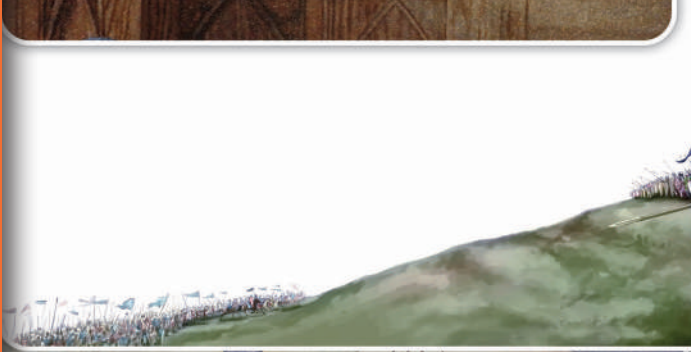


Grade 4

Primary Source Activity Book

Teacher Edition



Primary Source Activity Book

Grade 4



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Primary Source Activity Book Grade 4

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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 These individuals rely on primary sources, such as historical documents, firsthand accounts, artifacts, or scientific data, to inform their analysis.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 4. 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.

The Coronation of Charlemagne

Use with *Medieval Europe*, Chapter 5

Background: Leo III reigned as pope from 795 to 816 CE, following the death of Pope Adrian I. Leo gained the anger of Adrian's supporters when he departed from his predecessor's policies and named Charlemagne as defender of the Romans. The previous pope's supporters attempted to injure Leo during a procession in 799 CE with the goal of removing him from the papacy. Leo fled Rome and took refuge with Charlemagne for several months. The church remained in a state of chaos upon Leo's return, leading Charlemagne to restore order to Rome and receive the title of emperor of the Romans, or Holy Roman emperor, the following year. The following are two accounts of the crowning of Charlemagne as emperor of the Romans.

from Carolingian Chronicles: Royal Frankish Annals and Nithard's Histories

"On the most holy day of Christmas, when the king rose from prayer in front of the shrine of the blessed apostle Peter, to take part in the Mass, Pope Leo placed a crown on his head, and he was saluted by the whole Roman people: To the noble Charles, crowned by God, the great and peaceful emperor of the Romans, life and victory! After the cheers and applause, the pope addressed Charles in the manner of the old emperors. The title of Patricius [Defender] was now abandoned and he was called Emperor and Augustus."

Source: Adapted from Scholz, Bernhard Walter, and Barbara Rogers, trans. *Carolingian Chronicles: Royal Frankish Annals and Nithard's Histories*. Ann Arbor: University of Michigan Press, 1972, p. 81.

from Einhard's Life of Charlemagne

"The Romans had inflicted many injuries upon Pope Leo, . . . so that he had been compelled [forced] to call upon the King for help. Charles accordingly went to Rome, to set in order the affairs of the Church, which were in great confusion, and passed the whole winter there. It was then that he received the titles of Emperor and Augustus, to which he at first had such an aversion [resistance] that he declared that he would not have set foot in the Church the day that they were conferred [given], although it was a great feast-day, if he could have foreseen the design [plan] of the Pope."

Source: Adapted from Einhard. *Life of Charlemagne*. Translated by Samuel E. Turner. New York: Harper & Bros., 1898, pp. 65–66.

Name _____

Date _____

The Coronation of Charlemagne

Who was Charlemagne?

Charlemagne was king of the Franks. He became one of the greatest rulers Europe had ever known.

How did Charlemagne become “emperor of the Romans”?

Pope Leo III crowned Charlemagne as “emperor of the Romans” after the king helped the pope after the pope was attacked.

Use the information in the sources to describe the coronation of Charlemagne.

Charlemagne attended a church service in Rome, where Pope Leo III crowned him and called him “Emperor and Augustus.”

On what details do the two sources about Charlemagne’s coronation agree?

The sources agree that the coronation occurred in a church in Rome, that Charlemagne was crowned by the pope, and that Charlemagne was given the titles *Emperor* and *Augustus*.

On what details do the two sources differ or disagree?

The sources differ in whose perspective they present. The first source says the coronation occurred on Christmas before Mass and that a crowd of people were there. It says the people cheered when Charlemagne was crowned. The second source does not give the day that Charlemagne was crowned or mention a crowd of people. It explains why Charlemagne was in Rome and says that Charlemagne was reluctant to be crowned.

Name _____

Date _____

The Coronation of Charlemagne (*continued*)

What might be the reason for these differences?

Answers will vary. Students may say that the reason is that the sources were written by different people or at different times. They may say that each author had a different purpose for writing their account.

Based on these sources, how did people view Charlemagne? How do you know?

People respected Charlemagne. I know because the first source says people saluted him and cheered when he was crowned.

How do these sources confirm or change your understanding of Charlemagne?

Answers will vary. Students may say that the sources confirm what their Student Reader says about Charlemagne's coronation or that the sources change their understanding of Charlemagne's coronation because the first source describes how people who were there reacted to it.

King Harald's Laws for Land Property

Use with *Medieval Europe*, Chapter 6

Background: King Harald Harfager, king of Norway from 860 to 930 CE, introduced feudalism to Scandinavia. This excerpt was written in roughly 866 CE.

King Harald made this law over all the lands he conquered, that all the privately owned property should belong to him; and that the [people who lived on the land], both great and small, should pay him land dues for their possessions. Over every district he set an earl to judge according to the law of the land and to justice, and also to collect the land dues and the fines; and for this each earl received a third part of the dues, and services, and fines, for the support of his table and other expenses. Each earl had under him four or more local chieftains, each of whom had an estate of twenty marks yearly income given to him and was bound to support twenty men-at-arms, and the earl sixty men, at their own expenses.

Source: Adapted from Cave, Roy C., and Herbert H. Coulson. *A Source Book for Medieval Economic History*. Milwaukee: Bruce Publishing, 1936, pp. 28–29.

Name _____

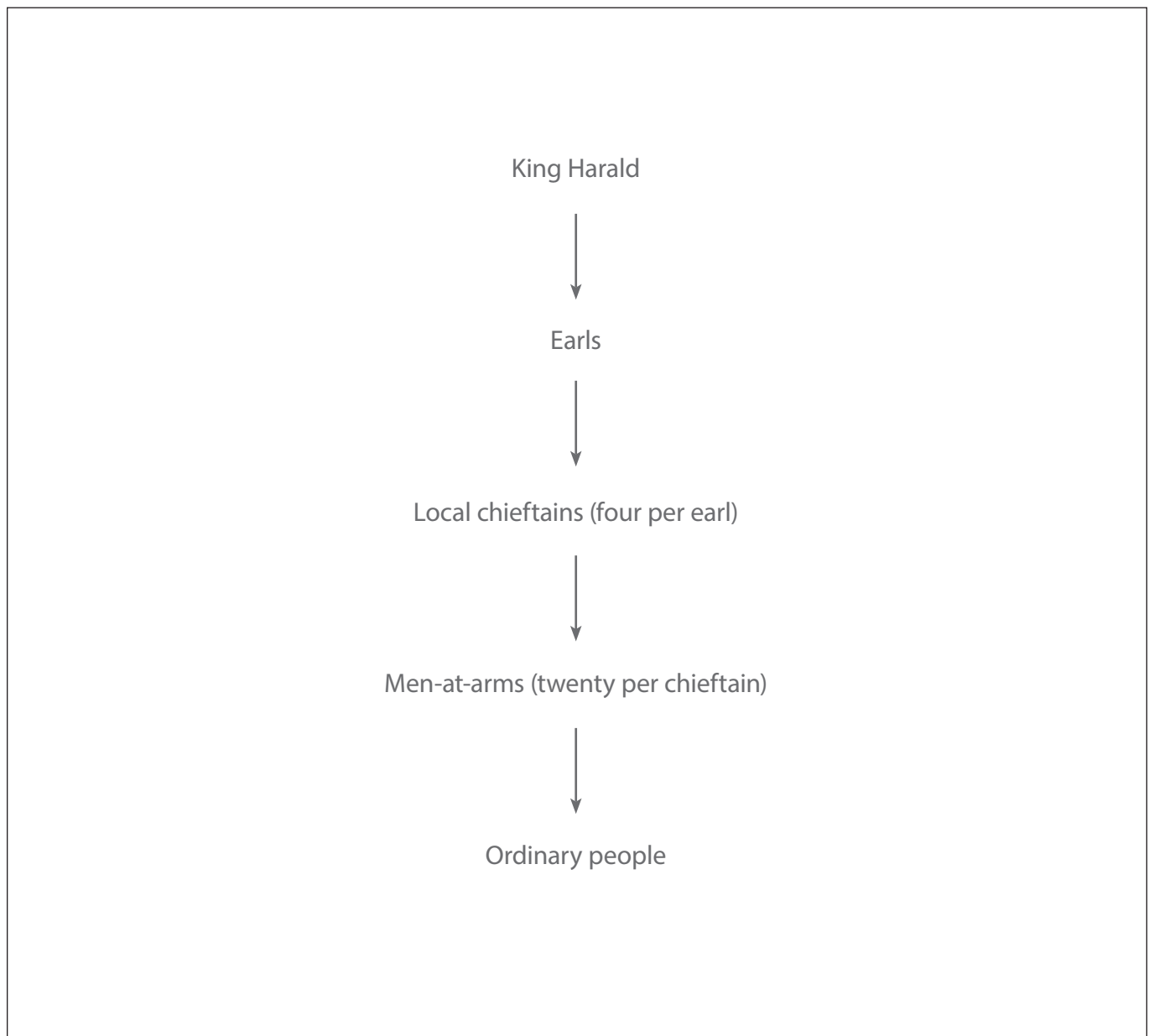
Date _____

King Harald's Laws for Land Property

What was feudalism?

Feudalism was a system of government in which land was exchanged for loyalty and services. Lords gave land called fiefs to vassals in exchange for promises of military service.

Use the details in the excerpt to draw a diagram of land distribution under King Harald. You may wish to use the diagram of feudalism in your history book as a model.



Name _____

Date _____

King Harald's Laws for Land Property (*continued*)

Which people in the excerpt served as lords? Which ones served as vassals? Who were the knights?

The king and his earls served as lords. The earls and chieftains served as vassals. The men-at-arms were the knights.

According to King Harald's laws, what was required of the earls? What did they get in return?

The earls were required to serve as judges and to collect land dues (taxes) and fines. In return, they received a portion of the dues, services, and fines.

Who was responsible for hiring and paying the men-at-arms?

The chieftains and the earls were responsible for hiring and paying the men-at-arms.

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

Answers will vary. Students may say that the source confirms their understanding of feudalism because it shows how land was given in exchange for service or that the source changes their understanding of feudalism because it shows that lords and vassals could have many different titles.

Duties of the Coloni

Use with *Medieval Europe*, Chapter 10

Background: This excerpt is from the Codex of Louis I, otherwise known as Louis the Pious. Born in 778 CE, Louis was the youngest son of Charlemagne and served as the Holy Roman emperor from 814 CE until his death in 840 CE. In this excerpt, Louis describes the duties, or responsibilities, of the coloni—people who were legally free but still completely dependent on a lord for their livelihood.

As to the coloni, they serve either as serfs or as tenant farmers who make a fixed payment. This is the agrarian [farming] tax. The landlord's representative sees to it that each tenant gives according to what he has. Out of thirty bushels, the tenant gives three bushels.

Each pays fees for using the pastures according to local customs. He is to plow, sow [plant], enclose [fence], harvest, and put away the crops from the lord's fields. He is to enclose, reap, gather, and put away one field of his own. Every tenant ought to collect and put away seed for next year's crop. He is to plant, enclose, dig up, extend, prune, and collect the harvest of the orchards. He is to pay ten bundles of flax [a type of plant]. He must also pay four hens.

He is to provide horses to do carriage service up to 150 miles. He has a reasonable amount of land for earning the tax. When necessary, he pays it in a lump sum.

Source: Adapted from Cave, Roy C., and Herbert H. Coulson. *A Source Book for Medieval Economic History*. Milwaukee: Bruce Publishing, 1936, p. 28.

Name _____

Date _____

Duties of the Coloni

Who were the serfs? What was their role in medieval Europe?

The serfs were peasants. They were the lowest social class. They were tied to the land and relied on the lord of the manor for land and protection. They were required to work the lord's fields and provide a portion of what they grew as payment to the lord.

How were the coloni similar to serfs?

Both the coloni and the serfs were dependent on a lord for their livelihood. According to the excerpt, some coloni lived as serfs.

According to the excerpt, what physical labor were coloni required to do?

The coloni were required to plow, plant, enclose, harvest, and put away crops from the lord's fields and their own, as well as plant, enclose, dig up, extend, prune, and collect the harvest from the orchards.

What else were the coloni required to provide?

The coloni were required to pay the agrarian tax. They were also required to pay pasture fees of ten bundles of flax and four hens, to provide horses for carriage service, and to collect and put away seed for the next year's crops.

Based on the excerpt, what was the job of the landlord's representative?

The job of the landlord's representative was to collect taxes.

Name _____

Date _____

Duties of the Coloni (*continued*)

Did all coloni pay the same amount of agrarian tax? How do you know?

No, the coloni paid different amounts of agrarian tax. I know because the source says, "each tenant gives according to what he has."

For what purpose were coloni given land? How do you know?

The coloni were given land so they could grow enough to pay the agrarian tax. I know this because the excerpt says, "He has a reasonable amount of land for earning the tax."

From whose point of view is the source written? How do you know?

