

Links from Your Instructor for Part C

Reminder: You will have an easier time with links **if you open them in a New Window**. If you do not know how to do this, click [here](#) for tips. (This includes how to save these files from the Internet.) If you need help, just ask.

[What is self-testing](#) and how can it help you?

Tips: [What Helps Learning?](#)

Seeing How History Changes

Most links place historical facts in a table so you can easily compare them. You are **not** memorizing all of the facts placed in these tables. Instead, you are using those facts to notice changes and patterns. To help you, most links provide tips on what to notice.

- **Examining How the 3 Colonial Sections Develop**

[Comparison Tables for Provincial America](#) (the *provinces* of Great Britain)

Background: freedom of the press in the colonies that is not covered in *American Passages*

Purpose of This Link:

- Compare **each** major trait (each row). In each row, which two are alike?
- What are the differences in the sections in their strengths?
- In particular, notice **slavery**, **education**, and **government** and the three sections from the late 1600s to about 1763. Only government seems to look the same.

Using the Link to Think about History:

To repeat the clue from Part B: Which 2 sections of the 3 colonial sections will become the North in the Civil War? More importantly, we have in development what are two different patterns of the nation to come.

To add a clue: If there is a civil war (a war between the sections), is there a section that is most vulnerable to having enough munitions and men and industrial supplies for that war?

- **Examining Empire and the Colonies**

Without answers for self-testing: [Why Do the Wars for Empire Matter?](#)

With answers for observing patterns: [Completed Tables on Why the Wars for Empire Matter](#)

Purpose of This Link:

- Notice how the colonists feel about these wars: what do their name for the wars tell you.
- Notice how the wars end: how will the colonists feel about the results.
- Finally, notice the frequency of the wars: what is distracting the English government at home and the English government in the colonies (a government that will need support from the colonial assemblies)

Using the Link to Think about History:

- Look at the three colonial sections and government **and** look at the colonies and at the wars for empire. What behaviors have the colonists been practicing?

To use an analogy (one of the key ways to think freshly about something you have seen before), if Great Britain was the owner of a new puppy and the colonies were that new puppy, what has Great Britain's action and inaction in the events above taught the puppy—now a young dog—to do? If you need help with that analogy, I'll gladly add clues. Just tell me you need them.

Copyright C. J. Bibus, Ed.D. 2003-2014

WCJC Department:
Contact Information:
Last Updated:
WCJC Home:

History – Dr. Bibus
281.239.1577 or bibusc@wcjc.edu
2014
<http://www.wcjc.edu/>