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A TEACHER'S MANUAL  
FOR THOMPSON'S  
HISTORY OF THE PEOPLE OF  
THE UNITED STATES

BY  
ARLIE McCAIN JOHNSON  
TEACHER OF SEVENTH GRADE HISTORY  
NEWBERRY, SOUTH CAROLINA



D. C. HEATH AND COMPANY  
BOSTON                      NEW YORK                      CHICAGO  
ATLANTA                      SAN FRANCISCO                      DALLAS  
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## FOREWORD

This manual has been written for use with *A History of the People of the United States* by Waddy Thompson. Its primary purpose is to help the teacher whose school has no library or reference books of any kind except the textbook. Unlike most manuals, this one will not make use of a long list of references which are usually inaccessible to the teacher.

It is recommended that the teacher supply herself merely with a dictionary, *The World Almanac*, and any one of the many good books containing stories from American history.

The writer, who is a teacher of Thompson's *A History of the People of the United States*, will endeavor to show the methods she has successfully employed in creating in the pupil a love of history, which makes the teaching of it truly effective.

For the inspiration that has prompted the writing of this manual, acknowledgment is made to Mr. O. B. Cannon, Superintendent, Newberry, S. C., Schools; Professor Charles L. Trabert, Professor of Education, Newberry College, S. C.; Dr. A. B. Hart, Emeritus Professor of History, Harvard University; Dr. John K. Warren, Professor of History, College of the City of Asheville, N. C.

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# THE TEACHING OF HISTORY

## THE APPROACH

The main desideratum in teaching history is the creating in the pupil of the historical attitude, for around this attitude everything else must be built. The method, therefore, of approaching the lesson is of prime importance. The method should vary from day to day, because the class must constantly be given new thoughts and new impressions. In varying the method, however, it should be remembered that the aim always should be to create the historical attitude. Here are some effective ways of approaching the lesson:

1. The simple lecture on the lesson by the teacher.
2. The dramatization of the lesson.
3. The use of problems and projects.
4. The reading, by the teacher, of stories or poems bearing on the events of the period to be studied.
5. The graphic method: pictures imagined from a study of the lesson are drawn on the blackboard by the teacher. (See example of graphic method in treatment of the Gold Rush on page 65 of this manual.)

Current happenings outside the classroom are often brought up by the children and, especially if the happenings be local, all will wish to talk about them. The teacher will not be going astray in allowing the children to discuss these happenings if she can correlate them with the lesson. Usually this is possible. For instance, the writer has said on such an occasion, "You have heard what John has told us; is that history?" Mary answers, "That is history." Teacher, "Why?" Mary replies, "Because Professor Henry Johnson says that everything that ever happened is history."

## OUTLINES

No matter how interesting the above plan may seem, the first few lessons should be confined to the textbook and how

best to study it. Making use of the best suggestions from the pupils, coupled with a few from the teacher, we have the beginning of an outline of how to study history. These first suggestions, of course, are for trial only, and it will be several days before the permanent outline can be completed. Children learn very soon how to make an outline, and after a little practice they should make their own easily. The teacher, obviously, should always supervise, and, when necessary, assist in the work.

It is well to keep in mind also that the outline, to serve its purpose best, should not be made until the chapter or the period has been studied. There is a danger, otherwise, that only the outlined parts will be learned.

### THE NOTEBOOK

Every pupil should have a notebook in which to write his outlines. It should be his to use throughout the year, and he should be allowed freedom to put in the outline what he considers important events or interesting material bearing on the lessons. Let the pupil understand that his notebook will be considered in his monthly grading, that its accuracy and neatness will help to raise his mark, and his interest in the notebook and its outlines will increase. It will also add interest for him to round out his outlines by pasting into his notebook clippings and pictures of his own finding. The best time to have the pupils make their outlines and paste in the results of their cuttings from magazines and newspapers is every Friday.

### CORRELATING GEOGRAPHY

From the very first, pupils should be made to correlate history with geography by the association of events with places. Hence, throughout the year, constant use must be made of maps. There is no need for maps other than those found in Thompson's *A History of the People of the United States*. In this textbook are forty-four splendid maps of such character that the use of other charts would be superfluous. Since the plan of map study accompanying history

study is so important, frequent reference is made in this manual to the maps appearing in the textbook.

### ASSIGNMENT OF LESSONS

Assignment of lessons is one of the most important phases of teaching. Assignments should always be clear and definite. There should be no chance for the pupils not to understand exactly what they are expected to do. Study questions or topics for the next lesson should be written on the blackboard, and pupils required to copy them in their notebooks. If special work is given for individual reports, the pupils concerned ought to be told exactly where they can secure material for the assignments; they should be made to realize that they will be held responsible for their reports. Assignments are perhaps best made at the beginning of the class period when abundant time may be given to this important part of the work. To insure the attention of the group to the assignment ask a pupil to repeat it either after the next day's lesson has been given out or at the end of the recitation. If inattentive pupils are detained after school and then asked to repeat the assignment, attention to lesson announcements in the future will be secured.

### THE RECITATION

The recitation should take a variety of forms: the study lesson with books open; the lecture; the graphic or topical plan; the review, drill, or test. Then, too, the semi-socialized recitation has its advantages. Often special programs should be arranged with reports on subjects that have been previously assigned. Along with such reports the reading of clippings from newspapers and magazines will be found helpful. The pupils should bring pictures and historical relics gathered with reference to the lesson. Such a program plays a large part in creating in the pupils a real love for history. In the writer's own school a number of pupils have made personal collections of pictures and material which concern historical subjects, and she now has in her possession many relics, the gifts of interested pupils of former classes, and with each relic is woven a story.

## CLASS SCRAPBOOK

It is always interesting to have a class scrapbook in which the clippings of the group may be kept. Perhaps the clippings will not always bear upon the lesson, but those that do not should be welcomed for their indication of interest on the pupil's part.

## PROGRAMS FOR ANNIVERSARIES

Lesson programs should be arranged in observance of holidays set aside to commemorate noted characters or events. It is desirable to make such assignments a week in advance if it be possible to do so. The pupils should be allowed to take charge of the program and to select their chairman and other participants. The pupils learn in this way something of parliamentary law as they progress with their history lesson.

## USE OF BLACKBOARD

1. If the teacher will carry a piece of chalk in her hand during the recitation, she will soon find that the chalk is doing the talking by her drawing original, but simple, diagrams on the blackboard to explain the meaning of the text. As an illustration see treatment of the Missouri Compromise on page 59 of this manual. It has been found that the pupils will often reproduce the simple diagrams in their tests and even in their examinations, thus proving that the blackboard illustrations have made a deep impression.

2. Another profitable use of the blackboard is the placing on the board of a list of events, dates, names of characters, and names of places. From this list the pupils may take five topics and associate with each topic five things. This exercise gives a lesson in the association of ideas.

3. The blackboard may be used to advantage in still another way. At the beginning of the recitation certain pupils may be given questions to answer on the board. While the teacher and the rest of the class proceed with the lesson, these pupils at the board write their answers, sign their names, and return to their seats. At the close of the recitation their work is checked.

## COMPOSITIONS

At frequent intervals throughout the year, the pupils should write compositions concerning persons or events about which they have studied. The composition affords the teacher an excellent opportunity to stress accuracy and neatness.

## REVIEWS AND DRILLS

Reviews and drills are profitable when conducted in a systematic manner. Of course, some reviewing is necessarily done each day, but experience shows that pupils derive more profit from a review when it takes the form of a dramatization or of a game. When children are allowed to act the events depicted in history, their interest is keenest. Several forms of games useful for the purpose of review may be mentioned.

1. A history contest may be conducted in the same manner as the old-time spelling match.

2. The question box offers interesting opportunities. The teacher may deposit questions in the box and allow each pupil to draw from it one which he must answer. (NOTE: The teacher may use original questions or the questions in the textbook.)

3. Each pupil may deposit in the box a question of his own making. In case a pupil selects, by accident, his own question in the drawing, he may return it to the box and draw another. Instead of passing the box around the room, it is more effective to have the pupils go, one at a time, to the teacher's desk, each drawing a question and answering it before returning to his seat.

