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Civilization

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Preface

This document is an introductory academic set of lessons in the module of Civilization, (First Semester: British Civilization - Second Semester: American Civilization), which is prepared for First Year level EFL graduate students at Ammar Theledji Laghouat University. The present handouts have been carefully put together in a very simplified way in order to help first year LMD students who would be introduced to the notions of civilization, history and culture for the first time. In this manner, the students can take advantage of this document during the course of the two semesters, for deepening their knowledge about the two civilizations through ‘less is more’ reading texts about key events, major facts, and critical issues that are lied within given time framework that ensures a full coverage of the curriculum.

Teaching the historical and cultural aspects of British and American civilizations is quite rigorous as students are to be introduced to the old British and the recent American histories for the first time. For this reason, we intend to focus our attention on raising the leaners’ interest by immersing them in the acquisition of historical preliminary knowledge through promoting the skills of reading, speaking, writing, and listening. Through reading texts that are historical in nature, there would be a good chance for the students to be exposed to historical artefacts and primary sources, and would ultimately be able to develop historical vocabulary. Getting students to read historical texts would have an array of other different benefits as they would sharpen their perspectives on different social issues, raise their curiosity and critical thinking, besides getting involved in interpreting and commenting over various cultural, social, and political matters. Together with plenty of available sources, the document at hand could potentially be used as a support for preparing the students who are new to civilization to obtain a good background in their graduate formation and for the future post-graduate research in the field.

The current document includes texts on “British Civilization” and “American Civilization”. Arranged in a chronological order, each module includes a brief description and a set of underscored objectives that would hopefully be reached by the end of the course. At the end of the modules, a number of activities and exam samples are integrated. British Civilization module tends to review the prehistoric and early history of Celtic-Britain and the different Roman, Germanic, Nordic invasions. American Civilization module, however, contains a wealth of information on the exploration, settlement and establishment of life in a world that was claimed to be new but was already inhabited by the Native American Nations.

Aims of the Manual

The aim of history teaching is to expose students to their outer world and stimulate their interest about the life of people who lived in the past. Thus, they learn to appreciate and consider their own and other people’s past, cultures, and ways of thinking. Through history, we learn and try to reach a better understanding of how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem solving.

The primary aim of this manual is to introduce EFL students to some key notions in history, culture, and civilization. The two civilizations that this module covers are essentially the two main subjects that would provide the students of English with a simplified projection of how the English language emerged and developed through time, and how people in the two major English speaking countries UK and US migrated and settled the land and adapted to its geography and environment. The lectures, hence, tend to teach students the value of learning from and about the past and would hence develop an understanding of continuity and development of events and humans (Iron-Celtic people moving from mainland Europe to England, the Paleo-Indians moving from South Asian

Stone Age to the Americas, and the Europeans moving to the New World). Eventually, the present document will help students achieve the following general aims:

1. To provide the students with initial knowledge and understanding of how peoples' lives evolved throughout time, and to increase critical thinking for promoting the essentially different approaches to history like investigating, enquiring, evaluating, and analysing times past issues.
2. To ensure that students are enabled to think like historians through emphasising the examination of historical artefacts, secondary, and primary sources.
3. To foster in students an interest in knowing about the English-speaking peoples and to be open to know about their history, culture, and lifestyle.
4. To develop geographic and cultural literacy as the students study the land on which early settlement groups in England and American Eastern Coast lived and some of the ways in which their cultures flourished and how those settlers and invaders coped with the environment and dealt with the native peoples.

Module I

British Civilisation

Course Description

Description

Early British history is a quite important course through which students will have an overview on the early inhabitants and settlers of Britain, as well as getting a coherent knowledge and understanding of Britain's early history. The students at this level, will be introduced to major migrations and invasions from mainland Europe to Britain, and how the latter has influenced and been influenced by the wider world.

Learning about England and its very early history will help the students to understand the early medieval British society, and that would include the development of the language, religious changes, and societal alterations.

Objectives

- To read about British history in order to evoke students' curiosity to know more about English people.
 - To introduce the students to historical literacy, terminology, thinking, reading and analysis for developing the skills of enquiry.
 - To get a good understanding of Britain's historical development throughout its early ages.
 - To help the students develop a sense of their and other people's cultural and geographical belonging.
 - To foster a good understanding of the process of historical change and to give students an overview on history timeline.
 - To learn weighting evidence and developing perspective and judgement.
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1. The United Kingdom: Geography and People

The United Kingdom (UK) is an island nation located in Western Europe. Its land area is made up of the island of Great Britain, part of the island of Ireland and many smaller nearby islands. The UK has coastlines along the Atlantic Ocean, the North Sea, the English Channel, and the North Sea. The UK is one of the world's most developed.

1. *Geography and Climate of the United Kingdom*

The United Kingdom is located in Western Europe to the northwest of France and between the North Atlantic Ocean and the North Sea. Its capital and largest city is London, but other large cities are Glasgow, Birmingham, Liverpool, and Edinburgh. The UK has a total area of 94,058 square miles (243,610 sq km). Great Britain is the largest island in Europe and the eighth-largest in the world. It is the third most populous island in the world, with an estimated 2005 population of 58,485,100 (England: 50,431,700; Scotland: 5,094,800; Wales: 2,958,600.)



Physical map of United Kingdom,

Source: <https://www.freeworldmaps.net/europe/united-kingdom/map.html>

Much of the topography of the UK consists of rugged, undeveloped hills and low mountains but there are flat and gently rolling plains in the eastern and south-eastern areas of the country. The highest point in the UK is Ben Nevis at 4,406 feet (1,343 m) and it is located in the northern UK in Scotland.

The climate of the UK is considered temperate despite its latitude. Its climate is moderated by its maritime location and the Gulf Stream. However, the UK is known for being very cloudy and rainy throughout much of the year. The western parts of the country are wettest and also windy, while the eastern portions are drier and less windy. London, located in England in the south of the UK, has an average January low temperature of 36°F (2.4°C) and a July average temperature of 73°F (23°C).

2. *Britain's Prehistory*

The period of prehistory in Britain generally refers to the time before written records began. It begins when the earliest hunter-gatherers came to Britain from Europe around 450,000 BC and ends with the invasion of the Romans in AD 43. With no written sources, what we do know about this period is that it was one of immense change in human development, spanning from the early hunter-gatherers who roamed the countryside to the highly sophisticated and organised groups of the late Iron Age. We generally break this period into the following historical divisions:

a. The Stone Age

Refers to such a vast period of time that we break it into three sections. In the early Stone Age, which we call the Paleolithic, humans evolved from Neandethals. The middle Stone Age, called the Mesolithic, begins at the end of the last Ice Age when sea levels rose and Britain became an island. Tools developed to become smaller and finer and the invention of canoes meant that people were able to hunt for fish as well as animals. In the late Stone Age, which is called the Neolithic, the way people lived changed significantly when they began to settle into farming communities instead of moving from place to place. People started to domesticate animals and grow their own crops.

b. The Bronze Age

When people discovered how to extract metal from rocks, bronze replaced stone as the best material for tools. People were able to build better tools for agriculture and they also began to produce weapons and jewellery. Elaborate burial ceremonies took place and important objects were buried alongside bodies in round barrows. Many of these objects have now been discovered and they help us to know more about what life was like in the Bronze Age.

c. The Iron Age

Iron replaced bronze as the main metal for making tools and weapons. Better tools for agriculture improved farming and this meant that the population began to rise. People lived in tribes which were often at war with each other. During the Iron Age, British society became more sophisticated.

3. *The Iberians and the Celts (cca.250,000-55 B.C.)*

The so-called Iberians reached Britain between 3,500 and 3,000 B.C., probably coming from the Iberian Peninsula. Both the Iberians and the so-called Beaker people (c.2,000 B.C.; named after the beaker-shaped pots they made) settled in the south of England. The Iberians used stone and bone tools and their settlements were based on “henges”, great circles of earth banks and huge standing stones (e.g. Stonehenge). The Beaker people brought the knowledge of bronze to Britain. Soon after 700 B.C., Celtic tribes began to invade Britain. Between cca.700 and 100 B.C., they settled the whole of Britain. They formed tribal kingdoms that were frequently at war with each other.

Activity:

Give a brief explanation to the following questions.

1) What is ‘The UK’ short for?

The United Kingdom of Great Britain and Northern Ireland.

- 2) Which countries make up Great Britain? Wales, Scotland and England.
- 3) Which country is part of the UK but not part of Great Britain? Northern Ireland
- 4) What are the capital cities of the countries that make up the UK? Cardiff, Edinburgh, London and Belfast.
- 5) Which countries make up the British Isles? The U.K and the Republic of Ireland.

2. The Celts

The Celts came to England about 800 BC from Central Europe (France and Germany). Another group of warlike Celts invaded in the 4th century BC and conquered land in the north of England and Scotland and Ireland. They became the first aristocracy to control most of Britain. They imposed their language (Gaelic) on the people, which still survives today to some degree in Ireland and Scotland and Wales.



General map showing the area considered to be 'Celtic' in antiquity.

Source: <https://ralphhaussler.weebly.com/celtic-religions.html>

1. *The Celtic Great Migration:*

The Celts migrated in progressive waves, mingling with the indigenous people and absorbing some of their customs while bringing new skills and arts with them. Foremost among these was their mastery of iron, which gave them power over the warriors who knew only bronze, and rendered them the most formidable force in Europe. Their cultures known as “Hallstadt” and “La Tène” exist largely in the magnificence of their art and the words of the Romans who fought them. The trouble with the reports of the Romans is that they were a mix of reportage and political propaganda. It was

politically expedient for the Celtic peoples to be coloured as barbarians and the Romans as a great civilizing force, and history written by the winners is always suspect.

Moreover, they were a group of peoples loosely tied by similar language, religion, and cultural expression. They were not centrally governed, and quite as happy to fight each other as any non-Celt. They were warriors, living for the glories of battle and plunder. They were also the people who brought iron working to the British Isles.

2. *The Celtic Society*

The Celts were farmers when they weren't fighting. One of the interesting innovations that they brought to Britain was the iron plough. Earlier ploughs had been awkward affairs, basically a stick with a pointed end harnessed behind two oxen. They were suitable only for ploughing the light upland soils. The heavier iron ploughs constituted an agricultural revolution all by themselves, for they made it possible for the first time to cultivate the rich valley and lowland soils. They came with a price, though. It generally required a team of eight oxen to pull the plough, so to avoid the difficulty of turning that large a team, Celtic fields tended to be long and narrow, a pattern that can still be seen in some parts of the country today.

Women in the Celtic society had a great importance than in most societies of that time. They were technically equal to men, owned property, and could choose their own husbands. They could also be war leaders, as Boudicca (Boadicea) later proved.

The Iron Age Celts of Europe and Britain were very superstitious. They had priests called Druids who were the link between the supernatural world and real everyday life. They predicted what would happen in the future by interpreting signs they saw in nature. They could trace the stars and planets, had a good grasp of maths and could probably read and write. The main centre of the Druids in Britain was Anglesey in Wales. The Celts believed in life after death and people were buried with

things that they would need in the afterlife. So a warrior would be buried with his helmet, sword and dagger and even, in some cases, with his chariot.

Activity:

Read the following interesting facts about the Celts and look up the underlined terms in the dictionary.

1. Some Celts lived inside hill forts, which were built on high mounds of soil with ditches around them to protect them from invaders.
2. Many families often lived in a single roundhouse that had one large room.
3. The walls of their homes were made with wattle and daub, or woven wood, Straw and mud.
4. The Celts used a weaving loom to weave cloth into brightly coloured Patterns.
5. The Celts cooked their food in a cauldron that hung over the fire.
6. Baskets were made by weaving fresh willow into shapes before leaving to dry.
7. Drinking horns were often used for drinking ale because they could hold a lot of liquid.
8. Herbs were used to flavour food and for medicine.
9. As the Celts were talented craftsmen, their furniture was often decorated with skilful carvings.
10. The Celts loved to have feasts where they would eat roasted meats and drink ale.
11. A quern was made of two heavy round stones and was used to grind corn and wheat.
12. Clay pots were used for storing food and for holding the cremated remains of relatives.
13. The Celts liked to drink mead, which was made out of honey, water, fruit and herbs.

3. The Romans

1. Britain Before the Conquest

The story of Romanization, often in the past seen as the coming of civilization to Britain. The Romans are credited with bringing city living, literacy and economic development to Britain. The Romans certainly saw it that way! However, archaeology has been able to give the Britons a voice, of sorts. It has shown that the Britons were actually more sophisticated, and that the Roman conquest brought fewer real innovations, than we previously thought.

2. The Roman Empire

The Romans by 60 BCE were controlling many countries around the Mediterranean Sea including Greece, Turkey, Spain, the coastal regions of North Africa and much of France (that they call Gaul). Their power continues to grow.



Map of the Roman Empire

Source: https://www.conformingtojesus.com/charts-maps/en/roman_empire_in_jesus_time_map.htm

In 55 BCE, Julius Caesar comes with 10,000 troops. The Britons are fierce and attack with their chariots. He leaves after 3 weeks but returns a year later with 30,000 troops. This time the Roman

army win battles but the Britons do not give up. Julius Caesar leaves Britain after 12 weeks and returns to Gaul with stories of Britain. It is a land rich in tin, copper and iron where crops grow well and the people fight fiercely!

The Roman Emperor Claudius Invades Britain In 43 CE. Claudius wants to make the Roman Empire even bigger. He needs silver and gold from British mines as well as the good farmland and other valuable metals. He sends an army of 40,000 troops to conquer the country. General Aulus Plautius lead them. This time they intend to stay!

3. *Iron Age Britons: “Backward” or “Advanced”?*

Indeed, it now seems that among the major reasons the Romans were interested in Britain were its agricultural productivity, and the fairly complex forms of social organization of the southern tribes with which they were in contact. They may have depicted them as backward, but in fact realised that many of these British tribes or proto-states were already sufficiently like the Romans to make it feasible to turn them into successful provincial Roman societies. (The Romans invaded territory but politically they thought of conquering peoples.)

4. *Art, Culture, and Cultural Choice*

The British tribes were talented peoples, the fact that is shown by the brilliant technical and artistic quality of many of the things they made, particularly in metalwork. This suggests that the reason they did not develop, for example, monumental architecture to compare with Greece and Rome was not ignorance, but in part cultural choice. They expended artistic effort on portable artefacts (jewellery, weapons, wheeled vehicles), not static ones like temples. They did indeed create massive works of engineering, but these were usually in perishable timber, or earthworks such as the great hillfort of Maiden Castle, Dorset.

5. *Effect of Romanization on Celtic Britain*

This was highly variable. Much of Caledonia (Scotland) was far outside the province, and hardly touched, while further south the presence of a large army and a new road network, Romanized towns and expanding trade affected many people profoundly. Yet even within the province, in many districts the lifestyle of ordinary farming families was little changed beyond the arrival of Roman-style pots, brooches and coins; perhaps the growth of markets for their produce; and the imposition of new taxes! The province of Britannia was not so much “Rome-in-Britain”. This is because Roman Britain was largely built by Britons. Most of the incomers were soldiers, of a huge variety of ethnic backgrounds – not many were Italians. The result of the interaction of the two groups was an interesting cultural hybrid, not simply Britons adopting Roman ways, but a story of adaptation and the development of a distinctive Romano-British culture.

6. *A Dynamic Society*

There were also important changes through time. It took generations to build up the Romanized infrastructure of roads towns, etc., and for Roman culture to disseminate widely and deeply. In everyday life, most Roman Britons lived in the countryside, so the normal daily round for most people was farming, planting and ploughing, storing and processing crops, managing woodlands, tending flocks and herds, butchering, maybe tanning, spinning, weaving, basketmaking, perhaps potting or smelting and smithing. We know less than we would like even of life in towns, since no Roman town in Britain is preserved like Pompeii.

a. *Religion*

The Romans brought their state gods to Britain (Jupiter, Juno, Minerva, Mars, Mercury, etc.) and the imperial cult (worship of the genius, or guardian spirit, of the emperor). This state religion was also political, a way of expressing loyalty to the state, and Britons, like other provincials, will have been expected to comply. Basic similarities of Roman and British religions existed; both were

polytheistic, with gods of places, nature, peoples, war, etc. Many native gods came to be worshipped in Roman style, in masonry temples, forming hybrid “Romano-Celtic” cults. The clash with the Druids is a relatively unusual example of religious intolerance in the Roman world. Ostensibly, the Romans objected to the Druids because they practised human sacrifice, but the real reason for the clash was political; the Druids were a supra-tribal order which might co-ordinate and foment rebellion.

