanded the soldiers to fire, which they did, and three men were killed on the spot and several mortally wounded, one of which died the next morning. . . .

Captain Preston was arrested by a warrant . . . and we sent him to jail . . . having enough evidence to commit him, because he ordered the soldiers to fire. . . . The next afternoon the eight soldiers that fired on the inhabitants were also sent to jail.

Albert Bushnell Hart, ed., *American History Told by Contemporaries, Building of the Republic, 1689-1783* vol. 2, (New York: Macmillan Company, 1896, 1908), 429.

1. What specific phrases does Tudor use to describe what was committed in King Street? \_\_\_\_\_  
\_\_\_\_\_
2. What did some boys and young fellows do that started the trouble? \_\_\_\_\_
3. What does he say the captain commanded? \_\_\_\_\_
4. What happened because of the soldiers firing? \_\_\_\_\_  
\_\_\_\_\_
5. What happened to Captain Preston? \_\_\_\_\_
6. What happened the next day? \_\_\_\_\_  
\_\_\_\_\_

*(continued on next page)*



### Chapter Review

Complete the following crossword puzzle.

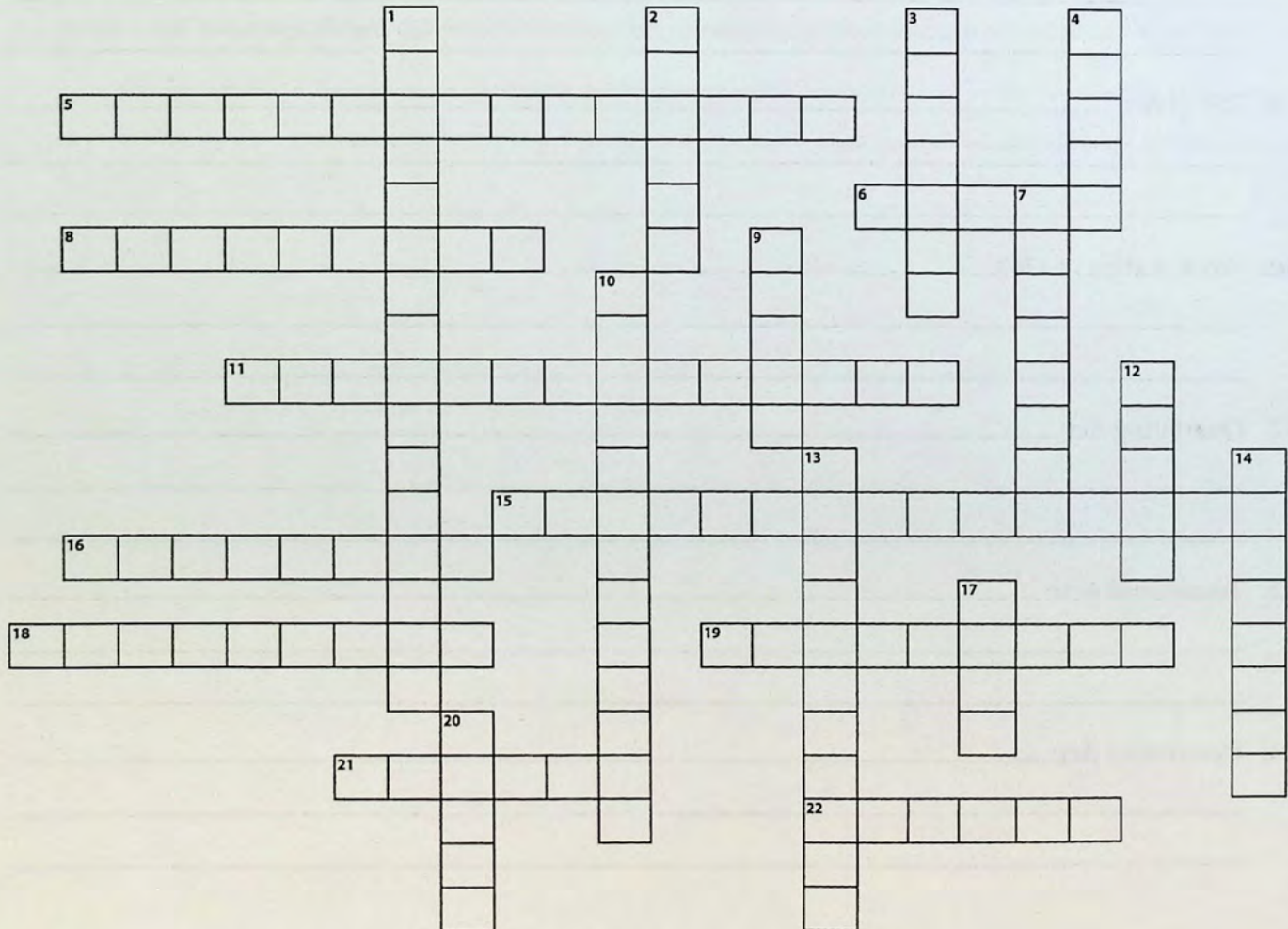
#### Across

5. site of the battle for Quebec
6. general who won the Battle of Quebec
8. vast region LaSalle claimed for France
11. the first blood of the Revolution
15. the war that ended in 1763
16. French commander during the French and Indian War
18. "Acts" that provoked the colonists to anger
19. British prime minister intent on raising money
21. French Canadian capital
22. site of a congress promoting colonial unity

#### Down

1. prohibited settlement beyond the Appalachian Mountains

2. England's biggest rival in North America
3. refusal to buy goods
4. important power held by colonial assemblies
7. proposed the Albany Plan
9. taxed along with molasses and coffee
10. law requiring colonists to feed and house British soldiers
12. 1763 treaty that changed the geography of North America
13. Sons of Liberty leader (first and last name)
14. tax on items produced and consumed in the colonies
17. British leader who developed a plan to win the French and Indian War
20. declared, "Give me liberty, or give me death!"





### “On the Right to Rebel Against Governors”

This is an enrichment activity for those who are interested in this subject. In 1776, Samuel West preached this sermon to newly elected legislators in the Massachusetts Council and the House of Representatives in Boston. His primary texts were Titus 3:1 and Romans 13:1–6. Read the following excerpts from West’s sermon and answer the questions.

The necessity of forming ourselves into politic bodies, and granting to our rulers a power to enact laws for the public safety, and to enforce them by proper penalties, arises from our being in a fallen and degenerate state. . . .

. . . [T]he same principles which oblige us to submit to government do equally oblige us to resist tyranny; or that tyranny and magistracy are so opposed to each other that where the one begins the other ends. . . .

. . . [T]he end and design of civil government cannot be to deprive men of their liberty or take away their freedom; but, on the contrary, the true design of civil government is to protect men in the enjoyment of liberty.

