

High School Level

Biblical Worldview

AMERICAN HISTORY

*Observations & Assessments
from Early Settlement
to Today*



TEACHER GUIDE

9th–12th Grade

Includes Student
Worksheets

History



Weekly Lesson Schedule



Worksheets



Tests



Answer Key

First printing: March 2012
Sixth printing: February 2018
First revised printing: August 2018

Copyright © 2014 by James Stobaugh. All rights reserved. No part of this book may be used or reproduced in any manner whatsoever without written permission of the publisher, except in the case of brief quotations in articles and reviews. For information write:

Master Books®, P.O. Box 726, Green Forest, AR 72638

Master Books® is a division of the New Leaf Publishing Group, Inc.

ISBN-13: 978-0-89051-643-0
ISBN-13: 978-1-61458-137-6 (digital)

Cover design by Diana Bogardus.
Interior design by Terry White.

Unless otherwise noted, all images are from shutterstock.com, Library of Congress (LOC-image), and Wikimedia Commons. All images used under the Creative Commons Attribution-Share Alike 3.0 Unported license (CC-BY-SA-3.0) are noted; license details available at creativecommons.org/licenses/by-sa/3.0/.

Scripture quotations taken from The Holy Bible, New International Version®, Copyright © 1973, 1978, 1984, 2011 by Biblica, Inc.™ Used by permission of Zondervan, All rights reserved worldwide.

Please consider requesting that a copy of this volume be purchased by your local library system.

Printed in the United States of America

Please visit our website for other great titles:
www.masterbooks.com

For information regarding author interviews, please contact the publicity department at (870) 438-5288.



This book is dedicated to this new generation of young believers whose fervor and dedication to the purposes of the Lord shall yet bring a great revival. Stand tall, young people, and serve our Lord with alacrity and courage!



Where Creation Inspires Education

Since 1975, Master Books has been providing educational resources based on a biblical worldview to students of all ages. At the heart of these resources is our firm belief in a literal six-day creation, a young earth, the global Flood as revealed in Genesis 1–11, and other vital evidence to help build a critical foundation of scriptural authority for everyone. By equipping students with biblical truths and their key connection to the world of science and history, it is our hope they will be able to defend their faith in a skeptical, fallen world.

If the foundations are destroyed, what can the righteous do?

Psalm 11:3; NKJV

As the largest publisher of creation science materials in the world, Master Books is honored to partner with our authors and educators, including:

Ken Ham of Answers in Genesis

Dr. John Morris and Dr. Jason Lisle of the Institute for Creation Research

Dr. Donald DeYoung and Michael Oard of the Creation Research Society

Dr. James Stobaugh, John Hudson Tiner, Rick and Marilyn Boyer, Dr. Tom DeRosa, Todd Friel, Israel Wayne and so many more!

Whether a preschool learner or a scholar seeking an advanced degree, we offer a wonderful selection of award-winning resources for all ages and educational levels.

*But sanctify the Lord God in your hearts, and always be ready
to give a defense to everyone who asks you a reason for the hope
that is in you, with meekness and fear.*





1 Peter 3:15; NKJV

Permission to Copy

Permission is granted for copies of reproducible pages from this text to be made for use within your own homeschooling family activities. Material may not be posted online, distributed digitally, or made available as a download. Permission for any other use of the material must be requested prior to use by email to the publisher at nlp@newleafpress.com.

Lessons for a 34-week course!






Overview: This *American History Teacher Guide* contains materials for use with *American History* by James Stobaugh. Materials are organized by book in the following sections:

	Study guide worksheets
	Friday Project Day
	Exams
	Answer Key

Features: Each suggested weekly schedule has five easy-to-manage lessons that combine reading, worksheets, and exams. Worksheets and exams are perforated and three-hole punched – materials are easy to tear out, hand out, grade, and store. You are encouraged to adjust the schedule and materials needed to best work within your educational program.

Workflow: Students will read the pages in their book and then complete each section of the Teacher Guide. Exams are given at regular intervals with space to record each grade. If used with younger students, they may be given the option of taking open-book exams.

Lesson Scheduling: Space is given for assignment dates. There is flexibility in scheduling. For example, the parent may opt for a M, W, F schedule, rather than a M-F schedule. Each week listed has five days but due to vacations the school work week may not be M–F. Adapt the days to your school schedule. As the student completes each assignment, he/she should put an “X” in the box.

