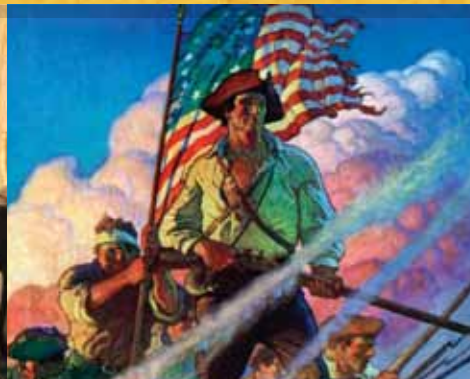




TEACHER'S GUIDE

Dave Raymond's American History

PART 1 : Meso-America to The Constitution



Dave Raymond's
American History

Part I : Lessons 1-13
Meso-America to The Constitution

- TEACHER'S GUIDE -

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HOW TO USE THIS CURRICULUM

INTRODUCTION

There are a number of different elements to this curriculum that make it quite unique. Once you see how everything works together, however, it should be fairly easy to teach.

The class is designed to fill one semester. It covers 13 Lessons with the goal of completing one Lesson per week. Each Lesson is broken down into five different lectures (approximately 10 minutes each) with associated readings or assignments. You can structure in one lecture a day or you can go through two or more lectures in one day. Your student will be the best gauge as to how much he or she can effectively cover at one time.

The materials for the class are: 1) video lectures, 2) a reader, 3) a notebook, 4) a portfolio (explained in the next section), and 5) a series of papers and projects (also explained next). There are both PDF and eBook formats for the Reader; they are available on the DVD (use it in a computer) or via download.

As the Teacher, please read through the following sections before starting the class. It might also be a good idea for your student to know what's in the Portfolio and Project Guide section.

You will also want to watch all five parts of Lesson 1 - Orientation. The entire curriculum is explained in detail there.

If after reading the Teacher's Guide and watching the Orientation videos you have more questions, feel free to use the Compass Classroom Forum via compassclassroom.com.

Thank you for purchasing this series. We hope that you and your student learn many new things about American History.

SCOPE & SEQUENCE

One Lesson is normally completed per week. Use this chart to mark off what has been finished. Only exams, essays and projects are scored.

If an Assignment asks one or more questions, these are meant to be considered by the student as he or she does the reading. You can also use these questions as a way to discuss the lesson with your student after the lesson and readings are complete.

Item	Complete	Portfolio	Score
Read Teacher's Guide (Parents read)			
Lesson 1.1			
Lesson 1.2			
Lesson 1.3			
Lesson 1.4 / Essay			
Lesson 1.5			
Portfolio (Watch and Create)			
Lesson 2.1			
Lesson 2.2			
Lesson 2.3			
Lesson 2.4			
Lesson 2.5 / Exam			
Project: Choose Map & Begin Research			
Lesson 3.1			
Lesson 3.2			
Lesson 3.3			
Lesson 3.4			
Lesson 3.5 / Exam			

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Item	Complete	Portfolio	Score
Lesson 4.1			
Lesson 4.2			
Lesson 4.3			
Lesson 4.4			
Lesson 4.5 / Exam			
Lesson 5.1			
Lesson 5.2			
Lesson 5.3			
Lesson 5.4			
Lesson 5.5 / Exam			
Lesson 6.1			
Lesson 6.2			
Lesson 6.3			
Lesson 6.4			
Lesson 6.5 / Exam			
Project: Map Project Finished			
Lesson 7.1			
Lesson 7.2			
Lesson 7.3			
Lesson 7.4			
Lesson 7.5 / Exam			
Lesson 8.1			

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Item	Complete	Portfolio	Score
Lesson 8.2			
Lesson 8.3			
Lesson 8.4			
Lesson 8.5 / Exam			
Project: Choose Speaker and Speech for Costumed Speech Project			
Lesson 9.1			
Lesson 9.2			
Lesson 9.3			
Lesson 9.4			
Lesson 9.5 / Exam			
Lesson 10.1			
Lesson 10.2			
Lesson 10.3			
Lesson 10.4			
Lesson 10.5 / Exam			
Lesson 11.1			
Lesson 11.2			
Lesson 11.3			
Lesson 11.4			
Lesson 11.5 / Exam			
Lesson 12.1			
Lesson 12.2			

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Item	Complete	Portfolio	Score
Lesson 12.3			
Lesson 12.4			
Lesson 12.5 / Exam			
Lesson 13.1			
Lesson 13.2			
Lesson 13.3			
Lesson 13.4			
Lesson 13.5 / Exam			
Project: Give Costumed Speech			

PORTFOLIO AND PROJECT GUIDE

AMERICAN HISTORY PORTFOLIO

The American History Portfolio is essentially a scrapbook or a visual textbook for the semester's lessons which shows the lessons that have been verbally discussed. Students should complete this with a great attention to craftsmanship and ownership of the material.

Portfolio entries should be completed for each lesson. Portfolios should be completed in a scrapbook, photo album, 3-ring binder, or a fine sketch book. Portfolios must have a title page with the name of the class, the student's name, and the year or period of time they were completed during. The paper used for each entry should be of durable quality such as cardstock or a heavy drawing paper. Notebook and copier/printer paper should not be used.

Portfolio entries should be both visual and textual. Titles and captions should be used for all entries as well as pictures, photographs, maps, famous paintings, original artwork, articles, advertisements, poems, lyrics, quotes, etc. Each item of content should relate to the lesson discussed. Entries should have a minimum of three items or one item of original artwork.

Portfolios are graded upon completion, presentation, craftsmanship, and the following of directions.

COLONIAL MAP PROJECT

For this project, students reproduce a colonial map of anywhere in the Americas made between 1492 and 1800. Maps may be of a continent, region, state, city, or battle.

Students should first choose a map that interests them and then research both the map and the place it depicts. Next, Students must recreate the map on quality art paper, of 10 x 14 inches or larger, using pens, colored pencils, art markers, watercolor, etc. Special attention must be paid by the student in order to recreate all lines, land features, sea creatures, ships, legends, compasses, borders, etc.

This project should be completed by the end of the 6th lesson. Students should choose their map and complete their research by the end of the 2nd lesson.

Colonial Map Projects are graded on the student's knowledge of their chosen map and place, the following of directions, craftsmanship, and work ethic.

COSTUMED SPEECH PROJECT

Students will memorize a speech, letter, or first-hand account from America's founding period, create a costumed article, and present their speech in costume before an audience.

Students must first choose a selection to memorize from between 1765 and 1815. Selections must be 250 words in length and should directly relate to the American drive towards independence and constitutional statehood. Students will then memorize their speech and also create a single article of clothing or an accessory to identify their chosen subject.

