

United States History

Teacher's Guide



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WALCH
PUBLISHER

Social Studies

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To the Teacher

Overview

Power Basics® is a complete textbook program designed to meet the needs of students who are daunted by the length and complexity of traditional textbooks. The goal of all textbook programs is to provide students with important new information. However, in traditional textbook programs, this goal is often overshadowed by other considerations. Many textbooks are written for the above-average reader and cover a wide range of content. They are filled with photographs, illustrations, and other visual elements. For some students, the amount of material is overpowering, the visual elements are distracting, and the rapid pace is unnerving. In *Power Basics*®, we revisited the basic goal, developing a streamlined textbook program that presents the essential content students need to succeed.

Program Components

As with traditional textbook programs, *Power Basics*® includes a core textbook and ancillary products designed to round out the program. The student text provides coverage of the essential content in each subject area. A consumable workbook provides a variety of activities for each lesson, including practice activities, extension activities, and activities designed for different learning styles.

Teacher support materials include a teacher's guide and test pack for each student text. The teacher's guide includes the following: an overview of each unit in the student text; suggestions for extension activities; the student text glossary and appendixes; a complete answer key to all practice activities and unit reviews in the student text; classroom record-keeping forms; and graphic organizers for student use.

For more detailed assessments, the test pack offers a pretest, unit tests for each unit in the student text, a posttest, and test-taking strategies for students.

Student Book Organization

The student text is divided into units. Each unit contains a series of lessons on related topics, with one lesson for each topic. Each lesson begins with a clear, student-centered goal and a list of key words that are

introduced in the lesson. The definitions for these words are included in the glossary, which is in both the student text and the teacher's guide.

Next comes a brief introduction to the topic of the lesson, followed by instructional text that presents essential information in short, easy-to-understand sections. Each section of instructional text is followed by a practice activity that lets students apply what they have just learned. A unit review is provided at the end of each unit to assess students' progress. The review is followed by application activities that encourage students to extend and apply what they have learned.

The student text also includes several special features. "Think About It" sections ask students to use critical-thinking skills. "Tip" sections give students useful hints to help them remember specific pieces of information in the student text. "In Real Life" sections show students how the material they are learning connects to their own lives. The text also features "portrait" sections, which are mini-biographies that summarize important historical figures' lives and accomplishments.

The reference section at the back of the student text includes appendixes, a glossary (with pronunciation guide) that includes all vocabulary in the Words to Know sections, and an index to help students locate information in the text.

Record-Keeping Forms

To make record-keeping easier, we have provided reproducible class charts that you can use to track students' progress. Fill in your students' names, and make copies of the chart for each unit in the student text. Add lesson numbers, lesson titles, and practice numbers as needed. We have also provided a generic grading rubric for the application activities in the student text so that these activities may be assigned for credit, if you wish. You may customize the rubric by adding more grading criteria or adapting the criteria on the sheet to fit your needs.

We're pleased that you have chosen to Power Up your Basic Skills Curriculum with *Power Basics*®!

To the Teacher, *continued*

Guide to Icons

Teacher's Guide



Differentiation

Different approaches to the content gives all learners the opportunity to connect to the material.



Fascinating Facts

These tidbits of information are guaranteed to pique your students' interest.



Thinking Skills

Helpful suggestions increase students' ability to think critically.

Student Text



Tip

Tips give helpful hints to boost understanding and retention.



Think About It

These sections develop critical-thinking.



In Real Life

These features connect learning concepts to students' lives.

Workbook



Reinforcement

Reinforcement activities give students additional opportunities to practice what they have learned.



Multiple Intelligences

Different approaches capitalize on different learning styles and interests to help all students connect to the material.



Extension

Deepen and broaden learning with critical-thinking activities, real-life applications, and more.

Classroom Management

Student Name	Lesson No.: _____ Title: _____								
	Practice # _____	Practice # _____	Practice # _____	Practice # _____	Practice # _____	Practice # _____	Practice # _____	Practice # _____	Unit Review Score
1.									
2.									
3.									
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27.									
28.									
29.									
30.									

