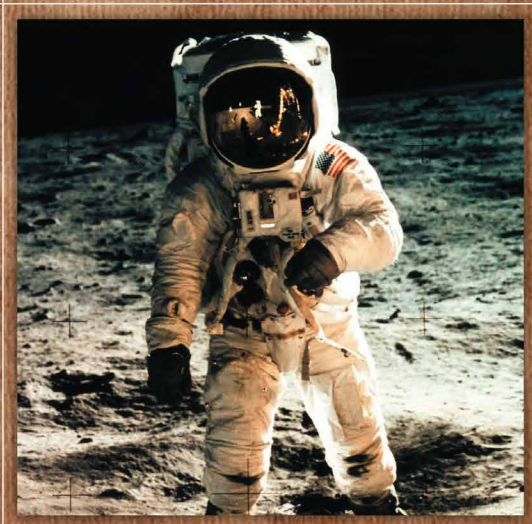
JULIE ETTER

HISTORY TRANSITION GUIDE

VOLUME TWO



EXPLORERS *through* THE PRESENT

JULIE ETTER

HISTORY
Transition Guide

VOLUME TWO

EXPLORERS *through* THE PRESENT

Pages of History

This book may also be used as a comprehension study guide for *Pages of History: Blazing New Trails.* Discussion questions and comprehension questions are found in each weekly section. Other sections may be skipped. Children typically read one chapter of *Pages of History* per week, but you may easily change the pace to suit your own needs.

To my dad, who spent my fourth grade year taking me to every Virginia historical site, igniting my love for history, which continues to inspire me today. I love you, Dad!

Workbook by Julie Etter
Design by Ned Bustard

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Resources

The following materials (available from Veritas Press) will be covered in the two volumes, which are designed for a full school year of study:

HISTORY TRANSITION GUIDE, VOLUME ONE
Pages of History: Secrets of the Ancients
Old Testament and Ancient Egypt Flashcards
New Testament, Greece and Rome Flashcards
Middle Ages, Renaissance and Reformation Flashcards
Adam and His Kin
Augustine: The Farmer Boy
Beowulf
The Boy's and Girl's Herodotus
The Children's Homer
God King
King Arthur and His Knights of the Round Table

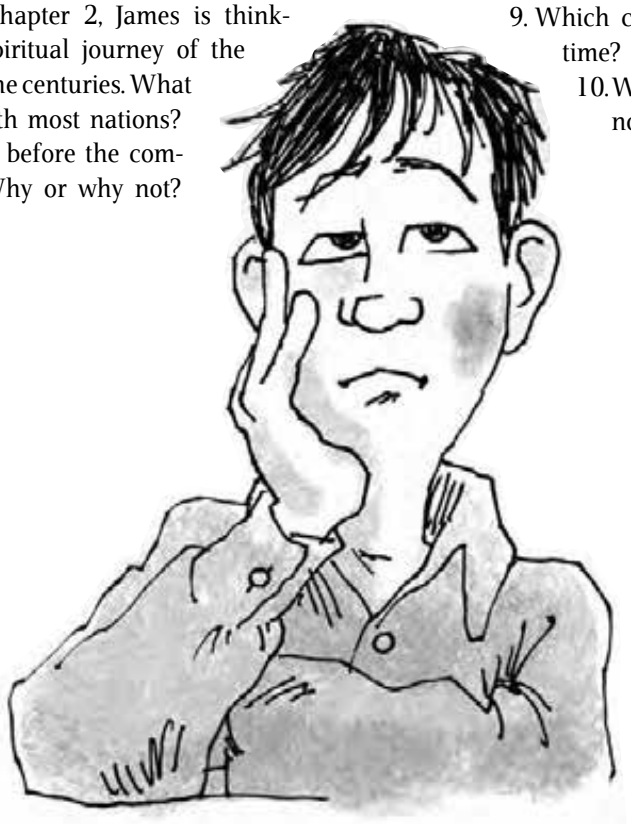
HISTORY TRANSITION GUIDE, VOLUME TWO
Pages of History: Blazing New Trails
Explorers to 1815 Flashcards
1815 to Present Flashcards
Alone Yet Not Alone
Children of the Covered Wagon
First Voyage to America
The Hiding Place
Johnny Tremain
Of Plymouth Plantation
Sergeant York and the Great War
With Lee in Virginia

LESSON I SESSION 1

Discussion

Read chapters 1 and 2 of Pages of History: Blazing New Trails. *Give the following questions to the students ahead of time so they may be thinking them through and developing thoughts as they read. The suggested sessions in which to discuss them are indicated with each question.*

1. James had to explain to those he was in prison with that God is always there, since He is omnipresent and all powerful, even though it appears that He is not. How would you best describe this to a non-believing friend? (Session 1)
2. When thinking about Columbus, does God require perfect people to accomplish His plan? Think through some examples in the Bible of men or women who God used mightily, even though they obviously had flaws. (Session 2)
3. The worship of false gods was not limited to Egypt and the Roman Empire. Discuss the similarities between those cultures we have studied and the Aztecs. (Session 4)
4. At the end of chapter 2, James is thinking about the spiritual journey of the Americans over the centuries. What is the pattern with most nations? Will this change before the coming of Christ? Why or why not? (Session 4)



Comprehension

Answer the following comprehension questions from chapters 1 and 2 of Pages of History: Blazing New Trails.

1. Why were James and the others in jail?
2. Who showed up at the jail window to talk with James?
3. What kind of voice did the man have that Lance and the dove were looking for?
4. For whom did the notebook work?
5. Who felt responsible for James in jail and took care of him?
6. To whom did Christopher Columbus give credit for his knowledge of the marine arts?
7. How did Christopher Columbus want his voyage to be different than that of Marco Polo?
8. Magellan gave the Pacific Ocean its present name. What does it mean?
9. Which country did Cortez rule for a time?
10. Which explorer was the governor of Puerto Rico?

LESSON 1 SESSION 2

Flashcards

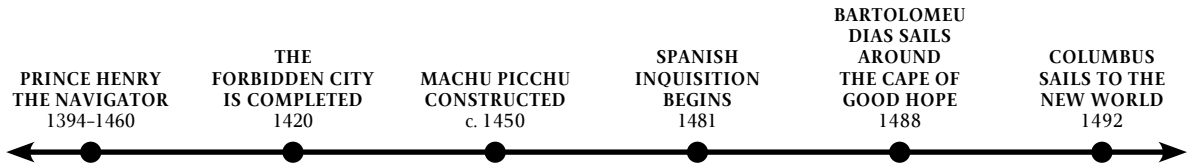
Read Explorers to 1815 history cards 1 and 2. Answer the following questions.

1. Of what country was Henry the Navigator a prince?
2. What did Henry's school help accomplish?
3. How many expeditions did Henry go on himself?
4. Columbus was from what country?
5. Where did Columbus land? Where did he think he had landed? What did he name the natives of the land he found?
6. What did Columbus believe God had called him to do?

Literature

Read First Voyage to America.

1. List some of the hardships Columbus and his crew came up against.
2. Why did Columbus give the crew false information about how far they were traveling each day?
3. Why do you think it is important to keep a positive attitude when doing something difficult?



