

America the Beautiful Student Workbook

Charlene Notgrass



How to Use This Book

After your student reads a lesson in *America the Beautiful*, he or she may complete the activity in this book that corresponds to that lesson. These worksheets review information learned in the daily lessons of *America the Beautiful* and/or reinforce what the student learned. Please allow your student to look back in the lesson text to find answers for the worksheets. Students will often look back at the illustrations also. We recommend that students use a pencil to complete the puzzles and to answer questions. For the art activities, we recommend good quality colored pencils, such as Prang.

Tests

Many parents find it helpful to test their student's knowledge. Therefore, we have provided tests over each unit. These tests begin on page 151. We recommend that you allow your student to look at the tests ahead of time and use them for review. It is fine for them to take plenty of time to do this and to look in *America the Beautiful* to find the answers. Students can take the test after you and your student believe that he or she is ready. However, please remember that students respond in different ways to testing. Poor performance does not necessarily mean that your student is not learning the material.

Literature Questions

You may wish for your student to answer review questions over the suggested literature titles. These begin on page 181.

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God Created America the Beautiful

Instructions: Fill in the missing letter in each of these words from Lesson 1. Color the animals.

GRASSLANDS

SWAMP

OCEANS

PRAIRIES

RIVERS

COASTS

SEASHORES

DESERTS

MARSHES

LAKES

EACHES

STRAMS

BOYS

MOUNTAINS

WANDERWAYS

PLAINS

FORESTS

PENINSULAS

HILLS

Photo above: Sunset at the Grand Canyon

Lesson 2

The First People Come to America

Instructions: Color the large words in this Bible verse or you may fill in the letters with drawings of Mississippian designs you saw in the lesson. Fill out the information at the bottom of the page and thank God for giving you the opportunity to live in America now.

AND HE MADE FROM
ONE MAN EVERY
NATION OF MANKIND
TO LIVE ON ALL THE FACE
OF THE EARTH, HAVING
DETERMINED THEIR
APPOINTED TIMES AND
THE BOUNDARIES OF
THEIR HABITATION.
ACTS 17:26

Your Name		Date and year you were born	
Your address			
Your city	Your state		Zip Code

Cliff Dwellings of Mesa Verde

Instructions: Lesson 3 teaches about the Ancestral Puebloans of Chaco Canyon and Mesa Verde. It also teaches about their descendants and their neighbors. Use these **brown words** to identify crafts, activities, and homes of these people of the Southwest.

Zuni
Navajo
Chaco
Hopi



pottery

Mesa Verde
Zuni
Cliff
Apache



blanket

Navajo
Zuni
Hopi
Papago



pottery



building



basket hat



field



basket



pueblo



hairstyle



Mesa Verde Palace



drum



hogan

Lesson 4

A Wampanoag Sachem of the Northeast Woodlands

Instructions: Find the **red words** in the puzzle below.

1. The two main language families of the Northeast Woodlands nations are **ALGONQUIAN** and Iroquoian.
2. The **WAMPANOAG** spoke an Algonquian language.
3. *Wampanoag* means “People of the First **LIGHT**” because they lived in villages beside the Atlantic Ocean.
4. A Wampanoag leader was called a **SACHEM**.
5. Fast-running **MESSENGERS** took the sachem’s messages from village to village.
6. The sachem led his people in **PEACE** and war.
7. The Wampanoag spent spring, summer, and fall near the **COAST**.
8. The Wampanoag spent the winter in inland valleys and **FORESTS**.
9. The Wampanoag built a type of canoe called a **MISHOON**.
10. One Wampanoag family lived in a **WETU**.
11. More than one Wampanoag family lived in a **NUSH** wetu.
12. Wampanoag children grew up in a close relationship to their **PARENTS**.
13. Wampanoag children played **GAMES**, had races, and learned to swim.
14. Wampanoag boys learned to hunt, **FISH**, and protect the village.
15. Wampanoag girls learned to cook, make clay pots, tan **LEATHER**, and sew.



