

Grade 5

Primary Source Activity Book

Teacher Edition

GRADE 5 Core Knowledge History and Geography®



Core Knowledge®



Primary Source Activity Book

Grade 5



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About Teaching with Primary Sources

WHAT IS A PRIMARY SOURCE?

According to the Library of Congress, primary sources are the raw materials of history—original documents and objects that were created at the time under study. They are items from the time period of study that tell us about that time period. Primary sources may include letters, diaries, photographs, works of art, artifacts, interviews, and sound or video recordings. Furniture, toys, clothing, tools, and other elements of daily life also count as primary sources. For example, Viking runestones, maps of North America drawn by European explorers, and letters written by President Thomas Jefferson about the Louisiana Purchase are all examples of primary sources.

Primary sources are different from secondary sources in that secondary sources are removed from the events of the past. Secondary sources often analyze, retell, or interpret historic events. Secondary sources are created by individuals who did not directly witness or experience the events they are discussing. These individuals rely on primary sources, such as historical documents, firsthand accounts, artifacts, or scientific data, to inform their analysis. Secondary sources can include textbooks, journal and newspaper articles, books about historical topics, encyclopedias, and biographies.

WHY TEACH WITH PRIMARY SOURCES?

Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Primary sources are the most direct evidence of a time period or event because they were created by people who lived during it. They have not been modified by subsequent interpretations (although they themselves may be interpretations).

Teaching with primary sources creates space for students to build connections with history and the people who lived through it. A primary source reflects the individual viewpoint of a participant or observer of past events. The student then takes on the task of contextualizing the document or materials and making connections to other sources of information. In making these connections, they are learning to think laterally, a key skill in developing informational literacy.

Primary sources also help students develop historical empathy. They help students understand that we are all historical actors. We all play a role in how history is shared, created, and documented.

ANALYZING PRIMARY SOURCES

A deeper understanding of a primary source and the historical event or time period from which it originates can be reached through a systematic examination of the source. This examination involves

five steps: accessing prior knowledge, describing the source, putting the source in context, interpreting the source, and drawing a conclusion from or about the source.

Accessing Prior Knowledge

The first step in analyzing a primary source is acknowledging prior knowledge of the time period, place, person, and/or event. This information can be accessed by asking questions such as the following:

- Who was [the person]?
- What happened in [the event]?
- What was life like in this time period?

Describing the Source

Describing the source provides a foundation for further interpretation and analysis. It means answering questions such as the following:

- What type of primary source is this?
- What are the defining features of the source?
- What did you notice first about the source?
- What else did you notice about the source?

Putting the Source in Context

Putting a source in context means connecting the source to the historical, social, and cultural environment in which it was created. This can be done by asking questions such as the following:

- Who created this source?
- When was the source created?
- Where was the source created?
- What was happening in that place at that time?

Note: In this activity book, this information is provided to students in the Background information for each source.

Interpreting the Source

Interpreting the source requires close examination of the source. For a document, that means examining what is said, what is suggested, and what is not addressed at all. It's as much about reading between the lines as it is about reading the text.

Interpretation of a document can be guided by questions such as the following:

- Why was this source created?
- For whom was it created or intended?

- What are the main points expressed by the source?
- What is the message of the source?
- Does the source reflect a bias? How do you know?
- Consider the point of view of the source. Whose point of view is expressed or included? Does it reflect any limitations? Does it omit any viewpoints?

For an artifact, interpretation means thinking about the knowledge, skills, and resources needed to create the object, using questions such as the following:

- Why was this source created? What was its purpose?
- For whom was it created or intended?
- What knowledge was needed to create it?
- What resources or materials were needed to create it?
- Could it have been made by one person, or did it need to be made by group?

Drawing a Conclusion

Drawing a conclusion means using the information gathered to make a statement about the primary source's meaning or significance. This process can be guided by questions such as the following:

- What does this source reveal about its author or creator?
- What does this source reveal about the time and place it was created?
- Why is this source important?
- What do you still want to know?

How to Use This Book

This book is a compilation of primary sources aligned to the Core Knowledge History and Geography™ units for Grade 5. Each source correlates with a specific unit and chapter. You may choose to use these activities during the reading of a chapter, after completion of a chapter, or at the conclusion of a unit.

For each source, students are presented with background information to help them set the context. They are then given a series of prompts and questions that guide them through analysis of the source, including connecting the source with content in the Student Reader, building vocabulary, understanding the source, interpreting the source, and drawing a conclusion from or about the source.

This Teacher Edition includes duplicates of the student activities with possible responses to each question. It also includes two generic worksheets—one for primary source documents and one for artifacts—that can be used with any source from this workbook, in the Student Reader, in Additional Activities and Online Resources, or from your own research.

As for this activity workbook, you may choose from any number of implementation options:

- Display a source, and have students work together as a class to complete the activity.
- Have students work independently, either on their own, with a partner, or in a small group.
- Have students complete the source activities one at a time when they finish each of the corresponding chapters.
- Have students complete each unit's activities at the conclusion of the unit.
- Have students complete the unit activities in a jigsaw activity.
- Have students complete the unit activities by rotating through stations.

No matter which implementation option(s) you choose, the activities in this book will help students work and think like historians, which in turn will help them develop and strengthen their informational literacy skills.

Note: The last question for each source asks students to explain how the source confirms or changes their understanding of the topic. *Confirm* means that the source repeated what students already knew about the topic. *Change* can mean that students learned they were wrong or they misunderstood the topic, but it can also mean that the source added to their knowledge of the topic or expanded or deepened their understanding.

Name _____ Date _____

Primary Source Analysis

**Describe the source. If it is an image, tell what you see.
If it is a text, summarize what it says.**

**Tell what you already know about this time period,
person, place, or event.**

SOURCE:

**Explain the source. Identify its
purpose, message, and audience.**

**Explain how the source confirms
or changes your understanding
of the time period, person,
place, or event.**

Name _____

Date _____

Artifact Study

Describe the artifact.

1. What type of object is it? _____
2. Where is it from? _____
3. When was it made? _____
4. What color is it? _____
5. What shape is it? _____
6. What size is it? _____
7. What is it made of? _____

Think about the artifact.

8. What knowledge or experience was needed to create it?

9. Why was it made? What is its purpose?

10. Could it have been made by one person, or did it need to be made by a group?

11. How has the artifact changed over time?

Name _____

Date _____

Artifact Study (*continued*)

Think about context.

12. What do you know about the time and place the artifact was created?

Draw a conclusion about the artifact.

Maya Pottery Figure

Use with *Maya, Aztec, and Inca Civilizations*, Chapter 2

Background: This Mayan figure was found in Petén, Guatemala. The figure is holding a cup of cacao pods and is wearing cacao beans. Cacao beans are found in cacao pods and are used to make chocolate.



Name _____

Date _____

Maya Pottery Figure

Who are the Maya?

The Maya are a Native people of Mesoamerica. They built cities on Mexico's Yucatán Peninsula and in the present-day countries of Guatemala, Honduras, and Belize.

What is cacao?

Cacao is the plant that chocolate comes from.

Describe the figure.

The figure looks like a person emerging from a pile of rocks or beans. The person is wearing a necklace and is covered in cacao beans. It also looks like they're wearing an earring in one ear. They are holding a cup that has cacao pods in it.

What knowledge and tools were needed to create this figure?

To create this figure, someone needed to know how to shape human figures. They needed to know what cacao beans and pods look like. They needed to know how to shape and carve clay, and they needed sharp tools to mark the clay. They also needed a way to dry the clay.

Could this figure have been made by one person, or did it need to be made by a group?

It could have been made by one person.

Name _____

Date _____

Maya Pottery Figure (*continued*)

What does this figure show about the Maya?

The figure shows what the Maya probably looked like. It shows that they had and used cacao beans and pods, and it suggests that cacao was important to them.

How does this figure confirm or change your understanding of the Maya?

Answers will vary. Students may say that the figure changes their understanding of the Maya because it shows that cacao or chocolate was important to the Maya. They may also say that it confirms their understanding of the Maya as skilled builders and creators.

A Spanish Description of Tenochtitlán

Use with *Maya, Aztec, and Inca Civilizations*, Chapter 4

Background: Founded in 1325 CE, Tenochtitlán was the capital city of the Aztec empire. It was one of the largest cities of its time. In 1520 CE, after arriving in and conquering what is now Mexico, Spanish explorer Hernán Cortés wrote a letter to the king of Spain, Charles V, in which he described Tenochtitlán.

This great city of Tenochtitlán is situated in a lake, and from the main land to the denser parts of it, by whichever route one chooses to enter, the distance is two leagues [seven miles]. There are four avenues or entrances to the city, all of which are formed by artificial causeways, two spears' length in width. The city is as large as Seville or Cordova [cities in Spain]; its streets, I speak of the principal ones, are very wide and straight; some of these, and all the inferior ones, are half land and half water, and are navigated by canoes. All the streets at intervals have openings, through which the water flows, crossing from one street to another; and at these openings, some of which are very wide, there are also very wide bridges. . . . This city has many public squares, in which are situated the markets and other places for buying and selling. There is one square . . . where are daily assembled more than sixty thousand souls, engaged in buying and selling; and where are found all kinds of merchandise that the world affords. . . .

This great city contains a large number of temples, or houses, for their idols, very handsome edifices, which are situated in the different districts and the suburbs; in the principal ones religious persons of each particular sect are constantly residing, for whose use, besides the houses containing the idols, there are other convenient habitations. . . . Among these temples there is one which far surpasses all the rest, whose grandeur of architectural details no human tongue is able to describe. . . .

Along one of these causeways that lead into the city are laid two pipes, constructed of masonry, each of which is two paces in width, and about five feet in height. An abundant supply of excellent water, forming a volume equal in bulk to the human body, is conveyed by one of these pipes, and distributed about the city, where it is used by the inhabitants for drink and other purposes. The other pipe, in the meantime, is kept empty until the former requires to be cleansed, when the water is let into it and continues to be used till the cleaning is finished. . . .

Source: Adapted from MacNutt, Francis Augustus, ed. and trans. *Fernando Cortes: His Five Letters of Relation to the Emperor Charles V*. Cleveland: A.H. Clark, 1908, pp. 256–262.

Name _____

Date _____

A Spanish Description of Tenochtitlán

What was Tenochtitlán?

Tenochtitlán was the capital city of the Aztec empire and one of the largest cities of its time.

Define the following terms from the excerpt:

• causeways _____ roads or raised paths across water

• edifices _____ buildings

• sect _____ a branch of a religion

• habitations _____ dwellings; places where people live

• grandeur _____ magnificence; greatness

Use the details in the excerpt to draw a map or sketch of Tenochtitlán.

Student drawings should reflect details in the excerpt, such as the city being in a lake with four causeways connecting it to the mainland; the city having wide streets, canals, and bridges; the city having public squares and many temples; and the city having two large pipes that provide water.

Name _____

Date _____

A Spanish Description of Tenochtitlán (*continued*)

What details in the excerpt reveal the Aztecs' architectural, or building, skill?

The Aztecs' building skill is revealed in details such as the causeways, the wide streets, the bridges, the canals, and the pipes that bring water into the city. The description of the Great Temple as having "grandeur of architectural details no human tongue is able to describe" also reveals the Aztecs' skill.

How did Cortés feel about Tenochtitlán? How do you know?

Cortés admired Tenochtitlán. I know because of the way he described the Great Temple ("grandeur of architectural details no human tongue is able to describe") and the "abundant supply of excellent water." He also appears to compare the Aztec city to cities in Spain in a favorable way.

How does this source confirm or change your understanding of the Aztec and Tenochtitlán?

Answers will vary. Students may say that the source confirms their understanding of Tenochtitlán as it was described in their history books, including its location in the middle of the lake with causeways and canals, marketplaces, and the Great Temple. They may also say that the source changes their understanding by giving them more details of what Tenochtitlán looked like.

A Spanish Description of Cuzco

Use with *Maya, Aztec, and Inca Civilizations*, Chapter 6

Background: In 1533 CE, Spanish explorer Francisco Pizarro arrived in Cuzco, the capital city of the Inca Empire. The following description of Cuzco was written by a member of Pizarro's expedition.

The city of Cuzco is the principal one of all those where the lords of this land have their residence [homes]; it is so large and so beautiful that it would be worthy of admiration even in Spain; and it is full of the palaces of the lords, because no poor people live there. . . .

The streets are laid out at right angles; they are very straight, and are paved, and down the middle runs a gutter for water lined with stone. The chief defect [flaw] which the streets have is that of being narrow, so that only one horse and rider can go on one side of the gutter and another upon the opposite side.

This city is located upon the slope of a mountain, and there are many houses upon the slope and others below on the plain. The plaza is rectangular, and the greater part of it is flat and paved with small stones. Around the plaza are four houses of noblemen, who are the chief men of the city . . . and there are other very sightly buildings with flat roofs. There are, in the said city, many other buildings and grandeurs.

Along the two sides of the city pass two rivers, which rise a league [3.5 miles] above Cuzco, and from there down to the city and for two leagues [seven miles] below it they run over stones so that the water may be pure and clear, and so that, though the rivers may rise, they may not overflow.

Source: Adapted from Sancho, Pedro. *An Account of the Conquest of Peru*. Translated by Philip Ainsworth Means. New York: Cortes Society, 1917, pp. 153–154.

Name _____

Date _____

A Spanish Description of Cuzco

What was Cuzco?

Cuzco was the capital city of the Inca Empire.

Use the details in the excerpt to draw a sketch or map of Cuzco.

Student drawings should reflect details in the excerpt, such as the city being on a mountain and having a river on either side; straight streets laid out at right angles; houses in and around the city; and a rectangular plaza in the city with a house in each side.

Which details in the excerpt illustrate the Inca's engineering skills?

Details such as paved streets with gutters and stones that keep the river water clean and preventing overflow illustrate the Inca's engineering skills.

Name _____

Date _____

A Spanish Description of Cuzco (*continued*)

What was the author's opinion of Cuzco? How do you know?

The author admired Cuzco. I know because he says, "it is so large and beautiful that it would be worthy of admiration even in Spain" and he describes the city has having "many other buildings and grandeurs."

Did the author fully understand what he saw in Cuzco? How do you know?

No, the author did not fully understand what he saw in Cuzco. He says the city has no poor people, but that just means he did not see them, not that they didn't exist. He also says the city's only flaw is that the streets are so narrow that they can only fit one horse and rider each way. But the Inca didn't have horses, so they didn't need their streets to be any wider than they were.

How does this source confirm or change your understanding of the Inca?

Answers will vary. Students may say that the source confirms their understanding of the Inca as skilled builders and engineers or that it changes their understanding by helping them "see" the Inca's capital city.

The Diary of Christopher Columbus

Use with *The Age of Exploration*, Chapter 4

Background: Christopher Columbus was an Italian explorer who sailed for the king and queen of Spain. In 1492 CE, he left Spain with three ships to sail across the Atlantic Ocean to what he believed would be the Indies in Asia. Instead, he found himself in the Caribbean, where he encountered a Native people called the Taino. In this entry in his diary, Columbus describes his first encounter with them.

I knew that they were a people who could be more easily freed and converted to our holy faith by love than by force, gave to some of them red caps, and glass beads to put round their necks, and many other things of little value, which gave them great pleasure, and made them so much our friends that it was a marvel to see. They afterwards came to the ship's boats where we were, swimming and bringing us parrots, cotton threads in skeins, darts, and many other things; and we exchanged them for other things that we gave them, such as glass beads and small bells. In fine, they took all, and gave what they had with good will. It appeared to me to be a race of people very poor in everything. . . .

Their hair is short and coarse, almost like hairs of a horse's tail. They wear their hair brought down to the eyebrows, except a few locks behind, which they wear long and never cut. They paint themselves black, and they are the color of the Canarians [people from Spain's Canary Islands], neither black nor white. Some paint themselves white, others red, and others of what color they find. Some paint their faces, others only on the nose. They neither carry nor know anything of arms [weapons], for I showed them swords, and they took them by the blade and cut themselves through ignorance. They have no iron, their darts being wands without iron, some of them having a fish's tooth at the end, and others being pointed in various ways. They are all of fair stature and size, with good faces, and well made. . . .

They should be good servants and intelligent, for I observed that they quickly took in what was said to them, and I believe that they would easily be made Christians, as it appeared to me that they had no religion.

Source: Adapted from Markham, Clements R., ed. and trans. *The Journal of Christopher Columbus (During His First Voyage, 1492–93), and Documents Relating to the Voyages of John Cabot and Gaspar Corte Real*. New York: Burt Franklin, 1893, pp. 37–38.

Name _____

Date _____

The Diary of Christopher Columbus

Who was Christopher Columbus?

Christopher Columbus was an Italian explorer. He sailed on behalf of Spain, seeking a route to the Indies by sailing west across the Atlantic Ocean. He ended up in the Americas instead of the Indies.

Summarize Columbus's encounter with the Taino in your own words.

Columbus gave the Taino trinkets to win their friendship. In exchange, the Taino gave him parrots, thread, darts, and other objects. Columbus showed them swords, and the Taino cut themselves on the swords because they did not seem to understand how to hold the sword. Columbus described the Taino's appearance and his impressions of them as friendly, intelligent, and "good servants." According to him, they have no religion.

What did Columbus think of the Taino? How do you know?

Columbus thought the Taino were friendly and innocent. I know because he says they found pleasure in the "things of little value" that he gave them and "gave what they had with good will." He also says the Taino didn't know anything about weapons.

Name _____

Date _____

The Diary of Christopher Columbus (*continued*)

How did Columbus want to change the Taino?

He wanted to convert them to Christianity.

How did Columbus think the Spanish could make use of the Taino?

He thought the Spanish could use the Taino as servants.

Would the Taino describe this encounter the same way? How might their accounts differ from Columbus's?

Answers will vary, but students should recognize that the Taino would likely see the encounter differently than Columbus.

How does this source confirm or change your understanding of Christopher Columbus and his 1492 voyage?

Answers will vary. Students may say that the source confirms their understanding of the Taino as peaceful people who made their living as fishers or that it changes their understanding because it gives more details about the interactions between Columbus and the Taino.

A Brief Account of the Devastation of the Indies

Use with *The Age of Exploration*, Chapter 5

Background: In 1502 CE, Spanish priest Bartolomé de las Casas settled on the Caribbean island of Hispaniola. His experiences there turned him against the Spanish encomienda system, especially the practice of enslavement. He argued his case to the king of Spain in a book called *A Brief Account of the Devastation of the Indies*. This is an excerpt from that book.

This Island of Hispaniola once so populous (having a population that I estimated to be more than three million), has now a population of barely two hundred persons. . . .