	Approximately 30 to 45 minutes per lesson, five days a week
	Includes answer keys for worksheets and exams
	Worksheets for each chapter
	Exams are included to help reinforce learning and provide assessment opportunities
	Designed for grades 9 to 12 in a one-year course to earn 1 history credit

Dr. James Stobaugh was a Merrill Fellow at Harvard and holds degrees from Vanderbilt and Rutgers universities, and Princeton and Gordon-Conwell seminaries. An experienced teacher, he is a recognized leader in homeschooling and has published numerous books for students and teachers, including a high school history series (American, British, and World), as well as a companion high school literature series. He and his wife Karen have homeschooled their four children since 1985.

Contents

Introduction.....	5
Suggested Daily Schedule.....	7
Daily Worksheets	17
Quarterly Exam Section	223
Answer Keys.....	233
Grading Rubric	257

Introduction

How this course is designed:

- **Chapters:** This course has 34 chapters (representing 34 weeks of study).
- **Lessons:** Each chapter has 5 lessons each, taking approximately 30 to 40 minutes each. There will be a short reading followed by worksheets.
- **Friday Project Day:** The purpose of these projects (one per semester) will be to compel students to utilize the themes of the course to better understand history on a larger scale. As such, you can select from a range of projects, finding one best suited to your interests. A few example prompts and creative project ideas will be given but, at the instructor's discretion, any creative project or prompt can be used that deals with the themes of the course. All essays should be five pages or longer and use no less than three chapters from the book, as well as three outside sources.
- **Student responsibility:** Responsibility to complete this course is on the student. Students are to complete the readings every day, handing their responses to a teacher for evaluation. Independence is strongly encouraged with this course designed for the student to practice independent learning.
- **Grading:** A teacher can grade assignments daily or weekly and keep track of this in their files. Worksheet answers are available in the back of the book.

Special note: This teacher guide has revised assignments. It is recommended that students do the worksheet assignments from this book rather than those contained in the student text.

First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester — First Quarter					
Week 1	Day 1	Chapter 1: Natives of the New World Read Lesson 1 — War of the World Views Student Book (SB) Complete Assignment Page 19 Lesson Planner (TG)			
	Day 2	Read Lesson 2 — North American Indigenous People Groups (SB) Complete Assignment Page 20 (TG)			
	Day 3	Read Lesson 3 — South-Central American Indigenous People Groups (SB) Complete Assignment Page 21 (TG)			
	Day 4	Read Lesson 4 — Columbus, Conquistadors, and Colonization (SB) Complete Assignment Page 22 (TG)			
	Day 5	Semester 1 Writing Project Pages 23-24 (TG)			
Week 2	Day 6	Chapter 2: Slavery and Religious Freedom Read Lesson 1 — French Exploration and Colonization (SB) Complete Assignment Pages 23–24 (TG)			
	Day 7	Read Lesson 2 — The Virginia Company (SB) Complete Assignment Pages 25–26 (TG)			
	Day 8	Read Lesson 3 — Chattel Slavery Comes to the New World (SB) Complete Assignment Page 27 (TG)			
	Day 9	Read Lesson 4 — Other Explorers (SB) Complete Assignment Page 28 (TG)			
	Day 10	Semester 1 Writing Project Page 29 (TG)			
Week 3	Day 11	Chapter 3: Pilgrims and Puritans Read Lesson 1 — Pilgrims (SB) Complete Assignment Page 29 (TG)			
	Day 12	Read Lesson 2 — The Puritans: A Holy Experiment (SB) Complete Assignment Page 30 (TG)			
	Day 13	Read Lesson 3 — Other Colonies (SB) Complete Assignment Page 31 (TG)			
	Day 14	Read Lesson 4 — Historical Debate and World View (SB) Complete Assignment Page 32 (TG)			
	Day 15	Semester 1 Writing Project Page 35 (TG)			
Week 4	Day 16	Chapter 4: Colonial Life Read Lesson 1 — Colonial Women (SB) Complete Assignment Page 33 (TG)			
	Day 17	Read Lesson 2 — The First Great Awakening (SB) Complete Assignment Page 34 (TG)			
	Day 18	Read Lesson 3 — The American University: An Essay (SB) Complete Assignment Page 35 (TG)			
	Day 19	Read Lesson 4 — Philosophers and World Views (SB) Complete Assignment Page 36 (TG)			
	Day 20	Semester 1 Writing Project Page 41 (TG)			

