

Marion High School
Student Instructional Packet Assignments
September 8th - September 21st

<p>Student: _____</p> <p>Period: _____</p> <p>Teacher(s): Circle your teacher's name, if more than one teacher is listed below.</p> <p>Teacher 1: Terri Keesee Email: tkeesee@marion.k12.sc.us</p> <p>Teacher 2: Anne Hyatt Email: aHyatt@marion.k12.sc.us</p> <p>Teacher 3: Rebekah Sellers Email: rsellers@marion.k12.sc.us</p> <p>Teacher 4: Dorothy Davis Jackson Email: dodavis@marion.k12.sc.us</p> <p>Course: American Experience _____</p> <p>Teacher Planning Period: ____4____</p> <p>School Number: 843-423-2571</p>	<p>Student:</p> <p>Please put your name and class period on this sheet.</p> <p>You will need to return this sheet and any assignments attached.</p> <p>Circle your teacher's name</p>
	<p style="text-align: center;">Tuesday – September 8th</p> <p>Welcome!!! And Read Standard 1, pay attention to Standard 1, indicator 1. (1.1)</p>
<p style="text-align: center;">Wednesday – September 9th</p> <p>Read pp. 2-5 of the packet.</p>	<p style="text-align: center;">Thursday – September 10th</p> <p>Read pp. 6-8. Complete chart on pp. 9-10.</p>

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<p style="text-align: center;">Friday – September 11th</p> <p>Read pp. 11-12. Underline the important facts. Complete the map of the 13 colonies on pg. 13.</p>	<p style="text-align: center;">Monday – September 14th</p> <p>Answer questions 1-8 on pp. 14-15</p>
<p style="text-align: center;">Tuesday – September 15th</p> <p>Write an essay comparing the Three Regions of the British Colonies.</p>	<p style="text-align: center;">Wednesday – September 16th And Thursday, September 17.</p> <p>DBQ: pp. 16-18. Complete questions on pg. 19</p>
<p style="text-align: center;">Thursday – September 17th</p> <p style="text-align: center;">DBQ</p>	<p style="text-align: center;">Friday- September 18th And Monday, September 21.</p> <p>DBQ: pp. 20-21. Complete questions on pg. 22</p>
<p style="text-align: center;">Monday – September 21st</p>	

Cover Sheet: American Experience

② American Experience Sept. 8-21, 2020 Please get a binder for this class. You will be working in the notes section of your notebook for this packet.

1. Tuesday, Sept. 8: pg. 1, Standard 1. Read this sheet. You will be working on USHC 1.1 in the packet. Also, read the welcome and expectation sheet.
2. Wednesday, Sept. 9: Read pp. 2-5.
3. Thursday, Sept. 10: Social, economic, political characteristics of the 13 British Colonies. Read pp. 6-8 focusing on the British colonies (England). Complete pg. 9-10.
4. Friday, Sept. 11: Read pp. 11-12. Underline the important facts. Complete the map of the 13 colonies on pg. 13.
5. Monday, Sept. 14: Answer questions 1-8 on pp. 14-15. Circle the answer.
6. Tuesday, Sept. 15: Write an essay comparing the 3 Regions of the British Colonies: The Southern Colonies, The Middle Colonies, The New England Colonies. Compare their social, economic, political, and religious characteristics. Use your chart pp. 9-10 to help you. This will be graded as a formal essay: correct grammar, spelling, punctuation.
7. Wednesday, Sept. 16, Thursday, Sept. 17. DBQ (Document Based Questions)
Think about: Why would two maps of the same place differ? You will be looking at Powhatan Map, Pg. 16 (A) and Virginia Map, pg. 17 (B) The first map was made in 1636 and the second one in 1651.
Study pp. 16-18 and complete questions on pg. 19
9. Friday, Sept. 18, Monday, Sept. 21: DBQ Examining Passenger Lists. Think about the differences between New England and Virginia in the 1630's?
Study pp. 20-21, answer questions on pg. 22

Standard 1

UNITED STATES HISTORY AND THE CONSTITUTION



Standard USHC-1: The student will demonstrate an understanding of the conflicts between regional and national interest in the development of **democracy** in the United States.



