

vol. 1 — The Explorers to the Jacksonians

All American History

Uniting America's Story, Piece by Piece



A full year's curriculum in 32 weekly lessons

CELESTE W. RAKES

Student Activity Book



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by Celeste W. Rakes
Vol. I of the All American History series

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Name _____ Date _____

LESSON 14: THE NORTH CAROLINA COLONY

Picture of key figure



Flag of country that played
a role in its founding



Motivation for founding



Year of the first permanent colony settlement _____

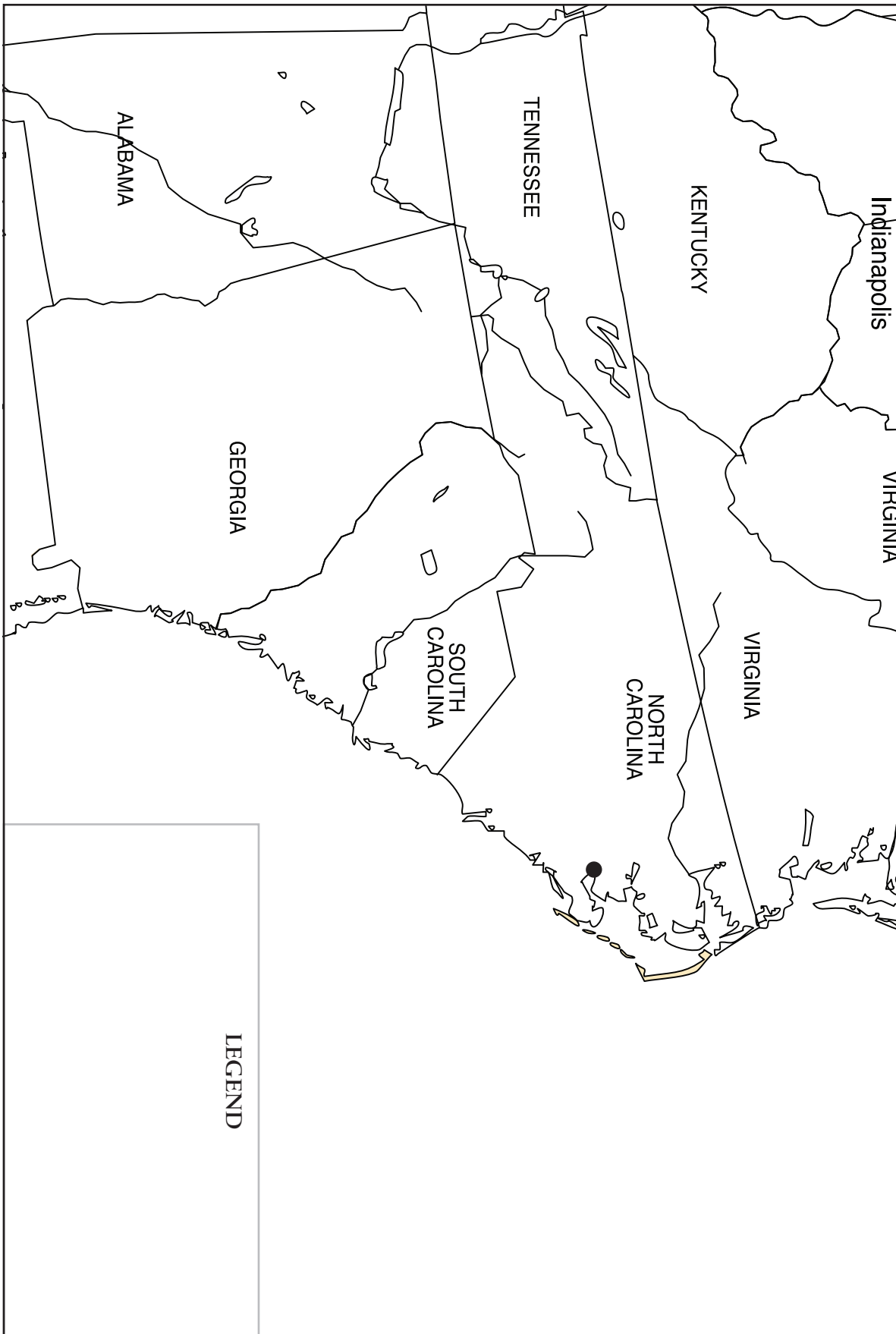
Founded by a company or proprietor(s); if a company, write its name _____