Costume articles may be a single clothing item (bonnet, jacket, boots, etc.) or an accessory (sword, satchel, spectacles, etc.). Costume articles should identify the character chosen (i.e. George Washington's sword, Patrick Henry's spectacles) and should accurately represent the original. Costume articles need only be convincing from the stage and do not have to be of fine detail.

Students should then present their speeches in costume before an audience. This project should be completed by the end of the 13th Lesson. Students should choose their speech and costume article by the end of the 8th Lesson.

Costumed Speech Projects are graded on appropriate speech selection, memorization and delivery of speech, research and appropriateness of costume article, overall craftsmanship, and work ethic.

[Note: the next two projects are generally Part 2/Second Semester items. Older students, however, may want to incorporate them into both semesters.]

RESEARCH AND THESIS PAPER

This project should be completed by the end of the 19th Lesson. Students should choose their topic and write their thesis statement by the end of the 15th Lesson. Outlines should be completed by the end of the 17th Lesson.

For this project, students are to write and present a research and thesis paper which demonstrates a knowledge of their chosen topic and an opinion or argument about their topic.

Students must first choose a topic of interest from America's history occurring between the early civilization of Meso-America and World War One. Topics should be thoroughly researched and a thesis statement with three proofs should be formed. Students must then write an outline and complete a written paper with a bibliography. Papers should be presented before an audience with an opportunity for questions to be asked of the student about their topic and thesis.

Papers should be between 3 and 10 pages based upon grade level and ability. Students should select a number of sources at least equivalent to their final page count (i.e. 5 pages should be based upon sources). Papers must contain a bibliography, should be written in MLA format, and should average one citation (quote or reference) per paragraph.

Research and Thesis Papers are graded upon meeting the required number of sources, thorough research, evaluation of the topic, completing the assigned number of pages, grammar, spelling, format, logic of argument, and overall style.

Possible topics include but are not limited to:

Meso-American Myths
The Spanish Conquest
Christopher Columbus' Motives
The School of Sagres
Pre-Columbian Exploration
Native Cultures
The Puritan Work Ethic
Harvard University
Civil Liberties in the Colonies
The Battle of Quebec
The Sermons of Jonathan Edwards

The Great Awakening's Effect on Culture and Politics
Printing in the New World
American Battle Tactics of the War of Independence
Early American Architecture
Alexander Hamilton
Christianity and the Constitution
Slavery in Northern America
The Importance of Small Farms in the States
Andrew Jackson and the Natives
The Trail of Tears
John Quincy Adams and the Amistad Case
The Reason for Southern Succession
The Reason for Northern Union
The Meaning of the 'Wild, Wild West'
The American Novel
Mark Twain

THE HOUR PROJECT

To complete the year of American History, students craft a single project in a medium of their choice about any topic covered. Students should spend a required number of hours (30-40 hours is recommended) completing this project in order to attain a high level of quality and to create a project which is desirable to keep and display.

The Hour Project should be completed by the end of the 26th Lesson. Students should choose their project and state their project goal by the end of the 21st Lesson.

First, students must choose their project. Sample projects include but are not limited to: a novella on the battle of Antietam, a replica of George Washington's sword, a recreation of a Sioux tipi, a scale model of Fort Nashboro, a cooked meal of several Irish-American dishes, a painting inspired by the Hudson River School, a series of songs about the War of Independence, a recreation of a flatboat, a working cotton gin, a typical evening gown from the late 1800s, an illuminated manuscript of a Puritan sermon or essay, a short story continuing the adventures of Natty Bumppo, a re-enactment of early American baseball, a research project on the possible route of Madoc, a working sextant, a newspaper imitating the papers of the 1860s, a Shaker box, learning to blacksmith nails, a 3-D map of Fort Ticonderoga, etc., etc., etc.

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Students must then carefully plan and execute their project, keeping a log of hours worked toward their project's completion. Projects must have stated goal from the beginning such as, "I will build a working plow." or "I will write 3 songs for guitar about the Civil War."

Hour Projects are graded upon meeting the required number of hours, craftsmanship, ingenuity, appropriateness to American History, and work ethic.

GRADING GUIDE

ON EXAMS

Grading is one of the most challenging tasks of the humanities teacher. Grading a simple question such as, “In what year did Columbus discover the Americas?” is easy and straightforward. But grading the question, “What motivated Columbus to set sail?” is rather complex because it requires a careful consideration on the part of the teacher over a multitude of answers. The reason for this is that history is an art within the humanities which, as Harry L. Lewis once said, “teach[es] us what it means to be human.” A multitude of answers can therefore be given since different students have different perspectives.

That said, specific information is always provided in these history lessons. Furthermore, a principle, or main idea, is always referred to. The real art of the humanities teacher is to evaluate a student’s knowledge, understanding, and wisdom of a given subject. Such an evaluation looks like this:

- A. Knowledge—Does the student know key people, places, dates, and events?
- B. Understanding—Does the student understand how the idea or action of one person or people resulted in a specific event or culture later in history?
- C. Wisdom—Can the student apply this knowledge and understanding to other periods of history, other subjects, and even his or her personal life?

When I grade my students according to this rubric, I ask several key questions of the student’s answers. First, I want to know, “Do the answers of the student show a work ethic matching their current maturity in the discipline of history?” No one starts in the same place as another. Every individual brings a unique experience and perspective to the table. Thus, not all students have the same abilities as each other when answering questions or performing tasks. However, all students can be graded against themselves, week-by-week. The goal is to see consistent improvement in students’ answers exam-by-exam and to

evaluate their level of work ethic when they apply themselves to an assigned task or question.

Secondly, “How thorough is the answer of the student?” Consider whether or not the student has answered all parts of the question. Determine whether or not all required information has been included. Ask the student to augment answers that are vague or lacking in detail. After all, history is about specifics and is typically told through a narrative. Students should be able to retell the stories of the past as this is the key to enjoying history.

Thirdly, “Does the student show an ability to interact with and explain the principle through their answers?” This is the most difficult part to grade but is also the most rewarding. In the work of my students, I am constantly searching for an understanding of how Biblical principles work, whatever the subject, because this is the key to wisdom. In the answers of your students, you want to ask whether or not they understand the main idea and have connected it to the specific info contained in the lesson. If they have, encourage them to apply this in other areas of their life. If they have not, review the material or discuss it from a fresh perspective.

History is an art and cannot be mastered in any single lifetime. It is an art akin to a spiritual discipline since no matter the number of times we have heard a certain tale or learned a specific verse, we must return to it again and again lest we become forgetful and slip into the void of unfaithfulness. History teaches us to remember God's mighty deeds and to hope because an infinite and merciful Yahweh has already ordained our days—past, present, and future.

