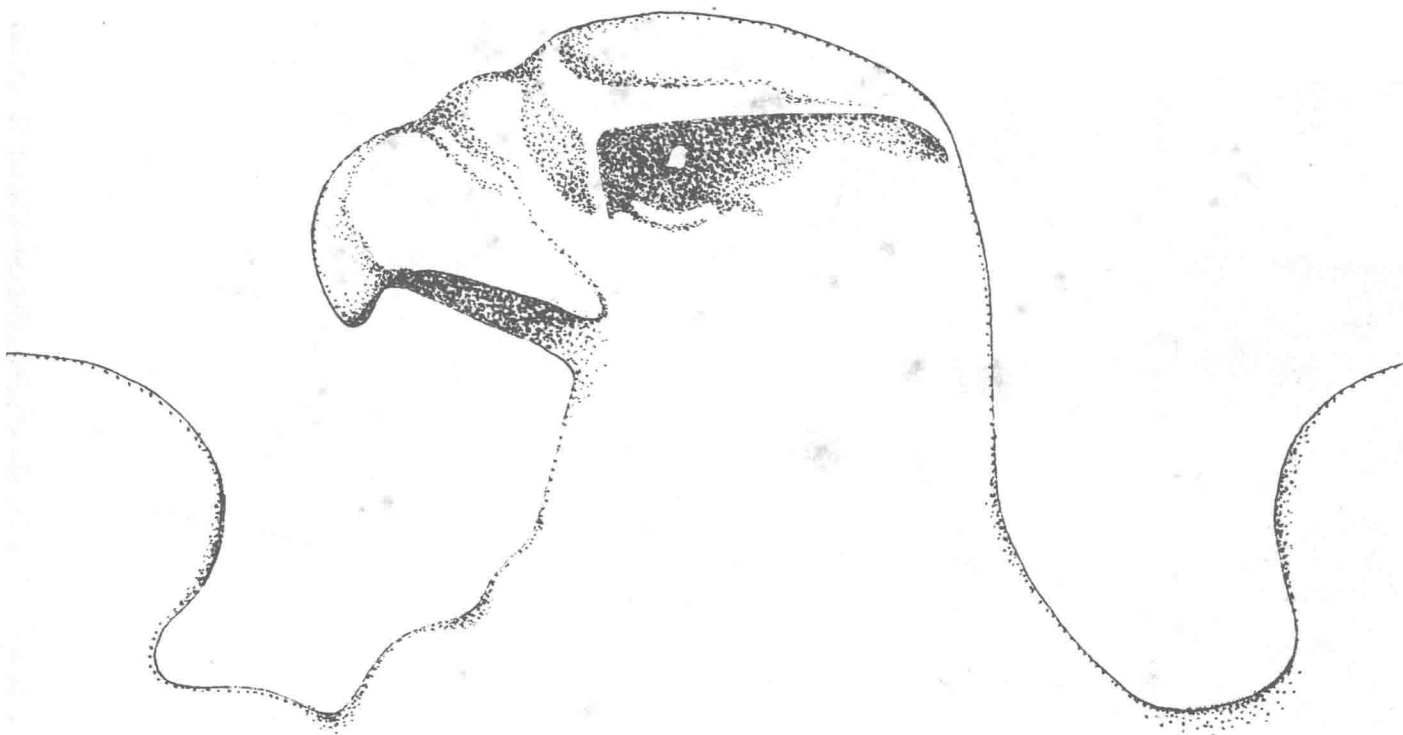




TEACHER'S EDITION

**THE IMPACT
OF OUR PAST**
A HISTORY
OF THE
UNITED STATES



THE IMPACT OF OUR PAST

A HISTORY OF THE UNITED STATES

227
SECOND EDITION • ANNOTATED TEACHER'S EDITION

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INQUIRY AND STUDY AIDS

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THE IMPACT OF OUR PAST

THE IMPACT OF OUR PAST is based squarely on the belief that historical study is as essential to coping with the present and the future as it is to understanding the past. This textbook stresses the importance of conceptual thinking, generalizing, and valuing, but it gives appropriate attention to the examination of a relevant body of factual knowledge as a necessary step in the development of inquiry skills.

Inquiry involves the development of those skills of cognition which allow a student to comprehend the meaning of learning materials by exploring a problem, making hypotheses about such materials, examining and analyzing data, arriving at relevant generalizations, and evaluating the accuracy and worth of statements and points of view. Inquiry-learning should also include the development of those affective skills which give a student the ability to recognize values and value conflicts, to express his or her own values in relation to conditions and dilemmas, and to develop a coherent value system of his or her own as a tentative guide to evaluation and decision-making as a young citizen. In other words, this text has been designed to develop not only the cognitive (thinking) skills of recall, comprehension, application, analysis, synthesis, and evaluation, but also the affective (valuing) skills of recognizing, examining, and resolving value conflicts.

A number of different models for inquiry-teaching have been developed in various programs of the "new" social studies. This text has not used any one of these models exclusively, but has employed those inquiry techniques which seemed best suited to accomplish the general objectives already described. Most textbooks of American history have been modeled almost exclusively on narrative history. A few have used instead the inquiry approach just as thoroughly. It is clear that there are merits to both techniques and that combining them is sound educational strategy. Hence a "mixture" of narrative and inquiry was adopted for this text. The books listed at the right provide further information on inquiry-teaching in the social studies.

