

A SIXTH GRADE COURSE OF STUDY  
IN EUROPEAN BACKGROUNDS OF AMERICAN HISTORY

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IN EUROPEAN BACKGROUNDS OF AMERICAN HISTORY

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## INTRODUCTION

The purpose of this course of study is to give pupils an understanding and appreciation of the contributions made by earlier Europeans to our present civilization. It also is designed to strengthen those habits, skills, and attitudes necessary for further work in the broad field of the social sciences.

In thus attempting to evaluate the gifts of the past, it is hoped that boys and girls may, in some measure, be inspired to become better citizens for the future.

This course of study is based primarily on the text, Old Europe and Our Nation by Barker, Duncalf, and Bacon.

## OBJECTIVES OF THE ELEMENTARY SCHOOL

In discussing the objectives of the elementary school, Bonser says:

From the standpoint of society, the elementary school is the means by which the child is introduced with comparative rapidity to the culture of the race. It is the place where he gains the fundamental knowledge, skill, habits, and ideals of thought, feeling, and action which are necessary for all, regardless of social status, vocation, or sex. It is the institution which provides the integrating or unifying education which is at the foundation of our national life. In a word, it is the function of the elementary school to provide the general basis of health, equally desirable for all; to develop that practical efficiency in activities shared by all in daily work and intercourse; to develop those ideals and habits of civic and other forms of group activity of equal value to all; and to cultivate interests and means of recreation common to all.<sup>1</sup>

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<sup>1</sup> Frederick G. Bonser, The Elementary School Curriculum, p. 62.

The objectives of the social sciences are:

1. To lead pupils to seek always for the truth; to question, compare values, and weigh evidence.<sup>2</sup>
2. To develop a spirit of fairmindedness toward all; to recognize that a culture of a particular time or place is conditioned by environment.
3. To lead pupils to recognize that the world is always in a state of change.
4. To develop the spirit of freedom of thought for oneself and for others.
4. To recognize the democratic ideals of our government.
5. To provide opportunity for actual participation in activities of a democratic nature.
6. To interest pupils in the affairs of the day through the use of newspapers, magazines, and pictures.
7. To develop the spirit of cooperation and fair play toward one's fellows and the state.
8. To develop those skills, habits, and attitudes necessary in reaching correct conclusions; that is, ability to do research, to organize, and willingness to accept the verdict.
9. To integrate the social science studies with the activities of life itself through excursions, activities in the neighborhood, and by allocation of responsibility in the school room.

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Charles A. Beard, A Charter for the Social Sciences in the Schools, p. 8.

## UNIT ONE

## OBJECTIVES:

1. To coordinate the history of the sixth grade with that which was taught in earlier grades.
2. To lay a definite plan for the work of the year.
3. To lead the class to develop a concept of the term civilization.
4. To lead the pupils to use maps in the study of history.
5. To give meaning to new words and phrases found in the text.
6. To develop an attitude of appreciation for those peoples of the past who contributed to the civilization of the present.
7. To lay foundations for proper methods of study.
8. To help the class to realize more fully that we here in America are the heirs of the ages, and that we in turn have a responsibility to the future.

## VOCABULARY

Civilization	bronze	biblos
Egyptians	Cromagnons	caravan
Babylonia	prehistoric	science
Greece	obelisk	"royal purple"
Rome	papyrus	tribe
geology	Sphinx	Mesopotamia
patriarch	expedition	Euphrates



Nile	flint	commerce
Tigris	frieze	nomad
Phoenicians	pyramid	cuneiform
Germans	scribe	alphabet
amber	scroll	Hebrews
glacier	astronomy	barter
	delta	

#### ACTIVITIES

1. The class will discuss the term, civilization, and formulate a definition for it.
2. Use maps freely until the group has a clear idea of the location of the countries under discussion.
3. Begin a time line chart which portrays in a graphic way the length of time intervening between certain developments in history. This project should be carried on throughout the year.
4. Lead the class to plan and execute a room frieze on which the Story of Civilization may be told in picture form. This project should also run throughout the year.
5. Lead pupils to make up a bibliography for correlated readings.
6. Outline a unit of correlated readings.
7. Let the class construct a reading chart on which outside readings may be checked.



8. Some subjects for special reports are:

- a. The importance of rivers in early civilizations.
- b. How the taming of animals aided in developing civilization.
- c. The value of fire to man.
- d. The advantages of farming over hunting.

9. Debate the following question: "Resolved, that Egypt made a more valuable contribution to civilization than Babylon."

#### CHILD'S PROBLEM

In the Fifth Grade you studied the history of what is now called the United States. We saw from the very first that the people who came to this New World were civilized people. They built homes and schools and churches. They traded with each other, built towns and cities, and organized a form of government under which to live. Where had they learned how to be civilized people? In this book we find that our civilization began in Europe thousands of years ago. The history of civilization is like a stream. Each country is like a tributary that adds something to the stream. Read this unit to find out what beginnings some of these ancient peoples made to civilization.

#### CHAPTER I

#### THE STREAM OF HISTORY

Read this chapter to get acquainted with the countries that have added to our civilization.

1. What do we mean by the term, civilization?
2. What shows that the American Indian was not civilized?
3. Make a list of the countries that have helped to build our civilization.
4. Locate each of these countries on a map or globe.
5. What was the most important thing that each country added to the stream of history?
6. What can we do to keep the stream of history flowing?

#### TEST OVER CHAPTER I

Write the words in the blanks that complete the following statements:

1. The early civilization of the Egyptians grew up along the River \_\_\_\_\_.
2. The carriers of the early civilizations were the \_\_\_\_\_.
3. The New World was discovered by \_\_\_\_\_.
4. History is like an endless \_\_\_\_\_.
5. A new religion was taught by \_\_\_\_\_.
6. Rome was located on a peninsula called \_\_\_\_\_.
7. Perhaps the most important thing the Greeks learned from the Phoenicians was the \_\_\_\_\_.
8. Rome made a great contribution in \_\_\_\_\_ to the world.

9. The first peoples to develop a civilization were the \_\_\_\_\_ and the \_\_\_\_\_.

10. A race of people overran the Roman empire and almost destroyed civilization. These people were called \_\_\_\_\_.

11. We know that the Greeks must have been great lovers of \_\_\_\_\_.

12. The Germans gave a great invention to the world. It was the \_\_\_\_\_.

13. Our civilization came largely from the continent of \_\_\_\_\_.

#### KEY TO THE TEST ON CHAPTER I

1. Nile
2. Phoenicians
3. Columbus
4. stream
5. Jesus
6. Italy
7. alphabet
8. law (or government)
9. Egyptians and Babylonians.
10. Germans
11. beauty
12. printing press
13. Europe



## CHAPTER II

## THE TIME BEFORE HISTORY

Read this chapter to find out how men lived before they began to leave any written records.

1. When men leave no written history of themselves how may we find out about them?

2. How can we tell how these early men looked?

3. What means did early man use to defend himself?

He used his \_\_\_\_\_ and \_\_\_\_\_.

4. Write a sentence telling how Europe in those ages long ago must have differed from the Europe of today.

5. Perhaps man's first invention was the \_\_\_\_\_.

6. The period during which men used stone tools is called the \_\_\_\_\_. The last part of this age is called the \_\_\_\_\_.

7. What change in climate occurred during the Stone Age?

8. What important discovery was made during this period?

9. Write some sentences showing that the Cromagnons were becoming more civilized than the people who lived before them.

10. What habits did the men of the New Stone Age have that the people of the Old Stone Age did not have?

11. In what country have we found evidence of the Lake-dwellers?

12. What step toward civilization did the Lake-dwellers take?
13. Be ready to tell the class how farming probably began.
14. Make a list of those things that helped to make permanent homes.
15. Be ready to take part in a little play showing how people perhaps first learned to talk to each other.
16. Give some reasons why men needed to live in groups.
17. The first step in making a state was the formation of the \_\_\_\_\_.
18. All that early man could not understand about him he tried to explain by his \_\_\_\_\_.
19. Early man had two kinds of customs or laws. They were the \_\_\_\_\_ and his \_\_\_\_\_.
20. What caused the Stone Age to end?
21. Name the metals used in the order of their appearance.

#### TEST OVER CHAPTER II

Some of the following statements are true and some are false. If the statement is true write yes by the number. If it is false write no by the number.

1. Early man defended himself with his bow and arrow.
2. During the Stone Age the climate changed from cold to warm.

3. Patriarch means about the same as chief.
4. Early men found it easier to hunt alone than in groups.
5. The Stone Age came to an end when men learned to use metals.
6. Bronze is formed by uniting tin and copper.
7. The Cromagnons were artistic people.
8. It is thought the Lake-dwellers lived in Spain.
9. The first plow was an iron one.
10. During the New Stone Age men were learning to be civilized.
11. When men had houses, domestic animals, and a farm he wanted to stay in one place.
12. Early men had a religion.
13. Men's first invention seems to have been to make bronze.
14. Copper is harder than bronze.
- 14 15. When a man had a large herd or flock of animals he needed to remain in one place.
16. The longest part of the Stone Age is called the Old Stone Age.
- x 17. The Cromagnons lived in the cold part of the Stone Age.
- 16 18. During the Iron Age men first learned to use fire.
19. Language helped men to live together.
- 18 20. The fist-hatchet was the most important weapon of the Iron Age.



21. A glacier is a river of ice.
- 19 22. We learn about prehistoric man from the books he wrote.
23. We may see in the zoos today the same kinds of animals that the New Stone Age boy knew.
- 20 24. Everything that the early man could not understand about him he tried to explain by his religion.
25. It is thought that Europe was settled by people from Asia or Africa.

## KEY TO TEST ON CHAPTER II

- |         |         |
|---------|---------|
| 1. No   | 17. Yes |
| 2. Yes  | 18. No  |
| 3. Yes  | 19. Yes |
| 4. No   | 20. No  |
| 5. Yes  | 21. Yes |
| 6. Yes  | 22. No  |
| 7. Yes  | 23. No  |
| 8. No   | 24. Yes |
| 9. No   | 25. Yes |
| 10. Yes |         |
| 11. Yes |         |
| 12. Yes |         |
| 13. No  |         |
| 14. No  |         |
| 15. No  |         |
| 16. Yes |         |

CHAPTER III  
OUR DEBT TO EGYPT

As you read this chapter notice the things the Egyptians knew that have helped us in building the civilization that we have.

1. Write a sentence telling why men first made permanent homes in Egypt.
2. The most important natural feature of Egypt is the \_\_\_\_\_.
3. The fertile, tillable land was usually not more than \_\_\_\_\_ miles wide.
4. As men remained permanently in one place they tried to make their lives more comfortable by \_\_\_\_\_ and \_\_\_\_\_ new things.
5. What inventions and discoveries mentioned in this chapter do you think aided men the most? Why?
6. What property was considered wealth?
7. The \_\_\_\_\_ man became the ruler.
8. The trades usually began in the \_\_\_\_\_.
9. List some trades begun in those days that we may find in our towns of today.
10. The pyramids were used as \_\_\_\_\_.
11. Why are men still interested in exploring the pyramids?
12. The most important activity of these people was \_\_\_\_\_.

13. How does the Sphinx differ in construction from the pyramids?

14. Describe the beginning of libraries.

15. Name some important beginnings in science.

16. Instead of using money the Egyptians used what method of carrying on trade?

17. What features made it possible for Egypt to become the grain storehouse for the Mediterranean countries?

18. Use each of these words in a sentence: obelisk, papyrus, pharaoh, barter, pyramid.

#### TEST OVER CHAPTER III

Write the words in the blanks that make these statements complete:

1. The pyramids were planned as \_\_\_\_\_ for powerful kings.

2. The greatest work in stone carving by the Egyptians is known as the \_\_\_\_\_.

3. The first form of writing that the Egyptians used is called \_\_\_\_\_ writing.

4. The whole region around the mouth of the Nile is called a \_\_\_\_\_.

5. Early men were tempted to settle in the valley of the Nile because the soil was \_\_\_\_\_.

6. Storing up water to use in dry seasons is called \_\_\_\_\_.



7. Many archaeologists have studied the \_\_\_\_\_ of ancient Egypt.
8. The paper the Egyptians used is called \_\_\_\_\_.
9. The ownership of land, camels, sheep, goats, and other animals was considered \_\_\_\_\_.
10. The valley of the Nile is made rich by the \_\_\_\_\_ of its waters.
11. Exchanging one product for another without the use of money is called \_\_\_\_\_.
12. The wealthiest man in Egypt usually became the \_\_\_\_\_.
13. Men study the tombs of Egypt in order to learn the \_\_\_\_\_ of Egypt.
14. The word scribe means a person who \_\_\_\_\_.
15. Because of the dry air and cloudless sky Egypt developed the science of \_\_\_\_\_.
16. The \_\_\_\_\_ books in the world were made by the Egyptians.
17. The first calendar dividing a year of time into 365 days was made by the \_\_\_\_\_.
18. The first books were made in the shape of \_\_\_\_\_ of paper.
19. The most important activity of the Egyptians was \_\_\_\_\_.
20. State in your own words what you consider are some of the most important things that have come from the early Egyptian civilization to us.

## KEY TO TEST ON CHAPTER III

1. tombs
2. Great Sphinx
3. picture
4. delta
5. fertile
6. irrigation
7. tombs
8. papyrus
9. wealth
10. overflow
11. bartering
12. ruler
13. history (or life)
14. writes
15. astronomy
16. oldest
17. Egyptians
18. rolls
19. farming
20. \_\_\_\_\_

## CHAPTER IV

## OUR DEBT TO THE NEAR EAST

Read this chapter to find out what are some of the useful things the Babylonians taught us.