ON THE READINGS

The readings have been carefully selected to create a fully-orbed program. These readings consist of speeches, first-hand accounts, sermons, letters, poems, and historical narratives. Each reading is also accompanied by a question or two about the selection in order to prompt a student's critical thinking in each reading. Some readings are easily accessible to students of 6th-10th grades and some are not. Therefore, it is up to the discretion of the teacher whether or not to assign a reading, all of the reading, or to coach a student through part of the reading.

Please remember that these materials are designed to give a student a full course in American history and may be seen as either core materials or supplemental.

ON PORTFOLIOS

The name of the game in portfolios is *craftsmanship*. When I grade portfolios, I am primarily interested in whether or not the student has created a visual scrapbook of high quality work and whether or not they have done this work consistently. Also, I only grade the weekly (or per lesson) portfolios on a quarterly basis. I find this to be a good measure and encouragement of a student's personal responsibility and time management. To be precise, here is my rubric for grading portfolios:

Portfolio Grade

1st Quarter

Requirements: Has the student met the required number of portfolio entries along with their assigned topics?

---- **out of 10 Points**

Consistency: Has the student shown diligence in regularly making entries with a variety of or a consistency in presentation methods? (i.e. prints, pictures, maps, original artwork, etc.) Has the student met the required items for each entry and included captions?

---- **out of 10 Points**

Craftsmanship: Has the student put purposeful effort into his/her work with a desire for artistic quality?

---- **out of 10 Points**

Presentation: Has the student arranged the material well and presented it in an attractive manner? Has the student followed all directions? (Binding? Paper quality? Title page?)

---- **out of 10 Points**

ON PROJECTS

Like portfolios, projects require diligence and craftsmanship. While each project is different, they can all be graded upon these two virtues. Additionally, I also require classroom presentations of my students for each project which contribute to their overall grade. This may or may not be feasible in your situation but is highly encouraged.

Here are my grading rubrics for each project in the American History year:

**Colonial Map Project
Grading Sheet**

Name _____

Date _____

Project

Research: Has the student researched his or her map area and chosen a suitable subject?

_____ **out of 20**

Appropriateness: How well has the student followed the directions and parameters of the project?

_____ **out of 20**

Craftsmanship: Of what quality is the project? How well executed is it?

_____ **out of 20**

Work Ethic: How industrious is the project? How ambitious is the project?

_____ **out of 20**

Presentation

Posture and Dress: How well does the student hold him or herself? How well does the student present themselves in dress and posture?

_____ **out of 5**

Quality of Speech: How well does the student project his or her voice? How clear is the student's speech?

_____ **out of 5**

Eye Contact: How well does the student make eye contact with the audience?

_____ **out of 5**

Content: Has the student discussed each of the assigned parts and demonstrated a knowledge of their subject?

_____ **out of 5**

Costumed Speech Project

Grading Sheet

Name _____

Speech _____

Date _____

Costume Article

Research: Has the student researched his or her costume article?

_____ out of 5

Appropriateness: How well does the costume article fit the character and time period?

_____ out of 5

Craftsmanship: Of what quality is the costume article? How well executed is it?

_____ out of 10

Speech Memorization

Work Ethic: How diligent has the student been over the quarter in memorizing his or her speech? How ambitious is the selection chosen? How well crafted is the delivery of the speech?

_____ out of 30

Memorization: How well does the student know his or her speech?

_____ out of 30

Speech Presentation

Posture and Dress: How well does the student hold him or herself? How well does the student present themselves in dress and posture?

_____ out of 10

Quality of Speech: How well does the student project his or her voice? How clear is the student's speech?

_____ out of 5

Eye Contact: How well does the student make eye contact with the audience?

_____ out of 5

**Thesis Paper Project
Grading Sheet**

Name _____

Topic _____

Date _____

Research & Topic

Research: Has the student done sufficient research for his or her topic and pursued the topic to unique ends? Has the student met the required amount of sources?

_____ **out of 20**

Ownership: How well has the student engaged the topic and time period? How well has the student received and evaluated the worldview of the topic?

_____ **out of 20**

Work Ethic: How consistent has the student been in their work throughout the project's duration? Has the student met overall paper and page requirements?

_____ **out of 15**

Grammar & Format

Grammar & Spelling: How well has the student paid attention to using correct grammar and spelling?

_____ out of 5

Format: How well has the student followed MLA format?

_____ **out of 5**

Logic & Rhetoric of Argument

Logic: Does the student's argument follow a logical progression? How well has the student thought through his or her thesis statement and its connection to each proof and point?

_____ **out of 10**

Rhetoric: Of what quality is the style of writing? Does the student show a unique voice that reflects his or her own personality and calling?

_____ **out of 10**

Paper Presentation

Posture & Dress: How well does the student hold him or herself? How well does the student present themselves in dress and posture?

_____ **out of 5**

Quality of Speech & Eye Contact: How well does the student project his or her voice? How clear is the student's speech? How well does the student make eye contact with the audience?

----- **out of 5**

Speech Content: Does the student adequately tell their topic, thesis, and research? Is he or she able to converse about his or her topic and thesis?

----- **out of 5**

**Hour Project
Grading Sheet**

Name _____

Date _____

Project

Hour Requirement: Has the student met the required number of hours?

_____ **out of 20**

Craftsmanship: Of what quality is the project? How well executed is it?

_____ **out of 15**

Ingenuity: How original and creative is the project? Does the student show ingenuity in the solving of problems?

_____ **out of 15**

Appropriateness: Does the project fit within the assigned time period? Does the project show an attention to learned principles? Has the student adequately researched his or her topic?

_____ **out of 15**

Work Ethic: How industrious is the project? How ambitious is the project?

_____ **out of 15**

Presentation

Posture and Dress: How well does the student hold him or herself? How well does the student present themselves in dress and posture?

_____ **out of 5**

Quality of Speech: How well does the student project their voice? How clear is the student's speech?

_____ **out of 5**

Eye Contact: How well does the student make eye contact with the audience?

_____ **out of 5**

Content of Speech: How well does the student describe their chosen project and its work? How well does the student articulate their vision for this project or this medium?

_____ **out of 5**

EXAM ANSWER KEY

Lesson 1

Lecture 1.4—Essay/Exam #1

The student essays are based upon one or more quotes found in Lecture 1.4. All of these quotes pertain to history and/or the humanities.

The task students have to complete is a 150-250 word essay on the wisdom of their chosen quote(s) in regard to the study of the humanities. This is meant to be general so a wide array of answers is acceptable. Look for whether or not a student wrestles with the ideas put forth by the author of their chosen quote(s).

The essay is worth 25 points. Quality of content should make up 15 points available and completion of proper length and basic form should make up the remaining 10 points available.

