Lesson Two: Preparing for a Unit Test

the AP US History Test  As you are probably aware, the goal of taking AP US History (APUSH) class is to prepare yourself for the AP US History test in May so you can earn college credit. In order to best prepare you, I will give you assessments (quizzes, tests, and essays) that are like the APUSH test throughout the year. So really, you will prepare for a unit test the same way that you would prepare for the AP test, but on a smaller scale.

Multiple-Choice Questions: In the Words of the College Board
The multiple-choice section will include a number of sets of questions, with between two and five questions per set, that ask students to respond to stimulus material—a primary or secondary source, including texts, images, charts, graphs, maps, etc. This stimulus material will reflect the types of evidence that historians use in their research on the past. The set of multiple-choice questions about the material will draw upon knowledge required by the curriculum framework, and each question will address one of the learning objectives for the course. While a set may focus on one particular period of US history, the individual questions within that set may ask students to make connections to thematically-linked developments in other periods. Multiple-choice questions will assess students’ ability to reason about the stimulus material in tandem with their knowledge of the historical issue at hand.

Multiple-Choice Questions: In a Nutshell
1. You are going to have to read something or look at some image and interpret it.
2. You will have to apply historical thinking skills and your knowledge of history to figure out the answer.

Essentially, you have to be able to read / interpret, use a skill, and know something in order to answer each question.
Activity 3A: Historical Thinking Skills  There are nine historical thinking skills that the AP test will cover. With a partner, write a description of what you think each of the following historical thinking skills entails or will require you to do. Write on your own paper.

1. Historical Causation
2. Patterns of Continuity and Change over Time
3. Periodization
4. Comparison
5. Contextualization
6. Historical Argumentation
7. Appropriate Use of Relevant Historical Evidence
8. Interpretation
9. Synthesis

Historical Thinking Skills De-mystified

Historical Causation

College Board (CB) says:¹ historical thinking involves the ability to identify relationships among multiple historical causes, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.

What that means: you need to be able to identify short-term causes and effects and long-term causes and effects of historical events. You also need to be able to tell if one event truly caused another event (real causation) or whether the two events just happened to occur near each other in time (correlation).

Patterns of Continuity and Change Over Time

CB says:¹ historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying lengths, as well as the ability to relate these patterns to larger historical processes or themes.
Patterns of Continuity and Change Over Time, continued

What that means: it’s basically a special type of comparing and contrasting. Take some element, and look at it in two time periods. Did it change or stay the same? For example, the treatment of women was pretty much the same in the Colonial and Early National periods (continuity) but changed drastically in the Progressive Era & 1920s (change).

Periodization

CB says: historical thinking involves the ability to describe, analyze, evaluate, and construct models that historians use to organize history into discrete periods. To accomplish this periodization of history, historians identify turning points and recognize that the choice of specific dates gives a higher value to one narrative, region, or group than to other narratives, regions, or groups.

What that means: periodization is essentially the division of history into units. For example, the first period in US History is (essentially) Exploration, from 1491 to 1607, and the second is (pretty much) Colonization, from 1607 to 1754. In order to figure out why historians chose those periods, you need to know why the beginning and ending dates are significant.

<table>
<thead>
<tr>
<th>Period</th>
<th>Official College Board Title</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Early Contact Among Groups in North America</td>
<td>1491-1607</td>
</tr>
<tr>
<td>2</td>
<td>North American Societies in the Context of the Atlantic World</td>
<td>1607-1754</td>
</tr>
<tr>
<td>3</td>
<td>Birth of a New Nation and Struggle for Identity</td>
<td>1754-1800</td>
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<td>4</td>
<td>Growing Pains of the New Republic</td>
<td>1800-1848</td>
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<td>5</td>
<td>Expansion, Regional Separation, the Civil War, and Its Aftermath</td>
<td>1844-1877</td>
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<tr>
<td>6</td>
<td>Industrialization, Urbanization, and Cultural Transformation</td>
<td>1865-1914</td>
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<td>7</td>
<td>Domestic and Global Challenges and the Creation of Mass Culture</td>
<td>1890-1945</td>
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<tr>
<td>8</td>
<td>Increasing Prosperity and Global Responsibility After World War II</td>
<td>1945-1989</td>
</tr>
<tr>
<td>9</td>
<td>Globalization and Redefining National Identity</td>
<td>1980-present</td>
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For example, Columbus landed in the Caribbean in 1492, ‘discovering’ North America, so historians probably chose to start Period 1 in 1491 so they could cover the motivations for that exploration. 1607 is when the first permanent English colony, Jamestown, was established, so that makes sense that Period 2 would start with that date.

