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HIST20: US History, Part 1

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**HIST20: US HISTORY, PART 1
OER PRIMARY SOURCES AND STUDY QUESTIONS
COMPILED BY J. HELGREN, FALL 2017**

Elizabethan Homily

Read the primary source

at <https://ia600402.us.archive.org/35/items/Wall.J.N.Jr.1972/Wall.J.N.Jr.1972.pdf>

Scroll down to pp. 68-70 (actual page numbers in the text). It is the block text beginning: "Almighty God hath created and appointed all things in heaven..."

Consider the following:

1. Its genre is homily. A homily was a sermon prepared by convocations of the clergy of the Church of England (which the Queen headed) and issued on authority of the Royal Council (which the Queen appointed). The sermons were then read from every pulpit in the realm. How influential do you think such a sermon was?
2. What world view is revealed? Select an important quote that shows the world view.
3. How important is God's will in the sermon? What other kind of force might be considered to keep order?
4. What does an historian learn about Elizabethan England from this source?

Read the preface from **BARTOLOMÉ DE LAS CASAS, "A SHORT ACCOUNT OF THE DESTRUCTION OF THE INDIES"**

Go to <http://www.columbia.edu/~daviss/work/files/presentations/casshort/> (Links to an external site.)Links to an external site. and click on the link for Preface on the left hand side.

Questions to consider:

1. Who was Bartolome de las Casas? What authority did he have to speak about the relations between Native Americans and Spaniards?
2. How did he characterize the native people of Hispaniola (Haiti/Dominican Republic)?
3. Do you judge his criticisms of the Spanish Empire to be accurate?
4. Las Casas continued to be loyal to the Spanish crown and to the Catholic Church throughout his life. Can you reconcile these feelings with his criticisms?

Read this excerpt from **Hernan Cortés's *Second Letter***, written to Charles V in 1519 at <http://chnm.gmu.edu/wwh/p/162.html> (Links to an external site.)Links to an external site.

1. What does Cortes's letter to the King demonstrate about the relationship between Spaniards and the native peoples they encountered?
2. How does Cortes's observations compare to Las Casas's?

Gottlieb Mittelberger On the Misfortune indentured Servants

Read the primary source at <http://www.let.rug.nl/usa/documents/1600-1650/gottlieb-mittelberger-on-the-misfortune-indentured-servants.php>

Questions to consider:

1. How typical do you think Mittelberger's experiences as an indentured servant were? Do you think he was better off by the 1750s than someone coming to the America's earlier might have been?
2. How did Mittelberger's experience compare to the experiences of slaves?
3. What happened to children who were orphaned during the cross-Atlantic journey?
4. Why do you think immigrants would endure the treatment of indenture? Why do you think Mittleberger ultimately returned to Germany?

Read **Powhatan address to John Smith** at

<http://historymatters.gmu.edu/d/5838> (Links to an external site.)Links to an external site.

Consider:

1. Using Powhatan's Speech to John Smith, explain how the Native American custom of reciprocity may have shaped cultural exchange between Native Americans and Europeans.
2. Pretend that it is 1608 and you are one of Powhatan's trusted advisors. Would you recommend to him that he pursue the policy of giving the English food or would you recommend that he treat them as hostile intruders? Try to convince Powhatan of your position using 3 specific points.

Read these examples of **Slavery Legislation from Colonial Virginia** ranging from 1630-90:

<http://people.ucls.uchicago.edu/~cjuriss/US/Documents/US-Jurisson-Unit-1-Virginia-Slave-Legislation-1630-1691.pdf> (Links to an external site.)Links to an external site.

(If this link does not work copy it and paste it into your browser. I had some trouble with the link on Safari but not on Chrome.)

