

# Harrell's History Notebook

Part 1

Student Name: \_\_\_\_\_

Period \_\_\_\_\_

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# Harrell's History Grade Page

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01-1	Malinke
Radiocarbon dating	Mali
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Culture	Economy
Anasazi	Towns
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Chiefs	Bahamas
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01-3	Florida
empires	Pacific
trade	Columbian Exchange
Ghana	Farming

*One arrow can be easily broken. But when five arrows are bound together, they become strong. As the five arrows are strongly bound together with our ways and customs and this shall symbolize that the five nations are united; we are of One Mind.*

*---Peacemaker to the Mohawk, Oneida, Onondaga, Cayuga and Seneca.*

*In the sands of that country is gold, treasure inexpressible... Merchants trade with salt for it, taking the salt on camels from the salt mines. They...travel in the desert as it were upon the sea, having guides to pilot them by the stars or rocks...They take provisions for six months, and when they reach Ghana they weigh their salt and sell it against a certain unit of weight of gold...*

*---quoted in African Kingdoms*

*There are many towns in this province of Apalache, and it is a land abundant in subsistence...We marched five days through an uninhabited country, when coming to a great river,...we made a boat. With this we reached the opposite shore, where we found a Province called Acapachiqui, very abundant in the food to which the Indians are accustomed. We saw some towns, and others there were we did not visit, because the country was one of very large swamps.*

*---from Relation of the Conquest of Florida, 1544*

02-1

Aztec

Conquistadors

Pizarro

El Camino Real

Hidalgos

Council of the Indies

Northwest Passage

St. Lawrence River

Quebec

02-2

Cabot

Luther

Reformation

Puritans

England

Joint stock

Ships

Roanoke

Charter

Jamestown

Colonists

Natives

Burgesses

Headright

Maryland

02-3

Separatists

Squanto

Mass. Bay

Heretics

Williams

Hooker

Written constitution

Swansea

02-4

Civil War

Cromwell

Maryland

Restoration

Hudson River

Manhattan

James

Penn

Pacifism

Philadelphia

Delaware

North Carolina

Charleston

Oglethorpe

*The lake abounds in fish, and is everywhere deep and navigable...the land bordering this lake being very fertile, M. de La Salle has put several acres of it under cultivation, and wheat, pulse, and pot-herbs have done very well... He raises poultry and horned cattle...and as the trees are fine and suitable for house and ship building, and as the winter is much shorter than in Canada, there is reason to believe that he will soon have a considerable plantation.*  
---La Salle

#### *Followers of John Calvin*

*\*Sought to reform the English Church*

*\*Emphasized enterprise and hard work*

*\*Condemned the decline of traditional rural communities in Europe*

*\*Found their group persecuted in England by King James I*

*A vile weed of black stinking fumes that were baleful to the nose, harmful to the brain, and dangerous to the lungs.---King James of England*

*The country for the most part on each side had plain high ground, with many fresh springs, the people in all laces kindly treating us, dancing and feasting us with strawberries, mulberries, bread, fish, and other their country provisions.---John Smith 1608*

*You shall provide what is to be had. The side shall not starve, but equally share of all our labors...*

---John Smith 1608

*We solemnly and mutually...covenant and combine ourselves together into a civil body politic...unto which we promise all due submission and obedience.*

---Mayflower Compact

*In which court the Governor or Moderator shall have power to order the Court to give liberty of speech, and silence unreasonable and disorderly speaking, to put all things to vote, and in case the vote be equal to have the casting voice.*

*The election of the aforesaid Magistrate shall be on this manner; every person present and qualified shall bring in ...one single paper with the name of him written in at the whom he desires to have Governor, and he that hath the greatest number of papers shall be Governor for that year.*

---Fundamental Orders of Conn.

*1620---The mayflower sailed from Plymouth, England with 120 Pilgrims on board.*

*1628---Puritans arrived in Salem and established the Massachusetts Bay Colony.*

*1634---Catholics traveled to Maryland on the ships Dove and Ark.*

*1682---William Penn, a Quaker, established the colony of Pennsylvania.*

*1683---Thirteen German Mennonite Families settled in Pennsylvania.*

*1737---Twenty-one Amish families traveled from the Netherlands to Philadelphia.*

*By such a colony, many families, who would otherwise starve, will be provided for, and made master of houses and lands...; their labor in improving their own lands, will make the adjoining reserved lands valuable; and the rents of those reserved lands will be a perpetual fund for the relieving of more poor people.*

---James Oglethorpe, 1733

*...therefore we have given power...to make war and pursue the enemies aforesaid...and by God's assistance to vanquish and take them.*

---Charter of Carolina, 1663

03-1

Economy

Plantation

Chesapeake

Selling labor

Gentry

Farmers

Berkeley

Crisis

Royal African Co.