Application Activity Rubric

Name _____ Date _____

Unit _____ Activity _____

POINTS	4 all of the time	3 most of the time	2 some of the time	1 almost none of the time
followed directions				
organized material well				
used appropriate resources				
completed the entire activity				
showed an understanding of the content				
produced error-free materials				
drew logical conclusions				
where appropriate, listed sources used				

Use Chart

POWER BASICS WORKBOOK

STUDENT TEXT PRACTICE

Unit 1: Birth of a Nation

Activity 1: Native American Life	Practice 1: The First Americans
Activity 2: Important Colonial Terms	Practice 1: The First Americans
Activity 3: Colonial Life	Practice 1: The First Americans
Activity 4: Colonial Workers	Practice 1: The First Americans
Activity 5: Colonial Trade	Practice 2: England's Control
Activity 6: The Road to War	Practice 3: The American Revolution
Activity 7: The Loyalists and the Patriots	Practice 4: The Declaration of Independence
Activity 8: Problems Puzzle	Practice 8: A Weak Central Government
Activity 9: Who Has the Power?	Practice 8: A Weak Central Government
Activity 10: Philadelphia: A Busy City	Practice 9: The Constitutional Convention
Activity 11: The Constitution's Powers	Practice 11: Federalism
Activity 12: Activity removed	Practice 12: Compromises of the Constitution
Activity 13: Federalists and Antifederalists	Practice 14: Checks and Balances
Activity 14: The Amendment Process	Practice 16: Amending the Constitution
Activity 15: Government Terms	Practice 16: Amending the Constitution
Activity 16: The Judicial Branch	Practice 13: The Three Branches of Government
Activity 17: The Birth of American Political Parties	Practice 19: Jefferson and Hamilton

Unit 2: Development of a Nation I

Activity 18: Frontier Life	Practice 30: Settling the Frontier
Activity 19: Lewis and Clark's Journey	Practice 22: The Louisiana Purchase
Activity 20: Early Trade with the United States	Practice 23: The War of 1812
Activity 21: Who Said It?	Practice 23: The War of 1812
Activity 22: Working Together on the Frontier	Practice 30: Settling the Frontier
Activity 23: The Erie Canal	Practice 24: Growing Nationalism
Activity 24: Andrew Jackson	Practice 25: The Florida Purchase and the Monroe Doctrine
Activity 25: Before the Civil War	Practice 26: Manifest Destiny
Activity 26: Moving West	Practice 30: Settling the Frontier
Activity 27: Texas and the Mexican War	Practice 28: The Mexican War
Activity 28: Life in a Mining Town	Practice 31: The Rush for Gold and Silver
Activity 29: Changes in the West	Practice 32: The Indian Wars
Activity 30: The Transcontinental Railroad	Practice 32: The Indian Wars
Activity 31: Westward Expansion	Practice 31: The Rush for Gold and Silver
Activity 32: Differences Between the North and South	Practice 33: Conflicts Between North and South
Activity 33: Civil War Issues	Practice 33: Conflicts Between North and South
Activity 34: Against Slavery	Practice 33: Conflicts Between North and South
Activity 35: Advantages and Disadvantages	Practice 35: The Civil War Begins
Activity 36: Civil War Songs	Practice 36: Major Battles of the Civil War

Unit 1: Birth of a Nation

This unit presents the early years of United States history, from colonization to the early years of independence. Lesson 1 examines the factors that brought Europeans to the New World and caused them to seek, and win, independence. Lesson 2 explores the reasons for, and strengths and weaknesses of, the original confederation of states. Lesson 3 explores the drafting and important features of the U.S. Constitution. Lesson 4 examines the views and impacts of the nation's leaders in the early years of independence

Lesson 1—From Colonization to Independence

Goal: To understand the factors that brought Europeans to the New World and caused them to seek independence

WORDS TO KNOW

Boston Massacre	foreign policy	reconcile
Boston Tea Party	Indian Wars	Redcoats
colonies	Indians	religious freedom
colonists	Loyalists	trade
commander in chief	Native Americans	treaty
debt	New World	Treaty of Paris
Declaration of Independence	Parliament	

Lesson 2—Confederation

Goal: To understand the reasons for the original confederation of states and to examine its strengths and weaknesses

WORDS TO KNOW

abolish	Congress	ratified
accomplishments	Constitution	representatives
Articles of Confederation	Constitutional Convention	revise
authority	delegates	Second Continental Congress
commerce	federal	security
confederation	governor	stable
congress	issue currency	

Lesson 3—Framing the Constitution

Goal: To identify the most important parts of the U.S. Constitution and to understand the historical reasons for their being included

WORDS TO KNOW

amendments	federalism	prohibited
bicameral	guarantee	reserved powers
Bill of Rights	House of Representatives	self-government
checks and balances	implied powers	separation of powers
compromise	judicial branch	Senate
concurrent powers	legislative branch	senators
democracy	legislature	taxation
Elastic Clause	Necessary and Proper Clause	Three-Fifths Compromise
executive branch	originate	
expressed powers	philosophy	

