

HISTORY & GEOGRAPHY

STUDENT BOOK

▶ **5th Grade**

HISTORY & GEOGRAPHY 501

A NEW WORLD

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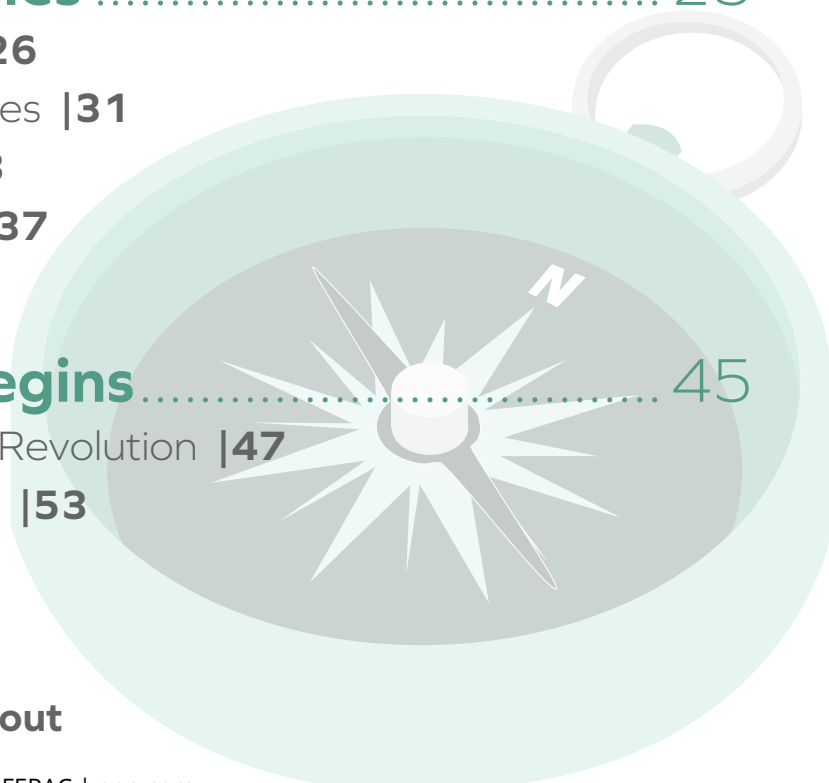
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LIFEPAC Test | Pull-out



1. WAR FOR INDEPENDENCE

The Revolutionary War lasted from 1775 to 1783. It began at Lexington in Massachusetts and ended at Yorktown in Virginia. It was fought all over the colonies.

The British should have won easily. They were a powerful nation with a large army and navy. The United States was a very weak country with a small army that was made up of men from the militia. However, God had His own plans. The British fought very poorly, and the Americans would not give up.

Finally, the French decided to help the Americans. They wanted revenge for the loss of New France. With French help, the Americans trapped and defeated a whole British army. Then, Britain agreed to end the war and give America its independence.

Objectives

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

1. Name the major battles and leaders in the Revolutionary War.

Vocabulary

Study these new words. Learning the meanings of these words is a good study habit and will improve your understanding of this LIFEPAC.

ally (al' ī). A nation united with another for some special purpose.

betray (bi trā). To be unfaithful or disloyal to.

cannon (kan' ən). A big gun supported by wheels or a flat base.

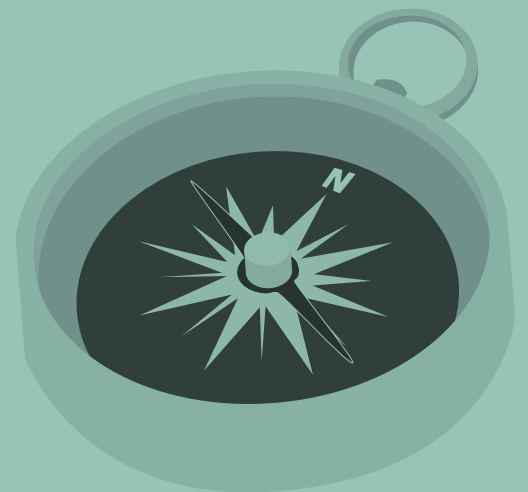
colonel (kèr' nl). Officer ranking above a major and below a general.