After the wars and the killing [of the Spanish conquest] had ended, when usually there survived only some boys, some women, and children, these survivors were distributed among the Christians to be slaves. The repartimiento or distribution was made according to the rank and importance of the Christian to whom the Indians were allocated, one of them being given thirty, another forty, still another, one or two hundred, and besides the rank of the Christian there was also to be considered in what favor he stood with the tyrant they called the Governor. The pretext was that these allocated Indians were to be instructed in the articles of the Christian Faith. As if those Christians who were as a rule foolish and cruel and greedy and vicious could be caretakers of souls! And the care they took was to send the men to the mines to dig for gold, which is intolerable labor, and to send the women into the fields of the big ranches to hoe and till the land, work suitable for strong men. Nor to either the men or the women did they give any food except herbs and legumes [beans], things of little substance. . . . And thus was depopulated that island which had been densely populated.

Source: Adapted from Casas, Bartolomé de las. *A Brief Account of the Destruction of the Indies*. London: R. Hewson, 1689.

Name _____

Date _____

A Brief Account of the Devastation of the Indies

Who was Bartolomé de las Casas?

Bartolomé de las Casas was a Spanish priest who lived on the Caribbean island of Hispaniola. He wrote a book protesting the encomienda system and enslavement of Indigenous people.

Define the following terms from the excerpt:

- allocated distributed; assigned
- pretext a false purpose or reason
- intolerable unbearable
- depopulated emptied of people

According to de las Casas, what happened to the size of Hispaniola's Native population after the Spanish arrived?

The size of the Native population decreased, almost to the point of extinction. It went from three million people to two hundred people.

What did the Spanish do to the Native people of Hispaniola after the conquest?

After the conquest, the Spanish divided and enslaved the Native people. The Spanish were supposed to teach the Natives about Christianity, but instead they forced them to do hard labor—the men in the mines and the women in the fields. The Spanish also starved the Natives by not giving them enough food.

Name _____

Date _____

A Brief Account of the Devastation of the Indies (*continued*)

According to de las Casas, what caused the depopulation of Hispaniola?

According to de las Casas, the depopulation of Hispaniola occurred because the Spanish forced the
Natives to do intolerable hard labor and did not provide enough food for the Natives.

How did de las Casas feel about the Spanish in Hispaniola? How do you know?

De las Casas hated the Spanish. I know because he called the Spanish governor of Hispaniola a tyrant
and described the Spanish slaveholders as "foolish and cruel and greedy and vicious."

How does this source confirm or change your understanding of Bartolomé de las Casas or the
encomienda system?

Answers will vary. Students may say that the source confirms their understanding of de las Casas as
a crusader who fought against the encomienda system and the enslavement of Native peoples or
their understanding of the nature of the encomienda system. They may also say that it changes their
understanding by giving details of how the Spanish treated the Indigenous people of Hispaniola.

From Samuel de Champlain's Journal

Use with *The Age of Exploration*, Chapter 8

Background: French explorer Samuel de Champlain was a key figure in the exploration of North America and settlement of New France. This is Champlain's account of his journey down the River of the Iroquois to the great lake that would eventually bear his name. (Lake Champlain is located on the border of the present-day states of New York and Vermont.) At the time, the Native Americans of the region were at war with each other. In this excerpt, *Iroquois* refers to the Mohawk. Champlain also refers to Indigenous people as "savages." This attitude was common in his time period and reflects his European bias. It shows a lack of understanding of or respect for cultural differences.

July 1609

We set out the next day, continuing our course in the river as far as the entrance of the lake. There are many pretty islands here, low, and containing very fine woods and meadows, with abundance of fowl and such animals of the chase as stags, fallow-deer, fawns, roe-bucks, bears, and others, which go from the main land to these islands. We captured a large number of these animals. . . .

The next day we entered the lake, which is of great extent, say eighty or a hundred leagues [270 to 340 miles] long, where I saw four fine islands, ten, twelve, and fifteen leagues [34, 41, and 52 miles] long, which were formerly inhabited by the savages, like the River of the Iroquois; but they have been abandoned since the wars [began]. There are also many rivers falling into the lake, bordered by many fine trees of the same kinds as those we have in France, with many vines finer than any I have seen in any other place; also many chestnut-trees on the border of this lake, which I had not seen before. There is also a great abundance of fish, of many varieties. . . .

Continuing our course over this lake on the western side, I noticed, while observing the country, some very high mountains on the eastern side, on top of which there was snow. I made inquiry of the [Natives] whether these localities were inhabited, when they told me that the Iroquois dwelt there, and that there were beautiful valleys in these places, with plains productive in grain, such as I had eaten in this country, together with many kinds of fruit without limit. They said also that the lake extended near mountains, some twenty-five leagues [86 miles] distant from us, as I judge. I saw, on the south, other mountains, no less high than the first, but without any snow. [They] told me that these mountains were thickly settled, and that it was there we were to find their enemies; but that it was necessary to pass a fall in order to go there (which I afterwards saw), when we should enter another lake, nine or ten leagues [31 or 34 miles] long. . . .

Source: Adapted from Champlain, Samuel de. *Voyages of Samuel de Champlain, 1604–1618*. New York: C. Scribner's Sons, 1907, pp. 160–162.

Name _____

Date _____

From Samuel de Champlain’s Journal

Who was Samuel de Champlain?

Samuel de Champlain was a French explorer who explored the coast of Maine and Nova Scotia and the St. Lawrence River. He founded Quebec City and helped develop the colony of New France.

What geographical features did Champlain describe in this journal entry?

Champlain described the river, the lake, many islands, mountains, valleys, and plains.

What natural resources did Champlain describe?

He described woods and meadows; animals such as fowl, deer, and bears; chestnut trees; fish; and grains.

Using what you know about the exploration of North America, why might Champlain have described the land and its resources in such detail?

Champlain might have described the land and resources in such detail to provide others with information about this part of North America, maybe to attract more settlers to this region.

Name _____

Date _____

From Samuel de Champlain's Journal (*continued*)

Using what you know about the exploration of North America, why did Champlain ask if this region was inhabited?

Champlain might have asked because the French were interested in trade or because he wanted to

know about any potential conflict.

How does this source confirm or change your understanding of Samuel de Champlain or the exploration of North America?

Answers will vary. Students may say that it confirms their understanding of de Champlain as an explorer

or that it changes their understanding by showing that Champlain explored more than just Maine, Nova

Scotia, and the St. Lawrence River and that Champlain befriended some Indigenous peoples.

King Nzinga Mbemba's Letter to the King of Portugal

Use with *The Age of Exploration*, Chapter 10

Background: Nzinga Mbemba (also known as King Afonso I) was a powerful ruler of the Kingdom of Kongo, a large and prosperous African empire that existed in the late 1400s and early 1500s CE. He had close ties with Portugal, and when he discovered that Portuguese merchants were buying and selling enslaved Africans illegally, he stepped in to control the slave trade in Kongo instead.

We cannot reckon how great the damage is, since the mentioned merchants are taking every day our natives, sons of the land and the sons of our noblemen and vassals and our relatives, because the thieves and men of bad conscience grab them wishing to have the things and wares of this Kingdom which they are ambitious of, they grab them and get them to be sold; and so great, Sir, is the corruption and licentiousness that our country is being completely depopulated, and Your Highness should not agree with this nor accept it as in your service. . . .

Many of our people, keenly desirous as they are of the wares and things of your Kingdoms, which are brought here by your people, and in order to satisfy their voracious appetite, seize many of our people, freed and exempt men, and very often it happens that they kidnap even noblemen and the sons of noblemen, and our relatives, and take them to be sold to the white men who are in our Kingdoms; and for this purpose they have concealed [hidden] them; and others are brought during the night so that they might not be recognized.

Source: Nzinga Mbemba. Excerpt of letter to King João III, 1526. World History Commons. Accessed December 15, 2022. <https://worldhistorycommons.org/excerpt-letter-nzinga-mbemba-portuguese-king-joao-iii>.

Name _____

Date _____

King Nzinga Mbemba's Letter to the King of Portugal

What was the Atlantic slave trade?

The Atlantic slave trade was the kidnapping and purchase of Africans by Europeans for the purpose of enslaving them in Europe and the Americas.

Define the following terms from the excerpt:

- wares _____ items to sell
- corruption _____ dishonesty; immoral behavior
- licentiousness _____ a lack of moral restraint
- keenly _____ very much
- voracious _____ extremely hungry
- exempt _____ not having to follow a rule

According to the source, what were the merchants taking?

The merchants were taking the natives of Kongo, or people from the Kingdom of Kongo. Even sons of noblemen and vassals were not safe from the "thieves and men of bad conscience."

Why were people of the Kingdom of Kongo itself kidnapping their own people?

The kidnappers had a huge desire to obtain Portuguese goods, or "the wares and things of your Kingdoms."

Name _____

Date _____

King Nzinga Mbemba's Letter to the King of Portugal (*continued*)

According to the king, how was the slave trade affecting his kingdom?

According to the king, the slave trade was depopulating the kingdom, or emptying it of its people.

What did King Nzinga Mbemba want the king of Portugal to do? How do you know?

King Nzinga Mbemba wanted the king of Portugal to stop the buying and trading for kidnapped

Africans. I know because the king said that "Your Highness should not agree with this (corruption and licentiousness) nor accept it as in your service."

How does this source confirm or change your understanding of the Atlantic slave trade?

Answers will vary. Students may say that it confirms their understanding that Africans were captured by European slavers or other Africans or that it changes their understanding by describing the effects of the slave trade on Africa.

Lorenzo de Medici's Letter to His Son

Use with *The Renaissance*, Chapter 3

Background: Born in Florence in 1449 CE, Lorenzo de Medici assumed leadership of the Medici family and the city of Florence at age twenty-one. He remained leader until his death in 1492 CE. In this letter, Lorenzo offers advice to his son Giovanni, who had been appointed to be a cardinal in Rome at age fourteen. Giovanni later became pope.

You are not only the youngest cardinal in the college, but the youngest person that ever was raised to that rank; and you ought, therefore, to be the most vigilant and unassuming, not giving others occasion to wait for you. . . . You will soon get a sufficient insight into the manners of your brethren. With those of less respectable character, converse not with too much intimacy; not merely on account of the circumstance itself, but for the sake of public opinion. Converse on general topics with all. . . . Invite others to your house oftener than you receive invitations. Practice neither too frequently. Let your own food be plain, and take sufficient exercise, for those who wear your habit are soon liable, without great caution, to contract infirmities.

The station of a cardinal is not less secure than elevated; on which account those who arrive at it too frequently become negligent; conceiving their object is attained and that they can preserve it with little trouble. This idea is often injurious to the life and character of those who entertain it. Be attentive, therefore, to your conduct, and confide in others too little rather than too much.

There is one rule which I would recommend to your attention in preference for all others. Rise early in the morning. This will not only contribute to your health, but will enable you to arrange and expedite the business of the day. . . . Another very necessary precaution, particularly on your entrance into public life, is to deliberate every evening on what you have to perform the following day, that you may not be unprepared for whatever may happen.

Source: Adapted from Whitcomb, Merrick. *Source-Book of the Italian Renaissance*. Rev. ed. Philadelphia: University of Pennsylvania Department of History, 1903, pp. 85–86.

Name _____

Date _____

Lorenzo de Medici's Letter to His Son

Who was Lorenzo de Medici?

Lorenzo de Medici was the son of Cosimo de Medici. The Medicis were a powerful family in Renaissance Italy. When Lorenzo became head the family and the city, he worked to make Florence a capital of art and learning.

What was significant about Giovanni's appointment as cardinal?

He was the youngest person ever appointed cardinal.

What specific pieces of advice did Lorenzo give his son in this excerpt? State them in your own words.

- Don't make others wait for you.
- Don't hang out with people who are not respectable.
- Be a host more often than you are a guest.
- Eat plain food, and get plenty of exercise.
- Be careful how you act.
- Confide as little as possible in other people.
- Get up early in the morning. Don't sleep in.
- Spend time each night preparing for the next day.

Name _____

Date _____

Lorenzo de Medici's Letter to His Son (*continued*)

Using this source and your knowledge of the Medici family, why did Lorenzo give his son all of this advice? What was his goal? How do you know?

The Medicis were one of the most powerful families in Renaissance Italy. Lorenzo wanted to make sure his son did not reflect badly on the family. That is why Lorenzo tells Giovanni not to be seen with people of less respectable character "for the sake of public opinion." The Medicis were also ambitious, so Lorenzo probably wanted Giovanni to succeed and achieve higher rank, which he eventually did when he became pope.

How does this source confirm or change your understanding of the Medici family?

Answers will vary. Students may say that it confirms their understanding that the Medicis were a powerful family with ties to the Catholic Church or that it changes their understanding by showing how they were expected to live in order to keep and grow their influence. Students may also note that this source shows that Giovanni (Pope Leo X) was Lorenzo's son, a detail that is not clear in their history books.

Giorgio Vasari on Leonardo da Vinci

Use with *The Renaissance*, Chapter 6

Background: Giorgio Vasari was an Italian painter and architect supported by the Medici family. He designed Florence's Uffizi for the Medicis to use as a business office. Today it is a famous art museum. Despite his success as an artist and architect, he is best known for his biographies of his Renaissance colleagues. This excerpt comes from Vasari's profile of artist, scientist, and inventor Leonardo da Vinci.

Leonardo was in all things so highly favored by nature, that to whatever he turned his thoughts, mind, and spirit, he gave proof in all of such admirable power and perfection, that whatever he did bore an impression of harmony, truthfulness, goodness, sweetness, and grace, wherein no other man could ever equal him.

Leonardo, with his profound intelligence of art, commenced various undertakings, many of which he never completed, because it appeared to him that the hand could never give its due perfection to the object or purpose which he had in his thoughts, or beheld in his imagination; seeing that in this mind he frequently formed the idea of some difficult enterprise [project], so subtle and so wonderful that, by means of hands, however excellent or able, the full reality could never be worthily executed and entirely realized. His conceptions [ideas] were varied to infinity; philosophizing over natural objects: among others, he set himself to investigate the properties of plants, to make observations on the heavenly bodies, to follow the movements of the planets, the variations of the moon, and the course of the sun.

Source: Adapted from Vasari, Giorgio. *Lives of the Most Eminent Painters, Sculptors, and Architects*. Translated by Mrs. Jonathan Foster. Vol. 2. London: Henry G. Bohn, 1851, pp. 370–371.

Name _____

Date _____

Giorgio Vasari on Leonardo da Vinci

Who was Leonardo da Vinci?

Leonardo da Vinci was a Renaissance “jack-of-all-trades.” He was a painter, a sculptor, a designer, a scientist, and an inventor. His most famous works include *The Last Supper* and *Mona Lisa*. Because of his interest and involvement in so many different fields, he is considered a true Renaissance man.

Which of Leonardo’s areas of interest are described in this excerpt?

This excerpt describes Leonardo’s interest in art and science.

Based on this excerpt, what kind of person was Leonardo? How do you know?

Leonardo was curious and a perfectionist. I know he was curious because the excerpt says he “commenced various undertakings” and “his conceptions were varied to infinity.” I know he was a perfectionist because the excerpt says Leonardo would often give up on a project when he could not make it match his imagination or make it “worthily executed and entirely realized.”

What does Vasari think about Leonardo? How do you know?

Vasari greatly admired Leonardo. I know because he does nothing but praise Leonardo. He says that “Leonardo was in all things so highly favored by nature . . . that whatever he did bore an impression of harmony, truthfulness, goodness, sweetness and grace, wherein no other man could ever equal him.”

Name _____

Date _____

Giorgio Vasari on Leonardo da Vinci (*continued*)

Based on this excerpt, is Vasari's biography an objective account of Leonardo's life? How do you know?

Based on this excerpt, Vasari's biography is not an objective account of Leonardo's life. I know because
of the way Vasari does nothing but praise Leonardo.

What could a historian or student of history learn from this source?

Answers will vary. A historian could learn what people of Leonardo's time knew and respected
about him.

How does this source confirm or change your understanding of Leonardo da Vinci?

Answers will vary. Students may say that the source confirms their understanding of Leonardo as a
"jack-of-all-trades" or that the source changes their understanding by showing that Leonardo was well
admired during his own lifetime and had high standards for himself.

Giorgio Vasari on Michelangelo

Use with *The Renaissance*, Chapter 7

Background: Giorgio Vasari was an Italian painter and architect supported by the Medici family. He designed Florence's Uffizi for the Medicis to use as a business office. Today it is a famous art museum. Despite his success as an artist and architect, Vasari is best known for his biographies of his Renaissance colleagues. This excerpt comes from Vasari's profile of his friend and fellow artist Michelangelo Buonarroti, for whom Vasari once worked.

Michelangelo found his chief pleasure in the labors of art; all that he attempted, however difficult, proving successful, because nature had imparted to him the most admirable genius, and his application to those excellent studies of design was unremitting [never ending]. . . . These labors enabled him to complete his works, whether of his pencil or chisel, with inimitable [unique] perfection, and to give them a grace, a beauty, and an animation, wherein he has surpassed even the antique. In his works, he has overcome the difficulties of art, with so much facility [natural ability], that no trace of labor appears in them. . . .

His powers of imagination were such that he was frequently compelled to abandon his purpose, because not express by hand those grand and sublime [extremely beautiful] ideas which he had conceived in his mind. He has spoiled and destroyed many works for this reason. I know too that some short time before his death, he burned a large number of designs, sketches, and cartoons, that none might see the labors he had endured, and the trials to which he had subjected his spirit, in his resolve not to fall short of perfection.

Source: Adapted from Vasari, Giorgio. *Lives of the Most Eminent Painters, Sculptors, and Architects*. Translated by Mrs. Jonathan Foster. Vol. 5. London: Henry G. Bohn, 1852, pp. 334–335.

Name _____

Date _____

Giorgio Vasari on Michelangelo

Who was Michelangelo?

Michelangelo was a painter and sculptor in Renaissance Italy. His best-known works include the ceiling of the Sistine Chapel, a statue of Moses, a statue of David, and the *Pietà*.

According to the excerpt, what two factors gave Michelangelo his success as an artist?

According to the excerpt, Michelangelo’s success came from a combination of natural talent or ability and hard work or studying.

What was Vasari referring to when he used the phrase “his pencil or chisel”?

Vasari was referring to Michelangelo’s work as a painter (pencil) and sculptor (chisel).

What did Vasari mean when he said that Michelangelo gave his work “an animation”?

Vasari meant that Michelangelo created works that were lifelike.

Name _____

Date _____

Giorgio Vasari on Michelangelo (*continued*)

Which detail in the excerpt shows that Vasari knew Michelangelo personally?

Vasari showed that he knew Michelangelo personally when he said that he knew Michelangelo had
burned some of his work before he died.

