

TEACHER GUIDE

9th–12th Grade

Includes Student
Worksheets

History



Weekly Lesson Schedule



Extra Optional Projects



Cognitive Thinking



Answer Key

We the People of the United States
insure domestic Tranquillity, provide for the common Defence
and our Posterity, do ordain and establish this Constitution
Article I
Section 1. All legislative Powers herein granted shall vest in a Congress of the United States, which shall consist of a Senate and House of Representatives.
Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.
Section 3. The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature of the State for six Years; and each Senator shall have the Qualifications requisite for Senators of the most numerous Branch of the State Legislature.

ONE NATION

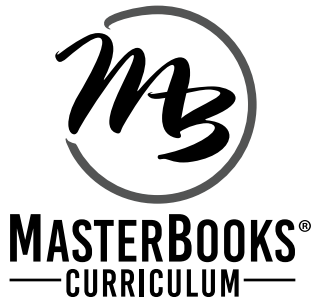
UNDER GOD



Exploring the Melting Pot of American History



MASTERBOOKS®
— CURRICULUM —



Thank you to the curriculum development team at Master Books:

Elizabeth Gilbert, Jennifer Bauer, John Ribeiro, Kristen Pratt, Laura Welch, Liz Donnell, Melanie Chandler, and Sony Elise.

This course was shaped through your careful work, thoughtful insight, and shared commitment to excellence.

We are grateful for the time, skill, and care you invested, and we pray this work will serve families and students well.

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AUTHOR BIO:

As a homeschooling mom and author, **Angela O'Dell** embraces many aspects of the Charlotte Mason method yet knows that modern children need an education that fits the needs of this generation. Based upon her foundational belief in a living God for a living education, she has worked to bring a curriculum that will reach deep into the heart of home-educated children and their families. She has written over 20 books, including her history series and her math series. Angela's goal is to bring materials that teach and train hearts and minds to find the answers for our generation in the never-changing truth of God and His Word.

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Course Description

From the first indigenous peoples to come to North America, successive waves of determined explorers, people seeking freedom, opportunities for wealth, land, and most importantly, the chance to worship the Creator God as they wished, found their future and hope in this land. Follow their footsteps through time and see America eventually become the leading power in the world.

Focused on these human threads of time, you will understand why people fought to make America a place where freedom was a reality and struggled to turn the bountiful wilderness into their hopes and homes. Discover how the distance from Europe encouraged a concept of freedom, resilience, and a desire to create a fair and lasting government with godly principles and wisdom, scorning the will of faraway kings, and slowly created an experiment in government that has lasted the test of time.

In this course, you will meet some familiar people and learn how they helped make America what it is today—politicians, explorers, native groups, settlers, immigrants, and those who embraced a land that offered sanctuary to be able to live protected with their personal faith. The dream of a government, one with freedom as its core, resonates today as boldly as it did when conceived by 13 small, resolute colonies.

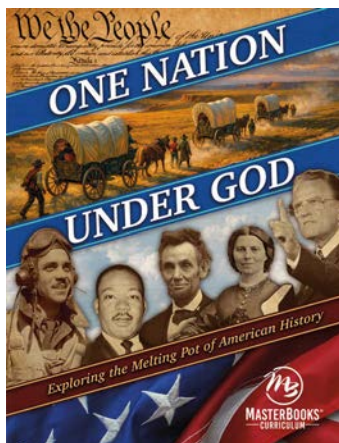
FEATURES

| | | |
|---|----------------------------------|--|
|  | Target Level | High school, Grade 9 and up, 1 Social Studies credit |
|  | Flexible 180-Day Schedule | Approximately 45 minutes per exercise, five days a week |
|  | Open & Go | Convenient daily schedule, Well-designed lessons |
|  | Engaging Application | Critical thinking, Faith tie-ins, Extension activities |
|  | Assessments | Reviews and Answer Keys |

OBJECTIVES

- ▶ Develop a deeper understanding of U.S. history, government, and culture through a biblical worldview.
- ▶ Strengthen study habits such as note-taking, reading comprehension, and writing.
- ▶ Examine how faith, values, and historical events have shaped American society and identity.
- ▶ Build critical thinking skills by analyzing historical events, primary sources, and real-world applications.
- ▶ Reinforce learning through cumulative reviews and activities.

Required Resource



Student Book

One Nation Under God

Placement

This course is designed for students in 9th grade and above. It is ideal for those seeking a full high school American History credit. Students should be able to read and write at a high school level and work independently with guided instruction.

Supply List

No special materials are required; however the following may be helpful:

- Colored pencils (light colors work best)
- Globe or world map

TEACHER INFORMATION

Be prepared for a fascinating trip through history with faith in God as the guiding principle for the foundation of American government. See the failures, the triumphs, and how faith helped to lead people to the path of freedom. Discover the arguments that led to a government that was created by the people and for the people of America. From principled arguments to the concepts of freedom and a balance through compromise, a government was born from the embers of Revolution.

An immense amount of research has been done as the author of this course. It is my hope that you will discover things you never realized and understand the uniqueness and importance of the United States. From the first failed colonies to the country we know today, this journey through America will hopefully spark a fascination and continued interest in the history of the United States.

I believe true learning starts with a heart and mind open for instruction. Knowledge begins with reverence of God. With this in mind, I encourage you to approach *One Nation Under God* as an adventure instead of a chore. When we tell our brains that we are embarking on an adventure, we shift from “gritting our teeth and bearing it,” to excitement about what is coming next. There will be areas in which this course poses a challenge, but by looking forward to those challenges as you would a grand adventure, those challenges will bring the most satisfaction at their completion.

It is my prayer this course encourages your interest in this country, and that you discover things you didn't know, as well as discovering the wisdom of the founding fathers, and how freedom – then and now – is still the guiding principle of this nation. The more you know about this nation's history, though never perfect, reveals a hand of providence that leads us still today.

America has a rich history, too much to present everything in this course. After years of research, I have chosen important points and concepts to help you understand America better, and introduced special concepts, unique people, and leaders that have added to this history that is ours.

May you be blessed,

Angela O'Dell

Course Overview

One Nation Under God Teacher's Guide is designed to work alongside the *Student Book* as a guided tool for understanding, applying, and interacting with American history. While the *Student Book* provides the narrative and historical content, the Teacher's Guide gives students the opportunity to engage with that material in meaningful and structured ways.

Students should always begin by reading the assigned pages in the *Student Book* before attempting the activities. They will discover that exercises are intentionally written to reinforce comprehension, build critical thinking skills, and help them make connections between events, people, and ideas. Use this Teacher Guide consistently.

All Master Books courses come with an optional lesson plan that follows a weekly process which typically looks like this:

1. Read the assigned section in the Student Book.
2. Complete the glossary terms.
3. Work through the comprehension and investigative questions.
4. Finish with writing, discussion, or map-based activities.

Following this allows the student to work independently with occasional parent/teacher check-ins.

Lessons are organized, each works together to help students to observe connections to concepts, people, trends of history, and the successes and challenges of American and its people. Lessons in this course begin with Prepare to Study—a short paragraph that sets the stage for the content in each lesson.

One Nation Under God Teacher Guide is organized into five exercises per week, designed to guide students through a fast-paced and engaging study of American history: from a vast empty land to the powerhouse of today. Lessons combine reading, sometimes mapwork, and exercises that help build the student's understanding over time.

Exercise Focuses:

Exercise 1: usually includes glossary words and opportunities for extra credit as well as people, places, and events

Exercise 2: various questions including true and false, fill in the blank, circle the correct answer, etc.

Exercise 3: engaging questions about history, people, places, and events of American History

Exercise 4: can include a variety of questions

Exercise 5: questions may be focused on content from the Cultural Development and Biblical Worldview Analysis within the course.

Optional exercises requiring a parent's permission or teacher's discretion are also available throughout exercises in this course.

Structure of the Exercises

Glossary Terms

Each exercise begins with vocabulary development. Students will match terms to definitions and are often asked to use the terms in an original sentence. These words are drawn directly from the *Student Book* and are essential for understanding the historical content. Encourage students to refer back to the reading as needed.

Comprehension Questions

These include short answers, fill-in-the-blank, true/false, and multiple-choice questions. All answers can be found in the *Student Book*. These questions help students practice reading for understanding and identifying key information.

Think Like an Investigative Reporter

This section asks "Who," "What," "When," "Where," "Why," and "How" questions. These are designed to move students beyond simple recall and into careful observation and reasoning. Students should answer in complete sentences whenever possible.

COURSE INFORMATION

Short Answer and Extended Response

Some lessons include longer questions that require students to explain ideas more fully. These responses should reflect clear thinking and draw directly from what was read. Students should be encouraged to support their answers with specific details.

Essay and Writing Prompts

Writing assignments give students the opportunity to organize their thoughts and communicate ideas clearly. These may include historical analysis, creative writing, or perspective-based responses. Encourage students to write in complete paragraphs and to stay focused on the topic.

Mapwork and Visual Analysis

Map-based questions and visual exercises help students understand geography's role in history. Students should carefully study the maps in the *Student Book* before answering. These activities strengthen spatial awareness and historical context. Geography plays a leading role in history, and these activities help students connect those dots.

Oral Discussion Questions

These questions are designed for conversation and deeper thinking. They can be used in a classroom, co-op, or homeschool setting. Students should be encouraged to explain their reasoning and listen thoughtfully to others. Discussion is one of the best ways to truly internalize a concept. You will notice how a number of these discussion questions are marked optional; however, I highly recommend that parents or teachers set aside time each week to engage with their students in this way.

Review Days

There are three cumulative reviews for this course. Study Days are included in the schedule, allowing time to prepare for the cumulative reviews. If you are keeping the worksheets for the course, a binder would help you with organizing them when preparing for the tests.

SUGGESTED DAILY SCHEDULE

| Calendar | | Assignment | Due Date | ✓ | Grade |
|---------------------------------------|--------|--|----------|---|-------|
| ► First Semester-First Quarter | | | | | |
| Week 1 | Day 1 | Lesson 1 • Exercise 1 • Pages 7–11 • One Nation Under God Student Book (ONUG) Lesson 1 • Exercise 1 • Pages 19–20 • One Nation Under God Teacher Guide (TG) | | | |
| | Day 2 | Lesson 1 • Exercise 2 • Pages 12–14 • (ONUG) Lesson 1 • Exercise 2 • Pages 21–22 • (TG) | | | |
| | Day 3 | Lesson 1 • Exercise 3 • Pages 15–17 • (ONUG) Lesson 1 • Exercise 3 • Pages 23–24 • (TG) | | | |
| | Day 4 | Lesson 1 • Exercise 4 • Pages 18–19 • (ONUG) Lesson 1 • Exercise 4 • Pages 25–26 • (TG) | | | |
| | Day 5 | Lesson 1 • Exercise 5 • Pages 20–22 • (ONUG) Lesson 1 • Exercise 5 • Pages 27–28 • (TG) | | | |
| Week 2 | Day 6 | Lesson 2 • Exercise 1 • Pages 23–25 • (ONUG) Lesson 2 • Exercise 1 • Pages 29–30 • (TG) | | | |
| | Day 7 | Lesson 2 • Exercise 2 • Pages 26–27 • (ONUG) Lesson 2 • Exercise 2 • Pages 31–32 • (TG) | | | |
| | Day 8 | Lesson 2 • Exercise 3 • Pages 28–30 • (ONUG) Lesson 2 • Exercise 3 • Pages 33–34 • (TG) | | | |
| | Day 9 | Lesson 2 • Exercise 4 • Pages 31–32 • (ONUG) Lesson 2 • Exercise 4 • Pages 35–36 • (TG) | | | |
| | Day 10 | Lesson 2 • Exercise 5 • Pages 33–35 • (ONUG) Lesson 2 • Exercise 5 • Pages 37–38 • (TG) | | | |
| Week 3 | Day 11 | Lesson 3 • Exercise 1 • Pages 36–38 • (ONUG) Lesson 3 • Exercise 1 • Pages 39–40 • (TG) | | | |
| | Day 12 | Lesson 3 • Exercise 2 • Pages 39–41 • (ONUG) Lesson 3 • Exercise 2 • Pages 41–42 • (TG) | | | |
| | Day 13 | Lesson 3 • Exercise 3 • Pages 42–44 • (ONUG) Lesson 3 • Exercise 3 • Pages 43–44 • (TG) | | | |
| | Day 14 | Lesson 3 • Exercise 4 • Pages 45–46 • (ONUG) Lesson 3 • Exercise 4 • Pages 45–46 • (TG) | | | |
| | Day 15 | Lesson 3 • Exercise 5 • Pages 47–49 • (ONUG) Lesson 3 • Exercise 5 • Pages 47–48 • (TG) | | | |
| Week 4 | Day 16 | Lesson 4 • Exercise 1 • Pages 50–52 • (ONUG) Lesson 4 • Exercise 1 • Pages 49–50 • (TG) | | | |
| | Day 17 | Lesson 4 • Exercise 2 • Pages 53–55 • (ONUG) Lesson 4 • Exercise 2 • Pages 51–52 • (TG) | | | |
| | Day 18 | Lesson 4 • Exercise 3 • Pages 56–58 • (ONUG) Lesson 4 • Exercise 3 • Pages 53–54 • (TG) | | | |
| | Day 19 | Lesson 4 • Exercise 4 • Pages 59–60 • (ONUG) Lesson 4 • Exercise 4 • Pages 55–56 • (TG) | | | |
| | Day 20 | Lesson 4 • Exercise 5 • Pages 61–64 • (ONUG) Lesson 4 • Exercise 5 • Pages 57–58 • (TG) | | | |

