

MARK NEWMAN



*Mapping*

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# THE AMERICAN PROMISE

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A HISTORY OF THE UNITED STATES FROM 1865

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*Historical Geography Workbook*

VOLUME II

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# MAPPING *THE AMERICAN PROMISE*

*Historical Geography Workbook  
Volume II from 1865*

MARK NEWMAN  
*University of Illinois, Chicago*

Bedford Books  Boston

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*For information, write:* Bedford Books,  
75 Arlington Street, Boston MA 02116 (617-426-7440)

ISBN 0-312-18242-2

Instructors who have adopted *The American Promise: A History of the United States* as a textbook for a course are authorized to duplicate portions of this manual for their students.

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# PREFACE

**T**hough historians disagree on many things, consensus exists on one important issue: We study and teach change over time and space. Not surprisingly, history has not been immune to the forces of change. The discipline is in the midst of a deep-rooted and substantial reform movement that is well known to history teachers. In teaching, the trend is toward a more student-centered model that uses a variety of interactive methods. The idea is to directly involve students in the learning process and thus enable them to acquire the knowledge, understanding, and skills they need to succeed in college and life.

In recent years, publishers have contributed to history education reform by expanding textbook coverage of different peoples and including special sections that allow more in-depth exploration of relevant topics. They have also surrounded the textbooks with an array of ancillaries that extend learning by helping instructors better engage their students in interactive exercises. Those old, familiar resources, maps, have assumed greater importance because they are such versatile tools. They not only supply a spatial context for content, showing who did what, where and when, but help students develop important skills needed to study history effectively. Also, students like maps.

*Mapping The American Promise* offers a novel approach to the use of maps in history instruction. The sixty-four workbook exercises explore maps included in the text on three levels: reading the map, connecting the information in the map to content in the chapter, and exploring the map to extend learning. Some activities show students how to manage large amounts of diverse information by having them organize data into tables, charts, timelines, or chronologies. Some place students in historical situations and ask them to make decisions, while others can be used to engender lively discussion in the classroom. An answer key is available so you or the student can check the work.

My hope is that this map workbook will stimulate student interest in history and increase student knowledge and understanding of the historical process by developing skills in reading and note taking, observation and visual analysis, critical thinking and managing information, and writing. To paraphrase the motto of an old television show, American history and maps have many tales to tell, here are sixty-four of the best.



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# A NOTE TO THE STUDENT

**M**aps and textbooks. For most of your education, maps and textbooks have been familiar resources. Many of your classrooms were adorned with maps that brightened up the decor and also helped locate the nations and peoples you studied. In virtually every subject, textbooks have been your primary source of information. So a natural connection exists between maps and texts. Maps graphically depict who did what, when, and where, thus supplying the necessary context in which to place the textbook content. In other words, maps help organize information so you can make sense of it. The goals of *Mapping The American Promise* are to build upon this integral relationship and to enable you to use maps with your textbook to enhance your knowledge and understanding of history as well as to stimulate your interest in the subject.

The need to organize and make sense of information is part and parcel of a history education. The goal of studying history is not just to know dates and names—far from it; instead, the idea is to have you study a wide range of facts to analyze their meaning and significance. History strives not just for knowledge, but for understanding. We identify the who, what, how, when, and where of history to figure out the why. History helps explain who we are and how we got here, and offers insight into where we are going.

Maps are important aids in this quest for knowledge and understanding—and have been used in education since antiquity. Inscribed on a clay tablet, the oldest world map is from ancient Babylonia. With other clay tablets that served as the textbooks, the map was used in Babylonian schools to teach children who they were and where they lived in the universe.

Today, maps perform a similar function and much more, because the nature of education has changed. In the past, a major difficulty was a relative lack of readily available information. Today, computers and the Internet, the vast publishing industry, and the media have created a different problem. We are daily bombarded with so much information that it's hard to make sense of everything being thrown at us. Mastering the enormous content of a college history survey class often seems overwhelming. I am sure you recognize that studying history in college requires you to perform at a higher level than in high school in terms of reading, thinking, and writing.

There are two keys to mastering the large amounts of information you encounter in a college history class. One is developing your reading, note-taking, critical thinking, and writing skills so that you select pertinent data, analyze it effectively, and then write your conclusion in a clear, succinct manner. The other is placing the data in a context that facilitates understanding. It is one thing to know about something and another to understand it. History stresses gaining knowledge for understanding.

Maps help you learn history by supplying a visual image that takes in the larger picture of the topic under study. Maps graphically depict a vast amount of diverse information in a variety of ways. By supplying a spatial context to the historical process in a single image, they help you see both the big picture and the important details of various trends and events. But as is true for history generally, you must ask the right questions to open the fruitful dialogue with a map that yields knowledge and understanding.

The sixty-four exercises in *Mapping The American Promise*—two per chapter—directly connect to the content of the text. Generally, they have a three-part format. “Reading the Map” asks you to identify pertinent information on the map. “Connecting to the Chapter” links the map content and context to relevant information in the text chapter. “Exploring the Map” extends the dialogue in numerous and often creative ways, perhaps linking map content to primary sources or the historical question of the chapter, referring to content from past chapters, or challenging you to make decisions about historical events by placing you in the situation depicted on the map.