Based on this excerpt and the excerpt about Leonardo da Vinci, what do Leonardo and Michelangelo have in common? How do you know?

According to the two excerpts, both artists were perfectionists. The excerpt about Leonardo said that
he would give up on a project if he could not render it exactly as it existed in his imagination, and this
excerpt says that Michelangelo would also give up on a project if he could not “express by hand those
grand and sublime ideas which he had conceived in his mind.”

How does this source confirm or change your understanding of Michelangelo?

Answers will vary. Students may say that the source confirms their understanding of Michelangelo as
a talented and successful artist or that it changes their understanding by giving them insight into how
Michelangelo worked.

***The Prince* by Niccolò Machiavelli**

Use with *The Renaissance*, Chapter 8

Background: *The Prince*, written by Niccolò Machiavelli in 1513 CE, can be understood as a guidebook for rulers. It is one of the most famous and influential books on politics ever written. It is a short book and was intended to be easy to read. It proposes a pragmatic, sometimes ruthless, approach to politics. In *The Prince*, Machiavelli urges rulers to seek “glory” through war not just for state security but also for security of their own reputation, which is what ultimately allows someone to rule. Machiavelli’s ideas were radical, even scandalous, for the time, but they have influenced politics for hundreds of years.

But we now come to the case where a citizen becomes prince not through crime or intolerable violence, but by the favor of his fellow-citizens. . . . To arrive at this position depends not entirely on worth or entirely on fortune, but rather on cunning assisted by fortune. One attains it by help of popular favor or by the favor of the aristocracy. For in every city these two opposite parties are to be found, arising from the desire of the populace to avoid the oppression of the great, and the desire of the great to command and oppress the people. . . .

. . . The prince can win [the people’s] favor in many ways, which vary according to circumstances, for which no certain rule can be given, and will therefore be passed over. I will only say, in conclusion, that it is necessary for a prince to possess the friendship of the people; otherwise he has no resource in times of adversity.

Source: Adapted from Machiavelli, Niccolò. *The Prince*. Translated by Luigi Ricci. London: Oxford University Press, 1909.

Name _____

Date _____

***The Prince* by Niccolò Machiavelli**

Who was Niccolò Machiavelli?

Machiavelli was an important Renaissance writer. He served as a diplomat and in the government of Florence. He used his experience to write a book called *The Prince*, about how to rule.

Define the following terms from the excerpt:

- cunning slyness or trickery
- attains achieves
- aristocracy the upper or noble class whose members' status is usually inherited
- populace the people
- adversity a state of difficulty or misfortune

According to Machiavelli, what are the three ways a prince can come to power?

According to Machiavelli, a prince can come to power through crime, intolerable violence, or the favor of his fellow citizens.

According to Machiavelli, what does a citizen need to become a prince "by favor of his fellow citizens"?

According to Machiavelli, a citizen needs to have money and be sly to become a prince.

Name _____

Date _____

The Prince by Niccolò Machiavelli (continued)

According to Machiavelli, why is it necessary for a prince to “possess the friendship of the people”?

According to Machiavelli, it is necessary for a prince to possess the friendship of the people because if things go badly for the prince and the people don't like or support him, he will not be able to keep his leadership position or safety.

Why does Machiavelli call the populace and aristocracy “opposite parties”?

Machiavelli suggests that the populace and the aristocracy have very different natures and interests.

It is unlikely that these two groups would admire and support the same ruler because they do not support or like one another.

How does this source confirm or change your understanding of Machiavelli?

Answers will vary. Students may say that the source confirms their understanding of Machiavelli as a writer who explained how to rule or that it changes their understanding by explaining one of Machiavelli's ideas that is not in their history books.

Martin Luther's Letter to the Archbishop of Mainz

Use with *The Reformation*, Chapter 2

Background: In 1517 CE, Martin Luther posted Ninety-Five Theses on the door of the church in Wittenberg, Germany. The theses were a list of ideas for debate about the practices of the Catholic Church. In addition to the Ninety-Five Theses, Luther also explained his ideas in a letter to the archbishop of Mainz. This is an excerpt from that letter.

Papal indulgences for the building of St. Peter's are circulating under your most distinguished name, and as regards them, I do not bring accusation against the outcries of the preachers, which I have not heard, so much as I grieve over the wholly false impressions which the people have conceived from them; to wit, -- the unhappy souls believe that if they have purchased letters of indulgence they are sure of their salvation; again, that so soon as they cast their contributions into the money-box, souls fly out of purgatory; furthermore, that these graces [i.e., the graces conferred in the indulgences] are so great that there is no sin too great to be absolved, . . . that a man is free, through these indulgences, from all penalty and guilt. . . .

Works of piety and love are infinitely better than indulgences, and yet these are not preached with such ceremony or such zeal; nay, for the sake of preaching the indulgences they are kept quiet, though it is the first and the sole duty of all bishops that the people should learn the Gospel and the love of Christ, for Christ never taught that indulgences should be preached. How great then is the horror, how great the peril of a bishop, if he permits the Gospel to be kept quiet, and nothing but the noise of indulgences to be spread among his people!

Source: Luther, Martin. *Works of Martin Luther*. Vol. 1. Philadelphia: A. J. Holman, 1915.

Name _____

Date _____

Martin Luther's Speech at the Diet of Worms

Who was Martin Luther?

Martin Luther was a priest and professor in Germany whose protest against the sale of indulgences started the Protestant Reformation.

What were indulgences?

Indulgences were the removal or reduction of certain punishments for sin, linked to a particular act.

Define the following terms from the excerpt.

- absolved pardoned or forgiven
- zeal eagerness; enthusiasm
- peril danger

Why did Luther write this letter to the archbishop of Mainz?

He was protesting the sale of indulgences.

What two reasons did Luther give that the sale of indulgences was wrong?

Indulgences allowed people to buy their way out of purgatory, essentially letting people sin without any consequence, and indulgences were not in the Gospel or taught by Christ.

Name _____

Date _____

Martin Luther's Letter to the Archbishop of Mainz (*continued*)

According to Luther, what was better than selling indulgences?

He thought people should engage in works of "piety and love."

What "crime" did Luther accuse bishops of?

He accused them of selling indulgences or allowing the sale of indulgences instead of fulfilling their first

and sole duty to teach the Gospel.

Using your knowledge of Martin Luther and the Protestant Reformation, how did the archbishop likely react to this letter? Why?

The archbishop likely was unhappy with Luther. He may also have felt threatened by Luther's ideas

because Luther was challenging the authority and practice of the Church.

How does this source confirm or change your understanding of Martin Luther and the start of the Protestant Reformation?

Answers will vary. Students may say the source confirms their understanding of Martin Luther's crusade

against indulgences or that it changes their understanding by showing that Luther did more than post

a notice on the church door and print leaflets.

John Calvin on the Elect

Use with *The Reformation*, Chapter 3

Background: John Calvin was a French religious reformer. In his book *The Institutes of Christian Religion*, he explained the idea of predestination, which said that God decided who received salvation before the person was ever born. Calvin referred to those who were chosen as “the Elect.”

To the clear doctrine of the Scripture, we assert, that by an eternal and immutable plan, God has once for all determined both whom He would admit to salvation and whom He would condemn to destruction. We affirm that this plan, as far as concerns the elect, is founded on His gratuitous mercy, totally without regard for human merit; but that to those whom He devotes to condemnation, the gate of life is closed by a just and righteous, but incomprehensible, judgment. . . . As God seals His elect by vocation and justification, so by excluding the reprobate from the knowledge of His name and the sanctification of His spirit, He affords an indication of the judgment that awaits them.

Source: Adapted from Calvin, John. “Eternal Election.” In *The Library of Original Sources*, edited by Oliver J. Thatcher. Vol. 5. New York: University Research Extension, 1907, p. 150.

Name _____

Date _____

John Calvin on the Elect

Who was John Calvin?

John Calvin was a French religious reformer. His ideas became the basis for Calvinism, or

Presbyterianism.

Define the following terms from the excerpt:

- immutable unchangeable
- gratuitous unjustified; without a good reason
- incomprehensible unable to be understood
- vocation career or calling
- reprobate sinner

According to John Calvin, what are the only two options for the afterlife?

According to John Calvin, the only two options for the afterlife are salvation or destruction.

According to Calvin, how are people chosen for each option?

According to Calvin, people are chosen by God for each option, according to "an eternal and immutable plan."

According to this excerpt, on what basis does God make this choice?

According to this excerpt, God makes this choice based on "His gratuitous mercy, totally without regard for human merit."

Name _____

Date _____

John Calvin on the Elect (*continued*)

Based on this excerpt, can people ever know while they are alive whether they are chosen for salvation or destruction? How do you know?

Based on this excerpt, no, people cannot know what they are chosen for. I know this because the excerpt says God makes his decision "without regard for human merit" using incomprehensible judgement.

Based on this excerpt, from what religious faith(s) does God choose the Elect? How do you know?

Based on the excerpt, God would only choose Christians as the Elect. I know because the excerpt says that "by excluding the reprobate from the knowledge of His name and the sanctification of His spirit, He affords an indication of the judgement that awaits them."

How does this source confirm or change your understanding of John Calvin and Calvinism?

Answers will vary. Students may say that it confirms their understanding of Calvin's idea of predestination or that it changes their understanding by giving them more insight into Calvin's ideas.

Galileo's Letter to Grand Duchess Christina of Tuscany

Use with *The Reformation*, Chapter 4

Background: The Grand Duchess Christina was the granddaughter of Catherine de' Medici and married another member of the Medici family. She and Galileo became friendly when Galileo joined the Medici court and tutored her son. The grand duchess allegedly asked Galileo how his Copernican theories were compatible with scripture; he responded with this letter. Although the letter was meant for the grand duchess, copies were circulated among Church leadership. As a result, Copernicus's heliocentric theory was banned, and Galileo was brought in front of the Inquisition. He continued studying the heliocentric theory in secret until his death in 1642.

The Holy Spirit intended to teach us in the Bible how to go to heaven, not how the heavens go. . . .

To command professors of astronomy that they must themselves see to confuting [arguing against] their own observations and demonstrations is to ask the impossible, for it is not only to command them not to see what they do see, and not to understand what they do understand, but to seek for and to find the contrary [opposite]. . . . It is not in the power of professors of demonstrative sciences to change their opinions at pleasure, and adopt first one side and then the other . . . since demonstrated conclusions touching things of nature and of the heavens cannot be changed with the same facility as opinions touching what is lawful, or not, in a contract, bargain, or bill of exchange.

. . . It is not in the power of any creature to make them to be true or false, otherwise than as, in fact, they are.

Source: Adapted from Fahie, J. J. *Galileo: His Life and Work*. London: John Murray, 1903, pp. 157–158.

Name _____

Date _____

Galileo's Letter to Grand Duchess Christina of Tuscany

Who was Galileo?

Galileo was an Italian scientist who published a book defending Copernicus's idea of heliocentrism, for which he was condemned by the Church. His work on motion and the structure of matter provided the basis for modern physics.

What was Copernican theory? Why did the Church oppose it?

Copernican theory was heliocentric theory, the idea that Earth and other planets revolve around the sun. The Church opposed it because they believed it was contrary to the Bible. The Church supported geocentric theory, the idea that the sun and stars revolve around Earth.

How did Galileo answer the grand duchess's question about the compatibility of science and scripture?

He said that the Bible teaches how to get to heaven, not how heaven works.

According to Galileo, what was the Church asking him to do?

He said the Church was asking him to argue against his own observations and demonstrations, to argue for the opposite of what he knows.

According to Galileo, why was that impossible?

That was impossible because he did not have the power to make something be true or false. He could only explain how things are.

Name _____

Date _____

Galileo’s Letter to Grand Duchess Christina of Tuscany (*continued*)

According to Galileo, how is science different from other fields of study?

According to Galileo, science is different from other fields of study because it draws conclusions that cannot be changed. Other fields develop opinions that can be debated and changed.

How did Galileo feel about what he was being asked to do? How do you know?

Galileo felt angry and frustrated. He said he and other astronomy teachers were being asked “the impossible” and to pretend not to know what they know. He also said it was outside their power to change facts to be anything other than they already are.

How does this source confirm or change your understanding of Galileo?

Answers will vary. Students may say that the source confirms their understanding of Galileo’s commitment to his ideas or that it changes their understanding by explaining why Galileo was so committed to his findings.

Constitution of the Jesuits

Use with *The Reformation*, Chapter 5

Background: In 1540 CE, Pope Paul III issued a bull, or public decree, that established the rules for a new order within the Catholic Church. The new order became known as the Jesuits, and the bull as the Constitution of the Jesuits. The following is an excerpt from that decree.

Let this general, with the council of his associates, have the power in council to draw up rules suitable for the end proposed, the majority of all voters of the society always having the right of deciding. . . .

Let all members know that the society as a whole, and each of them individually, owes obedience to our most holy lord, the pope, and the Roman pontiffs, his successors, and to fight with faithful obedience for God. . . .

Let each vow to be obedient to the general of the society in all things that concern the fulfillment of these our regulations. . . .

Let them have charge especially over the education of children and of the heathen in the Christian doctrine of the ten commandments, and like rudiments, whatever seems suitable to the circumstances of the individuals and of time and place. . . .

Let them have the power to have a college or colleges at the universities. . . . The students may be admitted to the society after enough training in spirit and in letters, and a sufficient probation.

Source: Adapted from Ignatius of Loyola. "Constitution of the Jesuits." In *The Library of Original Sources*, edited by Oliver J. Thatcher. Vol. 5. New York: University Research Extension, 1907, pp. 180–182.

Name _____

Date _____

Constitution of the Jesuits

Who are the Jesuits?

The Jesuits, or Society of Jesus, are a group of priests who have dedicated themselves to serve the pope in whatever way he commands. They are organized like the military. They preach, care for the needy, educate children, fight against heresy, and convert nonbelievers.

Define the following terms from the excerpt:

- pontiffs popes
- heathen a person who is not Christian
- rudiments basics

According to the excerpt, to whom do Jesuits owe obedience?

According to the excerpt, members owe obedience to their general and to the pope.

According to the excerpt, what jobs or responsibilities do the Jesuits have?

They have the responsibilities of educating children and non-Christians in the basics of Catholicism.

Name _____

Date _____

Constitution of the Jesuits (*continued*)

Why were the Jesuits given the power to have a college or colleges? How do you know?

They were given the power to have a college to recruit and train new members. I know because the paragraph about the power to have a college also says that students may be admitted as Jesuits after they have enough training and undergo a trial period, or probation.

What details in the excerpt support the idea that the Jesuits were organized like a military?

The excerpt states that the Jesuits are led by a general and members are expected to obey the general, like in a military.

How does this source confirm or change your understanding of the Jesuits?

Answers will vary. Students may say that the source confirms their understanding of how the Jesuits were organized or what the Jesuit mission was, or they may say that the source changes their understanding with its call to recruit students at universities.

Elizabeth I to Her Troops at Tilbury

Use with *England and the Golden Age*, Chapter 2

Background: In 1588 CE, as the Spanish Armada threatened an invasion of England, English troops gathered at Tilbury in Essex to defend their country. Queen Elizabeth visited and delivered this speech to the soldiers.

My loving people, we have been persuaded by some that are careful of our safety, to take heed [be careful] how we commit ourselves to armed multitudes, for fear of treachery; but assure you, I do not desire to live to distrust my faithful and loving people. Let tyrants fear: I have always so behaved myself, that under God, I have place my chiefest strength and safeguard in the loyal hearts and goodwill of my subjects. And therefore I am come amongst you at this time, not for my recreation or sport, but being resolved, in the midst and heat of the battle, to live or die amongst you all: to lay down, for my God, and for my kingdom, and for my people, my honor and my blood, even in the dust. I know I have but the body of a weak and feeble woman, but I have the heart of a king, and of a king of England too: and think foul scorn that Parma or Spain, or any prince of Europe should dare to invade the borders of my realms: to which, rather than any dishonor should grow by me, I myself will take up arms. I myself will be your general, judge, and rewarder of every one of your virtues in the field. I know already, by your forwardness, that you have deserved rewards and crowns; and we do assure you, on the word of a prince, they shall be duly paid you. In the meantime, my lieutenant-general shall be in my stead. Never has a prince commanded a more noble and worthy subject, [and] by your obedience to my general, by your concord [unity] in the camp, and your valor [bravery] in the field, we shall shortly have a famous victory over those enemies of my God, of my kingdom, and of my people.

Source: Adapted from Elizabeth I. "Speech to Her Army at Tilbury, 1588." In *British Orators*, edited by J. H. Fowler. London: Macmillan, 1921, pp. 2–3.

Name _____

Date _____

Elizabeth I to Her Troops at Tilbury

Who was Elizabeth I?

Elizabeth I was the younger daughter of Henry VIII. She became queen of England in 1558 and ruled until her death in 1603. Her reign is considered a golden age in English history.

What important event in English history occurred in 1588?

In 1588, the English defeated an attempted invasion by the Spanish Armada.

According to Elizabeth, why was she warned to stay away from armed crowds?

She was warned to stay away from armed crowds "for fear of treachery," or violence against her.

Why was Elizabeth not afraid of armed crowds?

She was not afraid of armed crowds because she trusted her subjects because of their "loyal hearts and goodwill."

What did Elizabeth mean when she said, "I know I have but the body of a weak and feeble woman, but I have the heart of a king"?

She meant that women of that time were not expected to be leaders of any kind. They were expected to be subservient to men. But Elizabeth was not an ordinary woman. She was a queen, and she inherited her father's heart, or strength.

Name _____

Date _____

Elizabeth I to Her Troops at Tilbury (*continued*)

According to Elizabeth, why would the English troops be victorious?

The English would be victorious because of their obedience to their general, their unity in camp, and their bravery in battle.

Did Elizabeth truly intend to personally lead her troops into battle? How do you know?

No, Elizabeth did not truly intend to personally lead her troops into battle. I know because after saying she would take up arms herself, she said her “lieutenant-general shall be in my stead,” meaning he would take her place.

How does this source confirm or change your understanding of Elizabeth I?

Answers will vary. Students may say that the source confirms their understanding of Elizabeth as a strong and inspiring leader or that it changes their understanding by showing how Elizabeth won the hearts and loyalty of English people.

Oliver Cromwell on the English Civil War

Use with *England and the Golden Age*, Chapter 4

Background: In December 1644 CE, during England's civil war, Oliver Cromwell—then lieutenant-general of Parliament's army—spoke on the state of the war to the House of Commons. This is an excerpt from that speech.

It is now a time to speak, or forever hold the tongue. The important occasion now, is no less than to save a nation out of a bleeding, nay almost dying condition, which the long continuation of this war hath already brought it into, so that without a more speedy, vigorous, and effectual prosecution of the war . . . we shall make the kingdom weary of us, and hate the name of a Parliament.

