

GLENCOE

*The*  
**AMERICAN  
VISION**  
MODERN TIMES

## **UNIT 1 RESOURCES**

### **Creating a Nation, Beginnings to 1877**

- CHAPTER 1**      A Nation is Born, Beginnings to 1789
- CHAPTER 2**      The Young Republic, 1789–1850
- CHAPTER 3**      The Civil War and Reconstruction, 1848–1877



**Glencoe**

New York, New York   Columbus, Ohio   Chicago, Illinois   Woodland Hills, California

# Book Organization

Glencoe offers resources that accompany *The American Vision: Modern Times* to expand, enrich, review, and assess every lesson you teach and for every student you teach. Now Glencoe has organized its many resources for the way you teach.

## HOW THIS BOOK IS ORGANIZED

Each Unit Resources book offers blackline masters at unit, chapter, and section levels for each unit. Each book is divided into three parts—unit-based resources, chapter-based resources, and section-based resources. Glencoe has included tabs at the side of every activity page in this book to help you navigate through it.

## UNIT-BASED RESOURCES

We have organized this book so that all unit resources appear at the beginning. Although you may choose to use the specific activities at any time during the course of unit study, Glencoe has placed these resources up front so that you can review your options. For example, the Geography and History Activities and American Literature Readings appear in the front part of this book, but you may plan to use these activities in class at any time during the study of the unit.

## CHAPTER-BASED AND SECTION-BASED RESOURCES

Chapter-based resources follow the unit materials. For example, Chapter 1 blackline masters appear in this book immediately following Unit 1 materials. The materials appear in the order you teach—Chapter 1 activities; Chapter 1 section activities; Chapter 2 activities; Chapter 2 section activities; and so on.

## A COMPLETE ANSWER KEY

A complete answer key appears at the back of this book. This answer key includes answers for all activities in this book in the order in which the activities appear.

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# To the Teacher

## **THE AMERICAN VISION: MODERN TIMES—THE TOTAL PACKAGE**

Glencoe's Unit Resource books are packed with activities for the varied needs of all of your students. They include the following activities:

### **Geography and History Activities**

These activities help students become familiar with map skills and the role that geography has played in history. Students will interpret and analyze maps in relation to historical events.

### **Economics and History Activities**

These activities are designed to provide students with the opportunity to analyze and interpret economic concepts and events in relation to history. These assignments make use of graphs and economic data to help students appreciate how history and economics are interrelated.

### **History Simulations and Problem Solving**

These activities provide situations for students to use critical thinking and other skills in simulated historical settings. These reenactment activities give students the experience of participating in debates, political campaigns, journalism, literary salons, and more.

### **American Literature Readings**

These readings provide students with the opportunity to read literature by or about people who lived during different historical periods. Each selection is preceded by background information and a guided reading suggestion, and followed by comprehension and critical thinking questions.

### **Reading Skills Activities**

These activities are designed to emphasize the skills that students need to develop strategies for organizing and processing information. Each activity provides students with an opportunity to practice and apply the skill using selected passages from their texts.

### **Historical Analysis Skills Activities**

These activities allow students to practice analyzing, evaluating, and interpreting historical events and their effects. Each activity provides students with an opportunity to practice and apply the skill using a particular event or passage from related primary sources.

### **Differentiated Instruction Activities**

These activities use a variety of reading materials to improve students' understanding of the history being taught. In each activity the source material is followed by questions that require students to think critically about the information presented. On the second page are teaching strategies designed to assist teachers in tailoring the activity to different learning styles.

### **English Learner Activities**

These worksheets provide a variety of activities that enable students to revisit the connections among facts in their textbook and to review major concepts. These activities may be used for remediation or reinforcement.

### **Content Vocabulary Activities**

These review and reinforcement activities help students master unfamiliar terms used in the student text. The worksheets emphasize identification of word meanings and provide reinforcement of language skills.

### **Academic Vocabulary Activities**

These review and reinforcement activities help students master unfamiliar terms used in their text. The worksheets emphasize identification of word meanings and provide reinforcement of language skills.

### **Reinforcing Skills Activities**

These activities allow students to practice their critical thinking and social studies skills with the information learned in the student text, and then apply them to other situations. These chapter-based activities will help students develop the basic skills needed to adapt to new situations and content.

### **Critical Thinking Skills Activities**

These activities help students develop their abilities to interpret, compare, contrast, and assess information, and then use these abilities to analyze, make predictions, and reach logical and valid judgments and conclusions. These high-level thinking activities are vitally important to a student's ability to function in an ever-changing world.

(continued)

# To the Teacher (continued)

## Time Line Activities

Time lines are used to help students become aware of chronology in major historical events. Comparative time lines allow students to see relationships among events in different regions of the country or among events in different countries.

## Linking Past and Present Activities

By recognizing the link between the past and the present, students will better understand the relevancy of history to their lives. These activities take a look at the development and changes that have occurred in such areas as crime and punishment, taxation, women's rights, sports, and even animation and music.

## Primary Source Readings

These activities allow students to "see" history through the eyes of those who witnessed historic events, lived during historic periods, and participated in historic movements or changes. Each reading is preceded by an interpretive paragraph and concludes with questions related to the primary source.

## American Art and Music Activities

These activities provide an opportunity for students to sample the cultural history of a period and to compare and contrast cultural contributions, both past and present. A brief biography of each artist is followed by comprehension and critical thinking questions.

## Interpreting Political Cartoons Activities

These activities give students the opportunity to review different periods of history by learning how to interpret political cartoons. Each activity provides a political cartoon, background information about it, and critical thinking questions to help students interpret the cartoon's message.

## Reteaching Activities

These are a variety of activities designed to enable students to visualize the connections among facts in their textbook and to review major concepts. Graphs, charts, and tables are among the many types of graphic organizers used.

## Enrichment Activities

These activities introduce students to content that is different from, but related to, the themes, ideas, and information in the student textbook. Enrichment activities help students develop a broader and deeper understanding of the concepts and ideas presented in the chapters.

## Guided Reading Activities

These activities provide help for students who are having difficulty organizing the information found in the sections. Students fill in missing information in outlines and sentence completion activities and respond to short-answer questions.

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# ★ GEOGRAPHY AND HISTORY ACTIVITY 1



## Ranches of the Southwest: A Spanish Legacy

### THE SPANISH AND HISPANIC SOUTHWEST

The southwest United States was under Spanish and Hispanic rule from the time of Coronado's explorations in 1540 until the end of the Mexican-American War in 1848. During Spain's rule, the area was divided into three provinces: New Mexico, California, and Tejas (Texas). The vast province of New Mexico included what is now the state of New Mexico, most of Colorado and Arizona, and parts of Utah, Wyoming, Kansas, Oklahoma, and Texas. (See Map 1.) In 1821 Mexico won independence from Spain and took over the rule of these areas. (See Map 2.)

### THE FIRST RANCHES

When the Spanish settled in the Southwest, they introduced animals, plants, and farming methods that continue to influence the economy and lifestyle of this region today. The Spanish were the first to bring horses, cattle, and sheep to the Southwest. These animals thrived in the semiarid climate where the vegetation was very similar to what was found in Spain.

In addition to livestock, the Spanish settlers brought new crops to the area, such as barley, oats, wheat, melons, and fruit trees. They were able to grow these crops in the dry areas by using irrigation techniques they had practiced in their homeland for centuries.

This area of the United States is well known for its ranches, both large and small. Ranching, cowhands, cattle drives, and the open range, where livestock can roam and feed without fences, all began in the Spanish Southwest. The original Spanish missions maintained large animal herds. The missionaries trained Native Americans in the skills of the *vaqueros*, or herders on

horses. The *vaqueros* were the forerunners of cowhands, and the equipment and techniques they used were well suited to the open-range style of ranching. The clothing worn by cowhands, the gear for their horses, and the techniques for roping and herding cattle all originated with the Spanish.

### SHEEP IN NEW MEXICO

Santa Fe, New Mexico, was founded in 1609 or 1610. It was the first permanent settlement west of the Mississippi River. Although Santa Fe was situated at a high elevation—7,000 feet above sea level—and had low amounts of rainfall, it proved to be good farming and ranching country. Many rivers and streams fed by melting snow from the mountains provided water to irrigate the crops.

The dry slopes of the region's mesas, which are similar to plateaus but smaller, were surprisingly fertile enough for grazing livestock. Grama grass—a short, pale grass that is rich in nutrients even when it is burned dry by the sun and wind—was abundant. It was perfect food for the province's major industry—sheep. Hillsides were dotted with sheep. They were better suited to the mountainous terrain in this area of Spain's provinces than were cattle. During productive years in the 1700s, 500,000 sheep were herded south to the markets in Chihuahua, nearly 600 miles away.

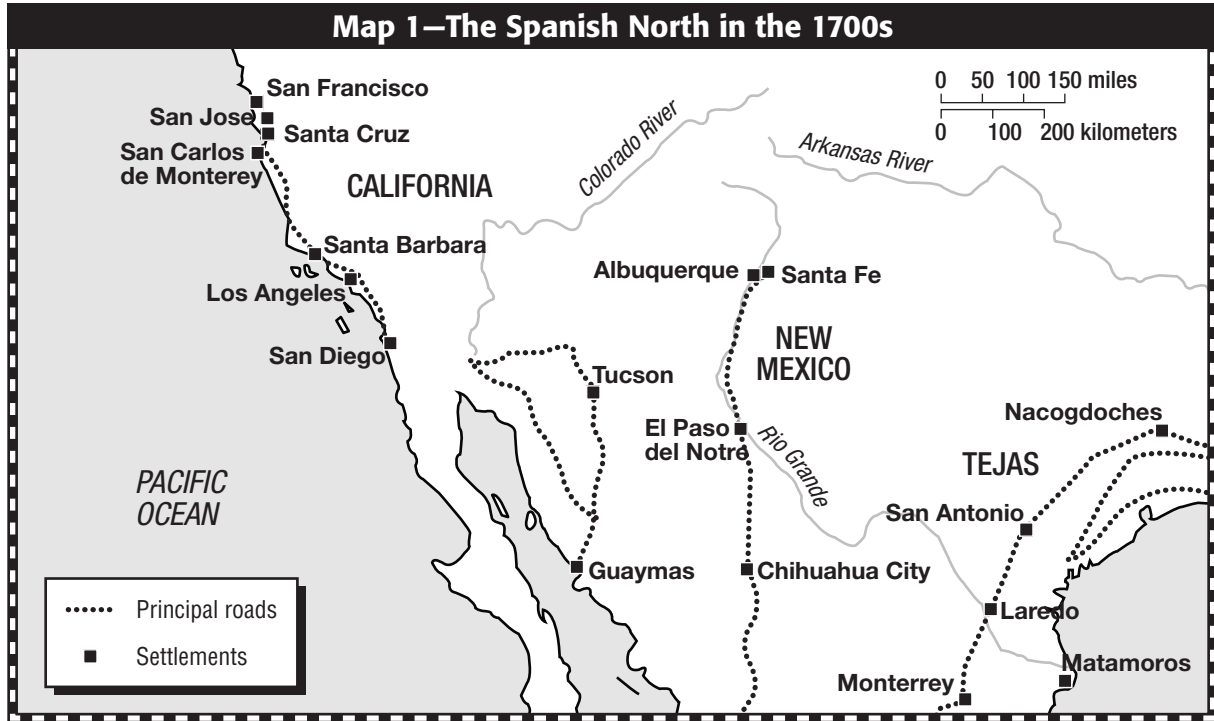
### RANCHOS IN CALIFORNIA

The Franciscan priest Junípero Serra brought cattle to California when he established the first missions there. The missionaries also brought plants and seeds, including grapes and citrus fruits, to California. These plants and crops were established and thriving by the early 1800s. Other

(continued)

# ★ GEOGRAPHY AND HISTORY ACTIVITY 1 (continued)

UNIT 1



*The provinces, settlements, and main roads in the Spanish north in the 1700s*



*The division of land between Mexico and the United States in 1821*

(continued)

## ★ GEOGRAPHY AND HISTORY ACTIVITY 1 (continued)

settlers brought more cattle and took advantage of the abundant rangeland available to anyone who wanted to establish a *rancho*.

The land in California was perfect for raising cattle, an animal that thrives even with little or no attention from its owners. The livestock roamed the open range, and several million could be seen grazing on the hills near the California coast. Twice a year, the cattle were collected or “rounded up” by *vaqueros*. In the spring, the first roundup took place in order to brand the calves. The second roundup, from July to October, was done to gather the cattle for slaughter. Cattle supplied beef for food, hides for shoes and clothing, and fat for cooking and making candles and soap.

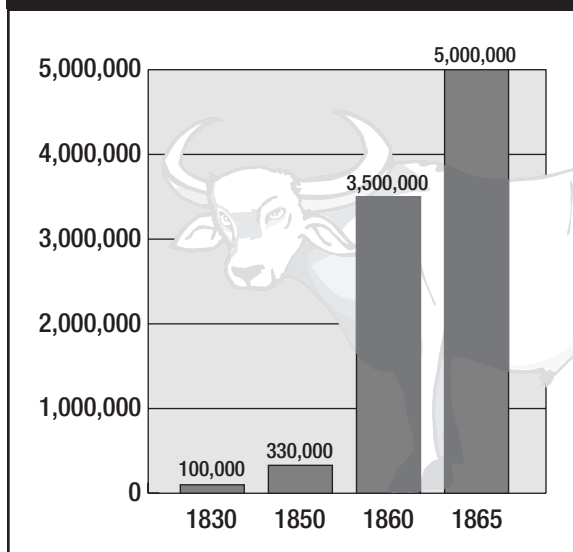
### CATTLE COUNTRY IN TEXAS

The Spanish missions of Texas, such as the one in San Antonio, maintained huge herds of cattle. Cattle that strayed from the missions or that wandered north from Mexico ran wild on the vast open plains of Texas. These strays, the legendary Texas

longhorns with horns that could span six feet, had good survival instincts. They were sturdy and could adapt to any environment. They were at home on the Texas coastal prairies, in the timbered areas, or out on the hot, dry brush country. The longhorn population multiplied quickly. There were once millions of these wild cattle. Their numbers increased to their peak population in 1865. (See the graph.)

Longhorns provided stock for the huge open-range ranches that later developed in Texas. The *vaquero* evolved into the Texan cowhand. Like the sheepherders in the province of New Mexico, Texans started long cattle drives to take their longhorns to market. Cattle drives and cowhands have since become a popular part of the American culture through portrayals in books, on TV, and in movies. Spanish missions and settlers had not only provided the Southwest with the perfect animals and plants for continued economic success, but they also introduced a way of life that symbolized “America.”

**Number of Longhorns Roaming in Texas from 1830 to 1865**



### DID YOU KNOW?

- ▷ Horses on Spanish ships bound for the Americas were often suspended in slings so they would not fall when the seas were rough. Even with this precaution, sometimes half of each shipload died on the voyage.
- ▷ In 1927 Congress passed legislation to establish a national herd of longhorns—only 23 could be found.
- ▷ Thousands of mustangs—wild horses descended from Spanish stock—also ran wild over the Texas plains.

# ★ GEOGRAPHY AND HISTORY ACTIVITY 1 (continued)

## UNIT 1

### APPLYING GEOGRAPHY TO HISTORY

**Directions:** Write the answer to each question in the space provided.

#### Recalling Information

- Why were more sheep than cattle found in New Mexico in the early years of Spanish settlement?

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- What two plants did the Spanish bring to California that eventually became important crops to that state's economy? Why are they important to California's economy?

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- In addition to plants and animals, what important farming method did the Spanish introduce to the Southwest? What did this farming method accomplish?

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- What present-day states made up the Spanish province of New Mexico?

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#### Critical Thinking

- Determining Cause and Effect** The increase in California's population during the Gold Rush that started in 1848 marked the end of the large cattle herds in that state. Give two reasons why the increase in population caused the cattle herds to decrease.

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- Drawing Conclusions** The horse, also introduced by the Spanish to the Southwest, was essential for the type of work done on the open ranges. Why?

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## Economics and History Activity 1



### Labor and Slavery

In economics, **labor** refers to the supply of workers. It is one of the basic economic resources needed for production. For almost 250 years, African Americans were viewed only as tools of labor. In this activity, you will look at labor, labor productivity, and whether the institution of slavery provided the South with an efficient labor force.

#### ENSLAVED WORKERS

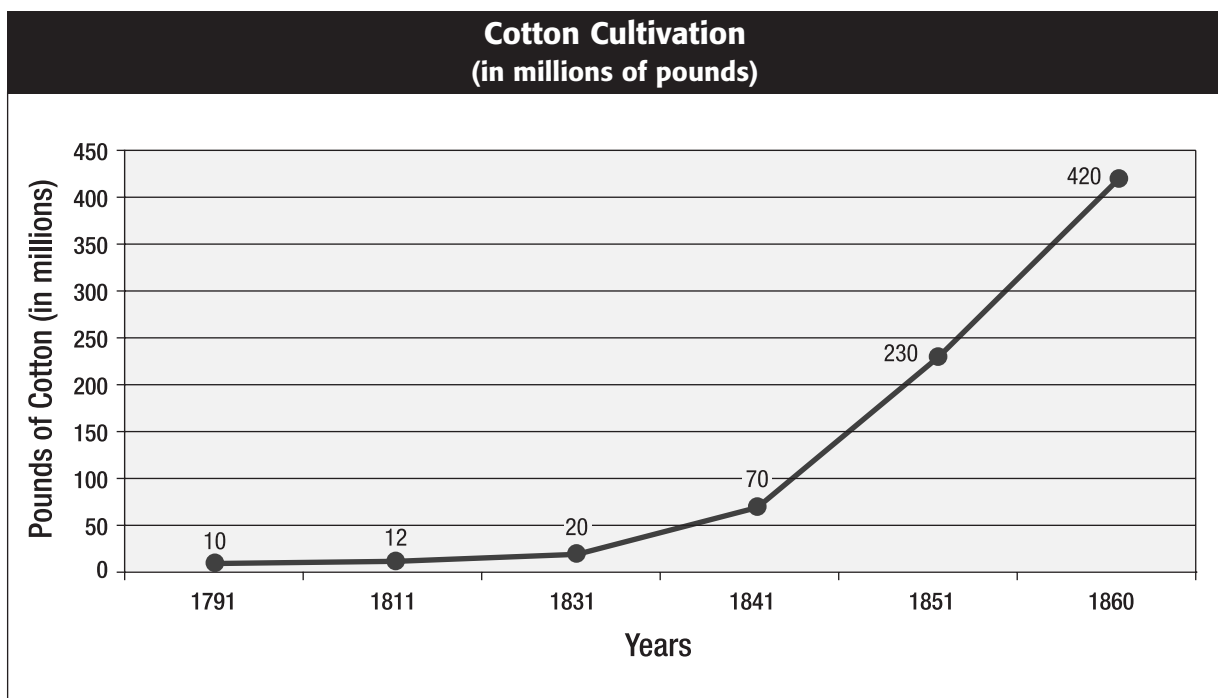
Productivity depends in part on the size and quality of the labor force. Cotton production grew tremendously in the first 70 years of United States history. The graph below shows the startling growth in the amount of cotton cultivated in the United States between 1791 and the eve of the Civil War. Cotton cultivation in the 1800s required many workers performing hard, physical work. Enslaved persons were seen as an efficient labor force for the backbreaking, difficult work of raising cotton.

#### THE LABOR FORCE

Economists define the **labor force** as the number of people over age 16 who are able and willing to work. *Able* covers both physical and mental abilities and skills. *Willing* means that people will work at the rate of pay being offered. Employers need to consider labor costs when trying to achieve maximum profits. Usually, **labor costs** include training, wages, and benefits. With enslaved persons, labor costs involved their purchase price, the cost of raising their children, and the costs to feed, clothe, and house them.

#### MARGINAL ANALYSIS

Economists apply the rule  $MR_L = MC_L$  to calculate labor costs and profitability. This equation says that the profit-maximizing level of employment is where the marginal revenue of labor ( $MR_L$ ) equals the marginal cost of labor ( $MC_L$ ). In economics, **marginal** usually means *additional*. Therefore,  $MR_L$



SOURCE: *An Economic History of the United States*, Gilbert C. Fite and Jim E. Reese. Houghton Mifflin Company, p. 187.

(continued)

## Economics and History Activity 1 (continued)

refers to the additional revenue or profits the business gains from one additional worker's labor, and  $MC_L$  refers to the cost of paying that additional worker.

### ENSLAVED LABOR AND PROFITABILITY

Historians have long debated whether slavery was the most economically efficient labor for the Southern economy. When historians applied the formula  $MR_L = MC_L$  to the institution of slavery, they found that the revenue produced by enslaved labor exceeded the cost of maintaining an enslaved labor force. The Southern economy, therefore, was profitable because of the institution of slavery. In contrast, however, enslaved labor was hardly the most efficient economic choice for the South. It kept the Southern economy dependent on agriculture. Therefore, the South lagged behind the North in manufacturing and benefited little from industrialization. This economic legacy continued to affect the South long after the institution of slavery ended.

### ABLE AND WILLING TODAY

At one time, most workers needed physical abilities more than mental abilities. That situation has changed. Today being *able* does not refer to physical abilities. Instead, *able* usually means having mental abilities and skills acquired from education, training, and experience. This change has resulted from a shift towards information and technology jobs, and the use of information technology in many other kinds of jobs. Another feature of the contemporary workplace is the shift from providing goods to providing services, such as serving fast food or mowing lawns. These jobs generally do not pay well, offer limited or no benefit packages, and have inadequate opportunities to advance. Many people beyond their early working years are unwilling to take these low-paying jobs or are unsatisfied when they do.

### APPLYING ECONOMICS TO HISTORY

**Directions:** Use the information you have read and the information in the graph to answer the following questions on a separate sheet of paper.

### RECALLING INFORMATION

1. How do economists define the labor force?
2. What abilities pertain more and more to working in the contemporary economy? How are they acquired?
3. Was the increased demand for cotton larger from 1841 to 1851 or from 1851 to 1860? How much more was the greater increase?
4. What is the marginal revenue of labor?

### CRITICAL THINKING

5. **Synthesizing Information** Suppose you own a factory and each worker costs you \$75 per day. Now suppose you want to hire new workers so that  $MR_L = MC_L$ . The first new worker will bring in an additional \$110 in revenue, but the revenue of each additional worker after that will drop by \$5. How many new workers should you hire to achieve maximum profits?
6. **Comparing and Contrasting** Today mass-produced items such as clothing may be made in what is called a sweatshop. In sweatshops, workers are paid very little, they work very long hours, their working conditions are often dangerous, and they have no power to change their working conditions. Explain the similarities and differences between workers in sweatshops and the enslaved labor of the early United States.



## ★ Simulation 1: Influence of Religious Thought in Colonial America

### Topic

In this simulation, students will interview key religious leaders in early colonial America.

### Purpose

The religious convictions of early colonial leaders have impacted many aspects of American political and social life. This simulation will help students learn that religious thought in colonial America was more diverse than they might have suspected, and that the legacy of those beliefs remains a vital force within America today.

### Objectives

By participating in this simulation, students will:

- Learn about the various religious viewpoints of key figures of early colonial America.
- Perceive how religious thoughts and beliefs translate into political and social accomplishments.
- Note the influence of religious thought on basic American rights (e.g., freedom of speech and freedom to assemble).

### Suggested Resources

- ✓ Selected writings of and about John Winthrop, Roger Williams, Anne Hutchinson, Thomas Hooker, and William Penn
- ✓ Historical analyses of the colonial leaders studied in this simulation

### Procedures/Pacing Guide

This simulation activity is designed to be conducted over the course of one week (five class periods, plus out-of-class preparation time). You can shorten the time required by doing some of the

preparatory work yourself. If possible, devote at least two class periods to the simulation.

### Day 1—Introduce the Simulation

Have the students read Simulation Sheet 1 and answer the questions. Guide students in a broad discussion of the role of religion in early colonial America and the varieties of religious expression.

Near the end of class, organize students into five groups—one each for John Winthrop, Roger Williams, Anne Hutchinson, Thomas Hooker, and William Penn. Each group should include (1) a colonial leader (e.g., Winthrop, Williams, etc.), (2) an interviewer/host, and (3) a “news crew” that will research and summarize the leader’s beliefs as well as any criticism of those historical beliefs. Explain that each group will produce a television news program in which they will interview an early colonial leader, focusing on his or her religious views. The interviewer will also point out criticism or dissenting views opposing the leader. Students will need to be familiar with dissenters’ beliefs as well as the beliefs of the group’s colonial leader. Group members can decide for themselves who will play the various roles.

Tell students that each group will present its interview on Day 4, after which students will form personal viewpoints on the effects of religious beliefs on the formation of American political and social structures. Distribute copies of Simulation Sheet 2 to all students and ask them to begin their out-of-class research immediately.

## ★ Simulation 1: Influence of Religious Thought in Colonial America (continued)

### Day 2—Prepare for the Simulation

Use Simulation Sheet 2 as the basis for this lesson. Groups should research their religious leader using library resources, the Internet, and materials that you provide. Remind students that all members of their news teams should be involved in researching, producing the interview, and formulating questions. Make sure that students do not simply phrase their questions in an overly literal way from the list of research topics on Simulation Sheet 2. For example, they should avoid asking “What is your opinion on religious freedom?” or “What is your opinion on the authority of the Bible?” Instead, students should use these topics to explore reasons for the colonial leader’s beliefs and the relationships between the leader’s beliefs and policies.

Political/social achievements could include such things as establishment of colonies, treatment of Native Americans, separation of church and state, voting rights, importance of education, and strict moral codes. Encourage students to use broad but accurate examples as they consider this aspect of the assignment.

### Day 3—Prepare for the Simulation

Students should meet in their assigned groups to share the results of their research, plan for the next day’s televised interview, and prepare their questions and the leader’s responses. Provide students with the simulation format (given under Day 4 procedures). Students may wish to perform a practice run-through of their simulation or develop scripts, rather than have an extemporaneous discussion.

### Day 4—Conduct the Simulation

Use the following format as the basis for the news program:

★ **Step One—Sign On/Welcome to Viewers.** The interviewer/host opens by briefly commenting on the topic of the program.

★ **Step Two—Introduction/Interview of Colonial Leader.** The interviewer introduces the colonial leader and begins questioning him or her from the prepared list of questions.

★ **Step Three—Guest Responses.** The colonial leader should respond to the questions in a manner that is historically accurate.

★ **Step Four—Sign Off.** Concluding remarks by the interviewer/host signal the end of the program.

Students can set up a “television studio” in the manner of news programs they have seen. Make sure that the positions taken by the participants are historically accurate. Encourage all students to take notes throughout each of the five interviews.

### Day 5—Solve the Problem

Pose the following questions to students as homework or as a basis for classroom discussion about the simulation: Which of the early colonial leaders studied in this simulation has had the greatest effect on the political structure of contemporary America? On the social structure? Explain the reasons for your choices.

## History Simulations and Problem Solving 1

### Simulation Sheet 1

#### UNIT 1

## Influence of Religious Thought in Colonial America

**Directions:** In this simulation, you will compare and contrast the religious beliefs of key leaders in early colonial America and study the effects of their beliefs on the formation of American political and social structures. To help you prepare, read the background information. Then answer the questions that follow.

### BACKGROUND INFORMATION

Religion was a key factor in the establishment of many American colonies, particularly in New England. New England Puritans wanted the Church of England to be purged of all traces of Roman Catholicism and restored to the “simplicity and authority” of the Bible. Puritans believed that they were a special people with a special covenant, or agreement, with God. John Winthrop wanted to build a refuge for Puritans, who were persecuted in England for their religious ideas. Winthrop, the first governor of the Massachusetts Bay Colony, hoped his colony would be an example to the rest of the world:

We shall find that the God of Israel is among us, when ten of us shall be able to resist a thousand of our enemies, when He shall make us a praise and glory [so] that men shall say of succeeding plantations, “The Lord make it like that of New England,” for we must consider that we shall be as a city upon a hill, the eyes of all people are upon us.

Not all early American colonists were Puritans. Even within the ranks of New England Puritanism, people such as Roger Williams and Anne Hutchinson held differing thoughts and beliefs. Outside New England, in the southern and middle colonies, religious enthusiasm generally did not rise to the same level that was shown in the northeast. However, some 50 years after the founding of the Massachusetts Bay Colony, William Penn received a charter for the establishment of Pennsylvania. He hoped it would be different from New England. Penn was a Quaker, and the Puritans did not welcome his religious beliefs. He wanted his colony to be a place where all could practice their religion peacefully.