The source is written from the point of view of a ruler, or a person in a position of authority. The source explains the expectations of the coloni without explaining its impact on them.

How might the source be different if it were written by one of the coloni?

Answers will vary. Students may say that a source written by one of the coloni might express how they feel about the work and the taxes they must pay.

How does this source confirm or change your understanding of serfs and medieval European society?

Answers will vary. Students may say that the source confirms their understanding of serfs as laborers or that the source changes their understanding by showing there were different types of serfdom.

Magna Carta

Use with *Medieval Europe*, Chapter 17

Background: In 1199 CE, King John assumed the throne of England. His efforts to raise taxes to pay for war with France, his practice of taking hostages to ensure payment of debt, and his disagreements with the pope angered English barons. In 1215 CE, the barons forced John to sign a document called Magna Carta (Great Charter) that established rules for how the king could treat nobles, freemen, and the church. The following excerpt lists two of those rules.

(9) Officials will not take land or rent as payment for a debt, as long as the debtor, or person who owes the debt, has enough belongings to cover the debt. The people who take legal responsibility for the debtor will not be confronted for debt payment as long as the debtor is able to pay the debt. If the debtor cannot pay the debt, the people who take legal responsibility for the debtor will be confronted for payment. If the person taking legal responsibility for the debtor wishes, he or she may take over the lands of the debtor until the debt is paid, unless the debtor can show that the debt has been paid.

(12) No fees will be collected from knights without the general consent of the kingdom unless the money is meant as payment for the release of a prisoner, to make an oldest son a knight, or to marry off an oldest daughter. Only a reasonable amount of money can be charged for these purposes. Taxes or money owed by citizens to the city of London will be treated in the same way.

Source: Adapted from "Magna Carta, 1215." The National Archives (U.K.).

Name _____

Date _____

Magna Carta

What was the Magna Carta?

The Magna Carta was a document that established rules for what the king of England could and could not do. English barons forced King John to sign it.

Define the following terms from the excerpt:

- debt something, such as money, that is owed
- confronted challenged, usually face-to-face
- fees moneys collected for a service
- consent permission

Based on these excerpts, what kinds of abuses were the English nobility experiencing under King John's rule?

The English nobility were heavily taxed and were punished or had their property seized if they refused to pay.

Who did rule 9 apply to?

Rule 9 applied to people who owe debts and people collecting debts.

When could knights be required to pay a fee?

Knights could be required to pay a fee when they were paying to release a prisoner, when they wanted to make their oldest son a knight, and when they wanted to marry off their oldest daughter.

Name _____

Date _____

Magna Carta (*continued*)

What evidence from the excerpt suggests that the Magna Carta had more protections for people collecting debts than the debtors themselves?

The excerpt explains that the people who take legal responsibility for the debtor cannot be confronted to pay the debt. It also says that a debt collector can take the lands of a debtor. This suggests that the consequences for owing a debt are significant and that debtors have fewer protections than debt collectors.

What must happen before the king can collect fees, or taxes, from the knights? How do you know?

Before the king can collect fees, or taxes, from the knights, he must get permission from the nobility.

I know this because the excerpt says, "No fees will be collected from knights without the general consent of the kingdom."

How does the excerpt confirm or change your understanding of the Magna Carta?

Answers will vary. Students may say that the excerpt confirms their understanding of the Magna Carta because it shows how the document limited the king's power or that the excerpt changes their understanding because it shows how other people were affected by the new rules.

The Hundred Years' War

Use with *Medieval Europe*, Chapter 19

Background: The Hundred Years' War was a series of conflicts between England and France that began in 1337 CE and ended in 1453 CE. The Battle of Crécy (1346 CE) ended in a surprising victory for the English against a much larger French army. The Battle of Agincourt, fought in October 1415 CE, marked another English victory. At Agincourt, the English lost only four hundred men while the French lost six thousand.

from Jean Froissart's Account of the Battle of Crécy

There fell a great rain and aclipse [lightning] with a terrible thunder, and before the rain there came flying over both battles a great number of crows for fear of the tempest [storm] coming. Then anon [soon] the air began to wax clear, and the sun to shine fair and bright, the which was right in the Frenchmen's eyes and on the Englishmen's backs. When the Genoways [Italian crossbowmen working for France] were assembled together and began to approach, they made a great leap and cry to abash [destroy] the Englishmen, but they stood still and stirred not for all that: then the Genoways again the second time made another leap and a fell cry, and stepped forward a little, and the Englishmen removed not one foot: thirdly, again they leapt and cried, and went forth till they came within shot; then they shot fiercely with their cross-bows. Then the English archers stepped forth one pace and let fly their arrows so wholly [together] and so thick, that it seemed snow. When the Genoways felt the arrows . . . , many of them cast down their cross-bows and did cut their strings and returned discomfited [embarrassed].

Source: Adapted from Froissart, Jean. *The Chronicles of Froissart*. Translated by Lord Berners. Edited by G. C. Macaulay. In *Chronicle and Romance: Froissart, Malory, Holinshed*. Vol. 35 of *The Harvard Classics*, edited by Charles W. Eliot. New York: P. F. Collier & Son, 1910.

from Enguerrand de Monstrelet's Account of the Battle of Agincourt

The English, seeing the enemy not inclined to advance, marched toward them with repeated cheers, occasionally stopping to recover their breath. The archers, who were hidden in the field, echoed these shoutings, at the same time discharging their bows. . . .

These archers, numbering at least thirteen thousand, let off a shower of arrows with all their might, and as high as possible, so as not to lose their effect. . . .

The English loudly sounded their trumpets as they approached, and the French stooped to prevent the arrows hitting them on the visors their helmets; thus the distance was now but small between the two armies, although the French had retreated some paces. . . . At length the English gained on them so much, and were so close, that excepting the front line, and such as had shortened their lances, the enemy could not raise their hands against them.

Source: Adapted from de Monstrelet, Enguerrand. *The Chronicles of Enguerrand de Monstrelet*. Vol. 1. Translated by Thomas Johnes. London: H. G. Bohn, 1847, pp. 341–342.

Name _____

Date _____

The Hundred Years' War

What was the Hundred Years' War?

The Hundred Years' War was a series of conflicts between England and France. The war began in 1337 and ended in 1453.

Use the details in the first excerpt to draw the scene at the Battle of Crécy.

Student drawings will vary. Some may draw the English and French lined up for battle as the storm rages or the sun shining over the English into the eyes of the French. Others may draw the Genoways taunting the English or English arrows raining down as the Genoways retreat.

Use the details in the second excerpt to draw the scene at the Battle of Agincourt.

Student drawings will vary. Some may draw arrows launching into the air as the English approach. Others may draw the French ducking as the arrows land on them.

Name _____

Date _____

The Hundred Years' War (*continued*)

Which technology helped the English defeat the French at Crécy and Agincourt?

The longbow helped the English defeat the French.

What details do the excerpts have in common?

In both excerpts, English archers fired a lot of arrows at the enemy, and one side yelled at or taunted the other. Also, in both excerpts, the two armies were face-to-face and close to each other.

What do these commonalities suggest about the nature of the Hundred Years' War?

They suggest that the battles in the war were hand-to-hand combat and that bows and arrows were important weapons.

How do these excerpts confirm or change your understanding of the Hundred Years' War?

Answers will vary. Students may say that the excerpts confirm their understanding that English longbows played an important part in the war or that the excerpts changed their understanding by showing that France had Italian allies.

The Arab Conquest of Egypt

Use with *Medieval Islamic Empires*, Chapter 3

Background: In 639 CE, Arab armies led by Amr ibn, or son of, al-As invaded and conquered Egypt, which at the time was a Roman province. This excerpt comes from a collection of writings by leaders of the Eastern (Byzantine) Christian Church.

The prince of the Muslims sent an army to Egypt, under one of his trusty companions, named Amr son of Al-Asi. This army of Islam came down in Egypt in great force on the sixth of June.

Commander Amr first arrived by desert, and the horsemen took the road through the mountains until they arrived at a fortress built of stone. They pitched their tents there until they were prepared to fight the Romans and make war against them.

After fighting three battles with the Romans, the Muslims conquered them. When the chief men of the city saw these things, they went to Amr and received a certificate of security for the city, that it might not be plundered. This kind of treaty which Muhammad, the chief of the Arabs, taught them, they called the Law; and he says with regard to it: "As for the province of Egypt, and any city that agrees with its inhabitants to pay the land-tax to you, and to submit to your authority, make a treaty with them, and do them no injury. But plunder and take as prisoners those who will not consent to this and resist you."

Source: Adapted from *History of the Patriarchs of the Coptic Church of Alexandria*. Vol. 1, part 2. Translated by B. Evetts. Paris: Firmin-Didot, 1907, pp. 493–494.

Name _____

Date _____

The Arab Conquest of Egypt

How did Muslim rule spread after the death of Muhammad?

After Muhammad's death, the first four caliphs conquered Syria, Egypt, North Africa, and Persia.

Eventually, the Islamic empire spread from the borders of India and China in the east, across the Arabian Peninsula and North Africa, and into Spain in the west.

How did the caliphs organize and govern their empire?

The caliphs used their armed forces to control their empire. They collected taxes and made Arabic the official language of the government. They allowed Jews and Christians a special place as "People of the Book."

Who was Amr ibn al-As?

Amr ibn al-As was commander of the Muslim army that conquered Egypt.

Did the Muslim army attack the Romans right away? How do you know?

The Muslim army did not attack the Romans right away. I know because the excerpt says that after traveling through the desert and the mountains, the army "pitched their tents until they were prepared to fight the Romans and make war against them."

Based on the excerpt, was it relatively easy or difficult for the Muslim army to conquer Egypt? How do you know?

It was relatively easy for the Muslim army to conquer Egypt. I know because the excerpt says the Muslim armies defeated the Romans in only three battles.

Name _____

Date _____

The Arab Conquest of Egypt (*continued*)

Based on the excerpt, what did the men of the city promise in exchange for the certificate of security?

To get the certificate of security, the men of the city promised to pay the land-tax and submit to

Muslim authority.

Based on the excerpt, what happened to people who did not pay the land-tax or submit to Muslim authority?

People who did not pay the land-tax or submit to Muslim authority were not offered a treaty and were plundered and taken as prisoners.

How does this excerpt confirm or change your understanding of medieval Islamic empires?

Answers will vary. Students may say the excerpt confirms their understanding of how the caliphs used their armed forces to expand their empire or that it changes their understanding by showing that Muslim armies invaded areas that had already been conquered by other empires, such as the Romans.

The Pact of Umar

Use with *Medieval Islamic Empires*, Chapter 3

Background: Umar was the second caliph to lead the Islamic community after the death of Muhammad. The following excerpt comes from an agreement between Umar and the Christians of Syria after Umar's forces conquered the region in the 600s CE.

When you marched against us, we asked of you protection for ourselves, our descendants, our possessions, and our community, we made this agreement with you:

We will not erect in our city or the suburbs any new monastery, church, cell, or hermitage, and we will not repair any of such buildings that may fall into ruins. . . .

We will open the gates wide to passengers and travelers, and we will receive any Muslim traveler into our houses and give him food and lodging for three nights.

We will not harbor any spy in our churches or houses, or conceal any enemy of the Muslims.

We will not teach our children the Koran.

We will not make a show of the Christian religion or invite anyone to embrace it.

We will not prevent any of our kinsmen from embracing Islam, if they so desire.

We will honor Muslims and shall rise from our seats when they wish to sit.

We will not dress like Muslims, speak like them, or adapt their surnames. . . . We will keep our own style of dress. . . .

We will not strike [hit] any Muslim.

All this we promise to observe, on behalf of ourselves and our community, and receive protection from you in exchange, and if we violate any of the conditions of this agreement, then we forfeit your protection and you are at liberty to treat us as enemies and rebels.

Source: Adapted from Marcus, Jacob R. *The Jew in the Medieval World: A Source Book*, 315–1791. Cincinnati: Sinai Press, 1938, pp. 13–15.

Name _____

Date _____

The Pact of Umar

Who was Umar?

Umar was a ruler of the Islamic empire. He was the second caliph after Muhammad's death.

Who were the "People of the Book"? Why were they called that?

Jews and Christians were considered "People of the Book" because they worshipped the same God

that Muslims did. The "People of the Book" had to pay a tax, but they generally had more rights and

privileges in the Islamic empires than other non-Muslims did.

What did the Christians of Syria promise Umar in their agreement? Summarize in your own words.

The Christians of Syria promised to not spread their own faith by building more churches or asking

people to convert. They promised to respect Muslims and their faith by giving Muslims their seats, not

dressing like Muslims, not harboring enemies of the Muslims, not teaching their children the Koran, and

not hitting any Muslims. They also promised to give food and shelter to travelers.

What did Umar promise in return?

Umar promised protection as long the Christians followed the agreement.

According to the agreement, what could happen if the Christians did not keep their promises?

If the Christians did not keep their promises, Umar could stop protecting them and treat them like

enemies.

Name _____

Date _____

The Pact of Umar (*continued*)

Why did the Christians of Syria agree to this pact? How do you know?

They agreed to the pact to protect their lives, homes, and community. I know this because the first paragraph of the agreement says, "When you marched against us, we asked of you protection for ourselves, our descendants, our possessions, and our community."

How does this pact compare with what you read about the Arab conquest of Egypt?

This pact is similar to what I read about the Arab conquest of Egypt. The excerpt about the Arab conquest said that Muslim armies were to leave alone anyone who paid tax and submitted to their authority, which is what the Christians were doing with this agreement.