LESSON 1 SESSION 3

Project

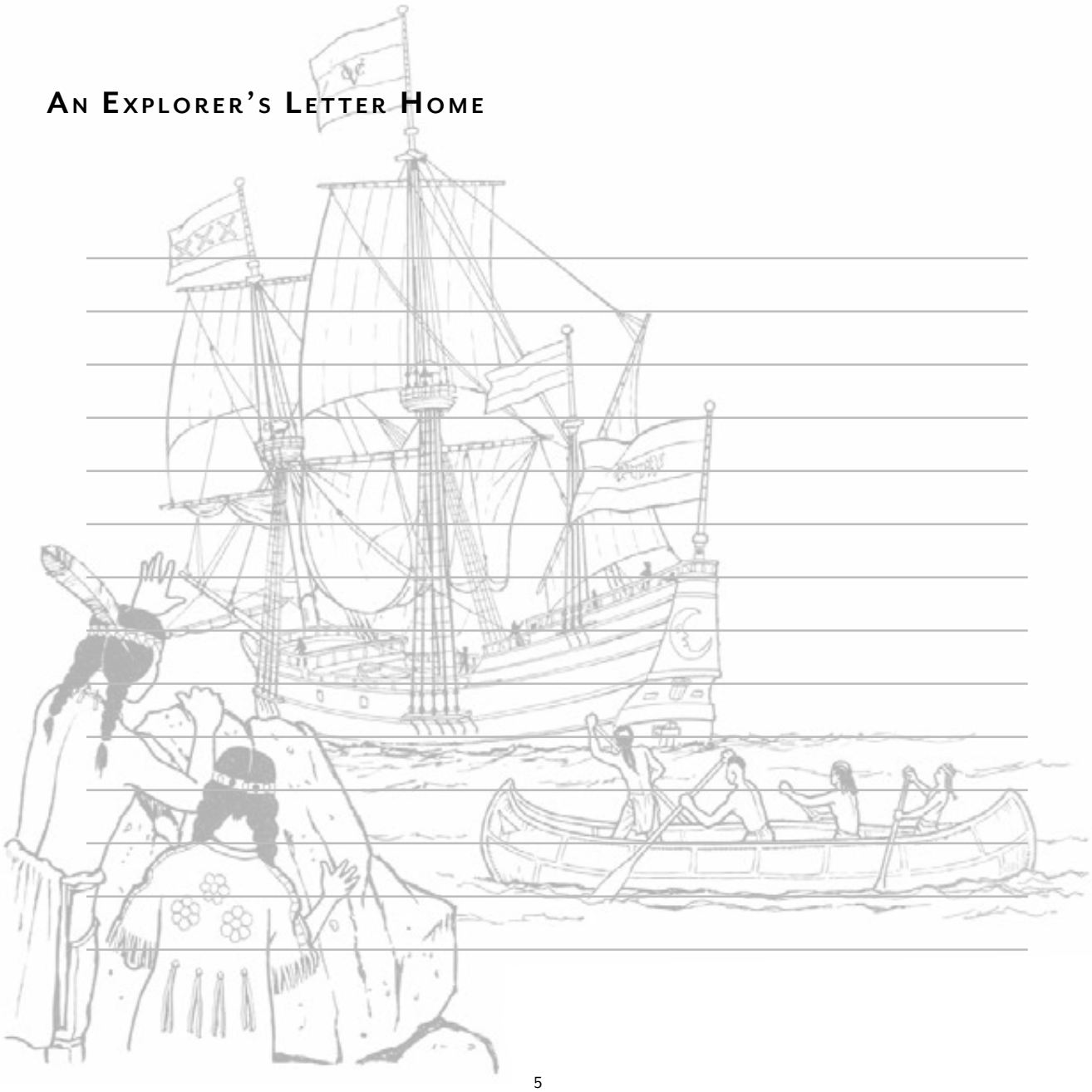
Imagine you are one of the explorers who we have studied. Write a letter home to family members describing one of the magnificent sites you have stumbled upon (the Grand Canyon, natives of the land, the Pacific Ocean, etc.).

Literature

Read chapters 1–4 of Alone Yet Not Alone.

After *reading the book, you may want to view the movie* Alone Yet Not Alone. *Note: Please do this only with parent approval and supervision.*

An Explorer's Letter Home



LESSON 1 SESSION 4

Flashcards

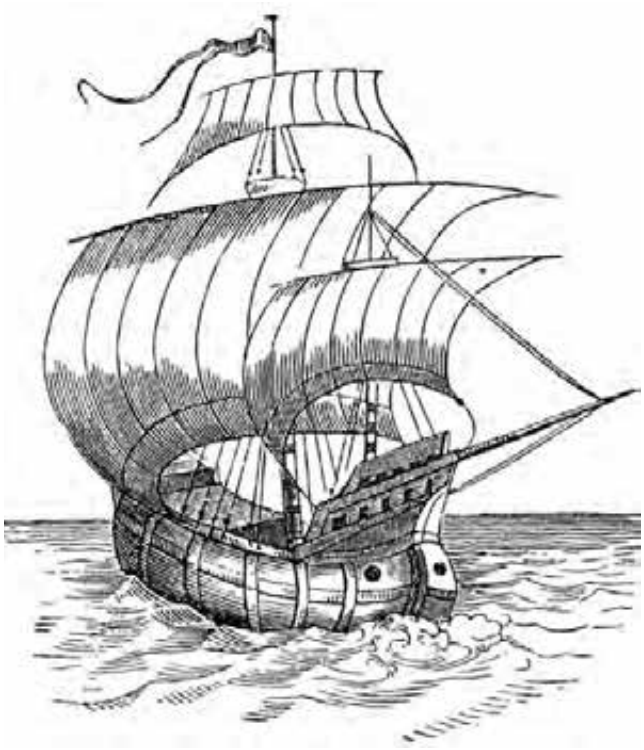
Read Explorers to 1815 history cards 3 and 4. Answer the following questions.

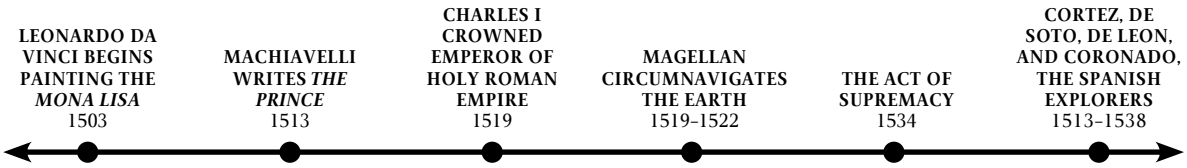
1. What famous voyage did Magellan command? Who financed the voyage?
2. What problem occurred on the voyage?
3. What did Magellan discover?
4. What lands had Spain conquered in the hundred years following Columbus's first voyage?
5. Who conquered the great Aztec empire? What else did he go on to explore?
6. What did Hernando De Soto discover?
7. Who was the first explorer to see the Grand Canyon? What else did he explore?
8. Where did Ponce De Leon explore? For what was he searching?

Literature

Read chapters 5–8 of Alone Yet Not Alone

After *reading the book, you may want to view the movie* Alone Yet Not Alone. *Note: Please do this only with parent approval and supervision.*





LESSON I SESSION 5

Optional Project

While Columbus was off sailing to a new world, many instead were focused on the end of the world. Look at this woodcut The Four Horsemen from The Apocalypse *by Albrecht Dürer and discuss the following questions.*

1. This print is part of a large series of woodcuts called The Apocalypse. How is the date of the publication of this print significant?
2. Can you identify the biblical scene that is described here, including the names of the riders?
3. The woodcut medium is very similar to that of rubber stamps—it prints in lines, not varied tones. How has the artist exploited his chosen medium to show value (light and shade)?

