

NATIONAL DAY OF PRAYER PRESENTS



DRIVE THRU™
HISTORY
AMERICA
WITH DAVE STOTTIS

Foundations of Character
TEACHER EDITION

David Barton
and **Nita Thomason**



Tyndale House Publishers, Inc.
Carol Stream, Illinois



Contents

Introduction	vii
Time Line	viii
Lesson 1: Faith and Freedom	1
Lesson 2: Benjamin Franklin	17
Lesson 3: Dr. Benjamin Rush	37
Lesson 4: George Washington	55
Lesson 5: Benjamin Banneker	73
Lesson 6: Haym Salomon	87
Lesson 7: Abigail Adams	101
Lesson 8: Noah Webster	115
Lesson 9: John Quincy Adams	131
National Council For The Social Studies Standards	145
Formal Assessments	001

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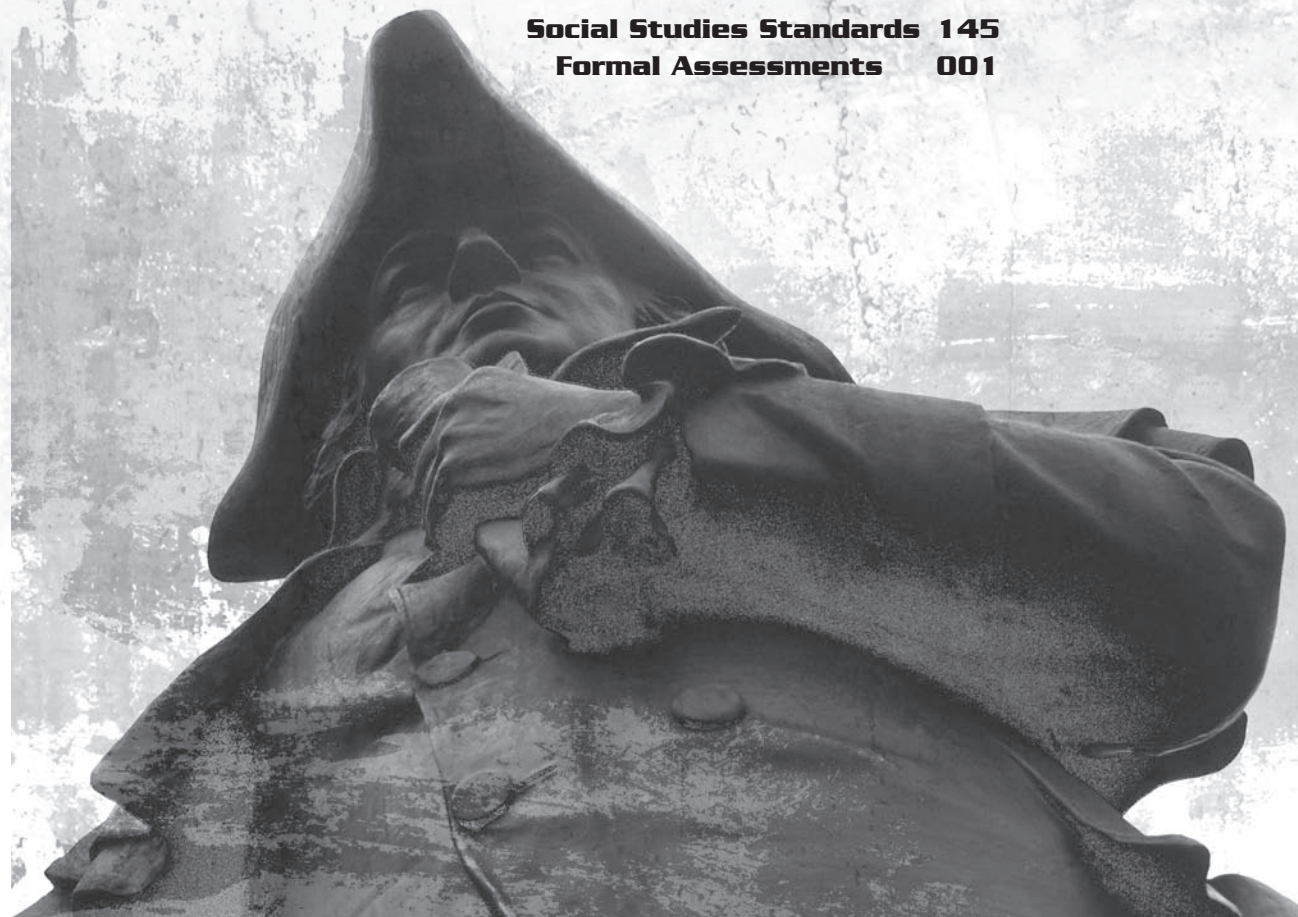
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School Curriculum Kit: ISBN-13: 978-1-4143-1205-7 ISBN-10: 1-4143-1205-9
Homeschool Curriculum Kit: ISBN-13: 978-1-4143-1183-8 ISBN-10: 1-4143-1183-4
Student Edition: ISBN-13: 978-1-4143-1204-0 ISBN-10: 1-4143-1204-0

Printed in the United States of America

12 11 10 09 08 07 06
7 6 5 4 3 2 1





Introduction



Like the Pilgrims in the early days of our country, you are embarking on an adventure—a drive through American history. As you cruise along this journey, you will meet many historical figures who paved the way to freedom. Looking in your rearview mirror, you will read about the experiences of their youth. You will pass by historical markers highlighting major contributions made by these men and women, and the tolls they willingly paid along the way.

During your travels, you will have opportunities to examine the personal character of eight key players in this historical drama. At roadside stops, you will ponder your own quest, and you will also dodge your own roadblocks. As you follow

the map, you will enter school zones designed to pace your journey and help you avoid dead-end streets. Your route will lead you down highways where you can investigate the worldview of our nation's Founders and examine your own views as you map out the route you will travel. So put the key in your ignition, fasten your seat belt, and get ready to *Drive Thru History America!*





Time Line

1500

1534 King Henry VIII demands that all English people be members of the Church of England

1600

1620 Pilgrims travel to America on the *Mayflower*
1621 Pilgrims and Wampanoag hold a Thanksgiving celebration
1630 Puritans found Massachusetts Bay Colony

1700

BENJAMIN FRANKLIN (1706–1790)

1710

1720

1730

BENJAMIN BANNEKER (1731–1806)

GEORGE WASHINGTON (1732–1799)

1740

HAYM SALOMON (1740–1785)

ABIGAIL ADAMS (1744–1818)

BENJAMIN RUSH (1745–1813)

1750

NOAH WEBSTER (1758–1843)

1760

JOHN QUINCY ADAMS (1767–1848)

1770

1776 Muhlenberg and 300 local men enlist in the Virginia regiment

1780

Benjamin Franklin

(1706–1790)

- 1732 publishes *Poor Richard's Almanack*
- 1746–52 conducts electricity experiments
- 1776 signs Declaration of Independence
- 1778 negotiates treaties with France
- 1787 attends Constitutional Convention

Benjamin Banneker

(1731–1806)

- 1737 becomes joint landowner
- 1753 builds wooden clock
- 1789 correctly predicts solar eclipse
- 1791 surveys land for Washington DC
- 1792 publishes his first almanac

George Washington

(1732–1799)

- 1753 goes on a diplomatic mission to the French
- 1754 begins serving as a colonel in the French and Indian War
- 1775 is named commander in chief of the Continental Army
- 1787 serves as president of the Constitutional Convention
- 1789 is elected first president of the United States

Haym Salomon

(1740–1785)

- 1772 moves from Poland to New York
- 1778 is sentenced by British to die for treason
- 1782 buys subscriptions in the National Bank
- 1781–84 loans over \$200,000 to United States
- 1785 dies virtually penniless, holding \$353,000 in almost worthless certificates of indebtedness and Continental currency

Abigail Adams

(1744–1818)

- 1764 marries John Adams
- 1775 sends letters reporting on the Revolutionary War
- 1776 lobbies against slavery and for women's rights
- 1784–85 reunites with John overseas while he works in foreign relations with England and France
- 1800 becomes the first woman to live in the White House in Washington DC

Benjamin Rush

(1745–1813)

- 1760 graduates from Princeton College
- 1768 receives medical degree
- 1776 signs Declaration of Independence
- 1777 serves as physician general of the Continental Army
- 1793 gives medical care during Philadelphia's yellow fever epidemic

Noah Webster

(1758–1843)

- 1777 leaves Yale to join the local militia
- 1778 begins teaching career
- 1783 publishes *The Blue-Back Speller*
- 1785 embarks on his book tour
- 1828 completes the first American dictionary

John Quincy Adams

(1767–1848)

- 1777 travels to France with his father
- 1825 becomes America's sixth president
- 1830 is elected to the House of Representatives
- 1841 defends Africans who seized the ship *Amistad*
- 1846 gets bill approved creating Smithsonian Institution



Chapter 1

NCSS Curriculum Standards

II. Time, Continuity, and Change

What happened in the past, and how am I connected to those in the past?

