

History Alive!

Chapter 13 Study Guide

Test Date: _____

TERMS TO KNOW

- 1- **Revolutionary War:** The war between the American _____ and _____ from 1775 to 1783. The American revolutionaries wanted _____ and a new government _____.
- 2- **strategy:** _____ for winning a war, such as how and where to use an army or navy.
- 3- **professional soldier:** To be _____ and _____ for one's work. For example, a professional army is made up of soldiers who are taught how to be skilled fighters and who are paid for their service.
- 4- **Continental Army:** The army of _____ led by General _____ that fought the British in the Revolutionary War. This army was created by the Second Continental Congress.
- 5- **Allies:** people or countries who _____ each other (for example, by fighting on the same side in a war)

FACTS TO KNOW

- **13.1 The Continental Army**
 - a. The Continental Army was made up of _____ of poor farmers, merchants, and workers who wanted to defend their rights listed in the Declaration of Independence. The Continental Army was led by General _____.
 - b. _____ also helped the Continental Army. They cooked, fixed uniforms, and cared for the sick/injured. Some women even _____ in battles.
 - c. The Continental Army had little money for _____ and _____. They had to provide their own _____ and _____. They didn't know how to be a soldier and often had little _____.
 - d. The colonial _____ was small against the massive British navy. The colonial navy was mostly small trading and fishing ships.
- **13.2 The British Army**
 - a. The British had 275 _____, and they built 200 more before the war was over.
 - b. The British Army was _____ and _____, and their soldiers were paid and well-trained.
 - c. The British _____ paid for their soldiers' uniforms and supplies. Their guns included _____ (a blade like a sword on the end for their guns).
 - d. The British Army included _____ (soldiers from England), Native Americans, and _____ (soldiers who fight for anyone who will pay them).

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California. Legislature. Assembly



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Assembly Final History California. Legislature. Assembly, 1983 **Resources in Education** ,2001-10 A Guide for Teachers of Training Classes Margaret Slattery, 1912 **Sacred Secrets** Mike Neville, 2012-06-01 Who were Tubalcain Aholiab and Zabud and what is their significance for the Freemason There is a general interest in the rituals of Freemasonry generated in part by the apparently obscure references they contain This is the only book that offers a guide to the stories used in Masonic ritual and their links to the Bible and Christianity The new Mason is directed to a serious contemplation of the Volume of the Sacred Law but that is easier said than done without a grounding in the Scriptures something that fewer and fewer people have The historical and geographical setting of the Bible is explained here making such contemplation easier for Mason and non Mason alike Mike Neville has systematically cross referenced the most influential Chapters of the Bible to the ceremonies It is his intention to get Freemasons to understand the ritual not just to memorise and regurgitate as well as to elucidate for the non Mason Sacred Secrets will aid the clergy theologians and any other person interested in Freemasonry to see the links between ritual and scripture **Research and Related Services in the United States Department of Agriculture** United States. Agricultural Research Administration, 1951 The Seventh-eighth Grade Manual Cincinnati Public Schools, 1950 **Committee Prints** United States. Congress. House. Committee on Agriculture, 1951 **The Schenley Experiment** Jake Oresick, 2017-04-14 The Schenley Experiment is the story of Pittsburgh s first public high school a social incubator in a largely segregated city that was highly even improbably successful throughout its 156 year existence Established in 1855 as Central High School and reorganized in 1916 Schenley High School was a model of innovative public education and an ongoing experiment in diversity Its graduates include Andy Warhol actor Bill Nunn and jazz virtuoso Earl Hines and its prestigious academic program and pensions lured such teachers as future Pulitzer Prize winner Willa Cather The subject of investment as well as destructive neglect the school reflects the history of the city of Pittsburgh and provides a study in both the best and worst of urban public education practices there and across the Rust Belt Integrated decades before Brown v Board of Education Schenley succumbed to default segregation during the white flight of the 1970s it rose again to prominence in the late 1980s when parents camped out in six day long lines to enroll their children in visionary superintendent Richard C Wallace s reinvigorated school Although the historic triangular building was a cornerstone of its North Oakland neighborhood and a showpiece for the city of Pittsburgh officials closed the school in 2008 citing over 50 million in necessary renovations a controversial event that captured national attention Schenley alumnus Jake Oresick tells this story through interviews historical documents and hundreds of first person accounts drawn from a community indelibly tied to the school A memorable important work of local and educational history his book is a case study of desegregation magnet education and the changing nature and legacies of America s oldest public schools **Index Medicus** ,2003 Vols for 1963 include as pt 2 of the Jan issue Medical subject headings To Live Heroically Delores J.

Huff,1997-01-01 Analyzes American Indian education in the last century and compares the tribal mission and Bureau of Indian Affairs schools

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