Consider:

1. It is said that race is a social construction, or that race is not a biological fact but a cultural process through which some physical differences are made to matter in specific ways that lead to power and authority for some and oppression for others. How did the British construct the category of black slave during the 1600s? Use the Virginia Slavery legislation to help you describe the changing nature and racialization of slavery.
2. Describe how the Virginia colony was transformed from a colony in which most unfree laborers were white servants to one in which black slavery was firmly established. Consider the ways in which the character and composition of the black population and the institution of slavery in the Chesapeake changed between the middle of the seventeenth century and the early decades of the eighteenth century. Use the Virginia Slavery legislation to help you describe the changing nature and racialization of slavery.
3. Compare and contrast British settlers in the various colonial regions of America (New England, Chesapeake, Middle Colonies, Lower South). Think about their motives for migrating, settlement patterns, cultural patterns, climate, economy, and political life. Which colony would you want to go to if you had to choose one in 1676? Explain.

Read the following **poems by Anne Bradstreet**:

“Before the Birth of One of Her Children”

at <https://www.poetryfoundation.org/poems/46450/before-the-birth-of-one-of-her-children> (Links to an external site.)Links to an external site.

“To My Dear and Loving Husband” at <https://www.poetryfoundation.org/poems/43706/to-my-dear-and-loving-husband> (Links to an external site.)Links to an external site.

"Dialogue between Old England and New,"

<https://www.poetryfoundation.org/poems/43700/a-dialogue-between-old-england-and-new> (Links to an external site.)Links to an external site.

Questions to consider:

1. What themes do Bradstreet's poems discuss?
2. Do her themes and beliefs fit your ideas of a typical Puritan woman? Why or why not?
3. What do the poems tell us about love, family, and gender relations in Puritan New England?
4. Pick a quote or passage from one of the poems and discuss its meaning.

Read the following speech by **John Winthrop**, “**A Model of Christian Charity**”

<http://teachingamericanhistory.org/library/document/a-model-of-christian-charity/> (Links to an external site.)Links to an external site.

Consider:

1. What were John Winthrop's views of the role of the individual within the community? How important were the Bible and the ministers in law, order, and community?
2. To what extent did Winthrop's "City Upon a Hill" respect religious freedom?
3. To what extent did he want separation between Church and Government?
4. In what ways are Winthrop's ideas consistent with the Elizabethan Ideal? In what ways do they diverge?

Read this **letter from Robert Parke**, who arrived in Pennsylvania from northern Ireland in about 1723, to his sister, who was still in Ireland. Parke and his family had enough money to get established and make it through their first year.

<https://history.hanover.edu/courses/excerpts/143parke.html> (Links to an external site.)
[Links to an external site.](#)

Questions to consider:

1. What picture of colonial life does Robert Parke paint? What do you think his purpose in writing this particular content to his sister is?
2. How easy was it to earn a profitable living in Pennsylvania in the 1700s? Compared to what you've learned about the other colonies, and about the Paxton massacre, would you want to be in Pennsylvania?
3. Do you think Parke was very religious?

Read the **Benjamin Franklin, Junto Queries** from his 1729 Autobiography at <http://nationalhumanitiescenter.org/pds/beingamer/ideas/text4/juntolibrary.pdf> (Links to an external site.)
[Links to an external site.](#)

Consider:

1. What was Ben Franklin's "junto"?
2. The queries that the junto covered each meeting are listed. What do they tell you about the values of Ben Franklin and his peers in 1720s?

Read the excerpt from **Jonathan Edwards's** famous sermon, "**Sinners in the Hands of an Angry God**"

at <http://woodlawnschool.pbworks.com/f/Edwards+Sinners+in+the+Hands+of+an+Angry+God.pdf> (Links to an external site.)
[Links to an external site.](#)

Consider:

1. What is Jonathan Edwards main message in Sinners in the Hands of an Angry God?
2. According to the sermon, why did some congregants not fear God?
3. What role did Edwards think the church should have in the community?
4. Did Edwards' speech seem very democratic?
5. Consider that Edwards and Franklin were contemporaries. Why do you think the Great Awakening and the Enlightenment occurred together?