| Calendar | | Assignment | Due Date | ✓ | Grade |
|----------|--------|--|----------|---|-------|
| Week 5 | Day 21 | Lesson 5 • Exercise 1 • Pages 65–68 • (ONUG) Lesson 5 • Exercise 1 • Pages 59–60 • (TG) | | | |
| | Day 22 | Lesson 5 • Exercise 2 • Pages 69–71 • (ONUG) Lesson 5 • Exercise 2 • Pages 61–62 • (TG) | | | |
| | Day 23 | Lesson 5 • Exercise 3 • Pages 72–74 • (ONUG) Lesson 5 • Exercise 3 • Pages 63–64 • (TG) | | | |
| | Day 24 | Lesson 5 • Exercise 4 • Pages 75–76 • (ONUG) Lesson 5 • Exercise 4 • Pages 65–66 • (TG) | | | |
| | Day 25 | Lesson 5 • Exercise 5 • Pages 77–78 • (ONUG) Lesson 5 • Exercise 5 • Pages 67–68 • (TG) | | | |
| Week 6 | Day 26 | Lesson 6 • Exercise 1 • Pages 79–81 • (ONUG) Lesson 6 • Exercise 1 • Pages 69–70 • (TG) | | | |
| | Day 27 | Lesson 6 • Exercise 2 • Pages 82–84 • (ONUG) Lesson 6 • Exercise 2 • Pages 71–72 • (TG) | | | |
| | Day 28 | Lesson 6 • Exercise 3 • Pages 85–86 • (ONUG) Lesson 6 • Exercise 3 • Pages 73–74 • (TG) | | | |
| | Day 29 | Lesson 6 • Exercise 4 • Pages 87–88 • (ONUG) Lesson 6 • Exercise 4 • Pages 75–76 • (TG) | | | |
| | Day 30 | Lesson 6 • Exercise 5 • Pages 89–91 • (ONUG) Lesson 6 • Exercise 5 • Pages 77–78 • (TG) | | | |
| Week 7 | Day 31 | Lesson 7 • Exercise 1 • Pages 92–94 • (ONUG) Lesson 7 • Exercise 1 • Pages 79–80 • (TG) | | | |
| | Day 32 | Lesson 7 • Exercise 2 • Pages 95–97 • (ONUG) Lesson 7 • Exercise 2 • Pages 81–82 • (TG) | | | |
| | Day 33 | Lesson 7 • Exercise 3 • Pages 98–100 • (ONUG) Lesson 7 • Exercise 3 • Pages 83–84 • (TG) | | | |
| | Day 34 | Lesson 7 • Exercise 4 • Page 101 • (ONUG) Lesson 7 • Exercise 4 • Pages 85–86 • (TG) | | | |
| | Day 35 | Lesson 7 • Exercise 5 • Pages 102–104 • (ONUG) Lesson 7 • Exercise 5 • Pages 87–88 • (TG) | | | |
| Week 8 | Day 36 | Lesson 8 • Exercise 1 • Pages 105–107 • (ONUG) Lesson 8 • Exercise 1 • Pages 89–90 • (TG) | | | |
| | Day 37 | Lesson 8 • Exercise 2 • Pages 108–111 • (ONUG) Lesson 8 • Exercise 2 • Pages 91–92 • (TG) | | | |
| | Day 38 | Lesson 8 • Exercise 3 • Pages 112–114 • (ONUG) Lesson 8 • Exercise 3 • Pages 93–94 • (TG) | | | |
| | Day 39 | Lesson 8 • Exercise 4 • Pages 115–116 • (ONUG) Lesson 8 • Exercise 4 • Pages 95–96 • (TG) | | | |
| | Day 40 | Lesson 8 • Exercise 5 • Pages 117–120 • (ONUG) Lesson 8 • Exercise 5 • Pages 97–98 • (TG) | | | |
| Week 9 | Day 41 | Lesson 9 • Exercise 1 • Pages 121–124 • (ONUG) Lesson 9 • Exercise 1 • Pages 99–100 • (TG) | | | |
| | Day 42 | Lesson 9 • Exercise 2 • Pages 125–127 • (ONUG) Lesson 9 • Exercise 2 • Pages 101–102 • (TG) | | | |
| | Day 43 | Lesson 9 • Exercise 3 • Pages 128–130 • (ONUG) Lesson 9 • Exercise 3 • Pages 103–104 • (TG) | | | |
| | Day 44 | Lesson 9 • Exercise 4 • Pages 131–132 • (ONUG) Lesson 9 • Exercise 4 • Pages 105–106 • (TG) | | | |
| | Day 45 | Lesson 9 • Exercise 5 • Pages 133–135 • (ONUG) Lesson 9 • Exercise 5 • Pages 107–108 • (TG) | | | |

| Calendar | | Assignment | Due Date | ✓ | Grade |
|--|--------|--|----------|---|-------|
| ► First Semester-Second Quarter | | | | | |
| Week 1 | Day 46 | Lesson 10 • Exercise 1 • Pages 136–138 • (ONUG) Lesson 10 • Exercise 1 • Pages 109–110 • (TG) | | | |
| | Day 47 | Lesson 10 • Exercise 2 • Pages 139–141 • (ONUG) Lesson 10 • Exercise 2 • Pages 111–112 • (TG) | | | |
| | Day 48 | Lesson 10 • Exercise 3 • Pages 142–144 • (ONUG) Lesson 10 • Exercise 3 • Pages 113–114 • (TG) | | | |
| | Day 49 | Lesson 10 • Exercise 4 • Pages 145–146 • (ONUG) Lesson 10 • Exercise 4 • Pages 115–116 • (TG) | | | |
| | Day 50 | Lesson 10 • Exercise 5 • Pages 147–149 • (ONUG) Lesson 10 • Exercise 5 • Pages 117–118 • (TG) | | | |
| Week 2 | Day 51 | Lesson 11 • Exercise 1 • Pages 150–152 • (ONUG) Lesson 11 • Exercise 1 • Pages 119–120 • (TG) | | | |
| | Day 52 | Lesson 11 • Exercise 2 • Pages 153–154 • (ONUG) Lesson 11 • Exercise 2 • Pages 121–122 • (TG) | | | |
| | Day 53 | Lesson 11 • Exercise 3 • Pages 155–157 • (ONUG) Lesson 11 • Exercise 3 • Pages 123–124 • (TG) | | | |
| | Day 54 | Lesson 11 • Exercise 4 • Pages 158–159 • (ONUG) Lesson 11 • Exercise 4 • Pages 125–126 • (TG) | | | |
| | Day 55 | Lesson 11 • Exercise 5 • Pages 160–162 • (ONUG) Lesson 11 • Exercise 5 • Pages 127–128 • (TG) | | | |
| Week 3 | Day 56 | Lesson 12 • Exercise 1 • Pages 163–165 • (ONUG) Lesson 12 • Exercise 1 • Pages 129–130 • (TG) | | | |
| | Day 57 | Lesson 12 • Exercise 2 • Pages 166–168 • (ONUG) Lesson 12 • Exercise 2 • Pages 131–132 • (TG) | | | |
| | Day 58 | Lesson 12 • Exercise 3 • Pages 169–171 • (ONUG) Lesson 12 • Exercise 3 • Pages 133–134 • (TG) | | | |
| | Day 59 | Lesson 12 • Exercise 4 • Pages 172–173 • (ONUG) Lesson 12 • Exercise 4 • Pages 135–136 • (TG) | | | |
| | Day 60 | Lesson 12 • Exercise 5 • Pages 174–176 • (ONUG) Lesson 12 • Exercise 5 • Pages 137–138 • (TG) | | | |
| Week 4 | Day 61 | Lesson 13 • Exercise 1 • Pages 177–180 • (ONUG) Lesson 13 • Exercise 1 • Pages 139–140 • (TG) | | | |
| | Day 62 | Lesson 13 • Exercise 2 • Pages 181–183 • (ONUG) Lesson 13 • Exercise 2 • Pages 141–142 • (TG) | | | |
| | Day 63 | Lesson 13 • Exercise 3 • Pages 184–186 • (ONUG) Lesson 13 • Exercise 3 • Pages 143–144 • (TG) | | | |
| | Day 64 | Lesson 13 • Exercise 4 • Page 187 • (ONUG) Lesson 13 • Exercise 4 • Pages 145–146 • (TG) | | | |
| | Day 65 | Lesson 13 • Exercise 5 • Pages 188–190 • (ONUG) Lesson 13 • Exercise 5 • Pages 147–148 • (TG) | | | |
| Week 5 | Day 66 | Lesson 14 • Exercise 1 • Pages 191–193 • (ONUG) Lesson 14 • Exercise 1 • Pages 149–150 • (TG) | | | |
| | Day 67 | Lesson 14 • Exercise 2 • Pages 194–196 • (ONUG) Lesson 14 • Exercise 2 • Pages 151–152 • (TG) | | | |
| | Day 68 | Lesson 14 • Exercise 3 • Pages 197–199 • (ONUG) Lesson 14 • Exercise 3 • Pages 153–154 • (TG) | | | |
| | Day 69 | Lesson 14 • Exercise 4 • Pages 200–201 • (ONUG) Lesson 14 • Exercise 4 • Pages 155–156 • (TG) | | | |
| | Day 70 | Lesson 14 • Exercise 5 • Pages 202–204 • (ONUG) Lesson 14 • Exercise 5 • Pages 157–158 • (TG) | | | |

| Calendar | | Assignment | Due Date | ✓ | Grade |
|----------|--------|--|----------|---|-------|
| Week 6 | Day 71 | Lesson 15 • Exercise 1 • Pages 205–207 • (ONUG) Lesson 15 • Exercise 1 • Pages 159–160 • (TG) | | | |
| | Day 72 | Lesson 15 • Exercise 2 • Pages 208–210 • (ONUG) Lesson 15 • Exercise 2 • Pages 161–162 • (TG) | | | |
| | Day 73 | Lesson 15 • Exercise 3 • Pages 211–213 • (ONUG) Lesson 15 • Exercise 3 • Pages 163–164 • (TG) | | | |
| | Day 74 | Lesson 15 • Exercise 4 • Pages 214–215 • (ONUG) Lesson 15 • Exercise 4 • Pages 165–166 • (TG) | | | |
| | Day 75 | Lesson 15 • Exercise 5 • Pages 216–218 • (ONUG) Lesson 15 • Exercise 5 • Pages 167–168 • (TG) | | | |
| Week 7 | Day 76 | Lesson 16 • Exercise 1 • Pages 219–221 • (ONUG) Lesson 16 • Exercise 1 • Pages 169–170 • (TG) | | | |
| | Day 77 | Lesson 16 • Exercise 2 • Pages 222–224 • (ONUG) Lesson 16 • Exercise 2 • Pages 171–172 • (TG) | | | |
| | Day 78 | Lesson 16 • Exercise 3 • Pages 225–227 • (ONUG) Lesson 16 • Exercise 3 • Pages 173–174 • (TG) | | | |
| | Day 79 | Lesson 16 • Exercise 4 • Pages 228–229 • (ONUG) Lesson 16 • Exercise 4 • Pages 175–176 • (TG) | | | |
| | Day 80 | Lesson 16 • Exercise 5 • Pages 230–232 • (ONUG) Lesson 16 • Exercise 5 • Pages 177–178 • (TG) | | | |
| Week 8 | Day 81 | Study Day Review Units 1–4 | | | |
| | Day 82 | Study Day Review Units 1–4 | | | |
| | Day 83 | Study Day Review Units 1–4 | | | |
| | Day 84 | Study Day Review Units 1–4 | | | |
| | Day 85 | Review Units 1–4 • Pages 361–362 • (TG) | | | |
| Week 9 | Day 86 | Lesson 17 • Exercise 1 • Pages 233–238 • (ONUG) Lesson 17 • Exercise 1 • Pages 179–180 • (TG) | | | |
| | Day 87 | Lesson 17 • Exercise 2 • Pages 239–241 • (ONUG) Lesson 17 • Exercise 2 • Pages 181–182 • (TG) | | | |
| | Day 88 | Lesson 17 • Exercise 3 • Pages 242–244 • (ONUG) Lesson 17 • Exercise 3 • Pages 183–184 • (TG) | | | |
| | Day 89 | Lesson 17 • Exercise 4 • Pages 245–246 • (ONUG) Lesson 17 • Exercise 4 • Pages 185–186 • (TG) | | | |
| | Day 90 | Lesson 17 • Exercise 5 • Pages 247–249 • (ONUG) Lesson 17 • Exercise 5 • Pages 187–188 • (TG) | | | |
| | | Mid-Term Grade | | | |

