



HISTORY & GEOGRAPHY

TEACHER'S GUIDE

► **5th Grade**

HISTORY & GEOGRAPHY 500

Teacher's Guide

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STRUCTURE OF THE LIFEPAC CURRICULUM

The LIFEPAC curriculum is conveniently structured to provide one teacher handbook containing teacher support material with answer keys and ten student worktexts for each subject at grade levels two through twelve. The work-text format of the LIFEPACs allows the student to read the textual information and complete workbook activities all in the same booklet. The easy to follow LIFEPAC numbering system lists the grade as the first number(s) and the last two digits as the number of the series. For example, the Language Arts LIFEPAC at the 6th grade level, 5th book in the series would be LAN0605.

Each LIFEPAC is divided into 3 to 5 sections and begins with an introduction or overview of the booklet as well as a series of specific learning objectives to give a purpose to the study of the LIFEPAC. The introduction and objectives are followed by a vocabulary section which may be found at the beginning of each section at the lower levels or in the glossary at the high school level. Vocabulary words are used to develop word recognition and should not be confused with the spelling words introduced later in the LIFEPAC. The student should learn all vocabulary words before working the LIFEPAC sections to improve comprehension, retention, and reading skills.

Each activity or written assignment has a number for easy identification, such as 1.1. The first number corresponds to the LIFEPAC section and the number to the right of the decimal is the number of the activity.

Teacher checkpoints, which are essential to maintain quality learning, are found at various

locations throughout the LIFEPAC. The teacher should check 1) neatness of work and penmanship, 2) quality of understanding (tested with a short oral quiz), 3) thoroughness of answers (complete sentences and paragraphs, correct spelling, etc.), 4) completion of activities (no blank spaces), and 5) accuracy of answers as compared to the answer key (all answers correct).

The self test questions are also number coded for easy reference. For example, 2.015 means that this is the 15th question in the self test of Section 2. The first number corresponds to the LIFEPAC section, the zero indicates that it is a self test question, and the number to the right of the zero the question number.

The LIFEPAC test is packaged at the centerfold of each LIFEPAC. It should be removed and put aside before giving the booklet to the student for study.

Answer and test keys have the same numbering system as the LIFEPACs and appear throughout this handbook. The student may be given access to the answer keys (not the test keys) under teacher supervision so that he can score his own work.

A thorough study of the Curriculum Overview by the teacher before instruction begins is essential to the success of the student. The teacher should become familiar with expected skill mastery and understand how these grade level skills fit into the overall skill development of the curriculum. The teacher should also preview the objectives that appear at the beginning of each LIFEPAC for additional preparation and planning.

TEST SCORING AND GRADING

Answer keys and test keys give examples of correct answers. They convey the idea, but the student may use many ways to express a correct answer. The teacher should check for the essence of the answer, not for the exact wording. Many questions are high level and require thinking and creativity on the part of the student. Each answer should be scored based on whether or not the main idea written by the student matches the model example. "Any Order" or "Either Order" in a key indicates that no particular order is necessary to be correct.

Most self tests and LIFEPAC tests at the lower elementary levels are scored at 1 point per answer; however, the upper levels may have a point system awarding 2 to 5 points for various answers or questions. Further, the total test points will vary; they may not always equal 100 points. They may be 78, 85, 100, 105, etc.

Example 1

<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; vertical-align: middle;">58</td> <td style="width: 50%; text-align: center; vertical-align: middle;">72</td> </tr> </table>	58	72	SCORE _____	TEACHER _____ <small>initials</small> <small>date</small>
58	72			

Example 2

<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; vertical-align: middle;">84</td> <td style="width: 50%; text-align: center; vertical-align: middle;">105</td> </tr> </table>	84	105	SCORE _____	TEACHER _____ <small>initials</small> <small>date</small>
84	105			

A score box similar to ex. 1 above is located at the end of each self test and on the front of the LIFEPAC test. The bottom score, 72, represents the total number of points possible on the test. The upper score, 58, represents the number of points your student will need to receive an 80% or passing grade. If you wish to establish the exact percentage that your student has achieved, find the total points of his correct answers and divide it by the bottom number (in this case 72.) For example, if your student has a point total of 65, divide 65 by 72 for a grade of 90%. Referring to ex. 2, on a test with a total of 105 possible points, the student would have to receive a minimum of 84 correct points for an 80% or passing grade. If your student has received 93 points, simply divide the 93 by 105 for a percentage grade of 89%. Students who receive a score below 80% should review the LIFEPAC and retest using the appropriate Alternate Test found in the Teacher's Guide.