Name of this colony's key figure _____ The Eight Lords Proprietor _____

List some other individuals who were instrumental in the early years of this colony

Key settlements _____

List any other important facts about this colony or significant events in its development



Name _____ Date _____

LESSON 14: THE SOUTH CAROLINA COLONY

Picture of key figure



Flag of country that played
a role in its founding



Motivation for founding



Year of the first permanent colony settlement _____

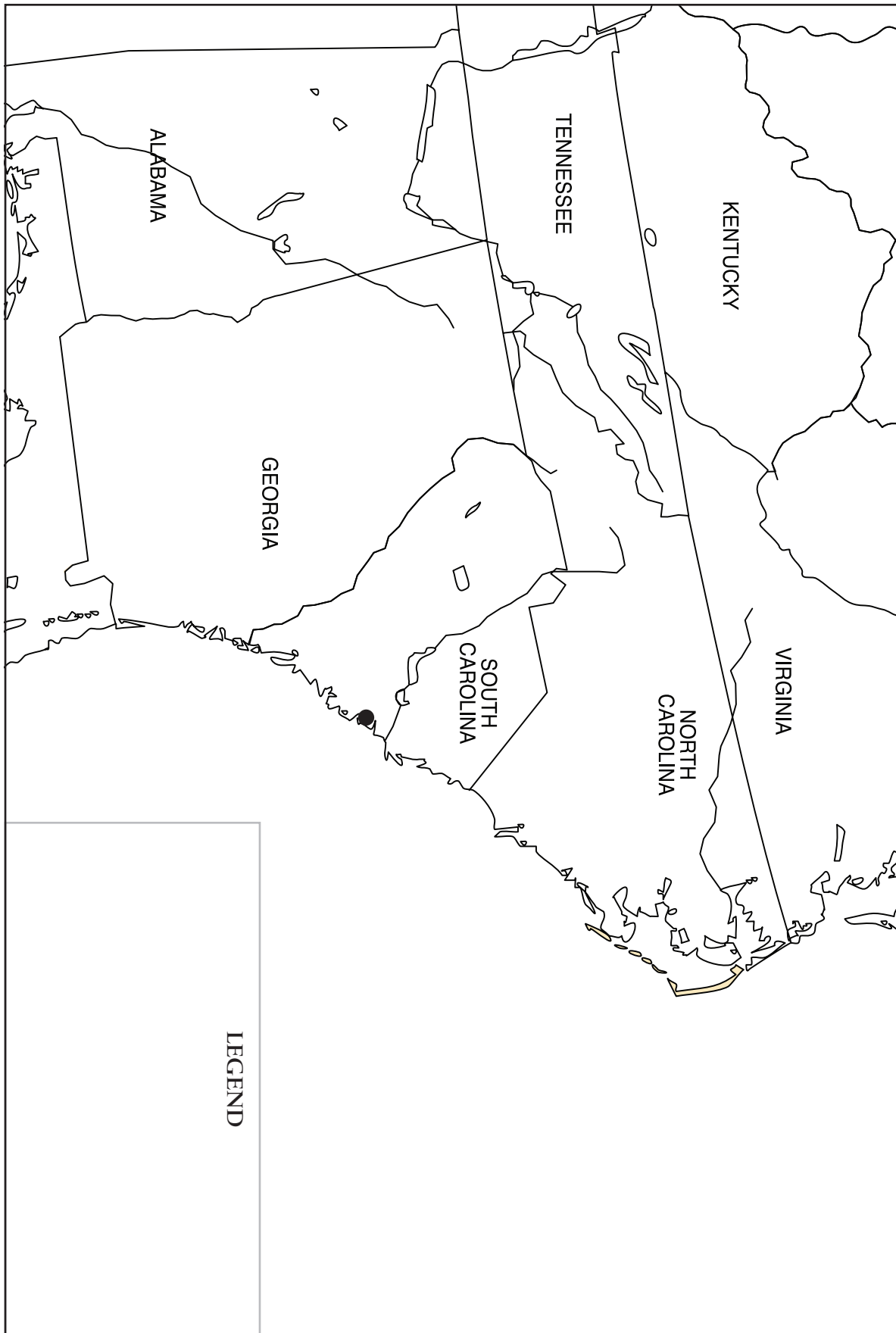
Founded by a company or proprietor(s); if a company, write its name _____