Date	Day	Assignment	Due Date	✓	Grade
Week 5	Day 21	Chapter 5: Causes of the American Revolution Read Lesson 1 — Colonial Period (SB) Complete Assignment Page 37 (TG)			
	Day 22	Read Lesson 2 — The Road to Revolution (SB) Complete Assignment Page 38 (TG)			
	Day 23	Read Lesson 3 — The French and Indian War (SB) Complete Assignment Page 39 (TG)			
	Day 24	Read Lesson 4 — George Washington (SB) Complete Assignment Page 40 (TG)			
	Day 25	Semester 1 Writing Project Page 47 (TG)			
Week 6	Day 26	Chapter 6: Patriots and Revolution Read Lesson 1 — The Coming Conflict (SB) Complete Assignment Pages 41–42 (TG)			
	Day 27	Read Lesson 2 — The War (SB) Complete Assignment Page 43 (TG)			
	Day 28	Read Lesson 3 — Abigail Adams (SB) Complete Assignment Page 44 (TG)			
	Day 29	Read Lesson 4 — Historical Debate: American Revolution (SB) Complete Assignment Page 45 (TG)			
	Day 30	Semester 1 Writing Project Page 53 (TG)			
Week 7	Day 31	Chapter 7: U.S. Constitution Read Lesson 1 — The Constitution: Part One (SB) Complete Assignment Page 47 (TG)			
	Day 32	Read Lesson 2 — The Constitution: Part Two (SB) Complete Assignment Page 48 (TG)			
	Day 33	Read Lesson 3 — Philosophers and World Views (SB) Complete Assignment Page 49 (TG)			
	Day 34	Read Lesson 4 — Historical Debate: The Constitution (SB) Complete Assignment Page 50 (TG)			
	Day 35	Semester 1 Writing Project Page 59 (TG)			
Week 8	Day 36	Chapter 8: Nationalism Read Lesson 1 — A Peaceful Revolution (SB) Complete Assignment Page 51 (TG)			
	Day 37	Read Lesson 2 — An Era of Good Feeling (SB) Complete Assignment Page 52 (TG)			
	Day 38	Read Lesson 3 — History Maker: John Quincy Adams (SB) Complete Assignment Page 53 (TG)			
	Day 39	Read Lesson 4 — Historical Debate: National Period (SB) Complete Assignment Page 54 (TG)			
	Day 40	Semester 1 Writing Project Page 65 (TG)			

Date	Day	Assignment	Due Date	✓	Grade
Week 9	Day 41	Chapter 9: Democracy and New Governments Read Lesson 1 — Philosophers and World Views (SB) Complete Assignment Page 55 (TG)			
	Day 42	Read Lesson 2 — The Rise of the American Political Tradition (SB) Complete Assignment Page 56 (TG)			
	Day 43	Read Lesson 3 — Jacksonian Democracy (SB) Complete Assignment Page 57 (TG)			
	Day 44	Read Lesson 4 — History Maker: Daniel Webster (SB) Complete Assignment Page 58 (TG)			
	Day 45	Quarterly Exam 1 Pages 225-226 (TG)			
First Semester — Second Quarter					
Week 1	Day 46	Chapter 10: Age of Reform Read Lesson 1 — Prison Reform (SB) Complete Assignment Pages 59–60 (TG)			
	Day 47	Read Lesson 2 — The Rights of Women and the Mentally Challenged (SB) Complete Assignment Pages 61–62 (TG)			
	Day 48	Read Lesson 3 — History Maker: Dorothea Dix (SB) Complete Assignment Page 63 (TG)			
	Day 49	Read Lesson 4 — Philosophers and World Views (SB) Complete Assignment Page 64 (TG)			
	Day 50	Semester 1 Writing Project Page 77 (TG)			
Week 2	Day 51	Chapter 11: Antebellum Slavery Read Lesson 1 — Slavery (SB) Complete Assignment Pages 65–66 (TG)			
	Day 52	Read Lesson 2 — History Maker: Harriet Tubman (SB) Complete Assignment Page 67 (TG)			
	Day 53	Read Lesson 3 — Historical Debate (SB) Complete Assignment Page 68 (TG)			
	Day 54	Read Lesson 4 — Philosophers and World Views (SB) Complete Assignment Page 69 (TG)			
	Day 55	Semester 1 Writing Project Page 83 (TG)			
Week 3	Day 56	Chapter 12: Revivalism Read Lesson 1 — Come to the Water: American Revivalism (SB) Complete Assignment Page 71 (TG)			
	Day 57	Read Lesson 2 — Revivalism (SB) Complete Assignment Page 72 (TG)			
	Day 58	Read Lesson 3 — A Contemporary Account of a Revival (SB) Complete Assignment Page 73 (TG)			
	Day 59	Read Lesson 4 — History Maker: Charles Finney (SB) Complete Assignment Page 74 (TG)			
	Day 60	Semester 1 Writing Project Page 89 (TG)			