4. The punch board is another effective device. Use a board about 10 × 14 inches through which have been bored holes the size of a lead pencil. The teacher inserts in each hole a slip of rolled paper containing a question. The pupil advances to the teacher's desk, punches the board, and answers the question before returning to his seat.

5. The guessing game is excellent for interest and attention. In this game a pupil thinks of a character or an event in history, tells the class some things about it, and then calls

upon a member of the class to tell whom or what he is thinking about. For example: John Jones says, "I am thinking of a man who persevered and made four great voyages, yet died unhonored. Who is this person, Mary Smith?" Answer: "Columbus." (NOTE: To insure the attention of the entire class, the question should be announced before some one is called upon to answer it. If Mary Smith is called upon to answer the question before it is announced, only Mary Smith will listen for the question.)

6. Another method of review is for the class to choose sides and have a debate on some historical question. The rules of parliamentary law are followed.

7. In addition to the foregoing methods a good review may always be conducted merely by using the questions and projects in the textbook.

### TESTS

Test papers should be carefully read at home and the mistakes corrected by the teacher. They should be returned to the children during the class period for their examination and noting of errors. Not only is this the best method for determining the child's grade, but it is a help to see the progress he is making. Moreover, the child is nearly always pleased with his mark when he sees how and why it is given. The knowledge that the teacher is reading his paper, checking his mistakes, and is fair, makes a most favorable impression upon him. To vary the form of the test, the pupil may be required to write a composition at home with the use of any textbook in history as a reference. The result will show the pupil's knowledge of the period covered by the composition.

The true or false tests present stimulating variations of the usual quizzes. For example:

Post offices increased from seventy-five in Washington's time to thousands in Monroe's time.

Ans.  $\left\{ \begin{array}{l} \text{True?} \\ \text{or} \\ \text{False?} \end{array} \right.$  Draw a line through the incorrect answer.



Pupils like the true or false tests because they are short. The tests are also an advantage to the busy teacher because they are easy to correct. All teachers should avoid asking for more written work than can be read and corrected.

### EXAMINATIONS

The evaluation of examinations differs in the judgment of different school systems. The writer will give only the practice followed in the system with which she is connected and where examinations have been found to be of much value. Every pupil in the school is required to stand the examinations which are held twice a year at the close of each semester. For these examinations all pupils in history study the reviews. The examination mark is averaged with the monthly grade and is counted as only one-third in the grading. The books containing the examinations are carefully marked and placed on file in the superintendent's office where they are readily accessible in case a question should arise regarding them.

This concludes a brief survey of the methods that the writer has employed for a number of years in the teaching of history. It is through these methods that the teaching of history has become to her a source of greatest pleasure. It is also through these methods that her pupils have sensed the historical attitude without which the study of history is futile. The gratification that the writer has felt at seeing her pupils develop a genuine love for history is immeasurable. She feels, too, that she has been particularly fortunate in having as her textbook Thompson's *A History of the People of the United States*.

### DATES

History cannot be taught without certain dates. A pupil of an upper grammar grade should not be like the "Johnny" of the following poem. The teacher should read this poem to the class to impress it with the importance of knowing other dates besides 1492:

## JOHNNY'S HIST'RY LESSON

I think, of all the things at school  
 A boy has got to do,  
 That studyin' hist'ry, as a rule,  
 Is worst of all, don't you?  
 Of dates there are an awful sight,  
 An' though I study day an' night,  
 There's only one I've got just right —  
 That's fourteen ninety-two.

Columbus crossed the Delaware  
 In fourteen ninety-two;  
 We whipped the British fair an' square,  
 In fourteen ninety-two.  
 At Concord an' at Lexington  
 We kept the redcoats on the run,  
 While the band played "Johnny, Get Your Gun,"  
 In fourteen ninety-two.

Pat Henry, with his dyin' breath —  
 In fourteen ninety-two —  
 Said, "Gimme liberty or death!"  
 In fourteen ninety-two.  
 An' Barbara Frietchie, so 'tis said,  
 Cried, "Shoot, if you must, this old gray head,  
 But I'd rather 'twould be your own instead,"  
 In fourteen ninety-two.

The Pilgrims came to Plymouth Rock  
 In fourteen ninety-two,  
 An' the Indians standin' on the dock  
 Asked, "What are you goin' to do?"  
 An' they said, "We seek your harbor drear  
 That our children's children's children dear  
 May boast that their forefathers landed here  
 In fourteen ninety-two."

Miss Pocahontas saved the life —  
 In fourteen ninety-two —  
 Of John Smith, an' became his wife  
 In fourteen ninety-two.  
 An' the Smith tribe started then an' there  
 An' now there are John Smiths ev'rywhere,

But they didn't have any Smiths to spare  
In fourteen ninety-two.

Kentucky was settled by Daniel Boone  
In fourteen ninety-two,  
An' I think the cow jumped over the moon  
In fourteen ninety-two.

Ben Franklin flew his kite so high  
He drew the lightning from the sky,  
An' Washington couldn't tell a lie  
In fourteen ninety-two.

— NIXON WATERMAN.\*

### INDISPENSABLE DATES

- 1492. Columbus discovered America.
- 1497. John Cabot discovered North American continent.
- 1522. Magellan's vessel sailed around the world.
- 1607. First permanent English settlement in America made at Jamestown, Virginia.
- 1619. I. Boatloads of English women came to Jamestown.  
II. First legislative body in America met at Jamestown. Forbade the Governor's levying taxes without its consent.  
III. Negro slavery introduced into Virginia.
- 1620. First permanent settlement in New England made by Pilgrims at Plymouth.
- 1733. Settlement of Georgia — the last of the English colonies in what is now the United States.
- 1754. Beginning of the French and Indian War. The French driven by the English from North America.
- 1775. Beginning of the Revolutionary War.
- 1776. Thirteen English colonies in America proclaimed their independence through the Declaration of Independence.
- 1789. Constitution ratified.
- 1803. Louisiana Purchase.
- 1812. Second war with Great Britain.
- 1820. Missouri Compromise.

\* From *A Rose to the Living* by Nixon Waterman. Chapple Publishing Company, Boston, Mass.

- 1823. Monroe Doctrine announced.
- 1861. Beginning of the War of Secession — “An indestructible Union composed of indestructible States.”
- 1863. Proclamation of Emancipation issued.
- 1898. Spanish-American War. Possessions in distant seas acquired.
- 1918. World War ended.

## EXAMPLES OF OUTLINES

### THE SPIRIT OF INDEPENDENCE

“United we stand, divided we fall.”

- I. The English people, lovers of liberty and builders of homes
  - A. Fought for their liberty in England
  - B. In parliament
  - C. In the church
- II. The first lawmaking body in America met at Jamestown, Virginia, in 1619. Law made to keep the Governor from levying taxes without consent of the assembly
- III. The landing of the Pilgrims at Plymouth
  - A. Seeking to worship God in their own way
  - B. The Mayflower Compact
  - C. The town meeting
- IV. Religious freedom
  - A. Maryland and her Toleration Act
  - B. Rhode Island a haven for all religions
- V. Wars with the French: the driving of the French from North America made the English colonies feel less in need of British protection
- VI. The colonies resist unjust taxation
- VII. The Revolutionary War
  - A. The Declaration of Independence adopted on the fourth day of July, 1776, in the city of Philadelphia
  - B. The United States throws off British rule
- IX. The War of 1812: freedom of the seas

- X. The War of Secession: the freeing of the slaves
  - A. The Emancipation Proclamation
  - B. The Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution
- XI. The War with Spain: the freeing of Cuba
- XII. The World War: making the world safe for democracy

## EARLY ENGLISH SETTLEMENT

### VIRGINIA

Year: 1607

Place: Jamestown, on the James River

Aim: To gather wealth from the New World

People: English

#### PROMINENT PERSONS:

1. John Smith
2. Pocahontas
3. John Rolfe

#### HAPPENINGS:

1. First permanent English settlement in America
2. "No work, no eat"
3. The "Starving Time"
4. Planting of tobacco
5. First legislature (1619)
6. Boatloads of women (1619)
7. Introduction of negro slavery (1619)

