

ELEMENTARY U.S. HISTORY 2: EUROPEAN SETTLEMENT AND THE AMERICAN REVOLUTION

NAME _____ SCHOOL _____

DATE STARTED _____ DATE COMPLETED _____

PREREQUISITE: Elementary U.S. History 1: European Exploration course.

HOW TO DO THIS COURSE: Do the steps one at a time, in order. When you finish a step, put your initials and the date on the sign-off line on the right. A split line means to get a pass (and an initial) from another student or your academic supervisor if it says that. A * means get a checkout. All written work is turned in to the supervisor.

PURPOSE: Learn how the first colonies were settled by Great Britain and became the United States.

ESTIMATED TIME: 13–15 hours.

MATERIALS NEEDED TO DO THIS COURSE _____

Heron materials:

Heron study booklet, *Elementary U.S. History 2: European Settlement and the American Revolution*, with these data sheets (DS):

7267 7266 7529 7530 7531 7532 7533 7528

Exam: 7275, 7276 (review)

Other required texts/references:

United States—Adventures in Time and Place (2000) ISBN 0-02-148855-X, McGraw-Hill School Division. To place orders, call 1-800-442-9685.

Encyclopedia at level of *The New Book of Knowledge*.

Other recommended texts/references:

A History of US, Joy Hakim, Oxford University Press: (paper or cloth)

Book 2 Making Thirteen Colonies, ISBN 0-19-515322-7 (paper); ISBN 0-19-515321-9 (cloth)

Book 3 From Colonies to Country, ISBN 0-19-515324-3 (paper); ISBN 0-19-515323-5 (cloth)

Cobblestone magazine, issue “The People of Williamsburg” (Feb. 91).

Access to Internet strongly recommended.

Other materials:

Student’s time line from Elementary U.S. History 1, crayons or markers, large world map in a large atlas or world map chart, raised relief map of United States, clay, scissors, farmer’s almanac (optional).

NOTE TO STUDENT _____

The history book for this course is *United States—Adventures in Time and Place*. Each chapter is divided into lessons. When you read a lesson, there are also illustrations and maps, and extra things to look at.

You should read the text and captions of illustrations. You should also understand any illustrations and maps. You do not have to study anything else on the page unless you are told to do so or unless you want to. Each lesson begins with a “Read Aloud,” but you do not have to read it aloud.

A. INTRODUCTION

1. PRACTICAL APPLICATION:

a) Read the Purpose statement for this course. ____

- b) Look at the list of books for Elementary U.S. History 2 in Data Sheet (DS) #7267 Elementary U.S. History Book List. Then pick out a book you would like to read while you do this course. ____
- c) Read step F.1 in the final section of this course. Start the project as soon as you can and complete it in (or before) the final section of this course. The sign-off line for the project is at step F.1. ____

B. THE BRITISH COLONIES

- *1. READ: DS #7529 Europeans Settle America, section “Why Europeans Settled in America.” _____
- 2. DEMONSTRATE: Three reasons why Europeans chose to come to America. _____
- *3. READ: DS #7529, section “Tobacco and Slavery.” (The rest of the data sheet will be read later.) _____
- 4. DEMONSTRATE: How slavery became established in Virginia. _____
- 5. READ: DS #7530 Religion and Christianity. _____
- 6. DEMONSTRATE: Why the Protestants and Anglicans split off from the Roman Catholic Church. _____
- 7. DEMONSTRATE: Why the Puritans split off from the Church of England. _____
- *8. READ: DS #7529 Europeans Settle America, section “The English Come to America.” Find the locations mentioned on a map as you read. _____
- 9. READ: *United States—Adventures in Time and Place* (US), pp. 224–227, Ch. 9, Lesson 1 “Why They Came,” through section “Why It Matters.” _____
- 10. PRACTICAL APPLICATION: Do one of the two activities below:
 - a) Pretend to be someone planning to go to the English colonies. Explain to your supervisor in writing why you are leaving your home, friends and family to make such a dangerous journey. ____
 - b) Pretend you are a colonist in the New World. Write a letter to a friend back home telling him some of the things you have seen, and telling him why he should come to the colonies. _____
- 11. READ: US, pp. 228–233, Ch. 9, Lesson 2 “The Colonial Economy,” through section “Why It Matters.” _____

