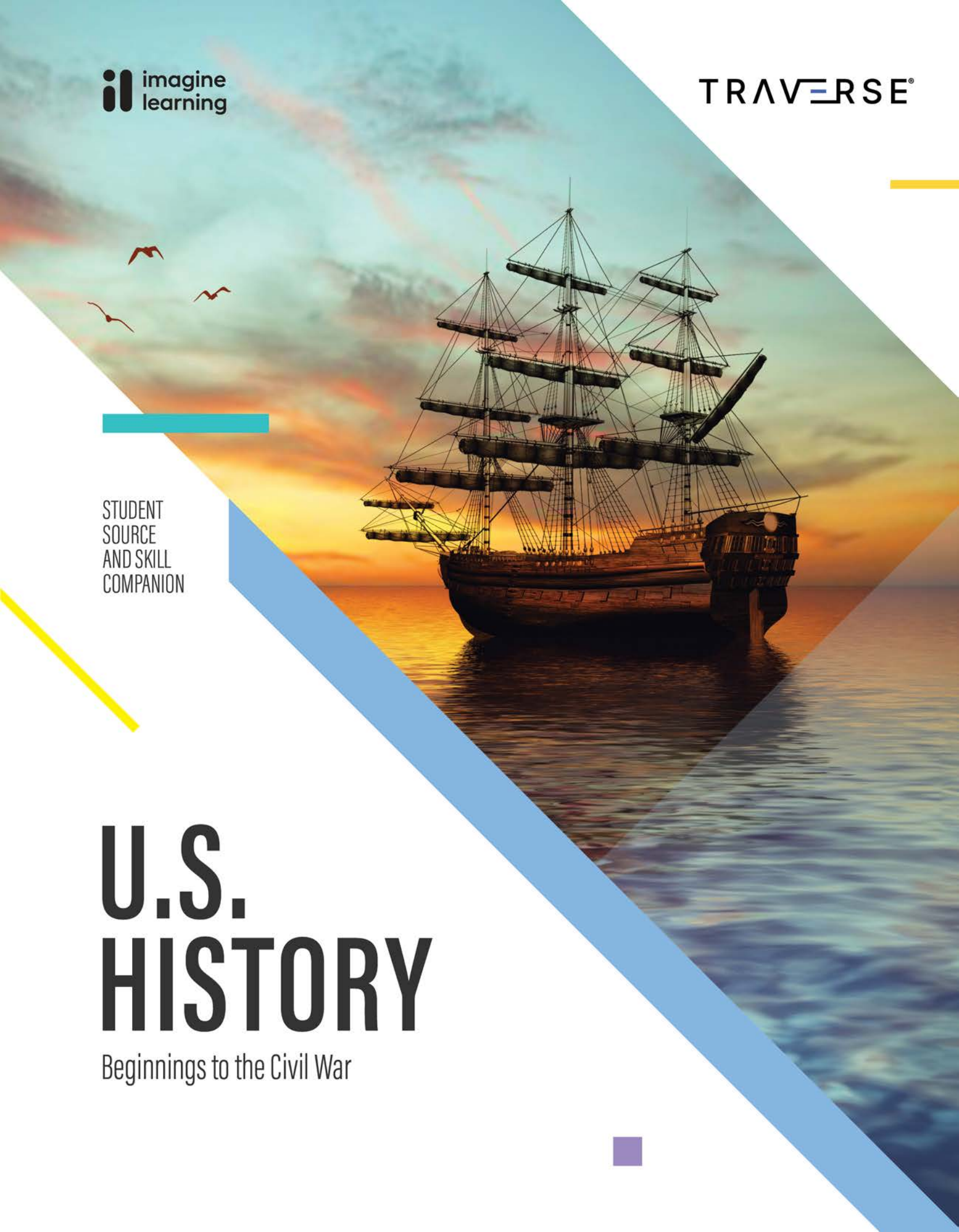


STUDENT
SOURCE
AND SKILL
COMPANION

U.S. HISTORY

Beginnings to the Civil War






GETTING STARTED

**Welcome to the Traverse Source
and Skill Companion!**

In this book, you will find the sources
for each chapter as well as detailed
instructions for every Chapter Inquiry.



CHAPTER OVERVIEW

The chapter overview gives you essential information about the chapter. Everything in this book also appears in your digital student account, along with the chapter narratives, Echoes, and multiple types of media.

1 | Early Civilizations

After all, the story of humanity is fundamentally a story of migration . . .
—Laila Lalami, from *Conditional Citizens: On Belonging in America*, 2020

CHAPTER QUESTION
What do we know about the early cultures and people of the Americas?

CHAPTER OBJECTIVES

1. Explain how archaeologists recover artifacts and how they discover evidence of ancient settlements in the Americas.
2. Identify how and why early humans migrated to the Americas.
3. Explain how humans in the Americas adapted to and altered the landscape and ecosystems of the areas where they settled.
4. Write a paragraph explaining why perspectives on migration theories have changed over time.

CHAPTER CONTENTS

CHAPTER OVERVIEW	pg. 4
PRIMARY AND SECONDARY SOURCES	
Kohta Circus Petroglyphs	pg. 7
Historical Reading Skill: Analyzing Artifacts	pg. 7
Cave Full of Untouched Maya Artifacts Found at Chichén Itzá	pg. 9
Archaeological Sites in North and South America	pg. 10
Origin: A Genetic History of the Americas	pg. 11
CHAPTER INQUIRY	pg. 12

Chapter Question and Objectives

Refer to these high-level questions and goals when you need a reminder of how the sources and inquiry fit into the chapter as a whole.

Chapter Contents

Sources in the narrative are listed before sources in the inquiry. If a source is used in both the narrative and inquiry, it will only appear once in this book.

CHAPTER NARRATIVE

	ARCHAEOLOGY How do archaeologists study early cultures? Media Flipbook: The Excavation Process
	PRE-COLUMBIAN MIGRATION Why and how did the first people migrate to the Americas? Primary Source Kohta Circus Petroglyphs Media Explainer Video: The Bering Land Bridge
	CIVILIZATION AND THE ENVIRONMENT How did the development of farming transform societies in the Americas? Secondary Source Cave Full of Untouched Maya Artifacts Found at Chichén Itzá Media Interactive Time Line: Early Indigenous Cultures of North America

CHAPTER INQUIRY ROUTINE

1. **COMPELLING QUESTION**
Why have migration theories changed over time?
2. **SOURCE SET**
• Archaeological Sites in North and South America
• Origin: A Genetic History of the Americas
3. **INQUIRY AND RESEARCH SKILL**
Exploring Evolving Interpretations
4. **COMMUNICATING CONCLUSIONS**
Construct an Argument: Write a paragraph responding to the Compelling Question. Be sure to use evidence from two sources that explains why perspectives on migration have changed over time. Include reasoning, details, and examples in your explanation.

Chapter Narrative

This chapter-at-a-glance table allows you to make connections to the narrative sections and media, which are found entirely online.

Chapter Inquiry Routine

Preview the steps you will take to complete the Chapter Inquiry. All inquiries include a Compelling Question, a source set, and an Inquiry Prompt. Some also feature skill lessons and simulations.

SOURCES

Sources in each chapter are a part of the narrative, Chapter Inquiry, or both. In narratives, sources give additional information about the section topics. In Chapter Inquiries, the sources form source sets that you will use to complete each inquiry.

PRIMARY AND SECONDARY SOURCES

Follow your teacher's directions for completing this activity.

AMERICAN AND BRITISH ARMIES | **BRITISH VICTORIES** | **TURNING POINTS FOR THE UNITED STATES** | **INQUIRY**

PRIMARY SOURCE
MEMOIR OF A REVOLUTIONARY SOLDIER: THE NARRATIVE OF JOSEPH PLUMB MARTIN

SOURCING INFORMATION
 Genre: Book Excerpt
 Author: Joseph Plumb Martin
 Date: 1830

BACKGROUND
 Joseph Plumb Martin of Massachusetts was 15 when he joined the Continental Army in 1776. In 1830, at the age of 70, Martin published a memoir of his experiences. The book remains one of the few firsthand accounts of the common soldier's experience during the war.

Close Reading: Identify words, phrases, or sentences that describe Martin's experiences in the war, and explain how these reflect the author's perspective.

The Differences Between Colonists
 They put me in this regiment, half New Englanders and half Pennsylvanians. Folks as different as night and day. Myself, I'd rather be fighting with a tribe of Indians than with these Southerners. I mean they're foreigners, can't hardly speak English. They don't like me either. They call me that 'damn Yankee.' That's about the nicest thing they say.

The Hardships of Being a Soldier
 I was soon relieved from this guard, and with those who were able, of our two regiments, sent to reinforce those in the fort (Mifflin), which was then besieged by the British. Here I endured hardships sufficient to kill half a dozen horses. Let the reader only consider for a moment and he will still be satisfied if not sickened. In the cold month of November, without provisions, without clothing, not a scrap of either shoes or stockings to my feet or legs, and in this condition to endure a siege in such a place as that was appalling in the highest degree.

Online option | **AMERICAN AND BRITISH ARMIES**
HISTORICAL READING SKILL | Analyzing Primary Sources
 What does Joseph Plumb Martin's account reveal about what life was like for soldiers in the Continental Army?

Online option | **INQUIRY**
HISTORICAL READING SKILL | Analyzing Primary Sources
 Identify points of agreement or disagreement between this source and "What America Was Really Like in 1776," focusing on the representations of life in North America around the time of the American Revolution.

PRIMARY AND SECONDARY SOURCES 181

Source Tabs

These tabs make it clear if a source is in a narrative section, Chapter Inquiry, or both. If the source appears in the Chapter Inquiry, you will return to that source page when you work through the source set.

Sourcing Information and Background

Knowing who created something, when, and why can help you understand and analyze the source.

Skill Question

Practice social studies skills as you answer questions about the source.

Artifacts can be small, everyday items, such as tools, coins, or clothing, or much larger items, such as homes or vehicles. Archaeologists study artifacts to understand how people lived in different times and places. Although artifacts provide evidence that can help historians draw conclusions about the past, they have limitations when used as historical sources—it's often hard to know exactly when and how an artifact was used by people in the past. It is important to consider the strengths and limitations of an artifact when using it as historical evidence.

1. CHECKLIST

Make observations.

- What information is provided about the object's maker, date, or use?
- How would you describe the object's shape, size, color, and materials?
- What do you need to know about the historical context in order to analyze this artifact?

Make inferences.

- Who might have used this object and why?
- What does this object suggest about the time period in which it was created?

Go beyond.

- What does this object not tell you about the people or time period?
- What new questions do you have after analyzing this artifact?

2. SKILL MODEL

Here's how one student uses the checklist to analyze the artifact.

Make observations.

- I notice a red rock with shapes and figures. Some of them are hard to see.
- The right side of the rock is clearest. I see a figure with four short legs and an oval body that reminds me of a turtle.
- I see some wavy lines that remind me of water.

Make inferences.

- The turtle and the wavy lines together make me think of water. Maybe the people that created this lived near water.
- Maybe they created these etchings to show the things that were important to them.

Go beyond.

- I don't know what all of the images in this rock art are meant to represent.
- I wonder if it is meant to tell a story to later generations.

3. PRACTICE **Online option**

Use the checklist for Analyzing Artifacts to analyze the Kahta Cactus Petroglyphs. Use a table like the one below to record your observations in column 1, your inferences in column 2, and your questions in column 3. The first row has been completed for you as a model.

Make Observations	Make Inferences	Go Beyond
I notice an animal that looks like a turtle and a wavy line that reminds me of a river.	I think these people valued water.	I don't know the purpose of this rock art. I wonder if it is meant to tell a story to later generations.

8 | **CHAPTER 1**

READING SKILL LESSONS

Reading Skill lessons teach you how to analyze sources. These lessons use a source in the chapter narrative to model the skill.

