

# January Grades 3-5 Social Studies Continuous Learning Kit





## Coming to America on the *Mayflower*

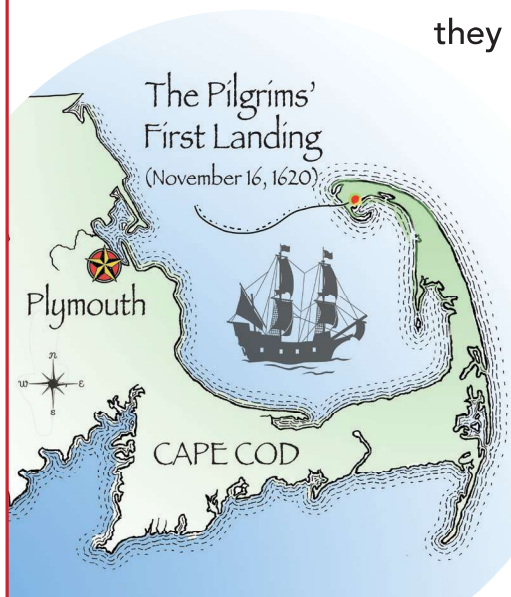
In the early 1600s a group of English men and women called Separatists were living in Holland. They had moved there because in England they did not have religious freedom and were forced to belong to the Church of England. They did not believe in the Church of England, so they decided to separate from that church and go to Holland where they could worship God as they chose. But after living in Holland for a while these people began to think that their children were losing their family traditions and becoming too much like the Dutch. They decided that they needed to move again. This time they would go somewhere where they could raise their children as they chose and no one could tell them what religion they had to follow. They chose to sail to the New World—America.

These people, who we now call Pilgrims, hired two ships to take them to America. The two ships were the *Mayflower* and the *Speedwell*. The Pilgrims made an agreement with the Virginia Company to build a settlement in Virginia and begin a new life in America. After loading the two ships with food, water, and other supplies the Pilgrims set sail for America in August 1620. Almost immediately the *Speedwell* began leaking. The Pilgrims had to turn around and sail back to England to fix the ship. Over two weeks passed before the *Speedwell* was ready. On August 21, 1620, the Pilgrims set off again for America. But soon water was again leaking into the *Speedwell*. After sailing nearly 300 miles toward America they had to turn back again. This time the Pilgrims decided to leave the *Speedwell* in England and sail to America with just one ship, the *Mayflower*.

Of course, putting all of the supplies and all of the people from two ships onto one ship made the *Mayflower* very crowded. There were now about 130 people on the small ship, 102 of them Pilgrims. On September 6, 1620, the *Mayflower* set sail once again for America. Unfortunately, because of the delay, the *Mayflower* was going to cross the Atlantic Ocean during the dangerous stormy season.

The first few weeks of the voyage went fairly well. The only real problem was seasickness among many of the Pilgrims. It was cold, wet, and very uncomfortable aboard the ship.

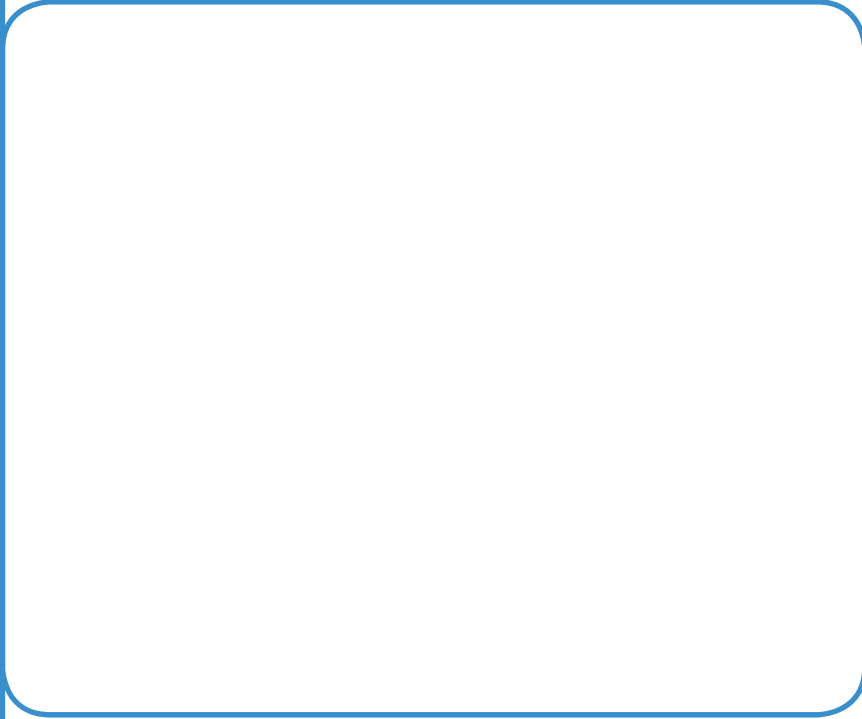
Then violent storms began pounding on the little ship. One man was washed overboard during a storm and was only saved by grabbing a rope and being pulled back onboard. The *Mayflower* began to take on water and a wooden beam cracked. The ship's crew quickly began to plug the cracks in the *Mayflower* and repair the broken beam. The storms pushed the ship farther and farther north. When the storms finally ended the Pilgrims and the crew of the *Mayflower* found themselves hundreds of miles north of where they were supposed to be. But there was some good news as well. A baby was born to Elizabeth Hopkins during the voyage. She named him Oceanus. On November 11, 1620, the *Mayflower* stopped at Cape Cod. It had been sixty-six days since they left England.



The Pilgrims decided to build their settlement near Cape Cod in a place they named Plymouth. The *Mayflower* stayed in Plymouth through the winter as the Pilgrims built their houses, and the ship finally returned to England on April 5, 1621.

### Telling the Story in Six Parts

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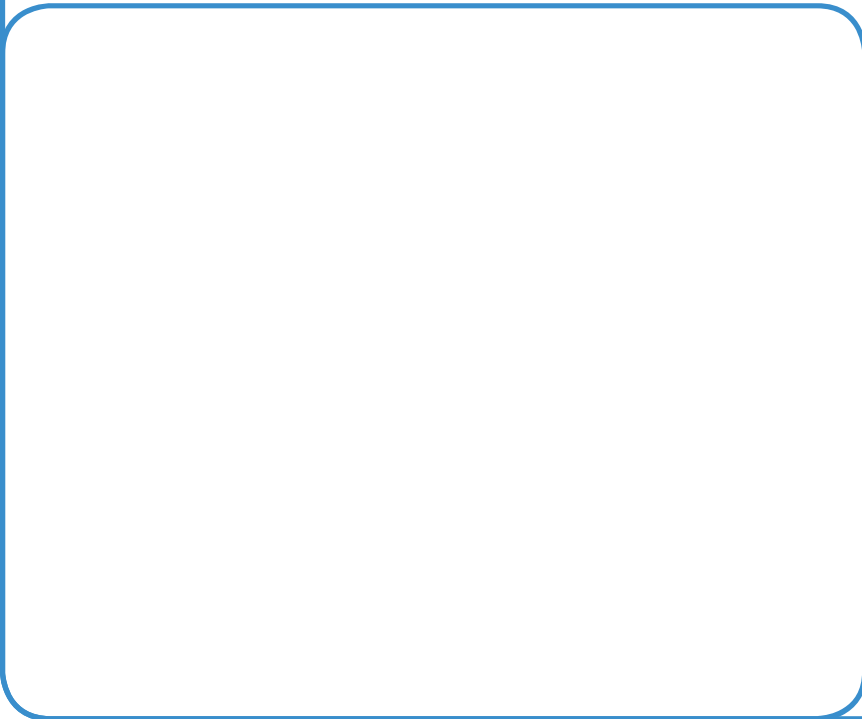
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## The Mayflower Compact

In the name of God, Amen. We whose names are underwritten, the loyal Subjects of our dread sovereign Lord King JAMES, by the grace of God of Great Britain, France, and Ireland King, Defender of the Faith, &c.