| Calendar | | Assignment | Due Date | ✓ | Grade |
|--|---------|--|----------|---|-------|
| ▶ Second Semester-Third Quarter | | | | | |
| Week 1 | Day 91 | Lesson 18 • Exercise 1 • Pages 250–252 • (ONUG) Lesson 18 • Exercise 1 • Pages 189–190 • (TG) | | | |
| | Day 92 | Lesson 18 • Exercise 2 • Pages 253–255 • (ONUG) Lesson 18 • Exercise 2 • Pages 191–192 • (TG) | | | |
| | Day 93 | Lesson 18 • Exercise 3 • Pages 256–258 • (ONUG) Lesson 18 • Exercise 3 • Pages 193–194 • (TG) | | | |
| | Day 94 | Lesson 18 • Exercise 4 • Pages 259–260 • (ONUG) Lesson 18 • Exercise 4 • Pages 195–196 • (TG) | | | |
| | Day 95 | Lesson 18 • Exercise 5 • Pages 261–263 • (ONUG) Lesson 18 • Exercise 5 • Pages 197–198 • (TG) | | | |
| Week 2 | Day 96 | Lesson 19 • Exercise 1 • Pages 264–266 • (ONUG) Lesson 19 • Exercise 1 • Pages 199–200 • (TG) | | | |
| | Day 97 | Lesson 19 • Exercise 2 • Pages 267–269 • (ONUG) Lesson 19 • Exercise 2 • Pages 201–202 • (TG) | | | |
| | Day 98 | Lesson 19 • Exercise 3 • Pages 270–272 • (ONUG) Lesson 19 • Exercise 3 • Pages 203–204 • (TG) | | | |
| | Day 99 | Lesson 19 • Exercise 4 • Pages 273–274 • (ONUG) Lesson 19 • Exercise 4 • Pages 205–206 • (TG) | | | |
| | Day 100 | Lesson 19 • Exercise 5 • Pages 275–276 • (ONUG) Lesson 19 • Exercise 5 • Pages 207–208 • (TG) | | | |
| Week 3 | Day 101 | Lesson 20 • Exercise 1 • Pages 277–279 • (ONUG) Lesson 20 • Exercise 1 • Pages 209–210 • (TG) | | | |
| | Day 102 | Lesson 20 • Exercise 2 • Pages 280–282 • (ONUG) Lesson 20 • Exercise 2 • Pages 211–212 • (TG) | | | |
| | Day 103 | Lesson 20 • Exercise 3 • Pages 283–285 • (ONUG) Lesson 20 • Exercise 3 • Pages 213–214 • (TG) | | | |
| | Day 104 | Lesson 20 • Exercise 4 • Pages 286–287 • (ONUG) Lesson 20 • Exercise 4 • Pages 215–216 • (TG) | | | |
| | Day 105 | Lesson 20 • Exercise 5 • Pages 288–290 • (ONUG) Lesson 20 • Exercise 5 • Pages 217–218 • (TG) | | | |
| Week 4 | Day 106 | Lesson 21 • Exercise 1 • Pages 291–294 • (ONUG) Lesson 21 • Exercise 1 • Pages 219–220 • (TG) | | | |
| | Day 107 | Lesson 21 • Exercise 2 • Pages 295–297 • (ONUG) Lesson 21 • Exercise 2 • Pages 221–222 • (TG) | | | |
| | Day 108 | Lesson 21 • Exercise 3 • Pages 298–300 • (ONUG) Lesson 21 • Exercise 3 • Pages 223–224 • (TG) | | | |
| | Day 109 | Lesson 21 • Exercise 4 • Pages 301–302 • (ONUG) Lesson 21 • Exercise 4 • Pages 225–226 • (TG) | | | |
| | Day 110 | Lesson 21 • Exercise 5 • Pages 303–305 • (ONUG) Lesson 21 • Exercise 5 • Pages 227–228 • (TG) | | | |
| Week 5 | Day 111 | Lesson 22 • Exercise 1 • Pages 306–308 • (ONUG) Lesson 22 • Exercise 1 • Pages 229–230 • (TG) | | | |
| | Day 112 | Lesson 22 • Exercise 2 • Pages 309–311 • (ONUG) Lesson 22 • Exercise 2 • Pages 231–232 • (TG) | | | |
| | Day 113 | Lesson 22 • Exercise 3 • Pages 312–315 • (ONUG) Lesson 22 • Exercise 3 • Pages 233–234 • (TG) | | | |
| | Day 114 | Lesson 22 • Exercise 4 • Pages 316–317 • (ONUG) Lesson 22 • Exercise 4 • Pages 235–236 • (TG) | | | |
| | Day 115 | Lesson 22 • Exercise 5 • Pages 318–320 • (ONUG) Lesson 22 • Exercise 5 • Pages 237–238 • (TG) | | | |

| Calendar | | Assignment | Due Date | ✓ | Grade |
|----------|---------|--|----------|---|-------|
| Week 6 | Day 116 | Lesson 23 • Exercise 1 • Pages 321–323 • (ONUG) Lesson 23 • Exercise 1 • Pages 239–240 • (TG) | | | |
| | Day 117 | Lesson 23 • Exercise 2 • Pages 324–326 • (ONUG) Lesson 23 • Exercise 2 • Pages 241–242 • (TG) | | | |
| | Day 118 | Lesson 23 • Exercise 3 • Pages 327–329 • (ONUG) Lesson 23 • Exercise 3 • Pages 243–245 • (TG) | | | |
| | Day 119 | Lesson 23 • Exercise 4 • Pages 330–331 • (ONUG) Lesson 23 • Exercise 4 • Pages 247–248 • (TG) | | | |
| | Day 120 | Lesson 23 • Exercise 5 • Pages 332–334 • (ONUG) Lesson 23 • Exercise 5 • Pages 249–250 • (TG) | | | |
| Week 7 | Day 121 | Lesson 24 • Exercise 1 • Pages 335–337 • (ONUG) Lesson 24 • Exercise 1 • Pages 251–252 • (TG) | | | |
| | Day 122 | Lesson 24 • Exercise 2 • Pages 338–340 • (ONUG) Lesson 24 • Exercise 2 • Pages 253–254 • (TG) | | | |
| | Day 123 | Lesson 24 • Exercise 3 • Pages 341–343 • (ONUG) Lesson 24 • Exercise 3 • Pages 255–256 • (TG) | | | |
| | Day 124 | Lesson 24 • Exercise 4 • Pages 344–345 • (ONUG) Lesson 24 • Exercise 4 • Pages 257–258 • (TG) | | | |
| | Day 125 | Lesson 24 • Exercise 5 • Pages 346–348 • (ONUG) Lesson 24 • Exercise 5 • Pages 259–260 • (TG) | | | |
| Week 8 | Day 126 | Lesson 25 • Exercise 1 • Pages 349–352 • (ONUG) Lesson 25 • Exercise 1 • Pages 261–262 • (TG) | | | |
| | Day 127 | Lesson 25 • Exercise 2 • Pages 353–355 • (ONUG) Lesson 25 • Exercise 2 • Pages 263–264 • (TG) | | | |
| | Day 128 | Lesson 25 • Exercise 3 • Pages 356–358 • (ONUG) Lesson 25 • Exercise 3 • Pages 265–266 • (TG) | | | |
| | Day 129 | Lesson 25 • Exercise 4 • Pages 359–360 • (ONUG) Lesson 25 • Exercise 4 • Pages 267–268 • (TG) | | | |
| | Day 130 | Lesson 25 • Exercise 5 • Pages 361–363 • (ONUG) Lesson 25 • Exercise 5 • Pages 269–270 • (TG) | | | |
| Week 9 | Day 131 | Lesson 26 • Exercise 1 • Pages 364–366 • (ONUG) Lesson 26 • Exercise 1 • Pages 271–272 • (TG) | | | |
| | Day 132 | Lesson 26 • Exercise 2 • Pages 367–369 • (ONUG) Lesson 26 • Exercise 2 • Pages 273–274 • (TG) | | | |
| | Day 133 | Lesson 26 • Exercise 3 • Pages 370–372 • (ONUG) Lesson 26 • Exercise 3 • Pages 275–276 • (TG) | | | |
| | Day 134 | Lesson 26 • Exercise 4 • Pages 373–374 • (ONUG) Lesson 26 • Exercise 4 • Pages 277–278 • (TG) | | | |
| | Day 135 | Lesson 26 • Exercise 5 • Pages 375–377 • (ONUG) Lesson 26 • Exercise 5 • Pages 279–280 • (TG) | | | |

| Calendar | | Assignment | Due Date | ✓ | Grade |
|---|---------|--|----------|---|-------|
| ▶ Second Semester-Fourth Quarter | | | | | |
| Week 1 | Day 136 | Lesson 27 • Exercise 1 • Pages 378–381 • (ONUG) Lesson 27 • Exercise 1 • Pages 281–282 • (TG) | | | |
| | Day 137 | Lesson 27 • Exercise 2 • Pages 382–384 • (ONUG) Lesson 27 • Exercise 2 • Pages 283–284 • (TG) | | | |
| | Day 138 | Lesson 27 • Exercise 3 • Pages 385–387 • (ONUG) Lesson 27 • Exercise 3 • Pages 285–286 • (TG) | | | |
| | Day 139 | Lesson 27 • Exercise 4 • Pages 388–389 • (ONUG) Lesson 27 • Exercise 4 • Pages 287–288 • (TG) | | | |
| | Day 140 | Lesson 27 • Exercise 5 • Pages 390–392 • (ONUG) Lesson 27 • Exercise 5 • Pages 289–290 • (TG) | | | |
| Week 2 | Day 141 | Lesson 28 • Exercise 1 • Pages 393–395 • (ONUG) Lesson 28 • Exercise 1 • Pages 291–292 • (TG) | | | |
| | Day 142 | Lesson 28 • Exercise 2 • Pages 396–398 • (ONUG) Lesson 28 • Exercise 2 • Pages 293–294 • (TG) | | | |
| | Day 143 | Lesson 28 • Exercise 3 • Pages 399–401 • (ONUG) Lesson 28 • Exercise 3 • Pages 295–296 • (TG) | | | |
| | Day 144 | Lesson 28 • Exercise 4 • Pages 402–403 • (ONUG) Lesson 28 • Exercise 4 • Pages 297–298 • (TG) | | | |
| | Day 145 | Lesson 28 • Exercise 5 • Pages 404–406 • (ONUG) Lesson 28 • Exercise 5 • Pages 299–300 • (TG) | | | |
| Week 3 | Day 146 | Lesson 29 • Exercise 1 • Pages 407–411 • (ONUG) Lesson 29 • Exercise 1 • Pages 301–302 • (TG) | | | |
| | Day 147 | Lesson 29 • Exercise 2 • Pages 412–414 • (ONUG) Lesson 29 • Exercise 2 • Pages 303–304 • (TG) | | | |
| | Day 148 | Lesson 29 • Exercise 3 • Pages 415–417 • (ONUG) Lesson 29 • Exercise 3 • Pages 305–306 • (TG) | | | |
| | Day 149 | Lesson 29 • Exercise 4 • Page 418 • (ONUG) Lesson 29 • Exercise 4 • Pages 307–308 • (TG) | | | |
| | Day 150 | Lesson 29 • Exercise 5 • Pages 419–421 • (ONUG) Lesson 29 • Exercise 5 • Pages 309–310 • (TG) | | | |
| Week 4 | Day 151 | Lesson 30 • Exercise 1 • Pages 422–424 • (ONUG) Lesson 30 • Exercise 1 • Pages 311–312 • (TG) | | | |
| | Day 152 | Lesson 30 • Exercise 2 • Pages 425–427 • (ONUG) Lesson 30 • Exercise 2 • Pages 313–314 • (TG) | | | |
| | Day 153 | Lesson 30 • Exercise 3 • Pages 428–430 • (ONUG) Lesson 30 • Exercise 3 • Pages 315–316 • (TG) | | | |
| | Day 154 | Lesson 30 • Exercise 4 • Pages 431–432 • (ONUG) Lesson 30 • Exercise 4 • Pages 317–318 • (TG) | | | |
| | Day 155 | Lesson 30 • Exercise 5 • Pages 433–436 • (ONUG) Lesson 30 • Exercise 5 • Pages 319–320 • (TG) | | | |
| Week 5 | Day 156 | Lesson 31 • Exercise 1 • Pages 437–439 • (ONUG) Lesson 31 • Exercise 1 • Pages 321–322 • (TG) | | | |
| | Day 157 | Lesson 31 • Exercise 2 • Pages 440–442 • (ONUG) Lesson 31 • Exercise 2 • Pages 323–324 • (TG) | | | |
| | Day 158 | Lesson 31 • Exercise 3 • Pages 443–445 • (ONUG) Lesson 31 • Exercise 3 • Pages 325–326 • (TG) | | | |
| | Day 159 | Lesson 31 • Exercise 4 • Pages 446–447 • (ONUG) Lesson 31 • Exercise 4 • Pages 327–328 • (TG) | | | |
| | Day 160 | Lesson 31 • Exercise 5 • Pages 448–449 • (ONUG) Lesson 31 • Exercise 5 • Pages 329–330 • (TG) | | | |