1. In which American colonies did Puritanism particularly flourish? What were some characteristic beliefs of Puritans?

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2. Were all early American colonists Puritans? Did all Puritans believe the same thing? Explain.

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## History Simulations and Problem Solving 1

### Simulation Sheet 2

#### UNIT 1

## Influence of Religious Thought in Colonial America

**Directions:** Complete the following worksheet as you discuss the beliefs and policies of your group's colonial leader. Fill in the views held by the colonial leader for Topics 1–5. Then research historical criti-

cism of the leader, if any, and what political or social achievements resulted from the leader's religious policies. Use the information to produce the simulated television interview.



**Colonial Leader:** \_\_\_\_\_

**Topic 1:** Religious freedom \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Topic 2:** Freedom of speech \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Topic 3:** Authority of the Bible \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Topic 4:** Authority of religious leaders \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Topic 5:** Other distinguishing doctrines \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Topic 6:** Criticism of the leader \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Topic 7:** Political/social achievements \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## American Literature Readings 1



### Life in the Young Republic

#### INTRODUCTION

The young United States, throughout its first century as a nation, struggled to establish its identity and place in the world. At the same time, the nation's artists and writers set out to create uniquely American works that celebrated the people, history, and natural beauty of the United States. Contentious or longing, political or personal, early American literature addressed the broad spectrum of concerns, desires, fears, and beliefs of its people.

#### from "On Equality of the Sexes"

*Judith Sargent Murray*

**About the Selection** Judith Sargent Murray (1751–1820) enjoyed an upbringing of ease as the daughter of a wealthy merchant and ship owner in Massachusetts. She was well educated and became a writer of poems and essays, and saw her work published in several journals of the day. One of her strongest interests was the equal education of women.

#### GUIDED READING

As you read Murray's essay from 1790, make note of her description of the limitations placed on women's lives. Then answer the questions that follow.

... **A**re we [women] deficient in reason? We can only reason from what we know, and if an opportunity of acquiring knowledge hath been denied us, the inferiority of our sex cannot fairly be deduced from thence. . . . Yet it may be questioned, from what doth this superiority, in this determining faculty of the soul, proceed. May we not trace its source in the difference of education, and continued advantages? Will it be said that the judgment of a male of two years old, is more sage than that of a female's of the same age? I believe the reverse is generally observed to be true. But from that period what partiality! how is the one exalted, and the other depressed, by the contrary modes of education which are adopted! the one is taught to aspire, and the other is early confined and limited.

As their years increase, the sister must be wholly domesticated, while the brother is led by the hand through all the flowery paths of science. . . . At length arrived at womanhood, the uncultivated fair one feels a void, which the employments allotted her are by no means capable of filling. What can she do? to books she may not apply; or if she doth, *to those only of the novel kind*, lest she merit the [label] of a *learned lady*; and what ideas have been affixed to this term, the observation of many can testify. Fashion, scandal, and sometimes what is still more reprehensible, are then called in to her relief. . . . [An educated mind] would have little room for the trifles with which our sex are, with too much justice, accused of amusing themselves. . . .

(continued)

## American Literature Readings 1



### UNIT 1

Will it be urged that [a good education] would supersede our domestick duties? I answer that every [skill] in female economy is easily attained; and, with truth I can add, that when once attained, they require no further *mental attention*. Nay, while we are pursuing the needle, or the superintendency of the family, I repeat, that our minds are at full liberty for reflection; that imagination may exert itself in full vigor; and that if a just foundation is early laid, our ideas will then be worthy of rational beings. . . . Should it

still be vociferated, "Your domestic employments are sufficient"—I would calmly ask, is it reasonable, that a candidate for immortality, for the joys of heaven, an intelligent being, who is to spend an eternity in contemplating the works of Deity, should at present be so degraded, as to be allowed no other ideas, than those which are suggested by the mechanism of a pudding, or the sewing the seams of a garment?

From "On Equality of the Sexes" from *Selected Writings of Judith Sargent Murray* (Oxford University Press, 1995).

### READER RESPONSE

**Directions:** Answer the following questions on the lines below.

1. Summarize Murray's argument that a woman's mind is worth more than it was being used for during her time.

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2. What does Murray say will happen to a woman who is not allowed to fill her mind with education?

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3. How is lack of education a form of slavery?

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4. **CRITICAL THINKING** How might Murray respond to the lives of today's women?

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## American Literature Readings 1



### from “There Is No Place Like Crow Country”

Arapooish

**■ About the Selection** Arapooish was a Native American chief of the Crow peoples in the first half of the 1800s. Crow lands were in the Montana/Wyoming region of the United States. The following words were spoken by Chief Arapooish to a fur trader, who passed them on to Captain B.L.E. Bonneville. In turn, Bonneville related the story to American author Washington Irving, who in 1837 published Chief Arapooish’s narrative in *The Adventures of Captain Bonneville or Scenes, Incidents, and Adventures in the Far West*.

#### GUIDED READING

As you read, make note of Arapooish’s affection for the land. Then answer the questions that follow.

“The Crow country,” said he [Arapooish], “is a good country. The Great Spirit has put it exactly in the right place; while you are in it you fare well; whenever you are out of it, whichever way you travel, you fare worse.

“If you go to the south, you have to wander over great barren plains; the water is warm and bad, and you meet the fever and ague.

“To the north it is cold; the winters are long and bitter, and no grass; you cannot keep horses there, but must travel with dogs. What is a country without horses?

“On the Columbia they are poor and dirty, paddle about in canoes, and eat fish. Their teeth are worn out; they are always taking fish-bones out of their mouths. Fish is poor food.

“To the east, they dwell in villages; they live well; but they drink the muddy water of the Missouri—that is bad. A Crow’s dog would not drink such water.

“About the forks of the Missouri is a fine country; good water; good grass; plenty of buffalo. In summer, it is almost as good as the Crow country; but in winter it is cold; the grass is gone; and there is no salt weed for the horses.

“The Crow country is exactly in the right place. It has snowy mountains and sunny plains; all kinds of

climate and good things for every season. When the summer heats scorch the prairies, you can draw up under the mountains, where the air is sweet and cool, the grasses fresh, and the bright streams come tumbling out of the snow-banks. There you can hunt the elk, the deer, and the antelope, when their skins are fit for dressing; there you will find plenty of white bear and mountain sheep.

“In the autumn, when your horses are fat and strong from the mountain pastures, you can go down into the plains and hunt the buffalo, or trap beaver on the streams. And when winter comes on, you can take shelter in the woody bottoms along the rivers; there you will find buffalo meat for yourselves, and cotton-wood bark for your horses; or you may winter in Wind River Valley, where there is salt weed in abundance.

“The Crow country is exactly in the right place. Everything good is to be found there. There is no place like Crow country.”

*From Native Heritage—Personal Accounts by American Indians—1790 to the Present*, edited by Arlene Hirschfelder. New York: Macmillan, A Simon & Schuster Macmillan Company. Copyright © 1995 by Arlene Hirschfelder.

(continued)

## American Literature Readings 1



### READER RESPONSE

**Directions:** Answer the following questions on the lines below.

1. List the reasons Crow country was in exactly the right place.

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2. Describe the tone of Chief Arapooish's words.

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3. How does Chief Arapooish talk about his land and the lands beyond his?

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4. **CRITICAL THINKING** Do you think these words are directly from Arapooish, or are they an interpretation? Explain.

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## American Literature Readings 1



### from “Come Up from the Fields Father”

Walt Whitman

■ **About the Selection** Walt Whitman (1819–1892) (poet, essayist, and Civil War recorder and nurse) was a writer for the common people. His work “Come Up from the Fields Father” expresses the grief of a mother losing a son.

#### GUIDED READING

As you read, consider how Whitman compares the prosperity of Ohio to the poverty in the mother’s heart. Then answer the questions that follow.

Come up from the fields father, here’s a letter  
from our Pete,

And come to the front door mother, here’s a  
letter from thy dear son.

Lo, ‘tis autumn,

Lo, where the trees, deeper green, yellower and  
redder,

Cool and sweeten Ohio’s villages with leaves flutter-  
ing in the moderate wind,

Where apples ripe in the orchards hang and grapes  
on the trellised vines

(Smell you the smell of the grapes on the vines?

Smell you the buckwheat where the bees were lately  
buzzing?)

Above all, lo, the sky so calm, so transparent after  
the rain, and with wondrous clouds,

Below too, all calm, all vital and beautiful, and the  
farm prospers well.

Down in the fields all prospers well,

But now from the fields come father, come at the  
daughter’s call,

And come to the entry mother, to the front door  
come right away.

Fast as she can she hurries, something ominous, her  
steps trembling,

She does not tarry to smooth her hair nor adjust  
her cap.

Open the envelope quickly,

O this is not our son’s writing, yet his name is signed,  
O a strange hand writes for our dear son, O stricken  
mother’s soul!

All swims before her eyes, flashes with black, she  
catches the main words only,

Sentences broken, gunshot wound in the breast,  
cavalry skirmish, taken to hospital,

At present low, but will soon be better.

Ah now the single figure to me,

Amid all teeming and wealthy Ohio with all its cities  
and farms,

Sickly white in the face and dull in the head, very  
faint,

By the jamb of a door leans.

Grieve not so, dear mother, (the just-grown daughter  
speaks through her sobs,

The little sisters huddle around speechless and  
dismayed,)

See, dearest mother, the letter says Pete will soon  
be better.

Alas poor boy, he will never be better, (nor maybe  
needs to be better, that brave and simple soul,)

## American Literature Readings 1



### UNIT 1

While they stand at home at the door he is dead  
already,  
The only son is dead.

But the mother needs to be better,  
She with thin form presently dressed in black,  
By day her meals untouched, then at night fitfully  
sleeping, often waking,  
In the midnight waking, weeping, longing with one  
deep longing,

O that she might withdraw unnoticed, silent from life  
escape and withdraw,  
To follow, to seek, to be with her dear dead son.

From *Heritage of American Literature, Beginnings to the Civil War*,  
by James E. Miller, Jr. Orlando, Florida: Harcourt Brace Jovanovich.  
Copyright 1991.

### READER RESPONSE

**Directions:** Answer the following questions on the lines below.

1. Where does this poem take place?

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2. Who are the speakers in the poem?

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3. **CRITICAL THINKING** How do the words “O this is not our son’s writing” and “O a strange hand writes for our dear son” predict bad news?

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# *The* AMERICAN VISION MODERN TIMES

## Chapter 1 Resources

### A Nation Is Born, Beginnings to 1789

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**Reading Skills Activity 1**

## Predicting

### LEARNING THE SKILL

A prediction is an educated guess. You can make predictions before you read and continue to make them while you are reading. To make predictions, think about what you already know or what the author has told you. Chapter titles, headings, and subheadings are all clues to help you with this skill.

### PRACTICING THE SKILL

**DIRECTIONS:** The following headings are from Section 4 of Chapter 1. For each heading, list the keywords. Then, using them as clues, write a prediction about what the section may be about. The first one has been completed for you.

**Heading:** A New Constitution

**Keyword:** constitution

**Prediction:** *I know that a constitution is a document that describes the makeup and duties of a government. I think this section will be about the people who developed the Constitution and the decisions they made.*

- Heading: Debate and Compromise

**Keywords:** \_\_\_\_\_

**Prediction:** \_\_\_\_\_

- Heading: Framework of Government

**Keywords:** \_\_\_\_\_

**Prediction:** \_\_\_\_\_

- Heading: Checks and Balances

**Keywords:** \_\_\_\_\_

**Prediction:** \_\_\_\_\_

- Heading: Amending the Constitution

**Keywords:** \_\_\_\_\_

**Prediction:** \_\_\_\_\_

### APPLYING THE SKILL

**DIRECTIONS:** On a separate sheet of paper, write down the two major headings from Section 3 of Chapter 1. Then apply the techniques you have learned from "Practicing the Skill." Once you have read Section 3, check your predictions against your textbook.

**★ Historical Analysis Skills Activity 1**

## Analyzing Secondary Sources

**LEARNING THE SKILL**

You can use secondary sources, such as history books and newspapers, to understand the various ways that change occurs. Historical events influence people's lives in many different ways. Some people will benefit from change, while others may not. Examining the world before and after an event is one way to see how history changes the way people view each other and the world around them. As you think about change, consider the ways that events shape people's attitudes toward themselves and one another.

**PRACTICING THE SKILL**

**DIRECTIONS:** The following excerpt is taken from *A People's History of the United States* by historian Howard Zinn. Using Chapter 1 of your text and the excerpt below, answer the questions that follow.

What did the Revolution mean to the Native Americans, the Indians? They had been ignored by the fine words of the Declaration, had not been considered equal, certainly not in choosing those who would govern the American territories in which they lived, nor in being able to pursue happiness as they had pursued it for centuries before the white Europeans arrived...

1. Who does this author suggest was ignored by the Declaration of Independence?

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2. The American Revolution brought about many changes in society—both positive and negative. Explain some of the advances women and African Americans gained by such changes.

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**APPLYING THE SKILL**

**DIRECTIONS:** In your local newspaper, find an article about a current event. On a separate sheet of paper, describe three ways in which that event may change the lives of the people in your community.

**Differentiated Instruction Activity 1**

## Analyzing the Declaration of Independence

After fighting for over a year against the British, the Continental Congress issued the Declaration of Independence on July 4, 1776. With this document, the colonies were now The United States of America. Read the introduction to The Declaration of Independence.

### INTRODUCTION TO THE DECLARATION OF INDEPENDENCE

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

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.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, -- That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

**Directions:** Answer the following questions based on the excerpt above.

- Analyzing Information:** According to the document, what are the basic rights given to men?

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- Analyzing Information:** To what extent can people change the new government?

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**Differentiated Instruction Activity 1** (continued)**FOR THE TEACHER****Teaching Strategies for Different Learning Styles**

The following activities are the ways the basic lesson can be modified to accommodate students' different learning styles:

**English Learners (EL)** Preview the reading with students. Point out the topic. Say, write, and explain words such as *impel*, *unalienable*, *abolish*, *transient*, and *despotism*. Tell students that when they are reading something written long ago, they may encounter words and phrases that are no longer commonly used, such as *hath shewn*. Explain that this is an archaic way of saying "has shown."

**Advanced Learners (AL)** Thomas Paine's *Common Sense* played a direct role in the writing of *The Declaration of Independence*. Have students research different sections of both *Common Sense* and *The Declaration of Independence*. Have them list similarities between the two documents.

**Below Grade Level (BL)** Have students study the first paragraph of the reading. Explain that the main idea of the paragraph is that the author believes that when people attempt to separate from their nation in order to form a new country, they should give reasons why. Have students look at the rest of the text. Encourage students to list some main ideas that they find in the text.

**On Grade Level (OL)** Have students read the passage silently and answer the questions in complete sentences.

## English Learner Activity 1 ★ ★ ★ ★ ★ ★

### A Nation Is Born, Beginnings to 1789

#### ★ A. PRE-READING ACTIVITY

##### Previewing the Material

**Directions:** Before reading the primary source selection from Section 4, on page 37, answer the following questions.

1. Ben Franklin was chosen to help the Continental Convention come to an agreement about the new Constitution. What kind of person do you think Franklin was?  
\_\_\_\_\_  
\_\_\_\_\_
2. Ben Franklin warned the delegates what would happen if they failed to agree. Why do you think he did this?  
\_\_\_\_\_  
\_\_\_\_\_

#### ★ B. PRE-READING ACTIVITY

##### Vocabulary Review

**Directions:** Reviewing the words and expressions below will help you understand the reading.

- ages (n.): periods of time, especially very long ones
- by-word (n.): a term that stands for another word, term, person, thing, or event
- chance (n.): an accident; an unforeseeable and uncontrollable event
- conquest (n.): the act of winning by force
- despair (v.): to lose hope or faith
- establish (v.): to form or to make
- hereafter (adv.): from this point on into the future
- instance (n.): an example or occurrence
- mankind (n.): the whole human population
- reproach (n.): a warning, or a person or thing held up as an example of failure
- unfortunate (adj.): having no luck or success
- wisdom (n.): intelligence, especially that gained from experience

## English Learner Activity 1 (continued) ★ ★ ★ ★ ★

## ★ C. READING COMPREHENSION ACTIVITY

## Understanding Details

**Directions:** After reading the passage on page 37, decide whether the following statements are true (T) or false (F).

1. \_\_\_\_\_ Franklin warned that members of the convention would be blamed in the future if they did not agree.
2. \_\_\_\_\_ Franklin wanted to write the new Constitution himself.
3. \_\_\_\_\_ Franklin said that if the convention did not come to an agreement that people in the future might not believe it was possible to create a wise government.
4. \_\_\_\_\_ Franklin described how the convention should come to an agreement.
5. \_\_\_\_\_ Franklin said the only way to create a new government was through war.

## ★ D. WORD BUILDING ACTIVITY

## Synonyms

**Remember:** Synonyms are words that have similar meanings; *big* and *large* are synonyms.

**Directions:** Match the words in column one with their synonyms in column two.

- |                      |                        |
|----------------------|------------------------|
| 1. _____ establish   | <b>A.</b> give up      |
| 2. _____ unfortunate | <b>B.</b> victory      |
| 3. _____ wisdom      | <b>C.</b> accident     |
| 4. _____ hereafter   | <b>D.</b> create       |
| 5. _____ despair     | <b>E.</b> unsuccessful |
| 6. _____ chance      | <b>F.</b> future       |
| 7. _____ conquest    | <b>G.</b> intelligence |
| 8. _____ by-word     | <b>H.</b> nickname     |

## ★ Content Vocabulary Activity 1

### A Nation Is Born, Beginnings to 1789

**DIRECTIONS:** Choose the content vocabulary word or term that best completes each sentence. Write the correct term in the space provided.

<b>checks and balances</b>	<b>committees of correspondence</b>	<b>customs duties</b>
<b>federalism</b>	<b>indentured servants</b>	<b>joint-stock company</b>
<b>minutemen</b>	<b>Pilgrims</b>	<b>popular sovereignty</b>
<b>proprietary colony</b>	<b>ratification</b>	<b>separation of powers</b>
<b>slave codes</b>	<b>subsistence farming</b>	<b>triangular trade</b>
<b>veto</b>		

- The \_\_\_\_\_ created a plan for self-government called the Mayflower Compact.
- African captives were kept from owning property, testifying against whites in court, and receiving an education by laws called \_\_\_\_\_.
- Many poor English people came to America to work as \_\_\_\_\_ in exchange for food, shelter, and clothing.
- Early New England colonists practiced \_\_\_\_\_, raising only enough food to feed their families.
- The system of \_\_\_\_\_ involved exchanges of goods among the colonies, England, Caribbean sugar planters, and Africa.
- George Calvert, owner of the \_\_\_\_\_ of Maryland, wanted to make it a refuge for Catholics.
- American colonists smuggled goods into and out of the colonies to avoid paying \_\_\_\_\_.
- The early American colony of Jamestown was funded by a \_\_\_\_\_, a group of private investors who pool their money to support big projects.
- In the political system called \_\_\_\_\_, power is divided between a national government and the state governments.
- The Constitution is based on the principle of \_\_\_\_\_, or rule by the people.
- American colonists created \_\_\_\_\_ to communicate with one another.
- \_\_\_\_\_ divides the government into three separate branches.
- The president has the power to \_\_\_\_\_ a law proposed by Congress.
- \_\_\_\_\_ were members of the Massachusetts militia who were trained to fight at a moment's notice.
- A system of \_\_\_\_\_ prevents any one of the three branches of government from becoming too powerful.
- To go into effect, the Constitution required the \_\_\_\_\_ of 9 of the 13 states.



# Academic Vocabulary Activity 1 ★ ★ ★ ★ ★ ★

## A Nation Is Born, Beginnings to 1789

### Key Words

communicate  
cultures  
framework

hierarchy  
immigrate

interpret  
revise

### ❑ A. WORD MEANING ACTIVITY

#### Vocabulary in Context

**Directions:** Using the context clues, choose the best definition for each underlined word.

- Wealthy merchants were at top the social hierarchy in colonial cities.  
A. group                      B. ranking                      C. government
- The buffalo were important to Native American cultures in the Great Plains.  
A. cities                      B. traders                      C. societies
- The Constitution created a new framework for government.  
A. plan                      B. document                      C. meaning
- The colonies communicated with one another to work against England.  
A. talked                      B. fought                      C. traded
- Amendments allow the Constitution to be revised.  
A. replaced                      B. changed                      C. approved
- Federal courts were responsible in part for interpreting federal laws and the Constitution.  
A. carrying out                      B. writing                      C. explaining
- In the early 1600s many French and English people immigrated to colonies in America.  
A. imported                      B. corresponded                      C. moved

# Academic Vocabulary Activity 1 (continued) ★ ★ ★ ★

## TEST YOUR KNOWLEDGE

**Directions:** Use your knowledge of the underlined words to complete the following statements.

1. To immigrate is to  
**A.** argue about an issue.      **B.** move to another country.      **C.** talk with someone.
2. Culture is a term that relates to  
**A.** economics.      **B.** war.      **C.** people.
3. Something that needs to be revised needs to be  
**A.** changed.      **B.** ended.      **C.** presented.
4. A framework is a  
**A.** plan.      **B.** government.      **C.** discussion.
5. Something that needs to be interpreted needs to be  
**A.** traded.      **B.** replaced.      **C.** explained.
6. Hierarchy relates to  
**A.** ranking.      **B.** revolution.      **C.** democracy.
7. To communicate is to exchange  
**A.** money.      **B.** goods.      **C.** information.

**Reinforcing Skills Activity 1**

## Comparing Data

### LEARNING THE SKILL

Historians often use historical data to make comparisons, analyze, and then determine relationships between two or more factors in a situation. When you make comparisons, you determine similarities and differences among ideas, objects, or events. To make a comparison, identify or decide what will be compared. Then determine a common area or areas in which comparisons can be drawn. Finally, look for similarities and differences within these areas.

### PRACTICING THE SKILL

**DIRECTIONS:** Study the chart below comparing the strengths of the British and Continental armies. Then answer the questions that follow on a separate sheet of paper.



#### Opposing Armies

	British Army	Continental Army
Size of army	32,000 men	230,000 men (only 20,000 at any time)
Training	Disciplined and well-trained	Inexperienced
Supplies	Well equipped	Poorly equipped
Government	Strong, central government	Weak and divided central government
Support for war	Limited support in England for war and its cost	Divided loyalties, many deserters
Military strategy	Traditional military strategy	Guerrilla warfare strategies
Financial resources	Wealth of resources from England	Support from France and Spain; foreign loans; personal financial support
Motivation	Fighting to retain colonies	Fighting to gain rights and freedoms

1. What information is being compared?
2. What similarities do you see between the armies? What differences do you see?
3. Based on these comparisons, which army appears to have the best chance of winning the war? Why?
4. What characteristics of the two armies may have impacted the outcome of the war?

### APPLYING THE SKILL

**DIRECTIONS:** Ask 10 classmates about their favorite type of music. Then ask these same classmates about the type of music their parents prefer. Create a table with types of music in the first column, student preferences tallied in the second column, and parent preferences tallied in the third column. What, if any, similarities do you see? What differences do you see? What might account for the differences in student and parent preferences?

**Critical Thinking Skills Activity 1****Making Inferences****LEARNING THE SKILL**

In reading and in conversation, sometimes the facts are stated directly and conclusions can easily be drawn. At other times, however, all the facts are not stated so clearly. In these instances, you must draw conclusions based on the evidence at hand. This is called *making an inference*. Making an inference involves combining the known facts at hand and your general knowledge and experience to form a reasonable conclusion.

Use the following guidelines to help you make inferences:

- Read or listen carefully to the material.
- Identify, confirm, and summarize the clearly stated facts.
- Use the available information to decide what inferences or conclusions, if any, you can make.

**PRACTICING THE SKILL**

**DIRECTIONS:** Read the excerpt below from “The Federalist No. 10” by James Madison and the statements that follow. Mark **T** if the statement can be inferred to be true from the information in the excerpt; **F** if the statement can be inferred to be false; or **N** if no valid inference can be made.

By a faction, I understand a number of citizens, whether amounting to a majority or minority of the whole, who are united and actuated [moved to action] by some common impulse of passion, or of interest, adverse to the rights of other citizens, or to the permanent and aggregate [collective] interests of the community.

There are two methods of curing the mischiefs of faction: the one, by removing its causes; the other, by controlling its effects.

There are again two methods of removing the causes of faction: the one, by destroying the liberty which is essential to its existence; the other, by giving to every citizen the same opinions, the same passions, and the same interests.

It could never be more truly said than of the first remedy, that it is worse than the disease. Liberty is to faction what air is to fire, an aliment [sustenance] without which it instantly expires. . . . The second expedient is as impracticable as the first would be unwise. As long as the reason of man continues fallible [e.g., capable of making a mistake], and he is at liberty to exercise it, different opinions will be formed. . . .

- \_\_\_\_\_ 1. Madison believed that faction was a desirable consequence of a free society.
- \_\_\_\_\_ 2. Madison believed that faction was inevitable in a free society.
- \_\_\_\_\_ 3. Madison thought that free citizens would always behave reasonably.
- \_\_\_\_\_ 4. Madison did not think there was any way to control the effects of faction.
- \_\_\_\_\_ 5. Madison did not always admire the will of the majority.

## ★ Time Line Activity 1

### The Creation of a Nation

#### Background

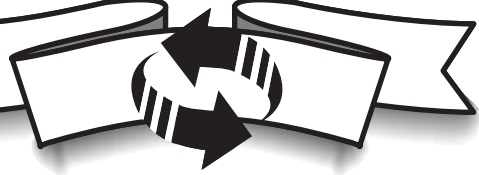
As Patriots fought to bring the colonies freedom from Britain, the governing acts of the Continental Congress established a unified nation.

**DIRECTIONS:** Use the information below to create a time line about the events that formed our nation.

- In October 1765, delegates from nine colonies meet at the Stamp Act Congress and draw up a Declaration of Rights and Grievances.
- In 1773 committees of correspondence are formed throughout the colonies to communicate about British activities.
- Twelve of the 13 colonies send representatives to the First Continental Congress in September 1774.
- In June 1775, Congress establishes the Continental Army and names George Washington commander in chief.
- In the fall of that same year, the U.S. Navy is born when Congress creates a naval committee that authorizes the building of four armed ships.
- Congress approves the Declaration of Independence on July 4, 1776.
- In June 1777, Congress mandates that the flag of the United States will consist of 13 alternating red-and-white stripes, and a blue field with 13 white stars.
- Congress ratifies the Articles of Confederation, the first national constitution, in 1781.

1765	1770	1775	1780

## Linking Past and Present Activity 1



### Taxation

#### THEN

The French and Indian War represented a turning point in relations between Britain and the American colonies. Before the war, the British had imposed few taxes on the colonies. However, the cost of the war nearly doubled Britain's national debt. In addition, the British government faced the large expense of maintaining an army in the colonies. Parliament decided that it was time for the colonies to share the costs of their own protection.

Parliament passed the Sugar Act, which increased taxes on imported sugar and molasses and added new taxes to other imported items. This Act was designed more as a means to regulate trade than to raise revenue. Although the colonists protested, they understood such regulatory powers were part of the authority of the British Parliament.

The Stamp Act was different, however. It was the first direct tax on the colonies specifically designed to raise revenue. Up to this time, the colonial legislatures had exercised exclusive power to levy direct revenue taxes in North America. For this kind of tax, the colonists believed they should have representation in Parliament.

The Stamp Act united colonists in widespread resistance. British taxation on the American colonies is widely considered one of the major causes of the American Revolution.

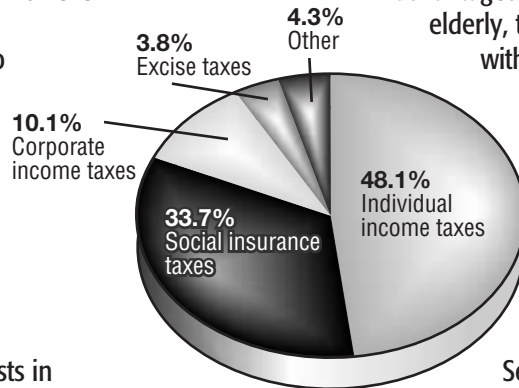
#### NOW

The Constitution gave Congress the sole right to levy federal taxes. Yet it did not exercise this right until 1789, when it established a tariff. Congress passed the first income tax in 1894, but it was quickly abolished as unconstitutional. In 1913 the constitutional roadblock was removed, and the first modern income tax took effect.