For what do the enemy say? Nay, what do many say that were friends at the beginning of the Parliament? Even this, that the members of both Houses have got great places and commands, and the sword into their hands; and, what by interest in the Parliament, what by power in the Army, will perpetually continue themselves in grandeur and not permit the war speedily to end, let their own power should determine with it. This that I speak here to our own faces is but what others do utter abroad behind our backs. . . . If I may speak my conscience without reflection upon any, I do conceive if the Army be not put into another method and the war more vigorously prosecuted, the people can bear the war no longer and will enforce you to a dishonorable peace.

Source: Adapted from Cromwell, Oliver. *The Letters and Speeches of Oliver Cromwell*. Edited by S. C. Lomas. Vol. 1. London: Methuen, 1904, pp. 186–187.

Name _____

Date _____

Oliver Cromwell on the English Civil War

Who was Oliver Cromwell?

Oliver Cromwell was an English soldier who led Parliament's army during the English Civil War. After Parliament won the war, Cromwell led the country as Lord Protector, a position that was very much like a king.

What was the English Civil War?

The English Civil War was actually two wars in the 1600s between the monarchy and Parliament.

Define the following terms from the excerpt:

- vigorous forceful
- effectual effective or efficient
- prosecution implementation or carrying out of an action
- perpetually forever
- grandeur greatness

What was Cromwell asking Parliament to do?

He was asking them to change strategy to bring the war to an end.

Why was he asking Parliament to do this?

He was asking them to do this because the nation was in bad shape. He said that then nation was in "a bleeding, almost dying condition" from the war.

Name _____

Date _____

Oliver Cromwell on the English Civil War (*continued*)

According to Cromwell, what did people think of Parliament?

According to Cromwell, people thought Parliament would never let the war end because it would mean an end to Parliament's greatness and power.

According to Cromwell, what would happen if Parliament did not do what he suggests?

According to Cromwell, if Parliament did not do what he suggested, they would lose the war and be forced to accept a dishonorable peace.

Based on your knowledge of the first English civil war, did Parliament follow Cromwell's advice? How do you know?

Yes, Parliament did follow Cromwell's advice and won the first civil war.

How does this source confirm or change your understanding of Oliver Cromwell or the English Civil War?

Answers will vary. Students may say that the source confirms their understanding that no one really knew what they were doing in the civil war or that Cromwell was an important leader on Parliament's side during the civil war. They may also say that the source changes their understanding by showing the inner workings of Parliament during the war.

English Bill of Rights

Use with *England and the Golden Age*, Chapter 6

Background: The English Bill of Rights (1689 CE) was the result of feuding between the English king and Parliament, who were both trying to exercise their governing influence. When James II ascended to the English throne in 1685 CE, he tried to restore the Catholic Church in a Protestant country. Parliament feared that this would result in greater restrictions on their power. In reaction to this, the Glorious Revolution deposed James II and replaced him with William and Mary. Before being crowned, however, William and Mary had to agree to some limitations on their power, which were set out in a document that came to be known as the Bill of Rights 1689 (sometimes called the Bill of Rights 1688). This event permanently established Parliament as the ruling power in England.

Whereas the late King James the Second, by the assistance of diverse evil counsellors, judges and ministers employed by him, did endeavor to subvert [undermine] and extirpate [destroy] the Protestant religion and the laws and liberties of this kingdom. . . .

And whereas the said late King James the Second having abdicated [abandoned] the government and the throne being thereby vacant. . . .

The Lords Spiritual and Temporal and Commons [the House of Lords and House of Commons in Parliament] . . . for the vindicating [claiming] and asserting their ancient rights and liberties declare:

That the pretended power of suspending of laws or the execution of laws by regal [royal] authority without consent of Parliament is illegal. . . .

That levying money [raising taxes] for or to the use of the Crown by pretense of prerogative [birthright] without grant of Parliament . . . is illegal. . . .

That the raising or keeping a standing army within the kingdom in time of peace, unless it be with consent of Parliament, is against law.

That the subjects which are Protestants may have arms for their defense suitable to their conditions and as allowed by law. . . .

That the freedom of speech and debates or proceedings in Parliament ought not to be impeached or questioned in any court or place out of Parliament.

That excessive bail ought not to be required nor excessive fines imposed nor cruel and unusual punishments inflicted. . . .

Source: Adapted from "Bill of Rights [1688]." Legislation.gov.uk. The National Archives (U.K.).

Name _____

Date _____

English Bill of Rights

What was the Glorious Revolution?

The Glorious Revolution was the transfer of power from James II to William and Mary. It is called the Glorious, or Bloodless, Revolution because it was a change in rulers that happened without an execution or other violence.

What was the purpose of the English Bill of Rights?

The purpose of the English Bill of Rights was to limit the power of the monarch and give power to Parliament.

According to the Bill of Rights, what crimes did James II commit?

According to the Bill of Rights, James tried to destroy the Protestant religion in England, tried to undermine the laws of the kingdom, and abandoned the government.

Based on the excerpt, why did Parliament declare this Bill of Rights?

Based on the excerpt, Parliament declared this Bill of Rights to claim and assert their ancient rights and privileges.

According to the excerpt, when must the monarch get Parliament's consent?

The monarch must get Parliament's consent to suspend or execute laws, to raise taxes, and to raise or keep an army.

Name _____

Date _____

English Bill of Rights (*continued*)

What protections are granted to citizens in this excerpt?

Citizens have the right to bear arms if they are Protestant, and they have protections against excessive bail, excessive fines, and cruel and unusual punishment.

Based on this excerpt, does the Bill of Rights grant freedom of speech to all citizens? How do you know?

No, the Bill of Rights grants freedom of speech only to Parliament. I know because the excerpt says

“that the freedom of speech and debates or proceedings in Parliament ought not to be impeached or questioned in any court or place out of Parliament.”

Based on this excerpt, how did the Bill of Rights give power to Parliament?

The Bill of Rights gave power to Parliament by requiring Parliament’s consent for certain actions by the monarch and by protecting certain rights, such as freedom of speech, for Parliament.

How does this source confirm or change your understanding of the Glorious Revolution or English Bill of Rights?

Answers will vary. Students may say that the source confirms their understanding of the English Bill of Rights limiting the power of the monarch or that it changes their understanding by showing how the Bill of Rights affected the rights of citizens.

Vladimir I Converts to Christianity

Use with *Early Russia*, Chapter 1

Background: In 987 CE, Prince Vladimir I of Kiev sent advisors to learn about the religions of other countries. A year later, he converted to Christianity. The story of where and how the prince's conversion took place differs among different sources from the time. This account comes from Nestor's Chronicle. It connects Vladimir's conversion with his conquest of the city of Korsún and his engagement to a Byzantine princess, referred to in the excerpt as "the empress."

Vladimir was at that time ailing with his eyes, and he could not see, and was much worried. The empress sent to him saying: "If you want to be rid of your disease, be baptized at once. If not, you will not be rid of it."

Hearing this, Vladimir said: "If it will be so in truth, then indeed your Christian God is great." And he ordered to baptize him. The bishop of Korsún [a Byzantine city in Ukraine] with the priests of the empress received Vladimir as a catechumen [convert] and baptized him, and the moment the bishop laid hands upon Vladimir, the prince regained his eyesight. When Vladimir saw this sudden cure, he praised God and said: "Now have I for the first time found the real God!" When his druzhína [advisors] perceived this, many were baptized. . . .

Upon Vladimir's return to Kiev, he ordered the idols to be cast down, and some to be cut to pieces, and others to be consumed by fire. . . .

After that Vladimir proclaimed throughout the whole city: "Whosoever will not appear tomorrow at the river, whether he be rich or poor, or a beggar, or a workingman, will be in my disfavor." . . . The next morning Vladimir went out with the priests of the empress and of Korsún to the Dnieper, and there came together people without number. They went into the water . . . and the priests stood there and said the prayers. . . .

The people having been baptized, they all went to their homes, and Vladimir ordered churches to be built, and to place them where the idols formerly stood. . . . And he began to locate churches and priests over the towns and to lead people to baptism in all towns and villages.

Source: Adapted from Néstor. "The Baptism of Vladimir and of All Russia." In *Anthology of Russian Literature: From the Earliest Period to the Present Time*, edited by Leo Wiener. Vol. 1. New York: G. P. Putnam's Sons, 1902, pp. 69–71.

Name _____

Date _____

Vladimir I Converts to Christianity

Who was Vladimir I?

Vladimir I was prince of Kiev and the grandson of Princess Olga. He converted to Christianity and ordered all the people in Kiev to convert also.

According to the excerpt, why did Vladimir convert to Christianity?

According to the excerpt, Vladimir converted to Christianity because a bishop cured him of blindness.

What did Vladimir do after he returned to Kiev?

After Vladimir returned to Kiev, he ordered the destruction of idols and asked people to join him at the river to be baptized.

According to the excerpt, how did the rest of Vladimir's kingdom become Christian?

The rest of Vladimir's kingdom became Christian as Vladimir built churches, assigned priests, and held baptisms in every town and village.

How free were the people of Kiev to choose whether to convert to Christianity? How do you know?

The people of Kiev were not very free to choose. I know because Vladimir violently destroyed idols and told people that if they did not convert, they would be in his disfavor. Both of these acts would have intimidated people into converting.

Name _____

Date _____

Vladimir I Converts to Christianity (*continued*)

This account is only one version of Vladimir's conversion. The story differs among different sources from the time. What does this tell historians? How might historians find the truth about Vladimir's conversion?

This tells historians that we do not know for sure how or where Vladimir converted. To find the truth about Vladimir's conversion, historians might look for details that all the stories have in common.

How does this account compare with the account of Vladimir's conversion in your history book?

This account does not include Vladimir sending nobles to learn about other religions, and my history book does not describe Vladimir's blindness or baptism. Both accounts describe Vladimir forcing his people to convert.

How does this source confirm or change your understanding of Vladimir I?

Answers will vary. Students may say that it confirms their understanding of how Vladimir converted Kiev to Christianity or that it changes their understanding of what Vladimir experienced.

Letter from Ivan the Terrible to Prince Kurbski

Use with *Early Russia*, Chapter 4

Background: As czar, Ivan IV expanded the borders of his kingdom. Prince Kurbski was a leader in the czar's army whose troops lost an important battle. Fearing Ivan's temper, Kurbski fled to Poland instead of returning home. He sent a letter to the czar explaining his actions. This excerpt comes from Ivan's response.

When we reached the age of fifteen, we, inspired by God, undertook to rule our own realm and, with the aid of almighty God, we ruled our realm in peace and undisturbed, according to our will. But it happened then that, on account of our sins, a fire having spread, by God's will, the royal city of Moscow was consumed. Our boyars [noblemen], the traitors whom you call martyrs, whose names I shall purposely pass over in silence, made use of the favorable opportunity for their mean treachery, whispered into the ears of a stupid crowd that the mother of my mother, Princes Anna Glínski, with all her children and household . . . had put Moscow on fire and that we knew of her doings. . . . The same traitors instigated the populace to kill us under the pretext that we were keeping from them Princess Anna and her son, Prince Mikhaíl. How is one not to laugh at such stupidity? Why should we be incendiaries in our own empire?

Source: Adapted from Iván the Terrible. "Letter to Prince Kúrbski." In *Anthology of Russian Literature: From the Earliest Period to the Present Time*, edited by Leo Wiener. Vol. 1. New York: G. P. Putnam's Sons, 1902, pp. 124–125.

Name _____

Date _____

Letter from Ivan the Terrible to Prince Kurbski

Who was Ivan the Terrible? Why was he called "the Terrible"?

Ivan the Terrible was Czar Ivan IV of Russia. He was called "the Terrible" because of his persecution of the boyars, his fits of rage, and his viciousness.

Define the following terms from the excerpt:

- realm kingdom
- pretext excuse
- populace population
- incendiaries fire-setters; troublemakers

How did Ivan describe his reign before the Moscow fire?

He described it as peaceful and undisturbed.

According to Ivan, who was responsible for the fire?

Ivan said the fire was God's will.

According to Ivan, how did some boyars take advantage of the fire?

According to Ivan, some boyars used the fire to turn the population against him by blaming his family for the fire.

Name _____

Date _____

Letter from Ivan the Terrible to Prince Kurbski (*continued*)

How does this excerpt support your history book's description of Ivan?

My history book says that Ivan distrusted the boyars and became more and more suspicious of them.

This excerpt shows one reason why Ivan might have distrusted the boyars: they blamed him and his family for the fire that destroyed Moscow.

How does this excerpt contradict your history book's account of Ivan's reign?

Answers will vary. Students might notice that the source says Ivan became czar at fifteen while their textbook says he assumed the throne at seventeen. They may note that their history book does not include the fire mentioned in the excerpt.

How does this source confirm or change your understanding of Ivan the Terrible?

Answers will vary. Students may say that it confirms their understanding of Ivan's distrust of the boyars or that it changes their understanding by providing insight into Ivan's thinking.

Funeral Sermon for Peter the Great

Use with *Early Russia*, Chapter 5

Background: Peter the Great ruled Russia from 1682 to 1725 CE. He is credited with modernizing and westernizing Russia and is considered the founder of the Russian empire. This excerpt comes from a speech given at Peter the Great's funeral.

When he appeared, the whole world marvelled. He found you weak in power, and to conform with his name, he made you of stone and adamant. He found an army dangerous at home, weak in the field, and scorned by the foe, and he gave his country a useful army that is terrible to the enemy, and everywhere renowned and glorious. He defended his country, and at the same time returned to it the lands that had been taken away from it, and increased it by the acquisition of new provinces. . . .

He gave you a new fleet that in the wonderment of the world and surpassing all expectation, was in no way inferior to much older fleets, and he opened for you a path to all the ends of the earth, and spread your power and glory to the extreme corners of the ocean. . . .

And he also introduced service ranks and degrees, and civil order, and decent manners in daily interactions, and the rules of acceptable habits and customs, and now we see and admire the external appearance and internal worth of our country, which from within and without is far superior to what it was in former years.

Source: Adapted from Prokopóvich, Feofán. "Funeral Sermon on Peter the Great." In *Anthology of Russian Literature: From the Earliest Period to the Present Time*, edited by Leo Wiener. Vol. 1. New York: G. P. Putnam's Sons, 1902, pp. 215–216.

Name _____

Date _____

Funeral Sermon for Peter the Great

Who was Peter the Great?

Peter the Great was czar of Russia from 1682 to 1725. After traveling abroad, he westernized and modernized Russia. He built a new capital at St. Petersburg. He is considered the father of the Russian empire.

Define the following terms from the excerpt:

- adamant steadfast; unyielding
- scorned despised; belittled; disgraced
- renowned famous; well-known
- surpassing exceeding; going beyond expectations

Who is the *he* in the excerpt? Who or what is the *you* in the excerpt?

The *he* in the excerpt is Peter the Great. The *you* in the excerpt is Russia.

According to the excerpt, what did Peter the Great do for Russia's military?

According to the excerpt, Peter the Great strengthened the army, bringing it fame and glory. He also built a new navy that "opened a path to all the ends of the earth."

According to the excerpt, how did Peter change Russian society?

According to the excerpt, Peter changed the way society was organized by introducing service ranks and degrees, civil order, decent manners, and rules of acceptable habits and customs.

According to the excerpt, how did Peter change the way Russia was perceived?

According to the excerpt, Peter's changes made Russia more respectable—to other countries and to Russians themselves.

Name _____

Date _____

Funeral Sermon for Peter the Great (*continued*)

What details in the excerpt support the claim that Peter was the father of the Russian empire?

The claim that Peter was the father of the Russian empire is supported by the details that Peter

returned to Russia land that had been taken away from it, increased the size of Russia by acquiring new provinces, and “spread Russia’s power and glory to the extreme corners of the ocean.”

The speech did not mention Peter the Great’s failures, such as his failure to gain a warm-water port. Why might such failures have been left out of this speech?

The speech was a funeral sermon, and at funerals, people rarely say anything bad about the person who has died.

How does this source confirm or change your understanding of Peter the Great?

Answers will vary. Students may say that the source confirms their understanding of Peter the Great by summarizing what they already knew of his accomplishments or that it changes their understanding by mentioning accomplishments they did not previously know about.

Prince Shotoku's Seventeen Article Constitution

Use with *Feudal Japan*, Chapter 1

Background: In the 600s CE, Yamato Prince Shotoku studied Chinese ways and ideas and integrated them into Japan's culture and government. One example of this is the prince's Seventeen Article Constitution, which included Confucian and Buddhist ideas from China. The following are excerpts from Prince Shotoku's constitution.

1. Harmony is to be valued, and disagreements are to be avoided.
2. Sincerely revere the three treasures: Buddha, the law, and the priesthood.
3. When you receive Imperial commands, do not fail to obey them.
4. Government ministers and officials should make proper behavior their leading principle. . . .
6. Punish evil and encourage good.
7. Let every man have his own responsibilities. Do not confuse areas of duty. . . .
9. Good faith is the foundation of right.
10. Cease from wrath and refrain from angry looks. Do not be resentful when others are different.
11. Give clear appreciation to excellence and failures, and give each its reward or punishment. . . .
13. Let all persons entrusted with office attend equally to their duties. . . .
17. Decisions on important matters should not be made by one person alone.

Source: Adapted from Aston, W. G., trans. *Nihongi: Chronicles of Japan from the Earliest Times to AD 697*. Vol. 2. London: Kegan Paul, Trench, Trübner, 1896, pp. 129–132.

Name _____

Date _____

Prince Shotoku’s Seventeen Article Constitution

Who was Prince Shotoku?

Prince Shotoku was a Yamato prince of Japan. He was fascinated by China and sent Japanese nobles to study Chinese culture. He integrated elements of Chinese culture into Japan’s government and culture.

Based on this excerpt, how were government officials expected to act?

Government officials were expected to avoid disagreements; revere Buddha, the law, and the priesthood; obey imperials commands; demonstrate proper behavior; punish evil and encourage good; attend to their own responsibilities; act in good faith; avoid giving angry looks; avoid resentment; reward excellence and punish failure; and make important decisions together.

How does the constitution show the importance of Buddhism in Japan?

The constitution declares Buddha as one of three treasures and the priesthood as another, which shows that Buddhism was important in Japan.

Confucianism emphasizes harmony and social order. Which articles of the constitution reflect Confucian values?

Articles 1, 3, 4, 6, 5, 10, 11, and 13 reflect the Confucian values of harmony and social order.

Name _____

Date _____

Prince Shotoku's Seventeen Article Constitution (*continued*)

Based on this excerpt, did the ruler of Japan exercise absolute power? How do you know?

