

WILD WORLD OF HISTORY™

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AMERICA'S HISTORY TEACHER

Teacher's
Guide



LESSON 1

THE CITY ON A HILL

Spain • France • England

1480 - 1707

American's distinct character came from a combination of "pillars of exceptionalism" that would take nearly 200 years to fully gel.

But those "pillars" made Americans different from all other nations—even the English from whom most of them

LEARNING OBJECTIVES FOR LESSON 1

- Students should analyze and explain the major forces that caused Europeans to explore the New World.
- Students should be able to show differences between New Spain, New France, and the English colonies.
- Students should be able to identify and explain the elements that made America different from all other countries in the world.
- Students should be able to show—after two chapters—how these traits developed over a two-hundred year period.
- Students should be able to discuss how both the Puritan/Protestant religious practices of “congregationalism” and the space/time distance from England contributed to a high degree of independence in British North America.
- Students should be able to define terms such as “wealth,” “slavery,” and “freedom” as they were understood by American colonists.
- Students should be able to list and explain similarities and differences between the northern, southern, and “middle” colonies, focusing on foundings, adaptations, religions, economics, government, conflicts with the Indians, and land settlement policies.

VISUAL AIDS

(Note—all films/videos recommended are not suitable for all ages, and often only short segments are needed to make a point). Parental discretion advised.

Patriot's History trailer, at www.rockinthewallstudios.com

1492, Conquest of Paradise (1992), especially the arrival in the New World

Apocalypto (2006), mainly for the scenes of Indian treatment of prisoners
(some brutal scenes)

The Birth of Freedom, Acton Institute (2008). This documentary is appropriate for virtually every lesson up to the present and should be referred to regularly. It is the best movie on where the western concept of freedom came from.

1. Age of Discovery

a) What were the purposes of European exploration and settlement of the New World?

“Gold, glory, God”: wealth, glory, and conversion of natives to Christianity

b) What specific changes occurred that made such exploration possible?

The compass, advanced ship design, rudders, maps

c) Students might be asked to discuss why, say, Africans or Middle Easterners were not exploring these areas. A good out-of-book exercise would be to find out what happened to China’s “golden fleet,” which ended their exploration.

“The Golden Fleet” was likely not actually exploring but searching for a renegade political opponent. Overall the cultural background was inward, not outward in other places.

d) Explain what “nation states” were and why their competition in the 1400s and 1500s was important.

A nation state is a country largely made up of a single nationality but incorporating several different subgroups and even religions. Much bigger than a “kingdom” or tribe.

2. Portugal and Spain: The Explorers

a) Spanish interaction with the Native Americans (Indians) has been viewed as “brutal” by some historians. Explain why one could have this view from a modern-day perspective and why, by the attitudes and values of the time across the world, Spanish behavior was not odd at all and indeed might be viewed as “more humane” than most other cultures?

From the perspective of the 1500s, all kingdoms/nations conquered other people, often enslaved them, and treated them badly. Europeans were often not different, though Europeans were the only conquerors tempered by the teachings of Jesus.

3. Did Columbus Kill Most of the Indians?

- a) Students should review the sources in the “Did Columbus Kill Most of the Indians?” What kinds of evidence and sources do historians need for claims about Spanish behavior?

This section shows that numerous sources, from the size of the population at the time to the medical discoveries, suggest that there were far fewer Indians in N. America when Columbus came; that they often already had the diseases he supposedly transmitted; and that Indian tribes themselves warred against each other and killed each other in large numbers.

4. The Pirates of the Caribbean • France in the New World

- a) What were the economic principles on which the major powers operated? (i.e., what was “wealth”)

“Mercantilism,” which was that gold, silver, jewels constituted wealth and you gained wealth by conquest or better yet, trade, not by increased efficiency or capital as today.



LEARNING AT A HIGHER LEVEL

Students should be asked to discuss “money” and “value.” Why do we use money? What does it represent? (Money is the “material representation of time, talent, and energy.”)



Money is the physical manifestation of time, talent and energy. It allows us to physically move our time, talent and energy to others. The point at which the exchange takes place is the price, which has no moral component at all. It is just a piece of data, like a yardstick.

5. The English Presence • Foundations for English Success

- a) Discuss the differences between Spanish and French strategy for colonizing the New World on the one hand, and that of England on the other.

