

Chapter 2

EARLY SETTLEMENTS

The early 1600s saw the beginning of a great tide of emigration from Europe to North America. Spanning more than three centuries, this movement grew from a trickle of a few hundred English colonists to a flood of millions of newcomers. Impelled by powerful and diverse motivations, they built a new civilization on the northern part of the continent.

The first English immigrants to what is now the United States crossed the Atlantic long after thriving Spanish colonies had been established in Mexico, the West Indies and South America. Like all early travelers to the New World, they came in small, overcrowded ships. During their six- to 12-week voyages, they lived on



meager rations. Many died of disease; ships were often battered by storms and some were lost at sea.

Most European emigrants left their homelands to escape political oppression, to seek the freedom to practice their religion, or for adventure and opportunities denied them at home. Between 1620 and 1635,

economic difficulties swept England. Many people could not find work. Even skilled artisans could earn little more than a bare living. Poor crop yields added to the distress. In addition, the Industrial Revolution had created a burgeoning textile industry, which demanded an ever-increasing supply of wool to keep the looms running. Landlords enclosed farmlands and evicted the peasants in favor of sheep cultivation. Colonial expansion became an outlet for this displaced peasant population.

The colonists' first glimpse of the new land was a vista of dense woods. The settlers might not have survived had it not been for the help of friendly Indians, who taught them how to grow native plants -- pumpkin, squash, beans and corn. In addition, the vast, virgin forests, extending nearly 2,100 kilometers along the Eastern seaboard, proved a rich source of game and firewood. They also provided abundant raw materials used to build houses, furniture, ships and profitable cargoes for export.

Although the new continent was remarkably endowed by nature, trade with Europe was vital for articles the settlers could not produce. The coast served the immigrants well. The whole length of shore provided innumerable inlets and

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**United States. Congress. Senate.
Select Committee on Equal
Educational Opportunity**



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Hearings, Reports, Public Laws United States. Congress. House. Committee on Education and Labor, 1967

Year-round Schools United States. Congress. House. Committee on Education and Labor. General Subcommittee on Education, 1972 Equal Educational Opportunity United States. Congress. Senate. Select Committee on Equal Educational Opportunity, 1970 Hearings, Reports and Prints of the Senate Select Committee on Equal Educational Opportunity United States. Congress. Senate. Select Committee on Equal Educational Opportunity, 1970 **Hearings** United States. Congress. House. Committee on Education, Hollywood or History? Scott L. Roberts, Charles J. Elfer, 2021-01-01 The challenges of teaching history are acute where we consider the world history classroom Generalized world history courses are a part of many if not most K 12 curricular frameworks in the United States While United States history tends to dominate the scholarship and conversation there are an equally wide number of middle level and secondary students and teachers engaged in the study of world history in our public schools And the challenges are real In the first place if we are to mark content coverage as a curricular obstacle in the history classroom generally then we must underscore that concern in the world history classroom and for obvious reasons The curricular terrain to choose from is immense and forever expanding dealing with the development of numerous civilizations over millennia and across a wide geographic expanse In addition to curricular concerns world historical topics are inherently farther away from most students lives not just temporally but often geographically and culturally Thus the rationale for the present text Hollywood or History An Inquiry Based Strategy for Using Film to Teach World History The reviews of the first volume Hollywood or History An Inquiry Based Strategy for Using Film to Teach United States History strategy have been overwhelmingly positive especially as it pertains to the application of the strategy for practitioner Classroom utility and teacher practice have remained our primary objectives in developing the Hollywood or History strategy and we are encouraged by the possibilities of Volume II and the capacity of this most recent text to impact teaching and learning in world history We believe that students connection to film along with teachers ability to use film in an effective manner will help alleviate some of the challenges of teaching world history The book provides 30 secondary lesson plans grades 6 12 that address nine eras in world history *Equipping Educators to Teach Religious Literacy* Emile Lester, W. Y. Alice Chan, 2022-03-17 This volume provides a detailed evaluation of a unique education program implemented in secondary schools in Georgia to enhance teachers religious literacy and their ability to promote this in schools and classrooms The text demonstrates that religious literacy can be proactively taught to students whilst also highlighting key considerations and tensions around religious liberty in the American South Spanning rural urban and suburban Georgia the text presents an original approach to the growing field of religious literacy by foregrounding community voices and perspectives Using rich empirical data and qualitative interviews with religious and political leaders scholars teachers parents and students the book evaluates the challenges efficacy and benefits of the program in view of