Checklist

Each skill lesson includes a checklist with specific steps and questions that you will use to analyze that type of source.

Skill Model

The skill model provides an example of a source analysis using the checklist.

Practice

Each Reading Skill lesson ends with a chance to practice the skill using the steps from the checklist.

CHAPTER INQUIRY

Each Chapter Inquiry is an opportunity to develop a claim based on evidence and to communicate that claim in a variety of ways. You will use a specific set of sources and the skills you are learning to complete each inquiry.

CHAPTER INQUIRY

1 | COMPELLING QUESTION

COMPELLING QUESTION
Why have migration theories changed over time?

BACKGROUND INFORMATION
How do we know what we know about the past? In many cases, we know about history through the things people leave behind: writing, pictures, artifacts, or any number of other common items. But no matter how much is left behind, history is still filled with mysteries. Among them are the many theories of how humans moved around the globe. In this Chapter Inquiry, you will explore various migration theories and how they have changed over time.

SUPPORTING QUESTIONS
Use the Supporting Questions to prepare for the Chapter Inquiry:
• What are the major migration theories?
• What advances in technology have led to new evidence about migration?
• What evidence have archaeologists discovered about migration over time?
• Which people or groups have been involved in the development of migration theories?
As you analyze the source set, gather information to add to your answers.

GRAPHIC ORGANIZER
Track your ideas as you work through the source set. Complete one row for each source.

Source Title	Reason for Change	Evidence
Archaeological Sites in North and South America map		

INQUIRY PROMPT
Construct an Argument: Write a paragraph responding to the Compelling Question. Be sure to use evidence from two sources that explains why perspectives on migration have changed over time. Include reasoning, details, and examples in your explanation.

2 | SOURCE SET

ARCHAEOLOGICAL SITES IN NORTH AND SOUTH AMERICA
Genre: Map
Date: 2023
PAGE 10

ORIGIN: A GENETIC HISTORY OF THE AMERICAS
Genre: Book Excerpt
Author: Jennifer Raff
Date: 2022
PAGE 11

12 CHAPTER 1

Compelling Question

Each Chapter Inquiry starts with a Compelling Question. All the work you do in the inquiry will help you craft an evidence-based response to this question.

Inquiry Prompt

Your task will vary from chapter to chapter. The Inquiry Prompt always appears on the first page of the Chapter Inquiry to guide your work.

Source Set

The source set identifies which sources to use for your Chapter Inquiry. Remember that some sources were also part of the chapter narrative, so use the page numbers to locate them.

4 | PRACTICE
Use the checklist for Exploring Evolving Interpretations and annotation instructions to complete the graphic organizer for the rest of the source set in this Chapter Inquiry.

4 | COMMUNICATING CONCLUSIONS

After evaluating the sources in the source set, prepare to communicate your conclusions about the Compelling Question. Use the process below to plan and develop your response to the Inquiry Prompt.

1. REVIEW AND DISCUSS
With a partner, review the Supporting Questions. Refer back to the details in the chapter as needed.
• What are the major migration theories?
• What advances in technology have led to new evidence about migration?
• What evidence have archaeologists discovered about migration over time?
• Which people or groups have been involved in the development of migration theories?
Then use your annotations and graphic organizer to discuss the Compelling Question and Inquiry Prompt with a partner.

2. PLAN
Plan your paragraph. You may choose to use these sentence starters to write your explanation:
• Migration theories have changed because . . .
• One reason is . . .
• One piece of evidence archaeologists found is . . .
• According to . . .

3. RESPOND
Use your graphic organizer, the answers from your discussion with your peers, and your plan to respond to the Inquiry Prompt. An exemplary response meets the following criteria:
• The response demonstrates a thorough understanding of migration theories and why they have changed over time.
• The response thoroughly explores how and why perspectives of people have changed over time and demonstrates the student's strong understanding of the factors that influenced these historical interpretations.
• The response presents a clear explanation using strong reasoning, effective examples, and significant details.

INQUIRY PROMPT

COMPELLING QUESTION
Why have migration theories changed over time?
Construct an Argument: Write a paragraph responding to the Compelling Question. Be sure to use evidence from two sources that explains why perspectives on migration have changed over time. Include reasoning, details, and examples in your explanation.

14 CHAPTER 1

Communicating Conclusions

After you've read and analyzed the inquiry sources, you will use the guidance in the Communicating Conclusions section to organize your response. These three steps will help you:

- Review your ideas.
- Organize your ideas into a plan.
- Craft your response to the Inquiry Prompt.

The Compelling Question and Inquiry Prompt are repeated here for easy reference as you prepare your response.

INQUIRY AND RESEARCH SKILL LESSONS

Many Chapter Inquiries include an Inquiry and Research Skill lesson. These lessons will improve your ability to work with sources, conduct effective research, and craft successful responses.

3 | INQUIRY AND RESEARCH SKILL
EVALUATING PRIMARY SOURCES

Examine the "Evaluating Primary Sources" episode of *The Beat* to understand how one group of students approaches the process of evaluating primary sources. Then read the definition and checklist that students discuss in the video.

What does it mean to evaluate primary sources?
Primary sources are firsthand accounts or original materials of history that provide information about the experiences and ideas of people in that time period. When using a primary source, it is important to identify the source's strengths and limitations as evidence to answer your Compelling Question.

Why is it important to evaluate a primary source?
Evaluating the strengths and limitations of a primary source helps you determine how to use the source as evidence to answer your Compelling Question. For example, you might find that a source includes some, but not all, evidence you need to answer your Compelling Question and needs to be paired with another relevant source to support your argument or explanation. Or, you might find that the perspective represented in the source does not fully address your Compelling Question and requires you to adjust your claim or consider other evidence.

1. CHECKLIST HOW DO YOU EVALUATE PRIMARY SOURCES?

- ✓ **Analyze the source's relevance as evidence to answer your Compelling Question.**
 - What do you know about the source's maker, time period, purpose, and intended audience?
 - How could this perspective help you answer your Compelling Question?
 - How useful is this source in answering your Compelling Question?
- ✓ **Analyze the source's credibility as evidence to answer your Compelling Question.**
 - Is the evidence in this source supported by evidence in other sources?
 - Is there anything about the maker's perspective, the source's purpose, or the intended audience that might impact its credibility?
- ✓ **Evaluate the source's strengths and limitations for use in your Compelling Question.**
 - **Strengths:** What makes this source a strong fit for your response? Its relevance? Both?
 - **Limitations:** After analyzing this source, what do you still need to know? How can you address any gaps by adjusting your claim or using additional sources?

2. SOURCE

Now it's time to practice evaluating primary sources with the LETTER TO KING FERDINAND AND QUEEN ISABELLA OF SPAIN, the first item in your source set. Use the checklist for Evaluating Primary Sources to read and analyze the source and fill in your graphic organizer. Then you'll examine a second episode of *The Beat* showing how the students used the checklist to analyze the same source.

38 CHAPTER 3

The Beat

Some skill lessons include *The Beat*, a video in which students practice Inquiry and Research Skills and model collaboration.

Checklist

Each Inquiry and Research Skill includes a checklist that tells you how to practice the skill. Return to the checklist any time you need to use that skill.

Source

Use the checklist to analyze some or all of your sources before returning to the skill lesson.

3. SKILL MODEL

Examine the second episode of *The Beat* to learn how the students used the checklist to evaluate "Letter to King Ferdinand and Queen Isabella of Spain."

Here is how Zoe took the conversation with her peers and used it to fill out a graphic organizer evaluating the "Letter to King Ferdinand and Queen Isabella of Spain."

Source	Strengths	Limitations	How could I use this source in my Inquiry Prompt?
Letter to King Ferdinand and Queen Isabella of Spain	This letter has relevant evidence to answer the Compelling Question. This letter shows how Indigenous people on the island of Hispania exchanged items with Columbus when he first arrived in the 15th century.	The letter only shows Columbus's perspective. It also only shows an immediate impact on Indigenous communities, not a long-term one.	I could pair this source with evidence from an Indigenous perspective.

4. PRACTICE

Use the checklist for Evaluating Primary Sources and annotation instructions to complete the graphic organizer for the rest of the source set in this Chapter Inquiry.

3 | COMMUNICATING CONCLUSIONS

After evaluating the sources in the source set, prepare to communicate your conclusions about the Compelling Question. Use the process below to plan and develop your response to the Inquiry Prompt.

1. REVIEW AND DISCUSS

With a partner, review the Supporting Questions. Refer back to the details in the chapter as needed.

- How were Indigenous communities negatively impacted by colonial settlement during the 15th and 16th centuries?
- How did Indigenous communities benefit from colonial settlement during the 15th and 16th centuries?
- What strengths and limitations exist in the firsthand accounts of colonial settlement during the 15th and 16th centuries?

Then use your annotations and graphic organizer to discuss the Compelling Question and Inquiry Prompt with a partner.

CHAPTER INQUIRY 39

Skill Model

Using a source from the source set, the skill model provides an example of how you can apply the skill to the Chapter Inquiry.

Practice

You will have opportunities to practice the skill right away as you work through the inquiry and develop your response.

TABLE OF CONTENTS

UNIT 1

Early Migrations and Exploration

CHAPTER 1

Early Civilizations

What do we know about the early cultures and people of the Americas?

pg. 4

Historical Reading Skill: Analyzing Artifacts

Inquiry Compelling Question: Why have migration theories changed over time?

Inquiry and Research Skill: Exploring Evolving Interpretations

CHAPTER 2

Indigenous Americans

How did physical geography impact the lives of early Indigenous people?

pg. 15

Historical Reading Skills: Analyzing Secondary Sources; Analyzing Primary Sources

Inquiry Compelling Question: What can oral traditions tell us about early Indigenous people?

CHAPTER 3

Building Global Empires

What motivated European powers to explore and colonize North America?

pg. 28

Inquiry Compelling Question: How did Indigenous communities change as a result of colonial settlement during the 15th and 16th centuries?

Inquiry and Research Skill: Evaluating Primary Sources

CHAPTER 4

Conquest and Colonization

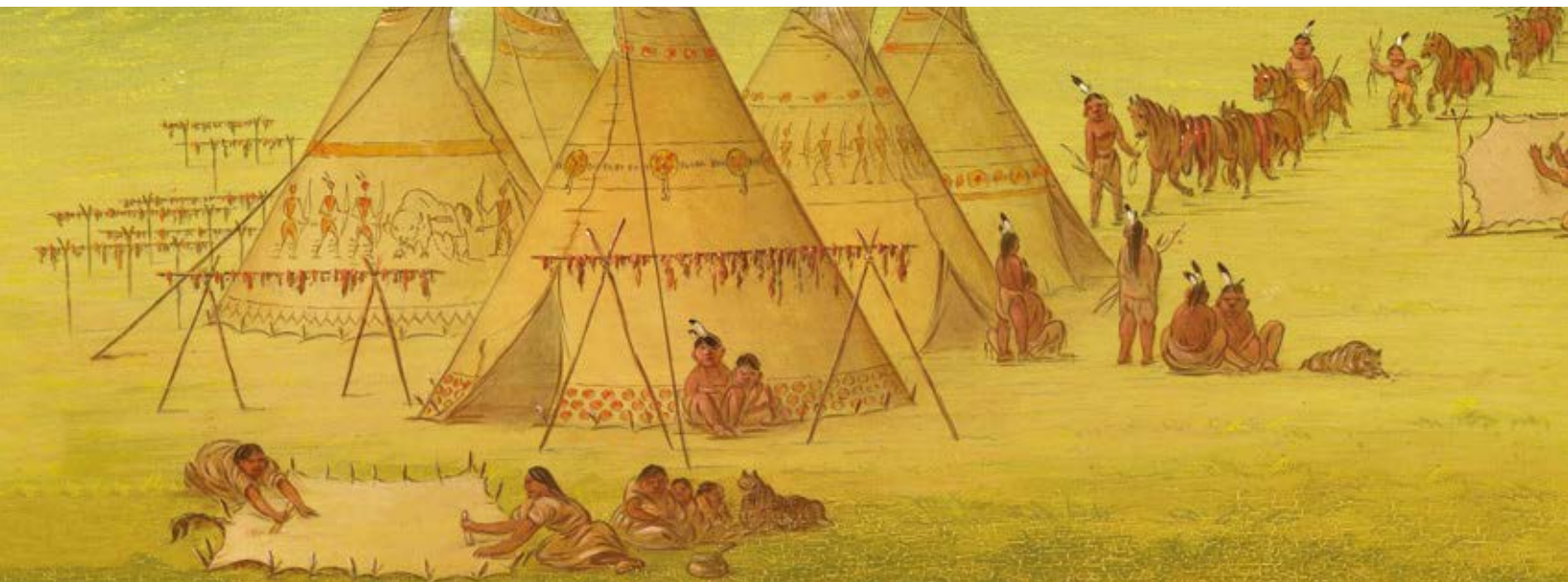
How did relations develop between Indigenous people and Europeans during the conquest of North America?

pg. 41

Historical Reading Skill: Analyzing Time Lines

Inquiry Compelling Question: What motivated the French and Dutch to explore new lands?

