

GUESTHOLLOW'S

American History WORKBOOK Year 1

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A "Massacre" in Boston

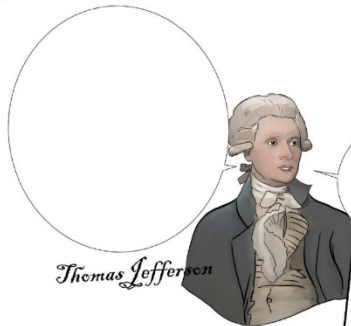
48. Who legally defended the soldiers who participated in the "Boston Massacre"?

Alexander Hamilton

Chapters 1-3

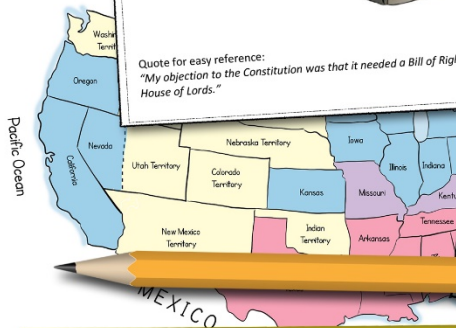
1. Use Google Maps to find São Tomé. Turn on satellite view and explore the area. Make sure to zoom out!
2. The West Indians didn't like the colonists buying less expensive sugar from competitors, so they influenced the English parliament to pass a tax in _____.
What did this tax do?

3. Copy Thomas Jefferson's quote about Alexander Hamilton (from page 21) in the

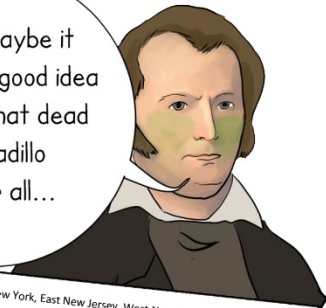


Thomas Jefferson

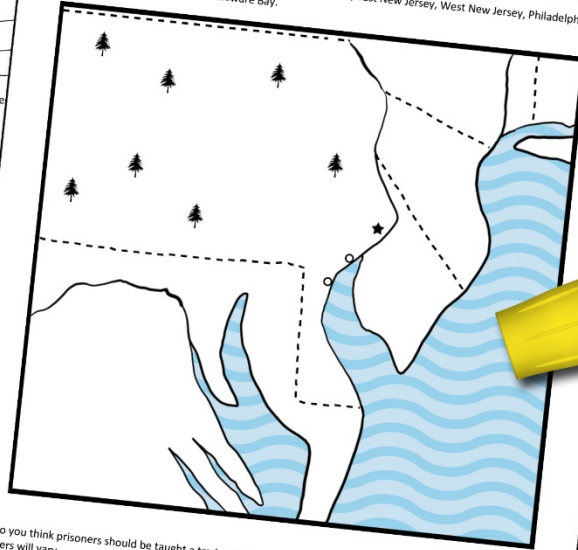
Quote for easy reference:
"My objection to the Constitution was that it needed a Bill of Rights.
House of Lords."



Ugh, maybe it
wasn't a good idea
to eat that dead
armadillo
after all...



9. Label the following places on the map: Pennsylvania, New York, East New Jersey, West New Jersey, Philadelphia, Maryland, Virginia, New Castle, and Delaware Bay.



10. Do you think prisoners should be taught a trade while in prison? Why or why not? Who should pay for this training?
Answers will vary.

Part 2

11. What was the name of Canada in the time of William Penn?
12. Look up Québec using Google Earth. Zoom in. What American states touch the boundary of the province?

Note to parents & teachers:

Don't feel like you MUST use the workbook pages. They were created for those of you who wish to assess your student's reading assignments and to help train students to look through a text for information. They are also designed to help students retain what they've read.

Use these materials with discretion. The idea is to help your student pay attention to some of the reading assignments, but NOT to bog him/her down with busy-work. The goal is to find the right balance, without killing the joy of reading. Every family and student is different! If your student balks at this type of assignment (because s/he is a reluctant reader or has special needs), you may want to skip these questions, or you may wish to use them during read-aloud sessions, to assess if your student is comprehending the material and/or paying attention.

This study guide does NOT cover every book. Please see the [books and materials page](#) to see which books are covered in the workbook:

http://www.guesthollow.com/homeschool/history2/highschool_american/american_history_books.html

I recommend keeping completed workbook pages in a 3-ring binder.

You may wish to instruct students to look over the workbook pages BEFORE reading, so they know what to look for and will be able to more easily fill out the workbook pages as they read.

Write-in-answers don't have to be exact. Just make sure the written answers *mean* the same thing as what is typed in the answer sheet.

Please let me know if you find any mistakes! You can email me at: guesthollow@memorableplaces.com.

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<http://www.guesthollow.com/homeschool/support.html>

The answer key is at the end of this PDF file.

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Happy homeschooling!