promote (prə mōt). To raise in rank or importance.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFE PAC. Each section will list according to the numbers below what objectives will be met in that section. When you have finished this LIFE PAC, you should be able to:

1. Describe the beliefs and actions of Thomas Jefferson as president.
2. Describe the continuing battles between the United States and the Native Americans.
3. Explain why the war in Europe caused problems for the United States and how Jefferson tried to solve those problems.
4. List the reasons why the U.S. went to war with Britain in 1812.
5. Describe the major battles and name the important heroes of the War of 1812.
6. Describe the way the War of 1812 ended and its results.
7. Describe the changes and important events of the years after the War of 1812.
8. Describe the important changes in transportation in America in the early 1800s.



Jackson in Charge

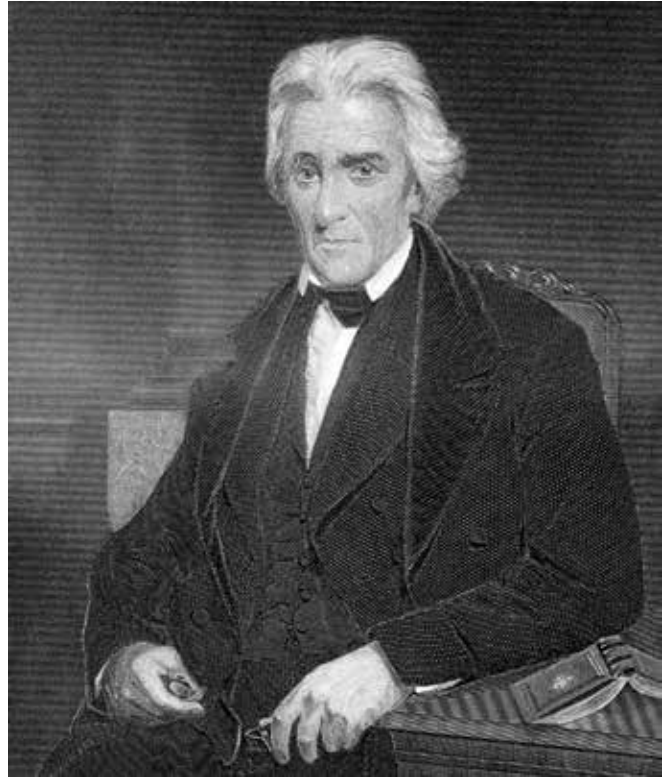
Old Hickory. Andrew Jackson, our seventh president, was a tall, thin man with bushy eyebrows. He had a bad temper and made enemies easily. He had been in many fights during his life. In fact, when he became president he had two bullets still in his body from them. As a general, he was used to giving orders and being obeyed. He earned his nickname, “Old Hickory,” for how tough and hard he was. He was not a man you wanted to have get angry at you, but he also made many devoted friends in his life who would obey him to the death.

Every president is sworn into office at an *inauguration*. It is a ceremony in which the new president takes the oath of office, gives a speech, and often watches a parade. Andrew Jackson’s party after his inauguration in 1829

