



HISTORY & GEOGRAPHY

TEACHER'S GUIDE

▶ **11th Grade**

HISTORY & GEOGRAPHY 1100

Teacher's Guide

LIFEPAC® Overview **5**

HISTORY & GEOGRAPHY SCOPE & SEQUENCE | **6**

STRUCTURE OF THE LIFEPAC CURRICULUM | **10**

TEACHING SUPPLEMENTS | **16**

Unit 1: Foundations of Democracy **23**

TEACHER NOTES | **24**

ANSWER KEY | **26**

ALTERNATE LIFEPAC TEST | **31**

Unit 2: Constitutional Government **35**

TEACHER NOTES | **36**

ANSWER KEY | **37**

ALTERNATE LIFEPAC TEST | **43**

Unit 3: National Expansion **47**

TEACHER NOTES | **48**

ANSWER KEY | **50**

ALTERNATE LIFEPAC TEST | **55**

Unit 4: A Nation Divided **59**

TEACHER NOTES | **60**

ANSWER KEY | **61**

ALTERNATE LIFEPAC TEST | **65**

Author:

Alpha Omega Publications

Editor:

Alan Christopherson, M.S.



**804 N. 2nd Ave. E.
Rock Rapids, IA 51246-1759**

© MM by Alpha Omega Publications, Inc. All rights reserved.
LIFEPAC is a registered trademark of Alpha Omega Publications, Inc.

All trademarks and/or service marks referenced in this material are the property of their respective owners.
Alpha Omega Publications, Inc. makes no claim of ownership to any trademarks and/or service marks other

may be listed in this material, other than their own.

Unit 5: A Nation United Again **67**

TEACHER NOTES | **68**
ANSWER KEY | **70**
ALTERNATE LIFEPAC TEST | **75**

Unit 6: Involvement at Home and Abroad **79**

TEACHER NOTES | **80**
ANSWER KEY | **82**
ALTERNATE LIFEPAC TEST | **87**

Unit 7: The Search for Peace **91**

TEACHER NOTES | **92**
ANSWER KEY | **94**
ALTERNATE LIFEPAC TEST | **99**

Unit 8: A Nation at War **103**

TEACHER NOTES | **104**
ANSWER KEY | **105**
ALTERNATE LIFEPAC TEST | **111**

Unit 9: Contemporary America **115**

TEACHER NOTES | **116**
ANSWER KEY | **119**
ALTERNATE LIFEPAC TEST | **125**

Unit 10: United States History **129**

TEACHER NOTES | **130**
ANSWER KEY | **132**
ALTERNATE LIFEPAC TEST | **145**

INSTRUCTIONS FOR HISTORY & GEOGRAPHY

The LIFEPAC curriculum from grades two through twelve is structured so that the daily instructional material is written directly into the LIFEPACs. The student is encouraged to read and follow this instructional material in order to develop independent study habits. The teacher should introduce the LIFEPAC to the student, set a required completion schedule, complete teacher checks, be available for questions regarding both content and procedures, administer and grade tests, and develop additional learning activities as desired. Teachers working with several students may schedule their time so that students are assigned to a quiet work

activity when it is necessary to spend instructional time with one particular student.

The Teacher Notes section of the Teacher's Guide lists the required or suggested materials for the LIFEPACs and provides additional learning activities for the students. The materials section refers only to LIFEPAC materials and does not include materials which may be needed for the additional activities. Additional learning activities provide a change from the daily school routine, encourage the student's interest in learning and may be used as a reward for good study habits.

HISTORY & GEOGRAPHY 1101

Unit 1: Foundations of Democracy

TEACHER NOTES

ADDITIONAL LEARNING ACTIVITIES

Section 1: Foundation of the American Republic

1. How much likelihood is there that exploration and colonization might have begun in Europe under the conditions of a medieval society? What kind of things had to change in order that exploration might become widespread? What kind of changes had to come about to make colonization possible?
2. Do you agree with the concept that the crusades were a catalyst for exploration of lands beyond European shores? Can you describe the sequence set in motion by the crusades which made exploration possible?
3. How much of a factor do you think the Reformation was in the “Age of Discovery”? Did the breakdown of papal authority contribute to the emergence of another form of authority which, in turn, aided the “Age of Discovery”?
4. medieval society: noblemen, serfs, and clergy. Polo should urge each group to follow his example and establish a program for discovery of the still “unknown” world. Each group’s response should identify the limitations or impossibilities to the challenge because of the structure of society.
5. Stage a series of “before” and “after” vignettes, putting the following characters opposite one another: serfs and noblemen; noblemen and kings; kings and clergy. The “before” relationship between characters as a result of the breakdown and transformation of society.
6. Let a student research the matter of the connection between the crusades and colonization thoroughly enough that he might write a substantive “domino theory” paper on the topic.
7. student research the era and write a graphic account of the change. Perhaps he could do this activity by a series of lapsed time sketches centering on the life of a serf, a nobleman, and a king.

