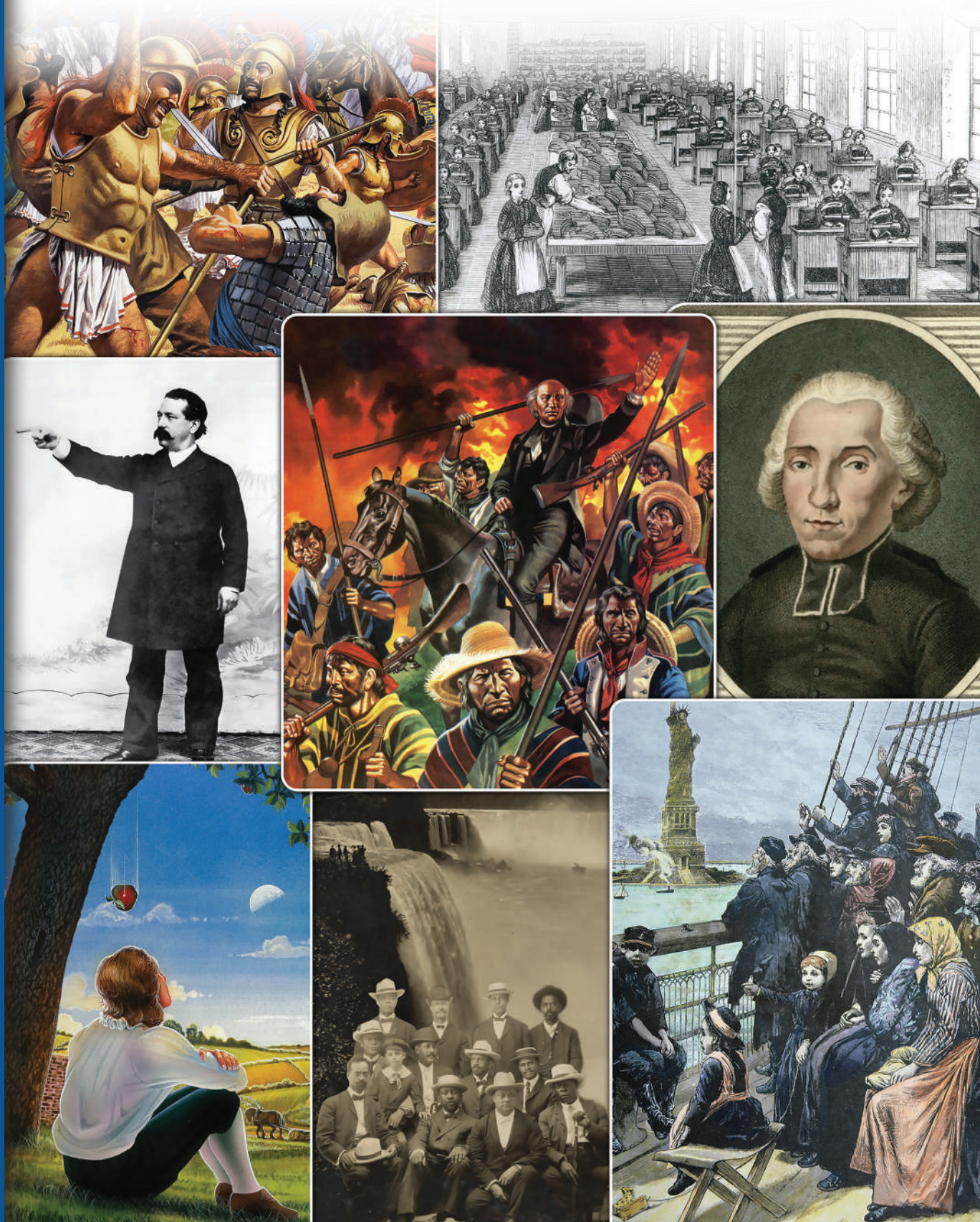
Grade 6
Primary Source Activity Book
Teacher Edition



GRADE 6 Core Knowledge History and Geography®

Core Knowledge®

Primary Source Activity Book

Grade 6

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Primary Source Activity Book Grade 6

Table of Contents

About Teaching with Primary Sources v

How to Use This Book viii

Activity Page: Primary Source Analysis ix

Activity Page: Artifact Study x

Ancient Greece and Rome

The Athenian Constitution 1

On the Kings of Sparta 5

Pericles's Funeral Oration 9

Polybius on the Roman Republic 13

Hannibal Crossing the Alps 17

Constantine Founds Constantinople 21

The Enlightenment

Newton Experiments with Light 25

Hobbes on Human Nature 29

Locke on Government 33

The French Revolution and Romanticism

What Is the Third Estate? 37

Paris During the Reign of Terror 41

Napoleon's Return from Elba 45

The Industrial Revolution: Changes and Challenges

Factory Working Conditions 49
Adam Smith on Money 53
The Communist Manifesto 57

Independence for Latin America

Toussaint L'Ouverture's Memoir 61
Hidalgo's Summons to Guanajuato 65
Bolívar's Message to the Congress of Angostura 69
José de San Martín on the Battle of Aconcagua 73

Immigration

Recollections of a European Immigrant 77
Recollections of a Chinese Immigrant 81
The Know Nothing Party Platform 85

Industrialization and Urbanization in America

"The Gospel of Wealth" by Andrew Carnegie 89
The Octopus Who Strangles the World 93
"What Does the Working Man Want?" by Samuel Gompers 97
Boss Tweed 101

Reform in Industrial America

Preamble to the Platform of the People's Party 105
No Molly-Coddling Here 109
Booker T. Washington at the Atlanta Exposition 113
The Souls of Black Folk by W. E. B. Du Bois 117
"Are Women Persons?" by Susan B. Anthony 121

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 6. 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 Athenian Constitution

Use with *Ancient Greece and Rome*, Chapter 2

Background: The Constitution of the Athenians, also called the Athenian Constitution, is a work by the philosopher Aristotle or one of his students. It is not a formal legal document or plan of government like the U.S. Constitution. Rather, it describes the legal practices and customs of ancient Athens.

The people have made themselves masters of everything through decrees of the Assembly and decisions of the law courts, in which they hold the power. . . . The present constitutional order is as follows: the right of citizenship belongs to those whose parents have been citizens. They are enrolled as citizens at the age of eighteen. When they come up for enrollment, their fellow citizens vote first on whether the new candidates appear to have reached the legal age. If the candidates do not appear to be the right age, they are returned to the ranks of boys.

Source: Adapted from Aristotle. *The Constitution of Athens and Related Texts*. Translated by Kurt von Fritz and Ernst Kapp. New York: Hafner Press, 1950, p. 114.

Name _____ Date _____

The Athenian Constitution

What type of government did the city-state of Athens have?

The city-state of Athens had a democracy or democratic government.

What was the Assembly in ancient Athens?

The Assembly was the main government body in ancient Athens. All Athenian male citizens were allowed to participate in the Assembly. It passed laws, imposed taxes, and voted on issues of war and peace. It also had the power to ostracize, or banish, citizens who might pose a danger to the city-state.

According to the excerpt, how did a person become a citizen of Athens?

To become a citizen of Athens, a person must have had parents who were citizens. They must have enrolled as citizens at the age of eighteen, and their fellow citizens must have voted on whether the candidate was of legal age.

What happened if citizens vote that a candidate was not of legal age?

If citizens voted that a candidate was not of legal age, the candidate returned to the ranks of boys.

The excerpt does not use the words *democracy* or *democratic*. How can you tell that it describes a democracy?

I can tell the excerpt describes a democracy because it says, "The people have made themselves masters of everything" and that the people hold power in the Assembly and law courts. It also says that citizens vote on whether people can become citizens.

Name _____ Date _____

The Athenian Constitution (*continued*)

Based on the excerpt, could someone born outside of Athens become a citizen?

Maybe. It would depend on whether their parents were Athenian citizens. If their parents were Athenian, they could become a citizen. If their parents were not Athenian citizens, they could not become one either.

What detail in the excerpt tells you that women could not be citizens in ancient Athens?

I know women could not be citizens in Athens because the excerpts says that anyone who did not appear to be the right age was returned to the ranks of boys.

How does this source confirm or change your understanding of Athenian democracy?

Answers will vary. Students may say it confirms their understanding that ancient Athens was a democracy or that only men could be citizens, or they may say that it changes their understanding by explaining how citizenship was granted.

On the Kings of Sparta

Use with *Ancient Greece and Rome,* Chapter 3

Background: Unlike the democratic city-state of Athens, Sparta had an oligarchy that was run by two kings. An oligarchy is a government controlled by a small group of people made up of aristocratic and wealthy nonaristocratic families. This excerpt from the work of the Greek historian Herodotus describes how Sparta's kings were treated in life and in death.

The Spartans have two kings, both of whom serve in the name of Zeus. These two men have the right to wage war against any land they please. With a hundred soldiers as their guard, the two kings are the first in battle and the last to return, and every part of every cow sacrificed along the way belongs to them.

At feasts, the kings are served before everyone else. Their portions are twice the size of everyone else's, even when they dine at others' houses. The kings rule in all matters great and small, but if they don't appear at council, those of the twenty-eight senators who are most closely related to them get three votes each.

A king's death is announced by horsemen, who ride throughout the land. Women in the city beat utensils upon a copper kettle, and a free man and woman from each household goes into mourning. Many thousands of people attend the funeral ceremony, where they beat their foreheads and wail that the dead king was the greatest king who has ever lived. After the burial, public life is put on hold for ten days as the people mourn.

Source: Adapted from Fling, Fred Morrow. *A Source Book of Greek History*. Boston: D. C. Heath, 1907.

Name _____ Date _____

On the Kings of Sparta

What kind of government did the city-state of Sparta have?

The government of Sparta is generally called an oligarchy, but it also contained elements of monarchy, aristocracy, and very limited democracy. The city-state had two kings, an aristocratic council of elders, and an assembly that approved or disapproved proposals.

The excerpt says that the Spartan kings served in the name of Zeus. Who was Zeus?

Zeus was the king of the Greek gods.

According to the excerpt, what rights or privileges did the Spartan kings have?

Spartan kings had the right to wage war against any land they wanted to. They were served before everyone else, even when they dined in other people's homes. They had a hundred soldiers as their guard, and every part of every cow sacrificed along the way to battle belonged to them.

What were the kings responsible for? What were they expected to do?

The kings were expected to be first in battle and the last to return. They were expected to rule in all matters, great and small.

How were Spartan kings honored after their deaths?

After their deaths, Spartan kings were honored with a funeral ceremony attended by thousands. When the deaths were announced, women beat utensils on kettles, and one free man and one free woman in each household went into mourning. People at the funeral beat their foreheads and cried that the dead kings were the greatest who had ever lived. After the kings were buried, public life was put on hold for ten days.

Name _____ Date _____

On the Kings of Sparta (*continued*)

According to the excerpt, did Spartan kings rule absolutely, or did they share power with others? How do you know?

Spartan kings shared power with others. I know because the excerpt said that if the kings don't appear at council, then the senators most closely related to them get three votes each.

How does this explanation of Spartan kingship compare with the explanation in your history book?

Like my history book, this explanation says that Sparta had two kings and that they led the army. It also shows that the kings worked with others—which my history book says were the council of elders and the assembly and the excerpt says were twenty-eight senators. Unlike my history book, this explanation describes some of the special privileges the kings had and what happened when one of the kings died.

How does this source confirm or change your understanding of Sparta's government?

Answers will vary. Students may say that the source confirms their understanding of Sparta's government as part monarchy and part oligarchy or that the source changes their understanding by describing more about the roles of Sparta's kings.

Pericles's Funeral Oration

Use with *Ancient Greece and Rome,* Chapter 6

Background: Pericles (c. 495–429 BCE) was an Athenian leader known for his contributions to the development of Athenian democracy and the Athenian empire during the Golden Age of Athens. His famous funeral oration, or funeral speech, was given after the first season of battles of the Peloponnesian War in honor of fallen Athenian soldiers. In this excerpt, Pericles speaks about the benefits of Athenian democracy.

We run our city-state differently than they do in nearby city-states. We prefer to be a model for other communities rather than copy them. Our government is a democracy because many people have a say in how it is run, not just a few. The law makes it so that everyone is treated equally in private disagreements, and we respect every person based on their good character and actions, not on their social class.

Even poor and unknown people can be helpful to others in our community. We are free and our neighbors are free to live as they see fit. We do not walk around with sad looks on our faces. Such looks may not do physical harm, but they still affect us negatively.

Source: Adapted from Broadhurst, Thomas. *Funeral Orations in Praise of Military Men*. Bath: Crutwell, 1811, pp. 33–34.

Name _____ Date _____

Pericles's Funeral Oration

Who was Pericles?

Pericles was an important citizen of Athens during the Golden Age of Athens. He served for thirty years as one of the *strategoi*, or generals, and eventually became the most powerful and influential man in Athens.