Date	Day	Assignment	Due Date	✓	Grade
Week 4	Day 61	Chapter 13: Causes of the American Civil War Read Lesson 1 — The Coming Crisis: Part One (SB) Complete Assignment Page 75 (TG)			
	Day 62	Read Lesson 2 — The Coming Crisis: Part Two (SB) Complete Assignment Page 76 (TG)			
	Day 63	Read Lesson 3 — The Coming Crisis: Part Three (SB) Complete Assignment Page 77 (TG)			
	Day 64	Read Lesson 4 — Philosophers and World Views (SB) Complete Assignment Page 78 (TG)			
	Day 65	Semester 1 Writing Project Page 95 (TG)			
Week 5	Day 66	Chapter 14: The American Civil War Read Lesson 1 — Presidents (SB) Complete Assignment Page 79 (TG)			
	Day 67	Read Lesson 2 — The American Civil War (SB) Complete Assignment Page 80 (TG)			
	Day 68	Read Lesson 3 — The Results of the American Civil War (SB) Complete Assignment Page 81 (TG)			
	Day 69	Read Lesson 4 — History Maker: Abraham Lincoln (SB) Complete Assignment Page 82 (TG)			
	Day 70	Semester 1 Writing Project Page 101 (TG)			
Week 6	Day 71	Chapter 15: Reconstruction Read Lesson 1 — Robert E. Lee (SB) Complete Assignment Page 83 (TG)			
	Day 72	Read Lesson 2 — Reconstruction (SB) Complete Assignment Page 84 (TG)			
	Day 73	Read Lesson 3 — More Questions on Reconstruction (SB) Complete Assignment Page 85 (TG)			
	Day 74	Read Lesson 4 — Race Mixing (SB) Complete Assignment Page 86 (TG)			
	Day 75	Semester 1 Writing Project Page 107 (TG)			
Week 7	Day 76	Chapter 16: Reconstruction: Primary Sources Read Lesson 1 — Andrew Johnson (SB) Complete Assignment Page 87 (TG)			
	Day 77	Read Lesson 2 — Primary Sources (SB) Complete Assignment Page 88 (TG)			
	Day 78	Read Lesson 3 — Villian or Hero? (SB) Complete Assignment Page 89 (TG)			
	Day 79	Read Lesson 4 — Philosophers and World Views (SB) Complete Assignment Page 90 (TG)			
	Day 80	Semester 1 Writing Project Page 113 (TG)			

Date	Day	Assignment	Due Date	✓	Grade
Week 8	Day 81	Chapter 17: Immigration Read Lesson 1 — The Home of the Free (SB) Complete Assignment Page 91 (TG)			
	Day 82	Read Lesson 2 — Immigration (SB) Complete Assignment Page 92 (TG)			
	Day 83	Read Lesson 3 — Albert Einstein (SB) Complete Assignment Page 93 (TG)			
	Day 84	Read Lesson 4 — Karl Marx (SB) Complete Assignment Page 94 (TG)			
	Day 85	Semester 1 Writing Project Page 119 (TG)			
Week 9	Day 86	Chapter 18: The Gilded Age Read Lesson 1 — The Gilded Age (SB) Complete Assignment Page 95 (TG)			
	Day 87	Read Lesson 2 — American Labor Movement (SB) Complete Assignment Page 96 (TG)			
	Day 88	Read Lesson 3 — Historical Debate (SB) Complete Assignment Page 97 (TG)			
	Day 89	Read Lesson 4 — Vladimir Ilyich Lenin (SB) Complete Assignment Page 98 (TG)			
	Day 90	Quarterly Exam 2 Pages 227-228 (TG)			
		Midterm Grade			