A Little Sioux Village by George Catlin, circa 1861–1869.



UNIT 2

Colonial Life

CHAPTER 5

pg. 56

Southern Colonies

| How did the government and economy of the Southern Colonies function?

Inquiry Compelling Question: How did enslaved Africans shape the culture of the American South?


CHAPTER 6

pg. 68

New England Colonies

| How did religious beliefs impact the development of the New England Colonies?

Inquiry Compelling Question: Why were the Massachusetts colonies founded?

 **Inquiry and Research Skill:** Gathering Evidence to Develop Claims

CHAPTER 7

pg. 81

Middle Colonies

| Why did diverse groups of people settle in the Middle Colonies?

Inquiry Compelling Question: Was life in the colony of Pennsylvania peaceful?

 **Inquiry and Research Skill:** Evaluating Secondary Sources

CHAPTER 8

pg. 95

Life in the Colonies

| What was daily life like in the New England, Middle, and Southern Colonies?

 **Historical Reading Skill:** Analyzing Maps

Inquiry Compelling Question: What was life like for youths in the colonies?

CHAPTER 9

pg. 110

The French and Indian War

| What was the impact of the French and Indian War?

Inquiry Compelling Question: How and why did various Indigenous nations choose sides in the French and Indian War?

 **Inquiry and Research Skill:** Analyzing Historical Perspectives

UNIT 3

The American Revolution

CHAPTER 10

Colonial Resistance

| Why did some colonists resist British policies?

pg. 124

 **Historical Reading Skill:** Analyzing Propaganda

Inquiry Compelling Question: How effective was colonial resistance before 1776?

CHAPTER 11

Colonial Unity and Action

| What events led to the Revolutionary War?

pg. 138

Inquiry Compelling Question: Why did the colonies form the First Continental Congress?

 **Inquiry and Research Skill:** Analyzing Cause and Effect

CHAPTER 12

The Declaration of Independence

| Why did revolutionaries declare independence from Great Britain?

pg. 150

Inquiry Compelling Question: What word or phrase from the Declaration of Independence is most significant?

 **Inquiry and Research Skill:** Determining Helpful Sources

CHAPTER 13

Taking Sides

| What motivated Loyalists, Patriots, and Neutralists during the Revolutionary War?

pg. 166

Inquiry Compelling Question: Were Loyalists united around a shared goal?

 **Inquiry and Research Skill:** Constructing Explanations


CHAPTER 14

The Revolution Expands

| How did the American and British approaches to warfare impact the outcomes of battles?

pg. 177

Inquiry Compelling Question: How did people's experiences during the American Revolution differ based on economic, political, social, geographic, and historical factors?

 **Inquiry and Research Skill:** Identifying and Applying Disciplinary Lenses

CHAPTER 15

Victory and Independence

| How did American Patriots win the Revolutionary War?

pg. 190

Inquiry Compelling Question: How did Americans with different perspectives portray the experiences of Patriot forces?

UNIT 4

A New Government

CHAPTER 16

pg. 204

Articles of Confederation

What were the strengths and weaknesses of the Articles of Confederation?

Inquiry Compelling Question: What is the most important lesson we can learn from the failure of the Articles of Confederation?

 **Inquiry and Research Skill:** Using Case Studies to Analyze Outcomes


CHAPTER 17

pg. 217

The Constitution

How did the U.S. Constitution define our system of government?

Inquiry Compelling Question: Is the Constitution a living document?

 **Inquiry and Research Skill:** Analyzing Relationships Between Sources

CHAPTER 18

pg. 231

Ratification and the Bill of Rights

How does the Bill of Rights define the rights and responsibilities of citizens?

Inquiry Compelling Question: What rights or freedoms protected in the Bill of Rights are most important today?

CHAPTER 19

pg. 241

George Washington's Presidency

How did George Washington help define the presidency?

Inquiry Compelling Question: How do presidents say farewell?

 **Inquiry and Research Skill:** Reading Laterally

CHAPTER 20

pg. 254

John Adams's Presidency

How did John Adams and the Federalists envision the role of the federal government?

Inquiry Compelling Question: Did the United States need a strong central government at the turn of the 19th century?

 **Inquiry and Research Skill:** Addressing Counterclaims

UNIT 5

A Growing Nation

CHAPTER 21

Thomas Jefferson's Presidency

How did Thomas Jefferson change the role of the federal government?

pg. 268

Inquiry Compelling Question: Did the *Marbury v. Madison* ruling change the amount of power the Supreme Court had?

CHAPTER 22

The Louisiana Purchase

In what ways did the Louisiana Purchase change the United States?

pg. 279

Inquiry Compelling Question: Why was the Lewis and Clark Expedition historically significant?


 **Inquiry and Research Skill:** Analyzing Historical Significance

CHAPTER 23

War of 1812

How did the War of 1812 impact the United States?

pg. 292

 **Historical Reading Skill:** Analyzing Auditory and Video Sources

Inquiry Compelling Question: According to these three American citizens, is the War of 1812 worth the risk?

CHAPTER 24

An Evolving National Identity

How did governmental policies during the Era of Good Feelings impact the country and the people living in the United States?

pg. 304

 **Historical Reading Skill:** Analyzing Photographs and Artwork

Inquiry Compelling Question: How can online research deepen our understanding of a source?

 **Inquiry and Research Skill:** Searching Effectively Online

CHAPTER 25

The Age of Jackson

How did Andrew Jackson's presidency change politics in the United States?

pg. 316

Inquiry Compelling Question: When should a president use the veto?

CHAPTER 26

Removal, Relocation, and Resistance

How did Indigenous groups respond to forced relocation?

pg. 328

Inquiry Compelling Question: How were Indigenous families impacted by the Trail of Tears?

UNIT 6

Westward Expansion and the Industrial Revolution


CHAPTER 27

pg. 342

Industrial Revolution and Rise of the Cotton Economy

How did the Industrial Revolution shape the United States?

Inquiry Compelling Question: Were Americans in the North better off after the Industrial Revolution?

 **Inquiry and Research Skill:** Analyzing Change and Continuity

CHAPTER 28

pg. 356

Transportation Boom

How did the transportation and communication revolutions transform the United States?

Inquiry Compelling Question: Which matters more, the long-term or short-term impacts of a public works project?

 **Inquiry and Research Skill:** Writing a Historical Argument

CHAPTER 29

pg. 373

Immigration and Urbanization

How did new patterns of immigration shape the United States during the mid-19th century?

 **Historical Reading Skill:** Analyzing Data in Graphs and Charts

Inquiry Compelling Question: How can images generate curiosity in history?

 **Inquiry and Research Skill:** Constructing Compelling and Supporting Questions

CHAPTER 30

pg. 390

Coast to Coast

What challenges did Americans face when establishing settlements in Oregon and Texas?

 **Historical Reading Skill:** Analyzing Political Cartoons

Inquiry Compelling Question: How did mountain men shape the idea of the West?

CHAPTER 31

pg. 405

War with Mexico

How did the Mexican-American War change the United States?

Inquiry Compelling Question: In what ways does vaquero culture still exist today?

CHAPTER 32

pg. 416

Life in the West

What opportunities and hardships did westward expansion present in California and Utah?

Inquiry Compelling Question: What could women expect from moving to the West during the 19th century?

UNIT 7

Sectionalism

CHAPTER 33

Social Reform

How did the Second Great Awakening lead to social reforms?

pg. 430

Inquiry Compelling Question: How can leaders from the past inspire us today?

 **Inquiry and Research Skill:** Assessing Options for Action

CHAPTER 34

Resistance and the Abolitionist Movement

What methods did abolitionists use to resist slavery in the United States?

pg. 444

Inquiry Compelling Question: How did different people view abolition?

CHAPTER 35

Rights for Women

Why did some Americans want more rights for women in the 19th century, and what were their demands?

pg. 456

Inquiry Compelling Question: What did the Seneca Falls Convention accomplish?

CHAPTER 36

The Politics of Slavery

Why did political tensions escalate in the United States in the 1840s and 1850s?

pg. 469

Inquiry Compelling Question: How did fleeing to Canada impact the lives of formerly enslaved Black Americans?

 **Inquiry and Research Skill:** Communicating Conclusions

CHAPTER 37

Sectional Crisis

How did the U.S. government try to prevent civil war?

pg. 482

Inquiry Compelling Question: What type of action had a greater impact on the nation in the 1850s: individual action, collective action, or government action?

CHAPTER 38

Secession

How did the actions of individual states contribute to the outbreak of the Civil War?

pg. 496

Inquiry Compelling Question: Do states have a constitutional right to secede?

 **Inquiry and Research Skill:** Critiquing and Improving Arguments

UNIT 8

The Civil War and Reconstruction

CHAPTER 39

pg. 510

The Civil War Begins

| How did the Civil War impact the lives of people in the North and South?

Inquiry Compelling Question: Did the Union or the Confederacy have the advantage at the beginning of the Civil War?

CHAPTER 40

pg. 519

Civil War and Emancipation

| What was the impact of the Emancipation Proclamation?

Inquiry Compelling Question: To what extent was the Emancipation Proclamation a turning point for Black Americans?

CHAPTER 41

pg. 532

The Civil War Ends

| What were the major turning points in the Civil War?

Inquiry Compelling Question: Why do the words in Lincoln's second inaugural address matter?

CHAPTER 42

pg. 545

Rebuilding

| How did the federal government attempt to reconstruct the United States after the Civil War?

Inquiry Compelling Question: What does Hiram Rhodes Revels's story tell us about Reconstruction?

CHAPTER 43

pg. 558

The Legacy of Reconstruction

| How did Reconstruction impact life for Black Americans in the South?

Inquiry Compelling Question: How do the enduring themes connect to Reconstruction?

