Introduction to the
A HISTORY OF US
Teaching Guide
and Resource Book

CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS
TALENT DEVELOPMENT MIDDLE SCHOOLS

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INTRODUCTION TO THE A HISTORY OF US TEACHING GUIDE AND RESOURCE BOOK

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The Teaching Guide and Resource Book model for the A History of US series by Joy Hakim contains a series of lessons, review lessons, and assessments. The sixty-minute lessons are paired with chapters from books in the A History of US series and enriched with primary source materials and documents; visual, auditory, and literary materials, and supplemental resources.

Each lesson in the Teaching Guide and Resource Book includes background information for the teacher in the form of an overview and instructional information, strategies, and techniques for interactive teaching, for student team learning activities, and for individual student activities. In addition, the lessons contain assignments for writing about history, activities that connect history to other disciplines, simulations and role playing, focus activities, review and reflection activities, homework assignments, and supplemental library and media resources. A review lesson in a game format and an assessment follow each section of lessons.

The appendices provide duplication masters for all Student and Team Sheets, Primary Documents, Transparencies, Review Game materials, and Assessments.

Curriculum Standards

These Talent Development American history lessons and curriculum materials were developed using the national standards as set by the National Center for History in the Schools and the National Council for the Social Studies. As an integral part of The Talent Development Middle School Program of the Johns Hopkins University, this United States history curriculum:

- Is intellectually demanding for all students;
- Promotes sound historical reasoning and thinking skills;
• Extends students’ reading and writing skills;
• Contributes to citizen education;
• Is supported by interactive teaching and learning techniques and strategies;
• Follows a cohesive and chronological order;
• Uses a wide variety of written, visual, and auditory materials;
• Reflects the nation’s diversity and commonalties of backgrounds, points of view, and experiences.

Lesson Format

Each Talent Development history lesson includes the following sections.

Before Teaching the Lesson
THEME: A one or two sentence summary of the main focus of the lesson

OVERVIEW: A discussion of the historical importance and content of the lesson with additional background information for the teacher

STANDARDS: Both content and historical thinking standards for the lesson from the National Standards for United States History

RESOURCES: A list of student and teacher materials needed for the lesson and related web sites. The teacher collaborates with the librarian/media specialist to use computers as research tools for the students.

VOCABULARY: The important words, names, and places in the lesson Vocabulary words for which the students are responsible are starred (*).

Teaching the Lesson
FOCUS ACTIVITY: A brief Focus Activity introduces the lesson, engages the students, and draws upon their prior knowledge. For example, students make predictions based on a historical quotation; interpret a photograph or a video clip; brainstorm; or react to a short anecdote or an intriguing question. The Focus Activity incorporates team or partner interaction.

TEACHING ACTIVITY: This component features interactive instruction through teacher-directed questions, discussion, and modeling to teach content and historical thinking processes. The Teaching Activity usually includes the guided reading of historical narratives, especially the text, for a specific purpose. In addition, the teacher prepares students for the team learning activity with instructions and sets standards for the teamwork product.

STUDENT TEAM LEARNING ACTIVITY: Working in teams, students actively investigate the lesson content, solve problems, use information for a purpose, and apply the tools of the historian. Whenever possible, the task or problem is authentic
and structured so that each student has an identified individual responsibility or product to contribute to the team effort. Student Team Learning activities include simulation and role playing, analyzing primary documents (written and visual), jigsaw and group investigation, using web sites, reading primary and secondary historical materials, and problem solving. The activity is usually completed in one class session but may be a long-range assignment.

**REFLECTION AND REVIEW ACTIVITY:** In this brief conclusion activity, the students review and personally respond to one or more of the lesson’s major concepts. For example, students make connections to other historical events or ideas, respond with their own ideas or actions, consider ethical or moral implications, think and write about history, and judge the historical significance of events and individuals.

**HOMEWORK:** Assignments for the next class session, reports, projects, or journal entries are suggested. For classes in which each student has a personal copy of the text, students may read the chapter in addition to or instead of the suggested homework assignment.

**LIBRARY/MEDIA RESOURCES:** This section lists supplemental materials (fiction and non-fiction books, magazines, videos, and CD ROMs) that support but are not essential to the lesson. The teacher works closely with the school librarian/media specialist to provide these resources, and to teach and support student research, research skills, and use of the library.

**CONNECTIONS:** Some brief suggestions for working with colleagues to connect history with other disciplines are offered.

### Student Team Learning

_Student Team Learning_ is an essential feature of each Talent Development history lesson. Lessons incorporate both a specific _Student Team Learning Activity_ and many other opportunities for teamwork. These team activities are more than students working together; they are clearly indicated learning structures that guide students to respond to and interact with each other in specific ways and to process information in their teams in a variety of ways.

Instead of competing, students work together to learn positive interdependence and contribute to their own and their team’s understanding of historical content and processes. As students work in learning teams, they begin to see their classmates as important and valuable sources of knowledge. Students sharpen their own historical thinking skills and benefit academically because in a cooperative learning team atmosphere they have more chances to understand the material through oral rehearsal, thinking out loud, and discussing their views with others. Essential _Student Team Learning_ skills—acquired step by step and reinforced in every
lesson—make the classroom climate more positive and more nurturing as students learn to give each other encouragement and praise.

Each student participates in the Student Team Learning Activity with an individual specific responsibility or task within the overall team assignment. Each student is individually evaluated for his or her contribution; assessment does not include group grades. Although the team helps individuals to learn, ultimately each student is personally responsible for his or her own achievement.

The teacher not only instructs the students but also guides and facilitates individual learning. During all teamwork activities, the teacher constantly circulates among the teams and monitors their progress, providing an excellent opportunity to interact with the students and guide their learning.

The students work in teams of four (or five, if necessary) with each student paired with a learning partner on the team. The teams should be heterogeneous and reflect the composition of the classroom. In assigning students to their teams, the teacher balances gender, ethnicity, and ability. Once the teams are formed, the teacher provides opportunities for the students to learn to work together. Instead of breaking up teams that have problems, the teacher emphasizes the social skills the students need to learn and work together. Teams remain together during the entire study of each book. Team composition changes when a new text is introduced.

**Lesson Techniques and Strategies**

**Brainstorming**

*Brainstorming* is an oral or written technique that encourages students to generate as many ideas as possible within a short, specific time period, such as one minute. Students discuss and evaluate responses only after the brainstorming time has ended.

**Roundtable**

*Roundtable* is a *Brainstorming* activity during which all team members contribute ideas on one sheet of paper. Each team member writes or draws an answer and passes the paper to the student on the right. Usually teams have a specific time limitation, such as one minute, to generate as many responses as possible.

**Simultaneous Roundtable**

During *Simultaneous Roundtable* more than one sheet of paper circulates within the team. Team members start with one sheet each and pass it on to the team member on the right. With four sheets of paper in constant motion, this technique should be used only after teams become proficient with *Roundtable*.

**Round Robin**

*Round Robin*, an oral counterpart to *Roundtable*, is an excellent method for brainstorming, problem solving, divergent thinking, or creating a list. It is also
effective with students who have limited writing skills or who need to verbalize their thinking.

Think-Pair-Share
Sometimes called Turn to Your Partner, Think-Pair–Share provides an opportunity for students to actively respond to a question, make a prediction, or state an opinion. Students think about the content just presented or consider a question or another prompt. They share their responses with team partners. Partners may exchange similar or different responses and ideas. This is usually a quick way—if the teacher sets a time limit—for students to share ideas, information, or opinions, but it also works when two students engage in a longer task. Think-Pair–Share is more time-efficient than Think-Team–Share and can be used in its place; however, whole team discussion usually elicits a wider range and a greater number of student responses.

Think-Team-Share
Think-Team-Share is the same as Think-Pair-Share except that the entire team does the sharing. Think-Team-Share allows for more diversity and a greater exchange of ideas, but also it takes more time for all team members to respond. Always set a time limit for the exchange of ideas.

Think-Write-Pair-Share
Think-Write-Pair-Share is similar to Think-Pair-Share, but it requires more time for the written response. However, if students write their answers before sharing they won’t be swayed by the opinions of others or lose direction. Think-Write-Pair-Share may be used in place of Think-Pair-Share or Think-Team-Share.

Speculate
Students consider a question or idea in order to make inferences, express an opinion or personal viewpoint, or predict consequences or effects. Although speculations are personal opinions, students should be able to explain their reasoning or cite evidence to support their opinions.

Partner Read
In Partner Read students share a reading assignment with their team partners. The students read the assignment to each other, paragraph by paragraph, and afterward often discuss questions about the reading. This technique assists students who are weak readers. Consider the reading ability of individual students when assigning team partners. Although a stronger reader is able to help a weaker reader, the partnership often suffers if the two reading abilities diverge widely.

Timed Telling
During Timed Telling a student or team has a specific amount of time to share information, opinions, or results of an investigation with the class. The time limitation assists students with summarizing information, choosing main ideas, and
organizing their responses to make the best use of the allotted time. The teacher uses a timer rather than a clock or a watch.

**Team Investigation**
After teacher instruction, students in their teams engage in a *Student Team Learning Activity* that reinforces, expands upon, requires the use of, or tests their knowledge. During the *Team Investigation*, teams search and analyze the text, primary source materials, or other resource materials; draw conclusions and make connections; or complete a task that applies their learning and the tools of the historian. Students may share the results of their *Team Investigation* with other teams or the class.

**Jigsaw**
During *Jigsaw*, students research specific questions and become experts on their question. Experts from the different teams meet to discuss their common topics and then return to teach their topics to their teammates. *Jigsaw* has three steps:

- **Reading**: Each team member is assigned or chooses his or her expert topic or question. The student reads about and investigates that topic or question to prepare for meeting with his or her expert group.

- **Expert Group Discussion**: All students with the same topic or question meet together in an *expert group* to further investigate the topic and share information. Students may use a study guide, graphic organizer, or question sheet to guide this *expert group* research and discussion. If any *expert group* has more than six students, the teacher splits that group into two smaller groups so that each student has a better opportunity to participate. The teacher or *expert group* may appoint a discussion leader for each group. The leader moderates the discussion, making sure that everyone has an equal opportunity to participate. Note taking or secretarial tasks should be shared so that each student participates. Usually each student records information to share with his or her original teammates.

- **Team Report**: Students return to their respective teams and share information about their specific topic or question. Team members take notes and question the expert so that all team members understand the topic information or are able to answer the topic question. Usually each team member has a limited amount of time to make his or her presentation to the team, so that each team member has an equal opportunity to report information.

**Numbered Heads**
In *Numbered Heads*, each student in the team has a number—1, 2, 3, or 4. Students, in their teams, listen to instruction from the teacher or engage in a learning activity. When a question is posed or a thinking prompt given, the teacher tells the team to put their heads together and discuss it (*Think-Team-Share*). This gives the students an opportunity to immediately discuss the information and determine the right response together. Since the team does not know who will
represent them in sharing their response with the class, all members of the team must be prepared to do so. After a set time for discussion, the teacher signals for attention. The teacher calls one of the numbers. All students with that number stand and are prepared to give their team’s response or answer the question. *Numbered Heads* is a good technique for an oral quiz or checking questions when all students need to know the information. For simultaneous responses, team members write a response on the chalkboard. Teachers may choose numbers by rolling a die or choosing a number stick or number card.

**Introduce the Vocabulary**
When *introducing the vocabulary*, the teacher pronounces the words and the names of people and places in the lesson with which the students are unfamiliar, and provides a very brief definition of the terms as they are used in the lesson. These vocabulary words and a brief definition are written on chart paper and displayed in the classroom. Students do not copy the words or their definitions, as the purpose of *introducing the vocabulary* is to prepare the students to read the text or other historical materials.

**Circulate and Monitor**
For the *Student Team Learning Activity* (and all other team interactions) to succeed, the teacher must circulate among the teams and monitor their progress while students work. Besides encouraging the students to stay on task and complete the assignment, the teacher troubleshoots potential difficulties before they become large problems. During *Circulate and Monitor*, the teacher assists students with the task; asks stimulating, thought-provoking, and guiding questions; answers student queries; reinforces concepts and provides content information; checks assignments; and records grades. This interaction between the teacher and the teams provides the key to productive teamwork.

**Graphic Organizers**
*Graphic organizers* such as webs, Venn diagrams, charts, cause and effect, and other diagrams help students visualize, organize, and record ideas and information. Encourage students to create their own *graphic organizers* whenever helpful.

**Reading for a Purpose**
When reading both primary and secondary history materials, students have a clearly stated reason for reading the information.

**Notebooks**
Students record, store, and organize information, handouts, and assignments in notebooks. Loose-leaf, three-ring binders allow students to easily organize information and practice how to keep a notebook.

**Assessments**
The assessments focus on factual information and essay questions, but teachers are strongly encouraged to create their own evaluations, that more closely fit the progress and abilities of their students or include other forms of assessment, such as performance-based evaluations.
Modifying the Lessons

The teacher who has less than a sixty-minute class period must modify the lessons. Consider the following guidelines in planning those adaptations:

First, as a general rule, do not eliminate any of the four sections of the lesson—that is the Focus, Teaching, Student Team Learning, and Reflection and Review Activities, as these four lesson sections are vital to the structure and pace of the lesson and class management; instead, modify within the four lesson sections.

Modifying Reading
- The teacher reads the first page of the chapter to the students. This has four benefits: it saves time, models good reading skills, provides an active listening activity, and puts the students into the text immediately.
- Students Partner Read. Partner reading allows slower readers to be paired with faster readers, although a wide gap in the partners’ reading abilities frustrates both students. Each partner reads every other paragraph (not every other page) as this reading increment helps keep readers focused and on task.
- If each student has a personal copy of the text, both the reading and the Reading for a Purpose task may be assigned as homework.

Modifying Questions
- Eliminate some of the discussion questions in a multi-question task, particularly if the students already know the information or if the questions require lower level thinking.
- Students discuss the questions instead of writing answers.
- Assign one question to each team member in a multi-question task.
- To discuss questions, students use Think-Pair–Share, which takes less time than Think-Team-Share.

Introducing Vocabulary
- Before the lesson, write the vocabulary words and their brief definitions on chart paper or the chalkboard.
- During the lesson, briefly review only terms, pronunciations, and definitions that are unfamiliar to the students.
- Students do not copy the terms and definitions, but instead refer to the words on the displayed chart. If students require additional vocabulary work, provide them with a study sheet after the lesson.

Modifying Activities
- Shorten a selected activity or an explanation if students are familiar with the information or if it is not essential to their understanding.
• Assign specific tasks within the larger activity to individual students.
• If students understand and fully share the results of their reading or a Student Team Learning Activity, eliminate a general class discussion of the same material.
• Using Numbered Heads for students to report information is a more time efficient technique than choosing students at random and keeps the discussion moving without lost time.

Management
• Use a timer to limit discussion and sharing periods. Better than using a wall clock or watch, a timer is an efficient and accurate third person time keeper that does not become distracted and or lose track of time limits.
• Constantly and consistently Circulate and Monitor to help students begin a task immediately, keep teams on task, encourage students to remain focused, and pace the activity.
• Immediately begin class with the Focus Activity, so that students enter into the lesson without lost time. Display the focusing task when the students enter the classroom.
• Establish efficient management patterns for the distribution and collection of all needed materials, documents, and work sheets and for the transition of students from task to task.
• Move the lesson along as rapidly as possible by eliminating pauses and times of inactivity.
SAMPLE PACKET

LESSON PLANS AND STUDENT SHEETS

BOOK ONE

THE FIRST AMERICANS

A History of US

TEACHING GUIDE

AND RESOURCE BOOK

CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS

TALENT DEVELOPMENT MIDDLE SCHOOLS

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Description: *The First Americans* tells the story of the very beginnings of the United States, from the development of hundreds of Indian societies to the formation of the first permanent settlements by Europeans. The Native Americans and the African and European explorers faced many conflicts, but also enjoyed the exchange of ideas and cultures that helped to create a New World in *A History of US*.

Teaching & Student Activity Highlights:

- investigate native cultures
- make a culture box
- interpret notes and quotes
- date archaeological evidence
- examine and create Viking artifacts
- present a readers' theater — the Log of Columbus
- explore and create historical maps
- describe geographic areas and their impact on history
- prepare a skit about early explorers
- solve a historical mystery

The Lessons

<table>
<thead>
<tr>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
<th>Section 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Lesson 5</td>
<td>Lesson 10</td>
<td>Lesson 15</td>
<td>Lesson 23</td>
</tr>
<tr>
<td>Why History?</td>
<td>First American Cultures</td>
<td>Vikings</td>
<td>About Beliefs and Ideas</td>
<td>Forts, the French &amp; Fighting in Florida</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Lesson 6</td>
<td>Lesson 11</td>
<td>Lesson 16</td>
<td>Lesson 24</td>
</tr>
<tr>
<td>How Old Is It?</td>
<td>First American Cultures</td>
<td>An Age of Exploration Begins</td>
<td>For God, Gold and Glory: Cortés</td>
<td>New France</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Lesson 7</td>
<td>Lesson 12</td>
<td>Lesson 17</td>
<td>Lesson 25</td>
</tr>
<tr>
<td>By Land or Sea</td>
<td>First American Cultures</td>
<td>Columbus Sets Sail</td>
<td>Spanish Explorers: Ponce and Pizarro</td>
<td>The First English Colonies</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Lesson 8</td>
<td>Lesson 13</td>
<td>Lesson 18</td>
<td>Lesson 26</td>
</tr>
<tr>
<td>The Hunters and The Hunted</td>
<td>First American Cultures</td>
<td>Columbus and His Successors</td>
<td>Estebán and Coronado</td>
<td>The Lost Colony</td>
</tr>
<tr>
<td>Review Lesson</td>
<td>Review Lesson</td>
<td>Review Lesson</td>
<td>Conquistadors &amp; A Colony</td>
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</tr>
<tr>
<td>Lesson 9</td>
<td>Review Lesson</td>
<td>Lesson 14</td>
<td>Review Lesson</td>
<td>Lesson 27</td>
</tr>
<tr>
<td>First American Cultures</td>
<td>Around the World With Magellan</td>
<td>The Spanish Armada</td>
<td></td>
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</tbody>
</table>

THE FOLLOWING LESSONS ARE INCLUDED IN THIS SAMPLE SET: Lessons 1, 5 and 24

To view the listing of materials needed for student activities, see the “RESOURCES” section of each sample Lesson.
Lesson 1
Why History?
Chapter 1

Despite our diversity, Americans share a common history based on democracy.

Today you have only to watch television, peruse the local bookstore, or read a newspaper to learn that Americans—and our school children in particular—are woefully ignorant concerning their national history. From late night talk show host David Letterman’s feature, “On This Day in History According To A Dumb Guy,” to editorial headlines that pontificate, “We’ve failed to teach our history!” to research findings in survey after survey, the realization inexorably grows that Americans do not know the dates, events, or persons of their national history.

At times amused, but more often horrified, by the chronological confusions and history howlers of their students, educators ask: How has this happened? What can we do about it? Why should kids study history? And perhaps, the most challenging of all—what can we as teachers do to make the study of history vital and engaging for students? History itself offers us some clues to why and how students should study history.

First, what do we mean by history? Webster’s Dictionary defines history simply as “an account of what has happened.” Unfortunately, for many young students, these past accounts are nothing but dry, boring, dead facts they are forced to read or worse, to memorize. Too often critics of modern education assume that a command of factual information
means that students understand the meaning of their national history. Such critics echo the sentiments of Charles Dickens’ schoolmaster Mr. Gradgrind, in *Hard Times*,

“Now, what I want is, Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else and root out everything else. You can only form the minds of reasoning animals upon Facts: nothing else will ever be of any service to them. This is the principle on which I bring up my own children, and this is the principle on which I bring up these children. Stick to Facts, sir!”

But is teaching the facts really the answer to the history problem? Stephen Kries, in his essay “Americans Short on History”, asks, “Are we a nation of fact seekers? Modern Gradgrinds? Must we subscribe to the Jack Webb school of historical knowledge: ‘nothing but the facts’?”

Furthermore, historians themselves are often unclear about what is fact since new evidence constantly changes what we think we know. For example, archaeological findings at Cactus Hill, Virginia, seriously damage the long-held theory that the first Americans entered the new world over the Bering Strait land bridge, and recent DNA evidence supports a sexual relationship between slave Sally Hemmings and slave holder Thomas Jefferson. Furthermore, there is some merit to the claim that the victors write the history and pick the facts to fit their purposes; facts and their interpretations are subject to the teller’s point of view. In recent years, history has begun to incorporate a variety of new approaches and subjects to tell a more complicated and inclusive story. History professor Drew Gilpin Faust notes that the revolution in historical studies came from a desire to tell “more people’s stories, different people’s stories to make the Big Picture more complex, more varied, more nuanced.” But Faust also notes that in the process, “…we began to ‘decelebrate’ the pasts of those who had already
been there.” “What then,” Faust queries, “do we want from our changing version of the past?”

Today’s educators realize that the good study of history seeks answers beyond the what. Through active student research and analysis, it also teaches who was responsible for important events and, even more important, why they occurred. In fact, history derives not only from the Latin word historia meaning “a learning by inquiry,” but also from the Greek word istor, meaning “a wise man.” This distinction between facts and the meaning of facts elevates the study of history to the seeking of knowledge that leads to wisdom; in other words, what do the events mean, and how can we use this knowledge to improve the human situation today. So the good study of history helps students ask questions, seek knowledge, and acquire wisdom.

In addition, this study of history through inquiry leads to self-knowledge and self-improvement. Socrates—that great teacher who used questions and dialogue to lead his students to knowledge and understanding—summed up this virtue in a deceptively simple phrase “Know thyself.” Students living in today’s complex world need to know their inner selves, to be aware of what makes them who they are. And the study of history reveals this knowledge. To Socrates, personal understanding requires that you not only know something, but more importantly, you know why you know it. Individuals do not live in isolation but in society with other individuals, all of whom are on the same quest for personal understanding (especially adolescents, preoccupied with themselves and how they fit into their world). Socrates understood that self-knowledge does not depend solely upon introspection or reflection, but on conversation, dialogue between two or more people in the search for self-improvement. Instead of the lecture hall with students silently sitting in rows, learners need classroom opportunities to discuss with their peers
the events, people, and ideas of history and what it means to them.

Harvard history professor Bernard Bailyn believes that in the personal search for understanding and wisdom,

History should be studied because it is an absolutely necessary enlargement of human experience, a way of getting out of the boundaries of one's own life and culture and of seeing more of what human experience has been. By studying history, students can orient the present moment in where we as humans have come from and make decisions based on actual experience and not on myth or fantasy about the past. When we know the pathologies of the past, we stand a better chance of recognizing them in the present, and thus preventing them in the future.

Young people living in the fast-paced, constantly-changing modern world especially need to carry the lessons of the past into the future. As Robert B. Anthony points out in his essay, “Futurists Take Note: History Is All We Have,” “It is impossible to think about the future with no knowledge of the past.” Both Bailyn and Anthony believe that just as an individual needs memory for his or her individual identity, a civilized society needs a historical consciousness. Not merely an awareness of the past, historical consciousness is, in the words of Wilfrid M. McClay, the “…cultivation of respect for what cannot be seen, for the invisible sources of meaning and authority in our lives—for the formative agents and foundational principles that, although no longer tangible, have made possible what is worthy in our day.” Sociologists call this a “community of memory”, the stories and memories of things we never experienced first hand, the learning to feel the living presence of the past and making it our own in the present.

This historical consciousness or community of memory—so valuable to our nation and its ideals—
requires the study of history. For example, as a student studies a particular historical event, that student becomes one of many who remember it, and so, in some way, is connected to all who remember it. As Americans, we are sustained by such collective memories—those stories of our nation’s foundation, conflict, and perseverance. McClay notes the significance of these common memories to our nation, “Historical consciousness is, then, part of the cement that holds America together and makes us willing to strive and sacrifice on her behalf.” His point is best exemplified in Lincoln’s first inaugural address, given during a national time of confusion and crisis, that urged a broken nation to find direction in recalling the spirit and sacrifice of its founding patriots:

We are not enemies, but friends. We must not be enemies. Though passion may have strained, it must not break our bonds of affection. The mystic chords of memory, stretching from every battlefield and patriot grave to every living heart and hearthstone all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature.”

For Lincoln, the Civil War battlefields and graves deserve our remembrance because of the cause for which the sacrifice was made—in order that government of the people, by the people, and for the people should not perish from the earth. The mystic chords of memory thus draw us back, along with all others who remember, to our first principles as a nation founded with a unique creed of national identity.

Perhaps Abraham Lincoln most succinctly summarized the importance of history when he stated, “Fellow-citizens, we cannot escape history.” Although Lincoln addressed a nation weary of a long and bloody war to remind them that their enormous sacrifice would be remembered forever, he could as easily be talking to every generation since, for we
are all a part of history. Each of us, our students included, make our own history in small ways every day, even as we live through national events. If students, as individuals and a nation, make studying the past a part of living in present history, they will acquire knowledge that leads to wisdom.

**STANDARDS**

**HISTORICAL THINKING**

The student will

**Historical Comprehension**

- read historical narratives imaginatively
- draw upon visual, literary and musical sources

**Historical Analysis and Interpretation**

- analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance
- hypothesize the influence of the past

**Historical Research Capabilities**

- obtain historical data

**Historical Analysis and Decision-Making**

- identify issues and problems in the past

**CONTENT**

The student will demonstrate understanding of

**The reasons why studying history is important**

**RESOURCES**

**For each student**

The First Americans by Joy Hakim: Chapter 1, “History? Why?”

Three-ring binder notebook

One of the numbers on the Student Sheet: Numbered Heads

**For the team**

Team Sheet: You Can Quote Me!

**For the teacher**

Transparencies:

- Notes and Quotes
- Milton Metzger on History
For the classroom
Vocabulary words (not the definitions) written on chart paper
Three questions (from the first paragraph on page 11 of Chapter 1, “History? Why?” in The First Americans) written on chart paper
Overhead projector
Bulletin Board with the title Why Study History?

Web sites
American Historical Association @ http://www.fred.net/nhhs/html3/culture.htm
Center for History and New Media @ http://americanhistory.si.edu/lisalaw/1.htm
Historical Text Archive @ http://www.emerson.edu/acaddepts/CS/policom/
The History Channel @ http://www.stanthony.com/pers/jbushur/Joe.htm
Horus’ WWW Links to History Resources @ http://www.oldiesmusic.com.htm
The National Council for History Education @ http://63.70.163.70/nche/main.html
Index of Resources for Historians @ wysing://17/http://www.lib.uci.edu/rrsc/history.html
Voice of the Shuttle: History Page @ http://vos.ucsb.edu/
Library of Congress @ http://lcweb.loc.gov/
National Archives @ http://www.nara.gov/index.html

Words to Remember
*democracy – a form of government in which the people govern themselves and are the supreme power
theme – main idea
Constitution – supreme law of the United States
Bill of Rights – first ten amendments to the Constitution that guarantee individual rights and liberties
liberty – freedom
justice – fairness
The First Americans  8

*quotation or quote* – information copied word for word from a source or the exact written or spoken words of a person.

*note* – information from sources written in the student’s own words

The Lesson

**Note to the Teacher:** Students work in teams during the lessons in The First Americans. To begin student team learning, place the students in partnerships on the first day of class. During the first four lessons, each student works with a partner to become familiar with working together to complete a task and to practice techniques such as **Think-Pair-Share, Partner Read, and Numbered Heads**. During this preliminary partnership time, observe students as they work together. Use this information to combine students into effective teams of four or five members. Beginning with Lesson 5, assign students to their teams for the duration of The First Americans. For additional information about team learning, refer to The introduction at the beginning of this guide.

**FOCUS ACTIVITY**

**FOCUS ACTIVITY - 10 minutes**

1. Assign each student a partner with whom to work. The partners sit together. Give each student a number, one through four from the Student Sheet: Numbered Heads.

2. Display the chart and read the questions (first paragraph on page 11 of Chapter 1, “History? Why?” in The First Americans).

3. Students use **Think-Pair-Share** to discuss the questions with their partners.
• Who cares what happened long ago?
• Why study history about dead people in history books?
• Why study history at all?

Circulate and Monitor: As the students discuss the questions, visit each partnership to encourage each student to state his or her opinion.

Use Numbered Heads for partnerships to briefly share their opinions.

TEACHING ACTIVITY - 20 minutes

1. Introduce Chapter 1 “History? Why?” by reading the first two paragraphs on page 11 in The First Americans to the students.

2. Reading for a Purpose: Students Partner Read pages 11 and 12 (stopping after the fourth paragraph) to discuss author Joy Hakim’s response to the three Focus Activity questions.

Circulate and Monitor: As the students read, visit each partnership to help students with the task.

3. Discuss author Joy Hakim’s reasons why we should study history with the students and record those reasons on the chart paper under each question.

As you discuss each reason, create student interest in The First Americans by briefly mentioning upcoming stories and mysteries.
• History is full of stories. (For example, the story of how worms sunk Columbus’ ships, or stories about famous, infamous, and ordinary people or about young people their own age)
• History is a mystery. (For example, How did the first Americans get here? or Who discovered America before Columbus?)
The First Americans 10

• History is especially important for Americans. (For example, with all our differences, what do Americans have in common?)

4. Reading for a Purpose: Students finish Partner Reading Chapter 1 to discuss the following questions with their partners:
   • What is a democracy?
   • What is the supreme law of the United States?
   • Why is the Bill of Rights so important?
   • What does “liberty and justice for all” mean?

Circulate and Monitor: As the students read, visit each partnership to help students with the task.

5. Use Numbered Heads to discuss the questions with the students. As the students answer the questions, write their definitions of the words on the vocabulary chart.

STL ACTIVITY - 20 minutes
Interpreting quotations about history

1. Explain the Student Team Learning Activity.

2. Use the Transparency: Notes and Quotes to explain the difference between taking notes and using quotations.

3. Direct each partnership to write an example of a note and a quote using the text, The First Americans.

Partnerships share a few examples with the class.

Be sure the students understand the proper use of quotation marks when writing quotes. If necessary, use the reminder Source-Comma-Quote to help students remember the correct procedure. Also check that students understand how to take notes.
in their own words. **Note to the Teacher:** Using quotations and taking notes are an important part of this curriculum; thus students need to know how to use both in their work.

4. Join partnerships together on this activity to create teams of four students. **Note to the Teacher:** Each partnership either has numbers 1 and 2 or numbers 3 and 4. Put together number 1 and 2 partnerships with number 3 and 4 partnerships to form teams.

5. Assign one of the quotes found in the side bars of Chapter 1 of *The First Americans* to each team.

6. The team reads and discusses its quotation, agrees on an interpretation, and writes a note explaining what the quotation means.

**Circulate and Monitor:** As the students work, visit each team to help students read and analyze their quotations. Be sure students work together on the assignment.

7. Use **Numbered Heads** for each team to share its quotation and its meaning. Ask the teams if they agree or disagree with the quotation and explain why.

8. Read the theme of the book (page 12, paragraph 3, of *The First Americans*).

Conduct a general class discussion about the theme statement:
- Do the students agree or disagree with the statement?
- Why do they agree or disagree?
- What evidence do the students have from our nation’s history that supports or refutes the statement?
- What personal experience do the students have to support or refute the statement?
REFLECTION AND REVIEW ACTIVITY

1. Use the Transparency: Milton Metzger on History and read the excerpt from a conversation with Milton Metzger published in the January 1990 Cobblestone Magazine, What Is History? Milton Metzger is the author of more than seventy books—many of them for young readers—on history, people, and social issues.

Why should young people study history?
Metzger: I think history helps young people to develop a sense of shared humanity. It helps them to understand themselves and all those outside their own skin. Through history, they learn how they are similar to and different from other people down through the ages and across all the continents. They see how false are the stereotypes of themselves and others. They grasp the difference between facts and guesses. They learn how complex are the forces that shape the world we now live in. They see, too, that simple answers are often not good ones. And they realize that not every problem has a solution. They come to know how irrational, how accidental, are the turns in human affairs. And they appreciate the power of great ideas and of great characters in history.

2. Give each partnership a Team Sheet: You Can Quote Me! and explain the activity.

3. Each partnership answers the question, Why should young people study history? by writing its own quotation using the Source-Comma-Quote format. For example, Juan and Susan said, “We should study history because we are part of history that is being made right now.”

4. Display the quotations on the Why Study History? bulletin board.
**Note To the Teacher:** Keeping a notebook helps students record and organize information in a systematic way. During the study of The First Americans, each student keeps important handouts, notes, research results, and study sheets in a three-ring binder that also includes a homework section for the student’s writing about history.

**HOMEWORK**

History is full of stories. What is your favorite story about your own history? In the homework section of your notebook, write a page-long account telling about the most important event of your life or the person who had the most influence on you.

**LIBRARY/MEDIA RESOURCES**

**Nonfiction**

How to Use Primary Resources by Helen H. Carey and Judith E. Greenberg, Franklin Watts
How to Use Your Community as a Resource by Helen H. Carey and Deborah R. Hanka
The Future and the Past by Robert Gardener and Dennis Shortelle, Julian Messner
My Backyard History Book by David Weitzman, Little, Brown and Company
The Great Ancestor Hunt by Lila Perl, Clarion Books

**Cobblestone Magazine**

What is History?

**CONNECTIONS**

**Language Arts/Library** - Students research Clio, the Greek muse of history. What is her story? Why is she the muse of history? Who are the other nine Greek muses who inspired the arts? Students share this information by creating posters or picture books of Clio and her sister muses.

**Technology/Library** - Students explore history web sites and begin a list of sites that they and other
classmates will use in their study of The First Americans.

**Biography/Library** - Students research one or more of the persons quoted in the side bars of Chapter I of The First Americans. Who was the person? What part did the person play in history? How does information about the person help us better understand his words?

**Technology/Library** - Students log on to the Library of Congress and the National Archives web sites to explore where our nation’s important papers and documents are stored. Both sites have interesting and important information for students.

**Local History** - Students go on a community quest, a historical scavenger hunt to learn about their community’s past and present. Students decide what kind of information they want to find and gather the information to share with classmates. My Backyard History Book by David Weitzman offers some great ideas for exploring local history.

**Class Project** - Students create a time capsule to preserve some of today’s history for the future. Students decide what to include, then prepare and bury their capsule, which can be a large glass jar. See the January 1990 Cobblestone Magazine, What Is History for more information in the article, “History for the Future.”
Numbered Heads

1

2

3

4

5
You Can Quote Me

Team Sheet 1 - Lesson 1
The First Americans
Notes and Quotes

Notes - Information from sources written in the student’s own words.

JFK – Hist = memory of nation

Quotes - Information copied word for word from a source or the exact written or spoken words of a person. The source (document or person) of the quote must be identified, and the quoted words placed within quotation marks.

Source-Comma-Quote

President John F. Kennedy said, “History, after all, is the memory of a nation.”
Milton Metzer on History

Why should young people study history?

**Metzger:** I think history helps young people to develop a sense of shared humanity. It helps them to understand themselves and all those outside their own skin. Through history, they learn how they are similar to and different from other people down through the ages and across all the continents. They see how false are the stereotypes of themselves and others. They grasp the difference between facts and guesses. They learn how complex are the forces that shape the world we now live in. They see, too, that simple answers are often not good ones. And they realize that not every problem has a solution. They come to know how irrational, how accidental, are the turns in human affairs. And they appreciate the power of great ideas and of great character in history.
Note to the Teacher: Students research the first American cultures during the next five lessons by using The First Americans and at least one other source. Specifically, students investigate what life was like for native peoples before the arrival of Columbus, how geography affected native cultures, and to establish that Pre-Columbian Indians developed unique, civilized cultures. Each team shares the results of its research through a culture box presentation to the class.

For a fuller understanding of this activity, read Chapters 5 through 12 in The First Americans and preview Lessons 6 through 10 in this Teaching Guide and Resource Book. Briefly, the lessons are designed as follows:

- Lesson 6 – Teams engage in map activities to identify how geography and climate affected the first American cultures. Teams receive their investigative assignments.
- Lessons 7 and 8 – Students research their specific culture group, record information, and construct their team’s culture box.
- Lessons 9 and 10 – Each team shares its culture box in a class presentation that involves each team member.

Coordinate this research project with your school librarian, media specialist, and computer lab teacher who can provide opportunities and resources for the students’ investigations. Students need access to a variety of written, visual, and audio resources about Pre-Columbian Native American cultures.
Indigenous North American peoples adapted to the geography and climate of their specific environments creating unique, civilized cultures.

According to historian Randall H. McGuire, there were no “Indians” in North America when Christopher Columbus landed in the Bahamas five hundred years ago, but more than ten million people lived in what is now the United States. They spoke hundreds of different languages, but in those languages, the names by which they most often called themselves meant the people. These early people became Indians when Columbus called them una gente en dios, “a people living in God.” In Spanish, their name became Indios, and finally, Indians in English.

Archaeologists estimate that the first early people came to North America more than twenty thousand years ago, and recent findings indicate that they might have arrived even earlier. Current archaeological discoveries shake long-held, first-migration, Bering Strait theories. New evidence suggests that other arrivals, perhaps by sea, predate the Ice Age, which created the arctic land bridge from Asia to America. Indian cultures have long held that the people were created with the land. Each Native American culture had its own creation story that explained who they were, where they came from, what the borders of their world were, and how they should live as humans. The natural, physical world around them—its plants and creatures, its land and waters, the celestial bodies, and the forces of nature—had the greatest influence on satisfying their basic needs for food, shelter, and clothing; on their society; on their art forms; and on their spiritual life. By adapting to and using the natural surroundings, the first peoples created hundreds of unique cultures throughout what is now the United States.

Regardless of how or when they arrived in North America, once here, the early people found an Arctic-like climate in the northern regions and lush green lands where western deserts now stand. Nine
thousand years ago, when the climate warmed, the lives of these early peoples changed as they adapted their ways of life to their new environments. They developed individual languages, built and lived in villages, cultivated crops, devised ways to govern themselves, traded with each other, made objects of great beauty, and participated in sacred rituals and ceremonies. In short, they created individual, unique, sophisticated cultures worthy of modern man’s respect.

The influence of their environments permeated and shaped every aspect of their daily lives, from the pottery and adobe houses created from western desert mud to the buffalo-hide tepees so suited to nomadic life on the windy Great Plains. An intimate symbiotic connection to the natural world around them existed in all aspects of early native cultures. Franc Menusan, a modern, mixed-blood French, Spanish, and Creek Indian who performs on Pre-Columbian musical instruments, provides insight into this deep bond as manifested in native music.

American Indian music has roots deep in the relationship between the sounds of nature and people’s desire to communicate the emotions of the heart. Our music developed from the power of rushing rivers and thundering herds of buffalo, the cries of the coyote, and the songs of birds. It is for indigenous people a sacred bond to the natural world, like a bridge connecting the beginning of time to the present and connecting native people today to our ancestors and other supernatural forces of this earth.

Many prehistoric cultures are lost to us today. We gain only tantalizing glimpses of ancient life, frozen in time at empty archaeological sites, such as Chaco Canyon, New Mexico. We can only read the ruins and guess at the complex life that once invigorated
this amazing settlement. But remnants of other ancient cultures live on in modern Indians who, although they might dress, work, and live like their white counterparts, still retain their cultural roots in sacred ceremonies, celebrations, and powwows.

Understanding these amazing, complex early cultures helps us as modern Americans to realize their influence on our national history and to appreciate and admire native cultures.

**STANDARDS**

**HISTORICAL THINKING**

The student will

**Historical Research Capabilities**

- formulate historical questions
- obtain historical data
- question historical data
- identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation

**CONTENT**

The student will demonstrate understanding of

The characteristics of societies in the Americas, western Europe, and West Africa that increasingly interacted after 1450

- commonalities, diversity, and change in the societies of the Americas from their beginnings to 1620
  - draw upon data provided by archaeologists and geologists to explain the origins and migration from Asia to the Americas and contrast them with Native Americans' own beliefs concerning their origins in the Americas
  - trace the spread of human societies and the rise of diverse cultures from hunter-gatherers to urban dwellers in the Americas
  - compare and explain the common elements of Native American cultures such as gender roles, family organization, religion, values, and environmental interaction and their striking diversity in languages, shelter, tools, food, and clothing
  - compare commonalities and differences between Native American and European outlooks and values on the eve of "the great convergence"
**RESOURCES**

**For each student**
The First Americans by Joy Hakim:  
Chapter 8, “Taking a Tour”  
Chapter 6, “Cliff Dwellers and Others”  
Chapter 7, “The Show-offs”  
Chapter 9, “Plains Indians Are Not Plain At All”  
Chapter 10, “Mound for Mound, Those Are Heavy Hills”  
Chapter 11, “Indians of the Eastern Forests”  
Chapter 12, “People of the Long House”  
Classroom and school library resource books about Pre-Columbian native cultures  
Access to web sites about first Americans  
Student Sheets:  
  United States Map  
  Geographic Features

**For each team**
Optional: Geographic atlas  
Crayons or markers

**For the teacher**
Transparency: Pre-Columbian Cultures Map  
Transparency markers

**For the classroom**
Overhead projector  
Optional United States map  
Vocabulary words written on chart paper

**Web sites**
American Indians - Cultural resources @ wysiwyg://14/http://www.hanksville.org/NAresources/indices/NAculture.html  
Native Americans - Internet Resources @ http://falcon.jmu.edu/~ramseyil/native.htm  
American Indians @ http://www.fwkc.com/encyclopedia/low/articles/a/a001001456f.html  
Explore, Learn, and Participate in Archaeology and Ethnography @ http://www.cr.nps.gov/aad/particip.htm  
Archaeological Parks in the United States @ http://www.uark.edu/misc/aras/
Words to Remember
*Pre-Columbian – before Columbus’ arrival in the New World
*tribe – small community
*people – group speaking the same language
culture area – geographic area which was occupied by native people who had common lifestyles
*landform – natural feature of the earth’s surface
*climate – average weather conditions at a place over a period of years
vegetation – plant life
plain – level treeless country
*geography – science of the natural features of the earth
plateau – large level area raised above the adjacent land
ocean – body of salt water that covers nearly three-fourths of the earth
gulf – extension of the ocean or sea into the land
lake – large, inland body of water

The Lesson

FOCUS ACTIVITY – 5 minutes

1. Allow one or two minutes for the teams to Brainstorm what they know about the first people who lived in North America.

2. Use Numbered Heads for the teams to very briefly share a few of their responses.

3. Explain that over the next five lessons, the students will investigate some of the early cultures in North America before Columbus’ arrival.

Introduce the term Pre-Columbian and explain that each team will investigate a particular Pre-Columbian culture (such as the cliff dwellers in the
far west or the people of the eastern forests) and share their findings with classmates.

**TEACHING ACTIVITY - 20 minutes**

1. Provide background information about the first American cultures from the Overview. In particular, note that Pre-Columbian peoples had evolved cultures with their own histories, ways to govern themselves, religious celebrations and rituals, social structures, and understandings of how to live in the world. The groups of peoples adapted to their environmental geography and climate that directly affected their lifestyle and led to a wide variety of individual, unique cultures. The early people living in America prior to the 1500s were important and relevant to the subsequent history of the United States and to ongoing changes in American society today.

2. Distribute the Student Sheets: United States Map and Geographic Features.

   Students work with teammates to identify the geographic features but label their maps individually.

3. When the students have finished labeling their maps, display the Transparency: Culture Areas. With colored transparency markers, highlight the seven culture regions that the students will investigate.

   Direct students to outline (or color-code with crayons or markers) and label the culture areas on their maps.

   Explain that each culture area refers to a geographic region that was occupied by native people who developed common lifestyles influenced by its geography and climate.

4. Assign a specific culture group to each team to investigate: Inuit, Anasazi, Northwest Pacific, Plains, Mound Builders, Eastern Forest, and Iroquois.
5. Explain the Student Team Learning Activity. Tell the students that this activity is the first part of their investigation and provides information about the geographic area that influenced the development of their group’s culture.

6. Briefly review Vocabulary Words and People to Remember written on chart paper.

**STL ACTIVITY – 25 minutes**

**Describing geographic areas and their impact on Pre-Columbian cultures**

1. **Reading for a Purpose:** Students **Partner Read** Chapter 8 in The First Americans to gather geographical information about their culture area before Columbus.

   Students record information on their Student Sheet: Culture Area to describe their area’s geography.

2. Introduce the next activity by explaining to the students that inferences are conclusions drawn from reasoning about something already known. Historians do not base inferences about the past on what they know about the present.

   Be sure that students understand that they will be drawing inferences solely on what they know about Pre-Columbian geography.

   Teams use the completed geographic and culture area student sheets to draw inferences about their assigned culture group.

   Use the format **We infer that _______ because _______** to give some examples:

   - We infer that the Northwest Coastal Indians fished for food because that region has ocean coastline and many rivers.
   - We infer that the Eastern Woodland Indians
The First Americans  59

built their homes from wood because they lived in the forests.

3. Circulate and Monitor: Visit each team as the students read Chapter 8 in The First Americans, complete their Student Sheets: Culture Area, and draw inferences about the impact of geography on their culture group.

4. Use Numbered Heads for teams to share their inferences with the class.

REFLECTION AND REVIEW ACTIVITY

REFLECTION AND REVIEW ACTIVITY - 5 minutes

1. Teams Think-Team-Share:
   - How do geography and climate influence our culture today?
   - Is the lifestyle of modern Americans influenced as much by geography and climate as the culture of early Americans? Why or why not?

2. Use Numbered Heads for teams to share their opinions with the class.

HOMWORK

Write a short description of your geographic area and explain how it influences the way you live.

LIBRARY/MEDIA RESOURCES

Fiction
When the Legends Die by Hal Borland, Lippincott
The Legend of the Bluebonnet by Tomie de Paola, Putman
The White Archer, An Eskimo Legend by James Houston, HBJ
Arrow to the Sun: A Pueblo Indian Tale by Gerald McDermott, Viking Penguin
The Memory String by Chester G. Osborne, Macmillan
Dogsong by Gary Paulson, Bradbury
Nonfiction
Native American Stories by Joseph Bruchac, Fulcrum
In the Beginning: Creation Stories from Around the World, by Virginia Hamilton, HBJ
Myths and Legends of the Haida Indians of the Northwest by Martine J. Reid, Bellerophon
Grandfather’s Origin Story: The Navajo Indian Beginning by Richard Redhawk, Sierra Oaks
Dancing Tepees: Poems of American Indian Youth by Virginia Driving Hawk Sneve, Holiday House
America’s Fascinating Indian Heritage, Reader’s Digest
The World of the Southern Indians by Virginia Pounds Brown and Laurella Owens, Beechwood Books
Ancient Indians: The First Americans by Roy A. Gallant
The Smithsonian Book of North American Indians: Before the Coming of the Europeans by Philip Kopper, Smithsonian Books
Brown Paper School USKids History: Book of the American Indians by Marlene Smith-Baranzini and Howard Egger-Bovet, Little, Brown and Company
Handbook of American Indian Games by Allan and Paulette Macfarlan, Dover Publications, Inc.
North American Indian Ceremonies by Karen Liptak, Franklin Watts

Cobblestone Magazine
The Cultures of Pre-Columbian North America
Who Came to America Before Columbus
Who Were the First Americans

Faces Magazine
First Americans, First Encounters

Geography/Library - Students create a set of cards that define geography terms (for example: ocean,
plateau, lake) and provide an illustration. Students create a game using the cards.

**Local History/Library** - Students research the geography of their local area and the early Native Americans who inhabited it.

**Language Arts/Writing/Art** - Students read Native American creation stories. Students write and present puppet shows of some of the stories.

**Language Arts/Technology** - Students locate Indian tales and assemble a collection for younger students or for the school library.

**Music** - Students listen to recordings of Native American music.

**Physical Education** - Students play Indian games or sports. The Handbook of American Indian Games and Living Like Indians, listed in the Library/Media Resources offer excellent explanations of games.

**Drama** - Students research Indian ceremonies and create a dramatization.
# Geographic Features

**Directions:** Label the United States Map with each landform or body of water listed below. If necessary, use an atlas to locate each one.

<table>
<thead>
<tr>
<th>Ocean/River/Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlantic Ocean</td>
</tr>
<tr>
<td>Pacific Ocean</td>
</tr>
<tr>
<td>Gulf of Mexico</td>
</tr>
<tr>
<td>Great Salt Lake</td>
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<td>Lake Superior</td>
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<td>Lake Huron</td>
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<tr>
<td>Lake Ontario</td>
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<td>Lake Erie</td>
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<td>Lake Michigan</td>
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<td>Mississippi River</td>
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<td>Hudson River</td>
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<td>Ohio River</td>
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<td>Missouri River</td>
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<td>Platte River</td>
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<td>Snake River</td>
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<td>Colorado River</td>
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<tr>
<td>Columbia River</td>
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<tr>
<td>Yukon River</td>
</tr>
<tr>
<td>Arkansas River</td>
</tr>
<tr>
<td>St. Lawrence River</td>
</tr>
<tr>
<td>Rio Grande River</td>
</tr>
<tr>
<td>Rocky Mountains</td>
</tr>
<tr>
<td>Appalachian Mountains</td>
</tr>
<tr>
<td>Pacific Coast Mountains</td>
</tr>
<tr>
<td>Cascade Range</td>
</tr>
<tr>
<td>Sierra Nevada Mountains</td>
</tr>
<tr>
<td>Piedmont Plateau</td>
</tr>
<tr>
<td>Columbia Plateau</td>
</tr>
<tr>
<td>Great Basin Plateau</td>
</tr>
<tr>
<td>Colorado Plateau</td>
</tr>
<tr>
<td>Great Plains</td>
</tr>
<tr>
<td>Atlantic Coastal Plain</td>
</tr>
<tr>
<td>Gulf Coastal Plain</td>
</tr>
</tbody>
</table>
Explorer Samuel de Champlain, remembered as the Father of New France, spearheaded colonization and founded Quebec, the second-oldest continuously occupied settlement in North America.

When King Henry IV of France wanted to claim land in the New World, develop the lucrative fur trade, and establish colonies, he turned to Samuel de Champlain. Champlain, an experienced navigator and explorer, had made several trips to the New World and West Indies, and had written a book about his experiences.

Champlain sailed in 1603 on the first of his twelve voyages to northern North America to explore, establish settlements, and search for a waterway through the continent to the Orient. He explored the St. Lawrence River, established friendly relations and traded with natives, and returned to France with a load of furs. On successive voyages, he explored the New England coast and founded a settlement at Port Royal. In 1608, he returned to establish a fur-trading post on the St. Lawrence River. This settlement, which he named Quebec, became first permanent settlement in New France and the second-oldest continuously occupied settlement in North America. Only the hardiest settlers—eight of the original twenty-four—lived through that first frigid winter.

Champlain carefully established good relations with Algonquin and Huron natives, paving the way for future fur trading, exploration, and settlement. He wanted to introduce the natives to Christianity, so he
brought four Franciscan friars from France. In 1609, he joined Algonquin and Huron allies in a raid on the Iroquois—an act that earned the latter’s enduring hostility. He explored and mapped much of the Great Lakes region; he was the first European to reach and map Lake Huron and Lake Champlain (which bears his name), and he also explored Lake Ontario.

Champlain served as governor of New France in the late 1620s when England confiscated French settlements in New France. Quebec surrendered in 1629, and the English imprisoned Champlain. He was released a few years later, however, and returned to New France. He died in his adopted homeland on Christmas Day in 1635 and is remembered as the Father of New France.

When considering the founding of New France, another father merits remembering as well: Father Jacques Marquette, missionary and explorer. With trapper and explorer Louis Jolliet, he explored much of the Mississippi and parts of present-day Illinois and Wisconsin.

As a seventeen-year-old in France, Marquette read the published journals of Jesuit missionaries who traveled among the Huron, Algonquians, Abenakis, and Iroquois. Though born to a wealthy family, Marquette vowed to become a Jesuit missionary in North America and began a rigorous twelve-year course of study. He gained an assignment to New France and learned several native languages. He established a mission among the Ottawa Indians at Sault Sainte Marie (present-day Ontario) and another among the Huron and Ottawa at St. Ignace on northern Lake Michigan.

Like other missionaries and explorers, Marquette knew from the Indians of a great river to the south. The governor of New France and others believed this river, the Mississippi, might empty into the
Pacific and thus provide a quick route to the Indies and China. In 1673, the governor of New France appointed Louis Joliet, an experienced trader, explorer, and mapmaker, to find and explore this great river. The Quebec-born Joliet, who had once studied for the priesthood, had spent several years exploring the Great Lakes area for New France, and had established a fur-trading post at Sault Sainte Marie. He asked Marquette to accompany his small band.

In May 1673, the two leaders and five fellow explorers boarded two canoes at St. Ignace at the northern tip of Lake Michigan. They traveled through present-day Wisconsin on the Fox River, portaged overland to the Wisconsin River, and entered the Mississippi. Marquette’s skill as a linguist and his peace pipe—a gift from Indians—helped ensure good relations with native peoples. As they traveled downstream, they realized the river emptied into the Gulf of Mexico rather than the Pacific. At the mouth of the Arkansas River, they had their first contact with hostile natives, and also saw trade goods from the Spanish. Loathe to fall into the hands of the Spanish, they turned back. Marquette wrote, “We felt that we were exposing ourselves to losing the fruit of this voyage, of which we could publish no knowledge were we to fall into the hands of the Spaniards who no doubt would have held us captive, at the least.” Although they did not reach the mouth of the Mississippi, they traveled 2,500 miles and claimed vast rich interior lands for France. They paddled back up the Mississippi to the Illinois and the Kankakee rivers, portaged overland from Kankakee to the Chicago River, and entered Lake Michigan. On his way back to the colony, Joliet’s canoe overturned in rapids on the St. Lawrence River, and he lost all his maps and journals from the five-month journey. He later reconstructed many records and maps from memory.
Joliet, who received an island in the Gulf of St. Lawrence for his service to the government, continued to explore and map navigable waters in New France until his death in 1700. Marquette established a mission near Ottawa, but his health failed, and he died at age thirty-eight. The natives among whom he had long labored honored him in his death; a procession of thirty canoes brought his remains back to the Jesuit mission.

Although France joined late in the quest for American territory, the French flag was planted on some of the richest, most extensive territory on the continent. René Robert Cavelier, most remembered by his title Sieur de La Salle, explored and claimed the vast territory watered by the Mississippi and its tributaries for King Louis XIV of France. La Salle, who also studied for the Jesuit priesthood but decided instead to pursue adventure in New France, established a fur trading outpost near present-day Montreal. He explored the area south of Lakes Ontario and Erie, learned Indian dialects and customs, and dreamed of finding a northwest passage through the continent. The French colonial governor, eager to extend French military power in the region, directed La Salle to establish Fort Frontenac on Lake Ontario. La Salle returned to France to secure support for the fort; he sufficiently impressed King Louis XIV, who granted the explorer a title of nobility for his services. With a partner, La Salle established several forts. He wintered at Fort Crevecoeur on the Illinois River and walked one thousand miles back to Montreal for supplies, accompanied only by four Frenchmen and an Indian guide. He returned with provisions, restored order among the men who had mutinied in his absence, and proceeded to descend the Mississippi to the Gulf of Mexico in 1682. In a massive feat of land acquisition, he claimed all the land drained by the river for Louis XIV, naming the region Louisiana after the monarch. The grateful king appointed La Salle viceroy of North America and commissioned
him in 1684 to invade Spanish territory and establish a colony at the mouth of the Mississippi. After several miscalculations, however, this expedition ended in disaster, and La Salle’s men mutinied, killing their commander.
Web sites
Florida of the French @ http://www.hcc-online.com/floridahistory/history/french.html
Champlain @ http://www.fordham.edu/halsallmod/1608champlain.html
Champlain @ http://www.ukans.edu/carrie/docstexts/champlai.html
Champlain @ http://www.blupete.com/Hist/BiosNS/1600-00/Champlain.htm
Exploration activities @ http://www.mariner.org/age/teacher_activities.html
Joliet @ http://www.vmnf.civilization.ca/explor/jolli_e1.html
Marquette @ http://www.vmnf.civilization.ca/explor/marqu_e2.html#top

VOCABULARY

Words to Remember
arquebuses - large guns used by the French
portage - to carry boats overland from one body of water to another
black robes - native Americans called priests black robes because of the long, dark garments they wore
père - French word for “father”; Catholic priests are called père
Jesuit - a Catholic order (group) known for its devotion to learning
sieur - French title of nobility, similar to an English lord or knight

People to Remember
Algonquians - native tribe with whom the French allied; lived near St. Lawrence and Ottawa Rivers
Huron - native tribe that lived in area around Great Lakes; allied with the French against the Iroquois
Iroquois - native tribe that fought against the French, Algonquin, and Huron; lived in northeastern North America
*Samuel de Champlain - French explorer who founded Quebec
*Jacques Marquette - Jesuit priest who explored the Mississippi with Louis Joliet
*Louis Joliet* - mapmaker who joined Marquette to search for a passage through the continent, explore the Mississippi and claim land for France

*René Robert Cavelier, Sieur de La Salle* - explored from Canada to the mouth of the Mississippi and claimed land west of the river for France, naming it Louisiana

**Places to Remember**

*Quebec* - founded in 1608; second-oldest continuously occupied city in North America

*Louisiana* - land west of the Mississippi claimed by La Salle for France and named after King Louis XIV

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**The Lesson**

**FOCUS ACTIVITY**

**FOCUS ACTIVITY - 5 minutes**

1. If available, show students a map of North America and point out La Florida, the region contested by Spain and France, which stretched from present-day Virginia to Florida.

2. Briefly review by asking students to **Round Robin** with teammates to answer the following questions.
   - What words would you use to describe French attempts to establish southern colonies?
   - What options did France then have?

3. Use **Numbered Heads** to briefly share student responses. Students may describe France’s attempts to establish southern colonies as a disaster, defeat, failure, etc.

4. Help students understand that France had three options: to give up hope for a share in the New World; to try again to establish southern colonies
and risk further conflict with Spain; or to explore and settle farther north, away from Spanish holdings. Explain that France chose this latter path.

**TEACHING ACTIVITY - 25 minutes**

1. Using information from the Overview, briefly introduce French explorers Champlain, Marquette, Joliet, and La Salle, who helped France establish extensive claims on North America.

2. Introduce the Vocabulary Words, People, and Places to Remember written on chart paper.

3. **Reading for a Purpose:** Students Partner Read Chapter 34, “New France” and the feature, “Traveling by Canoe and Portage” to discuss the following questions written on chart paper.

  - How did beavers influence French exploration?
  - Why did the French get along with the Indians?
  - Why did New France grow slowly?
  - Describe what Marquette, Joliet, and La Salle accomplished.
  - What was Louisiana, and after whom was it named?

4. Teams use Numbered Heads to share their responses to the questions.

**STL ACTIVITY – 25 minutes**

**Synthesizing information to create an illustrated map**

1. Direct students to look at the maps in Chapters 33 and 34, and in the feature: “Traveling by Canoe and Portage” in *The First Americans*. Point out that...
in the earlier centuries, maps were often illustrated with depictions of people, animals, or events of the region.

2. Distribute the Student Sheet: Mapping The French in North America. Using the sheets, students create their own illustrated maps showing French exploration and settlement in North America. Each map will include the words listed on the student sheet. The teacher may want to subtract points for missing items, and add points for creativity and artistic merit. Each map will include the following items:
   - New France
   - Champlain
   - Marquette and Joliet
   - La Salle
   - Great Lakes
   - Quebec
   - Mississippi River
   - Gulf of Mexico
   - Louisiana Territory
   - Verrazano
   - Cartier
   - Ribaut
   - St. Augustine
   - Charlesfort
   - Pirates
   - French Huguenots
   - Fort Caroline

The teacher may want to include the following vocabulary words as extra credit: portage, black robe, arquebus, and Jesuit missionaries.

3. Circulate and Monitor: As students work, visit each team to answer questions, assist with difficulties, and help students create interesting maps.
REFLECTION AND REVIEW ACTIVITY

1. Working with their teammates, students decide what events from the lesson to record on the string timeline.

2. Students write the information on an index card and attach it to the string timeline. If time permits, students may illustrate the card.

HOMEWORK

Complete your maps for homework.

LIBRARY/MEDIA RESOURCES

Nonfiction
Jacques Cartier, Samuel De Champlain and the Explorers of Canada (World Explorers) by Tony Coulter and William H. Goetzmann, Chelsea House
Jacques Cartier and the Exploration of Canada (Explorers of New Worlds) by Daniel E. Harmon, Chelsea House
Champlain: A Life of Courage (First Book Explorer) by William Jay Jacobs, Franklin Watts
The Search for the Northwest Passage (World Explorers) by Warren Brown
La Salle: A Life of Boundless Adventure by William Jay Jacobs, Franklin Watts
Drake & the 16th-Century Explorers (Great Explorer Series) by J. A. Guy and Tessa Krailing, Barrons Juveniles

Cobblestone Magazine
Beaver Trade
Great Lakes
Indians of the Great Lakes
Iroquois
Mississippi River
Sieur de la Salle
U.S. and France
Local History/Art - Students research and draw a map depicting the early (sixteenth to seventeenth century) history of their region.

Science - Author Joy Hakim writes that in some areas, beavers were over hunted and nearly died out. Students research North American species that are presently endangered.

Math - Students calculate distances between Quebec and the Arkansas River, and Quebec and the mouth of the Mississippi. Approximately how far did Marquette and Joliet travel? What percentage of their trip was on water?

Language Arts - Students read Calico Captive by Elizabeth George Speare.
Making Thirteen Colonies is the story of how each of the original American colonies was formed and what social, economic, and religious factors caused the English colonists to set out for North America in a quest for freedom. The founding of Jamestown, the beginnings of slavery in North America, the Salem witch trials, and a cast that includes Pocahontas, Roger Williams, Daniel Boone, and Oliver Cromwell are all part of this dramatic adventure in A History of US.
In the seventeenth century, the English colonists redefined slavery in ways that had brutal impact on the unwilling and enslaved immigrants from Africa, with lasting consequences for the nation the colonies would become.

In ancient Greece, Plato wrote that every person has slaves among his ancestors. Four thousand years ago the Egyptians held slaves, likewise the Greeks and Romans over two thousand years ago and the Spanish over a thousand years ago. Muslims enslaved Christians; Christians enslaved Muslims. For centuries, Africans enslaved defeated enemies knowing that the next year the tables could turn and they would be enslaved. Slavery was often considered a humane alternative to death for prisoners of war. Five hundred years ago, Europeans enslaved non-Christians, thoroughly convinced that they did so for the heathens’ benefit.

For centuries, the enslaved had rights. They lived with their owners and became integral members of the community. They could work themselves free and marry into their owner’s family, inherit from their owner, and own property, including slaves. Enslaved people performed regular household duties or practiced trades. Surely many of the enslaved survived under backbreaking toil and brutal circumstances, but most often laws protected them from mistreatment. Rather than outcasts without hope, the enslaved were temporary victims of circumstance.
Obviously, the North American colonists in the seventeenth century had not discovered a new idea. They did, however, put a new and more sinister face on slavery, changing it very gradually, law by law and colony by colony from a temporary, political or religious-based condition to a racial, hereditary state. Many factors contributed to this disastrous shift, most of all an insatiable greed on the part of white colonists to make vast fortunes.

People in the colonies lived in two conditions, free and not free. Poor Europeans, Africans, and Native Americans as indentured servants were most often not free. This status gave them much in common; they lived and worked together. They ate together, combining recipes, and they shared herbal cures, myths, and legends. They married and had children together. They endured the same hardships and experienced the same contempt from their owners; they got drunk together, sabotaged, rebelled, and ran away together. They shared resentment toward their owners and the wealthy ruling class in general. Most important, as indentured servants, the Europeans, Africans, and Native Americans shared the expectation of eventual freedom from servitude and working for their own profit and welfare.

Early in the settlement of the colonies, the English poor willingly sold four to seven years of their labor for passage to the New World. The population of England had grown from under three million in 1500 to over five million in 1650. Between one-half and two-thirds of the immigrants in the seventeenth century came as indentured servants. Several factors, however, made European servants unsuitable for long-term exploitation by those who wished to accumulate fast fortunes. First, Christians felt some scruples about enslaving fellow Christians. Second, the supply was not endless. European indentured servants wrote to relatives in their home countries about conditions of service in the colony. If they reported terrible conditions, no one wanted
to come. Servants from Europe, if mistreated, could also appeal to the law for redress, or run away and disappear into the general population that looked like them. White indentured servants eventually demanded their freedom dues: a bushel of corn, a new suit of clothes, a gun, one hundred acres of land, and equal rights. Thus they became competitors to their former owners. These expenses, and the shortage and rapid turnover of indentured servants forced a search for other sources of labor.

Exploiting Native Americans did not work out well. Although the Europeans enslaved them in small numbers, their unsuitability for the intensive agricultural work, their susceptibility to European diseases, their ability to disappear into the wilderness, and their decrease in numbers from wars with the colonists made Native Americans unattractive for bondage.

Eventually, the wealth-hungry colonists turned to Africans. The model for enslaving Africans already existed in the Caribbean. Enslaving non-Christians did not prick the Christian conscience, and in fact could be rationalized as a good deed. Africans could not return to their homeland or communicate with relatives at home about their plight; therefore mistreatment did not affect supply, which seemed inexhaustible. Africans as non-Christians had no legal protection, and they could not disappear into the crowd. Africans brought with them important skills, especially in agriculture. They had some immunity to European diseases through centuries of trading with whites. Enslavement for life solved the problem of competition from former servants, the expense of freedom dues, and the need to replace labor as indentures expired. Hereditary enslavement kept the owners’ investment viable for generations.

The lucrative possibilities of African slave trade led to the horrible transition from servitude based on economic, religious, and political difference to
bondage based on skin color. The European colonists slowly began to view Africans not as heathens in need of conversion (a changeable state) but as non-Europeans, black people who would remain forever black and inferior. At the same time they shifted from describing themselves as Christians to describing themselves as whites. This racial difference could never be changed.

From the 1660s, colonies began to enact laws that codified slave relations, most important that enslavement lasted for life and the children of enslaved women would be enslaved. Slaves codes defined humans in the same terms as real estate. By 1680, the colonial governments had well codified the system of slavery. Under this system a human being became chattel—an article of property that could be bought sold, punished, loaned, used as collateral, or willed to another. In some colonies, slaves were not persons under the law. They had no legal rights, they could not own property, vote, serve as witnesses or on juries or make contracts. Slaveholders encouraged the formation of black families for economic reasons; slaves with families to protect were less likely to run away or risk being sold away. However, many slaveholders did not recognize slave marriages and broke up enslaved families for economic reasons: through sale; if the purchase of new land required skilled workers; for lack of work on a plantation; if the owner needed money. A will at the death of an owner master could send family members to different heirs.

The prime mover in development of the slave trade was the pious yet avaricious Prince Henry the Navigator. For many years the Portuguese sailors could not sail beyond Cape Bojador in the northwest because prevailing north to south winds prevented a ship that sailed down the west coast of Africa from sailing back. The borrowing of the triangular lateen sail from the Arabs and invention of the sternpost rudder finally enabled ships to sail into the wind
Making Thirteen Colonies 132

and return. With these improvements added to the easy-to-navigate caravel, the Portuguese could sail around the coast of West Africa to the Bight of Benin. Hearing stories of great wealth in African gold and Asian spices, Prince Henry sent his ships to explore.

At first the traders, both European and African, held one another in mutual respect. The king of Benin could trade with Europeans without the overland middlemen. The Portuguese received permission to build a trading post, Elmina, to trade ivory and gold. The English and soon the Dutch arrived in Benin. The king of Benin controlled all trade with the Europeans through his appointed agents.

An ominous change in trade began as the other European nations hungered for labor in their New World colonies. Workers from the homeland and Native Americans could not fill the great need. European nations fought one another to trade iron, guns, gunpowder, mirrors, knives, cloth, beads and shells for human beings. The Dutch pushed out the Portuguese. The French and English pushed out the Dutch. The Pope, in 1493, forbid Spain to trade in slaves but Spain had the asiento, the consent for other nations to import slaves to its New World colonies. By mid-eighteenth century the British had full control of the West African slave trade. The Royal African Company founded in 1672 held a monopoly until 1698 when the crown opened slave trading to all British citizens.

Because slavery was already a fact of life, a small-scale traffic in slaves did not alarm the Africans. By that time human beings became the main trading commodity, and the Europeans had built sixty slave forts along the West African Coast. Africans cooperated with the Europeans in the slave trade. Margaret Washington, associate professor of history at Cornell University wrote:
The slave trade took place between European and African elites, both out to gain more wealth. The Europeans, more technically advanced, had goods to offer the Africans that they do not have. Nothing really essential to African culture or economy, but they want it; they are extras not necessities. This trade does not benefit Africa economically and eventually does much harm. The Africans are very careful not to allow the Europeans into the interior. They want to be sure they do not infiltrate their land.

Merchants, farmers, the poor, and royalty became hostages of the trade, kidnapped for profit. European tools and especially guns traded for human beings gave the coastal kingdoms a distinct advantage in raids on inland tribes and against former enemies. Ottobah Cugoano, a native of Africa wrote, “But I must own, to the shame of my own countrymen, that I was first kidnapped and betrayed by some of my own complexion, who were the first cause of my exile, and slavery; but if there were no buyers there would be no sellers...” Europeans encouraged rivalries to increase tensions among African kingdoms for their own personal gain, forcing unwilling tribes to raid or be raided. Trade with the Europeans had become a vicious business that in the end benefited only the slave traders and destroyed much in Africa. Villages lost an entire generation of men, the birth rate dropped, and entire villages disappeared and with them their cultures and histories. Africa now had to import goods it once exported because the labor force and artisans were gone.

The nightmare of enslavement began with treachery of Africans against Africans. Venture Smith recorded the circumstances of his kidnapping.
The very first salute I had from them was a violent blow on the back part of the head with the fore part of a gun, and at the same time a grasp around the neck. I then had a rope put about my neck, as had all the women in the thicket with me, and were immediately led to my father who was likewise pinioned and haltered for leading.

Smith gives a horrific description of his father’s resistance and violent murder at the hands of his captors.

The shocking scene is to this day fresh in my mind, and I have often been overcome while thinking on it.... The enemy had remarkable success in destroying the country wherever they went. For as far as they had penetrated, they laid the habitations waste and captured the people. The distance they had now brought me was about four hundred miles. All the march I had very hard tasks imposed on me, which I must perform on pain of punishment. I was obliged to carry on my head a large flat stone used for grinding our corn, weighing as I should suppose, as much as twenty-five pounds; besides victuals, mat and cooking utensils. Though I was pretty large and stout at my age, yet these burdens were very grievous to me, being only six years and a half old.

On the death march to the coast about fifty percent of the captives died of vile treatment, starvation, or exhaustion.

Those who reached the coast found themselves herded into dungeons until Europeans came to sort them out and make their purchases. John Barbot, an
agent for the French Royal African Company, described the scene.

As the slaves come down to Fida from the inland country, they are put into a booth or prison, built for that purpose near the beach, all of them together; and when the Europeans are to receive them, every one of them, to the smallest member, men and women being all stark naked. Such as are allowed good and sound, are set on one side, and the others by themselves, which slaves so rejected are there called Mackrons, being above thirty five years of age, or defective in their limbs, eyes or teeth; or grown gray or that have the venereal disease, or any other imperfection. These being set aside, each of the others, which have passed as good is marked on the breast, with a red-hot iron, imprinting the mark of the French, English, or Dutch companies, that so each nation may distinguish their own, and to prevent their being chang’d by the natives for worse, as they are apt enough to do. In this particular, care is taken that the women, as tenderest, be not burnt too hard.

The branded slaves, after this, are returned to their former booth, where the factor is to subsist them at his own charge, which amounts to about two-pence a day for each of them, with bread and water, which is all their allowance. There they continue some times ten or fifteen days, till the sea is still enough to send them aboard...

The nightmare continued on the Middle Passage, so called because it was the middle leg of the triangle
trade between Europe, Africa, and the New World colonies. Triangular trade transported manufactured goods from Europe to Africa where they were traded for Africans who were sold in Brazil or the West Indies or traded for tropical goods. The North American variation took manufactured goods from the colonies to West Africa to trade for slaves that were taken to the West Indies and exchanged for sugar and molasses.

A typical Middle Passage crossing took sixty to ninety days, but some voyages lasted up to four months. On the slave ships, people were packed between decks in spaces too low for standing. A ship’s surgeon observed, “They had not so much room as a man in his coffin either in length or breadth.” The heat was unbearable and the air unbreathable. Men, shackled together, often awoke to find themselves shackled to a corpse. People lay on their back with their heads between the legs of other captives; with no sanitary facilities, this was terrible. Sailors claimed they could smell a slave ship five miles down wind. Diseases such as smallpox and yellow fever spread. The dead and even the not-yet-dead were thrown overboard to stall epidemics. Sailors observed that expectant sharks followed the ships across the Atlantic. Once a day, in fair weather only, captives were released to the deck and made to dance while the crew cleaned below decks.

Whenever and wherever they could, the Africans resisted their captivity and barbarous treatment. One trader wrote, “Negroes were so willful and loath to leave their own country, that they have often leap’d out of the canoes boat and ship, into the sea, and kept under water till they were drowned.” Sea captains avoided purchasing their cargo from one region only. If the Africans shared a common language, they could communicate and plan insurrection onboard the ship. Many hunger strikes and insurrections did take place. Small crews had to
control great numbers of captives, so they used cruel measures, forced feedings, iron muzzles, whippings, mutilation, and throwing rebels overboard. Some captives sought death by throwing themselves overboard, perhaps believing that death would return them to Africa. In 1700, John Barbot related how the crew of the *Don Carlos* ended a mutiny in which the Africans made weapons from iron torn off the ship’s forecastle floor and attacked the crew. “We stood in arms, firing on the revolted slaves of whom we killed some and wounded many…and many of mutinous leapt overboard and drowned themselves in the ocean with much resolution.”

By 1680, the Royal African Company transported 5,000 African captives annually. By the eighteenth century, the British transported 45,000 Africans annually. In 300 years the Europeans made more than 54,000 voyages and transported ten to twelve million Africans to the Americas. Of these, most went to the West Indies, Brazil or other Latin American countries; about five percent went to North America.

Between ten and twenty percent of the Africans died on the voyage. Those who survived the Middle Passage, even those from diverse kingdoms who were enemies in their homeland created a bond based on their shared nightmare and their need to survive in the foreign, hostile environment of the New World. Although torn from loved ones in Africa, they formed new families with their fellow survivors.

Their main concerns did not lie with serving their slaveholders, but rather with obtaining the necessities of life for themselves and their families and, most important, with obtaining their freedom. The first generation of enslaved Africans hoped for a miracle that would set them free and return them to Africa. They felt as eager and determined and entitled to be free as the generation of African
Americans that witnessed the Civil War. Enslaved African Americans never abandoned the struggle to be free.