Lesson 2

Lecture 2.5—Exam #2

1.

The City of God consists of those who serve Yahweh and are redeemed by Him. Their hope and earthly work is heavenly-minded and based upon the sacrifice of Christ.

The City of Man is the opposite in all ways as it rejects Yahweh's grace and looks for an earthly solution to sin and death. Its work is based upon human sacrifice.

2.

-Fatalism—things simply happen because they are fated to do so.

-Chain of Being—all of life is in a great hierarchy that has neither purpose nor alteration.

-Worship of Death—by attempting to consume or eat death, the Meso-Americans hoped they could conquer it through their ritual human sacrifice.

3.

It was a possible ice bridge between Asia and North America that may have existed thousands of years ago. If so, people of Asia could have used it to enter the Americas and establish societies and empires here.

4.

The building of the Tower of Babel was intended to create a centralized government and provide an earthly comfort to sinners.

5.

- lived in central Mexico
- developed early writing system
- obsessed with calendars
- developed wheel but used it only for worship relying upon slave labor instead
- developed ballgame of gods of underworld playing gods of heaven—one team was always sacrificed afterwards
- left behind giant stone heads of chiefs for eternal recognition and strange were-jaguars also in stone
- etc.

6.

- lived in Yucatan of Mexico
- created highly accurate calendars
- obsessed with numerology or numbers
- densely populated—practiced clearance burnings of fields and depleted soil—city culture based upon corn
- cities dominated by markets and government offices
- built pyramids like Egyptians
- little known of their stories or people because they wrote little history
- practiced ritual human sacrifice
- etc.

7.

- lived in central Mexico near present day Mexico City
- called themselves Mexicas meaning “the people” or the “1st people”
- capitol city, Tenochtitlan, built on swampy lake out of artificial land fertilized by human feces
- practiced heavy human sacrifice--more than all others
- practiced Flowery Wars to capture human victims—victim was seen as a savior from death and called “Our Lord the Flayed One”
- made incredible and deadly obsidian weapons able to pierce steel
- celebrated myth of Quetzalcoatl

8.

- lived in S. and C. America
- largest empire of Meso-Am civilizations
- 12 million subjects
- massive network of roads and suspension bridges
- Inca ruling class over Cetzchua
- government set up on Ma'at pyramid system
- ruled from Cuzco
- incredible craftsmanship and stone work displayed at Machu Picchu
- celebrated myth of Viracocha
- etc.

Lesson 3

Lecture 3.5—Exam #3

1.

“Brave new world” is from Shakespeare’s play *The Tempest*. It shows the remarkable new opportunities available in the New World.

2.

They were once seen romantically as heroes or adventurers but are now typically seen as villains.

3.

For the thrill of adventure, for opportunity, and to spread the Gospel.

4.

Myths may not reveal the actual facts of what happened but they tell us that someone was important enough to make up tales about and they tell us the values of the culture that makes them in terms of the virtues displayed in the myths.

5.

-Hanno the Navigator explored the West African coast and popularized the idea of sailing West in ancient Carthage. Lannibol likely discovered the Canary Islands and the Gulf Stream. Taharka may have discovered St. Helena and seen South America from afar.

-St. Brendan came from a long tradition of Irish monks who explored far away lands by using simple star navigation. He reportedly sailed to Meso-American civilizations on a small ship with a few followers in 557

A.D. and preached the Gospel and encouraged them to cease human sacrifices.

-Madoc of Wales was a Welsh prince who fled a family of feuding brothers in the 12th century and came by ship to the Gulf of Mexico where his band may have established forts and settlements before blending into native cultures. He was also motivated to spread the Gospel.

6.

Leif Erikson was blown off course in 1000 A.D. to the east coast of Canada, which he later named Vinland. Settlements followed that reportedly established 14 churches and requested to have their own diocese or bishop. They later mysteriously disappeared.

7.

- Irish stone inscriptions in West Virginia and Tennessee
- ancient Roman coins found in Tennessee
- ancient walls like Welsh castles found in Georgia and Tennessee
- the testimony of the Cherokee chief Oconostota who claimed Madoc as an ancestor
- George Caitlin's research into the Mandan tribe who claimed Welsh ancestors
- Viking or Norse tools, coins, and building foundations found in North American

8.

Columbus's first memory was of the mourning that followed the fall of Constantinople in 1453. This greatly inspired him to find an alternative route to retake Jerusalem. Later, he developed great navigational skills working for his father and as a captain in a commercial fleet. He also was influenced by the school of Sagres which further developed his skills of navigation, cartography, and ship-design.

9.

His wife died leaving him a single father of Diego, his son. He later fell in love with his house-keeper but was legally barred from marrying her. He tried unsuccessfully to convince Portuguese and Spanish nobles of the merits of sailing West for a better route to India.

10.

To establish a back-door route to the reconquest of Jerusalem and to bring the Gospel to the great Khan and the peoples of Asia.

Lesson 4

Lecture 4.5—Exam #4

1.
Colonies based upon the idea of faith, home, and settlement lasted longer than colonies that were based upon exploitation, trade, or military dominion.
2.
A colony established largely for local trade with natives and not designed to spread beyond a small border.
3.
A colony established to control a territory or a strategic passage and to limit the advancement of a rival nation or empire.
4.
A colony designed to maximize financial profit from possession of a land and exploitation of its natural resources and native populations.
5.
A colony designed to establish a new home for permanent settlement and freedom of religion.
6.
The magnetic compass was required to navigate direction. Latitude was measured by using the sextant or cross-staff to determine the Sun's or a known star's height. This, compared to established tables, could give accurate latitude. Longitude, however, required also knowing the time when taking these measurements. The chronometer was an accurate clock developed in the 18th century that could consistently give a correct time at sea.
7.
The Portuguese under Henry the Navigator took the Muslim city of Ceuta that had several African slaves. These slaves became servants to the Portuguese who then sought other African slaves for working their plantations in the New World. Other empires then followed their examples.

8.

He was an Italian explorer who sailed for the Portuguese and discovered the continent of South America, accurately mapped the Southern Hemisphere, and wrote accounts of his voyages that attracted people to the New World.

9.

He was a French explorer who mapped the St. Lawrence river and established New France in Quebec.

10.

He was a Spanish explorer who led the first circumnavigation of the globe, a voyage he did not survive. This voyage discovered everything from new lands to penguins to the International Date Line.

11.

He was a Spanish explorer who unsuccessfully tried to conquer the region of today's southeast United States. Although he discovered the Mississippi River, he was mostly obsessed with finding gold and riches like the Aztecs and Incas possessed.

12.