What type of government did the ancient city-state of Athens have?

Athens had a democracy, or democratic government.

When Pericles used the word *we* in the excerpt, who was he referring to?

When Pericles used the word *we*, he was referring to all Athenians.

Why did Pericles say Athens was a democracy?

Pericles said Athens was a democracy because many people, not just a few, had a say in how it was run.

According to Pericles, how did Athenian democracy influence daily life in Athens?

According to Pericles, Athenian democracy made life better for everyone. People were respected based on their characters and actions, rather than their social classes. People of all walks of life could help the community. Everyone in Athens was free, and people "did not walk around with sad looks" on their faces.

Name _____ Date _____

Pericles's Funeral Oration (*continued*)

Did Pericles think Athens was better than other city-states? How do you know?

Pericles thought Athens was better than other city-states. I know this because he called Athens "a model for other communities" and talked about how Athens treated all people equally and with respect. He said that Athenians did not walk around with sad looks on their faces, implying that people who lived in other city-states did walk around with sad looks on their faces.

Using what you know about ancient Athens, was Pericles's description of Athenian society accurate? Why or why not?

No, Pericles's description was not accurate. He said that "we are free and our neighbors are free to live as they see fit," but not everyone in Athens was free. He said that "everyone is treated equally in private disagreements," but that was not true for the enslaved people and women of Athens or the metics who lived there. The same is true for Pericles's claim that people were not judged by their social class.

How does this source confirm or change your understanding of Pericles and the Golden Age of Athens?

Answers will vary. Students may say that the source confirms their understanding of Pericles as a champion of Athenian democracy or that it changes their understanding because it shows that Pericles had an idealized view of Athenian democracy.

Polybius on the Roman Republic

Use with *Ancient Greece and Rome,* Chapter 11

Background: Polybius was a Greek politician and historian who spent much of his life in Rome and with the Roman army. In his work *The Histories*, he explained the rise of Rome as a Mediterranean power. In this excerpt, he describes the government of the Roman Republic.

Three kinds of government shared in the control of the Roman state. . . . It was impossible even for a native to pronounce with certainty whether the whole system was aristocratic, democratic, or monarchial. . . . If one fixed one's eyes on the power of the consuls, the constitution seemed completely monarchial and royal; if on that of the senate, it seemed again to be aristocratic; and when one looked at the power of the masses, it seemed clearly to be a democracy. . . .

The consuls exercise authority in Rome over all public affairs. . . . It is their duty to take charge of the affairs of state, to summon assemblies, to introduce measures, and to preside over the execution of senate decrees. . . .

The senate controls the treasury. It regulates all revenue [income] and expenditures [spending]. . . . The senate also has jurisdiction over crimes committed in Italy that require public investigation. . . .

The people have the right to confer honors and inflict punishment. . . . They have the power of approving or rejecting laws, and most importantly, they deliberate on [discuss or debate] the question of war and peace.

Source: Adapted from Polybius. *The Histories*. Translated by W. R. Paton. Vol. 3, book 6, 11.11–14.7. Cambridge: Harvard University Press, 1923, pp. 295–303.

Name _____ Date _____

Polybius on the Roman Republic

What kind of government was the Roman Republic?

The Roman Republic was an aristocratic republic, or government in which people from the upper class or nobility serve as representatives. Over time, the republic became more democratic, and the plebeians, or ordinary citizens, were given a voice in the government.

According to Polybius, what three types of government were combined to form the Roman Republic?

According to Polybius, the Roman Republic was formed by combining monarchy, aristocracy, and democracy.

According to Polybius, what type of government did the consuls embody? What were their responsibilities?

The consuls embodied monarchy. They exercised authority over all public affairs. They took charge of the affairs of state, summoned assemblies, introduced measures, and presided over the execution of the senate decrees.

According to Polybius, what type of government did the senate embody? What were its responsibilities?

The senate embodied aristocracy. It regulated revenue and expenditures and had jurisdiction over crimes in Italy that required public investigation.

Name _____ Date _____

Polybius on the Roman Republic (*continued*)

According to Polybius, what type of government did the people embody? What were their responsibilities?

The people embodied democracy. They had the power to approve or reject laws and debated questions of war and peace.

How does this description of the government of the Roman Republic compare with the explanation in your history book?

This description is similar to the one in my history book in its explanation of the parts of the government: consuls, senate, and the people. It's different in that it doesn't explain that the consuls and the senate came from the same social class, the patricians, or that the people (the plebeians) had to fight hard to have any voice in the government at all.

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

Answers will vary. Students may say that the source confirms their understanding of the roles of the consuls and senate in the Roman Republic or that it changes their understanding by comparing each role to a different government system.

Hannibal Crossing the Alps

Use with *Ancient Greece and Rome,* Chapter 12

Background: Livy, or Titus Livius, was a Roman historian who wrote a comprehensive history of the Roman Republic. In this excerpt, he describes Hannibal leading the Carthaginian army across the Alps during the Second Punic War.

Though the elephants were driven through steep and narrow roads with great loss of time, wherever they went they kept the army safe from the enemy, because men unfamiliar with such animals were afraid of approaching too closely. On the ninth day the army came to a summit [peak] of the Alps. . . . For two days they remained encamped on the summit; and rest was given to the soldiers. . . . A fall of snow . . . caused great fear to the soldiers, already worn out with weariness of so many hardships. At daybreak, when the army proceeded slowly over all places entirely blocked up with snow, and the soldiers appeared sluggish and hopeless, Hannibal . . . ordered the soldiers to stop . . . [and] pointed out to them Italy and the plains of the Po River beneath the Alpine mountains; and said "that they [the soldiers] were now conquering not only the defenses of Italy, but also of the city of Rome; that the rest of the journey would be smooth and down-hill; that after one, or, at most, a second battle, they would have the fortress and capital of Italy in their power and possession."

Source: Adapted from Titus Livius. *The History of Rome*. Vol. 2, *Books Nine to Twenty-Six*, translated by D. Spillan and Cyrus Edmonds. London: Bell & Daldy, 1868.

Name _____ Date _____

Hannibal Crossing the Alps

What were the Punic Wars?

The Punic Wars were a series of wars between Rome and the North African city-state of Carthage for control of the Mediterranean.

Who was Hannibal? Why did he cross the Alps?

Hannibal was the son of Hamilcar Barca, who led Carthage's army in the First Punic War. Hannibal led Carthage's army in the Second Punic War. He led his troops across the Alps because he wanted to attack Rome by land, instead of by sea.

According to the excerpt, how did the elephants keep Hannibal's army safe?

The elephants kept Hannibal's army safe because people were unfamiliar with the animals and were afraid to approach too closely.

According to the excerpt, how did the soldiers feel when they left the summit of the Alps?

When the soldiers left the summit of the Alps, they felt sluggish and hopeless.

According to the excerpt, how did Hannibal encourage them to keep going?

Hannibal encouraged them to keep going by pointing to Italy and the plains of the Po River below them and saying that the rest of the journey would be easier and that they were only one or two battles away from conquering Rome.

Name _____ Date _____

Hannibal Crossing the Alps (*continued*)

How does this account compare with your history book's account of Hannibal crossing the Alps?

This account supports my history book's statements that Hannibal got his army and a handful of elephants across the Alps and into Italy and that "Hannibal's men suffered a great deal on their journey." This account provides more detail about how and why Hannibal's men suffered.

This account was written by a Roman historian who was not present when these events occurred. Can this account be trusted? Why or why not?

Answers will vary. Students may say that the account cannot be trusted because the writer did not witness the events, or they may say that it could be trusted if the writer used reliable information, such as accounts from the people who were there.

How does this source confirm or change your understanding of the Punic Wars and Hannibal crossing the Alps?

Answers will vary. Students may say that it confirms their understanding that Hannibal's army had difficulty getting through the Alps or that it changes their understanding by giving more details about the nature of the difficulties.

Constantine Founds Constantinople

Use with *Ancient Greece and Rome,* Chapter 15 or 16

Background: After converting to Christianity in 312 CE, Emperor Constantine made Christianity a legal religion in the Roman Empire and actively promoted Christianity as way of strengthening the empire. In 324 CE, he made the Greek city of Byzantium the capital of the Eastern Roman Empire. Six years later, he renamed the city *Constantinople*. Today, the city is known as Istanbul.

In obedience to the command of God, he [Constantine] therefore enlarged the city formerly called Byzantium, and surrounded it with high walls; likewise he built splendid dwelling houses; and being aware that the former population was not enough for so great a city he peopled it with men of rank and their families, whom he summoned from Rome and from other countries. He imposed taxes to cover the expenses of building and adorning the city, and of supplying inhabitants with food. He built all the needed edifices for a great capital—a hippodrome, fountains, porticoes, and other beautiful adornments. He named it *Constantinople* and *New Rome* and established it as the Roman capital. . . .

He created another Senate which he endowed with the same honors and privileges as that of Rome, and he strove to render the city of his name equal in every way to Rome in Italy; nor were his wishes in vain, for by the favor of God, it became the most populous and wealthy of cities. . . . Constantine also honored this new city of Christ by adorning it with many and splendid houses of prayer, in which the Deity vouchsafed [promised] to bless the efforts of the Emperor by giving sensible manifestations [displays] of his presence.

Source: Adapted from Sozomen. "How Constantine Founded Constantinople." In *Readings in Ancient History: Illustrative Extracts from the Sources*, by William Stearns Davis. Vol. 2, *Rome and the West*. Boston: Allyn and Bacon, 1912, p. 296.

Name _____ Date _____

Constantine Founds Constantinople

Who was Constantine?

Constantine was a Roman emperor who converted to Christianity and made Christianity legal in the empire. He also made the city of Byzantium into the new Roman capital of Constantinople.

What was Constantinople?

Constantinople was the capital of the Eastern Roman, or Byzantine, Empire.

Define the following terms from the excerpt:

- adorning decorating
- edifices buildings
- hippodrome a stadium for chariot or horse races
- adornments decorations
- endowed gifted or granted
- render make or turn into

According to the excerpt, what changes did Constantine make to Byzantium when he founded Constantinople?

Constantine built high walls around the city; built more houses; brought more people to the city; imposed taxes to pay for the new buildings; built more public buildings such as a hippodrome, fountains, porticoes, and other decorative structures; built churches; created a senate; and renamed the city.

Name _____ Date _____

Constantine Founds Constantinople (*continued*)

Byzantium was a Greek city. How did Constantine make it more Roman?

Constantine made the city more Roman by bringing in new residents from Rome and creating a senate like Rome's. He also called it "New Rome" and made it the Roman capital.

What details in the excerpt support the idea that Constantine was devoted to and promoted Christianity?

The excerpt supports the idea that Constantine was devoted to and promoted Christianity by saying that he founded the city "in obedience to the command of God" and that he established "many and splendid" churches in Constantinople.

How does this source confirm or change your understanding of Constantine or Constantinople?

Answers will vary. Students may say the source confirms their understanding that Christianity was important to Constantine or that Constantine founded Constantinople as a "New Rome." They may also say the source changes their understanding by explaining what Constantine did to make the city a "New Rome."

Newton Experiments with Light

Use with *The Enlightenment,* Chapter 1

Background: Sir Isaac Newton was a professor of mathematics at the University of Cambridge who also pursued a wide variety of scientific theories and experiments. He is best known for his laws of gravity and motion, but he also explored light and optics. The following excerpt is from a letter Newton wrote to the Royal Society, an English organization for scientific study. In the excerpt, he describes one of his experiments with light.

In the beginning of the year 1666 (at which time I applied myself to the grinding of optic glasses of other figures than spherical [round]), I procured [acquired] a triangular glass prism, to try therewith the celebrated phenomena of colors. And for that purpose, having darkened my chamber [room], and made a small hole in my window shuts [coverings], to let in a convenient quantity of the sun's light, I placed my prism at this entrance, that it might be thereby refracted to the opposite wall. It was at first a very pleasing diversion to view the vivid and intense colors produced thereby; but after a while applying myself more circumspectly [carefully], I was surprised to see them in oblong [rectangle] form; which according to the received laws of refraction, I expected would have been circular. They were terminated [ended] at the sides with straight lines, but at the ends the decay of light was so gradual, that it was difficult to determine justly what was their figure; yet they seemed semicircular.

Comparing the length of this colored spectrum with its breadth [width], I found it about five times greater; a disproportion so extravagant that it excited me to a more than ordinary curiosity. . . .

Source: Adapted from Newton, Isaac. "The Diffusion of Light." In *The Library of Original Sources*, edited by Oliver J. Thatcher. Vol. 6. New York: University Research Extension, 1907, p. 124.

Name _____ Date _____

Newton Experiments with Light

Who was Isaac Newton?

Isaac Newton was one of the greatest scientists in history. He discovered the laws of gravitation and motion, invented a new branch of mathematics called calculus, and revealed the secrets of light and color.