7. *The End of Imperial Rule*

Britain was cut off from the Empire by Germanic invasions of Gaul in 406AD, and this seems to have led to a remarkably fast and complete collapse, not only of government and institutions, but of the economy and almost all other aspects of provincial life. Towns and villas were falling into ruin within a generation. It can be argued that the Anglo-Saxons, who arrived in numbers some decades later, came into a political and cultural vacuum – although many of the people were apparently still there, farming the landscape, albeit probably in smaller numbers.

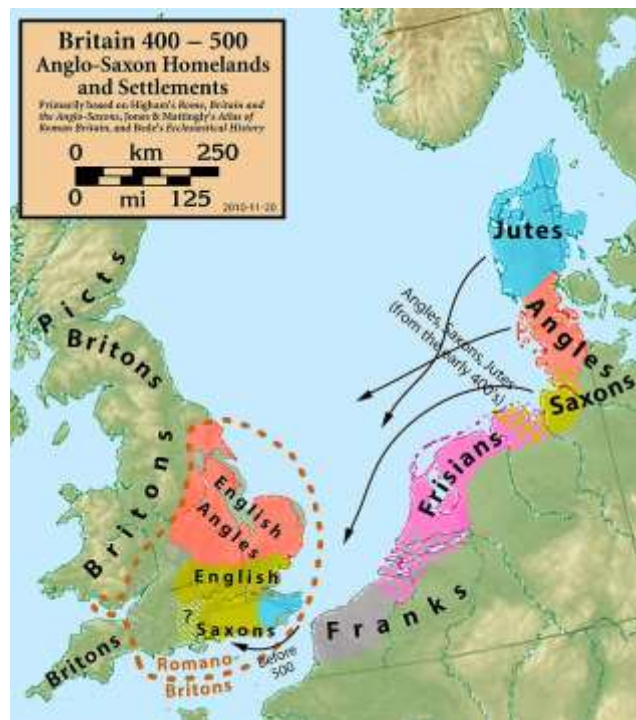
Activity:

Answer these questions:

1. What was Britain like before the Romans?
2. What was Roman Britain?
3. Who were the Romans and who founded Rome?
4. Why was the Roman Empire important?
5. Why did the Romans invade Britain?
6. How long did the Romans stay in Britain and why did they leave?
7. What did the Romans bring in Britain?

4. The Anglo-Saxons

Early in the fifth century, when the Roman Empire began to fall, the Roman legions left Britain to defend Roman and the Britons became easy prey to invaders. In 449 AD, the Angles, Saxons, and Jutes, Germanic tribes collectively referred to as “Anglo-Saxons” began invading Britain’s eastern shores. Within a few centuries, the land they had invaded was known as England, after the Angles.



Britain 400–500: Anglo-Saxon Homelands and Settlements

Source: Europe_relief_laea_location_map.jpg

1. *The Scoti and the Picti*

At about the same time as the Anglo-Saxons were invading Britain from the east another group were also moving into Britain. The Scots (Scoti) came from Ireland, and invaded north Britain. The Scots wanted better farmland for their settlements. At this point North Britain was not yet called Scotland. Instead, this was the home of the Picti tribes who farmed the land and was known as Pictland. The Anglo-Saxons settled in southern Britain and the Scots settled in northern Britain,

which came to be known as Scotland, in the 5th century CE. These were not the last group of invaders to attack Britain and then settle on the island.

2. *Anglo-Saxon Kingdoms*

For about 150 years, the Britons fought the Anglo-Saxons, but by the year 600 AD, the Britons had either been forced to flee to Wales or the West Country and had become slaves. By the year 600 AD, Britain had been divided into 7 main Anglo-Saxon Kingdoms: Northumbria, Mercia, Essex, East Anglia, Wessex, Kent and Sussex.



Anglo-Saxon kingdoms, c. 650-800AD

Source: <https://www.history.org.uk/primary/resource/3865/anglo-saxons-a-brief-history>

3. *Areas Worth Examining*

King Arthur is a half-mythical figure that is believed to have led the Celts into battle with the heathen Anglo-Saxons, but in spite of his bravery and impregnable forts and stonewalled cities, the Celts were doomed to be defeated. The reason for that was that the Britons were civilized citizens,

not warriors, and once they could no longer depend on the army for protection, they were practically helpless when confronted by the fierce Anglo-Saxon warriors.

The pagan Anglo-Saxons did not believe in the Christian God. Gradually Christians outside of Britain moved to England and Scotland and began to convert the Picts, Scots and the Anglo-Saxons to Christianity. After a while most of England became Christians. The Christians that travelled to Anglo-Saxon Britain to convert the pagans to Christianity were priests, many of whom became saints. St Augustine was sent from Rome to teach the Anglo-Saxons in the south of Britain about Christianity. He became the first Archbishop of Canterbury. The Celts hated the Anglo-Saxons so much that they did not try to convert the conquerors into Christianity.

The Celtic Church did more than the Roman Church to win the hearts of humble people. The Celtic Church had been established by St. Patrick who was probably a Romanised Briton who lived in Wales. At the onset of the 5th Century, the Scots whereby he converted Ireland to Christianity must have captured him. Afterwards, the Irish monks went to Scotland and Northern England to continue St. Patrick's work. This Church, as a result of the downfall of the Roman Empire and the conquest of France and Italy by barbarous tribes, was cut off from Roman Civilization and developed its own distinctive Celtic spirit based on Celtic tribalism. Contrary to the Roman church, it did not have any hierarchy or organization, and therefore it was 'democratic:' each tribe had its own monastery, which did not recognize any authority. The monks were hermits, scholars, artists, warriors and missionaries. In the times when it seemed that the dark ages in Europe had set in for good, they cherished the knowledge of classical secular literature that had practically vanished in Western Europe, thus saving it for posterity.

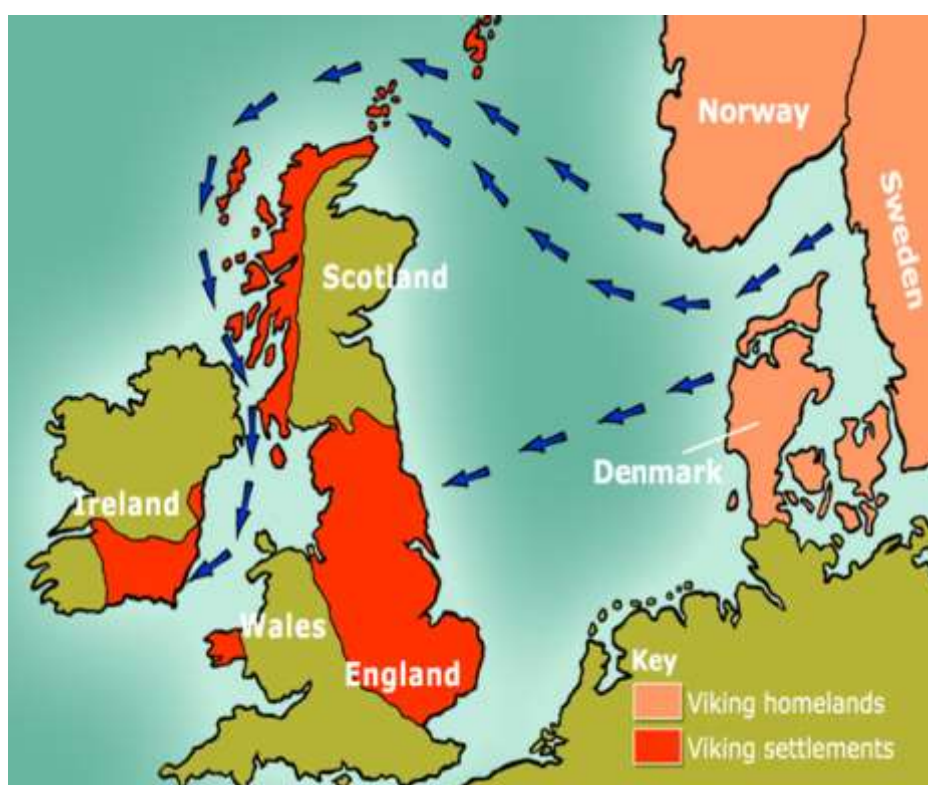
Activity:

Discuss this image. Try to create a good story by linking the image to what you have learnt from the previous lessons.



5. The Vikings

Near the end of the 8th century, the heathen Danes and Norsemen were restless to launch attacks on Britain, tempted by the island's wealth. The Vikings were pirates as well as farmers. At first they only raided the coasts of England, Scotland, Wales and Ireland, but gradually they started to realize that the Anglo-Saxon kings did not have any fleet to protect their realms, and that the whole island was easy prey. War and plunder on the island became the chief business of the Viking nation. The first successful warriors came home with such transfixing news of the island's riches that the Vikings soon started to perfect plans for permanent occupation.



Map of Viking Homelands and Settlements in the UK

Source: https://www.researchgate.net/publication/300472469_UK_declarative_rises_and_the_frequency_code/figures?lo=1

1. People and Major Events

On 8 June 793, the terrified inhabitants of the small Northumbrian island of Lindisfarne found themselves under attack. Norse longboats landed on the holy island with the intention of plundering

its monastery's riches. Treasures were stolen, religious relics destroyed and monks murdered, in a brutal and shocking start to centuries of Viking activity in Britain.

In the 9th century, the Vikings visited various parts of the world (Venice, Constantinople, Spain, Normandy or even North America). Their voyages gave them knowledge of the world and made them skilful tradesmen. When the 9th century was drawing to a close and it was absolutely clear that the Anglo-Saxons could not keep them out, the Vikings started to take over the best farming lands in England.

Their Scandinavian language (Old Norse) was also Germanic so that was relatively easy for them to communicate with the Anglo-Saxons who had come from Germany and Denmark years before. The long-term linguistic effect of the Viking settlements in England was threefold. Over a thousand Old Norse words eventually became part of Standard English (such as skirt, sky, and skin, awkward, birth, cake, dregs, fog, , gasp, law, moss, neck, , root, , sister, seat, sly, smile, want, weak. Numerous places in the East and Northeast of England have Danish names (there are more than 1,500 Scandinavian place names in England, mainly in Yorkshire and Lincolnshire), and many English personal names are of Scandinavian origin (Early medieval records indicate that over 60% of personal names in Yorkshire and North Lincolnshire showed Scandinavian influence).

The Vikings, who came from Scandinavia, were similar to the Anglo-Saxons, but more aggressive and warlike. When Vikings attacked in their long boats, the Anglo-Saxons united under King Alfred the Great (872-901) to try to fight them off. King Alfred is called The Great because he kept part of England free from Viking control. The Danish Vikings controlled the east northeast by the 9th century; the Saxons were able to maintain control in the west.

In the mid tenth century, Denmark began to emerge as a major power, heralding in what is known as the Second Viking Age. As the Danish kingdom became increasingly powerful, Viking raiders began to target the British Isles with a renewed ferocity. While Norse raids had been targeting the

Britain Isles since the eighth century, it was unprecedented for these raids to be led by the king Swein Forkbeard. Raids were on a larger scale than ever before, and Swein's Danish forces proved unstoppable as they ravaged England's major towns and extorted money from their leaders. By 1013, after years of raiding England, Danish king Swein Forkbeard set his sights on conquering the country entirely.

The British Isles were not the only destination of seafaring Norse traders, raiders and adventurers. The Vikings also visited Paris, Iceland, Italy and even the Iberian Peninsula and Morocco. Remarkable archaeological discoveries have revealed that Norse longboats even travelled huge distances to North America, making the Vikings the first Europeans to land on the continent. In 1960, evidence of Norse settlement was uncovered at L'Anse aux Meadows, a site on the northernmost tip of the island of Newfoundland, off the east coast of Canada.

The death of Anglo-Saxon king Edward the Confessor (of the House of Wessex) in 1066 led to a power-struggle for the English crown. The Viking contender for the throne was Harald Hardrada, king of Norway. Descended from the line of the kings of Norway ousted by Cnut a generation earlier, Hardrada claimed a right to the throne based on an agreement between his father and Hardicanute, Cnut's son and successor.

In an effort to reclaim England for the Scandinavians, in 1066 Hardrada sailed to England with 300 ships stuffed full of 11,000 warriors. His intention was to seize the throne from the vulnerable Anglo-Saxon king Harold Godwinson, who was also expecting a Norman invasion from the south. After sailing up the river Ouse and seizing York, Hardrada's forces were taken by surprise by the Anglo-Saxon troops at Stamford Bridge. Harold Godwinson's men had travelled north with remarkable speed, meaning that the Scandinavian forces were unprepared to take them on. Not expecting Harold Godwinson to leave the south under the threat of Norman invasion, Hardrada had left both men and armour behind with his anchored fleet at Riccall. The Viking army was smashed

and Hardrada killed by an arrow through the neck. It was reported that of the 300 longboats that landed in England, only 24 returned to their homeland carrying the survivors.

Despite proving a failure, the Viking invasion of 1066 nonetheless had a significant impact on British history. Taking on the Vikings at Stamford Bridge had weakened Harold Godwinson's forces, making the path easier for the successful invasion of William of Normandy. William defeated Godwinson at the battle of Hastings just three weeks later, going on to launch a conquest more successful and long lasting than any Viking invasion. Hardrada's crushing defeat at Stamford Bridge is generally seen as the end of Viking influence in Britain. Centuries of raiding, extortion, trading and bloodshed had finally come to a close.



Scandinavia is a historical and cultural region in Northern Europe characterized by a common ethno cultural North Germanic heritage and mutually intelligible North Germanic languages. In English usage, Scandinavia sometimes refers to the area known as the Scandinavian Peninsula. The term Scandinavia always includes the three kingdoms of Denmark, Norway, and Sweden. The name Scandinavia originally referred vaguely to the formerly Danish, now Swedish, region Scania.

2. Danelaw and the English

The “Anglo-Saxon Chronicle” of 793 gives us a vivid picture of Britain under attack from Viking invaders. Terrible portents appeared over Northumbria and miserably frightened the inhabitants: these were exceptional flashes of lightning, and fiery dragons were seen flying in the air. A great famine followed these signs; and a little after that, in the same year on 8 June, the harrying of the heathen miserably destroyed God's church in Lindisfarne by rapine and slaughter.'

This 'harrying of the heathen' refers to the first Viking attack on English soil. This was followed for two centuries by a series of regular incursions and wars that lead to the settlement of many Vikings in these islands. The English language (along with much else) would never be the same again.

In 878, King Alfred agreed a truce with Guthrum, the Viking king. It required Guthrum to be baptised and, essentially, the division of England into the Anglo-Saxon southern kingdom and the Danelaw. The Danelaw included counties north of an imaginary line running from London to Bedford and then up to Chester. This was disputed land throughout the tenth century.



Map showing the set regions of the time, including the Danelaw

Source: <https://www.curriculumvisions.com/search/D/danelaw/danelaw.html>

3. *Old Norse and Old English*

'... the interaction between the Viking settlers and their English neighbours ... helped to create the melting pot of two languages.' As a result of all this activity, the impact of Old Norse on the Old English dialects being spoken by the native population was significant, and had far-reaching implications. It was the interaction between the Viking settlers and their English neighbours, their trading and farming activities and their eventual intermarriage and assimilation that helped to create the melting pot of two languages.

Activity:

Task One: Mark the following sentences as true (T) or false (F) and justify your choice if possible.