The purpose of taxes is to raise money to finance government services and activities. In the United States today, governments at all levels—local, state, and national—levy taxes to pay for programs such as police and fire protection, roads, schools, parks, and national defense. These are *public goods*, or goods and services available to everyone.

Government also uses taxation as a way to redistribute income. Tax dollars support programs for disadvantaged groups, such as the poor, the elderly, the unemployed, and people with disabilities. Taxes also fund foreign-aid programs to developing nations.

Government today imposes many kinds of taxes. In addition to personal income taxes, the government collects sales, excise, estate, gift, property, Social Security, Medicare, and corporate income taxes, among others. By far, most of the federal government's revenue comes from income taxes on individuals.



### CRITICAL THINKING

**Directions:** Answer the questions below on a separate sheet of paper.

- 1. Making Generalizations** What makes a tax “fair”?
- 2. Making Inferences** If government did not supply public goods, would we have them? Why or why not?
- 3. Analyzing Information** Supreme Court Justice Oliver Wendell Holmes once said, “Taxes are what we pay for a civilized society.” Do you agree? Why or why not?

## Primary Source Reading 1-1



## Common Sense

### ★ About the Selection

Thomas Paine was born in Great Britain. After a meeting with Benjamin Franklin in London, Paine emigrated to the American colonies in 1774. His 50-page pamphlet *Common Sense* (1776) inflamed colonists against the British king and persuaded the colonists to declare independence. In the excerpts from *Common Sense* below, Paine explains why the colonists should reject being ruled by Great Britain.

### Reader's Dictionary



**fallacious:** misleading

**jesuitically:** intrigue, with a sinister design

**papistical:** implying a condescending attitude

### GUIDED READING

As you read, list the arguments Paine uses to help persuade the colonists to declare independence.



Volumes have been written on the subject of the struggle between England and America. Men of all ranks have embarked in the controversy, from different motives, and with various designs: but all have been ineffectual, and the period of debate is closed. . . .

I have heard it asserted by some, that as America hath flourished under her former connection with Great Britain, the same connection is necessary towards her future happiness, and will always have the same effect. Nothing can be more fallacious than this kind of argument. We may as well assert that because a child has thriven upon milk, that it is never to have meat, or that the first twenty years of our lives is to become a precedent for the next twenty. But even this is admitting more than is true; for I answer roundly, that America would have flourished as much, and probably much more, had no European power taken any notice of her. . . .

Alas! We have been long led away by ancient prejudices, and made large sacrifices to superstition. We have boasted the protection of Great Britain without considering that her motive was *interest*, not *attachment*; and that she did not protect us from *our enemies on our account*, but from her enemies on her own account, from those who had no quarrel with us on any *other account*, but who will always be our enemies on the *same account*. . . .

But Britain is the parent country, say some. Then the more shame upon her conduct. Even brutes do not devour their young, nor savages make war upon their families; wherefore, the assertion, if true, turns to her reproach; but it happens not to be true, or only partly so, and the phrase *parent* or *mother country* hath been jesuitically adopted by the king and his parasites, with a low papistical design of gaining an unfair bias on the credulous weakness of our minds. Europe, and not England, is the parent country of America. This new world hath been the asylum for the persecuted lovers of civil and

(continued)

## Primary Source Reading 1-1 (continued) ★ ★ ★ ★ ★

religious liberty from *every part* of Europe. Hither have they fled, not from the tender embraces of a mother, but from the cruelty of the monster; and it is so far true of England, that the same tyranny which drove the first emigrants from home, pursues their descendants still. . . .

I challenge the warmest advocate for reconciliation to show a single advantage that this continent can reap, by being connected with Great Britain. I repeat the challenge, not a single advantage is derived. . . .

But the injuries and disadvantages we sustain by that connection are without number; and our duty to mankind at large, as well as to ourselves, instructs us to renounce the alliance: because any submission to, or dependence on, Great Britain, tends directly to involve this continent in European wars and quarrels, and sets us at variance with nations who would otherwise seek our friendship, and against whom we have neither anger nor complaint. As Europe is our market for trade, we ought to form no partial connection with any part of it. . . .

As to government matters, it is not in the power of Britain to do this continent justice: the business of it will soon be too weighty and intricate to be managed with any tolerable degree of convenience, by a power so distant from us, and so very ignorant of us; for if they cannot conquer us, they cannot govern us. To be always running three or four thousand miles with a tale or a petition, waiting four or five months for an answer, which, when obtained, requires five or six more to explain it in, will in a few years be looked upon as folly and childishness. There was a time when it was proper, and there is a proper time for it to cease.

Small islands not capable of protecting themselves are the proper objects for kingdoms to take under their care; but there is something very absurd in supposing a continent to be perpetually governed by an island. In no instance hath nature made the satellite larger than its primary planet; and as England and America, with respect to each other, reverse the common order of nature, it is evident that they belong to different systems. England to Europe: America to itself. . . .

Source: *Common Sense, The Rights of Man, and other Essential Writings of Thomas Paine*. New York: New American Library, 1969.

## READER RESPONSE

**Directions:** Answer the following questions on a separate sheet of paper.

1. What arguments does Paine use to reject the notion that the colonies must remain connected to Great Britain for their future happiness?
2. According to Paine, why has Great Britain protected the colonies?
3. What argument does Paine use to highlight the geographic inconvenience of being ruled by Great Britain?
4. **Critical Thinking** Cite examples that Paine makes in reference to nature and natural events in *Common Sense*.

## Primary Source Reading 1-2 ★ ★ ★ ★ ★ ★

**A Plea for Universal Freedom****★ About the Selection**

Few objections to the enslavement of African Americans were as eloquent as those written by Benjamin Banneker, a free African American, shortly after the Constitution was ratified. Banneker was among the most remarkable Americans of the 1700s. He was a mechanical and mathematical genius, wrote and published popular almanacs, and was one of the three people who surveyed the land for and planned the city of Washington, D.C. Banneker wrote the following in a letter to Thomas Jefferson (1790). The letter so impressed Jefferson that he sent it and

**Reader's Dictionary**

**brutish:** animalistic, without the power of reason  
**censure:** strong disapproval and criticism  
**suffer me:** allow me

an almanac to the Secretary of the Academy of Sciences in Paris.

**GUIDED READING**

As you read, note the reason Banneker gives for claiming all people are equal. Then answer the questions that follow.

**W**e are a race of beings, who have long labored under the abuse and censure of the world; that we have long been looked upon with the eye of contempt; and that we have long been considered rather as brutish than human, and scarcely capable of mental endowments.

Sir, I hope I may safely admit, in consequence of that report which has reached me, that you are a man less inflexible in sentiments of this nature . . . and that you are willing and ready to lend your aid and assistance to our relief, from those many distresses, and natural calamities, to which we are reduced.

Now Sir, if this is founded in truth, I apprehend you will embrace every opportunity, to eradicate that train of absurd and false ideas and opinions which so generally prevails with respect to us; and that your sentiments are concurrent with mine, which are, that one universal Father hath given being to us all; and that he hath not only made us all of one flesh, but that he hath also, without partiality, afforded us all the same sensations and endowed us all with the same faculties; and that however variable we may be in society or religion, however diversified in situation or color, we are all in the same family and stand in the same relation to him.

. . . I hope you cannot but acknowledge, that it is the indispensable duty of those, who maintain for themselves the rights of human nature, and who possess the obligations of Christianity, to extend their power and influence to the relief of every part of the human race, from whatever burden or oppression they may unjustly labor under; . . .

(continued)

Primary Source Reading **1-2** (continued) ★ ★ ★ ★ ★

Sir, suffer me to recall to your mind that time, in which the arms and tyranny of the British crown were exerted, with every powerful effort, in order to reduce you to a state of servitude. . . .

. . . [Y]ou were then impressed with proper ideas of the great violation of liberty, and the free possession of those blessings, to which you were entitled by nature; but, Sir, how pitiable is it to reflect, that although you were so fully convinced of the benevolence of the Father of Mankind, and of his equal and impartial distribution of these rights and privileges which he hath conferred upon them, that you should at the same time counteract his mercies, in detaining by fraud and violence so numerous a part of my brethren, under groaning captivity, and cruel oppression, that you should at the same time be found guilty of that most criminal act, which you professedly detested in others, with respect to yourselves.

Source: *A Documentary History of the Negro People in the United States*. New York: The Citadel Press, 1951.

**READER RESPONSE**

**Directions:** Answer the following questions on the lines below.

1. What time in history does Banneker ask Jefferson to remember?

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2. Why does he ask Jefferson to do this?

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3. What belief does Banneker think he shares with Jefferson?

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4. **Critical Thinking** What reason does Banneker give for concluding that Jefferson is a hypocrite?

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5. **Critical Thinking** What is the fraud Banneker refers to?

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## ★ American Art and Music Activity 1

### ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ John Trumbull ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

**J**ohn Trumbull hoped to be the foremost painter of the American Revolution. As the son of the Revolutionary Governor of Connecticut, he learned about American politics at a very early age. His political family introduced him to some of the leading personalities of that time—George Washington, Thomas Jefferson, and John Quincy Adams.

John Trumbull had his heart and his mind set on being a painter even before entering college. While attending Harvard College, he took a chance and visited the great American painter John Singleton Copley for advice and a critical appraisal of his work. The advice must have been good and the criticism not overly harsh, because after graduation Trumbull began his painting career.

In 1775, he joined the American army to fight in the Revolution. However, his military career was a short one, for he resigned two

years later over a delay in his promotion to colonel. Trumbull returned to painting in 1777, and by 1784 he was in London studying painting under Benjamin West.

During his years with West, Trumbull turned all of his attention to the subject of current history in his painting—just as West had done. In addition, he was greatly influenced by West's style.

However, Trumbull had ideas for a new project—a history of the American Revolution. John Adams and Thomas Jefferson, both of whom had an interest in Trumbull and his ideas, helped the artist choose 12 episodes of the Revolution to paint.

During the next 10 years, while living in England, France, and the United States, Trumbull worked on sketches for the 12 scenes of the Revolution. Trumbull definitely had his own style. His sketches were full of excitement, bringing the events of the Revolutionary War to life.



*The Declaration of Independence, for the Rotunda of the Capitol*

★ **American Art and Music Activity 1** (continued)

In 1789, Trumbull returned to the United States and began the task of raising money to fund his now 10-year-old project. Finally, in 1817 the Congress of the United States voted \$32,000 as a commission for four of his paintings for the Rotunda of the Capitol. In that same year, Trumbull was elected president of the American Academy of Fine Arts in New York City.

When the artist's paintings for the Rotunda were sent on tour before being put into place, Trumbull was shocked at the criticism and bad publicity his work received. As historical pieces, one in particular was not accurate. The painting titled *The Declaration of Independence* included some people who were not present at the signing of the Declaration and excluded others who actually were present. In addition, the large

finished paintings appeared lifeless and dull—not at all similar to the action- and emotion-packed sketches done earlier.

In fairness, Trumbull chose four scenes that were difficult to dramatize, such as the signing of The Declaration of Independence and the surrender at Yorktown. None of the more emotional battle scenes of the Revolution were included in the commission. As a final blow to Trumbull's ego, Congress refused to allow him to cover the four remaining panels of the Rotunda.

After this devastating reaction to his life's work, Trumbull spent the last years of his life a dejected man. In 1831, he gave all of his paintings to Yale College in his home state of Connecticut, in return for a lifelong pension. He died twelve years later at the age of 87.

1. Name the two famous painters who had an early influence on Trumbull and explain how they influenced him.

---



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2. What was Trumbull's idea for a history of the American Revolution, and why was this project both a personal success and a public failure?

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3. How did his American Revolution project affect the latter part of Trumbull's life?

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*Critical Thinking* ★

**Directions:** Answer the following questions on a separate piece of paper.

4. **Predicting** If John Trumbull had chosen four battle scenes of the Revolution to depict for the Rotunda, how might his work have been viewed differently? Explain.
5. **Making Inferences** Develop your opinions about Trumbull's strengths and weaknesses as an artist. In what ways did these influence his artistic style?

## INTERPRETING POLITICAL CARTOONS



## Activity 1

FRANKLIN'S ALBANY PLAN OF UNION  
AND THE FIRST POLITICAL CARTOON

Benjamin Franklin drew the cartoon below, and it is believed to be the first cartoon published in the United States. He published it in his *Pennsylvania Gazette* on May 9, 1754, just before delegates of the colonists met at the Albany Congress. Franklin hoped it would generate support for his Plan of Union. Franklin's cartoon was later used on flags and posters to support collaborations against British taxation of the colonies under the Stamp Act (1765) and to support revolution (1776).

**DIRECTIONS:** Study the cartoon below, and then answer the questions that follow.



"Join, or Die" woodcut cartoon in *The Pennsylvania Gazette*, May 9, 1754. The Library Company of Philadelphia

## ANALYZING THE CARTOON ACTIVITY 1 (continued)

1. Notice the letters next to each piece of the snake. What do these letters stand for?  
\_\_\_\_\_
2. Why does the snake have 8 pieces, and not 13?  
\_\_\_\_\_
3. Which of the following slogans best reflects the general theme of Franklin's cartoon? Circle your response.
  - A. In unity there is strength.
  - B. The whole is greater than the sum of its parts.
  - C. Too many cooks spoil the broth.
4. What message was Franklin's cartoon delivering to the delegates at the Albany Congress?  
\_\_\_\_\_  
\_\_\_\_\_

## CRITICAL THINKING

5. **Drawing Conclusions** Is Franklin's message still relevant for political life today? Support your answer with specific references.  
\_\_\_\_\_  
\_\_\_\_\_
6. **Analyzing Information** When Franklin drew this cartoon, many people mistakenly believed that if a snake were cut into pieces, the pieces could weave themselves back together. Knowing that this is incorrect, write a new caption for the cartoon to replace "Join, or Die." Explain the meaning of your new caption.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. **Synthesizing Information** If Franklin were alive today, what symbols would he use to send the same message of unity to Americans? Make a list of possible symbols. Compare your list with those of other students in your class. Which symbols appear most frequently? Take a class vote on which symbols best represent the message of American unity.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**★ Reteaching Activity 1****A Nation Is Born, Beginnings to 1789**

The Articles of Confederation produced a weak central government. Struggling with recession and inflation, strained relationships with Britain and Spain, and internal revolts, the U.S. threatened to dissolve. Delegates gathered to determine how to preserve both the union and state independence. The result was the creation of a new Constitution.

**DIRECTIONS:** Explain how the Constitutional Convention resolved each of the following conflicts during the creation and ratification of the new Constitution.

1. Modification of Articles of Confederation versus new constitution: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Equal representation for large and small states: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. How to count enslaved people for purposes of taxation and representation in Congress: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. The existence of the slave trade: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Limited government and balance of power: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. National government versus state government (Federalists versus Antifederalists): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. **Critical Thinking** George Washington presided over the Constitutional Convention. His leadership was critical to its success. Identify two qualities of presidential leadership he possessed that are crucial to the success of current presidents.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

★ **Enrichment Activity 1****The American Revolution**

The struggle for democracy was not an easy one for the colonists. To pay for the expenses of the French and Indian War and to gain political control of its vast empire, the British Parliament imposed taxes on the colonies. The colonists protested by signing nonimportation agreements and boycotting

British goods. Organizations such as the Sons of Liberty and the Daughters of Liberty helped to promote these boycotts. Samuel Adams incited the Sons of Liberty to carry out the Boston Tea Party. In response, ten thousand new British troops arrived in the Americas.

**DIRECTIONS:** Read the following allegory, a narrative in which the setting, characters, and theme represent more than their apparent meanings. Determine how the anonymous author felt about the political conflict between the colonists and the British Parliament, and then answer the questions that follow on a separate sheet of paper.

---

 ★ **Revolutionary Tea** ★

There was an old lady lived over the sea  
 And she was an island queen.  
 Her daughter lived off in a new country  
 With an ocean of water between.  
 The old lady's pockets were full of gold  
 But never contented was she,  
 So she called on her daughter to pay her a tax  
 Of three pence a pound on her tea,  
 Of three pence a pound on her tea.

"Now, mother, dear mother," the daughter replied,  
 "I shan't do the thing you ax.  
 I'm willing to pay a fair price for the tea,  
 But never the three-penny tax."  
 "You shall," quoth the mother, and reddened within  
 "For you're my own daughter, you see,  
 And sure 'tis quite proper the daughter should pay  
 Her mother a tax on her tea,  
 Her mother a tax on her tea."

And so the old lady her servant called up  
 And packed off a budget of tea;  
 And eager for three pence a pound, she put in  
 Enough for a large family.  
 She ordered her servant to bring home the tax,  
 Declaring her child should obey,  
 Or old as she was, and almost full grown,  
 She'd half whip her life away,  
 She'd half whip her life away.

The tea was conveyed to the daughter's door,  
 All down by the ocean's side,  
 And the bouncing girl poured out every pour:  
 In the dark and boiling tide;  
 And then she called out to the island queen,  
 "Oh mother, dear mother," quoth she,  
 "Your tea you may have when 'tis steeped quite  
 But never a tax from me,  
 But never a tax from me."

---

 ★ **Questions to Consider** ★

1. Whom do the characters in the poem represent?
2. What are the expectations of the mother toward the daughter and the daughter toward the mother?
3. Which events are described in the poem?
4. **GO A STEP FURTHER ►** Brainstorm current political events. Select one event and write an allegory that reflects your views on the event.

*The*  
**AMERICAN  
VISION**  
MODERN TIMES

**Chapter 1**  
**Section Resources**

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**Guided Reading Activity 1-1**

**DIRECTIONS: Filling in the Blanks** In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. Recent research suggests that our ancestors arrived in America between \_\_\_\_\_ and \_\_\_\_\_ years ago.
2. The first people in America were probably \_\_\_\_\_, or people who continually move from place to place.
3. The shift to \_\_\_\_\_ led to permanent villages and new building methods.
4. Hunting \_\_\_\_\_ sustained the Sioux and other peoples who lived on the western Great Plains.
5. Europeans were interested in \_\_\_\_\_ because it was a source of spices, perfumes, fine silks, and jewels.
6. Europeans named the new continent reached by Columbus in honor of \_\_\_\_\_.
7. In 1521 Spanish conquistadors led by \_\_\_\_\_ defeated the Aztec in Mexico.
8. With no \_\_\_\_\_ to European diseases, millions of Native Americans died in widespread epidemics.
9. The backers of the New France colony sought profits from \_\_\_\_\_.
10. To do the hard fieldwork of farming sugar, rice, and tobacco, the French imported \_\_\_\_\_.
11. In 1619 the Jamestown colonists formed the \_\_\_\_\_ to make their own laws.
12. The Pilgrims came to America to \_\_\_\_\_ freely.
13. The Pilgrims' plan for self-government was known as the \_\_\_\_\_.
14. Because of thin and rocky soil, New England colonists practiced \_\_\_\_\_.
15. New Amsterdam was the main settlement in the Dutch colony of \_\_\_\_\_.
16. \_\_\_\_\_ was the focus of the Southern economy.

## ★ Guided Reading Activity 1-2

**DIRECTIONS: Outlining** Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

### I. Growth of Colonial America

- A. Two main causes of the population increase in the early American colonies were \_\_\_\_\_ and \_\_\_\_\_.
- B. Colonists developed a system of \_\_\_\_\_ to acquire goods from England, the Caribbean, and Africa.
- C. The two largest cities in America by 1760 were \_\_\_\_\_ and \_\_\_\_\_.
- D. The highest social class in large cities in the North were made up of \_\_\_\_\_.
- E. Hundreds of thousands of \_\_\_\_\_ streamed into the colonies between 1700 and 1775.

### II. New Ideas

- A. In 1663, England's Parliament passed the \_\_\_\_\_, which increased the price of goods in the colonies.
- B. Sir Edmund Andros was appointed the first \_\_\_\_\_ of the royal province of the Dominion of New England.
- C. Before assuming the throne, William and Mary had to accept \_\_\_\_\_.
- D. In his work *Two Treatises of Government*, John Locke attempted to use reason to discover \_\_\_\_\_ that applied to politics and society.
- E. *The Spirit of the Laws* by \_\_\_\_\_ outlined the idea of three types of political power—executive, legislative, and judicial.
- F. The widespread resurgence of religious fervor in the 1700s is known as the \_\_\_\_\_.

## ★ Guided Reading Activity 1-3

**DIRECTIONS: Recalling Facts** Read the section and answer the questions below. Refer to your textbook to write the answers.

1. Who helped the French gain control of the Ohio River valley in the mid-1700s?  
\_\_\_\_\_
2. The Treaty of Paris of 1763 made what country the dominant power in North America?  
\_\_\_\_\_
3. What was the purpose of the Proclamation Act of 1763? \_\_\_\_\_  
\_\_\_\_\_
4. Why was the Stamp Act of 1765 different from other taxes imposed on the colonists?  
\_\_\_\_\_  
\_\_\_\_\_
5. Who organized protests and tried to intimidate stamp distributors? \_\_\_\_\_  
\_\_\_\_\_
6. Why did British lawmakers repeal the Stamp Act in 1766? \_\_\_\_\_  
\_\_\_\_\_
7. What was the only tax on the colonies upheld by Parliament after the Boston Massacre?  
\_\_\_\_\_
8. The Tea Act of 1773 helped cause which major action against England that took place in Massachusetts? \_\_\_\_\_
9. What did the Coercive Acts and the Quebec Act become known as?  
\_\_\_\_\_
10. Who was named the leader of the Massachusetts rebellion? \_\_\_\_\_
11. Where did British troops battle colonial minutemen after the battle at Lexington?  
\_\_\_\_\_
12. How did King George III react to the Olive Branch Petition sent by the Continental Congress? \_\_\_\_\_  
\_\_\_\_\_
13. Who wrote the pamphlet *Common Sense*, in which it was argued that the colonies should declare independence? \_\_\_\_\_
14. What was the first country to recognize the United States as an independent nation?  
\_\_\_\_\_
15. What officially ended the Revolutionary War on September 3, 1783?  
\_\_\_\_\_

## ★ Guided Reading Activity 1-4

**DIRECTIONS:** Recording Who, What, When, Where, Why and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. **Who** holds the power in a republic? \_\_\_\_\_
2. **What** three branches of government were created in the state constitutions of Virginia and Massachusetts? \_\_\_\_\_
3. **How** did Pennsylvania's constitution differ from other state constitutions? \_\_\_\_\_
4. **What** was a key concern that led to a greater separation of church and state? \_\_\_\_\_
5. **How** did thousands of African Americans earn their freedom during the Revolutionary War? \_\_\_\_\_
6. **When** did the Articles of Confederation take effect? \_\_\_\_\_
7. **Why** did American leaders create a government without separate branches of government and a Congress with limited powers? \_\_\_\_\_
8. **What** was the significance of the Northwest Ordinance? \_\_\_\_\_
9. **Who** led a protest against new taxes in January 1787? \_\_\_\_\_
10. **Where** did state delegates meet to revise the Articles of Confederation? \_\_\_\_\_
11. **How** did the delegates solve the question of how the states would be represented in Congress? \_\_\_\_\_
12. **What** principle guided the delegates in deciding how the new government would operate? \_\_\_\_\_
13. **How** did the new constitution prevent any one of the three branches of government from becoming too powerful? \_\_\_\_\_
14. **Who** wrote the collection of essays called *The Federalist*? \_\_\_\_\_



# The AMERICAN VISION

## MODERN TIMES

## Chapter 2 Resources

### The Young Republic, 1789–1850

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**Reading Skills Activity 2****Formulating Questions****LEARNING THE SKILL**

To be an effective reader, you need to ask questions while you are reading. Think about the things you would like to know about the topic. Authors usually try to provide answers to typical questions in the text, so you will often find answers to your questions by continuing your reading. If, however, you have questions unanswered by the text, discuss the topic with fellow class members or your teacher. If you think of questions as you are reading, you will remember what you read and increase your understanding of the topic.

One good way to formulate questions about the text is to add a *who, what, where, when, or why* to text headings. For example, if a heading reads “Manifest Destiny and Crisis,” one question you might ask would be “*What* does ‘manifest destiny’ mean?”

**PRACTICING THE SKILL**

**DIRECTIONS:** The paragraph below starts with a heading that reads “The Abolitionist Movement.” Examples of questions you might ask using the heading are “What was the abolitionist movement?” “When did the abolitionist movement occur?” and “What was important about the abolitionist movement?” Read the paragraph below. Then note the places in the text where these example questions are answered.

Of all the reform movements that began in the early 1800s, the movement calling for abolition, or the immediate end to slavery, was the most divisive. It polarized the nation and helped bring about the Civil War.

1. What was the abolitionist movement?

---

2. When did the abolitionist movement occur?

---

3. What was important about the abolitionist movement?

---

**APPLYING THE SKILL**

**DIRECTIONS:** Use the *formulating questions* skill to explore what you have learned in this chapter. Divide into four groups. Each group should take one section from the chapter and, on a separate sheet of paper, use the headings in the section to formulate questions. For example, in Section 1, “The New Republic,” one heading reads “The Bill of Rights.” One question you might ask is “What was the Bill of Rights?” Another question might be “Who created the Bill of Rights?”

When you have come up with your list of questions, go through the text with your group and find the answers. If you cannot find answers to your questions, use the unanswered questions to discuss the section with each other, or ask your teacher to help you find the answers to these questions.



## Historical Analysis Skills Activity 2

### Reading a Map

#### LEARNING THE SKILL

Maps are visual tools that help you understand information. Comparing two maps of the same area from different periods in time can help you understand changes over time. You might see how political boundaries change over time, where new roads have been built, or where new cities have developed. When reading maps, pay close attention to the map titles, keys, and labels. These will give you important information that will help you understand the map.

#### PRACTICING THE SKILL

**DIRECTIONS:** Refer to your textbook and the map below. Then answer the questions that follow on a separate sheet of paper.



1. What information does this map show?
2. Which two states entered the Union as a result of the Missouri Compromise? When?
3. What boundary line was selected as part of the Missouri Compromise?
4. Which territory was open to slavery? Where was the extension of slavery prohibited?
5. How does the map help you better understand the impact of the Missouri Compromise and the growing sectional crisis of the 1820s?

#### APPLYING THE SKILL

**DIRECTIONS:** Use library print resources or the Internet to find a historic map of your town or a nearby town. Compare the historic map to a present-day map of your town or a nearby town. What differences do you see between the two maps? Look for changes in roads, political boundaries, settlement patterns, and land features.

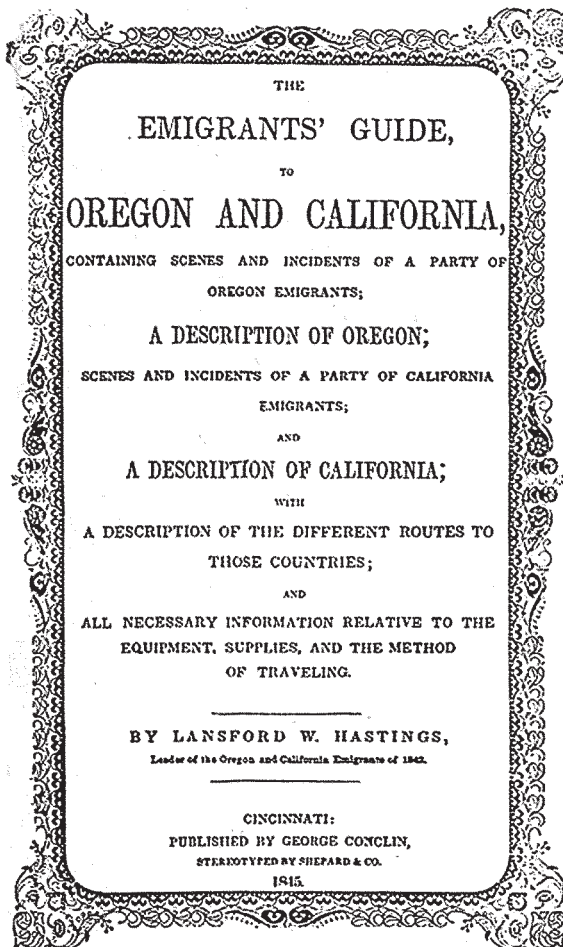


## Differentiated Instruction Activity 2

### Persuading People to Go West

Settlers went west for many reasons. To help those settlers planning to move to either Oregon or California, Lansford Hastings wrote the guidebook for the region. Review the information that is stated on the cover of his guidebook, illustrated here, and in the section “About the Author.” Then answer the questions below.