Having undertaken for the glory of God, and advancement of the Christian Faith, and honor of our King and Country, a Voyage to plant the first Colony in the Northern parts of VIRGINIA, do by these presents solemnly & mutually in the presence of God and one of another, covenant, and combine ourselves together into a civil body politick, for our better ordering and preservation, and furtherance of the ends aforesaid; and by virtue hereof to enact, constitute, and frame such just and equal Laws, Ordinances, acts, constitutions, offices from time to time, as shall be thought most meet and convenient for the general good of the Colony: unto which we promise all due submission and obedience. In witness whereof we have hereunder subscribed our names, Cape Cod 11. of November, in the year of the reign of our sovereign Lord King JAMES, of England, France, and Ireland, 18. and of Scotland 54. Anno Domini 1620.

John Carver	Richard Warren	Francis Eaton	Richard Britteridge
William Bradford	John Howland	James Chilton	George Soule
Edward Winslow	Stephen Hopkins	John Crackstone	Richard Clark
William Brewster	Edward Tilley	John Billington	Richard Gardiner
Isaac Allerton	John Tilley	Moses Fletcher	John Allerton
Miles Standish	Francis Cook	John Goodman	Thomas English
John Alden	Thomas Rogers	Digory Priest	Edward Doten
Samuel Fuller	Thomas Tinker	Thomas Williams	Edward Leister
Christopher Martin	John Ridgdale	Gilbert Winslow	
William Mullins	Edward Fuller	Edmond Margeson	
William White	John Turner	Peter Brown	

### Analyzing the Mayflower Compact

The Mayflower Compact	The Mayflower Compact Analysis
In the name of God, Amen. We . . . the loyal Subjects of our dread sovereign Lord King JAMES . . .	Who wrote this compact? _____ _____ _____
Having undertaken for the glory of God, and advancement of the Christian Faith, and honor of our King and Country, a Voyage to plant the first Colony in the Northern parts of VIRGINIA,	Why did they take a voyage? _____ _____ _____
do by these presents solemnly & mutually in the presence of <i>God</i> and one of another, covenant, and combine ourselves together into a civil body politick,	What action are they taking? _____ _____ _____
for our better ordering and preservation, and furtherance of the ends aforesaid . . .	Why are they doing this? _____ _____ _____

### Analyzing the Mayflower Compact

The Mayflower Compact	The Mayflower Compact Analysis
<p>to enact . . . such just and equal Laws, Ordinances, acts, constitutions, offices from time to time, as shall be thought most meet and convenient for the general good of the Colony: unto which we promise all due submission and obedience.</p>	<p>What will they do now?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>In witness whereof we have hereunder subscribed our names, <i>Cape Cod</i> 11. of <i>November</i>, in the year of the reign of our sovereign Lord King JAMES, of <i>England, France, and Ireland</i>, 18. and of <i>Scotland</i> 54. <i>Anno Domini</i> 1620.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Summary:

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## Excerpts from a Letter by Edward Winslow, December 11, 1621

Loving, and old Friend,

[W]e have built seven dwelling houses . . . and have made preparation for divers others. We set the last spring some twenty acres of Indian corn, and sowed some six acres of barley and peas, and according to the manner of the Indians, we manured our ground with herrings . . . which we have in great abundance . . .

Our corn did prove well, & God be praised, we had a good increase of Indian corn . . . our harvest being gotten in, our governor sent four men on fowling, that so we might after a more special manner rejoice together, after we had gathered the fruit of our labors . . . at which time amongst other recreations, we exercised our arms, many of the Indians coming amongst us, and amongst the rest their greatest king Massasoit, with some ninety men, whom for three days we entertained and feasted, and they went out and killed five deer, which they brought to the plantation and bestowed on our governor, and upon the captain, and others. And although it be not always so plentiful, as it was at this time with us, yet by the goodness of God, we are so far from want, that we often wish you partakers of our plenty. We have found the Indians very faithful in their covenant of peace with us . . . it hath pleased God so to possess the Indians with a fear of us, and love unto us, that not only



the greatest king amongst them called Massasoit, but also all the princes and peoples round about us, have either made suit unto us, or been glad of any occasion to make peace with us . . . so that there is now great peace amongst the Indians themselves, which was not formerly, neither would have been but for us; and we for our parts walk as peaceably and safely in the wood, as in the highways in England, we entertain them familiarly in our houses, and they as friendly bestowing their venison on us. They are a people without any religion, or knowledge of any God, yet very trusty, quick of apprehension, ripe-witted . . .

I never in my life remember a more seasonable year, than we have here enjoyed . . . For fish and fowl, we have a great abundance, fresh cod in the summer is but coarse meat with us, our bay is full of lobsters all the summer, and affordeth variety of other fish . . . all the springtime the earth sendeth forth naturally very good sallet herbs: here are grapes, white and red, and very sweet and strong also. . . . [T]he country wanteth only industrious men to employ, for it would grieve your hearts (if as I) you had seen so many miles together by goodly rivers uninhabited, and withal to consider those parts of the world wherein you live, to be even greatly burdened with abundance of people. . . . I forbear further to write for the present, hoping to see you by the next return, so I take my leave, commending you to the Lord for a safe conduct unto us. Resting in Him  
Plymouth in New England this 11 of December, 1621.

Your loving friend  
E. W.

Source: *Relation or Journall of the Beginning and Proceedings of the English Plantation Setled at Plimoth in New England, by Certaine English Aduenturers both Merchants and Others* (London: John Bellamie, 1622), 60–64.

**Analyzing a Letter by Edward Winslow, December 11, 1621**

**Critical Thinking Questions**

Use quotations from the text in the answers to these questions.

1. Whose planting technique did the Pilgrims copy?

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2. Why did the governor send “four men on fowling” (to go bird hunting)?

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3. What did Chief Massasoit and his men bring to the celebration?

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4. According to Winslow, what is the Pilgrims’ relationship with the American Indians?

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5. According to Winslow, are the Pilgrims afraid of the American Indians or are the Indians afraid of the Pilgrims?

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6. What kinds of food are there for the Pilgrims to eat?

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7. Does Winslow want more people to come to America?

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8. Using evidence from the text, where do you think Edward Winslow's friend might live?