Did You Know . . . ?

1. While Christopher Columbus made several trips west, he never actually set foot on the mainland of North America.
2. Magellan claimed to have come across a group of giants as tall as 8 feet in South America in the area that would be the modern day Argentina. Historians believe this could be a group of naturally tall Indians from southern Chile and Argentina known as Tehuelche.
3. It was sixty years before anyone successfully circumnavigated the world after Magellan's men accomplished it.

LESSON II SESSION 1

Discussion

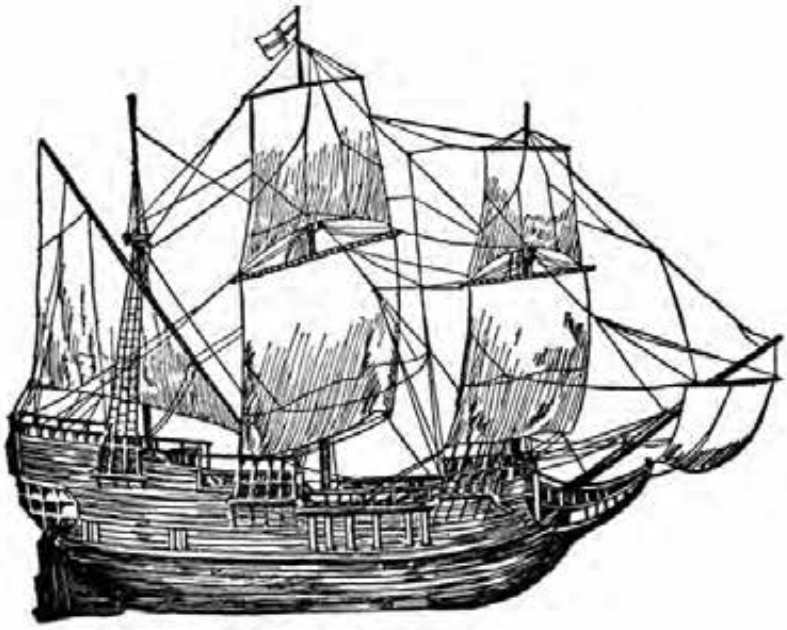
Read chapter 3 of Pages of History: Blazing New Trails. *Give the following questions to the students ahead of time so they may be thinking them through and developing thoughts as they read. The suggested sessions in which to discuss them are indicated with each question.*

1. What did John Smith require of the men before they could eat? How is this idea debated in our political culture today? Can either view be abused? (Session 2)
2. Think through and discuss the question the dove asks: "How would the Jamestown colony have been different if those settling it had worked for the glory of God as opposed to seeking riches for themselves? Which Bible verse could the settlers have learned from? (Session 2)
3. Discuss the different ways William Bradford saw God's providence in the hardships the pilgrims endured. Can you think of times in your life when something bad has actually been God showing grace to you? (Session 4)
4. Through all of Lance's encounters, we see his heart softening. What does this show us about the importance of building relationships with those who do not know Christ? (Any Session)

Comprehension

Answer the following comprehension questions from chapter 3 of Pages of History: Blazing New Trails.

1. Why does John Cabot's name not sound Italian? What was his real name?
2. What influence did the earlier explorers and settlers have on North America?
3. What was the average number of people who died each year for the first 17 years at the Jamestown settlement?
4. Whom was the King James Bible named after?
5. What does the term "divine right of kings" mean?
6. What was the difference between Separatists and Puritans?
7. Why was the Mayflower Compact necessary?
8. What does Agnes say the "hand of God" means? What word do we use to describe it?
9. Which Bible verse did William Bradford appear to live out?
10. Who does Lance appear to be talking to at the end of chapter 3?



LESSON II SESSION 2

Flashcards

Read Explorers to 1815 history cards 5–7. Answer the following questions.

1. From what country was John Cabot? What did he accomplish?
2. What did Jacques Cartier explore?
3. What did Champlain found? What did he discover?
4. Why did Sir Walter Raleigh send men from England to settle what was then known as Virginia?
5. When John White arrived at the colony in 1590, what did he find?
6. What is another name the colony of Roanoke has been given?
7. Who were the Croatans?
8. Who was the colony of Jamestown named after?
9. Why had most of the colonists come to Virginia?
10. What was the time between 1609 and 1610 in Virginia called? Why?

Literature

Read chapters 9–11 of Alone Yet Not Alone.

After *reading the book, you may want to view the movie* Alone Yet Not Alone. *Note: Please do this only with parent approval and supervision.*

Indian chief Powhatan's daughter, Matoaka, nick-named "Pocahontas"—baptized "Rebecca" in 1614 and then married to John Rolfe. One reason for establishing the colony was the desire of the English to convert the Indians to Christianity. Pocahontas was introduced to the English Queen as the first Christian convert in Virginia.

EXPLORERS OF THE NORTHEAST, CARTIER, CHAMPLAIN, AND CABOT 1497–1603

ALBRECHT DÜRER DIES 1528

QUEEN ELIZABETH I IS CROWNED 1558

MICHELANGELO BUONARROTI DIES 1564

RALEIGH SETTLES ROANOKE 1585

JAMESTOWN IS FOUNDED IN VIRGINIA 1607

LESSON II SESSION 3

Project

Imagine you are journeying to settle in a new land. Make a list of the items you will need to live in this new place. Remember, there is nothing in the new country to purchase. You will need food until the first harvest, clothing, tools, etc.

Literature

Read chapter 12 to the end of Alone Yet Not Alone.

After *reading the book, you may want to view the movie* Alone Yet Not Alone. *Note: Please do this only with parent approval and supervision.*

Packing for Colonization

LESSON II SESSION 4

Flashcards

Read Explorers to 1815 history cards 8 and 9. Answer the following questions.

1. How many separatists were on the Mayflower? Describe them.
2. Where did the Mayflower first land? How long did they stay there before moving on to Plymouth?
3. What agreement was signed before settling at Plymouth? Who signed it?
4. What is the date of the Pilgrims building Plymouth Colony?
5. What did the Pilgrims believe about God?
6. Why was there so much death the first year in the colony?
7. Who was Tisquantum?
8. What was the purpose of the celebration the Pilgrims had with the Indians in November of 1621? How long did it last?

Literature

The students will spend the next few lesson reading portions of Of Plymouth Plantation.

Read Book I chapters I, IV, and V of Of Plymouth Plantation *and answer the following questions.*

1. What kind of religious persecution were the pilgrims experiencing in England?
2. Why did the pilgrims decide to leave Holland and head to America?
3. Why did the Pilgrims decide to settle in New England as opposed to their original plans?
4. What did it take to get permission from the king of England?

LESSON II SESSION 5

Optional Project

While many cultures have celebrated their thankfulness to God with feasting for centuries dating back to even the Old Testament, we commonly refer to the feast between the Pilgrims and the Indians as the first Thanksgiving. Their Thanksgiving was very different from how we celebrate today. Do some research and come up with a menu that would be more fitting to the original Thanksgiving. Consider cooking the authentic dishes and inviting a family to celebrate with you. Create a scrapbook of the experience.