Slave code

03-2

Demand

Grand Banks

Fall Line

Lumber

Social life

Town meetings

Selectmen

Bills of Exchange

Trade

Skilled workers

Crops

Businesspeople

Boom

Wheat

03-3

Mercantilism

Charles II

Navigation Acts

Staple Act

Enforcement

New England

Glorious Revolution

Toleration Act

Boston

Natural rights

03-4

Population

Women

Mather

Penn. Dutch

Scotch-Irish

Jews

Language

Stono

Enlightenment

Montesquieu

God

Whitefield

Individualism

### *Indentured Servants*

- *Trans-Atlantic fare paid in full by master*
- *Work contract signed for a specified period of time*
- *Provided room and board while working*
- *“Freedom dues” often provided at end of contract*

*But the circumstance which struck us most forcibly was how it was possible for such a number of human beings to exist, packed up and wedged together as tight as they could cram, in low cells three feet high...exposed to the open sky...at 89 degrees. The space between decks was ...3 feet 3 inches high; the size of one was 16 feet by 18 ...into this were crammed the 226 women and girls 226 into one space 288 feet on average to each of the women not more than 13 inches.*

*---Rev. Robert Walsh, 1829*

*The New England Colonies consisted of Connecticut, Rhode Island, Massachusetts, and New Hampshire. Colonists who settled in these colonies during the 1600s and 1700s faced rocky soil and winter that were long and cold; conditions which kept farm sizes small. Much of the land was covered in forest, and the waters off the northern Atlantic coast were full of cod.*

*More than once it has been said, too, that the Salem witchcraft was the rock on which the theocracy shattered.*

*---George L. Burr, 1914*

*You are strictly to give in charge to all his Majesty’s officers, that they be very careful not to suffer any European goods, other than what are by the aforesaid law and Proclamation accepted, to be imported into New England.*

*---Edmund Andros*

*If we calmly consider the nature of the thing itself, nothing can well be imagined more directly contrary to common sense than to suppose that millions of people should be subjected to the arbitrary, precarious pleasure of one single man, who has naturally no superiority over them in point of authority...What unprejudiced man can think that God made all to be thus subservient to the lawless pleasure and fancy of one so that it shall always be a sin to resist him?*

*---Jonathan Mayhew, Boston 1750*



04-1

Albany plan

War

Proclamation of 1763

Sugar

Inflation

Tax

Quartering

Non-importation

March 1770

04-2

Correspondence

Punish Mass.

Quebec

Intolerable

Committees

Loyalty & condemning

Committee of Safety

Minutemen

Loyalists

Patriots

Lexington

Boston

Bunker Hill

Summer 1775

Common Sense

04-3

Militia

New York

Hale

Winter attack

Valley Forge

Saratoga

Letters of Marque

Naval battle

Ferguson

Marion

Yorktown.

04-4

Republic

Mason

Voting rights

Religious freedom

Pitcher

South

Slavery

Church

Loyalists

Stories

Trumbull

Peale

Education

University

*In the morning...a mob assembled and erected a gallows near the town house and then dispers'd, and about ten a clock reassembled and took the effigy's of several men and the Stamp Master...to said gallows where they was hung up by the neck...And about five a clock in the afternoon they made a fire under the gallows which consumed the effigy's, gallows and all...About duck they all muster'd out again, and...broke every window in his house, frames and all, likewise chairs, tables, pictures and everything they cou'd come across.*

*---eyewitness accounts of the American Revolution.*

*When we arrived at the wharf...they divided us into three parties for the purpose of boarding the three ships which contained the tea...We then were ordered by our commander to open the hatches and take out all the chests of tea and throw them overboard, and we immediately proceeded to execute his orders, first cutting and splitting the chests with our tomahawks, so as thoroughly to expose them to the effects of the water...In about three hours...we had thus broken and thrown over board every tea chest...in the ship.*

*---The Spirit of Seventy-Six*

*•“Don't Fire until you see the whites of their eyes”*

*We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. . . . That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government. . . .*

*---Thomas Jefferson*

*But when a long train of abuses and usurpations . . . evinces a design to reduce [the people] under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.*

*—The Declaration of Independence*

*“ I think the game is pretty near up, owing, in a great measure, to the insidious arts of the Enemy...but principally to the accursed policy of short enlistments, and placing too great a dependence on the militia ...”*

*—George Washington, December 1776*

*I regret I have but only one life to lose for my country.*

*—Nathan Hale*

*These are the times that try men's souls. The summer soldier and the sunshine patriot will in this crisis shrink from the service of their country; but he that stands it now deserves the love and thanks of man and woman.*