1. Locate on a map the Tigris and Euphrates rivers.

2. From what you have learned about the early civilization along the Nile valley why do you think people developed a civilization near the Tigris and Euphrates?

3. Why was it natural for the Phoenicians to become the carriers of the Egyptian and Babylonian civilizations?

(Refer to your map.)

4. Be ready to tell your classmates how a Babylonian book was made.

5. Why was clay used to make books?

6. For what purpose were cuneiform characters used?

7. What advantages did girls have in Babylon that girls did not have elsewhere?

8. Name some beginnings in science made by the Babylonians.

9. What beginning did Hammurabi make?

10. Explain why we do not see old buildings in Babylon today.

11. Name two interesting buildings made by these people.

12. Explain why it was natural for trade to thrive in Babylon.

13. From their work what kind of people would you say the Phoenicians were?

14. What was the most important thing the Phoenicians did?

15. How did learning travel from the Egyptians and Babylonians to us?



16. What work were the early Hebrews interested in?

17. From what book do we learn about the Hebrew people?

18. What important gift did the Hebrews make to the world?

#### TEST OVER CHAPTER IV

Copy the best answer in the following sentences:

1. The Babylonians use (a) papyrus, (b) clay, (c) paper, (d) metal to make their books.

2. The Babylonians invented a sign for each month which we call (a) signs of the moon, (b) signs of the times, (c) signs of the zodiac, (d) signs of stars.

3. Hammurabi was the first man to work out a (a) calendar, (b) an arithmetic, (c) a set of laws, (d) a sun dial.

4. The Babylonians lived near the river (a) Nile, (b) Euphrates, (c) Seine, (d) Arno.

5. The most common objects of barter in Babylonia were (a) sheep and cattle, (b) wheat and barley, (c) beads and trinkets, (d) wool and fruits.

6. One of the seven wonders of the ancient world was the (a) great arches, (b) Tower of Babel, (c) The Hanging Gardens, (d) the Garden of Eden.

7. The people who spread the early civilizations were (a) the Phoenicians, (b) the Egyptians, (c) the Babylonians, (d) the Greeks.

8. The Phoenicians found that a certain kind of shell-fish could be used to obtain (a) pearls, (b) a dye, (c) a jewel, (d) a metal.

9. A seaport on the eastern Mediterranean was (a) Alexandria, (b) Tyre, (c) Carthage, (d) Patmos.

10. The people who gave us the Bible were the (a) Hebrews, (b) Phoenicians, (c) Greeks, (d) Babylonians.

11. The country that perfected the alphabet was (a) Phoenicia, (b) Greece, (c) Egypt, (d) Palestine.

12. A nomad is a person who (a) travels about from place to place, (b) makes books, (c) stays in one place, (d) studies the stars.

13. The country that had a method of counting by sixty was (a) Greece, (b) Palestine, (c) Babylonia, (d) Phoenicia.

14. For building the Babylonians used (a) thatch, (b) sundried brick, (c) lumber, (d) stone.

15. Barter means (a) to use lumps of metal for money, (b) to exchange one object for another, (c) to use coins, (d) to use paper money.

#### KEY FOR TEST ON CHAPTER IV

- |                        |                        |
|------------------------|------------------------|
| 1. clay                | 6. the Hanging Gardens |
| 2. signs of the zodiac | 7. the Phoenicians     |
| 3. a set of laws.      | 8. a dye               |
| 4. Euphrates           | 9. Tyre                |
| 5. sheep and cattle    | 10. Hebrews            |

11. Phoenicia
12. travels about from place to place
13. Babylonia
14. sundried brick
15. to exchange one object for another

#### REFERENCES

##### Pupil:

- Craig and Condry. Learning About Our World.
- Dopp. The Later Cave Men.
- Dopp. The Tree Dwellers
- Fellows. Little Magic Painter.
- Heal. Man Before History.
- Hillyer. A Child's History of the World.
- Mace-Tanner. The Story of Old Europe and Young America.
- Peattie. A Child's Story of the World.
- Van Loon. The Story of Mankind.
- Book of Knowledge.
- Lands and People. Egypt.
- World Book. Babylon

##### Teacher:

- Beeby. American Roots in the Past.
- Chapman. Stories of Ancient People.
- Clark and Gordy. Early Story of Mankind.
- Kelty. How Our Civilization Began.
- Knowlton and Gerson. Our Beginnings in the Past.



## UNIT TWO

## THE GREEK WORLD

## OBJECTIVES:

1. To find out in what ways the Greeks built a great civilization.
2. To show the continuity of the civilization handed on to the Greeks from Egypt and Babylonia.
3. To develop the geography concept of Greece.
4. To develop a concept of time by means of the use of a time line.
5. To give opportunity for research work.
6. To further develop the correct method of approach to the study of history.
7. To encourage collateral reading in the solution of a problem.
8. To help the class interpret history in the best light.
9. To evaluate some of the contributions made by Greece as compared with those made by some other countries.
10. To lead the class to find out some of the ways in which the Greek civilization has been a help to us.

## VOCABULARY

legend	democracy
Olympics	Hellespont
Acropolis	city-state
orator	sculpture
philosophy	oracle
"Father of History"	"sour grapes"
Aristotle	myth
Leonidas	traitor
Marathon	Demosthenes
Macedonia	Alexandria
gods	Delphi
goddess	Pericles
The Golden Age	Miltiades
Darius	Persia
empire	invasion
thermos	anchor
Ionic	Mt. Olyapus
Doric	drama
Corinthian	

## ACTIVITIES

1. Let the class plan a notebook that will show the contributions to civilization made by Greece.

Material for this may be:

- a. maps of Greece
- b. pictures of examples of architecture

- d. pictures or drawings of columns
  - e. stories written by group
  - f. examples of literature
  - g. an account of the Olympics
2. Divide the class into convenient groups. Each group will dramatize the myth or legend they like best.
  3. Play the game on page 98 in the text.
  4. Ask for reports on the following subjects:
    - a. What lessons should the quarrels between Athens and Sparta teach us?
    - b. Why did the Greeks depend so much on the sea for a living?
    - c. Describe the education of an Athenian boy.
    - d. Report on the education of a Spartan boy.
    - e. Show how the government of a city-state affects us here in America.
    - f. Find out all you can about the "Golden Age" of Greece.
  5. Continue the time line charts.
  6. Add to the room frieze as the class suggests.
  7. Let the class in an oral discussion decide what aids Greece brought to our civilization.
  8. Make a reading chart to keep before the room. Each child indicates his outside readings.
  9. Make an excursion to the campus to note effect of Greece on architecture here.



10. Send a small group to the art department of the college to find examples of Greek sculpture.

#### CHILD'S PROBLEM

Read this unit to find out how we have been influenced by the great civilization which the Greeks developed.

#### CHAPTER V

##### THE BEGINNINGS OF GREECE

Read this chapter to find out what beginnings Greece made in developing a great civilization.

1. Locate Greece on the map of Europe. Notice how easy it was for the Phoenicians to reach Greece in their boats.

2. What were some of the fine things the Greeks learned to do well?

3. The Greeks came into the region of the Aegean Sea from \_\_\_\_\_.

4. Through what stories do we learn about the life of the earliest Greeks?

5. The center of Greek life was the \_\_\_\_\_.

6. Give some reasons why the Olympic games must have been valuable to the Greeks.

7. The most famous of the city-states was \_\_\_\_\_.

8. Name the different types of government that the Greeks had.

9. What shows that the Greeks were proud of their city?

10. Name three ways by which the Greeks improved trade.
11. How did the Greek colonies aid Greece?
12. Be ready to tell your classmates the difference in the schools of Athens and of Sparta.
13. Explain how the Olympic games came to be held in early Greece.
14. Be ready to discuss some good points of the ancient Olympic games.
15. Why was the Marathon race made part of the Olympic games?

#### TEST OVER CHAPTER V

Write the word that is needed to complete the following sentences:

1. The most important city-state of Greece was \_\_\_\_\_.
2. We think of the early Greeks as great lovers of \_\_\_\_\_.
3. The greatest business in the life of a Spartan was to make \_\_\_\_\_.
4. It is thought that the Greeks came originally from \_\_\_\_\_.
5. Instead of bartering the Greeks used \_\_\_\_\_ in carrying on their trade.
6. Much of the soil being poor in Greece many of the people were forced to earn their living from the \_\_\_\_\_.

7. The center of Greek life and of government was the \_\_\_\_\_.

8. Stories passed on by word of mouth from one generation to another is called a \_\_\_\_\_.

9. The Olympic games had their beginning in the country called \_\_\_\_\_.

10. Government by the people in Greece was called a \_\_\_\_\_.

11. Schools in Sparta trained a boy only for \_\_\_\_\_.

12. Each Greek thought of his city-state as his country. Therefore the city-states were not \_\_\_\_\_.

13. Athens was built up around a large hill called the \_\_\_\_\_.

14. Most of the ordinary work in Greece was done by \_\_\_\_\_.

15. The Greek ships became so large that they had to invent the \_\_\_\_\_.

16. Trade was increased and Greek civilization was spread by her \_\_\_\_\_.

17. The city-state that took the lead in education was \_\_\_\_\_.

18. The Greeks got their alphabet from the \_\_\_\_\_.

19. The great poet of the early Greeks was \_\_\_\_\_.

20. As compared with the civilizations of other ancient peoples the civilization of Greece was the \_\_\_\_\_.

21. Tell in your own words how we have benefited from the Greek civilization.



## KEY TO TEST ON CHAPTER V

- |                   |                 |
|-------------------|-----------------|
| 1. Athens         | 13. Acropolis   |
| 2. beauty         | 14. slaves      |
| 3. war            | 15. anchor      |
| 4. Central Europe | 16. colonies    |
| 5. money          | 17. Athens      |
| 6. sea            | 18. Phoenicians |
| 7. city-state     | 19. Homer       |
| 8. legend         | 20. greatest    |
| 9. Greece         | 21. _____       |
10. demos  
11. war  
12. United

## CHAPTER VI

## GREECE LEADS THE WORLD

Read this chapter to find out how Greece overcame her enemies; then, to find out why she was conquered by Alexander the Great.

Continue to add evidences of Greek civilization to your notebook.

1. Locate Persia on a map of Asia.
2. Have some pupil, with the aid of the class, write a brief outline of the chapter on the blackboard as given in the foreword.
3. The armies of Persia overran what countries?

4. Of what modern country does Persia remind you?
5. Explain why the Persian king wished to conquer the Greeks.
6. In the face of danger which cities were the most brave?
7. Why did Sparta not go to the aid of the Athenians?
8. Explain to the class why the battle of Marathon is considered so important?
9. What proves that the second Persian army was so great?
10. What shows that Themistocles was a great patriot?
11. Why were the Spartans chosen to command the Greek army and fleet?
12. What do you consider the most important thing about the battle at Thermopylae?
13. What did Themistocles persuade the Athenians to do?
14. Be ready to tell the class what an oracle was.
15. In a few short sentences tell what the results of the victory at Salamis were.
16. What caused the Peloponesian War?
17. What effect does war have upon any nation?
18. Locate Macedonia on a map of Europe.
19. Why did Philip think it would be a good time to attack Greece?
20. Who warned the Greeks against Philip?

21. Have the United States had a similar warning as that given by Demosthenes? How?
22. In what ways do you think Alexander was a fortunate boy?
23. Why do you think he is called Alexander the Great?
24. Why did Alexander's empire break up after his death?

#### TEST OVER CHAPTER VI

Some of the following statements are true and some of them are false. If the statement is true write yes by its number. If it is false write no by its number.

1. Sparta developed the "Golden Age" of Greece.
2. Demosthenes was one of the greatest of the Greek orators.
3. The greatest weakness of the Greeks was due to having many colonies.
4. After the death of Alexander the Great the Greek empire was held together by Philip.
5. The most popular man during the "Golden Age" was Pericles.
6. The Persians lived in the region west of Greece.
7. The battle of Marathon was known as the first really important battle of history.
8. Xerxes was an Athenian general.
9. The war between Athens and Sparta was known as the Spartan war.

10. Aristotle, the great philosopher, was Alexander's teacher.

11. Greece was conquered at one time by Macedonia.

12. The greatest weakness of Sparta was due to the type of education she gave her children.

13. The battle of the Marathon turned back the Macedonian soldiers from Greece.

14. The most famous oracle was located at Athens.

15. When Alexander the Great conquered many distant lands it helped to spread Greek civilization.

16. At the close of the Greek wars the Greek city-states formed a strong and successful union.

17. Thermopylae really means Hot Gateway.

18. The Athenian mother said to her soldier son, "Come back with your shield or on it."

19. The heroic battle at Thermopylae saved Athens from the Persians.

20. If Persia had conquered Greece Greek civilization would have been destroyed.

21. Alexandria, the city begun by Alexander the Great, was located in Egypt.

22. When the Persians attacked Greece the second time the Athenians were saved by getting into their ships.

23. The Persian empire was destroyed by Leonidas.

24. Demosthenes warned the Greeks against Philip of Macedonia.



26. Discuss in your own words what is meant by the "Golden Age" of Greece.

#### KEY TO TEST ON CHAPTER VI

- |         |           |
|---------|-----------|
| 1. No   | 14. No    |
| 2. Yes  | 15. Yes   |
| 3. No   | 16. No    |
| 4. No   | 17. Yes   |
| 5. Yes  | 18. No    |
| 6. No   | 19. No    |
| 7. Yes  | 20. Yes   |
| 8. No   | 21. Yes   |
| 9. No   | 22. Yes   |
| 10. Yes | 23. No    |
| 11. Yes | 24. Yes   |
| 12. Yes | 25. No    |
| 13. No  | 26. _____ |

#### CHAPTER VII

##### OUR DEBT TO GREECE

Read this chapter to find out how much we have in our civilization that the Greeks gave to us.