Enduring Understanding

Contemporary democratic ideals originated in England, were transplanted to North America by English settlers, and have evolved in the United States as a result of regional experiences. To understand this evolution of **democracy** and the conflict between local and national interests, the student will utilize the knowledge and skills set forth in the following indicators:



Indicators

- USHC-1.1 Summarize the distinct characteristics of each colonial region in the settlement and development of British North America, including religious, social, political, and economic differences.
- USHC-1.2 Analyze the early development of representative government and political rights in the American colonies, including the influence of the British political system and the **rule of law** as written in the Magna Carta and the English Bill of Rights, and the conflict between the colonial legislatures and the British **Parliament** over the right to tax that resulted in the American Revolutionary War.
- USHC-1.3 Analyze the impact of the Declaration of Independence and the American Revolution on establishing the ideals of a democratic republic.
- USHC-1.4 Analyze how dissatisfactions with the government under the Articles of Confederation were addressed with the writing of the Constitution of 1787, including the debates and compromises reached at the Philadelphia Convention and the ratification of the Constitution.
- USHC-1.5 Explain how the fundamental principle of **limited government** is protected by the Constitution and the Bill of Rights, including **democracy**, **republicanism**, federalism, the **separation of powers**, the system of **checks and balances**, and individual rights.
- USHC-1.6 Analyze the development of the two-party system during the presidency of George Washington, including controversies over domestic and foreign policies and the regional interests of the Democratic-Republicans and the Federalists.
- USHC-1.7 Summarize the expansion of the power of the national government as a result of Supreme Court decisions under Chief Justice John Marshall, such as the establishment of judicial review in *Marbury v. Madison* and the impact of political party affiliation on the Court.



What am I to know?

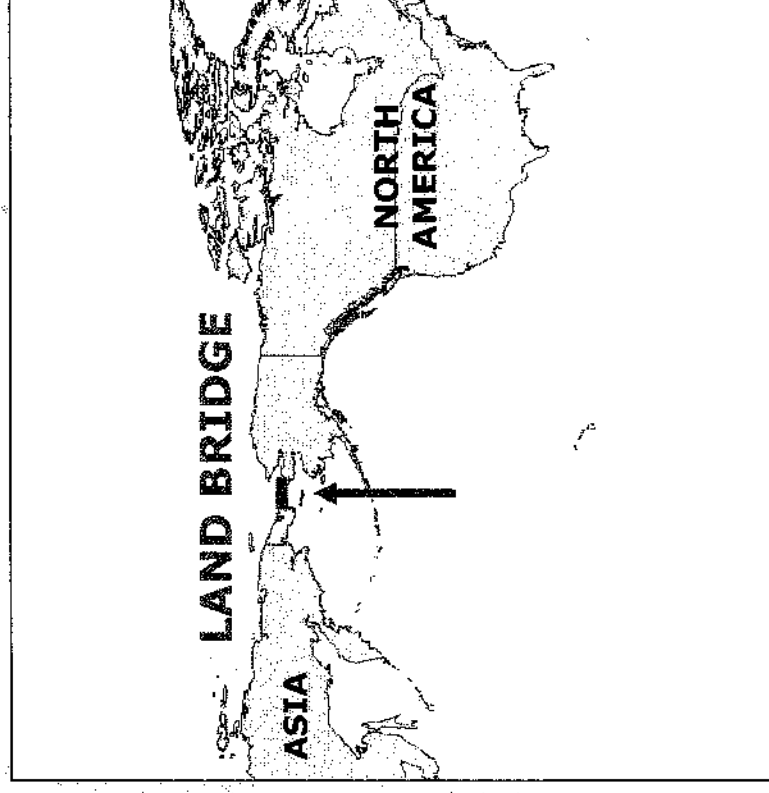
-summarize

the *religious, social, political*
and economic
similarities and differences
between the colonial regions of
New Spain, New France and
the English colonies

Land bridge between North America and Asia

Archaeological evidence has been discovered that shows the sea levels were lower and exposed a land bridge between the two continents about 70,000 years ago.