*---The American Crisis*

*The Army which has been surprisingly healthy hitherto, now begins to grow sickly from the continued fatigues they have suffered this Campaign. Yet they still show... Contentment... I am Sick –discontented – and out of humour. Poor food – hard lodging– Cold Weather –fatigue – Nasty Cloaths –nasty Cookery – Vomit half my time –smoak'd out my senses – the Devil's in't – I can't Endure it – Why are we sent here to starve and Freeze –*

*—Albigenes Waldo-Continental Army*

05-1

Congress

Articles of Confederation

Articles of Confederation

Northwest Ordinance

Manufacturers

Duties

Spain

Recession

1785

Shays Rebellion

05-2

nationalists

Madison

Convention

Washington

Va. Plan

NJ plan

Great compromise

Slaves

Principle

Federalism

Legislative

Executive

Judicial

Check & balances

Amendments

05-3

ratification

federalists

support

anti-federalists

Hancock

opposed

The Federalists

Adams

Madison

July 1788

*To save American credit from destruction, it was at least necessary that the interest on the public debt should be paid. For this purpose Congress in 1781 asked permission to levy a five per cent. duty on imports. The modest request was the signal for a year of angry discussion. Donkeys fond of reasoning from analogy asked, If taxes could thus be believed by any power outside the State, why had we ever opposed the Stamp Act or the tea duties?*

*All charges of war, and all other expenses that shall be incurred for the common defense or general welfare . . . shall be defrayed out of a common treasury. . . . The taxes for paying that proportion shall be laid and levied by the authority and direction of the legislatures of the several States within the time agreed upon by the United States in Congress assembled.*

---The Articles of Confederation

*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.*

---Preamble to the Constitution, father of the Constitution, James Madison

*But the great security against a gradual concentration of the several powers in the same department, consists in giving to those who administer each department, the necessary constitutional means, and personal motives, to resist encroachments of the others.*

*The provision for defense must in this...be made commensurate to the danger of attack. Ambition must be made to counteract ambition. The interest of the man, must be connected with the constitutional rights of the place...that such devices should be necessary to control the abuses of government...*

*If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary.*

---James Madison, *Federalists Paper No. 51*

*In framing a government which is to be administered by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself. A dependence on the people is, no doubt, the primary control on the government...*

*...We see it particularly displayed in all the subordinate distributions of power; where the constant aim is, to divide and arrange the several offices in such a manner as that each may be a check on the other; that the private interest of every individual may be a sentinel over the public rights. These inventions of prudence cannot be less requisite in the distribution of the supreme powers of the state.*

---James Madison, *Federalists Paper No. 51*

*These lawyers and men of learning, and moneyed men, that talk so finely, and gloss over matters so smoothly, to make up poor, illiterate people swallow down the pill expect to get into Congress themselves; they expect to be managers of this Constitution, and get all the power and all the money into their own hands, and then they will swallow up all us little folks, like the great Leviathan, Mr. President; yes, just like the whale swallowed up Jonah.*

--Amos Singletary

06-1

Cabinet

Jay

Acts of Congress

Tariff

Money

Speculators

Madison

Implied powers

Bank

Rebellion

Political parties

Manufacturing

Fears

06-2

avoiding war

most-favored nation

Pinckney

Westward

Washington

Quasi-War

Aliens

Sedition

Interposition

Kentucky

06-3

Impeach

Marshall

Marbury vs. Madison

Judicial review

Louisiana

Corps of Discovery

Pike

New England

Burr

British

Impressments

Embargo

06-4

Non-Intercourse Act

Congress

Hawks

Tecumseh

Harrison

Chesapeake

Hartford

New Orleans

Nationalism

Ghent

*A national debt, if it is not excessive, will be to us a national blessing; it will be a powerful cement of our new union. It will also create a necessity for keeping up taxation...which without being oppressive, will be a spur to industry...*  
---Alexander Hamilton

*The fairest tax would be a head tax in which everyone owed the same amount. Anything more complex can pit one faction against another and incite rebellion.*  
---Whiskey Rebellion

*To take a single step beyond the boundaries thus specially drawn around the powers of Congress, is to take possession of a boundless field of power.*  
-Thomas Jefferson 1791

*Congress has any power, necessary and proper to carry out the functions of Government.*  
---US Constitution, Art. 1, sec. 8, no. 18

*The great rule of conduct for us, in regard to foreign nations is in extending our commercial relations to have them as little political connection as possible... 'Tis our true policy to steer clear of permanent alliances with any portion of the foreign world.*  
---Washington's Farewell Address

*Mr. H. again returned to the subject of money. Said he Gentlemen you do not speak to the point---it is money---it is expected that you will offer money---Genl. Pinckney said we had spoken to that point very explicitly...No said he, you have not. What is your answer? Genl. Pinckney replied it is no, no, not a six-pence.*  
---John Marshall

