



HISTORY & GEOGRAPHY

STUDENT BOOK

▶ **8th Grade**

HISTORY AND GEOGRAPHY 801

Europe Comes to America (1492–1620)

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British America

Introduction

The first successful British colony was launched in Virginia in 1607. From that time on, the British presence in America expanded steadily and, sometimes, very rapidly. The first settlements in the original thirteen colonies were established over the next one hundred and thirty years. The British settlements began as follows:

Virginia	1607
Massachusetts	1620
New Hampshire	1623
Connecticut	1633
Maryland	1634
Rhode Island	1636
Carolinas	1670
Georgia	1733

The British also took over the Dutch settlements around the Hudson River area in 1664. These included settlements begun in two colonies:

New York	1624
New Jersey	1660

In 1655, the Dutch had taken over a colony begun by Sweden called New Sweden, which also fell to the British in 1664. They included settlements begun in:

Delaware	1638
Pennsylvania	1643

Thus, at the end of the 1600s, with the exception of late starting Georgia, the British colonies were established and growing.

The colonies of British America were each unique, founded by different people with different purposes. Each eventually had its own government under the faraway British crown. Section one of this LIFEPAC® will show how and why each colony began. Section two will present how people lived in the colonies. The last section will describe the growing conflict between France and Britain in North America and how it was resolved.

Objectives

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

1. Describe how each British colony was settled and name the key organizers of the colony.
2. Discuss the crops, laws, political organization, and religion of the colonies.
3. Describe life in the three sections of the colonies.
4. Describe the Great Awakening and name the key men involved in it.
5. Name the major historical developments in the colonies before 1763.
6. Name the British-French Wars that involved the colonies (European and American names).
7. Describe the course and results of the French and Indian War.

In the name of God, Amen. We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord King James, by the Grace of God, of Great Britain, France, and Ireland, King, Defender of the Faith, &c. Having undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honour of our King and Country, a Voyage to plant the first Colony in the northern Parts of Virginia; Do by these Presents, solemnly and mutually, in the Presence of God and one another, covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid: And by Virtue hereof do enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Officers, from time to time, as shall be thought most meet and convenient for the general Good of the Colony; unto which we promise all due Submission and Obedience. In witness whereof we have hereunto subscribed our names at Cape-Cod the eleventh of November, in the Reign of our Sovereign Lord King James, of England, France, and Ireland, the eighteenth, and of Scotland the fifty-fourth,

Anno domini; 1620.

The Mayflower Compact



AMERICA from 1789 to 1820



George Washington
1789–1797



John Adams
1797–1801
Federalist



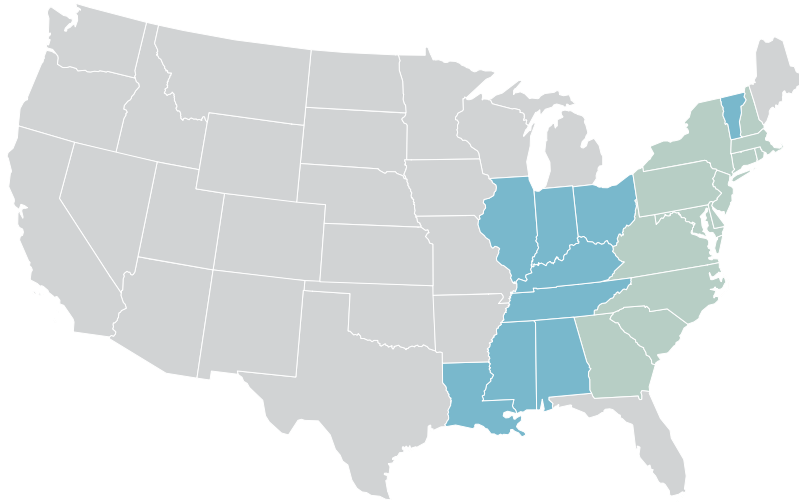
Thomas Jefferson
1801–1809
Democratic-Republican



James Madison
1809–1817
Democratic-Republican



James Monroe
1817–1825
Democratic-Republican



STATES ADMITTED TO THE UNION

Vermont	1791
Kentucky	1792
Tennessee	1796
Ohio	1803
Louisiana	1812
Indiana	1816
Mississippi	1817
Alabama	1819
Illinois	1819