| Calendar | | Assignment | Due Date | ✓ | Grade |
|----------|---------|--|----------|---|-------|
| Week 6 | Day 161 | Lesson 32 • Exercise 1 • Pages 450–453 • (ONUG) Lesson 32 • Exercise 1 • Pages 331–332 • (TG) | | | |
| | Day 162 | Lesson 32 • Exercise 2 • Pages 454–456 • (ONUG) Lesson 32 • Exercise 2 • Pages 333–334 • (TG) | | | |
| | Day 163 | Lesson 32 • Exercise 3 • Pages 457–459 • (ONUG) Lesson 32 • Exercise 3 • Pages 335–336 • (TG) | | | |
| | Day 164 | Lesson 32 • Exercise 4 • Pages 460–461 • (ONUG) Lesson 32 • Exercise 4 • Pages 337–338 • (TG) | | | |
| | Day 165 | Lesson 32 • Exercise 5 • Pages 462–464 • (ONUG) Lesson 32 • Exercise 5 • Pages 339–340 • (TG) | | | |
| Week 7 | Day 166 | Lesson 33 • Exercise 1 • Pages 465–469 • (ONUG) Lesson 33 • Exercise 1 • Pages 341–342 • (TG) | | | |
| | Day 167 | Lesson 33 • Exercise 2 • Pages 470–472 • (ONUG) Lesson 33 • Exercise 2 • Pages 343–344 • (TG) | | | |
| | Day 168 | Lesson 33 • Exercise 3 • Pages 473–475 • (ONUG) Lesson 33 • Exercise 3 • Pages 345–346 • (TG) | | | |
| | Day 169 | Lesson 33 • Exercise 4 • Pages 476–477 • (ONUG) Lesson 33 • Exercise 4 • Pages 347–348 • (TG) | | | |
| | Day 170 | Lesson 33 • Exercise 5 • Pages 478–480 • (ONUG) Lesson 33 • Exercise 5 • Pages 349–350 • (TG) | | | |
| Week 8 | Day 171 | Lesson 34 • Exercise 1 • Pages 481–483 • (ONUG) Lesson 34 • Exercise 1 • Pages 351–352 • (TG) | | | |
| | Day 172 | Lesson 34 • Exercise 2 • Pages 484–485 • (ONUG) Lesson 34 • Exercise 2 • Pages 353–354 • (TG) | | | |
| | Day 173 | Lesson 34 • Exercise 3 • Pages 486–487 • (ONUG) Lesson 34 • Exercise 3 • Pages 355–356 • (TG) | | | |
| | Day 174 | Lesson 34 • Exercise 4 • Pages 488–489 • (ONUG) Lesson 34 • Exercise 4 • Pages 357–358 • (TG) | | | |
| | Day 175 | Lesson 34 • Exercise 5 • Pages 490–492 • (ONUG) Lesson 34 • Exercise 5 • Pages 359–360 • (TG) | | | |
| Week 9 | Day 176 | Study Day Review Units 5–9 | | | |
| | Day 177 | Study Day Review Units 5–9 | | | |
| | Day 178 | Review Units 5–9 • Pages 363–364 • (TG) | | | |
| | Day 179 | Study Day Review Units 1–9 | | | |
| | Day 180 | Review Units 1–9 • Pages 365–368 • (TG) | | | |
| | | Final Grade | | | |



Quote Study. Copy the quote from the beginning of Lesson 1.

Glossary Terms. Match the following words to their definitions.

- | | |
|---------------------|--|
| 1. _____ Nuanced | a. power, style, or manner of speaking |
| 2. _____ Humanism | b. a doctrine, attitude, or way of life centered on human interests or values |
| 3. _____ Utterances | c. characterized by subtle and often appealingly complex qualities, aspects, or distinctions |

Extra Credit. Use each of these terms in an original sentence.

In Your Own Words. Think and write your thoughtful response.

Summarize the concepts and questions introduced in today’s reading of your *Student Book*, related to the following questions.

4. Why should we study our history?

5. It is important to know that each generation of human history since the Fall has had issues of division in many areas of culture. It is equally important to recognize ways unity is present. In what ways is our nation suffering from division? In what ways can you see unity?

Personal Commitment

6. As a student of American history, I am asking you for a personal commitment to study this course to the honor of God. Take a moment and write out what you personally would like to achieve through this study.



Discuss the “In Your Own Words” questions in this exercise.
Share what you wrote for your “Personal Commitment.”

Optional: Teacher’s Discretion No Yes Due Date: _____

Do some research on a trustworthy source (i.e., Answers in Genesis) about humanism or the Enlightenment Era. Be sure to get a parent’s permission before using the internet.



Glossary Terms. Match the following words to their definitions.

- | | |
|------------------------|---|
| 1. _____ Feudal System | a. a new idea, method, or device |
| 2. _____ Innovation | b. embodying a fallacy; used to deceive or mislead |
| 3. _____ Fallacious | c. the system of political organization prevailing in Europe from the 9th to about the 15th centuries |

Extra Credit. Use each of these terms in an original sentence.

Fill in the chart with the information you learned in your reading today.

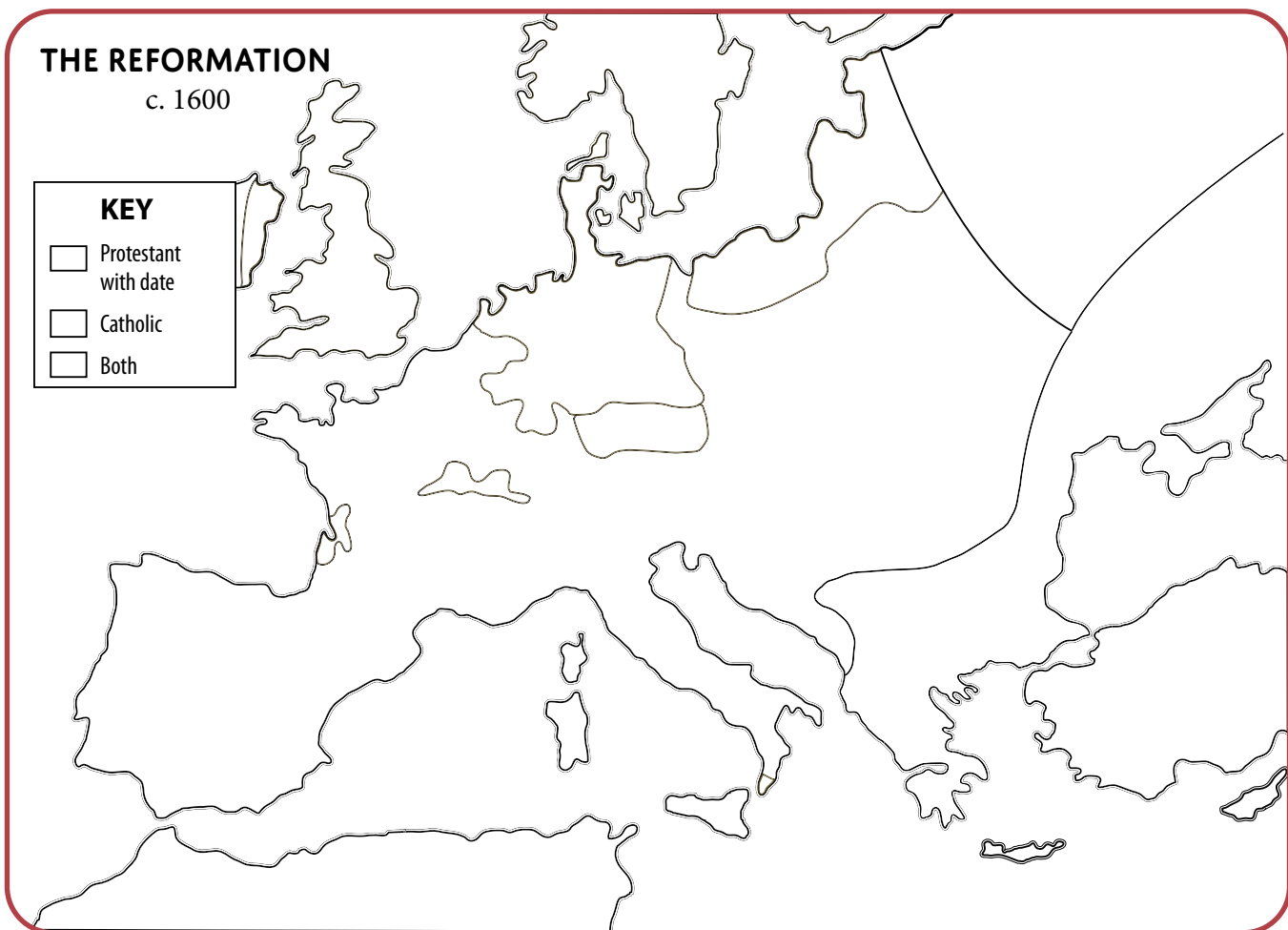
| Unsettling events which led to the Age of Exploration and the founding of American colonies | |
|---|---|
| The Black Death (Plague) | 4. Cause: _____ 5. Effect: _____ _____ _____ |
| The Renaissance (backdrop to the Reformation through the latter part of the 16th century) | 6. Cause: _____ 7. Effect: _____ _____ _____ |
| The Reformation | 8. Cause: _____ 9. Effect: _____ _____ _____ |

Map Work. Compare Protestant and Catholic movements post-Reformation.

Much of what led to the Age of Exploration and the colonization of the New World was rooted in the conflict between the Catholics and Protestants.

10. Using the map provided on page 14 of your *Student Book*, create a map key and color the map to show which areas were predominantly Catholic and which were Protestant.
11. In which country is the city of Wittenberg, where Martin Luther nailed his 95 Theses to the door of the church?

12. According to the map, in which part of Europe did the Reformation begin? Northern Europe or Southern Europe?





Glossary Terms. Match the following words to their definitions.

- | | |
|--------------------------|--|
| 1. _____ Cartography | a. characterized by fearlessness and endurance |
| 2. _____ Intrepid | b. deprived of the rights of church membership |
| 3. _____ Excommunication | c. the science or art of making maps |

Extra Credit. Use each of these terms in an original sentence.