**STANDARDS**

**HISTORICAL THINKING**
- Chronological Thinking
  - distinguish between past, present, and future time
  - reconstruct patterns of historical succession and duration
- Historical Comprehension
  - evidence historical perspectives
  - read historical narratives imaginatively
  - draw upon data in historical maps
  - utilize visual and mathematical data presented in charts, Venn diagrams, and other graphic organizers
- Historical Analysis and Interpretation
  - compare or contrast differing sets of ideas, values, personalities, behaviors, and institutions
- Historical Research Capabilities
  - formulate historical questions
  - obtain historical data
- Historical Analysis and Decision-Making
  - identify issues and problems in the past

**CONTENT**
- The early arrival of the Europeans and Africans in the Americas, and how these people interacted with Native Americans
  - How diverse immigrants affected the formation of European colonies
  - trace the arrival of Africans in the English colonies in the seventeenth century and the rapid increase of slave importation in the eighteenth century
  - How the values and institutions of European economic life took root in the colonies; how slavery reshaped European and African life in the Americas
  - African life under slavery
    - analyze the forced relocation Africans to the English colonies in North America and the Caribbean
    - analyze how African Americans drew upon the African past to develop a new culture
    - analyze overt and passive resistance to slavery

**RESOURCES**

**For each student**

Student Sheet: *Slavery in North American Colonies—Slavery in Africa*

**For each team**
Document Packet: *Two Africans Tell Their Stories*

**For the classroom**
Vocabulary words written on chart paper
Web sites
Africans in America: The Terrible Transformation
http://www.pbs.org/wgbh/aia/part1.html
John Barbot, “Prepossessed of the Opinion...That Europeans are Fond of their Flesh” http://vi.uh.edu/pages/mintz/1.htm
Documenting the American South http://metalab.unc.edu/docsouth/neh/cugoano/cugoano.html
Origins of Slavery in Colonial America http://www.7.bcity.com/history/earlyslaves.htm
Venture Smith http://vi.uh.edu/pages/mintz/4.htm
Olaudah Equiano, They...Carry off as Many as They can Seize” http://vi.uh.edu/pages/mintz/3.htm
Securing the Leg Irons: Restriction of Legal Rights of Slaves in Virginia and Maryland, 1625-1791 http://earlyamerica.com/review/winter96/slavery.html
American Religious Experience http://www.users.interport.net/~wovoka/aar99.htm

Vocabulary

Words to Remember
Middle Passage — middle part of the triangle trade routes that carried enslaved humans from Africa to the West Indies and North American colonies
emancipation — freedom
flogged — beaten with a whip or stick
loathsome — terrible, hateful, disgusting

People to Remember
Olaudah Equiano — African native of Benin who was kidnapped as a child and enslaved in Virginia, he eventually became free, went to England, and wrote his autobiography.

Places to Remember
West Indies — islands off the southern coast of North America with large sugar cane plantations
FOCUS ACTIVITY – 5 minutes

1. Remind students how the slave trade began (Africans wanted European goods; Europeans wanted laborers to work in their North American colonies).

2. Ask students to turn to the map “Triangles of Trade” on page 139 (2d ed. p. 145) of Making Thirteen Colonies. Locate West Africa on the map. Remind them of the great civilizations that existed in Africa a thousand to five hundred years ago. This map refers to a later time after the Europeans could sail wherever they wanted to go without worrying about sailing into the wind or becoming hopelessly lost.

3. Ask the students to recall what important events occurred as a result of the Europeans’ ability to sail wherever they wanted to go? (They sailed around the coast of Africa; they sailed west in search of routes to China; they discovered and explored the American continent that they had not known existed.)

4. Tell students that this map shows the routes of slave trade that existed in the seventeenth and eighteenth centuries when the North American colonies needed laborers in order to grow and prosper.

TEACHING ACTIVITY – 25 minutes

1. Examine the map with the students to be sure that they understand it.
2. Tell the students that the part of the triangle that carried enslaved people from Africa was called the Middle Passage. Ask them why it was so named. (It was the middle part of the journey.)

3. Introduce the vocabulary written on chart paper.

4. **Reading for a Purpose:** Tell students that you will read together about the slave trade. Ask them to imagine what it would be like to take the Middle Passage as a kidnapped African.
   - How would they react?
   - How would they feel?
   - What would they miss about their old life in Africa?
   - What would they expect from the Europeans?

Ask for student volunteers to take the part of Olaudah Equiano, reading the passages that he wrote describing his kidnapping and experience on the Middle Passage.

5. **Reading for a Purpose:** Students read pages 138-142 (2d ed. p. 144-148) excluding the sidebar in Chapter 38 in *Making Thirteen Colonies*. Examine the illustration of the slave ship at the top of page 138 (2d ed. p. 144).
Invite students to compare their feelings with what Olaudah Equiano expressed. Did any of his fears seem foolish or superstitious? Remind the students that he is remembering his thoughts as an eleven-year-old, and he had never seen white people before. In what ways did he show bravery and good sense? What do students think about the two captives who escaped and jumped into the ocean? (Explain that the net around the ship was meant to prevent this.)

6. Read the epitaph “Born Free” at the bottom of page 138 (2d ed. p.144), and help the students interpret its meaning. Point out the lines “Though born in the land of slavery, he was born free.” Be sure that students understand that slavery existed in Africa and around the world for many centuries before the slave trade began to the North American colonies.

What other reference to slavery in Africa can the students find in today’s reading? Page 138 (2d ed. p.144), paragraph 5 - “Like many other prosperous African families, his (Olaudah’s) family had slaves.”

STL ACTIVITY – 25 minutes
Team investigation and using a graphic organizer

1. Tell the students that in today’s Student Team Learning Activity, they contrast the nature of slavery as it existed for centuries in many countries around the world, and the nature of slavery as it evolved in the North American colonies.

2. Distribute the Document Packet: Two Africans Tell Their Stories and the Student Sheet: Slavery in the North American Colonies—Slavery in Africa. Explain to students that they will enter facts about slavery on the two continents.

Reading for a Purpose: Students Partner Read.
Each partnership reads one story, but each student
Making Thirteen Colonies 143

individually determines the most important facts about slavery from the story and writes them on his/her student sheet.

When partnerships finish with one story, they trade and read the second one to complete their student sheets.

When both partnerships complete reading the stories and entering facts on their sheets, the team holds a group discussion to compare their results and decide what facts are the same about slavery on each continent. If they discover any, students connect them with lines.

3. Circulate and Monitor: Visit each team to assist students with reading and extracting important information from their student sheets. Alert students after ten minutes that it is time for partnerships to trade stories.

4. If time permits, use Numbered Heads for students to share how slavery in North America and Africa differed.

REFLECTION AND REVIEW ACTIVITY

REFLECTION AND REVIEW ACTIVITY – 5 minutes

1. Students reflect on the effect of the slave trade on Africa and on the colonies.
   - What did each group lose?
   - What did each group gain?
   - Who was to blame for the slave trade?

2. Students share their responses with the class.

HOMEWORK

Write a brief paragraph contrasting slavery in North America and slavery in Africa. Why do you think the nature of slavery changed so much?
**Fiction**

The Kidnapped Prince, *The Life of Olaudah Equiano* adapted by Ann Cameron, Knopf Paperbacks

From Slave Ship to Freedom Road by Julius Lester and Rod Brown, Puffin Books

**Nonfiction**

Africans in America, *America’s Journey through Slavery* by Charles Johnson, Patricia Smith and the WGBH Series Research Team, Harcourt, Brace & Company

Before the Mayflower by Lerone Bennett, Jr., Penguin Books

From Slavery to Freedom by John Hope Franklin and Alfred A Moss, Jr., McGraw Hill, Inc.

The Routledge Atlas of African American History by Jonathan Earle


Milestones in Black American History, *Braving the New World* by Don Nardo, Chelsea House Publishers

Bound for America, *The Forced Migration of Africans to the New World* by James Haskins and Kathleen Benson, Lothrop, Lee & Shepard Books


The Oxford History of African Americans, Volume 1, *The First Passage, Blacks in the Americas 1502-1617* by Colin A. Palmer, Oxford University Press

**Video**

Africans in America, 1450-1750 *The Terrible Transformation*, WGBH Boston Video
Math — Students research how many Africans came on slave ships to the colonies in the seventeenth century. How many came in the eighteenth century. By what percentage did the trade increase in each century? In each decade of the centuries?

Literature/Writing — Students read The Kidnapped Prince, The Life of Olaudah Equiano adapted by Ann Cameron and write a report on what happened to him after he arrived in the colonies.

Literature/Art — Students read From Slave Ship to Freedom Road by Julius Lester and Rod Brown and study the paintings of Rod Brown that illustrate the book to create their own illustrations of some facet of the slave trade.

Literature — Students read poet Lucille Clifton’s poem “slaveship,” as found in Every Shut Eye Ain’t Asleep: An Anthology of poetry by African Americans Since 1945. (http://dept.english.upenn.edu/~hbeavers/281/clifton-slaveship.html)

Geography — Students research maps of the West Coast of Africa and the North American colonies in the seventeenth century to locate major slave trading ports.
The year is 1132. My name is Ali Oko (OAK ah), which means “the eldest of twins.” I was born in Ghana. I live now in Mecca, the holy city of Islam. I came to Mecca as a slave. A neighbor accused me of breaking a Muslim law, but this I did not do. I am a devout Muslim and would never do such a thing. My protests did no good. The governor of my province, wanting to appear devout to impress the visiting Arab merchants, punished me by selling me into slavery. He traded me with the Arabs for cloth, brass, and sugar.

I thought being sold into slavery was the worst thing that could ever happen to me. I had a good education and the respect of my neighbors. My family owned slaves; now instead of a master, I was a slave.

My new Arab owners took me with them to Mecca. The journey was very long, but it was not difficult. The Arabs
have many camels and donkeys, and they know how to travel in comfort. Because I was a fellow Muslim, they treated me well. As the Koran, Islam’s holy book, says every Muslim must show respect for his fellow man.

When we arrived in Mecca, a wealthy Arab family immediately bought me. They could see that I was healthy, clean, and educated. I was not common or coarse as some slaves are who are offered for sale.

My new family’s business was the working of gold and jewels into beautiful objects. I soon showed my ability to become skillful in this business. I quickly learned their language. I did not perform the menial tasks in the household as other slaves. I was treated well and practiced my Muslim religion without interference, although my owner’s family was of a different faith. I worked with the father of this family and his two sons. Soon my master began to treat me as a third son, and his sons treated me as a brother. They gave me more and more responsibility in the business.

My enslavement lasted for five years. After that time, the family gave me the gift of freedom. I soon became a true son when I married one of the daughters in the family. As my wife, she became a Muslim.

I could return to Ghana; I am free to go and take my wife with me wherever I wish. We could travel with one of the many trade expeditions that go to West Africa frequently. But I am happy with my new life in Mecca. It is a beautiful city, and my wife knows no other. I am a part of the family business and make a good living. I own a house and property and have the respect of those who know me.

I will continue in the business of my family as a goldsmith and trader in beautiful objects. When my father-in-law dies, I will inherit a share of the family wealth. For me slavery was a temporary misfortune that turned out well.
The year is 1665. My name is Imarogbe (ee MAH roh beh), which means “born of a good family.” I was born in Benin. I now live outside Williamsburg, the capital of the Virginia Colony. In Benin, I was the eldest son of a respected family that farmed many acres and had many slaves. One day my father sent me on an errand to my uncle who lived a day’s journey through the forest. I did not go alone, but took with me two slaves for protection.

Their protection was useless when five men with guns overtook us. Our captors tied us together by ropes around our necks and bound our hands. They marched us through the forest. As we went, more hapless men and boys and a few women joined our unhappy train. I was fourteen years old when this terrible thing happened to me.

We stumbled through the forest for many days with little food and with brutal treatment from our kidnappers. Finally we reached the coast; I had never seen the ocean before. I had never
seen the coarse, fierce, demons with pale complexions who examined, branded, and packed us tightly in the dark bottoms of their ships.

After terrible months at sea, I arrived in the West Indies where the white demons put me to work cutting sugar cane. Their cruel treatment of me would have disgusted African slaveholders who generally treat their slaves with consideration. The West Indies had many Africans. Many died, but the demons did not care. Many more Africans arrived every month to replace those who died.

When several months had passed, I was again packed into the belly of a ship that brought me to Virginia. A white man bought me and gave me the ridiculous name of Toby. He put me to work with many other Africans growing tobacco.

This work is easier than growing sugar cane, and if I do my work without protest, the white demons pay little attention to me. They do not know what I know about farming. They do not guess that I have intelligence. They think that I am stupid because I will not speak their language. I understand English, but I will not speak it because I do not want to be like them in any way.

Because I understand their language, I overhear what happens in the capital. What I hear takes all my hope away. The colonists have passed laws that Africans are enslaved for life, and so are their children. If I adopt their strange religion of Christianity, I am still a slave. I am not allowed to practice my own religion. I may not have a drum or own any property. I am treated worse than the farm animals, for the animals receive decent food and are not worked to death.

I have seen the terrible things that happen to Africans who try to escape. They lose limbs or are beaten almost to death, and we all must watch these terrible punishments so that we will not try to run away. I did not know I could feel such a terrible hatred as the white men have created in me. I would risk anything to be free. Everyday I watch for an opportunity to escape to the swamps. Perhaps someday I will find my way back to Africa.
The New England Puritans, in seeking to purify the Church of England and lead godly lives, described their colony in the New World as “a city upon a hill.” They wanted to set an example for all to look up to and emulate. Therefore, they practiced strict obedience to God in their daily lives. Their rigorous rules concerning godly behavior, adherence to Biblical teachings, and strict observance of the Sabbath made for a challenging existence.

Hostilities with the Native Americans resulted mostly from the unyielding views of the Puritans. The tribes on whose land the Pilgrims and Puritans settled included the Algonquian, the Narragansett, Mohegan, Pequot, and Wampanoag. Most of these Native Americans were helpful and friendly towards the Europeans, teaching them how to farm crops and build homes. However, after several years, the New England colonists committed ruthless acts of violence against the natives; they stole their land and forced them to conform to the English way of life or die. The Europeans also brought diseases that killed off many coastal Indians. The Puritans believed this was part of God’s plan to clear the way for them to spread the word of the Lord without interference from the natives whom they viewed as heathens and in need of conversion.
Even though the threat of Indian attacks and frequent skirmishes with the natives created ongoing fear and tension, the Yankee colonists prospered. Soon farms and villages dotted the New England landscape. The typical village consisted of several rows of homes facing a large field called the common. At first, cattle and sheep grazed on the common. Sometimes they wandered into and destroyed the neighboring Indians’ cornfields, creating another source of tension with native neighbors.

The meetinghouse dominated one end of the common; the people of the village met there to worship, discuss important town issues and socialize. At the yearly town meeting, (American democracy in its earliest form), all the free men of the settlement discussed and voted on important community questions. Town meetings at first included only landowning church members, but later all white male property owners could attend and vote.

As the village grew, the colonists built more streets and homes around the common. Homes of high-status individuals such as ministers, doctors, and lawyers lined the common in close proximity to the meetinghouse. Other structures followed: a mill, a school, an inn, and places of business for the furniture maker, chandler, cooper, shoemaker, and blacksmith.

With the laws came the lawbreakers, and punishment was swift and public. The stocks, a device that pinioned the head and hands of an offender, stood on the common. The person found guilty of an offense against God and the strict community code of behavior would endure taunting and ridicule from the townspeople. This was a milder punishment than whipping, excommunication, or banishment.
The Puritans had a high regard for education for all people whether they were free men, indentured servants, or slaves. They believed everyone should learn how to read the Bible and interpret local laws. For this reason, many parents who were literate taught their children reading, religion, and life skills at home. Other children, mostly boys, learned the alphabet, reading, Bible passages, and arithmetic in private dame schools at which a female teacher taught for wages. The teacher used horn books: flat wooden boards shaped like paddles, with a sheet of paper printed with the alphabet and the Lord's Prayer, covered by a thin sheet of transparent horn. Later, the *New England Primer*, a book of illustrated alphabet verses and simple religious texts, appeared in most New England homes and schools.

Since Massachusetts laws required all towns to teach their children to read, the colony set up the first public school system under the Massachusetts School Law in 1647. This law stated that every village with more than fifty families must hire a teacher to instruct children to read and write. This law institutionalized what we know today as a free public education.

In 1636, the Puritans founded the first colonial institution of higher learning, Harvard College, in Cambridge, Massachusetts, to prepare young men for the ministry. Along with its offerings in religious studies, Harvard offered apprenticeships in law and medicine to give students real life experiences working alongside lawyers and doctors.

On the Sabbath, Puritan law required all farm and household chores to stop so that all people (free, indentured, and slaves) could attend the service at the meetinghouse. The colonists dressed in their Sunday best, usually clothes made of the finest fabrics, when attending this all day event. The seating inside the meetinghouse placed free men and women on opposite sides of the center aisle while indentured servants and African slaves sat in
Making Thirteen Colonies 190

the back or in the balcony. A typical Sunday included several hours of passionate preaching by the minister in the morning, an hour break for lunch, and a return to the meeting for several more hours of Scripture readings and preaching. Following the service, the colonists discussed and reflected on the minister’s message.

In winter, colonists brought their dogs to church and held them on their laps for warmth. Foot warmers kept parishioners from freezing in the unheated building. To make sure that people stayed awake, a tithing man tickled or tapped dozing worshippers’ hands with a long pole that had a feather at one end and a knob on the other. Yankee colonists endured these conditions or risked exile from the church that formed the bedrock on which they lived their lives and governed their communities.

STANDARDS

HISTORICAL THINKING
The student will
Historical Comprehension
• draw upon visual, literary and musical sources
Historical Analysis and Interpretation
• compare or contrast differing sets of ideas, values, personalities, behaviors, and institutions
• hypothesize the influence of the past
Historical Research Capabilities
• formulate historical questions
• obtain historical data
• question historical data
Historical Analysis and Decision-Making
• identify issues and problems in the past

CONTENT
The student will demonstrate understanding of
The early arrival of Europeans and Africans in the Americas, and how these people interacted with Native Americans
• Family life, gender roles, and women’s rights in colonial North America
  ▸ explain how and why family life differed in various regions of colonial North America

How political institutions and religious freedom emerged in the North American colonies
• Religious diversity in the colonies and how ideas about religious freedom evolved
  ▸ explain how Puritanism shaped New England communities and how it changed during the seventeenth century
For each student:
Making Thirteen Colonies by Joy Hakim: Chapter 16, “Of Towns and Schools and Sermons”

For each team:
Document Packet: Tales from Tombstones
Team Sheet: What Do Tombstones Tell Us?

For the classroom:
Vocabulary words written on chart paper
Teaching activity questions written on chart paper

Web sites
New Town Crier Forums @ http://earlyamerica.com/towncrier/towncrier.html
History Online American Colonies @ http://www.jacksonesd.k12.or.us/k12projects/jimperry/colony.html or Cycles of U. S. History – Colonial Cycle @ http://www.seanet.com/Users/pamur/colo.html
Historical Text Archive – History of the United States @ http://www.msstate.edu/Archives/History/USA/usa.html
Eighteenth-century documents and how to read them @ http://earlyamerica.com
Schooling, Education, and Literacy in Colonial America @ http://alumni.cc.Gettysburg.edu/~s33058/schooling.html
Historic New England Gravestones @ http://www.farm.net/~robin/gravestones/
DeeJay’s New England Gravestone Page @ http://pages.cixhome.net/DJANDDDJS/page4.html
Old Burial Hill @ http://www.oldburialhill.org

Words to Remember
*meetinghouse — center of a New England town, it served as church, town hall, and a place to socialize
*common — field around which the meetinghouse and the houses of important people of a New England village were built, also called the green
stocks — wooden structure built to encase the head and arms of a nonconformist or trouble maker to punish and humiliate
chandler — candle maker, one who sells general merchandise
*jurisdiction — area that a government controls
primer — first book for beginning readers
sermon — public lecture, based on Scripture, usually given by a clergyman, for the purpose of religious instruction
*Puritans — English Protestants who wished to purify the Church of England and who came to America in the early 1600s seeking religious freedom

People to Remember
Henry Dunster — first president of Harvard College

Places to Remember
Harvard College — first college in America founded in Cambridge, Massachusetts, by the Puritans in 1636
Massachusetts Bay Colony — colony founded in 1630 by Puritans in the area around Massachusetts Bay

The Lesson

FOCUS ACTIVITY – 5 minutes

1. Working in teams, students Think-Team-Share a list of important places found in their town.

2. Direct students to look at the illustration of a New England village on page 64 of Chapter 16 (2d ed. p.66) of Making Thirteen Colonies.
3. Ask
   • What places do you see in this New England village?
   • How are these places similar or different from the places in your town?

Tell the students that in today’s lesson they will learn about life in a New England town like the one illustrated.

TEACHING ACTIVITY – 20 minutes

1. Preview Chapter 16, “Of Towns and Schools and Sermons” with the students by looking at the illustrations and reading the captions and sidebars. Ask the following questions written on chart paper.

   • What things might make you want to live in a New England village? (Neighbors were friendly and helped one another.)
   • What things might make you not want to live in a New England village? (strict rules and punishments, women seen as inferior, children whipped, restricted activities on Sundays, no Christmas celebration)
   • What things were important in the lives of New England villagers? (religion, living a holy life, education)

2. Introduce the Vocabulary *Words, People, and Places to Remember* written on chart paper.

3. Reading for a Purpose: Students read Chapter 16 to find more information to support their responses to the questions.
Circulate and Monitor: Visit teams to help students with the reading and locating information to answer the questions.

4. When students have completed their reading, they add new information to answer the questions.

5. Discuss New England colonial life with the students, adding information from the Overview as needed.

STUDENT TEAM LEARNING ACTIVITY

STL ACTIVITY – 25 minutes
Using primary sources to gather information about life in a New England village

1. Distribute the Document Packet: Tales from Tombstones.

Introduce the Student Team Learning Activity by telling students that Puritans preached against having graven images in their worship. However in response to death, they turned to images and symbols to depict their beliefs. In this activity they will study Puritan tombstones to discover information about life and death in colonial New England.

2. Reading for a Purpose: With the students, read the first page of the Document Packet.

3. Working in their teams, students study each tombstone and answer the questions. Each student records the answers on a separate sheet of paper.

Team members Think–Team–Share to complete the Team Sheet: What Do Tombstones Tell Us?
REFLECTION AND REVIEW ACTIVITY – 10 minutes

1. Use Numbered Heads to share the results of each team’s study of the Document Packet and the information they recorded on the Team Sheet.

2. Help the students draw the conclusions that Puritan life was very hard, and death was a constant presence. Women often died in childbirth, children died, and many deaths took place in the winter. The Puritans’ hope for a better life in heaven comforted them as they endured the hard life and restrictions of their earthly existence.

HOMEWORK

Imagine that you are a resident of a New England village and write a description of a Sunday or a workday in your life or design a tombstone and write an epitaph for yourself.

LIBRARY/MEDIA RESOURCES

Nonfiction

*Going to School in 1776* by John J. Loeper, MacMillan Publishing Co.

*The Oxford Book of Children’s Verse in America* edited by Donald Hall, Oxford University Press, Inc.

*The Americans: The Colonial Experience* by Daniel J. Boorstin, Random House

*Life in the American Colonies*, Discovery Enterprises

*The New England Transcendentalists*, Discovery Enterprises

*Kids Discover Colonial America*, Kids Discover


*If You Lived in Colonial Times* by Ann McGovern, Scholastic Trade

*Colonial Days: Discover the Past With Fun Projects, Games, Activities and Recipes (American Kids in History Series)* by David C. King, John Wiley & Sons
Art — Students create their own New England village either on a poster or display board that illustrates daily life for the colonists and Native Americans.
Art/Technology — Students build a model of a New England village with the help of the art or technical education teacher.

Art — Students create horn books or their own versions of a New England primer.

Local History — Students visit the oldest cemetery in their area to read the tombstones and discover from them what life was like for the earliest settlers in their community.

Art/Writing — Students create a comic strip that illustrates life in a New England village with a bubble dialogue between the characters.

Library/Media/Research — Students research dame schools and write about a school day for its students.

Research — Students visit the web site http://www.mayflowerfamilies.com to learn more about Puritan life.
What Tombstones Tell Us

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Date of Death</th>
<th>Symbols</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samuel Waldron</td>
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<tr>
<td>Richard Hawley</td>
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<tr>
<td>Rebekah Bonfild</td>
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<tr>
<td>Mary Elithrop</td>
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<tr>
<td>Timothy Lindall</td>
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<tr>
<td>Mary Lattimer</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Elizabeth Sande</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

What does the inscription “The memory of the just is blessed” tell you about Samuel Waldron?
_____________________________________________________________________________________________________

Why does Richard Hawley have a coat of arms on his tombstone?
_____________________________________________________________________________________________________

Team Sheet — Lesson 13
Making Thirteen Colonies
What do the inscriptions on Rebekah Bonfild’s tombstone tell you about her?

Why can’t you read Rebekah Bonfild’s age?

Why is Mary Elthrop’s son Benjamin buried with her?

How old do you think Benjamin was?

How do you think Mary Elthrop died?

What does the Latin inscription “Memoria Sit Beate” tell you about Timothy Lindall?

What other tombstone has a Latin inscription?

Why did the Puritans use Latin?

During what season did most of the people die? Why?

What information appears on the tombstones of women that does not appear on the tombstones of men?

What does this tell you about the status of women in Puritan society?

What conclusions can you draw about the Puritans’ life from the tombstones?

What conclusions can you draw about their attitudes toward death?
Tales from Tombstones

Important symbols

- Coffins – death
- Darts – death (Indian arrows)
- Father Time – death, the Grim Reaper
- Flowers, leaves – shortness of life
- Fruits – eternal plenty
- Gourds – coming to be and passing away of earthly matters
- Hourglass – swiftness of time
- Human faces – the soul
- Pallbearers – death
- Picks and shovels – death
- Pomegranates – the church or fertility
- Scythes – Father Time, swiftness of time
- Shells – pilgrimage through life
- Skeletons – death
- Skulls – death
- Winged death’s head – death, the soul flying from the body
- Winged hourglass – swiftness of time

Tombstones often had the shape of the headboard of a bed, and some graves had footstones that looked like the foot of a bed because people thought of death as a long sleep. The tombstones of children sloped to resemble the sides of a cradle.

Epitaphs

Seventeenth century tombstones usually recorded the name, age, and date of death of the deceased. Some had a line of Scripture or a verse, called an epitaph, that told something about the person's life, warned others that they too would surely die, or expressed hope for a better life in heaven.

Sarah Sims
- In the mansions of the silent tomb
- How still the solitude, how deep the gloom.
- Here sleeps the dust, unconscious, close confined
- Far, far distant dwells the immortal mind.

Brackley Rose
- Happy the babe, privileged by fate
- To shorter labour and lighter weight
- Received by yesterday the gift of breath
- Ordered tomorrow to return to death.
Here lies ye body of Samuel Waldron aged 34 years died ye 8 of December 1691. The memory of the just is blessed.

How old was he?
When did he die?
In what season did he die?
What symbols do you see?
What do they mean?
The inscription at the bottom says, “The memory of the just is blessed.”

What does this tell you about Samuel Waldron?
Richard Hawley

HERE LYES BURIED THE
BODY OF RICHARD HAWLEY
DEPARTED THIS LIFE
DECEMBER 2 1691
IN Y: 61 YEAR OF HIS AGE

How old was he?
When did he die?
In what season did he die?
What symbols do you see?
What do they mean?
Why do you think his tombstone has a
coat of arms?

Photograph used with the kind permission of Jeff Kane from his web site Old Burial Hill, Marblehead at http://www.oldburialhill.org.
Rebekah Bonfild

When did she die?
Why can’t you read her age?
In what season did she die?
What symbols do you see? What do they mean?
What does the inscription say?
What does it tell you about Rebekah Bonfild?

Memento mori means remember death.
Fugit hora means the hour flies.

Photograph used with the kind permission of Jeff Kane from his web site Old Burial Hill, Marblehead at http://www.oldburialhill.org.

MEMENTO MORI          FUGIT HORA
HERE LYE REBEKAH GEORGE
BONFILD HIS WIFE
WHO DID MUCH GOOD IN HER LIFE
WHO DYED YE 30 OF APRIL 87
AGED YEARS
Mary Elithrop

HERE LYES YE BODY OF
MARY ELITHROP WIFE TO
JOHN ELITHROP WHO DEC.
WITH HER SON BENJ. IN
HER ARMES AUGT Y 5D.
1717 IN THE 33D.
YEAR OF HER AGE.

How old was she?
When did she die?
In what season did she die?
Why is her son buried with her?
How old do you think he was?
What symbols do you see? What do they mean?

Photograph used with the kind permission of Jeff Kane from his website Old Burial Hill, Marblehead at http://www.oldburialhill.org.
How old was he?
When did he die?
In what season did he die?
What symbols do you see? What do they mean?
Just below the winged face is the Latin phrase “Memoria Sit Beate” (Blessed in memory).
What does this tell you about Timothy Lindall?

MEMORIA SIT BEATA
HERE LEYTH BURIED
Yᵉ BODY OF
Mʳ TIMOTHY LINDALL
AGED 56 YEARS
& 7 Mᴰ DECEASED
JANUARY Y 6
1698
9
(The second year is given because the colonies had not yet settled on what calendar to use. He died in 1698 according to the Julian calendar, which began the new year on March 25, but in 1699 according to the Gregorian calendar, which began the new year on January 1.)
How old was she?
When did she die?
In what season did she die?
What symbols do you see?
What do they mean?

HERE LYES BURIED
Y² BODY OF MARY
WIFE TO CHRISTOPHER LATTIMER
AGED 49 YEARS
DEC. 2 OF MAY
1 6 8 1

Photograph used with the kind permission of Jeff Kane from his web site Old Burial Hill, Marblehead at http://www.oldburialhill.org.
Elizabeth Sande

How old was she?
When did she die?
In what season did she die?
What symbols do you see? What do they mean?

Photograph used with the kind permission of Jeff Kane from his web site Old Burial Hill, Marblehead at http://www.oldburialhill.org.
Colonial Maryland was uniquely shaped by its founder and owners, its government, and its location between the northern and southern colonies.

King Charles I created the colony of Maryland in 1632 when he gave George Calvert, Lord Baltimore, the title to all land north of the Potomac River and south of forty degrees north latitude. Loss of territory defined Maryland’s early history. The lands given to the first Lord Baltimore by King Charles I of England covered what we know today as Maryland, Delaware, a small part of Virginia, and a large part of Pennsylvania. But much of this was to be lost.

George Calvert and his descendents ruled Maryland almost exclusively during the colonial period. But the Lords Calvert, while good rulers, did not take direct control over their colony. They ruled as absentee landlords, a unique situation in the colonies, but common in the British Isles. George Calvert, as Lord of Baltimore (an area in northern Ireland), knew a great deal about ruling as an absentee landlord. In Ireland, English lords commonly ruled areas while not actually living there.

George Calvert knew the risks of the New World. His experiences included membership in the Virginia Company in 1609 and the position of councilor for the New England Company in 1622. George Calvert also held land in Newfoundland, which he called Avalon. Calvert visited Avalon in 1627, but found the area too cold for his tastes. He drew up the
When George Calvert died, the title for Maryland passed to his son Cecil. Cecil sent the first settlers to Maryland in 1633 on the ships *Ark* and *Dove*. Like George Calvert, Cecil ruled his land from England and sent his brother Leonard as Maryland’s first governor. In 1638, Cecil lost power to the Maryland Assembly in a dispute over the wording of Maryland’s charter. The wording in question pertained to Cecil’s power to enact laws. Cecil agreed to allow the assembly some power in initiating laws, but retained veto power. Cecil also enacted the process of ground rent that became the method by which the Calverts made money from Maryland. Ground rent was a yearly tax, which settlers paid directly to Cecil Calvert. The money from this tax formed Cecil’s revenue from Maryland.

To guarantee that Catholics could safely practice their religion, the Maryland Assembly passed the Maryland Act Concerning Religion in 1649. By modern standards, the toleration of this act seems minor as it only pertained to Christianity. Any who denied the divinity of Jesus Christ or who disbelieved in the Trinity faced a death penalty or confiscation of land. Despite this harsh sentence, there exists no record that either penalty was ever invoked.

In 1661, Cecil officially appointed his son, Charles, governor of the Maryland colony. By 1663, Maryland lost its first territory to Virginia. Trouble arose along the southern boundary of Maryland’s Eastern Shore. To settle the dispute, Maryland and Virginia each sent a representative to cooperatively lay out a boundary line. But as one part of the line was not drawn straight, Virginia gained 15,000 acres of Maryland land.

Not only Maryland’s governor, Charles was also (after his father, Cecil, died) the first resident
proprietor of Maryland. Although the first Lord Baltimore to live in Maryland, his residence was short-lived, and Charles left after a year. During Charles’ lifetime, the monarchy in England changed, and the new king appointed his own governor, Leonard Copely; this was the first time in which Maryland was governed by anyone other than a Calvert. Before Charles’ death, the title was restored to him. In 1715, his son, Benedict Leonard Calvert, succeeded him, but Benedict ruled for only two months, before he too died, and his son, another Charles, succeeded him.

The new Charles Calvert became the fifth Lord Baltimore. Charles, deceived by an inaccurate map and ignorant of the geography of his province, lost not only the land that became Delaware, but also a large amount of land on Maryland’s northern border, which went to Pennsylvania. As if this was not enough, Virginia again gained land along Maryland’s southern border; this time because of a dispute over whether the northern or southern branch of the Potomac River formed the official boundary line. Aside from tremendous loss of territory, Charles’ reign amounted to little. His son, Frederick, succeeded him to the proprietorship. While Charles was weak, querulous, and something of a fool, Frederick was all of these as well as vicious. Frederick’s only concern in Maryland lay in the revenue it supplied him. He remains as a supreme example of absentee landlordism, with no interest in setting foot within his colony.

The Lords Baltimore helped shape Maryland’s unique nature, but the colony’s location contributed greatly as well. Maryland lay directly between the northern and southern colonies and, therefore, contained elements of both. While most of the settlers of southern Maryland came from England and were either Anglican or Catholic, many of the northern settlers came from Germany. The rocky, hilly land of northern Maryland did not lend itself to
large plantations or the growing of tobacco. Instead small subsistence farms dominated the landscape as in Pennsylvania, its northern neighbor. These farms did not grow tobacco, and therefore, black slaves and indentured servants were rare as opposed to southern Maryland, where many plantations existed. Because significant waterways did not exist in this area, there were few water-based occupations, unlike in coastal southern Maryland. While northern Maryland shared many characteristics with Pennsylvania and the other northern colonies, southern Maryland resembled Virginia and the southern colonies.

Like Virginia, tobacco farming formed the backbone of Maryland’s economy. In fact, the first major roads in Maryland bore the name “rolling roads” because their primary traffic consisted of barrels of tobacco, which slaves and growers rolled upon them to docks along the Chesapeake Bay or its tributaries. The big business of Maryland lay in tobacco plantations. Wealthy Marylanders owned these plantations and relied on indentured servants and slaves to grow and produce cash crops of tobacco. By the time the first Maryland settlers arrived on the Ark and the Dove, the Virginia colony already used slave labor. Still, it was some time before enslaved blacks completely replaced indentured servants on Maryland tobacco plantations.

In order to support the tobacco trade, a significant shipping industry grew in Maryland. Towns like St. Mary’s City, Annapolis, and Baltimore quickly became ports to transport tobacco to England. The Chesapeake Bay and the many rivers that emptied into it helped Maryland’s water commerce grow and, in fact, made water transport a geographic necessity. Many rivers and streams blocked direct transport routes and prevented major road networks. Both fast and efficient, water served as the primary way to move goods.
This shipping industry required shipwrights and boat-builders, and port towns grew as centers of boat building. Although Maryland-built vessels could not rival in size or refinement those constructed in New England, the Maryland boats were significant to the colony, and a unique style of boat building grew. This new boat style was the skipjack, a small, fast boat expertly suited for transporting goods quickly up and down the shallow Maryland rivers.

The combinations of small subsistence farms and plantations made Maryland a unique combination of the northern and southern lifestyles. Maryland helped tie the northern and southern colonies together, both geographically and ideologically.

**STANDARDS**

**HISTORICAL THINKING**

The student will

**Historical Comprehension**
- read historical narratives imaginatively
- evidence historical perspectives
- draw upon data in historical maps

**Historical Analysis and Interpretation**
- compare or contrast differing sets of ideas, values, personalities, behaviors, and institutions
- differentiate between historical facts and historical interpretation
- consider multiple perspectives
- analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance
- hypothesize the influence of the past

**Historical Research Capabilities**
- obtain historical data

**CONTENT**

The student will demonstrate understanding of

**How political institutions and religious freedom emerged in the North America colonies**
- The rise of individualism, the roots of representative government, and how political rights were defined
  - analyze how the rise of individualism affected the ideal of community
  - compare how early colonies were established and governed
- Religious diversity in the colonies and how ideas about religious freedom evolved
  - trace and explain the evolution of religious freedom in the English colonies

**How the values and institutions of European economic life took root in the colonies; how slavery reshaped European and African life in the Americas**
- Colonial economic life and labor systems in the Americas
  - identify the major economic regions in the Americas and explain how labor systems shaped them
For each student
Making Thirteen Colonies by Joy Hakim: Chapter 30, “Maryland’s Form of Toleration”

For each team
Team Sheets: Team Characters

For the teacher
Character Situations

Web sites:
Colonial Maryland: The formative years @ http://www.globalclassroom.org/colonial.html
An Act Concerning Religion, April 24, 1649 @ http://www.mdarchives.state.md.us/msa/speccol/sc2200/sc2221/000025/html/toleration.html
Maryland State Archives: A timeline of Maryland events @ http://www.mdarchives.state.md.us/

Vocabulary

The Calverts, Lords Baltimore — King Charles I of England granted the land between the Virginia and Pennsylvania colonies to the Calvert family. The Calverts, already knowledgeable about colonies, named the new land Maryland and ruled it as lord proprietors for most of its colonial history.
**Words to Remember**

*toleration* — to accept another’s religion, even though it is different or contrary to your own

*absentee landlords* — practice, common in Ireland, in which a person owned and ruled land without actually living there; the Calverts ruled Maryland as absentee landlords.

*proprietorship* — colony that is owned by a single man, as opposed to the king, an assembly, or a business company; William Penn and the Calverts were proprietors of colonies.

*civil war* — when two opposing sides in the same country fight each other; civil wars are often bloody and costly, because the country must absorb all the damage from the war.

*subsistence farming* — method of farming in which small plots of land grow crops to feed the farmer and his family; subsistence farmers need all their crops and usually do not have products to sell.

*The Maryland Act Concerning Religion* — Maryland colonial law that assured religious toleration to all Christians but not apply to non-Christians.

*Anglican Church* — Also known as the Church of England, it was the only accepted religion in England during the American colonial period.

*indentured servant* — person who agrees to work for another for a set number of years to pay his or her ship passage to the colonies

*yeoman farmer* — farmer who owned and worked his own land

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**The Lesson**

**FOCUS ACTIVITY**

**FOCUS ACTIVITY — 5 minutes**

1. Students view the map of the thirteen colonies on page 90 (2d ed. p. 94) of *Making Thirteen Colonies.*
2. Help students locate the colony of Maryland.

3. Students use Think-Team-Share to discuss what is special about Maryland’s location.

**Circulate and Monitor:** Visit each team and help students conclude that Maryland lies between the southern and northern colonies, and therefore might share characteristics of both.

4. Ask the students to **Predict** the effect this location might have upon Maryland’s development.

**TEACHING ACTIVITY — 25 minutes**

1. Use information from the Overview to describe how Maryland incorporated features of both northern and southern colonies.

Remember to include these factors:
- Maryland contained both tobacco plantations and small farms.
- The geography of southern Maryland is like Virginia, while the geography of northern Maryland is more like Pennsylvania.
- Maryland was formed after Virginia and Pennsylvania, and therefore, different lifestyles already existed to the north and south.

2. Introduce the Vocabulary **Words and People to Remember.**

3. **Reading for a Purpose —** Students Partner-Read Chapter 30, “Maryland’s Form of Toleration,” in *Making Thirteen Colonies* to identify the role the Calvert family played in the establishment of religious toleration in Maryland.

**Circulate and Monitor:** Visit each team to help students with the reading.
4. Students use **Numbered Heads** to share information concerning the Calvert family and religious toleration in Maryland.

5. Be sure students understand that religious toleration in Maryland allowed freedom of religion only for Christians. Non-Christians could be hanged or have their land confiscated, although neither seems to have occurred.

6. Discuss the concept of absentee landlords and how most of the Lords Baltimore ruled Maryland without ever visiting their colony.

Ask: What problems might absentee landlordism have caused for the Lords Baltimore or for their colony?

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**STL ACTIVITY—25 minutes**

**Role playing colonial Maryland characters**

1. Distribute the Team Sheets: *Team Characters*. Explain the Student Team Learning Activity.

2. **Reading for a Purpose**: Allow students the opportunity to read the Team Sheets: *Team Characters* and ask questions. Students need to be knowledgeable about all of the characters to aid in their later role playing discussions.

**Circulate and Monitor**: Visit each team to make sure the students understand the assignment and the different characters they will encounter in their role playing discussions.

3. After students have examined each student sheet, assign a character to each team.

4. Students use **Think-Team-Share** to discuss how their team’s character might interact with the other characters, concentrating on the Relations with other Characters and Important Issues sections on
Making Thirteen Colonies  377

the *Team Character* sheets. At this time teams should also choose a name for their character.

**Circulate and Monitor**: Visit each team. Keep students on task and make sure the team’s discussion centers on their particular character. If necessary help students choose appropriate names.

5. Begin the role play by reading one of the issues on the *Character Situations* sheet (located at the end of this lesson) to the students.

Allow each team two minutes to discuss how this issue affects their character and how their character might react.

6. Use **Numbered Heads** for teams to present their character’s reaction in a first person manner. Each student should react to the situation as the team character would.

7. Give teams an opportunity to react with each other promoting a class wide discussion based on the teams’ characters. Make sure the discussion keeps centered on the specific issue and that teams react according to their characters.

Encourage interaction between the students to role play the situations and create dialogue. Allow the discussion to continue as long as the dialogue is productive and on track.

8. Chose another issue from the *Character Situations* sheet and repeat the process.

9. Continue with other issues as time permits.

**REFLECTION AND REVIEW ACTIVITY — 5 minutes**

1. Students use **Think-Team-Share** to discuss
   - Why were there so many different types of people in colonial Maryland?
• How does this fit into the concept of a diverse America?
• Can you think of anywhere today where so many different types of people meet and live together?

**Circulate and Monitor:** visit each team to make sure students discuss each question and arrive at appropriate answers.

2. If time permits, students use **Numbered Heads** to share their responses.

**HOMEWORK**

**Compare and Contrast — Journal Entry**
Compare and contrast colonial Maryland with the United States today. In your opinion, how do the interactions between different peoples in colonial times relate to our country today?

**LIBRARY/MEDIA RESOURCES**

**Nonfiction**
- *Daily life on a Southern Plantation* by Paul Erickson
- *Six Womens’ Slave Narratives*, National Park Service

**Cobblestone Magazine**
- *Colonial Crafts*

**Video**
- *Colonial Life in the South*, Coronet

**CD Rom**
- *Colonial America, Story of America 1*, National Geographic Society

**CONNECTIONS**

**Language Arts/Writing** — Students write a short play based on their in-class dialogue.

**Geography/Library** — Students research each incident in which colonial Maryland lost land and create a map depicting that loss.
Character Situations

**Situation One:** It is 1649, and Oliver Cromwell orders King Charles of England beheaded. An English civil war over religion divides England. Rumors say that Cromwell, now in charge of England, will force Maryland to repeal the Act of Religious Toleration. How will that effect you? Are you worried? What are you going to do?

**Situation Two:** Cromwell might take Maryland away from Lord Baltimore and put someone else in charge! Is this important? Are you angry about this? Is it okay?

**Situation Three:** It is 1677, and England’s Navigation Acts are making shipping difficult. Merchants must pay a tax to England for any goods they sell, no matter if they are sold to England or to another colony. Prices on tobacco are rising, as are prices on daily goods, even nails! Some merchants claim they will not trade goods as long as the Navigation Acts are in place. How does this affect your character?

**Situation Four:** Maryland’s land keeps getting smaller. Pennsylvania, Virginia, and this new colony Delaware keep taking land away from Maryland. Some say that this is Lord Baltimore’s fault because he stays in England and doesn’t visit the colony. What do you think? Does he need to come here and rule his land first-hand?

**Situation Five:** Some people in the north of Maryland think that there should be no plantations in the colony. They say they cannot make any money from their crops because plantations can sell things more cheaply. Planters do not need to pay their workers and they can plant lots of crops. What do you think? Can Maryland survive without plantations? Will your character lose his or her job? Will he or she do better without plantations?
Team Characters

Name:

Occupation: Male Planter

Occupation Details: You own a large tobacco plantation. Black slaves and indentured servants work your plantation. You are a member of the upper class.

Residence in Maryland: You live in southern Maryland, along the Chesapeake Bay.

Character Background: You already had a great fortune before you left England. You came to Maryland because as a Catholic you knew you could freely practice your faith here. You personally know Lord Baltimore and have a great deal of political power. Your plantation is worked by indentured servants and a few black slaves, so you do not have to work in the fields.

Relations with other Characters: You may be the owner of the Slave or Indentured Servant. You look down upon the Farmer because he has to work his own fields. You know the Shipwright by reputation as he builds some of the best merchant vessels in the colony. You sometimes buy goods from the Tradesman, but prefer to import things directly from England. You often do business with the Merchant Captain because he ships your tobacco crops to other ports.

Important Issues: The Maryland Act Concerning Religion is important to you because it allows you to practice your faith, something you were not allowed to do in England. You also are interested in the fate of Lord Baltimore. Will he be successful?
Team Characters

Name:

Occupation: Male or Female Slave

Occupation Details:
You are a worker on a plantation. While the Planter can relax and earn money from tobacco, you must spend your time picking that tobacco. Your life is hard and you see little chance of gaining your freedom.

Residence in Maryland:
You live on a plantation in southern Maryland.

Character Background:
You were enslaved in Africa when you were very young. For a while you worked in the West Indies, then a Maryland Planter bought you. Life in Maryland is easier than in the West Indies, but it is still hard and you have no personal freedom.

Relations with other Characters:
You must obey the Planter but you do not have to like it. You do not think it is fair you have to work his fields. You have a lot in common with the Indentured Servant, but while he or she will eventually earn freedom, you have little hope for that. You wish you could live like the Farmer because he gets to keep what he grows. You do not know the Shipwright or Tradesman, but you have met the Merchant Captain before, when you rolled barrels of tobacco to his ship.

Important Issues:
The Maryland Act Concerning Religion has little affect on you, because you still cannot practice your native religion. You wish that Maryland would outlaw slavery, but because it is so important in the colony you do not think it will happen.
Name:

Occupation: Male Indentured Servant

Occupation Details:
You work on a plantation helping grow and harvest tobacco. While you are treated better than the black slaves, your life is still very hard.

Residence in Maryland:
You work on a plantation in southern Maryland.

Character Background:
Your life in England was poor and hard. You thought that by coming to the New World you would have a better life, but you could not afford the trip. In order to pay for the trip you signed on as an indentured servant and had to work seven years. You have three years left to go, but that seems like forever. You are a member of the Church of England.

Relations with other Characters:
The Planter paid for your trip, but that means you owe him seven years of work. He works you quite hard and you are not sure you take much more. You work with the Slave, but you are relieved because you can earn your freedom, while he cannot. You envy the Farmer, you would like to have your own farm to work, where you could keep what you grew, and hopefully you will someday. You have met the Shipwright before. He was once an indentured servant himself, but he worked off his time and was able to gain success with his skills. You are sometimes sent to the Tradesman to pick up goods. You wish you could be in business for yourself. You have met the Merchant Captain when taking tobacco to the port for sale.

Important Issues:
The Maryland Act Concerning Religion allows you to practice your faith, even in a Catholic colony. You wish Lord Baltimore would pass a law reducing the length of service for indentured servants, but you do not keep your hopes up.
Team Characters

Name:

Occupation: Female Indentured Servant

Occupation Details: You work as an indentured servant to a tradesman. You are responsible for the housework and keeping the workshop clean.

Residence in Maryland: You live in Annapolis, a town with a busy port and many businesses and homes.

Character Background: Your life in England was poor and hard. You thought that by coming to the New World you could make a better life for yourself, but you could not afford the trip. In order to pay for the trip you signed on as an indentured servant. To gain your freedom you had to work seven years. You have six years left to go, but life is not bad for you right now. You follow the Presbyterian faith.

Relations with other Characters: You have not met the Planter, but you know about Planters in general. You are glad you work in a small shop and not on a plantation. You do not work with any slaves; the tradesman for whom you work could not afford to buy one. But you are relieved because you can earn your freedom, while a slave cannot. You envy the farmer, because he is free to do as he pleases. You know the shipwright well because his shop is just down the street from you. He was once an indentured servant himself, but he worked off his time and was able to gain success with his skills. You know the tradesman well because you work for him. He is kind to you but you still wish you were free. You sometimes see the merchant captain come into port. Occasionally he drops off supplies like nails and tools to the tradesman for whom you work.

Important Issues: The Maryland Act Concerning Religion is important to you because it allows you to freely practice your religion. You have no contact with tobacco farming and do not feel strongly about it either way.
Team Characters

Name:

Occupation: Male Farmer

Occupation Details:
You are a farmer who owns his own land. You grow just enough for you and your family to survive, and earn a little extra money by selling any spare goods you have at market.

Residence in Maryland:
You live in northwest Maryland, near the Pennsylvania border.

Character Background:
You grew up in Germany but moved to the New World in search of success. You first tried to settle in Pennsylvania, but others already owned much of the land, and the little land left was expensive. You moved to Maryland because you could get enough land to start a farm cheaply. You follow the Lutheran religion.

Relations with other Characters:
You envy the Planter because he makes a lot of money growing tobacco, while you need to grow things to eat and have little extra to sell. You have not encountered any slaves, while the idea of not having to work your land appeals to you, you do not like slavery, and you could never afford a slave anyway. You do not know the Shipwright at all because you have no use for ships. You occasionally visit the Tradesman to buy tools and seeds for your farm. You have no contact with the Merchant Captain.

Important Issues:
The Maryland Act Concerning Religion is important to you because it allows you to freely practice your religion. You worry that tobacco farming will take over and there will be no place for small farmers in Maryland. Lord Baltimore seems to be more interested in taxing you than helping you, but he rules the colony well, or so it seems.
Team Characters

Name:

Occupation: Male Shipwright

Occupation Details:
You build ships in Annapolis. You came to Maryland as an indentured servant, but after working off your time you went into business for yourself. You have grown quite prosperous building ships to transport goods around the Chesapeake Bay.

Residence in Maryland:
You live in Annapolis, in the center of Maryland, along the Chesapeake Bay.

Character Background:
You came as an indentured servant from England. You were born in Ireland, but moved to England to work on ships. You worked for another shipwright in Liverpool, but you hoped to come to the New World to go into business for yourself. You worked off your time as an indentured servant, and now own a well-known boat building shop. You are Catholic.

Relations with other Characters:
You do not know the Planter but you have heard of his successful plantation. You dislike planters in general, because they do not work for a living. You do not know the Slave or Male Indentured Servant, but you have become friends with the Female Indentured Servant. She works for the Tradesman right down the street. You do not know the Farmer, but respect anyone who works for himself. You know the Tradesman very well, as he is your friend. You also buy goods from him frequently. You are on very good terms with the Merchant Captain because he is your best customer. You are working on a new boat for him right now!

Important Issues:
The Maryland Act Concerning Religion is important to you. In England, you could not practice Catholicism, and because you were poor, it made life very difficult. The laws made by the Maryland Assembly are important to you, because many of them govern shipping. If shipping regulations restricts the merchants, they will be less likely to become wealthy and buy more boats. Tobacco farming is important to you because without the tobacco trade there will be less need for shipping goods, and therefore, less need for your ships.
**Team Characters**

**Name:**

**Occupation:** Male Tradesman

**Occupation Details:**
You run a small store that supplies basic goods. You have a good business but are not wealthy.

**Residence in Maryland:**
You live in Annapolis, and own a store right inside town.

**Character Background:**
You came from England because you thought you could make a better living here. You had just enough money for the journey and arrived in Maryland penniless. You worked odd jobs until you had enough to start your store, and you are steadily becoming successful. You are a member of the Anglican Church (Church of England).

**Relations with other Characters:**
The Planter sometimes buys things in your shop, but he prefers to import goods from England. You do not know the Slave nor the Male Indentured Servant, but you know the Female Indentured Servant well because you paid off her bills and now she is indentured to you. The Farmer sometimes comes to buy goods from you, and you know him well, even though his German accent makes him hard to understand. You are close friends with the Shipwright, and you have a lot in common with him, despite his success. You sometimes buy goods from the Merchant Captain to sell in your store. Usually you buy things like nails and tools, which are not made in Maryland.

**Important Issues:**
The Maryland Act Concerning Religion affects you, although you are a member of the Church of England and were allowed to practice your faith in England, you now live in a Catholic colony, yet may still worship your religion. Shipping costs and prices concern you because you buy some goods from England to sell in your shop. You do not feel strongly about tobacco growing. You hear a lot about Lord Baltimore, and you think he should visit the colony. The ground rent you pay him uses up a lot of your shop’s profits.
Team Characters

Name:

Occupation: Male Merchant Captain

Occupation Details: You own your own merchant ship and make your living by transporting tobacco to England, selling it, and buying goods to sell in Maryland. You have earned enough money to pay the Shipwright to build you another boat, so you can run two and make more money.

Residence in Maryland: When not on your boat, you live in Annapolis.

Character Background: You arrived in Maryland as the first mate of another ship. With the money you had earned you left the ship and bought your own skipjack. Since then you have become very a very successful captain. You are a member of the Anglican Church.

Relations with other Characters: You know the Planter well, because you often transport his tobacco to English markets. You also import goods for him, as he prefers to buy from England rather than buy things made in Maryland. You have probably met the Slave once or twice but can not remember for sure. You do not know the Male Indentured Servant. You know the Female Indentured Servant and the Tradesman, because you sometimes import goods for his shop where she works. You do not know the Farmer; he does not buy anything from England. You know the Shipwright well. He is making a new ship for you, which will expand your business greatly.

Important Issues: The Maryland Act Concerning Religion is not important to you. You are a member of the Anglican Church, but even if you were not, you could worship whatever religion you wanted at sea. The tobacco trade is very important to you, because it is where your revenue comes from. Without the tobacco trade you would not have any money. You know nothing of Lord Baltimore and do not really care what he does.
SAMPLE PACKET

LESSON PLANS AND STUDENT SHEETS

BOOK THREE

FROM COLONIES TO COUNTRY

A History of US
TEACHING GUIDE
AND RESOURCE BOOK

CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS
TALENT DEVELOPMENT MIDDLE SCHOOLS

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CONTENT OVERVIEW

BOOK THREE
FROM COLONIES TO COUNTRY

Description: The Revolutionary War! The Americans fight for freedom in From Colonies to Country. In this enthralling story we meet George Washington, King George III, Sam Adams, Patrick Henry, Eliza Pinckney, and Alexander Hamilton. The French and Indian War, the writing and signing of the Declaration of Independence, the Constitutional Convention where the government of the United States is created—these are major events in A History of US.

Teaching & Student Activity Highlights:

- use a rap to preview the American Revolution
- judge freedom of the press in internet cases
- identify propaganda techniques—the Boston Massacre
- create a Dateline newscast
- write captions for paintings of Revolutionary War battles
- judge Benedict Arnold as hero or traitor
- interpret revolutionary period song lyrics
- write Jefferson’s epitaph
- create and play a Northwest Passage game
- compose Constitutional founders riddles

The Lessons

| Section 1 | Lesson 1 | Life and Ideas of Liberty in the Colonies | Lesson 15 | Revolutionary Women and Children |
| Lesson 2 | Freedom and the Press | Lesson 16 | Our Goal is Freedom |
| Lesson 3 | The French and Indian War Begins | Lesson 17 | Soldiers From Everywhere |
| Lesson 4 | Unite! | Lesson 18 | Common Soldiers, Uncommon Men |
| Lesson 5 | Goodbye to France | Review Lesson | |
| Review Lesson | |

| Section 2 | Lesson 6 | What is an American? |
| Lesson 7 | Magna Carta and Its American Legacy | Lesson 19 | Turning Point |
| Lesson 8 | Firebrands | Lesson 20 | No Meat! |
| Lesson 9 | Massacre? | Lesson 21 | What’s Wrong with the Articles of Confederation? |
| Lesson 10 | The Shot Heard Round the World | Lesson 22 | Victory at Yorktown |
| Lesson 11 | A Green Mountain Boy | Lesson 23 | Northwest Territory |
| Lesson 12 | The Continental Congress, Again | Review Lesson | |
| Review Lesson | |

| Section 3 | Lesson 13 | Two Battles |
| Lesson 14 | Declaring Independence | Review Lesson | |

THE FOLLOWING LESSONS ARE INCLUDED IN THIS SAMPLE SET: Lessons 1, 9, 16 and 23

To view the listing of materials needed for student activities, see the ‘RESOURCES’ section in each sample Lesson.
On the eve of the American Revolution, the colonists enjoyed a high per-capita income in a stratified, class-conscious society. Beginning to think of themselves more as Americans than Englishmen, the colonists began developing their own ideas of liberty and of their political rights and privileges.

What was life in the thirteen colonies like in the years immediately preceding the American Revolution? Thomas Fleming, author of *Liberty! The American Revolution*, shatters the general impression that revolutionary era Americans were poor and more or less equal. Fleming writes, “On the contrary, they enjoyed the highest per-capita income of any people in the civilized world of their time” and “in each of the thirteen colonies, a highly stratified, class-conscious society already existed.” Throughout the colonies, ten percent of the taxpayers possessed most of the land and wealth. During the century-and-a-half of colonization, a select group of talented and ambitious individuals had acquired land and money.

One step down the economic and social ladder thrived a growing middle class composed of independent farmers with numerous heads of domestic livestock and sufficient crops to sell for cash and small business entrepreneurs such as tradesmen, innkeepers, and merchants. The quintessential American business acumen was well on its way. Merchants stood at the apex of the
economy, except in the southern colonies where the planter reigned in making and spending money freely. Many enterprises reached remarkable size (for example: by 1775, American ironworks produced one-seventh of the world’s iron), and America boasted an economy two-fifths the size of England’s, which it was well on its way to surpassing.

At the foot of the ladder stood free and enslaved Africans, Native Americans pushed as far as possible into the non-coastal wilderness, subsistence farmers, apprentices, indentured servants, frontier settlers, and many of the poor, newly arrived immigrants. Except for the Native American and the enslaved African, America between 1760 and 1775 promised a good place to live and the possibility of social and economic improvement. Multitudes of Protestant Irish, Scots, and Englishmen flocked to the colonies “for no other reason but because they hope to live better, or to earn more money...than they can at home” as Wills Hill, the British secretary of state for America, informed Parliament, concerned by the mad rush of emigrants, many of whom were skilled craftsmen.

The colonists spent freely and were often in debt—to each other and to English merchants to whom they owed almost six million pounds just prior to the Revolution. Almshouses and debtor’s prisons bulged with those unable to pay their bills; in New England, officials commonly bid off the poor at town meetings for hire. The privileged debtor fared better, racking up bills against the promise of next year’s profit.

Although more than sixty percent of Americans came from English origins, a goodly number of former Scots and Scot-Irish, German, Dutch, southern Irish, and others inhabited the colonies. Almost 540,000 individuals came from African origins and composed twenty percent of the total population of over two and a half million Americans.
Although varied religious sects prospered, the largest were Congregational and Presbyterian churches followed by Baptist, Anglican, Dutch or German Reformed, Lutheran, and Catholic, and small numbers of Quakers and Jews. Religious distrust and hostility also flourished and tolerance was rare. With few exceptions, individual colonies did not welcome other sects.

After the church, community life centered in the tavern that hosted men regardless of their social or economic station. The widespread colonial fondness for a glass of hard cider or a tot of rum brought males to the tavern to read the latest newspapers and discuss politics. A tavern keeper made good money, and after the minister, was the second-most important man in town and usually the local political boss. During the Revolution, the taverns figured prominently as the temporary seats of government and the meeting places of the Patriots.

The number of Americans doubled every twenty-five years, in part due to early marriage. Girls married as young as thirteen years of age and rarely remained unmarried by eighteen. Money played a large role in marriages, (newspapers regularly stated the amount of a bride’s dowry) especially among the well-to-do. With the dangers of childbirth and the common fatal consequences of sickness, disease, and accident, both men and women remarried often for necessity and to partners vastly older or younger than themselves. Although young women most often married older men, the March 15, 1771, newspaper, The Virginia Gazette, announced,

Yesterday was married, in Henrico, Mr. William Carter, third son of Mr. John Carter, age 23, to Mrs. Sarah Ellyson, relict (widow) of Mr. Gerald Ellyson, aged 85, a sprightly old tit with 3,000 pounds fortune.

Her husband legally controlled a woman’s property, and the courts seldom granted divorce. Few women
were educated, except by private tutor. Nevertheless, quite a few women managed their own affairs or became heads of businesses and farms. Many of these took over the family business upon the death of husband or father. One case is Eliza Lucas (whose story appears in Chapter 9 of Joy Hakim’s *From Colonies to Country*) who “loved the vegetable world extremely” and experimented with raising figs, indigo, cotton, and ginger on her family’s plantation, thus beginning the extremely profitable indigo crop in South Carolina. In 1734, Catherine Zenger continued to print her husband’s newspaper during his unjust imprisonment for seditious libel. After his death in 1746, Catharine again managed the family business, this time under her own name. Colonial women worked hard even within their traditional women’s roles. Abigail Foote of Connecticut wrote of one day’s work in her diary:

*Fix’d gown for Prude—Mend Mother’s riding hood—spun short thread—fix’d two gowns for Welsh’s girls—carded tow—spun linen—worked on cheese—hatchel’d flax with Hannah, we did 51 lbs apiece—pleated and ironed—read a sermon of Doddridge’s—spooled a piece—milked the cows—spun linen, did 50 knots—made a broom of Guinea wheat straw—spun thread to whiten—set a red dye—had two scholars from Mrs. Taylor’s—carded two pounds of whole wool—spun harness twine—scoured the pewter.*

Although all of colonial life required such work, especially for those at the lower socio-economic levels and on the frontier, Americans lived well. Most foods available today appeared on colonial menus, although fresh fruits and vegetables were seasonal. Ham was the most standard fare—the great Virginian William Bryd scribbled his recipe for cooking it in his Bible. Common people usually prepared one-pot soups, stews, and meal mushes,
while the more elite feasted on groaning boards of multi-course meals. Most folks started the day with a drink of spirits, and one historian has noted that “colonial Americans drank enough hard cider in a single day to make modern Americans woozy for a week.”

Popular forms of entertainment included dancing and music. Whether in ballroom or barn, dancing was vigorous, prompting one European visitor to remark that the dances tested “the respective strength of their [the dancers’] sinews.” Colonists danced minuets, reels, jigs, and country dances similar to the modern square dance. The American music and dance forms reflected various cultural and immigrant backgrounds. Americans played a variety of musical instruments—the most popular being the violin (or the commoner’s fiddle) followed by flute, recorder, harpsichord, piano, and ten-string guitar. Townsfolk with the means to purchase tickets attended the popular musical theatre and musical society concert of the day.

Americans sang as part of everyday life and for entertainment. Field songs and sailor chanteys, spinning songs and ribald tavern ballads, hymns and popular stage tunes entertained and lightened the workload or task. Widely popular folk songs, especially of Scottish origin, traveled from place to place, often with new words written for them. Equally popular were ballads sung in taverns or at private parties. Standing at the center of Philadelphia musical life, Francis Hopkinson composed graceful, romantic music and published the first American song in 1759—later he also signed the Declaration of Independence. In 1770, William Billings, the most important colonial songwriter, published the first collection of entirely original American music. Rich in political defiance, as well as new harmonies, Billing’s collection transformed American music. His tune “Chester” rivaled “Yankee Doodle” as the favorite song of the Revolution.
Let tyrants shake their iron rod  
And slav’ry clank her galling chains  
We fear them not we trust in God  
New England’s God forever reigns.

Patriotic songs of the day were not limited to American liberty sentiment. In the mother country, the favorite eighteenth century song “Rule Britannia” proclaimed, “Britons never never never shall be slaves.” The new industrialists held that liberty had resulted in the English industrial revolution with its bold spirit of enterprise that promised urban order and civic pride as well as an improved standard of living. But the aristocracy ruled the English political system with only two hundred thousand males able to vote out of a total population of eight million people. Characterized by incredible imbalances between population and representation, Parliament remained a closed aristocratic corporation with appalling corruption and bribery.

The resentful poor and politically disfranchised filled England’s cities and rioted frequently between 1740 and 1775. Without the army to suppress the urban poor, England would have collapsed into anarchy. Furthermore, British liberty did not extend to Ireland. When Benjamin Franklin visited Ireland in 1771, he grimly noted that heavy-handed English power had left the subdued country in political and economic ruins. With foreboding, American leaders wondered how English “liberty” could inflict such oppression on another people.

In the New England colonies, the descendants of the English puritans (who had left a mother country that they considered hopelessly corrupt) created a way of life in which the liberty to do “that which is good, just, and honest” formed the centerpiece. The words of their first governor, John Winthrop, “This liberty you are to stand for, with the hazard not only of your goods but of your lives if need be” foreshadowed the Patriot pledge of lives, fortunes, and sacred honor. Small wonder that the first act of
rebellion would take place in Boston over search warrants granting custom inspectors the right to break into a man’s ship, warehouse, or home in search of suspected smuggled goods.

The idea of liberty in the southern colonies differed from the ordered, morality-driven New England liberty. Many upper class southerners, such as George Washington, believed that with self-mastery, men of high principal and unflinching courage viewed life in terms of duty and honor, both personal and private. No duty was higher, no honor more glorious than service to one’s country. The world was a harsh place that did not apportion liberty equally. Some men had more than others and some had none at all, thus one could own slaves and still be a devotee of liberty. For the right to rule, to have one’s own way and not to be arbitrarily ruled by the will or whims of others, a man should be prepared to sacrifice everything, even his life, for his country’s liberty.

Far less homogeneous than the society of New England or the South, the Middle Colonies mingled social and religious groups, northern and southern colonial traits, and brisk business instincts and prosperous urban merchants. The Middle Colonies identified more strongly with England than with each other. Many agreed with Benjamin Franklin’s creed of liberty and described themselves as he did, a “mortal enemy of arbitrary government and unlimited power.” Some, such as the Quakers, saw liberty as a gift of God that every man and woman had a right to exercise. Franklin had risen far above his humble working-class status, but he spoke for the soon-to-be Patriots when he penned the motto for the title page of a history of Pennsylvania, “Those who give up essential liberty, to preserve a little temporary safety, deserve neither liberty nor safety.”

By the late 1730s, both the colonists themselves and their English brethren began to consider the
Lesson 1   •   From Colonies to Country

provincial colonials as Americans. More and more, identification with a specific colony or region gradually supplanted the colonists’ primary association with England. Although still demanding their rights as Englishmen, colonists began developing their own ideas of liberty and the rights and privileges of Americans.

References

STANDARDS

**HISTORICAL THINKING**
The student will
Chronological Thinking
• identify in historical narratives the temporal structure of a historical narrative or story
Historical Comprehension
• identify the central question(s) the historical narrative addresses
• read historical narratives imaginatively
• evidence historical perspectives
Historical Analysis and Interpretation
• identify the author or source of the historical document or narrative
• consider multiple perspectives
• hypothesize the influence of the past
Historical Research Capabilities
• formulate historical questions
• obtain historical data
Historical Analysis and Decision-Making
• identify issues and problems in the past
• identify relevant historical antecedents
• evaluate alternative courses of action

**CONTENT**
The student will demonstrate understanding of
How political institutions and religious freedom emerged in the North America colonies
• The rise of individualism, the roots of representative government, and how political rights were defined
• analyze how the rise of individualism affected the ideal of community
• explain how the growth of individualism challenged European ideas of hierarchy and deference and contributed to the idea of participatory government
RESOURCES

For each student
From Colonies to Country by Joy Hakim: Preface, “From Colonies to Country”
Notebook
Student Sheet: Colonies to Country Rap
One of the numbers from the Student Sheet: Numbered Heads

For the classroom
Chart paper
Markers
Vocabulary words written on chart paper

Web sites
USA: Colonial History @ http://www.ukans.edu/history/VL/USA/ERAS/colonial.html
History Net @ http://historian.org/local/Jamstwnva.html
Colonial American History: Links to Helpful Sites @ http://www.studyworld.com/colonial_american_history.htm
American Colonial History @ http://members.nbci.com/laul0005/america.htm
Colonial American History and the Early Republic to 1812: Guide to Resources on the Web @ http://web.uccs.edu/~history/index/colonial.html
Voice of the Shuttle: History Page @ http://www.qub.ac.uk/english/shuttle/history.html

VOCABULARY

Words to Remember
*revolution — the overthrow of their government by the people
slavery — practice of owning people who are not free
Parliament — law-making body of the British government
*colonies — the thirteen separate territories owned by Britain before the American Revolution
*country — a nation united by a common government
preface — beginning of a written work in which the writer explains his or her purpose for the book

Dates to Remember
*July 4, 1776 — Americans sign the Declaration of Independence from England and declare themselves a separate country

The Lesson

FOCUS ACTIVITY

FOCUS ACTIVITY – 10 minutes


Note to the Teacher: Before students begin reading From Colonies to Country, use the following discussion strategy to help students activate prior knowledge and build a framework for constructing meaning.

2. Introduce and preview the text with the students incorporating key vocabulary into the discussion. For maximum comprehension and enjoyment, students should understand the book’s format, which is unlike that of most textbooks.

To stimulate student interest in the revolutionary period and the text, From Colonies to Country, allow time for the students to peruse the illustrations, quotations, sidebar material, chapter titles, and other portions of the book that interest them.

3. Draw the students’ attention to the title of the book, From Colonies to Country.

Ask the students to explain the title and Predict the book’s theme and what events and individuals
might be included in the text. During this discussion, consistently ask the students to explain their responses and provide detailed answers.

TEACHING ACTIVITY – 25 minutes

1. Introduce information about Joy Hakim (Haykim), the author of From Colonies to Country and the other nine books in her A History of US series. Joy Hakim, teacher and newspaper reporter, wanted to write an interesting, engaging, accurate history for students that told the true stories of people and events in our nation’s history. In her history, Ms. Hakim tells stories of the great and the ordinary—of all the people. In this particular book, she tells how we changed from thirteen separate colonies into an independent country with a common, democratic government—an exciting, dangerous time in our history.

2. Reading for a Purpose: Read “A Note from the Author” on the last page of the book to the students, pausing frequently to explain unfamiliar words or ideas and to discuss important points. Discuss how Hakim wrote true stories of the past and how the students might try to imagine themselves in those stories and in the historical era.

Be sure students understand what Hakim means by exact imagining and its connection to the study of history.

Engage the students in a brief discussion of the final paragraph on page 192, challenging the students to think about their own and their families’ histories, and that of their school or community. Explain that the students will have the opportunity to further consider their own histories and write about themselves as they study this book.

3. Return to the Preface on page 9 of From Colonies to Country. Ask the students to define what a
preface is. If necessary, explain its purpose to them: the beginning of a written work in which the author explains the book’s purpose or the reason he or she wrote the book.

Write the word *preface* and its definition on chart paper and display in the classroom.

4. Introduce the other Vocabulary *Words to Remember* written on chart paper.

5. **Reading for a Purpose:** Working with a partner, the students read the Preface: “From Colonies to Country” to identify the purpose of that preface and why the author wrote it. Students should also imagine themselves in the time-and-space capsule that the author uses to transport them back to the era immediately before the American Revolution.

**Circulate and Monitor:** Visit the partnerships as they read, helping them to identify the author’s purpose and what the colonies were like on the eve of the American Revolution.

6. Discuss the Preface with the class. Help the students form a mental image of colonial life in the early eighteenth century.

Read or use information from the Overview to extend the students’ knowledge about that time. In particular, explain the economic situation, the social classes, and everyday life in the colonies, and how England and the New England, Middle, and Southern colonies viewed liberty and their rights as English citizens.

7. Students use this information to **Predict** what will happen next. Students return to page 12 of the Preface in *From Colonies to Country* and again read the last two paragraphs to summarize the situation in the colonies in the mid-eighteenth century.
STUDENT TEAM LEARNING ACTIVITY

STL ACTIVITY – 15 minutes
Using a rap song to preview the American Revolutionary era

1. Tell students they are going to read a rap song written about this time period, often called the American Revolutionary era. While they might not know all the names, events, and phrases listed in the rap now, they will know them after reading this book.

2. Distribute the Student Sheet: Colonies to Country Rap.

3. Reading for a Purpose: Students Partner Read the rap in order to connect people and events in the rap with their prior knowledge of the American Revolutionary era and their perusal of From Colonies to Country.

If time permits, invite volunteers to read different verses aloud.

After reading the rap, facilitate a brief general discussion using the following questions as a guide:

- Which words or people in this rap have you heard of before?
- What words are unfamiliar? What sounds interesting?
- What people and events would you like to know more about?

Encourage speculation and stimulate interest and predictions rather than focusing on correct answers at this point.

REFLECTION AND REVIEW ACTIVITY

REFLECTION AND REVIEW ACTIVITY – 10 minutes

1. Ask the students for their reactions to the Francis Parkman quotation that Joy Hakim uses in her “A Note from the Author” on page 192 of From Colonies to Country.
If necessary, help the students reinterpret the quotation.

2. The teams first discuss and then decide if they agree with Hakim that facts and accuracy in history are not enough in telling the historic story, that the story may be unmeaning and untrue unless the writer shares (or imagines) the action he or she describes.

Use **Numbered Heads** for the teams to share their responses. Be sure the students explain their opinions.

3. Ask the students if they think the readers of history (themselves, in this case) must read the historical story and imagine themselves in the action in order to understand the meaning and truth of what they read.

Use **Numbered Heads** for the teams to share their responses. Be sure the students explain their opinions.

**HOMEWORK**

Consider author Joy Hakim’s comments about writing your own personal or family history. Begin by investigating your own history and trying some exact imagining. Ask what life was like when older family members were your age. Take notes about what they say and write about your interview. Write another brief paragraph that will be the beginning of your preface. In that paragraph preface explain the purpose of your personal history and why you are writing it.

**Note to the Teacher:** If your students come from situations that are sensitive to the students’ inquiries, change this assignment and future homework assignments to ones that pertain to the history of the school or immediate neighborhood. Instead of investigating family history, students ask questions and interview older students about the
school’s history or neighbors about community history.

**LIBRARY/MEDIA RESOURCES**

**Nonfiction**
- *Liberty! The American Revolution* by Thomas Fleming, Viking

**Video**

**CD ROM**
- *Story of America I: Colonial America*, National Geographic Society
- *Story of America I: The American Revolution*, National Geographic Society

**CONNECTIONS**

**Science/Library** — Students locate books or Web sites about astrophysics to learn about time and light, red dwarfs, and black holes. Students share their findings with other students. Students might wish to write and perform plays or skits using such information to explore or explain the possibilities of time travel.

**Math/Technology/Library** — Students research population, social, and economic figures in the colonies prior to the Revolutionary War.

**Art/Library** — Students examine the paintings of Thomas Cole and other eighteenth century artists who depicted America as a wondrous, unspoiled land full of opportunities. Students compare this artwork with that of earlier American painters.

**Art** — Students create silhouettes of family or friends using the example of the eighteenth century
silhouette of George Washington on page 8 of *From Colonies to Country*. Students display their silhouettes for others to enjoy.

**Music** — Students listen to and sing field and work songs, sailor chanteys, ballads, hymns and popular stage tunes of the eighteenth century.

**Music** — Students listen to the music of Francis Hopkinson and William Billings, such as his tune “Chester” that rivaled “Yankee Doodle” as the favorite song of the Revolution.

