ACTIVITY ANSWER KEY

Chapter 1, Section 1

Check your answers from the Answer Key.
Correct all errors, then complete your next goal.



Lesson 1: ***Approaches to Literature***
Eskimo Approach & Franklin Technique

Answers may vary but must be in complete sentences when indicated.

1. Young Eskimo youth learn to create beautiful art from ivory. The village elders (typically the fathers and grand-fathers of the youth) teach these important skills.
2. The teachers impart knowledge and skill of carving images from the ivory of whales and walruses.
3. Eskimos are natives of Canada, Alaska, Greenland, and Siberia, where they create these carvings.
4. Village craftsmen begin learning the trade while yet children.
5. **Graded by teacher.**
6. The father begins teaching the child by allowing him to help with the finishing touches of each piece of art, such as dusting it and placing it on the shelf. After a while, the father moves the child to a lesser finished piece and allows the child to do more of the finishing touches, such as sanding. When the child has mastered sanding and dusting, the father moves the child to a more difficult task, such as rasping and scraping. As the child masters each task and level of complexity, the father allows the child more responsibility, such as actually carving the ivory. Finally, the child has had enough experience with the ivory to be able to select his own rough pieces, saw them, and begin his own art.
7. Benjamin Franklin was born in Boston, Massachusetts and lived from 1706 to 1790. He was a Founding Father of the United States and was instrumental in forming of the Constitution and the Declaration of Independence. Among other things, he was a statesman, writer, philosopher, and inventor.
8. He was considered a self-taught man who practiced self-discipline and had an inquisitive mind that led him to explore many areas outside of his expertise of newspaper printing. He was a skilled writer and eloquent philosopher. He is also credited with inventing bifocal lenses and the lightning rod, as well as discovering how electricity works.
9. He lived primarily in the New England area, although he traveled extensively in Europe.
10. Franklin made a practice of reading well written articles and books on philosophy, science, theology, human nature, and logic. Not only did he read those literary pieces, but he assimilated them into his life by memorizing and studying large portions of the works.
11. Franklin worked to become a wordsmith, carefully learning how to write and speak effectively.
12. Franklin's skills as an orator and writer allowed him to articulate concepts of freedom in helping to form the U.S. Constitution and Declaration of Independence. These two documents had tremendous world impact, as they led to the formation of the most unique and powerful government on earth.
13. words, sentences
14. The speech was directly addressed to the president of the convention, "Mr. President", and indirectly addressed to all of the members of the convention, especially to those hesitating in ratifying the Constitution.

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15. The purpose of the speech was to persuade the members of the convention to accept the Constitution, and not reject it because it was not perfect.
16. Franklin urged the members of the convention to avoid thinking that they "knew it all" and that unless the Constitution was absolutely perfect it should be thrown out.
17. Franklin used himself as an example, stating that as he grows older, he learns more and realizes that what he thought was right at one time, he changed his point of view as he aged and gained more information and wisdom. He also used an example of the Catholic church versus the Church of England, both who insisted they were the only "right" teachers of truth. His third example was of a French lady who admitted that she thought she was always right.
18. Franklin suggested that the Constitution formed a healthy "general" government that had in place certain parameters that would allow it to be administered for a long time, as long as the people were good. Otherwise, if the people became bad, their government would become despotic like other governments.
19. Franklin believed that the convention had created as perfect a Consitiution as possible, given human nature.
20. Franklin stated that because so many people from different backgrounds, cultures, prejudices, passions, opinions, interests, and points of view had gathered to create a Constitution, it only stands to reason that it would not be perfect, but that it would come as close to perfection, given the many ingredients in its creation.
21. **Graded by teacher.**
22. **Graded by teacher.**
23. Franklin stated that first, the people had to believe in the goodness of the government. Secondly, Franklin stated that the governors (rulers, people in authority) had to have wisdom and integrity.
24. First, Franklin asked that the convention approve the Constitution; then, turn their efforts to administering it well.
25. Franklin again stated that those who had doubts about the Constitution should not think they were infallable and should think of the overall goodness of the Constitution and sign it.
26. **Graded by teacher.**
27. The American patriots were considered traitors to England, and if caught, would be hanged for treason. If the effort for freedom and independence failed, the patriots would be executed.
28. Franklin used the simile of comparing England to a cake, "...a great empire, like a cake..."
29. the American colonies
30. Franklin pointed out that the English government did not allow Americans the same rights as English citizens, did not grant them the same privileges in business matters, governened the Americans more severely, and did not give them a voice in the government.
31. Up to this point, the Americans were not considering separating from England; but were simply making requests for better treatment; however, if England persisted in treating Americans badly, Franklin stated that the Americans just might rebel. In other words, Franklin insinuated that if the English did not "back off", their suspicions could come true.
32. Words are important and powerful and have impact and influence. The right words can be effective and constructive. The wrong words can be destructive and harmful.
33. Tone is the mood or feeling portrayed in a literary work. The tone reflects the author's attitude toward the subject he/she is writing about.
34. Franklin's tone was sarcastic and biting. His tone reflects his attitude of incredulity regarding England's behavior, and warning them that they are destroying themselves with their behavior toward the Americans.
35. **Graded by teacher.**
36. **Graded by teacher.**

