

GRADES
K-2

GRADES K-2 | 1492-1877



Hillsdale College K-12 Curriculum

American History

COMPLETE LESSON PLANS

KINDERGARTEN-2ND GRADE

American History

4 units | 20-30-minute classes

OVERVIEW

Unit 1 | The British Colonies of North America

35-39 classes

LESSON 1 The Lands, Waters, and Peoples of America

LESSON 2 1492–1630 Exploration and Settlement

LESSON 3 1630–1732 The Colonies in Profile

LESSON 4 1607–1763 Major Events in the Colonies

Unit 2 | The American Founding

35-39 classes

LESSON 1 1763–1776 Self-Government or Tyranny

LESSON 2 1776 The Declaration of Independence

LESSON 3 1776–1783 The War of Independence

LESSON 4 1783–1789 The United States Constitution

Unit 3 | The Early Republic

30-34 classes

LESSON 1	1789–1801	The New Government
LESSON 2	1801–1815	Prospects, Uncertainties, and War
LESSON 3	1815–1829	The American Way
LESSON 4	1829–1848	Manifest Destiny

Unit 4 | The American Civil War

33-37 classes

LESSON 1	1848–1854	The Expansion of Slavery
LESSON 2	1854–1861	Toward Civil War
LESSON 3	1861–1865	The Civil War
LESSON 4	1865–1877	Reconstruction

UNIT 1

The British Colonies of North America

1492–1763

30-40-minute classes | 35-39 classes

UNIT PREVIEW**Structure**

LESSON 1	The Lands, Waters, and Peoples of America	4–5 classes	p. 7
LESSON 2	1492–1630 Exploration and Settlement	9–10 classes	p. 11
LESSON 3	1630–1732 The Colonies in Profile	9–10 classes	p. 17
LESSON 4	1607–1763 Major Events in the Colonies	9–10 classes	p. 22
APPENDIX	Talk about History, Review Sheet, Test, Writing Assignment		p. 27

Why Teach the British Colonies of North America

Christopher Columbus’s discovery of what was then termed “The New World” is one of the most consequential events in all of recorded history. It was as if another half of Earth was being opened to the peoples of Europe, Africa, and Asia, and the changes that followed this momentous discovery were immense. Students should be especially aware of the profound effects of the initial contact of European explorers with the indigenous peoples of North America. They should understand the ways of life characteristic of Native American tribes, the exploits of European explorers and settlers, and the triumphs and tragedies that defined the relationships between settlers and natives. Students should also learn about the manner in which the British colonies of North America were established, since those first settlements would be the seedbed of our country. Our unique American heritage began here, on these coasts, among

scattered settlements of men and women pursuing economic independence or religious freedom, leaving behind their familiar lives to seek liberty and opportunity at what to them was the edge of the world. With the promise of freedom at these far reaches also came untold hardships and daily dangers. The American story begins with those few who braved these risks for the freedom to pursue what all human beings desire to attain: *happiness*.

Enduring Ideas from This Unit

1. America's varied and wondrous geography has played a crucial role in many of America's successes.
2. The discovery, exploration, and settlement of the Western Hemisphere was one of the most consequential series of events in human history.
3. The contact between indigenous North American and European civilizations resulted in both benefits and afflictions for natives and colonists alike.
4. The British colonies of North America were unique, and their circumstances gradually shaped the character of the colonists into something unprecedented: *the American*.
5. The freedom afforded to the American colonists resulted in a degree of successful self-government unknown to the rest of the world in 1763.

What Teachers Should Consider

Imagine two more continents, an eighth and a ninth, with different terrain, untouched resources, seemingly limitless lands, and complete openness to any sort of political regime. This is the vision teachers might consider adopting in preparing students to learn American history. In other words, one can adopt an outlook similar to that of the people who began the first chapter in the story of America. Such an outlook will help students to see the origins of America as something that was not at all inevitable.

In the same way the explorers, settlers, and indigenous Native Americans keenly fixed their attention on the contours of the North American landscape, so should students of American history at the outset of their studies. Learning about American geography sets the stage on which Americans of every generation would act out their lives.

Europeans' exploration and settlement of the Western Hemisphere is an extraordinary era in terms of historical impact, but it also contains engaging stories of intrepid discoverers and of the conditions they found and helped to shape. It is important to find the proper balance in conveying the story of that era. Students ought to step into the lives of these explorers and settlers and understand not only their motivations for undertaking such hazardous trips and ways of living but also their experiences on the Atlantic and on the fringes of an unknown continent. They should also think carefully and honestly about the interactions between Native Americans, explorers, and settlers. They will encounter a mixed picture. At times, they will see cooperation, care, and mutual respect; at other times they will see all the duplicity and injustice that human nature is capable of. They will see these traits exhibited by all parties at various moments and in different circumstances.

Teachers should also focus on making clear the differences between England's North American colonies and those of other emerging New World empires, such as Spain, France, and Portugal. They should bring out what was unique among the English settlers, from the form of their colonies' settlements to the social and economic ventures of the colonists themselves, as well as their varied relationships to the mother country. Each English colony may be taught separately, each offering a distinct social and economic profile, while a final lesson may be devoted to studying the major events and movements in shared colonial American history. Together, students should come to see that an unplanned experiment was unfolding in the British colonies of North America: one that was shaping a unique society and citizenry, one that would be equipped for great accomplishments in the coming centuries.

How Teachers Can Learn More

TEXTS

Land of Hope, Wilfred McClay

ONLINE COURSES | Online.Hillsdale.edu

The Great American Story
American Heritage

Lesson Planning Resources

TEACHER RESOURCES

Land of Hope Young Reader's Edition, Volume 1, Wilfred McClay
The Geography of the United States, Core Knowledge
The Story of the Thirteen Colonies and the Great Republic, H.A. Guerber
Colonial Times, Anne Goudvis and Stephanie Harvey
The Landing of the Pilgrims, James Daugherty
The American Revolution and Constitution, Anne Goudvis and Stephanie Harvey

TRADE BOOKS

Maps and Globes, Jack Knowlton
Aboard the Santa Maria, Kate Mikoley
Exploration & Conquest, Betsy Maestro
James Towne, Marcia Sewall
Roanoke, Jane Yolen
Aboard the Mayflower, Theresa Emminizer
Sailing on the Mayflower, Caryn Jenner
The Thanksgiving Story, Alice Dalgliesh

The Pilgrims' First Thanksgiving, Ann McGovern
The New Americans, Betsy Maestro
If You Lived in Colonial Times, Ann McGovern
If You Lived in Williamsburg in Colonial Days, Barbara Brenner
Three Young Pilgrims, Cheryl Harness
Meet George Washington, Joan Heilbroner
Ben Franklin of Old Philadelphia, Margaret Cousins
Heroes of the Revolution, David Adler

**LESSON PLANS,
ACTIVITIES AND ASSIGNMENTS,
AND QUIZZES**

Lesson 1 — The Lands, Waters, and Peoples of America

4–5 classes

LESSON OBJECTIVE

Students learn about the geography of what would become the United States of America and its Native American and immigrant-descended inhabitants.

TEACHER PREPARATION

Create a note outline based on the following:

Teacher Texts

<i>Land of Hope Young Reader's Edition, Volume 1</i>	Pages xiii-xv, 1-3
<i>The Geography of the United States</i>	

Trade Books

Maps and Globes

Online.Hillsdale.edu

<i>The Great American Story</i>	Lectures 1 and 2
<i>American Heritage</i>	Lecture 1

CORE CONTENT IN THIS LESSON

Topographic Geography

Atlantic Ocean	Great Plains
Appalachian Mountains	Rocky Mountains
Gulf of Mexico	Pacific Ocean
Mississippi River	Bering Strait
Great Lakes	

Political Geography

Virginia	South Carolina
Massachusetts	New Jersey
New Hampshire	New York
Maryland	Pennsylvania
Connecticut	Georgia
Rhode Island	Washington, District of
Delaware	Columbia
North Carolina	

Terms and Topics

glaciers	Aztecs
land bridge	Inca
natural resources	cities
climate	towns
Mayas	countryside

Images

Maps
Famous or exemplar landscapes, landmarks, bodies of water in America
Illustrations of indigenous peoples, civilizations, and life
Photographs of Aztec, Maya, and Inca ruins

STORY FOR THE AMERICAN HEART

- Christopher Columbus's crew on their voyage and sighting land

QUESTIONS FOR THE AMERICAN MIND

- What kinds of landforms and bodies of water can you find in America?
- Why is the American landscape a good place for people to live?
- Where did the indigenous peoples of North and South America come from? How did they get here?
- How did different groups of Native Americans live?
- What are some ways in which Native Americans and Europeans lived differently?

KEYS TO THE LESSON

Every story has a setting, and the true story of history is no different. To tell and to teach this story effectively requires first introducing students to the stage on which Americans would act. Thus, American history should begin with a study of American geography. The lesson should transport students to the different places of America, not through an online virtual map but through the use of their own imaginations. Geography instruction is an excellent way to awaken and exercise the imaginations of students, priming them for all the other journeys which studying history will ask their minds to undertake. Every history lesson will involve a similar setting of the stage in the students' imaginations, and this lesson establishes that precedent. Of course, the lesson also gives students the "lay of the land" for the entire study of American history, beginning with an immersive trip through the country's magnificent and diverse landscape. This geography lesson can be full of simple questions about what students observe, training them in the skill of careful discernment of detail. At the end of the lesson, the class may return to the virgin topography of the United States and place the various indigenous civilizations on it, learning the smattering of their history that has survived, and then return to the Atlantic and to the Spanish caravels and carracks just over the eastern horizon.

Teachers might best plan and teach The Lands, Waters, and Peoples of America with emphasis on the following approaches:

- Introduce students to maps and globes, depending on the grade level and prior familiarity. Map skill topics may include teaching how to distinguish between a map and a globe; identifying and explaining a map of the classroom; distinguishing oceans, lakes, rivers, and mountains on a map; identifying cardinal directions on a map or globe; locating the North and South Poles; using different symbols on a map; and making references between locations on a map.
- Begin by telling a story that will encourage students to use their imaginations and set the precedent for the way class will normally be taught. The story of Christopher Columbus's crew sighting land is an excellent example. The story may be picked up when Columbus's three ships are already en route. Paint the scene. Provide descriptions of the ship. Help students get a sense of what sailing was like in those days, and the dangers it involved. Draw out the sounds and smells onboard the ships. Introduce the kind of men on board, the letters and instructions they had with them, and what they may have been thinking from moment to moment. Talk about their captain: his appearance, thoughts, and comportment. Share the story of how recently the crew had nearly mutinied against him, and how he quelled their fears. Describe the sudden appearance of a large flock of birds the previous day. Finally, bring students to the very early morning of October 12, 1492, after the view from the ship's rail had not changed for weeks, when the call came from the masts, "La tierra!" Land!
- Introduce landmarks, bodies of water, and other physical characteristics, moving from east to west. The items listed under "Topographic Geography" follow in roughly this order. The goal is to make sure students are aware of these landmarks in order to develop an appreciation for the beauty and diversity of their country's landscape.
- Call upon students' imaginations by describing the settings of what you introduce with vivid language that engages all their senses. Place them in particular climates with the correct weather depending on the season and discuss the kinds of natural resources and economic activity to which each area is conducive. Record all this information with the class on a map projected on the board. As the class proceeds from coast to coast, label the map together using different symbols and drawings. Ask plenty of questions in the process. For review, project images of key areas discussed on the map and have students try to identify what is being projected.
- Emphasize with students the tremendous advantages America's land offers to human flourishing. America had excellent and untouched soils for cultivation, temperature and rainfall averages were ideal, and timber was plentiful. Native plants and animals suitable for human consumption were abundant, while imported livestock thrived. The virgin forests provided all the fuel needed for fires, heating, and cooking, as well as for building. Waterways were plentiful and mostly navigable; their importance cannot be overstated, and students should appreciate that the colonial-era Atlantic world imagined the world primarily in terms of water flow, especially in North America. Most of the country had mild winters with long, warm growing seasons and few areas subject to drought. As for security from foreign powers, the United States would have two massive oceans separating it from most of the rest of the world.
- After covering topography, transition to a map of the colonies, proceeding in the order in which the first thirteen states were settled as colonies. The colonies and their major cities and features should be discussed, while details on the remaining states may be reserved for later grades. Review the topography, weather, climate, and seasons in the process.

- Return to the topographical map and place the indigenous tribes onto the map of North America and into the environments in which the various tribes lived. The diversity of tribes is astounding, and highlighting several communities, particularly on the eastern seaboard, will put students in the right historical context and assist with teaching the events in subsequent lessons.
- Explain how America is and always has been a land of immigrants. Even those who would be considered the indigenous or “native” peoples of both North and South America likely migrated from northeast Asia. Settlements and even great cities of Central and South America emerged in following years as migration resulted in people spreading over the land of the Western Hemisphere.
- Show the range of different Western Hemisphere civilizations through the millennia prior to Christopher Columbus, including their ways of life, customs, and beliefs. In conjunction with state and local history, explore the history and traditions of historical Native Americans from the school’s locality or state.
- Conclude this first lesson by reminding students that to Columbus, his crew, and the peoples of Europe, Africa, and Asia in 1492 (and for millennia before), none of this was known to them, and discovering the entirety of the New World would take hundreds of years, even after Columbus’s voyages.

STRENGTHENING UNDERSTANDING: POST-LESSON ASSIGNMENTS

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: Have students draw and color a landform of their choice in America. Have students present briefly in class what they drew and why they depicted it the way they did.

Assignment 3: Have students draw a map of their classroom or house. Have students present briefly in class what they drew and why they depicted it the way they did.

Lesson 2 — Exploration and Settlement

1492–1630

9–10 classes

LESSON OBJECTIVE

Students learn about the European exploration of North America and the first English settlement efforts at Roanoke, Jamestown, Plymouth, and Massachusetts Bay.

TEACHER PREPARATION

Create a note outline based on the following:

Teacher Texts

<i>Land of Hope Young Reader's Edition, Volume 1</i>	Pages 3–11, 15–25
<i>The Story of the Thirteen Colonies and the Great Republic</i>	Pages 11–44, 56–57
<i>Colonial Times</i>	Pages 1–28, 61–71, 83–86, 93–97, 128–154
<i>The Landing of the Pilgrims</i>	

Trade Books

Aboard the Santa Maria
Exploration & Conquest
Roanoke
James Towne
Aboard the Mayflower
Sailing on the Mayflower
The Thanksgiving Story
The Pilgrims' First Thanksgiving

Online.Hillsdale.edu

<i>The Great American Story</i>	Lecture 2
<i>American Heritage</i>	Lecture 2

CORE CONTENT IN THIS LESSON

Geography & Places

Genoa	Virginia
Spain	Roanoke
San Salvador	Jamestown
“The New World”	Plymouth
La Florida	Massachusetts Bay
St. Augustine	Boston
England	

Persons

Leif Erikson
 Ferdinand and Isabella
 Christopher Columbus
 John Smith
 Pocahontas

John Rolfe
 William Bradford
 Massasoit
 John Winthrop

Terms and Topics

Niña, Pinta, and Santa María
 Taíno
 “Indians”
 conquistadors
 smallpox
 Virginia Company
 “Starving Time”
 tobacco

Pilgrims
Mayflower
 religious freedom
 Mayflower Compact
 government
 rule of law
 self-government
 Wampanoag

Timeline

1492
 4th Thursday in November

Columbus lands on San Salvador Island
 Thanksgiving Day

Images

Historical figures and events
 Caravel and carrack
 Maps of Columbus’s voyages and other exploration
 Dress of Native Americans, explorers, and settlers
 Illustrated map of Jamestown
Mayflower
 Mayflower Compact facsimile
 First Thanksgiving

STORIES FOR THE AMERICAN HEART

- Christopher Columbus’s account of making landfall
- The Lost Colony of Roanoke
- The “Starving Time” at Jamestown
- Pocahontas, John Smith, and John Rolfe
- The voyage of the *Mayflower*
- Signing of the Mayflower Compact
- The first winter at Plymouth
- Accounts of the First Thanksgiving by Edward Winslow and William Bradford

QUESTIONS FOR THE AMERICAN MIND

- Why did Europeans begin exploring the ocean in the 1400s?
- What did Christopher Columbus think would be the fastest way to get to Asia?

- Who were Queen Isabella and King Ferdinand? What did they agree to with Columbus?
- What was dangerous about sailing on the ocean?
- What were the *Niña*, the *Pinta*, and the *Santa Maria*?
- How did Christopher Columbus’s voyages change the world?
- Why did Christopher Columbus mistakenly name the indigenous people of North America?
- Was Christopher Columbus successful? Why or why not?
- Why did settlers want to establish Jamestown?
- What problems did Jamestown’s settlers face?
- What events helped Jamestown to succeed?
- What is “self-government”?
- Why did the Pilgrims want to establish Plymouth?
- What did the Mayflower Compact say?
- Why did the Pilgrims create the Mayflower Compact?
- How did the First Thanksgiving come about? Why?
- Why did John Winthrop say that the settlers at Massachusetts Bay were like “a city upon a hill”?
- Questions from the U.S. Civics Test:
 - Question 73: The colonists came to America for many reasons. Name one.
 - Question 74: Who lived in America before the Europeans arrived?

KEYS TO THE LESSON

Christopher Columbus’s discovery of the New World was one of the signal achievements of the age of exploration. Enterprising commoners who followed in his wake braved the seas and these wild lands for their own fortunes and opportunity. Nearly one hundred years would pass before the English would attempt a permanent settlement in North America and another two decades before they found any success. Yet while Jamestown was founded chiefly on economic motives, the next two decades would see the Plymouth and Massachusetts Bay colonies founded, at least in part, for religious and cultural ends. What was common to all these efforts was the desire for freedom to better their conditions—both the quality of earthly life and the preparation for eternal life. Put differently, they desired the freedom to seek happiness, made available to the common man in ways that had no parallel in the Old World.

Teachers might best plan and teach Exploration and Settlement with emphasis on the following approaches:

- Begin the teaching of American history by helping students gain historical perspective. Using the following reference points, ask them to compare today’s way of life with life in the centuries prior to the 1600s.
 - ability to believe and act on one’s beliefs without fear of arrest or worse
 - ability to speak one’s mind without fear of arrest or worse
 - acquisition of clothing, food, and shelter
 - communication by Internet, text, phones, mail
 - electricity, plumbing, heating, cooling
 - travel by plane, car, boat, horse and buggy, walking
- Offer students some background on the reasons why Europeans began exploring in the first place. Reasons include a newfound daringness in European thought and culture, trade interests in Asia, Muslim control of land routes, newly emerging and competing monarchs, and new maritime

technology. Riding these currents, many were inspired to turn to the seas in search of what was beyond, first along the African coast, and then across the Atlantic.

- Relay to students the background to Christopher Columbus. Of important note is the attention he gave to new theories of navigation and the size, but not the shape, of the world. It is a misconception that many people believed the Earth was flat during Columbus' lifetime. Most educated people since the ancient Greeks believed the world was round. Columbus theorized the world was much smaller than others believed. This led him to surmise that it would be possible to travel to the East Indies by sailing west.
- Of Columbus's first voyage, help students to imagine what he was doing and what his crew was undertaking as well. It was far from certain that they would find the route Columbus sought, or that they would survive trying. Even then, Columbus was confident of his theories and of his ability.
- Consider Columbus's role in establishing the first enduring links between the Old and New Worlds, initiating European civilization's influence on the Western Hemisphere. Additionally, his enterprising spirit has epitomized a quintessentially American trait to the American people.
- Explore with students the history of interactions between the indigenous peoples of North and South America and European explorers and settlers. Of paramount importance is that teachers do not paint with too broad of a brush. The relationships varied widely. Many interactions and relationships were mutually respectful and cooperative. Others were unjust. Often the relations between the same groups ebbed and flowed between friendship and conflict over time. Ask why misunderstandings, duplicity, and conflict between very different peoples and cultures—and between fallible individuals of all sorts—might arise.
- In addition to conflicts, discuss how the indigenous people's lack of acquired immunity to diseases—notably smallpox, which most Europeans had been conditioned to survive—was a leading cause of the decline in the Native American population.
- Highlight the later years of Columbus's life, including his removal as commander in Spanish-claimed territories, his shipwreck and stranding on Jamaica for a year, and Spain's unwillingness to commission any further expeditions under his command. Columbus died as an abject failure in the eyes of the world and likely in his own eyes, as he never did find a passage to Asia yet also did not understand that what he had discovered was another half of planet Earth.
- Review other explorations between Columbus and the beginning of English settlement efforts in the late 1500s. Study Ponce de Leon's discovery of Florida and the eventual settlement at St. Augustine, marking the first European presence in the future United States. Trace the paths of various explorers into the future states of America, particularly in Florida and the West. Recount the first English effort to establish a permanent settlement in North America in the colony of Roanoke, which famously disappeared with barely a trace after a brief four-year existence.
- Recount the founding of Jamestown as emblematic of one important motivation for the English to establish a colony: material opportunity for the lower classes. Land ownership by common folk was extremely rare in almost all of Europe, and economic mobility itself was a relatively new and rare phenomenon. The organizers and settlers of Jamestown embodied the enterprising spirit that would come to define emigrants from England to North America, and, for that matter, millions of immigrants throughout America's history. This degree of opportunity for the ordinary person was unprecedented. It partly explains why so many European commoners left what was familiar and risked the greater likelihood of an earlier death to pursue it. The Jamestown settlers exemplified the idea of pursuing "the American dream."

- Tell stories about the several periods when Jamestown was on the verge of failing and the many deaths incurred despite its eventual success. Of particular note was Jamestown's original experiment with a form of communism. This collectivism, plus rampant disease, helped produce a disastrous first year and a half for the fledgling settlement. John Smith's requirement that settlers earn their bread by their work and his guarantee of private property ownership, along with some much-needed assistance from the local Native Americans, not only saved the settlement but also became quintessentially American traits, both in law and in the character of the people. But even this near disaster paled in comparison to what was known as the "Starving Time," in which failure was averted only by a return to the rule of law under Lord De La Warr. The turning point for Jamestown was the successful cultivation of tobacco by John Rolfe. While not the gold many settlers had originally envisioned, the crop would both shore up Jamestown's existence and spread the news among the English and other Europeans that opportunities were present and realizable in English Virginia.
- Show how the founding of Plymouth was emblematic of the other important motivation for Englishmen to establish a colony: religion. In the wake of the Protestant Reformation, the Christian world was divided, with various forms of strife and severe restrictions on religious belief and practice. In England, these divisions were within Protestantism itself, with Puritans wishing to purify the Church of England of remaining Catholic trappings and Separatist Puritans (whom we call *Pilgrims*) seeking to establish a new, true Church of England. It was this latter group that sought not only the freedom to practice their form of Anglicanism but also to re-found the Church in the New World.
- Spend some time with the Mayflower Compact, signed off the coast of Cape Cod before the settlers went ashore. Emphasize the English tradition of the rule of law and of forms of democratic expression traced back at least to the Magna Carta. Facing a lawless wilderness with families to protect and ex-convicts in their midst, the Pilgrims resorted to that English tradition of self-government under the rule of law—a social contract among themselves—with God as its ultimate judge. Both the Pilgrims at Plymouth in 1620 and the convening of the Virginia House of Burgesses down the coast at Jamestown in 1619, the first two successful English settlements, almost immediately practiced self-government. Self-government under law was therefore present at the very inception of America, a fact that makes America unique.
- Note the terrible first winter the Pilgrims suffered at Plymouth, and how the Wampanoag Indians truly saved those who did survive. The next year, with the help of the Wampanoag, was a tremendous success, which Pilgrims and Native Americans together celebrated, and for which they gave thanks to God in what is considered America's First Thanksgiving (notwithstanding a similar celebration in Spanish Florida in the previous century). Share accounts of this festive Thanksgiving from Edward Winslow and William Bradford.
- Finally, discuss the founding of Massachusetts Bay Colony and the leadership of its first governor, John Winthrop. Like the Pilgrims, these Puritans were fierce critics of the Church of England. Unlike the Pilgrims, however, the Puritans at Massachusetts Bay sought not to separate from the Church of England but to establish a community that would help purify and correct the Church of England while remaining a part of it. As evident in Winthrop's "A Modell of Christian Charity," *New England* would convert *Old England* by its example. Together with Jamestown and Plymouth, the English had a beachhead in the New World, and the news spread far and wide across the Atlantic.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity: Find pictures that represent five different scenes from this lesson. Print off enough images for each group of five students to have a set. Give each student in the group a different picture (all groups will have the same five pictures). Have the students arrange the pictures in the order that those events occurred. Once the students have figured out the correct order of events, have students line up in order and go over the order of events as a class. Conclude the activity by asking students how they knew what event the picture was portraying. Ask students how they remembered the order of events/what they did to figure out the correct order. If there are groups that did not figure out the correct order, ask those students questions in order to move them to the correct sequence.

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: Have students draw and color a scene of their choice from a pre-Columbian Native American tribe. Have students present briefly in class what they drew, the story behind it, and why they depicted it the way they did.

Assignment 3: Have students draw and color a scene of their choice from Jamestown or Plymouth. Have students present briefly in class what they drew, the story behind it, and why they depicted it the way they did.

FORMATIVE QUIZ 1

Provide students with numbered papers. Using the “Review Sheets” in the Appendix, make statements and ask students if they are True or False. Have them draw ☺ for “True” or ☹ for “False” next to each number. Review as a class and talk through what makes each answer correct.

Lesson 3 — The Colonies in Profile

1630–1732

9–10 classes

LESSON OBJECTIVE

Students learn about the thirteen colonies that would become the United States of America, including their foundings and ways of life for colonists.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

Selections

Colonial Times

Teacher Texts

Land of Hope Young Reader's Edition, Volume 1

Pages 25–27

The Story of the Thirteen Colonies and the Great Republic

Pages 45–46, 48–51,
54–55

Colonial Times

Pages 35–54, 56–59,
103–127, 93–97

Trade Books

The New Americans

If You Lived in Colonial Times

If You Lived in Williamsburg in Colonial Days

Three Young Pilgrims

Online.Hillsdale.edu

The Great American Story

Lecture 2

American Heritage

Lecture 2

CORE CONTENT IN THIS LESSON

Geography & Places

New Hampshire

New York

Maryland

Pennsylvania

Connecticut

Philadelphia

Rhode Island

Georgia

Delaware

New England Colonies

North Carolina

Middle Colonies

South Carolina

Southern Colonies

New Jersey

Persons

Lord Baltimore
Roger Williams

William Penn
James Oglethorpe

Terms and Topics

education
religious freedom
self-government
colonial assemblies
Triangle Trade

indentured servitude
chattel slavery
slave ships
Middle Passage

Images

Historical figures and events
Landscape pictures of geographic places featured in this lesson
Depictions of indentured servants and then slaves in the colonies

STORIES FOR THE AMERICAN HEART

- Roger Williams's efforts to establish religious toleration in Rhode Island
- Descriptions of slavery and life on a slave ship
- Stories of African Americans who won their freedom in the colonies
- Accounts of life in the different colonies

QUESTIONS FOR THE AMERICAN MIND

- How was lifestyle and work different between the three colonial regions?
- What is religious toleration?
- How did colonists look after themselves?
- What is self-government?
- What activities did the New England colonists rely on to make money?
- What was James Oglethorpe's plan for Georgia?
- What was daily life like for colonists?
- What was the difference between an indentured servant and a person in slavery?
- In which ways did Native Americans and English colonists work together?
- In which ways did English colonists and Native Americans harm one another?
- What was daily life like for African colonists and African slaves?
- What are the origins of slavery in world history?
- How were Africans first enslaved, before being brought to the Western Hemisphere?
- What was it like to be an African on the Middle Passage and then a slave in the New World?
- Why were there more slaves in the Southern colonies than the Middle Atlantic and New England colonies?
- How would you describe the average colonist?
- Questions from the U.S. Civics Test:
 - Question 73: The colonists came to America for many reasons. Name one.
 - Question 75: What group of people was taken and sold as slaves?