How does this pact compare with what you read about "People of the Book"?

I read that "People of the Book" had to pay a tax and had more rights and privileges than other non-Muslims, but the pact does not mention a tax or any rights or privileges. Instead, it lists restrictions on how the Christians of Syria could act.

How does this excerpt confirm or change your understanding of medieval Islamic empires?

Answers will vary. Students may say that the excerpt changes their understanding of what it meant to be "People of the Book" in medieval Islamic empires or that it confirms their understanding of how the caliphs ruled the empire.

Baghdad Under the Abbasid Caliphs

Use with *Medieval Islamic Empires*, Chapter 4

Background: The city of Baghdad in present-day Iraq was founded in 762 CE by the Abbasid caliphate, one of the great dynasties that ruled medieval Islamic empires. The caliphate lasted from 750 CE to 1258 CE. Under the Abbasids, Baghdad became a center of art and learning during Islam's golden age.

The city of Baghdad formed two giant semi-circles on the right and left banks of the Tigris River. The numerous suburbs, covered with parks, gardens, villas and beautiful promenades [walkways], and plentifully supplied with rich bazaars [marketplaces], and finely built mosques and baths, stretched for considerable distance on both sides of the river.

In the days of its prosperity, the population of Baghdad and its suburbs amounted to more than two million people. The caliph's palace stood in the middle of a vast park, which beside a menagerie [zoo] and aviary [birdhouse] included an enclosure for wild animals reserved for hunting. The palace grounds were laid out with gardens, and decorated with exquisite taste with plants, flowers, and trees, reservoirs, and fountains, surrounded by sculpted figures. . . .

Immense streets, none less than forty cubits [twenty yards] wide, crisscrossed the city from one end to the other, dividing it into blacks or quarters, each under the control of an overseer or supervisor, who looked after the cleanliness, sanitation, and comfort of the inhabitants. . . .

Every household was plentifully supplied with water at all seasons by the numerous aqueducts which intersected the town. The streets, gardens, and parks were regularly swept and watered, and no refuse [garbage] was allowed to remain within the walls.

Source: Adapted from Ali, Ameer. "Bagdad Under the Abbaside Kalifs." In *Readings in Ancient History: Illustrative Extracts from the Sources*, edited by William Stearns Davis. Vol. 2, *Rome and the West*. Boston: Allyn and Bacon, 1912, pp. 365–366.

Name _____

Date _____

Baghdad Under the Abbasid Caliphs

What is Baghdad? What role did it play in medieval Islamic empires?

Baghdad is a city in present-day Iraq. It was the center of a great medieval Islamic empire and became a place of trade and learning.

Who were the Abbasids?

The Abbasids were rulers of one of the great medieval Islamic empires.

Define the following terms from the excerpt:

- reservoirs human-made lakes
- immense very large
- sanitation the act of keeping a place free of dirt and disease

Use the details in the excerpt to draw a map of Baghdad.

Student maps should reflect the following details: Baghdad in the shape of a circle divided in half by the Tigris River and the city divided into blocks or quarters by streets.

Name _____

Date _____

Baghdad Under the Abbasid Caliphs (*continued*)

How did the Abbasid caliph display his wealth?

The caliph displayed his wealth by living in a palace in the middle of a giant park that had its own zoo and birdhouse and captive wild animals used for hunting. The palace also had elaborate gardens with reservoirs, fountains, and sculptures.

According to the excerpt, how was the city organized and managed?

The city was organized into blocks or quarters, and each block or quarter was managed by an overseer or supervisor.

What details in the excerpt suggest that Baghdad was a clean city?

The excerpt says that each block or quarter had an overseer or supervisor who was responsible for the area's cleanliness and sanitation, that the streets, gardens, and parks were swept regularly, and that no refuse was allowed in the city. These details all suggest that Baghdad was kept clean.

How does the excerpt confirm or change your understanding of medieval Islamic empires?

Answers will vary. Students may say that the excerpt confirms their understanding of Baghdad as the center of a great empire or that it changes their understanding by showing them what a medieval Islamic city looked like.

Ibn Battuta's Description of Toghata

Use with *Early and Medieval African Kingdoms*, Chapter 4

Background: Ibn Battuta (also spelled Ibn Batuta or Ibn Battutah) was an Arab born in present-day Morocco. One day, he left home to see the world. In thirty years, Ibn Battuta visited every Muslim land as well as many parts of the world beyond. In addition to Africa and the kingdoms of Southwest Asia, he traveled to Ceylon (Sri Lanka), China, southern Russia, and Central Asia. It is estimated he traveled more than seventy-five thousand miles (120,700 km) in his journeys, probably a record unsurpassed until the age of steam travel. Ibn Battuta returned to Morocco and wrote a book about his travels. In this excerpt, he describes his visit to Toghata, a city on the Trans-Saharan trade route in the Ghana Empire.

After a journey of five and twenty days, [we] arrived at Toghata, a village in which there is nothing good, for its houses and mosque are built with stones of salt, and covered with the hides of camels. There is no tree in the place; it has nothing but sand for soil; and in this are mines of salt. For this, they dig in the earth, and find thick tables of it, so laid together as if they had been cut and placed under ground. No one, however, resides in these [houses] except the servants of the merchants, who dig for the salt. . . . To them come the people of Sudan from their different districts, and load themselves with the salt, which among them passes for money, just as gold and silver does among other nations; and for this purpose, they cut it into pieces of a certain weight, and then make their purchases with it.

Source: Adapted from Ibn Battuta. *The Travels of Ibn Batuta*. Translated by Samuel Lee. London: Oriental Translation Committee, 1829, pp. 231–232.

Name _____

Date _____

Ibn Battuta's Description of Toghata

What was the Trans-Saharan trade?

The Trans-Saharan trade was the exchange of salt from the Sahara for gold from West Africa.

What was Ghana's role in the Trans-Saharan trade?

Ghana's location along the Trans-Saharan trade routes allowed it to control the gold-salt trade and become rich from it.

Use the details in the excerpt to draw a picture of Toghata.

Student drawings should show houses and a mosque built of salt in an area with no trees. Students may also include stacks of salt slabs in their drawings.

Name _____

Date _____

Ibn Battuta's Description of Toghata (*continued*)

What good or commodity did the city of Toghata rely on?

The city of Toghata relied on salt.

Which detail from the excerpt shows that the people who live in Toghata make up the lower classes of society?

Ibn Battuta shows this by saying, "No one, however, resides in these [houses] except the servants of the merchants, who dig for the salt. . . ."

Which details from the excerpt show the importance of the salt trade to Ghana's economy?

Ibn Battuta shows this by saying, "To them come the people of Sudan from their different districts, and load themselves with the salt, which among them passes for money, just as gold and silver does among other nations."

Did Ibn Battuta like Toghata? How do you know?

Ibn Battuta did not like Toghata. I know because he said it is "a village in which there is nothing good."

(Students may also cite Ibn Battuta's description of Toghata having no trees and having sand for soil.)

How does this source confirm or change your understanding of the kingdom of Ghana and/or the Trans-Saharan trade?

Answers will vary. Students may say that the source confirms their understanding of Ghana's role in the Trans-Saharan trade or that it changes their understanding by showing what life was like in a city in the kingdom of Ghana.

Leo Africanus's Description of Timbuktu

Use with *Early and Medieval African Kingdoms*, Chapter 7

Background: Leo Africanus was an Islamic scholar, diplomat, and traveler. Born circa 1485 CE in Granada, Spain, and educated in Morocco, Leo Africanus traveled extensively through North Africa and the Mediterranean world. His book *Geographical History of Africa* was finished around 1526 CE and was translated and published in English in 1600 CE. In this excerpt, Leo Africanus describes the city of Timbuktu around 1510 CE, when it was under the control of the Songhai empire.

Timbuktu is about twelve miles from the Niger River. The houses in the city are now all built of limestone and covered with thatch [a roof covering of straw or similar material]. There is a temple, made of stone and lime. A palace is in the city too, which was built by the skilled workers of Granada [Spain]. There are shops, craftsmen, and merchants, especially those who sell linen and cotton textiles. Here you can find merchants who bring cloth from Europe. All the women except the young female servants keep their faces covered, and they sell food that people need. The people who live in Timbuktu are wealthy. There are wells that bring up clean water. Whenever the Niger River overflows, they bring water into the town by way of a small gate that controls the water. Corn, cattle, milk and butter [are] found in abundance here. But, there is not much salt. Salt is brought there by land routes from Toghaza, five hundred miles away from the city.

Source: Adapted from Africanus, Leo. *The History and Description of Africa and of the Notable Things Therein Contained*. Translated by John Pory. Edited by Robert Brown. Vol. 3. London: Hakluyt Society, 1896, p. 824.

Name _____

Date _____

Leo Africanus's Description of Timbuktu

What was Timbuktu? Why was it important?

Timbuktu was a city in Mali and then Songhai. It was a center of learning and trade.

According to the source, where is Timbuktu located?

Timbuktu is located twelve miles from the Niger River.

According to the source, what goods were sold in Timbuktu?

Linen and cotton textiles were sold in Timbuktu, as is food.

How did the people of Timbuktu get water?

The people of Timbuktu got water from wells and by bringing water into town through a small gate when the Niger River overflowed.

Which details suggest that Timbuktu was a place for international trade?

The mention of the palace being built by skilled workers of Granada, Spain, and of merchants who bring cloth from Europe suggest that Timbuktu was a place of international trade.

Leo Africanus says that "the people who live in Timbuktu are wealthy." Was that true of everyone who lives there? How do you know?

No, not everyone who lived in Timbuktu was wealthy. I know this because Leo Africanus also mentioned female servants. It is unlikely that servants were wealthy.

Name _____

Date _____

Leo Africanus's Description of Timbuktu (*continued*)

Using what you read about the Trans-Saharan trade, why didn't Timbuktu have very much salt?

Timbuktu did not have very much salt because salt comes from the desert and Timbuktu was not in the desert.

According to this source and Ibn Battuta's description of Toghata, how did Timbuktu compare to Toghata? What details support your answer?

Timbuktu was a wealthier city than Toghata. According to Ibn Battuta, the only people who lived in Toghata were servants, and its only product was salt. Not even trees grew there. In Timbuktu, on the other hand, there was a palace and a temple, as well as shops, craftsmen, and merchants. It had corn, cattle, milk, and butter. Leo Africanus even said that "the people who live in Timbuktu are wealthy."

The only thing Timbuktu did not have was salt, which it got from Toghata.

How does this excerpt confirm or change your understanding of Timbuktu and/or the kingdoms of Mali and Songhai?

Answers will vary. Students may say that the excerpt confirms their understanding of Timbuktu as a wealthy center of trade or that the excerpt changes their understanding by describing how people lived in Timbuktu.

Ibn Battuta's Visit to Mogadishu

Use with *Early and Medieval African Kingdoms*, Chapter 8

Background: Ibn Battuta (also spelled Ibn Batuta or Ibn Battutah) was an Arab born in present-day Morocco. One day, he left home to see the world. In thirty years, Ibn Battuta visited every Muslim land as well as many parts of the world beyond. In addition to Africa and the kingdoms of Southwest Asia, he traveled to Ceylon (Sri Lanka), China, southern Russia, and Central Asia. It is estimated he traveled more than seventy-five thousand miles (120,700 km) in his journeys, probably a record unsurpassed until the age of steam travel. Ibn Battuta returned to Morocco and wrote a book about his travels. In this excerpt, he describes his visit to Mogadishu, a city on the East African coast. Founded in the 900s CE, Mogadishu was a center of Arabian trade until the 1500s CE. Today, it is the capital of Somalia.

I then proceeded by sea for fifteen days and came to Mogadishu, which is an exceedingly large city. The custom [tradition] here is that whenever any ships approach, the young men of the city come out, and each one addressing himself to a merchant, becomes his host. If there be a religious scholar or a noble on board, he takes up residence with the Kāzi [judge]. When it was heard that I was there, the Kāzi came with his students to the beach, and I took up my abode [a place to stay] with them. He then took me to the Sultan, whom they call *Sheikh*. Their custom is that a noble or scholar must be presented to the Sultan before he takes up his abode in the city. . . .

Their meal is generally rice roasted with oil and placed in a large wooden dish. Over this they place a large dish of meat, fish, poultry, and vegetables. They also roast the fruit of the plantain and afterwards boil it in milk. They then put it on a dish. . . . They also put on dishes some preserved lemon, bunches of preserved pepper-pods salted and pickled, and also grapes, which are similar to apples except that they have stones. . . . When, therefore, they eat the rice, they eat after it these salts and pickles.

Source: Adapted from Ibn Battuta. *The Travels of Ibn Batuta*. Translated by Samuel Lee. London: Oriental Translation Committee, 1829, pp. 56–57.

Name _____

Date _____

Ibn Battuta's Visit to Mogadishu

Who was Ibn Battuta?

Ibn Battuta was a world traveler, writer, and geographer. He is the only traveler we know about who visited all the major Muslim-ruled countries in the 1300s. It is estimated that he traveled as many as seventy-five thousand miles.

What kind of place was Mogadishu when Ibn Battuta visited?

When Ibn Battuta visited, Mogadishu was a very large city.

What happened when a ship arrived in Mogadishu?

When a ship arrived in Mogadishu, young men greeted the boat and hosted the merchants. Important visitors, such as religious scholars and nobles, were brought to meet the sultan.