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37. A parody is an imitation of a legitimate work of literature. The parody is created to mock the original work, or to mock the author or topic, or to mock another idea, using the format of the original piece.
38. (c) They use the formats to mock other ideas.
39. **Graded by teacher.**
40. 1) Circle any unfamiliar words and look them up, so I can understand what I am reading.
    2) Take notes using the Five W's: who, what, where, when, and why, and how.
    3) Reread any part of the text that doesn't make sense to me. Eliminate the reasons it doesn't make sense, such as unfamiliar words and meanings.
    4) Find key words in the question and locate them in the text, using titles and subtitles when available.
    5) Identify what the question is asking me to do. Answer one question at a time.
41. First, identify what the question is asking me to do; then, identify key words so I can find them in the text. Answer the question in the order it was asked.
42. In questions 1-6, Strategy #2 was used: who, what, where, when, why, and how (the Five W's).
43. **Graded by teacher.**
44. **Graded by teacher.**
45. **Graded by teacher.**
46. **Graded by teacher.**
47. *The noblest question in the world is, "What good may I do in it?"*



Lesson 2: *Historical Documents*
Early American Voices

Answers may vary but must be in complete sentences when indicated.

1. Phyllis Wheately was an early American writer and poetess who transformed herself from simple slave girl to celebrated intellect and composer.
2. Phyllis Wheately wrote poetry addressing many current issues, including tributes to heroes, such as George Washington, and other famous personalities of the times.
3. Phyllis Wheately lived in the New England area, but she came from the country of Cambia, in Africa.
4. Phyllis Wheately lived from approximately 1753 to 1784 and reached fame in the early parts of 1770, prior to the Revolutionary War.
5. Wheately is remembered for her quality of poetry and Christian themes as well as for being the first Negro female writer to be published in America.
6. (a) True
7. (a) rhyming couplet
8. The correct answer to Question 7 is a "rhyming couplet" because every set of two (couple) lines rhyme, thus the poem is a "couplet". If every set of three lines rhymed, the poem would be a rhyming "triplet", and so on.
9. Some people at that time refused to consider that a mere slave girl could create such intelligent and beautiful poetry. They accused her of plagiarism, and took her to court. She won the court case and was vindicated with the publication of her original and authentic works.
10. Thomas Paine became famous for several pieces of literature, including his essays "Common Sense" and "The Rights of Man" and his pamphlet "The Crisis".
11. Paine was an effective writer because he was able to present complex ideas clearly and concisely.
12. When the patriot soldiers despaired that they could ward off the advancing and overwhelming British army on the Delaware River, George Washington rallied the troops by reading "The Crisis" which raised their morale and gave them the courage to defeat the enemy on Christmas night in 1776 at Trenton, New Jersey.
13. The "times" referred to facing the reality of the war and each citizen deciding to "fight or flee"—to face the enemy and iradicate the problem forever, or to flee, hoping that the enemy would not advance.
14. The "crisis" was the situation the Americans were in—either fight for

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freedom and win, or be enslaved to England and possibly put to death for treason, and their families and cities scattered.