### MASSACHUSETTS

Year: 1620

Place: Plymouth

Aim: A place to worship God in the way the settlers wished

People: Pilgrims and Puritans from England

#### PROMINENT PERSONS:

1. John Winthrop
2. Miles Standish
3. Priscilla Mullens
4. John Alden

#### HAPPENINGS:

1. Mayflower Compact: "In ye name of God, Amen: We, whose names are under written, *the loyall sub-*

*jects of our dread soveraigne Lord, King James, by ye grace of God, of Great Britaine, France and Ireland, King, defender of ye faith, &c., haveing undertaken, for ye glorie of God, and advancements of ye Christian faith, and Honour of our king & countrie a voyage to plant ye first colonie in ye Northerne parts of Virginia, doe, by these presents, solemnly & mutually, in ye presence of God, and one. of another, covenant & combine ourselves together into a civill body politick, for our better ordering & preservation & furtherance of ye ends aforesaid; and by vertue hereof to enacte, constitute, and frame such just & equall lawes, ordinances, actes, constitutions, & offices, from time to time, as shall be thought most meete & convenient for ye generall good of ye Colonie, unto which we promise all due submission and obedience. In witness whereof we have hereunder subscribed our names at Cape-Cod ye 11, of November, in the year of ye raigne of our soveraigne lord, King James, of England, France & Ireland Ye 18, and of Scotland ye fiftie-fourth. Ano. Dom. 1620."*

2. Friendship with the Indians
3. Puritan religious worship
4. First Thanksgiving in America

## THE ORIGINAL THIRTEEN COLONIES

- (1) Virginia
- (2) New York
- (3) Massachusetts
- (4) New Jersey
- (5) New Hampshire
- (6) Maryland
- (7) Connecticut
- (8) Rhode Island
- (9) Delaware
- (10) North Carolina
- (11) South Carolina
- (12) Pennsylvania
- (13) Georgia

## THE CONSTITUTION

## THE CONSTITUTIONAL CONVENTION

- I. Place of meeting
- II. Time of meeting
- III. Aim
- IV. Members
- V. Reports
- VI. Factions formed
  - A.  $\left\{ \begin{array}{l} 1. \text{ Those who approved of a strong central gov-} \\ \text{ernment} \\ 2. \text{ Those who approved of strong state govern-} \\ \text{ments} \end{array} \right.$
  - B.  $\left\{ \begin{array}{l} 1. \text{ Small states desired equal representation in} \\ \text{central government} \\ 2. \text{ Large states claimed representation should be} \\ \text{based on population} \end{array} \right.$
  - C.  $\left\{ \begin{array}{l} 1. \text{ Commercial states wished commerce to be} \\ \text{regulated by central government} \\ 2. \text{ Some of the agricultural states wished the} \\ \text{slave trade to continue} \end{array} \right.$

## VII. Compromises

For general plan of Constitution refer to the textbook.

NOTE TO TEACHER: The Constitution appears in full in the appendix to the textbook. Do not have the pupil memorize the Constitution. Rather let him get merely the *meaning* of its more important provisions. For example:

The Thirteenth Amendment freed the Negro.

The Fourteenth Amendment made him a citizen.

The Fifteenth Amendment gave him the right to vote.

BACKGROUND FOR STUDY OF THE  
SLAVERY QUESTION

The North and the South had many good reasons for their differences of opinion concerning slavery.

- I. A New England colony had the following characteristics:
  - A. Climate: cold
  - B. Soil: rocky

- C. Industries: small farming, fishing, commerce
  - D. Work: often hard
  - E. Slavery: on account of climate and soil not profitable
  - F. Religion: Separatists from Church of England
  - G. Place of living: small town
  - H. Social life: because of Puritan belief, no gayety
  - I. Education: obtained from public schools
- II. The conditions in a Middle colony were less severe than those in New England, yet in the Middle colonies soil, climate, industrial life, and social life were not favorable to slavery.
- III. A Southern colony bore striking contrast to a New England colony:
- A. Climate: mild
  - B. Soil: fertile
  - C. Industry: agriculture
  - D. Work: easier than in the North
  - E. Slavery: because of climate and soil, profitable
  - F. Religion: Church of England
  - G. Place of living: large plantation
  - H. Social life: gay
  - I. Education: from private teachers

NOTE TO TEACHER: With this background the study of the slavery question may be begun. Care should be taken, from the very beginning of the study of this all-important and disturbing question, to inculcate in the pupil the spirit of tolerance. Give both sides and impress upon the pupil that one person has as much right to his opinion as another. Above all, the teacher *should not take sides*.

## SOME SHIPS IN AMERICAN HISTORY

Santa Maria	God-Speed
Pinta	Discovery
Niña	Mayflower
Victoria	Bon Homme Richard
Susan Constant	Serapis



Clermont	Trent
Leopard	San Jacinto
Chesapeake	Monitor
Little Belt	Merrimac (Virginia)
President	Alabama
Constitution	Kearsage
Savannah	Maine
Star of the West	Lusitania

## INVENTIONS AND DISCOVERIES BY AMERICANS

Cotton gin: Eli Whitney  
 Steamboat: Robert Fulton  
 Reaper: Cyrus H. McCormick  
 Telegraph: Samuel F. B. Morse  
 Use of ether as an anæsthetic: Dr. Crawford W. Long  
 Vulcanizing rubber: Charles Goodyear  
 Sewing machine: Elias Howe  
 Revolving printing press: Richard M. Hoe  
 Telephone: Alexander Graham Bell  
 Incandescent electric light: Thomas A. Edison  
 Airbrake: George Westinghouse  
 Electric street car: Frank Julian Savage  
 Typewriter: C. L. Sholes  
 Submarine: John Philip Holland  
 Aëroplane: Wilbur and Orville Wright

## PERSONAL CHARACTERISTICS

In studying biography the pupil should consult this list for words to describe the person's character. Let the pupil add twenty new words to the list:

kind	rough	poor
gentle	tough	lovable
loyal	soft	brave
broad-minded	sympathetic	cruel
hard-headed	grateful	hostile
great	jovial	hospitable
strong	rich	

## WORDS, TERMS, AND PHRASES

Every pupil of an upper grammar grade should know the meaning of:

Sea of Darkness  
sovereign  
treachery  
astounding  
despairing  
Valladolid  
Pascua Florida

slavery  
circumnavigated  
volunteers  
Corsairs  
Huguenots  
Croatoan  
Lost Colony

London Company  
Plymouth Company  
The Netherlands  
common storehouse  
Non-Conformists  
Separatists  
First Exiles for Conscience' Sake  
compact  
town meeting  
Toleration Act  
buccaneers  
patroons  
heart of the continent  
why the English excelled as colonizers

"All roads that lead to God are good."  
Restoration  
Puritans  
somber life  
intolerance

Navigation Acts  
Grand Model  
Tuscaroras  
Bacon's Rebellion  
Quakers

Writs of assistance  
Parson's Cause  
Who was the Unwise King?  
Parliament  
Stamp Act

Scotch Highlanders  
royal colony  
redemptioners  
bonded white servants  
colonial government

Townshend Acts  
Five Intolerable Acts  
Whigs  
Tories  
Continental Congress

evacuation	winter of gloom
Declaration of Independence	French Alliance
demoralized	armed neutrality
partisan warfare	Turn of the Tide
Swamp Fox	Game Cock
treaties of peace	
Articles of Confederation	stocks
State of Franklin	pillory
Congress	counterfeiting
indigo plant	harpsichord
whipping post	
Inauguration	compromise
sectional differences	man of the people
autocracy	spoils system
democracy	Great American Desert
impressment	"Forty-niners"
Alien and Sedition Laws	Fugitive Slave Law
embargo	squatter sovereignty
Nonintercourse Act	"Bleeding Kansas"
Hartford Convention	personal liberty laws
finances	secession
populous	Trent affair
Industrial Revolution	Proclamation of Emancipation
Era of Good Feeling	conscription
Freedman's Bureau	"Whiskey Ring"
vagrancy laws	panic
Reconstruction	the Initiative
Loyal League	the Referendum
Ku Klux Klan	the Recall
carpetbaggers	
scalawags	
a strike	
Policy of Blood and Iron	armistice
Pan-Germanism	League of Nations
Triple Alliance	arbitration
Triple Entente	disarmament
Second Line of Defense	World Court
protocol	

## CHAPTER I

## FINDING NEW LANDS IN THE WEST

*Material:* Maps (in textbook) and compass.