Did You Know . . . ?

1. Captain John Smith was forced back to England in 1609 when the Virginia Company drafted a new charter for Jamestown and he was questioned for misconduct.
2. Later in his life, Captain John Smith traveled to Maine and named "New England."
3. The Pilgrims did not name Plymouth. Captain John Smith made a map of the area on one of his travels and took it back to England. Prince Charles, who later became King Charles, gave English names to many places.

LESSON III SESSION 1

Discussion

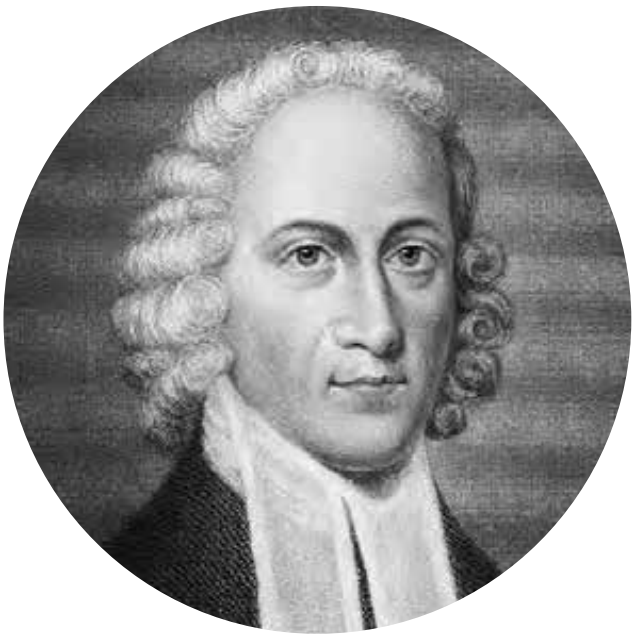
Read chapter 4 of Pages of History: Blazing New Trails. *Give the following questions to the students ahead of time so they may be thinking them through and developing thoughts as they read. The suggested sessions in which to discuss them are indicated with each question.*

1. James believes Hazel has been pigeonholed. What does he mean by this, and why is that not a good thing? (Session 1)
2. What is the problem with "jumping on bandwagons" as the Puritans seem to have done during the Salem Witch Trials? (Session 4)
3. James said that the result of judging before checking things out can be tragic. How so? Can you think of a time you have done this? (Session 4)
4. Jonathan Edwards wanted to never act as if he was his own, but God's. What does this mean, and how might that play out in one's life? (Session 4)

Comprehension

Answer the following comprehension questions from chapter 4 of Pages of History: Blazing New Trails.

1. In the beginning of chapter 4, what were the prisoners especially missing?
2. What did John Winthrop's sermon, "A Model of Christianity" stress?
3. Why did Roger Williams name the capital of Rhode Island Providence?
4. What did Roger Williams believe about the land and the Native Americans?
5. Who called for calm and caution during the Salem Witch Trials?
6. Explain the "Half-way Covenant."
7. How old was Jonathan Edwards when he went to Yale University?
8. What was Jonathan Edwards' preaching style?
9. Who was intrigued by the preaching of George Whitefield?
10. What became the new emphasis about one's faith during the First Great Awakening?



LESSON III SESSION 2

Flashcards

Read Explorers to 1815 history cards 10 and 11. Answer the following questions.

1. What did the Puritans believe regarding the Church of England?
2. Who was John Winthrop?
3. When new laws were established in the Massachusetts Bay Colony, on what did men like John Cotton base them?
4. What did Roger Williams urge people to do concerning the Church of England?
5. What did Williams believe about the king's power over land in New England?
6. What happened after John Cotton and Thomas Hooker examined Williams?
7. What colony did Roger Williams form in 1636?
8. What did Williams claim about the new colony?

Literature

Read Book II chapters I and II of Of Plymouth Plantation *and answer the following questions.*

1. Describe the first year for the Pilgrims in Plymouth. Include in your description details about Squanto and his involvement with them.
2. How did William Bradford become governor?
3. What was the relationship like between the Pilgrims and Massasoyt?

REMBRANDT VAN RIJN 1606–1669 · **MASSACHUSETTS BAY COLONY, HOME OF THE PURITANS** 1630 · **GALILEO IS TRIED IN ROME BEFORE THE INQUISITION** 1633 · **ROGER WILLIAMS, FOUNDER OF RHODE ISLAND** 1636 · **BLAISE PASCAL INVENTS THE CALCULATOR** 1642 · **THE GREAT FIRE OF LONDON** 1666

LESSON III SESSION 3

Project

History often repeats itself. The church during the Middle Ages suffered from "false conversions" and church attendance. We see this happening again in the early colonial church. Write 1 to 2 paragraphs explaining why this was happening during the Middle Ages and then again in colonial times. Be sure to include the outcome for the church when this happened and what events occurred to change things.

Literature

Read Book II chapters V and XXIII of Of Plymouth Plantation *and answer the following questions.*

1. Why did the Governor desire more assistants?
2. What reasons did the Governor give to take away any excuse of not wanting to help?
3. Why did those in England feel they should offer advice and guidance to the Pilgrims? Why was it crucial that the Pilgrims respect this?
4. In chapter XXIII, what did William Bradford think of William Brewster?
5. Write a 200 word paragraph on the highlights which Bradford points out about Brewster's life.

False Conversions

LESSON III SESSION 4

Flashcards

Read Explorers to 1815 history cards 12–14. Answer the following questions.

1. How did the hysteria in Salem begin?
2. How many people were hanged for practicing the diabolical arts?
3. Did the government of Massachusetts deal properly with the accusations?
4. What finally put an end to this frenzy?
5. What did the king of England have to do with the original thirteen colonies?
6. What part did each colony play in their own government?
7. What were the Navigation Acts?
8. List the original thirteen colonies.
9. Who were George Whitefield and Jonathan Edwards?
10. What was the First Great Awakening?
11. Who preached the famous sermon "Sinners in the Hands of an Angry God?"

Literature

Read chapters I and II of Johnny Tremain *and answer the following questions.*

1. Why did Dove hate Johnny?
2. Was an apprentice like a slave? What was the difference?
3. What character trait was Mr. Lapham drawing Johnny's attention to in the Bible reading. Why?
4. What was Mr. Lapham's weakness? How did this weakness make Johnny seem cheeky?
5. Why did Johnny's mother move from Townsend, Maine, to Boston?
6. What emblem was on everything Merchant Lyte owned?
7. What did Johnny take to Paul Revere's shop and why? Do you think Paul Revere was impressed with Johnny's work? Why or why not?
8. How did the accident happen?
9. What happened to Johnny's apprenticeship as a result of his injury?

J.S. BACH 1685–1750 · **SALEM WITCH TRIALS** 1692 · **THIRTEEN COLONIES FORMED** 1620–1733 · **BLACKBEARD (EDWARD TEACH) IS KILLED** 1718 · **THE FIRST GREAT AWAKENING** 1740–1742 · **BENJAMIN FRANKLIN INVENTS THE LIGHTNING ROD** 1752

LESSON III SESSION 5

Optional Project

Write a 500 to 800 word essay comparing and contrasting the preaching styles and ministries of Jonathan Edward and George Whitefield.

Did You Know . . . ?