KEYS TO THE LESSON

Teaching the histories of each colony helps students to understand and appreciate the humble origins of the future United States. It is also very revealing. Students can see in the early histories of many colonies the beginnings of traits that would eventually be hallmarks of American society, law, and citizenry.

Teachers might best plan and teach *The Colonies in Profile* with emphasis on the following approaches:

- Try to teach the colonies in the order in which they were founded (i.e., as listed above in “Geography and Places”). A map may be projected and distributed to students for reference as the lesson proceeds from colony to colony.
- Note the more casual approach the English took to colonization, largely shaped by the monarch and parliamentary politics in England at the time of each colonial settlement. For one, colonization was decentralized, and most of the original colonies were established as private property ventures, often sanctioned by the crown but really in the possession of private individuals through joint-stock companies. These were then populated not with government officials or hired agents but with men of all ranks who were also seeking their own opportunity, freedom, and plot of land. Both of these features accounted for the lack of an overall master plan for colonizing North America and marked important departures from the approaches taken by Spain, Portugal, and France. This lack of a plan would become a problem later when England would seek to centralize the administration of the colonies, largely in an effort to raise revenue and enforce the sovereignty of Parliament.
- Help students to understand the importance of these traits. Not only did the English approach to colonization trend toward greater independence from the monarchy, it also attracted and encouraged individuals and families who were independent-minded and determined. What the settlers did not bring with them from Europe were the legal class distinctions that defined the aristocratic and monarchical nations they left behind. These individuals (except for their British governors) were common people who immigrated to America seeking their freedom and to better their station in life. The rugged individualism, practice of personal independence, work ethic, and ingenuity to succeed would become well-known American characteristics and in some cases would result in the formation of new colonies by separation from an existing colony, as was the case in New England.
- Spend time on what it meant to make a living and survive in the daunting wilderness and how such perseverance shaped the character and mind of the colonists. This would include looking at lifestyles and kinds of work done in the colonies and the type of self-reliance necessary for such lives.
- Consider how strongly matters of religious faith defined colonial culture, largely because so many came to America to escape the religious persecutions or limitations of the Old World. From the Pilgrims and the Puritans to Roman Catholics and Jews, a wide variety of faiths (most of them Christian and many of whom were intolerant of one another in the Old World) permeated colonial settlements, and their adherents increasingly came to respect one another as neighbors. Establishing this religious freedom in law, moreover, was widespread and exceptional compared to the rest of the world.
- Emphasize with students the degree of self-government that the colonists exercised. Include in this discussion the meaning of self-government. In brief, the colonists largely governed their own internal affairs (rule over local matters, including taxation, as opposed to international trade and

security) through local legislatures and governance structures chosen by the people. This was partly due to the English tradition of legislative authority and the rule of law, the loose and decentralized pattern of British colonial settlements and rule compared to other empires. Another factor at play here was the great distance between London and the American eastern seaboard, which led to long periods of “benign neglect” of the colonies and the further development of local institutions of self-government. While all of the colonies would eventually become official royal colonies with royal governors, colony-wide legislative bodies were prolific, as were local governments such as townships, counties, and cities. Unlike almost every place in the world at that time and in history, the people were to a large extent ruling themselves.

- Explain to students the several kinds of trade and vocational trades present in the various colonies. Farming was, of course, the main livelihood, but manufacturing, fishing, whaling, shipbuilding, and other trades (particularly in New England) rapidly emerged as key colonial contributions. Trade was principally with England, but the British colonies of North America developed robust trade among one another and with the colonies of other nations as well.
- Share with students the complex patterns of relationship between the colonists and Native Americans. The relationships ran the gamut from friendly to violent, varying widely depending on the tribe involved, with misunderstandings and clashes of cultures and languages. Disagreements abounded over the concepts of communal versus private property. Violent clashes occurred along the edges of the colonial frontier, and cross-frontier retaliations by both sides were not uncommon. Colonists could be caught in conflicts between various Native American tribes, and likewise, Native Americans were often caught in conflicts between European powers. Systematic displacement of Native Americans was usually limited to localities during this period (such as after King Philip’s War in southern New England and through the Indian slave trade on the South Carolina frontier). Displacement over time was primarily due to devastation from disease and gradual, individual settlement westward.
- Mention that a number of colonists criticized some of the ways that colonial governments dealt with Native Americans. These also condemned and sought to remove slavery from their colonies.
- Help students to understand why a full understanding of the human person, of equality, and of justice all make slavery an evil action and practice, violating the principle that all people are equal in their humanity and possession of natural rights. Therefore, no one person may automatically infringe on the humanity or rights of another unless some initial violation of another’s rights has occurred.
- Discuss the history of slavery in world history, from ancient times through the middle ages and in different places, leading up to the Transatlantic Slave Trade. Portugal first began using African slaves on their sugar plantations off the west African coast, manifesting the chattel and race-based aspects of slavery in European colonies. The slave trade gradually made its way to the various colonies established throughout the Western Hemisphere, particularly with the cultivation of sugar cane in the Caribbean.
- As mentioned in the previous lesson, the first Africans were brought to Jamestown by an English privateer who had captured a Portuguese slave ship en route from Africa, likely headed for Portugal’s South American colonies.
- Discuss the similarities and differences between slavery and indentured servitude. Indentured servitude was a common way for those who could not afford passage or to establish themselves in the New World to tie themselves to a sponsor for a number of years, offering free labor in exchange for passage across the Atlantic and shelter in the colonies. Oftentimes indentured

servitude was little different from slavery in its practice, as shown in transcripts from court cases of indentured servants claiming relief from a cruel master.

- Reflect with students on the unique American character that emerged among the free British colonists in North America. The harshness and risk of settling the New World gave them a certain grit and determination, along with an enterprising mind and innovative skill set. The universal demand for trade skills and farming in establishing a new civilization placed the vast majority of colonists within what we would call today the “working class.” In New England especially, colonists’ Protestantism made them widely literate for the sake of reading the Bible, skeptical of human sources of authority, and focused on individual improvement. At the same time, it made them highly idealistic, with many seeking to re-found Christendom. For many colonists, previous persecution granted them a deeper and more passionate sense of justice, of right and wrong. It also made them highly attuned to the politics on which freedom depended. A certain rugged, enterprising, and justice-loving individualism defined the colonists.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity: Provide students with a copy of a map that can also be projected on the board. Review the geographical locations of the colonies. As a class, label each of thirteen colonies. Then color the colonies in three different colors to represent their geographical divisions—New England, Middle, and Southern colonies.

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: Have students draw and color a scene involving a historical figure of their choice from colonial America. Have students present briefly in class what they drew, the story behind it, and why they depicted it the way they did.

Assignment 3: Have students draw and color a scene depicting economic activity in one of the colonial regions of their choice. Have students present briefly in class what they drew and why they depicted it the way they did.

FORMATIVE QUIZ 2

Provide students with numbered papers. Using the “Review Sheets” in the Appendix, make statements and ask students if they are True or False. Have them draw ☺ for “True” or ☹ for “False” next to each number. Review as a class and talk through what makes each answer correct.

Lesson 4 — Major Events in the Colonies

1607–1763

9–10 classes

LESSON OBJECTIVE

Students learn about the major events and movements in colonial America and further study the ideas and experiences that were shaping the colonists in the 1600s and 1700s.

TEACHER PREPARATION

Create a note outline based on the following:

Teacher Texts

<i>Land of Hope Young Reader's Edition, Volume 1</i>	Pages 12–14, 28–36
<i>The Story of the Thirteen Colonies and the Great Republic</i>	Pages 47, 59–67
<i>The American Revolution and Constitution</i>	Pages 5–11

Trade Books

Meet George Washington
Ben Franklin of Old Philadelphia
Heroes of the Revolution

Online.Hillsdale.edu

<i>The Great American Story</i>	Lectures 2 and 3
<i>American Heritage</i>	Lectures 2 and 3

CORE CONTENT IN THIS LESSON

Geography & Places

England	The Great Lakes
France	Canada
Appalachian Mountains	Mississippi River
Ohio River Valley	Quebec

Persons

George III	Benjamin Franklin
George Washington	

Terms and Topics

King Philip's War	The Great Awakening
Magna Carta	French and Indian War
Glorious Revolution	Iroquois Confederacy
representation	Albany Congress
self-government	Treaty of Paris

To Know by Heart

Selections from George Washington’s “Rules of Civility & Decent Behavior in Company and Conversation,” such as:

- “Be not apt to relate news if you know not the truth thereof.”
- “Speak not evil of the absent for it is unjust.”

Timeline

1754–63 The French and Indian War

Images

Historical figures and events
 Dress of colonists from different periods and places
 Uniforms and munitions of soldiers in the various wars
 Colonial assembly buildings

STORIES FOR THE AMERICAN HEART

- George Washington and the cherry tree (legend)
- George Washington’s first battles in the Virginia militia, including his survival and Braddock’s death
- Benjamin Franklin’s autobiography

QUESTIONS FOR THE AMERICAN MIND

- What did colonists learn from the Glorious Revolution in England?
- Why was it good that England did not pay the colonists much attention?
- How did colonists take care of themselves without a lot of help from England?
- What was the Great Awakening like?
- How did the Great Awakening help colonists feel like they had more in common?
- Who fought in the French and Indian War? Why did they fight?
- What was George Washington’s childhood like?
- What was the role of George Washington in the French and Indian War?
- What was Benjamin Franklin’s childhood like?
- What was the Albany Plan of Union? What did it show about the unity of the colonies?
- Why did the British win the French and Indian War?
- What did the Treaty of Paris take from France and give to England?
- Questions from the U.S. Civics Test:
 - Question 85: Benjamin Franklin is famous for many things. Name one.
 - Question 86: George Washington is famous for many things. Name one.

KEYS TO THE LESSON

Having learned about life in colonial America, students should then consider the major events that shaped colonial history. These include, of course, events that occurred within the colonies themselves, but also certain ideas and events in Europe that had significant influence on the colonists. Once the lesson enters the eighteenth century, special focus should be placed on the events that created in the colonists a sense of

independence from Great Britain and of greater dependence on one another, even as they themselves did not fully recognize or articulate these trends. In general, this lesson should help students see what the colonists and colonies had become before they learn about the American founding.

Teachers might best plan and teach Major Events in the Colonies with emphasis on the following approaches:

- Teach students about wars that occurred in the New World, either between settlers and Native Americans or with colonies of other countries. A lot of detail is not necessary, but students should appreciate that these wars were significant for those who were endangered by them and left largely to their own defenses.
- Offer a brief history of the English Civil War, which involved and influenced some of the main political thought of the colonists, as well as the Glorious Revolution a few decades later. These political developments informed the colonists and drew their careful attention to political considerations.
- Consider with students the view that the colonists enjoyed a relationship with the English government that was neglectful, but also beneficial. They were “neglected” in the sense that they were a month away by sea from England, which meant poor communication and the near impossibility of governing directly. The English also largely overlooked their colonies in North America, sometimes viewing the colonists merely as poor tradesmen, former criminals, religious radicals, and commoners of no noble birth. Compared to England’s Caribbean colonies, they were also far less profitable. England’s preoccupation with rivals Spain and France and her own civil war also left English kings and Parliament with relatively little thought to give the colonies. The mercantilist restrictions on trade, moreover, were seldom fully enforced or even capable of being completely enforced, and the colonies largely traded freely with the world.
- Help students understand why this relationship of neglect was not a disadvantage but actually healthy for the colonists. Overall, the colonists were still protected, especially on the seas, by the English. At the same time, however, they were not regulated or administratively directed beyond the general forms of governance; e.g., a royal governor and a local legislature. The colonists were largely free to take the enterprising, individualist spirit of common English settlers and, forced by necessity, to innovate and work hard to pursue livelihoods and security within their own spheres. Laws, moreover, could not wait for a two- or three-month lapse in communication. Colonists were both permitted and forced by circumstances to practice the elements of English law they had brought with them, including a recognition of certain rights and the limits of authority. The colonists had ample talent and opportunity to govern themselves. This tradition of self-government would allow for many generations of practice in self-rule as a feature of daily life. The colonists, therefore, were both used to and deeply practiced in locally governing themselves, replete with the ideas and habits that this process cultivated.
- Briefly spend time reviewing how the colonists governed themselves, including a discussion of what representation is. In general, representation by election determined the composition of the various colonial assemblies, beginning with the Virginia House of Burgesses. That representative self-government was the norm in the colonies was astonishing compared to the rest of the world and human history and the high degree of participation by the average colonist in local government was widespread.

- Clarify for students that each colony originally did not see itself as part of a shared English colonial political state. Although their own proprietary charters were eventually replaced with royal charters, each colony viewed itself as its own separate entity, only loosely bound to the others by a common mother country and overall shared culture. This view would persist up to the eve of the Revolution.
- Explore with students how the Great Awakening throughout the colonies provided the separate and distinct colonies with something they could hold in common. At the same time, it awakened a passion for right moral conduct and justice that could be attached to any cause.
- Teach students about the French and Indian War. Of special note here is the presence of a young George Washington and the Virginia militia fighting alongside the British regulars. This is a good opportunity to introduce Washington, including his boyhood biography and his exploits in the war, and especially his actions during the attack on General Braddock. The French and Indian War was also important for providing the colonists another shared experience, this time amidst the adversities of war, and for demonstrating increased cooperation and a sense of unity, as evidenced by the Albany Congress. This is also a good place to introduce the architect of the Albany congress and plan, Benjamin Franklin, including teaching about his biography up to this juncture. In addition to fostering advances toward and experiences in united action, the French and Indian War is also of great importance for understanding the circumstances that would lead to the American Revolution.
- Share with students maps showing the transfer of territory to the British Empire through the Treaty of Paris. Discuss with students what this meant for the relative power of Great Britain and France and the new challenges and opportunities inherent in such a sudden change of territory and power.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity: Have students conduct their own colonial assemblies by coming up with ideas on how to take care of themselves in light of the challenges of colonial North America and because England was so far away. Ask questions that help students understand how and why the colonists developed their own forms of self-government.

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: Have students draw a picture of Benjamin Franklin or George Washington depicting an event or characteristic of his childhood or time up until the American Revolution. Have students present briefly in class what they drew, the story behind it, and why they depicted it the way they did.

Assignment 3: Have students illustrate one of George's Washington's *Rules of Civility* of their choosing. For students who are able to write, they should also write the rule that matches the picture. Have students present briefly in class what they drew and how it demonstrates the rule.

APPENDIX

Talk about History

Review Sheet

Test

Writing Assignment

TALK ABOUT HISTORY

Student Name: _____

Due: _____

Story/Lesson from History: _____

1. Who/what did you learn about in history class today?

Student Answer: _____

2. Who were the most important characters in the story?

Student Answer: _____

3. Tell me more about one of those characters.

Student Answer: _____

4. Tell me about the most exciting/interesting part of the story today.

Student Answer: _____

Parent Signature: _____

Date: _____

TALK ABOUT HISTORY

Student Name: _____

Due: _____

Story/Lesson from History: _____

1. Who/what did you learn about in history class today?

Student Answer: _____

2. Who were the most important characters in the story?

Student Answer: _____

3. Tell me more about one of those characters.

Student Answer: _____

4. Tell me about the most exciting/interesting part of the story today.

Student Answer: _____

Parent Signature: _____

Date: _____

History Assessment and Review in Grades K–2

REVIEWING AND STUDYING

One-page Review Sheets are included in the following materials. Teachers are encouraged to review items on these sheets with students in the days leading up to an assessment. Between reviewing at the beginning of each class period and this review based on the Review Sheets, students should not need to do any additional studying or review. Review Sheets may be sent home, however, if parents wish to review with their students at home.

ASSESSMENT

The method for assessing students on history in grades K-2 depends on the grade level and student ability.

For students who cannot yet read and write:

Option 1: Choose several items from the Review Sheet to ask each student orally. This may be done in private with the same questions while students complete another activity, or it may be administered aloud with the entire class, varying questions for each student.

Option 2: Create a test with images for matching or identifying terms and topics. Read aloud a description or explanation of a Person, Term, Topic, or Story to the whole class and have each student circle or place a number/letter next to the corresponding image on their test. For the Questions, read aloud a statement that would answer the question and ask students if it is True or False. Have them draw ☺ for “True” or ☹ for “False” next to each statement.

For students who can read and write:

Teachers may administer the tests included in the following materials. It is recommended, especially early in a school year, to have each student complete the test individually, but with the class proceeding together from question to question, each being read aloud by the teacher.

Unit 1 Test — Review Sheet

Lesson 2 | Exploration and Settlement
 Lesson 3 | The Colonies in Profile
 Lesson 4 | Major Events in the Colonies

Test on _____

DATES: *When did/does _____ occur?*

1492	Columbus lands on San Salvador Island
4th Thursday in November	Thanksgiving Day

PERSONS: *Tell me who _____ was and what he/she did.*

Christopher Columbus	Pocahontas	George Washington
John Smith	William Penn	Benjamin Franklin

TERMS AND TOPICS: *Tell me what _____ is/are/was/were and why we learned about it.*

land bridge	smallpox	Middle Passage
natural resources	“Starving Time”	Glorious Revolution
<i>Niña, Pinta, and Santa María</i>	Mayflower Compact	The Great Awakening
Taíno	self-government	French and Indian War

STORIES FOR THE AMERICAN HEART: *Tell me the story of...*

- Christopher Columbus’s voyage
- Pocahontas, John Smith, and John Rolfe
- Accounts of the First Thanksgiving
- George Washington and the cherry tree

QUESTIONS FOR THE AMERICAN MIND: *Tell me...*

- Why is the American landscape a good place for people to live?
- What was dangerous about sailing on the ocean?
- What events helped Jamestown to succeed?
- What did the Mayflower Compact say?
- Why did the Pilgrims create the Mayflower Compact?
- What is religious toleration?
- How did colonists look after themselves?
- What was daily life like for colonists?
- In which ways did Native Americans and English colonists work together?
- What was daily life like for African colonists and African slaves?
- Why were there more slaves in the Southern colonies than the Middle Atlantic and New England colonies?
- Why was it good that England did not pay the colonists much attention?
- How did the Great Awakening help colonists feel like they had more in common?
- What was the role of George Washington in the French and Indian War?
- What did the Treaty of Paris take from France and give to England?

Name _____

Date _____

Unit 1 | Test — The British Colonies of North America

Lesson 2 | Exploration and Settlement

Lesson 3 | The Colonies in Profile

Lesson 4 | Major Events in the Colonies

DATES:

- Circle the year **Christopher Columbus came to the Americas**.
 A. 1607 B. 1452 C. 1492
- Circle the year **the day that the Thanksgiving holiday takes place**.
 A. July 4, 1776 B. 4th Thursday in November C. Last Day in December

PERSONS: Match the person to who he/she was or what he/she did.

- A. Pocahontas B. William Penn C. Benjamin Franklin
- _____ Inventor and writer who tried to unite the colonies during the French and Indian War.
 - _____ Founded Pennsylvania for Quakers and for religious toleration.
 - _____ Convinced her fellow Native Americans to help the Jamestown settlers survive.

TERMS AND TOPICS: Match the term to the correct definition, description, or explanation.

- A. Glorious Revolution C. smallpox E. Taíno
 B. land bridge D. “Starving Time”
- _____ How we believe Native Americans first came to the Americas from Asia.
 - _____ The Native Americans whom Christopher Columbus first met.
 - _____ A disease that hurt Native Americans but not European settlers.
 - _____ When many Jamestown colonists died from lack of food and disease.
 - _____ A change in government in England that taught the colonists about the sources of power.

STORIES FOR THE AMERICAN HEART: *Tell me the story of the First Thanksgiving.*

QUESTIONS FOR THE AMERICAN MIND

11. Why is the American landscape a good place for people to live?

12. What did the Mayflower Compact say?

13. What was daily life like for African colonists and African slaves?

14. Why was it good that England did not pay the colonists much attention?

15. What was the role of George Washington in the French and Indian War?

UNIT 2

The American Founding

1763–1789

20-30-minute classes | 35-39 classes

UNIT PREVIEW

Structure

LESSON 1	1763–1776	Self-Government or Tyranny	9-10 classes	p. 7
LESSON 2	1776	The Declaration of Independence	4-5 classes	p. 12
LESSON 3	1776–1783	The War of Independence	9-10 classes	p. 17
LESSON 4	1783–1789	The United States Constitution	9-10 classes	p. 22
APPENDIX A	Talk about History, Review Sheets, Tests, Writing Assignment			p. 31
APPENDIX B	Primary Sources			p. 47

Why Teach the American Founding

The beginning is the most important part of any endeavor, for a small change at the beginning will result in a very different end. How much truer this is of the most expansive of human endeavors: founding and sustaining a free country. The United States of America has achieved the greatest degree of freedom and prosperity for the greatest proportion of any country’s population in the history of humankind. How is it that the common American’s pursuit of happiness has resulted in such exceptional outcomes over time? This phenomenon compels mindful young Americans to seek to understand how their nation has achieved such results. And America’s youth could find no greater source of understanding than the history of their country’s founding, starting with their forefathers’ ideas, words, and deeds.

Enduring Ideas from this Unit

1. The United States is unprecedented in establishing its existence not on grounds of racial origin nor family privilege but on ideas asserted to be true of all people at all times: namely, on the equal human dignity of each person.
2. America was founded on the view that government should be controlled by the people themselves and limited to the purpose of protecting each person's natural rights and fostering the common good.
3. Regular, ordinary Americans of everyday means sacrificed their security and very lives to defend these truths about human beings and civic life against a tyranny of the most powerful nation of its day.
4. The United States Constitution's chief quality is that it allows the people to govern themselves with respect for the dignity of each person while both channeling and restraining the natural ambition of human beings to gain power and recognition.
5. The Constitution is a carefully wrought and considered document, and its original intent and structure should be honored both for the sake of our forebears, to whom we and the world owe our freedom and prosperity, and because the events of the last two hundred years have proven the Constitution's remarkable achievements time and time again.

What Teachers Should Consider

The United States of America is unprecedented in many ways in the course of human history, but most significantly in the opportunity all its citizens have to pursue unmatched conditions of freedom, security, and prosperity. The country owes its unprecedented success to an unprecedented founding, a beginning forged and canonized in the Declaration of Independence, the War of Independence, and the U.S. Constitution.

And yet, never have so many Americans known so little about this founding. As for love of country, one cannot love (or even consider loving) what one does not know.

The teaching of the American founding is perhaps the most necessary series of lessons a teacher can share with his or her students if those students intend to enjoy the benefits of living in America for the duration of their lives.

With this in mind, a teacher ought to take special care to learn the history and ideas of the American founding. Ambiguity in the teacher's own understanding, or assumptions derived from anywhere but careful scholarship and a deep reading of America's founding documents, will leave him or her unprepared to help students understand this history accurately.

The teacher might best open the unit with lessons aimed at understanding why the colonists declared independence in the first place. It was not to avoid paying taxes or about wanting to preserve slavery. (These are misconceptions at best, distortions at worst.) It was to choose—between liberty under self-government and servitude under tyranny. Class may proceed at a brisk pace through the years 1763–1776, touching on the many acts of the British and respective colonial responses to those acts. Spend time on the conflicts and battles; students should chart the gradual shift in public sentiment toward independence.

The Declaration of Independence itself deserves careful study. Such lessons may begin with stories of the writing of the Declaration. Teachers can foster extensive conversations about what it says, what it means, and why it says it. The majority of the conversation should dwell on the ideas found in the first, second, and final paragraphs of the Declaration. Understanding what is meant by those words is pivotal to understanding American history, what makes America an exceptional nation, and the responsibilities every American citizen has.

The American War of Independence should be taught so as to fill the moral imaginations of students with images of the heroic characters and actions of its American participants. Strategy, battles, and the general arc of the war should be taught in detail, punctuated with accounts of the key moments and figures who contributed to America's ultimate victory. The ideas for which the War of Independence was fought are matched in the American memory only by the stories of those who fought for them.

When teaching the aftermath of the War of Independence up to the Constitutional Convention, teachers should make clear that America's foray into governing itself entirely independent of Great Britain initially trended toward abject failure. The Articles of Confederation ordered public affairs in a reactionary rather than prudent manner. Students should understand that the Constitutional Convention, in many respects, saved the country from another sort of tyranny: majority tyranny.

Finally, the Constitutional Convention and the Constitution itself should be studied in tandem. Students should consider carefully why the Framers constructed the Constitution as they did while also being introduced to laws and government in general. Students should understand that nothing in the Constitution was haphazardly decided. Given the unprecedented long-term success of the Constitution, students should appreciate that any changes to the Constitution warrant careful and complete understanding of why the Framers crafted it the way they did, as explained in their own words.

How Teachers Can Learn More

TEXTS

Land of Hope, Wilfred McClay
We Still Hold These Truths, Matthew Spalding

ONLINE COURSES | [Online.Hillsdale.edu](https://online.hillsdale.edu)

The Great American Story

Lesson Planning Resources

TEACHER RESOURCES

Land of Hope Young Reader's Edition, Wilfred McClay
The Story of the Thirteen Colonies and the Great Republic, H.A. Guerber
The American Revolution and Constitution, Anne Goudvis and Stephanie Harvey
The Declaration of Independence, Elizabeth Raum
The United States Constitution, Liz Sonneborn

TRADE BOOKS

Heroes of the Revolution, David Adler
The Boston Tea Party, Russell Freedman
Let It Begin Here!, Dennis Brindell Fradin
A Picture Book of Benjamin Franklin, David Adler
A Picture Book of Paul Revere, David Adler
A Picture Book of Thomas Jefferson, David Adler
The Fourth of July Story, Alice Dalgliesh
The Liberty Bell, Mary Firestone
Let's Celebrate Independence Day, Barbara DeRubertis
George Washington, Ingri and Edgar Parin d'Aulaire
A Picture Book of George Washington, David Adler
Sam the Minuteman, Nathaniel Benchley
Our Flag, Carl Memling
The Flag We Love, Pam Munoz Ryan
Blue Sky White Stars, Sarvinder Naberhaus
Uncle Sam and Old Glory, Delano and Jean West
We the People, Peter Spier
If You Were There When They Signed the Constitution, Elizabeth Levy
A Picture Book of Alexander Hamilton, David Adler

PRIMARY SOURCES

Declaration of Independence
The United States Constitution
The Bill of Rights

**LESSON PLANS,
ACTIVITIES AND ASSIGNMENTS,
AND FORMATIVE QUIZZES**

Lesson 1 — Self-Government or Tyranny

1763–1776

9-10 classes

LESSON OBJECTIVE

Students learn how new British exertions of authority over the colonists led to the Declaration of Independence.