Essay Question

4. **Explain** the significance of the British winning the sea battle against Spain. How did this influence what happened in the settling of the American colonies?

Fill in the blank. Use your reading selection to complete this biographical narrative.

| | | | | |
|------------------------|--------------------|----------------------|------------------------------|-----------|
| armada | Bloody Mary | Catholic | Catholic prince | Dutch |
| English royal position | excommunicated | Mary, queen of Scots | | New World |
| Philip | Philip II of Spain | privateers | Queen Elizabeth I of England | |
| revolt | Sea Dogs | Sir Francis Drake | sister, Mary | Spain |

Greetings, student. My name is [5] _____. I was the well-loved ruler of the growing English Empire from 1558–1603. I have become known in history as the Protestant queen who butted heads with my former brother-in-law, [6] _____. This man and I have a long history of not being able to see eye-to-eye. He was once married to my [7] _____, who ruled before me. Unlike myself, Mary was a [8] _____. She was given the nickname [9] _____ because of her persecution of English Protestants.

| | | | | |
|------------------------|--------------------|----------------------|------------------------------|-----------|
| armada | Bloody Mary | Catholic | Catholic prince | Dutch |
| English royal position | excommunicated | Mary, queen of Scots | | New World |
| Philip | Philip II of Spain | privateers | Queen Elizabeth I of England | |
| revolt | Sea Dogs | Sir Francis Drake | sister, Mary | Spain |

After her death and my crowning, [10] _____ proposed to me. He did not want to lose his [11] _____ . I knew he did not propose out of love.

How could he? He is a Catholic, and I am a Protestant. After his return home to [12] _____ , Philip continued to invent ways to try to gain a hold on England. I invented ways to make sure as much of the Spanish gold found its way to my own coffers.

To make this possible, I commissioned several of my favorite [13] _____ to inflict damage on the Spanish ships laden heavily with treasures from the [14] _____. These piracy tactics angered Philip exceedingly. He became even more irate when I gave aid to the [15] _____ in their [16] _____ against Spanish rule over their country. When I commanded the execution of my distant cousin, [17] _____ , who was Catholic, Philip decided it was time to force my hand.

Philip went to the pope—a man to whom I have no allegiance at all—and persuaded him to support my being [18] _____. I had not the slightest idea what he wished to accomplish with such a decision, as I am not Catholic and therefore not under the authority of the Catholic Church or pope. What Philip did next made clear the reason for his desire for Papal support. He issued a reward to any [19] _____ who could overthrow me. Of all the nerve. Next, he set about creating a floating army to come and attack my country.

When I heard of Philip’s plan, I called my favorite privateer, [20] _____ , to strike a preemptive blow to Philip’s navy while it was in the midst of preparation for their blow against me. The splendid fellow gladly obeyed my orders and was able to bring enough destruction to the Spaniards as to make them much in need of specific supplies. When they attacked my country with their great [21] _____ of floating fortresses, the brave sailors of my navy—the very ones the Spaniards disdainfully call [22] _____—made great haste to bring confusion to the situation by skillfully dodging the enemy ships. All the while, they inflicted great damage to the invading foe. By the end of the battle, Philip knew he no longer had the mightiest navy in the world.



Glossary Terms. Match the following words to their definitions.

- 1. _____ Geography
- 2. _____ Impregnable
- a. incapable of being taken by assault; unconquerable
- b. a science that deals with the physical, biological, and cultural features of the earth's surface

Extra Credit. Use each of these terms in an original sentence.

Biblical Perspective. Read the following Scripture references in your Bible. **Write** a short answer for each question.

- 3. Read Genesis 1:1–19 and briefly explain how God brought order to the pre-Creation chaos.

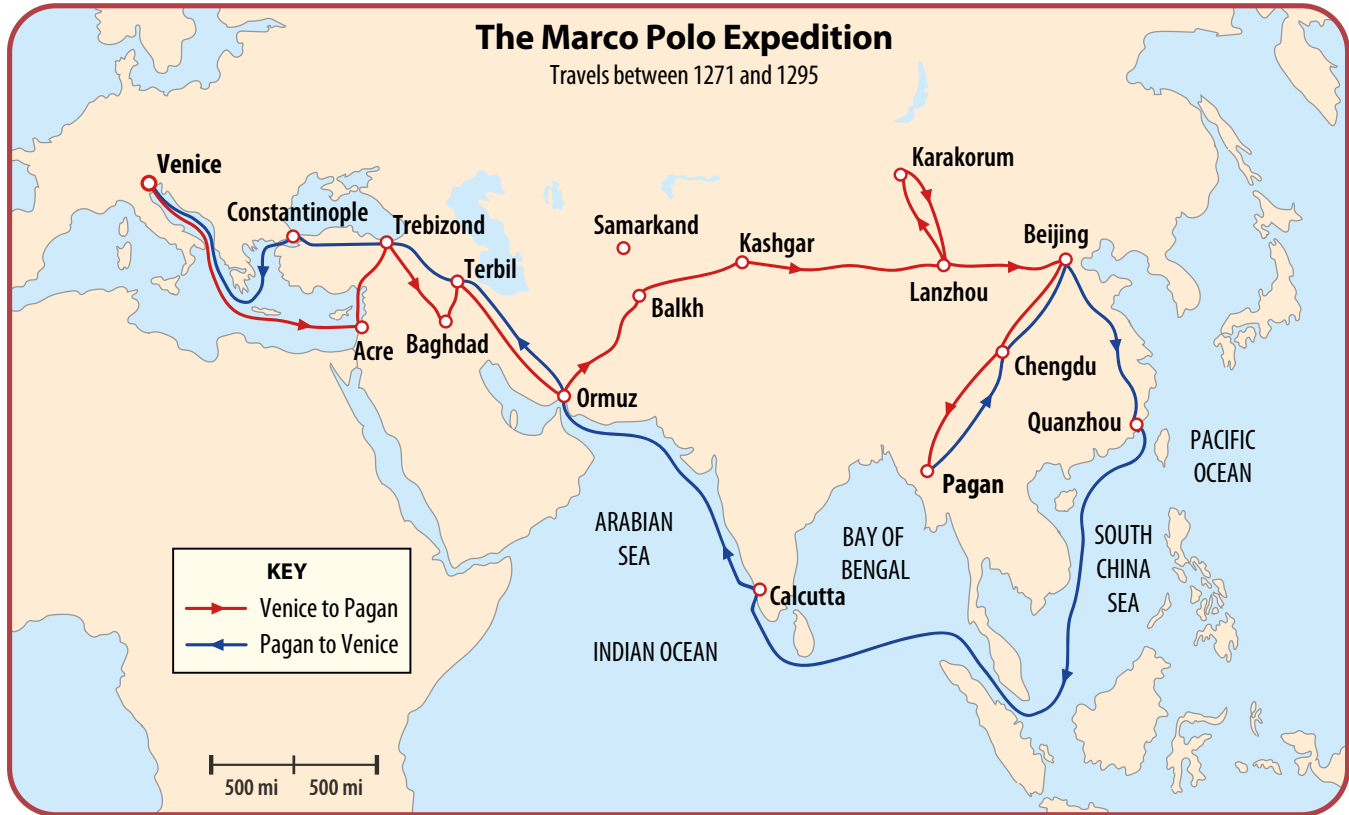
- 4. Read Genesis 7:6–20 paying special attention to verses 11 and 20. Explain where the water came from and how much there was during this part of the Flood.

- 5. How did each of these geographic elements of the earth help guide events of this era in history?
 - a. Mountains, deserts, and rivers:

- b. The largely unknown size of the continents and of the earth itself:

Study the map carefully. This is the route which Marco Polo purportedly traveled on his way to Asia. He would have traveled by foot, on an animal's back, or by ship sailing down around the tip of the Southeast Asian peninsula and India. He would have faced not only unfriendly geography but hostile people groups as well. It was these difficulties in traveling to the Far East that drove the desire to travel west to reach the desired treasures.

Geography Connection



Answer these questions using information from the map.

6. **What** major seas and oceans did Marco Polo traverse in his journeys?

7. Approximately **how far** is it from Venice to China? Use the map distance key to find out.

Short Answer

8. Have you ever considered how God has used geography to guide the events of humans throughout history? **Write** a few sentences about this concept.

Essay Question

6. **Read** the “From a Biblical Worldview Perspective” section on page 20 in your *Student Book* and think about how God used the Renaissance and Reformation in His overall plan for mankind. Write a short paragraph about it.

The Melting Pot. Fill in the blanks.

| | | | | | |
|--------------------------|------|-----------|-------------|------------|-------------|
| transplants | hope | religions | American | refuge | backgrounds |
| Melting Pot of the World | | | ethnicities | Indigenous | flavor |

7. America has long been a land of _____ and _____ for millions from around the world. Even now, people of varied _____, _____, and _____ continue to arrive. In our next chapter we will look at Pre-Columbian peoples, who are now described as _____ Peoples or Native Americans, but they too were once _____ from elsewhere.
8. Everyone who wears the name “_____” shares at least one thing: Each adds a _____ to the “_____.”



Discuss your ancestry with your family (or classmates). How do you personally fit into the Melting Pot?



Quote Study. Copy the quote from the beginning of Lesson 9.

Glossary Terms. Match the following words to their definitions.

- | | |
|---------------------|---|
| 1. _____ Ordinances | a. a state of complete disorder due to a lack of authority or controlling systems |
| 2. _____ Anarchy | b. authoritative orders or decrees |

Extra Credit. Use each of these terms in an original sentence.

Short Answer

3. **What** do the first four (of the Ten) Commandments speak to?

4. **What** are the other six about?

5. **What** do those six commandments outline?

In Exodus 20:2 and Deuteronomy 5:6, God begins by declaring, “I am the LORD your God, who brought you out of the land of Egypt, out of the house of slavery.” This introduction places the law outlined in the Ten Commandments within the setting of God’s deliverance of His people and His faithful covenant with them.

Essay Questions. Think and write your thoughtful response. Essay questions should be answered in paragraph form.

6. **What** were the strengths and weaknesses of the Articles of Confederation and the Confederation Congress?

7. **Explain** the position the United States was in with the three leading European powers.



Glossary Terms. Match the following words to their definitions.

- | | |
|-------------------------|--|
| 1. _____ Unprecedented | a. two or more things which depend on each other |
| 2. _____ Daunting | b. something never done before |
| 3. _____ Interdependent | c. difficult and intimidating |

Extra Credit. Use each of these terms in an original sentence.

Fill in the Chart

| | Democracy | (Democratic) Republic |
|-------------------|--|--|
| Strengths | 4. _____ _____ _____ _____ _____ | 5. _____ _____ _____ _____ _____ |
| Weaknesses | 6. _____ _____ _____ _____ _____ | None covered in this chapter, but we will see the rise of political parties. |

Short Answer

7. **Where** did the Constitutional Congress meet?

8. **Why** did the Constitution end up having compromises in it?



Glossary Terms. Match the following words to their definitions.

- | | | |
|----------|-------------|---|
| 1. _____ | Tariff | a. a tax or duty to be paid on a particular class of imports or exports |
| 2. _____ | Promulgated | b. fallacious arguments used to deliberately deceive |
| 3. _____ | Sophisms | c. promoted and made known |

Extra Credit. Use each of these terms in an original sentence.

Think and Write

4. **What** did the Three-Fifths Compromise determine about how enslaved people would be counted?

5. **How** did the compromise create a consequence for states that allowed slavery?

6. **What** would slave states have needed to do in order to gain equal representation in Congress?

7. **What** was decided about revisiting the issue of slavery?

Essay Question

8. **Explain** what Frederick Douglass said about the Framers and the Constitution not being proslavery.

Quote Analysis. Summarize these quotes in your own words.

