



TEACHER'S GUIDE

Dave Raymond's American History



Dave Raymond's **American History**

Teacher's Guide

Sequence, Grading Guides & Answer Keys

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How to Use This Curriculum

Introduction

There are a number of different elements to this curriculum that make it unique. Once you see how everything works together, however, it should be fairly easy to teach.

The course is designed to fill two semesters. It covers 26 lessons with the goal of completing one lesson per week. Each lesson is broken down into five different lectures (approximately 11 minutes each) with associated readings, assignments, or exams. You can assign one lecture a day or you can go through two or more lectures in one day. Additionally, the readings in the second semester are sometimes much longer than the readings in the first. Feel free to abridge any of the writings to more appropriately challenge your student. He or she will be the best gauge of how much to cover per day or week.

The components of the course:

1. video lectures
2. the Student Reader
3. a notebook
4. a portfolio (explained in the next section)
5. a series of papers and projects (also explained later)

Both the Student Reader and this Teacher's Guide are available in digital and printed formats from *CompassClassroom.com*.

You, as the teacher, should read through the following sections before starting the course. It might also be a good idea for your student to know what's in the *"Portfolio & Project Guide"* section, which follows.

You will also want to watch all six parts of **Lesson 1: Orientation**. The entire curriculum is explained in detail there.

If you have more questions after reading the Teacher's Guide and watching the Orientation videos, email *info@compassclassroom.com* for additional help.

Thank you for purchasing this series. We hope that you and your student learn many new things about American History.

Scope & Sequence

One lesson is normally completed per week. Use the chart on the next few pages to mark off what has been finished. Only exams, essays and projects are scored.

If an assignment asks one or more questions, these are meant to be considered by the student as he or she does the reading. You can also use these questions as a way to discuss the lesson with your student after the lesson and readings are complete.

		LECTURE TITLE / ASSIGNMENT DIRECTIONS	COMPLETE	PORTFOLIO	SCORE
LESSON 1 ORIENTATION	FOR PARENTS	Read Teacher's Guide			
	LECTURE 1.1	Introduction & Note-Taking			
	LECTURE 1.2	Why School? Why the Humanities?			
	LECTURE 1.3	Why History?			
	LECTURE 1.4	Good Quotes & Our Roadmap, ▲ Exam #1			
	LECTURE 1.5	Readings, Assignments, Exams, Portfolios, and Projects			
	PORTFOLIO	Watch and Create			
LESSON 2 THE BANNER OF THE SUN: Meso-America	LECTURE 2.1	The Principle			
	LECTURE 2.2	The Olmec & Maya			
	LECTURE 2.3	The Aztec			
	LECTURE 2.4	The Inca			
	LECTURE 2.5	The Spanish Conquest, ▲ Exam #2			
	PROJECT	Choose Map & Begin Research*			
LESSON 3 BRAVE NEW WORLD: THE EARLY EXPLORERS	LECTURE 3.1	The Principle			
	LECTURE 3.2	The Myths & Legends			
	LECTURE 3.3	The Evidences			
	LECTURE 3.4	Christopher Columbus, Part I			
	LECTURE 3.5	Christopher Columbus, Part II, ▲ Exam #3			
LESSON 4 THE COLOSSUS OF EMPIRE: THE COLONIES	LECTURE 4.1	The Principle			
	LECTURE 4.2	Navigational Instruments			
	LECTURE 4.3	The Portuguese Colonies			
	LECTURE 4.4	The Spanish Colonies			
	LECTURE 4.5	The French Colonies & the Missions, ▲ Exam #4			
LESSON 5 STABILITY & CHANGE: THE REFORMATIONAL COLONIES	LECTURE 5.1	The Principle			
	LECTURE 5.2	The Huguenot & Dutch Reformed Colonies			
	LECTURE 5.3	The First English Attempts: Cabot, Drake, and Roanoke			
	LECTURE 5.4	The English Colonies of Jamestown & Plymouth			
	LECTURE 5.5	The English Colonies of Maryland & Georgia, ▲ Exam #5			
LESSON 6 A CITY UPON A HILL: THE PURITANS	LECTURE 6.1	The Principle			
	LECTURE 6.2	What Is a Puritan?			
	LECTURE 6.3	Five Puritan Values			
	LECTURE 6.4	Puritan Heroes: Winthrop, the Bradstreets, and Eliot			
	LECTURE 6.5	Cotton Mather, ▲ Exam #6			