Was Ibn Battuta considered an important visitor to Mogadishu? How do you know?

Yes, Ibn Battuta was considered an important visitor. I know because he was treated like a religious scholar or noble. He was greeted by the Kāzi, or judge, and brought to meet the sultan.

What was a meal like in Mogadishu?

A meal in Mogadishu had a lot of food: rice, meat, fish, poultry, and vegetables, plus side dishes of preserved lemons, plantains, salted and pickled peppers, and grapes.

Name _____

Date _____

Ibn Battuta's Visit to Mogadishu (*continued*)

Had Ibn Battuta eaten grapes before? How do you know?

No, Ibn Battuta probably had not eaten grapes before. I know because he took the time to explain what a grape is, which he would not do if it were familiar to him.

Why did Ibn Battuta explain the customs, or traditions, he encountered in Mogadishu?

Answers will vary. Students may say that Ibn Battuta explained the customs he encountered because he wanted to teach his readers about other cultures or because he found them interesting.

How does this excerpt confirm or change your understanding of Ibn Battuta?

Answers will vary. Students may say that the excerpt confirms their understanding of Ibn Battuta as a world traveler and educator or that it changes their understanding by showing that Ibn Battuta was already well-respected as a traveler in his own time.

The Analects of Confucius

Use with *Dynasties of China*, Chapter 6

Background: *The Analects of Confucius* (also known as the *Lunyu*) is one of the fundamental Confucian texts compiled by Confucius's followers. It is not so much a record of Confucius's teachings or life as an "ongoing conversation" about his beliefs, including those about the importance of learning and familial piety.

"Learning without thought is labor lost; thought without learning is perilous."

"What you do not want done to yourself, do not do unto others."

"By nature, men are nearly alike; by practice, they get to be wide apart."

"Do not be desirous of having things done quickly. Do not look at small advantages. Desire to have things done quickly prevents their being done thoroughly. Looking at small advantages prevents great deeds from being accomplished."

Source: Adapted from Dawson, Miles Menander, ed. *The Wisdom of Confucius: A Collection of the Ethical Sayings of Confucius and of His Disciples*. Boston: International Pocket Library, 1932, pp. 13, 15, 21.

Name _____

Date _____

The Analects of Confucius

Who was Confucius?

Confucius was a teacher and philosopher. He believed a person's behavior was the most important thing about them. His teachings became the basis for China's government exams.

Define the following terms from the excerpts:

- labor work or effort
- perilous dangerous
- desirous wanting something

Restate each excerpt in your own words.

- Education without thought is wasted effort. Having ideas without education is dangerous.

- Treat others the way you want to be treated.

- People are born the same. Their actions make them different.

- Don't try to do things quickly or take shortcuts. Doing things quickly means not doing them completely. Taking shortcuts stops you from doing big things.

In what way is learning without thought labor lost?

Learning without thought is reading or studying without gaining any understanding; it is learning nothing. It is labor lost because it is time and effort spent without any gain.

Name _____

Date _____

The Analects of Confucius (*continued*)

What practices can set people apart from each other?

People can be set apart from each other by their level of education, their behavior toward other people, their treatment of animals, and their choices about how to live their lives.

What do these four excerpts have in common?

These excerpts all address people's behavior—how they should behave or the consequences of their behavior.

How do these excerpts change or confirm your understanding of Confucius?

Answers will vary. Students may say that the excerpts confirm their understanding of Confucius as a philosopher who believed that people's behavior was the most important thing about them or that the excerpts change their understanding by explaining exactly what Confucius taught. Students may also notice the similarity between the second excerpt and Christianity's Golden Rule (Do unto others as you would have done unto you.).

Marco Polo's Description of the Mongols

Use with *Dynasties of China*, Chapter 8

Background: Marco Polo was an Italian merchant who traveled to Asia from 1271 to 1295 CE. He stayed in the court of Mongol emperor Kublai Khan, who eventually charged him with traveling farther as the khan's ambassador. Polo wrote detailed accounts of his travels. In this excerpt, he describes the lives of the Mongols.

The Mongol custom is to spend the winter in warm plains, where they find good pasture for their cattle, while in summer they move themselves to a cool climate among the mountains and valleys, where water is to be found as well as woods and pastures.

Their houses are circular, and are made of wooden poles covered with animal hides. These are carried along with them wherever they go; for the poles are so strongly bound together, and likewise so well combined, that the frame can be made very light. Whenever they set up these huts, the door is always to the south. They also have wagons covered with black hides so effectively that no rain can get in. The wagons are drawn by oxen and camels, and the women and children travel in them. The women do the buying and selling, and whatever is necessary to provide for the husband and household; for the men all lead the life of gentlemen, troubling themselves about nothing but hunting and hawking, unless they are practicing war exercises.

They live on the milk and meat their herds provide, and on the product of their hunts.

Source: Adapted from Polo, Marco. *The Book of Ser Marco Polo, the Venetian, Concerning the Kingdoms and Marvels of the East*. Edited by George B. Parks. New York: Macmillan, 1927, pp. 80–81.

Name _____

Date _____

Marco Polo’s Description of the Mongols

Who was Marco Polo?

Marco Polo was an Italian merchant who traveled to Asia in the 1200s CE. On his travels, he visited China and Kublai Khan’s court. He later wrote a book about his experiences.

Who are the Mongols?

The Mongols are people who live north of China. They were fearsome warriors who fought on horseback. They conquered China and ruled it for almost one hundred years.

What details in the excerpt show that the Mongols were nomadic?

The excerpt says that the Mongols lived in the plains during winter and in the mountains and valleys during summer and that they carried their houses with them. These details show the Mongols were nomadic.

How did the Mongols use the animals they hunted?

The Mongols used the animals they hunted for food and for coverings for their huts and wagons.

Name _____

Date _____

Marco Polo's Description of the Mongols (*continued*)

According to Marco Polo, what was the role of women in Mongol society?

According to Marco Polo, women were the heads of household. They did the buying and selling and provided for their husbands and family.

According to Marco Polo, what was the role of men in Mongol society?

According to Marco Polo, men led lives of leisure, hunting and hawking and playing war games.

Based on what you read about the Mongols, did Marco Polo fully understand the roles of women and men in Mongol society? How do you know?

Based on what I read about the Mongols, Marco Polo did not fully understand the roles of men in

Mongol society. I know this because he said the men lived "the lives of gentlemen," which suggests leisure, but I know from my reading that Mongol men were fierce warriors and hunters.

How does this excerpt confirm or change your understanding of the Mongols?

Answers will vary. Students may say that the excerpt confirms their understanding of the Mongols as living in tents and raising livestock or that it changes their understanding by showing that the Mongols were nomadic or by describing the different tasks performed by Mongol men and women.

Manifest of Accession as First Ming Emperor

Use with *Dynasties of China*, Chapter 9

Background: In 1368 CE, after the collapse of Mongol rule, Zhu Yuanzhang established the Ming dynasty. The Ming ruled China until 1644 CE. When Zhu Yuanzhang assumed the throne, he issued this manifest, or declaration, announcing his accession, or rise, to the throne.

The Yuan [Mongol] dynasty had risen from the desert to enter and rule over China for more than a hundred years, when Heaven, wearied [tired] of their misgovernment and misbehavior, thought also fit to turn their fate to ruin, and China was in a state of disorder for eighteen years. But then the nation began to awaken. We, as a simple peasant, conceived the patriotic idea to save the people. . . . We have then been engaged in war for fourteen years. We have, in the West, subdued the king of Han; we have, in the east, bound the king of Wu; we have, in the south, subdued Min and Yüeh and conquered Pa and Shu; we have, in the north, established order in Yu and Yen. We have established peace in the Empire and restored the old boundaries of Our Middle Land. We were selected by Our people to occupy the Imperial throne of China under the dynastic title of 'the Great Ming.' . . . We are not equal in wisdom to our ancient rulers whose virtue was recognized all over the universe. We cannot but let the world know our intention to maintain peace within the four seas. It is on this ground alone that We have issued this Manifesto.

Source: Adapted from Hirth, F. *China and the Roman Orient: Researches into Their Ancient and Medieval Relations as Represented in Old Chinese Records*. Leipzig: Georg Hirth, 1885, pp. 65–67.

Name _____

Date _____

Manifest of Accession as First Ming Emperor

Who was Zhu Yuanzhang?

Zhu Yuanzhang was the founder of the Ming dynasty and the first Ming emperor. He ruled China for thirty years and made China a strong nation again.

According to the excerpt, why did the Mongol dynasty end?

According to the excerpt, the Mongol dynasty ended because Heaven was tired of the Mongols' misgovernment and misbehavior.

Who does *we* refer to in the excerpt?

We refers to Zhu Yuanzhang.

According to the excerpt, how long did it take Zhu Yuanzhang to unite the country and become emperor?

It took him fourteen years to unite the country and become emperor.

Was Zhu Yuanzhang's rise to power peaceful? How do you know?

Zhu Yuanzhang's rise to power was not peaceful. I know because he says he was "engaged in war for fourteen years" and lists all the Chinese kings and states he conquered.

Name _____

Date _____

Manifest of Accession as First Ming Emperor (*continued*)

According to Zhu Yuanzhang, why did he issue this manifesto?

Zhu Yuanzhang issued this manifesto to announce to the world that he was in control of China.

Based on what you read in your history book, was Zhu Yuanzhang correct in saying that saving the people was his idea? How do you know?

No, Zhu Yuanzhang was not correct in saying that saving the people was his idea. I know because in my history book, it said that he joined a rebel group fighting against the Mongol government and only became leader after the commander of that group died. Because the rebel group already existed, someone else also had the idea to save the people from the Mongol government.

How does this source confirm or change your understanding of Zhu Yuanzhang and the Ming dynasty?

Answers will vary. Students may say that the source confirms their understanding of Zhu Yuanzhang as commander of a rebel army who proclaimed a new dynasty or that the source changes their understanding by showing how Zhu Yuanzhang consolidated power after defeating the Mongols.

The Sacred Edict of Emperor Kangxi

Use with *Dynasties of China*, Chapter 10

Background: Emperor Kangxi was the third emperor of the Qing dynasty. He came to power in 1662 CE. Eight years later, he issued the Sacred Edict, a list of sixteen sayings meant to instruct citizens in the basic ideas of Confucianism, or living according to the beliefs of Confucius. The edict was to be read aloud two times a month in every town in China.

1. Respect your duties as a child and a sibling, in order to give due importance to the family.
2. Respect relatives, in order to promote harmony.
3. Maintain peace among those who live in the same neighborhood, in order to prevent arguments and lawsuits.
4. Give the greatest importance to agriculture and the growing of mulberry trees, in order to procure adequate supplies of food and clothing.
5. Be mindful of spending in order to prevent the waste of money.
6. Make the most of academic learning, in order to honor the ways of scholars.
7. Do not accept other religions, in order to exalt the true doctrine [Confucianism].
8. Explain the laws, in order to warn the ignorant and stubborn.
9. Show respect and courtesy in order to improve manners.
10. Work hard at your job in order to quiet your ambitions.
11. Teach the youth, in order to prevent them from doing evil.
12. Do not make false accusations, in order to protect the innocent.
13. Warn those who hide deserters, so they will not also be punished.
14. Complete the payment of taxes, in order to prevent seizure of goods.
15. Unite in groups, in order to put an end to robbery and theft.
16. Settle disagreements that lives may be duly valued.

Source: Adapted from Milne, William, trans. *The Sacred Edict: Containing Sixteen Maxims of the Emperor Kang-He*. London: Black, Kingsbury, Parbury, and Allen, 1817.

Name _____

Date _____

The Sacred Edict of Emperor Kangxi

What is Confucianism?

Confucianism is living according to the beliefs of the Chinese philosopher Confucius.

What was the purpose of reading this edict aloud every month in every town?

The purpose was to make sure everyone heard the edict. If everyone heard it, then everyone had to obey it.

How many of the sayings are about getting along with other people?

Nine sayings (1, 2, 3, 8, 9, 11, 12, 15, 16) are about getting along with other people.

How many of the sayings are about obeying the government?

One saying (14) is about obeying the government.

How many of the sayings are about money, jobs, and meeting basic needs?

Four sayings (4, 5, 10, 14) are about money, jobs, and meeting basic needs.

What was the most important part of Confucianism? How do you know?

Getting along with other people was the most important part of Confucianism. I know this because there were more sayings in the edict on this topic than any other.

Name _____

Date _____

The Sacred Edict of Emperor Kangxi (*continued*)

How did the edict show the importance of learning and education?

The edict showed the importance of learning and education by including three sayings or instructions related to them: 6, 8, 11.

How important was Confucianism to the Qing emperor? How do you know?

Confucianism was very important to the Qing emperor. I know because he issued this edict, had it read aloud in every town in China every month, and included an instruction (7) to not accept other religions.

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

Answers will vary. Students may say that the source changed their understanding by showing that Confucius was still important in China during the Qing dynasty, even though it was hundreds of years after his death, or that the source confirmed their understanding that the Qing encouraged learning and supported farmers.

A Choctaw Leader Reflects on the British and the French

Use with *The American Revolution*, Chapter 5

Background: Alibamo Mingo was a Choctaw leader who lived in the 1700s when the British and French were competing for control over Native American lands and resources. The Choctaw are a Native American people who, at the time of the French and Indian War, lived in French territory in what is now southern Mississippi. After the British victory in the French and Indian War, Native American communities like the Choctaw were left to face a new political reality. In this document, Mingo shares his concerns about this historical event.

