

GRADES  
**3-5**

GRADES 3-5 | 1492-1877



*Hillsdale College K-12 Curriculum*

# American History

COMPLETE LESSON PLANS



## 3RD-5TH GRADE

# American History

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4 units | 30-40-minute classes

## OVERVIEW

### Unit 1 | The British Colonies of North America

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37-41 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

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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

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

## Unit 4 | The American Civil War

33-37 classes

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

**UNIT 1**

# The British Colonies of North America

1492–1763

30-40-minute classes | 35-39 classes

**UNIT PREVIEW****Structure**

<b>LESSON 1</b>	The Lands, Waters, and Peoples of America	6–7 classes	p. 7
<b>LESSON 2</b>	1492–1630      Exploration and Settlement	9–10 classes	p. 11
<b>LESSON 3</b>	1630–1732      The Colonies in Profile	9–10 classes	p. 20
<b>LESSON 4</b>	1607–1763      Major Events in the Colonies	9–10 classes	p. 28
<b>APPENDIX A</b>	Study Guide, Test, and Writing Assignment		p. 35
<b>APPENDIX B</b>	Primary Source		p. 45

**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 study closely 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

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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

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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 fluid and 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. A close study of 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

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### TEXTS

*Land of Hope*, Wilfred McClay  
*The Formative Years, 1607–1763*, Clarence Ver Steeg  
*Freedom Just Around the Corner*, Walter McDougall

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

*The Great American Story*  
*American Heritage*

## Lesson Planning Resources

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### 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 American Revolution and Constitution*, Anne Goudvis and Stephanie Harvey  
*The Age of Exploration*, Core Knowledge  
*A Jamestown Time Capsule*, Jessica Freeburg  
*Pilgrims: Magic Tree House Fact Tracker*, Mary Pope Osborne  
*Science on the Mayflower*, Tammy Enz

## STUDENT RESOURCES

*The Landing of the Pilgrims*, James Daugherty  
*Meet George Washington*, Joan Heilbroner  
*Ben Franklin of Old Philadelphia*, Margaret Cousins

## TRADE BOOKS

*Exploration & Conquest*, Betsy Maestro  
*Discovery of the Americas*, Betsy Maestro  
*Aboard the Santa Maria*, Kate Mikoley  
*James Towne*, Marcia Sewall  
*If You Sailed On the Mayflower*, Ann McGovern  
*Aboard the Mayflower*, Theresa Emminizer  
*If You Lived With the Iroquois*, Ellen Levine  
*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  
*The Courage of Sarah Noble*, Alice Dalgliesh  
*Struggle for a Continent*, Betsy Maestro

## PRIMARY SOURCE

The Mayflower Compact

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



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

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6–7 classes

### LESSON OBJECTIVE

Students learn about the geography of what would become the United States of America, including its physical contours, climate, advantages for civilization, and its Native American inhabitants.

### TEACHER PREPARATION

Create a note outline based on the following:

#### Teacher Texts

*Land of Hope Young Reader's Edition*, Volume 1  
*The Geography of the United States*

Pages xiii-xv, 1-3

#### Online.Hillsdale.edu

*The Great American Story*  
*American Heritage*

Lectures 1 and 2  
 Lecture 1

### CORE CONTENT IN THIS LESSON

#### Topographic Geography

Atlantic Ocean  
 San Salvador  
 Appalachian Mountains  
 Lake Ontario  
 Niagara Falls  
 Lake Erie  
 Chesapeake Bay  
 Gulf of Mexico  
 Mississippi River  
 Lake Huron  
 Lake Michigan

Lake Superior  
 Great Lakes  
 Great Plains  
 Rocky Mountains  
 Grand Canyon  
 Death Valley  
 Mojave Desert  
 Pacific Ocean  
 Bering Strait  
 Hawaiian Islands

#### Political Geography

Virginia  
     Richmond  
     Jamestown  
 Massachusetts  
     Boston  
     Plymouth  
 New Hampshire, Concord

Maryland  
     Annapolis  
     Baltimore  
 Connecticut, Hartford  
 Rhode Island, Providence  
 Delaware, Dover  
 North Carolina, Raleigh

South Carolina  
 Columbia  
 Charleston  
 New Jersey, Trenton  
 New York  
 Albany  
 New York City

Pennsylvania  
 Harrisburg  
 Philadelphia  
 Georgia, Atlanta  
 Washington, District of Columbia

### **Terms and Topics**

glaciers  
 land bridge  
 terrain  
 natural resources  
 climate  
 Mayas  
 Aztecs

Incas  
 Hopewell  
 cities  
 towns  
 countryside

### **Images**

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

## **STORY FOR THE AMERICAN HEART**

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

## **QUESTIONS FOR THE AMERICAN MIND**

- What are some of the different kinds of terrain in the American landscape?
- Why is the American landscape a good place for people to live?
- How is the terrain different between different regions?
- Where did the indigenous peoples of North and South America come from? How do we believe they came?
- 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:

- 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 physical map handed out to them and on its projection on the board. As the class proceeds from coast to coast, label the map together. 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 the modern political map with a new projected map and a corresponding political map handout. In teaching the political map, proceed in the order in

which the first thirteen states were settled as colonies, and then in the order in which the remaining thirty-seven became states in the Union. The colonies and their major cities and features should be discussed in detail, while details on the remaining states may be reserved for later grades. Review the topography, weather, climate, and seasons in the process. Discuss how population is distributed across the country, and then group the states into different regions.

- After covering the modern political United States, 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. 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 ACTIVITIES AND ASSIGNMENTS

**Activity 1:** Complete a physical map of the United States together as a class and study it for a future map assessment (teacher created).

**Activity 2:** Complete a political map of the United States together as a class (teacher created).

**Activity 3:** Map major historical indigenous tribes onto a physical map together as a class (teacher created).

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**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:** What natural resources made North America a good place to live? (2–4 sentences)

**Assignment 3:** Choose two indigenous tribes in North America and describe how the environment in which they lived shaped their lifestyle. (2–4 sentences)

## 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:

#### Student Text

Selections from *The Landing of the Pilgrims* and *Colonial Times*  
 Primary Source                      See below.

#### 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 Age of Exploration</i>	Pages 2–47, 54–65
<i>The Landing of the Pilgrims</i>	
<i>A Jamestown Time Capsule</i>	
<i>Pilgrims: Magic Tree House Fact Tracker</i>	
<i>Science on the Mayflower</i>	

#### Trade Books

*Exploration & Conquest*  
*Discovery of the Americas*  
*Aboard the Santa Maria*  
*James Towne*  
*If You Sailed On the Mayflower*  
*Aboard the Mayflower*

#### Online.Hillsdale.edu

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

### STUDENT PREPARATION

**Assignment 1:** Students look at images of Spanish or Portuguese caravels and describe some challenges explorers may have faced while crossing the Atlantic Ocean.

**Assignment 2:** Students look at a world map prior to Christopher Columbus and describe why his theories of navigation may have seem unbelievable according to many Europeans.

**Assignment 3:** Students pre-read selections from *The Landing of the Pilgrims* (based on grade level reading ability).

**Assignment 4:** Students pre-read the Mayflower Compact (based on grade level reading ability).

**Assignment 5:** Students look at “The first Thanksgiving 1621” painting by Jean Leon Gerome Ferris and discuss the goodwill of the Native Americans and its reciprocation by the Pilgrims.

**Assignment 6:** Students pre-read selections from *Colonial Times* (based on grade level reading ability).

## CORE CONTENT IN THIS LESSON

### Geography & Places

Genoa  
San Salvador/Watling Island  
“The New World”  
La Florida  
St. Augustine  
Virginia

Roanoke  
Chesapeake Bay  
Jamestown  
Plymouth  
Massachusetts Bay  
Boston

### Persons

Leif Erikson  
Ferdinand and Isabella  
Christopher Columbus  
John Smith  
Pocahontas

Lord De La Warr  
John Rolfe  
William Bradford  
Massasoit  
John Winthrop

### Terms and Topics

caravel  
merchants  
nation-states  
*Niña, Pinta, and Santa María*  
Taíno  
“Indians”  
conquistadors  
Columbian Exchange  
smallpox  
Virginia Company  
indentured servants

Powhatan  
“Starving Time”  
tobacco  
House of Burgesses  
Pilgrims  
*Mayflower*  
religious freedom  
self-government  
Wampanoag  
Puritans

**Primary Source**

The Mayflower Compact

**To Know by Heart**

“We must consider that we shall be as a city upon a hill. The eyes of all people are upon us.” —John Winthrop

**Timeline**

1492	Columbus lands on San Salvador Island
1607	Jamestown settled
1620	Pilgrims settle Plymouth

4th Thursday in November      Thanksgiving Day

**Images**

Historical figures and events  
World map prior to Columbus  
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
- John Smith’s account of the founding of Jamestown
- The “Starving Time” at Jamestown
- Pocahontas, John Smith, and John Rolfe
- The voyage of the *Mayflower*
- Signing of the Mayflower Compact
- William Bradford’s account of going ashore at Plymouth
- 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 was Christopher Columbus’s theory about the fastest route to Asia?
- Why was exploration, especially by sailing west, so dangerous?
- How did Christopher Columbus’s voyages change the world?

- Was Christopher Columbus successful? Why or why not?
- How did England settle the New World? How was it different from other countries?
- Why did settlers want to establish Jamestown?
- What problems did Jamestown's settlers face?
- What events helped Jamestown to succeed?
- What two things both happened in Jamestown in 1619?
- What is "self-government"?
- Why did the Pilgrims want to establish Plymouth?
- 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?
  - Question 75: What group of people was taken and sold as slaves?

## 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, growing prosperity among an expanding middle class, 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. A short review of explorers who predated Christopher Columbus may be helpful.

- 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.
- Share the stories of each of Columbus's four voyages, marking the gradual decline in success, based on the stated goals of each trip.
- 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.
- Use this opportunity to address 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 students not paint with too broad of a brush. The relationships varied widely. Many interactions and relationships were mutually respectful and cooperative. Others were brutal and 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. Note how his sailings along the isthmus of Panama left him, unknowingly, just a few dozen miles from the vast Pacific Ocean, the existence of which he knew nothing.
- 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. Students need not study all of these events in detail, but they should grasp the overall strategy that Spain, Portugal, and even France adopted toward exploring and settling the New World, namely, a top-down, economically motivated approach under the direct centralized control of their respective monarchies. It will be important to contrast this approach with that of the English in the next lesson.
- Trace the paths of various explorers into the future states of America, particularly in Florida and the West. The presence of Catholic missionaries is of special note, highlighting one motivation for exploration.

- 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."
- Help students to appreciate 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.
- Consider how the year 1619 at Jamestown offers a profound insight into colonial America:
  - On the one hand, it was in 1619 that the first enslaved Africans, having been taken from a Portuguese slave ship en route to Mexico by an English privateer, landed at Jamestown.
  - On the other hand, it was also in 1619 at Jamestown that the Virginia House of Burgesses first convened, marking the beginning of representative self-government in the colonies. This self-government would flourish for more than 150 years as the British colonists of North America largely governed themselves and developed the thoughts, practices, and habits of a self-governing people. Be sure to discuss what is meant by "self-government."
- 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 1:** Assign each student a different event to draw from the years between Columbus' landing in San Salvador through the First Thanksgiving. Then have students arrange themselves in the correct order of events in class and have each present briefly what they drew, the story behind it, its relationship to other scenes, and why they depicted it the way they did.

**Activity 2:** Using a printed map, have students draw the Columbian Exchange and list or draw several products that would be traded from the Americas to the Old World and vice versa.

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**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:** What were the primary motivations of the Jamestown settlers? What were the primary motivations of the Plymouth and Massachusetts Bay settlers? What were the similarities and differences between these two groups' motivations? (2–4 sentences)

**Assignment 3:** What are some of the reasons Jamestown nearly failed in its early years? What strategies did men like John Smith and Lord De La Warr use to save the young colony? (2–4 sentences)

**Assignment 4:** Retell the story of the First Thanksgiving and Algonquian's role in saving the Pilgrims who survived the harsh winter (2–4 sentences).

Name\_\_\_\_\_

Date\_\_\_\_\_

## Unit 1 | Formative Quiz 1

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Covering Lesson 2  
10-15 minutes

**MATCHING:** Write the letter of each definition to the correct word it defines.

- |                          |  |
|--------------------------|--|
| _____ Virginia Company   | A. a cash crop exported from Virginia to Europe  |
| _____ “starving time”    | B. a document in which the Pilgrims organized themselves under the rule of law                       |
| _____ Mayflower Compact  | C. a period in which many of Jamestown colonists died  |
| _____ tobacco            | D. Englishmen who combined their resources to finance travels to England’s first successful colony   |
| _____ House of Burgesses | E. first convened in 1619 and marked the beginning of representative self-government in the colonies |

**SHORT ANSWER:** Answer the following in complete sentences.

1. Why did Europeans begin exploring the ocean in the 1400s?

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2. Was Christopher Columbus successful? Why or why not?

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3. What events helped Jamestown to succeed?

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4. Why did the Pilgrims want to establish Plymouth?

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5. Why did John Winthrop say that the settlers at Massachusetts Bay were like “a city upon a hill”?

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## 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 from *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

*If You Lived With the Iroquois*

*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

### STUDENT PREPARATION

**Assignment 1:** Students pre-read selections from *Colonial Times* (based on grade level reading ability).

**Assignment 2:** Students look at images displaying the geography of the New England, Middle, and Southern colonies and list the advantages and disadvantages presented by the natural features of each region.

**CORE CONTENT IN THIS LESSON****Geography & Places**

New Hampshire  
Maryland  
Connecticut  
Rhode Island  
Delaware  
North Carolina  
South Carolina  
New Jersey

New York  
Pennsylvania  
Philadelphia  
Georgia  
New England Colonies  
Middle Colonies  
Southern Colonies

**Persons**

Lord Baltimore  
Roger Williams  
Peter Stuyvesant

William Penn  
James Oglethorpe

**Terms and Topics**

public education  
religious freedom  
township  
Quakers  
self-government  
colonial assemblies  
colonial governors  
militia  
Triangle Trade

indentured servitude  
chattel slavery  
slave ships  
Middle Passage  
individualism  
aristocracy

**Images**

Historical figures and events  
Landscape pictures of geographic places featured in this lesson  
Map of the Triangle Trade  
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
- Stories of Peter Stuyvesant's governance in New York
- Accounts from the Salem Witch Trials
- 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 did the English settle the New World differently than other countries?
- How did many European settlers see the New World as a place of opportunity?
- What is religious freedom or toleration? Why was this special in the colonies compared to other parts of the world?
- Why was it important that colonial children learned to read and think? Why was this special in the colonies compared to children in other parts of the world?
- What was unique about who was able to own property and vote in the colonies compared to other places in the world?
- How did the kind of work colonists vary from region to region?
- What was indentured servitude? How is it similar to and different from slavery?
- 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?
- How were African slaves distributed in the New World? What proportions of Africans were taken to which parts?
- How did slavery gradually expand and become accepted by laws?
- Describe the main characteristics of the “American” colonist? Where did these traits come from?
- How were the colonies’ leading citizens distinct from the leaders in European societies?
- 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.
- Compare with students the basic economic differences between French, Spanish, and English colonies; i.e., the native fur trade (France), tributary native labor and precious metals (Spain), and settlement agriculture (England).
- Note the seemingly haphazard 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, the type of self-reliance necessary for such lives, and the ways in which Christian religious beliefs contributed to how communities functioned.
- 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, even while events such as the persecution of the Quakers in Massachusetts still occurred.
- Note also for the students that the diversity of religious belief was accompanied by the diversity of immigrants. New York and Rhode Island, for example, were well known for the number of people who had migrated there from many countries other than the British Isles.
- Help students appreciate that colonial America was highly literate and that the leading members of colonial society and government were educated in classical thought, ancient and contemporary history, and philosophy and politics (including thinkers of the moderate Enlightenment). Such high levels of literacy and learning were unheard of anywhere else in the world. Important factors that contributed to this high degree of literacy among the people was the insistence on being able to read the Bible, broad support for education, and collegiate preparation.
- 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.

- Discuss how private property opportunities and protections enabled commoners to earn their livelihood in freedom and contributed to the characteristics of Americans as industrious and independent.
- 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. Arguments for justice toward Native Americans and Africans often cited Christian religious beliefs and moral philosophy.
- Review with students the emergence of chattel slavery during the Renaissance in Europe and through colonization, then address slavery in what would become the future United States. When teaching students about the history of slavery in the British colonies of North America, be mindful of the following:
  - 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.
  - Ask students to imagine the Middle Passage and the barbarities of slavery and the slave trade. Overall, of the nearly 11 million Africans who survived being brought to the Western Hemisphere, around 3 percent, or about 350,000, were brought to the North American continent, with the rest of all Africans taken to other colonies in the Caribbean and South America.
  - 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.
- It would be several decades before a law emerged in the southern colonies that concerned African colonists in particular or the practice of slavery. In 1662, forty-three years after the arrival of the first Africans at Jamestown, Virginia's commanding general determined that a child born to an enslaved woman would also be a "servant for life," and in 1668, corporal punishment for slaves was permitted in law. These appear to be the first laws regarding slavery in colonial America.
- The transatlantic slave trade grew with the sugar cane plantations of the Caribbean as far back as the early 1500s—plantations which also happened to become England's most valuable colonies. At the same time, the source of labor shifted away from indigenous peoples, European convicts, and indentured servants to slaves. Although slavery was more widespread in the southern colonies (to grow tobacco and rice) and almost universal in England's Caribbean sugar plantations, few laws explicitly prohibited the practice in most colonies, at least at certain times in their histories. Consider also the early abolitionist efforts of some colonists, the Quakers, for example.
- 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.
- Explain how a sort of unofficial aristocracy emerged throughout the colonies, but an aristocracy open to promotion by the meritorious; that is, based on merit, talent, and virtue instead of mere heredity. This unofficial class of leading citizens was also modeled more on the English gentleman rather than on the courts of continental Europe. Their stations in life ranged from planters in the south, where the aristocratic element was most prevalent, to clergy, merchants, professors, and manufacturers in the north. And in general, all of them were highly learned.

## STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

**Activity 1:** Assign each student a different colony and have them describe its founding. Then have students arrange themselves in the correct order based on when the colonies were founded. Have each student present briefly who founded the colony and his or their primary motivation for founding that colony.

**Activity 2:** Using a printed map, have students label each of the colonies and color the colonies using three different colors for each of the different regions: New England, Middle, and Southern colonies.

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**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:** What was religious toleration and why was it important in the colonies? (2–4 sentences)

**Assignment 3:** What was chattel slavery, where did it come from, and how was it promoted and resisted in the colonies? (2-4 sentences)

**Assignment 4:** What kind of unofficial aristocracy emerged throughout the colonies, and how did this differ from the aristocracy in Europe? (2-4 sentences)

Name\_\_\_\_\_

Date\_\_\_\_\_

## Unit 1 | Formative Quiz 2

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Covering Lesson 3  
10-15 minutes

**MATCHING:** *Write the letter of each definition to the correct word it defines.*

- |                            |  |
|----------------------------|--|
| _____ indentured servitude | A. an exchange of free labor for passage across the Atlantic and shelter in the colonies |
| _____ self-government      | B. England's loose control over the American colonies                                    |
| _____ James Oglethorpe     | C. politically deciding one's internal affairs   |
| _____ The Middle Passage   | D. the route by which Africans were taken to the Americas from Africa                    |
| _____ salutary neglect     | E. tried to set up a debtor's haven in Georgia   |

**SHORT ANSWER:** *Answer the following in complete sentences.*

1. How did many European settlers see the New World as a place of opportunity?

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2. Why was it important that colonial children learned to read and think?

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3. What was unique about who was able to own property and vote in the colonies compared to other places in the world?

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4. What are the origins of slavery in world history?

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5. How did slavery gradually expand and become accepted by laws?

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## 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:

#### Student Texts

<i>Land of Hope Young Reader's Edition, Volume 1</i>	Pages 12–14, 28–36
<i>Meet George Washington</i>	Pages 1–24
<i>Ben Franklin of Old Philadelphia</i>	Pages 3–98

#### 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

*Struggle for a Continent*  
*The Courage of Sarah Noble*

#### Online.Hillsdale.edu

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

### STUDENT PREPARATION

**Assignment 1:** Students pre-read selections from *The American Revolution and Constitution* (based on grade level reading ability).

**Assignment 2:** Students draw, label, and color on a map the approximate extents of Spanish, French, and English claims in North America up until 1754.

**Assignment 3:** Students pre-read selections from *Meet George Washington* (based on grade level reading ability).

**Assignment 4:** Students pre-read selections from *Ben Franklin of Old Philadelphia* (based on grade level reading ability).

**CORE CONTENT IN THIS LESSON****Geography & Places**

Appalachian Mountains  
 Allegheny Mountains  
 Ohio River Valley  
 The Great Lakes  
 Canada

Mississippi River  
 Quebec  
 Montreal  
 Duquesne

**Persons**

Jonathan Edwards  
 George III

George Washington  
 Benjamin Franklin

**Terms and Topics**

King Philip's War  
 English Civil War  
 Bacon's Rebellion  
 Glorious Revolution  
 English Bill of Rights  
 "salutary neglect"  
 representation  
 self-government

The Great Awakening  
 French and Indian War  
 Iroquois Confederacy  
 Battle of Jumonville Glen  
 Albany Congress  
 Fort Duquesne  
 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."
- "Use no Reproachfull Language against any one neither Curse nor Revile."
- And a rule of each student's choice regarding eating.

**Timeline**

1688	Glorious Revolution; English Bill of Rights
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  
 Depictions of battles and battlefields  
 Colonial assembly buildings  
 Depictions of Great Awakening gatherings and revival scenes

## STORIES FOR THE AMERICAN HEART

- A sermon by Jonathan Edwards
- George Washington and the cherry tree (legend)
- George Washington's time as a surveyor
- 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 was it like to wage war in colonial North America?
- What did the colonists learn from the English Civil War?
- Which ideas from Europe about government influenced the colonists?
- What is "salutary neglect"? Why was it good that England did not pay the colonists much attention?
- What did self-government look like in the colonies?
- How did the Great Awakening help colonists feel like they had more in common than they thought?
- Who fought in the French and Indian War? Why did they fight?
- What was the role of George Washington in the French and Indian War?
- What were the major battles and moments in the French and Indian War?
- 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?
- How did the Treaty of Paris reshape North America?
- What was good and bad about the territory that the British gained from France?
- 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 the establishment and characteristics of each colony, students should consider the major influences and 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, too. Treatment of some general Enlightenment ideas and of the English Civil War does not need to be extensive in an American history class, but students should understand how these events affected and informed 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:

- Review with students the relationships between Native Americans and the settlers. Note the variety of relationships and circumstances over time, helping students to recognize how much time colonial history spans. Disease was the main factor that tragically sent the Native Americans into decline. When significant conflict did occur, it often involved an entangling of rivalries among Native American tribes and those of European powers and their colonies. The American colonists in particular were well versed in defending themselves with their own arms and in locally assembled citizen militias.
- 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. Students should also be introduced to the style, strategy, and tactics of seventeenth- and early eighteenth-century warfare, particularly as waged in North America.
- 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.
- Discuss with students the Magna Carta and the English Bill of Rights to show that there is a long history of understanding that a “fundamental law” exists.
- Review or discuss the historical ideas that influenced the colonial leaders. In addition to a Judeo-Christian faith tradition and Greco-Roman philosophy and law, Enlightenment ideas also influenced leading colonists, especially those regarding the sources of power and the purpose of government.
- Consider with students the English statesman Edmund Burke’s idea that the colonists in British North America enjoyed a relationship of “salutary neglect” with respect to the English government. 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, in Burke’s view, 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: they had education and a group of leading colonists who were learned in classical thought; they had the English rule of law tradition; and they had general

Enlightenment ideas. 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 in 1619. 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 various conflicts in which the British colonists of North America found themselves. Spend some time in particular with 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 1:** Assign each student a different event to draw from the years between The Glorious Revolution and the French and Indian War. Then have students arrange themselves in the correct order of events in class and have each present briefly what they drew, the story behind it, its relationship to other scenes, and why they depicted it the way they did.