12. DRILL: The English colonies were only allowed to export to England. In exchange they received manufactured goods from England. In this drill you will demonstrate some of the exports from each region.
- Divide a sheet of paper into eight rectangles that are the same size. (Fold a sheet of paper in half, fold that in half, then fold that in half one more time. When you open it back up, you will have a sheet of paper with eight rectangles.) Cut out the rectangles. ____
 - On each piece of paper, draw a picture of one of the seven exports listed on US, p. 232, "Infographic." Another export is cotton. On the eighth piece of paper draw a cotton bale to represent cotton. ____
 - Get a large map that shows the Atlantic Ocean, the East Coast of the United States, Western Europe and Western Africa. (Use a world map in a large atlas or a world map chart.) ____
 - Using your drawings, show what products were exported to England from 1) New England, 2) the Middle Colonies, and 3) the Southern Colonies (add cotton to the list). Place the picture of each product on the region of the map where it was produced, then move it to England to show where it went. Refer to the "Infographic," if you need to. ____
 - Repeat step d) until you can correctly show to another student which products were exported from each region. ____
13. DRILL: There were actually several triangles of trade and you will drill three of them here.
- Divide another sheet of paper into eight rectangles that are the same size. ____
 - Write one of these words on each piece of paper: *rum, guns, slaves, gold, ivory, molasses, cotton, cloth*. (You can draw pictures on these pieces of paper too, but you do not have to.) ____
 - Using the map from the last step and the pieces of paper, demonstrate the three triangles of trade listed below until you know them by memory.
 - Boston and New York (pick up rum and guns) > (go to) West Africa (trade for slaves, gold and ivory) > West Indies (trade slaves for molasses) > Boston (make molasses into rum). ____
 - New England (pick up rum) > West Africa (trade for slaves) > West Indies (trade slaves for molasses) > New England (make molasses into rum). ____
 - Southern U.S. plantations (pick up cotton) > England (make cotton into cloth) > West Africa (exchange cloth for slaves) > Southern U.S. plantations (sell slaves to plantations to grow more cotton). ____

d) As a final check, have someone choose one of the three triangles and demonstrate it to him from memory.

14. READ: US, pp. 236–241, Ch. 9, Lesson 3 “Slavery in the Colonies,” through section “Why It Matters.”

15. DEMONSTRATE: How the plantation system worked.

16. ESSAY: If you were a colonist and slaves were well taken care, would you object to slavery? Why or why not?

17. READ: US, pp. 244–247 only, Ch. 9, Lesson 4 “The Colonial Way of Life.” Point out Philadelphia on a map.

18. DEMONSTRATE: Three things that Franklin accomplished.

19. PRACTICAL APPLICATION: Choose something in Benjamin Franklin’s life that you would like to know more about and research it. Write down what you found out and tell it to another student.

20. READ: US, pp. 248–250, through section “Why It Matters.” Find the Shenandoah Valley on the map on p. 248.

21. PRACTICAL APPLICATION: Using a relief map of the US, show your supervisor the area called the “backcountry.” Explain why it was difficult to farm there and why it was difficult to carry on trade from that area.
Supervisor pass.

22. PRACTICAL APPLICATION: Use your time line from Elementary U.S. History 1 and add these new points:

- Permanent English colonies started on East Coast—1600s
- First African slaves—1619
- Plantation system develops—early 1700s
- Benjamin Franklin—1706–1790

Include some illustrations. Notice that there are time lines for Chapter 9 on pp. 222–223 and p. 252. There are time lines at the beginning and end of each chapter.

C. SPAIN AND FRANCE IN AMERICA

*1. READ: DS #7529 Europeans Settle America, section “The Spanish Come to America.”

2. DEMONSTRATE: Look at illustrations of Spanish settlement in US, Ch. 10, Lesson 1 “Spanish Missions,” on pp. 256–260, and read the captions.

3. DEMONSTRATE: Using the map on p. 260 in US, notice where the settlements, missions and forts were located in the Southwest. _____
- *4. READ: DS #7529, section “The French Come to America.” Locate the places mentioned on a map. _____
5. DEMONSTRATE: Look at illustrations of French settlement in US, Ch. 10, Lesson 2 “The French in North America,” starting on p. 264 and continuing to p. 271, and read the captions. _____
6. PRACTICAL APPLICATION: Remove one of the map worksheets attached to the end of this study guide and follow the directions on it. For data, use the maps of North America in 1750 on p. 274 of US and p. 266 (for lands claimed by both France and England). After you finish your map, compare your labels to DS #7531 Outline Map of North America Worksheet—Answers, and correct any that are not correct. _____
7. DRILL: Remove the second map worksheet attached to the end of this study guide. Writing in pencil, practice labeling the map using DS #7531 Outline Map of North America Worksheet—Answers or the copy you filled in from the previous step until you can label the map correctly from memory. Practice writing the names on the map as many times as you need to. Get someone to check your work for a final pass. _____
8. ESSAY: You know that the United States now extends to the West Coast. After the East Coast was settled, which part of the country do you think would probably be settled next? Which part of the country do you think would be settled last? Explain your answer (even if you already know what happened next). _____
- *9. READ: DS #7529 Europeans Settle America, section “England and France Fight over North America.” _____
10. DEMONSTRATE: Look at maps of North America before and after the French and Indian War on p. 274 of US. Notice what lands France lost and Great Britain gained as a result of the war. _____
11. PRACTICAL APPLICATION: Update your time line. Fill in these points and anything else you want to include:
 - Spain rules Mexico—1500s
 - Spanish build missions in Southwest—1600s
 - Spanish build missions in California—late 1700s
 - France controls Louisiana and part of Canada—1600s
 - France loses most of its lands in N. America—1760s
 Include some illustrations. _____