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The BLOODY MASSACRE perpetrated in King-Street BOSTON on March 5<sup>th</sup> 1770 by a party of the 29<sup>th</sup> REG



Unhappy Boston! see thy Sons deplore, Thy hallow'd Walks befiar'd with guiltless Gore, While faithless P—n and his savage Bands With murderous Rancour stretch their bloody Bands Like fierce Barbarians grinning o'er their Fry Approve the Carnage, and enjoy the Day	'Till scalding drops from Rage from Anguish Wring The Spectle's Sorrows lab'ring for a Tongue And a weeping World can ought appease The plaintive Ghosts of Victims such as these The Patriot's copious Tears for each are shed, A glorious Tribute which embalms the Dead	But know Fate fiammons to that awful God, where JUSTICE strips the Murderer of his Soul Should venal C—ts the scandal of the Land, Snatch the relentless Villain from her Hand, Keen Execrations on this Plate inscrib'd, Shall reach a JUDGE who never can be brib'd.
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*The unhappy Sufferers were: M<sup>rs</sup> SAM<sup>l</sup> GRAY, SAM<sup>l</sup> MAVERICK, JAM<sup>s</sup> CALDWELL, CRISPUS ATTUCKS & PAT<sup>l</sup> CARR  
 Killed: Six wounded, two of them (CHRIST<sup>l</sup> MONK & JOHN CLARK). Mortally*

"The Bloody Massacre Perpetrated in King-Street, Boston," engraving by Paul Revere, 1770  
 (The Gilder Lehrman Institute, GLC01868)

## Analyzing the Image

Title \_\_\_\_\_

Author / Artist \_\_\_\_\_

What do you see? Be very specific. Identify people, objects, buildings, location.

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What appears to be happening? Provide evidence from the image.

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Describe your reaction to this image. Explain how the image makes you feel.  
Be as specific as possible.

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# A Guide to Paul Revere's "The Bloody Massacre," 1770

Here are a few of the visual cues and techniques Paul Revere used in his engraving to shape public opinion:

1. The British are lined up and an officer is giving an order to fire, implying that the British soldiers are the aggressors.
2. The colonists are shown reacting to the British assault when in fact they had attacked the soldiers.
3. British faces are sharp and angular in contrast to the Americans' softer, more innocent features. This makes the British look more menacing.
4. The British soldiers look like they are enjoying the violence.
5. The colonists were mostly laborers. However, they are dressed as gentlemen in this print, elevating their status in the public eye.
6. The only two signs in the image that you can read are "Butcher's Hall" and "Custom House" (below "Butcher's Hall"), both hanging directly over the British soldiers.
7. There is a distraught woman in the rear of the crowd, a "damsel in distress" to evoke pity and chivalrous feelings
8. There appears to be a sniper in the window beneath the "Butcher's Hall" sign.
9. Dogs tend to symbolize loyalty and fidelity. The dog in the print is not bothered by the mayhem behind him and is staring out at the viewer.
10. The sky seems to cast light on the British "atrocities."
11. Crispus Attucks is visible in the lower left corner. In many other existing copies of this print, none of the figures are portrayed as African American. Here, his presence highlights the participation and martyrdom of an African American in what many consider to be the first battle of the American Revolution.
12. The clear weather conditions depicted do not match the testimony presented at the soldiers' trial, which affirms that there had been snow.



## The Origins of “Yankee Doodle”

No one is sure where the song “Yankee Doodle” came from. Some claim the melody is English, Irish, Dutch, or even from New England, but the American verses are credited to a British military doctor, Richard Shuckburgh (or Schackburg). According to the story, Dr. Shuckburgh wrote the first verses in 1755 during the French and Indian War, when King George II sent British soldiers to protect the American colonies from the French.

The song grew in popularity and was sung by British soldiers poking fun at the American colonists. By the 1770s a “Yankee” was another name for an American colonist while a “doodle” was based on the Dutch or German word for a fool or simpleton. Many of the British serving in the colonies believed the colonists were trying to be as cultured as Europeans but were failing miserably. For example, in the last line of the song’s first verse—“stuck a feather in his hat and called it macaroni”—the term “macaroni” described a man who went to extremes to appear sophisticated and stylish.

Although British soldiers initially used the song to mock the colonists, it was reported after the British defeat in the Battle of Lexington and Concord that the Americans had sung “Yankee Doodle” to taunt the retreating redcoats.

By 1777 “Yankee Doodle” had become the unofficial national anthem of America. Its tune was easy for soldiers to march to, and during the American Revolution dozens of different verses were written. It has been documented that the second verse of the song was written at the Battle of Bunker Hill. Other verses praise General George Washington, describe life in the army, or poke fun at King George III. “Yankee Doodle” was played after the Americans defeated the British at the Battle of Saratoga and again when General Cornwallis’s army surrendered to the Americans after the Battle of Yorktown, the last major battle of the American Revolution.



**The Origins of “Yankee Doodle”**  
**Critical Thinking Questions**

Use evidence from the text to support your answers.

Write your answers in complete sentences.

1. Why was the doctor who is credited with writing “Yankee Doodle” in America?

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2. Why was singing this song popular with many British soldiers during the Revolutionary era?

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3. Why did patriotic Americans begin singing “Yankee Doodle”? By 1777, what meaning did the song have for them?

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4. On what occasions during the American Revolution was “Yankee Doodle” played? What did those events have in common?

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## Selected Verses from “Yankee Doodle

Yankee Doodle went to town  
A-riding on a pony,  
He stuck a feather in his cap  
And called it macaroni.

### CHORUS

Yankee Doodle keep it up,  
Yankee Doodle dandy;  
Mind the music and the step,  
And with the girls be handy.

Father and I went down to camp,  
Along with Captain Gooding  
And there we saw the men and boys,  
As thick as hasty pudding.

### CHORUS

And there was Cap’n Washington,  
And gentle folks about him;  
They say he’s grown so ‘tarnal proud,  
He will not ride without ‘em.

### CHORUS

And Cap’n Davis has a gun,  
He kind of clapt his hand on’t,  
And stuck a crooked stabbing iron  
Upon the little end on’t.

### CHORUS

### **“Yankee Doodle” in Your Own Words**

Restate each of the verses in your own words.

1. Yankee Doodle went to town

A-riding on a pony,

He stuck a feather in his cap

And called it macaroni.

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2. Father and I went down to camp,

Along with Captain Gooding

And there we saw the men and boys,

As thick as hasty pudding.

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3. And there was Cap'n Washington,  
And gentle folks about him;  
They say he's grown so 'tarnal proud,  
He will not ride without 'em.

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4. And Cap'n Davis has a gun,  
He kind of clapt his hand on't,  
And stuck a crooked stabbing iron  
Upon the little end on't.

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## The Preamble to the Declaration of Independence

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.

### Summarizing the Preamble to the Declaration of Independence

We hold these Truths to be self-evident, that all men are created equal,

What fact does Jefferson say is obvious?

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that they are endowed by their Creator with Certain unalienable Rights,

Who had given people rights that cannot be taken away?

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that among these are Life, Liberty, and the Pursuit of Happiness—

What are those guaranteed rights?

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That to secure these Rights,

How do we make sure we keep those rights?

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deriving their just Powers from the Consent of the Governed,

Who gives the government its power?