**Activity 2:** Each student chooses one of George Washington's suggestions from "Rules of Civility & Decent Behavior in Company and Conversation," recite it by heart, and describe what it means.

**Activity 3:** Students draw, label, and color on a map the approximate extents of Spanish, French, and English claims in North America after the Treaty of Paris in 1763 and compare the changes to the map they made prior to the French and Indian War.

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**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:** What is “salutary neglect,” and how did it turn out to be a good thing for the colonists? (2–4 sentences)

**Assignment 3:** Retell the story of the French and Indian War and its effects (2–4 sentences).



## **APPENDIX A**

Talk about History

Study Guide

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: \_\_\_\_\_

## Unit 1 Test — Study Guide

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

Test on \_\_\_\_\_

### TIMELINE

*When given dates in order, match events from a list to the years or dates that they happened.*

1492	Christopher Columbus land on San Salvador Island
1607	Jamestown founded
1620	Pilgrims land at Plymouth

### PERSONS

*Identify each, provide biographical details, and explain what he or she thought or did in specific periods or events.*

Christopher Columbus	William Bradford	William Penn
John Smith	Massasoit	James Oglethorpe
Pocahontas	John Winthrop	Jonathan Edwards
Lord De La Warr	Roger Williams	George Washington
John Rolfe	Lord Baltimore	Benjamin Franklin

### TERMS AND TOPICS

*Identify each and explain its significance to the period of history studied.*

Niña, Pinta, and Santa María	Mayflower	Glorious Revolution
Taíno	religious freedom	English Bill of Rights
Columbian Exchange	self-government	“salutary neglect”
smallpox	Quakers	representation
Virginia Company	militia	The Great Awakening
indentured servants	Triangle Trade	French and Indian War
“Starving Time”	chattel slavery	Iroquois Confederacy
tobacco	slave ships	Albany Congress
colonial assemblies	Middle Passage	Treaty of Paris
House of Burgesses	King Philip’s War	
Pilgrims	English Civil War	

## STORIES FOR THE AMERICAN HEART

*Be familiar with each of the following stories.*

- Christopher Columbus's crew on their voyage and sighting of land
- The "Starving Time" at Jamestown
- The voyage of the *Mayflower*
- The First Thanksgiving
- What it was like on a slave ship on the Middle Passage and what it was like to farm tobacco
- George Washington's first battles in the Virginia militia, including his survival and Braddock's death
- Benjamin Franklin's biography

## QUESTIONS FOR THE AMERICAN MIND

*Based on notes from lessons and conversations, answer each of the following.*

- ☐ Why did Europeans begin exploring the ocean in the 1400s?
- ☐ How did Christopher Columbus's voyages change the world?
- ☐ Why did settlers want to establish Jamestown?
- ☐ What events helped Jamestown to succeed?
- ☐ Why did the Pilgrims create the Mayflower Compact?
- ☐ How did the English settle the New World differently than other countries?
- ☐ How did many European settlers see the New World as a place of opportunity?
- ☐ What is religious freedom or toleration? Why was this special in the colonies compared to other parts of the world?
- ☐ Why was it important that colonial children learned to read and think? Why was this special in the colonies compared to children in other parts of the world?
- ☐ What was indentured servitude? How is it similar to and different from slavery?
- ☐ 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?
- ☐ What is "salutary neglect"? Why was it good that England did not pay the colonists much attention?
- ☐ What did self-government look like in the colonies?
- ☐ How did the Great Awakening help colonists feel like they had more in common than they thought?
- ☐ Who fought in the French and Indian War? Why did they fight?
- ☐ Why did the British win the French and Indian War?
- ☐ How did the Treaty of Paris reshape North America?

Name \_\_\_\_\_

Date \_\_\_\_\_

## Unit 1 | Test — The British Colonies of North America

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Lesson 2 | Exploration and Settlement

Lesson 3 | The Colonies in Profile

Lesson 4 | Major Events in the Colonies

**TIMELINE:** Write the letter of each event next to the date or years it took place.

- |      |       |   |
|------|-------|---|
| 1492 | _____ | A. Jamestown founded                                |
| 1607 | _____ | B. Pilgrims land at Plymouth                        |
| 1620 | _____ | C. Christopher Columbus land on San Salvador Island |

**MATCHING:** Write the letter of each definition to the correct word it defines.

- |                          |   |
|--------------------------|---|
| _____ Columbian Exchange | A. a body of armed citizens prepared for military service at any time   |
| _____ smallpox           | B. a deadly disease that was brought to the Americas by Europeans and killed many indigenous peoples  |
| _____ Virginia Company   | C. an English ship that transported the first Pilgrims from England to the New World  |
| _____ tobacco            | D. an English trading company chartered by King James I that founded Jamestown  |
| _____ <i>Mayflower</i>   | E. cash crop grown in Virginia that ultimately made it successful   |
| _____ religious freedom  | F. conflict back in their home country that influenced the colonists' view of government and freedom  |
| _____ self-government    | G. people have a say in the laws that they have to live under   |
| _____ militia            | H. the belief held by many colonists that people should be allowed to freely hold religious beliefs and practice religious customs          |
| _____ Middle Passage     | I. the route by which Africans were taken to the Americas in slavery  |
| _____ English Civil War  | J. the transfer of diseases, ideas, goods, and peoples between the New World and the Old World following the voyage of Christopher Columbus |

**MULTIPLE CHOICE:** *Circle the option that best answers each question.*

1. Who required the Jamestown colonists to work for their bread and guaranteed private property ownership?
  - a. Ponce de Leon
  - b. John Smith
  - c. William Bradford
  - d. John Winthrop
2. What was the name of the trade pattern between Europe, Africa, and the Americas?
  - a. Triangle Trade
  - b. Middle Passage
  - c. Great Awakening
  - d. Glorious Revolution
3. These were made up of elected representatives and allowed the colonies to govern themselves?
  - a. joint-stock companies
  - b. townships
  - c. colonial assemblies
  - d. royal charters
4. Who founded the Province of Maryland as a haven for Catholics?
  - a. Thomas Hooker
  - b. Roger Williams
  - c. James Oglethorpe
  - d. Lord Baltimore
5. Who wrote the Albany Plan of Union?
  - a. Benjamin Franklin
  - b. George Washington
  - c. Roger Williams
  - d. George III
6. What formally ended the French and Indian Wars?
  - a. Bacon's Rebellion
  - b. The Glorious Revolution
  - c. The Treaty of Paris
  - d. The English Bill of Rights

**STORIES FOR THE AMERICAN HEART:** *Tell me about the* **George Washington's first battles in the Virginia militia.**

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**QUESTIONS FOR THE AMERICAN MIND:** *Answer the following in complete sentences.*

1. How did Christopher Columbus's voyages change the world?

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2. Why did the Pilgrims create the Mayflower Compact?

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3. Why was it important that colonial children learned to read and think? Why was this special in the colonies compared to children in other parts of the world?

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4. What is "salutary neglect"? Why was it good that England did not pay the colonists much attention?

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5. How did the Great Awakening help colonists feel like they had more in common than they thought?

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## Unit 1 | Writing Assignment — The British Colonies of North America

Due on \_\_\_\_\_

### DIRECTIONS

In one paragraph, retell the story of how the British colonized North America. Be sure to explain the motivations of colonists and how this influenced how they governed themselves.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

## **APPENDIX B**

### Primary Source

#### The Pilgrims



## THE UNDERSIGNED SUBJECTS OF KING JAMES

Agreement Between  
the Settlers of New Plymouth

LAW

November 11, 1620

*Mayflower* | Off the Coast of Cape Cod, Colony of Virginia

The Mayflower Compact

## BACKGROUND

The settlers who traveled to the British possession of Virginia on the *Mayflower* drafted and signed this agreement pertaining to their governance before disembarking in the New World.

## ANNOTATIONS

## NOTES &amp; QUESTIONS

IN THE NAME OF GOD, AMEN. We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord King James, by the Grace of God, of Great Britain, France, and Ireland, King, Defender of the Faith, &c. Having undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honour of our King and Country, a Voyage

5 to plant the first Colony in the northern Parts of Virginia; Do by these Presents, solemnly and mutually, in the Presence of God and one another, covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Further-  
ance of the Ends aforesaid: And by Virtue hereof do enact, constitute, and frame, such just  
and equal Laws, Ordinances, Acts, Constitutions, and Officers, from time to time, as shall

10 be thought most meet and convenient for the general Good of the Colony; unto which we promise all due Submission and Obedience.

IN WITNESS whereof we have hereunto subscribed our names at Cape-Cod the eleventh of November, in the Reign of our Sovereign Lord King James, of England, France, and Ireland, the eighteenth, and of Scotland the fifty-fourth, Anno Domini; 1620.

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"The Mayflower Compact," in *History of Plymouth Plantation* by William Bradford, ed. Charles Deane (Boston, 1856), 89-90.



**UNIT 2**

# The American Founding

1763–1789

30-40-minute classes | 35-39 classes

**UNIT PREVIEW****Structure**

<b>LESSON 1</b>	1763–1776	Self-Government or Tyranny	9-10 classes	p. 7
<b>LESSON 2</b>	1776	The Declaration of Independence	4-5 classes	p. 14
<b>LESSON 3</b>	1776–1783	The War of Independence	9-10 classes	p. 21
<b>LESSON 4</b>	1783–1789	The United States Constitution	9-10 classes	p. 28
<b>APPENDIX A</b>	Talk about History, Study Guides, Tests, and Writing Assignment			p. 37
<b>APPENDIX B</b>	Primary Sources			p. 55

**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

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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

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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. Students should read parts of the document aloud together in class, and 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 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 list of grievances should be discussed in light of the previous history that led to the Declaration.

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 and in detail. Students should consider carefully the Framers' intentions in how they constructed the Constitution. 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

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### TEXTS

*Land of Hope*, Wilfred McClay  
*A Short History of the American Revolution*, James Stokesbury  
*The Glorious Cause*, Robert Middlekauff  
*We Still Hold These Truths*, Matthew Spalding

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

*The Great American Story*  
*Civil Rights in American History*  
*Introduction to the Constitution*  
*Constitution 101*

## Lesson Planning Resources

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### 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

### STUDENT RESOURCES

*Liberty!*, Lucille Recht Penner  
*Meet George Washington*, Joan Heilbroner  
*The Declaration of Independence*, Elizabeth Raum  
*Meet Thomas Jefferson*, Marvin Barrett  
*The American Revolution*, Bruce Bliven, Jr.  
*The United States Constitution*, Liz Sonneborn

### TRADE BOOKS AND NOVELS

*Liberty or Death*, Betsy Maestro  
*Give Me Liberty!*, Russell Freedman  
*Guns for General Washington*, Seymour Reit  
*Johnny Tremain*, Esther Hoskins Forbes  
*A New Nation*, Betsy Maestro  
*A More Perfect Union*, Betsy Maestro  
*We The People*, Lynne Cheney

### PRIMARY SOURCES

"Give Me Liberty or Give Me Death!," Patrick Henry  
*Common Sense*, Thomas Paine  
Declaration of Independence  
Resignation Speech, George Washington  
"Liberty and Peace," Phillis Wheatley  
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:

#### Student Texts

*Liberty!*

Pages 6–17, 26–31, 35

*Meet George Washington*

Pages 1–35

Primary Sources

See below.

#### Teacher Texts

*Land of Hope Young Reader's Edition*

Chapter 5

*The Story of the Thirteen Colonies and the Great Republic*

Pages 68–80

*The American Revolution and Constitution*

Pages 12–28, 34–50

#### Trade Books

*Liberty or Death*

*Give Me Liberty!*

#### Online.Hillsdale.edu

*The Great American Story*

Lecture 3

### STUDENT PREPARATION

**Assignment 1:** Students look at the painting *Spirit of '76* and describe what the “spirit of 1776” was in a few sentences.

**Assignment 2:** Students pre-read *Liberty!*, pages 6–17, 26–31, and 35 (based on grade level reading ability).

**Assignment 3:** Students pre-read *Meet George Washington*, pages 1–35 (based on grade level reading ability).

### CORE CONTENT IN THIS LESSON

#### Geography & Places

Boston  
Philadelphia  
Independence Hall

Lexington and Concord  
Ticonderoga

### Persons

George III  
George Washington  
Crispus Attucks  
Paul Revere  
Samuel Adams  
Benjamin Franklin

Patrick Henry  
John Adams  
Abigail Adams  
Ethan Allen  
Thomas Paine  
Thomas Jefferson

### Terms and Topics

self-government  
representation  
consent  
French and Indian War  
Proclamation of 1763  
Sons of Liberty  
Declaratory Act  
Boston Massacre  
Boston Tea Party

Intolerable Acts  
First Continental Congress  
Minutemen  
Battles of Lexington & Concord  
Siege of Fort Ticonderoga  
Second Continental Congress  
Continental Army  
Battle of Bunker Hill  
Liberation of Boston

### Primary Sources

“Give Me Liberty or Give Me Death!” Patrick Henry  
*Common Sense*, Thomas Paine

### To Know by Heart

“Appeal to Heaven”  
“Don’t Tread On Me”  
“Give me liberty or give me death!” — Patrick Henry  
“I am no more a Virginian, but an American!” — Patrick Henry  
“Paul Revere’s Ride,” Henry Wadsworth Longfellow  
“One if by land, two if by sea.”  
“The shot heard round the world.”  
“Concord Hymn” — Ralph Waldo Emerson  
“Don’t fire till you see the whites of their eyes!” — Israel Putnam, William Prescott, or legend

### Timeline

1754–1763	French and Indian War
1770	Boston Massacre
1773	Boston Tea Party
1775	Lexington and Concord
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 and battle scene depictions  
Uniforms and arms of the Minutemen, the Continental Army soldiers, and the Redcoats  
Medical equipment  
*Spirit of '76* painting by Archibald Willard

**STORIES FOR THE AMERICAN HEART**

- Biographies and the roles of George Washington, Benjamin Franklin, Samuel Adams, Patrick Henry, Thomas Paine, and Thomas Jefferson up through 1776
- Boston Massacre
- John Adams's heroic defense of the redcoats
- Boston Tea Party
- Patrick Henry's "Give me liberty or give me death!" speech
- 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
- Letters of John and Abigail Adams
- 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?
- What is self-government? How was the colonists' freedom to govern themselves limited by the British?
- What was the Proclamation Line of 1763? Why were the colonists upset about it?
- What is a tax? What is it used for?
- Why were the colonists upset about new taxes?
- What were the two types of patriots? How did they resist the British differently?
- How was a boycott used by the Sons of Liberty to repeal the Stamp Act?
- How did the British try to trick the colonists into buying tea with the Tea Act?
- What did the colonists have to do for British soldiers in the colonies?
- What happened in the Boston Massacre and why?
- Why was John Adams's defense of the redcoats after the Boston Massacre heroic?
- What happened at the Boston Tea Party and why?
- What were the Intolerable Acts and why were they called such by the colonists?

- How did the First Continental Congress unify the colonies?
- How did the Sons of Liberty alert the colonists that the British were coming before Lexington and Concord?
- What happened at the Battle of Lexington and Concord?
- What was the 'shot heard round the world' and why is it called that?
- What happened at the Siege of Fort Ticonderoga?
- Even though the Patriots lost the Battle of Bunker Hill, why did it strengthen their spirit to fight?
- 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:

- Read aloud together with students in class the book *Liberty!*, asking questions throughout.
- By way of background, discuss with students the significance of rights and freedoms to the colonists, appealing to students' innate sense of justice and fairness. A long English tradition of possessing certain rights or freedoms to act in certain ways had been carried over to the colonies from England. In addition to these traditional guarantees by British government, the colonists had had ample time and space in which to exercise these freedoms, including by actively governing themselves. This was owing in large part to the haphazard way in which the colonies were established and the great distance between them and Great Britain. Setting up these considerations now with students will make the subsequent infringements on the colonists' rights all the more clear.
- Have students consider the issues 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 massive debt that Great Britain had accumulated in 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 practicing self-government.
- 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 the various British acts: what they were, why they were passed, how the colonists resisted, and what happened next as a consequence.
- 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. Instead, the colonists gradually came to recognize the following as a question of liberty or tyranny: whether they were self-governed through their elected representatives or were dictated to and controlled by a distant government in which they had no consent. 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.
- 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.
- Emphasize for students how there were often two competing approaches to responding to British actions: one that attempted deliberation and petition, and another that resorted to destruction of property and even tarring and feathering. In the end, the former approach prevailed, resorting to arms only as necessary to defend their assertion of rights, self-government, and liberty.
- 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 that in five separate, odious ways, these acts show how preventing a people from governing themselves in even something as simple as a tax on paper and tea can lead to tyranny if not effectively recognized and resisted.
- Spend time illustrating how it was really across 1774–75, in response to the execution of the Intolerable Acts, that specific Founding Fathers marshaled their talents and ideas, eventually leading to declaring independence and forming a new nation by summer 1776.
- Teach in some detail the open armed conflicts at Lexington and Concord, Fort Ticonderoga, and Bunker Hill. Students should learn how these battles bolstered the patriot cause and transformed public opinion in these final two years of British rule.
- Show how and why Thomas Paine's pamphlet *Common Sense* proved decisive in shifting public opinion at the start of 1776.
- 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:** Assign each student a different event to draw from the years between the French and Indian War through the Battle of Bunker Hill. Then have students arrange themselves in the correct order of events in class and have each present briefly what they drew, the story behind it, its relationship to other scenes, and why they depicted it the way they did.

**Activity 2:** Have students draw maps of Boston and the surrounding area. Have students trace the battles of Lexington, Concord, and Bunker Hill as well as the route taken by Paul Revere. Ask plenty of questions in the process.

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**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:** How did the British change their treatment of the colonists after the French and Indian War? Why did they do so? (2–4 sentences)

**Assignment 3:** Why did the colonists argue it was unjust for Parliament to levy taxes against the colonists who had no representation in Parliament? (2–4 sentences)

**Assignment 4:** Retell the story of the Boston Massacre and John Adams’s role in the trial that followed (2–4 sentences).

Name \_\_\_\_\_

Date \_\_\_\_\_

## Formative Quiz 1

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Covering Lesson 1  
10-15 minutes

**MATCHING:** Write the letter of each definition to the correct word it defines.

- |                 |  |
|-----------------|--|
| _____ militia   | A. a formal written request signed by several people       |
| _____ massacre  | B. a group that made laws for the colonies                 |
| _____ petition  | C. a violent unjust killing of innocent people             |
| _____ Minutemen | D. an armed body of citizens prepared for military service |
| _____ Congress  | E. colonists ready to fight at a minute's notice           |

**SHORT ANSWER:** Answer the following in complete sentences.

1. What was being stored in Concord that the British were seeking?  
\_\_\_\_\_  
\_\_\_\_\_
2. Explain the meaning of the colonists crying out “no taxation without representation.”  
\_\_\_\_\_  
\_\_\_\_\_
3. Why did John Adams defend the British soldiers in the trial after the Boston Massacre?  
\_\_\_\_\_  
\_\_\_\_\_
4. Why is the shot fired on the North Bridge in Concord, which killed the first British soldier, referred to as the “shot heard ‘round the world”?  
\_\_\_\_\_  
\_\_\_\_\_
5. Who said this quote: “The distinctions between Virginias, Pennsylvanians, New Yorkers, and New Englanders are no more. I am not a Virginian but an American”? What does it mean?

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## 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 engage in a seminar conversation about its contents and ideas.

### TEACHER PREPARATION

Create a note outline based on the following:

#### Student Texts

*The Declaration of Independence*

*Meet Thomas Jefferson*

Primary Sources

Chapter 5

Pages 1–28

See below.

#### Teacher Texts

*Land of Hope Young Reader's Edition*

*The Story of the Thirteen Colonies and the Great Republic*

*The American Revolution and Constitution*

Pages 81–82

Pages 155–160, 178–181

#### Trade Books

*Give Me Liberty!*

*Liberty or Death*

#### Online.Hillsdale.edu

*The Great American Story*

*Introduction to the Constitution*

*Constitution 101*

*Civil Rights in American History*

Lecture 3

Lectures 1, 2, 3

Lecture 2

Lectures 1, 2, 3

### STUDENT PREPARATION

**Assignment 1:** Students pre-read *The Declaration of Independence* (based on grade level reading ability).

**Assignment 2:** Students pre-read *Meet Thomas Jefferson*, pages 1–28 (based on grade level reading ability).

### CORE CONTENT IN THIS LESSON

#### Geography & Places

Philadelphia  
Independence Hall

**Persons**

Benjamin Franklin  
John Adams

Thomas Jefferson

**Terms and Topics**

Laws of Nature and of Nature's  
God  
self-evident  
natural rights  
equality  
unalienable  
liberty

pursuit of happiness  
consent of the governed  
list of grievances  
slavery  
self-government  
representation  
Liberty Bell

**Primary Sources**

Declaration of Independence

**To Know by Heart**

“When in the Course of human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another, and to assume among the Powers of the Earth, the separate and equal Station to which the Laws of Nature and of Nature's God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the causes which impel them to the Separation.

“We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to effect their Safety and Happiness.” — First two sentences of the 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

“We must all hang together or else we shall assuredly all hang separately.” — Benjamin Franklin

**Timeline**

July 2, 1776

Second Continental Congress votes for independence

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
- The quiet in Independence Hall when the signers realized they had committed treason in the eyes of the Crown and had started down a road that was to end in death or independence or both.

**QUESTIONS FOR THE AMERICAN MIND**

- What is the Declaration of Independence about?
- Who was the main writer of the Declaration of Independence?
- What did the Declaration of Independence do beyond stating America's independence from Britain?
- What were the consequences for signing the Declaration and why were the men so willing to sign it?
- Why did the colonists argue they were justified in breaking away from Great Britain? What wrong had Britain done to them?
- What is a "self-evident" truth?
- What does it mean that "all men are created equal"?
- What is a natural right?
- What does "unalienable" mean?
- What is liberty (or freedom) according to the founders?
- Is liberty the same thing as doing whatever you want? Why or why not?
- Why do people create government? What is it supposed to do?
- Where does the government's power come from?
- What are the people free to do if the government fails or violates its purpose?
- 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.

Referring questions of our common life to the Declaration of Independence does not mean that Americans should be forced or manipulated to believe the ideas of the Declaration to be true. But this unit asks students at least to consider *whether* the Declaration's claims are true. Indeed, Thomas Jefferson and the delegates at the Second Continental Congress addressed the Declaration of Independence not only to Americans in 1776 but also to the critical judgment of American students in the 21st Century, for, as they stated, "a decent respect to the *opinions of mankind* requires that they should declare the causes which impel them to the separation" [emphasis added]. The lasting claim of the Declaration is that there are certain *truths* about *all men* having *unalienable* rights. As a historical matter, as well, students should think about how the American founding—and the continuation of the American experiment—has succeeded or failed against its stated objectives.