TEACHER PREPARATION

Create a note outline based on the following:

Teacher Texts

<i>Land of Hope Young Reader's Edition</i>	Chapter 5
<i>The Story of the Thirteen Colonies and the Great Republic</i>	Pages 68–80
<i>The American Revolution and Constitution</i>	Pages 12–28, 34–50

Trade Books

Heroes of the Revolution
The Boston Tea Party
Let It Begin Here!
A Picture Book of Benjamin Franklin
A Picture Book of Paul Revere

Online.Hillsdale.edu

The Great American Story Lecture 3

CORE CONTENT IN THIS LESSON

Geography & Places

Thirteen Colonies	Independence Hall
Boston	Lexington and Concord
Philadelphia	The Old North Church

Persons

George III	Samuel Adams
George Washington	Benjamin Franklin
Crispus Attucks	Thomas Jefferson
Paul Revere	Patrick Henry

Terms and Topics

self-government	tyranny
representation	Proclamation of 1763
consent	tax

Sons of Liberty
 Boston Massacre
 Boston Tea Party
 Intolerable Acts
 Minutemen
 Redcoats
 Battles of Lexington & Concord

Siege of Fort Ticonderoga
 First Continental Congress
 Second Continental Congress
 Continental Army
 Battle of Bunker Hill
 Liberation of Boston

To Know by Heart

“Don’t Tread On Me”
 “Paul Revere’s Ride,” Henry Wadsworth Longfellow
 “One if by land, two if by sea.”
 “The shot heard round the world.”
 “No taxation without representation.”
 “Give me Liberty or Give me Death” — Patrick Henry

Dates

July 4, 1776 Declaration of Independence signed

Images

Historical figures and events
 Revolutionary era flags
 Paul Revere’s Engraving of Boston Harbor under occupation
 Paul Revere’s Engraving of the Boston Massacre
 Independence Hall (exterior and interior)
 Battle maps
 Uniforms and arms of the Minutemen, the Continental Army soldiers, and the Redcoats

STORIES FOR THE AMERICAN HEART

- Biographies and the roles of George Washington, Benjamin Franklin, Samuel Adams, and Thomas Jefferson up through 1776
- Boston Massacre
- Boston Tea Party
- Paul Revere’s Ride
- Minutemen at the Battles of Lexington and Concord
- Ethan Allen, Henry Knox, and the Green Mountain Boys capturing the guns from Fort Ticonderoga
- John Adams’s nomination of George Washington to command the Continental Army
- Battle of Bunker Hill
- Liberation of Boston
- John Adams’s nomination of Thomas Jefferson to draft the Declaration of Independence

QUESTIONS FOR THE AMERICAN MIND

- Why was it good that the colonists had been allowed so much freedom to govern themselves?
- Why did the British begin to limit what the colonists could do after the French and Indian War?
- What is self-government? How was the colonists' freedom to govern themselves limited by the British?
- What did the Proclamation Act of 1763 attempt to do? Why?
- What is a tax? What is it used for?
- What did the Sugar Act make the colonists do?
- What things did the Stamp Act tax?
- Why were the colonists upset about new taxes?
- What did the colonists have to do for British soldiers in the colonies?
- What were the two types of patriots? How did they resist the British differently?
- What happened in the Boston Massacre and why?
- What did John Adams do after the Boston Massacre?
- How did the Boston Massacre change the minds of many colonists?
- What happened at the Boston Tea Party and why?
- What were some of the things the British did in response to the Boston Tea Party through the Intolerable Acts?
- What was the First Continental Congress?
- What did the First Continental Congress do?
- How did Parliament and King George respond to colonists requests for agreement?
- Why did the Redcoats not surprise the Americans before Lexington and Concord?
- What happened at the Battle of Lexington and Concord?
- What happened at the Siege of Fort Ticonderoga?
- What happened at the Battle of Bunker Hill?
- What was George Washington like?
- What did Thomas Paine say in his pamphlet *Common Sense*? Did it change people's minds?
- What did the Second Continental Congress do?
- Questions from the U.S. Civics Test:
 - Question 77: Name one reason why the Americans declared independence from Britain.
 - Question 85: Benjamin Franklin is famous for many things. Name one.
 - Question 86: George Washington is famous for many things. Name one.

KEYS TO THE LESSON

For more than 150 years, the British colonists of North America rarely quarreled with their countrymen on the other side of the Atlantic. Then in 1763, the British began to claim new control over the colonists. What followed were thirteen years of increased tension and sometimes violent clashes leading to outright war in 1775 and, in 1776, the declaring of independence by the colonists and the formation of a new country separate from British power. This decade and a half gave birth to the nation each American citizen calls home. It is imperative that American students know the people, actions, and stories that led to the founding of their country. The chief aim of teaching these fourteen years, therefore, is to help students to understand the actions by both Great Britain and the colonists that compelled the Americans to such a separation and to found a new, unprecedented kind of country.

Teachers might best plan and teach Self-Government or Tyranny with emphasis on the following approaches:

- Have students consider a few problems the British in North America faced following the French and Indian War (in Europe, the Seven Years' War), namely, the risk of further conflict (and associated costs) with Native Americans as colonists moved westward, and the money they owed after the late war.
- Show how Great Britain's attempted solutions to these problems (prohibiting colonial expansion and the sudden enforcement of lax tax laws) marked the first shift in the relationship between Great Britain and the colonists and heralded the end of the period of "salutary neglect," during which American colonists had grown accustomed to governing themselves.
- Help students see the pattern that this initial shift would grow into: attempts by the British (Parliament and, to a certain extent, King George III) to exert more control, alternating with American resistance to what they argued were infringements on their rights as Englishmen.
- Teach about some of the things the British tried to do through different acts, outlining what they did, why the colonists were upset, and how the colonists reacted.
- Consider with students that self-government, or representative self-government, was at the heart of the issue. Emphasize that this was not merely a nice-sounding phrase. Make clear that this was the question: not merely whether the colonists would have representation in Parliament (it was impractical) nor whether they had to pay taxes, but whether or not people must be controlled by the will of others in government without their free consent. In brief, must people be told what to do by others without having any say?
- Explain how the Americans organized themselves to engage with and resist the British, a capacity born of decades of practice in self-government and a trait of American citizens for subsequent generations. In due course, the Boston Massacre impressed on public opinion the British position's semblance to tyranny.
- Highlight that it was the Boston Tea Party, however, that brought issues to a head, prompting the British to respond to various actions in Massachusetts with the Intolerable Acts. Help students to consider the ways that these acts were unjust to the colonists by considering what these would have meant for the students and their families.
- Spend time illustrating how specific Founding Fathers marshaled their talents and ideas, eventually leading to declaring independence and forming a new nation by summer 1776.
- Tell the stories of the open armed conflicts at Lexington and Concord, Fort Ticonderoga, and Bunker Hill. Students should learn how these battles bolstered the patriot cause and changed minds in these final two years of British rule. Included in this change is the role played by Thomas Paine's *Common Sense*.
- Finally, emphasize how the news in the spring of 1776—that the British had hired German mercenary soldiers to deploy against British-Americans, and were now selectively encouraging slave rebellions in the colonies, while the Continental Congress recommended that the colonies begin forming their own governments—were key factors in moving a majority of the state delegates at the Second Continental Congress to commission a committee to draft a potential declaration of independence.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Find pictures that represent five different scenes from this lesson. Print off enough images for each group of five students to have a set. Give each student in the group a different picture (all groups will have the same five pictures). Have the students arrange the pictures in the order that those events occurred. Once the students have figured out the correct order of events, have students line up in order and go over the order of events as a class. Conclude the activity by asking students how they knew what event the picture was portraying. Ask students how they remembered the order of events/what they did to figure out the correct order. If there are groups that did not figure out the correct order, ask those students questions in order to move them to the correct sequence.

Activity 2: Conduct a round robin reading of the poem “Paul Revere’s Ride.” Then discuss it with students and begin to have them learn parts of the poem by heart. Plan two days for each student to recite their parts aloud.

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: Have students draw and color a scene of their choice from the years between the French and Indian War through the Battle of Bunker Hill. Have students present briefly in class what they drew, the story behind it, and why they depicted it the way they did.

FORMATIVE QUIZ 1

Provide students with numbered papers. Using the “Review Sheets” in the Appendix, make statements and ask students if they are True or False. Have them draw ☺ for “True” or ☹ for “False” next to each number. Review as a class and talk through what makes each answer correct.

Lesson 2 — The Declaration of Independence

1776

4-5 classes

LESSON OBJECTIVE

Students learn about the movement in favor of independence and about the drafting and signing of the Declaration of Independence. They also read the Declaration of Independence and have a conversation about its contents and ideas.

TEACHER PREPARATION

Create a note outline based on the following:

Teacher Texts

The Declaration of Independence

Land of Hope Young Reader's Edition

The Story of the Thirteen Colonies and the Great Republic

The American Revolution and Constitution

Chapter 5

Pages 81–82

Pages 155–160,

178–181

Trade Books

Heroes of the Revolution

A Picture Book of Thomas Jefferson

The Fourth of July Story

The Liberty Bell

Let's Celebrate Independence Day

Online.Hillsdale.edu

The Great American Story

Lecture 3

CORE CONTENT IN THIS LESSON

Geography & Places

Philadelphia

Independence Hall

Persons

Benjamin Franklin

John Adams

Thomas Jefferson

John Hancock

Terms and Topics

natural rights

equality

unalienable

liberty

pursuit of happiness

consent of the governed

Liberty Bell

Primary Sources

Declaration of Independence

To Know by Heart

“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.” — Declaration of Independence

“And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.” — Final sentence of the Declaration of Independence

Dates

July 4, 1776 Declaration of Independence signed

Images

Thomas Jefferson, Benjamin Franklin, and John Adams
 Independence Hall (exterior and interior)
 Photos or facsimiles of original Declaration of Independence
 National Archives Building and Rotunda
 Jefferson Memorial
 Statue of Thomas Jefferson (Hillsdale College campus)

STORIES FOR THE AMERICAN HEART

- The first public reading of the Declaration of Independence at the State House Yard, the tolling of the Liberty Bell, and the removal of the royal coat of arms

QUESTIONS FOR THE AMERICAN MIND

- What is the Declaration of Independence about?
- Who was the main writer of the Declaration of Independence?
- To whom is the Declaration of Independence speaking?
- What does it mean that “all men are created equal”?
- What is a natural right?
- According to the Declaration of Independence, from where do natural rights come?
- What does “unalienable” mean?
- Is liberty the same thing as doing whatever you want? Why or why not?
- Why do people form government? What is it supposed to do?
- What happens without rules and laws?
- Who controls the government?
- What can people do if the government starts or threatens to hurt them?
- What kinds of things did the Declaration of Independence accuse King George of doing to them?
- Why is it special that America was created based on the words of the Declaration of Independence?
- America is a country that believes in certain ideas. What are these ideas?

- On what day do we celebrate our country’s independence, its “birthday”?
- Questions from the U.S. Civics Test:
 - Question 8: Why is the Declaration of Independence important?
 - Question 9: What founding document said the American colonies were free from Britain?
 - Question 10: Name two important ideas from the Declaration of Independence and the U.S. Constitution.
 - Question 11: The words “Life, Liberty, and the pursuit of Happiness” are in what founding document?
 - Question 75: What group of people was taken and sold as slaves?
 - Question 77: Name one reason why the Americans declared independence from Britain.
 - Question 78: Who wrote the Declaration of Independence?
 - Question 79: When was the Declaration of Independence adopted?
 - Question 81: There were 13 original states. Name five.
 - Question 85: Benjamin Franklin is famous for many things. Name one.
 - Question 87: Thomas Jefferson is famous for many things. Name one.
 - Question 125: What is Independence Day?
 - Question 126: Name three national U.S. holidays.

KEYS TO THE LESSON

The Declaration of Independence was not merely a renunciation of dependence on Great Britain. It was, in fact, generative. It created an entity—a nation—that stood on its own, had its own existence, and was independent of other nations. Even today, it offers guiding principles that continue to shape our arguments about the nature and limits of political authority. In brief, the Declaration of Independence created and still defines the United States of America.

Like an organizational mission statement, the Declaration is an indication of the Founders’ intention, a guiding star for our political life, and a benchmark for measuring our public institutions. Americans should consider all questions concerning the public sphere in light of the truths asserted in the Declaration. The Declaration of Independence should be both the beginning and end for students’ understanding of their country, their citizenship, and the benefits and responsibilities of being an American.

The lasting claim of the Declaration is that there are certain *truths* about *all men* having *unalienable* rights. Students should think about the Declaration of Independence as the foundation and even the heart of their country’s existence. While a more extensive study of the Declaration should occur in later grades, including consideration of the thinkers who influenced the Founders, the historical treatment of the American Revolution deserves some conversation on the ideas of the Declaration.

Teachers might best plan and teach the Declaration of Independence with emphasis on the following approaches:

- Help students to see that the Founders intended to speak to them, to posit truths for their consideration and ultimate judgment. “[A] decent respect to the opinions of mankind” means that the Declaration was not merely intended as an argument about

the unique situation of the colonists in 1776; the Founders submitted their claims to the judgment of all people in all times because they were asserting truths about all people in all times. This especially includes future Americans and, in this case, American students.

- Read aloud to students and talk about key phrases and words from the Declaration of Independence, especially the first and second paragraphs. Pause frequently to ask students questions about what the words mean.
- Help students to consider that the Founders are making assertions of the existence of objective truth by referencing “the Laws of Nature and of Nature’s God” and by describing the truths as “self-evident.” A “self-evident” truth is not merely a matter of perspective; it can be known and understood by anyone at any time.
- Ask students what the Declaration means by “all men are created equal.” For one thing, “men” means human being not males as opposed to females. Based on the totality of their writings available, the principal authors of the Declaration meant that men and women share equally in human dignity and in possession of natural rights or freedoms that are simply part of being human. A consistent application of equality would make slavery impossible—and the Second Continental Congress could scarcely have missed this point.
- Note that the mere articulation that all men are created equal was revolutionary. Compared to the degree and universality of equality we take for granted today, such a statement and contemporary limits on the principle in practice leave the Founders open to much potential criticism. For example, in general, women, men without land, and African Americans were not able to vote. But the mere fact that most men *were able* to vote was a significant departure from what was normal in the rest of the world. And even though civil equality was not universal, the statement about inherent and equal dignity of all people was unheard of at the time. Many Founders believed (and the centuries since have proven them correct) that this founding principle would allow for ever greater realizations of equality through history. In brief, were it not for the Founders’ assertion of human equality, albeit imperfectly put into practice, the kind of equality we are used to today likely would never have arisen, or certainly not from American shores.
- Ask students what the Declaration states to be the purpose of government. Students should understand the Declaration’s argument that government is created to secure the natural rights of each person.
- Ask students about the source of a government’s power. The Declaration explains that government power comes from the free consent of the people. Students should also consider the Declaration’s argument that people do not receive their rights from government, nor do they surrender their fundamental rights to it. Instead, the rights to “life, liberty, and the pursuit of happiness” are natural—they are inherent in being human—and government is delegated power by the sovereign people to secure their rights and pursue the common good. Rather than surrendering their rights to government, people create government to protect their rights. The Declaration describes these rights as “unalienable,” meaning that they cannot be relinquished or taken away, though they may be forfeited when a person violates the rights of another person, (e.g., the penalty for taking someone else’s life or liberty might be to lose your own life or liberty).
- Help students to understand what is meant by self-government: legitimate government exists to secure rights and derives its “just powers from the consent of the governed,” that is, from the citizen body. The fundamental purpose of government is clear and its powers are limited. As a result, and by design, the people have the liberty to govern themselves in most aspects of their daily lives.

- Read the list of grievances and ask students to connect some of the grievances to historical events they studied in the previous lesson. Then ask students to explain how those events violate the statements made in the first two paragraphs of the Declaration.
- Reserve conversations on the principled claims of the Declaration and the issue of slavery for Lesson 4 on the Constitution.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Place students in groups of four. Give each student in the group a phrase from the first sentence in the second paragraph of the Declaration of Independence (all groups will have the same four phrases). Have the students arrange the phrases in the correct order. Once the students have figured out the correct order of phrases, have students practice saying the entire second paragraph of the Declaration of Independence within their groups. After some time for practice, recite the entire first sentence of the second paragraph as a class. Conclude the event by asking students the meaning of the following key terms/topics: natural rights, equality, unalienable, liberty, and pursuit of happiness (provided in appendix).

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: Have students draw and color a scene of their choice from the Second Continental Congress, the writing of the Declaration of Independence, or the reading of the Declaration and tolling of the Liberty Bell. Have students present briefly in class what they drew, the story behind it, and why they depicted it the way they did.

Lesson 3 — The War of Independence

1776–1783

9-10 classes

LESSON OBJECTIVE

Students learn about the major figures, common soldiers, strategy, and specific battles of the American War of Independence.

TEACHER PREPARATION

Create a note outline based on the following:

Teacher Texts

Land of Hope Young Reader's Edition

The Story of the Thirteen Colonies and the Great Republic

The American Revolution and Constitution

Chapter 6

Pages 83–102

Pages 4, 33, 53–104,

112–121, 133–136

Trade Books

Heroes of the Revolution

George Washington

A Picture Book of George Washington

Sam the Minuteman

Our Flag

The Flag We Love

Blue Sky White Stars

Uncle Sam and Old Glory

Online.Hillsdale.edu

The Great American Story

Lecture 4

CORE CONTENT IN THIS LESSON

Geography & Places

Delaware River

Valley Forge

Persons

George Washington

Phillis Wheatley

John Adams

Abigail Adams

Benedict Arnold

Alexander Hamilton

Marquis de Lafayette

Terms and Topics

Patriot/Revolutionary	Battle of Trenton
Tory/Loyalist	Betsy Ross Flag
Continental Army	Yankee Doodle
volley	Battle of Saratoga
Battle of New York	French Treaty of Alliance
mercenary	Battle of Yorktown
Hessians	Newburgh Conspiracy
Crossing of the Delaware	American Cincinnatus

To Know by Heart

“These are the times that try men’s souls.” — Thomas Paine, *The Crisis*
Yankee-Doodle, first stanza

Dates

1776–1783	War of Independence
July 4, 1776	Declaration of Independence signed
Christmas, 1776	Battle of Trenton

Images

Historical figures
Landscape pictures of geographic places featured in this lesson
Depictions of figures at various scenes and moments and in battle
“Washington Crossing the Delaware” painting
Betsy Ross Flag and other flags
Maps: overall strategies, specific battles
Relevant forts
Reenactment photos
Washington Monument
Statue of George Washington (Hillsdale College campus)

STORIES FOR THE AMERICAN HEART

- The fates of the signers of the Declaration of Independence
- David Bushnell’s submarine attack
- Washington’s Crossing of the Delaware
- The American farmers joining the Battle of Saratoga
- Washington encouraging his men at Valley Forge
- Stories of Margaret Corbin, Molly Pitcher, Abigail Adams, and Martha Washington during the war
- Washington on horseback at the Battle of Monmouth
- Washington’s dismissal of the Newburgh Conspiracy

QUESTIONS FOR THE AMERICAN MIND

- How did the British respond to the Declaration of Independence?
- What things were helpful to the Americans in the War of Independence?
- What things were helpful to the British in the War of Independence?
- How did the Americans think they could win the war?
- How did the British think they could win the war?
- How did soldiers fight each other?
- What does it mean to love one's country or to be patriotic?
- What things did George Washington do that helped the Americans?
- Why were the Americans in trouble in the winter of 1776?
- What happened at the crossing of the Delaware River and the Battle of Trenton?
- What happened at the Battle of Saratoga?
- Which country was so impressed by the Americans at the Battle of Saratoga that they decided to help the Americans fight against the British?
- Why were the Americans in trouble in the winter of 1777–78 when they were encamped at Valley Forge?
- How did George Washington inspire his soldiers at Valley Forge?
- Who was Baron von Steuben and how did he help the Continental Army?
- What happened at the Battle of Yorktown?
- Why did the Americans win the War of Independence?
- Why did soldiers want to overthrow the American government?
- How did George Washington convince the soldiers not to overthrow the American government?
- What did the British agree to do in the Treaty of Paris?
- Questions from the U.S. Civics Test:
 - Question 76: What war did the Americans fight to win independence from Britain?
 - Question 80: The American Revolution had many important events. Name one.
 - Question 86: George Washington is famous for many things. Name one.
 - Question 89: Alexander Hamilton is famous for many things. Name one.
 - Question 121: Why does the flag have 13 stripes?
 - Question 122: Why does the flag have 50 stars?
 - Question 124: The Nation's first motto was "E Pluribus Unum." What does that mean?

KEYS TO THE LESSON

The American Revolution was truly a “David and Goliath” clash: a fledging strand of remote colonies loosely cooperating as one through a continental, mostly citizen army, fought and won independence from the greatest military power in the world. Students should appreciate this about the war of their forefathers. They should also know key stories of the heroic actions of the leaders and the many common folk in that struggle, understand the strategies employed in general and in specific battles, and consider the key moments and factors that led the Americans to victory.

Teachers might best plan and teach the War of Independence with emphasis on the following approaches:

- Ask students to identify and compare the various advantages and disadvantages of each side at the outset of the war and how these shifted over the years.
- Introduce students to the contemporary style of warfare by using images, maps, and artifacts. This approach will provide a foundation for their subsequent study of battles, help them to understand what happens in battle, and allow them to appreciate the bravery of soldiers fighting on both sides. Be mindful of being too graphic given the age level.
- Help students to empathize with the common Continental Army soldier and perceive the risk facing all the colonists, especially the leaders. Conditions were truly awful at many points in the war. The prospect of imminent defeat and the dire consequences for all involved weighed heavily upon the colonists throughout the war. The leaders—the men we now consider the American Founders—would most certainly have been killed if they were captured or the war was lost. In spite of the risks, they risked everything and sacrificed much for the cause of freedom and self-government. Students should appreciate the great debt we owe them.
- In telling the stories, explain in general each side's strategy and the battle plans employed in some important battles.
- Focus on the drama of each battle through story. Students should understand how the battles came to be, the key stories and moments from the battles themselves, and the significance of their various outcomes on subsequent events. Employ battle maps as appropriate.
- As with any conflict, draw attention to the key contributions of both leaders and common soldiers in the war. George Washington should be especially considered, not so much in his battle tactics as in his overall strategy for the war and his stirring leadership of his soldiers.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Find pictures that represent five different scenes from this lesson. Print off enough images for each group of five students to have a set. Give each student in the group a different picture (all groups will have the same five pictures). Have the students arrange the pictures in the order that those events occurred. Once the students have figured out the correct order of events, have students line up in order and go over the order of events as a class. Conclude the activity by asking students how they knew what event the picture was portraying. Ask students how they remembered the order of events/what they did to figure out the correct order. If there are groups that did not figure out the correct order, ask those students questions in order to move them to the correct sequence.

Activity 2: Provide students with copies of a map that can also be projected on the board. Review with students the events of the war and where certain battles take place. As a class, mark on the map on the board and have students do the same on their own maps. Make indications about who won each battle and review with students how the battle went and what its significance was.

Activity 3: Have students draw or color a picture of the original United States flag. Ask them what the colors, stars, and stripes each represent.

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: Have students draw and color a scene of their choice from the War of Independence. Have students present briefly in class what they drew, the story behind it, and why they depicted it the way they did.

FORMATIVE QUIZ 2

Provide students with numbered papers. Using the “Review Sheets” in the Appendix, make statements and ask students if they are True or False. Have them draw 😊 for “True” or ☹️ for “False” next to each number. Review as a class and talk through what makes each answer correct.

Lesson 4 — The United States Constitution

1783–1789

9-10 classes

LESSON OBJECTIVE

Students learn about the drafting of the Constitution, the debates within the Constitutional Convention and its ratification by the states, the political thought undergirding the Constitution, and the basic structure and powers of the federal government.

TEACHER PREPARATION

Create a note outline based on the following:

Teacher Texts

Land of Hope Young Reader's Edition

Chapters 7 and 8

The Story of the Thirteen Colonies and the Great Republic

Pages 103–108

The United States Constitution

The American Revolution and Constitution

Pages 105–108,
145–149, 161–167, 183

Trade Books

We the People

If You Were There When They Signed the Constitution

A Picture Book of Alexander Hamilton

Online.Hillsdale.edu

The Great American Story

Lectures 4 and 5

CORE CONTENT IN THIS LESSON

Geography & Places

Philadelphia

Independence Hall

Persons

James Madison

George Washington

Alexander Hamilton

Publius

Terms and Topics

government

Shays' Rebellion

Constitutional Convention

Father of the Constitution

Constitution

The Federalist

consent of the governed

self-government

faction

majority tyranny

representation
 federalism
 limited government
 separation of powers
 legislative power
 Congress
 President
 executive powers
 Commander-in-Chief

veto power
 judicial powers
 Supreme Court
 Bill of Rights
 freedom of religion
 freedom of speech
 right to assembly
 right to keep and bear arms

Primary Sources

The United States Constitution
 The Bill of Rights

To Know by Heart

Preamble to the U.S. Constitution
 “A republic, if you can keep it.” — Benjamin Franklin
 “If men were angels, no government would be necessary.” — *Federalist* 10

Dates

September 17, 1787 Constitutional Convention concludes (Constitution Day)

Images

Paintings of historical figures and events
 Depictions of scenes from the Constitutional Convention
 Photographs of Independence hall (exterior and interior)
 Photos or facsimiles of the original Articles of Confederation, Constitution, *Federalist*, and Bill of Rights
The Signing of the American Constitution painting, Samuel Knecht
 Statue of James Madison (Hillsdale College campus)
 National Archives Building and the Rotunda for the Charters of Freedom
 Paintings by Barry Faulkner in the Rotunda for the Charters of Freedom

STORIES FOR THE AMERICAN HEART

- Benjamin Franklin’s story about the sun on George Washington’s chair being a sunrise for the country
- Benjamin Franklin’s reply to a woman’s question about what the Constitutional Convention had created: “A republic, if you can keep it,” and what this means

QUESTIONS FOR THE AMERICAN MIND

- What roles do rules and laws play in daily life? What are some examples?
- What is government and what is its purpose?
- Why were the Articles of Confederation not able to protect the rights of Americans?
- What was Shays’ Rebellion and why did it worry the founders?