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Part 2

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Week 13

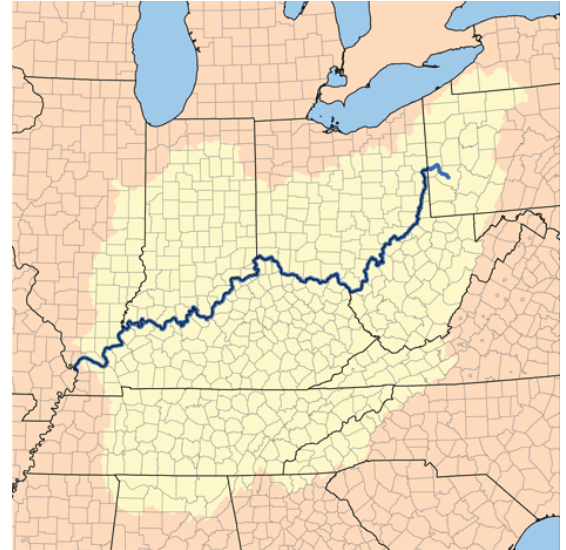
A Patriot's History

God and the Americans

61. Is the phrase "separation of church and state" in the Constitution? Circle the correct answer: yes no
62. Overall, which mattered more to early (religious) Americans?
- a. Salvation and "right" living
b. The form and structure of religion

Beyond Endless Mountains

63. Which river was the most popular route to the West?
Write your answer underneath the picture. 
64. Why was the pace of settlement slower North of the Ohio?
- _____
- _____



The _____ River

By Kmusser CC BY-SA 2.5,
<https://commons.wikimedia.org/w/index.php?curid=883698>

65. Which states never went through territorial status?
- _____

Two Streams of Liberty

66. Match the men to the faction they belonged to:

Use this link to read about the anti-federalists to help you complete this exercise:

<https://en.wikipedia.org/wiki/Anti-Federalism>

James Winthrop
John Adams
Patrick Henry
Alexander Hamilton
Samuel Adams
Patrick Henry
Benjamin Franklin

Federalist/nationalist (increased governmental authority, more balance between the executive, judicial, and legislative branches)

Anti-federalist (desired a weak federal union)

A Republic

67. Most of the delegates to the Convention were: a. nationalists b. anti-federalists

2. Draw lines to match the advantages and disadvantages to the correct name:

North

had the most manpower, industry, railroads, and infrastructure, fought on enemy soil, consisted of 21 states, enlisted 2.6 million

South

was agrarian, fought on home turf, had more experienced generals, thought England and France might come to their aid, consisted of 11 states, enlisted 1 million

3. Color the Confederate states red. Color the Union states blue. Color the border states purple. Color the territories yellow. Use the map on the linked page as a reference instead of the map in your book.

Map reference (click on the colored map on the right side of the page):

[https://en.wikipedia.org/wiki/Border_states_\(American_Civil_War\)](https://en.wikipedia.org/wiki/Border_states_(American_Civil_War))

Draw the state border for Nevada, which was added to the Union during 1864 and color it appropriately.



5. How did Stonewall Jackson get his nickname?

- a. He had a stony personality.
- b. A Confederate general cried out, "There stands Jackson like a stone wall!"
- c. He built a fort out of stones on Henry House Hill.

6. *Homestead Act Assignment*

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What we know:

- The Great Plains are dry, hot, dusty, and flat.
- People lived in soddies which leaked, were constructed of dirt, infested with snakes and insects, and were prone to flooding when it rained, or dugouts which were often even less comfortable.
- Settlers faced hardships like occasional locust plagues, Native American and outlaw raids, and winter blizzards.
- Many farmers faced huge debt because of expensive machinery and unfavorable weather conditions.



What you are going to do:

- Create an advertisement/flyer that would attract people to the Great Plains despite these tremendous obstacles!

Criteria:

- The ad needs to have a specific audience that it is targeting. It could be: settlers, exodusters, railroad companies, gold prospectors, businessmen, cowboys, etc.
- The ad needs to have a catchy slogan, prominently displayed, that would encourage your target audience to move the Great Plains.
- The ad needs three reasons why it would be an opportunity of a lifetime. This may require you to downplay the hardships and glamorize the allure of the Great Plains. For example: Instead of Native American raids... call it a "Native American welcome wagon" that just wants to share their customs!!
- The ad needs to include three things the target audience should bring along with them. These could be tools, supplies, food, clothing etc. Be specific and again you want the ad to make it seem easy, exciting, with the possibility of making a better life!
- The ad should have some visual element – a photo, sketch, cartoon, map, etc. – and should be polished, planned out, and visually appealing.
- Finally, on the back of your ad, write a short paragraph explaining (1) your target audience, (2) why you made the choices you did about your slogan and the aspects of Great Plains life you chose to highlight, and (3) any other information about your ad that explains your thinking or provides more context for your ad.