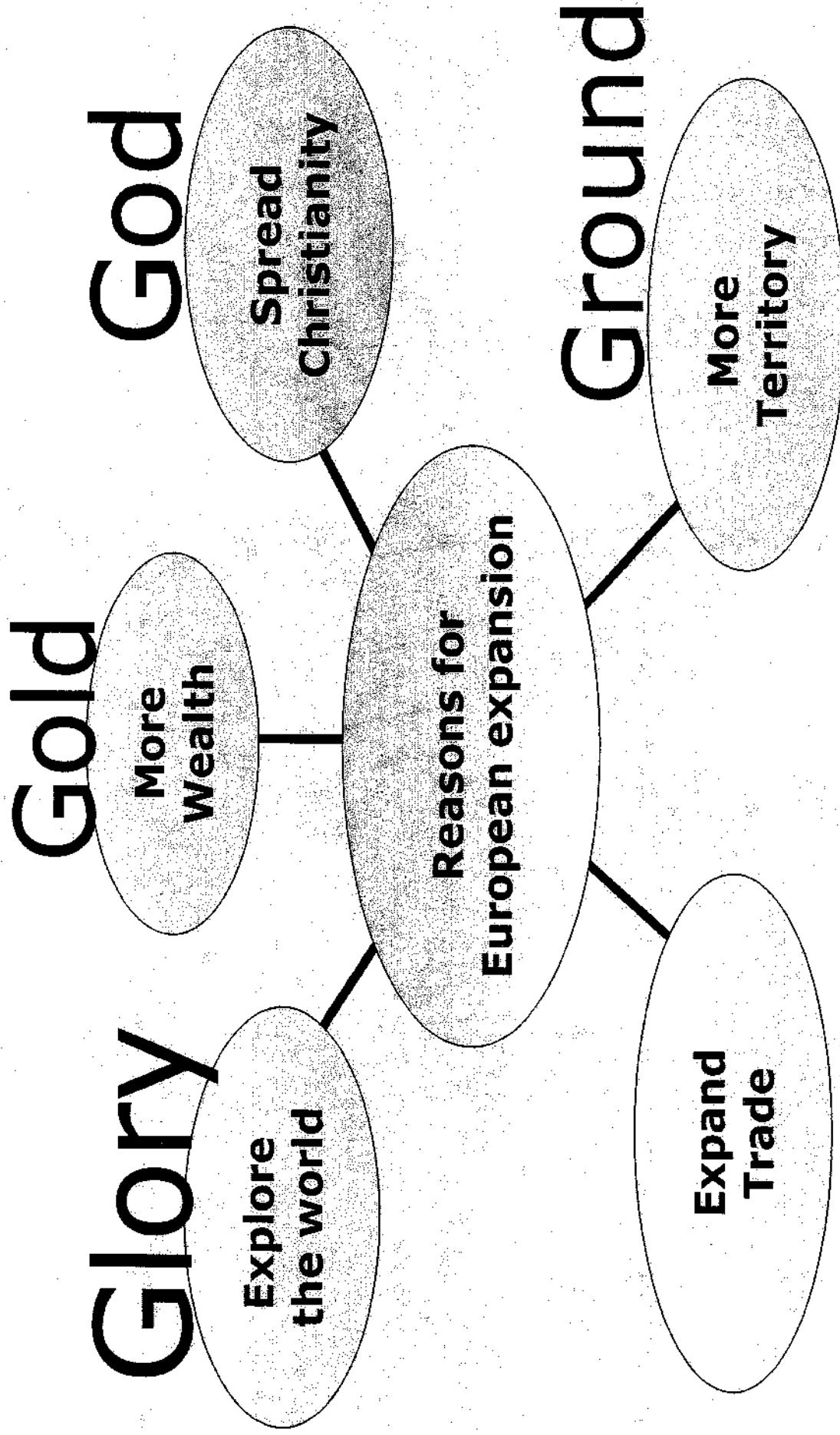
Experts have proposed different arrival dates of humans, but the evidence indicates that humans lived throughout North and South America by 10,000 B.C.E.



European exploration

❖ Factors that encouraged exploration

- ❖ Spanish: desire for an empire, religious reasons
- ❖ French: religious reasons, religious reasons as well as empire building
- ❖ English: religious reasons, empire building