In describing his experiment, Newton mentions refraction and refracting. What is refraction?

Refraction is the changing of direction of a ray of light when the ray passes from one medium (such as air) through another (such as glass).

In your own words, describe the steps of Newton's experiment.

First, Newton closed up his room. Then he made a small hole in his window covering. He placed a prism in the line of sunshine that came through the hole. The prism refracted the light to the opposite wall.

What was the result of Newton's experiment?

The refracted light appeared as brightly colored stripes or rectangles that seemed semicircular. The length of each stripe or rectangle was five times greater than its width.

Name _____ Date _____

Newton Experiments with Light (*continued*)

How did Newton feel about the results of his experiment? How do you know?

Newton was pleased and surprised by the results. I know because he said he was surprised by the shape of the refracted light (they were rectangular instead of circular) and because he said the results excited him "to a more than ordinary curiosity."

Look at the image of Newton's light experiment in your history book. How does it compare with this written description?

The image is similar to the written description in that it shows light coming into a darkened room through a hole in shutters and being refracted through a prism. It also shows the refracted light as stripes of bright colors. The difference is that the image shows the light being refracted to a screen or board instead of a wall, as in the written description.

How does this source confirm or change your understanding of Isaac Newton?

Answers will vary. Students may say that it confirms their understanding of Newton as someone who "revealed the secrets of light and color" or that it changes their understanding because of the details it provides about Newton's experiment.

Hobbes on Human Nature

Use with *The Enlightenment,* Chapter 3

Background: Thomas Hobbes (1588–1679) was an English philosopher around the time of the English Civil War, during which the king was removed from power and executed. The violence of the civil war shaped much of Hobbes's thinking about people and government. He explained his ideas in a book called *Leviathan*, named for an all-powerful sea monster. The following excerpt comes from Hobbes's book.

Nature has made men equal in the abilities of body and mind. From this equality of ability arises equality of hope in the pursuit of goals. Therefore, if any two men desire the same thing, and they cannot both acquire it, they become enemies and seek to subdue or destroy one another. This pitting of man against man leads to war.

In order to live a contented life and escape the miserable condition of war, men must be subject to a strong, absolute government. The fear of punishment will force them to treat each other fairly and justly, doing to others as we would be done to.

Source: Adapted from Hobbes, Thomas. *Leviathan, Parts I and II*. Indianapolis: Bobbs-Merrill, 1958, pp. 104–105, 139, 169.

Name _____ Date _____

Hobbes on Human Nature

Who was Thomas Hobbes?

Thomas Hobbes was an English philosopher who believed that government should be all-powerful because people were naturally selfish.

According to Hobbes, what was people's natural state?

According to Hobbes, people were naturally equal in the abilities of body and mind.

According to Hobbes, how and why did that natural state change?

According to Hobbes, that natural state changed when two people wanted the same thing and they both could not have it. At that point, they would become enemies and seek to destroy each other, which would lead to war.

According to Hobbes, what was the best kind of government? Why?

According to Hobbes, the best kind of government was a strong, absolute government because it was the only way people could live a contented life and escape war.

Name _____ Date _____

Hobbes on Human Nature (*continued*)

According to Hobbes, what would force people to treat each other well?

According to Hobbes, fear of punishment would force people to treat each other well.

Did Hobbes have a positive or negative opinion about people? How do you know?

Hobbes had a negative opinion of people. I know because he says that if two people cannot have what they want, they will become enemies and seek to destroy each other; that people must be subject to a strong, absolute government in order to live together peacefully; and that people would only treat each other fairly and justly from fear of punishment.

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

Answers will vary. Students may say that it confirms their understanding that Hobbes believed in all-powerful government or that it changes their understanding by helping them understand what Hobbes meant when he said people were selfish.

Locke on Government

Use with *The Enlightenment,* Chapter 4

Background: John Locke was an English philosopher in the 1600s. He wrote about human knowledge and politics and is credited with introducing the idea of natural rights. This excerpt from Locke's book about government explains some of his ideas.

The law of nature says that all people are equal and independent, and no one should harm another's life, health, liberty, or property.

In order for people to live together safely, comfortably, and peacefully, men join together to form a community. In this way, they protect their lives and their property. In forming this community, they are making a government, in which the majority makes the decisions for the group.

Because men enter society to protect their natural rights, when the government tries to take away or destroy the people's life, liberty, or property, the government puts itself in a state of war with the people. When this happens, the people no longer need to obey the government.

Source: Adapted from Locke, John. *Two Treatises of Government*. London: C. Baldwin, 1824, pp. 133, 186, 261.

Name _____ Date _____

Locke on Government

Who was John Locke?

John Locke was an English philosopher of the 1600s. He is credited with introducing the idea of natural rights.

According to Locke, what is the law of nature?

The law of nature says that all people are equal and independent and that no one should harm another's life, health, liberty, or property.

According to Locke, why are governments formed?

According to Locke, governments are formed to protect people's lives and property so they can live together safely, comfortably, and peacefully.

According to Locke, what happens when governments do not fulfill their purpose?

According to Locke, when governments do not fulfill their purpose, they put themselves in a state of war with the people, and the people no longer need to obey the government.

What kind of government did Locke propose? How do you know?

Locke proposed a democratic government. I know because he said that the majority would make the decisions for the group.

Name _____ Date _____

Locke on Government (*continued*)

On what point(s) did Locke and Hobbes agree?

Locke and Hobbes agree that people were equal according to the law of nature.

On what point(s) did Locke and Hobbes disagree?

They disagreed on why people needed governments and the best type of governments. They also disagreed about whether people were naturally selfish.

How does this source confirm or change your understanding of John Locke?

Answers will vary. Students may say that the source confirms their understanding of Locke's political ideas or that it changes their understanding by explaining Locke's ideas in more detail.

What Is the Third Estate?

Use with *The French Revolution and Romanticism,* Chapter 5

Background: Abbé Emmanuel Joseph Sieyès was a French clergyman who championed the poor. He gained fame with his pamphlet "What Is the Third Estate?" and was made spokesperson of the Third Estate in the Estates-General when it met in 1789. The following is an excerpt from his pamphlet.

The Third Estate is laden with all that which is really painful, with all the burdens which the privileged classes refuse to carry. Do we give the Third Estate credit for this? That this might come about, it would be necessary that the Third Estate should refused to fill these places, or that it should be less ready to exercise their functions. The facts are well known. Meanwhile they have dared to impose a prohibition upon the order of the Third Estate. They have said to it: "Whatever may be your services, whatever may be your abilities, you shall go thus far; you may not pass beyond!"

. . . Who then shall dare to say that the Third Estate has not within itself all that is necessary for the formation of a complete nation? It is the strong and robust man who has one arm still shackled. If the privileged order should be abolished, the nation would be nothing less, but something more. Therefore, what is the Third Estate? Everything; but an everything shackled and oppressed. What would it be without the privileged order? Everything, but an everything free and flourishing. Nothing can succeed without it, everything would be infinitely better without the others.

Source: Adapted from Sieyès, Emmanuel Joseph. "What Is the Third Estate?" In *The Library of Original Sources*, edited by Oliver J. Thatcher. Vol. 7. New York: University Research Extension, 1907, pp. 396–397.

Name _____ Date _____

What Is the Third Estate?

Who was Abbé Sieyès?

Abbé Sieyès was a French clergyman and champion of the poor. He wrote a pamphlet called "What Is the Third Estate?" that stirred the bourgeoisie to revolt.

How was French society organized under the *ancien régime*?

Under the *ancien régime*, French society was organized into three estates. The First Estate was the clergy. The Second Estate was the nobility. The Third Estate was everyone else, including the bourgeoisie, the urban poor, and the peasants. The First and Second estates had privileges, such as not having to pay taxes. The Third Estate did not have any privileges and paid the taxes that supported the other estates and the monarchy.

According to Sieyès, what role did the Third Estate play in French society?

According to Sieyès, the Third Estate bore all the burdens of society and did everything that made society function.

When Sieyès said that "they" imposed a prohibition on the Third Estate and "they" said the Third Estate may not advance, who was he talking about?

He was talking about the First and Second Estates (the clergy and the nobility) and possibly the monarchy, as well.

Name _____ Date _____

What Is the Third Estate? (*continued*)

According to Sieyès, could the Third Estate survive without the other estates? Could the other estates survive without the Third Estate? How do you know?

According to Sieyès, yes, the Third Estate could survive without the others, but the others could not survive without the Third Estate. I know this because Sieyès said that the Third Estate has "all that is necessary for the formation of a complete nation" and that if the First and Second Estates were abolished, "the nation would be nothing less." He also said that "nothing can succeed without the Third Estate" and "everything would be infinitely better without the others."

According to Sieyès, how should the Third Estate demonstrate its importance?

The Third Estate should demonstrate its importance by going on strike. Sieyès said that the only way the Third Estate would get credit would be if they refused or were less ready to do their jobs and perform their functions.

Using your understanding of the French Revolution, did the Third Estate follow Sieyès's suggestion?

Yes, the Third Estate did follow Sieyès's suggestion. They refused to follow the rules set for the Estates-General and instead called for unity with the other estates to form the National Assembly.

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

Answers will vary. Students may say that the source confirms their understanding of Abbé Sieyès's role as a champion of the Third Estate or of the role of the Third Estate in prerevolutionary France. They may also say that it changes their understanding by expanding their understanding of Sieyès and his work.

Paris During the Reign of Terror

Use with *The French Revolution and Romanticism,* Chapter 10

Background: In 1793, France suffered a series of military defeats and descended into civil war. Extremists took control of the government and started purging the country of enemies of the Revolution. The following ten months were characterized by violence and paranoia. This excerpt comes from an account of someone who lived through this Reign of Terror. In it, he describes how the extremists had changed law enforcement in Paris.

If the police, this powerful and indispensable weapon, was no longer in the hands of the Government and under the orders of the Executive Council, to whom had it been given up? Since the Tenth of August it had become entirely subordinate to the municipality; there was no other police department than that which had its headquarters in the Hôtel de Ville.

In addition to this body of municipal police, unscrupulous and uncontrolled, indulgent to malefactors, formidable to honest folk, instigating and abetting the disorders which it is its duty to prevent or repress, which numbers among its members commissioners of the forty-eight sections, and even some of the most active spirits of the sections and the clubs—in addition to this body, and probably merely for his personal satisfaction, Minister Garat has organized a small secret police force composed of a dozen of his own private friends, whose mission it is to promenade the streets of Paris, to watch closely all that goes on, and to submit to him daily, either verbally or in writing, the results of their observations.

Source: Biré, Edmond. *The Diary of a Citizen of Paris During "the Terror."* Translated and edited by John de Villiers. Vol. 2. London: Chatto & Windus, 1896, pp. 90–91.

Name _____ Date _____

Paris During the Reign of Terror

What was the Reign of Terror?

The Reign of Terror was a phase of the French Revolution characterized by violence and public executions under the direction of Robespierre and the Committee of Public Safety.

Define the following terms from the excerpt:

- subordinate lesser; secondary; inferior
- municipality city
- unscrupulous immoral; without principles
- malefactors criminals; troublemakers
- abetting helping; assisting
- promenade walk; wander

According to the excerpt, how had the organization of France's police force changed?

France's police force had been decentralized. Instead of central control by the state government, each city controlled its own police force.

According to the excerpt, were the municipal police effective as law enforcement officers? How do you know?

According to the excerpt, the municipal police were not effective as law enforcement. I know because the excerpt says that the police instigated and abetted "the disorders which it is its duty to prevent or repress," which means the police were more likely to commit crime than prevent or solve crime.

Name _____ Date _____

Paris During the Reign of Terror (*continued*)

Did the author trust the municipal police? How do you know?

No, the author did not trust the municipal police. I know because he called them "unscrupulous and uncontrolled," said they were "indulgent to malefactors" and likely to commit or help commit crimes, and said they were "formidable to honest folk."

Using your understanding of the Reign of Terror, what was the purpose of Garat's secret police force?

The purpose of Garat's secret police force was to spy on people and identify potential enemies of the Revolution.

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

Answers will vary. Students may say that it confirms their understanding of the Reign of Terror as a time of chaos or that it changes their understanding by illustrating how the Reign of Terror affected the police.

Napoleon's Return from Elba

Use with *The French Revolution and Romanticism,* Chapter 11

Background: In 1814, after his armies were defeated, Napoleon Bonaparte gave up his throne and was exiled to the Mediterranean island of Elba. A few months later, he escaped. The following is an excerpt from a proclamation that Napoleon made after his escape.

Soldiers! We were not defeated!