#### LANSFORD W. HASTINGS AND *THE EMIGRANTS’ GUIDE TO OREGON AND CALIFORNIA*



#### About the Author

- Lansford Hastings was a lawyer, an adventurer, and a promoter.
- Hastings wanted California to be taken from Mexico.
- Some people believed that Hastings had ambitions to be California’s first governor.
- Hastings’s book, published in 1845, described a new and shorter route west.
- Hastings’s knowledge of his suggested route was inaccurate.
- Hastings proposed a “cutoff” that he said would save 350 to 400 miles on the trip to California. Following the route led to many deaths.

**Directions:** On a separate sheet of paper, use the information from the cover illustration and facts about the author to answer the following questions:

1. **Detecting Bias** What is Hastings’s bias toward his subject matter?
2. **Detecting Bias** Rank the six bulleted points about the author according to whether they help you discover bias. Assign 1 to the point that seems most useful in discovering bias; assign 6 to the point that seems least useful. Be prepared to explain the reasons for your ranking.

**Differentiated Instruction Activity 2** (continued)**FOR THE TEACHER****Teaching Strategies for Different Learning Styles**

The following activities are ways the basic lesson can be modified to accommodate students' different learning styles:

**English Learners (EL)** Review the term *bias* with students. Say it as you write it. Define the term and provide examples of it that are relevant to students' own experience, such as developing a bias toward certain stores or brands, or against a television show. Pair students with proficient speakers to answer the questions.

**Advanced Learners (AL)** Hastings played a direct role in the tragedy that befell the Donner Expedition. Have students research what happened. Their findings should include information about the cutoff, as well as notes that Hastings left for the travelers.

**Below Grade Level (BL)** Ask students to copy the two-column chart below and use it to question or analyze each bulleted point about the author. To help students get started, provide an example of one response in the second column. *Suggested answers are in italics.*

Lansford Hastings was a lawyer, an adventurer, and a promoter.	<i>Was he reckless? Did he tell the truth?</i>
Hastings wanted California to be taken from Mexico.	<i>Why? How would Hastings gain?</i>
Some people believed that Hastings had ambitions to be California's first governor.	<i>Is that why he wrote his book?</i>
Hastings's book described a new and shorter route west.	<i>How did Hastings know about the route? Was his knowledge accurate?</i>
Hastings's knowledge of his suggested route was inaccurate.	<i>Did he deliberately lie about the route? Why did he publish inaccurate information?</i>
Hastings proposed a "cutoff" that he said would save 350 to 400 miles on the trip to California. Following the route led to many deaths.	<i>Was Hastings aware of how dangerous his advice was?</i>

**On Grade Level (OL)** Have students work independently to study the cover illustration, read and analyze the information about the author, and answer the questions in complete sentences.

## English Learner Activity 2 ★ ★ ★ ★ ★ ★

### The Young Republic, 1789–1850

#### ❑ A. PRE-READING ACTIVITY

##### PREVIEWING THE MATERIAL

**DIRECTIONS:** Before reading the Primary Source quote from John Brown on page 113, answer the following questions.

1. What were some important events surrounding the debate over slavery that took place in the years just before John Brown's raid?

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2. Do you think there is ever a good reason to break the law? Why or why not?

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#### ❑ B. PRE-READING ACTIVITY

##### VOCABULARY REVIEW

Reviewing the words and expressions below will help you understand the reading.

interfere (v.): to enter or take part in the concerns of others

freely (adv.): without restraint or reservation

admit (v.): to acknowledge

behalf (n.): interest or benefit; in behalf of: in the interest of

despise (v.): to regard with dislike or repugnance

deem (v.): to believe

forfeit (v.): to give up; forfeit my life: to be willing to die

furtherance (n.): advancement

ends of justice: the idea that justice will prevail or win in the end

minge (v.): to mix together

disregard (v.): to pay no attention to

enactment (n.): something enacted, as a law or decree

## English Learner Activity 2 (continued) ★ ★ ★ ★ ★

### ❑ C. READING COMPREHENSION ACTIVITY

#### Understanding Details

**Directions:** Circle the word or phrase that completes each sentence correctly according to the reading on page 113.

1. John Brown believed that he was acting in the interest of (God/the despised poor).
2. Brown calls the United States a (slave/just) country.
3. Brown forfeits his life for (the ends of justice/his country).
4. According to Brown, the rights of many people were disregarded by (all citizens/unjust enactments).
5. Brown believed his actions were (inexcusable/justified).

### ❑ D. WORD BUILDING ACTIVITY

#### WORD MEANINGS

**DIRECTIONS:** Circle the word in each row that has a different meaning than the other two.

- |                |             |           |
|----------------|-------------|-----------|
| 1. wicked      | polite      | evil      |
| 2. captive     | slave       | free      |
| 3. inheritance | rights      | liberties |
| 4. furtherance | advancement | setback   |
| 5. mingle      | blend       | separate  |

**Content Vocabulary Activity 2****The Young Republic, 1789–1850**

**DIRECTIONS:** Write true or false on the line before each definition. If the definition is false, write the correct term at the end of the statement.

- \_\_\_\_\_ 1. The **Bill of Rights** is made up of the first ten amendments to the Constitution.  
\_\_\_\_\_
- \_\_\_\_\_ 2. **Labor unions** worked to spread the word of God and combated social problems.  
\_\_\_\_\_
- \_\_\_\_\_ 3. **Enumerated powers** are those powers not listed in the Constitution but necessary for the government to do its job. \_\_\_\_\_
- \_\_\_\_\_ 4. To **secede** means to withdraw. \_\_\_\_\_
- \_\_\_\_\_ 5. **Protective tariffs** are designed to raise money for the federal government.  
\_\_\_\_\_
- \_\_\_\_\_ 6. The practice of appointing people to government jobs based on party loyalty and support is called the **spoils system**. \_\_\_\_\_
- \_\_\_\_\_ 7. **Temperance** is the immediate freeing of enslaved persons. \_\_\_\_\_
- \_\_\_\_\_ 8. The idea that the citizens of new territories should decide for themselves if slavery should be permitted was known as **popular sovereignty**.  
\_\_\_\_\_
- \_\_\_\_\_ 9. A **cabinet** is the group of people who head government departments and advise the president. \_\_\_\_\_
- \_\_\_\_\_ 10. **Implied powers** are those powers specifically mentioned in the Constitution.  
\_\_\_\_\_
- \_\_\_\_\_ 11. **Revenue tariffs** are designed to help American manufacturers by taxing imports to drive up their prices. \_\_\_\_\_
- \_\_\_\_\_ 12. Southern states threatened **secession**, or taking their states out of the Union.  
\_\_\_\_\_
- \_\_\_\_\_ 13. Moderation in the consumption of alcohol is known as **emancipation**.  
\_\_\_\_\_
- \_\_\_\_\_ 14. **Benevolent societies** were groups of workers who pressed for better working conditions and member benefits. \_\_\_\_\_
- \_\_\_\_\_ 15. The Supreme Court has the right of **judicial review**, or the power to decide whether the laws are constitutional and to strike down those that are not.  
\_\_\_\_\_



# Academic Vocabulary Activity 2 ★ ★ ★ ★ ★ ★

## The Young Republic, 1789–1850

### Key Words

**civil**  
**exposure**

**constitutional**  
**transportation**

**controversy**  
**resolution**

### ★ A. WORD MEANING ACTIVITY

#### Vocabulary in Context

**DIRECTIONS:** Fill in each blank with the correct academic vocabulary word from the chart above. Make appropriate changes for verb tense.

1. An improved \_\_\_\_\_ system helped the nation grow throughout the 1800s.
2. On the Trail of Tears, many Cherokee died of starvation, disease, and \_\_\_\_\_.
3. Henry David Thoreau wrote in his essay “\_\_\_\_\_ Disobedience” that a person can break a law that he or she finds immoral.
4. In 1845, Congress passed the \_\_\_\_\_ that admitted Texas to the Union.
5. Missouri’s application for statehood started a new \_\_\_\_\_ over whether slavery should expand westward.
6. In September 1789, Congress agreed on 12 \_\_\_\_\_ amendments, but only 10 were approved by the states.

## Academic Vocabulary Activity 2 (continued) ★ ★ ★ ★

### TEST YOUR KNOWLEDGE

**DIRECTIONS:** Choose the word that means the same as the underlined word.

1. One would expect a resolution to be
  - A. open to interpretation.
  - B. a final judgment.
  - C. incomplete.
2. When something is a controversy, it is
  - A. a meeting.
  - B. a disagreement.
  - C. a decision.
3. Someone experiencing exposure needs
  - A. shelter.
  - B. a map.
  - C. food.
4. When someone takes part in civil disobedience, he is
  - A. a government leader acting against a law.
  - B. a citizen acting against a law.
  - C. an immigrant acting against a law.
5. A transportation system deals with
  - A. moving people and goods.
  - B. developing laws.
  - C. establishing new churches.
6. A constitutional issue is one related to
  - A. the success of the economy.
  - B. a person's ability to learn.
  - C. how the government works.



## Reinforcing Skills Activity 2

# Understanding Latitude and Longitude

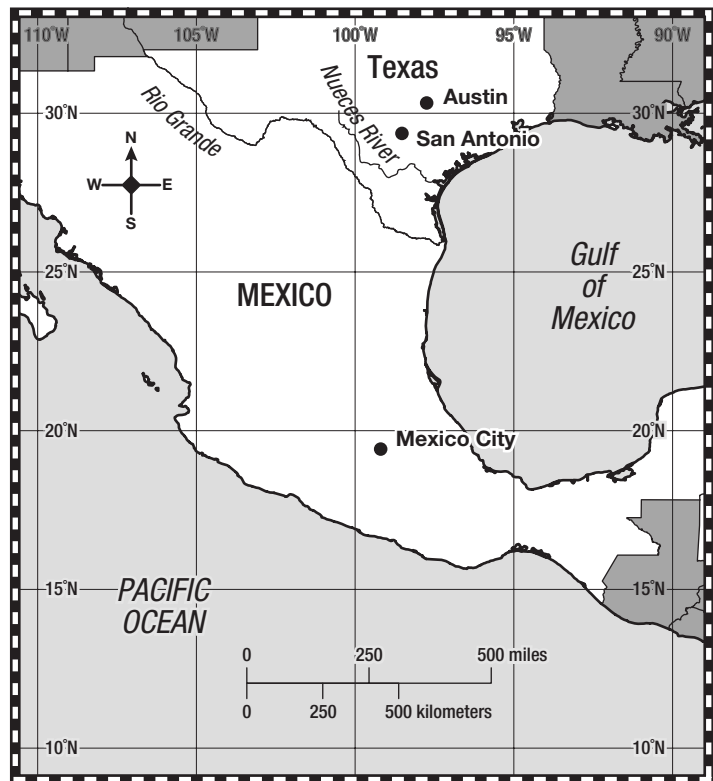
### LEARNING THE SKILL

To find a location on a map, you can use the lines of *latitude* and *longitude*. Latitude lines (or parallels) are imaginary horizontal lines that circle the earth's surface east to west. Longitude lines (or meridians) are imaginary lines that run vertically from the north to the south. Latitude and longitude lines are numbered in degrees. To determine the latitude and longitude of a location on a map—also known as the grid address or coordinates—find the point where the latitude lines and longitude lines intersect.

### PRACTICING THE SKILL

**DIRECTIONS:** Use the map below to answer the following questions.

- How many degrees of latitude separate Mexico City from Austin, Texas?  
\_\_\_\_\_
- What city lies closest to the coordinates 29°N and 98°W?  
\_\_\_\_\_
- Does Mexico City lie north or south of the 20th parallel? What are the city's approximate coordinates?  
\_\_\_\_\_  
\_\_\_\_\_



### APPLYING THE SKILL

**DIRECTIONS:** Use an atlas to find the approximate latitude and longitude of your hometown, as well as that of two other cities.

Place	Latitude	Longitude

**Critical Thinking Skills Activity 2****Analyzing Information****LEARNING THE SKILL**

*Analyzing information* involves breaking it into meaningful parts so that it can be understood, allowing you to form an opinion about it. The ability to analyze information helps you establish positions on issues that can affect your life. For example, you need to analyze a candidate's statements to determine whether or not to vote for him or her.

Use the following guidelines to help you analyze information:

- Identify the topic that is being discussed.
- Examine how the information is organized and determine the main points.
- Summarize the information in your own words, then form an opinion about it based on your understanding of the topic.

**PRACTICING THE SKILL**

**DIRECTIONS:** Read the excerpt below from James Monroe's speech to Congress on December 2, 1823. Then answer the questions that follow.

We owe it, therefore, to candor and to the amicable [friendly] relations existing between the United States and those [European] powers to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety. With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But with the governments who have declared their independence and maintain it, and whose independence we have, on great consideration and on just principles, acknowledged, we could not view any interposition [interference] for the purpose of oppressing them or controlling in any other manner their destiny by any European power in any other light than as the manifestation of an unfriendly disposition toward the United States.

1. What is the subject of the excerpt?

---

2. What are the main points in the excerpt?

---

---

3. What do you notice about the organization of the passage?

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4. Summarize the passage in your own words, and then write your opinion regarding it.

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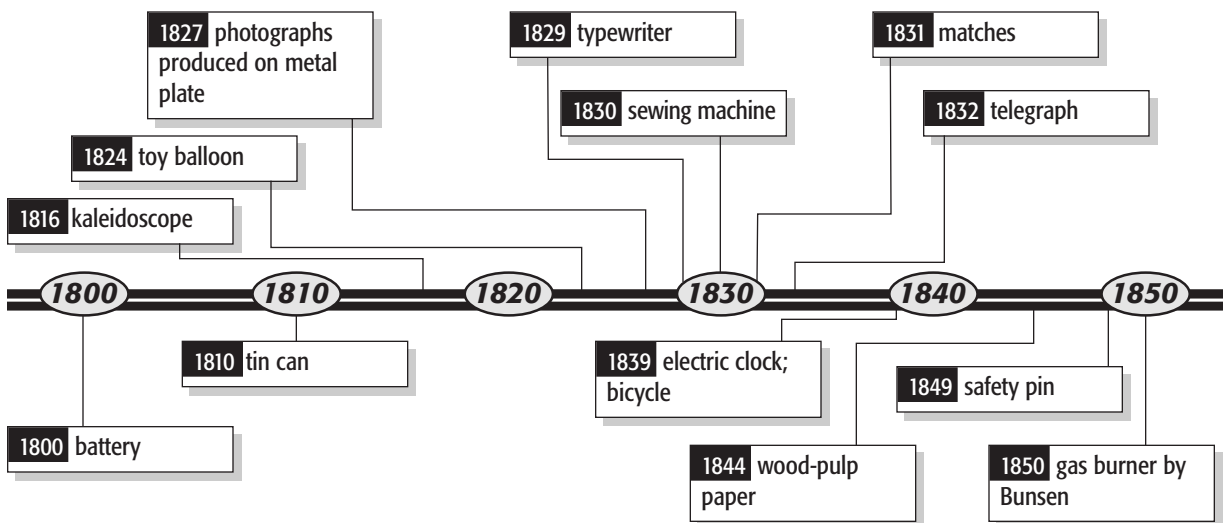
## ★ Time Line Activity 2

### Inventions of the 1800s

#### Background

The Industrial Revolution sparked the creation of numerous inventions that affected every area of life in the 1800s. Many of these products and ideas from almost 200 years ago evolved into modern conveniences that we still use today.

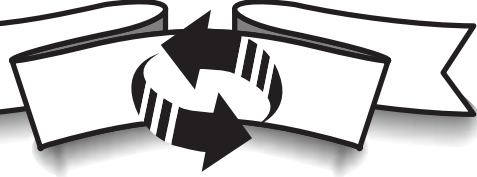
**DIRECTIONS:** Use the information on the time line to place the inventions in one of the four categories listed below. Some inventions can be placed in more than one category. Then choose two inventions from the time line and explain how these inventions continue to benefit us today. Write your answer on a separate sheet of paper.



#### Industrial Revolution Inventions

Improved Communications	New Sources of Heat/Energy
Greater Convenience	New Forms of Recreation/Entertainment

## Linking Past and Present Activity 2



### The “Five Civilized Tribes”

#### THEN

By the 1830s, the Cherokee, Chickasaw, Choctaw, Creek, and Seminole Native Americans had lived in close contact with white

settlers for more than a hundred years. They had adopted many aspects of white culture. Because whites considered their own ways more “civilized,” they referred to these groups as the *five civilized tribes*. Yet adopting white culture did not save these Native Americans from the land-hungry settlers.

White encroachment had been forcing Native Americans from their lands since the early 1800s. The Indian Removal Act of 1830, however, gave it a push. This law required Native Americans to give up their lands and move west. At the time, the five groups occupied rich lands in the Southeast. They were forced to move beyond the Mississippi River to *Indian Territory*, in what is now Oklahoma.

Through the winter of 1838–1839, soldiers forced 13,000 to 17,000 Cherokee on a western march through freezing temperatures with inadequate food. Thousands of Cherokee died. The Cherokee called the journey the *Trail of Tears*. The other groups experienced similar suffering in their journeys.

In Oklahoma, each of the five groups formed a nation. They cleared land for farms, built schools, and set up governments.

In exchange for giving up their land for a fraction of its worth, the federal government pledged to uphold their rights to Indian Territory. Yet this protection broke down after the Civil War. The groups had fought for the Confederacy. Partly as punishment, Congress took away much of their land.

#### NOW

Many descendants of these five groups still live in Oklahoma. Some members, however, had escaped the forced move and

fled to other areas of the Southeast. Their descendants now live in Florida, North Carolina, and Mississippi.

Government policy toward Native Americans has varied greatly over the years. At times, it treats Native American nations as separate and independent cultures. At other times, it passes laws to pressure Native Americans into assimilating into the mainstream culture. Since 1975, the general policy has been to allow Native American groups to govern themselves.

Today Native Americans continue to work for the right to control their own affairs and to preserve their cultures. They are seeking to control the extraction of resources from their lands. They are trying to guard their hunting and fishing rights. Some are suing to regain lost lands or payment for them.

Another goal of many Native Americans is to throw off popular stereotypes of them. For some, the use of Native American names and mascots for sports teams is offensive. Headdresses and face paints are part of Native American religious rituals, and Native Americans consider the mimicry of them by sports teams as disrespectful.



### CRITICAL THINKING

**Directions:** Answer the questions below on a separate sheet of paper.

- Determining Cause and Effect** In what ways might assimilation harm Native Americans?
- Drawing Conclusions** Many Native Americans are calling for the return of ancestral remains and artifacts currently on display in museums. Why do you think this is so?
- Analyzing Information** White settlers forced Native Americans onto small, remote lands. How do you think this affected the Native Americans’ ability to thrive?

## Primary Source Reading 2-1 ★ ★ ★ ★ ★ ★

**The Federalist Promise Fulfilled****★ About the Selection**

As expressed in the Preamble to the Constitution, the purposes of a federal government are to “. . . form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity. . . .” Despite these noble goals, opponents of the Federalist Party were afraid that a federal government would harm individual, regional, and state liberties. One way Federalists responded to this fear, and ultimately procured the necessary votes to ratify the Constitution, was to promise to add

**Reader's Dictionary****abridging:** limiting**compensation:** payment**redress:** correction

amendments listing rights that would protect individuals and states from federal power—the Bill of Rights.

**GUIDED READING**

As you read, think about what life would be like without these protections. Then answer the questions that follow.

**Amendment I**

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

**Amendment II**

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

**Amendment III**

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

**Amendment IV**

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

**Amendment V**

No person shall be held for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of

(continued)

**Primary Source Reading 2-1** (continued) ★ ★ ★ ★ ★

life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

**Amendment VI**

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.

**Amendment VII**

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

**Amendment VIII**

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

**Amendment IX**

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

**Amendment X**

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

**READER RESPONSE**

**Directions:** Answer the following questions on a separate sheet of paper.

1. According to the Bill of Rights, what is the reason for not infringing the right to bear arms?
2. What are the acceptable conditions for issuing a warrant for arrest or search?
3. When can a person be held for a capital or infamous crime without an indictment from a grand jury?
4. What are the rights of the accused?
5. **Critical Thinking** Which amendments give rights in general to the states and the people?

## Primary Source Reading 2-2 ★ ★ ★ ★ ★ ★

**Women's Wrongs****★ About the Selection**

Lucretia Mott and Elizabeth Cady Stanton were two leading women's rights advocates of the 1800s. Like many other advocates of their day, they were also active abolitionists, yet they could not participate in the 1840 World Anti-Slavery Convention in London because they were women. Angered at such treatment and inspired by the Declaration of Independence and the ideals of Jacksonian democracy, Mott and Stanton organized the first women's rights convention in Seneca Falls, New York, in 1848. Two years later, the second convention took place in Salem, Ohio. J. Elizabeth

**Reader's Dictionary**

**arrogating:** claiming without justification

**passive:** not resisting

Jones of Salem, editor of the *Anti-Slavery Bugle* and ardent suffragette, delivered the major address of the convention, excerpts from which appear below.

**GUIDED READING**

As you read, identify who Jones blames for the lack of women's rights. Then answer the questions that follow.

There is not, perhaps, in the wide field of reform, any one subject so difficult to discuss as that of Woman's Rights. I use the term "Woman's Rights," because it is a technical phrase. I like not the expression. It is not Woman's *Rights* of which I design to speak, but of Woman's *Wrongs*. I shall claim nothing for ourselves because of our sex—I shall demand the recognition of no rights on the ground of our womanhood. In the contest which is now being waged in behalf of the enslaved colored man in this land, I have yet to hear the first word in favor of his rights as a colored man; the great point which is sought to be established is this, that the colored man is a human being, and as such, entitled to the free exercise of all the rights which belong to humanity. And we should demand *our* recognition as equal members of the human family. . . .

But tho' woman has no rights peculiar to her sex—*none* which belong to her because she is a woman; yet she has wrongs, great wrongs, which are peculiar to her—wrongs political, wrongs social, aye, and wrongs religious. . . .

[But woman] appears not before the world as a sufferer. Her very name is associated with happiness and hope, with freedom and love and beauty. . . . Hence, when we speak of the injustice that is done her, of the disabilities under which she labors, we are met with incredulity, perchance with sneers and sarcasm. . . .

. . . I am very far from arrogating any degree of perfection for my own sex. Neither do I believe that men are any more to blame for the present

(continued)

Primary Source Reading **2-2** (continued) ★ ★ ★ ★ ★

degraded condition of woman, than the women are themselves. I cannot tell how it was in the beginning, but at the present time, there is on the part of a majority of women a passive yielding up of all their rights, a desire, I might say, to lose their individuality, and merge their existence into that of their husbands. It is feminine to feel dependent, to need protection; it is poetical to be like the clinging vine, unable to sustain one's self; it is very romantic to be weak and helpless, and have the gallantry and chivalry of man extended to us! We have not acted as though we were rational and accountable beings; we have tried to step aside from the battle-field of life, and rid ourselves of the responsibilities of an individual existence. Under such circumstances, it is no wonder that man has taken the power into his own hands. . . .

I say the fact that woman does not know that she is robbed of her rights, shows the extent of her enslavement; it shows that a long train of abuses and usurpations has completed the work of degradation—has blinded her to a sense of justice and of equal rights.

**Source:** *The Salem, Ohio 1850 Women's Rights Convention Proceedings*, compiled and edited by Robert W. Audretsch. Salem Area Bicentennial Committee and Salem Public Library, 1976.

**READER RESPONSE**

**Directions:** Answer the following questions on the lines below.

1. Why does Jones not like the term “women’s rights”?

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2. According to Jones, what is the basis of the “contest” being fought for the enslaved African American male?

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3. Who does Jones blame for the “present degraded condition of woman”?

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4. **Critical Thinking** What argument does Jones make to explain why many woman do not believe they are denied equal rights?

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**American Art and Music Activity 2**★ ★ ★ ★ ★ ★ ★ ★ ★ ★ **Francis Scott Key** ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

**F**rancis Scott Key was born into a wealthy family in Maryland on August 1, 1779. Francis studied law in college, and by 1805 he had established a well-known law practice in Georgetown, a suburb of Washington, D.C. Although Francis Scott Key was a deeply religious man and opposed the War of 1812 on religious grounds, he was a devoted patriot and briefly served in the military in 1813.

In September of 1814, the British captured a close friend of Key's named William Beanes. Key was asked to help recover Beanes. President Madison made a ship available for the rescue. Accompanied by Colonel John Skinner, a U.S. government agent who worked with foreign governments to free war prisoners, Key boarded the British ship that held his friend in Baltimore's Chesapeake Bay.

British officers agreed to free Beanes, but only after the British had completed their attack on Fort McHenry in Baltimore. Under guard of British sailors, Key and his friend witnessed the 25-hour-long bombing of Fort McHenry. Shortly before dawn on September 14, the firing ceased. Through the clearing smoke, Key saw that the American flag at Fort McHenry—the “star-spangled banner” he would later refer to—was still flying. The British had not succeeded in destroying the fort.

After coming ashore that day, Key checked himself into a hotel and finished the words to a poem that he had begun composing on the boat. He showed his work to Joseph Nicholson, a Baltimore judge. At the judge's direction, handbills with Key's words were printed up, and on September 20 the “Defence of Fort McHenry” was published in a Baltimore newspaper. Key wrote four stanzas describing the event, but only the first one is widely known to most Americans.

Key's words were then set to an old English tune called “To Anacreon in

Heaven.” Actor Ferdinand Durang was the first person to perform the song publicly, but the decision to set Key's words to this tune may have been made by Key, or Durang, or Judge Nicholson. The result was that Key's poem became a popular patriotic song almost overnight.

After the war ended, Key had a successful career in the law. He served as the United States Attorney for Washington, D.C. from 1833 to 1841. He died in 1843. Bridges in Baltimore and Washington, DC are named for him, and a monument was built in his honor in San Francisco's Golden Gate Park.

The flag that flew over Fort McHenry during the bombardment was donated to the Smithsonian Institute in 1912. It measures about 30 x 42 feet, and each star is about 2 feet across. Congress declared Key's work the official National Anthem in 1931.

One reason Key's work is so well-known is because it is sung at sporting events. This tradition began at a World Series baseball game in 1918. With American troops participating in World War I in Europe, patriotic feelings were high. A brass band started playing the song, and spectators rose to their feet and began singing. Players on the field stood at attention and saluted the flag. This was repeated at each World Series game that year, and the custom remains to this day.



FRANCIS SCOTT KEY

*(continued)*



## INTERPRETING POLITICAL CARTOONS

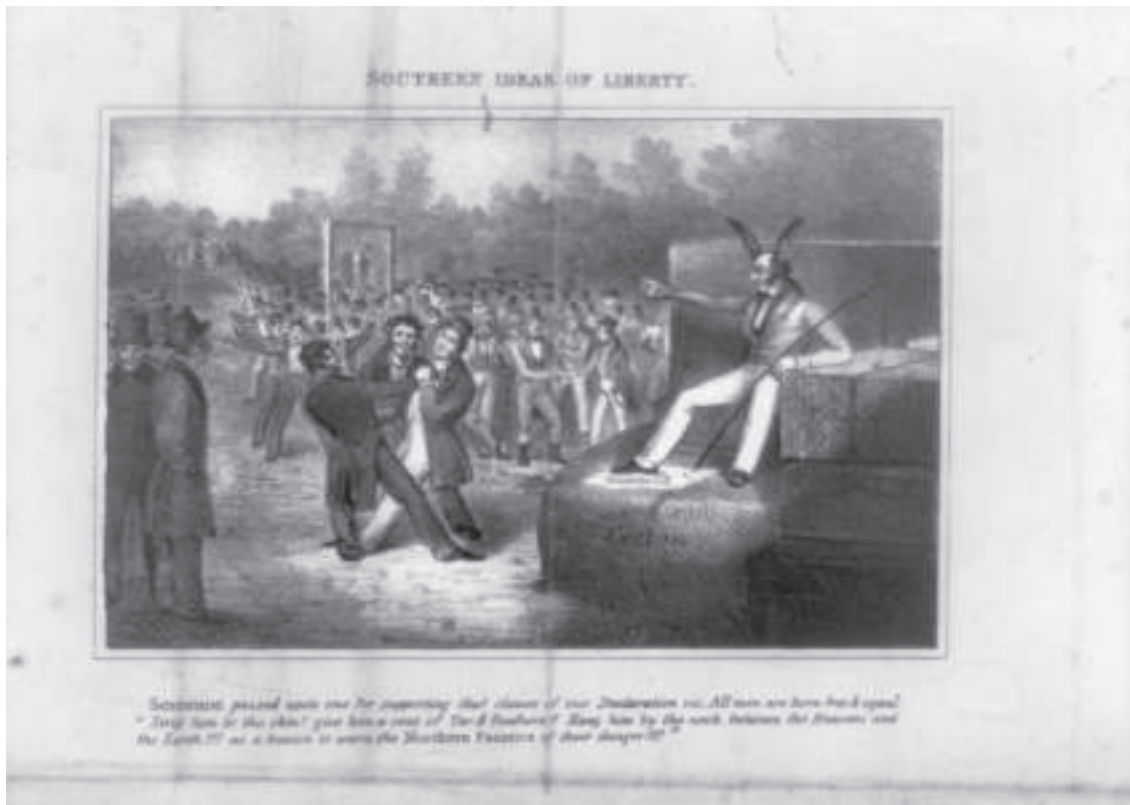


## Activity 2

## DISPUTES OVER SLAVERY

The cartoon below, which was published in 1835, illustrates the growing disputes over the issue of slavery. The main figure, a Southern judge, sentences a white abolitionist to death by hanging.