I am master of the whole Choctaw nation; by birth, by long employment, & by long experience, it is to me to give instruction to the rest. . . .

When I was young, the white men came among us bearing abundance. . . . I now see another race of white men come among us bearing the same abundance, & I expect they will be equally generous, which must be done if they wish equally to gain the affection of my people. . . .

In case we deliver up our French medals & commissions, we expect to receive as good in their place, and that we should bear the same authority & be entitled to the same presents. . . .

I am not of opinion that in giving land to the English [British], we deprive ourselves of the use of it. On the contrary, I think we shall share it with them, as for example the house I now speak in was built by the white people on our land, yet it is divided between the white & the Native people. Therefore, we need not be uneasy that the English settle upon our lands, as by that means they can more easily supply our wants.

Source: Adapted from Rowland, Dunbar, ed. *Mississippi Provincial Archives, 1763–1766: English Dominion; Letters and Enclosures to the Secretary of State from Major Robert Farmar and Governor George Johnstone*. Vol. 1. Nashville, TN: Press of Brandon Printing Company, 1911, pp. 239–241.

Name _____

Date _____

A Choctaw Leader Reflects on the British and the French

What was the French and Indian War? How did it change the balance of power in North America?

The French and Indian War was a war between Britain and France that spread from North America to Europe and Asia. It changed the balance of power in North America by making Britain the main colonial power on the continent.

Who was Alibamo Mingo?

Alibamo Mingo was a leader of the Choctaw, a Native American people who lived in what is now southern Mississippi at the time of the French and Indian War.

Based on the excerpt, what kind of relationship did the Choctaw have with the French? How do you know?

The Choctaw had a positive and beneficial relationship with the French. I know because Mingo says that when he was a child, the French "came among us bearing abundance."

What did Alibamo Mingo expect of the British? How do you know?

Mingo expected that the British would be as generous as the French and would respect the Choctaw and their land. I know because Mingo says, "I now see another race of white men come among us bearing the same abundance, & I expect they will be equally generous." He also says that if his people surrender their French medals and commissions, they want equal goods in exchange and that he expects to share the land with the British.

Name _____

Date _____

A Choctaw Leader Reflects on the British and the French (*continued*)

How did Alibamo Mingo feel about the arrival of British settlers? How do you know?

Mingo was neutral and perhaps optimistic about the arrival of British settlers. He assumed that the British would engage with the Choctaw just as the French did. He said, "I am not of the opinion that in giving land to the English, we deprive ourselves of the use of it. . . . We need not be uneasy that the English settle upon our lands, as by that means they can more easily supply our wants."

What details in the excerpt show that Alibamo Mingo considered the Choctaw as equal to the British and French?

Mingo showed that he considered the Choctaw equal to the British and French when he said that the British must "gain the affection of my people," that the Choctaw should "bear the same authority" with the British as they did with the French, and that the British would share the land with the Choctaw.

How does this source confirm or change your understanding of the French and Indian War?

Answers will vary. Students may say that the source confirms their understanding that the French and the British had Native American allies during the war or that it changes their understanding by giving a Native American perspective on the war.

A Stamp Act Editorial

Use with *The American Revolution*, Chapter 7

Background: In 1765, Parliament passed the Stamp Act, which required colonists to pay a tax on almost every kind of paper. Every time they bought a newspaper, a calendar, a marriage license, or any kind of legal or business paper, they had to pay a tax. William Bradford, publisher of *The Pennsylvania Journal*, wrote an editorial explaining the effect of the tax on his business.



Transcript of the editorial:

I am sorry to be obliged [forced] to acquaint my Readers, that as the Stamp Act is fear'd to be obligatory [forced] upon us after the First of November ensuing, (the fatal tomorrow) the Publisher of this Paper unable to bear the Burden, has thought it expedient [practical] to stop a while, in order to deliberate [think about], whether any Methods can be found to elude [avoid or escape] the Chains forged for tis and escape the insupportable Slavery, which it is hoped, from the last Representations now made against that Act, may be Affected. Meanwhile, I must earnestly Request every Individual of my Subscribers, many of whom have been long behind Hand, that they would immediately Discharge [pay] their respective Arrears [debts] that I may be able, not only to support myself during the Interval but be better prepared to proceed again with this Paper, whenever an opening for that Purpose appears, which I hope will be soon.

WILLIAM BRADFORD

Name _____

Date _____

A Stamp Act Editorial

What was the Stamp Act?

The Stamp Act was a law passed by Parliament that required American colonists to pay a tax on almost every kind of paper, including newspapers, calendars, marriage licenses, and other legal and business papers.

On what day did the Stamp Act take effect?

The Stamp Act took effect on November 1, 1765.

What symbols were used on the top of the newspaper? What do they mean?

Skulls and crossbones were used on the top of the newspaper. They mean death, specifically the death of the newspaper.

What was William Bradford announcing in his editorial?

Bradford was announcing that he was stopping publication of his newspaper because of the Stamp Act. He was also asking his subscribers to pay the money they owed him.

Was Bradford's decision final and permanent? How do you know?

Bradford's decision was not final and permanent. I know because he said he was taking time to think about ways to avoid the tax and he needed money from his subscribers to "be better prepared to proceed again with this Paper, whenever an opening for that Purpose appears, which I hope will be soon." The masthead also says, "Expiring: In hopes of a resurrection to life again."

Name _____

Date _____

A Stamp Act Editorial (*continued*)

What was Bradford's opinion of the Stamp Act? How do you know?

Bradford hated the Stamp Act. I know because he described the act as putting colonists in chains and

"insupportable Slavery." He also said he was thinking about ways to avoid the tax.

How does the source confirm or change your understanding of the Stamp Act?

Answers will vary. Students may say the editorial confirms their understanding that colonists were

angry and opposed to the Stamp Act or that it changes their understanding by showing how the Stamp Act affected colonial businesses.

Resolutions of the Stamp Act Congress

Use with *The American Revolution*, Chapter 7

Background: In response to the passage of the Stamp Act by the British Parliament in 1765, representatives from nine colonies in British North America came together in New York for the Stamp Act Congress. The congress adopted a Declaration of Rights and Grievances, which stated that colonists were entitled to the same rights and privileges as British subjects and that taxes could only be imposed with their consent, given either personally or through their elected representatives.

2d. That his majesty's liege subjects in these colonies are entitled to all the inherent rights and privileges of his natural born subjects within the kingdom of Great Britain.

3d. That it is inseparably essential to the freedom of a people, and the undoubted rights of Englishmen, that no taxes should be imposed on them, but with their own consent, given personally, or by their representatives.

4th. That the people of these colonies are not, and from their local circumstances cannot be, represented in the House of Commons in Great Britain.

5th. That the only representatives of the people of these colonies, are persons chosen therein, by themselves; and that no taxes ever have been, or can be constitutionally imposed on them, but by their respective legislatures. . . .

8th. That the late act of Parliament, entitled, An act for granting and applying certain stamp duties, and other duties in the British colonies and plantations in America, etc., by imposing taxes on the inhabitants of these colonies, and the said act, and several other acts, by extending the jurisdiction of the courts of admiralty beyond its ancient limits, have a manifest tendency to subvert the rights and liberties of the colonists. . . .

12th. That the increase, prosperity, and happiness of these colonies, depend on the full and free enjoyment of their rights and liberties. . . .

Source: Niles, Hezekiah, ed. *Principles and Acts of the Revolution in America*. Baltimore: William Ogden Niles, 1822, p. 457.

Name _____

Date _____

Resolutions of the Stamp Act Congress

What was the Stamp Act Congress?

The Stamp Act Congress was a meeting of colonial leaders to discuss the Stamp Act. They agreed on statements that confirmed the rights of colonists as British subjects and asked Parliament to repeal the law.

Define the following terms from the excerpt:

- liege _____ having an obligation of loyalty or service
- inherent _____ inborn or permanent
- jurisdiction _____ the ability or power to govern in a certain area
- courts of admiralty _____ courts that hear cases related to maritime, or oceanic, law
- manifest _____ obvious and easy to understand
- subvert _____ to undermine

What two ideas are repeated throughout the resolutions?

- The colonists deserve the same rights as other British subjects.
- Parliament is violating colonists' rights.

Did the colonists want representation in Parliament? How do you know?

The colonists were not asking for representation in Parliament. Point 4 explains that the colonists cannot be represented in the House of Commons because of their distance from Great Britain.

Name _____

Date _____

Resolutions of the Stamp Act Congress (*continued*)

What is the overall tone of the document? Why might the colonists have chosen to write in this way?

The overall tone of the document is respectful. The arguments are well reasoned and based on logic.

The colonists likely chose to write in this way to avoid further conflict with Parliament and to increase the chances that their appeal would be accepted.

Would William Bradford (author of the Stamp Act editorial) agree with these resolutions? How do you know?

Bradford would have agreed with these resolutions. I know because he opposed the act and called it “insupportable Slavery” and these resolutions claim that the Stamp Act is a violation of colonists’ rights.

How does this source confirm or change your understanding of the Stamp Act Congress?

Answers will vary. Students may say that the source confirms their understanding that the Stamp Act Congress confirmed the rights of colonists as British subjects or that it changes their understanding by identifying other grievances of the colonists, such as the extended jurisdiction of the courts of admiralty.

The Boston Massacre

Use with *The American Revolution*, Chapter 8

Background: On March 5, 1770, a crowd of angry colonists taunted and threw snowballs at a lone British soldier. The soldier called for help, and for unknown reasons, the British reinforcements that arrived fired into the crowd of colonists. Five people were killed or wounded, including Crispus Attucks, a Black man who is considered the first person to die for the cause of American liberty. The following is one account of the event.

On Monday, the 5th of March, the day of the disturbance that proved fatal to some of the inhabitants, about seven o'clock in the evening, numbers of the towns-people of Boston were seen walking in the streets, in several different parties of from about three to six men each, armed with clubs. Mr. John Gillespie, in his deposition, (No.104.) declares that, as he was going to the south end of the town, to meet some friends at a public house, he met several people in the streets in parties of this kind, to the number, as he thinks, of forty or fifty persons; and that while he was sitting with his friends there, several persons of his acquaintance came in to them at different times, and took notice of the numbers of persons they had seen in the street armed in the above manner; and that about eight o'clock one Mr. Fleming came in and told them that three hundred people were assembled at Liberty-Tree armed with sticks and clubs to beat the soldiers. Mr. Gillespie goes on and says, that about half an hour after eight the bells rung, which he and his company took to be for fire; but they were told by the landlord of the house that it was to collect the mob. Mr. Gillespie upon this resolved to go home, and in his way met numbers of people who were running past him, of whom many were armed with clubs and sticks, and some with other weapons. At the same time a number of people passed by him with two fire-engines, as if there had been a fire in the town. But they were soon told that there was no fire, but that the people were going to fight the soldiers; upon which they immediately quitted the fire-engines, and swore they would go to their assistance. All this happened before the soldiers near the custom-house fired their muskets, which was not till half an hour after nine o'clock; and it shows that the inhabitants had formed, and were preparing to execute, a design of attacking the soldiers on that evening.

Source: Maseres, Frances. *A Fair Account of the Late Unhappy Disturbance at Boston in New England*. London: B. White, 1770, pp. 14–15.

Name _____

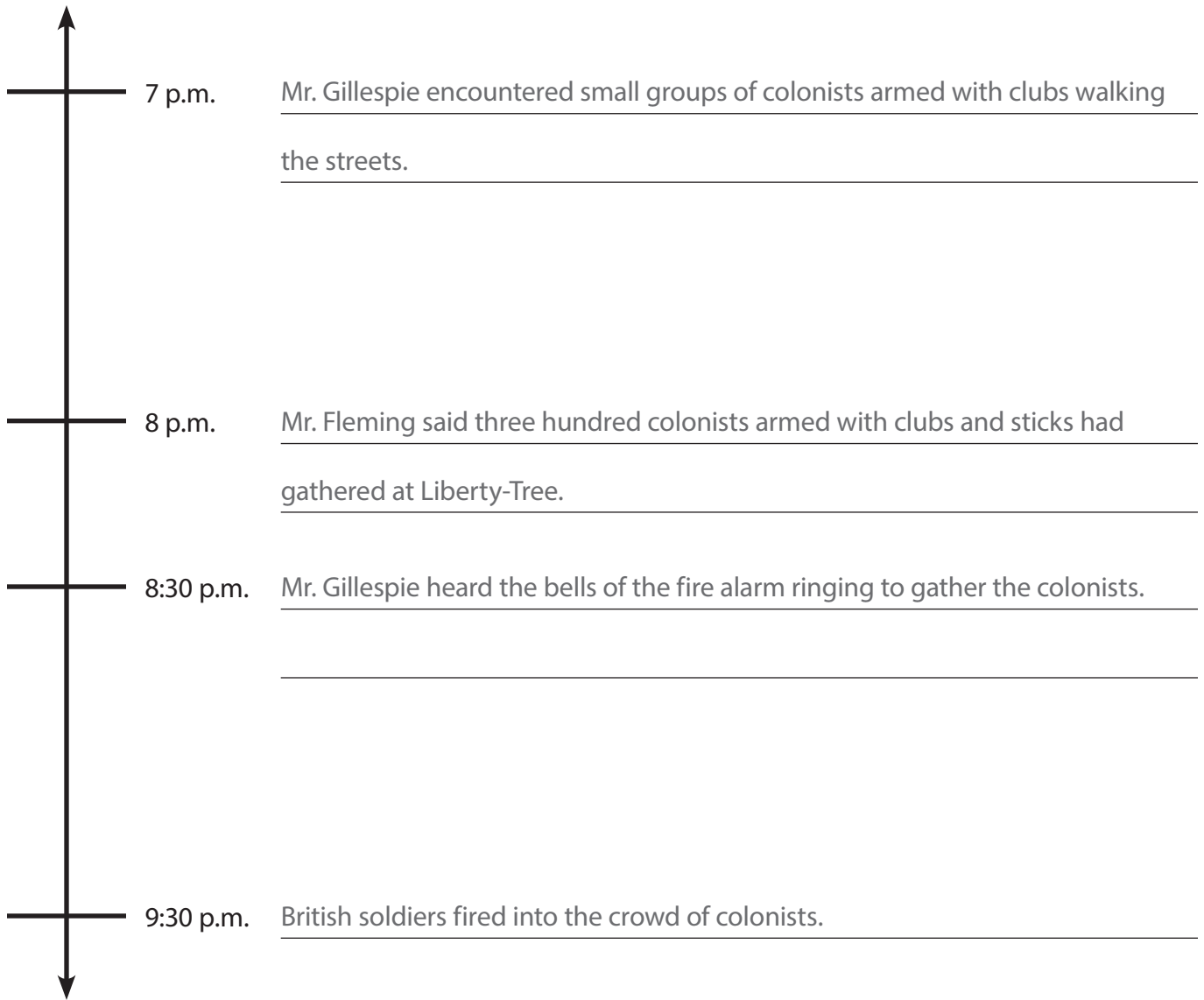
Date _____

The Boston Massacre

What was the Boston Massacre?