9. “The sacred rights of mankind are not to be rummaged for among old parchments or musty records. They are written, as with a sunbeam, in the whole volume of human nature, by the Hand of Divinity itself, and can never be erased or obscured by mortal power.”—Alexander Hamilton¹

10. “... we all agree in the obligation of the moral precepts of Jesus ... the practice of morality being necessary for the well being of society, he has taken care to impress its precepts so indelibly on our hearts, that they shall not be effaced by the whimsies of our brain. ... [N]o where are these to be found in greater purity than in the discourses of the great reformer of religion whom we follow.”—Thomas Jefferson²

1. *America’s God and Country Encyclopedia of Quotations*, p. 274.
2. “Thomas Jefferson to James Fishback (Draft), 27 September 1809,” *Founders Online*, National Archives, <https://founders.archives.gov/documents/Jefferson/03-01-02-0437-0002>. [Original source: *The Papers of Thomas Jefferson*, Retirement Series, vol. 1, 4 March 1809 to 15 November 1809, ed. J. Jefferson Looney. Princeton: Princeton University Press, 2004, pp. 563–565.]



Map Study Assignment

Using the map and the information in the *Student Book*, answer the following questions.

Multiple Choice. Circle the correct answers.

- What** was the primary purpose of the Ordinance of 1784?
 - to organize land into townships
 - to allow self-governing districts and set the foundation for statehood
 - to establish a public education system
 - to create a uniform system for land surveying
- How** large was a township according to the Ordinance of 1785?
 - 10 square miles
 - 6 square miles
 - 12 square miles
 - 4 square miles
- Which** river marked a significant boundary of the Northwest Territory?
 - Mississippi River
 - Missouri River
 - Hudson River
 - Potomac River

4. The Ordinance of 1787:
 - a. created a system for education
 - b. replaced the boundaries set by British charters
 - c. established a clear structure for territorial governance and eventual statehood
 - d. regulated trade with Native American tribes

Short Answer

5. **How** did the Ordinance of 1785 improve the organization and sale of land in the western territories?

6. **Why** was the Ordinance of 1787 considered a replacement for the Ordinance of 1784?

7. **What** role did the uniformity of the township grid system play in the settlement and development of the Northwest Territory? _____

8. **Who** drafted the Land Ordinance of 1784?



Glossary Terms. Match the following words to their definitions.

- | | |
|-------------------------|--|
| 1. _____ Belligerent | a. being responsible for the management of an organization or event |
| 2. _____ Dogma | b. a principle or ideal over which someone will not bend or compromise |
| 3. _____ Superintending | c. aggressive and hostile, usually self-serving and self-centered |

Extra Credit. Use each of these terms in an original sentence.

Think and Write

4. **What** two major factors influenced the establishment of the new American government?
- a. _____
- b. _____
5. While the Founders were influenced by Enlightenment thinkers, in **what** way did the Bible influence their mindset of government? **Explain** your answer.

Biblical Perspective. Write out each Scripture verse using in your preferred translation.

2 Corinthians 13:11 _____

Romans 13:1 _____

Essay Questions

6. **Who** was Abraham Baldwin and **what** did he do to bring a stalemate disagreement to an end?

7. **Re-read** Benjamin Franklin's rebuke to the assembly. In your own words, **explain** what he said to the men gathered to create the Constitution and what he meant by it.

*Unless the LORD builds the house,
those who build it labor in vain.
Unless the LORD watches over the city,
the watchman stays awake in vain.
—Psalm 127:1*



Glossary Terms. Match the following words to their definitions.

- | | | |
|----------|------------|--|
| 1. _____ | Palpable | a. to avoid being stopped by something, such as a law or rule; to get around something in a clever and sometimes dishonest way |
| 2. _____ | Formidable | b. capable of being touched or felt; easily perceptible; noticeable |
| 3. _____ | Circumvent | c. causing fear, dread, or apprehension; having qualities that discourage approach or attack |

Extra Credit. Use one of the terms in an original sentence.

True or False. If the statement is false, **cross out** what is wrong and **write** the correct information above it.

4. _____ The Civil War began with the Confederate bombardment of Fort Sumter in April 1861.
5. _____ General Thomas “Stonewall” Jackson earned his nickname for his aggressive offensive tactics during the Battle of Bull Run.
6. _____ The Union naval blockade was effective in severely limiting the South’s ability to import necessary supplies.
7. _____ The Hunley was the first submarine to successfully sink an enemy warship during the Civil War.

Multiple Choice. Circle the correct answers.

8. **What** was one significant result of the First Battle of Bull Run?
 - a. The Confederates captured Washington, D.C.
 - b. The Union army retreated in disarray, shocking the North.
 - c. General Robert E. Lee took command of Union forces.
 - d. The Confederate army was forced to surrender.
9. **What** marked the beginning of General Robert E. Lee’s reputation as a brilliant military leader?
 - a. the Battle of Gettysburg
 - b. the First Battle of Bull Run
 - c. the Seven Days Battles during the Peninsula Campaign
 - d. the Battle of Fort Sumter
10. **What** innovative naval technology did the Confederacy use during the Civil War?
 - a. aircraft carriers
 - b. hand-cranked submarines
 - c. steam-powered torpedo boats
 - d. radar-guided ships

11. **Why** was the Union blockade crucial to the northern war strategy?
- It forced the Confederacy to rely on northern imports.
 - It disrupted southern transportation systems.
 - It cut off supplies and weakened the Confederate economy.
 - It allowed the Union to recruit southern soldiers.

Optional: Teacher's Discretion No Yes Due Date: _____

Map Activity: The Siege of Vicksburg—Using this map, discuss the geographic implications of the siege of Vicksburg.

Identify Key Locations. What major river is shown on the map, and why was it important during the siege of Vicksburg?

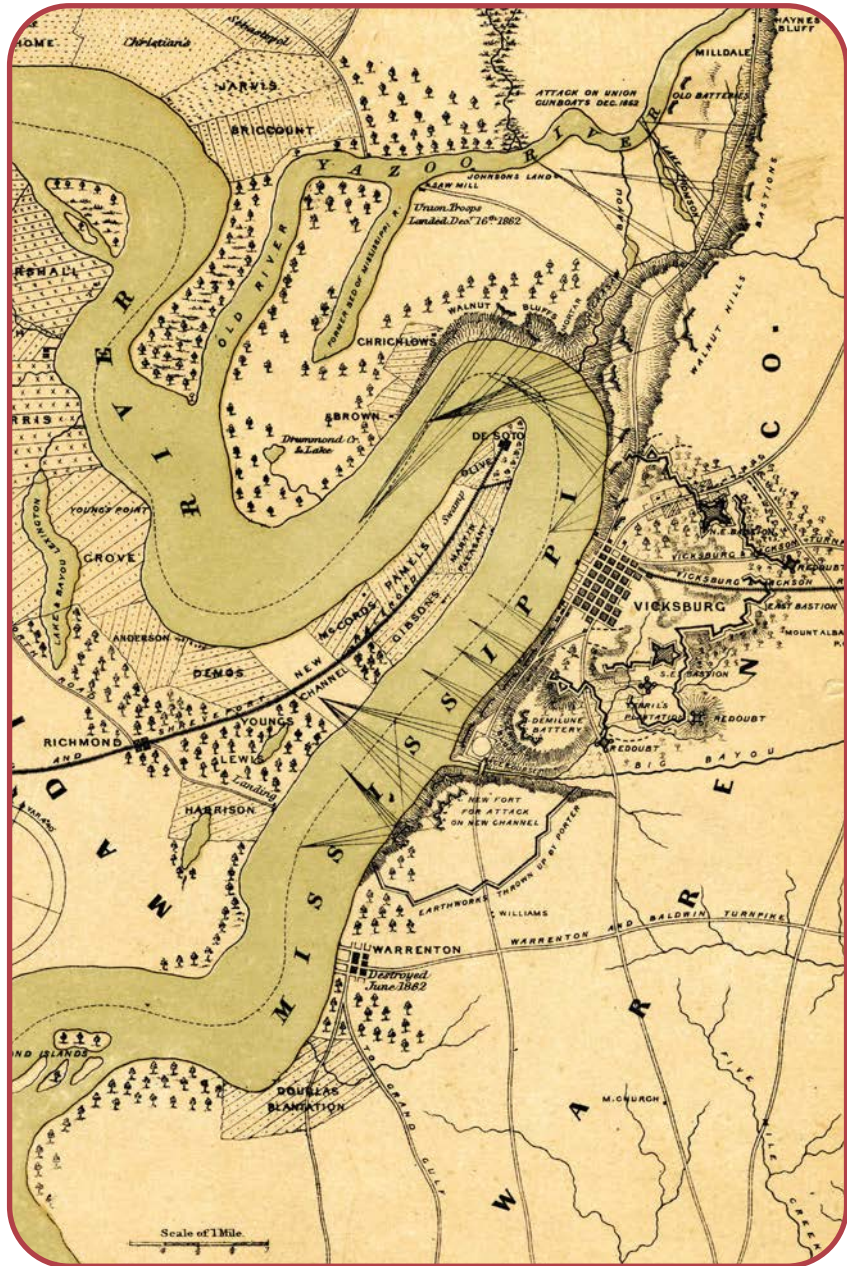
Union and Confederate Forces. Based on the map, where were the Union troops primarily positioned? What was the role of Confederate troops stationed at Vicksburg?

Geographical Challenges. Describe one natural feature that may have provided a strategic advantage to Confederate forces defending Vicksburg.

Troop Movements. What towns or locations are shown near Vicksburg that may have played a role in the Union's advance?

Union Strategy. What does the placement of Union troops on the map suggest about their strategy to capture Vicksburg?

Critical Thinking. Considering the map and its details, explain why the siege of Vicksburg was a turning point in the Civil War. How did controlling the Mississippi River benefit the Union?





Glossary Terms. Match the following words to their definitions.

- | | |
|------------------------|---|
| 1. _____ Annals | a. happening by luck that takes the form of finding valuable or pleasant things that are not looked for |
| 2. _____ Serendipitous | b. preventing someone from doing something |
| 3. _____ Thwarting | c. historical records; chronicles; records of the activities of an organization |

Extra Credit. Use one of the terms in an original sentence.

Speech Analysis: The Gettysburg Address

Read the full text of the Gettysburg Address on page 503 of the *Student Book*, then **answer** the questions.

4. **Historical Context: What** was the significance of the Battle of Gettysburg in the Civil War, and **how** does Lincoln reference this event in his address?

5. **Purpose and Audience: What** were Lincoln’s primary objectives in delivering the Gettysburg Address, and **who** was his intended audience?

6. **Rhetorical Devices: Identify** and **analyze** the use of rhetorical devices such as repetition, parallelism, and allusion in the speech. **How** do they enhance Lincoln’s message?

7. **Themes of Equality and Freedom:** How does Lincoln’s address redefine the concepts of equality and freedom in the context of the Civil War?

8. **Structure and Length:** The Gettysburg Address is notably brief. How does its concise structure contribute to its impact and effectiveness?

9. **Use of “We” and “Our”:** Examine Lincoln’s use of pronouns like “we” and “our.” How does this choice affect the tone and message of the speech?

10. **Call to Action:** What specific actions does Lincoln urge his listeners to undertake, and how does he motivate them to continue the fight for the Union?

11. **Legacy:** Why is the Gettysburg Address considered one of the most important speeches in American history?

12. **Relevance:** How does its message resonate in today’s society?



Glossary Terms. Match the following words to their definitions.

- | | |
|---------------------|--|
| 1. _____ Pragmatism | a. evil; abominable; reprehensible |
| 2. _____ Heinous | b. a philosophical movement that includes those who claim that an ideology or proposition is true if it works satisfactorily |
| 3. _____ Tenure | c. the term of holding something, such as a landed property, a position, or an office |

Extra Credit. Use one of the terms in an original sentence.

Who Am I?

4. **Who** was known for his unwavering faith and earned the nickname “Stonewall” during the First Battle of Bull Run?

5. **Which** Union general’s strategy of total war included the infamous “March to the Sea”?

6. **Who** commanded the Confederate Army of Northern Virginia and later advocated for reconciliation after the war?

7. **Which** Union general, nicknamed “Unconditional Surrender,” secured pivotal victories at Fort Donelson and Vicksburg?

8. **Which** Union general was criticized for his cautious nature during the Peninsula Campaign and the Battle of Antietam?

9. **Which** Confederate guerrilla leader, known for his brutality, orchestrated the Lawrence, Kansas, massacre?

10. **Who** was nicknamed “The Gray Ghost” for his skillful raids and espionage against Union forces?

11. **Which** guerrilla fighter, driven by personal vengeance, was infamous for his extreme violence and earned the nickname “Bloody Bill”?

12. **Which** Jayhawker organized the 1st Kansas Volunteer Infantry, the first African American combat unit of the war?

13. **Who** led destructive raids against Confederate guerrillas, earning a reputation for brutality, even as a Union guerrilla leader?