Soldiers! In my exile I have heard your voice. I have come to you through every obstacle, every danger. Your general, called to the throne by the voice of the people and raised on your bucklers, is back among you; come to him! . . . Put on the tricolor cockade [a ribbon worn on a hat]; you wore it in our great days. Here are the eagles*** you had at Ulm, at Austerlitz, at Jena, at Eylau, at Friedland, at Tudela, at Eckmühl, at Essling, at Wagram, at Smolensk, at the Moskowa [Moscow River], at Lützen, at Wurschen, at Montmirail!

. . . Soldiers, rally around the standard [flag] of your chief! Victory will advance at the double! The Eagle, with the national colors, will fly from steeple to steeple to the towers of Notre Dame. Then will you be able to display your honorable scars. Then will you be able to claim the credit of your deeds, as the liberators of your country. In your old age, surrounded and honored by your fellow-citizens, all will respectfully listen while you narrate your great deeds; you will be able to say with pride: "And I also was one of that Grand Army that twice entered the walls of Vienna, of Rome, of Berlin, of Madrid, of Moscow, and that cleansed Paris from the stain left on it by treason and the presence of the enemy!"

***Each regiment in Napoleon's army carried the figure of an eagle on a staff, or pole.

Source: Bonaparte, Napoleon. "When Napoleon Returned from Elba." In *The World's Story: A History of the World in Story, Song, and Art*, edited by Eva March Tappan. Vol. 5. Boston: Houghton Mifflin, 1914, pp. 364–365.

Name _____ Date _____

Napoleon's Return from Elba

Who was Napoleon? Why was he in Elba?

Napoleon was a popular general in the French army who became First Consul and then Emperor of France. He was exiled to Elba after being defeated and forced from his throne by European armies.

Who was Napoleon speaking to in this proclamation? How do you know?

Napoleon was speaking to soldiers who had served in his armies. I know because he addressed them specifically.

Who did Napoleon mean when he referred to "your general"?

He meant himself. He was their general.

What was Napoleon asking for?

He was asking for his soldiers to join him to retake France.

At the end of each paragraph, Napoleon named a list of places. Why?

The places were all locations of battles they had fought. He wanted to remind the soldiers of their victories to stoke their pride and revive their loyalty to him.

Name _____ Date _____

Napoleon's Return from Elba (*continued*)

Based on the excerpt, how were the veterans from Napoleon's armies treated? How do you know?

Based on the excerpt, they were not treated well. I know because in his proclamation, Napoleon promised they would be treated with respect and honored as liberators of their country. This suggests that they hadn't been treated with respect or honored before.

Using your knowledge of Napoleon, was his proclamation successful? How do you know?

Yes, his proclamation was successful. After landing in Marseilles, Napoleon marched with a thousand soldiers and was greeted warmly as they all marched to Paris.

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

Answers will vary. Students may say that the source confirms their understanding of Napoleon as a military leader or that it changes their understanding by showing how Napoleon won people to his side.

Factory Working Conditions

Use with *The Industrial Revolution: Changes and Challenges,* Chapter 4

Background: In 1832, Britain's Parliament investigated the conditions in Great Britain's textile factories. Eighty-nine workers testified before the Sadler Committee, as the investigating body was called. As a result of the committee's hearings, a law was passed that limited the hours that women and children could work in the factories. The following comes from the testimony of Elizabeth Bentley to the committee.

What time did you begin to work at a factory? — When I was six years old.

What was your business in that mill? — I was a little doffer.

What were your hours of labour in that mill? — From 5 in the morning till 9 at night, when they were thronged [extremely busy].

What were your usual hours when you were not so thronged? — From 6 in the morning till 7 at night.

What time was allowed for your meals? — Forty minutes at noon.

Do you consider doffing a laborious [requiring great effort] employment? — Yes.

Explain what it is you had to do? — When the frames are full, they have to stop the frames, and take the flyers off, and take the full bobbins off, and carry them to the roller; and then put empty ones on, and set the frame going again.

Does that keep you constantly on your feet? — Yes, there are so many frames, and they run so quick.

Suppose you flagged [slowed] a little, or were too late, what would they do? — Strap [hit] us.

Girls as well as boys? — Yes.

Supposing you had not been in time enough in the morning at these mills, what would have been the consequence? — We should have been quartered.

What do you mean by that? — If we were a quarter of an hour too late, they would take off half an hour; we only got a penny an hour, and they would take a halfpenny more.

Were you also beaten for being too late? — No, I was never beaten myself, I have seen the boys beaten for being too late.

Source: United Kingdom, Parliament, House of Commons. *Report from the Committee on the "Bill to Regulate the Labour of Children in the Mills and Factories of the United Kingdom": With the Minutes of Evidence, Appendix and Index*. London, 1832, pp. 195–197.

Name _____ Date _____

Factory Working Conditions

What was the Industrial Revolution?

The Industrial Revolution was a period of history during which the use of machines to produce goods changed society and the economy.

How did the Industrial Revolution change the way people worked?

The Industrial Revolution changed the way people worked by moving production from individual homes to factories. Instead of people making things by hand, workers used machines in factories to produce goods.

How old was Elizabeth Bentley when she started working?

She was six years old.

Summarize the working conditions that Elizabeth Bentley described in her testimony.

Bentley worked long hours doing work that required great effort. She was constantly on her feet. She had a short lunch break. If she or any of her coworkers slowed down, they were hit. If they were late, they were docked pay and sometimes beaten.

Name _____ Date _____

Factory Working Conditions (*continued*)

Based on Bentley's testimony, how were children treated as factory workers?

Children were treated brutally. They worked long hours. They were hit for being slow or being late.

Based on Bentley's testimony and your reading about the Industrial Revolution, did factory owners respect their workers? How do you know

Factory owners did not respect their workers. I know because Bentley said that workers like her were beaten for slowing down or being late and my history book says that factory owners cared more about profits than about their workers.

Are there any similarities between Bentley's work in the factory and your experience in school? Explain.

Answers will vary. Students might note that they get forty minutes for lunch, too, or that they are also punished for being late, depending on school policies.

How does this source confirm or change your understanding of the factories of the Industrial Revolution?

Answers will vary. Students may say that the source confirms their understanding of the way factory owners treated workers or that it changes their understanding by giving specific examples of how factory owners took advantage of their workers.

Adam Smith on Money

Use with *The Industrial Revolution: Changes and Challenges,* Chapter 6

Background: Adam Smith was a Scottish economist who studied and wrote about capitalism. He is considered capitalism's first great champion. In the following excerpt, he describes the importance of money.

That wealth consists in money, or in gold and silver, is a popular notion which naturally arises from the double function of money, as the instrument of commerce, and as a measure of value. In consequence of it being the instrument of commerce, when we have money we can more readily obtain whatever else we have occasion for, then by means of any other commodity. The great affair [challenge], we always find, is to get money. When that is obtained, there is no difficulty in making any subsequent purchase. In consequence of its being the measure of value, we estimate that of all other commodities by the quantity of money which they will exchange for. We say of a rich man that he is worth a great deal, and of a poor man that he is worth very little money. A frugal man, or a man eager to be rich, is said to love money; and a careless, a generous, or a profuse man, is said to be indifferent to it. To grow rich is get money; and wealth and money, in short, are in common language considered as in every respect synonymous.

A rich country, in the same manner as a rich man, is supposed to be a country in abounding in money; and to heap up gold and silver in any country is supposed to be the readiest way to enrich it.

Source: Smith, Adam. "Of the Principle of the Commercial or Mercantile System." In *The Library of Original Sources*, edited by Oliver J. Thatcher. Vol. 6. New York: University Research Extension, 1907, pp. 399–400.

Name _____ Date _____

Adam Smith on Money

Who was Adam Smith?

Adam Smith was a Scottish economist. He studied, supported, and wrote about capitalism. His book *The Wealth of Nations* is one of the most important books about economics ever written.

Define the following terms from the excerpt:

- commerce trade; business
- commodity a product or good
- frugal careful with money
- profuse generous
- abounding overflowing

According to Smith, what were the two functions of money?

- to be a tool for commerce or trade
- to be a measure of value

According to Smith, what is the great challenge?

The great challenge is getting money.

According to Smith, how does money shape society?

According to Smith, money determines how we see people. We define people based on their wealth and spending habits.

Name _____ Date _____

Adam Smith on Money (*continued*)

According to Smith, how are countries like people?

According to Smith, countries are like people in that they also want and try to be wealthy.

How does this excerpt fit in with what your history book says about Adam Smith's ideas?

Answers will vary. Students may connect the idea of defining people by wealth to the idea that justice or civil rights is an economics issue. They may also note that the use of money as a measure of value and tool of trade was the foundation of the laws of supply and demand.

How does this source confirm or change your understanding of Adam Smith or capitalism?

Answers will vary. Students may say that it confirms their understanding of Adam Smith as a champion of capitalism or that it changes their understanding by presenting ideas of Smith's that are not described in their history book.

The Communist Manifesto

Use with *The Industrial Revolution: Changes and Challenges,* Chapter 10 or 11

Background: Karl Marx and Friedrich Engels were socialists who believed that the story of history was the story of conflict between the Haves and the Have-Nots. The Industrial Revolution, they said, made the conflict worse by increasing the gap between the two groups. They published their ideas in a pamphlet called The Communist Manifesto, in which they predicted that the Have-Nots would eventually become so angry over their situation that they would overthrow the Haves and create a communist society characterized by equality, cooperation, and direct democracy.

Society as a whole is more and more splitting up into two great hostile camps, into two great classes directly facing each other: Bourgeoisie and Proletariat. . . .

Modern bourgeois society with its relations of production, of exchange, and of property, a society that has conjured up such gigantic means of production and of exchange, is like the sorcerer who is no longer able to control the powers of the nether world whom he has called up by his spells. . . .

Not only has the bourgeoisie forged the weapons that bring death to itself; it has called into existence the men who are to wield those weapons—the modern working-class—the proletariat. . . .

The modern laborer, instead of rising with the progress of industry, sinks deeper and deeper below the conditions of existence of his own class. He becomes a pauper, and pauperism develops more rapidly than population and wealth. And here it becomes evidence, that the bourgeoisie is unfit any longer to be the ruling class. . . . It is unfit to rule, because it is incompetent to assure an existence to its slave within his slavery, because it cannot help letting him sink into such state that it has to feed him instead of being fed by him.

Source: Adapted from Marx, Karl, and Frederick Engels. *Manifesto of the Communist Party*. Chicago: Charles H. Kerr, 1888, pp. 12–29.

Name _____ Date _____

The Communist Manifesto

Who were Karl Marx and Friedrich Engels?

Marx and Engels were socialists who believed that the changes of the Industrial Revolution would eventually lead to a political revolution that would establish a communist society.

Define the following terms from the excerpt:

- hostile unfriendly; acting in opposition
- conjured up created; came up with
- pauper someone who is extremely poor

According to Marx and Engels, who were the bourgeoisie? Who were the proletariat?

The bourgeoisie were the Haves, the wealthy upper and middle classes. The proletariat were the Have-Nots, the workers.

What did Marx and Engels mean when they compared the bourgeoisie to a "sorcerer who is no longer able to control the powers" he has called up?

They meant that the Industrial Revolution was out of control. The changes had gone beyond the ability of the bourgeoisie to manage.

Name _____ Date _____

The Communist Manifesto (*continued*)

According to Marx and Engels, who was responsible for the destruction of the bourgeoisie? How do you know?

The bourgeoisie were responsible for their own destruction. I know because Marx and Engels said the bourgeoisie had "forged the weapons that bring death to itself" by creating the modern proletariat.

According to Marx and Engels, how had workers been affected by the Industrial Revolution?

According to Marx and Engels, the Industrial Revolution had worsened the lives of workers. Instead of sharing in the success of industry, they had grown poorer.

According to Marx and Engels, why were the bourgeoisie unfit to rule?

According to Marx and Engels, the bourgeoisie were unfit to rule because they could not or would not prevent the proletariat from sinking into poverty.

How does this source confirm or change your understanding of Karl Marx?

Answers will vary. Students may say that the source confirms their understanding of Marx's theory of class struggle or that it changes their understanding by spelling out Marx's specific accusations against the bourgeoisie.

Toussaint L'Ouverture's Memoir

Use with *Independence for Latin America,* Chapter 2

Background: Toussaint L'Ouverture was a Haitian general who helped turn Haiti's slave rebellion into a revolution. He governed the colony until pressured to resign by French general Charles Leclerc. Shortly after his resignation, L'Ouverture was arrested and taken to France. In this excerpt from his autobiography, L'Ouverture describes his capture.

When Brunet met me, I told him that I had received his letter, and also that of the General-in-chief Leclerc, requesting me to act with him and that I had come for that purpose. . . .

I handed Brunet the letter of Gen. Leclerc. After reading it, he excused himself for a moment and went out, calling an officer to keep me company. Brunet had hardly left the room when an aide-de-camp of Gen. Leclerc entered, accompanied by a large number of soldiers, who surrounded me, seized me, bound me as a criminal, and conducted me on board the frigate [ship] *Créole*.