Answers may vary. Students may say that the ruler did exercise absolute power because article 3 says that imperial commands should be obeyed without fail, or they may say that the ruler did not exercise absolute power because article 17 says that important decisions should not be made by one person.

How does this source confirm or change your understanding of Prince Shotoku and Yamato Japan?

Answers will vary. Students may say that the source confirms their understanding of Prince Shotoku importing Chinese ideas to Japan or that it changes their understanding by providing information about Japan's government that they did not have before.

Bushido

Use with *Feudal Japan*, Chapter 3

Background: In Japan's system of feudalism, landowners controlled private armies of warriors known as samurai. Over time, the samurai developed a code of behavior called Bushido that provided guidelines for how samurai should behave. This excerpt describes one of the key principles of Bushido.

Rectitude, or justice, is the strongest precept [principle] in the code of the samurai. Nothing is more loathsome [hateful] to him than underhand dealings and crooked undertakings. . . . A well-known warrior defines it as a power of resolution: "Rectitude is the power of deciding upon a certain course of conduct in accordance with reason, without wavering; to die when it is right to die, to strike when to strike is right." . . .

Giri, literally the Right Reason, came in time to mean a vague sense of duty which public opinion expects an official to fulfill. In its original and unalloyed sense, it meant duty, pure and simple,—hence we speak of the *Giri* we owe to parents, to superiors, to inferiors, to society at large, and so forth. In these instances, *Giri* is duty . . . a severe taskmaster, with a birch-rod in his hand to make sluggards [lazy people] perform their part.

Source: Adapted from Nitobe, Inazo. *Bushido: The Soul of Japan*. 5th ed. London: Simpkin, Marshall, Hamilton, Kent, 1904, pp. 14–17.

Name _____

Date _____

Bushido

Who were the samurai?

The samurai were warriors who served landowners in feudal Japan.

What was Bushido?

Bushido was the code that samurai lived by.

What two principles of Bushido are explained in the excerpt?

The excerpt explains the principles of rectitude, or justice, and duty.

Which detail in the excerpt suggests that the samurai valued honesty?

The statement that “nothing is more loathsome to him than underhand dealings and crooked undertakings” suggests that the samurai valued honesty.

According to the excerpt, how should a samurai decide what action to take?

According to the excerpt, a samurai should use reason to decide what action to take.

Based on the excerpt, what role did *Giri* play in Japanese society?

Giri was the duty that people in Japanese society owed each other. It told him how to treat each other.

Name _____

Date _____

Bushido (*continued*)

Your history book explains Bushido as “honor, bravery, and loyalty.” How are these principles evident in the excerpt?

Honor and bravery are suggested in the excerpt’s explanation of rectitude as deciding a course of
action “without wavering; to die when it is right to die, to strike when to strike is right.” Loyalty is
suggested in its explanation of *Giri*, or duty.

How does this source confirm or change your understanding of the samurai?

Answers will vary. Students may say that the source confirms their understanding of the strict rules that
samurai lived by or that it changes their understanding by providing further explanation of those rules.

Kublai Khan's Failed Invasion of Japan

Use with *Feudal Japan*, Chapter 5

Background: The Mongols conquered China in the early 1200s CE. In the late 1200s CE, the Mongol Kublai Khan became emperor of China and turned his attention to Japan. Twice, he sent troops to invade Japan. Both times, the invasion was foiled by a storm. The Japanese called these storms kamikazes, or divine winds sent to protect Japan. The following account of the first invasion attempt in 1274 CE was written by Italian merchant Marco Polo, who spent years in Kublai Khan's court.

Of so great a celebrity was the wealth of this island [Japan] that a desire was excited in the Grand Khan Kublai to make the conquest of it and to add it to his dominions. In order to make this happen, he fitted out a numerous fleet, and sent a large body of troops under the command of two of his principal officers. . . . The expedition sailed from the ports of Zai-tun and Kin-sai and, crossing the intermediate sea, reached the island in safety; but in consequence of a jealousy that arose between two commanders, one of whom treated the plans of the other with contempt and resisted the execution of his orders, they were unable to gain possession of any city or fortified place, with the exception of one only, which was carried by assault, the troops inside the fort having refused to surrender. . . .

It happened after some time that a north wind began to blow with great force, and the ships of the Mongols, which lay near the shore of the island, were driven foul of each other. It was determined thereupon in a council of the officers on board that they ought to disengage themselves from the land; and accordingly, as soon as the troops were back aboard the ships, they stood out to sea. The gale, however, increased so violent a degree that a number of the vessels foundered. The people belonging to them, by floating upon pieces of the wreck, saved themselves upon an island lying about four miles from the coast of Japan. The other ships . . . directed their course homewards, and returned to the Great Khan.

Source: Adapted from Polo, Marco. "The Great Khan Kublai Invades Japan." In *The World's Story: A History of the World in Story, Song, and Art*, edited by Eva March Tappan. Vol. 1. New York: Houghton Mifflin, 1925, pp. 322–323.

Name _____

Date _____

Kublai Khan's Failed Invasion of Japan

Who was Kublai Khan?

Kublai Khan was a Mongol emperor of China in the 1200s CE.

Define the following terms from the excerpt:

- dominions territories
- disengage separate
- foundered sunk
- gale a storm

According to the excerpt, why did Kublai Khan want to conquer Japan?

He wanted to conquer Japan because he had heard about its great wealth.

According to the excerpt, why did the invasion of Japan fail?

The invasion failed because of fighting among the fleet's commanders and a storm that destroyed ships

in the fleet.

Which details in the excerpt suggest that Japanese forces fought back against the invasion?

The statements that the Khan's troops "were unable to gain possession of any city or fortified place"

and that Japanese troops inside one fort "refused to surrender" suggest that the Japanese fought back against the invasion.

According to the excerpt, how did the storm affect the Khan's fleet?

The storm drove the fleet away from Japan and caused a number of ships to sink.

Name _____

Date _____

Kublai Khan's Failed Invasion of Japan (*continued*)

How does this account of the 1274 invasion compare to the account in your history book?

Both accounts mention a large fleet arriving in Japan and a storm destroying some of the khan's ships.

This account says that the khan's troops were only able to conquer one fort that put up great resistance.

The account in my history book just says that the khan's troops were victorious.

How does this source confirm or change your understanding of Kublai Khan's attempted invasions of Japan?

Answers will vary. Students may say that the source confirms their understanding of how storms

protected Japan against Mongol invasion or that it changes their understanding of what happened

during the Mongols' first invasion.

The Lewis and Clark Expedition

Use with *Westward Expansion Before the Civil War*, Chapter 2

Background: In May 1804, an expedition led by Meriwether Lewis and William Clark set out on a two-year exploration of the territory acquired in the Louisiana Purchase. Members of the expedition recorded their experiences in journals. The journals total nearly five thousand pages and include sketches and descriptions of the land, plants, animals, and people the expedition encountered, as well as maps.

Meriwether Lewis (May 1805)

By the evening, our supplies had dried and were put back on the boat. The things that we lost were not as bad as thought. The Indian woman saved most of the things that were washed overboard. She has courage and strength equal to anyone on the boat.

William Clark (October 1805)

We landed in front of five lodges and saw no people. I went into the lodges with peace objects in my hand. I found men, women, and children. Many of them looked afraid. I made signs of my friendly purposes. I gave them small gifts and asked the men to meet with us outside. The chiefs and others came out. Soon they saw the Indian wife of our interpreter. They pointed at her and went to tell those who had not come out. They soon came out and looked more at ease. The sight of this Indian woman showed them our friendly purpose. No Indian woman in this region would ever travel with a group planning to make war.

Source: Adapted from Thwaites, Reuben Gold, ed. *Original Journals of the Lewis and Clark Expedition, 1804–1806*. Vols. 2–3. New York: Antiquarian Press, 1959.

Name _____

Date _____

The Lewis and Clark Expedition

What was the Lewis and Clark expedition?

The Lewis and Clark expedition was an expedition to explore, learn about, and map the newly acquired Louisiana Territory. It was led by Meriwether Lewis and William Clark, who reported back to President Thomas Jefferson.

Are these journal entries by the same person or on the same date?

No, these journal entries are by different people (one by Lewis and one by Clark) on different dates (one in May 1805 and one in October 1805).

What do the excerpts tell us about the difficulties of traveling by river?

The excerpts mention the risk of losing cargo and other goods in the water and the personal danger of having to fish things out if they fall in the water.

Who was the “Indian woman” mentioned in the journal entries?

The “Indian woman” in the journal entries was Sacagawea.

How and why did the attitude of Native Americans change when they saw the Indian woman?

When Native Americans saw Sacagawea, they relaxed and were more welcoming of the expedition. This was because they knew that an Indian woman would not travel with a war party.

Name _____

Date _____

The Lewis and Clark Expedition (*continued*)

Based on these entries, how did the Indian woman contribute to the expedition's success?

Sacagawea contributed to the expedition's success by helping save their cargo when it was washed overboard and by helping the expedition make friends with Native American groups they met along the way.

How did Lewis feel about the Indian woman? How do you know?

Lewis admired her. I know because he said in his entry, "She has courage and strength equal to anyone on the boat."

How does this source confirm or change your understanding of the Lewis and Clark expedition?

Answers will vary. Students may say that the source confirms their understanding of Sacagawea's importance to the expedition or that it changes their understanding by giving specific examples of her help and usefulness.

Andrew Jackson's First Annual Message to Congress

Use with *Westward Expansion Before the Civil War*, Chapter 6

Background: Every year, the president issues a message to Congress reporting on the state of the nation. Andrew Jackson's first message as president covered a range of topics, from foreign policy to Jackson's intention to reform the government. In this selection, Andrew Jackson explains his view on the lives of Native Americans and their relationship to the United States. At the time that Jackson gave this speech, many Native American groups had been moved or removed by American settlers. The Mohegan, Narragansett, and Delaware, who are all mentioned in the excerpt, are Native American peoples of the Northeast who lost their original lands through contact and conflict with colonists in the colonial period. As settlers continued to move west, they continued to displace Native Americans.

Our conduct toward these people is deeply interesting to our national character. Their present condition, contrasted with what they once were, makes a most powerful appeal to our sympathies. Our ancestors found them the uncontrolled possessors of these vast regions. By persuasion and force they have been made to retire from river to river and from mountain to mountain, until some of the tribes have become extinct and others have left but remnants to preserve for a while their once terrible names. . . . The fate of the Mohegan, the Narragansett, and the Delaware is fast overtaking the Choctaw, the Cherokee, and the Creek. That this fate surely awaits them if they remain within the limits of the States does not admit a doubt. Humanity and national honor demand that every effort should be made to avert so great a calamity.

Source: Jackson, Andrew. "First Annual Message to Congress, December 8, 1829." In *The Statesmanship of Andrew Jackson, as Told in His Writings and Speeches*, edited by Frances Newton Thorpe. New York: Tandy-Thomas, 1909, p. 58.

Name _____

Date _____

Andrew Jackson's First Annual Message to Congress

Who was Andrew Jackson?

Andrew Jackson was president of the United States. He supported Indian removal and sent the U.S. army to remove the Cherokee from their land. (Students may also note that Jackson was a general who led the U.S. army in the First Seminole War.)

Define the following terms from the excerpt:

- conduct behavior
- possessors owners
- retire to retreat or move away
- vast very large
- extinct wiped out of existence
- remnants leftovers; remains
- avert prevent; stop
- calamity disaster

Who were the Choctaw, the Cherokee, and the Creek?

The Choctaw, the Cherokee, and the Creek were Native American groups in the southeastern United States.

What did Jackson mean when he said, "The fate of the Mohegan, the Narragansett, and the Delaware is fast overtaking the Choctaw, the Cherokee, and the Creek"?

He meant that the Choctaw, Cherokee, and Creek were losing their lands through contact and conflict with settlers just like the Mohegan, Narragansett, and Delaware did.

Name _____

Date _____

Andrew Jackson's First Annual Message to Congress (*continued*)

According to Jackson, why was conduct toward Native Americans “deeply interesting to our national character”?

It was because the relationship between the United States and Native Americans affected the future of American settlement, as well as American identity.

What did Jackson say about the condition of Native Americans when colonists first arrived and how this changed?

Jackson said that colonists found Native Americans as the sole owners of land in America. This changed through “persuasion and force” as Native Americans were driven from their homes.

What action did Jackson suggest be taken? Who did Jackson suggest would benefit from such action?

Jackson suggested that Native Americans should be removed from the United States or they would suffer the same fate as earlier peoples. He suggested that such a removal would benefit Native Americans.

How does this source confirm or change your understanding of Andrew Jackson or Indian removal?

Answers will vary. Students may say that the source confirms their understanding of Jackson as a supporter of Indian removal or that it changes their understanding by showing how Jackson justified removal.

Memorial of the Cherokee Nation

Use with *Westward Expansion Before the Civil War*, Chapter 6

Background: A memorial is a letter generally written to petition or persuade a political leader. The Cherokee wrote many such memorials to Congress, asking them to recognize their right to their lands and to treat them with respect as equals. In this petition to the U.S. government in the wake of the Indian Removal Act, the writers begin by describing their peoples' willingness to help the first European settlers in America and then point out that the encroachment of settlers onto Cherokee land violates treaties signed by the U.S. government. The Cherokee ask the government to stop Georgia's violation of Cherokee sovereignty over their territories. Though ultimately unsuccessful, the document strongly demonstrates the attachment the Cherokee people have to their ancestral lands, as well as their sense of justice.

Note: This excerpt uses the phrase "red man" to refer to Native Americans. Today, it is considered offensive to refer to Native people in this way.

When the ancestors of the people of these United States first came to the shores of America, they found the red man strong. . . . They met in peace, and shook hands in token of friendship. Whatever the white man wanted and asked of the Indian, the latter willingly gave. At that time the Indian was the lord, and the white man the suppliant [beggar]. But now the scene has changed. . . .

Our neighbor, the state of Georgia, is pressing hard upon us, and urging us to relinquish [give up] our possessions for her benefit. We are told, if we do not leave the country, which we dearly love, and betake ourselves to the western wilds, the laws of the state will be extended over us, and the time, 1st of June, 1830, is appointed for the execution of the edict. When we first heard of this we were grieved and appealed to our father, the president, and begged that protection might be extended over us. But we were doubly grieved when we understood . . . the president had refused us protection. . . .

The land on which we stand, we have received as an inheritance from our fathers, who possessed it from time immemorial, as a gift from our common father in heaven. We have already said, that when the white man came to the shores of America, our ancestors were found in peaceable possession of this very land. They bequeathed [gave] it to us as their children, and we have sacredly kept it as containing the remains of our beloved men. This right of inheritance we have *never ceded [given]*, nor ever *forfeited [surrendered]*. Permit us to ask, what better right can a people have to a country, than the right of *inheritance* and *immemorial peaceable possession*?

Source: "Memorial of the Cherokee Indians." January 20, 1830. Reprinted in *Niles' Weekly Register*, March 13, 1830, p. 53.

Name _____

Date _____

Memorial of the Cherokee Nation

Who are the Cherokee? Why did they write this petition?

The Cherokee are Native Americans originally from the southeastern United States. They wrote this

petition because they were being pressured by settlers and the U.S. government to leave their lands

and move to Indian Territory (present-day Oklahoma).

According to the memorial, how did Native Americans treat the first Europeans to arrive in North America?

The memorial says that Native Americans and Europeans met in peace and shook hands in friendship

and that Native peoples helped the Europeans whenever they could.

What was the state of Georgia asking the Cherokee to do?

Georgia was asking the Cherokee to give up their and their ancestors' lands and leave the area.

Using what you know about Indian removal, who was the president who refused to protect the Cherokee?

The president was Andrew Jackson.

What did the Cherokee mean when they said they possessed the land "from time immemorial"?

They meant that their people had lived on that land since before anyone could remember.

Name _____

Date _____

Memorial of the Cherokee Nation (*continued*)

Why did the Cherokee think they should be able to stay on their land?

The Cherokee said that they possessed the land before Europeans ever arrived in the area and that they inherited it from their ancestors. They further stated that they have never given up their right to the land.

How does this source confirm or change your understanding of Indian removal?

Answers will vary. Students may say that the source confirms their understanding of how the Cherokee used lawsuits and petitions to fight removal or that it changes their understanding by giving them direct knowledge of what the Cherokee said.

John O’Sullivan’s Editorial on Manifest Destiny

Use with *Westward Expansion Before the Civil War*, Chapter 6

Background: Editor John O’Sullivan was a strong supporter of westward expansion. He was the first to use the term *manifest destiny*, which appears in this editorial he wrote in 1845, when the United States was about to acquire Texas.

Texas is now ours. . . .

The reason for acquiring Texas is surely to be found, found abundantly, in the manner in which other nations have undertaken to intrude themselves into it, between us and the proper parties to the case, in a spirit of hostile interference against us, for the avowed object of thwarting our policy and hampering our power, limiting our greatness and checking the fulfillment of our manifest destiny to overspread the continent allotted by Providence for the free development of our yearly multiplying millions. . . .

The day is not distant when the Empires of the Atlantic and Pacific would again flow together into one, as soon as their inland border should approach each other. But that great work [of a transcontinental railroad], colossal as appears the plan on its first suggestion, cannot remain long unbuilt. Its necessity for this very purpose of binding and holding together in its iron clasp our fast settling Pacific region with that of the Mississippi valley—the natural facility [efficiency] of the route—the ease with which any amount of labor for the construction can be drawn in from the overcrowded populations of Europe, to be paid in the lands made valuable by the progress of the work itself—and its immense utility to the commerce of the world with the whole eastern coast of Asia, alone almost sufficient for the support of such a road. . . .

Source: Adapted from O’Sullivan, John. “Annexation.” *United States Magazine and Democratic Review*, July–August 1845, pp. 5–10.

Name _____

Date _____

John O'Sullivan's Editorial on Manifest Destiny

What was manifest destiny?

Manifest destiny was the idea that the United States was meant to spread across the North American continent, from the Atlantic Ocean to the Pacific.

Define the following terms from the excerpt:

- intrude interfere
- avowed stated; admitted
- thwarting causing to fail
- hampering limiting
- allotted given; assigned
- colossal gigantic; huge

According to O'Sullivan, how were other countries reacting to Texas becoming part of the United States?

According to O'Sullivan, they were interfering and trying to stop it.

According to O'Sullivan, why should the United States continue to expand westward?

According to O'Sullivan, the United States was promised the whole continent "by Providence" as a place for the country's growing population.

According to O'Sullivan, what great challenge should the United States tackle next? Why?

The United States should next tackle the building of a transcontinental railroad because it would unite the East and the West, which would make commerce, or trade, easier.