Read the following **commentary by Benjamin Franklin on the Paxton Massacre** at <http://explorepahistory.com/odocument.php?docId=1-4-26>

Questions to consider:

1. In Benjamin Franklin's discussion of the Paxton Massacre, how does he portray religion? Do you think he was a religious person?
2. To what did Franklin attribute the massacre?
3. Why do you think Franklin was so upset by the massacre?
4. In what ways does he try to make the reader sympathetic to Native Americans?
5. Pretend you are a frontier supporter of the Paxton Boys. What would you say in response to Ben Franklin?

Read the following memories from colonial woman, **Mary Jemison**, who was kidnapped by Indians. Her memories were recorded years later when she was an elderly woman.

<http://www.swarthmore.edu/SocSci/bdorsey1/41docs/47-jem.html> (Links to an external site.)Links to an external site.

Questions to consider:

1. What is Jemison's description of the Seneca like?
2. How did her experience and feelings about the Seneca change over time?
3. What do you make of her comparison between Anglo women's work and Native American women's work? Is it surprising? What does it tell us about gender roles in each society?

Read the **Declaration of Independence**. It's available in your OpenStax text and at <https://www.archives.gov/founding-docs/declaration-transcript> (Links to an external site.)Links to an external site.

Consider:

1. What Enlightenment ideals do you find in the Declaration of Independence?
2. Examine two or three of the specific grievances in the Declaration. What events do they correspond with? Do they seem like revolutionary issues to you?

Read the excerpts from **James Otis's** 5-hour court-room speech **on the unconstitutionality of writs of assistance** at <http://www.nhinet.org/ccs/docs/writs.htm> ([Links to an external site.](http://www.nhinet.org/ccs/docs/writs.htm))[Links to an external site.](http://www.nhinet.org/ccs/docs/writs.htm) Questions to consider:

("The "Writs of Assistance" were general warrants allowing officials to search for smuggled material within any suspected premises. James Otis was Advocate-General when the legality of these warrents was attacked, but promptly resigned his office when called upon to defend that legality. The Boston merchants then retained him as their counsel to oppose the writs before the Superior Court of Massachusetts. Otis refused the fee they offered, saying that in such a cause he despised all fees. In a five-hour speech, which was witnessed by a young John Adams, Otis argued that the writs were unconstitutional. He based his case on the rights guaranteed in English common law." [http://www.nhinet.org/ccs/docs/writs.htm] ([Links to an external site.](http://www.nhinet.org/ccs/docs/writs.htm))[Links to an external site.](http://www.nhinet.org/ccs/docs/writs.htm)

Questions to consider:

1. Why was James Otis so upset about the writs of assistance?
2. Which of his arguments is most persuasive? Do you think he exaggerates his case at all?
3. Do the writs seem like a big deal to you? Do his arguments seem relevant today? Why?

Read the excerpt from **Joseph Plumb Martin's** **memoir** at <http://www.ushistory.org/march/other/martindiary.htm> ([Links to an external site.](http://www.ushistory.org/march/other/martindiary.htm))[Links to an external site.](http://www.ushistory.org/march/other/martindiary.htm)

Questions to consider:

1. What were the conditions like for soldiers in the Continental Army?
2. Did Martin feel like the Continental Army was well supported by the people?
3. Do you find it surprising that a soldier wrote his memoirs? Who do you think his audience was likely to be?

Abigail Adams and John Adams Letters

John Adams was a Founding Father, the first vice president of the United States, and the second president. In 1774, he served on the First Continental Congress and helped draft the Declaration of Independence.

When John Adams went to Philadelphia in 1774 to serve as his colony's delegate to the First Continental Congress, Abigail Adams remained home. The separation prompted the start of a lifelong correspondence between them, forming not only a rich archive that reflected the evolution of a marriage of the Revolutionary and Federal eras, but a chronology of the public issues debated and confronted by the new nation's leaders. The two were very close and openly discussed political issues of their time. (to learn more, see <http://www.firstladies.org/biographies/firstladies.aspx?biography=2> (Links to an external site.)Links to an external site.)