The missions brought the Gospel message, taught chivalry, and established gardens, orchards, libraries, music schools, and printing presses in the New World. They failed because no or few multi-generational families were a part of these missions.

Lesson 5

Lecture 5.5—Exam #5

1.

They were established for reasons of faith and home and were based upon the doctrines of the Reformation that valued accessibility to the Scriptures, reliance upon divine grace, and accountable government.

2.

These colonies understood that man is a changing creature who lives in a changing world but is created by and governed by an unchanging God who gives unchanging promises. This provided a great confidence in the early foundations of these settlements that became great places of freedom and refuge for the Reformational peoples of Europe.

3.

The Huguenots were French Christians who subscribed to the doctrines of the Reformation. They established unsuccessful colonies at France Antarctique, Fort Caroline, and Port Royale.

4.

There colonies failed due to the aggression of their Roman Catholic neighbors in France and in the colonies who massacred many of them at the St. Bartholomew's Day massacre. The Spanish were also a threat to the Huguenot colonies.

5.

Stuyvesant cleaned up the city, finished the church and school, and built a wall to keep out pirates.

6.

-John Cabot was an Italian explorer who sailed for the English and discovered North America, claiming it for the English crown. He then disappeared from history.

-Drake was an English privateer who often raided the Spanish, preached to his men, and was the first Englishman to circumnavigate the globe. He was the hero of the battle against the Spanish Armada.

-Hakluyt and Raleigh were English nobles who shared a vision for bringing the Gospel to North America. Raleigh unsuccessfully established the colony of Roanoke which disappeared in less than 2 years due to the lack of farmers and a possible attack of natives.

7.

Jamestown was founded in 1607 by English settlers. About half of them died during the first winter due to harsh winter conditions, lack of food, and laziness. They were soon led by John Smith, a military captain, who trained them into becoming fit soldiers and led the building efforts of the fledgling colony. He in turn was saved by Pocahontas, a native princess, who also helped to form better relations between the settlers and the natives and married James Rolfe of Jamestown. Over time, the Jamestown settlers developed a thriving colony with a freely elected government but also introduced slavery into North America due to a lack of work ethic.

8.

The Puritans first fled to England for Holland in order to have freedom of religion. However, they did not desire to blend into Dutch culture so they made the voyage to North America in 1620 establishing the colony of Plymouth. William Bradford became the 2nd governor of the colony and led the settlers in making the Mayflower Compact. Miles Standish trained the settlers during the first year of settlement that witnessed half of them perish. Eventually called Pilgrims, these settlers established a fruitful colony in North America that grew out of their vision of being temporary travelers in this world.

9.

The Pilgrims barely survived the first winter and were reduced to eating only 5 kernels of corn a day. However, Bradford led them to see even this as something for which to give thanks. When they were helped by Samoset and Squanto following the first winter, the Pilgrims had even more to be thankful for. Combined with their vision of settlement, this Thanksgiving is remembered because of the virtue of gratitude in the Pilgrims and because of the unique nature of their survival.

10.

James Oglethorpe established Georgia as a 2nd chance for debtors who would have been otherwise imprisoned in England. The colony became known for its hard work, banishment of slavery, and as a safe haven for persecuted peoples. Lord Baltimore established Maryland as another safe haven for the persecuted peoples of Europe, especially Roman Catholics from Protestant lands.

Lesson 6

Lecture 6.5—Exam #6

1.

The phrase “city upon a hill” is from the New Testament and implies that a city upon a hill is meant to be seen and not hidden. The Puritan settlers viewed the New World as an opportunity to create a just, merciful, and humble society for the rest of the world to find encouragement in.

2.

The Puritans believed that the Gospel should affect the way they lived as a community and that they should share each other's burdens, joy, and grief. They also valued fruitfulness and had a vision of each succeeding

generation producing measurable successes in this world and for the world to come.

3.

Someone who wishes to purify the church by establishing biblical worship.

4.

-Work Ethic: The Puritans valued the 6-day work-week, loved innovation and ingenuity, used apprenticeships to train their youth, and believed that work was a calling from God.

-Community: The Puritans believed that community created much of your identity and that all good citizens should invest heavily in their local towns through relationships, projects, and governments.

-Family: The Puritans greatest pleasure was their family where they heavily invested their time through discipleship, catechism, and working together.

-Spiritual Disciplines: The Puritans practiced the disciplines of Scripture reading, prayer, fasting, and self-examination out of a love for Christ Himself.

-Education: The Puritans believed that learning, not degrees or diplomas, was the point of education and established a multitude of schools and libraries designed to provide extensive education for each generation.

5.

-Puritan founder of Boston with 700 settlers and 11 ships

-gave famous "City on a Hill" speech calling for justice, mercy, and humility

-oversaw establishment of general court, Boston Latin School, Harvard, the document creating Civil Liberties

6.

-Simon was a judge, ambassador, and last freely elected governor of Massachusetts

-Simon was also a great patron of the arts

-Anne was the self-taught wife of Simon who had 8 children with him

-Anne was the first American poet

7.

- missionary to the Algonquin
- called "Apostle to the Indians"
- learned Algonquin language and translated Bible into it
- pastor at Roxbury
- traveled 70 mile circuit to Algonquin villages
- helped them establish praying towns
- became fellow prisoner when Algonquin were put on prison ships

8.

Cotton Mather was named for his two pastor grandfathers, John Cotton and Richard Mather. He combated idleness as boy by journaling in Greek, Hebrew, and Latin. Admitted to Harvard at age 12, he went on to become a pastor who preached 5 times a week, a writer of 450 books, a teacher who knew his students personally, and a father of 15 children.

9.

He showed work ethic through the amount of fruit he produced in his life. He valued his community enough to actively seek it good through sermons and relationships. He loved his family and actively spent time with each child. He lived an orderly day filled with the spiritual disciplines. He left behind an entire legacy of wise words and pithy books for the education of future generations.

10.

The Puritans remind us that we were a nation founded not just on opportunity but upon a vision for the spread of the Gospel in this world though justice, mercy, and humility.

Lesson 7

Lecture 7.5—Exam #7

1.

The wars of control fought in North America were often done for reasons that concerned only the distant monarchs of Europe. The colonists often saw these wars as deadly intrusions.

2.

They were often fought in an isolated wilderness far from towns and large settlements.

3.

The British victory and the subsequent stay of the British army made the colonists uneasy and fearful of oppressions thus paving the way for independence.

4.

He correctly identified that the winner of the continent would gain it at such cost and disturbance to the colonists that rebellion by the colonists would soon follow.

5.

They effectively began when Henry VIII of England divorced his wife, a Hapsburg, and made the church of England separate from the church of Rome, angering the Roman Catholic family of the Hapsburgs who controlled most of the world at the time.

6.