The following is a guideline to assign letter grades for completed LIFEPACs based on a maximum total score of 100 points.

Example:

LIFEPAC Test	=	60% of the Total Score (or percent grade)
Self Test	=	25% of the Total Score (average percent of self tests)
Reports	=	10% or 10* points per LIFEPAC
Oral Work	=	5% or 5* points per LIFEPAC

*Determined by the teacher's subjective evaluation of the student's daily work.

Example:

LIFEPAC Test Score	=	92%	$92 \times .60 = 55$	points
Self Test Average	=	90%	$90 \times .25 = 23$	points
Reports	=		8	points
Oral Work	=		4	points

TOTAL POINTS = 90 points

Grade Scale based on point system:

100 – 94	=	A
93 – 86	=	B
85 – 77	=	C
76 – 70	=	D
Below 70	=	F

TEACHER HINTS AND STUDYING TECHNIQUES

LIFEPAC Activities are written to check the level of understanding of the preceding text. The student may look back to the text as necessary to complete these activities; however, a student should never attempt to do the activities without reading (studying) the text first. Self tests and LIFEPAC tests are never open book tests.

Language arts activities (skill integration) often appear within other subject curriculum. The purpose is to give the student an opportunity to test his skill mastery outside of the context in which it was presented.

Writing complete answers (paragraphs) to some questions is an integral part of the LIFEPAC Curriculum in all subjects. This builds communication and organization skills, increases understanding and retention of ideas, and helps enforce good penmanship. Complete sentences should be encouraged for this type of activity. Obviously, single words or phrases do not meet the intent of the activity, since multiple lines are given for the response.

Review is essential to student success. Time invested in review where review is suggested will be time saved in correcting errors later. Self tests, unlike the section activities, are closed book. This procedure helps to identify weaknesses before they become too great to overcome. Certain objectives from self tests are cumulative and test previous sections; therefore, good preparation for a self test must include all material studied up to that testing point.

The following procedure checklist has been found to be successful in developing good study habits in the LIFEPAC curriculum.

1. Read the introduction and Table of Contents.
2. Read the objectives.
3. Recite and study the entire vocabulary (glossary) list.
4. Study each section as follows:
 - a. Read the introduction and study the section objectives.
 - b. Read all the text for the entire section, but answer none of the activities.
 - c. Return to the beginning of the section and memorize each vocabulary word and definition.
 - d. Reread the section, complete the activities, check the answers with the answer key, correct all errors, and have the teacher check.
 - e. Read the self test but do not answer the questions.
 - f. Go to the beginning of the first section and reread the text and answers to the activities up to the self test you have not yet done.
 - g. Answer the questions to the self test without looking back.
 - h. Have the self test checked by the teacher.
 - i. Correct the self test and have the teacher check the corrections.
 - j. Repeat steps a-i for each section.
5. Use the SQ3R method to prepare for the LIFEPAC test.
 - Scan the whole LIFEPAC.
 - Question yourself on the objectives.
 - Read the whole LIFEPAC again.
 - Recite through an oral examination.
 - Review weak areas.
6. Take the LIFEPAC test as a closed book test.
7. LIFEPAC tests are administered and scored under direct teacher supervision. Students who receive scores below 80% should review the LIFEPAC using the SQ3R study method and take the Alternate Test located in the Teacher Handbook. The final test grade may be the grade on the Alternate Test or an average of the grades from the original LIFEPAC test and the Alternate Test.

