



HISTORY & GEOGRAPHY

STUDENT BOOK

▶ **11th Grade** | Unit 1

HISTORY & GEOGRAPHY 1101

FOUNDATION OF THE AMERICAN REPUBLIC

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Foundation of the American Republic

Introduction

On October 12, 1492, three ships dropped anchor in the New World and changed the course of world history. Christopher Columbus had discovered the New World; however, many other events had brought these ships to this point in time. We need to retrace the footsteps of history back to Europe at a time several hundred years earlier. We can then see how the stage was set for these gallant men who discovered the New World.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAK®. When you have finished this LIFEPAK, you should be able to:

1. Indicate understanding of how changes in Europe paved the way for discovery and colonization.
2. Identify the relationship of changes in Europe to the development of an interest in and readiness for exploration.
3. Identify a joint-stock company.
4. Identify the differences between charter, royal, and proprietary colonies.
5. Compare the differences in beliefs between the Pilgrims of Plymouth and the Puritans of Massachusetts Bay.
6. Compare and contrast the religious freedom of Maryland, Rhode Island, and Pennsylvania.
7. Identify happenings from the history of the early colonies that became the foundation stones for the Constitutional Republic.

1. FOUNDATION OF THE AMERICAN REPUBLIC

In this section of the unit you will learn about the changes in Europe that paved the way for discovery and colonization of the New World.

Section Objectives

Review these objectives. When you have completed this section, you should be able to:

1. Indicate understanding of how changes in Europe paved the way for discovery, and colonization.
2. Identify the relationship of changes in Europe to the development of an interest in, and readiness for exploration.

Vocabulary

Study these words to enhance your learning success in this section.

astrolabe	An astronomical instrument used to measure the altitude of the sun or stars.
bourgeoisie	Property owners and businessmen as a class, as contrasted with the working class or proletariat.
capital	The amount of money or property that a company or a person uses in carrying on a business; national or individual wealth as produced by industry and available for reinvestment in the production of goods.
Islam	A religion founded by Muhammad. In its essence, Islam holds to the doctrine of the unity and omnipotence of Allah and of the responsibility of every human being to Allah.
latitude	Distance north or south of the equator, measured in degrees; a degree of latitude is about 69 miles (111 km).
longitude	Distance east or west on the earth's surface, measured in degrees from a certain meridian (line from the North Pole to the South Pole); usually the meridian, Greenwich, England, is used.
medieval	Belonging to or having to do with the Middle Ages (the years from about A.D. 500 to A.D. 1450).
mercantilism	The economic system prevailing in Europe in the 1500s and 1600s that favored a balance of exports over imports, national wealth being measured by the amount of gold and silver possessed. A nation's agriculture, industry, and trade were regulated with that end in view.
Middle Ages	The period in European history between ancient and modern times, from about A.D. 500 to A.D. 1500.
propagate	To reproduce, to increase in number or intensity.
Renaissance	The great revival of art and learning in Europe during the 1300s, 1400s, and 1500s.

Note: All vocabulary words in this LIFEPAAC appear in **boldface** print the first time they are used. If you are not sure of the meaning when you are reading, study the definitions given.

REVIVAL OF TRADE AND COMMERCE

The Crusades created an interest in trade and travel in the society of the **Middle Ages** and, as a result, a greater demand for goods.

Medieval Society. Life in **medieval** times was simple enough: a cottage without windows, a dirt floor, the simplest of furniture, and beds of straw. Food consisted mostly of bread with a few vegetables and a little meat cooked in an iron pot and served in clay dishes. Clothing was made of coarse woven linen or wool.

The land and everything on it belonged to the noble, or lord of the manor. This also included the serfs who worked the land. They were bound to the land and could not own property of their own or work anywhere else. They could not even leave without permission.

The manor itself was self-sufficient. It had its own mill for grinding grain, a blacksmith shop, and a tannery where leather was made and crafted into shoes, saddles, and harnesses. The sheep owned by the lord provided the wool which the women dyed, spun, and