Inquiry into the American past demands a commitment to candor. The shortcomings as well as the successes of both past and current generations should not be neglected or minimized. Despite the general level of abundance in our society, poverty for many is still all too real and dehumanizing. Despite our marked success in creating a pluralistic society, the gap between white and nonwhite America is still a national problem of extraordinary and critical dimensions. Despite American technological achievements, environmental pollu-

Books for Reference

New Frontiers in the Social Studies (*Vols I and II*), by John S. Gibson. Citation Press.
Search for a Usable Past and Other Essays in Historiography, by Henry S. Commager. Knopf.
Taxonomy of Educational Objectives (*Vols I and II*), by Benjamin S. Bloom, et al. McKay
Teaching High School Social Studies, by M.P. Hunt and Lawrence E. Metcalf. Harper & Row.
Teaching Public Issues in the High Schools, by Donald Oliver and James P. Shaver. Houghton Mifflin.
The Social Studies: Myths and Realities, by David Kellum. Sheed.
Toward the New Social Studies, by Edwin Fenton. Holt.

tion is a formidable threat. Despite American success in influencing other nations and in championing many worthwhile causes, the nation's role in the world is far from clear or without peril.

Readability

The readability level for both the inquiry and the narrative sections of *THE IMPACT OF OUR PAST* has been carefully controlled. The book employs a program of vocabulary development of social studies terms and inquiry terms. Over 200 social studies terms are bold-faced and defined where they first appear in the text. Each of the inquiry sections is devoted to developing the vocabulary and varied skills of formal inquiry. In addition, there is a Glossary at the back of the book with definitions of the social studies terms and inquiry-skill words employed in the text.

The Framework of the Inquiry

The Introduction to *THE IMPACT OF OUR PAST—Challenges*—is designed to involve students from the start in the process of historical inquiry through an examination of thought-provoking statements and photographs. Here the processes of inquiry are first introduced: examining the data, recognizing a problem, defining the issues, making a hypothesis, testing for evidence, and making generalizations and/or value judgments.

Each of the following eight units begins with a two-page illustrated timeline and summary of the unit's contents. There then follows a four-page inquiry exercise—*Interpreting the Past*—which raises conflicting historical interpretations of a fundamental and challenging nature about the period covered in the unit. *Interpreting the Past* serves to stimulate interest in the period and to develop the inquiry skills of historical analysis and hypothesis formation.

The three or four narrative chapters which follow each *Interpreting the Past* provide, in both the visual materials and the text, further evidence with which to test hypotheses already made. Some 900 contemporaneous photographs, paintings, drawings, and cartoons, as well as over 50 maps and graphs, appear within the 26 narrative chapters. Within each chapter these visual materials and the text are arranged in a magazine-like, spread-by-spread format in which visual and verbal elements are closely integrated. The opening spread in each chapter provides time and place orientation and enumerates several over-arching questions covered in the chapter. The "Questions for Discussion" at the end of each section of the chapter are structured to develop the basic cognitive skills of recall and comprehension. At the end of each chapter there is a "Chapter Review." The "Summary Questions for Discussion" at the end of each chapter develop both cognitive

and affective skills. There are no "right" or "wrong" answers to many of these questions. Differences of opinion, based upon the evidence presented, should be encouraged and explored. The questions under the headings "Pictures as Historical Evidence" and "Map and Graph Study" develop the student's ability to make hypotheses and to test generalizations with evidence based upon visual, rather than verbal, material. "For Further Reading," a bibliography section, concludes each narrative chapter.

Issues Past and Present, at the end of each unit, is an inquiry exercise focusing in depth on a single controversial issue. Students apply the entire range of cognitive skills, from recall and comprehension to synthesis and evaluation, by examining a variety of primary and secondary source materials that link the past to the present. In addition, *Issues Past and Present* requires the recognition and discussion of value conflicts. Students are encouraged to examine and develop their own system of values as they make difficult political, economic, and social choices. The primary and secondary source materials have been selected for their relevance as well as for their general interest and liveliness. The Appendix to THE IMPACT OF OUR PAST begins with the Declaration of Independence and the Constitution. The Constitution has been annotated to facilitate the student's comprehension. A list of Presidents of the United States and a graph of Presidential administrations appear next. The five-page Glossary defines all the social studies terms that were initially boldfaced in the text as well as the formal vocabulary of inquiry. Finally, the Index includes all major individual entries, as well as extensive cross-referencing, and a guide to the pronunciation of difficult words.

The rest of this Teacher's Edition provides you with a unit-by-unit analysis of the Student's Edition. For each unit you will find a discussion of major themes, a summary of the contents of the narrative chapters, a time plan for teaching the unit, suggestions for guiding the teaching process, suggestions for further projects which relate to the entire unit, and reference books and films. The explained teaching strategies below for Unit I have been given at greater length to familiarize you with the strategies used throughout the book.

Read each of the unit analyses given below before beginning to teach a unit. Specific teaching strategies will be found in the annotations to each chapter and the inquiry sections.