Other exercises offer different activities related to managing information and developing thinking skills. Constructing a timeline or chronology will help you place historical content in the correct time context. Developing charts and tables teaches you how to organize, categorize, and analyze large amounts of diverse information.

Most journeys require a map to get to the destination. So as you open this workbook and begin your trek through history, use the maps wisely to enjoy your travels and to reach your destination a more intelligent and more competent person than when you began. Good luck!

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**MAPPING**  
***THE AMERICAN***  
***PROMISE***

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# RECONSTRUCTION

1863–1877

## *Introduction*

The end of slavery destroyed the foundations of the South's plantation economy. The conditions of the immediate postwar years strongly influenced the rise of a new system based on farm tenancy, and while many things changed, much remained the same for planters and African Americans. See *The American Promise*, page 631.

## *READING THE MAP*

1. Compare and contrast the southern plantation in 1861 and 1881. What remained the same and what changed?

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2. Looking at the changes in the layout and structure of the plantations, determine what the freed African Americans gained.

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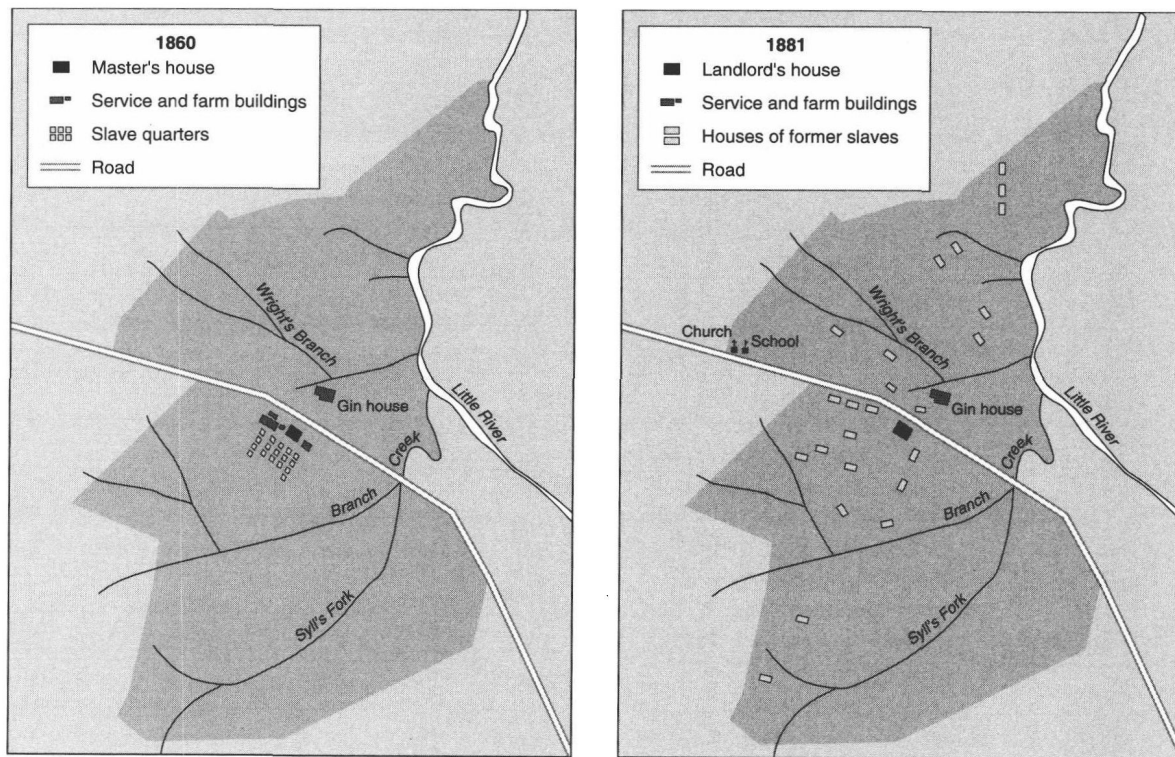
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## *CONNECTING TO THE CHAPTER*

Developing a new system of labor and production required accommodating the needs and desires of both planters and African American farmers. Complete the table to compare and contrast their respective needs and desires. Use the boldface entries as a model. Then answer the questions following the table.

	<i>Planters</i>	<i>African American Farmers</i>
<b>Landownership</b>		
<b>Labor system</b>		
<b>Personal freedom</b>	<b>Maintain tight control over African Americans: have them remain in clustered houses and limit their personal freedom</b>	

**MAP 16.1 A Southern Plantation in 1861 and 1881**



1. In attempting to accommodate the varying needs of planters and labor, what system arose? What prior development influenced its rise?

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2. What does it appear that each side gained in the new agricultural system that emerged?