France and Spain limited immigration to the New World, condemning themselves to be outnumbered. Also their economies were extraction based, while English colonies were production based.

- b) Explain the “Foundations for English success”—and why this is called in the book a “hypothesis” and not a fact.

A “hypothesis” is subject to further tests. Some would maintain we’ve had enough to prove that the hypothesis here is fact, others would say not yet.

6. The Colonial South • Tobacco, Slaves • Representative Government

- a) What hardships did the early English settlers in the southern colonies face? How was the Jamestown colony saved?

Early settlements lacked sufficient farmers, craftsmen; were attacked by Indians; had a socialist economic approach that caused them to starve.

- b) Discuss the basis of the tobacco economy and its relationship to slave labor.

Tobacco could not be eaten. It is a “cash crop” meaning it could only be sold. It required vastly larger lands than a “self-sufficient” farm, and yet there were not enough workers in early America to run the plantations.

REVIEW “slavery” in history, beginning with concepts of slaves as the losers of war, as substitution for a life in poverty, etc. Important for students to understand slavery was everywhere in the world and was considered “normal.”

SEE: “The Slave Trade in Two Minutes”

https://www.youtube.com/watch?v=ra6Bs_VpsBw&t=6s



LEARNING AT A HIGHER LEVEL

How were slavery and representative government interconnected? How did early Americans celebrate freedom while still owning slaves?



Both slavery and representative government appeared in Virginia the same year(1619). In the writings of the day, a man who was not free (even free of debt) was often referred to as a “slave”.

7. Bacon’s Rebellion

- a) What was “Bacon’s Rebellion” and was it a prototype for the American Revolution?

Bacon launched a revolt because the governor would not send troops to protect the settlers in Virginia. It is viewed as individuals demanding the government do the job it was elected to do, and the right of overthrow of a bad government.

8. The Maryland Experiment • The Carolinas • Life of the Common Colonials

- a) How did the Carolinas and Maryland differ from Virginia, and what was the role of Catholic immigrants in Maryland? In what ways were religious disputes in England reflected in the colonies?

Maryland was established as a Catholic colony but Catholics did not arrive in sufficient numbers to maintain its Catholic heritage. The Carolinas were overwhelmingly Scots-Irish, meaning they were more anti-Britain than other colonies.



LEARNING AT A HIGHER LEVEL

Explain how geography contributed to making a free people (Hint: distance and time restricted control).



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9. New England's Pilgrims and Puritans

- a) How did the religious views of the Puritans and the “Pilgrims” make their colonies different than those in the southern colonies?

Puritans and Pilgrims were both “congregational” in their church structure, meaning they had “bottom up” church governance vs. Anglican colonies such as Virginia or Catholic Maryland that had come from a “top down” structure. More democratic.

- b) Why was a “congregational” structure of the Puritan religion so key to their later attitudes opposing “big government” and English control?

Largely the same answer as Question a.

- c) All Pilgrims were Puritans, but all Puritans were not Pilgrims: Explain.

Pilgrims were a separatist subgroup of the Puritans.

- d) Are our views of Puritan dress, culture, entertainment wrong? How so?

They were not stodgy or boring; they did not hate fun or dress in drab colors.



LEARNING AT A HIGHER LEVEL

The Puritans are largely responsible for one “Pillar” of American exceptionalism. Explain in a paragraph how this came to be.



The Puritans are responsible for the “Christian, mostly Protestant” religious tradition.

Documents from *A Patriot’s History Reader*

“*The Mayflower Compact*,” pp. 3-4.

“*The Fundamental Orders*” 5-10



LEARNING AT A HIGHER LEVEL

Using the “Mayflower Compact,” discuss the Pilgrims’ attempts to reassure the King that they were not being rebellious.

Using the “Fundamental Orders,” discuss how this document treated Connecticut as virtually a sovereign state, not a subject of England.



The Mayflower Compact has several lines devoted to allegiance to the king.

The Fundamental Orders say that Connecticut is “sovereign,” meaning “they are in charge,” not the king.

10. The Pequot War (for lessons 1-3)

- a) Who were the “militia” and how did the “western way of war” begin to take root early in the colonial system?