However, this is not the only valid way to periodize US history; it is a very Anglo-centric (English-oriented) way of looking at things. Why not start Period 1 around 11,000 BCE, when the first Europeans traveled across the Bering Strait to North America? Or in 1003, when Leif Erikson established a settlement in Newfoundland? Why not start Period 2 in 1565, with the settlement of St. Augustine, a permanent Spanish settlement in Florida?

Those would all be perfectly valid beginning and ending dates for Periods 1 and 2 as well; you’d just have to justify them a little bit differently. That’s what periodization is: justifying the choice of a specific date or event to begin or end a historical period.
Comparison (and Contrast)

CB says: historical thinking involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts. It also involves the ability to identify, compare, and evaluate multiple perspectives on a given historical experience.

What that means: you’re probably pretty familiar with the basic skill here—comparing things is explaining how they are similar. Comparison also implies its opposite, contrast, which is explaining how things are different. Be very careful there—they will often ONLY tell you to compare, and the ‘contrast’ part is ALWAYS implied. College Board also wants you to be able to evaluate the historical interpretations you compare and contrast, meaning you have to explain why one interpretation is more or less valid than another.

Contextualization

CB says: historical thinking involves the ability to connect historical events and processes to specific circumstances of time and place and to broader regional, national, or global processes.

What that means: for a given event, you should be able to explain how it connects to broader events. For example, you could tie Ben Franklin’s experimentation and philosophy to the European Enlightenment, as that intellectual movement influenced him greatly. You could also describe the Great Awakening in terms of a reaction to the Enlightenment.

Historical Argumentation

CB says: historical thinking involves the ability to define and frame a question about the past and to address that question through the construction of an argument. A plausible and persuasive argument requires a clear, comprehensive, and analytical thesis, supported by relevant historical evidence—not simply evidence that supports a preferred or preconceived position. In addition, argumentation involves the capacity to describe, analyze, and evaluate the arguments of others in light of available evidence.

What that means: pretty much all historical writing will present an argument (thesis), and then provide evidence to prove the thesis. So this skill involves recognizing the arguments made and evidence used to prove the arguments in historical writing. Additionally, you
have to be able to evaluate an argument, which means to determine whether it is a valid argument or not, by thinking about what kind of evidence the author left out.

**Appropriate Use of Relevant Historical Evidence**

CB says: historical thinking involves the ability to describe and evaluate evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources) and requires students to pay attention to the content, authorship, purpose, format, and audience of such sources. It involves the capacity to extract useful information, make supportable inferences, and draw appropriate conclusions from historical evidence while also noting the context in which the evidence was produced and used, recognizing its limitations, and assessing the points of view it reflects.

What that means: when reading primary sources and using other types of historical evidence, you need to be able to keep in mind that the evidence may have been affected by the intended audience or purpose, author’s point of view, format, or context. The validity of the evidence used to support an argument affects the quality of the argument.

**Interpretation**

CB says: historical thinking involves the ability to describe, analyze, evaluate, and construct diverse interpretations of the past, and being aware of how particular circumstances and contexts in which individual historians work and write also shape their interpretation of past events. Historical interpretation requires analyzing evidence, reasoning, determining the context, and evaluating points of view found in both primary and secondary sources.

What that means: think about those cheesy team-building activities that you have to do sometimes—you know, the ones in which there are teams of four, and each team gets a deck of cards, a rubber band, a paper clip, and a gum wrapper or something, and then the contest is to see who can build the strongest structure. Everyone has the same basic materials, but different groups will put the materials together in different ways to make different structures. Some of the structures will stand, and others will fall over.

That’s essentially what happens with history. Historians have access to the same basic materials (primary and secondary sources), but they may put them together in different ways to make different interpretations of the evidence we have. Some interpretations are strong and some are weak, and you have to look at how each historian has put the evidence together to determine whether an interpretation is valid.
**Synthesis**

CB says: Historical thinking involves the ability to develop meaningful and persuasive new understandings of the past by applying all of the other historical thinking skills, by drawing appropriately on ideas and methods from different fields of inquiry or disciplines, and by creatively fusing disparate, relevant, and sometimes contradictory evidence from primary sources and secondary works. Additionally, synthesis may involve applying insights about the past to other historical contexts or circumstances, including the present.