*Discussion:* Take up with the class the need for geographical knowledge were a person making the voyage of Columbus. Ask these questions:

1. Why would he need a compass?
2. Why does a Boy Scout need a compass?
3. Compare the spirit of Columbus and the spirit of Lindbergh, and contrast the plans of these two adventurers.
4. Did Lindbergh use a compass?

Have the pupils observe closely the picture of Columbus and Isabella, on page four of the textbook, and the picture of the caravels of Columbus, on page five. Have the pupils bring pictures of ships to the class and contrast these ships with those of Columbus.

*Project:*

1. Draw on the blackboard an outline of each of the voyages of Columbus and write against each the result of the voyage.
2. Name some of the souvenirs that Columbus could have brought back from his voyages.
3. Introduce the Indians through pictures, relics, clothing, or any other article that may be procured which pertains to Indians.

*Dramatization:* The first meeting of Indians and white men. Let some of the boys represent Columbus and his crew and others represent Indian warriors; let girls represent the squaws. Columbus, surrounded by his crew, kneels to give thanks while the warriors and squaws stand at a distance peeping at them in wonder and awe. The white men and the Indians carry on a conversation by making signs.

Three things to remember in every lesson:

- (1) The persons you meet
- (2) The places you visit
- (3) New words

## COLUMBUS

Behind him lay the gray Azores,  
    Behind the gates of Hercules;  
Before him not the ghost of shores,  
    Before him only shoreless seas.  
The good mate said: "Now must we pray,  
    For lo! the very stars are gone.  
Brave Adm'r'l, speak; what shall I say?"  
    "Why, say: 'Sail on! sail on! and on!'"

"My men grow mutinous day by day;  
    My men grow ghastly, wan, and weak."  
The stout mate thought of home; a spray  
    Of salt wave washed his swarthy cheek.  
"What shall I say, brave Adm'r'l, say,  
    If we sight naught but seas at dawn?"  
"Why, you shall say at break of day:  
    'Sail on! sail on! sail on! and on!'"

They sailed and sailed, as winds might blow,  
    Until at last the blanched mate said:  
"Why, now not even God would know  
    Should I and all my men fall dead.  
These very winds forget their way,  
    For God from these dread seas is gone.  
Now speak, brave Adm'r'l; speak and say —"  
    He said: "Sail on! sail on! and on!"

They sailed. They sailed. Then spake the mate:  
    "This mad sea shows his teeth to-night.  
He curls his lip, he lies in wait,  
    With lifted teeth, as if to bite!  
Brave Adm'r'l, say but one good word:  
    What shall we do when hope is gone?"  
The words leapt like a leaping sword:  
    "Sail on! sail on! sail on! and on!"

Then, pale and worn, he kept his deck,  
    And peered through darkness. Ah, that night  
Of all dark nights! And then a speck —  
    A light! a light! a light! a light!  
It grew, a starlit flag unfurled!  
    It grew to be Time's burst of dawn.  
He gained a world; he gave that world  
    Its grandest lesson: "On! sail on!"

## CHAPTER II

## TAKING OVER THE NEW LANDS

## Use Maps in Textbook

*Discussion:*

1. What, do you think, are some of the reasons for the United States' growing from a few states to forty-eight?
2. Who were the Spaniards?
3. Have any of you children ever seen a Spaniard? Who? Where? When?
4. Be prepared to tell something about each person you meet in your lesson today and count the number of places you visit.

*Problem I:*

- a. Locate Florida on the map on page 8.\*
- b. See the picture of a monument to Magellan on page 18.
- c. Why do you suppose a monument was raised in his honor?
- d. What did this man do?

*Problem II:*

- a. How many of you know anything about the Mississippi River? What?
- b. Do you suppose this river is a good place to fish?

*Project:* Look at the map on page 19 and say how many miles you think you would have to travel from your home to fish in this river.

## TO THE TEACHER:

1. By a drawing on the blackboard explain the globe circumnavigated.
2. Introduce the Negro and compare and contrast him with the Indian, showing why he made a more desirable slave.

\* All references to pages will, unless otherwise indicated, refer to pages of the textbook.

3. Introduce the French, the Dutch, and the English, and give a reason why each came to America.

*Dramatization:* Let the pupils reproduce Raleigh's Lost Colony; or let several of them tell the story. Avoid overworking the best pupils.

## CHAPTER III

### THE EARLY ENGLISH COLONIES

From this chapter we can add to our list of ships the *Susan Constant*, the *God-Speed*, and the *Discovery*.

Virginia's most prominent citizen: Captain John Smith

1. Soldier
2. Adventurer
3. Member of the Colonial Council
4. Good man
5. Friend of the Indians
6. Organized the common storehouse
7. His "no work, no eat" order
8. Wounded by gunpowder explosion
9. Returns to England
10. "The Starving Time"

Write these headings on a blackboard and require the pupils to use them in preparing compositions to be handed in the next day.

*Dramatization:* The landing of shiploads of women gives a splendid opportunity to dramatize a lovely picture. The boys, who take the part of the settlers, wait in the room for the boats to reach land. Each boy carries a package in which is supposed to be the tobacco with which he is to pay the passage across the ocean of his future wife. The girls, who are to take the part of the women, come into the room from the hall outside. As they enter through the door, one by one, they tiptoe as if descending a plank from a boat to the bank of a river. The men then select their mates. As was the case in reality, each woman has the privilege of

refusing any or all offers. The use of the following quotation from Owen Meredith, as the women are landing, serves to paint an everlasting picture on the minds of the children:

“We may live without friends; we may live without books,  
But civilized man cannot live without cooks.”

While on the study of early Virginia, it will be well to have a “tobacco lesson.” If the school be located in a tobacco-raising section, refer to the day's prices on the local market.

The first legislature in America:

- a. Representatives: burgesses
- b. Governor could not levy taxes without consent of the legislature

Let the teacher, standing at the window, imagine that she sees a small Dutch war vessel landing at the river out there at Jamestown. She gazes to see who will land. She says, “They are Negroes,” and then proceeds to count twenty Negroes. “Just that alone is nothing to cause excitement, but, children, it is the beginning of African slavery among the English in America.”

1. Why did the Indians become hostile to the colonists?  
See text, page 36.
2. A royal colony is one ruled by a king. Did Virginia become a royal colony? Why and how?

*Problems:*

1. Puritans were of two classes: (a) Separatists, (b) Non-conformists. Children, turn to page 37 and note the difference between “a” and “b.” Be able to explain tomorrow.
2. Englishmen, after going to Holland to escape religious persecution, remained there ten years. Give three reasons for their leaving Holland.

#### FURTHER COLONIZATION

The Mayflower landed at Plymouth, December 21, 1620. Colony began with the people's governing themselves. What was the Mayflower Compact? See page 38.



*Project:*

1. Prove that the Pilgrims were a brave people.
2. When the Mayflower returned to England in the spring, how many of the survivors went with her? See page 39.

Maryland and the "Toleration Act." See comments on page 30 of this manual regarding the discussion of religious matters.

NOTE TO TEACHER: The class having studied this chapter without reference to the questions in the textbook should next review these questions. Then select five of them for use in a written lesson.

## ODE TO JAMESTOWN

(EXTRACT)

I hear the angry ocean rave,  
I see the lonely little bark  
Scudding along the crested wave,  
Freighted like old Noah's ark,  
As o'er the drowned earth 'twas hurled  
With the forefathers of another world.