The Boston Massacre was a confrontation between colonists and British soldiers that resulted in the death or injury of five colonists, including Crispus Attucks.

Use the details in the excerpt to complete the timeline.



Name _____

Date _____

The Boston Massacre

According to the excerpt, who was at fault for the events of the Boston Massacre? How do you know?

According to the excerpt, the colonists were at fault. I know because the excerpt claims that three hundred colonists assembled at Liberty Tree, armed with clubs and sticks intended to be used as weapons against the British soldiers. The account also explains that one witness was told that the colonists “were going to fight the soldiers.” The excerpt also says that colonists gathered with weapons more than an hour and a half before the soldiers fired their muskets, which “shows that the inhabitants had formed, and were preparing to execute, a design of attacking the soldiers on that evening.”

How does this account of the Boston Massacre compare with the one in your history book?

Both accounts mention a crowd gathering around British soldiers and the soldiers firing on the crowd, but my history book says at first it was only one soldier, who then called for help. This account doesn’t mention a single soldier, just that the British soldiers fired their muskets. My history book also says the crowd threw snowballs with rocks, but this account says they had clubs and sticks.

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

Answers will vary. Students may say that the source confirms their understanding of the Boston Massacre because it describes a crowd of colonists gathering to confront the British soldiers or that the source changes their understanding by suggesting that the colonists’ attack on the soldiers was planned in advance.

Patrick Henry's Speech to the Second Virginia Convention

Use with *The American Revolution*, Chapter 12

Background: Patrick Henry was a leader and powerful speaker in colonial Virginia. He spoke out against the Stamp Act in 1765 and later argued for independence at the Second Virginia Convention in 1775.

Let us not deceive ourselves, sir. These are the implements of war and subjugation [oppression]; the last arguments to which kings resort. I ask gentlemen, sir, what means this martial array [military display], if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us: they can be meant for no other. They are sent over to bind and rivet [firmly attach] upon us those chains which the British ministry have been so long forging. And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we anything new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty [begging] and humble supplication [pleading]? What terms shall we find which have not been already exhausted? . . . Our petitions have been slighted; our remonstrances [protests] have produced additional violence and insult; our supplications [appeals] have been disregarded; and we have been spurned, with contempt, from the foot of the throne! In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free—if we mean to preserve inviolate [safe from harm] those inestimable privileges for which we have been so long contending . . . we must fight! . . .

I know not what course others may take; but as for me, give me liberty or give me death!

Source: Henry, Patrick. "Give Me Liberty" speech. In *The True Patrick Henry*, by George Morgan. Philadelphia: J. B. Lippincott, 1907, pp. 189–191.

Name _____

Date _____

Patrick Henry's Speech to the Second Virginia Convention

Who was Patrick Henry?

Patrick Henry was a colonial leader from Virginia. He was a skilled speaker, and his "Give me liberty or give me death!" speech was an important event leading up to the American Revolution.

What was the message of Patrick Henry's speech?

Patrick Henry's message was that the colonists must take up arms to secure their independence from Great Britain.

According to Patrick Henry, why did the British send their army and navy to North America?

According to Patrick Henry, the British sent their army and navy to North America to punish or conquer the colonists.

According to Patrick Henry, why was it the right time to fight?

According to Patrick Henry, it was the right time to fight because all efforts to resolve issues peacefully had failed.

What did Henry mean when he said, "give me liberty or give me death!"?

He meant that he would fight to the death for independence from Britain.

Name _____

Date _____

Patrick Henry’s Speech to the Second Virginia Convention (*continued*)

What is the tone or feeling of Patrick Henry’s speech? How do you know?

The tone is urgent and emotional. I know because Henry used phrases like “This is no longer any room for hope” and “We must fight!”

How does this source confirm or change your understanding of Patrick Henry and the American Revolution?

Answers will vary. Students may say that it confirms their understanding of Patrick Henry as a powerful, emotional speaker and strong believer in independence or that it changes their understanding by providing context for Henry’s famous quotation.

The Virginia Statute for Religious Freedom

Use with *The United States Constitution*, Chapter 2

Background: People in Virginia lacked religious freedom under British colonial rule. Many were eager to see their rights protected after the United States became an independent country. Authored by Thomas Jefferson, the Virginia Statute for Religious Freedom was adopted by the Virginia legislature in 1786.

Be it enacted by General Assembly that no man shall be compelled to frequent or support any religious worship, place, or ministry whatsoever, nor shall be enforced, restrained, . . . or burthened [burdened] in his body or goods, nor shall otherwise suffer on account of his religious opinions or belief, but that all men shall be free to profess, and by argument to maintain, their opinions in matters of Religion, and that the same shall in no wise diminish, enlarge or affect their civil capacities. And though we well know that this Assembly elected by the people for the ordinary purposes of Legislation only, have no power to restrain the acts of succeeding Assemblies constituted with powers equal to our own, and that therefore to declare this act irrevocable would be of no effect in law; yet we are free to declare, and do declare that the rights hereby asserted, are of the natural rights of mankind, and that if any act shall be hereafter passed to repeal the present or to narrow its operation, such act will be an infringement of natural right.

Source: "Act for Establishing Religious Freedom, January 16, 1786." Document Bank of Virginia. Library of Virginia.

Name _____

Date _____

The Virginia Statute for Religious Freedom

According to your history book, what was the Virginia Statute for Religious Freedom?

The Virginia Statute for Religious Freedom was a state law that said the state government could not interfere in any way with the religious beliefs of its citizens. The state should not concern itself with a person's religious beliefs.

Who wrote the Virginia Statute for Religious Freedom? What else did he write?

Thomas Jefferson wrote the Virginia Statute for Religious Freedom. He also wrote the Declaration of Independence.

Define the following terms from the excerpt:

- compelled forced
- profess acknowledge or allow
- diminish lessen
- capacities abilities (NOTE: In this instance, it refers to the abilities to vote and serve in government office.)
- irrevocable not able to be changed or taken away
- natural rights rights that people are born with and that cannot be taken away by the government

What four things are guaranteed by the first sentence of the statute?

- No one will be forced to practice or support a religion.
- No one will be punished for their religious beliefs.
- People are free to practice their own religious beliefs.
- People's civil rights cannot be reduced or otherwise affected by their religious beliefs.

Name _____

Date _____

The Virginia Statute for Religious Freedom (*continued*)

What does the Virginia Statute for Religious Freedom say about government's role in religion?

The statute says that government should have no role in religion. People should be free to worship—
or not worship—as they choose. The government should not force anyone to believe any particular
religious teaching.

How does the statute protect both freedom of religion and freedom of conscience?

That statute protects freedom of religion by saying that the government should have no role in religion
and freedom of conscience by saying that people are “free to profess, and by argument to maintain,
their opinions in matters of Religion.”

Why does the statute say that the government cannot legitimately take away an individual's freedom of religion?

According to the statute, the government cannot take away an individual's freedom of religion because
this freedom is one of “the natural rights of mankind.”

How does this source confirm or change your understanding of the new state constitutions?

Answers will vary. Students may say that the source confirms their understanding of religious freedom
in the creation of state constitutions or that the source changes their understanding because of the
mention of natural rights, which had been important in the Declaration of Independence.

A Thought for the Delegates to the Convention

Use with *The United States Constitution*, Chapter 4

Background: Published on March 24, 1787, this editorial was presented anonymously and addressed to the delegates to the Constitutional Convention. In it, the author proposes a new plan of government for the delegates to consider.

A THOUGHT for the DELEGATES TO THE CONVENTION, to be held at Philadelphia.

Instead of attempting to amend the present articles of confederation with a view to retain [keep] them as the form of government, or instead of attempting one general government for the whole community of the United States, would it not be preferable to distribute the States into three Republics, who should enter into a perpetual League or Alliance for mutual defence. This league or alliance must as in all cases of compact between Independent Nations, depend on National Faith.—Self preservation however would almost inevitably produce an observance, as each state would have much to apprehend [fear] from the subjugation [conquest] of either of the others. . . .

No possible amendment will prevent a disunion, and being wholly separated we shall be easily broken. —There are objections to the scheme of one general government. —The national concerns of a people so numerous, with a Territory so extensive will be proportionably difficult and important. —This will require proportionate [balanced] powers in the administration, especially in the chief executive; greater perhaps than will consist with the principles of a democratic form.

Source: "Reason." In *The Documentary History of the Ratification of the Constitution*. Vol. 13, *Commentaries on the Constitution, Public and Private*, edited by John P. Kaminski and Gaspare J. Saladino. Madison: Wisconsin Historical Society Press, 1981, 57–58.

Name _____

Date _____

A Thought for the Delegates to the Convention

What was the Constitutional Convention? Why was it called together?

The Constitutional Convention was a meeting of state delegates in Philadelphia in 1787. It was called together to fix problems in the Articles of Confederation. Some delegates thought the purpose of the convention was to replace the articles.

What did the author of the editorial think should happen to the Articles of Confederation?

The author thought the articles should be replaced.

What solution did the author suggest?

The author suggested grouping the states into three republics and forming an alliance among the three republics for the purpose of self-defense.

According to the author, why would his solution work?

According to the author, his solution would work because the states would be afraid of being conquered.

What did the author mean by “No possible amendment will prevent a disunion”?

He meant amending or changing the Articles of Confederation won't stop the country from falling apart.

Name _____

Date _____

A Thought for the Delegates to the Convention (*continued*)

According to the author, why shouldn't the United States be united under one government?

The United States should not be united under one government because the country is too big. It would be too difficult to govern such a large territory with so many people. Governing such a large territory would also present challenges in balancing government power in ways that might not be democratic.

Based on what you read about James Madison, would Madison agree with this proposal? How do you know?

Madison would agree that the articles needed to be replaced, but he would not agree with the rest of the proposal. Madison thought a new central government with more power was needed. The author of this proposal does not think a central government would work.

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

Answers will vary. Students may say that the source confirms their understanding because it shows that people wanted a new or different plan of government or that it changes their understanding by showing that delegates had ideas from people other than James Madison to consider.

Benjamin Franklin's Speech in Convention

Use with *The United States Constitution*, Chapter 8

Background: In September 1787, after nearly four months of compromise and debate, the Framers of the Constitution were ready to vote on the final document. Benjamin Franklin, a delegate from Pennsylvania, addressed the delegates before the vote. This excerpt is from that speech.

I doubt too whether any other Convention we can obtain, may be able to make a better Constitution. For when you assemble a number of men to have the advantage of their joint wisdom, you inevitably [unavoidably] assemble with those men, all their prejudices, their passions, their errors of opinion, their local interests, and their selfish views. From such an assembly can a perfect production be expected? It therefore astonishes [surprises] me, Sir, to find this system approaching so near to perfection as it does; and I think it will astonish our enemies, who are waiting with confidence to hear that our councils are confounded [mixed up or confused] like those of the Builders of Babel,** and that our States are on the point of separation, only to meet hereafter for the purpose of cutting one another's throats. Thus I consent, Sir, to this Constitution because I expect no better, and because I am not sure, that it is not the best. The opinions I have had of its errors, I sacrifice to the public good. I have never whispered a syllable of them abroad. Within these walls they were born, and here they shall die.

**The phrase "Builders of Babel" refers to a biblical story. The story describes a single human race that speaks the same language. The people decide to build a tower, at a place later called Babel (or Babylon), that would reach heaven. God saw what the people were doing and "confounded," or confused, their speech so that they could no longer understand one another, thus stopping the construction of the tower.

Source: Franklin, Benjamin. "Speech in Convention, September 17, 1787." In *The Debates in the Federal Convention of 1787 Which Framed the Constitution of the United States of America*, reported by James Madison, edited by Gaillard Hund and James Brown Scott. New York: Oxford University Press, 1920, p. 578.