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**EXPLORING THE MAP**

1. From the perspective first of an African American farmer and then of a planter, write two contracts for labor on a southern cotton plantation during Reconstruction. Include specific provisions regarding working conditions and tasks, housing and living conditions, personal freedom and family rights, and payment. Compare a real sharecropping contract to yours. Which of your contracts—African American or planter—is closer to the real one? What does this tell you about power in the South during Reconstruction?

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# RECONSTRUCTION

## 1863–1877

### Introduction

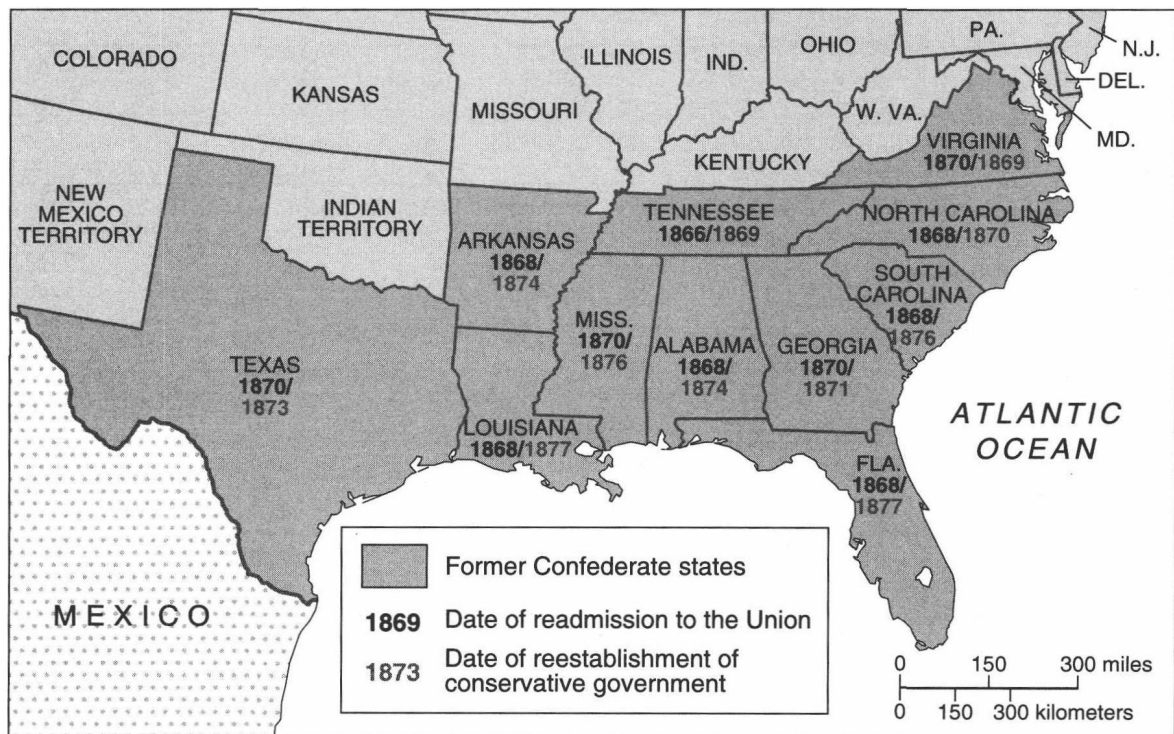
Various groups had differing ideas on how to reconstruct the South. The interplay between these ideas and the programs developed often makes understanding reconstruction difficult. While Map 16.3 contains much information on where reconstruction occurred and when important events happened, this information is just the tip of the iceberg—nine-tenths of the

reconstruction story remains hidden. See *The American Promise*, page 636.

### PUTTING RECONSTRUCTION IN PERSPECTIVE

- Using Map 16.3, list in chronological order the readmission of former states to the Union. Then list in chronological order the reestablishment of conservative governments.

**MAP 16.3** *The Reconstruction of the South*





<b>Five Issues</b>	<ol style="list-style-type: none"> <li>1. <b>The status and treatment of Confederate government officials and military</b></li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
<b>Three Reconstruction Programs</b>	<ol style="list-style-type: none"> <li>1. <b>Lincoln: Swift readmission for national unity. After 10% of the qualified voters in 1860 renounced secession and slavery, state reconstructed.</b></li> <li>2.</li> <li>3.</li> </ol>
<b>Acts and Constitutional Amendments</b>	<ol style="list-style-type: none"> <li>1. <b>December 1863: Proclamation of Amnesty and Reconstruction (Lincoln plan)</b></li> <li>2. <b>July 1864:</b></li> <li>3. <b>March 1865:</b></li> <li>4. <b>Fall 1865:</b></li> <li>5. <b>December 1865:</b></li> <li>6. <b>April 1866:</b></li> <li>7. <b>June 1866:</b></li> <li>8. <b>July 1866:</b></li> <li>9. <b>March 1867:</b></li> <li>10. <b>February 1869:</b></li> </ol>

(Question 1 continues) \_\_\_\_\_  
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2. Complete the above table, using the bold-face entries as models. Then answer the questions after the table to examine the various Reconstruction programs.
3. What issue did none of the plans address? Why?  
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