1. Roger Williams took his theological beliefs to heart. So much so that he named his children Freeborn, Providence, and Mercy.
2. A child as young as four years old was accused of being a witch during the Salem Witch Trials.
3. Jonathan Edwards was a chocolate addict. He was known to pay couriers very well to bring chocolates "cakes" from Boston. He would then make them into chocolate drinks.

LESSON IV SESSION 1

Discussion

Read chapter 5 and 6 of Pages of History: Blazing New Trails. *Give the following questions to the students ahead of time so they may be thinking them through and developing thoughts as they read. The suggested sessions in which to discuss them are indicated with each question.*

1. At the beginning of chapter 5, Lance actually says a prayer to God. What do we see happening in his life? What do you think has happened to bring about this change in Lance? (Session 1)
2. Why was Mr. Weberly's crime of distributing anti-Catholic literature to the community so serious to the church and government? (Hint: How would people knowing the truth of Scripture affect the church and government?) (Session 1)
3. What were the differences between the French and the English? Discuss how these differences could cause a gap and tension between them. (Session 2)
4. Was the Stamp Act fair to the colonists in your opinion? Why or why not? (Session 4)
5. Were the colonists justified in their anger and actions against Britain? (Session 4)

Comprehension

Answer the following comprehension questions from chapters 5 and 6 of Pages of History: Blazing New Trails.

1. What was James so nervous about at the beginning of chapter 5?
2. How did the boys free James from prison and move on to the next event?
3. How many years did it take for all of the colonies to form?
4. What was the idea behind the Navigation Acts?
5. What is mercantilism?
6. Who was the lieutenant-colonel that the French let go?
7. In what ways did the British and the colonists need one another after the French and Indian War?
8. What does the term "taxation without representation" mean?
9. Describe what happened at the Boston Massacre.
10. What two possible misunderstandings happened that thrust the colonists and British into actual war?

LESSON IV SESSION 2

Flashcards

Read Explorers to 1815 history cards 15 and 16. Answer the following questions.

1. What is the term used to describe trading of goods between a "mother country" and its colonies?
2. Why did the colonies need to sell goods to England?
3. In the early 1700's what two countries fought over control of trade with the colonies?
4. After the French and Indian Wars, what did England do to the colonies regarding trade?
5. What problems arose between the British and the French that caused the French and Indian Wars?
6. Why did the Indians in the northeast prefer the French over the British?
7. Name one notable person on each side of the war.
8. How did the French and Indian War end? What was the outcome?

Literature

Read chapters III and IV of Johnny Tremain *and answer the following questions.*

1. How had Mr. Lapham advised Johnny to look for work?
2. What work did Rab offer Johnny?
3. Why did Johnny not like Mr. Tweedie?
4. What two types of person did people usually assume Johnny was?
5. Why did Mr. Hancock not give Johnny a job?
6. Why did Mrs. Lapham assume Johnny had become a thief?
7. Johnny was conflicted about meeting the Lytes. Why?
8. What was the difference between the Whigs and the Tories?
9. Why was the accusation of burglary easier to take for Johnny?
10. What penalty did Mr. Lyte ask to be given to Johnny, and why?

THE WAR OF JENKINS' EAR 1739–1748

COLONIAL TRADING WITH ENGLAND c. 1750

THE FRENCH AND INDIAN WARS 1754–1763

GEORGE III BECOMES KING OF BRITAIN 1760

JAMES COOK MAPS THE BOUNDARIES OF THE PACIFIC OCEAN 1768–1779

LESSON IV SESSION 3

Project

Fill in the chronology chart. (The first 96 events were covered in volume 1.)

Old Testament Ancient Egypt

1. Creation
2. The Fall in the Garden
3. _____
4. The Flood
5. Tower of Babel
6. _____
7. The Old Kingdom in Egypt
8. First Intermediate Period in Egypt c. 2200–2050 B.C.
9. Call of Abram c. 2091B.C.
10. _____ c. 2082 B.C.
11. Hagar and Ishmael c. 2080 B.C.
12. Sodom and Gomorrah c. 2080 B.C.
13. _____ _____
14. The Middle Kingdom in Egypt c. 2050–1800 B.C.
15. _____ _____
16. Famine in Egypt _____
17. The Twelve Tribes of Israel c. 1860 B.C.
18. Second Intermediate Period c. 1800–1570 B.C.
19. Code of Hammurabi c. 1792–1750 B.C.
20. _____ c. 1730–1570 B.C.
21. Early New Kingdom in Egypt c. 1570–1300 B.C.
22. Moses' Birth _____
23. _____ _____
24. The Exodus _____
25. Ten Commandments c. 1445B.C.
26. Amenhotep IV and Monotheism c. 1361–1344 B.C.
27. _____ _____
28. Later New Kingdom in Egypt c. 1300–1090 B.C.
29. Davidic Kingdom c. 1011–971 B.C.
30. _____ c. 971–931 B.C.
31. Alexander the Great Conquers Egypt c. 332 B.C.
32. Egypt Falls to Rome _____

New Testament Greece and Rome

1. Minoan Culture 2200–1450 B.C.
2. _____ c. 1450–1200B.C.
3. Trojan War _____
4. Phoenician Civilization and the Alphabet c. 1200–1000 B.C.
5. Israel Divides into Two Kingdoms _____
6. Homer and Greek Mythology c. 900 B.C.
7. _____ _____
8. Founding of Rome _____
9. Greece Colonized, Democracy Begins c. 750–508 B.C.
10. Israel and Judah Fall c. 722/586 B.C.
11. Prophets of God c. 740–433 B.C.
12. Roman Republic Developed c. 509–366 B.C.
13. _____ _____
14. Pericles and the Peloponnesian War 461–404 B.C.
15. Greek Philosophers c. 450–322 B.C.
16. Nehemiah and the Jewish Return _____
17. _____ _____
18. Architectural Advances in Rome c. 250 B.C.
19. Rome Rises to World Power _____
20. _____ 59–44 B.C.
21. Reign of Caesar Augustus 27 B.C. –14 A.D.
22. _____ c. 3 B.C.
23. Ministry of John the Baptist c. 27 A.D.
24. Ministry of Christ c. 27–30 A.D.
25. Crucifixion, Resurrection and Ascension of Christ _____
26. _____ _____
27. Destruction of Jerusalem _____
28. Pompeii Burns 79 A.D.
29. Split of the Roman Empire 286 A.D.
30. Constantine and the Edict of Milan 313 A.D.
31. First Council of Nicea 325 A.D.
32. _____ _____

Middle Ages, Renaissance and Reformation

1. St. Augustine Converts to Christianity 386
2. Barbarian Invasion and Vikings c. 400–1000
3. _____ 405
4. The Council of Chalcedon _____
5. St. Benedict and Monasticism c. 540
6. _____ _____
7. Mohammed and Islam_____
8. Charles Martel, Pepin the Short, and Charlemagne 714–814
9. Alfred the Great 871–901
10. Otto I and the Holy Roman Empire 962–973
11. The East–West Schism 1054
12. _____ _____
13. William the Conqueror and the Battle of Hastings 1066
14. Cathedrals in Europe beginning c. 1100
15. The Crusades _____
16. St. Francis of Assisi 1182–1224
17. _____ 1215
18. St. Thomas Aquinas 1225–1274
19. Marco Polo 1254–1324
20. _____ _____
21. The Great Papal Schism 1376–1417
22. John Wycliffe and John Huss c. 1380
23. Fall of Constantinople to Mohammed II 1453
24. _____ _____
25. The Renaissance_____
26. The Inquisition 1478
27. Martin Luther Begins the Reformation _____
28. Ulrich Zwingli and the Anabaptists 1525
29. _____ ____
30. John Calvin and the Institutes 1536
31. The Council of Trent 1545–1563
32. _____ _____ _____