V. Individuals, Groups, and Institutions

What are the roles of institutions in society?

VI. Power, Authority, and Governance

How are governments created, structured, and changed? How can individual rights be protected within the context of majority rule?

X. Civic Ideals and Practices

How has the meaning of citizenship evolved?

Performance Expectations

Students will be able to:

1. Systematically employ processes of critical historical inquiry, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
2. Identify and describe examples of tensions between belief systems and government policies and laws.
3. Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
4. Describe instances in which language, art, belief systems, and other cultural elements can facilitate understanding or cause misunderstanding.
5. Explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government.

A Few Things to Ponder throughout This Curriculum

- On what foundations did the Founding Fathers base the new nation?
- What worldview guided the Founders as they created a government for the new nation?
- Can freedom flourish without faith?



LESSON 1

Faith and Freedom

Questions to Ask Yourself throughout This Unit

- On what foundations did the Founding Fathers base the new nation?
- How did the Founders understand the relationship between church and state?
- What worldview guided the Founders as they created a government for the new nation?
- Can freedom flourish without faith?

Did You Know . . . ?

- During a battle in the French and Indian War, four bullets pierced the coat of Colonel George Washington and two horses were shot under him, but he escaped without a wound.
- Haym Salomon, a Jewish immigrant from Poland, loaned his own money to support the Revolutionary cause, and Congress designated him “financier of the revolution.”
- The first woman to live in the White House, Abigail Adams, was both a wife and mother of U.S. presidents.
- Thomas Jefferson, although not a mainstream Christian, considered Jesus the most important philosopher to have ever lived.

Fasten Your Seat Belt

On September 17, 1796, President George Washington delivered a speech known as his Farewell Address. In it, he emphasized two foundations, or “pillars,” upon which this nation was built.

“I believe that religion is the only solid base of morals and that morals are the only possible support of free governments.”

Gouverneur Morris, signer and penman of the Constitution

What were these foundations—these critical supports? The first and primary pillar was religion, and the second was morality, which Washington said was a product of the first. Virtually all of the Founding Fathers consistently declared that these two elements were vital for continued political success. In his Farewell Address, Washington said:

Of all the dispositions [viewpoints] and habits which lead to political prosperity, religion and morality are indispensable supports.

He went on to say that no one who tried to overthrow religion and morality could claim to be patriotic. He considered religion and morality to be “great pillars of human happiness . . . firmest props of the duties of men and citizens.”

We must flash back to the beginning, to the Pilgrims of Plymouth Plantation, in order to understand the key to the American experiment. The Pilgrims understood and first demonstrated that religion and morality were inseparable from civil society. They laid the original foundations for what has become the world’s most successful civil government. They had a greater purpose—one that was beyond themselves. They believed they were part of a larger story.

**A Look in the Rearview Mirror
The Pilgrims of Plymouth**

In 1534, a new law made King Henry VIII the leader of the church in England; it also required all English people to be members of the Church of England (the Anglican church), over which Henry had just become the absolute authority. Many objected to being members of that Church or being expected to worship in a certain way; they believed that the Bible specified other ways of worship as well. Those who objected became known as “Dissenters.” As punishment for refusing to worship the way he mandated, Henry burned the Dissenters at the stake or beheaded them. When Henry’s daughter Elizabeth became queen, she took his position as head of the Church and continued his policy that all citizens attend Anglican services only. Those who disobeyed were fined, imprisoned, exiled, or executed.

There were two major groups of Dissenters. Some tried to purify the Church of England to remove the corruption and help it better align with the teachings of the Scriptures. This group became known as the Puritans. Others decided that it could not be purified—that the corruption was too deep and the persecution too severe. This group decided to withdraw from the Church, and they became known as Separatists (later called Pilgrims).

The Separatists honored God, studied the Bible, tried to live godly lives, and took their faith seriously. They wanted to worship freely and disapproved of the corruption that existed in the Church of England. Their homes were watched night and day by British authorities. Since remaining in England was dangerous, a group of Separatists moved to Holland, where they could enjoy greater religious freedom. They worked hard in Holland and made a decent living, but life in their newly adopted country proved difficult. The

Separatists wanted to maintain their English identity, and they regretted that their children were being raised as Dutch rather than English citizens.

Some American customs we can thank the Pilgrims for:

- *self-government*
- *the free enterprise system*
- *a workfare system (rather than a welfare system)*
- *the antislavery movement*
- *the practice of purchasing private property*

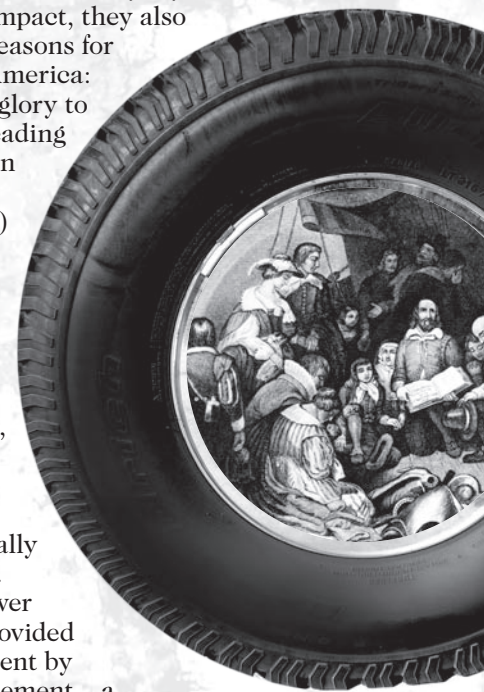
Therefore, in their continuing quest for religious freedom, they decided to move to America. In September 1620, after many difficulties, the forty-one Separatists joined with other travelers, including hired help and other “strangers,” as they were called, to form a group of 102 men, women, and children who began the voyage to America aboard the *Mayflower*. When the group left Europe on their long voyage to America, Governor William Bradford named them Pilgrims. This title comes from Hebrews 11, KJV, in which a pilgrim is described as someone who is a temporary resident on earth, traveling through life on a journey to his or her real home in heaven.

Many difficulties challenged the sea travelers, including crowded conditions, sickness, and disagreements. The *Mayflower* averaged only two miles an hour on its journey to the New World. Furthermore, a terrible storm battered the ship for days, pouring waves of cold ocean water across the deck. As the storm raged, a deafening crack shook the *Mayflower*, and a main beam splintered. The passengers waited in terror for the storm to subside, but the turbulent waves continued to pound the vessel. After sixty-six days and nights at sea, they finally spotted land. However, they were not where they had expected to land; the storm and

fierce winds had blown the ship more than one hundred miles north of their intended location. Despite that shocking surprise, the Pilgrims believed that God had used the storm to direct them to Massachusetts instead of Virginia.

Before they went ashore they drafted a document (now called the Mayflower Compact) that formed a government by setting forth both the reason for their voyage and the process they would use in selecting their leaders. After the document was read aloud, the men (both Separatists and “strangers”) signed it. Based on the teachings of the Bible (such as Exodus 18:21), the colonists chose their own governor and established self-government rather than the monarchical form they had experienced in Great Britain. They named their new colony Plymouth.

In the Compact, they also listed four reasons for coming to America: (1) to bring glory to God by spreading the Christian faith across America, (2) to plant a colony in the New World, (3) to form a united self-government, and (4) to make just laws that applied equally to everyone. The Mayflower Compact provided for government by mutual agreement—a revolutionary idea for that time period and a forerunner of what would later be captured in the Declaration of Independence, which calls for “the consent of the governed.”