*When so ever the general government assumes undelegated powers, its acts are unauthoritative, void, and of no force...*  
Kentucky Resolves...Thomas Jefferson

*“All six chiefs replied to our speech, each in turn, according to rank: they expressed their joy at the change in government; their hopes that we would recommend them to [our] great father [the president] . . . we then proceeded to distribute our presents . . . We gave a medal of the second grade to one Ottawa chief, and one Missouri chief; a medal of the third grade to two inferior chiefs of each nation . . . .”*

*It has paralyzed industry...Our most fertile lands are reduced to sterility. It will drive our seamen into foreign employ, and our fishermen to foreign sandbanks...It has dried up our revenue.*  
----Phillip Barton Key

07-1

Era of Good Feelings

Calhoun

Tariffs

Marshall

McCulloch vs. Maryland

State vs. Federal Gov.

Gibbons vs. Ogden

Kinache

Florida

Florida

Spain

Europe

Russia

Monroe

07-2

national road

river travel

cooper

manufacturing

industry

interchangeable parts

morse

unions

strikes

economy

07-3

king

gin

gin

cities

planters

yeoman

African Americans

Task

Labor

Driver

Codes

Free African Americans

Culture

Turner

07-4

union

Missouri

Favorite son

Crawford

American system

Clay

Democratic-Republicans

Election

Mudslinging

Old Hickory

*Its object is to introduce and establish the American system, of keeping out of our land all foreign powers, of never permitting those of Europe to intermeddle with the affairs of our nations. It is to maintain our own principle, not to depart from it.*

*And if, to facilitate this, we can effect a division in the body of the European powers, and draw over to our side it's most powerful member, surely we should do it... With Great Britain withdrawn from their scale and shifted into that of our two continents, all Europe combined would not undertake such a war.*

---Jefferson

*The political system of the allied powers is essentially different in this respect from that of America...It is impossible that European countries should extend their political system to any portion of either continent without endangering our peace and happiness;*

*...With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But with the Governments who have declared their independence and maintain it, and whose independence we have, on great consideration and on just principles, acknowledged, we could not view any interposition for the purpose of oppressing them, or controlling in any other manner their destiny, by any European power in any other light than as the manifestation of an unfriendly disposition toward the United States.*

---James Monroe's Doctrine

**Chorus:**

*Low Bridge, ev'rybody down,  
Low Bridge, We're coming to a town!  
You can always tell your neighbor,  
You can always tell your pal,  
If you've ever navigated  
On the Erie Canal.*

*The whole interior of the Southern states was languishing...Individuals who were depressed with poverty, and sunk with idleness have suddenly risen to wealth and respectability. Our debts have been paid off, our capitals increased; and our lands are triple in value.*

*It is rumored and believed by everybody here that Mr. Clay will be made Secretary of State...What a farce! That Mr. Adams should swear to support the constitution of the United States which he has purchased from Representatives who betrayed the constitution, and which he must distribute among them as rewards for the iniquity.*

*Between J.Q. Adams, who can write, and Andy Jackson, who can fight  
Campaign slogans*

*"...I cannot believe that killing twenty-five hundred Englishmen at New Orleans qualifies for the various, difficult, and complicated duties of the Chief Magistracy."*

---Henry Clay

*"Jackson provided just the figure the ignorant but hero-loving and idealistic masses could cling to."*

---James Truslow Adams, *The Epic of America* (1931)



08-1

Party loyalty

Caucus

Caucus

South Carolina

Calhoun

Nullification

Force Bill

Native Americans

Bank

Panic

08-2

1815-1860

immigration

nativism

Catholics

religion

Finney

smith

romanticism

transcendentalism

Emerson

Dickinson

newspaper

penny paper

utopia

shaker

08-3

Beecher

Temperance

Reform

Voters & Immigrants

Mann

North Carolina

Lyon

Stanton

08-4

Gradualism

Colonization

Abolition

Slavery

Walker

Garrison

Liberator

Emancipation

Antislavery society

African Americans

Truth

Illinois

Turner

House of Reps.