Explorers to 1815

1. Prince Henry the Navigator 1394–1460
2. Columbus Sails to the New World _____
3. _____ 1519–1522
4. Cortez, de Soto, de Leon, and Coronado, the Spanish Explorers 1513–1538
5. _____ 1497–1603
6. Raleigh Settles Roanoke 1585
7. Jamestown is Founded in Virginia _____
8. _____ _____
9. Pilgrims Build Plymouth Colony 1621
10. Massachusetts Bay Colony, Home of the Puritans 1630
11. _____ 1636
12. Salem Witch Trials _____
13. Thirteen Colonies Formed 1620–1733
14. The First Great Awakening 1740–1742
15. Colonial Trading with England c. 1750
16. _____ _____
17. Parliament Acts Unjustly 1764–1774
18. The First Continental Congress Seeks Peace with Britain _____
19. _____ _____

Literature

Read chapters V and VI of Johnny Tremain *and answer the following questions.*

1. Why did Mr. Lyte become Johnny's enemy?
2. What about Goblin and Rab gave Johnny the courage to learn to ride?
3. What transformed Johnny into an ardent Whig?
4. Why didn't Johnny ever return to the Lapham's house?
5. What made Johnny become more careful about the words he spoke concerning others?
6. Why did the English think the tax on tea would not be a problem for the American colonists?
7. Describe James Otis.
8. Why did Isannah get on Johnny's nerves?
9. Why did the Observers not want a peaceful resolution to the tea problem?
10. Who did Johnny think was going to have to pay for the lost tea?

LESSON IV SESSION 4

Flashcards

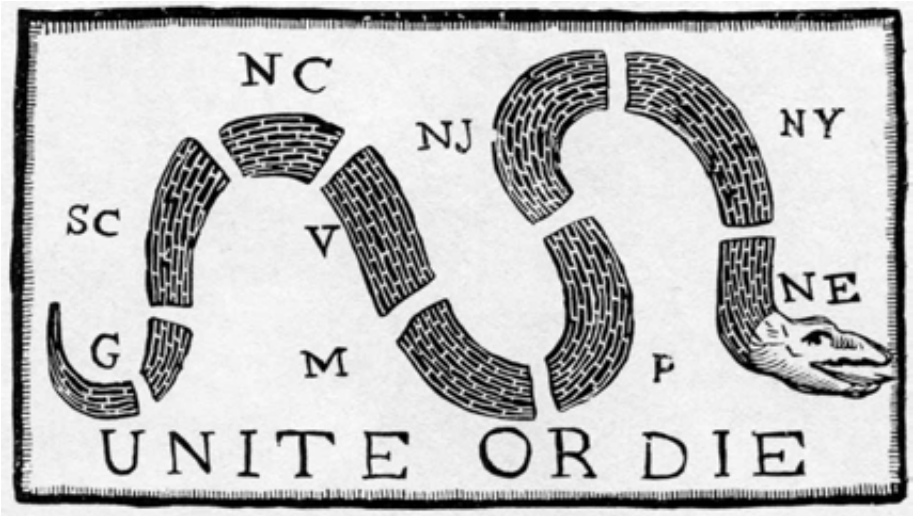
Read Explorers to 1815 history cards 17–19. Answer the following questions.

1. What act was passed by Parliament in 1764 to raise revenue for England?
2. What was the Stamp Act of 1765?
3. When and where did the colonists formally say, "Taxation without representation is tyranny"?
4. What was the Quartering Act of 1765?
5. In 1773, in order to save a failing tea company, Parliament passed a tax on the surplus of tea. What was the colonists' response?
6. What were the Intolerable Acts?
7. Who met in the First Continental Congress?
8. Why did the First Continental Congress meet?
9. What did they draft?
10. Why did the Congress enforce a boycott?
11. When did the War for Independence begin?
12. How did Paul Revere learn if the British were attacking by land or by sea?

Literature

Read chapters VII and VIII of Johnny Tremain *and answer the following questions.*

1. Where was the only safe place for the Lytes to be?
2. What did Johnny discover about his relation to the Lytes?
3. Why did it seem so impossible to steal a musket from the British?
4. How did the British punish those who attempted to steal weapons?
5. Why was Mrs. Lapham forced to marry Mr. Tweedie?



PARLIAMENT ACTS UNJUSTLY 1764–1774	SPANISH MISSIONARIES ESTABLISH FIRST MISSION IN CALIFORNIA 1769	GEORGE WHITEFIELD DIES 1770	THE FIRST CONTINENTAL CONGRESS SEEKS PEACE WITH BRITAIN 1774	THE WAR FOR INDEPENDENCE BEGINS 1775	FIRST HYMNAL PRINTED THAT INCLUDES "AMAZING GRACE" 1779

LESSON IV SESSION 5

Optional Project

Read The Midnight Ride of Paul Revere. *Pretend you live along this route and write a letter to a family member who does not. Describe to them the actions of Paul Revere from your observations.*

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive'
Who remembers that famous day and year.
He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,-
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."
Then he said "Good-night," and with muffled oar
Silently row'd to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings lay
The Somerset, British man-of-war;
A phantom ship,with each mast and spar
Across the moon like a prision bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.
Meanwhile his friend, through alley and street,
Wanders and watches with eager ears,
Till in the silence around him hears
The muster of men at the barrack-door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers
Marching down to their boats on the shore.
Then he climb'd the tower of the Old North Church,
By the wooded stairs, with stealthy tread,
To the belfry-chamber overhead,
And started the pigeons from their perch
On the sombre rafters, that round him made
Masses of moving shapes of shade,-
By the trembling ladder, steep and tall,
To the highest window in the wall,
Where he paused to listen and look down
A moment on the roofs of the town,
And the moonlight flowing over all.
Beneath, in the churchyard, lay the dead,
In their night-encampment on the hill,
Wrapp'd in silence so deep abd still
That he could hear, like a sentinel's tread,
The watchful night-wind, as it went
Creeping along rom tent to tent,
And seeming to whisper, "All us well!"
A moment only he feels the spell
Of the place and the hour, and the secret dread
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,
Where the river widens to meet the bay,-
A line of black that bends and floats
On the rising tide like a bridge of boats.
Meanwhile, impatient to mount and ride,
Booted and spurr'd, with a heavy stride
On the opposite shore walk'd Paul Revere.
Now he patted his horse's side,
Now gazed at the landscape far and near,
Then, impetuous, stamp'd the earth,
And turn'd and tighten'd his saddle-girth;
But mostly he watch'd with eager search
The belfry-tower of the Old North Church,