GOAL SETTING AND SCHEDULES

Each school must develop its own schedule, because no single set of procedures will fit every situation. The following is an example of a daily schedule that includes the five LIFEPAC subjects as well as time slotted for special activities.

Possible Daily Schedule

8:15	-	8:25	Pledges, prayer, songs, devotions, etc.
8:25	-	9:10	Bible
9:10	-	9:55	Language Arts
9:55	-	10:15	Recess (juice break)
10:15	-	11:00	Math
11:00	-	11:45	History & Geography
11:45	-	12:30	Lunch, recess, quiet time
12:30	-	1:15	Science
1:15	-		Drill, remedial work, enrichment*

***Enrichment:** *Computer time, physical education, field trips, fun reading, games and puzzles, family business, hobbies, resource persons, guests, crafts, creative work, electives, music appreciation, projects.*

Basically, two factors need to be considered when assigning work to a student in the LIFEPAC curriculum.

The first is time. An average of 45 minutes should be devoted to each subject, each day. Remember, this is only an average. Because of extenuating circumstances a student may spend only 15 minutes on a subject one day and the next day spend 90 minutes on the same subject.

The second factor is the number of pages to be worked in each subject. A single LIFEPAC is designed to take 3 to 4 weeks to complete. Allowing about 3-4 days for LIFEPAC introduction, review, and tests, the student has approximately 15 days to complete the LIFEPAC pages. Simply take the number of pages in the LIFEPAC, divide it by 15 and you will have the number of pages that must be completed on a daily basis to keep the student on schedule. For example, a LIFEPAC containing 45 pages will require 3 completed pages per day. Again, this is only an average. While working a 45 page LIFEPAC, the student may complete only 1 page the first day if the text has a lot of activities or reports, but go on to complete 5 pages the next day.

Long range planning requires some organization. Because the traditional school year originates in the early fall of one year and continues to late spring of the following year, a calendar should be devised that covers this period of time. Approximate beginning and completion dates can be noted on the calendar as well as special occasions such as holidays, vacations and birthdays. Since each LIFEPAC takes 3-4 weeks or eighteen days to complete, it should take about 180 school days to finish a set of ten LIFEPACs. Starting at the beginning school date, mark off eighteen school days on the calendar and that will become the targeted completion date for the first LIFEPAC. Continue marking the calendar until you have established dates for the remaining nine LIFEPACs making adjustments for previously noted holidays and vacations. If all five subjects are being used, the ten established target dates should be the same for the LIFEPACs in each subject.

INSTRUCTIONS FOR HISTORY & GEOGRAPHY

The LIFEPAC curriculum from grades two through twelve is structured so that the daily instructional material is written directly into the LIFEPACs. The student is encouraged to read and follow this instructional material in order to develop independent study habits. The teacher should introduce the LIFEPAC to the student, set a required completion schedule, complete teacher checks, be available for questions regarding both content and procedures, administer and grade tests, and develop additional learning activities as desired. Teachers working with several students may schedule their time so that students are assigned to a quiet work activity when it is necessary to spend instructional time with one particular student.

The Teacher Notes section of the Teacher's Guide lists the required or suggested materials for the LIFEPACs and provides additional learning activities for the students. The materials section refers only to LIFEPAC materials and does not include materials which may be needed for the additional activities. Additional learning activities provide a change from the daily school routine, encourage the student's interest in learning, and may be used as a reward for good study habits.

ADDITIONAL PROJECTS OR INFORMATION FOR ALL LIFEPACS

» IN GENERAL

1. Check to see if there are any "living history" exhibits in your area (Rebuilt towns from history in which people demonstrate how Americans lived at that time). Plan a field trip to the site when the students are studying that time period.
2. Do the history of your state as a second course or, with fewer requirements, as course enrichment. Start a notebook for your state. Start with its symbols and flag. For each section you study in the LIFEPAC, research what was happening in your state at that time. Put notes on those things in the book. Include Native American tribes, European or American settlement, statehood, war battles, reforms, leaders, etc.