1. The Viking invasions occurred between 1800 and 1150 AD.
2. Over 2,000 people left Scandinavia then.
3. They made London their capital.
4. Alfred the Great used secret war tactics to beat the Vikings.
5. Alfred also stole food from the Vikings.
6. After the war, a treaty was signed.
7. The Vikings were into all kinds of weapons and helmets with horns.
8. They preferred to fight on foot.
9. They were extremely brutal.
10. The Vikings did not look after their hygiene so much.
11. But the brunets used to bleach their hair.

- 12. Wealthy Viking women had the right to request a divorce.
- 13. The Vikings did not influence the English language.
- 14. Odin possessed a magic belt.
- 15. Freya was male.
- 16. There are no Vikings nowadays.

Task Two: Answer the following questions.

- 1. Why did the Vikings leave their homeland?
- 2. How did Alfred the Great manage to beat the Vikings?
- 3. What was arranged when the treaty was signed?
- 4. What happened to the archbishop of Canterbury?
- 5. What is the “blood eagle”?
- 6. How do we know the Vikings looked after their appearance?
- 7. Why did the Viking women have more freedom than other women of their time?
- 8. Why would the Vikings change the names of the places they settled in?
- 9. What was Odin associated with?

6. The Normans

When the last Anglo-Saxon King of England died without an heir, things were in a great mess. There were many people who wanted to be king and many battles were fought over the claim to the throne. One contestant to the Throne was William, Duke of Normandy. Since he was a cousin to the last King he felt that he had a really good claim to the throne. Normandy is in France. William was a Norman, but he also held a very powerful fief in France.

1. *The Norman Conquest*

William, with the permission of the King of France, decided to go for it. He gathered an army of 6000 knights and squires and invaded England. The last contestant to the throne in England brought his army to face William near the town of Hastings. William won the battle in October 1066, and soon had conquered all of England. He became King William I (William the Conqueror) of England.

One of his first acts was to take away from the Saxon nobles and church officials all the land and wealth that they had, and give it to the nobles and other vassals that had followed and fought for him. Next, he sent out officials to take a census of England to figure out exactly what there was for him to tax. (This was called the Domesday book. It still exists and tells a lot about life in Medieval England.)

Within five years, the Normans had conquered all of England. They imposed unity on England and helped to link England with the culture of the rest of Europe. William gave a lot of land to the Norman nobility (known as barons). These barons then owed military service to the king. The nobility gave land to others to work on as farmers. People in the village who received land had to work 2 or 3 days a week on the rich person's land or pay taxes. This system of land holding is known as feudalism.

The French invaders became the upper-class aristocracy who ruled over the English. French was the language of the upper classes, of law and government and the army. The Anglo-Saxon peasants did not speak French.

The Normans built many castles which helped them to rule the land they had conquered. They also built beautiful churches in the shape of a cross. The arches above the doorways were always rounded (Romanesque style). They build fine monasteries which became the center of village life.

2. *The Rise of the English Nation*

By the 13th century, the rulers of England thought of themselves as English, not French. The rulers eventually spoke English like everyone else, not French. English and French had mixed over the years and evolved into what we now call Middle English. This period was a time of great changes in government and society. Oxford and Cambridge universities started in the 13th century. Also the power of a Parliament started growing in this period. Edward I (1272-1307) was a strong king who tried to take Scotland- but failed (because of brave Scotsmen like William Wallace and Robert Bruce). Then in (1348-9) the Black Death (plague) came to England killing almost half the population.



The Norman Conquest Tapestry

Source: <https://www.historyextra.com/period/norman/5-bayeux-tapestry-facts-what-is-it-why-was-it-made-and-what-story-does-it-tell/>

Activity:

Examine the Evidence

Task One: One task of a historian is to find out if evidence is truthful. Evidence can sometimes be biased or one-sided. This can sometimes depend on who wrote it or produced it. Read sources A and B and try to answer the following questions.

Source A

“King Edward sent Harold to William so that Harold could guarantee that Duke William would inherit the English throne. Harold stayed with the Duke and swore loyalty to him with many oaths.”
(From William of Jumieges)

Source B

“Edward loved William as if he was his brother or his son. He made William his heir and therefore sent Harold to William so that he could confirm this promise with an oath... Many truthful and honourable people who were there say that Harold swore on oath - of his own free will.” (From William of Poitiers)

1. How do they agree about what Harold did?
2. How do the sources agree about what Edward did?
3. Both sources are written by Normans. Does this affect how reliable the evidence is? Explain your answer.
4. Why might you not trust it?
5. Why is it important whether Harold agreed to the oath or not?
6. What does your source say about that fact?
7. What other evidence could we use to have a complete knowledge about these events?

Task Two: Give a brief and clear definition to the following questions.

1. What is the strip cartoon of the 1066 events?
2. What is the system of land holding that was issued by King William I? How did it work?

7. The Magna Carta

The Middle Ages was a period of European history from the fall of the Roman Empire (476 AD) until the fall of Constantinople in 1453 AD. It is also known as the Dark Ages, because it is historically regarded as a period when Western civilisation went “backwards” in cultural and economic terms.

At this time in England, the political system that existed was known as feudalism or the feudal system. The feudal system was a rigid hierarchy where peasants served wealthy land owning lords, in exchange for their protection. At the top of this hierarchy was the monarch, who held absolute power. Absolute monarchy is the term used to explain when a ruler holds total power, and can make any laws or decisions without having to consult the people or a representative assembly (such as a parliament).

Richard I (the Lionheart) reigned over England but hardly in it (he spent nearly all his time warring abroad) from 1189-1199. His brother John, who succeeded him and reigned until 1216, inherited the wars and debts that were the results of French enmity and Richard’s spendthrift brawling. John also blundered into more trouble of his own: trouble with France, with the pope, and with the English Church and barons, eventually made his situation untenable. Hence, from the very beginning of his reign in 1199 the barons had problems with their King John. There were lots of things they were unhappy about, for example:

-They felt he interfered too much with how the country was run. The previous King Richard had let the barons do pretty much what they wanted, but King John often ignored them

-John had an argument with the Pope. This meant church services in England were stopped for five years. People were very scared that they might go to hell

-King John had lost wars with France, which meant that French lands owned by England were lost

-John also raised very high taxes to pay for his expensive wars in France

-There was a rumour that John had his nephew Arthur murdered to stop him from ever becoming king. His body was found floating in a river in France

By 1215, the barons were fed up with John. They had two options:

- 1) Overthrow King John and replace him with someone else. But they couldn't find anyone suitable.
- 2) Make him do what they wanted.

On June 15, 1215, at Runnymede, John was forced to sign an agreement with his rebellious vassals that granted most of their demands. This written agreement was known as the Magna Carta, meaning 'The Great Charter', which is one of the most famous documents in the world. Magna Carta established for the first time the principle that everybody, including the king, was subject to the law. Although nearly a third of the text was deleted or substantially rewritten within ten years, and almost all the clauses have been repealed in modern times, Magna Carta remains a cornerstone of the British constitution.

Most of the 63 clauses granted by King John dealt with specific grievances relating to his rule. However, buried within them were a number of fundamental values that both challenged the autocracy of the king and proved highly adaptable in future centuries. Most famously, the 39th clause gave all 'free men' the right to justice and a fair trial. Some of Magna Carta's core principles are echoed in the United States Bill of Rights (1791) and in many other constitutional documents around the world, as well as in the Universal Declaration of Human Rights (1948) and the European Convention on Human Rights (1950).

The Magna Carta contained 63 'promises' or agreements between King John and the barons. Some of the most important ones were:

-The English Church should be free to choose its own bishops and archbishops.

- A baron's son should inherit his father's lands after paying the king £100, and no more.
- The king cannot raise a tax unless the barons and bishops agree to it in the Great Council (an early type of Parliament).
- People found guilty of a crime in a court of law will not have to pay huge fines for small crimes.
- No government official can take the corn, horses, carts of wood of a freeman (someone who is not a peasant) unless the freeman agrees.
- No freeman can be arrested or imprisoned without a proper trial by his equals (a jury) All merchants are free to travel and trade where they want without having to pay tolls (taxes to use certain roads).
- The king will immediately return all hostages he took to make people support him.
- The king will send out of England all the foreign knights and soldiers he hired.



King John signs the Magna Carta (1864)

Source: https://fr.m.wikipedia.org/wiki/Fichier:A_Chronicle_of_England_-_Page_226_-_John_Signs_the_Great_Charter.jpg

Activity:

Task One: Answer the following questions.

Q1: What was the Magna Carta?

A1: The Magna Carta is just a list of the rights of the nobles, created in 1215 CE, but it is a list of rights signed by King John of England. From that point on, the Kings and Queens of England could only do so much without the help of the nobles, and later on, without the help of the people themselves. It was not democracy, but it was a very important step in that direction.

Q2: What was feudalism?

A2: Under the feudal system, everyone served someone above him or her. The feudal system was based on a pyramid of vassals. A vassal meant someone who serves. At the bottom and making up most of the pyramid were the peasants. The next layer up were the knights. The next layer up were the nobles and officials. The king was at the peak, at the very top of the pyramid.

Q3: What was the religion of the Middle Ages?

A3: In Europe, throughout most of this period, the Catholic Church was the main religious body.

Q4: Who was head of the Catholic Church?

A4: The Pope was head of the Catholic Church. Mostly the Pope lived in Rome.

Q5: In the Middle Ages, what was the difference between a cardinal, a bishop, and a priest?

A5: Cardinals were each in charge of the churches for a very large area such as Italy or Spain, or in charge of all the churches in a large city like the churches in London or Paris. Bishops were each in

charge of a smaller area usually a large cathedral or monastery. Priests did the day to day business in the individual churches.

Q6: What is a monk?

A6: A monk is a man who has chosen to devote his life to a certain discipline of prayer. In 520 CE, a priest named Benedict built a monastery in Italy. The rules he established were called Benedictine Rule. According to these rules, priests could not marry, could not own goods, and had to obey their abbot. The abbot was the head or ruler of the monastery. The abbot made the rules or laws of the monastery

Q7: What is a nun?

A7: Women could choose to become nuns. They lived in a convent. In each convent, the ruler was the abbess. Rather than marry a man, nuns went through a ceremony of marriage to God. Nuns could not own property. They did not copy manuscripts. Instead, they prayed several times a day, both collective and individually, worked in the fields, did all work around the convent, and taught noblewomen how to sew, spin, and weave.

Q8: What is a monastery?

A8: A monastery was a place where a large number of priests went to be away from other people. Monasteries were centers of learning where priests learned to write and copy manuscripts.

Q9: The Angels took over Brittan and spoke Anglo and the Saxons invaded Brittan as well and spoke Saxony. From the formation of these two groups, the oldest English language was established called what?

A9: Old English

Q10: During this period of time and the rise of the Christian church, early Christians called barbarians and non christians what?

A10: Heathens

Q11: Kings owned land and granted parcels of land to Nobles, also called Vassals. Vassals in return pledged military service to their Kings. These Vassals also made arrangements with lesser Vassals, this made the strong Vassals Lords. This system was called what?

A11: Feudalism

Q12: What was created to limit the kings power? Hint - Remember we are talking about European history, not US history.

A12: Magna Carta

Q13: When the King of Anglo-Saxon (now England) died with no heir they appointed Harold Godwinson to be King. However, over the river in France sat a person who wanted that position. His name was?

A13: William the Conqueror

8. Hundred Years' War

The Hundred Years' War (1337-1453) was an intermittent conflict between England and France lasting 116 years. It began principally because King Edward III (r. 1327-1377) and Philip VI (r. 1328-1350) escalated a dispute over feudal rights in Gascony to a battle for the French Crown. The French eventually won and gained control of all of France except Calais.

At first, the English won great victories at the battles of Crécy (1346) and Poitiers (1356) but then Charles V of France (r. 1364-1380) steadily regained much of the lands lost since the start of the war. After a period of peace when Richard II of England (r. 1377-1399) married the daughter of Charles VI of France (r. 1380-1422), the war exploded into action again with the Battle of Agincourt (1415), won by Henry V of England (r. 1413-1422). Henry was nominated the heir to the French throne but his early death and the ineffectual rule of Henry VI of England (r. 1422-61 & 1470-71) resulted in Charles VII of France (r. 1422-1461) retaking the initiative. With help from such figures as Joan of Arc (1412-1431), the French won crucial battles at Formigny (1450) and Castillon (1453) to bring final victory.



Henry V of England

Source: <https://www.worldhistory.org/image/11813/henry-v-of-england/>

1. War & Peace

The Hundred Years' War was a conflict between the monarchs of France and England. Starting in 1337 and not finally ended until 1453, the war lasted for 116 years, albeit not with continuous fighting but also long periods of peace included. The name we use today for the war was only coined in the 19th century. The Hundred Years' War is traditionally divided into three phases: 1. The Edwardian War (1337-1360) after Edward III of England, 2. The Caroline War (1369-1389) after Charles V of France, 3. The Lancastrian War (1415-1453) after the the Lancasters.

2. Causes of the War

The causes of the Hundred Years' War are as complex as the conflict itself would later become. In addition, motivations changed as various monarchs came and went. The principal causes may be listed as:

- The seizure of English-held Gascony (Aquitaine, south-west France) by Philip VI of France.
- The claim by the English king Edward III to be the rightful king of France through his mother.
- The expedition of Edward III to take by force territories in France, protect international trade and win booty and estates for his nobles.
- The ambition of Charles V of France to remove the English from France's feudal territories.
- The descent into madness of Charles VI of France and the debilitating infighting amongst the French nobility.
- The ambition of Henry V of England to legitimise his reign in England and make himself the king of France through conquest.
- The determination of the Dauphin, future King Charles VII of France (r. 1422-1461), to regain his birth right and unify all of France.

3. Consequences of the War

The Hundred Years' War had many consequences, both immediate and long-lasting. First, there was the death of those in battle and those civilians killed or robbed by marauding soldiers between battles. A high number of French nobles were killed in the conflict, destabilising the country as those that remained squabbled for power. In England, the opposite was true as kings created ever more nobles in order to tax them and fund the war. This was not enough, though, and England ultimately arrived on the brink of bankruptcy because of the enormous cost of placing field armies in another country. Although the English had won some great victories, the final result was the loss of all territory in France except Calais.

Some of the more positive consequences were the centralisation of government, increases in bureaucratic efficiencies, and a more regulated tax system. The English Parliament, which had to meet to approve each new royal tax, became a body with a strong identity of its own, which would later help it to curb the powers of absolute monarchs. There was also a more professional diplomacy between European nations. Heroes were created, too, and celebrated in song, medieval literature and art - figures such as Joan of Arc and Henry V who, still today, are held as the finest examples of nationhood in their respective countries. Finally, such a long conflict against a clearly identifiable enemy resulted in the populations of both participants forging a much greater sense of belonging to a single nation. Even today, a rivalry still continues between these two neighbouring countries, now, fortunately, largely expressed within the confines of international sporting events.

Activity:

Use the key events of the Hundred Years' War in France as the context for a discussion of Joan of Arc.

9. Tudor Britain (1485-1603)

England underwent huge changes during the reigns of three generations of Tudor monarchs. Henry VIII ushered in a new state religion, and the increasing confidence of the state coincided with the growth of a distinctively English culture.

1. *The Tudors*

The Tudors were a Welsh-English family that ruled England from 1485 to 1603. They came to power as a result of the victory of Henry VII over Yorkist king Richard III at the Battle of Bosworth in 1485. The Tudor dynasty ended when Henry's grand-daughter Elizabeth I died childless. The Throne passed to their cousins, the Scottish Stuarts, unifying England and Scotland.

Henry VII's (r.1485–1509) victory against Richard III at the Battle of Bosworth ended the turbulent Wars of the Roses. He shored up his position by curtailing aristocratic power. Cautious and calculating, he kept the peace and built up a firm financial base – often at the expense of his subjects.



Henry 7th 1485-1509

Source: <https://www.historyofengland.net/kings-and-queens/the-tudors-1485-1603-kings>

Tall, handsome and cultured, the extravagant Henry VIII (r.1509–47) was a striking contrast to his father. Art and commerce flourished during his reign. The cloth trade enriched many, but peasants lost out as more and more land was turned over to pasture.