William Bradford, who would be elected governor more than thirty times, wrote a book about the Plymouth colony called *Of Plimoth Plantation*. He recorded that when the Pilgrims landed their ship in November of 1620, they “fell upon their knees and blessed [the] God of heaven, who had brought them over [the] vast and furious ocean.”

The Pilgrims discovered that the land where they arrived was unoccupied. It had belonged to the Patuxet tribe, which had been destroyed four years earlier by an unknown illness. The Pilgrims found themselves in a land where they did not know how to live; they did not know how to hunt, fish, or farm in the New World, and they were unprepared for the ruthless and unforgiving climate. During their first three months in North America, nearly half of the colonists died.

How would those who were left be able to survive? God provided an answer for them through two Native Americans who befriended them and taught them how to live in the New World: Samoset and Squanto. These men also helped the Pilgrims make a peace treaty with the nearby Wampanoag tribe—a pact that lasted forty years.

1. Why did the Pilgrims come to America?

The primary reason the Pilgrims came to the new world was so that they could worship freely. In the Mayflower Compact, they wrote that they came to bring glory to God, build a new colony, form a united government, and create equal laws. Another reason was so that they could preserve their native culture and language within their families.

2. How did the plan of government outlined in the Mayflower Compact differ from the English government?

The government set up by the Mayflower Compact provided for government by the consent of the governed. In other words, those who lived in the new colony wrote the laws that governed their colony.

3. Describe the worldview (core beliefs) held by William Bradford and the Pilgrims of Plymouth.

William Bradford and the Pilgrims believed in God and followed the teachings of the Old and New Testaments of the Bible. They made decisions from a Christian worldview.

**School Zone Ahead
Using Primary Sources
(Research Activity)**

A primary source is a firsthand or eyewitness account of an event. Letters, diaries, books, speeches, and journals written by people who participated in the event are considered primary sources. Other types of primary sources include paintings, photographs, and newspapers. These sources help historians and students gain an understanding, not only of events, but also of how people felt about and reacted to those events.

“Moral habits . . . cannot safely be trusted on any other foundation than religious principle nor any government be secure which is not supported by moral habits.”

Daniel Webster, known as “Defender of the Constitution”

Primary sources from the colonial period, such as William Bradford’s book *Of Plimoth Plantation*, are sometimes difficult to read because of language and spelling changes. For example, a letter that looks similar to an *f* is used in place of *s* in sixteenth- and seventeenth-century writing. This

is because the alphabet at that time used two different symbols for *s*—one symbol for a soft-sounding *s* and a different symbol for a hard-sounding *s*.

Secondary sources are derived from original documents. Sometimes modern historians change the meanings of the original texts when they write about historical events or delete certain sections of the text. This altering of history is called *revisionism*, and it means the deliberate alteration of historical facts to portray a new view of history. Compare the following statements from the Mayflower Compact. Does the modern version alter the original meaning of the document?

The Modern Version:

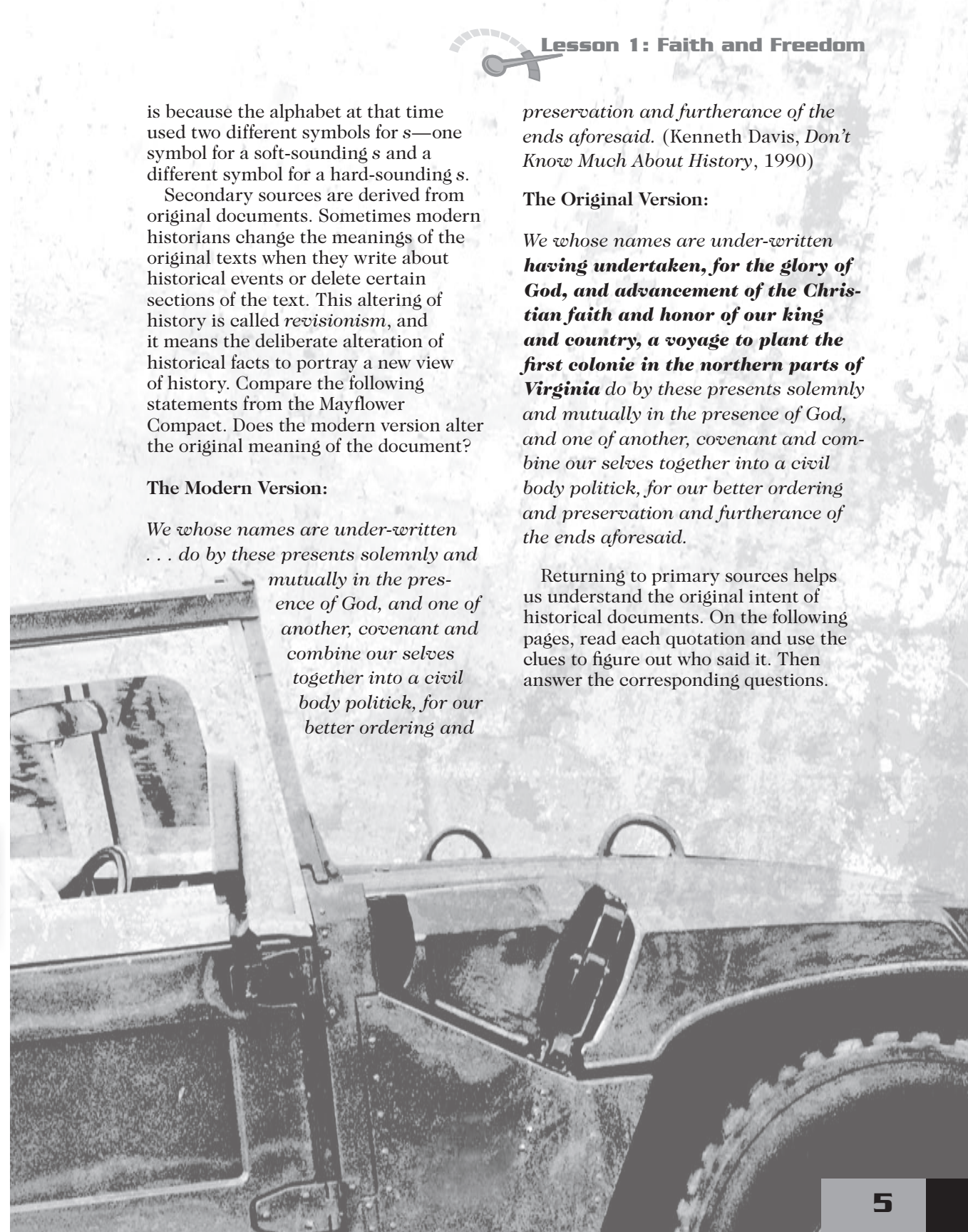
We whose names are under-written . . . do by these presents solemnly and mutually in the presence of God, and one of another, covenant and combine our selves together into a civil body politick, for our better ordering and

preservation and furtherance of the ends aforesaid. (Kenneth Davis, *Don’t Know Much About History*, 1990)

The Original Version:

We whose names are under-written having undertaken, for the glory of God, and advancement of the Christian faith and honor of our king and country, a voyage to plant the first colonie in the northern parts of Virginia do by these presents solemnly and mutually in the presence of God, and one of another, covenant and combine our selves together into a civil body politick, for our better ordering and preservation and furtherance of the ends aforesaid.

Returning to primary sources helps us understand the original intent of historical documents. On the following pages, read each quotation and use the clues to figure out who said it. Then answer the corresponding questions.



WHO SAID IT?

"The only foundation for . . . a republic is to be laid in Religion. Without this there can be no virtue, and without virtue there can be no liberty, and liberty is the object and life of all republican governments."

B
 H

Essays, Literary, Moral and Philosophical, 1798

Hints:

1. He has a medical college and countless hospitals across the country named after him.
2. He shares a first name with two other Founding Fathers.
3. This man's last name can also mean "to move forward with haste" or "to advance a football by running."

What did this signer of the Declaration of Independence consider necessary for virtue?

What do you think is necessary for virtue today? Explain your answer.