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:

- Read aloud together with students in class the book *The Declaration of Independence*, asking questions throughout.
- 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.
- Lead students through key phrases from the Declaration of Independence, especially the first and second paragraphs. Pause frequently to ask students questions.
- 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.” This abides by the first law of logic, that of contradiction, which is the basis of all reasoning and of our capacity to make sense of reality: i.e., that something cannot both be and not be at the same time in the same way. The use of the words “the Laws of Nature and of Nature’s God” ties truth to an external reality (nature) with fixed and reliable features (laws). “Self-evident” ties truth to fixed definitions—a “self-evident” claim is one that is true by definition of the idea in question, like the claim that a triangle has three sides. 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. This meaning of equality did not suggest equality in talent, property, or other accidentals to one’s humanity, qualities that are unique to a particular person and circumstance.
- 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.
- Introduce the contradiction between the words of the Declaration of Independence and slavery. Talk with students about what a contradiction is and ways in which they have felt or acted in a contradictory way at home or school. The contradiction is genuine and students should rightly grapple with it. In the Constitution lesson, there will be opportunities to see how slaveholding Founders grappled with this contradiction. Here students should see how contradiction, doing both good and bad, runs through the heart of each person.
- When discussing compromises between the principled claims of the Declaration and the brutal matter of slavery, be mindful of the following:
  - 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.

- Many northern Founders and even some slaveholding Founders recognized the hypocrisy of claiming the principle of equality in spite of the continuing institution of slavery. Nevertheless, some southern Founders did not believe this phrase to be true for slaves and therefore did not believe it was hypocritical.
- 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.
- Slavery and the subsequent inequality and violations of the rights of the descendants of slaves, as well as of women and certain immigrants, are glaring ways in which the country has fallen short of its founding idea.
- 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:** Reenact with students the votes to declare independence and the signing of the Declaration of Independence. Divide students into thirteen groups representing the thirteen colonies. Have a roll call vote by colony and then invite each student to sign a replica Declaration of Independence. The purpose of this exercise is to help students understand the very real and very personal commitment the delegates made. Over the entire proceeding, remind students of the consequences that each of them would face if the revolution failed, and reinforce with them that it probably would fail and that these things probably would happen to them.

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**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:** Using the first lines of the Declaration of Independence, highlight with a highlighter certain key phrases and terms and then write explanations of what these phrases mean, why they were important for the colonists’ situation, and why they are important for all people at all times (4–6 sentences).

**Assignment 3:** Have students learn by heart and recite the first paragraph of the Declaration of Independence. Some grade levels can learn by heart and recite the second or final paragraph as well.

## 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:

#### Student Texts

*The American Revolution*  
Primary Sources

Pages 63–77, 86–104, 131–147  
See below.

#### 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 & Novels

*Liberty or Death*  
*Guns for General Washington*  
*Johnny Tremain*

#### Online.Hillsdale.edu

*The Great American Story*

Lecture 4

### STUDENT PREPARATION

**Assignment 1:** Students pre-read *The American Revolution*, pages 63–77, 86–104, 131–147 (based on grade level reading ability).

**Assignment 2:** Students pre-read *Meet George Washington*, pages 40–54 (based on grade level reading ability).

### CORE CONTENT IN THIS LESSON

#### Geography & Places

Delaware River  
Valley Forge

Yorktown

#### Persons

George Washington  
 Phillis Wheatley  
 John Adams  
 Abigail Adams  
 Ethan Allen  
 Henry Knox

Marquis de Lafayette  
 Baron von Steuben  
 Benedict Arnold  
 John Burgoyne  
 Alexander Hamilton

### Terms and Topics

Patriot/Revolutionary  
 Tory/Loyalist  
 Continental Army  
 privateer  
 Brown Bess Musket  
 volley  
 Battle of New York  
 mercenary  
 Hessians  
 Crossing of the Delaware  
 Battle of Trenton

Betsy Ross Flag  
 Yankee Doodle  
 Battle of Saratoga  
 guerrilla warfare  
 ally  
 French Treaty of Alliance  
 Battle of Yorktown  
 Newburgh Conspiracy  
 American Cincinnatus  
 Treaty of Paris

### Primary Sources

Resignation Speech, George Washington  
 “Liberty and Peace,” Phillis Wheatley

### To Know by Heart

“These are the times that try men’s souls.” — Thomas Paine, *The Crisis*  
 Yankee–Doodle, first stanza  
 “George Washington,” Rosemary and Stephen Vincent Benet  
 “I only regret that I have but one life to lose for my country.” — Nathan Hale

### Timeline

(1775) 1776–1783	War of Independence
July 4, 1776	Declaration of Independence signed
Christmas, 1776	Battle of Trenton
1777–78	Winter Quarters at Valley Forge
1781 (Fall)	Battle of Yorktown; Cornwallis Surrenders
1783	Treaty of Paris

### Images

Historical figures  
 Images and uniforms of British and American officers and soldiers  
 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  
Medical equipment  
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's camp acting out the *Cato* play by Joseph Addison
- Washington on horseback at the Battle of Monmouth
- Washington's dismissal of the Newburgh Conspiracy
- Story of Emily Geiger and Deborah Sampson

## QUESTIONS FOR THE AMERICAN MIND

- Who was favored to win the War 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 things does an army need to be successful?
- Why were the Americans in trouble in the winter of 1776?
- How did Washington's military strategy build confidence in the Americans?
- What happened at the crossing of the Delaware River and the Battle of Trenton?
- How did the victory at Saratoga invite other countries to take America seriously?
- Why did the French form an alliance with the United States?
- How did the army suffer in the winter of 1777–78 and how did they regain new hope?
- What important contribution did Baron von Steuben make to the Continental Army?
- What is the legacy of Benedict Arnold in light of his actions at West Point?
- How did the Americans defeat the British at Yorktown?
- Why did the Americans win the War of Independence?
- What were the terms of the Treaty of Paris?
- Why were soldiers on the verge of mutiny in 1783? How did George Washington resolve the crisis?
- 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 moto 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:

- Read aloud together with students in class the corresponding pages from *The American Revolution*, asking questions throughout.
- Read selections from *Guns for General Washington* and *Johnny Tremain* aloud to students in class.
- Discuss how the new states organized themselves in the Articles of Confederation. Students should understand generally how it worked and some of its problems.
- Emphasis with students how declaring independence, while no easy task in the first place, was comparatively the easy part. Fighting to prove that the new country could defend its claims to independence was a whole other matter, and one that was very much in doubt.
- 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. Having students take simple notes as a "T-Chart" can be effective for this part of the lesson.
- 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.
- 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.
- Explain in general each side's strategy at various stages of the war and the tactics and battle plans employed in some important battles.
- Teach major battles with some detail, focusing on the story and its drama. Students should understand how the battles came to be, the key stories, factors, 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. Read aloud Washington's resignation speech, presenting it as vividly as possible and helping students appreciate the significance of Washington's character and example.
- Explain how the principles of the Declaration of Independence were already effecting change among the Americans even prior to the resolution of the war. By the end of the war, every northern state except for New York and New Jersey had explicitly outlawed slavery, and some New England colonies had allowed African Americans to vote. Students should also learn of the outsized contributions of African American soldiers in the war, with five thousand serving in the Continental Army over the course of the war and, by some accounts, African Americans composing nearly a quarter of the American forces at Yorktown.
- Read aloud Phyllis Wheatley's "Liberty and Peace." Consider Wheatley's perspective on the revolution, bearing in mind her status as a former slave.

## STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

**Activity 1:** Assign each student a different event to draw from the War of Independence. Then have students arrange themselves in the correct order of events in class and have each present briefly what they drew, the story behind it, its relationship to other scenes, and why they depicted it the way they did.

**Activity 2:** Have students draw a map of the thirteen colonies and then draw and label strategy and battle sites of the War of Independence (this assignment can be assigned at the end of the lesson or be an ongoing assignment as battles are taught).

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**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:** Make a T-chart. On one side, list the leadership virtues George Washington exhibited during the war. On the other side, give examples from the war in which that virtue was on display.

**Assignment 3:** Choose a battle from the War of Independence and retell the story of what happened in the battle (1 paragraph).

**Assignment 4:** Give three reasons why the Americans won the War of Independence and explain each reason (2–4 sentences).

Name\_\_\_\_\_

Date\_\_\_\_\_

## Formative Quiz 2

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Covering Lesson 3  
10-15 minutes

**MULTIPLE CHOICE:** *Circle the option that best answers each question.*

1. What is an alliance?
  - a. an agreement between two countries to stop fighting
  - b. a nation neighboring a country at war
  - c. a nation that has promised to help another nation in wartime
  - d. a non-professional soldier
2. What is guerrilla warfare?
  - a. a type of irregular hit-and-run military activity
  - b. training animals to fight with your army
  - c. a children's game based on real warfare
  - d. attacking an enemy army from the side
3. Who physically wrote or penned the Declaration of Independence?
  - a. Thomas Jefferson
  - b. George Washington
  - c. Paul Revere
  - d. John Adams
4. What river did Washington and his men cross to fight in the Battle of Trenton?
  - a. Potomac River
  - b. Delaware River
  - c. Charles River
  - d. York River
5. Who was the main ally to the Americans during the war?
  - a. The French
  - b. The Dutch
  - c. The Germans
  - d. The British

**SHORT ANSWER:** *Answer the following in complete sentences.*

6. How did the Americans think they could win the War of Independence?

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7. Why did the French form an alliance with the United States?

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8. Who was Benedict Arnold and why is he well known?

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9. The colonial army suffered greatly at Valley Forge, but regained their hope at the end of the winter. Name one specific hardship the army faced and one way they regained hope.

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10. What important contribution did Baron von Steuben make to the Continental Army?

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## 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:

#### Student Texts

*The United States Constitution*  
Primary Sources

All  
See below.

#### Teacher Texts

*Land of Hope Young Reader's Edition*  
*The Story of the Thirteen Colonies and the Great Republic*  
*The American Revolution and Constitution*

Chapters 7 and 8  
Pages 103–108  
Pages 105–108,  
145–149, 161–167, 183

#### Trade Books

*A New Nation*  
*A More Perfect Union*  
*We The People*

#### Online.Hillsdale.edu

*The Great American Story*  
*Constitution 101*  
*Civil Rights in American History*

Lectures 4 and 5  
Lectures 1, 2, 3, 4, 5, 6  
Lectures 1, 2, 3

### STUDENT PREPARATION

**Assignment:** Students pre-read *The United States Constitution* (based on grade level reading ability).

### CORE CONTENT IN THIS LESSON

#### Geography & Places

Philadelphia  
Independence Hall

### Persons

James Madison  
Gouvernour Morris  
James Wilson

George Washington  
Alexander Hamilton  
Publius

### Terms and Topics

Articles of Confederation  
Shays' Rebellion  
Constitutional Convention  
Father of the Constitution  
Constitution  
natural rights  
equality  
consent of the governed  
self-government  
faction  
majority tyranny  
representation  
republicanism  
federalism  
limited government  
enumerated powers  
separation of powers  
checks and balances  
Great Compromise  
Three-Fifths Clause  
legislative power  
Congress

bicameralism  
House of Representatives  
Senate  
impeachment  
executive powers  
Electoral College  
Commander-in-Chief  
veto power  
judicial powers  
judicial review  
amendment  
*The Federalist*  
Anti-Federalists  
Bill of Rights  
freedom of religion  
free exercise  
establishment clause  
freedom of speech  
freedom of the press  
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  
First Amendment

### Timeline

September 17, 1787	Constitutional Convention concludes (Constitution Day)
1789	Constitution takes effect; George Washington elected president

**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 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*, what was its purpose, and why do we still read it?
- 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 group of most people would do to a group of few people (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 make laws to hurt another group?
- What were some things that the delegates at the Constitutional Convention disagreed about?
- 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 a representative democracy (or a democratic republic, or constitutional republic)?
- What is federalism and how does it divide power?

- What are the levels of government? How is each organized?
- 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?
- What are the various responsibilities of U.S. citizens?
- 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, 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 basic structure 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 significant consequences. Therefore, this advice includes many corrections to common misconceptions that can be quickly addressed in class.

- Read aloud together with students in class the book *The United States Constitution*, asking questions throughout.
- Review briefly the structure of the Articles of Confederation and the issues that emerged under such a structure during the War of Independence, especially the debt cancellation laws by states (a clear example of majority tyranny), varieties of currencies, interstate trade barriers, separate agreements between states and foreign powers, the inability to enforce the Treaty of Paris against the British with respect to western territories, 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, as well as the history and tone of the ratification debate that followed.
- Read and talk about certain key phrases from the Constitution with particular attention to the Preamble and the 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.
- 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.
- Consider how the Constitution repeatedly structures federal institutions to refine and enlarge the will of the people.
- Explain how the House of Representatives is meant to be a more dynamic and immediate expression of the people’s will, while the Senate is meant to be more deliberative and circumspect.

- 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.
- Show how the Constitution does not deny, demonize, or elevate human nature, but rather seeks to channel the powers of human beings into constructive institutions while mitigating man's baser tendencies. 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 the source and purpose of a government's power. Review how the Declaration of Independence claims that government power comes from the free consent of the people, and ask students to identify whether and how the Constitution accomplishes that goal.
- Teach in general terms the structure, makeup, and powers of each branch of government and explain why the Founders made them so. Students should understand the basics of how each branch works, how they work together, and how the branches check and balance one another.
- Take the time to discuss the ways in which slavery was addressed in the Constitution, including the extents to which the Constitution both left slavery in place and also placed new national limits on it. As Frederick Douglass and Abraham Lincoln would later acknowledge, the Declaration's principle of equality and the Constitution's arrangements gave the Founders the belief that they had placed slavery on the path to eventual extinction. This of course does not excuse the fact that many of these founders still held African Americans in slavery during their lifetimes.
- Clarify for students the arguments of northerners and southerners concerning the Three-Fifths Clause. 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. Students need not agree with the tenets of the compromise, but they must understand it as the founders themselves understood it.
- Remind students that the slave trade was not formally limited in the states (the Continental Congress had temporarily banned the practice in 1774) until the passage of the Constitution, which allowed for it to be outlawed nationwide in 1808 (which it was) and for Congress to discourage it by imposing tariffs on the slave trade in the meantime. Students should understand that without the compromise that allowed this twenty-year delay, the power to abolish the slave trade would not have been granted by the slaveholding interest in the first place.

- 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.
- Teach students about the Anti-Federalists’ concerns with the Constitution, the arguments for and against a Bill of Rights, and how the Federalists ultimately convinced states to ratify the Constitution (provided that a Bill of Rights was included).
- Help students understand why each of the rights found in the Bill of Rights corresponds to the preservation of life, liberty, and the pursuit of happiness, and how these rights answer some of the grievances in the Declaration of Independence as well as the problems under the Articles of Confederation. Especially consider the 1st, 2nd, 5th, and 10th Amendments.
- Finally, tell about the first elections, meetings of the Electoral College, and George Washington’s inauguration in 1789.

## STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

**Activity 1:** Divide students into a large group (the people), a medium-sized group (the House of Representatives), and a small group (the Senate). Have the people come up with a policy idea and propose it to the House of Representatives and the Senate. Then have each group discuss their idea one group at a time while everyone else listens. Students should understand how the size and talents of the students in each group changes the nature of the discussions. Students should see how representation in general allows for a more refined and broader consensus on ideas while the Senate provides the greatest opportunity for reflection and careful conversation. These are the virtues of representation and the democratic republican form of government the Constitution establishes.

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**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:** Explain to someone who argues that the government should be more active and powerful what the founders would have said in response and why (2–4 sentences).

**Assignment 3:** The writers of the Constitution wanted all American citizens to be self-governed. What does it mean to self-govern yourself? (2–4 sentences)

**Assignment 4:** Have students learn by heart and recite the Preamble to the Constitution.

**Assignment 5:** Explain why each of the five rights outlined in the First Amendment are important (5–6 sentences).



## **APPENDIX A**

Talk about History

Study Guides

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: \_\_\_\_\_



## Study Guide — Unit 2, Test 1

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Lesson 1 | Self-Government or Tyranny

Lesson 2 | The Declaration of Independence

Test on \_\_\_\_\_

### TIMELINE

*When given dates in order, match events from a list to the years or dates that they happened.*

1770	Boston Massacre
1773	Boston Tea Party
July 4, 1776	Declaration of Independence signed

### PERSONS

*Identify each, provide biographical details, and explain what he or she thought or did in specific periods or events.*

George III	Paul Revere	Thomas Paine
George Washington	Benjamin Franklin	Thomas Jefferson
Patrick Henry	John Adams	
Crispus Attucks	Abigail Adams	

### TERMS AND TOPICS

*Identify each and explain its significance to the period of history studied.*

self-government	Sons of Liberty	<i>Common Sense</i>
representation	Boston Tea Party	Bunker Hill
petition	Intolerable Acts	self-evident
militia	Committee of	natural rights
mercenary	Correspondence	equality
boycott	Continental Army	unalienable
treason	Minutemen	pursuit of happiness
Proclamation Line	Redcoats	Patriot/Revolutionary
Stamp Act	Lexington & Concord	Tory/Loyalist

**STORIES FOR THE AMERICAN HEART**

*Be familiar with each of the following stories.*

- Biographies and the roles of George Washington, John Adams, and Thomas Jefferson up through 1776
- Boston Massacre
- Boston Tea Party
- Minutemen at the Battles of Lexington and Concord
- Battle of Bunker Hill

**QUESTIONS FOR THE AMERICAN MIND**

*Based on notes from lessons and conversations, answer each of the following.*

- ☐ Why was it good that the colonists had been allowed so much freedom to govern themselves?
- ☐ Why were the colonists upset about new taxes?
- ☐ What were the two types of patriots? How did they resist the British differently?
- ☐ Why was John Adams's defense of the redcoats after the Boston Massacre heroic?
- ☐ What were the Intolerable Acts and why were they called such by the colonists?
- ☐ How did the Sons of Liberty alert the colonists that the British were coming before Lexington and Concord?
- ☐ What was the 'shot heard round the world' and why is it called that?
- ☐ Even though the Patriots lost the Battle of Bunker Hill, why did it strengthen their spirit to fight?
- ☐ What did the Second Continental Congress do?
- ☐ What is the Declaration of Independence about?
- ☐ Who was the main writer of the Declaration of Independence?
- ☐ What were the consequences for signing the Declaration and why were the men so willing to sign it?
- ☐ What is a "self-evident" truth?
- ☐ What does it mean that "all men are created equal"?
- ☐ What is a natural right?
- ☐ Why do people create government? What is it supposed to do?

Name\_\_\_\_\_

Date\_\_\_\_\_

## The American Founding — Test 1

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Lesson 1 | Self-Government or Tyranny

Lesson 2 | The Declaration of Independence

**TIMELINE:** Write the letter of each event next to the date or years it took place.

1770 \_\_\_\_\_

A. Boston Massacre

1773 \_\_\_\_\_

B. Boston Tea Party

July 4, 1776 \_\_\_\_\_

C. Declaration of Independence signed

**MATCHING:** Write the letter of each definition to the correct word it defines.

\_\_\_\_\_ Proclamation Line

\_\_\_\_\_ representation

\_\_\_\_\_ Sons of Liberty

\_\_\_\_\_ boycott

\_\_\_\_\_ Boston Tea Party

\_\_\_\_\_ militia

\_\_\_\_\_ *Common Sense*

\_\_\_\_\_ Second Continental Congress

\_\_\_\_\_ mercenary

A. a body of armed citizens prepared for military service at any time

B. a group of colonists who used protest and sometimes violence to resist the British

C. a soldier from another country you can hire to fight

D. an attempt by the British to prevent colonial settlement beyond the Appalachian Mountains to avoid conflict with Native Americans

E. an organized campaign in which people refuse to have any dealings with a particular group or country in order to force a change of policy

F. the ability for people to choose those who make laws for them

G. the group of colonial representatives who voted to declare independence from Great Britain

H. Thomas Paine's influential pamphlet that convinced more Americans to declare independence

I. when colonists destroyed British tea in response to British restrictions and monopolies

**MULTIPLE CHOICE:** *Circle the option that best answers each question.*

1. What did colonists call the shooting of civilians in Boston by British soldiers after the Redcoats were attacked by the mob?
  - a. The Boston Tea Party
  - b. The Battle of Bunker Hill
  - c. The Olive Branch Petition
  - d. The Boston Massacre
2. On the night of Paul Revere's ride, what were the British soldiers sent to do?
  - a. surrender to the colonists
  - b. arrest John Hancock and Samuel Adams and take the Minutemen's supplies
  - c. bomb Boston Harbor
  - d. attack the French
3. Who stated, "I am no longer a Virginian but an American"?
  - a. Benedict Arnold
  - b. General Cornwallis
  - c. George Washington
  - d. Patrick Henry
4. What was the name of the battle outside Boston in which the colonists only retreated because they ran out of ammunition, inflicting heavy losses on the British in the process?
  - a. Bunker Hill
  - b. Lexington
  - c. Concord
  - d. Fort Ticonderoga
5. Who was chosen as Commander in Chief of the Continental Army?
  - a. John Adams
  - b. Benjamin Franklin
  - c. Sam Adams
  - d. George Washington
6. Who physically wrote or penned the Declaration of Independence?
  - a. Thomas Jefferson
  - b. George Washington
  - c. Paul Revere
  - d. John Adams

**STORIES FOR THE AMERICAN HEART:** *Tell me about the battles of Lexington and Concord.*

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**QUESTIONS FOR THE AMERICAN MIND:** *Answer the following in complete sentences.*

7. Why were the colonists upset about new taxes?

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8. What were the Intolerable Acts and why were they called such by the colonists?

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9. What is the Declaration of Independence about?

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10. What does it mean that “all men are created equal”?

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11. Why do people create government? What is it supposed to do?

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## Study Guide — Unit 2, Test 2

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Lesson 3 | The War of Independence

Lesson 4 | The Constitution

Test on \_\_\_\_\_

### TIMELINE

*When given chronological dates, match events from a list to the years or dates that they happened.*

1775–1783	War of Independence
1776 (Christmas)	Crossing the Delaware/Battle of Trenton
September 17, 1787	Constitutional Convention concludes (Constitution Day)

### PERSONS

*Identify each, provide biographical details, and explain what he or she thought or did in specific periods or events.*

George III	Baron von Steuben	James Madison
George Washington	Benedict Arnold	Publius
Ethan Allen	Charles Cornwallis	
Henry Knox	Alexander Hamilton	

### TERMS AND TOPICS

*Identify each and explain its significance to the period of history studied.*

ally	Shays' Rebellion	executive powers
guerrilla warfare	delegate	President
volley	Constitutional Convention	judicial powers
Hessians	Father of the Constitution	Supreme Court
Betsy Ross Flag	Constitution	amendment
Yankee Doodle	majority tyranny	Three-Fifths Compromise
Trenton	republicanism	<i>The Federalist Papers</i>
Saratoga	limited government	Bill of Rights
France	separation of powers	freedom of religion
Yorktown	checks and balances	freedom of speech
Newburgh Conspiracy	compromise	right to bear arms
American Cincinnatus	legislative power	
Northwest Ordinance	Congress	

## STORIES FOR THE AMERICAN HEART

*Be familiar with each of the following stories.*

- Washington's Crossing of the Delaware
- The American farmers joining the Battle of Saratoga
- Washington encouraging his men at Valley Forge
- Washington's dismissal of the Newburgh Conspiracy
- 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

*Based on notes from lessons and conversations, answer each of the following.*

- ☐ How did soldiers fight each other in the War of Independence?
- ☐ How did Washington's military strategy build confidence in the Americans?
- ☐ What happened at the crossing of the Delaware River and the Battle of Trenton?
- ☐ Why did the French form an alliance with the United States?
- ☐ How did the army suffer in the winter of 1777–78 and how did they regain new hope?
- ☐ What important contribution did Baron von Steuben make to the Continental Army?
- ☐ How did the Americans defeat the British at Yorktown?
- ☐ Why did the Americans win the War of Independence?
- ☐ What is a constitution and what does it do?
- ☐ 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?
- ☐ What does the Bill of Rights do and why?
- ☐ What is freedom of speech 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?