Section 2: Colonization Begins

1. Was the failure of the Roanoke Colony a vital step toward colonial expansion into the New World? Why did the New World present problems neither Africa nor India had? How did joint-stock companies spring from the Roanoke failure?
2. England? Explain.
3. was the relationship of these groups to the British government? Did the Pilgrims and the Puritans ever clash with one another?

4. Have the students work in small groups to research problems of the Puritans and Pilgrims. The groups may then script a short play to be presented as a drama before the class or as a puppet show.
5. A student may read *The Light and the Glory* by Peter Marshall, then write a short essay entitled, "Did God Have a Plan for America?"
6. Students may read Puritan literature, such as Anne Bradstreet's or Edward Taylor's poetry; Jonathan Edward's conversion narrative or his sermon ("Sinners in the Hands of an Angry God"); or perhaps portions of Captain John Smith's *Description of New England*, William Bradford's *History of Plymouth Plantation*, or William Byrd's *History of the Dividing Line* or his *Secret Diary*. These selections may be readily found online or in an anthology of colonial writing. The teacher should carefully screen any suggested anthologies for unacceptable selections before making them available to the students.

Section 3: Middle and Southern Colonies

1. Do you believe the three colonial types (charter, royal, proprietary) could have been equally
- 2.
3. What kind of generalizations can you make about the following subjects:
 - a. nationality of the leadership in the colonies
 - b. lifestyle in the colonies
 - c. motives for settlement of the colonies
4. tion from one another?
5. civilizations on the eastern seaboard of America?
6. into the United States Constitution.
7. Have a student prepare a research paper contrasting and comparing life in the middle colonies to life in the southern colonies.
8. Suggest that a student make a relief map of the original thirteen colonies depicting the physical features such as rivers, bays, inlets, lakes, mountains, the piedmont, and coastal plain areas. Have him include the fall line and any other features he may care to incorporate.
9. Have several students choose favorite characters (Anne Hutchinson, William Penn, Roger Williams, or John Smith), research their lives, then be interviewed by an on-the-spot reporter.

ANSWER KEY

SECTION 1

- 1.1 e
- 1.2 a
- 1.3 b
- 1.4 d
- 1.5 c
- 1.6 c
- 1.7 b
- 1.8 d
- 1.9 Crusades
- 1.10 Arabia
- 1.11 North Africa; Spain
- 1.12 Roman Catholic
- 1.13 Saracens
- 1.14 200
- 1.15 trade
- 1.16 bourgeoisie
- 1.17 gold and silver
- 1.18 c
- 1.19 b
- 1.20 f
- 1.21 a
- 1.22 d
- 1.23 e
- 1.24 true
- 1.25 false
- 1.26 Latin
- 1.27 c
- 1.28 b
- 1.29 a
- 1.30 d
- 1.31 a
- 1.32 b
- 1.33 d
- 1.34 a
- 1.35 trade
- 1.36 colonies; import
- 1.37 Martin Luther and John Calvin
- 1.38 true

SELF TEST 1

- 1.01 true
- 1.02 true
- 1.03 true
- 1.04 false
- 1.05 false
- 1.06 true
- 1.07 false
- 1.08 true
- 1.09 true
- 1.010 true
- 1.011 true
- 1.012 clergy/clergymen; landowners/lords;
peasants/serfs
- 1.013 Marco Polo
- 1.014 Johann Gutenberg
- 1.015 bourgeoisie
- 1.016 200
- 1.017 trade
- 1.018 colonies; import
- 1.019 a, b, d
- 1.020 a
- 1.021 a, c, d
- 1.022 d
- 1.023 d
- 1.024 a