Lesson 4—The Founding Fathers

Goal: To identify the founding fathers and to explain how their views blended to form a new kind of government

WORDS TO KNOW

agrarian	Federalist Party	secretary of state
appointed	Founding Fathers	secretary of the treasury
Cabinet	interpreted	tyranny
Democratic-Republican Party	political party	

Notes on Application Activities in Student Text

Activity	Skills Applied	Product(s)
The Explorers	gathering information, using map skills	map; journal entry (optional)
Find the Connections	analyzing information, organizing information	diagram
Wanted: A Secretary of State	gathering information, preparing a written presentation	want ad

Additional Activity Suggestions

- Students may have heard the expression “Put your ‘John Hancock’ here” when being asked to sign a document or paper. The expression comes from the largest signature on the Declaration of Independence. Who, exactly, was John Hancock? Have students look up information about this famous signer in reference books or on the Internet.
- One of the events that demonstrated the weakness of the Articles of Confederation was Shay’s Rebellion. This was a revolt in 1786 by Massachusetts farmers who were trying to prevent the loss of their farms to tax collectors and creditors. Ask students to find out more about this dramatic event, and have them be prepared to explain how it shows the weakness of the Articles of Confederation.
- The framers of the Constitution were rich, white, male property owners. Women, men without property, slaves, and indentured servants were not included at the Constitutional Convention. How do students think the Constitution reflects the interests of the men who wrote it? How might the Constitution be different had these other groups been included? Invite students to write an essay or present an oral report on this topic. The report might include an explanation on how later amendments corrected earlier deficiencies in the Constitution.



Fascinating Facts

- The names of the original 13 colonies come from many sources: *Massachusetts* is an Algonquian Indian name that means “near the great mountain.” Connecticut’s name is also Indian in origin: *Quinnehtukqut*, meaning “beside the long tidal river.” Virginia was named for Queen Elizabeth I, also called the “Virgin Queen.” North Carolina and South Carolina were named in honor of King Charles I of England. Interested students may want to use reference sources to find out how the other colonies were named.

United States History

We the People
...secure domestic Tranquillity, provide for the common defence,
and secure Liberty, all which we, the undersigned, do hereby establish this Constitution
Amide!

We the People
...secure domestic Tranquillity, provide for the common defence,
and secure Liberty, all which we, the undersigned, do hereby establish this Constitution
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LESSON 1: From Colonization to Independence

GOAL: To understand the factors that brought Europeans to the New World and caused them to seek independence

WORDS TO KNOW

Boston Massacre	Native Americans
Boston Tea Party	New World
colonies	Parliament
colonists	reconcile
commander in chief	Redcoats
debt	religious freedom
Declaration of Independence	revolution
foreign policy	trade
Indian Wars	treaty
Indians	Treaty of Paris
Loyalists	

The First Americans

The first European explorers came to North America while looking for a shorter route to India. When they arrived, they found that there were already many people living here. These people were **Native Americans**. They had been living on the land for a long time. There were hundreds of Native American nations. Each nation had its own name, culture, and language.

The European explorers did not call these people Native Americans. They knew that the people of India were darker-skinned than most Europeans. When they saw the darker-skinned Native Americans, they thought they had arrived in India. So, they called them **Indians**.

After the explorers, other Europeans came. They were mainly from three countries: England, France, and Spain. By then, everyone knew that they had not reached India. They called this new place the **New World**. The people who came to settle in the New World were called **colonists**. Colonists are people who make their homes in a new land but remain citizens of their native country.

The new settlers often threatened the Native Americans' way of life. Sometimes relations between the groups were peaceful. But as more settlers came, there were more conflicts (fights). The Native American nations fought for what they thought were their lands. But, the settlers believed that the lands were now theirs. These conflicts were called the **Indian Wars**. They lasted, off and on, for hundreds of years.

There were about one million Native Americans in North America when the Europeans first arrived. By the time the wars ended, there were only about 200,000. But, the wars did not cause most of these deaths. Native Americans had no immunity to European diseases. (Immunity is the power to resist a disease.) The native people of the Americas were killed in huge numbers by diseases such as measles, chicken pox, smallpox, and influenza (flu).