Name\_\_\_\_\_

Date\_\_\_\_\_

## The American Founding — Test 2

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Lesson 3 | The War of Independence

Lesson 4 | The Constitution

**TIMELINE:** Write the letter of each event next to the date or years it took place.

- |                  |       |  |
|------------------|-------|--|
| 1775–1783        | _____ | A. Constitutional Convention concludes     |
| 1776 (Christmas) | _____ | (Constitution Day)                         |
| Sept. 17, 1787   | _____ | B. Crossing the Delaware/Battle of Trenton |
|                  |       | C. War of Independence                     |

**MATCHING:** Write the letter of each definition to the correct word it defines.

- |                                    |   |
|------------------------------------|---|
| _____ guerrilla warfare            | A. a law that outlawed slavery in the west and established public schools   |
| _____ Newburgh Conspiracy          | B. a plan to overthrow the new Congress and make George Washington King of America  |
| _____ Northwest Ordinance          | C. a series of newspaper articles in favor of the Constitution and which explains it  |
| _____ Constitutional Convention    | D. an agreement in the Constitution where northerners did not allow slaves to count fully for representation in southern states because southerners wouldn't treat them as people |
| _____ majority tyranny             | E. fighting by hiding from the enemy and surprising them with an attack when they are unprepared  |
| _____ 3/5 Compromise               | F. how the Bill of Rights makes sure government does not stop people from defending themselves  |
| _____ <i>The Federalist Papers</i> | G. the meeting of colonial leaders to draft a new plan for government   |
| _____ right to bear arms           | H. when a larger group of people violates the freedom of a smaller group of people  |

**MULTIPLE CHOICE:** *Circle the option that best answers each question.*

1. Which country was so impressed by the American victory in the Battle of Saratoga that they formed an alliance to help the Americans against the British?
  - a. Russia
  - b. Germany
  - c. Italy
  - d. France
  
2. What was the final battle of the war in which General Cornwallis surrendered to the Americans?
  - a. Yorktown
  - b. Bunker Hill
  - c. Cowpens
  - d. Saratoga
  
3. Who is known as the “American Cincinnatus” for not using his power to take over America?
  - a. Thomas Jefferson
  - b. John Jay
  - c. George Washington
  - d. John Adams
  
4. Who is known as the “Father of the Constitution”?
  - a. George Washington
  - b. James Madison
  - c. Benjamin Franklin
  - d. Alexander Hamilton

**BRANCHES OF GOVERNMENT:** *Fill in the boxes below with the name of the correct branch of government.*

Name of Branch	Name of Office/Institution	Responsibilities
	President	Enforces Laws
	Congress	Makes Laws
	Supreme Court	Settles Disputes Over Laws

**STORIES FOR THE AMERICAN HEART:** *Tell me about the* **Winter at Valley Forge.**

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**QUESTIONS FOR THE AMERICAN MIND:** *Answer the following in complete sentences.*

5. What happened at the crossing of the Delaware River and the Battle of Trenton?

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6. What is a constitution and what does it do?

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---

7. 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?

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---

8. What is federalism and how does it divide power?

---

---

9. What does the Bill of Rights do and why?

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# Writing Assignment — The American Founding

## Unit 2

Due on \_\_\_\_\_

### DIRECTIONS

In one paragraph, retell the story of what happened in the American War of Independence. Be sure to explain the key moments that led to American victory.

[illegible]

[illegible]

## **APPENDIX B**

### Primary Sources

Patrick Henry

Thomas Paine

The Second Continental Congress

George Washington

Phillis Wheatley

The American People



**PATRICK HENRY, DELEGATE TO THE SECOND VIRGINIA CONVENTION****On the Resolution for a State of Defense****SPEECH EXCERPTS**

March 23, 1775

St. John's Episcopal Church | Richmond, Virginia

Give Me Liberty or Give Me Death

**BACKGROUND**

Just weeks before the battles of Lexington and Concord in Massachusetts, Patrick Henry delivered this speech in support of raising a company of cavalry or infantry in every Virginian county.

**ANNOTATIONS****NOTES & QUESTIONS**

Mr. President:

- 5 No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to those gentlemen if, entertaining as I do opinions of a character very opposite to theirs, I shall speak forth my sentiments freely and without reserve. This is no time for ceremony.
- 10 The question before the House is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude of the subject ought to be the freedom of the debate. It is only in this way that we can hope to arrive at truth, and fulfill the great responsibility which we hold to God and our country. Should I keep back my opinions at such a time, through fear of giving offense,
- 15 I should consider myself as guilty of treason towards my country, and of an act of disloyalty toward the Majesty of Heaven, which I revere above all earthly kings....

Sir, we have done everything that could be done to avert the storm which is now coming

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Patrick Henry, "Speech on a Resolution to Put Virginia into a State of Defense," in *American Patriotism*, ed. Sellim Peabody (New York: American Book Exchange, 1880), 108-110.

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on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and Parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and  
5 we have been spurned, with contempt, from the foot of the throne!

In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free—if we mean to preserve inviolate those inestimable privileges for which we have been so long contending—if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which  
10 we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained—we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of hosts is all that is left us!...

Sir, we are not weak if we make a proper use of those means which the God of nature hath placed in our power. Three millions of people, armed in the holy cause of liberty, and in  
15 such a country as that which we possess, are invincible by any force which our enemy can send against us.

Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no  
20 election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable—and let it come! I repeat it, sir, let it come.

It is in vain, sir, to extenuate the matter. Gentlemen may cry, peace, peace—but there is no  
25 peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery?

Give Me Liberty or Give Me Death  
Patrick Henry

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Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

THOMAS PAINE

*Common Sense*

PAMPHLET EXCERPT

January 10, 1776  
Philadelphia, Pennsylvania

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**BACKGROUND**

After outright conflict the previous year at Lexington and Concord and Bunker Hill, and with Boston occupied by the British army and navy, Thomas Paine wrote this pamphlet on the relationship between the British and the American colonists.

**ANNOTATIONS****NOTES & QUESTIONS****Introduction**

- 5 PERHAPS the sentiments contained in the following pages are not yet sufficiently fashionable to procure them general favor. A long habit of not thinking a thing wrong gives it a superficial appearance of being right, and raises at first a formidable outcry in defense of custom. But tumult soon subsides. Time makes more converts than reason.

- 10 As a long and violent abuse of power is generally the means of calling the right of it in question (and in matters too which might never have been thought of, had not the sufferers been aggravated into the inquiry), and as the King of England hath undertaken in his own Right to support the Parliament in what he calls Theirs, and as the good people of this country are grievously oppressed by the combination, they have an undoubted privilege to inquire into the pretensions of both, and equally to reject the usurpation of either. . . .

- 15 The cause of America is in a great measure the cause of all mankind. Many circumstances hath and will arise which are not local, but universal, and through which the principles of

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Thomas Paine, *The Writings of Thomas Paine*, Vol. 1, ed. Moncure Daniel Conway (New York: G.P. Putnam's Sons, 1894).

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all Lovers of Mankind are affected, and in the event of which their Affections are interested. The laying a Country desolate with Fire and Sword, declaring War against the natural rights of all Mankind, and extirpating the Defenders thereof from the Face of the Earth, is the Concern of every Man to whom Nature hath given the Power of feeling; of which Class, regardless of Party Censure, is the AUTHOR.

**Thoughts on the Present State of American Affairs.**

In the following pages I offer nothing more than simple facts, plain arguments, and common sense: and have no other preliminaries to settle with the reader, than that he will divest himself of prejudice and prepossession, and suffer his reason and his feelings to determine for themselves: that he will put on, or rather that he will not put off, the true character of a man, and generously enlarge his views beyond the present day....

It is the good fortune of many to live distant from the scene of present sorrow; the evil is not sufficiently brought to their doors to make them feel the precariousness with which all American property is possessed. But let our imaginations transport us a few moments to Boston; that seat of wretchedness will teach us wisdom, and instruct us for ever to renounce a power in whom we can have no trust. The inhabitants of that unfortunate city who but a few months ago were in ease and affluence, have now no other alternative than to stay and starve, or turn out to beg. Endangered by the fire of their friends if they continue within the city, and plundered by the soldiery if they leave it, in their present situation they are prisoners without the hope of redemption, and in a general attack for their relief they would be exposed to the fury of both armies...

No man was a warmer wisher for a reconciliation than myself, before the fatal nineteenth of April, 1775, but the moment the event of that day was made known, I rejected the hardened, sullen-tempered Pharaoh of England for ever; and disdain the wretch, that with the pretended title of FATHER OF HIS PEOPLE can unfeelingly hear of their slaughter, and composedly sleep with their blood upon his soul.

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But admitting that matters were now made up, what would be the event? I answer, the ruin of the Continent. And that for several reasons.

5 *First.* The powers of governing still remaining in the hands of the King, he will have a negative over the whole legislation of this Continent. And as he hath shown himself such an inveterate enemy to liberty, and discovered such a thirst for arbitrary power, is he, or is he not, a proper person to say to these colonies, *You shall make no laws but what I please!*? And is there any inhabitant of America so ignorant as not to know, that according to what is called the *present constitution*, this Continent can make no laws but what the king gives leave to; and is there any man so unwise as not to see, that (considering what has happened)  
10 he will suffer no law to be made here but such as suits *his* purpose? We may be as effectually enslaved by the want of laws in America, as by submitting to laws made for us in England....

*Secondly.* That as even the best terms which we can expect to obtain can amount to no more than a temporary expedient, or a kind of government by guardianship, which can last no longer than till the Colonies come of age, so the general face and state of things in the interim will be unsettled and unpromising. Emigrants of property will not choose to come to  
15 a country whose form of government hangs but by a thread, and who is every day tottering on the brink of commotion and disturbance; and numbers of the present inhabitants would lay hold of the interval to dispose of their effects, and quit the Continent.

But the most powerful of all arguments is, that nothing but independance, *i. e.* a Continental form of government, can keep the peace of the Continent and preserve it inviolate from  
20 civil wars. I dread the event of a reconciliation with Britain now, as it is more than probable that it will be followed by a revolt some where or other, the consequences of which may be far more fatal than all the malice of Britain....

A government of our own is our natural right: and when a man seriously reflects on the precariousness of human affairs, he will become convinced, that it is infinitely wiser and  
25 safer, to form a constitution of our own in a cool deliberate manner, while we have it in our power, than to trust such an interesting event to time and chance....

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O! ye that love mankind! Ye that dare oppose not only the tyranny but the tyrant, stand forth! Every spot of the old world is overrun with oppression. Freedom hath been hunted round the Globe. Asia and Africa have long expelled her. Europe regards her like a stranger, and England hath given her warning to depart. O! receive the fugitive, and prepare in time  
5 an asylum for mankind.

## 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 &amp; 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 &amp; 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.

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.

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.

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.

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.

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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:

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

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  
5 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.

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  
20 scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

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.  
25

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.  
30

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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

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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**

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Rhode Island

Stephen Hopkins, William Ellery

Connecticut

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

**GENERAL GEORGE WASHINGTON, COMMANDER-IN-CHIEF OF THE CONTINENTAL ARMY**  
**Address to Congress**

SPEECH

December 23, 1783

Old Senate Chamber of the Maryland State House | Annapolis, Maryland

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**BACKGROUND**

George Washington delivered this message to Congress to resign his commission as Commander-in-Chief of the Continental Army.

**ANNOTATIONS****NOTES & QUESTIONS**

The great events on which my resignation depended having at length taken place; I have now the honor of offering my sincere Congratulations to Congress and of presenting myself before them to surrender into their hands the trust committed to me, and to claim the indulgence of retiring from the Service of my Country.

- 5 Happy in the confirmation of our Independence and Sovereignty, and pleased with the opportunity afforded the United States of becoming a respectable Nation, I resign with satisfaction the Appointment I accepted with diffidence. A diffidence in my abilities to accomplish so arduous a task, which however was superseded by a confidence in the rectitude of our Cause, the support of the Supreme Power of the Union, and the patronage of Heaven.
- 10 The Successful termination of the War has verified the most sanguine expectations, and my gratitude for the interposition of Providence, and the assistance I have received from my Countrymen, encreases with every review of the momentous Contest.

While I repeat my obligations to the Army in general, I should do injustice to my own feelings not to acknowledge in this place the peculiar Services and distinguished merits of

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George Washington, "Address to Congress on Resigning his Commission," *The Writings of George Washington*, Vol. 27, ed. John C. Fitzpatrick (Washington, D.C.: United States Government Printing Office, 1931-44), 284-285.

**ANNOTATIONS**

**NOTES & QUESTIONS**

the Gentlemen who have been attached to my person during the War. It was impossible the choice of confidential Officers to compose my family should have been more fortunate. Permit me Sir, to recommend in particular those, who have continued in Service to the present moment, as worthy of the favorable notice and patronage of Congress.

- 5 I consider it an indispensable duty to close this last solemn act of my Official life, by commending the Interests of our dearest Country to the protection of Almighty God, and those who have the superintendence of them, to his holy keeping.

Having now finished the work assigned me, I retire from the great theatre of Action; and bidding an Affectionate farewell to this August body under whose orders I have so long  
10 acted, I here offer my Commission, and take my leave of all the employments of public life.

PHYLLIS WHEATLEY

# “Liberty and Peace”

POEM

1784

Boston, Massachusetts

---

**BACKGROUND**

Phyllis Wheatley composed this poem after the signing of the Treaty of Paris officially ending the War of Independence.

**ANNOTATIONS****NOTES & QUESTIONS**

- LO! Freedom comes. Th' prescient Muse foretold,  
All Eyes th' accomplish'd Prophecy behold:  
5 Her Port describ'd, "She moves divinely fair,  
"Olive and Laurel bind her golden Hair."  
She, the bright Progeny of Heaven, descends,  
And every Grace her sovereign Step attends;  
For now kind Heaven, indulgent to our Prayer,  
10 In smiling Peace resolves the Din of War.  
Fix'd in Columbia her illustrious Line,  
And bids in thee her future Councils shine.  
To every Realm her Portals open'd wide,  
Receives from each the full commercial Tide.  
15 Each Art and Science now with rising Charms  
Th' expanding Heart with Emulation warms.  
E'en great Britannia sees with dread Surprise,  
And from the dazzling Splendor turns her Eyes!  
Britain, whose Navies swept th' Atlantic o'er,

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Phyllis Wheatley, *Liberty and Peace* (Boston: Warden and Russell, 1784).

ANNOTATIONS

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- And Thunder sent to every distant Shore;  
E'en thou, in Manners cruel as thou art,  
The Sword resign'd, resume the friendly Part!  
For Galia's Power espous'd Columbia's Cause,  
5 And new-born Rome shall give Britannia Law,  
Nor unremember'd in the grateful Strain,  
Shall princely Louis' friendly Deeds remain;  
The generous Prince th' impending Vengeance eye's,  
Sees the fierce Wrong, and to the rescue flies.  
10 Perish that Thirst of boundless Power, that drew  
On Albion's Head the Curse to Tyrants due.  
But thou appeas'd submit to Heaven's decree,  
That bids this Realm of Freedom rival thee!  
Now sheathe the Sword that bade the Brave attone  
15 With guiltless Blood for Madness not their own.  
Sent from th' Enjoyment of their native Shore  
Ill-fated – never to behold her more!  
From every Kingdom on Europa's Coast  
Throng'd various Troops, their Glory, Strength and Boast.  
20 With heart-felt pity fair Hibernia saw  
Columbia menac'd by the Tyrant's Law:  
On hostile Fields fraternal Arms engage,  
And mutual Deaths, all dealt with mutual Rage:  
The Muse's Ear hears mother Earth deplore  
25 Her ample Surface smok with kindred Gore:  
The hostile Field destroys the social Ties,  
And every-lasting Slumber seals their Eyes.  
Columbia mourns, the haughty Foes deride,  
Her Treasures plunder'd, and her Towns destroy'd:  
30 Witness how Charlestown's curling Smoaks arise,

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- In sable Columns to the clouded Skies!  
The ample Dome, high-wrought with curious Toil,  
In one sad Hour the savage Troops despoil.  
Descending Peace and Power of War confounds;
- 5 From every Tongue celestial Peace resounds:  
As for the East th' illustrious King of Day,  
With rising Radiance drives the Shades away,  
So Freedom comes array'd with Charms divine,  
And in her Train Commerce and Plenty shine.
- 10 Britannia owns her Independent Reign,  
Hibernia, Scotia, and the Realms of Spain;  
And great Germania's ample Coast admires  
The generous Spirit that Columbia fires.  
Auspicious Heaven shall fill with fav'ring Gales,
- 15 Where e'er Columbia spreads her swelling Sails:  
To every Realm shall Peace her Charms display,  
And Heavenly Freedom spread her golden Ray.

THE END

## THE PEOPLE OF THE UNITED STATES OF AMERICA

## The Constitution

LAW

March 4, 1789  
United States of America

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**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

5 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

10 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.

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"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.

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 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 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 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;

To provide for the Punishment of counterfeiting the Securities and current Coin of the  
 25 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:

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  
15 Office of Trust or Profit under the United States, shall be appointed an Elector.

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  
20 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 notwithstanding.  
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**

**NOTES & QUESTIONS**

**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 FitzSimmons, 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.

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"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

30-40-minute classes | 30-34 classes

**UNIT PREVIEW****Structure**

<b>LESSON 1</b>	1789–1801	The New Government	6-7 classes	p. 7
<b>LESSON 2</b>	1801–1815	Prospects, Uncertainties, and War	6-7 classes	p. 13
<b>LESSON 3</b>	1815–1829	The American Way	6-7 classes	p. 19
<b>LESSON 4</b>	1829–1848	Manifest Destiny	8-9 classes	p. 26
<b>APPENDIX A</b>	Talk about History, Study Guides, Tests, and Writing Assignment			p. 31
<b>APPENDIX B</b>	Primary Sources			p. 47

**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

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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

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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 with students gives them the opportunity to study 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

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### TEXTS

*Land of Hope*, Wilfred McClay

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

*The Great American Story*  
*American Heritage*

## Lesson Planning Resources

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### 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

### STUDENT RESOURCES

*Meet George Washington*, Joan Heilbroner  
*Meet Thomas Jefferson*, Marvin Barrett  
*The Journals of Lewis and Clark*, Liz Sonneborn  
*Early Presidents and Social Reformers: Reader*, Core Knowledge Foundation  
*Westward Expansion Before the Civil War: Reader*, Core Knowledge Foundation

### TRADE BOOKS

*A New Nation*, Betsy Maestro  
*Daniel Boone*, John Zronik  
*Leave It to Abigail*, Barb Rosenstock

*This Is Washington, D.C.*, Miroslav Sasek  
*The Louisiana Purchase*, Michael Burgan  
*The War of 1812*, Kevin Cunningham  
*So Tall Within*, Gary Schmidt  
*Frederick's Journey*, Doreen Rappaport  
*This is Texas*, Miroslav Sasek

## PRIMARY SOURCES

Thanksgiving Proclamation, George Washington  
Letter to the Hebrew Congregation, George Washington

## **LESSON PLANS, ASSIGNMENTS, AND QUIZZES**



## Lesson 1 — The New Government

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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:

#### Student Texts

<i>Meet George Washington</i>	Pages 55–63
<i>Early Presidents and Social Reformers</i>	Pages 22–35
<i>Westward Expansion Before the Civil War</i>	Pages 1–15
<i>Primary Sources</i>	See below.

#### 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

#### Trade Books

*Daniel Boone*  
*A New Nation*  
*Leave It to Abigail*  
*This Is Washington, D.C.*

#### Online.Hillsdale.edu

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

### STUDENT PREPARATION

**Assignment 1:** Students pre-read *Meet George Washington*, pages 55–63 (based on grade level reading ability).

**Assignment 2:** Students pre-read *Early Presidents and Social Reformers*, pages 22–35 (grades 4 and 5 only).

**Assignment 3:** Students pre-read *Westward Expansion Before the Civil War*, pages 1–15 (grade 5 only).

**CORE CONTENT IN THIS LESSON****Geography and Places**

New York City  
Mount Vernon  
Philadelphia  
New Orleans

Washington City in the  
Federal District of  
Columbia  
Executive Mansion  
Northwest Territory

**Persons**

George Washington  
Daniel Boone  
John Adams  
Thomas Jefferson

Alexander Hamilton  
James Madison  
Eli Whitney

**Terms and Topics**

Bill of Rights  
Father of Our Country  
cabinet  
tariff  
national bank  
Whiskey Rebellion  
French Revolution  
Jay's Treaty  
Fugitive Slave Law

cotton gin  
Federalist Party  
Democratic-Republican Party  
XYZ Affair  
Alien and Sedition Acts  
Kentucky and Virginia  
Resolutions  
nullify

**Primary Sources**

Thanksgiving Proclamation, George Washington  
Letter to the Hebrew Congregation, George Washington

**To Know By Heart**

“Hail, Columbia” —Joseph Hopkinson

**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 travels of Citizen Genêt in the United States
- The ebb and flow of the friendship between John Adams and Thomas Jefferson
- Stories of the building of Washington, DC
- Thomas Jefferson walking to his inauguration and riding bareback around Washington, DC
- The death of George Washington

## QUESTIONS FOR THE AMERICAN MIND

- Why would George Washington's presidency be so important for America's future?
- What challenges did George Washington face during his presidency?
- 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 did George Washington and John Adams think about Great Britain and Revolutionary France?
- What did Thomas Jefferson think about Great Britain and Revolutionary France?
- What did Eli Whitney's cotton gin do?
- How did the cotton gin change the future of slavery?
- What did George Washington say about parties and divisions?
- What did George Washington say about wars and alliances?
- What did George Washington say about learning and doing the right thing?
- What did it mean for a state to try to nullify a federal law?
- 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. When this division was ameliorated through a 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 competing interests and views, and his efforts to prevent the young country from being dragged into a foreign war. To gain a sense of Washington's teachings and the way in which his words and comportment established beneficial precedents, read and discuss with students his Thanksgiving Proclamation and letter to the Hebrew congregation in Newport, Rhode Island.
- Discuss briefly the different views on the kind of economic activity and country held by Thomas Jefferson and Alexander Hamilton.
- The dominant issue facing America was navigating the conflict engulfing Europe during the French Revolution. More pointedly, the danger with respect to the French Revolution itself involved the conflicting sympathies that various Americans had toward Great Britain or France. George Washington was again vital in charting a course of neutrality, which kept the fragile nation out of a conflict that might have ruined it and its experiment forever.
- Mark 1793 as the year in which Eli Whitney developed his cotton gin. 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.
- Talk with students about the Fugitive Slave Law, which Congress passed to allow for the enforcement of Article IV, Section 2, of the Constitution, and about the laws many Northern legislatures passed in response, including those that allowed alleged fugitive slaves to defend themselves in court and sought to prevent the kidnapping of free African Americans.
- 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.
- Discuss the roles of Jay's Treaty and Pinckney's Treaty in establishing the extents of the United States' territory.
- Emphasize for students the great growth in population and industry during this decade, including further settlement westward and new conflicts between Native Americans and settlers, such as the Northwest Indian War. Explore how disease, treaties, conflict, population density, and competing ideas of land and property factored into westward settlement and the reduction in the number and locations of Native Americans. Conflict, especially on the frontier, was still common—a combination of misunderstanding, outright dishonesty, and revenge. Where treaties were employed, their slightest violation usually gave the opposing side an excuse to act with force, thus undermining any kind of agreement. The distant and unsettled frontier left most nationally decreed restrictions on settlement unenforced.
- 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 significant points to read and discuss with students include his warnings about party and the importance of union; his advocacy for remaining independent of other nations with respect to war and alliances; and 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. Students should appreciate how extraordinarily rare such transfers of power are in history and what allowed the Americans to avoid bloodshed—the all-too-common outcome in the history of nations.