15. Paine mentioned the "summer soldier" and "sunshine patriot", meaning people who stood beside you in good times, but when hard times come, those same people would shrink from their duty.
16. Paine's tone is that of determination and urgency. He wants the Americans to do the right thing and to defeat evil, no matter how hard it is. Paine urges pressing on, even through the difficulties of war: "Tyranny, like Hell, is not easily conquered." Paine lays out the rewards and consequences of victory or submission: "By perseverence and fortitude we have the prospect of a glorious issue; by cowardice and submission, . . . a ravaged country, a depopulated city, . . . [no] safety, and slavery without hope."
17. "Give Me Liberty or Give Me Death"
18. Patrick Henry was an attorney who was skilled in debate.
19. Congress was debating whether to commit troops to the war cause and confront the approaching British army or to submit to England. Patrick Henry gave his speech in an attempt to persuade the legislature to commit to victory and not withhold its support from the military.
20. Henry's speech profoundly affected the legislature and accomplished his purpose of convincing congress of the importance of not yielding to England.
21. The opening statements of Henry's speech indicate that the preceding speeches urged congress not to support the war. Henry paid respect to the men who made those speeches, but then went on to say that he respectfully disagreed with them: "No man thinks more highly than I do of the patriotism, as well as the abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights."
22. offend someone
23. (a) True
24. Henry understood that human nature was to ignore a problem and hope that it went away, thus requiring little effort in correcting the problem. Henry urged congress and the president to resist that human flaw and to "fight for right", so to speak: "Mr. President, it is natural to man to . . . shut our eyes against a painful truth."
25. Henry stated that he intended to avoid that human flaw and not ignore the truth, no matter how painful it was to confront it: "I am willing to know the whole truth; to know the worst, and to provide for it."
26. In paragraph three, Henry mainly addressed England's behavior in the past and intentions for the future. Henry provided many examples of how the Americans had sought to make peace with England without having to go to war. Henry also pointed out that England had no intention of making peace but intended to enslave the Americans through defeating them in war.
27. In paragraph four, Henry mainly addressed the issue of when to declare war on England—to wait or do it now. Henry urged congress not to wait until they were so worn down and weak that they could no longer defend themselves.
28. slavery
29. **Graded by teacher.**
30. **Graded by teacher.**
31. **Graded by teacher.**
32. **Graded by teacher.**
33. **Graded by teacher.**
34. *"They that can give up essential liberty to obtain a little temporary safety deserve neither liberty or safety."*



Lesson 3: *Historical Documents*
<u>*Early American Voices (Continued)*</u>

Answers may vary but must be in complete sentences when indicated.

1. A compact is an official agreement

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between members of a society or organization. Its purpose is to establish certain laws or rules by which the members will abide in order to achieve a common goal.

2. (b) False
3. **Graded by teacher.**
4. **Graded by teacher.**
5. **Graded by teacher.**
6. **Graded by teacher.**
7. The compact indicated that the pilgrims wished to remain English citizens, even though they felt that they could not live in England because it had become too oppressive. There is no indication of rebellion or discontent with remaining loyal to the king. On the contrary, words, such as "loyal subjects of . . . King James" and "for the . . . advancement . . . and honor of our king and country" set the tone of continued loyalty to England.
8. **Graded by teacher.**
9. Anne Bradstreet was an early American writer and poetess who wrote about life as a colonial wife and mother.
10. Anne Bradstreet wrote poetry reflecting situations and thoughts about life, such as love for her husband and children and hardships she endured, such as the burning of her home.
11. Anne Bradstreet lived in the Massachusetts Bay area, but she came from the country of England, along with her husband and parents.
12. Anne Bradstreet lived and wrote her poetry during the middle 1600s. She reached America just ten years after the historical *Mayflower* voyage by other pilgrims.
13. Bradstreet is remembered for her simple and wholesome poetry that celebrated early American life and detailed its joys and struggles. Bradstreet is also celebrated as the the first American poet and first female writer to be published in America.
14. **Graded by teacher.**
15. (a) rhyming couplet
16. **Graded by teacher.**
17. **Graded by teacher.**
18. An Inaugural Address is a speech (or address) made by the president to the people at the beginning of his term in office. An Inaugural Address typically addresses issues of the day and sets forth the president's goals and concerns for the country.
19. (a) True
20. **Graded by teacher.**
21. (c) a letter published in newspapers
22. He addressed them as "Friends and Fellow-Citizens"
23. Washington was leaving his second term in office as president of the United States.
24. He was declining being nominated for a third term as president. (Term limits had not yet been set, and were not set until the middle 1900s—approximately 150 after George Washington.)
25. Because he had experience in leading the country effectively, Washington wanted to leave with the people some important recommendations regarding the future leadership of the country.
26. Washington reminded the people that unity was the central pillar of strength for their society. If they were to have real independence, peace, safety, prosperity, and liberty, then they must be unified and preserve the nation, not giving in to jealousy and divisiveness.
27. He reminds them that whether they were born Americans or became Americans by choice, they had worked hard and suffered much to create the greatest nation on earth and therefore must preserve it through fierce patriotism and pride of country, and must remain unified.
28. He could have been predicting a civil war, which indeed did take place approximately 75 years later.
29. (a) True
30. religion, morality
31. (a) True
32. Washington stated that the United States should be good and just (fair) toward all and should strive to keep peace and harmony with all other nations. Washington further declared that the United States should be generous and

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benevolent toward other nations; however, the United States should not enter into any permanent alliances but should participate only in temporary alliances in extreme emergencies and should always be ready and able to defend herself.