Name _____

Date _____

Benjamin Franklin's Speech in Convention

Who was Benjamin Franklin?

Benjamin Franklin was the oldest delegate at the Constitutional Convention and one of the country's most important Founders. He called on the colonies to unite during the French and Indian War. He helped write and signed the Declaration of Independence and served as a U.S. representative to France. He was also an accomplished printer and scientist.

What was Franklin's main point in this excerpt?

Franklin's main point is that the convention created the best possible document in the Constitution.

Did Benjamin Franklin approve of the document created at the Constitutional Convention? How do you know?

Yes, Franklin approved of the document created at the convention. I know because he said he does not think a better constitution could have been created and says it was practically perfect.

How did Franklin think America's enemies would react to the Constitution? Why did he think this?

Franklin said America's enemies think the country is "on the point of separation" and that the Constitution "will astonish" America's enemies because they expected that the delegates were so divided that they would be unable to agree on what the new government should look like.

Name _____

Date _____

Benjamin Franklin's Speech in Convention (*continued*)

Why was Franklin surprised that the delegates were able to come to an agreement?

Franklin was surprised because the delegates brought "all their prejudices, their passions, their errors of opinion, their local interests, and their selfish views" to the convention.

How does this excerpt from Franklin's speech support the idea that the Constitution is a document of compromises?

Franklin says that the delegates to the convention have a wide variety of viewpoints and opinions.

And yet the delegates were able to come together and create a document that Franklin considers almost perfect.

How does this excerpt confirm or change your understanding of the Constitutional Convention?

Answers will vary. Students may say the excerpt confirms their understanding of the convention by saying that the delegates overcame many disagreements to create a strong document or by saying that other countries expected the convention to fail or by confirming the importance of secrecy in the proceedings. They may also say that the excerpt changes their understanding by showing that the delegates may not have been entirely confident in their work.

Brutus on the New Constitution

Use with *The United States Constitution*, Chapter 9

Background: The Anti-Federalist Papers, written under the pen name Brutus, were written and published to urge states not to ratify the U.S. Constitution.

In so extensive a republic, the great officers of government would soon become above the control of the people, and abuse their power to the purpose of aggrandizing themselves, and oppressing them. . . . When these are attended with great honor and emolument, as they always will be in large states, so as greatly to interest men to pursue them, and to be proper objects for ambitious and designing men, such men will be ever restless in their pursuit after them. They will use the power, when they have acquired it, to the purposes of gratifying their own interest and ambition, and it is scarcely possible, in a very large republic, to call them to account for their misconduct, or to prevent their abuse of power.

Source: "Brutus, No. 1." In *The Founders' Constitution*, edited by Philip B. Kurland and Ralph Lerner. Vol. 1. Chicago: University of Chicago Press, 1986.

Name _____

Date _____

Brutus on the New Constitution

Who were the Anti-Federalists?

The Anti-Federalists were people who opposed the new U.S. Constitution.

Define the following terms from the excerpt:

- aggrandizing boosting
- oppressing controlling by force or cruelty
- emolument payment
- gratifying satisfying

What was Brutus's concern about government officials in a large republic?

Brutus was concerned that in a large republic, government officials might become beyond the control of the people and abuse their power for personal gain and to oppress the people.

Which officials did Brutus think were more likely to become corrupt? How do you know?

Brutus thought officials from large states were more likely to become corrupt, because officials in large states were always "attended with great honor and emolument," or payment.

Why did Brutus think officials in a large republic would be able to get away with such actions?

Brutus thought officials would be able to get away with such actions because it would be difficult in a large republic to hold them accountable for their misconduct and to prevent abuse of power.

Name _____

Date _____

Brutus on the New Constitution (*continued*)

According to Brutus, what type of person would be most likely to seek office in a large republic?

According to Brutus, selfish and ambitious men would be most likely to seek office in a large republic.

Using your knowledge of the Constitution and the Federalists, how might a Federalist respond to Brutus's argument?

A Federalist might respond that a strong central government with proper checks and balances could prevent such abuse.

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

Answers will vary. Students may say that the source confirms their understanding that Anti-Federalists opposed the Constitution or that it changes their understanding by showing an example of an Anti-Federalist argument.

Jefferson and Hamilton on the National Bank

Use with *Early Presidents*, Chapter 3

Background: Secretary of State Thomas Jefferson wrote the following in a letter to George Washington on February 15, 1791, expressing his opinion on establishing a national bank.

I consider the foundation of the Constitution as laid on this ground that “all powers not delegated to the U.S., by the Constitution, nor prohibited by it to the States, are reserved to the States or to the people” to take a single step beyond the boundaries thus specially drawn around the powers of Congress, is to take possession of a boundless feild [field] of power, no longer susceptible of any definition.

Source: Jefferson, Thomas. Letter to George Washington, February 15, 1791. In *The Papers of George Washington*. Vol. 7, 1 December 1790–March 1791, edited by Jack D. Warren Jr. Charlottesville: University Press of Virginia, 1998, pp. 348–353.

Background: Alexander Hamilton wrote the following in a letter to Edward Carrington, a supervisor of revenue in Virginia, on May 26, 1792. In this excerpt, the secretary of the treasury shares his feelings on Jefferson’s approach to monetary policy, including a national bank.

Mr. Jefferson with very little reserve manifests his dislike of the funding system generally; calling in question the expediency of funding a debt at all. . . . In various conversations with foreigners as well as citizens, he has thrown censure on my principles of government and on my measures of administration. He has predicted that the people would not long tolerate my proceedings & that I should not long maintain my ground. . . . In the question concerning the Bank he not only delivered an opinion in writing against its constitutionality & expediency; but he did it in a stile [style] and manner which I felt as partaking of asperity and ill humour towards me.

Source: Hamilton, Alexander. Letter to Edward Carrington, May 26, 1792. In *The Papers of Alexander Hamilton*, edited by Harold C. Syrett. Vol. 11, February 1792–June 1792. New York: Columbia University Press, 1966, pp. 426–445.

Name _____

Date _____

Jefferson and Hamilton on the National Bank

Who was Thomas Jefferson?

Thomas Jefferson was one of the Founders. He wrote the Declaration of Independence and the Virginia Statue of Religious Freedom and served as secretary of state in George Washington's administration. He was also an Anti-Federalist.

Who was Alexander Hamilton?

Alexander Hamilton was one of the Founders. He was a Federalist and wrote many of the *Federalist Papers*. He served as secretary of the treasury in George Washington's administration.

Define the following terms from the excerpts:

- boundless _____ without boundaries or limitations
- susceptible _____ vulnerable; subject to
- expediency _____ usefulness; practicality
- censure _____ criticism; disapproval
- asperity _____ harshness

Did Jefferson support or oppose a national bank?

Jefferson opposed a national bank.

Why did Jefferson think this?

Jefferson thought this because the Constitution did not explicitly grant the federal government the power to create a bank.

According to Jefferson, what would happen to the Constitution if a national bank was created?

According to Jefferson, if a national bank was created, the Constitution would eventually not be able to limit the powers of Congress or the federal government.

Name _____

Date _____

Jefferson and Hamilton on the National Bank (*continued*)

According to Hamilton, on what five points did Jefferson disagree with him?

- the funding system
- the practicality of funding a debt
- principles of government
- measures of administration
- the national bank

Based on this excerpt, how did Hamilton react to Jefferson's argument(s)? How do you know?

Hamilton took Jefferson's argument(s) personally. I know because he says that Jefferson "has thrown
censure" in conversations with foreigners and citizens and argued "in a style and manner which I felt as
partaking of asperity, or harshness, and ill humour towards me."

How do these sources confirm or change your understanding of Hamilton and Jefferson?

Answers will vary. Students may say that these sources confirm their understanding of Hamilton and
Jefferson as enemies or that the sources change their understanding by showing how emotional
Hamilton was.

George Washington's Farewell Address

Use with *Early Presidents*, Chapter 4

Background: George Washington decided not to run for a third term as president. He delivered his farewell address in September 1796. He wrote the speech with the help of Alexander Hamilton and James Madison. It was meant to inspire future generations and is still read aloud annually in Congress.

Citizens by birth or choice, of a common country, that country deserves your affections. The name of American, which belongs to you, must always respect the just pride of patriotism more than any label that reflects local connections.

With slight shades of difference, you have the same religion, manners, habits, and political principles. You have in a common cause fought and triumphed together. The independence and liberty you possess are the work of joint councils and joint efforts—of common dangers, sufferings, and successes.

Source: Adapted from Washington, George. *Washington's Farewell Address to the People of the United States*. Senate Document No. 106–21, 2000.

Name _____

Date _____

George Washington's Farewell Address

Who was George Washington?

George Washington was one of the Founders. He fought in the French and Indian War, led the Continental Army in the American Revolution, served as chair of the Constitutional Convention, and was elected the country's first president. He served two terms as president and refused to run for a third term.

Why did George Washington make this speech?

Washington made this speech because he was leaving the presidency and wanted to inspire future generations of Americans.

Who was Washington talking to in this speech? How do you know?

Washington was speaking to the American people. I know because he addressed "citizens by birth or choice" and said, "the name of American . . . belongs to you."

What was Washington's main point in this excerpt? What did he want people to remember?

He wanted Americans to remember what they had in common, or what they shared, instead of focusing on their differences.

Name _____

Date _____

George Washington's Farewell Address (*continued*)

What did Washington mean when he said, "The name of American . . . must always respect the just pride of patriotism more than any label that reflects local connections"?

Washington meant that a person's identity as an American was more important than their identity as a resident of a state or a local community.

According to Washington, what did all Americans have in common?

According to Washington, Americans had similar religions, manners, habits, and political principles.

They fought together in the American Revolution and shared common dangers, suffering, and successes.

How does this source confirm or change your understanding of George Washington?

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

Washington as someone who put the country first or that it changes their understanding by showing what Washington expected of others.

Benjamin Banneker's Letter to Thomas Jefferson

Use with *Early Presidents*, Chapter 5

Background: Benjamin Banneker was born in Maryland in 1731 to a formerly enslaved man and a free Black woman. As an adult, Banneker owned his own farm near Baltimore and taught himself astronomy and mathematics. His skills became well-known enough that he was asked to help survey the territory where the nation's capital would be built. In 1791, Banneker wrote a letter to then secretary of state Thomas Jefferson in which he challenged Jefferson on the subject of slavery. Banneker's letter is considered one of the first examples of a civil rights protest letter in U.S. history.

Sir I freely and Cheerfully acknowledge, that I am of the African race, and in that colour which is natural to them of the deepest dye, and it is under a Sense of the most profound gratitude to the Supreme Ruler of the universe, that I now confess to you, that I am not under that State of inhuman captivity to which too many of my brethren are doomed. . . .

Sir, there was a time in which you clearly saw the injustice of Slavery, and in which you had just apprehensions of the horrors of its condition, it was now Sir, that your abhorrence thereof was so excited, that you publicly held forth this true and invaluable doctrine, which is worthy to be recorded and remember'd in all Succeeding ages: "We hold these truths to be Self evident, that all men are created equal, and that they are endowed by their creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness."

. . . But Sir how pitiable is it to reflect, that although you were so fully convinced of the benevolence of the Father of mankind, and of his equal and impartial distribution of those rights and privileges which he had conferred upon them, that you should at the Same time counteract His mercies, in detaining by fraud and violence so numerous a part of my brethren under groaning captivity and cruel oppression, that you should at the Same time be found guilty of that most criminal act, which you professedly detested in others, with respect to yourselves.

Source: Adapted from Banneker, Benjamin. Letter to Thomas Jefferson, August 19, 1791. In *The Papers of Thomas Jefferson*, edited by Charles T. Cullen. Vol. 22, *6 August 1791 to 31 December 1791*. Princeton: Princeton University Press, 1986, pp. 49–54.

Name _____

Date _____

Benjamin Banneker's Letter to Thomas Jefferson

Who was Benjamin Banneker?

Benjamin Banneker was a free African American man who helped survey and map out Washington, D.C.

He was self-taught and skilled at mathematics.

Define the following terms from the letter:

- brethren brothers; members of the same group
- apprehensions fears
- abhorrence hate or disgust
- impartial unbiased; fair
- counteract act against
- detested hated

Who were the brethren that Banneker mentions in his letter?

The brethren that Banneker mentioned were enslaved African Americans.

In the first paragraph, what did Banneker say he was thankful for?

He was thankful that he was not enslaved.

What document did Banneker quote in the second paragraph?

In the second paragraph, Banneker quoted the Declaration of Independence.

Name _____

Date _____

Benjamin Banneker's Letter to Thomas Jefferson (*continued*)

What was Banneker's main point in the third paragraph?

In the third paragraph, Banneker's main point was that Jefferson and other Founders were violating the ideas in the Declaration of Independence by enslaving people.

What was Banneker's opinion of the Declaration of Independence? How do you know?

Banneker admired and respected the Declaration of Independence. I know because he calls it a "true and invaluable doctrine, which is worthy to be recorded and remember'd in all succeeding ages."

How does this source confirm or change your understanding of Thomas Jefferson?

Answers will vary. Students may say that it confirms their understanding of Thomas Jefferson as a Founder and slaveholder or that it changes their understanding by showing them what an African American thought of the Founder.

Thomas Jefferson's First Inaugural Address

Use with *Early Presidents*, Chapter 6

Background: Every president gives a speech at their inauguration called an inaugural address. This is an excerpt from Thomas Jefferson's inaugural address after his victory in the election of 1800, an election that was characterized by fighting and name-calling between the two political parties: the Democratic-Republicans and the Federalists.