A M B Z X P H S A C H E M C G G A M E S
W E T U Z A Z C L V A J F N B C Z E B I
F S F A X R D V G H C B Z U C E M X D A
H S B K D E A F O R E S T S Z A I C I C
P E A C E N V C N B V E Z H G D S Z L B
K N I O K T E V Q Z C A I Z E X H G E J
B G K A F S J A U E F I S H L C O B A V
E E G S K A C G I X D F E V I H O V T A
A R X T G K F H A C Z J B C G A N D H G
I S J W A M P A N O A G X Z H V Z F E V
D H B D Z E A D I V Z B V C T B D C R G

Nations of the Southeast

Instructions: Color the Three Sisters, which were the three main crops that Southeast nations grew.

In Lesson 5, find the Choctaw sash, the Chitimacha basket, and the painting of the Choctaw ball player with his kabocca. Complete these activities.

THREE SISTERS



Design a Choctaw sash.

Design a Chitimacha basket.

Draw a kabocca in the space below.

Lesson 6

Crossing the Ocean Sea

Instructions: Draw a line from the **person** or **place** on the left to the correct description on the right.

- | | |
|-----------------------------|--|
| 1. Atlantic Ocean ● | ● Son of Erik the Red who came to Vinland |
| 2. Vikings ● | ● Nordic people from Scandinavia who traveled great distances by ship |
| 3. Leif Erikson ● | ● Ocean that people have called Sea of Atlas, <i>El Océano Marino</i> , and <i>Yapam</i> |
| 4. Thjódhild ● | ● India, the Indochina peninsula, and the Malay Archipelago |
| 5. Marco Polo ● | ● Birthplace of Christopher Columbus |
| 6. Indies ● | ● Erikson's mother who guided construction of the first church in Greenland |
| 7. Genoa, Italy ● | ● Man who had traveled in China in the late 1200s and published his story |
| 8. Grand Khan ● | ● Large area in the Atlantic Ocean with much seaweed |
| 9. Ferdinand and Isabella ● | ● Islands off the coast of Africa (pictured above) |
| 10. Canary Islands ● | ● Rulers of Spain |
| 11. Sargasso Sea ● | ● People who lived on Guanahani |
| 12. Guanahani ● | ● Chinese ruler who asked the Pope to send people to teach about Christianity |
| 13. Taíno ● | ● Lands Columbus found that were previously unknown to Europeans |
| 14. Bahama Islands ● | ● First island that Columbus and his crew landed on in the New World |
| 15. New World ● | ● Island chain that includes Guanahani |

Native Nations Meet Spaniards

Instructions: Review these facts about native nations meeting Spanish explorers and conquistadors.
Find the **red words** in the puzzle below.

1. Christopher **COLUMBUS** died believing that he had sailed to the Indies.
2. Bartolomé de Las **CASAS** wrote about the cruel way that Columbus and others treated islanders and worked for better treatment of them.
3. Explorer Vasco Núñez de **BALBOA** led an expedition across the Isthmus of Panama and became the first European explorer to see the Pacific Ocean in the New World.
4. Ferdinand **MAGELLAN** led a voyage that began in 1519. He died on the voyage but a few of his men made it all the way around the world.
5. German geographer Martin **WALDSEEMULLER** created a world map in 1507 and labeled the newly discovered lands in the New World *America* in honor of Italian Amerigo Vespucci.
6. Juan Ponce de **LEÓN** and his crew landed on the Florida peninsula in 1513. Ponce de León made contact with the Calusa Nation when he tried to form a colony on the west coast of Florida in 1521.
7. Beginning in 1539, Hernando de **SOTO** led an expedition through the Southeast. They met several native nations of the Southeast.
8. While de Soto and his men explored the Southeast, Francisco Vázquez de **CORONADO** led an expedition in the Southwest. They met the Zuni and other native nations of the Southwest.



Zuni woman

F	M	Z	E	O	C	E	A	N	D	G	C	O	L	U	M	B	U	S	Y
L	A	M	A	G	E	L	L	A	N	C	D	H	Y	Ó	E	C	D	F	B
O	P	E	Ó	C	D	G	Ó	D	Z	F	I	A	T	H	U	M	U	S	F
R	G	C	H	R	I	S	T	O	P	H	E	R	B	E	C	A	S	A	S
I	B	O	Z	B	H	F	Ó	G	E	G	F	Y	Z	Y	O	H	I	Ó	P
D	A	L	W	A	L	D	S	E	E	M	U	L	L	E	R	C	N	C	A
A	L	O	E	C	F	G	O	B	G	Z	G	E	D	H	O	Z	D	Y	N
B	B	N	D	G	E	D	T	Ó	D	C	H	Ó	Y	B	N	G	I	D	I
G	O	Y	Z	U	N	I	O	D	H	Z	E	N	F	Z	A	C	E	G	S
B	A	E	Z	A	M	E	R	I	C	A	K	G	H	C	D	E	S	C	H
P	A	C	I	F	I	C	Ó	V	O	Y	A	G	E	G	O	D	B	Z	Ó

Lesson 8

St. Augustine, America's Oldest European City

Instructions: Explorers and colonists from Spain, France, and England came to Florida in the first century after Columbus first came to the New World. Unscramble these **country names** to complete this timeline.