The 4 Gs of expansion



Social

Country	Society	Illustrate
Spain	<ul style="list-style-type: none"> • Strict social structure • Based on religion • Based on government • Spanish society depended on slave labor (natives) • Spanish society was affected by migration patterns 	
France	<ul style="list-style-type: none"> • French society was affected by migration patterns • French society was not dependent on slave labor 	
England	<ul style="list-style-type: none"> • NEW ENGLAND AND THE MID ATLANTIC Middle Colonies • Developed an egalitarian society in NE and the MC • Based on religious equality • As the settlers became richer, the classes separated • The church fostered the development of towns • The church shaped NE society • SOUTH • The English settlements in the South developed a strict social structure due to: <ul style="list-style-type: none"> • Indentured servants • Slaves • The Plantation System • The slave systems were based on the Barbados model • Schools were hindered by the plantation system • Development of towns were hindered by the PS 	

Political

Country	Politics-Traditions of the MOTHER COUNTRY	Illustrate
Spain	<ul style="list-style-type: none"> • Impacted by the political traditions of the Mother Country • No experience with democracy • Transfer the authority of control to the colonies • Duplicate model of control • Spanish Viceroy's → (governor) • authority from the King of Spain 	
France	<ul style="list-style-type: none"> • Impacted by the political traditions of the Mother Country • No experience with democracy • Transfer the authority of control to the colonies • Duplicate model of control • French → governors • authority from the King of France 	
England	<ul style="list-style-type: none"> • British brought their experience with the Magna Carta and Parliament • Colonial experiences and distance from mother country fostered the development of democratic institutions • Virginia's House of Burgesses and New England town meetings • Types of colonies: <ol style="list-style-type: none"> 1. Charter 2. Proprietary 3. Royal <ul style="list-style-type: none"> -most colonies became Royal colonies by 1750 <ul style="list-style-type: none"> • Degree of self governing <ul style="list-style-type: none"> Charter- Proprietary - Royal- <p>-----Events in England and salutary neglect undermined the authority of the King!</p> <p>-----Colonial assemblies used the power of the purse to control the impact of royal governors</p> <p>-----British subjects in the colonies were loyal to the crown BUT believed the their colonial assemblies had the power to tax them based on the Magna Carta and colonial experience.</p>	

Religion

Country	Religious Motivation for Settling	Illustrate
Spain	<ul style="list-style-type: none"> • Exploring • Conquering • GOLD, God, Glory • Economic opportunity • Converted natives to Roman Catholicism BY FORCE 	
France	<ul style="list-style-type: none"> • Settled in SC • Converted natives through bribery FUR TRADE 	
England	<p>Depended on the groups that settled:</p> <ul style="list-style-type: none"> • New England-Religious reasons • Little religious tolerance in NE • Puritans – religious freedom • City on the Hill • Exiled dissenters and Quakers • Played a large role in the development of NE culture • Some religious tolerance developed later → Roger Williams • Requirements of the crown • Mid Atlantic colonies were more tolerant • Maryland example of tolerance and intolerance • Lord Baltimore promoted the Act of Toleration • Lord Baltimore protected the rights of the Catholics • Southern Colonies→ not founded for religion Anglican or Church of England church was the established church in the South 	



Economic

Country	Economics-funding was different Development of colonies depended on their geographic location and natural resources and human capital available	Illustrate
Spain	<ul style="list-style-type: none"> • Crown funded expeditions • Found Gold and Silver • Exploited the natives encomiendas • Introduced African slaves • Missionary outpost were important for political control and economic contribution • Followed mercantilist policies 	
France	<ul style="list-style-type: none"> • Economy based on trapping and export • This dependence on native tribes • They claimed much land inland as hunting grounds • This caused a clash with the English as they pushed west • Followed mercantilist policies 	
England	<ul style="list-style-type: none"> • Funded by joint stock companies or individual proprietors • Followed mercantilist policies <p>New England colonies</p> <ul style="list-style-type: none"> • Subsistence farming due to geographic conditions, rocky soil and short growing seasons • Forest for ship building • Sea for merchants (trade) and fishermen <p>Mid-Atlantic colonies</p> <ul style="list-style-type: none"> • Great geographic region for farming • Large families helped develop export trade in food <p>Southern Colonies</p> <ul style="list-style-type: none"> • Wide expanses of land • Fertile soil • Grew cash crops: tobacco, rice, indigo • Used slave labor • Cotton was important until later! 1793 cotton gin invented! <p>All regions developed interdependent network of coastal trade with the British Caribbean, Africa, and Europe</p> <ul style="list-style-type: none"> • Large port cities <ol style="list-style-type: none"> 1. New England-Boston-founded by puritans 2. Mid-Atlantic- New York City-Dutch captured by English, Philadelphia-William Penn, most diverse 3. Southern colonies- Charleston settled by English from Barbados. Commerce and defense. 	

