



HISTORY & GEOGRAPHY

STUDENT BOOK

▶ **11th Grade**

HISTORY & GEOGRAPHY 1101

FOUNDATION OF THE AMERICAN REPUBLIC

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LIFEPAC Test is located in the center of the booklet. Please remove before starting the unit.

Development of Constitutional Government

Introduction

Although the colonists began the 1760s celebrating the accession of George III, they soon became disillusioned. Within a dozen years following the introduction of imperial reforms, the British colonists were in open rebellion against Great Britain. The sudden vehemence with which Americans moved into rebellion astonished their contemporaries as it has astonished historians ever since. A series of trade acts and tax levies did not seem to justify revolution. Yet by 1776 many Americans agreed with John Adams that the colonists were “in the very midst of a revolution, the most complete, unexpected and remarkable, of any in the history of nations.” What could account for it? How was it to be justified?

The colonists admitted that it was not the particular acts of the British government that explained the Revolution; it was the meaning of those acts. Americans strove to understand the intentions of the British government and to determine their rights and liberties.

A military victory over Great Britain may have been a prerequisite for the success of the Revolution, but for Americans the Revolution meant more than simply eliminating a king and instituting an elective system of government. The Revolution was a moral upheaval that promised a fundamental shift in values and a change in the very character of American society. Originally designed to counter and reverse the modernizing tendencies of American life, republicanism ultimately quickened and magnified these trends.

In this unit you will look at the events that finally led to the Revolutionary War and at the kind of government that evolved in America. You will see the lives and events that molded the tenets of American government.

After establishing the English colonies in the New World, England left them alone for a time to do as they pleased. With the passage of the Navigation Acts in 1660, however, England's attitude toward the colonies changed, and she began to exploit the colonies by levying a variety of taxes to help fill her coffers. Another motive behind these taxes was the desire to bring the colonies under subjection.

The trade regulations England placed on the colonies led to colonial resistance in the New World. The greatest single reason for the tax increase was to finance the French and Indian War. The English thought that the colonies should pay for the war since the fighting had taken place in America, a sentiment that increased hard feelings among the colonies and led to still stronger resistance.