**Directions:** Study the cartoon below, and then answer the questions that follow.



**Sentence passed upon one for supporting that clause of our Declaration viz.**

**All men are born free & equal. "Strip him to the skin! Give him a coat of Tar & Feathers!! Hang him by the neck, between the Heavens and the Earth!!! as a beacon to warn the Northern Fanatics of their danger!!!!"**

### ANALYZING THE CARTOON (continued)

1. Why is the judge pictured sitting on bales of cotton and tobacco?

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2. Why does the judge have a foot on the Constitution?

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3. Why is the judge shown with a donkey's ears and carrying a whip?

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4. Who are the "Northern fanatics" mentioned in the caption of the cartoon?

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### CRITICAL THINKING

5. **Making Inferences** Why would Southerners not want abolitionists to be active in the South?

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6. **Analyzing Information** Why is the cartoon titled "Southern Ideas of Liberty"?

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7. **Drawing Conclusions** Is this cartoon more sympathetic to the South, or to abolitionists? Explain.

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## ★ Reteaching Activity 2

### The Young Republic, 1789–1850

National pride soared after the War of 1812. However, that sense of unity soon faded. The North embraced the Industrial Revolution, while the South concentrated on agriculture. These regional distinctions widened the growing rift between Northern and Southern states.

**DIRECTIONS:** Complete the chart below. Briefly compare how changes in transportation, industrial development, and the labor force affected the North and the South differently.



#### Sectional Differences

Development	The North	The South
1. Transportation	a.	b.
2. Industrial Revolution	a.	b.
3. Labor Force	a.	b.

4. **Critical Thinking** Just as the Industrial Revolution transformed the labor force and society of the 1800s, the Information Revolution transformed the labor force and society of the 1900s and beyond. Name two major ways in which the Information Revolution has changed the labor force of American—and world—culture.

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★ **Enrichment Activity 2****The Monroe Doctrine**

In the early 1820s, the United States was still a young, weak nation. President Monroe's decision to issue the Monroe Doctrine was daring, because the United

States had little power to enforce it if necessary. Nevertheless, the act symbolized America's assertion of an important role in world affairs.

**DIRECTIONS:** Read the excerpt below from the Monroe Doctrine. Then answer the questions that follow on a separate sheet of paper.

... [T]he occasion has been judged proper for asserting, as principle in which the rights and interests of the United States are involved, that the American continents, by the free and independent condition which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any European power. . . .

The citizens of the United States cherish sentiments the most friendly in favor of the liberty and happiness of their fellowmen on [the European] side of the Atlantic. In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it comport with our policy so to do. It is only when our rights are invaded or seriously menaced that we resent injuries or make preparation for our defense. . . .

With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But with the governments who had declared their independence and maintain it, and whose independence we have on great consideration and on just principles, acknowledged, we could not view any interposition for the purpose of oppressing them, or controlling in any other manner their destiny, by any European power in any other light than as the manifestation of an unfriendly disposition toward the United States. . . .

**Questions to Consider**

1. What does President Monroe say about American involvement in European affairs?
2. What does the doctrine say about European colonization in the Americas?
3. What are the four foreign policy points made by the Monroe Doctrine?
4. **GO A STEP FURTHER ►** Based on this document, predict the likely position the United States would take if Great Britain sent troops to settle a border dispute between Argentina and Chile. Would the U.S. reaction be any different if, instead of sending troops, Britain offered to negotiate a peaceful settlement of the dispute? Explain.

*The*  
**AMERICAN  
VISION**  
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**Chapter 2**  
**Section Resources**

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## Guided Reading Activity 2-1

**DIRECTIONS: Recalling Facts** Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What were the first three executive departments created by Congress?  
\_\_\_\_\_
2. Who did President Washington choose as the first Chief Justice? \_\_\_\_\_
3. What did the 10 amendments known as the Bill of Rights establish?  
\_\_\_\_\_  
\_\_\_\_\_
4. How did Secretary of the Treasury Alexander Hamilton propose to manage the nation's finances? \_\_\_\_\_
5. What tax did Congress enact to raise money and how did people respond?  
\_\_\_\_\_  
\_\_\_\_\_
6. Who were the opponents of Hamilton and the Federalists? \_\_\_\_\_
7. What did George Washington warn against when he left office? \_\_\_\_\_
8. What did the Alien and Sedition Acts of 1798 outlaw? \_\_\_\_\_
9. How did the election of 1800 expose a flaw in the system for selecting the president?  
\_\_\_\_\_  
\_\_\_\_\_
10. What steps did Thomas Jefferson take to limit the scope of government?  
\_\_\_\_\_  
\_\_\_\_\_
11. What right did the Supreme Court gain from *Marbury v. Madison*?  
\_\_\_\_\_
12. How did the size of the country grow under Jefferson's presidency?  
\_\_\_\_\_
13. What was the practice of impressment? \_\_\_\_\_
14. What was the original goal of the War of 1812? \_\_\_\_\_
15. What were the results of the Treaty of Ghent? \_\_\_\_\_

## ★ Guided Reading Activity 2-2

**DIRECTIONS: Using Headings and Subheadings** Locate each heading below in your textbook. Then use the information under the correct subheading to help you write each answer.

### I. Growth of American Nationalism

- A. What happened to the Federalist Party after the War of 1812?  
\_\_\_\_\_
- B. Why did Republicans change their minds about a national bank?  
\_\_\_\_\_  
\_\_\_\_\_
- C. How did the protective tariff help American manufacturers?  
\_\_\_\_\_
- D. What powers were granted to the federal government in *McCulloch v. Maryland*?  
\_\_\_\_\_  
\_\_\_\_\_
- E. How did Florida become part of the United States in 1819?  
\_\_\_\_\_

### II. A Growing Nation

- A. What advances in transportation were made in the early 1800s?  
\_\_\_\_\_  
\_\_\_\_\_
- B. How did business change during the Industrial Revolution?  
\_\_\_\_\_  
\_\_\_\_\_
- C. How did Eli Whitney's interchangeable parts improve production methods?  
\_\_\_\_\_
- D. What was nativism? \_\_\_\_\_
- E. Why did workers begin to organize labor unions? \_\_\_\_\_
- F. What were the South's leading cash crops? \_\_\_\_\_
- G. How did life for African Americans in the South compare to life for African Americans in the North? \_\_\_\_\_  
\_\_\_\_\_

**Guided Reading Activity 2-3**

**DIRECTIONS: Outlining** Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

**I. The Resurgence of Sectionalism**

- A. When \_\_\_\_\_ applied for statehood, it stirred up the country's most divisive issue: \_\_\_\_\_.
- B. \_\_\_\_\_ won the 1824 presidential election with \_\_\_\_\_ votes to Jackson's 7 and Crawford's 4.
- C. More \_\_\_\_\_ gained the right to vote in the early 1800s because \_\_\_\_\_ was no longer a voting requirement.
- D. Jackson tried to make the government more \_\_\_\_\_ by utilizing the \_\_\_\_\_.
- E. Vice President Calhoun proposed the idea of \_\_\_\_\_, or giving states the right to declare a \_\_\_\_\_ not valid.
- F. In 1830 Jackson signed the \_\_\_\_\_, which helped states relocate \_\_\_\_\_.
- G. The Whigs opposed Jackson and wanted to expand the federal government, encourage \_\_\_\_\_ development, and create a \_\_\_\_\_ economy.

**II. The Reform Spirit**

- A. Church leaders felt that the growth of \_\_\_\_\_ and \_\_\_\_\_ were challenging the doctrine of faith.
- B. Some social reform groups promoted \_\_\_\_\_, or moderation in the consumption of \_\_\_\_\_.
- C. Some women hoped to create more \_\_\_\_\_ for girls and women, believing that women had a place outside the home.
- D. The \_\_\_\_\_ movement called for an \_\_\_\_\_ to slavery.
- E. The most famous African American abolitionist was \_\_\_\_\_, who had escaped from slavery and published his own \_\_\_\_\_ and \_\_\_\_\_.
- F. Because the South was mostly \_\_\_\_\_, it relied on the \_\_\_\_\_ who planted and picked \_\_\_\_\_.

## ★ Guided Reading Activity 2-4

**DIRECTIONS:** Recording Who, What, When, Where, Why, and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. **What** was Manifest Destiny? \_\_\_\_\_
2. **Why** did the Plains Indians resent settlers heading west? \_\_\_\_\_  
\_\_\_\_\_
3. **Who** were Stephen Austin and Sam Houston? \_\_\_\_\_  
\_\_\_\_\_
4. **When** did Texas become a state? \_\_\_\_\_
5. **What** agreement transferred more than 500,000 square miles from Mexico to the United States? \_\_\_\_\_
6. **What** was popular sovereignty? \_\_\_\_\_  
\_\_\_\_\_
7. **Who** was the leader of the Free-Soil party and **what** was their slogan? \_\_\_\_\_  
\_\_\_\_\_
8. **How** did Henry Clay propose to admit California to the Union without upsetting the balance between slave states and free states? \_\_\_\_\_  
\_\_\_\_\_
9. **What** was the Underground Railroad and **who** was its most famous conductor? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. **What** was the controversy over the transcontinental railroad? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. **Who** was Dred Scott and **why** did he file a lawsuit? \_\_\_\_\_  
\_\_\_\_\_
12. **Where** did John Brown's raid take place and **what** was the result? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# The AMERICAN VISION

## MODERN TIMES

## Chapter 3 Resources

### The Civil War and Reconstruction, 1848–1877

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**★ Reading Skills Activity 3**

## Comparing and Contrasting

### ❑ LEARNING THE SKILL

To be an effective reader you need to look for similarities and differences in any text that you are reading. It is natural to make comparisons whenever you are confronted with new information. For example, you might compare what you are reading to things you have read in the past. This technique is useful for learning and understanding new information. By comparing and contrasting new information with what you already know, you can better understand the new topic.

Authors use signal words to give the reader clues about similarities and differences talked about in the text. Words that tell you the author is talking about similarities include *like*, *same*, *still*, *both*, *also*, and *at the same time*. Words that tell you the author is talking about differences include *however*, *rather*, *although*, *in contrast*, or *on the other hand*.

### ❑ PRACTICING THE SKILL

**DIRECTIONS:** Read the following sentences. Underline the signal words in each sentence and note whether it indicates a similarity or a difference.

1. Although the South had many experienced officers to lead its troops in battle, the North had several economic advantages.
2. Pressed by the costs of the war, both North and South struggled to keep their economies working. In contrast to the Union, the Confederacy's financial situation was not good, and it became worse over time.
3. Prisoners of war—soldiers captured by the enemy—also suffered terribly during the conflict.
4. At first, excitement about the war inspired many Northern and Southern men to enlist. As the war dragged on, however, fewer young men volunteered, forcing both governments to resort to conscription.

### ❑ APPLYING THE SKILL

**DIRECTIONS:** Use what you learned about comparing and contrasting to explain what you have learned in this chapter. Work in pairs. One student should search for words that show similarities the author wants to point out. The other student should look for signal words that show differences. On a separate sheet of paper, write down the sentences, underline the signal words, and write the page number where the sentences appear. At the end of the search, share your findings with the class and talk about how using this skill increased your understanding of the Civil War and Reconstruction.

**Historical Analysis Skills Activity 3****Sequencing Events****★ LEARNING THE SKILL**

*Sequencing events* involves placing events in the order in which they occurred. Sequencing can help you process and manage large quantities of information in an understandable way and can help you distinguish the relationships among events.

Use the following guidelines to help you sequence events.

- Read the selection carefully.
- Look for dates or cue words that provide you with a chronological (sequential) order: *in 2002, the late 1990s, last Thursday, first, then, next, finally, after*, and so on.
- If needed to aid your understanding, construct a time line of the events, or write each event in sequential order on a separate line in your own words.

**★ PRACTICING THE SKILL**

**DIRECTIONS:** Read the excerpt below from James Marshall regarding his discovery of gold at Sutter's Mill, near present-day Coloma, California, in January 1848. Circle the cue words and phrases that help you organize the facts sequentially. Then organize the facts in the excerpt sequentially on a separate sheet of paper.

... About half past seven o'clock on or about the 19th of January—I am not quite certain to a day, but it was between the 18th and 20th of that month—1848, I went down [to the race in the mill] as usual, and after shutting off the water from the race [strong current of water flowing through a narrow channel], I stepped into it, near the lower end, and there, upon the rock, about six inches beneath the surface of the water, I discovered the gold. I was entirely alone at the time. I picked up one or two pieces and examined them attentively; and having some general knowledge of minerals, I could not call to mind more than two which in any way resembled this—sulphuret of iron, very bright and brittle; and gold, bright, yet malleable; I then tried it between two rocks, and found that it could be beaten into a different shape, but not broken. I then collected four or five pieces and went up to Mr. Scott . . . and said, "I have found it. . . ."

[Others were called to see the gold.] About 10 o'clock the same morning, P.L. Wimmer came down from the house, and was very much surprised at the discovery . . . which he took home to show his wife, who, the next day, made some experiments upon it by boiling it in strong lye, and saleratus [a leavening agent]; and Mr. Bennet by my directions beat it very thin.

Four days afterwards, I went to the Fort for provisions, and carried with me about three ounces of the gold, which Capt. Sutter and I tested with nitric acid. I then tried it in Sutter's presence by taking three silver dollars and balancing them by the dust in the air, then immersed both in water, and the superior weight of the gold satisfied us both of its nature and value.

**★ APPLYING THE SKILL**

Read an article in your local newspaper that describes a recent news story. Underline the cue words and phrases in the article that help you organize the facts sequentially. Then make a time line of the events. Submit a copy of the news article with your time line.

## ★ Differentiated Instruction Activity 3

### Marching Songs of the Civil War

Music has always been an important part of American society. This was certainly true during the Civil War. The soldiers sang as they marched. Military bands played as soldiers lined up in formation, at parades, and provided concerts in the evening. The bands played an important role in keeping up the morale of the men. The soldiers in both armies had favorite songs that they enjoyed singing and hearing. Read the lyrics of these Civil War songs. Then answer the questions below.

#### THE BONNIE BLUE FLAG

We are a band of brothers, and native to the soil.  
Fighting for our Liberty with treasure, blood and  
toil;  
And when our rights were threaten'd the cry  
rose near and far,  
Hurrah for the Bonnie Blue Flag, that bears a  
Single Star!

Chorus:

Hurrah! Hurrah! for Southern Rights, Hurrah!  
Hurrah for the Bonnie Blue Flag, that bears a  
Single Star!

Ye men of valor, gather round the Banner of the  
Right,  
Texas and Louisiana, join us in the fight;  
Davis our beloved President, and Stephens,  
Statesman rare,  
Now rally round the Bonnie Blue Flag, That  
bears a Single Star! (Chorus)

#### REPLY TO THE BONNIE BLUE FLAG

[Also known as The Stripes and Stars]

We're fighting for our Union,  
We're fighting for our trust,  
We're fighting for that happy land  
Where sleeps our father dust.  
It cannot be dissevered,  
Though it cost us bloody wars,  
We never can give up the land  
Where floats the stripes and stars.

Chorus: Hurrah! Hurrah!

For equal rights hurrah,  
Hurrah for the good old flag  
That bears the stripes and stars.

We do not want your cotton,  
We do not want your slaves,  
But rather than divide the land,  
We'll fill your Southern graves.  
With Lincoln for our chieftain,  
We wear our country's stars,  
And rally round the brave old flag  
That bears the stripes and stars (Chorus)

**DIRECTIONS:** On a separate sheet of paper, answer the following questions based on the song lyrics above.

- 1. Comparing and Contrasting** Compare the first stanzas of "Bonnie Blue Flag" and the Union Reply or "Stripes and Stars." What appears to be the main difference between the two songs?
- 2. Comparing and Contrasting** Explain how the lyrics of each song symbolize the cause for which each side was fighting.

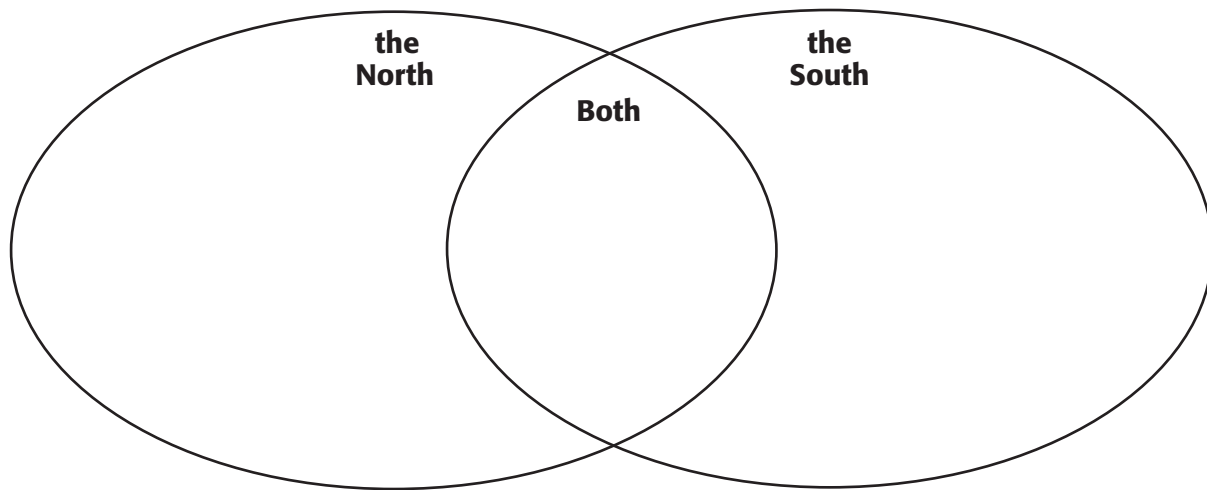
**Differentiated Instruction Activity 3 (continued)****FOR THE TEACHER****TEACHING STRATEGIES FOR DIFFERENT LEARNING STYLES**

The following activities are the ways the basic lesson can be modified to accommodate students' different learning styles:

**English Learners (EL)** Tell students that *lyrics* refer to the words of a song. Explain that the word *dissever* means "to come apart" or "to become disunited." Point out that a symbol is an image or an object that stands for something else. For example, flags are common symbols of patriotism. Bring in illustrations of the Bonnie Blue Confederate flag to clarify what is referred to in the song.

**Advanced Learners (AL)** Ask students to find the complete song lyrics of these popular songs and write an analysis of them. Encourage students to locate at least two other Confederate and Union songs using library or Internet sources and compare them. Have them look for songs enjoyed by both sides and explain why. Invite interested students to choose songs to perform solo or in groups.

**Below Grade Level (BL)** Have students use a Venn diagram such as that shown below to compare the two civil War songs.



Have students identify which song title belongs in the left circle (*Stripes and Stars*) and which song belongs in the right circle (*Bonnie Blue Flag*). Start them out by pointing out that in both songs flags are used to symbolize patriotism. Have students work together in pairs to complete the diagram. Then have them use the diagram to answer the questions.

**On Grade Level (OL)** Tell students that while the Confederate government never adopted the "Bonnie Blue," lone star flags were adopted in some form by five of the new confederate states. Explain that these states viewed a single star flag as taking their star out of the union. Have students work independently to study the song lyrics and answer the questions in complete sentences.

## English Learner Activity 3 ★ ★ ★ ★ ★ ★

**The Civil War and Reconstruction, 1848–1877****★ A. PRE-READING ACTIVITY****Previewing the Material**

**Directions:** Before reading the primary source from Abraham Lincoln’s first inaugural address on page 125, answer the following questions.

1. Why do you think Lincoln supported reconciliation, or agreement, between the North and the South?  
\_\_\_\_\_  
\_\_\_\_\_
2. Lincoln had won a reputation for being an excellent public speaker. What characteristics do you think make an excellent public speaker?  
\_\_\_\_\_  
\_\_\_\_\_

**★ B. PRE-READING ACTIVITY****Vocabulary Review**

Reviewing the words and expressions below will help you understand the reading.

dissatisfied (adj.): not pleased

momentous (adj.): of great importance or consequence

issue (n.): a matter or topic that people disagree over

civil war (n.): a war between two or more groups within a country

assail (v.): to attack

conflict (n.): a fight or disagreement

aggressors (n.): people that attack other people

enemies (n.): people who want to injure or harm each other

passion (n.): strong emotion or feelings

strained (v.): made weak

bonds of affection: ties of friendship

## English Learner Activity 3 (continued) ★ ★ ★ ★ ★

### ★ C. READING COMPREHENSION ACTIVITY

#### Understanding Details

**Directions:** After reading the primary source document, answer the following questions.

1. Whom is Lincoln addressing in this speech? \_\_\_\_\_
2. Why does Lincoln call his countrymen “dissatisfied”? \_\_\_\_\_
3. Why does Lincoln say that the decision for war is not his choice? \_\_\_\_\_
4. What groups does Lincoln suggest should not be enemies? \_\_\_\_\_
5. How has the relationship between the groups Lincoln mentions been strained?  
\_\_\_\_\_

### ★ D. WORD BUILDING ACTIVITY

#### Vocabulary in Context

**Directions:** Use the context to complete these sentences with one of the words from the list. Add *-ed* for past tense and *-s* for plural nouns when needed.

*conflict, momentous, dissatisfied, strained, assail*

1. The issue of slavery \_\_\_\_\_ the relationship between the North and the South.
2. Lincoln said the government would not \_\_\_\_\_ the South.
3. A civil war is a \_\_\_\_\_ between groups within a country.
4. Lincoln considered the decision whether to go to war a \_\_\_\_\_ issue.
5. Southern Democrats were \_\_\_\_\_ with the results of the presidential election of 1860.

# ★ Content Vocabulary Activity 3

## The Civil War and Reconstruction, 1848–1877

**DIRECTIONS:** Choose the term that best fits each sentence.

- Lincoln interpreted his election win in 1864 as a \_\_\_\_\_, or the authority to act to end slavery by amending the Constitution.  
**A.** mandate      **B.** pocket veto      **C.** siege
- Grant put the city of Vicksburg under \_\_\_\_\_ by cutting off food and supplies and bombarding the city until it surrendered.  
**A.** mandate      **B.** siege      **C.** conscription
- Jefferson Davis planned to wear down the Union in a defensive war of \_\_\_\_\_.  
**A.** siege      **B.** attrition      **C.** martial law
- The measure Lincoln used to prevent Maryland's secession is called \_\_\_\_\_.  
**A.** amnesty      **B.** habeas corpus      **C.** martial law
- To smuggle goods under cover of night, the South used small, fast boats called \_\_\_\_\_.  
**A.** black codes      **B.** scalawags      **C.** blockade runners
- \_\_\_\_\_ is the protection from prosecution for an illegal act.  
**A.** Habeas corpus      **B.** Amnesty      **C.** Martial law
- Lincoln temporarily suspended writs of \_\_\_\_\_, which gave a person the right not to be imprisoned unless charged with a crime and given a trial.  
**A.** amnesty      **B.** attrition      **C.** habeas corpus
- Northerners who moved South after the Civil War and supported the Republicans were called \_\_\_\_\_.  
**A.** Whigs      **B.** scalawags      **C.** carpetbaggers
- A \_\_\_\_\_ was the blocking of the passage of a bill by letting a session of Congress expire without signing it.  
**A.** passive veto      **B.** pocket veto      **C.** block veto
- A \_\_\_\_\_ is a person who pays rent for the land he or she farms with part of the crops it yields.  
**A.** blockade runner      **B.** sharecropper      **C.** plantation owner
- Laws passed in the South after the Civil War aimed at exploiting African Americans were known as \_\_\_\_\_.  
**A.** amnesty      **B.** black codes      **C.** martial law
- A Southerner who supported Republican Reconstruction of the South was called a \_\_\_\_\_.  
**A.** scalawag      **B.** blockade runner      **C.** carpetbagger



## Academic Vocabulary Activity 3 ★ ★ ★ ★ ★ ★

**The Civil War and Reconstruction, 1848–1877****Key Words**

commissioner	guarantee	infrastructure
crucial	implement	sufficient

**❑ A. WORD MEANING ACTIVITY****Synonyms or Antonyms**

Words that have similar meanings are synonyms; words that have opposite meanings are antonyms. *Locate* and *find* are synonyms; *legal* and *illegal* are antonyms.

**DIRECTIONS:** Label the following pairs of words as synonyms (S) and antonyms (A).

1. \_\_\_\_\_ sufficient/enough
2. \_\_\_\_\_ crucial/trivial
3. \_\_\_\_\_ guarantee/pledge

**❑ B. WORD FAMILY ACTIVITY****Vocabulary in Context**

**DIRECTIONS:** Fill in the blank with the correct word from the chart above. Make appropriate changes for verb tense.

1. Lincoln eventually agreed to \_\_\_\_\_ Scott's suggestions to blockade Southern ports and send gunboats down the Mississippi River.
2. Republican governments in the South built roads, railways, and bridges to improve the region's \_\_\_\_\_.
3. African Americans won election to local offices, including police chief and school \_\_\_\_\_.

## Academic Vocabulary Activity 3 (continued) ★ ★ ★ ★

### TEST YOUR KNOWLEDGE

**Directions:** Use your knowledge of the underlined words to complete the following statements.

1. A commissioner is a  
**A.** volunteer.      **B.** private businessperson.      **C.** public official.
2. To implement a decision is to  
**A.** elect against it.      **B.** carry it out.      **C.** perfect it.
3. When an amount is not sufficient, it is not  
**A.** adequate.      **B.** needed.      **C.** eliminated.
4. Winning the war was crucial to the Union, or  
**A.** necessary.      **B.** unimportant.      **C.** irrelevant.
5. An area's infrastructure deals with its  
**A.** transportation.      **B.** food sources.      **C.** elected officials.
6. When someone gives you a guarantee, they are giving you a  
**A.** warning.      **B.** reward.      **C.** promise.

**Reinforcing Skills Activity 3**

## Evaluating Secondary Sources

### LEARNING THE SKILL

A secondary source, such as the Internet, can be a wonderful research tool, but all the information you find there is not necessarily accurate or reliable. To evaluate a Web site, consider how well the facts presented are documented and the sources used for background information. Ask yourself whether the links are up-to-date and look for the credentials of the site author. Also consider the site design and the ease of accessing information.

### PRACTICING THE SKILL

**DIRECTIONS:** Visit the following two Web sites. Search both sites for information related to Presidents Lincoln and Johnson. Then answer the questions below in the space provided.

<http://www.whitehouse.gov/history/presidents/>

<http://www.gi.grolier.com/presidents/preshome.html>

1. Who is the author or sponsor of these sites? What does this tell you about the reliability of the sites?  
\_\_\_\_\_
2. What links do the sites contain? Are they appropriate or related to the topic?  
\_\_\_\_\_
3. Is the design of the sites appealing and useful? Which site design is more appealing and why?  
\_\_\_\_\_
4. If you were researching President Lincoln or Johnson for a project, which site would you prefer to use and why?  
\_\_\_\_\_

### APPLYING THE SKILL

**DIRECTIONS:** Search the Internet for a Web site that provides information about your local area. The site might address entertainment, weather, news, local attractions, etc. Write an evaluation of the Web site based on the criteria outlined above.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Critical Thinking Skills Activity 3****Synthesizing Information****LEARNING THE SKILL**

*Synthesizing information* involves combining information from two or more sources to make logical connections. Knowledge gained from one source often sheds new light upon other data.