rising political polarization In doing so the text tackles historical and contemporary issues around race and religion and considers tensions between religious and nonreligious groups in the US Ultimately the book presents a significant contribution to the dialogue around fostering religious literacy in schools This text will benefit researchers academics and educators with an interest in religious education teacher education and religious literacy more broadly Those interested in the sociology of education as well as diversity and religion in America will also benefit from this volume **Hollywood or**

History? Tim Monreal, Jesús A. Tirado, 2025-06-20 Hollywood or History helps classroom teachers include more accurate Latinx stories in their classroom We believe that when used intentionally and critically media representations of Latinx communities and histories are powerful tools for high quality curriculum and instruction *Year-round School, Hearing Before the General Subcommittee on Education..., 92-2, April 24, 1972* United States. Congress. House. Education and Labor, 1972 **History of Georgia** Clark Howell, 1926 Uncommon People I Have Known Frank P. Sherwood, 2013-09-04

The title and subtitle say a great deal about the character of this book These are stories about people who inevitably stand out in a crowd for their personal attributes their ethical standards the ways in which they have coped with great problems and their remarkable achievements Significantly fourteen of the sixteen stories in this book are about people who have in some way contributed to better government Several have worked directly in government others have been teachers and still others have found ways to make contributions Not all the stories are about people in the U S The two stories from Brazil involve people who stayed at home and did their good work there in the other two instances already blossoming careers at home were ended by extreme governmental changes In all cases however these are people who must be admired for their extreme dedication to the highest ideals of service In effect this book can be considered a primer on government that works The two whose stories did not directly concern government contributed mightily to a better society One was a highly productive author who in later years concentrated on children s books and wrote more than 50 of them The other pioneered a wholly different journalistic undertaking the city regional magazine Today these publications are found throughout the country and are distinguished by their design quality and their commitment to the communities they serve *Education and the Politics of Memory in Russia and Eastern Europe* Sergey Rumyantsev, 2025-01-21 This book examines both formal and extracurricular education and the politics of memory and historical narratives in Armenia Azerbaijan Russia and Ukraine The misalignment between memory politics and history politics forms a central theme of this book Structured in three parts it focuses on school education in the post Soviet states over the 30 years between the collapse of the Soviet Union and the 2022 Russian invasion of Ukraine The chapters inquire as to how post Soviet school education politics of memory and history politics became active participants in the production of state approved ideology patriotism and a state prescribed understanding of the national past Armed conflicts in the territory of the former USSR not only saw numerous victims and refugees but also the emergence of new borders and unrecognized de facto states and the annexation of territories They also

contributed to the creation of new sites of memory generated their own traditions of commemoration for the heroes and victims of these confrontations and led to the reconstruction of historical narratives and the construction of new national myths The research in this book foregrounds how the nationalization of the public space and the reconstruction of national historical narratives in the independent states reflect a desire to monopolize the power to interpret the past with low tolerance of alternative accounts In this light the book covers issues such as the nation state Sovietization national history creation memory politics religion mass media nationalism and patriotism and analyzes the relationship of Azerbaijani and Armenian Russian and Ukrainian societies with their histories and pasts A novel study on the topic of memory and history writing this is a timely contribution to the field of Post Soviet history and Russian and Eastern European Studies The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