*You charge me with killing your people, stealing your cattle and burning your houses; it is I that have cause to complain of the Americans...I shall use force to stop any armed Americans from passing my towns or my lands.*

*---Kanache*

*Over there in Germany common sense and free speech lie in shackles...I invite you to come over here, should you want to obtain a clear notion of genuine public life, freedom of people and a sense of being a nation...I have never regretted that I came here, and never! never! again shall I bow my head under the yoke of despotism and folly.*

*"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights..."*

*—Declaration of Independence*

*"We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights..."*

*—Declaration of Sentiments*

*I am an abolitionist!  
I glory in the name;  
Though now by slavery's minions hiss'd,  
And covered o'er with shame;  
It is a spell of light and power--  
The watchword of the free:--  
Who spurs it in this trail-hour,  
A craven soul is he!*

*I stole myself from Slavery!!*

*A city slave is almost a freeman, compared with a slave on the plantation. He is much better fed and clothed, and enjoys privileges altogether unknown to the slave on the plantation.*

*- Frederick Douglass 1845.*

*In principle it is as sinful to hold a human being in bondage who has been born in Carolina, as one who has been born in Africa.*

*- Angelina Grimke 1836*

*On this subject, I do not wish to think, or speak, or write, with moderation. No! no! Tell a man whose house is on fire, to give a moderate alarm...but urge me not to use moderation in a cause like the present.*

*—William Lloyd Garrison, 1831*

09-1

Manifest Destiny

Squatters

Deere

McCormick

Sutter

Trails west

Overlanders

Immigration

Treaty

Young

09-2

Spanish Texas

Mexican laws

Empresarios

Austin

Fredonia

1830

Texas

Santa Anna

San Antonio

Goliad

Houston

President

Annexation

09-3

Tyler

Calhoun

Texas

Border

Envoy

Taylor

Plan

Bear Flag

Peace

Cede

***“There was an epidemic of cholera, I think it was caused from drinking water from the holes dug by campers. All along was a graveyard most any time of day you could see people burying their dead.”***  
–Jane D. Kellogg 1852

***“It spreads forth into undulating and treeless plains and desolate sandy wastes. . . . It is a land where no man permanently abides, for at certain seasons of the year there is no food for the hunter or his steed.”***  
–Washington Irving, 1836

***“My friends, circumstances render it impossible that you can flourish in the midst of a civilized community. You have but one remedy within your reach, and that is to remove to the west. And the sooner you do this, the sooner you will commence your career of improvement and prosperity.”***  
---Andrew Jackson

***The Mexican government has been, during the whole time of our connection with it, the [shameful]...victim of [many] military revolutions, and [has] continually exhibited every characteristic of a weak, corrupt, and tyrannical government.***  
–Texas Declaration of Independence 1836

***The United States will conquer Mexico, but it will be as the man swallows the arsenic, which brings him down in turn. Mexico will poison us.***  
–Ralph Waldo Emerson, 1846

***Witness the present Mexican war, the work of comparatively a few individuals using the standing government as their tool...When a whole country is unjustly overrun and conquered by a foreign army, and subjected to military law, I think that it is not too soon for honest men to rebel.”***  
Henry David Thoreau, “Civil disobedience” (1849)

10-1

Wilmot Proviso

Divided country

Popular sovereignty

Conscience Whigs

Cotton Whigs

Free Soil

Forty-niners

California

Secession

Compromise

10-2

Uncle Tom's Cabin

Fugitive Slave Act

Underground RR

Tubman

Coffin

Western Terr.

Transcontinental RR

Arizona & New Mexico

Douglas

Kansas-Nebraska

Bleeding

Border Ruffians

Abolitionists

10-3

Kansas-Nebraska

Republicans

Know-Nothings

Buchanan's beliefs

Dred Scott

Sectional conflict

Lecompton

Illinois Rep.

Douglas

Insurrection

10-4

Republicans & Brown

Slavery

Southern Dem.

Bell

Seward

Secession

Compromise

Crittenden

Confederate Constitution

Davis

Federal property

75,000

Confederate Congress

Martial Law

*I think I am a Whig; but others say there are not Whigs, and that I am an abolitionist...I now do no more than oppose the extension of slavery. I am not a Know-Nothing...How could I be? How can anyone who abhors the oppression of negroes, be in favor of degrading classes of white people?...As a nation, we began by declaring "all men are created equal." We now practically read it at "all men are created equal, except negroes, and foreigners, and Catholics." When it come to this I should prefer emigrating to some country where they make no pretense of loving liberty...to Russia for instance...*

*I wish to speak today, not as a Massachusetts man, nor as a Northern man, but as an American... I speak today for the preservation of the Union. Hear me for my cause...There can be no such thing as a peaceable secession. Peaceable secession is an utter impossibility...I see a plainly as I see the sun in heaven what that disruption itself must produce; I see that it must produce war, and such a war as I will not describe.  
---The Congressional Globe, 31<sup>st</sup> Congress*

*I hold the idea of a separation of these States, those that are free to form one government, and those that are slave-holding to form another, as such an impossibility... There are natural causes that would keep and tie us together, and there are social and domestic relations which we could not break if we would, and which we should not if we could.  
---Daniel Webster, 1850*

*It is the opinion of the court that the Act of Congress which prohibited a citizen from holding and owning enslaved persons in the territory of the United States north of the line therein mentioned is not warranted by the Constitution and is therefore void.*