I see the train of exiles stand,  
Amid the desert, desolate,  
The fathers of my native land,  
The daring pioneers of fate,  
Who braved the perils of sea and earth,  
And gave a boundless empire birth.

I see the sovereign Indian range  
His woodland empire, free as air;  
I see the gloomy forest change,  
The shadowy earth laid bare;  
And where the red man chased the bounding deer,  
The smiling labors of the white appear.

I see the haughty warrior gaze  
In wonder or in scorn,  
As the pale faces sweat to raise  
Their scanty fields of corn,  
While he, the monarch of the boundless wood,  
By sport, or hair-brained rapine, wins his food.

A moment, and the pageant's gone;  
 The red men are no more;  
 The pale-faced strangers stand alone  
 Upon the river's shore;  
 And the proud wood-king, who their arts disdained,  
 Finds but a bloody grave where once he reigned.

The forest reels beneath the stroke  
 Of sturdy woodman's axe;  
 The earth receives the white man's yoke  
 And pays her willing tax  
 Of fruits, and flowers, and golden harvest fields,  
 And all that nature to blithe labor yields.

The growing hamlets rear their heads,  
 And gathering crowds expand,  
 Far as my fancy's vision spreads,  
 O'er many a boundless land,  
 Till what was once a world of savage strife  
 Teems with the richest gifts of social life.

— JAMES KIRK PAULDING.

### THE LANDING OF THE PILGRIM FATHERS IN NEW ENGLAND

The breaking waves dashed high  
 On a stern and rock-bound coast,  
 And the woods against a stormy sky  
 Their giant branches tossed;

And the heavy night hung dark  
 The hills and waters o'er,  
 When a band of exiles moored their bark  
 On the wild New England shore.

Not as the conqueror comes,  
 They, the true-hearted, came;  
 Not with the roll of stirring drums,  
 And the trumpet that sings of fame;

Not as the flying come,  
 In silence and in fear; —  
 They shook the depths of the desert gloom  
 With their hymns of lofty cheer.

Amidst the storm they sang,  
And the stars heard, and the sea;  
And the sounding aisles of the dim woods rang  
To the anthem of the free!

The ocean eagle soared  
From his nest by the white waves' foam,  
And the rocking pines of the forest roared —  
This was their welcome home!

There were men with hoary hair  
Amidst that pilgrim band;  
Why had they come to wither there,  
Away from their childhood's land?

There was woman's fearless eye,  
Lit by her deep love's truth;  
There was manhood's brow serenely high,  
And the fiery heart of youth.

What sought they thus afar?  
Bright jewels of the mine?  
The wealth of seas, the spoils of war? —  
They sought a faith's pure shrine!

Ay, call it holy ground,  
The soil where first they trod.  
They have left unstained what there they found —  
Freedom to worship God.

— FELICIA HEMANS.

## CHAPTER IV

### ENGLAND'S RIVALS IN AMERICA

1. Have the pupils look at the map on page 47. Why were the West Indies important?
2. Spain had claims to the New World through discovery, exploration, and the gift of the Pope. Discuss the importance of these claims.
3. You have met the corsairs in another lesson. Today you meet the buccaneers, and the patroons. I want

you to tell me which of the three you had rather be: a corsair, a buccaneer, or a patroon. Give reasons for your answer.

4. Why did the Spaniards come to America? To hunt for gold and silver.
5. Why did the French come? To hunt for furs and skins.
6. Why did the Dutch come? Like the French, to hunt for furs and skins.
7. Why did the English come? To build homes.

## CHAPTER V

### GROWTH OF THE ENGLISH COLONIES

“The English had come to America to build homes, and only on homes can nations be solidly built.”

#### THE ENGLISH

##### I. Aims

- A. To worship God as they wished
- B. To escape political persecution
- C. To better their living conditions

##### II. Results

- A. Freedom made possible
- B. Homes built
  1. Settlements in New England and the Middle Colonies
  2. Plantations in the South
- C. English ready to defend their homes

##### III. Chief Industries

- A. Agriculture
- B. Commerce
- C. Fishing
- D. Shipbuilding

##### IV. Result: Ability of the English colonists to live at home

NOTE: If the question of personal religion has not already risen it will not fail to appear when Roger Williams and

Rhode Island come up for discussion. If the teacher be wise she will not permit any arguments about religion among the children of her class. An effective maxim for her to drill into her pupils is, "All roads that lead to God are good."

Picture to the class Roger Williams as a friend of the Indians. Get from any book of history stories the tale of Roger Williams' flight into the wilderness.

1. What was the Restoration?
2. Who were the Cavaliers?
3. What were the "bouweries"?
4. Be sure to notice the pictures in this chapter. Make a list of the persons you met in this lesson and write a sentence about each.

NOTE: The teacher is cautioned again that the pupil should write his own outline with her supervision and help, and that the best time to have the outline made is after the chapter or period has been studied. See page 6 of this manual.

## CHAPTER VI

### THE ENGLISH COLONIES AFTER 1660

*Project:* Let the class read the lesson silently and, when all have finished, send several of the pupils, without their books, to the blackboard to write some of the facts they remember having just read. Facts like these will be put on the board:

"For three days the tomahawk spared neither sex nor age."

"During King Philip's War twelve towns in the Plymouth and Massachusetts Colonies were totally destroyed and forty others suffered the miseries of Indian warfare."

Teach children to read with a view to getting the most important facts. Teach them to condense their statements.

The English and the Dutch became unfriendly and the Dutch finally surrendered New Netherland to the English.

1. Tell the story of the beginning of the Carolinas — how Charles II gave the country south of Virginia to eight of his friends, and how from the settlement on Albe-

marle Sound grew the colony of North Carolina and from the settlement on the Ashley River grew the colony of South Carolina.

2. Outline the early life of the people of North Carolina and the early life of the people of South Carolina.

*Dramatization:* Have nine boys act the scene of Charles II giving Carolina to eight of his friends.

*Problem:* Have the children notice carefully the picture on page 73, decide which character represents Bacon, and discuss his rebellion. Have them look on page 74 and find out what King Charles said when he heard of Berkeley's vindictive work.

1. Persecution in England renewed. Show the intolerance of the Conventicle Act.
2. Explain the Five Mile Act and tell how the famous author, John Bunyan, lay for twelve years in prison because he would not obey this Act and the Conventicle Act. It would be appropriate to pass among the pupils a copy of *The Pilgrim's Progress* and tell them that Bunyan began this masterpiece while he was in prison.
3. Conduct the lesson on the Quakers as a "Friend's lesson." Let it be wrong for either pupil or teacher to address anyone except as "Friend Johnson," or "Friend Mary," or simply as "Friend." Should the teacher forget the rule and ask a question without addressing the pupil as "Friend John," then John should have the right to pass the question, without answering it, on to "Friend Mary."
4. Read the story of William Penn to the class and have them make a study of Penn.
5. Tell the story of the Salem witchcraft. Let the children tell witch stories. It is surprising how many children still believe in witches. Only recently a small boy told the writer that his grandmother is a witch. When he was asked why he thought so, he replied, "Because when she comes into the kitchen the cakes won't rise and the butter won't come." The teacher should carry on by explaining to the pupils that there are no

such things as witches, and that intelligent people no longer believe in witchcraft.

6. While other English colonies were settled for religious or commercial reasons, Georgia was settled through the desire of James Edward Oglethorpe to relieve honest men who were confined in prisons in England merely because they could not pay their debts. Georgia presently became a royal colony. What is a royal colony?

## CHAPTER VII

### THE STRUGGLE BETWEEN THE ENGLISH AND THE FRENCH

*Project:* Read this lesson orally. Let each pupil write a list of the places mentioned and then, turning to page 86, examine the map showing the explorations of the French.

The policy of preventing one nation from becoming too strong at the expense of others is known as "maintaining the balance of power."