Quotation # 1: Benjamin Rush. The Founders, including Benjamin Rush, expressed their belief that the American experiment was built on a foundation deeper than the law or even the Constitution. It was built on the Word of God as revealed in the Christian worldview and the Judeo-Christian ethic. In fact, the framers of our society acknowledged this as the basis of government in our founding document. Our forefathers considered every area of life sacred and saw no separation between the sacred and the secular; God's laws applied to all aspects of life.

WHO SAID IT?

"Without morals, a republic cannot subsist any length of time; they therefore who are decrying the Christian religion . . . are undermining the solid foundation of morals, the best security for the duration of free governments."

C **S**
C **R** **R**

Letter to James McHenry, November 4, 1800

Hints:

1. This person was the last survivor of the signers of the Declaration. He died in 1832, at the age of ninety-six.
2. He shares a last name with the author of *Alice's Adventures in Wonderland*.
3. This man has a first name in common with the Prince of Wales, a former NBA basketball player (Barkley), and a cartoon character (Brown).

What does this signer of the Declaration of Independence consider essential for a solid republic?

What do you think are the most important requirements for a successful government?

Quotation # 2: Charles Carroll. Success for the American form of government depended on moral people, firmly grounded in a Christian worldview. The Founders believed that the morals of the people were the only sure foundation for government and that morality was a product of adhering to the teachings of Scripture.

WHO SAID IT?

"The great pillars of all government and of social life [are] virtue, morality, and religion. This is the armor, . . . and this alone, that renders us invincible."

T **C**
H

Letter to Archibald Blair, January 8, 1799

Hints:

1. This Patriot is famous for saying, "Give me liberty or give me death."
2. This man shares a first name with the patron saint of Ireland.
3. This man's last name is the same as that of eight former kings of England.

According to this Founding Father, what are the pillars of government and social life?

Do you think it's possible to have a government and society based on virtue, morality, and religion? Explain.

Quotation # 3: Patrick Henry. The Founders understood that America's primary form of government had to be self-government. That is, if citizens did not govern themselves by the internal self-regulation provided through morality and religion, our form of political government would break down. Numerous others made similar pronouncements: America's self-government depended upon the individual self-government of citizens produced by morality through religion.

Historical Marker The Puritans of the Massachusetts Bay Colony

The Pilgrims were not the only religious group that had difficulty with the Church of England. But while the Pilgrims decided to leave the Church, the Puritans wanted to stay and reform, or "purify," the Church. However, as a reward for their efforts, they became the victims of harsh persecutions, including having their noses slit or ears cut off, getting a brand on their foreheads, and being imprisoned. Consequently, many of the Puritans (almost twenty thousand) moved to the New World in search of religious freedom. Led by John Winthrop, they landed near the Pilgrims in 1630 but formed their own separate colony: the Massachusetts Bay Colony, where they established the city of Boston. They wanted to set an example by building a godly kingdom—what Winthrop had described as a "city on a hill" in his 1630 sermon "A Modell of Christian Charity." In that work, Winthrop reminded his fellow Puritans:

We are a company professing ourselves fellow-members of Christ . . . knit together by this bond of love. . . . We are entered into covenant with Him for this work. . . . For we must consider that we shall be as a city upon a hill, the eyes of all people are upon us; so that if we shall deal falsely with our God in this work we have undertaken and so cause Him to withdraw His present help from us, we shall be made a story and a byword through the world.

John Winthrop's phrase "city on a hill" comes from Matthew 5:14-16, in a section of the Bible called the Sermon on the Mount. Winthrop patterned his life on the teachings of the Bible. He and the other Puritan leaders (who served both as religious and governmental officials) crafted civil laws based on their interpretation of the Bible.

"The laws of nature and of nature's God . . . of course presupposes the existence of a God, the moral ruler of the universe, and a rule of right and wrong, of just and unjust, binding upon man, preceding all institutions of human society and of government."

John Quincy Adams

The Puritans emphasized not only the spiritual side of life but also the importance of an educated mind. As a result, they not only established the first successful college in America (Harvard) but also passed laws establishing a system of public education. Boston also became one of the most prosperous cities in the world at that time, and it became the center of publishing in America, producing schoolbooks and other books for children and adults. Yet despite the Puritans' enlightened attitudes in many areas, they enforced stiff and serious penalties for those who failed to obey the laws of the colony.

One example is the treatment religious individuals such as Roger Williams and Anne Hutchinson received for disagreeing with the Puritan leaders over the rights of conscience (or the right to hold beliefs that differed from

the Puritan religion). The leaders of the Massachusetts Bay Colony brought them to trial and eventually banished them from the colony. Williams and Hutchinson went to other locations, helping establish new colonies with greater religious liberty. The right to worship freely was eventually established because of individuals such as Williams and Hutchinson, who willingly placed their lives in danger. They did this because they insisted on religious freedom—even from others of the Christian faith.

1. Compare and contrast the Pilgrims and the Puritans.

Both the Pilgrims and the Puritans adhered strictly to the Christian faith. However, the Pilgrims chose to separate from the Church of England, while the Puritans tried to maintain their relationship with the English church, hoping to reform and purify the church. People from both groups settled in the New World in a search for religious freedom.

2. Where did the phrase "city on a hill" originate, and what did John Winthrop mean when he used this phrase to describe the Massachusetts Bay Colony?

In Winthrop's sermon "A Modell of Christian Charity" he mentions the phrase "city on a hill," which comes from the Sermon on the Mount in Matthew 5:14. This is where Jesus called his followers to let their light shine and be a city on a hill that cannot be hidden. The group of Puritans led by John Winthrop hoped to purify the Church of England and establish a model Christian community in New England.

3. Why did Roger Williams and Anne Hutchinson leave the Massachusetts Bay Colony?

Although John Winthrop and the other Puritans came to America for religious freedom, they expected everyone in their colony to adhere to their beliefs as they believed God had commanded. Williams and Hutchinson were also Christians, but they did not agree with all the practices and beliefs of the Puritans in the Massachusetts Bay Colony. They thought every individual should be able to follow personal conscience, free of government defilement. The disagreements led to the Puritan leaders banning Williams and Hutchinson from their colony.

Stop and Ponder (for Group Discussion)

The Pilgrims and Puritans left their homes, suffered hardships, and sacrificed comfort in their quest for religious freedom. The First Amendment in the Bill of Rights to the U.S. Constitution guarantees American citizens freedom of religion. How do these protections impact your life?

The First Amendment of the Bill of Rights
"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances."

Right of Way: Faith

While the search for religious freedom brought English Pilgrims and Puritans to the New World, religious persecution in other European countries also brought people to America. For example, ancestors of John Jay, an author of the Federalist Papers and the first chief justice of the United States, fled France due to the persecution of the Huguenots (members of the Reformed Protestant Church of France) in the late seventeenth century. The primary motivation for European immigration to the New World during the seventeenth century was loyalty to faith and the desire to worship according to personal conscience. The influence of pastors during this search for religious freedom was significant. Clergymen fanned the flames of religious passion during the colonial period, and this pastoral

leadership linked the early colonists to the Revolutionary generation.

Christian ministers influenced thinking from Plymouth Rock to Independence Hall by preaching that fundamental law was the basis of all rights—in other words, natural and Christian rights were legal rights because they were a part of the law of God. The story of Revolutionary War-era pastor John Peter Gabriel Muhlenberg illustrates the link between faith and freedom in the minds of the early colonists and the Patriots.

“History will also afford frequent opportunities of showing the necessity of a public religion . . . and the excellency of the Christian religion above all others, ancient or modern.”

Benjamin Franklin

On January 21, 1776, as armed conflict was breaking out across the colonies, Rev. Muhlenberg stepped to the pulpit wearing his pastoral robes. He read a biblical passage from Ecclesiastes 3: “There is a time for everything, and a season for every activity under heaven: a time to be born and a time to die . . . a time for war and a time for peace.” As he closed his Bible, he stepped away from the pulpit and removed his robe, revealing the blue uniform of the American soldier. He called on the men of his congregation to stand with him and fight for the cause of liberty. Outside the church, the pastor ordered drummers to play as three hundred local men enlisted in the Eighth Virginia Regiment. Reverend Muhlenberg led these men and eventually earned the rank of major general in the Revolutionary army.