Time-Use Plan

THE IMPACT OF OUR PAST is designed for a full year course in United States history. At the beginning of the unit analysis, a suggested range of class time for each component of the unit is provided in the margin. In this scheme the timeline overview and *Interpreting the Past* sections are treated as one. *Interpreting the Past* is abbreviated as *Interpreting* in the margin. *Issues Past and Present*

Books for Reference

American Heritage Pictorial Atlas of United States History, *American Heritage. Dist. to schools by Webster Division, McGraw-Hill.*
 American History Atlas, *Hammond.*
 Hammond American History Transparencies, *Hammond.*
 Hammond United States History Transparencies, *Hammond.*
 History Atlas of America, *Hammond.*
 United States History Atlas, *Hammond.*

UNIT I PEOPLING THE AMERICAS

TIME-USE PLAN

Timeline and <i>Interpreting</i>	(2-3)
Chapters 1-4	(15-20)
<i>Issues</i>	(2-4)

is abbreviated as *Issues*. The figures in parentheses are the suggested number of class sessions for each section. The teacher should be flexible in using this guide since only he or she knows the interests and needs of individual students and classes and how much time is necessary for testing and current events.

The purpose of Unit I is to provide a background for understanding the pluralistic nature of American society. All Americans are immigrants or descended from immigrants. Few nations are made up of peoples with such rich and diverse backgrounds, and this has certainly been reflected in the development of American culture. Social scientists have disagreed as to whether American society is a melting pot or a patchwork quilt of groups that have maintained their separate ethnic and national traditions. But there is no disagreement about the great need in our society for people to respect ethnic differences.

Each of the four narrative chapters in Unit I stresses the ways of living created by a group of human beings, the influence of environment on the development of culture and how the culture, in turn, shapes the environment, and what has happened in the past when these different cultures have come into contact with each other. As each group of people is described, the same aspects of their culture—political, economic, and social systems as well as technology, art, and religion—are introduced and repeated throughout in order to facilitate comparisons. Central to the discussion of each culture is the examination of value systems, how the values are expressed, and how they are transferred from generation to generation. The purpose is to develop student appreciation of different value systems and to stimulate thinking about their own value systems. The opening inquiry exercise, “Viewpoints on American Civilization,” is designed to start students thinking about the influence that their own cultural backgrounds have on the way they view or interpret a situation. In the closing inquiry exercise, “Is Cultural Conflict Inevitable?” the students are asked to synthesize information from the four narrative chapters in order to formulate a hypothesis about cultural conflict.

Contents of Narrative Chapters

The unit-opening timeline is designed to provide students with a chronological framework for the unit. Since Unit I, however, covers a span of over 35,000 years, it was thought best not to include dates dealing with pre-Columbian civilizations on this timeline.

Interpreting the Past, in Unit I, is entitled “Viewpoints on American Civilization.” This first inquiry exercise consists of selections by Josiah Strong, a nineteenth-century clergyman; Chief Standing Bear,

a chief of the Sioux Indians; and Julian Bond, a modern-day black politician. Each man presents his view of American civilization and contemplates the future in terms of his own experience.

Chapter 1, *Early Indian Societies in the Americas*, is primarily concerned with early Indian cultures in the Americas. It is divided into three sections: "The Continents They Found," "Early Indian Civilizations of South America," and "Indian Societies of North America." Important social studies terms that appear throughout the unit and the book are introduced: society, environment, culture, civilization, economy, political system, empire, urban, technology, monarchy, aristocracy, democracy, confederacy, and clan. To familiarize students with this vocabulary-building process, discuss these terms when they first appear in boldface, using the Glossary in the Appendix as an additional reference.

Chapter 2, *The Coming of the Europeans*, is primarily concerned with the various European motives for colonization and the differences among the colonies established. It is divided into three sections: "The Age of Discovery," "Spain Conquers an Empire in the New World," and "England, France, and Holland Enter the Race for Empire." New social studies terms include: colony, institution, barter economy, market economy, revolution, missionary, conquistador, and dissenter.

Chapter 3, *Slavery Comes to the Americas*, is primarily concerned with the African heritage of slaves in the Americas and the development of the institution of slavery in the New World. It is divided into three sections: "The African Heritage," "The Slave Trade," and "Slavery in the Americas." New social studies terms include: extended family, depose, status, black codes, prejudice, and indentured servant. Aspects of the institution of slavery up to the nineteenth century are covered to give students a fuller understanding of how this "peculiar institution" became a part of American life.

Chapter 4, *Colonial America*, is primarily concerned with early colonial America. It is divided into four sections: "New England: A Shipping Economy," "The Middle Colonies: America's First Breadbasket," "The South: A Plantation Economy," and "Government in the Colonies." New social studies terms include: class, pioneer, theocracy, self-sufficient, staple crop, and legislature.

The closing inquiry section in *Issues Past and Present* is titled with the question that is implicit in all of the unit's narrative chapters, "Is Cultural Conflict Inevitable?" This exercise consists of an account of Columbus' first voyage by a contemporary Spanish missionary and historian, Bartolomé de Las Casas; a 1526 letter from the King of the Congo to the King of Portugal; an eighteenth-century analysis by a French priest, Pierre Roubaud, of the effects of 300 years of European exploration and settlement in America; and a discussion of conflicts between whites and Chicanos by Luis Valdez, a modern Mexican American playwright. Through a series of highly structured

Unit I

Books for Reference

African Glory: The Story of Vanished Civilization, by J.C. deGraft-Johnson. Walker.