33. **Graded by teacher.**
34. *Honesty is always the best policy.*



Lesson 4: *Historical Documents*
The Voices of the Founding Fathers

Answers may vary but must be in complete sentences when indicated.

1. George Washington, Benjamin Franklin, Patrick Henry, Samuel Adams, Alexander Hamilton, John Jay, James Madison, Thomas Jefferson, John Adams, Fisher Ames, Benjamin Rush
2. These men set out to create something never before accomplished—a unique form of republican government ruled by the people and not an aristocracy; a government that would allow free trade and freedom of religion; a government in which a man was not given social status because of his birth, but rather by his accomplishments. This government must be build on virtue and principles of freedom, lasting far into the future.
3. To accomplish this, the founding fathers had to create this government separate from the corrupt English government. By declaring their independence from England, the founding fathers were considered traitors who would be captured and killed on the basis of treason to the British crown.
4. The kind of men needed to accomplish this great task were men of integrity; men who lived by codes of conduct, such as wisdom, honor, virtue, and faith—men brave enough and strong enough to fight corruption.
5. (b) the necessary character attributes of the people (and elected officials)
6. Adams repeatedly expressed concern that if the people of the United States did not remain virtuous, they would let themselves fall into corruption, thus the nation would not endure.
7. **Graded by teacher.**
8. **Graded by teacher.**
9. **Graded by teacher.**
10. The Constitutional Convention of 1787 was a meeting in which delegates (representatives) from the various colonies met to form the Constitution of the United States.
11. Alexander Hamilton was one of the foremost lawyers of the colonial times and was instrumental in calling together the meeting. His view of a strong federal government held favor with several others at the Convention.
12. Alexander Hamilton believed that a strong federal government that controlled the states was better than a weak federal government ruled by strong individual states. This view was directly opposite Thomas Jefferson's view that distrusted a strong federal government and would rather have a weak federal government that was accountable to the strong individual states.
13. Alexander Hamilton believed that political parties were necessary and was instrumental in forming the Federalist party, the first political party in America. George Washington believed that political parties led to division and thought that the United States was better without them.
14. Secretary of the Treasury
15. *The Federalist Papers*
16. **Graded by teacher.**
17. **Graded by teacher.**
18. **Graded by teacher.**
19. **Graded by teacher.**
20. **Graded by teacher.**
21. **Graded by teacher.**
22. The Continental Congress was the first legislative body that met to govern the American colonies. This congress met twice, and functioned prior to the creation of the Constitution. Once the Constitution was adopted, a new congress was formed.
23. moderate
24. The Jay Treaty was a peace and trade agreement with Great Britain initiated

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by American Founding Fathers Alexander Hamilton, George Washington, John Jay, and Fisher Ames. The Jay Treaty was named for John Jay who acted as chief negotiator. The treaty established the U.S./Canadian border and also negotiated the withdraw of British troops from the Northwest Territory. The treaty also established trade between the two nations, including the export of cotton from the United States. The Jay Treaty crumbled after a period of about ten years, and the United States was again embroiled in war with England—the War of 1812.

25. George Washington appointed John Jay as the first Chief Justice of the United States Supreme Court.
26. *The Federalist Papers*
27. John Jay was particularly concerned with the issue of slavery. Throughout his life, he purchased slaves in order to set them free when they were old enough to care for themselves. He fought in the legislature to free the slaves of New York legally, a task he accomplished just before his death.
28. James Madison was perhaps more instrumental than anyone in designing the Constitution—so much that he was called the "Father of the Constitution". He also drafted the Bill of Rights as further protection for American citizens against instrusive government.
29. Madison believed it particularly important that to avoid a usurption of power and the establishment of a dictatorship or aristocracy, and to avoid corruption, a "checks and balances" system should be put in place in the government so that one branch checked and balanced another branch, and so on.
30. the legislative branch (congress), the judicial branch (the supreme court and lower courts), and the executive branch (the president)
31. Secretary of State; Louisiana Purchase; Napoleon
32. (b) False
33. (c) James Madison
34. the unity of the nation
35. Thomas Jefferson
36. _X_ (c) the Louisiana Purchase
    _X_ (d) the Lewis and Clark Expedition
37. the Declaration of Independence
38. Thomas Jefferson began the Jeffersonian Party which was later named the Democratic-Republican Party, which eventually dropped the "Republican" part and became known as the "Democratic" Party, no relation to the Democratic Party of today.
39. vice president; president
40. "Colossus of Independence"
41. Adams was particularly adamant that 1) the new government stay away from a hereditary monarchy and 2) it stay free of corruption. His third area of concern was that the people be dedicated to civic duty.
42. President George H. Bush, and his son, President George W. Bush
43. Fisher Ames became particularly involved in the Bill of Rights (specifically the 1st Amendment).
44. "The Father of American Medicine and Psychiatry"
45. Declaration of Independence
46. Rush was particularly involved in trying to abolish slavery.
47. (a) True
48. **Graded by teacher.**
49. *If a nation expects to be ignorant and free, . . . it expects what never was and never will be.*



Lesson 5: *Historical Documents*
Important Issues to the Founding Fathers

Answers may vary but must be in complete sentences when indicated.