What that means: to be able to synthesize information, you have to bring it all together. So that would involve looking at lots of different interpretations of some past event and combining it to make your own coherent interpretation of the past, and then applying it to some other time period.

**How to Deal with Excerpts**

You might say, ‘Well, I’ll just read the excerpt and then answer the questions. Duh.’ That’s the essence of it, of course, but it helps to have some strategies for reading the excerpt, and then to be aware of the kinds of questions that will be asked.

A sample stimulus for a set of multiple-choice questions is shown on the following page. But before we even look at it, we need to have a plan of attack:

1. **Read the source information first.** Do we know anything about the author? What does the title of the source tell us? What does the date tell us?
2. **Read one sentence quickly, then stop and mentally summarize.** Primary source excerpts (especially older ones) are notorious for being, ahem, less than concise. Historical people were often wordy as heck. They also tended to include a lot of goofy formalities in their correspondence (like listing all of the titles of a king or something, just to suck up). In order to prevent yourself from getting lost in the excerpt, you need to stop after every sentence and ask yourself, ‘What was that sentence all about?’
3. **Don’t freak out if you don’t understand every single word.** As mentioned in the previous point, historical excerpts often include whole sentences of formalities that really have no purpose in furthering the main idea. They also sometimes use archaic words for things that you have never heard of, and if you’re very unfortunate, archaic spellings and printing techniques. (There was no standardized spelling in the colonial period; you could pretty much just spell words however you felt like spelling them. Also, colonial printers printed Ss to look like Fs and Vs to look like Us, to make it even worse.) So, you might not be nodding your head in perfect comprehension as you read. That’s OK—just get the gist.
4. **Remember: the excerpt will still be there when you need to answer the questions.** You don’t need to read for detail on your first reading of the excerpt—just main idea. (Don’t take this to mean that you don’t need to read the excerpt at all. It’s hard to attack the questions without having gotten at least the main argument beforehand.)
5. **After reading the entire excerpt, mentally determine the main idea for the excerpt as a whole.** Now you’re ready to move on to the questions.
Activity 3B: Dealing with an Excerpt  With a partner, use the excerpt shown below to answer the following questions on your own paper.

1. What do we know or can we infer from the author, title, and date given as source info?

2-9. Read and quickly summarize each numbered major clause of the excerpt.

This particular excerpt has some really long multi-clause sentences, so each major clause has been numbered for you to help with this activity. Excerpts will not have numbered sentences on tests.

Don’t freak out if you don’t understand every word, and remember the excerpt will still be there when you are ready to answer the questions. Read for main idea, not detail.

10. What is the main idea of the excerpt as a whole?

“This western discovery will be greatly for the enlargement of the gospel of Christ whereunto the princes of the reformed religion are chiefly bound among whom her Majesty is principal.

{2}Then it is necessary for the salvation of those poor people who have sat so long in darkness and in the shadow of death that preachers should be sent unto them: {4}But by whom should these preachers be sent? By them no doubt who have taken upon them the protection and defense of the Christian faith: {5}now the kings and queens of England have the name of defenders of the faith: By which title I think they are not only charged to maintain and patronize the faith of Christ, but also to enlarge and advance the same. . . . {6}Now the means to send such as shall labor effectually in this business is by planting one or two colonies of our nation upon that firm [land], where they may remain in safety, {7}and first learn the language of the people near adjoining (the gift of tongues being now taken away) and by little and little acquaint themselves with their manner and so with discretion and mildness distill into their purged minds the sweet and lively lines of the gospel: {8}Otherwise for preachers to run unto them rashly without some such preparation for their safety, it were nothing else but to run to their apparent and certain destruction, {9}as it happened to those Spanish friars that before any planting without strength and company landed in Florida, where they were miserably massacred by the Savages . . .”

--Discourse of Western Planting, Richard Hakluyt, 1584
Steps for Dealing with the Questions

1. **Read the question.** You might be able to mentally formulate your own answer to the question, or you may not. Either way is OK. If you mentally formulate your own answer, then be aware that the test may not word its answer exactly the same way, so you still have to go through and think about answer choices. If you can’t formulate your own answer, that is cool too. The beauty of a multiple-choice test is that you just have to recognize the best answer, so you can still attempt the question.