» ON THE INTERNET

The Additional Learning Activities found under the Teaching Notes for each LIFEPAC include "Explore the Internet" activities. For most of these activities, key terms or phrases are included to help the student(s) search for websites on various historical topics. On occasion, a particular website will be suggested. Be sure to monitor the websites the student(s) choose to visit.

HISTORY & GEOGRAPHY 501

Unit 1: A New World

TEACHING NOTES

MATERIALS NEEDED FOR LIFE PAC

Required	Suggested
(None)	• globe or world map

ADDITIONAL LEARNING ACTIVITIES

Section 1: European Explorers

1. Do a class project on the Vikings: put up pictures you find; read about their lives; mark where they traveled on a map; mark off how big a long boat would be and put the class into it or plan an imaginary Viking voyage of exploration from Iceland or Greenland with Eric the Red or Leif Ericson.
2. Teacher: Many modern historians have stopped using B.C. and A.D. for dates. They use B.C.E. (Before Common Era) and C.E. (Common Era) to avoid any reference to Jesus. Discuss with your class why they would do this.
3. Do a report or project on a Native-American tribe near you.
4. Discuss spices in class. Have the students find out which ones their parents use. Then, find out where those spices come from.
5. On your world map trace some of the trade routes from Europe to Asia. Discuss the problems traders might find on each route.
6. Do a one- to two-page paper or an oral report on the life of an explorer.

Section 2: English Colonies

1. Read a fiction book about someone in the American colonies.
2. Explore the Internet to discover more about colonial settlements. Visit the websites of these two living history museums: Colonial Williamsburg and Plymouth Plantation (notice the special spelling of this site).
3. Do a one- to two-page paper or an oral report on an early American colonist. (Suggestions: John Winthrop, John Smith, Roger Williams, Thomas Hooker or William Penn).
4. Choose a colony. Look up more information on the religious life in that colony. Discuss it with the class.
5. Build a model of a colonial town or plantation.

6. Discuss these questions with the class:
 - a. Why would people choose to come to America?
 - b. What part of the colonies would you like to have lived in?
 - c. What would it be like to come to America as an indentured servant?
 - d. How would you have set up a colony if you were given a charter?
7. Look up information on Puritans, Separatists, Quakers and Catholics. Learn why and how they were persecuted in England.

Section 3: Revolution Begins

1. Look up information on the Great Awakening. Share with the class what you learn.
2. Do a one- to two-page paper or an oral report on a battle in the French and Indian War.
3. Discuss these questions in class:
 - a. Why was the French and Indian War so important in American history?
 - b. How were the colonial governments similar to the government in the United States today?
 - c. Why didn't the Americans and British negotiate over their problems?
 - d. What would you have thought about the American tax revolt if you were an official in the British government?
 - e. Why were the Americans so upset about the Stamp Act?
 - f. Was it right or wrong for the Americans to revolt?
4. Read about George Washington's life during the French and Indian War. Discuss with the class what he learned that would help him as commander-in-chief of the American army and president of the United States.
5. Draw a diagram or make a model of the battle of Lexington, Concord or Bunker Hill.
6. Class project: Find a list of the men who attended the First or Second Continental Congress. Assign a student to read about one man and what he went on to do in the new United States. Have the students present their information to the class.
7. Do a paper or oral report on the weapons used in wars in the late 1700s.
8. Read "Paul Revere's Ride" by Henry Wadsworth Longfellow aloud.
9. Pretend you are living in Boston in 1765 and plan a protest against the Stamp Act. Make signs to carry and slogans to shout.
10. Read the Declaration of Independence aloud in class and discuss it.