1490s	1492	King Ferdinand and Queen Isabella of ASNPI _____ sponsor the Italian Christopher Columbus when he sails across the Atlantic Ocean in search of the Indies.
1500s		
1510s		
1520s	1524	King Francis I of RNEFCA _____ sends the Italian Giovanni da Verrazano across the Atlantic Ocean. He sails along the coastline of North America from North Carolina to Newfoundland.
1530s	1534	King Francis I of CEFANR _____ sends the Frenchman Jacques Cartier across the Atlantic Ocean. He discovers the St. Lawrence River which is now part of the border between Canada and the United States.
1540s		
1550s		
1560s	1562 1564 1565	Jean Ribault of NFCAER _____ and 150 Huguenots come ashore in Florida. René de Laudonnière and others from ARECNF _____ build La Caroline. Colonists from PNSIA _____ build a settlement called St. Augustine. They defeat the French at La Caroline.
1570s	1572	Colonists from INPSA _____ move St. Augustine to its present location.
1580s	1586	Sea captain Sir Francis Drake from NNLEDGA _____ and his crew attack St. Augustine and burn much of it.

English Settlers in Virginia

Instructions: Use the **red words** to complete the crossword puzzle.
Color the name of America's first English colony.

Cabot
Virginia

Jamestown
Basque

Roanoke

Armada
Africa

indentured
Matthew

Across:

1. First permanent English settlement in America
2. Spanish navy
3. Italian who sailed from Bristol, England
4. Lost colony



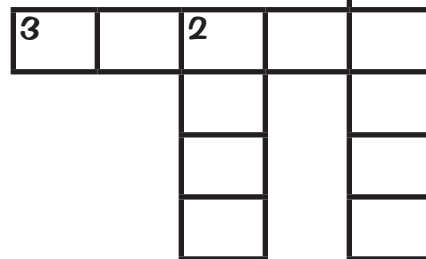
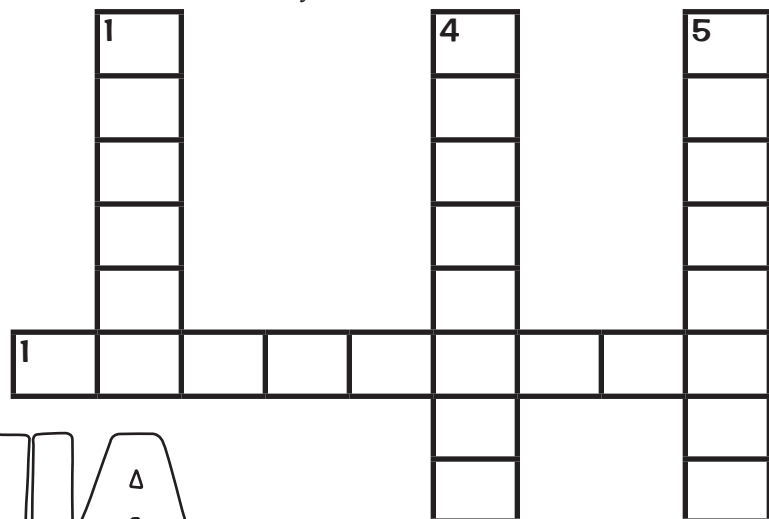
*Replica of the Matthew
in Bristol, England*

VIRGINIA



Down:

1. A Dutch trader brought enslaved people from this continent
2. Ethnic group from southwestern France and northern Spain
3. John Cabot's ship
4. Servant who served for a certain length of time
5. Colony named for Queen Elizabeth