POPULATION of the United States of America





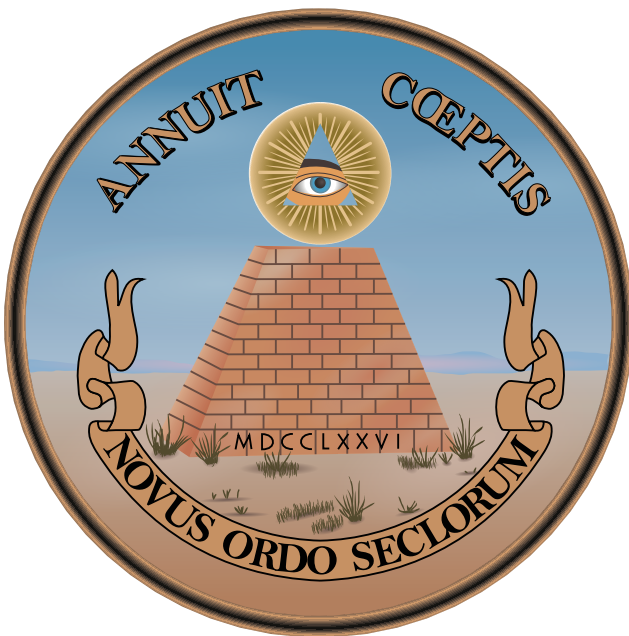
Put an “H” beside the policies supported by Hamilton and a “J” beside those supported by Jefferson.

- 1.11 _____ favored Britain
- 1.12 _____ strong central government
- 1.13 _____ agrarian society
- 1.14 _____ favored France
- 1.15 _____ weak federal government
- 1.16 _____ “strict construction” of Constitution
- 1.17 _____ “loose construction” of Constitution
- 1.18 _____ commercial society

THE GREAT SEAL

Nations are represented by symbols. The most famous symbol of the United States is our flag, the Stars and Stripes. Another important symbol is the Great Seal, which was adopted in 1782 by the nation’s first government, the Second Continental Congress. Most people have probably seen the front or “obverse” of

the Great Seal of the United States. It appears on federal buildings, vehicles, laws, and documents as well as coins and currency. The back or “reverse” is less well known, but it does appear on the back of the one-dollar bill. The Seal is rich with symbolism, much of which refers to the Christian foundation of our nation.



| The Great Seal of the United States

mobilize (mə' bə līz). To assemble and make ready for war duty; to prepare for action.