I claimed the protection which Gen. Brunet, on his word of honor, had promised me, but without avail [success]. I saw him no more. He had probably concealed himself to escape my well-merited [well-deserved] reproaches. I afterward learned that he treated my family with great cruelty; that immediately after my arrest, he sent a detachment of troops to the house where I had been living with part of my family, mostly women, children, and laborers, and ordered them to set it on fire . . . that everything had been pillaged [stolen] and sacked [destroyed]; that the aide-de-camp of Gen. Brunet had even taken from my house fifty-five ounces of gold belonging to me, and thirty-three ounces belonging to one of my nieces, together with all the linen of the family.

Having committed these outrages upon my dwelling, the commander went, at the head of one hundred men, to the house occupied by my wife and nieces and arrested them, without giving them time to collect any of their effects. They were conducted like criminals to Gonaïves and put on board the frigate *Guerrière*.

Source: Adapted from L'Ouverture, Toussaint. "Memoir of General Toussaint L'Ouverture, Written by Himself." In *Toussaint L'Ouverture: Biography and Autobiography*, by John Relly Beard. Boston: James Redpath, 1863, pp. 318–319.

Name _____ Date _____

Toussaint L'Ouverture's Memoir

Who was Toussaint L'Ouverture?

Toussaint L'Ouverture was a leader in the Haitian Revolution who became ruler of the French colony.

In your own words, summarize the events described in the excerpt.

Toussaint L'Ouverture received letters from two French generals asking for his help. When he met with one of the generals, he was arrested and taken to a French ship. Meanwhile, French troops attacked his family and property. Buildings were burned. Gold and linen were stolen. L'Ouverture's family was arrested and taken to a different French ship.

Why did L'Ouverture feel safe meeting with General Brunet?

He felt safe because his assistance had been requested by both generals and because General Brunet had promised him protection.

What details in the excerpt suggest that Brunet's promises to L'Ouverture were false?

Brunet left an officer with L'Ouverture, instead of leaving L'Ouverture alone in the room, which suggests a lack of trust by Brunet. Also, Leclerc and his soldiers were waiting for L'Ouverture at Brunet's house, likely with Brunet's permission. Finally, Brunet immediately sent soldiers to capture L'Ouverture's family and destroy his property.

Name _____ Date _____

Toussaint L'Ouverture's Memoir (*continued*)

How does this excerpt compare with the account of L'Ouverture's capture in your history book?

This account is more detailed than the account in my history book. My history book says that Leclerc tricked Toussaint into meeting with one of his officers. The excerpt identifies the officer as General Brunet and shows how Toussaint was tricked. My history book says that L'Ouverture and his family were captured and put on a ship for France. The excerpt explains how each was captured and that they were put on different ships.

How does this source confirm or change your understanding of Toussaint L'Ouverture?

Answers will vary. Students may say that it confirms their understanding that L'Ouverture was tricked and he and his family were captured or that it changes their understanding by explaining exactly how that happened.

Hidalgo's Summons to Guanajuato

Use with *Independence for Latin America,* Chapter 3

Background: Miguel Hidalgo y Costilla was a revolutionary priest serving in the small town of Dolores, Mexico. His *Grito de Dolores* on September 15, 1810, started the fight for Mexican independence. Hidalgo became the leader of a revolutionary army that captured several villages and towns. The army's next target was the mining city of Guanajuato. The following was Hidalgo's summons, or call, to the people of Guanajuato.

On the plains near Celaya, the large army which I command elected me to be captain general and protector of the Mexican nation. The city of Celaya, in the presence of fifty thousand men, ratified this election—an example which has been followed by all the towns through which I have passed. These events will show you that I am legitimately authorized by my nation to undertake a beneficent [humanitarian] project which is as advantageous to the Americans as it is to the Europeans who have decided to reside [live] in this kingdom. In brief this project is: the proclamation of the liberty and independence of the Mexican nation. Accordingly I do not view the Spaniards as enemies; but only as obstacles to the success of our enterprise [project]. Be so good as to make known this project to the Spaniards who have gathered in the *Alhóndiga*; in order that they may decide whether they will declare themselves as our enemy, or will agree to become prisoners who will receive humane [respectful] treatment—like those already in our company—until Mexican liberty and independence are achieved. At that time, such persons will become Mexican citizens entitled to the restitution [return] of their properties, which we use at present because of the exigencies [needs] of war. If, however, those Spaniards do not decide to become our prisoners, I shall use every force and stratagem to destroy them without any thought of quarter [mercy].

Source: Robertson, William Spence. *Rise of the Spanish-American Republics, as Told in the Lives of Their Liberators*. New York: D. Appleton, 1918, pp. 87–88.

Name _____ Date _____

Hidalgo's Summons to Guanajuato

Who was Padre Miguel Hidalgo y Costilla?

Padre Miguel Hidalgo y Costilla was a priest in the Mexican town of Dolores. He was a member of the revolutionary Literary and Social Club. His *Grito de Dolores* is considered the start of Mexico's war for independence.

Using your knowledge of Mexican independence, explain what the Alhóndiga was.

The Alhóndiga was the strongest building in Guanajuato. The Spanish turned it into a fort.

Why did Hidalgo explain how he became leader of the army? How do you know?

Hidalgo explained how he became leader of the army to show that he was not acting alone and had support. I know because he tells the Spanish directly that "these events will show you that I am legitimately authorized by my nation" to do what he was doing.

What was the goal of Hidalgo and his army?

The goal was to free Mexico from Spanish control.

According to Hidalgo, what would happen to any Spaniards who immediately surrendered?

Any Spaniards who immediately surrendered would be kept as prisoners but would be well treated. They would also get their property back after the war.

Name _____ Date _____

Hidalgo's Summons to Guanajuato (*continued*)

According to Hidalgo, what would happen to any Spaniards who did not surrender?

Hidalgo said that Spaniards who did not surrender would be destroyed and shown no mercy.

Did Hidalgo hate the Spanish? How do you know?

No, Hidalgo did not hate the Spanish. I know because he said he did not view the Spaniards as enemies, only as obstacles.

How does this source confirm or change your understanding of Miguel Hidalgo y Costilla or the start of the Mexican war for independence?

Answers will vary. Students may say that the source confirms their understanding of Hidalgo as the leader of Mexico's revolutionary army or that it changes their understanding by showing Hidalgo's perspective in his own words.

Bolívar's Message to the Congress of Angostura

Use with *Independence for Latin America,* Chapter 5

Background: In 1819, while the wars for South American independence were still being fought, Simón Bolívar called together Venezuela's second legislative congress. The congress met in Angostura (now called Ciudad Bolívar, or Bolívar City). Its crowning achievement was the creation of a written constitution. In this excerpt from Bolívar's speech to the congress, he addresses his role in the fight for independence.

I have simply been a mere plaything of the revolutionary storm, which tossed me about like a frail [fragile] straw. I could do neither good nor harm. Irresistible forces have directed the trend of our events. To attribute [credit] this to me would not be fair, it would be assuming an importance which I do not merit. Do you desire to know who are the authors of past events and the present orders of things? Consult then the Annals [historical records] of Spain, of America, of Venezuela; examine the Laws of the Indies, the rule of the old executive; the influence of religion and foreign domination; observe the first acts of the Republican Government, the ferocity of our enemies and our national temperament. Do not ask me what are the effects of such mishaps [accidents], ever to be lamented [grieved]. I can scarcely be accounted for but as a mere instrument of the great forces which have been at work in Venezuela. However, my life, my conduct, all my acts, both public and private, are subject to censure [criticism] by the people. Representatives! You are to judge them. I submit the history of my tenure [term] of office to your impartial [neutral] decision; I shall not add one thing more to excuse it; I have already said all that could be my apology. If I deserve your approval, I have attained the sublime [excellent] title of a good citizen, to me preferable to that of *Liberator*, given me by Venezuela, that of *Pacificator* [Peacemaker], which Cundinamarca [a region in Colombia] accorded me, all the titles that the whole world could bestow upon me.

Source: Bolívar, Simón. *An Address of Bolívar at the Congress of Angostura (February 15, 1819)*. Translated by Francisco Javier Yánes. Washington, D.C.: Press of Byron S. Adams, 1919, pp. 17–18.

Name _____ Date _____

Bolívar's Message to the Congress of Angostura

Who was Simón Bolívar?

Simón Bolívar was the most famous and successful liberator of South America. He led an army that liberated Venezuela and New Granada.

According to Bolívar, what was his role in South American independence?

According to Bolívar, he was an instrument or tool in South American independence. He was "a mere plaything of the revolutionary storm."

According to Bolívar, who or what was responsible for South American independence?

According to Bolívar, outside forces, such as the rule of the old executive, the influence of religion and foreign domination, the first acts of the Republican Government, the ferocity of Venezuela's enemies, and the region's national temperament, were responsible for South American independence.

According to Bolívar, who had the right or power to judge his actions?

According to Bolívar, the people and their representatives had the right or power to judge his actions.

What title did Bolívar prefer?

Bolívar preferred the title of good citizen.

Name _____ Date _____

Bolívar's Message to the Congress of Angostura (*continued*)

Using your understanding of South American independence, was Bolívar's description of his role accurate? Explain.

Bolívar's description was not accurate. He was not a mere tool in the fight for South American independence, nor was he a plaything. He was a leader in the fight who assumed that leadership on purpose. He also obviously wanted to be more than a citizen because he served as president of the new country of Gran Colombia.

What does the source tell you about how Bolívar wanted to be remembered? How do you know?

Bolívar wanted to be remembered as a humble patriot. I know because he downplayed his role in South American independence and said he preferred the title of good citizen to that of *Liberator* or *Peacemaker*.

How does the source confirm or change your understanding of Simón Bolívar?

Answers will vary. Students may say that the source confirms their understanding of Bolívar as a leader or that it changes their understanding by showing Bolívar's speaking skills.

José de San Martín on the Battle of Aconcagua

Use with *Independence for Latin America,* Chapter 6

Background: In 1817, José de San Martín led his army on a daring expedition through the Andes to launch a surprise attack on the Spanish. The attack, a victory for San Martín, is known as the Battle of Aconcagua. San Martín described the experience in a letter to a fellow revolutionary.

The passage of the Andes has been a triumph in itself. The soldiers of the army with supplies for almost a month, with armament [weapons], munitions [ammunition] of war, and baggage have marched a hundred leagues [three hundred miles] along a road which crossed craggy peaks, defiles [passes], folds, and deep, narrow chasms,—a road intersected by four mountain rides, where the cragginess of the soil competes with the asperity [harshness] of the atmosphere. If to overcome these obstacles has been to gain a victory, it is no less a victory because it has frightened the enemy.

Source: Robertson, William Spence. *Rise of the Spanish-American Republics, as Told in the Lives of Their Liberators*. New York: D. Appleton, 1918, p. 193.

Name _____ Date _____

José de San Martín on the Battle of Aconcagua

Who was José de San Martín?

José de San Martín was the main leader of the revolutions in southern South America.

What happened at Aconcagua?

San Martín led his troops across the Andes in order to surprise the Spanish in battle. It is considered one of the great military accomplishments in history.

According to the excerpt, what did the troops bring with them on their expedition?

The troops brought armament, munitions, and baggage.

What details in the excerpt show the difficulty of what San Martín accomplished?

The difficulty is shown in details such as the distance traveled (a hundred leagues, or three hundred miles) and the geography they had to cross, including craggy peaks; passes; folds; deep, narrow chasms; craggy soil; and harsh atmosphere.

Name _____ Date _____

José de San Martín on the Battle of Aconcagua (*continued*)

According to San Martín, in what ways was the passage a "triumph in itself"?

It was a triumph because the soldiers overcame obstacles and frightened the enemy.

How does San Martín's account of Aconcagua compare with the account in your history book?

The account in my history book is more elaborate. It mentions the horses, mules, and cattle that were brought. The excerpt does not mention any animals. My history books also explains the costs of the passage—the small number of animals that survived and the bad shape they were in—and that the crossing took twenty-one days. The excerpt does not mention any of that. But the excerpt does say that the crossing frightened the Spanish, which my history book does not mention.

How does this source confirm or change your understanding of José de San Martín or the Battle of Aconcagua?

Answers will vary. Students may say that this source confirms that the crossing of the Andes by San Martín's troops was one of the great military accomplishments in history or that it changes their understanding by identifying other ways in which the crossing was a victory.

Recollections of a European Immigrant

Use with *Immigration,* Chapter 2

Background: This excerpt is from a book by Norwegian immigrant Andreas Ueland. He was the son of a farmer and politician, and he immigrated to the United States in 1871 as a teenager.