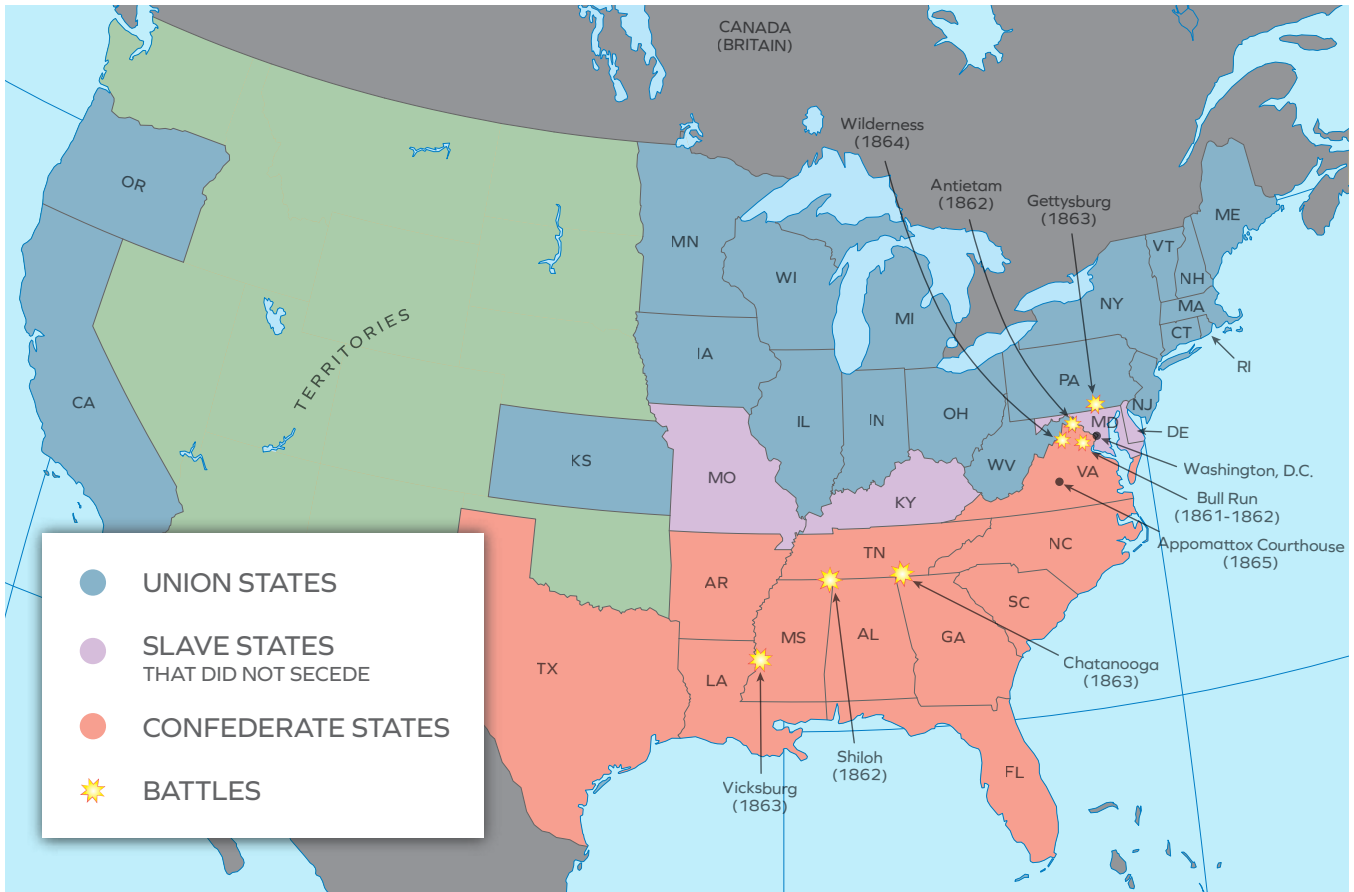
was a wild one! People came from all over the country to see their hero. They were all allowed into the White House. They stood on the chairs and knocked over tables trying to see the new president. The crowd around Jackson pushed so hard he had to leave to avoid being hurt. The crowd finally left when the White House staff cleverly began serving refreshments—outside on the lawn.

Spoils System. Andrew Jackson began a very bad system during his presidency. We call it the *Spoils System*. It comes from the saying, “To the victor belong the **spoils** of the enemy.” It meant that the winner in the election gave jobs in the government to his supporters. Government clerks who collected taxes were fired so that men who worked to help Jackson get elected could have their jobs. The same was true of inspectors, office workers, secretaries, and sometimes even janitors.

This was a very bad idea. After Jackson, people who helped someone win the presidency expected to get a job for it. They did not have to be good at the job. They just had to support the right candidate. Often they were required to pay part of their salary to the Democratic or Whig party to keep the job. Sometimes they would steal money on the job, and they often did not bother to work hard. As long as they supported the president, they would not be fired. Even worse, a man who did work hard and did his job well would still be fired just because a new president wanted his job for someone else. The Spoils System would be a problem for many years in America.



| Andrew Jackson



The start of the war convinced several more southern states to leave the Union. Virginia, Arkansas, Tennessee, and North Carolina seceded after Fort Sumter, bringing the total number of Confederate states to eleven. The Confederate capital was then moved to Richmond, Virginia, just 120 miles from Washington, D.C. However, the counties in northwest Virginia refused to secede and later joined the Union as the state of West Virginia. Four slave states along the border (Missouri, Kentucky, Maryland, and Delaware) also stayed with the Union.

Strengths and weaknesses. The Union had far more resources than the South in this war. It had more men, factories, railroads, farms, and ships. That meant the Union had a bigger army, could equip it with more guns and ammunition, could move it to battle faster, and could feed and supply it better than the Confederacy. The Union could also use its navy to stop southern trade while Union ships continued to trade with Europe for guns and supplies.

The Confederates did not think those advantages were important. They were very proud of themselves and their “superior way of life.” They did not believe that Yankee (northern) shopkeepers and factory workers could fight as well as southern gentlemen. The South also had some of its own advantages.



Name the item, event, person, or thing.

- 1.14** The first time that the government took responsibility for business and work:

- 1.15** FDR's foreign policy in the American hemisphere:

- 1.16** The three goals of the New Deal: _____

- 1.17** The CCC, gave conservation jobs to young men: _____

- 1.18** The SEC, controlled the stock market:

- 1.19** The time at the beginning of the New Deal when many new laws were passed:

- 1.20** When the government spends more money than it has, creating debt:

- 1.21** FDR's first action as president: _____

- 1.22** An important public works organization, the WPA: _____

- 1.23** Organization to get electricity from the Tennessee River, the TVA:

- 1.24** Emergency relief for people, the FERA: _____

- 1.25** Organization to enforce fair work laws, the NLRB: _____

- 1.26** Congress refused to agree to add six more people to this in 1937:

- 1.27** This finally ended the Great Depression: _____

By 1976 everyone was very sick of the government thanks to Vietnam, Watergate, and the pardon. Ford was the Republican candidate in 1976, but he really had very little chance of winning. The Democratic candidate was the governor of Georgia, James Earl “Jimmy” Carter, Jr. Carter ran as someone who had no part in Watergate or the political games in the capital. He emphasized that he was free of all the Washington mess. He promised a more honest government and won the election. His lack of experience in the federal government got him elected, but it would soon get him in trouble, too.

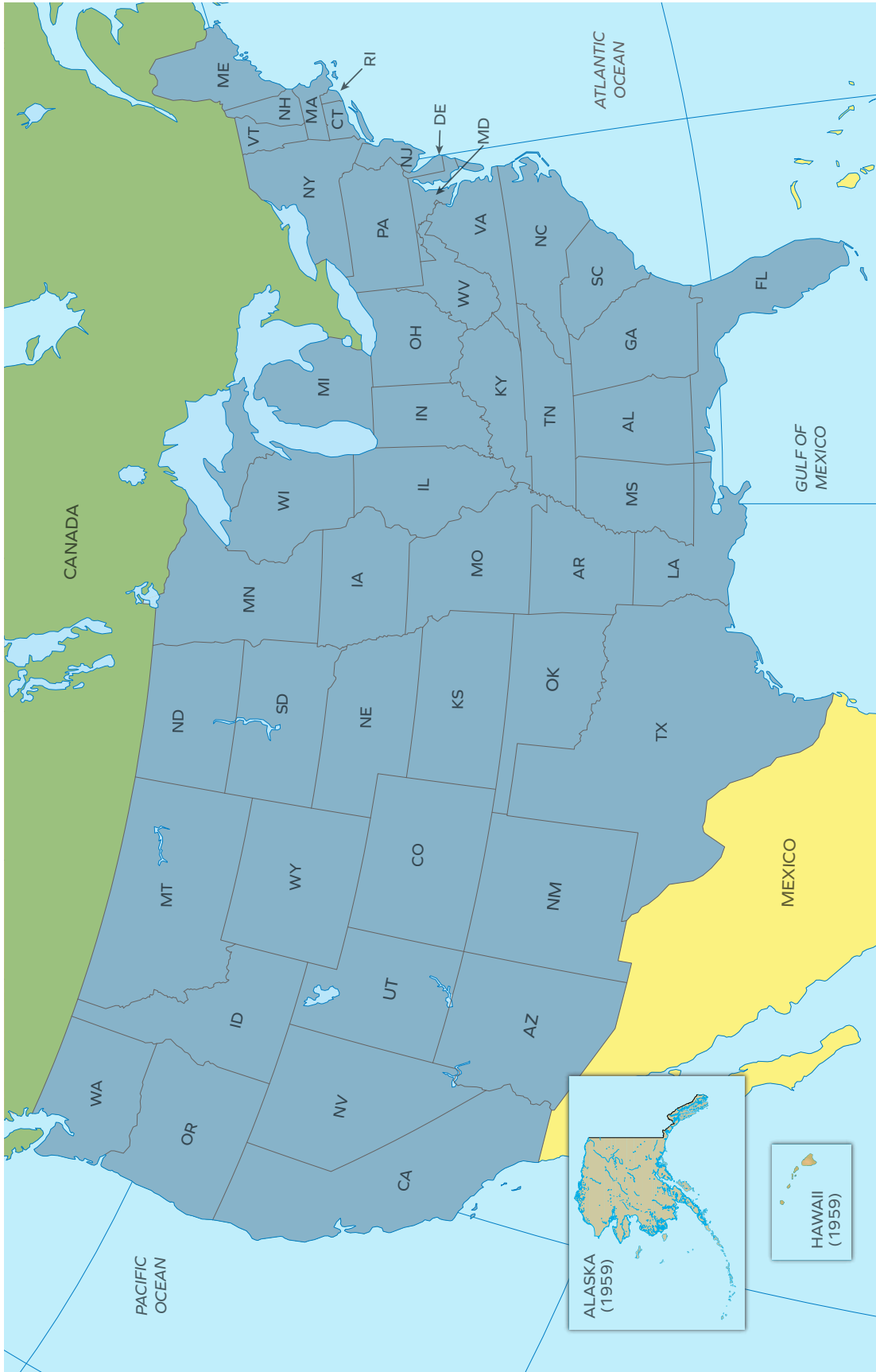


| President Jimmy Carter



Name the item, event, person, or thing.