Africa Remembered: Narratives by West Africans from the Era of the Slave Trade, edited by Philip D. Curtin. U. of Wisconsin Press.

Ancient African Kingdoms, by Margaret Shinnie. Mentor.

Black Heroes in Our Nation's History, by Philip T. Drotning. Washington Square.

Cristophe, King of Haiti, by Hubert Cole. Viking.

Daily Life in the Kingdom of the Kongo, by Georges Balandier. World.

From Slavery to Freedom, by John Hope Franklin. Vintage.

Minorities in the New World, by Charles Wagley and Marvin Harris. Columbia U. Press.

Unit I

Books for Reference

Sins of the Fathers: A Study of the Atlantic Slave

Traders, 1441-1807, by

James Pope-Hennessy.

Capricorn.

The African Past, by Basil

Davidson. Grosset &

Dunlap.

The American Heritage

Book of Indians, by William

Brandon and Alvin M.

Joseph, Jr. Simon &

Schuster.

The Colonial Wars:

1689-1762, by Howard H.

Peckham. U. of Chicago

Press.

The Devil in Massachusetts:

The Salem Witch Trials, by

Marion L. Starkey. Anchor.

The First Americans, by

G.H.S. Bushnell.

McGraw-Hill.

The Indian Heritage of

America, by Alvin M.

Joseph, Jr. Bantam.

The Indian in America's

Past, edited by Jack D.

Forbes. Spectrum.

The Lost Cities of Africa, by

Basil Davidson. Little,

Brown.

The Thirteen Colonies, by

Louis B. Wright. American

Heritage.

questions at the end of each selection, the students are led to analyze each author's point of view and value system. Then they are asked to distinguish between fact and opinion in all four selections, define the terms used by each author, and determine the generalizations made. Finally, the students are asked to formulate generalizations about the inevitability of cultural conflict. The generalization made by each student is not as important as the way he or she arrives at it; make certain that the students distinguish between facts and opinions and that they define the terms used in reaching generalizations.

Specific Teaching Strategies

Begin "Viewpoints on American Civilization" by having students read the two introductory paragraphs and the two questions that follow. Before proceeding discuss why people may differ greatly about what happened in the past. To do this, take as an example some controversial and important event in the community in which you teach. Ask students what they think happened. Student interpretations will differ. Now discuss why interpretations do differ and then go on to discuss why having different interpretations of the past can influence one's view of the present and future. The concept to be taught is that each person has a somewhat different frame of reference. People's frames of reference will change depending upon their economic, political, racial, social, and personal positions.

Now have the students read each of the three selections and, in class discussion, answer the questions following each selection. Then examine each of the authors' frame of reference. To what degree is each author's viewpoint biased because of his frame of reference? What factor most strongly affected each author's frame of reference? Have the students answer the summary questions on page 25. Discuss how bias, particularly bias based on race, is always a risk, and that by getting these questions out in the open Americans can develop a sound pluralism in which there is respect for all ethnic groups.

At the beginning of each chapter, you will find questions at the bottom of the first page of text. These are over-arching questions for the entire chapter. The annotations in the Teacher's Edition will recommend how you should use these questions. In some instances you should ask students to make hypotheses which they will reconsider at the end of each chapter. Such is the case for the questions on page 27.

At the end of each section of the chapter, you will find questions which test the students' recall and comprehension of the basic information in that section. Before the students read the section, they should look at these questions. For the first section of Chapter 1, "The Conti-

nents They Found," the questions are on page 33. In the Teacher's Edition the page on which the answer appears is given after each question. Upon turning to that page, the teacher will find a line and the question number to indicate what portion of the text answers the question. Thus on page 33 after the question "What makes a group of people a society?" is the note "P29," indicating that the answer to that question is to be found on page 29. On page 29 of the Teacher's Edition there is a line with the symbol "Q1" beside it to indicate the material that provides the basis for answering the first question on page 33. This system is used throughout the book and provides the teacher with an easy means of identifying answers to those questions to which there is a "right" and "wrong" answer. Where the question has no such "right" or "wrong" answer, there is a "D" indicating that the question should be discussed.

Proceed through each section of each chapter in the same fashion, using the annotations in this Teacher's Edition as springboards for discussion. Each section of each chapter is approximately one day's class time. If students read the section the night before class, they should be asked to write down answers to the questions following each section and bring them to class. With this work already done, the class should be well prepared to discuss the material suggested in the annotations.

At the end of each chapter, there is a chapter review. The summary questions for discussion, like the questions at the beginning of the chapter, often have no "right" or "wrong" answer. Question 5 on page 51 is of this variety. It asks for a discussion about those values which were most important to Indians and how those values were expressed in their cultures. This question first demands that the teacher explain how values are expressed by every culture. Explain how Americans express their cultural values. A skyscraper, for instance, is an expression of Americans' belief in, and use of, technology. The fact that so many Americans own automobiles is an expression of Americans' liking of mobility and speed. In the same way the Indian totem pole expresses the value Indians placed on ancestor worship and the link between people and animals. Students may well notice other ways in which Indians expressed their values. Some, like the Mayan practice of blood sacrifice, may seem barbaric, but that does not mean that blood sacrifices were not part of important Mayan religious values and beliefs. What it does show is that values differ from culture to culture. Throughout the book there will be questions relating to values. Tell the students this, and encourage them to think about their values as well as to identify and understand the values of other cultures or other periods.