**Local History** — Students research what was happening in their community in the early eighteenth century. Students begin a timeline for their community that corresponds to the chronology of events during the American Revolutionary period.

**Geography** — Students create comparative maps that show the thirteen English colonies and the land claimed by the French and the Spanish in the early, mid-, and late-eighteenth century. How did the ownership of the land change in one century?

Lesson 1   •   From Colonies to Country  17

Explanation of From Colonies to Country Rap

In the eighteenth century, colonies are growing
With new people, new ideas, a fresh wind blowing.
From colonies to country, from the many to the one
A republic is born, a new nation begun.

During the second half of the eighteenth century, the colonies continued to expand. Colonists began to grow distant from Great Britain and question their status as part of an imperialist empire. During the French and the Indian War, colonists began to resent their second-class political status and band together as a united force.

Zenger is in trouble, gets a lawyer from Philly
Leads to freedom of the press through trial by jury.
Spain and England squabble, Jenkins loses his ear,
French and Indians fight a war to control the frontier.
French forts the colonists and Indians destroy,
Franklin asks, “Why don’t we govern like the Iroquois?”

Peter Zenger’s trial for libel established the right of freedom of the press. Andrew Hamilton, a famous lawyer who lived in Philadelphia, successfully defended Zenger. The French, Spanish, and English struggled for control of the continent. When the Spanish cut off the ear of English sea captain Robert Jenkins, simmering resentments ignited, resulting in a nine-year war between the two nations. The French and their Native American allies fought the English and their Native American allies. The war, which began over conflicts about land, brought the colonists together and provided military experience that later helped them gain independence. With help from their American and Indian allies, the British won the war, and gained territory in Canada and the west. Franklin, who wanted the colonies to unite into a colonial nation, admired the Iroquois’ confederation of six separate tribes.

The king draws a line but to the west the settlers flow
Down in Carolina, Eliza P. grows indigo
With that Magna Carta precedent, colonists cry for English rights
George lays down some taxes and some want to fight.

Colonists hungry for land continued to travel west over the Appalachians in spite of the king’s Proclamation of 1763. In South Carolina, Eliza Pinckney managed a large plantation, experimented with crops, and grew the first successful indigo crop in the colonies. The colonists demanded the rights guaranteed to English people in the Magna Carta. When King George tried to raise revenues by taxing stamps and tea, many colonists wanted to break from the mother country.

Townshend Acts, Stamp Tax, a party over tea
Sam Adams, Patrick Henry, Sons of Liberty,
Tom Paine’s Common Sense, in Boston more trouble
Lexington and Concord, Paul Revere rides on the double.

The Townshend Acts and the Stamp Tax enraged colonists, who resented taxation without representation. The colonists boycotted British goods and these taxes—except the tax on tea—were repealed. Colonists disguised as Indians boarded three British tea ships and threw their cargo overboard into Boston harbor. King George responded by closing the
harbor. Samuel Adams, Patrick Henry, and the patriot organization the Sons of Liberty fueled the flames of revolution. Thomas Paine’s *Common Sense* urged colonists to throw off British imperialism and become an independent nation. The Boston Massacre, a mob attack on soldiers quartered in the city, demonstrated the depth of resentment toward the British. Five colonists were killed, and colonists who advocated revolution used the incident to spread anti-British sentiment. When the governor of Massachusetts moved to capture hidden supplies of patriot guns at Lexington and Concord, Paul Revere and another rider rode to Lexington to warn patriots. Minutemen responded, and the British killed eight Minutemen at Lexington. At Concord, Minutemen attacked British troops, killing many by shooting from behind trees and walls.

**Ethan Allen and Green Mountain Boys take down a British fort**
**Continental Congress names a general and writes King George.**
**Bunker Hill, Breeds Hill, British take a beating**
**At Sullivan’s Island, skittish British are retreating.**

Ethan Allen and the Green Mountain Boys boldly captured Fort Ticonderoga. The Second Continental Congress appointed George Washington to lead the Continental army and approved the Declaration of Independence. In the Battle of Bunker Hill (actually fought on Breed’s Hill), colonists killed many British soldiers before retreating. Patriots on Sullivan’s Island, outside Charleston, South Carolina, turned back an attack and damaged the British fleet.

**Jefferson writes a declaration—all men created equal**
**Revolution is a war fought by and for the people.**
**Molly Corbin, Deborah Sampson, young James Forten**
**All fighting for their country because it was important.**

Thomas Jefferson wrote the Declaration of Independence, which was adopted by the Continental Congress on July 4, 1776. The Declaration listed grievances against Great Britain, declared that all men are created equal, and announced that the colonies were independent from the mother country. Women served on the home front and occasionally on the battlefield. Molly Corbin fought alongside her husband, and Deborah Sampson disguised herself as a man and fought for three years. James Forten, an African American, served as a powder boy on a Patriot ship and was captured by the British.

**Lafayette, von Steuben, men from every station**
**Join with able Patriots to fight for the new nation.**
**After Saratoga, the Frenchmen volunteer,**
**At Valley Forge and Vincennes, Patriots persevere.**
**Cornwallis in the South is pestered by guerillas**
**Is outfoxed at Yorktown by George and a flotilla.**

Men from other nations joined the revolutionary cause; the Marquis de Lafayette, a French nobleman, contributed both his fortune and his leadership. Baron von Steuben, from Prussia, helped train American soldiers. The American victory at Saratoga led France to join the war on the side of the colonists. Washington and his men endured the cold and hunger at Valley Forge, but emerged a united, well-trained fighting force. At Vincennes, a small force of Patriots under George Rogers Clark captured an important British fort. Lord Cornwallis won many battles in the South, but the Patriots used guerrilla tactics to frustrate the British. General Washington and his French allies penned Cornwallis at Yorktown, forcing a British surrender.
States join together in a loose confederation
But the Articles are too weak to build a strong nation.
Great minds get together for Constitutional Convention
James Madison, Tom Jefferson, and Franklin (of the inventions).

The Articles of Confederation, a framework for government adopted by the Continental Congress, lacked a strong central government. Delegates at the Constitutional Convention included James Madison, Thomas Jefferson, Benjamin Franklin, and other Patriot leaders.

But one question vexes, their discussion dominates:
How to balance the power between the feds and the states?
Virginia Plan, New Jersey Plan, the leaders agonize
Till Roger Sherman brings a Connecticut Compromise.
Two houses balance states both large and small
To ensure equal representation by all.

As delegates struggled to form a new government, they debated several plans. The Virginia Plan apportioned congressmen based on a state’s population. The New Jersey Plan said each state should have an equal number of representatives in Congress. Roger Sherman offered the Connecticut Compromise: two houses of the legislature, one of which has an equal number of representatives from each state. In the other house (our House of Representatives), the number of representatives is based on a state’s population.

Three branches make a system of balances and checks
Bill of Rights means freedom of religion, speech, and press.
The American republic—built so all the world would see
The beauty of self-government and democracy.

The American Constitution established three branches of government: the executive, the judiciary, and the legislative. These branches check and balance each other. The first ten amendments to the Constitution are called the Bill of Rights. They establish freedom of religion, speeches, the press, and other fundamental rights. Although many Europeans predicted that the American experiment in self-government would not last, the United States proved the worth of democracy. Other nations would soon imitate the American experiment.
From Colonies to Country Rap

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With new people, new ideas, a fresh wind blowing.
From colonies to country, from the many to the one
A republic is born, a new nation begun.

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Leads to freedom of the press through trial by jury.
Spain and England squabble, Jenkins loses his ear,
French and Indians fight to control the frontier.
French forts the colonists and Indians destroy,
Franklin asks, “Why don’t we govern like the Iroquois?”

The king draws a line but to the west the settlers flow
Down in Carolina, Eliza P. grows indigo
With that Magna Carta precedent, the colonists want English rights
George lays down some taxes and some want to fight.

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Sam Adams, Patrick Henry, Sons of Liberty,
Tom Paine’s Common Sense, in Boston more trouble
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Virginia Plan, New Jersey Plan, the leaders agonize
Till Roger Sherman brings a Connecticut Compromise.
Two houses balance states both large and small
To ensure fair and equal representation by all.

Three branches make a system of balances and checks
Bill of Rights means freedom of religion, speech, and press.
The American republic—built so all the world would see
The beauty of self-government and democracy.
Escalating tensions between the colonists and English authority reached the breaking point on March 5, 1770, when a beleaguered squad of redcoats fired into a Boston mob. The Patriots lost no time in making the incident a propaganda tool for liberty.

On a cold, moonlit March night in 1770, tensions reached the breaking point amid almost a foot of snow on a Boston street near the Customs House. Groups of belligerent citizens armed with sticks and clubs wandered the streets, watched nervously by British soldiers on edge from previous taunting and clashes with the citizenry.

A small group of rowdy boys gathered to indulge in the increasingly common pastime of soldier baiting. The fracas started when a young wigmaker’s apprentice, Edward Garrick, shouted an insult about a British officer, Captain Lieutenant John Goldfinch. Private Hugh White, alone on sentry duty, challenged Garrick to come closer and repeat the accusation. When Garrick did so, Private White struck the apprentice on his ear with the butt of his gun. Dazed and reeling, the boy ran to the doorway of a shop and howled for help. The sentry followed and hit him again, and then returned to his post amid the jeers and curses of eight or so other unruly apprentices. Within minutes, the disturbance attracted others, many coming from the nearby docks, and the situation rapidly escalated. A cursing, shouting crowd soon gathered and surrounded Private White; the alarm bells of a nearby church began pealing, followed by more and
more church bells, and the shouts of “fire” echoed in the darkness.

Alone, Private White confronted the angry mob, stood his ground, loaded his musket, aimed it in the general direction of the crowd, and called for the main guard. Several level-headed citizens warned White not to shoot and unsuccessfully urged the crowd to go home. Edward Langford, the town watchman, tried to convince White that he faced mostly schoolboys, but the ten inches of snow on the ground became an arsenal and snowballs began to fly. The crowd quickly grew more hostile, and ice chunks, oyster shells, stones, and an occasional roof tile joined the barrage. White again yelled for reinforcements.

For months, tensions had been running high in a city constantly irritated by the red-coated British troops sent to keep order after another round of taxes imposed by Parliament. Already angered by British trade regulations, Bostonians resisted efforts to provide housing or funds for housing for the troops. The presence of these troops created a variety of political disputes, court cases, and frequent physical confrontations in the streets. British troops became the symbols of imperial oppression as well as convenient targets for radicals to vent their frustrations. Increasing incidents of violence broke out between Bostonians and the hated “lobster backs.” Earlier in the fall, supporters of crown policy had badly beaten colonial lawyer James Otis in a barroom fight, then an eleven-year-old boy had been killed in a melee, and another brawl had erupted between off-duty soldiers looking for work and Bostonians who threatened and insulted them.

Now, after learning of Private White’s dilemma, the officer on duty, Captain Thomas Preston, a seasoned and composed soldier with a reputation for bravery, carefully deliberated a course of action. Aware that he could not call out the guard without orders from a civil authority and that a show of
force might further provoke the citizenry, he nevertheless knew the dilemma called for immediate intervention. He selected a squad of seven men, assumed command, and led them with unloaded muskets to the assistance of Private White.

By now the hostile crowd had swollen to almost four hundred men. Preston marched his squad to the sentry box and ordered them to load their muskets. Upon reaching the beleaguered White, Captain Preston ordered him to fall in and attempted to march his men through the crowd and back to the guardhouse. Unable to advance through the growing mass of people, many of whom shouted and taunted the soldiers to fire, Captain Preston formed his squad into an arc near the corner of the Customs House. Amid the continued din of the shouting and bell ringing, and the barrage of ice and snowballs, the crowd pressed closer, some making contact with the soldiers' bayonet points, calling out to the soldiers to fire if they dared.

Voices of reason still tried to prevail amid the confusion. Preston stood in front of his men to prevent any from firing and conciliatorily urged the unruly crowd, their bravery well fortified by strong drink, to go home. When asked by some of the crowd pressed closest to him if he intended to order his men to fire, Preston replied that he did not. Justice of the Peace James Murray appeared and tried to read the Riot Act, a requirement in such situations that authorized the army to restore the king's peace, but he was driven away by shouts and pelted snowballs.

In the turmoil, someone in the crowd violently struck one of the soldiers with a club, knocking him to the ground. Getting up, he was struck again by a club thrown from a distance. The soldier leveled his musket and fired into the crowd. Perceiving their lives in danger and hearing the word fire all around them, three or four of the soldiers fired, one after another, followed by three more firing in the same
hurry and confusion. At first, with the smoke, the
pushing and the din, no one could be sure what had
happened. Many thought the soldiers fired only
powder to frighten them, but as the smoke cleared,
they began to realize what had happened. The mob
fled, leaving behind two dying and three dead, one
a six-foot tall Indian-African mulatto, Crispus
Attucks, and seven wounded men and boys. Captain
Preston ran down the firing line, pushing his men's
musket barrels toward the night sky. Furiously, he
demanded to know why they had fired, and the men
replied they had heard the word “Fire!” and thought
it came from him.

For the next hours, Boston was close to a blood
bath. The Sons of Liberty outnumbered the six
hundred British soldiers five to one. Only a
desperate speech from the balcony of the State
House by Lieutenant Governor Thomas Hutchison,
who promised the arrest and trial of the soldiers,
restored an uneasy peace. At two o'clock in the
morning, Captain Preston was arrested while
commanding troops to deal with the rioters, and,
later that morning, his squad was delivered into the
hands of the magistrates, who committed them to
prison. Meanwhile, the frantic Hutchison could not
find a lawyer to defend Captain Preston and his
men.

The following day, a distraught friend of Governor
Hutchison asked John Adams to defend the soldiers
and their captain when they came to trial. No one
else, he informed Adams, would take the case,
although Josiah Quincy, Jr., a respected Boston
lawyer and Patriot, had agreed to assist Adams.
Adams never faltered. He accepted, firm in his
stated belief, that no man in a free country should
be denied the right to counsel and a fair trial, and
convinced on principle that the case was of utmost
importance. Adams knew he would be the object of
popular outrage and public scorn, hazarding his
reputation and, in his words, “incurring a clamor
and popular suspicions, and prejudices” against
him. From a popular leader of the Sons of Liberty,
Adams became a scorned man. Rocks were flung through his windows, and boys jeered him on the streets. Nevertheless, he set diligently to work to compose himself, collect his thoughts, and stubbornly prepare his defense of the soldiers.

First, he petitioned the court that Captain Preston and the other soldiers be tried separately. Then he laboriously gathered depositions from dozens of people that reported scores of men armed with cudgels roaming the streets, looking for soldiers to beat up on the night of the incident. Next he selected jurors from country people, who were in no way connected to Boston’s brawlers. Delayed until October when passions had cooled, Captain Thomas Preston came to trial. Whether Preston had given the order to fire, as charged, could never be proven; Adams won the case and the jury found Preston not guilty.

The second trial for the soldiers lasted two days. Adams, persuaded by a close study of the facts, believed the soldiers innocent. He convincingly demonstrated that the tragedy was brought on by the riotous mob, an inevitable result of the flawed policy of quartering troops in a city on the pretext of keeping the peace. Adams outlined how the shrieking “motley rabble” pelted the soldiers with “every species of rubbish” as cries went up to “Kill them! Kill them!” and how the mob twice violently hit one soldier with clubs. Adams argued that the soldiers had acted in self-defense. “Facts are stubborn things,” he told the jury, “and whatever may be our wishes, our inclinations, or the dictums of our passions, they cannot alter the state of facts and evidence.”

After deliberating for two and a half hours, the jury acquitted six soldiers and found two guilty of manslaughter, for which they were branded on their thumbs. Adams suffered angry reactions, was lambasted in the newspapers, and lost half his practice, but there were no riots and Adams never regretted his role as defense attorney.
Years later, his honor intact, his fierce integrity respected, and his reputation enhanced, Adams reminisced that it was the most exhausting case that he had ever undertaken. But he concluded with great pride that his part in the defense, “was one of the most gallant, generous, manly and disinterested actions of my whole life, and one of the best pieces of service I ever rendered my country.”

References


### Standards

**Historical Thinking**

- The student will
- **Chronological Thinking**
  - create time lines
- **Historical Comprehension**
  - reconstruct the literal meaning of a historical passage
  - identify the central question(s) the historical narrative addresses
  - read historical narratives imaginatively
  - evidence historical perspectives
  - draw upon visual, literary, and musical sources
- **Historical Analysis and Interpretation**
  - identify the author or source of the historical document or narrative
  - differentiate between historical facts and historical interpretation
  - consider multiple perspectives
  - challenge arguments of historical inevitability
  - compare competing historical narratives
  - hold interpretations of history as tentative
- **Historical Research Capabilities**
  - obtain historical data
  - identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation

**Content**

The student will demonstrate understanding of

- **The causes of the American Revolution**, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory
  - compare the arguments advanced by defenders and opponents of the new imperial policy on the traditional rights of English people and the legitimacy of asking the colonies to pay a share of the costs of empire
  - reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England
  - analyze political, ideological, religious, and economic origins of the Revolution
  - reconstruct the arguments among patriots and loyalists about independence and draw conclusions about how the decision to declare independence was reached

### Resources

**For each student**

Chapter 12, “A Massacre in Boston” in *From Colonies to Country* by Joy Hakim

**For each team**

Two copies of each of the Team Sheets:

- *Two Accounts of the Events on March 5, 1770*
- *The Boston Massacre perpetuated in King Street* by Paul Revere


For the teacher
Transparency: Powerful Propaganda

For the classroom
Optional: Television and VCR
Optional: Television news footage that shows street violence, mob action, or the taunting of police or military authority
Overhead projector
Vocabulary words written on chart paper
Footprint for classroom time line (from Lesson 2)

Web sites
The Boston Massacre @ http://www.earlyamerica.com/review/winter96/massacre.html
Captain Thomas Preston's Account of the Boston Massacre @ http://odur.let.rug.nl/~usa/D/1751-1775/bostonmassacre/prest.htm
Anonymous Account of the Boston Massacre @ http://odur.let.rug.nl/~usa/D/1751-1775/boston massacre/anon.htm
The Boston Massacre @ http://webpages.homestead.com/revwar/files/BOSTON.HTM
Crispus Attucks: American Revolution Hero @ http://www.bridgew.edu/HOBA/attucks.htm
Crispus Attucks @ http://www.pbs.org/wgbh/aia/part2/2p24.html
Declaration and Resolves of the First Continental Congress @ http://www.yale.edu/lawweb/avalon/resolves.htm
The Path to the American Revolution: The First Continental Congress @ http://www.geocities.com/Heartland/Ranch/9198/revwar/1cont.htm
Documents from the Continental Congress and the Constitutional Convention @ http://memory.loc.gov/ammem/bbsd/bbsdhome.html

Vocabulary
Words to Remember
massacre — gruesome killing
*Quartering Act — 1765 English law that forced the colonists to feed and house British soldiers
*Townshend Acts* — 1767 import duties that taxed tea and other goods coming into the colonies

*Boston Massacre* — incident on March 5, 1770, in which British soldiers stationed in Boston fired into a mob of civilians, killing five and wounding seven.

*redcoats, lobsterbacks* — derogatory names for British soldiers.

*committees of correspondence* — groups of prominent citizens organized by Sam Adams that linked the colonies by writing to each other about common problems in the cause of liberty.

*First Continental Congress* — first meeting of delegates from all the colonies (except Georgia) in Philadelphia in 1774 to discuss their common problems with England; the congress advised the colonies to form militias and boycott English goods.

*boycott* — to refuse to purchase goods or services as a protest.

*Patriots* — Americans who wanted to be free of British rule.

*Whigs* — English political party that believed the American colonies should rule themselves.

*Loyalists* — Americans who supported the king and England.

*Tories* — English political party that believed the British should control the colonies.

**People to Remember**

*Samuel Adams* — firebrand and agitator who worked to secure the colonies’ independence from England; organized the Sons of Liberty and the committees of correspondence, the fight against the Stamp Act, and the Boston Tea Party.

*John Adams* — colonial patriot who served as defense lawyer for the British soldiers because he believed everyone deserved a fair trial.

*Captain Thomas Preston* — British officer in command on the night of the Boston Massacre.

*Paul Revere* — Boston silversmith and patriot who etched “The Boston Massacre perpetuated in King Street” to use as propaganda.
FOCUS ACTIVITY

1. Ask the students to recall television news footage that shows street violence, mob action, or the taunting of police or military authority.

Note to the Teacher: If possible, videotape such a newscast and show it to the students.

2. Ask the students to share their impressions of such incidents. Lead the students to consider the confusing nature of these events, how difficult it is to understand what is actually happening, how quickly the event and the violence gets out of hand, how individuals do things as part of a group that they would not do if alone, how people get caught up in the excitement of the moment, and so on.

3. Help the students understand that it is extremely difficult to determine the facts and what actually happened in such situations. Even people who were involved remember the incident differently, or saw and heard different things. Often, it is impossible to separate the facts of what actually happened from the participants’ opinions or memories.

TEACHING ACTIVITY – 15 minutes

1. Explain that just such a violent event took place in the streets of Boston on a March night in 1770. The incident involved the citizens of Boston and
English soldiers who were stationed in the town. Afterward, there were conflicting stories about what actually happened. Of course, no television or video cameras recorded the details, the course of the action, and who did what. Existing written eyewitness accounts as well as court records of the following trial include conflicting information.

2. List the following incidents on the chalkboard or chart as you briefly discuss the events leading up to the incident on March 5, 1770, with the students.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1765</td>
<td>The Stamp Act and the colonists’ reactions to it (violent)</td>
</tr>
<tr>
<td>1765</td>
<td>Creation of the secret Sons of Liberty</td>
</tr>
<tr>
<td>1765</td>
<td>Quartering Act, which forced the colonists to feed and house soldiers</td>
</tr>
<tr>
<td>1767</td>
<td>The Townshend Acts, which taxed tea and other goods</td>
</tr>
<tr>
<td>1768</td>
<td>Two regiments of British soldiers arrive in Boston</td>
</tr>
<tr>
<td>1768-1770</td>
<td>Frequent clashes between the soldiers and the Bostonians</td>
</tr>
</tbody>
</table>

3. Introduce the Vocabulary Words and People to Remember.

4. Reading for a Purpose: Students Partner Read about the Boston Massacre in Chapter 13, “A Massacre in Boston,” page 63 through the first paragraph on page 65 in From Colonies to Country.
Each partnership records who was involved, where and when the incident occurred, what happened, and why.

**Circulate and Monitor:** Visit the teams as they read the account and take notes. Be sure each student is engaged in the task.

5. Guide the students in reconstructing the facts and details of the massacre. Read or add details from the Overview to the information the students gleaned from reading pages 63-65 of Chapter 13, “A Massacre in Boston.”

Help the students define a fact as something that is true and can be confirmed or proven against a reliable source. In a like manner, define an opinion as a belief or feeling about a subject that usually cannot be proven. An opinion is more forceful when facts are given to support it.

**STUDENT TEAM LEARNING ACTIVITY**

**STL ACTIVITY – 30 minutes**

Using primary sources to differentiate fact and opinion; identifying propaganda techniques

1. Distribute two copies of the Team Sheet: *Two Accounts of the Events on March 5, 1770* to each team.

Explain the Student Team Learning Activity and introduce the two accounts of what happened on the evening of March 5, 1770.

The two accounts are part of the legal papers of John Adams from the trial of the soldiers held over six months after the incident. A person who was there and swore to tell the truth tells each account. Andrew, an African American servant who worked for a Boston merchant, and Edward Langford, the town watchman, saw the same event but tell very different stories.
2. **Reading for a Purpose:** Students read the Team Sheet: *Two Accounts of the Events on March 5, 1770* and discuss with their teammates how the two accounts differ, decide which facts agree and which do not, and decide how, if members of the jury, they would have decided which witness was telling what really happened.

**Circulate and Monitor:** Visit the teams to help students read and discuss the first person accounts.

Use **Numbered Heads** to discuss the two accounts with the students, emphasizing how difficult it is to know what actually happened.

3. Read the second and third paragraphs on page 65 of *From Colonies to Country* to the students about Paul Revere’s etching.

As the students examine Paul Revere’s etching of the Boston massacre on page 65 (or on the cover of the second edition of *From Colonies to Country*), explain the following information to the students.

Sam Adams wanted to convince the colonists that America should seek independence from England. Adams realized the value of what happened in Boston as propaganda for the Patriot cause. He named the incident the Boston Massacre and convinced Paul Revere to create an etching of Henry Pelham’s drawing to be reproduced and circulated throughout the colonies. Although most of the colonists could read, they had little time to read detailed legal arguments or complicated writings about government. Unlike the printed word, political cartoons, drawings, and etchings provided an inexpensive, effective way to explain complicated political ideas. The illustrations used emotional images that provided citizens with a common language for political discussion. Colonists accepted the patriotic viewpoint of Paul Revere in his engraving “The Boston Massacre perpetuated in King Street” as recorded fact.
4. Explain the following points about propaganda.
   - Propaganda is a technique of persuasion aimed at influencing individuals or groups.
   - Propaganda is used to create a popular belief, true or not.
   - Propaganda begins with a conclusion and then brings together any evidence that will support that conclusion, disregarding information that will not.
   - Propagandists are not teachers but advertisers, persuaders, and brain washers.
   - Propaganda must be simple, interesting, and credible to convince others.

5. Distribute two copies of the Team Sheet: “The Boston Massacre perpetuated in King Street” by Paul Revere. Working in two partnerships, the teams analyze Revere’s engraving and discuss the questions on the team sheet.

**Circulate and Monitor:** Visit the teams and assist students in analyzing and discussing the etching.

Use **Numbered Heads** to discuss the etching as propaganda with the class, noting the following discrepancies as depicted by Paul Revere.

The famous engraving has many incorrect details. It shows a daytime sky and no snow, whereas the incident actually occurred on a moonlit night with snow and ice on the streets. The sign, Butcher’s Hall, is Revere’s name for The British Coffeehouse favored by English officers. There were eight soldiers, not seven. The engraving portrays soldiers standing in a straight line, firing in unison—witnesses agreed they fired singly, at random, and that the disruption was riotous and belligerent on both sides. It shows Captain Thomas Preston with his sword raised, ordering the soldiers to fire. Witnesses said Preston never gave the order. It omits showing the most famous victim, the Indian-African American Crispus Attucks, or perhaps depicts him as a white man lying closest to the
soldiers. The peaceful, defenseless, and respectable citizens in the engraving are a far cry from the actual rock- and ice-throwing mob of toughs, many armed with clubs.

6. Use the Transparency: Powerful Propaganda to explain common propaganda techniques.

Assign one of the propaganda techniques to each team. Each team applies its technique to Revere’s etching and writes a slogan or statement. For example:

Plain folks — Pretend to be one of the people—“The Bostonians who were attacked by the soldiers were honest workingmen and patriots.”

Bandwagon — Follow the crowd, be with the majority—“All the apprentices, and men from the docks, and hundreds of Boston citizens know the soldiers fired into the crowd.”

Name calling — Do not discuss facts; just give the opposition a bad name—“British soldiers are all worthless scum who push around innocent colonial citizens.”

Card stacking — Present only one side of an issue through the distortion and jiggling of facts — “The soldiers fired on innocent, unarmed Bostonians who meant them no harm.”

Glittering generalities — Use broad and vague statements—“In the interest of freedom and liberty, we cannot ignore soldiers taking the law into their own hands.”

Transfer — Use symbols to accomplish purposes for which they were not intended—“The officer raised his sword as a symbol to fire.”
Use **Numbered Heads** for the teams to share their statements.

**7. Reading for a Purpose:** Read about John Adams’ defense of the soldiers on pages 66 and 67 to the students. Discuss how John Adams was a hero. Include information from the Overview in the discussion.

Explain that after the Boston Massacre, some people became more convinced of British oppression, while others realized that violence would be part of the confrontation with Britain. An uneasy calm settled over the colonies, interrupted by annual commemorations of the massacre and occasional incidents between the colonists and British authority. Three years later, Parliament increased the tax on tea, which led to the Boston Tea Party.

**8.** Read the rest of Chapter 13 to the students, pausing when appropriate to discuss the accomplishments of the First Continental Congress in 1774, which included:

- Discussing common problems
- Adopting ten resolutions defining the rights of the colonists
- Recommending that each colony should form its own militia
- Recommending that colonists should boycott British goods that were taxed
- Writing a petition to King George III concerning their grievances
- Making plans to meet again

**Testimonial** — Endorsement by a celebrity: “Sam Adams and Paul Revere, both notable Bostonians, say, “The Boston Massacre proves that the colonies need to actively seek independence from England.”
REFLECTION AND REVIEW ACTIVITY - 5 minutes

1. Each student decides what important event or events from this lesson should be placed on his or her timeline. Each student records that event and its significance on his or her Student Sheet: Steps from Colonies to Country.

2. A student records information about the most important event or events on a large footprint for classroom time line.

HOMEWORK

Create your own illustration of the Boston Massacre from the British point of view. How would you depict the Boston citizens and the British soldiers? Write a short explanation of your illustration.

LIBRARY/MEDIA RESOURCES

Fiction
The Fighting Ground by Avi, HarperTrophy
My Brother Sam Is Dead by James Lincoln Collier and Christopher Collier, Scholastic Paperbacks
Johnny Tremain by Esther Forbes, Yearling Books
Ben and Me by Robert Lawson, Little Brown & Co
Sarah Bishop by Scott O’Dell, Scholastic

Nonfiction
The Boston Massacre by Alice Dickinson, Franklin Watts
Paul Revere and the World He Lived In by Esther Forbes, Houghton Mifflin

Cobblestone Magazine
Boston Massacre

Video
Liberty! The American Revolution, KTCA/Twin Cities Public Television with Middlemarch Films, Inc.
The American Revolution, Schlessinger
Making a Revolution, Alistair Cooke’s America, BBC/Time-Life
The Cause of Liberty, Learning Corporation of America
CD ROM
*Story of America I: Colonial America*, National Geographic Society
*Story of America I: The American Revolution*, National Geographic Society

**CONNECTIONS**

**Science/Library** — Students research the type of musket carried by the British troops in the late 1700s. How did the musket work and how accurate was it? How were ammunition and gunpowder made?

**Technology/Library** — Students take a behind-the-scenes look at Paul Revere’s engraving of the Boston Massacre at [http://www.earlyamerica.com/review/winter96/massacre.html](http://www.earlyamerica.com/review/winter96/massacre.html)

**Art** — Students use the engraving or etching process to create their own soap, potato, metal, or wood block prints.

**Library/Technology** — Students use the websites listed in this lesson to read first person accounts of the Boston Massacre as reported in the *Boston Gazette and Country Journal* printed on Monday, March 12, 1770; in Captain Thomas Preston’s account; and an anonymous account. Students compare the three accounts for point of view.

**Language Arts** — Students read the actual obituaries of the slain colonists at [http://www.earlyamerica.com/earlyamerica/bookmarks/obits/list.html](http://www.earlyamerica.com/earlyamerica/bookmarks/obits/list.html). Students write their own obituaries for the Boston slain.
Two Accounts of the Events on March 5, 1770

Directions: Think about how the following two accounts differ, decide which facts agree and which do not, and decide how, if members of the jury, you would have decided which witness was telling what really happened.

Q: WERE YOU ON KING STREET THE EVENING OF MARCH 5TH?

Andrew:
On the evening of the 5th of March, I was at home. I heard the bells ring and I went out to the gate. I saw a neighbor coming back with his buckets, and I asked him where the fire was. He said it was not a fire.

After that I went into the street. I saw a friend and we ran together to the end of the lane. There we saw another friend coming toward us, holding his arm.

I asked him what was the matter, and said the soldiers were fighting, had got cutlasses, and were killing everybody. He said one of them had struck him on the arm and almost cut it off. I said we had better go and see what was the matter.

I saw a number of people coming from the barracks heading into King Street. We went down to the whipping post and stood by Waldo's shop. I saw a number of people around the sentry at the Custom House. There were a number of people who stood where we did. They were picking up snowballs and throwing them over at the sentry.

There were two or three boys who ran out from the crowd and cried, "We have got his gun away and now we'll have him."

Langford:
Yes. The bells began to ring and the people cried fire. I asked where the fire was. I was told there was no fire, but that the soldiers had been fighting with the townspeople over at the barracks.

I went over to the barracks, and saw that the fighting had already stopped. On my way back to King Street, I saw twenty or twenty-five boys also going into King Street.

When I got to King Street myself, I saw several boys and young men standing by the sentry box at the Custom House. I asked them what was the matter. They said the sentry had knocked down a boy.

I told them to let the Sentry alone. The sentry went up the steps of the Custom House and knocked on the door, but he could not get in. I told him not to be afraid. They were only boys and would not hurt him.

The boys were swearing and speaking bad words, but they threw nothing.
Q: WHO WAS IT FIRED THE FIRST GUN?

Andrew:
I do not know. While I stood at the whipping post, one of my friends said he would go round the corner and see if the guard had turned out. He went to the corner and called me, and told me the guard was come out. I went and looked.

I saw a file of men, with an officer with a laced hat on before them. We all started to go toward the officer, and when we got about halfway there, the officer said something to his men and they filed off down the street. They marched to the Custom House and planted themselves there.

I went to cross over to where the soldiers were, and as soon as I got a glimpse of them, the crowd began to pelt snowballs at them. The people pressed right up against the soldiers. I heard a soldier say to a man by me, "You stand back!" I saw the officer standing before his men, and one or two persons were standing talking with him. Some people were jumping on the backs of those talking with the officer, to get as near as they could.

I tried to get as close to the officer as I could. One of the persons who was talking to the officer turned around to the crowd and said, "He is going to fire."

Upon that the people cried out, "Fire," and "Who cares," and "You dare not fire," and they began to throw snowballs and other things, which then flew pretty thick.

Langford:
I do not know. When the sentry went up the steps of the Custom House, he leveled his gun with his bayonet fixed. As I was talking with the sentry and telling him not to be afraid, the soldiers came down, and when they came, I drew back from the sentry.

I did not see them load, but someone said, "Are you loaded?" Samuel Gray, who was shot that night, came and struck me on the shoulder and said, "Langford, what do you think will happen," and I said, "I don't know." Immediately a gun went off.

I was within reach of their guns and bayonets. One of them thrust at me with his bayonet and run it through my jacket and greatcoat.

Somebody then said, "Are you all ready?" and then I heard the word given to fire, twice distinctly.

A depiction of the scene after the guns were fired.
Q: DID ANY OF THE TOWNSPEOPLE HAVE STICKS OR CLUBS?

Andrew:
Yes. The people who were right before the soldiers had sticks. As the soldiers were pushing with their guns back and forth, the people struck at them, and one hit a soldier on the fingers.
At this time there were people up at the corner crying for us to come away. The people started to leave the soldiers, to turn from them, when there came down the street another group crying, "We are not afraid of them, they dare not fire." One of these people, a stout man with a long cordwood stick, threw himself in, and made a blow at the officer. I saw the officer try to fend off the stroke. Whether the blow struck him or not, I do not know. The stout man then turned around and struck another soldier's gun.
I was then standing between the officer and the soldier. As I turned to go off, I heard the word fire. At the word fire I thought I heard the report of a gun, and upon my hearing the report, I saw the same soldier swing his gun, and immediately he fired it.

Langford:
I do not know. I stood about half way between the sentry box and the lane. I looked at the soldier called Killroy and bid him not fire, but he immediately fired and Samuel Gray fell at my feet. Killroy thrust his bayonet immediately through my coat and jacket. I ran toward the watch house and stood there.

Q: DID YOU, AS YOU PASSED THROUGH THE LANE, SEE A NUMBER OF PEOPLE TAKE UP ANY AND EVERYTHING THEY COULD FIND IN THE STREET AND THROW IT AT THE SOLDIERS?

Andrew:
Yes. I saw ten or fifteen people around me do it. I did it.

Langford:
No, I saw nothing thrown. I heard the rattling of their guns and took it to be one gun against another. This rattling was at the time Killroy fired, and I had a fair view of what was going on. I saw nobody strike a blow nor offer a blow.
“The Boston Massacre perpetuated in King Street” by Paul Revere

Directions: Examine the engraving of the Boston Massacre by Paul Revere as colonial propaganda. Discuss the following questions with your teammates.

- How does Revere depict the British troops?
- How does Revere depict their commander?
- Are the Bostonians portrayed as a mob antagonizing the British soldiers? How does Revere depict the Bostonians?
- Why did Revere include a rifle, barely seen from a window in Butcher’s Hall, being fired at the people gathering in the square?
- How is the incident depicted different from the actual events?
- What is the artist’s message in this engraving?
- How effective was this illustration in building support for the patriot cause?
- How is the engraving a work of propaganda?
- What characteristics of propaganda are represented in the engraving?
Powerful Propaganda

- **Plain folks** – Pretend to be one of the people
- **Bandwagon** – Follow the crowd, be with the majority
- **Name calling** – Do not discuss facts; just give the opposition a bad name
- **Card stacking** – Present only one side of an issue through the distortion and jiggling of facts
- **Glittering generalities** – Use broad and vague statements
- **Transfer** – Use symbols to accomplish purposes for which they were not intended
- **Testimonial** – Endorsement by a celebrity
For African Americans in the American Revolution, the question was not whether the colonies would win freedom from the mother country. Rather, the question was who, the American rebels or the British, would give them freedom for themselves.

At the outbreak of the American Revolution, about 567,000 African Americans lived in the colonies. Some were free, but the vast majority lived enslaved. They all saw irony in the colonists bewailing their enslavement at the hands of the British. To African Americans, the words of the Declaration of Independence were absolutely clear. “All men were created equal.” That included black men—and they meant to make it happen.

At Lexington and Concord, even before Jefferson had penned his famous words, African Americans took up the Patriot cause. During the British soldiers’ perilous retreat to Boston after the battle of Lexington and Concord, African Americans joined in the attack. David Lamson, a mulatto who had fought in the French and Indian War, led twelve men near West Cambridge. They fired on the retreating soldiers and captured a part of the British supply team. The names of nine other African Americans have come down through history for their part in that first skirmish, including Peter Salem and Pomp Blackman. Peter Salem gained a hero’s status at Bunker Hill, and Pomp Blackman saw extended service in the Continental army.
Despite these early displays of black patriotism and fighting ability, General Washington strongly opposed enlistment of black soldiers in the Continental army. He believed they would prove difficult to train and impossible to discipline. And, sensitive of southern sentiment, he questioned how a man who fought for the freedom of his country could then be denied his personal freedom. In the autumn of 1775, Washington officially barred the enlistment of black soldiers. Those already in the army could remain for their enlistment time. By 1776, he reversed his decision, partly because the need for manpower became acute, and partly because, much to his horror, the British had begun recruiting blacks. The Black Regiment of Rhode Island joined the Continental army in 1778, followed by all black regiments from other New England states and Pennsylvania. Many black soldiers joined white regiments. In all reports, the African American Patriot soldiers fought valiantly.

Washington was not alone in his opposition to the inclusion of African Americans in the army, nor in his exclusion of blacks in the equality the colonists had declared loudly to King George for all men. Jefferson clearly did not have African Americans in mind when he wrote that famous phrase. Most southern patriotic leaders agreed, with John Laurens of South Carolina being a glaring exception. The young aide to Washington proposed to arm slaves in exchange for their freedom, thereby “I would bring about a two-fold good: advance those who are unjustly deprived of the rights of mankind...and have a corps of such men...ready in every respect to act at the opening of the next campaign.” Washington quashed this plan. When in 1779, the need for soldiers in the Continental army became desperate, Congress approved Laurens’ plan. But the South Carolina legislature would not allow it. To most Southerners, the thought of enslaved men becoming armed and free was their worst nightmare.
It was not only southern colonists who failed to see the light. In 1774, African Americans in Massachusetts sent “A Petition of a Grate Number of Blackes” to the governor and general courts of the colony. The petition denounced slavery as a great evil and expressed amazement that the white colonists did not see that the arguments for freedom from slavery were much stronger than the arguments for freedom from the mother country. This petition fell on deaf ears. In January 1777, just eight months after the Declaration of Independence, a group of black Boston bondsmen tried again through an appeal to reason, to gain the status that document promised to all men. The Massachusetts General Assembly received “The pe ti tion  of a  grea t number of Blacks detained in a State of slavery in the Bowels of a free and Christian Country.” This petition brought no response.

Other prominent colonial figures, however, clearly saw the contradiction in a country crying for freedom while allowing slavery. Thomas Paine wrote that Africans should not only be free, but also should receive land as compensation for many years of unpaid labor. Abigail Adams wrote to her husband John:

> It has always appeared a most iniquitous scheme to fight ourselves for what we are daily robbing and plundering from those who have as good a right to freedom as we have.

Alexander Hamilton urged the Continental Congress to give the enslaved their freedom in exchange for enlisting as soldiers. He very accurately predicted: “If we do not make use of them in this way, the enemy probably will.”

Lord Dunmore, the royal governor of Virginia, issued a proclamation in autumn 1775.
And I do hereby further declare all indentured Servants, Negroes or others, (appertaining to Rebels,) free that are able and willing to bear Arms, they joining HIS MAJESTY’S TROOPS, as soon as may be, for the more speedily reducing this Colony to a proper Sense of their Duty to HIS MAJESTY’S Crown and Dignity.

Lord Dunmore received a tremendous response to his offer. His officers trained the Royal Ethiopian Regiment of three hundred black recruits. But smallpox, starvation, overwork, and death in battle ended the hope of freedom for many who fled to the British.

In 1776, British commander Sir Henry Clinton issued another proclamation promising “every negroe who shall desert the Rebel Standard...full security to follow within these lines, any occupation which [they] shall think proper.” Despite the fate of those who fled to Lord Dunmore, many more fled to Clinton, who commissioned the Black Pioneer company. An estimated 25,000 enslaved African Americans from Virginia alone responded to the British offer of freedom. Many were skilled craftsmen, and their absence on plantations impacted the economy as much as the war. As Lord Cornwallis marched through Virginia, as many as 5,000 slaves followed him for protection. Cornwallis rewarded their trust by forcing them from the camp into the woods, hoping to save dwindling rations. Many died of starvation, exposure, and smallpox.

After the surrender of Cornwallis at Yorktown, the African Americans who had taken their chances with the British had every reason to panic. While many British officers favored leaving the blacks to their fate, Sir Guy Carleton became their protector. Refusing General Washington’s demand to turn over the African Americans in his custody so that they could be returned to their owners, Carleton said he
was “astonished” that Washington thought the British would “be guilty of a notorious breach of the Public faith towards people of any complexion.” To avoid unlawfully taking property in violation of the Treaty of Paris, Carleton said that the British would refuse any African Americans who fled after November 30 (the date of the treaty), or offer their owners compensation. The British kept a careful record, *The Book of Negroes*, listing 3,000 blacks to whom they issued certificates of freedom. Nearly 25,000 left on British military vessels or found passage on private ships. Many went to Nova Scotia, London, the West Indies, or Africa.

At the close of the war, only the southern states resumed the slave trade (which the Continental Congress had ended in 1776 as a strike against the British) and continued the evil institution that seemed so vital to their economy and way of life. Some African Americans, who had risked all to fight for the Patriot cause, were rewarded with re-enslavement. Slaveholders clamored for the return of their property. Washington supported the effort to return formerly enslaved people to bondage. He placed military sentinels along the coastline to prevent their escape; he ordered advertisements placed in newspapers; and he wrote personal requests to French leaders for the return of blacks escaping on French vessels (which were politely denied). Although severe misgivings about the morality of slavery had begun to plague Washington, he foresaw the political necessity of maintaining it to keep the southern states a part of the new nation.

The new northern states, one by one, abolished slavery. The Rhode Island abolition law clearly stated the principle: “Those who are desirous of enjoying all the advantages of liberty themselves, should be willing to extend personal liberty to others.”
Over the course of the war, an estimated 5,000 African Americans, most from New England, fought with the Continental army. About 20,000 fought with the redcoats, and many more fled to the British for protection, mostly from southern colonies. During the eight chaotic years of fighting, an unknown number of enslaved people freed themselves by simply walking away while their slaveholders were absent or preoccupied. Some Americans, southern as well as northern, saw the contradiction of slavery in a new free nation, and gave their enslaved people freedom. At the end of the war, 100,000 enslaved persons, in one way or another, gained their freedom. Historian Gary Nash has rightly called the American Revolution “the largest slave uprising in our history.”

References


STANDARDS

HISTORICAL THINKING
The student will

**Chronological Thinking**
- identify in historical narratives the temporal structure of a historical narrative or story
- measure and calculate calendar time
- interpret data presented in time lines
- create time lines

**Historical Comprehension**
- reconstruct the literal meaning of a historical passage
- identify the central question(s) the historical narrative addresses
- read historical narratives imaginatively
- evidence historical perspectives

**Historical Analysis and Interpretation**
- identify the author or source of the historical document or narrative
- compare or contrast differing sets of ideas, values, personalities, behaviors, and institutions
- consider multiple perspectives
- analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance
- compare competing historical narratives

**Historical Research Capabilities**
- obtain historical data

**Historical Analysis and Decision-Making**
- identify issues and problems in the past
- marshal evidence of antecedent circumstances and contemporary factors
- contributing to problems and alternative courses of action
- evaluate alternative courses of action
- evaluate the implementation of a decision

CONTENT
The student will demonstrate understanding of

**The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory**
- The principles articulated in the Declaration of Independence
  - explain the major ideas expressed in the Declaration of Independence and their intellectual origins
  - demonstrate the fundamental contradictions between the ideals expressed in the Declaration of Independence and the realities of chattel slavery
  - explain how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy
- The factors affecting the course of the war and contributing to the American victory
  - compare and explain the different roles and perspectives in the war of men and women, including white settlers, free and enslaved African Americans, and Native Americans
For each student


Student Sheet: *Steps from Colonies to Country*

Notebook

For each team

Team Sheet: *Who Will Give Us Freedom?*

Team Sheets: *African American Voices from the American Revolution*

Index cards (four per student plus some extras)

For the teacher

Transparencies: *African American Freedom Fighters*

For the classroom

Vocabulary written on chart paper

Footprint for the classroom timeline (from Lesson 2)

Overhead projector

Web sites

Africans in America: Prince Hall @ [http://www.pbs.org/wgbh/aia/part2/3h328.html](http://www.pbs.org/wgbh/aia/part2/3h328.html)

Africans in America: James Forten @ [http://www.pbs.org/wgbh/aia/part2/3h328.html](http://www.pbs.org/wgbh/aia/part2/3h328.html)

James Forten, A Port Personality @ [http://www.columbia.edu/~lt165/forten.html](http://www.columbia.edu/~lt165/forten.html)


Thomas Peters: Millwright and Deliverer @ [http://revolution.h-net.msu.edu/essays/nash.html](http://revolution.h-net.msu.edu/essays/nash.html)

Words to Remember

*privateer* — privately owned, armed ship that, with the approval of the government, attacks the ships of the enemy

*powder boy* — young boy who carries powder from below decks to the cannons on deck during a battle – a very dangerous job
People to Remember

*James Forten — free African American who sailed on a privateer, and when captured, refused to denounce America in exchange for his freedom.

*Lord Dunmore — the royal governor of Virginia who offered freedom to African Americans who would join the British against the Patriots

Royal Ethiopian Regiment — the all black regiment of 300 soldiers formed by Lord Dunmore

Colonel William Woodford — American commander who led the troops from Williamsburg in the battle at Great Bridge, the first major battle in the south and a victory for the Patriots

Places to Remember

Great Bridge — a swamp south of Norfolk, Virginia, site of a major land battle in the south and a victory for the Patriots

The Lesson

FOCUS ACTIVITY

FOCUS ACTIVITY – 5 minutes

1. Tell the students that in this lesson they will read about freedom fighters. Ask them to Speculate what characteristics these freedom fighters will have—describe their clothing, their appearance and age.

2. Show the Transparencies: African American Freedom Fighters. Ask the students to briefly note the characteristics of each freedom fighter.

3. Invite the students to share their observations. The major points that students should mention are
   - they are African Americans
   - they are not all soldiers
   - one is a woman
4. Ask students to compare their predictions with their observations. Not all freedom fighters in the American Revolution were white colonists or soldiers, or even men. Many African Americans eagerly joined in the fight, determined to win their own freedom.

**TEACHING ACTIVITY – 20 minutes**

1. Direct students’ attention to Chapters 23, “Freedom Fighters” (do not include pages 114-115 in the second edition) and 25, “Black Soldiers” in *From Colonies to Country*. Look at the pictures and their captions. Ask Students to **Predict** what aspect of the war they will learn from these chapters.

2. Introduce the *Vocabulary Words, People, and Places to Remember* written on chart paper.

3. **Reading for a Purpose**: Read aloud to the students the story of James Forten on pages 112, 113, and the first paragraph on page 114 (2d ed. p. 110-112) of Chapter 23. Ask the students to listen for the answers to the following questions.
   - Why was James Forten so loyal to the American cause?
   - What idea did he consider worth fighting for?
   - Was James Forten free or enslaved?
   - What risks did he take to remain loyal to his country?

   In their teams, the students discuss their responses to the questions.

2. Students imagine that they are African Americans in 1776. Tell half the teams that they, like James Forten, are free African Americans. Tell the other half that they are enslaved.
Ask the students
• Which side do you hope will win the war? Why?
• What do you want for yourself at the end of the war?
• What would be the best way to attain that goal?

3. The teams share and support their responses. Tell students that some African Americans joined the Patriot cause. Often they already had their freedom and wanted to preserve it. Other blacks, usually enslaved, joined the British. All African Americans wanted the war to result in personal freedom for them. They wanted to be equal, as the Declaration of Independence told them they were.

4. Distribute two copies of the Team Sheet: *Who Will Give Us Freedom?* to each team.

5. **Reading for a Purpose:** One partnership in each team reads pages 114 and 115 (2d ed. p. 112-113) of Chapter 23, and one partnership reads Chapter 25. As the students **Partner Read** their assigned pages, they enter the pros and cons of joining the American side or the British side on their copy of the team sheet. When they have finished, partnerships within teams share the information from their different readings and complete their team sheets.

**Circulate and Monitor:** Visit each team as students read and enter information on the team sheets to answer questions and ensure that partners are on task.

6. Use **Numbered Heads** for teams to share their information with the entire class. Lead students to the understanding that good reasons for and against joining either side made the decision difficult for African Americans, especially since no one knew who would win the war.
Possible information may include the following:

**Fighting for the Americans**

**Pros**
- They will get freedom for enlisting.
- Declaration of Independence promised equality.
- Washington changed his mind about black soldiers.
- They will fight to defend their homes and families.
- Black soldiers received pay.
- Free African Americans felt truly patriotic.
- They felt pride in local colonial regiments.
- Black soldiers in the Continental army held good jobs as gunners, river pilots.

**Cons**
- Washington did not want African American soldiers.
- Black soldiers did not receive equal pay.
- They will share the misfortunes of the Continental army.

**Fighting for the British**

**Pros**
- British promised freedom to those who escaped Patriot masters.
- They could hope to resettle elsewhere if the British lost.
- If Americans won, the Declaration of Independence might not make any difference for African Americans.

**Cons**
- The British gave black soldiers terrible jobs.
- British camps were infected with smallpox.
- The British gave little food, clothing and shelter to black soldiers.
STUDENT TEAM LEARNING ACTIVITY

STL ACTIVITY – 25 minutes
Drawing important facts from first person accounts

1. Distribute the Document Packet: African American Voices from the Revolutionary War. Each team member receives four index cards and one African American voice to read.

2. Explain to the students that they will make and play a game called Freedom Swap.

Students gather information from their African American voices to make a set of four playing cards for their person. To begin, students write the name of their African voice at the top of each card on the lined side.

Reading for a Purpose: Next, students read the account and decide four important facts about the person. These could include

- Where was this person from?
- Was he or she free or unfree at the beginning of the war?
- Did this person join the Americans or the British?
- Why did this person choose that side?
- What important thing(s) did this person do during the war?
- How did this person gain freedom?

Students write the important facts in brief first-person sentences on the lined side of the cards under the name, one fact per card. For example:

- Those caught escaping to the British could be harshly punished or even killed.
- When rations ran low, the British put blacks out of camp to fend for themselves.
Colonel Tye
I terrorized Patriots, killed slaveholders, and freed slaves in New York.
My slave name was Titus.

Circulate and Monitor: Visit each team to assist students in finding important facts, writing them legibly on their cards, and ensuring that the name of their African American voice is at the top of each card. (If a team has four students, and if some students work quickly or have a brief African American voice, they may make cards for the additional voices.)

4. When students have completed their cards, they gather and shuffle them to play Freedom Swap.
   - Each student receives two cards; the remainder forms a center pile.
   - Play Freedom Swap like Go Fish. The first player (the one whose first name begins with a letter nearest the end of the alphabet) asks any teammate for a card that would match one in his/her hand (for example, I want a Peter Salem.)
   - If the teammate has the requested card, he/she must give it up.
   - The first player continues to ask other teammates for cards to match those in his/her hand.
   - If the teammate does not have the requested card, the first player draws a card from the center pile.
   - Play moves to the left.
   - When a player collects all four cards for an African American voice, he/she lays the cards on the desk and reads the important facts about that person.
   - Play continues until all the sets are on the desk.
REFLECTION AND REVIEW ACTIVITY – 10 minutes

1. Ask one member from each team to read an account of an African voice from a card set, so that the class can briefly discuss each person. If time permits, teams may add information from their team’s set of cards or from the team sheet. Which side did each voice choose? Why?

2. Students decide what important events from this lesson should be placed on their timelines. Each student records that event and its significance on his or her Student Sheet: Steps from Colonies to Country.

3. One student records information about the most important event or events on a large footprint for the classroom timeline.

HOMEWORK

Write a journal entry from the point of view of the African voice for whom you made a set of cards (or trade an account with a teammate). In your journal entry describe a day in your life. What do you do? Who do you know? Do you like your life in colonial New England? How does it feel to be enslaved? To be free?

LIBRARY/MEDIA RESOURCES

Fiction
Cast Two Shadows: The American Revolution in the South by Ann Rinaldi, Harcourt

Nonfiction
Black Heroes of the American Revolution by Burke Davis and Edward W. Brooke, Odyssey
Revolutionary Citizens: African Americans 1776-1804 by Daniel C. Littlefield, Oxford University Press
Come All You Brave Soldiers: Blacks in the Revolutionary War by Clinton Cox, Scholastic Press
CONNECTIONS

Africans in America: America’s Journey Through Slavery by Charles Johnson and Patricia Smith, Harcourt Brace

American Revolution: Voices in African American History Series by Sharon Harley and Steven Middleton, Globe Book Company

Poetry
Poems on Various Subjects, Religious and Moral by Phillis Wheatley

Video
Africans in America: America’s Journey Through Slavery, Revolution, PBS

Research/Library — Students research the skills and crafts of African Americans at the time of the American Revolution. Try some of these crafts such as soap making or candle making.

Language Arts/Library — Students read Come All You Brave Soldiers by Clinton Cox.

Music — Students research African music at the time of the Revolutionary War.

Geography — Students plot on a map where the African Americans in the lesson lived. Where did most live who fought for the American cause? Where did most live who joined the British?
### Who Will Give us Freedom?

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African American Voices in the American Revolution

Peter Salem

My name is Peter Salem. I lived in Framingham, Massachusetts. My slaveholder gave me my freedom so that I could enlist in the Continental army. Being free gave me something worth fighting for. I joined the Patriots at Lexington and Concord and heard the first shots of the American Revolutionary War.

At the battle of Bunker Hill, many Continental soldiers ran when the shooting started. But I stayed with two comrades and kept firing at the redcoats to protect the retreating Patriots. British Major John Pitcairn jumped up and shouted, “The day is ours!” We three who stayed all shot at him, but my bullet found its mark.

I stayed in the Continental army. I used the same musket that killed Major Pitcairn at the battle of Saratoga. You can see my trusty gun at the Bunker Hill Monument in Boston, Massachusetts.
African American Voices in the American Revolution

James Armistead Lafayette

My name is James Armistead Lafayette. Does my last name sound familiar? I took the name of General Lafayette as my own after the war because I admired him so much.

I was enslaved on a farm near Williamsburg, Virginia. When I was twenty-one years old, the war raged all around me. I enlisted under General Lafayette. I volunteered to spy in British General Lord Charles Cornwallis’ camp. I pretended that I wanted to join the British. I fooled Lord Cornwallis so well, that he thought I was spying on the Americans for him. If he had found out what I was doing, I would have been a dead man.

I listened to everything that the British said in their camp. Every day, I took information to General Lafayette or sent a messenger. General Lafayette passed the information on to General Washington. I tried to get a look at Lord Cornwallis’ maps, but he would not let anyone near them. But I did hear useful information. What I told General Lafayette about British plans led to the Patriots trapping Lord Cornwallis at Yorktown and forcing him to surrender.

No one had promised me my freedom when I volunteered to risk my life for the patriot cause. But my belief in the words of the Declaration of Independence paid off. At the end of the war, the Virginia General Assembly voted to give me my freedom. That is when I took the name of Lafayette.
African American Voices in the American Revolution

Mum Bett

My real name is Elizabeth Freeman. I was enslaved in Sheffield, Massachusetts, by Colonel John Ashley. The colonel was all right as slaveholders go, but his wife was a real spitfire. One day she attacked my sister Lizzy. When I defended Lizzy, Mrs. Ashley cut my arm to the bone with a red-hot shovel from the fireplace. I carried the scar all my life.

When I heard all this talk about freedom, I decided that meant me, too. In 1781, I sued Massachusetts for my freedom. My lawyer, Theodore Sedgwick, argued that the colony had never legally allowed slavery. The Massachusetts Declaration of Rights said “all people were born free and equal.” Sure enough, the court agreed. I was free! And Colonel Ashley didn’t get any money for me either.

After I gained my freedom, I became a member of the Sedgwick household. But I wasn’t a slave. I was a part of the household and a second mother to the Sedgwick children. They gave me my name, Mum Bett. One time, a bunch of ruffians came to the Sedgwick home to rob and plunder. I shamed them and escorted them out of the house with a kitchen shovel as my weapon. I saved the family valuables.

I lived a long and happy life with the Sedgwicks and died in 1829. I think I was one hundred years old, but my tombstone says I was only eighty-five.
African American Voices in the American Revolution

Salem Poor

My name is Salem Poor. I had my freedom when the Revolutionary War broke out, so I knew which side I wanted to fight for. The Declaration of Independence meant me, too.

At the battle of Bunker Hill, I shot a British officer, Lt. Colonel James Abercrombie. Abercrombie jumped up and shouted “Surrender, you rebels.” He made a perfect target. Fourteen officers in the Continental army sent a petition to Congress saying I was a hero and deserved a reward for valor.

I didn’t stop with Bunker Hill. I crossed the Delaware River with General Washington on Christmas Eve, 1776. Man! That was a cold night. We surprised the Hessians who had celebrated Christmas a little too much and took them prisoner.

I froze at Valley Forge in the winter of 1778. It was all worth it because I was fighting to preserve my freedom. When “Mad” Anthony Wayne decided to scale the cliffs and storm the fort at Stoney Point, New York, I was a part of his elite force, the American Light Infantry.

I felt proud of the part I played as a Continental soldier to win America’s freedom and preserve my own.

This rendering of a black soldier is by Baron Von Closen, a German nobleman who fought in the American Army during the Revolutionary War.

Library of Congress
African American Voices in the American Revolution

Colonel Tye

My slave name was Titus. I was enslaved in Monmouth, New Jersey. I hated being enslaved and those who enslaved me. When I was twenty-one years old, I escaped and became Colonel Tye in the British army.

In the Black Brigade, I commanded both white and black soldiers. We killed Patriots in New York, terrorized slaveholders, and liberated slaves. Many of those whom we freed joined my band. In the summer of 1779, I led eight hundred men through New Jersey. We raided Patriots’ homes, kidnapped residents, and stole their livestock and valuables. In spring 1780, we disrupted the New Jersey militia and captured its leaders so they could not aid General Washington.

In September 1780, I tried to capture Captain Josiah Huddy, an American who brutally executed loyalists. In the battle, I received a wound in the wrist and died of infection.

I felt glad to fight for the British. Some Americans thought that if I had joined their cause instead of their enemies’ the war would have ended sooner. But clearly, the words of the Declaration of Independence did not include me. With the British, at least I had a chance for freedom.

Colonel Tye's Black Brigade raided all across New Jersey
African American Voices in the American Revolution

Boston King

My name is Boston King. I was enslaved by Richard Waring of Charleston, South Carolina. I ran to join the redcoats when Lord Dunmore issued his proclamation for anyone who could escape to British camps and was willing to fight.

The first thing I got from the redcoats was smallpox. They put me out a mile from camp to fend for myself, but I recovered and rejoined the army. I went with General Lord Charles Cornwallis to his headquarters in Camden, South Carolina. I served Captain Grey as a messenger and orderly. After the battle of Camden, the army left me with some southern loyalists. When I heard them talk about returning me to slavery, I escaped and caught up with the British army again. I knew if I fell in the hands of the Continental army, it would mean certain death.

I served with the British for four years. At the end of the war, I went to New York City, where I met and married my wife Violet. I worked on a pilot boat, got captured, and was sold into slavery again. Doggone! I escaped again. This time the British gave me passage to Nova Scotia, where I became a preacher. They promised land to me and all the other African Americans who had sided with them. When they broke their promise, I went to London to protest. Eventually Violet and I moved to Sierra Leone in Africa.
**African American Voices in the American Revolution**

**Thomas Peters**

My name is Thomas Peters. I was born free in a part of Africa that is now Nigeria. I am a member of a royal family in the Yoruba tribe.

When I was twenty years old, I was kidnapped, packed on a slave ship and sold into slavery in Louisiana. I rebelled and escaped every chance I got. Eventually I was sold to William Campbell of Wilmington, North Carolina. When I heard about Lord Dunmore’s proclamation, I wanted to run to the British, but Virginia was a long way to escape. Then twenty British ships came up Cape Fear River, right near my home. I escaped to join General Sir Henry Clinton.

I saw the British bombardment of Charleston, South Carolina, in the summer of 1776. I moved north with the British forces when they occupied Philadelphia in 1777. I received two wounds and a promotion to sergeant. For the rest of the war I fought with Captain Martin’s company, which became known as the Black Guides and Pioneers.

At the end of the war I took my wife and two children and was evacuated from New York City by the British. We went to Nova Scotia, where the British promised us land. They did not keep their promise. I traveled many times to London on behalf of fellow blacks in Nova Scotia. Finally, my family and many others left Canada and settled in Sierra Leone, Africa. I died as I was born, a free man.

*Black soldier in the British army during the Revolutionary War*
African American Voices in the American Revolution

Quamino Dolly

My name is Quamino Dolly. I was enslaved in Savannah, Georgia. When I heard the British planned to attack the American forces under Major General Robert Howe, I decided to help the British. If they won the war, maybe I would have a chance for freedom.

In December 1778, I showed the British a secret way through the swamp used by slaves escaping to freedom. My help enabled the British to sneak up on three sides of the Americans and win a stunning victory. The Americans lost one hundred and captured four hundred and fifty. The British lost only twenty-three. They established a base in Georgia from which to attack South Carolina.

When the Continental army lost Georgia, enough colonists took an oath of allegiance to King George to form twenty loyalist companies.
African American Freedom Fighters

James Armistead Lafayette

Valentine Museum, Richmond, Virginia
This rendering of a black soldier is by Baron Von Closen, a German nobleman who fought in the American Army during the Revolutionary War.
The Northwest Ordinance of 1787, considered the greatest achievement of the Congress under the Articles of Confederation, encouraged western expansion and provided an organized framework for the induction of new states into the Union on an equal footing with the original thirteen states.

From the beginning, the story of America has been one of growth and expansion. The original charters of the first colonies usually did not include western boundaries; some charters (blithely unaware of the actual distances) granted land from sea to sea. Virginia, a case in point, had original borders that extended north and west in the Ohio River valley all the way to the Mississippi River.

Faced with mushrooming western expansion at the end of the Revolutionary War, the Continental Congress addressed the issues of these overlarge states and moved to stabilize all state borders. Between 1781 and 1785, the landed states ceded their claims to Congress, with Virginia relinquishing the single largest land grant. Known as the Northwest Territory, the area comprised the present-day states of Ohio, Indiana, Illinois, Michigan, Wisconsin, and part of Minnesota.

The Land Ordinance of 1785 provided a system for surveying the Northwest Territory and dividing the land into rectangular sections designated as townships. In addition, the ordinance provided for the sale of this land in units of one square mile at one dollar an acre. The young American government
eagerly anticipated retailing this land to gain much needed revenue.

The new land sold quickly. Land speculators and settlers flooded the new territories. The press of settlers, together with the demand of the Ohio Land Company (which had obtained more than a million acres for fewer than ten cents an acre), prompted further Congressional action. While the Land Ordinance of 1785 provided for the sale of the land, it did not provide for any governance of the western territories. No one knew if the territories would remain part of the United States, become a separate confederation, or turn into colonial holdings. Furthermore, many citizens and politicians of the original states feared that new western states would quickly dominate Congress.

Nevertheless, in 1787, under the Articles of Confederation, Congress passed the Northwest Ordinance. The single most important piece of legislation under a constitution generally considered a failure, the Ordinance ranks as a fundamental American document, second only to the Declaration of Independence and the Constitution. The statute, aside from providing for orderly westerly settlement, furnished a model by which new states would be created, making it clear that new states would be equal to the old states; there would be no inferior or superior states in the Union. Moreover, the settlers of the territories would be equal citizens of the United States and enjoy all of the rights secured by the American Revolution. The Ordinance ensured that territorial townships could quickly become small towns with local systems of government. Perhaps most important, the Ordinance (unlike the Articles of Confederation) provided the first bill of rights, guaranteeing essential, basic liberties such as trial by jury, habeas corpus, religious freedom, and the prohibition of slavery in the Northwest Territory.
The Northwest Ordinance of 1787, with minor adjustments, would remain the guiding policy for the admission of all future states into the Union. The document established a practical, workable process for moving through three stages of territorial government to petition for statehood, reaffirmed the system of land division as set forth in the Land Ordinance of 1785, and contained six articles that guaranteed civil liberties and rights to the inhabitants of the Northwest Territory.

In the first of three stages toward statehood, governors and judges appointed by Congress would make laws and rule a territory until it contained five thousand free male inhabitants of voting age. Next, the inhabitants would elect a territorial legislature, which would send a non-voting delegate to Congress. Last, when the population reached 60,000 inhabitants, the legislature would write and submit a state constitution to Congress. Upon its approval, the state would enter the Union.

To guarantee the civil rights and liberties of the territorial settlers, the Northwest Ordinance of 1787 contained six articles that “shall be considered as articles of compact, between the original States and the people and the States in the said territory, and forever remain unalterable, unless by common consent.” Thus, government officials could not take away the rights and liberties contained in this bill of rights for the territories, a precursor to a national bill of rights that would be added to the Constitution and ratified by the states in 1791.

Article I of the Northwest Ordinance bill of rights provided freedom of religion. Article II established the writ of *habeas corpus*, which required that prisoners be brought before a judge to determine whether they are imprisoned lawfully. In addition, the article assured the right of trial by jury and protected against cruel and unusual punishment and excessive bail while waiting trial. Article III
established the importance of education for all people, directing that each township set aside land for public schools. By ensuring this public school system, the Ordinance became the first national effort for education. The article also stated that all Indian people of the Northwest Territory should be treated fairly and that their “land and property shall never be taken from them without their consent.” Article IV required the territories and the new states to pay a fair share of taxes and abide by the Articles of Confederation (later the Constitution of the United States). In addition, it granted them perpetual membership in the federal union. Article V provided for new state admission into the Union on an equal footing with the original states. Article VI banned slavery or involuntary servitude in the Northwest Territory—the first American law that prohibited slavery.

Under the provisions of the Northwest Ordinance, Ohio (the first state formed from the Northwest Territory) was admitted to the Union in 1803, followed by Indiana (1816), Illinois (1818), Michigan (1837), and Wisconsin (1848). A small part of Minnesota was also in the territory. Eventually, thirty-one states would achieve statehood under the provisions of the Ordinance of 1787.

References


HISTORICAL THINKING
The student will
Chronological Thinking
• distinguish between past, present and future time
• create time lines
• Historical Comprehension
• read historical narratives imaginatively
• draw upon data in historical maps
• Historical Analysis and Interpretation
• analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance
• hypothesize the influence of the past
Historical Research Capabilities
• obtain historical data
Historical Analysis and Decision-Making
• identify issues and problems in the past
• marshal evidence of antecedent circumstances and contemporary factors
• evaluate alternative courses of action

CONTENT
The student will demonstrate understanding of
• The impact of the American Revolution on politics, economy, and society
  ▶ assess the accomplishments and failures of the Continental Congress
  ▶ assess the importance of the Northwest Ordinance
• The economic issues arising out of the Revolution
  ▶ evaluate how the states and the Continental Congress dealt with the revolutionary war debt
  ▶ explain the dispute over the western lands and evaluate how it was resolved

RESOURCES
For each student
From Colonies to Country by Joy Hakim: Chapter 33, “Looking Northwest”
Student Sheet: Steps from Colonies to Country from Lesson 2
For each team
Team Sheets:
  Game Board
  Struggles and Successes
  Traveling to the Northwest Territory
Die or spinner

For the classroom
Map of the United States
Vocabulary Words written on chart paper
Chart paper
Markers
Footprint for classroom time line (from Lesson 2)

Web sites
The Northwest Ordinance @ http://www.earlyamerica.com/earlyamerica/milestones/ordinance/
Northwest Ordinance @ http://www.pbs.org/ktca/liberty/chronicle/northwest.html
The Northwest Ordinance (1787) @ http://usinfo.state.gov/usa/infousa/facts/democrac/5.htm
Maps of North America and the Northwest Territory @ http://images.library.uiuc.edu/projects/historical_maps/

Words to Remember
territory — land that is not part of a state
ordinance — law passed by a government
The Land Ordinance of 1785 — law that provided a system for surveying the Northwest Territory and dividing the land into rectangular sections to sell
*Northwest Ordinance of 1787 — law that provided a method for new territories to become states
townships — land divisions in the new territories that could be sold in large tracts and subdivided into individual farms
*habeas corpus — the right of a person not to be sent to jail without a trial
involuntary servitude — having to work for someone whether you want to or not
land speculators — persons who buy land cheap and resell it for a profit
settlers — pioneers who establish homes and a living in a new place
Conestoga wagons — big covered wagons pulled by oxen, used for moving west

Places to Remember
Northwest Territory — land taken from Virginia that would eventually become six states: Ohio, Illinois, Indiana, Michigan, Wisconsin, and part of Minnesota

The Lesson

FOCUS ACTIVITY – 5 minutes

1. Ask the students if they have ever moved from one place to another? Invite those who have moved to describe what the experience was like. Was it exciting? Difficult? Scary?

2. Explain to the students that during the 1780s (after the Revolutionary War) settlers started moving into the Northwest Territory. The trip was often difficult, but the land and rights granted by the Northwest Ordinance in 1787 made the move worthwhile.

TEACHING ACTIVITY – 20 minutes

1. Help the students locate what was the Northwest Territory on a present-day map of the United States. Students identify the states that now comprise that region: Ohio, Illinois, Indiana, Michigan, Wisconsin, and part of Minnesota.
2. Help the students compare the 1783 map in Chapter 33, “Looking Northwest” in From Colonies to Country with the present-day map.

3. Explain the following information to the class. The entire Northwest Territory was included in the original royal charter of Virginia. After the colonies won their independence and became the United States, Virginia gave up that land to the new nation. The national government badly needed money (there was no federal income tax, the country had war debts to pay, and the Congress needed money to run the new nation). The Continental Congress passed The Land Ordinance of 1785 to provide a system for surveying the Northwest Territory and dividing the land into rectangular sections to sell in units of one square mile, at one dollar an acre, to settlers. Settlers who wanted a better life and land speculators who bought the land cheap and resold it for a profit flocked to the new territory. Two years later, the government passed the Northwest Ordinance of 1787, allowing the new territories to become states.

4. Briefly introduce how the Northwest Ordinance of 1787 provided for western expansion and the creation of new states using information in the Overview.

5. Introduce the Vocabulary Words and Places to Remember written on chart paper.

6. Reading for a Purpose: Students silently read or Partner Read Chapter 33, “Looking Northwest” in From Colonies to Country to identify the rights given to settlers by the Northwest Ordinance.

7. Circulate and Monitor: Visit the teams to help students read the chapter and locate the pertinent information.

8. Use information from the chapter and the Overview to discuss the six articles that made up
the bill of rights in the Ordinance. Help the students understand that these rights were first guaranteed in the Ordinance. The Articles of Confederation, the first constitution of the thirteen original states did not include a bill of rights. Not until 1791 was a national bill of rights added to the new Constitution and ratified by the states.

Discuss the importance of the rights to freedom of religion, *habeas corpus*, trial by jury, and public education. Draw the students’ attention to the provision in the Ordinance that all Indian people of the Northwest Territory should be treated fairly and that their “land and property shall never be taken from them without their consent.”

In the discussion, include the questions posed on page 150 (2d ed. p. 152) of *From Colonies to Country*. Ask the students: How does this hold true today?

Discuss Jefferson’s comment: “If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be.” Ask: What did he mean? Why is it true today?

**STL ACTIVITY – 30 minutes**

Creating and playing a Northwest Territory Game

1. Distribute the Team Sheets: *Game Board* and *Struggles and Successes* to each team.

2. Explain the Student Team Learning Activity. Working in their teams, the students create and play a board game about traveling to settle in the Northwest Territory. In the game, the students encounter both the struggles and the successes a settler might encounter on that journey. Students choose events and situations to place on the game board and make individual game markers. Then the students play their game.
3. Reading for a Purpose: Each team reads the Team Sheet: Struggles and Successes. The team discusses the events and selects seven positive events (successes), seven negative events (struggles), and seven neutral events. The team places a check mark next to each of the chosen events. The team then randomly numbers these events, 1 through 21, on the team sheet.

Note to the Teacher: By mixing the numbers among the three categories of events, the team ensures that the negative, positive, and neutral events will be randomly spaced along the length of the track, so that they can play the game without getting stuck in one place.

The team then numbers the game board spaces 1 through 21 in order.

Each student reads and uses the descriptive information on the Team Sheet to make a personal, stand-up paper marker of a Conestoga wagon to move on the board.

4. After the teams finish their game boards and markers, they play their own or another team’s game.

Each player rolls a die or spinner, and the player with the highest number rolls the die or spinner to see how many spaces to move.

Each player rolls the die and moves in turn.

Each player reads the event information that corresponds to the board game space number on which that player landed and follows the event consequences. For example, the player lands on Space 4. Number 4 on the Team Sheet: Struggles and Successes is “Conestoga wagon wheel breaks: Lose one turn fixing it.”
The game ends when one of the players reaches the end of the board (thus reaching the Northwest Territory first).

**Circulate and Monitor:** Visit each team to help the students read the Team Sheet and create and play their board game.

**REFLECTION AND REVIEW ACTIVITY – 5 minutes**

1. Each team considers the events they chose for their game board. How would these events impact a real journey to the Northwest Territory?

2. Ask the students to explain why most settlers thought that the opportunities offered in the Northwest Territory were worth the risks and difficulties of the trip.

3. Students decide what important event or events from this lesson should be placed on their timelines. Each student records that event and its significance on his or her Student Sheet: *Steps from Colonies to Country*.

4. One student records information about the most important event or events on a large footprint for classroom time line.