Read Abigail Adams's letter to John Adams at

http://www.masshist.org/digitaladams/archive/doc?id=L17760331aa&bc=%2Fdigitaladams%2Farchive%2Fbrowse%2Fdate%2Fall_1776.php (Links to an external site.)Links to an external site.

John Adams's response to Abigail Adams

http://www.masshist.org/digitaladams/archive/doc?id=L17760414ja&bc=%2Fdigitaladams%2Farchive%2Fbrowse%2Fdate%2Fall_1776.php (Links to an external site.)Links to an external site.

Consider:

1. When Abigail Adams asked her husband John to “remember the ladies” when he framed the laws of a new nation, what do you think she actually wanted to see put on the law books?
2. What does his response tell you about the founding fathers’ awareness of inequality and about the founding fathers’ attitudes toward women?

Read the **US Constitution and the Bill of Rights** at <https://www.archives.gov/founding-docs> (Links to an external site.)Links to an external site.

Consider:

1. What are the basic principles of US government outlined in the Constitution? What are two or three duties and responsibilities unique to each branch of the government? Do any surprise you?
2. Pretend that you are an Anti-federalist in 1788. Build your case against the ratification of the Constitution.
3. What were the most controversial issues at the Constitutional Convention? How was compromise found?
4. What did the constitution say about: slavery? immigration? women? race?
5. Why was a bill of rights deemed necessary?

Alexander Hamilton, excerpts from *Report on the Subject of Manufactures*

"When George Washington became president in 1789, he appointed Alexander Hamilton as his secretary of the Treasury. Hamilton's vision for the economic foundation of the United States included three main programs: 1) the federal assumption of state debts, 2) the creation of a Bank of the United States, and 3) support for the new nation's emerging industries. After the first two parts of his plan had been accepted, he presented the third part to Congress in his *Report on the Subject of Manufactures* in December 1791. The most eloquent opposition to Hamilton's proposals came from Thomas Jefferson, Washington's secretary of state, who believed that the growth of manufacturing threatened the values of an agrarian way of life."

(<https://www.gilderlehrman.org/history-by-era/hamilton/resources/hamilton%E2%80%99s-report-subject-manufactures-1791> (Links to an external site.)Links to an external site.)

Read Hamilton's Report on the Subject of Manufactures, 1791,

at <http://historymuse.net/readings/onmanufactures.html> (Links to an external site.)Links to an external site.

Consider:

1. What did Hamilton think about immigration and about the employment of women and children? What do his ideas suggest about the conditions of the workforce in the late 1700s?
2. What models did he suggest for combining machinery and labor?
3. What were Alexander Hamilton's views regarding the role of the government in the economy? What kind of economic policies did he think would best suit the new republic?
4. What do you think Hamilton's view of human nature was? Do you think, on the whole, that Hamilton's economic policies did more to promote liberty or to promote centralization of power?
5. Why do you think Thomas Jefferson opposed Hamilton's plan?

Read **George Washington's abridged Farewell Address** at

<https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Farewell%20Address%20%28Abridged%29.pdf> (Links to an external site.)Links to an external site.

Questions to consider:

1. What did Washington think about alliances with foreign nations? What were the grounds for his belief?
2. How realistic was his advice to "observe good faith and justice toward all nations"?
3. What situation prompted his discussion of foreign affairs in his farewell address?

Excerpts from Harriet Hanson Robinson's autobiography

Harriet Hanson Robinson was a young factory worker. Read excerpts from chapter 2, 3, and 5 of Harriet Hanson Robinson's autobiography where she describes working conditions in the mill at <https://amerautobiofa14.wiki.uml.edu/file/view/Excerpts+from+Loom+and+Spindle+by+Harriet+Hanson+Robinson.pdf> (Links to an external site.)Links to an external site.

(You can read the whole thing, if you are interested, at <https://archive.org/details/loomspindleorlif00robi> (Links to an external site.)Links to an external site..)