Name of this colony's key figure _____ Sir Ashley Cooper _____

List some other individuals who were instrumental in the early years of this colony

Key settlements _____

List any other important facts about this colony or significant events in its development



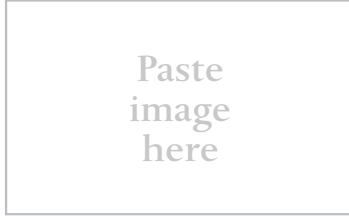
Name _____ Date _____

LESSON 14: THE GEORGIA COLONY

Picture of key figure



Flag of country that played
a role in its founding



Motivation for founding



Year of the first permanent colony settlement _____

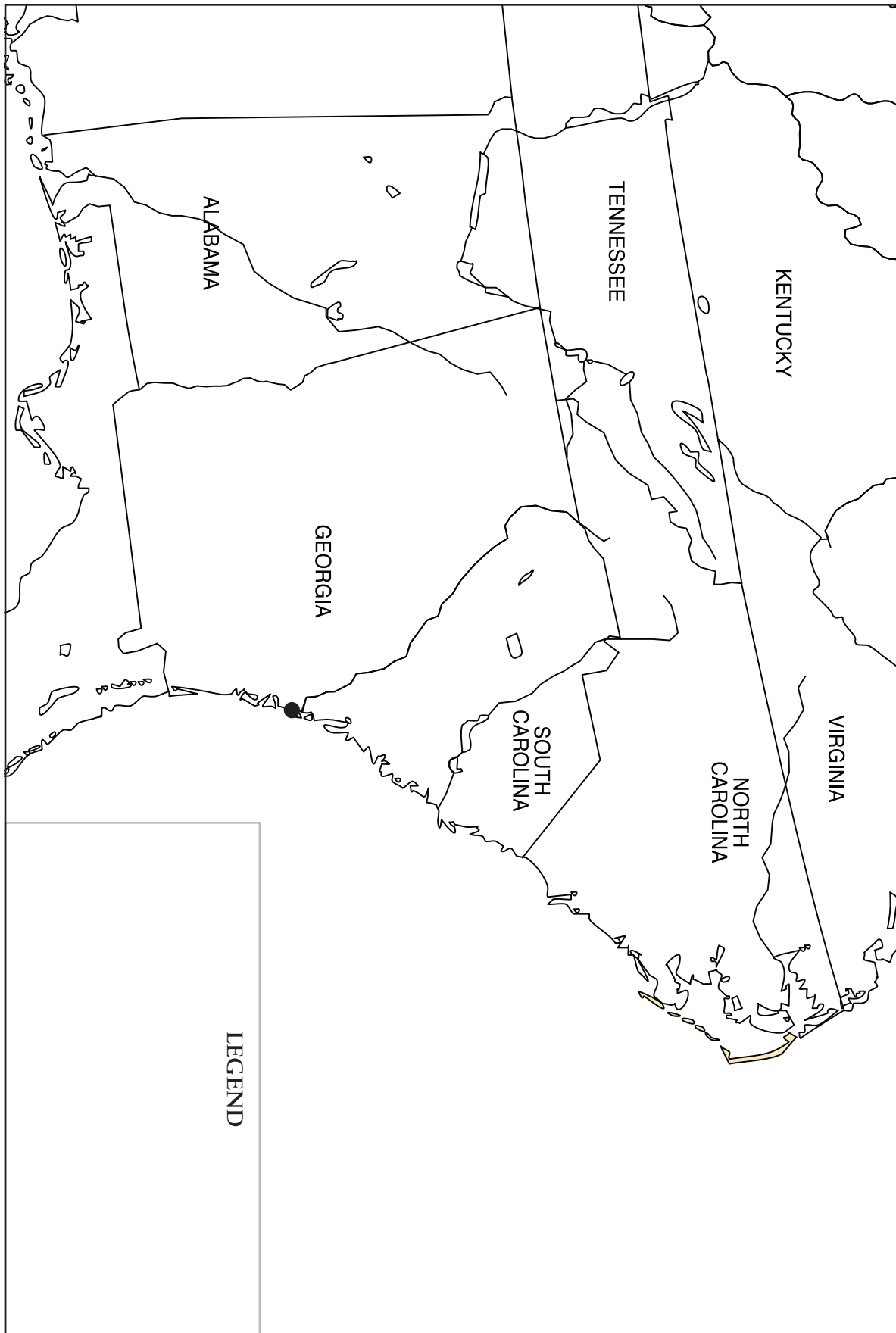
Founded by a company or proprietor(s); if a company, write its name _____

Name of this colony's key figure _____ James Oglethorpe _____

List some other individuals who were instrumental in the early years of this colony

Key settlements _____

List any other important facts about this colony or significant events in its development



LESSON 14: FOR REVIEW

Write the corresponding letter of the correct answer in the space provided.

- | | |
|--------------------------|---------------------|
| A. Colonel William Bull | E. Sir Robert Heath |
| B. Anthony Ashley Cooper | F. James Oglethorpe |
| C. John Culpeper | G. Tomochichi |
| D. Goose Creek Men | H. Tuscarora |

- _____ 1. Native American tribe that sought revenge by raiding North Carolina settlements
- _____ 2. Founder of Georgia
- _____ 3. Lord Proprietor who encouraged the printing of pamphlets to advertise Carolina's wonders
- _____ 4. North Carolina settler who led a rebellion against the governor of the colony
- _____ 5. Creek chief who became a good friend of James Oglethorpe
- _____ 6. South Carolinian who helped Oglethorpe lay out Savannah
- _____ 7. Englishman who was given Carolana by King Charles I in 1629
- _____ 8. South Carolina settlers from Barbados who opposed proprietary government and sought more local governmental control

Write the missing word or words in the spaces provided.

1. In 1663, King Charles II gave the land from Virginia to Florida to eight prominent Englishmen known as the _____.
2. The colony of Georgia, set up as a charity and administered by twenty trustees, was intended to have the majority of its settlers be _____.

3. For many years, North Carolina's only settlements were small communities of tobacco farmers in the isolated northern Albemarle region. The largest of these settlements was _____.
4. The Albemarle settlers were primarily former _____ and other poor whites, who had been squeezed out of Virginia by the low price of tobacco.
5. The first English settlement in South Carolina was at present-day _____, briefly known as Albemarle Point.
6. For many years, settlers in the Carolinas feared the threat of an attack from the _____ in St. Augustine.
7. The staple crop that ensured Charles Town's prosperity was _____. An ideal second crop grown with it was _____, a plant used to dye cloth a rich purple color.
8. By the early 1700s, South Carolina's economy had become based upon _____ labor.
9. The proprietors eventually began recruiting religious dissenters to South Carolina — first English Presbyterians and Baptists and later _____, whose tastes and ideas contributed to the creation of an aristocratic Charles Town society.

10. South Carolina settlers were delighted with the arrival of Oglethorpe and his colonists because they hoped that the Georgia settlement would serve as a buffer between them and _____.
11. Colonists in Georgia rebelled against the trustees' rules requiring them to grow _____, pay quit rents, and abstain from strong liquor.
12. Eventually both the Carolinas and Georgia became _____ colonies with their governors appointed by the English crown.

LESSON 14: FOR FURTHER STUDY

1. Research the Stono Rebellion, which occurred in Charles Town in 1739. Who rebelled and where? What did they do? Who put down the rebellion and how long did that take? What changed as a result of this rebellion?
2. Read about the Cherokee tribe. Record the information on a Native American Tribe form.
3. Both the Carolinas faced problems from pirates. Find out about the activities of Edward Teach (Blackbeard) and Stede Bonnet (the Gentleman Pirate). How did they get their nicknames? Why was North Carolina especially ideal for pirates?
4. Early in Georgia's history, the colony became entangled in a war between England and Spain called the War of Jenkins' Ear. How did this war get its name? What role did Oglethorpe and the Georgia settlers play in the war?

Name _____ Date _____

LESSON 15: ORIGINAL THIRTEEN COLONIES

List the original thirteen colonies by geographic region.

NEW ENGLAND: _____

MIDDLE: _____

SOUTH: _____



LESSON 15: FOR REVIEW

Write the letter of the correct answer in the space provided.