Plan to add many pictures, drawings, and stories to your notebook.

Read the foreword to this chapter and from it make a list of the arts in which Greece still leads the world.

1. How did the Greek religion differ from that of the Hebrews?

2. Which ones of these gods have you read about before? Be ready to tell the class what you know about them.
3. Why did the Greeks feel the need of so many gods?
4. Instead of inventing a god to explain things for us what method do we use to find out things?
5. Why did the Greeks have the Olympic games?
6. Make a list of the sciences in which the Greeks made a beginning. Place this list in your notebook.
7. Be ready to name and tell an important fact about each philosopher mentioned.
8. The chief beauty of the Parthenon is due to \_\_\_\_\_.
9. Bring to class some pictures of Greek sculpture.
10. Why was Thucydides considered a better historian than Herodotus?
11. The greatest poet of Greece was \_\_\_\_\_, who wrote the \_\_\_\_\_ and the \_\_\_\_\_.
12. Be ready to tell the class as many things that you remember that the Greeks added to our own civilization.

#### TEST OVER CHAPTER VII

Four possible answers are given for each of the following questions. Choose the best one and write it by the number of the question.

1. Who was the most famous of the Greek travelers?  
(a) Euripides, (b) Herodotus, (c) Aeneas, (d) Demosthenes.

2. Where was the home of the gods, according to the Greeks? (a) Delphi, (b) Troy, (c) Mt. Olympus (d) Athens
3. Who was the poet who wrote the Iliad and the Odyssey? (a) Virgil, (b) Homer, (c) Herodotus, (d) Apollo
4. Who wrote Greek fables? (a) Thucydides, (b) Aesop, (c) Homer, (d) Virgil.
5. The Odyssey tells the story of what person? (a) Homer, (b) Apollo, (c) Ulysses, (d) Achilles.
6. What is another word for a play? (a) drama, (b) story (c) legend, (d) myth.
7. What do you call a person who carves figures out of marble? (a) artist, (b) architect, (c) sculptor, (d) scientist.
8. What is a man called who thinks out the why of things? (a) astronomer (b) teacher, (c) oracle (d) philosopher.
9. The poem called the Iliad is about what? (a) travels of Herodotus, (b) Trojan War, (c) wanderings of Ulysses, (d) the goddess Athena.
10. Which of the following terms best suits Socrates?
11. When the Greeks could not understand the world of nature around them to whom did they go for an explanation? (a) their gods, (b) the scientist, (c) the astronomer, (d) the oracle.
12. Whom did the Greeks recognize as the chief god? (a) Pluto, (b) Zeus, (c) Apollo, (d) Hermes.

13. The oldest school book used in our schools is about what? (a) drama, (b) mathematics, (c) philosophy, (d) medicine.

14. What was the Parthenon? (a) a theater, (b) a temple, (c) a bathhouse, (d) a painting.

15. Thucydides wrote what kind of books? (a) history, (b) plays, (c) philosophy, (d) art.

16. Tell in your own words what some of the things are that we study in our schools that the Greeks taught us.

#### KEY TO TEST ON CHAPTER VII

- |                |                 |
|----------------|-----------------|
| 1. Herodotus   | 9. Trojan war   |
| 2. Mt. Olympus | 10. Philosopher |
| 3. Homer       | 11. their gods  |
| 4. Aesop       | 12. Zeus        |
| 5. Ulysses     | 13. mathematics |
| 6. drama       | 14. a temple    |
| 7. sculptor    | 15. history     |
| 8. philosopher | 16. _____       |

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## UNIT THREE

## OBJECTIVES:

1. To follow correctly the continuous stream of history.
2. To develop likenesses between Rome and Greece.
3. To point out differences between Rome and Greece.
4. To strengthen methods of attacking a problem.
5. To show the effect of geography in the growth of a nation.
6. To strengthen the concept of the cultural life of a nation.
7. To further develop methods of research.

## VOCABULARY

Sicily	circus	Regulus
Itali	tyrant	Caesar
Romulus	amphitheater	Gaul
dictator	Anno Domini	Hannibal
senate	tribune	Pompey
Plebeians	legion	Nero
Aeneid	Tiber	stadium
Carthage	Latins	gladiator
Scipio	Etruscans	revolt
Alps	Horatius	conspirators
Britons	republic	plunder
pirates	Patricians	aqueduct
Augustus	Iliad	Po
imperator	Odyssey	Cicero

## ACTIVITIES

1. Continue time line chart.
2. Add to the room frieze some fact that shows some advance made by civilization.
3. Organize the room into a Roman lawmaking body composed of a general assembly and a senate.
4. Ask some pupils to interview some lawyers to learn from them how some parts of the Roman law have come down to us.
5. Divide the room into two groups. Call one group "Rome" and the other "Greece". Have a contest to see which side could name the greatest number of ideas that have come to us from that country.
6. Ask some pupil to bring a Latin text to school. Pupils will enjoy comparing it with the English.
7. The class may take an excursion over town looking for evidences of the influence of Roman architecture.
8. Ask for special reports on some of the following subjects:
  - a. The legendary story of the founding of Rome.
  - b. The Story of Hannibal.
  - c. The Gladiators.
  - d. The "Golden Age" of Rome.
  - e. How geography helped Rome to become a strong nation.
  - f. The destruction of Carthage

## PROBLEM

Read this unit to find out what ancient Rome contributed to our present civilization.

## CHAPTER VIII

Read this chapter to find out how Rome began.

1. Locate Italy on the map of Europe. Notice which direction it is from Greece.
2. Draw an outline map of Italy and locate the Alps and the Apennines.
3. Notice the location of Italy with regard to the Mediterranean Sea.
4. Why is it said that Italy and Greece "have their backs to each other"?
5. Why does the text call the Greeks and Romans cousins?
6. What group passed by Greece and settled in Italy?
7. The group that interests us most were the \_\_\_\_\_.
8. A group that was more civilized than the Latins were the \_\_\_\_\_.
9. In what ways did the Latins learn to excel the Etruscans?
10. Be ready to tell the story of Romulus and Remus to the class.
11. Why did the early Romans hate the name of king?
12. Those elected to rule the city were called \_\_\_\_\_.
13. Why do you think the Romans were wise to choose a dictator in time of war?

14. The poorer people were called the \_\_\_\_\_.
15. The descendants of the first settlers were called \_\_\_\_\_.
16. How did the Plebeians succeed in getting a part in the government?
17. Explain why it was the Plebeians who wanted the Roman laws written down.
18. Why were the laws of Rome better than the laws of other people?
19. What characteristics did the Roman farmers have that made them good soldiers?
20. Why were the peoples conquered by Rome willing to be ruled by her?
21. Write a sentence telling what Rome gained by her many wars.
22. Why did the Roman soldiers attack the Greeks in southern Italy?
23. How did the Romans add to their education and civilization?
24. For what do we remember Virgil, Horace, and Cicero?
25. Be ready to report to the class about how many things our country has learned from Rome about government. See how many English words you can use that were given to us by the Romans.
26. On your outline map indicate how much territory the Romans had now conquered.



## TEST OVER CHAPTER VIII

Write the word that will correctly complete each of the following statements.

1. The men who made our government gave one part of it a Roman name and called it the \_\_\_\_\_.

2. North of Italy lie some great mountains called the \_\_\_\_\_.

3. Rome learned much of her civilization from the \_\_\_\_\_.

4. The poet who wrote the Aeneid was \_\_\_\_\_.

5. The city of Rome was built on the river \_\_\_\_\_.

6. The language of the Romans was \_\_\_\_\_.

7. When Rome was in great danger she would elect a ruler who had great power. He was called a \_\_\_\_\_.

8. Legends say that Rome was founded by a man named \_\_\_\_\_.

9. The poor folk in Rome were called \_\_\_\_\_.

10. The descendents of the first settlers were called \_\_\_\_\_.

11. The two rulers that were elected each year to rule Rome were called \_\_\_\_\_.

12. One part of our law-making body has a Roman name. It is the \_\_\_\_\_.

13. The best harbors of Italy are on her \_\_\_\_\_ coast.

14. Rome's most important gift to us was her \_\_\_\_\_.

15. The Plebeians elected an officer of their own who was called a \_\_\_\_\_.

16. Rome finally conquered all the peoples around the \_\_\_\_\_.

17. The laws of Rome were written on \_\_\_\_\_.

18. Southern Italy and Sicily had been settled by \_\_\_\_\_.

19. The Latin word for "I forbid this law to be passed" is \_\_\_\_\_.

20. A great orator of Rome was \_\_\_\_\_.

21. Tell in your own words what we have received from the early Roman people.

#### KEY TO TEST ON CHAPTER VIII

- |                |                          |
|----------------|--------------------------|
| 1. republic    | 11. consuls              |
| 2. Alps        | 12. Senate               |
| 3. Greeks      | 13. west                 |
| 4. Virgil      | 14. laws                 |
| 5. Tiber       | 15. tribune              |
| 6. Latin       | 16. Mediterranean Sea    |
| 7. dictator    | 17. twelve stone tablets |
| 8. Romulus     | 18. Greeks               |
| 9. Plebeians   | 19. veto                 |
| 10. Patricians | 20. Cicero               |
|                | 21. _____                |

## CHAPTER IX

## THE EXPANSION OF ROME

The foreword to this chapter tells us that Rome brought all the countries around the Mediterranean Sea under her government and made them live in peace. Read to find out how she was able to do this.

1. Locate Carthage on the map of Africa.
2. How did the occupations of the Carthaginians differ from those of the Romans?
3. Why did Rome first go to war against Carthage?
4. How did Rome manage to land an army in Carthage?
5. Why did the Romans like the story of Regulus?
6. What did Carthage lose in the first war?
7. Trace on the map the route Hannibal took to reach Italy.
8. What was the chief reason why Rome won this second war?
9. What scheme did the Romans use in order to get Hannibal out of Italy?
10. What effect did the long continued wars have on the Roman people?
11. Explain why the Romans had a friendly feeling for the Greek people.
12. Tell how the Greeks at one time proved to be very ungrateful toward the Romans.
13. What was meant when the book said the Mediterranean had become a Roman lake?

14. To what part of the world did Julius Caesar extend the Roman rule?

15. In what way was Rome like a policeman of the Mediterranean?

16. Why would it be difficult, even today, to hold an empire together as large as the Roman empire was?

17. Give three reasons why Rome was able for so long to hold so many races and peoples together.

#### TEST OVER CHAPTER IX

Some of the following statements are true and some of them are false. Write "yes" after the number if it is true, and write "no" after the number if the statement is false.

1. Rome became the policeman of the Mediterranean.
2. Rome's first great war outside of Italy was with Carthage.
3. The Roman law was said to be very fair and just.
4. One of the greatest generals Rome ever had was Hannibal.
5. Rome forced her conquered peoples to live as the people in Rome lived.
6. The people of Carthage were farmers and soldiers.
7. In order to get Hannibal out of Italy a Roman army was sent to Carthage.
8. Rome helped to bring peace to her conquered peoples for a long while.

9. Regulus was tortured to death in Carthage.
10. Hannibal led his army by land from Spain to Italy.
11. The Greeks asked the Romans to help them fight the Macedonians.
12. Gaul and Britain were conquered by Julius Caesar.
13. The Romans collected taxes from the peoples they ruled.
14. The Romans despised the art and literature of the Greeks.
15. Because the Roman law brought peace to the conquered peoples many countries were glad to be ruled by Rome.
16. The Carthaginian wars lasted over four hundred years.
17. Britain was the island we call England.
18. Sicily is an island that lies east of Italy.
19. Some of the Greeks were not grateful for the aid Rome gave them, therefore Rome conquered Greece.
20. Rome was willing to use the good laws of other countries.
21. Carthage at one time completely destroyed the city of Rome.
22. Gaul lay north of Italy.
23. The city of Carthage was on the island of Sicily.
24. All of the peoples conquered by Rome were ruled by the central government at Rome.



25. Rome borrowed ships from the Greeks to attack Carthage the first time.

26. What was the greatest good that Rome gave to her conquered peoples? Answer this question in one or more sentences.

#### KEY TO TEST ON CHAPTER IX

- |         |         |
|---------|---------|
| 1. Yes  | 13. Yes |
| 2. Yes  | 14. No  |
| 3. Yes  | 15. Yes |
| 4. No   | 16. No  |
| 5. No   | 17. Yes |
| 6. No   | 18. No  |
| 7. Yes  | 19. Yes |
| 8. Yes  | 20. Yes |
| 9. Yes  | 21. No  |
| 10. Yes | 22. Yes |
| 11. Yes | 23. No  |
| 12. Yes | 24. Yes |
|         | 25. Yes |

#### CHAPTER X

##### THE ROMAN EMPIRE

Read this chapter to find out how the government of Rome changed from a republic to an empire which united the whole world, and how the empire broke up.

1. Read the foreword of this chapter to find the great weaknesses in the Roman empire.

2. Why had the Romans been sturdy and patriotic?
3. What caused them to lose their fine patriotic spirit?
4. Why did they not have work on the farms to do?
5. What plan did the rich people have for keeping the poor in a good humor?
6. At this time the power of Rome really lay where?
7. Whom did Pompey ask to help him make the senate reward his soldiers?
8. Where did each one of these men serve?
9. Which one became dictator of Rome for life?
10. Caesar was a good ruler. Why was he killed?
11. Why did the Romans have to elect Octavian consul?
12. Why did the senate allow Augustus to rule with great power?
13. What was the most important thing that happened during the reign of Augustus?
14. A. D. means what?
15. Why was the time of Augustus called the Golden Age? Give several reasons.
16. How were the emperors elected?
17. We remember Nero as what kind of an emperor?
18. What emperor restored peace and showed the Romans that he was their master?
19. Explain why there was a long period of peace at this time.