*See Portfolio & Project Guide for more details

SCOPE & SEQUENCE

		LECTURE TITLE / ASSIGNMENT DIRECTIONS	COMPLETE	PORTFOLIO	SCORE
	PROJECT	Map Project Finished			
LESSON 7 A FOREIGN WAR AT HOME: WARS OF CONTROL	LECTURE 7.1	The Principle			
	LECTURE 7.2	The Back Story			
	LECTURE 7.3	Wars			
	LECTURE 7.4	And More Wars			
	LECTURE 7.5	Quebec & the American Experience, ▲ Exam #7			
LESSON 8 GRACE, THE FOUNDER OF LIBERTY: THE GREAT AWAKENING	LECTURE 8.1	The Principle			
	LECTURE 8.2	Sleeping Dead Man			
	LECTURE 8.3	The Awakeners: Freylinghuysen, Tennent, and Edwards			
	LECTURE 8.4	George Whitefield, Part I			
	LECTURE 8.5	George Whitefield, Part II, ▲ Exam #8			
	PROJECT	Choose Speaker & Speech for Costumed Speech Project*			
LESSON 9 FATHERS OF INDEPENDENCE: ADAMS, FRANKLIN, WITHERSPOON, AND HENRY	LECTURE 9.1	The Principle			
	LECTURE 9.2	Samuel Adams			
	LECTURE 9.3	Benjamin Franklin			
	LECTURE 9.4	John Witherspoon			
	LECTURE 9.5	Patrick Henry, ▲ Exam #9			
LESSON 10 LIBERTY OR DEATH: THE DECLARATION OF INDEPENDENCE	LECTURE 10.1	The Principle			
	LECTURE 10.2	Narrative of Dates I			
	LECTURE 10.3	Narrative of Dates II			
	LECTURE 10.4	Narrative of Dates III			
	LECTURE 10.5	The Declaration of Independence, ▲ Exam #10			
LESSON 11 AWESOME PROVIDENCE: THE WAR OF INDEPENDENCE I	LECTURE 11.1	The Principle			
	LECTURE 11.2	The Black Regiment			
	LECTURE 11.3	A Tale of Two Armies			
	LECTURE 11.4	1776, Part I			
	LECTURE 11.5	1776, Part II, ▲ Exam #11			
LESSON 12 AWESOME PROVIDENCE: THE WAR OF INDEPENDENCE II	LECTURE 12.1	American Heroes			
	LECTURE 12.2	Saratoga			
	LECTURE 12.3	Valley Forge & Benedict Arnold			
	LECTURE 12.4	Nathaniel Greene, George Rogers Clark, and Yorktown			
	LECTURE 12.5	Forgotten Founders, ▲ Exam #12			

*See Portfolio & Project Guide for more details

		LECTURE TITLE / ASSIGNMENT DIRECTIONS	COMPLETE	PORTFOLIO	SCORE
LESSON 13 A MORE PERFECT UNION: THE CONSTITUTION	LECTURE 13.1	The Principle			
	LECTURE 13.2	Precedents & Problems			
	LECTURE 13.3	Parties & Articles			
	LECTURE 13.4	Convention & Constitution			
	LECTURE 13.5	Rights & Ratification, ▲ Exam #13			
	PROJECT	Give Costumed Speech			

SEMESTER BREAK

LESSON 14 FEDERAL HEADSHIP: GEORGE WASHINGTON	LECTURE 14.1	The Principle			
	LECTURE 14.2	American Joshua			
	LECTURE 14.3	American Cincinnatus			
	LECTURE 14.4	Washington's Lieutenants			
	LECTURE 14.5	Federal Headship, ▲ Exam #14			
LESSON 15 HOW GOOD AND PLEASANT IT IS: ADAMS & JEFFERSON	LECTURE 15.1	The Principle			
	LECTURE 15.2	The Friendship & John Adams			
	LECTURE 15.3	The Friendship & Thomas Jefferson			
	LECTURE 15.4	The Presidencies			
	LECTURE 15.5	The Reconciliation, ▲ Exam #15			
	PROJECT	Choose Thesis Paper Topic & Begin Research *			
LESSON 16 MANIFEST DESTINY: SETTLERS, EXPLORERS, AND WAR	LECTURE 16.1	The Principle			
	LECTURE 16.2	Settlers			
	LECTURE 16.3	Explorers			
	LECTURE 16.4	The War of 1812, Part I			
	LECTURE 16.5	The War of 1812, Part II, ▲ Exam #16			
LESSON 17 WORD & DEED: JOHN QUINCY ADAMS & ANDREW JACKSON	LECTURE 17.1	The Principle			
	LECTURE 17.2	John Quincy Adams			
	LECTURE 17.3	Andrew Jackson, Part I			
	LECTURE 17.4	Andrew Jackson, Part II			
	LECTURE 17.5	The Trail of Tears, ▲ Exam #17			
	PROJECT	Thesis Outline Finished			