- What is a constitution and what does it do?
- Who was the main thinker behind the Constitution, known as the “Father of the Constitution”?
- How are the Declaration of Independence and the Constitution connected?
- What was *The Federalist* and what did it try to do?
- Did the founders think the way people are changes over time or that it doesn’t change? (talking about people in general, not necessarily in each person’s own life)
- How did the founders think people tended to be: good, bad, smart, mistaken, a mixture of all of the above?
- Why were the founders worried about people who have power over others?
- Why did the founders believe it was so important to make sure people agreed to rules and laws that government made?
- Why were the founders so worried about people becoming angry with each other and dividing into groups or factions?
- What were the founders so worried that a big group of people would do to a smaller group of people if they disagreed (majority tyranny)?
- Why did the founders believe that having a big country with many different views would help make sure that one group would not makes laws to hurt another group?
- What were some things that the delegates at the Constitutional Convention disagreed about?
- What are ways for groups to make decisions? Which way did the Founders choose?
- How is America’s democratic republic distinct from the form of government in other nations?
- Why did the founders think it was important to make sure that power in the government, or control over others, was divided among different groups instead of all held by one person or group?
- What is federalism and how does it divide power?
- What is the separation of powers and how does it divide power?
- What does the legislative power allow Congress to do?
- What does the executive power allow the President to do?
- What does the judicial power allow the Supreme Court to do?
- How are members of Congress, the President, and the Supreme Court each chosen?
- How does a bill become a law?
- Why does the Constitution make it so hard for it to be changed?
- Did everyone think the Constitution was a good idea? Why not?
- What does the Bill of Rights do and why?
- What is freedom of religion and why is it important?
- What is freedom of speech and why is it important?
- What is the right to assembly and why is it important?
- What is the right to bear arms and why is it important?
- What is due process and why is it important?
- What does each elected or appointed person swear to do for the Constitution?
- Who controls the Constitution?
- How can you be a responsible citizen?
- Questions from the U.S. Civics Test:
 - Question 1: What is the form of government of the United States?
 - Question 2: What is the supreme law of the land?
 - Question 3: Name one thing the U.S. Constitution does.

- Question 4: The U.S. Constitution starts with the words “We the People.” What does “We the People” mean?
- Question 6: What does the Bill of Rights protect?
- Question 10: Name two important ideas from the Declaration of Independence and the U.S. Constitution.
- Question 13: What is the rule of law?
- Question 14: Many documents influenced the U.S. Constitution. Name one.
- Question 82: What founding document was written in 1787?
- Question 83: The Federalist Papers supported the passage of the U.S. Constitution. Name one of the writers.
- Question 84: Why were the Federalist Papers important?
- Question 86: George Washington is famous for many things. Name one.
- Question 88: James Madison is famous for many things. Name one.
- Question 89: Alexander Hamilton is famous for many things. Name one.

KEYS TO THE LESSON

“[I]t seems to have been reserved to the people of this country, by their conduct and example, to decide the important question, whether societies of men are really capable or not of establishing good government from reflection and choice, or whether they are forever destined to depend for their political constitutions on accident and force.” Thus wrote Alexander Hamilton in the opening paragraph of *Federalist 1* in support of the newly proposed United States Constitution. Indeed, it is the Constitution that gives institutional form to the principles of the Declaration of Independence. It is, as Abraham Lincoln would later express it, the “frame of silver” meant to adorn and, most importantly, to protect the “apple of gold” that is the Declaration of Independence and the truths it asserts. The Constitution is the vehicle for the American experiment in self-government.

Study of the Constitution and of the history of its creation shows students *how* and *that* human beings are able to govern themselves in freedom, securing the equal protection of rights and the dignity of each person through reflection, deliberation, and choice. This is a significant thing for students to grasp, even if in rudimentary form at the youngest grades, for if a constitution cannot achieve these ends, then force and violence are the only alternatives left to mankind.

Students should understand the main ideas and the very basic parts of the Constitution and the government it established, and know the stories from the Constitutional Convention and the ratification debates.

Teachers might best plan and teach the Constitution with emphasis on the following approaches. While the length of this advice is larger than advice for other lessons, it is owing to the ease with which so many features of the Constitution can be taught incorrectly, with important consequences. Therefore, this advice includes many corrections to common misconceptions that can be quickly addressed in class.

- Outline some problems America faced after the Revolution, such as cancelling debts, different currencies, trade barriers between states, not being able to kick the British out of the west, and Shays’ Rebellion.

- Lead students through the process of the Constitutional Convention. Help them see that the Convention was arranged to ensure that all the states were able to speak and be represented. Through stories of the various debates and compromises, explain the difficulty of establishing a government that would satisfy all parties.
- Describe the environment and people of the Constitutional Convention and of the ratification debates.
- Read and talk about certain key phrases from the Constitution with particular attention to the Preamble and the basic structure of government that the Constitution establishes.
- Clarify that the Constitution establishes a republic, not a democracy. In a pure democracy the people make all legislative decisions by direct majority vote; in a republic, the people elect certain individuals to represent their interests in deliberating and voting. The deliberations and voting record of representatives should usually reflect but should also be more refined than that of the entire people voting directly. Sometimes this distinction is described in terms of direct democracy vs. representative democracy. The key point is to highlight our ability to govern ourselves by choosing our neighbors to represent us.
- Explain the importance of the principles of separation of powers and federalism, and why these ideas are central to the Constitution's safeguards against the corrupting tendency of power. In brief, they divide power so that everyone can hold each other accountable.
- Emphasize that the Framers of the Constitution were chiefly concerned with allowing the will of the majority to rule—thereby guaranteeing the consent of the governed—while still preserving the rights of the minority and thereby securing justice.
- Describe the American Founders' understanding of human nature. They understood human nature to be fixed and unchanging, good but also flawed and tending toward corrupting power. In response to human nature, government must guard against the opposite dangers of lawlessness and tyranny, accounting for the realities of human nature and rejecting the possibility of utopia. In brief, the Constitution is constructed on a deep and accurate understanding of fixed human nature born of the Founders' knowledge of history, their own experience, and their prudence.
- Ask about where government power comes from and what it's used for. Review how the Declaration of Independence claims that government power comes from the free consent of the people. Help students to see how the Constitution tries to make sure the people are in control to protect their rights.
- Teach the very basic makeup and powers of each branch of government and explain why the Founders made them so. Students should understand what each branch is and what its main jobs are.
- If students are capable of handling the brutalities of slavery, the following considerations may be helpful in teaching about slavery during the founding decades:
 - Slavery was one of the few matters of disagreement among the colonial revolutionaries in their otherwise generally united challenge to England. Those who opposed slavery as well as those who favored it agreed about the growing threat of British tyranny.
 - Many of the American Founders, especially those from northern colonies, strongly opposed slavery but nevertheless accepted a temporary compromise on the issue, believing that an independent and united country would provide the best prospect for actually abolishing slavery. Without unity between northern and southern colonies, either the colonists would have lost the war, in which case slavery would simply be continued by

Great Britain, or the southern colonies would have formed their own separate country, in which case the North would have no power over the South to abolish slavery. The key for the American Founders, especially those who opposed slavery, would be to continue efforts against slavery as a united country—united around the principles of the Declaration of Independence.

- The idea that a country can be founded on a principle—rather than merely on claims of territory, tribe, or military power—is uniquely American. America’s founding principle that “all men are created equal and that they are endowed by their Creator with certain unalienable rights” was unprecedented. Almost all recognized that the statement of the principles, despite a compromise that allowed for the pre-existing institution’s continuing existence, undermined the legitimacy of slavery.
- Though the Constitution did not abolish slavery, it did place more limits on slavery on a national scale than had previously existed. Indeed, adopting the Constitution was one of the first significant moves to restrict slavery anywhere in the world at that time. Moreover, as Frederick Douglass and Abraham Lincoln would later acknowledge, the Constitution placed slavery on the path to extinction.
- While it is rare that students in these grades are able to follow the logic of the Three-Fifths Clause, teachers should at least understand it well enough to dispel the commonplace belief that it made slaves only three-fifth human. The clause was not about the humanity of slaves; it was strictly about how much representation slave-owning states would receive in Congress and the Electoral College. The great hypocrisy of the slaveholders was that while they refused to call a slave a human being, they insisted that each slave be counted as a whole person for purposes of representation. In fact, it was the anti-slavery Founders who did not want slaves counted at all in the Constitution for the purposes of representation. The fact that slaves were only counted as three-fifths for the purposes of representation was a disappointment for southern states, as they had demanded they be counted as a whole person. It was a partial victory for northern opponents to slavery, as it would give the slaveholding states less influence in lawmaking than they wished. Additionally, students should understand that in the mind of those opposed to slavery, this compromise was the only politically viable route if they were to secure southern support for the Constitution, without which the country would become disunited, with the South able to perpetuate slavery indefinitely as their own country without northern abolitionists.
- The international slave trade was unlimited in the states until the passage of the Constitution, which allowed for it to be outlawed in 1808 (which it was) and for Congress to discourage it by imposing tariffs on the slave trade in the meantime.
- Consider with students the significance of the Constitution not using the word “slave” and instead using “person.” Refusing to use the word “slave” avoided giving legal legitimacy to slavery. Even Article IV, Section 2, Clause 3 emphasizes that slavery was legal based on certain state, not federal, laws. The use of the word “person” forced even slaveholders to recognize the humanity of the slave: that he or she was in fact a human person, not property. There would be no federally-recognized “property in man.”
- Consider with students the sectional nature of views on slavery during the founding. The majority of northerners and northern founders (e.g., John Adams, Benjamin Franklin, Benjamin Rush, Gouverneur Morris, and John Jay) spoke and wrote extensively on the immorality of slavery and its need to be abolished. Some northern founders, such as John

Jay, Alexander Hamilton, and Benjamin Franklin, founded or served in abolitionist societies.

- Consider also that even among the southern founders who supported slavery or held slaves, several leading founders expressed regret and fear of divine retribution for slavery in America, such as Thomas Jefferson, James Madison, and George Washington. Some freed their slaves as well, such as George Washington, who by the end of his life freed the slaves in his family estate. And many, like Thomas Jefferson, nevertheless maintained that slaves were men in full possession of the natural rights of all men. Making these observations does not diminish the inhumaneness of slavery or dismiss the wrong of racism by certain colonists or other individual Americans living in other generations.
- Note the belief of many Founders, based on the evidence at the time, that slavery was naturally on the way to extinction. Public opinion had steadily grown against it; the principles of the Declaration of Independence and Revolution would continue to be a force toward realizing equality; and the Constitution had further restricted slavery, permitted further restrictions by holding the union together, and kept slavery on its path to extinction.
- Familiarize students with the Bill of Rights, especially the 1st and 2nd Amendments.
- Finally, tell students about the first elections, meetings of the Electoral College, and George Washington's inauguration in 1789.
- Conclude the unit with some conversations along the following lines:
 - Many have understood the principle of equality as the enduring object or goal of American political life, with each generation seeking further to expand the conditions of political equality. This was the view of many Founders, as well as of Abraham Lincoln, abolitionists like Frederick Douglass, and civil rights leaders like Martin Luther King Jr., who called the Declaration a "promissory note to which every American was to fall heir" in his 1963 "I Have a Dream" speech.
 - The Declaration's principle of equality—and the persistence and bravery of Americans of all origins to sacrifice and even die insisting that the nation should live up to the principle—has led to unprecedented achievements of human equality and the protection of equal rights.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Place students in groups of five. Provide each student with a sentence/phrase from either the Declaration of Independence or the U.S. Constitution. Have students determine which sentences/phrases come from the Declaration of Independence and which ones come from the Constitution. Review with students the key terms and topics mentioned in the sentences/phrases such as the following: equality, consent of the governed, self-government, etc. Ask plenty of questions about how the two documents are connected to each other.

Activity 2: Hold a brief mock election to parts of the government. Then pretend to try to pass a law. The key is not to spend a lot of time on the mechanics of the government, but rather to show students how no one person or group of people get to make all of the decisions, how they have to work together on things they agree about most, and how the voters still control what they do.

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: Have students draw and color a picture of their choice that illustrates an example of one of the rights guaranteed in the Bill of Rights in practice. Have students present briefly in class what they drew, the story behind it, and why they depicted it the way they did.

APPENDIX A

Talk about History

Review Sheets

Tests

Writing Assignment

TALK ABOUT HISTORY

Student Name: _____

Due: _____

Story/Lesson from History: _____

1. Who/what did you learn about in history class today?

Student Answer: _____

2. Who were the most important characters in the story?

Student Answer: _____

3. Tell me more about one of those characters.

Student Answer: _____

4. Tell me about the most exciting/interesting part of the story today.

Student Answer: _____

Parent Signature: _____

Date: _____

TALK ABOUT HISTORY

Student Name: _____

Due: _____

Story/Lesson from History: _____

1. Who/what did you learn about in history class today?

Student Answer: _____

2. Who were the most important characters in the story?

Student Answer: _____

3. Tell me more about one of those characters.

Student Answer: _____

4. Tell me about the most exciting/interesting part of the story today.

Student Answer: _____

Parent Signature: _____

Date: _____

History Assessment and Review in Grades K–2

REVIEWING AND STUDYING

One-page Review Sheets are included in the following materials. Teachers are encouraged to review items on these sheets with students in the days leading up to an assessment. Between reviewing at the beginning of each class period and this review based on the Review Sheets, students should not need to do any additional studying or review. Review Sheets may be sent home, however, if parents wish to review with their students at home.

ASSESSMENT

The method for assessing students on history in grades K-2 depends on the grade level and student ability.

For students who cannot yet read and write:

Option 1: Choose several items from the Review Sheet to ask each student orally. This may be done in private with the same questions while students complete another activity, or it may be administered aloud with the entire class, varying questions for each student.

Option 2: Create a test with images for matching or identifying terms and topics. Read aloud a description or explanation of a Person, Term, Topic, or Story to the whole class and have each student circle or place a number/letter next to the corresponding image on their test. For the Questions, read aloud a statement that would answer the question and ask students if it is True or False. Have them draw ☺ for “True” or ☹ for “False” next to each statement.

For students who can read and write:

Teachers may administer the tests included in the following materials. It is recommended, especially early in a school year, to have each student complete the test individually, but with the class proceeding together from question to question, each being read aloud by the teacher.

Review Sheet — Unit 2, Test 1

Lesson 1 | Self-Government or Tyranny
Lesson 2 | The Declaration of Independence

Test on _____

DATES: *When did _____ occur?*

July 4, 1776 Declaration of Independence signed

PERSONS: *Tell me who _____ was and what he/she did.*

George III	Patrick Henry	Benjamin Franklin	Thomas Jefferson
George Washington	Paul Revere	Thomas Paine	

TERMS AND TOPICS: *Tell me what _____ is/are/was/were and why we learned about it.*

self-government	Boston Tea Party	Continental Army	equality
representation	Intolerable Acts	<i>Common Sense</i>	pursuit of happiness
militia	Lexington &	Bunker Hill	Patriot
Sons of Liberty	Concord	natural rights	Tory

STORIES FOR THE AMERICAN HEART: *Tell me the story of...*

- George Washington's childhood
- The Boston Massacre
- The Boston Tea Party
- The Minutemen at the Battles of Lexington and Concord

QUESTIONS FOR THE AMERICAN MIND: *Tell me...*

- Why the British began to limit what the colonists could do after the French and Indian War.
- What the Proclamation Act of 1763 attempted to do and why.
- What a tax is and what it is used for.
- Why the colonists were upset about new taxes.
- What John Adams did after the Boston Massacre.
- One of the things the British did in response to the Boston Tea Party through the Intolerable Acts.
- Why the Redcoats did not surprise the Americans before Lexington and Concord.
- What Thomas Paine said in his pamphlet *Common Sense* and how it changed people's minds.
- What the Second Continental Congress decided to do.
- What the Declaration of Independence means when it says, "all men are created equal."
- Where natural rights come from.
- If liberty is the same thing as doing whatever you want. Why or why not?
- What government is supposed to do.
- Who controls the government.
- Why it is special that America was created based on the words of the Declaration of Independence.

Name _____

Date _____

The American Founding — Test 1

Lesson 1 | Self-Government or Tyranny

Lesson 2 | The Declaration of Independence

DATES: *Circle the day the Declaration of Independence was signed.*

A. July 4, 1770

B. July 1, 1776

C. July 4, 1776

PERSONS: *Match the person to who he/she was or what he/she did.*

B. Thomas Jefferson

B. George III

C. Paul Revere

- _____ The King of England who ruled over the colonists.
- _____ Warned, “The British Are Coming!” before the Battles of Lexington and Concord.
- _____ Wrote the Declaration of Independence.

TERMS AND TOPICS: *Match the term to the correct definition, description, or explanation.*

A. *Common Sense*

C. equality

E. Patriot

B. Continental Army

D. natural rights

F. self-government

- _____ The people’s ability to choose those who make laws for them.
- _____ The colonial army led by General Washington.
- _____ Thomas Paine’s pamphlet that convinced many colonists to declare independence.
- _____ Freedoms to do something that people have because they are human beings.
- _____ That each person is of the same value and should be treated the same.
- _____ A colonist who fought for America’s independence.

STORIES FOR THE AMERICAN HEART: *Tell me the story of the Boston Tea Party.*

QUESTIONS FOR THE AMERICAN MIND

10. Tell me why the British began to limit what the colonists could do after the French and Indian War.

11. Tell me why the colonists were upset about new taxes.

12. Tell me one thing the British did in response to the Boston Tea Party through the Intolerable Acts.

13. Tell me what government is supposed to do, according to the Declaration of Independence.

14. Tell me who controls the government, according to the Declaration of Independence.

Review Sheet — Unit 2, Test 2

Lesson 3 | The War of Independence

Lesson 4 | The Constitution

Test on _____

DATES: *When did _____ occur?*

September 17, 1787 Constitutional Convention concludes (Constitution Day)

PERSONS: *Tell me who _____ was and what he/she did.*

George Washington	Marquis de Lafayette	Benjamin Franklin
Benedict Arnold	James Madison	Alexander Hamilton

TERMS AND TOPICS: *Tell me what _____ is/are/was/were and why we learned about it.*

Philadelphia	Yankee Doodle	Father of the	President
Patriot	Battle of Saratoga	Constitution	Supreme Court
Tory	Battle of Yorktown	majority tyranny	Bill of Rights
Continental Army	American Cincinnatus	federalism	freedom of religion
Battle of New York	Constitutional	separation of powers	freedom of speech
Betsy Ross Flag	Convention	Congress	

STORIES FOR THE AMERICAN HEART: *Tell me the story of...*

- Washington's Crossing of the Delaware
- The American farmers joining the Battle of Saratoga
- Washington encouraging his men at Valley Forge
- Benjamin Franklin's story about the sun on George Washington's chair being a sunrise for the country

QUESTIONS FOR THE AMERICAN MIND: *Tell me...*

- How soldiers fought each other in the War of Independence.
- The country that was so impressed by the Americans at the Battle of Saratoga that they decided to help the Americans fight against the British.
- How George Washington inspired his soldiers at Valley Forge.
- Why the Americans won the War of Independence.
- What a constitution is and what it does.
- What the founders worried a bigger group would do to a smaller group if they disagreed.
- Why the founders thought it was important to make sure that power in the government, or control over others, was divided among different groups instead of all held by one person or group.
- What the legislative power allows Congress to do
- What freedom of speech is and why it is important.

Name _____

Date _____

The American Founding — Test 2

Lesson 3 | The War of Independence

Lesson 4 | The Constitution

DATES: *Circle the day the Constitutional Convention concluded, which we call Constitution Day.*

A. September 17, 1787

B. April 17, 1787

C. July 4, 1776

PERSONS: *Match the person to who he/she was or what he/she did.*

A. Benedict Arnold

B. James Madison

C. Alexander Hamilton

- _____ Soldier and assistant to George Washington and proponent of the Constitution.
- _____ Drafted the ideas of the Constitution and is known as the Father of the Constitution.
- _____ Colonial general who abandoned America and joined the British instead.

TERMS AND TOPICS: *Match the term to the correct definition, description, or explanation.*

A. American Cincinnatus

C. Betsy Ross Flag

E. Constitutional Convention

B. Battle of Yorktown

D. Bill of Rights

F. President

- _____ The first United States banner depicting thirteen stripes and thirteen stars in a circle.
- _____ The final battle of the War of Independence, where the British surrendered.
- _____ The nickname for the humble George Washington, who resigned his command.
- _____ The meeting of Founders to create a new government for the United States.
- _____ Makes sure people follow the laws passed by Congress; commands military in wartime.
- _____ A list of changes to the Constitution that clearly prevent certain government actions.

STORIES FOR THE AMERICAN HEART: *Tell me the story of the Washington’s Crossing of the Delaware.*

QUESTIONS FOR THE AMERICAN MIND

10. Tell me the country that was so impressed by the Americans at the Battle of Saratoga that they decided to help the Americans fight against the British.

11. Tell me how George Washington inspired his soldiers at Valley Forge.

12. Tell me what a constitution is and what it does.

13. Why the Founders thought it was important to make sure that power in the government, or control over others, was divided among different groups instead of all held by one person or group.

14. What freedom of speech is and why it is important.

APPENDIX B

Primary Sources

The Second Continental Congress

The American People

THE THIRTEEN UNITED STATES OF AMERICA

The Unanimous Declaration

A DECLARATION

July 4, 1776

Pennsylvania State House | Philadelphia, Pennsylvania

Declaration of Independence

BACKGROUND

The delegates from each colony at the Second Continental Congress announced their votes to form a new country separate from Great Britain in this statement to mankind that expounds both the principles on which this new country would be founded and the reasons they judged themselves justified to separate.

ANNOTATIONS**NOTES & QUESTIONS**

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

5 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

10 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 estab-

15 lished should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to

"The Declaration of Independence," in *The U.S. Constitution: A Reader*, ed. Hillsdale College Politics Faculty (Hillsdale, MI: Hillsdale College Press, 2012), 5-9.

ANNOTATIONS

NOTES & QUESTIONS

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.

10

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

15

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

20

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

25

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

30

ANNOTATIONS

NOTES & QUESTIONS

He has endeavored to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

- 5 He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

10

He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people, and eat out their substance.

- 15 He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

- 20 He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

- 25 For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

- 30 For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

ANNOTATIONS

NOTES & QUESTIONS

For transporting us beyond Seas to be tried for pretended offenses:

5 For abolishing the free System of English Laws in a neighboring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

10 For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

15 He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

20 He is at this time transporting large Armies of foreign Mercenaries to complete the works of death, desolation and tyranny, already begun with circumstances of Cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

25 He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

30 He has excited domestic insurrections amongst us, and has endeavored to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

ANNOTATIONS

NOTES & QUESTIONS

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

5

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

10

15

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

20

25

Georgia

Button Gwinnett, Lyman Hall, George Walton

30

ANNOTATIONS

North Carolina

William Hooper, Joseph Hewes, John Penn

South Carolina

5 Edward Rutledge, Thomas Heyward, Jr., Thomas Lynch, Jr., Arthur Middleton

Maryland

Samuel Chase, William Paca, Thomas Stone, Charles Carroll of Carrollton

10 Virginia

George Wythe, Richard Henry Lee, Thomas Jefferson, Benjamin Harrison, Thomas Nelson, Jr., Francis Lightfoot Lee, Carter Braxton

Pennsylvania

15 Robert Morris, Benjamin Rush, Benjamin Franklin, John Morton, George Clymer, James Smith, George Taylor, James Wilson, George Ross

Delaware

Caesar Rodney, George Read, Thomas McKean

20

New York

William Floyd, Philip Livingston, Francis Lewis, Lewis Morris

New Jersey

25 Richard Stockton, John Witherspoon, Francis Hopkinson, John Hart, Abraham Clark

New Hampshire

Josiah Bartlett, William Whipple, Matthew Thornton

30 Massachusetts

John Hancock, Samuel Adams, John Adams, Robert Treat Paine, Elbridge Gerry

ANNOTATIONS

NOTES & QUESTIONS

Rhode Island

Stephen Hopkins, William Ellery

Connecticut

5 Roger Sherman, Samuel Huntington, William Williams, Oliver Wolcott

THE PEOPLE OF THE UNITED STATES OF AMERICA

The Constitution

LAW

March 4, 1789
United States of America

BACKGROUND

Delegates to the Constitutional Convention drafted and the states ratified this Constitution, forming the second national government for the United States of America.

ANNOTATIONS

NOTES & QUESTIONS

Preamble

We the People of the United States, in Order 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, do ordain and establish this Constitution for the United States of America.

Article I

Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

"The Constitution of the United States of America," in *The U.S. Constitution: A Reader* (Hillsdale, MI: Hillsdale College Press, 2012), 47-66.

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons. The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to choose three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

The House of Representatives shall choose their Speaker and other Officers; and shall have the sole Power of Impeachment.

Section 3. The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, for six Years; and each Senator shall have one Vote.

Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Classes. The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year, so that one third may be chosen every second Year; and if Vacancies happen by Resignation, or otherwise, during the Recess of the Legislature of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies.

No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.

5 The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided.

The Senate shall choose their other Officers, and also a President pro tempore, in the Absence of the Vice President, or when he shall exercise the Office of President of the United States.

10 The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present.

15 Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of honor, Trust or Profit under the United States: but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Punishment, according to Law.

20 Section 4. The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of choosing Senators.

The Congress shall assemble at least once in every Year, and such Meeting shall be on the first Monday in December, unless they shall by Law appoint a different Day.

25 Section 5. Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a Quorum to do Business; but a smaller Number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties as each House may provide.

Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behavior, and, with the Concurrence of two thirds, expel a Member.

Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excepting such Parts as may in their Judgment require Secrecy; and the Yeas and Nays of the Members of either House on any question shall, at the Desire of one fifth of those Present, be entered on the Journal.

Neither House, during the Session of Congress, shall, without the Consent of the other, adjourn for more than three days, nor to any other Place than that in which the two Houses shall be sitting.

10 Section 6. The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States. They shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance at the Session of their respective Houses, and in going to and returning from the same; and for any Speech or Debate in either House, they shall not be
15 questioned in any other Place.

No Senator or Representative shall, during the Time for which he was elected, be appointed to any civil Office under the Authority of the United States, which shall have been created, or the Emoluments whereof shall have been encreased during such time; and no Person holding any Office under the United States, shall be a Member of either House during his
20 Continuance in Office.

Section 7. All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as on other Bills.

Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the United States; If he approve he shall sign it, but if not he shall return it, with his Objections to that House in which it shall
25 have originated, who shall enter the Objections at large on their Journal, and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, by which it shall

likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law. But in all such Cases the Votes of both Houses shall be determined by yeas and Nays, and the Names of the Persons voting for and against the Bill shall be entered on the Journal of each House respectively. If any Bill shall not be returned by the President within ten days
 5 (Sundays excepted) after it shall have been presented to him, the Same shall be a Law, in like Manner as if he had signed it, unless the Congress by their Adjournment prevent its Return in which Case it shall not be a Law.

Every Order, Resolution, or Vote to which the Concurrence of the Senate and House of Representatives may be necessary (except on a question of Adjournment) shall be pre-
 10 sented to the President of the United States; and before the Same shall take Effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the Rules and Limitations prescribed in the Case of a Bill.