2. *No Heirs and a Reformation*

From the mid-1520s Henry's reign was overshadowed by his need for a legitimate male heir. His first wife, Katherine of Aragon, gave birth to a daughter, but no son. Desperate for a boy, Henry sought to marry Anne Boleyn, but long negotiations to obtain papal consent to a divorce failed. Henry made the decision to break with Rome. In 1533 he declared that he, not the Pope, was the head of the Church in England. His decision initiated the Reformation of English religion, the most crucial event of the Tudor period. It shaped English history for centuries to come.

Along with his minister Thomas Cromwell, Henry launched the Suppression, also known as Dissolution, of the Monasteries (1536–40). Protests and revolts, such as the Pilgrimage of Grace (1536–7) in northern England, were swiftly and savagely put down. The confiscated wealth of the monasteries greatly enriched the king and many of his favoured subjects.

3. *Dangerous Times*

Breaking with Rome brought the danger of invasion from Catholic Europe. But the money plundered from the monasteries was put towards building a system of coastal artillery forts (1538–47). Designed for heavy cannon, these reflected the triumph of firearms in warfare. A suspicious and increasingly tyrannical Henry still sought to secure his dynasty's future. His marriage to Anne Boleyn produced a girl, Elizabeth, but ended in Anne's execution.

Jane Seymour died bearing the longed-for boy, Edward. Then Anne of Cleves was rejected shortly after marrying Henry and his next wife, Katherine Howard, was beheaded for treasonous adultery. Henry's sixth and final wife, Katherine Parr, helped to establish his daughters, Mary and

Elizabeth, in the line of succession. Even she only narrowly escaped condemnation for supporting the Protestants – Henry was still a Catholic at heart, and continued to burn Protestants for heresy.

4. *Reform and Counter-Reformation*

Radical Protestant reform began only with the accession of the bookish boy-king Edward VI (r.1547–53), himself an enthusiastic Protestant. Despite a West Country rising against the new Protestant Book of Common Prayer (1549), reform intensified under Edward's Lord Protector, the ambitious Duke of Northumberland.

A mortally ill Edward bequeathed the Crown to Northumberland's teenage daughter-in-law, Lady Jane Grey, a great-granddaughter of Henry VII. But she reigned for only nine days before being ousted by a tide of enthusiasm for the legitimate heir, Mary I (r.1553–8).

A convinced Catholic, Mary immediately set about reversing the Reformation. But her initial popularity quickly waned. She burned many Protestants and her marriage to Philip II of Spain was unpopular. Failing to conceive a child with him and leaving no heir, 'Bloody Mary' died largely unmourned. Her subjects welcomed her sister Elizabeth with relief.

Elizabeth I (r.1558–1603) was among the most astute and successful of all English monarchs. She resisted demands to marry and she assiduously cultivated her image as Gloriana, a Virgin Queen wedded not to a man, but to an increasingly prosperous England. For most people the quality of daily life improved steadily throughout the 16th century. But not for all, and late in Elizabeth's reign a series of Poor Laws addressed the long-standing problem of beggary.

Elizabeth was not universally loved, however. Although her establishment of a moderately Protestant Church of England satisfied most of her subjects, it further alienated Catholics, prompting plots to replace her with her cousin Mary, Queen of Scots. Confined in various castles

across England for 19 years, Mary was executed in 1587 by order of Elizabeth I, who feared that Mary was plotting to usurp her.

Activity: Answer the following questions

Who were the Tudors?

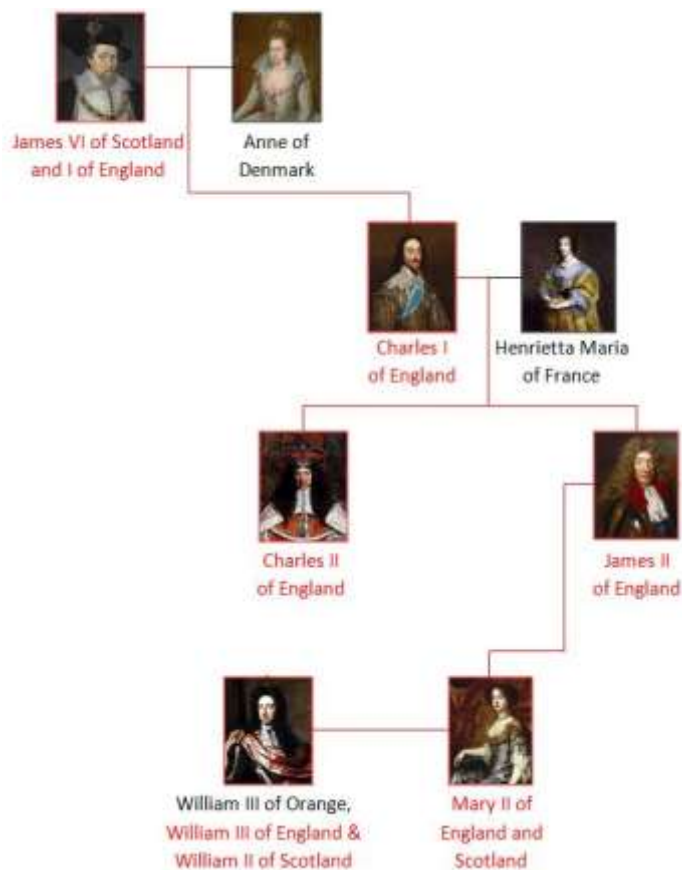
When did they rule England?

Why are they so famous?

What did they accomplish?

Give a brief history of Tudor England.

10. Stuart England (1603–1714)



The Stuart family Tree

Source: <http://sophiabouwman9.weebly.com/stuart-family-tree.html>

The Stuart family had been the ruling dynasty in Scotland since 1371 when a Stuart became King Robert II. The line continued without a gap right down to Mary, Queen of Scots, who was the Catholic rival of Elizabeth I of England. The Protestant Elizabeth held Mary captive for years and finally executed her in 1587. Elizabeth, however, died without leaving any heirs, so Mary had her posthumous revenge when her son James became King James I of England at Elizabeth's death in 1603, thus beginning the tumultuous English reign of the Stuarts that lasted until 1714. In this lesson, we will take a whirlwind tour of the lives and times of the Stuart monarchs.

When Elizabeth died, James the First became the English king. He was already the king of Scotland, and united Scotland with England and Wales. He ordered a new translation of the Bible (the Authorised Version) which remains popular in England today. He tried to force Catholics to go to Protestant churches. A group of Catholics planned to blow up the Houses of Parliament when James was there (on 5th November 1605): this was known as the Gunpowder Plot. But the plan was discovered and one of the group called Guy Fawkes was caught and burnt alive. On the 5th November every year, people celebrate the failure of the Gunpowder Plot by burning a straw man (known as a Guy) on a fire, and by having a display of fireworks.

James was followed by Charles the First. He argued with Parliament, particularly about taxes. Many people in the Parliament were Puritans, who wanted the Church of England to adopt a simpler style of worship without bishops and formal ceremonies. Some Puritans known as the Pilgrim Fathers travelled to America to Massachusetts so that they could settle there and follow their own religion freely. Meanwhile, Charles decided that bishops should rule the Scottish Church (the Presbyterian Church), but the Presbyterians did not accept this and created an army to attack England. Charles stopped the attack by paying money, but needed the help of Parliament to raise this money.

There were more disagreements, and fighting began between Royalists (known as Cavaliers) who supported the king, and Parliamentarians (known as Roundheads) who supported Parliament. This was known as the English Civil War. One of the main leaders of the Roundheads was Oliver Cromwell (his statue can be seen in Parliament Square in London, opposite the Houses of Parliament). The Cavaliers were defeated at the battles of Marston Moor and then at Naseby. Charles escaped, but was later caught and his head was cut off. His son, also called Charles, is believed to have escaped from Cromwell's soldiers by hiding in an oak tree.

Parliament ruled without a king and without a House of Lords for 11 years (this period was known as the Commonwealth). However, Scottish, Irish and other European countries supported Charles (the son of Charles the First). Cromwell went with an army to Ireland, where he killed many Royalists and tried to restrict the freedom of Catholics. Taxes were increased and Cromwell became unpopular. Cromwell died soon afterwards, and when Charles returned from abroad he was accepted as king (Charles the Second).

London was the largest city in Europe by this time, but the streets were dirty and narrow. In 1665 there was another spread of disease in London and the south of England known as the Great Plague, and then in 1666 much of London was destroyed by the Great Fire of London. A large stone column known simply as the Monument was put up near the place where the fire had started. After the fire many of the old buildings which had been made from wood were rebuilt using stone or brick. New churches were built based on designs by Sir Christopher Wren, including Saint Paul's Cathedral (see: <http://www.stpauls.co.uk>). A lot has been learnt about life in London at this time from the diaries of Samuel Pepys.

Charles' brother became the next king, James the Second. He was a Catholic and tried to change some of the laws against people who were not Protestants. The Duke of Monmouth tried to lead a revolt against him, but lost at the battle of Sedgemoor in Somerset. James soon became unpopular, however, and was replaced by William and Mary (Mary was James' daughter and William of Orange was her husband, a Dutch Protestant prince). James escaped to France and then raised an army in Ireland, where he was supported by the Catholics. The Protestants in Ulster (part of Ireland) supported William of Orange. James was finally defeated at the battle of the Boyne, a victory which is still celebrated each year by marches through the streets of Ulster by the Protestant Orangemen. During the reign of Queen Anne, the Act of Union united Scotland and England and Wales, creating Great Britain.

Activity:

Using your understanding of the historical context, assess how convincing the arguments in these two extracts are in relation to James I's views on monarchy.

Extract A

James I rarely lost an opportunity of setting forth his views on monarchy in speeches. Alongside his vain desire to display his learning he had the deliberate intention to act as the 'great schoolmaster of the land'. By 'free monarch' James meant one free from all control. 'A free absolute monarch' owed duties to his subjects and was monarch for their advantage; no degree of tyranny on his part justified resistance. James argued that he could make laws without the co-operation of Parliament and suspend Parliamentary laws. James was far from successful in persuading his subjects to accept these views. In particular, Parliament, which formed the audience for many of the king's speeches, remained wholly unconvinced. Thus, the persistence with which James thrust down his subjects' throats his theory of the constitution almost compelled them, in turn, to formulate their views of the limitations of monarchy and the rights of Parliament. Yet James was by temperament adverse to pushing matters to extremes and too lazy to pursue any path persistently.

Adapted from G Davies, *The Early Stuarts, 1603–1660*, 1959

Extract B

James I has been criticised as a tactless Scot who did not understand the English constitution and who, by putting forward extreme claims on behalf of the monarchy, roused MPs to make counter-claims for Parliament. But, in fact, James was a shrewd, conceited, lazy intellectual who, before he succeeded to the English throne, had been a great success at the difficult job of governing Scotland. James' ideas on the prerogative or Divine Right were no more extreme than those of Elizabeth had been. James expressed them more often and more forcibly, but there were, perhaps, reasons for this. It was to James' advantage to define his position and dare Parliament to challenge it. James' way of expressing the theory of Divine Right would not have shocked contemporaries. Both sides agreed that the King had certain prerogative rights. What James also claimed was an absolute prerogative right to take any action outside the law which he thought necessary for national defence or security.

Adapted from C Hill, *A Century of Revolution, 1603–1714*, 1961

British Civilization Exams
First Term Exams

Exam I

Ammar Thelidji University
Faculty of languages and letters
Department of English
FIRST TERM CIVILIZATION EXAM

Full Name:

Group:.....

Task One: Tick the right answer. (03.5pts)

1. Which of these countries are part of Great Britain?
 - a) Wales, Northern Ireland, Scotland, England
 - b) Republic of Ireland, Scotland, Wales
 - c) England, Scotland, Wales
2. Which of these countries are part of the United Kingdom?
 - a) Wales, Northern Ireland, Scotland, England
 - b) Republic of Ireland and Great Britain
 - c) Northern Ireland, Wales and England
3. What was the name of the group that first moved into Britain?
 - a) The Anglos
 - b) The Britons
 - c) The British
4. Who was the first Archbishop of Canterbury in 601?
 - a) St. Columba
 - b) Edward the Confessor
 - c) St. Augustine
5. The Roman Emperor Claudius
 - a) Invaded Britain in 43 CE.
 - b) Settled Britain in 43 CE.
 - c) Conquered Britain in 43 CE.
6. What was the name of the first survey of England?

- a) England Book
- b) British Book
- c) Domesday Book

7. What happened in 1066?

- a) The Rise of the English nation
- b) England was invaded by The Normans led by William the Conqueror
- c) The Angles, Saxons, and Jutes, began invading Britain's eastern shores.

Task Two: Give a brief and clear definition to the following questions. (06.5pts)

1. What is the strip cartoon of the 1066 events?

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2. What is the system of land holding that was issued by King William I? How did it work?

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3. All societies have culture, however only a few societies have civilization. Illustrate

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Task Three: Each of these sentences contains a false statement. Find out the mistake and correct it. (10pts)

1. The Viking invasions occurred between 400 and 800 AD.

.....
.....
.....

Ammar Thelidji University
Faculty of languages and letters
Department of English

FIRST TERM CIVILIZATION EXAM
The Corrected Type

Task One: Tick the right answer. (03.5pts)

1. Which of these countries are part of Great Britain?

c) England, Scotland, Wales

2. Which of these countries are part of the United Kingdom?

Wales, Northern Ireland, Scotland, England

3. What was the name of the group that first moved into Britain?

b) The Britons

4. Who was the first Archbishop of Canterbury in 601?

c) St. Augustine

5. The Roman Emperor Claudius

Invaded Britain in 43 CE.

6. What was the name of the first survey of England?

c) Domesday Book

7. What happened in 1066?

b) England was invaded by The Normans led by William the Conqueror

Task Three: Give a brief and clear definition to the following questions. (06.5pts)

1. What is the strip cartoon of the 1066 events?

The strip cartoon of the 1066 events is called “The Bayeux Tapestry”. It tells the story, in pictures, of the events leading up to and including the Battle of Hastings on October 14, 1066. The story is told from the Norman point of view.

2. What is the system of land holding that was issued by King William I? and how did it work?

The system of land holding that was issued by King William I is the Feudal System. Under the feudal system, everyone served someone above them. The feudal system was based on a pyramid of vassals. A vassal meant some one who serves. At the bottom and making up most of the pyramid were the peasants. The next layer up were the knights. The next layer up were the nobles and officials. The king was at the peak, at the very top of the pyramid.

3. All societies have culture, however only a few societies have civilization. Illustrate

Indeed, all societies all around the world have culture, since the latter includes religion, art philosophy, literature, music, dance, etc. However, not all of those countries have civilization because civilization represents a sense of advancement in various domains, and if a country does not show any kind of advanced so it will not have a civilization. British civilization vs. Algerian civilization.

Task Four: Each of these sentences contains a false statement. Underline the mistake and correct it. (10pts)

1. The Viking invasions occurred between 400 and 800 AD.

The Viking invasions occurred between 793 and 1150 AD.

2. The Iron Age Celts of Europe and Britain were Christians.

The Iron Age Celts of Europe and Britain were not Christians; they believed in many gods and were too superstitious.

The Iron Age Celts of Europe and Britain were Christians.

3. The Angels took over Brittan and spoke Old English and the Saxons invaded Brittan as well and spoke Old Norse. From the formation of these two groups, the oldest English language was established.

The Angels took over Brittan and spoke Anglo and the Saxons invaded Brittan as well and spoke Saxony. From the formation of these two groups the oldest English language was established.

4. Britain had been divided into 5 main Anglo-Saxon Kingdoms: Northumbria, Mercia, Essex, Wessex, and Sussex.

Britain had been divided into 7 main Anglo-Saxon Kingdoms: Northumbria, Mercia, Essex, East Anglia, Wessex, Kent and Sussex.

5. The province of Britannia was so much "Rome-in-Britain". This is because Roman Britain was largely built by Romans.

The province of Britannia was not so much "Rome-in-Britain". This is because Roman Britain was largely built by Britons.

Exam II

Ammar Thelidji University
Faculty of languages and letters
Department of English

Full Name:

Group:.....