B

Name:

Date:

Graphic Organizer 1.1b – North American Colonies

Directions: Use your notes and other sources to complete the chart.

New England Colonies			
Political	Religious	Social	Economic

Middle Colonies			
Political	Religious	Social	Economic

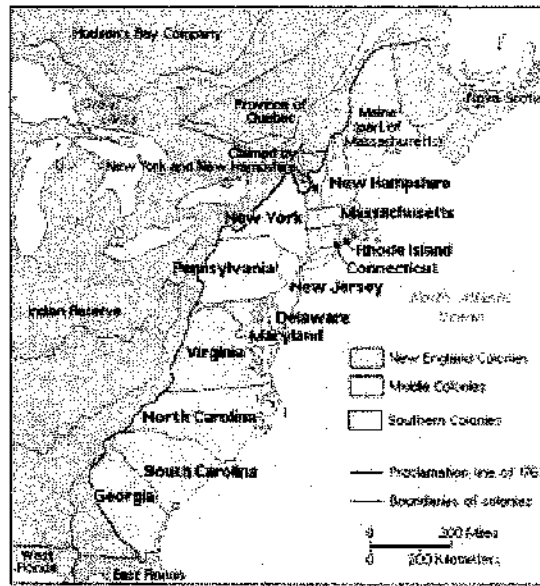


Name:

Date:

Southern Colonies			
Political	Religious	Social	Economic

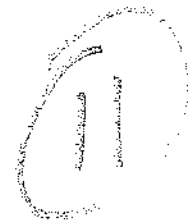
THE THIRTEEN COLONIES



A map of the 13 British colonies in North America prior to the revolution.

The scene for the American Revolution was a narrow band of 13 British colonies, located on the eastern coastline of North America. These British colonies were explored, settled and colonised over more than a century, beginning with Virginia (1607) and Massachusetts (1620) and concluding with the settlement of Georgia in 1732.

Each colony began with a land claim and settlement by a British company or expedition group. Over time, the 13 colonies developed into discrete political entities.



As part of the British Empire, the 13 colonies shared a common heritage and some obvious similarities. Because of this – and because the colonies later joined together in revolution – we tend to think of them as

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VIEW

A map showing foreign colonies and influence in North America, 1750

The 13 British colonies were not alone on the North American continent, with three other European powers laying claim to the territory. The Spanish were the first to arrive, after Christopher Columbus' famous expedition that 'discovered' North America in 1492. The French began exploring the continent in 1524 and by the end of the century was attempting permanent settlements. The Dutch also commissioned exploration of the North American coastline (1609) and initiated settlements 14 years later. By 1660 the Dutch controlled the area now occupied by New Jersey and eastern New York state. They surrendered their American colonies to England in 1667, after defeat in the Second Anglo-Dutch War. By 1750 some 80 per cent of the North American continent was controlled or influenced by France or Spain (see map). Their presence was a source of tension and paranoia among those in the 13 British colonies, who feared encirclement, invasion and the influence of Catholicism.