By the time the Founders wrote the defining documents of the new country, many issues regarding faith and freedom had been tested, but still the Founders struggled to define the relationship between church and

state. Clearly the government they designed did not separate religion and politics. The influence of Christianity and the Bible was pivotal from the earliest flight of colonists from religious persecution to the refusal by the Revolutionary generation to submit to British oppression. Faith and freedom were central forces in colonizing and establishing the new republic.

Choose one of the following project options:

1. Modern-Day Religious Persecution

Religious discrimination is not merely a problem of the past. Find out more about countries where people are persecuted for their faith, and then write a letter to an elected official alerting him or her of the human rights violations and religious persecution in one of these countries. You can find more information and addresses through one of these organizations:

Voice of the Martyrs
P.O. Box 443
Bartlesville, OK 74005
<http://www.persecution.com>

International Christian Concern
2020 Pennsylvania Ave.
NW #941
Washington DC 20006-1846
<http://www.persecution.org>

2. Mock Trial

Separation of church and state issues have sparked controversies in the United States for centuries. Choose an issue that has been brought to media attention in recent years, and create a mock trial to determine the constitutionality of a particular incident. Some possibilities include prayer in schools, the inclusion of evolution and/or intelligent design in the curriculum, the posting of the

Ten Commandments, the recitation of the Pledge of Allegiance in schools, and the display of nativity scenes at government buildings.

3. Religious Persecution Map

On a world map, identify various countries where groups were discriminated against during colonial times. (Some such countries include the Netherlands, Great Britain, Austria, France, Germany, and Brazil.) Shade in each country with a different color. Next to each country, write the name of the group or groups that were persecuted there (such as Jews, Quakers, Puritans, Mennonites, Huguenots, Pilgrims, Catholics, and Schwenkfelders). Do some research to determine where these groups settled in the New World, and draw an arrow (in the color that corresponds with each country) to that location.

4. Statuary Hall Bio

A statue of John Peter Gabriel Muhlenberg is located in the National Statuary Hall Collection of the United States Capitol. There are two citizens selected for the exhibit by each of the fifty states; Muhlenberg represents Pennsylvania. Using the Internet or an encyclopedia, choose one historical character honored in the Capitol collection and write a paragraph describing the person and why he or she was chosen. (See www.aoc.gov/cc/art/nsh/index.cfm.)

You’re in the Driver’s Seat
Exercising Faith

Filmmakers often present historical events, cultural phenomena, and factual information through documentaries. They prepare a storyboard before they begin filming.

1. In a small group, choose a person from the list of colonial leaders your teacher provides. Research

the historical figure and write down a list of important facts about each of the following topics:

 **A formative incident from this person’s youth or childhood**

 **His/her faith heritage**

 **Difficulties faced**

 **Sacrifices made**


 **Main contributions to society**


 **Lasting legacy**


2. Make a storyboard by drawing pictures to illustrate four significant incidents in the life of your historical character. Be sure to include captions that describe what is happening in each frame.


3. Presentation: Share your storyboard with your class. If time allows, you might want to consider assigning parts and filming your documentary.

William Bradford

 **He came to America with other Pilgrims in search of religious freedom.**

 **He helped draft the Pilgrims’ plan of self-government, the Mayflower Compact, which created fair laws for the good of everyone.**

 **He played an important role in planting a colony; he trusted God as the Pilgrims tried to carry forth the vision they found in the Scriptures.**

 **He helped implement revolutionary but successful paradigms for the operation of state, church,**

businesses, social programs, and interracial relations.

John Winthrop

- In his sermon “A Modell of Christian Charity,” Winthrop defined the Puritan vision of establishing a colony as a city on a hill (see Matthew 5:14-16) to set an example for others to see and follow.
- Winthrop was the governor of the Massachusetts Bay Colony.
- He played a significant part in determining the role of religion in the colony’s government.

Roger Williams

- Williams, a Puritan minister, disagreed with other Puritan leaders, believing that government should not punish citizens for their religious beliefs.
- He founded the second English colony to offer religious freedom in North America (Rhode Island—Maryland, founded two years earlier, had been the first) to persecuted Christians of all sects (including Puritans, Quakers, and Presbyterians—many of whom he stridently disagreed with) and also to Jews.
- He advocated religious tolerance and freedom of worship and also maintained

excellent relations with the Native Americans.

Anne Hutchinson

- Hutchinson believed and taught others that a good conscience toward God and faith alone were enough to be considered a good Christian.
- She claimed to receive revelations directly from God. She held meetings in her home in which she taught both men and women her interpretation of the Scriptures, which advocated a covenant of grace rather than of works.
- Because she refused to abide by some of the Puritan laws, she was expelled from the Massachusetts Bay Colony and went first to Rhode Island and then to New York.

Thomas Hooker

- Clergyman Thomas Hooker and his Puritan followers, after being persecuted for their faith in England, founded the colony of Connecticut in their search for greater religious and political freedom.
- He penned the first written constitution in the New World, the “Fundamental Orders of Connecticut” (considered a direct predecessor of the U.S. Constitution), and he allowed non-Puritans and nonlandowners to vote.

- He is known as the “father of American democracy.”

William Penn

- Penn, a Quaker, wanted to build a colony based on Quaker beliefs but open to people of all faiths.
- Penn was influential in establishing good relations between colonists and Native Americans.
- Penn was one of the first Americans to argue for the rights of women.
- Penn also established the city of Philadelphia—a Greek word meaning “city of brotherly love.” Pennsylvania attracted people of all faiths and races from around the world and became one of America’s largest colonies; it became the first “melting pot” in America.

“The people of this . . . country, profess the general doctrines of Christianity, as the rule of their faith and practice. . . . We are a Christian people, and the morality of the country is deeply engrafted upon Christianity, and not upon the doctrines or worship of those impostors [other religions].”

U.S. Supreme Court, 1892

Worldview

History: What Can I Learn from the Past?

God directs the course of history through the lives of individual men and women. The story of America explodes with meaning when we realize that God used people—the Pilgrims, the Puritans, the Founders, and millions of ordinary

citizens—to achieve his purposes for humanity. The biblical worldview on which this nation is founded led Americans to see that no separation existed between the sacred and the secular. Every area of life was sacred and was to be lived “as working for the Lord” (Colossians 3:23). The key to the American experiment was the people’s deep conviction that underneath their individual lives was a deeper purpose. They were part of a larger story—a story well beyond their own little stories, well beyond their own place in history.

Map Your Way

“I always consider the settlement of America with reverence and wonder, as the opening of a grand scene and design in Providence [God], for . . . mankind all over the earth.”

John Adams, in a diary entry, 1765

It is obvious that faith played a critical role in the formation of governmental systems during the colonization of America. In the following lessons, we will see that it was the Founding Fathers and Mothers of the eighteenth century who considered the relationship between faith and freedom foundational for the great experiment they designed. An important question for Americans today is whether freedom can survive without faith. As you begin this study of the Founders of this nation, think about these questions:

- What is the relationship between faith and freedom?
- Can a free society succeed without people of faith?
- What role should religion play in government?
- How can a religiously diverse nation balance respect for all backgrounds with its moral foundation?

DVD Reflection

Watch the DVD segment for Lesson 1 and complete the following activities:

Drive Through History America
Foundations of Character

Dave Stotts describes eight American citizens who helped build this nation. Which person sounds most intriguing to you?

Benjamin Franklin

Haym Salomon

Dr. Benjamin Rush

Abigail Adams

George Washington

Noah Webster

Benjamin Banneker

John Quincy Adams

Up until now, what has been your opinion on learning about history?

What is one freedom you are glad for in this country?

For Further Study

Geography/Places

Mount Vernon
Plymouth Plantation
Holland
Massachusetts Bay Colony
Boston
Plymouth Rock
Independence Hall
Lexington, Massachusetts
Concord, Massachusetts

Historical Context

Church of England
Mayflower
Mayflower Compact
Declaration of Independence
Of Plimoth Plantation
“A Modell of Christian Charity”
Sermon on the Mount
Federalist Papers

Significant Individuals and Groups

Alexis de Tocqueville
Pilgrims
King Henry VIII
Dissenters
Queen Elizabeth I
Puritans
Separatists
Governor William Bradford
Patuxet tribe
Samoset
Squanto
Wampanoag
Gouverneur Morris
John Winthrop
Roger Williams
Anne Hutchinson
John Jay
Huguenots
John Peter Gabriel Muhlenberg
Patrick Henry

Terms

pilgrim
self-government
monarchy
free enterprise
workfare

welfare
revisionism
chief justice
secular
Providence

Additional Resources

John Winthrop, *The Journal of John Winthrop, 1630–1649* (Cambridge, Mass.: Belknap Press, 1996). Winthrop’s personal journal tells his perspective of the founding years of the Massachusetts Bay Colony.