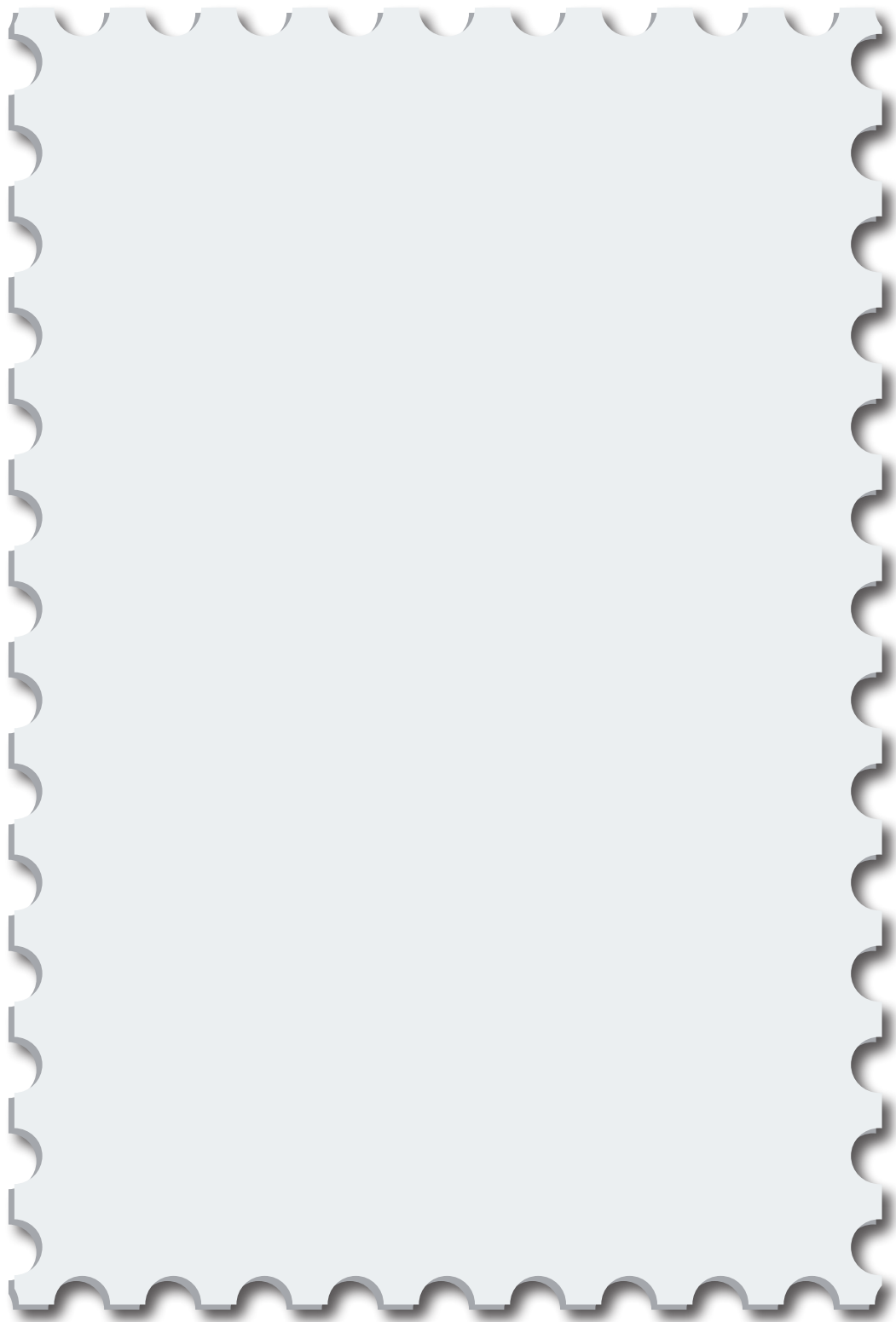


Traditional Basque dancers

Lesson 10

Pocahontas, a Young Powhatan Woman

Instructions: Many nations honor people and events by creating postage stamps.
Design a postage stamp that honors Pocahontas.



The Plymouth Colony

Instructions: Artists use paintings and drawings to help us imagine events in history. Use these **brown words** to fill in the blanks to describe what is happening in these illustrations from Lesson 11.

government
treaty

England
Cape

Pilgrims
Massasoit

Rock
Mayflower

Carver
Plymouth



Robert W. Weir painted *Embarkation of the* _____ to hang in the Rotunda of the United States Capitol in Washington, D.C. It illustrates those who left _____, England, to sail to America.

