

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 270 _____, and they built 100 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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Jim Weeks



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A History of World Societies John P. McKay,1999-07-31 *The Independent Piano Teacher's Studio Handbook* Beth Gigante Klingenstein,2008-12-01 Educational Piano Library This handy and thorough guide is designed to help the independent piano teacher in all aspects of running his her own studio Whether it be business practices such as payment plans taxes and marketing or teaching tips involving technique composition or sight reading this all inclusive manual has it all Topics include Developing and Maintaining a Professional Studio Finances Establishing Lessons Studio Recitals Tuition and Payment Plans Composition and Improvisation Marketing Communications with Parents Make up Policies Zoning and Business Licenses Teaching Materials and Learning Styles The Art of Practice Arts Funding and many more *Resources in Education* ,1996-04

The Image of Georgian Bath 1700-2000 Peter Borsay,2000-07-06 This interdisciplinary study explores the evolution structure and uses of the image of Georgian Bath from its genesis in the eighteenth century to its renaissance in the twentieth century In recent decades there has been both a popular resurgence of interest in heritage and tradition and a growing academic awareness of the power of imagery in shaping the lives of individuals and societies There is perhaps no city in Britain so saturated in history and layered with historic imagery as Bath It therefore provides an ideal case study to investigate the dynamic fusion and impact of the forces of past and representation The dominant perception of Bath today is that of a classical and particularly Georgian city In this stimulating and scholarly study Peter Borsay examines the construction and development of

this image Its principal components biography and architecture are explored together with the media through which it was constructed and transmitted as well as its commercial social political and psychological uses Dr Borsay concludes by relating the findings for Bath to current debates on towns heritage and the nature of history

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Mao Tse-Tung's Theory of Dialectic F.Y.K. Soo, 2012-12-06 The year 1979 ushered in a new phase in China's long and continuous revolution Currently this new phase is being symbolically referred to by the Chinese leaders themselves as the New Long March a continuation of the legendary and historical Long March in terms of modernization which comprises the Four Modernizations Agriculture Industry Science and Technology and Military Defense Such an all encompassing attempt at modernization may appear to some at least to be something new or may indicate a radical shift in her policy But upon closer examination this decision seems only to reflect an historical continuity in terms of the two major long term goals of the Chinese Revolution national independence and modernization or industrialization The former would make China strong the latter wealthy For ever since the Opium War in 1840 and throughout the Revolutions of 1911 and 1949 China has always pursued these two revolutionary goals though with different

emphases at different times This has been especially true during the past three decades as this twofold goal has dictated all of China's important policies both domestic and foreign In other words while the concrete policies may have appeared to be lacking in unity at times they have been formulated with the specific intent of achieving national independence and modernization From this perspective the New Long March marks the passage of post Mao China beyond the transition of succession toward the continued pursuit of the same revolutionary goals *Euhemerism and Its Uses* Syrithe

Pugh,2021-03-18 *Euhemerism and Its Uses* offers the first interdisciplinary focussed and all round view of the long history of an important but understudied phenomenon in European intellectual and cultural history Euhemerism the claim that the Greek gods were historically mortal men and women originated in the early third century BCE in an enigmatic and now fragmentary text by the otherwise unknown author Euhemeros This work the Sacred Inscription has been read variously as a theory of religion an atheist's manifesto as justifying or satirizing ruler worship as a fantasy travel narrative and as an early utopia Influencing Hellenistic and Roman literature and religious and political thought and appropriated by early Christians to debunk polytheism while simultaneously justifying the continued study of classical literature euhemerism was widespread in the middle ages and Renaissance and its reverberations continue to be felt in modern myth theory Yet though frequently invoked as a powerful and pervasive tradition across several disciplines it is still under examined and poorly understood Filling an important gap in the history of ideas this volume will appeal to scholars and students of classical reception mediaeval and Renaissance literature historiography and theories of myth and religion Gettysburg Jim Weeks,2009-07-26
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