Proceed in this same manner with each chapter, following the specific annotations throughout the unit. The closing inquiry of Unit I—"Is Cultural Conflict Inevitable?"—is a further examination of the

Unit I

Films for Classroom Use

- 1492, *McGraw-Hill. Color, 54 min.*
 Circle of the Sun, *Contemporary Films, McGraw-Hill. Color, 30 min.*
 Colonial America in the 18th Century, *McGraw-Hill. B/w, color, 17 min.*
 Colonial Expansion, *Encyclopaedia Britannica. B/w, 11 min.*
 Colonial Shipbuilding and Sea Trade, *Coronet. B/w, 11 min.*
 Hopi Indian Arts and Crafts, *Coronet. B/w, color, 11 min.*
 Indian Family of Long Ago, *Encyclopaedia Britannica. B/w, color, 14 min.*
 Indians of Early America, *Encyclopaedia Britannica. B/w, color, 22 min.*
 Jamestown: The First English Settlement in America, *Encyclopaedia Britannica. B/w, color, 22 min.*

Unit I

Films for Classroom Use

Roger Williams: Founder of Rhode Island, *Encyclopaedia Britannica*. B/w, 28 min.

Spanish Colonial Family of the Southwest, *Coronet*. Color, 14 min.

Story of the Pilgrims, *McGraw-Hill*. Color, 28 min.

The English and Dutch Explorers, *Encyclopaedia Britannica*. Color, 11 min.

The French Explorers, *Encyclopaedia Britannica*. B/w, color, 11 min.

The Pilgrims, *Encyclopaedia Britannica*. B/w, 22 min.

The Salem Witch Trials, *McGraw-Hill*. B/w, 27 min.

The Spanish Explorers, *Encyclopaedia Britannica*. Color, 14 min.

Totems, *Northern Films*. Color, 14 min.

William Penn and the Quakers, *Coronet*. B/w, color, 11 min.

central theme of the unit—the problem of making pluralism work. First have the students read the introductory paragraphs and have them make hypotheses for the two questions on page 128.

As noted in the annotations for this section, the purpose of this closing inquiry is to have the students synthesize the data in the unit to formulate a hypothesis about cultural conflict. The students' hypotheses for the opening questions will require them to draw upon what they learned in "Viewpoints on American Civilization," at the beginning of the unit, as well as upon data, concepts, and generalizations from the first four chapters.

Then have the students read the first source from Columbus' diary and answer the questions at the bottom of page 129. Next, as the annotation suggests, have the students discuss how they might react to the habits and languages of people from cultures other than their own. Then proceed to "An African King's Letter" on page 130. After the students have read the selection and discussed the questions, explore further what the causes of cultural conflict are and if there are ways of eliminating these sources of conflict. The next selection, "A French Priest Speaks Out," is the last selection contemporaneous with the period covered by the first four chapters. The last selection, "A Chicano Playwright's View," is by a modern Mexican-American author. Use this reading as a springboard to a discussion of whether it is possible for groups living in the same country to maintain separate, distinct cultures.

Students may show a good deal more emotion in dealing with the contemporary sources in *Issues Past and Present*. Their emotions should be explored rather than repressed, for emotions are expressions of values. In these discussions keep your distance somewhat so as to encourage the class to follow through different lines of thought as they are expressed by the students themselves. In inquiry the teacher becomes a guide, a sort of modern Socrates helping students seek wisdom, not a lecturer delivering the truth for memorization and regurgitation. Some students will readily spout forth, others will tend to be reserved. Have the more reserved members of the class examine the positions advanced by more confident students. The three sections on pages 134–135, "Distinguishing Between Fact and Opinion," "Making a Generalization," and "Defining Terms," are all exercises designed to teach students the methods and the vocabulary of inquiry. Use the suggestions given in the annotations on those pages to help direct discussion.

The summary questions on page 135 return to the same questions that were asked at the beginning of "Is Cultural Conflict Inevitable?" Have the students check their generalizations against their original hypotheses. Also discuss what practical steps they can take as young citizens to lessen cultural conflict. Throughout their discussion encourage the use of social studies terms with which they have become acquainted in the unit.

Suggested Activities

The First Migrants. When did the first immigrants come to America? In the introduction to Chapter 1, students read that the first immigrants came more than 25,000 years ago. Such a question can be the basis for reinforcing the skills of inquiry already explored in the Introduction to this text. Specifically, the student should follow these steps:

1. Begin with a question, as historians do.
2. Collect, organize, and examine information.
3. Form preliminary hypotheses to answer the question.
4. Make generalizations based on analyzing the information.
5. Test and possibly revise these hypotheses as other information is gathered.
6. Form tentative conclusions.