*See Portfolio & Project Guide for more details

SCOPE & SEQUENCE

		LECTURE TITLE / ASSIGNMENT DIRECTIONS	COMPLETE	PORTFOLIO	SCORE
LESSON 18 THE ORIGINAL UNITED NATIONS: EXPANSION OF THE EARLY U.S.	LECTURE 18.1	The Principle			
	LECTURE 18.2	Land			
	LECTURE 18.3	Technology, Communication, and Transportation			
	LECTURE 18.4	Texas & the Mexican War			
	LECTURE 18.5	Oregon, California, and the 11 Nations, ▲ Exam #18			
LESSON 19 IDOLS OF MERCY: REVIVALS, COUNTERFEITS, AND ART	LECTURE 19.1	The Principle			
	LECTURE 19.2	The Digression of Ideas			
	LECTURE 19.3	Revivals & Revivalism			
	LECTURE 19.4	Heresies & Cults			
	LECTURE 19.5	Art & Literature, ▲ Exam #19			
	PROJECT	Thesis Paper Finished			
LESSON 20 A HOUSE DIVIDED I: THE AGE OF COMPROMISE & DIVIDED CULTURES	LECTURE 20.1	The Principle			
	LECTURE 20.2	The Missouri Compromise & Regional Distinctions			
	LECTURE 20.3	American Slavery			
	LECTURE 20.4	American Abolition			
	LECTURE 20.5	American Secessions, ▲ Exam #20			
LESSON 21 A HOUSE DIVIDED II: ABRAHAM LINCOLN & SECESSION	LECTURE 21.1	The Unifiers			
	LECTURE 21.2	The 1850s			
	LECTURE 21.3	Abraham Lincoln: His Early Life & Politics			
	LECTURE 21.4	Abraham Lincoln: His Presidencies			
	LECTURE 21.5	Abraham Lincoln: His Faith, ▲ Exam #21			
	PROJECT	Choose “Hour Project” Goal*			
LESSON 22 THE SECOND WAR FOR INDEPENDENCE: THE WAR BETWEEN THE STATES I	LECTURE 22.1	The Principle			
	LECTURE 22.2	Overview & Fort Sumter			
	LECTURE 22.3	The Union Army & Jefferson Davis			
	LECTURE 22.4	The Confederate Army			
	LECTURE 22.5	The First Battle of Bull Run, ▲ Exam #22			
LESSON 23 BROTHER AGAINST BROTHER: THE WAR BETWEEN THE STATES II	LECTURE 23.1	The Principle			
	LECTURE 23.2	Anaconda to Shenandoah			
	LECTURE 23.3	Antietam to Gettysburg			
	LECTURE 23.4	Forrest to Atlanta			
	LECTURE 23.5	Appomattox to the End			

*See Portfolio & Project Guide for more details

		LECTURE TITLE / ASSIGNMENT DIRECTIONS	COMPLETE	PORTFOLIO	SCORE
LESSON 24 THE LOST CAUSE: RECONSTRUCTION	LECTURE 24.1	The Principle			
	LECTURE 24.2	Reconciliation, Assassination, and Johnson			
	LECTURE 24.3	Black Codes & Amendments			
	LECTURE 24.4	The Reconstruction Act to President Grant			
	LECTURE 24.5	The End of Reconstruction, ▲ Exam #24			
LESSON 25 A NEW NORMAL: THE WEST, IMMIGRATION, AND ROBBER BARONS	LECTURE 25.1	The Principle			
	LECTURE 25.2	Passive Leaders & Powerful Ideas			
	LECTURE 25.3	The Not So Wild West			
	LECTURE 25.4	Immigrants, Cities, and Railroads			
	LECTURE 25.5	Steel & Oil, ▲ Exam #25			
LESSON 26 THEODORE ROOSEVELT & BOOKER T. WASHINGTON	LECTURE 26.1	The Principle			
	LECTURE 26.2	TR: His Early Life to His Return			
	LECTURE 26.3	TR: The Rough Riders to the Amazon			
	LECTURE 26.4	Booker T: His Early Life to Hampton Roads			
	LECTURE 26.5	Booker T: The Tuskegee Institute & Lost Causes, ▲ Exam #26			
	PROJECT	Hour Project Finished			

Congratulations! You're finished!

Portfolio & Project Guide

Portfolio

The American History Portfolio is essentially a scrapbook or a visual textbook for the year's lessons which shows the lessons that have been verbally discussed. Students should complete this with a great attention to craftsmanship and ownership of the material.

Portfolio entries should be completed for each lesson. Portfolios should be completed in a scrapbook, photo album, 3-ring binder, or a fine sketchbook. Portfolios must have a title page with the name of the class, the student's name, and the year or period of time during which they were completed. The paper used for each entry should be of durable quality such as card stock or a heavy drawing paper. Notebook and copier/printer paper should not be used.

Portfolio entries should be both visual and textual. Titles and captions should be used for all entries as well as pictures, photographs, maps, famous paintings, original artwork, articles, advertisements, poems, lyrics, quotes, etc. Each item of content should relate to the lesson discussed. Entries should have a **minimum of three items or one item of original artwork.**

Portfolios are graded upon completion, presentation, craftsmanship, and the following of directions. The next section of this book, "Grading Guide," contains helpful rubrics for the Portfolio.