#### I. England and France at War

- A. King William's War
- B. Queen Anne's War
- C. King George's War
- D. French and Indian War

II. Result: The French driven from the continent of North America

On page 91 will be found an instructive picture. It is entitled, "Join or die," and is a picture of a snake separated into thirteen pieces, each piece representing an English colony. Franklin's plan was to join these together.

*Project:* Let pupils draw the disjointed snake on the blackboard. Quote "United we stand, divided we fall."

Jealousy between the crown and the colonies prevented Franklin's plan of union of the colonies from being adopted.

After a thorough study of this chapter, refer to the questions and projects in the textbook.

## CHAPTER VIII

## LIFE IN THE COLONIES (1763)

More than 150 years had now passed since the first permanent English settlement was made in America at Jamestown. Have you noticed any growth in the colonies in that time?

It has been said, "That government is best that governs the least."

Today we are going to study about governments in the colonies.

The three kinds of government:

I. Royal	{	New Hampshire
		New York
		New Jersey
		Virginia
		North Carolina
		South Carolina
		Georgia
II. Proprietary	{	Pennsylvania
		Delaware
		Maryland
III. Charter	{	Massachusetts
		Rhode Island
		Connecticut

1. Who were the bonded white servants?
2. Who were the redemptioners?
3. In colonial days what distinction was made between the different classes of society?
4. How were the people of each class addressed?

*Project I:* Make an outline showing the contrast between the social life in the South and social life in New England.

What is meant by the "blue laws," and where did these laws originate?

*Project II:* The class should comment on the modes of travel of today, contrasting them with the way people trav-



eled in 1763. Have the class collect pictures of railway trains, aëroplanes, and automobiles.

*Project III:* On page 105 notice the picture which shows a view of Detroit in 1705, and, if possible, get a picture of the Detroit of today. Contrast the two pictures.

## CHAPTER IX

### DISSENSIONS BETWEEN THE COLONIES AND THE MOTHER COUNTRY

This chapter can be made one of the most interesting in the textbook if the teacher will go about its presentation in a manner that will enable the children to understand what it is all about. The study of this chapter also affords an excellent opportunity of showing children that there are two sides to every question.

The Acts of Navigation and Trade were passed for the purpose of controlling the trade of the colonies for the benefit of the mother country. They forbade the colonists selling to other countries such products as Great Britain needed, or buying certain products from any country except Great Britain. These laws were, of course, wrong; it should be remembered, however, that when these laws were passed, Great Britain passed other laws to build up colonial trade. For instance, tobacco grown in her colonies could be shipped only to Great Britain; on the other hand, the British people were allowed to buy only tobacco that came from the colonies. Nor should it be forgotten that the idea that a mother country had the right to control the trade of her colonies was held, at that time, by all nations.

1. What is smuggling? Who became smugglers in the colonial period? Why? See page 109.
2. What must an officer in this country have today before he can search a house? Answer: A search warrant.
3. What were writs of assistance?

George III was called "an unwise king" because he tried to govern the colonies without much regard for their interests

or wishes. He appointed colonial officials and allowed them to hold office as long as they pleased him, whether or not they were competent or were satisfactory to the colonies. Yet Great Britain's policy towards her colonies was far more liberal than that of other nations. See page 109.

*Dramatization I:* Tell the class the story of "The Parson's Cause." Then let the children reproduce the story, one boy acting the part of Patrick Henry and making a speech against the king; the others representing the House of Burgesses with members crying, "Treason! Treason!"

*Dramatization II:* Let the class choose sides and have a debate on the question of taxing America. Let one side present the British view and the other the American view. Let both sides remember that parliament did not, at that time, represent the British people. The following expressions may encourage enthusiasm:

1. A momentous time has come!
2. The British government decides to tax Americans without their consent!
3. Watch for the result!

Review this period by using the questions in the textbook. Use also the projects.

## CHAPTER X

### EVENTS LEADING TO THE REVOLUTIONARY WAR

"Taxation without representation is tyranny."

*Dramatization I:* Assemble the class and have it discuss the Stamp Act. Then let Charles Townshend appear to introduce the "Townshend Acts." When these Acts have been discussed let the class choose sides and debate a question concerning the Stamp Act.

*Dramatization II:* Discuss "tea parties." The "Boston Tea Party." Have some of the boys, disguised as Indians, enact the scene of throwing the tea overboard. The rest of the class, spectators on shore, applaud the destruction of

the tea, comment on the injustice of the tax, and vow to use no tea until the tax is removed.

*Dramatization III:* The "Five Intolerable Acts." Select five children and number them respectively 1, 2, 3, 4, and 5. Let each child step forward according to his number and say that he is the act that corresponds to his number. Then let him describe the act.

What?	Where?	When?	Why?
First Continental Congress	Philadelphia	September, 1774	War near at hand

Teach clearly the difference between the Whigs and the Tories. For example:

- I. The political parties in England
  - A. The Whigs: opposed to the king's policies
  - B. The Tories: in agreement with the king's policies
- II. The political parties in America. (Note well the difference in carrying the names to this country.)
  - A. The Whigs: ready, if necessary, to go to war with Great Britain
  - B. The Tories: opposed to war with the mother country. In every colony lived a number of Tories who finally took up arms on the side of England.

## CHAPTER XI

### THE DECLARATION OF INDEPENDENCE

Longfellow's poem, *The Ride of Paul Revere*, is always welcomed at this time. If the poem is not available, read to the children these extracts:

A hurry of hoofs in a village street,  
 A shape in the moonlight, a bulk in the dark,  
 And beneath from the pebbles, in passing, a spark  
 Struck out by a steed flying fearless and fleet:  
 That was all! And yet, through the gloom and the light,  
 The fate of a nation was riding that night;  
 And the spark struck out by that steed, in his flight,  
 Kindled the land into flame with its heat.

So through the night rode Paul Revere;  
 And so through the night went his cry of alarm  
 To every Middlesex village and farm —  
 A cry of defiance, and not of fear,  
 A voice in the darkness, a knock at the door,  
 And a word that shall echo forevermore!  
 For, borne on the night wind of the Past,  
 Through all our history to the last,  
 In the hour of darkness and peril and need,  
 The people will waken and listen to hear  
 The hurrying hoofbeats of that steed,  
 And the midnight message of Paul Revere.

NOTE: In honoring the memory of Paul Revere tarry long enough to give honor to William Dawes for he deserves as much credit as Revere. Many histories do not mention Dawes at all.

The killing of citizens at Lexington and the heroic stand of the farmers at Concord kindled the flame of war from New Hampshire to Georgia. "Men of every vocation laid aside their work to go to the front."

Which will be the winning side? Follow each battle carefully and keep a chart reporting the result of each.

Organization of the American army:

- I. Sixteen thousand men
  - A. Untrained
  - B. Homesick
  - C. Poorly outfitted
- II. George Washington in command
  - A. Struggles to make a fit fighting force
  - B. Faces countless discouragements
- III. Position: in and around Boston

### THE SPIRIT OF THE DECLARATION

Teachers who are familiar with "The Unknown Speaker" know that it is a thrilling portrayal of the Declaration of Independence. The first two paragraphs should be memorized as a foundation for the study of the greatest political paper ever given to the world.

## THE UNKNOWN SPEAKER

It was the fourth of July, 1776.

In the old State House in the City of Philadelphia were gathered half a hundred men to strike from their limbs the shackles of British despotism. There was silence in the hall; every face was turned to the door where the committee of three, who had been out all night penning a parchment, were seen to enter. The door opened; the committee appeared. One, a tall man with sharp features and bold brow, and sand-hued hair, was a Virginia farmer, Thomas Jefferson. Another, a stout-built man with stern look and flashing eyes, was a Boston man, John Adams. Another, a calm-faced man with hair drooping in thick curls to his shoulders, was the Philadelphia printer, Benjamin Franklin. The three advanced to the table. The parchment is laid there.

Shall it be signed or not? A fierce debate ensues. Jefferson speaks a few bold words. Adams pours out his whole soul. The deep-toned voice of Lee is heard. But still there is a doubt, and one pale-faced man whispers something about axes, scaffolds, and a gibbet.