Second Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
Second Semester — Third Quarter					
Week 1	Day 91	Chapter 19: The Gilded Age: Problems Read Lesson 1 — Social Welfare and Christianity (SB) Complete Assignment Page 99 (TG)			
	Day 92	Read Lesson 2 — Pierre Joseph Proudhon (SB) Complete Assignment Page 100 (TG)			
	Day 93	Read Lesson 3 — A Case Study: The Johnstown Flood (SB) Complete Assignment Page 101 (TG)			
	Day 94	Read Lesson 4 — William Jennings Bryan (SB) Complete Assignment Page 102 (TG)			
	Day 95	Semester 2 Writing Project Pages 131-132 (TG)			
Week 2	Day 96	Chapter 20: The Wild West Read Lesson 1 — The Wild West (SB) Complete Assignment Pages 103–104 (TG)			
	Day 97	Read Lesson 2 — Native Americans (SB) Complete Assignment Page 105 (TG)			
	Day 98	Read Lesson 3 — Lawmen and Outlaws (SB) Complete Assignment Page 106 (TG)			
	Day 99	Read Lesson 4 — Frances Willard (SB) Complete Assignment Page 107 (TG)			
	Day 100	Semester 2 Writing Project Page 137 (TG)			
Week 3	Day 101	Chapter 21: African-American History: The Great Migration Read Lesson 1 — The Great Migration (SB) Complete Assignment Pages 109–110 (TG)			
	Day 102	Read Lesson 2 — Booker T. Washington (SB) Complete Assignment Page 111 (TG)			
	Day 103	Read Lesson 3 — Primary Sources (SB) Complete Assignment Page 112 (TG)			
	Day 104	Read Lesson 4 — Historical Debate (SB) Complete Assignment Page 113 (TG)			
	Day 105	Semester 2 Writing Project Page 143 (TG)			
Week 4	Day 106	Chapter 22: America Becomes a World Power Read Lesson 1 — American Becomes A World Power (SB) Complete Assignment Pages 115–116 (TG)			
	Day 107	Read Lesson 2 — President Theodore Roosevelt (SB) Complete Assignment Page 117 (TG)			
	Day 108	Read Lesson 3 — Primary Sources (SB) Complete Assignment Page 118 (TG)			
	Day 109	Read Lesson 4 — More Primary Sources (SB) Complete Assignment Page 119 (TG)			
	Day 110	Semester 2 Writing Project Page 149 (TG)			

Date	Day	Assignment	Due Date	✓	Grade
Week 5	Day 111	Chapter 23: World War 1 and the Roaring '20s Read Lesson 1 — World War 1 (SB) Complete Assignment Page 121 (TG)			
	Day 112	Read Lesson 2 — Historical Debate (SB) Complete Assignment Page 122 (TG)			
	Day 113	Read Lesson 3 — Perils of Prosperity (SB) Complete Assignment Page 123 (TG)			
	Day 114	Read Lesson 4 — The Great Depression (SB) Complete Assignment Page 124 (TG)			
	Day 115	Semester 2 Writing Project Page 155 (TG)			
Week 6	Day 116	Chapter 24: American Life: 1900-1940 Read Lesson 1 — Billy Sunday (SB) Complete Assignment Page 125 (TG)			
	Day 117	Read Lesson 2 — Historical Debate (SB) Complete Assignment Page 126 (TG)			
	Day 118	Read Lesson 3 — Philosophers and World Views (SB) Complete Assignment Page 127 (TG)			
	Day 119	Read Lesson 4 — Oral History: Helen Parris Stobaugh (SB) Complete Assignment Page 128 (TG)			
	Day 120	Semester 2 Writing Project Page 161 (TG)			
Week 7	Day 121	Chapter 25: World War II and Beyond Read Lesson 1 — Remember Pearl Harbor (SB) Complete Assignment Page 129 (TG)			
	Day 122	Read Lesson 2 — The Holocaust (SB) Complete Assignment Page 130 (TG)			
	Day 123	Read Lesson 3 — The Cold War (SB) Complete Assignment Page 131 (TG)			
	Day 124	Read Lesson 4 — The Korean War (SB) Complete Assignment Page 132 (TG)			
	Day 125	Semester 2 Writing Project Page 167 (TG)			
Week 8	Day 126	Chapter 26: The Vietnam War Read Lesson 1 — War in Vietnam (SB) Complete Assignment Page 133 (TG)			
	Day 127	Read Lesson 2 — History Maker: Lech Walesa (SB) Complete Assignment Page 134 (TG)			
	Day 128	Read Lesson 3 — Historical Debate (SB) Complete Assignment Page 135 (TG)			
	Day 129	Read Lesson 4 — Philosophers and World Views (SB) Complete Assignment Page 136 (TG)			
	Day 130	Semester 2 Writing Project Page 173 (TG)			