**HOMEWORK**

Write a journal entry about your trip to the Northwest Territory based on the events you encountered in your game.

**LIBRARY/MEDIA RESOURCES**

**Nonfiction**

*Pioneer Sampler* by Barbara Greenwood, Houghton Mifflin Company

*The Prairie Traveler* by Randolph B. Marcy, Perigee Books

*Early Farm Life* by Lise Gunby, Crabtree Publishing Company
Cobblestone Magazine
Northwest Ordinance

**CONNECTIONS**

**Technology/Library** — Students research the construction of the Conestoga wagon. Students make individual models of Conestoga wagons or construct a larger model for the classroom.

**Math/Geography** — Students calculate distances the settlers traveled to reach the Northwest Territory.

**Art** — Students create posters illustrating each of the six articles of the bill of rights in the Northwest Ordinance of 1787.

**Geography** — Students create an illustrated map of the Northwest Territory.

**Art** — Students improve and illustrate their own game boards.

**Local History** — Students research the events or circumstances that inspired the movement of people into their part of the country.

**Geography** — Students trace the boundaries and routes to the Northwest Territory using an atlas or historical maps.

**Library/Technology/Research** — Students locate and read first person accounts of the journey to and settlement in the Northwest Territory in the 1780s. Students present dramatic readings or vignettes from the accounts.
In the Review Lesson, students revisit the ideas and vocabulary from Lessons 19 – 23 to prepare for the Assessment. The Review Lesson is in the form of a card game.

If time allows, the teams may play more than one round of the *From Colonies to Country Review*. Even though one team member will win each round, all students win by reviewing ideas, facts, and vocabulary from the previous lessons. The goal of the game is to successfully prepare each member of the team for the assessment.

*From Colonies to Country Review IV: Victory*

1. To ensure that each student has a chance to play, students remain in their cooperative learning teams of four or five.

2. Each team receives a set of game cards and the answer sheet.

3. Cards are shuffled and separated into their respective piles (Turning Point, Tough Times, Victory, etc.) and placed face down in the center of the table.

4. One team member is designated as the first player (i.e., the student whose name is last in the alphabet). The student to his right has the answer sheet, keeping it face down on the desk. This person is the fact checker.

5. The first player chooses a card, reads the number and the question aloud, and attempts to answer it. The fact checker turns the answer sheet over, finds the correct question number, and checks the first player’s response. If the student answers correctly, he or she keeps the card. If the answer is wrong, the card is placed on the bottom of the pile. The fact checker quickly turns the answer sheet face down again.

6. Play passes to the left, and the first player is now the fact checker.

7. The game ends when all the cards are gone. The student with the most cards wins.
From Colonies to Country Review IV: Victory
Questions & Answers

Turning Point
1. Why did the Patriots dislike the Hessians? They were German mercenaries (soldiers who fight only for pay) hired by the English to fight the Americans.
2. Who did the American soldiers respect so much they didn’t desert? Their commander in chief, General George Washington.
3. What happened at Trenton, New Jersey? At Christmas time, Washington and his men crossed the ice-choked Delaware River and captured a thousand Hessian soldiers who had been celebrating Christmas by getting drunk.
4. Who was Benedict Arnold? Great American general who turned traitor to the British.
5. What happened at Saratoga? After local farmers helped the American troops win the battle, General John Burgoyne and his entire British army surrendered.
6. Why was the battle of Saratoga important? As a result of the American victory there, France joined the war on America’s side.

Tough Times
7. What happened at Valley Forge? Washington's army spent a hard winter camping there without sufficient food, clothing, or supplies, but emerged a trained, disciplined fighting force.
8. What did Baron von Steuben do at Valley Forge? The German officer trained the Americans into a strong, confident fighting force.
9. How did Nathanael Greene help the army? As the new quartermaster in charge of supplies, he turned the department around by providing adequate food and supplies for the soldiers.
10. How did George Rogers Clark help the American cause? Patriot frontiersman who won the Ohio Valley from the British and their Indian allies for the Americans.
11. Why did the army chase the Continental Congress out of Philadelphia? Congress had not paid the soldiers because it had no money and could not raise money through taxes.
12. How did Henry Knox help the Americans? He was in charge of the American artillery during the Revolutionary War.

Victory
13. How did Comte de Rochambeau help the Americans? This general led the French army that helped General George Washington defeat the British at Yorktown.
14. Who was Lord Charles Cornwallis? Commander of the British army in the southern states who was defeated at Yorktown.
15. How did Admiral de Grasse help the Americans? French admiral whose ships beat the British fleet, preventing it from rescuing Cornwallis at Yorktown.

16. What happened on October 17, 1781? The British army surrendered at Yorktown, ending the Revolutionary War.

17. What happened at Yorktown? The combined American and French armies surrounded and captured the British, bringing an end to the Revolutionary War.

18. Why was the victory at Yorktown important? It ended the Revolutionary War.

**A New Government**

19. What is a constitution? The basic principles and laws of a state or nation.

20. What were the Articles of Confederation? The first constitution of the thirteen original states after they declared independence from England.

21. What was the primary weakness of the Articles of Confederation? The states kept all their power and independence, and there was no strong national government.

22. Who was the first president of our country? Under the Articles of Confederation, John Hanson became the first president of the Continental Congress in 1781, but there was no president of the United States until George Washington was elected in 1789 under the new Constitution.

23. Why did the Continental Congress create a weak national government? Congress created strong state governments and kept the national government weak because they feared a national government with as much power as the English king and Parliament.

24. What was the Continental Congress? The first central government, made up of delegates from the thirteen states.

**Westward Ho**

25. What was the Northwest Ordinance? Law passed by the Continental Congress in 1787 that provided a method for new territories to become equal states.

26. What were townships? Land divisions in the new territories that could be sold in large tracts and subdivided into individual farms, providing affordable land to new settlers.

27. Name two rights guaranteed to the people who moved into the Northwest Territory. Freedom of religion, *habeas corpus*, trial by jury, public schools, and freedom from slavery and involuntary servitude.

28. What were Conestoga wagons? Big covered wagons pulled by oxen and used by pioneers to move west into the new territories.

29. What was the Northwest Territory? Land taken from Virginia but now belonging to the thirteen states that would eventually become the new states of Ohio, Illinois, Indiana, Michigan, Wisconsin, and Minnesota.

30. What is an ordinance? A law passed by a government.
Struggles and Successes

Directions: Read the information about the Conestoga wagons in *Traveling to the Northwest Territory* with your teammates; then, as a team, read and discuss the struggles, neutral events, and successes listed on the sheet. Select seven of each type and place a check mark next to each of the chosen events, then *randomly* number these events 1 through 21. Be sure to mix up the numbers among the positive, neutral, and negative events to make the game interesting and so players will not get stuck in one place.

Number the game board spaces 1 through 21 *in order*.

Finally, use the information in the reading selection to make your own personal small standup paper marker of your Conestoga wagon to use in playing the game.
With the sale of land in the Northwest Territory at one dollar an acre, settlers flocked to the new territory. Although the trip often proved difficult and dangerous, the settlers felt the land and the promises of the Northwest Ordinance were worth all the hazards.

The settlers usually traveled in family units with other friends or relatives for safety. They carried their belongings in large, heavy, covered Conestoga wagons that had been developed in Pennsylvania by descendants of German colonists.

The Conestoga wagon beds were shaped somewhat like boats, with angled ends and a floor that sloped to the middle so barrels and other belongings wouldn’t roll out when the wagon was climbing or descending a hill. Like the later covered wagons of the western pioneers, it had a watertight canvas bonnet to shelter the cargo.

Conestoga wagons were pulled by teams of six or eight horses or oxen and could haul up to five tons of cargo. The large amount of cargo carried in these wagons strained their rugged construction. To help ease the load most families walked alongside their wagon instead of riding in them.

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### Struggles

- [ ] Conestoga wagon wheel breaks: Lose one turn fixing it.
- [ ] While crossing the mountains your wagon rolls back downhill: Go back two spaces.
- [ ] Out of food, go back for more: Go back three spaces.
- [ ] Horse wanders off: Lose one turn trying to find.
- [ ] Attacked by Native Americans: Flee back one space.
- [ ] Attack Native Americans: Lose two turns.
- [ ] Winter sets in early: Lose two turns waiting for thaw.
- [ ] While fording a river wagon becomes stuck: Lose one turn.
- [ ] Wrong trail: Go back two spaces.
- [ ] Heavy storms: Water and flooding make you lose two turns.
- [ ] Rain: Muddy roads need to dry, lose one turn.
- [ ] River too high to cross: Go back two spaces to search for ford.
- [ ] Family gets sick: Go back three spaces.
- [ ] Journey too difficult, decide to wait till next year: Go back to start and begin all over again.
Neutral Events

- You pull off the trail after a long day and go to sleep early.
- You decide to stop for an early meal.
- You find a perfect camping site and stop for the night.
- The weather looks bad so you decide to stop.
- You need to spend some time hunting to get more food.
- You stop to admire the beautiful view.
- You finish traveling the route you planned for the day.
- You are unsure of which trail to take and stop to sleep before heading on.
- You encounter another group that has stopped for the night and decide to join them.
- You stop to water the horses.
- Your family is tired and convinces you to stop for the night.
- It is too dark to keep traveling.
- You arrive at a river and need to wait till tomorrow to cross.
- A log blocks the trail and moving takes the rest of the day.

Successes

- You make excellent time today: Move ahead one space.
- Native Americans help you find a hidden trial: Move ahead two spaces.
- A bright moon allows you to travel at night: Ahead two spaces.
- The river is dry, no problems fording: Move ahead one space.
- Your wagon unexpectedly rolls down the other side of the mountain: Move ahead four spaces but miss a turn repairing.
- Warm summer weather allows longer traveling: Roll and move again.
- The trail is unusually smooth: Move ahead two spaces.
- You learn about a short cut: Move ahead three spaces.
- A winter freeze dries the road: Move ahead one space.
- You join other families and help each other: Roll and move again.
- You hear about the rights guaranteed by the Northwest Ordinance and hurry to enjoy them: Move ahead two spaces
- Full bellies inspire you to move onward: Move ahead one space.
SAMPLE PACKET

LESSON PLANS AND STUDENT SHEETS

BOOK FOUR

THE NEW NATION

A History of US
TEACHING GUIDE
AND RESOURCE BOOK

CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS
TALENT DEVELOPMENT MIDDLE SCHOOLS

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Description: Covering the years between Washington’s inauguration and the first quarter of the 19th century, The New Nation shows how our new government was tested from within and without. Events such as the Louisiana Purchase, Lewis and Clark’s expedition, the War of 1812, Tecumseh’s effort to form an Indian confederacy, the growth of Southern plantations, and the beginnings of the abolitionist movement made this a turbulent and exciting period in A History of US.

Teaching & Student Activity Highlights:

- identify cause and effect using a Lewis and Clark Card Game
- draw a political cartoon about “Old Hickory”
- present a point of view in a simulated town meeting
- retell the story of Sequoyah in cartoon format
- write an abolition poem
- create and play a Freedom Swap game
- write and present a presidential soliloquy
- analyze the Constitution to determine presidential duties
- compare the Alien and Sedition Acts and the US Patriot Act
- determine who said what—match Webster, Clay, and Calhoun with their quotations

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**The Lessons**

<table>
<thead>
<tr>
<th>Section 1</th>
<th>Lesson 18 Lesson 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Everyday Life in The New Nation</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Washington—Our First President</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>The Parties Begin</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>A Capital City</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Counting Noses</td>
</tr>
<tr>
<td>Review Lesson</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 6</td>
<td>Adams—Our Second President</td>
</tr>
<tr>
<td>Lesson 7</td>
<td>The Alien and Sedition Acts</td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Something Important: Judicial Review</td>
</tr>
<tr>
<td>Lesson 9</td>
<td>President Jefferson</td>
</tr>
<tr>
<td>Lesson 10</td>
<td>Lewis and Clark</td>
</tr>
<tr>
<td>Review Lesson</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 11</td>
<td>Red Jacket, Tecumseh, and Osceola</td>
</tr>
<tr>
<td>Lesson 12</td>
<td>The War of 1812</td>
</tr>
<tr>
<td>Lesson 13</td>
<td>Pirates and the Other Constitution</td>
</tr>
<tr>
<td>Lesson 14</td>
<td>The Last of the Founding Fathers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 15</td>
<td>Old Hickory</td>
</tr>
<tr>
<td>Review Lesson</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 20</td>
<td>Trail of Tears</td>
</tr>
<tr>
<td>Review Lesson</td>
<td></td>
</tr>
</tbody>
</table>

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**THE FOLLOWING LESSONS ARE INCLUDED IN THIS SAMPLE SET:** Lessons 6, 10 and 18

*To view the listing of materials needed for student activities, see the 'RESOURCES’’ section in each sample Lesson.*
Although often remembered as playing a supporting role in the major events of his day, taken as a whole, the contributions of John Adams to the formation and nurturing of the independent United States may outweigh those of other founders. With his political philosophy and deep commitment to the cause of liberty, he motivated events, and in his rich legacy of writings, he provided a clear, personal view of the birth and infancy of our nation.

In *Passionate Sage: The Character and Legacy of John Adams*, historian Joseph J. Ellis recounts that when John Adams went to France as American diplomat in 1778, the French greeted him with a double case of mistaken identity: they confused him with his firebrand cousin Sam Adams who had masterminded the Boston Tea Party, and furthermore, mistakenly believed him to be the author of *Common Sense*, Thomas Paine’s great treatise on revolution as a sensible act. Amid Adams’ protestations that he was neither of those famous patriots, the dumbfounded French asked: well then, who was he? After these unsettling incidents, Adams wrote in his diary that he was “a Man of whom Nobody had ever heard before, a perfect Cypher, a Man who did not understand a Word of French—awkward in his Figure—awkward in his Dress—no Abilities—a perfect Bigot—and fanatic.”

To his dying day, John Adams lamented that no monuments would be built in his honor and that the national memory of other revolutionary leaders would overshadow him: “The history of our
Revolution,” he wrote Benjamin Rush, “...will be that Dr. Franklin’s electrical rod smote the Earth and out sprang General Washington. That Franklin electrified him with his rod—and thence forward these two conducted all the policy, negotiations, legislations, and war.” To this day, despite the enormous body of personal writing, diaries, and letters he left, Adams remains a somewhat “perfect Cypher,” outside the American pantheon of Revolutionary heroes. According to Ellis, “...John Adams remains the most misconstrued and unappreciated ‘great man’ in American history. Not only does he deserve better; we will be better for knowing him.”

Adams was, and remains remembered as, a man of complexity and contrasts. Of average height for his day and portly, he was neither fashionable nor moneyed. Regardless, he possessed a brilliant mind of uncommon ability and force. Adams passionately loved books and read widely all his life, advising his son John Quincy to always carry a book for “You will never be alone with a poet in your pocket.” Adams reflected deeply about all he read and wryly observed the human condition in everyday life. He saw no conflict in being a devote Christian and an independent thinker. No gentleman farmer, he toiled in his own fields with the rough hands of a laborer. Born and bred in the stony countryside of Massachusetts, Adams exemplified the New England virtues of honesty, independence, hard work, and frugality. Greathemed, he cared deeply for his friends, and was eternally devoted to his wife Abigail, calling her his “best, dearest, worthiest, wisest friend in the world.” Adams considered their marriage as the most important decision of his life for Abigail possessed a beneficial, steadying influence on him and was his equal partner throughout their long, eventful life together.

On the other hand, Adams could be vain, cranky, impetuous, self-absorbed, hard headed, and quick to anger. Often awkward, Adams never learned to flatter; rather he prided himself on his blunt candor
to tell it as he saw it, for he felt he was no harder on
others than he was on himself (perhaps a true
statement, but not a popular stance). He was
ambitious, his desire for distinction overwhelming,
and patriotic to the point of revolutionary zeal. To
Adams, virtue was not an abstract concept, but a
principle of self-denial that he harbored in his heart
and kept preaching to himself.

The Adams family had lived in the village of
Braintree since arriving in the Massachusetts colony
in 1640. John Adams’ birth in 1735 marked the
beginning of the fourth generation. For one
hundred years, Adams’ forbears had taken an active
role in the local community. But greater issues of
his day called John Adams away from Braintree to
serve Massachusetts as delegate to the Continental
Congress and as public servant in the new federal
government.

After graduating from Harvard in 1755, Adams took
a job as a provincial schoolmaster, about which he
wrote in his diary: “...keeping this school any length
of Time would make a base weed and ignoble shrub
of me.” Adams considered but rejected the ministry
as vocation, turning instead to history and the law.
He studied under a prominent Worcester attorney,
James Putman, and on November 6, 1759, was
admitted to the bar. Within a few weeks, Adams
took his first case, which he lost on a technicality;
later he felt himself a fool but learned his lesson
and never again undertook a case without a
command of the details.

His law practice took him to Boston and
surrounding towns. Often he stopped at the
parsonage of the Reverend William Smith in
Weymouth. In 1764, Abigail Smith, the second
daughter of the family, became his wife, his life-
long friend, correspondent, and confidant. Abigail’s
frail health had kept her from attending school, but
with her home education she proved John’s equal in
literature, wit, and political acumen. During the first
thirty-seven years of their marriage, they endured
long separations. Absences that might have proven fatal to some marriages in their case produced a rich body of affectionate and informative correspondence. Abigail missed her husband as she managed the family farm through the hardships of epidemics, family deaths, and war, but she always wanted John to be where he needed to be to champion the patriotic cause. She knew both she and John would deeply regret his withdrawal from the political arena during the birth and infancy of the new nation. As Abigail confided to her close friend Mercy Otis Warren: “I found [John’s] honour and reputation much dearer to me, than my own present pleasure and happiness, and I could by no means consent to his resigning at present, as I was fully convinced he must suffer if he quitted.”

In 1765, events suddenly swept Adams into public prominence. As a founder and member of the Sodalitas, a group of attorneys who met to discuss the law, Adams drafted a protest against the Stamp Act of 1765 on behalf of the town of Braintree. Other communities in the colony used his document as a model for their own protests. At the height of the Stamp Act furor, Adams published the essay in the *Boston Gazette*, avowing that American freedoms were not ideals but rights established in British law—the essay became one of the most salient of his life. Adams became known throughout Massachusetts, and in the footsteps of his fathers, he became a selectman in Braintree. However, because his growing law practice required his presence in Boston, he resigned and moved his family in 1768. Soon John Adams became Boston’s busiest attorney, widely known for his skill, honesty, and integrity.

In 1770, Adams defended the eight British soldiers accused of murdering colonists in the Boston Massacre. Taking up this unpopular cause, he knew, would anger the patriots who wanted to use the death of five Bostonians as a rallying point against British oppression. But demonstrating a life long pattern of defending the truth rather than the
popular cause, Adams skillfully won the acquittal of six defendants and the lesser charge of manslaughter for the other two soldiers. When vilified by the patriotic press, Adams responded, “Facts are stubborn things; and whatever may be our wishes, our inclinations, or the dictates of our passions, they cannot alter the state of facts and evidence…”

Privately, Adams won high regard from those who valued justice, for the victims of the Boston Massacre, in truth were “…most probably a motley rabble of saucy boys, negroes and molattoes, Irish teagues and out landish jack tarrs…,” as Adams described them. By 1774, Massachusetts’ citizens held him in such regard that they elected him to the First Continental Congress, and then to the Second Continental Congress, where he coaxed, guided, and debated fellow delegates toward a “declaration of independency,” as he called it in his private agenda for the session.

Recognizing the importance of making the revolution broad-based, Adams nominated Virginian George Washington to lead the Continental army. He joined Edward Rutledge of South Carolina and Richard Henry Lee of Virginia in drafting a resolution that each colony should form an independent government. The resolution’s preamble articulated a clear call for a break with Britain. In less than a month, Congress adopted Lee's resolution: “That these United Colonies are, and of right ought to be, free and independent States….” When appointed to the committee to draft the document declaring the independence of the united colonies, Adams, himself a prolific and skilled writer, demurred to Thomas Jefferson. He predicted easier acceptance of a document authored by a popular Virginian than one written by a crusty New Englander. Indeed, by this time, Adams had gained a reputation for honesty to the point of offensiveness and irritability to the point of rudeness.
During the war, Adams wrestled for a year with the nearly impossible task of supplying the army as chairman of the Board of War and Ordnance. He authored much of the Massachusetts constitution, and made several diplomatic trips to Europe. He persuaded the Netherlands to recognize the colonies’ independence and joined John Jay and Benjamin Franklin in peace negotiations with Britain, which resulted in the Treaty of Paris in 1783.

Adams remained in Europe for four years, first touring with his son John Quincy, negotiating loans and commercial treaties with the Netherlands and France, and finally settling in London for three years as minister to Britain. For the first time during his long domestic and foreign service, Abigail and the children joined him. During this time, Adams renewed his friendship with Thomas Jefferson, who was serving as minister to France. Adams and Jefferson had begun their association in the Second Continental Congress.

The Adams family returned to America in time for the first presidential election. Washington won the office with sixty-nine electoral votes to Adams’ thirty-four. By the new Constitution, Adams became the first vice president, which he described in a letter to Abigail as “...the most insignificant office that ever the invention of man contrived or his imagination conceived.” Bored and frustrated, he wrote, “And as I can do neither good nor evil, I must be borne away by others, and meet the common fate.” For the next eight years, he presided over the Senate, frequently casting his tie-breaking vote in favor of a stronger federal government.

During Washington’s presidency, tensions mounted between Secretary of the Treasury Alexander Hamilton and Secretary of State Thomas Jefferson. Those who agreed with Hamilton that a strong central government made up of the educated, privileged few should rule for the welfare of the many formed the Federalist Party. Those who agreed with Jefferson that the people should become educated to govern themselves without a
strong central power formed the Republican-Democratic Party. These political factions, as Washington called them, would thwart Adams’ political ambitions.

Adams, like Washington and Hamilton, espoused the Federalist view, yet he felt an aversion for party politics and went his own way, making enemies in both parties. In the 1796 election, Adams won the presidency with seventy-one electoral votes to his friend Jefferson’s sixty-eight. Adams kept Washington’s mostly Federalist cabinet intact, failing to realize its entrenched and dangerous loyalty to Hamilton. Striving to remain above party politics and uncomfortable exercising firm leadership, Adams sought balance, but his cabinet constantly betrayed his confidence and undercut him.

Amid this domestic chaos, Adams’ administration became increasingly preoccupied with the hostilities between Britain and France and the struggle to keep out of war with either power. Federalists favored the English while Republican-Democrats sided with the French. Both the British and French preyed upon American shipping. In the XYZ Affair, Adams sent three commissioners to France to negotiate for peace. French Foreign Minister Tallyrand refused to receive the Americans. Through a female friend of Tallyrand, messages traveled to a secret delegation of two Swiss and one American, referred to as XYZ. Tallyrand demanded a $250,000 bribe before he would receive the American commissioners, creating an indignant uproar in the United States. Even as Adams hoped for peaceful relations with France, he prepared for war. Finally, Adams named a new minister to France (this irritated Hamilton who had hoped for war) who negotiated the Treaty of Mortefontaine in 1800.

In this atmosphere of international intrigue, the Federalist-dominated Congress of 1798 passed four bills known as the Alien and Sedition Acts. Adams’
failure to veto these bills caused another partisan tumult in his administration. The Alien Acts clearly targeted French Catholic immigrants, giving the president and his deputies the power to arrest and deport aliens at will and making naturalization more difficult. Adams never used this power. The Sedition Act, however, led to the jailing and fining of a number of journalists who criticized the government—a clear violation of First Amendment rights. The Alien and Sedition Acts expired without notice after Adams left office. In a way, Adams had already provided a safeguard against such laws. “My gift of John Marshall to the people of the United States,” Adams wrote, “was the proudest act of my life.” Chief Justice Marshall initiated the practice of judicial review that would not allow such legislation to go unchallenged in the future.

In the election of 1800, Adams had so alienated the Federalists that he ran for a second term without their support. The tables turned: Jefferson, with seventy-three electoral votes, defeated Adams with sixty-five. Before leaving office, Adams attempted to pack the courts with Federalist judges. This act caused the breach to widen between him and Jefferson, who wrote that the appointments “were from among my most ardent political enemies.” The two former revolutionaries did not communicate at all for the eight years of Jefferson’s administration.

Through the efforts of their mutual friend Benjamin Rush, Adams and Jefferson reconnected in 1809. From Adam’s retirement in Quincy, Massachusetts, and Jefferson’s retirement in Monticello, Virginia, poured a rich correspondence on many subjects. The two espoused nearly opposite political views, to the point that Adams once proposed to Jefferson that some day they should thoroughly explain themselves to one another. The letters stopped with the death of the two friends and patriot giants on July 4, 1836, the fiftieth anniversary of the Declaration of Independence.
Adams’ tumultuous four-year presidency stands like a slim, controversial volume between the two monumental bookends of the eight-year Washington and Jefferson administrations. As Adams later wrote to his son in 1825, “No man who ever held the office of president would congratulate a friend on obtaining it.” Having to fight his own party as well as the opposing party did Adams’ career no good; still, he always sought, “to preserve my Independence, at the Expense of my Ambition.” He was more a political philosopher than a politician, more a battering ram than a diplomat. Americans cannot measure their debt to John Adams within the confines of one presidential term, but rather across the two centuries of history that he influenced with his fervent genius and patriotic fever.

References
Lesson 6 • The New Nation 102


HISTORICAL THINKING

The student will

Historical Comprehension
- reconstruct the literal meaning of a historical passage
- identify the central question(s) the historical narrative addresses

Historical Analysis and Interpretation
- identify the author or source of the historical document or narrative
- compare or contrast differing sets of ideas, values, personalities, behaviors, and institutions
- differentiate between historical facts and historical interpretation
- consider multiple perspectives

Historical Analysis and Decision-Making
- identify issues and problems in the past
- evaluate alternative courses of action
- formulate a position or course of action on an issue

CONTENT

The student will demonstrate understanding of The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights

- The guarantees of the Bill of Rights and its continuing significance
  - explain the importance of the basic guarantees of the Bill of Rights
- The development of the first American party system
  - compare the leaders and social and economic composition of each party
  - compare the opposing views of the two parties on the main economic and foreign policy issues of the 1790s
For each student

The New Nation by Joy Hakim: Chapter 7, “About President Adams"

Student Sheets:
   A Portrait as Biography
   A Word Portrait of John Adams

For each team

Document Packet: In the Words of Abigail Adams

For the teacher

Transparency: Copley’s Portrait of John Adams

For the classroom

Vocabulary Words and People to Remember

Overhead projector

Web sites

The Alien and Sedition Acts @ http://www.nara.gov/exhall/treasuresofcongress/text/page5_text.html

Jefferson and John Adams: A Lifetime of Letters @ http://www.monticello.org/jefferson/cabinet/profile.html

John Adams Biography @ http://gi.grolier.com/presidents/ea/bios/02pjohn.html

John Adams @ http://www.whitehouse.gov/history/presidents/ja2.html

John Adams @ http://ragz-international.com/john_adams.htm

XYZ Affair @ http://www.encyclopedia.com/articles/new/14057.html

Words to Remember

portrait — a painting or drawing of a person
biography — a written history of a person’s life

People to Remember

*John Adams — second president of the United States, a major founder of our nation

*Abigail Adams — political activist and wife, friend, and advisor to John Adams
FOCUS ACTIVITY – 10 minutes

1. Show the Transparency: *Copley’s Portrait of John Adams* or direct students’ attention to the same portrait on page 42 in *The New Nation* (2d ed. p. 44).

2. Distribute the Student Sheet: *A Portrait as Biography*.

3. Ask students to explain the title of the Student Sheet. Make sure they understand that in a painting, the artist includes objects and details that tell about the life and personality of the subject.

Explain that John Singleton Copley painted this portrait of John Adams when he and Adams were in London. The scroll is thought to be a reference to the recently signed Treaty of Paris, which ended the Revolutionary War, recognizing the independence of the United States.

4. Students, working in pairs, study and discuss the portrait to complete the Student Sheet: *A Portrait as Biography*.

**Circulate and Monitor:** Visit each partnership as the students discuss the portrait and complete their student sheets.

5. Use **Numbered Heads** for the students to share their responses on the Student Sheet: *A Portrait as Biography* during a class discussion.

Explain that in this and the following lesson the students will learn more about John Adams, his term as president, and his important contributions to the nation.
Lesson 6 • The New Nation 105

TEACHING ACTIVITY – 20 minutes

1. Direct students’ attention to the side bar on page 40 (2d ed. p. 42). With the students, read the sidebar and discuss the two descriptions of John Adams. Ask the students to consider: What qualities made John Adams human?

2. Discuss with the students what they know about John Adams from previous lessons. Share information from the Overview to review Adams’ role in the nation’s beginning.


4. Explain the Cooperative Note Taking Pairs technique for reading about John Adams. Students work with team partners to improve their own note taking and check each other’s notes for accuracy and completeness of information. Students write their notes (in this case information about John Adams, which they later use to write two or three meaningful sentences). The students stop periodically to share their notes with their team partner, looking for information they missed or information that is incorrect. Students make any needed changes to their notes.

Explain that a meaningful sentence tells the reader something and shows that the writer understands the information in the sentence (e.g. John Adams thought the best thing he did as president was to keep the new nation out of the war between France and England). Encourage the students to use question words who, what, where, when, how, and why to identify information to include in their notes—these questions help provide details for use in the meaningful sentences.
5. Reading for a Purpose: Students read silently or Partner Read Chapter 7, “About President Adams” to take notes about John Adams. When partners have completed their reading, they use their notes and information from the Focus Activity to collaborate on a word portrait of Adams, writing two or three meaningful, descriptive sentences on the Student Sheet: A Word Portrait of John Adams.

Circulate and Monitor: Visit the partners as they read and take notes. Ask and answer questions, guide their note taking, and make sure students remain on task.

6. Students share their word portraits with the class. The meaningful sentences might be displayed with the portrait of Adams on a class bulletin board.

STL ACTIVITY – 25 minutes
Drawing conclusions from first person quotations

1. Introduce Abigail Adams to the students using the portrait on page 42 (2d ed. p. 44) of The New Nation. Include information from the Overview about Abigail’s relationship with her husband John—she was his wife, his life-long friend, correspondent, and confidant and proved John’s equal in literature, wit, and political insight.

2. Read the following quotation of historian James M. Banner, Jr., about Abigail Adams to the students: Abigail Adams was considered sharper than a woman ought to be; she also read more than a woman was supposed to and spoke out even when the custom of her time and gender called for silence. In a famous March 1776 letter, she beseeched her husband to “remember the ladies” when making laws for the new republic: “Do not put
unlimited power in the hands of husbands,” she wrote. “Remember, all men would be tyrants if they could.”

Help the students interpret the meaning of Abigail Adams’ words.

3. Distribute the Document Packet: In the Words of Abigail Adams to each team. Explain the Student Team Learning Activity. Students read Abigail Adams’ own words to draw conclusions about her opinions on slavery, role of women, the education of children, and the cause of liberty. Each team records the team’s conclusions.

4. Reading for a Purpose: The students working in teams read the quotations and interpret what Abigail Adams thought about slavery, the role of women, the education of children, and the cause of liberty. Team members share the responsibility of recording its conclusions.

Circulate and Monitor: The quotations of Abigail Adams contain misspellings and very difficult vocabulary. First person quotations from this time make use of language that is difficult to read and understand. Interpreting Abigail Adams’ opinions will most likely prove challenging. Visit each team to help students read, understand, and interpret the words of Abigail Adams. If necessary, stop the team activity periodically to discuss specific quotations that prove difficult for the students.

5. Use Numbered Heads for the students to share their conclusions during the class discussion. Students’ comments might include conclusions such as:

- Slavery is wrong and the enslaved have every right to be free.
- A woman should never outshine her husband.
- Children should study hard and think deeply.
REFLECTION AND REVIEW ACTIVITY – 5 minutes

1. Explain that John and Abigail Adams wrote many letters to each other in which they shared their opinions about current events.

2. Each team makes a list of four current events in which Abigail and John might be interested if they lived in today’s world.

3. In their teams, the students **Speculate:**
   - What might John and Abigail feel about each of the four events on the team list. Would
John and Abigail have agreed with each other or might each hold a differing opinion?

4. Students use information about John and Abigail to support their comments.

**HOMEWORK**

John and Abigail Adams wrote many letters to each other in which they shared their opinions about current events. Choose a current event and write a letter to a friend or family member in which you express your thoughts about what is happening. After sharing the letter with your teacher, mail it to your friend.

**LIBRARY/MEDIA RESOURCES**

**Nonfiction**

*John and Abigail Adams: An American Love Story* by Judith St. George, Holiday House

*Abigail Adams: Girl of Colonial Days (Childhood of Famous Americans)* by Jean Brown Wagoner, Aladdin Paperbacks

*John Adams: Our Second President (Our Presidents)* by Ann Graham Gaines, Children’s World

*John Adams (Founding Fathers)* by Stuart A. Kallen, Abdo & Daughters

*USKids History: Book of the New American Nation* by Marlene Smith-Baranzini and Howard Egger-Bovet, Little Brown and Company

**Cobblestone Magazine**

*The Adams Family*

**Video**

*A New Nation*, United States History Video Collection, Schlessinger

*Founding Brothers*, The History Channel
Language Arts/Library — Students find and read letters that John and Abigail wrote to one another.

Art/Library — Students research the portraits of John and Abigail Adams and analyze them using the format of the Student Sheet: A Portrait as Biography.

Research/Language Arts/Art — Students research and create, label, and illustrate a timeline of the life of John Adams.

Art/Technology — Students research the life and work of John Singleton Copley at the website for the National Gallery of Art @ http://www.nga.gov/collection/gallery/gg60b/gg60b-main1.html.
A Portrait as Biography

Name of Subject ________________________________________________

Name of Artist ________________________________________________

Date of Portrait_______________________________________________

Medium (circle one):
- painting
- drawing
- photograph
- sculpture
- engraving
- cartoon

What is the subject's job or status? __________________________

The subject looks (circle one):
- serious
- happy
- sad
- angry
- other_______________________

The subject's pose is (circle any):
- relaxed
- stiff
- formal
- informal
- sitting
- standing

Describe the subject's clothing_______________________________

What objects (symbols) appear in the painting?

________________________________________________________________

________________________________________________________________
A Word Portrait of John Adams

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In the Words of Abigail Adams

In the Words of Abigail Adams

In the Words of Abigail Adams

In the Words of Abigail Adams

Document Packet — Lesson 6
The New Nation
“I wish most sincerely there was not a slave in the province. It allways appeared a most iniquitous scheme to me—fight oursevles for what we are daily robbing and plundering from those who have as good a right to freedom as we have.”

“I want to have them not smatterers intoxicated with superficial knowledge but hard students and deep thinkers. Impress them with the idea that they have not any dependence but upon their own exertions.”

“However brilliant a woman’s tallents may be, she ought never to shine at the expence of her husband. Government of states and kingdoms, tho’ God knows badly enough managed, I am willing should be solely administered by the lords of the Creation.” [Women should confine themselves to “Domestick Government.”]

“You must not be a superficial observer, but study men and manner that you may be skilfull in both. . . . Youth is the proper season for observation and attention—a mind unincumbered with cares may seek instruction and draw improvement from all the objects which surround it.”

To John Quincy in Holland:
“Altho’ the mind is shocked at the thought of shedding humane [human] blood, more especially the blood of our countrymen and a civil war is of all wars, the most dreadfull such is the present spirit that our heroes will spend their lives in the cause...what a pitty it is, that we can dye but once to save our country.”

[Americans are filled] “...with that firmness, that fortitude, that undaunted resolution ... and that they are engaged in a righteous cause.”

“Children should in the early part of life be unaccustomed to such examples as would tend to corrupt the purity of their words and actions that they may chill with horror at the sound of an oath, and blush with indignation at an obscene expression . . . .

“. . . when he [John] is wounded I bleed. I give up my domestic pleasure and resign the prospect I once had of an independent fortune . . . nor should I grudge the sacrifice, only let not the slanderous arrow, the calumniating stabs of malace rend in pieces an honest character which is all his ambition.”
In the Words of Abigail Adams

Document Packet — Lesson 6
The New Nation
Americans should be returning to the “simplicity of manners” of their forefathers. “We have too many high sounding words, and too few actions that correspond with them.”

“I found his [John’s] honour and reputation much dearer to me, than my own present pleasure and happiness, and I could by no means consent to his resigning at present, as I was fully convinced he must suffer if he quitted.”

Abigail characterized John’s and her attraction for each other — like the “steel and the magnet or the glass and feather.”

“I am more and more convinced that man is a dangerous creature, and that power ... is ever-grasping.... The great fish swallow up the small, and he who is most strenuous for the rights of the people, when vested with power, is as eager after the prerogatives of government.”
On watching a battle from Penn’s Hill:

“The sound, I think is one of the grandest in nature….Tis now an incessant roar. But o’ the fatal ideas which are connected with the sound. How many of our dear country men must fall?”

“. . . the passion for liberty cannot be equally [equally] strong in the breasts of those who have been accustomed to deprive their fellow creatures of theirs.”

To her son, John Quincy Adams

“...reflect that you have had greater opportunities of seeing the world...that you have never wanted a Book, but it has been supplied you, that your whole time has been spent in the company of men of Literature & science. How unpardonable would it have been in you, to have been a Blockhead.”

“I resign my own personal felicity and look for my satisfaction in the consciousness of having discharged my duty to the public.”
President Thomas Jefferson, eager to find a water route to the Pacific, explore the Louisiana Territory, and establish peaceful trading relations with the native peoples, appointed Meriwether and his co-captain William Clark to explore and map the newly purchased lands west of the Mississippi River.

The object of your mission is to explore the Missouri River, and such principal streams of it, as, by its course and communications with the waters of the Pacific Ocean may offer the most direct and practicable water communication across this continent for the purpose of commerce... Your observations are to be taken with great pains and accuracy... Other objects worthy of notice will be: the soil and face of the country, its growth and vegetable productions... the animals of the country.... the mineral productions... climate...

Thomas Jefferson to Meriwether Lewis

With these words, President Thomas Jefferson authorized the first official overland expedition to the northwest Pacific coast. In what was surely one of history's most cost-effective expeditions, Jefferson persuaded Congress to allocate $2,500 to seek a water route from the Missouri River to the Pacific Ocean. The men would study the plants, animals, and terrain with an eye to future
settlement; bring back scientific specimens; learn about native tribes inhabiting the area; and establish relationships for future trade.

To head this historic undertaking, Jefferson selected his personal secretary, Meriwether Lewis. Lewis, a tall, trim, skilled outdoorsman and amateur scientist, had distinguished himself in the army on the frontier before coming to the President’s House. Lewis prepared for the expedition by studying navigation, astronomy, botany, zoology, and cartography. From his mother, Lewis had learned how to heal many sicknesses with plants, and noted scientist and physician Benjamin Rush tutored him in medicine. To acquaint himself with existing knowledge of the area, Lewis studied maps and journals of traders who had explored as far as the Mandan villages in present-day North Dakota. Beyond this point, maps bore the word “unknown.”

Although Jefferson had envisioned the expedition before buying Louisiana from France, the purchase of this vast tract of land for fifteen million dollars expanded the scope of the trip. American territory now extended to the Rocky Mountains, and as a diplomatic representative of the new “great father” in the East, Lewis would communicate to native tribes the transfer of sovereignty from the French to the United States.

Lewis believed the expedition required a strong co-leader and recruited William Clark, his former army commander. The tall, red-headed, outgoing Clark complemented the more introspective and quiet Lewis. Clark had learned wilderness skills and natural history from his older brother, Revolutionary War hero George Rogers Clark. An excellent cartographer and a faithful diarist, Clark’s journals—though filled with massive amounts of inventive spellings—provided an invaluable record of the historic journey.
Lewis left Washington the day after Independence Day, 1803, writing, “I could but esteem this moment of my departure as among the most happy of my life.” After picking up arms at the government arsenal at Harpers Ferry, Virginia, and obtaining a fifty-five-foot keelboat specially designed for the trip, he floated down the Ohio River, meeting Clark near Louisville, Kentucky. Lewis traveled to St. Louis, where he gathered supplies and finished preparations for the journey. They selected over two dozen well-seasoned men to join them in forming the Corps of Discovery, and departed up the Missouri River—propelled by oars, poles, sails, or tow-ropes—to Fort Mandan, North Dakota.

As they passed through the Great Plains, the corps encountered the peaceful Oto, Missouri, Arikara, Mandan, and Hidatsas tribes and the aggressive Teton Sioux. They developed a greeting ritual that included presentation of a peace medal and gifts of trade goods, an explanation that the new “great father” Jefferson in the east now owned their land, and a demonstration of military prowess (marching in uniform and shooting guns).

While wintering at Fort Mandan in 1804-1805, the men endured temperatures of more than forty degrees below zero. They hired French trapper Toussaint Charbonneau and his young Shoshone wife Sacagawea to serve as translators. Sacagawea, who had been kidnapped by an enemy tribe some years before, was only seventeen when she strapped her newborn son Jean Baptiste on her back and headed west with Lewis and Clark. Her presence also helped ensure a peaceful reception from western tribes who had never seen white men before; a war party would never travel with a woman, especially a woman with a baby.

On April 7, 1805, Lewis and Clark left Fort Mandan and headed west into lands heretofore largely unexplored by white men. In his journals, Lewis
marveled over “infinitely more buffaloe than I had ever before witnessed,” “the beauty of this majestically grand scenery,” and the “sublimely grand specticle” of the Great Falls of the Missouri. Anticipating a one-day portage around the falls, the expedition endured over a month of heat, wind, rain, hail, prickly pear cactus, mosquitoes, grizzly bears, and difficult terrain.

As winter loomed, the captains realized they were running out of time to find the Shoshone to sell them horses and guide them cross the Rockies. At this critical juncture, one of the most amazing coincidences in history occurred. When the group finally made contact with the Shoshone, Sacagawea recognized the chief as her brother. The Shoshone marveled at the white men, their weapons, and the African American member of the expedition, Clark’s servant York. Like many other Native Americans in the West, the Shoshone had never seen a man with black skin before, and some rubbed his skin to see if the color was permanent. After obtaining horses, the expedition began a debilitating, eleven-day passage across the Bitterroot Mountains marked by early snow, bitter cold, extreme hunger, and impassable terrain. The men, who depended on up to eight pounds of fresh meat per man daily, were forced to kill and eat three of their horses.

Emerging from the mountains, they were succored by hospitable Nez Perce, whom Clark recalled as “the most hospitable, honest and sincere people that we have met with in our voyage.” After regaining their strength, they navigated rapids on the Clearwater, Snake, and Columbia rivers, one of which Clark described as an “agitated gut Swelling, boiling & whirling in every direction.” When the captains decided to have the party vote on the crucial decision of where to spend the winter, both York and Sacagawea voted—nearly sixty years before African Americans and over a century before women got the franchise.
The men built a fort where the Columbia River meets the Pacific, and named it Fort Clatsop after a local tribe. Clark estimated that the group had covered over four thousand miles. After a dull, dreary, homesick winter during which it rained nearly every day, they set off for the return journey in late March 1806. During an eventful return trip, the captains split the party to explore more of the Louisiana Territory, reuniting near Fort Mandan in August. Racing down the Missouri toward St. Louis, they encountered an increasing number of traders and trappers who provided news, including (to the captains' amusement) rumors of their own deaths. They reached St. Louis in late September, where they were hailed as heroes after their two and a half year journey.

The men received double pay and 320 acres of land as rewards; the captains received 1,600 acres. Jefferson appointed Lewis governor of the Louisiana Territory, but following the expedition, Lewis seemed to unravel. He found the rigors of his new position difficult, and after several personal setbacks, he committed suicide. Clark’s post-expedition life proved more successful; he married, prospered in business, and earned respect as an Indian agent and governor of the Missouri Territory. He died an old man at the home of his eldest son, Meriwether Lewis Clark.

Even though the captains praised Sacagawea in their journals, she received nothing for her services. Her husband received a land grant of 320 acres and $533. She gave birth to a daughter about six years after the expedition, and died at age twenty-five from an unknown illness. After her death, Clark adopted her two children. York, the first African American to cross the continent north of Mexico, shared in the acclaim received by the corps, but returned to the more restrictive life of an enslaved person. Finally, responding to York’s petitioning, Clark granted York his freedom ten years after the expedition.
Lewis and Clark were the first United States citizens to see the Great Plains and the Rocky Mountains; to cross the Continental Divide; and to reach the Pacific by land. Even though they determined that no practicable northwest passage existed, their exploits stoked the imagination of a nation already hankering to move west. They greatly expanded the scientific knowledge of the region, and mapped much of the new land that had heretofore been unknown. The expedition contributed to the growing belief that the nation’s “Manifest Destiny” included expanding to the shores of the Pacific Ocean.

References
*The New American Desk Encyclopedia*. “Meriwether Lewis.”
STANDARDS

HISTORICAL THINKING
The student will
Chronological Thinking
- distinguish between past, present and future time
- identify in historical narratives the temporal structure of a historical narrative or story
Historical Comprehension
- reconstruct the literal meaning of a historical passage
- read historical narratives imaginatively
- draw upon data in historical maps
- draw upon visual, literary, and musical sources
Historical Analysis and Interpretation
- identify the author or source of the historical document or narrative
- analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance
- identify relevant historical antecedents
- evaluate the implementation of a decision

CONTENT
The student will demonstrate understanding of United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans
- The international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine
  - analyze Napoleon's reasons for selling Louisiana to the United States
  - compare the arguments advanced by Democratic Republicans and Federalists regarding the acquisition of Louisiana
- The federal and state Indian policy and the strategies for survival forged by Native Americans
  - investigate the impact of trans-Mississippi expansion on Native Americans
  - explain and evaluate the various strategies of Native Americans such as accommodation, revitalization, and resistance

RESOURCES

For each student
The New Nation by Joy Hakim: Chapter 11, “Meriwether and William—or Lewis and Clark”

For each team
Team Sheets:
- Lewis and Clark Adventure Cards
  - York: The African American Member of the Expedition
  - Sacagawea: The Expedition’s Invaluable Native Woman

For the teacher
Transparency: Lewis and Clark at Three Forks
For the classroom
Vocabulary written on chart paper
United States map showing the Louisiana Territory

Web sites
Lewis and Clark @ www.pbs.org/lewisandclark/
   inside/wclar.html
Lewis and Clark @ www.pub.org/lewisandclark/
   insidemlewi.html
Lewis and Clark Trail @ www.nps.gov/lecl/
Lewis and Clark Trail @ www.vpds.wsu.edu/
   WAHistcutl/trail.html
Lewis and Clark @ http://www.lewis-clark.org/

Words to Remember
*court martial — a military court
*source — origin; place from which something comes
*mouth — the end of a river
Northwest Passage — a mythical water route across North America
*cartographer — map maker

People to Remember
*Meriwether Lewis — headed the expedition to explore the Louisiana Territory
*William Clark — soldier and cartographer who co-led the expedition to explore the Louisiana Territory
Thomas Jefferson — third president of the United States; sent Lewis and Clark to explore the Louisiana Territory
Benjamin Rush — physician and scientist who helped train Lewis for the expedition
*York — African American member of the Lewis and Clark expedition
*Sacajawea — Shoshone guide who assisted Lewis and Clark
Ca-me-ah-wait — brother of Sacajawea; Shoshone leader who sold Lewis and Clark horses to cross the mountains
Places to Remember

*Louisiana Territory* — land from the Mississippi River to the Pacific Ocean purchased from France by President Thomas Jefferson

The Lesson

FOCUS ACTIVITY

FOCUS ACTIVITY – 5 minutes

1. Show the Transparency: *Lewis and Clark at Three Forks*.

2. Working with teammates, students **Brainstorm** for three minutes to list as many details in this painting as possible.

3. Using **Numbered Heads**, each team shares its list to compile one classroom list. Make sure students notice the following points:
   - Sacagawea, the young Native American woman, and her papoose
   - York, an African American, who was enslaved by Captain Clark
   - York, like the other men, is armed
   - The group follows no established path or trail.

Explain that Sacagawea, whom the captains hired as an interpreter, had been kidnapped from her Shoshone tribe as a girl. When the expedition moved through Shoshone territory, she recognized trails and landmarks from her childhood. She helped the party secure horses from the Shoshone to cross the Rocky Mountains.

4. With teammates, students **Brainstorm** to answer the following questions written on chart paper or the chalkboard.
• Why did President Jefferson send an expedition through this new territory?
• What dangers might this expedition face?

TEACHING ACTIVITY – 25 minutes

1. Using information from the Overview, briefly acquaint students with the Louisiana Purchase, which doubled the size of the nation.

2. Students use a classroom map or the map found inside the front cover of the second edition of *The New Nation* to point out the boundaries of this territory.

Point out the route of Lewis and Clark. Make sure students understand that the area beyond Fort Mandan (in present-day North Dakota) was largely unknown to white Americans.

3. Introduce the Vocabulary *Words, People, and Places to Remember*.

4. **Reading for a Purpose:** Students silently read or **Partner Read** Chapter 11, “Meriwether and William—or Lewis and Clark” in *The New Nation* to answer the following questions written on chart paper:

   • Why did Jefferson buy the Louisiana Purchase?
   • Why did some people criticize this purchase?
   • What were the goals of the Lewis and Clark expedition?
   • What scientific information did the explorers gather?
Circulate and Monitor: Visit each team as students read the selection and discuss the questions. Assist students with the reading, ask and answer questions, and encourage oral elaboration.

5. Use Numbered Heads for the class to review and discuss the questions.

Make sure students understand that Jefferson's Louisiana Purchase doubled the size of the nation, ensured American control of the strategic Mississippi River, and created a vast new “empire for liberty.” Critics believed this expenditure would bankrupt the nation, and that America already possessed all the land it needed. The expedition was to seek a water route to the Pacific Ocean, explore the new territory, establish friendly relations with the Indians, pave the way for future commerce, and gather scientific information about the land, its plants and animals, and its people. The men drew detailed maps, added two hundred species to the world's list of known plants, and provided detailed information about the geography and animals of the region.

STL ACTIVITY – 25 minutes
Analyzing cause and effect relationships

1. Distribute one set of the Lewis and Clark Adventure Cards to each team.

2. In their teams, the students take turns reading aloud the question side of the card and predicting what will happen in the situation described. Students turn the cards over and read what actually happened on the answer side of the cards.

3. If time allows, distribute to each team a copy of the Team Sheet: York: The African American Member of the Expedition and a copy of Sacagawea: The Expedition’s Invaluable Native Woman.
4. Working with a team partner, each partnership reads its particular Team Sheet and discusses the questions at the bottom.

5. Each team partnership summarizes the information on their Team Sheet and shares it with other members of the team.

**REFLECTION AND REVIEW ACTIVITY – 5 minutes**

1. In their teams, students discuss the following questions.

Would you have volunteered to be part of the Lewis and Clark expedition? Why or why not? What were the benefits and drawbacks of such an expedition?

2. Each team votes on whether or not to join the Lewis and Clark expedition.

**HOMEWORK**

Write a journal entry that discusses the following questions.

Can you think of a modern expedition into the unknown that compares to the Lewis and Clark expedition? Would you go on such an expedition? If you, like Lewis, could choose your co-captain, whom would you choose? Why? How might you prepare for such a journey?

**OR**

The United States Postal Service issues a dollar coin depicting Sacajawea and her young son. An eagle in flight is featured on the reverse side of the coin. Design your own coin honoring Sacajawea’s role in the expedition. Write a paragraph explaining your coin design.
Fiction

Seaman: The Dog Who Explored the West With Lewis and Clark (A Peachtree Junior Publication) by Gail Langer Karwoski, Peachtree Press.


Streams to the River, River to the Sea: A Novel of Sacagawea by Scott O'Dell, Houghton Mifflin.

Nonfiction

The Story of the Lewis and Clark Expedition by R. Conrad Stein, (Cornerstones of Freedom Series) Children's Press

In the Footsteps of Lewis and Clark by Gerald S. Snyder, National Geographic Society

Lewis and Clark: Voyage of Discovery by Stephen Ambrose, National Geographic Society

How We Crossed the West: The Adventures of Lewis & Clark by Rosalyn Schanzer, National Geographic Society

Lewis and Clark: The Journey of the Corps of Discovery, An Illustrated History by Dayton Duncan and Ken Burns


Lewis and Clark: Voyage of Discovery by Stephen E. Ambrose, National Geographic Society.

USKids History: Book of the New American Nation by Marlene Smith-Baranzini and Howard Egger-Bovet, Little Brown and Company

Cobblestone Magazine

The Lewis and Clark Expedition

Video

Lewis and Clark: The Journey of the Corps of Discovery, PBS

CD ROM

The Story of America 1, National Geographic Society
Math — The Louisiana purchase cost $.04 per acre. Students research how much land costs in their area per acre. Did Jefferson get a good deal? By what percentage has the price of land increased in your area since 1803?

Geography/Math — Students trace the route of Jefferson and Clark on a map and plan their own trip following in the path of these explorers. Students decide where they will sleep and eat, how far they will drive each day, and what sites they will visit. Perhaps they want to include a white-water rafting trip! Students plan a complete budget for the trip.

Language Arts — Students read excerpts from Stephen Ambrose’s excellent book, *Undaunted Courage* about the Lewis and Clark expedition. Audio tapes of the book are also available at many public libraries.

Language Arts — Students view part or all of the Ken Burns video, *Lewis and Clark and the Corps of Discovery*. Students write a movie review.

Science — Students research some of the species of animals and plants Lewis and Clark discovered and make illustrated cards.

Geography — Students compare a pre-Lewis and Clark map to a modern map of the United States.

Language Arts — William Clark, who had little formal schooling, couldn't spell very well. In his journals, he spelled the name of Sacagawea’s French-Canadian husband Charbonneau (pronounced SHAR-BON-OH) fifteen different incorrect ways! Students, using their knowledge of phonetic awareness, see how many spellings of this name they can invent.
Art/Language Arts — The United States Postal Service issues a dollar coin depicting Sacajawea and her young son. An eagle in flight is featured on the reverse side of the coin. Students design their own coins honoring Sacajawea's role in the expedition. Students write explanations of their coin designs.
In the Review Lesson, students revisit the ideas and vocabulary from Lessons 6 – 10 to prepare for the Assessment. The Review Lesson is in the form of a card game.

If time allows, the teams may play more than one round of *The New Nation Review*. Even though one team member will win each round, all students win by reviewing ideas, facts, and vocabulary from the previous lessons. The goal of the game is to successfully prepare each member of the team for the assessment.

**The New Nation Review II: Shaping the New Nation**

1. To ensure that each student has a chance to play, students remain in their cooperative learning teams of four or five.

2. Each team receives a set of game cards and the answer sheet.

3. Cards are shuffled and separated into their respective piles (Awful and Sorry, Hear Ye! Hear Ye!, President Jefferson, etc.) and placed face down in the center of the table.

4. One team member is designated as the first player (i.e. the student whose name is last in the alphabet). The student to his right has the answer sheet, keeping it face down on the desk. This person is the fact checker.

5. The first player chooses a card, reads the number and the question aloud, and attempts to answer it. The fact checker turns the answer sheet over, finds the correct question number, and checks the first player’s response. If the student answers correctly, he or she keeps the card. If the answer is wrong, the card is placed on the bottom of the pile. The fact checker quickly turns the answer sheet face down again.

6. Play passes to the left, and the first player is now the fact checker.

7. The game ends when all the cards are gone. The student with the most cards wins.
The New Nation Review II: Shaping the New Nation
Questions and Answers

Awful and Sorry
1. Define the terms *alien* and *sedition*. An alien is a foreigner who is not a citizen. Sedition is any action that promotes resistance to lawful authority, especially advocating the violent overthrow of a government.
2. What was the main difference between the Federalist Party and the Democratic Republican Party? The Federalist Party favored a strong centralized national government. The Democratic Republican Party wanted to limit the powers of the federal government and advocated states’ rights.
3. What were the Alien Acts of 1798? Three laws that allowed the president to expel foreigners from the United States if he believed they were dangerous to the nation’s peace and security.
4. What was the Sedition Act of 1798? A law that made it a crime to criticize the government or those working in it under penalty of fines or imprisonment.
5. What were the Virginia and Kentucky Resolutions? James Madison wrote the Virginia Resolution and Thomas Jefferson wrote the Kentucky Resolution. The resolutions argued that the Alien and Sedition Acts were unconstitutional and that a state did not have to obey a law if it believed that law unconstitutional.

Hear Ye! Hear Ye!
7. What is the role of the judicial branch of the United States government? The court system branch of the government that interprets laws.
8. What is judicial review? The power of the courts to review laws and decide if they are constitutional.
9. What is the Supreme Court? The highest court in the United States and the final authority on the meaning of the Constitution and the constitutionality of a government action.
10. What does it mean if a law is unconstitutional? The law violates some provision in the Constitution.
11. What are checks and balances? Each branch of the government (legislative, executive, and judicial) has certain powers with which it can check the operations and balance the power of the other two branches.
12. What did *Marbury v. Madison* establish? In 1803, this case established the principle of judicial review that gave the judicial branch a key role in the American system of government.

President Jefferson
13. What new political party supported Jefferson’s political ideas? The Democratic-Republican Party supported a strict interpretation of the Constitution, limiting the powers of the federal government, and advocating states’ rights.
14. What were four accomplishments of Jefferson as president? He reduced the national debt, lowered taxes, limited the size of the already small military, and purchased the Louisiana territory from France.
15. What was Jefferson’s Louisiana Purchase? In 1803, President Jefferson purchased territory owned by France that doubled the size of the United States and extended its boundaries from the Mississippi River to the Rocky Mountains.

16. Why was President Jefferson called “a man of the people?” Jefferson moved the country back to its democratic beginnings that had guided it during its 1776 period.

17. How did President Jefferson deal with the Barbary pirates? Jefferson refused to pay tribute or ransom money to the Barbary States, and instead used the new United States navy and marines to subdue the Barbary pirates.

18. For what three accomplishments did Jefferson want to be remembered? Author of the Declaration of Independence, the Virginia Statute for Religious Freedom, and the father of the University of Virginia.

**Louisiana Purchase**

19. What were the goals of the Lewis and Clark expedition? To seek a water route to the Pacific Ocean, explore the new Louisiana territory, establish friendly relations with the Native Americans, pave the way for future commerce, and gather scientific information about the land, its plants and animals, and its people.

20. Who were Meriwether Lewis and William Clark? – Leaders of the expedition to explore the Louisiana Territory

21. Who was York? – African American member of the Lewis and Clark expedition

22. How did Sacajawea help the expedition? Shoshone guide who assisted Lewis and Clark

23. Why did some people criticize this purchase? They believed this purchase of this large territory would bankrupt the nation, and that America already had all the land it needed.

24. What scientific information did the explorers gather? They drew detailed maps of the region, found and recorded two hundred new species of plants, and provided detailed information about the geography and animals of the region.

**John Adams**

25. Who was the first president to live in the President’s House? John Adams

26. What did Adams think was the best thing he did as president? He kept America out of the war between France and England.

27. Why did Adams serve only one term as president? Adams’ Federalist Party lost favor with the people who voted for Thomas Jefferson and the political ideas of the new Democratic Republican Party.

28. President John Adams believed in a ____________ central government. Strong

29. Who did John Adams consider his best friend? His wife, Abigail

30. Why was John Adams proud of appointing John Marshall as chief justice of the Supreme Court? Marshall was a great chief justice who served thirty-four years. Marshall made the Supreme Court powerful, and the judiciary an equal third branch of the government with his decision of judicial review, which said that the court could throw out any law of the court thought it unconstitutional.
While on sentry duty, Private Alexander Willard falls asleep. This is a serious offense, punishable by death; a sleeping sentry jeopardizes the safety of the entire group. What happens to Willard?

With her forty-seven year-old husband, seventeen-year-old Sacagawea is hired as an interpreter. She negotiates with the Shoshone for horses critically needed to cross the Rocky Mountains, and helps guide the expedition through the mountains. What happens to Sacagawea?

The youngest member of the Lewis and Clark expedition, Baptiste is only 55-days old when his mother Sacagawea straps him on her back and begins the journey toward the Rocky Mountains. Captain Clark becomes so fond of the toddler that he offers to raise the child as his own. What happens to Baptiste?

During a hunting trip, Pierre Cruzatte accidentally shoots Captain Lewis in the "thye"—actually, his rear end. He denies it at first, claiming Indians are nearby. Finally, he confesses. What happened?

The fierce and powerful Teton Lakota Sioux control the flow of trade goods along the Missouri and dominate the Great Plains. The explorers offer them gifts, but the Sioux are not satisfied. Three warriors grab the tow rope of the explorers' boat to prevent them from leaving. Clark draws his sword, hundreds of warriors on shore prepare to fire arrows; Lewis loads the cannon. Will violence erupt?

After six months and sixteen hundred miles of hard travel, the explorers arrive at the Mandan villages on the northern branch of the Missouri River. Winter is coming, and the explorers must build a base camp to survive temperatures that will reach forty degrees below zero. The Mandan villages contain 4,500 people—a greater population than the new nation's capital. Will they be friendly or hostile?
Sacagawea receives nothing for her services. Six years after the expedition, she gives birth to a daughter. She dies at age twenty-five of an unknown chronic illness.

Lewis forgives Cruzatte and gets on with a painful healing process.

The Mandans invite Lewis and Clark to build a fort across the river from their villages. They trade with the explorers, helping to keep them alive during the long, freezing winter.

Willard is lucky—he gets 100 lashes. He finishes the expedition, marries and fathers twelve children, and at the age of sixty, moves to California in a covered wagon.

When he is six years of age, his mother leaves Baptiste in Clark’s care. He is educated in St. Louis and returns to frontier life. A visiting German prince, impressed with Baptiste’s blend of formal education and frontier skills, takes him to Europe. For six years, he enjoys the lifestyle of the German court, becoming fluent in four languages. He then returns to America and lives as a mountain man, hunting, trapping, and exploring the West. He looks for gold (unsuccessfully) in the California gold rush, and dies of pneumonia at age 61.

The Indian chief backs down. The warriors eventually let the explorers leave.
The explorers arrive at the Great Falls of the Missouri, where water cascades eighty feet down into sharp rocks. They must portage, or carry their canoes and all their supplies around the falls. They believe this will take half a day. Are they right?

Clark, York, and another man break away from the main party to find the Shoshone and trade for horses to cross the Bitterroot range of the Rocky Mountains. They are exhausted, and fear that if they don’t find the Shoshone and get horses, they will all die. They finally see a Shoshone, and greet him. What happens?

Finally, Lewis and three men from the party meet three Shoshone women. They give them gifts and wait for the rest of the party to arrive to interpret. Suddenly, sixty Shoshone warriors gallop up. When they learn the four whites are part of a larger party, they are suspicious; are the whites enemies? The chief and some of his warriors go to meet the rest of the expedition. What happens?

In early fall, the men begin to cross the Bitterroot Mountains, which one man calls “the most terrible mountains that I ever beheld.” They know that one heavy snowfall could trap them and kill them all. Their Indian guide thinks it will only take a few days to cross the mountains. Is he right?

The men stumble out of the Bitterroot Mountains exhausted, weak, and nearly starved after a grueling, dangerous journey. They are found by the Nez Perce Indians, who have never seen whites or an African before. The Indians hold a council to decide what to do with the men. If they kill them and take their supplies, they will become the most wealthy and powerful tribe in the region. What happens?

York, who is enslaved, completes the expedition with Captain Clark. He has shared in the dangers and hardships of the journey and is the first African American to cross the continent north of Mexico. The rest of the men receive money and land grants for their services. What happens to York?
The Shoshone flees. The men must continue to look for the tribe to trade for the horses they need.

The Indian guide loses the trail, and it takes eleven days to cross the mountains. The men are unable to find animals to hunt and nearly starve.

York is not paid for his services. He asks Clark for his freedom, but Clark initially refuses. Finally, Clark frees him. York enters the freighting business.

They are wrong—almost dead wrong! The portage takes one month, and they face extreme heat, seven-inch hailstorms, and other hardships. Sharp cacti shred the men’s moccasins and pierce their feet. Sacagawea and others almost drown when a flash flood sweeps through a gully. Some of the men collapse from exhaustion.

The chief sits down with Lewis and Clark to negotiate. Sacagawea begins to translate but bursts into tears. The chief is her brother! She had been kidnapped from her people as a child, and has not seen him in many years. The Shoshone agree to sell the expedition the horses they need.

As the council is debating, a native woman urges the chiefs not to harm the whites. She had been kidnapped by another tribe and sold to whites, who treated her kindly. She later made her way back to her own tribe. The chiefs decide to help Lewis and Clark.
York: The African American Member of the Expedition

York was the first African American to journey through the continent north of Mexico. He left St. Louis with William Clark in 1803, and traveled to the shores of the Pacific Ocean and back.

But York was not free. As William Clark’s “manservant” and companion, he had grown up with Clark, and the two men were close in age. Clark’s father, who owned a plantation in Virginia, had left York to his son in his will.

On the historic expedition, York shared the hardships and dangers with the other men. A large, six-foot tall man, York is described in the men’s journals as a strong swimmer and capable hunter. He helped care for one sick member of the expedition, Sergeant Floyd, who died of a ruptured appendix. He accompanied Lewis on several small scouting parties, including one that explored the Yellowstone River.

Native Americans in the West, who had never seen a man with black skin before, marveled at his appearance. Some rubbed his skin to see if the color was permanent. One tribe, whose members painted their bodies with charcoal before battle, called York “strong medicine.” The Shoshone were amazed to hear the whites say they had a black man in their party. Lewis wrote, “Some of the party told the Indians that we had a man with us who was black and had short curling hair, this had excited their curiosity very much, and they seemed quite as anxious to see (him)... as they were the merchandize which we had to barter for their horses.”

Like other members of the expedition, York had geographic features named after him by the captains (“York’s 8 Islands” and “York’s Dry River”). When the expedition voted to determine where to set up its winter camp, York’s vote—like that of Sacagawea—was counted. With the other men, he enjoyed a hero’s welcome when the party returned to St. Louis in 1806.

After the expedition, York returned to the more restrictive life of an enslaved person. Clark later granted York his freedom, and he worked in Kentucky and Tennessee.

How do you think the expedition changed York’s perception of himself?
How did the Indians view York?
How did the men of the expedition view York?
How do you think York felt after the expedition?
Sacagawea: The Expedition’s Invaluable Native Woman

The only woman among the thirty-three members of the permanent party to journey to the Pacific and back, Sacagawea was only seventeen when she strapped her infant son on her back and headed west with Lewis and Clark. The captains needed her as an interpreter to negotiate with the Shoshone for horses to carry the expedition across the Rocky Mountains. Her presence also helped ensure a peaceful reception from western tribes who had never seen white men before; a war party would never travel with a woman, especially a woman with a baby.

During the expedition, Lewis and Clark’s respect for Sacagawea grew tremendously. When she became seriously ill, Lewis treated her illness and moved her to his own tent, which provided more shelter from the wind. Lewis wrote that she had “been of great service to me as a pilot through this country.” As they traveled through her homeland (from which she had been kidnapped by an enemy tribe as a child) Sacagawea acted as an invaluable guide, showing the expedition an important pass through the mountains. The captains gave her one of the few horses purchased from initial contacts with the Shoshone. She had a horse to ride while her husband had to walk—a reversal of Shoshone tradition, where men rode and women walked!

Lewis got mad at Charbonneau when he mistreated his young wife. When the party voted on a location for a winter camp, Sacagawea’s vote counted equally. Even though the captains praised her in their journals, she received nothing for her services. Her husband received a land grant of 320 acres and $533. She gave birth to a daughter about six years after the expedition, and died at age twenty-five from an unknown illness.

- How did Sacagawea help the expedition?
- How do you think the expedition changed Sacagawea’s perception of herself?
- How do you think Sacagawea should have been rewarded?
LEWIS AND CLARK AT THREE FORKS

Courtesy of the Montana Historical Society
The ever-growing cycle of raw material consumption and product output that formed the basis of the economic success of the Industrial Revolution fueled a huge need for large-load transportation. Steamboats and steam-powered railroads fulfilled this need.

The concept of transporting carriage loads on some type of track began with the ancient rut-ways of the pre-Roman world. Although the exact transition of rut-ways to rails remains lost in antiquity, the historical records provide some clues to its development. In the region of Transylvania during the 1500s, the addition of flanged wheels to wagons improved rut-way transportation. German mining regions employed a similar type of crude railway, but its use never spread beyond carrying coal. Centuries later, in 1719, in the gardens of Marly-le-Roi in France, King Louis XV had a rail system, complete with a carriage shed and turntable (concepts still used by contemporary railroads), for the purpose of conveying guests through his extensive gardens on sleighs fitted with flanged wheels. By the middle of the eighteenth century, flanged wheel tram-roads, in which rails of crude iron, stone, or wood guided horse-drawn wagons, hauled coal from mine head to dock side in England.

In 1726, three of England’s coal mining companies joined forces to build an eight mile graded double track “main line” to the River Tyne. Horses, and in
places gravity, provided power on the line, which boasted a hundred-foot filled embankment and the first stone arch railway bridge. Many railroad historians consider this to be the first working rail carrier.

The railroad concept offered solutions to some of the transportation problems plaguing the developing English industry. Railroads if sufficiently graded did not rut or pothole under bad weather conditions, and metal wheels with good bearings on metal rails dramatically increased the tonnage that a single horse could move. Between 1750 and 1820, engineers improved the design and production of iron rails for horse-drawn tramways. In 1805 on the Croydon, Merstham and Godstone Railway in England, a single horse pulled a fifty-five ton train of sixteen wagons. The benefits of this impressive performance appealed to land-locked industries by allowing geographic freedom from waterway transportation. This brought the economic benefits of the industrial revolution inland.

Of course, horses had their limitations and could not provide heavy, long-haul service in inclement weather. In answer to the limitation of horse-power, mechanical propulsion created an industrial revolution in its own right, which eventually outshone in economic benefit and in technical advancement the industrial complex for which it was built to serve.

The knowledge of steam propulsion lay in antiquity. Hero of Alexandria wrote a volume about the use of steam around 300 A.D. Known in its translated form as *The Pneumatics of Hero*, the volume described and illustrated various steam and hydraulic devices presumably used by Greek temple priests to give animation and drama to their rituals. In his book, Hero gave instructions for the construction of a boiler and a set of dual cylinders and pistons with connecting rods and steam jets on a spinning sphere. The actual number of such devices ever
created or just how the ancients used them remains open to speculation, and the conceptual framework that eventually resulted in the first practical steam engine lay unexplored for almost fourteen hundred years.

In an isolated account, steam technology appears in a document that details a steamship trial by Blasco de Garay in 1543. The document describes a successful demonstration of a practical paddle steamer of two hundred tons to King Charles V of Spain in the harbor of Barcelona. Unfortunately, the document contains no drawing of the vessel or its steam plant.

Many of the “firsts” in the popular history of steam technology really indicate successful commercial applications rather than the initial inventions. Robert Fulton, often credited with inventing the steamboat, actually conducted the first successful commercial venture that used various existing forms of steam technology. Steamboats soon brought economic success to the great rivers of the United States, but only when steam power provided transportation for inland-based industry did the economic possibilities of the industrial revolution speed into the country’s heartland.

The story of the steam railroad locomotive is coupled with the development of the coal industry in England. As the demand for fossil fuel drove the mines to produce more coal, the coal industry faced technical and logistical problems. The solution of these problems eventually led to a logical union of steam technology with the horse-drawn trams on metal railroads, thus giving birth to the mechanically powered railroad.

Steam technology was first applied to the problem of flooding in coalmines. As early as 1689, Englishman Thomas Savery used a crude steam engine to pump water from a mine pit. In 1705, English ironworker Thomas Newcomen built a series
of engines that used steam and atmospheric pressure to operate pumps. Steam entered a confined cylinder and built up pressure to lift a piston. Cold water then entered through a valve to condense the steam, creating a vacuum that drew the piston back down into the cylinder to repeat the cycle. For over a hundred years, the Newcomen engines functioned as state of the art technology, even exported to mines in the American colonies beginning in 1755. These pumping engines moved slowly under low pressure, and although simple in design, they were quite large. Used in various types of manufacturing mills throughout England and the colonies, ten such machines pumped drinking water in London by the 1750s.

In 1769, Frenchman Micholas Cugnot built a fully operational steam driven tractor for hauling large siege artillery. The prototype worked well on paved surfaces but was difficult to steer and too heavy for field use. Only one example was produced, and the concept was sadly not improved upon or promoted.

During the 1770s, James Watts, a brilliant young English instrument maker and mechanic, brought efficiency to the stationary steam engine through a series of improvements. Watts converted the half-steam, half-atmospheric pressure principle of the Newcomen engine to an all-steam cycle and eliminated the cold water-cooling of the cylinder by drawing off the steam into a condenser. These improvements increased the conservation of heat in the engine's working parts and provided steam economy in the engine. This in turn allowed increased steam pressure and overall performance, reducing the engine's size while increasing its power. Watts also developed a speed regulator, called a governor, which set the power output at a consistent level, thus helping the steam engine adapt to running a variety of machines. For years, the Watts firm was the biggest name in stationary steam construction.
In 1800, Watts’ patents on his improvements expired, and many mechanics who had trained in his shops left the firm to embark on carriers of their own. In that same year, in the United States, Oliver Evans created further improvements to the basic steam design by increasing the working pressure of the engine and boiler. He built high-pressure stationary engines for use in mills in Pennsylvania, Delaware, and Maryland. One engine, intended by New Orleans businessmen for a steamboat, worked so successfully in a sawmill that local displaced sawyers attacked the engine three times, eventually destroying it.

In 1804 Evans received a commission from the city of Philadelphia to build a steam driven scow to dredge the city’s waterfront harbors. Evans placed the four thousand pound scow on a wagon frame with steering gear and drove his boat, called the Oruktor Amphibolis, under its own steam, down to and right into the Delaware River. Evans then switched the drive gear to a rear-mounted paddle, and the craft moved down the Delaware to its mouth. Oddly, no one capitalized on the success of this remarkable amphibious craft, and the Evans firm remained in local obscurity, producing stationary engines for local mill use.

In 1803, Englishman Richard Trevithick, often heralded as the father of the railway locomotive, built a large steam carriage that could run for over ninety miles at good speed. The vehicle frightened many who witnessed it, especially during its trial run in London when the carriage went out of control and crashed through a homeowner’s fence. After this experience, Trevethick turned his attention to vehicles set firmly on rails.

England witnessed the launch of several locomotives in 1804. Matthew Murray demonstrated a steam engine that ran on timber rails. Richard Trevithick, after witnessing the trials of the Murray engine, unveiled his locomotive later that year. In
1808, Trevithick built a circle of track as a demonstration line in London’s Torrington Square. His engine *Catch Me Who Can* drew crowds by pulling spectators at fifteen miles per hour, but did not prove an economic success. When the engine went off the track, the little line was not repaired.

A handful of steam locomotives that used a toothed rack and pinion center rail for traction, similar to a modern cog railway, went into service on the Middleton Railway in England in 1812. The line, fully run by steam as opposed to horse-drawn lines, was a success.

Throughout the early quarter of the nineteenth century, many men tried to improve railroad technology, but George Stephenson dominated the field. Stephenson exhibited his first locomotive, *Blucher*, in 1814, but had difficulties. Stephenson kept experimenting, and by 1825, the Stockton and Darlington Railroad in England put him in charge of design. Stephenson gained fame at the 1829 steam trials on the Manchester and Liverpool Railway with his successful locomotive, *Rocket*, which moved at an impressive thirty miles per hour while carrying thirty passengers. Stephenson’s designs dominated the English market and set the pattern for the early steam engines that were exported to the United States.