It was one of largest fleets of Western history and had the goal of conquering England and overthrowing Elizabeth II. It was defeated by storms, malfunctioning cannon, and the faster, more maneuverable ships of the English led by Drake.

7.

Much of the warfare, especially in North America, was practiced against non-combatants or civilians. Both France and England allowed and even encouraged native allies to attack and slaughter villages of settlers belonging to the enemy.

8.

Robert Jenkins was an English smuggler who was boarded by the Spanish and suffered having his ear cut off. He then told of his suffering to many English leaders including the king. This knowledge gave a sought-after excuse for declaring war on the Spanish.

9.

He was a militia colonel from Virginia who led forces to stop French fort-building in western Pennsylvania. He also gave sound advice to British military leaders on how to fight in North America but was largely ignored. He performed with noted bravery in all of his battle engagements.

10.

After defeating the threat to their homes and communities, Washington and his Virginians returned home despite the fact that the war against France was not over. This showed their primary concern for their state and not the British crown's desires.

11.

The French under Montcalm outnumbered the British at Quebec and had the high ground. The British under Wolfe stole a nearby landing through trickery when they sailed in under a French flag. The British then narrowly survived a French attack of gunpowder-laden barges and failed in a surprise attack on French lines. Finally, Wolfe sent his Highlanders up a cliff at night that Montcalm believed safe due to its steepness. The Highlanders attacked the French on the following morning along with the rest of the British forces and successfully defeated them. Both Montcalm and Wolfe died in the battle.

12.

The wars taught the American colonists that they would ever be tied up in the desires of European monarchs who fought wars on distant continents unless they could achieve independence.

Lesson 8

Lecture 8.5—Exam #8

1.

Propitiation takes away God's anger against sin and allows for grace, the forgiveness of sin. Grace, the solution to sin and death, allows for liberty or true freedom from doom.

2.

The Great Awakening provided a sense of purpose to peoples' lives by stating that the Gospel is true and should affect our common everyday lives. In other words, it should make all things new.

3.

The culture was largely debased due to several factors: The Act of Uniformity removed Puritan pastors; lesser crimes often unjustly carried the death penalty; gangs roamed many streets and highwaymen controlled sections of travel routes; gin houses promised drunkenness for a penny; and parsons married people in the streets for payment.

4.

As Cotton Mather remarked, Daughter Prosperity had turned against Mother Religion as churches and colleges subscribed to the ideas of the Enlightenment and cared more for philosophy and morals.

5.

-Freylinghuysen preached a revival in New Jersey that appealed for people to read the Bible for themselves and to make real Gospel changes in their lives. Out of this came numerous schools.

-Tennent preached in Pennsylvania and established the Log College, a model for Princeton, that taught the Scriptures and classics together from a Christian worldview.

6.

Edwards was an intellectual and polymath who entered Yale at 12. He became head tutor at Yale and then a pastor at Roxbury where he was known for mighty and convicting sermons of "salutary terror" but also joy. His most famous sermon, "Sinners in the Hands of an Angry God," sparked a revival in Massachusetts. Late in his life, he was removed from his own pulpit, ministered to the natives, and became the president of Princeton.

7.

The sermon was given to a church full of people who did not believe they needed grace. Edwards used the verse, "In due time their feet will slip," and argued that we and the evil of this world continue to live only by God's permission and active grace. We walk on thin ground and are not guaranteed life. Furthermore, the wicked suffer and the evil of this world occurs to show God's glory. However, He has thrown the door of mercy wide open through the work and invitation of Christ.

8.

Whitefield lost his father at the age of 2 and was an assistant to his mother in keeping the tavern. He excelled at drama and performance in public speaking but cared less for other disciplines. At Oxford, he joined the Holy Club and attempted to make his own salvation through good works. When he realized that he could not do this and must accept grace, he became a changed man who used this passion and his natural talents to become an influential pastor.

9.

Whitefield was effective because he spoke with a passion, had a sense of humor, preached the same sermons multiple times, explained the Scriptures for all to understand, and preached as if each sermon was someone's last to hear.

10.

It provided a unity based upon the common service to Christ rather than on any ethnic, political, or economic bond.

Lesson 9

Lecture 9.5—Exam #9

1.

Moral Philosophy is God's wisdom revealed by the Scriptures and applied to life. It exists largely as principles and constantly reflects the distinction between God the infinite Creator and His finite creation. Moralisms are man's wisdom devoid of the Bible. They are largely rules based upon the current culture.

2.

The founding fathers declared independence out of a love for God's justice, a mercy for their persecuted neighbor, and a humility of conscience.

3.

Adams grew up influenced by the Great Awakening and the great leaders of Boston who gathered at his father's study. He went to Harvard at age 14 and argued for resistance to abusive civil leaders. He enjoyed a happy marriage of 40 years and was known for keeping a hospitable home. He was a great civic leader who served as a deputy for his neighborhood. Leading up to and during the days of independence, he led the patriots in Boston against the Stamp Act, successfully argued in favor of removing the British troops, led the Tea Party, and established the Committees of Correspondence.

4.

He was known as a man of worship and prayer. He argued that this war of independence was a war of reformation and not simply a political measure.

5.

Franklin was a self-taught scholar who loved books and became a printer in Philadelphia. He made a fortune off of his gazette and almanac as well as beginning subscription libraries. After retirement, he served as postmaster, representative, and established volunteer fire corps. He was also a brilliant scientist and inventor. As a statesmen, he argued that the colonies must ally together or suffer separately. He also argued for extensive patience in diplomacy.

6.

Franklin believed that tyrants had broken their covenant promises and thus were no longer just rulers. He believed that obedience to God meant fighting tyranny and evil.

7.

Witherspoon was an early student of the Bible who could memorize the Scriptures easily. He was first a pastor in Scotland but came over to America to teach at Princeton. There he influenced many of the men who would later write the Constitution. He also served as a pastor and representative in the continental congress and was a leader of many committees. His famous sermon, "Dominion of Providence Over the Passion of Men," argued for seeking a just war against Britain.

8.

He taught many of the men who wrote it and argued for a system of checks and balances based upon a Christian worldview.

9.

Henry was a lazy student who failed at shopkeeping and farming. He then became a lawyer and found his talents at speaking well put to good use. He publicly opposed the tyranny of Britain with his "Liberty or Death" speech and was a champion of independence. He served as governor for Virginia 5 times and was a critic of the Constitution.

10.

Henry was a man of prayer who wrote a defense of Christianity. In his later years he successfully returned to farming. He argued that the success of the nation would depend upon its faithfulness to Christ.

Lesson 10

Lecture 10.5—Exam #10

1.

It declared independence directly from the king, the covenant head of the colonies, based upon his many failures to guard the colonies from the oppressions of the British parliament and military.