### 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 a map showing how land in the Northwest Territory was allotted for different purposes. Ask plenty of questions in the process.

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**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:** What were some of the precedents and examples George Washington set as president? (2–4 sentences)

**Assignment 3:** Why did George Washington believe it was important for people to be educated and good in order for America to succeed? (2–4 sentences)

Name\_\_\_\_\_

Date\_\_\_\_\_

## Unit 3 – Formative Quiz 1

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Covering Lesson 1  
10-15 minutes

**MATCHING:** *Write the letter of each definition to the correct word it defines.*

- |  |   |
|--|---|
| ____ Father of Our Country             | A. a reference to George Washington   |
| ____ cabinet                           | B. efforts by states to cancel a law passed by Congress                                     |
| ____ Fugitive Slave Law                | C. required judges to review proof that a supposedly escaped slave had in fact been a slave |
| ____ Kentucky and Virginia Resolutions | D. the president's closest advisors   |
| ____ Executive Mansion                 | E. the president's home   |

**SHORT ANSWER:** *Answer the following in complete sentences.*

1. What challenges did George Washington face during his presidency?

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2. What did George Washington and John Adams think about Great Britain and Revolutionary France?

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3. How did the cotton gin change the future of slavery?

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4. What did George Washington say about parties and divisions?

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5. What did George Washington say about learning and doing the right thing?

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## 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:

#### Student Texts

<i>Meet Thomas Jefferson</i>	Pages 29–62
<i>Early Presidents and Social Reformers</i>	Pages 46–57
<i>Westward Expansion Before the Civil War</i>	Pages 16–21

#### 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 New Nation*  
*The Louisiana Purchase*  
*The War of 1812*

#### Online.Hillsdale.edu

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

### STUDENT PREPARATION

**Assignment 1:** Students pre-read *Meet Thomas Jefferson*, pages 29–62 (based on grade level reading ability).

**Assignment 2:** Students pre-read *Early Presidents and Social Reformers*, pages 46–57 (grades 4 and 5 only).

**Assignment 3:** Students pre-read *Westward Expansion Before the Civil War*, pages 16–21 (grade 5 only).

**CORE CONTENT IN THIS LESSON****Geography and Places**

Monticello  
 Barbary Coast  
 Louisiana Territory  
 St. Louis

Missouri River  
 Lake Erie  
 Washington, DC

**Persons**

Thomas Jefferson  
 Alexander Hamilton  
 Meriwether Lewis  
 William Clark  
 Sacagawea

James Madison  
 Tecumseh  
 Oliver Perry  
 Francis Scott Key  
 Andrew Jackson

**Terms and Topics**

Federalists  
 Democratic-Republicans  
 “unconstitutional”  
 Louisiana Purchase  
 Corps of Discovery  
 Barbary Pirates  
 US Marine Corps  
 Act Prohibiting Importation  
 of Slaves of 1807

impressment  
 Battle of Tippecanoe  
 War of 1812  
*USS Constitution*  
 Battle of Lake Erie  
 Burning of Washington  
 “The Defense of Ft. McHenry”  
 Battle of New Orleans

**To Know by Heart**

“The Star-Spangled Banner”

**Timeline**

1812–15	War of 1812
1815	Battle of New Orleans

**Images**

Historical figures and events  
 Landscape pictures of geographic places featured in this lesson  
 Washington, DC, depictions  
 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  
 Relevant forts  
*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
- Thomas Jefferson's walk to and from his inauguration
- Entries from the diaries of Meriwether Lewis and William Clark
- Aaron Burr killing Alexander Hamilton in a duel
- 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"
- Andrew Jackson's various duels and adventures
- The Battle of New Orleans and how it occurred after a peace treaty had been signed—unknownst to the battle participants

**QUESTIONS FOR THE AMERICAN MIND**

- What were the major actions of Thomas Jefferson's presidency?
- What was the impact of the Louisiana Purchase on America's future?
- What was the Corps of Discovery Expedition like?
- What did Congress and Thomas Jefferson outlaw in 1808?
- What were Thomas Jefferson's views and actions regarding slavery?
- What does it mean for the Supreme Court to declare a law to be "unconstitutional"?
- What were the main characteristics of James Madison's presidency?
- Why did America fight the British in the War of 1812?
- Why was the Battle of New Orleans important for America's future, even though it was fought after a peace treaty had been signed?
- What were the outcomes 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 117: Name one American Indian tribe in the United States.
  - Question 123: What is the name of the national anthem?

**KEYS TO THE LESSON**

Changes in power have historically been among the most tumultuous moments in a nation's history. America's first transition from Federalist to Democratic-Republican control not only avoided much tumult but was perfectly peaceful. But how would the nation cope with new policies? 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 conservative 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.
- Treat Thomas Jefferson's presidency chronologically, including events that do not directly relate to him. The almost unilateral Louisiana Purchase and the military expedition against the Barbary pirates in the Mediterranean are two examples of Jefferson's use of presidential power.
- Teach students about *Marbury v. Madison* and what it means for the Supreme Court to determine the constitutionality of a law or presidential action. The assertion of its coequality with the other branches in *Marbury* ensured that power was equally distributed and equally accountable to the people. Clarify that each branch of the government has an equal responsibility only to do what they judge to be constitutional, with the final say always coming back to the people.
- 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. Outline Thomas Jefferson's struggles (like Washington and Adams before him) with the British.
- 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.
- Ask students to identify and compare the various advantages and disadvantages of each side at the outset of the War of 1812 and how these shifted over the years. Having students take simple notes as a "T-Chart" can be effective for this part of the lesson.
- 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.

- Explain in general each side's strategy at various stages of the war and the tactics and battle plans employed in some important battles.
- Teach major battles with some detail, focusing on the story and its drama. Students should understand how the battles came to be, the key stories, factors, and moments from the battles themselves, and the significance of their various outcomes on subsequent events. Employ battle maps as appropriate.
- 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.
- Of particular note in the War of 1812 are 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 as well as the Battle of Plattsburgh Bay on Lake Champlain, the half-hearted British fighting in the early years of the war due to their preoccupation with Napoleon, the British invasions of Washington, Baltimore, New York, and New Orleans, and the writing of "The Star-Spangled Banner."
- Introduce Andrew Jackson, the soldier and frontier lawyer-statesman. Consider the warfare of the day and the understandings each side held as to the means and purpose of combat. Explore with students accounts of Jackson as a military commander by both those in his command and his Native American opponents. Jackson will, of course, be covered again in future lessons, but this is an opportunity to introduce and tell some of the early stories that show the different sides to Andrew Jackson.
- 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:** Have students draw a map of Corps of Discovery Expedition.

**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:** Assign each student a different event to draw from the War of 1812. Then have students arrange themselves in the correct order of events in class and have each present briefly what they drew, the story behind it, its relationship to other scenes, and why they depicted it the way they did.

**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:** Choose a battle from the War of 1812 and retell the story of what happened in the battle (1 paragraph).

**Assignment 3:** Have students learn by heart and recite the first stanza of “The Star-Spangled Banner.” Ask questions of the students about the meaning of different lines.

## 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, continued American expansion, and the practice of American democracy.

### TEACHER PREPARATION

Create a note outline based on the following:

#### Student Texts

*Early Presidents and Social Reformers*

Pages 58–73

*Westward Expansion Before the Civil War*

Pages 22–37

#### 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*

Pages 133–138

*Westward Expansion*

Pages 27–33

#### Online.Hillsdale.edu

*The Great American Story*

Lectures 7 and 8

*American Heritage*

Lecture 5

### STUDENT PREPARATION

**Assignment 1:** Students pre-read *Early Presidents and Social Reformers*, pages 58–73 (grades 4 and 5 only).

**Assignment 2:** Students pre-read *Westward Expansion Before the Civil War*, pages 22–37 (grade 5 only).

### CORE CONTENT IN THIS LESSON

#### Geography and Places

Mexico

Maine

Tejas

Missouri

Deep South

#### Persons

James Monroe

John Quincy Adams

Henry Clay

Andrew Jackson

Stephen F. Austin  
Joseph Smith

William Lloyd Garrison

### Terms and Topics

The Virginia Dynasty  
“Era of Good Feelings”  
49th Parallel  
immigration  
Erie Canal  
railroad  
steamship  
Second Great Awakening

Mormonism  
slave trade  
cotton gin  
King Cotton  
Missouri Compromise  
36° 30' line  
Monroe Doctrine  
Democratic Party

### To Know by Heart

“The Erie Canal” —John Addington Symonds

### 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  
“Old Hickory” campaign paraphernalia  
Maps of Mexico and Texas

## STORIES FOR THE AMERICAN HEART

- Biographies and the roles of James Monroe, 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?
- How was transportation changing during the early 1800s?
- How did farming change during the early 1800s?
- What happened in the Second Great Awakening?
- What was society and life like in the South compared to the North and West?
- What was life like for slaves during the early nineteenth century?
- Why did the cotton gin increase the demand for slaves?

- Why did Missouri becoming a state increase disagreements over slavery?
- What did the Missouri Compromise do?
- What was Henry Clay like when he was in politics?
- 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. And perhaps no one has talked about the nature of democratic self-government in America as well as the French observer Alexis de Tocqueville did during his visits to America. From statesmen like Jackson to observers like Tocqueville, we have an excellent window into what American self-government was like in the early nineteenth century.

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.
- Survey the main ideas of the Second Great Awakening.
- 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 while new justifications for slavery were often created based on religious interpretation and outright prejudice. Note the years in which different states were admitted as free states or outlawed slavery themselves. Nevertheless, 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.

- Discuss with students the major factors that have produced the great wealth and prosperity of America, namely the freedom to innovate and invest, property rights, a peaceful daily life governed by the rule of law and consent of the governed, and the ability to patent ideas and inventions. Discuss also the extent to which many Southerners and even Northerners and Englishmen made considerable fortunes off of slavery and cotton textiles during the nineteenth century.
- 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.
- Use this opportunity to introduce major statesmen of the period, especially Henry Clay (the Great Compromiser) and John Quincy Adams. On Clay in particular, give students an insight into how skilled he was in politics and how he elevated the power of Congress.
- 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.
- Note the importance of the Monroe Doctrine and how unrealistically ambitious it was. Nonetheless, it did secure George Washington's view of foreign policy as America's standard position and, combined with good timing, was actually effective in fulfilling what it said.
- Review with students Andrew Jackson's biography, full of impressive triumphs and controversial actions, particularly with respect to Native American tribes and Jackson's thwarting of civilian authority over the military.

## STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

**Activity 1:** Have each student choose an invention or an innovation in transportation from the time period, draw it, and present about it to the class, being able to answer questions along the way.

**Activity 2:** Have students draw scenes depicting the daily life of slaves on Southern plantations. Options should include depictions of dehumanizing and harsh suffering, how slaves lived when they were not working, and the cultural practices and traditions that emerged in slave communities. Students should then present to the class and be able to answer questions.

**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:** What factors made the time after the War of 1812 an “Era of Good Feelings”? (2–4 sentences).

**Assignment 3:** Why were people becoming increasingly concerned about whether or not a new state would allow slavery (2–4 sentences).

## Unit 3 — Formative Quiz 2

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Covering Lesson 3  
10-15 minutes

**MULTIPLE CHOICE:** *Circle the option that best answers each question.*

1. What was the Virginia Dynasty?
  - a. a group of farmers from Virginia upset about whiskey prices
  - b. four of the first five presidents, who were all from Virginia: Washington, Jefferson, Madison, and Monroe
  - c. a company sent to explore the western frontier
  - d. those who were descended from the Jamestown Colony
2. What was the “Era of Good Feelings”?
  - a. the years of plenty in the Jefferson administration
  - b. a name for the relationship between John Quincy Adams and Andrew Jackson
  - c. the years during the War of 1812
  - d. the years after the War of 1812 under President James Monroe
3. To what did the 49th Parallel refer?
  - a. the border that the Americans wanted with British lands in Canada
  - b. the compromise border between America and the British lands in Canada
  - c. the border that the British wanted between their lands in Canada and America
  - d. the disputed border between the United States and Mexico
4. Where was the Erie Canal located?
  - a. Ohio
  - b. Massachusetts
  - c. Pennsylvania
  - d. New York
5. Which state was admitted along with Missouri in the Missouri Compromise?
  - a. Michigan
  - b. Vermont
  - c. Maine
  - d. Wisconsin

**SHORT ANSWER:** *Answer the following in complete sentences.*

6. From where did many immigrants come during the 1820s and 1830s?

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7. How did farming change during the early 1800s?

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8. Why did the cotton gin increase the demand for slaves?

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9. What did the Monroe Doctrine say?

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10. What were Adams-Jackson campaigns like?

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## 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,” along with the issues associated with such expansion.

### TEACHER PREPARATION

Create a note outline based on the following:

#### Student Texts

*Early Presidents and Social Reformers*

Pages 80–81, 90–105

*Westward Expansion Before the Civil War*

Pages 38–75

#### 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*

Pages 138–151

*Westward Expansion*

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

#### Trade Books

*So Tall Within*

*Frederick's Journey*

*This is Texas*

#### Online.Hillsdale.edu

*The Great American Story*

Lectures 7, 8, and 9

*American Heritage*

Lectures 5, 6, and 7

### STUDENT PREPARATION

**Assignment 1:** Students pre-read *Early Presidents and Social Reformers*, pages 80–81 and 90–105. (grades 4 and 5 only).

**Assignment 2:** Students pre-read *Westward Expansion Before the Civil War*, pages 38–57 (grade 5 only).

**Assignment 3:** Students pre-read *Westward Expansion Before the Civil War*, pages 58–75 (grade 5 only).

**CORE CONTENT IN THIS LESSON****Geography and Places**

Republic of Texas  
Oregon Country

Rio Grande  
California Territory

**Persons**

Henry Clay  
Sam Houston  
Antonio López de Santa Anna  
Davy Crockett  
Sequoyah  
Brigham Young  
Elizabeth Cady Stanton  
Sojourner Truth

William Lloyd Garrison  
Frederick Douglass  
Levi and Catharine Coffin  
Harriet Tubman  
James Polk  
Zachary Taylor  
Abraham Lincoln

**Terms and Topics**

Nat Turner Rebellion  
Nullification Crisis  
Bank of the United States  
Indian Removal Act  
Cherokee  
Trail of Tears  
The Alamo  
Texas Revolution  
temperance

abolitionism  
Underground Railroad  
manifest destiny  
49th Parallel  
annexation  
Spot Resolutions  
Mexican-American War  
Mexican Cession

**Timeline**

1836	Texas independence
1846–48	Mexican-American War

**Images**

Historical figures and events  
First flags of Texas  
Uniforms and munitions of soldiers in the Mexican-American War  
Depictions of battles and battlefields, including strategy and tactics  
Depictions of figures at various scenes and moments in battle  
Maps: overall strategies, specific battles  
Relevant forts  
Medical equipment  
Reenactment photos

**STORIES FOR THE AMERICAN HEART**

- Biographies and the roles of Andrew Jackson, Sam Houston, and Elizabeth Cady Stanton
- Frederick Douglass's account of his experience with a slave breaker

- Toasts between Andrew Jackson and John C. Calhoun regarding nullification at a Democratic Party dinner
- Accounts of the Battle of the Alamo
- Accounts of traveling the Oregon Trail
- The sudden illness and death of William Henry Harrison
- The feud between John Tyler and Henry Clay
- The US Marines entering the “Halls of Montezuma” during the Mexican-American War
- 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

- How did Andrew Jackson appear to help the common person?
- What was the question of nullification all about?
- How did Andrew Jackson respond to decisions of the Supreme Court with which he disagreed? Why did he believe he was justified to act in these ways?
- 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 many Americans believe in it?
- 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

The democratic age was one in which the interests of the common man became leading goals of many statesmen, even while profoundly undemocratic institutions such as slavery remained. At the same time, 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 re-ignite 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. Ask students the ways they see policies during the 1830s benefit the Jeffersonian view rather than the Hamiltonian.
- 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. When teaching the resettlement chapter of American and Native American history in particular, it is important to capture the diversity of thoughts, motivations, and actions by the different parties: bad, good, and mixed. 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 a more deliberate and imaginative policy were devised, and 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. Explain each side's general strategy at various stages of the war and the battles themselves in more general terms compared to the War of Independence and the War of 1812. Employ battle maps often. 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 the terms of the peace treaty, especially as it concerned American territory.

### **STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS**

**Activity 1:** Have students draw a map of the Underground Railroad routes and an accompanying scene. Then have students present and explain what they drew.

**Activity 2:** Have students draw a scene from the Texas Revolution or Mexican-American War, including a map of the United States before and after the war. Then have students present and explain what they drew.

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**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:** Why did Andrew Jackson think it was important to pay attention to what the “common man” wanted? (2–4 sentences)

**Assignment 3:** How did Texas become a republic and then a state? (2–4 sentences)

## **APPENDIX A**

Talk about History

Study Guides

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: \_\_\_\_\_

## Unit 3 | Test 1 — Study Guide

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Lesson 1 | The New Government

Lesson 2 | Prospects, Uncertainties, and War

Test on \_\_\_\_\_

### TIMELINE

*When given dates in order, match events from a list to the years or dates that they happened.*

1787                      Constitutional Convention

1812–15                War of 1812

1815                    Battle of New Orleans

### PERSONS

*Identify each, provide biographical details, and explain what he or she thought or did in specific periods or events.*

George Washington

Meriwether Lewis

Tecumseh

John Adams

William Clark

Francis Scott Key

Thomas Jefferson

Sacagawea

Alexander Hamilton

James Madison

### TERMS AND TOPICS

*Identify each and explain its significance to the period of history studied.*

Bill of Rights

Kentucky and Virginia

Barbary Pirates

Father of Our Country

Resolutions

impressment

Whiskey Rebellion

nullify

War of 1812

cotton gin

“unconstitutional”

USS *Constitution*

Federalist Party

Louisiana Purchase

Battle of New Orleans

Democratic-Republican Party

Corps of Discovery

## STORIES FOR THE AMERICAN HEART

*Be familiar with each of the following stories.*

- The presidency of George Washington
- Biographies and the roles of Thomas Jefferson and Alexander Hamilton after 1789
- The ebb and flow of the friendship between John Adams and Thomas Jefferson
- The death of George Washington
- Dolley Madison fleeing the British with the portrait of George Washington
- 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

## QUESTIONS FOR THE AMERICAN MIND

*Based on notes from lessons and conversations, answer each of the following.*

- ☐ What presidential traditions did George Washington give us?
- ☐ What was Thomas Jefferson’s vision of the kind of country America should become?
- ☐ How did the cotton gin change the future of slavery?
- ☐ What did George Washington say about wars and alliances?
- ☐ What did George Washington say about learning and doing the right thing?
- ☐ Why was the election of 1800 called the “revolution of 1800” by Thomas Jefferson?
- ☐ What was the impact of the Louisiana Purchase on America’s future?
- ☐ What was the Corps of Discovery Expedition like?
- ☐ What did Congress and Thomas Jefferson outlaw in 1808?
- ☐ Why did America fight the British in the War of 1812?
- ☐ What were the outcomes of the War of 1812?

Name\_\_\_\_\_

Date\_\_\_\_\_

## Unit 3 | Test 1 — The Early Republic

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Lesson 1 | The New Government

Lesson 2 | Prospects, Uncertainties, and War

**TIMELINE:** Write the letter of each event next to the date or years it took place.

1787 \_\_\_\_\_

A. Battle of New Orleans

1812–15 \_\_\_\_\_

B. Constitutional Convention

1815 \_\_\_\_\_

C. War of 1812

**MATCHING:** Write the letter of each definition to the correct word it defines.

\_\_\_\_\_ John Adams

\_\_\_\_\_ Alexander Hamilton

\_\_\_\_\_ Tecumseh

\_\_\_\_\_ Bill of Rights

\_\_\_\_\_ nullify

\_\_\_\_\_ “unconstitutional”

\_\_\_\_\_ Barbary Pirates

\_\_\_\_\_ impressment

\_\_\_\_\_ USS *Constitution*

- A. a brave Native American leader who attempted to unite tribes against the U.S. government
- B. a leading revolutionary figure who served an overlooked role as America’s second president
- C. a young genius who imagined a factory-based country
- D. famed American battleship that fought during the War of 1812; nicknamed “Old Ironsides”
- E. sailors from Tripoli who demanded countries pay them or else have their ships attacked and cargo stolen; Thomas Jefferson had the U.S. Navy fight them to stop this practice
- F. the first ten amendments to the Constitution which guaranteed freedoms such as the freedoms of religion and of speech
- G. the idea that a state can ignore a law passed by Congress
- H. the power of the judicial branch to decide that a law broke the Constitution
- I. when the British forced American sailors to serve in the British navy; a cause of the War of 1812

**MULTIPLE CHOICE:** *Circle the option that best answers each question.*

1. What invention increased the demand for slave labor?
  - a. steamboat
  - b. railroad
  - c. cotton gin
  - d. Erie Canal
  
2. Who is known as the Father of Our Country?
  - a. Benjamin Franklin
  - b. George Washington
  - c. Alexander Hamilton
  - d. Thomas Jefferson
  
3. President Thomas Jefferson doubled the size of America through what action?
  - a. The War of 1812
  - b. war against the Barbary Pirates
  - c. war against the French revolutionaries
  - d. Louisiana Purchase
  
4. Who guided the Corps of Discovery and fostered friendly relationships with Native Americans in the west?
  - a. Sacagawea
  - b. Dolley Madison
  - c. Aaron Burr
  - d. Tecumseh
  
5. Who wrote “The Defense of Fort McHenry”?
  - a. Eli Whitney
  - b. Oliver Perry
  - c. Francis Scott Key
  - d. James Madison

**STORIES FOR THE AMERICAN HEART:** *Tell me about the* **presidency of George Washington.**

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**QUESTIONS FOR THE AMERICAN MIND:** *Answer the following in complete sentences.*

6. What presidential traditions did George Washington give us?

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7. What was Thomas Jefferson's vision of the kind of country America should become?

---

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8. How did the cotton gin change the future of slavery?

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---

9. What did George Washington say about learning and doing the right thing?

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10. What did Congress and Thomas Jefferson outlaw in 1808?