FIRST TERM CIVILIZATION EXAM

Task One: Each of these sentences contains a false statement. Underline the mistake and correct it. (06pts)

1. When historians are faced with contradictory sources, they have to use their natural instinct to decide which ones ‘ring true’.

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2. The first survey of England was called The Anglo-Saxon Chronicle.

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3. The United Kingdom is made up of three countries: England, Wales, and Scotland.

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4. During the fourth and the fifth centuries, Danes and Norsemen took to the sea in an attempt to win Britain by force.

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5. The interaction between the Viking settlers and their English neighbours helped to create the melting pot of Middle English and Anglo Saxon languages.

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6. The Mead Halls were an easy way for the Norsemen to get rich quick on treasure and slaves.

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Task Two: Give a brief explanation to the following statements. (08pts)

1.The Danish Vikings voyaged across the North Sea to Britain and established the Danelaw.

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2. Feudalism was based on a pyramid of vassals.

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3. Historians are not sure why the Anglo-Saxons came to Britain.

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4. The most famous source about what happened in 1066 is a strip cartoon.

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Task Three: Write a composition demonstrating your understanding and thoughts about the following idea (06pts)

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Ammar Thelidji University
Faculty of languages and letters
Department of English

FIRST TERM CIVILIZATION EXAM

The Corrected Type

Task One: Each of these sentences contains a false statement. Underline the mistake and correct it. (06pts)

1. When historians are faced with contradictory sources, they have to use their natural instinct to decide which ones ‘ring true’.

.....**They have to use their wider knowledge of the situation**.....

2. The first survey of England was called The Anglo-Saxon Chronicle.

.....**The Domesday Book**...(The Anglo-Saxon Chronicle is an old English history in prose and poetry).

3. The United Kingdom is made up of three countries: England, Wales, and Scotland.

.....**four : Northen Irland**.....

4. During the fourth and the fifth centuries, Danes and Norsemen took to the sea in an attempt to win Britain by force.

.....**The eighth and ninth centuries**.....

5. The interaction between the Viking settlers and their English neighbours helped to create the melting pot of Middle English and Anglo Saxon languages.

.....**Old Norse and Old English**

6. The Mead Halls were an easy way for the Norsemen to get rich quick on treasure and slaves.

... **The Monasteries**

Task Two: Give a brief explanation to the following statements. (08pts)

1. The Danish Vikings voyaged across the North Sea to Britain and established the Danelaw.

The Danelaw is a historical region in eastern Britain where the laws of the Scandinavian settlers held sway over those of the Anglo-Saxons during the 9th century.

2. Feudalism was based on a pyramid of vassals.

The system of land holding that was issued by King William I is the Feudal System. Under the feudal system, everyone served someone above them. The feudal system was based on a pyramid of vassals. A vassal meant someone who serves. At the bottom and making up, most of the pyramid were the peasants. The next layer up were the knights. The next layer up were the nobles and officials. The king was at the peak, at the very top of the pyramid.

3. Historians are not sure why the Anglo-Saxons came to Britain.

Some sources say that the Saxon warriors were invited to come to the area now known as England to help keep out invaders from Scotland and Ireland. Others state that due to their land that is often flooded and it was difficult to grow crops, so they were looking for new places to settle down and farm.

4. The most famous source about what happened in 1066 is a strip cartoon.

The strip cartoon of the 1066 events is called “The Bayeux Tapestry”. It tells the story, in pictures, of the events leading up to and including the Battle of Hastings on October 14, 1066. The story is told from the Norman point of view.

Task Three: Write a composition demonstrating your understanding and thoughts about the following idea (06pts)

In 2008, a book was published with the title *The Battle of Hastings: the fall of Anglo-Saxon England*. The book’s author, Harriet Harvey-Wood, argues that the late Anglo-Saxon period in English history was ‘wonderful and astonishing’. According to you, in what way was this period both wonderful and astonishing?

Harvey-Wood advocates that a highly evolved culture (and that under Anglo-Saxon law, every person had a cash value and a comfortable life) existed in England before the Normans; one that was virtually crushed once William and his warriors came and decided to stay.

It is also acceptable to explain ‘astonishing’ by the fight over English throne.

Module II

American Civilisation

Course Description

Description

The story of the New World begins with the study of Indian American history. The learning journey of Central North America would definitely start with the arrival of the Paleo-Indians around 15.000 B.C. As time passed, these migrants and their descendants pushed south and east, adapting as they went. This pre-Columbian era incorporates all periods in the history of the Americas before the appearance of European influences on the American continents. The arrival of Christopher Columbus in 1492, however, initiated the European colonization of the Americas that would alter the Native American existence altogether.

Students are to develop geographic and cultural literacy as they study the land on which settlement groups lived and some of the ways in which their cultures flourished. Additionally, this course aims to expose students to historical facts through textual analysis to gain knowledge regarding the relationship between the colonized Native Americans and the colonizer Europeans. Historical empathy, hence, is fostered as students observe the interdependence of different people in a particular historical and geographical setting.

Objectives

- To consolidate students' language mastery through text reading and analysis.
 - To have prerequisites of human development throughout time and across wide geographical areas.
 - To build and enhance think-like-a-historian mind-set that would boost their curiosity and enhance them to think critically.
 - To evoke the students' imagination through stories of homo- sapiens and how the world and time are changing.
 - To read and analyse primary and secondary historical documents that would lead to recognizing the difference between facts and opinion.
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- To prepare students for post-licence research in civilization.

1. The United States: Geography and People

The United States of America is a huge country that is privileged with a vast range of geographic factors that shaped its history and people. Physical geography of the United States involves all the natural features and resources that lie over a huge surface that extends from the Atlantic to the Pacific oceans. Eventually, the geographic richness of the U.S contributed in the construction of diversified Human geography.

Land

Separated from much of the world by two oceans, the United States covers 3,717,796 square miles and spans the entire width of North America. To the west, Hawaii stretches the United States into the Pacific Ocean. To the north, Alaska extends the United States to the Arctic Circle. On the U.S. mainland, a huge central plain separates large mountains in the West and low mountains in the East. Plains make up almost half of the country, while mountains and plateaus make up a quarter each. An abundance of lakes—Alaska alone has three million—and rivers also dot the landscape. Twenty percent of the United States is farmed. Urban areas cover only about two percent of the nation.

Climate

The United States contains a variety of climates. For example, the mean temperature in January in Miami, Florida, is 67°F, while it is 11°F in Minneapolis, Minnesota. Most of the United States experiences a continental climate, or distinct change of seasons. Some regional climatic differences include hot and humid summers in the Southeast versus hot and dry summers in the Southwest.

Harsh winters and heavy snow can blanket parts of the Midwest, the Northeast, and the higher elevations of the West and Northwest. Refer to the map on the previous page to see the nation's climatic regions. Human activities have affected the climate, too. For example, pollution from cars

and factories can affect local weather conditions and are contributing to a dangerous rise in the earth's temperature.



United States Land Regions

Source: <https://www.blendspace.com/lessons/xqLZbL40zU5d3A/the-land-forms-of-the-united-states>

Resources

The United States has a variety of natural resources. Vast amounts of coal, oil, and natural gas lie underneath American soil. Valuable deposits of lead, zinc, uranium, gold, and silver also exist. These resources have helped the United States become the world's leading industrial nation—producing more than 20 percent of the world's goods and services. These resources have also helped the United States become both the world's largest producer of energy (natural gas, oil, coal, nuclear power, and electricity) and the world's largest consumer of it. Other natural resources include the Great Lakes, which are shared with Canada. They contain about 20 percent of the world's total supply of fresh surface water. Refer to the map on the next page to examine the nation's natural resources.

Activity:

Task One: List and describe the major landform divisions of the U.S. physical geography.

2. The First Americans

As almost any Native American could have informed the first European adventurers, the peopling of America did not begin in 1492. In fact, although the Spanish invaders who followed Columbus proclaimed the discovery of a “New World,” they really brought into contact three worlds—Europe, Africa, and the Americas— that had existed for thousands years. Indeed, the first migrants reached the North American continent some 15,000–20,000 years ago. Environmental conditions played a major part in this great human trek.

Twenty thousand years ago, during the last Ice Age, the earth’s climate was colder than it is today. Huge glaciers, often more than a mile thick, extended as far south as the present states of Illinois and Ohio and covered much of western Canada. Much of the world’s moisture was transformed into ice, and the oceans dropped hundreds of feet below their current levels. The receding waters created a land bridge connecting Asia and North America, a region now submerged beneath the Bering Sea that archaeologists named Beringia.

Even at the height of the last Ice Age, much of the far north remained free of glaciers. Small bands of spear-throwing Paleo-Indians pursued giant mammals (megafauna)— woolly mammoths and mastodons, for example—across the vast tundra of Beringia. These hunters were the first human beings to set foot on a vast, uninhabited continent. Because these migrations took place over a long time and involved small, independent bands of highly nomadic people, the Paleo-Indians never developed a sense of common identity. Each group focused on its own immediate survival, adjusting to the opportunities presented by various microenvironments.



Map 1.1 Routes of the First Americans The peopling of North America began about 20,000 years ago, during the last ice Age, and continued for millennia.

The vast distances and varied climates of North America gave rise to a great diversity of human cultures employing a wide variety of ingenious strategies for dealing with their unique regional environments. Some native peoples were unable to take advantage of the Agricultural Revolution. In the harsh climate of the far north, Inuit living in small autonomous kin-based bands developed watertight vessels called kayaks that allowed them to travel and hunt seals in frigid Arctic waters. Many Indian peoples, like those of the Great Plains, combined agriculture with hunting, living most of the year in permanent villages built along river valleys with the men dispersing to seasonal hunting camps at certain times. To attract game animals, especially the buffalo, Plains Indian communities burned the grasslands annually to promote the growth of fresh, green vegetation. Some Native American groups were even more dramatic in their efforts to reshape their natural environment. In the southwest, in what would become New Mexico, the Anasazi culture built massive pueblo villages and overcame the aridity of their desert home by developing a complex society that could sustain a huge, technologically sophisticated network of irrigation canals.

The Pueblo people of present day Arizona and New Mexico were the best organized of the Amerindian farming peoples. They lived in groups of villages, or in towns which were built for

safety on the sides and tops of cliffs. Long before Europeans came to America the Pueblo were building networks of canals across the deserts to bring water to their fields, In one desert valley modern archaeologists have traced canals and ditches which enabled the Pueblo to irrigate 250.000 acres of farmland.

A people called the Apache were the neighbors of the Pueblo. The Apache never became settled farmers. They wandered the deserts and mountains in small bands, hunting deer and gathering wild plants. Nuts and roots. They also obtained food by raiding their Pueblo neighbors and stealing It. The Apache were fierce and warlike. and they were much feared by the Pueblo.

The Iroquois were a group of tribes -a nation-, who lived far away from the Pueblo and the Apache in the thick woods of northeastern North America. like the Pueblo. the Iroquois were skilled farmers. In fields cleared from the forest they worked together growing beans, squash and twelve different varieties of maize. They we re also hunters and fishermen. They used birch bark canoes to carry them swiftly along the rivers and lakes of their forest homeland.

Activities:

Task Two: Write a short story

How would you feel if people from another place wanted to settle land on which you lived? What could you do to stop the advance of those foreign settlers?

Task Two: Match the Indian tribe with the description.

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|-------------|--|
| 1. Iroquois | a. a nomadic tribe in the Great Plains that lived from buffalo |
| 2. Sioux | b. an aggressive tribe from the north that attacked other tribes |
| 3. Pueblo | c. a group of tribes in the northeast who were strong and powerful |
| 4. Navajo | d. a tribe from the southwest that lived in villages and grew food |

3. New Rivals Enter the Scene

By the end of the sixteenth century, several new European rivals had entered the scene for the eastern trade. The Spanish established themselves in the Philippine Islands, where Ferdinand Magellan had landed earlier. They turned the Philippines into a major Spanish base for trade across the Pacific. Spanish ships carried silver from Mexico to the Philippines and returned to Mexico with silk and other luxury goods.

At the beginning of the seventeenth century, an English fleet landed on the northwestern coast of India and established trade relations with the people there. Trade with Southeast Asia soon followed. The first Dutch fleet arrived in India in 1595. Shortly after, the Dutch formed the East India Company and began competing with the English and the Portuguese. The Dutch also formed the West India Company to compete with the Spanish and Portuguese in the Americas. The Dutch colony of New Netherland stretched from the mouth of the Hudson River as far north as Albany, New York. Present-day names such as Staten Island, Harlem, and the Catskill Mountains remind us that it was the Dutch who initially settled the Hudson River valley.



After 1660, however, rivalry with the English and the French (who had also become active in North America) brought the fall of the Dutch commercial empire in the Americas. The English seized the colony of New Netherland and renamed it New York. During the 1600s, the French colonized parts of what is now Canada and Louisiana. English settlers, meanwhile, founded Virginia and the Massachusetts Bay Colony. By 1700, the English had established a colonial empire along the eastern seaboard of North America. They also had set up sugar plantations on various islands in the Caribbean Sea.

Activity:

Read about Christopher Columbus and try to figure out the truth about his intentions.

In 1492, an Italian adventurer named Christopher Columbus first sailed to America. His aim was to find a new shorter route for trade with India. He set sail from Spain westwards and landed in the islands of the Caribbean. He made four voyages in all, and on the last two (1498, 1502) he discovered the mainland of the New World. However, he refused to acknowledge the fact that what he discovered was not the Far East, which turned him, in his own eyes, into a man of failure, disappointed by the discovery that did not match his expectations.

In *The Atlantic Monthly* in September 1992, An article entitled tellingly ‘Was America a Mistake?’ calls for penitence and remorse on the occasion of the 500th anniversary of Columbus’s landing in the New World. In the article Columbus is perceived not as a great European hero but as an agent of evil; Columbus ‘the great hero of the 19th century seems well on the way to becoming a great villain of the twenty first’ (Arthur Schlesinger 573). He is the man who opened the world for European colonization and exploitation.

Louise Erdrich and Michael Dorris, two contemporary Native American writers, so commented on the significance of Columbus’s historical act:

Columbus only discovered that he was in some new place. He didn't discover America. There were incredibly complex indigenous cultures [in America] – Europe compared to the rest of the world was a very homogenous place. Almost anybody spoke Indo-European related languages and shared the same cosmological worldview and the same general political system. Indians on the other hand, were used to enormous plurality – five hundred cultures, seven hundred languages spoken and many different religions. Within a day's walk of any place, you would encounter another group of people who looked differently, spoke differently and had a different view of men and women. When Europeans came to Indians at first, it was no big deal, you read an account after account of Indians saying 'Oh yeah, and they came to – and they [Europeans] don't bathe'. Whereas for Europeans it changed everything. Whose child were Indians in the Adam and Eve scheme? Were they human beings or not? These questions were argued in Spanish universities for 80 years until the Pope said Indians had souls. It changed the European worldview. (Chavkin 43)

4. European Exploitation of the New World

For almost a thousand years, Europeans had mostly remained in one area of the world. At the end of the fifteenth century, however, they set out on a remarkable series of overseas journeys. What caused them to undertake such dangerous voyages to the ends of the earth?

Historians generally recognize three motives for European exploration—God, glory, and gold. In the fourteenth century, conquests by the Ottoman Turks reduced the ability of westerners to travel by land to the East. People then spoke of gaining access to Asia by sea.

Economic motives loom large in European expansion. Merchants, adventurers, and state officials had high hopes of expanding trade, especially for the spices of the East. The spices, which were needed to preserve and flavour food, were very expensive after being shipped to Europe by Arab middlemen. Europeans also had hopes of finding precious metals. There was a third motive as well. Spiritual and secular affairs were connected in the sixteenth century. Adventurers such as Cortés wanted to convert the natives to Christianity, but grandeur, glory, and a spirit of adventure also played a major role in European expansion.