In the United States, Colonel John Stevens wrote a pamphlet in 1812 that promoted the virtues and usefulness of a steam railroad over the construction and use of canals. The political support for interior improvements (large technological projects such as roads, canals and railroads) remained a staple of party politics for years. In 1825, Stevens, in order to demonstrate his vision, constructed a steam wagon and exhibited it on a circle of track in front of his estate in Hoboken, New Jersey. The railroad had come to America.
The first working railroad in the United States was a short three miles of track laid in 1826 in Quincy, Massachusetts. Horses hauled granite to a port on the Neponsit River on the little quarry line. Railroad momentum quickly shifted to the mid-Atlantic region. In 1827, Maryland granted a charter to the Baltimore and Ohio Railroad for a proposed line from the western part of Baltimore City and its port to the Ohio River in Virginia. The ambitious project required the crossing of large mountains, deep ravines, and twisting rivers. Charles Carroll, the last living signer of the Declaration of Independence, laid the first stone of the Baltimore and Ohio right of way. He stated at the ceremony that “I consider this one of the most important acts of my life, second only to my signing of the Declaration of Independence, if even it be second to that.”

Even as the masons, builders, and surveyors pushed the Baltimore and Ohio westward to its first station in Ellicott Mills, Maryland (now Ellicott City), the Delaware & Hudson Canal Co. installed a horse-drawn railroad line to haul coal traffic from their mines to a canal transfer terminal at Honesdale, Pennsylvania in 1828—a year that proved seminal in railroad practicality, development, and promotion.

That year, several Americans representing the interests of the embryonic railroad industry went to observe the steam engines’ performances at the Rainhill Trials in England. When Stephenson’s Rocket worked to a high degree of reliability and outperformed the other entrants, a steam powered railroad ceased to be a novelty. American agents for the Delaware and Hudson ordered locomotives based on the Rocket’s design.

A year later, the management of the Baltimore and Ohio conducted their own trials, pitting Peter Cooper’s Tom Thumb against horses on a stretch of double track near Relay, Maryland. Cooper, a well-known investor and inventor, built the 1.4 horsepower Tom Thumb in just six weeks,
ingeniously substituting surplus musket barrels for boiler tubes. Contrary to popular history, the *Tom Thumb* actually lost the race, but the little demonstration engine impressed the railroad management with the long-term economic possibilities of steam power.

The infant American railroad industry grew dramatically in 1830-31 with engines like the American-built *Best Friend of Charleston*, running on the Charleston, and Hamburg Railroad and the *DeWitt Clinton* on the Mohawk and Hudson. On the Camden and Amboy Railroad in New Jersey, Robert Stevens, son of the American steam pioneer Colonel John Stevens, imported the British built *John Bull*, constructed without instructions by mechanic Isaac Dripps. Dripps fitted the *John Bull* with a warning bell, headlamp, and cowcatcher, creating the prototype for what would become classic American railroad icons.

In 1832, the Baltimore and Ohio realized the economic advantages of the steam locomotive when the engine *Atlantic* pulled fifty tons for over forty miles averaging twelve to fifteen miles per hour—the use of steam rather than horses saved the railroad seventeen dollars per trip.

The railroads blossomed across the Northern states in the next thirty years, creating an industrial and transportation infrastructure which gave a decided edge to the Union armies that used railroads for moving supplies and troops during the American Civil War. Steam technology reigned supreme throughout the United States and the world as the source of power on land and sea for over a century, and became romanticized as the closest thing to a living being that man ever produced.

**References**


**HISTORICAL THINKING**

The student will

**Historical Comprehension**
- identify the central question(s) the historical narrative addresses
- read historical narratives imaginatively
- draw upon data in historical maps

**Historical Analysis and Interpretation**
- compare or contrast differing sets of ideas, values, personalities, behaviors, and institutions
- differentiate between historical facts and historical interpretation
- consider multiple perspectives
- analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance

**Historical Research Capabilities**
- obtain historical data

**Historical Analysis and Decision-Making**
- identify issues and problems in the past
- marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action
- evaluate alternative courses of action
- formulate a position or course of action on an issue
- evaluate the implementation of a decision

**CONTENT**

The student will demonstrate understanding of

- How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions
- How the factory system and the transportation and market revolutions shaped regional patterns of economic development
- explain how the major technological developments that revolutionized land and water transportation arose and analyze how they transformed the economy, created international markets, and affected the environment
- evaluate national and state policies regarding a protective tariff, a national bank, and federally funded internal improvements
For each student
The New Nation by Joy Hakim: Chapter 23, “Teakettle Power”
Sheet of lined paper

For each team
Team Sheet: Steam
Team Sheets for the simulation:
  Railroad Simulation Team Introduction
  A copy of Railroad Representative for one student
  One of the Family Character Sheets
  Pre-Railroad Town Map
  Yes and No Destiny Sheets for each family, sealed in envelopes or stapled shut
  Post-Railroad Town Map

For the teacher
Transparencies:
  An Early Steam Engine
  Optional Pre-Railroad Town Map
  Optional Post-Railroad Town Map

For the classroom
Overhead projector

Web sites
  A History of the Growth of the Steam Engine @ http://www.history.rochester.edu/steam/thurston/1878/
  Railroad History Steam Timeline @ http://www.sdrm.org/history/timeline/
  Steam engines and inventions @ http://library.thinkquest.org/c006011/english/sites/steam_first_experiments.php3?v=2
  Build a steam engine @ http://www.fra.dot.gov/public/edu/schoolsteam.htm
  The History of Steamboats @ http://inventors.about.com/library/inventors/blsteamship.htm
Words to Remember

**iron horse** — early name for a steam driven train engine

**Clermont** — Robert Fulton’s steamboat

**Tom Thumb** — Peter Cooper’s engine, used in the steam trials on the Baltimore and Ohio railroad

**Baltimore and Ohio Railroad** — first major railroad company in the United States

People to Remember

*Robert Fulton* — successfully organized and marketed the first American steamboat company

*Peter Cooper* — Baltimore inventor, entrepreneur, and investor who promoted the use of steam for railroads. Built a demonstration engine called the *Tom Thumb* to prove the merit of steam engines to the board of directors of the Baltimore and Ohio Railroad

**Oliver Evans** — Pennsylvania inventor who created high-pressure steam engines and an amphibious steam car

**George Stephenson** — winner of the Rainhill steam trials in England with his reliable *Rocket*; launched the steam-powered railroad industry

The Lesson

**Note to the Teacher:** Before the lesson, prepare the Team Sheets for the simulation. Each team requires a copy of the *Railroad Simulation Team Introduction*, one of the *Family Character Sheets* (each team receives a different *Family Character Sheet*); a *Pre-Railroad Town Map*; *Yes or No Destiny Sheets* for each family placed in an envelope or stapled shut; and a *Post-Railroad Town Map*. Choose one student to be the railroad agent. Give that student a copy of the *Railroad Representative* sheet. Teams receive these materials at various times during the simulation.
FOCUS ACTIVITY – 5 minutes

1. Explain to the students that an English visitor named Charles Dickens wrote about an experience he had in the United States in 1842.

2. Direct the students to listen as you read the account to determine:
   • What is Charles Dickens describing in this quotation?

Read the account on page 113 (2d ed. p. 121) of Chapter 23, “Teakettle Power” in The New Nation to the students.

3. Discuss the account with the students. If necessary, explain that Dickens rode on an American train that used steam power. Inventors and scientists worked for years to harness steam power to run engines.

4. Ask the students:
   • Why do you think Dickens’ experience was so memorable? Steam powered railroad engines were a new way to travel—fast, dirty, dangerous, exciting, and uncommon.

TEACHING ACTIVITY – 20 minutes

1. Introduce and explain the steam engine as the new motive power technology on land and water in the early half of the nineteenth century. Read the first two paragraphs of Chapter 23, “Teakettle Power“ to the students.

2. Use the Transparency: An Early Steam Engine to explain how a steam engine works.

3. Preview the illustrations and sidebar information in Chapter 23 with the students. Introduce the Vocabulary Words and People to Remember.
4. **Reading for a Purpose**: Students work in teams to survey Chapter 23: “Teakettle Power” in order to identify inventors, inventions, and dates and record that information on the Team Sheet: *Steam*.

5. Use information from the Overview and Chapter 23 in *The New Nation* to discuss the importance of steam power and its use to power steamboats and early railroad locomotives. Review the information about the inventors and their inventions on the Team Sheet: *Steam* with the students.

6. Each student **Speculates** on the following questions and writes his or her predictions on a sheet of paper.
   - How might the introduction of railway steam technology change a town or city?
   - What might happen to a town if the railroad or steamboat bypassed it in favor of a neighboring town?
   - What might be the economic benefits of railway steam technology to a town?

   The students save these predictions to use in the Reflection and Review Activity at the end of the lesson.

**STL ACTIVITY – 25 minutes**

**Simulating the impact of an early rail line on a community**

1. Explain the Student Team Learning Activity.

The simulation concerns an early community’s decision to accept or reject a proposal to link their town with the coming railroad. Each team assumes the identity of a town family and considers the proposal to decide if the railroad should or should not come to the town.
Lesson 18   •   The New Nation  320

Each team receives a character description of one family in the town and a map of the town showing each family’s property. After reviewing these materials and discussing the advantages and disadvantages of the railroad during the town meeting, the team (acting as their assigned family) decides how to cast their vote: should they vote for or against the railroad coming through their town? After the vote, each team receives a specific card for their family describing the impact of their decision.

2. Distribute the Team Sheets: Railroad Simulation Team Introduction, one of the Family Character Sheets (each team receives a different Family Character Sheet) and a Pre-Railroad Town Map to each team. Choose a student volunteer to be the Railroad Agent and give a copy of Railroad Representative to that student.

3. Reading for a Purpose: Each team reads the Team Sheet: Railroad Simulation Team Introduction and its specific Family Character Sheet, and locates its corresponding business and land holding on the Pre-Railroad Town Map. The student volunteer Railroad Agent reads his or her Railroad Representative information sheet.

Circulate and Monitor: Visit each team as the students read the Railroad Simulation Team Introduction and their team’s Family Character Sheet. If necessary, use a transparency of the Pre-Railroad Town Map to help the teams locate their families’ businesses and land holdings.

Be sure the teams understand the task and their families’ situations and correctly locate their families’ holdings on the map.

4. Conduct the town meeting. The Railroad Agent presents the railroad’s proposal to the town families. Open the town meeting to debate. Encourage the students to debate, in character, the
advantages and disadvantages of the railroad coming to their town.

5. After the debate, each team casts their family vote concerning the town’s future with the railroad.

6. Depending on how each team voted, distribute the appropriate Yes or No Destiny Sheet to each team for its family character. (For example, if the team acting as the Kline Family voted no, give them the “No” Destiny Sheet for the Kline Family and if the Hunsicker Family voted yes, give that team the “Yes” Destiny Sheet for the Hunsicker Family.)

Reading for a Purpose: Each team reads its family character Destiny Sheet, discusses it with teammates, and shares how the decision affected its family with the class.

7. Distribute the opposite vote result Destiny Sheets to each team so the teams can compare and contrast the results if their vote had been different.

REFLECTION AND REVIEW ACTIVITY – 10 minutes

1. Using their predictions from the Teaching Activity, the students compare their predictions about steam technology with what happened to their family character in the simulation. The students use Numbered Heads to share their responses.

2. Ask the students to Think-Team-Share:
   - What was the most common benefit of the railroad coming to their town?
   - What was the most common disadvantage?
   - What happened to the town if the railroad did not come?
   - What modern technology might pose a similar cause-and-effect relationship to a community as the coming of the railroad?
3. Use **Numbered Heads** for the students to share their responses.

**HOMEWORK**

Now that you have experienced what the railroad has done to change your family character and your town, write a letter to a friend in a neighboring town telling about the specific changes that the railroad brought to your town and your life.

**LIBRARY/MEDIA RESOURCES**

**Nonfiction**

*James Watt: Master of the Steam Engine* by Anna Sproule, Blackbirch Marketing

*Steam at Sea: Two Centuries of Steam Powered Ships* by Denis Griffiths, Brasseys, Inc.

*The Ingenious Yankees: The Men, Ideas, and Machines that Transformed a Nation, 1776-1876* by Joseph and Frances Gies, Thomas Y. Crowell Company

*Robert Fulton: From Submarine to Steamboat* by Steven Kroll, Holiday House


*Early Pioneers (The World’s Railroads)* by Christopher Chant, Chelsea House Publications

*Building Simple Model Steam Engines* by Tubal Cain, Trans-Atlantic Publications

**CONNECTIONS**

**Language Arts** — Students design and write a pamphlet describing the economic advantages of using steam in transportation.

**Science/Technology** — Students build a steam engine under the supervision of an instructor by following the directions in *Full Steam Ahead: How to build a miniature steam engine* @ http://www.fra.dot.gov/public/edu/school/steam.htm.

**Math** — Students solve math problems using equations dealing with volume, pounds per square inch, and the measuring of effort.
Welcome to your hometown of Palm, located about a two-day stagecoach ride north of Philadelphia, Pennsylvania, and about a day’s ride south of Allentown. The year is 1855, and you and your friends and neighbors have just finished bringing in the year’s harvest and settled in for the winter. This winter promises to be quite interesting because the town must debate a giant, life-changing possibility.

For two months, the town has been in a stir over some very big news. Agents from the Norristown and Allentown Railroad have requested a general town meeting for the purpose of presenting a plan to link your town with the coming railroad. The railroad agents know that not everyone in Palm is in favor of having the railroad come to town. So, in the event that the citizens of Palm reject the offer, the railroad agents have also requested a town meeting with the nearby town of Green Lane.

Everyone will hear both sides of the issue at the town meeting, and then take a secret ballot vote. The railroad agents promise that a yes vote will bring prosperity for all the citizens of Palm. The local opponents of the railroad say that it will change the town permanently for the worse and want no part of it. The town’s future will be up to you and your neighbors to decide.

A town map is included with your team packet. Match the house number found on your Family Character Sheet to locate your home and property on the Pre-Railroad Town Map. Depending on your vote you will be shown a second map, Post-Railroad Town Map, showing the railroad’s passage through your town.
Railroad Representative

Your Name: Johnston

You are the development representative for the Philadelphia and Reading Railroad that has leased the right of way of the Norristown and Allentown Railroad. Your job is to represent the railroad’s interests to different town governments. Your boss, James Gowen, sends you to the town of Palm, Pennsylvania. The railroad wants you to locate the best route up the Perkiomen River valley to connect with the East Penn Railroad at a junction in Emaus, Pennsylvania. This will create a north-south link between Allentown and Philadelphia and allow revenue access to a large fertile farm area.

You find that two towns (Palm and Green Lane) have equal merit for the railroad. The cost for the rail line to go through either town is about the same and both towns offer similar possibilities for the railroad to make a profit. You discover that many of the local farmers fear that your company will seize their land for the railroad’s right-of-way. You wire your boss and ask which town to choose. Your boss wires back for you to conduct a public relation campaign and allow the towns themselves to vote if they want the railroad. This way he hopes to cut down on any future lawsuits that may arise from eminent domain and the right-of-way. Now you must campaign for the railroad and try to convince one of the towns to vote yes.

You decide to meet first with the citizens of Palm. At the town meeting, many old farm families will most likely speak against the railroad. They will build their arguments on rumors that the railroad uses fancy legal tricks to take land for the right-of-way. You wire your boss and ask which town to choose. Your boss wires back for you to conduct a public relation campaign and allow the towns themselves to vote if they want the railroad. This way he hopes to cut down on any future lawsuits that may arise from eminent domain and the right-of-way. Now you must campaign for the railroad and try to convince one of the towns to vote yes.

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Your job is to assure the townspeople that:

1. The railroad means jobs and prosperity for everyone in the town.
2. The railroad legally settles and justly pays for all land claims in accordance with a Pennsylvania law that allows the railroad to negotiate land deals it feels are in the best interest of the public good. Any claim will be paid full market value.
3. The railroad allows access to a greater market for farm produce and locally made goods.
Family Character Sheet #1

Your family character name: Kline Family
Your occupation: Farmer
Your property on the Pre-Railroad Town Map: Number 1

You own the old Kline farm on the Allentown to Philadelphia Pike. Your family has owned this farm since 1754, when Jacob Kline purchased it from the descendents of William Penn, making your family name one of the oldest in the town of Palm. You own land from the road by the bridge following the stream and the line fence that borders the mill up to the northeast corner of the map.

The vote is **Yes** for the railroad! You and your family are in for some big changes. First, the railroad is going to take a right-of-way through your front field and cross your farm road. You fight it in court with the help of Carl Lost, the local lawyer, but the railroad wins, using the right of eminent domain as its argument. The railroad pays you for the land, but you always feel you have been robbed. To make matters worse, you are sure that the constant passing of the trains affect your cows' milk production. In 1859, cinders and sparks from a wood burning locomotive set your house roof on fire.

On the bright side, the milk your cows produce has become more valuable because the local dairy can ship milk to the cities of Allentown and Philadelphia on the railroad. Also, you can now sell your other farm produce and meats to agents that represent markets in the big cities because you can ship the products by the railroad. In addition, your family benefits from the railway delivery of equipment you never thought you could get, like the new cook stove you bought out of a catalog and the new mechanical harvester from that firm up in Hartford, Connecticut. In 1861 your son leaves on the railroad to fight in the Civil War and comes home, missing an arm. You are able to visit him and bring him home by traveling to Philadelphia for the first time by train in 1863.

The vote is **No**. The railroad is not coming to the town of Palm. Your town shrinks over the years as rail traffic to the town of Green Lane diverts all the business away from your community. Most of the local businesses eventually dry up and fail as people travel over the hill to Green Lane to purchase the factory-made items that the railroad brings into the town. In order to sell farm products to the city markets in Allentown and Philadelphia, the farmers invest time and money moving their farm produce from Palm to the rail line at Green Lane by country road. Every major purchase or sale makes farmers or businessmen travel over an hour to and from the town of Green Lane.
Family Character Sheet #2

Your family character name: Humsicker Family
Your property on the Pre-Railroad Town Map: Number 3
Your occupation: Farmer

You own the Hunsicker farm on the Allentown to Philadelphia Pike. You own the land that lies west of the Allentown Pike, south of the line fence, and north of the Norristown Road. Your grandfather started the farm in 1800, then split the family farm and gave half of his land to your father. (Grandpa Hunsicker’s farm is Number 17 on the map.)

The vote is Yes for the railroad! You and your family are in for some big changes. First the railroad is going to take a right of way through your house and barn! The surveyors could not design it any other way because the railroad is following the valley next to the Philadelphia Pike. You fight it in court with the help of Carl Lost, the local lawyer, but the railroad wins, using the right of eminent domain as its argument. They pay you for the land, but you always feel they robbed you.

The railroad company tears down your house and barn. You take the stone to make a new building. When you negotiate the land deal with the railroad, you secure the right for a railroad siding so that the railroad can drop off cars. You decide to sell the rest of your farmland to your brother and go into the coal and lumber business. Your business becomes a great success. Your entrepreneurship pays off, and you sell your rail-delivered products to all the surrounding towns and villages. You make more money than you would have ever made by farming your land.

The vote is No. The railroad is not coming to the town of Palm. Your town eventually shrinks over the years as rail traffic to the town of Green Lane diverts all the business away from the local community. Most of the local businesses dry up and fail as people travel over the hill to Green Lane to purchase the factory-made items that the railroad is bringing into the town. In order to sell farm products to the city markets in Allentown and Philadelphia, the farmers invest time and money moving farm produce over the Green Lane to Palm road. Every major purchase or sale for your farm or business requires that you travel over an hour to and from the town of Green Lane.
Family Character Sheet #3

Your family character name: Weaver Family
Your property on the Pre-Railroad Town Map: Number 10
Your occupation: Dairy Owner

You own a dairy and creamery on the Philadelphia Pike. Your milk and cream are considered the best around. People come from as far away as East Greenville (about an hour round trip) for your products. Horse-drawn wagons and carts from surrounding farms bring you fresh milk every morning. You operate a small business and have one employee. You keep your milk products cold in your cellar that is cooled by the flow of the Perkiomen Creek into your basement.

☐ Cut and place this section in the YES envelope for the Weaver Family

The vote is Yes for the railroad! You and your family are in for some big changes. The new railroad connection for Palm allows for the rapid import and export of milk from farms up and down the railroad. Your volume of products increase, and you are able to ship milk into the cities of Allentown and Philadelphia by ice-refrigerated cars. Your business is such a success that you obtain a railroad siding right onto your property. Your business grows into a large establishment and is handed down to your children—a success for years to come.

☐ Cut and place this section in the NO envelope for the Weaver Family

The vote is No. The railroad is not coming to the town of Palm. Your town shrinks over the years as rail traffic to the town of Green Lane diverts business away from your community. Most of the local businesses dry up and fail as people travel over the hill to Green Lane to purchase the cheaper factory-made items that the railroad brings into the town. Your business is hurt because most of the local farmers are under contract to the Lehigh Dairy in Green Lane. The dairy in Green Lane buys milk from far and wide in larger volume to ship to the cities of Allentown and Philadelphia. It gets harder and harder to get milk from the local farmers. Soon your family will close down the business. Every major purchase requires you to travel over an hour to and from the town of Green Lane. You close your diary and your employee moves away to work for the dairy in Green Lane.

Team Sheet — Lesson 18
The New Nation
Family Character Sheet #4

Your family character name: Trumbaur Family
Your property on the Pre-Railroad Town Map: Number 16
Your occupation: Town mercantile and quarry owner

Your family is one of the mainstays of the community, you run a small general store that carries all types of factory-made goods, domestic and imported. Your shop is very popular, but you know you could sell more if a reliable delivery system could be built to and from Philadelphia. Most of your goods are shipped on large wagons or on the stagecoach, which is slow and costly. Sometimes the more fragile items, like glass and imported china, arrive broken. Your shop is located on the corner of the Green Lane Road and the Philadelphia Pike. You also own a small quarry at the edge of town, from which the locals buy foundation and building stones for their houses and barns. You make a good living providing stone and store goods, and many people in the area rely on you. You employ two workers at the quarry and a clerk at the store.

Cut and place this section in the YES envelope for the Trumbaur Family

The vote is Yes for the railroad! You and your family are in for some big changes. The new railroad connection for Palm allows you to bring in all kinds of hard-to-find items. You advertise that you can order and deliver anything from as far away as Paris, France, for your customer. As more and more people move into the area, your store grows and you expand. However, there is a down side for your store. Many people in the area now can buy from large mail order catalogs that offer all kinds of goods for less than you can provide. The railroad brings mail order goods directly to Palm.

The railroad offers you a nice sum of money for the rights of ownership to the quarry. They need the cut stone to make bridges and tunnels. They offer more than you have made at the quarry in ten years, and you quickly accept. Later, you discover that a railroad geologist noted to his boss that the area has a high concentration of zinc in the ground. Ten years later, the railroad sells the old quarry to the New Jersey Zinc Company that opens a mine on the hillside, employing many townspeople.

Cut and place this section in the NO envelope for the Trumbaur Family

The vote is No. The railroad is not coming to the town of Palm. Your town shrinks over the years as rail traffic to the town of Green Lane diverts all the business away from the local community. Most of the local businesses eventually dry up and fail as people travel over the hill to Green Lane to purchase the cheaper factory-made items that the railroad is bringing into the town. You lose a good portion of your business to a new store in Green Lane that boasts it can get any domestic or imported item shipped to it express from Philadelphia. Every major purchase for your family requires you to travel over an hour to and from the town of Green Lane. As the stagecoach company fails from lack of business, the price of your goods rises and makes the store unprofitable. You close the store. Your family relies on the income from your quarry. Your clerk goes to work for the store in Green Lane, and you are forced to lay off the two men that worked in your quarry.
Family Character Sheet #5

Your family character name: Trout Family
Your property on the Pre-Railroad Town Map: Number 14
Your occupation: Cooper (barrel-maker)

You run the cooper shop on the Green Lane Road. You supply handmade barrels to the local farmers. You buy your wood from the sawmill across the road. You learned this trade as an apprentice. Now you are passing your knowledge to another young person who works for you as an apprentice. You take great pride in the quality of your barrels, for which you get a good price. You make a good living providing this service, and many people in the area rely on you.

Cut and place this section in the YES envelope for the Trout Family

The vote is Yes for the railroad! You and your family are in for some big changes. The new railroad connection brings stiff competition to the craftsmen in Palm. Your business immediately suffers when the local farmers start buying less expensive factory-made barrels. The railroad brings the barrels directly from the factory to the local corner store. You cannot sell your handmade barrels for the same price as the factory-made barrels. Your business eventually dies out, and you and your apprentice go to work for the railroad.

Cut and place this section in the NO envelope for the Trout Family

The vote is No. The railroad is not coming to the town of Palm. Your town shrinks over the years as rail traffic to the town of Green Lane diverts all the business away from the local community. Most of the local businesses eventually dry up and fail as people travel over the hill to Green Lane to purchase the cheaper factory-made items that the railroad brings into the town. Orders for your handmade barrels quickly drop as people buy the less expensive factory-made barrels that the railroad delivers. Every major purchase for your family requires you to travel an hour to and from the town of Green Lane. You have to close your shop. You and your apprentice go to work for the railroad in Green Lane.
Family Character Sheet #6

Your family character name: Applegarth Family
Hunsicker property on the Pre-Railroad Town Map: Number 3
Your occupation: Hired worker at the Hunsicker Farm

You own no property in Palm, but work as a hired hand at the Hunsicker farm. You rent a small two-room cabin outside town. You and your young wife have a baby. You hope to make something of yourself, but see little opportunity in Palm. You try to save some money to buy a home, but being a hired hand pays little.

Cut and place this section in the YES envelope for the Applegarth Family

The vote is Yes for the railroad! You and your family are in for some big changes. Your employer's farmhouse sits in the right-of-way for the railroad and is going to be bought and torn down. At first, you are afraid you'll lose your job because Mr. Hunsicker spoke of giving up farming and going into some other business. The Hunsicker family decides to start a lumber and coal dealer business and opens a yard out of their old barn. Mr. Hunsicker offers you a job managing the coal business, and you receive a pay increase. The railroad brings many new opportunities to town, and you and your family plan to benefit from them.

Cut and place this section in the NO envelope for the Applegarth Family

The vote is No. The railroad is not coming to the town of Palm. Your town shrinks over the years as rail traffic to the town of Green Lane diverts all the business away from the local community. Most of the local businesses eventually dry up and fail as people travel over the hill to Green Lane to purchase the cheaper factory-made items that the railroad is bringing into the town. Your job is still secure, but Mr. Hunsicker will not be able to give you a raise. In fact, he has told you that he will have to drop your pay. He needs money to pay for the increased cost of moving his farm produce over to Green Lane to the railroad station. You give it some thought and talk it over with your wife. You decide to take a chance and go over to Green Lane and look for a job.
Pre-Railroad Town Map
Post-Railroad Town Map
An Early Steam Engine
Multiple Choice – Choose the best response.

1. Which of the following does not describe the Industrial Revolution?
   A. increased production of handmade goods by skilled craftsmen
   B. rapid change from an agricultural economy to a manufacturing economy
   C. increased use of power-driven machinery
   D. increased production of goods in factories and mills

2. How did Samuel Slater, an English factory worker, bring the Industrial Revolution to the United States?
   A. He stole the plans for building factory machines and sold them to American businessmen.
   B. He memorized how to build factory machines in England and brought that knowledge to America.
   C. He created his own machine company in England and sold steam engines to American factory owners.
   D. He hired the best machine operators in England and paid their way to America to work in the mills.

3. What negative effect did the cotton gin have?
   A. raised the cost of cotton cloth
   B. provided mass produced cotton clothing
   C. increased the need for slave labor to grow and harvest cotton
   D. put cotton mills out of business

4. How did Francis Lowell contribute to the Industrial Revolution?
   A. He invented the cotton gin that increased the production of cotton cloth.
   B. He popularized the use of interchangeable parts for the mass production of goods.
   C. He brought the Industrial Revolution from England to America.
   D. He built the first large American factory system for spinning and weaving cloth.

5. What was a turnpike?
   A. an interchangeable part in the mass production of goods
   B. a road made of clay on top of round logs
   C. a steam engine that turned machinery in the mills
   D. a rod of sharp sticks that blocked the entrance to a toll road
6. Which of the following does not describe the National Road?
   A. built with government money
   B. connected the east coast to the western frontier
   C. made the use of steam locomotives possible
   D. reduced travel time from weeks to days

7. Who was DeWitt Clinton?
   A. an English visitor who took and wrote about an American train ride
   B. a Cherokee leader who resisted the resettlement of his people
   C. a New York City mayor who became the governor of New York because he supported the construction of the Erie Canal
   D. an inventor who owned the first American steamboat company

8. Which of the following does not describe the Erie Canal?
   A. an engineering marvel built by many Irish immigrant laborers
   B. an unsuccessful attempt to construct a man-made canal
   C. a 350-miles long man-made canal
   D. a canal connecting Albany, New York to Lake Erie

9. What were “iron horses?”
   A. early steam-run cotton mills
   B. horses that pulled railcars filled with coal
   C. early steam engine trains
   D. horses that pulled stagecoach cars on rails

10. Who successfully organized and marketed the first American steamboat company?
    A. Peter Cooper
    B. Samuel Slater
    C. Robert Fulton
    D. Tom Thumb

11. How did Peter Cooper promote the use of steam power?
    A. He built the Clermont to show that steamboats were an efficient, fast method of transportation.
    B. He built the Tom Thumb to show that steam engines were an efficient, fast method of transportation.
    C. He built the Cooper Loom to show that steam engines were an efficient, fast method of running mills.
    D. He built the Talking Leaf to show that steam engines were an efficient, fast method of printing books.

12. What was one disadvantage of early rail travel?
    A. Boiler explosions were common.
    B. Passengers had to walk uphill.
    C. Tickets were expensive.
    D. Passengers had to help shovel coal into the engine's firebox.
13. How did Sequoyah help his people?
   A. He resisted the resettlement of his people and led a successful Cherokee uprising.
   B. He convinced the federal government that the Cherokee was a “civilized tribe” and could stay on their own land.
   C. He invented the Cherokee alphabet so his people could read and write in their own language.
   D. He became an important chief justice of the Supreme Court and ruled in favor of Cherokee rights.

14. Many of the Cherokee lived as the whites did or successfully combined the white and Indian ways of life. Because of this, white people of the time called the Cherokee a
   A. civilized tribe
   B. nation of Indians
   C. people of peace
   D. federation of tribes

15. How did the government’s system of checks and balances fail in the case of the Cherokee nation?
   A. President Andrew Jackson refused to enforce the law that prohibited the removal of the Indians from their land.
   B. The Supreme Court refused to hear the case of the Cherokee Nation v. Georgia
   C. Congress refused to make any law that prohibited the removal of the Indians from their land.
   D. The Supreme Court ruled that the United States Army had to remove the Cherokee from their land.

   A. The state of Georgia had the right to push the Indians west when gold was discovered.
   B. Sam Worcester had to get a license to preach on Cherokee land.
   C. The Cherokee nation had a right to their own land, and it was unconstitutional to remove them from their land.
   D. The Cherokee were not a sovereign nation, only a tribe of Native Americans.

17. What was the Cherokees’ first reaction to Sequoyah’s alphabet?
   A. They thought the symbols were dangerous witchcraft and destroyed his work.
   B. They immediately published an English newspaper to prove they could read and write.
   C. They sent a copy of the alphabet to their friend, President Andrew Jackson.
   D. They invited other Indian tribes to attend a great celebration in Sequoyah’s honor.
18. What was the forced removal of the Cherokee to lands west of the Mississippi River called?
   A. The Trail of Tears
   B. The Trail of Broken Promises
   C. The Trail of the Cherokee
   D. The Trail of Weeping Children

19. Why did white settlers want Cherokee land in Georgia?
   A. Gold was discovered on Cherokee land.
   B. The cotton gin made raising cotton on the fertile Cherokee land profitable.
   C. White settlers did not have to pay taxes if they lived on Cherokee land.
   D. The Cherokee sold their land in Georgia for pennies an acre when they moved west.

20. Which two United States senators opposed the removal of the Indians from their land?
   A. Henry Clay and Daniel Webster
   B. Samuel Worcester and Stand Watie
   C. Andrew Jackson and John Barron
   D. John Ross and George Lowrey

Write a short answer for each of the following questions.

1. What is the difference between a farm economy and a market economy?

2. In what two ways did Eli Whitney contribute to the Industrial Revolution?

3. Why were the Clermont and the Tom Thumb important?

4. Explain any three of these terms: lock, towpath, barge, corduroy road, plank road, macadam road.

Thinking Cap Questions! Write a paragraph for each question.

1. Explain three advantages and three disadvantages of the early mill and factory system in the United States.

2. What events led to the Trail of Tears? What was the Trail of Tears and how did it get that name?
Multiple Choice:


Short answer – Give credit for each of the following points in the student response and other points that are valid, clear examples or details that demonstrate understanding.

1. What is the difference between a farm economy and a market economy?
   • Self-sufficient families raise their own crops, take care of their own needs, and rarely use money in a farm economy.
   • Workers earn wages and buy goods in stores and markets in a market economy.

2. In what two ways did Eli Whitney contribute to the Industrial Revolution?
   • He invented the cotton gin, which mechanically removed the seeds from cotton bolls, making cotton profitable.
   • He popularized the use of interchangeable parts, making mass production possible.

3. Why were the Clermont and the Tom Thumb important?
   Robert Fulton’s steamboat, the Clermont and Peter Cooper’s railroad engine the Tom Thumb proved that steam driven engines were efficient, fast methods of transportation on land and water.

4. Explain any three of these terms: lock, towpath, barge, corduroy road, plank road, macadam road.
   • lock — an enclosure used for raising and lowering boats in a canal towpath - path beside the canal on which horses or mules walked to pull the boats
   • barge — canal boat used to transport people and goods
   • corduroy road — round logs placed next to each other
   • plank road — flat wooden boards placed next to each other
   • macadam road — asphalt or tar on top of crushed stone and clay

Thinking Cap Questions – Give credit for each of the following points in the student response and other points that are valid, clear examples or details that demonstrate understanding.

1. Explain three advantages and three disadvantages of the early mill and factory system in the United States.
   Give credit for any three of the following advantages in the student response and any other valid, clear examples of details that demonstrate understanding.
   • Factory work increased opportunities and wages for unskilled workers.
   • Provided industrial work as an alternative to farming for a living.
• Young women were able to earn money in the mills.
• Mill villages provided jobs, houses, schools, churches, and stores.
• Unskilled workers could do what skilled craftsmen did in the past.
• Factory goods cost less than handmade ones.
• Ordinary people could afford more goods.
• More and cheaper products became available.

Give credit for any three of the following disadvantages in the student response and any other valid, clear examples of details that demonstrate understanding.
• Skilled craftsmen who took pride in their work could not compete with factory goods.
• Work in the factories was boring and dulled the mind.
• Workers did the same task over and over again.
• Factory air contained fibers that got in the lungs and caused disease.
• Spinning looms and machines had no safety devices.
• Noise was deafening.
• Factory lighting was poor.
• Workers worked long hours for poor pay.
• Young children worked in the mills and factories

2. What events led to the Trail of Tears? What was the Trail of Tears, and how did it get that name?
Events leading to Trail of Tears include:
• Whites and new immigrants wanted the fertile Indian land
• Hostility, distrust, and violence between the settlers and the Indians on the frontier
• Gold discovered in Georgia drawing thousands of gold hunters
• Indian Removal Act of 1830 – Law making it legal for the president of the United States to move Native American tribes west
• *Worcester v. Georgia* – Supreme Court ruled that the Cherokees had the right to their own land and could not be pushed from it.
• President Andrew Jackson refused to enforce the law.

Trail of Tears — Long trail west that the southern Indian tribes walked when forced off their land called the Trail of Tears because
• The Indian were forced from their homes against their wishes.
• The Native Americans wept as they walked.
• Men, women, and children walked in all kinds of weather
• They did not have enough food or proper shelter.
• There was great sadness
• One of every four Native Americans died during the march
SAMPLE PACKET

LESSON PLANS AND STUDENT SHEETS

BOOK FIVE

LIBERTY FOR ALL?

A History of US

TEACHING GUIDE

AND RESOURCE BOOK

CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS

TALENT DEVELOPMENT MIDDLE SCHOOLS

© The Johns Hopkins University, 2001
BOOK FIVE
LIBERTY FOR ALL?

Description: As America grew rapidly in the mid-19th century, pioneers headed west, the Battle of the Alamo was fought, and California experienced the gold rush. Liberty for All? Tells the story of the diverse citizens of this expanding country—especially the story of American Children from a variety of backgrounds. Jedediah Smith, Davy Crockett, John Quincy Adams, Emily Dickinson, Sojourner Truth, John James Audubon, and Dred Schott are only a few of the characters in this fast-paced and exciting period in A History of US.

Teaching & Student Activity Highlights:

- UNDER DEVELOPMENT

THE FOLLOWING LESSONS ARE INCLUDED IN THIS SAMPLE SET:

To view the listing of materials needed for student activities, see the ‘RESOURCES’ section in each sample Lesson.
TEACHING GUIDE & RESOURCE BOOK FIVE

LIBERTY FOR ALL?

UNDER DEVELOPMENT
BOOK SIX
WAR, TERRIBLE WAR

Description: This book takes us into the heart of the Civil War. Abraham Lincoln, John Brown, Harriet Tubman, soldiers on both sides, slave owners, abolitionists, and the average citizen— all were affected by the horror of the war during this tragic and dramatic period in A History of US.

Teaching & Student Activity Highlights:

- jigsaw – Abraham Lincoln and Jefferson Davis
- write a telegraph report and a newspaper article
- conduct a mock trial of John Brown
- write a help wanted ad and role play a Civil War general
- examine primary source documents to learn about the lives of soldiers and citizens
- prepare a presentation about Civil War medicine
- create a Civil War Hall of Fame
- analyze the Gettysburg Address
- solve Civil War riddles
- read a contemporary poem about Lincoln’s assassination

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<thead>
<tr>
<th>Section One</th>
<th>Section Four</th>
</tr>
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<tbody>
<tr>
<td>Lesson 1</td>
<td>Lesson 17</td>
</tr>
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<td>Lesson 2</td>
<td>Lesson 18</td>
</tr>
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<td>Lesson 19</td>
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<td>Lesson 20</td>
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<td>Lesson 21</td>
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<td>Lesson 6</td>
<td>Lesson 22</td>
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</tr>
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<tr>
<th>Section Two</th>
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<tbody>
<tr>
<td>Lesson 7</td>
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<td>Lesson 8</td>
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<td>Review</td>
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THE FOLLOWING LESSONS ARE INCLUDED IN THIS SAMPLE SET: Lessons 6, 9 and 20

To view the listing of materials needed for student activities, see the ‘RESOURCES’ section in each sample Lesson.
Using the new science of photography, a corps of photographers captured the images of the Civil War, and for the first time visually documented history as it unfolded.

"Destiny overruled me... a spirit in my feet said go, and I went!" With these words, Mathew B. Brady summed up his mission to document history as it happened. Although Brady himself was rarely an on-the-scene photographer, he spent much of his energy collecting work by some of the approximately three hundred other wartime photographers and securing copyrights on their photographs. His prestigious "Photograph by Brady" label often meant that the photographer was on his payroll, regardless of whether Brady was present when the shot was taken.

Taking on-the-scene photographs was not an easy task during the Civil War. The new process of photography was complex and time-consuming. Two photographers would arrive at a location in a horse-drawn darkroom wagon, called a “What’s It?” wagon by the soldiers. One photographer would mix chemicals and pour them on a clean glass plate. After the chemicals evaporated, the glass plate was sensitized by being immersed—in darkness—in a bath solution. Placed in a holder, the plate would then be inserted in the camera, which had been positioned and focused by the other photographer. The camera itself was a big, bulky, wooden box set on a stand or tripod. Because the lens had to remain open for at least thirty seconds to expose the plate, the camera and the subject being captured had to remain absolutely still or the
image would be blurred. Then the exposed plate was rushed to the darkroom wagon for developing. Each fragile glass plate had to be treated with great care after development—a difficult task on a battlefield.

Part businessman and part showman, Brady began his career by studying the new process of photography with a number of teachers, including Samuel F. B. Morse, who had introduced photography to America. Brady had a good eye and excellent marketing skills, and by 1844 he operated his own photography studio in New York City. Brady soon acquired a reputation as a premier photographer—a producer of portraits of the famous.

In 1856, he opened a studio in Washington to photograph the nation’s leaders and foreign dignitaries. Brady recognized the potential of the camera as the “eye of history” and himself as its director: “From the first, I regarded myself as under obligation to my country to preserve the faces of its historic men and mothers.” He earned the sobriquet “Mr. Lincoln’s camera man” for the many images he took of Lincoln. Even today, we know the war-weary Lincoln by looking into his sad, sunken eyes and ravaged, furrowed face because Brady captured it all on a fragile glass plate.

When the Civil War broke out, Brady organized a corps of photographers called operatives to follow the troops in the field. Planning to document the war on a large scale, Brady invested all of his resources in the effort. He commissioned thousands of images, preserved the negatives, and bought others from private photographers so that his collection would be as comprehensive as possible. Newspapers and journals regularly transformed his photographs into engravings to illustrate stories about the war and its heroes. When photographs from his collection were published, whether printed by Brady or adapted as engravings, they were credited “Photograph by Brady” although they were
actually the work of other photographers. Many of his best operatives—such as Alexander Gardner and Timothy O’ Sullivan—quit in disgust at Brady’s refusal to give them credit for photographs they had taken. Brady considered any photograph to which he owned the rights a part of his body of work.

In August of 1862, Brady shocked America by displaying Alexander Gardner’s photographs of battlefield corpses from Antietam, the single bloodiest day of the Civil War. This exhibition in his New York gallery marked the first time most people had witnessed the carnage of war. Shocked but fascinated crowds flocked to view the photographs of the battlefield dead. A reporter from the *New York Times* joined the hushed groups of people who examined the astonishing images. Unable to take his eyes away from the bloated, mangled, gory harvest of the battlefield, the reporter immediately realized the importance of what Gardner and Brady had done. This was the first photo-essay of a battle that showed its cost in human life and the beginning of photo-journalism that detailed the terrible effects of war.

The reporter wrote:

*It is easy for us, far from the battlefields, to see the list of names of the dead in the paper as we eat breakfast. There is a confused mass of names, most, if not all are strangers, and we forget what the list really means. Each of these little names that the printer wrote, represents a bleeding, mangled corpse. Each name will fall on someone’s heart and mind as a lost loved one, but to us it is just a name. We recognize the battlefield as real, but it is far away. Only when we lose our own loved one do we realize what just one name in that list really means.*

*Mr. Brady has done something to bring home to us the terrible reality and earnestness of war. If he has not brought those bodies and lain them in*
our doorways and along our street, he has done something very like it.

Mathew B. Brady had truly chronicled history with the camera, and in the process, changed forever how the world would see history.

**STANDARDS**

**HISTORICAL THINKING**
The student will
**Historical Comprehension**
- draw upon visual, literary, and musical sources

**Historical Analysis and Interpretation**
- identify the author or source of the historical document or narrative
- differentiate between historical facts and historical interpretation
- consider multiple perspectives
- hold interpretations of history as tentative

**Historical Research Capabilities**
- obtain historical data
- question historical data
- identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation

**Analysis and Decision-Making**
- formulate a position or course of action on an issue
- evaluate the implementation of a decision

**CONTENT**
The student will demonstrate understanding of
**The course and character of the Civil War and its effects on the American people**
- The social experience of the war on the battlefield and home front
  - explain the effects of the Civil War on civilians
  - identify the human costs of the war in the North and the South

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**RESOURCES**

*For each student*

*War, Terrible War* by Joy Hakim

Notebook divided into sections

Student Sheets:
- *Alexander Gardner, The First Photojournalist*
- *Solving a Photographic Mystery*
- *Photo Analyzer*
For the teacher
Civil War newspaper facsimile
Transparency series:
Civil War Photography
Mathew B. Brady
Abraham Lincoln
Cameraman at work
Photography headquarters
"What-Is-It" wagon
The waiting “What’s It” wagon
Albert Waud
Transparencies:
Wedding Party
Dead soldier among the rocks
Optional: Video clip – Capturing the Image of War
Optional: Book – Gardner’s Photographic Sketch Book of the Civil War

For the classroom
Overhead projector
Optional: Television and VCR

Web sites
Links to WWW Photography Sites @ http://www.louisville.edu/library/ekstrom/special/photos.html
Civil War Photographs Home Page: Time Line of the Civil War @ http://rs6.loc.gov/ammem/tl1861.html
Images of the Civil War-South Carolina @ http://www.treasurenet.com/images/civilwar/civil018-sc.html
Selected Civil War Photographs Home Page @ http://rs6.loc.gov/cwphome.html
Mathew Brady @ http://www.digitalcentury.com/encyclo/update/mbrady.html
Photograph of Brady's Studio @ http://www.digitalcentury.com/encyclo/update/gallery.html
Taking Photographs at the Time of the Civil War @ http://lcweb2.loc.gov/ammem/cwtake.html
Does the Camera Ever Lie? @ http://memory.loc.gov/ammem/cwpcam/cwcam1.html
A History of Photography, by Robert Leggat: BRADY, Mathew @ wysiwyg://20/http://www.kbnet.co.uk/rleggat/photo/history/brady.html
A History of Photography, by Robert Leggat: GARDNER, Alexander @ wysiwyg://20/http://www.kbnet.co.uk/rleggat/photo/history/gardner.html
A History of Photography, by Robert Leggat: O'SULLIVAN, Timothy H. @ wysiwyg://20/http://www.kbnet.co.uk/rleggat/photo/history/osullivan.html
A History of Photography, by Robert Leggat: BRADY, Mathew @ wysiwyg://20/http://www.kbnet.co.uk/rleggat/photo/history/brady.html
Daguerreotypes Home Page at http://memory.loc.gov/ammem/daghtml/daghome.html

VOCABULARY

Words to Remember
photograph – an image made by exposing a negative to a surface that is sensitive to light
*photojournalism – using photographs to report news
photojournalists – reporters who use photographs to tell a news story
*fact – information that can be proven actual or true through evidence
*inference – a conclusion based on an interpretation of facts
*opinion – a belief or judgment formed after careful study

Places to Remember
*Antietam or Sharpsburg – battle site; the bloodiest day of the Civil War
*Gettysburg – the largest battle of the war, considered the turning point of the war

People to Remember
*Mathew Brady – first press photographer
*Alexander Gardner – first photojournalist to take images of the war dead
FOCUS ACTIVITY – 5 minutes

1. Teams use Roundtable to Brainstorm:
   • What might you discover about the Civil War by studying photographs taken at that time?
   • What might you learn from photographs that you cannot learn from the printed word?

2. Students Think-Team-Share or Think-Partner-Share: Explain the statement: "The camera is the eye of history...."

3. Teams use Numbered Heads to share their responses with classmates.

TEACHING ACTIVITY – 25 minutes

1. Connect photography as a tool that historians use to learn about the past to the Mathew Brady quotation, "The camera is the eye of history."

2. Introduce the students to photography in the 1860s by using the Transparency Series: Civil War Photography and the following information:

   When the Civil War began, photography was a new invention—less than twenty-five years old.
   • Mathew B. Brady: The most famous photographer of his day was Mathew Brady. He believed that photographing the people and events of the Civil War was a way to capture history. About his mission to photograph the Civil War, Brady said, "A spirit in my feet said go, and I went."
   • Abraham Lincoln: Brady was called "President Lincoln's camera man" because he took many images of Abraham Lincoln. This image is
perhaps his most famous of Lincoln, and today is on our five dollar bill.

- **Cameraman at work:** Mathew Brady succeeded in capturing history through his photographs of the Civil War. In the 1860s, he hired over twenty other photographers, called operatives, to follow the armies. Brady told his camera teams, “The camera is the eye of history... you must never make bad pictures.”

- **Photography headquarters:** Alexander Gardner, Andrew Russell, and Timothy O'Sullivan worked for Brady and became famous for their Civil War photographs. They were pioneers in photojournalism—using photographs to report a news story.

- **"What-Is-It" wagon:** Civil War photographers traveled in a wagon that carried all their heavy, bulky cameras, glass plates for recording the images, and the chemicals and equipment needed to develop the images. Many soldiers had never seen a photography wagon, so they called these traveling photography studios "What-Is-It?" wagons or "What's It" wagons.

- **The waiting “What’s It” wagon:** In some of the photographs, you can see the "What's-It" wagon, parked and waiting.

- **Albert Waud:** One of the most famous Civil War sketch artists was Albert Waud. Mr. Waud is shown on the field, sketching the battle action for Harper's Weekly, a popular newspaper during the Civil War. Because the lens of Civil War era cameras had to remain open for at least thirty seconds to capture the image, photographers could not take photographs of anything that moved. Live action camera shots were not possible, so newspapers sent artists into the field to sketch battle scenes.

3. **Optional:** Introduce and show the video clip: *Capturing the Image of War.*
4. After the video clip, the students list the reasons why no photographs of actual warfare were taken during the Civil War. Photography during the Civil War was a very recent technology and had many limitations to its use:
   - The camera was large and bulky.
   - The camera lens had to remain open for a long period of time in order to capture the image.
   - The camera had to be mounted on a tripod because it was too big and heavy to hold, and because it had to remain absolutely still to capture a clear, non-blurred image. Action shots were impossible; anything that moved appeared blurred on the photograph. Everything had to remain still.
   - Photographs were in black and white. Color photography was still in the future.
   - Each glass plate negative had to be immediately developed using supplies carried in a horse-drawn wagon.
   - There was no available technology to print a photograph in a newspaper. A drawing or etching had to be made of the photograph for use in a newspaper.

5. Introduce the Student Sheet: *Alexander Gardner, The First Photojournalist* by asking:
   - When did people begin taking photographs to capture history?

Reading for a Purpose: Students read the Student Sheet to answer the question.

Circulate and Monitor: Visit each team to assist students with the reading.

6. Following the reading, ask teams to Think-Team-Share:
   - What was Alexander Gardner’s purpose in photographing the dead?
   - How did Gardner and Brady use the photographs to “capture history”?
• Is a photograph always a true and accurate record of the past?
• How might a photographer use the camera to tell a story or express his own point of view?
• What are some modern day examples of photographs that might not be true or accurate? (photographs of flying saucers or ghosts, enhanced or morphed photographs using computer technology, photographs in sensational publications such as *The National Inquirer*)

Teams use **Numbered Heads** to share their responses. Guide students to the conclusion that they must carefully interpret photographs and judge the accuracy of what they see as well as what they read.

7. Introduce the use of photographs to study history by discussing the following questions with the students:
   • Why do we usually accept a photograph as an accurate and true record?
   • What does the expression “The camera never lies” mean?
   • Is it true that the camera never lies?
   • What criteria might we use to judge a photograph as an accurate and true record?

   Explain that the students will be using Civil War photographs to see history. When analyzing historic photographs, the students must always ask:
   • Is the information in this photograph factual and accurate?
   • Can we believe what we see?
   • Why was this photograph taken?
   • What is the point of view or purpose of the photograph?

8. Distribute and briefly explain the Student Sheet: *Photo Analyzer* as a tool for observing and interpreting historic photographs.
Explain the sections of the Photo Analyzer:

- **Observation:** Explain the method of study and how to list the details in the photograph. Emphasize that in Step 1 the student observes and records the facts of the photograph. Define a *fact* as information that can be proven to be actual or true through evidence or careful observation.

- **Inference:** Explain that in Step 2 the student uses his or her observations (facts) to interpret or explain the photograph.

- **Conclusion:** Explain that after a careful study of the photograph, the student decides the meaning or importance of the photograph and offers his or her opinion—a belief or judgment after careful study. The student also poses questions that the photograph raises. These questions may lead to further research or investigation.

9. Model the process with the students. Use the Transparency: *Wedding Party* and the Photo Analyzer to analyze the photograph of the 1860s Wedding Party with the students.

1. List the people in the photograph:
   - Two women dressed in white with veils
   - Women are in identical dresses
   - Two men dressed in black suits

2. List three things you might infer from this photograph:
   - Double wedding—women dressed in identical white dresses and veils
   - Wedding of siblings or twins
   - Civilian wedding—men not in uniform

3. Conclusion and Questions
   A. What two conclusions about life during the Civil War can you draw from the photograph?
   - This is a photograph of a wedding party during the Civil War.
Following the analysis, emphasize that additional research or a more careful study often changes previously held inferences and conclusions.

STL ACTIVITY – 25 minutes
Analyzing Civil War era photographs

1. Show the transparency of Alexander Gardner’s photograph of the dead soldier among the rocks. Distribute a Photo Analyzer to each team.

Working with their teams, the students analyze the photograph.

Circulate and Monitor: Visit the teams as the students analyze the photograph. Help the students record the appropriate information—observations, inferences, conclusions, and questions—on the Photo Analyzer.
Use **Numbered Heads** for teams to share their responses.

2. After the students have analyzed the photograph tell them that Alexander Gardner visited Gettysburg a day after the battle to capture the images of the dead. In 1866 he published the photographs with a written explanation of each in his *Gardner’s Photographic Sketch Book of the Civil War*.

Read the following paraphrased summary (or the original description which precedes Plate 41 in *Gardner’s Photographic Sketch Book of the Civil War*) of Gardner’s description of the photograph to the students:

Gardner wrote that this soldier, a sharpshooter, was wounded by a shell fragment. The wounded soldier lay down to die, using his knapsack as a pillow. Gardner says he went back to the spot four months after he took this photograph. He found the body that was then a skeleton, and the rifle, rusted, but still propped against the wall.

Explain that when William Frassanito, a modern historian, studied this photograph he became suspicious of Gardner’s explanation. Frassanito’s doubts about the photograph led him to consider:

- Is this really an accurate and true photograph?
- What was Gardner’s real purpose in taking this photograph?

Frassanito decided to further investigate the photograph to determine if the camera had lied.

3. **Reading for a Purpose**: Introduce and distribute the Student Sheet: *Solving a Photographic Mystery*. Students read the account in order to determine:

- Does the camera ever lie?

**Circulate and Monitor**: Visit each team to assist students with the reading.
Use **Numbered Heads** to briefly discuss the reading with the students and connect it to the use of photography as an eye on history.

Ask the students:
- After reading the account, what conclusions can you draw about using photographs as a tool to obtain information about a historical event or period?

Student responses will vary, but students should mention that:
- photographs provide information not available in printed documents
- photographs don’t always show an accurate, true, or complete story
- it is not always easy or obvious to tell what is factual or true in a photograph
- we should critically evaluate the information in a photograph
- we should be cautious in making inferences or interpreting a photograph
- we should continually ask questions to discover the true story
- we should be open to new information that may change current inferences and interpretations

**REFLECTION AND REVIEW ACTIVITY – 5 minutes**

1. Students **Think-Team-Share**: In your judgment,
   - Was moving the body of the soldier an ethical decision?
   - Could a similar action happen with a news story today?
   - What does it mean to report news (written or visual) in an impartial, truthful, and factual manner?

2. If time permits, use **Numbered Heads** for students to share their responses.
HOMEWORK

What Do You Think? – Journal Entry
It is 1862 and you have just visited Brady’s photographic salon to view Alexander Gardner’s photographs of the dead soldiers. Write a journal entry that explains your reactions to the photographs.

LIBRARY/MEDIA RESOURCES

Nonfiction
Mr. Lincoln's Camera Man: Mathew B. Brady, Dover Photography Collections
Gardner’s Photographic Sketch Book of the Civil War, Dover Photography Collections
Mathew Brady: His Life and Photographs by George Sullivan, Cobblestone Books
Russell’s Civil War Photographs by Andrew J. Russell, Dover Publications

Video
The Civil War, Episode Three: 1862 – Forever Free by Ken Burns

CD Rom
Story of America 2: The Civil War, National Geographic Society
The Civil War, Holiday Interactive

CONNECTIONS


Expressive Arts – Students select one of the Brady photographs. They make a pencil or pen and ink sketch of the photograph.

Science/Library – Students research directions to make a pinhole camera and take some photographs.
In the Review Lesson, students revisit essential ideas and vocabulary from the first six lessons to prepare for the Assessment Lesson. The Review Lesson is in the form of a card game.

If time allows, the teams may play more than one round of Civil War Snap. Even though one team member will win each round, all students win by reviewing ideas, facts, and vocabulary from the previous lessons. The goal of the game is to successfully prepare each member of the team for the assessment.

**Civil War Snap I: The War Begins**

1. To ensure that each student has a chance to play, students remain in their cooperative learning teams of four or five.

2. Each team receives a set of game cards and the answer sheet.

3. Cards are shuffled, separated into their respective piles (Tell Me the Reason Why, Say Cheese, and The Great Skedaddle, etc.), and placed face down in the center of the table.

4. One team member is designated as the first player (i.e. the student whose name is last in the alphabet). The student to his or her right has the answer sheet, keeping it face down on the desk. This person is the fact checker.

5. The first player chooses a card, reads the number and the question aloud, and attempts to answer it. The fact checker turns the answer sheet over, finds the correct question number, and checks the first player’s response. If the student answers correctly, he or she keeps the card. If the answer is wrong, the card is placed at the bottom of the pile. The fact checker quickly turns the answer sheet face down again.

6. Play passes to the left, and the student who was the first player is now the fact checker.

7. The game ends when all the cards are gone. The student with the most cards wins.
**Civil War Snap I: The War Begins**

**Questions and Answers**

**Tell Me Why**

1. Why did the Southern states secede from the union? Differences over slavery, states’ rights, and in their ways of life caused such severe problems that eleven Southern states voted to leave the union and create a country of their own.

2. Why was the nation in trouble in 1861? Eleven Southern states seceded and a Southern force fired on Fort Sumter, thus starting the Civil War.

3. How did questions about the rights of states cause the Civil War? Differences over the rights of the states and the power of the central government caused eleven Southern states to secede from the union.

4. How did different ways of life in the North and in the South cause the Civil War? The rise of industrialism with a paid work force in the North clashed with the plantation economy dependent on slave labor in the South.

5. Why did Northern soldiers fight? To preserve the Union, secure democracy, and later in the war to end slavery.


**Say “Cheese”**

7. Who said, “The camera is the eye of history”? Mathew Brady.

8. What series of photographs shocked people? The photographs of the dead at Antietam.

9. Why are there no live action photographs of Civil War battles? The object being photographed and the camera had to remain absolutely still for at least thirty seconds to capture the image on the glass plate.

10. Who is considered to be the first photojournalist? Alexander Gardner with his series of the dead at Antietam.

11. Why is it helpful to use photographs to study history? Photographs provide visual information that the written word does not.

12. What does a photojournalist do? Report the news or tell a story by taking pictures.

**The Great Skedaddle**

13. How did a general earn his famous nickname at the battle of Manassas (Bull Run)? “Stonewall” Jackson because he and his men stood steady as a stone wall.

14. What battle is known as the “Great Skedaddle”? Manassas (Bull Run).

15. What did Jackson tell his troops to do to scare away the Union forces at Manassas (Bull Run)? To “yell like furies”.

16. How did the Civil War begin? Southern troops fired on federal troops causing the surrender of Fort Sumter.
17. Who won the battle of Manassas (Bull Run)? The Confederates (the South)
18. What happened to Sullivan Ballou after he wrote a letter to his wife? He was killed at the battle of Manassas (Bull Run).

**What’s In A Name?**
19. Why do some Civil War battles have two names? The South often named battles after the nearest community, and the North named them for the nearest body of water.
20. What is another name for General Thomas Jackson? “Stonewall” Jackson
21. What is the name of the Northern group who wanted to end slavery immediately? Abolitionists
22. What is another name for the Northern Yankees? Union, Federals, or the Blue
23. What is another name for the Southern Rebels? Confederates, Secesh, or the Gray
24. What is the name of the Southern battle cry? Rebel yell

**A Peculiar Institution**
25. When did slavery begin in the United States? Dutch traders brought a boatload of Africans as slaves to Jamestown in 1619.
26. Why was the South convinced that the end of slavery would be the end of their way of life? Plantation owners needed cheap slave labor to make money from cash crops.
27. Why did slavery die out in the northern United States? Farms were small so the family could do the work to raise food crops, and the growing industries used cheap immigrant labor.
28. What was the connection between the western lands and slavery? The South wanted to extend slavery into the western territories to work large plantations, but the North with its growing antislavery sentiment wanted no new slave states.
29. Why was slavery at odds with the Declaration of Independence? The Declaration of Independence states “that all men are created equal” and have the right to “life, liberty, and the pursuit of happiness,” whereas slavery creates inequality and denies those rights to persons.
30. What invention revived slavery in the South in 1793? The cotton gin, invented by Eli Whitney, provided an easy way to remove the seeds from cotton, making cotton a profitable crop.
ALEXANDER GARDNER: 
THE FIRST PHOTOJOURNALIST

Swarms of green flies buzzed. The air smelled of death and of corpses, those of horses and men, bloating in the sun. Scattered all about were broken muskets, cartridge boxes, canteens, upturned kepis, broken fence rails, and blankets. But the man with his eyes peering intently into the black box, and his head covered with a dark cloth did not have time to dread the horrors around him. He was, for the first time in American history, photographing the results of a battle that had just ended.

As soon as the Southern army left the battlefield and started on its long, agonizing retreat south, the camera crew drove its "Whatzit" wagon to the very feet of the dead. The military burial parties had not finished their grisly job. All that day, September 19, 1862, Alexander Gardner and his assistant, James F. Gibson, worked without rest. Time after time the cap was taken from the lens and the camera captured the scene. Time after time the assistant ran to the "Whatzit" wagon to develop the glass plates on which new images of the dead were recorded.

Gardner was at the battlefield outside the small Maryland village of Sharpsburg along the Antietam Creek. The one-day battle, fought from dawn to dusk on September 17, 1862, was the single bloodiest day of the Civil War. Twenty-six thousand Americans, both Northern and Southern soldiers, were dead, wounded, captured, or missing in action.

One month later, the images that Gardner captured at Antietam were exhibited at Brady's Photographic Gallery in New York City. Crowds flocked to the gallery to view the photographs of the battlefield dead. A reporter from the New York Times entered the exhibit and found himself among hushed groups of people who examined the shocking photographs.

The reporter felt bothered that the scenes of bloated and stiffened bodies were not only shocking, but also fascinating. He immediately realized the importance of what Gardner and Brady had done. This was the first photo essay of a battle showing its cost in human life, and the first example of photojournalism detailing the terrible effects of war.

As a result of his visit to Brady's studio, the reporter wrote an article that appeared in the New York Times on October 20, 1862. In his story, the photographer wrote:

"It is easy for us, far from the battlefields, to see the list of names of the dead in the paper as we eat breakfast. There is a confused mass of names, most, if not all are strangers, and we forget what the list really
means. Each of these little names that the printer wrote, represents a bleeding, mangled corpse. Each name will fall on someone's heart and mind as a lost loved one, but to us it is just a name. We recognize the battlefield as real, but it is far away. Only when we lose our own loved one do we realize what just one name in that list really means.

Mr. Brady has done something to bring home to us the terrible reality and earnestness of war. If he has not brought those bodies and lain them in our doorways and along our street, he has done something very like it.

Similar articles appeared in other newspapers and illustrated weeklies such as Harper's Weekly. Several of the photographs were reproduced as woodcuts or etchings and appeared in print. It was the first time that most ordinary citizens actually saw the bodies and the faces of those killed in a war. Today we would say it was a media event. People paid attention to the Antietam photographs, and for many the images changed the way they thought about war. It was suddenly not a glorious adventure, but instead a very ugly, messy, horrible waste of fathers, sons, and husbands.

And from those first images of the dead at Antietam, the photographic essay and photojournalism were here to stay. In today's newspapers we see photographs of people killed on city streets. We see, in Time and Newsweek, photographs of soldiers killed in other countries. Even on the televised nightly news, we see the bodies of the dead. So it is difficult today to realize how shocking, how new, and how troubling the Antietam photographs were to the people of that day. For the first time, many people actually saw what a battle did to individual soldiers.

The photographs showed that war was a dangerous thing to glorify. Battle stories frequently made war appear exciting and noble. Far away from the sights, smells, and sounds of an actual battle, war seemed like an exciting adventure. But Alexander Gardner and his assistant, James F. Gibson, produced images at Antietam that opened the country's eyes, and began a new era in reporting the news. Instead of a romantic story of the glorious dead, Gardner showed the true ugliness and violence of war. He also showed how sad and tragic was the death of each soldier, an ordinary, everyday person with a family that would never recover from its loss.
SOLVING A PHOTOGRAPHIC MYSTERY

When William Frassanito saw this photograph and read Alexander Gardner's "story" of the soldier, he had many doubts. Mr. Frassanito is a modern historian who uses old photographs to unlock the historical mysteries of the past.

Mr. Frassanito knew that the body of the dead soldier would never have remained unburied for four months because it was in an open, traveled area. A Union burial party would have found the body without difficulty, and buried it as soon as possible.

Furthermore, after four months, the gun would have been long gone, either picked up by a local citizen or relic hunter who swarmed to the battlefield immediately after the battle, or by the Union army, which sent soldiers out after the battle to gather up all the arms and equipment. The Union army diligently recovered its property following the battle.

Alexander Gardner's story was dramatic, but probably not accurate. Mr. Frassanito wondered: If Gardner's story might not be accurate, then what else about the photograph might not be accurate?

A good historian, like a good scientist, always asks questions and is open to new information and interpretations. Mr. Frassanito began to doubt even the "facts" seen in the photograph.

The first fact he questioned was the rifle as "proof" that the soldier was a sharpshooter. Through research, Mr. Frassanito discovered that the rifle in the photograph was not the type of rifle that a sharpshooter used. Their rifles usually had special sights, but the rifle in the photograph was an ordinary infantry piece.

Mr. Frassanito looked carefully at other photographs taken by Alexander Gardner and saw that very same rifle again. Oddly enough, that rifle appeared to have been moved around and placed in other scenes that Gardner photographed.
So, Mr. Frassanito asked another question: If the rifle was moved, what else in the photograph might have been moved? Mr. Frassanito studied Gardner's other photographs very closely, and three of them showed the same dead "sharpshooter" lying dead in a different place.

From studying those other photographs, Mr. Frassanito solved the mystery of what probably happened:

When Alexander Gardner and his crew arrived at Gettysburg to take photographs, they came upon the body of this soldier. He was an infantry soldier killed while advancing up a slope.

Alexander Gardner took four photographs of the dead soldier from different angles, and then moved on to take other photographs. Some forty yards away, he saw the giant boulders and the piled-up stone wall. Alexander Gardner had the trained eye of a professional photographer, and he decided that this stone wall would make a good photograph of a Confederate sharpshooter position. But a dramatic part was missing: there was no dead body of a sharpshooter.

So Gardner and his men decided to create a better photograph. Returning to the body of the dead soldier they had just photographed, they placed the slain youth's body onto a blanket. The blanket can be seen in one of the other photographs. They carried the body forty yards up the slope and placed it among the rocks in the sharpshooter nest. They propped the rifle against the wall and placed a knapsack under the soldier's head.

Then they took the photograph!

This photograph became the most famous of all the photographs taken after the battle of Gettysburg. And strangely enough, although Gardner claimed he took the photograph, another man, Timothy O'Sullivan, was listed two months after the battle as the photographer.

So now there is another mystery—Just who did take this famous photograph?—that remains to be solved by a future historian.

Many recent books about the Civil War include this photograph and identify the soldier as a sharpshooter. The solution of the mystery is so new that some books still incorrectly identify the soldier. If you discover this photograph in other books, check if the information about it is accurate. Historians often change their interpretations.
PHOTO ANALYZER

Step 1. Observation
A. Study the photograph for two minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photograph into four sections. Study each section to see what new details become visible.

B. List people, objects, and activities in the photograph in the chart below.

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>OBJECTS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 2. Inference
Based on what you have observed, list three things you might infer from this photograph.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Step 3. Conclusion and Questions
A. What two conclusions about life during the Civil War can you draw from the photograph?
____________________________________________________________________________
____________________________________________________________________________

B. What questions does this photograph raise in your mind?
____________________________________________________________________________
____________________________________________________________________________

C. Where might you find answers to your questions?
____________________________________________________________________________
____________________________________________________________________________

Adapted from a design by the Education Staff of the National Archives and Records Administration

Student Sheet 3 – Lesson 6
War, Terrible War
Mathew B. Brady

Library of Congress

Transparency Series – Lesson 6
War, Terrible War
Abraham Lincoln

National Archives

Transparency Series – Lesson 6
War, Terrible War
The Waiting “What-is-it” Wagon
“What-is-it” Wagon

National Archives
Cameraman at Work

Brady (wearing straw hat) inspects the scene.
Photography Headquarters

Library of Congress

Transparency Series – Lesson 6
War, Terrible War
Albert Waud

Library of Congress
The Wedding Party

The collection of Juanita Leisch

Transparency 1 – Lesson 6
War, Terrible War
Dead Soldier Among the Rocks

Library of Congress
Even today, debate continues about John Brown: was he a hero-martyr or a madman-traitor? In 1859, this debate personified the division between the North and the South.

John Brown had already had a checkered career even before his 1859 attack on Harpers Ferry thrust him on the national scene. Brown was an inept businessman who had failed twenty times in six states. He had been forced to flee more than once due to routinely defaulting on bad debts. A strong abolitionist, he believed himself to be God’s agent on earth and was angered that other antislavery proponents talked but did not act.

Brown was supported by a small network of Northern abolitionists that included Frederick Douglass, who later said of him, *His zeal in the cause of freedom was infinitely superior to mine. Mine was as the taper light; his was the burning sun. I could live for the slave; John Brown could die for him.*

In 1856, Brown and four of his sons traveled to Pottawatomie Creek in Kansas Territory and, during the proslavery and free soil turmoil there, raided a proslavery community. Armed with broadswords, they brutally hacked five men and boys to death in the name of defeating Satan.

After a short stay in New England, Brown traveled to Missouri where he stole eleven slaves and took them to Canada. He then planned an attack to free all slaves by capturing the federal arsenal at Harpers Ferry, Virginia, arming the slaves of that region, and beginning a grand revolt.
At Harpers Ferry, Brown and his band seized the federal armory, arsenal, and engine house, and rounded up hostages. The captives included a descendent of George Washington, who was made to bring Washington’s sword. Brown strapped it on.

After capturing the arsenal, Brown’s plan collapsed. The first man killed by his men was the town baggage master, a free black. There was no slave uprising—perhaps because Brown was so secretive that no slaves knew of his plan or the actual taking of the arsenal. Instead, angry townspeople surrounded the engine house, which Brown and his men were using as a fort.

When the militia and a company of ninety United States Marines led by Army Colonel Robert E. Lee arrived, Brown refused to surrender, and Lee’s men easily stormed the engine house. By the end of the revolt, nine of Brown’s men had died, including two of his sons and a former slave, Dangerfield Newby, who was hoping to free his wife and children. Brown was wounded—slashed with an officer’s dress sword—and turned over to Virginia to be tried on three charges: murder, conspiracy to incite slaves to rebellion, and treason against the state of Virginia. Each charge carried the death penalty. After a widely publicized trial, he was found guilty on all counts and hanged.

Not surprisingly, Brown was lionized by avid abolitionists in the North. However, what the Southerners did not expect was the widespread admiration of average Northerners for Brown’s courage. This reaction—from so many Northerners previously not known for their antislavery feeling—was astonishing and unprecedented, and showed how deeply antislavery sentiment had penetrated Northern thinking.

Many Northerners tempered their praise for Brown’s zeal and courage with disapproval of his methods. Most thought the raid to be the work of a madman.
But the South—shaken by the raid and horrified that so many of their fellow countrymen in the North seemed sympathetic to the actions of a fanatic bent on slave insurrection—felt further alienated from the North.

Old John Brown disappointed many by saying nothing from the gallows, but he did hand one of his guards a note: I John Brown am now quite certain that the crimes of this guilty land: will never be purged away; but with Blood.

It was to be a terrible and true prophecy.

**STANDARDS**

**HISTORICAL THINKING**
- The student will
  - **Historical Comprehension**
    - reconstruct the literal meaning of a historical passage
    - read historical narratives imaginatively
    - draw upon visual, literary, and musical sources
  - **Historical Analysis and Interpretation**
    - analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance
  - **Historical Research Capabilities**
    - obtain historical data

**CONTENT**
- The student will demonstrate understanding of
  - **The causes of the Civil War**
    - How the North and South differed and how politics and ideologies led to the Civil War
      - identify and explain the economic, social, and cultural differences between the North and the South
      - explain the causes of the Civil War and evaluate the importance of slavery as a principal cause of the conflict

**RESOURCES**
- For each student
  - Student Sheet: *Brief for the John Brown Trial*
  - Notebook divided into sections
For each team
Team Sheets:
  Mauzy Letters
  The Charges Against John Brown

For the teacher
Transparencies:
  John Brown Mural
  John Brown’s Prediction
  Words of “John Brown’s Body”
  Timer

For the classroom
Overhead projector
Optional: Recording of “John Brown’s Body”
Optional: Tape player

Web sites
U.S. Civil War Center – Index of Civil War
  Information available on the Internet @ http://www.cwc.lsu.edu/civlink.0000.html
John Brown Homepage @ http://jefferson.village.virginia.edu/jbrown/master.html
Harpers Ferry NPS Virtual Visitor Center @ http://pigpen.itd.nps.gov/hafe/home.html
Harpers Ferry NPS Virtual Park Tour @ http://www.nps.gov/hafe/hf_tour2.html
Harpers Ferry NHP John Brown’s Fort @ http://www.nps.gov/hafe/hf_fort.html
Harpers Ferry NHP Photo Archives @ http://www.nps.gov/hafe/hf_photo.html
Harpers Ferry NHP Mauzy Letters @ http://www.nps.gov/hafe/hf_mauzy.html
Harpers Ferry NHP Notable People @ http://www.nps.gov/hafe/hf_peop.html

VOCABULARY

Words to Remember
martyr – a person who dies for a belief
madman – a lunatic or person who is mentally ill
*abolitionist – a person who wants to end slavery immediately
anti slavery – opposed to slavery
*Dred Scott Decision – the Supreme Court decision of 1857 ruled that slaves are not people at all, only property and as property have no rights under law
*ethics – a system of beliefs about right and wrong

People to Remember
*John Brown – abolitionist who led an unsuccessful raid at Harpers Ferry to free the slaves
Robert E. Lee – army officer in charge of the United States troops that captured John Brown
Bloody Kansas – fighting over slavery by the proslavery and free soil settlers in the Kansas territory, which began in 1856

Places to Remember
*Harpers Ferry – site of a federal arsenal attacked by John Brown in an effort to arm slaves for an uprising

The Lesson

FOCUS ACTIVITY – 5 minutes

1. Show the Transparency: John Brown Mural. Direct students to look at the mural for two minutes.

2. Teams then use Round Table to list as many items, figures, and symbols as they can recall from the picture. Ask each student to look over the list and write down one word that describes the emotions portrayed in this mural.

3. Students use Numbered Heads to share their words, which the teacher writes on the chalkboard. Point out that John Brown was a controversial figure in his day whose actions inspired a wide variety of emotional responses.
TEACHING ACTIVITY – 10 minutes

1. Students read the sidebar information in Chapter 10, “John Brown’s Body” of War, Terrible War in order to Predict who John Brown was and what he did.