Francis Bremer, *John Winthrop: America’s Forgotten Founding Father* (New York: Oxford University Press, 2003). This biography of John Winthrop traces his spiritual struggles and contributions to the founding of the colonies. It includes his disagreements with Roger Williams and Anne Hutchinson.

William Bradford, *Of Plymouth Plantation 1620–1647* (New York: Modern Library, 1981). This modern language reprint of William Bradford’s personal journal highlights the founding years of the Plymouth Colony.

Os Guinness, *The Great Experiment: Faith and Freedom in America* (Colorado Springs: Navpress, 2001). This book offers readings and commentary on the Founders’ framework for establishing the American experiment. It explores the role of faith in a free society, in terms of both the Constitutional leaders and our society today.



National Council For The Social Studies Standards

Lesson 1

Thematic Strands and Primary Questions

Performance Expectations

Student Questions

Lesson 1, History

II. Time, Continuity, and Change

What happened in the past, and how am I connected to those in the past?

Systematically employ processes of critical historical inquiry, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.

How did the Founders understand the relationship between church and state?

V. Individuals, Groups, and Institutions

What are the roles of institutions in society?

Identify and describe examples of tensions between belief systems and government policies and laws.

How did the plan of government outlined in the Mayflower Compact differ from the English government?

VI. Power, Authority, and Governance

How are governments created, structured, and changed? How can individual rights be protected within the context of majority rule?

Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.

When we compare primary and secondary sources, are the original meanings altered?

Describe instances in which language, art, belief systems, and other cultural elements can facilitate understanding or cause misunderstanding.

How did the governments designed by Pilgrims and Puritans (including Roger Williams and Anne Hutchison) differ?

X. Civic Ideals and Practices

How has the meaning of citizenship evolved?

Explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government.

How can a religiously diverse nation balance respect for all backgrounds with its moral foundation?



Lesson 2

Lesson 3

Thematic Strands and Primary Questions	Performance Expectations	Student Questions
	Benjamin Franklin, Philosophy	
I. Culture How do belief systems, such as religion or political ideals, influence culture?	Identify the values and virtues of Benjamin Franklin, and describe ways his beliefs and attitudes helped shape our country.	How did the values and virtues of Benjamin Franklin shape the new American nation?
V. Individuals, Groups, and Institutions What are the roles of institutions in society, how am I influenced by institutions, and what is my role in institutional change?	Apply knowledge of how groups and institutions, such as those designed by Benjamin Franklin, work to meet individual needs and promote the common good.	How did Franklin's organizational abilities and interactions with others promote the common good?
VIII. Science, Technology, and Society How can we manage technology so that the greatest number of people benefit from it?	Identify historical examples of the interaction and interdependence of science, technology, and society, and seek reasonable and ethical solutions to problems that arise when scientific advancements and social norms or values come into conflict.	How did Benjamin Franklin's scientific experiments transform society?
II. Time, Continuity, and Change What happened in the past, and how am I connected to those in the past?	Identify and apply lessons from Franklin's life to their own experiences.	What twenty-first century lessons can this eighteenth-century man teach?

Thematic Strands and Primary Questions	Performance Expectations	Student Questions
	Benjamin Rush, Sociology	
I. Culture How do belief systems, such as religion or political ideals, influence culture?	Compare and contrast the way different groups meet human needs and concerns.	What principles and beliefs shaped Dr. Benjamin Rush? What do we learn about his character and motives from the way he approached medicine and interacted with people?
IV. Individual Development and Identity Why do people behave as they do, and how do individuals develop from youth to adulthood?	Describe the ways religion, gender, ethnicity, and socioeconomic status contribute to the development of a sense of self.	What attributes helped Benjamin Rush stand firm under difficult circumstances?
V. Individuals, Groups, and Institutions What are the roles of institutions in society, how am I influenced by institutions, and what is my role in institutional change?	Describe the role of institutions in furthering both continuity and change.	What foundational institutions are needed for a healthy society?
X. Civic Ideals and Practices How has the meaning of citizenship evolved, and what is the balance between rights and responsibilities?	Examine the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, and equality.	How do you respond when you see an underdog? What do you do when you see something unjust? Are your actions consistent with what you believe?



Lesson 4

Lesson 5

Thematic Strands and Primary Questions	Performance Expectations	Student Questions
	George Washington, Politics	
I. Culture How do belief systems, such as religion or political ideals, influence culture?	Identify the values and virtues of George Washington, and describe ways his beliefs and attitudes helped shape our country.	What attributes set George Washington apart from other leaders during the crucial founding years of the nation and led others to honor him as a national hero?
X. Civic Ideals and Practices How has the meaning of citizenship evolved, and what is the balance between rights and responsibilities?	Identify and explain the role George Washington played in influencing and shaping public policy and decision making.	What is meant by Washington's distinguished title "father of his country"?
VI. Power, Authority, and Governance How are governments created, structured, and changed?	Analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, manage conflict, and establish order and security.	What lasting contributions did George Washington make to the United States?
IV. Individual Development and Identity Why do people behave as they do, and how do individuals develop from youth to adulthood?	Relate personal changes to social, cultural, and historical contexts.	How did George Washington's response to British General Braddock's authority compare to his response to the British ten years later?
II. Time, Continuity, and Change What happened in the past, and how am I connected to those in the past?	Use knowledge of facts and concepts drawn from history to inform decision making about taking action on issues.	What new ideas do you have about obeying and resisting authority?

Thematic Strands and Primary Questions	Performance Expectations	Student Questions
	Benjamin Banneker, Science	
I. Culture How do belief systems, such as religion or political ideals, influence culture?	Explain how experiences may be interpreted by people from diverse cultural perspectives.	What beliefs shaped Benjamin Banneker?
II. Time, Continuity, and Change What happened in the past, and how am I connected to those in the past?	Develop critical sensitivities such as empathy regarding attitudes, values, and behaviors of people in different historical contexts.	What lessons can you learn from Benjamin Banneker?
III. People, Places, and Environments What implications do environmental changes have for people?	Describe physical system changes such as seasons, climate, and weather.	What information about the climate, weather, and seasons can you find in almanacs from the library or on the Internet?
IV. Individual Development and Identity Why do people behave as they do, and how do individuals develop from youth to adulthood?	Describe the ways family, ethnicity, and nationality contribute to personal identity.	What attributes helped Benjamin Banneker achieve his goals? Note the differences and similarities between George Ellicott and Benjamin Banneker.
VIII. Science, Technology, and Society What is the relationship between science and society?	Show through specific examples how science and technology have changed people's perceptions of the world.	How many constellations can you identify on a clear night?
IX. Global Connections How do age-old ethnic enmities impact human rights?	Analyze examples of cooperation and interdependence among groups, societies, and nations.	What are some of the advantages of cross-generational and cross-cultural relationships?



Lesson 6

Lesson 7

Thematic Strands and Primary Questions	Performance Expectations	Student Questions
	Haym Salomon, Economics	
IV. Individual Development and Identity Why do people behave as they do?	Evaluate the impact of acts of altruism and other behaviors on individuals and groups.	Why would a Polish immigrant forfeit his own fortune for the Revolutionary War?
VII. Production, Distribution, and Consumption How are goods and services to be distributed?	Explain and illustrate how values and beliefs influence different economic decisions. Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.	What beliefs motivated Haym Salomon to make sacrifices for the cause of freedom? What economic and ethical principles can students learn from the life of Haym Salomon? Name two abilities that helped Salomon in his role as “financial hero of the American Revolution.”
VI. Power, Authority, and Governance How do nations respond to conflict?	Describe the ways nations and organizations respond to forces of unity and diversity affecting order and security.	List two character traits that marked Salomon’s interactions with individuals from other countries, as well as his fellow Patriots. Give an example that illustrates each trait.