20. Give some reasons for the downfall of the Roman Empire.

21. Why was it thought best to divide the empire at this time?

22. Work up a written report on what we owe to the Roman empire.

#### TEST OVER CHAPTER X

Four possible answers are given to each of the following questions. Write the one that you consider the best.

1. The golden age of Rome was during the reign of what emperor? (a) Diocletian, (b) Tiberius, (c) Augustus, (d) Julius Caesar.

2. A. D. means what to us? (a) the year of our Lord, (b) before Christ, (c) after Diocletian, (d) after the date.

3. By whom were the emperors really chosen? (a) the senate, (b) the army, (c) the people, (d) the consuls.

4. Who was the first Christian emperor? (a) Constantine, (b) Diocletian, (c) Aurelius, (d) Vespasian.

5. What people put an end to the Roman empire in the west? (a) Germans, (b) Romans, (c) Spanish, (d) Gauls.

6. When the voters and the senate did what the emperor said then the country had what kind of government? (a) democracy, (b) republic, (c) empire, (d) dictatorship.

7. Who was one of the most wicked of the emperors? (a) Caesar, (b) Nero, (c) Aurelius, (d) Tiberius.

8. What city became the capital of the eastern half of the empire? (a) Sidon, (b) Athens, (c) Alexandria, (d) Constantinople.

9. Why did the Germans come down into the Roman empire? (a) the emperors were too weak to keep them out, (b) the Romans liked the civilization of the Germans (c) the emperors invited the Germans to come down and make homes, (d) the Germans were forced to come by strong Roman armies.

10. Christ was born during the reign of what emperor? (a) Nero, (b) Augustus, (c) Diocletian, (d) Constantine.

11. The French, Spanish, and Italian languages are very much akin to what language? (a) English, (b) Greek, (c) Latin, (d) Phoenician.

12. Why were the emperors permitted to get so strong? (a) the emperors wanted to make money, (b) the Romans lost interest in their government, (c) the people remained at home and worked on their farms too long, (d) the army did not care how strong the emperors were.

13. Whom did Nero accuse of setting fire to Rome? (a) the Germans, (b) the soldiers, (c) the consuls, (d) the Christians.

14. By whom was the republic really destroyed? (a) the people of Rome, (b) the Germans, (c) the emperors, (d) the soldiers.

15. Tell in your own words how Rome aided the Mediterranean world by conquering it.

## KEY TO TEST ON CHAPTER X

1. Augustus
2. the year of our Lord
3. the army
4. Constantine
5. Germans
6. empire
7. Nero
8. Constantinople
9. the emperors were too weak to keep them out
10. Augustus
11. Latin
12. the Romans lost interest in their government
13. the Christians
14. the people of Rome

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UNIT IV  
THE MEDIEVAL WORLD  
OBJECTIVES

1. To show how the strength and weaknesses of earlier civilizations were felt during medieval times.

2. To make graphic by means of charts, pictures, and maps, the height of civilization reached by Greece and Rome, and by contrast the depth reached during the Middle Ages.

3. To help pupils to see what effect the invasion of the Germans had on Roman civilization.

4. To lead the class to appreciate the new elements added to civilization by Christianity and Mohammedanism.

5. To lead the class to see how the Christian church served to unite the peoples of the western part of Europe.

6. To lead the class to find out what feudalism was, and what part it served during the Middle Ages.

7. To lead the class to find out in what way the Crusades were responsible for the discovery of America.

8. To continue activities begun in previous units.

VOCABULARY

Crusades	Vandals	clergy
Goths	pagan	excommunication
Alaric	church	vassal
Huns	St. Augustine	joust
Theodoric	Pope	infidels
Vien	monastery	sepulcher

Holy Lance	Constantine
Thor	conversion
Freja	heathen
Goths	Angles
Odoacer	serfs
Ostrogoths	donjon
chivalry	Mohammedanism
feudalism	pilgrim
persecution	abbot
	martyr

#### ACTIVITIES

1. Continue the time line chart.
2. Write a short play showing the effect of the coming of the Germans on Roman civilization.
3. Prepare stories from the New Testament to tell to the class.
4. Give an illustrated talk on the work carried on in a monastery.
5. Organize the room according to the plan used by the Catholic Church.
6. Show in pantomime how a boy first served as a page, then as a squire, and, finally, as a knight.
7. Divide the group into two parts and have a contest to see which side can think of the most words that are related to feudalism.

8. Play the game on page 265 in the text.
9. Find pictures of the flags used by the Mohammedans.
10. Locate pictures of the Alhambra.
11. Plan a short play showing the return of a crusader.
12. Prepare special reports to give to the class, using some of the following subjects:
  - a. A tournament of the Middle Ages.
  - b. The importance of the birth of Jesus.
  - c. Architecture of the Middle Ages.
  - d. The life of a wandering minstrel.
  - e. The Children's Crusade.
  - f. The Peasant's Crusade.

#### CHILD'S PROBLEM

We have learned already about some great civilizations. We have found out how these civilizations have affected us here in the United States. We are now beginning a unit in which we find that much of this civilization was lost sight of for a long time. This period is sometimes called the Dark Ages. Then there came a time when men began slowly to return to the ways of civilization and much of the old learning was rediscovered. Read to find out what some of the causes of the Dark Ages were, and what caused men to take a new interest in learning.

## CHAPTER XI

## THE COMING OF THE GERMANS

Read this chapter to find out why the Germans moved into the Roman empire, and to find out what effect this had on civilization.

1. Study the map of that part of the world that we have just studied. Think again where Babylonia, Egypt, Greece, and Rome were located. With the aid of your teacher locate the region occupied by German tribes at that time.

2. From what part of the world had the Greeks, Romans, and Germans originally come?

3. Be ready to tell the class how the early Germans lived.

4. Their civilization may be compared to that of what people we have known?

5. Be ready to point out some of the good features of their lives.

6. Give two reasons why many Germans wanted to move into the Roman empire.

7. Explain why a large group of West Goths got into the empire.

8. What invasion did Alaric lead?

9. Where did these West Goths finally settle permanently?

10. Name and locate several other German tribes that moved into the Roman empire.
11. At what time did the rule of Roman emperors cease in the West?
12. How did Theodoric help his people live in peace?
13. Explain why the Goths and Italians still disliked each other.
14. What man attempted to drive the Germans from the West but failed?
15. Be ready to tell the class how the Germans and the people in the empire became mixed.
16. Make a list of countries of western Europe that were formed as a result of the mixing of these peoples.
17. What parts of the New World were settled by branches of these people?

#### TEST OVER CHAPTER XI

Complete the following sentences.

1. The Franks settled in the country now called \_\_\_\_\_.
2. In 476 a German king put an end to the \_\_\_\_\_.
3. The West Goths wanted to get into the Roman empire because they feared the \_\_\_\_\_.
4. A very strong and wise German king tried to get the Goths and the Romans to like each other, but failed. His name was \_\_\_\_\_.

5. A German tribe that finally settled in northern Africa was the \_\_\_\_\_.
6. The emperor of the eastern Roman empire who collected and wrote down the Roman laws was \_\_\_\_\_.
7. One of the early German kings who became a Christian was \_\_\_\_\_.
8. Two German tribes that settled in Britain were the \_\_\_\_\_ and the \_\_\_\_\_.
9. The Germans did not have written laws because they \_\_\_\_\_.
10. The cruel leader of the Huns was \_\_\_\_\_.
11. Three countries that were formed by the Germans and the people already living there were \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
12. We sometimes call the people of southern Europe the \_\_\_\_\_ peoples.
13. A German tribe called the \_\_\_\_\_ settled along the Rhone river in France.
14. In 476 a German king sent the crown of the Roman empire to Constantinople. This king was \_\_\_\_\_.
15. Tell in your own words about some of the good qualities the Germans had.

## KEY TO TEST ON CHAPTER XI

- |                      |   |
|----------------------|---|
| 1. France            | 9. could not write                                    |
| 2. empire            | 10. Atilla  |
| 3. Huns              | 11. England, Holland, France,<br>Germany, Scandinavia |
| 4. Theodoric         | 12. Romance or Latin                                  |
| 5. Vandals           | 13. Burgundians                                       |
| 6. Justinian         | 14. Odoacer   |
| 7. Clovis            | 15. _____   |
| 8. Angles and Saxons |   |

## CHAPTER XII

## THE SPREAD OF CHRISTIANITY

We have found that the coming of the barbaric German tribes into the Roman empire brought about a period of time known as the Dark Ages. Now we are to study about some forces that helped to rebuild civilization.

Read this chapter to find out how Christianity came into the world, how it spread, and how it helped men to build a better civilization.

1. Refer to your time line to see when Christ was born. Who was emperor at that time?
2. What characteristics did the early Christians have that caused many others to become Christian?
3. As the empire became weaker what was happening to the Christian church?
4. Why were men willing to give up their old gods?



5. Why were men at this time needing a comforting religion?
6. Why did people like the teachings of Jesus?
7. What is the book called that teaches about Jesus?
8. When the Christians refused to give up their religion how were they treated by the rulers?
9. Explain why the Romans thought the Christians were not good citizens.
10. Who were martyrs?
11. Organizations of Christians were called \_\_\_\_\_.
12. Name the officials in these churches.
13. What effect did persecution have on the Christians?
14. Give some reasons why you think Constantine wanted to be a Christian.
15. How did the Christian emperors treat the pagans?
16. Why should we remember the name of St. Augustine?
17. What did Christianity teach men that they did not know before?
18. Do you see how the stream of Christianity was an important one in helping to build the civilization we now have?

#### TEST OVER CHAPTER XII

Four possible answers are given to the following questions. Choose the best one and write it by the number of the question.

1. When Christians met together and talked about their religion their organization was called what?

(a) society, (b) meeting, (c) a church, (d) a service.

2. What did the Christian religion teach that men had not learned before? (a) It taught them to make a better government, (b) It taught them to do good to others, (c) It taught them how to be better soldiers, (d) It taught men not to complain.

3. The story of the life of Jesus was written in what book? (a) the Gospels, (b) the Old Testament, (c) the prayer book, (d) the myths.

4. Why did the people who did not believe in Christ hate the Christians? (a) they said the old gods were angry because they would not worship them, (b) The Christians would not tell of their religion, (c) The pagans wanted to be Christians also, (d) The priests closed the church doors.

5. Why were people eager for a comforting religion? (a) The gods had mistreated the people, (b) The people were eager for a change, (c) The Roman god was like the Greek god, (d) The people were suffering from hunger, poverty, and ill treatment.

6. Who is a martyr? (a) One who dies for what he thinks is right, (b) One who goes on a long trip with a religious purpose in mind, (c) One who suffers in silence, (d) One who pays money to the church.

7. Who was the man who wrote "The City of God"?  
(a) Clovis, (b) Diocletian, (c) St. Augustine, (d)  
Constantine.

8. Why did the later emperors become Christians?  
(a) They were tired of the old gods, (b) They wanted the  
support of the Christians who were united in large numbers,  
(c) They believed Christ would aid them, (d) The Christians  
would not worship the emperors.

9. Who is a missionary? (a) One who reads the  
Gospels, (b) One who preaches about Christ, (c) One who  
goes about over the country telling about his religion,  
(d) One who was baptized by the priest.

10. The teachings of Jesus appealed to what kind of  
people most? (a) the poor and oppressed, (b) the old  
people, (c) the German people, (d) the comfortable and  
happy people.

11. What was meant by the saying, "The blood of the  
martyrs was the seed of the church"? Explain in your own  
words.

#### KEY TO TEST ON CHAPTER XII

1. church
2. It taught them to do good to others.
3. Gospels
4. They said the old gods were angry because they would  
not worship them.
5. The people were suffering from hunger, poverty, and  
ill treatment.

6. One who dies for what he thinks is right.
7. St. Augustine.
8. They wanted the support of the Christians who were united in large numbers.
9. One who goes about over the country telling about his religion.
10. the poor and oppressed.
11. \_\_\_\_\_

### CHAPTER XIII

#### THE CHRISTIAN CHURCH IN THE WEST

We found in the last chapter that the Christians united to form a very strong church. Most of the emperors of the empire became Christians. Read this chapter to find out how the church was able to unite the peoples of the West, and how the peoples began to learn a little civilization.

1. We found in previous chapters that the Germans were ignorant of the ways of civilized life when they overcame the Romans. Finally the German kings accepted Christianity. At what date was the first emperor crowned by the Pope? Who was he?

2. Why did Clovis become a Christian?

3. What lands was Clovis able to unite as a result of his wars?

4. Explain why the conversion of Clovis to Christianity was an important event in world history.

5. The Franks became known as what people?
6. How had the Irish learned about Christianity?
7. How did the Irish aid the Franks?
8. Why did Gregory wish to go to England as a missionary?
9. Why did the king call the meeting which is known as the Council of Whitby?
10. Why is Gregory known as a great Pope?
11. How did St. Boniface help unite the Christians of western Europe?
12. Describe conditions in Europe as they must have been about the time Charles became emperor.
13. What lands was Charles able to unite?
14. How did his reign compare with that of other emperors?
15. Be ready to discuss with the class some of the fine things about Charles the Great.
16. Tell how a monk lived.
17. Name some of the good monks.
18. Explain why many of the monasteries became rich.
19. List many of the good services of the monks.
20. What do you think we here in the United States owe to those early monks?
21. Give several ways in which the church worked for peace.
22. What was the "Truce of God"?