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## Unit 3 | Test 2 — Study Guide

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Lesson 3 | The American Way

Lesson 4 | Manifest Destiny

Test on \_\_\_\_\_

### TIMELINE

*When given chronological dates, match events from a list to the years or dates that they happened.*

1820	Missouri Compromise
1836	Texas independence
1846–48	Mexican-American War

### PERSONS

*Identify each, provide biographical details, and explain what he or she thought or did in specific periods or events.*

James Monroe	William Lloyd Garrison	Harriet Tubman
John Quincy Adams	Davy Crockett	James Polk
Andrew Jackson	Sequoyah	Abraham Lincoln
Stephen F. Austin	Frederick Douglass	

### TERMS AND TOPICS

*Identify each and explain its significance to the period of history studied.*

Tejas	slave trade	The Alamo
Deep South	36° 30' line	temperance
“Era of Good Feelings”	Monroe Doctrine	abolitionism
Erie Canal	Republic of Texas	Underground Railroad
railroad	Oregon Country	manifest destiny
steamship	Nat Turner Rebellion	Mexican-American War
Second Great Awakening	Trail of Tears	Mexican Cession

**STORIES FOR THE AMERICAN HEART**

*Be familiar with each of the following stories.*

- The biography and presidency of Andrew Jackson
- The deaths of Thomas Jefferson and John Adams on July 4, 1826
- Frederick Douglass's account of his experience with a slave breaker
- Accounts of the Battle of the Alamo
- Accounts of traveling the Oregon Trail

**QUESTIONS FOR THE AMERICAN MIND**

*Based on notes from lessons and conversations, answer each of the following.*

- ☐ From where did many immigrants come during the 1820s and 1830s?
- ☐ How did farming change during the early 1800s?
- ☐ What was society and life like in the South compared to the North and West?
- ☐ What was life like for slaves during the early nineteenth century?
- ☐ Why did the cotton gin increase the demand for slaves?
- ☐ Why did Andrew Jackson promote the common man?
- ☐ How did Andrew Jackson appear to help the common person?
- ☐ Why did the Texans want to become part of the United States?
- ☐ In which ways did abolitionists work to abolish slavery?
- ☐ What was the idea of "manifest destiny"? Why did many Americans believe in it?
- ☐ How did the Mexican-American War begin?
- ☐ What did America get by winning the Mexican-American War?

Name\_\_\_\_\_

Date\_\_\_\_\_

## Unit 3 | Test 2 — The Early Republic

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Lesson 3 | The American Way

Lesson 4 | Manifest Destiny

**TIMELINE:** Write the letter of each event next to the date or years it took place.

- |         |       |                         |
|---------|-------|-------------------------|
| 1820    | _____ | A. Mexican-American War |
| 1836    | _____ | B. Missouri Compromise  |
| 1846–48 | _____ | C. Texas independence   |

**MATCHING:** Write the letter of each definition to the correct word it defines.

- |                              |  |
|------------------------------|--|
| _____ Second Great Awakening | A. a bountiful area in the Pacific Northwest to which many settlers moved  |
| _____ John Quincy Adams      | B. a young Congressman who opposed the Mexican-American War  |
| _____ Stephen F. Austin      | C. an escaped slave who taught himself and then became a leading orator in favor of abolition  |
| _____ Frederick Douglass     | D. an expression of new Christian denominations and religious zeal, mainly among people living away from the Atlantic coast and large cities |
| _____ Republic of Texas      | E. the man who first led Americans to settle the parts of Mexico known as Tejas  |
| _____ Trail of Tears         | F. the country founded by Americans that fought to be independent from Mexico  |
| _____ Oregon Country         | G. the lands acquired at the end of the Mexican-American War, including what would become California, Nevada, Arizona, and Utah              |
| _____ Abraham Lincoln        | H. the son of a former president and president himself who sparred with Andrew Jackson and pro-slavery interests                             |
| _____ Mexican Cession        | I. when Native Americans died during their forced removal from their homelands under new treaty agreements                                   |

**MULTIPLE CHOICE:** *Circle the option that best answers each question.*

1. Who was the Cherokee leader who developed a unique alphabet in order to preserve Cherokee culture and language?
  - a. Sequoyah
  - b. Tecumseh
  - c. Sacagawea
  - d. John Ross
2. What was the major transportation project that connected the Hudson River to Lake Erie?
  - a. Great Western Canal
  - b. Pony Express
  - c. Hudson Railroad
  - d. Erie Canal
3. The Missouri Compromise allowed slavery in Missouri but otherwise prevented it from spreading west above what boundary?
  - a. 49th Parallel
  - b. 36° 30' line
  - c. 54th Parallel
  - d. Rio Grande
4. What was the American policy that warned European nations not to start any new colonies in the Western Hemisphere?
  - a. Treaty of Guadalupe-Hidalgo
  - b. Treaty of Ghent
  - c. Madison Doctrine
  - d. Monroe Doctrine
5. What was the movement to end the production and drinking of alcohol called?
  - a. abolitionism
  - b. temperance
  - c. Mormonism
  - d. Manifest Destiny

**STORIES FOR THE AMERICAN HEART:** *Tell me about the deaths of Thomas Jefferson and John Adams.*

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**QUESTIONS FOR THE AMERICAN MIND:** *Answer the following in complete sentences.*

6. What was society and life like in the South compared to the North and West?

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7. What was life like for slaves during the early nineteenth century?

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8. Why did Andrew Jackson promote the common man?

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9. What was the idea of “manifest destiny”? Why did many Americans believe in it?

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10. How did the Mexican-American War begin?

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## Writing Assignment — The Early Republic

## Unit 3

Due on \_\_\_\_\_

### DIRECTIONS

In one paragraph, retell the story of America's westward settlement during the 1830s and 1840s.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]



## **APPENDIX B**

### Primary Sources

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,

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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

**PRESIDENT GEORGE WASHINGTON**

# To the Hebrew Congregation in Newport, Rhode Island

LETTER

August 21, 1790

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**BACKGROUND**

During President George Washington's goodwill visit to Newport following Rhode Island's ratification of the Constitution, Moses Seixas—a leading official in Newport and a member of the local Jewish synagogue—publicly read a letter to Washington. Washington responded three days later in a letter of his own.

**ANNOTATIONS****NOTES & QUESTIONS**

Gentlemen:

While I receive, with much satisfaction, your Address replete with expressions of esteem; I rejoice in the opportunity of assuring you, that I shall always retain grateful remembrance of the cordial welcome I experienced in my visit to Newport, from all classes of Citizens.

- 5 The reflection on the days of difficulty and danger which are past is rendered the more sweet, from a consciousness that they are succeeded by days of uncommon prosperity and security. If we have wisdom to make the best use of the advantages with which we are now favored, we cannot fail, under the just administration of a good Government, to become a great and happy people.
- 10 The Citizens of the United States of America have a right to applaud themselves for having given to mankind examples of an enlarged and liberal policy: a policy worthy of

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George Washington, "To the Hebrew Congregation in Newport, Rhode Island," 18 August 1790, in *The Papers of George Washington, 1748-1799*, "Presidential Series," Vol. 6, ed. W. W. Abbott et al. (Charlottesville, VA: University of Virginia Press, 1996), 284-85.

Letter to the Hebrew Congregation in Newport, Rhode Island  
George Washington

ANNOTATIONS

NOTES & QUESTIONS

imitation. All possess alike liberty of conscience and immunities of citizenship. It is now no more that toleration is spoken of, as if it was by the indulgence of one class of people, that another enjoyed the exercise of their inherent natural rights. For happily the Government of the United States, which gives to bigotry no sanction, to persecution no assistance requires only that they who live under its protection should demean themselves as good citizens, in giving it on all occasions their effectual support.

It would be inconsistent with the frankness of my character not to avow that I am pleased with your favorable opinion of my Administration and fervent wishes for my felicity. May the Children of the Stock of Abraham, who dwell in this land, continue to merit and enjoy the good will of the other Inhabitants; while every one shall sit in safety under his own vine and fig tree, and there shall be none to make him afraid. May the father of all mercies scatter light and not darkness in our paths, and make us all in our several vocations useful here, and in his own due time and way everlastingly happy.

## UNIT 4

## The American Civil War

1848–1877

30-40-minute classes | 33-37 classes

## UNIT PREVIEW

## Structure

<b>LESSON 1</b>	1848–1854	The Expansion of Slavery	9-10 classes	p. 7
<b>LESSON 2</b>	1854–1861	Toward Civil War	7-8 classes	p. 14
<b>LESSON 3</b>	1861–1865	The Civil War	9-10 classes	p. 19
<b>LESSON 4</b>	1865–1877	Reconstruction	4-5 classes	p. 28
<b>APPENDIX A</b>	Talk about History, Study Guides, Tests, and Writing Assignment			p. 33
<b>APPENDIX B</b>	Primary Sources			p. 51

## 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

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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

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### TEXTS

*Land of Hope*, Wilfred McClay  
*A Short History of the Civil War*, James Stokesbury  
*Battle Cry of Freedom*, James McPherson

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

*The Great American Story*  
*Civil Rights in American History*  
*Constitution 101*

## Lesson Planning Resources

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### 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  
*Westward Expansion*, Anne Goudvis and Stephanie Harvey  
*Fields of Fury*, James McPherson

### STUDENT RESOURCES

*Meet Abraham Lincoln*, Barbara Cary  
*The Civil War: Reader*, Core Knowledge Foundation

### TRADE BOOKS

*If You Lived When There Was Slavery in America*, Anne Kamma  
*If You Traveled on the Underground Railroad*, Ellen Levine  
*Abraham Lincoln and Frederick Douglass*, Russell Freedman  
*If You Lived at the Time of the Civil War*, Kay Moore  
*The Boys' War*, Jim Murphy

### PRIMARY SOURCES

*Narrative of the Life of Frederick Douglass*, Frederick Douglass  
"House Divided" speech, Abraham Lincoln  
First inaugural address, Abraham Lincoln  
Emancipation Proclamation, Abraham Lincoln  
Gettysburg Address, Abraham Lincoln  
Second inaugural address, Abraham Lincoln  
13th Amendment

**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.

### TEACHER PREPARATION

Create a note outline based on the following:

#### Student Texts

*Meet Abraham Lincoln*  
*The Civil War: Reader*  
 Primary Sources

Pages 1–44  
 Pages 42–51  
 See below.

#### Teacher Texts

*Land of Hope Young Reader’s Edition*  
*The Story of the Thirteen Colonies and the Great Republic*  
*Westward Expansion*  
*The Civil War and Reconstruction*

Chapters 19 and 20  
 Pages 150–159  
 Pages 124–134, 193–199  
 Pages 13–15, 21–66,  
 146–151

#### Trade Books

*If You Lived When There Was Slavery in America*  
*If You Traveled on the Underground Railroad*  
*Abraham Lincoln and Frederick Douglass*

#### Online.Hillsdale.edu

*The Great American Story*  
*Civil Rights in American History*  
*Constitution 101*

Lecture 9  
 Lecture 3  
 Lecture 6

### STUDENT PREPARATION

**Assignment 1:** Students pre-read *Meet Abraham Lincoln*, pages 1–44, in segments (grades 3–4) or *The Civil War*, pages 42–51 (grade 5).

**CORE CONTENT IN THIS LESSON****Geography & Places**

California  
 Kansas–Nebraska Territory

**Persons**

Abraham Lincoln	Harriet Tubman
Millard Fillmore	William Lloyd Garrison
Frederick Douglass	Franklin Pierce
Sojourner Truth	Stephen Douglas
Harriet Beecher Stowe	

**Terms and Topics**

King Cotton	<i>Narrative of the Life of</i>
antebellum	<i>Frederick Douglass</i>
Gold Rush	<i>Uncle Tom’s Cabin</i>
secession	Underground Railroad
Compromise of 1850	Kansas-Nebraska Act
Fugitive Slave Law	popular sovereignty
abolitionism	

**Primary Sources**

*Narrative of the Life of Frederick Douglass*, Frederick Douglass

**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  
 “Harriet Tubman,” Eloise Greenfield

**Timeline**

1846–48	Mexican–American War
1849	California Gold Rush

**Images**

Historical figures and events  
 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 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?
- Why did slavery thrive in the South?
- What was life like for slaves in the Southern states?
- How did John C. Calhoun reject the Founders' views on slavery as expressed in the Declaration of Independence and the Constitution?
- Who was Frederick Douglass and what did he do?
- How did Frederick Douglass show that slavery was evil?
- How would Frederick Douglass have replied to John C. Calhoun's assertions?
- Why did the South want to expand slavery? Why did the North want to stop slavery's expansion, and some even want to abolish it where it existed?
- 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?
- What were the terms of the Compromise of 1850? Was it really a "compromise"? Why or why not?
- Was Abraham Lincoln for or against slavery? Why?
- What did the Kansas-Nebraska Act do?
- What was Stephen A. Douglass trying to accomplish with the Kansas-Nebraska Act?
- Did the Kansas-Nebraska Act help or hurt the preservation of the Union?
- 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:

- Read aloud with students parts of *Meet Abraham Lincoln* or *The Civil War*, asking questions throughout.
- 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.

- 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.
- Show how the Compromise of 1850 was not really a "compromise" in the real sense of the word. A "compromise" would involve all parties sacrificing something of their position to achieve a common outcome. The Compromise of 1850, however, was not one bill but five separate bills that had five separate lines of voting. Students should understand what some of these acts did, especially the Fugitive Slave Law. These laws 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.
- Ask students about 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.
- Have students learn what the Kansas-Nebraska Act did. Focus specifically on the idea of popular sovereignty and the idea that right and wrong amount to the mere will of the majority opinion.
- Explain why Abraham Lincoln believed the Kansas-Nebraska Act was dangerous. Students should understand that Lincoln saw slavery to be, above all, a moral question of right and wrong, of good and evil, and one that every American ought to take seriously as such. Lincoln also believed that leaving slavery to the vote of the majority was opposed to the ideas of the Declaration of Independence, and that slavery was simply a form of majority tyranny, one of the very dangers in

democracy that the Founders had warned against. Finally, Lincoln condemned the Kansas-Nebraska Act as reversing the stance the Constitution, the Northwest Ordinance, and the founding generation had toward slavery: that it should be contained until it was abolished and by no means allowed to spread.

## STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

**Activity 1:** Have students draw a map of the United States leading up to the Civil War. Have them draw and label states that enter the union as either free or slave states. Students should track how the admittance of each state affects electoral representation (this activity can be assigned at the end of the lesson or be an ongoing activity as states are admitted).

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**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:** What did the Founders think and do about slavery? (2–4 sentences)

**Assignment 3:** What was life like for a slave? (2–4 sentences)

**Assignment 4:** How did abolitionists work to try to abolish slavery? (2–4 sentences)

**Assignment 5:** Retell the biography of one of the following: Frederick Douglass, Harriet Tubman, or Abraham Lincoln (1–2 paragraphs).

Name \_\_\_\_\_

Date \_\_\_\_\_

## Formative Quiz 1

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Covering Lesson 1  
10-15 minutes

**MATCHING:** *Write the letter of each definition to the correct word it defines.*

- |                           |   |
|---------------------------|---|
| _____ King Cotton         | A. a law that let the people decide if two western territories would have slavery or not                                  |
| _____ Gold Rush           | B. a law that made it easier for Southerners to recapture escaped slaves in the North                                     |
| _____ Fugitive Slave Law  | C. efforts to end slavery   |
| _____ Kansas-Nebraska Act | D. the main crop on which the Southern economy relied and which slaves harvested  |
| _____ abolitionism        | E. when thousands of Americans headed west in hopes of quick riches while ballooning the size of the California Territory |

**SHORT ANSWER:** *Answer the following in complete sentences.*

1. How did the Founders restrict slavery at the founding more than it had been before?

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2. 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?

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3. How did Frederick Douglass show that slavery was evil?

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4. Who was Harriet Tubman and what did she do?

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5. What was the idea of "popular sovereignty"?

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## 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:

#### Student Texts

*Meet Abraham Lincoln*  
*The Civil War: Reader*  
 Primary Sources

Pages 45–50  
 Pages 52–73  
 See below.

#### Teacher Texts

*Land of Hope Young Reader's Edition*  
*The Story of the Thirteen Colonies and the Great Republic*  
*The Civil War and Reconstruction*

Chapter 20  
 Pages 160–169  
 Pages 67–78

#### Trade Book

*If You Lived at the Time of the Civil War*

#### Online.Hillsdale.edu

*The Great American Story*  
*Civil Rights in American History*  
*Constitution 101*

Lecture 9  
 Lecture 3  
 Lecture 6

### STUDENT PREPARATION

**Assignment 1:** Students pre-read *Meet Abraham Lincoln*, pages 45–50 (grades 3–4) or *The Civil War*, pages 52–73 (grade 5).

### CORE CONTENT IN THIS LESSON

#### Geography & Places

Kansas–Nebraska Territory  
 Harpers Ferry  
 Fort Sumter

**Persons**

Abraham Lincoln  
 Frederick Douglass  
 Stephen Douglas

James Buchanan  
 John Brown

**Terms and Topics**

Bleeding Kansas  
 “a house divided”  
 popular sovereignty  
 Democratic Party  
 Republican Party  
*Dred Scott v. Sandford*

Lincoln–Douglas Debates  
 “don’t care”  
 majority tyranny  
 “apple and frame” metaphor  
 Wilberforce University

**Primary Sources**

“House Divided” speech, Abraham Lincoln

**To Know by Heart**

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

**Timeline**

1854	Republican Party founded
1860	Election of Abraham Lincoln; South Carolina secedes
April 12, 1861	Attack on Fort Sumter

**Images**

Historical figures and events  
 Depictions of the Lincoln–Douglas Debates  
 Campaign materials  
 Map of the 1860 election results  
 Fort Sumter

**STORIES FOR THE AMERICAN HEART**

- The breakdown of civil dialogue resulting in Preston Brooks’s attack on Charles Sumner
- What the Lincoln–Douglas Debates were like
- The scenes at the nominating conventions for each party in 1860
- 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?”
- Why were slavery apologists in the South, especially the plantation owners, fearful of Lincoln’s election? How would the end of slavery change their way of life, considering both the debts many were under and their lifestyle?
- 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:

- Read aloud with students parts of *Meet Abraham Lincoln* or *The Civil War*, asking questions throughout.

- 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. For example, it was Colonel Robert E. Lee who led federal troops to put down Brown's uprising.
- 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.
- Consider Abraham Lincoln's arguments against Roger Taney's majority opinion in *Dred Scott v. Sandford* that asserted that slaves are not humans but only property, and that the Constitution protects their enslavement just as it does any other property. Lincoln points out that Taney's ruling rejected the Founders' view on slavery and would lead, together with Stephen Douglas's popular sovereignty, to the spread of slavery throughout the country. By extension, this reasoning would also allow for other forms of majority tyranny.
- 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 political question regarding the expansion of slavery ultimately depended on whether Americans believed slavery was good or evil.
- Read aloud parts of Lincoln's "House Divided" speech in class. Consider the apparently harmful stance that Stephen Douglas takes in his position of popular sovereignty, that he does not care about what a group of people does regarding slavery, so long as the majority opinion decides it. Students should be asked why this is problematic.
- Tell students the stories of the Lincoln-Douglas Debates, presenting the settings and atmosphere as imaginatively as possible.
- Remind students that Lincoln did not believe the president could simply end slavery by his own will. While he could sign or veto laws in order to restrict its spread, abolishing slavery would likely require a constitutional amendment explicitly doing so, and that would require decades of changing public opinion, particularly in slaveholding states. His goal in the meantime was to return slavery to the path of eventual extinction via law and to convince public opinion of its immorality.
- 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:** Assign each student a different event to draw from the Mexican–American War to the first shots fired at Fort Sumter. Then have students arrange themselves in the correct order of events in class and have each present briefly what they drew, the story behind it, its relationship to other scenes, and why they depicted it the way they did.

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**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:** Why did Abraham Lincoln think it was so important that people understand how evil and wrong slavery was? (2–4 sentences)

**Assignment 3:** Make a T-chart. On one side, write out the virtues and qualities that made Abraham Lincoln a good statesman. On the other side, write and explain events or decisions in which these qualities were on display. Continue to track these decisions throughout the study of the Civil War.

**Assignment 4:** Answer the following question: Why and how did the Civil War begin? (2–4 sentences)



## 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:

#### Student Texts

*Meet Abraham Lincoln*  
*The Civil War: Reader*  
 Primary Sources

Pages 51–68  
 Pages 74–113, 130–157  
 See below.

#### Teacher Texts

*Land of Hope Young Reader's Edition*  
*The Civil War and Reconstruction*  
*Fields of Fury*

Chapters 21 and 22  
 Pages 79–237, 252–273  
 As helpful

#### Trade Book

*If You Lived at the Time of the Civil War*  
*The Boys' War*

#### Online.Hillsdale.edu

*The Great American Story*  
*Constitution 101*

Lecture 10  
 Lecture 7

### STUDENT PREPARATION

**Assignment 1:** Students pre-read *Meet Abraham Lincoln*, pages 51–68 (grades 3–4) or *The Civil War*, pages 74–113, 130–157, in segments and at the teacher's discretion (grade 5).

### CORE CONTENT IN THIS LESSON

#### Geography & Places

Fort Sumter  
 Union  
 Confederacy  
 Richmond

West Virginia  
 Border States  
 Appomattox Court House  
 Ford's Theatre

**Persons**

Abraham Lincoln  
 Jefferson Davis  
 George McClellan  
 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  
 Confederate States of America  
 railroads  
 minie ball  
 Army of the Potomac  
 Army of Northern Virginia  
 American Red Cross  
 The Pony Express  
 Battle of First Manassas/Bull  
 Run  
 ironclads

USS *Monitor*\*  
 CSS *Virginia*  
 abolition  
 Battle of Antietam  
 Battle of Fort Wagner  
 Battle of Vicksburg  
 Battle of Gettysburg  
 Pickett’s Charge  
 54th Massachusetts Regiment  
 Sherman’s “March to the Sea”

**Primary Sources**

First inaugural address, Abraham Lincoln  
 Emancipation Proclamation, Abraham Lincoln  
 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  
 “O Captain! My Captain!” — Walt Whitman

**Timeline**

1861–65	Civil War
1863	Emancipation Proclamation takes effect
July 1–3, 1863	Battle of Gettysburg
April 9, 1865	Robert E. Lee surrenders at Appomattox
April 14–15, 1865	Abraham Lincoln assassinated; Andrew Johnson becomes president

**Images**

Historical figures and events  
 Landscape pictures of geographic places featured in this lesson

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

Soldier uniforms, weaponry, flags  
Depictions and photographs of figures at various scenes and moments and in battle  
Maps: overall strategies, specific battles  
Relevant forts  
Battle scene depictions and photographs  
Medical equipment  
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, Jefferson Davis, 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
- Sullivan Ballou's letter to his wife, Sarah, on the eve of the First Battle of Bull Run/Manassas, 1861
- How Stonewall Jackson got his nickname
- Battle of the ironclads
- The killing of Stonewall Jackson by friendly fire
- Fighting at Little Round Top and Pickett's Charge
- The writing and delivery of the Gettysburg Address
- Robert E. Lee's surrender to Ulysses S. Grant at Appomattox Court House
- Abraham Lincoln's cabinet meeting regarding healing with the South just hours before his assassination
- 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?
- What was important about Virginia's decision to secede? How did it come about?
- Why did Abraham Lincoln think that the Southern states could not 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?
- Why did both sides believe the war would end quickly?
- 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?