Consider:

1. Why did Harriet work in the mills?
2. What did she like about work? What did she dislike?
3. How did working in the mills affect the status of women?
4. Why did the girls in the mill strike? Do you think this was an effective way of getting reforms?

Read the **two speeches by Andrew Jackson**

1) On Rotation in Office (Spoils System), 1829, at

http://college.cengage.com/history/ayers_primary_sources/jackson_announces_policy_rotation.htm (Links to an external site.)Links to an external site.

2) Bank Veto, 1832, at

<https://college.cengage.com/history/us/resources/students/primary/veto.htm> (Links to an external site.)Links to an external site.

Questions to consider:

1. Did Andrew Jackson voice similar themes in these two speeches? What were they?
2. How did Jackson justify the so-called spoils system? Did his reasons seem democratic or is it just party patronage?
3. What criticisms did Jackson have of the bank? Were they similar or new compared to early Democratic-Republican criticisms of banks (think Thomas Jefferson)?
4. \What role did Jackson think the Executive Branch should have? Do you think George Washington would have seen this as the encroachment of powers he worried about in his Farewell Address?

Read the **South Carolina Exposition and Protest**

<http://www.teachingushistory.org/documents/expositionandprotest.pdf> (Links to an external site.)Links to an external site.

Consider:

1. Why do you think protective tariffs were thought to be so threatening to Carolinians?
2. Calhoun was originally a nationalist who supported a national infrastructure. In what ways had his ideas changed by 1828?
3. What was Calhoun's theory on Nullification?

Read **Andrew Jackson's Indian Removal Speech** and **John Ross's letter**

at <https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Indian%20Removal.pdf> (Links to an external site.)Links to an external site. and John Ross's letter regarding removal at <http://www.pbs.org/wgbh/aia/part4/4h3083t.html> (Links to an external site.)Links to an external site.. Andrew Jackson gave his speech in Congress and in 1838 an Army removed 15,000 Cherokee from their native lands in Georgia to Oklahoma Territory, 4,000 died en route. John Ross was a Cherokee leader who made an appeal to the American people to consider Cherokee rights.

Questions to consider:

1. What were Andrew Jackson's reasons for supporting Indian removal -- and what would become the Trail of Tears? Did any of his reasons surprise you?
2. In John Ross's letter, what reasons does he give Americans to listen to the Cherokee appeal?
3. Do you think that Ross really expected policy to change or was he writing for the historical record? What makes you say so?

Read ch. 8 of **E. Buffum's report, "Six Months in the Gold Mines,"** (especially pp. 63-67)

at <http://cdn.loc.gov//service/gdc/calbk/068.pdf> (Links to an external site.)Links to an external site.

After you open the file, scroll down to ch. 8 and read pp. 63-67.

Consider as you read the difference between the romantic myth of the solitary gold miner and the kind of business operation Buffum describes. What had gold mining operations become in just a few short years?

Read **John O'Sullivan, "Annexation,"** 1845

at <http://www.americanyawp.com/reader/manifest-destiny/john-osullivan-declares-americas-manifest-destiny-1845/> (Links to an external site.)Links to an external site.

Consider as you read:

1. How did Americans view expansion?
2. What is John O'Sullivan's tone like in this editorial? Is he defensive? Celebratory? Critical? Justifying? Find an example that demonstrates his tone?
3. What do you think is O'Sullivan's purpose for writing?
4. What reasons does O'Sullivan give to justify conquest?
5. Why is Texas important for O'Sullivan?
6. What future policies does O'Sullivan support?

Read **John C. Calhoun's "SLAVERY A POSITIVE GOOD"** at <http://teachingamericanhistory.org/library/document/slavery-a-positive-good/> ([Links to an external site.](http://teachingamericanhistory.org/library/document/slavery-a-positive-good/))[Links to an external site.](http://teachingamericanhistory.org/library/document/slavery-a-positive-good/)

Questions to consider:

1. John Calhoun writes in the first paragraph that a "deadly war is being waged." To what is he referring? Why does he call it a war?
2. Calhoun says the South "cannot surrender our institutions." Why can't the South end slavery? What does Calhoun fear would come with emancipation?
3. Calhoun goes beyond the argument that slavery was a necessity for agriculture to argue it is a "positive good." Reconstruct this argument. What is he saying?
4. What would Nat Turner or Frederick Douglass say in response to the "positive good" argument?
5. What does Calhoun predict will happen if the north does not stop abolitionist writing and speech?