2. **Super duper extra special important:** **Systematically work through all answer choices and eliminate those that are definitely wrong.**
   - Read every single answer choice, in order. Maybe you get to answer choice B and you think, ‘That is it! That’s the one; it’s perfect!’ So don’t eliminate that choice. *But you have to keep on reading the remaining answer choices.* Sometimes two answer choices are right, and one is better. Other times an answer choice is partially correct, but another answer choice is totally correct.
   - Physically mark out answer choices you’ve eliminated. If your teacher will allow you to write on unit tests and quizzes, you need to use this strategy all year. If you are not able to write on unit tests and quizzes, you should still write on your actual AP test. It helps with difficult questions and also prevents you from ‘mis-bubbling’ your answer document.
   - If you’re not sure an answer is wrong, don’t eliminate it. On the first ‘go-round,’ only eliminate answers that are definitely wrong.

3. **Go back and carefully compare the answer choices that you didn’t eliminate, then choose the best answer.** Make sure you are reading every single word. Sometimes one word can make a whole answer choice wrong. Then choose the best answer. You may not be 100% sure of your answer choice, but there is no guessing penalty on the APUSH test, so it’s best to choose the one that seems better!

4. **Postpone, but don’t skip, time-consuming questions.** All portions of the AP test are timed, and most teachers time unit tests. What that means is that if you’re going to have to sit and puzzle over a question for a long time, you should probably postpone it (but don’t skip it forever). Circle the question, leave the answer blank on your Scantron / bubble sheet, and move on to another question. It’s a better use of your time to move on to a question you have a better chance of getting right.

   But do not ultimately skip the difficult question! Come back to it later after you’ve answered all the questions that you’re sure of. Also be very careful not to mess up on your Scantron / bubble sheet after postponing a question. Always bubble the Scantron **AS YOU GO**—**never** wait to bubble it at the end, because what if you accidentally ran out of time?
Activity 3C: Dealing with the Questions  Use the excerpt on page 23 and the techniques described on page 24 to answer the following questions on your own paper.

1. The excerpt provides evidence to support the argument that
   a. European exploration and conquest were fueled by a desire for new sources of wealth, increased power and status, and converts to Christianity.
   b. the introduction of new crops and livestock by the Spanish had far-reaching effects on economic, social, and political development in the Western Hemisphere.
   c. new sources of mineral wealth from the Americas facilitated the European shift from feudalism to capitalism.
   d. in spite of slavery, Africans’ cultural adaptations to the Western Hemisphere resulted in varying degrees of cultural preservation and autonomy.

2. Which of the following effects of European colonization was foreshadowed by the excerpt?
   a. Maryland’s 1649 act promoting tolerance for Christians who believed in the holy trinity
   b. the decimation of Native American populations by smallpox
   c. Pueblo Indians’ 1680 rebellion against Spanish rule
   d. inflation of European economies due to the influx of colonial silver

3. The excerpt most directly reflects the intellectual influence of
   a. the Renaissance. c. the Scientific Revolution.
   b. the Protestant Reformation. d. Scholasticism.

4. Which of the following continuities present throughout the 15th-early 20th centuries of US History is directly reflected in the excerpt?
   a. bipartisan structure of American politics
   b. justification for the enslavement of people of African descent
   c. separation of church and state
   d. belief in the superiority of white culture
Dealing with a Visual Stimulus  Visual stimuli that appear on APUSH tests include maps, charts, graphs, timelines, and pictures. A lot of kids think they are less intimidating than excerpts are, which is sometimes true, but you still have to look at them thoroughly and analyze them carefully before you attack the questions.

Check for titles, source information, labels, map keys, voice bubbles, etc., first. These types of items will give you information about what you’re looking at and how to read it.

Figure out the main idea or message of the stimulus. Remember, you can examine the stimulus for detail later when you get to the questions. Just give it a quick look and figure out the gist of it.

On a map: be sure to check out the map key. Maps usually use shading or some kind of symbols to get the point across.

On a graph or chart: check the X- and Y- axes to see what kind of relationship is being shown.