Jean Leon Gerome Ferris illustrated the Pilgrims signing The _____ Compact. The compact was an agreement about the kind of _____ they would have.



This illustration depicts the Pilgrims and other passengers going ashore at _____ Cod. According to one story, the passengers stepped out onto Plymouth _____.

This illustration shows Plymouth governor John _____ and the sachem, _____, making a treaty in 1621. Squanto served as their interpreter.



George H. Boughton painted *Return of the Mayflower*. A few days after Massasoit and the governor made the _____, the *Mayflower* left Plymouth to return to _____.

Lesson 12

Puritan, Catholic, and Dutch Settlers Come to America

Instructions: Lesson 12 tells about the beginnings of four colonies: Massachusetts, New Hampshire, Maryland, and Connecticut. Use these **brown words** to fill in the blanks. Color the names of the colonies.

Catholics
Puritans

fishing
Bay

Hope
Dove

Hooker
Winthrop

county
Ark

MASSACHUSETTS

John _____ served as governor of the Massachusetts _____ colony. Many people in the colony were _____.

NEW HAMPSHIRE

David Thomson came with his wife and son to form a _____ colony. Captain John Mason named the colony New Hampshire after his home _____ in England.

MARYLAND

Calvert wanted a place where _____ could worship in freedom. The first settlers sailed on the _____ and the _____.

CONNECTICUT

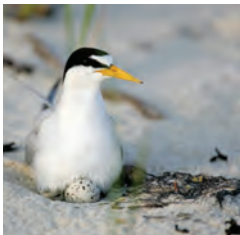
Dutch settlers built the House of _____. Thomas _____ led settlers from Massachusetts. He helped them adopt the Fundamental Orders of Connecticut.

Photo above: Flag Ponds Nature Park, Maryland

God Created Cape Cod

Instructions: Read the **green words** below. Use them to identify people, events, and God's Creations on Cape Cod. Write the correct **word** or **words** in the box below each picture or description.

horseshoe crab
Provincetown
Martha's Vineyard
cranberries



The largest island near Cape Cod:

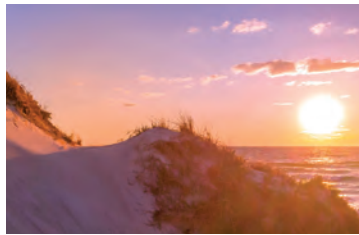
The whaling capital of the world in the mid-1700s:

First Wampanoag on Martha's Vineyard who believed in Jesus:

First minister on Martha's Vineyard:



salt marsh
Nantucket
sand dunes
Hiacoomes









pipin plover
beach
Thomas Mayhew Jr.
right whale

Nauset
painted turtle
cape
water lily in pond



Piece of land that juts into a lake, sea, or ocean:

Native nation whom French explorers met in 1605:

Harbor where the Pilgrims first landed:

Crop grown on Cape Cod:



Lesson 14

Roger Williams, Founder of Rhode Island

Instructions: We learn history from many sources—from original documents, paintings, drawings, statues, books, objects, historic sites, and even from postage stamps. Use these **green words** to identify these historic sources from Lesson 14. See more instructions near the bottom of the page.

deed

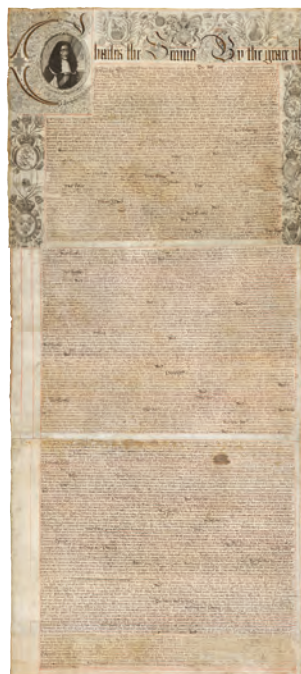
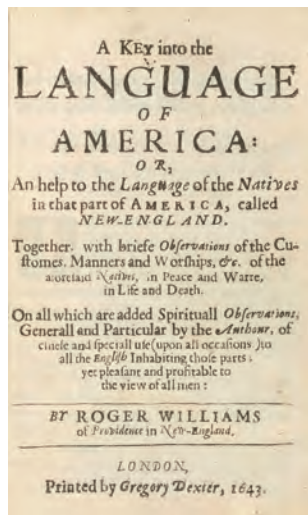
drawing

charter

historic site

statue

book



Color the complete original name of the Rhode Island colony. Roger Williams chose the word providence because he believed that God was guiding and taking care of the colony. At the time that he named the colony, the word *plantation* meant a settlement in a new country or region.