Project Guide

Colonial Map Project

For this project, students reproduce a colonial map of anywhere in the Americas made between 1492 and 1800. Maps may be of a continent, region, state, city, or battle.

Students should first choose a map that interests them and then research both the map and the place it depicts. Next, Students must recreate the map on quality art paper, of 10x14 inches or larger, using pens, colored pencils, art markers, watercolor, etc. Special attention must be paid by the student in order to recreate all lines, land features, sea creatures, ships, legends, compasses, borders, etc.

This project should be completed by the end of Lesson 6. Students should choose their map and complete their research by the end of Lesson 2.

Colonial Map Projects are graded on the student's knowledge of their chosen map and place, the following of directions, craftsmanship, and work ethic. The "Grading Guide" in this book contains a rubric for the Colonial Map Project.

Costumed Speech Project

Students will memorize a speech, letter, or first-hand account from America's founding period, create a costumed article, and present their speech in costume before an audience.

Students must first choose a selection to memorize from between 1765 and 1815. Selections must be 250 words in length and should directly relate to the American drive towards independence and con-

Grading Guide

On Exams

Grading is one of the most challenging tasks of the humanities teacher. Grading a simple question such as, “In what year did Columbus discover the Americas?” is easy and straightforward. But grading the question, “What motivated Columbus to set sail?” is rather complex because it requires a careful consideration on the part of the teacher over a multitude of answers. The reason for this is that history is an art within the humanities which, as Harry L. Lewis once said, “teach[es] us what it means to be human.” A multitude of answers can therefore be given since different students have different perspectives.

That said, specific information is always provided in these history lessons. Furthermore, a principle, or main idea, is always referred to. The real art of the humanities teacher is to evaluate a student’s knowledge, understanding, and wisdom of a given subject. Such an evaluation looks like this:

- A. **Knowledge** — Does the student know key people, places, dates, and events?
- B. **Understanding** — Does the student understand how the idea or action of one person or people resulted in a specific event or culture later in history?
- C. **Wisdom** — Can the student apply this knowledge and understanding to other periods of history, other subjects, and even his or her personal life?

When I grade my students according to this rubric, I ask several key questions of the student’s answers. First, I want to know, “Do the answers of

the student show a work ethic matching their current maturity in the discipline of history?” No one starts in the same place as another. Every individual brings a unique experience and perspective to the table. Thus, not all students have the same abilities as each other when answering questions or performing tasks. However, all students can be graded against themselves, week-by-week. The goal is to see consistent improvement in students’ answers exam-by-exam and to evaluate their level of work ethic when they apply themselves to an assigned task or question.

Secondly, “How thorough is the answer of the student?” Consider whether or not the student has answered all parts of the question. Determine whether or not all required information has been included. Ask the student to augment answers that are vague or lacking in detail. After all, history is about specifics and is typically told through a narrative. Students should be able to retell the stories of the past as this is the key to enjoying history.

Thirdly, “Does the student show an ability to interact with and explain the principle through their answers?” This is the most difficult part to grade but is also the most rewarding. In the work of my students, I am constantly searching for an understanding of how Biblical principles work, whatever the subject, because this is the key to wisdom. In the answers of your students, you want to ask whether or not they understand the main idea and have connected it to the specific info contained in the lesson. If they have, encourage them to apply this in other areas of their life. If they have not, review the material or discuss it from a fresh perspective.

Name _____ Date _____

Portfolio Grading Sheet | 1st Quarter

Requirements: Has the student met the required number of portfolio entries along with their assigned topics?

_____ out of 10 points

Consistency: Has the student shown diligence in regularly making entries with a variety of or a consistency in presentation methods? (i.e., prints, pictures, maps, original artwork, etc.) Has the student met the required items for each entry and included captions?

_____ out of 10 points

Craftsmanship: Has the student put purposeful effort into his/her work with a desire for artistic quality?

_____ out of 10 points

Presentation: Has the student arranged the material well and presented it in an attractive manner? Has the student followed all directions? (Binding? Paper quality? Title page?)

_____ out of 10 points

TOTAL PORTFOLIO SCORE

_____ out of 40 points

Portfolio Grading Sheet | 2nd Quarter

Requirements: Has the student met the required number of portfolio entries along with their assigned topics?

_____ out of 10 points

Consistency: Has the student shown diligence in regularly making entries with a variety of or a consistency in presentation methods? (i.e., prints, pictures, maps, original artwork, etc.) Has the student met the required items for each entry and included captions?

_____ out of 10 points

Craftsmanship: Has the student put purposeful effort into his/her work with a desire for artistic quality?

_____ out of 10 points

Presentation: Has the student arranged the material well and presented it in an attractive manner? Has the student followed all directions? (Binding? Paper quality? Title page?)