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that whenever any Form of Government becomes destructive of those Ends, it is the Right of the People to alter or to abolish it, and institute a new Government,

When a government does not protect the people's rights what can the people do?

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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.

What should be the purpose of this new government?

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Summary:

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## The Preamble to the US Constitution

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.



## Summarizing the Preamble to the US Constitution

We the people of the United States,

Who is writing this Constitution?

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in order to form a more perfect Union,

Why are they writing this document?

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establish Justice, insure domestic  
Tranquility

What do they want to guarantee?

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provide for the common defence,

Who do they want to defend?

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promote the general Welfare, and  
secure the Blessings of Liberty

Who should get these blessings and  
what might these blessings be?

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to ourselves and our Posterity,

Who gets these good things and how  
long do they last? \_\_\_\_\_

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do ordain and establish this  
Constitution

What are they promising to do?

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for the United States of America.

Who is this being done for?

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Summary:

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# The Bill of Rights, Amendments 1–10

**Amendment I:** Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

**Amendment II:** A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

**Amendment III:** No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

**Amendment IV:** The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

**Amendment V:** No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

**Amendment VI:** In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

**Amendment VII:** In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law.

**Amendment VIII:** Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

**Amendment IX:** The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

**Amendment X:** The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

## Analyzing Amendments 1–5

### Amendment 1

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

In your own words

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### Amendment 2

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

In your own words

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### Amendment 3

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

In your own words

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### Amendment 4

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

In your own words

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### Amendment 5

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

In your own words

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## Analyzing Amendments 6–10

### Amendment 6

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

In your own words

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### Amendment 7

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law.

In your own words

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**Amendment 8**

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

In your own words

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**Amendment 9**

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

In your own words

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## Amendment 10

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

In your own words

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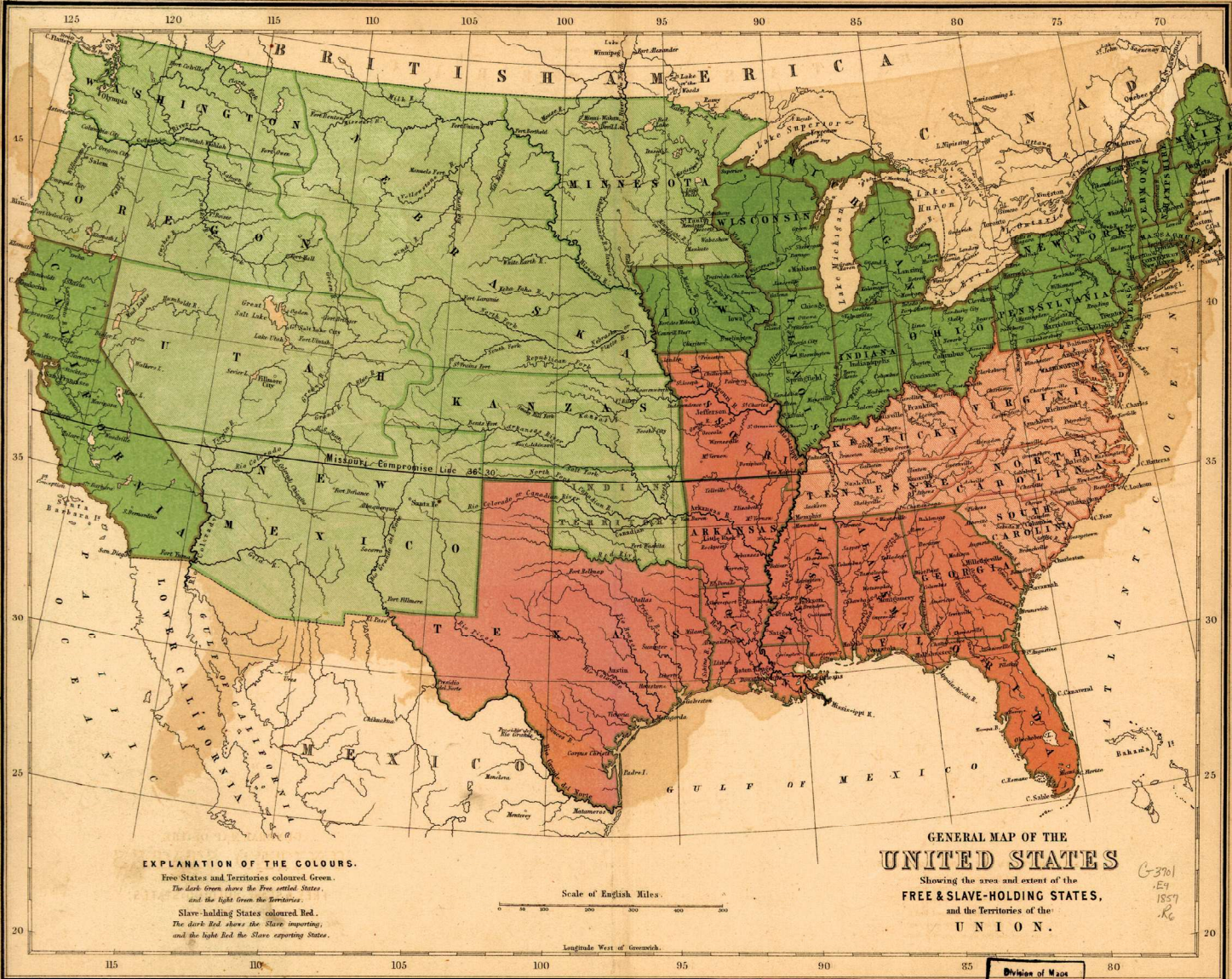
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"General Map of the United States Showing the Area and Extent of the Free & Slave-Holding States. And the Territories of the Union," engraved by W. & A. K. Johnson, Edinburgh, 1857 (Map Division, Library of Congress)

## **The Lovely Ohio (late 1700s to early 1800s)**

Come all ye brisk young fellows who have a mind to roam  
All in some foreign counteree, a long way from home  
All in some foreign counteree along with me to go  
And we'll settle on the banks of the lovely Ohio  
We'll settle on the banks of the lovely Ohio

Come all you pretty fair maids, spin us some yarn  
To make us some nice clothing to keep ourselves warm  
For you can knit and sew, my loves, while we do reap and mow  
When we settle on the banks of the lovely Ohio  
When we settle on the banks of the lovely Ohio

There are fishes in the river, just fitted for our use  
There's tall and lofty sugar cane that will give to us its juice  
There's every kind of game, my boys, also the buck and doe  
When we settle on the banks of the lovely Ohio  
When we settle on the banks of the lovely Ohio

When we settle on the banks of the lovely Ohio  
When we settle on the banks of the lovely Ohio

Source: *The Ballad of America*, [www.balladofamerica.com](http://www.balladofamerica.com)

## Arthur Chapman, “Out Where the West Begins” (1917)

Out where the handclasp's a little stronger,  
Out where the smile dwells a little longer,  
That's where the West begins;  
Out where the sun is a little brighter,  
Where the snows that fall are a trifle whiter,  
Where the bonds of home are a wee bit tighter,  
That's where the West begins.

Out where the skies are a trifle bluer,  
Out where the friendship's a little truer,  
That's where the West begins;  
Out where a fresher breeze is blowing,  
Where there's laughter in every streamlet flowing,  
Where there's more of reaping and less of sowing,  
That's where the West begins.