Use the following guidelines to help you synthesize information:

- Analyze each source separately to understand its meaning.
- Determine what information each source adds to the subject.
- Identify points of agreement and disagreement between the sources.  
Determine if Source A can give you new data or ways of thinking about Source B.
- Find relationships between the information in the sources.

**PRACTICING THE SKILL**

**DIRECTIONS:** Read the excerpts below. Then answer the questions that follow.

**Source A**

[For many historians in the early part of the twentieth century,] the story of Reconstruction after the American Civil War took the form of melodrama. The villains were vindictive radical Republicans. Seeking to aggrandize [enlarge] their power and to humiliate proud but defeated Confederates, they enfranchised [gave voting rights to] freed slaves and loosed a carnival of misrule on the South. Their chief agents in this orgy of corruption were carpetbaggers, those impecunious [impoverished] but shrewd Yankees who traveled southward, carrying their worldly possessions in carpetbags, to squeeze ill-gotten gains from a defeated people. Their allies . . . were scalawags, poor whites who, hyena-like, joined the Republican Party to pick a few remaining shreds of flesh from the southern carcass. Freed slaves . . . functioned as the dupes of cynical carpetbaggers who manipulated their votes to ravish the prostrate South.

**Source B**

Reconstruction had a positive legacy for the South. New state constitutions were written, many of which are still in effect as the basic documents of the states. It brought reforms in judicial systems, in codes of government procedure, in operation of county governments, in procedures for taxation, and in methods of electing governmental officials. Education was advanced, laying the basis for free public education. And constitutional amendments passed in that era supported the 20th-century civil rights movement's use of federal force to change the South's system of legal segregation.

1. What is the subject of each source?  
\_\_\_\_\_
2. Does the information in Source B support or contradict Source A?  
\_\_\_\_\_
3. Summarize what you learned from both sources. Write your answers on a separate sheet of paper.

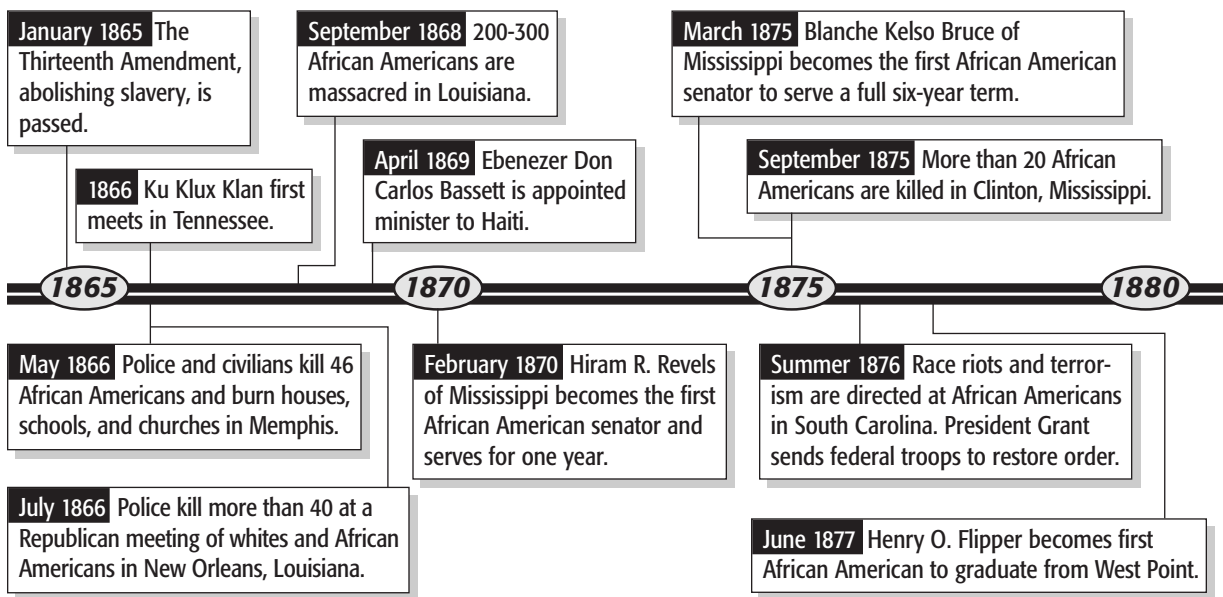
## ★ Time Line Activity 3

# The Fight for Equal Rights

### Background

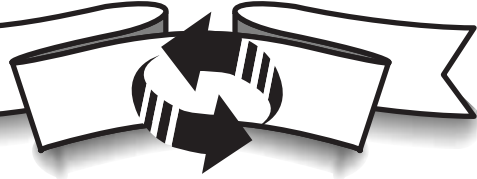
After the Civil War, laws were passed guaranteeing the rights of citizenship to African Americans. African Americans became active in government, education, and business. However, antagonism in the Southern states continued to provide devastating setbacks to the fight for equal rights.

**DIRECTIONS:** Use the information on the time line to answer the questions below.



1. Name the two locations of the massacres involving African Americans in 1866.  
\_\_\_\_\_
2. What two events occurred in Mississippi in 1875—one a triumph for African Americans, the other a devastating loss? \_\_\_\_\_  
\_\_\_\_\_
3. Why did President Grant send federal troops to South Carolina in the summer of 1876?  
\_\_\_\_\_
4. Who was the first African American to graduate from West Point, and when did he graduate? \_\_\_\_\_
5. According to the time line, when and where did the most devastating loss of African Americans occur? \_\_\_\_\_
6. Who was the first African American to serve as senator, and when did he serve?  
\_\_\_\_\_

## Linking Past and Present Activity 3



### Army Uniforms

#### THEN

The First Battle of Bull Run was not a clash between the “blue” and the “gray.” In fact, soldiers of both sides wore a variety of colors. Some Union soldiers wore gray. Some Confederate soldiers wore blue. Some wore brilliantly colored uniforms patterned after the famous French Zouave regiments. They looked dashing in their red trousers, piping, and braid.

War tactics consisted of masses of soldiers charging in close-order over open ground in full view of the enemy. The soldiers were not trying to hide, so uniforms did not have to blend with the surroundings.

The inconsistent mixture of uniforms at Bull Run caused much confusion. Amid the smoke of battle, each side had a hard time identifying friend from foe. Soon both sides adopted a standard uniform. The Union adopted blue, the traditional color of the United States army before the war.

The uniforms were made of *shoddy*—wool re woven from scraps or used clothing. They were often poorly made and soon fell apart. They were also hot. The governments did not supply summer uniforms. Heat stroke was common among soldiers on the march in hot weather.

In 1863 the Union Army began to wear badges representing different army corps. The badges, usually worn on top of the hat where a passing officer on horseback could see it, were a source of great pride.



#### NOW

The practical demands of the battlefield and the environment influence military uniforms today. Soldiers’ clothing is functional, lightweight, and durable. It is designed to allow unrestricted movement.

Conflicts now occur in any environment anywhere in the world. The army has developed clothing suited to jungle, desert, and arctic conditions. These garments provide not only the proper amount of warmth for the conditions but also camouflage. Warfare no longer consists of masses of soldiers charging each other in plain view. Weapons accurate at great distances make the ability to hide essential. The mottled green or tan fatigues of modern soldiers help them blend with a jungle or desert terrain. Elite ski corps wear white to blend with a snowy background.

The army has also developed specialized clothing to meet certain needs. For example, helicopter and tanker crews now wear flame-retardant uniforms. Special protective suits are available to soldiers facing the threat of chemical or biological weapons.

The army officially discourages use of distinctive dress to display unit pride. Still, some units do wear special items. For example, the green beret is worn with pride by the U.S. Special Forces. If you visit a Civil War battlefield today, you will likely see a corps badge proudly displayed on the monument erected by veterans who fought there.

### CRITICAL THINKING

**Directions:** Answer the questions below on a separate sheet of paper.

- Making Inferences** Why do you think soldiers early in the Civil War adopted uniforms patterned after the French?
- Identifying the Main Idea** How have changes in warfare influenced uniform design and construction?
- Drawing Conclusions** What does the word “shoddy” mean today? Why do you think the word took on this meaning?

## Primary Source Reading 3-1



## A House Divided

### ★ About the Selection

Abraham Lincoln and Stephen Douglas took part in a series of debates during their bid for the Illinois senate race in 1858. In his response to Douglas's opening speech in their first debate, Lincoln summarized his objections to slavery. Then he responded to two of Douglas's charges: that Lincoln's position violated the states' rights to be different; and limiting the spread of slavery went against the idea of the people having final political power.

### Reader's Dictionary

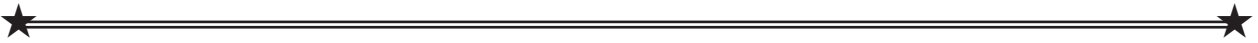


**discord:** conflict

**erroneously:** mistakenly

### GUIDED READING

As you read, note how Lincoln responds to the charge that he wants all the various parts of the United States to be the same. Then answer the questions that follow.



I hate it [the spread of slavery] because of the monstrous injustice of slavery itself, I hate it because it deprives our republican example of its just influence in the world—enables the enemies of free institutions, with plausibility, to taunt us as hypocrites—causes the friends of freedom to doubt our sincerity, and especially because it forces so many really good men amongst ourselves into an open war with the very fundamental principles of civil liberty—criticizing the Declaration of Independence, and insisting that there is no right principle of action but *self-interest*.

. . . When he [Douglas] undertakes to say that because I think this nation, so far as the question of Slavery is concerned, will all become one thing or become the other, I am in favor of bringing about a dead uniformity in the various States, in all their institutions, he argues erroneously. The great variety of the local institutions in the States, springing from differences in the soil, differences in the face of the country, and in the climate, are bonds of Union. They do not make “a house divided against itself,” but they make a house united. If they produce in one section of the country what is called for by the wants of another section, and this other section can supply the wants of the first, they are not matters of discord but bonds of union, true bonds of union. But can this question of slavery be considered as among *these* varieties in the institutions of the country? I leave it to you to say whether, in the history of our government, this institution of slavery had not always failed to be a bond of union, and, on the contrary, been an apple of discord and an element of division in the house. . . .

Source: *Abraham Lincoln, Writings Volume One*. New York: The Library of America, Penguin Books, 1989.

Primary Source Reading **3-1** (continued) ★ ★ ★ ★ ★

**READER RESPONSE**

**Directions:** Answer the following questions on the lines below.

1. What does Lincoln call slavery?

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2. What does slavery allow the enemies of free institutions to do?

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3. What are Lincoln's examples of differences that unite?

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4. **Critical Thinking** Why do you think Lincoln believed that slavery was an issue on which the entire country should be united?

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## Primary Source Reading 3-2 ★ ★ ★ ★ ★ ★

**A Letter to a Former Slaveholder****■ About the Selection**

When the Civil War was over, many planters tried to hire their former enslaved people to work their land. Many freed African Americans did remain with their former masters and worked for wages. Some wanted no part of such an arrangement, choosing instead to start new lives far from the plantations on which they had been born and labored. In this 1865 letter, Jourdan Anderson, a formerly enslaved person, responds to an invitation from Colonel P. H. Anderson.

**Reader's Dictionary****victuals:** food**recompense:** pay**GUIDED READING**

As you read, try to imagine that you are Jourdan Anderson, and decide what you would do if you were him. Then answer the questions that follow.



*Dayton, Ohio, August 7, 1865*

To My Old Master, Colonel P. H. Anderson  
Big Spring, Tennessee

Sir: I got your letter and was glad to find you had not forgotten Jourdan and that you wanted me to come back and live with you again, promising to do better for me than anybody else can. I have often felt uneasy about you. I thought the Yankees would have hung you long before this for harboring Rebs they found at your house. I suppose they never heard about your going to Colonel Martin's to kill the Union soldier that was left by his company in their stable. Although you shot at me twice before I left you, I did not want to hear of your being hurt and am glad you are still living. . . .

I want to know particularly what the good chance is you propose to give me. I am doing tolerably well here. I get \$25 a month, with victuals and clothing. [I] have a comfortable home for Mandy (the folks here call her Mrs. Anderson). And the children, Milly, Jane, and Grundy, go to school and are learning well. . . . They go to Sunday school, and Mandy and me attend church regularly. We are kindly treated. Sometimes we overhear others saying, "Them colored people were slaves down in Tennessee." The children feel hurt when they hear such remarks, but I tell them it was no disgrace in Tennessee to belong to Colonel Anderson. Many . . . would have been proud, as I used to [be], to call you master. Now, if you will write and say what wages you will give me, I will be better able to decide whether it would be to my advantage to move back again.

(continued)

Primary Source Reading **3-2** (continued) ★ ★ ★ ★ ★

As to my freedom, which you say I can have, there is nothing to be gained on that score, as I got my free-papers in 1864 from the Provost Marshal General of the Department of Nashville. Mandy says she would be afraid to go back without some proof that you are sincerely disposed to treat us justly and kindly. And we have concluded to test your sincerity by asking you to send us our wages for the time we served you. This will make us forget and forgive old scores and rely on your justice and friendship in the future. I served you faithfully for 32 years and Mandy 20 years. At \$25 a month for me and \$2 a week for Mandy, our earnings would amount to \$11,680. Add to this the interest for the time our wages has been kept back—and deduct what you paid for our clothing and three doctor's visits to me and pulling a tooth for Mandy—and the balance will show what we are in justice entitled to. . . . If you fail to pay us for faithful labors in the past, we can have little faith in your promises in the future. We trust the good Maker has opened your eyes to the wrongs which you and your fathers have done to me and my fathers, in making us toil for you for generations without recompense. . . .

You will also please state if there has been any schools opened for the colored children in your neighborhood. The great desire of my life now is to give my children an education and have them form virtuous habits. . . .

From your old servant,  
Jourdan Anderson

**READER RESPONSE**

**Directions:** Answer the following questions on the lines below.

1. How did Jourdan obtain his freedom?

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2. Why does Jourdan like living in Ohio?

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3. How does Jourdan propose to test Colonel Anderson's sincerity?

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4. **Critical Thinking** How does Jourdan show he is honest?

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## ★ American Art and Music Activity 3

# ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ Stephen Foster ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

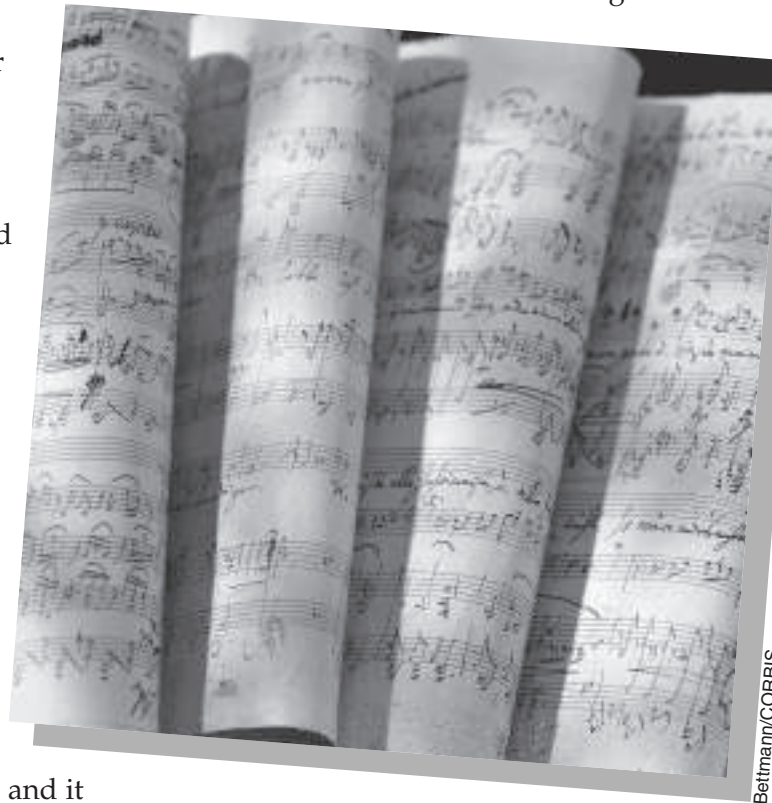
**A**lthough relatively unknown, Stephen Foster ranks as one of the prominent composers in American music history. His popular songs and ballads—often about the American South—are well-known today by adults and children, more than 140 years after his death.

Born in 1826 and raised near Pittsburgh, Pennsylvania, Foster grew up in a middle-class family and was privately tutored. He showed musical talent as a child and soon began writing songs. Among his early influences was the secret club called Knights of the S.T. Singing was one of the chief activities of the club, and it is possible that many of Foster's first songs were written for the club. One close friend and member of this club with whom Foster collaborated was Charles Shiras. Shiras would eventually become a leader in the abolitionist movement in Pennsylvania.

Foster's first published song was "Open Thy Lattice Love," when he was eighteen years old. Two years later he moved to Cincinnati to work for his brother's steamship company. While in Cincinnati, Foster had his first big hit with the song "Oh! Susanna." In

1850, Foster moved back to Pittsburgh, married Jane MacDowell, and began his career as a professional songwriter. He and his wife embarked on a steamship ride to New Orleans in 1852. This was his only visit to the Deep South, about which he so often wrote.

Foster's goal was to write the people's



Bettmann/CORBIS

music—music that could be understood and accepted by all groups in America. He studied many different musical and poetic styles but felt drawn to writing what he called "Ethiopian" songs, or African American minstrel songs. His early minstrel songs were written in dialect and contained simple melodies. Many contained crude caricatures of African Americans.

Besides the minstrel songs, Foster continued to write the sentimental ballads that were popular at the time. As his writing developed, he began blending the ballad and minstrel styles. His later minstrel songs, which he called "plantation songs," depicted African Americans as real people experiencing the universal emotions of pain, love, and joy. This was in contrast to most African American minstrel music, which often trivialized the hardships of slavery. In many of these songs, he touched upon slavery and the Underground Railroad.

(continued)

**★ American Art and Music Activity 3 (continued)**

Songs in this vein include “Nelly Was a Lady,” “Ring, Ring de Banjo!” and “Old Folks at Home,” which is better known as “Swanee River,” and is perhaps his most famous song of all. In these songs, Foster intended to humanize his characters and show that all people shared a common need for home and family.

Copyrights, which protect the original works of today's musicians and composers, were not well-enforced in Foster's time. Unable to collect money for his songs, Foster experienced personal troubles in the years leading up to the Civil War. He and his wife separated and his debts mounted. He experimented with different styles of music, including instrumental music written specifically for the parlor. Unable to pay his debts, Foster returned to writing the plantation songs in hopes of regaining his popularity. The most prominent song from this period is "Old Black Joe." The song is

about a laborer at the end of his life. Although the title contains racial undertones, Foster writes about the subject with respect and sympathy.

To pay his debts, Foster had sold all the future rights to his songs and he was unable to get publishing contracts. Alone and in debt, Foster lived out the rest of his life in New York City. He died in New York's Bellevue Hospital in 1864 at the age of 37. Even though Foster wrote some of the most popular songs in American music, including "Camptown Races," "My Old Kentucky Home," "Jeanie with the Light Brown Hair," as well as the songs previously mentioned, it is estimated that he earned less than \$20,000 in royalties. In today's music industry, Foster's creative output would be worth millions.

1. What musical style was Stephen Foster particularly interested in?

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- 2.** How did Foster's "plantation songs" differ from other minstrel songs?

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- 3.** What was the cause of Foster's difficult financial situation?

[illegible]

Answer the following question on a separate piece of paper.

- 4. Making Inferences** How might Foster's friendship with Charles Shiras influenced his approach to writing minstrel songs?

- 5. Drawing Conclusions** Why might people have found Stephen Foster's songs so appealing? Explain your answer.

## INTERPRETING POLITICAL CARTOONS



## Activity 3

## THOMAS NAST: AMERICA'S GREATEST POLITICAL CARTOONIST

Thomas Nast is considered the greatest American political cartoonist. Born in Germany, Nast came to the United States when he was six years old. When the Civil War broke out, Nast joined the staff of the pro-Union *Harper's Weekly*. His Civil War cartoons made him known throughout the country.

Nast became world famous for his cartoons after the war, especially those in which he attacked prejudice (see below) and political corruption. Nast was an impassioned advocate for emancipation and the Union. Reconstruction brought another threat to African Americans, one that Nast opposed as vigorously as he did slavery.

**Directions:** Study the cartoon below and the excerpt from Shakespeare that accompanies it, and then answer the questions that follow.

"THESE FEW PRECEPTS  
IN THY MEMORY"

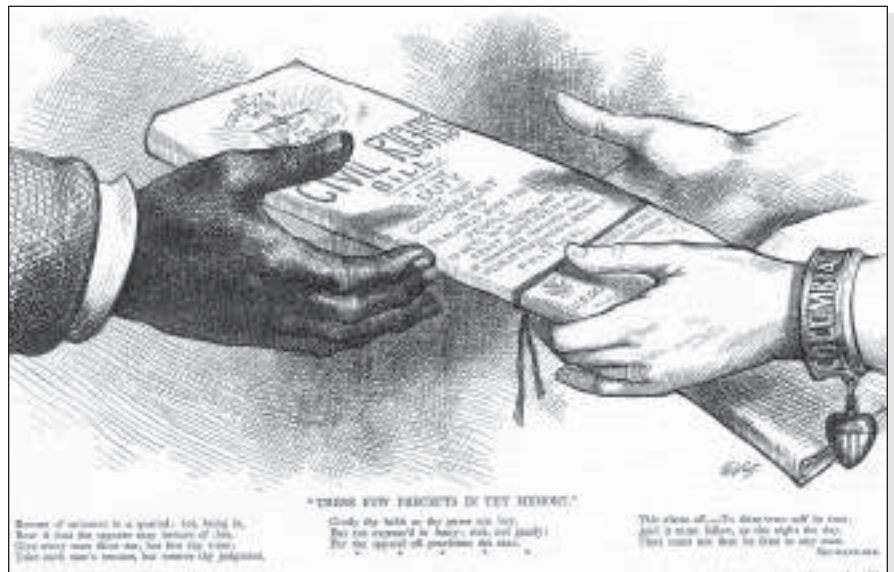
Beware of entrance to a quarrel:  
but, being in,  
Bear it that the opposer may  
beware of thee.  
Give every man thine ear, but  
few thy voice:  
Take each man's censure, but  
reserve thy judgment.  
Costly thy habit as thy purse  
can buy,  
But not express'd in fancy;  
rich, not gaudy:  
For the apparel oft proclaims  
the man.

• • • • •

This above all,—To thine own  
self be true;  
And it must follow, as the night  
the day,  
Thou canst not then be false to  
any man.

— SHAKESPEARE

"TO THINE OWN SELF BE TRUE."



Harper's Weekly

### ANALYZING THE CARTOON ACTIVITY 3 (continued)

1. What is being handed to the African American?

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2. Who is handing over the document in the cartoon? How do you know?

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3. According to Nast, what is the duty of government that the Civil Rights Bill recognizes?

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4. To what is Columbia married?

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### CRITICAL THINKING

5. **Drawing Conclusions** Nast quotes a famous speech from Shakespeare's *Hamlet*, in which a father (Polonius) gives advice to his son (Laertes) about how to live successfully and virtuously. The most famous lines are the final ones, beginning with "To thine own self be true." Explain Nast's use of these words as the cartoon's title and in the cartoon's caption.

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6. **Making Inferences** What is the significance of Columbia presenting the document with two hands, rather than just one?

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7. **Recognizing Bias** How might this cartoon have had a different slant if you could not see the African American's shirt sleeve and jacket?

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## ★ Reteaching Activity 3

### The Civil War and Reconstruction, 1848–1877

The Union victory freed enslaved African Americans and preserved the Union. During the Reconstruction period, Congress disagreed about the terms for readmitting Confederate states to the Union. Northerners disapproved of the South's continued attempts to limit the rights of freedmen. Southerners resented the carpetbaggers, scalawags, and others who sought to revolutionize their society.

**DIRECTIONS:** Listed below are individuals, groups, or political acts that played a role in shaping the South during Reconstruction. Match each with its description. Then briefly explain its significance to the South after the Civil War.

- |                       |                               |                       |
|-----------------------|-------------------------------|-----------------------|
| • Sharecroppers       | • Freedmen's Bureau           | • Black codes         |
| • Ku Klux Klan        | • Compromise of 1877          | • Radical Republicans |
| • Fifteenth Amendment | • Military Reconstruction Act |                       |

1. \_\_\_\_\_ : redeemed the South for the Southern Democrats  
\_\_\_\_\_
2. \_\_\_\_\_ : worked an owner's land and received part of the crops in return  
\_\_\_\_\_
3. \_\_\_\_\_ : advocated greater rights of freedmen and punishment for South  
\_\_\_\_\_
4. \_\_\_\_\_ : instituted to severely limit rights of African Americans  
\_\_\_\_\_
5. \_\_\_\_\_ : assisted poor Southern families with food, clothing, education  
\_\_\_\_\_
6. \_\_\_\_\_ : divided former Confederacy into five military districts  
\_\_\_\_\_
7. \_\_\_\_\_ : gave African American men the right to vote  
\_\_\_\_\_
8. \_\_\_\_\_ : organized to reinstate Democratic Party rule in the South  
\_\_\_\_\_
9. **Critical Thinking** State one main advantage African Americans enjoyed during Reconstruction that they fought to regain during the civil rights movement in the 1950s.



★ **Enrichment Activity 3****African American Soldiers**

During the Civil War, nearly 200,000 African American men, most of whom had been enslaved, entered the Union Army and Navy. The organization of these

regiments, and the bravery of the men who fought in them, transformed the Civil War into a struggle for liberty and changed the course of human history.

**DIRECTIONS:** Read excerpts from the letter below, written by the mother of a Northern African American soldier in the 54th Massachusetts Infantry to President Abraham Lincoln. Then answer the questions that follow.

Buffalo [N.Y.] July 31, 1863

Excellent Sir My good friend says I must write to you and she will send it My son went in the 54th regiment. I am a colored woman and my son was strong and able as any to fight for his country and the colored people have as much to fight for as any. . . .

My son fought at Fort Wagoner but thank God he was not taken prisoner, as many were I thought of this thing before I let my boy go but then they said Mr Lincoln will never let them sell our colored soldiers for slaves, if they do he will get them back quick he will rettallyate and stop it. Now Mr Lincoln don't you think you oght to stop this thing and make them do the same by the colored men they have lived in iidleness all their lives on stolen labor and made savages of the colored people, but they now are so furious because they are proving themselves to be men, such as have come away and got some edication. It must not be so. You must put the rebels to work in State prisons to making shoes and things, if they sell our colored soldiers, till they let them all go. And give their wounded the same treatment. It would seem cruel, but their no other way, and a just man must do hard things sometimes, that shew him to be a great man. They tell me some do you will take back the Proclamation, don't do it. When you are dead and in Heaven, in a thousand years that action of yours will make the Angels sing your praises I know it. Ought one man to own another, law for or not, who made the law, surely the poor slave did not. So it is wicked, and a horrible Outrage, there is no sense in it, because a man has lived by robbing all his life and his father before him, should he complain because the stolen things found on him are taken. Robbing the colored people of their labor is but a small part of the robbery their souls are almost taken, they are made bruited of often. You know all about this

Will you see that the colored men fighting now, are fairly treated. You ought to do this, and do it at once, Not let the thing run along meet it quickly and manfully, and stop this, mean cowardly cruelty. We poor oppressed ones, appeal to you, and ask fair play. Yours for Christs Sake

Hannah Johnson

[In another handwriting] Hon. Mr. Lincoln The above speaks for itself Carrie Coburn

From *Freedom's Soldiers*, edited by Ira Berlin, Joseph P. Reedy and Leslie S. Rowland.  
Cambridge University Press.

## ★ Enrichment Activity 3 (continued)

### Questions to Consider

1. Why is the writer of the letter concerned for the African American soldiers?

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2. What does the writer suggest President Abraham Lincoln do to Southerners who enslave free African American soldiers?

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3. How does the writer view slave owners?