It was still Whitsunday when I reached the village tavern, as country-town hotels were then called. I had not been there an hour when in comes a farmer who could see I was a newcomer and spoke to me in Norwegian. Would I like to work for him grubbing, fifty cents a day and board [housing]? Yes, indeed, I would like that kind of work very much. So off at once, emigrant chest and all, in his farm wagon, to his log house a mile from town; up early next morning, with ax and grubbing hoe, into the brush and timber of the hottest bluffs in Minnesota, grubbing away for dear life. And sweated—I came near saying like an ox, but that is inapt here, as no ox ever sweated as I did. . . .

No telling what my future might have been had I continued to work on that farm. . . .

But the hired man, besides teaching me English, told me about Minneapolis, the biggest city in the state, and how it was then booming, and he made me believe that there I ought to be. . . .

The change taught me how much better it is for a newcomer to stay in the country among farmers of his nationality until he has learned a little English. I was safe and felt almost at home on that farm. . . . The situation became very different in a boarding house in Minneapolis for workers in the saw-mills and in the lumber yards. Their work was very heavy, too heavy for a boy of my years. The board was good enough but the rooms poor and not too clean. . . . In the log house they thought I was a rather interesting young man, but at the boarding house I was a common newcomer-greenhorn, in whom nobody felt interested, and to whom none suggested where to go and look for work.

Source: Ueland, Andreas. *Recollections of an Immigrant*. New York: Minton, Balch, 1929, pp. 26–28.

Name _____ Date _____

Recollections of a European Immigrant

Define the following terms from the excerpt:

- Whitsunday Pentecost, a Christian holiday that celebrates the coming of the Holy Spirit as described in the Bible
- grubbing clearing land of trees, stumps, and shrubs
- inapt inappropriate
- hired man someone hired to do short-term manual labor
- booming thriving or prospering
- greenhorn a person who is new to or inexperienced at a particular activity

What kind of work did Ueland do on the farm? Was the work easy or hard? How do you know?

Ueland did grubbing work, digging out trees and brush on a farmer's land. The work was very hard. I know because Ueland said he worked so hard he sweated even more than an ox.

What did the hired man tell Ueland?

The hired man told Ueland about the big city of Minneapolis and that he should move there.

Based on the excerpt, which pull factor caused Ueland to move to Minneapolis?

Ueland moved to Minneapolis for greater economic opportunity. The hired man had told him the city was "booming."

Name _____ Date _____

Recollections of a European Immigrant (*continued*)

Why did Ueland think it was better for a newcomer to stay in the country instead of moving to the city?

Ueland thought that when newcomers stayed in the country, they had the chance to learn a little English. He also felt safer living in the country, where life seemed more familiar and he could be around people of his own nationality.

How was life in the city different from life on the farm for Ueland?

Ueland felt rather alone in the city, where he was surrounded by people who were very different from the people on the farm. He did not speak much English, so life in the city was difficult for him. The work was also too hard, compared to the work on the farm, and living conditions were poor. On the farm, he had been among people of his own nationality, which made him feel more comfortable.

How does this source confirm or change your understanding of immigration to the United States?

Answers will vary. Students may say that the source confirms their understanding that new immigrants often took whatever work they could get or that immigrants faced difficult conditions in cities. They may also say that it changes their understanding by describing what life was like for immigrants on farms.

Recollections of a Chinese Immigrant

Use with *Immigration,* Chapter 3

Background: In the early 1900s, a magazine called *The Independent* published a series of autobiographical essays by ordinary Americans. One of them was written by Lee Chew, a Chinese immigrant. In this excerpt, he describes some of the jobs that he held after coming to the United States.

When I went to work for that American family I could not speak a word of English, and I did not know anything about housework. The family consisted of husband, wife and two children. They were very good to me and paid me $3.50 a week, of which I could save $3. . . .

In six months I had learned how to do the work of our house quite well, and I was getting $5 a week and board, and putting away about $4.25 a week. I had also learned some English, and by going to a Sunday school I learned more English and something about Jesus, who was a great Sage [wise person], and whose precepts [teachings] are like those of Kong-foo-tsze [Confucius].

It was twenty years ago when I came to this country, and I worked for two years as a servant, getting at the last $35 a month. I sent money home to comfort my parents. . . .

When I first opened a laundry it was in company with a partner, who had been in the business for some years. We went to a town about 500 miles inland, where a railroad was building. We got a board shanty [shack] small and worked for the men employed by the railroads. . . .

We were three years with the railroad, and then went to the mines, where we made plenty of money in gold dust, but had a hard time, for many of the miners were wild men who carried revolvers and after drinking would come into our place to shoot and steal shirts, for which we had to pay. One of these men hit his head hard against a flat iron and all the miners came and broke up our laundry, chasing us out of town. They were going to hang us. We lost all our property and $365 in money. . . .

The ordinary laundry shop is generally divided into three rooms. In front is the room where the customers are received, behind that a bedroom and in the back the work shop, which is also the dining room and kitchen. The stove and cooking utensils are the same as those of the Americans.

Work in a laundry begins early on Monday morning—about seven o'clock. There are generally two men, one of whom washes while the other does the ironing. . . . Each works only five days a week, but those are long days—from seven o'clock in the morning till midnight. . . .

The reason why so many Chinese go into the laundry business in this country is because it requires little capital [money] and is one of the few opportunities that are open.

Source: Chew, Lee. "Biography of a Chinaman." *The Independent*, February 19, 1903, pp. 420–422.

Name _____ Date _____

Recollections of a Chinese Immigrant

What jobs did Lee Chew describe doing?

Lee Chew described working as a household servant and in a laundry. He had two laundry jobs, one in a railroad town and one in a mining town.

Using your knowledge of immigration and the excerpt, why did Chinese migrants do these jobs?

According to the excerpt, they did these jobs because they were available to Chinese migrants while others were not. For example, laundry work was available and did not require a lot of money to get into. Chinese migrants were excluded from other work or faced barriers such as language.

What did Chew do with the money he earned as a servant?

He sent it to his parents in China.

What challenges did Chew have to overcome?

Chew had to overcome a lack of opportunities for Chinese migrants, the danger and disorder of the mining and railroad camps, and the long hours he was expected to work in the laundry.

Name _____ Date _____

Recollections of a Chinese Immigrant (*continued*)

Compare Chew's experience with Ueland's. How were they similar? How were they different?

Chew and Ueland came to the United States without knowing English and learned to speak the language after they arrived. Both took the first job they could get, Ueland on a farm and Chew as a servant. Ueland went to the city looking for factory work, but Chew struck out on his own to start a laundry business. Both faced prejudice, but Chew was treated violently whereas Ueland was ostracized.

How does this source confirm or change your understanding of immigration to the United States?

Answers will vary. Students may say that it confirms their understanding that Chinese immigrants often found work on or around the railroad or that it changes their understanding by describing a wider range of experiences that Chinese immigrants had.

The Know Nothing Party Platform

Use with *Immigration,* Chapter 4

Background: The surge of immigration in the mid and late 1800s spurred an increase in nativism. One group of nativists, called the Know Nothings, formed a short-lived political party known as the American Party. The following excerpt comes from the party's platform, or statement of beliefs.

III. Americans must rule America; and to this end, native-born citizens should be selected for all state, federal [national], or municipal [local] offices of government employment, in preference to naturalized citizens—nevertheless,

IV. Persons born of American parents residing [living] temporarily abroad shall be entitled to all the rights of native-born citizens . . .

IX. A change in the laws of naturalization, making a continued residence of twenty-one years, of all not heretofore provided for, an indispensable [necessary] requisite [requirement] for citizenship hereafter, and excluding all paupers [poor people] or persons convicted of crime from landing upon our shores . . .

Source: "American (Know Nothing) Platform of 1856." In *National Party Platforms*, compiled by Kirk H. Porter. New York: Macmillan, 1924, pp. 38–39.

Name _____ Date _____

The Know Nothing Party Platform

Who or what were the Know Nothings?

The Know Nothings were an anti-Catholic, anti-immigrant nativist movement in the 1800s. They formed a political party called the American Party, but it did not last long.

What is a native-born citizen? What is a naturalized citizen?

A native-born citizen is someone who is born a citizen of the United States. A naturalized citizen is someone who moved to the United States from another country and went through a special process to become a citizen.

What did the Know Nothings mean by "Americans must rule America"?

They meant that only natural-born citizens should hold government office at all levels.

What did the Know Nothings mean by "continued residence of twenty-one years"?

They meant that to become a citizen, someone had to live in the United States for twenty-one years without leaving.

Name _____ Date _____

The Know Nothing Party Platform (*continued*)

How did the Know Nothings want to change immigration laws?

They wanted to make it illegal for poor people and people convicted of crimes to immigrate to the United States.

What were the Know Nothings trying to do to the rights of immigrants? How do you know?

They were trying to limit or take away the rights of immigrants. I know because they wanted to prevent naturalized citizens, or citizens who had immigrated, from holding government office and because they wanted to make it harder for immigrants to become citizens by extending the length of residency to twenty-one years.

How does this source confirm or change your understanding of nativism in the 1800s?

Answers will vary. Students may say that the source confirms their understanding of the Know Nothings as being an anti-immigrant group or that it changes their understanding by giving specific examples of changes that the Know Nothings wanted to make.

"The Gospel of Wealth" by Andrew Carnegie

Use with *Industrialization and Urbanization in America,* Chapter 1, 5, or 6

Background: Andrew Carnegie was a Scottish immigrant who became a wealthy industrialist in the steel industry. He later went on to donate the bulk of his fortune to charity. Carnegie explained his views of wealth and society in an essay called "The Gospel of Wealth," from which this excerpt was taken. (The word *gospel* refers to a religious message or teaching.) In this excerpt, Carnegie explains the importance of philanthropy in addressing the growing economic inequality in the United States.

The problem of our age is the proper administration of wealth, that the ties of brotherhood may still bind together the rich and poor in harmonious relationship. . . . The contrast between the palace of the millionaire and the cottage of the laborer with us to-day measures the change which has come with civilization. . . . But whether the change be for good or ill, it is upon us, beyond our power to alter, and, therefore, to be accepted and made the best of. . . .

This, then, is held to be the duty of the man of wealth: To set an example of modest, unostentatious living, shunning display or extravagance; to provide moderately for the legitimate wants of those dependent upon him; and, after doing so, to consider all surplus revenues which come to him simply as trust funds, which he is called upon to administer, and strictly bound as a matter of duty to administer in the manner which, in his judgment, is best calculated to produce the most beneficial results for the community—the man of wealth thus becoming the mere trustee and agent for his poorer brethren, bringing to their service his superior wisdom, experience, and ability to administer, doing for them better than they would or could do for themselves.

Source: Carnegie, Andrew. "The Gospel of Wealth." In *The Gospel of Wealth, and Other Timely Essays*. New York: Century, 1900, pp. 1–2, 15.

Name _____ Date _____

"The Gospel of Wealth" by Andrew Carnegie

Who was Andrew Carnegie?

Andrew Carnegie was a Scottish immigrant who became a wealthy industrialist in the steel industry.

Define the following terms from the excerpt:

- administration management
- unostentatious not showy; unassuming
- shunning avoiding
- legitimate real; genuine
- surplus extra; beyond what is needed
- trustee an appointed person who oversees or administers property on behalf of others

What did Carnegie say was the "problem" of his age?

Carnegie said the problem of the age was the "proper administration of wealth."

According to Carnegie, what were three responsibilities of people of wealth?

- to set an example of modest living
- to provide for the people (family and employees) who depended on them
- to use any extra money to help the community

Name _____ Date _____

"The Gospel of Wealth" by Andrew Carnegie (*continued*)

How did Carnegie show bias in his view of the rich versus the poor?

Carnegie explained that it is "the duty of the man of wealth" to set examples and shape society. This shows that he believed that rich people should hold greater sway in society than others. His view of wealthy people as trustees also suggests that he considered poor people less capable of managing money.

What assumptions does Carnegie make about wealthy and poor people? How do you know?

Carnegie assumed that wealthy people had good judgment when making decisions to benefit the community and that poor people did not have good judgment. He also assumed that wealthy people were inherently better than poor people. I know because he said that wealthy people should use their "superior wisdom, experience, and ability to administer" to help the poor.

How does this source confirm or change your understanding of Andrew Carnegie or industrialization in America?

Answers will vary. Students may say that it confirms their understanding of the giant wealth gap created by industrialization or that it changes their understanding of what was meant by "earn and give."

The Octopus Who Strangles the World

Use with *Industrialization and Urbanization in America,* Chapter 6

Background: Like Andrew Carnegie, John D. Rockefeller accumulated a massive fortune through control of a single industry. For Rockefeller, it was the oil industry, which he controlled through his company, Standard Oil. The following cartoon about Rockefeller, called "The Octopus Who Strangles the World," appeared in *The Minneapolis Times* in 1902–03.

Name _____ Date _____

The Octopus Who Strangles the World

Who was John D. Rockefeller?

John D. Rockefeller was a robber baron or captain of industry whose company, Standard Oil, had a monopoly on the oil industry.