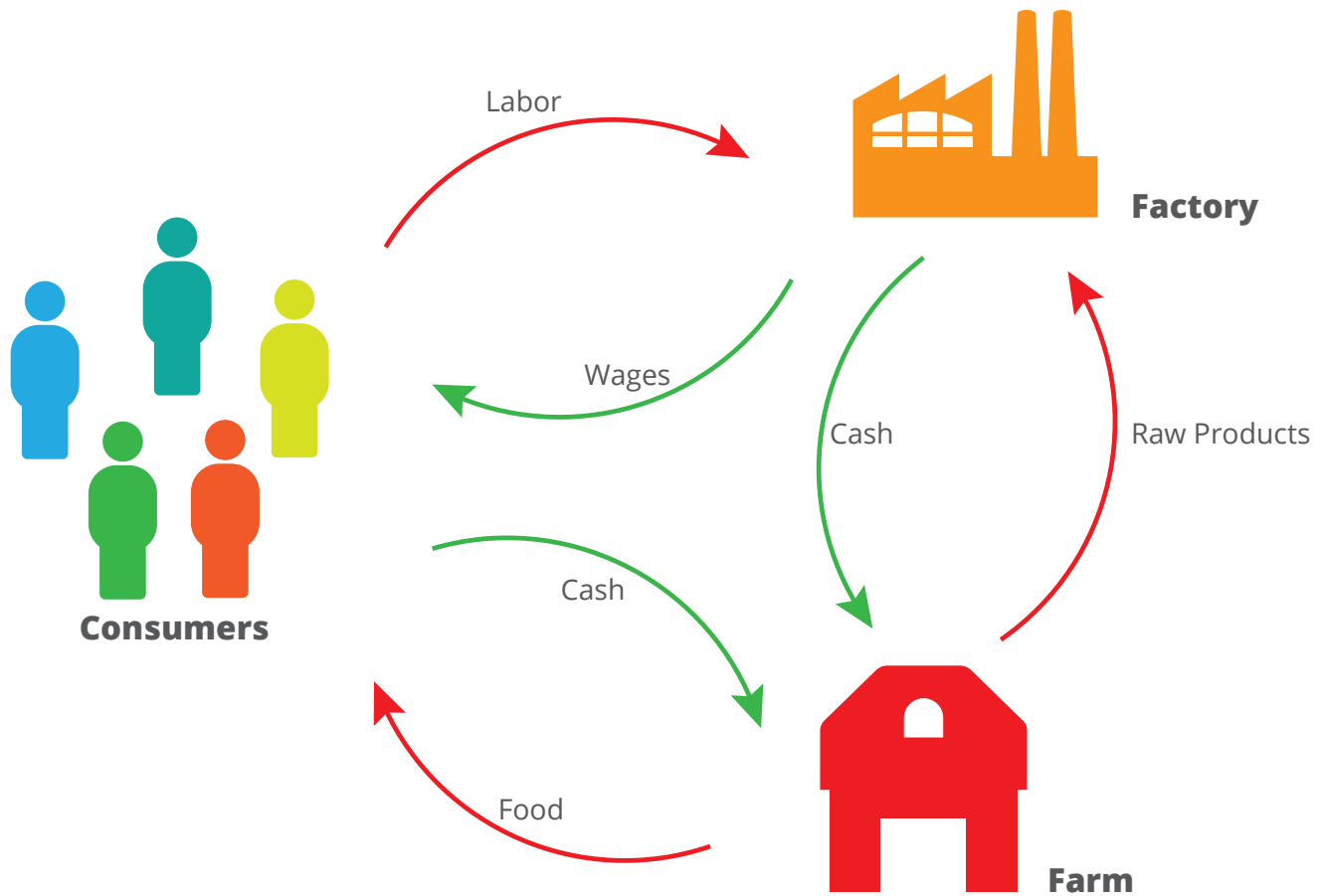
Objectives

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

1. Name the various British actions regulating American trade.
2. Describe the events of the French and Indian War and its effect on colonial attitudes toward Britain.
3. Describe Britain's new policy restricting colonial freedoms and how it led to colonial resistance.
4. Describe the response of the colonists to Britain's actions.
5. Explain the Declaration of Independence.
6. Describe the strengths and weaknesses of the Continental Army.
7. Describe the important events of the Revolutionary War.
8. Name people who contributed to the war.
9. Name the provisions of the Treaty of Paris of 1783.
10. State the strengths and weaknesses of the Articles of Confederation.
11. Describe the conflicting proposals of the Constitutional Convention.
12. Name the three branches of government and describe the system of checks and balances.
13. Explain the land ordinances of 1785 and 1787.
14. Describe the objections to and provisions of the Constitution.

Survey the LIFE PAC. Ask yourself some questions about this study and write your questions here.

A large rectangular box with a light gray background, containing 18 horizontal green lines for writing. This area is intended for students to write their questions about the study.



| Clay's American System

the government to build roads and canals with the duties raised from the tariff in order to transport their products to markets in the industrial East. An economic boom followed the war and the initiation of the nation's first protective tariff. Settlers moved west and acquired land under the Land Act of 1800. The second Bank of the United States was chartered, and the states took on the projects of building roads and canals.