From hence it follows that tyranny and arbitrary power are utterly inconsistent with and subversive of the very end and design of civil government, and directly contrary to natural law, which is the true foundation of civil government and all politic law. Consequently, the authority of a tyrant is of itself null and void. . . . As magistrates have no authority but what they derive from the people, whenever they act contrary to the public good, and pursue measures destructive of the peace and safety of the community, they forfeit their right to govern the people. . . .

. . . [W]hen a people find themselves cruelly oppressed by the parent state, they have an undoubted right to throw off the yoke, and to assert their liberty, if they find good reason to judge that they have sufficient power and strength to maintain their ground in defending their just rights against their oppressors; for, in this case, by the law of self-preservation, which is the first law of nature, they have not only an undoubted right, but it is their indispensable duty, if they cannot be redressed any other way, to renounce all submission to the government that has oppressed them, and set up an independent state of their own. . . .

1. According to West, what does the necessity of forming political bodies and granting power to rulers arise from? \_\_\_\_\_
2. According to West, what are we obligated to resist? \_\_\_\_\_
3. According to West, what happens when a tyrant acts contrary to civil government and natural law?  
\_\_\_\_\_
4. He declares that such resistance is not only “an undoubted right” of the people but also what else? \_\_\_\_\_

*(continued on next page)*



... No man ... can be a good member of the community that is not as zealous to oppose tyranny as he is ready to obey magistracy. A slavish submission to tyranny is a proof of a very sordid and base mind. ...

If magistrates are ministers of God only because the law of God and reason [point] out the necessity of such an institution for the good of mankind, it follows, that whenever they pursue measures directly destructive of the public good they cease being God's ministers, they forfeit their right to obedience from the subject, they become the pests of society, and the community is under the strongest obligation of duty, both to God and to its own members, to resist and oppose them. ...

... I will show you how you may discern who are lawful magistrates, and ordained of God, from those who are not. Those only are to be esteemed lawful magistrates, and ordained of God, who pursue the public good by honoring and encouraging those that do well and punishing all that do evil. ...

... It is an indispensable duty, my brethren, which we owe to God and our country, to rouse up and bestir ourselves, and, being animated with a noble zeal for the sacred cause of liberty, to defend our lives and fortunes, even to the shedding [of] the last drop of blood. ...

Charles S. Hyneman and Donald S. Lutz, eds. *American Political Writing During the Founding Era, 1760-1805*, vol. 1. (Indianapolis: Liberty Press, 1983), 410-48.