RHODE ISLAND AND PROVIDENCE PLANTATIONS

New Netherland and New Sweden

Instructions: Lesson 15 tells about the early history of three colonies: New York, New Jersey, and Delaware. Color the names of the colonies and use these **brown words** to fill in the blanks.

Lenape
Netherland
manor

patroonship
conquered
Henry

Sweden
Stuyvesant
Amsterdam

island
King
River

Minuit
sachems
Dutch

NEW YORK

The Hudson _____ was named for _____ Hudson. The _____ West India Company sent 30 families to America in 1624. The area where they settled was called New _____. They named their settlement on Manhattan Island New _____. In 1647 Peter _____, who had a peg leg, served as director general of New Netherland. The English _____ New Netherland in 1664. They named it for James, the Duke of York, who was the brother of England's _____ Charles II.

NEW JERSEY

The Dutch set up a _____ at Pavonia which is now Jersey City, New Jersey. A patroonship was similar to a medieval _____. When the English took over New Netherland, they named the land to the east of the Delaware River New Jersey. Jersey is the name of an _____ in the English Channel.

DELAWARE

The Dutch also set up a patroonship at Swaanendael, which is now Lewes, Delaware. Peter _____ led Swedes to America to establish New _____. They sailed to present-day Wilmington, Delaware. Minuit purchased land from five _____ of the Lenni-_____ Confederation. They built Fort Christina, naming it for Sweden's 11-year-old queen.

Photo above: Hudson River

★ Unit 1 Test ★

Circle the correct answer to each question.

1. The Mississippi River flows into what body of water?
a. Gulf of Mexico b. Atlantic Ocean c. Lake Superior
2. Which mountain range lies a few hundred miles inland from the Atlantic Ocean?
a. Ozarks b. Appalachians c. Rockies
3. Historians believe that people came to Alaska from what place?
a. South America b. Mars c. Russia
4. What do historians call the last group of Mound Builders?
a. Navajo b. Mississippians c. Protestants
5. What type of home is like an apartment house?
a. pueblo b. teepee c. log cabin
6. What crops did the Hopi grow?
a. oranges, kiwi, corn b. wheat, soybeans, cotton c. corn, beans, squash, cotton
7. What was a Wampanoag leader called?
a. chief b. sachem c. warrior
8. What did the Wampanoag use to fertilize their corn plants?
a. eel b. apple c. herring
9. What did Southeast nations build around their central towns?
a. palisade b. barbed wire fence c. brick wall
10. In the culture of the Southeast nations, what are the Three Sisters?
a. rabbits, deer, bears b. corn, beans, squash c. bows, arrows, blowguns

★ Unit 2 Test ★

Draw a line from each person or place described on the left to the correct name on the right.

- | | | |
|--|---|------------------------|
| 1. Viking who came to America | • | • Juan Ponce de León |
| 2. Italian who came to America in 1492 | • | • Hernando de Soto |
| 3. First Spanish explorer in Florida | • | • Leif Erikson |
| 4. Spaniard who explored the Southeast | • | • Pocahontas |
| 5. Persecuted believers from France | • | • St. Augustine |
| 6. Oldest European city in America | • | • Virginia Dare |
| 7. First English child born in America | • | • New England |
| 8. First permanent English settlement in America | • | • Christopher Columbus |
| 9. Powhatan woman who married John Rolfe | • | • Huguenots |
| 10. Northeast region named by John Smith | • | • Jamestown |

★ Unit 3 Test ★

*Read each of the following statements. If the statement is true, circle TRUE.
If it is not true, circle FALSE and write a corrected statement on the lines beneath it.*