2. Briefly introduce John Brown and the purpose for his raid (see Overview).

3. Help students identify the controversial nature of Brown’s actions. Read the quotations on page 57 of Chapter 10. (Was John Brown a madman or a martyr?)

Point out to the students that even today scholars and historians argue about the actions and motives of John Brown. His actions raise ethical questions concerning civil disobedience, breaking the law, and the use of violence to achieve a noble or good result.

Ask the students to Speculate:
- Does the end justify the means?
- Is violence justified to achieve positive change?

Explain that regardless of John Brown’s motives or his actions, the reactions of others to his raid, trial, and execution widened the gap between the North and South.

4. Using the Transparency: John Brown’s Prediction, ask students to explain what Brown meant and to comment on the accuracy of his words.

5. Review the Vocabulary Words, People, and Places to Remember.
STUDENT TEAM LEARNING ACTIVITY

STL ACTIVITY – 35 minutes

John Brown on trial: Explain that in the Student Team Learning Activity students will hold a mock trial of John Brown.

1. Distribute the Team Sheets: Mauzy Letters and Charges Against John Brown to each team. Give each student a Brief for the John Brown Trial.

2. Assign half of the Student Learning Teams the role of prosecuting attorneys and half the role of defense attorneys. (One prosecuting attorney from each team will later be paired with a defense attorney for a trial.)

3. Reading for a Purpose: The teams use Chapter 10, “John Brown” of War, Terrible War and the Team Sheets to prepare their case for or against John Brown.

Students record information to support their arguments on the Student Sheets: Brief for the John Brown Trial. One attorney from each team will be selected by lot to argue their case.

Note to the Teacher: Be sure the students realize that as the teams do not know which of its members will actually be selected, every member must be prepared to argue the team’s case.

4. Circulate and Monitor: As the students research and prepare their cases, systematically visit each team. Facilitate the team’s work by answering questions and resolving misunderstandings. Check that students are reading, researching, taking notes, and organizing their cases in a timely, accurate, and complete manner.

5. Pair each defense team with a prosecuting team. (You may want to have students move their chairs to join the two groups together. This will form several groups of eight students.)
Note to the Teacher: If you have eight Student Learning Teams, there will be four trials occurring simultaneously.

6. Using Numbered Heads, choose one member from each defense team and each prosecuting team to present their respective arguments to their assembled teammates. The attorneys will have three minutes to present their cases and two minutes of rebuttal time. Use a timer to ensure that attorneys adhere to these time limits.

7. Circulate and Monitor: Visit all the groups as the attorneys are arguing their cases. Check that students are actively listening to the arguments.

8. After the attorneys present their cases, poll the class to determine whether they think John Brown was guilty based on the arguments of the two attorneys. Read each count separately (See Charges Against John Brown). Ask, “What say you then?” Students vote by raising their hands.

Reflection and Review Activity – 10 minutes

1. Introduce the song “John Brown’s Body,” which became the rallying song for Northern abolitionists. Read the words on the Transparency: “John Brown’s Body” and, if possible, play the song.

2. Teams use Think-Team-Share to discuss why many in the North considered Brown to be a martyr for freedom while many people in the South viewed him as a madman.

What Do You Think? – Journal Entry
Was John Brown a madman or a martyr? Explain and support your point of view in a journal entry.
Nonfiction
*A Nation Torn: The Story of How the Civil War Began* by Delia Ray, Young Readers’ History of the Civil War, Puffin Books
*Brother Against Brother: The War Begins* by William C. Davis, Time-Life Books

Video
*The Civil War, Episode One: 1861 – The Cause* by Ken Burns

CD Rom
*Story of America: The Civil War*, National Geographic Society
*The Civil War*, Holiday Interactive

**CONNECTIONS**

**Language Arts** – Students read *The Killer Angels* by Michael Shaara. Partner Discussion Guide available.

**Geography/Art** – Students draw a map of Harpers Ferry identifying the sites related to John Brown’s raid.

**Technology** – Students take the virtual park tour at the Harpers Ferry National Historical Park website: [http://pigpen.itd.nps.gov/hafe/home.html](http://pigpen.itd.nps.gov/hafe/home.html).

**Music** – Students listen to a recording of “The Battle Hymn of the Republic,” which was written by abolitionist Julia Ward Howe. While visiting a Union encampment, she heard soldiers singing “John Brown’s Body” and was moved to write more patriotic and uplifting lyrics to this popular tune.
Brief for the John Brown Trial

A brief is a document that summarizes a legal argument.

My argument:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Information and facts that support my argument:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
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_________________________________________________________________
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Student Sheet 1 – Lesson 9
War, Terrible War
The Mauzy Letters
on John Brown’s Raid

Harpers Ferry residents George and Mary Mauzy described the events of John Brown’s raid in a series of letters to their daughter and son-in-law, James and Eugenia Burton, who were then living in England.

To Eugenia Burton, Enfield, England
October 17, 1859
Monday afternoon
4 o’clock

Oh my dear friend such a day as this. Heaven forbid that I should ever witness such another.

Last night a band of ruffians took possession of the town, took the keys of the armory and made Captive a great many of our Citizens. I cannot write the particulars for I am too Nervous. For such a sight as I have just beheld. Our men chased them in the river just below here and I saw them shot down like dogs. I saw one poor wretch (sic) rise above the water and some one strike him with a club he sank again and in a moment they dragged him out a Corpse. I do not know yet how many are shot but I shall never forget the sight. They just marched two wrecches (sic) their Arms bound fast up to the jail. My dear husband shouldered his rifle and went to join our men May god protect him. Even while I write I hear the guns in the distance I heard they were fighting down the street.

I cannot write any more I must wait and see what the end will be —

M.E. Mauzy

To Eugenia Burton, Enfield, England
October 18, 1959

This has been one of the saddest days that Harper’s Ferry ever experienced. This morning, when the armorers went to the shops to go to work, lo and behold, the shops had been taken possession of by a set of abolitionists and the doors were guarded by Negroes with rifles.— George Mauzy
To Mr. & Mrs. James H. Burton
December 3, 1859

My dear Children:

Well, the great agony is over. “Old Osawatomie Brown” was executed yesterday at noon—his wife came here the day before, & paid him a short visit, after which she returned here under an escort, where she and her company remained until the body came down from Charlestown, in the evening, after which she took charge of it and went home.

This has been one of the most remarkable circumstances that ever occurred in this country, this old fanatic made no confession whatever, nor concession that he was wrong, but contended that he was right in everything he done, that he done great service to God, would not let a minister of any denomination come near or say anything to him, but what else could be expected of him, or anyone else who are imbued with “freelovism, Socialism, Spiritualism,” and all the other isms that were ever devised by man or devil.

There is an immense concourse of military at Charlestown, not less than 2000 men are quartered there, the Courthouse, all the churches & all the Lawyers offices are occupied. We have upwards of 300 regulars and 75 or 80 Montgomery Guards. These men were all sent here by the Sec. of War & Gov. Wise to prevent a rescue of Brown & his party by northern infidels and fanatics: of which they boasted loudly, but their courage must have oozed out of their finger ends, as none made their appearance. We are keeping nightly watch, all are vigilant, party of 10 men out every night, quite a number of incendiary fires have taken place in this vicinity & County, such as grain stacks, barns & other out-buildings —George Mauzy

Courtesy Mauzy Family and Harpers Ferry National Historical Park
Charges Against John Brown

John Brown is on trial for

- Murder
  John Brown does not personally have to commit murder to be convicted of murder. He can be found guilty if someone under his command has committed murder.

- Conspiracy to incite slaves to rebellion
  John Brown does not have to cause a slave rebellion to be found guilty; he only has to have planned one.

- Treason against the state of Virginia
  Treason means either an attempt to overthrow the state government or an attempt to establish a rival government within the boundaries of Virginia.

Each of the three crimes carries the death penalty.
John Brown Mural

National Park Service

Transparency 1 – Lesson 9
War, Terrible War
John Brown’s Prediction

Charlestown, Va., 25 December, 1859

I, John Brown, am now quite certain that the crimes of this guilty land will never be purged away but with blood: I had as I now think, vainly flattered myself that without very much bloodshed, it might be done.
John Brown's body lies a-mouldering in the grave,
But his soul goes marching on.

CHORUS: Glory, glory, hallelujah,
His soul goes marching on.

He captured Harper's Ferry with his nineteen men so true,
They hanged him for a traitor, they themselves the traitor crew,
But his soul goes marching on.

He's gone to be a soldier in the Army of the Lord,
His soul goes marching on. --CHORUS

John Brown's knapsack is strapped upon his back,
His soul goes marching on. --CHORUS

John Brown died that the slaves might be free,
His soul goes marching on. --CHORUS

The stars above in Heaven now are looking kindly down,
African Americans acted with energy, courage, and resolution to turn the Civil War into a war for freedom.

As the Union armies penetrated the Southern states, slaves fled their masters and flocked to the Federal army camps. Not wishing to alienate slave owners still loyal to the Union, Lincoln at first discouraged the practice, but nothing could stop those who longed for freedom. By 1863, hundreds of thousands of fugitive slaves had reached Union lines. It was one of the greatest migrations in our nation’s history.

Faced with an avalanche of displaced refugees, the army employed the men as laborers, guides, teamsters, and scouts and set up camps for their families. The men built roads and fortifications, hauled supplies, buried the army and hospital dead, and dug latrines. Black women worked as cooks, nurses, laundresses, and seamstresses. Many slaves still on plantations far from Union lines shed their submissive ways and refused to take orders. Those who could fled to the swamps and woods. These actions weakened the institution of Southern slavery. Agriculture suffered, production decreased, and many Southern soldiers felt forced to desert in order to deal with these difficulties at home.

With the horrifying numbers of Union dead continually spiraling upward, many Northern moderates, free blacks, and abolitionists urged the use of African Americans as soldiers. But resistance was great. Arming fugitive slaves and free blacks
would be to admit that the war was more than one to preserve the Union; it was a war of liberation.

The issues of emancipation and military service were intertwined from the beginning of the Civil War. Many black and white abolitionists believed that if African Americans were used as soldiers they would prove by their valor and bravery that they deserved freedom and eventually, citizenship. Black abolitionist Frederick Douglass eloquently expressed this viewpoint: “Once let the black man get upon his person the brass letter, U.S., let him get an eagle on his button, and a musket on his shoulder and bullets in his pocket, there is no power on earth that can deny that he has earned the right to citizenship.”

By the fall of 1862, Lincoln was persuaded by events and public opinion to emancipate the slaves in those states and areas in rebellion against the United States. He also began recruiting black soldiers. Before the end of the war, about 198,000 African Americans—of whom 156,000 were former slaves—served in the Union armies and the United States Navy. The black regiments were strictly segregated and commanded only by white officers. Black sailors, on the other hand, served on navy vessels with their white counterparts.

The black units served with distinction, gallantly engaging the enemy in many bloody battles. In the most famous of these, the 1863 assault of the Fifty-fourth Regiment of Massachusetts Volunteers on Fort Wagner, South Carolina, two-thirds of their officers and half their troops were lost. By war’s end, sixteen black soldiers had been awarded the Medal of Honor for their valor.

In addition to the perils of war endured by their white comrades, black soldiers faced problems stemming from racial prejudice. Racial discrimination permeated both Northern society and
the Union army. Segregated black units were commanded by white officers and army pay for black soldiers was ten dollars per month with a deducted uniform fee of three dollars. White soldiers, however, received thirteen dollars with no uniform fee. Moreover, supplies, rations, weapons, clothing, and training for the black regiments were usually inferior to that for white troops. Captured black soldiers faced enslavement or death, and their white officers were likely to be executed under the Southern crime of inciting slave rebellion.

African Americans forced all Americans to deal with the fundamental issue of slavery in a nation that guaranteed “life, liberty and the pursuit of happiness” to all. In their last desperate days of the war, even the Confederate leadership came to appreciate the value of the black soldiers. The Confederacy planned to grant freedom to slaves who would fight as soldiers for the South although the war ended before that decision became reality. Senator Howell Cobb of Georgia argued that, “You cannot make soldiers of slaves or slaves of soldiers. The day you make a soldier of them is the beginning of the end of the revolution, and if slaves seem good soldiers, then our whole theory of slavery is wrong.” Thus, Americans, North and South, ended the war understanding what slaves had known from the beginning: that this great war spelled the destruction of slavery.

**Note to the Teacher:**
It is extremely important to review all the materials and resources used in this lesson. The lesson uses primary sources that may contain words and ideas that are now considered offensive. In the 1860s both blacks and whites referred to African Americans as niggers, colored, Negroes, and those of African Descent. Students will find these terms in the literature, especially in the primary sources concerning African Americans during the Civil War. Many white people of that time, even those who
fought to end slavery, believed that black people were inferior. Their comments reflect this belief. These words and ideas sprang from deep racial distrust, fear, and misunderstanding.

It is hoped that we have moved beyond these racial indignities and stereotypes. However, students’ understanding of those ideas and words in the context of the 1860s is essential. Discuss with students that these documents capture events and attitudes of the past that we need to examine today in order to better understand the world we have inherited. Explain that in the 1860s racial prejudice, fear, and distrust were aimed not just at African Americans but also at the recently arrived immigrants from Ireland and Germany.

**STANDARDS**

**HISTORICAL THINKING**
The student will
**Historical Comprehension**
- identify the central question(s) the historical narrative addresses
- evidence historical perspectives
- draw upon data in historical maps

**Historical Research Capabilities**
- obtain historical data

**Analysis and Decision-Making**
- formulate a position or course of action on an issue
- evaluate the implementation of a decision

**CONTENT**
The student will demonstrate understanding of
**The causes of the Civil War**
- How the North and South differed and how politics and ideologies led to the Civil War
  - identify and explain the economical, social, and cultural differences between the North and the South
  - explain the causes of the Civil War and evaluate the importance of slavery as a principal cause of the conflict

**The course and character of the Civil War and its effects on the American people**
- How the resources of the Union and Confederacy affected the course of the war
  - compare the human resources of the Union and Confederacy at the beginning of the Civil War and assess the tactical advantages of each side
- The social experience of the war on the battlefield and home front
  - identify the human costs of the war in the North and the South
RESOURCES

For each student
War, Terrible War by Joy Hakim: Chapter 21, “Determined Soldiers”
Notebook divided into sections
Student Sheet: Why Can’t We Have a Soldier’s Pay?

For each team
2 copies of Team Sheet: Answering the Call #1
2 copies of Team Sheet: Answering the Call #2
Card Set: Inequalities

For the teacher
Transparencies:
Recruitment Poster
Volunteer Enlistment
Optional: Book: Undying Glory: The Story of the Massachusetts 54th Regiment by Clinton Cox

For the classroom
Work with the librarian or media specialist to provide resource books and materials about African Americans during the Civil War

Web sites
The Fight for Equal Rights: Black Soldiers in the Civil War @ http://www.nara.gov/education/teaching/usct/home.html
Lincoln’s Letter: Equal Pensions for Black and White Soldiers @ http://memory.loc.gov/cgi-bin/query/rmmem/mcc@field(DOCID+@lit(mcc/079))
Exhibit: Fifty-fourth Mass Casualty List @ http://www.nara.gov/exhall/originals/54thmass.html
U.S. Civil War Center - Index of Civil War Information available on the Internet @ http://www.cwc.lsu.edu/civlink.0000.html
Civil War Photographs Home Page: Time Line of the Civil War @ http://rs6.loc.gov/ammem/t11861.html
Images of the Civil War-South Carolina @ http://www.treasurenet.com/images/civilwar/civil018-sc.html
Civil War Manuscripts at the Southern Historical Collection @ http://ils.unc.edu/civilwar/haskellpg.html
Words to Remember
*contrabands – property seized from the enemy that can help the war effort; a term applied to Southern blacks

People to Remember
*Frederick Douglass – former slave who became an eloquent and ardent abolitionist and supporter of human rights
*Colonel Robert Gould Shaw – commander who died with the Fifty-fourth Massachusetts Infantry at Fort Wagner
Robert Smalls – slave who commandeered, piloted, and delivered a steamer to the Union blockade

The Lesson

FOCUS ACTIVITY – 5 minutes

1. Show the Transparency: Recruitment Poster and ask the students to explain its purpose.

2. Explain to the students:
Two days after Fort Sumter was fired upon, President Lincoln called for 75,000 volunteers to end the rebellion and restore order. Young men in the North rushed to join their state's regiments. One young soldier spoke for many when he wrote, "So impatient did I become for starting that I felt like ten thousand pins were pricking me in every part of the body, and started off a week in advance of my brothers." The Union army eagerly welcomed the recruits.

TEACHING ACTIVITY – 25 minutes

1. Distribute two copies of the Team Sheet: Answering the Call #1 to each team. Explain that
these quotes are from letters written in 1861 in response to Lincoln’s call for volunteers.

2. **Reading for a Purpose:** The students work with a team partner to read and discuss the following questions as they relate to the quotations:

- To whom are these authors writing? (The War Department of the United States or the Secretary of War, Simon Cameron)
- Why are they writing to the War Department? (To offer their services as soldiers to the Union army)
- Why are they offering to serve as soldiers? (The letters are in response to President Lincoln's call for 75,000 volunteer soldiers to put down the Southern rebellion.)

Explain that the United States War Department replied to each of these requests, saying that it did not want the help of these men and denying their requests to form or join a regiment.

Ask the students to **Speculate:**

- If volunteers were being actively recruited, why did the War Department refuse these offers?

Teams share their responses using **Numbered Heads.** Do not comment on the answers as you write the responses on the chalkboard.

3. Direct students to examine the quotations on the Team Sheet: *Answering the Call #1* again. Discuss the following:

- What does the series of three dots (...) mean in a quote? (A word or words have been omitted from the quotation.)
- Why might words be omitted from a quotation? (The quotation might be too long, the words omitted might not be important or
pertinent to the meaning of the quotation, the omitted words might repeat information, detract from the meaning of the quotation, or be confusing.)

- Why must the three dots (...) be used carefully? (The words omitted must not be essential to the meaning of the quotation or change its meaning.)

Demonstrate this last point by writing "I will not pay the money!" on the chalkboard, then erase the word *not* and write ... in its place. Explain that the missing word *not* is essential to the quotation, and the meaning of the quotation is changed entirely without that word.

4. Distribute the Team Sheet: *Answering the Call* # 2. Explain that the quotations are now complete. Direct the students to examine the quotations again and determine

- What did you just learn about using quotations from primary sources? (If possible, read a complete quotation or source and be aware of the point of view of the person quoted. When quoting a source, do not omit words that change the meaning of the quote.)
- Why did the War department refuse the offers of these volunteers? (The War Department did not want these men as soldiers because they were black.)

5. Introduce the Vocabulary *Words and People to Remember*.

6. **Reading for a Purpose:** Students read pages 103 and 104 of Chapter 21 “Determined Soldiers“ in *War, Terrible War* to determine

- Why didn't the War Department want black volunteers for the Union Army?
7. Briefly discuss the situation of free blacks in the North including the following information:
   • Although slavery had ended in the North, and many Northerners considered slavery to be morally wrong, racial distrust and inequality were widespread in the North.
   • Most Northern free blacks had a better life than the slaves of the South, but they did not have rights or opportunities equal to Northern whites.
   • Northern free blacks did not have the right to vote.
   • Many Northern blacks were prohibited from owning land.
   • Often Northern blacks were banned from white churches and other organizations and public buildings. Many could not attend school with whites.
   • Many Northern whites felt that blacks were not smart, brave, or skilled enough to serve as soldiers.
   • But underneath it all was the suspicion that if blacks were permitted to dress in the same uniform as whites and taught to drill and fight, they would be equal to the white man, and eventually have all the rights and privileges of whites. To allow the black to be a soldier would be to treat him as a man and an equal. Even blacks themselves believed this. Refer to the quotation of Frederick Douglass in the Overview.

8. Briefly review the actions of African Americans to change the ban on their serving in the Union army:
   • Some, like Richard Harvey Cain, wrote letters of protest to newspapers.
   • They wrote passionate editorials, especially to Northern abolitionist newspapers.
   • Many delivered speeches and spoke at public gatherings.
   • Educated, influential blacks (such as ministers, businessmen, and college students) led the protest against the ban.
9. Discuss with the students: How did blacks serve the Union cause while they worked to change federal policy against black enlistment?

- Some free backs organized their own military companies, drilling and preparing themselves for the time when their service would be accepted.
- A few light-skinned blacks kept their race a secret and joined volunteer units as whites.
- Thousands of blacks worked for the army in noncombatant roles:
  - cooks
  - servants for white officers
  - laborers who dug latrines and trenches, built fortifications, repaired equipment, cut wood, and cleaned camps and hospitals
  - stevedores who loaded and unloaded army supplies, food, and munitions from supply trains and ships
  - teamsters who drove wagon trains of food, supplies, and munitions
  - gravediggers who buried the dead
  - army guides and scouts
  - spies

STL ACTIVITY - 25 minutes

1. Briefly review the *Emancipation Proclamation* by discussing:
   - What was the purpose of the document?
   - What change did it make in the lives of African Americans?

Note to the Teacher: A copy of the *Emancipation Proclamation* is one of the Team Sheets for Lesson 19, Antietam and Emancipation.

Explain that the *Emancipation Proclamation*, issued by President Abraham Lincoln in January 1863, declared all slaves in rebel states forever free and
opened the door for African Americans to join the Union Army. Only then were black volunteers actively recruited. Black soldiers signed enlistment papers and were formed into segregated regiments with white officers.

2. Use the Transparency: *Volunteer Enlistment*. Examine the document with the students. Note the “signature” of Edmund Wort, his background and physical description, the state (free or slave) of birth, the terms of his enlistment, and his military assignment.

3. Students complete reading Chapter 21, “Determined Soldiers” in *War, Terrible War*.

4. Ask students to briefly recall some difficulties that white soldiers in both armies faced and use *Numbered Heads* to share their responses. Record these on the chalkboard.

   Explain that many blacks believed that if they had the opportunity to serve as soldiers they could prove themselves worthy of trust and equal rights. Some thought this would end racial prejudice. But in fact, blacks discovered that being a soldier was no guarantee of equality, and that not all the fights would take place on the battlefield.

5. Ask the students to *Speculate*: What specific difficulties, in addition to the problems that all Civil War soldiers faced, did black soldiers face?

   Add these difficulties that were specific to black soldiers to the list. Assist students in recognizing that black soldiers not only had to face all the difficulties of the white soldiers but additional problems as well.

6. Reading for a Purpose: Distribute a Card Set: *Inequalities* to each team. Each team member reads one of the cards, and then shares the information
with the team. The team summarizes the problems of inequality that black soldiers experienced during the Civil War and decides if the same problems exist today.

**Circulate and Monitor:** Visit the teams to help students read the cards and share the information with teammates.

7. Introduce the black soldiers' hardest fight for equality. Distribute a copy of the Student Sheet: *Why Can't We Have a Soldier's Pay?* to each student.

8. **Reading for a Purpose:** Students read the Student Sheet and with teammates discuss
   - How did the black soldiers fight for equal pay? (Through using petitions, boycotts, written protests, speeches, and editorial comments in newspapers. Assist students to connect the struggles of the early colonists and people today for political and social equality with the struggle of the black soldiers.)

9. **Optional Activity:** Read the story of the Massachusetts Fifty-fourth Regiment in "One Gallant Rush," Chapter 7 of *Undying Glory* by Clinton Cox to the students. After the reading, ask the students:
   
   - What do you think happened after the battle?

Then read pages 97 and 98 of "You Are United States Soldiers," Chapter 8 of *Undying Glory.* Ask the students:

   - Do you think this was an appropriate burial for Colonel Shaw and the black soldiers? Why or why not?
   - Do you think the valor and bravery shown by the Fifty-fourth Massachusetts will end the racial prejudice? Give reasons and examples to support your opinion.
REFLECTION AND REVIEW ACTIVITY


2. Students Think-Team-Share:
   - In what ways have circumstances improved for racial equality in the United States?
   - In what ways have circumstances not improved for racial equality in the United States?

3. Use **Numbered Heads** for teams to share their thoughts and opinions.

HOMEWORK

What Do You Think? – Journal Entry
Design your own memorial, including inscription, to the men of the Fifty-fourth Massachusetts.

LIBRARY/MEDIA RESOURCES

Fiction
*Dog Jack* by Florence W. Biros, Sunrise Publications

Nonfiction
*Till Victory Is Won: Black Soldiers in the Civil War* by Zak Mettger, Puffin Books
*Undying Glory: The Story of the Massachusetts 54th Regiment* by Clinton Cox
*To Be A Slave* by Julius Lester, Scholastic, Inc.
*The Civil War's Black Soldiers: National Park Civil War Series* by Joseph Glatthaar
*Black, Blue & Gray: African Americans in the Civil War* by Jim Haskins, Simon & Schuster Books for Young Readers
*Slaves to Soldiers: African American Fighting Men in the Civil War* by Wallace B. Black, Franklin Watts
*From Slave to Civil War Hero: The Life and Times of Robert Smalls* by Michael L. Cooper, Lodestar Books
Video
*The Civil War* by Ken Burns
  - *Episode One: 1861 – The Cause*
  - *Episode Three: 1862 – Forever Free*
  - *Episode Five: 1863 – Valley of the Shadow of Death*
  - *Episode Eight: 1864 – War is All Hell*

*The 54th Massachusetts, Civil War Journal Glory* – Although not totally accurate, this movie is a dramatic telling of the story of the Fifty-fourth Massachusetts. If using all or part of the movie, be sure to show the PG13 – and not the rated R – version. It is highly recommended that the teacher preview *Glory* before showing the video.

CD Rom
*Story of America 2: The Civil War*, National Geographic Society

*The Civil War*, Holiday Interactive

**CONNECTIONS**

**Language Arts** – Students read *The Killer Angels* by Michael Shaara, *Undying Glory: The Story of the Massachusetts Fifty-fourth Regiment* by Clinton Cox, or *The Slave Dancer* by Paula Fox. Partner Discussion Guides are available.

**Math/Library** – Students research statistics pertaining to black soldiers during the Civil War. Students conduct a comparative study with white troops and share their findings in charts and graphs.

**Art/Library** – Students study the Shaw Memorial to determine how the sculptor, Augustus Saint-Gaudens, commemorated the heroism of the black soldiers. Students research black soldiers in other works of art.

**Local History/Library** – Students locate information about African Americans from their community or city who served in the Civil War. Often local cemeteries provide clues.
Why Can't We Have a Soldier's Pay?

Of all the injustices that black soldiers faced, perhaps the worst was unequal pay. In 1863, white soldiers were paid thirteen dollars a month with an additional three dollars clothing allowance for their uniform. Black soldiers had been promised the same pay. (See poster)

But, when the black soldiers lined up to receive their first pay, they discovered to their disbelief that their pay was only ten dollars a month. Furthermore, the three dollars for the uniform would be taken out of their pay, not added to it! So, the black soldier would actually earn seven dollars instead of the thirteen dollars he had been promised.

Many black soldiers—and their white officers—protested this injustice to the army, to the secretary of war, and to President Lincoln. Some wrote editorials and letters to the editors of northern newspapers.

The black soldiers wrote that they did the same army work as the white soldier, lived in the same miserable camp conditions, and faced the same chances of death from bullet or disease.

The black soldiers, as well as the white soldiers, had families at home who depended on their army pay in order to eat or pay rent. Families were starving, cold, and lacked adequate clothing and shelter without their fathers and husbands at home. Some families were placed in the poorhouse or put out of their homes by landlords. Some family members, especially children, died.

One African American soldier stated the opinion of many black soldiers in a letter to the editor of the Christian Recorder: "Do we not fill the same ranks? Do we not take up the same length of ground in the grave-yard that others do? The ball does not miss the black man and strike the white nor the white and strike the black.... At that time there is no distinction made."

Corporal James Henry Gooding of the Fifty-fourth Massachusetts wrote a letter of protest to President Lincoln. In that letter Mr. Gooding said, "The main question is, Are we Soldiers or are we Laborers? We have done a Soldier's Duty. Why can't we have a Soldier's pay?"
Members of the 3rd South Carolina Regiment, comprised of ex-slaves, laid down their guns and refused to fight until they were given equal pay. Sergeant William Walker was charged with being the ringleader and executed for mutiny.

When Governor Andrew of Massachusetts, who had fought for the right of African Americans to be soldiers, heard about the execution of Sergeant Walker, he wrote to President Lincoln. In his protest letter he wrote, "The Government which found no law to pay him [Sergeant Walker] except as a nondescript and a contraband [ex-slave], nevertheless found law enough to shoot him as a soldier."

In other black regiments, soldiers who refused to fight until they had equal pay were arrested, court-martialed, and sentenced to hard labor in military jails.

When their protests didn't get any action, a number of regiments refused to accept any pay until it equaled the pay of white soldiers. One of the first regiments to do this was the Fifty-fourth Massachusetts.

The soldiers in the Fifty-fourth had been in the army for five months when their first pay day arrived. The men were excited: at last, there would be money to send home to their families. They were called to attention, and all the soldiers lined up eagerly. However, their delight turned to disbelief when the promised thirteen dollars was now only seven dollars!

When the officer in charge asked who wished to receive the seven dollars pay, not one soldier raised his hand. The soldiers said they would wait for their full and equal pay. Twice more over the next few months, the troops were offered the ten dollars, minus three dollars for clothing. Both times the soldiers of the Fifty-fourth refused the pay.

The Massachusetts Legislature voted to add the extra three dollars to the men's pay, but the soldiers still refused. In a letter to the Boston Journal, Private Theodore Tilton wrote that they were not holding out for money, but for principle, and that their necessities did not outweigh their self-respect.

The white officers of the Fifty-fourth supported the black soldiers. Colonel E. N. Hallowell wrote to Governor Andrew defending their actions. He explained, "They will refuse to accept any money from the United States until the United States is willing to pay them according to the terms of their enlistment. They would rather work and fight until they are mustered out of the Service, without any pay, than accept from the Government less than it gives to other soldiers from Massachusetts."

Not until August of 1864, only a few months until the end of the war, did Congress pass a law equalizing the pay of black and white soldiers. At last, the men of the Fifty-fourth Massachusetts regiment accepted their pay and sent money home to their families.

But other regiments weren't as fortunate. Only men who were free when the war began would receive the pay allowed by law at the time they enlisted. Black soldiers who were slaves when the war started would not get all of the back pay to which they were entitled. Members of regiments who had been slaves in 1861 continued their protest until March 1865, only a month before the end of the war. Finally Congress passed a second law allowing the equal pay for former slaves.

Black soldiers had won one of the longest and most important battles of the Civil War -- the fight for equal pay.
Answering the Call #1

From a letter to Secretary of War Simon Cameron, written on April 23, 1861, nine days after the fall of Fort Sumter

I know of some three hundred...reliable... citizens of this City, who desire to enter the service for the defense of this city.

Jacob Dodson
Washington, D.C.

From a letter to Secretary of War Simon Cameron

I ask permission to raise from five thousand to ten thousand ... men to report in sixty days.

Dr. G. P. Miller
Battle Creek, Michigan

From a letter to Secretary of War Simon Cameron

We ask for the privilege of fighting--and (if need be dieing) for the Union cause. We can muster a thousand volunteers from our state.

W. T. Boyd and J. T. Alston
Cleveland, Ohio

From a letter to Secretary of War Simon Cameron

I offer the services of our militia company, the Fort Pitt Cadets. We have been training for two years and are quite Proficient in military discipline.

Rufus Sibb Jones
Pittsburgh, Pennsylvania

From a letter to Secretary of War Simon Cameron

I have a ... regiment [that] offers their services in protection of the southern forts.

The Reverend Garland H. White
Canada

I shall never forget the thrill that ran through my soul when I thought of the coming consequences of that shot. There were one hundred and fifteen of us students at the University, who, anxious to vindicate the stars and stripes, made up a company and offered our services to the Governor of Ohio.

Richard Harvey Cain
Wilberforce University in Ohio
Answering the Call #2

From a letter to Secretary of War Simon Cameron, written on April 23, 1861, nine days after the fall of Fort Sumter

I know of some three hundred...reliable colored free citizens of this City, who desire to enter the service for the defense of this city.

Jacob Dodson
Washington, D.C.

From a black doctor to Secretary of War Simon Cameron

I ask permission to raise from five thousand to ten thousand free men to report in sixty days.

Dr. G. P. Miller
Battle Creek, Michigan

From a letter to Secretary of War Simon Cameron

We ask for the privilege of fighting--and (if need be dieing) for the Union cause. We can muster a thousand volunteers from our state.

W. T. Boyd and J.T. Alston
Cleveland, Ohio

From a letter to Secretary of War Simon Cameron from the captain of a black militia group

I offer the services of our militia company, the Fort Pitt Cadets. We have been training for two years and are quite Proficient in military discipline.

Rufus Sibb Jones
Pittsburgh, Pennsylvania

From a letter to Secretary of War Simon Cameron from a former slave who had escaped to Canada

I have a Black regiment [that] offers their services in protection of the southern forts.

The Reverend Garland H. White
Canada

I shall never forget the thrill that ran through my soul when I thought of the coming consequences of that shot. There were one hundred and fifteen of us students at the University, who, anxious to vindicate the stars and stripes, made up a company and offered our services to the Governor of Ohio; and sir, we were told that this is a white man's war and that the Negro had nothing to do with it. Sir, we returned, docile, patient, waiting, casting our eyes to the Heavens whence help always comes. We knew that there would come a period in the history of this nation when our strong black arms would be needed. We waited patiently: we waited until Massachusetts, through her noble Governor, sounded the alarm, and we hastened to hear the summons and obey it.

Richard Harvey Cain
Wilberforce University in Ohio
Card 1: Segregated army regiments with white officers

After the Emancipation Proclamation of 1862, the Union army began to recruit African American soldiers. But the army did not allow these soldiers to be in the same regiments with the white soldiers. The regiments were segregated. New “colored” regiments were created. These regiments were called either the Colored Infantry, the United States Colored Troops, or the Infantry of African Descent.

Although all the soldiers in these regiments were African American, all their officers were white. No African American soldier could be a commissioned officer, that is a lieutenant, captain, or general. Commissioning a black man would mean that as an officer he might have authority over white soldiers, and the United States Army was not willing to let that happen. During the Civil War, a few African American soldiers became sergeants and corporals, but that was as high as they could rise. In fact, not until the Korean War in 1950 could African American soldiers be commissioned as officers.

In the navy, it was different. The navy had a long tradition of African American and white sailors serving on the same ship. During the Civil War black men had been encouraged to join the navy as early as September of 1861.

Card 2: Lack of supplies, inadequate training, and ill treatment

Each day black soldiers realized that the government for which they fought valued them less than it did the white soldiers.

Black regiments had great difficulty getting supplies and uniforms; some regiments served for months without uniforms or shoes. Often their uniforms were made of shoddy materials: shoes and clothing fell apart easily and were not replaced by the army. Weapons were defective or old models.

Many of the white officers did not fully train their black troops in the military commands, tactics, and maneuvers they would need on the battlefield.

Some officers struck the men or treated them with contempt during drill, calling them derogatory names and humiliating them. Many black soldiers were used as personal servants by white officers or as laborers to clean the camps instead of as soldiers.
Card 3: Fatigue duty

Black soldiers were assigned an unequally large portion of military labor, called fatigue duty. Many worked for eight to ten hours a day at hard, physical labor. They dug trenches and latrines, built corduroy roads and fortifications, and unloaded supplies. Whenever possible, black soldiers were given the jobs no one wanted, like burying the battlefield and hospital dead. The army excused this unfairness by saying that they were saving the white soldiers for fighting.

These were the same jobs that black men had done for the army before they were permitted to be soldiers. Many of the black soldiers felt that they were still slaves, even though they were emancipated and wore the blue army uniform. The fatigue duties sapped their strength, their health, and their morale. Many black regiments had no time to drill or keep themselves, their uniforms, and their weapons clean and fit. The black soldiers protested to President Lincoln, who responded by issuing orders for the protection and proper military use of colored troops.

Card 4: Treatment by the enemy

Captured white soldiers were treated as prisoners of war with the possibility of exchange. After the emancipation of slaves in 1862, the Union army formed regiments of black soldiers. Because of this, Confederate President Jefferson Davis issued his own proclamation: All captured Union black soldiers were to be treated as outlaws and turned over to the authorities of a Southern state. At that time, the laws in every southern state provided for the execution of any black person found with a weapon, whether free or slave.

Davis' proclamation meant that all captured black soldiers could be killed or enslaved. In addition, the Confederate congress passed a resolution stating that all white officers who led black troops would be considered as inciting slave revolts, and if captured would be put to death or otherwise punished.

Neither the black soldier nor his white officer would be protected under the articles of war. Instead of being prisoners of war, both would be treated as criminals and executed if captured.
Recruitment Poster

COLORED SOLDIERS!
EQUAL STATE RIGHTS!
AND MONTHLY PAY WITH WHITE MEN!!

On the 1st day of January, 1863, the President of the United States proclaimed
FREEDOM TO OVER
THREE MILLIONS OF SLAVES!
This decree is to be enforced by all the power of the Nation. On the 21st of July last he issued the following order:—

PROTECTION OF COLORED TROOPS.

"WAR DEPARTMENT, ADJUTANT GENERAL’S OFFICE,
WASHINGTON, July 21.

"The following order of the President is published for the information and government of all concerned:—

EXECUTIVE MANSION, WASHINGTON, July 20.

"It is the duty of every Government to give protection to its citizens, of whatever class, color, or condition, and especially to those who are duly organized as soldiers in the public service. The law of nations, and the usages and customs of war, as carried on by civilized powers, permit no distinction as to color in the treatment of prisoners of war as public enemies. To sell or enslave any captured person on account of his color, is a relapse into barbarism, and a crime against the civilization of the age.

"The Government of the United States will give the same protection to all its soldiers, and if the enemy shall sell or enslave any one because of his color, the offense shall be punished by retaliation upon the enemy’s prisoners in our possession. It is, therefore, ordered, for every soldier of the United States, killed in violation of the laws of war, a rebel soldier shall be executed; and for every one enslaved by the enemy, or sold into slavery, a rebel soldier shall be placed at hard labor upon the public works, and confined at such labor until the other shall be released and receive the treatment due prisoners of war.

"ABRAHAM LINCOLN."

"By order of the Secretary of War.

"E. D. TOWNESEND, Assistant Adjutant General."

That the President is in earnest the rebels soon began to find out, as witness the following order from his Secretary of War:—

"WAR DEPARTMENT, Washington, Aug. 6, 1862.

"Sir,—Your letter of the 5th inst., calling the attention of this Department to the cases of Orin H. Brown, William H. Johnston, and Wm. Wilson, three colored men captured on the gunboat Jason Smith, has received consideration. This Department has directed that three rebel prisoners of South Carolina, if there be any such in our possession, and if not, three others, be confined in close custody and held as hostages for Brown, Johnston, and Wilson, and that the fact be communicated to the rebel authorities at Richmond.

"Very respectfully your obedient servant,

"The Hon. GIDEON WELLES, Secretary of the Navy.

"EDWIN M. STANTON, Secretary of War.

And retaliation will be our practice now—man for man—to the bitter end.
Volunteer Enlistment

STATE OF
TOWN OF

Edmund Word, born in Lincoln County, aged twenty-five years, and by occupation a farmer, do hereby acknowledge to have volunteered this twenty-fifth day of September, 1863, to serve as a soldier in the Army of the United States of America, for the period of three years, unless sooner discharged by proper authority. Do also agree to accept such bounty, pay, rations, and clothing, as are, or may be, established by law for volunteers. And I, Edmund Word, do solemnly swear, that I will bear true faith and allegiance to the United States of America, and that I will serve them honestly and faithfully against all their enemies or opposers whomever; and that I will observe and obey the orders of the President of the United States, and the orders of the officers appointed over me, according to the Rules and Articles of War.

Sworn and subscribed to, at this day of

Edmund Word

I certify, on honor, that I have carefully examined the above named volunteer, according to the General Regulations of the Army, and that in my opinion he is free from all bodily defects and mental infirmity, which would, in any way, disqualified him from performing the duties of a soldier.

Charles W. Stone

Examining Surgeon.

I certify, on honor, that I have minutely inspected the volunteer, previously to his enlistment, and that he was entirely sober when enlisted; that, to the best of my judgment and belief, he is of lawful age; and that, in accepting him as duly qualified to perform the duties of an able-bodied soldier, I have strictly observed the regulations which govern the recruiting service. This soldier has dark, black hair, yellow complexion, is five feet eight inches high.

Second Surgeon, U.S. Army

[Signature]

National Archives

Transparency 2 – Lesson 20

War, Terrible War
SAMPLE PACKET

LESSON PLANS AND STUDENT SHEETS

BOOK SEVEN

RECONSTRUCTION
AND REFORM

A History of US
TEACHING GUIDE
AND RESOURCE BOOK

CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS
TALENT DEVELOPMENT MIDDLE SCHOOLS

© The Johns Hopkins University, 2001
Description: America began to rebuild after the devastation of the Civil War. Urban areas grew, the plains and western farmlands became settled, the women's and labor movements began, and exciting new inventions, such as the telegraph, telephone, and electric light, began to appear. Reconstruction and Reform epitomizes the story of the struggle to fulfill the promise of freedom, the cornerstone of A History of US.

Teaching & Student Activity Highlights:

- study songs about Reconstruction and the cowboy’s life
- conduct a television news interview
- analyze and create political cartoons
- read first person accounts of homesteaders and immigrants
- design business cards for P.T. Barnum and Mark Twain
- analyze a Supreme Court decision
- simulation and readers’ theatre - women’s suffrage
- list America’s centennial accomplishments and problems
- evaluate Edison’s inventions
- interpret charts and create a historical map

<table>
<thead>
<tr>
<th>The Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 1</strong></td>
</tr>
<tr>
<td>Lesson 1 Are We Equal?</td>
</tr>
<tr>
<td>Lesson 2 Reconstruction</td>
</tr>
<tr>
<td>Lesson 3 Reconstruction</td>
</tr>
<tr>
<td>Lesson 4 Reconstruction</td>
</tr>
<tr>
<td>Lesson 5 Collapse of Reconstruction</td>
</tr>
<tr>
<td>Lesson 6 A Failed Revolution</td>
</tr>
<tr>
<td>Review Lesson</td>
</tr>
<tr>
<td><strong>Section 2</strong></td>
</tr>
<tr>
<td>Lesson 7 Out West</td>
</tr>
<tr>
<td>Lesson 8 The Cowboy</td>
</tr>
<tr>
<td>Lesson 9 The Railroads</td>
</tr>
<tr>
<td>Lesson 10 The Homesteaders</td>
</tr>
<tr>
<td>Lesson 11 The Indians</td>
</tr>
<tr>
<td>Lesson 12 Chief Joseph</td>
</tr>
<tr>
<td>Lesson 13 Tweed, Beach, and Nast</td>
</tr>
<tr>
<td>Lesson 14 Barnum and Twain</td>
</tr>
<tr>
<td>Review Lesson</td>
</tr>
<tr>
<td><strong>Section 3</strong></td>
</tr>
<tr>
<td>Lesson 15 Immigrant Voices</td>
</tr>
<tr>
<td>Lesson 16 Backlash</td>
</tr>
<tr>
<td>Lesson 17 Lee Yick Goes to Court</td>
</tr>
<tr>
<td>Lesson 18 The American Dream</td>
</tr>
<tr>
<td>Lesson 19 A Tea Party</td>
</tr>
<tr>
<td>Lesson 20 Anthony Goes to Trial</td>
</tr>
<tr>
<td>Review Lesson</td>
</tr>
<tr>
<td><strong>Section 4</strong></td>
</tr>
<tr>
<td>Lesson 21 Happy Birthday!</td>
</tr>
<tr>
<td>Lesson 22 The Wizard of Electricity</td>
</tr>
<tr>
<td>Lesson 23 Jim Crow</td>
</tr>
<tr>
<td>Lesson 24 Ida B. Wells</td>
</tr>
<tr>
<td>Lesson 25 Booker T. and W.E.B.</td>
</tr>
<tr>
<td>Lesson 26 End Words</td>
</tr>
<tr>
<td>Review Lesson</td>
</tr>
</tbody>
</table>

THE FOLLOWING LESSONS ARE INCLUDED IN THIS SAMPLE SET: Lessons 2, 12 and 19

To view the listing of materials needed for student activities, see the ‘RESOURCES” section in each sample Lesson.
During Reconstruction—the twelve-year period of readjustment following the Civil War—the nation faced problems of rebuilding the South, reuniting the states, and ensuring the rights and protection of the newly freed African Americans.

After the Civil War, the South was left in ruins both economically and ideologically. Newly freed slaves struggled to come to terms with their liberation. They wandered the devastated streets and towns, unsure of what to do to earn their living and make their way in the world. Plantation owners whose estates formerly epitomized grandeur, luxury, and gentility were forced to face the reality of their plundered land, which had been completely ravaged by the war. The hope and promise of Reconstruction quickly faded as the North became distracted by social changes, political factions, government corruption, urban industrialization, and the settlement of the Western lands. In the South, African Americans lost their best hope of equality as former Confederate states passed laws that took freedom from blacks, imposed social segregation, and reestablished white supremacy.

Historians divide the twelve years of Reconstruction into two stages: Presidential Reconstruction (1865-1866) and Congressional (or Radical) Reconstruction (1867-1877). Even before the war’s end, Abraham Lincoln had set policies for reconstructing the South. After Lincoln’s untimely death, Andrew Johnson advanced pro-southern policies until his fall from power and the rise of the Radical Republicans in Congress.
Presidential Reconstruction began in 1865 with the ratification of the Thirteenth Amendment, freeing the slaves, and continued with Lincoln's signature of the bill that created the Freedmen's Bureau. The bureau was to feed both blacks and whites in the South, establish schools to teach former slaves to read and write, help them find paying jobs, and shield them from discrimination. To further protect African Americans, the Civil Rights Act of 1866 declared that all persons born in the United States were citizens.

After Lincoln was assassinated, his vice president, the Tennessee Democrat Andrew Johnson, became president. Johnson disagreed with Congressional Republicans about how to bring the Confederate states back into the Union and how to treat their leaders. Johnson pardoned most Southerners, including Confederate officials and military officers, an act which permitted former Confederates to vote and hold office. Johnson even pardoned Alexander Stevens, the former vice president of the Confederacy. In 1865, seventy former Confederate generals, cabinet officials, and congressmen were elected as representatives to the United States Congress. Meanwhile, black codes kept former slaves from voting, testifying against whites in court, serving on juries, and joining the militia.

Johnson so infuriated the Radical Republicans with his stubbornness, inability to compromise, and use of veto powers that in 1868 the House of Representatives voted to impeach him. Johnson's primary offense was his opposition to congressional policies and the violent language he used in criticizing them. The most serious charge against him was that he had removed from his cabinet the secretary of war, a staunch supporter of the Congress. The Senate held a trial but was one vote short of the necessary two-thirds majority to convict. The trial proved Johnson was technically within his rights in removing a cabinet member, but
even more significant, it would set a dangerous precedent to remove a president just because he disagreed with the majority of the members of Congress.

The second stage of Reconstruction (from 1867 through 1877) began when Congress required each Southern state to ratify the Fourteenth Amendment (granting all citizens including the freed slaves the right to due process of law) to reenter the Union. Only Tennessee complied, so Congress divided the South—except for Tennessee—into five military districts. An army general and federal troops were sent to each district. Southern states were required to hold conventions with both black and white delegates to rewrite their state constitutions and bring them into compliance with the United States Constitution.

Led by Radical Republicans Thaddeus Stevens and Charles Sumner, Congress passed two amendments to the Constitution and several laws to protect the rights of former slaves. The Fourteenth Amendment made all former slaves United States citizens, and the Fifteenth Amendment gave African American men the right to vote. The Force Acts in 1870 and 1871 tried to protect blacks from acts of terrorism precipitated by white supremacy hate groups such as the Ku Klux Klan. The Civil Rights Act of 1875 was aimed at ending Jim Crow laws that legalized segregation, but it was overturned by the Supreme Court in 1883.

In spite of the antagonism of white supremacists, African American men established a beachhead on the political front. Between 1869 and 1876, fourteen black men were elected to the House of Representatives. Two others, Hiram R. Revels and Blanche K. Bruce, were elected to the Senate. During Reconstruction, more than six hundred African Americans served in state legislatures. The records of these men showed them to be competent and, in many cases, noteworthy legislators. But this
promising beginning in interracial government was not to last. The Compromise of 1877 settled a contested presidential election and ended Reconstruction. In exchange for supporting Republican Rutherford B. Hayes for president, Southern Democrats were promised that federal troops would be removed from the South. So it was, and so ended the social and political revolution of Reconstruction.

### STANDARDS

**HISTORICAL THINKING**
The student will

**Chronological Thinking**
- identify in historical narratives the temporal structure of a historical narrative or story
- create time lines

**Historical Comprehension**
- reconstruct the literal meaning of a historical passage
- identify the central question(s) the historical narrative addresses
- read historical narratives imaginatively
- utilize visual and mathematical data presented in charts, Venn diagrams, and other graphic organizers

**Historical Analysis and Interpretation**
- compare or contrast differing sets of ideas, values, personalities, behaviors, and institutions
- consider multiple perspectives
- analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance
- hypothesize the influence of the past

**Historical Research Capabilities**
- obtain historical data
- support interpretations with historical evidence

**Analysis and Decision-Making**

---

**CONTENT**
The student will demonstrate understanding of

**How various reconstruction plans succeeded or failed**

- The political controversy over Reconstruction
  - contrast the Reconstruction policies advocated by Lincoln, Andrew Johnson, and sharply divided Congressional leaders, while assessing these policies as responses to changing events
  - analyze the escalating conflict between President Johnson and Republican legislators, and explain the reasons for and consequences of Johnson’s impeachment and trial
  - explain the provisions of the Fourteenth and Fifteenth Amendments and the political forces supporting and opposing each

- The Reconstruction programs to transform social relations in the South
  - explain the economic and social problems facing the South and appraise their impact on different groups of people
  - evaluate the goals and accomplishments of the Freedman’s Bureau
  - analyze how African Americans attempted to improve their economic position during Reconstruction and explain factors involved in their quest for land ownership
For each student

**Reconstruction and Reform** by Joy Hakim: one of Chapters 1 through 7

Student Sheets:
- Chapter Summary
- Evaluation Form

For the teacher

Chart paper
Markers
Transparency: “*Good Ol’ Rebel Soldier*”
Optional: Recording of “*Good Ol’ Rebel Soldier*”

For the classroom

Overhead projector

Web sites
Civil War and Reconstruction Hot Links @ http://www.sinc.sunysb.edu/Class/is265/hotlinks.html
Timeline @ http://www.hfmgov.org/smartfun/timeline/timeline.html
Outline of the Civil War With Links to Reconstruction @ http://members.tripod.com/greatamericanhistory/gr02006.htm
Freedmen and Southern Society Project @ http://www.inform.umd.edu/ARHU/Depts/History/Freedman/home.html

Vocabulary

**Note to the Teacher:** Although the students define important vocabulary from their assigned chapters,
the following list includes important words and people from Chapters 1 through 7 of *Reconstruction and Reform*.

**Words to Remember**

*Reconstruction* – the twelve years of readjustment following the Civil War when the nation faced problems of rebuilding the South, reuniting the states, and ensuring the rights and protection of the newly freed African Americans.

*Seward's Folly* – the purchase of Alaska from Russia in 1867 by Secretary of State William Seward. It was considered a foolish act at the time, but turned out to be a great real estate deal.

*Presidential Reconstruction* - the first two years of Reconstruction, when Lincoln and his successor Johnson controlled Reconstruction policy

Freedmen's Bureau – an organization devoted to helping newly freed blacks. It established schools and hospitals, taught blacks to read and write, helped them find work, and intervened in crisis situations.

*Thirteenth Amendment* – abolished slavery

*Fourteenth Amendment* – guaranteed that no state can take away a citizen's rights; the “equal protection under the law” amendment

*amendment* – a change or addition to a formal document or set of rules

*ratify* – to approve and make official

*radical* – extreme

*veto* – the power of the president to prevent a bill from becoming law

*carpetbagger* – Northerner who went South after the war to teach or help with social programs; some took advantage of the disorder for personal profit

*Congressional Reconstruction* – also called Radical or Military Reconstruction, the ten years (1867-77) of Northern occupation in the South meant to guarantee the rights and freedom of former slaves
*scalawag* – Southerner who cooperated with the North

*Fifteenth Amendment* – granted the right to vote to all men, regardless of race

*abolitionist* – one who works for the end of slavery

*impeach* – to charge a public official before a governing, legislative body with misconduct while in office; presidential impeachment requires a charge of treason, bribery, or other high crimes and misdemeanors

People to Remember

*Andrew Johnson* – Vice president who became president upon the assassination of Abraham Lincoln and who presided over the first few years of Reconstruction. Johnson was the first president to be impeached but was acquitted by one vote in the Senate.

*Edmund G. Ross* – Senator from the Radical Republican state of Kansas who cast the deciding not guilty vote at Andrew Johnson's impeachment trial.

*Thaddeus Stevens* – Radical Republican who authored the Thirteenth and Fourteenth amendments

The Lesson

FOCUS ACTIVITY – 5 minutes

1. Introduce the song “Good Ol’ Rebel Soldier” by explaining that it was not easy for some former Confederates to forgive and forget. While the victor extended a welcoming hand, the defeated often harbored stubborn and acrid feelings.

2. Display the Transparency: “Good Ol’ Rebel Soldier” and read the lyrics to the students. Play the song if a recording is available.
3. Ask the students to **Think-Team-Share:**
   - What does this song tell you about some Southern reactions to Reconstruction?
   - Why might Reconstruction be a turbulent time in the South?
   - What do you predict will be the ultimate fate of Reconstruction?

4. Explain that in this song the old rebel still clings to his Confederate ideas and won’t be reconstructed. Ask the students to **Speculate:**
   - Why was the song “respectfully dedicated to the Honorable Thaddeus Stevens”? (If necessary, explain the sarcasm intended by this dedication to the one man most responsible for Radical Reconstruction.)

**TEACHING ACTIVITY – 10 minutes**

1. Briefly introduce Reconstruction by reading and commenting on the chapter titles as the students preview Chapters 1 through 7 in *Reconstruction and Reform*.

2. Explain the research and teaching activity for the next three lessons to the students. As you explain the assignment, summarize each of the following steps on chart paper for future student reference.

   - Each team will be assigned a specific chapter (Chapters 1 through 7 in *Reconstruction and Reform*) to research and then teach to the class.
   - Students will receive the Student Sheets: *Chapter Summary*, to guide their research.
   - After each student reads the assigned chapter and completes the *Chapter Summary*, the teams will discuss the important vocabulary, ideas, events, and people in their chapter.
   - During that discussion team members add information and make revisions to their Student Sheets: *Chapter Summary.*
3. Distribute and explain the Student Sheet: *Evaluation Form* that the students will use to assess team presentations. Teams should keep the criteria in mind as they plan their presentations.

4. Assign one of the Chapters 1 through 7 in *Reconstruction and Reform* to each team. Distribute the Student Sheets: *Chapter Summary* that correspond to each team’s assigned chapter.

**Note to the Teacher:** You may assign chapters randomly, based on student interest, or according to chapter difficulty. Chapters 3, 4, 5, and 6 are very content rich, so you may wish to assign them to more capable teams. If you have more than seven teams, divide the longer or more difficult chapters between two teams.

**STL ACTIVITY – 40 minutes**

**Researching a topic**

1. **Reading for a Purpose:** Team members read their assigned chapters to research their topic.

2. Students use the Student Sheets: *Chapter Summary* to guide and focus their research. After team members complete their individual chapter summaries, the team decides what information to include and each team member’s role in the team presentation.
3. Circulate and Monitor: Visit each team as students read, complete their chapter summaries, and discuss their chapter. If necessary, assist students with the vocabulary and check that they are recording accurate and complete information. Students should not copy information verbatim from the chapter but answer in their own words. Help teams plan their presentations. Check that all team members have a part in the presentation, and that the team plans a way to engage the class, such as taking notes or answering questions.

REFLECTION AND REVIEW ACTIVITY

Each student reviews his or her responsibility in the team’s presentation. The teams check their presentation plans for completeness of information, involvement of all team members, and the active engagement of the class.

HOMEWORK

Each student prepares for and practices his or her part of the team presentation.

LIBRARY/MEDIA RESOURCES

Fiction
Freedom Road by Howard Fast
Out From This Place by Joyce Hansen
Cold Sassy Tree by Olive A. Burns
Gone With the Wind by Margaret Mitchell

Nonfiction
Reconstruction: American After the Civil War by Zak Mettger, Lodestar Books
Reconstruction: The Great Experiment by Allen W. Trelease, Harper and Row
The Era of Reconstruction by Kenneth M. Stampp, Alfred Knoph
Up From Slavery by Booker T. Washington, Doubleday
Worth Fighting For by Agnes McCarthy and Lawrence Reddick, Zenith Books
Reconstruction and Reform 23

**Cobblestone Magazine**
*Civil War: Reconstruction*
*Black History Month: The Struggle for Rights*
*Old-Time Schools in America* (the establishment of free schools for blacks)

**Video**
*Reconstruction (Changing a Nation: 1865 – 1880)*, Film Rental Center at Syracuse University
*Civil War: Postwar Period*, Film Rental Center at Syracuse University

**CD Rom**
*Story of America 2: The Civil War*, National Geographic Society

**Science** – During the Civil War, many men lost arms or legs. As Joy Hakim points out in Chapter 1, Mississippi spent a fifth of its state income on artificial arms and legs for veterans. Students research modern advances in bio-mechanics and how artificial limbs are made and attached.

**Library** – Students read biographies or research the lives of prominent persons during the Reconstruction era. To share this information with others, the students perform short first-person vignettes.

**Music** – Besides “Good Ol Rebel Soldier,” what songs came out of the Reconstruction era? Students find and sing these songs. Students can visit Poetry and Music of the War Between the States @ http://users.erols.com/kfraser to help them search.
Summary: Chapter 1
“Reconstruction Means Rebuilding”

**Explain the vocabulary using the information in the chapter.**

- Reconstruction
- guerrilla
- loot

**Answer The Big Four!**

1. How did Abraham Lincoln's plan for Reconstruction differ from that of most people?

2. How did Northerners and Southerners feel about Reconstruction?

3. How do the three photographs in Chapter 1 show the nation's need for healing and rebuilding after the Civil War?

4. Explain Mark Twain's quotation from *Life on the Mississippi*. What effect did immigration have on America during the 1860s?
Summary: Chapter 2
“Who Was Andrew Johnson?”

Explain the vocabulary using the information in the chapter.

Andrew Johnson

“Seward’s Folly”

Answer The Big Four!

1. What do the three cartoons of Andrew Johnson reveal about how some people viewed him?

2. Why did Andrew Johnson seem like the best person to bring peace between the North and South after the war?

3. Which character traits made Andrew Johnson a promising leader and politician? Which ones made him a poor leader?

4. How did Andrew Johnson demonstrate his loyalty to the United States and its citizens during the Civil War?
Summary: Chapter 3
“Presidential Reconstruction”

*Explain the vocabulary using the information in the chapter.*

Presidential Reconstruction
Freedmen's Bureau
martial law
temperance
missionary
Ku Klux Klan

**Answer The Big Four!**

1. Describe the first two years of Reconstruction.

2. What role did the Freedmen's Bureau play in the South during Reconstruction? How did Northerners help during these first crucial years?

3. What were black codes? How did they hurt efforts to rebuild Southern society and bring the newly freed blacks into that society?

4. Use the pictures and sidebar information to summarize Chapter 3.
Summary: Chapter 4
“Slavery and States’ Rights”

Explain the vocabulary using the information in the chapter.

Thirteenth Amendment
Fourteenth Amendment
ratify
tyrannical
radical
nullify
veto

Answer The Big Four!

1. Explain the Thirteenth Amendment, the key part of the Fourteenth Amendment, and the section of the Declaration of Independence in Chapter 4. How do these documents define freedom for a United States citizen? Did the newly freed blacks in the South think they were truly free?

2. Describe President Johnson's war with the Radical Republicans. On what issues did they have differing opinions?

3. What steps did the Radical Republicans take to ensure civil rights for blacks?

4. What is states' rights? Why did the South argue for it so strongly?
Summary: Chapter 5
“Congressional Reconstruction”

Explain the vocabulary using the information in the chapter.

carpetbagger
Congressional Reconstruction
military Reconstruction
scalawag
integrity
democracy

Answer The Big Four!

1. What was Congressional Reconstruction? What happened during this period?

2. How did Reconstruction efforts change federal and state legislatures?

3. According to James Madison, what is a democratic society? How did the freed blacks and poor whites use their rights as citizens of a democracy during Congressional Reconstruction?

4. Based on the map on page 26, would you say that Congressional Reconstruction was ultimately successful? What does the re-establishment of white supremacy mean?
Summary: Chapter 6
“Thaddeus Stevens: Radical”

Explain the vocabulary using the information in the chapter.

Thaddeus Stevens

sovereign

abolitionist

impeach

Answer The Big Four!

1. Describe Thaddeus Stevens. Use the sidebar information, the political cartoons, and the text to describe his relationship with Andrew Johnson.

2. How did Thaddeus Stevens impact the Constitution?

3. Why did Thaddeus Stevens want to impeach President Johnson? What did Stevens mean when he said the country had a moral necessity to impeach Johnson?

4. Explain the impeachment process. See the boxed section titled "How to Impeach" on page 30.
Summary: Chapter 7
“Impeaching a President”

Explain the vocabulary using the information in the chapter.

Edmund G. Ross
impartial
high crimes
misdemeanor
treason
bribery

Answer The Big Four!

1. Why did Edmund G. Ross bear a large burden during Johnson's impeachment trial?

2. What was the country's response to Johnson’s trial? Compare it to the public's response to other recent trials of famous people.

3. Even though Edmund Ross disliked President Johnson, he voted not guilty. Explain why he voted this way.

4. What lasting impression did Thaddeus Stevens make on the politics of the Unites States? How did he demonstrate in death what he valued throughout his life?
Team Evaluation

Team being evaluated _________________________________________________

KNOWLEDGE: Presentation contained clear and important information about the central ideas, events, persons, and vocabulary for the chapter.

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<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
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PRESENTATION: The presentation was interesting, clear, well organized, and involved the class.

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PARTICIPATION: Each member of the team was well prepared and had an equal part in the presentation.

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Name of evaluator ________________________________________________

Student Sheet – Lesson 2, 3, 4
Reconstruction and Reform
Good Ol’ Rebel Soldier

by Major Innes Randolph, C.S.A.

Oh, I'm a good old Rebel soldier, now that's just what I am;
For this "Fair Land of Freedom" I do not give a damn!
I'm glad I fit against it, I only wish we'd won,
And I don't want no pardon for anything I done.

I hates the Constitution, this "Great Republic," too!
I hates the Freedman’s Bureau and uniforms of blue!
I hates the nasty eagle with all its brags and fuss,
And the lying, thieving Yankees, I hates 'em wuss and wuss!

I hates the Yankee nation and everything they do,
I hates the Declaration of Independence, too!
I hates the "Glorious Union" -- 'tis dripping with our blood,
And I hates their striped banner, and I fit it all I could.

I followed old Marse Robert for four years, near about,
Got wounded in three places, and starved at Point Lookout.
I cotched the "roomatism" a'campin' in the snow,
But I killed a chance o' Yankees, and I'd like to kill some mo'!

Three hundred thousand Yankees is stiff in Southern dust!
We got three hundred thousand before they conquered us.
They died of Southern fever and Southern steel and shot,
But I wish we'd got three million instead of what we got.

I can't take up my musket and fight 'em now no more,
But I ain't a'gonna love 'em, now that's for sartain sure!
I do not want no pardon for what I was and am,
And I won't be reconstructed, and I do not care a damn!
In a desperate bid for freedom, Chief Joseph led his people on a brave but doomed odyssey to escape the United States Army and find safety in Canada. Chief Joseph's words are still an eloquent statement of justice for people of all races and backgrounds.

In the autumn of 1877, a missionary-reared Nez Perce chief called Joseph emerged as the tragic hero of a national morality play. The drama had begun twenty-two years earlier, when the tribe ceded a small portion of its ancestral range to the federal government. This concession only whetted the whites' land hunger. By the time Joseph became a chief, the United States government claimed ninety percent of the original tribal domain and was trying to evict the Nez Perce band and four others from the contested land and resettle them on the Lapwai Creek reservation.

A pacifist, Joseph politely but fearlessly and adamantly opposed both the white officials and the Nez Perce hotheads who called for war—that is until the United States Army attacked his people to force them onto the reservation. At that point, Chief Joseph took up arms. Joseph was not a war chief but a civil chief, and while he helped plan the Nez Perces' brilliant strategy and earned the sobriquet, “the Red Napoleon,” his authority was subtler and more durable than a war chief's power. It rested on his rock-like dignity and calm, and his unswerving devotion to duty and principle.

The resulting battle for freedom is one of history's greatest epics of group courage and endurance, and
was a most brilliantly executed retreat. About 700 men, women, and children fled their homeland and tried to find a refuge from the United States Army. During their three-month, 1,700 mile odyssey, they were constantly pursued and attacked, fighting always against great odds and superior numbers. Although fewer than 200 of the band were warriors, they repeatedly defeated, fought off, or somehow outwitted their foe and earned universal admiration for their courage, endurance, and bravery in the face of severe hardships. Even the unsympathetic General William Sherman was impressed: “The Indians throughout displayed a courage and skill that elicited universal praise...[they] fought with almost scientific skill, using advance and rear guards, skirmish lines, and field fortifications.”

But it was to no avail. Eventually surrounded by soldiers and exhausted by their flight over rugged terrain in the beginning of winter, the band of expatriate refugees were stalemated on the first of October. For the sake of his dying people, Joseph stepped out into the blood-splattered snow, surrendered his rifle, and spoke words that touched the heart: “It is cold and we have no blankets. The little children are freezing to death. My people, some of them, have run away to the hills and have no blankets, no food; no one knows where they are—perhaps freezing to death. I want time to look for my children and see how many of them I can find. Maybe I shall find them among the dead. Hear me, my chiefs, I am tired; my heart is sick and sad. From where the sun now stands, I will fight no more forever.”

When the soldiers took a count of their prisoners of war, they found that the 700 Nez Perces who had fled had been reduced to little more than 400 and only 79 of them were men. The war for freedom was over but not the sorrow and suffering of the Nez Perce people. Half-starved and in tatters, they were transported to
Fort Leavenworth, Kansas under the orders of General Sherman, who vowed that they be treated with severity and must never be allowed to return to their homelands.

To improve the lot of his people, Joseph traveled to Washington to meet with government officials. He spoke without rancor, dwelling on the great principles that have always concerned moral men: “We only ask an even chance to live as other men live…. We ask that the same law shall work alike on all men….Let me be a free man—free to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to think and talk and act for myself.”

By 1883, the plight of the Nez Perces had become a national issue, and the following year Congress, bowing to a sympathetic press and people, dealt leniently with the surviving 268 out of the original seven hundred. Only 118 were permitted to rejoin their tribe on the reservation; the other 150, including Joseph, who was considered too dangerous to be with his own people, were exiled to the Colville reservation in Washington Territory.

In his last years, Joseph spoke eloquently against the injustice of United States policy toward his people and held out the hope that America’s promise of freedom and equality might one day be fulfilled for Native Americans as well. In 1901, Joseph traveled to Washington to ask President Theodore Roosevelt for a small piece of land in the Wallowa Valley to live out his days next to the graves of his parents. The United States government did not oblige him, and still in exile from his homeland on September 21, 1904, while he sat by the fire in his tipi, he suddenly pitched forward. The reservation doctor commented, “Joseph died of a broken heart.”
STANDARDS

HISTORICAL THINKING
The student will
Historical Comprehension
• read historical narratives imaginatively
• evidence historical perspectives
• draw upon data in historical maps
• draw upon visual, literary, and musical sources
Historical Analysis and Interpretation
• consider multiple perspectives
• analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance
Historical Research Capabilities
• obtain historical data
Analysis and Decision-Making
• identify issues and problems in the past

CONTENT
The student will demonstrate understanding of Federal Indian policy and United States foreign policy after the Civil War
• Various perspectives on federal Indian policy, westward expansion, and the resulting struggles
  ‣ identify and compare the attitudes and policies toward Native Americans by government officials, the U.S. Army, missionaries, and settlers
  ‣ compare survival strategies of different Native American societies in this era
  ‣ evaluate the legacy of nineteenth century federal Indian policy

RESOURCES

For each student
Reconstruction and Reform by Joy Hakim: Chapter 18, “The People of the Pierced Noses”
Notebook divided into sections

For each team
Document Packet: Chief Joseph Speaks

For the teacher
Transparency: Quotations
Markers

For the classroom
Discussion questions written on chart paper
Overhead Projector

Web sites
America’s West – Development and History @ http://www.americanwest.com/index.htm#post
People in the WEST – Chief Joseph @ http://www3.pbs.org/weta/thewest/wpages/wp400/w4joseph.html
Sayings of Chief Joseph @ http://www3.pbs.org/weta/thewest/wpages/wp660/jospeak.html

**VOCABULARY**

**Words to Remember**

*Nez Perce* – peaceful Native American tribe that refused to settle on a reservation and fled their ancestral land to seek safety from United States soldiers

*travois* – a vehicle made from two shafts and a platform that is pulled by a dog or horse

*rendezvous* – to meet at a designated place

*treaty* – a contract between two political authorities

*reservation* – a tract of public land set aside for the use of an Indian tribe

**People to Remember**

*Chief Joseph* – civil chief of the Nez Perce band who led his people on a 1,700 mile journey to escape federal soldiers and find freedom in Canada

*Ollokot* – Chief Joseph’s younger brother, who commanded the Nez Perce warriors

**The Lesson**

**FOCUS ACTIVITY** – 5 minutes

1. Show the Transparency: *Quotations*

2. Students **Think-Team-Share:**
   - What do these two quotations have in common?

Help students interpret the quotations and identify their sources.
TEACHING ACTIVITY – 25 minutes

1. Introduce Chapter 18, “The People of the Pierced Noses” in Reconstruction and Reform by reviewing the United States government policy toward Native Americans in the late 1800s. (See the Overview to Lesson 11). Include in the discussion:
   - the resettlement of tribes on reservations
   - the attempt to Americanize, including the suppression of Indian culture, lifestyles, and religions
   - the annihilation of the Indian people by the United States Army

2. Provide some background information about Chief Joseph and the Nez Perce tribe (See Overview).

   Students examine the photographs in Chapter 18, especially those of Chief Joseph. Ask:
   - What can they infer about Chief Joseph and his people from the photographs?

3. Introduce the Vocabulary Words, People, and Places to Remember.

4. Reading for a Purpose: Students read only pages 89 to 93 of Chapter 18 in Reconstruction and Reform to answer the following questions written on chart paper.

   - What were the characteristics of the Nez Perce tribe? (pages 89 through 90)
   - Describe the early relationship between the Nez Perce and the whites. (page 90 through 91)
   - What event created a major problem between the whites and the Nez Perce? (page 91)
   - How did the United States government seek to solve the problem? (page 91)
   - What incident resulted in the flight of the Nez Perce? (page 92)
   - Use the map and the reading to trace the flight and defeat of the Nez Perce. (pages 92 and 93)
5. Read the final page (page 94) of Chapter 18 to the students. Assign volunteers to read Chief Joseph’s words as you read the text.

Help the students interpret the words of Chief Joseph. Discuss:

- How do Chief Joseph’s words express the concept of justice?
- How do Chief Joseph’s words express the concept of equal protection under the law?
- How do Chief Joseph’s words reflect the meaning of the Declaration of Independence: *We hold these truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness."
- Who else in our history has been denied justice, equal protection under the law, or their unalienable rights?
- What are your reactions to the plight of Chief Joseph and the Nez Perce Indians?

6. Read the poem on page 90 of *Reconstruction and Reform* to the students. Help the students interpret the poem. Ask: Despite the Indians’ struggle to keep their land and customs, what was the final outcome?

**STUDENT TEAM LEARNING ACTIVITY**

**Interviewing Chief Joseph**

1. Explain the Student Team Learning Activity:

Imagine you are a television reporter and have the opportunity to interview Chief Joseph.

- What questions would you ask him?
- Would you want to hear about his strategy or tactics?
- Would you want to ask him how he defines justice?
Students work with their teammates to develop a list of possible interview questions. If necessary, students refer to Chapter 18 in *Reconstruction and Reform* to review the flight of the Nez Perce and to stimulate questions.

2. **Circulate and Monitor**: Visit each team to help the students develop good interview questions. Check that all students are involved in the activity.

3. Teams use **Numbered Heads** to briefly share a few questions with the class.

4. Using the team’s questions as a guide, each student works with a team partner to develop an interview. The interview should be realistic, and whenever possible, use Chief Joseph’s actual words—many of which are quoted in Chapter 18 of *Reconstruction and Reform* or in the Team Document: “Chief Joseph Speaks.”

5. **Circulate and Monitor**: Visit each team as the partners develop their interviews. Assist any students who are having difficulty with the assignment. Check that each partnership is using appropriate and accurate information and completing the task.

6. Partners decide which student will be the reporter and which will be Chief Joseph. Each partnership shares its interview with teammates.

7. **Circulate and Monitor**: Visit each team as the students conduct their interviews. Check for accuracy and, if necessary, correct any misinformation.

8. If time permits, a number of volunteers can share their interviews with the class.
REFLECTION AND REVIEW ACTIVITY – 5 minutes

1. Teams use Think-Team-Share to discuss
   - What do you think would have happened if the Nez Perce had reached Canada?
   - How could the problem have been resolved without violence?

2. Use Numbered Heads for the teams to share their responses.

HOMEWORK

Write your personal reaction to the treatment of the Nez Perce by the United States government.
   - Do you think the Native Americans should have fought for their land regardless of the consequences?
   - Do you think the government was unjust in its treatment of the Nez Perce? Explain your position.

LIBRARY/MEDIA RESOURCES

Fiction
Keeper of Fire by Jim Magorian

Nonfiction
The Great Chiefs by Benjamin Capps and the Editors of Time-Life Books of the Old West
The Indians by Benjamin Capps and the Editors of Time-Life Books of the Old West
If You Lived with the Sioux Indians by Ann McGovern, Scholastic, Inc.
Bury My Heart at Wounded Knee by Dee Brown, Holt
Dancing Colors: Paths of Native American Women, by C. J. Brafford and Laine Thom, Chronicle Books
Becoming Brave: The Path to Native American Manhood by Laine Thom, Chronicle Books
What Do We Know About the Plains Indians? by Dr. Colin Taylor, Peter Bedrick Books
Cobblestone Magazine
*Chief Joseph*
*Sioux*
*The Buffalo*
*Who Were the First Americans*
*Battle of Little Big Horn*
*Buffalo Soldiers*
*Plains Indians*

CD Rom
*The Story of America 1: The Western Movement and Native Americans 1 and 2*, National Geographic Society

Video
*The West*, Video Series, Book, and Music CD by Ken Burns

**CONNECTIONS**

**Math** – Students determine the percentage of Nez Perce who survived the odyssey, the percentage who were women and children, and the percentage who accompanied Chief Joseph to Colville Reservation.

**Geography/Library** – Students research the physical terrain and weather conditions encountered by the Nez Perce on their odyssey. Students create a map that displays this information.

**Music** – Students listen to some Native American music. What part did music play in the life of the Native Americans? How were music and dance related?

**Art/Library** – Students use web sites or library resources to find examples of Native American drawing and decoration. What do some of the picture symbols represent?
Chief Joseph

“I have no grievance against any of the white people.”