SECTION 2

- 2.1 m
 2.2 k
 2.3 l
 2.4 e
 2.5 c
 2.6 i
 2.7 d
 2.8 j
 2.9 b
 2.10 h
 2.11 a
 2.12 g
 2.13 f
 2.14 capital
 2.15 Richard Hakluyt
 2.16 joint-stock
 2.17 d
 2.18 a
 2.19 f
 2.20 b
 2.21 c
 2.22 e
 2.23 Jamestown started with men seeking fortunes and greater measures of liberty and adventure in the New World.
 2.24 b, c
 2.25 gentlemen; skilled craftsmen; farmers; doctors
 2.26 John Smith
 2.27 John Rolfe
 2.28 London; Northwest
 2.29 burgesses
 2.30 tidewater; piedmont
 2.31 indentured servant
 2.32 tidewater; piedmont
 2.33 House of Burgesses
 2.34 Pocahontas
 2.35 Nathaniel Bacon
 2.36 a, b, d
 2.37 c
 2.38 e
 2.39 b
 2.40 a
 2.41 d
 2.42 false
 2.43 false
 2.44 false
 2.45 false
 2.46 false
 2.47 false
 2.48 d
 2.49 c
 2.50 b
 2.51 a
 2.52 true
 2.53 true
 2.54 false
 2.55 supplies; London Company
 2.56
 2.57 John Carver; William Bradford
 2.58 Samoset; Squanto
 2.59 fort; church; homes
 2.60 two months
 2.61 true
 2.62 true
 2.63 true
 2.64 false
 2.65 true
 2.66 true
 2.67 true
 2.68 false
 2.69 false
 2.70 true
 2.71 false
 2.72 false
 2.73 true
 2.74 religious
 2.75 Newport
 2.76 Jews; Quakers; Separatists
 2.77 paid
 2.78 Thomas Hooker
 2.79 Government; land
 2.80
 2.81 Gorges; Mason
 2.82 Massachusetts Bay Colony
 2.83 1679
 2.84 1820
 2.85 He was not sympathetic to the Puritan colonists. He ruled harshly and imposed heavy taxes. He wanted the Puritans to open their meeting houses for Church of England services.
 2.86 e
 2.87 d
 2.88 f
 2.89 c
 2.90 g
 2.91 b
 2.92 h
 2.93 a

SELF TEST 2

- 2.01 true
- 2.02 false
- 2.03 true
- 2.04 true
- 2.05 false
- 2.06 b
- 2.07 c
- 2.08 a
- 2.09 b
- 2.010 d
- 2.011 a
- 2.012 d
- 2.013 a
- 2.014 c
- 2.015 b
- 2.016 Sir Walter Raleigh
- 2.017 Virginia Dare
- 2.018 John Smith
- 2.019 John Rolfe
- 2.020 indentured
- 2.021 1619
- 2.022 Calvin; Luther
- 2.023 Sir Francis Drake
- 2.024 a
- 2.025 f
- 2.026 i
- 2.027 b
- 2.028 e
- 2.029 g
- 2.030 c
- 2.031 d
- 2.032 h

SECTION 3

- 3.1 a
- 3.2 d
- 3.3 b
- 3.4 c
- 3.5 proprietary
- 3.6 Maryland
- 3.7 Catholics; Lord Baltimore
- 3.8 Toleration
- 3.9 Manhattan; 24
- 3.10 illegal trade
- 3.11 fur trade
- 3.12 Peter Stuyvesant
- 3.13 1664
- 3.14 New York
- 3.15 New Jersey
- 3.16 true
- 3.17 false
- 3.18 false
- 3.19 government; universities; military service
- 3.20 John Berkeley
- 3.21 East Jersey; West Jersey
- 3.22 Pennsylvania
- 3.23 Society of Friends
- 3.24 William Penn
- 3.25 Philadelphia; City of Brotherly Love
- 3.26 Germans/Pennsylvania Dutch; Scotch-Irish
- 3.27 Swedes; Dutch
- 3.28 coastline
- 3.29 false
- 3.30 true
- 3.31 false
- 3.32 true
- 3.33 Virginia; (Spanish) Florida
- 3.34 Virginia
- 3.35 Charleston
- 3.36 royal
- 3.37 Georgia
- 3.38 James Oglethorpe
- 3.39 b, d, g, h
- 3.40 a, c, e, f
- 3.41 To have a colony south of the Carolinas that

from moving further northward; to provide a home and a new life for British prisoners and convicts.
- 3.42 families; immigration
- 3.43

commerce business
- 3.44 colonial merchants
- 3.45 Germans; Scotch-Irish; (French) Huguenots
- 3.46 Africa
- 3.47 communication; transportation

- 3.48 a, b, c
- 3.49 d, e
- 3.50 c
- 3.51 b
- 3.52 c
- 3.53 b
- 3.54 false
- 3.55 true

SELF TEST 3

- 3.01 h
- 3.02 f
- 3.03 g
- 3.04 a
- 3.05 c
- 3.06 d
- 3.07 b
- 3.08 e
- 3.09 Richard Hakluyt
- 3.010 fall line
- 3.011 Roger Williams
- 3.012 Thomas Hooker
- 3.013 proprietary
- 3.014 Catholics; Lord Baltimore
- 3.015 New York
- 3.016 New Jersey
- 3.017 Africa
- 3.018 Georgia
- 3.019 b, d, g, h
- 3.020 a, c, e, f
- 3.021 a, b, c
- 3.022 d, e
- 3.023 c
- 3.024 false
- 3.025 false
- 3.026 false

LIFEPAC TEST

1. true
2. true
3. true
4. false
5. true
6. false
7. false
8. true
9. true
10. c
11. i
12. g
13. d
14. f
15. h
16. b
17. a
18. j
19. e
20. d
21. c
22. a
23. c
24. a, c, d
25. a, b, c
26. d, e
27. 200
28. Calvin; Luther
29. Sir Francis Drake
30. To have a colony south of the Carolinas that
 from moving further northward; to provide a
 home and a new life for British prisoners and
 convicts.