PRIMARY AND SECONDARY SOURCES LIST

Unit 1

Early Migrations and Exploration

N Source appears in Chapter Narrative

I Source appears in Chapter Inquiry

CHAPTER 1

EARLY CIVILIZATIONS

Kohta Circus Petroglyphs N	
Unknown (Engraving, Unknown).....	7
Cave Full of Untouched Maya Artifacts Found at Chichén Itzá N	
Jason Daley (Article, 2019).....	9
Archaeological Sites in North and South America I	
Traverse (Map, 2023).....	10
Origin: A Genetic History of the Americas I	
Jennifer Raff (Book Excerpt, 2022)	11

CHAPTER 2

INDIGENOUS AMERICANS

Potlatch N	
Christian Roy (Reference Material, 2005).....	19
Haudenosaunee Constitution N	
Dekanawida (Document, Unknown).....	20
Sun Dance Ceremony Scene N	
Cante'-Wani'ća (Painting, Unknown).....	22
The White Dawn of the Hopi I	
Unknown (retold and translated by H. R. Voth) (Folktale, Unknown)	23
Haudenosaunee Thanksgiving Address: Greetings to the Natural World I	
Unknown (translated by John Stokes) (Address, Unknown).....	24
Lakota Emergence Story I	
Wilmer Mesteth, Sina Bear Eagle (Folktale, Unknown)	25

Unit 2

Colonial Life

CHAPTER 5

SOUTHERN COLONIES

Declaration in the Name of the People of Virginia N	
Nathaniel Bacon (Document, 1676).....	60
Prosperity Starts With a Pea N I	
Jessica Harris (Article, 2010)	61
For this 89-year-old Gullah Geechee Chef, Cooking Is about Heart I	
Emily Meggett and Anastasia Tsioulcas (Newscast, 2022)	62

CHAPTER 3

BUILDING GLOBAL EMPIRES

Letter to King Ferdinand and Queen Isabella of Spain N I	
Christopher Columbus (Correspondence, 1493)	32
Probanza N I	
Juan Garrido (translated by Traverse) (Document, 1538).....	33
The Broken Spears: The Aztec Account of the Conquest of Mexico I	
Miguel León-Portilla (Book Excerpt, 1959)	34
A Brief Account of the Destruction of the Indies I	
Bartolomé de Las Casas (Book Excerpt, 1542)	35

CHAPTER 4

CONQUEST AND COLONIZATION

Instructions for Willem Verhulst, Director of New Netherland N	
Dutch West India Company (translated by A. J. F. van Laer) (Correspondence, 1625).....	45
History of the Jamestown Colony N	
Traverse (Time Line, 2023)	46
The Voyages and Explorations of Samuel de Champlain I	
Samuel de Champlain (translated by Annie Nettleton Bourne) (Book Excerpt, 1632)	48
Charter of Freedoms and Exemptions, Patroons, New Netherland I	
Dutch West India Company (translated by A. J. F. van Laer) (Document, 1629).....	49
Proposed Coat of Arms for New Amsterdam I	
Unknown (Illustration, circa 1630)	50

Gullah Language I	
Sunn m'Cheaux (Video, 2022).....	62
The Gullah: Rice, Slavery, and the Sierra Leone-American Connection I	
Joseph A. Opala (Book Excerpt, 1987).....	63
Shout Because You're Free: The African American Ring Shout Tradition in Coastal Georgia I	
Art Rosenbaum (Book Excerpt, 1998)	64
Watch That Star I	
McIntosh County Shouters (Song, 1984).....	65

CHAPTER 6

NEW ENGLAND COLONIES

Mayflower Compact **N I**
 William Brewster (Document, 1620) 72

Anne Hutchinson, quoted in *Antinomianism in the Colony of Massachusetts Bay* **N**
 Charles Francis Adams (Excerpt, 1894) 73

Our Beloved Kin **N**
 Lisa Brooks (Book Excerpt, 2018) 73

Massachusetts Bay Colony Seal, 1629 **I**
 Unknown (Artwork, 1629) 74

A Dialogue Between Old England and New **I**
 Anne Bradstreet (Poem, 1650) 75

The Suppressed Speech **I**
 Wamsutta (Frank B.) James (Speech, 1970) 76

CHAPTER 7

MIDDLE COLONIES

Letter from William Kieft to Peter Minuit **N**
 William Kieft (Correspondence, 1638) 85

Letter from the Directors to Stuyvesant **N**
 Eduard Man (Correspondence, 1656) 86

Penn’s Treaty with the Indians **N I**
 Benjamin West (Painting, 1771) 87

Letter to the Committee of the Free Society of Traders, 1683 **I**
 William Penn (Correspondence, 1683) 88

The Life of William Penn **I**
 Samuel Mcpherson Janney (Excerpt, 1852) 89

Native American Massacre from Colonial PA History to Be Retold in Comic Book **I**
 WHYY, Peter Crimmins (Newscast, 2018) 90

CHAPTER 8

LIFE IN THE COLONIES

George Whitefield Preaching **N**
 John Collet (Painting, 1750) 99

A Brief Narrative of the Case and Tryal of John Peter Zenger **N**
 James Alexander, quoting Andrew Hamilton (Pamphlet, 1736) 100

Colonial Expansion **N**
 Traverse (Map, 2023) 101

The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African **N**
 Olaudah Equiano (Book Excerpt, 1789) 103

Boston Latin School **I**
 Unknown (Illustration, Unknown) 104

Old Deluder Satan Act of 1647 **I**
 Massachusetts Legislature (Law/Legislation, 1647) 105

The Autobiography of Benjamin Franklin **I**
 Benjamin Franklin (Autobiography, 1791) 106

“Improved” and “Very Promising Children”: Growing Up Rich in Eighteenth-Century South Carolina **I**
 Darcy R. Fryer (Book Excerpt, 2006) 107

CHAPTER 9

THE FRENCH AND INDIAN WAR

Join or Die **N**
 Benjamin Franklin (Political Cartoon, 1754) 114

Treaty of Paris (1763) **N**
 Britain, France, and Spain (Document, 1763) 114

Chief Canassatego’s Address on Property Rights of Iroquois Confederacy **I**
 Cadwallader Colden (Book Excerpt, 1747) 115

Account of Shingas and General Braddock **I**
 Charles Stuart (Document, 1755) 116

Iroquois Confederacy Leaders Confer with General Johnson **I**
 William Johnson (Book Excerpt, 1756) 117

Unit 3

The American Revolution

CHAPTER 10

COLONIAL RESISTANCE

A Report on Reaction to the Stamp Act **N**
 Archibald Hinshelwood (Correspondence, 1765) 128

The Bloody Massacre **N**
 Paul Revere (Artwork, 1770) 129

The Rights of the British Colonies, Asserted and Proved **I**
 James Otis (Pamphlet, 1764) 131

No Stamp Act Teapot **I**
 Unknown (Artwork, 1770) 132

The Declaratory Act of 1766 **I**
 British Parliament (Legislation, 1766) 132

Magna Britannia: Her Colonies Reduced **I**
 Benjamin Franklin (Political Cartoon, 1767) 133

Death of Crispus Attucks at the Boston Massacre **I**
 William L. Champney (Illustration, 1856) 134

CHAPTER 11

COLONIAL UNITY AND ACTION

Tea, Destroyed by Indians **N**
 Unknown (Poem, 1773) 142

Declaration and Resolves of the First Continental Congress **N I**
 Members of the First Continental Congress (Document, 1774) 143

Virginia Resolves on the Stamp Act **I**
 Patrick Henry (Document, 1765) 144

Testimony of Newton Prince **I**
 Newton Prince (Interview, 1770) 145

CHAPTER 12

THE DECLARATION OF INDEPENDENCE

Olive Branch Petition **N**
 Members of the Second Continental Congress (Document, 1775) 154

Declaration of Independence **N I**
 Thomas Jefferson (Document, 1776) 154

Rough Draft of the Declaration of Independence (Grievances) **N**
 Thomas Jefferson, ed. Julian Boyd (Document, 1776) 157

Rough Draft of the Declaration of Independence (Preamble) **I**
 Thomas Jefferson, ed. Julian Boyd (Document, 1776) 158

Trumbull's Declaration of Independence **I**
 John Trumbull (Painting, 1818) 159

Declaration **I**
 Tracy K. Smith (Poem, 2017) 160

Letter to John Adams from Abigail Adams **I**
 Abigail Adams (Correspondence, 1776) 161

CHAPTER 13

TAKING SIDES

His Excellency General Washington **N**
 Phillis Wheatley (Poem, 1775) 169

Memoirs of the Life of Boston King, A Black Preacher **N I**

Boston King (Book Excerpt, 1798) 170

Speech to Lord George Germain **I**
 Joseph Brant (Speech, 1776) 171

The Bostonians Paying the Excise-man, or Tarring & Feathering **I**
 Philip Dawe (Political Cartoon, 1774) 172

CHAPTER 14

THE REVOLUTION EXPANDS

Memoir of a Revolutionary Soldier: The Narrative of Joseph Plumb Martin **N I**
 Joseph Plumb Martin (Book Excerpt, 1830) 181

Washington Crossing the Delaware **N**
 Emanuel Leutze (Painting, 1851) 182

What America Was Really Like in 1776 **I**
 Thomas Fleming (Book Excerpt, 2012) 182

The American Crisis (No. 1) **I**
 Thomas Paine (Pamphlet, 1776) 183

Journal of Margaret Morris **I**
 Margaret Morris (Journal, 1777) 184

Nancy Hart Capturing the British Soldiers **I**
 Unknown (Illustration, Unknown) 185

CHAPTER 15

VICTORY AND INDEPENDENCE

Letter to George Clinton from George Washington **N I**
 George Washington (Correspondence, 1778) 194

Letter to Adrienne de Lafayette **N**
 Marquis de Lafayette (Correspondence, 1778) 195

The Horse America, Throwing His Master **N**
 Unknown (Political Cartoon, 1779) 196

Diary of Anna Rawle **N I**
 Anna Rawle (Correspondence, 1781) 197

Diary of Ezra Tilden **I**
 Ezra Tilden (Journal, 1776–1777) 198

Surrender of Lord Cornwallis **I**
 John Trumbull (Painting, 1826) 199

Unit 4

A New Government

CHAPTER 16

ARTICLES OF CONFEDERATION

Articles of Confederation (Articles I & II) **N**
 Second Continental Congress (Law, 1777) 208

Northwest Ordinance **N**
 Rufus King and Nathan Dane (Law, 1787) 208

Articles of Confederation (Articles VIII & XII) **N**
 Second Continental Congress (Law, 1777) 209

Shays's Mob in Possession of a Courthouse, 1786 **I**

Howard Pyle (Illustration, 1884) 210

Articles of Confederation (Articles I, II, VIII, & XII) **I**
 Second Continental Congress (Law, 1777) 211

Letter to Henry Knox from George Washington **I**
 George Washington (Correspondence, 1787) 212

CHAPTER 17

THE CONSTITUTION

Letter to Thomas Jefferson from Benjamin Banneker **N**
 Benjamin Banneker (Correspondence, 1791) 222

Constitution of the United States (Article I, Section 7) **N**
 James Madison et al. (Law, 1787) 222

Constitution of the United States (Article I, Section 2) **N**
 James Madison et al. (Law, 1787) 223

Constitution of the United States (Preamble, Article V) **I**
 James Madison et al. (Law, 1787) 224

Constitutional Interpretation the Old Fashioned Way **I**
 Antonin Scalia (Speech, 2005) 225

State of Missouri v. Holland **I**
 United States Supreme Court (Court Ruling, 1920) 226

CHAPTER 18

RATIFICATION AND THE BILL OF RIGHTS

The Federalist No. 10 **N**
 James Madison (Essay, 1787) 235

Letter to the Republican from the Federal Farmer **N**
 Federal Farmer (Correspondence, 1787) 236

Unit 5
A Growing Nation

CHAPTER 21

THOMAS JEFFERSON'S PRESIDENCY

Alexander Hamilton to Harrison Gray Otis **N**
 Alexander Hamilton (Correspondence, 1800) 272

Speaking in a Judicial Voice **N I**
 Ruth Bader Ginsburg (Address, 1992) 273

Kittens Kick the Giggly Blue Robot All Summer **I**
 Akhil Reed Amar, Linda Monk, Ari Savitsky, Jad Abumrad, Kelsey Padgett (Podcast, 2016) 274