ANSWER KEYS

SECTION 1

- 1.1 f, p
- 1.2 b
- 1.3 o
- 1.4 d, m
- 1.5 e, j
- 1.6 c, q, r
- 1.7 a
- 1.8 g, k
- 1.9 h
- 1.10 n
- 1.11 i, l
- 1.12 Spain
- 1.13 San Salvador; 1492
- 1.14 Asia; America
- 1.15 West Indies
- 1.16 Isabela; Hispaniola
- 1.17 Asia
- 1.18 Any order: *Niña, Pinta, Santa Maria*
- 1.19 four
- 1.20 b
- 1.21 c
- 1.22 a
- 1.23 e
- 1.24 d
- 1.25 f
- 1.26 Northwest
- 1.27 Mississippi
- 1.28 Algonquin; Iroquois
- 1.29 Quebec
- 1.30 Champlain
- 1.31 Louisiana
- 1.32 fur

1.33 & 1.34



- 1.35 Francis Drake
- 1.36 New Amsterdam
- 1.37 Henry Hudson
- 1.38 Roanoke
- 1.39 John Cabot
- 1.40 New York
- 1.41 Manhattan
- 1.42 Dutch West India Co.

SELF TEST 1

- 1.01** ACROSS DOWN
 2. Champlain 1. Magellan
 4. Hudson 2. Coronado
 6. Joliet 3. Cartier
 7. Leon 5. Columbus
 8. Drake
 9. Cabot
 10. DeSoto
- 1.02** Leif Ericson
1.03 spices
1.04 Henry
1.05 1492; Any order: *Pinta, Santa Maria*
1.06 St. Augustine; Spain
1.07 Northwest
1.08 fur
1.09 Roanoke
1.010 West India
1.011 New York
1.012 Asia
1.013 Portugal
1.014 true
1.015 false
1.016 true
1.017 false
1.018 true
1.019 true
1.020 true

SECTION 2

- 2.1** John Rolfe
2.2 charter
2.3 1607
2.4 Pocahontas
2.5 indentured servant
2.6 head right system
2.7 starving time
2.8 tobacco
2.9 Virginia Co. of London
2.10 House of Burgesses
2.11 Any order: women, slaves
2.12 Pilgrims
2.13 *Mayflower*
2.14 The Mayflower Compact
2.15 Squanto
2.16 no
2.17 the first Thanksgiving
2.18 Virginia
2.19 Teacher check: (example below)
 The colonists did not respect the Indians and took their land without paying for it. The two sides often fought battles which the Indians usually lost.
2.20 Fundamental Orders of Connecticut
2.21 Puritans
2.22 Rhode Island
2.23 John Winthrop
2.24 Roger Williams
2.25 Puritan church members
2.26 Thomas Hooker
2.27 separation of church and state
2.28 Puritans
2.29 Native Americans (Indians)
2.30 c, d
2.31 f
2.32 h
2.33 i
2.34 a
2.35 e
2.36 e
2.37 g
2.38 b
2.39 a
2.40 a
2.41 plantations; slaves
2.42 North Carolina
2.43 Baltimore
2.44 James Oglethorpe; debt
2.45 Catholics
2.46 Virginia
2.47 Georgia
2.48 Toleration

- 2.49 South Carolina
- 2.50 tobacco
- 2.51 indigo

SELF TEST 2

- 2.01 Jamestown
- 2.02 Maryland
- 2.03 Massachusetts
- 2.04 Virginia
- 2.05 Connecticut
- 2.06 Georgia
- 2.07 Plymouth
- 2.08 Rhode Island
- 2.09 New York
- 2.010 New Jersey
- 2.011 South Carolina
- 2.012 Pennsylvania
- 2.013 Delaware
- 2.014 New Hampshire
- 2.015 North Carolina
- 2.016 b
- 2.017 f
- 2.018 c
- 2.019 d
- 2.020 g
- 2.021 h
- 2.022 i
- 2.023 a
- 2.024 j
- 2.025 e
- 2.026 charter
- 2.027 Fundamental Orders of Connecticut
- 2.028 representative assembly
- 2.029 proprietor
- 2.030 spices
- 2.031 Mayflower Compact
- 2.032 Puritans
- 2.033 Pilgrims
- 2.034 Northwest Passage
- 2.035 Indentured servants
- 2.036 true
- 2.037 false
- 2.038 true
- 2.039 true
- 2.040 true
- 2.041 false
- 2.042 true
- 2.043 false
- 2.044 true
- 2.045 true