Date	Day	Assignment	Due Date	✓	Grade
Week 9	Day 131	Chapter 27: African-American History: Nationalism Read Lesson 1 — Black Nationalism (SB) Complete Assignment Page 137 (TG)			
	Day 132	Read Lesson 2 — Separatism (SB) Complete Assignment Page 138 (TG)			
	Day 133	Read Lesson 3 — Racial Anger (SB) Complete Assignment Page 139 (TG)			
	Day 134	Read Lesson 4 — Oral History (SB) Complete Assignment Page 140 (TG)			
	Day 135	Quarterly Exam 3 Pages 229-230 (TG)			
Second Semester — Fourth Quarter					
Week 1	Day 136	Chapter 28: African-American History: Free at Last Read Lesson 1 — History Maker: Martin Luther King, Jr. (SB) Complete Assignment Page 141 (TG)			
	Day 137	Read Lesson 2 — Two Different Views (SB) Complete Assignment Page 142 (TG)			
	Day 138	Read Lesson 3 — The Welfare State (SB) Complete Assignment Page 143 (TG)			
	Day 139	Read Lesson 4 — Oral History (SB) Complete Assignment Page 144 (TG)			
	Day 140	Semester 2 Writing Project Page 185 (TG)			
Week 2	Day 141	Chapter 29: Culture Wars: 1950s to the Present Read Lesson 1 — Culture Wars: Part One (SB) Complete Assignment Page 145 (TG)			
	Day 142	Read Lesson 2 — Culture Wars: Part Two (SB) Complete Assignment Page 146 (TG)			
	Day 143	Read Lesson 3 — More Questions (SB) Complete Assignment Page 147 (TG)			
	Day 144	Read Lesson 4 — The Death of Outrage (SB) Complete Assignment Page 148 (TG)			
	Day 145	Semester 2 Writing Project Page 191 (TG)			
Week 3	Day 146	Chapter 30: Contemporary Social History Read Lesson 1 — A Case Study: Social History in the '50s (SB) Complete Assignment Page 149 (TG)			
	Day 147	Read Lesson 2 — Homeschooling (SB) Complete Assignment Page 150 (TG)			
	Day 148	Read Lesson 3 — "Peekaboo World" (SB) Complete Assignment Page 151 (TG)			
	Day 149	Read Lesson 4 — Billy Graham (SB) Complete Assignment Page 152 (TG)			
	Day 150	Semester 2 Writing Project Page 197 (TG)			

Date	Day	Assignment	Due Date	✓	Grade
Week 4	Day 151	Chapter 31: Late 20th Century World Views Read Lesson 1 — Philosophers and World Views (SB) Complete Assignment Page 153 (TG)			
	Day 152	Read Lesson 2 — Charles Fuller (SB) Complete Assignment Page 154 (TG)			
	Day 153	Read Lesson 3 — Pax Americana (SB) Complete Assignment Page 155 (TG)			
	Day 154	Read Lesson 4 — The Next Twenty-Five Years (SB) Complete Assignment Page 156 (TG)			
	Day 155	Semester 2 Writing Project Page 203 (TG)			
Week 5	Day 156	Chapter 32: War on Terrorism Read Lesson 1 — The War on Terrorism (SB) Complete Assignment Page 157 (TG)			
	Day 157	Read Lesson 2 — The Koran (SB) Complete Assignment Page 158 (TG)			
	Day 158	Read Lesson 3 — A Twilight Struggle (SB) Complete Assignment Page 159 (TG)			
	Day 159	Read Lesson 4 — Historical Essay (SB) Complete Assignment Page 160 (TG)			
	Day 160	Semester 2 Writing Project Page 209 (TG)			
Week 6	Day 161	Chapter 33: Contemporary Issues: Part One Read Lesson 1 — Abortion (SB) Complete Assignment Page 161 (TG)			
	Day 162	Read Lesson 2 — Racial Reconciliation (SB) Complete Assignment Page 162 (TG)			
	Day 163	Read Lesson 3 — The Future of Homeschooling and Christian Education (SB) Complete Assignment Page 163 (TG)			
	Day 164	Read Lesson 4 — Chrisitanity and Hip Hop (SB) Complete Assignment Page 164 (TG)			
	Day 165	Semester 2 Writing Project Page 215 (TG)			
Week 7	Day 166	Chapter 34: Contemporary Issues: Part Two Read Lesson 1 — Euthanasia (SB) Complete Assignment Page 165 (TG)			
	Day 167	Read Lesson 2 — Global Warming (SB) Complete Assignment Page 166 (TG)			
	Day 168	Read Lesson 3 — Health Care (SB) Complete Assignment Page 167 (TG)			
	Day 169	Read Lesson 4 — Population Explosion (SB) Complete Assignment Page 168 (TG)			
	Day 170	Quarterly Exam 4 Page 231-232 (TG)			
		Semester Grade			

Daily Worksheets

**Assignment** (Each answer is worth 10 points.)

True / False:

1. Existentialism is an innately optimistic worldview. T/F
2. Evangelicals are not anti-intellectuals. T/F
3. Thomas Jefferson was a Romanticist. T/F
4. Christian Theism is growing in the 21st century. T/F
5. Absurdists don't care who or what is in control of the universe. T/F

Choose answers from these terms. All the terms may not be used and some may be used more than once:

6. "_____ is one of the most potent anti-Enlightenment movements in world history."
 - (a) Evangelicalism
 - (b) Existentialism
 - (c) Roman Catholicism
 - (d) Anti-Intellectualism
7. "_____ helps us make the critical decisions that will shape our future."
 - (a) Evangelicalism
 - (b) Homeschooling
 - (c) Worldview
 - (d) Enlightenment thinking
8. "By side-stepping the Enlightenment, _____ has opened up a whole new arena for debate."
 - (a) Evangelicalism
 - (b) Christian Homeschooling
 - (c) Naturalism
 - (d) Theism

Fill in the Blank:

9. A worldview is a way that a person understands, relates to, and responds from a _____ position that he embraces as his own.
10. Christian homeschooling posits that it is still important that we look beyond our experience for _____.