2.

Out of a love for God, the colonists loved justice and could not abide the injustices of Parliament. Out of a love of neighbor and human life, the colonists could not abide the abuse of citizens of any colonies.

3.

-The colonies had been originally granted charters of self-government that were frequently violated by the British.

-The British Parliament was imposing its own law upon the colonies.

-The British military presence posed a threat to the lives and liberties of all colonists.

-Battles were already occurring which caused the loss of colonists' lives, liberty, and property.

4.

It clearly laid out where violations had been made and noted the colonists' appeals. It also made a clear notion that friendship was still possible between Britain and the colonies.

5.

The Stamp Act placed a simple tax on any document requiring an official seal. The colonists opposed it because if allowed, Parliament would establish a precedent for an authority over the colonies that they did not previously have.

6.

The Townsend Acts were taxes on tea, glass, paint, lead, and paper. It was opposed for the same reasons as the Stamp Act.

7.

Armed British soldiers were quartered in the city of Boston and in people's homes. They helped to enforce the Writs of Assistance which allowed for illegal searches of people's property and convicted citizens without trial. They also publicly drilled and paraded at Boston Common

while the current governor, Hutchinson, publicly stated his allegiance to the king only without regard to colonists' rights.

The Boston Massacre occurred one wintery day when an altercation broke out between some boys and British soldiers. This escalated into a gathering crowd and a call to arms for the small band of soldiers who fired upon the unarmed civilians.

8.

It was a gathering of Boston patriots to throw a shipment of British tea overboard into the harbor of Boston. It was a peaceful resistance to the British attempt to unload and sell tea to the colonists with the illegal tax.

9.

- No ships could enter or leave Boston until the tea and tax had been paid.
- Governor Gage was appointed to be in charge of both the military and the government.
- All councilmen, judges, and juries must be elected by the king's officers.
- Town meetings became illegal.
- Soldiers who fired upon civilians were legally protected from prosecution.
- Soldiers could be legally quartered anywhere the king's officers chose.
- Habeus corpus for colonists was suspended.

10.

They formed the Continental Congress, recorded each abuse, and sent numerous appeals to the king and parliament.

11.

-Lexington and Concord occurred in April of 1775 when the British soldiers went to arrest Adams and Hancock and to also seize a supply of gunpowder. Warned by Paul Revere and others, the minutemen stood ready to face the British regulars. Someone fired first and battle erupted as the British regulars were shot at along the entire route from Concord to Boston.

-Ethan Allen and his Green Mountain Boys of Vermont stormed the British Fort Ticonderoga at night taking its garrison and commander (still in his pajamas) by surprise. This also secured a great store of cannon and supplies.

-Bunker Hill occurred in June of 1775 when the British attempted to dislodge the colonists from a hill near Boston. The British successfully

captured the hill and Boston but the colonists stood their ground long enough under leaders such as Warren and Putnam to make the capture very costly.

12.

The colonies did not desire to break off their relationship with their mother country. This was done because all appeals, even after battles broke out, were ignored or rebuked.

Lesson 11

Lecture 11.5—Exam #11

1.

They were fighting against the greatest military power of the age and against a superior force. The war would require vision and patience to see beyond the overwhelming odds and to wait for a brighter future. Personal virtue was needed for a victory without shame and to not trade their personal honor for short-term gains.

2.

Washington and the Continental Army.

3.

The colonists were fighting against their own culture and a free government with generous civil liberties and low taxes. They were fighting this on the principle that they would not trade in their rights for a just government and a proper authority simply for comfort or political peace.

4.

The Black Regiment were the pastors who argued in favor of the war based upon biblical principles but also encouraged the patriots to biblical virtue. They were seen as a threat to the British and as the ones who provided the real fervor behind the patriots.

5.

The British army had superior equipment, arms, pay, and training to the colonists. Their officers operated a top-down command structure and paid for their rank.

6.

The American soldiers generally provided their own equipment and arms; were fed little, paid less, and had spotty training. Their officers operated a replacement command structure and generally earned their rank based upon leadership on and off the battlefield.

7.

-Israel Putnam was a veteran of many wars and the hero of Bunker Hill. He led his men by example, doing the work they often disdained.

-Henry Knox was a Boston bookseller and commander of artillery. He was known both for his stubbornness and his ingenuity.

-Nathaniel Greene was Washington's right hand man who shared the vision that this war would be a long wearing down of the British desire to fight. He later became commander of the Continental Army in the southern states.

8.

Knox brought cannon from Ticonderoga by sleigh through the winter and set them around the perimeter of Boston. The British, knowing they were outmatched here, left without a fight.

9.

The Continentals first faced the British on Long Island where they retreated while Lord Sterling and his Marylanders held the rearguard and bravely broke through the British lines. Their 2nd engagement came at Brooklyn where they again retreated from the British by fog. Their 3rd action came at Manhattan as John Glover and his men successfully defended another British retreat while the American forces retreated a 3rd time.

10.

Washington divided his army into 3 columns and planned for a timed and coordinated attack across the Delaware River to the Hessian forces at Trenton on the morning after Christmas. The weather was so terrible that 2 of the army sections retired and Washington's column went alone. The ice caused their guns to be unable to fire at first but they took the Hessians by surprise, captured their cannon, and defeated them in less than 45 minutes. As this battle came after 4 separate defeats, this victory was essential to giving morale to the Continental Army.

Lesson 12

Lecture 12.5—Exam #12

1.

-John Paul Jones was a Scotsman who served in the English merchant marine. He rose to the rank of captain after an outbreak of yellow fever took his superiors ill. After being unjustly flogged by the British he came to America and performed as a naval officer and captain during the war. He took the fight to British waters and fought several daring battles at which he was outmatched. He famously stated "I have not yet begun to fight" at the Battle of Flamborough Head.

-Nathan Hale was a young spy for the Continental Army who came from Connecticut. He was captured by the British and sentenced to death by hanging at which point he famously remarked, "I regret that I only have but one life to lose for my country."

2.

-Ethan Allen hailed from Vermont and was fiercely loyal to his state, which never joined the other states officially until after the war. He was known for his red hair, temper, coarse speech, and brilliance in battle for Ticonderoga and Canada. He also fought for Vermont's independence from the United States after the war.

-The Marquis de Lafayette was a French nobleman and orphan. He first served in the French army but came to serve in the Continental army as an aide-de-camp to Washington. He served with distinction, became close friends with Alexander Hamilton, and later was adopted as a son of Washington.

3.

They had a common vision for independence and doing justice and mercy with humility.

4.