_____ out of 10 points

TOTAL PORTFOLIO SCORE

_____ out of 40 points

Name _____ Date _____

Colonial Map Project Grading Sheet

PROJECT	Research: Has the student researched his or her map area and chosen a suitable subject? _____ out of 20 points
	Appropriateness: How well has the student followed the directions and parameters of the project? _____ out of 20 points
	Craftsmanship: Of what quality is the project? How well executed is it? _____ out of 20 points
	Work Ethic: How industrious is the project? How ambitious is the project? _____ out of 20 points
PRESENTATION	Posture & Dress: How well does the student hold him or herself? How well does the student present themselves in dress and posture? _____ out of 5 points
	Quality of Speech: How well does the student project his or her voice? How clear is the student's speech? _____ out of 5 points
	Eye Contact: How well does the student make eye contact with the audience? _____ out of 5 points
	Content: Has the student discussed each of the assigned parts and demonstrated a knowledge of their subject? _____ out of 5 points
TOTAL PROJECT SCORE _____ out of 100 points	

Suggested Titles for Further Reading

LESSONS 1 & 2	<i>Theodore Roosevelt's History of the United States</i> , selected and arranged by Daniel Ruddy
LESSON 3	<i>A New World in View</i> by Fred Young, Gary DeMar, and Jane Scott <i>The Log of Christopher Columbus</i> by Robert Fuson
LESSON 4	<i>A New World in View</i> by Fred Young, Gary DeMar, and Jane Scott <i>A History of the American People</i> by Paul Johnson (Selections from this hefty tome are great for multiple lessons.)
LESSON 5	<i>Of Plymouth Plantation</i> by William Bradford <i>Punic Wars and Culture Wars: Christian Essays on History and Teaching</i> by Ben House
LESSON 6	<i>Worldly Saints: The Puritans as They Really Were</i> by Leland Ryken
LESSON 7	<i>The Last of the Mohicans</i> by James Fenimore Cooper
LESSON 8	<i>The Sermons of Jonathan Edwards: A Reader</i> , selected by Wilson Kimnach, Kenneth Minkema, and Douglas Sweeney
LESSON 9	<i>Samuel Adams</i> by James Kendell Hosmer <i>The Autobiography of Benjamin Franklin</i> <i>John Witherspoon and the Founding of the American Republic</i> by Jeffrey Morrison <i>Patrick Henry</i> by Moses Coit Tyler
LESSON 10	<i>1776</i> by David McCullough <i>Washington's Crossing</i> by David Hackett Fischer
LESSONS 11 & 12	<i>Hero Tales from American History</i> by Henry Cabot Lodge and Theodore Roosevelt <i>History of the Rise, Progress and Termination of the American Revolution</i> by Mercy Otis Warren <i>The Boys of '76: A History of the Battles of the American Revolution</i> by Charles Carleton Coffin
LESSON 13	<i>Christianity and the Constitution</i> by John Eidsmoe
LESSON 14	<i>George Washington: The Founding Father</i> by Paul Johnson

Answer Key to Readings & Exams

LESSON 1

Orientation

LECTURE 1.1

Read through the Table of Contents in this Student Reader to learn what topics we will be covering this semester. Which topics interest you? Which topics are unfamiliar to you?

SAMPLE ANSWER

Answers will vary by student.

LECTURE 1.2

Read the quote by J.R.R. Tolkien. According to him, what is the purpose of life? How is this connected to education?

SAMPLE ANSWER

J.R.R. Tolkien answered the young girl using biblical wisdom, applicable to all areas of life. Tolkien writes ; “it may be said that the chief purpose of life, for any one of us, is to increase according to our capacity our knowledge of God by all the means we have, and to be moved to praise and thanks.” Faithfully applying that principle would ensure a life that glorifies God for His glory and our good. Tolkien recognizes

that we were made to praise our creator, and that includes the study of His creation. In learning about the mystery of life God has given us, we are expanding our knowledge of Him, and we—as his creation—are able to navigate the world he has made in ways that glorify Him. As he quotes from Latin, “We praise you, we bless you, we adore you, we glorify you, we give thanks to you because of your great glory.”

LECTURE 1.3

Read Psalm 78. How significant is history according to this passage?

SAMPLE ANSWER

Psalm 78 uses history to recount God’s faithfulness to his people. It draws attention and significance to the teachings of old and connects the stories of the past to future generations. This passage uses history to give glory to God for the wonders he has accomplished. It emphasizes the importance of passing on tradition and history to “not forget the world of God,” that they may continually “set their hope in God.” It calls the people to learn from the mistakes of their fathers, and recounts specific events of faithfulness and unfaithfulness. According to the Psalmist, history is significant because it shows God’s abundant and steadfast love.

- ruled from Cuzco
- incredible craftsmanship and stone work displayed at Machu Picchu
- celebrated myth of Viracocha
- etc.

9. *Who were Quetzalcoatl and Viracocha? Why were they important to the Meso-Americans?*

Quetzalcoatl and Viracocha were Meso-American deities who were believed to have sailed from the east, had physical features similar to Europeans, and preached against human sacrifice. The Meso-Americans believed in their immanent return but also sacrificed people to them.