How did scientists arrive at an estimate for the arrival of people in America? Have scientists found and dated any bones, weapons, or tools upon which their estimates are based? Where is the earliest trace of people who lived within the present borders of the United States? How were their remains discovered? What do the remains reveal about the kind of people they were, the way they made a living, and other features of their culture? Sources for answers to these and other questions will be listed in the *Reader's Guide to Periodical Literature* under the headings of "Paleoindians" and "Man, Prehistoric."

Dating the arrival of people in the Americas is an exciting area of exploration. Discoveries at archaeological sites are changing our understanding of the appearance of people on this continent. Some scientists claim to have found sites indicating that people lived in the Americas 50,000 to 100,000 years ago. Such findings have yet to be confirmed, but they offer rich possibilities for classroom inquiry and exploration.

Columbus. If in 1492 Europeans had had newspapers as we know them today, the return of Columbus' first expedition to the New World would have made sensational headlines and a fascinating story. Ask the students to write such a story for their "hometown" paper in a European city, remembering that they have only the information Columbus brought back from his *first* voyage. Other students may want to write a short play about one of Columbus' audiences before the King and Queen of Spain. In addition to the King, the Queen, and Columbus, imagine that the royal treasurer is present. Students could perform the play for their history class. Such a play might concentrate on Columbus' geographical theories.

A Sense of Historical Time. The construction of a timeline for the Mayans or Aztecs, ending with the Spanish conquest, could reveal to the students that the passage of time and contact with other societies resulted in changes in Indian as well as in European cultures.

UNIT II THE BIRTH OF A NATION

TIME-USE PLAN

Timeline and <i>Interpreting</i>	(2-3)
Chapters 5-8	(16-20)
<i>Issues</i>	(2-4)

Unit II

Books for Reference

Alexander Hamilton, *edited by Jacob E. Cooke. American Century. America Before the Revolution: 1725-1775, edited by Alden T. Vaughan. Spectrum.*

Clear and Present Danger: The Free Speech

Controversy, *edited by Nicholas Capaldi. Pegasus. Jefferson's Decision: 1803, by Richard Skolnik. Vintage.*

The American Supreme Court, *by Robert G. McCloskey. U. of Chicago Press.*

The Birth of the Republic: 1763-1789, *By Edmund S. Morgan. U. of Chicago Press.*

The Debate on the American Revolution, 1761-1783, A Sourcebook, *by Max Beloff. Harper & Row.*

The Good Americans: The Loyalists in the American Revolution, *by Wallace Brown. Morrow.*

The Living U.S.

Constitution, *by Saul K. Padover. World.*

The War of 1812, *by Harry L. Coles. U. of Chicago Press.*

The central theme of Unit II is the political development of the United States from a collection of colonies with limited home rule under the British crown into a fully sovereign and independent constitutional republic. At the heart of this process is, of course, the American Revolution.

Contents of Narrative Chapters

Chapter 5, *The Road to Revolution*, examines how the colonies changed from a condition of satisfaction with their political ties to Great Britain to one of outright rebellion. It is divided into three sections: "Britain and France Fight for Mastery of North America," "The Making of a Revolution," and "The Shot Heard Round the World." New social studies terms include: militiamen, policy, duties, revenue, boycott, propaganda, repealed, radicals, moderates, confrontation, conciliation, polarization, and home rule.

Chapter 6, *Winning the War for Independence*, covers the military history of the Revolutionary War. It is divided into three sections: "Independence and War," "The Tide Turns," and "Victory at Yorktown and the Treaty of Peace." New social studies terms include: leadership, public opinion, ideology, mercenaries, consensus, strategy, alliance, negotiate, guerrilla warfare, and diplomacy.

Chapter 7, *Forming a Government*, examines the process and the means by which the United States set up its formal political system. It is divided into four sections: "Government Under the Articles of Confederation," "Making and Ratifying the Constitution," "The Basic Principles of the Constitution," and "The Nation Elects Its First President." New social studies terms include: ratified, public domain, ordinance, sovereign, executive, anarchy, dictator, amendments, judicial review, federalism, exclusive powers, concurrent powers, veto, confirm, impeach, and precedents.

Chapter 8, *First Steps of the New Nation*, examines how the young republic conducted both its initial domestic affairs and its international affairs. It is divided into four sections: "Washington's First Administration," "The Growth of Political Parties," "The Administrations of Thomas Jefferson," and "The War of 1812." New social studies terms include: nationalism neutrality, administration, excise tax, deport, naturalized, nullification, coalition, tribute, impressment, embargo, and demilitarized.

Specific Teaching Strategies

The timeline on pages 136-137 should be examined and you should have a preliminary discussion about what any colony might do to become a fully independent nation. Have the students make a list of

such nation-making steps. Collect these for rechecking at the end of the unit study.

After reading the timeline explore with your class the meaning of the word "revolution" and its roots and derivatives: revolve, revolt, revolutionary, revolutionists, revolutionize, etc. What does the word "revolution" mean to different people: a revolution in style, a revolution in automobile design, a revolution against a government? The students should note that in all cases the idea of change is present—in most cases, rapid or radical change. Arriving at a distinction between "revolution" and "civil war" would also be useful in comprehending the first reading in the unit's opening inquiry, "The Meaning of the American Revolution." This reading also introduces the student to the term "social revolution," which is explored more thoroughly in the second reading.