Name _____

Date _____

John O’Sullivan’s Editorial on Manifest Destiny (*continued*)

According to O’Sullivan, where should workers for this challenge come from? How should they be paid?

O’Sullivan said workers should come from Europe and be paid in land.

Using your knowledge of westward expansion, who would have disagreed with O’Sullivan? Why?

Answers will vary. Native Americans would certainly have disagreed with O’Sullivan’s argument

because westward expansion would result in further displacement and loss of land. European

immigrants might have disagreed too, as O’Sullivan’s plan envisions them doing the backbreaking

work of constructing a transcontinental railroad. Mexico and Great Britain might also have disagreed

because at the time, they claimed land in North America. If O’Sullivan’s vision became true, these

countries would lose their claims.

How does this source confirm or change your understanding of westward expansion?

Answers will vary. Students may say that it confirms their understanding of manifest destiny or that it

changes their understanding by presenting the idea that other countries opposed U.S. expansion.

***Twelve Years a Slave* by Solomon Northup**

Use with *The Civil War*, Chapter 2

Background: Solomon Northup was a freeborn African American man from New York who was kidnapped in 1841. He was subsequently sold into slavery and spent twelve years in captivity in the South. During this time, he endured harsh conditions and witnessed the brutalities of the American slave system. Northup's memoir, *Twelve Years a Slave*, published in 1853, provides a detailed account of his experiences. After regaining his freedom, Northup became an outspoken abolitionist.

On larger estates, employing fifty or a hundred, or perhaps two hundred hands, an overseer is deemed indispensable [necessary]. These gentlemen ride into the field on horseback, without an exception, to my knowledge, armed with pistols, bowie knife, whip, and accompanied by several dogs. They follow, equipped in this fashion, in rear of the slaves, keeping a sharp lookout upon them all. The requisite [required] qualifications in an overseer are utter heartlessness, brutality and cruelty. It is his business to produce large crops, and if that is accomplished, no matter what amount of suffering it may have cost. The presence of the dogs are necessary to overhaul a fugitive who may take to his heels [run away], as is sometimes the case, when faint or sick, he is unable to maintain his row, and unable, also, to endure the whip. The pistols are reserved for any dangerous emergency, there having been instances when such weapons were necessary. Goaded [pushed] into uncontrollable madness, even the slave will sometimes turn upon his oppressor. . . .

Besides the overseer, there are drivers under him, the number being in proportion to the number of hands in the field. The drivers are black, who, in addition to the performance of their equal share of work, are compelled to do the whipping of their several gangs. Whips hang around their necks, and if they fail to use them thoroughly, are whipped themselves. . . .

When the slave ceases to perspire [sweat], as he often does when taxed beyond his strength, he falls to the ground and becomes entirely helpless. It is then the duty of the driver to drag him into the shade of the standing cotton or cane, or of a neighboring tree, where he dashes buckets of water upon him, and uses other means of bringing out perspiration [sweat] again, when he is ordered to his place, and compelled [forced] to continue his labor.

Source: Northup, Solomon, and D. Wilson. *Twelve Years a Slave*. New York: C. M. Saxton, 1859, pp. 223–225.

Name _____

Date _____

Twelve Years a Slave by Solomon Northup

Who was Solomon Northup?

Solomon Northup was a freeborn African American man who was kidnapped and forced into slavery in the South.

What was the job of the overseer?

The job of the overseer was to make sure enslaved workers produced large crops at any cost.

What was the job of the drivers?

The job of the drivers was to support the overseer by making sure enslaved workers did their jobs.

How was violence a constant threat on the plantation?

Violence was a constant threat because the overseer and drivers often used or threatened violence to keep enslaved people in line. Overseers carried pistols, knives, and whips. The drivers carried whips. The overseers also used dogs to threaten and attack enslaved workers.

Name _____

Date _____

Twelve Years a Slave by Solomon Northup (continued)

Which details in the excerpt support the idea that slavery was harsh, brutal, or inhumane?

Students might cite details such as the use of weapons and dogs to control enslaved workers or
enslaved workers being forced to work until they cannot perspire and they collapse, then being revived
to work some more.

How does this source confirm or change your understanding of the lives of enslaved people?

Answers will vary. Students may say the source confirms their understanding that slavery was cruel and
inhumane or that it changes their understanding by showing the violence and brutality of slavery.

Abraham Lincoln to the Illinois Republican Convention

Use with *The Civil War*, Chapter 8

Background: In this excerpt from a speech delivered at the 1858 Illinois Republican Convention, Abraham Lincoln addresses the ongoing issue of sectionalism, the growing divide among the states over the issue of slavery. He poses the question of whether the United States can continue to exist as a nation divided between states where slavery is allowed and states where it is not, highlighting the growing divide and the need for resolution on the issue.

We are now far into the fifth year since a policy was initiated with the avowed object and confident promise of putting an end to slavery agitation. Under the operation of that policy, that agitation has not only not ceased, but has constantly augmented. In my opinion, it will not cease until a crisis shall have been reached and passed. "A house divided against itself cannot stand." I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved; I do not expect the house to fall; but I do expect it will cease to be divided. It will become all one thing, or all the other. Either the opponents of slavery will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction, or its advocates will push it forward till it shall become alike lawful in all the States, old as well as new, North as well as South.

Source: Lincoln, Abraham. "Speech of Hon. Abraham Lincoln, at Springfield, June 17, 1858." In *Political Debates Between Abraham Lincoln and Stephen A. Douglas, in the Celebrated Campaign of 1858 in Illinois: Including the Preceding Speeches of Each at Chicago, Springfield, Etc.* Cleveland: O. S. Hubbell, 1895, p. 1.

Name _____

Date _____

Abraham Lincoln to the Illinois Republican Convention

Who was Abraham Lincoln?

Abraham Lincoln was a Republican candidate for U.S. senator who became famous for his debates with Stephen Douglas. Lincoln was later elected president and served as president during the Civil War.

Define the following terms from the excerpt:

- initiated begun
- avowed stated; declared
- agitation argument; debate; fighting
- cease end; stop
- augmented increased in size, number, or importance
- endure last for a long time
- arrest stop; block

What was Lincoln's main concern in this excerpt?

Lincoln was worried that the United States could not stay united if some states allowed slavery and others didn't.

What did Lincoln mean when he said, "A house divided against itself cannot stand"?

Lincoln meant that having slavery in some places and not in others would make the country unstable and lead to problems.

Name _____

Date _____

Abraham Lincoln to the Illinois Republican Convention (*continued*)

According to the excerpt, how did Lincoln think these sectional tensions would resolve themselves?

Lincoln thought the tensions would resolve themselves by the country becoming all one thing or all the other—slavery would exist in either all parts of the country or none at all.

How does this source confirm or change your understanding of Lincoln or the debate over slavery?

Answers will vary. Students may say that it confirms their understanding of Lincoln's beliefs about slavery or that it changes their understanding of Lincoln, who is usually described as being "antislavery" but does not sound that way in this excerpt.

Texas's Declaration of Secession

Use with *The Civil War*, Chapter 8 or 9

Background: After Abraham Lincoln's victory in the presidential election of 1860, Southern states began to secede from the United States. South Carolina was the first to declare its separation in December 1860. Texas was the seventh, seceding in February 1861. The following excerpt comes from Texas's Declaration of the Causes of Secession.

What has been the course of the government of the United States, and of the people and authorities of the non-slave-holding States, since our connection with them?

The controlling majority of the Federal Government, under various pretenses [deceptions] and disguises, has so administered the same as to exclude the citizens of the Southern States, unless under odious [hateful] and unconstitutional restrictions, from all the immense territory owned in common by all the States on the Pacific Ocean, for the avowed purpose of acquiring sufficient power in the common government to use it as a means of destroying the institutions of Texas and her sister slave-holding States.

By the disloyalty of the Northern States and their citizens and the imbecility [stupidity] of the Federal Government, infamous combinations of incendiaries [people who start conflicts] and outlaws have been permitted in those States and the common territory of Kansas to trample upon [disrespect] the federal laws, to war upon the lives and property of Southern citizens in that territory, and finally, by violence and mob law, to usurp [take without permission] the possession of the same as exclusively the property of the Northern States. . . .

For these and other reasons, solemnly asserting that the federal constitution has been violated and virtually abrogated [canceled] by the several States named, seeing that the federal government is now passing under the control of our enemies to be diverted [redirected] from the exalted objects of its creation to those of oppression and wrong, and realizing that our own State can no longer look for protection, but to God and her own sons—We the delegates of the people of Texas, in Convention assembled, have passed an ordinance [law] dissolving all political connection with the government of the United States of America.

Source: Adapted from Winkler, Ernest William, ed. *Journal of the Secession Convention of Texas, 1861*. Austin: Texas Library and Historical Commission, 1912, pp. 61–65.

Name _____

Date _____

Texas’s Declaration of Secession

What is secession?

Secession is withdrawal from a group or organization, like when the Southern states withdrew from the United States after Lincoln was elected president.

The excerpt refers to “the institutions of Texas and her sister slave-holding States.” Using your knowledge of the Civil War, what specifically is this a reference to?

This is a reference to slavery.

Which statement in the excerpt announces Texas’s secession?

The last sentence in the excerpt—“We . . . have passed an ordinance dissolving all political connection with the government of the United States of America”—announces Texas’s secession.

What accusations did Texas make against the U.S. government in this excerpt?

Texas accused the U.S. government of excluding Southerners from westward expansion, trying to destroy the institutions of Texas and other slaveholding states, and allowing violence and lawlessness in Kansas territory so that it would become part of the North.

Name _____

Date _____

Texas's Declaration of Secession (*continued*)

According to the excerpt, has the U.S. government upheld the country's founding principles? How do you know?

According to the excerpt, the U.S. government has not upheld the country's founding principles. I know because the excerpt says that "the federal constitution has been violated and virtually abrogated" and the U.S. government is being "diverted from the exalted objects of its creation."

Based on the excerpt, did Texas still trust the U.S. government? How do you know?

Texas did not trust the U.S. government. I know because the excerpt refers to the "imbecility of the Federal Government" and says that Texas "can no longer look for protection" from the federal government and instead must rely on the protection of "God and her own sons."

How does this source confirm or change your understanding of secession?

Answers will vary. Students may say that the source confirms their understanding that the reasons for secession had been building for years or that it changes their understanding by showing how Southern states explained their decisions.

Lincoln's First Inaugural Address

Use with *The Civil War*, Chapter 9

Background: Abraham Lincoln won the presidential election of 1860 without winning any Southern states. Between his election in November 1860 and his inauguration in March 1861, seven Southern states seceded. In this excerpt from his inaugural address, Lincoln spoke to and about the Southern states.

Apprehension seems to exist among the people of the Southern States that by the accession of a Republican administration their property and their peace and personal security are to be endangered. There has never been any reasonable cause for such apprehension [concern]. Indeed, the most ample [sufficient] evidence to the contrary has all the while existed and been open to their inspection. It is found in nearly all the published speeches of him who now addresses you. I do but quote from one of those speeches when I declare that "I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination [urge or desire] to do so." Those who nominated and elected me did so with full knowledge that I had made this and many similar declarations, and had never recanted [taken back] them. And, more than this, they placed in the platform for my acceptance, and as a law to themselves and to me, the clear and emphatic resolution which I now read:

Resolved, That the maintenance inviolate [undisturbed] of the rights of the States, and especially the right of each State to order and control its own domestic institutions according to its own judgment exclusively, is essential to that balance of power on which the perfection and endurance of our political fabric depend, and we denounce the lawless invasion by armed force of the soil of any State or Territory, no matter under what pretext [assumed purpose], as among the gravest of crimes.

I now reiterate [repeat] these sentiments. . . .

Source: Lincoln, Abraham. First inaugural address. March 4, 1861.

Name _____

Date _____

Lincoln's First Inaugural Address

Why did Lincoln's election as president lead Southern states to secede from the Union?

Southern states were afraid that Lincoln's presidency would bring an end to their way of life, specifically an end to slavery, so they chose to secede.

According to Lincoln, what were some Americans feeling at that time? Why did they have no reason to feel that way?

According to Lincoln, Southerners were feeling apprehension. Lincoln said there was no reason for apprehension because he had a record of keeping his promises.

Who was Lincoln speaking to in this excerpt? How do you know?

Lincoln was speaking to Southerners. I know because Lincoln said that there was "apprehension" among people in the Southern states and he repeated his promises to uphold slavery in the South and respect states' rights.

Why did Lincoln include a quote from a speech he gave previously?

Lincoln quoted an earlier speech to show that he had not changed his stance on slavery or states' rights.

Name _____

Date _____

Lincoln's First Inaugural Address (*continued*)

Based on this excerpt and your own understanding of the Civil War, did Lincoln's first inaugural address accurately reflect the tensions in the United States at the time? Why or why not?

Possible answer: Lincoln's first inaugural address made it sound like Southerners were only anxious or fearful of the future. It did not address the fact that, at the time of his speech, seven Southern states had already left the Union. This makes it an inaccurate reflection of tensions in the United States at the time.

In the three months after this speech, four more Southern states seceded. What does that say about the effectiveness of Lincoln's speech?

That says that Lincoln's speech was not effective. He was trying to convince Southern states to stay in the United States, but they didn't.

How does this source confirm or change your understanding of Lincoln's election and secession?

Answers will vary. Students may say that it confirms their understanding of Lincoln trying to save the Union or of Lincoln's beliefs about slavery or that it changes their understanding by showing how Lincoln argued his point.

Sherman's March to the Sea

Use with *The Civil War*, Chapter 19

Background: In September 1864, General William Tecumseh Sherman led his troops from Atlanta to the coast in a “march to the sea.” These two accounts describe the actions of Sherman’s troops from different perspectives.

Source 1: from Dolly Sumner Lunt’s journal

I hastened back to my frightened servants and told them that they had better hide, and then went back to the gate to claim protection and a guard. But like demons they rush in! My yards are full. To my smoke-house, my dairy, pantry, kitchen, and cellar, like famished wolves they come, breaking locks and whatever is in their way. The thousand pounds of meat in my smoke-house is gone in a twinkling, my flour, my meat, my lard, butter, eggs, pickles of various kinds—both in vinegar and brine—wine, jars, and jugs are all gone. My eighteen fat turkeys, my hens, chickens, and fowls, my young pigs, are shot down in my yard and hunted as if they were rebels themselves. Utterly powerless I ran out and appealed to the guard.

“I cannot help you, Madam; it is orders.”

As I stood there, from my lot I saw driven, first, old Dutch, my dear old buggy horse, who has carried my beloved husband so many miles, and who would so quietly wait at the block for him to mount and dismount, and who at last drew him to his grave; then came old Mary, my brood mare, who for years had been too old and stiff for work, with her three-year-old colt, my two-year-old mule, and her last little baby colt. There they go! There go my mules, my sheep, and worse than all, my boys [slaves]!

Source: Lunt, Dolly Sumner (Mrs. Thomas Burge). *A Woman's Wartime Journal: An Account of the Passage over a Georgia Plantation of Sherman's Army on the March to the Sea, as Recorded in the Diary of Dolly Sumner Lunt*. New York: Century, 1918, pp. 22–24.

Source 2: from General Sherman’s letters

I have no doubt you have heard of my safe arrival on the coast. . . . We came right along living on turkeys, chickens, pigs, bringing along our wagons loaded as we started with bread, etc. I suppose Jeff Davis will now have to feed the people of Georgia instead of collecting provisions of them to feed his armies. We have destroyed nearly two hundred miles of railroad and are not yet done. . . .

I have some heavy guns coming from Port Royal, and as soon as they come I shall demand the surrender of Savannah, but will not assault, as a few days will starve out its garrison, about 15,000, and its people 25,000. I do not apprehend any army to attempt to relieve Savannah. . . . We have lived sumptuously—turkeys, chickens and sweet potatoes all the way, but the poor women and children will starve. All I could tell them was, if Jeff Davis expects to found an empire on the ruins of the South, he ought to afford to feed the people. . . .

Source: Sherman, William T. *Home Letters of General Sherman*. Edited by M. A. DeWolfe Howe. New York: Charles Scribner's Sons, 1909, pp. 316–318.

Name _____

Date _____

Sherman's March to the Sea

What was Sherman's "march to the sea"?

Sherman's "march to the sea" was the journey of General Sherman's army from Atlanta to the coast.

Using your knowledge of the Civil War, what method of warfare did Sherman's troops use on their journey?

Sherman's troops used "total war" on their journey, fighting other soldiers but also destroying farms,

burning warehouses and barns, wrecking shops, and tearing up rail lines.

In Source 2, General Sherman refers to Jeff Davis. Who was Jeff Davis?

Jeff Davis was Jefferson Davis, the president of the Confederate States.

On what do the two sources agree?

The sources agree that Sherman's troops devastated Southern civilians' resources on their march

through Georgia.

How did Sherman's troops treat Dolly Sumner Lunt's plantation?

Sherman's troops plundered Dolly Sumner Lunt's plantation, taking all of her food, her animals, and her enslaved workers.

Name _____

Date _____

Sherman's March to the Sea (*continued*)

Based on the diary entry and Sherman's letter, was this treatment done on purpose? How do you know?

This treatment was done on purpose. In Source 1, Dolly Sumner Lunt said the guard couldn't help her because the soldiers were following orders. In Source 2, Sherman talked about loading wagons with turkeys, chickens, and pigs and forcing Jefferson Davis to feed the people of Georgia and the South.

Was Sherman aware of the consequences of his troops' actions? How do you know?

Sherman was aware of the consequences. He said that his troops' actions put Jefferson Davis in the position of having to feed Southerners instead of Southerners feeding Confederate troops.