10. *Why were the outnumbered Spanish able to conquer the mighty Meso-American nations?*

In the case of the Aztec, the Spanish used the disgruntled and conquered tribes surrounding the Aztec as allies. In the case of the Inca, the Spanish removed the emperor from power, effectively toppling a government system designed to be ruled only from the top down.

LESSON 3

Brave New World: The Early Explorers

LECTURE 3.1

Read the “Dedication” from The Log of Christopher Columbus’ First Voyage. What are his motives?

SAMPLE ANSWER

Though he is often vilified by modern culture and accused of selfish ambition, Christopher Columbus’s motives in exploring the west were pure and noble. His purpose in setting sail was evangelism: to reach the unreached with the gospel. “Your Highnesses ... send me, Christopher Columbus ... to see the said princes, people, and territories, and to learn their disposition and the proper method of converting them to our holy faith”

LECTURE 3.2

Read the account given by Richard Hakluyt concerning the legend of Madoc of Wales. What evidence does he provide for Madoc’s possible arrival in the Americas?

SAMPLE ANSWER

Madoc of Wales was a prince among 17, and when it came time for a prince to take the throne, a feud emerged in Wales. Wanting nothing to do with the fight, a young Madoc escaped Wales by ship. He sailed west, and it is believed that he landed in the Americas. There is some evi-

dence in the account given by Richard Hakluyt, for example, “sailing west and leaving the coast of Ireland so far north, that he came to a land unknown, where he saw many strange things.” This implies unknown mystery in the west, which is very prominent in many explorers’ description of early America. The statement that really proves that he was in fact in the Americas, is “This land must needs be some parts of the country of which the Spaniards affirm themselves to be the first finders since Hauno’s time: whereupon it is manifest that that country was by Britons discovered long before Columbus led any Spaniards thither.”

LECTURE 3.3

Read the accounts of Vineland (Wineland) from Arguments and Proofs that Support the Claim of Norse Discovery of America by Arthur M. Reeves. What do you notice about the nature of the founding of Vineland?

SAMPLE ANSWER

In both accounts of the founding of Vineland, the presence of faith is noticeable. Leif is sent to proclaim Christianity. Upon rescuing men from wreckage, he comes across “Wineland the Good.” He talks with priests and spiritual teachers and brings them back to his father. The people told him that his two deeds balanced each other out: the good deed of rescuing the men and the bad deed of bringing the priest (a trickster) to the land.

LECTURE 3.4

Read the selection from The Book of Prophecies by Christopher Columbus. What was his primary encouragement for his expedition?

SAMPLE ANSWER

Christopher Columbus’s *The Book of Prophecies* reveals his primary encouragement in expeditions. He claims to be motivated by scriptures to go on to discover the Indies. This is repeated multiple times in the passage, where he says, “I hope to God” and that he “only holds fast to the holy scriptures.” He says that scripture encouraged him more than reason, mathematics, and cartography had. Columbus ties faith to success in his endeavors. “Be glad, if there be any faith in us, the enterprise is bound for victory.”

LECTURE 3.5 | ▲ EXAM #3

1. ***Explain the lesson’s title Brave New World.***
“Brave new world” is from Shakespeare’s play *The Tempest*. It shows the remarkable new opportunities available in the New World.
2. ***How are most explorers viewed today?***
They were once seen romantically as heroes or adventurers but are now typically seen as villains.
3. ***For what reasons did the explorers typically set sail?***
For the thrill of adventure, for opportunity, and to spread the Gospel.

4. *What is the value of myths to the study of history?*

Myths may not reveal the actual facts of what happened but they tell us that someone was important enough to make up tales about and they tell us the values of the culture that makes them in terms of the virtues displayed in the myths.

5. *Retell the story of the Carthaginian explorers, St. Brendan, or Madoc of Wales.*

- Hanno the Navigator explored the West African coast and popularized the idea of sailing West in ancient Carthage. Lannibol likely discovered the Canary Islands and the Gulf Stream. Taharka may have discovered St. Helena and seen South America from afar.
- St. Brendan came from a long tradition of Irish monks who explored far away lands by using simple star navigation. He reportedly sailed to Meso-American civilizations on a small ship with a few followers in 557 A.D. and preached the Gospel and encouraged them to cease human sacrifices.
- Madoc of Wales was a Welsh prince who fled a family of feuding brothers in the 12th century and came by ship to the Gulf of Mexico where his band may have established forts and settlements before blending into native cultures. He was also motivated to spread the Gospel.

6. *Retell the story of Leif Erikson and the settlements of Vineland.*

Leif Erikson was blown off course in 1000 A.D. to the east coast of Canada, which he later named Vineland. Settlements followed that reportedly established 14 churches and requested to have their own diocese or bishop. They later mysteriously disappeared.