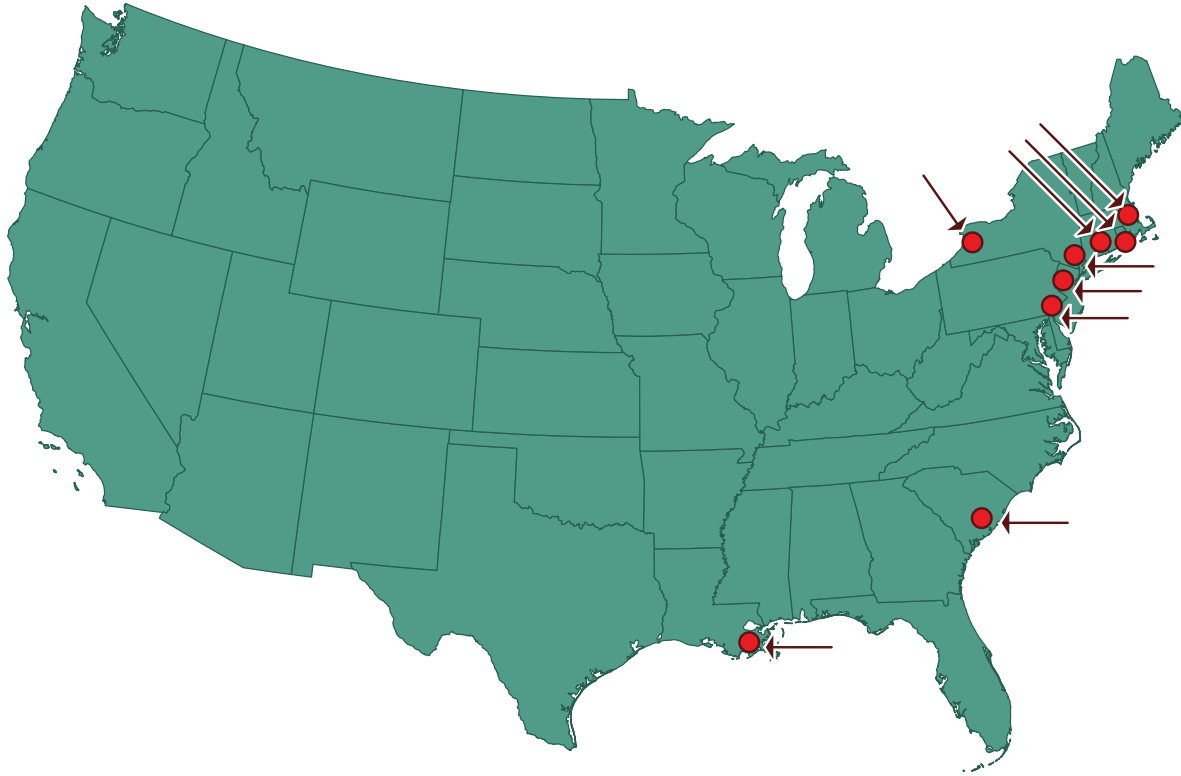
Then in 1819 an economic panic occurred resulting in the first "modern" **depression** in the history of the United States. People across the entire United States were affected. Factories in New England closed, unemployment increased, and cotton prices in the South dropped. For example, the average price of cotton in New Orleans dropped from more than 30 cents a pound to less than 15 cents a pound in 1822. However, the section of the country most severely affected was the West. Food prices dropped and settlers lost their homes and farms as bankers foreclosed on mortgaged lands. The bankers then sold the lands to speculators with ready cash.

People in the West and South called for the tariff to be dropped. They began to see the tariff as a ploy to help the New England states keep factories open and New England workers employed. Southerners believed they were penalized by being forced to pay abnormally high prices for American goods or smuggled European goods without being able to regain their losses in sales.

In an attempt to tie the agricultural and industrial regions of the country together, Henry Clay, the senator from Kentucky, proposed the "American System." Clay's proposal was based on the belief that a protective tariff that helped industry would eventually help every section of the country. The factories protected by the tariff would run at a profit and employ the urban population. The city dwellers would constitute an increased market for agricultural products and would manufacture goods for use in farming regions. The farms would supply raw materials to the factories and food to a growing urban population.

Complete this map activity.

1.13 Write the numbers of the cities listed below at their correct location on the map.



- | | | |
|-----------------|-------------|---------------|
| 1. Charleston | 4. Trenton | 7. Boston |
| 2. New Orleans | 5. New York | 8. Providence |
| 3. Philadelphia | 6. Hartford | 9. Buffalo |

Choose the best answer(s).