Out where the world is in the making,  
Where fewer hearts in despair are aching,  
That's where the West begins;  
Where there's more of singing and less of sighing,  
Where there's more of giving and less of buying,  
And a man makes friends without half trying—  
That's where the West begins.

Source: Arthur Chapman, “Out Where the West Begins,” *Out Where the West Begins and Other Western Verses* (Boston and New York: Houghton Mifflin Company, 1917), 1.

## Horace Greeley to R. L. Sanderson (November 15, 1871)

New-York Tribune.

New York, Nov. 15, 1871.

Dear Sir:

So many people ask me what they shall do; so few tell me what they can do. Yet this is the pivot wherein all must turn.

I believe that each of us who has his place to make should go where men are wanted, and where employment is not bestowed as alms. Of course, I say to all who are in want of work, Go West!

But what can you do? and how can your family help you? Your mother, I infer, is to be counted out as an effective worker. But what of the rest? And you – Can you chop? Can you plow? Can you mow? Can you cut up Indian corn? I reckon not. And in the West it is hard to find such work as you have been accustomed to. The conditions of living are very rude there.

On the whole I say, stay where you are; do as well as you can; and devote every spare hour to making yourself familiar with the conditions and dexterity required for the efficient conservation of out-door industry in a new country. Having mastered these, gather up your family, and Go West! Yours,

Horace Greeley.

R.L. Sanderson,  
Duxbury, Mass

Source: Letter from Horace Greeley to R. L. Sanderson, November 15, 1871,  
The Gilder Lehrman Institute of American History, GLC00608

## Summary Organizer: Traveling West

Document Title

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Key Words and Phrases

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Restate in your own words:

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**Catherine Sager Pringle,  
“On the Plains in 1844”  
(ca. 1860)**

My father was one of the restless ones who are not content to remain in one place long at a time. . . . Immigration was the theme all winter, and we decided to start for Oregon. Late in 1843 father sold his property and moved near St. Joseph, and in April, 1844, we started across the plains. The first encampments were a great pleasure to us children. We were five girls and two boys, ranging from the girl baby to be born on the way to the oldest boy, hardly old enough to be any help.

. . . The motion of the wagon made us all sick, and it was weeks before we got used to the seasick motion. Rain came down and required us to tie down the wagon covers, and so increased our sickness by confining the air we breathed.

Our cattle recrossed in the night and went back to their winter quarters. This caused delay in recovering them and a weary, forced march to rejoin the train. . . . Soon after starting Indians raided our camp one night and drove off a number of cattle. They were pursued, but never recovered. . . .

We had one wagon, two steady yoke of old cattle, and several of young and not well-broken ones. Father was no ox driver, and had trouble with these until one day he called on Captain Shaw for assistance. It was furnished by the good captain pelting the refractory steers with stones until they were glad to come to terms.

## Primary Source

Reaching the buffalo country, our father would get some one to drive his team and start on the hunt, for he was enthusiastic in his love of such sport. He not only killed the great bison, but often brought home on his shoulder the timid antelope that had fallen at his unerring aim, and that are not often shot by ordinary marksmen. Soon after crossing South Platte the unwieldy oxen ran on a bank and overturned the wagon, greatly injuring our mother. She lay long insensible in the tent put up for the occasion.

August 1st we nooned in a beautiful grove on the north side of the Platte. We had by this time got used to climbing in and out of the wagon when in motion. When performing this feat that afternoon my dress caught on an axle helve and I was thrown under the wagon wheel, which passed over and badly crushed my limb before father could stop the team. He picked me up and saw the extent of the injury when the injured limb hung dangling in the air.

In a broken voice he exclaimed: "My dear child, your leg is broken all to pieces!" The news soon spread along the train and a halt was called. A surgeon was found and the limb set; then we pushed on the same night to Laramie, where we arrived soon after dark. This accident confined me to the wagon the remainder of the long journey.

Source: Catherine Sager Pringle, "On the Plains in 1844" in *Across the Plains in 1844*, Archives of the West, New Perspectives on the West, PBS, [www.pbs.org](http://www.pbs.org)



**“On the Plains in 1844”**  
**Critical Thinking Questions**

**What were the greatest difficulties and dangers in making the journey?**

Textual Evidence:

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Summary Sentence:

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**What skills did a pioneer settler need to successfully make the journey?**

Textual Evidence:

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Summary Sentence:

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**How did these pioneers help each other along the way?**

Textual Evidence:

Summary Sentence:

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## The Wisconsin Emigrant

Since times are so hard, I've thought, my true heart  
Of leaving my oxen, my plough, and my cart  
And away to Wisconsin, a journey we'd go  
To double our fortune as other folks do  
While here I must labor each day in the field  
And the winter consumes all the summer doth yield

Oh husband, I've noticed with sorrowful heart  
You've neglected your oxen, your plough, and your cart  
Your sheep are disordered; at random they run  
And your new Sunday suit is now every day on  
Oh, stay on the farm and you'll suffer no loss  
For the stone that keeps rolling will gather no moss

Oh wife, let's go; oh, don't let us wait  
Oh, I long to be there; oh, I long to be great  
While you some rich lady – and who knows but I  
Some governor may be before that I die?  
While here I must labor each day in the field  
And the winter consumes all the summer doth yield

Oh husband, remember that land is to clear  
Which will cost you the labor of many a year  
Where horses, sheep, cattle, and hogs are to buy  
And you'll scarcely get settled before you must die  
Oh, stay on the farm and you'll suffer no loss  
For the stone that keeps rolling will gather no moss  
Oh wife, let's go; oh, don't let us stay

I will buy me a farm that is cleared by the way  
Where horses, sheep, cattle, and hogs are not dear  
And we'll feast on fat buffalo half of the year  
While here I must labor each day in the field  
And the winter consumes all the summer doth yield

Oh husband, remember that land of delight  
Is surrounded by Indians who murder by night  
Your house they will plunder and burn to the ground  
While your wife and your children lie murdered around  
Oh, stay on the farm, and you'll suffer no loss  
For the stone that keeps rolling will gather no moss

Now wife, you've convinced me; I'll argue no more  
I never had thought of your dying before  
I love my dear children, although they are small  
But you, my dear wife, are more precious than all  
We'll stay on the farm, and suffer no loss  
For the stone that keeps rolling will gather no moss

Source: The Ballad of America, [www.balladofamerica.com](http://www.balladofamerica.com)



## The Great Western Migration

On April 30, 1803, Napoleon Bonaparte of France sold to the United States 885,000 square miles of territory in North America for \$15 million. Congress sent Meriwether Lewis and William Clark to find out just exactly what the United States had purchased. On November 7, 1805, the Lewis and Clark Expedition reached the Pacific Ocean and the way to the West was opened. Fur trappers, traders, and finally settlers followed.

President James Polk stated that it was America's "Manifest Destiny" to settle North America from the Atlantic Ocean to the Pacific Ocean, and Americans demonstrated their agreement by migrating across the Mississippi River and ever westward. In 1841 the first group of sixty-nine pioneers left Missouri and headed west, bound for Oregon. From 1841 until the completion of the transcontinental railroad in 1869 more than 350,000 emigrants traveled on foot and by wagon to reach Oregon and California. At the peak of this westward migration more than 55,000 pioneers made the hazardous crossing in a single season.

The 2,000-mile journey from Missouri to Oregon was a grueling five- to eight-month ordeal. One in every seventeen travelers died along the way. If graves were evenly spaced along the Oregon Trail's 2,000-mile length there would be a tombstone every eighty yards to mark the resting place of a pioneer who did not survive the journey.

Why did the pioneers risk their own lives and the lives of their families to make this journey? There are many reasons. Among the most common was the promise of something better out West than they

could have in the East. Popular publications and guide books of the time extolled the virtues of Oregon and California. One of these books reported that "as far as its producing qualities are concerned Oregon cannot be outdone whether in wheat, oats, rye, barley, buckwheat, peas, beans, potatoes, turnips, cabbages, onions, parsnips, carrots, beets, currants, gooseberries, strawberries, apples, peaches, pears, or fat and healthy babies."

Oregon seemed, from all accounts, to be paradise on Earth. All you had to do was get there and claim your land. It was this prospect that made the journey worth the risks. The discovery of gold at Sutter's Mill in California in 1848 created a huge surge in the number of people choosing to emigrate to the West to try their luck.

A number of other factors contributed to the exodus from the East. A series of financial crises, the first in 1837, led to a depression and ruined many farmers. In addition, several epidemics—typhoid, dysentery, tuberculosis, scarlet fever, malaria, and yellow fever—swept many parts of the eastern United States. Perhaps the most devastating of all was cholera, which had arrived from Asia in the 1830s, and accounted for more than 50,000 deaths in the United States in 1850 alone.

Settlers emigrated to the West for the same reason that many had come to the Atlantic shores of America over the previous two centuries: religious freedom. The Mormon pioneers, members of the Church of Jesus Christ of Latter-day Saints, left Illinois in 1846 to find a place to practice their religion without fear of persecution and settled in the Salt Lake valley of Utah. Adventurers, missionaries, land speculators, and many others followed the reasoning of Henry David Thoreau who, in his 1862 Atlantic essay "Walking," wrote, "Eastward I go only by force; but westward I go free. . . . I should not lay so much stress on this fact, if I did not believe that something like this is the prevailing tendency of my countrymen."

## **Debate Script**

### **Moderator Question #1:**

What is the best argument supporting your view on western migration? (Make sure to base your answer on evidence from the texts.)

Prepared response to Question # 1:

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### **Moderator Question #2:**

Prepared response to Question #2:

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### **Moderator Question #3:**

Prepared response to Question #3:

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WAT - CHE - MON - NE

AN IOWAY CHIEF.

"Wat-Che-Mon-Ne, an Ioway Chief" wearing a peace medal, lithograph by D. Rice & A. N. Hart, Philadelphia, ca. 1855 (The Gilder Lehrman Institute, GLC01993.04)

Primary Source



Unidentified American Indian youth, ca. 1870 (The Gilder Lehrman Institute, GLC01363)



Primary Source



Crow Indian prisoners Crazy Head, Knows His Coos, Jeff Bull, The Bank, Looks with His Ears, Big Hail, Carries His Food, and The Rock after an uprising, guarded by soldiers with rifles, photograph by W. B. Finch, Montana, 1887 (The Gilder Lehrman Institute, GLC04591)



Group of five American Indian women with young girl and baby, photograph by William Henry Jackson, Washington DC, 1871 (The Gilder Lehrman Institute, GLC03095.95 (The Gilder Lehrman Institute, GLC03095.95)

## Image Analysis

Title of Image: \_\_\_\_\_

Author/Creator: \_\_\_\_\_ Date: \_\_\_\_\_

**Describe** the following in this image:

People: \_\_\_\_\_

\_\_\_\_\_

Objects: \_\_\_\_\_

\_\_\_\_\_

Setting: \_\_\_\_\_

\_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_

**Report** what you have observed:

Why do you think this image was made? \_\_\_\_\_

\_\_\_\_\_

What is taking place in this image? \_\_\_\_\_

\_\_\_\_\_

Who was the audience for this image? \_\_\_\_\_

\_\_\_\_\_

What can you learn about American Indians from this image? \_\_\_\_\_

\_\_\_\_\_

## Song Analysis

Title of Song: \_\_\_\_\_

Author/Creator: \_\_\_\_\_ Date: \_\_\_\_\_

**Describe** what you see, hear, and learn:

People: \_\_\_\_\_

Objects: \_\_\_\_\_

Setting: \_\_\_\_\_

Words: \_\_\_\_\_

**Report** what you have observed: \_\_\_\_\_

\_\_\_\_\_

How did the writers collect information to write this song? \_\_\_\_\_

\_\_\_\_\_

Why did they write this song? \_\_\_\_\_

\_\_\_\_\_

Who is the audience for this song? \_\_\_\_\_

\_\_\_\_\_

What can you learn about American Indians from this song? \_\_\_\_\_

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\_\_\_\_\_

### Original Song

Write song lyrics for two stanzas of a new song based on details in the two photographs.

Your title: \_\_\_\_\_

Based on (source of rhythm or tune): \_\_\_\_\_

Source of the ideas for this stanza:	STANZA 1
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Source of the ideas for this stanza:	STANZA 2
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## “American Indian Rap” by Smart Songs

These are the skies where the eagle flies  
The coyote calls and the water falls  
Listen to the wind and begin to feel within  
The wisdom and the vision of American Indians

Before the Europeans settled these American lands  
A People already lived here, do you understand?  
They roamed the beautiful woodlands, and mountains, and sands  
A span of thousands of years, and their legend still stands  
Way back in the Ice Age, when glaciers froze  
They crossed in through Alaska, that’s how the story goes

The tribes of the Northeast skillfully used  
Bark from birch trees to build big canoes  
Surviving from gifts within the lakes and land  
Using spears to fish and planting corn by hand  
Iroquois to Delaware, Hopewell to Fox  
Just a few tribes from a region with lots

Down in the Southeast, with luscious and fertile soil  
Tribes learned to farm, out in the sun they toiled  
This led to complex societies with rulers so royal  
There were builders and artisans, and knowledge of medicines  
The Seminoles were proud, the Natchez played lacrosse  
There was the Creek, Choctaw, Cherokee, and Chickasaw  
The Crow, Blackfeet and Dakota home on the range  
Nomadic tribes that roamed the Great Plains  
In order to survive, they hunted the buffalo  
Shot stone-tipped arrows at a distance with a bow

From buffalo skins they made teepees and canopies  
And tribe warriors helped protect from enemies

In the Southwest were clay homes known as pueblos  
The Zuni and the Hopi were the tribes who made those  
They dressed in big masks and danced and performed  
Asking the spirit beings kachinas for a harvest of corn  
For beautifully woven patterns, we look to the Navajo  
Apaches had the brave warrior Geronimo

From the High Plateau down through the Great Basin  
Tribes like the Utes survived through migration  
Preparing for cold winters, some were found  
Building earth covered houses that were part underground  
Horses and bows, skins and hemp were traded  
With tribes from the Plains for robes decorated

To the rainy Northwest where the totem poles stood  
These were memorials to ancestors, carved out of wood  
Wealthy families had ways to show signs of success  
Hosting lavish potlatches, giving gifts to their guests  
They hunted large sea animals with nets and harpoons  
And lived in long houses, which had one long room

Over time Europeans moved into Tribal regions  
Sometimes they fought war, sometimes they formed allegiance  
Then dark clouds rained down upon the Trail of Tears  
Tribes were forced West from where they lived for years  
This song is a tribute, to just reflect upon  
Today, American Indians continue on.

## American Indian Proverbs and Poems

### *A Navajo Proverb*

I have been to the end of the earth.  
I have been to the end of the waters.  
I have been to the end of the sky.  
I have been to the end of the mountains.  
I have found none that are not my friends.

### *Excerpt from "The Song of the Stars" (Algonquin)*

We are the stars which sing,  
We sing with our light;  
We are the birds of fire,  
We fly over the sky.  
Our light is a voice;  
We make a road for spirits,  
For the spirits to pass over.  
Among us are three hunters  
Who chase a bear;  
There never was a time  
When they were not hunting.  
We look down on the mountains.  
This is the Song of the Stars.

### *Excerpt from "Long Division: A Tribal History" (1976) by Wendy Rose, Hopi/Miwok*

We are bought and divided  
into clay pots; we die  
on granite scaffolding  
on the shape of the Sierras  
and lie down with lips open  
thrusting songs on the world.  
Who are we and do we still live?



***Excerpt from "Calling Myself Home"***  
***by Linda Hogan, Chickasaw (1978)***

This land is the house  
we have always lived in.  
The women,  
their bones are holding up the earth.  
The red tail of a hawk  
cuts open the sky  
and the sun  
brings their faces back  
with the new grass.

***Excerpt from "The Blanket around Her"***  
***by Joy Harjo, Creek (1980)***

maybe it is her birth  
which she holds close to herself  
or her death  
which is just as inseparable  
and the white wind  
that encircles her is a part  
just as  
                    the blue sky  
hanging in turquoise from her neck

## Poetry Analysis

Title of Poem: \_\_\_\_\_

Author/Creator: \_\_\_\_\_ Date: \_\_\_\_\_

Mood of the poem: \_\_\_\_\_

Point of view (first person: I; second person: you; third person: he/she/they)

\_\_\_\_\_

Poet's purpose (inform, entertain, or persuade) \_\_\_\_\_

Theme of the poem: \_\_\_\_\_

\_\_\_\_\_

Is there word repetition? \_\_\_\_\_ If so, which word? \_\_\_\_\_

Is there line repetition? \_\_\_\_\_ If so, which line? \_\_\_\_\_

Using your senses:

What can you see? \_\_\_\_\_

What can you hear? \_\_\_\_\_

What can you smell? \_\_\_\_\_

What can you taste? \_\_\_\_\_

What can you feel? \_\_\_\_\_

How does the poem make you feel and why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Excerpts from a letter from President Thomas Jefferson to William Henry Harrison

Dear Sir

Washington Feb. 27. 1803.

. . . This letter being unofficial, & private, I may with safety give you a more extensive view of our policy respecting the Indians. . . . Our system is to live in perpetual peace with the Indians, to cultivate an affectionate attachment from them, by every thing just & liberal which we can do for them within the bounds of reason, and by giving them effectual protection against wrongs from our own people. The decrease of game rendering their subsistence by hunting insufficient, we wish to draw them to agriculture, to spinning & weaving. . . . When they withdraw themselves to the culture of a small piece of land, they will perceive how useless to them are their extensive forests, and will be willing to pare them off from time to time in exchange for necessaries for their farms & families. . . . In this way our settlements will gradually circumscribe & approach the Indians, & they will in time either incorporate with us as citizens of the US. or remove beyond the Missisipi. The former is certainly the termination of their history most happy for themselves, but in the whole course of this, it is essential to cultivate their love. As to their fear, we presume that our strength & their weakness is now so visible that they must see we have only to shut our hand to crush them, & that all our liberalities to them proceed from motives of pure humanity only. Should any tribe be fool-hardy enough to take up the hatchet at any time, the siezing the whole country of that tribe & driving them across the Missisipi, as the only condition of peace, would be an example to others, and a furtherance of our final consolidation. . . .

Th: Jefferson

## Excerpts from a Treaty between the United States and the Cherokee, August 6, 1846

Whereas serious difficulties have for a considerable time past existed between the different . . . portions of the Cherokee people against the United States. Therefore, with a view to the final and amicable settlement of the difficulties and claims before mentioned, it is mutually agreed by the several parties to this Convention as follows:

Article 1st. That the lands now occupied by the Cherokee Nation, shall be secured to the whole Cherokee people for their common use and benefit [as stated in the Treaty of 1835] "To assure the tribe or nation with which the exchange is made, that the United States will forever secure and guarantee to them, and their heirs or successors the Country so exchanged with them . . . Provided Always, That such lands shall revert to the United States, if the Indians become extinct, or abandon the same."

Art. 2d. . . . Laws shall be passed for equal protection, and for the security of life, liberty and property, and full authority shall be given by law, to all or any portion of the Cherokee people peaceably to assemble and petition their own Government or the Government of the United States, for the redress of Grievances and to discuss their rights. . . .

Art. 4th. . . . It has been decided by the Board of Commissioners recently appointed by the President of the United States to examine and adjust the claims and difficulties existing against and between the Cherokee people and the United States, as well as between the Cherokees themselves. . . .

Art. 9th. The United States agree to make a fair and just settlement of all monies due to the Cherokees . . . and shall embrace all sums paid for improvements, fences, spoliations, removal and subsistence, and commutation therefor, debts and claims upon the Cherokee Nation of Indians for the additional quantity of land ceded to said Nation. . . .

Art. 11th. . . . The Cherokee Delegations contend that the amount expended for the one years subsistence after their arrival in the West . . . is not properly chargeable to the Treaty fund. It is hereby agreed that that question shall be submitted to the Senate of the United States for its decision. . . .

**A Changing World**  
**Critical Thinking Questions:**

1. If you could give a new title to the document, what would it be and why?

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2. Based on the evidence in the document, how did the writer(s) treat American Indians? (2 sentences)

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3. Describe the effects of westward expansion on American Indians as represented in this document. (2 sentences)

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4. Describe the effects of westward expansion on the United States as a whole as represented in this document. (2 sentences)

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## Abraham Lincoln, The Gettysburg Address, November 19, 1863

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

## Abraham Lincoln, The Gettysburg Address (highlighted)

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

### ded·i·cate

1. to set apart and consecrate to a deity or to a sacred purpose: *The ancient Greeks dedicated many shrines to Aphrodite.*
2. to devote wholly and earnestly, as to some person or purpose: *He dedicated his life to fighting corruption.*
3. to offer formally (a book, piece of music, etc.) to a person, cause, or the like in testimony of affection or respect, as on a prefatory page.



## Summary Organizer #1

Original Text:

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Key Words:

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Summary:

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In Your Own Words:

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## Summary Organizer #2

### Original Text:

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

### Key Words:

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### Summary:

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### In Your Own Words:

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### Summary Organizer #3

Original Text:

But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

Key Words:

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Summary:

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In Your Own Words:

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*Freedom to the Slave*, 1863 (The Gilder Lehrman Institute, GLC04198)

Primary Source



"The City of Montgomery," by W. H. Russell, Harper's Weekly, June 1, 1861 (The Gilder Lehrman Institute, GLC01733.03)

Primary Source



The Gallant Charge of the Fifty-Fourth Massachusetts (Colored) Regiment, 1863 (The Gilder Lehrman Institute, GLC02881.23)

## Image Analysis

### PEOPLE

Describe the people in the image.

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### OBJECTS

Describe the objects in the image.

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### ACTIONS/ACTIVITIES

Describe what is occurring in this image.

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### OVERALL ASSESSMENT

I have learned the following from this image:

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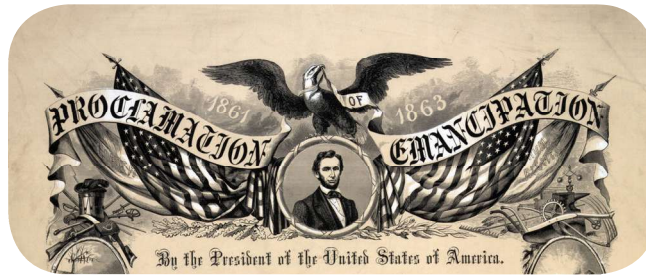
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## About the Emancipation Proclamation

President Abraham Lincoln issued the Emancipation Proclamation on January 1, 1863, as the nation approached its third year of bloody civil war. The proclamation declared “that all persons held as slaves” within the rebellious states “are, and henceforward shall be free.”

Despite the expansive wording, the Emancipation Proclamation was limited in many ways. It applied only to states that had seceded from the Union, leaving slavery untouched in the loyal border states. It also expressly exempted parts of the Confederacy that had already come under Northern control. Most important, the freedom it promised depended upon Union military victory.

Although the Emancipation Proclamation did not end slavery in the nation, it captured the hearts and imaginations of millions of Americans and fundamentally transformed the character of the war. After January 1, 1863, every advance of federal troops expanded the domain of freedom. Moreover, the Proclamation announced the acceptance of black men into the Union Army and Navy, enabling the liberated to become liberators. By the end of the war, almost 200,000 black soldiers and sailors had fought for the Union and freedom.

Source: Excerpt from “The Emancipation Proclamation,” Online Exhibits, National Archives, [www.archives.gov](http://www.archives.gov)



**The Emancipation Proclamation**  
**Critical Thinking Questions**

Answer the questions based on the "About the Emancipation Proclamation" reading above.

1. When was the Emancipation Proclamation written? What does it declare?

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2. In what ways was the Emancipation Proclamation limited?

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3. Explain why the Emancipation Proclamation gave hope to African Americans.

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**The "Reconstruction Amendments" to the US Constitution  
Document Analysis**

**The Thirteenth Amendment (January 1865)**

**Section 1.** Neither Slavery nor involuntary servitude, except as a punishment for crime, whereof the party shall have been duly convicted, shall exist within the United States or any place subject to their jurisdiction.

**Section. 2.** Congress shall have power to enforce this Article by appropriate legislation.

Why was the Thirteenth Amendment an important addition to the laws of the United States?

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### **The Fourteenth Amendment to the Constitution (July 1868)**

**Section 1.** All persons born or naturalized in the United States . . . are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws. . . .

**Section 5.** The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

What guarantees were made in these sections of the Fourteenth Amendment?  
Why were they important?

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**Fifteenth Amendment to the Constitution (February 1870)**

**Section 1.** The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

**Section 2.** The Congress shall have the power to enforce this article by appropriate legislation.

How did these sections improve the lives of all citizens?

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Document #1

## A Letter from a Former Slaveholder

An excerpt from a letter from A.C. Ramsey to his brother-in-law  
Dr. J. J. Wardlaw, January 3, 1867

. . . The war ruined me. Before it the children and I were worth \$45,000 in negroes and lands. We had on the place about 65 negroes. . . . The children had 35 and I had 30 of my own, besides eight or ten which my wife had. . . . I was however owing some money which I could easily have paid had the war not come on. But alas! the war came, I bent all my energies to its support. . . . All went to support the soldiers and their families, had no cotton on hand at the surrender, debts accumulating all the time, negroes gone, and here I was left with land and nothing else . . . and in fact could not sell it at all. So I saw nothing ahead but ruin. . . . Hundreds of men who were in good circumstances before the war are completely ruined. . . . And what the Radicals will do, can only be judged of by their former acts, and propositions now in their Congress. I believe they intend to give us a Territorial government, and place the negroes over us in point of privilege. I hope however the good Lord may intervene, and thwart their designs.

**A Letter from a Former Slaveholder**  
**Critical Thinking Questions**

1. What is the author's major claim? \_\_\_\_\_

What evidence from the text supports your answer? Be specific.

2. Does the claim appear to be based on facts? \_\_\_\_\_

Explain your answer: \_\_\_\_\_

3. What is the tone of this piece? \_\_\_\_\_

What specific words, terms, or phrases set the tone? \_\_\_\_\_

To what extent do these words, terms, or phrases make this document effective? \_\_\_\_\_

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4. What is the author's opinion of the "Radicals"?

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5. What did the author "hope" would happen? \_\_\_\_\_

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6. How does this document illustrate significant unresolved conflicts that remained after the Civil War?

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Document #2

**Excerpts from Frederick Douglass's speech  
at the Republican National Convention,  
June 14, 1876**

. . . You say you have emancipated us. You have; and I thank you for it. You say you have enfranchised us. You have; and I thank you for it. But what is your emancipation?—what is your enfranchisement? What does it all amount to, if the black man, after having been made free by the letter of your law, is unable to exercise that freedom, and, after having been freed from the slaveholder's lash, he is to be subject to the slaveholder's shot-gun? Oh! you freed us! You emancipated us! I thank you for it. But under what circumstances did you emancipate us? Under what circumstances have we obtained our freedom? Sir, ours is the most extraordinary case of any people ever emancipated on the globe. . . . you turned us loose to the sky, to the storm, to the whirlwind, and, worst of all, you turned us loose to the wrath of our infuriated masters.



**Document #3**

**Excerpt from a letter from Frederick Douglass to an unknown person, November 23, 1887**

. . . I have not yet learned what are the inequalities between the races as to school privileges at the South. In some of the states the time allotted to colored schools is less than that allowed to whites. And I have heard and believe that in none of the states are the teachers of colored schools as well paid as the teachers of white schools. My own observation has been that white teachers of colored schools in the southern states, show but little interest in their pupils.

**Document #4**

**Excerpts from a letter from Frederick Douglass to Robert Adams, December 4, 1888**

. . . I am a good deal disturbed just now by the clamor raised for the disfranchisement of the colored voters of the South. The cry about negro supremacy is like the old cry you and I so often heard in the old time about the negroes going to cut their masters throats. Its all humbug – There is nothing in it.

### Press Conference with Frederick Douglass

Write your question here:

Answer:	Evidence from the text:
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Write your question here:

Answer:	Evidence from the text:
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Write your question here:

Answer:	Evidence from the text:
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