On a timeline: these usually show trends or changes over time, so pay attention to similarities and differences among entries on the timeline.

On a political cartoon: be sure to check out labels and voice boxes to help you decipher the symbolism.

Activity 3D: Dealing with a Visual Stimulus and Questions Use the techniques described above to analyze the image below, and then answer the questions on page 27 on your own paper.

--illustration from the Florentine Codex, 16th century
1. The image above shows the direct effects of
   a. the Atlantic slave trade. c. mercantilism.
   b. the Columbian Exchange. d. the encomienda system.

2. The image provides evidence for the argument that
   a. the arrival of Europeans in the Western Hemisphere in the
      15th and 16th centuries triggered extensive demographic
      changes on both sides of the Atlantic.
   b. the spread of maize cultivation throughout the Americas
      supported economic development and social diversification
      among native societies in these areas.
   c. new crops from the Americas stimulated European
      population growth, while new sources of mineral wealth
      facilitated the European shift from feudalism to capitalism.
   d. the encomienda system of labor used in the Spanish colonies
      was gradually replaced by the use of African slavery and
      indentured servitude.

3. The image was most likely produced in the context of
   a. the establishment of the Native American reservation system.
   b. European conquest of the Americas.
   c. the influenza epidemic that occurred near the end of World
      War I.
   d. the removal of Cherokee and other tribes from their land in
      Georgia.
**How to Study for a Unit Test**  
_This is going to vary a little depending on how your particular class is set up and how your brain works. Ask your teacher what he or she specifically recommends for his/her specific class. Here are some general ideas that work for most classes._

- **Begin studying two or three days before a test in shortish increments.** Yeah, I am familiar with high school students, and you probably won’t do this, but you should. It saves time in the long run. Start studying three days before a test for about an hour each night. Cramming is better than nothing, but when you cram, you only retain the information for a day or two. You’ll need it again when you take the AP test! So do your best to avoid cramming. It’s not very efficient. Also it’s boring.

- **Do NOT re-read textbook chapters.** The only reason you would need to read textbook chapters right before a test would be that you didn’t read them in the first place. (Shame on you.) If you have taken good notes, you don’t need to re-read the chapters.

- **Read over the AP Course Outline to remind yourself of general themes for the unit.** Go to this website, and scroll to page 31 of the document: [http://bit.ly/apushcurrfw](http://bit.ly/apushcurrfw) For each time period, there is a list of general ideas and themes. These are very important to know for both unit quizzes and tests and the actual AP test, so get in the habit of studying them before each unit quiz or test.

- **Read over all your notes for the unit one time.** This is a good way to generally refresh your memory about the specifics of the unit. However, this is not the only kind of studying you should do. Reading is passive, and doing something active will help you remember things better for your test. So combine this with some of the active methods below.

- **Utilize any review activities your teacher has given you to study specific details.** Whether they are required for a grade or not, review activities are one of the best ways to go over specific details you need to know for a test. If your teacher provides these for you, take advantage of them!
  - Put away all your notes, your textbook, your cell phone, or other information sources. It should be just you, a pen, and the review.
  - Fill out everything you can on the review without looking at any information sources. This shows you what you already know. If you already know it, you don’t need to study it a whole lot.
  - Next, highlight or put a star by anything you couldn’t fill out without looking at an information source. This will show you what you need to study the most.
  - Look up the highlighted / starred items. Use your textbook or your notes, not the internet. Yeah, the internet has lots of valid sources (and lots of invalid ones), but your textbook and notes have exactly what you need to know for APUSH.

- **If your teacher did not provide you with a review, find some sources that will tell you what specific details are important to know for this unit.**
  - Use the chapter resources in your textbook. Most textbooks include either section reviews at the end of each section or chapter reviews at the end of each chapter. Use these and the technique outlined above for teacher-provided reviews to figure out what you need to study most.
How to Study for a Unit Test (continued)

- **Use official online textbook resources.** Find the official accompanying course website for your textbook. Usually this is listed on the textbook front or back cover, or in the introductory pages of your textbook. If not, try Googling the title of your textbook. Most textbooks have extensive online resources to help students review, like lists of important terms and practice questions.

- **Do not use any website not specifically linked with your textbook or recommended by your teacher.** A monkey can put something on the internet. Just because some review activity is on the internet does not mean it is a valid study tool. Generally sites that list authors who have PhDs in history or who work for College Board are valid, but if no author is listed, *do not use it.* Be especially wary of student-created materials.