1.14 Two emerging factors after the War of 1812 that contributed to development of sectionalism were:

- _____ a. the stricter voting laws
- _____ b. the demise of free enterprise
- _____ c. an increase in the number of men voting
- _____ d. a rapid decrease in the population of the United States
- _____ e. the concept of Manifest Destiny

THE FIRST GLOBAL CONFLICT

World War I was called the Great War before World War II reduced its claim to that title. It was the first world-wide war using modern weapons. Airplanes were used for the first time, mainly for reconnaissance. Tanks were introduced, although they were not highly effective. Poison gas was also used, killing and blinding many. Moreover, this was a war that destroyed civilian lives. War was no longer a disagreement between armies, it was a contest for survival among nations, in this case, mainly the nations of Europe.

The antagonists of Europe. The first global conflict began as a result of the assassination of the heir to the Austrian throne, Archduke Francis Ferdinand, and his wife by a member of a Serbian secret society

on June 18, 1914. Furious at the brazen actions of this small Balkan nation, Austria was determined to punish Serbia (a Russian ally) severely for the assassination. Being assured of German backing if Russia should support Serbia, the Austrians issued an ultimatum to Serbia—meet Austrian demands concerning the anti-Austrian movement in Serbia or face war. When the Serbs agreed to only partially meet the Austrian demands, Austria declared war on Serbia.

Austria's declaration of war initiated a chain reaction among European nations because of the previously negotiated alliances throughout the continent. Russia, pledging to aid the Serbian government, refused to stop her mobilization in defense of the Serbs



| World War I battle fronts

Choose the best answer(s).

- 1.1** Which four things were true of World War I?
_____ a. By 1916, it was a stalemate in the west
_____ b. Russia did not fight well
_____ c. Much of the fighting was done from trenches
_____ d. Italy fought with the Central Powers
_____ e. Britain blockaded Germany
- 1.2** The three nations siding with Russia included:
_____ a. France
_____ b. Turkey
_____ c. Bulgaria
_____ d. Italy
_____ e. Japan
- 1.3** Four neutral nations included:
_____ a. Switzerland
_____ b. Spain
_____ c. Serbia
_____ d. Scandinavia
_____ e. Holland
_____ f. Serbia
- 1.4** Three measures passed to meet America's wartime needs included:
_____ a. the Committee on Industrial Preparedness
_____ b. the Selective Service Act
_____ c. the War Industries Board
_____ d. the Industrial Production Council
- 1.5** Indicate three areas where United States reinforcements contributed greatly to Allied victories in France.
_____ a. Catigny
_____ b. Berlin
_____ c. Argonne Forest
_____ d. Chateau-Thierry

protests from both the United States and the British. Japanese-American relations had been unsettled for some time, mainly because of their trade competition in the Pacific area. As Japanese diplomats met in Washington, D.C., to negotiate problems between the two countries, Japanese pilots were setting their sights on Pearl Harbor in the Hawaiian Islands where the naval power of the United States was based. The Hawaiian harbor held the strongest ships and air force support planes the United States possessed. On December 7, 1941, at 8:00 a.m., American sailors awoke to bombs and bullets, ironically, made of scrap iron from the United States.

A balmy Sunday morning was turned into a black, smoke-filled nightmare for thousands of American servicemen. Over three thousand sailors and soldiers lay dead. Numerous ships and planes were left in smoking ruin. President Franklin Roosevelt, upon hearing of the attack, correctly stated that “this is a day that shall live in infamy.”

Arguments for staying out of the war were now futile—the United States had no choice but to declare war on Japan. By an act of Congress on December 8, 1941, the United States went to war



| U.S.S. Arizona memorial in Pearl Harbor

with the Empire of Japan and the nation was soon at war with Italy and Germany as well. With its navy crippled, the United States was poorly prepared for the naval battle that war with Japan would necessitate. Therefore, the United States entered the war at a distinct disadvantage, for adequate preparation often saves lives and builds both respect and confidence. As a large country in world affairs, this nation was woefully lacking all three aspects in December, 1941.

Complete the vocabulary matching.

- | | | | | |
|-----|-------|------------|----|---|
| 1.1 | _____ | chancellor | a. | Irregular fighting forces often operating at the rear of the enemy |
| 1.2 | _____ | amphibious | b. | One ruling absolutely and often oppressively |
| 1.3 | _____ | dictator | c. | Debarking from ship to land |
| 1.4 | _____ | fascism | d. | To assemble and prepare for war or combat |
| 1.5 | _____ | guerrilla | e. | A political philosophy supporting an autocratic government headed by a dictator |
| 1.6 | _____ | mobilize | f. | Chief minister of state |
| 1.7 | _____ | premier | g. | In some European countries, a chief minister of state |

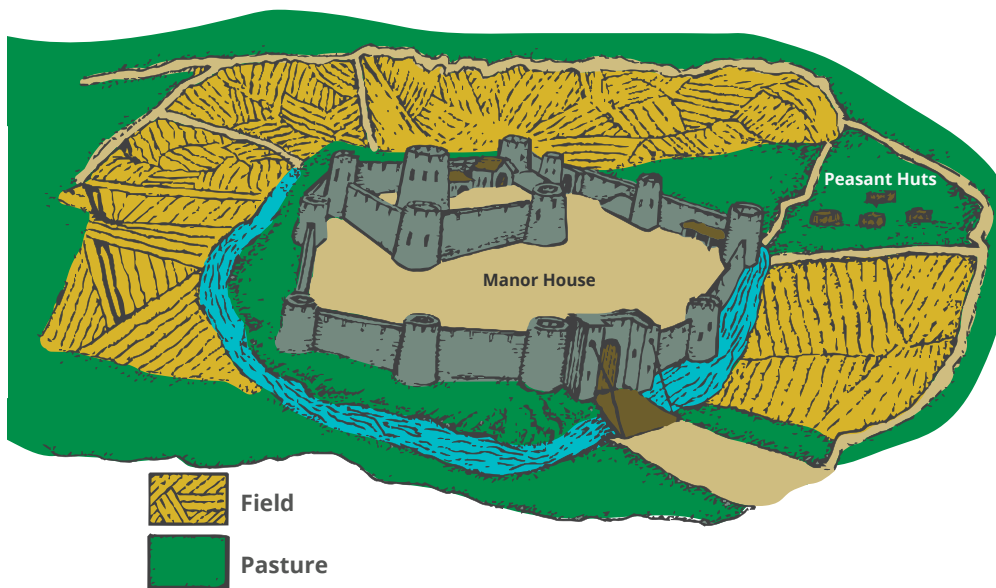
Answer true or false.

- 1.8 _____ The German president in the 1930s was Paul von Hindenburg.
- 1.9 _____ Adolf Hitler was made chancellor of Germany by Mussolini.
- 1.10 _____ Benito Mussolini was the German emperor in the late 1930s.
- 1.11 _____ The German military buildup by Hitler violated the Versailles Treaty.
- 1.12 _____ The Italian economy, like the British, was centered around the military.
- 1.13 _____ The nation expanding its power in the western Pacific was Japan.

MEDIEVAL SOCIETY

Life during the Middle Ages was uncomplicated but difficult in terms of personal freedoms. People were members of one of three classes: noblemen, serfs, and clergy. They and other members of their particular family remained rigidly locked in the same class. Most houses were small cottages with dirt floors and simple furniture that was fashioned of available materials, such as straw and wood. Food primarily consisted of bread and vegetables with little meat and no herbs or spices to prevent spoilage or to enhance flavor. Opportunities to alter the course of one's life were available to only those few born into wealth. Even they had limited options in education and travel.

The noblemen owned all the land and the houses as well. The serfs worked the land for the noblemen and had few, if any, freedoms. Serfs could not own land, find another job in another place, nor even leave the village without the nobleman's permission. The villages in which the people lived provided for their needs. A mill for grinding grain, a blacksmith shop, and a tannery for making leather goods were typical of most villages. Only a few products were brought into the village from outside. Mistrust and petty jealousies constantly arose among the landlords, or noblemen, who frequently feuded and fought for power.



The clergy was not involved in these jealousies about lifestyles; they attended to preaching, teaching, and caring for the sick. The clergy upheld the doctrines of the Catholic Church and gave stability to the society. A new development was about to occur, however, that would change the lives of all the people of this age. These remarkable changes came out of the quest of the Christians to recapture the Holy Land—they called themselves Crusaders.

In 1095 the Pope urged the Christian people of Europe to attempt to recover the Holy Land from Muslims. The Muslims were intent upon forcing people everywhere to accept the teachings of the Islamic religion. Although the Crusaders were successful in recapturing the Holy Land, they were unable to hold it. The struggle to regain it continued

for the next two hundred years. In this endeavor the Crusades failed; but they did revive trade, which led to the growth and development of cities.

The Crusades also caused the people of Europe to come into contact with a more advanced culture. For example, they learned that other people had spices to season food and sugar to sweeten it. They discovered beautiful gems, fabrics, and perfumes. They found new drugs with which to heal the sick. They also learned about luxuries for their homes and new foods to make life easier and more interesting.

To obtain these items, trade between the East and West began. The usual exchange for goods, gold and silver, was not plentiful in Europe; therefore, such goods as wine, furs, and grain were traded in exchange for the desired goods from the East. As



HISTORY & GEOGRAPHY

TEACHER'S GUIDE

▶ **11th Grade**

HISTORY & GEOGRAPHY 1100

Teacher's Guide

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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.

TEACHER NOTES

ADDITIONAL LEARNING ACTIVITIES

Section 1: Foundation of the American Republic

1. How much likelihood is there that exploration and colonization might have begun in Europe under the conditions of a medieval society? What kind of things had to change in order that exploration might become widespread? What kind of changes had to come about to make colonization possible?
2. Do you agree with the concept that the crusades were a catalyst for exploration of lands beyond European shores? Can you describe the sequence set in motion by the crusades which made exploration possible?
3. How much of a factor do you think the Reformation was in the “Age of Discovery”? Did the breakdown of papal authority contribute to the emergence of another form of authority which, in turn, aided the “Age of Discovery”?
4. Work up a scenario with Marco Polo as the key figure. Let Polo visit three typical groups of medieval society: noblemen, serfs, and clergy. Polo should urge each group to follow his example and establish a program for discovery of the still “unknown” world. Each group’s response should identify the limitations or impossibilities to the challenge because of the structure of society.
5. Stage a series of “before” and “after” vignettes, putting the following characters opposite one another: serfs and noblemen; noblemen and kings; kings and clergy. The “before” should be prior to the Renaissance. The dialogue should indicate the difference in the relationship between characters as a result of the breakdown and transformation of society.
6. Let a student research the matter of the connection between the crusades and colonization thoroughly enough that he might write a substantive “domino theory” paper on the topic.
7. The transformation from feudal society to nation-states in Europe is not well defined. Let a student research the era and write a graphic account of the change. Perhaps he could do this activity by a series of lapsed time sketches centering on the life of a serf, a nobleman, and a king.

Section 2: Colonization Begins

1. Was the failure of the Roanoke Colony a vital step toward colonial expansion into the New World? Why did the New World present problems neither Africa nor India had? How did joint-stock companies spring from the Roanoke failure?
2. Were the charter, royal, and proprietary colonies linked to differing trends and pressures in England? Explain.
3. How might you specify the area of difference between the Pilgrims and the Puritans? What was the relationship of these groups to the British government? Did the Pilgrims and the Puritans ever clash with one another?

ANSWER KEY

SECTION 1

- 1.1 e
- 1.2 a
- 1.3 b
- 1.4 d
- 1.5 c
- 1.6 c
- 1.7 b
- 1.8 d
- 1.9 Crusades
- 1.10 Arabia
- 1.11 North Africa; Spain
- 1.12 Roman Catholic
- 1.13 Saracens
- 1.14 200
- 1.15 trade
- 1.16 bourgeoisie
- 1.17 gold and silver
- 1.18 c
- 1.19 b
- 1.20 f
- 1.21 a
- 1.22 d
- 1.23 e
- 1.24 true
- 1.25 false
- 1.26 Latin
- 1.27 c
- 1.28 b
- 1.29 a
- 1.30 d
- 1.31 a
- 1.32 b
- 1.33 d
- 1.34 a
- 1.35 trade
- 1.36 colonies; import
- 1.37 Martin Luther and John Calvin
- 1.38 true

SELF TEST 1

- 1.01 true
- 1.02 true
- 1.03 true
- 1.04 false
- 1.05 false
- 1.06 true
- 1.07 false
- 1.08 true
- 1.09 true
- 1.010 true
- 1.011 true
- 1.012 clergy/clergymen; landowners/lords;
peasants/serfs
- 1.013 Marco Polo
- 1.014 Johann Gutenberg
- 1.015 bourgeoisie
- 1.016 200
- 1.017 trade
- 1.018 colonies; import
- 1.019 a, b, d
- 1.020 a
- 1.021 a, c, d
- 1.022 d
- 1.023 d
- 1.024 a

SECTION 2

- 2.1 m
 2.2 k
 2.3 l
 2.4 e
 2.5 c
 2.6 i
 2.7 d
 2.8 j
 2.9 b
 2.10 h
 2.11 a
 2.12 g
 2.13 f
 2.14 capital
 2.15 Richard Hakluyt
 2.16 joint-stock
 2.17 d
 2.18 a
 2.19 f
 2.20 b
 2.21 c
 2.22 e
 2.23 Jamestown started with men seeking fortunes and greater measures of liberty and adventure in the New World.
 2.24 b, c
 2.25 gentlemen; skilled craftsmen; farmers; doctors
 2.26 John Smith
 2.27 John Rolfe
 2.28 London; Northwest
 2.29 burgesses
 2.30 tidewater; piedmont
 2.31 indentured servant
 2.32 tidewater; piedmont
 2.33 House of Burgesses
 2.34 Pocahontas
 2.35 Nathaniel Bacon
 2.36 a, b, d
 2.37 c
 2.38 e
 2.39 b
 2.40 a
 2.41 d
 2.42 false
 2.43 false
 2.44 false
 2.45 false
 2.46 false
 2.47 false
 2.48 d
 2.49 c
 2.50 b
 2.51 a
 2.52 true
 2.53 true
 2.54 false
 2.55 supplies; London Company
 2.56 Mayflower Compact
 2.57 John Carver; William Bradford
 2.58 Samoset; Squanto
 2.59 fort; church; homes
 2.60 two months
 2.61 true
 2.62 true
 2.63 true
 2.64 false
 2.65 true
 2.66 true
 2.67 true
 2.68 false
 2.69 false
 2.70 true
 2.71 false
 2.72 false
 2.73 true
 2.74 religious
 2.75 Newport
 2.76 Jews; Quakers; Separatists
 2.77 paid
 2.78 Thomas Hooker
 2.79 Government; land
 2.80 Hartford; Wethersfield; Windsor
 2.81 Gorges; Mason
 2.82 Massachusetts Bay Colony
 2.83 1679
 2.84 1820
 2.85 He was not sympathetic to the Puritan colonists. He ruled harshly and imposed heavy taxes. He wanted the Puritans to open their meeting houses for Church of England services.
 2.86 e
 2.87 d
 2.88 f
 2.89 c
 2.90 g
 2.91 b
 2.92 h
 2.93 a

- 3.48 a, b, c
- 3.49 d, e
- 3.50 c
- 3.51 b
- 3.52 c
- 3.53 b
- 3.54 false
- 3.55 true