Marbury v. Madison **I**
 United States Supreme Court (Court Ruling, 1803) 274

Why Marbury v. Madison Still Matters **I**
 Newsweek Staff (Article, 2009) 275

CHAPTER 22

THE LOUISIANA PURCHASE

Letter to Robert R. Livingston **N**
 Thomas Jefferson (Correspondence, 1802) 283

The Louisiana Purchase, 1803 **N**
 Traverse (Map, 2023) 284

Our People Have Always Been Here **N I**
 Roberta Conner (Book Excerpt, 2008) 285

Constitution of the United States **I**

James Madison et al. (Law, 1787) 236

CHAPTER 19

GEORGE WASHINGTON'S PRESIDENCY

Washington's First Inaugural Address **N**
 George Washington (Speech, 1789) 245

Congressional Pugilists **N**
 Unknown (Political Cartoon, 1798) 246

Letter to Vicente Manuel Zéspedes **N**
 Alexander McGillivray (Hoboi-Hili-Miko) (Correspondence, 1785) 246

Washington's Farewell Address **I**
 George Washington (Correspondence, 1796) 247

CHAPTER 20

JOHN ADAMS'S PRESIDENCY

Property Protected—à la Française **N**
 S. W. Fores (Political Cartoon, 1798) 258

Sedition Act **N I**
 United States Congress (Law, 1798) 259

Address to Congress on Naval Defense **I**
 John Adams (Address, 1797) 260

Letter to Thomas Jefferson, May 20, 1798 **I**
 Correspondence (James Madison, 1798) 261

Journals of the Lewis & Clark Expedition **I**

William Clark (Journal, 1804) 286

Undaunted Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American West **I**
 Stephen E. Ambrose (Book Excerpt, 1996) 287

CHAPTER 23

WAR OF 1812

Felix Grundy Address to Congress **N I**
 Felix Grundy (Speech, 1811) 296

The Star-Spangled Banner **N**
 Francis Scott Key, U.S. Army Band and Chorus (Song, 1814) 297

America Guided by Wisdom **N**
 John Barralet and Benjamin Tanner (Illustration, 1815) 299

Mr. Madison's War **I**
 John Lowell (Pamphlet, 1812) 299

Letter by Dolley Madison **I**
 Dolley Madison (Correspondence, 1814) 300

CHAPTER 24

AN EVOLVING NATIONAL IDENTITY

Map of the United States, 1818 **N**
 John Melish (Map, 1818) 308

Three Seminole Scouts **N**
 Noah Billie (Painting, 1991) 309

The Seminoles of Florida **I**
 Minnie Moore-Willson (Book Excerpt, 1920) 311

CHAPTER 25

THE AGE OF JACKSON

Avenging the People: Andrew Jackson, the Rule of Law, and the American Nation **N**
 J. M. Opal (Book Excerpt, 2017) 320

In Memoriam—Our Civil Service as It Was **N**
 Thomas Nast (Political Cartoon, 1877) 321

General Jackson Slaying the Many Headed Monster **N**
 Henry R. Robinson (Political Cartoon, 1836) 322

The Veto **I**
 Traverse (Article, 2022) 323

Presidential Vetoes **I**
 Traverse (Time Line, 2023) 324

CHAPTER 26

REMOVAL, RELOCATION, AND RESISTANCE

Nation to Nation: Treaties Between the United States and American Indian Nations **N**
 Suzan Shown Harjo (Book Excerpt, 2014) 332

Letter from Chief John Ross of the Cherokee, Georgia, 1836 **N I**
 John Ross (Correspondence, 1836) 333

Trail of Tears: Our Removal **N I**
 Linda Hogan (Poem, 2014) 334

Letter from Captain William Derrick **I**
 William Derrick (Correspondence, 1838) 335

My Ancestors Were Enslaved—But Their Freedom Came at a Price for Others **I**
 Alaina Roberts (Article, 2021) 335

Unit 6

Westward Expansion and the Industrial Revolution

CHAPTER 27

INDUSTRIAL REVOLUTION AND RISE OF THE COTTON ECONOMY

Blank Book Manufactory **N**
 Augustus Kollner (Advertisement, 1850) 346

Loom and Spindle **N I**
 Harriet Robinson (Book Excerpt, 1898) 346

Something New Starts Every Day **I**
 Unknown (Song, 1837) 347

Major City Population Growth, 1830–1860 **I**
 Traverse (Table, 2024) 348

An Address to the Working Men of New England **I**
 Seth Luther (Book Excerpt, 1833) 349

Factory Girls **I**
 Harriet Jane Farley (Article, 1840) 350

Advertisement for the United States Sewing Machine Company **I**
 United States Family Sewing Machine (Advertisement, 1869) 351

CHAPTER 28

TRANSPORTATION BOOM

The Monkey System **N**
 Edward Williams Clay (Political Cartoon, 1831) 360

Letter to the Erie Canal Board **N I**
 Citizens of the Town of German Flatts (Correspondence, 1829) 361

United States' Railroads in Operation and Progress **N**
 David McLellan (Map, 1854) 362

Letter from Henry Van Patten to the Erie Canal Board **I**
 Henry Van Patten (Correspondence, 1829) 363

Lake Invaders: Invasive Species and the Battle for the Future of the Great Lakes **I**
 William Rapai (Book Excerpt, 2016) 364

Narrative of the Festivities Observed in Honor of the Completion of the Grand Erie Canal **I**
 William Stone (Book Excerpt, 1825) 365

200 Years on the Erie Canal **I**
 CBS Sunday Morning (Newscast, 2017) 366

Economic Impacts of Non-Tourism Use of the NYS Canal System **I**
 Traverse (Table, 2023) 366

CHAPTER 29

IMMIGRATION AND URBANIZATION

Letter to John Curtis, April 21, 1847 **N**
 Hannah Curtis (Correspondence, 1847) 377

No Irish Need Apply **N**
 John F. Poole (Song, Unknown) 378

Major City Population Growth, 1830–1860 **N**
 Traverse (Table, 2024) 379

German-American “Turner” Festival, Cincinnati, Ohio 1865 **I**
 Harper’s Weekly (Illustration, 1865) 381

Ad for Anti-Immigrant Newspaper’s Debut **I**
 The Editors of the *American Patriot* (Advertisement, 1852) 381

A Bishop’s Plea During the Bible Riots **I**
 Bishop Francis Patrick Kenrick (Poster, 1844) 382

Bridget O’Donnel and Children I	
James Mahony (Illustration, 1849).....	383
Irish Emigrants Leaving Their Homes for America I	
Frank Leslie’s Illustrated Newspaper (Engraving, 1866)	384
Houston and Texas Central Railroad Immigration Poster I	
Unknown (Illustration, Unknown).....	384
Chinese Settlement in the Suburbs of San Francisco, California I	
F. Hickock (Illustration, 1856).....	385

CHAPTER 30
COAST TO COAST

American Progress N	
John Gast (Painting, 1873)	394
Pioneer Life N	
Sara Wrenn, Sarah Byrd (Interview, 1939)	394
Santa Anna Surrenders to Houston N	
Henry R. Robinson (Political Cartoon, 1836).....	395
Jedediah Smith’s Journal: First Expedition to California I	
Jedediah Smith (Journal, 1826–1827)	397
The Expeditions of John C. Frémont I	
John C. Frémont (Journal, 1842–1844)	398
To Enterprising Young Men I	
William H. Ashley (Advertisement, 1822)	399
Map of the Territory West of the Rocky Mountains I	
Benjamin Bonneville (Map, 1837).....	400
A Journey to the Rocky Mountains in the Year 1839 I	
Friedrich Adolph Wislizenus (Book Excerpt, 1840)	401
Fort Bridger I	
Samuel C. Mills (Photograph, 1858)	402

Unit 7

Sectionalism

CHAPTER 33
SOCIAL REFORM

The Black Church: This Is Our Story, This Is Our Song N	
Henry Louis Gates Jr. (Book Excerpt, 2021)	434
Man the Reformer N	
Ralph Waldo Emerson (Speech, 1841).....	435
Petition to Boston Primary School Committee I	
George Putnam et al. (Document, 1846).....	435
Letter from Mary Lyon, November 1836 I	
Mary Lyon (Correspondence, 1836)	436
William Cooper Nell: Smith Court Leader I	
Museum of African American History— Boston and Nantucket (Article, 2021)	437

CHAPTER 31
WAR WITH MEXICO

Een Waterplaats in Neder Californie N	
William Redmond Ryan (Illustration, 1850).....	409
Spot Resolutions N	
Abraham Lincoln (Document, 1847)	409
Vaqueros I	
Traverse (Article, 2022)	410
Not Their First Rodeo: How Black Riders Are Reclaiming Their Place in Cowboy Culture I	
Grace Widyatmadja (Article, 2022)	411
“The Boundaries Moved”: How the Spanish Vaquero Became the American Cowboy I	
Melodie Edwards, Andrew Abeyta, Aaron Abeyta, Jim Hoy (Podcast, 2021).....	412
Chicago’s Black American Cowboys I	
Alexandra Buxbaum (Photograph, 2022).....	413

CHAPTER 32
LIFE IN THE WEST

California Emigration Society Flyer N I	
California Emigration Society (Advertisement, 1849)	420
Mormon Pioneer National Historic Trail: Historic Resource Study N I	
Stanley B. Kimball (Book Excerpt, 1991).....	421
Constitution of California 1849 I	
Monterey Convention of 1849 (Document, 1849).....	422
Een Waterplaats in Neder Californie I	
William Redmond Ryan (Illustration, 1850).....	422
Letter to Selden Ballou I	
Mary Ballou (Correspondence, 1852).....	423
Maria Rita Valdez, the Afro-Latina and Granddaughter of Slaves Whose Land Is Now Beverly Hills I	
Beatriz García (Article, 2021)	424

Horace Mann I	
Unknown (Illustration, circa 1900).....	438
American Asylum for Deaf I	
H. P. Arms (Illustration, 1881)	439

CHAPTER 34
RESISTANCE AND THE ABOLITIONIST MOVEMENT

What to the Slave Is the Fourth of July? N	
Frederick Douglass (Speech, 1852).....	448
Remembering the Legacy of Nat Turner’s Slave Rebellion N	
Kenneth S. Greenberg, Todd Zwillich (Podcast, 2016)	449
The Underground Railroad Records N	
William Still (Book Excerpt, 1872).....	449

The Colonization Scheme I	
Frederick Douglass (Article, 1852).....	451
A North-Side View of Slavery: Harriet Tubman I	
Harriet Tubman, Benjamin Drew (Book Excerpt, 1856).....	451
Slavery Brutalizes Man I	
Daniel A. Payne (Speech, 1839).....	452
Sarah Mapps Douglass Urges Support for the Antislavery Cause I	
Sarah Mapps Douglass (Speech, 1832).....	453

CHAPTER 35
RIGHTS FOR WOMEN

On the Equality of the Sexes N	
Judith Sargent Murray (Essay, 1790).....	460
Declaration of Sentiments N I	
Elizabeth Cady Stanton (Document, 1848).....	461
A Reading of Sojourner Truth’s “Ain’t I a Woman” Speech N	
Sojourner Truth, ST, Marius Robinson (Video, 2017).....	462
Commemorative Card from Seneca Falls Convention I	
Unknown (Pamphlet, 1908).....	463
The Rights of Women from <i>The North Star</i> I	
Frederick Douglass (Article, 1848).....	464
<i>The Daily Crescent</i> Reports on Seneca Falls Convention I	
<i>The Daily Crescent</i> (Article, 1848).....	465
Suffragists with Banners I	
Harris & Ewing (Photograph, 1917).....	465
The Myth of Seneca Falls I	
Lisa Tetrault (Book Excerpt, 2014).....	466

CHAPTER 36
THE POLITICS OF SLAVERY

Cotton Is King N	
James Henry Hammond (Speech, 1858).....	473
Letter to the Church of Jesus Christ in Fauquier County, Virginia N	
Anthony Burns (Correspondence, 1855–1856).....	474

Unit 8

The Civil War and Reconstruction

CHAPTER 39
THE CIVIL WAR BEGINS

Scott’s Great Snake N	
J. B. Elliott (Political Cartoon, 1861).....	514
Letter to Edward H. Dickerman N	
Samuel Dickerman (Correspondence, 1861).....	515
Comparing Union and Confederacy at the Start of the Civil War I	
Traverse (Table, 2024).....	516

A North-Side View of Slavery: St. Catharines I	
Benjamin Drew (Book Excerpt, 1856).....	475
The Life of Josiah Henson I	
Josiah Henson (Book Excerpt, 1849).....	476
Amherstburg 1797–1996 I	
Marsh Collection Society (Book Excerpt, 1997).....	477

CHAPTER 37
SECTIONAL CRISIS

Life and Times of Frederick Douglass N	
Frederick Douglass (Autobiography, 1881).....	486
Seventh Joint Debate: Lincoln’s Reply to Douglas N	
Abraham Lincoln (Speech, 1858).....	487
Caution!! Colored People of Boston I	
Theodore Parker (Poster, 1851).....	488
America I	
James Monroe Whitfield (Poem, 1853).....	489
Kansas-Nebraska Act I	
James McConnell (Map, 1919).....	490
Fremont and Victory I	
Unknown (Song, 1856).....	491
Dred Scott v. Sandford I	
United States Supreme Court (Court Ruling, 1857).....	492
Harpers Ferry Insurrection I	
<i>Frank Leslie’s Illustrated Newspaper</i> (Illustration, 1859).....	493

CHAPTER 38
SECESSION

1860 Election Poster N	
W. H. Rease (Poster, 1860).....	500
Declaration of Secession N I	
South Carolina Congressional Delegation (Document, 1860).....	500
Can a State Constitutionally Secede? I	
The Editors of the <i>Dubuque Herald</i> (Article, 1860).....	502
Texas v. White I	
United States Supreme Court (Court Ruling, 1869).....	503

CHAPTER 40
CIVIL WAR AND EMANCIPATION

Emancipation Proclamation N	
Abraham Lincoln (Document, 1863).....	523
Gettysburg Address N	
Abraham Lincoln (Speech, 1863).....	524
Breaking That “Backbone” I	
Benjamin Henry Day (Political Cartoon, circa 1863).....	525

The Truth about Black Freedom I	
Daina Ramey Berry (Article, 2021).....	526
Emancipation: The Past and the Future I	
Thomas Nast (Illustration, 1863).....	527
Rather Die Freeman, Than Live to Be Slaves I	
David Bustill Bowser (Illustration, 1860–1870).....	528
Letter to Charles Adams from William H. Seward I	
William H. Seward (Correspondence, 1862).....	529

CHAPTER 41
THE CIVIL WAR ENDS

A Diary from Dixie N	
Mary Boykin Chesnut (Journal, 1864).....	536
Testimony on Black American Migration N	
Henry Adams (Speech, 1880).....	537
Lincoln’s Second Inaugural Address I	
Abraham Lincoln (Address, 1865).....	538
An Analysis of Lincoln’s Second Inaugural Address I	
National Park Service Staff (Article, Unknown).....	539
Abraham Lincoln: His Hand and His Pen I	
Doris Kearns Goodwin and Lillian Cunningham (Podcast, 2016).....	540
Broadsides of Lincoln’s Second Inaugural Address I	
Various (Image Set, 1865).....	541

CHAPTER 42
REBUILDING

Opinion on the Trial of Andrew Johnson N	
James W. Grimes (Document, 1868).....	549
The First Vote N	
Alfred R. Waud (Illustration, 1867).....	550
A Biography of Hiram Rhodes Revels I	
History, Art, and Archives: United States House of Representatives (Biography, Unknown).....	551

Hiram Revels Taking the Oath of Office I	
Frank Leslie’s Illustrated Newspaper (Illustration, 1870).....	552
Speech on the Readmission of Georgia I	
Hiram Rhodes Revels (Speech, 1870).....	553
The Legacy of the Reconstruction Era’s Black Political Leaders I	
Olivia B. Waxman (Article, 2022).....	554
Black American Senators I	
Traverse (Time Line, 2024).....	555

CHAPTER 43
THE LEGACY OF RECONSTRUCTION

Mississippi Black Code N	
Mississippi State Legislature (Legislation, 1865).....	562
The Man with the (Carpet) Bags N	
Thomas Nast (Political Cartoon, 1872).....	563
Songs of the Exodusters N	
Hester Hickman (Pamphlet, 1877).....	564
United States Constitution I	
United States Congress (Law, 1870).....	565
Historian Eric Foner on the “Unresolved Legacy of Reconstruction” I	
Eric Foner and Terry Gross (Radio Program, 2006).....	566
American Sketches: A Negro Congregation at Washington I	
<i>The Illustrated London News</i> (Illustration, 1876).....	567
Historically Black Colleges and Universities I	
Traverse (Time Line, 2024).....	568
40 Acres and a Mule: How the First Reparations for Slavery Ended in Betrayal I	
DeNeen L. Brown (Article, 2021).....	569

UNIT 3

The American Revolution



1765

Parliament passes the Quartering Act.

1765

The Stamp Act Congress meets.

1770

British soldiers shoot five people at the Boston Massacre.



1760

1765

1770

1766

The Declaratory Act clarifies that Britain has the absolute right to pass laws in the colonies.



1773

Colonists gather in Boston Harbor and dump nearly 50 tons of tea into the water.



Washington Crossing the Delaware
by Emanuel Leutze, 1851.



ENDURING THEMES

CIVICS AND CITIZENSHIP

What role has civic participation played in significant events?

Citizenship and civics, or the rights of citizens as well as their duties, were an important part of the American Revolution. In the Declaration of Independence, the Founders argued that the American colonists weren't being treated as citizens with full rights, and that it was their "duty" to overthrow the British government. In what ways did Patriots engage in civic participation as they worked toward independence? How did the British government oppose the revolutionary actions of the colonists?

GOVERNMENT

What is political legitimacy, and how is it determined?

During the American Revolution, colonists created a new national government, known as the First Continental Congress. As you learn about the American Revolution, consider what qualifies as a government. What were the parts and key features of the first American government, and what was its reason for existence? Why did Britain consider the act of forming a separate government to be an act of treason? How did the laws and policies of the British and American governments lead to war?

DIPLOMACY AND CONFLICT

How have the actions of other countries impacted the development of the United States?

Before the Patriot leaders declared independence, they extended offers of loyalty and peace to the King of England. The First and Second Continental Congresses also took diplomatic actions to avoid further armed conflict. How did these early American governments try to keep the peace? Which Patriot leaders worked toward ending the conflict between the colonies and Britain, and which wanted to encourage the conflict? How did the king and British Parliament respond to the various actions of the colonists?

1774

Parliament passes the Coercive, or Intolerable, Acts.

1774

The First Continental Congress meets in Philadelphia.

1776

The Second Continental Congress approves the Declaration of Independence.

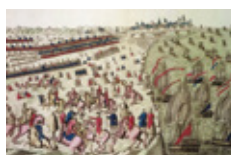
1775

1775
British troops and colonial militia members fight the Battles of Lexington and Concord.

1775

The Second Continental Congress begins to serve as a national government for the colonies.

1780



1781

British General Cornwallis surrenders at Yorktown.

1785

12

The Declaration of Independence

Delegates voting on the Declaration of Independence, 1776.



CHAPTER OVERVIEW



CHAPTER QUESTION

Why did revolutionaries declare independence from Great Britain?

CHAPTER OBJECTIVES

1. Identify the role the Second Continental Congress had in shaping the decision to pursue independence from Great Britain.
2. Describe the reasons for writing the Declaration of Independence and examine its structure.
3. Analyze the significance and consequences of the Declaration of Independence.
4. Write two paragraphs on significant language from the Declaration of Independence by identifying helpful sources.

“Independence . . . has now become absolutely necessary to the well-being of the Colonies.”

—James Bowdoin, in a letter to Mercy Otis Warren, March 23, 1776

CHAPTER CONTENTS

CHAPTER OVERVIEW

pg. 150

PRIMARY AND SECONDARY SOURCES

Olive Branch Petition pg. 154

Declaration of Independence pg. 154

Rough Draft of the Declaration of Independence (Grievances) pg. 157

Rough Draft of the Declaration of Independence (Preamble) pg. 158

Trumbull's Declaration of Independence pg. 159

Declaration pg. 160

Letter to John Adams from Abigail Adams pg. 161

CHAPTER INQUIRY

pg. 162

CHAPTER NARRATIVE



THE SECOND CONTINENTAL CONGRESS

What were the goals of the Second Continental Congress?

Primary Source

Olive Branch Petition

Media

Interactive Time Line: Leading up to the Declaration of Independence



DRAFTING THE DECLARATION OF INDEPENDENCE

Why was the Declaration of Independence written?

Primary Source

Declaration of Independence

Media

Explainer Video: Social Contract



DECLARING INDEPENDENCE

What was the impact of colonists declaring independence?

Primary Source

Rough Draft of the Declaration of Independence (Grievances)

Media

Flipbook: Patriot Women

CHAPTER INQUIRY ROUTINE

1 COMPELLING QUESTION

What word or phrase from the Declaration of Independence is most significant?

2 SOURCE SET

- Declaration of Independence
- Rough Draft of the Declaration of Independence (Preamble)
- Trumbull's Declaration of Independence
- Declaration
- Letter to John Adams from Abigail Adams

3 INQUIRY AND RESEARCH SKILL

Determining Helpful Sources

4 COMMUNICATING CONCLUSIONS

Construct an Argument: Write a two-paragraph essay responding to the Compelling Question. In the first paragraph, support your claim about which word or phrase in the Declaration of Independence is most significant using evidence from at least two sources. In the second paragraph, explain which source in this set was most helpful in defending your claim.

CHAPTER SUMMARY

BACKGROUND

- The delegates to the First Continental Congress in 1774 agreed to meet again in 1775 for a Second Continental Congress.
- Many delegates were already on their way to Philadelphia for the Second Continental Congress when war broke out in Massachusetts on April 19, 1775.
- This chapter explores what happened at the Second Continental Congress and how the delegates' actions shaped what would become the United States of America.

In 1775, colonial delegates met at the **Second Continental Congress** to address the escalating tensions with the British government. Some delegates, like **Patrick Henry**, pushed for full **independence** from Britain. But in a last attempt at peace, the Congress created the **Olive Branch Petition**. The document emphasized the colonists' loyalty to Britain and also expressed their unhappiness with the way they were being governed. The petition asked **King George III** to repeal the Tea Act, the Intolerable Acts, and other laws that had led to "open hostilities." The Congress also voted to create the **Continental Army**. Ultimately, the king refused to read the **petition**. He hired mercenaries from Germany and prepared for war.

As opposition to Great Britain grew, campaigns sprung up to persuade more colonists to support independence. The widely read pamphlet **Common Sense** by **Thomas Paine** made the case for independence in the minds of colonists and colonial

leaders. In the summer of 1776, Richard Henry Lee of Virginia proposed to the Second Continental Congress that the colonies should unite into a new nation and declare independence.

Before voting on Lee's proposal, the Congress established a committee to draft their ideas on independence. The committee was made up of five members, including **Benjamin Franklin** and **Thomas Jefferson**. Jefferson authored their document, which became the **Declaration of Independence**.

The committee drew from **Enlightenment** philosophers who had examined the basic purpose of a government. One inspiration was Thomas Hobbes, who believed in a **social contract** in which individuals enter into an agreement where the government protects them. **John Locke's** ideas on "**natural rights**" also shaped the document. Other principles in the Declaration of Independence, such as the idea of **limited government**, were inspired by English laws, including the **Magna Carta** and the English Bill of Rights. The Declaration also emphasized that the people have a right to approve how their government works, an idea known as **consent of the governed**.

The Second Continental Congress voted to approve the Declaration of Independence on July 4, 1776, a date now known as **Independence Day**. The signing of the Declaration of Independence officially established the colonies as unified states. The Congress named their new country the United States of America. Colonial leaders knew that sending the document to the king would likely result in war with one of the most powerful militaries in the world.

CHAPTER VOCABULARY

Benjamin Franklin

a legislative representative of the Pennsylvania Colony in 1766

Common Sense

pamphlet written by English-born activist Thomas Paine arguing in favor of colonial independence from British rule

consent of the governed

right of the people to approve how their government works

Continental Army

first standing army of the 13 unified colonies

Declaration of Independence

document that declared American sovereignty and detailed the reasons the colonists were separating from Britain

Enlightenment

European intellectual and philosophical movement in the 17th and 18th centuries that applied reason and rationality to understand and improve society



Enlightenment scientist Isaac Newton.

Hessian

a German soldier for hire during the American Revolution

independence

freedom to govern oneself

Independence Day

July 4, 1776, the day the Second Continental Congress approved the Declaration of Independence

John Adams

Boston lawyer and second president of the United States



Portrait of John Adams.

John Hancock

political leader from Massachusetts who expressed anti-British sentiment; the first signer of the U.S. Declaration of Independence

John Locke

English philosopher who argued people have the right to revolt if a government breaks the social contract and fails to protect their natural rights

King George III

king of Great Britain from 1760 to 1820

limited government

type of government less restrictive of individual liberties or freedoms

Magna Carta

English law from 1215 that presented the idea that the king was not above the law

natural right

a right that cannot be taken away by the government

Olive Branch Petition

letter sent by the Second Continental Congress to King George III asking him to repeal laws that led to hostilities between Britain and the colonies

Patrick Henry

Virginia lawyer who argued that colonists should only be taxed by their chosen representatives, such as those in the colonial assemblies

petition

a formal written request for change, made to an authority

Samuel Adams

Massachusetts political leader and key member of the Sons of Liberty

Second Continental Congress

the meeting of delegates from the colonies after the start of the Revolutionary War in which independence from Britain was declared

social contract

agreement between individuals in a society or between a society and its leaders that defines the rights and duties of each



Social contract theory originated thousands of years ago.

Thomas Jefferson

delegate from Virginia who drafted the Declaration of Independence and the third president of the United States

Thomas Paine

English-born activist who wrote *Common Sense*

PRIMARY AND SECONDARY SOURCES

🔗 Online option

Follow your teacher's directions for completing this activity.

THE SECOND CONTINENTAL CONGRESS

DRAFTING THE DECLARATION OF INDEPENDENCE

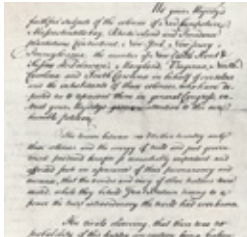
DECLARING INDEPENDENCE

INQUIRY

PRIMARY SOURCE

OLIVE BRANCH PETITION

? **Section Question:** What were the goals of the Second Continental Congress?



SOURCING INFORMATION

Genre: Document | **Authors:** Members of the Second Continental Congress | **Date:** 1775

BACKGROUND

In 1775, delegates at the Second Continental Congress wrote a petition to King George III that became known as the Olive Branch Petition. The petition expresses loyalty to the king and asks him to use his royal authority to end the tension between the colonists and Great Britain without further violence.

... your Majesty will find your faithful subjects on this continent ready and willing at all times, as they ever have been, with their lives and fortunes, to assert and maintain the rights and interests of your Majesty, and of our Mother country. . . .

We, therefore, beseech your Majesty, that your royal authority and influence may be graciously interposed to

procure us relief from our afflicting fears and jealousies . . . and that, in the mean time, measures may be taken for preventing the further destruction of the lives of your Majesty's subjects; and that such statutes as more immediately distress any of your Majesty's colonies may be repealed.

🔗 Online option



HISTORICAL READING SKILL | Analyzing Primary Sources

What was the desired outcome of the Olive Branch Petition?

- A. to avoid war
- B. to pay taxes
- C. to unify the colonies
- D. to win independence

THE SECOND CONTINENTAL CONGRESS

DRAFTING THE DECLARATION OF INDEPENDENCE

DECLARING INDEPENDENCE

INQUIRY

PRIMARY SOURCE

DECLARATION OF INDEPENDENCE



Close Reading: Identify words, phrases, or sentences that stand out as the most significant, and explain why you think they are the most significant ones in the document.



SOURCING INFORMATION

Genre: Document
Author: Thomas Jefferson
Date: 1776

BACKGROUND

Thomas Jefferson was the primary author of the Declaration of Independence. The document declares the colonies' independence from Great Britain. Jefferson wrote the first draft and submitted it to Congress. The Committee of Five and Congress then made revisions before adopting and signing the document.

The Committee of Five divided the Declaration of Independence into three sections: the preamble, the grievances, and the formal declaration of independence. Each served a different purpose in explaining the colonies' separation from Britain.

The full text of the Declaration of Independence appears here and in the chapter narrative in your digital account. Focus on the Preamble (the first four paragraphs) as you complete the Chapter Inquiry.

In Congress, July 4, 1776

The unanimous Declaration of the thirteen united States of America, When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

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, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them 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.

Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature,¹ a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners;² refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.³

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction⁴ foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences:

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections⁵ amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages,⁶ whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

¹Representation in the Legislature: the right of citizens to elect members to the lawmaking body of their state or nation

²Naturalization of Foreigners: the process by which a foreign citizen becomes a citizen of a new country

³Judiciary powers: the power of a court to judge cases between parties and pronounce decisions

⁴Jurisdiction: the authority granted to an entity to make legal decisions and enact justice

⁵insurrection: a violent uprising; rebellion

⁶Savages: a term used to insult Indigenous peoples and cultures; considered offensive

**HISTORICAL READING SKILL | Analyzing Primary Sources**

Identify the ideals (I) and grievances (G) presented in the Declaration of Independence.

1. The king taxed the colonists without their consent.
2. People have the right to life, liberty, and the pursuit of happiness.
3. A government rules with the consent of the people.
4. The king suspended colonial legislatures.
5. All men are created equal.
6. British soldiers lived in the colonies during times of peace.

**HISTORICAL READING SKILL | Analyzing Primary Sources**

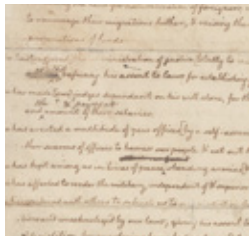
Paraphrase each quote.

1. “. . . they are endowed by their Creator with certain unalienable Rights . . .”
2. “Governments are instituted among Men, deriving their just powers from the consent of the governed . . .”
3. “. . . whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it . . .”
4. “The history of the present King of Great Britain is a history of repeated injuries and usurpations . . .”

PRIMARY SOURCE

ROUGH DRAFT OF THE DECLARATION OF INDEPENDENCE (GRIEVANCES)

Section Question: What was the impact of colonists declaring independence?

**SOURCING INFORMATION**

Genre: Document | **Author:** Thomas Jefferson, ed. Julian Boyd | **Date:** 1776

BACKGROUND

In 1776, Thomas Jefferson wrote a rough draft of the Declaration of Independence. It was later revised by the Committee of Five and Congress before the final version was published. Some of Jefferson's grievances, such as the condemnation of slavery, were not included in the final draft of the declaration. The draft is represented here as reconstructed by Julian P. Boyd in 1950.

He has waged cruel war against human nature itself, violating its most sacred rights of life and liberty in the persons of a distant people who never offended him, captivating & carrying them into slavery in another hemisphere or to incur miserable death in their transportation thither. This piratical warfare, the opprobrium of infidel powers,¹ is the warfare of the Christian King of Great Britain. Determined to keep open a market where Men should be bought & sold, he has prostituted his negative² for suppressing every

legislative attempt to prohibit or restrain this execrable commerce.³ And that this assemblage of horrors might want no fact of distinguished die, he is now exciting those very people to rise in arms among us, and to purchase that liberty of which he has deprived them, by murdering the people on whom he has obtruded them: thus paying off former crimes committed against the Liberties of one people, with crimes which he urges them to commit against the lives of another.

¹opprobrium of infidel powers: the condemnation of those who adhere to a different religion, in this case Africans

²he has prostituted his negative: The king of Great Britain has abused his veto power.

³execrable commerce: horrible activity of buying and selling (in reference to slavery)



HISTORICAL READING SKILL | Analyzing Primary Sources

Read this quotation from the source.

He has waged cruel war against human nature itself, violating its most sacred rights of life and liberty in the persons of a distant people who never offended him, captivating & carrying them into slavery in another hemisphere or to incur miserable death in their transportation thither.

What is the main idea of this quotation?

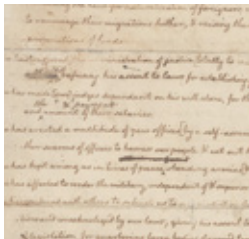
- A. The king has denied enslaved people their rights by encouraging migration from other nations.
- B. The king has treated colonists like enslaved people by denying them their rights.
- C. The king has denied enslaved people their rights by allowing slavery in the colonies.
- D. The king has denied colonists their rights by outlawing slavery in the colonies.

PRIMARY SOURCE

ROUGH DRAFT OF THE DECLARATION OF INDEPENDENCE (PREAMBLE)



Close Reading: Identify words, phrases, or sentences that show the author's perspective, and explain how these words, phrases, or sentences differ from the final draft of the Declaration that was approved by the Second Continental Congress.



SOURCING INFORMATION

Genre: Document
Author: Thomas Jefferson, ed. Julian Boyd
Date: 1776

BACKGROUND

In 1776, Thomas Jefferson wrote a rough draft of the Declaration of Independence. It was later revised by the Committee of Five and Congress before the final version was published. It is represented here as reconstructed by Julian P. Boyd in 1950.

We hold these truths to be sacred & undeniable; that all men are created equal & independant, that from that equal creation they derive right inherent & inalienable, among which are the preservation of life, & liberty, & the pursuit of happiness; that to secure these ends, governments are instituted among men, deriving their just powers from the consent of the governed; that whenever any form of government shall become destructive of these ends, it is the right of the people to alter or to abolish it, & to institute new government, laying it's foundation on such principles & organising it's powers in such form, as to them shall seem most likely to effect their safety & happiness. prudence indeed will dictate that governments long established should not be changed for light & transient causes: and accordingly all experience hath shewn that mankind are more disposed to suffer while evils are sufferable, than

to right themselves by abolishing the forms to which they are accustomed. but when a long train of abuses & usurpations, begun at a distinguished period, & pursuing invariably the same object, evinces a design to subject them to arbitrary power, it is their right, it is their duty, to throw off such government & to provide new guards for their future security. such has been the patient sufferance of these colonies; & such is now the necessity which constrains them to expunge their former systems of government. the history of his present majesty, is a history of unremitting injuries and usurpations, among which no one fact stands single or solitary to contradict the uniform tenor of the rest, all of which have in direct object the establishment of an absolute tyranny over these states. to prove this, let facts be submitted to a candid world, for the truth of which we pledge a faith yet unsullied by falsehood.

🔗 Online option



HISTORICAL READING SKILL | Analyzing Primary Sources

Match the quote with the correct meaning.

Quotes

1. “all men are created equal & independant”
2. “expunge their former systems of government.”
3. “the truth of which we pledge a faith yet unsullied by falsehood.”

Meaning

- A. Old governments should be removed from power.
- B. We promise that we are telling the truth.
- C. People are free and have the same rights.

THE SECOND CONTINENTAL CONGRESS

DRAFTING THE DECLARATION OF INDEPENDENCE

DECLARING INDEPENDENCE

INQUIRY

SECONDARY SOURCE

TRUMBULL'S DECLARATION OF INDEPENDENCE



Source Analysis: Identify details about the image, and draw conclusions about what message the artist is trying to convey through this image.

SOURCING INFORMATION

Genre: Painting | **Artist:** John Trumbull | **Date:** 1818

BACKGROUND

Declaration of Independence was painted by John Trumbull, an American artist known for historical paintings of the Revolutionary War. On display in the United States Capitol Rotunda, it is also printed on the back of the two-dollar bill. The painting depicts the authors presenting the first draft of the Declaration of Independence to the Second Continental Congress.

🔗 Online option



HISTORICAL READING SKILL

Analyzing Photographs and Artwork

How does Trumbull portray the delivery of the Declaration of Independence in this image?



SECONDARY SOURCE DECLARATION



Close Reading: Identify words, phrases, or sentences that stand out in this version, and explain how the presentation of the Declaration in this form affects the meaning of these words.



SOURCING INFORMATION

Genre: Poem

Author: Tracy K. Smith

Date: 2017

BACKGROUND

“Declaration” was written by Tracy K. Smith, the former Poet Laureate of the United States, and appeared in her poetry collection *Wade in the Water*, published in 2018. It is an example of erasure poetry, a form of poetry in which the writer takes a well-known text and erases or blacks out parts of it. The parts that remain are a new text that provides a different perspective from, and can be compared with, the original.

He has
 sent hither swarms of Officers to harass our people
 He has plundered our—
 ravaged our—
 destroyed the lives of our—
 taking away our—
 abolishing our most valuable—
 and altering fundamentally the Forms of our—
 In every stage of these Oppressions We have Petitioned for
 Redress in the most humble terms:
 Our repeated
 Petitions have been answered only by repeated injury.
 We have reminded them of the circumstances of our emigration
 and settlement here.
 —taken Captive
 on the high Seas
 to bear—

🔗 Online option



HISTORICAL READING SKILL | Analyzing Primary Sources

How might this source be helpful in answering the Compelling Question?

- A. It gives new examples of oppressions that did not appear in the Declaration.
- B. It simplifies the words in the Declaration to make it easier to understand.
- C. It provides details to explain why the Declaration was created.
- D. It reveals a modern perspective on the Declaration by connecting old ideas in a new way.

PRIMARY SOURCE

LETTER TO JOHN ADAMS FROM ABIGAIL ADAMS



SOURCING INFORMATION

Genre: Correspondence**Author:** Abigail Adams**Date:** 1776

BACKGROUND

In 1776, Abigail Adams sent a letter to her husband, John Adams, while he was in Philadelphia at the Second Continental Congress. The letter was written on March 31, 1776, but was sent to John in early April, about three months before the Declaration of Independence was approved by the Congress.



Close Reading: Identify details that reveal Abigail Adams's purpose for writing this letter, and explain how these details make the source useful in answering the Inquiry Question.

I long to hear that you have declared an independancy—and by the way in the new Code of Laws which I suppose it will be necessary for you to make I desire you would Remember the Ladies, and be more generous and favourable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If perticular care and attention is not paid to the Laidies we are determined to foment a Rebelion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation.

Online option



INQUIRY AND RESEARCH SKILL | Evaluating Primary Sources

Read each quote from Abigail Adams's letter, and match it with the right she describes.

Quote

1. "Remember the Ladies, and be more generous and favourable to them than your ancestors."
2. ". . . will not hold ourselves bound by any Laws in which we have no voice, or Representation."
3. "If perticular care and attention is not paid to the Laidies we are determined to foment a Rebelion . . ."

Right

- A. Right to Overthrow Government
- B. Right to Representation in Government
- C. Equal Rights for All



COMPELLING QUESTION

What word or phrase from the Declaration of Independence is most significant?

1 | COMPELLING QUESTION

BACKGROUND INFORMATION

Imagine a favorite song, book, poem, speech, or work of art that is meaningful to you. What about the work makes it meaningful? What is one detail—a word, a phrase, an image—that stands out to you every time you think about it? The details and decisions that go into creating a work of art or a founding document are significant. In this Chapter Inquiry, you will explore the significance of words in the Declaration of Independence.

SUPPORTING QUESTIONS

Use the Supporting Questions to prepare for the Chapter Inquiry:

- How were people not in the room at the signing of the Declaration of Independence able to participate in shaping the document?
- What parts of the draft were also included in the final version of the Declaration of Independence?
- According to the Declaration of Independence, who should hold power in government?

As you analyze the source set, gather information to add to your answers.

GRAPHIC ORGANIZER

Track your ideas as you work through the source set. Complete one row for each source.

Source Title	Point of View	How can I use this source to answer the Compelling Question?
<i>Declaration of Independence</i>		

INQUIRY PROMPT

Construct an Argument: Write a two-paragraph essay responding to the Compelling Question.

In the first paragraph, support your claim about which word or phrase in the Declaration of Independence is most significant using evidence from at least two sources. In the second paragraph, explain which source in this set was most helpful in defending your claim.

2 | SOURCE SET



DECLARATION OF INDEPENDENCE
Genre: Document
Author: Thomas Jefferson
Date: 1776

PAGE 154



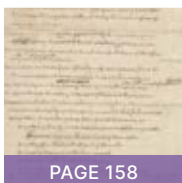
TRUMBULL'S DECLARATION OF INDEPENDENCE
Genre: Painting
Artist: John Trumbull
Date: 1818

PAGE 159



LETTER TO JOHN ADAMS FROM ABIGAIL ADAMS
Genre: Correspondence
Author: Abigail Adams
Date: 1776

PAGE 161



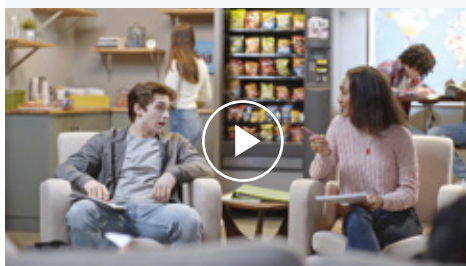
ROUGH DRAFT OF THE DECLARATION OF INDEPENDENCE (PREAMBLE)
Genre: Document
Author: Thomas Jefferson, ed. Julian Boyd
Date: 1776

PAGE 158



DECLARATION
Genre: Poem
Author: Tracy K. Smith
Date: 2017

PAGE 160



Examine the “Determining Helpful Sources” episode of *The Beat* to understand how one group of students approaches the process of determining helpful sources. Then read the definition and checklist that students discuss in the video.

What are helpful sources?

When engaging in historical inquiries, you use a set of sources to investigate a question. Helpful sources provide relevant evidence you can use to answer your question. Sometimes, you will identify sufficient evidence that reflects a range of perspectives. Other times, you may determine limitations in the

sources available. This may be a reflection of recorded history, which often does not include certain perspectives.

Why is it important to determine helpful sources?

Determining if a source is helpful will ensure that you have relevant and sufficient evidence from multiple points of view to support your response to an Compelling Question. Two people given the same set of sources might come to different conclusions about which sources are most helpful because they might have different responses to the Compelling Question.

1. CHECKLIST HOW DO YOU DETERMINE WHICH OF THE AVAILABLE SOURCES ARE MOST HELPFUL?

- ✓ **Identify the point of view represented in each source.**
 - What person or group created this source?
 - Why is the creator’s point of view important to the Compelling Question?
 - Is there any important point of view missing from this source?
- ✓ **Consider how each source impacts your answer to the Compelling Question.**
 - What evidence does this source provide to answer the Compelling Question?
 - How did analyzing this source deepen or change your answer to the Compelling Question?
 - What are you curious to know more about after analyzing this source?
- ✓ **After you have analyzed all of the sources, select the source(s) that are most helpful in building your answer to the Compelling Question.**
 - Which sources provide the strongest evidence to answer the Compelling Question?
 - How can you pick sources that will help you address more than one point of view?
 - Which sources will work best together to support your response to the Inquiry Prompt?

2. SOURCE

Now it’s time to practice determining helpful sources with **DECLARATION OF INDEPENDENCE** and **LETTER TO JOHN ADAMS FROM ABIGAIL ADAMS**, the first and last items in your source set. Use the checklist for Determining Helpful Sources to read and analyze the sources and fill in your graphic organizer. Then you’ll examine a second episode of *The Beat* showing how the students used the checklist to analyze the same sources.



PAGE 154



PAGE 161

3. SKILL MODEL



Examine the second episode of *The Beat* to learn how the students used the checklist to analyze Declaration of Independence and “Letter to John Adams from Abigail Adams.”

After she discusses the sources with her peers, Alexia revisits her graphic organizer to capture which sources are most helpful to her inquiry response and why.

Source Title	Point of View	How can I use this source to answer the Compelling Question?
<i>Declaration of Independence</i>	<i>Thomas Jefferson (primary author of Declaration of Independence)</i>	<i>I could use this source to show that the Declaration of Independence was written for men and not women, but I want to find out if the word men at the time was meant to be more general, almost like the word humans.</i>
<i>Letter to John Adams from Abigail Adams</i>	<i>Abigail Adams (wife of John Adams; wrote this a few months before the Declaration of Independence was signed; asked her husband to “Remember the Ladies” when he was writing laws for the American people)</i>	<i>I could use this source to show how the Declaration of Independence didn’t include women in the way Adams hoped it would. I wonder if Abigail Adams ended up participating in a rebellion about women not being represented in the Declaration.</i>

4. PRACTICE

Use the checklist for Determining Helpful Sources and annotation instructions to complete the graphic organizer for the rest of the source set in this Chapter Inquiry.

4 | COMMUNICATING CONCLUSIONS

After evaluating the sources in the source set, prepare to communicate your conclusions about the Compelling Question. Use the process below to plan and develop your response to the Inquiry Prompt.

1. REVIEW AND DISCUSS

With a partner, review the Supporting Questions. Refer back to the details in the chapter as needed.

- How were people not in the room at the signing of the Declaration of Independence able to participate in shaping the document?
- What parts of the draft were also included in the final version of the Declaration of Independence?
- According to the Declaration of Independence, who should hold power in government?

Then use your annotations and graphic organizer to discuss the Compelling Question and Inquiry Prompt with a partner.

2. PLAN

Plan for your two-paragraph essay. You may use the following outline to structure your two-paragraph essay:

Paragraph 1

- Include a one- or two-sentence claim answering the Compelling Question.
- Include evidence from Source 1.
- Explain how evidence from Source 1 supports your claim.
- Include evidence from Source 2.
- Explain how evidence from Source 2 supports your claim.

Paragraph 2

- Identify which source was most helpful in defending your claim.
- Write a two- or three-sentence explanation of why.

3. RESPOND

Use your graphic organizer, the answers from your discussion with your peers, and your plan to respond to the Inquiry Prompt. An exemplary response meets the following criteria:

- The response demonstrates a thorough understanding of significant ideas in the Declaration of Independence.
- The student successfully determines multiple sources that are helpful in supporting a response. The response demonstrates thorough understanding of the limitations and weaknesses of each source, multiple points of view in the source set, and the sources' potential uses.
- The response thoroughly analyzes the historical perspectives of multiple people and accurately identifies various factors that influenced their points of view.

INQUIRY PROMPT



COMPELLING QUESTION

What word or phrase from the Declaration of Independence is most significant?

Construct an Argument: Write a two-paragraph essay responding to the Compelling Question. In the first paragraph, support your claim about which word or phrase in the Declaration of Independence is most significant using evidence from at least two sources. In the second paragraph, explain which source in this set was most helpful in defending your claim.