D. CAUSES OF THE AMERICAN REVOLUTION

- *1. READ: DS #7532 How the American Colonists Gained Freedom from England, to the end of section “The American Colonies Struggle for Freedom from England.” _____
2. DEMONSTRATE: Why Great Britain needed to raise large amounts of money. _____
3. READ: US, pp. 292–297, Ch. 11, Lesson 2 “The 13 Colonies Rebel,” through section “Why It Matters.” (Note that you did not read Chapter 10 as it states on p. 292, but that you did look at the illustrations.) _____
4. ESSAY: First, try to take the viewpoint of a member of the British Parliament and write why that person might think taxes on the colonies made good sense. Then, try to take the viewpoint of a colonist and write why that person might strongly oppose the taxes. _____
5. DEMONSTRATE: Show what the Committees of Correspondence did and why they were important to the colonists in their rebellion against the British. _____
6. PRACTICAL APPLICATION: US, pp. 298–299, “Reading Political Cartoons.” Read the pages and answer the questions in writing under “Reviewing the Skill.” (Note: The first paragraph mentions John Peter Zenger—you can read about him on pp. 290–291.) _____
7. READ: US, pp. 300–305, Ch. 11, Lesson 3 “The Revolution Begins,” through section “Why It Matters.” Omit the “Excerpt from a speech by Patrick Henry” on p. 303. _____
8. PRACTICAL APPLICATION: Update your time line. Fill in these points and anything else you want to include:
 - Boston Tea Party—1773
 - Battle of Lexington and Concord—1775
 - Revolutionary War—1775–1781Include some illustrations. _____

E. THE AMERICAN REVOLUTION

- *1. READ: DS #7532 How the American Colonists Gained Freedom from England, section “A New Country—The United States.” _____
2. READ: US, pp. 310–317, Ch. 12, Lesson 1 “The Declaration of Independence,” through section “Why It Matters.” For now, skip the Excerpt from the Declaration of Independence on the right side of p. 316. _____

3. READ: US, pp. 318–319, “Legacy: The Fourth of July.” _____
4. DEMONSTRATE: How the 4th of July became the national birthday. _____
5. READ: Open your study booklet to DS #7533 Glossary: What Did Colonists Think about Separating from Great Britain? Then read US, pp. 326–327, “1776: What Did Colonists Think about Separating from Great Britain?” using the glossary to define any hard words. _____
6. PRACTICAL APPLICATION: Answer the questions at the end of US, p. 327 in writing. **Supervisor pass.** _____
7. READ: US, pp. 320–325, Ch. 12, Lesson 2 “The Continental Army,” through section “Why It Matters.” _____
8. DEMONSTRATE: How Washington helped the Continental Army. _____
9. READ: US, pp. 328–335, Ch. 12, Lesson 3 “Independence at Last,” through section “Why It Matters.” Find as many of the places mentioned as you can on the Infographic map on pp. 332–333. _____
10. ESSAY: Explain several of the ways that ordinary people helped America win its independence from England. Tell why this support was important. _____
11. DEMONSTRATE: How the French helped the Americans win the final victory at Yorktown. _____
12. PRACTICAL APPLICATION: Update your time line a final time. Fill in these points and anything else you want to include:
 - George Washington takes command—1775
 - Declaration of Independence and birthday of U.S.—July 4, 1776
 - Continental Army winters at Valley Forge—1777
 - American final victory at Yorktown—1781
 - Britain recognizes independence of the United States—1783
 Include some illustrations. **Supervisor pass.** The student’s time line should include all the points listed in steps B.22, C.11, D.8 and this item, with some illustrations for each step. _____

NOTE TO STUDENT: Save your time line to use again in the rest of the Elementary U.S. History courses.

F. FINAL APPLICATION SECTION

1. PRACTICAL APPLICATION: Complete one of the projects from DS #7266 Elementary U.S. History Projects with Literature. **Supervisor pass.** _____

2. DRILL: To do this drill, use DS #7528 Important Events and Dates for Elementary U.S. History. Look at the table and find the single row for Elementary U.S. History 2. Then do Part A of the Important Events and Dates Drill with it (the drill follows the table). _____
3. DRILL: Do Part B of the Important Events and Dates Drill. _____
4. DRILL: Do Part C of the Important Events and Dates Drill. _____
5. ESSAY: Name a few people (at least three) you learned about in this course that you think were important people for their time and tell why you think so. _____

I have completed the steps of this course. I understand what I studied and can use it.