"The Meaning of the American Revolution" gives several historians' viewpoints on that event. Students should make a hypothesis to only the second of the two questions on page 138: "Why is the Declaration of Independence still an important historical document?" The question is more difficult than it seems. The summary question at the bottom of page 141 asks students to read the Declaration in the Appendix and decide if the Declaration describes how Americans would *like* to live or how they *really* live. The objective is to have students explore the idea of revolution in general, the particular meaning of the American Revolution, and one of the Revolution's two greatest documents. If time is short read just the first two paragraphs of the Declaration.

Each of the four narrative chapters of Unit II marks a different stage in the birth of a nation. Their titles—*The Road to Revolution*, *Winning the War for Independence*, *Forming a Government*, and *First Steps of the New Nation*—describe the different stages of the nation-making process. The social studies terms are almost entirely drawn from political science. To help your students understand how events shaped the nation, ask at the end of each of the narrative chapters: What steps were taken during the period covered by the chapter which advanced the nation-making process? Why?

"What Are the Limits of Free Speech?", the closing inquiry, raises the yet-unresolved question of how much personal freedom and how much social order is essential to the functioning of a democracy. Introduce this inquiry exercise by asking the students to recall occasions in which their own freedom of speech was restrained. Why are there limits to free speech in the school and in the classroom? This should lead to a discussion of the need for order and freedom.

Suggested Activities

The Bill of Rights as a Living Document. Recent court decisions based on interpretations of the first ten amendments are de-

Unit II

Films for Classroom Use

George Washington,
Encyclopaedia Britannica.
B/w, 19 min.
John Marshall, *Encyclopaedia Britannica*. B/w, 18 min.
O'er the Ramparts We Watched, *McGraw-Hill*.
Color, 10 min.
The American Revolution,
Encyclopaedia Britannica.
B/w, color, 16 min.
The Boston Massacre,
McGraw-Hill. B/w, 27 min.
The Boston Tea Party,
McGraw-Hill. B/w, 27 min.
The Constitution,
McGraw-Hill. Color, 21 min.
The Life of James Madison,
National Educational Television. B/w, 29 min.
The Signing of the Declaration of Independence,
McGraw-Hill. B/w, 27 min.
The War of 1812, *Coronet*.
B/w, color, 14 min.
Thomas Jefferson,
Encyclopaedia Britannica.
B/w, 18 min.

UNIT III THE UNITED STATES EXPANDS TO THE PACIFIC

TIME-USE PLAN

Timeline and	
<i>Interpreting</i>	(2-3)
Chapters 9-11	(12-15)
<i>Issues</i>	(2-4)

Unit III

Books for Reference

A Concise Study Guide to the American Frontier, by Nelson Klose. U. of Nebraska Press.

American Life in the 1840's, edited by Carl Bode. Anchor.

California Gold, by Rodman W. Paul. U. of Nebraska Press.

Great Western Indian Fights, edited by B. W. Allred, et al. U. of Nebraska Press.

scribed in popular magazines and materials designed for classroom use. Students could be assigned to report on the facts of a case, the constitutional issue involved, and the arguments used by the judges when deciding the case. The class could then be asked: How does this case reflect the adaptability of the Constitution to change as circumstances change? How does this case illustrate expanding principles or values in American life?

Amending the Constitution. Students might be asked: Would you like to add a "right" to the Bill of Rights? Is there some other amendment that you would like to add? Would you like to amend or repeal one of the amendments? Have the students study the wording of recent amendments and write a new amendment of their own.

This unit returns specifically to a theme implicit in Unit I: the role that the abundance of natural resources has played in encouraging exploration, immigration, territorial expansion, and technological innovation. Here the theme is explored in the context of national growth.

Contents of Narrative Chapters

Chapter 9, *The Pioneer Spirit*, is primarily concerned with the process of pioneering. It is divided into four sections: "The Lure of the West," "Across the Alleghenies," "Settling the Old Northwest and Southwest," and "Discovering the Far West." New social studies terms include: frontier, title, capital, capitalist, land speculators, and public works.

Chapter 10, *Westward to the Pacific*, describes how the spirit of Manifest Destiny led Americans to acquire through settlement and war their present territory within the contiguous United States. It is divided into three sections: "The Lone Star State," "War with Mexico," and "The Fulfillment of Manifest Destiny." New social studies terms include: Manifest Destiny, autonomy, annexing, lynching, and vigilantes.

Chapter 11, *The Beginnings of Industrial America*, examines the development of pre-Civil War industrialism and some of the social and economic consequences of that development. It is divided into four sections: "An Expanding Transportation System," "The Rise of Industry," "An Age of Reform," and "The Age of Jackson." New social studies terms include: lobbying, monopoly, industrial revolution, mass production, reform, suffrage, unions, strikes, feminists, temperance, utopias, spoils system, bureaucracy, tariff, credit, interest, deposits, speculation, bankrupt, and depression.

Specific Teaching Strategies

After the students have examined the timeline and read the general introduction to the unit on page 251, ask them if they can think of a way to classify the events on the timeline. After discussing their answers ask them how the dates might relate to the growth of the nation.