*"I hate it because it deprives our republican example of its just influence in the world - enables the enemies of free institutions, with plausibility, to taunt us as hypocrites - causes the real friends of freedom to doubt our sincerity, and especially because it forces so many really good men amongst ourselves into an open war with the very fundamental principles of civil liberty."*

*"I have no purpose directly or indirectly to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so. I have no purpose to introduce political and social equality between the white and the black races."*

*A house divided against itself cannot stand. I believe this Government cannot endure, permanently half slave and half free. I do not expect the Union to be dissolved...I do not expect the house to fall...but I do expect it will cease to be divided. It will become all one thing or all the other.  
---Abraham Lincoln, 1858*

*"Now, I hold that Illinois had a right to abolish and prohibit slavery as she did, and I hold that Kentucky has the same right to continue and protect slavery that Illinois had to abolish it."*

*"For one, I am opposed to negro citizenship in any and every form. I believe this Government was made on the white basis. I believe it was made by white men for the benefit of white men and their posterity forever, and I am in favor of confining citizenship to white men."  
---Stephen Douglas, 1858*

11-1

Factories

National currency

Paper money

Copperheads

Conscription

Trent

Attrition

Strategy

11-2

Jackson

500,000

militia

blockade

blockade runners

New Orleans

Grant

Yorktown

Seven Days

Bull Run

Antietam

Victory

Emancipation

Proclamation

11-3

Transportation

Women

African Amer.

54th Mass.

Hardtack

Disease

Nurse

US Sanitary Comm.

Barton

US & CS

11-4

Grierson

Vicksburg

Foraging

Siege

Union Victory

Wilderness

Gettysburg

George Meade

Pickett's Charge

Gettysburg Address

Chattanooga

Grant

Chattanooga

Lincoln & Grant

11-5

Cold Harbor

Regrets

Sheridan

Sherman

Neckties

Fires

March to the Sea

13th Amendment

Lee's surrender

Power

*“We are without machinery, without means, and threatened by a powerful opposition; but I do not despond and will not shrink from the task imposed upon me.”*

*–Jefferson Davis, in a letter to his wife, February 20, 1861*

*Carolina Watchman*

*Monday evening, March 28, 1862, Salisbury, NC*

*A Female Raid*

*Between 40 and 50 soldier’s wives, followed by a numerous train of curious female observers, made an attack on several of our businessmen last Wednesday, whom they regarded as speculators in the necessaries of life for the purpose as we are informed, of demanding an abatement in prices...*

*I never saw a more pitiful procession than they made trudging through the deep snow...little children tugging along with their doll babies...women so old and feeble that they could carry nothing and could barely hobble themselves. There were women carrying a baby in one arm, and its bottle, its clothes, and its covering in the other. Some had a Bible and a toothbrush in one hand, and picked chicken and a bag of flour in the other.*

*Most of them had to cross a creek swollen with winter rains, and deadly cold with winter ice and snow. We took the battery horses down and ferried them over, taking one child in front and two behind, and sometimes a woman or a girl on either side with her feet in stirrups, holding on by our shoulders. where they were going we could not tell, and I doubt if they could.*

*As a wounded man was lifted on the table, often shrieking with pain...the surgeon quickly examined the wound and resolved upon cutting of the wounded limb. Some ether was administered....The surgeon snatched the knife from between his teeth, where it had been while his hands were busy, wiped it rapidly once or twice across his blood-stained apron, and the cutting began. The operation accomplished, the surgeon would look around with a deep sigh, and then....”Next!”*

*“We here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth.“*



12-1

Agriculture

Reconstruction

Lincoln's plan

Amnesty

Radical's goals

Wade-Davis

Pocket veto

Freedmen

Bureau

Confederate land

12-2

Johnson's plan

Former Confederate States

Congress

Black codes

Civil rights act

Civil rights act

Military Reconstruction Act

1868

Tenure of Office Act

Impeach

1868 election

15th Amendment

12-3

1870

carpetbaggers

scalawags

former slaves

graft

reconstruction gov.

communities

black republicans

enforcement acts

12-4

Alcohol & Tobacco

Republicans

Greeley

Belknap

Cooke & Co.

Southern Dem.

1877 Compromise

April 1877

New South

African Amer.