Describe what you see in the cartoon.

An octopus is wrapped around and holding onto planet Earth. The octopus has John D. Rockefeller's head and is wearing a tag that says "Rockefeller." It is also labeled "Oil Trust."

What is a trust?

A trust is a combination of corporations created to reduce competition and control prices.

Who or what does the octopus represent?

The octopus represents John D. Rockefeller and Standard Oil.

Name _____ Date _____

The Octopus Who Strangles the World (*continued*)

What is the message of the cartoon? How do you know?

The message of the cartoon is that Rockefeller's Standard Oil is destroying the world. I know because the title of the cartoon is "The Octopus Who Strangles the World," which means Rockefeller's Standard Oil is strangling or killing the world. The image shows an octopus with all of its tentacles wrapped around Earth, which suggests that Rockefeller wanted to own or control the planet.

How does this source confirm or change your understanding of John D. Rockefeller or trusts and monopolies?

Answers will vary. Students may say that the source confirms their understanding of Rockefeller as owner of an oil monopoly or that Rockefeller was seen as a robber baron greedy for power and control. They may also say that the source changes their understanding by showing that American monopolies and trusts could have a global impact.

"What Does the Working Man Want?" by Samuel Gompers

Use with *Industrialization and Urbanization in America,* Chapter 8

Background: Samuel Gompers was the president of the American Federation of Labor, which worked to improve the lives of workers by bargaining with employers for better hours, safer working conditions, and higher wages. Gompers gave this speech at a May Day parade in Louisville, Kentucky. May Day is an international holiday that commemorates workers and the labor movement. It is similar to Labor Day.

. . . They tell us that the eight-hour movement can not be enforced, for the reason that it must check industrial and commercial progress. I say that the history of this country, in its industrial and commercial relations, shows the reverse. . . . It means greater prosperity; it means a greater degree of progress for the whole people. . . .

My friends, the only thing the working people need besides the necessities of life, is time. Time. Time with which our lives begin; time with which our lives close; time to cultivate the better nature within us; time to brighten our homes. Time, which brings us from the lowest condition up to the highest civilization; time, so that we can raise men to a higher plane. . . .

What we want to consider is, first, to make our employment more secure, and, secondly, to make wages more permanent, and, thirdly, to give these poor people a chance to work. . . .

We want eight hours and nothing less. We have been accused of being selfish, and it has been said that we will want more; that last year we got an advance of ten cents and now we want more. We do want more. You will find that a man generally wants more. . . . We live in the latter part of the nineteenth century. In the age of electricity and steam that has produced wealth a hundred fold, we insist that it has been brought about by the intelligence and energy of the workingmen, and while we find that it is now easier to produce it is harder to live. We do want more, and when it becomes more, we shall still want more. And we shall never cease to demand more until we have received the results of our labor.

Source: Gompers, Samuel. "President Gompers' Speech." *Pittsburg (PA) Dispatch*, May 2, 1890, p. 1. Chronicling America: Historic American Newspapers. Library of Congress.

Name _____ Date _____

"What Does the Working Man Want?" by Samuel Gompers

Who was Samuel Gompers?

Samuel Gompers organized the cigar makers' union and helped to form the American Federation of Labor (AFL). He served as the AFL's first president and helped to shape the American labor movement.

According to Gompers, what was the argument against an eight-hour workday?

Gompers said the argument against the eight-hour workday was that it would limit industrial and commercial progress.

How did Gompers respond to that argument?

He argued that history has shown the opposite is true—that more prosperity for workers means greater prosperity for all.

What did Gompers say that workers needed besides the necessities of life?

He said they needed time.

What demands other than time did Gompers make?

He wanted employment to be more secure, wages to be more permanent, and poor people to be given a chance to work.

Name _____ Date _____

"What Does the Working Man Want?" by Samuel Gompers (*continued*)

According to Gompers, why did workers deserve to earn more money?

He said that workers deserve to earn more money because the development of electricity and steam power brought much greater wealth to the country, and that it was due to the intelligence and energy of workers.

What did Gompers mean when he said, "While we find that it is easier now to produce, it is harder to live"?

He meant that technology has advanced and improved the ability to make things but that workers have not benefited from those changes. Instead, their lives have gotten worse.

According to Gompers, when will workers stop asking for more?

Gompers said that workers will stop asking for more when they have received the results of their labor.

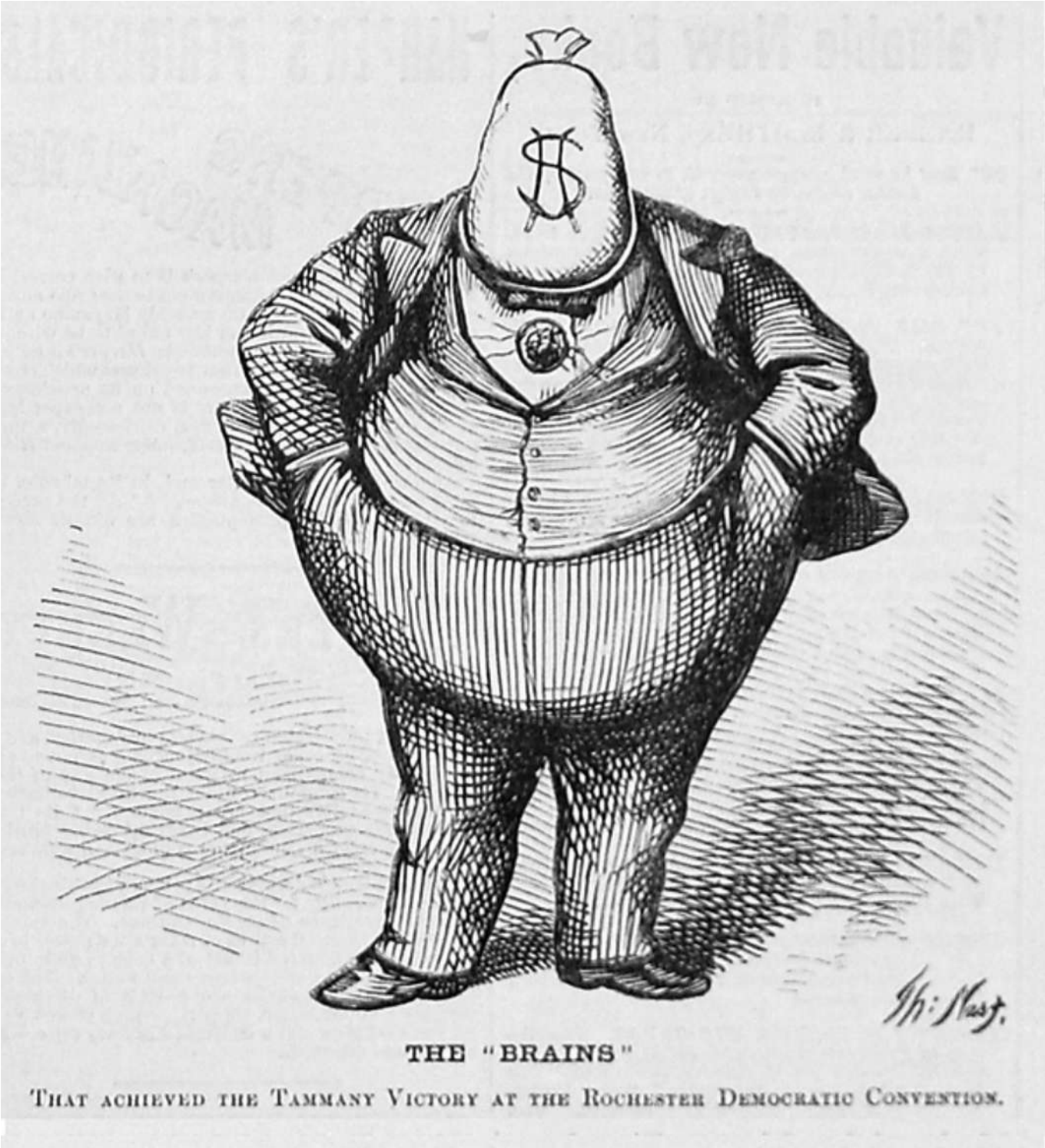
How does this source confirm or change your understanding of Samuel Gompers and the labor union movement?

Answers will vary. Students may say that it confirms their understanding of Gompers and labor unions as fighters for better working conditions or that it changes their understanding by identifying specifically what Gompers wanted and why.

Boss Tweed

Use with *Industrialization and Urbanization in America,* Chapter 10

Background: Thomas Nast was a famous political cartoonist known for cartoons that criticized government leaders and called attention to corruption. In this cartoon, he takes on William Magear "Boss" Tweed, the leader of New York City's Tammany Hall political machine.



Name _____ Date _____

Boss Tweed

Who was Boss Tweed?

Boss Tweed was William Magear Tweed, the leader of a political machine called Tammany Hall that for decades controlled the Democratic Party in New York City.

Describe what you see in the image.

The image shows a fat man in a fancy suit with a bag of money for a head. Underneath the man it says, "The 'Brains' that achieved the Tammany Victory at the Rochester Democratic Convention."

Why did Nast put the word *Brains* in quotation marks? What was he suggesting?

He was suggesting that Boss Tweed wasn't as smart as he claimed to be.

What does the money bag represent?

The money bag is used in place of Tweed's head, so it represents Tweed's "brains."

Name _____ Date _____

Boss Tweed (*continued*)

What is the message of the cartoon?

The message of the cartoon is that Tammany Hall is making Tweed rich, that he's only in it for the money, and that money is more important to him than helping people. It also suggests that Tweed and Tammany Hall used money to win at the Rochester Democratic Convention, that they bought their victory.

How does this source confirm or change your understanding of Boss Tweed and political machines?

Answers will vary. Students may say that it confirms their understanding of Tweed and Tammany Hall having stolen millions from the New York City government or that it changes their understanding by showing that people such as Nast publicly opposed Tweed.

Preamble to the Platform of the People's Party

Use with *Reform in Industrial America,* Chapter 1

Background: The People's Party, also known as the Populists, was formed in 1892 by members of the Farmers' Alliance. The People's Party supported many social, political, and economic reforms, especially those that benefited farmers. The following excerpt comes from the 1892 platform of the People's Party.

We have witnessed for more than a quarter of a century the struggles of the two great political parties for power and plunder, while grievous wrongs have been inflicted upon the suffering people. We charge that the controlling influence dominating both these parties have permitted the existing dreadful conditions to develop without serious effort to prevent or restrain them. Neither do they now promise us any substantial reform. They have agreed together to ignore, in the coming campaign, every issue but one. They propose to drown the outcries of a plundered people with the uproar of a sham battle over the tariff, so that capitalists, corporations, national banks, rings, trusts, watered stock, the demonetization of silver and the oppressions of the usurers may all be lost sight of. They propose to sacrifice our homes, lives, and children on the altar of mammon; to destroy the multitude in order to secure corruption funds from the millionaires.

Assembled on the anniversary of the birthday of the nation, and filled with the spirit of the grand general and chief who established our independence, we seek to restore the government of the Republic to the hands of "the plain people," with which class it originated. We assert our purposes to be identical with the purposes of the National Constitution, to form a more perfect union and establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty for ourselves and our posterity. . . .

We believe that the power of government—in other words, of the people—should be expanded . . . as rapidly and as far as the good sense of an intelligent people and the teachings of experience shall justify, to the end that oppression, injustice and poverty, shall eventually cease in the land.

. . . We ask all men to first help us to determine whether we are to have a republic to administer, before we differ as to the conditions upon which it is to be administered, believing that the forces of reform this day organized will never cease to move forward, until every wrong is remedied, and equal rights and equal privileges securely established for all the men and women of this country.

Source: "People's Platform of 1892." In *National Party Platforms*, compiled by Kirk H. Porter. New York: Macmillan, 1924, pp. 167–168.

Name _____ Date _____

Preamble to the Platform of the People's Party

What was the Populist Party?

The Populist Party was a party formed in the late 1800s to help farmers and to fight for free silver or the end of the gold standard, a shorter workday, and a graduated income tax.

Define the following terms from the excerpt:

- plunder stolen goods
- grievous serious; terrible
- plundered stolen from
- sham false or fake
- tariff a tax on imported goods
- usurers people who charge high interest rates on loans
- mammon wealth
- assert state firmly; argue

According to the excerpt, how long had farmers and other Americans suffered?

They had suffered for twenty-five years.

What did the People's Party believe was the main goal of both major political parties in the United States?

They believed the main goal of both parties was to protect and expand the wealth of millionaires.

Name _____ Date _____

Preamble to the Platform of the People's Party (*continued*)

Why did the People's Party platform mention the U.S. Constitution??

The platform mentioned the U.S. Constitution to explain that the goals of the People's Party align with the reason the federal government was created in the first place.

What connection does the excerpt make between the people and the government? Why did the People's Party want to "rapidly" expand the power of the government?