The people who made the difficult voyage to the New World had many reasons for doing so. Some came for the adventure of settling a new land. Many expected to find riches here. Other settlers came to find a better life for themselves and their families. In Europe, farmers had to pay high rents and taxes. In the New World, there seemed to be endless land for farming. The settlers considered this land to be free. They did not pay the Native Americans for the land. This "free" land attracted more and more people to the New World. With high hopes, they came to settle the land and develop farming communities.

Another important reason for coming to the New World was religion. In Europe, some people had been treated cruelly because of their religious beliefs. They came to the New World looking for **religious freedom**. For example, the Puritans, a Protestant group, left England and settled in Massachusetts. Also, an Englishman named Lord Baltimore founded the colony of Maryland as a place of religious freedom for Catholics.

THINK ABOUT IT



Many people feel that the European settlers robbed the Native Americans of their land. The Native Americans had already been living in the region for many years before the Europeans “discovered” it. But, as soon as the European explorers found the land, they considered it to be their own. Do you think this was fair? How would you have felt if you were a Native American who was suddenly forced to live under foreign rule? Write your answer on a separate sheet of paper.

PRACTICE 1: The First Americans

Decide if each statement below is true (T) or false (F). Write the correct letter on the line before each statement.

- ____ 1. The first European explorers came to North America while looking for a route to India.
- ____ 2. The Native Americans fought to keep their lands.
- ____ 3. Colonists are people who move to a new land but remain citizens of their native land.

England’s Control

England was mostly interested in setting up colonies along the East Coast of North America—the land closest to the Atlantic Ocean. In time, there were 13 colonies along the East Coast. **Colonies** are regions controlled by distant countries. The 13 colonies were

Connecticut	New Hampshire	Rhode Island
Delaware	New Jersey	South Carolina
Georgia	New York	Virginia
Maryland	North Carolina	
Massachusetts	Pennsylvania	



13 Colonies

The people in the 13 colonies had come from England, Germany, Switzerland, and other European countries. However, by 1765, they were all under English control. King George III was the ruler. He and the English **Parliament**, or legislature, kept tight control over the colonies. They wanted to stay in charge of the colonies' dealings with other countries. The English declared that they would control the colonies' **foreign policy** and **trade**. This meant that England would be in charge of all business between the colonies and other countries.

The English Parliament also began to tax the colonists. This meant that the colonists had to pay England certain fees to live on and use the land.

England's strict control of foreign trade and policy began to anger the colonists more and more. The population of the New World was increasing. There was more farming and more trading. As they gained resources, the colonists wanted to trade directly with foreign countries. The colonists also wanted more rights. They were tired of being treated like second-class citizens. Also, the colonists did not think it was fair that they had to pay taxes to England since they could not vote for its government. Besides, England was far away. How could it rule them fairly?

There was no one in England to represent (speak for) the colonists. But, some colonists began to speak up for themselves. They declared, "No taxation without representation." This meant that the colonists refused to pay taxes if they could not elect anyone to represent them in England.

Sometimes the colonists did more than just speak out. There were acts of violence as colonists expressed their opposition to England's rule. Finally, war broke out. It was a **revolution**, a fight to overthrow a government. To stand up to England, the colonies formed an army. George Washington was appointed **commander in chief**, or head, of the army.

■ PRACTICE 2: England's Control

Circle the letter of the correct answer to each of the following questions.

1. Who tried to control the colonies' foreign policy and trade?
 - a. Native Americans
 - b. the English Parliament
 - c. a small group of wealthy colonists
 - d. the explorers

2. What is a revolution?
 - a. a peaceful agreement
 - b. a world war
 - c. a fight to overthrow a government
 - d. a nonviolent protest

The American Revolution

The war between the colonists and England began in 1775. The war started because the colonists wanted the English Parliament to give them more rights. In 1776, the colonists decided that they were through taking orders from England. They claimed to be a free nation, separate from England. The colonists did this in a document that they called the **Declaration of Independence**.

However, the colonists' statement of independence was not enough. Colonial troops had to continue fighting long and hard against England. At times, things looked hopeless for the new nation. Countries such as France, Spain, and the Netherlands gave the colonial army money and weapons to help their cause. Still, it looked as though England would win.

But, the colonists did not give up. They continued to fight, and the revolution took a turn. Finally, colonial troops defeated British troops in 1783. Soon after, the United States was recognized as a new nation.

Below are some of the major events that took place before and during the war.