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4. What does the writer say about the Emancipation Proclamation?

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5. **GO A STEP FURTHER ►** How do you think Abraham Lincoln would have addressed the concerns of the mother in this letter? Write a response to Hannah Johnson.

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*The*  
**AMERICAN  
VISION**  
MODERN TIMES

**Chapter 3**  
**Section Resources**

<b>Guided Reading Activity 3-1 .....</b>	<b>112</b>
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## Guided Reading Activity 3-1

**DIRECTIONS: Identifying Supporting Details** Read each main idea. Use your textbook to supply the details that support or explain each main idea.

**Main Idea:** The election of Abraham Lincoln led the Southern states to secede from the Union.

1. **Detail:** During the election of 1860, the Democratic Party split into the Northern Democrats, who nominated \_\_\_\_\_, and the Southern Democrats, who nominated \_\_\_\_\_.
2. **Detail:** The Republicans nominated Lincoln because he believed that slavery was morally \_\_\_\_\_ and wanted to prevent its spread into the \_\_\_\_\_.
3. **Detail:** Although the Republicans reaffirmed the right of Southern states to preserve \_\_\_\_\_, many Southerners viewed Lincoln's election as a threat to their \_\_\_\_\_ and \_\_\_\_\_.
4. **Detail:** After \_\_\_\_\_ left the Union in December 1860, six more states seceded in February 1861, including Mississippi, \_\_\_\_\_, Alabama, \_\_\_\_\_, Louisiana, and Texas.
5. **Detail:** Senator John J. Crittenden proposed a \_\_\_\_\_ that included a series of constitutional \_\_\_\_\_ that would have reinstated the \_\_\_\_\_ line all the way to California.
6. **Detail:** Lincoln called for 75,000 military volunteers after the fall of Fort Sumter and created a crisis for the states in the \_\_\_\_\_.

**Main Idea:** The North and South each had distinct advantages and disadvantages at the beginning of the Civil War.

7. **Detail:** \_\_\_\_\_, like many skilled senior officers in the United States Army, offered his services to the Confederacy and helped to quickly organize an effective Southern army.
8. **Detail:** In 1860 the North had almost 90 percent of the nation's \_\_\_\_\_ and double the miles of \_\_\_\_\_ making it easier to arm, move, and supply its troops.
9. **Detail:** The Confederacy's financial situation was poor because it could not raise money by selling \_\_\_\_\_ or by taxing \_\_\_\_\_.
10. **Detail:** Lincoln faced criticism when he suspended the \_\_\_\_\_ for anyone openly supporting rebels or encouraged others to resist the draft.
11. **Detail:** Southern leaders believed their strategy of waging a defensive war of \_\_\_\_\_ would force the Union to spend its resources until it grew tired and agreed to negotiate.
12. **Detail:** Winfield Scott's \_\_\_\_\_ would separate the South and slowly strangle it by cutting off resources to its armies.

## ★ Guided Reading Activity 3-2

**DIRECTIONS: Using Headings and Subheadings** Locate each heading below in your textbook. Then use the information under the correct subheading to help you write each answer.

### I. The Early Stages

- A. What was the goal of the Union blockade of Confederate ports and how did the Confederacy try to get around it? \_\_\_\_\_  
\_\_\_\_\_
- B. What outcome did Davis and Lee expect from a Confederate invasion of the North? \_\_\_\_\_  
\_\_\_\_\_
- C. How was the Battle of Antietam a crucial victory for the Union? \_\_\_\_\_  
\_\_\_\_\_
- D. How did Lincoln use the Emancipation Proclamation to change the nature of the war? \_\_\_\_\_
- E. What impact did the war have on the South's economy? \_\_\_\_\_  
\_\_\_\_\_
- F. How did women and African Americans participate in the Civil War? \_\_\_\_\_  
\_\_\_\_\_

### II. The Turning Point

- A. Why was Vicksburg, Mississippi, an important location for the Confederacy? \_\_\_\_\_  
\_\_\_\_\_
- B. What was the result of Lee's defeat at Gettysburg? \_\_\_\_\_  
\_\_\_\_\_
- C. Why was Sherman's March to the Sea so destructive? \_\_\_\_\_  
\_\_\_\_\_
- D. How did Sherman's capture of Atlanta lead to the end of slavery in the United States? \_\_\_\_\_  
\_\_\_\_\_
- E. What were Grant's generous terms of surrender and how were they important steps toward reconciliation? \_\_\_\_\_  
\_\_\_\_\_
- F. How did John Wilkes Booth assassinate Lincoln? \_\_\_\_\_  
\_\_\_\_\_



## Guided Reading Activity 3-3

**DIRECTIONS: Recalling Facts** Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What was Lincoln's plan for reuniting the country after the Civil War called?  
\_\_\_\_\_
2. What were the three main goals of the Radical Republicans? \_\_\_\_\_  
\_\_\_\_\_
3. What did the Wade-Davis Bill require before a state could hold a constitutional convention ? \_\_\_\_\_
4. What services did the Freedmen's Bureau provide? \_\_\_\_\_  
\_\_\_\_\_
5. Why did Southern voters and the new Southern legislatures anger members of Congress when they met in December 1865? \_\_\_\_\_  
\_\_\_\_\_
6. What legal protections did the Fourteenth Amendment offer? \_\_\_\_\_  
\_\_\_\_\_
7. What was the military Reconstruction that began in March 1867? \_\_\_\_\_  
\_\_\_\_\_
8. Why was President Johnson impeached? \_\_\_\_\_
9. What right did the Fifteenth Amendment guarantee to all Americans?  
\_\_\_\_\_
10. Who were the carpetbaggers and scalawags and how did they participate in the Reconstruction? \_\_\_\_\_  
\_\_\_\_\_
11. How did African Americans take part in Southern politics? \_\_\_\_\_  
\_\_\_\_\_
12. What reforms did the Republicans make to the South? \_\_\_\_\_  
\_\_\_\_\_
13. What actions did the Ku Klux Klan take to show their opposition to the Republicans in the South? \_\_\_\_\_
14. How did economics help to end Republican rule in the South and Reconstruction?  
\_\_\_\_\_
15. Why were so many African Americans in the "New South" trapped in poverty?  
\_\_\_\_\_  
\_\_\_\_\_

# Answer Key



## GEOGRAPHY AND HISTORY ACTIVITY 1

1. Grama grass, which grew in abundance, was the perfect food for sheep. The sheep were better adapted to mountainous terrain than cattle.
2. The Spanish brought both grapes and citrus fruits. The many vineyards in California are important to the wine industry in that state, and the citrus fruits grown in California are distributed both nationally and internationally.
3. The Spanish introduced irrigation as a means to provide water for plants. This allowed dry areas to become fertile agricultural areas.
4. Present-day New Mexico, most of Colorado and Arizona, parts of Utah, Wyoming, Kansas, Oklahoma, and Texas made up the Spanish province of New Mexico.
5. As the population increased, there was a greater demand for beef and the other products that cattle provided. As land use increased, such as for housing and mining, the amount of available open range for herding cattle decreased.
6. A horse was needed because of the vast area covered by the vaqueros on the open range. It would have been impossible to round up the large herds by traveling on foot.

## ECONOMICS AND HISTORY ACTIVITY 1

1. The labor force is the pool of workers over age 16 who are able and willing to work.
2. The economy increasingly needs workers with knowledge and mental skills, not physical skills. The knowledge and skills are acquired by education, training, and experience.

3. The increase from 1841 to 1851 was 160 million pounds, whereas the increase from 1851 to 1860 was 190 million pounds. The latter increase is greater by 30 million pounds.
4. The marginal revenue of labor is the amount of revenue to a business that an additional worker brings in.
5. You should hire eight new workers. At the eighth new hire, the additional revenue of labor and the marginal cost of labor both are \$75. That is where you have achieved  $MR_L = MC_L$ .
6. Answers will vary. Possible similarities are the long hours and the lack of power to change working conditions. Possible differences are that enslaved persons could not leave their situation and few were paid anything at all.

## HISTORY SIMULATIONS AND PROBLEM SOLVING 1

### Answers to Simulation Sheet 1 Questions

1. Puritanism was especially strong in the New England colonies. Broadly speaking, Puritans wanted the church of England to be purged of all traces of Roman Catholicism and restored to the “simplicity and authority” of the Bible.

Students will learn about other Puritan beliefs as they conduct their research.

2. Not all early American colonists were Puritans. For example, many colonists were Quakers and met with persecution from the Puritans. Some colonists, primarily those outside of New England, did not show much interest in religion at all. Furthermore, not all Puritans shared the same beliefs. Roger Williams and Anne Hutchinson are two examples of Puritans whose thoughts differed from “orthodox” Puritanism.

# Answer Key



## AMERICAN LITERATURE READINGS 1

### “On Equality of the Sexes”

1. Murray states that women, the same as men, will achieve an eternal, immortal life after death and that, surely, a creature who is promised that should be entitled to more on earth than thinking about how to make a pudding or sew a good seam.
2. A woman who is not allowed to fill her mind with education will lapse into thoughts about fashion, gossip, and other questionable behaviors Murray did not itemize. If a woman’s mind is filled with stimulating, solid topics—such as those men learned about in school—she will be happier.
3. Lack of education limits the potential of the person. To be denied the right to learn, to think about many different topics, to grow, explore, reach, and challenge oneself is mental slavery.
4. Answers will vary. Murray probably would be impressed with the advancements women have made in attaining equality with men. She likely would support the level and quality of education that many women receive. She might be surprised that many women have jobs outside the home and compete for the same jobs as men.

### “There Is No Place Like Crow Country”

1. (a) It has snowy mountains and sunny plains; (b) all kinds of climate and good things for every season. (c) When the summer heats scorch the prairies, you can draw up under the mountains, (d) where the air is sweet and cool, (e) the grasses fresh, and (f) the bright streams come tumbling out of the snow-banks. (g) There you can hunt the elk, the deer, and the antelope, when their skins are fit for dressing; (h) there you will find plenty of white bear and mountain sheep. (i) In the autumn, when your horses are fat and

strong from the mountain pastures, you can go down into the plains and hunt the buffalo, or tap beaver on the streams. (j) And when winter comes on, you can take shelter in the woody bottoms along the rivers; (k) there you will find buffalo meat for yourselves, and cotton-wood for bark for your horses; or (l) you may winter in Wind River Valley, where there is salt weed in abundance.

2. The tone of Chief Arapooish’s speech is one of love for and pleasure and pride in his country.
3. Chief Arapooish pointed out all the good features of his land and the bad features of the lands of his neighbors. His neighbors’ lands did have a few good features, but they were not as fine, overall, as his.
4. In all likelihood, chief Arapooish did not speak English and the fur trader either spoke Crow or used a translator. In addition, as each person told the narrative the next person, words and meanings probably changed slightly.

### “Come Up from the Fields Father”

1. Ohio—in the North
2. The young-adult daughter calls the family together; an unidentified narrator relates the story.
3. The words imply that the son is not able to write his own letter. The family infers that he is dead.

## READING SKILLS ACTIVITY 1

1. **Keywords:** debate, compromise

**Prediction:** Student responses will vary, but should address the idea that “compromise” refers to a settlement of differences in which each party gives up something, and that a union designed to unite diverse sections of the nation would have to address their differences and resolve them.

# Answer Key



**2. Keywords:** framework, government

**Prediction:** Student responses will vary, but should mention that the Constitution would provide a government structure.

**3. Keywords:** checks, balances

**Prediction:** Student responses will vary, but should refer to how the Constitution set up a system of checks and balances to keep any of the three branches of government from becoming too powerful.

**4. Keywords:** amending, Constitution

**Prediction:** Student responses will vary, but should discuss how “amend” means to change for the better, and that the creators of the Constitution anticipated that the document would need changes.

## HISTORICAL ANALYSIS SKILLS ACTIVITY 1

### Practicing the Skill

1. Native Americans
2. Answers will vary. Although still denied political rights, women and African Americans did benefit in some ways. Women had greater access to education and could more easily obtain divorces. Many enslaved Americans achieved freedom during the Revolution in return for their military services. Some Northern states even took steps to end slavery.

### Applying the Skill

Answers will vary. Ask students to bring a copy of the article they selected to class. Check to be sure students have identified the changes brought about by the event described.

## DIFFERENTIATED INSTRUCTION ACTIVITY 1

1. Answers may vary. Possible answer: Men have the right to life, liberty, and the pursuit of happiness.

2. Answers may vary. Possible answer: Whenever the government becomes destructive, it is the right of its citizens to change the government. This must be done in an organized, non-chaotic way.

## ENGLISH LEARNER ACTIVITY 1

### A. Pre-Reading Activity

1. Franklin was probably an intelligent person who could give good advice and persuade people to come to a compromise.
2. Franklin warned the delegates what the negative effects would be if they did not come to an agreement because he wanted the new Constitution to come into effect and wanted a new government based on wisdom and equality to work.

### B. Reading Comprehension Activity

1. T
2. F
3. T
4. F
5. F

### C. World Building Activity

1. D
2. E
3. G
4. F
5. A
6. C
7. B
8. H

# Answer Key



## CONTENT VOCABULARY ACTIVITY 1

1. Pilgrims
2. slave codes
3. indentured servants
4. subsistence farming
5. triangular trade
6. proprietary colony
7. customs duty
8. joint-stock company
9. federalism
10. popular sovereignty
11. committees of correspondence
12. Separation of powers
13. veto
14. Minutemen
15. checks and balances
16. ratification

## ACADEMIC VOCABULARY ACTIVITY 1

### A. Word Meaning Activity

1. B
2. C
3. A
4. A
5. B
6. C
7. C

### Test Your Knowledge

1. B
2. C
3. A
4. A

5. C

6. A

7. C

## REINFORCING SKILLS ACTIVITY 1

### Practicing the Skill

1. The table compares various aspects of the British and Continental armies. These aspects include size, training, supplies, government, support, strategy, resources, and motivation.
2. Similarities include divided support for the war, and good financial support. Differences include size of armies, level of training and supplies, military strategies, and motivation for fighting.
3. Students should speculate on the apparent strength of the British army versus the Continental army, pointing to specific examples of size, training, and supplies.
4. Answers will vary, but students should speculate on the reasons for colonial victory, including the motivation for fighting and the military tactics.

### Applying the Skill

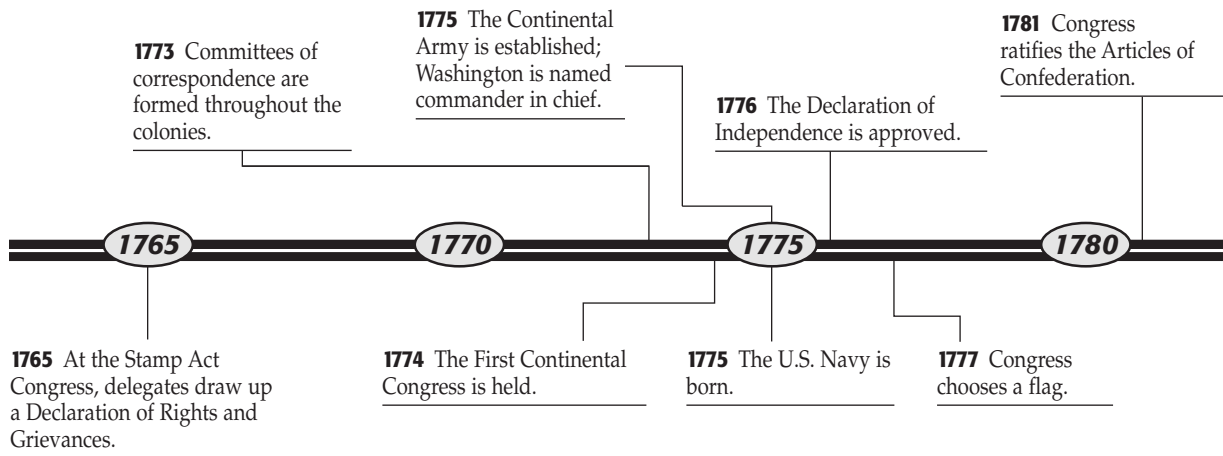
Tables will vary. Tables should be correctly labeled with student and parent responses. Students should cite specific examples of the similarities and differences they see. They should also speculate on reasons for the differing tastes in music.

## CRITICAL THINKING SKILLS ACTIVITY 1

1. F
2. T
3. F
4. N (While this is, in fact, false, the inference cannot be made from the excerpt.)
5. T

# Answer Key

## TIME LINE ACTIVITY 1



## LINKING PAST AND PRESENT ACTIVITY 1

1. Tax fairness is a continuing debate. According to the benefit principle of taxation, those who benefit from the spending of the tax revenue should pay the taxes. A tax on gasoline is an example of this principle. Revenue from gasoline taxes pays for road repair and construction. The ability-to-pay principle holds that wealthier people should pay a larger proportion of the taxes than poorer people. The progressive nature of income taxes conforms to this principle. The tax rate increases as income increases.
2. Even though people want public goods, our market system would fail to provide them. Public goods, such as national defense, cannot be sold in individual units. Once available, it is available to all—no one can be excluded. As a result, no one has an incentive to pay for it. Demand for public goods is expressed through the political system rather than the market system.

3. Through taxation, government raises money to pay for goods and service that people cannot buy for themselves, such as police and fire protection, national defense, parks, highways, waste disposal service, and public transportation systems. Most people today would see these public goods as necessary to a civilized society. Many would also argue that using tax dollars to help the less fortunate, such as through foreign aid or to help the poor, elderly, and disabled in this country, is also the responsibility of a civilized society.

## PRIMARY SOURCE READING 1-1

1. He compares the future connection to Great Britain with a child who has been given only milk, and that the child can eat meat in the future. He also points out that the first twenty years of one's life is in no way a precedent for the next twenty years.
2. Great Britain has protected the colonies because it is in that country's interest to do so, not because of a personal attachment to the colonies.

## Answer Key



3. Paine points out that the distance between Great Britain and the American colonies requires months and months for communication to occur, which causes inconvenience for the colonies that are waiting for action.
4. Paine points out that “brutes do not devour their young, nor savages make war upon their families.” He also argues that nowhere in nature is “the satellite larger than its primary planet.”

### PRIMARY SOURCE READING 1-2

1. He wants Jefferson to remember when America was a British colony.
2. He wants Jefferson to recall what it was like to not be free.
3. They share the view that all people are equal because they are made by God to be members of the same family.
4. Jefferson opposes slavery, but he is a slave owner.
5. The fraud is the slave transaction based on the false belief contrary to the laws of God and nature that one person may own another.

### AMERICAN ART AND MUSIC ACTIVITY 1

1. While attending Harvard College, Trumbull visited John Singleton Copely for advice and a critical appraisal of his work. In 1784, Trumbull went to London to study painting with Benjamin West. During this time, Trumbull turned his attention to the subject of current history.
2. Trumbull’s project was to paint the history of the American Revolution in 12 episodes. Congress voted \$32,000 as a commission to Trumbull for four of his paintings for the Rotunda of the Capitol. But when the paintings were completed, they were criticized for not being accurate and for appearing lifeless and dull. Congress then

refused to allow him to cover the four remaining panels of the Rotunda.

3. Trumbull was devastated and spent the last years of his life a dejected man. He gave all of his paintings to Yale College in return for a lifelong pension.
4. If Trumbull had been able to capture the turbulence and emotion of the war, viewers might have liked his paintings better, and he might then have received the commission to do the other panels of the Rotunda.
5. Answers will vary, but accept all reasonable answers, including that Trumbull was a very gifted artist who had original ideas about his own style. Had Trumbull been more willing to accept criticism he may have been more successful as an artist.

### INTERPRETING POLITICAL CARTOONS ACTIVITY 1

1. The letters stand for the colonies and colonial groupings
2. The New England colonies are grouped together under the label “N.E.” and Georgia is not included.
3. In unity there is strength. (a.)
4. The message was that the colonies could not survive unless they collaborated more closely.
5. Answers will vary. On the affirmative side, national unity is important in an age of racial discord. On the negative side, the idea of a strong national government is overwhelmingly accepted by Americans today, and the relevancy of Franklin’s message is not needed because it is generally accepted.
6. Answers will vary, but student should include the concept that there is strength in unity.

## Answer Key

- ★ ★ ★ ★ ★ ★ ★ ★ ★ ★
7. Answers will vary, but the discussion of symbolism will give the students a better insight into the mind of a cartoonist.

### RETEACHING ACTIVITY 1

1. Delegates decided that a new constitution was needed that would create a national government with three branches and two houses of Congress. The new constitution would allow the government to make laws binding upon states and raise its own taxes.
2. In the Connecticut Compromise, a committee proposed that state representation in the House of Representatives be based on population. In the other house, the Senate, each state would have equal representation.
3. The Three-Fifths Compromise stated that every five enslaved people would count as three for purposes of representation and taxation.
4. The delegates agreed that the slave trade could continue until 1808 and that it would not impose high taxes on imported enslaved people.
5. The Constitution provided for separation of powers among the legislative, executive, and judicial branches. The legislature would make the laws. The executive branch, headed by a president, would implement and enforce the laws. The judicial branch would interpret and render judgments on cases involving the laws.
6. The Antifederalists objected to federalism, the proposed system of government, because it gave more power to the national government than the previous Articles of Confederation had. During the ratification process, Federalists agreed to support an amendment that reserved for the states all powers not specifically granted to the national government.

7. Answers will vary. Students may mention any of the following qualities: loyalty, patriotism, courage, decisiveness, optimism in the face of overwhelming odds, confidence in his associates, and the ability to call forth these qualities in others despite discouraging circumstances. He reaffirmed upon election his humility, graciousness, and devotion to his country, serving in spite of his own reservations rather than out of ruthless ambition.

### ENRICHMENT ACTIVITY 1

1. Students should determine that the mother was the British monarchy or Parliament. The daughter represents the American colonists.
2. The mother (Parliament) expects the daughter (colonists) to obey the mother's wishes. The daughter expects to pay a fair price for the tea but not a steep tax.
3. The events are the taxes imposed by Parliament on the colonists and the colonists' refusal to pay taxes. The final event is the Boston Tea Party.
4. Students should pick a current political event that is of interest to them. Their poem should be in allegorical form.

### GUIDED READING ACTIVITY 1-1

1. 15,000; 30,000
2. nomads
3. agriculture
4. buffalo
5. Asia
6. Amerigo Vespucci
7. Hernán Cortés
8. immunity
9. fur

# Answer Key



- 10. enslaved Africans
- 11. House of Burgesses
- 12. worship
- 13. Mayflower Compact
- 14. subsistence farming
- 15. New Netherland
- 16. Agriculture

## GUIDED READING ACTIVITY 1-2

### I. Growth of Colonial America

- A. high birthrates; improved housing and sanitation
- B. triangular trade
- C. Philadelphia; New York
- D. wealthy merchants
- E. immigrants

### II. New Ideas

- A. Staple Act
- B. governor-general
- C. the English Bill of Rights
- D. natural laws
- E. Baron Montesquieu
- F. Great Awakening

## GUIDED READING ACTIVITY 1-3

- 1. Native Americans
- 2. Great Britain
- 3. The purpose of the act was to halt colonial expansion into Native American lands west of the Appalachian Mountains.
- 4. It was the first direct tax Britain had placed on the colonists.
- 5. the Sons of Liberty
- 6. The law was repealed because colonial boycotts of English goods had hurt English sales.
- 7. a tax on tea
- 8. the Boston Tea Party

- 9. the Intolerable Acts
- 10. John Hancock
- 11. Concord
- 12. He rejected the petition and declared the colonies to be enemies.
- 13. Thomas Paine
- 14. France
- 15. the signing of the Treaty of Paris

## GUIDED READING ACTIVITY 1-4

- 1. citizens who are entitled to vote
- 2. executive, legislative, and judicial branches
- 3. It eliminated the position of governor entirely.
- 4. the concern for individual liberty
- 5. by serving in the military
- 6. March 2, 1781
- 7. They did not want to create a government that might become tyrannical.
- 8. It spelled out how states would be created from the Northwest Territory and guaranteed certain rights for residents.
- 9. Daniel Shays
- 10. Philadelphia
- 11. In the Great Compromise, they divided Congress into two houses. In one, the number of a state's representatives would depend on its population. In the other, each state would have equal representation.
- 12. popular sovereignty
- 13. checks and balances
- 14. James Madison, Alexander Hamilton, and John Jay

# Answer Key



## READING SKILLS ACTIVITY 2

### Practicing the Skill

1. "the movement calling for abolition, or the immediate end to slavery . . ."
2. "... the early 1800s . . ."
3. "It polarized the nation and helped bring about the Civil War."

### Applying the Skill

Answers will vary. When evaluating student work, you may use the following example of questions/answers for "The Bill of Rights."

1. *What was the Bill of Rights?* The Bill of Rights was the first ten amendments to the Constitution.
2. *Who created the Bill of Rights?* During the campaign to ratify the Constitution, the Federalists had promised to add a bill of rights detailing the rights of American citizens.

## HISTORICAL ANALYSIS SKILLS ACTIVITY 2

### Practicing the Skill

1. The map shows the political boundaries of the free and slave states and U.S. territories according to the Missouri Compromise.
2. Missouri entered the union as a slave state in 1821 and Maine entered as a free state in 1820.
3. The southern border of Missouri or 36°30' was selected as part of the Missouri Compromise.
4. The Arkansas Territory was open to slavery and slavery was prohibited in the unorganized territory of the Louisiana Purchase north of the boundary line.

5. The map clearly illustrates the sharp division of the country into slave and free territories during the time period and shows that the Missouri Compromise was only a temporary solution to the sectional problem.

### Applying the Skill

Answers will vary. Make sure students are comparing similar areas or political units by identifying landmarks and geographical features common to the two maps.

## DIFFERENTIATED INSTRUCTION ACTIVITY 2

1. Answers will vary. Possible answer: The author wants people to settle in California because he may have aspirations to lead the state; he may even have a personal stake in whether they do so or not. His bias is that the West is a place where people should go.
2. Answers will vary. Possible answer:
  1. Some people believed that Hastings had ambitions to be California's first governor.
  2. Hastings wanted California to be taken from Mexico.
  3. Hastings was a lawyer, an adventurer, and a promoter.
  4. Hastings's knowledge of his suggested route was inaccurate.
  5. Hastings proposed a "cutoff" that he said would save 350 to 400 miles on the trip to California. Following the route led to many deaths.
  6. Hastings's book described a new and shorter route west. (*Rankings may be justified according to how much each bulleted point reflects Hastings's own self-interest and his willingness to possibly lead others astray.*)

# Answer Key



## ENGLISH LEARNER ACTIVITY 2

### A. Pre-Reading Activity

1. Answers will vary. Sample answer: The Republican party was started in 1854, the Dred Scott decision was handed down in 1857, and the crisis in Kansas took place mostly in 1857–1858.
2. Answers will vary.

### C. Reading Comprehension Activity

1. the despised poor
2. slave
3. the ends of justice
4. unjust enactments
5. justified

### D. Word Building Activity

1. polite
2. free
3. inheritance
4. setback
5. separate

## CONTENT VOCABULARY ACTIVITY 2

1. true
2. false; Benevolent societies
3. false; Implied powers
4. true
5. false; revenue tariffs
6. true
7. false; Emancipation
8. true
9. true
10. false; Enumerated powers
11. false; protective tariffs

12. true

13. false; temperance

14. false; Labor unions

15. true

## ACADEMIC VOCABULARY ACTIVITY 2

### A. Word Meaning Activity

1. transportation
2. exposure
3. Civil
4. resolution
5. controversy
6. constitutional

### Test Your Knowledge

1. B.
2. B.
3. A.
4. B.
5. A.
6. C.

## REINFORCING SKILLS ACTIVITY 2

### Practicing the Skill

1. about 12
2. San Antonio
3. South; 19°N and 99°W

# Answer Key



## Applying the Skill

Answers will vary. Check answers against an atlas. Please note that students may need to estimate the exact locations of their hometowns, so their approximate latitude and longitude measurements may vary.

## CRITICAL THINKING SKILLS ACTIVITY 2

1. The subject of the excerpt is American opposition to European control or influence in the Western Hemisphere.
2. The United States would consider dangerous any attempt by a European country to influence any countries in the Western Hemisphere; American will not meddle with existing European colonies in the region; the United States would consider European interference in any independent Western Hemisphere nation to be a threat.
3. Opposition to European control in the region is stated, followed by a reassurance to European countries that the United States would not interfere in their regional colonies. A distinction is thus made between colonies (in which European nations have a valid interest) and independent countries (in which Europe has no legitimate interest).
4. Answers will vary but should refer to U.S. resistance to European influence in the region.