"Gibbet?" echoes a fierce bold voice through the hall. "Gibbet? They may stretch our necks on all the gibbets in the land; they may turn every rock into a scaffold; every tree into a gallows; every home into a grave, and yet the words of the parchment there can never die! They may pour our blood on a thousand scaffolds, and yet from every drop that dyes the ax, a new champion of freedom will spring into birth. The British king may blot out the stars of God from the sky; but he cannot blot out His words written upon that parchment there. The works of God may perish. His words never!

"The words of this declaration will live in the world long after our homes are dust. To the mechanic in his workshop they will speak hope; to the slave in the mines, freedom; but to coward kings, these words will speak in tones of warning they cannot choose but hear.

"Such is the message of that declaration to mankind. And shall we falter now? Shall we start back appalled when our feet touch the very threshold of freedom?

“Sign that parchment! Sign, if the next moment the gibbet’s rope is about your neck. Sign, if the next minute this hall rings with the clash of falling axes. Sign by all your hopes in life or death as men. As husbands, as fathers, as brothers; sign your names to the parchment, or be forever accursed!

“Sign, and not only for yourselves, but for all ages, for that parchment will be the textbook of freedom — the Bible of the rights of men forever. Nay, do not start and whimper with surprise! It is the truth, your own hearts witness it; God proclaims it. Look at this strange history of a band of exiles and outcasts, suddenly transformed into a people — a handful of men weak in arms, but mighty in God-like faith; nay, look at your recent achievements, your Bunker Hill, your Lexington, and then tell me, if you can, that God has not given America to be free.

“It is not given to our poor human intellect to climb to the skies, and to pierce the councils of the Almighty One. But methinks I stand among the clouds which veil the brightness of Jehovah’s throne.

“Methinks I see the angel come trembling up to that throne to speak his dread message. ‘Father, the old world is baptized in blood. Father, look with one glance of thine eternal eye, and behold evermore that terrible sight, man trodden beneath oppressor’s feet, nations lost in blood, murder, and superstition, walking hand in hand over the graves of their victims, and not a single voice to whisper hope to man!’

“He stands there, the angel, trembling with the record of human guilt! but hark! The voice of Jehovah speaks out from that awful cloud; ‘Let there be light again! Tell my people, the poor and oppressed, to go out from the old world, from oppression and blood, and build my altar in the new.’

“As I live, my friends, I believe that to be His voice. Yes, were my soul trembling upon the verge of eternity, were this hand freezing in death, were this voice choking in the last struggle, I would still with the last impulse of that soul, implore you to remember that truth — God has given America to be free. Yes, as I sank into the gloomy shadows of the grave, with my last faint whisper I would beg you to sign

that parchment for the sake of the millions whose very breath is now hushed in intense expectation as they look up to you for the awful words, 'You are free.'"

The unknown speaker sank exhausted to his seat, but the work was done. A wild murmur ran through the hall: "Sign!"

There was no doubt now. Look how they rush forward. Stout-hearted John Hancock has scarcely time to sign his bold name, before the pen is grasped by another — another and another. Look how the names blaze on the parchment — Adams, Lee, Jefferson and Carroll, Franklin and Sherman. And now the parchment is signed.

Now, old man in the steeple, now bare your arms and let the bell speak! Hark to the music of the bell! Does it not remind you of those sublime tones which broke from angel lips when the news of the child Jesus burst on the hilltops of Bethlehem? For the tones of that bell now come pealing, pealing, pealing, "Independence now and Independence forever!"

*Project:*

1. Have the class turn to the Declaration of Independence in the appendix to the textbook, and study carefully this most important paper.
2. Ask them to select different sentences and discuss their meaning.
3. Require each pupil to bring to the class on the next day five important points in the Declaration and be prepared to make a speech about them.

Turn to page 140 of the textbook for a picture of the room in which the Declaration of Independence was signed.

*Project:*

1. Emphasize the following important phrases and have the class weave them into a composition:
  - a. The 4th day of July, 1776
  - b. In the city of Philadelphia
  - c. Half a hundred men
  - d. To be free from the British
  - e. To sign a wonderful paper
  - f. The Declaration of Independence

2. List the persons and places met in this period and write a sentence each about them.

Use the questions, projects, and problems in the textbook for reviewing purposes.

## CHAPTER XII

### THE STRUGGLE FOR INDEPENDENCE

Having made a study in detail of Chapters X and XI, the class should now begin making in their notebooks an outline of the Revolution, adding to it important events as they proceed with their study. The following is a sample outline by no means complete, but sufficient to portray the spirit of the Americans in their struggle for independence.

#### I. Causes of the Revolution

##### A. Feeling of the colonists

1. Attached to mother country
2. Able to take care of themselves
  - a. Training in self-government
  - b. Military training
  - c. Industrial independence

##### B. England's policy toward the colonies

1. Belief that colonies exist for benefit of mother country
2. Allowed colonies to produce raw material
3. Forbade manufactures
4. Navigation Acts; Writs of Assistance
  - a. Aim
  - b. Contents
  - c. Effects
  - d. Lack of enforcement

##### C. Differences regarding taxation

1. Great Britain believed in supreme power of parliament
2. Americans thought differently



- a. Not represented in parliament
  - b. "Taxation without representation is tyranny"
  - c. Colonies could be taxed only by their consent and through their assemblies
- D. Oppressive laws passed by parliament
1. Stamp Act, 1765
    - a. Contents
    - b. To be used, when? where? why?
    - c. Opposition
    - d. Stamp Act Congress
  2. Townshend Act, 1767
    - a. Contents
    - b. Opposition
  3. Intolerable Acts, 1774
    - a. Contents
    - b. Opposition
    - c. First Continental Congress

*Dramatization:* It will be appropriate here for the class to divide, one side representing the British government and the other representing those favoring the Americans. One boy on the British side will take the part of George III; another will take the part of Charles Townshend, and make a speech against the Americans; another, representing Pitt or Burke, will follow with a plea for justice to America. Finally, one or two Americans will speak in defense of their country.

(Remember to dramatize "The Boston Tea Party.")

## II. The Revolutionary War begun

- A. First fighting
  1. Lexington
  2. Concord
  3. Bunker Hill

## III. Americans seek independence

- A. Second Continental Congress
  1. Philadelphia, May 10, 1775
  2. Members
  3. Aim
  4. Work

- B. Declaration of Independence: July 4, 1776
- C. Adoption of our flag: June 14, 1777

(NOTE: Here a lesson should be given on our flag.)

#### IV. Events following the Declaration of Independence

- A. The generalship of Washington
  - 1. Trenton
  - 2. Princeton
- B. Burgoyne's invasion: Saratoga
- C. Burgoyne's surrender
  - 1. New England and New York State saved
  - 2. Immediate cause of alliance with France
- D. Valley Forge
  - 1. Suffering
  - 2. Accomplishment
- E. The Northwest: George Rogers Clark saves Illinois country
- F. On the sea: John Paul Jones
- G. In the South: King's Mountain, the "joyful turn of the tide"
- H. Cornwallis' surrender at Yorktown
- I. Results of the war

Every question has two sides. Write facts regarding each side.

## CHAPTER XIII

### AFTER THE FRENCH ALLIANCE

*Project:* Find reasons why France helped the United States and tell what you think would have been the result of the war if France had not given help to the Americans.

*Graphic:* John Paul Jones' naval victory affords a splendid opportunity for a graphic lesson. Have the class read silently at their desks the account of the battle and announce that one of them will be called upon to go to the blackboard and draw the ships as he imagines them from the description given.

## DIRECTIONS FOR THE DRAWING

1. Draw two ships
2. Mark one, "American vessel" *Bon Homme Richard*; the other, "British vessel" *Serapis*
3. Show muzzles of cannon touching
4. Show *Serapis* on fire
5. Strew decks of both ships with dead and wounded

Then ask the following:

*Question:* How near did these ships come together?

*Answer:* The ships were so close that the muzzles of their cannon touched.

*Q.* Why were the ships wrapped in flames?