Reconstruction's collapse

Tenant

Sharecropper

Crop lien

**"With malice toward none, with charity for all"**

***"The oath of allegiance shall be taken . . .but every person known to have held or exercised any office, civil or military, state or confederate, under the rebellion, or to have voluntarily borne arms against the United States, shall be excluded, even though he offer to take the oath."***

**- Wade-Davis Bill**

***Congress must see to it that the man made free by the Constitution is a freeman indeed; that he can go where he pleases, work when and for whom he pleases...go into schools and educate himself and his children; that the rights and guarantees of the common law are his, and that he walks the earth proud and erect in the conscious dignity of a free man.***

***We thought we was goin' to be richer than the white folks, 'cause we was stronger and knowed how to work, and the whites didn't and they didn't have us to work for them anymore. But it didn't turn out that way. We soon found out that freedom could make folks proud but it didn't make 'em rich.***

**---Felix Haywood, former slave**

***"I, Andrew Johnson, President of the United States, do . . . hereby grant and assure to all white persons who have...participated in the existing rebellion...a full pardon, but upon the condition...that every such person will. . .will never assert, right or title to slaves, and that every such person will never thereafter own a slave or any interest therein."***

**- Andrew Johnson, "A Proclamation"**

***Tilden and the Democratic Party accepted a Republican victory, while Hayes pledged to withdraw federal troops from the states of the former Confederacy, effectively ending Reconstruction.***

***With the departure of the Federal Army, Republican governments in the South fell as former slaves were prevented from voting by legal maneuvers, intimidation, and terrorism.***

***Loss of the vote was quickly followed by segregation laws and other discrimination against blacks, and it would be eight decades before the nation redressed the legacy of 1877."***

**-Thomas H. Neale**

***The sale of every sharecropper's part of the cotton to be made by me when and where I choose to sell, and after deducting all they owe me and all sums that I may be responsible for on their accounts, to pay them their half of the net proceeds.***

***Work of every description, particularly the work on fences and ditches, to be done to my satisfaction, and must be done over until I am satisfied that it is done as it should be.***

**--A Typical Sharecropping contract**

13-1

settlers

placer

quartz

mining

vigilance

strikes

Denver

Mountains & Great Plains

Open range

1866 ranchers

Chisholm Trail

Cowboys

Range wars

Invention

13-2

100th meridian

Stephen Long

Settlement

Homestead

Plains

Dry

Farming the plains

Wheat

Bonanza

O'Kieffes

13-3

roaming

similarities

annuities

sand creek

reservations

animals

Lakota

Custer

Joseph

Wounded Knee

Ritual

Assimilate

Dawes

*...to save The environment on the Great Plains was vastly different to farmers from the East. On the Great Plains, building materials were scarce. There were no dense forests and few stones. Eastern farmers had used these natural resources to build fences. Even if wood or stone were available, it would have been too costly to enclose a 160-acre parcel of land. The Great Plains—a treeless, grassy region—includes land in ten different states.*

*Looking for a solution, the homesteaders tried “furrow fences” by digging trenches around their fields. They also tried raised strips of plowed land as barriers. Neither worked. In the late 1860s and early 1870s, some farmers made fences out of thick, thorny bushes that grew on the plains. These thorny fences worked a little better but still were not effective in protecting their farms. In addition, growing the plants in the large numbers needed for fences took a very long time.*

*Would the pioneers’ dream of turning the vast lands into prosperous farms ever come true? It would—but only with the invention of a new kind of fencing material.*

*There came through Emporia yesterday two old-fashioned mover wagons headed east...These mover had seen it stop raining for months at a time. They had heard the fury of the winter wind as it came whining across the short burned grass. They have tossed through hot nights, wild with worry and have arisen only to find their worst nightmares grazing in reality on the brown stubble in front of their sun-warped doors.*

*---William Allen White, Emporia Gazette*

*I expect you think we live miserable because we are in a sod house but I tell you in solid earnest I never enjoyed my self better . . . . It is because we are . . . on our own and the thoughts of moving next spring does not bother me and every lick we strike is for our selves and not half for some one else.*

*—Mattie Oblinger, June 16, 1873*

*I will Fight No More Forever*

*Up to and including 1880, the country had a frontier of settlement but at present the unsettled area has been so broken into by isolated bodies of settlement that there can hardly be said to be a frontier line.*

*—Superintendent of the Census, 1890*

Literacy: Write both words, then choose one to define. Finally, write an original sentence using the word you chose to define.

Example: Chapter-Section: 3-4 ***Shilling, Obligated***

Definition: ***Shilling***: A value of money common during the British Empire.

Sentence: My mom gave me twenty-six ***shillings*** to buy some shoes ***because*** the store in Williamsburg would only accept British money from the Empire.

Definition: ***Obligated***: A willingness or commitment to complete an action.

Sentence: I was ***obliged*** to seek out my own answers during the activity ***because*** I had made a commitment to the team.