Section 8. The Congress shall have Power To lay and collect Taxes, Duties, Imposts and
 15 Excises, to pay the Debts and provide for the common Defense and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

To borrow Money on the credit of the United States;

To regulate Commerce with foreign Nations, and among the several States, and with the
 20 Indian Tribes;

To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bank-
 ruptcies throughout the United States;

To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of
 Weights and Measures;

25 To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;

To establish Post Offices and post Roads;

To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

To constitute Tribunals inferior to the supreme Court;

5 To define and punish Piracies and Felonies committed on the high Seas, and Offenses against the Law of Nations;

To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water;

To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years;

10 To provide and maintain a Navy;

To make Rules for the Government and Regulation of the land and naval Forces;

To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;

15 To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress;

20 To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles square) as may, by Cession of particular States, and the Acceptance of Congress, become the Seat of the Government of the United States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, dock-Yards, and other needful Buildings;—And

25 To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

Section 9. The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a Tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.

- 5 The Privilege of the Writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it.

No Bill of Attainder or ex post facto Law shall be passed.

No Capitation, or other direct, Tax shall be laid, unless in Proportion to the Census or Enumeration herein before directed to be taken.

- 10 No Tax or Duty shall be laid on Articles exported from any State.

No Preference shall be given by any Regulation of Commerce or Revenue to the Ports of one State over those of another: nor shall Vessels bound to, or from, one State, be obliged to enter, clear, or pay Duties in another.

- 15 No Money shall be drawn from the Treasury, but in Consequence of Appropriations made by Law; and a regular Statement and Account of the Receipts and Expenditures of all public Money shall be published from time to time.

- 20 No Title of Nobility shall be granted by the United States: And no Person holding any Office of Profit or Trust under them, shall, without the Consent of the Congress, accept of any present, Emolument, Office, or Title, of any kind whatever, from any King, Prince, or foreign State.

Section 10. No State shall enter into any Treaty, Alliance, or Confederation; grant Letters of Marque and Reprisal; coin Money; emit Bills of Credit; make any Thing but gold and silver Coin a Tender in Payment of Debts; pass any Bill of Attainder, ex post facto Law, or Law impairing the Obligation of Contracts, or grant any Title of Nobility.

- 25 No State shall, without the Consent of the Congress, lay any Imposts or Duties on Imports or Exports, except what may be absolutely necessary for executing its inspection Laws: and

the net Produce of all Duties and Imposts, laid by any State on Imports or Exports, shall be for the Use of the Treasury of the United States; and all such Laws shall be subject to the Revision and Control of the Congress.

5 No State shall, without the Consent of Congress, lay any duty of Tonnage, keep Troops, or Ships of War in time of Peace, enter into any Agreement or Compact with another State, or with a foreign Power, or engage in War, unless actually invaded, or in such imminent Danger as will not admit of delay.

Article II

10 Section 1. The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice-President chosen for the same Term, be elected as follows:

15 Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

20 The Electors shall meet in their respective States, and vote by Ballot for two Persons, of whom one at least shall not be an Inhabitant of the same State with themselves. And they shall make a List of all the Persons voted for, and of the Number of Votes for each; which List they shall sign and certify, and transmit sealed to the Seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall, in the Presence of the Senate and House of Representatives, open all the Certificates, and the Votes shall then be counted. The Person having the greatest Number of Votes shall be the President, if such Number be a Majority of the whole Number of Electors appointed; and if there be more than one who have such Majority, and have an equal Number of Votes, 25 then the House of Representatives shall immediately choose by Ballot one of them for President; and if no Person have a Majority, then from the five highest on the List the said House shall in like Manner choose the President. But in choosing the President, the Votes shall be taken by States, the Representation from each State having one Vote; a quorum for

this Purpose shall consist of a Member or Members from two thirds of the States, and a Majority of all the States shall be necessary to a Choice. In every Case, after the Choice of the President, the Person having the greatest Number of Votes of the Electors shall be the Vice President. But if there should remain two or more who have equal Votes, the Senate
5 shall choose from them by Ballot the Vice President.

The Congress may determine the Time of choosing the Electors, and the Day on which they shall give their Votes; which Day shall be the same throughout the United States.

No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall
10 any Person be eligible to that Office who shall not have attained to the Age of thirty-five Years, and been fourteen Years a Resident within the United States.

In Case of the Removal of the President from Office, or of his Death, Resignation, or Inability to discharge the Powers and Duties of the said Office, the Same shall devolve on the Vice President, and the Congress may by Law provide for the Case of Removal, Death,
15 Resignation or Inability, both of the President and Vice President, declaring what Officer shall then act as President, and such Officer shall act accordingly, until the Disability be removed, or a President shall be elected.

The President shall, at stated Times, receive for his Services, a Compensation, which shall neither be increased nor diminished during the Period for which he shall have been elected,
20 and he shall not receive within that Period any other Emolument from the United States, or any of them.

Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation:—"I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the
25 Constitution of the United States."

Section 2. The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of

the executive Departments, upon any subject relating to the Duties of their respective Offices, and he shall have Power to grant Reprieves and Pardons for Offenses against the United States, except in Cases of Impeachment.

5 He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as
10 they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate, by granting Commissions which shall expire at the End of their next Session.

Section 3. He shall from time to time give to the Congress Information of the State of the
15 Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed,
20 and shall Commission all the Officers of the United States.

Section 4. The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

Article III

25 Section 1. The judicial Power of the United States, shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good

Behavior, and shall, at stated Times, receive for their Services a Compensation, which shall not be diminished during their Continuance in Office.

5 Section 2. The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority;—to all Cases affecting Ambassadors, other public Ministers and Consuls;—to all Cases of admiralty and maritime Jurisdiction; —to Controversies to which the United States shall be a Party;—to Controversies between two or more States;—between a State and Citizens of another State;—between Citizens of different States;—between Citizens of the same State claiming Lands under Grants of different States, and between a State,
10 or the Citizens thereof, and foreign States, Citizens or Subjects.

In all Cases affecting Ambassadors, other public Ministers and Consuls, and those in which a State shall be Party, the supreme Court shall have original Jurisdiction. In all the other Cases before mentioned, the supreme Court shall have appellate Jurisdiction, both as to Law and Fact, with such Exceptions, and under such Regulations as the Congress shall
15 make.

The Trial of all Crimes, except in Cases of Impeachment, shall be by Jury; and such Trial shall be held in the State where the said Crimes shall have been committed; but when not committed within any State, the Trial shall be at such Place or Places as the Congress may by Law have directed.

20 Section 3. Treason against the United States, shall consist only in levying War against them, or in adhering to their Enemies, giving them Aid and Comfort. No Person shall be convicted of Treason unless on the Testimony of two Witnesses to the same overt Act, or on Confession in open Court.

The Congress shall have Power to declare the Punishment of Treason, but no Attainder of
25 Treason shall work Corruption of Blood, or Forfeiture except during the Life of the Person attainted.

Article IV

Section 1. Full Faith and Credit shall be given in each State to the public Acts, Records, and judicial Proceedings of every other State. And the Congress may by general Laws prescribe the Manner in which such Acts, Records and Proceedings shall be proved, and the Effect thereof.

Section 2. The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States.

A Person charged in any State with Treason, Felony, or other Crime, who shall flee from Justice, and be found in another State, shall on Demand of the executive Authority of the State from which he fled, be delivered up, to be removed to the State having Jurisdiction of the Crime.

No Person held to Service or Labor in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or Labor, but shall be delivered up on Claim of the Party to whom such Service or Labor may be due.

Section 3. New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the Jurisdiction of any other State; nor any State be formed by the Junction of two or more States, or parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress.

The Congress shall have Power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States; and nothing in this Constitution shall be so construed as to Prejudice any Claims of the United States, or of any particular State.

Section 4. The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion; and on Application of the Legislature, or of the Executive (when the Legislature cannot be convened) against domestic Violence.

Article V

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either
5 Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress; Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth
10 Section of the first Article; and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate.

Article VI

All Debts contracted and Engagements entered into, before the Adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Con-
15 federation.

This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwithstand-
20 ing.

The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution; but no religious Test shall ever be required as a Qualification to any Office or public Trust under
25 the United States.

Article VII

The Ratification of the Conventions of nine States, shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.

5 Done in Convention by the Unanimous Consent of the States present the Seventeenth Day of September in the Year of our Lord one thousand seven hundred and Eighty seven and of the Independence of the United States of America the Twelfth In witness whereof We have hereunto subscribed our Names.

10 George Washington—

President and deputy from Virginia

Delaware

George Read, Gunning Bedford, Jr., John Dickinson, Richard Bassett, Jacob Broom

15 **Maryland**

James McHenry, Daniel of St. Thomas Jenifer, Daniel Carroll

Virginia

John Blair, James Madison, Jr.

North Carolina

20 William Blount, Richard Dobbs Spaight, Hugh Williamson

South Carolina

John Rutledge, Charles Cotesworth Pinckney, Charles Pinckney, Pierce Butler

ANNOTATIONS

Georgia

William Few, Abraham Baldwin

New Hampshire

John Langdon, Nicholas Gilman

5 **Massachusetts**

Nathaniel Gorham, Rufus King

Connecticut

William Samuel Johnson, Roger Sherman

New York

10 Alexander Hamilton

New Jersey

William Livingston, David Brearley, William Paterson, Jonathan Dayton

Pennsylvania

15 Benjamin Franklin, Thomas Mifflin, Robert Morris, George Clymer, Thomas FitzSimons, Jared Ingersoll, James Wilson, Gouverneur Morris

Attest William Jackson Secretary

FIRST CONGRESS

Proposed Amendments to the Constitution

JOIN RESOLUTION EXCERPT

September 25, 1789

Federal Hall | City of New-York, New York

Bill of Rights

BACKGROUND

As part of a compromise to secure the ratification of the Constitution, Federalists introduced in the first Congress a Bill of Rights as twelve amendments to the new Constitution. Below are the ten amendments that were ultimately ratified.

ANNOTATIONS

NOTES & QUESTIONS

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.

5 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

10 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.

"The Constitution of the United States of America," in *The U.S. Constitution: A Reader* (Hillsdale, MI: Hillsdale College Press, 2012), 58-60.

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 to answer 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 offence to be twice put in jeopardy of 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 defence.

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

- 5 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.

UNIT 3

The Early Republic

1789–1848

20-30-minute classes | 30-34 classes

UNIT PREVIEW

Structure

LESSON 1	1789–1801	The New Government	6-7 classes	p. 7
LESSON 2	1801–1815	Prospects, Uncertainties, and War	6-7 classes	p. 11
LESSON 3	1815–1829	The American Way	6-7 classes	p. 16
LESSON 4	1829–1848	Manifest Destiny	8-9 classes	p. 20
APPENDIX A	Study Guides, Tests, and Writing Assignment			p. 25
APPENDIX B	Primary Source			p. 37

Why Teach the Early Republic

The United States of America is an “experiment in self-government.” None other than the Father of the Country, George Washington, said as much at his inauguration. The experiment had seemed to be on the verge of failure by 1787, but the Constitution gave it a second chance. This is the story of the beginning decades of that “second chance.” What is so remarkable about these decades is that the ideas and structures of the Constitution were put into action with real people, real challenges, and real opportunities. America’s first elected and appointed statesmen would set the precedents by which American representative democracy would operate. Indeed, much of American self-government still reflects the precedents established in those first decades. These acts were not performed in a vacuum, however. America’s leaders

had to face very real struggles, and the American people had to learn to trust the Constitution and one another. All the while, America also found before her opportunities rarely afforded to any nation. In navigating the challenges and seizing the opportunities, America matured into an increasingly, though still imperfect, democratic society.

Enduring Ideas from This Unit

1. The presidency of George Washington was indispensable in establishing precedents conducive to free self-government and in keeping America free of what would have been a disastrous war.
2. The opportunities afforded to the United States were exceedingly rare in the history of nations.
3. Amidst the great strides in the practice of self-government and in taking advantage of opportunities, America's treatment of Native Americans and the entrenching of slavery in the Southern states reveal the imperfections of the American regime and the injustices that were permitted.
4. American democracy expressed itself in a variety of unique ways and had a deep effect on the habits, thoughts, and character of Americans.
5. The idea of America's "manifest destiny" to expand from coast to coast and spread its democratic ideas was a mixture of noble and material motivations which led to the Mexican-American War and a renewed debate over the expansion of slavery.

What Teachers Should Consider

The start of this unit includes a familiar cast of characters. The first four presidents were all founding fathers, and many cabinet members, diplomats, and justices were either present in Philadelphia in 1776 and 1787, fought in the War of Independence, or both. It proved consequential to the early national stability of America that these figures should have been the first to govern under the Constitution, George Washington above all others. Students should come explore how much of the way American government functions and how many traditions of the American political order are owed to President Washington.

At the same time, students should understand the precarious situations into which the young country was drawn and learn how America's first leaders managed these challenges. From maintaining a fragile unity to enduring buffets from Great Britain and Revolutionary France, these first four presidents had more than enough to handle, including the crisis of the War of 1812.

And yet, America also had an abundance of opportunities during the first half of the 1800s. These began with the Louisiana Purchase and proceeded to include the acquisition of Florida, the Monroe Doctrine's assertion of American authority in the Western Hemisphere, the annexation of Texas, and the Mexican Cession following the Mexican-American War. All the while America's economic fortunes grew steadily.

American representative democracy was thus put into action, and the experiment in self-government seemed to be succeeding. But how did democratic society affect its citizens? Considering this question offers an opportunity to look at life in a democratic republic. This includes the ways in which America's founding principles were not upheld, with respect to slavery and the treatment of Native Americans.

The study of America’s “manifest destiny” is an opportunity for students to enter the minds of Americans at the time and attempt to understand the spirit of the democratic age. Based on the circumstances, it seemed almost inevitable that America would spread many of its unique ideas and accomplishments throughout all of North America. Yet this sentiment was sometimes in tension with America’s founding principles. The culmination of this spirit in the Mexican-American War would gain for America an astonishing amount of new land, resources, and opportunity, but also bring closer the prospect of civil war.

How Teachers Can Learn More

TEXT

Land of Hope, Wilfred McClay

ONLINE COURSES | Online.Hillsdale.edu

The Great American Story

Lesson Planning Resources

TEACHER RESOURCES

Land of Hope Young Reader’s Edition, Volume 1, Wilfred McClay
The Story of the Thirteen Colonies and the Great Republic, H.A. Guerber
Westward Expansion, Anne Goudvis and Stephanie Harvey
The Civil War and Reconstruction, Anne Goudvis and Stephanie Harvey

TRADE BOOKS

George Washington, Ingri and Edgar Parin d’Aulaire
A Picture Book of George Washington, David Adler
A Picture Book of Alexander Hamilton, David Adler
A Picture Book of Thomas Jefferson, David Adler
A Picture Book of Dolley and James Madison, David Adler
Aboard the USS Constitution, Therese Shea
Our Flag Was Still There, Jessie Hartland
The Star-Spangled Banner, Peter Spier
The Battle of New Orleans, Freddi Evans
If You Lived When There Was Slavery in America, Anne Kamma
Sequoyah, James Rumford
The Amazing Impossible Erie Canal, Cheryl Harness
Steam, Smoke, and Steel, Patrick O’Brien

If You Traveled West in a Covered Wagon, Ellen Levine
Going West, Jean Van Leeuwen
Minnow and Rose, Judy Young
If You Traveled on the Underground Railroad, Ellen Levine

PRIMARY SOURCES

Thanksgiving Proclamation, George Washington

**LESSON PLANS,
ASSIGNMENTS,
AND QUIZZES**

Lesson 1 — The New Government

1789–1801

6–7 classes

LESSON OBJECTIVE

Students learn about the first decades of American self-government under the Constitution, including the major events and developments during the presidencies of George Washington and John Adams.

TEACHER PREPARATION

Create a note outline based on the following:

Teacher Texts

<i>Land of Hope Young Reader's Edition, Volume 1</i>	Pages 85–100
<i>The Story of the Thirteen Colonies and the Great Republic</i>	Pages 109–119
<i>Westward Expansion</i>	Pages 49–51
Primary Source	See below.

Trade Books

George Washington
A Picture Book of George Washington
A Picture Book of Alexander Hamilton

Online.Hillsdale.edu

<i>The Great American Story</i>	Lectures 5 and 6
<i>American Heritage</i>	Lecture 5

CORE CONTENT IN THIS LESSON

Geography and Places

New York City	Washington, DC
Mount Vernon	Executive Mansion
Philadelphia	Northwest Territory

Persons

George Washington	Thomas Jefferson
John Adams	Alexander Hamilton

Terms and Topics

Bill of Rights	Federalist Party
Father of Our Country	Democratic-Republican Party
cabinet	Alien and Sedition Acts
Whiskey Rebellion	nullify
cotton gin	

Primary Sources

Thanksgiving Proclamation, George Washington

To Know by Heart

“Washington” —Nancy Byrd Turner

Timeline

1787	Constitutional Convention
1789	Elections held; First Congress convened; George Washington inaugurated

Images

Historical figures and events
 Depictions of Federal Hall and Washington’s inauguration
 Early maps and designs for Washington, DC, and the Executive Mansion

STORIES FOR THE AMERICAN HEART

- Biographies and the roles of George Washington and John Adams
- George Washington’s travels to New York City for his inauguration
- The ebb and flow of the friendship between John Adams and Thomas Jefferson
- Thomas Jefferson walking to his inauguration and riding bareback around Washington, DC
- The death of George Washington

QUESTIONS FOR THE AMERICAN MIND

- Why was George Washington’s presidency important?
- What presidential traditions did George Washington give us?
- What was Alexander Hamilton’s vision of the kind of country America should become?
- What was Thomas Jefferson’s vision of the kind of country America should become?
- What was the Whiskey Rebellion all about?
- Why was it hard for America not to get into the war between Great Britain and France?
- What did the cotton gin do?
- How did the cotton gin change the future of slavery?
- What did George Washington say about learning and doing the right thing?
- Why did John Adams have a hard time as president?
- What did the Alien and Sedition Acts do?
- Why was the election of 1800 called the “revolution of 1800” by Thomas Jefferson?
- Questions from the US Civics Test:
 - Question 37: The president of the United States can serve only two terms. Why?
 - Question 47: What does the president’s cabinet do?
 - Question 86: George Washington is famous for many things. Name one.
 - Question 89: Alexander Hamilton is famous for many things. Name one.
 - Question 119: What is the capital of the United States?

KEYS TO THE LESSON

With the Constitution ratified following robust debate, America embarked on the next phase of its experiment with self-government. Success was far from assured. The first statesmen to govern within this new system would play a decisive role in determining not only the immediate success of the fledgling republic but also its long-term well-being. Nearly every action would set a precedent, and there were very real threats to the country, both from without and from within. The statesmanship of George Washington and John Adams was indispensable for setting these precedents while steering the young nation through many trials, including deepening domestic division. With the peaceful national election in 1800, followed by a transfer of power in 1801, the United States could mark a successful passage through its first dozen years of self-government under the Constitution, setting the stage for the next two hundred years of American government and history.

Teachers might best plan and teach The New Government with emphasis on the following approaches:

- Spend time teaching about the importance of George Washington in these first years under the Constitution, including his character and his example. Of special note is Washington's setting of precedents for the presidency, his unifying example, his balancing of different views, and his efforts to prevent the young country from being dragged into a war with the British or the French. Read aloud and discuss Washington's Thanksgiving Proclamation with the class.
- Discuss briefly the different visions held by Thomas Jefferson and Alexander Hamilton about the kind of work and lifestyle America should be.
- Share with students the different sympathies that Americans had toward Great Britain or France, and how George Washington and John Adams both insisted on staying out of the conflict for the good of the country.
- Explore the invention of the cotton gin, which occurred in 1793, four years into the new government under the Constitution. Explain the ideal cotton-growing climate in the Southern states and yet the laborious and slow work of separating cotton seeds from the cotton. Then show how Whitney's gin worked and how it revolutionized the cotton industry. Cotton plantations quickly began to expand and revitalized the demand for slave labor that had been in general decline through many of the founding years.
- Explain how the plan for surveying and settling the Northwest Territory went into effect through the Northwest Ordinance. Highlight how the distribution of public lands through the township system along with an allotment for a public school were both unique in world history.
- Emphasize for students the great growth in population and industry during this decade, including further settlement westward and changing relationships between Native Americans and settlers.
- Consider how voting privileges expanded with the removal of property requirements, what was then a monumental development in self-government unique to America.
- Conclude the treatment of George Washington's presidency with a discussion of the main ideas in his Farewell Address, especially his emphasis on religion, education, and upright moral conduct as essential to the success of the United States. Implied throughout is the necessity of reverence for the rule of law.
- Discuss John Adams's presidency, beginning with a review of his contributions during the Revolution. Note with students how Adams had a hard act to follow and little of the respect, admiration, or mystique that Washington had possessed. Help students to understand Adams's major accomplishments, including building a navy and navigating a neutral position with respect

to the French wars of revolution, not to mention following the precedents set by Washington, thus lending them greater permanence.

- Based on previous conversation about the competing views for the country (as put forward by Thomas Jefferson and Alexander Hamilton), trace the development of political parties during the Washington and Adams administrations, culminating in the election of 1800, during which the American people were deeply divided. The threat of civil unrest was high, and Jefferson's defeat of Adams posed a risk that such unrest would overflow during the first attempt to transfer power. That the transfer of power was, however, entirely peaceful after twelve years of rule by one regime seemed to confirm the sturdiness of the Constitution and the prudence of those who governed for that first decade. Such transfers of power were extraordinarily rare up to that point in history.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Have students draw depictions of life in the two different visions of America as argued for by Alexander Hamilton and Thomas Jefferson. Then have them present on what they drew and why.

Activity 2: Have students draw or construct a monument to a historical figure of their choosing from this lesson, including symbols that represent their accomplishments or virtues. Then have them present on what they drew and why.

Assignment 1: Have students and parents complete a "Talk about History" assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: Have students draw a map of Washington, DC, making comparisons between what it was like originally and what it like nowadays. Consider having students add the new buildings and monuments to their maps over the course of their study of American history.

FORMATIVE QUIZ 1

Provide students with numbered papers. Using the "Review Sheets" in the Appendix, make statements and ask students if they are True or False. Have them draw ☺ for "True" or ☹ for "False" next to each number. Review as a class and talk through what makes each answer correct.

Lesson 2 — Prospects, Uncertainties, and War

1801–1815

6–7 classes

LESSON OBJECTIVE

Students learn about events during the presidencies of Thomas Jefferson and James Madison, including Americans' conflict with the British in the War of 1812.

TEACHER PREPARATION

Create a note outline based on the following:

Teacher Texts

<i>Land of Hope Young Reader's Edition, Volume 1</i>	Pages 100–118
<i>The Story of the Thirteen Colonies and the Great Republic</i>	Pages 120–132
<i>Westward Expansion</i>	Pages 7–9, 34–48

Trade Books

A Picture Book of Thomas Jefferson
A Picture Book of Dolley and James Madison
Aboard the USS Constitution
Our Flag Was Still There
The Star-Spangled Banner
The Battle of New Orleans

Online.Hillsdale.edu

<i>The Great American Story</i>	Lecture 6
<i>American Heritage</i>	Lectures 5 and 7

CORE CONTENT IN THIS LESSON

Geography and Places

Monticello	Louisiana Territory
Barbary Coast	Washington, DC

Persons

Thomas Jefferson	James Madison
Meriwether Lewis	Francis Scott Key
William Clark	Andrew Jackson
Sacagawea	

Terms and Topics

Louisiana Purchase
 Corps of Discovery
 Barbary Pirates
 impressment
 War of 1812

USS Constitution
 “The Defense of Ft. McHenry”
 Battle of New Orleans

To Know by Heart

“The Star-Spangled Banner”

Timeline

1812–15 War of 1812

Images

Historical figures and events
 Landscape pictures of geographic places featured in this lesson
 Statue of Thomas Jefferson (Hillsdale College campus)
 Jefferson Memorial
 Images and uniforms of British and American officers and soldiers
 Depictions of figures at various scenes and moments in battle
USS Constitution in Boston Harbor
 Depictions of the Executive Mansion on fire
 Depictions of the defense of Fort McHenry
 Scenes from the Battle of New Orleans
 Statue of James Madison (Hillsdale College campus)

STORIES FOR THE AMERICAN HEART

- Biographies and the roles of Thomas Jefferson and James Madison
- Entries from the diaries of Meriwether Lewis and William Clark
- Dolley Madison fleeing the British with the portrait of George Washington
- The burning of Washington, DC, including the Executive Mansion
- The defense of Fort McHenry and the writing of “The Star-Spangled Banner”
- The Battle of New Orleans and how it occurred after a peace treaty had been signed—unbeknownst to the battle participants

QUESTIONS FOR THE AMERICAN MIND

- What was the impact of the Louisiana Purchase on America’s future?
- What was it like to travel with the Corps of Discovery Expedition?
- How did Sacagawea help Lewis and Clark?
- Why did Thomas Jefferson send the Navy to attack the Barbary Pirates?
- What did Congress and Thomas Jefferson outlaw in 1808?
- What was James Madison’s presidency like?
- Why did America fight the British in the War of 1812?
- What happened in the Battle of Lake Erie?

- What happened to Washington, DC during the War of 1812?
- What happened in the Battle of New Orleans?
- What happened at the end of the War of 1812?
- Questions from the US Civics Test:
 - Question 87: Thomas Jefferson is famous for many things. Name one.
 - Question 88: James Madison is famous for many things. Name one.
 - Question 90: What territory did the United States buy from France in 1803?
 - Question 91: Name one war fought by the United States in the 1800s.
 - Question 123: What is the name of the national anthem?

KEYS TO THE LESSON

Changes in power had been historically tumultuous. How would the young United States handle its own change in who was in charge? And perhaps even more importantly, how would those making those changes behave? It turned out that Thomas Jefferson the president ended up being far less revolutionary than Thomas Jefferson the thinker and party leader. His policies were relatively moderate and even tended in the direction of Federalist positions. Yet challenges remained, particularly during the years of the Napoleonic Wars, culminating with the War of 1812 under James Madison. But even when the young nation made serious mistakes, somehow America seemed to emerge the better for it.

Teachers might best plan and teach Prospects, Uncertainties, and War with emphasis on the following approaches:

- Begin the lesson with a review of Thomas Jefferson's childhood and biography. Like so many of his contemporary American Founders and statesmen, Jefferson had an exceptional mind with many interests and plenty of practical political skill. Of particular note is his storied career as a political thinker and statesman, his devotion to education, and the contradiction between his private efforts and statements against slavery and his continued ownership of slaves at Monticello.
- Explore with students how Thomas Jefferson used his power in more ways than many thought he would, including himself. The almost unilateral Louisiana Purchase and the military expedition against the Barbary pirates in the Mediterranean are two examples.
- Tell students the stories of the Corps of Discovery Expedition through the Louisiana Territory. Be sure to show plenty of drawings and maps from Meriwether Lewis and William Clark's sketchbooks. Use this opportunity to review geography material as the Corps traveled westward.
- Discuss the continued menace of the Napoleonic Wars and Americans' attempts to trade with both the French and the British. Illustrate clearly for students why impressment of American sailors was such an affront.
- Conclude the Jefferson administration by noting how Thomas Jefferson cemented the two-term limit tradition for presidents by following Washington's example. In the last year of his presidency, Jefferson also signed into law in 1808 the abolition of the international slave trade, the earliest moment the Constitution allowed for it to be abolished.
- Introduce James Madison with a review of his biography and his role in the Constitutional Convention and ratification debates. From this background students should not be surprised that he had become president, just as many Americans at the time had likewise been unsurprised. The entirety of Madison's presidency, however, would be absorbed with British aggression and an outright war.

- Tell the stories of Tecumseh's attempts to unite Native Americans east of the Mississippi River against American settlers and Tecumseh's defeat at the Battle of Tippecanoe by forces under William Henry Harrison. The internal divisions over whether to defy a more powerful enemy or to capitulate were present within many Native American tribes in their responses to settlers and the United States government.
- Teach the major battles of the War of 1812 with some detail, focusing on the story and its drama. These might include the frontier nature of fighting around the Great Lakes, the Americans' actual attempt to conquer Canada, the American naval victories on inland lakes such as that of Commodore Oliver Perry in the Battle of Lake Erie, the British invasion of Washington, and the writing of "The Star-Spangled Banner."
- Note the great division between New England and the rest of the country in the War of 1812. In addition to secession talks, some New England states and New York actively supplied the British through trade for much of the war.
- Conclude this lesson with the Battle of New Orleans, which technically occurred after peace had been agreed to. Note the diverse and ragtag army under Andrew Jackson's command and their utter decimation of the regular British forces, including three generals. The Battle of New Orleans left Americans with a sense of triumph and pride from a war that had largely lacked such decisive victories, and which had included several embarrassing defeats and policy failures. The war would be the last major conflict with a foreign power that America would fight on its own soil.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Find pictures that represent five different scenes from this lesson. Print off enough images for each group of five students to have a set. Give each student in the group a different picture (all groups will have the same five pictures). Have the students arrange the pictures in the order that those events occurred. Once the students have figured out the correct order of events, have students line up in order and go over the order of events as a class. Conclude the activity by asking students how they knew what event the picture was portraying. Ask students how they remembered the order of events/what they did to figure out the correct order. If there are groups that did not figure out the correct order, ask those students questions in order to move them to the correct sequence.

Activity 2: Have students make their own sketches of photographs of animals that the Corps of Discovery had documented. Make reference to the journal sketches of Meriwether Lewis and William Clark to imitate style and layout. Encourage students to be accurate and pay close attention to details, color, and proportion.

Activity 3: Have students draw or construct a monument to a historical figure of their choosing from the War of 1812, including symbols that represent their accomplishments or virtues. Then have them present on what they drew and why.

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: Have students learn by heart and recite the first stanza to the poem “The Defense of Fort McHenry.”

Lesson 3 — The American Way

1815–1829

6–7 classes

LESSON OBJECTIVE

Students learn about the Era of Good Feelings under James Monroe, the rivalry between John Quincy Adams and Andrew Jackson, and continued American expansion.

TEACHER PREPARATION

Create a note outline based on the following:

Teacher Texts

Land of Hope Young Reader's Edition, Volume 1

Pages 118–127,
132–138, 151–158

The Story of the Thirteen Colonies and the Great Republic
Westward Expansion

Pages 133–138
Pages 27–33

Trade Books & Novels

If You Lived When There Was Slavery in America
Sequoyah

The Amazing Impossible Erie Canal
Steam, Smoke, and Steel

Online.Hillsdale.edu

The Great American Story
American Heritage

Lectures 7 and 8
Lecture 5

CORE CONTENT IN THIS LESSON

Geography and Places

Mexico
Texas

Deep South
Missouri

Persons

James Monroe
John Quincy Adams
Andrew Jackson

Stephen F. Austin
William Lloyd Garrison

Terms and Topics

“Era of Good Feelings”
immigration
Erie Canal
railroad
steamship

Second Great Awakening
slave trade
cotton gin
Missouri Compromise
Monroe Doctrine

Timeline

1820 Missouri Compromise

Images

Historical figures and events
Landscape pictures of geographic places featured in this lesson
First versions of inventions from this time period, such as steamboats and railroad
The Erie Canal
Photos of cotton plantations today
Depictions of life as a slave
Depictions of the Second Great Awakening gatherings and revival scenes
Maps of Mexico and Texas

STORIES FOR THE AMERICAN HEART

- Biographies and the roles of John Quincy Adams and Andrew Jackson
- The deaths of Thomas Jefferson and John Adams on July 4, 1826
- Andrew Jackson’s many duels, rivalries, feats, and accomplishments, before he became president
- Margaret Bayard Smith’s account of the inauguration of Andrew Jackson

QUESTIONS FOR THE AMERICAN MIND

- From where did many immigrants come during the 1820s and 1830s?
- What happened in the Second Great Awakening?
- What was society and life like in the South?
- What was life like for slaves during the early nineteenth century?
- Why did the cotton gin increase the demand for slaves?
- What did the Missouri Compromise do?
- How were parts of Texas first settled by Americans?
- What did the Monroe Doctrine say?
- What were Adams-Jackson campaigns like?
- Why did Andrew Jackson promote the common man?
- Question from the US Civics Test:
 - Question 118: Name one example of an American innovation.

KEYS TO THE LESSON

The “Era of Good Feelings” that followed the War of 1812—complete with prosperity at home and peace abroad—permitted America to develop further its unique potential. As America “grew up” its version of

democracy became clearer. Perhaps no individual channeled or seemed to embody this democratic spirit of the time and the stake of the common man more fully than Andrew Jackson.

Teachers might best plan and teach The American Way with emphasis on the following approaches:

- Teach students about the background and biography of James Monroe, whose accomplishments prior to his becoming president were already storied and remarkable, and the impressive streak of Virginian presidents—sometimes called the “Virginia Dynasty.”
- Note the beginning of one of the first great immigration waves of the nineteenth century. With Europe in shambles following the Napoleonic Wars, European immigrants found new security, personal ownership of land, and opportunity in America, with half settling in New York and Philadelphia, while the other half settled in what is now the Midwest.
- Explore with students the great changes in technology and transportation during the 1820s and 1830s, including canals, the railroad, the steamboat, and advances in agriculture, including how these changes actually worked and what their effects were.
- Review the effects of the cotton gin on the practice of slavery in slaveholding states, and the economic value of slavery and the domestic slave trade. Greater percentages of slaves were also shifted decisively into manual field work. Even as the free-state/slave-state balance was maintained, the country was gradually losing the argument of many antislavery Founders, in whose view slavery was to be kept on the path to extinction as a temporary evil destined for its own ruin.
- Provide students with insights into Southern culture and society. Give an overview of Southern socioeconomic demography. Be sure to address the planter class—including the variety of estate sizes within the planter class—the free subsistence farmers, enslaved African Americans, etc. Spend some time on the life of slaves and the culture that emerged among slaves; include reading specific slave narratives. *Land of Hope Young Reader’s Edition*, Volume 1’s treatment of these themes on pages 151–158 is an excellent aid in these discussions.
- Present the question over Missouri’s admission as a state as the first major reemergence of the slavery issue after the founding and a mark of the growing divide in America in the post-cotton gin era. It was clear from this fierce debate, which involved talks of secession, that the hopes of many Founders that slavery would resolve itself organically were no longer tenable with the invention of the cotton gin, and that the deepest of America’s divisions could not be ignored forever. As the elderly Thomas Jefferson noted at the time, the crisis over Missouri could be the death knell of the Union. Even though conflict would be postponed forty years, the temporary peace acquired by the Missouri Compromise would leave the problem of slavery to haunt America for those four decades.
- Discuss the settlement of Texas by Stephen Austin and other Americans during the 1820s, for the emergence of this American outpost within New Spain and then in Mexico would be consequential for events of subsequent decades.
- Talk briefly about the Monroe Doctrine, including how unrealistic and yet still successful it was.
- Review with students Andrew Jackson’s childhood and biography prior to becoming president.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Have students choose a mode of transportation pioneered during this era, draw a scene of it in use, and present what they depicted to the class.

Activity 2: Have students draw scenes of daily life in the South, including those of small farmers, slaves, and plantation owners.

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

FORMATIVE QUIZ 2

Provide students with numbered papers. Using the “Review Sheets” in the Appendix, make statements and ask students if they are True or False. Have them draw ☺ for “True” or ☹ for “False” next to each number. Review as a class and talk through what makes each answer correct.

Lesson 4 — Manifest Destiny

1829–1848

8–9 classes

LESSON OBJECTIVE

Students learn about the presidency of Andrew Jackson, the Mexican-American War, and expansion to the Pacific Ocean under the banner of “manifest destiny.”

TEACHER PREPARATION

Create a note outline based on the following:

Teacher Texts

Land of Hope Young Reader’s Edition, Volume 1

Pages 127–131,
138–150, 158–168

The Story of the Thirteen Colonies and the Great Republic
Westward Expansion

Pages 138–151
Pages 15–19,
23–26, 54–62, 66–109,
114–123

Trade Books

If You Traveled West in a Covered Wagon

Going West

Minnow and Rose

If You Traveled on the Underground Railroad

Online.Hillsdale.edu

The Great American Story

Lectures 7, 8, and 9

American Heritage

Lectures 5, 6, and 7

CORE CONTENT IN THIS LESSON

Geography and Places

Republic of Texas

Oregon Country

Persons

Sam Houston

Frederick Douglass

Antonio López de Santa Anna

Harriet Tubman

Davy Crockett

Abraham Lincoln

Terms and Topics

Nat Turner Rebellion
 Nullification Crisis
 Trail of Tears
 The Alamo

abolitionism
 Underground Railroad
 manifest destiny
 Mexican-American War

To Know by Heart

“Knowledge makes a man unfit to be a slave.” —Frederick Douglass
 “Frederick Douglass” —Robert Hayden

Timeline

1846–48 Mexican-American War

Images

Historical figures and events
 First flags of Texas
 Uniforms and munitions of soldiers in the Mexican-American War
 Relevant forts

STORIES FOR THE AMERICAN HEART

- Frederick Douglass’s stories of his time as a slave and his escape
- The Battle of the Alamo
- Accounts of traveling the Oregon Trail
- John Quincy Adams suffering a stroke at his desk in the House of Representatives, and subsequent death in the Speaker’s Room

QUESTIONS FOR THE AMERICAN MIND

- What happened on the Trail of Tears?
- How did the Texas Revolution come about?
- What happened at the Alamo?
- Why did the Texans want to become part of the United States?
- In which ways did abolitionists work to abolish slavery?
- How did the Underground Railroad work?
- What was the idea of “manifest destiny”?
- Why did people want to go west to the Oregon Country?
- How did the Mexican-American War begin?
- Why did the Americans win the Mexican-American War?
- What did America get by winning the Mexican-American War?
- Questions from the US Civics Test:
 - Question 91: Name one war fought by the United States in the 1800s.
 - Question 117: Name one American Indian tribe in the United States.

KEYS TO THE LESSON

In the 1830s and 1840s, a spirit of optimistic expansion imbued American politics, eventually termed America’s “manifest destiny” to settle from coast to coast. Confidence in the benefits of American freedom and self-government, coupled with other motivations and seemingly endless opportunities for expansion, fueled this spirit. Expansion, however, often involved displacing Native Americans in ways that lacked honor or justice. At America’s then-southwestern border, Americans who had settled in Texas were fighting their own revolution against Mexico. The resulting Republic of Texas and its potential admission to the Union stalked the next decade of American politics, as the slavery question lurked over all other debates. The Texas question came to a head with the Mexican-American War, the consequences of which would reignite the slavery debate and drive the nation toward civil strife.

Teachers might best plan and teach Manifest Destiny with emphasis on the following approaches:

- When teaching about Andrew Jackson and his presidency, consider with students the theme of his democratic appeal, namely in favor of the common man. At its heart, this meant a faith in the rightness of the views of the common man and the defense of his station in life against larger commercial interests. In short, the Jeffersonian view of America began to push back against the Hamiltonian view.
- Teach about Nat Turner’s revolt and the hardening of the slaveholding position during the 1830s and 1840s.
- Talk about the growing North-South divide, over both slavery and economics, such as the 1833 Nullification Crisis over the tariff.
- Tell the story of the treaties made after the passage of the Indian Removal Act and the removal of Native Americans who disagreed with the treaties, especially their treatment and suffering on the Trail of Tears. *Land of Hope’s* treatment of this topic on pages 115–117 is very good. The general treatment of Native Americans is a bitter and sad part of America’s history, and unfortunately one that may have been better if the view of the human person laid out in the Declaration of Independence had been more consistently referenced in relationships with the indigenous population. Additionally, spend time teaching about efforts to maintain Native American heritage, such as how Sequoyah and the Cherokee sought to preserve their culture.
- Share the stories of the Texas Revolution, including the Alamo, Texas’s subsequent efforts to join the United States, and the effects of the Texas question on American political issues, such as slavery.
- Discuss the immigration waves from Ireland and Germany during the 1840s, where most of the people settled first in New York and New England. Also discuss the growing reform efforts in the areas of temperance, women’s political participation, and especially abolitionism.
- Introduce and discuss the idea of “manifest destiny” with students. *Land of Hope’s* treatment of this topic on pages 154–155 is especially helpful. In brief, manifest destiny involved many different dimensions, some of which were noble; others less so. Even then, the meaning of this expression in the minds of different people varied greatly. The common point is that many Americans believed—based on the situation at the time—that America was destined to reach from coast to coast across a comparably sparsely populated wilderness, and to do great things for freedom, human flourishing, and individuals in the process. This was the sentiment that influenced many decisions during the 1830s and 1840s.

- Present the less-than-honorable origins and intentions behind the Mexican-American War within the contexts of the annexation of Texas, manifest destiny, the consequences of expansion for the slave-state/free-state balance of power, and the resistance to the war by figures such as Abraham Lincoln and Henry David Thoreau.
- Teach the Mexican-American War with a pace that captures the swiftness with which it was fought and concluded. As with any conflict, draw attention to the key contributions of both leaders and common soldiers in the war. Of special interest in teaching this war is foreshadowing the many soldiers who would rise to famous generalships during the Civil War a dozen years later. Finally, conclude with how the war's outcome effected American territory.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Have students draw a depiction of pioneers heading to the Oregon Country. Then have them present and answer questions about what they drew.

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

APPENDIX A

Talk about History

Review Sheets

Tests

Writing Assignment

TALK ABOUT HISTORY

Student Name: _____

Due: _____

Story/Lesson from History: _____

1. Who/what did you learn about in history class today?

Student Answer: _____

2. Who were the most important characters in the story?

Student Answer: _____

3. Tell me more about one of those characters.

Student Answer: _____

4. Tell me about the most exciting/interesting part of the story today.

Student Answer: _____

Parent Signature: _____

Date: _____

TALK ABOUT HISTORY

Student Name: _____

Due: _____

Story/Lesson from History: _____

1. Who/what did you learn about in history class today?

Student Answer: _____

2. Who were the most important characters in the story?

Student Answer: _____

3. Tell me more about one of those characters.

Student Answer: _____

4. Tell me about the most exciting/interesting part of the story today.

Student Answer: _____

Parent Signature: _____

Date: _____

History Assessment and Review in Grades K–2

REVIEWING AND STUDYING

One-page Review Sheets are included in the following materials. Teachers are encouraged to review items on these sheets with students in the days leading up to an assessment. Between reviewing at the beginning of each class period and this review based on the Review Sheets, students should not need to do any additional studying or review. Review Sheets may be sent home, however, if parents wish to review with their students at home.

ASSESSMENT

The method for assessing students on history in grades K-2 depends on the grade level and student ability.

For students who cannot yet read and write:

Option 1: Choose several items from the Review Sheet to ask each student orally. This may be done in private with the same questions while students complete another activity, or it may be administered aloud with the entire class, varying questions for each student.

Option 2: Create a test with images for matching or identifying terms and topics. Read aloud a description or explanation of a Person, Term, Topic, or Story to the whole class and have each student circle or place a number/letter next to the corresponding image on their test. For the Questions, read aloud a statement that would answer the question and ask students if it is True or False. Have them draw ☺ for “True” or ☹ for “False” next to each statement.

For students who can read and write:

Teachers may administer the tests included in the following materials. It is recommended, especially early in a school year, to have each student complete the test individually, but with the class proceeding together from question to question, each being read aloud by the teacher.

Unit 3 | Test 1 — Review Sheet

Lesson 1 | The New Government

Lesson 2 | Prospects, Uncertainties, and War

Test on _____

DATES: *When did _____ occur?*

1812–1815 War of 1812

PERSONS: *Tell me who _____ was and what he/she did.*

George Washington

Thomas Jefferson

James Madison

John Adams

Alexander Hamilton

Francis Scott Key

TERMS AND TOPICS: *Tell me what _____ is/are/was/were and why we learned about it.*

Mount Vernon

cotton gin

USS *Constitution*

Washington, DC

Monticello

“The Defense of Ft.

Executive Mansion

Louisiana Purchase

McHenry”

Northwest Territory

Corps of Discovery

Battle of New Orleans

Bill of Rights

Barbary Pirates

Father of Our Country

impressment

STORIES FOR THE AMERICAN HEART: *Tell me the story of...*

- George Washington’s travels to New York City for his inauguration
- The ebb and flow of the friendship between John Adams and Thomas Jefferson
- Dolley Madison fleeing the British with the portrait of George Washington
- The burning of Washington, DC, including the Executive Mansion

QUESTIONS FOR THE AMERICAN MIND: *Tell me...*

- What Alexander Hamilton’s vision was of the kind of country America should become.
- What Thomas Jefferson’s vision was of the kind of country America should become.
- Why it was hard for America not to get into the war between Great Britain and France.
- What the cotton gin did.
- What George Washington said about learning and doing the right thing.
- Why John Adams had a hard time as president.
- Why as the election of 1800 was called the “revolution of 1800.”
- What it was like to travel with the Corps of Discovery Expedition.
- How Sacagawea helped Lewis and Clark.
- Why Thomas Jefferson sent the Navy to attack the Barbary Pirates.
- Why America fought the British in the War of 1812.
- What happened in the Battle of Lake Erie.
- What happened in the Battle of New Orleans.

Name _____

Date _____

Unit 3 | Test 1 — The Early Republic

Lesson 1 | The New Government

Lesson 2 | Prospects, Uncertainties, and War

DATES: *Circle the dates of the War of 1812.*

A. 1800–1812

B. 1812–1815

C. 1812–1820

PERSONS: *Match the person to who he/she was or what he/she did.*

A. Francis Scott Key

B. George Washington

C. Thomas Jefferson

- _____ America's first president who kept the country united and out of war.
- _____ President who purchased the Louisiana Territory from France.
- _____ Wrote "The Defense of Fort McHenry," also called "The Star-Spangled Banner."

TERMS AND TOPICS: *Match the term to the correct definition, description, or explanation.*

A. Battle of New Orleans

C. Corps of Discovery

E. Monticello

B. Bill of Rights

D. impressment

F. Washington, DC

- _____ America's third and final capital city, named after "The Father of Our Country."
- _____ The list of protected freedoms (like religion and speech) added to the Constitution.
- _____ The country home of President Thomas Jefferson.
- _____ The group of explorers and scientists who explored the Louisiana Territory.
- _____ When the British forced American sailors to serve in their navy, causing the War of 1812.
- _____ A victory over the British which established America's power in North America.

STORIES FOR THE AMERICAN HEART: *Tell me the story of the friendship between John Adams and Thomas Jefferson.*

QUESTIONS FOR THE AMERICAN MIND

10. Tell me what Thomas Jefferson’s vision was of the kind of country America should become.

11. Tell me what George Washington said about learning and doing the right thing.

12. Tell me why John Adams had a hard time as president.

13. Tell me what it was like to travel with the Corps of Discovery Expedition.

14. Tell me why Thomas Jefferson sent the Navy to attack the Barbary Pirates.

Unit 3 | Test 2 — Review Sheet

Lesson 3 | The American Way

Lesson 4 | Manifest Destiny

Test on _____

DATES: *When did _____ occur?*

1846–48 Mexican-American War

PERSONS: *Tell me who _____ was and what he/she did.*

James Monroe
Andrew Jackson

Stephen F. Austin
Davy Crockett

Frederick Douglass
Harriet Tubman

TERMS AND TOPICS: *Tell me what _____ is/are/was/were and why we learned about it.*

Mexico	cotton gin	Nat Turner Rebellion	Underground Railroad
Texas	Missouri Compromise	Trail of Tears	manifest destiny
Deep South	Monroe Doctrine	The Alamo	Mexican-American War
steamship	Oregon Country	abolitionism	

STORIES FOR THE AMERICAN HEART: *Tell me the story of...*

- The biography and presidency of Andrew Jackson
- Accounts of the inauguration of Andrew Jackson
- Frederick Douglass's stories of his time as a slave and his escape
- The Battle of the Alamo

QUESTIONS FOR THE AMERICAN MIND: *Tell me...*

- Where many immigrants came from during the 1820s and 1830s.
- What society and life was like in the South.
- What life was like for slaves.
- Why the cotton gin increased demand for slave labor.
- What the Missouri Compromise said.
- Why Andrew Jackson wanted to help the common man.
- What happened on the Trail of Tears.
- Why Texans wanted to become part of the United States.
- How the Underground Railroad worked.
- Why people wanted to go west to the Oregon Country.
- How the Mexican-American War began.

Name _____

Date _____

Unit 3 | Test 2 — The Early Republic

Lesson 3 | The American Way

Lesson 4 | Manifest Destiny

DATES: *Circle the dates of the Mexican-American War.*

A. 1812–15

B. 1846–1848

C. 1860–1864

PERSONS: *Match the person to who he/she was or what he/she did.*

A. Davy Crockett

B. Harriet Tubman

C. Frederick Douglass

- _____ An explorer, Congressman, and Texas pioneer who was killed at the Alamo.
- _____ An escaped slave who became a leading abolitionist and speaker.
- _____ An escaped slave who helped other slaves flee to freedom on the Underground Railroad.

TERMS AND TOPICS: *Match the term to the correct definition, description, or explanation.*

A. abolitionism

C. Missouri Compromise

E. steamship

B. Deep South

D. Nat Turner Rebellion

F. The Alamo

- _____ The part of the United States that had many cotton plantations.
- _____ This invention allowed people and goods to travel by water without wind, sails, or oars.
- _____ An agreement that tried to solve peacefully America's division over slavery.
- _____ An armed uprising of slaves against their owners and others in Virginia.
- _____ Where the Mexican army defeated and killed Texan soldiers who refused to surrender.
- _____ Efforts made by Americans in the North to end slavery.

STORIES FOR THE AMERICAN HEART: *Tell me the story of Andrew Jackson.*

QUESTIONS FOR THE AMERICAN MIND

10. Tell me what society and life was like in the South.

11. Tell me why Andrew Jackson wanted to help the common man.

12. Tell me how the Underground Railroad worked.

13. Tell me why people wanted to go west to the Oregon Country.

14. Tell me how the Mexican-American War began.

Writing Assignment — The Early Republic

Unit 3

Due on _____

Why did some people want slavery to continue?

How did some people work to stop slavery?

APPENDIX B

Primary Source

George Washington

PRESIDENT GEORGE WASHINGTON

A Proclamation

PROCLAMATION

October 3, 1789

Federal Hall | New York City, New York

Thanksgiving Proclamation

BACKGROUND

In response to a joint resolution of Congress, President George Washington issued this proclamation.

ANNOTATIONS

NOTES & QUESTIONS

By the President of the United States of America, a Proclamation.

Whereas it is the duty of all Nations to acknowledge the providence of Almighty God, to obey his will, to be grateful for his benefits, and humbly to implore his protection and favor—and whereas both Houses of Congress have by their joint Committee requested me

5 “to recommend to the People of the United States a day of public thanksgiving and prayer to be observed by acknowledging with grateful hearts the many signal favors of Almighty God especially by affording them an opportunity peaceably to establish a form of government for their safety and happiness.”

Now therefore I do recommend and assign Thursday the 26th day of November next to be

10 devoted by the People of these States to the service of that great and glorious Being, who is the beneficent Author of all the good that was, that is, or that will be—That we may then all unite in rendering unto him our sincere and humble thanks—for his kind care and protection of the People of this Country previous to their becoming a Nation—for the signal and manifold mercies, and the favorable interpositions of his Providence which we

15 experienced in the course and conclusion of the late war—for the great degree of tranquility,

George Washington, “Thanksgiving Proclamation,” 3 October 1789, in *The Papers of George Washington*, “Presidential Series,” Vol. 4, 8 September 1789–15 January 1790, ed. Dorothy Twohig (Charlottesville: University Press of Virginia, 1993), 131–32.

Thanksgiving Proclamation
George Washington

ANNOTATIONS

NOTES & QUESTIONS

union, and plenty, which we have since enjoyed—for the peaceable and rational manner, in which we have been enabled to establish constitutions of government for our safety and happiness, and particularly the national One now lately instituted—for the civil and religious liberty with which we are blessed; and the means we have of acquiring and
5 diffusing useful knowledge; and in general for all the great and various favors which he hath been pleased to confer upon us.

And also that we may then unite in most humbly offering our prayers and supplications to the great Lord and Ruler of Nations and beseech him to pardon our national and other transgressions—to enable us all, whether in public or private stations, to perform our
10 several and relative duties properly and punctually—to render our national government a blessing to all the people, by constantly being a Government of wise, just, and constitutional laws, discreetly and faithfully executed and obeyed—to protect and guide all Sovereigns and Nations (especially such as have shewn kindness unto us) and to bless them with good government, peace, and concord—To promote the knowledge and practice of true religion
15 and virtue, and the increase of science among them and us—and generally to grant unto all Mankind such a degree of temporal prosperity as he alone knows to be best.

Given under my hand at the City of New-York the third day of October in the year of our Lord 1789.

George Washington

UNIT 4

The American Civil War

1848–1877

20-30-minute classes | 33-37 classes

UNIT PREVIEW

Structure

LESSON 1	1848–1854	The Expansion of Slavery	9-10 classes	p. 7
LESSON 2	1854–1861	Toward Civil War	7-8 classes	p. 12
LESSON 3	1861–1865	The Civil War	9-10 classes	p. 16
LESSON 4	1865–1877	Reconstruction	4-5 classes	p. 22
APPENDIX A	Talk about History, Review Sheets, Tests, Writing Assignment			p. 27
APPENDIX B	Primary Source			p. 43

Why Teach the American Civil War

“Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.”

These famous opening lines from President Abraham Lincoln at Gettysburg express why the Civil War was fought. Whether America, founded in liberty and equality, could long endure depended on whether the nation’s original contradiction, slavery, could be abolished while still preserving the country’s existence as a union. American students must know how the ideas at the heart of their country were undermined by slavery; but they must also learn how heroic Americans committed to America’s founding ideas made

great sacrifices and sometimes gave their lives, so that these ideas of liberty and equality might prevail over the dehumanizing tyranny of slavery. And students must learn that, like those in Lincoln's audience, it is up to each American to oppose tyranny and dehumanization to ensure that "government of the people, by the people, for the people, shall not perish from the earth."