Student _____ Date _____

The student has completed the steps of this course and knows and can apply what was studied.

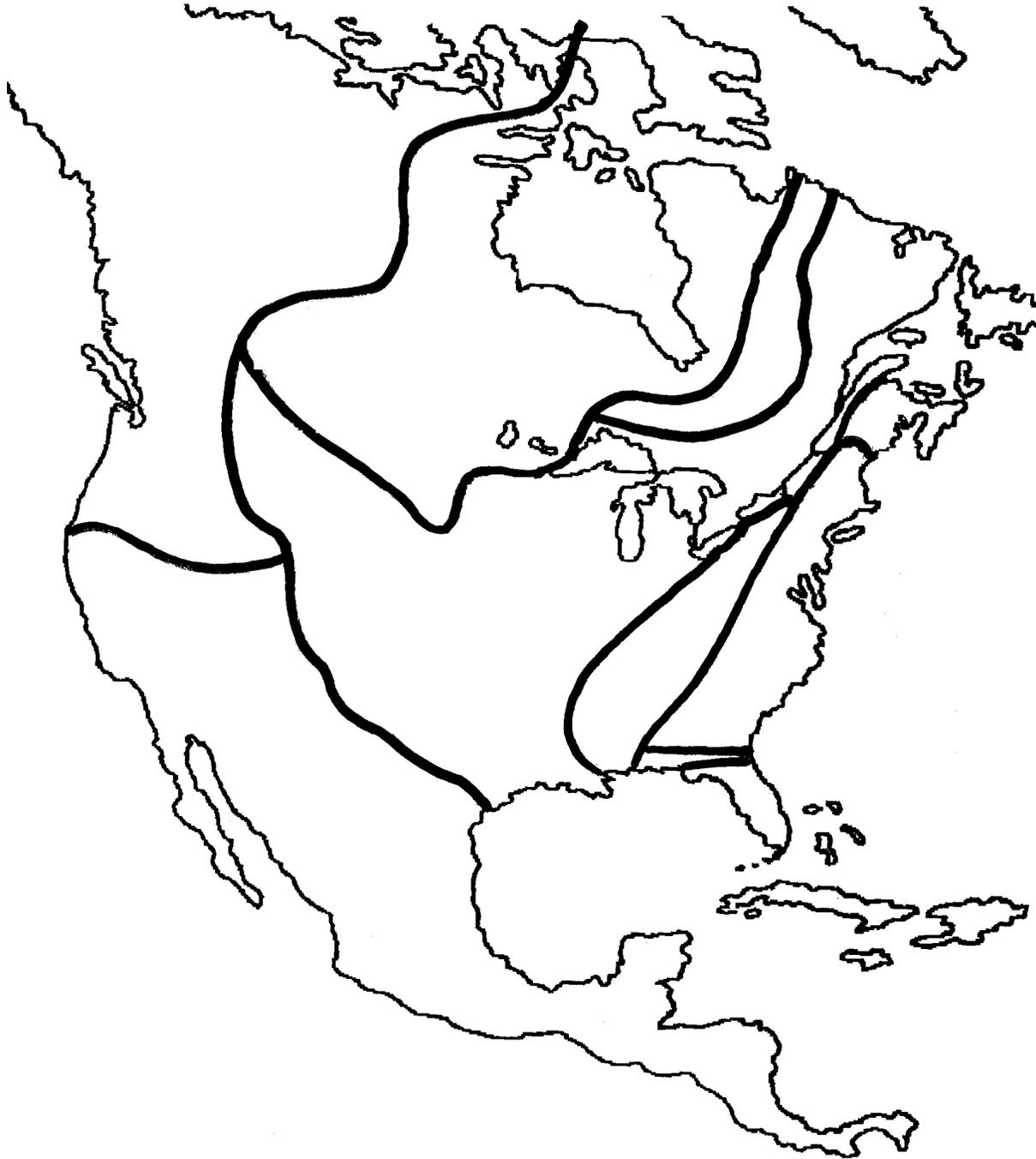
Academic supervisor _____ Date _____

This student has passed the exam for this course.

Examiner _____ Date _____

OUTLINE MAP OF NORTH AMERICA WORKSHEET

Label the major parts claimed by England (the thirteen colonies, central Canada), France (New France and Louisiana) and Spain (New Spain, Florida and Cuba) as ENGLAND, FRANCE or SPAIN. There also are three areas in the East that were disputed by England and France. Label those with a "D" for disputed. You may label the lands claimed by the different countries in different colors, but you don't have to.



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