After initially capturing a British force with 20 men armed by trumpets and fighting the British to a draw, the Continental Army defeated the British under Burgoyne through the marksmanship of Daniel Morgan's men and the stubborn leadership of Benedict Arnold who, without permission, took command of the troops and led several charges, even after being wounded in the leg and forced to lay on the ground. His decisiveness and bold actions won the day for the Americans.

5.

They captured 6000 British soldiers, experienced their first major victory, and won the alliance of France and Spain.

6.

They were preserved by provident rations (although they rarely had much), the brave actions of Lydia Darrah who warned of Howe's attack, and the training efforts of Baron von Steuben who made the army much fitter and ready for open battle.

7.

After being passed over for promotion and suffering a court-martial for which he was acquitted, a discontent Arnold agreed to betray the fortress of West Point on the Hudson to the British for money and a commission as a general. His plot was soon learned by the Americans, but Arnold fled and became a British general in charge of carrying out raids against civilians. He moved to London after the war and reportedly was buried in his American uniform after having sought forgiveness for his treason.

8.

Greene reorganized the army into small raiding groups under men like Daniel Morgan and Light Horse Lee. He also defeated men like Col. Tarleton at Cowpens by playing off of their pride. There he placed the despised militia in the middle, let Tarleton attack them, and then surrounded and defeated his force. Greene was also wise like Washington as he knew when to retreat and how to keep the army intact.

9.

Major Ferguson, a British officer who defied God to defeat him, gathered a force of 1400 loyalists to attack the patriots living over the Appalachian mountains. He was defeated by the patriot backwoodsmen who sharp-shooted their way up the King's Mountain where Ferguson's force was entrenched.

10.

Clark was sent by Patrick Henry to attack the British in the West on behalf of Virginia. He gathered 160 backwoodsmen from Louisville and took the British fort at Kaskaskia by surprise while they were attending a ball. He then learned of 500 British regulars from Detroit who had wintered at nearby Vincennes awaiting the spring for their attack. Rather than wait, he crossed through icy waters with his men, laid siege to the

British, and accepted their surrender soon after. His efforts secured the West for the United States.

11.

Washington secretly positioned his army along with French forces outside Yorktown where Cornwallis held the last major British force in the colonies. Successfully storming the redoubts, the Americans and French were victorious and Cornwallis surrendered. This was the last major battle in the war and secured independence for the United States.

12.

-Peyton Randolph: He was a lawyer from Virginia who tutored Patrick Henry. He was the first Continental president and was known for his incredible presence in a room as well as his ability write two letters at the same time and his extensive reading.

-John Hancock: He was a wealthy merchant from Boston who risked his fortune for the 'holy duty' of opposing tyranny. He was president at the signing of the Declaration and started the tradition of issuing Thanksgiving Day proclamations.

-Henry Laurens: He was a Huguenot from South Carolina who was taken prisoner while president and spent 4 years in the Tower of London where he held fast to things eternal. He was later exchanged for the captured Cornwallis.

-John Jay: He was a New York lawyer who ran the spies during the war. He later helped pen the Federalist Papers, served as secretary of state, chief justice, and chairman of the American Bible Society.

-Elias Boudinot: He was a New Jersey statesman and ambassador in charge of prisoners during the war who often paid for their proper care out of his own pocket. He also served as a chairman of the American Bible Society and had several adopted children.

-Richard Henry Lee: He was a Virginia planter who risked his estate to serve the cause of independence. His family became close friends with the Adams of Massachusetts.

-Cyrus Griffin: He was last serving president of the United States under the Articles of Confederation. He worked for the ratification of the Constitution during his presidency which effectively ended his service in this post.

Lesson 13

Lecture 13.5—Exam #13

1.

The danger was that it was a revolutionary move as it replaced a legitimate and existing government.

2.

It succeeded because of the principle of federalism which was based upon mutual trust between states and the federal government while practically spreading power between states and the federal establishment.

3.

-Economic depression due to shut down of trade with Britain, a devalued paper currency, and a massive debt.

-The States did not live harmoniously or honor federal decisions. They also did not actively participate in congress.

-Shay's Rebellion in Massachusetts.

-Alexander Hamilton's call for a stronger federal government.

-The Northwest Ordinance.

-The council of Maryland and Virginia over the Potomac.

-The Annapolis Convention.

4.

Alexander Hamilton was born in the West Indies and was an orphan. He was tutored by a student of the Reformation, served as a clerk, and finished college early to raise his own artillery company. He was the father of the Constitutional Convention and was in strong favor of the new federal government.

5.

-Monarchists: Those who favored a constitutional monarchy like Britain.

-Radical Republicans: Those who favored a direct democracy with no mixture of governments.

-Nationalists: Those who favored a single national government with no states.

-Federalists: Those who favored a confederation of states under a single strong federal government.

-Localists: Those who favored a loose confederation like the one that existed under the Articles of Confederation.

6.

The Articles of Confederation had successfully defeated Britain, had a limited federal government, and maintained the sovereignty of states.

7.

The Articles of Confederation had no means to enforce laws, maintain an army, raise taxes, settle disputes between states, or to be easily amended.

8.

Essay: The essay should discuss the structure, balance, and wisdom of the United States Constitution while explaining that these virtues have caused its longevity.

FOR FURTHER READING

Titles

Lesson 1—

Theodore Roosevelt's History of the United States, selected and arranged by Daniel Ruddy

Lesson 3—

A New World in View by Fred Young, Gary DeMar, and Jane Scott
The Log of Christopher Columbus by Robert Fuson

Lesson 4—

A New World in View by Fred Young, Gary DeMar, and Jane Scott
A History of the American People by Paul Johnson

Lesson 5—

Of Plymouth Plantation by William Bradford
Punic Wars and Culture Wars: Christian Essays on History and Teaching by Ben House

Lesson 6—

Worldly Saints: The Puritans as They Really Were by Leland Ryken

Lesson 7—

The Last of the Mohicans by James Fenimore Cooper

Lesson 8—

The Sermons of Jonathan Edwards: A Reader, selected by Wilson Kimnach, Kenneth Minkema, and Douglas Sweeney

Lesson 9—

Samuel Adams by James Kendell Hosmer
The Autobiography of Benjamin Franklin
John Witherspoon and the Founding of the American Republic by Jeffry Morrison
Patrick Henry by Moses Coit Tyler

Lesson 10—1776 by David McCullough

Washington's Crossing by David Hackett Fischer

Dave Raymond's American History - For Further Reading

Lessons 11 and 12—

Hero Tales from American History by Henry Cabot Lodge and Theodore Roosevelt

History of the Rise, Progress and Termination of the American Revolution by Mercy Otis Warren

The Boys of '76: A History of the Battles of the American Revolution by Charles Carleton Coffin

Lesson 13—

Christianity and the Constitution by John Eidsmoe