Portuguese colonization of Atlantic islands in the 1400s inaugurated an era of aggressive European expansion across the Atlantic. In the 1500s, Spain surpassed Portugal as the dominant European power. The history of Spanish exploration begins with the history of Spain itself. During the fifteenth century, Spain hoped to gain advantage over its rival, Portugal. The marriage of Ferdinand of Aragon and Isabella of Castile in 1469 unified Catholic Spain and began the process of building a nation that could compete for worldwide power. In 1492, Ferdinand and Isabella were now ready to look further afield. Their goals were to expand Catholicism and to gain a commercial advantage over Portugal. To those ends, Ferdinand and Isabella sponsored extensive Atlantic exploration.

Led by Portugal and Spain, European nations in the 1500s and 1600s established many trading posts and colonies in the Americas and the East. With the development of colonies and trading posts, Europeans entered an age of increased international trade. Colonies played a role in the theory of mercantilism, a set of principles that dominated economic thought in the seventeenth century. According to mercantilists, the prosperity of a nation depended on a large supply of bullion, or gold and silver. To bring in gold and silver payments, nations tried to have a favourable balance of trade. The balance of trade is the difference in value between what a nation imports and what it exports over time. When the balance is favourable, the goods exported are of greater value than those imported. In sum, the colonies were considered important both as sources of raw materials and markets for finished goods.



"Interview of Samoset with the Pilgrims", book engraving, 1853

Activity:

Read the passage below, and then answer the questions that follow.

In 1511, the Portuguese seized Melaka and soon occupied the Moluccas. Known to Europeans as the Spice Islands, the Moluccas were the chief source of the spices that had originally attracted the Portuguese to the Indian Ocean. The Portuguese, however, lacked the military and financial resources to impose their authority over broad areas. Instead, they set up small settlements along the coast, which they used as trading posts or as way stations en route to the Spice Islands.

The situation changed with the arrival of the English and Dutch traders, who were better financed than were the Portuguese. The shift in power began in the early 1600s, when the Dutch seized a Portuguese fort in the Moluccas and drove out the Portuguese.

During the next fifty years, the Dutch occupied most of the Portuguese coastal forts along the trade routes throughout the Indian Ocean. The aggressive Dutch traders also drove the English traders out of the spice market, reducing the English influence to a single port on the southern coast of Sumatra.

1. What events does the writer describe?
2. What facts are presented?
3. What can you infer about the Dutch traders during this period?
4. What conclusion can you make about the spice market, other than those specifically stated by the author?

5. Early English Attempts at Settlement

By the mid-seventeenth century, the geopolitical map of North America had become a patchwork of imperial designs and ambitions as the Spanish, Dutch, French, and English reinforced their claims to parts of the land. Meanwhile, still-powerful native peoples waged war to drive the invaders from the continent. In the Chesapeake Bay and New England colonies, conflicts erupted as the English pushed against their native neighbors. Moreover, European settlement affected every aspect of the land and its people, bringing goods, ideas, and diseases that transformed the Americas. Reciprocally, Native American practices, such as the use of tobacco, profoundly altered European habits and tastes.

In 1585, Sir Walter Raleigh took on one of the first English settlement attempts. He set up a colony of about 100 men on the east coast of North America, on land he named Virginia after Queen Elizabeth I, who being unmarried, was known as the “Virgin Queen.” These settlers only lasted for a year before returning home. Then, in 1587, Raleigh made a second attempt at settling a colony at Roanoke, Virginia. The supply ships sent to the colony never arrived and in 1590 when help did come, evidence of the existence of the entire colony had disappeared except for the word “Croatan” inscribed on a post.

Soon after England’s first colonization efforts, several changes took place that strengthened their ability to colonize America in the early 1600s: the Protestant Reformation, the defeat of the Spanish Armada, and the changes in the English economy.

At the start of the seventeenth century, the English had not established a permanent settlement. Over the next century, however, they outpaced their rivals. They established nearly a dozen colonies, sending swarms of immigrants to populate the land. England had experienced a dramatic rise in population in the sixteenth century, and the colonies appeared a welcoming place for those who faced overcrowding and grinding poverty at home. Thousands of English migrants arrived in

the Chesapeake Bay colonies of Virginia and Maryland to work in the tobacco fields. Another stream, this one of pious Puritan families, sought to live as they believed scripture demanded and established the Plymouth, Massachusetts Bay, New Haven, Connecticut, and Rhode Island colonies of New England.

The English migrants who actually made the journey, however, had different goals. In Chesapeake Bay, English migrants established Virginia and Maryland with a decidedly commercial orientation. Though the early Virginians at Jamestown hoped to find gold, they and the settlers in Maryland quickly discovered that growing tobacco was the only sure means of making money. Thousands of unmarried, unemployed, and impatient young Englishmen, along with a few Englishwomen, pinned their hopes for a better life on the tobacco fields of these two colonies.

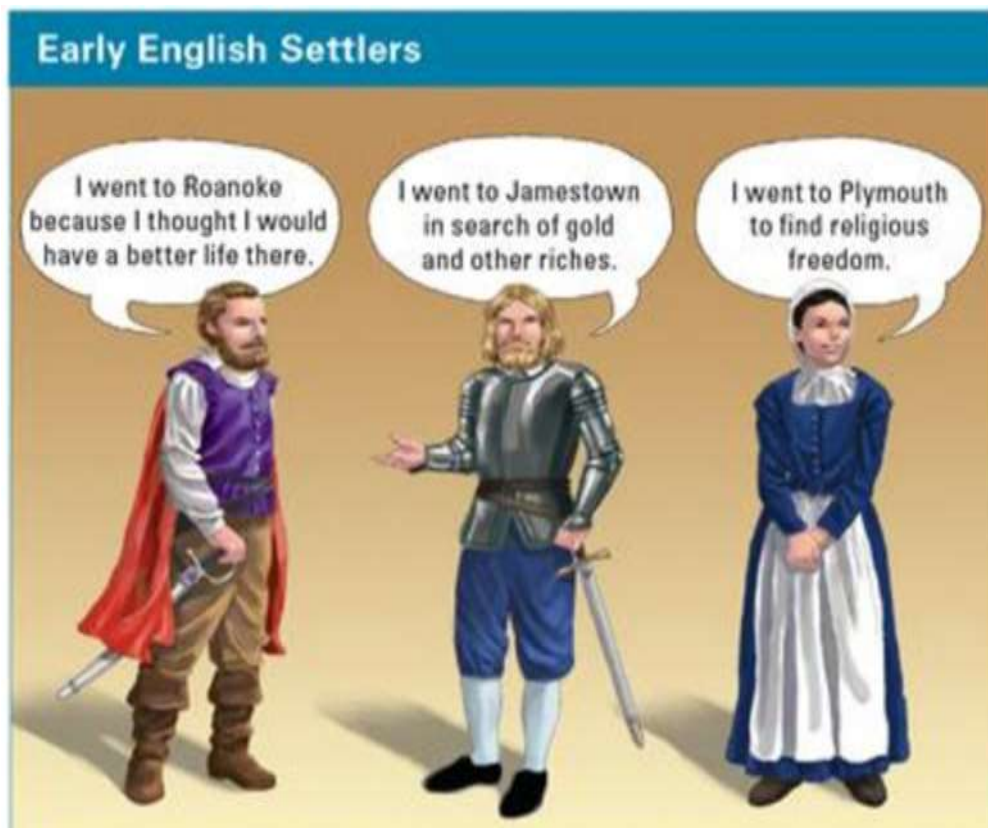
George Percy, the youngest son of an English nobleman, was in the first group of settlers at the Jamestown Colony. He kept a journal describing their experiences; in the excerpt below, he reports on the privations of the colonists' third winter.

Now all of us at James Town, beginning to feel that sharp prick of hunger which no man truly describe but he which has tasted the bitterness thereof, a world of miseries ensued as the sequel will express unto you, in so much that some to satisfy their hunger have robbed the store for the which I caused them to be executed. Then having fed upon horses and other beasts as long as they lasted, we were glad to make shift with vermin as dogs, cats, rats, and mice. All was fish that came to net to satisfy cruel hunger as to eat boots, shoes, or any other leather some could come by, and, those being spent and devoured, some were enforced to search the woods and to feed upon serpents and snakes and to dig the earth for wild and unknown roots, where many of our men were cut off of and slain by the savages. And now famine beginning to look ghastly and pale in every face that nothing was spared to maintain life and to do those things which seem incredible as to dig up dead corpses out of graves and to eat them, and some have licked up the blood which has fallen from their weak fellows.

The second major area to be colonized by the English in the first half of the seventeenth century, New England, differed markedly in its founding principles from the commercially oriented

Chesapeake tobacco colonies. Settled largely by waves of Puritan families in the 1630s, New England had a religious orientation from the start. In England, reform-minded men and women had been calling for greater changes to the English national church since the 1580s. These reformers, who followed the teachings of John Calvin and other Protestant reformers, were called Puritans because of their insistence on “purifying” the Church of England of what they believed to be unscriptural, especially Catholic elements that lingered in its institutions and practices.

The first group of Puritans to make their way across the Atlantic was a small contingent known as the Pilgrims. Unlike other Puritans, they insisted on a complete separation from the Church of England and had first migrated to the Dutch Republic seeking religious freedom. Although they found they could worship without hindrance there, they grew concerned that they were losing their Englishness as they saw their children begin to learn the Dutch language and adopt Dutch ways.



Therefore, in 1620, they moved on to found the Plymouth Colony in present-day Massachusetts. The governor of Plymouth, William Bradford, was a Separatist, a proponent of complete separation from the English state church. Bradford and the other Pilgrim Separatists represented a major challenge to the prevailing vision of a unified English national church and empire. On board the Mayflower, which was bound for Virginia but landed on the tip of Cape Cod, Bradford and forty other adult men signed the Mayflower Compact, which presented a religious (rather than an economic) rationale for colonization. The compact expressed a community ideal of working together. When a larger exodus of Puritans established the Massachusetts Bay Colony in the 1630s, the Pilgrims at Plymouth welcomed them and the two colonies cooperated with each other.

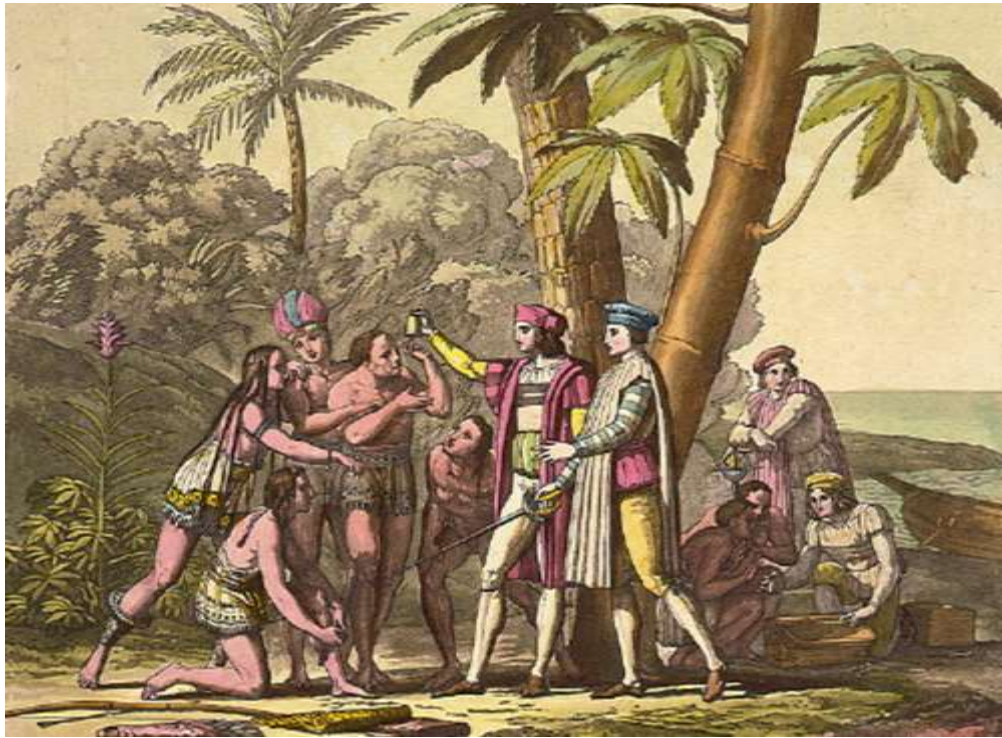
As the English established their colonies, their societies also became segmented and divided along religious and racial lines. Most people in these societies were not free; they labored as servants or slaves, doing the work required to produce wealth for others. By 1700, the American continent had become a place of stark contrasts between slavery and freedom, between the haves and the have-nots.

Activity:

Task One: In a paragraph, try to explain the following statement.

“Historians generally recognize three motives for European exploration: God, glory, and gold.”

Task Two: How are the two cultures that of the Natives and the Europeans, depicted in each image? Examine physical characteristics and technology.



6. First Permanent English Colonies

Sixteenth-century England was a tumultuous place. Because they could make more money from selling wool than from selling food, many of the nation's landowners were converting farmers' fields into pastures for sheep. This led to a food shortage; at the same time, many agricultural workers lost their jobs. The 16th century was also the age of mercantilism, an extremely competitive economic philosophy that pushed European nations to acquire as many colonies as they could. As a result, for the most part, the English colonies (in North America) were business ventures. They provided an outlet for England's surplus population and (in some cases) more religious freedom than England did, but their primary purpose was to make money for their sponsors.

JAMESTOWN

The first of the British colonies to take hold in North America was Jamestown. On the basis of a charter which King James I granted to the Virginia (or London) Company, a group of about 100 men set out for the Chesapeake Bay in 1607. Seeking to avoid conflict with the Spanish, they chose a site about 60 kilometers up the James River from the bay. Made up of townsmen and adventurers more interested in finding gold than farming, the group was unequipped by temperament or ability to embark upon a completely new life in the wilderness. Among them, Captain John Smith emerged as the dominant figure. Despite quarrels, starvation, and Native-American attacks, his ability to enforce discipline held the little colony together through its first year. In 1609 Smith returned to England, and in his absence, the colony descended into anarchy. During the winter of 1609-1610, the majority of the colonists succumbed to disease. Only 60 of the original 300 settlers were still alive by May 1610. That same year, the town of Henrico (now Richmond) was established farther up the James River.

Prosperity did not come quickly, however, and the death rate from disease and Indian attacks remained extraordinarily high. Between 1607 and 1624 approximately 14,000 people migrated to

the colony, yet only 1,132 were living there in 1624. On recommendation of a royal commission, the king dissolved the Virginia Company, and made it a royal colony that year.

MASSACHUSETTS

During the religious upheavals of the 16th century, a body of men and women called Puritans sought to reform the Established Church of England from within. Essentially, they demanded that the rituals and structures associated with Roman Catholicism be replaced by simpler Calvinist Protestant forms of faith and worship. Their reformist ideas, by destroying the unity of the state church, threatened to divide the people and to undermine royal authority. In 1607 a small group of Separatists (a radical sect of Puritans who did not believe the Established Church could ever be reformed) departed for Leyden, Holland, where the Dutch granted them asylum. However, the Calvinist Dutch restricted them mainly to low-paid laboring jobs. Some members of the congregation grew dissatisfied with this discrimination and resolved to emigrate to the New World. In 1620, a group of Leyden Puritans secured a land patent from the Virginia Company. Numbering 101, they set out for Virginia on the Mayflower. A storm sent them far north and they landed in New England on Cape Cod. In December the Mayflower reached Plymouth harbor; the Pilgrims began to build their settlement during the winter. Nearly half the colonists died of exposure and disease, but neighboring Wampanoag Indians provided the information that would sustain them: how to grow maize. By the next fall, the Pilgrims had a plentiful crop of corn, and a growing trade based on furs and lumber.

THE MIDDLE COLONIES

In 1664, King Charles II gave the territory between New England and Virginia, much of which was already occupied by Dutch traders and landowners called patroons, to his brother James, the Duke of York. The English soon absorbed Dutch New Netherland and renamed it New York. This made New York one of the most diverse and prosperous colonies in the New World.

In 1680, the king granted 45,000 square miles of land west of the Delaware River to William Penn, a Quaker who owned large swaths of land in Ireland. Penn's North American holdings became the colony of "Penn's Woods," or Pennsylvania. Lured by the fertile soil and the religious toleration that Penn promised, people migrated there from all over Europe. Like their Puritan counterparts in New England, most of these emigrants paid their own way to the colonies—they were not indentured servants—and had enough money to establish themselves when they arrived. As a result, Pennsylvania soon became a prosperous and relatively egalitarian place.