7. *List at least three hard evidences for the possible truth of Irish, Welsh, and Viking explorers in the Americas.*

- Irish stone inscriptions in West Virginia and Tennessee
- ancient Roman coins found in Tennessee
- ancient walls like Welsh castles found in Georgia and Tennessee
- the testimony of the Cherokee chief Oconostota who claimed Madoc as an ancestor
- George Caitlin's research into the Mandan tribe who claimed Welsh ancestors
- Viking or Norse tools, coins, and building foundations found in North American

8. *How did Christopher Columbus' early life and education inspire and prepare him for the discovery of America in 1492?*

Columbus's first memory was of the mourning that followed the fall of Constantinople in 1453. This greatly inspired him to find an alternative route to retake Jerusalem. Later, he developed great navigational skills working for his father and as a captain in a commercial fleet.

He also was influenced by the school of Sagres which further developed his skills of navigation, cartography, and ship-design.

9. *What disappointments and tragedies did Columbus experience, and how did he overcome these?*

His wife died leaving him a single father of Diego, his son. He later fell in love with his house-keeper but was legally barred from marrying her. He tried unsuccessfully to convince Portuguese and Spanish nobles of the merits of sailing West for a better route to India.

10. *Why did Columbus sail west in 1492?*

To establish a back-door route to the reconquest of Jerusalem and to bring the Gospel to the great Khan and the peoples of Asia.

LESSON 4

The Colossus of Empire: The Colonies

LECTURE 4.1

View the progressive map of European colonies on Wikipedia. Identify at least seven modern countries which these colonies became. What similarities and differences exist between these modern nations?

SAMPLE ANSWER

The map showed that Spain once occupied Mexico, Netherlands occupied Maryland, the United Kingdom occupied Maine, France occupied the midwestern United States, Portugal occupied Brazil, France occupied much of northern Africa, and Spain occupied the Philippines. The primary difference between this map and the modern world is that most of these countries are independent now. While Mexico speaks Spanish and much of Africa speaks French, the countries and cultures are independent from their predecessors.

LECTURE 4.2

Find a reproduction or diagram of John Harrison's 1761 marine chronometer used to determine longitude at sea. In your portfolio, do your best to sketch what you find.

SAMPLE ANSWER

The assignment is to sketch a chronometer similar to John Harrison's.

LESSON 15

How Good And Pleasant It Is: Adams & Jefferson

LECTURE 15.1

Read the selection from the Eulogy on Adams and Jefferson by Daniel Webster. How were these men remarkable according to Webster? What was remarkable about their deaths?

SAMPLE ANSWER

While there is more to learn about the lives and work of Thomas Jefferson and John Adams, I know by their historical influence and Daniel Webster's *Eulogy on Adams and Jefferson* that they were remarkable men. Both men had great influence at the conception of America, and both their presidencies and partnership helped create America as it is today. One quotation that stands out: "They have been so intimately, and for so long a time, blended with the history of the country, and especially so united, in our thoughts and recollections, with the events of the Revolution, that the death of either of them would have touched the chords of public sympathy."

LECTURE 15.2

Read the following letter from Abigail Adams to her husband John. Why does Abigail ask John to "remember the ladies"? What insights does this letter provide regarding their relationship? What insights does this letter provide into the world of the colonies at the War of Independence?

SAMPLE ANSWER

Abigail Adams writes that John "remember the ladies" as a new code of laws is written. She recognized the lack of rights and power that women were granted in governments past, and seized this opportunity to advocate for an oppressed group as a new nation begins. This reflects the principles she outlined earlier in the letter. She recognized that the American colonies had a "passion for liberty," and writes that if it is not extended to all people, it is "not founded on a generous and Christian principle of doing to others as we would that others should do unto us. This letter provides insight into their relationship. Their constant writings to each other documented a life of love and encouragement between them. Additionally, this letter provides insight into the world of the colonies at the time of the war of Independence. Adams reports the state of her town, telling of those who fled out of a sense of honor and justice, and others who "committed abominable ravages." There is a sense of anxiety and uncertainty among the colonists. She writes, "We knew not then whether we could plant or sow safely... whether we could rest in our own cottages."

EXTRA CREDIT — Read “*Thoughts on Government*” by John Adams. According to Adams, how should a government be formed?

SAMPLE ANSWER

Adams lays out essential characteristics of a well-formed government, all of which can be found in various American founding documents. He claims that the securing of man’s happiness (i.e. the ability to practice virtue) is the primary function of government. Indeed, “will not every sober man acknowledge it better calculated to promote the general happiness than any other form?” He also counsels the separation of powers so that not all powers of government rest in an elected assembly. This provides the basis for independent executive and judicial branches. Another point of emphasis is the “indispensable” provision of militia protections to ensure these liberties among the people.

LECTURE 15.3

Research Monticello, the home of Jefferson, by visiting monticello.org. Make a sketch of the home’s exterior and/or one of its many rooms.

SAMPLE ANSWER

The assignment is a sketch of Monticello.