ALTERNATE LIFEPAC TEST

1. false
2. true
3. true
4. true
5. false
6. false
7. true
8. true
9. false
10. true
11. b
12. c
13. b
14. b
15. c
16. a
17. a
18. b
19. b
20. g
21. f
22. b
23. a
24. c
25. e
26. Jamestown
27. Duke of York
28. Massachusetts Bay
29. Maryland
30. Rhode Island
31. Connecticut
32. proprietary
33. eight
34. Society of Friends or Quakers
35. Georgia

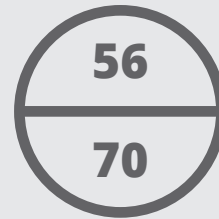
HISTORY & GEOGRAPHY 1101

ALTERNATE LIFEPAC TEST

NAME _____

DATE _____

SCORE _____



Write *true* or *false* (each answer, 1 point).

- _____ Marco Polo traveled around the Far East and then to Africa.
- _____ The progress of learning brought enormous pressure on the medieval structure of life.
- _____ The mercantile theory called for a surplus of export over import.
- _____ _____ ocratic government in the colony of Virginia.
- _____ The colony in which religious freedom for all was permitted was Massachusetts.
- _____ _____ e Indians.
- _____ The religious group that disagreed with the established Church of England was called the Puritans.
- _____ _____ could succeed without royal favor and businesslike planning.
- _____ The Pilgrims were Puritans who settled in Plymouth in 1620.
- _____ The system of indenture helped solve economic problems in England.

Write the letter for the correct answer on each line (each answer, 2 points).

11. The crusades did *not* _____.
 - a. create a demand for Eastern goods
 - b. rescue the Holy Land permanently from the Muslims
 - c. bring about the breakdown of the medieval way of life
 - d. cause cities and towns to grow larger and wealthier
12. During the medieval period the Catholic Church _____.
 - a. stood by the side of the kings
 - b. avoided an involvement with the crusades
 - c. united the diverse people of Europe with a common identity
 - d. supported the Reformation
13. The Renaissance _____.
 - a. contributed to the strengthening of the manorial system
 - b. was strengthened by the invention of the printing press
 - c. had nothing to do with the invention of sci
 - d. began in Germany
14. _____ that is now the U.S. was _____.
 - a. John Rolfe
 - b. Sir Walter Raleigh
 - c. John Smith
 - d. William Penn
15. A colonist who agreed to work for another in return for passage to America was called _____.
 - a. a settler
 - b. an adventurer
 - c. an indentured servant
 - d. burgess
16. _____ who was the first Englishman to set foot on the New World was _____.
 - a. John Rolfe
 - b. Sir Walter Raleigh
 - c. Roger Williams
 - d. John Smith
17. _____ who was the first Englishman to set foot on the New World was _____.
 - a. Sir Francis Drake
 - b. Sir Walter Raleigh
 - c. John Cabot
 - d. James Oglethorpe
18. Englishmen became interested in colonies th _____.
 - a. John Rolfe
 - b. Richard Hakluyt
 - c. John Cabot
 - d. John Smith
19. _____ who was the first Englishman to set foot on the New World was _____.
 - a. Quaker colony
 - b. Catholic colony
 - c. colony to grant full religious freedom
 - d. colony to be taken over by the Duke of York

Match these items (each answer, 2 points).

- | | |
|----------------------------------|--------------------------------------|
| 20. _____ | a. Pennsylvania |
| 21. _____ tidewater and piedmont | b. Pilgrims |
| 22. _____ Separatists | c. colony owned by an individual |
| 23. _____ William Penn | d. Carolina |
| 24. _____ proprietary | e. Georgia |
| 25. _____ Oglethorpe | f. fall line |
| | g. Fundamental Orders of Connecticut |

Complete these statements (each answer, 3 points).

26. The colony that was established in Virginia in 1607 was _____.
27. The man who took New York from the Dutch was the _____.
28. John Winthrop was the leader of the _____ colony.
29. Many Catholics settled in the colony of _____.
30. Those colonists seeking complete religious freedom settled in _____.
31. Thomas Hooker founded the colony of _____.
32. The colony of Delaware was a(n) _____ colony.
33. The Carolinas were governed by _____ proprietors.
34. Pennsylvania was settled by the _____.
35. James Oglethorpe was the leader of the colony of _____.



804 N. 2nd Ave. E.
Rock Rapids, IA 51246-1759
800-622-3070
www.aop.com

HIS1120 - Oct '17 Printing

ISBN 978-1-58095-671-0



9 781580 956710