Optional: Teacher’s Discretion No Yes Due Date: _____

Leaders and Fighters of the Civil War: The Civil War included both formal military commanders and irregular fighters who used guerrilla tactics. These men influenced the war in very different ways.

Individual Activity: Choose one Union general, one Confederate general, or one guerrilla fighter mentioned in this lesson. Write a short paragraph answering the following questions:

1. What role did this person play in the Civil War?
2. What leadership qualities or strategies made this person effective?
3. How did this individual influence the course of the war or the people around him?

Support your answers with information from the lesson.

Group Activity: Work with two or three classmates (or family members).

1. Identify two generals and one guerrilla fighter from this lesson.
2. Discuss how their methods of fighting were different.
3. As a group, decide how each type of leadership had an impact on the Civil War.

Write a brief summary explaining your group’s conclusion.



Glossary Terms. Match the following words to their definitions.

- | | |
|-------------------------------|---|
| 1. _____ Glass plate negative | a. a mobile setup used by photographers in the 19th century to process photographs on-site |
| 2. _____ Portable darkroom | b. a form of journalism that uses photographs to tell a story or document events, often combining art and factual reporting |
| 3. _____ Photojournalism | c. a photographic process that uses glass plates coated with a light-sensitive chemical to capture images |

Extra Credit. Use one of the terms in an original sentence.

Fill in the Blanks. Use the word bank to answer the questions.

| | | | |
|-----------------------|-----------|------------------------|----------------------|
| 1861 | 1865 | newspaper descriptions | sketches |
| glass plate negatives | paintings | portable darkrooms | The Dead of Antietam |

- Before photography, most people relied on _____, _____, or _____ to understand events happening far from home.
- The Civil War, fought between _____ and _____, was the first major conflict extensively documented through photography.
- Mathew Brady's famous exhibition, _____, shocked viewers with its raw portrayal of war.
- Civil War photographers used _____ and _____ to capture images, often requiring portable darkrooms.

Who Did It?

- Who** is most famously associated with Civil War photography and organized exhibitions like *The Dead of Antietam*?
- Who** were some of the photographers, besides Mathew Brady, who captured the realities of the Civil War?
- Who** faced physical dangers and technical challenges while documenting battles during the Civil War?

11. **What** helped disseminate photographs through engravings during the Civil War?

How Did Photography Affect the Civil War?

12. **How** did Civil War photography differ from paintings and sketches in depicting the realities of war?

13. **How** did photography influence public perception of the Civil War?

14. **How** did Mathew Brady's exhibition of *The Dead of Antietam* change how Americans viewed the war?

15. **How** did Civil War photography contribute to the debates about the human cost of the conflict?

16. **How** did the challenges faced by Civil War photographers shape the authenticity of the images they produced?

Essay Question. 120–150 words

Write an essay explaining how photography connects us to the reality of history, using examples from Civil War photography. **Discuss** how these images bridge the gap between abstract events and human experiences.



Glossary Terms. Match the following words to their definitions.

- | | |
|-----------------------|---|
| 1. _____ Embroiled | a. persistent in maintaining, adhering to, or seeking something valued or desired |
| 2. _____ Marginalized | b. relegated to a marginal position within a society or group |
| 3. _____ Tenacious | c. involved in conflict, contention, or confusion |

Extra Credit. Use one of the terms in an original sentence.

Multiple Choice. Circle the correct answers.

- Who** was Abraham Lincoln's running mate in the 1864 presidential election?
 - George McClellan
 - Andrew Johnson
 - Ulysses S. Grant
 - Stonewall Jackson
- What** military success in 1864 helped boost Lincoln's chances of re-election?
 - the Battle of Chancellorsville
 - the Battle of Bull Run
 - the capture of Atlanta by General Sherman
 - the surrender of Fort Sumter
- What** was the primary platform of George McClellan and the Democratic Party in the 1864 election?
 - total abolition of slavery
 - immediate cessation of hostilities and negotiations with the Confederacy
 - expansion of the Union territories
 - strict enforcement of military rule in the South
- Which** event redefined the Civil War as a struggle for freedom and democracy?
 - the Emancipation Proclamation
 - the Gettysburg Address
 - the election of 1864
 - Lincoln's inaugural address

Fill in the Blank. Use the word bank to answer the questions.

1863

Civil War

William T. Sherman

War Democrats

8. The election of 1864 occurred during the height of the _____.
9. Lincoln formed the National Union Party by uniting Republicans and _____.
10. The Emancipation Proclamation was issued in the year _____.
11. General _____ was instrumental in revitalizing northern morale by capturing Atlanta in 1864.

When Was It?

12. **When** did Abraham Lincoln win re-election as President of the United States?

13. **When** did Stonewall Jackson die as a result of injuries sustained at the Battle of Chancellorsville?

Where Was It?

14. **Where** did General William T. Sherman achieve his pivotal victory that helped secure Lincoln's re-election?

Optional: Teacher's Discretion No Yes Due Date: _____

Essay Question. 150–200 words

Discuss General George McClellan's political platform in the 1864 presidential election. What were his main arguments, and how did his stance reflect the sentiments of the time? How was it similar to his stance as the Union general before President Lincoln removed him? Compare his approach to Lincoln's strategy and explain how public opinion and military success influenced the election outcome.

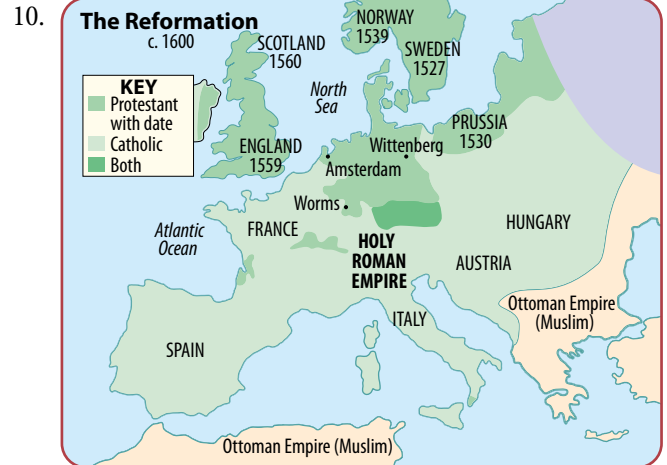
EXERCISE ANSWER KEYS

Lesson 1, Exercise 1, Pages 19–20

1. c
2. a
3. b
4. Answers will vary but should include that learning history gives us context. We have to learn history to learn from history.
5. Answers will vary but should include at least one example of how our nation is suffering from division and how the student can see unity.
6. Encourage your student to carefully think through this prompt and write a few sentences. He or she may want to come back to this periodically to add to their original thoughts.

Lesson 1, Exercise 2, Pages 21–22

1. c
2. a
3. b
4. Bacteria carried by fleas on rats.
5. It killed a large number of people from all classes of life. It helped “reshuffle the class cards” and helped bring an end to the Feudal System that had been in place through the Middle Ages.
6. Questioning of theology being taught by the Catholic Church; a call for reform.
7. It brought a break in the Church and the formation of new denominations. Protestantism came from the Reformation. It also caused massive political and socio-economic ramifications throughout Europe.
8. A new interest in classical education, art, and inventions.
9. A complete change came about because of the Renaissance. It birthed the Enlightenment period and influenced the Reformation. It brought about massive changes in technology, invention, and innovation. There is nothing in culture that was not affected.



11. Germany
12. Northern Europe

Lesson 1, Exercise 3, Pages 23–24

1. c
2. a
3. b
4. The student’s answer should include that it was not merely the clash of two nations/leaders. It was about religion and control. Philip II of Spain wanted to create an all-Catholic Europe, and he wanted to spread the Catholic faith in the New World to the exclusion of any other faith. The Protestants won the battle and therefore set the course for spreading their faith to the New World.
5. Queen Elizabeth I of England
6. Philip II of Spain
7. sister, Mary
8. Catholic
9. Bloody Mary
10. Philip
11. English royal position
12. Spain
13. privateers
14. New World
15. Dutch
16. revolt
17. Mary, queen of Scots
18. excommunicated
19. Catholic prince
20. Sir Francis Drake
21. armada
22. Sea Dogs

Lesson 1, Exercise 4, Pages 25–26

1. b
2. a
3. This answer should include how God used His words to separate the various elements, therefore creating order from the chaos. He gathered water into one place and made the land a separate habitat for land creatures.
4. This answer should include that the water came up from the fountains of the deep (v. 11) and was so deep that it covered the mountains by 15 cubits (or about 270 feet) (v. 20).
5.
 - a. They acted as natural barriers and travel routes that shaped where people could move, trade, and explore.
 - b. Because people did not know the earth's true size, explorers believed Asia could be reached more easily by sailing west, encouraging exploration.
6. The Mediterranean Sea, the Arabian Sea, the Indian Ocean, the Bay of Bengal, and the South China Sea.
7. As the crow flies, it is approximately 5,400 miles.
8. Answers will vary but should show student's understanding of how God's control of, and involvement in, His creation of our physical planet is evident in geography's role in history. Teaching tip: This concept would benefit from discussion. Observing a variety of maps (political, physical, and topographical) would be beneficial to the student's understanding.

Lesson 1, Exercise 5, Pages 27–28

1. a
2. b
3. c
4. Religion, language, and government.
5. Answers should include: Government: Europe emerged as a cohesive unit made up of individual powers and kingdoms who consolidated their powers, strengthened their borders, and built up their militaries. Religion (and government): The Catholic Church was a major influence in all of the chain-links of culture during the Middle Ages. Language: The Catholic Church was instrumental in preserving and maintaining cultural treasures of language (Scriptures and other ancient writings) during the Middle Ages.

6. This paragraph should include how God paired the innovations and inventions of the Renaissance (like the printing press) with individuals' desires to read and study God's Word for themselves.
7. America has long been a land of refuge and hope for millions from around the world. Even now, people of varied backgrounds, religions, and ethnicities continue to arrive. In our next chapter we will look at Pre-Columbian peoples, who are now described as Indigenous Peoples or Native Americans, but they too were once transplants from elsewhere.
8. Everyone who wears the name "American" shares at least one thing: Each adds a flavor to the "Melting Pot of the World."

Lesson 2, Exercise 1, Pages 29–30

1. c
2. a
3. b
4. Answers will vary but should mention that there have been historians who based their estimates purely on the (often exaggerated) writings of the Spanish conquistadors. Because there is a lack of physical evidence or written history, many historians are more guided by their worldviews and political leanings than by any other influence. No one but God knows how many people lived on the American continents at any given time.
5. The Great Spirit, Aba'Binni'li.
6. They made rafts.
7. A raven appeared with part of an ear of corn.
8. Plant the corn.
9. All the earth.
10. One family.
11. A pair of each of the animals.
12. God.
13. Build an ark.
14. A dove returned with an olive leaf in its beak.
15. Be fruitful, and multiply, and replenish the earth.

Lesson 8, Exercise 5, Pages 97–98

1. a
2. c
3. b
4. False. the “highest standard of living on earth.”
5. False. extremely low taxes
6. True
7. True
8. False. 27
9. The two examples used in the *Student Book* include how the rain and fog helped Washington evacuate his army out of New York, thus saving them and continuing the battle for independence, and how the weather stopped Cornwallis from escaping across the York River, thus bringing an end to the war.
10. [that] Thou wilt incline the hearts of the Citizens to cultivate a spirit of subordination and obedience to Government; and entertain a brotherly affection and love for one another and for their fellow Citizens of the United States at large ...
11. “Justice, love mercy, and [take upon ourselves] Charity, humility ...”
12. Answers will vary slightly depending on Bible translation used but should be similar to the following: He has told you, O man, what is good; and what does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God? (ESV)

Lesson 9, Exercise 1, Page 99–100

1. b
2. a
3. Humanity’s relationship with God.
4. How to relate with each other.
5. The proper perspective of everything from social and civil issues like caring for the elderly (honoring our parents), individual property rights (no stealing or coveting your neighbor’s belongings, wife, or house), and protection of life itself (no murdering).
6. Answers will vary. The main strengths of the Articles of Confederation were that it offered a central government for the Americans during the Revolutionary War, and it set a precedent of a representative government working together for the good of the country. Another crucial accomplishment of the Articles of Confederation and the Confederation Congress was its development of the first money system based on the decimal system of tens and hundreds. The weaknesses of the Confederation (both Articles and Congress) are many. This is what led to the need for a new government. They had no power to create a federal currency, to levy taxes, or to make the states work together as a nation if they did not want to. Perhaps the most detrimental shortcoming it had was the lack of leadership. No one was “in charge,” so no one had the authority to do what was necessary to run a country.
7. Answers will vary. America was in a precarious position. At this early point in our history, we shared the continent of North America with England, Spain, and France. Each had an interest in the failure of our new nation. England still had troops in the western forts, and their ships were harassing American ships. France was demanding repayment for the loans given during the Revolutionary War, and Spain had substantial land holdings and was blocking the American use of the lower Mississippi ports of trade.