## TEST OVER CHAPTER XIII

Complete each of the following sentences with one or more words.

1. The English people became Christians through the efforts of Pope \_\_\_\_\_.

2. The clergy was composed of men who were called \_\_\_\_\_ and \_\_\_\_\_.

3. The place where the monks lived was called a \_\_\_\_\_.

4. The oath men took by which they agreed not to fight on certain days was called the \_\_\_\_\_.

5. The Christian king who was able to unite most of France under his rule was \_\_\_\_\_.

6. The most famous of the teachers who carried Christianity to Ireland was \_\_\_\_\_.

7. Because the Roman and Irish missionaries disagreed the English king called them together to talk matters over. This meeting is called the \_\_\_\_\_.

8. We often say that the keepers and teachers of civilization during the Dark Ages were the \_\_\_\_\_.

9. The greatest of the English missionaries was \_\_\_\_\_.

10. The greatest of the German kings who was also crowned emperor by the Pope was \_\_\_\_\_.

11. A great monk who wrote a good set of rules for monks to follow was \_\_\_\_\_.

12. \_\_\_\_\_ promised the Lord that if he won a battle he would become a Christian.
13. The Pope sent \_\_\_\_\_ to England as a missionary.
14. The greatest force for peace during the Dark Ages was the \_\_\_\_\_.
15. The head of a monastery was the \_\_\_\_\_.
16. The church punished men who would not follow its teachings by \_\_\_\_\_.
17. The greatest force that tried to hold the nations of western Europe together during the Dark Ages was that of the \_\_\_\_\_.
18. Boniface helped to unite the Christians of western Europe by insisting that men obey the \_\_\_\_\_ of Rome.
19. The great king who believed in education, though he never learned to write, was \_\_\_\_\_.
20. Tell in your own words why it was such an important event in the history of the world that Clovis became a Christian.

#### KEY TO TEST ON CHAPTER XIII

- |                            |                       |
|----------------------------|-----------------------|
| 1. Gregory I               | 6. St. Patrick        |
| 2. priests - bishops, Pope | 7. Council of Whitby  |
| 3. monastery               | 8. monks              |
| 4. "Truce of God"          | 9. St. Boniface       |
| 5. Clovis                  | 10. Charles the Great |



- |               |                       |
|---------------|-----------------------|
| 11. Benedict  | 16. excommunication   |
| 12. Clovis    | 17. church            |
| 13. Augustine | 18. bishops (or Pope) |
| 14. Church    | 19. Charles the Great |
| 15. abbot     | 20. _____             |

#### CHAPTER XIV

#### THE KINGS AND THE FEUDAL LORDS

We have watched the great Roman empire decay and the Dark Ages begin. We have seen how the Christian church was helping to unite people and bring about more peace. Now read to find out how a new way of living called feudalism helped further to advance civilization.

1. Why did the lords work out a new sort of government called feudalism?

2. Make a diagram illustrating the three classes of people.

3. Tell what the work of each class was.

4. Why did the nobles seek protection from each other rather than from their king?

5. What were the duties of a vassal?

6. This form of government placed most of the power in whose hands?

7. How did feudalism help the poor people?

8. What barbarians began at this time to try to overrun the German lands?

9. Describe an invasion by the Northmen.

10. In what countries did many of these Northmen settle?
11. What effect did these invasions have on us?
12. What kings helped to drive away the Hungarians?
13. Be ready to point the good points, as well as the bad, of feudalism.
14. By what means did the feudal lords protect their castles?
15. What were some things the lords and ladies did for entertainment?
16. Read some of the interesting stories of the tournaments that were held.
17. Trace the steps in becoming a knight.
18. What were some of the best things added to the stream of civilization by feudalism?

#### TEST OVER CHAPTER XIV

Some of the following statements are true and some of them are false. If a statement is true write "yes" after its number. If it is false write "no".

1. Feudalism changed from time to time in different countries.
2. The Northmen at different times invaded England, France, and Germany.
3. Under feudalism the lords were more powerful than the kings.
4. The chief pleasure of the lords was in attending church.

5. The duty of the minstrels was to keep the weapons ready for warfare.

6. A vassal was one who owed allegiance to someone stronger than he was.

7. The Hungarians had a fine civilization which they taught to the people of western Europe.

8. The men who fought on horseback were called knights.

9. Many Norsemen moved to England and helped to make laws and customs which the English colonists brought to America.

10. Feudalism began when weak lords began to make bargains with their king.

11. The people were divided into three main classes: the nobles, the churchmen, and all the rest of the people

12. The Northmen were Germans who had not yet become civilized.

13. A ditch filled with water to protect a castle was called a dike.

14. A squire was the first position in becoming a knight.

15. The Hungarians were sea travelers.

16. Most of the lords supported the king.

17. William, the Duke of Norway, conquered England in 1066.

18. At first the common people supported the lords and clergy by working on their lands.

19. The castles were pleasant homes in which to live.
20. Knighthood helped to develop good manners.
21. The duty of the page was to wait on the lord.
22. In the tournaments men played at war and fought each other in fun.
23. The peasants lived in great castles.
24. In return for what the lord received from those who worked his land, he was obliged to protect his workers in time of war.
25. Feudalism helped protect western Europe from new invasions.

#### KEY TO TEST ON CHAPTER XIV

- |         |         |
|---------|---------|
| 1. Yes  | 13. No  |
| 2. Yes  | 14. No  |
| 3. Yes  | 15. No  |
| 4. No   | 16. No  |
| 5. No   | 17. No  |
| 6. Yes  | 18. Yes |
| 7. No   | 19. No  |
| 8. Yes  | 20. Yes |
| 9. Yes  | 21. No  |
| 10. No  | 22. Yes |
| 11. Yes | 23. No  |
| 12. Yes | 24. Yes |
|         | 25. Yes |

## CHAPTER XV

## THE SPREAD OF MOHAMMEDANISM

We are watching for all of the aids to civilization. At this time we find a new religion in western Asia. Read to find out how Mohammedans spread their religion over a large part of western Europe. How did this religion aid civilization?

1. Locate Arabia on a map of Asia.
2. Describe the climate of this region.
3. What kind of life do most of the people live in this region?
4. Name the two most important towns on the western coast.
5. What kind of religion had the earlier people had?
6. Tell how the Arabs were asked to believe in a new religion.
7. What was the Hejira?
8. Why was the Hejira considered so important?
9. What is the Koran?
10. What were some of the teachings of Mohammed?
11. How did their religion aid the Mohammedans?
12. Who were the Caliphs?
13. On an outline map color the part of Europe conquered by the Mohammedans.
14. Why was it easy for the Arabs to conquer Syria, Palestine, and Egypt?

15. What people helped the emperors fight the Arabs?
16. What made it easy for the Arabs to conquer Spain?
17. Be ready to tell of the invasion of France by the Arabs.
18. About how long did the Mohammedans remain in Spain?
19. Give two reasons why the Arabs did not destroy civilization in the countries where they conquered.
20. Why did many people become Mohammedans when they were conquered?
21. What do we owe to the Arabs?
22. Make a list of words in our language that came from the language of the Arabs.
23. You recall that long ago the Roman empire was divided into two parts, the eastern and the western part. How did the eastern part differ from the western part?
24. When did the capital city fall into the hands of the Turks?

#### TEST OVER CHAPTER IV

Use one or more words to correctly complete each of the following sentences.

1. The Mohammedans were defeated in France by the French leader, \_\_\_\_\_.
2. The Mohammedans at one time controlled all lands \_\_\_\_\_ of the Mediterranean.
3. The book that gives the sayings of Mohammed is called the \_\_\_\_\_.

4. The flight to Medina was called the \_\_\_\_\_.
5. Mohammed lived in the country of \_\_\_\_\_.
6. Once a year all Arabs went to \_\_\_\_\_ to worship a black stone.
7. The Arabs called all those who did not believe in the new religion \_\_\_\_\_.
8. When Mohammed died the Arabs chose other rulers called \_\_\_\_\_.
9. For several hundred years the Mohammedans held part of the country of \_\_\_\_\_ in western Europe.
10. In 1453 Constantinople fell into the hands of the \_\_\_\_\_.
11. Most of the people of Egypt today believe in the \_\_\_\_\_ religion.
12. The god of the Mohammedans is called \_\_\_\_\_.
13. A Mohammedan church is called a \_\_\_\_\_.
14. Two important little towns in Arabia that we should remember are \_\_\_\_\_ and \_\_\_\_\_.
15. Tell in your own words what we owe to the Arabs.

#### KEY TO TEST ON CHAPTER XV

- |                   |                      |
|-------------------|----------------------|
| 1. Charles Martel | 8. Caliphs           |
| 2. south          | 9. Spain             |
| 3. Koran          | 10. Turks            |
| 4. Hejira         | 11. Mohammedan       |
| 5. Arabia         | 12. Allah            |
| 6. Mecca          | 13. mosque           |
| 7. infidels       | 14. Mecca and Medina |
|                   | 15. _____            |

CHAPTER XVI  
THE CRUSADES

This is the last chapter of the unit on the Dark Ages. We learned that the invasion of the Roman empire by the rough unlearned Germans brought about a period of confusion. During this time civilization was all but lost. We later saw some influences that helped to bring the people back to more civilized ways. Read this chapter to find out how the Crusades aided the people of Europe.

1. Locate the Holy Land on the map.
2. At the time of our story who owned the Holy Land?
3. Why did Pope Urban II urge his soldiers to go to the Holy Land?
4. Give some other reasons why many men went on this Crusade.
5. What was the result of the Crusade that was led by Peter the Hermit?
6. To where did the first crusading army march?
7. Why did the emperor at Constantinople hurry the crusaders away?
8. Why did the crusaders dislike the emperor?
9. How were the crusaders saved at Antioch?
10. Who took possession of Antioch after its capture?
11. Describe the capture of Jerusalem.
12. How long had it taken them to capture the city?



13. How did the people in Europe feel when they heard the news of the capture of Jerusalem?
  14. For how long did the crusaders hold Jerusalem?
  15. What kings planned to retake Jerusalem?
  16. What did Philip prefer to do?
  17. Plan to give a report on Richard.
  18. Be ready to tell the class what kind of knight Louis was.
  19. Begin to plan a play in which you could show some of the results of the Crusades.
  20. The best thing the crusaders learned was that
- 
21. About how long did the Crusades last? Show this on your time line.
  22. What do we call the exchange of goods that took place between western Europe and the Holy Land.
  23. Show how that through trade the Crusades led to the discovery of America.

#### TEST OVER CHAPTER XVI

Four possible answers are given for each of the following questions. Choose the best answer and write it by the number of the question.

1. After Jerusalem was taken by the Christians what knight was left to defend it? (a) Count Baldwin, (b) Richard, (c) Godfrey of Buillon, (d) Bohemund

2. Who is a pilgrim? (a) one who makes a journey for a religious purpose, (b) one who believes in Christ, (c) one who fought for Jerusalem, (d) one who led a Crusade.

3. The word, crusade, means what? (a) a sign, (b) a journey, (c) a cross, (d) a tomb.

4. What was the purpose of the Crusades? (a) to convert the Mohammedans, (b) to free Jerusalem from the Mohammedans, (c) to learn the civilization of the East, (d) to get forgiveness for sin.

5. What was the duty of the Hospitalers? (a) They cared for the pilgrims, (b) They took care of the sick and wounded, (c) They took care of the children, (d) They watched for returning Turks.

6. Who was the last of the great crusaders? (a) Richard, (b) Philip, (c) Louis IX, (d) Frederick Barbarosa.

7. What was one of the great results to us of the Crusades? (a) They taught us the civilization of the Arabs, (b) They taught us the Arabic numerals, (c) They indirectly led to the discovery of America (d) They took Jerusalem from the Mohammedans.

8. What was the best thing the crusaders learned on their long journeys? (a) They learned about new books, (b) They learned they did not know as much as they thought they did, (c) They learned to like the strange people, (d) They learned to help each other.

9. What did the Pope say he would do for those who died on a Crusade? (a) Bring their bodies back, (b) Forgive their sins, (c) Reward their families, (d) Give them a sum of money.

10. Which was the Holy City? (a) Jerusalem, (b) Antioch, (c) Nicea, (d) Bethel.

11. Why did trade develop as a result of the Crusades? (a) The Mohammedans were great traders, (b) The crusaders expected to become wealthy selling the new goods, (c) The Europeans liked the goods of the eastern world, (d) The Europeans learned new ways to buy and sell.

12. The great gateway city to the East for the Europeans was what city? (a) Vienna, (b) Constantinople, (c) Jerusalem, (d) Antioch.

13. Give in your own words several results of the Crusades.

#### KEY TO TEST ON CHAPTER XVI

1. Godfrey
2. one who makes a journey for a religious purpose
3. cross
4. to free Jerusalem from the Mohammedans
5. They took care of the sick and wounded.
6. Louis IX
7. They indirectly led to the discovery of America.
8. They learned they did not know as much as they thought they did.

9. Forgive their sins
10. Jerusalem
11. The Europeans liked the goods of the Eastern world.
12. Constantinople
13. \_\_\_\_\_

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## UNIT FIVE

## OBJECTIVES:

1. To develop a concept of the life of the common people during the Middle Ages as contrasted to that lived in our country at the present.
2. To continue time line chart.
3. To lead the class to feel an appreciation for the forces, learning and education, that helped to dispel the darkness of the Middle Ages.
4. To add reality to history by such activities as plays and debates.
5. To develop a concept of how trade, and then towns, developed.
6. To direct research on the part of pupils.
7. To lead pupils to make generalizations in terms of what they read.
8. To arouse an appreciation of men who made contributions that have enriched our civilization.
9. To lead the class to observe how much we owe to England for our form of government.