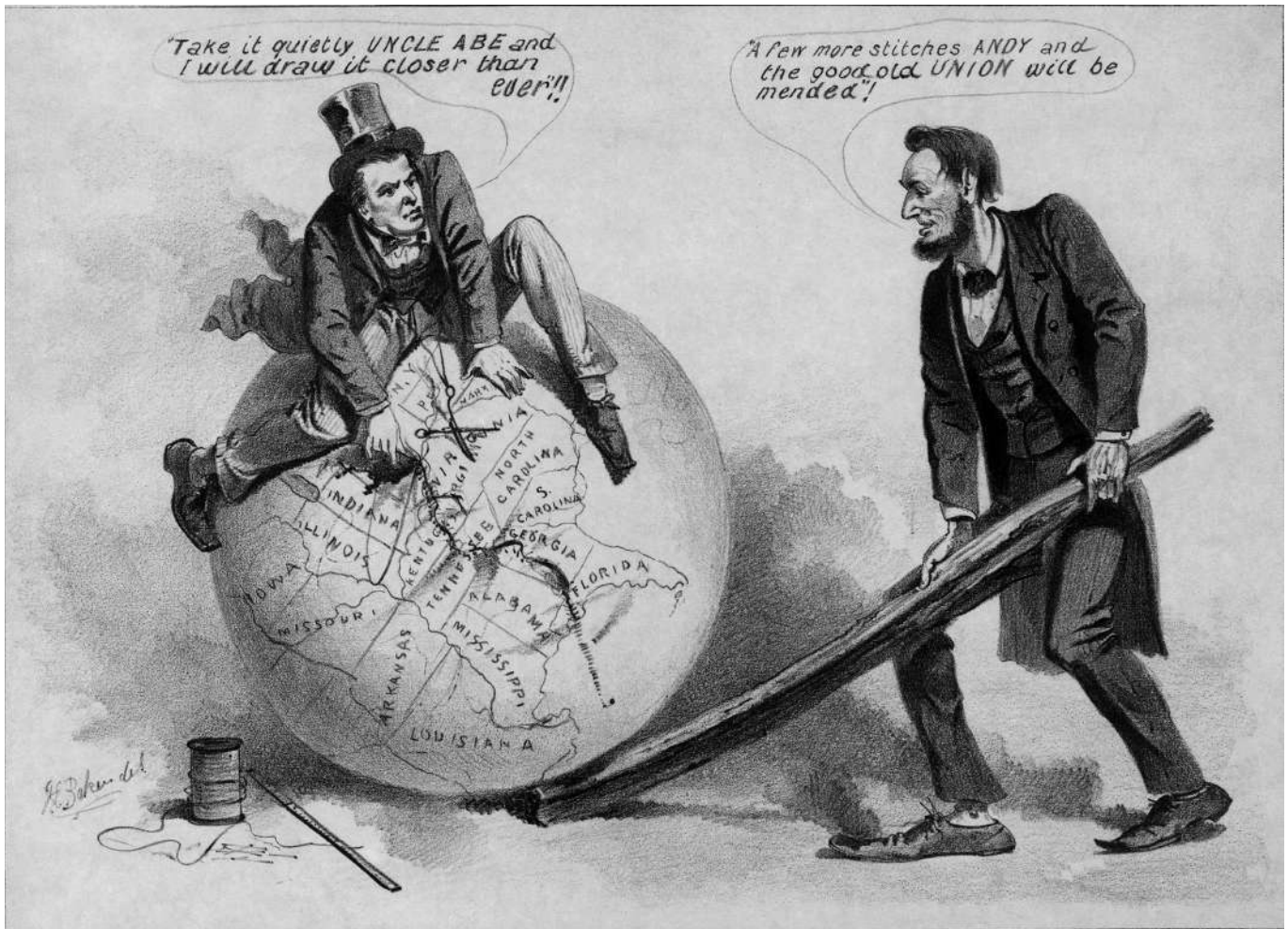
How do these sources confirm or change your understanding of Sherman's "march to the sea"?

Answers will vary. Students may say that the sources confirm their understanding of the "total war" used by Sherman's troops on their march or that it changes their understanding by showing how Sherman's march affected individual Southerners.

The Rail Splitter Repairing the Union

Use with *The Civil War*, Chapter 22

Background: This 1865 cartoon was created by Joseph E. Baker, who drew many cartoons about the Civil War. This is an editorial cartoon—a comic that expresses an opinion—about Lincoln’s plan for Reconstruction. “Rail Splitter” was a nickname given to Abraham Lincoln at the Illinois State Republican Convention in May 1860 because Lincoln had worked as a rail splitter—a person who splits logs for building fences—in his youth. The man sitting atop the large globe is Lincoln’s vice president, Andrew Johnson. Johnson also had a nickname—the Tennessee Tailor—that referred to the work he did as a young man



Name _____

Date _____

The Rail Splitter Repairing the Union

What is the title of this cartoon? Who are the characters?

The title of the cartoon is "The 'Rail Splitter' at Work Repairing the Union." The characters are President Lincoln and Vice President Andrew Johnson.

Describe the cartoon. What does it show?

The cartoon shows Johnson and Lincoln reuniting the torn Union, depicted as a map on the globe where Johnson sits. Lincoln uses a rail, or wooden plank, to stabilize the globe as Johnson works.

Johnson is sewing the states together and saying, "Take it quietly, Uncle Abe, and I will draw it closer than ever." Lincoln is saying, "A few more stitches, Andy, and the good old Union will be mended."

Which of the visuals in this cartoon are symbols? What do they stand for?

The tear in the globe symbolizes the split between the North and the South before and during the Civil War. The thread and needle used by Johnson symbolize plans for Reconstruction or reunification of the country. Lincoln's rail, or wooden plank, is indicative of Lincoln's desire to stabilize the country.

What is the message of this cartoon?

The message of the cartoon is that Lincoln and Johnson are working together to reunify the nation after the Civil War and seem to be getting close to their goal.

Name _____

Date _____

The Rail Splitter Repairing the Union (*continued*)

Using the cartoon and your knowledge of Reconstruction, which Reconstruction plan did the cartoonist most likely support: Presidential Reconstruction or Congressional (Radical) Reconstruction? How do you know?

The cartoonist most likely supported Presidential Reconstruction. The cartoon shows Lincoln and Johnson successfully putting the Union back together, which suggests that the cartoonist thought that Lincoln and Johnson could quickly and successfully reunify the nation. Quick reunification was not a goal of the Radical Republicans.

How does this source confirm or change your understanding of Reconstruction?

Answers will vary. Students may say that it confirms their understanding of the goals of Lincoln and Johnson's plans for Reconstruction or that it changes their understanding by showing Lincoln and Johnson working together instead of one after the other.

Frederick Douglass's Decoration Day Speech

Use with *The Civil War*, Chapter 24

Background: Decoration Day was a holiday in the United States that began in May 1868. It honored the fallen soldiers of the Civil War. People decorated the graves of soldiers with flowers as a way to commemorate their sacrifice. In the twentieth century, the holiday became known as Memorial Day, and it is now a U.S. federal holiday celebrated on the fourth Monday in May. The following excerpt comes from a speech given by abolitionist Frederick Douglass in 1878—a year after the end of Reconstruction. He gave the speech in Union Square in New York City, near a statue of Abraham Lincoln.

I am not here to revive old issues, or to stir up strife [conflict] between races; but no candid [honest] man, looking at the political situation of the hour, can fail to see that we are still afflicted by the painful sequences both of slavery and of the late rebellion. In the spirit of the noble man whose image now looks down upon us [Abraham Lincoln], we should have “charity toward all, and malice toward none.” In the language of our greatest soldier [Ulysses S. Grant], twice honored with the Presidency of the nation, “Let us have peace.” Yes, let us have peace, but let us have liberty, law and justice first. Let us have the Constitution, with it[s] thirteenth, fourteenth, and fifteenth amendments, fairly interpreted, faithfully executed, and cheerfully obeyed in the fullness of their spirit and the completeness of their letter. Men can do many things in this world, some easily and some with difficulty; but there are some things men cannot do or be. When they are here they cannot be there. When the supreme law of the land is systematically set at naught [nothing]; when humanity is insulted and the rights of the weak are trampled in the dust by a lawless power; when society is divided into two classes, as oppressed and oppressor, there is no power, and there can be no power, while the instincts of manhood remain as they are, which can provide solid peace.

Source: Douglass, Frederick. Speech delivered in Madison Square, New York, NY, Decoration Day, 1878. Frederick Douglass Papers: Speech, Article, and Book File, 1846–1894; Speeches and Articles by Douglass, 1846–1894. Manuscript Division, Library of Congress.

Name _____

Date _____

Frederick Douglass's Decoration Day Speech

Who was Frederick Douglass?

Douglass was a famous abolitionist. He escaped from slavery, wrote a book about his experiences,
published an abolitionist newspaper, and gave speeches in support of abolition.

In this excerpt, Douglass mentioned "the late rebellion." What historical event was he referring to?

He was referring to the Civil War.

What were the "thirteenth, fourteenth, and fifteenth amendments" that Douglass mentioned in the excerpt?

The Thirteenth, Fourteenth, and Fifteenth Amendments are considered the Reconstruction
Amendments. The Thirteenth Amendment abolished slavery. The Fourteenth Amendment granted
citizenship to formerly enslaved people; prevents states from making laws that limit the rights of
African Americans; prohibits states from taking away a person's life, liberty, or property unfairly; and
requires states to treat all people equally under the law. The Fifteenth Amendment says that no state
can keep a person from voting because of his race or color.

What did Douglass mean by the statement, "we are still afflicted by the painful sequences both of slavery and of the late rebellion"?

Douglass meant that the United States as a whole and African Americans in particular were still
suffering from the legacy of slavery and the Civil War.

Name _____

Date _____

Frederick Douglass's Decoration Day Speech (*continued*)

Why did Douglass refer to Lincoln and Grant in his speech? What point was he making about their ideals?

Douglass referred to both Lincoln and Grant as strong leaders of the nation. Douglass respected them

but also thought they did not go far enough in what they asked of the country. He said that liberty, law,

and justice were necessary in order to have the charity and peace that Lincoln and Grant wanted.

What did Douglass say in the excerpt about the implementation of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution?

Douglass said that the new constitutional amendments were not being enforced.

Did Douglass think there could be peace in the United States at the time of his speech? Why or why not?

Douglass did not think the United States could be at peace at that time because the laws of the country

that were supposed to protect people's rights were not being upheld.

How does this source confirm or change your understanding of Reconstruction?

Answers will vary. Students may say that the source confirms their understanding that the gains that

African Americans made under Reconstruction were temporary or that it changes their understanding

by showing that Frederick Douglass remained an activist for African American rights after slavery was

abolished.

Samuel Bowles Travels on the Union Pacific

Use with *Westward Expansion After the Civil War*, Chapter 2

Background: Samuel Bowles (1826–78) was a newspaper editor and publisher from Springfield, Massachusetts. He inherited the newspaper *The Springfield Republican* from his father in 1851 and made it a popular and successful independent newspaper. In 1868, Bowles took a trip to the West along the Union Pacific railroad from Omaha. He described to his readers the rapid pace of construction and the wider changes the railroad brought to the surrounding area.

We witnessed here the fabulous speed with which the Railroad was built. Through the two or three hundred miles beyond were scattered ten to fifteen thousand men in great gangs preparing the road bed; plows, scrapers, shovels, picks and carts; and, among the rocks, drills and powder were doing the grading as rapidly as men could stand and move with their tools. Long trains brought up to the end of the completed track loads of ties and rails; the former were transferred to teams, sent one or two miles ahead, and put in place upon the grade. Then rails and spikes were reloaded on platform cars, these pushed up to the last previously laid rail, and with an automatic movement and a celerity that were wonderful, practiced hands dropped the fresh rails one after another on the ties exactly in line, huge sledges sent the spikes home, the car rolled on, and the operation was repeated; while every few minutes the long heavy train behind sent out a puff from its locomotive, and caught up with its load of material the advancing work. The only limit, inside of eight miles in twenty-four hours, to the rapidity with which the track could thus be laid, was the power of the road behind to bring forward the materials.

As the Railroad marched thus rapidly across the broad Continent of plain and mountain, there was improvised a rough and temporary town at its every public stopping-place. As this was changed every thirty or forty days, these settlements were of the most perishable materials—canvas tents, plain board shanties, and turf-hovels—pulled down and sent forward for a new career, or deserted as worthless, at every grand movement of the Railroad company. Only a small proportion of their populations had aught to do with the road, or any legitimate occupation. Most were the hangers-on around the disbursements of such a gigantic work, catching the drippings from the feast in any and every form that it was possible to reach them. Restaurant and saloon keepers, gamblers, desperadoes of every grade, the vilest of men and of women made up this “Hell on Wheels,” as it was most aptly termed.

Source: Morris, Richard B., and James Woodress, eds. *The Westward Movement, 1832–1889*. Webster Publishing, 1961, pp. 33–34.

Name _____

Date _____

Samuel Bowles Travels on the Union Pacific

What was the Union Pacific? What role did it play in westward expansion?

The Union Pacific was a railroad company. It built part of the transcontinental railroad, building west from Omaha, Nebraska, until it met the Central Pacific line in Utah.

Define the following terms from the excerpt:

- grading reshaping land in construction
- celerity speed
- rapidity speed
- perishable temporary; able to be destroyed
- disbursements money given out
- desperadoes desperate or reckless people, especially outlaws
- vilest worst; most evil

What did Bowles praise about what he saw on his travels?

Bowles praised the skill with which the railroad was being constructed and especially the speed. He was impressed by the rapid pace of development.

What was Bowles less pleased about? Why?

Bowles was less pleased about the people he saw inhabiting the towns and camps alongside the railroad. He thought that many of them were greedy people who wanted to make money off the railroad workers without doing any useful work themselves.

Name _____

Date _____

Samuel Bowles Travels on the Union Pacific (*continued*)

According to Bowles, what caused the construction to become a “Hell on Wheels”?

Bowles’s said that it was the rapid pace of construction that contributed to the presence of all the

“hangers-on.” He described the temporary accommodations and shanties that were set up and torn

down as the railroad moved along.

What details in the excerpt show that building the railroad was hard work?

The number of people needed and the different tools they used show that building the railroad was

hard work. Bowles said that ten to fifteen thousand men worked in gangs using plows, scrapers,

shovels, picks and carts, drills and powder, and huge sledges.

Did Bowles think the good of the railroad outweighed the bad? How do you know?

Answers will vary. Students may say that Bowles’s praise for the skill and rapid construction of the

railroad shows that he thought the railroad itself was a good thing and a sign of progress. His criticisms

of the people around the railroad construction do not mean he thought the railroad itself was a bad

thing. He regretted that the rapid construction led to the presence of hangers-on.

How does this source confirm or change your understanding of railroads and westward expansion?

Answers will vary. Students may say that it confirms their understanding that building the railroad was a

huge endeavor that required a lot of workers doing hard labor or that it changes their understanding by

showing the types of people who were drawn to the railroad.

The Homestead Act

Use with *Westward Expansion After the Civil War*, Chapter 4

Background: In 1862, while the Civil War was still being fought, Congress passed the Homestead Act. The act established a process by which settlers could acquire land. Over the next forty years, the United States gave away eighty million acres of land under the act.

CHAP. LXXV. —An Act to secure Homesteads to actual Settlers on the Public Domain.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That any person who is the head of a family, or who has arrived at the age of twenty-one years, and is a citizen of the United States, or who shall have filed his declaration of intention to become such, as required by the naturalization laws of the United States, and who has never borne arms against the United States Government or given aid and comfort to its enemies, shall, from and after the first January, eighteen hundred and sixty-three, be entitled to enter one quarter section or a less quantity of unappropriated public lands, upon which said person may have filed a preemption claim, or which may, at the time the application is made, be subject to preemption at one dollar and twenty-five cents, or less, per acre; or eighty acres or less of such unappropriated lands, at two dollars and fifty cents per acre, to be located in a body, in conformity to the legal subdivisions of the public lands, and after the same shall have been surveyed: Provided, That any person owning and residing on land may, under the provisions of this act, enter other land lying contiguous to his or her said land, which shall not, with the land so already owned and occupied, exceed in the aggregate one hundred and sixty acres.

SEC. 2. And be it further enacted, That the person applying for the benefit of this act shall, upon application to the register of the land office in which he or she is about to make such entry, make affidavit before the said register or receiver that he or she is the head of a family, or is twenty-one years or more of age, or shall have performed service in the army or navy of the United States, and that he has never borne arms against the Government of the United States or given aid and comfort to its enemies, and that such application is made for his or her exclusive use and benefit, and that said entry is made for the purpose of actual settlement and cultivation, and not either directly or indirectly for the use or benefit of any other person or persons whomsoever; and upon filing the said affidavit with the register or receiver, and on payment of ten dollars, he or she shall thereupon be permitted to enter the quantity of land specified: Provided, however, That no certificate shall be given or patent issued therefor until the expiration of five years from the date of such entry. . . .

Source: Act of May 20, 1862 (Homestead Act). Pub. L. No. 37–64, 12 Stat. 392 (1862). Enrolled Acts and Resolutions of Congress, 1789–2011. General Records of the United States Government, Record Group 11. National Archives Building, Washington, D.C.

Name _____

Date _____

The Homestead Act

What was the Homestead Act?

The Homestead Act was a law passed by Congress in 1862. It gave land away to settlers.

Define the following terms from the excerpt:

- unappropriated not set aside or assigned any purpose
- preemption the right to buy or take possession of something before anyone else
- contiguous in contact; touching
- "in the aggregate" as a whole; altogether
- affidavit a written statement made under oath

On which date could people begin applying for a grant of land under the Homestead Act?

People could begin applying on January 1, 1863.

Were ex-Confederate soldiers eligible for land under the Homestead Act? How do you know?

Ex-Confederate soldiers were not eligible for land under the Homestead Act. The law specifically says that applicants must never have "borne arms against the United States Government or given aid and comfort to its enemies."

How old did applicants for land have to be under the Homestead Act if they were not the head of a family?

Applicants had to be at least twenty-one years old if they were not the head of a family.

Name _____

Date _____

The Homestead Act (*continued*)

Were applicants required to be U.S. citizens? Explain.

Noncitizens could apply for land if they had “filed [their] declaration of intention to become such, as required by the naturalization laws of the United States.”

How long did applicants need to live on the land before they were granted title to it?

Applicants had to live on the land for five years.

Based on the text, what was the basic purpose of the Homestead Act?

The purpose of the Homestead Act was to develop the western portion of the United States and spark economic growth.

How does this source confirm or change your understanding of the Homestead Act and westward expansion?

Answers will vary. Students may say that the source confirms their understanding of the Homestead Act as a tool for giving away land or that it changes their understanding by explaining the requirements to get land.

Frederick Jackson Turner on the Frontier in U.S. History

Use with *Westward Expansion After the Civil War*, Chapter 6

Background: In 1890, the U.S. Census Bureau declared the western frontier “closed” because there was no longer a consistent stretch of territory with a population density of fewer than two people per square mile (2.6 km²). Historian Frederick Jackson Turner saw this as a turning point in U.S. history. In what became known as the “frontier thesis,” Turner said that the identity of the United States was deeply connected to the frontier and the opportunities in it provided.

Up to our own day American history has been in a large degree the history of the colonization of the Great West. The existence of an area of free land, its continuous recession [backward movement], and the advance of American settlement westward, explain American development.

... The peculiarity [uniqueness] of American institutions is, the fact that they have been compelled [forced] to adapt themselves to the changes of an expanding people—to the changes involved in crossing a continent, in winning a wilderness, and in developing at each area of this progress out of the primitive economic and political conditions of the frontier into the complexity of city life. ...