Thematic Strands and Primary Questions	Performance Expectations	Student Questions
	Abigail Adams, Psychology	
I. Culture How do belief systems, such as religion or political ideals, influence culture?	Explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.	How did Abigail Adams’s thirst for knowledge open doors of learning normally closed to women?
II. Time, Continuity, and Change What happened in the past, and how am I connected to those in the past?	Develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts.	What lessons can both men and women learn from Abigail Adams?
IV. Individual Development and Identity Why do people behave as they do? What influences how people learn, perceive, and grow?	Describe the ways family, religion, gender, and nationality contribute to the development of a sense of self.	What character traits enabled Abigail Adams to become a woman of great influence?
VI. Power, Authority, and Governance How can individual rights be protected within the context of majority rule?	Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.	Describe three ways Abigail Adams advocated for justice and sought to improve the lives of the oppressed. What beliefs do you think formed the foundation for her efforts for social reform?
X. Civic Ideals and Practices What is civic participation, and how can I be involved?	Analyze the effectiveness of selected citizen behaviors in realizing the stated ideals of a democratic republican form of government.	Write a letter of influence to a person in power about an issue in which a person or group is being treated unfairly at home, at school, in the community, or in the world.



Lesson 8

Lesson 9

Thematic Strands and Primary Questions	Performance Expectations	Student Questions
	Noah Webster, Law	
IV. Individual Development and Identity Why do people behave as they do?	Relate capabilities, learning, motivation, personality, and behavior to individual development.	What attributes enabled Noah Webster to labor more than twenty years on his dictionary?
I. Culture How do belief systems, such as religion or political ideals, influence culture?	Compare and analyze societal patterns for transmitting culture while adapting to social change.	What core beliefs led to Webster's convictions that the new nation needed an American system of elementary education that promoted patriotism and unity?
II. Time, Continuity, and Change. What happened in the past, and how am I connected to those in the past?	Identify and use concepts such as causality and change to show connections among patterns of historical change and continuity.	What lessons can students today learn from an eighteenth-century country teacher?
V. Individuals, Groups, and Institutions What are the roles of institutions in society?	Evaluate the role of institutions in furthering both continuity and change.	List three contributions Noah Webster made to the Patriot cause.
VI. Power, Authority, and Governance How are governments created, structured, and changed?	Describe the purpose of government and how its powers are acquired, used, and justified.	What was the basic difference between the Articles of Confederation and the Constitution?
III. People, Places, and Environments How did settlement patterns affect transmission of culture?	Examine, interpret, and analyze cultural patterns, such as cultural transmission of customs and ideas.	Beyond the educational value of Webster's speller, what deeper significance did the text hold in the early years of the new nation?
X. Civic Ideals and Practices What is the role of a citizen?	Analyze citizen action as it influences public policy.	How did Noah Webster influence public policy?

Thematic Strands and Primary Questions	Performance Expectations	Student Questions
	John Quincy Adams, Ethics	
IV. Individual Development and Identity Why do people behave as they do?	Identify and describe the influence of attitudes, values, and beliefs on personal identity.	What attributes worked to both the advantage and disadvantage of John Quincy Adams?
I. Culture How do belief systems, such as religion or political ideals, influence culture?	Interpret patterns of behavior reflecting values and attitudes that contribute to cross-cultural understanding.	On what core beliefs did he refuse to compromise in his political and personal decisions?
II. Time, Continuity, and Change What happened in the past, and how am I connected to those in the past?	Investigate, interpret, and analyze multiple historical viewpoints across cultures related to important events while employing empathy, skepticism, and critical judgment.	Compare and contrast the educational experiences of John Quincy Adams to your own.
VIII. Science, Technology, and Society How can we preserve our fundamental values and beliefs in the midst of technological change?	Make judgments about how science and technology have transformed human society and our understanding of time, space, place, and human-environment interactions.	If James Smithson could see the Smithsonian Institution today, what do you think his reaction would be? How successful do you think the Smithsonian has been in fulfilling his hope of increasing knowledge?
IX. Global Connections How do age-old ethnic enmities impact human rights?	Demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights.	How do you make ethical decisions about what is right and wrong?



Formal Assessments

NCSS Standards

Apply Social Studies Skills—critical thinking skills, differentiating between primary and secondary sources, sequencing, identifying cause-and-effect relationships, finding the main idea, drawing conclusions.

Sequencing

Read the following paragraph and sequence the events in the order they are recorded, from 1 (first) to 5 (last).

In the summer of 1793, a yellow fever epidemic struck Philadelphia. During the next one hundred days, one tenth of the city's population died. Fear descended on the capital city. Families boarded up their houses and retreated to the country. Panic-stricken citizens crowded roads leading out of Philadelphia, leaving the city streets deserted. Only the creaking wheels of funeral hearses carrying the dead to unmarked graves interrupted the silence. Many physicians fled Philadelphia as the epidemic paralyzed the city. But Dr. Benjamin Rush refused to flee. He also urged his medical apprentices to stay and help the sick. He told them, "I may fall a victim to the epidemic, and so may you, gentlemen. But I prefer, since I am placed here by Divine Providence, to fall in performing my duty." Dr. Rush and his team of students attacked the plague bravely, although their commitment proved treacherous and even deadly.

1. ___ Ten percent of the population of Philadelphia died.
2. ___ Dr. Rush treated the sick patients.
3. ___ A yellow fever epidemic struck Philadelphia.
4. ___ Rush's team of physicians suffered because of their service and commitment.
5. ___ Scared citizens left the streets deserted.

Reading Comprehension and Interpretation

Place on each blank line the letter that best answers the question.

6. ___ Which of the following statements best describes the main idea of the paragraph?
 - a. Medical apprentices help the sick.
 - b. Yellow fever was a deadly disease in 1793.
 - c. Rush and his medical team served the sick of Philadelphia with courage.
 - d. Funeral hearses had creaking wheels in the eighteenth century.
7. ___ Which of the following conclusions could not be drawn from the paragraph?
 - a. Dr. Rush's example of committed service influenced his students.
 - b. Dr. Rush believed God placed him in Philadelphia for a special purpose.
 - c. In the eighteenth century, yellow fever was a deadly disease.
 - d. Unmarked graves signal a lack of concern for family in Philadelphia.



8. ___ Which of the following cause-and-effect relationships cannot be substantiated from the paragraph?
- Medical training leads physicians to serve others with commitment.
 - Yellow fever was less widespread in the countryside than it was in the city limits.
 - The yellow fever epidemic caused fear.
 - Fear of disease left Philadelphia streets deserted.

Identifying Primary and Secondary Sources

Read the following quotations and determine whether they are primary or secondary sources. Place a P for primary or an S for secondary in the corresponding blanks.

9. ___ “The Cold was so extremely severe, that Mr. Gist had all his Fingers, and some of his Toes frozen, and the Water was shut up so hard, that we found no Difficulty in getting off the Island on the Ice in the Morning, and went to Mr. Frazier’s.” (George Washington, *The Maryland Gazette*, March 21, 1754)
10. ___ “In a single night, 9,000 troops had escaped across the river. Not a life was lost. The only men captured were three who had hung back to plunder.” (David McCullough, *1776*, 2005)
11. ___ “At the time of his death in 1813, newspapers, Founding Fathers, and other leaders of the day heralded Benjamin Rush as one of America’s three most notable individuals, ranking him with George Washington and Benjamin Franklin.” (David Barton, *Benjamin Rush: Signer of the Declaration of Independence*, 1999)
12. ___ “The debate grew heated, threatening to break up the convention, and on June 11 Franklin decided it was time to try to restore a spirit of compromise.” (Walter Isaacson, *Benjamin Franklin: An American Life*, 2003)
13. ___ “I think you ladies are in the number of the best patriots America can boast.” (George Washington, in a letter to Annis Boudinot Stockton, August 31, 1788)

Identifying Historical Figures

Match each historical figure in the first column with his/her description in the second column by writing the corresponding letter in the blank.