The excerpt describes the people and the government as one and the same. The People's Party wanted to "rapidly" expand the power of the government because it would expand the power of the people at the same time.

The platform said that first the people must "determine whether we are to have a republic to administer." What does that say about how the Populists viewed the U.S. government?

It says that the Populists thought the U.S. government was moving away from democracy and that the republic form of government was in danger of ending if people did not fight for it.

How does this source confirm or change your understanding of the People's Party or Populist movement?

Answers will vary. Students may say that the source confirms their understanding that the Populists wanted political change or that it changes their understanding by showing how Populists argued their cause.

No Molly-Coddling Here

Use with *Reform in Industrial America,* Chapter 4

Background: This 1904 cartoon depicts President Theodore Roosevelt taking action against the trusts.

Name _____ Date _____

No Molly-Coddling Here

Who was Theodore Roosevelt?

Theodore Roosevelt was a hero of the Spanish-American War, governor of New York, and president of the United States. As president, he fought to regulate trusts and monopolies and for the conservation and preservation of natural resources.

What is a trust?

A trust is a combination of corporations created to reduce competition and control prices.

Using what you read in your history book, how did Roosevelt feel about trusts?

Roosevelt opposed powerful trusts. He fought to regulate the trusts and end their special privileges and unfair practices.

Describe what you see in the image.

President Theodore Roosevelt is swinging a large club. Around him on the ground are fancily-dressed men labeled R. R. Trust, Oil Trust, and Everything in General, all knocked unconscious. Students may or may not recognize that Roosevelt is wearing his Rough Riders uniform.

Name _____ Date _____

No Molly-Coddling Here (*continued*)

The cartoon is titled "No Molly-Coddling Here." What is molly-coddling?

Molly-coddling is going easy on someone or something, spoiling them.

What is the cartoon saying about Roosevelt?

The cartoon is saying that Roosevelt will fight hard to bring down the trusts.

Is the cartoon in favor of Roosevelt's trust policy or against it? How do you know?

The cartoon is in favor of Roosevelt's policy. I know because it shows Roosevelt succeeding in knocking down the trusts.

How does this source confirm or change your understanding of Theodore Roosevelt?

Answers will vary. Students may say that the source confirms their understanding of Roosevelt as a trustbuster or that it changes their understanding by showing that Roosevelt went after more than just the railroad, steel, and oil trusts.

Booker T. Washington at the Atlanta Exposition

Use with *Reform in Industrial America,* Chapter 5

Background: Booker T. Washington was born into slavery in Virginia in 1856 and freed as a child with the end of the Civil War and the ratification of the Thirteenth Amendment. As an adult, Washington became an educator and reformer, helping to build the Tuskegee Institute in Alabama. Washington also became a leading spokesperson for the Black community in the late 1800s and early 1900s. The following excerpt comes from one of Washington's most famous speeches, his speech at the Atlanta Exposition of 1895. The speech has become known as "The Atlanta Compromise."

Our greatest danger is that in the great leap from slavery to freedom we may overlook the fact that the masses of us are to live by the productions of our hands, and fail to keep in mind that we shall prosper in proportion as we learn to dignify and glorify common labor, and put brains and skill into the common occupations of life. . . . No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem. It is at the bottom of life we must begin, and not at the top. Nor should we permit our grievances to overshadow our opportunities. . . .

The wisest among my race understand that the agitation of questions of social equality is the extremest folly, and that progress in the enjoyment of all the privileges that will come to us must be the result of severe and constant struggle rather than of artificial forcing. No race that has anything to contribute to the markets of the world is long in any degree ostracized. It is important and right that all privileges of the law be ours, but it is vastly more important that we be prepared for the exercise of these privileges. The opportunity to earn a dollar in a factory just now is worth infinitely more than the opportunity to spend a dollar in an opera-house.

Source: Washington, Booker T. "The Standard Printed Version of the Atlanta Exposition Address." In *The Booker T. Washington Papers*, edited by Louis R. Harlan. Vol. 3, *1889–95*, edited by Louis R. Harlan, Stuart B. Kaufman, and Raymond W. Smock. Urbana: University of Illinois Press, 1974, pp. 584, 586.

Name _____ Date _____

Booker T. Washington at the Atlanta Exposition

Who was Booker T. Washington?

Booker T. Washington was a Black (or African American) reformer who helped establish the Tuskegee Institute.

Define the following terms from the excerpt:

- in proportion in connection to; consistent with
- agitation debate; argument
- folly foolishness
- ostracized excluded; ignored

According to Washington, what was the greatest danger in the leap from slavery to freedom?

According to Washington, the greatest danger was overlooking that most Black Americans made their living through manual labor.

According to Washington, what had to happen for Black Americans to win social equality?

According to Washington, to win social equality, Black Americans had to learn that manual labor had dignity and demonstrate their contributions "to the markets of the world."

What did Washington mean when he said that Black Americans must "be prepared for the exercise of those privileges"?

He meant that Black Americans must be ready to use their freedom productively and responsibly.

Name _____ Date _____

Booker T. Washington at the Atlanta Exposition (*continued*)

How did Washington view manual labor?

He thought that manual labor was dignified and noble. He thought it was both a way for people to improve their own character and a way for groups to prove their worth and value to wider society.

Did Washington support the fight for civil rights for Black Americans? How do you know?

Washington did not support the fight for civil rights. He believed it was too soon to fight for equality. I know because he called the pursuit of social equality "the extremest folly" and said that Black Americans would win social equality once they demonstrated their economic value.

How does this source confirm or change your understanding of Booker T. Washington?

Answers will vary. Students may say that the source confirms their understanding of Washington's respect for manual labor and call for a compromise in race relations. They may also say that it changes their understanding by explaining Washington's beliefs about how Black Americans could achieve social equality.

The Souls of Black Folk by W. E. B. Du Bois

Use with *Reform in Industrial America,* Chapter 5

Background: W. E. B. Du Bois was a historian and reformer who fought for the civil rights of Black Americans in the early 1900s. He helped lead the Niagara Movement and start the National Association for the Advancement of Colored People (NAACP). He published the NAACP's journal, *The Crisis*, and wrote *The Souls of Black Folk*, a collection of essays about race. This excerpt comes from one of those essays.

NOTE: At the time Du Bois wrote this, *Negro* was a commonly used word for African American or Black American. Today, however, it is not an acceptable word to use.

One ever feels his two-ness,—an American, a Negro; two souls, two thoughts, two unreconciled [opposing] strivings [desires]; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder [apart].

. . . He would not bleach his Negro soul in a flood of white Americanism, for he knows that Negro blood has a message for the world. He simply wishes to make it possible for a man to be both a Negro and an American, without being cursed and spit upon by his fellows, without having the doors of Opportunity closed roughly in his face. . . .

Away back in the days of bondage [slavery] they thought to see in one divine event the end of all doubt and disappointment; few men ever worshipped Freedom with half such unquestioning faith as did the American Negro for two centuries. To him, so far as he thought and dreamed, slavery was indeed the sum of all villainies [evils], the cause of all sorrow, the root of all prejudice; Emancipation was the key to a promised land of sweeter beauty. . . . At last it came,—suddenly, fearfully, like a dream. . . .

Years have passed away since then,—ten, twenty, forty; forty years of national life, forty years of renewal and development, and yet the swarthy [dark] spectre [ghost] sits in its accustomed [familiar] seat. . . . The Nation has not yet found peace from its sins; the freedman has not yet found in freedom his promised land. Whatever of good may have come in these years of change, the shadow of a deep disappointment rests upon the Negro people,—a disappointment all the more bitter because the unattained ideal was unbounded save [except] by the simple ignorance of a lowly people.

Source: Du Bois, W. E. B. *The Souls of Black Folk*. Chicago: A. C. McClurg, 1903, pp. 3–6.

Name _____ Date _____

The Souls of Black Folk by W. E. B. Du Bois

Who was W. E. B. Du Bois?

W. E. B. Du Bois was an African American reformer who fought for Black equality and civil rights. He led the Niagara Movement and helped form the NAACP.

What did Du Bois mean when he said that Black Americans had "two souls" and "two warring ideals in one dark body"?

He meant that Black Americans had two identities: they were Black, and they were American. Sometimes, those two identities were in conflict with each other.

According to Du Bois, what did Black Americans want?

They wanted to be able to be themselves without facing prejudice and discrimination.

According to Du Bois, what did Black Americans think back in the days of slavery?

They thought that emancipation, ending slavery, would give them everything they wanted and needed.

Name _____ Date _____

The Souls of Black Folk by W. E. B. Du Bois (*continued*)

According to Du Bois, what had happened in the decades since the abolition of slavery?

According to Du Bois, since the abolition of slavery, the country had grown and developed, but Black Americans were left behind.

What did Du Bois mean when he said, "The Nation has not yet found peace from its sins; the freedman has not yet found in freedom his promised land"?

He meant that the promise of freedom after the end of enslavement had not been fulfilled and that America and Americans still suffered from the fact that African Americans were not fully free or equal.

What did Du Bois mean when he said, "the shadow of a deep disappointment rests upon" Black people?

He meant that Black Americans were haunted by the failures of freedom. They felt let down by a society that did not welcome them or treat them equally.

How does this source confirm or change your understanding of W. E. B. Du Bois?

Answers will vary. Students may say that it confirms their understanding of W. E. B. Du Bois as someone who disagreed with Booker T. Washington and who believed that emancipation increased the prejudice that Black Southerners experienced. They may also say that it changes their understanding by showing the anger that Du Bois and other Black Americans felt or by connecting the experiences of Black people to the legacy of slavery.

"Are Women Persons?" by Susan B. Anthony

Use with *Reform in Industrial America,* Chapter 6

Background: Susan B. Anthony was a well-known advocate for women's suffrage. In 1872, she voted in the presidential election, even though women officially did not have the right to vote. She justified her participation by citing the recently ratified Fourteenth Amendment. Anthony was arrested and brought to trial, where she was convicted for voting illegally. In following excerpt, Anthony defends her actions.

Friends and Fellow-Citizens:— I stand before you under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus doing, I not only committed no crime, but instead simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution beyond the power of any State to deny. . . .

The preamble of the Federal Constitution says: "We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

It was we, the people, not we, the white male citizens, nor we, the male citizens; but we, the whole people, who formed this Union. We formed it not to give the blessings of liberty but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people—women as well as men. It is downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the only means of securing them provided by this democratic-republican government—the ballot. . . .

The only question left to be settled now is: Are women persons? I scarcely believe any of our opponents will have the hardihood to say they are not. Being persons, then, women are citizens, and no State has a right to make any new law, or to enforce any old law, which shall abridge their privileges or immunities. Hence, every discrimination against women in the constitutions and laws of the several States is today null and void. . . .

Source: Anthony, Susan B. "Constitutional Argument." In *The Life and Work of Susan B. Anthony: Including Public Addresses, Her Own Letters and Many from Her Contemporaries During Fifty Years*, by Ida Husted Harper. Vol. 2. Indianapolis: Hollenbeck Press, 1898, pp. 977–984.

Name _____ Date _____

"Are Women Persons?" by Susan B. Anthony

Who was Susan B. Anthony?

Susan B. Anthony was a reformer who advocated for temperance and for women's suffrage. She was arrested, tried, and convicted for voting illegally in the 1872 election.

Define the following terms from the excerpt:

- indictment a formal statement charging a person with a crime
- mockery an insult; a disrespectful statement or act
- hardihood courage; bravery
- abridge cut or limit
- immunities legal protections

According to Anthony, why was she not a criminal?

She was not a criminal because she did not commit a crime. She said she simply exercised her rights as a citizen of the United States.

According to Anthony, why should women be considered citizens?

According to Anthony, the U.S. Constitution guaranteed women citizenship with the words "We the People," which Anthony said meant all the people, not just the men and not just the white men.

Name _____ Date _____

"Are Women Persons?" by Susan B. Anthony (*continued*)

What was the "downright mockery" that Anthony described?

Anthony said that it was "downright mockery" to say that women enjoyed the blessings of liberty when they did not have the right to vote.

According to Anthony, why were discriminations against women in state laws and constitutions no longer valid?

According to Anthony, they were no longer valid because women were persons and therefore citizens entitled to all the rights and protections in the U.S. Constitution.

Using your knowledge of the women's suffrage movement, was Anthony right? Was the Constitution as it was originally written enough to guarantee women's right to vote? How do you know?

Anthony was not right. The Constitution as it was originally written was not enough to guarantee women's suffrage. I know because it took a constitutional amendment, the Nineteenth Amendment, for women to be able to vote.

How does this source confirm or change your understanding of Susan B. Anthony and the women's suffrage movement?

Answers will vary. Students may say that it confirmed their understanding of how Anthony fought for women's suffrage or that it changed their understanding by showing how Anthony used the Constitution as it was in her argument instead of calling for a new suffrage amendment.

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