Read **Confessions of Nat Turner** at <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1014&context=etas> ([Links to an external site.](http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1014&context=etas))[Links to an external site.](http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1014&context=etas). (You may need to paste the address into the bar.)

Questions to consider:

1. Nat Turner's confession is a court document and thus regarded as reliable in terms of the facts it relays. That said, Turner adopts a particular tone and chooses to tell certain aspects of the events and not others. What do you notice, then, about his motives in giving his confession? Why do you think he gave a confession and why did he include the aspects that he did?
2. How important were religion and superstition in Turner's story?
3. How effective was rebellion as a form of resistance?

4. What aspects of the confession do you think would have most frightened whites? Why?
5. How was Turner ultimately caught?

Read **Frederick Douglass's address on Slavery and the Fourth of July, 1852**

<http://teachingamericanhistory.org/library/document/what-to-the-slave-is-the-fourth-of-july/#doc-tabs-full> (Links to an external site.)[Links to an external site.](#)

Douglass made this address to a sizable audience of New York abolitionists.

Questions to consider:

1. How does Douglass present himself? What role or identity does he present himself through? Why does he do so?
2. Throughout the first part of the document, Douglass says "*your* National Independence" day. How important is it that he says *your*? Why doesn't he say *our*?
3. How does Douglass regard the founding fathers? Is he angry with them for allowing slavery?
4. Douglass says that some criticize him and his movement for failing to "make a favorable impression on the public mind." What kind of protest had Douglass made? What kind of protest do you think these moderates would think was acceptable?
5. What, to the slave, is Fourth of July?

Watch **Slavery and the Making of America, Part 2** at

<https://www.youtube.com/watch?v=ozFFNraQ18>

- 1 How did the expanding definition of American liberty and freedom affect Black slavery after the successful American Revolution?
- 2 In what ways did slavery grow more restrictive and more systematically dehumanizing in the years after the Revolution?

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

<http://docsouth.unc.edu/neh/douglass/douglass.html> (Links to an external site.)[Links to an external site.](#)

Here are some questions to think about as you read Douglass:

1. In the first part of Douglass's narrative, what does he tell you that challenges your perception of slavery? If nothing is new, tell how he confirms what you have known about slavery.

2. Describe the conditions that slaves faced and the types of resistance they were able to enact.
3. How does Frederick Douglass define manhood? How did the experience of slavery differ as a result of gender?
4. What are Frederick Douglass' tactics for awakening the American conscience to the evils of slavery? What is the tone of his work and how is his purpose reflected in the *Narrative of the Life of Frederick Douglass*? Is his work sentimental, militant?
5. What is Douglass's political outlook? Are there particular ways that he thinks about democracy that stem from his experience? Is he patriotic? Does he believe in civil disobedience? Explain.
6. Trace the use of the terms "slavery" and "independence" through American history. Obviously Douglass uses these terms, but so too did Patriots during the American Revolution, wage laborers, and women's rights activists. What meaning did each give to these terms?
7. What are Douglass's religious views?
8. What role does education play in Douglass's narrative? Describe his educational experience?
9. Why was it important for slave owners to prevent slaves from knowing their birthdays and parentage? Douglass tells us that he is troubled by not knowing when he was born. Why is this fact so important to him?
10. Douglass characterizes slavery as bad for both blacks and whites. In what ways was slavery harmful to different racial groups and to different American regions?

Read **William Lloyd Garrison, The Liberator, "To the Public," 1831**, at <http://www.pbs.org/wgbh/aia/part4/4h2928t.html> (Links to an external site.)Links to an external site.