- Why was Robert E. Lee conflicted over Lincoln's offer to command the Union forces?
- How did the battle between the *Monitor* and the *Virginia* change naval warfare?
- 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?
- Why was the capture of New Orleans so important to the Northern strategy?
- What happened at the Battle of Vicksburg?
- What happened at the Battle of Gettysburg?
- What was Pickett's Charge?
- How did the North win the Battle of Gettysburg? Why was this such a crucial victory?
- What did Abraham Lincoln say in the Gettysburg Address?
- What was Ulysses S. Grant like? Why was he a good general?
- What was William Tecumseh Sherman's 'total war' strategy?
- 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?
- What were the most significant moments in the Civil War?
- 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:

- Read aloud with students parts of *Meet Abraham Lincoln* or *The Civil War*, asking questions throughout.

- 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 (as governments) possess powers (not rights), as outlined in their state and in the federal Constitution, which the states are to use to protect the rights and the common good of their citizens (including from encroachment by the federal government by appealing to the Constitution itself). Read brief portions of Lincoln’s first inaugural address where he presents the case for how secession is unconstitutional and how he, having taken an oath in his office as president, can 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.
- Emphasize that the governing state known as the Confederacy was founded on the rejection of the principle of equality from the Declaration of Independence, and on an argument of the inequality of races, as asserted by its vice president, Alexander Stephens, who said that African American inferiority was the “cornerstone” of the Confederacy.
- 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 Abraham Lincoln’s first goal in fighting the Civil War was to preserve the Union. It is important that students understand Lincoln’s reasoning. He was against slavery and wanted it abolished, but his constitutional obligation was to preserve the Union. If he acted otherwise, he would violate the Constitution and the rule of law, becoming no better than the seceding states and forfeiting his moral authority as the defender of the rule of law. Students should also know that while Lincoln did not believe he could abolish slavery alone or that abolishing slavery was the purpose for fighting the war, he nonetheless believed, like many of the Founders, that the only way to abolish slavery would be if the Union were preserved.
- 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. Having students take simple notes, as a “T-Chart” can be effective for this part of the lesson.
- Build students’ familiarity with the style of warfare in the mid-19th century, and show them plenty of images to do so. 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. Of special note are the Union’s Anaconda Plan, James Longstreet’s development of trench warfare, the siege and battle of Vicksburg, and Robert E. Lee’s strategy preceding Gettysburg, among others.
- As with any conflict, dwell on the key contributions of both leaders and common soldiers in the war, especially Robert E. Lee, Stonewall Jackson, Ulysses S. Grant, and William Tecumseh Sherman.

- Consider with students how the Civil War was a “brothers’ war,” that is, it was among fellow citizens, sometimes even friends and family members. Ask students how this is distinct from other wars. It is also, for this reason, considered one of the worst and most tragic kinds of war.
- 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 and have students track battles and campaigns.
- 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.
- Based on his writings, words, and deeds, show students how Abraham Lincoln always believed in the equal human dignity of African Americans and grew over the course of his career to see that African Americans were equal socially as well, a growth in understanding that he knew more Americans would need to develop in order for African Americans to be treated truly as equals. As his own experience showed, he believed this would take some time, particularly in slave-holding states.
- Read aloud in class the Emancipation Proclamation and teach students the technicalities Abraham Lincoln navigated in thinking of it, drawing it up, and the timing of 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:** Assign each student a different event to draw from the Civil War. Then have students arrange themselves in the correct order of events in class and have each present briefly what they drew, the story behind it, its relationship to other scenes, and why they depicted it the way they did.

**Activity 2:** Have students draw a map of the United States during the Civil War and then draw and label the Union, Confederate, and Border states, strategy, and battle sites of the Civil War (this activity can be assigned at the end of the lesson or be an ongoing activity as battles are taught).

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**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:** Why did Abraham Lincoln and the Union fight the Civil War? (2–4 sentences)

**Assignment 3:** Have students learn by heart and recite the Gettysburg Address.

**Assignment 4:** Choose a battle from the Civil War and retell the story of what happened in the battle (1 paragraph).

Name\_\_\_\_\_

Date\_\_\_\_\_

## Formative Quiz 2

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Covering Lesson 3  
10-15 minutes

**MULTIPLE CHOICE:** *Circle the option that best answers each question.*

1. What was the name of Confederate general who was famous for standing and fighting, but who was accidentally killed by friendly fire?
  - a. George McClellan
  - b. Thomas “Stonewall” Jackson
  - c. Robert E. Lee
  - d. William Tecumseh Sherman
  
2. What was the name of the all–African American regiment that fought bravely at Fort Wagner?
  - a. 54<sup>th</sup> Tennessee
  - b. 1<sup>st</sup> American
  - c. 54<sup>th</sup> Massachusetts
  - d. 25<sup>th</sup> Douglass
  
3. What was the name of the round bullet that so inflicted devastating wounds on Civil War soldiers?
  - a. Brown Bess
  - b. Rifle
  - c. minié ball
  - d. silver bullet
  
4. What Union victory made Abraham Lincoln confident enough that the Emancipation Proclamation would carry weight among Northerners?
  - a. Gettysburg
  - b. Bull Run
  - c. Fort Wagner
  - d. Antietam
  
5. Which Union victory secured the western theatre of war and propelled Ulysses S. Grant to command the entire Union forces?
  - a. Gettysburg
  - b. Bull Run
  - c. Vicksburg
  - d. Antietam

**SHORT ANSWER:** *Answer the following in complete sentences.*

6. What was important about Virginia's decision to secede? How did it come about?

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7. How did Abraham Lincoln keep the border states in the Union?

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8. What things were helpful to the Union in the Civil War?

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9. What was the problem with most of the Union generals early in the war?

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10. What happened during the March to the Sea?

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## 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:

#### Student Texts

*The Civil War: Reader*  
Primary Sources

Pages 158–189  
See below.

#### Teacher Texts

*Land of Hope Young Reader's Edition*  
*The Story of the Thirteen Colonies and the Great Republic*  
*The Civil War and Reconstruction*  
*Westward Expansion*

Chapters 23 and 24  
Pages 196–202  
Pages 274–317  
Pages 20–22, 208–215

#### Trade Book

*If You Lived at the Time of the Civil War*

#### Online.Hillsdale.edu

*The Great American Story*  
*Civil Rights in American History*

Lecture 11  
Lectures 4 and 5

### STUDENT PREPARATION

**Assignment 1:** Students pre-read *The Civil War*, pages 158-189 (grade 5 only).

### CORE CONTENT IN THIS LESSON

#### Geography & Places

Former Confederacy

#### Persons

Andrew Johnson  
Hiram Revels  
Ulysses S. Grant

Elijah McCoy  
Rutherford B. Hayes

**Terms and Topics**

Reconstruction	black codes
Radical Republicans	scalawags and carpetbaggers
freedmen	Ku Klux Klan Acts
13th, 14th, 15th Amendments	Transcontinental Railroad
military districts	Jim Crow
Freedmen's Bureau	Battle of Little Bighorn
sharecropping	Compromise of 1877

**Primary Sources**

13th Amendment

**To Know by Heart**

First line of the 13th Amendment  
 "Lift Every Voice and Sing" — James Weldon Johnson  
 "Sympathy" — Paul Laurence Dunbar

**Timeline**

1865–77                      Reconstruction

**Images**

Historical figures and events  
 Maps showing the gradual re-admittance of Southern states  
 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 US 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?
- Why did Abraham Lincoln wish to avoid punishing the South after the war?
- How did the assassination of Abraham Lincoln drastically change the future of American history following the Civil War?
- What plans did the Radical Republicans have for Reconstruction?
- Why did Andrew Johnson and the Republicans not get along?
- Why was Andrew Johnson impeached?
- 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? Which liberties were secured to them?
- How did some people and governments in the former confederate states continue to try to hurt African Americans during Reconstruction? How were newly-secured freedoms suppressed or denied?
- 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 former confederate states continue try to hurt African Americans in the South after Reconstruction?
- How were the black codes designed to freedmen like slaves again?
- 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.

- Have students read the 13th Amendment to the Constitution and discuss the laws passed during Reconstruction. 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 and movements such as what would become the Ku Klux Klan) 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 refranchised, 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, requiring long-term labor contracts, 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 capital 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 capital, land, or even the ability to read.
- Explain the emergence of groups such as the Ku Klux Klan and the power that their intimidation of African Americans and Republicans had in diminishing the political participation of freedmen.
- Teach students how Republicans passed and President Ulysses S. Grant signed into law the Ku Klux Klan Acts to prohibit intimidation of freedmen exercising their civil rights. Grant also empowered the president to use the armed forces against those who tried to deny freedmen equal protection under the laws. 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 waning of 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:** Have students draw a map of the United States after the Civil War and then track the re-admittance of states into the Union during Reconstruction (this activity can be assigned at the end of the lesson or be an ongoing activity as battles are taught).

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**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:** What were the good things and bad things that happened during Reconstruction? (2–4 sentences)

**Assignment 3:** How might Reconstruction have been different had Abraham Lincoln been alive? What would Lincoln have done the same and different than what happened? (2–4 sentences)

## **APPENDIX A**

Talk about History

Study Guides

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: \_\_\_\_\_



## Study Guide — Unit 4, Test 1

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Lesson 1 | The Expansion of Slavery

Lesson 2 | Toward Civil War

Test on \_\_\_\_\_

### TIMELINE

*When given dates in order, match events from a list to the years or dates that they happened.*

1849	California Gold Rush
1860	Election of Abraham Lincoln; South Carolina secedes
April 12, 1861	Attack on Fort Sumter

### PERSONS

*Identify each, provide biographical details, and explain what he or she thought or did in specific periods or events.*

Abraham Lincoln	Sojourner Truth	Harriet Tubman
Frederick Douglass	Harriet Beecher Stowe	Stephen Douglas

### TERMS AND TOPICS

*Identify each and explain its significance to the period of history studied.*

cotton gin	<i>Narrative of the Life of</i>	Bleeding Kansas
Antebellum	<i>Frederick Douglass</i>	a house divided
secession	<i>Uncle Tom's Cabin</i>	Republican Party
Compromise of 1850	Underground Railroad	<i>Dred Scott v. Sandford</i>
abolitionism	popular sovereignty	Lincoln–Douglas Debates

### STORIES FOR THE AMERICAN HEART

*Be familiar with each of the following stories.*

- Biographies and the roles of Frederick Douglass, Harriet Tubman, and Abraham Lincoln prior to the Civil War
- Actions of Harriet Tubman and the Underground Railroad
- The first shots fired on Fort Sumter

**QUESTIONS FOR THE AMERICAN MIND**

*Based on notes from lessons and conversations, answer each of the following.*

- ☐ Even though many wanted to abolish slavery, why did the Founders think that permitting slavery and keeping the Americans united would be the only way eventually to get rid of slavery?
- ☐ 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?
- ☐ 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?
- ☐ How did the Underground Railroad work?
- ☐ Why did slave states want to expand the number of slave states in the western territories?
- ☐ Why did Abraham Lincoln believe "popular sovereignty" was wrong?
- ☐ Why did people create the Republican Party?
- ☐ Did Abraham Lincoln believe the Founders created a country to protect slavery or to end slavery? Why did he think this?
- ☐ What did Abraham Lincoln mean when he said that "a house divided against itself cannot stand?"
- ☐ What did Southern states do after Abraham Lincoln was elected?
- ☐ What happened at Fort Sumter and how did Abraham Lincoln respond?
- ☐ How was slavery the real reason the Civil War was fought?

Name\_\_\_\_\_

Date\_\_\_\_\_

## The American Civil War — Test 1

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Lesson 1 | The Expansion of Slavery

Lesson 2 | Toward Civil War

**TIMELINE:** Write the letter of each event next to the date or years it took place.

1849 \_\_\_\_\_

1860 \_\_\_\_\_

April 12, 1861 \_\_\_\_\_

A. Election of Lincoln; South Carolina secedes

B. California Gold Rush

C. Attack on Fort Sumter

**MATCHING:** Write the letter of each definition to the correct word it defines.

\_\_\_\_\_ antebellum

\_\_\_\_\_ abolitionism

\_\_\_\_\_ Republican Party

\_\_\_\_\_ popular sovereignty

\_\_\_\_\_ Bleeding Kansas

\_\_\_\_\_ *Dred Scott v. Sandford*

\_\_\_\_\_ a house divided

\_\_\_\_\_ Lincoln–Douglas Debates

\_\_\_\_\_ secession

A. a new political group formed to prevent the spread of slavery

B. a series of public conversations between two Illinois Senate candidates about whether slavery should be expanded and how that decision should be made

C. a Supreme Court decision that said slaves were not people

D. efforts to end slavery

E. fighting over whether slavery would exist in a new territory; hinted at the Civil War

F. Lincoln’s warning about the threat of disunity over slavery to America

G. the time before the Civil War

H. when a state attempts to leave the United States

I. where the people get to vote on whether to have slavery or not in a territory or state

**MULTIPLE CHOICE:** Circle the option that best answers each question.

1. Which invention radically increased the demand for slave labor after the American founding?

- a. the light bulb
- b. the steamboat
- c. the train
- d. the cotton gin

2. What was the series of separate agreements that merely postponed civil war?
  - a. Great Compromise
  - b. Three-Fifths Compromise
  - c. Compromise of 1850
  - d. Bad Compromise
3. Who was the “little lady” who wrote the book called *Uncle Tom’s Cabin* that helped Northerners imagine the horrors of slavery?
  - a. Harriet Tubman
  - b. Phyllis Wheatley
  - c. Sojourner Truth
  - d. Harriet Beecher Stowe
4. Who was an escaped slave who bravely led many other slaves to freedom on the Underground Railroad?
  - a. Harriet Tubman
  - b. Frederick Douglass
  - c. William Lloyd Garrison
  - d. Harriet Beecher Stowe
5. Who was raised in a log cabin, taught himself instead of going to school, and came to argue that slavery was a moral evil that needed to be resisted?
  - a. Stephen Douglas
  - b. Abraham Lincoln
  - c. Henry Clay
  - d. Millard Fillmore
6. Who was the Illinois Senator who argued that when slavery would exist in state should be left up to the people to decide by voting?
  - a. Abraham Lincoln
  - b. Henry Clay
  - c. Millard Fillmore
  - d. Stephen Douglas

**QUESTIONS FOR THE AMERICAN MIND:** *Answer the following in complete sentences.*

7. Even though many wanted to abolish slavery, why did the Founders think that permitting slavery and keeping the Americans united would be the only way eventually to get rid of slavery?

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8. How did the Underground Railroad work?

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9. Why did slave states want to expand the number of slave states in the western territories?

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10. Why did Abraham Lincoln believe “popular sovereignty” was wrong?

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11. What happened at Fort Sumter and how did Abraham Lincoln respond?

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**STORIES FOR THE AMERICAN HEART:** *Tell me about the life of Frederick Douglass.*

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## Study Guide — Unit 4, Test 2

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Lesson 3 | The Civil War  
Lesson 4 | Reconstruction

Test on \_\_\_\_\_

### TIMELINE

*When given dates in order, match events from a list to the years or dates that they happened.*

1861–65	Civil War
April 14–15, 1865	Abraham Lincoln assassinated; Andrew Johnson becomes president
1865–77	Reconstruction

### PERSONS

*Identify each, provide biographical details, and explain what he or she thought or did in specific periods or events.*

Abraham Lincoln	Clara Barton	Andrew Johnson
Jefferson Davis	Ulysses S. Grant	Hiram Revels
Robert E. Lee	William Tecumseh Sherman	Rutherford B. Hayes
Thomas “Stonewall” Jackson	John Wilkes Booth	

### TERMS AND TOPICS

*Identify each and explain its significance to the period of history studied.*

Confederate States of America	American Red Cross	Pickett’s Charge
minié ball	ironclads	54th Massachusetts
Reconstruction	Battle of Gettysburg	Sherman’s “March to the Sea”
13 <sup>th</sup> Amendment	sharecropping	Jim Crow
freedmen	black codes	Compromise of 1877
Freedmen’s Bureau	scalawags & carpetbaggers	
	Transcontinental Railroad	

**STORIES FOR THE AMERICAN HEART**

*Be familiar with each of the following stories.*

- Battle of the ironclads
- Fighting at Little Round Top and Pickett's Charge
- 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
- The swearing in of Hiram Revels to the U.S. Senate

**QUESTIONS FOR THE AMERICAN MIND**

*Based on notes from lessons and conversations, answer each of the following.*

- ☐ 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 soldiers fight each other in the Civil War?
- ☐ What was the problem with most of the Union generals early in the war?
- ☐ What was the Emancipation Proclamation and what did it do?
- ☐ How did the North win the Battle of Gettysburg? Why was this such a crucial victory?
- ☐ What was Ulysses S. Grant like? Why was he a good general?
- ☐ What happened during the March to the Sea?
- ☐ Why did the Union win the Civil War?
- ☐ What does reconstruction mean?
- ☐ Why did Andrew Johnson and the Republicans not get along?
- ☐ 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 and after Reconstruction?
- ☐ What happened in the election of 1876 and the compromise of 1877?

Name\_\_\_\_\_

Date\_\_\_\_\_

## The American Civil War — Test 2

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Lesson 3 | The Civil War

Lesson 4 | Reconstruction

**TIMELINE:** Write the letter of each event next to the date or years it took place.

1861–1865

\_\_\_\_\_

A. Reconstruction

April 14–15, 1865

\_\_\_\_\_

B. Lincoln assassinated; Johnson president

1865–1877

\_\_\_\_\_

C. Civil War

**MATCHING:** Write the letter of each definition to the correct word it defines.

\_\_\_\_\_ Confederate States of America

\_\_\_\_\_ minie ball

\_\_\_\_\_ 54th Massachusetts

\_\_\_\_\_ March to the Sea

\_\_\_\_\_ Reconstruction

\_\_\_\_\_ freedmen

\_\_\_\_\_ sharecropping

\_\_\_\_\_ black codes

\_\_\_\_\_ Transcontinental Railroad

- A. a form of transportation that could carry Americans all the way between the Atlantic and Pacific oceans
- B. a round bullet that inflicted terrible wounds during the Civil War
- C. an all–African American regiment of soldiers who fought bravely at Fort Wagner for the Union
- D. former slaves who were freed by the Civil War
- E. General Sherman’s path of destruction from Atlanta to Savannah, Georgia
- F. laws Southern governments created targeted at restricting the freedoms of African Americans
- G. the country the Southern states attempted to form during the Civil War
- H. the only jobs available to former slaves in the South, in which they farmed for former slave–owners; little better than slavery
- I. the period following the Civil War in which Northerners controlled the government in Southern states

**MULTIPLE CHOICE:** Circle the option that best answers each question.

1. Which former U.S. Senator became the president of the Confederacy?
  - a. Abraham Lincoln
  - b. Jefferson Davis
  - c. Robert E. Lee
  - d. Stonewall Jackson

2. When the USS *Monitor* and the CSS *Virginia* clashed, it was the first battle of what kind of naval ship?
  - a. tall ships
  - b. submarines
  - c. ironclads
  - d. canoes
3. Who was the Union general who had not done well at West Point but who was bold and decisive in combat?
  - a. Robert E. Lee
  - b. George McClelland
  - c. Ulysses S. Grant
  - d. Thomas “Stonewall” Jackson
4. Who was considered the “Angel of the Battlefield” in her efforts to minister to wounded and dying soldiers during the Civil War by founding the American Red Cross?
  - a. Harriet Tubman
  - b. Clara Barton
  - c. Sojourner Truth
  - d. Harriet Beecher Stowe
5. Who was the Confederate sympathizer who shot Abraham Lincoln after Lincoln expressed giving voting rights to African Americans?
  - a. Thomas “Stonewall” Jackson
  - b. Andrew Johnson
  - c. William Tecumseh Sherman
  - d. John Wilkes Booth
6. Who was the first African American Senator, appointed and sworn in during Reconstruction?
  - a. Frederick Douglass
  - b. Hiram Revels
  - c. Rutherford B. Hayes
  - d. Andrew Johnson

**QUESTIONS FOR THE AMERICAN MIND:** *Answer the following in complete sentences.*

7. Why was Abraham Lincoln’s second goal for fighting the Civil War to stop the spread of slavery?

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8. What was the problem with most of the Union generals early in the war?

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9. What was the Emancipation Proclamation and what did it do?

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10. Why did the Union win the Civil War?

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11. How did life improve for African Americans in the South during Reconstruction? How did it not improve?

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**STORIES FOR THE AMERICAN HEART:** *Tell me about the fighting at Little Round Top and Pickett's Charge at the Battle of Gettysburg.*

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## Writing Assignment — The American Civil War

Unit 4

Due on \_\_\_\_\_

### DIRECTIONS

In 1 paragraph, explain why America fought the Civil War based on what Abraham Lincoln argued in the Gettysburg Address.

[illegible]

[illegible]

## **APPENDIX B**

### Primary Sources

Frederick Douglass

Abraham Lincoln

The American People



**FREDERICK DOUGLASS***Narrative of the Life of Frederick Douglass,  
An American Slave*

AUTOBIOGRAPHY EXCERPT

May 1, 1845

Anti-Slavery Office | Boston, Massachusetts

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**BACKGROUND**

The former slave and abolitionist Frederick Douglass wrote this autobiography on his life as a slave and his eventual escape and life in freedom.

**ANNOTATIONS****NOTES & QUESTIONS**

I WAS born in Tuckahoe, near Hillsborough, and about twelve miles from Easton, in Talbot county, Maryland. I have no accurate knowledge of my age, never having seen any authentic record containing it. By far the larger part of the slaves know as little of their ages as horses know of theirs, and it is the wish of most masters within my knowledge to keep their slaves thus ignorant. I do not remember to have ever met a slave who could tell of his birthday. They seldom come nearer to it than planting-time, harvest-time, cherry-time, spring-time, or fall-time. A want of information concerning my own was a source of unhappiness to me even during childhood. The white children could tell their ages. I could not tell why I ought to be deprived of the same privilege. I was not allowed to make any inquiries of my master concerning it. He deemed all such inquiries on the part of a slave improper and impertinent, and evidence of a restless spirit. The nearest estimate I can give makes me now between twenty-seven and twenty-eight years of age. I come to this, from hearing my master say, some time during 1835, I was about seventeen years old.

My mother was named Harriet Bailey. She was the daughter of Isaac and Betsey Bailey,

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Frederick Douglass, *Narrative of the Life of Frederick Douglass: An American Slave* (Boston: Anti-Slavery Office, 1845).

ANNOTATIONS

NOTES & QUESTIONS

both colored, and quite dark. My mother was of a darker complexion than either my grandmother or grandfather.

My father was a white man. He was admitted to be such by all I ever heard speak of my parentage. The opinion was also whispered that my master was my father; but of the correctness of this opinion, I know nothing; the means of knowing was withheld from me. My mother and I were separated when I was but an infant—before I knew her as my mother. It is a common custom, in the part of Maryland from which I ran away, to part children from their mothers at a very early age. Frequently, before the child has reached its twelfth month, its mother is taken from it, and hired out on some farm a considerable distance off, and the child is placed under the care of an old woman, too old for field labor. For what this separation is done, I do not know, unless it be to hinder the development of the child's affection toward its mother, and to blunt and destroy the natural affection of the mother for the child. This is the inevitable result.

I never saw my mother, to know her as such, more than four or five times in my life; and each of these times was very short in duration, and at night. She was hired by a Mr. Stewart, who lived about twelve miles from my home. She made her journeys to see me in the night, travelling the whole distance on foot, after the performance of her day's work. She was a field hand, and a whipping is the penalty of not being in the field at sunrise, unless a slave has special permission from his or her master to the contrary—a permission which they seldom get, and one that gives to him that gives it the proud name of being a kind master. I do not recollect of ever seeing my mother by the light of day. She was with me in the night. She would lie down with me, and get me to sleep, but long before I waked she was gone. Very little communication ever took place between us. Death soon ended what little we could have while she lived, and with it her hardships and suffering.