Library of Congress

Document Packet – Lesson 12
Reconstruction and Reform
Chief Joseph Speaks

Selected Statements and Speeches
by the Nez Percé Chief

I.

“The first white men of your people who came to our country were named Lewis and Clark. They brought many things which our people had never seen. They talked straight and our people gave them a great feast as proof that their hearts were friendly. They made presents to our chiefs and our people made presents to them. We had a great many horses of which we gave them what they needed, and they gave us guns and tobacco in return.

All the Nez Perce made friends with Lewis and Clark and agreed to let them pass through their country and never to make war on white men. This promise the Nez Perce have never broken.”

II.

“For a short time we lived quietly. But this could not last. White men had found gold in the mountains around the land of the Winding Water. They stole a great many horses from us and we could not get them back because we were Indians. The white men told lies for each other. They drove off a great many of our cattle. Some white men branded our young cattle so they could claim them. We had no friends who would plead our cause before the law councils.

It seemed to me that some of the white men in Wallowa were doing these things on purpose to get up a war. They knew we were not strong enough to fight them. I labored hard to avoid trouble and bloodshed. We gave up some of our country to the white men, thinking that then we could have peace. We were mistaken.

The white men would not let us alone. We could have avenged our wrongs many times, but we did not. Whenever the Government has asked for help against other Indians we have never refused. When the white men were few and we were strong we could have killed them off, but the Nez Perce wishes to live at peace.”
The United States cavalry leaving Fort Bowie on an expedition to keep the Native American tribes under control.
Chief Joseph Speaks

"On account of the treaty made by the other bands of the Nez Perce the white man claimed my lands. We were troubled with white men crowding over the line. Some of them were good men, and we lived on peaceful terms with them, but they were not all good. Nearly every year the agent came over from Lapwai and ordered us to the reservation. We always replied that we were satisfied to live in Wallowa. We were careful to refuse the presents or annuities which he offered.

Through all the years since the white man came to Wallowa we have been threatened and taunted by them and the treaty Nez Perce. They have given us no rest. We have had a few good friends among the white men, and they have always advised my people to bear these taunts without fighting. Our young men are quick tempered and I have had great trouble in keeping them from doing rash things.

"I have carried a heavy load on my back ever since I was a boy. I learned then that we were but few while the white men were many, and that we could not hold our own with them. We were like deer. They were like grizzly bears. We had a small country. Their country was large. We were contented to let things remain as the Great Spirit Chief made them. They were not; and would change the mountains and rivers if they did not suit them."

III.

[At his surrender in the Bear Paw Mountains, 1877]

"Tell General Howard that I know his heart. What he told me before I have in my heart. I am tired of fighting. Our chiefs are killed. Looking Glass is dead, Tu-hul-hil-sote is dead. The old men are all dead. It is the young men who now say yes or no. He who led the young men [Joseph's brother Alikut] is dead. It is cold and we have no blankets. The little children are freezing to death. My people—some of them have run away to the hills and have no blankets and no food. No one knows where they are—perhaps freezing to death.

I want to have time to look for my children and see how many of them I can find. Maybe I shall find them among the dead. Hear me, my chiefs, my heart is sick and sad. From where the sun now stands I will fight no more against the white man."
Indian Camp

San Diego Museum of Man

Crow camp along the Greasy Grass (Little Big Horn) River
“At last I was granted permission to come to Washington and bring my friend Yellow Bull and our interpreter with me. I am glad I came. I have shaken hands with a good many friends, but there are some things I want to know which no one seems able to explain. I cannot understand how the Government sends a man out to fight us, as it did General Miles, and then breaks his word.

Such a government has something wrong about it. I cannot understand why so many chiefs are allowed to talk so many different ways, and promise so many different things. I have seen the Great Father Chief [President Hayes]; the Next Great Chief [Secretary of the Interior]; the Commissioner Chief; the Law Chief; and many other law chiefs [Congressmen] and they all say they are my friends, and that I shall have justice, but while all their mouths talk right I do not understand why nothing is done for my people. I have heard talk and talk but nothing is done.

Good words do not last long unless they amount to something. Words do not pay for my dead people. They do not pay for my country now overrun by white men. They do not protect my father’s grave. They do not pay for my horses and cattle. Good words do not give me back my children. Good words will not make good the promise of your war chief, General Miles. Good words will not give my people a home where they can live in peace and take care of themselves. I am tired of talk that comes to nothing. It makes my heart sick when I remember all the good words and all the broken promises.

There has been too much talking by men who had no right to talk. Too many misinterpretations have been made; too many misunderstandings have come up between the white men and the Indians. If the white man wants to live in peace with the Indian he can live in peace. There need be no trouble. Treat all men alike. Give them the same laws. Give them all an even chance to live and grow.”
Colville Reservation

The last home of Chief Joseph

Montana Historical Society

Document Packet – Lesson 12
Reconstruction and Reform
Chief Joseph Speaks

“All men were made by the same Great Spirit Chief. They are all brothers. The earth is the mother of all people, and all people should have equal rights upon it. You might as well expect all rivers to run backward as that any man who was born a free man should be contented penned up and denied liberty to go where he pleases. If you tie a horse to a stake, do you expect he will grow fat? If you pen an Indian up on a small spot of earth and compel him to stay there, he will not be contented nor will he grow and prosper. I have asked some of the Great White Chiefs where they get their authority to say to the Indian that he shall stay in one place, while he sees white men going where they please. They cannot tell me.

I only ask of the Government to be treated as all other men are treated. If I cannot go to my own home, let me have a home in a country where my people will not die so fast. I would like to go to Bitter Root Valley. There my people would be happy; where they are now they are dying. Three have died since I left my camp to come to Washington.

When I think of our condition, my heart is heavy. I see men of my own race treated as outlaws and driven from country to country, or shot down like animals.

I know that my race must change. We cannot hold our own with the white men as we are. We only ask an even chance to live as other men live. We ask to be recognized as men. We ask that the same law shall work alike on all men. If an Indian breaks the law, punish him by the law. If a white man breaks the law, punish him also.

Let me be a free man, free to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to talk, think and act for myself—and I will obey every law or submit to the penalty.

Whenever the white man treats the Indian as they treat each other then we shall have no more wars. We shall be all alike -- brothers of one father and mother, with one sky above us and one country around us and one government for all. Then the Great Spirit Chief who rules above will smile upon this land and send rain to wash out the bloody spots made by brothers' hands upon the face of the earth. For this time the Indian race is waiting and praying. I hope no more groans of wounded men and women will ever go to the ear of the Great Spirit Chief above, and that all people may be one people.

Hin-mah-too-yah-lat-kekht has spoken for his people.”

From Chester Anders Fee, Chief Joseph: The Biography of a Great Indian, Wilson-Erickson, 1936.
“We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness…”

“All men were made by the same Great Spirit Chief. They are all brothers. The earth is the mother of all people, and all people should have equal rights upon it.... I only ask of the Government to be treated as all other men are treated.”
In 1869—before national woman suffrage—Wyoming territory granted women the right to vote and hold office. Eighteen years later Wyoming stood by that decision when the territory joined the Union, demanding that the women retain their franchise.

Today in every election from the local to the national level, women cast their votes for representatives who will make laws and run the government. Most women voters—as well as the persons for whom they vote—take women’s participation in the voting process for granted. But in reality, woman suffrage in the United States was a long, hard-fought battle, which began in the 1830s and ended with the ratification of the Nineteenth Amendment in 1920.

When the Constitution was written, it granted the right to vote only to men who were white, over the age of twenty-one, and owned property. It was a lengthy, difficult struggle for those who were excluded—poor whites, Native Americans, African Americans, and women—to secure voting rights and, in a larger sense, make America a more democratic nation.

Although voices for women’s rights and woman suffrage were heard—especially in connection with the abolition movement of the 1830s—voting rights for women became a significant movement in 1848 during the Seneca Falls Convention. The reality of a national amendment to grant woman suffrage took seventy years—until the ratification of the Nineteenth Amendment in 1920. As Carrie
Chapman Catt observed, “Young suffragists who helped forge the last links of that chain were not born when it began. Old suffragists who forged the first links were dead when it ended.”

This generations-long struggle involved countless people working in many different organizations with various ideas and approaches. Men and women who believed in and worked for woman suffrage faced ridicule, hostility, and violence. At first considered a radical proposal that seemed to threaten the very foundations of family life and social order, woman suffrage moved with unsteady progress through decades of social change to become an accepted political reality.

The early beginnings of woman suffrage grew out of the abolition movement of the 1830s through the 1860s. Sarah and Angelina Grimke—sisters who grew up on a South Carolina plantation—traveled north to talk with women about the evils of slavery, became Quakers, and joined Lucretia Mott (herself a Quaker minister) in eventually addressing anti-slavery rallies. Attracting the attention of the press and religious leaders, the women were harshly criticized for their improper conduct of speaking to audiences that included men, and blacks and whites who sat beside each other. Although they suffered indignities, harassment, threats, and danger, Mott and the Grimkes continued their antislavery activities.

In 1840, Lucretia Mott was elected as one of six female delegates to the World Anti-Slavery Convention in London, where she met Elizabeth Cady Stanton. The women delegates were refused participation in the meeting because, as they were informed, it was for men only. Mott and Stanton, outraged at the unfairness of antislavery workers who, of all people, were treating women as inferior persons, vowed to hold a women’s rights meeting when they returned home. Eight years later, that
first women’s rights convention drew an amazing three hundred women and a few dozen men. At the convention, Stanton read a “Declaration of Sentiments;” which stated that women were equal to men and should have the same rights and responsibilities in society, and for the first time, officially raised the radical idea that women should have the right to vote.

From that time until the passage of the Thirteenth Amendment outlawing slavery after the Civil War, the women’s rights movement was closely allied with the abolitionist movement. The American Equal Rights Association, organized by Susan B. Anthony, worked to obtain civil rights for all women and black men. But the Fourteenth Amendment, which established citizenship for all persons born in the United States, implied that all males were citizens and could vote but that women could be denied the vote.

The Fifteenth Amendment brought a setback: it assured the right to vote for black men, but not for women—black or white. Many black men agreed with Frederick Douglass—a long time supporter of woman suffrage—who now argued for quick passage of the amendment to help protect black men from a backlash of violence, including lynching. Some black women who had worked for both the abolitionist and suffrage movements found themselves torn between loyalty to their race or to their gender. Many white women could not support a voting rights amendment that ignored women and did not extend suffrage to all adults. These differences caused a split in the American Equal Rights Association, and many black women left the women’s rights movement.

In 1869, Susan B. Anthony and Elizabeth Cady Stanton organized the National Woman suffrage Association (NWSA) to secure a constitutional amendment that would give all women the right to
vote. The organization also fought for other women’s issues such as property rights for women and improved working conditions.

That same year, the American Woman suffrage Association (AWSA)—a more conservative organization led by Julia Ward Howe and Lucy Stone—chose to pursue woman suffrage through smaller, state referenda campaigns instead of a Constitutional amendment. Unlike Anthony’s and Stanton’s organization, the AWSA avoided involvement in other women’s issues.

These two suffrage associations worked independently for the next thirty years. Both had very limited success—only Colorado and Idaho passed state referendums, and although the Woman Suffrage Amendment was introduced in every session of Congress from 1868 on, it never became a reality. In 1890 the two groups rejoined under Stanton, dropped the women’s rights issues, and concentrated on securing woman suffrage through both a constitutional amendment and state campaigns for the next twenty-two years.

In the midst of this, many new territories granted women the right to vote in local elections as an encouragement for women to move west where they would have more rights than in the conservative east. When Wyoming Territory applied for statehood in 1889, the members of Congress wanted it to discontinue female voting rights as many other territories had done. The Wyoming state legislature refused to disenfranchise its women voters, and after much debate in Congress, Wyoming was admitted into the Union—the first state to allow women to vote in federal elections. But another thirty years would pass before nationwide woman suffrage would finally become a reality with the ratification of the Nineteenth Amendment in 1920.
STANDARDS

HISTORICAL THINKING
The student will
Chronological Thinking
• identify in historical narratives the temporal structure of a historical narrative or story
Historical Comprehension
• reconstruct the literal meaning of a historical passage
• identify the central question(s) the historical narrative addresses
• draw upon visual, literary, and musical sources
Historical Analysis and Interpretation
• compare or contrast differing sets of ideas, values, personalities, behaviors, and institutions
• consider multiple perspectives
• analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance
Historical Research Capabilities
• obtain historical data
Analysis and Decision-Making
• identify issues and problems in the past
• formulate a position or course of action on an issue

CONTENT
The student will demonstrate understanding of
The struggle to achieve woman suffrage
in the 1800s.
• The movement to achieve woman suffrage
  ‣ analyze the basis for woman suffrage as a constitutional right
  ‣ recognize the commitment and specific contributions of individuals to the woman’s rights and suffrage movements
  ‣ identify the opposition arguments to woman suffrage

RESOURCES

For each student
Reconstruction and Reform by Joy Hakim: Chapter 26, “Tea in Wyoming”
Notebook divided into sections
A copy of the script: “Failure Is Impossible” for each student reader

Web sites
The Woman suffrage Movement: Home Page @ http://www.nara.gov/education/teaching/women/home.html
Reconstruction and Reform 227

NAWSA Time Line @ http://lcweb2.loc.gov/ammem/vfwhtml/vfwtl.html
The Woman Suffrage Movement: the Failure is Impossible script @ http://www.nara.gov/education/teaching/women/script.html
Links to Resources @ http://www.library.wisc.edu/libraries/WomensStudies/
African American Women On-line @ http://netdive.com/ourstory.html
National American Woman suffrage Association Collection @ http://lcweb2.loc.gov/ammem/rbnawsahtml/

**VOCABULARY**

Words to Remember
* **suffrage** – the right to vote
* **franchise** – a constitutional right such as the right to vote

People to Remember
Esther Morris – a prominent suffragist who helped secure the vote for women in the Wyoming territory

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**The Lesson**

**FOCUS ACTIVITY**

FOCUS ACTIVITY – 15 minutes

1. Set up a simulation in which only the girls vote on a class-wide activity or choice.

Discuss the activity or choice with the entire class, but then allow only the girls to vote on the activity or choice.

The boys may attempt to influence the girls’ choice, but they have no vote and cannot participate in the actual decision-making process.
2. After the vote, ask the boys to describe how it felt to be excluded in that way.
   - Why do they feel that it was basically unfair? (Because the boys are class members [class citizens], they should they have the right to vote)
   - Why is it unfair to be excluded just because you are a boy or a girl?

3. Explain to the students that women in the United States did not always have the right to vote, that not until 1920 was the Constitution amended to grant that right, called woman suffrage. Many men and women actively worked for over seventy years to achieve national woman suffrage.

Ask the students to **Think-Team-Share:**
   - Why do you think women were so committed to achieving the vote?

**TEACHING ACTIVITY – 20 minutes**

1. Introduce Chapter 26, “Tea in Wyoming” by briefly reviewing the woman suffrage movement from the early 1830s until the late 1880s (see the Overview).

2. Introduce the vocabulary, *Words and People to Remember.*

3. **Reading for a Purpose:** The students **Partner Read** Chapter 26, “Tea in Wyoming” in *Reconstruction and Reform* to discover why Wyoming was a milestone in woman suffrage.

Write the following questions on the chalkboard to guide the students’ reading.
Circulate and Monitor: Visit each team to help the students read the chapter and discuss the questions.

4. Students use Numbered Heads to discuss what happened in Wyoming and why it was important to the woman suffrage movement.

STL ACTIVITY – 20 minutes
Using Reader Theatre

1. Reading for a Purpose: Introduce the play *Failure Is Impossible* by Rosemary H. Knower. Explain that the play provides an overview of the woman suffrage movement, introduces important

- Who was Esther Morris and what did she do to advance the cause of woman suffrage? (A resident of the Wyoming territory in the late 1800s, Morris convinced Wyoming legislators in both parties to back a women’s suffrage bill.)
- Why do you think that the men in the West supported woman suffrage? (Reasons include some men believed women should have the right to vote; some men in sparsely populated western lands hoped it would encourage women to move West where they would enjoy more rights than in the established East.)
- What did many men and women fear would happen if women were permitted to vote? (Women would not make good voting choices; women would vote for issues [such as temperance] that were unpopular with men; women would negatively affect political policy and government.)
- Besides granting the vote to women, what was significant about woman suffrage in Wyoming? (In 1889, Wyoming entered the Union as a full suffrage state, the first state to allow women to vote in national elections.)
people in the fight for woman suffrage, and puts the Wyoming event into the broader, overall story.

2. Using the Reader Theatre technique, assign different students to read the parts of the characters in the play. Assign a part to every student, even if you must divide the role of the narrator. Allow a few minutes for the students to silently read just their parts in preparation for the Reader Theatre. If necessary, teammates can assist each other with word pronunciations.

Circulate and Monitor: Answer questions and help students read their parts.

3. Following this short practice time, the students read the play aloud. **Note to the Teacher:** You may use the script as a radio show, have the students wear placards with the name of their characters, or just sit in a circle and read the play.

**REVIEW AND REFLECTION ACTIVITY – 10 minutes**

1. After reading the play, the students use **Think-Team-Share** to discuss the following questions:

   - Upon what democratic ideals was the woman suffrage movement based?
   - What were some of the opposition arguments to woman suffrage?
   - How did the suffrage movement use these strategies to fight for their cause?
     - State referendum
     - Public pressure
     - Silent picket
     - Hunger strike
     - Public sentiment
     - Lobby
     - Constitutional amendment
   - Why do you think women finally won the right to vote?

**HOMEWORK**

You are an advocate for woman suffrage in the late 1800s. Design a sign that you might have carried
during a silent picket. Remember you can’t talk during the picket so the words or drawings on your sign must get your message across to others. Bring your sign to class to display.

Nonfiction
The Book of Distinguished Women by Vincent Wilson, Jr.
Women Win the Vote by Betsey Covington Smith
The Day the Women Got the Vote: A Photo History of the Women’s Rights Movement by George Sullivan
An Unfinished Battle: American Women 1848-1865 by Harriet Sigerman, Oxford University Press
Biographical Supplement and Index for the Young Oxford History of Women in the United States by Harriet Sigerman, Oxford University Press
Elizabeth Cady Stanton by Martha E. Kendall
Susan B. Anthony: Woman Suffragist by Barbara Weisberg
Sojourner Truth: Self-Made Woman by Victoria Ortiz
Sojourner Truth: Antislavery Activist by Peter Brass

Cobblestone Magazine
Susan B. Anthony

Videos
The Women Get the Vote narrated by Walter Cronkite
The Susan B. Anthony Story. Grace Products
One Woman, One Vote. PBS Video
Dreams of Equality. Media Products

Art – Students create posters or a collage depicting the individuals and events of the woman suffrage movement.

Expressive Arts – Students stage a mock debate on woman suffrage.
Math – Students develop a campaign strategy for a law they would like to have passed. How would they go about getting publicity for the idea and raising money for the campaign? Students develop a campaign timeline and a budget.

Citizenship – Students invite a representative from the League of Women voters to speak about that organization, which was founded in 1920. What kinds of issues has the LWV advocated locally in the past ten to twenty years?

Library – There are several methods by which citizens can get legislation or constitutional amendments passed. The various organizations within the suffrage movement tried all of them. Students research the methods prescribed by their own state constitution for citizen-initiated legislation.

Library – Students research and share information about a key personality, organization, or movement that helped bring about woman suffrage.
Narrator: Do I hear you say, wait a minute, the country is two hundred and nineteen years old, and women have only been voting for seventy-five years? What's the problem here? The problem began with the words of the Founding Fathers. Not the ones they put in. The ones they left out. In 1776, when John Adams sat with a committee of men in Philadelphia, writing the Declaration of Independence, he got a letter from his wife, Abigail:

Abigail Adams: John, in the new code of laws . . . remember the ladies. . . . Do not put such unlimited power in the hands of the husbands. Remember all men would be tyrants if they could. . . . We . . . will not hold ourselves bound by any laws in which we have no voice, or representation.
Narrator: But when the Founding Fathers sat down to write the Declaration and the Constitution, they left out one critical word: "Women." Nearly sixty years later, when Sarah and Angelina Grimke spoke to state legislatures about the evils of slavery, their actions were denounced from the pulpit as contrary to God's law and the natural order.

Pastoral letter: The power of woman is her dependence, flowing from that weakness God has given her for her protection. When she assumes the place and tone of a man as a public reformer, her character becomes unnatural, and the way opened for degeneracy and ruin.

Narrator: Sarah Grimke had an answer for that.

Sarah Grimke: This distinction between the duties of men and women as moral beings! That what is Virtue in men is Vice in women?! All I ask of our brethren is that they take their feet off our necks and permit us to stand upright.

Narrator: In 1848 a group of women organized the first Women's Rights Convention in Seneca Falls, New York. It took great courage. In the 1840s respectable women did not even speak in public, let alone call meetings. Elizabeth Cady Stanton said later:

Elizabeth Cady Stanton: We felt as helpless and hopeless as if we had suddenly been asked to construct a steam engine.

Narrator: But they were determined. They rewrote the Declaration of Independence.

Elizabeth Cady Stanton: "We hold these truths to be self evident: that all men and women are created equal . . ."

Narrator: And they called for equal rights under the law. At the convention, abolitionist Frederick Douglass spoke in favor of women voting. Reporting the resolutions of the convention in his newspaper, The North Star, he noted:

Frederick Douglass: In respect to political rights, . . . there can be no reason in the world for denying to woman the elective franchise.

Narrator: In the 1850s, Susan B. Anthony, Elizabeth Cady Stanton, and Lucy Stone led a group of courageous women who plunged into the fight for abolition and universal suffrage. They formed the American Equal Rights Association. One newspaper denounced them as:
Newspaper editorial: "Mummified and fossilized females, void of domestic duties, habits, and natural affections."

Narrator: In fact, most of the women were married, with children. Elizabeth Cady Stanton wrote suffrage speeches while nursing her sixth child, a daughter who would continue her mother's work. When the Civil War began in 1861, suffragists deferred their campaign for the vote to give full attention to the national crisis. Annie T. Wittenmeyer was appointed superintendent of all army diet kitchens. Mary Walker served as the first female surgeon. Louisa May Alcott and thousands of other women served as nurses. Anna Ella Carroll was one of Lincoln's advisers on strategy. In 1865, when the war was over, and Congress debated an amendment to give freed slaves the right to vote, the suffragists petitioned Congress to include women, too.

Susan B. Anthony: We represent fifteen million people—one-half the entire population of the country—the Constitution classes us as "free people," yet we are governed without our consent, compelled to pay taxes without appeal, and punished for violations of law without choice of judge or juror. You are now amending the Constitution, and . . . placing new safeguards around the individual rights of four million emancipated slaves. We ask that you extend the right of suffrage to women—the only remaining class of disfranchised citizens—and thus fulfill your constitutional obligation.

Narrator: Sojourner Truth, whose speech "Ain't I a Woman?" had so moved the Equal Rights Convention in 1851, spoke again in 1867 for women's right to vote.

Sojourner Truth: I . . . speak for the rights of colored women. I want to keep the thing stirring, now that the ice is cracked....You have been having our rights for so long, that you think, like a slaveholder, that you own us.

Frances Gage: Suffragist Frances Gage wrote, "Fifty-two thousand pulpits in this country have been teaching women the lesson that has been taught them for centuries, that they must not think about voting. But when fifty-two thousand pulpits at the beginning of this war, lifted up their voices and asked of women, 'come out and help us' did they stand back? In every home in the whole United States, they rose up and went to work for the nation."

Narrator: But in spite of the petitions and the passion, the Fourteenth and Fifteenth Amendments were silent on the issue of voting rights for women. Nevertheless, the suffragists would not give up. In 1869 Lucy Stone sent out "An Appeal to the Men and Women of America":
Lucy Stone: Get every man or woman to sign [this petition] who is not satisfied while women, idiots, felons, and lunatics are the only classes excluded from the exercise of the right of suffrage. Let the great army of working-women, who wish to secure a fair day's wages for a fair day's work, Sign It. Let the wife, from whom the law takes the right to what she earns, Sign It. Let the mother, who has no legal right to her own children, Sign It . . .

Narrator: Civil War nurse Clara Barton spoke at the Suffrage Convention in 1870:

Clara Barton: Brothers, when you were weak, and I was strong, I toiled for you. Now you are strong, and I ask your aid. I ask the ballot for myself and my sex. As I stood by you, I pray you stand by me and mine.

Narrator: When the Senate considered "The Woman Question" again in 1872, the same tired old arguments were raised to oppose women voting.

Mr. Reagan, of Texas: I hope sir, that it will not be considered ungracious in me that I oppose the will of any lady. But when she so far misunderstands her duty as to want to go to working on the road and serving in the army, I want to protect her against it. [Should] we attempt to overturn the social status of the world as it has existed for 6,000 years?!

Narrator: The congressman from Texas wasn't the only lawmaker who argued that if the Founding Fathers had meant women to vote, they would have said so directly. Elizabeth Cady Stanton responded:

Elizabeth Cady Stanton: Women did vote in America at the time the Constitution was adopted. If the Framers of the Constitution meant they should not, why did they not distinctly say so? The women of the country, having at last roused up to their rights and duties as citizens, have a word to say. . . . It is not safe to leave the "intentions" of the [Founding] Fathers, or of the Heavenly Father, wholly to masculine interpretation.

Narrator: Congress appointed a committee to study the floods of petitions arriving daily from women. This is how it worked:

“Feller Felix," Cracker-Barrel Philosopher: Women's petitions are generally referred to a fool committee of fools, . . . carefully laid on the floor of the committee room to be a target at which to shoot tobacco juice. And the committee man who can hit the mark oftenest is regarded as having done the most to kill the petition. . . .
Narrator: Even the President of the United States remained indifferent to the poignant arguments of the suffragists. Elizabeth Cady Stanton said of President Rutherford Hayes:

Elizabeth Cady Stanton: In President Hayes's last message, he reviews the interests of the Republic, from the army [and] the navy to . . . the condition of the mummies, dead ducks and fishes in the Smithsonian Institution. Yet [he] forgets to mention twenty million women citizens robbed of their social, civil, and political rights. Resolved, that a committee be appointed to wait upon the President and remind him of the existence of one-half of the American people whom he has accidentally overlooked.

Narrator: The pioneer women who were then settling the West had no intention of being overlooked. Women in the territory of Wyoming won the vote in 1869, followed shortly by women in the neighboring territories of Utah, Colorado, and Idaho. When Wyoming applied for statehood in 1890, a furious block of senators opposed its admission because it allowed women to vote. The senator from Tennessee called it "a reform against nature" and predicted it would "unsex and degrade the women of America." But Wyoming's citizens refused to give in. Their legislature cabled back to Washington:

Wyoming legislature: "We will remain out of the Union a hundred years rather than come in without our women!"

Narrator: Encouraging words, but as the years of struggle rolled by, the women of Seneca Falls realized that they would not live to vote. Elizabeth Cady Stanton wrote:

Elizabeth Cady Stanton: We are sowing winter wheat, which other hands than ours will reap and enjoy.

Narrator: Twenty-four hours before she died, in 1902, Stanton dictated this plea to Theodore Roosevelt:

Elizabeth Cady Stanton: Mr. President, Abraham Lincoln immortalized himself by the emancipation of four million slaves. Immortalize yourself by bringing about the complete emancipation of thirty-six million women.

Narrator: By 1900, over three million women worked for wages outside the home, often in hazardous and exploitive conditions, often with their children beside them at the machinery. They needed the ballot to give them a voice in making labor laws. In the Triangle Shirtwaist Factory fire, 146 workers were killed trying to escape an unsafe building into which they had been locked to keep them at work. Suffragist Mary Ware Dennett wrote:
Mary Ware Dennett: It is enough to silence forever the selfish addleheaded drivel of the anti-suffragists who say that working women can safely trust their welfare to their "natural protectors"!?! Trust the men who allow seven hundred women to sit wedged between the machines, in a ten-story building with no outside fire escapes, and the exits shuttered and locked? We claim in no uncertain voice that the time has come when women should have the one efficient tool with which to make for themselves decent and safe working conditions—the ballot.

Narrator: Working women flocked to the suffragist banner. With this new army of supporters, women succeeded in putting suffrage on the states' agendas.

Reader #1: In 1912 the suffrage referendum was passed in Arizona, Kansas, and Oregon.

Reader #2: Defeated in Michigan, Ohio, Wisconsin . . .

Narrator: In 1913, five thousand women marched down Pennsylvania Avenue on the day before Woodrow Wilson's inauguration, asking for the vote. They were mobbed by a hostile crowd.

Reader #1: In 1914 the suffrage referendum passed in Montana and Nevada.

Reader #2: Defeated in North and South Dakota, Nebraska, Missouri.


Reader #3: In Massachusetts, the saloons handed out pink tickets printed with "Good for Two Drinks if Woman Suffrage is Defeated."

Narrator: When the United States entered World War I in 1917, women were urged, once again, to put aside their cause for the war. Elizabeth Cady Stanton's daughter reminded them:

Harriot Stanton Blatch: The suffragists of Civil War days gave up their campaign to work for their country, expecting to be enfranchised in return for all their good services. . . .They were told they must wait. Now in 1917, women [are] still waiting.

Narrator: But the suffragists of 1917 had read history. They worked for the war, and they continued to work for the vote. While women in
unprecedented numbers entered war service, standing in for soldiers in factories and on farms, they also held mass meetings, handed out countless leaflets, sponsored parades, plays, lectures, and teas—anything to get the arguments for women's suffrage before the public.

**Reader #2:** One suffragist said, "Some days I got up at 5:30 and did not get home until midnight, going from office to office, talking the question out."

**Eyewitness article:** In New York, 1,030,000 women signed a petition asking for the right to vote. The petitions were pasted on placards borne by women marchers in a suffrage parade. The procession of the petitions alone covered more than half a mile.

**Narrator:** Other suffragists turned to the militant tactics of the Women's Party. They picketed outside the White House, keeping their vigil in rain and cold. This was a new tactic in 1917! The police finally arrested them for "obstructing traffic." One eyewitness described the arrests:

**Suffragist:** An intense silence fell. The watchers . . . saw not only younger women, but white-haired grandmothers, hoisted into the crowded patrol wagon, their heads erect, and their frail hands holding tightly to the banner until [it was] wrested from them by brute force.

**Narrator:** Other suffrage organizations lobbied, appealed to every state, and canvassed every legislature while the White House pickets kept public attention focused on the issue. Finally, in 1917, at the height of the First World War, President Wilson spoke to urge the Congress to act on suffrage:

**Woodrow Wilson:** This is a people's war. They think that democracy means that women shall play their part alongside men, and upon an equal footing with them. If we reject measures like this, in ignorant defiance of what a new age has brought forth, they will cease to follow us or trust us.

**Narrator:** In January of 1918, the Nineteenth Amendment to give women the right to vote came before the House:

**Carrie Chapman Catt:** Down the roll-call, name by name, droned the voice of the Clerk. Mann of Illinois and Barnhart of Indiana had come from hospital beds to vote for suffrage; Sims of Tennessee came, in agony from a broken shoulder, to vote yes; Hicks of New York came from his wife's deathbed to keep his promise to her and vote for suffrage. Yes—No—name-by-name came the vote. It was close, but it was enough.

**Reader #1:** When the vote was over, the corridors filled with smiling, happy women. On the way to the elevators a woman began to sing, "Praise God,
from whom all blessings flow," with the words of the suffragists:
Praise God, From Whom All Blessings Flow
Praise Him All Women Here Below—

Narrator: Despite this monumental triumph, the suffragists still had much work to do. It would be another year before the Senate passed the suffrage amendment, and another year beyond that before the necessary thirty-six states would ratify it. Finally, on August 26, 1920, seventy-nine years ago, the Nineteenth Amendment gave women throughout the nation the right to vote.

At the last Suffrage Convention of 1920, Carrie Chapman Catt spoke to the joyful women:

Carrie Chapman Catt: Ours has been a movement with a soul, ever leading on. Women came, served, and passed on, but others came to take their places. Who shall say that all the hosts of the millions of women who have toiled and hoped and met delay are not here today, and joining in the rejoicing? Their cause has won. Be glad today. Let your joy be unconfined. Let it speak so clearly that its echo will be heard around the world. [Let] it find its way into the soul of every woman . . . who is longing for the opportunity and liberty still denied her. Let your voices ring out the gladness in your hearts! . . . Let us sing, together, "My Country, 'Tis of Thee . . ."

My Country 'Tis of Thee,
Sweet Land of Liberty,
Of Thee I Sing.
Land Where My Fathers Died
Land of My Mothers' Pride
From Every Mountainside
Let Freedom Ring.

National Archives and Records Administration

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Rosemary Knower is a professional actress and writer whose other plays for the National Archives include Spam, Spunk, and Elbow Grease: The War on the Home Front and I Can't Come Home for Christmas: A Salute to the USO and ENSA, both commemorating the 1939 – 1945 World War.
AN AGE OF EXTREMES

Description: The years from 1880 up to the First World War were America's Gilded Age—but they also saw the exploding growth of the working class. Andrew Carnegie, John D. Rockefeller, J. P. Morgan; and Henry Ford became the symbols of our newfound prosperity and wealth. An Age of Extremes portrays the other end of the American spectrum, too—the influx of immigrant workers, the rise of the Ku Klux Klan, the creation of the Populist party, and the appearance of Mother Jones, John Muir, Lee Vick, and Jane Addams. It was a time of growth and dissent—a dramatic chapter in A History of US.

Teaching & Student Activity Highlights:

- adopt simulated identities and receive updates on these characters as historic events unfold
- prepare and present political speeches, party announcements and commercials
- create and play a money game
- identify causes and effects of the 1893 depression
- study an early Sears catalogue and automobile ads
- examine primary source documents about the early labor movement
- learn about muckrakers and write a short investigative article
- create a symbol and slogan to define progressivism
- jigsaw – Theodore Roosevelt
- examine photographs and read first person accounts from World War I

<table>
<thead>
<tr>
<th>The Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 1</strong></td>
</tr>
<tr>
<td>Lesson 1</td>
</tr>
<tr>
<td>Lesson 2</td>
</tr>
<tr>
<td>Lesson 3</td>
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<tr>
<td>Lesson 4</td>
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<tr>
<td>Lesson 5</td>
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<tr>
<td>Review Lesson</td>
</tr>
<tr>
<td><strong>Section 2</strong></td>
</tr>
<tr>
<td>Lesson 6</td>
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<tr>
<td>Lesson 7</td>
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<tr>
<td>Lesson 8</td>
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<td>Lesson 9</td>
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<tr>
<td>Lesson 10</td>
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<tr>
<td>Review Lesson</td>
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<tr>
<td><strong>Section 3</strong></td>
</tr>
<tr>
<td>Lesson 11</td>
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<td>Lesson 12</td>
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<tr>
<td>Lesson 13</td>
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<tr>
<td>Lesson 14</td>
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<tr>
<td>Lesson 15</td>
</tr>
<tr>
<td>Review Lesson</td>
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<tr>
<td><strong>Section 4</strong></td>
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<tr>
<td>Lesson 16</td>
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<td>Lesson 17</td>
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<tr>
<td>Lesson 21</td>
</tr>
<tr>
<td>Review Lesson</td>
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<tr>
<td><strong>Section 5</strong></td>
</tr>
<tr>
<td>Lesson 22</td>
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<tr>
<td>Lesson 24</td>
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<tr>
<td>Lesson 25</td>
</tr>
<tr>
<td>Lesson 26</td>
</tr>
<tr>
<td>Review Lesson</td>
</tr>
</tbody>
</table>

THE FOLLOWING LESSONS ARE INCLUDED IN THIS SAMPLE SET: Lessons 1 and 20

To view the listing of materials needed for student activities, see the 'RESOURCES' section in each sample Lesson.
During the last decades of the nineteenth century and the first decade of the twentieth century, America expanded at home and abroad, but struggled to balance the needs of its workers—many of whom were immigrants and child laborers—with the greed of Gilded Age capitalists. Mark Twain dubbed this turn-of-the-century era “The Gilded Age,” a phrase which both criticized America’s preoccupation with wealth and prophetically pointed out the base matter beneath the glittering exterior. Turning the catechism question (“What is the chief end of man? To glorify God and enjoy Him forever”) on its head, Twain railed about his era, writing, “What is the chief end of man?—to get rich. In what way?—dishonestly if we can; honestly if we must.”

It was an “Age of Extremes,” marked by change and conflict. It was a time of robber barons and impoverished immigrants, monopolies and muckrakers, child labor and conspicuous consumption. Business tycoons bought politicians and presidents while little boys and girls worked twelve-hour days in dangerous mines and factories. Finally, the unchecked greed of the robber barons was challenged—not by government but by the sacrificial efforts of steelworkers, railroad employees, and organizers, who birthed America's unions in blood and fire.

A wave of immigrants encountered Tammany Hall, political bosses, and anti-immigrant societies. They poured into America’s cities, fueling the tide of
industrialization and urbanization, providing cheap labor for steel mills, coal mines, and factories. They helped build the Brooklyn Bridge, lay the transcontinental railroad, and sew ready-made clothes in sweatshops.

For black Americans, the brief flowering of racial progress in early Reconstruction was cut short as they watched the growth of the Ku Klux Klan, struggled under Jim Crow laws, lived in fear of lynch mobs, and saw the infamous Plessy v. Ferguson Supreme Court ruling establish the untenable concept of “separate but equal.”

Americans woke up to the loss of the Western frontier and the toll of relentless industrialization and urbanization, and visionaries such as John Muir and Theodore Roosevelt led a movement to preserve parcels of natural beauty, establishing America’s first national parks. Not content with conquering the West and subduing the Native American, the nation gave into imperialistic fervor, flexing its global muscles and thrusting into South America and the Pacific.

The Age of Extremes produced Custer and Crazy Horse; Mother Jones and J. Pierpont Morgan; L. Frank Baum’s fanciful Wizard of Oz and Upton Sinclair’s muckraking The Jungle. There was gold in Alaska, oil in Texas, earthquake and fire in San Francisco. The Wright brothers flew the first airplane off a North Carolina sand dune, and Henry Ford introduced the first massed-produced Model T.
For each student
Notebook divided into sections
Student Sheet: An Extreme Rap

For each team
One set of the Document Packet: Extreme Identities
Character Profiles

For the teacher
Transparencies:
Breaker Boys in a Coal Mine
Five Mill Workers
Biltmore

Historical Comprehension
• reconstruct the literal meaning of a historical passage
• draw upon visual, literary and musical sources

Historical Analysis and Interpretation
• compare or contrast differing sets of ideas, values, personalities, behaviors, and institutions
• hypothesize the influence of the past

Analysis and Decision-Making
• identify issues and problems in the past

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• reconstruct the literal meaning of a historical passage
• draw upon visual, literary and musical sources

Historical Analysis and Interpretation
• compare or contrast differing sets of ideas, values, personalities, behaviors, and institutions
• hypothesize the influence of the past

Analysis and Decision-Making
• identify issues and problems in the past

For the teacher
Transparencies:
Breaker Boys in a Coal Mine
Five Mill Workers
Biltmore
Age of Extremes 4

For the classroom
Discussion questions written on chart paper
Vocabulary words written on chart paper

Web sites
Gilded Age and Progressive Era Resources @ http://www.tntech.edu/www/acad/hist/gilprog.html
American History Sources for Students: Important Topics 1870s-1930s @ http://www.cl.ais.net/jkasper/1870.html
America in the Gilded Age @ http://www.pbs.org/wgbh/pages/amex/carnegie/gildedage.html
Coal Mining in the Gilded Age and Progressive Era @ http://www.cohums.ohio-state.edu/history/projects/Lessons_US/Gilded_Age
Child Labor and Child Labor Reform @ http://www.history.ohio-state.edu/projects/ChildLabor/
The American 1890s: A Chronology @ http://ernie.bgsu.edu/~wgrant/1890s/america.html
Clothing of the Gilded Age @ http://www.costumegallery.com/pompadour/misc/ch1800.html
Women in the Gilded Age @ http://englishwww.humnet.ucla.edu/individuals/eng188/apallas/womenhp.html

Vocabulary

Words to Remember
*Gilded Age – period after the Civil War until around 1900 marked by expansion, wealth, and corruption
altruistic – unselfish, concerned for others
pragmatic – practical
idealist – one who believes in ideals, goals, or standards of excellence
unscrupulous – without rules or ideals; dishonest
bloomer – a woman’s full, loose pants, gathered at the knee or ankle

People to Remember
Benjamin Franklin – eighteenth century statesman, inventor, and writer
Cornelius Vanderbilt – robber baron who was “king of the railroads”
FOCUS ACTIVITY – 10 Minutes

1. Show the Transparencies: *Breaker Boys in a Coal Mine, Five Mill Workers*, and *Biltmore*

In their teams, students *Brainstorm*:

- What do these photographs tell us about this time period?
- Why do some historians call it an age of extremes?
- Do you think it is right or fair for children to work under these conditions? How might people try to change this?

2. *Reading for a Purpose*: Read “The Road Not Taken” on page 5 of *An Age of Extremes* to the class while students follow along in their books.

Ask:

- Why might author Joy Hakim have placed Frost’s poem here?
- In what ways might the poem connect with this time period? (It deals with the choices one makes in life. We will see how the life choices of the men and women of this period made “all the difference.”)

TEACHING ACTIVITY – 15 minutes

1. Introduce the Vocabulary *Words* and *People to Remember*.

2. To continue previewing *An Age of Extremes*, have students briefly analyze the cartoons and photographs, and read the quotations on pages 6 through 8 (2d ed. p.8). The captions for the photographs and cartoon are on page 8 (2d ed. p.7).
Age of Extremes 6

Call attention to the two extremes depicted in the photograph of the Vanderbilt children on page 12 and the photograph of immigrant children on page 10 in *An Age of Extremes*.

3. From their reading thus far, students **Predict** and **Brainstorm** a list of words, concepts, and names that might be important from this time period.

Write these words on the chalkboard.

**STL ACTIVITY – 25 minutes**

**Previewing a text**

1. **Reading for a Purpose:** Students **Partner Read** the Preface on pages 9-12, including the box titled “A Nation of Practical Idealists” on page 11 in *An Age of Extremes* in order to identify why the era was so named.

2. In their Student Learning Teams, students consider the following questions that are written on chart paper:

- How will railroads, which expanded rapidly during this period, change the country?
- Contrast Benjamin Franklin and Cornelius Vanderbilt. How did each feel about making money? What was Franklin’s goal in life? Vanderbilt’s?
- Why does the author write that the Brooklyn Bridge “seemed to sum up the times”?


4. Students refer to the list of words from the earlier brainstorming activity.
Ask the students:
- Now that you have a fuller understanding of this time period, what words would you add to the list?

5. Tell students they are going to read a rap song written about this time period. While they will not know all the names, events, and phrases listed in the rap now, they will know them after reading this book.

Distribute the Student Sheet: *An Extreme Rap*.

Students save the rap in their notebooks; they will revisit it after reading this volume of *A History of US*.

6. **Reading for a Purpose:** Students Partner Read the rap. Invite students to volunteer to read different verses. After reading the rap, facilitate a brief general discussion using the following questions as a guide:
- Which words or people in this rap have you heard of before? (Jim Crow, Mark Twain, etc. Point out that a number of these topics and people were introduced in Book 7, *Reconstruction and Reform* and that Book 8, *An Age of Extremes*, builds on the previous book.)
- What words are unfamiliar? What sounds interesting? (For example, what is a wobblie? Do you think Gompers is a person, place, or thing?)

Encourage speculation and stimulate interest and predictions rather than giving answers at this point.

**REFLECTION AND REVIEW** - 10 minutes

1. Distribute one set of the *Extreme Identities Character Profiles* to each team.
Age of Extremes 8

Explain that each student will adopt one of the five identities profiled and maintain this identity throughout the study of *An Age of Extremes*. The identities are based on primary source documents from real people who recorded their lives and impressions of important events of their time.

Students will frequently receive an *Identity Update* as events, discoveries, and adventures of this time period unfold. Students will react to each installment in the *Extreme Identities* section of their notebooks.

2. Allow students time to read the *Extreme Identities Character Profiles* and select an identity. Make sure each student has a notebook section devoted to *Extreme Identities*.

**HOMEWORK**

In the *Extreme Identities* section of your notebook, answer the following questions:
- How is my life different from my *Extreme Identity* character’s life?
- Predict: What adventures might my character face during the age of extremes?

**LIBRARY/MEDIA RESOURCES**

**Nonfiction**

*The Good Old Days—They Were Terrible!* by Otto Bettmann, Random House, 1974

*The Masses and the Millionaires*, Learning Corporation of America

*The Rise of Big Business*, Encyclopedia Britannica

*Teddy Roosevelt*, Learning Corporation of America

*New Paths to Power: American Women 1890-1920*, Learning Corporation of America

*The Progressive Era: Marching Toward Freedom* by Karen Manners Smith, Oxford University Press

*Biographical Supplement and Index (Young Oxford History of the United States)* by Harriet Sigerman, Oxford University Press
CONNECTIONS

Language Arts/Library – During An Age of Extremes, students read from the following novels (Partner Discussion Guides available):
  - Caddie Woodlawn by Carol Ryrie Brink
  - The Call of the Wild by Jack London
  - Dragonwings by Laurence Yep
  - The Gold Cadillac by Mildred Taylor
  - Lyddie by Katherine Patterson
  - Sarah, Plain and Tall by Patricia MacLachlan

Science/Library – This volume is full of inventions (electric lights, moving pictures, record players, bicycles, automobiles, airplanes, skyscrapers, elevators, typewriters, suspension bridges, cameras, and steel structures). Students study a science module on inventions and explore:
  - How some of these inventions work
  - How each invention was adopted
  - Why the invention was adopted
  - How inventions were interrelated (i.e. skyscraper required both steel frame construction and the elevator)

Students could host an invention convention in which they develop and present their own inventions to address current needs, explaining the purpose of their invention, its construction, and how it will change things.

Technology/Library – Students visit a website which explains how things work:
http://www.howstuffworks.com/index.htm
**Explanation of An Extreme Rap**

*Railroads, robber barons, Carnegie steel*
*Morgan’s got money, Ford’s got wheels.*

Railroads expanded rapidly during the Gilded Age; in 1870, there were 60,000 miles of railroads in the U.S.; by 1900, there were 180,000 miles of track. Robber barons such as Andrew Carnegie (steel industry), John D. Rockefeller (oil), J.P. Morgan (banking) and Cornelius Vanderbilt (railroads) amassed great power and wealth. In 1908, Henry Ford introduced the Model T Ford, the first affordable, mass-produced automobile.

*Gold in the Yukon, gold in the cross*
*Oil in Texas, and Rock’s the boss.*

Gold was discovered in the Yukon (Alaska and Northwestern Canada) in 1896. In 1901, oil was discovered in Texas. By this time, John D. Rockefeller already controlled the oil industry. William Jennings Bryan, an excellent orator whose famous speech at the Democratic convention included the phrase, “You shall not crucify mankind upon a cross of gold,” wanted US. money based on a silver as well as gold standard. He ran for President in 1896 but was defeated by Republican William McKinley.

*These dudes had the House in those days:*
*Grant was a general, then came Hayes.*
*Garfield drops, Arthur steps in*
*Cleveland is followed by Harrison.*
*Cleveland is back, then McKinley (like the hill)*
*TR and Taft, Wilson hates to kill.*

This is a chronological list of the presidents in the White House: U.S. Grant; Rutherford B. Hayes; James A. Garfield (assassinated in office; he was succeeded by Chester A. Arthur); Grover Cleveland; Benjamin Harrison; Grover Cleveland again; William McKinley (after whom Mount McKinley, the tallest peak in North America, is named); Theodore Roosevelt; William Howard Taft; and Woodrow Wilson, who did not want the U.S. to enter World War I.

*Muckrakers, magazines, Sam McClure*
*Squealed on Rockefeller’s Standard Oil.*
*Mark Twain, Jack London, Ida Tarbell,*
*And old Mother Jones says “raise more hell.”*

Muckrakers were journalists who exposed the corruption of the Gilded Age. One of these muckrakers was Ida Tarbell, who published an expose of John D. Rockefeller’s Standard Oil Company in Sam McClure’s magazine, *McClure’s*. Mark Twain, who coined the phrase “The Gilded Age,” is best known for his novels *Huckleberry Finn* and *Tom Sawyer*. Jack London wrote short stories and novels, many of which were adventure stories set in the Yukon. Among these are “To Build A Fire” and *The Call of the Wild*. Mother Jones was a labor organizer who said, “I’m not a humanitarian, I’m a hell-raiser.” In urging farmers to organize, she once said to “raise less corn and more hell.”

*Jim Crow’s jumping, but Booker’s got voice*
*Black Folk, Soul Folk, Mr. DuBois.*
*Geronimo, Custer, a man named Horse*
*A Wounded Knee will hurt, of course.*
During the Gilded Age, Jim Crow laws restricting blacks were passed throughout the South. Booker T. Washington, the black leader and author of *Up From Slavery*, was one of the first guests President Theodore Roosevelt invited to the White House. In 1903, W.E.B. DuBois published his important book, *The Souls of Black Folk*. He was one of the founders of the NAACP (National Association for the Advancement of Colored People) in 1909. Geronimo, one of the leaders of the Indian wars, led guerrilla bands of Apaches against the U.S. Army for over thirty years, but finally surrendered in 1886. “Custer’s Last Stand” was a famous battle at the Little Bighorn in 1876. Against orders, General George Custer led his 250 men against several thousand Sioux led by Crazy Horse and Sitting Bull. Custer and his men were completely slaughtered. In the final chapter of the Indian wars, the Sioux were massacred by U.S. cavalry at Wounded Knee, South Dakota in 1890.

**Sweatshops, doors locked, Triangle Fire,**
**Twelve-hour days and children for hire.**
**Haymarket, Homestead, Pullman strikes**
**Edison brings us electric lights.**

Workers labored long hours in hot, airless tenement sweatshops. At the Triangle Shirtwaist Factory, workers (mostly women and girls) were locked in and were unable to escape when the building caught fire. Nearly one hundred and fifty people died, many of whom jumped to their deaths from ten-story windows. The Haymarket Riot in Chicago was a labor protest which turned violent, ending in the deaths of several policemen and civilians. During the strike at Carnegie’s Homestead steel plant, twenty strikers were killed. When wages at the Pullman Company were cut, workers went on strike and President Cleveland called in armed troops. Electric lights were installed in the White House and also on the new Brooklyn Bridge.

**Skyscrapers, backbreakers, Brooklyn Bridge**
**Gompers, Wobblies, Eugene Debs.**
**Immigrants, tenements, no Chinese,**
**Populists rise up, farmers get the squeeze.**

The first skyscrapers were developed during the Gilded Age. The Brooklyn Bridge was opened in 1883. Samuel Gompers and Eugene Debs were labor organizers; Gompers founded the AFL (American Federation of Labor). Another union, the Industrial Workers of the World (or Wobblies) was led by Eugene Debs. Immigrants poured into America during this period, and many settled in crowded, urban apartment buildings called tenements. Anti-Chinese sentiment led to the Chinese Exclusion Act, which restricted immigrants from that country. The Populist party, or People’s Party, was formed in 1892 and united black and white farmers. Even though new machinery helped farmers become more efficient, they were squeezed by railroad trusts; eastern banks that controlled capital; bad weather; and economic depressions. Many farmers went bankrupt.

**Down in Havana, blow up the Maine**
**Teddy’s big stick and war with Spain.**
**A canal in Panama, two brothers that float,**
**Ladies still fussing for the women’s vote.**

The *Maine* was a U.S. battleship that blew up in Havana harbor. Newspapers claimed it had been blown up by Spanish spies, fueling popular sentiment for a war with Spain. President Teddy Roosevelt liked the African proverb which said, “Speak softly and carry a big stick.” Roosevelt was responsible for the building of the Panama Canal, which finally opened in 1914. The Wright brothers built and flew the first airplane in 1903. Many women, including Mother Jones, still pressed for the right to vote. It would not be granted until 1920.
An Extreme Rap
by Maria Garriott

If you listen up, a story will be told
Of people and power, greed and gold.

Railroads, robber barons, Carnegie steel
Morgan’s got money, Ford’s got wheels.
Gold in the Yukon, gold in the cross
Oil in Texas, and Rock’s the boss.

These dudes had the House in those days:
Grant was a general, then came Hayes.
Garfield drops, Arthur steps in
Cleveland is followed by Harrison.
Cleveland is back, then McKinley (like the hill)
TR and Taft, Wilson hates to kill.

Muckrakers, magazines, Sam McClure
Squealed on Rockefeller’s Standard Oil.
Mark Twain, Jack London, Ida Tarbell,
And old Mother Jones says “raise more hell.”

Jim Crow is jumping, but Booker’s got voice
Black Folk, Soul Folk, Mr. DuBois.
Geronimo, Custer, a man named Horse
A Wounded Knee will hurt, of course.

Sweatshops, doors locked, Triangle Fire,
Twelve-hour days and children for hire.
Haymarket, Homestead, Pullman strikes
Edison brings us electric lights.

Skyscrapers, backbreakers, Brooklyn Bridge
Gompers, Wobblies, Eugene Debs.
Immigrants, tenements, no Chinese,
Poplists rise up, farmers get the squeeze.

Down in Havana, blow up the Maine
Teddy’s big stick and war with Spain.
A canal in Panama, two brothers that float,
Ladies still fussing for the women’s vote.

The Gilded Age was full of extremes
Recite this rap, you’ll know what I mean.
Pauline Newman, seamstress

**Background:** born in Lithuania and emigrated to United States at age 12  
**Education:** had a few years of school; can read and write  
**Age:** 15  
**Marital status:** single  
**Job:** works at Triangle Shirtwaist factory

Pauline came to America with her parents when she was twelve years old. Soon after her arrival, she went to work to help support her family. She sews buttons on shirtwaists (women’s blouses) at the Triangle Shirtwaist factory in New York.

Pauline was happy to get this job because there is steady work at the factory all year round. She leaves her home at 6:40 in the morning and catches a horse car and then rides an electric trolley to arrive at work by seven thirty. Both rides cost a nickel. Although her day is supposed to end at 6 p.m., she works overtime until 9 p.m. every night except Fridays and Saturdays. She does not receive any extra pay for this overtime. The company gives her a piece of apple pie for supper instead of additional pay! She and the other workers are afraid to protest because they will lose their jobs. Even if she were able to find another job, there is no guarantee that it would pay any better. She earns one dollar and fifty cents for her seven day week. She is often sleepy. If she is five minutes late to work, part of her salary is taken away.

Pauline hopes that she will not have to work at the Triangle factory for the rest of her life, but she doesn’t think she has many other choices. She likes to read and write and wants to improve her English. She hopes that one day she will marry and have children, but right now, her days are full of sewing, sewing, sewing.
Washington Davis, sharecropper

Background: born in Georgia in 1866, just after the Civil War

Education: recently began learning to read and write

Age: 14

Marital status: single

He’s only fourteen!

Job: helps on the farm

Washington Davis lives with his parents, Joe and Rose, and his five younger brothers and sisters. His parents sharecrop on a piece of land that was once part of a large plantation. The owner of the land gives Joe and Rose seed and farm tools, and in return they give him half of the crop that they raise. That might sound like a good deal, and it is—for the land owner. But Joe and Rose can barely feed their family. The soil is poor, the price of cotton is down, and the Davis family has to buy the things they need on credit from the land owner. Every year they earn just enough to pay off their debt but never enough to get ahead or buy nice things.

All the children help with the farm chores. Although he is only fourteen, Washington does a man’s work; he chops, plows, and picks cotton alongside his father. Sometimes, his mother gets depressed and fears that Washington and his brothers will have to be “bound out” or sent to live with other families. They would work for these families in exchange for their food, clothing, and shelter. She wants her children to have a better life than she had (she and Joe were born into slavery) and learn to read and write someday.

Washington is thinking about leaving the farm when he gets a little older. He knows there are big cities up north with factory jobs. Will he stay on the farm the rest of his life? Will things improve for his parents? Will Washington move to the big city?
Elizabeth Matthews Wilson, homemaker

**Background:** born in Boston in 1855  
**Education:** went to school until she was 17  
**Age:** 25  
**Marital status:** married to Everett Wilson; two small sons  
**Job:** takes care of her family at home and oversees domestic servants

Elizabeth was born in Boston to middle-class parents. She still remembers seeing the lines of Union soldiers marching through the streets of the city on their way south during the Civil War when she was a little girl. Her parents were abolitionists, and she still is very concerned about the civil rights of black Americans, especially in the South.

She attended a school for girls, which was based on the philosophy of Catharine Beecher, an advocate of women’s education (and sister of Harriet Beecher Stowe, author of *Uncle Tom’s Cabin*). She graduated from the school at age seventeen and worked for a few years tutoring the children of wealthy Boston families.

She met and married Everett Wilson, a twenty-five-year old banker at J.P. Morgan & Company. She is busy at home, taking care of her two small sons and running her household. She reads the newspaper every day and has a strong interest in community affairs.
Olaf Gustafsen, homesteader

**Background:** born in Sweden 1855, emigrated to America in 1865

**Education:** can read and write in English and Swedish

**Age:** 25

**Marital status:** married to Kirsten, four small children

**Job:** homesteader and farmer

Olaf’s parents emigrated in 1865 because they wanted to own their own farm. They had heard about the Homestead Act, which promised a tract of land to anyone who would settle on it for five years. They sold their possessions, bought passage across the Atlantic, and brought ten-year-old Olaf and his three younger sisters to America. The journey took several weeks, but the family finally entered the Castle Garden immigration station in New York City. They took a train to Chicago, bought an old wagon and some farm tools, and headed west with a caravan of other homesteading families. They settled in Kansas, where Olaf grew up.

Like his parents, Olaf was drawn to the promise of owning his own farm. When he was twenty, he took his wife Kirsten and children and moved to the Dakota territory, where he is a homesteader. At that time, gold had recently been discovered in the Black Hills area, and there are problems with Indians, who are angry that the white people have again broken their treaties and taken more native lands. The situation is tense between the white settlers and the Sioux. To add to the farmers’ problems, there have been several years of bad crops; the grasshoppers came in 1872, 1873, and 1874. But Olaf is hard-working and optimistic and hopes to make a good living growing oats and other crops.

Olaf built a soddy or sod house for his family to live in; eventually, he hopes to build a wooden frame house and barn, but he is not so prosperous yet!
Andrew Kovaly, steelworker

Background: immigrated from Slovakia in 1878
Education: had a few years of school; can read and write English a little
Age: 26
Marital status: married, has a baby daughter
Job: works at Homestead, Pennsylvania steel plant

Andrew works twelve-hour days, seven days a week. Carnegie gives his workers a single holiday—the Fourth of July. The work is hot, exhausting, and dangerous.

“Hard! I guess it’s hard,” says Andrew. “I lost forty pounds the first three months I came into this business. It sweats the life out of a man. I often drink two buckets of water during twelve hours; the sweat drips through my sleeves, and runs down my legs and fills my shoes.”

Some workers do not even bring a midday meal to eat; they do not have any breaks. The conditions are so demanding that only young, strong men can endure the work. “You don’t notice any old men here,” said a Homestead laborer. The physical demands lead to “old age at forty.”

Andrew earns ten dollars a week, just above the poverty line of 500 dollars a year. It takes the wages of nearly 4,000 steelworkers to match the earnings of Homestead’s owner, Andrew Carnegie.
Breaker Boys in a Mine

Library of Congress

Transparency 1 - Lesson 1
Age of Extremes
Five Mill Workers

National Archives
The Biltmore Estate

Used with permission from Biltmore Estate, Asheville, North Carolina

Transparency 3 – Lesson 1
Age of Extremes
Theodore Roosevelt—naturalist, writer, hunter, cowboy, soldier, politician, and reformer—brought his tremendous energy and activism to the White House and redefined the role of both the president and the United States.

Theodore Roosevelt began life as a frail, asthmatic boy, the pampered son of a wealthy New York society family. The little boy who struggled to breathe overcame his physical infirmities by pursuing rigorous exercise and “the strenuous life.” He distinguished himself in a variety of fields before becoming the youngest and most charismatic president in our history to that time.

Most Americans have a stereotypical impression of TR, conjuring up images of a toothy, bespectacled hero charging up San Juan Hill, the fearless lieutenant colonel of the Rough Riders during the Spanish-American War. There is also the popular cartoon image of TR waving a club, embodying his “speak softly and carry a big stick” motto for conducting foreign policy. But Roosevelt was a multi-faceted man whose interests straddled several disciplines: a conservationist instrumental in establishing the national park system; an author of over thirty-five books; a historian (president of the American Historical Association); a naturalist (considered an authority on large American mammals, Teddy Roosevelt led two major scientific expeditions abroad); and a western rancher. He served as a deputy sheriff in the Dakota Territory, police commissioner of New York City, United States Civil Service commissioner, New York State assemblyman, governor of New York, assistant
secretary of the Navy, and vice president—all by age forty-two when he became president upon the assassination of William McKinley.

As president, Roosevelt unleashed his characteristic energy, enthusiasm, and moral vision, viewing his office as a “bully pulpit” to advance his agenda. He believed that government should arbitrate the conflicting economic forces in the nation justly and without favoritism, and promised the nation “a square deal.” He said, “I mean not merely that I stand for fair play under the present rules of the game, but that I stand for having those rules changed so as to work for (greater)... equality of opportunity.” To this end, he reduced the power of large corporations and earned the moniker “trust buster”; he regulated railroads, passed consumer protection laws, and upheld the rights of laborers (he was the first president to intervene in a labor-management dispute). In spite of the objections of some prejudiced Americans, he invited black educator Booker T. Washington to the White House for dinner.

Roosevelt led America out of isolationism and into an active—and arguably imperialistic—world role. A strong supporter of the Spanish-American War, he resigned his position as assistant secretary of the Navy to organize a cavalry troop, becoming a Rough Rider. He quoted the African proverb, “Speak softly and carry a big stick,” and his big stick policies included overseeing the completion of the Panama Canal, championing a strong navy, and encouraging military preparedness. Some of his international policies seem arrogant and heavy-handed today, especially his imperialistic intervention in the southern hemisphere. His Roosevelt Corollary to the Monroe Doctrine (1904) justified United States intervention in the affairs of Latin American nations and prevented the establishment of foreign bases in the Caribbean. He mediated several international disputes, winning a Nobel Peace Prize for negotiating an end to the Russo-Japanese War in 1905. He
was the first United States president to visit a foreign country (Panama) while in office.

Roosevelt especially relished his role in championing the completion of the Panama Canal. Europeans as early as the sixteenth century had dreamed of a canal through the isthmus of Panama, which would provide a shortcut for ships and bypass the treacherous Cape Horn on the tip of South America. President Ulysses S. Grant had sent no fewer than seven expeditions to consider such a project. In 1881, a French investment company began work on a canal through what was then part of Colombia. The chief engineer, who had also built the Suez Canal, estimated that the job would cost 132 million dollars and take twelve years. But he underestimated badly: torrential rains, jungle, malaria, swamps, yellow fever, mud, and the intractable Chagres River made a mockery of his careful plans. After several years and the death of 20,000 men, the canal remained unfinished and the French company underwriting the project failed, leaving a scandal of death, fraud, and wasted money.

If it can be said that nature abhors a vacuum, it is true that TR did, too; Roosevelt, soon after his inauguration, stepped into this void. He bought the canal property from the French, and when negotiations with Colombia failed, agreed to a United States-backed revolution that birthed the new nation of Panama in 1903. Not surprisingly, the pro-American Panamanian government willingly signed a treaty favorable to American interests. The canal, first planned under the presidency of McKinley, jump-started by Roosevelt, and carried out under the administration of Taft, was finally opened in 1914 under President Woodrow Wilson. TR, who endured criticism for his heavy-handed dealings in Panama, later said, “If I had followed traditional, conservative methods (in building the Panama Canal), I would have presented a dignified state paper...to Congress and the debates on it would have been going on yet; but I took the Canal
Zone and let Congress debate; and while the debate goes on the Canal does too.” Chief engineer Thomas Goethals later commented, “the real builder of the Panama Canal was Theodore Roosevelt.”

It is fitting that Theodore Roosevelt—who set aside one hundred fifty national forests, fifty-one federal bird reservations, five national parks, and the first eighteen national monuments—should have not just one but three national parks named in his honor: the Roosevelt home at Sagamore Hill, New York, where he discussed peace with Japanese and Russian envoys and other world leaders; the brownstone in New York City, where little Teedie was born; Theodore Roosevelt National Park in North Dakota; and the stunning Mt. Rushmore National Memorial in South Dakota, where he endures as one of the four presidents etched in granite.

**HISTORICAL THINKING**

The student will

**Historical Comprehension**
- read historical narratives imaginatively
- draw upon data in historical maps
- draw upon visual, literary and musical sources

**Historical Analysis and Interpretation**
- analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance

**CONTENT**

The student will demonstrate understanding of

**Federal Indian policy and United States foreign policy after the Civil War**
- the roots and development of American expansionism and the causes and outcomes of the Spanish-American War

**How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption**
- Progressivism at the national level
  - evaluate the presidential leadership of Theodore Roosevelt in terms of his effectiveness as a spokesperson for Progressivism and passage of reform measures

**The changing role of the United States in world affairs through World War I**
- how the American role in the world changed in the early twentieth century
  - evaluate Theodore Roosevelt’s Big Stick diplomacy in the Caribbean and compare it to his mediation of the Russo-Japanese War
For each student
Student Sheet: Expert Topic Sheet
Student Sheet: Extreme Identities Update
Notebook divided into sections

For the teacher
Transparency: Yosemite, 1890 (from Lesson 18)
Timer

Web sites
Theodore Roosevelt @ www.gl.umbc.edu/cgehrm1/tr.html
Theodore Roosevelt @ www2.whitehouse.G... residents/html/tr26.html
Edith Carow Roosevelt @ http://www2.whitehouse.gov/WH/glimpse/firstladies/html/er26.html
TR’s Legacy: the Panama Canal @ (see video and animation showing how locks work!) http://www.pbs.org/wgbh/pages/amex/tr/panama.html
Theodore Roosevelt Association info @ http://www.theodoreroosevelt.org/
Story of the teddy bear @ http://www.theodoreroosevelt.org/life/tr_teddy.htm
Theodore Roosevelt @ http://www.nps.gov/sahi/inside.html
Rough Riders @ http://www.smplanet.com/imperialism/splendid.html
Rough Riders film @ http://lcweb2.loc.gov/ammem/sawhtml/sawsp2.html

Vocabulary
Words to Remember
aristocratic – like or from the upper class
philanthropist – one who helps mankind, especially by giving money to charities
idyllic – ideal
expansionism – belief that a nation should grow and conquer new territory
*imperialism – belief that a nation should conquer
and rule new territory

**trustbusting** – breaking up trusts or limiting their power

*conservation* – belief that natural resources should be preserved

**bully** – slang for great

**People to Remember**

*Theodore Roosevelt* – America’s twenty-sixth president, remembered for building the Panama Canal and establishing the national park system

Alice Lee Roosevelt – TR’s first wife, who died shortly after giving birth

Edith Carow Roosevelt – TR’s second wife, who raised six children

**Places to Remember**

Sagamore Hill – TR’s home on Long Island, New York

Dakota Badlands – area of harsh, barren beauty in South Dakota

*Panama Canal* – man-made canal which provides a shortcut for ships through Central America

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**The Lesson**

**FOCUS ACTIVITY** – 5 minutes

1. Show the Transparency: *John Muir and Theodore Roosevelt at Yosemite.* Using **Think-Pair-Share**, have students develop a one-sentence summary of John Muir’s contribution to conservation.

2. Using information from the Overview, briefly introduce Roosevelt as our nation’s twenty-sixth president.
TEACHING ACTIVITY – 5 minutes

1. Explain the Jigsaw activity.

Students work in their teams to discover more about Theodore Roosevelt. Each team member reads a chapter in *An Age of Extremes* and uses an *Expert Topic Sheet* to assist in gathering information. When everyone has finished reading, students with the same topic meet in expert groups to review their topic. The experts then return to their teams and take turns teaching their teammates about their topic.

2. Review the vocabulary *Words and People to Remember*.

STL ACTIVITY – 45 minutes

**Jigsaw Activity for locating and recording information**

1. Distribute the *Expert Topic Sheets*. Each team member picks one of the four topics to research and reads the corresponding chapter in *An Age of Extremes*:

   **Topic 1**: Early childhood, Chapter 26 (2d ed. Chapter 27), “Teedie”

   **Topic 2**: Young manhood, Chapter 27 (2d ed. Chapter 28), “From Dude to Cowboy”

   **Topic 3**: TR’s presidency—domestic policies, Chapter 29 (2d ed. Chapter 31), “Teddy Bear President”

   **Topic 4**: TR’s presidency—foreign policies, Chapter 29 (2d ed. Chapter 31), “Teddy Bear President”

   Explain that *domestic policies* mean actions concerning events inside the country, while *foreign policies* refer to actions with other nations. **Note to the Teacher**: If there are five members on a team, two members can concentrate on either TR’s
foreign or domestic policies as found in Chapter 29 (2d ed. Chapter 31), “Teddy Bear President.”

2. **Reading for a Purpose:** Each team member reads the chapter that corresponds to his or her topic, using the questions on the *Expert Topic Sheet* to guide the research.

3. **Expert Group Discussions:** All students with the same expert topic get together. If any expert topic group has more than six students, split the large group into two smaller groups.

Appoint a discussion leader for each group. Explain that the leader’s job is to moderate the discussion, call on group members who raise their hands, and see that everyone participates.

The expert groups discuss their topics for ten minutes. **Note to the Teacher:** Use a timer to limit the discussion to ten minutes. Students should have already located information on their topic in *An Age of Extremes*, and they share this information with the group. Group members take notes on all points discussed.

Each expert group will also think of a *symbol* to represent TR’s life in the period they are studying (i.e., either his youth, young manhood, or his presidency). For example, a student may draw a ship to represent the Panama Canal, or a big stick to represent TR’s foreign policy.

**Circulate and Monitor:** While the expert groups work, systematically spend time with each group. Answer questions and resolve any misunderstandings, but do not take over the leadership of the groups—that is the discussion leaders’ responsibility. If necessary, remind the discussion leaders that part of their job is to see that everyone participates.

4. **Team Report:** Students return from their expert
group discussions and prepare to teach their topics to their teammates. Each student has five minutes to present the information he or she learned from the text and the expert group discussion. **Note to the Teacher:** If two students share a chapter, they make a joint presentation. Once again, use the timer to limit the student presentations to five minutes.

As each student teaches his or her topic to the team, other team members take notes on their Expert Topic Sheets. Emphasize that students have a responsibility to their teammates to be good teachers as well as good listeners. If time allows, after they have reported, experts can question their teammates to see that they have learned the material.

**Circulate and Monitor:** As the students teach their topics, systematically visit each team. Facilitate the team report activity by answering questions and resolving misunderstandings. Check that students teach, listen, and take notes in a timely, accurate, and complete manner.

**REFLECTION AND REVIEW ACTIVITY**

**REFLECTION AND REVIEW – 5 minutes**

Using **Numbered Heads**, have a representative from each expert group draw on the chalk board the group’s symbol representing TR's youth, young manhood, and presidency. The student should explain why the group chose that particular symbol.

**HOMEWORK**

Distribute the Student Sheet: **Extreme Identities Update.** Students read the biographical information on their characters and write a conversation.

**LIBRARY/MEDIA RESOURCES**

**Fiction**

*The One Bad Thing About Father* by F. Monjo
Nonfiction
Bully For You, Teddy Roosevelt by Jean Fritz
The Strenuous Life (Little Books of Wisdom) by Theodore Roosevelt
The Last Princess: The Story of Princess Kaiulaini of Hawaii by Stanley Fay
Carry a Big Stick: The Uncommon Heroism of Theodore Roosevelt (Leaders in Action Series) by George Grant
The Story of the Rough Riders by Zachary Kent
The Panama Canal: Gateway to the World by Judith St. George

Cobblestone Magazine
Teddy Roosevelt

Video
TR, The Story of Theodore Roosevelt, PBS video
The Indomitable Teddy Roosevelt
TR and FDR, PBS video
Hawaii’s Last Queen, PBS video

Art/Library – Students look at art by Frederick Remington, the American painter, sculptor, and writer known for his portraits of the West.

Math – Students calculate the distance one would have to travel to visit the four TR-related national parks mentioned in this lesson.

Technology/Library – Students take a virtual tour of TR-related national parks: Badlands National Park, the beautiful, barren Dakota region TR loved; Sagamore Hill, his N.Y. home; Mt. Rushmore, where his face is carved in granite; TR Birthplace National Historic Site in New York City; and Theodore Roosevelt National Park in North Dakota. Students start their search at Park Net @ www.nps.gov.

Local History – Is there a school or other public building named after Teddy Roosevelt in your town or community? If so, students research the history behind the naming of that building.
Expert Topic Sheet

**Topic 1:** What early childhood experiences shaped the life and thought of Theodore Roosevelt? What obstacles did he face, and how did he overcome them? What symbol best describes this period of his life?

**Topic 2:** What experiences during his young manhood shaped the life and thought of Theodore Roosevelt? What character traits describe him as a young man? What symbol best describes this period of his life?

**Topic 3:** What changes did TR bring as president (domestic policies)? How are the terms *conservation* and *reform* related to his presidency? What symbol best describes this period of his life?

**Topic 4:** What changes did TR bring to United States foreign policy? How are the terms *Panama Canal*, *imperialism*, *expansionism*, and “big stick” policy related to his life? What symbol best describes this period of his life?
Extreme Identities Update

Andrew Kovaly, steelworker
Andrew is growing weary of working twelve-hour days at the Homestead steel plant. He feels that he is working all the time and his family can never get ahead financially. He read an article in the newspaper about a canal that is being built in Panama, South America. He knows they need men to build this canal and thinks they will pay the workers well. He is considering going to Panama to help build this canal. Write the conversation he will have with his wife on this subject.

Pauline Newman, seamstress
Pauline was delighted when TR was elected president. She is a Progressive and believes that TR will help workers like herself get a better deal. She is still working at the Triangle Factory, where she sews for twelve hours a day. While she is at work (and the manager isn’t looking!) she discusses President Roosevelt with her co-workers. Write the conversation Pauline has with a friend.

Washington Davis, former sharecropper
Washington has finally left the farm in Georgia where he was born. Like many other black southerners, he has moved north and become an urban worker. He has one of the best jobs available to men of his race: he is a Pullman car porter! As he works on the train, he overhears many conversations about President Roosevelt, and he thinks TR will improve the lives of black Americans. Why, TR has even invited Booker T. Washington to the White House for dinner! Write the conversation Washington has with a fellow porter about TR.

Elizabeth Matthews Wilson, homemaker
Elizabeth is very interested in the issues of her day. She received a wonderful education and believes that this has helped her to be a better, more well-informed citizen. She is discussing the building of the Panama Canal with her husband. Write the conversation she has with him.

Olaf Gustafsen, farmer
Olaf is very happy these days—after working his farm in the Dakota territory for many years, he no longer has to live in a soddie, but has built a lovely wooden house for his family. Olaf is very pleased with TR’s efforts to set aside national parks, beginning with Yosemite in 1890. He has visited the Badlands area and hopes it, too, will become a national park someday. Write the conversation Olaf has with his wife about TR’s conservation efforts.
SAMPLE PACKET

LESSON PLANS AND STUDENT SHEETS

BOOK NINE

WAR, PEACE AND ALL THAT JAZZ

A History of US

TEACHING GUIDE
AND RESOURCE BOOK

CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS
TALENT DEVELOPMENT MIDDLE SCHOOLS

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THE FOLLOWING LESSONS ARE INCLUDED IN THIS SAMPLE SET:
Lessons 6, 17 and Review Game II

To view the listing of materials needed for student activities,
see the ‘RESOURCES” section in each sample Lesson.
The Roaring Twenties was a decade of great contrasts and social change, of frantic activity, economic prosperity, and materialism.