Questions to consider:

1. Like Douglass in his Fourth of July speech, Douglass addresses those who would try to silence his protest by telling him he is too severe. What kind of statements does Garrison make that might be regarded as severe?
2. What is Garrison's purpose in printing a newspaper?
3. How effective do you think Garrison's form of protest would be in 19th century America?

Read the **Declaration of Rights and Sentiments by Elizabeth Cady Stanton** at <http://ecssba.rutgers.edu/docs/seneca.html> (Links to an external site.)Links to an external site.

Consider:

1. Pretend that the year is 1850 and you are a Worcester, Massachusetts citizen. A women's rights convention is scheduled to be held in your town in the fall. You are attending a town meeting in which you will debate the pros and cons of adopting a statement modeled on the 1848 Declaration of Rights and Sentiments. Do you support the full array of rights outlined, especially the vote? Or do you think that women have gone too far in demanding their rights.
2. On what document was the Declaration of Sentiments based? Why do you think Elizabeth Cady Stanton and the other women who organized the Seneca Falls convention chose this document?
3. What specific claims and grievances did the Declaration list. To what extent did America improve upon these issues?

Read the following excerpts from the **Dred Scott case**

at <http://lostmuseum.cuny.edu/archive/excerpts-from-majority-opinion-of-us-supreme> ([Links to an external site.](#))[Links to an external site.](#).

For the case in its entirety,

see <https://www.ourdocuments.gov/doc.php?flash=true&doc=29&page=transcript> ([Links to an external site.](#))[Links to an external site.](#).

Questions to consider:

1. How accurate is Chief Justice Roger Taney's characterization of the citizenship rights of black Americans? Is it true that they had never had citizenship rights?
2. In the beginning of the decision, Taney write that Dred Scott was not a citizen and therefore had no right to sue. Why, then, did Taney take the case?
3. What were the implications of Taney's ruling for extension of slavery in the western territories? in the existing states?

Read the **MISSISSIPPI RESOLUTIONS ON SECESSION**, November 30,

1860, at <http://civilwarcauses.org/missres.htm> ([Links to an external site.](#))[Links to an external site.](#).

The Mississippi secession resolution was a good summary of the outlook of southern secessionists.

Consider:

1. How did the Mississippi secessionists view the compact between the states? How did they view the Union?
2. In what ways did secessionists think the North had violated the contract between the states?
3. What cause for secession does the resolution provide?

Read the **1860 Republican Party Platform**

at <http://www.presidency.ucsb.edu/ws/?pid=29620> (Links to an external site.)
[Links to an external site.](#)

After Abraham Lincoln's election on this platform, southern states began to secede from the Union.

Consider:

1. What about the Republican Party platform presented a threat to the southern states?
2. Based on this document and the Mississippi resolutions, what would you say were the immediate causes of the Civil War?

Read the lyrics and listen to these **Civil War songs**:

Maryland, My Maryland

Lyrics

<http://msa.maryland.gov/msa/mdmanual/01glance/html/symbols/lyricsco.html>

(Links to an external site.)

[Links to an external site.](#)

Song

<https://www.youtube.com/watch?v=GZzUD0jx0iY>

Battle Hymn Of The Republic by Julia Ward Howe

Lyrics

<https://www.poetryfoundation.org/poems/44420/battle-hymn-of-the-republic>

(Links to an external site.)

[Links to an external site.](#)

Song (played by the Mormon Choir)

<https://www.lds.org/music/library/hymns/battle-hymn-of-the-republic?lang=eng& r=1>

(Links to an external site.)

[Links to an external site.](#)

Consider:

1. Think about what role such songs would have had for soldiers and for people on the homefront.
2. Are there any commonalities in these songs?
3. What did the song authors mean by *liberty* and *freedom*?
4. Do you think there are songs with similar purpose or meaning today?

ELIZA ANDREWS DIARY

Read the response of Eliza Andrews (a Confederate teenage girl) to the destruction of Georgia in her diary.