THE SOUTHERN COLONIES

By contrast, the Carolina colony, a territory that stretched south from Virginia to Florida and west to the Pacific Ocean, was much less cosmopolitan. In its northern half, hardscrabble farmers eked out a living. In its southern half, planters presided over vast estates that produced corn, lumber, beef and pork, and—starting in the 1690s—rice. These Carolinians had close ties to the English planter colony on the Caribbean island of Barbados, which relied heavily on African slave labor, and many were involved in the slave trade themselves. As a result, slavery played an important role in the development of the Carolina colony. (It split into North Carolina and South Carolina in 1729.)

In 1732, inspired by the need to build a buffer between South Carolina and the Spanish settlements in Florida, the Englishman James Oglethorpe established the Georgia colony. In many ways, Georgia's development mirrored South Carolina's.



The Thirteen Colonies

Source: <http://www.teacherscellar.com/ar/shop/tx38330-the-13-colonies-36769#attr=>

Activity:

Explain (make plain, show me, justify) Virginia's development; include the Virginia Company, tobacco cultivation, relationships with Native Americans such as Powhatan, development of the House of Burgesses, Bacon's Rebellion, and the development of slavery.

7. Colonial-Indian Relations

By 1640 the British had solid colonies established along the New England coast and the Chesapeake Bay. In between were the Dutch and the tiny Swedish community. To the west were the original Americans, then called Indians. Sometimes friendly, sometimes hostile, the Eastern tribes were no longer strangers to the Europeans.

It is commonly known that Wampanoag Indians taught the early colonists how to grow food and survive in North America. However, not all Indians welcomed the colonists. European and Indian cultures were very different and clashes were probably inevitable. As a case in point, the Europeans believed in the idea of owning and selling land. The Indians believed that the land couldn't be owned, bought, or sold. They believed the Earth was for everyone to share and use respectfully. As Europeans arrived, they laid claim to the land. Thus, Indians were no longer allowed to hunt on their old hunting grounds. Their way of life was slowly being destroyed.

Although Native Americans benefited from access to new technology and trade, the disease and thirst for land that the early settlers also brought caused a serious challenge to natives' long-established way of life. At first, trade with the European settlers brought advantages: knives, axes, weapons, cooking utensils, fishhooks, and a host of other goods. In response to European demand, tribes such as the Iroquois began to devote more attention to fur trapping during the 17th century. Furs and pelts provided tribes the means to purchase colonial goods until late into the 18th century.

The early colonial-Native-American relations were an uneasy mix of cooperation and conflict. On the one hand, there were the exemplary relations that prevailed during the first half century of Pennsylvania's existence. On the other were a long series of setbacks, skirmishes, and wars, which almost invariably resulted in an Indian defeat and further loss of land.

The steady influx of settlers into the backwoods regions of the Eastern colonies disrupted Native-American life. Tribes were faced with the difficult choice of going hungry, going to war, or moving and coming into conflict with other tribes to the west. The Iroquois, who inhabited the area below lakes Ontario and Erie in northern New York and Pennsylvania, were more successful in resisting European advances.



In 1570 five tribes joined to form the most complex Native-American nation of its time, the “Ho-De-No-Sau-Nee,” or League of the Iroquois. The league was run by a council made up of 50 representatives from each of the five member tribes. The council dealt with matters common to all the tribes, but it had no say in how the free and equal tribes ran their day to-day affairs. No tribe was allowed to make war by itself. The council passed laws to deal with crimes such as murder. The Iroquois League was a strong power in the 1600s and 1700s. It traded furs with the British and sided with them against the French in the war for the dominance of America between 1754 and 1763.

Activity:

In a paragraph, try to describe the cooperation and conflict that existed between the American Indians and the new settlers.

8. Colonial Life in America

Colonial life in America was very difficult for the hopeful settlers who came to escape poverty, persecution, and to gain religious freedom, besides the commercial enthusiasm. The settlers did not know how to live in the rugged wilderness and had no experience in preparing for the harsh, bitter cold winters. They faced many hardships such as knowing little about how to hunt for game or how to plant crops on this new soil. As a result, many succumbed to malnutrition and diseases.

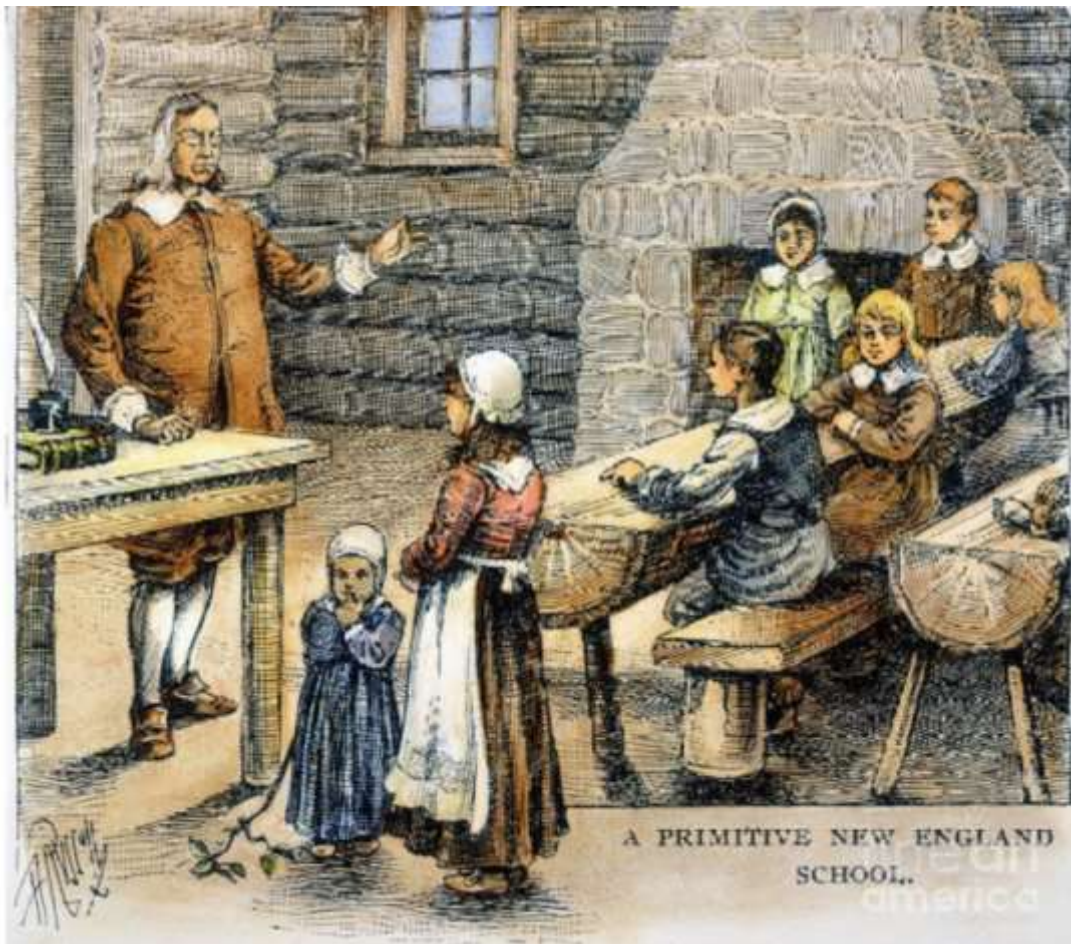
Life in colonial America centered on the family. Work, play, schooling, learning a craft, and worshiping took place at home in the very earliest years of the settlements. Large families were common and necessary in colonial days. Everyone was needed to get all the work done. The father was considered the head of the family. He made all of the family decisions and earned a living by farming and other crafts such as blacksmithing. Women worked in the home raising children, preparing meals, making clothes, preserving food for winter, fetching water and scrubbing clothes. They made their own candles, soaps, and most other basic items. None of this was easy and often done without the proper tools. Much of their dawn to dusk work was merely for day to day survival.

After concerns of survival, came the Colonists desires and struggles to form a fair and democratic government. The tyranny that some of them came from made this a priority. Those who survived had a very difficult life but they had determination and steadfast faith that this would be a great land. Many died before their time, but for most of them, their faith in God and the Bible is what helped them persevere. They were grateful to God for sending the Indians who taught them how to survive in this new land. It was through their faith and determination that America was born a free, democratic, and Christian nation.

As the colony stabilized following its early struggles, a white middle class emerged. Social interaction grew in importance, and with it grew the value of manners and deportment. Families became more open and affectionate, turning away from the European patriarchal model.

Education in the Thirteen American Colonies

If you were a school-age person in colonial America, you might have gone to a public or private school, just like you would today. But what you learned and how you learned it have changed through the years. In the New England colonies, parents believed that their children should learn about Christianity. To that end, parents taught their children to read so they could read the Bible. And once those kids knew how to read, they could read school books as well. New England villages having more than 100 families set up grammar schools, which taught boys Latin and math and other subjects needed to get into college. Although girls could read, they weren't allowed to go to grammar school or to college.



A Primitive New England School

Source: <https://www.lookandlearn.com/history-images/M081036-88/A-Primitive-New-England-School>

Middle Colonies schools were also largely religious but taught the teachings of one religion. If you were a Catholic, you learned about the Catholic religion. Most schools were private. Students also learned other subjects so they could get into college. Again, girls weren't allowed to attend, unless they were Quakers.

School-age kids in the Southern Colonies were taught at home, for the most part, by their parents or by private tutors because the distances between farms and plantations made community schools impossible, plantation owners often hired tutors to teach boys math, classical languages, science, geography, history, etiquette, and plantation management. When these kids became teenagers, they would then go off to college or to Europe. As in the other colonies, Southern girls did not go to school.

Schools were generally small, not like the large ones many kids go to today. Kids learned to read from special books called hornbooks. Kids in colonial America were taught a trade, usually the one their fathers did, so they could continue the family business when their fathers retired. Often, kids would go to school and learn a trade.

Religion and Church in the Thirteen American Colonies

The American colonies had houses of worship, but what the people learned in those church services depended on where they lived. Most New Englanders went for church services to the meetinghouse. The meetinghouse was a large building in the center of a town area and was used for town meetings as well as religious services. Inside the meetinghouse were hard wooden benches. People sat on these benches for most of the day because that's how long the church services usually lasted.



Old Bruton Church, Williamsburg, Virginia, in the Time of Lord Dunmore

Source: <https://encyclopediavirginia.org/entries/parish-in-colonial-virginia-the/>

People who lived in the Middle and Southern colonies went to more familiar-looking churches. They, too, would sit in church for most of the day. Back then, going to church was a very important affair, and people believed that it should be an all-day event.

What people believed depended on where they lived: The New England colonists were largely Puritans, who led very strict lives. The Middle colonists were a mixture of religions, including Quakers (led by William Penn), Catholics, Lutherans, Jews, and others. The Southern colonists had a mixture of religions as well, including Baptists and Anglicans.

In the 18th Century, the Great Awakening swept the colonies. This was a movement to refocus people's thoughts and minds on the church and religion. Famous preachers like George Whitefield and Jonathan Edwards brought many people into church.

Colonial Crimes and Punishments

The English-American colonies were autocratic and theocratic, with a patriarchal system of justice: magistrates and religious leaders, sometimes one and the same, made the laws, and the

burden of obeying them fell on the less exalted—the tradesmen, soldiers, farmers, servants, slaves, and the young. That burden could be weighty.

The Colonial Economy: Mercantilism

Beginning around 1650, the British government pursued a policy of mercantilism in international trade. Mercantilism stipulates that in order to build economic strength, a nation must export more than it imports. To achieve this favorable balance of trade, the English passed regulatory laws exclusively benefiting the British economy. These laws created a trade system whereby Americans provided raw goods to Britain, and Britain used the raw goods to produce manufactured goods that were sold in European markets and back to the colonies. As suppliers of raw goods only, the colonies could not compete with Britain in manufacturing. English ships and merchants were always favored, excluding other countries from sharing in the British Empire's wealth.

Between 1651 and 1673, the English Parliament passed four Navigation Acts meant to ensure the proper mercantilist trade balance. The acts declared the following: Only English or English colonial ships could carry cargo between imperial ports. Certain goods, including tobacco, rice, and furs, could not be shipped to foreign nations except through England or Scotland.

The English Parliament would pay “bounties” to Americans who produced certain raw goods, while raising protectionist tariffs on the same goods produced in other nations. Americans could not compete with English manufacturers in large-scale manufacturing. The Navigation Acts severely restricted colonial trade, to the benefit of England.

British mercantilism manifested itself in the form of the triangular trade. Trade routes linked the American Colonies, West Indies, Africa, and England. Each port provided shippers with a payoff and a new cargo. New England rum was shipped to Africa and traded for slaves, which were brought to the West Indies and traded for sugar and molasses, which went back to New England. Other raw

goods were shipped from the colonies to England, where they were swapped for a cargo of manufactured goods.

Colonial Government

In addition to the brief account of the government of each colony in our narrative of the settlements, an account must here be given of colonial government as a whole. The thirteen colonies are usually grouped, according to the form of government, into three classes -- the Charter, the Royal, and the Proprietary; but recent historical criticism has reduced these three forms to two, the Corporation and the Provincial. The corporation was identical with the charter form, and at the opening of the Revolution there were but three, including Massachusetts the other two being Rhode Island and Connecticut. The provincial forms included the proprietary colonies, Maryland, Pennsylvania, and Delaware, and the royal colonies, Virginia, the Carolinas, New Hampshire, Vermont, New Jersey, and Georgia.



Activity

Circle or tick the correct answers

1. What was life in colonial America all about?
 - A- Customs of the American people
 - B- Customs, tradition and social practices of North America under British rule
 - C- Customs of the British people
2. North America became known as
 - A- Mexico
 - B- United states
 - C- Confederation states
3. Children in colonial America lived in a different world than children today.
 - A- True
 - B- False
4. Fish and animals had long provided food and fur clothing for Native Americans.
 - A- True
 - B- False
5. Many Europeans and Africans lived in which part of Northern America?
 - A- Southern Part
 - B- Northern Part
 - C- Eastern Part
6. What was the main activity of Europeans and Africans lived in Northern America?
 - A- Hunting
 - B- Agriculture
 - C- Fishing
7. The overwhelming majority of New England families lived on farms.
 - A- True
 - B- False
8. The first Puritan settlers in New England believed that everyone should be able to study the Bible
 - A- True
 - B- False

9. American Revolution

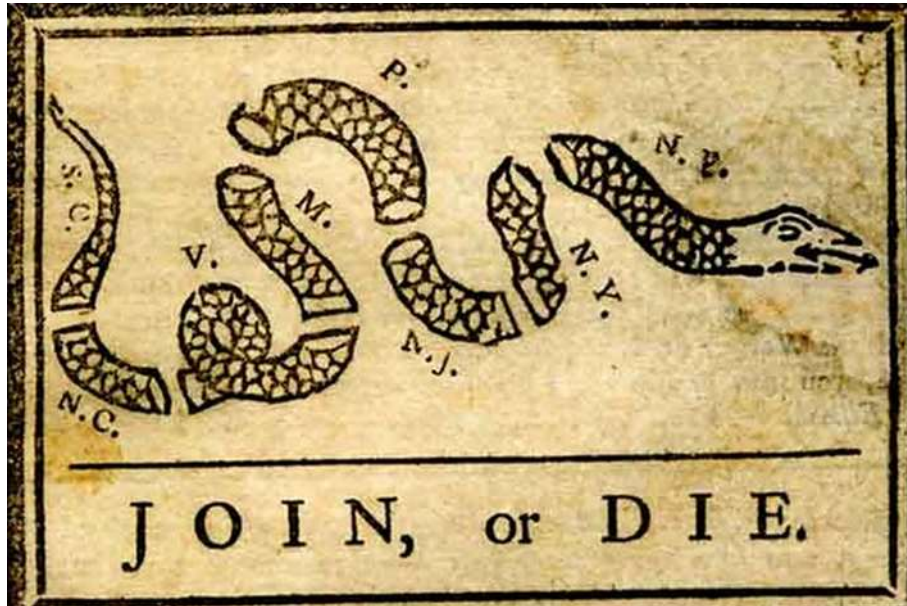
The French and Indian War cost Britain a lot of money. Britain wanted the American colonies to help pay for it. In the 1760s, the British passed new laws that made colonists pay taxes on sugar, tea, and other things. The colonists complained. They made speeches and wrote letters to newspapers. One group protested by throwing crates of British tea into Boston Harbour.