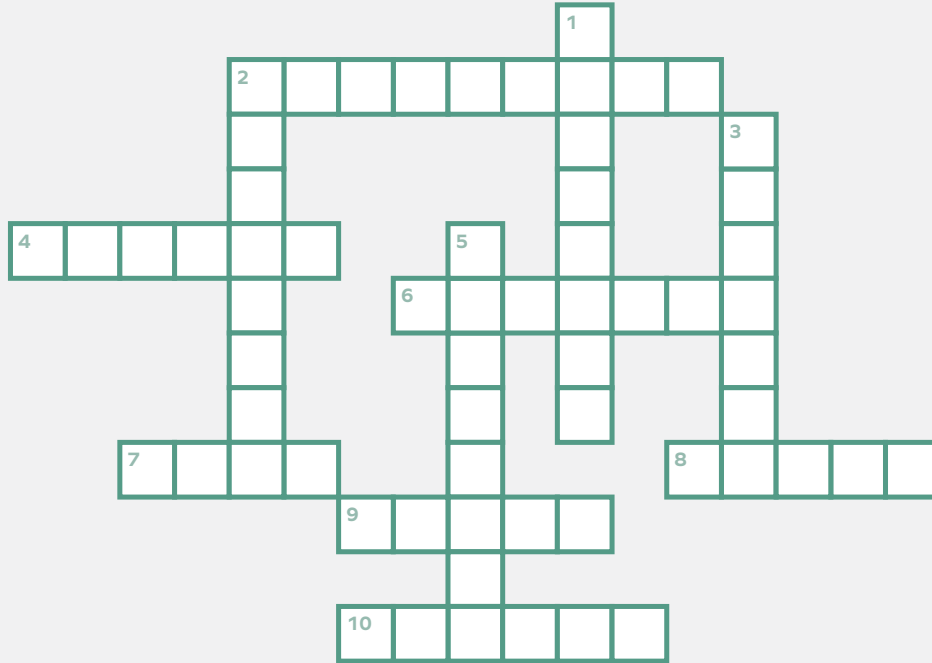
- 1.12 _____ Scandal that forced Richard Nixon to resign
- 1.13 _____ Lawyer who was in charge of the investigation
- 1.14 _____ Vice president who resigned in 1973
- 1.15 _____ The first appointed president in American history
- 1.16 _____ Newspaper that investigated the scandal
- 1.17 _____ Date that President Nixon resigned
- 1.18 _____ Organization that hired the burglars
- 1.19 _____ Aide that accused Nixon of a cover-up
- 1.20 _____ Man who was elected president in 1976



| The United States of America

SELF TEST 1

1.01 Complete this puzzle using the last names of the explorers. Do not leave spaces in the names (each answer, 4 points).

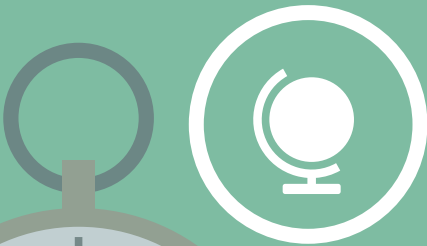


ACROSS

- 2. Founder of Quebec, explored Upstate New York, the west end of the St. Lawrence, Lakes Ontario and Huron, "Father of New France," Samuel de ____
- 4. Sailed for the Dutch and the English, explored the main river of New York and the largest bay in Canada, Henry ____
- 6. Explored the Mississippi River with Jacques Marquette, Louis ____
- 7. Explored and named Florida looking for the Fountain of Youth, Ponce de ____
- 8. English sea dog who sailed around the world robbing the Spanish, Sir Francis ____
- 9. Sailed for England in 1497 and found the Grand Banks, John ____
- 10. Spanish conquistador, explored the land between the Mississippi River and Florida, Hernando ____

DOWN

- 1. Sailed for Spain, led the first voyage around the world, Ferdinand ____
- 2. Spanish conquistador, explored Texas, Arizona, and New Mexico looking for seven cities of gold, Francisco ____
- 3. Explored and named the St. Lawrence River as far as Montreal, Jacques ____
- 5. Discovered the New World sailing for Spain in 1492 while trying to sail to Asia, Christopher ____



HISTORY & GEOGRAPHY

TEACHER'S GUIDE

► **5th Grade**

HISTORY & GEOGRAPHY 500

Teacher's Guide

LIFEPAC® Overview **5**

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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.

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.

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.

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.

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.

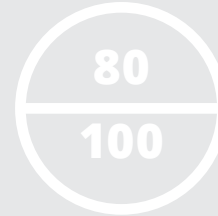
HISTORY & GEOGRAPHY 501

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.