**Assignment** (Each answer is worth 10 points.)

True / False:

1. Roughly 10 to 90 million Native Americans inhabited America during the European arrival. T/F
2. The peace brokered by Pocahontas' marriage to John Rolfe was long-lasting. T/F
3. The Delaware people were some of the last Natives to meet the Europeans. T/F
4. The Iroquois were known as "the people of the longhouse." T/F
5. Powhatan ruled eight small tribes by the time the settlers arrived in 1607. T/F

Fill in the Blank:

6. The _____ were among the first Native people groups to come in contact with the Europeans.
7. On March 22, 1622, the _____ made the first, and perhaps most successful, attack to end European colonization on the North American continent.
8. Perhaps no Native American tribe was more influential in American history than the Iroquois.
_____.
9. The culture is identified by the distinctive _____ point, a flaked flint spear-point.
10. Jesuit, Anglican, and other missionaries brought new _____ to these indigenous people groups.

**Assignment** (Each answer is worth 10 points.)

True / False:

1. Drunkenness and promiscuity were favored by the Aztec culture. T/F
2. The Mayas exercised strong administrative control over their empire. T/F
3. Olmec culture was influential for the Mayas. T/F
4. The Mayas were skilled mathematicians and astronomers. T/F
5. The founder of the Incan dynasty was Capac Yupanqui. T/F

Fill in the Blank:

6. Use of the road system was strictly limited to _____ and military business.
7. Most of those sacrificed by the Mayas were _____ from battle.
8. Practically every Incan man was a _____, producing his own food and clothing.
9. The Mayas developed an advanced _____ system.
10. The _____ culture is often regarded as the fostering influence behind the Mayan, Aztec, and other later societies.

**Assignment** (Each answer is worth 10 points.)

True / False:

1. The Viking settlements lasted for roughly 200 years. T/F
2. Columbus died without realizing he had not reached the East Indies. T/F
3. Vasco Nunez de Balboa was framed for treason by his friend. T/F
4. Ponce de Leon succeeded in his ventures. T/F
5. Pizarro murdered Atahualpa during peace talks. T/F

Fill in the Blank:

6. Ponce de Leon named it Florida because he saw lots of _____.
7. The encomiendas, in truth, were a form of legalized _____.
8. The Vikings were the first _____ to settle in North America.
9. Christopher Columbus was largely schooled at _____.
10. Balboa was a Spanish conquistador and explorer who was the first European to see the eastern part of the _____ Ocean.



Semester One Friday Project

This is the beginning of your semester-long project, which you will be working on every Friday instead of a traditional lesson/worksheet. The purpose of this project will be to compel students to utilize the themes of the course to better understand history on a larger scope. As such, you can select from a range of projects, finding one best suited to your interests. A few example prompts and creative project ideas will be given, but at the instructor's discretion, any creative project or prompt can be used that deals with the themes of the course. All essays will be five pages or longer, and use no less than three chapters from the book, as well as three outside sources. For this first Friday, all that the student needs to do is select a project and begin gathering the materials required to write it. If they choose an essay, begin looking for sources; if a piece of art is chosen, begin studying various artists, etc.

Prompts:

#1

In the very first lesson, the author lays out seven worldviews. For this prompt, you will choose three people covered in the text (feel free to look ahead to favorite figures from history, provided you select from the fall term) and gather a source from the library or Internet about each. Spend time dissecting the worldview of each figure before finishing with your own worldview.

#2

The first half of American history thematically shows that people in power will abuse that power. Within this essay, you will evaluate whether this is an inherently human drive, or if odious misconduct regarding those under one's control was ingrained in European culture. For this essay, look for sources delving into the morality of both Europeans and Native peoples/Africans.

#3

Along the same lines, we saw a great deal of mistreatment in the chapters thus far, however, that mistreatment led to the spread of the gospel. Was this abuse then worth it? Or did it lead to later generations disavowing Christianity due to previous hardships?