  I think this bears repeating, and bolding, and underlining, and enlarging, and possibly yelling, and I think I am going to make a poster, too, and if you are in my class you are going to hear this ad nauseam, so brace yourself: **BE VERY WARY OF INTERNET STUDY MATERIALS, ESPECIALLY THOSE CREATED BY STUDENTS. THEY ARE NOT ALWAYS RELIABLE, SO DON’T TAKE THE RISK.**

- **Use a good, recently revised commercial review book.** Most students are familiar with using these review books to study for the real AP test in May, but they can be a useful tool throughout the year. They include succinct time period summaries, lists of terms and people, and practice questions for each unit, and are correlated to College Board standards.

  One caveat (warning): be sure your review book is based on the most current version of the AP US History test. (It should say something like ‘revised for 2014-2015 course’ or ‘updated for 2015 exam.’) If the review book does not mention something like that, then it could be correlated to the old test standards, which are no longer being used.

  My personal favorite review book is the one published by AMSCO, which you can order online at [http://bit.ly/amscoapush](http://bit.ly/amscoapush). Review books published by Princeton Review, Barron’s, Crash Course, or 5 Steps to a 5 are also reputable. **Just make sure it has been revised for the 2014-2015 course.**

- **Actively quiz yourself or have someone quiz you.** Don’t just sit there and run your eyes over study materials—the more active you are, the better you will remember (and the less time you’ll need to spend studying).

  - **Use returned unit quizzes or reading-checks.** Fold it so you can’t see the answers, then ‘re-take’ it either mentally or on paper.
  - **If you use Cornell-notes, use the cues column.** Fold your notes so you can only see the cues column, then quiz away.
  - **Make flashcards.** Use your review materials to make flashcards, then—guess what?—quiz yourself.
  - **Make a two-column study sheet.** Set it up so you can fold it so that questions or terms are on one side and answers are on another side and—big surprise!—quiz yourself.

- **Sleep.** This one does not work all on its own, and you should definitely not try it in class, but after you have studied well in a one- to two-hour session, you need to sleep. Sleep helps your brain move information from your short-term memory to your long-term memory. This is one of the reasons why you should start studying at least three days before a test—because then you have several ‘sleeps’ to help get the info into your long-term memory. Most teenagers need nine to ten hours of sleep a night. You are probably saying, ‘Yeah, right. Dream on, Writing Handbook Lady,’ right now. I know your lives are busy, but please get as much sleep as you can. It’s good for your brain.
Activity 3A: Historical Thinking Skills

Answers will vary. After having students work the activity, use pages 18-22 to debrief the skills.

Activity 3B: Dealing with an Excerpt

1. from http://www.let.rug.nl/usa/documents/before-1600/richard-hakluyt-discourse-of-western-planting-1584.php: “Richard Hakluyt devoted his life to recording every piece of evidence that could contribute to English participation in the colonization of the New World. He listened to the tales of returning voyagers and repeated them for a broad reading audience. He supported the adventures of Sir Humphrey Gilbert and Sir Walter Raleigh; he urged England to confront Spain and claim the great rewards of "raysing trades" and other profits that England could have if it applied itself with zeal and purposefulness to colonization. Stern anti-Catholic arguments of Protestant England—the Spanish flinging overboard English prayer books and the like—complemented the political and economic arguments for planting English colonies in the New World.”

2-10. Answers will vary, but here are some possible responses:

2. Let’s use this new territory to spread Protestantism.
3. The poor, unreligion Indians need preachers.
4. We should send those preachers, since we are Christian.
5. As Protestant rulers, English kings have to spread the faith.
6. Hey! Let’s make some colonies so we can send some preachers over.
7. We gotta learn the Indians’ languages and learn about their cultures so we can preach.
8. If we don’t plan ahead, the preachers/colonists could be subject to danger.
9. Remember how the Spanish didn’t plan ahead and they got massacred?
10. As a Protestant nation, England has a duty to spread Christianity in North America. We can establish some settlements to help with that, but we need to get to know the Indians and plan ahead so we don’t get murdered.

Activity 3C: Dealing with the Questions


Activity 3D: Dealing with a Visual Stimulus and Questions


Lesson Three Endnotes: