

United States History: Beginning to Reconstruction

I. The First Americans

This unit will illustrate the geography of the United States. It will also give a limited insight into the lives of the Native Americans, often incorrectly referred to as “Indians.”

Define the following terms in your own words. Use your U.S. History Glossary to help you.

- agriculture
- archaeology
- artifact
- Bering Strait
- bison
- culture
- glacier
- Ice Age
- mound
- pueblo
- tundra

A. North American Geography

North American physical geography has changed very little since the establishment of European settlements.

Assignment: Map Activity

Familiarize yourself with the landscape by using the information on Map 1 in your glossary. Then, color the various landscape features their indicated colors.

Mountains (Color the mountains brown)

Rocky Mountains

Appalachian Mountains

Cascade Range

Sierra Nevada Range

Pacific Coast Ranges

Rivers (Color the rivers yellow)

Mississippi River

Hudson River

Ohio River

Missouri River

Colorado River

Columbia River

Oceans and Gulfs (Color the oceans and gulfs green)

Atlantic Ocean

Pacific Ocean

Gulf of Mexico

Lakes (Color the lakes blue)

Lake Superior

Lake Huron

Lake Ontario

Lake Erie

Lake Michigan

B. Native Americans

The Native Americans lived in North America thousands of years before the European settlers arrived. They revered nature and treated the land with respect. There were hundreds of different Native American tribes and each had their own traditions and way of life. The tribes spoke many different languages. Some of them lived in very large tribes, while others lived in small bands. They lived off the land by hunting and farming and were a very spiritual people. When the European settlers continued to arrive in America, they forced the Native Americans off their land and the Native Americans often fought to keep it. Eventually, most of the Native Americans were defeated and ended up confined to “reservations.”

Assignment: Research a Native American

Some of the most prominent Native Americans are listed below. Explain what tribe each came from and their most notable contribution to Native American history.

- Chief Joseph
- Crazy Horse
- Sacagawea
- Sequoia
- Sitting Bull
- Tecumseh

Assignment: Essay

Read the following excerpt from a speech by Tecumseh, given at the Council at Vincennes in Indian Territory on August 14, 1810. Then, in a short essay, explain what the excerpt means in your own words. Consider the background and the viewpoint of the speaker in your interpretation.

“The white people have no right to take the land from the Indians, because they had it first; it is theirs. They may sell, but all must join. Any sale not made by all is not valid. The late sale is bad. It was made by a part only. Part do not know

how to sell. It requires all to make a bargain for all. All red men have equal rights to the unoccupied land. The right of occupancy is as good in one place as in another. There can not be tow occupations in the same place. The first excludes all others. It is not so in hunting or traveling; for there the same ground will serve many, as they may follow each other all day; but the camp is stationary, and that is occupancy. It belongs to the first who sits down on his blanket or skins which he has thrown upon the ground; and till he leaves it no other has a right.”

II. Settling the New World

This lesson will focus on early explorers: routes of exploration, motivation for exploration, and discoveries.

Define the following terms using your own words and your glossary.

- cartographer
- chart
- circumnavigate
- colony
- compass
- conquistador
- emigration
- immigration
- latitude
- longitude
- meridian
- navigation
- northwest passage

A. Explorers

Assignment: Explorer Chart

Using your glossary, create an “Exploration Chart – 1000 AD to 1650 AD.” Include a minimum of twelve of the following explorers. Details should include the name of the explorer, when and where the explorer was born, what the explorer was searching for, and what he discovered and/or accomplished.

Example Chart:

Exploration Chart 1000 AD to 1650 AD

Name	Birthplace/year	Looking For?	Discovery/ Accomplishment
1.			
2.			

Explorers:

- Leif Erikson
- Marco Polo
- Prince Henry the Navigator
- Vasco da Gama
- Christopher Columbus
- Amerigo Vespucci
- Ferdinand Magellan
- Hernando Cortes
- Francisco Pizzaro
- Juan Ponce de Leon
- Hernando de Soto
- Francisco Coronado
- Father Junipero Serra
- John Cabot
- Giovanni da Verrazano
- Jacques Cartier
- Henry Hudson
- Samuel de Champlain
- Louis Joliet
- Father Jacques Marquette
- Robert de La Salle

Assignment: Motives

Using the information learned in Activity A, determine some of the motives for exploration. List as many as you can. Which was the most common? Do you think most of the explorers were successful? Why or why not?

Assignment: Explorer Journal

Imagine that you are an early explorer. Create a journal detailing your experience each day for two weeks. Where are you going? Where have you been? What is it like on the open seas? With whom are you sailing? What is your reaction when you hit land? Did you find the place you were hoping to?

II Part 2. Settling the New World (cont.)

This lesson is a continuation of the first part of Unit II. In this Unit you will learn about the formation of the first American colonies and how people lived when they first arrived in America.

Define the following terms using your own words and your glossary.

- burgess
- charter

- refugee
- commonwealth
- compact
- free colonist
- indentured servant
- joint-stock company
- literacy
- mercantile system
- persecution
- plantation
- predestination
- representative assembly
- royal colony
- triangular trade
- shareholder
- subsistence farming
- tolerant

A. The First Thirteen Colonies

The original thirteen colonies of America were Connecticut, Delaware, Georgia, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island, South Carolina, and Virginia. Each colony had its own unique history.

Connecticut

The Connecticut colony began when clergyman Thomas Hooker was essentially exiled from Massachusetts in 1636. He and his followers sought freedom from everything but God in this small New England colony. Connecticut obtained its Royal Charter in 1662 from John Winthrop Jr.

Delaware

Swedish settlers, led by Peter Minuet, settled near the Delaware River. This middle colony functioned under a grant from the New Sweden Company. In 1655 the Dutch took control of the colony. The colony was to change hands many times before becoming independent in 1701.

Georgia

The area that eventually became the Georgia colony was originally a part of the Carolina colony. In 1732 King George II gave the land grant to English general, James Edward Oglethorpe, with the understanding that Oglethorpe would help protect the Northern colonies from French and Spanish settlers in the South. Oglethorpe and his followers settled around Fort King George, which was the southernmost point in the colonies at the time.

Maryland

The southern colony of Maryland began when Charles I granted the Maryland Charter to Lord Baltimore in 1632. It was not until a year later that settlers finally landed in the colony under the direction of Lord Baltimore's son, Cecil Calvert.

Massachusetts

Massachusetts, the original New England colony, is the site of the landing of the Pilgrims of the *Mayflower* in 1620. Of the 102 passengers on the ship, 41 were Puritans fleeing from religious persecution. After they landed, the Pilgrims signed the Mayflower Compact, a document that would guide them as they set up the new colony. They established a community and named it Plymouth. Like most early settlers, the Pilgrims had a very hard time in America. Half of the Plymouth colonists died the first winter. Soon, they befriended a Native American named Squanto who taught them how to survive and get along with the natives, at least for a time.

New Hampshire

After he was exiled from Boston, John Wheelwright was the primary founder of the New Hampshire colony. The New Hampshire colony became a Royal Colony in 1679.

New Jersey

A middle colony founded in 1664, New Jersey was a proprietary grant to Sir George Carteret and Lord Berkeley from the Duke of York. Carteret and Berkeley sought large profits by selling land in the area between the Hudson and Delaware Rivers. New Jersey was given a Royal Charter in 1702.

New York

This territory was settled many times before becoming known as New York. Dutch settlers began residing in the area as early as 1614. Peter Minuet, a Dutch colonist, bought the island of Manhattan from the local natives for \$24 worth of goods. He named his island New Amsterdam, while the rest of the Dutch territory was called New Netherlands. In 1664, King Charles II claimed the land. The Dutch surrendered and King Charles II gave the territory to the Duke of York, his brother, who named the middle colony New York.

North Carolina

North Carolina grew out of Virginian colonists' expansion in 1653. They wanted to move further south. Their Royal Charter was obtained in 1729.

Pennsylvania

The middle colony of Pennsylvania began as a land grant to William Penn and the Quakers as a repayment of debt. The area was first settled in 1682 and soon the city of Philadelphia was established.

Rhode Island

Rhode Island is another New England colony that evolved because of the search for religious freedom. In 1636, Roger Williams left Massachusetts looking for religious and

political freedom. He bought land from the Native Americans and established a colony in the area of what was to become the city of Providence.

South Carolina

This southern colony began as part of a land grant from King Charles II that included North Carolina, South Carolina, and Georgia, in 1663. Loyal supporters of the King settled within the area. South Carolina became a Royal Colony in 1729.

Virginia

Virginia, one of the Southern colonies, was the site of the first colony formed in America, in the year 1607. Settlers arrived from England hoping to settle the “New World” and profit from it. During the first year, only 32 of the settlers survived the winter. Slowly, the settlement began to prosper with the help of supply ships, increasing numbers of settlers, and the assistance of the local Native Americans. Captain John Smith, a forceful colonist and former soldier, helped the colony forge ties with the Native Americans and eventually became the leader of the colony.

Assignment: Colonies Chart

Using the information on the thirteen original colonies, create a table with some of the information that you have learned. Include the geographic region of the colony, name of the colony, date founded, leader of the colony, reason founded, and first settlement.

Example Chart

Geographic Region	Colony	Date Founded	Leader(s)	Reason Founded	First Settlement

Assignment: Map Activity

Using the map in the glossary labeled The 13 Colonies, color all of the New England colonies, Middle colonies, and Southern colonies a different color. Include a legend with your map.

B. Colonial Life

Living in the New England, Middle and Southern colonies had its advantages and disadvantages. Each set of colonies had its own climate, industry, and way of life. In the New England colonies (Connecticut, Massachusetts, Rhode Island, and New Hampshire), there were grain mills, sawmills, and shipbuilding industries. They enjoyed profitable trade from all of the most convenient ports. The slave trade became more and more profitable, and soon slaves became New England’s most substantial import.

Additionally, commercial fishing made people many very rich. Jobs were in abundance and many large cities evolved. On the other hand, the weather could be particularly harsh during winter and some settlers had a difficult time adjusting. Many people had to adapt from farming to find other ways of supporting themselves, because the New England soil

was poor for farming. Much of the New England population was Puritan, a group of people who followed strict religious and social rules.

The population of the Middle colonies (Delaware, New York, New Jersey, and Pennsylvania) led a much less rigid life. They tended to be more tolerant of others; in the Middle colonies many different peoples, from a variety of cultural and religious backgrounds, lived together. This was especially true of New York, but Philadelphia soon became the leading city of the Middle colonies. People found many means to make a living. Some farmed and others found jobs in industries similar to those of the New England colonies. It was in the Middle colonies that people were able to perfect their trades, like shoemaking, weaving, and other craftsmanship.

The Southern colonies (Georgia, Maryland, Virginia, North Carolina, and South Carolina) had a mainly agricultural economy. The rich and fertile soil and the relatively mild climates there was ideal for raising crops and livestock. Farmers were able to manage huge plantations that often essentially became small colonies themselves. Southerners used slave labor and traded with the New England and Middle colonies. The people of the South led a more relaxed lifestyle. They continued to adopt the English aristocratic way of life and culture. Many did face enormous hardships with the land at certain times and, unlike most people in the Middle and New England colonies who stayed close to the coast, Southerners began moving inland to find new land to farm.

Assignment: Colonies Essay

After reading about the colonies that formed in the new America, would you rather have lived in one of the New England, Middle, or Southern colonies? Why? What do you think your job might have been? Write a short essay to answer these questions.

III. American Revolution

This Unit will help you learn about the conflicts that led up to the American Revolutionary War, its major battles, the origin of the Declaration of Independence, and the results of the war.

Define the following terms using your own words and your glossary.

- Seven Years War
- Benjamin Franklin
- Abigail Adams
- Molasses Act
- Currency Act
- Sons of Liberty
- Declaratory Act
- Boston Massacre
- Committee of Correspondence
- Intolerable Acts
- Phillis Wheatley
- Sybil Ludington

- Quebec Act
- Writs of assistance
- Molly Pitcher
- Olive Branch Petition
- *Common Sense*
- Thomas Jefferson
- Benedict Arnold
- Treaty of Alliance
- Treaty of Paris
- Betsy Ross
- Mercy Otis Warren
- Albany Plan of Union
- Peace of Paris
- Sugar Act
- Martha Washington
- Stamp Act
- Patrick Henry
- Townshend Act
- Samuel Adams
- Boston Tea party
- Quartering Act
- First Continental Congress
- minutemen
- Thomas Paine
- Declaration of Independence
- Valley Forge
- Treaty of Amity and Commerce
- Charles Cornwallis
- Tories

A. The American Revolution

Most of the colonists who came from England and settled in America were looking for freedom. They wanted representation in their government, the right to worship as they wished, and a fresh start in a new country. The colonists began to resent British interference from the beginning. The British government began to levy a series of taxes (Stamp Act, Sugar Act, Currency Act, etc.) on the colonies in the middle 1700s. This prompted uproar among the colonists, who felt that they were being taxed without the benefit of representation in the British Parliament. They rebelled against these acts by publishing anti-British pamphlets, participating in economic sabotage such as the “Boston Tea Party,” and organizing themselves in the Committees of Correspondence, among many other things.

When attempts to peaceably reason with the British government did not work (and even more British troops were sent to quell the perceived uprising) colonial sentiment in America became increasingly ant-British. Then, in 1770, five colonists were killed in what was soon called the Boston Massacre. This was another issue that fueled colonists’

hatred of British rule. In September 1774 the First Continental Congress met in Philadelphia to decide how the colonies should respond, though it wasn't until February 1 of 1775 that a congressional meeting was held in Massachusetts and preparations for war were made. By February 9th, the British parliament declared Massachusetts to be in a state of rebellion. War broke out soon after.

Assignment: Compare and Contrast Essay

Using the information above and information from the glossary, write an essay to compare and contrast the viewpoint of both the colonists and the British in the months leading up to the war.

B. Battles

There were six major battles of the American Revolution. Read about them below .

The Battle of Lexington and Concord

General Gage, the British Governor of Massachusetts, was ordered to destroy the American military stores at Concord on April 15, 1775. On April 19, the British troops marched towards Concord, but the people of the surrounding countryside had been forewarned of the British invasion. With the report of British movement, the American militia ambushed the British troops. Despite their initial success, the Americans eventually fell back to Concord and the British searched the town. In the conflict 250 British and 90 Americans were killed.

The same day another group of British soldiers encountered an armed American militia at Lexington. The British were ordered to disarm them and the American leader John Parker gave the order to disperse, but not before a rifle shot rang out. This was the first real battle of the American Revolution, and the shot that began it became known as the shot "heard round the world."

The Battle of Bunker Hill

Fought in Charlestown, Massachusetts, this battle took place on June 17, 1775. Fighting for control of the geographically strategic hills known as Bunker Hill and Breed Hill, the British initially retreated, but went for the hills again and pushed the Americans back, this taking the hills. The casualties for the British were great. They lost over 1000 men, while the Americans lost less than 400. It was the first combat "victory" for the Americans, despite the loss of the two hills.

The Battle of Princeton

This battle occurred on January 2, 1776 when British Forces led by Cornwallis were poised to counterattack Trenton in Princeton. American troops secretly moved around the British forces towards Princeton and attacked from an unexpected direction. The British eventually retreated and subsequently surrendered.

The Battle of Brandywine

On September 11, 1777, British general Sir William Howe led 18,000 men against George Washington and 11,000 American soldiers at Brandywine Creek in Pennsylvania.

Howe's goal was to capture the city of Philadelphia, and after attacking the American troops from two sides and forcing them to retreat, he took the city on September 26. 600 British soldiers died, there were 900 American casualties, and 400 Americans were captured.

The Battle of Saratoga

One of the major battles in 1777 of the American Revolution, the Battle of Saratoga took place in northern New York. The British casualties during this battle were astronomical when compared to those of the Americans. Neither side gained much ground, but the Americans dealt a serious blow to the resolve of the British. When news of the American victory in this battle reached Europe, France decided to aid the Americans with money and supplies. The Battle of Saratoga is considered by many historians as the turning point of the American Revolutionary War.

The Battle of Yorktown

This battle was the last of the American Revolution. On October 17th of 1781, Britain sent a fleet from New York to assist General Cornwallis, but by the time it arrived it was too late to make any difference. The British were outnumbered and had almost no remaining food. Lieutenant Colonel Alexander Hamilton delivered a letter from General Washington to Cornwallis, saying that he wanted to stop the "useless effusion of blood." On October 19th, General Cornwallis surrendered to General Washington. In April 1782, the British House of Commons voted to end the war.

Assignment: Letter Home

Compose a letter as a British soldier fighting in America for the British Empire. Create a character for yourself and include personal touches in your letter (family information and questions). The letter should include an explanation of why you feel it is more important to be fighting a war for your country so far from England rather than enjoying the comforts of home.

C. Declaration of Independence

Assignment: Declaration Questions

Read the Declaration of Independence, which can be found in the glossary, and answer the questions below.

1. How many men signed the Declaration of Independence?
2. What is the purpose of the Declaration as defined in the first paragraph?
3. List three natural or "inalienable" rights all men should have.
4. From whom do governments derive power?
5. When a government abuses its power, what must people (Americans) do?
6. Of the 28 grievances against England and the king, choose five that you consider most important and explain them in your own words.
7. List two of the ways the colonists tried to bring about change before deciding to separate from England. (Paragraphs following after grievances)

8. According to the Declaration of Independence, what did the signers plan to do?
9. What was the compact or pledge agreed to by the signers of the Declaration?

IV. New Nation

This unit explains how the government of the United States took shape. The Constitution, the Presidency, and the structure of the U.S. government are explored.

Define the following terms using your glossary.

- XYZ Affair
- Alien and Sedition Acts
- Lewis and Clark Expedition
- Nonimportation Act of 1806
- Embargo Act of 1807

A. Lewis and Clark Expedition

In 1804, Meriwether Lewis and William Clark set out with a 35-member crew from St. Louis, Missouri to map the territory west of the Mississippi. The expedition took nineteen months and eventually traveled all the way to the Pacific Ocean. Lewis and Clark kept journals and documented everything they found along the way.

Assignment: Map Activity

Look at the Lewis and Clark map that is labeled Map 2 your glossary.

http://www.nationalgeographic.com/xpeditions/activities/01/lewis_map_3.html. What kind of hardships might they have faced? Would you have wanted to make the trip with them? Why or why not?

B. Laws and Branches of Government

The federal government and laws of the United States were first based on the Articles of Confederation, passed in 1781. Believing that the Articles of Confederation did not give congress enough power to effectively manage the government, representatives from all of the colonies, except Rhode Island, met and drafted a new document called the Constitution of the United States. It was ratified in 1788. A copy of the Constitution, in English, can be found in the glossary.

The Constitution sets forth all of the laws of the United States. It also lays out the form of government and the rights of all citizens. It sets up a structure of government that calls for legislative, judicial, and executive branches of government. Each branch is set up to “check” or counterbalance the other two. The components of this system are now referred to as “checks and balances.”

Executive	Privileges and Responsibilities: <ul style="list-style-type: none"> • propose laws • veto laws • call special session of Congress
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Branch (President)	<ul style="list-style-type: none"> • make appointments • negotiate treaties • appoint federal judges • grant pardons to federal offenders
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Legislative Branch (Congress)	<p>Privileges and Responsibilities:</p> <ul style="list-style-type: none"> • override Presidential veto • confirm executive and federal judicial appointments • create lower federal courts • impeach and remove judges and the President • propose amendments to overrule judicial decisions • ratify treaties • appropriate money
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Judicial Branch (Supreme Court)	<p>Privileges and Responsibilities:</p> <ul style="list-style-type: none"> • can declare acts of Congress and executive decisions unconstitutional, and thus negate them
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Assignment: Which Branch?

Classify each of the actions below as a power of the executive, legislative, or judicial branch of government.

1. collects taxes
2. commands the nation's armed forces
3. passes laws
4. vetoes laws
5. hears cases concerning the Constitution
6. approves treaties
7. overturns vetoes
8. makes treaties
9. declares war
10. impeaches the President or federal judges

Assignment: Predicting Consequences

Choose one branch of government: executive, legislative, or judicial. What might be the advantages and disadvantages to the United States if one branch of government became more powerful than the other two branches?

C. The Bill of Rights

The Bill of Rights is a term for the first ten amendments to the Constitution. Read the Bill of Rights in the glossary. Keep in mind as you read that each right granted by the Bill of Rights carries with it certain responsibilities of the citizen.

Assignment: Coin Toss

For each of the ten amendments comprising the Bill of Rights, draw a diagram of a coin illustrating the concept of the amendment. One side of the coin should represent the civil liberty guaranteed by the amendment, and the other side of the coin should represent the responsibility of the citizen.

Assignment: Important Rights

Select two specific freedoms given by the Bill of Rights and explain why you believe they are the most important.

D. Presidents of the U.S.

The head of the government of the United States is the President. The President is elected every four years by the electoral college of each state. The President must be a natural born U.S. citizen, of at least 35 years of age, who has lived in the United States for at least fourteen years.

Assignment: Presidential Database

Create a database on the Presidents of the United States through 1869 (a list is provided below). Be sure to include the President's name, political party, date of birth, date of death, place of birth, age he became President, years in office, occupation (at the time of assuming Presidency), any major events that occurred during presidency, and his nickname.

- George Washington
- John Adams
- Thomas Jefferson
- James Madison
- James Monroe
- John Quincy Adams
- Andrew Jackson
- Martin Van Buren
- William Henry Harrison
- John Tyler
- James Polk
- Zachary Taylor
- Millard Fillmore
- Franklin Pierce
- James Buchanan
- Abraham Lincoln
- Andrew Johnson

Assignment: License Plate Art

Choose a president from the database you created. From what you found out, design a personalized license plate for the presidential car with an artistic background that reflects something unique about that president. Use no more than 6 letters/numbers for the license plate.

V. A Growing Nation

The United States was a booming place in the first half of the 1800s. Not only was America expanding into the west, but its political and social climates were also changing and expanding. America was becoming larger and better organized. Continued, this path eventually led the U.S. to become the great nation that we have today.

Define the following terms using your own words and your glossary.

- protectionism
- Industrial Revolution
- Holy Alliance
- Era of Good Feelings
- Electoral College
- Whigs
- nullification
- suffrage
- Know Nothings
- Temperance movement
- Indian Removal Act
- Gold Rush
- Forty-niners
- Underground Railroad
- Manifest destiny
- popular sovereignty
- abolitionists

A. Territorial Growth

In the years between 1800 and 1850, the United States grew into a nation that stretched from the Atlantic to the Pacific Ocean.

Assignment: Growth Chart

Using your glossary, create a chart that shows when, why, and how the following were added to the United States.

A Growing United States – 1800-1850

Territory	When	Why	How
Louisiana			
Florida			
Oregon			

Mexican Cession			
Texas			
Gadsden Purchase			

Assignment: Timeline

Use the information in the glossary to create a timeline entitled “A Growing Nation.” Include the following events with a one or two sentence description of its significance.

- Marbury v. Madison
- McCulloch v. Maryland
- Missouri Compromise
- Monroe Doctrine
- Ordinance of Nullification
- Married Women’s Property Act
- National Woman Suffrage Association
- Seneca Falls Convention
- Indian Removal Act
- Trail of Tears
- Declaration of Sentiments
- Mexican War
- Battle of San Jacinto
- Compromise of 1850
- Donner Party
- Uncle Tom’s Cabin
- Kansas-Nebraska Act
- Dred-Scott Decision
- Battle of the Alamo
- Amistad Case

B. Historical People: Individuals Who Shaped U.S. History

Assignment: Women Leaders/Reformers

In an effort to gain new rights, during the 1800s many women became crusaders on their own behalf as well as those of others. Below is a list of some of the many outstanding women who were leaders in reforms and the women’s right movement. Using your glossary, create a table in which you state their name along with their area/interest of reform and their achievements, as well as the impact that those achievements had on American society.

Leader/Reformer	Reform Area/Achievements	Impact
Catherine Beecher		
Antoinette Brown Blackwell		

Elizabeth Blackwell		
Dorothea Dix		
Margaret Fuller		
Sarah Josepha Hale		
Mary Lyon		
Lucretia Mott		
Ernestine Rose		
Elizabeth Cady Stanton		
Lucy Stone		
Harriet Beecher Stowe		
Sojourner Truth		
Emma Willard		
Frances Wright		

Assignment: Literature

During the 1800s, the United States was creating for itself a new vision, which was voiced by the many talented writers who presented the unique American culture to the world. For each of the writers listed in the chart, tell whether they were a novelist, essayist, or poet, and list one or more of their more famous works.

Writer	Type	Work(s)
William Cullen Bryant		
James Fenimore Cooper		
Emily Dickinson		
Ralph Waldo Emerson		
Augusta Jane Evans		
Nathaniel Hawthorne		
Washington Irving		
Henry Wadsworth Longfellow		
Herman Melville		
Edgar Allan Poe		
Henry David Thoreau		
Walt Whitman		

C. Industrial Revolution

The Industrial Revolution began in the United States in the early 1800s. Machines replaced hand tools while new sources of power replaced human and animal power to produce goods. This revolution was spurred on by many inventions, both in the United States and around the world, that played a large part in the evolution of the growing country.

Assignment: Important Inventions

Choose ten of the inventions below and write a short essay on how you think each one of them helped transform the United States. Include whether the invention improved life for Americans, and justify why your selected inventions improved their lives.

- barbed wire
- clipper ship
- cotton gin
- dynamite
- electric light
- electric telegraph
- fountain pen
- machine gun
- mechanical reaper
- photography
- power loom
- revolver
- vulcanized rubber
- safety elevator
- safety pin
- sewing pin
- sewing machine
- spinning jenny
- steam locomotive
- steamboat
- steel plow
- submarine
- telephone
- threshing machine
- typewriter
- zipper

VI. A Nation Divided

This unit explores the issues that led to the Civil War, the war itself, and the aftermath of the war. The important historical figures of the time are also introduced.

Define the following terms using your own words and your glossary.

- Compromise of 1850
- Fugitive Slave Law
- Uncle Tom's Cabin
- Kansas-Nebraska Act
- Bleeding Kansas

- Dred –Scott Decision
- Harper’s Ferry
- Popular sovereignty
- Secession
- Confederate States of America
- Writ of *habeas corpus*
- Military draft
- Copperheads
- Reconstruction
- Carpetbaggers
- Scalawags
- Freedmen
- Morrill Tariff Act
- Homestead Act
- Morrill Land Grant Act
- Pacific Railroad Act
- Black Codes
- Freedman’s Bureau
- Civil Rights Act of 1880
- Command of the Army Act
- Tenure of Office Act
- Compromise of 1877

A. Slavery v. Freedom

In the mid 1800s, the question of slavery was the biggest obstacle to peace in the United States. There was a movement to abolish slavery, which the southern states were vehemently opposed to. Some of the states were slave states, where slaveholders could use slave labor, and the rest of the states were free states.

Slave States	Free States
Alabama	California
Arkansas	Connecticut
Delaware	Illinois
Florida	Indiana
Georgia	Iowa
Kentucky	Maine
Louisiana	Massachusetts
Maryland	Michigan
Mississippi	Minnesota
Missouri	New Hampshire
North Carolina	New Jersey
South Carolina	New York
Tennessee	Ohio
Texas	Oregon

Virginia	Pennsylvania
	Rhode Island
	Vermont
	Wisconsin

Hundreds of slaves escaped from slave states to free states along the so-called “Underground Railroad.” The trip from the South to the North was a very dangerous one for the runaway slaves and for those who helped them along the way. The penalty if the slave was caught could be death or severe beatings; there were harsh penalties for those that helped them as well. Escaped slaves were often hidden in dark, closed-in places with little food or clothing. They rarely had anything to take with them to freedom.

Assignment: Escape to Freedom

Imagine that you are a slave who has just run away from your master. Write diary entries for your trip, including the following: What might your first night in hiding be like? Are you afraid or excited? What might the rest of your trip like? What will your life be like after you reach your destination?

Assignment: In the Headlines

Write two sets of newspaper headlines – one for a northern paper, one for a southern paper – about the following: Dred-Scott Decision, Fugitive Slave Act, and Harper’s Ferry (these terms can be found in your glossary).

B. People to Know

Assignment: Historical Figures

Select fifteen of the historical figures below. Write a couple of sentences discussing why they were important and/or what they contributed to American society.

- John Wilkes Booth
- John Brown
- Stephen Douglas
- Ulysses S. Grant
- Rutherford B. Hayes
- Stonewall Jackson
- Andrew Johnson
- Robert E. Lee
- William Tecumseh Sherman
- Samuel Tilden

- Clara Barton
- Mary Ann Bickerdyke
- Dorothea Dix
- Sally Louise Tompkins
- Belle Boyd
- Pauline Cushman
- Sarah Emma Edmonds
- Rose O'Neal Greenhow

Assignment: Presidential Power

Two of the most influential men of the mid-nineteenth century were Abraham Lincoln and Jefferson Davis. Compare and contrast the life and accomplishments of Abraham Lincoln, 16th President of the United States, with that of Jefferson Davis, President of the Confederate States of America. Create a table, similar to the example below, which includes information on the listed topics.

<u>Abraham Lincoln</u>	<u>Topic</u>	<u>Jefferson Davis</u>
	Birth (Place/Date)	
	Parents	
	Family/Siblings	
	Education	
	Marriage/Wife	
	Children	
	Occupation (Prior to Political Office)	
	Political Offices	
	Date Elected President	
	Accomplishments While in Office	
	Life After Presidency	
	Death	

C. The Civil War

"Now we are engaged in a great civil war." Abraham Lincoln's election in 1860 spurred seven states to secede from the Union to form the Confederate States of America. With the bombardment of Fort Sumter in 1861, the "great civil war" began.

Assignment: Strengths and Weaknesses

Strengths and Weaknesses of the North		Strengths and Weaknesses of the South
22 states	# of States	11 states
23 million	Population	9 million
Industrial	Type of Economy	Agricultural
Seventy percent of the railroad system in the United States was in the North.	Transportation System	They had very little railroad track. Most people traveled by horse or horse and buggy
The North had a functioning Navy at the beginning of the War. They also had the industry to build ships.	Naval Status	The South had to start from scratch in building a Navy. It was especially hard for them, because their industrial base was much lighter.
President Abraham Lincoln	Political Leadership	President Jefferson Davis
Ulysses S. Grant	Military Leadership	Robert E. Lee
<ul style="list-style-type: none"> • Most of the fighting was in the South. • The North was against slavery. 	Other Information	<ul style="list-style-type: none"> • Most of the fighting was in the South. • The South was pro-slavery.

Based on the chart above, answer the following questions:

1. How might the strengths listed above have helped each side during the war? (Address both the North's and the South's strengths.)
2. What resource do you think was the most important during the war? Explain your answer.
3. In what resource was the North and South more equal? Was this a significant fact in extending the war?
4. What do you think were the two most important reasons for the defeat of the South? Explain and defend your choices

Assignment: Battles

Many grueling battles were fought over the five years of the Civil War, with one side then the other seeming to gain the upper hand. Using your glossary, research the following major battles, listing the states in which they occurred, dates, North and South Commanders, which side "won" each battle, and the effect each battle had on the next phase of the war or political life of the country.

Example Chart

<u>Battle</u>	<u>State</u>	<u>Date</u>	<u>Northern Commander</u>	<u>Southern Commander</u>	<u>Who Won</u>	<u>Effect</u>
Bull Run (First Manassas)						
Shiloh						
Seven Days' Battle						
Second Battle of Bull Run (Second Manassas)						
Antietam						
Fredericksburg						
Chancellorsville						
Gettysburg						
Vicksburg						
Battle of the Wilderness						
Spotsylvania						
Chattanooga						
Petersburg						
Nashville						

On April 9th 1865, Confederate General Robert E. Lee surrendered to Union General Ulysses S. Grant at Appomattox Court House in Virginia. The war had lasted five years and had claimed the lives of almost 600,000 men on both sides. Five days after Lee surrendered, President Abraham Lincoln was shot while attending a play at Ford's Theater in Washington D.C. The assassin, John Wilkes Booth, was fatally shot fourteen days later. Lincoln's Vice-President Andrew Johnson assumed the presidency.

D. The Reconstruction

During the war, the South was virtually destroyed. Much of the farmland had been left untended for lack of manpower, and the northern army had burned many of the homes while campaigning in the South. People had to recover not only from the sting of the defeat but also to reconstruct their day-to-day lives.

After the war, Lincoln pronounced four edicts for the South:

1. The South had to free the slaves.
2. The Confederate government had to be disbanded.
3. New state governments for each Southern state had to be formed.
4. No former leaders of the Confederacy could participate in the new state governments.

The South had to rebuild according to these ground rules. Some states found it very difficult. Even though slavery was abolished by the 13th Amendment, new laws were made to segregate African-Americans from white society. They were given the right to vote by the 15th Amendment and were supposedly protected under the same constitutional rights as white citizens, but they were still considered unequal.

In 1868, Congress impeached Andrew Johnson, largely because he politically disagreed with a powerful group in Congress called the Radical Republicans. When he tried to fire the Secretary of War without the approval of the Senate, the Radical Republicans used the situation to attempt to get Johnson disgraced and out of office. He was eventually cleared of all charges.

Assignment: Fairness

Do you think that the rules that the South had to follow were fair? Why or why not? Write a paragraph to support your opinion.

Assignment: The Birth of a Nation

Using all of the information that you have learned in this course, create a timeline of American history, from its humble beginning to the Reconstruction after the Civil War. Include what you think are the most important points and why they are important. Your timeline should include at least 20 events.