1. The Declaration of Independence was a document written in 1776 by a committee of five founding fathers, including Thomas Jefferson, Benjamin Franklin, and John Adams, and penned in particular by Thomas Jefferson. The document declared the independence of the American colonies from the British empire, listing the reasons behind the decision

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and listing particular grievances against King George III of England.

2. "We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty and the pursuit of happiness."
3. **Graded by teacher.**
4. 56 (Fifty-six)
5. A *preamble* is an introduction to a document.
6. **Graded by teacher.**
7. **Graded by teacher.**
8. **Graded by teacher.**
9. The Founding Fathers expressed three basic ideas: 1) it had become necessary to dissolve their allegiance to England; 2) it had become time for the American colonies to establish themselves as an independent nation among the other nations of the earth, with equal status; 3) they were going to declare the reasons for doing so.
10. The "self-evident truths" held by the Founding Fathers were: 1) all men were created equal (which means they had equal rights to fair treatment); 2) all men had certain, unalienable rights (which means those rights could not be alienated, or taken away, by a king or ruler); 3) those rights were life, liberty, and the pursuit of happiness.
11. The purpose of government was to secure those inalienable rights for the people.
12. The government should rule at the consent of the people (the people should rule the government, not the other way around).
13. When a government became destructive to a society, the people should 1) either alter or abolish that corrupt government, and 2) establish a new government that served the correct purpose of protecting the rights and freedoms of the people.
14. The Founding Fathers wanted the people to understand that a government should only be altered or instituted for severe infractions against the people, not for light or temporary reasons.
15. The Founding Fathers observed that most people will suffer under an oppressive government rather than take the risks involved in establishing a better, less corrupted government, because the people become so used to the oppressive government that they do not know how to function otherwise.
16. The people had a responsibility to throw off such a government and to provide new standards for the well being and safety of the people.
17. The conclusion begins with the statement, "Such has been the patient sufference of these Colonies" and continues by explaining that all of the above information applied to the situation in America, and that the colonies were justified in their "throwing off" the old, corrupt government of England. The conclusion continues with the statement that proof of corruption would soon follow (in the body of the document): "To prove this, let Facts be submitted to a candid world."
18. (a) True
19. **Graded by teacher.**
20. (b) the U.S. Constitution
21. The Bill of Rights was intended to protect specific rights not listed in the Constitution.
22. 10 (ten)
23. 1) Amendment 1 – Freedom of religion, freedom of speech, freedom of the press, freedom of assembly, freedom of petition.
    2) Amendment 2 – The right to keep and bear arms.
    3) Amendment 3 – Right not to quarter soldiers.
    4) Amendment 4 – Freedom from unreasonable search and seizure.
    5) Amendment 5 – Right of due process of law.
    6) Amendment 6 – Right to a speedy and public trial.
    7) Amendment 7 – Right to a jury trial.
    8) Amendment 8 – Freedom from cruel and unusual punishment.
    9) Amendment 9 – Rights are not limited to the constitution.

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10) Amendment 10 – Power not given to the federal government belongs to the states or the people.

24. **Graded by teacher.**
25. **Graded by teacher.**
26. It is inscribed with the Scripture verse from Leviticus 25:10, "Proclaim liberty throughout the land to all the inhabitants thereof."
27. Independence Day—July 4, 1776
28. (d) That is when the Declaration of Independence was read aloud to the public.
29. Independence Hall
30. John Adams
31. Christmas (or "the birth of the Savior of the world")
32. Kings in Europe and other countries of the world would often force their subjects (citizens) to follow or convert to the religion of the king. People who refused were oppressed in various ways, such as being killed or imprisoned or having their property and businesses confiscated, or by their reputations being destroyed.
33. The Founding Fathers included freedom of religion in the Bill of Rights to ensure that the government would not impose a certain faith, but would leave Americans free to choose their own.
34. **Graded by teacher.**
35. *Rebellion to tyrants is obedience to God.*

Turn in your writing assignments then ask for your QUIZ over Section 1. Students who score 85% or higher on the section quizzes may be exempt from the chapter test!

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