12



Today

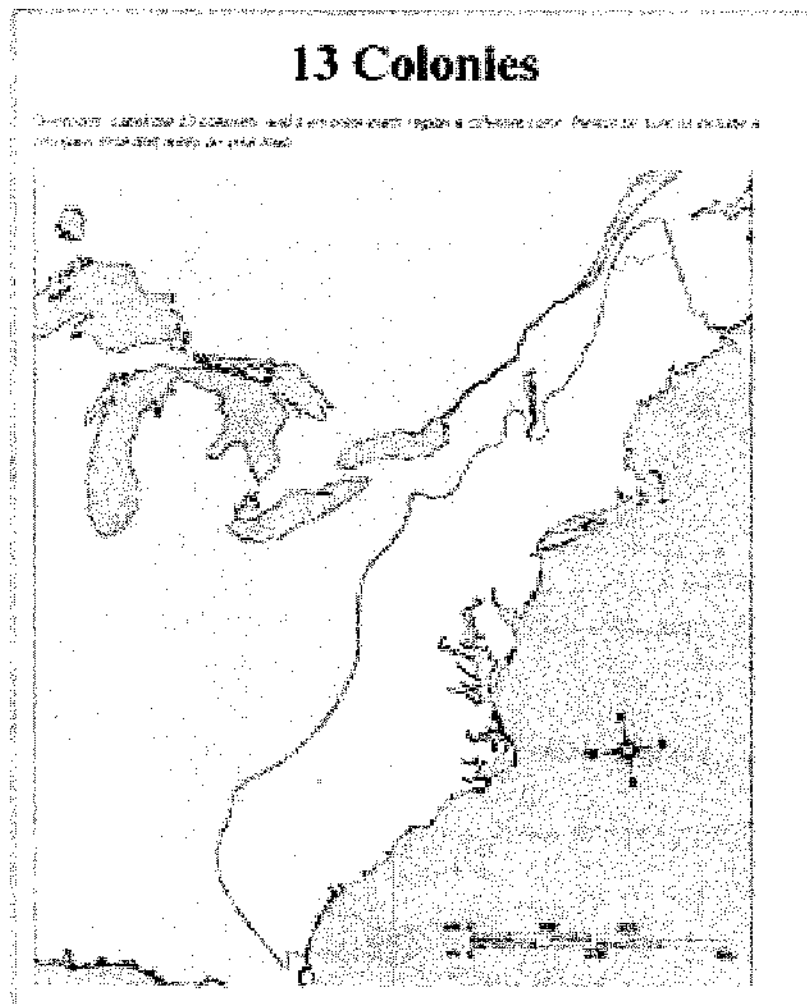
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Questions

Pp. 1-2

1. In the Colonial Era, developments such as the New England town meetings and the establishment of the Virginia House of Burgesses represented which of the following?
 - A. colonial attempts to build a strong national government
 - B. efforts by the British to strengthen their control over the colonies
 - C. steps in the growth of representative democracy
 - D. early social reform movements
2. Which geographic feature served as the western boundary for British colonial settlements prior to the Revolutionary War?
 - A. Rocky Mountains
 - B. Missouri River
 - C. Appalachian Mountains
 - D. Great Plains
3. In which area did good harbors, abundant forests, rocky soil, and a short growing season most influence the colonial economy?
 - A. the Southern colonies
 - B. the Middle Atlantic region
 - C. the Northwest Territory
 - D. the New England colonies
4. What southern institution was most directly related to climatic conditions during the Colonial Era?
 - A. Democracy
 - B. canal systems
 - C. Plantations
 - D. coal industries
5. 17. Which is most closely associated with the Mayflower Compact and the Virginia House of Burgesses?
 - A. abuses by absolute monarchs
 - B. establishment of religious toleration
 - C. steps toward colonial self government
 - D. adoption of universal suffrage
6. 23. During the colonial period, British subjects in America believed their colonial assemblies, not Parliament, had the power to tax citizens. On



what did they base this decision?

7.

- A. the Magna Carta and their experiences in the New World
- B. the need to raise funds for protection
- C. the corruption of royal governors in the royal colonies
- D. their desire to remain loyal to the British king

8.