## VOCABULARY

Modern World	peddler
guilds	rise of common people
serfs	nation
villeins	heroine
commune	taxes
trade mark	juries

Great Charter	Journeyman
classics	fairs
humanists	Hugh Capet
Protestants	rally
Puritans	moors
Bambinos	Common Law
toll	Parliament
manor	New Learning
peasants	scientists
apprentices	Huguenots
Craft	longitude
just price	latitude

#### ACTIVITIES

1. By means of outside reports and discussions in the class draw a picture that shows the contrast between the Middle Ages and the Modern World.

2. Sponsor a unit of reading that portrays the life and interests of the common people at this time. This would include selections from Robin Hood, Don Quixote, and selections from Rugg's "Changing Civilizations in the Modern World."

3. Draw an outline map of Europe and locate the three new nations.

4. In pantomime show how King John was made to sign the Great Charter.

5. Read parts of the story, "Don Quixote." Divide the room into small groups and let each group enact some of the scenes in the story.

6. Make a collection of pictures of Joan of Arc.

7. Make a collection of pictures for a notebook which will show some evidences of the New Learning.

8. In your notebook make a list of the discoveries and inventions made during this period.

9. Some subjects for special reports:

- a. How books are made.
- b. How Parliament and Congress are alike.
- c. The story of printing.
- d. How the English language was formed.
- e. How the French language was formed.
- f. The story of Leif Ericson.
- g. The story of Joan of Arc.
- h. Life on a great manor.

#### CHILD'S PROBLEM

Our last unit told us about the Medieval World, or the time known as the Dark Ages. In this unit read to find out about some movements that helped to change the Medieval World into our Modern World.

#### CHAPTER XVII

Read this chapter to find out how the common people began to gain their freedom.

1. What results of the Crusades do we find mentioned here?
2. How did towns and trade aid the common people?
3. In order for the merchants and common people to get what they wanted what power had to be broken?
4. Read some stories listed on the board that show the condition of the common people at this time.
5. Explain why the villeins and serfs were not slaves.
6. Be ready to tell how much the people worked for the lord.
7. Why could the lord not treat the serfs like slaves?
8. In what ways did the people have something to say about their government?
9. Why did the poor people not leave the lords and go elsewhere?
10. What usually resulted when the peasants tried to revolt?
11. How did the first merchants travel in those days?
12. Why did the lords begin to charge toll?
13. How did the fairs help the poor people?
14. How did some of the towns start?
15. Make a list of the different kinds of business in these old towns that you also see in your town.
16. What kinds did they have that we don't have?
17. What people formed a guild?



18. Tell the class how boys learned a trade in those days.

19. Of what was the trade mark a sign?

20. What two groups finally united to put down the lords?

21. Why was the government by one king better than that under many lords, or feudalism?

22. As you think back over the chapter, what evidence do you find that the Medieval World is developing into the Modern World?

#### TEST OVER CHAPTER XVII

Some of the following statements are true and some of them are false. If a statement is true write "yes" by its number. If it is false write "no".

1. During the crusades men of Europe learned to like far-away goods.

2. Wat Tyler led a revolt of the peasants.

3. The men who made one particular article organized themselves into groups called communes.

4. Many large factories grew up in the new towns of those days.

5. The development of trade helped the common people to gain their freedom.

6. The story of the working people is more important than the story of the brave knights.

7. The lords and the working people united against the king.
8. Rome and Paris became the principal headquarters for the merchants and traders.
9. A "trade mark" was the sign put on goods to show that they were honestly made.
10. An apprentice lived with a master workman to learn his trade.
11. Groups of skilled workers who organized themselves against the power of the lords were called communes.
12. The shops were owned by the journeymen.
13. The villeins and serfs worked the lands of the manor.
14. At the first goods were carried from Italy to Germany and France by traveling peddlers.
15. The lords were able to hold the peasants on the manors by use of gunpowder.
16. The lord held court for the people on the manor.
17. The lord had the right to take the land away from the serfs and give it to others if he wished.
18. Potatoes were the principal food of the common people.
19. The serfs could have better homes and food when they could sell some of the things they produced to the merchants.

20. The lords charged the merchants a toll for traveling and trading in their territories.

21. By being able to sell some of his farm products a peasant was sometimes able to save enough money to buy his freedom.

22. The lords brought better government to Europe.

23. Many shopkeepers became very rich.

24. Feudalism had disappeared from Europe by 1492.

25. People were more free in the towns than they were on the manors.

26. Show how the Crusades, indirectly, helped the common people to free themselves from the lords.

#### KEY TO TEST ON CHAPTER XVII

1. Yes

14. Yes

2. Yes

15. No

3. No

16. Yes

4. No

17. No

5. Yes

18. No

6. Yes

19. Yes

7. No

20. Yes

8. No

21. Yes

9. Yes

22. No

10. Yes

23. No

11. Yes

24. No

12. No

25. Yes

13. Yes

26. \_\_\_\_\_

CHAPTER XVIII  
THREE NEW NATIONS

Read this chapter to find out how the formation of three new nations in Europe have affected us here in the United States.

1. What do we mean by the term, nation?
2. Name and locate on a map the new nations that had a part in the making of our country.
3. Be ready to give to the class a short history of France as we have already studied it.
4. Why had feudalism grown up in France?
5. Hugh Capet was at first only a lord. How did he manage to become king?
6. Why were many lords willing to come to the support of the king?
7. Why did the French kings begin to collect taxes?
8. Explain why a long war began between England and France at this time.
9. What leader finally helped the French to drive the English from their city?
10. In what way do you think Joan helped her people most?
11. Why were the people of France willing at first to let Charles collect taxes without their consent?
12. What plans did Louis XI use to finish breaking down the rule of the lords?

13. What debt would you say that we in America owe to Louis XI?

#### THE FORMATION OF SPAIN

1. We have just learned how France was able to throw off the power of the feudal lords and unite under one king. Read to find out how Spain was able to do the same thing.

2. Locate France and Spain on a map of Europe.
3. What early peoples had settled in Spain?
4. At about what time did the Moors invade Spain?
5. Why were the people of Spain divided into so many groups?
6. Why was it important for America that Ferdinand and Isabella were married?

#### THE GROWTH OF FREE GOVERNMENT IN ENGLAND

1. List four different peoples who settled in England at one time or another.
2. Give two reasons why we should remember Henry II.
3. Why is 1066 an important date in English history?
4. In what ways was William the Conqueror a good king?
5. Prepare a report on how the English language grew.
6. Why did the English people not like King John?
7. Name three important things the lords wrote into the Great Charter.
8. How does the Great Charter affect us today?

9. Why did Simon de Montfort call a talk-meeting, or parliament?

10. Give some reasons why Edward was considered a good king.

11. In what way is our congress like the English parliament?

12. What do we mean by the term representative government?

13. Why did the common people in England decide to meet in a separate room?

14. Be ready to tell the class what we owe England in the formation of our government.

#### TEST OVER CHAPTER XVIII

Write the word or words that correctly complete each of the following statements.

1. When the Normans conquered England the official language became \_\_\_\_\_.

2. The king who did so much to start our law and jury system for us was \_\_\_\_\_.

3. The important paper that King John signed is called the \_\_\_\_\_.

4. When the representatives of the common people of England began to meet in a separate room they were called \_\_\_\_\_.

5. The body of laws that was developed in England is known as English \_\_\_\_\_.

6. A body of men, usually twelve, whose business it was to tell what crimes had been committed in the counties was called a \_\_\_\_\_.

7. The French language grew out of the \_\_\_\_\_ language.

8. The rulers who were able to drive the Moors from Spain were \_\_\_\_\_ and \_\_\_\_\_.

9. Two German tribes who settled in England were the \_\_\_\_\_ and the \_\_\_\_\_.

10. The peasant girl who helped the French drive the English from France was \_\_\_\_\_.

11. When we first came to know France it was called \_\_\_\_\_.

12. The name of a man who founded a strong line of kings in France was \_\_\_\_\_.

13. England's law making body is called the \_\_\_\_\_.

14. The English lords wanted their kings to rule according to \_\_\_\_\_.

15. \_\_\_\_\_ is regarded as the foundation of English liberty.

16. Our English language grew out of what two languages?

17. The French king who finished breaking down the power of the feudal lords was \_\_\_\_\_.

18. After Spain had driven out the Moors she sent out an important explorer named \_\_\_\_\_.

19. We got our idea for our Congress from what English body?

20. The name of our mother country is \_\_\_\_\_.

#### KEY TO TEST ON CHAPTER XVIII

- |                           |   |
|---------------------------|---|
| 1. French                 | 12. Hugh Capet                                |
| 2. Henry II               | 13. Parliament                                |
| 3. Great Charter          | 14. law                                       |
| 4. Commons                | 15. Great Charter                             |
| 5. Common Law             | 16. Anglo-Saxon and Norman<br>French or Latin |
| 6. jury                   | 17. Louis XI                                  |
| 7. Latin                  |   |
| 8. Isabella and Ferdinand |   |
| 9. Angles and Saxons      | 18. Columbus                                  |
| 10. Joan of Arc           | 19. Parliament                                |
| 11. Gaul                  | 20. England                                   |

#### CHAPTER XIX

#### THE NEW LEARNING

We are studying some forces in this unit that helped to change the Middle Ages into what we call our Modern World. The development of trade and the growth of towns made the change easier. The new nations with their own languages went a step further. Now, read this chapter to find out how the people began to rediscover the old learning of the Greeks and Romans, and how this in turn led to much new learning which we use today as our own.



1. Review your old definition of civilization.
2. Read the foreword to find out along how many new lines men began to think and study.
3. What developments and inventions gave people more time to think and do the work that pleased them?
4. Give some reasons why Italy took the lead in the New Learning?
5. At the beginning of this chapter plan to make a notebook. Let someone write the plan on the board as the members of the class suggest what to put in.
6. Somewhere in your notebook place the following outline and fill it in later.

SOME ITALIAN LEADERS

a. \_\_\_\_\_

Some of his works are:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

b. \_\_\_\_\_

Some of his works are:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

c. \_\_\_\_\_

Some of his works are:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

d. \_\_\_\_\_

Some of his works are:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. How did a knowledge of early Greek and Latin literature spread in Europe?
8. What do we mean by the Classics?
9. Prepare a short report on the life of Erasmus.
10. Formerly men wrote only in Latin or Greek. Now what change do we notice?
11. By what means do men try to get new knowledge?
12. What inventions made it possible for one to sail out into unknown oceans?
13. What advantages did printing give to the world?
14. In the Middle Ages what was the chief church in western Europe?
15. What caused men to begin to think a great deal about religion?
16. What church did each of these men start?
  - Luther
  - Calvin
  - Henry VIII

17. What was the result of the beginning of these new churches?

18. How did this New Learning and the new religions affect us here in America?

19. What do you consider was the most important discovery or invention during this period? Why?

#### TEST OVER CHAPTER XIX

Four possible answers are given for each question. Choose the best answer and write it by the number of the question.

1. The Presbyterian church was begun by whom? (a) Luther, (b) Calvin, (c) Erasmus, (d) Henry VIII.
2. What country took the lead in the new learning? (a) Spain, (b) Greece, (c) Italy, (d) France.
3. Who painted the Last Supper? (a) Leonardo da Vinci, (b) Michelangelo, (c) Raphael, (d) Murillo.
4. What was the name of a beautiful poem that Dante wrote? (a) Aeneid, (b) Paradise Lost, (c) Divine Comedy, (d) Iliad.
5. What were the men called who studied the Classics? (a) Classicists, (b) Humanists, (c) Scholars, (d) Scientists.
6. What instrument helps sailors to know the directions on the ocean? (a) astrolabe, (b) compass, (c) chart, (d) anchor.
7. Who was the first man in Europe to use movable type? (a) Luther, (b) Gutenberg, (c) Plutarch, (d) Erasmus.

8. Most of the old Classics had been written in what language? (a) French, (b) Spanish, (c) Latin, (d) German.

9. What were people called who withdrew from the Catholic Church? (a) Calvinists, (b) Humanists, (c) Protestants, (d) Classicists.

10. Who was one of the greatest of the humanists? (a) Plutarch, (b) Dante, (c) Rabelais, (d) Erasmus.

11. Who was it that began the Protestant church in Germany? (a) Luther, (b) Calvin, (c) Henry VIII, (d) Cervantes.

12. What are men called who observe closely, experiment, and test? (a) philosophers, (b) scientists, (c) historians, (d) artists.

13. In France the Protestants were known by what name? (a) Huguenots, (b) Calvinists, (c) Defenders, (d) Presbyterians.

14. What were those called who wanted to purify the church of England of all Catholic ideas? (a) Pilgrims, (b) Puritans, (c) Presbyterians, (d) Quakers.