SELF TEST 3

- 3.01 h
- 3.02 f
- 3.03 g
- 3.04 a
- 3.05 c
- 3.06 d
- 3.07 b
- 3.08 e
- 3.09 Richard Hakluyt
- 3.010 fall line
- 3.011 Roger Williams
- 3.012 Thomas Hooker
- 3.013 proprietary
- 3.014 Catholics; Lord Baltimore
- 3.015 New York
- 3.016 New Jersey
- 3.017 Africa
- 3.018 Georgia
- 3.019 b, d, g, h
- 3.020 a, c, e, f
- 3.021 a, b, c
- 3.022 d, e
- 3.023 c
- 3.024 false
- 3.025 false
- 3.026 false

LIFEPAC TEST

1. true
2. true
3. true
4. false
5. true
6. false
7. false
8. true
9. true
10. c
11. i
12. g
13. d
14. f
15. h
16. b
17. a
18. j
19. e
20. d
21. c
22. a
23. c
24. a, c, d
25. a, b, c
26. d, e
27. 200
28. Calvin; Luther
29. Sir Francis Drake
30. To have a colony south of the Carolinas that would serve as a buffer to keep the Spanish from moving further northward; to provide a home and a new life for British prisoners and convicts.

ALTERNATE LIFEPAC TEST

1. false
2. true
3. true
4. true
5. false
6. false
7. true
8. true
9. false
10. true
11. b
12. c
13. b
14. b
15. c
16. a
17. a
18. b
19. b
20. g
21. f
22. b
23. a
24. c
25. e
26. Jamestown
27. Duke of York
28. Massachusetts Bay
29. Maryland
30. Rhode Island
31. Connecticut
32. proprietary
33. eight
34. Society of Friends or Quakers
35. Georgia

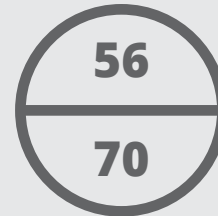
HISTORY & GEOGRAPHY 1101

ALTERNATE LIFEPAC TEST

NAME _____

DATE _____

SCORE _____



Write *true* or *false* (each answer, 1 point).

- _____ Marco Polo traveled around the Far East and then to Africa.
- _____ The progress of learning brought enormous pressure on the medieval structure of life.
- _____ The mercantile theory called for a surplus of export over import.
- _____ The House of Burgesses was part of the first democratic government in the colony of Virginia.
- _____ The colony in which religious freedom for all was permitted was Massachusetts.
- _____ The Mayflower Compact was a treaty signed by the Indians.
- _____ The religious group that disagreed with the established Church of England was called the Puritans.
- _____ The first English colonies proved that no venture could succeed without royal favor and businesslike planning.
- _____ The Pilgrims were Puritans who settled in Plymouth in 1620.
- _____ The system of indenture helped solve economic problems in England.

Match these items (each answer, 2 points).

- | | |
|--|---|
| 20. _____ first written constitution in the colonies | a. Pennsylvania |
| 21. _____ tidewater and piedmont | b. Pilgrims |
| 22. _____ Separatists | c. colony owned by an individual |
| 23. _____ William Penn | d. Carolina |
| 24. _____ proprietary | e. Georgia |
| 25. _____ Oglethorpe | f. fall line |
| | g. Fundamental Orders of Connecticut |

Complete these statements (each answer, 3 points).

26. The colony that was established in Virginia in 1607 was _____ .
27. The man who took New York from the Dutch was the _____ .
28. John Winthrop was the leader of the _____ colony.
29. Many Catholics settled in the colony of _____ .
30. Those colonists seeking complete religious freedom settled in _____ .
31. Thomas Hooker founded the colony of _____ .
32. The colony of Delaware was a(n) _____ colony.
33. The Carolinas were governed by _____ proprietors.
34. Pennsylvania was settled by the _____ .
35. James Oglethorpe was the leader of the colony of _____ .