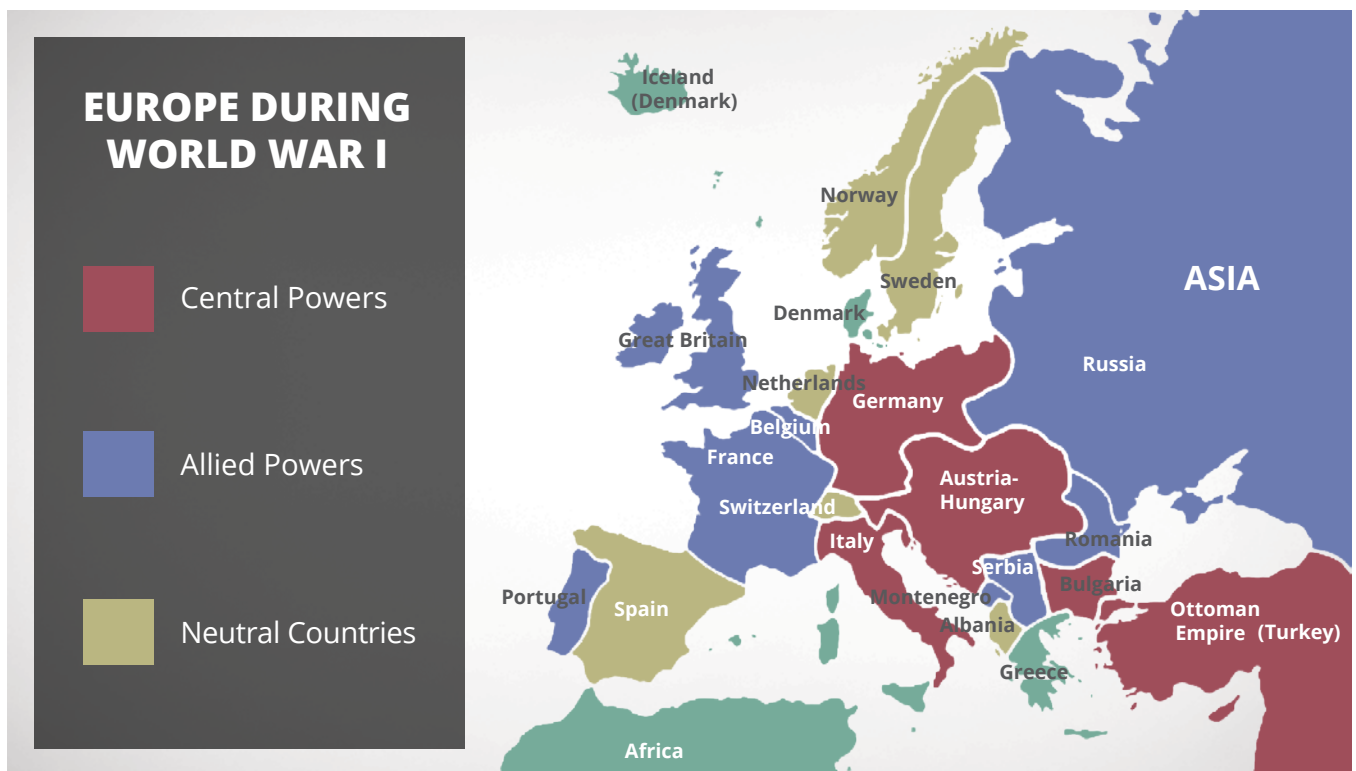
offensive (ə fen' sīv). Making attack; of, relating to, or designed for attack.

pandemic (pan dem' ik). An outbreak of disease occurring over a wide geographic area and affecting an exceptionally high proportion of the population.

ultimatum (əl tə mā t' əm). A final demand; one whose rejection will end negotiations and cause a resort to force or other direct action.

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

Pronunciation Key: hat, āge, cāre, fār; let, ēqual, tērm; it, īce; hot, ōpen, ôrder; oil; out; cup, pūt, rŭle; child; long; thin; /ʒh/ for then; /zh/ for measure; /ə/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.



| World War I Europe

and Austria-Hungary battled each other to exhaustion in the years that followed. However, Austria succeeded in its initial goal when it finally occupied Serbia in late 1915.

Because so many nations were involved, battles were fought in many places other than central Europe. There were several clashes between colonial armies in Africa and Asia. Sea battles were fought in all the major oceans. Italy entered the war on the Allied side in the hopes of gaining territory. It fought a bloody but ineffective war against Austria-Hungary along their mountain border. The Allies unsuccessfully tried to capture the Turkish Dardanelles, the straits leading to the Black Sea and Russia’s southern ports. This failure meant that the

more industrial western Allies could not easily resupply stumbling Russia.

World War I was the first war to see the extensive use of aircraft. Flimsy airplanes were used mainly to observe enemy troops and movements. The Germans used balloon-like airships called *zeppelins* to bomb enemy troops, including targets like London itself. Airplanes would shoot down the zeppelins and enemy observation planes. The often complicated plane-to-plane battles were called *dogfights*. Pilots who shot down five or more enemy ships earned the title of “ace.” Eddie Rickenbacker, a professional race car driver before the war, eventually became America’s greatest ace with twenty-two airplane and four balloon kills.



Name the correct person or item.

- 1.1 _____ German Kaiser, World War I
- 1.2 _____ Most dangerous area of 1914 Europe
- 1.3 _____ Nation that wanted revenge for a war in 1870
- 1.4 _____ Weapon that blinded and killed in the trenches
- 1.5 _____ Austria-Hungarian heir, assassinated to begin the war
- 1.6 _____ Battle which stopped the first German advance on Paris
- 1.7 _____ Pilot with five or more “kills”
- 1.8 _____ “The lamps are going out all over Europe; ... ”
- 1.9 _____ French provinces lost to Germany in 1870s
- 1.10 _____ Prussian leader, united Germany
- 1.11 _____ Neutral nation invaded by Germany
- 1.12 _____ Straits to the Black Sea not taken by Allies
- 1.13 _____ German airships used for bombing
- 1.14 _____ Land between enemy trenches
- 1.15 _____ America’s greatest ace
- 1.16 _____ European policy of using alliance to prevent any nation from becoming too powerful

SELF TEST 1

Choose the correct person for each description (2 points, each answer).