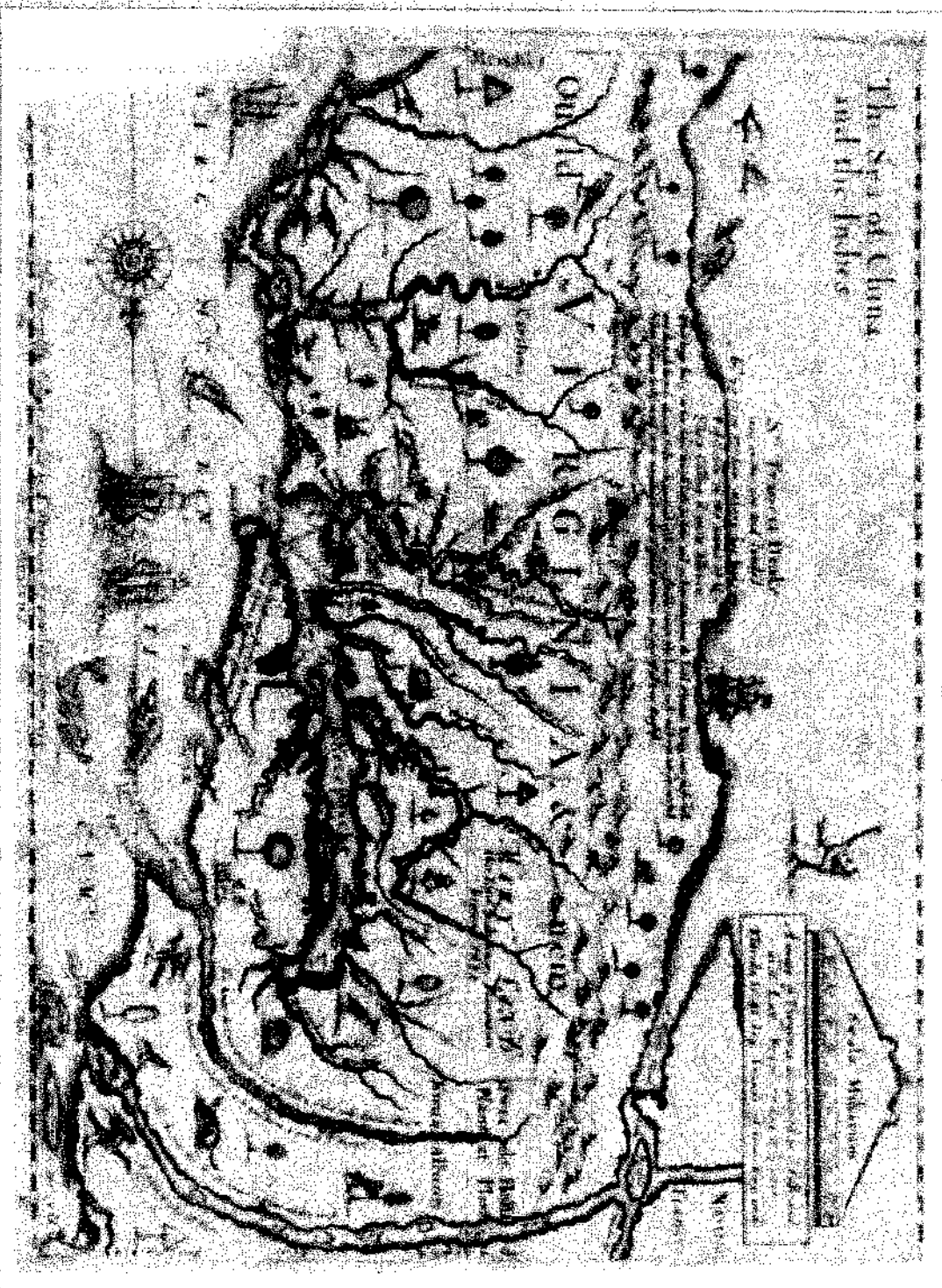
24. Why is the Mayflower Compact important to the concept of a democratic society?
- a. it was an effort by the colonists to use force to resist the King
 - b. it was a clear step toward self government
 - c. it was an early attempt to establish universal suffrage
 - d. it was an attempt by the colonists to establish freedom of religion

15

Map A: Gerhard Mercator. Virginia and Maryland, 1636



Map B: Edward Williams. A Map of Virginia, 1651.



Historical Context Sheet

- 1607** English settlers first land in Jamestown.
- Winter 1609-1610** Almost 150 (of 214) English colonists die from starvation and hardship.
- 1619** Virginia's population grows rapidly to 1,400.
- 1622-1623** Native Americans launch attacks against English settlements and kill 347 settlers.
- Colonists respond by poisoning and killing 250 Native Americans.
- 1634** Colonists build a wall across the Virginia Peninsula.
- An English Captain wrote that the wall "completely excludes the Indians . . .; this will be of extraordinary benefit to the country."
- 1636** **Date of Map A**
- 1646** First Indian reservations established for surviving Powhatan Indians.
- 1651** **Date of Map B.**

Guiding Questions

Name _____

1. What do you see when you look at the map from 1636?
2. What do you see when you look at the map from 1651?
3. List three differences between Map A and Map B:
4. These maps are showing the EXACT SAME PIECE OF LAND. Why do you think they differ?
5. Look at the HISTORICAL CONTEXT SHEET. How might settlers' attitudes towards Native Americans have changed from the 1630s to the 1650s? How might settlers' attitudes toward the land have changed from the 1630s to the 1650s? Explain your answer.

BONUS QUESTION: Why does the mapmaker of Map B think the Sea of China and the Indies are on the other side of Virginia? (remember where Columbus was headed?)