5. What, West declares, is proof "of a very sordid and base mind"? \_\_\_\_\_

\_\_\_\_\_

6. How does he say one can "discern who are lawful magistrates, and ordained of God, from those who are not"? What Bible verses might he have used to confirm that position? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Evaluate West's argument. Support your answer logically and scripturally. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### A Tory's Point of View

This is an enrichment activity for those who are interested in this subject. Read the following excerpts from Martin Howard's pro-Tory pamphlet; then answer the questions at the end.

The several New-England charters . . . define and limit the respective rights and privileges of each colony, and I cannot conceive how it has come to pass that the colonies now claim any other or greater rights. . . . When we speak, or think of the rights of freeborn Englishmen, we confound those rights which are personal, with those which are political: There is a distinction between these, which ought always to be kept in view.

Our personal rights . . . life, liberty and estate, are secured to us by the common law, which is every subject's birthright, whether born in Great-Britain, on the ocean, or in the colonies. . . . The political rights of the colonies . . . are more limited, and their nature, quality and extent depend altogether upon the patent or charter which first created and instituted them. As individuals, the colonists [receive] every blessing the English constitution can give them: As corporations created by the crown, they are confined within the [original charter] of their institution. . . .

The colonies have no rights independent of their charters, they can claim no greater [rights] than those [documents] give them. . . . Every Englishman, therefore, is subject to this jurisdiction, and it follows him wherever he goes. It is of the essence of government, that there should be a supreme head, and it would be [an error] in [politics] to talk of [independence].

I am aware that the foregoing reasoning will be opposed by the [saying], That no Englishman can be taxed but by his own consent, or by representatives. It is this dry maxim, taken in a literal sense, and ill understood, that . . . has made all the mischief in the colonies: And upon this, the [partisans] of the colonies' rights chiefly rest their cause. I don't despair, however, of convincing you, that this [saying] affords but little support to their argument, when rightly examined and explained.

It is the opinion of the [H]ouse of [C]ommons, and may be considered as a law of parliament, that they are the representatives of every British subject, wheresoever he be. In this view of the matter then, the [previously mentioned] maxim is fully vindicated in practice, and . . . extend[s] . . . to the colonies. . . . [Howard notes that residents of England who did not own land could not vote for members of Parliament and yet were represented by and taxed by them.]

Believe me, my Friend, it gives me great pain to see so much ingratitude in the colonies to the mother country, whose arms and money so lately rescued them from a French government. I have been told, that some have gone so far as to say, that they would, as things are, prefer such a government to an English one.—Heaven knows I have but little malice in my heart, yet, for a moment, I ardently wish that these . . . unworthy sons of Britain could feel the iron rod of a Spanish inquisitor, or a French farmer of the revenue; it would indeed be a punishment suited to their ingratitude.

Hart, Albert Bushnell, ed., *American History Told by Contemporaries*, (Chicago, IL: Macmillan Company, 1908).

1–2. What distinction does Howard make regarding rights? Which rights are based on common law?

\_\_\_\_\_

3. What limits the political rights of the colonists? \_\_\_\_\_

4. Why does Howard say the statement that “no Englishman can be taxed but by his own consent” is “ill understood”? \_\_\_\_\_