SECTION 3

- 3.1** Any order:
a. governor
b. council
c. assembly
- 3.2** They had to vote for taxes and the governor had to listen to them if he wanted money.
- 3.3** Very few nobles came to America.
- 3.4** Men who owned land or a certain amount of money.
- 3.5** A revival in the 1730s and 40s
- 3.6** Any order:
a. Jonathan Edwards
b. George Whitefield
- 3.7** the American Revolution
- 3.8** ignored them
- 3.9** no
- 3.10** To make money for Britain and the British people
- 3.11** the voters
- 3.12** false
- 3.13** true
- 3.14** false
- 3.15** false
- 3.16** true
- 3.17** true
- 3.18** true
- 3.19** true
- 3.20** true
- 3.21** true
- 3.22** false
- 3.23** true
- 3.24** true
- 3.25** false
- 3.26** true
- 3.27** false
- 3.28** true
- 3.29** true
- 3.30** George Grenville
- 3.31** Admiralty
- 3.32** Quartering Act
- 3.33** Proclamation of 1763
- 3.34** Sugar Act
- 3.35** Stamp Act
- 3.36** Sons of Liberty
- 3.37** Declaratory Act
- 3.38** Stamp Act Congress
- 3.39** Pontiac
- 3.40** Only an assembly made up of representatives people voted for could tax them.
- 3.41** They ignored it.
- 3.42** It was deeply in debt.
- 3.43** Townshend
- 3.44** Indians; Tea Party
- 3.45** Continental Congress
- 3.46** Boston Massacre
- 3.47** tea
- 3.48** boycott; May 1775
- 3.49** American
- 3.50** Intolerable
- 3.51** did not
- 3.52** Lexington
- 3.53** They were shot at by Americans from behind trees and such all the way back.
- 3.54** Paul Revere
- 3.55** The colonial leaders and war supplies
- 3.56** a. Bunker Hill
b. Breeds Hill
- 3.57** a. They voted for independence.
b. The Declaration of Independence was accepted.
- 3.58** minutemen
- 3.59** *Common Sense*
- 3.60** Thomas Jefferson
- 3.61** George Washington
- 3.62** Old North Church
- 3.63** a. obvious, does not need to be proven
b. They are created equal.
c. life, liberty and the pursuit of happiness
d. God (their Creator)

SELF TEST 3

- 3.01** d
3.02 e
3.03 j
3.04 l
3.05 m
3.06 a
3.07 b
3.08 m
3.09 c
3.010 d
3.011 g
3.012 k
3.013 f
3.014 n
3.015 h
3.016 i
3.017 b
3.018 i
3.019 c, e
3.020 m
3.021 Samuel Adams
3.022 Roger Williams
3.023 William Penn
3.024 George III
3.025 George Grenville
3.026 Thomas Jefferson
3.027 Squanto
3.028 William Pitt
3.029 Pontiac
3.030 George Washington
3.031 Virginia (Jamestown)
3.032 He was ambushed by the French and killed.
3.033 boycott
3.034 They had no jury and they were assumed to be guilty.
3.035 Stamp Act Congress
3.036 *Common Sense*
3.037 Any order:
 a. governor
 b. council
 c. assembly
3.038 to make money for Britain and the British people
3.039 false
3.040 true
3.041 true
3.042 true
3.043 false

LIFEPAC TEST

1. d
2. f
3. j
4. e
5. h
6. g
7. i
8. c
9. a
10. b
11. Rhode Island
12. New York
13. North Carolina
14. Plymouth (Massachusetts)
15. Any order:
 - a. Pennsylvania
 - b. Delaware
16. Massachusetts
17. Connecticut
18. Virginia (Jamestown)
19. South Carolina
20. indentured servants
21. Native Americans (Indians), Asians
22. French and Indian War
23. Intolerable Acts
24. Spain
25. Stamp Act
26. Northwest Passage
27. assembly
28. furs
29. charter
30. a
31. b
32. c
33. b
34. c
35. b
36. a
37. d
38. c
39. b

ALTERNATE LIFEPAC TEST

1. e
2. i
3. n
4. f
5. l
6. m
7. a
8. b
9. k
10. g
11. d
12. j
13. o
14. c
15. h
16. Intolerable Acts
17. Lexington
18. spices
19. Puritans
20. Sons of Liberty
21. Virginia Company of London
22. Native Americans or Indians
23. *Mayflower*
24. French and Indian War
25. Fundamental Orders of Connecticut
26. tobacco
27. Declaration of Independence
28. New Jersey
29. Mississippi
30. Great Awakening
31. Townshend Acts
32. Declaratory Act
33. indentured servants
34. The British marched straight up the hill and were driven back twice with heavy losses. The Americans retreated when they ran out of gunpowder.
35. They met together at the Stamp Act Congress, organized a boycott of British goods and some attacked the people selling the stamps.
36. A governor (elected or appointed) ran most of the government. He was helped by a council he appointed. An assembly elected by the voters raised the taxes.
37. The laws in Massachusetts were strict and only Puritans could vote. Many people left to escape or because they disagreed with how the colony was being run.

HISTORY & GEOGRAPHY 501

ALTERNATE LIFEPAC TEST

NAME _____

DATE _____

SCORE _____



Match these people (each answer, 2 points).

- | | |
|--|----------------------|
| 1. _____ Spanish; explored Texas, NM, and Arizona | a. Roger Williams |
| 2. _____ English, sea dog, sailed around the world | b. Thomas Hooker |
| 3. _____ Catholic, founded Maryland | c. George Washington |
| 4. _____ Quaker, founded Delaware | d. Columbus |
| 5. _____ 1st European to reach America | e. Coronado |
| 6. _____ Native American, helped the colonists at Plymouth | f. William Penn |
| 7. _____ Puritan pastor, founded Rhode Island | g. Roanoke |
| 8. _____ Puritan pastor, founded Connecticut | h. Jolliet |
| 9. _____ British pastor, evangelist | i. Francis Drake |
| 10. _____ England's "Lost Colony" | j. James Oglethorpe |
| 11. _____ Explorer for Spain, established the first European colony in the Americas | k. George Whitefield |
| 12. _____ Led a group of kind-hearted men who founded Georgia to help people in debt | l. Leif Ericson |
| 13. _____ Took over the land of the Dutch West India Company | m. Squanto |
| 14. _____ Commander-in-chief of the American army | n. Lord Baltimore |
| 15. _____ Explored the Mississippi River for France | o. Duke of York |

Name the law, event, or item (each answer, 3 points).

16. Laws that closed Boston harbor and forbade town meetings _____
17. Battle that began the Revolutionary War _____
18. European explorers wanted to reach Asia to get these _____
19. People who founded Massachusetts to avoid persecution _____
20. Secret group that carried out the Boston Tea Party _____
21. Company that founded Jamestown _____
22. First people to come to North America _____
23. Name of the ship that carried the Pilgrims to Plymouth _____
24. After this war, Britain began to enforce its trade laws and try to control the American colonies _____
25. First constitution in America _____
26. Cash crop for Virginia _____
27. The United States was born when this was accepted by the Second Continental Congress _____
28. Colony given by the Duke of York to two friends who eventually sold it to the Quakers _____
29. France claimed all the land around this river in the central United States _____
30. Revival in America in the 1730s and 1740s _____
31. Laws that put a tax on tea, lead, paint _____
32. Parliament declared it could control the colonies any way it wanted _____
33. People who worked for several years in exchange for passage to America _____

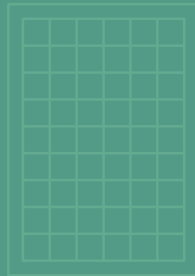
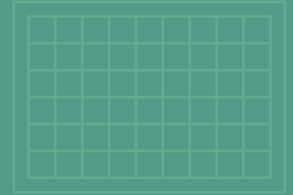
Answer these questions (each answer, 4 points).

34. Describe what happened at the Battle of Bunker Hill.

35. How did the Americans react to the Stamp Act?

36. How were most colonial governments set up?

37. Why were so many New England colonies started by people from Massachusetts?



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