- |                              |                              |
|------------------------------|------------------------------|
| 1-1, proximity, embedded     | 7-4, bitter, reprieve        |
| 1-2, abode, plains           | 8-1, tranquil, rabble        |
| 1-3, pilgrimage, morals      | 8-2, impoverished, famine    |
| 1-4, access, remission       | 8-3, clergyman, remedied     |
| 1-5, sighed, triumphant      | 8-4, hub, refuge             |
| 2-1, courier, pennons        | 9-1, trek, preserved         |
| 2-2, compulsory, irrevocable | 9-2, elder, surveyed         |
| 2-3, title, covenant         | 9-3, intense, plaza          |
| 2-4, petitioned, souls       | 10-1, Quakers, intruders     |
| 3-1, militia, amassed        | 10-2, parlor, prowled        |
| 3-2, meager, abundance       | 10-3, Whigs, abhors          |
| 3-3, prevailed, obliged      | 10-4, ultimatum, faded       |
| 3-4, shilling, philosopher   | 11-1, rebels, relatives      |
| 4-1, barricaded, pitch       | 11-2, routed, smitten        |
| 4-2, strike, wharf           | 11-3, haste, hobble,         |
| 4-3, rations, described      | 11-4, dispatch, prelude      |
| 4-4, inherent, inconsistent  | 11-5, applauded, clamored    |
| 5-1, conspiracy, debt        | 12-1, emancipation, bondage  |
| 5-2, draft, parchment        | 12-2, tensions, advocated    |
| 5-3, secure, retrieve        | 12-3, Ku Klux Klan, harass   |
| 6-1, greeted, perplexities   | 12-4, despised, grievances   |
| 6-2, explicitly, tribute     | 13-1, disposition, plummeted |
| 6-3, inauguration, solitary  | 13-2, sod, fare              |
| 6-4, bombard, gallantly      | 13-3, reservations, council  |
| 7-1, commence, persevere,    |                              |
| 7-2, rural, colossal         |                              |
| 7-3, supplemented, humane    |                              |

History, Literacy Chapter/section 1-1

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 1-2

Literacy words:

Defined:

Sentence:

---

***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 1-3

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 1-4

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 1-5

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 2-1

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 2-2

Literacy words:

Defined:

Sentence:

---

***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 2-3

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 2-4

Literacy words:

Defined:

Sentence:

---

***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 3-1

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 3-2

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 3-3

Literacy words:

Defined:

Sentence:

---

***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:



History, Literacy Chapter/section 3-4

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 4-1

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 4-2

Literacy words:

Defined:

Sentence:

---

***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 4-3

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 4-4

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 5-1

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 5-2

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 5-3

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 6-1

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 6-2

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 6-3

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 6-4

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 7-1

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 7-2

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 7-3

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 7-4

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 8-1

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 8-2

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 8-3

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 8-4

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 9-1

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 9-2

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 9-3

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 10-1

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 10-2

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 10-3

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 10-4

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 11-1

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 11-2

Literacy words:

Defined:

Sentence:

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*Voices from the Past/American Story*

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 11-3

Literacy words:

Defined:

Sentence:

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*Voices from the Past/American Story*

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 11-4

Literacy words:

Defined:

Sentence:

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*Voices from the Past/American Story*

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 11-5

Literacy words:

Defined:

Sentence:

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*Voices from the Past/American Story*

Who is involved:

When:

Where:

What is happening:

Significance:



History, Literacy Chapter/section 12-1

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 12-2

Literacy words:

Defined:

Sentence:

---

***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 12-3

Literacy words:

Defined:

Sentence:

---

***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 12-4

Literacy words:

Defined:

Sentence:

---

***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 13-1

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 13-2

Literacy words:

Defined:

Sentence:

---

***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 13-3

Literacy words:

Defined:

Sentence:

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***Voices from the Past/American Story***

Who is involved:

When:

Where:

What is happening:

Significance:

## Possible Extra Credit Assignments

### Historic Monument Design Project:

Due:

Design, draw, and build an appropriate monument for a historical event in your chapter/section. It must include:

- a. An actual Historical event/person/concept from the section.
- b. Location where event can be found in textbook. (Chapter/section/page from Chapters as assigned)
- c. A drawn picture and/or model of the monument. Model should have base no more than 6 inches square and be less than 8 inches tall.
- d. Five sentence attached card explaining its historic significance.
- e. Creative design.
- f. Oral presentation (extra credit)

Rationale:

Allow students to apply historic knowledge by constructing a monument to a historically important person, place, or event representing, symbolically, a historic theme of their own choosing.

### Historic Christmas Ornaments

Due:

Design and build a 3x3 inch Christmas ornament to hang from a Christmas tree. It must include:

- a. historical theme
- b. location where theme can be found in book (chapter & section)
- c. five sentence attached card explaining its historic significance to American history
- d. creative design
- e. Extra Credit, oral presentation

Rationale:

Allow students to apply historic knowledge by constructing an ornament representing, symbolically, a historic theme of their own choosing.