What to Expect Your First Year of Teaching Amy DePaul, 1998 This booklet discusses what teachers may encounter in their first year of teaching presenting information from teachers themselves Information comes mainly from a series of discussions held among winners of the First Class Teachers Award sponsored every year by Sallie Mae a corporation dedicated to education Focus group discussions with winning teachers addressed such issues as what the first year was like what the toughest challenges were what principals and administrators can do to help what colleges and universities should know in order to prepare preservice teachers for the real world of teaching what the greatest rewards were how the students influenced the experience whether preparation was sufficient and what insights experienced teachers had to offer new teachers The booklet provides resources for further information offers a checklist of tips from first year and veteran teachers and presents acknowledgments of teachers who helped make the book possible SM

Digest of Education Statistics, 2003 Contains information on a variety of subjects within the field of education statistics including the number of schools and colleges enrollments teachers graduates educational attainment finances Federal funds for education libraries international education and research and development

Memory and Political Change A. Assmann, L. Shortt, 2011-11-08 Examining the role of memory in the transition from totalitarian to democratic systems this book makes an important contribution to memory studies It explores memory as a medium of and impediment to change looking at memory's biological cultural narrative and socio psychological dimensions

Wiki Writing Matthew Barton, Robert Cummings, 2009-12-10 An indispensable and engaging guide to using wikis in the classroom

Resources in Education, 1995-07

Handbook of the Linguistic Atlas of the Middle and South Atlantic States William A. Kretzschmar, William A. Kretzschmar Jr., 1993-09-15 Who uses skeeter hawk snake doctor and dragonfly to refer to the same insect Who says gum band instead of rubber band The answers can be found in the Linguistic Atlas of the Middle and South Atlantic States LAMSAS the largest single survey of regional and social differences in spoken American English It covers the region from New York state to northern Florida and from the coastline to the borders of Ohio and

Kentucky Through interviews with nearly twelve hundred people conducted during the 1930s and 1940s the LAMSAS mapped regional variations in vocabulary grammar and pronunciation at a time when population movements were more limited than they are today thus providing a unique look at the correspondence of language and settlement patterns This handbook is an essential guide to the LAMSAS project laying out its history and describing its scope and methodology In addition the handbook reveals biographical information about the informants and social histories of the communities in which they lived including primary settlement areas of the original colonies Dialectologists will rely on it for understanding the LAMSAS and historians will find it valuable for its original historical research Since much of the LAMSAS questionnaire concerns rural terms the data collected from the interviews can pinpoint such language differences as those between areas of plantation and small farm agriculture For example LAMSAS reveals that two waves of settlement through the Appalachians created two distinct speech types Settlers coming into Georgia and other parts of the Upper South through the Shenandoah Valley and on to the western side of the mountain range had a Pennsylvania influenced dialect and were typically small farmers Those who settled the Deep South in the rich lowlands and plateaus tended to be plantation farmers from Virginia and the Carolinas who retained the vocabulary and speech patterns of coastal areas With these revealing findings the LAMSAS represents a benchmark study of the English language and this handbook is an indispensable guide to its riches

Making a Difference, 2002 **Social Studies for Secondary Schools** Alan J. Singer, 2008-10-26 This popular text advocates an inquiry and activity based view of social studies teaching that respects the points of view of students and teachers Based in practice and experience it offers systematic support and open honest advice for new teachers is conversational not pedantic and provides lots of examples While the structure and most of the topics remain largely the same as before this Third Edition presents new lesson ideas in every chapter especially designed to help new teachers to address learning standards to work in inclusive settings and to promote literacy and the use of technology in social studies classrooms puts a heavier focus on what is important to know and why includes new essays on the politics of social studies education responds to opponents of project or activity based social studies instruction and multicultural education with a sharpened defense of both of these approaches throughout the book Intended as a text for undergraduate and graduate pre service social studies methods courses this text is also useful for in service training programs as a reference for new social studies teachers and as a resource for experienced social studies educators who are engaged in rethinking their teaching practice

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