- | | | | |
|-------|-------|--|-----------------------|
| 1.01 | _____ | Leader of Egypt, took over the Suez Canal to pay for the Aswan Dam | a. Harry S. Truman |
| 1.02 | _____ | Set up containment as U.S. policy | b. Ho Chi Minh |
| 1.03 | _____ | Created a communist dictatorship in Cuba | c. Mao Zedong |
| 1.04 | _____ | Leader of the U.S.S.R. in the 1950s | d. Chiang Kai Shek |
| 1.05 | _____ | Nationalist Chinese leader, fled to Taiwan | e. Nikita Khrushchev |
| 1.06 | _____ | South Vietnamese leader, refused to allow elections with the North, overthrown and killed by a military coup | f. Douglas MacArthur |
| 1.07 | _____ | American commander in Korea, fired for insubordination | g. Gamal Abdel Nasser |
| 1.08 | _____ | Communist victor in China, believed in continuous revolution | h. Fidel Castro |
| 1.09 | _____ | Cambodian communist, killed over a million people due to his ideas on revolution | i. Fulgencio Batista |
| 1.010 | _____ | Pro-American Cuban dictator overthrown by a revolution in 1959 | j. Ngo Dinh Diem |
| 1.011 | _____ | Communist leader of North Vietnam, fought the French and Americans | k. Pol Pot |

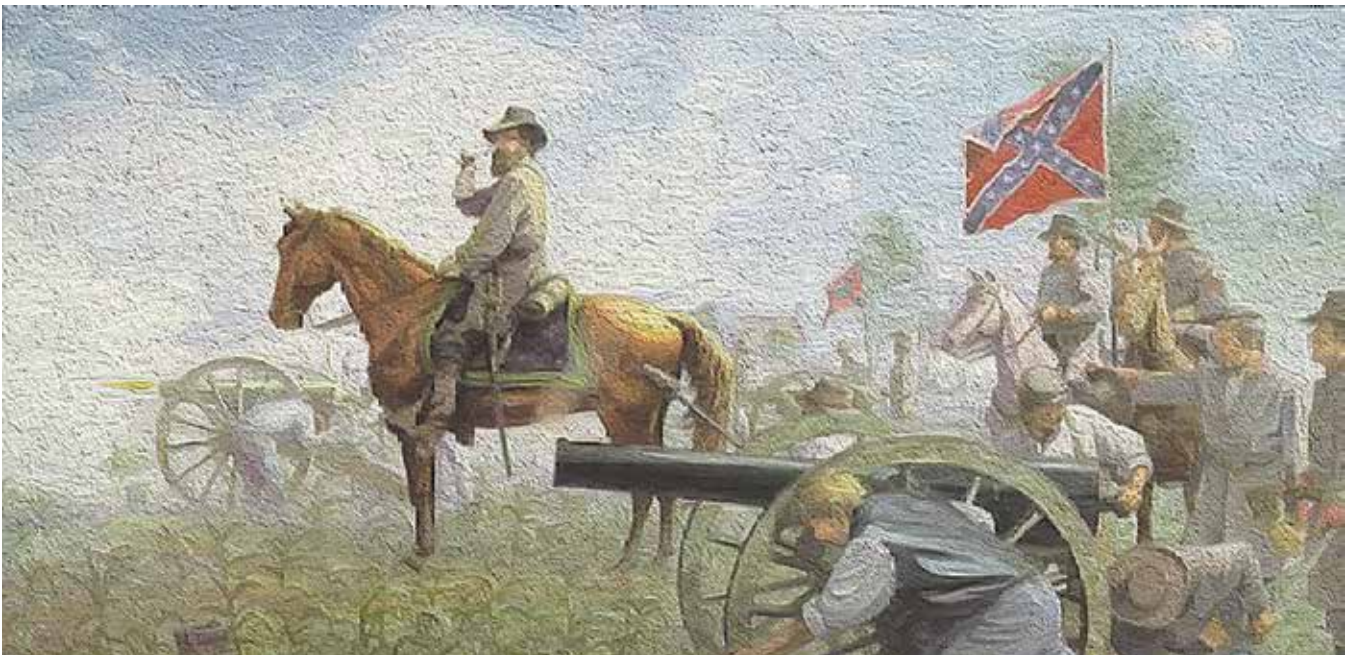
Answer these questions (each answer, 5 points).