15. Who was the man who became head of the Church of England? (a) Calvin, (b) Henry VIII, (c) Roger Bacon, (d) the Pope.

16. Tell in your own words what is meant by the New Learning.

## KEY TO TEST ON CHAPTER XIX

- |                      |                |
|----------------------|----------------|
| 1. Calvin            | 9. Protestants |
| 2. Italy             | 10. Erasmus    |
| 3. Leonardo da Vinci | 11. Luther     |
| 4. Divine Comedy     | 12. Scientists |
| 5. Humanists         | 13. Huguenots  |
| 6. compass           | 14. Puritans   |
| 7. Gutenberg         | 15. Henry VIII |
| 8. Latin             | 16. _____      |

## REFERENCES

## PUPIL:

- Baldwin. Thirty More Famous Stories Retold.
- Blaisdell. Feudal System
- Gordy. American Beginnings in Europe.
- Guerber. The Story of the English.
- Hartman. Medieval Days and Ways
- Harvey. Robin Hood.
- Lamprey. In the Days of the Guild.
- Mace and Tanner. Story of Old Europe and Young America.
- Mallory. King Arther and his Knights.
- Peattie. The Story of the Middle Ages.
- Van Loon. The Story of Mankind.
- Book of Knowledge.
- Holton-Curry Sixth Reader. "Don Quixote".
- World Book, "England"

## TEACHER:

Beard and Bagley. Our Old World Background.

Halleck and Frantz. Our Nation's Heritage.

Kelty. How Our Civilization Began.

Robinson. Readings in European History.

Webster. Early European History.

## UNIT SIX

## OBJECTIVES:

1. To continue time line chart and room frieze.
2. To lead the pupils to decide for themselves what forces working in Europe finally led to the discovery of America.
3. To lead the class to appreciate more fully the courage of Columbus in starting out on his great journey.
4. To encourage the class to analyze the chief purposes that the people of each country had in settling in America.
5. To lead the group to decide for themselves why England, rather than one of the other European countries, won in the race for America.

## VOYABULARY

Marco Polo	De Soto	colony
John of Carpini	Cartier	naval power
William Rubruquis	missionaries	Coronado
enslave	Frobisher	Aztec
Father Adam	Raleigh	Cortes
Sea-Dogs	Wolfe	Balboa
smuggled	patron	Vasco de Gama
allies	mutiny	Magellan
capitalists	Prester John	Chaplain
Ponce de Leon	isthmus	Quebec
Pizarro	armada	Drake
Harvaez	fabulous	Montcalm

## ACTIVITIES

1. Continue your time line chart.
2. What event should be portrayed in the room frieze for this unit?
3. Draw on a large sheet of paper an outline map of North America. On this map show lands explored and claimed by Spain, France, England, and Holland.
4. Plan to debate the following question: "Resolved, that the Crusades were more important in leading to the discovery of America than Marco Polo's Book."
5. After studying Chapter XXII in your text write out the chief reason why people from each of the following countries came to America: Spain, France, England, Holland. Does this help you to understand why England won in the race for America?
6. Do the puzzle on page 422 in your text.
7. Give a play showing how the people in the colonies lived.
8. Plan to report on some of the following subjects:
  - a. Superstitions about the ocean before the time of Columbus.
  - b. Marco Polo's journeys.
  - c. The efforts of Columbus to get aid for his voyage.
  - d. The Aztec Indians.
  - e. The "Sea-dogs".



- f. Sir Walter Raleigh.
- g. Pocahontas.
- h. James Oglethorpe.
- i. Peter Stuyvesant.

#### THE PROBLEM

Read this unit to find out how England won in the race for America over Spain and France.

#### CHAPTER XX

#### THE DISCOVERY OF THE NEW WORLD

Read this chapter to find out how the desire for trade led, in a roundabout way, to the discovery of America.

1. Give some of the results of the Crusades.
2. What were two of the great trade cities?
3. What was the real purpose of the long journey of John of Carpini and William Rubruquis?
4. Trace on a map of Eurasia the route these men followed.
5. How did the Chinese emperor receive them?
6. Be ready to tell the story of Marco Polo's trips.
7. Explain how Marco Polo's Book came to be written.
8. What was his Book about?
9. What invention caused it to be read by many people?
10. Why was Henry called the Navigator?
11. What do you think Henry's hobby was?

12. On a map find the islands that Henry's men visited.

13. Find and read some of the stories men told about the unknown ocean.

14. Who was Prester John supposed to be?

15. What did the Portuguese succeed in doing as navigators?

16. What was the most important thing these men did?

17. Why do we remember Vasco de Gama?

18. Name several things that helped Columbus to know what other sailors were doing?

19. What fortunate mistakes did Columbus make in his thinking?

20. How did these mistakes aid him?

21. Tell of the efforts Columbus made in trying to get aid.

22. Tell the class about the great voyage of Columbus.

23. Plan a play portraying the landing of Columbus.

24. What was the great disappointment of Columbus?

25. How did Magellan prove that Columbus had done a great work?

26. Tell something about each of these:

Cabral

Cabot

The Pope

## TEST OVER CHAPTER XX

Some of the following statements are true and some of them are false. If a statement is true write "yes" after its number. If it is false write "no".

1. The most famous traveler of the Far East was Marco Polo.
2. Henry the Navigator was a Spanish nobleman.
3. According to the fable, Prester John lived in England.
4. Marco Polo lived in Venice.
5. The first European to find an all-water route to India was Vasco de Gamo.
6. John of Carpini was sent to China by the Pope at Rome to teach the Christian religion.
7. China had developed a fine civilization at the time of Marco Polo.
8. Christopher Columbus was born in Pelos, Spain.
9. Some Greeks taught that the earth was round hundreds of years before Columbus lived.
10. Columbus finally succeeded in getting aid from Italy for his explorations.
11. Columbus reached the coast of North America on his third voyage.
12. The rulers of Spain and England asked the Pope to draw a line on the map. One nation was to have lands on the east, the other on the west of this line.

13. Columbus died in poverty and neglect.
14. Pedro Cabral discovered the coast of Brazil.
15. John Cabot was the first to prove that the earth is round.
16. Columbus believed that the Atlantic Ocean lay east of China.
17. The great trade cities of Europe at this time were Venice and Genoa.
18. Columbus believed he had discovered a new world.
19. Many sailors were afraid to travel down the side of Africa because of the many stories they had heard.
20. Columbus called the natives that he found in the new land Indians because he thought he had reached India.
21. The favorite study of Prince Henry was history.
22. Marco Polo went to China by way of the Indian Ocean.
23. Columbus and his men found gold in Cuba.
24. Columbus thought that the earth was a great deal smaller than it is.
25. The book that Columbus studied most in getting ready for his first voyage was the one written by Marco Polo.

## KEY TO TEST ON CHAPTER XX

- |        |         |
|--------|---------|
| 1. Yes | 13. Yes |
| 2. No  | 14. Yes |
| 3. No  | 15. No  |
| 4. Yes | 16. Yes |
| 5. Yes | 17. Yes |
| 6. No  | 18. No  |
| 7. Yes | 19. Yes |
| 8. No  | 20. Yes |
| 9. Yes | 21. No  |
| 10. No | 22. No  |
| 11. No | 23. No  |
| 12. No | 24. Yes |
|        | 25. Yes |

## CHAPTER XXI

## THE RACE TO WIN THE NEW WORLD

After Columbus made his daring voyage many other nations were willing and eager to have a share in the new lands. As you read this chapter try to fix in your mind the regions explored and claimed by each nation.

1. List in order the countries who first laid claim to the New World.
2. Why did the Spaniards wish to explore along the coast of Central America?
3. The man who discovered the Pacific ocean was \_\_\_\_\_.

4. The man who proved that Columbus had discovered a new land was \_\_\_\_\_.

5. By what means did the map of the world finally take form?

6. For what was Ponce de Leon searching when he discovered Florida?

7. We remember Cortes as the man who \_\_\_\_\_.

8. Cortes discovered and conquered what Indians in America?

9. \_\_\_\_\_ conquered Peru.

10. Who first wrote about the southwestern part of what is now the United States?

11. What two men explored what is now the southern part of the United States during the years 1539-1542?

12. What service did these men render other than strengthen Spain's claim to this region?

13. Be ready to tell what progress Spain had made by 1700 toward fastening her hold on the New World.

#### FRENCH EXPLORATIONS AND SETTLEMENTS

1. The first effort at colonization by the French was made by \_\_\_\_\_, near the present city of \_\_\_\_\_, in the year \_\_\_\_\_.

2. The reason the French did not follow up this effort of colonization there was because of \_\_\_\_\_ in France.

3. What became of the French colony in Florida?

4. The first lasting French settlement in the New World was made by \_\_\_\_\_, at \_\_\_\_\_, in the year \_\_\_\_\_.
5. The early explorations of the French were confined primarily to what regions?
6. Explorers of the Mississippi River were \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
7. As a result of La Salle's explorations what claim did France make in the New World?
8. Make a brief drawing showing the claims made by France in North America.

#### THE BEGINNING OF ENGLISH COLONIZATION

1. Why was England so slow in following up the discovery made by John Cabot in 1497.
2. Give three causes which helped Englishmen to play an important part in the settlement of America.
3. Characterize the "Sea-dogs".
4. The most daring of the "Sea-dogs" was \_\_\_\_\_.
5. How did the queen reward him?
6. Be ready to trace on the map or globe his most famous voyage.
7. The purpose of Frobisher's voyage was to \_\_\_\_\_.
8. John Davis attempted to find a \_\_\_\_\_ to China.
9. The first effort to plant an English colony in America was made by \_\_\_\_\_.

10. The man who attempted to follow up the work of Gilbert was \_\_\_\_\_.
11. The reason for Raleigh's failure was \_\_\_\_\_ in England.
12. Give a reason for the war that existed between Spain and England at this time.
13. How did the destruction of the Spanish Armada aid in the establishment of English colonies in America?
14. The first permanent English colony in America was made in the year \_\_\_\_\_ by the \_\_\_\_\_ Company.
15. Name an important settlement made in each of these years: 1607 \_\_\_\_\_, 1608 \_\_\_\_\_, 1609 \_\_\_\_\_.

#### THE DUTCH ENTER THE RACE

1. Henry Hudson was employed by the Dutch East India Company to \_\_\_\_\_.
2. On one voyage Hudson explored what is now known as the \_\_\_\_\_ River.
3. Due to Hudson's explorations \_\_\_\_\_ laid claim to a part of the New World.
4. The most important Dutch settlement was made at \_\_\_\_\_, later known as \_\_\_\_\_.

#### TEST OVER CHAPTER XXI

1. The first expedition to sail entirely around the world was that of \_\_\_\_\_.
2. In searching for the Fountain of Youth Ponce de Leon discovered what is now \_\_\_\_\_.



3. The Spaniards conquered a wealthy tribe of Indians in Mexico known as the \_\_\_\_\_.

4. The first effort at colonizing along the St. Lawrence by the French was made by \_\_\_\_\_.

5. The first permanent English colony in America was made at \_\_\_\_\_ in the year \_\_\_\_\_.

6. The Dutch West India Company employed \_\_\_\_\_ to find a shorter water route to China.

7. The first permanent French settlement in America was made at \_\_\_\_\_.

8. The greatest French explorer in the New World was \_\_\_\_\_.

9. The first white man to see the Pacific Ocean was \_\_\_\_\_.

10. The Spaniard who explored the Southwest and crossed what is now Oklahoma was \_\_\_\_\_.

11. The conqueror of Mexico was \_\_\_\_\_.

12. England's daring sailors who robbed Spanish treasure ships were known as \_\_\_\_\_.

13. The man who made the first attempt to plant a colony in what is now the United States was \_\_\_\_\_.

14. The man who explored the southeastern part of what is now the United States, and claimed it for Spain was \_\_\_\_\_.

15. Spain sent a great fleet of warships to conquer England. This fleet was called the \_\_\_\_\_.

16. The two products in which French traders were most interested in the New World were \_\_\_\_\_ and \_\_\_\_\_.

17. A river in our country that owes its name to a Dutch explorer is the \_\_\_\_\_.

18. \_\_\_\_\_ explored the Mississippi River to its mouth and claimed the land drained by its tributaries for France.

19. The oldest city in the United States that was founded by Europeans is \_\_\_\_\_.

20. The first Englishman to sail around the world was \_\_\_\_\_.

21. The French claimed the lands of two important river valleys in America. Those rivers were the \_\_\_\_\_ and the \_\_\_\_\_.

22. The present city of New York was begun by fur traders from \_\_\_\_\_.

23. Name the four European countries that made explorations in North America, and on an outline map indicate the regions claimed by each one.

#### KEY TO TEST ON CHAPTER XXI

- |                     |                 |
|---------------------|-----------------|
| 1. Magellan         | 6. Henry Hudson |
| 2. Florida          | 7. Quebec       |
| 3. Aztecs           | 8. La Salle     |
| 4. Cartier          | 9. Balboa       |
| 5. Jamestown - 1607 | 10. Coronado    |

- |                    |                                   |
|--------------------|-----------------------------------|
| 11. Cortes         | 18. La Salle                      |
| 12. "Sea Dogs"     | 19. St. Augustine                 |
| 15. Walter Raleigh | 20. Francis Drake                 |
| 14. De Soto        | 21. St. Lawrence -<br>Mississippi |
| 15. Armada         | 22. Holland                       |
| 16. furs fish      | 23. _____                         |
| 17. Hudson         |                                   |

## CHAPTER XXII

### THE GROWTH OF THE ENGLISH COLONIES

Read this chapter to find out why so many English people wanted to come to America. Notice how activities in an English colony differed from the activities in a French or Spanish colony.

1. Give two reasons why Englishmen came to America.
2. The English took possession of the \_\_\_\_\_ settlements on the Hudson and Delaware rivers.
3. On the west the English colonies came into conflict with the \_\_\_\_\_.
4. In the conflict that followed the \_\_\_\_\_ won.
5. It seems the Virginia settlement would have failed had it not been for the efforts of \_\_\_\_\_.
6. Write a sentence telling why the London Company settled a colony in America.
7. What caused the men to begin to work much harder?
8. When the king took the colony away from the company, Virginia became a \_\_\_\_\_ colony.