The result is that to the frontier the American intellect owes its striking characteristics. That coarseness and strength combined with acuteness [sharpness] and inquisitiveness [curiosity]; that practical, inventive turn of mind, quick to find expedients [useful or efficient ways of accomplishing something]; that masterful grasp of material things, lacking in the artistic but powerful to effect great ends; that restless, nervous energy; that dominant individualism, working for good and for evil, and withal [in addition] that buoyancy [optimism] and exuberance [enthusiasm] which comes with freedom—these are traits of the frontier, or traits called out elsewhere because of the existence of the frontier. Since the days when the fleet of Columbus sailed into the waters of the New World, America has been another name for opportunity, and the people of the United States have taken their tone from the incessant [constant] expansion which has not only been open but has even been forced upon them. He would be a rash [irresponsible] prophet who should assert [claim] that the expansive character of American life has now entirely ceased. Movement has been its dominant fact, and, unless this training has no effect upon a people, the American energy will continually demand a wider field for its exercise. But never again will such gifts of free land offer themselves.

Source: Turner, Frederick Jackson. “The Significance of the Frontier in American History.” In *The Frontier in American History*. New York: Henry Holt, 1921, pp. 1–3, 37.

Name _____

Date _____

Frederick Jackson Turner on the Frontier in U.S. History

What was the closing of the frontier?

In 1890, the U.S. Census Bureau announced that there was no more frontier. There was no place left
with the right amount of rainfall that would be good for farming.

According to Turner, what has been the story of American history?

According to Turner, the story of American history is the story of westward expansion and the
colonization of the West.

According to Turner, what was peculiar, or unique, about American institutions?

According to Turner, American institutions were unique because they were forced to adapt to the
country's expansion and continuous development.

What did Turner say about the effect of the frontier and expansion on the character of Americans?

Turner said that the frontier gave Americans their best qualities, such as strength, resourcefulness,
and individualism. He said that this had been the case since Columbus arrived and America became
synonymous with new opportunities.

Name _____

Date _____

Frederick Jackson Turner on the Frontier in U.S. History (*continued*)

According to Turner, did the closing of the frontier mean the end of American expansion? How do you know?

According to Turner, the closing of the frontier did not mean the end of American expansion. I know

because he said only a "rash prophet" would say that American expansion was at an end and that

"American energy will continually demand a wider field for its exercise."

Whose perspective(s) did Turner ignore when made his observations?

Turner ignored the perspectives of Native Americans and of Europeans, especially those who founded the colonies that became the United States.

How does this source confirm or change your understanding of the closing of the frontier?

Answers will vary. Students may say that the source confirms their understanding of the closing frontier as an important milestone in U.S. history or that it changes their understanding by suggesting a new way to think about U.S. history.

***A Century of Dishonor* by Helen Hunt Jackson**

Use with *Native Americans: Cultures and Conflicts*, Chapter 5

Background: Helen Hunt Jackson was an American poet, writer, and reformer from Massachusetts. After hearing a chief of the Ponca tribe speak about the formation of reservations, Jackson was moved to investigate the lives of Native Americans, and she became a passionate supporter of their cause. Her book *A Century of Dishonor* was published in 1881. In the book, she describes the long list of instances in which treaties were ignored or broken by American authorities.

There are within the limits of the United States between two hundred and fifty and three hundred thousand Indians, exclusive of those in Alaska. The names of the different tribes and bands, as entered in the statistical tables of the Indian Office Reports, number nearly three hundred. . . .

There is not among these three hundred bands of Indians one which has not suffered cruelly at the hands either of the Government or of white settlers. The poorer, the more insignificant, the more helpless the band, the more certain the cruelty and outrage to which they have been subjected. This is especially true of the bands on the Pacific slope. These Indians found themselves of a sudden surrounded by and caught up in the great influx [invasion] of gold-seeking settlers, as helpless creatures on a shore are caught up in a tidal wave. There was not time for the Government to make treaties; not even time for communities to make laws. The tale of the wrongs, the oppressions, the murders of the Pacific-slope Indians in the last thirty years would be a volume by itself, and is too monstrous to be believed.

It makes little difference, however, where one opens the record of the history of the Indians; every page and every year has its dark stain. The story of one tribe is the story of all, varied only by differences of time and place; but neither time nor place makes any difference in the main facts. Colorado is as greedy and unjust in 1880 as was Georgia in 1830, and Ohio in 1795; and the United States Government breaks promises now as deftly [skillfully] as then, and with an added ingenuity [cleverness] from long practice.

Source: Jackson, Helen Hunt. *A Century of Dishonor: A Sketch of the United States Government's Dealings with Some of the Indian Tribes*. New York: Harper & Brothers, 1881, pp. 336–338.

Name _____

Date _____

***A Century of Dishonor* by Helen Hunt Jackson**

According to your history book, how did the U.S. government treat Native Americans?

The U.S. government signed treaties with Native Americans without understanding how Native

Americans were organized or how independent Native Americans were. The government also forced

Native Americans to leave their ancestral lands and move on to reservations. The government also

pressured Native Americans to assimilate.

According to Helen Hunt Jackson, how many Native American groups had suffered?

According to Jackson, all of them suffered. She mentions three hundred groups and between 250,000

and 300,000 people, all of whom she says have suffered.

Who did Jackson accuse of causing this suffering?

Jackson accused both settlers and the United States government.

According to Jackson, which Native Americans were hardest hit? Why?

According to Jackson, the Native Americans on the Pacific Coast were hardest hit because of the

rapid movement of settlers to the Pacific coast caused by the discovery of gold. This rapid movement

happened before the government could make treaties or laws. That meant that settlers attacked and

drove Native Americans from their land, and Native Americans had no laws or law enforcement to

protect them.

What event was Jackson referring to when she mentioned "Georgia in 1830"?

Jackson was referring to the removal of the Cherokees and the Trail of Tears (or Trail Where They Cried).

Name _____

Date _____

A Century of Dishonor by Helen Hunt Jackson (continued)

According to Jackson, had the treatment of Native Americans changed over time? How do you know?

According to Jackson, the treatment of Native Americans had not changed over time. I know because she said that it does not matter where in U.S. history you look, "every page and every year has its dark stain . . . neither time nor place makes any difference in the main facts." She said that Native Americans in Colorado in 1880 were treated as badly as Native Americans in Georgia in 1830, who were treated as badly as Native Americans in Ohio in 1795, and that the U.S. government has "long practice" at breaking promises to Native Americans.

Why did Jackson write this passage? How do you know?

Jackson wrote this passage because she wanted to make it clear to her audience that Native Americans had been the victims of the actions of the U.S. government and of settlers. I know because she argued that Native Americans had been victimized for years, across the country. She wanted her audience to understand that the repeated harms to Native Americans had resulted not from a series of individual actions but from a policy deliberately and jointly carried out by settlers and the government over decades.

How does this source confirm or change your understanding of the treatment of Native Americans?

Answers will vary. Students may say that it confirms their understanding that the U.S. government broke promises and displaced Native Americans or that it changes their understanding by showing that some people of that time period also thought this treatment was unfair.

Sitting Bull on Westward Expansion

Use with *Native Americans: Cultures and Conflicts*, Chapter 7

Background: Sitting Bull was a leader of the Hunkpapa Lakota (Sioux). He spoke against trusting white settlers or the U.S. government and urged his people to cling to their own traditions. The following excerpt comes from a speech by Sitting Bull at the Powder River Council in 1877.

Behold, my brothers, the Spring has come; the earth has received the embraces of the sun and we shall soon see the results of that love!

Every seed has awakened; and so has all animal life; it is through this mysterious power that we too have our being, and we therefore yield to our neighbors, even to our animal neighbors, the same right as ourselves, to inhabit this land.

Yet hear me, people, we have now to deal with another race—small and feeble when our fathers first met them, but now great and overbearing. Strangely enough, they have a mind to till the soil, and the love of possession is a disease with them. . . . They claim this mother of ours, the earth, for their own and fence their neighbors away; they deface [damage] her with their buildings and their refuse [garbage]. That nation is like a spring freshet [river flood] that overruns its banks and destroys all who are in its path.

We cannot dwell side by side. Only seven years ago we made a treaty by which we were assured that the buffalo country should be left to us forever. Now they threaten to take that from us. My brothers, shall we submit, or shall we say to them: “First kill me before you take possession of my Fatherland.”

Source: McCreight, M. I., and Flying Hawk. *Firewater and Forked Tongues: A Sioux Chief Interprets U.S. History*. Deluxe ed. Pasadena, CA: Trail’s End, 1947, p. 142.

Name _____

Date _____

Sitting Bull on Westward Expansion

Who was Sitting Bull?

Sitting Bull was a Hunkpapa Lakota (Sioux) respected for his courage and wisdom. He became a leader of the northern Sioux. After the Battle of Little Bighorn, he led his followers to Canada, where they lived for four years before returning to the United States.

According to Sitting Bull, what was the relationship between Native Americans and nature?

According to Sitting Bull, Native Americans were part of and lived in harmony with nature. He said that people have their being through the same forces that give life to plants and animals and that animals have the same rights to live on the land that people do.

According to Sitting Bull, what was the relationship between white settlers and nature?

Sitting Bull said that white settlers tried to control nature, even destroy it. They claim land for themselves, build fences around it, and damage it with their buildings and garbage.

Based on the excerpt, why did Sitting Bull feel betrayed?

He felt betrayed because a treaty was made with him seven years ago, guaranteeing land, and that treaty had been broken.

Name _____

Date _____

Sitting Bull on Westward Expansion (*continued*)

How did Sitting Bull feel about white settlers and what they were doing to the land? How do you know?

Sitting Bull had a negative opinion of the settlers and their treatment of the land. He described the settlers as greedy people who think they can own and fence off land that Sitting Bull said should be shared with other people and with nature. He thought they were destructive.

Did Sitting Bull think Native Americans and white settlers could share the land? How do you know?

Sitting Bull does not think that Native Americans and white settlers could share the land. I know because he says, “We cannot dwell side by side” and says their only choices are to submit to U.S. government control or fight to the death to keep their land.

How does this source confirm or change your understanding of Sitting Bull and the experiences of Native Americans?

Answers will vary. Students may say that the source confirms their understanding of Sitting Bull as a leader who resisted westward expansion or that it changes their understanding by giving a Native American perspective on the behavior and beliefs of white settlers.

Crazy Horse on Westward Expansion

Use with *Native Americans: Cultures and Conflicts*, Chapter 7

Background: Crazy Horse was a leader of the Oglala Lakota (Sioux) and a contemporary of Sitting Bull. Like Sitting Bull, Crazy Horse resisted the encroachment of white settlers and the efforts of the U.S. government to take Lakota land.

I was not hostile to the white man. Sometimes my young men would attack the Indians who were their enemies and took their ponies. They did it in return. We had buffalo for food, and their hides for clothing and our tepees. We preferred hunting to a life of idleness on the reservations, where we were driven against our will. At times we did not get enough to eat, and we were not allowed to leave the reservation to hunt. We preferred our own way of living. We were at no expense to the Government then. All we wanted was peace, and to be let alone. Soldiers were sent out in the winter, who destroyed our villages. Then "Long Hair" [Custer] came in the same way. They say we massacred him, but he would have done the same to us had we not defended ourselves and fought to the last. Our first impulse was to escape with our women and children, but we were so hemmed in [trapped] that we had to fight. After that I went up on Tongue river with a few of my people and lived in peace. But the Government would not let me alone. Finally I came back to Red Cloud agency [U. S. government office]. Yet I was not allowed to remain quiet. I was tired of fighting. I went to Spotted Tail agency and asked that chief and his agent to let me live there in peace. I came here with the agent [Lee] to talk with the big white chief, but was not given a chance. They tried to confine [imprison] me. I tried to escape and a soldier ran his bayonet into me. I have spoken.

Source: Adapted from Wheeler, Homer W. *The Frontier Trail; or, From Cowboy to Colonel: An Authentic Narrative of Forty-Three Years in the Old West as Cattleman, Indian Fighter and Army Officer*. Los Angeles: Times-Mirror Press, 1923, p. 234.

Name _____

Date _____

Crazy Horse on Westward Expansion

Who was Crazy Horse?

Crazy Horse was a Lakota (Sioux) chief who fought with Sitting Bull to protect Sioux lands.

Crazy Horse mentions someone called "Long Hair." Who was "Long Hair"?

"Long Hair" was General George Custer, whose forces were destroyed by Sioux and Cheyenne fighters at the Battle of Little Bighorn.

According to Crazy Horse, who was at fault for the conflicts between Native Americans and the U.S. government? How do you know?

Crazy Horse said that the U.S. government was at fault. I know because he said he "was not hostile to the white man," that soldiers came to destroy Sioux villages, and that "the Government would not let me alone."

According to Crazy Horse, how did living on the reservation change his people's way of life?

He called it a life of idleness, or lack of action. He suggested that life outside the reservation was freer and livelier. On the reservation, they could not hunt or pursue their traditional ways of life.

Name _____

Date _____

Crazy Horse on Westward Expansion (*continued*)

How did Crazy Horse's view of what happened at Little Bighorn differ from how the U.S. government viewed it?

Crazy Horse described the battle as an act of defense. His view was that Custer and his soldiers

had come to destroy Sioux homes and drive the Sioux away and that the battle stopped this from

happening.

Compare Crazy Horse's speech with Sitting Bull's. What did they have in common?

They had similar opinions of the settlers. They viewed settlement as destructive to their way of life. They

disliked what they saw as the settlers' violence, greed, and need for control.

How does this source confirm or change your understanding of Crazy Horse and the experience of Native Americans?

Answers will vary. Students may say that the source confirms their understanding of Crazy Horse as

resistant to westward expansion or that it changes their understanding by providing an eyewitness

account of how the U.S. government treated or dismissed the Sioux leader.

Sioux Testimony About Wounded Knee

Use with *Native Americans: Cultures and Conflicts*, Chapter 8

Note: These excerpts discuss the deaths that occurred at Wounded Knee. Some students may find them disturbing.

Background: In 1890, U.S. troops attacked a group of Lakota (Sioux) who were heading to the Pine Ridge Reservation after the death of Sitting Bull. Big Foot, the leader of the group, led them to Wounded Knee Creek, where they were expected to surrender their weapons to U.S. troops. The surrender did not go as planned, and the U.S. soldiers fired into the group. Three hundred Lakota died, including women and children. Fifty were injured. The Wounded Knee Massacre, as it came to be called, was one of the deadliest mass shootings in U.S. history. The following excerpts come from testimony of survivors of the shooting.

From the Testimony of Turning Hawk

... These people were coming towards Pine Ridge Agency [reservation], and when they were almost on the agency they were met by the soldiers and surrounded and finally taken to the Wounded Knee Creek, and there at a given time their guns were demanded. When they had delivered them up the men were separated from their families, from their tepees, and taken to a certain spot. When the guns were thus taken and the men thus separated there was a crazy man, a young man of very bad influence and in fact a nobody, among that bunch of Indians fired his gun, and of course the firing of a gun must have been the breaking of a military rule of some sort, because immediately the soldiers returned fire and indiscriminate [without strategy or purpose] killing followed. ...

All the men who were in a bunch were killed right there, and those who escaped that first fire got into the ravine and as they went along up the ravine for a long distance they were pursued on both sides by the soldiers and shot down. ... The women were standing off at a different place from where the men were stationed, and when the firing began those of the men who escaped the first onslaught went in one direction up the ravine, and then the women who were bunched together at another place went entirely in a different direction through an open field, and the women fared the same fate as the men who went up the deep ravine.

From the Testimony of American Horse

The men were separated as has already been said from the women, and they were surrounded by the soldiers. Then came next the village of the Indians and that was entirely surrounded by the soldiers also. When the firing began, of course the people who were standing immediately around the young man who fired the first shot were killed right together, and then they turned their guns, Hotchkiss guns, etc., upon the women who were in the lodges standing there under a flag of truce, and of course as soon as they were fired upon they fled, the men fleeing in one direction and the women running in two different directions. So that there were three general directions in which they took flight.

Source: "Account Given by Indians of the Fight at Wounded Knee Creek, South Dakota, December 29, 1890." In *Report of the Secretary of the Interior: Being Part of the Message and Documents Communicated to the Two Houses of Congress at the Beginning of the First Session of the Fifty-Second Congress*, by United States Department of the Interior. Vol. 2. Annual Report of the Department of the Interior. Washington, D.C.: Government Printing Office, 1892, p. 180.

Name _____

Date _____

Sioux Testimony About Wounded Knee

According to your history book, what happened at Wounded Knee?

The Sioux leader Big Foot was leading a group of about 350 people to the Pine Ridge Reservation. They stopped at Wounded Knee Creek to surrender their weapons to the U.S. Army. A young warrior refused to surrender his rifle, and the U.S. soldiers opened fire into the group. Three hundred Sioux died. Fifty were wounded. An army investigation said that the Native Americans were responsible for what happened.

American Horse said that the women were standing “under a flag of truce.” What does that mean?

A flag of truce is a white flag that is a symbol of peaceful negotiation. Being under a flag of truce suggests protection, an end to fighting while the two sides talk.

On what details do the two pieces of testimony agree?

The two pieces of testimony agree that people fled when the shooting started, that the women were separate from the men, that the men and women fled in different directions, and that the soldiers fired on the women on purpose.

How do these accounts of Wounded Knee compare with the account in your history book?

These accounts are similar to the account in my history book because they point to one young Native American man as the first to fire the weapon and describe the U.S. soldiers firing immediately while Native Americans tried to flee to safety. They are different because they describe in more detail where people fled to and how the soldiers turned their guns on the women, who had been separate from everyone else.

Name _____

Date _____

Sioux Testimony About Wounded Knee (*continued*)

An army investigation concluded that “There is nothing to conceal or apologize for in the Wounded Knee Battle. The [Native Americans] brought on their own destruction as surely as any people ever did.” Do these pieces of testimony support that conclusion? Why or why not?

Answers will vary. Students may say that these testimonies do support that conclusion because Turning

Hawk admits that a young Native American man was the first to fire a weapon, or they may say that the

testimonies do not support that conclusion because they show that U.S. forces hunted down Native

Americans who were trying to flee to safety.

The confrontation at Wounded Knee is sometimes called a battle and sometimes called a massacre. Based on these testimonies and what you read in your history book, which is the more accurate word for what happened? Why?

Answers will vary. Students will likely say that the word *massacre* is more accurate because the Native

Americans were unable to fight back, having already surrendered many of their weapons, and because

soldiers fired on the women, who were noncombatants.

How does this source confirm or change your understanding of Wounded Knee?

Answers will vary. Students may say that the source confirms their understanding of how the shooting

at Wounded Knee started or how the Sioux tried to flee the shooting. They may also say that it changes

their understanding by describing in detail where people ran and how women got shot.



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