- In 1768, 4,000 English soldiers took over the city of Boston, Massachusetts. The English knew that Boston was a place where many colonists had spoken out against English rule. Many colonists were forced to surrender their homes to English soldiers without payment.
- One day in 1770, a group of boys threw snowballs at some English soldiers. The soldiers were standing in a square outside the Boston State House. A fight followed, and a number of people became involved. The soldiers shot at the growing crowd, killing five people. This event was called the **Boston Massacre**.
- In 1773, England tried to force the colonists to import tea from only one English company. They refused to do it. Instead, a group of



The Boston Massacre, 1770

colonists disguised themselves as Native Americans. They boarded the tea ships in Boston Harbor and threw the tea overboard. This is called the **Boston Tea Party** of 1773. The English were enraged. They closed down the city of Boston completely. The colonists realized they would soon have to fight for their rights.

- The British actions caused the colonies to unite in defense of Massachusetts. Colonists met in Philadelphia in 1774 at the first Continental Congress. They discussed ways to resist England.
- The first real shots of the war were fired on April 19, 1775, in Lexington, Massachusetts. Three months later, George Washington was appointed to his post as commander in chief of the colonial army.
- On July 4, 1776, the colonies declared their freedom in the Declaration of Independence. They no longer wanted to be a part of England.
- England refused to recognize the Declaration of Independence. It would not grant the colonies their independence. So, the war continued. In battle after battle, more soldiers were killed.
- The Declaration of Independence did help the colonists get financial support from other countries. France joined forces with the colonies in 1778, Spain in 1779, and the Netherlands in 1780. These countries provided extra money and supplies that the colonists needed to win the war. Some of these countries also sent soldiers to help the colonists fight the English. One Frenchman, the Marquis de Lafayette, was a great aid to the Americans. He helped Washington defeat the English at Yorktown, Virginia, in 1781.
- By 1783, the war was over. Colonial troops had triumphed. A peace treaty between England and the United States was signed in Paris, France. A **treaty** is an agreement or a contract between countries. Some treaties end wars. In the **Treaty of Paris**, England recognized the American colonies as a free and independent nation. The two countries agreed that America's boundaries were the Great Lakes in the north and the Mississippi River in the west.

REVOLUTIONARY PORTRAIT

Crispus Attucks (1723–1770)

Crispus Attucks may have been the first man killed in the American Revolution. Attucks, a man of mixed African and Native American



descent, had been a slave. But, he escaped slavery and became a seaman. Attucks was shot by English soldiers during the Boston Massacre. A statue of Attucks now stands on Boston Common, a few short blocks from where he, and four others, died.

PRACTICE 3: The American Revolution

Circle the letter of the correct answer to each of the following questions.

- What started the Boston Massacre?
 - Colonists were forced to give up their homes to English soldiers.
 - England forced the colonists to buy tea from a certain company.
 - Several boys threw snowballs at English soldiers.
 - The English Parliament declared war.
- When did the colonies declare their independence?
 - 1783
 - 1775
 - 1770
 - 1776
- Which of the following statements is TRUE?
 - The war ended in 1776 when the colonies declared their independence.
 - French soldiers helped colonial troops fight against England.
 - The main purpose of the Declaration of Independence was to ask France for help.
 - Crispus Attucks was an English soldier killed during the Boston Massacre.

IN REAL LIFE



The American Revolution was the result of the colonists' protest against English rule. That revolution did not end protests for all time. Today, instead of revolution, people have other ways of protesting things they do not like about the government. Here are some ways people can protest:

- They can **vote** against a person or an issue if they do not agree.
- They can **write a letter** of protest to their representative.
- They can **organize** other citizens who feel the same way they do.
- They can **sign petitions** to change something they do not like. (A petition is a paper that takes a position on an issue.)
- They can **give money** to support the causes or candidates they believe in.
- They can **demonstrate** in public to show that they do not agree.

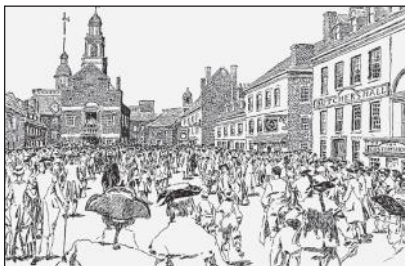
The Declaration of Independence

In 1776, shortly after the war began, a group of men from all of the colonies met. They voted to free themselves from England's rule. Their arguments for independence were summed up in one document, or paper. It was called the Declaration of Independence. The Declaration outlined the colonists' complaints against England. It also gave their reasons for wanting independence. There are three important principles, or ideas, in this document. They are as follows:

- The colonies are free and independent of England.
- All men are equal.