1.012 What was the Cold War and what kept it from becoming “hot?” _____

1.013 What was the Containment Policy and how was it enforced? _____

- 1.030 _____ Blacks in the Union army served in segregated units, usually with white officers.
- 1.031 _____ The blockade of the South hurt textile manufacturers in Britain.
- 1.032 _____ Abraham Lincoln was a well-educated man with many years of national experience when he became president.
- 1.033 _____ Lincoln believed slavery was morally wrong.
- 1.034 _____ The American abolitionist movement began its serious growth in the 1830s.

80 100	SCORE _____	TEACHER _____	initials	date
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| Painting By Civil War Artist Dale Gallon



HISTORY & GEOGRAPHY

TEACHER'S GUIDE

▶ **8th Grade**

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HISTORY & GEOGRAPHY 800

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.

Materials Needed for LIFEPAC

Required:

Suggested:

atlas

world globe

encyclopedia

Additional Learning Activities

Section I Quest and Conquest

1. Discuss these questions.
 - a. What did Western Civilization get from Greece? from Rome? from Judaism? from Christianity?
 - b. Why was Prince Henry's work so revolutionary?
 - c. What kind of man was Columbus? a hero? an opportunist? a fool?
2. Do a class or individual project on spices to find out which were important, where they came from, and how they were used. Give a report.
3. Do research and a report or paper on the Viking exploration of America.
4. Different students should read about the lives of different *conquistadors*. Each should make a brief report to the class. Then, draw some conclusions. What kind of men were they?
5. Map out Magellan's trip around the world. Discuss what the circumstances would be like for the sailors at different points on the journey.
6. Discuss this question: Could the Aztec and Inca Empires have defeated the Spanish? If so, how?

Section II The Chase

1. Discuss the circumstances in England that hindered exploration from there between 1490 and 1600.
2. Do research and a report or paper on the life of Francis Drake.
3. Do research and a report or paper on the Grand Banks.
4. Discuss what life would have been like on a ship exploring the New World in the late 1400s and early 1500s.
5. Create an ending for the story of Henry Hudson's life after he was marooned.
6. Discuss what drove the people of the 15th and 16th centuries to explore the earth, and compare it with why people might one day explore the stars.
7. Different students should read about the lives of Cartier, Champlain, Jolliet, Marquette, and LaSalle. Give a brief report to the class. Then, draw some conclusions. What kind of men were they?
8. Discuss the morality of the European custom of claiming for themselves any lands they "discovered."

Section III The First Colonies

1. Each student or group of students should assume the role of a person in a Spanish colony—slave, Indian, mestizo, Spanish nobleman, etc. Discuss what your role is in society in the 1500s. Do the same for the French, Dutch, and English colonies.

History & Geography 801 Alternate Test

Name _____

Match these people with the best description of the land they explored. Some answers will be used more than once (each answer, 2 points).

- | | |
|------------------------|--|
| 1. _____ Marquette | a. the Mississippi River |
| 2. _____ La Salle | b. Florida |
| 3. _____ Columbus | c. the Caribbean, Central America, and northern South America |
| 4. _____ Balboa | d. New York and northern Canada |
| 5. _____ Magellan | e. Newfoundland |
| 6. _____ Drake | f. St. Lawrence River |
| 7. _____ Coronado | g. Isthmus of Panama |
| 8. _____ Cartier | h. coast of South America and the Pacific Ocean on the way to Asia |
| 9. _____ Ponce de León | i. west coast of North America on the way to Asia |
| 10. _____ Champlain | j. southwestern United States |
| 11. _____ De Soto | k. Mississippi River, Georgia, Alabama, Mississippi, and Arkansas |
| 12. _____ Hudson | l. St. Lawrence, Great Lakes, east coast south to Massachusetts |
| 13. _____ Cabot | m. Ohio River valley, Mississippi River |
| 14. _____ Jolliet | |
| 15. _____ Ericson | |

Name the European country that sponsored each item or person (each answer, 2 points).