As it rose above the graves on the hill,
Lonely and spectral and sombre and still.
And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!
He springs to the saddle, the bridle he turns,
But lingers abd gazes, till full on his sight
A second lamp in the belfry burns.
A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark
Struck out by a steed flying fearless and fleet;
That was all; and yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed in his flight
Kindled the land into flame with its heat.
He has left the village and mounted the steep,
And beneath him, tranquil and broad and deep,
Is the Mystic, meeting the ocean tides,
And under the alders that skirt its edge,
Now soft on the sand, now loud on the ledge,
Is heard the tramp of his steed as he rides.
It was twelve by the village clock
When he cross'd the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer's dog,
And felt the damp of the river fog,
That rises after the sun goes down.
It was one by the village clock
When he galloped into Lexington.
He saw the gilded weathercock
Swim in the moonlight as he pass'd,
And the meeting-house windows, blank and bare,
Gaze at him with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon.
It was two by the village clock
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would by lying dead,
Pierced by a British musket-ball.
You know the rest; in the books you have read,
How the British regulars fired and fled,-
How the farmers gave them ball for ball,
From behind each fence and farmyard wall,
Chasing the red-coats down the land,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.
So through the night went his cry of alarm.
To every Middlesex village and farm,-
A cry of defiance, and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo for evermore!
For, borne on the night-wind of the Past,
Through all our history, to the last,
In the hour of darkness, and peril, and need,
The people will waken and listen to hear,
The hurrying hoof-beats of that steed,
And the midnight message of Paul Revere.

Did You Know . . . ?

1. The French and Indian Wars were actually a series of wars divided into four periods: King William's War, Queen Anne's War, King George's War, and the French and Indian War (also known as the Seven Years War).
2. Paul Revere actually did not shout "The British are coming!" The journey was to be done as discreetly as possible.
3. Before becoming a leader in the War for Independence, John Adams was the attorney for the British soldiers who were involved in the Boston Massacre..

LESSON V SESSION 1

Discussion

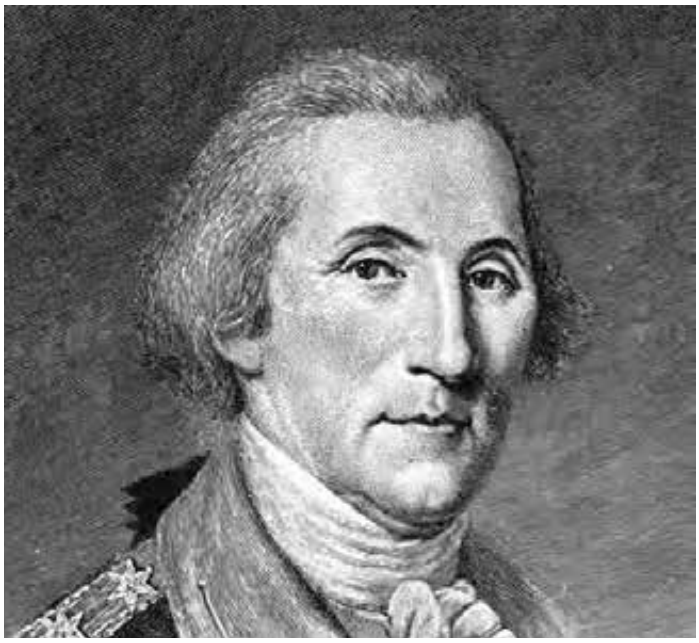
Read chapter 7 of Pages of History: Blazing New Trails. *Give the following questions to the students ahead of time so they may be thinking them through and developing thoughts as they read. The suggested sessions in which to discuss them are indicated with each question.*

1. Why did James understand the Patriots who wanted to stay in the background and not cause a stir? Do you believe it is common for modern day Christians to behave this way? (Session 1)
2. What is the difference between a moral victory and a physical victory? Which is more important? (Session 2)
3. Jefferson understood his weakness in speaking. What did this say about his character, and how was this helpful to the founding fathers? (Session 2)
4. George Washington and his men received a morale boost in the attack after crossing the Delaware River. Why is it necessary to receive these from time to time? (Session 4)
5. Considering Romans 13:1–7 and the truth of what Parliament and the King were requiring of the colonists, were the colonists justified in claiming their independence? (Session 4)

Comprehension

Answer the following comprehension questions from chapter 7 of Pages of History: Blazing New Trails.

1. How did George Washington act under pressure?
2. What was the Olive Branch Petition?
3. What points did Thomas Paine make in *Common Sense?*
4. Which five men did the Second Continental Congress select to draft the resolution claiming their independence?
5. Why did the soldiers know the war would have to be fought on land?
6. Who were the Hessians?
7. What is guerilla warfare, and where did the French learn it?
8. What kind of government did the Articles of Confederation set up?
9. What was the date the U.S Constitution was accepted?
10. Explain what is meant by the words in the notebook at the end of chapter 7.



LESSON V SESSION 2

Flashcards

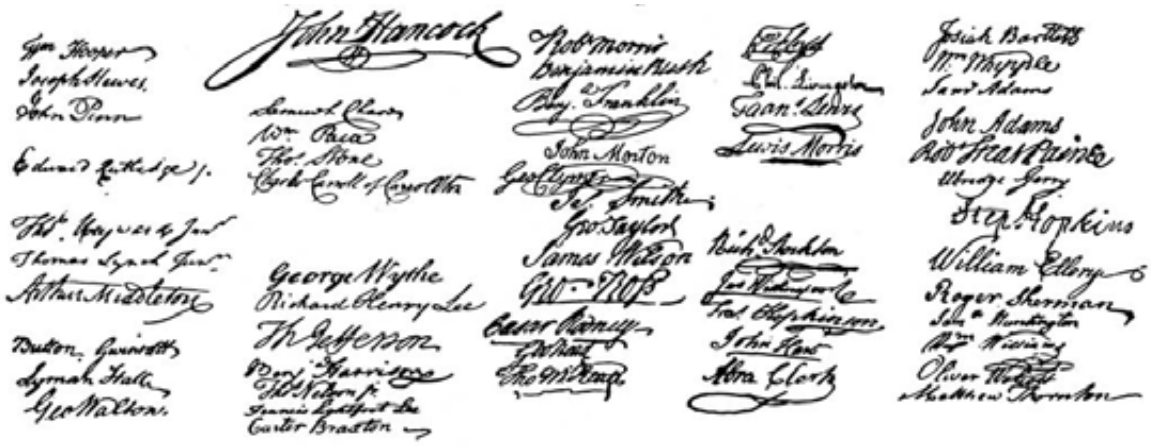
Read Explorers to 1815 history cards 20–22. Answer the following questions.

1. In what year did America declare its independence from Britain?
2. What was King George's response to the American petitions?
3. What did Tome Paine write?
4. What was the Declaration of Independence? Who drafted it?
5. When did the Declaration become effective?
6. What did the Declaration of Independence make inevitable?
7. Why were many Americans enlisting in the army in the early years?
8. Who surrendered in October 1781?

Literature

Read chapters IX and X of Johnny Tremain *and answer the following questions.*

1. Why did Mrs. Revere write a letter pretending to write on behalf of Paul's grandmother?
2. Was Dove pro-colonists or pro-British? Why?
3. What cities were marked in red on the British map?
4. Why did Johnny no longer deliver papers in the countryside?
5. What was the one thing Johnny wanted in return for helping Pumpkin? Why?
6. What were the three reasons King George was in a fury?
7. Why was Billy Dawes picked for a job?
8. Why do you think Johnny couldn't look at Rab when he was leaving?
9. Why was information about a saddle important to Johnny?
10. In addition to Billy, was there another gifted actor in the Dawes family?
11. Why did Paul Revere want Dr. Warren to leave Boston with him that night?