1. The Pilgrims signed the Constitution before they left the Mayflower. TRUE FALSE

2. Squanto taught the Pilgrims how to plant corn, fish, and trap animals. TRUE FALSE

3. Catholics founded Massachusetts Bay Colony. TRUE FALSE

4. Puritans founded Maryland so they could worship in freedom. TRUE FALSE

5. Wampanoag taught settlers on Nantucket Island the skill of whaling. TRUE FALSE

6. Minister Thomas Mayhew Jr. taught Hiacoomes about Jesus. TRUE FALSE

7. Roger Williams believed that the church should control government. TRUE FALSE

8. Roger Williams founded Providence, Rhode Island. TRUE FALSE

9. Henry Hudson explored the Gulf of Mexico and the Pacific Ocean. TRUE FALSE

10. The New York colony was once known as New Netherland. TRUE FALSE

Growing Up Dakota

1. What were Charles Eastman's two different names when he was a child and what did they mean?

What had just happened when the medicine man changed his name?

Why did Ohiyesa change his name to Charles Alexander Eastman?

2. Who took care of Ohiyesa while he was growing up?

Who was Ohiyesa's main teacher while he was growing up?

Why did Ohiyesa's parents not take care of him?

3. What did Ohiyesa do for fun with other boys?

4. What did Ohiyesa's people do at a sugar camp?

What did they later harvest from canoes?

5. What did Charles Eastman's (Ohiyesa's) father do each morning?

What did his father tell him about Jesus?

How did Charles Eastman feel about what his father told him about Jesus?

Amos Fortune, Free Man

1. How did Amos Fortune learn to read?

2. Who did Amos look for among the enslaved people he saw?

3. How did Amos learn the tanning trade?

4. What did Amos do for Lily, Lydia, and Violet?

5. Why do you think Amos was able to fulfill his dream of having a family and a farm, and gain the respect of others?

Brady

1. What significant topic did Brady's mother and father disagree about?

2. What did Brady tend to do that made his father afraid to trust him with secrets?

3. What did a group of church members do after Brady's father preached against slavery?

4. What discovery did Brady make in his father's Sermon House?

How did that discovery change Brady's mind about slavery?

5. Why do you think Brady decided to take the risk of transporting Moss to the next Underground Railroad station?



Students in Oklahoma, 1940

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- 10 Stamp: jaylopez / Shutterstock.com
- 11 Embarkation: Architect of the Capitol; Compact and landing: Library of Congress; Massasoit and

- Carver: California State Library; Return of the Mayflower: Newberry Library
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- 21 Carriage wheels: William Silver / Shutterstock.com; Pottery: Jeff Schultes / Shutterstock.com; Wigs: J Paulson / Shutterstock.com; All others: Metropolitan Museum of Art
- 22 Lake Superior: Charlene Notgrass
- 23 Spoon: Brooklyn Museum; Plankhouse: U.S. Fish & Wildlife Service; Mosaic: Charlene Notgrass; Basket: Paul Marcus / Shutterstock.com; Bering stamp: Oleg Golovnev editorial / Shutterstock.com; Chest: Metropolitan Museum of Art; Cook

- stamp: brandonht / Shutterstock.com; Totem pole: Jerrold James Griffith / Shutterstock.com; Mission: jejim / Shutterstock.com; Carving: Susan Colby / Shutterstock.com; Cradle-baskets: Library of Congress; Kotcas: National Park Service
- 24 Boston: Metropolitan Museum of Art
- 25 Franklin: Internet Archive Book Images
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- 27 Wayne: Smithsonian American Art Museum; Washington: Victorian Traditions / Shutterstock.com; Billy Lee: Metropolitan Museum of Art; Jones: Everett Historical / Shutterstock.com; Greene: Metropolitan Museum of Art; Kosciuszko: Library of Congress
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- 29 Sampler: Metropolitan Museum of Art
- 30 Stamp: neftali / Shutterstock.com
- 31 Washington: Metropolitan Museum of Art; Jay: Wikimedia Commons; Jefferson, Knox, and Hamilton: National Portrait Gallery, Smithsonian Institution
- 32 Wall: Charlene Notgrass; Adams: National Portrait Gallery, Smithsonian Institution
- 33 Bank: Everett Historical / Shutterstock.com
- 34 Smokies: Dean Fikar / Shutterstock.com
- 35 Boonesborough: JNix / Shutterstock.com; Road: *Harper's Magazine*; Boone: National Portrait Gallery, Smithsonian Institution; Demonbreun: Charlene Notgrass
- 36 Statue: James Kirkikis / Shutterstock.com
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- 38 Black Hills: Brent Coulter / Shutterstock.com
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