9. The prosperity of Virginia began with the \_\_\_\_\_.
10. The Pilgrims came to this country because they \_\_\_\_\_.

11. Why was the Massachusetts Bay Company formed?

12. What did King Charles I undertake to do that drove many Englishmen to America?

13. Write a short sentence telling why a settlement was made in each of these colonies.

Connecticut

Rhode Island

New Hampshire

14. Give two reasons why the New England colonists early turned to ship building and fishing.

15. Maryland was settled by what religious sect?

16. The Carolinas were settled by people from \_\_\_\_\_ and \_\_\_\_\_.

17. William Penn opened his colony to the \_\_\_\_\_.

18. \_\_\_\_\_ settled Georgia.

19. What people were permitted to settle in Georgia?

#### THE CONQUEST OF THE DUTCH COLONIES

1. The Dutch and English were rivals both in \_\_\_\_\_ and in \_\_\_\_\_.

2. Tell why England lost her trade to Holland.

3. During the second war between England and Holland, the Dutch lost \_\_\_\_\_.

4. The name of the Dutch colony, \_\_\_\_\_, was later changed to \_\_\_\_\_.

5. Learn the names of some important people in the state of New York today that are Dutch names.

6. The conquest of the Dutch territory gave England how much land?

7. At first every body tried to get land where? Why?

#### THE CONQUEST OF THE FRENCH COLONIES

1. What were the French on the west doing in order to hold the land against the English?

2. Where was the war between the French and English being fought at this time?

3. What exchange of territory was made in 1763?

4. After 1763 the continent was divided between what two countries?

#### TEST OVER CHAPTER XXII

Four possible answers are given to each question. Choose the best answer and write it by the number of the question.

1. Whom did Governor Dinwiddie of Virginia send to warn the French? (a) Smith, (b) Fairfax, (c) Washington, (d) Wolfe.

2. Where was the battle fought that decided the French and Indian war? (a) at Duquesne, (b) at Quebec, (c) at New Orleans, (d) at New York,

3. The Dutch colonies in America were taken over by what country? (a) Sweden, (b) England, (c) Spain, (d) France.

4. What was the last English colony settled in America? (a) South Carolina, (b) Maine, (c) Georgia, (d) Maryland.

5. Why did the New Englanders turn to the sea to make a living? (a) The climate of the sea is pleasanter than that of the land, (b) The soil and climate of New England are not suitable to the growing of large crops, (c) It was easy to trade by sea with other colonies, (d) England wanted the colonies to build many ships.

6. What crop did the early Virginians grow that brought them the most money? (a) rice, (b) cotton, (c) tobacco, (d) corn

7. The first settlement in Maryland was led by what man? (a) Baltimore, (b) Oglethorpe, (c) Penn, (d) Williams.

8. Why did the first settlers go to Massachusetts? (a) They wanted to engage in the fur trade, (b) They wanted religious freedom, (c) They were forced to leave England, (d) They wanted more land.

9. What company made the first settlement in Virginia? (a) London Company, (b) Plymouth Company, (c) Dutch West India Company, (d) English Tobacco Company.

10. In what part of North America were the English colonies located? (a) along the Mississippi River, (b) along Gulf of Mexico, (c) along Atlantic coast (d) along the Great Lakes.

11. What was the western boundary of the English colonies at the close of the French and Indian War?  
(a) Pacific Ocean, (b) Appalachian Mountains, (c) Great Lakes, (d) Mississippi River.
12. Pennsylvania was settled by what religious group?  
(a) Quakers, (b) Catholics, (c) Puritans, (d) Huguenots.
13. The city of New York was first called by what name? (a) Fort Hudson, (b) Manhattan, (c) Long Island, (d) New Amsterdam.
14. The most important industry of the early English colonies was what? (a) farming, (b) fishing, (c) trapping, (d) herding.
15. After the peace treaty of 1763 who owned the land west of the Mississippi River? (a) France, (b) Spain, (c) England, (d) The English colonies.
16. Explain in your own words why England was able to put France out of the race for America.

## KEY TO TEST ON CHAPTER XXII

1. Washington
2. Quebec
3. England
4. Georgia
5. The soil and climate of New England are not suitable to the growing of large crops.
6. tobacco
7. Baltimore

8. They wanted religious freedom.
9. London Company.
10. Along Atlantic coast.
11. Mississippi River.
12. Quakers.
13. New Amsterdam.
14. farming
15. Spain
16. \_\_\_\_\_

## REFERENCES

## PUPIL:

- Carpenter. How the World is Housed.
- Hillyer. A Child's History of the World.
- Kelty. The American Colonies.
- Kelty. The Beginnings of the American People.
- Kent. He Went with Vasco de Gama.
- Lamprey. Days of the Colonists.
- Mace and Tanner. Old Europe and Young America.
- Orton. The Gold Laced Coat.
- Peattie. A Child's Story of the World.
- Peattie. Story of New Lands.
- Perkins. The Puritan Twins.
- Pumphrey. Pilgrim Stories.
- Quinn. The Exciting Adventure of Captain John Smith.
- Rugg and Krueger. The Building of America.
- Van Loon. The Story of Mankind.



Book of Knowledge.

World Book.

TEACHER:

Fisk. The Discovery of America.

Lamprey. Days of the Discoverers.

Munro. Crusaders of New France.

Muzzey. An American History.

Richman. Spanish Conquerors.

Robinson. Readings in European History.

Webster. Early European History.

## UNIT SEVEN

## OBJECTIVES:

1. To continue the time line chart which was begun at the first of the year.
2. To lead pupils to discover some of the underlying causes of the American Revolution.
3. To build up an appreciation for the early patriots and founders of our nation.
4. To define again the rights of Englishmen as set forth in the Great Charter, and lead pupils to see that the American colonies were claiming those rights as English colonists.
5. To define with the aid of the class some of the problems met in forming the Constitution.
6. To develop in the minds of the pupils a working knowledge of the functions of the different branches of our government.
7. To suggest and make available an abundance of collateral reading.
8. To lead the class to sum up and evaluate the contributions made by European tributaries to the stream of civilization in which we now live.

## VOCABULARY

enforce	taxation
enlist	Stamp tax
patriotism	French Alliance
Boston Tea Party	Stamp Act Congress
Continental Army	royal
representation	Federal Convention
proprietor	delegate
Supreme Court	corporation
Constitution	citizen
compromise	privilege
amendment	Hamilton
Madison	Washington
bill	jury
document	

## ACTIVITIES

1. Continue time line chart.
2. Add to room frieze those pictures the group decides should be used.
3. Plan a debate on the question, "Resolved, that the colonists should have paid the stamp tax."
4. Plan a unit of reading using the following material which will include the following poems:
  - The Ride of Paul Revere
  - The Signing of the Declaration of Independence.

5. Continue reading chart.
6. Let the group plan a play in which the guilt or innocence of a person is decided according to some of the old methods.
7. Organize the room into three bodies representing our Congress, President, and the Supreme Court. They may want to pass some bills.
8. Ask a group to make a special report on the Constitution.
9. Let each pupil at the end of the unit make a large drawing showing the development of our civilization.

#### PROBLEM

We have become acquainted with the brave explorers who came to the New World. We have watched the development and growth of the colonists, and saw how at the last the colonies along the Atlantic seaboard were able to throw off the yoke of England. In this unit you will notice that the people go to work to make a new government. As you read these last chapters notice how many ideas were taken from European governments to form our own. Decide which government of Europe influenced us most.

#### CHAPTER XXIII

As we read this chapter try to discover the reasons for the quarrel that developed between England and the American colonies.

1. Since England had helped the colonies to win the French and Indian War what did she expect the colonies to do to help her?

2. What law did England pass that the colonies thought was unfair?

3. Why did the king think the colonists ought to buy the stamps?

4. Since the colonists would not buy the stamps what other law was passed?

5. What did some of the colonists do to show England they would not pay the tax on tea?

6. Name two ways by which England tried to punish Boston.

7. Explain why Virginia was willing to come to the rescue of Boston.

8. The First Continental Congress outlined the rights of the colonists. Name two.

9. The first battle of the war is known as the Battle of \_\_\_\_\_.

10. Explain why the colonists did not believe England had the right to tax them.

11. What was the most important thing that the Second Continental Congress did?

12. The author of the Declaration of Independence was \_\_\_\_\_.

13. When was the Declaration of Independence adopted?
14. The commander of the American armies was \_\_\_\_\_.
15. Give several reasons why Washington had a very difficult task.
16. Be ready to tell the class how the French alliance aided the colonies.
17. What battle caused England to be willing to make peace?
18. What service did George Rogers Clark render to the colonies?
19. Name the boundaries of the United States after the war was over.
20. The English colonies now became the \_\_\_\_\_.

#### TEST OVER CHAPTER XXIII

Complete each of the following statements with the word or words that makes it correct.

1. The country that gave the colonies most aid in their war for independence was \_\_\_\_\_.
2. The Declaration of Independence was written by \_\_\_\_\_.
3. England passed a law known as the \_\_\_\_\_, by which she expected to collect taxes from the colonies.
4. The reason the colonists refused to pay taxes was that they had no \_\_\_\_\_.
5. The last important battle of the Revolution was fought at \_\_\_\_\_.

6. The region known as the Northwest Territory was saved to the United States by the efforts of \_\_\_\_\_.

7. The Declaration of Independence was adopted on what date?

8. Some patriotic colonists threw some chests of tea into the sea. This was called the \_\_\_\_\_.

9. A meeting of representatives from the different colonies was called to outline the rights of the colonists. This meeting was called the \_\_\_\_\_.

10. England decided to punish Boston by closing her \_\_\_\_\_.

11. The English agreed that the boundary of the United States on the north would be the \_\_\_\_\_.

12. The biggest cause of the war between England and the colonists was the question of \_\_\_\_\_.

#### KEY TO TEST ON CHAPTER XXIII

- |                                 |                 |
|---------------------------------|-----------------|
| 1. France                       | 11. Great Lakes |
| 2. Thomas Jefferson             | 12. taxation    |
| 3. Stamp Act                    |                 |
| 4. representation in Parliament |                 |
| 5. Yorktown                     |                 |
| 6. George Rogers Clark          |                 |
| 7. July 4, 1776                 |                 |
| 8. Boston Tea Party             |                 |
| 9. Continental Congress         |                 |
| 10. harbor                      |                 |

## CHAPTER XXIV

Read this chapter to find out how the government of the English colonies in America was changed to the form of government which we have today.

1. Be ready to state the differences in the three types of English colonies, the corporation, the proprietary, and the royal colonies.

2. By whom were the governors appointed in each type of colony?

3. Laws were made by what bodies?

4. From where did the colonies get their idea of representation?

5. What important changes in government took place when the colonies were changed to states?

6. What branch of government became stronger when the colonies were changed to states?

7. How were the colonies held together while they were subject to England?

8. What was the over-government called after the colonies became independent?

9. What were some weaknesses in the Continental Congress?

10. What meeting was called to organize a better over-government?

11. What was the chief cause of trouble in the Federal Convention?



12. How did they compromise in forming Congress?

13. What is the chief function of each of these branches of government?

President

Congress

Supreme Court

14. How was the problem of getting money solved?

15. Has our Constitution ever been changed?

16. How may we try to make our government better?

17. Draw an outline map of the United States showing its boundaries at the beginning of 1790.

#### TEST OVER CHAPTER XXIV

Some of the following statements are true and some of them are false. If a statement is true write "yes" after its number. If it is false write "no".

1. The most important change in government after the states became independent was that the people had more power.

2. Congress has two "houses".

3. The plan by which the new government could get money to pay its expenses was left up to Congress.

4. It is the duty of the President to settle disputes about the meaning of our laws.

5. Each state sends two senators to Congress.

6. The Federal Convention drew up the Constitution.

7. The Continental Congress taxed the people too heavily.
8. A small state has as many representatives in Congress as a large state has.
9. The judges of the Supreme Court are appointed for life.
10. The helpers and advisers of the President make up his cabinet.
11. Our Congress was modeled after the English parliament.
12. The duty of our Congress is to enforce laws.
13. A president is elected every four years.
14. In the House of Representatives the states are represented according to population.
15. The supreme law of our land is the Constitution.
16. The jury, whose duty it is to decide when a man has broken the law, was developed in America.
17. More power was given to the legislatures and less to the governors under the new government.
18. The first President was John Adams.
19. The judges of the Supreme Court are appointed by the President.
20. It was hard to make a new government because the states distrusted each other.
21. A colony that was established by one man was called a proprietary colony.

22. When a king placed his own governor over a colony the colony was called a charter colony.

23. Our Constitution was formed after many compromises.

24. The "trial by combat" is used in many parts of the United States today.

25. When we wish to improve our Constitution we pass an amendment to it.

#### KEY TO TEST ON CHAPTER XXIV

- |         |         |
|---------|---------|
| 1. Yes  | 13. Yes |
| 2. Yes  | 14. Yes |
| 3. Yes  | 15. Yes |
| 4. No   | 16. No  |
| 5. Yes  | 17. Yes |
| 6. Yes  | 18. No  |
| 7. No   | 19. Yes |
| 8. No   | 20. Yes |
| 9. Yes  | 21. Yes |
| 10. Yes | 22. No  |
| 11. Yes | 23. Yes |
| 12. No  | 24. No  |
|         | 25. Yes |

#### CHAPTER XXV

We have come to the end of our text. When we began this book we made a definition of civilization. Then we began to find out that the history of civilization is like a stream, and that there are many tributaries flowing into it. Now make a large drawing of a river system

that might represent our civilization. Name its tributaries and tell what some of the gifts are that each brings to us.

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