BATTLE OF BUNKER HILL 1775	MOZART FINISHES *A SONATA FOR KEYBOARD IN C* 1775	AMERICA DECLARES ITS INDEPENDENCE 1776	ADAM SMITH PUBLISHES *THE WEALTH OF NATIONS* 1776	WASHINGTON COMMANDS THE CONTINENTAL ARMY 1775–1781

LESSON V SESSION 3

Project

It is very important to know and understand the founding documents of our nation. Spend the next few weeks memorizing the Preamble to the Constitution and the Bill of Rights.

Literature

Read chapters XI and XII of Johnny Tremain *and answer the following questions.*

1. What was the "target practice"?
2. Why did Johnny think all of them were fighting for an English cause, though they were fighting against the English?
3. Had Boston changed in the last day?
4. Was the entire Lyte family returning to England?
5. Why did the Lytes not know Johnny by his last name?
6. What idea did Johnny have to protect the Lornes?
7. Why did Johnny put aside his British uniform?
8. Why did Johnny stop himself from helping his friend Lieutenant Stranger?
9. What request did Rab have for Johnny?
10. What do you think Johnny is feeling as he reflects at the end of the book?

LESSON V SESSION 4

Flashcards

Read Explorers to 1815 history cards 23 and 24. Answer the following questions.

1. Why did Americans flee to Valley Forge?
2. What was life like for General Washington and his men at Valley Forge?
3. Who was General Baron von Steuben?
4. With whom did France side during the war?
5. How did Washington's men emerge from Valley Forge?
6. Where and how did Washington trap the British Army?
7. What was the treaty called? When was it signed?
8. What did the treaty recognize?
9. How were the colonies organized?

Literature

Read chapters 1–5 of Children of the Covered Wagon *and answer the following questions.*

1. Describe the three children mentioned in the first chapter.
2. How long was the trip to Oregon estimated to be?
3. What kind of breakfast could they have on the trail?
4. What did Myra do to prevent Michael from beating the donkey?
5. What states were represented in the wagon train?
6. What did the Indians name the road carved by the wagon trains and cattle headed west?
7. How were disputes settled in a wagon train?
8. How was school unique for children living in a wagon train?
9. What sign did Jim find that made him aware of how dangerous the journey was?
10. The Pawnee rode by the wagon train a few times without hurting them. What were they pretending to do, and what was their true intention?

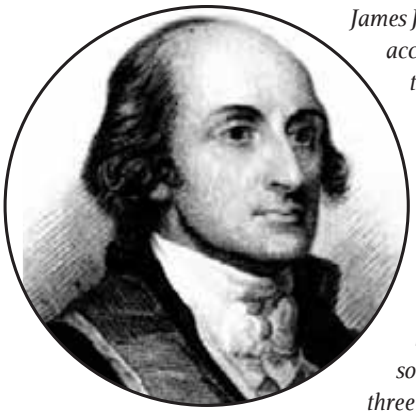
Did You Know . . . ?

1. When Gen. George Washington first read the Declaration of Independence in New York a riot ensued.
2. All 56 signers of the Declaration of Independence paid a price in some way for doing so.
3. Lt. Gen. Baron von Steuben was self proclaimed. He was neither a general nor a nobleman.

LESSON V SESSION 5

Optional Project

The colonist's secret service used invisible ink to communicate with one another during the War for Independence. Try your hand at making invisible ink and send a secret message to a friend.



James Jay forwarded the first authentic account of the British plot to force the colonies into unconditional submission. Jay writes of his secret writings: "To prevent the suspicion which might arise were I to write my brother John only, who was member of congress, I write with black ink a short letter to him and likewise to one or two other persons of the family, none exceeding three or four lines in black ink. The residue of blank paper I filled up , invisibly, with such intelligence and matters as I thought would be useful to the American Cause."

Making Invisible Ink

Heat sensitive invisible inks are organic liquids that will appear invisible once they have dried on a sheet of paper, but will darken when held over a heat source. Lemon juice or onion juice work best, with milk or vinegar lagging close behind. They can be applied with a pen or toothpick. Allow to air dry (don't use heat to dry it). The dried paper is held some distance over a candle, or pressed with a hot iron. There is danger of the paper catching on fire with the candle, or scorching under the iron, so take the necessary precautions. It will be a little smoky, but the message should appear fairly quickly.

An alternative to the organic liquids is to use a cornstarch and water mixture. Mix about 1 tsp (5 ml) cornstarch to 1/4 cup (60 ml) of water. Cook it a bit (you can microwave it for a minute, stirring once). Let it cool, and write your message. Once dry, sponge it with a solution of iodine (toxic!) and water (10 or so drops in 1/4 cup (60 ml) of water). Your writing will appear in a dark blue, and the paper will be a lighter blue. If you substitute lemon juice for the cornstarch solution, you will end up with white text on a light blue background.

This next one is a little tricky to do, and does not always turn out completely invisible. The reacting chemical in the ink is phenolphthalein, which is a component of some laxatives. Phenolphthalein alone makes an invisible ink, but often the other components of the laxative tablet will give the ink a color. It will still produce a nice reaction.

SUPPLIES

laxative pill (*must contain phenolphthalein*)
washing soda (*or another safe alkali*)
paper
water
jar for mixing
plate
toothpick

DIRECTIONS

1. If the tablets you are using have a colored coating, it will need to be scraped off. Use 5 or 6 tablets. Crush the tablets with a spoon in a jar.
2. Add a couple of inches of water to the jar and mix.
3. Use this "ink" to write your secret message.
4. Allow to dry.
5. To make it visible, mix four teaspoons of washing soda with four tablespoons of hot water.
6. Lay the paper over a plate where a bit of water has been poured. You want the paper to soak up the water and saturate.
7. Carefully dribble the washing soda solution onto the paper, allowing the drops to spread over the entire surface. Don't touch the paper where the message is while it is wet, as this will smear it.
8. The writing should appear pink.

LESSON VI SESSION 1

Discussion

Read chapter 8 of Pages of History: Blazing New Trails. *Give the following questions to the students ahead of time so they may be thinking them through and developing thoughts as they read. The suggested sessions in which to discuss them are indicated with each question.*

1. Was James Madison wise to study other governments before proposing one for America? Why or why not? (Session 2)
2. Why would George Washington's demeanor play a role in making him a good leader? (Session 2)
3. Discuss George Washington's thoughts on seeking advice from others. Is this wise? Does this show good leadership skills? (Session 4)
4. Why would George Washington's becoming "King of America" not have been good for the republic? (Session 4)

Comprehension

Answer the following comprehension questions from chapter 8 of Pages of History: Blazing New Trails.

1. Which French thinker did James Madison look to when thinking of what America's government should look like?
2. List the three branches of America's government and which groups or offices fall under each one.
3. Explain "checks and balances" in the U.S. government?
4. What was the difference between the Federalists and Anti-Federalists?
5. Who were the main Federalist thinkers?
6. Who were the loudest Anti-Federalists?
7. What is a polymath, and who from colonial times is considered to have been one?
8. What is the Bill of Rights?
9. Who was George Washington's hero?
10. What was the greatest real-estate deal in U.S. history?

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