Enduring Ideas from this Unit

1. That slavery was the original contradiction in America, and that slavery is immoral, unjust, dehumanizing, and in violation of the inherent dignity and equal possession of natural rights of each person, as are any ways in which one person or group of people is favored over another due to the color of their skin.
2. That at its heart, the Civil War was fought over the issue of slavery: first, whether slavery would expand in America; next, whether it would be permitted at all; and last, whether the half of the country that opposed slavery would let the country be divided and the injustice to continue elsewhere, instead of fighting to preserve a union that would guarantee liberty and abolish slavery.
3. That President Abraham Lincoln exemplified American statesmanship as he piloted the nation toward fulfillment of its founding ideas, ended the barbarous and tyrannical institution of slavery, and nevertheless abided by the rule of law in doing so.
4. That the period of Reconstruction following the Civil War witnessed a realization of civil rights for freedmen, producing greater degrees of justice and equality that would nevertheless be challenged both during Reconstruction and in following decades.

What Teachers Should Consider

The American Civil War is one of the most important events in American history if only for its attempt to prove, with the blood of hundreds of thousands of Americans, that a people may freely govern themselves and organize themselves to preserve the liberty and equal natural rights of all.

Many students may not know that America was founded on these ideas. Fewer, perhaps, know that America even succeeded in proving these ideas true, striving to live up to them for twenty years, before such progress was eclipsed after Reconstruction. Although subsequent decades would manifest different kinds of failures to guarantee the equal protection of natural rights in certain parts of the country, the Civil War demonstrated that some statesmen and a considerable portion of Americans were committed to carrying out America's founding promise to the point of bloodshed.

Teachers will greatly benefit from studying not only the war itself but also the thoughts, words, and deeds of the statesman who conducted the war for the Union: President Abraham Lincoln. Lincoln's ideas and speeches, and his political actions, should constitute for students a model of prudence, both in the public arena and in their own lives. His understanding of the issue of slavery, not merely in the abstract but as it existed in America, can teach students much about their country and its history.

This unit should begin, therefore, with an understanding of slavery as it was found in America in 1848. The teacher should especially emphasize the changes in the status and practice of slavery since the founding in 1776. The teacher should also emphasize changes in legal and public opinion toward the institution since the Constitution went into effect in 1789. In brief, both had entrenched slavery instead of keeping it on the gradual path to extinction, where the founding generation had arguably placed it.

Abraham Lincoln saw these legal and public opinion shifts most clearly, and he saw that such changes struck directly at the ideas on which America was founded. In brief, his entire public career as well as the founding of the Republican Party were devoted to checking this change, to returning slavery to the path of extinction, and to fulfilling the founding ideas of constitutional self-government. Lincoln's arguments to these ends dominate the crescendo leading to war in spring of 1861. At its heart, this is what the Civil War was about.

The teacher will be able to enrich his or her students by cultivating their imaginations with the events, battles, and images of the Civil War, the bloodiest conflict in which Americans have ever been involved. Strategy, battles, and the general history of the war should be taught in detail. The teacher should learn and share accounts and images of the important moments and figures who contributed to Union victory in 1865. Meanwhile, Lincoln's careful yet effective maneuverings—both to preserve the Union and to seize the constitutional opportunity afforded him to emancipate the slaves—should be followed in detail.

The unit best concludes with a study of the period known as Reconstruction. Perhaps never in history was so much hoped for, achieved, and mismanaged in so short a period of time with respect to liberty and equality under the law. Students should learn to appreciate both the sacrifices of the Civil War and its immediate achievements during Reconstruction. Nevertheless, students should also learn about the emergence of different kinds of injustice, especially for African Americans living in the former rebel states: injustices that would be perpetuated for a century.

How Teachers Can Learn More

TEXTS

Land of Hope, Wilfred McClay

ONLINE COURSES | Online.Hillsdale.edu

The Great American Story

Lesson Planning Resources

TEACHER RESOURCES

Land of Hope Young Reader's Edition, Wilfred McClay
The Story of the Thirteen Colonies and the Great Republic, H.A. Guerber
The Civil War and Reconstruction, Anne Goudvis and Stephanie Harvey
Fields of Fury, James McPherson

TRADE BOOKS

The Listeners, Gloria Whelan
Follow the Drinking Gourd, Jeanette Winter
A Picture Book of Harriet Tubman, David Adler
A Picture Book of Frederick Douglass, David Adler
The Last Brother, Trinka Hakes Noble
Abraham Lincoln, Ingri and Edgar Parin d'Aulaire
A Picture Book of Abraham Lincoln, David Adler
The Gettysburg Address, Michael McCurdy
The Lincoln Memorial, Mary Firestone

PRIMARY SOURCES

Gettysburg Address, Abraham Lincoln

**LESSON PLANS,
ACTIVITIES AND ASSIGNMENTS,
AND FORMATIVE QUIZZES**

Lesson 1 — The Expansion of Slavery

1848–1854

9-10 classes

LESSON OBJECTIVE

Students learn how the defenders of slavery began to assert that slavery was a “positive good” that ought to be expanded throughout the country instead of an existing evil that should be contained and kept on the path to extinction, and about the efforts of abolitionists to resist slavery.

TEACHER PREPARATION

Create a note outline based on the following:

Teacher Texts

Land of Hope Young Reader’s Edition

The Story of the Thirteen Colonies and the Great Republic

The Civil War and Reconstruction

Chapters 19 and 20

Pages 150–159

Pages 13–15, 21–66,
146–151

Trade Books

The Listeners

Follow the Drinking Gourd

A Picture Book of Harriet Tubman

A Picture Book of Frederick Douglass

Online.Hillsdale.edu

The Great American Story

Civil Rights in American History

Lecture 9

Lecture 3

CORE CONTENT IN THIS LESSON

Geography & Places

California

Kansas-Nebraska Territory

Persons

Frederick Douglass

Harriet Beecher Stowe

Harriet Tubman

Abraham Lincoln

Stephen Douglas

Terms and Topics

King Cotton
antebellum
Gold Rush
secession
abolitionism

*Narrative of the Life of
Frederick Douglass*
Uncle Tom's Cabin
Underground Railroad
popular sovereignty

To Know by Heart

“Knowledge makes a man unfit to be a slave.” — Frederick Douglass

“Frederick Douglass” — Robert Hayden

“So you're the little woman who wrote the book that started this great war.” — Abraham Lincoln to Harriet Beecher Stowe upon their meeting

Dates

1849 California Gold Rush

Images

Historical figures and events

Grade-level appropriate depictions of the life of slaves and the horrors of slavery

Maps of the free versus slave-state breakdown when changes occur

Pictures of first-edition copies of *Narrative of the Life of Frederick Douglass* and *Uncle Tom's Cabin*

Statue of Frederick Douglass (on the Hillsdale College campus)

STORIES FOR THE AMERICAN HEART

- Biographies and the roles of Frederick Douglass, Harriet Tubman, and Abraham Lincoln prior to the Civil War
- Childhood biography of Abraham Lincoln
- Grade-level appropriate scenes from *Narrative of the Life of Frederick Douglass* and *Uncle Tom's Cabin*
- Actions of Harriet Tubman and the Underground Railroad

QUESTIONS FOR THE AMERICAN MIND

- Even though many wanted to abolish slavery, why did many leading Founders think that permitting slavery and keeping the Americans united would be the only way eventually to get rid of slavery?
- How did the Founders restrict slavery at the founding more than it had ever been before?
- How can we judge the actions of some Founders who expressed their belief that slavery was wrong but did not free their slaves in their lifetimes?
- Why did the Founders expect that slavery would eventually die out on its own?
- What invention after the Founding made cotton more valuable and actually increased slavery, which ruined the Founders' guess that slavery would end on its own?
- What was life like for slaves in the Southern states?
- Who was Frederick Douglass and what did he do?

- How did Frederick Douglass show that slavery was evil?
- Who were the abolitionists? What kinds of things did they do to try to end slavery?
- Who was Harriet Tubman and what did she do?
- Who was Harriet Beecher Stowe and what did her book, *Uncle Tom's Cabin*, do?
- How did the Underground Railroad work?
- What did Northerners and Southerners argue about whenever a new state was going to be made?
- Why did slave states want to expand the number of slave states in the western territories?
- Was Abraham Lincoln for or against slavery? Why?
- What was the idea of “popular sovereignty”?
- Why did Abraham Lincoln believe “popular sovereignty” was wrong?
- Question from the U.S. Civics Test:
 - Question 75: What group of people was taken and sold as slaves?

KEYS TO THE LESSON

The status of slavery in 1848 was markedly different than it was when the Founders crafted the Constitution in 1787. The gradual decline in the profitability of slavery, evident during the founding, was forecast to continue—but this trend reversed direction upon the invention of the cotton gin in 1793. From then on, the demand for slave labor in the Southern states rapidly compounded. But the free population in the South was vastly outstripped by the burgeoning population of the North. If nothing changed, demographics and geography would eventually give Americans living in the North the power to limit slavery through law and perhaps even abolish it entirely through a constitutional amendment. Slaveholders in the South needed to change this trajectory by expanding slavery westward into the territories. Students need to understand that to justify such expansion, slavery advocates in the South had to change the opinion of Northerners: either to believe slavery to be morally good or, at the very least, to view slavery as merely a matter of the will of the majority, what Stephen Douglas called “popular sovereignty.” Moral relativism, the idea that there is no “right” or “wrong” besides what the majority of people want, and a belief in unfettered democracy through the vote of the majority were the slaveholders’ pillars in arguing to preserve slavery. Students should understand that Abraham Lincoln favored government “of the people, by the people, and for the people” but also saw how just letting a vote of the majority decide whether slavery was good or evil violated equality, freedom, and human dignity. Lincoln went about waging an oratorical war in defense of objective standards of truth and justice, of good and evil. Students should also learn how abolitionists, of both African and European descent, continued to publicize the horrors of slavery for Americans in Northern states far removed from witnessing slavery firsthand. Abolitionists also shepherded escaped slaves to freedom in the Northern states and Canada.

Teachers might best plan and teach the Expansion of Slavery with emphasis on the following approaches:

- Review with students the status of slavery over the initial decades of the country’s history. At the founding, slavery was generally either openly condemned by those in the North or defended by those in the South. Its toleration by northern delegates and others who were opposed to slavery at the time of the founding was for the sake of a unity that even many abolitionists believed was the only eventual path toward abolition. The Declaration of Independence established the country on principles of equality that could and would be cited to demand the end of slavery, the Northwest Ordinance had prohibited the expansion of slavery, the Constitution refused to give legal standing to the institution, and many states had restricted or abolished slavery outright. Lastly, many

leading Founders, including those who held slaves, believed that the profitability of slavery was gradually but decisively waning and that slavery would die out on its own in a relatively short period of time. The invention of the cotton gin in 1793 by Eli Whitney, however, greatly increased the profitability of slavery and reignited slaveholders' interest in perpetuating and expanding slavery.

- Help students to imagine and understand the dehumanizing and brutal tyranny of slavery, emphasizing that the sheer fact that some people owned other human beings is and always will be morally reprehensible. Moreover, as Frederick Douglass argued, slavery actually dehumanized the master as well as the slave. Treat of this subject mindful of the degree of detail appropriate for the grade level.
- Demonstrate for students how the growth in population in the North compared to the South would eventually allow Northern states to restrict slavery further and perhaps even abolish it with a constitutional amendment. Slaveholders recognized that they had to expand the number of slave states if they were to prohibit such actions by Northerners.
- Show students how slavery actually weakened the South as a whole while supporting the lifestyle of the elite few. For all other Southerners, slavery lowered the value and wages of labor by non-slaves, limited innovation, and thwarted economic development in the South. The Civil War would reveal the weakness of the position in which Southerners' insistence on slavery had placed them. A simple comparison of the Northern to the Southern economy, development, and society before and during the Civil War illustrates the case.
- Teach students how the slavery issue nearly resulted in civil war over the question of expanding slavery into the territories acquired from Mexico after the Mexican-American War, brought to a head when California, after a population surge during the California Gold Rush, applied to become a state without slavery. California's lone admission as a free state would have increased Northern power in Congress and the Electoral College against Southern states on the issue of slavery.
- Explain how the Compromise of 1850 may have avoided war in the short term, but it only deepened and delayed the divisions tearing at the country over the next ten years. Focus especially on the effects of the Fugitive Slave Law, which compelled Northerners to assist in capturing escaped slaves and encouraged the practice of abducting free African Americans living in the North and forcing them into slavery.
- Teach students about the various parts of the abolitionist movement and its major figures. Students should learn that there was great diversity among abolitionists, especially in their underlying views about America's governing principles and the best way to abolish slavery. For instance, William Lloyd Garrison actually agreed with the slaveholder reading of the Constitution while Frederick Douglass moved from this view to that of Abraham Lincoln that the Constitution was pro-freedom. One might read aloud with students some portions of Douglass's *Narrative of the Life of Frederick Douglass* and discuss Harriet Beecher Stowe's *Uncle Tom's Cabin*, important works in making Northerners, most of whom had never seen slavery in practice, aware of its moral evil. Other abolitionists, such as Harriet Tubman and those running the Underground Railroad, heroically worked to lead escaped slaves to freedom. In general, most abolitionists appealed to the principles of equality stated in the Declaration of Independence in justifying their cause.
- Tell students the childhood and political biography of Abraham Lincoln, to show how he rose from poverty and obscurity to become arguably America's greatest president.

- Help students understand the idea of popular sovereignty, that right and wrong amount to the mere will of the majority opinion, and how the Kansas-Nebraska Act and Stephen Douglas embraced this solution to the slavery question.
- Explain why Abraham Lincoln believed just letting the majority decide on slavery was dangerous. Students should understand that Lincoln saw slavery to be, above all, a moral question of right and wrong, of good and evil, that every American should care about. Lincoln also believed that leaving slavery to the vote of the majority was opposed to the ideas of the Declaration of Independence. In brief, students should understand that Lincoln believed America in the 1850s was allowing slavery to expand while the founding had tried to make sure slavery was on the path to being ended, and that the ideas of America were against slavery.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Assign each student a state from the time period. Work through the history, adding states accordingly. Show how the balance of power was trending in the north's favor and why the south found it politically necessary to expand slavery in order to protect slavery.

Activity 2: Have a mock election on an issue as simple as whether students in three rows should get extra recess time at the expense of the students in two rows. Of course, the result will be majority tyranny. Have students consider whether the majority is always right or if the majority should be able to do whatever it wants just because it is the majority. Help students understand that this was what popular sovereignty was arguing about slavery, except that slavery was one of the worst forms of majority tyranny.

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: Have students draw and color a scene of their choice from the biographies of Frederick Douglass, Harriet Tubman, or Abraham Lincoln. Have students present briefly what they drew, the story behind it, and why they depicted it the way they did.

FORMATIVE QUIZ 1

Provide students with numbered papers. Using the “Review Sheets” in the Appendix, make statements and ask students if they are True or False. Have them draw ☺ for “True” or ☹ for “False” next to each number. Review as a class and talk through what makes each answer correct.

Lesson 2 — Toward Civil War

1854–1861

7-8 classes

LESSON OBJECTIVE

Students learn how Abraham Lincoln and the new Republican Party’s opposition to the expansion of slavery led Southern states to secede from the Union, resulting in civil war.

TEACHER PREPARATION

Create a note outline based on the following:

Teacher Texts

<i>Land of Hope Young Reader’s Edition</i>	Chapter 20
<i>The Story of the Thirteen Colonies and the Great Republic</i>	Pages 160–169
<i>The Civil War and Reconstruction</i>	Pages 67–78

Trade Book

<i>Abraham Lincoln</i>
<i>A Picture Book of Abraham Lincoln</i>

Online.Hillsdale.edu

<i>The Great American Story</i>	Lecture 9
<i>Civil Rights in American History</i>	Lecture 3

CORE CONTENT IN THIS LESSON

Geography & Places

Kansas-Nebraska Territory
Fort Sumter

Persons

Abraham Lincoln	Stephen Douglas
Frederick Douglass	John Brown

Terms and Topics

Bleeding Kansas	Republican Party
“a house divided”	Lincoln-Douglas Debates
popular sovereignty	“don’t care”
Democratic Party	majority tyranny

To Know by Heart

“A house divided against itself cannot stand.” — Abraham Lincoln, paraphrasing from the words of Jesus of Nazareth in the Bible

Dates

April 12, 1861 Attack on Fort Sumter

Images

Historical figures and events
 Depictions of the Lincoln-Douglas Debates
 Campaign materials
 Fort Sumter

STORIES FOR THE AMERICAN HEART

- What the Lincoln-Douglas Debates were like
- The young girl who suggested to Abraham Lincoln that he grow a beard
- The first shots fired on Fort Sumter

QUESTIONS FOR THE AMERICAN MIND

- What was Bleeding Kansas like and why did it happen?
- What kind of person was Abraham Lincoln?
- What was Abraham Lincoln's childhood like?
- How did Abraham Lincoln learn?
- Why did people create the Republican Party?
- Why did Abraham Lincoln worry that the *Dred Scott v. Sandford* decision would allow slavery anywhere in the country?
- Did Abraham Lincoln believe the founders created a country to protect slavery or to end slavery? Why did he think this?
- Why did Abraham Lincoln believe it was necessary to say that slavery was evil?
- Why did Abraham Lincoln say it was wrong to “not care” about whether people vote for slavery or not?
- What did Abraham Lincoln mean when he said that “a house divided against itself cannot stand?”
- How did Abraham Lincoln end up winning the 1860 election?
- What did Southern states do after Abraham Lincoln was elected?
- What did Abraham Lincoln mean when he wrote that the Declaration of Independence was like a golden apple and that the Constitution was a picture frame of silver?
- What did Abraham Lincoln do after he was elected but before Fort Sumter was attacked?
- What happened at Fort Sumter and how did Abraham Lincoln respond?
- What was the reason, at first, why the North fought the Civil War?
- How was slavery the real reason the Civil War was fought?
- Question from the U.S. Civics Test:
 - Question 94: Abraham Lincoln is famous for many things. Name one.

KEYS TO THE LESSON

The passage of the Kansas-Nebraska Act in 1854 sparked the little-known Abraham Lincoln to redouble his efforts to engage in the growing national debate over slavery in America. He saw a tremendous threat in the argument put forward by the bill's sponsor, Stephen Douglas, that slavery was not a moral question but rather one that should simply be decided by the will of the majority. From 1854 to the outbreak of the Civil War in 1861, Lincoln would combat the idea that the morality of slavery was to be determined merely by majority opinion. Students should come to see this arc to Lincoln's words and deeds. They should understand how he took up and articulated the heart of the matter regarding the morality of slavery and that slavery struck at America's founding idea that all men are created equal. Roger Taney's majority opinion in *Dred Scott v. Sandford* interpreted the Constitution to legitimize slavery, and Lincoln argued against both popular sovereignty and Taney's position throughout his debates with Douglas. The moral question regarding slavery, manifesting itself in the practical questions of the expansion of slavery, is what a civil war would be fought over. After all, the formal move to secession—a constitutionally debatable claim also at issue in the approach to war—and the war itself was triggered in response to Lincoln being elected president on the position that slavery was wrong and should not be expanded.

Teachers might best plan and teach Toward Civil War with emphasis on the following approaches:

- Emphasize the breakdown in civil dialogue in the several violent episodes related to slavery preceding the Civil War: Bleeding Kansas, Preston Brooks's attack on Charles Sumner, and John Brown's raid on the federal armory at Harpers Ferry. Go into some detail to bring these events alive for students.
- Clarify the party alignment that was emerging in 1854. The Democratic Party was dividing between those who favored the principle of "popular sovereignty," in which a state or territory could vote to allow slavery or not, and those who explicitly favored slavery. Meanwhile, the Republican Party was founded in 1854 in opposition to laws encouraging the spread of slavery. The split of the Democratic Party and the consolidation of the Republican Party in 1860 assured the election of Lincoln and significantly contributed to the coming of the Civil War.
- Explain how Lincoln believed the Supreme Court was rejecting the Founders' view on slavery and would lead, together with Stephen Douglas's popular sovereignty, to the spread of slavery throughout the country.
- Help students think through Lincoln's understanding of the evil of slavery and its relationship to the founding ideas of America: that all men are created equal, have unalienable rights, and that legitimate government is based on the consent of the governed. Students should see that the whole question of slavery depended on whether Americans believed slavery was good or evil.
- Tell students the stories of the Lincoln-Douglas Debates, presenting the settings and atmosphere as imaginatively as possible.
- Help students to understand the various pressures that were mounting on the Southern states during the 1850s, from increased abolitionist activities to the sheer industrial might of the Northern states to a burgeoning plantation debt as other countries produced more cotton and the price of cotton fell as a result.
- Tell students the stories of Lincoln's speeches and his reception during these years, including the founding of the Republican Party and the various conventions in 1856 and especially 1860. Students should sense the drama of the times.

- Share with students the apple and frame metaphor that Lincoln used to describe the relationship between the Declaration of Independence and the Constitution. Help students understand the arguments with respect to the American founding and slavery.
- Provide a clear overview of events between Lincoln's election and South Carolina's attack on Fort Sumter in Charleston Harbor. Students should learn both Lincoln and the South's accounts of what happened.
- There were, of course, other factors and dimensions that impelled each side to fight the Civil War. Students should be familiar with these, as well as the view of most Southerners that the war was about defending what they saw as the rights of their states. This view and Lincoln's counterview and incumbent duty to preserve the Union and Constitution may have been the occasion for the Civil War, but students should understand that the war was, at its heart, fought over whether slavery would be permitted to spread and so remain indefinitely, or be restricted and returned to the path to extinction on which the founding generation had left it. This question was, in turn, based on the morality of slavery, which Abraham Lincoln would later maintain in his Gettysburg Address was a question about the rejection or fulfillment of the ideas on which America was founded.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Find pictures that represent five different scenes from this lesson. Print off enough images for each group of five students to have a set. Give each student in the group a different picture (all groups will have the same five pictures). Have the students arrange the pictures in the order that those events occurred. Once the students have figured out the correct order of events, have students line up in order and go over the order of events as a class. Conclude the activity by asking students how they knew what event the picture was portraying. Ask students how they remembered the order of events/what they did to figure out the correct order. If there are groups that did not figure out the correct order, ask those students questions in order to move them to the correct sequence.

Activity 2: Assign students to act out how the 1860 election unfolded and then how southern states proceeded to secede after Abraham Lincoln's election. Have some students make Lincoln's arguments to keep the states from seceding. Students should appreciate the delicate and frustrating situation in which Lincoln found himself.

Assignment 1: Have students and parents complete a "Talk about History" assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: Have students draw and color a scene of their choice from the Lincoln-Douglas debates, the Republican nominating convention of 1860 in which Abraham Lincoln was nominated for president, or the attack on Fort Sumter. Have students present briefly what they drew, the story behind it, and why they depicted it the way they did.

Lesson 3 — The Civil War

1861–1865

9-10 classes

LESSON OBJECTIVE

Students learn about the major figures, common soldiers, strategy, and specific battles of the American Civil War, including a close study of the statesmanship of President Abraham Lincoln.

TEACHER PREPARATION

Create a note outline based on the following:

Teacher Texts

Land of Hope Young Reader's Edition

Chapters 21 and 22

The Story of the Thirteen Colonies and the Great Republic

Pages 170–195

The Civil War and Reconstruction

Pages 79–237, 252–273

Trade Book

The Last Brother

Abraham Lincoln

A Picture Book of Abraham Lincoln

The Gettysburg Address

The Lincoln Memorial

Online.Hillsdale.edu

The Great American Story

Lecture 10

CORE CONTENT IN THIS LESSON

Geography & Places

Fort Sumter

Union

Yankees

Confederacy

Rebels

Border States

Appomattox Court House

Ford's Theatre

Persons

Abraham Lincoln

Jefferson Davis

Robert E. Lee

Thomas "Stonewall" Jackson

Clara Barton

Ulysses S. Grant

William Tecumseh Sherman

Martin Delany

Robert Gould Shaw

John Wilkes Booth

Terms and Topics

secession	CSS <i>Virginia</i>
Confederate States of America	Battle of Antietam
Army of the Potomac	abolition
Army of Northern Virginia	Battle of Gettysburg
American Red Cross	Pickett's Charge
ironclads	54th Massachusetts Regiment
USS <i>Monitor</i> *	Sherman's "March to the Sea"

Primary Sources

Gettysburg Address, Abraham Lincoln

To Know by Heart

"Battle Hymn of the Republic," first stanza — Julia Ward Howe
 Gettysburg Address — Abraham Lincoln
 "So Atlanta is ours, and fairly won." — William Tecumseh Sherman telegram announcing the fall of Atlanta to Abraham Lincoln
 "Lincoln," Nancy Byrd Turner

Dates

1861–65 Civil War

Images

Historical figures and events
 Landscape pictures of geographic places featured in this lesson
 Soldier uniforms, weaponry, flags
 Grade-level appropriate depictions and photographs of figures at various scenes and moments and in battle
 Maps: overall strategies
 Relevant forts
 Reenactment photos
 Pictures of the Emancipation Proclamation, Gettysburg Address, etc.
 Robert Gould Shaw and the 54th Massachusetts Regiment Memorial
 Lincoln Memorial
 Statue of Abraham Lincoln (Hillsdale College campus)

STORIES FOR THE AMERICAN HEART

- Biographies and roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, and William Tecumseh Sherman in the Civil War
- Robert E. Lee's denial of Abraham Lincoln's offer to command the Union forces
- How Stonewall Jackson got his nickname
- Battle of the ironclads
- Fighting at Little Round Top and Pickett's Charge

*A previous version referred to the USS *Merrimack* instead of the USS *Monitor*.

- The writing and delivery of the Gettysburg Address
- Robert E. Lee's surrender to Ulysses S. Grant at Appomattox Court House
- Assassination of Abraham Lincoln at Ford's Theatre
- Abraham Lincoln's funeral train

QUESTIONS FOR THE AMERICAN MIND

- Why did the Southern states think the Constitution allowed them to leave the United States?
- Why did Abraham Lincoln think that the Southern states cannot leave the country?
- Why was Abraham Lincoln's first goal for fighting the Civil War to preserve the Union?
- Why was Abraham Lincoln's second goal for fighting the Civil War to stop the spread of slavery?
- How did Abraham Lincoln keep the Border States in the Union?
- What things were helpful to the Union in the Civil War?
- What things were helpful to the Confederacy in the Civil War?
- How did the Union think they could win the war?
- How did the Confederacy think they could win the war?
- How did soldiers fight each other?
- What was it like to be a soldier in the Civil War?
- What did Clara Barton do during the Civil War?
- What was Robert E. Lee like? Why was he a good general?
- What happened at the Battle of Antietam?
- What was the problem with most of the Union generals early in the war?
- What happened in the battle of the ironclads?
- What was the Emancipation Proclamation and what did it do?
- Why did Abraham Lincoln believe he could free the slaves in the Confederacy?
- How did the Emancipation Proclamation change Lincoln's goals for the war?
- What happened at the Battle of Gettysburg?
- What was Pickett's Charge?
- What did Abraham Lincoln say in the Gettysburg Address?
- What was Ulysses S. Grant like? Why was he a good general?
- What happened during the March to the Sea?
- Why were many people not happy with Abraham Lincoln before the 1864 election?
- Why did Robert E. Lee eventually surrender?
- What happened at Appomattox Court House?
- Why did the Union win the Civil War?
- What happened to Abraham Lincoln just a few days after the end of the Civil War?
- Why did John Wilkes Booth shoot Abraham Lincoln? What did he do afterwards?
- Questions from the U.S. Civics Test:
 - Question 92: Name the U.S. war between the North and the South.
 - Question 93: The Civil War had many important events. Name one.
 - Question 94: Abraham Lincoln is famous for many things. Name one.
 - Question 95: What did the Emancipation Proclamation do?
 - Question 96: What U.S. war ended slavery?