To Virginia (Chesapeake), June 23, 1635 (Modified)

THESE under-written names are to be transported to Virginia, Embarked in the America, per Certificate of from the Minister of the Town of Gravesend of their loyalty to the orders of the Church of England.

Richard Sadd	23	John Yates	20
Thomas Wakefield	17	Richard Wood	36
Thomas Bennett	22	Isack Bull	27
Steven Read	24	Phillipp Remmington	29
William Stanbridge	27	Radulph Spraging	37
Henry Barker	18	George Chaundler	29
James Foster	21	Thomas Johnson	19
Thomas Talbott	20	George Brookes	35
Richard Young	31	Robert Sabyn	40
Robert Thomas	20	Phillipp Parsons	10
John Farepoynt	20	Henry Parsons	14
Robert Askyn	22	John Eeles	16
Samuell Awde	24	Richard Miller	12
Miles Fletcher	27	Symon Richardson	23
William Evans	23	Thomas Boomer	13
Lawrence Farebern	23	George Dulmare	8
Mathew Robinson	24	John Underwood	19
Richard Hersey	22	William Bernard	27
John Robinson	32	Charles Wallinger	24
Edmond Chipps	19	Ryce Hooe	36
Thomas Pritchard	32	John Carter	54
Jonathan Bronsford	21		
William Cowley	20	Women.	
John Shawe	16	Elizabeth Remington	20
Richard Gummy	21	Dorothy Standich	22
Bartholomew Holton	25	Suzan Death	22
John White	21	Elizabeth Death	3
Thomas Chappell	33	Alice Remmington	26
Hugh Fox	24	Dorothie Baker	18
Davie Morris	32	Elizabeth Baker	18
Rowland Cotton	22	Sara Colebank	20
William Thomas	22	Mary Thurrogood	19

To New England, April 2, 1635 (Modified)

THESE under-written names are to be transported to New England. Embarked in the Planter, the passengers have brought Certificate from the Justices of the Peace according to the King's order.

A tailor, JOSEPH TUTTELL	39	EPENETUS OLNEY	1
JOAN TUTTELL	42		
JOHN LAWRENCE	17	Servants to GEORGE GIDDINS:	
Farmer, GEORGE GIDDINS	25	THOMAS CARTER	25
JANE GIDDINS	20	MICHELL WILLIAMSON	30
THOMAS SAVAGE, a tailor	27	ELIZABETH MORRISON	12
WILLIAM LAWRENCE	12		
MARIE LAWRENCE	9	A tailor, RICHARD HARVIE	22
ABIGAIL TUTTELL	6	Farmer, FRANCIS PEBODDY	21
SYMON TUTTELL	4	Weaver, WILLIAM WILCOCKS	34
SARA TUTTELL	2	MARGARET WILCOCKS	24
JOSEPH TUTTELL	1	JOSEPH WILCOCKS	2
JOAN ANTROBUSS	65	ANNE HARVIE	22
MARIE WRAST	24	Mason, WILLIAM BEARDSLEY	30
THO GREENE	15	MARIE BEARDSLEY	26
NATHAN HEFORD	16	MARIE BEARDSLEY	4
Servant to JOSEPH TUTTELL		JOHN BEARDSLEY	2
MARIE CHITTWOOD	24	JOSEPH BEARDSLEY	6 mos.
Shoemaker, THOMAS OLNEY	35	Farmer, ALLIN PERLEY	27
MARIE OLNEY	30	Shoemaker, WILLIAM FELLOE	24
THOMAS OLNEY	3	Tailor, FRANCIS BARKER	24

Examining Passenger Lists

Name _____

Use the information on the passenger lists to complete the chart below and answer the questions that follow:

	To Virginia	To New England
Total Passengers		
Ratio of Males to Females		
Age Distribution 0-4 (infants) 5-13 (children) 14-24 (young adults) 25-59 (adults) 60+ (elderly)		
Number of married passengers		
Number of passengers traveling with at least one family member		

1. Describe the "typical" English immigrant to the New World in terms of gender, age, and marital status on each of the ships. How does this differ on the two ships?
2. What can you tell about the social background and wealth of the average passenger on each of the ships? Does one of the ships have richer passengers? What do you predict the passengers on the *America* will do when they arrive in Virginia?