- Governments are set up to protect the rights of the people, and they receive their powers from the people.

At first, some of the colonists opposed separation. They wanted to **reconcile** with England. That is, they thought the colonies could work out their problems with England. But, in the end, these people agreed to break with England. The Declaration of Independence was signed on July 4, 1776.



Public reading of the Declaration of Independence, 1776

■ PRACTICE 4: The Declaration of Independence

Circle the letter of the correct answer to each of the following questions.

1. Which of the following statements did NOT appear in the Declaration of Independence?
 - a. The colonies are free and independent.
 - b. All slaves must be freed.
 - c. All men are equal.
 - d. Governments are set up to protect the rights of the people.

2. When was the Declaration of Independence signed?
 - a. July 14, 1789
 - b. January 1, 1776
 - c. July 4, 1776
 - d. May 29, 1779

■ THINK ABOUT IT



Many of the colonists wanted independence from England. But, others wanted to keep their ties to England. These people were called **Loyalists**, because they wanted to stay *loyal* to England. Loyalists did not support the revolution. Put yourself in the place of a person who has just arrived in the New World. Can you think of any reasons for *not* wanting to rebel against England? Write your answer on a separate sheet of paper.

The Colonists Win the War

How did the colonists win a war against a great power like England? There were several reasons. Some are listed below.

- In many ways, the colonists had better strategies for fighting. The way armies fought in those days was to meet another army on a battlefield. Row after row of soldiers would shoot at other rows of soldiers. But, the colonists fought more like the Native Americans. They would dart in and out of the trees, firing when they saw a target. The English soldiers made good targets because they wore brightly colored uniforms. These uniforms earned them the name **Redcoats**.
- The French and Spanish helped the colonists fight against England. These countries had many reasons for entering the war. One reason was to get back at England for past wars.
- Many of the English generals did not take the war seriously. They thought that they would win without a problem. As a result, they were careless and made many mistakes.

Once the war was over and the treaty was signed, the new nation still had many problems to solve. One major problem was that the long war had put the country in **debt**. This meant that they owed money to other people. Also, the 13 colonies, now called states, had to learn to work together. It was not going to be easy.



The English Surrender at Yorktown

IN REAL LIFE



Sometimes songs come to stand for certain events in our lives. When the English surrendered at Yorktown, the story goes that an English band played a song called “The World Turned Upside Down.” This song became a theme song for the end of the revolution. Many people on both sides were shocked by the colonists’ success. They probably felt as though the world was turning upside down when the British lost.

■ PRACTICE 5: The Colonists Win the War

Decide if each statement below is true (T) or false (F). Write the correct letter on the line before each statement.

- ___ 1. The Americans learned their fighting strategies from the Native Americans.
- ___ 2. English soldiers were called Redcoats because they wore brightly colored uniforms.
- ___ 3. France and Spain refused to help the colonists during the war.
- ___ 4. Many English generals did not want to go to war with the colonies because they were afraid they would lose.
- ___ 5. At the end of the war, the United States was a wealthy and an organized nation.
- ___ 6. The United States owed a lot of money after the war ended.

■ TIP



A time line can help you organize events that take place over a period of time. The time line below shows some events that took place during the period leading to American independence. Note that the earliest date, 1768, appears on the far left. The later years appear to the right. The last year, 1783, is the farthest right. Above the time line, a few words describe what happened on each of the dates on the time line.

English troops occupy Boston	Boston Massacre	Boston Tea Party	First shots fired	Colonies declare independence	The American Revolution ends
1768	1770	1773	1775	1776	1783

**UNIT 1 • ACTIVITY 2****Important Colonial Terms**

Use a word listed in the box to correctly complete each sentence.

Native Americans	England	Puritans
colonists	explorers	religious freedom
conflicts	India	taxes
culture	New World	voyage

1. The _____ were looking for a short route to India.
2. They found _____ living in North America.
3. Europeans called America the _____.
4. People from _____ settled the east coast of North America.
5. The _____ made their homes in the new land but were still ruled by their native countries.
6. To get to America, colonists had to make a long, difficult _____.
7. Some people came to America looking for _____.
8. One English religious group, the _____, settled in Massachusetts.
9. Some people came to America to escape high _____.
10. There were many _____ between Native Americans and Europeans.
11. Many different groups of Native Americans lived in America, and each had its own _____ and language.
12. European explorers came upon America while looking for a shorter route to _____.