## TIME LINE ACTIVITY 2

### Improved Communications

photographs, typewriter, telegraph, wood-pulp paper

### New Sources of Heat/Energy

battery, matches, gas burner

### Greater Convenience

tin can, sewing machine, electric clock, wood-pulp paper, bicycle, safety pin

## New Forms of Recreation/Entertainment

Kaleidoscope, toy balloon, photographs, bicycle

Answers will vary. Students should provide concrete ways in which the inventions they chose still benefit us today.

## LINKING PAST AND PRESENT ACTIVITY 2

1. Many Native Americans worry that assimilation into the mainstream will result in the loss of identities and traditions. As more Native Americans move to cities and away from their groups, they are losing their sense of belonging to a culture. The traditional family units, consisting of extended families and clans, are giving way to the smaller nuclear family, consisting of only parents and their children. Also, since the arrival of Europeans, the number of Native American languages still in use has dwindled from more than 300 to about 40.
2. Like headdresses and face paints, Native American artifacts are part of the Native American cultural heritage. Many Native Americans feel that their artifacts are sacred and that putting them on display shows lack of respect. Similarly, they believe that the remains of their ancestors deserve proper burial. Treating them as research specimens or public displays is considered disrespectful.
3. White settlers took the lands that were most valuable—the richest farmland and land near water sources and trade routes. Much of the land left to the Native Americans was either unsuitable for growing crops or too small to farm profitably. Also, Native Americans who were hunters or fishers no longer had access to land that could support their way of life. As a result, many Native Americans sold their land because they needed the money. When the money ran out, they had no means of support. By accident, however, pushing Native Americans into

# Answer Key



more remote areas put them on land that was later discovered to hold rich deposits of coal, natural gas, uranium, and oil. Now Native Americans are fighting for the right to control access to these resources on their lands.

## PRIMARY SOURCE READING 2-1

1. It is necessary to have a well-regulated militia.
2. The conditions are that there be probable cause, supported by an oath, and that the warrant specifically describes the place to be searched and the person or things to be seized.
3. The grand jury indictment may be waived in military cases during war or in times of public crisis.
4. The accused has the following rights: the right to have a speedy, public trial by an impartial jury; the right to know what he or she is accused of and why; the right to confront witnesses against him or her; the right to be able to bring his or her own witnesses to testify; the right to have a lawyer.
5. The Ninth and Tenth Amendments give rights in general to the states and the people.

## PRIMARY SOURCE READING 2-2

1. Jones does not like the term “women’s rights,” because women have no rights based on the gender. She instead focuses on “women’s wrongs.”
2. The abolitionists’ fight for African American males is to point out that the “colored man is a human being” and is deserving of all the rights that belong to humanity.
3. Jones blames both men and women themselves for losing their individuality to their husbands.

4. Answers should point out that Jones believes many women do not know they are robbed of their rights, which reveals a complete enslavement by blinding these women to a sense of justice.

## AMERICAN ART AND MUSIC ACTIVITY 2

1. Key opposed the war for religious reasons.
2. Beanes was freed on condition that he and the other Americans remained detained onboard the British ship until the attack on Fort McHenry was over.
3. The British ceased fire because they could not destroy the fort.
4. Beanes was a friend of Key, so Key presumably would want to help free Beanes from the British. Key was also known as a successful lawyer, who would have had the negotiation skills that might help free Beanes. Also, Key was a patriotic man who was willing to take action to help his country.
5. The flag, which survived 25 hours of bombing, symbolized the strength, fortitude, and resilience of a young country and its people.

## INTERPRETING POLITICAL CARTOONS ACTIVITY 2

1. The judge is pictured seated on bales of cotton and tobacco because these were the important crops of Southern agriculture and the foundation of the South’s economy. The labor force on cotton and tobacco plantations was composed mainly of enslaved African Americans. The judge is protecting the South’s economy by denouncing anti-slavery activity.
2. The judge has his foot on the Constitution to show that he is ignoring the argument that all people should be born free and treated equally.

## Answer Key

- 
- ★ ★ ★ ★ ★ ★ ★ ★ ★ ★
3. The donkey's ears and the whip are further criticisms of the judge. The ears are meant to show that he is stubborn, and the whip stands for slavery and its cruelties.
  4. The "Northern fanatics" are abolitionists, who wanted the immediate end to the practice of slavery, without any compensation given to slaveholders.
  5. Southerners would not have wanted abolitionists in the South because the success of the Southern economy depended on slave labor. Abolitionists might lead to slave uprisings and further rebellions against the institution of slavery.
  6. The title "Southern Ideas of Liberty" is a criticism of both slavery in the South and the mistreatment of white activists working against slavery in the South.
  7. By portraying the South as cruel and stubborn, the cartoon is clearly more sympathetic to abolitionists.

### RETEACHING ACTIVITY 2

1. **a.** The North initiated many of the transportation improvements, including the National Road, which extended settlement westward; the privately funded turnpikes, which improved local traffic; the steamboat, which extended the range of trade and travel; and the start of the railroad era, which helped settle the West.  
**b.** Lack of reference to transportation improvements in the South implies that the South lagged behind the North, as it did in industrialization.
2. **a.** The North entered the Industrial Revolution with the development of the factory system. Waterpower, willing investors, and manufacturing innovations that allowed mass production contributed the Northeast's industrialization. As a result, European immigrants and rural citizens moved to the cities to get factory jobs.

- b.** The South retained its agricultural focus, with major cash crops, such as tobacco, rice, sugarcane, and cotton. The cotton gin, which revolutionized the cotton industry, created an increased demand for slave labor. The South remained primarily a rural region.
3. **a.** Family farms continued to play a role in the North, but the major labor development was the growth of factories. Factory workers often worked long hours under difficult conditions. They began to organize labor unions in order to improve working conditions.  
**b.** Slavery continued to dominate the South. Enslaved African Americans coped by developing a distinct culture and occasionally organizing rebellions.
4. Answers will vary. Student should mention changes directly related to the Information Revolution such as the shift from manual laborers to skilled, technical workers; workers telecommuting; a growing global community and economy; and companies not being limited by locale due to the Internet.

### ENRICHMENT ACTIVITY 2

1. President Monroe said that the United States would not become involved in conflicts between Europe's powers on matters relating solely to European affairs. When American rights are threatened, however, the United States might become involved.
2. The doctrine states that Europe should no longer consider the Americas as a place for colonization. The United States recognizes existing colonies, but it would consider any attempt of Europe's powers to nations in the Americas as an unfriendly act toward the United States.

## Answer Key



3. 1) The American continents were closed to future colonization. 2) The United States would not interfere in wars between European powers. 3) The United States would not interfere with existing colonies and dependencies. 4) Any attempt by a European power to oppress or control another American nation would be viewed as a hostile act against the United States.
4. The United States would view Great Britain's sending troops to settle a border dispute as an interposition and thus a hostile act that the United States would not tolerate. The United States would not be bothered if Great Britain offered to negotiate a settlement to such a conflict since negotiation would not involve oppressing another country or controlling its destiny.
6. the Democratic-Republicans, also called the Republicans, who were led by James Madison and Thomas Jefferson
7. He warned of the dangers of party politics and sectionalism—pitting North against South, or East against West. Washington also urged Americans “to steer clear of permanent alliances with any portion of the foreign world.”
8. One of these laws made it a crime to utter or print anything “false, scandalous, and malicious” against the federal government or any federal official. The other laws were directed at aliens—foreigners living in the country. The new laws made it harder for them to gain citizenship and left them vulnerable to deportation without trial.

### GUIDED READING ACTIVITY 2-1

1. the Department of State, the Department of the Treasury, and the Department of War
2. John Jay
3. Eight of the amendments protect the rights of individuals against the government. The Ninth Amendment states that the people have other rights not listed in the Constitution. The Tenth Amendment adds that any powers not specifically given to the federal government are reserved for the states.
4. Hamilton called for the creation of a national bank to manage the country's finances.
5. A tax on whiskey; it proved extremely unpopular among Western farmers who resisted the tax by terrorizing tax collectors, robbing mail, and destroying the whiskey-making stills of those who paid the tax.
9. The system of the Electoral College, in which electors vote for the president, resulted in a tie between Jefferson and Burr. The Federalist-controlled House of Representatives had to choose a president.
10. He began paying off the federal debt, cut government spending, eliminated the whiskey tax, and trimmed the armed forces.
11. judicial review, the power to decide whether laws are constitutional and to strike down those that are not
12. It more than doubled in size with the Louisiana Purchase in 1803.
13. Impressment was the British practice of kidnapping American sailors, and forcing them to serve in the British navy.
14. conquering Canada
15. The Treaty of Ghent restored prewar boundaries, increased the nation's prestige overseas, and generated a new spirit of patriotism.

# Answer Key



## GUIDED READING ACTIVITY 2-2

### I. Growth of American Nationalism

- A.** The Federalist Party rapidly lost political influence after the War of 1812, and was gone by the election of 1820.
- B.** Problems had resulted from the absence of a national bank: state-chartered and private banks expanded their lending with bank notes that were used as money. Prices rose rapidly during the War of 1812. The government paid high interest on money it borrowed to pay for the war.
- C.** This tariff protected American manufacturers by taxing imports to drive up their prices.
- D.** In the Court's opinion, the Constitution gave the federal government the power to collect taxes, to borrow money, to regulate commerce, and to raise armies and navies. The creation of a national bank was constitutional because it helped carry out these powers.
- E.** Occupied with problems throughout its Latin American empire, Spain ceded all of Florida to the United States in the Adams-Onís Treaty of 1819.

### II. A Growing Nation

- A.** Congress funded the National Road in 1806; the invention of the steamboat allowed upstream travel; trains helped settle the West and expand trade.
- B.** Businesses began large-scale manufacturing using complex machines and organized workforces in factories. Manufacturers sold their wares nationwide or abroad instead of just locally.
- C.** Factories could produce lumber, shoes, leather, wagons, and other products.

- D.** a preference for native-born people and a desire to limit immigration
- E.** Factory workers worked long days for little pay; they began labor unions to gain higher wages and shorter workdays.
- F.** tobacco, rice, sugarcane, and cotton
- G.** In the South, state slave codes forbade enslaved men and women from owning property, leaving a slaveholder's premises without permission, testifying in court against a white person or learning to read and write. Slavery had been outlawed in the North. Free African Americans could organize their own churches and voluntary associations and earn money from the jobs they held.

## GUIDED READING ACTIVITY 2-3

### I. The Resurgence of Sectionalism

- A.** Missouri; whether slavery should expand westward
- B.** John Quincy Adams; 13
- C.** white males; property ownership
- D.** inclusive; spoils system
- E.** nullification; federal law
- F.** Indian Removal Act; Native Americans
- G.** industrial and commercial; centralized

### II. The Reform Spirit

- A.** scientific knowledge; rationalism
- B.** temperance; alcohol
- C.** educational opportunities
- D.** abolitionist; immediate end
- E.** Frederick Douglass; antislavery newspaper; autobiography
- F.** agricultural; enslaved people; cotton

# Answer Key



## GUIDED READING ACTIVITY 2-4

1. Manifest Destiny was the idea that the United States was meant to spread to the Pacific.
2. As overland traffic on the trails heading west increased, the Plains Indians came to resent the threat it posed to their way of life. They feared that the buffalo herds, on which they relied for food, shelter, clothing, and tools, would die off or migrate elsewhere.
3. Stephen Austin and Sam Houston were settlers in Texas who tried unsuccessfully to negotiate policy changes between Mexico and Texas. They then led a movement to separate from Mexico and create an independent government for Texas.
4. December 1845
5. The Treaty of Guadalupe Hidalgo
6. The idea that the citizens of each new territory should be allowed to decide for themselves if they wanted to permit slavery.
7. former President Martin Van Buren; "Free soil, free speech, free labor, and free men"
8. Clay proposed allowing California to come in as a free state and organizing the rest of the Mexican cession without any restrictions on slavery. Clay further proposed that Congress would be prohibited from interfering with the domestic slave trade and would pass a stronger law to help Southerners recover African American runaways.
9. The Underground Railroad was a network of abolitionists who helped thousands of enslaved persons flee north. Harriet Tubman was its most famous conductor.
10. The choice of the railroad's eastern starting point was a controversial. Southerners favored a route from New Orleans to San Diego. Senator Stephen A. Douglas wanted the starting point to be in Chicago.

11. Dred Scott was a Missouri slave who had been taken north to work in free territory for several years. He sued to end his slavery, arguing that living in free territory had made him a free man.
12. John Brown's Raid took place at Harpers Ferry, Virginia. He eventually surrendered and was sentenced to death.

## READING SKILLS ACTIVITY 3

### Practicing the Skill

1. although, difference
2. both, similarity; In contrast, difference
3. also, similarity
4. however, difference; both, similarity

### Applying the Skill

Students should identify signal words such as *like, both, same, still, at the same time, however, rather, although, in contrast, and on the other hand.*

## HISTORICAL ANALYSIS SKILLS ACTIVITY 3

### Practicing the Skill

1. "About half past seven o'clock"; "on or about the 19th of January"; "1848"; "after shutting off the water"; "I then tried it between two rocks"; "I then collected four or five pieces"; "About 10 o'clock the same morning"; "the next day"; "Four days afterwards"; "I then tried it in Sutter's presence"; "then immersed both in water"
2. Answers may be similar to the following:  
1) At about 7:30 on January 18th, 19th or 20th, 1848, Marshall went to the race at the mill. [Note: Although Marshall sets the date of discovery as January 19th, other sources say it was January 24th.] 2) Marshall shut off the water to the race, stepped into it, and noticed the gold. 3) Marshall picked up and examined one or two pieces. 4) Marshall tested a piece between two rocks. 5) Marshall gathered

## Answer Key



four or five more pieces and told Mr. Scott of his discovery. 7) At about 10:00 the same day, P.L. Wimmer learned of the discovery; he took a sample home to show his wife. 8) The next day, Mrs. Wimmer experimented on the sample. 9) Four days later, Marshall went to the fort, taking three ounces of gold with him, which he and Captain Sutter tested by a variety of methods until satisfied of the nature and value of the samples.

### Applying the Skill

Answers will vary. Student should underline words and phrases such as *then, first, second, third, still, next, finally, meanwhile*, and exact times and dates. Check to make sure that student time lines match the sequence of events of the news story.

### DIFFERENTIATED INSTRUCTION ACTIVITY 3

1. The songwriter of the “Bonnie Blue Flag” claims to be fighting for liberty when their rights were threatened. The writer of the Union reply insists they are fighting for the Union, which cannot become dis-united.
2. Both songs use flags as symbols of patriotism. They each suggest their listener “rally round the flag.” They both mention their leaders by name: Jeff Davis and Abe Lincoln. The writer of “Stripes and Stars” insists in the second verse that they do not want your cotton or your slaves. The important thing is preserving the Union. Although the chorus does mention “equal rights,” they appear to be secondary reasons for fighting the war.

### ENGLISH LEARNER ACTIVITY 3

#### A. Pre-Reading Activity

1. Lincoln valued the Union and wanted to alleviate tensions between the North and the South. The issue of keeping the Union together was so important to him that in his first inaugural speech he promised not to interfere with slavery where it already existed, even though he was morally opposed to slavery.
2. Characteristics that make an excellent public speaker include the ability to present a strong and persuasive argument and the ability to appeal to an audience’s emotions.

#### C. Reading Comprehension Activity

1. Lincoln is addressing the country’s citizens and specifically targeting the South.
2. Lincoln recognizes that the South is dissatisfied with Republican rule and that the South had already begun secession.
3. Lincoln reaffirms that he wants to keep the Union together and not go to war. The decision to go to war was made by the South’s aggression.
4. the North and the South
5. John Brown’s raid and the election of Lincoln, a Republican, angered the South.

#### D. Word Building Activity

1. strained
2. assail
3. conflict
4. momentous
5. dissatisfied

# Answer Key



## CONTENT VOCABULARY ACTIVITY 3

1. A
2. B
3. B
4. C
5. C
6. B
7. C
8. C
9. B
10. B
11. B
12. A

## ACADEMIC VOCABULARY ACTIVITY 3

### A. Word Meaning Activity

1. S
2. A
3. S

### B. Word Family Activity

1. implement
2. infrastructure
3. commissioner

### Test Your Knowledge

1. C
2. B
3. A
4. A
5. A
6. C

## REINFORCING SKILLS ACTIVITY 3

### Practicing the Skill

1. Sponsors are the White House and Grolier's Encyclopedia. The authorship in both cases is highly credible, so the sites can be considered reliable.
2. The Grolier site includes links to various encyclopedias, a presidential gallery, election results, presidential links, and quizzes. The White House site includes links to biographies of all the presidents. All the links are helpful and related to the topic, but the Grolier site offers a broader range of information on the topic of the presidency.
3. Students' opinions will vary. Both sites are well designed and easily navigated. The White House design features more graphics and is, therefore, more visually interesting.
4. Answers will vary. Reliability should be less of an issue since authorship of both sites is highly credible. Students should weigh the breadth of information provided, the quality of the design, and the focus of the sites in their answers.

### Applying the Skill

Web site evaluations will vary but should show an ability to analyze the following elements: documentation of information, site authorship, currency and appropriateness of links, usefulness of information and links, ease of access, and design.

## CRITICAL THINKING SKILLS ACTIVITY 3

1. The subject of each source is the impact of Reconstruction on the South.
2. Source B contradicts Source A. Source A describes Reconstruction as an era of bad government and corruption. According to Source B, Reconstruction had a positive impact on the post-Civil War South.
3. Answers may vary but should center on the conflicting historical views of the Reconstruction era.

# Answer Key



## TIME LINE ACTIVITY 3

1. Memphis, Tennessee, and New Orleans, Louisiana
2. Blanche Kelso Bruce becomes the first African American senator to serve a full six-year term. More than 20 African Americans are killed in Clinton, Mississippi.
3. The troops were sent to restore order after a summer of race riots and terrorism directed at African Americans.
4. Henry O. Flipper graduated in June 1877.
5. In September 1868, the massacre in Louisiana resulted in the deaths of 200-300 African Americans.
6. Hiram R. Revels of Mississippi served one year beginning in February 1870.

## LINKING PAST AND PRESENT ACTIVITY 3

1. France had been an ally in the American Revolution. Another likely factor was the allure of a flashy uniform. As in many wars, young men enlisted in the first few months of the Civil War with visions of adventure and glory. A dashing uniform probably appealed to them.
2. Warfare can now occur anywhere in the world. Soldiers need uniforms designed to protect them from a variety of environmental conditions. Weapons are now accurate at great distances, resulting in a need for camouflage outfits to help soldiers hide in different terrain. Modern vehicles of war contain explosive fuels, requiring flame-retardant suits. Chemical and biological weapons require special protective garments.
3. The word “shoddy” has come to mean something of inferior quality, generalized from the poor-quality fabric called “shoddy” from which Civil War uniforms were made.

## PRIMARY SOURCE READING 3-1

1. Lincoln calls slavery a “monstrous injustice.”
2. It allows these enemies to call the Americans who support freedom hypocrites.
3. Lincoln cites differences in soil and climate and the fact that these two differences enable different products to be grown or made in various sections of the country. Therefore, one region is able to supply what another region needs.
4. Answers will vary. Students may note that the question of slavery had been a divisive issue since the colonies were united. Lincoln believed that the issue would continue to divide the North and the South until a firm resolution was reached.

## PRIMARY SOURCE READING 3-2

1. Jourdan secured his freedom through obtaining his free papers from the Provost Marshal General of the Department of Nashville.
2. He makes a decent living, has a comfortable home, and his children are going to school.
3. He asks the Colonel to pay him and Mandy the back wages for the time they were enslaved by Anderson.
4. Jourdan shows his honesty when he proposes to deduct the cost of the doctor’s visits, Mandy’s tooth pulling, and the clothes Anderson bought them from what Anderson owes him.

# Answer Key



## AMERICAN ART AND MUSIC ACTIVITY 3

1. “Ethiopian” or African American minstrel songs
2. His later “plantation songs” were different because they treated the characters with sympathy and respect. They showed that all people longed for love, family, and home.
3. Foster’s financial problems resulted from a lack of copyright protection and his inability to collect money for the songs he wrote.
4. Answers will vary. Possible answer: Foster may have been influenced by Shiras’ beliefs in the abolitionist movement. Foster might have sympathize with the plight of enslaved peoples and wanted to humanize them through his songs.
5. Answers will vary but may note that people found Foster’s songs simple, memorable and also moving because they treat characters with compassion and respect. The answer may also include the student’s own personal knowledge of Foster’s works.

## INTERPRETING POLITICAL CARTOONS ACTIVITY 3

1. The Civil Rights Bill of 1865 is being handed to the African American.
2. The figure of Columbia is handing over the Civil Rights Bill. We know this from her bracelet. She represents the spirit of America.
3. The duty of the government is to dispense equal and exact justice to everyone in all of its dealings with the people.
4. Columbia’s wedding ring says “Union.”
5. With the quote from Hamlet, Nast is saying that the United States should live up to its own ideals, and that if it plays false with African Americans—as it does when

denying them equal protection of laws, equal rights, and equal opportunities—then the country is not being true to itself.

6. The cartoonist’s use of showing both hands demonstrates that nothing is being hidden or withheld. It is a symbol of utmost trust.
7. Answers will vary, but students should realize that without a shirt and jacket evident, the African American hand would have symbolized a farm laborer or other nonprofessional occupation. Nast’s inclusion of the jacket and shirt sleeve emphasizes the dignity and professionalism of the hand receiving the document.

## RETEACHING ACTIVITY 3

1. Compromise of 1877: Although not historically proven, many believe the election was decided on a deal: Republican Rutherford Hayes would be named president while Republicans would promise funds to and withdraw federal troops from the South. This allowed Democrats to take over, effectively ending Reconstruction.
2. Sharecroppers: The sharecropper system trapped African Americans in a cycle of poverty, crop liens, and debt peonage that tied them to the land almost as permanently as slavery.
3. Radical Republicans: They wanted to revolutionize the South by preventing Confederate leaders from returning to power and helping African Americans achieve full equality by guaranteeing their right to vote.
4. Black codes: These laws limited the rights of African Americans in order to keep them in a condition similar to slavery. Such laws included annual labor contracts, compulsory apprenticeships, hours of labor, and work licenses.

## Answer Key

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- ★ ★ ★ ★ ★ ★ ★ ★ ★ ★
5. Freedmen's Bureau: The federal agency was created to help the refugee crisis. It provided basic necessities, negotiated labor contracts with planters, and worked with Northern charities to educate formerly enslaved African Americans.
  6. Military Reconstruction Act: Congress put a Union general in charge of each of five districts and required each former Confederate state to adopt a constitution that ratified the Fourteenth Amendment before it could elect representatives to Congress.
  7. Fifteenth Amendment: This amendment guaranteed African American men the right to vote, thus giving them a means to protect their newly won rights.
  8. Ku Klux Klan: This secret society was organized in opposition to Reconstruction. It sought to undermine Republican rule through intimidation and violence. Its goal was to regain control of the South for the Democratic Party.
  9. Answers will vary. Students should name an advantage and explain why African Americans had to fight to regain that right during the civil rights movement. Possible advantages include: the right to vote, representation in political office, land ownership, public education, equal access to public buildings and transportation.

### ENRICHMENT ACTIVITY 3

1. She is worried that if the African American soldiers are captured by the Confederacy, they will be sold into slavery.
2. She suggests the Lincoln put the offenders away in state prisons and have them make "shoes and things." She also suggests that the Northern army treat the Confederate wounded the same way the Southerners treat captured African American soldiers.

3. She says that they have "lived in idleness all their lives on stolen labor." They have "robbed colored people of heir labor." "Their souls are almost taken."
4. She asks Lincoln not to take it back. She says, "When you are dead and in heaven, in a thousand years that action of yours will make the Angels sing your praises."
5. Answers may vary. Writing as Lincoln, students may assure the mother that the Proclamation will not be revoked. They may mention that he shares her concern as a parent and that everything will be done to make sure that the captured soldiers do not become enslaved.

### GUIDED READING ACTIVITY 3-1

1. Stephen Douglas; John C. Breckinridge
2. wrong; western territories
3. slavery; society; culture
4. South Carolina; Florida; Georgia
5. compromise; amendments; Missouri Compromise
6. Upper South
7. Robert E. Lee
8. factories; railroad track
9. bonds; trade
10. writs of habeas corpus
11. attrition
12. Anaconda Plan

### GUIDED READING ACTIVITY 3-2

#### I. The Early Stages

- A. The goal of the blockade was to cut Confederate trade with the world, but Confederate blockade runners were able to smuggle some goods past the blockade.

## Answer Key



- B.** Davis and Lee believed that an invasion of the North would convince the Union to accept the South's independence, win British recognition, and help the Peace Democrats gain control of Congress.
- C.** It prevented the British from intervening and recognizing the Confederacy.
- D.** Lincoln used the Emancipation Proclamation to change the focus of the war from preserving the Union to liberating enslaved African Americans.
- E.** As Union troops occupied several southern agricultural regions and disrupted the South's transportation system, the South's economy began to suffer. Food shortages were widespread.
- F.** Women managed family farms and businesses and served as nurses in the war. Thousands of African Americans freed by the Emancipation Proclamation enlisted in the Union army and navy.

### II. The Turning Point

- A.** Vicksburg was the last major Confederate stronghold on the Mississippi River. Holding it would prevent the Union from cutting the Confederacy in two.
- B.** Lee lost approximately one-third of his army. This defeat kept the Confederacy on the defensive for the rest of the war. It also strengthened the Republicans politically and kept the British from recognizing the Confederacy.
- C.** Sherman's march was purposefully destructive to show Southern civilians the horrors of war and pressure them into surrendering.
- D.** The capture of Atlanta revitalized Northern support for the war and for Lincoln. Lincoln interpreted this as a mandate to end slavery and worked with Congress to pass the Thirteenth Amendment.
- E.** Grant guaranteed that Confederate soldiers would not be prosecuted for treason and allowed Confederate soldiers to take home their horses. This kindness helped to begin reconciliation between the North and the South.
- F.** Lincoln went to Ford's Theater to see a play on April 14, 1865. Booth slipped behind Lincoln and shot him in the head. Lincoln died the next morning.

### GUIDED READING ACTIVITY 3-3

1. the Proclamation of Amnesty and Reconstruction
2. They wanted to prevent the Confederate leaders from returning to power, to make the Republican Party powerful in the South, and to guarantee the right to vote for African Americans in the South.
3. The Wade-Davis Bill required that the majority of white males in a former Confederate state take an oath of allegiance to the Union.
4. It fed and clothed war refugees in the South. It also helped formerly enslaved people find work on plantations and negotiated labor contracts with planters.
5. Southern voters had elected many former Confederate leaders to Congress, and Southern legislatures had passed black codes, which restricted African Americans' rights.
6. Citizenship to all persons born or naturalized in the United States, due process, and equal protection of the laws.
7. Military reconstruction nullified Johnson's programs, divided most of the former Confederacy into five military districts, and forced these states to write new constitutions that offered all males the right to vote and ratified the Fourteenth Amendment.
8. Johnson was charged with violating the Tenure of Office Act by firing the Secretary of War without the Senate's consent.

## Answer Key

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9. The right to vote, regardless of race, color, or previous condition of servitude.
10. The carpetbaggers were Northerners who traveled to the South and were elected or appointed positions in new state governments. Scalawags were white Southerners who worked with the Republicans and supported Reconstruction.
11. African Americans served in many local, state, and national levels of government as legislators, administrators, convention delegates, mayors, police chiefs, Representatives, and Senators.
12. The Republicans repealed the black codes, rebuilt transportation, and funded new construction and industries.
13. The Ku Klux Klan attacked African Americans, white Republicans, carpetbaggers, and others who supported the Republican governments.
14. A national economic depression weakened support of the Republicans and led to Democratic victories in Congress. The rising power of Democrats made enforcing Reconstruction difficult.
15. Many African Americans were forced to work as sharecroppers. They paid their rent and purchased supplies from their landlords with a portion of their crops. Many sharecroppers bought supplies on credit from merchants who charged high interest rates and could take sharecroppers' land if they couldn't pay their debt. Sharecroppers were trapped working the land to try to pay off their debt.