Now proceed directly to "The Frontier and the Making of America" on page 252. Is each of the three authors primarily interested in the frontier as a place or as a state of mind? How does each see the environment as a prime force influencing the growth of an American culture? In what ways does each author view the influence of the frontier as positive? as negative? Why? The summary questions on page 255 first ask for a comparative analysis of the viewpoints of Baird, Bryce, and Turner. The second question asks if having a frontier is essential to Americans and if there are new frontiers to take the place of the one that disappeared in 1890. The third and final summary question probes a basic issue. Are the words "frontier," "democracy," and "equality" tied inextricably together as parts of American culture? The question is fundamental for there are those who say that, because the frontier has gone and the nation is increasingly urbanized and industrialized, frontier values are no longer relevant. Others are equally determined to maintain the values of frontier America. Ask the students their opinion. Have them examine the attitudes of political figures to see if this argument is involved in local, state, or national political controversies.

The annotations for Chapters 9, 10, and 11 are largely self-explanatory and only a few further suggestions are made here. In many texts pioneering and the expansion westward are often viewed only as romantic adventures. The narrative in this text attempts to take the perspective that pioneering and expansion had their questionable as well as their praiseworthy sides. For example, our current ecological crisis dates from the casual and often destructive use of resources by pioneers. As we will see in examining America's role in the world in Unit VI, Manifest Destiny led not only to the trampling of Indian rights, but also to an uncritical favoring of territorial expansion. Students should examine these issues and determine for themselves whether any of these attitudes might contribute to crisis or to national strength today. Chapter 11 develops numerous and somewhat sophisticated economic concepts. These should be examined with some care to ensure that students clearly see the transformation brought by technological change.

In the final inquiry exercise, "Is American Expansion a Force for Progress?" students are asked to examine two crucial questions. The first deals with defining and measuring progress. The second is an attempt to evaluate if American expansion has been a force for progress and in what ways. Students' definitions of "progress" should

Jacksonian America
1815–1840, by Frank O.
Gatell and John M. McFaul.
Spectrum.
Notions of the Americans
(1820–1860), edited by David
Grimsted. *Braziller*.
The Making of the Nation,
by Francis Russell.
American Heritage.
The Mexican War, by Otis
A. Singletary. *U. of Chicago
Press*.
The Old Oregon Country, by
Oscar O. Winther. *U. of
Nebraska Press*.
The Old West, by the editors
of *American Heritage*.
American Heritage.
The West: Contemporary
Records of America's
Expansion Across the
Continent: 1607–1890, by
Bayard Still. *Capricorn*.

Unit III

Films for Classroom Use

Children of the Colonial
Frontier, *McGraw-Hill*. *B/w*,
color, 20 min.
Lewis and Clark,
Encyclopaedia Britannica.
B/w, 17 min.
The Man Who Took a
Chance: Eli Whitney,
Teaching Film Custodians.
B/w, 20 min.
The Steam Age,
Encyclopaedia Britannica.
B/w, *color*, 17 min.
United States Expansion:
Texas and the Far
Southwest, *Coronet*. *B/w*,
color, 14 min.
United States Expansion:
The Louisiana Purchase,
Coronet. *B/w*, *color*, 14 min.
United States Expansion:
The Oregon Country,
Coronet. *B/w*, 13 min.
What Hath God Wrought:
Samuel Morse, *Teaching
Film Custodians*. *B/w*, 20
min.

be called for and compared. As each selection is read, the students should try to determine how the author defines progress and in what way he thinks progress or the lack of it can be measured. Check the logical consistency of the students' answers. For example, the industrial growth of the nation brought a higher standard of living. But it also brought pollution. When making generalizations discuss whether the students have enough information to feel certain about their conclusions.

Suggested Activity

Planning for Progress. Divide the class into three teams. Each team is a planning commission for your area. Each team should elect a leader and should prepare one major civic change which they think will bring a greater degree of progress to the community. When each team has worked out its plan, it should present it to the other two teams who, in evaluating it, act as the city council. Their job is to ask questions: How will this plan bring progress to the community? Are there any unpleasant side effects that have not been planned for? Can the community afford whatever is planned, and so on? They should then vote to adopt or reject the plan.

UNIT IV A NATION DIVIDED

TIME-USE PLAN

Timeline and <i>Interpreting</i>	(2-3)
Chapters 12-14	(12-15)
<i>Issues</i>	(2-4)

Unit IV touches on a number of major themes, but its prime focus is the struggle to make a highly pluralistic society function fairly for minorities as well as for the majority. The Civil War has long been viewed as the central event in this struggle. However, an examination of the events preceding and following this war is of particular value today when once again American society is rent by deep divisions.

Because the issues that divide white and black Americans are yet to be fully resolved, there is inevitably much controversial material here. The subject matter has been approached candidly in the belief that only an honest appraisal of our past can bring forth the genuine respect for all groups that American pluralism must achieve.

Contents of Narrative Chapters

Chapter 12, *The Coming of the Civil War*, examines the unsuccessful attempt to maintain a compromise between northern, southern, and western states which ultimately led to civil war. It is divided into three sections: "Sectional Patterns," "Slavery Divides the Nation," and "The Rush to War." New social studies terms include: Union, pressure groups, subsidize, states' rights, emancipated, mili-