All, too, will bear in mind this sacred principle, that though the will of the majority is in all cases to prevail, that will to be rightful must be reasonable; that the minority possess their equal rights, which equal law must protect, and to violate would be oppression. Let us, then, fellow-citizens, unite with one heart and one mind. . . .

Every difference of opinion is not a difference of principle. We have called by different names brethren of the same principle. We are all Republicans, we are all Federalists. If there be any among us who would wish to dissolve this Union or to change its republican form, let them stand undisturbed as monuments of the safety with which error of opinion may be tolerated where reason is left free to combat it. I know, indeed, that some honest men fear that a republican government cannot be strong, that this Government is not strong enough. . . .

I believe this, on the contrary, the strongest Government on earth. I believe it the only one where every man, at the call of the law, would fly to the standard [defense] of the law, and would meet invasions of the public order as his own personal concern. Sometimes it is said that man cannot be trusted with the government of himself. Can he, then, be trusted with the government of others? Or have we found angels in the forms of kings to govern him? Let history answer this question.

Source: Jefferson, Thomas. First Inaugural Address, March 4, 1801. The American Presidency Project, by Gerhard Peters and John T. Woolley. UC Santa Barbara.

Name _____

Date _____

Thomas Jefferson's First Inaugural Address

What happened in the presidential election of 1800?

In the election of 1800, John Adams of the Federalist party ran against Thomas Jefferson of the

Democratic-Republican party. There was a lot of fighting and name-calling between the two parties.

Jefferson won.

What is a republican government?

A republican government is a government that is led by representatives elected by the citizens of

a country.

What did Jefferson say about majority and minority rights?

Jefferson says that the will of the majority must be reasonable and that the minority possess equal

rights that must be protected by the law.

What did Jefferson say about disagreements among people?

Jefferson cautions that not every difference of opinion is a difference of principle and that people have

the right and the freedom to express their opinions.

Name _____

Date _____

Thomas Jefferson's First Inaugural Address (*continued*)

Why did Jefferson make these points about majority and minority rights and disagreements among people? How do you know?

Jefferson might have made these points because he wanted to reunite the country after the fighting and name-calling that had happened during the election. I know because he says, "Let us, then, fellow-citizens, unite with one heart and one mind."

Why did Jefferson believe the United States's form of republican government was the strongest on Earth?

Jefferson believed the U.S. form of republican government was the strongest because it was the only system in which citizens were personally invested. It was the only system where citizens could and would protect and defend the law.

According to Jefferson, how would the question of republican government ultimately be answered?

According to Jefferson, history would answer the question.

How does this excerpt confirm or change your understanding of Thomas Jefferson or the election of 1800?

Answers will vary. Students may say that the excerpt confirms their understanding of how divisive the election was and the need to reconcile after or that it changes their understanding of Thomas Jefferson because it shows a different side than his arguments with Alexander Hamilton.

Horace Mann's Report to the Board of Education

Use with *American Reformers*, Chapter 3

Background: Horace Mann served as Massachusetts's secretary of education from 1837 to 1848. Mann believed that education was the key to a successful democracy and that all children should have access to free public schools. Today, he is considered the father of the American public school.

Education, then, beyond all other devices of human origin, is the great equalizer of the conditions of men—the balance-wheel of the social machinery. . . . It gives each man the independence and the means, by which he can resist the selfishness of other men. It does better than to disarm the poor of their hostility towards the rich; it prevents being poor. . . . The spread of education, by enlarging the cultivated [educated] class or caste, will open a wider area over which the social feelings will expand; and, if this education should be universal and complete, it would do more than all things else to obliterate [destroy] factitious [artificial] distinctions in society.

Source: Massachusetts Board of Education. *Twelfth Annual Report of the Board of Education, Together with the Twelfth Annual Report of the Secretary of the Board*. Boston: Dutton and Wentworth, 1849, pp. 59–60.

Name _____

Date _____

Horace Mann's Report to the Board of Education

Who was Horace Mann?

Horace Mann is the father of American public schools. He served as the Massachusetts secretary of education for eleven years and guided education reform in Massachusetts that became a model for other states. He believed in free public education because, to him, education was the key to democracy.

What changes did Horace Mann make in Massachusetts's education system?

Under Horace Mann's leadership, Massachusetts created schools for training teachers. The state paid for six months of school each year for all children. It divided schools into grades instead of having children of all ages trying to learn different things in the same classroom. It also passed a law saying that all children must attend school.

What did Mann mean when he called education "the great equalizer" and the "balance-wheel of social machinery"?

Mann meant that education closes the gap between social classes.

According to Mann, how does education make people stronger?

According to Mann, education makes people stronger by giving them the independence and means to stand up for themselves and resist being used by others.

Name _____

Date _____

Horace Mann's Report to the Board of Education (*continued*)

According to Mann, what economic benefit does education provide?

According to Mann, education prevents people from being poor.

How are the ideas in this excerpt reflected in the changes that Mann oversaw in Massachusetts?

Mann said that education is "the great equalizer" and that it "prevents being poor," so Mann oversaw

changes in Massachusetts such as public school funding and mandatory attendance that ensured that poor children could get an education and the opportunity to improve their circumstances.

How does this source confirm or change your understanding of Horace Mann and education reform in the 1800s?

Answers will vary. Students may say that the source confirms their understanding of Horace Mann's

belief of the role and importance of education or that it changes their understanding because it explains how education could change society.

“What to the Slave Is the Fourth of July?” by Frederick Douglass

Use with *American Reformers*, Chapter 4

Background: Frederick Douglass was a formerly enslaved person who became an important abolitionist. He gave speeches and wrote a book about his experiences being enslaved. The following is an excerpt of a speech delivered by Douglass on July 4, 1852, at an event commemorating the signing of the Declaration of Independence.

What, to the American slave, is the Fourth of July? I answer, a day that reveals to him, more than all other days in the year, the gross [huge] injustice and cruelty to which he is the constant victim. To him, your celebration is a sham; . . . your shouts of liberty and equality, hollow mockery; . . . a thin veil to cover up crimes which would disgrace a nation of savages. There is not a nation on the earth guilty of practices more shocking and more bloody than are the people of these United States at this very hour.

Source: Gregory, James M. *Frederick Douglass the Orator*. Springfield, MA: Willey, 1907, pp. 105–106.

Name _____

Date _____

“What to the Slave Is the Fourth of July?” by Frederick Douglass

Who was Frederick Douglass?

Frederick Douglass was a formerly enslaved person so became an important abolitionist. After escaping slavery, he gave speeches and wrote a book about his experiences and published an abolitionist newspaper.

What is significant about the Fourth of July?

The Fourth of July is U.S. Independence Day. It celebrates American independence on the anniversary of the signing of the Declaration of Independence.

Define the following terms from the excerpt.

- sham _____ a trick or a fake
- mockery _____ an insulting action
- disgrace _____ to shame or dishonor

In your own words, what claim did Douglass make about the Fourth of July in this excerpt?

Douglass claimed that the Fourth of July meant nothing to enslaved people.

What did Douglass say about the people of the United States in this excerpt?

Douglass said that the people of the United States engage in “practices more shocking and more bloody” than any other nation on Earth.

Name _____

Date _____

“What to the Slave Is the Fourth of July?” by Frederick Douglass (*continued*)

Why did Douglass say that the Fourth of July is a sham and a mockery to enslaved people?

Douglass said the Fourth of July was a sham and a mockery to enslaved people because it celebrated freedom even though a large part of the American population was not free.

How did Frederick Douglass feel about the Fourth of July? How do you know?

Frederick Douglass did not like the Fourth of July. I know because he called it a “sham” and a “mockery” that “cover[s] up crimes.” He said that he was shocked that a nation that enslaves people proudly celebrates independence.

How does this source confirm or change your understanding of American slavery, abolition, or Frederick Douglass?

Answers will vary. Students may say that the source confirms their understanding of the horrors of American slavery or of Frederick Douglass as a powerful speaker about abolition or that it changes their understanding by showing how enslaved Americans were excluded from holidays like Independence Day.

Sarah Grimké on the Condition of Women

Use with *American Reformers*, Chapter 5

Background: Sarah Grimké and her sister Angelina were active abolitionists who left the South in protest of slavery. Sarah also spoke in favor of women's equality. This is an excerpt from a series of letters that Sarah wrote to her local newspaper.

I am constrained [forced] to say, both from experience and observation, that women's education is miserably deficient [lacking]; that women are taught to regard marriage as the one thing needful, the only avenue to distinction; hence to attract the notice and win the attentions of men, by their external charms, is the chief business of fashionable girls. They seldom think that men will be attracted by intellectual acquirements, because they find, that where any mental superiority exists, a woman is generally shunned and regarded as stepping out of her "appropriate sphere," which, in their view, is to dress, to dance, to set out to the best possible advantage her person, to read the novels which flood the press, and which do more to destroy her character as a rational [thinking] creature, than anything else. Fashionable women regard themselves, and are regarded by men, as pretty toys. . . .

Source: Adapted from Grimké, Sarah. *Letters on the Equality of the Sexes, and the Condition of Woman*. Boston: Isaac Knapp, 1838.

Name _____

Date _____

Sarah Grimké on the Condition of Women

Who was Sarah Grimké?

Sarah Grimké was an abolitionist who also spoke in favor of women's equality.

According to Sarah Grimké, what were women taught is the only way to have a happy life?

She said they are taught to regard marriage as the only way to find happiness.

According to Sarah Grimké, why did women often focus on their physical appearance?

Women had been taught to believe that men wouldn't be attracted to their intellect and that if women were believed to be more intelligent, men would think they were acting inappropriately.

According to Sarah Grimké, what was considered to be appropriate behavior for women?

She said they were supposed to dress a certain way, dance, show off their best features, and read popular novels.

What did Sarah Grimké mean when she said that women were regarded as "pretty toys"?

She meant that women were regarded as ornaments or playthings. They were not treated as important or independent beings.

Name _____

Date _____

Sarah Grimké on the Condition of Women (*continued*)

Using what you know about women in the 1800s, how accurate was Sarah Grimké's description of the condition of women?

Yes, her description was accurate. In the 1800s, women did not have equal rights. They were not

supposed to speak in public. They had fewer education opportunities than men. They could not vote

or hold government office. When they married, everything they owned and earned belonged to

their husbands.

How does this source confirm or change your understanding of Sarah Grimké or women's fight for equality?

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

equal rights and access to education in the 1800s or that Sarah Grimké spoke out in favor of women's

equality. They may also say that it changed their understanding by giving them a fuller picture of how

women were seen and treated in the 1800s.

The Declaration of Sentiments

Use with *American Reformers*, Chapter 6

Background: In 1848, a group of activists met in Seneca Falls, New York, to discuss women's suffrage and how to obtain it. It has become known as the Seneca Falls Convention. Elizabeth Cady Stanton wrote the Declaration of Sentiments to announce the ideas shared at the convention.

The history of mankind is a history of repeated injuries and usurpations [offenses] on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to [vote].

He has compelled her to submit to laws, in the formation of which she had no voice. . . .

He has taken from her all right in property, even to the wages she earns. . . .

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but [little pay]. . . .

He has denied her the [opportunities] for obtaining a thorough education—all colleges being closed against her. . . .

Source: Adapted from *Report of the Woman's Rights Convention, Held at Seneca Falls, N.Y., July 19th and 20th, 1848*. Rochester: John Dick at North Star, 1848.

Name _____

Date _____

The Declaration of Sentiments

What was the Seneca Falls Convention?

The Seneca Falls Convention was a gathering of women's rights activists in Seneca Falls, New York, in 1848. It was organized by Elizabeth Cady Stanton and Lucretia Mott.

Define the following terms from the excerpt:

- tyranny abuse of power by a government or authority
- candid open or honest
- inalienable unable to be taken away or denied; a variation of *unalienable*
- compelled forced do something by intense pressure
- wages money earned for doing a job

According to this excerpt, what rights had women been denied?

According to the Declaration of Sentiments, women did not have the right to vote, they had no voice in the formation of laws, they did not have the right to own property or keep their wages, and they did not have the right to an education.

Using your knowledge of women's lives in the 1800s, why did Stanton say men have "an absolute tyranny" over women?

Stanton used the phrase "absolute tyranny" to explain how men had complete control over women in the United States at that time.

Name _____

Date _____

The Declaration of Sentiments (*continued*)

Who was Stanton talking to in the Declaration of Sentiments?

Stanton was talking to both men and women in the United States.

The first paragraph of the excerpt uses almost the exact same words as the Declaration of Independence. Why might Elizabeth Cady Stanton have chosen to use the language of the Declaration of Independence?

Stanton used the words from the Declaration of Independence because it is the document our nation was founded upon. She wanted to highlight the fact that women deserve the same rights as men.

How does this source confirm or change your understanding of the Seneca Falls Convention, the women's suffrage movement, or women's lives in the 1800s?

Answers will vary. Students may say that the source confirms their understanding of how limited women's lives were in the 1800s or of the ideas discussed at the Seneca Falls Convention. They may also say that the source changes their understanding by giving specific examples of the rights women were denied that were not mentioned in their history books.



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Elizabeth Cady Stanton at the Seneca Falls convention, 2004 (w/c on paper), Frey, Matthew (b.1974) / Private Collection / Wood Ronsaville Harlin, Inc. USA / Bridgeman Images: Cover A

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