- _____ 1. In colonial America there were
- A. mostly very small families
 - B. quite a few divorces
 - C. many remarriages
 - D. few blended families
- _____ 2. During the colonial period,
- A. childbirth was quite dangerous for both mother and child
 - B. fathers were rarely involved in disciplining their children
 - C. children were usually not asked to take on household duties until they reached their teen years
 - D. men and women married at a later age than their European counterparts
- _____ 3. Colonial families
- A. rarely ate meals together
 - B. relied upon each other for food, shelter, and a sense of belonging
 - C. had quite a bit of free time
 - D. usually did not spend their evenings at home
- _____ 4. Colonial women
- A. did not generally marry until their mid-twenties
 - B. liked to space their children four to five years apart
 - C. were not allowed to own property in their name, vote, or run for public office
 - D. were equal in status to their husbands

- _____ 5. Which of the following was NOT true of colonial education?
- A. schools varied greatly from region to region
 - B. the first American college, Harvard, was founded by New England Puritans
 - C. the Quakers in Pennsylvania were not interested in providing elementary education for their children
 - D. children in Southern colonies were usually taught at home by parents or private tutors
- _____ 6. Upper-class men in the colonial period
- A. were rarely seen with a waistcoat
 - B. were able to import silken and linen clothing from Europe
 - C. had narrow cuffs and no ruffles on their shirts and breeches that came down to their ankles
 - D. no longer wore leggings, under stockings, or cravats
- _____ 7. Working-class men in the colonial period
- A. wore trousers that covered the leg
 - B. had shoes that were fastened by shoe laces
 - C. preferred boots with high heels
 - D. ordered most of their clothing from Europe
- _____ 8. Upper-class women in the colonial period
- A. considered their corset to be an essential garment
 - B. owned primarily silk brocade gowns
 - C. saw their skirts grow more and more narrow as the years passed
 - D. often wore trousers
- _____ 9. In the American colonies,
- A. women were not concerned about keeping their hair covered
 - B. working-class women usually covered their dresses with aprons while they worked
 - C. gloves were not considered to be fashionable for women
 - D. a typical dress for a working-class woman consisted of a bodice and skirt joined together, with the skirt opening in front to reveal a separate petticoat

- _____ 10. Which of the following was NOT true of clothing for colonial children?
- A. boys wore dresses until they were five or six years old
 - B. boys were “breeched” when they were put into their first pair of pants
 - C. toddlers had leading strings attached to their clothing to help their parents guide them as they learned to walk
 - D. most boys and girls had store-bought shoes with hard soles from Europe
- _____ 11. The average life expectancy for an American during the colonial period was under
- A. ten years
 - B. twenty-five years
 - C. forty years
 - D. sixty-five years
- _____ 12. Illnesses in colonial America
- A. were often caused by contaminated water
 - B. were generally treated by doctors trained in medical schools
 - C. were rarely treated through “bleedings” using leeches
 - D. were usually well understood
- _____ 13. Colonial Americans
- A. usually had running water and septic systems in their homes
 - B. had indoor toilets
 - C. bathed at least every other day
 - D. believed that a layer of dirt provided protection against germs
- _____ 14. Which of the following was NOT true of colonial food?
- A. most European foods grew well in America
 - B. food was usually cooked in big kettles over an open hearth
 - C. most meals were stews
 - D. meat was often preserved by smoking and vegetables by pickling

- _____ 15. American colonists drank
- A. a great deal of water
 - B. little milk
 - C. few alcoholic beverages
 - D. very little cider
- _____ 16. New England colonists
- A. consumed a lot of fresh vegetables and salads
 - B. did not cook with molasses or maple syrup
 - C. used a lot of sugar
 - D. consumed a lot of meat and fish
- _____ 17. In the Middle colonies
- A. there was a very short growing season and rocky soil
 - B. the French settlers ate a lot of cabbage and pork
 - C. the Dutch enjoyed cookies, cakes, and pastries
 - D. there was little baking of pies and breads because of the unavailability of ovens
- _____ 18. White Southerners
- A. ate very little meat and had little variety in the types of foods they consumed
 - B. often hid the bad flavor of spoiled food by adding pepper
 - C. did not generally enjoy Indian hominy
 - D. ate spicier foods than their African slaves

LESSON 15: FOR FURTHER STUDY

1. Try to find pictures of colonial hornbooks and selections from the *New England Primer*. Would you have enjoyed learning using these and other colonial educational methods? The first published book of American poetry was also the first American book to be published by a woman — Anne Bradstreet. See if you can find one of her poems to read.
2. Look for more pictures of colonial clothing. Decide what you like and dislike about the clothes.

3. Read about one or more of the illnesses that took lives during the colonial period — cholera, smallpox, scarlet fever, rickets, and tuberculosis. What are the symptoms of these diseases? Do these diseases cause many deaths today? Why or why not?
4. Find recipes used during the colonial period and try making some of the colonial specialties. See if you can find excerpts from Susannah Carter's *The Frugal Housewife* and from other cookbooks and women's books of the colonial period.

Name _____ Date _____

LESSON 17: THE FRENCH AND INDIAN WAR

The war was a colonial extension of what European war? _____

Flags of the countries involved in the French and Indian War



With which side did most Native American tribes ally themselves? _____

Color the square red if the battle was a British victory. Color the square blue if the battle was a French victory.

FIRST PHASE

Ft. DuQuesne

Ft. Edward

Ft. William Henry

THIRD PHASE

Ft. Louisbourg

Ft. Frontenac

Ft. Ticonderoga

Quebec

Detroit

SECOND PHASE

Ft. Oswego

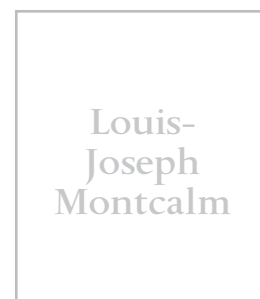
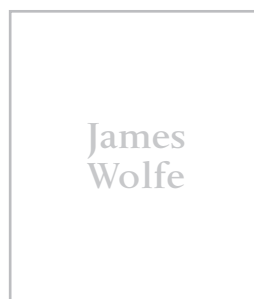
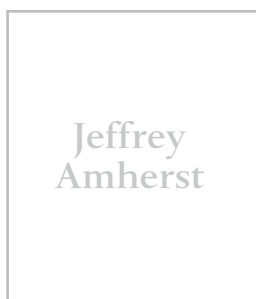
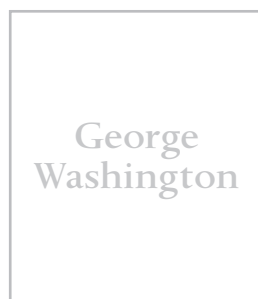
Ft. William Henry

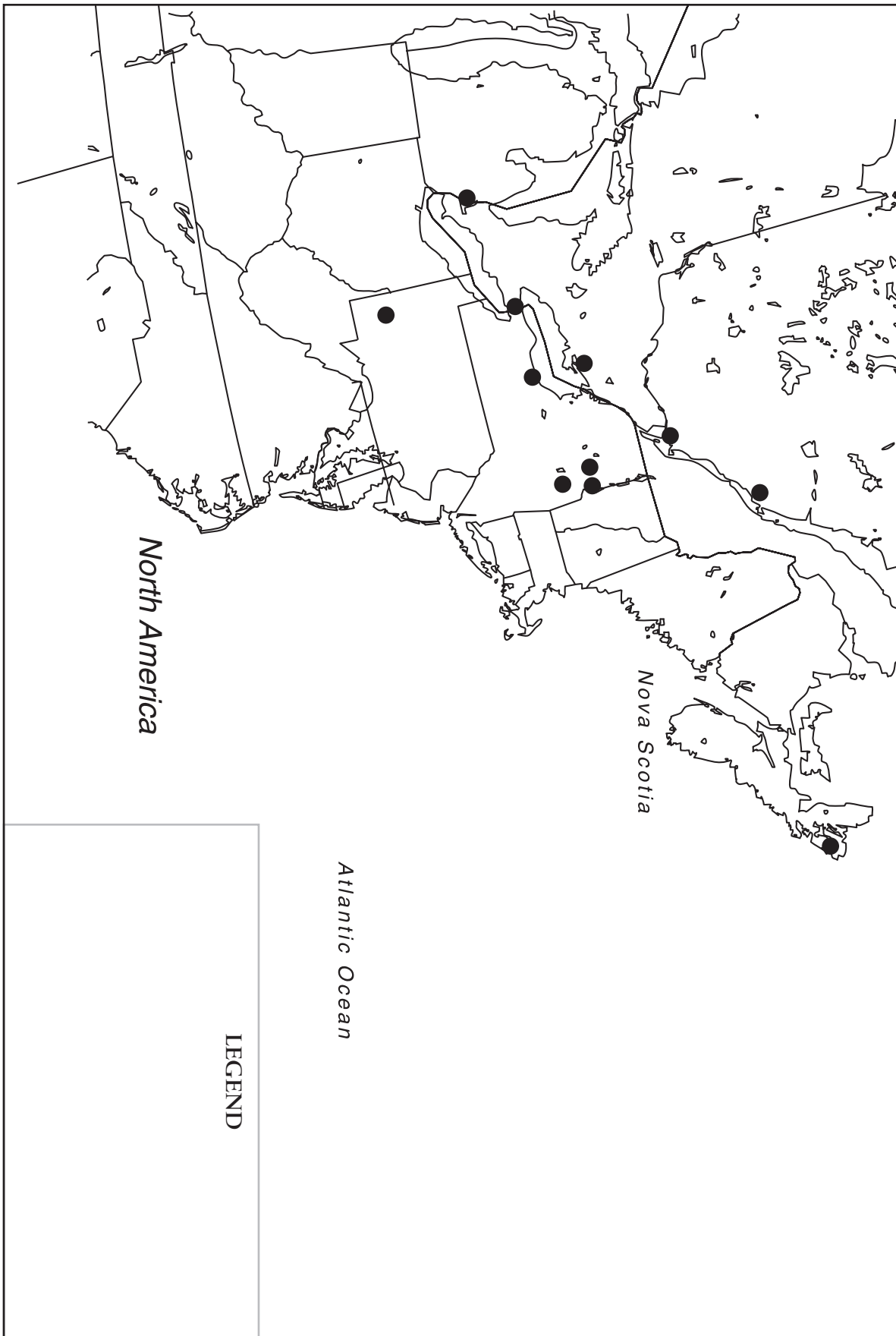
Montreal

Ft. DuQuesne

Ft. Niagara

Pictures of some of the key individuals in the French and Indian War





LESSON 17: FOR REVIEW

Write the letter of the correct answer in the space provided.

- _____ 1. Historical scholars have generally
- A. found little to debate concerning the causes of the American Revolution
 - B. believed that the colonists failed to develop a sense of American identity
 - C. pointed to parliamentary policies toward the colonies as one of the causes of war
 - D. discounted the role of colonial leaders in arousing American anger against the British
- _____ 2. In the years prior to the outbreak of the American Revolution, most colonists
- A. experienced less religious freedom than the British
 - B. came to prefer American simplicity and self-reliance rather than the more aristocratic British society
 - C. saw their population decline
 - D. regarded life in the mother country as superior to life in the New World
- _____ 3. Between 1763 and 1775,
- A. most colonists were ready to form an independent America nation
 - B. the British Parliament refrained from passing laws that regulated the colonists' trade or travel
 - C. the cry of "no taxation without representation" became a rallying point for the colonists
 - D. the British removed all troops stationed in the colonies
- _____ 4. The French and Indian War was a
- A. conflict between French and Indian fur trappers in America
 - B. colonial extension of the Seven Years' War in Europe
 - C. short conflict, lasting only a couple of years and resulting in little bloodshed
 - D. fight primarily between the British and their colonists

- _____ 5. In 1750,
- A. the Spanish still claimed large portions of North America
 - B. the British had stripped the French of all of their territory in the New World
 - C. the French held eastern Canada and the Louisiana Territory
 - D. the British claimed large portions of territory on both the east and west coasts of America
- _____ 6. During the early 1750s, the French had
- A. many more enemies among the Native Americans than the British
 - B. settled their previous tensions with the British
 - C. little concern about the westward movement of British colonists
 - D. fur-trading posts and forts in a region bounded by Quebec, Montreal, Detroit, and New Orleans
- _____ 7. Which of the following was TRUE during the early 1750s?
- A. the French wanted to keep the British from expanding into the Ohio River valley
 - B. the British were building a chain of new forts from the St. Lawrence River to the Mississippi River
 - C. Fort Duquesne was built by the British in present-day Virginia on land claimed by the French
 - D. George Washington defended Fort Duquesne against French attacks
- _____ 8. Fort Necessity was built by
- A. the French near Fort Duquesne
 - B. the British in the early 1600s
 - C. George Washington and his men when they were unable to take over Fort Duquesne
 - D. the Spanish to protect Florida