Lesson 9, Exercise 2, Page 101–102

1. b
2. c
3. a

Answers will vary, but should include...

4. People have a direct voice.
5. People have a voice through elected representatives.
Written constitution outlines what can and cannot be done by the government.
The Constitution cannot be changed on a whim.
6. Not scalable; the voice of the minority is often shouted when there are large masses deciding the rule.
Rules can be changed whenever the wishes of the majority change.
7. Philadelphia
8. It took compromising to bring about a form of government that would meet the needs of the whole nation.
9. How each state would have votes in Congress, and about the issue of slavery.
10. The Great Compromise, which led to the decision to have two senators from each state and representatives based on population.
11. Every ten years by a federal census.
12. Answers will vary. There are four main reasons we cannot separate these documents from each other. First, the Constitutional Acts and the Constitution date back to the signing of the Declaration. Second, the Enabling Acts which guided the territories to statehood are directly linked to both documents. Third, the U.S. Code lists the Declaration and the Constitution as the “organic laws” no one can change or violate. Fourth, the Declaration of Independence was written as a list of grievances against England. The Constitution was an answer to those problems of governance.

Lesson 9, Exercise 3, Page 103–104

1. a
2. c
3. b
4. An enslaved person would be counted as three-fifths of a free person for purposes of taxation and representation.
5. It reduced their representation and federal benefits unless they ended slavery and made their Black population equal to their White.
6. They would have to make their Black population equal their White—meaning slavery would have to end.
7. The topic would be left at this compromise, with a decision to revisit it in 20 years to give the new government and economy time to stabilize.
8. Answers will vary but should state that Douglass reminded the people that the Framers had worked in secret so the Constitution would not be forever linked with their particular human downfalls. He also disputed the claims of slaveholders and other people who were for the practice of enslaving humans that the Constitution was inherently proslavery. He argued the language of the Constitution itself is “we the people,” not we the specific color people. He ended his speech with the words, “... if Negroes are people, they are included in the benefits for which the Constitution of America was ordained and established.”
9. Answers will vary but should be similar to: The sacred rights of all people were written on the whole of the human race by the very hand of God. Because He is the one who wrote these rights, they cannot be taken away or changed by humans.
10. Answers will vary but should be similar to: God is the one who has “impressed” the laws of morality, which are important for a good society, on our hearts in such a way that we cannot change them with our human thinking. We can learn the obligation of these moral principles by reading the words of Jesus.

Lesson 9, Exercise 4, Page 105–106

1. b
2. b
3. a
4. c
5. The Ordinance of 1785 established a standardized grid system to survey land, dividing it into townships and sections. This made land easier to sell and distribute while also ensuring a systematic approach to settlement.
6. The Ordinance of 1787 replaced the Ordinance of 1784 by providing a clearer framework for governance and statehood in the Northwest Territory. It outlined the process for territories to become states and included protections for civil liberties and a ban on slavery in the region.
7. The township grid system facilitated orderly settlement by dividing land into standardized plots that could be easily sold and mapped. It also reserved sections for public use, such as schools, promoting community development.
8. Thomas Jefferson

Lesson 9, Exercise 5, Page 107–108

1. c
2. b
3. a
4. a. The fear of abusive power.
b. The desire to make something good and functional.
5. It was the belief that government was a God-given tool for order.
6. Answers should include: Baldwin was a representative from Georgia who, although he was from a large state, sided with the small states in favor of equal representation. By doing this, he risked the wrath of his fellow large state representatives, but he also brought the assembly to a place where they could work toward a compromise. Baldwin also was instrumental in helping transfer the government from the Articles of the Confederation to the new government under the Constitution.
7. Answers will vary but should include: Dr. Franklin reminded the representatives that when they were fighting for independence, they knew how dependent they were on God's help. He challenged them to pray like they did during the war and to remember that "unless God builds the house, they labor in vain that build it." He compared the creation of a new government without the help of God to the building of the Tower of Babel. His speech had the intended impact on the men, and they turned to God in prayer.

Lesson 10, Exercise 1, Page 109–110

1. a
2. b
3. Article 1, Section 1 establishes that Congress has all legislative powers, and is made up of the Senate and the House of Representatives.
4. Article 1, Section 2 establishes the House of Representatives, outlining that its members are chosen every two years by the people of each state, with qualifications including being at least 25 years old, a U.S. citizen for seven years, and an inhabitant of the state they represent; it also specifies that the House has the sole power to initiate impeachment proceedings.
5. Article 1, Section 3 covers the Senate, including its authority, the process for electing senators, and the Senate's role in impeachment trials.
6. Article 1, Section 7 outlines the process for creating laws and includes rules for bills, orders, resolutions, and votes.

Lesson 10, Exercise 2, Page 111–112

1. b
2. c
3. a
4. Article 2, Section 1 establishes the executive power of the federal government as residing in the President of the United States, outlining that the president serves a four-year term and is elected through the Electoral College, where each state appoints electors based on their congressional representation; it also details the process for counting electoral votes and selecting a president if no candidate receives a majority vote in the Electoral College.
5. Article 2, Section 1, Clause 8 states that before assuming the presidency, the president must take an oath or affirmation to "faithfully execute the Office of President of the United States, and will to the best of his Ability, preserve, protect and defend the Constitution of the United States." This clause is often referred to as the "Take Care Clause" because it essentially mandates the president's duty to diligently enforce the laws of the nation.
6. Article 2, Section 2 outlines the primary powers of the president, including serving as Commander-in-Chief of the military, the ability to grant pardons, the power to appoint officials with Senate approval, and the authority to make treaties with the advice and consent of the Senate, essentially establishing the president's role in foreign affairs and military leadership.

Lesson 17, Exercise 5, Pages 187–188

1. b
 2. a
 3. March 11, 1861
 4. Negro slaves
 5. Tariffs
 6. Bible
 7. 1864
 8. Abraham Lincoln
 9. Salmon P. Chase (Treasury Secretary)
 10. Abraham Lincoln
 11. Abraham Lincoln
 12. Abraham Lincoln
 13. a
 14. b
 15. b
16. The phrase, “In God We Trust,” holds significant historical, cultural, and religious meaning. Its introduction reflected the Union’s collective reliance on divine guidance during a time of national crisis. The phrase originated from widespread appeals to acknowledge God on national currency, culminating in its inclusion on a two-cent coin in 1864 under Treasury Secretary Salmon P. Chase’s direction. This motto symbolized hope and moral conviction, reinforcing the belief that the Union’s cause was righteous and divinely supported. It unified the northern populace, providing spiritual solace amidst the immense struggles of war. It also served as a cultural anchor, demonstrating how faith influenced governance and national identity during the Civil War era. The phrase’s enduring legacy as the official U.S. motto (adopted in 1956) illustrates its lasting impact on American values. During the Civil War, it encapsulated a vision of unity and moral purpose, emphasizing the intertwining of faith, governance, and the nation’s pursuit of justice and liberty.

Lesson 18, Exercise 1, Pages 189–190

1. b
2. c
3. a
4. True
5. False. steadfast defense
6. True
7. True
8. b
9. c
10. b
11. c

Lesson 18, Exercise 2, Pages 191–192

1. c
2. a
3. b
4. The Battle of Gettysburg was a turning point in the Civil War, fought from July 1 to July 3, 1863, resulting in a Union victory that ended Confederate General Robert E. Lee’s invasion of the North. Lincoln references the battlefield as a sacred site where soldiers gave their lives to preserve the Union and the principles it was founded

upon. He connects the sacrifice of the soldiers to the broader struggle for national survival and the ideals of liberty and equality.

5. Lincoln’s primary objective was to honor the fallen soldiers and to redefine the Civil War as a struggle not just for the Union, but for the principles of freedom and equality. His intended audience included the immediate attendees of the dedication ceremony, the American public, and future generations. He aimed to inspire renewed commitment to the Union cause.

6. Repetition: The use of phrases such as “we cannot dedicate, we cannot consecrate, we cannot hallow” emphasizes the soldiers’ actions as more significant than words.

Parallelism: “Of the people, by the people, for the people” creates a rhythmic and memorable conclusion.

Allusion: “Four score and seven years ago” alludes to the Declaration of Independence, tying the Civil War to the founding ideals of the nation. These devices make the speech powerful, memorable, and emotionally resonant.

7. Lincoln redefines equality as a core value that must be upheld and advanced. He ties the concept of freedom to the sacrifices made during the Civil War, presenting the war as a means to achieve a “new birth of freedom” and ensuring the nation lives up to its founding principles.

8. The brevity of the Gettysburg Address enhances its impact by delivering a concise, poignant message that is easily remembered. The structure mirrors a eulogy, honoring the dead while rallying the living to continue their mission. Its economy of words underscores the gravity of its content.

9. Lincoln’s inclusive language, such as “we” and “our,” creates a sense of unity and shared purpose among his listeners. It emphasizes collective responsibility for the nation’s survival and the continuation of the work begun by the soldiers who fought at Gettysburg.

10. Lincoln urges his audience to dedicate themselves to “the unfinished work” of the soldiers who fought and died. He calls for increased devotion to the cause of preserving the Union and ensuring that their sacrifices lead to a “new birth of freedom.” He motivates by appealing to honor, duty, and shared ideals.

11. The Gettysburg Address is considered a defining statement of American values, particularly liberty, equality, and democracy.

12. Its message remains relevant in discussions about civil rights, national identity, and the responsibilities of citizenship. The phrase “government of the people, by the people, for the people” continues to symbolize democratic ideals worldwide.

Lesson 18, Exercise 3, Pages 193–194

1. b
2. a
3. c
4. Thomas “Stonewall” Jackson
5. William Tecumseh Sherman
6. Robert E. Lee
7. Ulysses S. Grant
8. George B. McClellan
9. William Quantrill
10. John Mosby
11. William T. Anderson (Bloody Bill)
12. James H. Lane
13. Charles Jennison

Lesson 18, Exercise 4, Pages 195–196

1. c
2. a
3. b
4. Paintings, sketches, newspaper descriptions
5. 1861, 1865
6. *The Dead of Antietam*
7. Glass plate negatives, portable darkrooms
8. Mathew Brady
9. Alexander Gardner, Timothy H. O’Sullivan, and George Barnard
10. Civil War photographers like Mathew Brady and his team
11. Newspapers (through reproducing engravings based on photographs)
12. Photography differed from paintings and sketches by providing accurate and unfiltered visual representations, rather than romanticized or distorted versions of war.
13. Photography influenced public perception by humanizing the conflict, showing the grim realities of war, and making it harder to view the war as distant or abstract.

14. Mathew Brady’s *The Dead of Antietam* shocked viewers with its raw and unfiltered portrayal of fallen soldiers, challenging expectations of noble and heroic depictions of war.
15. Photography fueled debates about the human cost of the conflict by showing images of the wounded, dead, and destroyed towns, making the sacrifices more tangible.
16. The challenges faced by photographers, such as working with heavy equipment and fragile glass plates in dangerous conditions, ensured that the images were carefully planned and authentic.

Lesson 18, Exercise 5, Pages 197–198

1. c
2. b
3. a
4. b
5. c
6. b
7. b
8. Civil War
9. War Democrats
10. 1863
11. William T. Sherman
12. November 8, 1864
13. May 10, 1863
14. Atlanta, Georgia

Lesson 19, Exercise 1, Pages 199–200

1. c
2. a
3. b
4. b
5. d
6. a
7. c
8. b
9. a
10. c
11. d
12. c
13. b
14. d
15. a
16. a
17. b
18. d
19. c
20. General William Tecumseh Sherman
21. James M. McPherson
22. January 1, 1863
23. July 4, 1863
24. Appomattox, Virginia
25. Chattanooga, Tennessee