Click on <http://docsouth.unc.edu/fpn/andrews/andrews.html> (Links to an external site.)Links to an external site. and scroll down to the following excerpts:

Dec. 24, 1864, pp. 32-35 (Andrews is traveling to Macon by coach from Washington, Ga. in this passage)

Apr. 18, 1865, pp. 149-153

May 14, 1865, pp. 251-253

June 27, 1865, pp. 313-316

Consider:

1. What things did Eliza Andrews witness? What were the conditions in Georgia like late in the war?
2. How did Andrews feel toward Union soldiers and Sherman? toward Confederate soldiers?
3. Does anything in Andrews' account sound especially feminine or could this be the diary of any Georgian? Why do you think so?
4. What changes did Andrews describe regarding slaves and emancipate blacks in Georgia?

Read the **Gettysburg Address**

at <http://www.abrahamlincolnonline.org/lincoln/speeches/gettysburg.htm> (Links to an external site.)Links to an external site.

Consider:

1. What did Lincoln think the Civil War meant to America?
2. Pick a significant line and tell what you think Lincoln is saying and why it's important.
3. Should Lincoln have written a longer speech?

Read **William Tecumseh Sherman's letter to the Mayor and Councilmen of Atlanta** about the burning of Atlanta by Union forces here:

<http://www.rjgeib.com/thoughts/sherman/sherman-to-burn-atlanta.html> (Links to an external site.)Links to an external site.

Consider:

1. How does Sherman justify burning Atlanta?
2. Do you think his justification is sufficient? Do they justify unlimited destruction of hostile cities?

Read Lincoln's Second Inaugural Address at

http://avalon.law.yale.edu/19th_century/lincoln2.asp (Links to an external site.)
[Links to an external site.](#)

Consider:

1. In this address, 3 years after the Gettysburg Address, had Lincoln's thinking about the meaning of the Civil War changed? What did he regard as its basic issues?
2. How would you characterize the tone of the speech?
3. Was the speech conciliatory? Explain.

Read the interview by the **Congressional Joint Committee of Fifteen** (charged with examining Southern representation in Congress) with Caleb G. Forshey at

<https://www.tracy.k12.ca.us/sites/rlee/Shared%20Documents/History%20of%20the%20Americas%20II/Reconstruction%20History%20Lab/Reverend%20James%20Sinclair.pdf> (Links to an external site.)
[Links to an external site.](#)

1. What did Caleb Forshey expect to be the effect of military occupation of Southern states?
2. How effective did he think Reconstruction programs such as the Freedman's Bureau were?
3. Overall, what picture of Reconstruction did Forshey paint?

Read the **interview transcript with Felix Haywood** at

<http://nationalhumanitiescenter.org/pds/maai/emancipation/text7/emancipationwpa.pdf> (Links to an external site.)
[Links to an external site.](#)

(Haywood's is the first. There are other interviews in this lengthy PDF.)

The Federal government undertook interviews with former slaves during the 1930s as part of the Works Progress Administration. Haywood's interview is one of these WPA interviews.

Consider:

1. How reliable would Haywood's recollections be 65 years later?
2. What did the Civil War mean to Haywood?

3. How did former slaves define freedom? How did they make it a reality?

Read the abridged version of **Frederick Douglass's "Louisville Address"** by clicking on the file: [Douglass Louisville Address.pdf](#) 

You can read the address in its entirety at <http://coloredconventions.org/items/show/554>
(Links to an external site.)
[Links to an external site.](#)

3 To whom do you think Douglass was speaking? What makes you think so?

4 According to Douglass, how effective had Reconstruction been in establishing the rights of African Americans? What had changed since the Civil War and what had not?

5 How important was the Republican Party, which Douglass served, to the ongoing progress of blacks?

6 Did Douglass have hope? Why or why not?

* In addition to the primary sources, student read P. Scott Corbett, et al. U.S. History from OpenStax, available at <https://cnx.org/contents/a7ba2fb8-8925-4987-b182-5f4429d48daa>.