- | | |
|---------------------------|---|
| 14. ___ William Bradford | a. wife and mother of U.S. presidents |
| 15. ___ John Winthrop | b. “father of American medicine” |
| 16. ___ Benjamin Franklin | c. Revolutionary War financier |
| 17. ___ Benjamin Rush | d. author of textbooks and dictionaries |
| 18. ___ George Washington | e. “father of his country” |
| 19. ___ Haym Salomon | f. Pilgrim governor of the Plymouth colony |
| 20. ___ Benjamin Banneker | g. Puritan leader of Massachusetts Bay Colony |
| 21. ___ Abigail Adams | h. surveyor of Washington DC |
| 22. ___ Noah Webster | i. advocate for Smithsonian Institution |
| 23. ___ John Quincy Adams | j. printer, inventor, and statesman |

Recalling Historical Facts

Write a T for true or an F for false in the blank before each of the following statements.

24. ___ The Puritans of the Massachusetts Bay Colony extended religious freedom to all the colonists settling in Massachusetts.
25. ___ In the Mayflower Compact, the Pilgrims listed spreading the Christian faith as one of four reasons they came to America.
26. ___ Many of the signers of the Declaration of Independence suffered great losses as a result of their efforts for the new nation.
27. ___ The diplomatic skills of Dr. Benjamin Franklin were invaluable in securing the help of the French during the Revolutionary War.
28. ___ When British General Howe trapped General George Washington and his troops on Long Island, Washington preserved his army with a harrowing nighttime escape across the East River.
29. ___ Benjamin Franklin was unanimously elected as president of the Constitutional Convention.
30. ___ John Quincy Adams mediated the reconciliation between his father, John Adams, and Thomas Jefferson.
31. ___ John Adams and Thomas Jefferson died on the same day (July 4, 1826)—exactly fifty years after they had both signed the Declaration of Independence.
32. ___ The United States treasury repaid Haym Salomon the money he loaned the government during the Revolutionary War.



- 33. ___ Haym Salomon escaped notorious British prisons twice by using his financial assets and his language abilities.
- 34. ___ When he was nearly sixty years old, Benjamin Rush learned astronomy and surveying, and he was selected to survey the land for the new Federal District (now Washington DC).
- 35. ___ Since Benjamin Banneker wanted to be recognized only because of his scientific achievements, he refused to be involved in the antislavery cause.
- 36. ___ Although Abigail Adams came from a prominent New England family, she received almost no formal education.
- 37. ___ Abigail Adams served as a spy during the Revolutionary War.
- 38. ___ In completing his masterpiece—his comprehensive dictionary—Noah Webster worked more than twenty years and learned more than twenty languages.
- 39. ___ John Quincy Adams’s immense popularity as a two-term president led to his election to the U.S. House of Representatives, where he served seventeen years.

Recognizing Government Documents

Match each historical document in the first column with the correct description by writing the corresponding letter on the blank.

- | | |
|--|---|
| <ul style="list-style-type: none"> 40. ___ Mayflower Compact 41. ___ Declaration of Independence 42. ___ Articles of Confederation 43. ___ U.S. Constitution 44. ___ Bill of Rights | <ul style="list-style-type: none"> a. announced America’s freedom from England b. governmental document establishing system of checks and balances c. Pilgrim document that established self-government based on the idea of “the consent of the governed” d. first ten amendments to U.S. Constitution e. established a weak central government for the thirteen colonies of the United States of America |
|--|---|

Identifying Civic Virtues

Match each character trait in the first column with a historical event in the second column that reflects the civic virtue. (Some events demonstrate more than one virtue.)

- | | |
|--|--|
| <ul style="list-style-type: none"> 45. ___ self-control 46. ___ humor 47. ___ perseverance 48. ___ courage 49. ___ influence 50. ___ patience 51. ___ generosity 52. ___ determination 53. ___ peacemaking 54. ___ faith | <ul style="list-style-type: none"> a. Dr. Rush helped resolve a bitter dispute between his friends Thomas Jefferson and John Adams. b. Knowing when to wait and when to act, General George Washington ferried his troops across the river at night in escape, but later launched a surprise attack, winning a decisive victory at the Battle of Trenton. c. Haym Salomon sacrificially loaned his personal funds to individual Patriots, as well as to the struggling government in support of the cause of freedom. d. Noah Webster worked over two decades defining 70,000 words for his dictionary. e. “Yes, we must, indeed, all hang together—or most assuredly we shall all hang separately!” said Benjamin Franklin after signing the Declaration of Independence. f. As her husband worked on the Declaration of Independence, Abigail Adams seized the opportunity to rally in support of women by writing, “Remember the ladies.” g. Sacrificing comfort and safety, the Pilgrims traveled to America in search of religious freedom. h. Using borrowed instruments, Benjamin Banneker carefully calculated every figure for his almanac and tried repeatedly to find a publisher. i. Though arrows and bullets flew all around and tore into his uniform, George Washington rode to all parts of the battlefield carrying out the general’s orders. j. John Quincy Adams doggedly guarded the Smithson fortune, insisting that it be used for its intended purposes. |
|--|--|



Vocabulary

Match each word in the first column with its corresponding definition in the second column.

- | | |
|--------------------|---|
| 55. ___ espionage | a. group that disagreed with or objected to the established religious authority |
| 56. ___ abolition | b. a temporary resident on earth who is traveling through life on a journey to heaven |
| 57. ___ almanac | c. one bound by a legal agreement to serve for a period of time to learn a trade or art |
| 58. ___ Providence | d. speech given in honor of a deceased person |
| 59. ___ apprentice | e. a saying or short piece of wisdom |
| 60. ___ phonetics | f. pertaining to the world; distinguished from the spiritual |
| 61. ___ securities | g. beads used by Native Americans as money |
| 62. ___ pilgrim | h. to sway back and forth between opinions |
| 63. ___ etymology | i. one who believes God created the world but now exercises no direct control over it |
| 64. ___ boycott | j. one who seeks to change or improve conditions |
| 65. ___ Dissenters | k. to bring harmony; settle differences |
| 66. ___ eloquent | l. the act of spying on others to obtain information about a foreign government |
| 67. ___ waver | m. the withholding of business to make a statement or bring about change |
| 68. ___ eulogy | n. the history of a word |
| 69. ___ maxim | o. the study of speech sounds in a language |
| 70. ___ secular | p. capable and expressive in the use of words |
| 71. ___ wampum | q. investment documents, such as stock certificates or bonds |
| 72. ___ Deist | r. a state of being alone and quiet |
| 73. ___ reformer | s. book or chart containing a calendar based on astronomy |
| 74. ___ solitude | t. the act of doing away with, especially relating to slavery |
| 75. ___ reconcile | u. God |

Essay

Choose one of the following prompts and write an essay in response. Explain your answer using two historical and two modern examples. (25 points)

1. How did the Founders understand the relationship between church and state, and in what ways has this relationship changed?
2. How can a religiously diverse nation balance respect for all backgrounds with its moral foundation?
3. Do you think a free society can succeed without people of faith?

Formal Assessment Answer Keys

Sequencing

- 1. 2
- 2. 4
- 3. 1
- 4. 5
- 5. 3

Reading Comprehension and Interpretation

- 6. c
- 7. d
- 8. a

Identifying Primary and Secondary Sources

- 9. P
- 10. S
- 11. S
- 12. S
- 13. P

Identifying Historical Figures

- 14. f
- 15. g
- 16. j
- 17. b
- 18. e
- 19. c
- 20. h
- 21. a
- 22. d
- 23. i

Recalling Historical Facts

- 24. F
- 25. T
- 26. T
- 27. T
- 28. T
- 29. F
- 30. F
- 31. T
- 32. F
- 33. T
- 34. F
- 35. F
- 36. T
- 37. T
- 38. T
- 39. F

Recognizing Government Documents

- 40. c
- 41. a
- 42. e
- 43. b
- 44. d

Identifying Civic Virtues

- 45. b
- 46. e
- 47. d, h, j
- 48. e, g, i
- 49. a, f
- 50. b, h
- 51. c
- 52. g, j
- 53. a
- 54. g

Vocabulary

- 55. l
- 56. t
- 57. s
- 58. u
- 59. c
- 60. o
- 61. q
- 62. b
- 63. n
- 64. m
- 65. a
- 66. p
- 67. h
- 68. d
- 69. e
- 70. f
- 71. g
- 72. i
- 73. j
- 74. r
- 75. k