- _____ 9. During the first phase of fighting in the French and Indian War (1754 – 1755),
- A. almost all of the American native tribes decided to ally themselves with the British
 - B. the American colonists managed mostly on their own against the French
 - C. the French colonies were able to produce their own food and were protected by their own militias
 - D. the Iroquois chose to side with the French because Champlain had helped them in their war with the Huron
- _____ 10. Major General Edward Braddock, sent to oversee British and colonial forces in 1755,
- A. was mortally wounded near Fort Duquesne
 - B. succeeded in teaching his soldiers how to use guerilla fighting tactics
 - C. was not willing to work with George Washington
 - D. led his forces to ultimate victory over the French
- _____ 11. In the second phase of the fighting (1756 – 1757),
- A. Lord Loudoun succeeded in getting the colonists excited about the war effort
 - B. the British were outnumbered almost two to one by the French
 - C. Native Americans scalped many of their French allies
 - D. the British were soundly defeated by the French under Montcalm at Fort Oswego and Fort William Henry
- _____ 12. The tide began to turn in favor of the British in 1758 under the leadership of William Pitt, who
- A. coerced the colonists into supporting the war effort
 - B. encouraged the British to adapt their war strategies to the American landscape and terrain
 - C. enlisted the Spanish as British allies
 - D. forced generals Amherst and Wolfe to return to England
- _____ 13. Which of the following was NOT a British victory in 1758 – 1759?
- A. Fort Louisbourg
 - B. Fort Niagara
 - C. Fort Ticonderoga
 - D. Fort William Henry

- _____ 14. On September 13, 1759, just outside the French city of Quebec,
- A. the British suffered a surprising defeat by the French
 - B. the British and French fought to a draw
 - C. both General Wolfe and General Montcalm were mortally wounded
 - D. the French won a decisive victory
- _____ 15. By September of 1760,
- A. the British controlled all of the American frontier
 - B. the British had surrendered to the French at Montreal
 - C. Detroit remained in French hands
 - D. the Treaty of Paris, ending the French and Indian War, had been signed
- _____ 16. The Treaty of Paris, ending the French and Indian War, gave
- A. no territory to the Spanish
 - B. New Orleans and lands west of the Mississippi River to the British
 - C. all of North America east of the Mississippi River, except for New Orleans, to the English
 - D. New Orleans to the French
- _____ 17. In 1764, Pontiac's Rebellion flared up,
- A. and many of the battlefields were the same as those in the French and Indian War
 - B. and the fighting continued for more than five years
 - C. but eventually the enmity between the British and the Native Americans died down
 - D. and the Native Americans were re-energized and unwilling to capitulate to the British
- _____ 18. As a result of the French and Indian War,
- A. the British were able to retire an enormous national debt
 - B. the relationship between the British and their colonists was vastly improved
 - C. British naval supremacy was diminished
 - D. the American colonists united for the first time against a common enemy

LESSON 17: FOR FURTHER STUDY

1. Research the life and military career of the British general Jeffrey Amherst. What position did he take after the French and Indian War as a reward for his success? Read about the controversy surrounding him in the post-war years. Why did Amherst refuse to take a field command in the American Revolution?
2. Visit one or more of the forts in Pennsylvania and New York that were battle sites in the French and Indian War — Fort Duquesne (Fort Pitt), Fort Niagara, Fort Necessity, Fort Ticonderoga, and Fort William Henry. If you can't visit in person, do a “virtual tour” online.
3. Look for the Benjamin West painting from 1770 entitled *The Death of General Wolfe*. What can you learn about the Battle of Quebec from this painting? Can you find out who the people are with him in the painting? Find the lyrics to the song “The Death of General Wolfe.” Learn more about Wolfe's life and military career.
4. Read about the early life of George Washington. Look for paintings of him as a young man. Find out more about the role that he played in the French and Indian War and how those war years prepared him for the revolution to come.