LECTURE 15.4

Read the “Letter to President Thomas Jefferson” by the Danbury Baptist Association and the following reply. What specific liberties are sought by the Danbury Baptist Association? Explain President Jefferson’s answer to their request.

SAMPLE ANSWER

In 1802, the Danbury Baptist Association wrote to President Thomas Jefferson about religious liberty. The association sought clarification about the First Amendment to the Constitution, which grants religious liberty and freedom of speech. They asked the President if those who are at odds with religion within the government should be reproached. Jefferson responds by commending the idea that religion is a matter between God and man. He assures that the legislative powers of the government extend to the actions, not the opinions, of the people.

LECTURE 15.5 | ▲ EXAM #15

1. *Explain the title of this lecture and the imagery of Psalm 133 regarding the beauties of brotherhood.*

Brothers dwelling together in unity is good and pleasant thing and is like the oil running down the beard of Aaron or like the dew of Mt. Hermon. It is a refreshing and an encouraging sight to behold.

2. *State and explain Proverbs 27:6.*

“Faithful are the wounds of a friend; profuse are the kisses of an enemy.” This means that a true friend will tell you what is wrong with you and will confront your sins whereas an enemy will typically flatter you.

3. *In what ways did the Federalists and Republicans differ?*

The Federalists were mercantilists and industrialists, supported Britain, and often resided in the North. The Republicans were agrarian, supported the French, and often resided in the South.

4. *How were Adams and Jefferson an odd couple, and in what ways did they form a partnership?*

Adams came from a simple family of Massachusetts, was short and fat, and loved to argue. Jefferson was from an aristocratic family of Virginia, was tall and lean, and was elusive in debates. They were united as fellow intellectuals, patriots against Britain, delegates for independence, writers of the Declaration, and as ambassadors to King George's court.

5. *Briefly retell the history and character of John Adams, including his time as vice-president.*

Adams was from Massachusetts and was the son of a farmer and shoemaker. He became a lawyer and married Abigail Smith who became his lifelong love and confidant. He loved his home, books, and family. He opposed the Stamp Act, served as congressman, wrote much on government, and helped draft the Massachusetts constitution. He despised the role of vice-president but still cast the deciding vote in senate decisions 31 times. He also felt left out of Washington's most important decisions.

6. *Briefly retell the history and character of Thomas Jefferson, including his time as ambassador to France.*

Jefferson was from Virginia and was the son of a wealthy landowner. He was a voracious reader and inherited his estate at the age of 11. Jefferson had a great love and respect for the simple farmer and served as a congressman, writer of the Declaration, ambassador, secretary of state, and as the founder of the University of Virginia. He was a supporter of most revolutions and mostly supported the French. However, seeing their revolution in person cooled some of his eagerness to support such violent change. He was also a great builder, inventor, and collector whose tastes can be seen in his great home of Monticello.

7. *How did the rift between Adams and Jefferson form?*

It first formed over Jefferson's criticism of Adam's book, "Discourses of Davila." It grew over Adam's complaints against Jefferson and Jefferson's refusal to ally with Adams during his presidency.

8. *What were the accomplishments and failures of John Adams' presidency?*

Adams spent most of his presidency trying to keep America out of war with either France or Britain but suffered the XYZ Affair and supported the Alien and Sedition Acts that violated the Bill of Rights. He did, however, build a small fleet of U.S. ships.

9. *What were the accomplishments and failures of Thomas Jefferson's presidency?*

Jefferson reduced the debt 30%, successfully fought the Barbary pirates, purchased the Louisiana territory, and sent Lewis and Clark to explore it. He also passed the Embargo Act that significantly hampered American shipping.

10. *How was the relationship between the two men restored and for what reasons?*

Through the work of Benjamin Rush, the two men sent a series of letters over their opinions on a great variety of topics that restored their friendship by restoring their sparring with one another as equals. This series of 158 letters lasted until their last years as both praised the other upon their own death beds.

LESSON 16

Manifest Destiny: Settlers, Explorers, and War

LECTURE 16.1

Read the selection from Democracy in America by Alexis de Tocqueville on local government. How do you see the principles of agrarianism and civic responsibility in the way de Tocqueville describes American towns and, particularly, the communities of New England?

SAMPLE ANSWER

Agrarianism, in contrast to mercantilism, is a worldview that rose around the time of the American westward expansion. The values of Agrarianism relate to farming and self-government, with a heavy emphasis on family, home, and independence. Alexis de Tocqueville's *Democracy in America* describes the early towns and communities of America to be like the Agrarian vision. Independence is a heavy theme in this passage- it appears in nearly everything de Tocqueville describes. The sovereignty, and individualism for the sake of the whole, is seen frequently. Every individual possesses an equal share of power, which lines up with the Agrarian worldview. Civic responsibility also plays an important role. Because of the independence and liberties citizens found in the new world, they were compelled to follow the government and contribute to their community deliberately. "He obeys the government, not because he is