16. _____ Jamestown
17. _____ Columbus
18. _____ opening the trade route around Africa
19. _____ claimed the Mississippi River basin by 1700
20. _____ Fort Orange, settlements on the Hudson River
21. _____ the first permanent European settlement in the United States
22. _____ Cortes and Pizarro
23. _____ Magellan
24. _____ persecuted Huguenots, encouraged *coureurs de bois*
25. _____ Detroit, New Orleans, Quebec
26. _____ Roanoke, John Cabot

SECTION ONE

- 1.1 Any order:
a. Rome
b. Greece
c. Jews
d. Christianity
- 1.2 Asia, across the Bering Strait
- 1.3 Either order:
a. Crusades
b. Marco Polo's book
- 1.4 Trade from the contact with Asia led to improved ships, education, larger cities, and stronger governments.
- 1.5 A.D. 476, Medieval
- 1.6 Roman Catholic Church
- 1.7 Seljuk Turks
- 1.8 China
- 1.9 Any order:
a. long trade routes over land and sea
b. land routes controlled by Muslims
c. Italian monopoly on the trade
- 1.10 Either order:
a. find the source of African gold
b. find a route to Asia
- 1.11 false (change *Spain* to *Portugal*)
- 1.12 true
- 1.13 false (change *alchemy* to *geography*)
- 1.14 true
- 1.15 false (change *Bartholomeu Diaz* to *Vasco da Gama*)
- 1.16 true
- 1.17 Genoa
- 1.18 west
- 1.19 half
- 1.20 Any order: Portugal, France, England
- 1.21 Any order: Ferdinand, Isabella
- 1.22 Muslim, Granada
- 1.23 Any order: *Niña, Pinta, Santa Maria*
- 1.24 He believed his own experts who said the earth was larger than Columbus' estimates and he did not want to grant the explorer's demands for himself.
- 1.25 Either order:
a. on the island of Hispaniola
b. Columbus
- 1.26 four
- 1.27 yes, Central America is part of North America
- 1.28 Amerigo Vespucci
- 1.29 That they were in or near Asia
- 1.30 Vikings under Leif Ericson
- 1.31 It established permanent contact between the Americas and Europe.
- 1.32 Ponce de León
- 1.33 Balboa
- 1.34 Ponce de León
- 1.35 Magellan
- 1.36 Coronado
- 1.37 Pizarro
- 1.38 Magellan
- 1.39 De Soto
- 1.40 Cortes
- 1.41 Coronado
- 1.42 De Soto
- 1.43 Spain and Portugal
- 1.44 To divide the non-Christian lands of the world "fairly" between the two
- 1.45 Line of Demarcation
- 1.46 They were soldiers and noblemen who came to get rich. They explored, mapped, and conquered much of the Americas for Spain.
- 1.47 Any order:
a. America was a long way from Asia
b. the world is a sphere
- 1.48 Any order
a. Spain concentrated its attention on Mexico and South America
b. the treasure excited the interest of the other nations of Europe
- 1.49 Teacher check

SECTION THREE

- 3.1 false (change *California* to *Florida*)
- 3.2 false (change *Santa Fe* to *St. Augustine*)
- 3.3 true
- 3.4 true
- 3.5 false (change *San Diego* to *Santa Fe*)
- 3.6 false (new wording: governor *appointed* by the *king*)
- 3.7 true
- 3.8 false (change *America* to *Spain*)
- 3.9 true
- 3.10 Dutch
- 3.11 French
- 3.12 French
- 3.13 Dutch
- 3.14 French
- 3.15 Strict government control of politics and trade, land held by rich landowners, and no religious freedom
- 3.16 The French needed the Indians to trap furs and the small French population was less of a threat to the Indians
- 3.17 The Dutch West India Company
- 3.18 Huge tracts of land were given to company members who brought over fifty people to settle on it.
- 3.19 They were ruled over by a privileged land-owning aristocracy and despotic governors who were appointed by the West India Company and were often poor administrators.
- 3.20 Any order: Humphrey Gilbert, Walter Raleigh
- 3.21 Any order: 1585, 1587
- 3.22 Virginia Dare
- 3.23 king
- 3.24 John Smith
- 3.25 Algonquin, Powhatan
- 3.26 Pocahontas
- 3.27 It disappeared without a trace while the leader was in England for three years.
- 3.28 Roanoke was sponsored by an individual nobleman while Jamestown's sponsor was a joint stock company.
- 3.29 It was chosen because it was an easily defensible peninsula but it was swampy and subjected the men to disease.
- 3.30 Any order:
a. lack of unity
b. inferior weapons
c. lack of immunity to European diseases
d. Europeans kept coming
- 3.31 Too many settlers arrived. They overwhelmed the food and shelter resources of the colony. Most of the people starved to death.
- 3.32 Every settler in Virginia was given 50 acres of land if he stayed three years.
- 3.33 Any order:
a. House of Burgesses meets
b. boatload of women sent from England
c. first African slaves arrive
- 3.34 About three hundred and fifty colonists were killed, the London Company lost its charter, Virginia became a crown colony
- 3.35 Almost 500 colonists were killed, the power of the Virginia Indians was broken and they were confined to reservations
- 3.36 tobacco
- 3.37 An indentured servant is a bound for a term of years and is then free. A slave is bound for life unless freed by his master.
- 3.38 Pocahontas
- 3.39 Any order:
a. Spain: Florida, Mexico, and the southwest U.S.
b. France: St. Lawrence, Great Lakes, Mississippi Basin
c. England: U.S. east coast, Hudson Bay area

History & Geography 801 Self Test Key

SELF TEST 2

2.01	<u>France</u>	2.015	j
	The Gulf of St. Lawrence and the St. Lawrence River	2.016	f
		2.017	b
2.02	<u>Netherlands</u>	2.018	true
	Hudson River and the east coast of the U.S.	2.019	false
2.03	<u>England</u>	2.020	false
	Hudson Bay area, eastern Canada	2.021	true
2.04	<u>France</u>	2.022	true
	St Lawrence River, Great Lakes, east coast south to Massachusetts	2.023	false
		2.024	false
2.05	<u>England</u>		
	Newfoundland and U.S. east coast		
2.06	<u>France</u>		
	Mississippi River and tributaries from Lake Michigan to the Arkansas River		
2.07	<u>France</u>		
	Ohio River valley and Mississippi River		
2.08	g		
2.09	h		
2.010	d		
2.011	e		
2.012	i		
2.013	a		
2.014	c		

SELF TEST 3

3.01	Netherlands	3.027	Spain
3.02	England	3.028	France
3.03	France	3.029	France
3.04	Spain	3.030	England
3.05	Netherlands	3.031	
3.06	France	3.032	✓
3.07	England	3.033	
3.08	Spain	3.034	
3.09	Spain	3.035	✓
3.010	France	3.036	✓
3.011	c	3.037	✓
3.012	f	3.038	
3.013	g	3.039	✓
3.014	i	3.040	✓
3.015	a	3.041	Any two: lack of unity, inferior weapons, lack of immunity to European diseases, overwhelmed by the Europeans
3.016	d		
3.017	e		
3.018	j		
3.019	b	3.042	Company members were given large tracts of land in exchange for bringing over 50 settlers.
3.020	h		
3.021	France	3.043	Hudson River
3.022	England	3.044	Any two: autocratic government, government control of trade, land owned by wealthy landlords, no religious freedom
3.023	Spain		
3.024	France		
3.025	Spain		
3.026	France		

History & Geography 801 Alternate Test Key

1. a
2. j
3. c
4. g
5. h
6. i
7. j
8. f
9. b
10. l
11. k
12. d
13. e
14. a
15. e
16. England
17. Spain
18. Portugal
19. France
20. Netherlands
21. Spain
22. Spain
23. Spain
24. France
25. France
26. England
27. Spain
28. England
29. Spain
30. France
31. Britain
32. Spain
33. France
34. Spain
35. Netherlands
36. Marco Polo
37. Crusades
38. tobacco
39. Any order: Rome, Greece, Jews,
Christianity
40. Jamestown
41. Asia
42. Henry the Navigator