Creative Projects

Scoring of creative projects will be based on time spent and creative integration of themes and concepts from the course.

Song/poem — As long as it deals with themes or events/figures from the course this is fine. Must be full-length song (3–5 minutes) or at least one page of poetry. For this project, multiple 1 page response essays will be required detailing the meaning and influences of the piece.

Painting/drawing — Students are encouraged to stretch their imaginations while displaying themes/people/events discussed in the book.

Scrapbook/photo journal — For this project, finding ways to capture elements from the text in everyday life is key. Whether this means a picturesque view of nature, photos taken at museums/Civil War memorials, or a collection of objects from the 18th and 19th century on display, the key is always cohesion of intent and creativity.

Quarterly Exam Section

**Exam Questions** (Each answer is worth 5 points.)

True/False:

1. Existentialism is an innately optimistic worldview T/F
2. Virginia had the first African American slaves T/F
3. Unlike the Pilgrims, the Puritans did not desire to separate themselves from the Church of England T/F
4. The telling of history has remained basically the same since the start of the 20th century T/F
5. Universities have changed little over the years in their attitudes towards Christians T/F
6. Religious brotherhoods banded together and borrowed or furnished the funds necessary to pay the way to America T/F
7. The Iroquois were perhaps the most politically powerful group of native people in the history of North America T/F
8. The American Army—called the Continental army—never contained more than one-tenth of military-age Americans T/F
9. The 13 colonies of America were tentatively held together by a document known as the Articles of Confederation T/F
10. Thoreau was a frustrated pastor who gave up his faith, embraced Transcendentalism T/F

Fill in the Blank:

biblical	Confederation	electoral	Intolerable	migration
philosophical	rationalism	slavery	valued	watershed

1. A worldview is a way that a person understands, relates to, and responds from a _____ position that he embraces as his own.
2. The tide of _____ that set in toward the shores of North America during the early years of the seventeenth century was but one phase in the restless and eternal movement of mankind upon the surface of the earth.
3. The institution of slavery had existed in Western Civilization since _____ times.
4. John Locke developed theories of human _____.
5. Women tended to be more highly _____ in America than in Europe.
6. The First Great Awakening was a _____ event in the life of the American people.
7. The _____ Acts were passed in 1774 to punish the colonists for the Boston Tea Party.
8. After a discussion lasting more than a year, the Articles of _____ were adopted by Congress, although the states did not ratify the Articles until 1781.
9. 1836 southern Congressmen passed a “gag rule” providing that the House automatically table petitions against _____, and Adams tirelessly fought the rule.
10. The president was elected by the _____ college chosen by state legislatures, not by direct voters.

Answer Keys

Chapter 1

Lesson 1

1. F
2. T
3. F
4. T
5. T
6. (a) Evangelicalism
7. (c) Worldview
8. (b) Christian Homeschooling
9. philosophical
10. reality

Lesson 2

1. T
2. F
3. F
4. T
5. F
6. Delaware
7. Powhatans
8. Confederation
9. Clovis
10. hope

Lesson 3

1. F
2. F
3. T
4. T
5. F
6. government
7. captives
8. farmer
9. writing
10. Olmec

Lesson 4

1. F
2. T
3. T
4. F

5. T
6. flowers
7. slavery
8. Europeans
9. home
10. Pacific

Chapter 2

Lesson 1

1. T
2. F
3. F
4. T
5. F
6. Quebec
7. Napoleon
8. praise
9. Mercantilism
10. 1608

Lesson 2

1. F
2. T
3. F
4. F
5. T
6. migration
7. Virginia
8. property
9. master
10. marry

Lesson 3

1. T
2. T
3. F
4. T
5. T
6. biblical
7. Racism
8. control

Exam Answer Keys

Quarterly Exam 1

1. F
2. T
3. T
4. F
5. F
6. T
7. T
8. T
9. T
10. F

1. philosophical
2. migration
3. biblical
4. rationalism
5. valued
6. watershed
7. Intolerable
8. Confederation
9. slavery
10. electoral

Quarterly Exam 2

1. F
2. F
3. T
4. T
5. F
6. T
7. T
8. T
9. T
10. F

1. teacher

2. abolitionist
3. Christians
4. racial
5. opposed
6. restrict
7. conquered
8. pragmatism
9. scapegoat
10. protection

Quarterly Exam 3

1. T
2. T
3. F
4. F
5. F
6. F
7. T
8. F
9. T
10. T

1. sinner
2. Dawes
3. subculture
4. Yellow
5. intervene
6. gospel
7. reform
8. Paris
9. Solidarity
10. unemployment

Quarterly Exam 4

1. F
2. T
3. F
4. F