The “militia” was different from a standing army in that it was composed of ordinary men who one weekend a month would train as soldiers. These were controlled by the governors, not the king.

- b) Why was the “western way of war” so effective?

It was a style that emphasized drill, fighting as a unit, not individual glory.

- c) Who were the Pequot and why was there a war at all?

The most recent editions do not contain much as we had to cut this material to make room for post 2004 material. King Philip disavowed the sovereignty of King George.



LEARNING AT A HIGHER LEVEL

Even though there were very few people in the vast space of North America, why was conflict between Indians and whites ultimately unavoidable? What role did property rights and private ownership of property play in this?



North American Indians for the most part had a completely different understanding private property than did whites—thought land was impossible to own. This ensured conflict.

11. Roger Williams

- a) What religious differences caused Roger Williams and Anne Hutchinson to leave the Puritan colonies?

Roger Williams and Anne Hutchinson began to preach different doctrines about “who was saved.” Rather than being killed as would have happened anywhere else in the world, they were just exiled to nearby Rhode Island.



LEARNING AT A HIGHER LEVEL

Despite their differences with the Puritans, how did the ideas of Williams and Hutchinson reinforce and support the “Pillar” that the Puritans established? (Hint: Discuss “congregationalism,” or bottom up governance, and “latitudinarianism”)



Roger Williams and Anne Hutchinson reinforced the “Christian, mostly Protestant” religious tradition by showing that church governance—and even doctrine—were bottom up and that individuals could change things about their religion they didn’t like. They were not controlled by Rome.

12. Unique Middle Colonies

a) Analyze the differences between the Middle Colonies (New York, Pennsylvania, New Jersey, and Delaware) and the north, on the one hand, and the south on the other.

The Middle Colonies were neither entirely agricultural as was the South, nor entirely small farms and growing cities as was the North. New York saw an influx of Dutch Protestants; Pennsylvania saw the arrival of Germans.

13. The Glorious Revolution

a) What was the Glorious Revolution? Why was it so “glorious”? What impact did this English revolution have in America?

The revolution was “glorious” because Parliament (i.e., the “people”) crowned the King and Queen, not the Pope or the Archbishop of Canterbury. This is Pillar 2, Common Law.



ACTIVITIES

Long before anyone had Global Positioning Systems or vast networks of well-marked roads and highways (or any roads at all!) people had to get around. For longer journeys, such as sailing the seas with no visual landmarks, were extremely risky. You could end up hundreds of miles from your goal. There often were no maps—in fact, the explorer did the mapping! The tools of the day were a compass and a sextant.

✎➔ *Get a compass at a sporting goods store, Army-Navy store, or rummage sale.*

Using the compass, draw a map of your block or your housing project. Be sure to note “North, South, East, West.” But no street names allowed!

Now. Write directions to a friend’s house or nearby store using your map and your compass (Hint: You might use the number of steps in a certain direction, or landmarks other than house numbers).

Follow your own directions. Did that get you there? How accurate was your map?

Now try writing directions to a rock, tree, or specific location (a neighbor’s lawn ornament) close by. Do not use any street names. Give it to a friend and see if your friend can find the item/place just based on your directions with a compass.

✎➔ ✎➔ *More advanced: Find a sextant. See if you can determine the sun’s angle on the horizon.*

✎✎ ✎✎ ✎✎ *Most advanced: build a model sailing ship.*

✎✎ *Write a paragraph explaining how difficult it would be to only use a map, a compass and a sextant to find a new land. What were the limitations of a sailing ship?*

✎✎ *Make a pirate eye patch with a piece of black cloth and string.*

The English colonists found America quite unlike England in many ways, and many of their crops would not grow in some of the rocky New England soil. Indians taught them to use maize and corn.

✎✎ *Cook three different dishes using corn.*

✎✎ ✎✎ *More advanced: Cook the dishes over an open fire at a park or with a wood burning stove.*

✎✎ *Form a group with other students and pretend you are Pilgrims. Devise a set of rules—a “compact”—to govern yourselves for the rest of the day in the absence of English rule.*



*Creating the Wild World of History
was a ton of fun. If you love it,
tell your friends. Ask them to visit
WildWorldOfHistory.com
to purchase their very own copy.
That way the wild ride can continue.*

*Thank you,
Professor Larry*