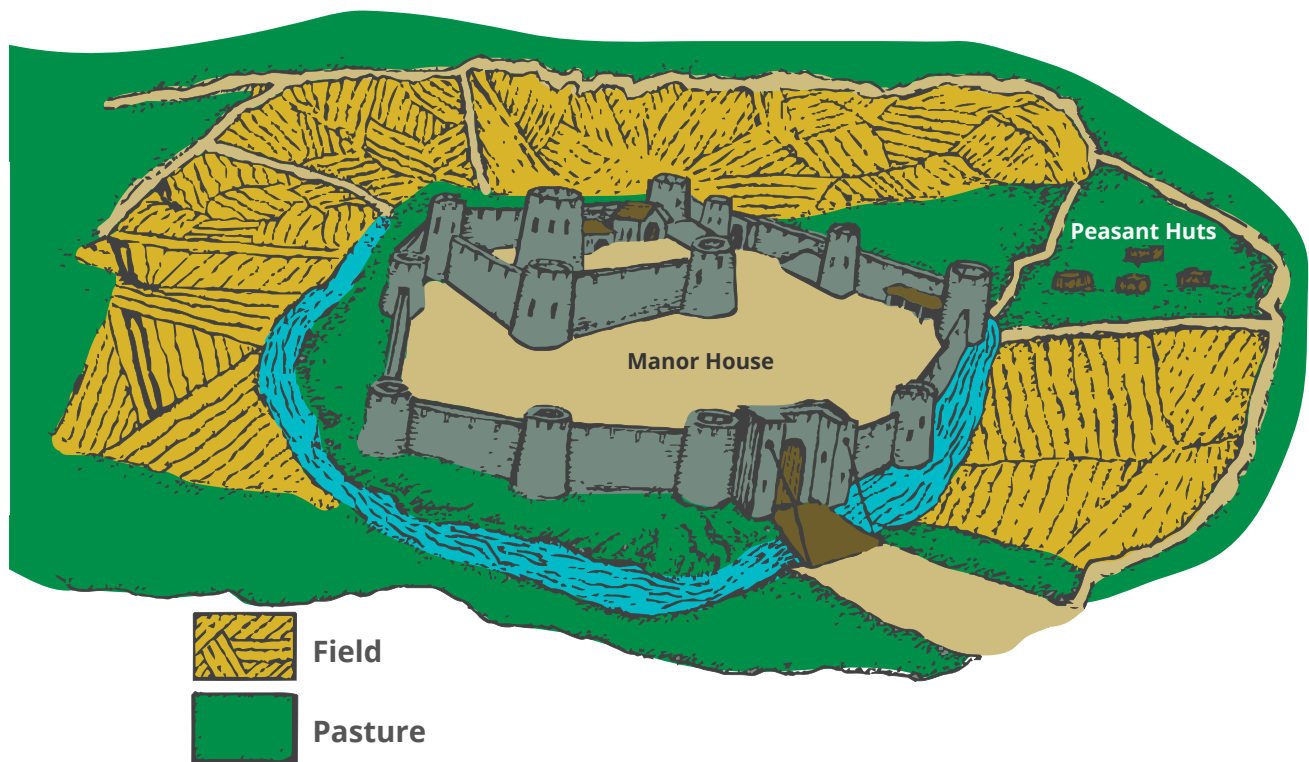
wove to make clothing. A few items such as salt, iron or millstones were purchased outside the manor.

The clergy had the care of the spiritual life of the people. They took care of the sick and disabled and taught and **propagated** the doctrines of the Catholic Church. The clergy gave unity to medieval society.

The nobles supervised the work of the serfs. They settled disputes and protected the serfs from attack. If the lord sold his manor or lost his land, his serfs remained with the land.

Crusades. The Crusades were a series of attempts by the European Christian world to recover the Holy Land and its Christian shrines from the Muslims (also referred to as Saracens).

Islam, based on the teachings of the prophet Muhammad, originated in Arabia about 600 A.D. The Muslims sent armies to conquer the world, and they forced people they conquered to accept the teachings of their prophet. After conquering all of North Africa, they moved into southern Spain, taking over more Christian lands in Europe.



| Medieval manor

The accepted church in Western Europe at that time was the Catholic Church, which had helped to unite much of the continent. Many European Christians would make pilgrimages to visit the Christian shrines in the Holy Land. When the Saracens interfered with and eventually stopped the pilgrimages, Pope Urban II, the head of the Catholic Church, called the First Crusade in 1095 to recapture the Holy Land from the Saracens. Jerusalem was recaptured in 1099, but the Crusaders were unable to keep their hold on the Holy Land.

Warfare between Christians and Muslims went on for over two hundred years. In the end, the Crusaders retreated and the Holy Land remained in the hands of the Muslims. Although the Crusades were a failure, they had a great influence upon life in medieval Europe.

Demand for goods. The Crusades led to an interest in travel and trade which, in turn, led to the growth of cities in Europe. The Crusades brought Western Europe into contact with a new and more advanced

culture. Europeans were introduced to new luxuries—spices like pepper and cinnamon that made food taste better, sugar, soap, precious stones, healing drugs, and elegant dyes for cloth. They admired and wanted the work of the artisans—glass, fine china, perfumes, silk, swords, and beautiful rugs. Italian merchants from Venice and Genoa developed trade with the Near East and helped to meet the increasing demands of Europeans for these luxuries.

Since gold and silver were in short supply, the Italian merchants would take wine, woolen goods, and furs in exchange for the goods from the East. This trade created a demand for products from the manors, and a new class of people emerged. The **bourgeoisie** (merchants and artisans) began to move to the cities and towns. Towns and townspeople became more important. Since towns depended upon trade and trade depended upon materials supplied by the manors, the merchants and artisans demanded that the kings curb the warring landholders. These changes eventually broke down medieval society.

Match the following items.

- | | | | | |
|-----|-------|-------------|----|--|
| 1.1 | _____ | bourgeoisie | a. | belonging to or having to do with the Middle Ages (the years from about A.D. 500 to 1500) |
| 1.2 | _____ | medieval | b. | the period in European history between ancient, and modern times, from about A.D. 500 to A.D. 1500 |
| 1.3 | _____ | Middle Ages | c. | to reproduce, to increase in number or intensity |
| 1.4 | _____ | Islam | d. | a religion founded by Muhammad |
| 1.5 | _____ | propagate | e. | property owners, and businessmen as a class, as contrasted with the working class or proletariat |

Choose one answer.

- 1.6 Which of the following was not usually available on the manor? _____
- | | | | |
|--------------|----------------------|---------|---------|
| a. a tannery | b. a blacksmith shop | c. salt | d. wool |
|--------------|----------------------|---------|---------|
- 1.7 The clergy took care of the serfs' _____.
- | | | | |
|------------|-------------------|---------------|------------|
| a. clothes | b. spiritual life | c. field work | d. defense |
|------------|-------------------|---------------|------------|
- 1.8 The nobles _____.
- | | | | |
|----------------------|------------|-------------------|------------------|
| a. practiced plowing | b. jousted | c. didn't do much | d. ran the manor |
|----------------------|------------|-------------------|------------------|

Fill in the blanks.

- 1.9 The determination of the European Christians to recover the Holy Land from the Muslims resulted in the _____.
- 1.10 The Muslim religion originated in _____.
- 1.11 The Muslims first conquered _____ and then moved into southern _____.
- 1.12 The generally accepted church in Western Europe during the medieval period was the _____ Church.
- 1.13 Another name for the Muslims was the _____.
- 1.14 During the period of the Crusades, warfare between Christians and Muslims lasted nearly _____ years.
- 1.15 Because the Crusades opened travel to the Near East and brought back new goods, _____ between Europe and the Near East grew.
- 1.16 The revival of trade developed a new class of society made up of merchants and artisans called the _____.
- 1.17 Without an abundance of _____ and _____ to buy goods from the East, goods were traded for goods.

NEW IDEAS AND RELIGIOUS CHANGES

The spread of new ideas in Europe resulted from the travels of Marco Polo and the Crusades. They opened the way for the Renaissance period to begin.

SPREAD OF NEW IDEAS

Explorers. Marco Polo was the first European to travel the entire length of Asia and was responsible for new ideas entering the world. In his *Travels of Marco Polo* he described the cities, the inns, and the goods of the Far East. He also told of the vigorous trade in the area. His stories opened up the outside world for the people of Europe.

Reading and writing did not help the people because they did little of either. Education centered primarily around the priests and leaders of the Church. Most books were written in Latin, which few people could read. But with the upsurge of interest in trade and travel, more people turned toward study.

The Renaissance. With the growing emphasis on learning, the students of the universities were discovering the literature and art of Greece and Rome. They were writing in their native tongues instead of Latin. Learning was no longer reserved only for the clergy. The **Renaissance** began in Italy and spread to Europe.

The age of exploration went hand-in-hand with science. Instruments were invented so that ships could sail away from the sight of land. The modern compass appeared to guide sailors over uncharted seas. The **astrolabe** enabled the captain to look at the stars and figure out his **latitude**. Captains used clocks and tables of time and distance to figure **longitude**. Maps and charts improved.

In about 1440 A.D. Johann Gutenberg invented the movable type press which is also called the printing press. This allowed the journeys and explorations of adventurers to be written about, printed, and used by future travelers. Ideas and discoveries were spread quickly through the printed page, and the Renaissance soon became a powerful movement.

Match these items.

- | | | | | |
|------|-------|--------------|----|--|
| 1.18 | _____ | capital | a. | distance east or west on the earth's surface, measured in degrees from a certain meridian |
| 1.19 | _____ | astrolabe | b. | an astronomical instrument used to measure the altitude of the sun or stars |
| 1.20 | _____ | latitude | c. | the amount of money or property that a company or a person uses in carrying on a business |
| 1.21 | _____ | longitude | d. | economic system prevailing in Europe in the 1500s and 1600s that favored a balance of exports over imports |
| 1.22 | _____ | mercantilism | e. | the great revival of art and learning in Europe during the 1300s, 1400s, and 1500s |
| 1.23 | _____ | Renaissance | f. | distance north or south of the equator, measured in degrees |

Answer true or false.

- 1.24 _____ Marco Polo's trip to the Far East introduced Europe to new products.
- 1.25 _____ Interest in learning was centered chiefly among the common people.

Fill in the blank.

- 1.26 Before the Renaissance most books were written in _____.

Choose the best answer.

- 1.27 The Renaissance began in the country of _____.
 a. Germany b. Spain c. Italy d. France
- 1.28 Which of the following instruments for sailing was *not* invented during the Renaissance? _____.
 a. compass b. sonar c. astrolabe d. improved maps
- 1.29 The Renaissance encouraged people to _____.
 a. read and write b. travel extensively c. learn Latin d. all of the above
- 1.30 Before the Renaissance, learning was reserved for the _____.
 a. serfs b. nobles c. merchants d. clergy
- 1.31 Which of the following was one of the most important inventions during the Renaissance? _____.
 a. printing press b. astrolabe c. clock d. compass



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