KEYS TO THE LESSON

The American Civil War may be the defining event in American history. The outcome of the Civil War determined whether the nation would live according to the principles of liberty, equality under law, and self-government, or reject those truths in favor of slavery, inequality, and tyrannical rule. Students should appreciate this about the bloodiest conflict in their nation's history. They should also know the stories of the heroic actions both leaders and of ordinary citizens in that war, understand the strategies employed in general and in specific battles, and consider the key moments and factors that led the Union to ultimate victory. Additionally, students have an unmatched opportunity to understand statesmanship through the careful study of Abraham Lincoln's thoughts, speeches, and actions as he led the nation through the Civil War.

Teachers might best plan and teach the Civil War with emphasis on the following approaches:

- Have students consider the arguments by the South and by Abraham Lincoln regarding the idea of “states’ rights” and the constitutionality of secession. Students should understand that there is no such thing as a “state right,” since rights belong only to persons. States possess powers (not rights) which the states are to use to protect the rights of their citizens (including from encroachment by the federal government by appealing to the Constitution). Lincoln believed secession was unconstitutional and that he, having taken an oath in his office as president, could and must preserve the Constitution and Union.
- Help students to see how the decision by Southern states to secede was largely determined by a small elite or even merely by governors. In Virginia, for example, the governor himself made the decision to secede without consulting the legislature. Moreover, insofar as slavery was the chief interest the South wanted to preserve, only a minority of Southerners owned slaves and even a smaller minority owned a large number of slaves on plantations. The majority of Southerners were not slaveholders and while fighting for their states would preserve slavery, many common Southerners fought for the argument of states’ rights rather than to preserve the institution of slavery.
- Teach students about the delicacy with which Abraham Lincoln had to approach the border states (slave states that remained in the Union) and why this delicacy was needed. Lincoln was mindful of this necessity when he wrote his first inaugural address.
- Explain that although Lincoln *as a person* was against slavery and wanted it abolished, his first constitutional obligation *as president* was to preserve the Union. By preserving the Union Lincoln believed, like the Founders and Frederick Douglass, that slavery had the best chance of being abolished.
- Have students think through and compare the various advantages and disadvantages each side had at the outset of the war and how these shifted during the war.
- Build students’ familiarity with the style of warfare in the mid-19th century, and show them plenty of images to do so, being mindful of grade-level appropriateness. Students need this foundation for their subsequent study of battles. This helps them to imagine and understand what happens in battle and to appreciate the bravery of soldiers fighting on both sides.
- Present to students explanations of each side’s strategy at various stages of the war and the tactics and battle plans employed in specific battles.
- As with any conflict, dwell on the key contributions of both leaders and common soldiers in the war, especially Robert E. Lee and Ulysses S. Grant.

- Share with students the unity found within the Union ranks in the cause of the United States and eventually the abolition of slavery. 1.3 million Union men of European ancestry fought in the Civil War and 180,000 African American men volunteered for the Union forces, making up nearly 10 percent of the Union army. Of all Union soldiers, 600,000 were wounded and approximately 360,000 Union men were killed.
- Teach the war, especially the major battles and military campaigns, in some detail. Students should understand how the battles came to be, the key stories, factors, and moments from the battle itself, and the significance of their various outcomes on subsequent events. Employ battle maps often.
- Help students to note the major themes running through the early years of the war, namely how Confederate commanders carried the day repeatedly despite the North's growing advantages, and how they exhibited military leadership and decisiveness. Students should also appreciate how unpopular Abraham Lincoln was in the North during much of the war.
- Have students come to know Abraham Lincoln, in his personal life, interior thoughts and troubles, and his great love for his country. Students should also think about the thinking and decision-making that makes Lincoln perhaps the greatest statesman in American history.
- Teach students about the Emancipation Proclamation and the technicalities Abraham Lincoln navigated in thinking of it, drawing it up, and timing its promulgation. He had to retain the border states, abide by the Constitution, achieve victory, and earn the support of public opinion in order for slaves to be effectively freed—and he did it all. Students should understand that Lincoln's justification for freeing the slaves involved exercising his executive powers as commander-in-chief of the armed forces during an armed rebellion. This is why Lincoln only had the authority to apply the Emancipation Proclamation to those states in actual rebellion, why it could not be applied to slave-holding border states not in rebellion, and why he knew that after the war, an amendment to the Constitution would be necessary to bring emancipation to all the states and make it permanent.
- Read aloud with students and discuss the Gettysburg Address. It is a magnificent work of oratory, but it also gets at the heart of the American founding and the ideas that maintain the United States. It also shows the importance of defending and advancing those ideas, both in the Civil War and in our own day, as is incumbent on every American citizen.
- Note the importance of Abraham Lincoln's choice of Ulysses S. Grant as General-in-Chief of the entire Union Army. Grant's decisiveness combined with William Tecumseh Sherman's boldness proved essential in prosecuting the war from late 1863 onward.
- Recap the war by considering major statistics, including the number of casualties and deaths on each side. Ask what stance Americans today should have towards those who fought in the Civil War, distinguishing between Northern soldiers and Southern soldiers. When considering Southern soldiers, be sure to note the tragic death of so many Americans, even if they were fighting for a confederate government dedicated to preserving slavery. As noted previously, most of those doing the actual fighting for the South did not own slaves and believed that they were fighting for their country as well.
- Share some of the main ideas in Abraham Lincoln's second inaugural address. Lincoln addresses many topics within the speech, both reflecting on the war and outlining a plan for after the war. In some respects, this speech is "part two" of what Lincoln began to assert in the Gettysburg Address. One of the main ideas Lincoln suggests, however, is that the Civil War was a punishment for the whole nation. This punishment was not necessarily for the mere existence of slavery but

because, unlike the founding generation, the nation had in the time since the founding not continued to work for the abolition of the evil of slavery. While no country will ever be perfect, a people should work to make sure its laws do not promote the perpetuation of a practice that violates the equal natural rights of its fellow citizens.

- To set up the following unit, outline for students Abraham Lincoln’s preliminary plans for reconstruction, and impress upon students the immense historical consequences of Lincoln’s assassination.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Find pictures that represent five different scenes from this lesson. Print off enough images for each group of five students to have a set. Give each student in the group a different picture (all groups will have the same five pictures). Have the students arrange the pictures in the order that those events occurred. Once the students have figured out the correct order of events, have students line up in order and go over the order of events as a class. Conclude the activity by asking students how they knew what event the picture was portraying. Ask students how they remembered the order of events/what they did to figure out the correct order. If there are groups that did not figure out the correct order, ask those students questions in order to move them to the correct sequence.

Activity 2: Provide students with copies of a map that can also be projected on the board. Review with students the events of the war and where certain battles took place. As a class, mark on the map on the board and have students do the same on their own maps. Make indications about who won each battle and review with students how the battle went and what its significance was.

Activity 3: Conduct a round robin reading of the Gettysburg Address. Then discuss it with students and begin to have them learn parts of the speech by heart. Plan two days for each student to recite their parts aloud.

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: Have students draw and color a scene of their choice from the Civil War. Have students present briefly in class what they drew, the story behind it, and why they depicted it the way they did.

FORMATIVE QUIZ 2

Provide students with numbered papers. Using the “Review Sheets” in the Appendix, make statements and ask students if they are True or False. Have them draw ☺ for “True” or ☹ for “False” next to each number. Review as a class and talk through what makes each answer correct.

Lesson 4 — Reconstruction

1865–1877

4-5 classes

LESSON OBJECTIVE

Students learn about the remarkable fulfillment of civil rights for freedmen during Reconstruction despite the objections of some and then the reversal of many of those realizations in Southern states during Reconstruction and after its end in 1877.

TEACHER PREPARATION

Create a note outline based on the following:

Teacher Texts

Land of Hope Young Reader's Edition

Chapters 23 and 24

The Story of the Thirteen Colonies and the Great Republic

Pages 196–202

The Civil War and Reconstruction

Pages 274–317

Trade Book

If You Lived at the Time of the Civil War

Online.Hillsdale.edu

The Great American Story

Lecture 11

Civil Rights in American History

Lectures 4 and 5

CORE CONTENT IN THIS LESSON

Geography & Places

Former Confederacy

Persons

Andrew Johnson

Ulysses S. Grant

Hiram Revels

Rutherford B. Hayes

Terms and Topics

Reconstruction

sharecropping

Radical Republicans

black codes

freedmen

scalawags and carpetbaggers

13th, 14th, 15th Amendments

Transcontinental Railroad

military districts

Compromise of 1877

To Know by Heart

“Lift Every Voice and Sing” — James Weldon Johnson

Dates

1865–77 Reconstruction

Images

Historical figures and events

Photographs of African Americans in the south, both in freedom and with the heavy restrictions placed on their freedom

STORIES FOR THE AMERICAN HEART

- The swearing in of Hiram Revels to the U.S. Senate
- Completion of the Transcontinental Railroad at Promontory Point, Utah

QUESTIONS FOR THE AMERICAN MIND

- What does *reconstruction* mean?
- What was the North like after the Civil War?
- What was the South like after the Civil War?
- How did Northerners and Southerners feel about each other after the Civil War?
- What plans did Abraham Lincoln have for Reconstruction?
- What plans did the Radical Republicans have for Reconstruction?
- Why did Andrew Johnson and the Republicans not get along?
- What did a Confederate state have to do in order to rejoin the Union?
- What changes did Republicans make to the Constitution?
- What did the 13th Amendment do?
- How did life improve for African Americans in the South during Reconstruction?
- How did some people and governments in the Southern states continue to try to hurt African Americans during Reconstruction?
- How did Republicans in the North attempt to defend and protect African Americans in the South during Reconstruction?
- How were African Americans in the South forced to fend for themselves?
- What was Ulysses S. Grant's presidency like?
- What happened in the election of 1876 and the Compromise of 1877?
- How did some people and governments in the Southern states continue to try to hurt African Americans in the South after Reconstruction?
- Questions from the U.S. Civics Test:
 - Question 63: There are four amendments to the U.S. Constitution about who can vote. Describe one of them.
 - Question 97: What amendment gives citizenship to all persons born in the United States?
 - Question 98: When did all men get the right to vote?
 - Question 126: Name three national U.S. holidays.
 - Question 127: What is Memorial Day?

KEYS TO THE LESSON

Even before the battlefield fighting was over, a new kind of struggle would emerge to determine the status of former slaves now made free. In decisive ways, Abraham Lincoln's assassination was devastating for the prospects of healing the nation while effectively securing the equal rights of freedmen. Not only was the desire for vengeance that Lincoln attempted to abate unleashed against the South, but the Republicans controlling Congress themselves fought bitterly with President Andrew Johnson over the purpose and method of Reconstruction. While some remarkable gains were made for African Americans in the South, particularly in fulfilling in law the core ideas enunciated in the American founding and fought for by the Union, objections to such fulfillments remained, new injustices were established, and the management of Reconstruction was in disarray. The Compromise of 1877 ended the period of Reconstruction, leaving the protections African Americans had gained without federal protection, resulting in decades of restrictions on their rights and liberties.

Teachers might best plan and teach Reconstruction with emphasis on the following approaches:

- Have students consider the effect of Abraham Lincoln's assassination on Reconstruction and the future of America, especially as regards civil rights for African Americans. Lincoln's focus was healing the nation while simultaneously providing for the effective and long-term establishment of equal rights for African Americans. Vice President Andrew Johnson succeeded Lincoln after his assassination.
- The transformation of a society away from decades of slavery was no small task. Depict Reconstruction as being tragically undermined and strained by the conflicts between congressional Republicans (who strongly opposed slavery), President Andrew Johnson (a pro-Union Democrat with little sympathy for former slaves), and lawmakers in the Southern states (who mostly wished to restrict the rights of the new freedmen), all of whom operated out of distrust following a painful and bloody Civil War.
- Teach students about each of the Reconstruction Amendments to the Constitution. It is important to note the major and meaningful efforts Northerners made to guarantee the rights of African Americans.
- Teach students about both the important gains and protections Republicans won for African Americans during Reconstruction as well as the ways in which these were undermined by actions in the former confederate states and Johnson himself. Students should gain an appreciation of the remarkable speed and degrees to which former slaves were incorporated into the civil body early in Reconstruction, including the thousands of African Americans who would hold office at the local, state, and even federal level. But they should also understand the ways that Johnson resisted equal treatment of African Americans and in doing so encouraged and allowed certain bad policies (such as "black codes" passed by state legislatures) in the former Confederacy. In fact, many of the reversals of reconstruction began during the presidential reconstruction of Johnson, who was decidedly against secession but by no means opposed to slavery. Congress repeatedly had to override his vetoes and enact Constitutional amendments to prevent his defense of inequalities.
- Have students learn about the ways in which many civil rights achievements were thwarted or undone both during and after Reconstruction. For instance, spend time discussing how as Southerners were enfranchised, African American officials were voted out of office and how "black codes" would eventually become Jim Crow laws. Discuss how "black codes" limited

freedmen's civil rights and imposed economic restrictions, including making being unemployed illegal, prohibiting landownership, prohibiting assemblies of freedmen only, prohibiting teaching freedmen to read or write, segregating public facilities, prohibiting freedmen from serving on juries, and carrying out corporal punishments for violators, among other restrictions and injustices. Note also the use of poll taxes and literacy tests to prohibit African Americans from voting.

- Explain how sharecropping made it nearly impossible for freedmen to accumulate enough savings to purchase their own land or set-off on a different pursuit. Moreover, students should be aware of the struggle facing freedmen who were still in a society prejudiced against them, without many possessions or even the ability to read.
- Explain the emergence of efforts to intimidate African Americans and Republicans and their effect on diminishing the political participation of freedmen.
- Teach students how President Ulysses S. Grant tried to prohibit intimidation of freedmen exercising their civil rights. Nonetheless, such measures were usually sloppily enforced.
- At the same time, note the improvements during Reconstruction in building hospitals, creating a public school system, securing civil rights in principle, and fostering community within the freedmen community, especially in marital and family stability and through vibrant churches.
- Explain that Reconstruction effectively ended with the Compromise of 1877 that settled the disputed election of 1876. Congress (now controlled by the Democratic Party) would allow Republican Rutherford B. Hayes to be declared president in exchange for his withdrawing federal troops in former confederate states. Point out that in the backdrop was both continuing Southern resistance and a gradual decrease in Northern zeal for (and political interest in) reform within the South.
- Ask students to consider the tragic nature of Reconstruction: a time of so much hoped for and achieved in applying the principle of equal natural rights was repeatedly undermined and mismanaged, then suddenly ended for political expediency, enabling new forms of injustice in certain areas of the country, after a war to end injustice had consumed the lives of hundreds of thousands of Americans.
- Nevertheless, make sure students do not lose sight of the momentous achievements in liberty, equality, and self-government fulfilled because of the Civil War. Students should appreciate the very significant achievements of Lincoln and the Civil War while looking forward to future generations of Americans who would seek to live up to the fundamental principles of America in their own times.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Find pictures that represent five different scenes from this lesson. Print off enough images for each group of five students to have a set. Give each student in the group a different picture (all groups will have the same five pictures). Have the students arrange the pictures in the order that those events occurred. Once the students have figured out the correct order of events, have students line up in order and go over the order of events as a class. Conclude the activity by asking students how they knew what event the picture was portraying. Ask students how they remembered the order of events/what they did to figure out the correct order. If there are groups

that did not figure out the correct order, ask those students questions in order to move them to the correct sequence.

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: Have students draw and color a scene or figure from this lesson. Have students present briefly what or whom they drew, the story behind it, and why they depicted the scene or person the way they did.

APPENDIX A

Talk about History

Review Sheets

Tests

Writing Assignment

TALK ABOUT HISTORY

Student Name: _____

Due: _____

Story/Lesson from History: _____

1. Who/what did you learn about in history class today?

Student Answer: _____

2. Who were the most important characters in the story?

Student Answer: _____

3. Tell me more about one of those characters.

Student Answer: _____

4. Tell me about the most exciting/interesting part of the story today.

Student Answer: _____

Parent Signature: _____

Date: _____

TALK ABOUT HISTORY

Student Name: _____

Due: _____

Story/Lesson from History: _____

1. Who/what did you learn about in history class today?

Student Answer: _____

2. Who were the most important characters in the story?

Student Answer: _____

3. Tell me more about one of those characters.

Student Answer: _____

4. Tell me about the most exciting/interesting part of the story today.

Student Answer: _____

Parent Signature: _____

Date: _____

History Assessment and Review in Grades K–2

REVIEWING AND STUDYING

One-page Review Sheets are included in the following materials. Teachers are encouraged to review items on these sheets with students in the days leading up to an assessment. Between reviewing at the beginning of each class period and this review based on the Review Sheets, students should not need to do any additional studying or review. Review Sheets may be sent home, however, if parents wish to review with their students at home.

ASSESSMENT

The method for assessing students on history in grades K-2 depends on the grade level and student ability.

For students who cannot yet read and write:

Option 1: Choose several items from the Review Sheet to ask each student orally. This may be done in private with the same questions while students complete another activity, or it may be administered aloud with the entire class, varying questions for each student.

Option 2: Create a test with images for matching or identifying terms and topics. Read aloud a description or explanation of a Person, Term, Topic, or Story to the whole class and have each student circle or place a number/letter next to the corresponding image on their test. For the Questions, read aloud a statement that would answer the question and ask students if it is True or False. Have them draw ☺ for “True” or ☹ for “False” next to each statement.

For students who can read and write:

Teachers may administer the tests included in the following materials. It is recommended, especially early in a school year, to have each student complete the test individually, but with the class proceeding together from question to question, each being read aloud by the teacher.

Review Sheet — Unit 4, Test 1

Lesson 1 | The Expansion of Slavery

Lesson 2 | Toward Civil War

Test on _____

DATES: *When did _____ occur?*

1861 Civil War begins

PERSONS: *Tell me who _____ was and what he/she did.*

Abraham Lincoln
Frederick Douglass

Harriet Beecher Stowe
Harriet Tubman

Stephen Douglas

TERMS AND TOPICS: *Tell me what _____ is/are/was/were and why we learned about it.*

cotton gin
secession
abolitionism

*Narrative of the Life of
Frederick Douglass
Uncle Tom's Cabin*

Underground Railroad
Bleeding Kansas
a house divided
Lincoln-Douglas Debates

STORIES FOR THE AMERICAN HEART: *Tell me the story of...*

- Biography of Frederick Douglass
- Biography of Abraham Lincoln
- Actions of Harriet Tubman and the Underground Railroad
- The first shots fired on Fort Sumter

QUESTIONS FOR THE AMERICAN MIND: *Tell me...*

- Why many Founders who were against slavery thought that allowing slavery and keeping the Americans united would be the only way eventually to get rid of slavery.
- Why the Founders expected that slavery would eventually die out on its own.
- The name of the invention after the founding that made cotton more valuable and actually increased slavery, which ruined the Founders' guess that slavery would end on its own.
- What life was like for slaves in the Southern states.
- Who the abolitionists were and what kinds of things they did to try to end slavery.
- Who Harriet Beecher Stowe was and what her book, *Uncle Tom's Cabin*, did.
- If Abraham Lincoln was for or against slavery and why.
- What Abraham Lincoln's childhood was like.
- Why Abraham Lincoln said it was wrong to "not care" about whether people vote for slavery or not.
- What Abraham Lincoln meant when he said that "a house divided against itself cannot stand."
- What Southern states did after Abraham Lincoln was elected.
- How slavery was the real reason the Civil War was fought.

Name _____

Date _____

The American Civil War — Test 1

Lesson 1 | The Expansion of Slavery

Lesson 2 | Toward Civil War

DATES: *Circle the year the Civil War began.*

- A. 1877 B. 1776 C. 1861

PERSONS: *Match the person to who he/she was or what he/she did.*

- A. Frederick Douglass B. Harriet Beecher Stowe C. Stephen Douglas

1. _____ Argued that people should vote whether or not to have slavery.
2. _____ An escaped slave who wrote about the horrors of slavery and worked to end slavery.
3. _____ A little lady whose book *Uncle Tom's Cabin* let northerners know how bad slavery was.

TERMS AND TOPICS: *Match the term to the correct definition, description, or explanation.*

- A. a house divided C. Bleeding Kansas E. Lincoln-Douglas Debates
B. abolitionism D. cotton gin F. secession

4. _____ An invention that made Southerners want more slaves to work.
5. _____ When people worked to end slavery.
6. _____ Disagreements over whether people should be able to vote for slavery or not.
7. _____ Fighting about slavery in a western territory.
8. _____ Abraham Lincoln's worry about America's divisions hurting the country.
9. _____ When a state tries to leave a country.

STORIES FOR THE AMERICAN HEART: *Tell me about Harriet Tubman and the Underground Railroad.*

QUESTIONS FOR THE AMERICAN MIND

10. Tell me why many Founders who were against slavery thought that allowing slavery and keeping the Americans united would be the only way eventually to get rid of slavery.

11. Tell me what life was like for slaves in the Southern states.

12. Tell me who the abolitionists were and what kinds of things they did to try to end slavery.

13. Tell me what Abraham Lincoln's childhood was like.

14. Tell me how slavery was the real reason the Civil War was fought.

Review Sheet — Unit 1, Test 2

Lesson 3 | The Civil War
Lesson 4 | Reconstruction

Test on _____

DATES: *When did _____ occur?*

1865 Civil War ends

PERSONS: *Tell me who _____ was and what he/she did.*

Abraham Lincoln
Jefferson Davis
Robert E. Lee

Clara Barton
Ulysses S. Grant
William Tecumseh Sherman

John Wilkes Booth
Hiram Revels

TERMS AND TOPICS: *Tell me what _____ is/are/was/were and why we learned about it.*

Confederate States of America
ironclads
Emancipation Proclamation
Battle of Gettysburg
Pickett's Charge

54th Massachusetts
March to the Sea
Reconstruction
13th Amendment
freedmen

black codes
scalawags and carpetbaggers
Transcontinental Railroad
Compromise of 1877

STORIES FOR THE AMERICAN HEART: *Tell me the story of...*

- The writing and delivery of the Gettysburg Address
- Robert E. Lee's surrender to Ulysses S. Grant at Appomattox Court House

QUESTIONS FOR THE AMERICAN MIND: *Tell me...*

- Why Abraham Lincoln thought that the Southern states could not leave the country.
- How soldiers fought each other in the Civil War.
- What the problem was with most of the Union generals early in the war.
- What Robert E. Lee was like and why he was a good general.
- What the Emancipation Proclamation did.
- What Ulysses S. Grant was like and why he was a good general.
- Why the Union won the Civil War.
- What Reconstruction was.
- Why Andrew Johnson and the Republicans did not get along.
- How life improved for African Americans in the South during Reconstruction.
- How some people and governments in the Southern states tried to hurt African Americans during and after Reconstruction.

Name _____

Date _____

The American Civil War — Test 2

Lesson 3 | The Civil War

Lesson 4 | Reconstruction

DATES: *Circle the year the Civil War ended.*

- A. 1877 B. 1865 C. 1860

PERSONS: *Match the person to who he/she was or what he/she did.*

- A. Abraham Lincoln B. Robert E. Lee C. Ulysses S. Grant

- _____ Led the Confederate Army of Northern Virginia through the entire Civil War.
- _____ Led Union army to victory later in the Civil War.
- _____ Was President of the United States during the Civil War.

TERMS AND TOPICS: *Match the term to the correct definition, description, or explanation.*

- | | | |
|----------------------------------|------------------------------|-----------------------|
| A. Confederate States of America | B. Emancipation Proclamation | D. Reconstruction |
| | C. Battle of Gettysburg | E. 13th Amendment |
| | | F. Compromise of 1877 |

- _____ What the Southern states called themselves during the Civil War.
- _____ Abraham Lincoln's order freeing the slaves in the South.
- _____ A very bloody conflict where the Union army stopped the invasion of the Southern army.
- _____ The time after the Civil War.
- _____ Changed the Constitution to make slavery illegal everywhere in America.
- _____ Ended Reconstruction and many protections for former slaves in the South.

STORIES FOR THE AMERICAN HEART: *Tell me the story of Robert E. Lee's surrender to Ulysses S. Grant at Appomattox Court House.*

QUESTIONS FOR THE AMERICAN MIND

10. Tell me how soldiers fought each other in the Civil War.

11. Tell me what Robert E. Lee was like and why he was a good general.

12. Tell me what Ulysses S. Grant was like and why he was a good general.

13. Tell me why the Union won the Civil War.

14. Tell me why Andrew Johnson and the Republicans did not get along.

APPENDIX B

Primary Source

Abraham Lincoln

PRESIDENT ABRAHAM LINCOLN (R)

On the Consecration of the Soldiers' National Cemetery

SPEECH

November 19, 1863

Soldiers' National Cemetery | Gettysburg, Pennsylvania

Gettysburg Address

BACKGROUND

Abraham Lincoln delivered these remarks at the dedication of the Union cemetery for those soldiers killed in the Battle of Gettysburg in the summer of 1863.

ANNOTATIONS

NOTES & QUESTIONS

5 Four score and seven years ago our fathers brought forth, on this continent, a new nation,
conceived in Liberty, and dedicated to the proposition that all men are created equal.

10 Now we are engaged in a great civil war, testing whether that nation, or any nation so con-
ceived, and so dedicated, can long endure. We are met on a great battle-field of that war.
We have come to dedicate a portion of that field, as a final resting-place for those who here
gave their lives, that that nation might live. It is altogether fitting and proper that we should
do this.

15 But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—
this ground. The brave men, living and dead, who struggled here, have consecrated it far
above our poor power to add or detract. The world will little note, nor long remember what
we say here, but it can never forget what they did here. It is for us the living, rather, to be
dedicated here to the unfinished work which they who fought here have thus far so nobly

Abraham Lincoln, "Gettysburg Address," November 19, 1863, in *The Collected Works of Abraham Lincoln*, Vol. 7, ed. Roy P. Basler (New Brunswick, NJ: Rutgers University Press, 1953), 23.

ANNOTATIONS

NOTES & QUESTIONS

advanced. It is rather for us to be here dedicated to the great task remaining before us—
that from these honored dead we take increased devotion to that cause for which they here
gave the last full measure of devotion—that we here highly resolve that these dead shall not
have died in vain—that this nation, under God, shall have a new birth of freedom—and
5 that government of the people, by the people, for the people, shall not perish from the earth.

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