\_\_\_\_\_

5. What attitude does Howard consider the American colonies to be demonstrating? Evaluate Howard's arguments. \_\_\_\_\_

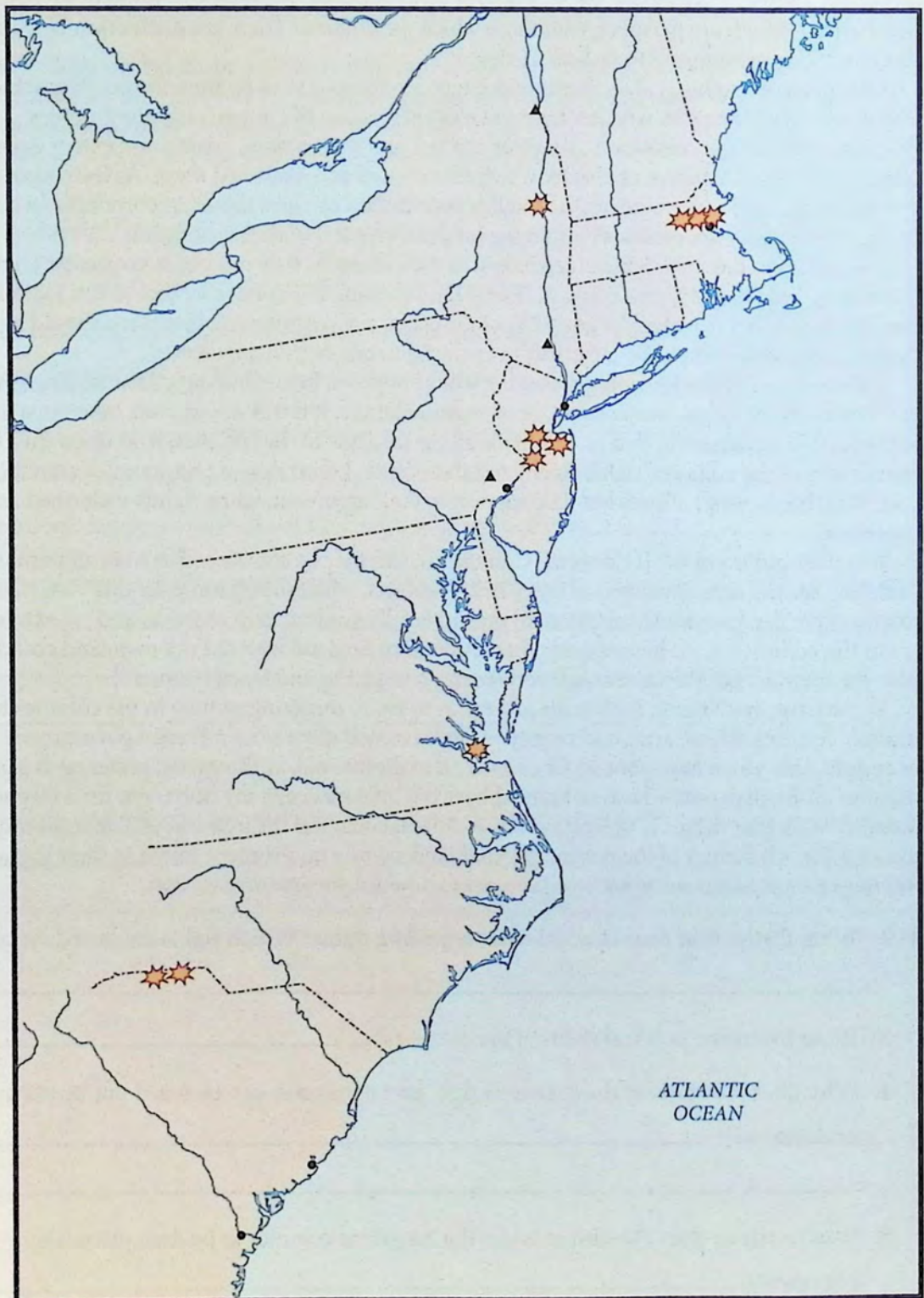


### Map Study: The War for Independence

Refer to the maps in Chapter 6 to complete this activity.

Label the following locations on the map. Battle locations are already marked with explosions, forts are marked with solid triangles, and other sites are marked with dots. Rivers are already drawn on the map.

- Boston
- Bunker Hill
- Charleston
- Concord
- Cowpens
- Delaware River
- Fort Ticonderoga
- Hudson River
- Kings Mountain
- Lexington
- Monmouth
- New York City
- Philadelphia
- Princeton
- Saratoga
- Savannah
- Trenton
- Valley Forge
- West Point
- Yorktown





### Treaty of Paris, 1783

Summarize the following articles agreed to by the United States and Great Britain in the Treaty of Paris, 1783. This activity could be used in a class discussion.

Article 1: His Britannic Majesty acknowledges the said United States, viz., New Hampshire, Massachusetts Bay, Rhode Island and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Maryland, Virginia, North Carolina, South Carolina, and Georgia, to be free sovereign and independent states, that he treats with them as such, and for himself, his heirs, and successors relinquishes all claims to the government, property, and territorial rights of the same and every part thereof.

---

---

---

Article 4: It is agreed that creditors on either side shall meet with no lawful impediment [barrier] to the recovery of the full value in sterling money of all bona fide debts heretofore contracted.

---

---

---

Article 8: The navigation of the river Mississippi, from its source to the ocean, shall forever remain free and open to the subjects of Great Britain and the citizens of the United States.

---

---

---

Article 10: The solemn ratifications of the present treaty expedited in good and due form shall be exchanged between the contracting parties in the space of six months or sooner, if possible, to be computed from the day of the signatures of the present treaty. In witness whereof we the undersigned, their ministers [ambassadors] . . . have in their name and in virtue of our full powers, signed with our hands the present definitive treaty and caused the seals of our arms to be affixed thereto.

---

---

---





506675

ISBN 978-1-62856-223-1



90000

9 781628 562231

bjupress.com