The decade of the 1920s began with high optimism: the Great War was over, the boys were home, the frighteningly fatal influenza epidemic had ended, and the nation now looked forward to a return to the normalcy of the good old days before war and pestilence and to a growing prosperity. The new president Warren G. Harding spoke for all Americans when he proclaimed: “America’s present need is not heroics but healing; not nostrums but normalcy; not revolution but restoration; not surgery but serenity.”

The election of the handsome and genial Harding in 1920 symbolized this new optimism. But although a wildly popular choice when elected, Harding failed to live up to the trust placed in him. He appointed personal friends to cabinet positions (dubbed the “Poker Cabinet”), thus delegating important responsibilities to men who were not qualified, or worse still, who ended up stealing money from the government.

Soon the American people—and Harding himself—realized that the times would definitely not be ones of healing, restoration, or serenity. When Congress designated rich oil land in California and Wyoming to ensure the availability of enough oil for the United States Navy in case of emergencies such as a war, Interior Secretary Albert B. Fall secretly plotted to have these oil reserves turned over to his department. Fall then sold the drilling leases to private
developers in return for bribes and kickbacks. A Senate investigation headed by Montana Senator Thomas Walsh uncovered the scheme, called the Teapot Dome Scandal after the name of the oil site. Disillusioned, President Harding commented, “...this is a hell of a job! I have no trouble with my enemies. I can take care of my enemies all right. But my damn friends, ... They're the ones that keep me walking the floor nights!”

The investigation eventually uncovered that Fall had received over three hundred thousand dollars in cash, stock, and cattle in return for the lands. He was convicted of accepting bribes and became the first cabinet member in American history to go to jail. Harding was spared learning the worst: before the Senate finished its report, he suffered a fatal heart attack. Although most historians maintain that Harding never personally profited from these corrupt dealings, the scandal shocked and outraged the American people who after Harding’s death, held the once-popular president and his presidency in contempt.

After their disillusionment with Harding, Americans turned to a very different man for leadership. So unlike his wild, turbulent times, the sober, stolid Calvin Coolidge served as president for much of the Roaring Twenties, a period of economic boom and fast-paced social change. Stating that “The chief business of America is business” and believing that the job of government was to keep out of private enterprise, Coolidge shepherded tax laws through a Congress that favored business. A man of few words, “Silent Cal” appeared the antithesis of the confusing social upheaval of the Jazz Age.

The twenties was an age of fads, dance crazes, and the adoration of popular culture heroes. The new prosperity created a materialistic age, which glorified the successful rich, and ignored the growing number of unemployed, the urban poor, and the terrible troubles of the farmers. The stock
market continued to rise, and businessmen and the public alike believed prosperity would never end.

Defying Prohibition, ordinary citizens routinely broke the law, and criminals got rich selling illegal liquor. “Flappers” flaunted a new permissiveness; both men and women sported radical changes in fashion and hair styles and in the way they spent their time. By 1927, when Henry Ford brought out his Model A, twenty-one million cars jammed the roads of America. Besides a car, ordinary people owned radios, and for the first time listened to nightly news, comedy shows, and sports events. People flocked to movies that now “talked.” Walt Disney produced the first animated sound film and introduced the endearing Mickey Mouse to the American people. Musicians, writers, and artists flourished in the twenties, most notably in the Harlem Renaissance.

The Harlem Renaissance—a flowering of black playwrights, poets, musicians, artists, and actors who lived and worked within a few blocks of each other—owed its existence in part to one of the biggest population shifts in the history of the United States. In the decade before, more than one million African Americans had left their southern homes and farms and migrated north to industrial cities in search of employment. Artist Jacob Lawrence grew up knowing those people on the move. When he was thirteen, Lawrence moved to Harlem where he attended an after school arts program. Friends and teachers helped Lawrence understand the history of African Americans in the United States, and he spent countless hours reading books about the Great Migration.

At the age of twenty-two, Lawrence began to paint his migration series of sixty numbered panels that told the story of the people who made the choice to move away from their southern homes. In his own words, “...I wanted to show what made the people get on those northbound trains. I also wanted to
show what it cost to ride them.” Each panel measured a mere twelve by eighteen inches, but together they made a mighty and moving statement.

Societal changes brought about powerful resistance and intense controversy. For example, the best known and most closely followed trial of the decade—the Scopes or Monkey Trial—pitted teaching scientific material against religious fundamentalism by questioning the public school’s right to teach the theory of evolution. In 1925, the Tennessee legislature passed a law that prohibited teaching that man had evolved from lower animals or any theory that denied the creation story in the Bible. The American Civil Liberties Union believed the law to be unconstitutional based on the separation of church and state provision of the First Amendment.

Renowned attorney Clarence Darrow upheld the right of academic enquiry in his defense of school teacher John Scopes and attempted to prove that church doctrine was being imposed on public schools by claiming that the 1925 Tennessee state law told citizens what they should believe. The famous orator and politician William Jennings Bryan prosecuted for the state of Tennessee, winning the case against teaching evolution. Scopes was convicted and fined one hundred dollars. A later appeal to the state supreme court upheld the verdict. Not until 1987 did the Supreme Court find the law in conflict with the First Amendment. A continuing source of controversy, the old arguments continue to surface today.

Author F. Scott Fitzgerald spoke for many when he described the Roaring Twenties as a shallow and materialistic time: “Here was a new generation... dedicated more than the last to the fear of poverty, and the worship of success; grown up to find all gods dead, all wars fought, all faiths in man shaken.”
STANDARDS

HISTORICAL THINKING
The student will
Historical Comprehension
• reconstruct the literal meaning of a historical passage
• identify the central question(s) the historical narrative addresses
• read historical narratives imaginatively
• draw upon visual, literary, and musical sources
Historical Analysis and Interpretation
• compare or contrast differing sets of ideas, values, personalities, behaviors, and institutions
• consider multiple perspectives
• analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance
• hypothesize the influence of the past
Historical Research Capabilities
• formulate historical questions
• obtain historical data
• question historical data
Analysis and Decision-Making
• identify issues and problems in the past
• marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action

CONTENT
The student will demonstrate understanding of How the United States changed from the end of World War I to the eve of the Great Depression
• The cultural clashes and their consequences in the post war era
  › examine the clash between traditional moral values and changing ideas as exemplified in the Scopes Trial
  › analyze the emergence of the "New Woman" and challenges to Victorian values
• How a modern capitalist economy emerged in the 1920s
  › explain how inventions, technological innovations, and principles of scientific management transformed production and work
• The development of mass culture and how it changed American society
  › analyze how radio, movies, and popular magazines and newspapers created mass culture
  › explain the emergence of distinctly American music, art, and literature including jazz, the Harlem Renaissance, the "Lost Generation", and "modern" art
  › examine how increased leisure time promoted the growth of organized sports especially baseball
  › examine the segregation in American life, the "Jim Crow" laws, and the Negro League in baseball
• Politics and international affairs in the 1920s
  › evaluate the waning of Progressivism and the return to "normalcy"

RESOURCES
For each student
War, Peace, and All That Jazz by Joy Hakim:
  Chapters 7 through 13
Student Sheets:
Think Sheet
I Know Sheet
For each team
Documents, resource books, and access to Web sites that pertain to the team’s assigned chapter
20 Index cards

For the teacher
Chart paper
Markers

Web sites
The Harlem Renaissance @ http://www.usc.edu/Library/Ref/Ethnic/harlem.html
Flapper Culture and Style @ http://pandorasbox.com/flapper.html
Baseball, the Color Line @ http://lcweb2.loc.gov/amem/jrhtml/jr1900s.html
Shadowball: Remembering the Negro Leagues @ http://www.iwaynet/-harlansw/negro-league/.
NASA Facts @ http://pao.gsfc.nasa.gov...eral/goddard/goddard.htm
Radio Archive @ http://www.people.memphis.edu/mbensman/
Negro Leagues Baseball Online Archives @ http://www.nc5.infi.net/-moxie/nlb/nlb.html
Library of Congress Home Page @ http://lcweb.loc.gov/
The Vintage Library – Glimpse of History @ http://www.vintagelibrary...m/history/index.htm
The African-American Mosaic (Library of Congress) @ http://lcweb.loc.gov/exhibits/african/intro.htm

Note to the teacher: Although the students will identify vocabulary words and persons to remember from their assigned chapters, the following vocabulary is important in Chapters 7 through 13 of War, Peace, and All That Jazz.

Words to Remember
*Roaring Twenties, Jazz Age – names for the years 1920 through 1929
*Teapot Dome Scandal* – Albert Fall, interior secretary under Warren G. Harding, secretly sold rights to government oil lands in Teapot Dome, Wyoming for personal profit

*Great Migration* – the movement of southern blacks to northern cities during the early 1900s

*Monkey Trial, Scopes Trial* – famous trial to determine the constitutionality (under the First Amendment separation of church and state) of a Tennessee law that prohibited the teaching of evolution in the public schools. Teacher John Scopes was convicted and the law stood until 1987, when the Supreme Court ruled otherwise.

*Harlem Renaissance* – a period of black cultural rebirth and artistic endeavor in Harlem, New York City

*flapper* – modern woman of the 1920s who defied the morals and restrictions of the earlier generation; flappers bobbed their hair, wore short skirts and dramatic make-up, used jive talk, and danced the Charleston

*Negro Leagues* – baseball leagues formed in the 1920s by African Americans who were not permitted to play in the major leagues

*Jim Crow* – discrimination against African Americans by legal enforcement or traditional sanctions

*jazz* – original American form of music based on blues, ragtime, spirituals, and other popular music, which allows musicians to improvise

*rocket* – engine that carries its own liquid fuel and oxygen, thus allowing it to soar out of the earth’s atmosphere

*Spirit of St. Louis* – the small, single engine plane in which Charles Lindbergh made the first transatlantic flight

**People to Remember**

*Warren G. Harding* – president from 1921-1923 who supported a return to normalcy and during whose term the Teapot Dome Scandal occurred

*Jacob Lawrence* – artist who painted a series of sixty panels telling the story of the great migration of African Americans to northern cities
*Calvin Coolidge* – president from 1923-1929 who supported business and tax laws favorable to business

*John Scopes* – Tennessee teacher tried and convicted for teaching evolution in the public schools

Walt Disney – produced the first animated sound film in 1928 and created Mickey Mouse

Georgia O'Keeffe – unconventional artist who painted spectacular and lush flowers, old animal bones, and scenery of the American West

*F. Scott Fitzgerald* – American writer who captured the people and the frantic times of the twenties

*Babe Ruth* – most famous baseball player of the 1920s with a 714 home run record that stood for 47 years

Babe Didrikson Zaharias – the most famous and versatile woman athlete of the 1920s

Josh Gibson – great hitter and pitcher baseball star of the Negro League

*Satchel Paige* – baseball star of the Negro League who was known for his fast ball

Cool Papa Bell – baseball star of the Negro League who was known for his running speed

*Jesse Owens* – African American track star and the first athlete to win four Olympic gold medals

Joe Lewis – African American boxer who is considered to be the best boxer ever

Bessie Smith – great African American blues singer

*Louis “Satchmo” Armstrong* – the king of jazz trumpeters who created a new style which gave his horn a voice-like quality

*Duke Ellington* – composer of jazz and blues that combined his African heritage, European atonal theory, and Western classical traditions

*Robert H. Goddard* – scientist who successfully tested the world's first liquid-fuel rocket that made space travel practical

*Charles A. Lindbergh, Jr.* – the first pilot to fly across the Atlantic Ocean
The Lesson

FOCUS ACTIVITY – 5 minutes

1. Ask the teams to very briefly skim Chapters 7 through 13 in *War, Peace, and All That Jazz* to discover events and happenings during the 1920s.

Each team lists intriguing ideas, events, people, and terms that caught their attention.

2. Using **Numbered Heads**, teams briefly share their responses with the class. List a few of these ideas, events, persons, and terms on the chalk board.

3. Based on their lists of ideas, persons, events, and terms, ask the students to **Predict**:
   - Why do you think the 1920s were called the Roaring Twenties?
   - Why do you think the 1920s could be called the best of times?
   - Why do you think the 1920s could be called the worst of times?

TEACHING ACTIVITY – 10 minutes

1. Briefly introduce the Roaring Twenties by commenting on one or two of the ideas that the students identified or by highlighting some best/worst examples.

2. Explain the research and teaching assignment for the next three lessons to the students. Include the following points in your explanation and summarize the steps on chart paper so that students can refer to them as they work.
   - Each team reads and researches **one** of the
Chapters 7 through 13 in *War, Peace, and All That Jazz*.

- Each team answers the following questions by reading its assigned chapter:
  - What are the four *Big Ideas* in the chapter?
  - What do the *Big Ideas* tell us about the Roaring Twenties?
  - What are the four most *Interesting Tidbits* in the chapter?
  - Who are the four most important *People to Remember* and how did they contribute to the Roaring Twenties?
  - What are four *Words to Remember* about the era and what do they mean?

**Note to the Teacher:** If a team has four members, it chooses four ideas, tidbits, people, and words—one for each team member to research. If a team has five members, it chooses five of each.

- As soon as the team decides on the answers to the previous questions, team members write each of their chapter’s *Big Ideas*, *Interesting Tidbits*, *People to Remember*, and *Words to Remember* on a separate index card.

- The team assigns one of the *Big Ideas*, *Interesting Tidbits*, *People to Remember*, and *Words to Remember* to each team member to research, define, and illustrate. (Each team member will complete four cards, one in each category.)

- Each team summarizes the important ideas, tidbits, people, and words of its chapter by creating a handout sheet.

- Each team creates a collage poster that graphically captures its assigned chapter. The poster highlights the *Big Ideas*, *Interesting Tidbits*, *People to Remember*, and *Words to Remember* with illustrations, drawings, and symbols.
• Each team has five minutes to teach the class about its topic using its poster and handout. Each member of the team teaches the idea, tidbit, person, and word that he or she researched.

• Teams work on and complete the project during three class periods. Each team reads the chapter and answers the questions during this lesson (Lesson 6). Team members finish their individual research, the team’s handout, and the team’s poster during the next lesson (Lesson 7). During the third lesson (Lesson 8), the team teaches its chapter by using its poster and distributing its handout to the class.

3. After explaining the preceding information, assign one of the Chapters 7 through 13 in *War, Peace, and All That Jazz* to each team.

**Note to the Teacher:** You may assign chapters randomly or based on student interest. Some of the chapters contain more sophisticated information than others; for example, Chapter 8 is very content rich so you may wish to assign that chapter to a more capable team. You may also assign “Monkeys On Trial” (pages 44 and 45 of Chapter 8 in *War, Peace, and All That Jazz*) to a team that has a less complex chapter or to an eighth team.

**STL ACTIVITY – 40 minutes**

Researching a topic

1. Distribute the Student Sheet: *Think Sheet*.

2. **Reading for a Purpose:** Students use the *Think Sheet* to quickly jot down possible *Big Ideas, Interesting Tidbits, People to Remember*, and *Words to Remember* as they read their chapter.
Remind the students that if they record the page number on which they found the information, it will be easy to relocate that information as they continue their individual assignment.

3. After team members read their chapter and take notes, the team reviews each member’s selections and decides on the four (or five) most important ideas, tidbits, terms, and persons.

4. Distribute twenty note cards to each team. When the team decides on the four (or five) most important Big Ideas (one for each team member to research), the team prints those ideas and reference page numbers on index cards—one idea on each card.

The team follows the same procedure to select four (or five) Interesting Tidbits and record them with reference page numbers. Likewise, the team chooses the four People to Remember and Words to Remember and records that information on index cards.

Then the team assigns one card in each of the categories (ideas, tidbits, people, and words) to each team member to research during the next lesson.

5. Circulate and Monitor: Visit each team as students read the chapter and record information. If necessary, assist students with briefly recording information in phrases or a few words and not copying sentences verbatim from the chapter. Help teams identify the ideas, tidbits, people, and words; record those choices on the index cards; and assign the cards appropriately to team members. Be sure that each team completes the assignment so that students can research and prepare the team’s handout and poster during the next lesson.
REFLECTION AND REVIEW ACTIVITY

Each student reviews his or her cards and writes the assigned Big Idea, Interesting Tidbit, Person to Remember, and Word to Remember on his or her Homework Sheet: I Know Sheet. Students complete the I Know Sheet for homework.

HOMEWORK

Record information that you recall about your assigned Big Idea, Interesting Tidbit, Person to Remember, and Word to Remember from reading the chapter on your I Know Sheet.

LIBRARY/MEDIA RESOURCES

Fiction
Child Star: When Talkies Came to Hollywood by Lydia Weaver
Mississippi Bridge by Mildred Taylor
The Summer of the Dancing Horse by Clifford Eth

Nonfiction
Flight: The Journey of Charles Lindbergh by Robert Burleigh
Picture History of the 20th Century: The 1920s by Richard Tames
The Great Migration by Jacob Lawrence
Louis Armstrong: An American Success Story by James Lincoln Collier
Georgia O'Keeffe by Robyn Montana Turner
Duke Ellington by James Lincoln Collier
The Man Behind the Magic: The Story of Walt Disney by Katherine Greene

Cobblestone Magazine
Baseball
Jazz
Louis Armstrong
Duke Ellington
Harlem Renaissance
Radio
Video
There Was Always Sun Shining Someplace: Life in the Negro Baseball Leagues, Refocus Films
History of the 20th Century: 1920-1929, ABC Video
U.S. History: Origins to WWII, The Roaring Twenties, Schlessinger

Research/The Arts – Students research and view the works of Georgia O’Keefe and Jacob Lawrence. They create gallery-like displays of the artists’ works with descriptions written by the students. The works should be displayed in a common area of the school such as the library/media center. Students research other artists and artistic movements of the twenties.

Music/Library – Students listen to the recordings of Bessie Smith, Louis Armstrong, and Duke Ellington. Students create musical timelines and presentations that trace the roots of jazz and show the influence of jazz on today’s music.

Art/Library – Students research the art of animation and cartoons in American culture. Some of the early animated films are available on videotape. Students create their own cartoon characters and create flip book animations.

Art/Music – Students listen to jazz music and create abstract drawings that capture their personal reactions to the harmony, rhythm, and melody of the musical piece.

Music/Dance – Students listen to jazz music and create abstract dances that capture their personal reactions to the harmony, rhythm, and melody of the musical piece.

Science – Students investigate the technology of animation and how the mind perceives the visual messages that create animation from still pictures.
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1. Why was the decade of the 1920s called the Roaring Twenties?

2. What was the Teapot Dome Scandal?

3. What new form of public communication dominated the 1920s and 1930s?

4. What was a modern woman of the 1920s with bobbed hair, short skirts, and dramatic make-up called?

5. What was the famous trial to determine if the theory of evolution could be taught in public schools?

6. Who said “The business of America is business”? 
7. Who produced the first animated sound film in 1928?

8. What was the period of black cultural rebirth in New York City called?

9. Why is Louis “Satchmo” Armstrong famous?

10. What African American track star won four Olympic gold medals?

11. What event did Jacob Lawrence paint on a series of 60 panels?

12. What do Josh Gibson, Satchel Paige, and Cool Papa Bell have in common?
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<tr>
<td>13.</td>
<td>Who was the most famous composer of jazz and blues in the 1920s?</td>
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<td>14.</td>
<td>For what is Robert H. Goddard famous?</td>
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<td>15.</td>
<td>Who was the most famous baseball player of the 1920s?</td>
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<td>16.</td>
<td>Who was the first pilot to fly across the Atlantic Ocean?</td>
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<td>17.</td>
<td>Who wrote novels about the “Jazz Age”?</td>
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<td>18.</td>
<td>Who moved during the Great Migration, and why?</td>
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</table>
A “Great” Depression?
19. If your address is Hooverville, where are you living?

20. What happened during the Stock Market crash?

21. What did it mean to be on relief in the 1930s?

22. What was the Dust Bowl?

23. What did the Bonus Army want?

24. What is the stock market?
25. Why did the stock market crash?
26. Why was John Scopes fined $100?

27. What is meant by Jim Crow?
28. Why would someone go to the stock exchange on Wall Street?

29. Why did Hoover believe “trickle down” economics would help people?
30. Why was jazz an original American form of music?
War, Peace, and All That Jazz Review II: Boom and Bust

Student Answer Sheet

1. It was a decade of frantic activity, loud and boisterous social behavior, new flamboyant styles in clothing, fads, jazz music and wild dancing.
2. Albert Fall, Interior Secretary under Warren G. Harding, secretly and illegally sold rights to government oil lands in Teapot Dome, Wyoming, to individuals and private companies for kick-backs and personal profit.
3. The radio
4. A flapper
5. The Scopes Monkey trial
6. Calvin Coolidge
7. Walt Disney
8. The Harlem Renaissance
9. He was the king of jazz trumpeters. He created a new style that gave his horn a voice-like quality.
10. Jesse Owens
11. The Great Migration
12. All three were great baseball players and stars of the Negro League.
13. Duke Ellington
14. He successfully tested the world’s first liquid-fuel rocket that eventually made space travel practical.
15. Babe Ruth
17. F. Scott Fitzgerald
18. Southern blacks moved to northern cities during the early 1900s to find work.
19. You live in one of the communities of homeless people in shanty towns while looking for work during the Great Depression.
20. Many businesses and workers lost all their savings.
21. Relief was jobs or money from the government to the unemployed.
22. The Great Plains underwent a severe drought in which farmland was turned into dust.
23. The Bonus Army was World War I veterans who marched to Washington in an attempt to collect their military service bonus early.
24. The business of buying and selling stocks to investors
25. A panic of wild selling caused the prices of stocks to fall drastically and ruined investors.
26. For breaking the Tennessee law forbidding the teaching of the theory of evolution in a public school
27. The name given to discrimination against African Americans by laws or traditional rules
28. To buy and sell stock
29. He believed that if government helped businesses, the money would trickle down to the people.
30. Jazz is an American invention based largely on blues, ragtime, and spirituals which allows musicians to improvise.
While Hitler’s conquest of European democracies and the wartime fate of England and France were of great concern to Americans, it took the Japanese attack on the United States fleet in Pearl Harbor to galvanize American public opinion and lead to the declaration of war on Japan.

During the 1930s, as totalitarian governments of Germany, Italy, and Japan gained strength and began aggressive conquest of other nations, American popular sentiment still embraced a policy of isolationism. While they sympathized with nations that had been swallowed up by totalitarian regimes, most Americans did not want to repeat the losses of the Great War (World War I). When the Japanese Army invaded Manchuria, China, in 1931, President Hoover refused to take either military or economic measures against Japan. He responded with a policy of non-recognition, vows that the United States would not recognize Japan’s right to any of the captured Chinese territory. This policy had no effect on deterring Japanese aggression; Japan continued to expand its territory in East Asia, conquering French Indochina (now Vietnam, Laos, and Cambodia) and threatening to take over Thailand, the Philippine Islands, and other Pacific nations.

Meanwhile, Hitler had been gobbling up western Europe with little resistance or interference from other nations. In 1939, he invaded Poland; in 1940, he invaded Denmark, Norway, Belgium, France, and the Netherlands. Great Britain had declared war on Germany after the invasion of Poland, and was in imminent danger of falling to
Hitler’s powerful war machine. British Prime Minister Winston Churchill appealed to President Roosevelt for help in July 1940. American popular sentiment favored aid to Great Britain, but most people drew the line at sending American boys to fight overseas. Nevertheless, the United States was increasingly drawn into the conflict through the Lend-Lease Act (which gave the President authority to sell or lend war supplies to Britain), and through submarine warfare in the Atlantic.

American intelligence workers had broken Japan’s diplomatic code, and knew that war with Japan was near. In late November 1941, American commanders in the Pacific were warned to expect a “surprise aggressive move” by Japan. However, it was thought that the Japanese would attack in southeast Asia or the Philippines; Hawaii, many believed, lay beyond the range of Japanese forces.

The Japanese attack on Pearl Harbor in the early morning hours of December 7 was a complete surprise, and wrecked serious damage on the Pacific fleet. Japanese dive bombers hit every ship in the harbor, including the seven hulking battleships lined up like ducks on Battleship Row. In less than two hours, the Japanese sunk or disabled eighteen warships, and destroyed over one hundred and fifty planes—most of which were lined up wing-to-wing on the ground. The attack killed over 2,300 servicemen, and wounded nearly 1,200. More than one thousand men on the USS Arizona died when a 1,700 pound bomb made a direct hit on the battleship’s ammunition magazine.

While the Japanese achieved a spectacular military victory, they misjudged the attack’s effect on the United States. Rather than demoralizing the nation and keeping it out of the war, the attack rallied public opinion, resulted in a large influx of enlistments in the armed forces, and effectively ended American isolationism. The day after the attack, the United States and Britain declared war on
Japan and President Roosevelt, in one of his most famous radio addresses, called December 7 “a day which will live in infamy…” The European and Southeast Asian wars became united in one global conflict, with the Axis powers of Japan, Germany, and Italy fighting against America, Britain, France, and their Allies.

The senior commanders at Pearl Harbor, Navy Admiral Kimmel and Army Lt. General Short, were dismissed after the attack, and were later faulted for failing to adopt adequate defense measures.

For each student
War, Peace, and All That Jazz by Joy Hakim:
Chapter 29, “Pearl Harbor “

For each team
One set of People of Pearl Harbor cards

For the classroom
Map of Europe
Web Sites
Pearl Harbor @ http://www.lhistoryplace.com/worldwar2/timeline/pearl.html
The Attack on Pearl Harbor @ http://brill.acomp.usf.edu/~mportill/assign.html
National Archives: Pearl Harbor @ http://www.nara.gov/exhall/originals/fdr.html

Words to Remember
Blitzkrieg – “lightning war”; Nazi Germany’s ability to quickly overrun its enemies with massive weaponry and soldiers
*fireside chats – FDR’s radio speeches to the American people
*infamy – loss of reputation; total disgrace
*Pearl Harbor – Navy base in Hawaii that was badly damaged during the Japanese surprise attack of Dec. 7, 1941

The Lesson

FOCUS ACTIVITY - 5 minutes

Explain that in this lesson, you will discuss the events that led up to the United States’ entrance into World War II.

1. On a map, point out the nations that Hitler has already conquered by the end of 1940: Poland, Czechoslovakia, Austria, Finland, Denmark, Norway, Holland, Belgium, and France. Also, in East Asia, a militarily aggressive Japan, eager to expand its territory and natural resources, has seized territory from China and is threatening other small Pacific nations.

2. The United States, while concerned about events in Europe and Asia, is reluctant to get involved.
Isolationists protest loudly that the United States should isolate itself from foreign conflicts, while interventionists believe the United States has the responsibility to help stop world aggression. Students **Think-Pair-Share:**
- What will it take for the interventionists to persuade the country to go to war?

3. Use **Numbered Heads** for students to share their responses.

**TEACHING ACTIVITY** – 35 minutes

1. Review the Vocabulary *Words to Remember.*

2. **Reading for a Purpose:** Students Partner Read Chapter 29, “Pearl Harbor,” to answer the following questions, which are written on chart paper:

   - What was the *Blitzkrieg* and why was it so effective?
   - What happened at Dunkirk?
   - In what way was Pearl Harbor a disaster? In what way did it unite the country?
   - What do you think the Japanese hoped to accomplish at Pearl Harbor? Did they succeed?

3. **Circulate and Monitor:** Visit each team as students read the selection and discuss the questions. Assist students with the reading, ask and answer questions, and encourage oral elaboration.

4. Use **Numbered Heads** for the class to review and discuss the questions.
STUDENT TEAM LEARNING ACTIVITY

STL Activity – 15 minutes
Analyzing cause and effect relationships

1. Distribute one set of People of Pearl Harbor Cards to each team.

2. Students read aloud the question side (darker print) of the card and make a prediction about what will happen to the person described.

3. Students turn the cards over and read the answer side of the cards.

REFLECTION AND REVIEW ACTIVITY – 5 minutes

1. In their teams, students discuss and predict the ramifications of the United States entrance into the war.

2. Students consider
   - In addition to sending American troops overseas to fight, how did the war affect the average American?
   - How did the war affect the U.S. economy?

3. After some discussion, explain that the United States entrance into World War II was the final death knell for the Great Depression as the nation became (in Roosevelt’s words) the “arsenal of democracy.” America’s productivity and employment increased dramatically as the nation began manufacturing much-needed war supplies—everything from battleships to army boots.

HOMEWORK

Ask students to consider how they might have responded to the bombing at Pearl Harbor if they had been alive in 1941. How would they have felt? What actions might they have taken? Have students write a personal response to this pivotal event.
Nonfiction

*Eyewitness to History* edited by John Carey

*At Dawn We Slept: The Untold Story of Pearl Harbor* by Gordon Prange

*The Good War: An Oral History of World War II* by Studs Terkel

Fiction

*Home Front Heroes* by Robert Burch

Videocassette

*World War II, Social Studies School Service*

*Pearl Harbor: Surprise and Remembrance* Social Studies School Service

CD Rom

*World War II: Global Conflict, Zenger Media*

*World War II: Sources and Analysis, Zenger Media*

*Story of America II – World War II Era, National Geographic Society*

**ART** – Students make an illustrated timeline of the events leading up to Pearl Harbor.

**SCIENCE** – Students research the tanks, artillery, and airplanes used in the Blitzkrieg. In what ways were they superior to the forces of other nations?

**MATH** – Students use maps to determine how far the Japanese aircraft had to fly to reach Pearl Harbor. How far did they fly to attack United States forces in the Philippines?

**ART** – Students draw the flags of the Allied and Axis nations and display them.

**LOCAL HISTORY/LIBRARY** – Students use old newspapers on microfilm to research their community’s response to the bombing of Pearl Harbor.
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<tr>
<td><strong>1.</strong> You are General Douglas MacArthur and are stationed in the Philippines in December, 1940. When new B-17 bombers arrive, you confidently brag, &quot;Nothing would please me better than if they (Japan) would give me three months and then attack here.&quot; Three days later, the Japanese attack Pearl Harbor. What happens to you after this?</td>
<td><strong>2.</strong> You are Admiral James Richardson. You do not want your Pacific Fleet stationed at Pearl Harbor because you feel the site is inadequate. You fear Japan will realize the military weaknesses of this position and attack. You complain to your bosses, the Secretary of the Navy and President Roosevelt. What happens to you?</td>
<td><strong>3.</strong> It is 7:02 a.m., and you are one of two Army operators at a radar station on Hawaii. You see Japanese bombers approaching on radar. You contact a junior officer and tell him what you see. What happens?</td>
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<td><strong>4.</strong> You are one of the servicemen on the U.S.S. Arizona, a large battleship stationed at Pearl Harbor. Early Sunday morning, you get up, get dressed, and plan a relaxed afternoon on shore. What happens to you?</td>
<td><strong>5.</strong> You are Doris “Dorie” Miller, an African American man who joined the Navy and is serving on the U.S.S. West Virginia at Pearl Harbor. Because of your race and the military’s racial restriction policy, you can only serve as a messman. What happens to you?</td>
<td><strong>6.</strong> You are an American airman stationed at Pearl Harbor. On the morning of December 7, 1941, you join some of your fellow soldiers for breakfast in the mess hall at Hickman Airfield. What happens to you?</td>
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<td><strong>7.</strong> You are a serviceman stationed on the aircraft carrier U.S.S. Lexington. Your two buddies are stationed on the carriers Enterprise and Saratoga. Where are you and your buddies on the morning of December 7, and what happens to you?</td>
<td><strong>8.</strong> You are a Japanese diplomat. It is your job to present Japan’s Declaration of War to U. S. Secretary of State Cordell Hull. Because of delays, you can’t deliver your message until 2:30 p.m. What happens?</td>
<td><strong>9.</strong> You work for the U.S. code-breaking service. On December 6 and 7, you intercept Japanese messages instructing their diplomats to end formal relations with the United States at 1 p.m. on December 7. You decipher the messages and send them to President Roosevelt and Secretary of State Cordell Hull.</td>
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<tr>
<td>1.</td>
<td>General MacArthur became the Allied supreme commander of the Southwest Pacific Area in 1942. In 1944, he became general of the army. He signed the Japanese surrender and later, as Allied commander, led the reconstruction of Japan.</td>
<td>2.</td>
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<tr>
<td>3.</td>
<td>The junior officer thought the approaching bombers were American planes from the west coast. He disregarded the radar operator's sighting. Thus, the Pacific Fleet was taken completely by surprise and had no advance warning of the attack.</td>
<td>4.</td>
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<tr>
<td>5.</td>
<td>During the attack on Pearl Harbor, &quot;Dorie&quot; Miller risks his life to take over the weapon of a fallen gunman and fire at the attacking planes. He hits Japanese planes and is awarded the Navy Cross, but only after his cause is taken up by the black press. He is featured as a hero on U.S. war posters.</td>
<td>6.</td>
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<td>7.</td>
<td>You and your buddies, who are stationed on the aircraft carriers <em>Lexington</em>, <em>Enterprise</em>, and <em>Saratoga</em>, are very lucky! Your ships were not among those lined up in Pearl Harbor on December 7, and were not damaged in the attack.</td>
<td>8.</td>
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<td>9.</td>
<td>The War Department realizes this 1 p.m. deadline corresponds with early morning in Pearl Harbor. It sends an alert to the forces there. Unfortunately, the War Department uses commercial telegraph because radio contact with Hawaii is broken. Because of delays, the alert arrives in Hawaii four hours after the attack.</td>
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BOOK TEN
ALL THE PEOPLE

Description:  In the years after World War II, America became the world’s greatest power. All the People discusses the U.S.A.’s uneasiness with its postwar role as global policeman, even as we fought to keep countries across the world from becoming part of the Soviet Union’s communist empire. There were battles at home, too, with the civil rights movement and opposition to the Vietnam War. Truman, Stalin, Khrushchev, Ho Chi Minh, Thurgood Marshall, JFK, LBJ, Malcolm X, Cesar Chavez, Bill Clinton—even the Beatles star in this exciting final chapter in A History of US.

Teaching & Student Activity Sheet Highlights:

- create a History of US quilt
- examine articles of impeachment
- create millennium milestone trading cards
- review top twentieth century news stories
- analyze song lyrics
- create a wall of 60s terms and symbols
- create a Berlin Wall memorial
- simulate the Cuban missile crisis
- construct an ongoing timeline
- design baseball cards

The Lessons

<table>
<thead>
<tr>
<th>Section 1</th>
<th>Section 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Lesson 16</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Lesson 17</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Lesson 18</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Lesson 19</td>
</tr>
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<td>Lesson 5</td>
<td>Lesson 20</td>
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<td>Lesson 6</td>
<td>Review Lesson</td>
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<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Section 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 7</td>
</tr>
<tr>
<td>Lesson 8</td>
</tr>
<tr>
<td>Lesson 9</td>
</tr>
<tr>
<td>Lesson 10</td>
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<td>Review Lesson</td>
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<thead>
<tr>
<th>Section 3</th>
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</thead>
<tbody>
<tr>
<td>Lesson 11</td>
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<td>Lesson 12</td>
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<td>Lesson 13</td>
</tr>
<tr>
<td>Lesson 14</td>
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<tr>
<td>Lesson 15</td>
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<td>Review Lesson</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Section 5</th>
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<tbody>
<tr>
<td>Lesson 21</td>
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<td>Lesson 22</td>
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<td>Lesson 23</td>
</tr>
<tr>
<td>Lesson 24</td>
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<tr>
<td>Optional Lesson 25 — Clinton</td>
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<tr>
<td>Optional Lesson 26 — Technology</td>
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<tr>
<td>Review Lesson</td>
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THE FOLLOWING LESSONS ARE INCLUDED IN THIS SAMPLE SET: Lessons 7, 18 and 24

To view the listing of materials needed for student activities, see the ‘RESOURCES’ section of each sample Lesson.
Note to the Teacher: Students study the civil rights movement in the next four lessons using *All the People* and at least one other source to investigate a topic or question of their choosing. (If the students have access to computers, one source may be from the Internet.) Each student shares the results of his or her research in a written report. The teacher determines the length of the report appropriate for the class, and reviews how to research and write a formal paper.

Each of the next four lessons opens with a brief Focus Activity and a Teaching Activity. During the Teaching Activity, the teacher reads sections or chapters from *All the People* to the class. This provides the background necessary for students to undertake more focused individual research on the civil rights movement.

In Lesson 7, the teacher briefly reviews the status of African Americans from 1865-1950 and introduces students to the *Brown v. Board of Education* case. Students then skim related chapters of *All the People* to select a research topic. The teacher may suggest or assign topics. Each topic should be narrow enough for students to adequately research, yet broad enough to yield sufficient research material. For example, Martin Luther King, Jr., would be too broad a topic, but King and the Montgomery Boycott would allow students to focus on a particular aspect of King’s life.

The teacher also reviews lesson vocabulary. During lessons 7-10, the teacher begins class by sharing background information from the Overview, and
students use the remainder of the class period to conduct individual research with the help of the teacher. Reading all four Overviews and all the corresponding chapters in *All the People* before beginning this study provides the teacher with a complete grasp of the era.

Student access to web sites and resource books about the civil rights movement is essential. Coordinate the students’ research with the librarian, media specialist, or computer lab teacher who can provide opportunities and resources for students’ investigations. Also coordinate the research project with language arts teachers, who can review in more detail the process of writing research papers, note taking, and correct citation of sources.

When the students will write the paper is at the teacher’s discretion. Students could write during their language arts class with the assistance of the teacher, or students could use the history period to do research while following guidelines established by the language arts teacher. Or the teacher can use the time table in the following three lessons, using class time for research and assigning writing for homework.

Provide opportunities for the students to briefly share their papers with each other. The papers could be bound into a class book that students could read, present to the school library, or share with another social studies class.

In a case with far-reaching implications for civil rights, the Supreme Court ruled in *Brown v. Board of Education* that segregation is unconstitutional.

Although the Civil War ended slavery, it did not end the oppression of African Americans. In spite of Northern efforts during Reconstruction, freedom
from slavery did not necessarily bring economic or political freedom. In many cases, the former slaves became trapped in an economically dead-end existence as sharecroppers and saw their dream of civil rights evaporate.

In spite of the Civil Rights Acts of 1866 (which guaranteed citizenship and equal rights to blacks), the Fourteenth Amendment (which guaranteed due process of law and equal opportunities for all), and the Fifteenth Amendment (which extended the franchise to black males), blacks failed to achieve full equality after the Civil War, especially in the South. With the collapse of Reconstruction in 1876, former Confederate states passed black codes and poll taxes to restrict the activities and civil rights of blacks.

The *Plessy v. Ferguson* case of 1896 laid the legal foundation for second-class citizenship for African Americans by allowing “separate but equal” railroad cars. This decision soon became the basis for an array of institutionalized Jim Crow laws that restricted and segregated the lives of black Americans from the cradle to the grave. Especially egregious was the disparity of educational opportunities in supposedly equal black facilities, where students struggled to learn in schools far inferior to those of their white counterparts.

Between 1882 and 1930, mobs executed nearly five thousand people—nearly all of whom were southern blacks. To escape the fear and intimidation they often faced and find greater economic opportunities, several hundred thousand southern blacks moved to the industrial north in the Great Migration of the early twentieth century.

In spite of honorable service in both world wars, black Americans still faced discrimination at home. They lacked equal access to education and were often relegated to the lowest paying jobs; in 1940,
half of all black workers labored in unskilled jobs, as compared to seven percent of white workers.

Linda Brown, a fifth grade student in Topeka, Kansas, had to ride a school bus across town to the all-black public school rather than attend the grade school in her neighborhood. Her father, the Rev. Oliver Brown, sued the board of education, asking that his daughter be admitted to the neighborhood school—an all-white school.

The National Association for the Advancement of Colored People (NAACP) took up her case, Brown v. the Board of Education. It was combined with four other segregation cases and presented to the Supreme Court in 1952. NAACP lawyer Thurgood Marshall argued that not only were black schools inferior to those for whites, but also that the concept of separate but equal itself violated the equal protection clause of the Fourteenth Amendment. The segregated schools, he argued, harmed minority students by making them feel inferior, thus hampering their ability to learn; separate facilities, as such, could never be equal. Marshall and the other NAACP lawyers argued that the framers of the Fourteenth Amendment had intended it as a means to end segregation, “a last vestige of slavery.”

For a year and a half, the legal arguments continued as the Court considered the original meaning of the Fourteenth Amendment. In one of history’s most interesting—and significant—twists, Chief Justice Fred Vinson died while the Court deliberated. President Eisenhower appointed former governor and 1948 Republican vice-presidential candidate Earl Warren the new Chief Justice.

Warren, who indicated even before his Senate confirmation that he would vote to overturn Plessy (which legally permitted separate but equal facilities), knew that a divided Court decision would further split the county. With considerable political and judicial skill, he persuaded the other justices to over-
turn Plessy unanimously. He delivered the Court’s decision in May 1954, ruling that separate but equal had no legal grounding:

*Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other “tangible” factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does….We conclude that in the field of public education the doctrine of “separate but equal” has no place. Separate educational facilities are inherently unequal.*

Some historians have considered the monumental ruling as “the judicial equivalent of the shot heard ‘round the world,” and it was indeed followed by skirmishes and struggles around the country. School districts in both the north and the south fought the decision in myriad ways—from protests and anti-segregation citizens’ councils to violence, use of troops, and in one Virginia county, the closing of an entire district for five years.

In a decision that came to be known as Brown II, the Court ruled in 1955 that schools that had refused entrance to black students admit them “with deliberate speed.” “The vitality of these constitutional principles cannot be allowed to yield simply because of disagreement with them,” Warren wrote.

Nearly ten years later, however, several southern states still had no black students enrolled in public schools with white students. Not until additional legislation—most notably, the Civil Rights Act of 1964—did the nation move closer to the goal of racial equality. While it did not instantly transform the attitudes of those who wanted a return to separate but equal, the Brown decision was nevertheless a milestone in the struggle to provide equal rights for all Americans.
HISTORICAL THINKING
The student will
Chronological Thinking
• create time lines
Historical Comprehension
• reconstruct the literal meaning of a historical passage
• evidence historical perspectives
• draw upon visual, literary, and musical sources
Historical Analysis and Interpretation
• compare or contrast differing sets of ideas, values, personalities, behaviors, and institutions
• analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance
• hypothesize the influence of the past
Historical Research Capabilities
• formulate historical questions
• obtain historical data
Analysis and Decision-Making
• identify issues and problems in the past
• evaluate the implementation of a decision

CONTENT
The student will demonstrate understanding of
The “Second Reconstruction” and its advancement of civil rights
• Explain the postwar origins of the modern civil rights movement and the role of the NAACP in the legal assault on segregation
• Evaluate the Warren Court’s reasoning in Brown v. Board of Education and its significance in advancing civil rights
• Explain the resistance to civil rights in the south between 1954 and 1965
• Analyze the roles and ideologies of Martin Luther King, Jr., and Malcolm in the civil rights movement and evaluate their legacies

RESOURCES
For each student
All the People by Joy Hakim: Chapters 12-16, “Separate but Unequal”; “Linda Brown—and Others”; “MLKs, Senior and Junior”; “Rosa Parks Was Tired”; and “Three Boys and Six Girls”; Chapters 19 and 20, “Some Brave Children Meet a Roaring Bull”; and “Standing With Lincoln”; and Chapters 24 –26, “Salt and Pepper the Kids”; “A King Gets a Prize and Goes to Jail”; and “From Selma to Montgomery.”
Student Sheet: Explore! Sheet

For the classroom
Overhead projector
Vocabulary words written on chart paper
Chart paper

For the teacher
Transparency: Two Buildings

Web sites
Civil Rights Movement @ http://lcweb2.loc.gov/ammem/aaohtml/exhibit/aopart9.html
National Civil Rights Museum @ http://www.midsouth.rr.com/civilrights/
Brown v. Board of Education National Historic Site @ http://www.nps.gov/brvb/
Brown v. Board of Education @ http://www.sidwell.edu/~lcozzens/africa/low-graphics/brown/brown.html

Words to Remember
bar association — organization for lawyers
Fourteenth Amendment — guarantees that all citizens have equal protection under the law
Plessy v. Ferguson — 1896 Supreme Court case that ruled that separate but equal was legal
*segregation — separation on the basis of race
*Brown v. Board of Education — Supreme Court decision in 1954 that declared segregation unconstitutional

People to Remember
Charles Hamilton Houston — dean of Howard University Law School who trained black lawyers, including Thurgood Marshall, to be experts on the Constitution
John Marshall Harlan — wrote the dissenting (disagreeing) opinion in the Plessy v. Ferguson case
*Thurgood Marshall — won the Brown v. Board of Education case before the Supreme Court, overturning segregation
John Davis — argued for segregation in Brown v. Board of Education
Elizabeth Peratrovich — Native Alaskan woman who fought to pass a civil rights bill in Alaska to protect the rights of minorities.

*Linda Brown* — brought a suit against segregation, which was eventually decided by the Supreme Court.

*Earl Warren* — chief justice of the Supreme Court who convinced other justices that segregation was unconstitutional.

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**The Lesson**

**FOCUS ACTIVITY**

**FOCUS ACTIVITY – 5 minutes**

1. Show the Transparency: *Two Buildings.* Ask students to describe the two buildings and **Predict:**
   - What are the buildings in these two photographs?
   - How might they be related?

2. After a brief class discussion, explain that these are the separate but equal schools in a county in South Carolina. Tell students that today they will learn how such unequal conditions were allowed under United States law, and how a Supreme Court decision changed them.

**TEACHING ACTIVITY**

**TEACHING ACTIVITY – 25 minutes**

1. Ask the students what they remember about the *Plessy v. Ferguson* case in 1896. Refresh their memories by directing them to read page 62 (2d ed. p. 64) and the first full paragraph of page 63 (2d ed. p. 65) in Chapter 12, “Separate but Unequal.” Ask:
   - What effect did *Plessy v. Ferguson* have on African Americans? on the nation?
   - Compare the title of the chapter with the Supreme Court’s phrase “separate but equal.”
Why is the chapter title different?
- Who was Jim Crow? What did he represent?

2. As students follow along, read Chapter 13, “Linda Brown and Others,” omitting the sidebars and captions. Ask students to listen for the following information and quietly raise their hands when they hear the answers to these questions (written on chart paper). When students respond to what they hear, stop the reading to discuss the question that the reading has answered.

- What did the Rev. Oliver Brown do?
- Describe the schools in Clarendon County.
- What did the students at Moton High School do?
- Why was Brown v. the Board of Education one of the most important cases ever heard by the Supreme Court?
- Why could segregated schools never be equal?
- Who was Earl Warren?
- How did some school systems react to the Supreme Court’s decision?


4. Explain to the students that in the next four lessons they will learn more about the civil rights movement. They will each choose a topic of particular interest, research that topic, and write a report.

5. To avoid overwhelming students with too many chapters from which to choose a topic, consider assigning each team a chapter or two as follows: 12-13; 14-15; 16; 19-20; 25-26.
STL ACTIVITY – 25 minutes
Selecting a topic for historical investigation

1. Distribute the Student Sheet: Explore! to guide students in their choice of research topics. Tell them that today they will read their assigned chapters searching for a topic that catches their interest. Topics often start out in the form of a question, someone you would like to learn more about, or something that makes you curious to know more.

2. Tell students to read their chapter(s) and as they read, jot down questions, topics, and names of people that pique their curiosity.

3. After reading and noting possible topics, each student should review his/her list, circle the item that seems the most interesting, and raise his/her hand for the teacher to approve the topic.

4. Students who have received approval for their topics may continue to write questions on the Explore! sheet (what they would like to learn about the topic). Tell students that each of the four questions on the Explore! sheet will become the topic sentence of a paragraph in the main body of their paper.

Circulate and Monitor: As the students read their assigned chapters, visit each team to help them note questions, topics, and names. As students raise their hands, approve their topics or guide them to something more appropriate.

REFLECTION AND REVIEW ACTIVITY – 5 minutes

Note to the Teacher: The timeline Reflection and Review Activity may be the creation of individual timelines, a team timeline, or a class timeline.

1. Working with their teammates, students decide what events from Chapters 12 and 13 to put on the timeline.
2. Students write the information on the timeline and if time permits, illustrate the events.

**Homework**

Continue to develop questions about your topic to guide your research.

**Library/Media Resources**

**Fiction**

_The Girl on the Outside_ by Mildred Pitts Walter

**Nonfiction**

_The Civil Rights Movement in America from 1865 to the Present_ by Patricia and Fredrick McKissack, Children’s Press

_The Black Americans: A History in their own Words_ by Milton Meltzer, Crowell

_Thurgood Marshall: Civil Rights Champion_ by D. J. Herda, Enslow Publishers

_Brown v. Board of Education: Equal Schooling for All_ by Harvey and Sarah Betsy Fuller, Enslow Publishers

_Free at Last: A History of the Civil Rights Movement and Those Who Died in the Struggle_ by Sara Bullard, Oxford University Press

_Martin Luther King, Jr., and the Civil Rights Movement_ by Lillie Patterson, Facts on File

_The Day Martin Luther King, Jr., Was Shot: A Photo History of the Civil Rights Movement_ by Jim Haskins, Scholastic

_The Story of Ruby Bridges_ by Robert Coles, Scholastic

**Cobblestone Magazine**

_Martin Luther King, Jr., and the Civil Rights Movement_

_Important Supreme Court Cases_

**Video**

_Eyes on the Prize_, PBS video

_Simple Justice_, PBS video
**Audio**

“Will the Circle Be Unbroken?” Southern Regional Council, an audio history of the civil rights movement in five southern communities

**CD Rom**

*The Story of America: The Civil Rights Era*, National Geographic

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**CONNECTIONS**

**Sports/Library** – In the 1950s, tennis player Althea Gibson became the first African American to play in the U.S. Open and at Wimbledon. Students read about the Gibson’s life.

**Math** – South Carolina’s Clarendon County spent $43 per year on each of its black students in 1952, and $179 on each white student. How much less did it spend on each group of 100 black students?

**Music** – In 1955, Marian Anderson became the first African American to sing a leading role with the Metropolitan Opera in New York. Students listen to a recording of Ms. Anderson.

**Local History** – Students interview an older adult who remembers segregation and record his or her recollections in a journal.

**Art** – Students view Norman Rockwell’s 1964 painting *The Problem We All Live With*, which depicts six-year-old Ruby Bridges being escorted to school by federal marshals.
EXPLORE!

My notes, questions, and possible topics:
(I have circled the topic I want to explore.)

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

My topic is approved and initialed by the teacher:

Questions about my topic:

1. __________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

2. __________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

3. __________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

4. __________________________________________________________________________

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______________________________________________________________________________
Two Buildings
Through his vision, tireless leadership, moral courage, and the use of nonviolence, César Chávez worked to organize his fellow farm workers and make people aware of their struggles for better pay and safer working conditions.

In “Stone Soup for the World,” Marc Grossman writes:

“For the migrant farm worker, each day was endless; each night he was exhausted and often hungry. His life stood in stunning contrast to the comfortable lives of families who savored the fruits of his labor. In a land that promised plenty, migrant farm workers in the 1960s had no voice, no rights, and no protection. César Chávez knew their troubles firsthand. Once a migrant farm worker, he was small, soft-spoken, and low key; a guy who you could easily lose in a crowd. But this gentle giant woke up the drowsy conscience of the most powerful country in the world.”

For more than a century, farm workers had been denied a decent life in the fields and communities of California. Americans bought plump, juicy grapes or crisp lettuce without a second thought about the plight of the workers. Essential to the state’s biggest industry, the grape pickers made an average of ninety cents an hour in 1965, plus ten cents per basket picked. State laws regarding working standards were ignored by growers who provided no water or portable toilets in the fields and charged the workers for housing—unheated metal shacks with no cooking facilities or indoor
plumbing. Farm labor contractors took bribes and hired favorites, child labor flourished unchecked, death or injury was common in easily preventable accidents—worker life expectancy was only forty-nine years. Furthermore, the bracero program, begun during World War II to provide temporary workers imported from Mexico, was still being used regularly by the growers to replace domestic workers, even though Public Law 78 prohibited the practice.

Farm workers had been trying to organize a union with little success for over a hundred years. During the 1940s and 50s, a small but energetic National Farm Labor Union found its efforts stymied repeatedly by the growers’ manipulation of braceros. In 1959, activist Dolores Huerta established the Agricultural Workers Organizing Committee (an affiliate of the AFL-CIO) composed of Filipinos, Chicanos, Anglos, and black workers. Then in 1962, a young Chicano named César Chávez founded the National Farm Workers Association to represent and organize farm workers.

Chávez was a soft-spoken, hard working, persistent man from an extremely poor family that traveled throughout California to work the fields. As a Chicano, the young César suffered racist remarks and discrimination in the primarily white schools which forbade the speaking of his native Spanish. By the eighth grade he had attended thirty-seven schools and felt that education had nothing to do with his migrant farm worker way of life. When his father was injured, Chávez quit school, and went to work in the fields so that his mother would not have to support the family. After a wartime stint in the Navy he returned to Delano, California, and in 1948, married Helen Fabela.

Although Chávez’s boyhood schooling had been limited, education became his passion as an adult. He read constantly, his interests ranging from
philosophy, economics, and labor relations to biographies of Gandhi and other social activists. Chávez believed that “The end of all education should surely be service to others,” a conviction he practiced throughout his life.

Chávez rose through the ranks of the grassroots Community Service Organization to become its national director. The CSO worked with communities to solve problems through organizing and direct action, but when that organization refused to concentrate its efforts on organizing farm workers, Chávez left to found the National Farm Workers Association with fellow union activist Dolores Huerta. For three years, he traveled the farm valleys of California meeting with workers to tirelessly build an organization which he hoped would become an effective union.

The first test came in the spring of 1965 when the NFWA assisted workers during two small strikes. Although the strikers in both cases won a wage increase, they returned to work with no union recognition by the growers and no signed union contract. But at the end of that summer, farm workers around Chávez’s hometown of Delano demanded $1.25 an hour, and when they did not get it, struck nine farms. After Chicano scabs were employed by the growers, the mostly Filipino strikers asked Chávez and the NFWA to join them. Hundreds of union workers met at Our Lady of Guadalupe Catholic Church and voted unanimously to strike too. Although the fledgling NFWA had only a hundred dollars in its bank account and was apprehensive about a big strike, it took the lead under its red banner emblazoned with a black Aztec eagle. According to Chávez, that “…symbol was an important thing. It gives pride…. When people see it they know it means dignity.”

Within four days, more than thirty farms were out with several thousand workers leaving the fields.
Using a system of roving pickets to cover the hundreds of miles of fields where growers were attempting to use strikebreakers and enduring harassment by growers and police, the NFWA was remarkably successful. When growers raised the wage to $1.25—confident of ending this strike as they had previous ones—they were shocked to find that this time the wage offer was not enough. Encouraged by their effectiveness, strikers demanded recognition of their union.

Soon after the strike erupted, Chávez called upon the public to refrain from buying grapes without a union label. Chávez trained union volunteers who traveled to big cities and established centers that organized friendly unions, churches, and other community groups to publicize the boycott. Helped by other current national events—such as the Civil Rights movement and a new public understanding of racism—millions of consumers stopped buying table grapes.

The two biggest growers, Schenley and DiGiorgio, were vulnerable corporations whose sales in other product areas and labor relations with their other workers could be hurt by the boycott. When Schenley sprayed striking workers with agricultural poisons, Chávez and the NFWA organized a three hundred forty mile protest march to Sacramento. Rallying thousands of people during the twenty-five day march, Chávez attracted media attention and public support. Arriving in the state capital on Easter morning, Chávez announced to ten thousand supporters that Scheney had signed an agreement with the union. DiGiorgio attempted to sign with a more conservative union, but when the workers refused to vote, Governor Pat Brown appointed an arbitrator who ordered another election which the NFWA won.

Using nonviolence and the strength of worker solidarity as Chávez had envisioned, his farm
worker organization became both a union and a civil rights movement with a sense of mission and a depth of moral purpose. Through Chávez’s vision, tireless leadership, and nonviolent tactics, he made people aware of the struggles of farm workers for better pay and safer working conditions. His cause gained the support of organized labor, religious groups, minorities, students, and celebrities.

When necessary, Chávez used his moral courage: he fasted to draw attention to the terrible suffering of farm workers and their children, the crushing of farm workers rights, the dangers of pesticides, and the denial of fair and free union elections. In order to strengthen the union and its use of nonviolence, Chávez fasted many times. In 1968, Chávez went on a twenty-five day, water-only fast; he repeated the fast for twenty-four days in 1972, and again in 1988 for thirty-six days. Explaining his motivation, Chávez said:

“Farm workers everywhere are angry and worried that we can not win without violence. We have proved it before through persistence, hard work, faith and willingness to sacrifice. We can win and keep our own self-respect and build a great union that will secure the spirit of all people if we do it through a rededication and re-commitment to the struggle for justice through nonviolence.”

In 1993, Chávez helped to defend farm workers in a lawsuit resulting from a union boycott of lettuce. After a long day of prolonged questioning on the witness stand, he went to bed at about ten o’clock. At six the next morning his bedroom reading light was still on—a not unusual occurrence as he was fond of reading, writing, or meditating in the early morning hours. When he did not appear by nine o’clock, his colleagues entered his bedroom to find that Chávez had died with a book in his hand and a peaceful smile on his lips.
On August 8, 1994, at a White House ceremony, Helen Chávez, César’s widow, accepted the Medal of Freedom for her late husband. In conferring the honor, President William Clinton stated, “The farm workers who labored in the fields and yearned for respect and self-sufficiency pinned their hopes on this remarkable man who, with faith and discipline, soft spoken humility and amazing inner strength, led a very courageous life.”

**STANDARDS**

**HISTORICAL THINKING**

The student will

- **Chronological Thinking**
  - create time lines

- **Historical Comprehension**
  - read historical narratives imaginatively

- **Historical Analysis and Interpretation**
  - compare or contrast differing sets of ideas, values, personalities, behaviors, and institutions
  - consider multiple perspectives
  - analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance

- **Historical Research Capabilities**
  - Obtain historical data

- **Historical Analysis and Decision-Making**
  - formulate a position or course of action on an issue

**CONTENT**

The student will demonstrate understanding of *Economic, social, and cultural development in contemporary America*

- Continuing reform agendas
  - evaluate the grievances of African Americans, Asian Americans, Hispanic Americans, and Native Americans and the steps they have taken to rectify past injustices
  - evaluate how diverse peoples and their cultures have shaped American life

**RESOURCES**

*For each student*

*All the People* by Joy Hakim: Chapter 31, “Picking and Picketing”

*For each team*

Team Sheet: *Point of View Cards*

12 to 15 colored paper speaking sticks
For the teacher
Transparency: Quotations

Web sites
César Chávez: The Fight for Farm Worker’s Rights
@ wysiwyg://7/http://www.letsfindout.com/
subjects/americ/Chávez.html
César Chávez Story @ http://www.ufw.org/ufw/
cectory.htm
César Chávez: Chronology @ http://www.ufw.org/
ufw/cecchron.htm
UFW Exhibit: The Cause @ http://www.reuther.
wayne.edu/thecause.html
UFW @ http://www.ufw.org/ufw/ufw.htm
UFW Achievements @ http://www.ufw.org/ufw/
ufwach.htm
Stone Soup for the World @ http://www.ufw.org/
ufw/stonesoup.html

Words to Remember
*migrant worker* – farm laborer who travels great
distances and follows the harvests to find work
Farm Workers Association – a union of farm
workers organized by César Chávez
fast – to go without food in order to support a
cause
strike – to stop work in order to achieve better
working conditions and/or higher pay
picket – a person posted by a labor union at a
place of work affected by a strike
boycott – to protest a situation by an organized
refusal to buy a product
nonviolent – the use of peaceful methods to bring
social or legal reform
La Causa – “the Cause” of farm workers for better
working conditions and social reform through a
labor union

People to Remember
César Chávez – migrant worker who succeeded in
organizing farm workers into a union
FOCUS ACTIVITY – 10 minutes

1. Read the story of the Mendoza family to the class (pages 145 through the first paragraph on page 147 [2d ed. p. 147—149] of Chapter 31 in All the People).

2. Allow a few minutes for the teams to Think-Team-Share:
   - Is this just an unfortunate accident or is there a broader significance?

3. Use Numbered Heads for teams to briefly share their responses.

TEACHING ACTIVITY – 10 minutes

1. Using the photographs and the sidebar information in Chapter 31 of All the People and information from the Overview, introduce the plight of the farm workers and the work of César Chávez as a social activist and union organizer.

   Briefly discuss and define Chávez’s use of nonviolence through marches, boycotts, fasts, and picketing with the students. Explain those Vocabulary Words, People, and Places to Remember that apply to this discussion.

2. Ask the students to Speculate:
   - What other leaders inspired Chávez to use nonviolence? Help the students connect the work of Martin Luther King, Jr., and Gandhi to Chávez.
   - In what ways might Chávez have agreed with Jane Addams? Review the active social reform work of Addams at Hull House. Chávez
might have agreed with Addams that to help others one had to live in their neighborhood and be part of them.

3. Distribute the Team Sheet: *Point of View Cards* and twelve or fifteen colored paper speaking sticks to each team.

4. Explain the Student Team Learning Activity and introduce the remaining Vocabulary *Words, People and Places to Remember*, written on chart paper.

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**STUDENT TEAM LEARNING ACTIVITY**

**STL ACTIVITY – 25 minutes**

**Reading to formulate a position on an issue**

1. **Reading for a Purpose:** Beginning on page 147, students finish reading Chapter 31 “Picking and Picketing” of *All the People* in order to develop their characters’ points of view concerning the farm workers.

2. Teams discuss the situation of the farm workers from their characters’ points of view. Each team member is permitted to speak three times, placing one of his or her three speaking sticks in the center for each contribution.

3. After hearing all the points of view, each student decides his or her own position on the issue of the rights of farm workers.

**Circulate and Monitor:** During the activity, visit each team to assist students with the reading and the discussion.

4. If necessary, very briefly review the results of the team discussions with the class.

5. Show the Transparency: *Quotations*. Read each quotation to the students and discuss them separately.
• What does this quotation tell us about the character of César Chevaz?

Students evaluate Chávez ’s contribution to reform:
• Why would you consider César Chávez ’s actions to be heroic?
• What character traits made Chávez a hero?

In the discussion, emphasize Chávez ’s commitment to nonviolence and the strength of worker solidarity, his vision of a farm worker organization that was both a union and a civil rights movement, and his sense of mission and depth of moral purpose in the cause of the farm workers.

REFLECTION AND REVIEW ACTIVITY

1. Working with their teammates, students decide on the event or events from the lesson to put on the timeline.

2. Students record the information on the timeline and if time permits, illustrate the events.

HOMEWORK

Design a symbol or picket sign for the farm workers to use. Write a brief explanation of the symbol and why you chose it.

LIBRARY/MEDIA RESOURCES

Fiction
Looking Out by Virginia Boutis, Four Winds

Nonfiction

Cobblestone Magazine
Free Speech
The Constitution
**CONNECTIONS**

**Language Arts** – Students create a CNN-type news-cast reporting one of Chávez’s marches or fasts.

**Technology/Library** – Students use the United Farm Worker website to research the current status of the farm workers, the leadership, and the problems.

**Technology/Language Arts** – Students use the Internet to find and read some of the speeches of César Chávez and compare them to the speeches of Martin Luther King, Jr.

**Visual Arts** – Students create a mural or collage illustrating the life of César Chávez or La Causa.

**Geography** – Students use or make maps that show the movement of migrant workers or the border movement of Mexicans into the United States to work in the fields.

**Geography** – On a map of their region, students measure a one-hundred mile radius and draw the circumference of a circle. Where might they end up if they walked three hundred miles in any direction from their homes?

**Physical Education and Math** – Students take a one-mile walk and record their time. Then they figure how long it would take them to walk 300 miles. Students speculate what it would be like to walk that distance.
Point of View Cards

Point of View Cards

Point of View Cards

Point of View Cards
Vinny Vineyard: I own the land and have spent years growing grapes. What is my point of view concerning the rights of farm workers?

Fuerto Farm Worker: I follow the harvests to pick grapes for a pittance in order to feed my family. What is my point of view concerning the rights of farm workers?

Maria Bracero: I cross the Mexican border and am glad to pick grapes in the United States for a very small wage. What is my point of view concerning the rights of farm workers?

Betty Buyer: I want to buy grapes at an affordable price. What is my point of view concerning the rights of farm workers?
Quotations

“We can win and keep our own self-respect and build a great union that will secure the spirit of all people if we do it through a rededication and recommittal to the struggle for justice through nonviolence.”

— César Chávez

“But this gentle giant woke up the drowsy conscience of the most powerful country in the world.”

— Marc Grossman writing about César Chávez

“The farm workers who labored in the fields and yearned for respect and self-sufficiency pinned their hopes on this remarkable man who, with faith and discipline, soft spoken humility and amazing inner strength, led a very courageous life.”

— President William Clinton
Despite our diversity, Americans share a common history based on democracy.

—— Jesse Jackson

From America’s earliest days, her people have made and used quilts. Quilts, brought from foreign lands, reminded immigrants of their old country roots as they forged a new life in America. Other quilts, constructed by candlelight in pioneer cabins, sod-houses, and farm kitchens, kept families warm under a beautiful folk art covering. Some early quilts told stories or sent coded messages, such as the Underground Railroad quilt codes sewed by African Americans as they sought their freedom. Today, the art of hand-quilting continues, and the value of old quilts escalates as appreciation for their worth grows.

Constructed from fabric scraps and used pieces of material, the quilt transcends its humble origins to become an object of beauty, comfort, and protection. Because the pieces that compose the quilt retain their individual character, color, and pattern when joined into a whole, the quilt offers a powerful and profound analogy for America itself, a nation constructed of bits and pieces of humanity from other countries and cultures.
From its beginning, America offered new hope to many individuals who were considered toss-away outcasts in their native land—the poor, wretched, ignorant, even criminals. Other immigrants, brilliant and educated, brought innovative ideas or noble ideals. Some newcomers were hardworking or adventurous or sought relief from political or religious persecution. Most came to the new land willingly, longing for a better life or a chance to improve their lot, but others came as punishment for their crimes, as an escape from poverty, or as enslaved workers. Nevertheless, the nation—like a quilt—grew in richness and beauty as diverse pieces were stitched together with the threads of freedom and democracy. True, some of the pieces jarred when first placed side by side, but with time and wear, the new pieces gradually became part of the whole and the odd juxtapositions became familiar and comfortable parts of the pattern as the nation adjusted and grew.

Unfortunately, tolerance and acceptance of new immigrants and different cultures did not, and still do not occur, smoothly. Americans continue to harbor reservations about, and even fear of, newly arrived immigrants with foreign customs and strange ideas. The nation’s history reflects a continual strain between noble democratic beliefs and the realities of American life. Throughout the nation’s history, minorities and newly-arrived immigrants struggled for freedom, equality, and justice as they strived for total inclusion and full citizenship in American society. Too often, America failed to provide life, liberty, and the pursuit of happiness to all people, its history stained by vicious, mean, and dark-hearted actions. But even blemished by racism, injustice, and inequality, the nation moves forward to accomplish the promise of its founding principles.

With lofty ideals and noble ideas expressed in piercingly beautiful language, the nation’s founders created a miraculous, workable system of self-government, a common thread to securely hold its
diversity together. The thread of America’s greatest promise is not found in dry, dusty documents but in a living, nitty-gritty process. A process that has worked—albeit haltingly and slowly—from the its revolutionary beginnings to provide a nation of laws and opportunity that promises to all people the inalienable rights of life, liberty, and the pursuit of happiness.

**For each student**

*All the People* by Joy Hakim: Chapter 41, “A Quilt, Not a Blanket” and Chapter 42, “The Land That Never Has Been Yet”

Colored art paper, markers, crayons, scissors, glue, and other art supplies to create a paper quilt patch

One 8 by 11 inch plastic sleeve or quart size frozen food bag

Optional Student Sheet: *What if...*

**For the classroom**

Colored masking tape to attach the plastic sleeves or bags together to form the quilt

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**STANDARDS**

**HISTORICAL THINKING**

The student will

**Chronological Thinking**

- create time lines

**Historical Comprehension**

- read historical narratives imaginatively
- draw upon visual, literary and musical sources

**Historical Analysis and Interpretation**

- consider multiple perspectives
- hypothesize the influence of the past

**Historical Research Capabilities**

- obtain historical data

**Historical Analysis and Decision-Making**

- identify issues and problems in the past

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**CONTENT**

The student will demonstrate understanding of

**Economic, social, and cultural development in contemporary America**

- Continuing reform agendas
  - evaluate how diverse peoples and their cultures have shaped American life
*For the teacher*

_The Keeping Quilt_ by Patricia Polacco, Simon and Schuster

*Web sites*

America’s Library: Stitch a Quilt @ http://www.americaslibrary.gov/cgi-bin/page.cgi/jp/quilt

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**Words to Remember**

*democracy* – a form of government in which the people govern themselves and are the supreme power

*quilt* – a covering made from scraps of material sewn together

*blanket* – a whole-piece covering woven from thread

**People to Remember**

*Jesse Jackson* – African American minister and twentieth-century political leader

*Langston Hughes* – African American author and poet

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**The Lesson**

**FOCUS ACTIVITY** – 5 minutes

1. Students read Jesse Jackson’s words on page 192 (2d ed. p. 198) of Chapter 41 of _All the People_.

2. Students use **Think-Team-Share** to Speculate
   - Why does Jesse Jackson think that America is more of a quilt than a blanket?
   - Do you agree or disagree with Jackson? Why?

3. Use **Numbered Heads** for teams to briefly share their opinions.
TEACHING ACTIVITY – 25 minutes

1. Reading for a Purpose: Read Chapter 41 in All the People to the students. As you read, stop frequently to engage students in discussing the stories of Orestes Lorenzo Perez and Bang Huy Le. Ask the students
   • What is the broader meaning of these stories?

2. After reading Chapter 41, briefly discuss America’s past immigrant experience and the reluctance of Americans to welcome newcomers. Remind the students of Emma Lazarus and the words on the Statue of Liberty.

Ask the students to recall some immigrants whose stories appear in other books of A History of US.
   • What part did immigrants such as Ying Lee, Mary Antin, and Albert Einstein play in our history?

3. Ask the students about the present immigrant experience.
   • Are there new immigrants in your classroom or community?
   • What are their experiences?
   • How do they feel about America?
   • How do you feel about recent immigrants?

4. Connect America’s immigrant experience with Jesse Jackson’s quotation.

STL ACTIVITY – 25 minutes

1. Ask the students to consider persons and events that shaped our nation’s history and led us closer to its ideals for all the people.

In their teams, students Round Robin a list of these persons and events that they think should be included in a History of US quilt.
2. Each student chooses a person or event that he or she believes should be included in the quilt.

3. Using cut paper, crayons, markers, paints, or other available art materials, each student designs and creates an eight by eleven inch quilt patch featuring that person or event.

4. As students create the quilt patches, read *The Keeping Quilt* by Patricia Polacco to the class. Discuss the role the quilt played in the author’s American family.

5. On a separate sheet of paper, each student writes an explanation of his or her quilt patch and why he or she choose that particular event or person for the *History of US* quilt.

**Circulate and Monitor:** As the students work, visit each team to help students choose quilt persons or events, create the quilt patches, and write their explanations. Be sure students are accomplishing the assignment in a timely manner.

6. When completed, each students places his or her quilt patch and the written explanation back-to-back in a plastic sleeve or bag.

7. Students tape all the plastic sleeves together with colored masking tape to form the quilt.

8. If time permits, students explain their quilt patches to classmates. Display the quilt in the hallway, cafeteria, library, or other public room in the school. Students might take the quilt to other classrooms or invite other classes or their families to an open house during which they show and explain the quilt.
REFLECTION AND REVIEW ACTIVITY

1. Working with their teammates, students decide what five events on the *All the People* timeline are the most significant to our future as a nation and why.

2. Use **Numbered Heads** for teams to share their choices with the class.

OPTIONAL ACTIVITY

**Note to the Teacher:** The Optional Activity can be extended into the next class session.

1. **Reading for a Purpose:** Students read Chapter 42, "The Land That Has Never Been Yet" to determine
   - What is the message of the chapter?
   - What is the message of Langston Hughes?

2. In their teams, the students discuss their own role in the continuing history of us:
   - How will you advance the ideas and ideals of the United States so our nation becomes what it was meant to be?
   - What did you learn about how ordinary people influence history?
   - What do you think history will say about your generation and its contribution to the American quilt?
   - Why is this textbook titled *All the People*?

3. **Reading for a Purpose:** Students read the Student Sheet: *What if...* to discuss what the poem means.
   - How does the message of the poem connect with the message of Chapter 42?

HOMEWORK

Begin your own quilt or quilt-like poster that tells the story of you. Make paper or cloth patches for important events in your own life.
**LIBRARY/MEDIA RESOURCES**

**Nonfiction**
- *The Century for Young People* by Peter Jennings and Todd Brewster, Random House, Inc.
- *The Quilt-Block History of Pioneer Days* by Mary Cobb, The Millbrook Press
- *The Keeping Quilt* by Patricia Polacco, Simon and Schuster
- *Hidden in Plain View: A Secret Story of Quilts and the Underground Railroad* by Jacqueline L. Tobin and Raymond G. Dobard

**CONNECTIONS**

**Language Arts/Library** – Students read *Hidden in Plain View: A Secret Story of Quilts and The Underground Railroad* by Jacqueline L. Tobin and Raymond G. Dobard to learn about the coded messages in African American quilts for escaping slaves.

**Technology/Library** – Students use web sites to research making quilts and the quilts of various nationalities and ethnic groups such as the Amish.

**Art/Library** – Quilts are an art form as well as a warm cover. Students research the various quilt patterns and how they acquired their descriptive names (e.g. Wild Goose Chase, Hole in the Barn Door, Bear’s Paw, Fox and Geese, Rail Fence, Log Cabin). *The Quilt-Block History of Pioneer Days* offers a variety of patterns and projects for young people.

**Writing** – Students write their own *What if ...* poems.
What if…
By Jackie French Koller

Did you ever stop and think
how the world would be
if some folks had turned out
differently?

For instance,
what if Ben Franklin,
never tried to fly a kite,
Or Shakespeare never tried to write?

What if Einstein never
used his brain,
or the Wright brothers
never tried to fly a plane?

What if Lincoln never tried
to free the slaves,
or Susan B. Anthony was afraid to make waves?

What if Alexander Graham Bell
was content just to yell?

What if Ford never tried
to make a car,
or Walt Disney never wished
upon a star?

What if Beethoven
never tried to play?
What if Mother Teresa
turned away?
What if Babe Ruth
was afraid to swing a bat?
What if Columbus accepted
that the world was flat?

What if Luciano Pavarotti
never tried to sing?
What if dreams were enough
for Martin Luther King?

What if Jim Thorpe
never entered the race.
Or Baryshnikov let another
dance in his place?

What if Michelangelo thought
he wasn’t good enough,
or John Glenn feared
he didn’t have the right stuff?

What if all the folks
who’ve changed the world
had lived and died
and never tried?

What if you had a dream
and you held it inside
and never tried?