She died when I was about seven years old, on one of my master's farms, near Lee's Mill. I was not allowed to be present during her illness, at her death, or burial. She was gone long

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NOTES & QUESTIONS

before I knew any thing about it. Never have enjoyed, to any considerable extent, her soothing presence, her tender and watchful care, I received the tidings of her death with much the same emotions I should have probably felt at the death of a stranger.

5 Called thus suddenly away, she left me without the slightest intimation of who my father was. The whisper that my master was my father, may or may not be true; and, true or false, it is of but little consequence to my purpose whilst the fact remains, in all its glaring odiousness, that slaveholders have ordained, and by law established, that the children of slave women shall in all cases follow the condition of their mothers; and this is done too obviously to administer to their own lusts, and make a gratification of their wicked desires profitable as well as pleasurable; for by this cunning arrangement, the slaveholder, in cases not  
10 a few, sustains to his slaves the double relation of master and father.

I know of such cases, and it is worthy, of remark that such slaves invariably suffer greater hardships, and have more to contend with, than others. They are, in the first place, a constant offence to their mistress. She is ever disposed to find fault with them; they can seldom  
15 do any thing to please her; she is never better pleased than when she sees them under the lash, especially when she suspects her husband of showing to his mulatto children favors which he withholds from his black slaves. The master is frequently compelled to sell this class of his slaves, out of deference to the feelings of his white wife; and, cruel as the deed may strike any one to be, for a man to sell his own children to human flesh-mongers, it is  
20 often the dictate of humanity for him to do so; for, unless he does this, he must not only whip them himself, but must stand by and see one white son tie up his brother, of but few shades darker complexion than himself, and ply the gory lash to his naked back; and if he lisp one word of disapproval, “it is set down to his parental partiality, and only makes a bad matter worse, both for himself and the slave whom he would protect and defend....

25 I have had two masters. My first master’s name was Anthony. I do not remember his first name. He was generally called Captain Anthony—a title which, I presume, he acquired by sailing a craft on the Chesapeake Bay. He was not considered a rich slaveholder. He owned two or three farms, and about thirty slaves. His farms and slaves were under the care of an

**ANNOTATIONS**

**NOTES & QUESTIONS**

overseer. The overseer's name was Plummer. Mr. Plummer was a miserable drunkard, a profane swearer, and a savage monster. He always went armed with a cowskin and a heavy cudgel. I have known him to cut and slash the women's heads so horribly, that even master would be enraged at his cruelty, and would threaten to whip him if he did not mind himself.

5 Master, however, was not a humane slaveholder. It required extraordinary barbarity on the part of an overseer to affect him. He was a cruel man, hardened by a long life of slaveholding. He would at times seem to take great pleasure in whipping a slave. I have often been awakened at the dawn of day by the most heart-rending shrieks of an own aunt of mine, whom he used to tie up to a joist, and whip upon her naked back till she was literally  
10 covered with blood. No words, no tears, no prayers, from his gory victim, seemed to move his iron heart from its bloody purpose. The louder she screamed, the harder he whipped; and where the blood ran fastest, there he whipped longest. He would whip her to make her scream, and whip her to make her hush; and not until overcome by fatigue, would he cease to swing the blood-clotted cowskin. I remember the first time I ever witnessed this horrible  
15 exhibition. I was quite a child, but I well remember it. I never shall forget it whilst I remember any thing. It was the first of a long series of such outrages, of which I was doomed to be a witness and a participant. It struck me with awful force. It was the blood-stained gate, the entrance to the hell of slavery, through which I was about to pass. It was a most terrible spectacle. I wish I could commit to paper the feelings with which I beheld it....

20 As to my own treatment while I lived on Colonel Lloyd's plantation, it was very similar to that of the other slave children. I was not old enough to work in the field, and there being little else than field work to do, I had a great deal of leisure time. The most I had to do was to drive up the cows at evening, keep the fowls out of the garden, keep the front yard clean, and run of errands for my old master's daughter, Mrs. Lucretia Auld. The most of my lei-  
25 sure time I spent in helping Master Daniel Lloyd in finding his birds, after he had shot them. My connection with Master Daniel was of some advantage to me. He became quite attached to me, and was a sort of protector of me. He would not allow the older boys to impose upon me, and would divide his cakes with me.

**ANNOTATIONS**

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I was seldom whipped by my old master, and suffered little from any thing else than hunger and cold. I suffered much from hunger, but much more from cold. In hottest summer and coldest winter, I was kept almost naked—no shoes, no stockings, no jacket, no trousers, nothing on but a coarse tow linen shirt, reaching only to my knees. I had no bed. I must  
5 have perished with cold, but that, the coldest nights, I used to steal a bag which was used for carrying corn to the mill. I would crawl into this bag, and there sleep on the cold, damp, clay floor, with my head in and feet out. My feet have been so cracked with the frost, that the pen with which I am writing might be laid in the gashes.

We were not regularly allowanced. Our food was coarse corn meal boiled. This was called  
10 mush. It was put into a large wooden tray or trough, and set down upon the ground. The children were then called, like so many pigs, and like so many pigs they would come and devour the mush; some with oyster shells, others with pieces of shingle, some with naked hands, and none with spoons. He that ate fastest got most; he that was strongest secured the best place; and few left the trough satisfied. I was probably between seven and eight  
15 years old when I left Colonel Lloyd's plantation. I left it with joy. I shall never forget the ecstasy with which I received the intelligence that my old master (Anthony) had determined to let me go to Baltimore, to live with Mr. Hugh Auld, brother to my old master's son-in-law, Captain Thomas Auld. I received this information about three days before my departure. They were three of the happiest days I ever enjoyed. I spent the most part of all  
20 these three days in the creek, washing off the plantation scurf, and preparing myself for my departure....

I often found myself regretting my own existence, and wishing myself dead; and but for the hope of being free, I have no doubt but that I should have killed myself, or done something for which I should have been killed. While in this state of mind, I was eager to hear any one  
25 speak of slavery. I was a ready listener. Every little while, I could hear something about the abolitionists. It was some time before I found what the word meant. It was always used in such connections as to make it an interesting word to me. If a slave ran away and succeeded in getting clear, or if a slave killed his master, set fire to a barn, or did any thing very wrong in the mind of a slaveholder, it was spoken of as the fruit of *abolition*. Hearing the word in

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this connection very often, I set about learning what it meant. The dictionary afforded me little or no help. I found it was “the act of abolishing;” but then I did not know what was to be abolished. Here I was perplexed. I did not dare to ask any one about its meaning, for I was satisfied that it was something they wanted me to know very little about. After a patient waiting, I got one of our city papers, containing an account of the number of petitions from the north, praying for the abolition of slavery in the District of Columbia, and of the slave trade between the States. From this time I understood the words *abolition* and *abolitionist*, and always drew near when that word was spoken, expecting to hear something of importance to myself and fellow-slaves. The light broke in upon me by degrees. I went one day down on the wharf of Mr. Waters; and seeing two Irishmen unloading a scow of stone, I went, unasked, and helped them. When we had finished, one of them came to me and asked me if I were a slave. I told him I was. He asked, “Are ye a slave for life?” I told him that I was. The good Irishman seemed to be deeply affected by the statement. He said to the other that it was a pity so fine a little fellow as myself should be a slave for life. He said it was a shame to hold me. They both advised me to run away to the north; that I should find friends there, and that I should be free. I pretended not to be interested in what they said, and treated them as if I did not understand them; for I feared they might be treacherous. White men have been known to encourage slaves to escape, and then, to get the reward, catch them and return them to their masters. I was afraid that these seemingly good men might use me so; but I nevertheless remembered their advice, and from that time I resolved to run away. I looked forward to a time at which it would be safe for me to escape. I was too young to think of doing so immediately; besides, I wished to learn how to write, as I might have occasion to write my own pass. I consoled myself with the hope that I should one day find a good chance. Meanwhile, I would learn to write.

The idea as to how I might learn to write was suggested to me by being in Durgin and Bailey's ship yard, and frequently seeing the ship carpenters, after hewing, and getting a piece of timber ready for use, write on the timber the name of that part of the ship for which it was intended. When a piece of timber was intended for the larboard side, it would be marked thus –“L.” When a piece was for the starboard side, it would be marked thus –“S.”

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A piece for the larboard side forward, would be marked thus –“L. F.” When a piece was for starboard side forward, it would be marked thus –“S. F.” For larboard aft, it would be marked thus—“L.A.” For starboard aft, it would be marked thus—“S. A.” I soon learned the names of these letters, and for what they were intended when placed upon a piece of timber in the ship-yard. I immediately commenced copying them, and in a short time was able to make the four letters named. After that, when I met with any boy who I knew could write, I would tell him I could write as well as he. The next word would be, “I don’t believe you. Let me see you try it.” I would then make the letters which I had been so fortunate as to learn, and ask him to beat that. In this way I got a good many lessons in writing, which it is quite possible I should never have gotten in any other way. During this time, my copy-book was the board fence, brick wall, and pavement; my pen and ink was a lump of chalk. With these, I learned mainly how to write. I then commenced and continued copying the Italics in Webster’s Spelling Book, until I could make them all without looking on the book. By the time, my little Master Thomas had gone to school, and learned how to write, and had written over a number of copy-books. These had been brought home, and shown to some of our near neighbors, and then laid aside. My mistress used to go to class meeting at the Wilk Street meeting-house every Monday afternoon, and leave me to take care of the house. When left thus, I used to spend the time in writing in the spaces left in Master Thomas’s copy-book, copying what he had written. I continued to do this until I could write a hand very similar to that of Master Thomas. Thus after a long tedious effort for years, I finally succeeded in learning to write....

Things went on without very smoothly indeed, but within there was trouble. It is impossible for me to describe my feelings as the time of my contemplated start drew near. I had a number of warm-hearted friends in Baltimore, — friends that I loved almost as I did my life, -and the thought of being separated from them forever was painful beyond expression. It is my opinion that thousands would escape from slavery, who now remain, but for the strong cords of affection that bind them to their friends. The thought of leaving my friends was decidedly the most painful thought with which I had to contend. The love of them was

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my tender point, and shook my decision more than all things else. Besides the pain of separation, the dread and apprehension of a failure exceeded what I had experienced at my first attempt. The appalling defeat I then sustained returned to torment me. I felt assured that, if I failed in this attempt, my case would be a hopeless one—it would seal my fate as  
5 a slave forever. I could not hope to get off with any thing less than the severest punishment, and being placed beyond the means of escape. It required no very vivid imagination to depict the most frightful scenes through which I should have to pass, in case I failed. The wretchedness of slavery, and the blessedness of freedom, were perpetually before me. It was life and death with me. But I remained firm, and, according to my resolution, on the  
10 third day of September, 1838, I left my chains, and succeeded in reaching New York without the slightest interruption of any kind. How I did so, - what means I adopted, -what direction I travelled, and by what mode of conveyance, — I must leave unexplained, for the reasons before mentioned.

I have been frequently asked how I felt when I found myself in a free State. I have never  
15 been able to answer the question with any satisfaction to myself. It was a moment of the highest excitement I ever experienced. I suppose I felt as one may imagine the unarmed mariner to feel when he is rescued by a friendly man-of-war from the pursuit of a pirate. In writing to a dear friend, immediately after my arrival at New York, I said I felt like one who had escaped a den of hungry lions. This state of mind, however, very soon subsided ;  
20 and I was again seized with a feeling of great insecurity and loneliness. I was yet liable to be taken back, and subjected to all the tortures of slavery. This in itself was enough to damp the ardor of my enthusiasm. But the loneliness overcame me. There I was in the midst of thousands, and yet a perfect stranger; without home and without friends, in the midst of thousands of my own brethren—children of a common Father, and yet I dared not to unfold to any one of them my sad condition. I was afraid to speak to any one for fear of speaking to the wrong one, and thereby falling into the hands of money-loving kidnappers, whose business it was to lie in wait for the panting fugitive, as the ferocious beasts of the forest lie in wait for their prey. The motto which I adopted when I started from slavery was  
25 this—"Trust no man!" I saw in every white man an enemy, and in almost every colored

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man cause for distrust. It was a most painful situation; and, to understand it, one must needs experience it, or imagine himself in similar circumstances. Let him be a fugitive slave in a strange land—a land given up to be the hunting-ground for slaveholders – whose inhabitants are legalized kidnappers – where he is every moment subjected to the terrible liability of being seized upon by his fellow men, as the hideous crocodile seizes upon his prey! I say, let him place himself in my situation—without home or friends— without money or credit –wanting shelter, and no one to give it—wanting bread, and no money to buy it, -and at the same time let him feel that he is pursued by merciless men-hunters, and in total darkness as to what to do, where to go, or where to stay, -perfectly helpless both as to the means of defence and means of escape, -in the midst of plenty, yet suffering the terrible gnawings of hunger, — in the midst of houses, yet having no home, —among fellow-men, yet feeling as if in the midst of wild beasts, whose greediness to swallow up the trembling and half-famished fugitive is only equalled by that with which the monsters of the deep swallow up the helpless fish upon which they subsist, —I say, let him be placed in this most trying situation, —the situation in which I was placed, -then, and not till then, will he fully appreciate the hardships of, and know how to sympathize with, the toil-worn and whip-scarred fugitive slave.

## ABRAHAM LINCOLN (R-IL)

## To the Illinois Republican Party Convention

## SPEECH EXCERPTS

June 16, 1858

House of Representatives Chamber at the Illinois State Capitol | Springfield, Illinois

A House Divided

## BACKGROUND

Abraham Lincoln delivered this speech upon his nomination by the Illinois Republican Party to be its candidate for U.S. Senate in Illinois.

## ANNOTATIONS

## NOTES &amp; QUESTIONS

Mr. President and Gentlemen of the Convention:

If we could first know *where* we are, and *whither* we are tending, we could then better judge *what* to do, and *how* to do it.

We are now far into the *fifth* year, since a policy was initiated, with the *avowed* object, and  
5 *confident* promise, of putting an end to slavery agitation.

Under the operation of that policy, that agitation has not only, *not ceased*, but has *constantly augmented*.

In *my* opinion, it *will* not cease, until a *crisis* shall have been reached, and passed.

"A house divided against itself cannot stand."

10 I believe this government cannot endure, permanently half *slave* and half *free*.

I do not expect the Union to be *dissolved*—I do not expect the house to *fall*— but I *do* expect

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Abraham Lincoln, "A House Divided": Speech at Springfield, Illinois," June 16, 1858, in *The Collected Works of Abraham Lincoln*, Vol. 2, ed. Roy P. Basler (New Brunswick, NJ: Rutgers University Press, 1953), 461–66.

ANNOTATIONS

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it will cease to be divided.

It will become *all* one thing, or *all* the other.

5 Either the *opponents* of slavery, will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction; or its *advocates* will push it forward, till it shall become alike lawful in *all* the States, *old* as well as *new*—*North* as well as *South*....

Auxiliary to all this, and working hand in hand with it, the Nebraska doctrine, or what is left of it, is to *educate* and *mold* public opinion, at least *Northern* public opinion, not to *care* whether slavery is voted *down* or voted *up*.

10 This shows exactly where we now are; and *partially* also, whither we are tending....

**PRESIDENT ABRAHAM LINCOLN (R)****First Inaugural Address****SPEECH EXCERPTS**

March 4, 1861

U.S. Capitol | Washington, D.C.

**BACKGROUND**

Abraham Lincoln delivered this speech at his inauguration amidst declarations of secession by southern states.

**ANNOTATIONS****NOTES & QUESTIONS**

Fellow citizens of the United States:

In compliance with a custom as old as the government itself, I appear before you to address you briefly, and to take, in your presence, the oath prescribed by the Constitution of the  
5 United States, to be taken by the President "before he enters on the execution of his office."

...The course here indicated will be followed, unless current events, and experience, shall show a modification, or change, to be proper; and in every case and exigency, my best discretion will be exercised, according to circumstances actually existing, and with a view and  
10 a hope of a peaceful solution of the national troubles, and the restoration of fraternal sympathies and affections....

One section of our country believes slavery is *right*, and ought to be extended, while the other believes it is *wrong*, and ought not to be extended. This is the only substantial dispute.  
15 The fugitive slave clause of the Constitution, and the law for the suppression of the foreign slave trade, are each as well enforced, perhaps, as any law can ever be in a community where

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Abraham Lincoln, "First Inaugural Address—Final Text," March 4, 1861, in *The Collected Works of Abraham Lincoln*, Vol. 4, ed. Roy P. Basler (New Brunswick, NJ: Rutgers University Press, 1953), 262–71.

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the moral sense of the people imperfectly supports the law itself. The great body of the people abide by the dry legal obligation in both cases, and a few break over in each. This, I think, cannot be perfectly cured; and it would be worse in both cases *after* the separation of the sections, than before. The foreign slave trade, now imperfectly suppressed, would be ultimately revived without restriction, in one section; while fugitive slaves, now only partially surrendered, would not be surrendered at all, by the other.

Physically speaking, we cannot separate. We cannot remove our respective sections from each other, nor build an impassable wall between them. A husband and wife may be divorced, and go out of the presence, and beyond the reach of each other; but the different parts of our country cannot do this. They cannot but remain face to face; and intercourse, either amicable or hostile, must continue between them. Is it possible then to make that intercourse more advantageous, or more satisfactory, *after* separation than *before*? Can aliens make treaties easier than friends can make laws? Can treaties be more faithfully enforced between aliens, than laws can among friends? Suppose you go to war, you cannot fight always; and when, after much loss on both sides, and no gain on either, you cease fighting, the identical old questions, as to terms of intercourse, are again upon you.

This country, with its institutions, belongs to the people who inhabit it. Whenever they shall grow weary of the existing government, they can exercise their *constitutional* right of amending it, or their *revolutionary* right to dismember, or overthrow it. I can not be ignorant of the fact that many worthy, and patriotic citizens are desirous of having the national constitution amended. While I make no recommendation of amendments, I fully recognize the rightful authority of the people over the whole subject, to be exercised in either of the modes prescribed in the instrument itself; and I should, under existing circumstances, favor, rather than oppose, a fair opportunity being afforded the people to act upon it....

My countrymen, one and all, think calmly and *well*, upon this whole subject. Nothing valuable can be lost by taking time. If there be an object to *hurry* any of you, in hot haste, to a step which you would never take *deliberately*, that object will be frustrated by taking time;

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but no good object can be frustrated by it. Such of you as are now dissatisfied, still have the old Constitution unimpaired, and, on the sensitive point, the laws of your own framing under it; while the new administration will have no immediate power, if it would, to change either. If it were admitted that you who are dissatisfied, hold the right side in the dispute, there still is no single good reason for precipitate action. Intelligence, patriotism, Christianity, and a firm reliance on Him, who has never yet forsaken this favored land, are still competent to adjust, in the best way, all our present difficulty.

In *your* hands, my dissatisfied fellow countrymen, and not in *mine*, is the momentous issue of civil war. The government will not assail you. You can have no conflict, without being yourselves the aggressors. *You* have no oath registered in Heaven to destroy the government, while *I* shall have the most solemn one to "preserve, protect and defend it."

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

**PRESIDENT ABRAHAM LINCOLN (R-IL)****A Proclamation**

AN ORDER

January 1, 1863  
Executive Mansion | Washington, D.C.

## Emancipation Proclamation

**BACKGROUND**

On September 22, 1862 after the Union victory in the Battle of Antietam, Abraham Lincoln announced this order concerning property in slaves in the rebelling states, which took effect January 1, 1863.

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By the President of the United States of America: A Proclamation.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom...."

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against authority and government of the United States, and as a

Abraham Lincoln, "Emancipation Proclamation," January 1, 1863, in *The Collected Works of Abraham Lincoln*, Vol. 6, ed. Roy P. Basler (New Brunswick, NJ: Rutgers University Press, 1953), 28–30.

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fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein  
5 the people thereof respectively, are this day in rebellion against the United States, the following, to wit:...

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and hencefor-  
10 ward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence,  
15 unless in necessary self-defense; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations,  
20 and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.  
25

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

The Emancipation Proclamation  
Abraham Lincoln

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Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and of the Independence of the United States of America the eighty-seventh.

5     *By the President:*

Abraham Lincoln

10     William H. Seward, *Secretary of State*.

**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.

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Four score and seven years ago our fathers brought forth, on this continent, a new nation,  
5 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. 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  
10 do this.

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  
15 dedicated here to the unfinished work which they who fought here have thus far so nobly

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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.

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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.

**PRESIDENT ABRAHAM LINCOLN (R)****Second Inaugural Address**

SPEECH

March 4, 1865  
U.S. Capitol | Washington, D.C.**BACKGROUND**

Having been reelected and with the end of the Civil War in sight, Abraham Lincoln delivered this speech at his inauguration to a second term as president.

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Fellow Countrymen:

At this second appearing to take the oath of the presidential office, there is less occasion for an extended address than there was at the first. Then a statement, somewhat in detail, of a course to be pursued, seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention, and engrosses the energies of the nation, little that is new could be presented. The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself; and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured.

On the occasion corresponding to this four years ago, all thoughts were anxiously directed to an impending civil-war. All dreaded it—all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to *saving* the Union without war, insurgent agents were in the city seeking to *destroy* it without war—seeking to dissolve

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Abraham Lincoln, "Second Inaugural Address," March 4, 1865, in *The Collected Works of Abraham Lincoln*, Vol. 8, ed. Roy P. Basler (New Brunswick, NJ: Rutgers University Press, 1953), 332–33.

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the Union, and divide effects, by negotiation. Both parties deprecated war; but one of them would *make* war rather than let the nation survive; and the other would *accept* war rather than let it perish. And the war came.

One eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the Southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was, somehow, the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union, even by war; while the government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war, the magnitude, or the duration, which it has already attained. Neither anticipated that the *cause* of the conflict might cease with, or even before, the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible, and pray to the same God; and each invokes His aid against the other. It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces; but let us judge not that we be not judged. The prayers of both could not be answered; that of neither has been answered fully. The Almighty has His own purposes. "Woe unto the world because of offenses! for it must needs be that offenses come; but woe to that man by whom the offense cometh!" If we shall suppose that American Slavery is one of those offenses which, in the providence of God, must needs come, but which, having continued through His appointed time, He now wills to remove, and that He gives to both North and South, this terrible war, as the woe due to those by whom the offense came, shall we discern therein any departure from those divine attributes which the believers in a Living God always ascribe to Him? Fondly do we hope—fervently do we pray—that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue, until all the wealth piled by the bond-man's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash, shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said "the judgments of the Lord, are true and righteous altogether."

Second Inaugural Address  
Abraham Lincoln

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With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan—to do all which may achieve and cherish a just, and a lasting peace, among ourselves, and with all nations.

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## U.S. CONGRESS AND STATES

# Thirteenth Amendment to the Constitution

AMENDMENT

December 18, 1865  
United States of America

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## BACKGROUND

The U.S. Congress passed and three-quarters of states ratified the Thirteen Amendment to the U.S. Constitution by December 6, 1865, and the amendment was acknowledged as effective by Secretary of State William Seward on December 18, 1865.

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Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

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The House Joint Resolution proposing the 13th amendment to the Constitution, January 31, 1865; Enrolled Acts and Resolutions of Congress, 1789-1999; General Records of the United States Government; Record Group 11; National Archives.



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