In 1774, colonists held the First Continental Congress. They talked about ways to make Britain treat the colonies more fairly. Britain ignored these ideas and sent troops to control the colonists. The colonists organized their own army. The American Revolution began.

As the war began, many people took sides. People who wanted independence were called Patriots. People who wanted to stay loyal to Britain were called Loyalists. In Florida, most people were Loyalists. The Florida colonists stayed loyal to Britain for many reasons. One reason was that the settlers wanted British soldiers to protect them from attacks from the French, the Spanish, and American Indians. White settlers also feared that free and enslaved Africans might attack them.

Britain also spent money helping Florida. The settlers feared that Florida might fail without British money. Florida helped Britain in many ways during the American Revolution. St. Augustine was a center for British military supplies. Florida ranchers sold the British Army cattle for food. Florida Loyalists attacked Patriot settlements.

Colonists wanted independence from Britain. They thought the British were treating them unfairly. On July 1776, the colonists wrote the Declaration of Independence, which announced that the thirteen American colonies then at war with the Kingdom of Great Britain would regard themselves as thirteen independent sovereign states no longer under British rule. With the Declaration, these new states took a collective first step toward forming the United States of America.



Join, or Die. by Benjamin Franklin (1754), a political cartoon commentary on the disunity of the Thirteen Colonies during the French and Indian War, was later used to encourage the former colonies to unite for the cause of independence during the American Revolutionary War.

Activity:

Task One: Answer the following questions.

1. What happened during the French and Indian War (1754–1763)?
2. What happened to those people living in the Thirteen Colonies who chose to be loyal to Britain?
3. What did the American colonists mean when they demanded no taxation without representation?
4. List three ways in which life in British North America changed after the American Revolution.

Task Two:

Match each word on the left with its definition on the right. Place the alphabet letter of the correct definition in the space next to the vocabulary word.

1. independence _____ a. people who were loyal to Britain during the American Revolution

2. American Revolution _____ b. people living in the Thirteen Colonies who wanted to be independent from Britain
3. migration _____ c. movement of a large number of people from one place to another
4. Loyalists _____ d. war between the Thirteen Colonies and Britain
5. Patriots _____ e. freedom from the control of others

10. The Declaration of Independence (1776)

The Declaration of Independence was the first formal statement by a nation's people asserting their right to choose their own government. By issuing the Declaration of Independence, adopted by the Continental Congress on July 4, 1776, the 13 American colonies severed their political connections to Great Britain. The Declaration summarized the colonists' motivations for seeking independence. By declaring themselves an independent nation, the American colonists were able to confirm an official alliance with the Government of France and obtain French assistance in the war against Great Britain.

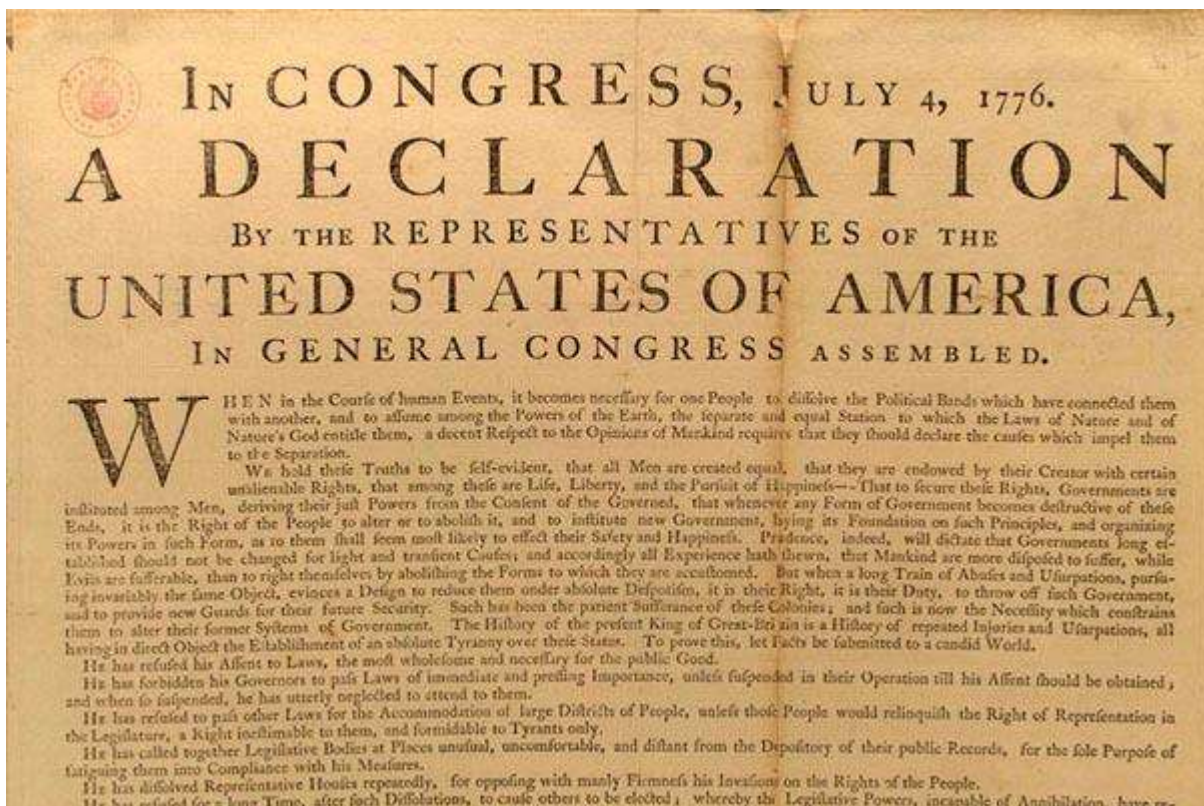
Throughout the 1760s and early 1770s, the North American colonists found themselves increasingly at odds with British imperial policies regarding taxation and frontier policy. When repeated protests failed to influence British policies, and instead resulted in the closing of the port of Boston and the declaration of martial law in Massachusetts, the colonial governments sent delegates to a Continental Congress to coordinate a colonial boycott of British goods. When fighting broke out between American colonists and British forces in Massachusetts, the Continental Congress worked with local groups, originally intended to enforce the boycott, to coordinate resistance against the British. British officials throughout the colonies increasingly found their authority challenged by informal local governments, although loyalist sentiment remained strong in some areas.

In March 1776, North Carolina's revolutionary convention became the first to vote in favor of independence; seven other colonies had followed suit by mid-May. On June 7, the Virginia delegate Richard Henry Lee introduced a motion calling for the colonies' independence before the Continental Congress when it met at the Pennsylvania State House (later Independence Hall) in Philadelphia. Amid heated debate, Congress postponed the vote on Lee's resolution and called a recess for several weeks. Before departing, however, the delegates also appointed a five-man committee—including Thomas Jefferson of Virginia, John Adams of Massachusetts, Roger Sherman of Connecticut, Benjamin Franklin of Pennsylvania and Robert R. Livingston of New York—to draft a formal statement justifying the break with Great Britain. That document would become known as the Declaration of Independence.

Jefferson had earned a reputation as an eloquent voice for the patriotic cause after his 1774 publication of "A Summary View of the Rights of British America," and he was given the task of

producing a draft of what would become the Declaration of Independence. As he wrote in 1823, the other members of the committee “unanimously pressed on myself alone to undertake the draught [sic]. I consented; I drew it; but before I reported it to the committee I communicated it separately to Dr. Franklin and Mr. Adams requesting their corrections....I then wrote a fair copy, reported it to the committee, and from them, unaltered to the Congress.”

As Jefferson drafted it, the Declaration of Independence was divided into five sections, including an introduction, a preamble, a body (divided into two sections) and a conclusion. In general terms, the introduction effectively stated that seeking independence from Britain had become “necessary” for the colonies. While the body of the document outlined a list of grievances against the British crown, the preamble includes its most famous passage: “We hold these truths to be self-evident; that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty and the pursuit of happiness; that to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.”



The Declaration of Independence
Source: Military.com | By National Archives

Activity:

Jefferson was heavily influenced by some great political philosophers before him (e.g. Locke, Hobbes, Rousseau, and Montesquieu). Write an essay or build a presentation that shows which of Jefferson's ideas in the Declaration of Independence came from these great thinkers.

American Civilization Exams
Second Term Exams

Exam I

Ammar Thelidji University
Faculty of languages and letters
Department of English

Full Name:
Group:.....

SECOND TERM CIVILIZATION EXAM

Task One: In your own words, explain the coming terms (06 pts)

1. The Triangular Trade

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2. Commodity Money or Country Pay

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3. The Royal and the Proprietary Colony

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4. Loyalists and Patriots

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Task Two: Answer the following questions. (06 pts)

1. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s.

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2. What happened during the Boston Tea Party?

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3. How would you feel if people from another place wanted to settle land on which you lived? What could you do to stop the advance of those foreign settlers?

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Task Three: Fill in the blanks with the appropriate words (3.5 pts)

Colonial life in America was for the hopeful who came to escape....., and to gain religious freedom, besides the commercial enthusiasm. However, They faced many such as knowing little about or how to on this new soil. As a result, many succumbed to malnutrition and By 1640, the British had solid established along the New England coast and the Chesapeake Bay. Although Native benefited from access to new.....and

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SECOND TERM CIVILIZATION EXAM
Corrected Type

Task One: In your own words, explain the coming terms (06 pts)

1. The Triangular Trade

A Three-way trade moved in a triangle between Africa, the colonies in America, and Europe.

2. Commodity Money or Country Pay

Colonists often resorted to the use of commodity money, where a colony's principal commodity would circulate as a medium of exchange.

3. The Royal and the Proprietary Colony

A 'royal colony' is a colony that is a colony ruled by appointed officials. A 'proprietary colony' is a colony that were granted to an individual or group of individuals by an administrator, the British Crown for US history, and were granted full rights to self-govern to develop and self-govern the colony themselves without the Administrator's rule.

4. Loyalists and Patriots

The loyalist is an American who supported the British; however, the patriot is an American who supported the war against Britain.

Task Two: Answer the following questions. (06 pts)

1. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s.

The early colonial-Native-American relations were an uneasy mix of cooperation and conflict. On the one hand, there were the exemplary relations that prevailed during the first half century of Pennsylvania's existence. On the other were a long series of setbacks, skirmishes, and wars, which almost invariably resulted in an Indian defeat and further loss of land.

2. What happened during the Boston Tea Party?

Colonists sank a ship filled with British tea in Boston Harbor.

3. How would you feel if people from another place wanted to settle land on which you lived? What could you do to stop the advance of those foreign settlers?

Task Three: Fill in the blanks with the appropriate words (3.5 pts)

Colonial life in America was very difficult for the hopeful settlers who came to escape poverty, persecution, and to gain religious freedom, besides the commercial enthusiasm. However, they faced many hardships such as knowing little about how to hunt or how to plant crops on this new soil. As a result, many succumbed to malnutrition and diseases. By 1640, the British had solid colonies established along the New England coast and the Chesapeake Bay. Although Native Americans benefited from access to new technology and trade .

Task Four: In a well-structured paragraph, give an account of one of the thirteen colonies. (4.5 pts)

Exam II

Ammar Thelidji University
Faculty of languages and letters
Department of English

Full Name:

Group:.....

SECOND TERM CIVILIZATION EXAM

Task One: Pay a close reading to the following passages and to the subsequent questions, and then try to give direct answers.

Life at Jamestown is a story of the struggles of the English colonists as they encountered the Powhatan Indians, whose ancestors had lived on this land for centuries, as well as their struggles among themselves as they tried to work and live with people of different backgrounds and social classes. It is the story of everyday life in an unfamiliar environment at Jamestown, including perilous times such as the “starving time” during 1609-10 and the expansion of the colony when more colonists, including women, came to strengthen the settlement and make it more permanent. Most important, Life at Jamestown is the story of people – of human bravery, cruelty and a grim determination to survive which ultimately laid the foundation for America today.

Conditions in England during the 16th and 17th centuries reflected great changes, which were taking place in both rural and urban areas. Economic changes centered on sheep and the demand for woollen cloth. While landowners, wool manufacturers and merchants amassed great wealth, many of the citizens were reduced to begging or stealing to survive. Migrating to a new world seemed a hopeful choice for many of these people, as it did for English leaders who saw colonies as a way to solve the problems of the growing numbers of displaced and poor people. England was looking at the settlement of colonies as a way of fulfilling its desire to sell more goods and resources to other countries than it bought. If colonies could send raw materials, such as lumber, from the abundance of natural resources available in the colonies, then England would not have to buy these from other countries. At the same time, colonies could be markets for England’s manufactured goods.

1. List three vital changes that swept England during the 16th and 17th centuries.

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2. What difficulties were encountered by the settlers at Jamestown?

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Ammar Thelidji University
Faculty of languages and letters
Department of English

SECOND TERM CIVILIZATION EXAM
Corrected Type

Task One: Pay a close reading to the following passages and to the subsequent questions, and then try to give direct answers. (12 pts)

Life at Jamestown is a story of the struggles of the English colonists as they encountered the Powhatan Indians, whose ancestors had lived on this land for centuries, as well as their struggles among themselves as they tried to work and live with people of different backgrounds and social classes. It is the story of everyday life in an unfamiliar environment at Jamestown, including perilous times such as the “starving time” during 1609-10 and the expansion of the colony when more colonists, including women, came to strengthen the settlement and make it more permanent. Most important, Life at Jamestown is the story of people – of human bravery, cruelty and a grim determination to survive which ultimately laid the foundation for America today.

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1. List three vital changes that swept England during the 16th and 17th centuries.

The economic, social and religious changes.

2. What difficulties were encountered by the settlers at Jamestown?

1. Encountering the Powhatan Indians.

2. The colonists were so weakened from sickness it was reported they could hardly stand. George Percy wrote that most died from famine, but the major killer was more likely polluted river water, full of “slime and filth,” which led to salt poisoning, dysentery and typhoid.

3. Why did England wish to establish colonies?

England was looking at the settlement of colonies as a way of fulfilling its desire to sell more goods and resources to other countries than it bought. At the same time, colonies could be markets for England’s manufactured goods.

4. How did the natives react to the Europeans? Give example to one of the Indian tribes.

According to John Smith, some of the Indians welcomed them hospitably, offering food and entertainment, while others discharged their arrows and then retreated as the colonists fired their guns.

Example: the Sioux, the Apache, the Pueblo, the Powhatan, or any other tribe.

Task Two: What was the impact of Columbus on the Americas? (08pts)

Historians have differed widely over the impact of Columbus on world history. Was he a hero who ushered in economic well-being throughout the world? Or, was he a prime mover in the destruction of the people and cultures of the Americas? Write a short paragraph showing your own opinion.

1st Opinion: “The whole history of the Americas stems from the Four Voyages of Columbus. . . . Today a core of independent nations unite in homage to Christopher, the stout-hearted son of Genoa, who carried Christian civilization across the Ocean Sea.” —Samuel Eliot Morison, 1942 Admiral of the Ocean Sea,

2nd Opinion: A Life of Christopher Columbus “Just twenty-one years after Columbus’s first landing in the Caribbean, the vastly populous island that the explorer had re-named Hispaniola was effectively desolate; nearly 8,000,000 people. . . had been killed by violence, disease, and despair. [W]hat happened on Hispaniola was the equivalent of more than fifty Hiroshimas.* And Hispaniola was only the beginning.”—David E. Stannard, 1992; American Holocaust: Columbus and the Conquest of the New World

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