*A.* The *Serapis* frequently took fire.

*Q.* What was the result?

*A.* The *Bon Homme Richard* sank and John Paul Jones took possession of the *Serapis*.

*Q.* Why was it a great victory?

*A.* The British navy was the best in the world and for the Americans to win a victory over one of its ships was one of the most notable exploits of the war.

When the children are asked to look at the pictures and maps in this chapter, the probabilities are that the picture of the paper money of the Revolution on page 155 will be the first to attract their attention. Note on this money the words, "We are one," and "Mind your business." The teacher may encourage the class to adopt this phrase as the class motto.

NOTE: The appropriateness of the phrase as a motto was called to the attention of the writer by her pupils. She and her classes have since found many ways in which to make use of "We are one; mind your business."

What was continental money and what was its value in 1778?

*Project:* Find the names of some of the Frenchmen who were friends of America.

Discuss leagues and let the pupils tell in their own words of leagues with which they are familiar. Explain to the class

that the nations of Northern Europe formed a league known as the Armed Neutrality.

Great Britain asked for peace. America said she would not now accept peace on any terms unless independence were granted.

*Problems:*

1. Why did Great Britain ask for peace, and why did America refuse?
2. "The British government was not pleased with General Howe because he was too slow." Let the class talk about this statement and let them tell how other persons have not given satisfaction for the same reason — "too slow."
3. When the British found that they had failed to conquer the Northern states what did they do?
4. Discuss the states of Georgia and South Carolina overrun.
5. Partisan warfare. Who fought? "They were neither regulars nor militia, but men who worked one day and fought the next." See page 157.

*Project:* Have the class follow very closely the map on page 159 and be able to trace Cornwallis' wandering campaign in the South.

*Problem:* Give reasons why the battle of King's Mountain almost broke the enemy's power in the South and tell how Jefferson expressed the fact.

*Fact:* The surrender of Cornwallis brought joy to the Americans. Yorktown meant the end of the war.

*Project:*

1. Examine the picture on page 163 and select the American army. Give your reason for the selection.
2. What was the condition of Washington's army at the close of the war?

*Graphic:* Have the pupils make in their notebooks an outline of the original boundaries of the United States and place within the outline the date 1783 — the year of the permanent treaty with Great Britain which fixed these boundaries. See map facing page 206.

*Project:* Before leaving this period, make a study of George Washington. Have the class write a composition on Washington after they have read his biography in the appendix to the textbook.

**NOTE:** Whenever biographical work is asked for, refer the class to the biographies in the appendix to the textbook.

*Riddles:* Children enjoy asking riddles.

Examples:

*Question:* Who was the idol of the army and the people?

*Answer:* George Washington.

*Question:* When George Washington resigned his commission and returned to Mount Vernon, his home in Virginia, what did he carry with him that he did not take in his baggage?

*Answer:* The love of his countrymen and the admiration of the world.

## CHAPTER XIV

### "THE CRITICAL PERIOD"

I. The Articles of Confederation provide a form of government for the United States.

A. Adopted in 1777, they did not go into effect for government operation until 1781.

B. Under the Articles of Confederation, the government was feeble; the states reserved much power to themselves and gave little to the Confederation.

C. Statesmen saw from the first that it would fail. "The government of the United States under the Confederation was vested in a congress of one house to which delegates were elected annually, and in which each state, large or small, had one vote."

II. Requirements:

A. The affirmative vote of nine states in Congress for the passage of nearly every important act.

B. The consent of the legislature of every state necessary to amend the Articles of Confederation.

III. Other reasons for feebleness of the government:

- A. Congress could not levy taxes for support of the government — could only ask the states for money.
- B. States obeyed Acts of Congress or not as they pleased.

IV. Powers vested in Congress:

- A. Right to declare war
- B. Make peace
- C. Make alliances and treaties with foreign nations

Yet, Congress could not raise an army, nor compel the states to conform to alliances and treaties.

The result of the Articles of Confederation is best expressed by a saying of Alexander Hamilton, "The government was fit for neither war nor peace."

*Problem:* After studying the map opposite page 168, showing the land claims of the original states in 1783, answer these questions:

1. What were the claims of Virginia?
2. What is it that makes the territory northwest of the Ohio important?
3. What was the first permanent settlement in Ohio?

The coming of peace caused the people to think that prosperity would follow immediately; they became extravagant and ran into debt.

*Project I:* Write five suggestions as to what you think would have been the proper way to live after the close of the Revolutionary War.

*Fact:* At the close of the war the United States had a debt of fifty million dollars and an empty treasury.

*Project II:* Write a short summary on the condition of the United States at the close of the Revolutionary War.

*Problems:*

1. What is the meaning of "anarchy"?
2. Explain why the period now being studied is called "the critical period of American history."

After the class enters upon the study of the Constitution under the supervision of the teacher, the pupils should make an outline of the Constitution.

## THE CONSTITUTION

- I. Framing the Constitution
  - A. Stronger government needed
  - B. Convention met
  - C. Philadelphia
  - D. May, 1787
  - E. Presiding officer, George Washington
- II. The Constitution
  - A. Congress
    1. Two houses
      - a. Senate — members serve six years
      - b. House of Representatives — members serve two years
      - c. Some of the powers of Congress:
        - (1) To levy taxes, duties, imports
        - (2) Regulate commerce with foreign nations and among the states
        - (3) Coin money
        - (4) Establish post offices
        - (5) Declare war
        - (6) Raise and support armies
        - (7) Provide and maintain a navy
  - B. The President
    1. Duties:
      - a. Sees that the laws of the United States are enforced
      - b. Commander-in-chief of the army and navy
      - c. With the advice and consent of the Senate appoints the higher officers of the government and makes treaties
    2. How chosen:
      - a. By an electoral college in which each state has as many votes as it has in Congress
      - b. Serves four years

## C. The Vice President

## 1. Duties:

- a. Presides over the Senate
- b. In case of removal, death, resignation, or disability of President, becomes President

## D. The Judiciary

1. Supreme Court
2. Inferior courts

NOTE: For further comment on the Constitution, see page 17 of this manual.

On page 174 you will see this heading: "Washington Elected President."

All that need be said of this election is, "For the presidency there was but one choice: all eyes turned to George Washington who received every electoral vote."

## CHAPTER XV

### THE COUNTRY WHEN WASHINGTON BECAME PRESIDENT

*Project I:* Compare the Far West of Washington's time with the Far West of today.

NOTE: Here *The World Almanac* may be used to advantage. In discussing the census of 1790 go to the almanac for the census of today and compare the two. Whenever the population of a section in a past period is discussed, compare it with the population of that vicinity today. In history it is as important to know the "now" as to know the "then."

*Project II:* Farming tools

1. Make a list of the farming tools in use today on an up-to-date farm.
2. Tell how and for what purpose these tools are used.
3. Contrast them with the farming tools used in Washington's time.



In 1790 the chief products of the South were tobacco, pitch, tar, rice, and indigo. "Cotton was only a minor product and was frequently grown in the front yard as an ornament."

*Project III:* Trace the production of cotton for the last twenty years. See *The World Almanac*.

Punishments for law-breaking in Washington's time:

1. Whipping-post
2. Stocks
3. Pillory
4. Prison

"Men were thrown into prison because they could not pay their debts." Do you know of cases today where men are thrown into prison for this reason?

*Project IV:* Money

1. What is money?
2. Name substitutes for money in Washington's time (see page 181).
3. Name substitutes for money today.

## CHAPTER XVI

### SOCIAL LIFE IN WASHINGTON'S TIME

*Project I:* Make a comparison of the actual, and relative, size of cities of the United States in 1790 with that of the cities of today. See *The World Almanac*.

*Project II:* In the house of a rich family of Washington's time you would expect to see:

1. Massive furniture
2. Finest china
3. Finest silver
4. Finest glassware
5. Well polished andirons of brass

Visit a rich family of today and make a list of some of the things you find in their home.

Today the manners and customs of the several sections differ considerably. In Washington's time the difference was much greater.

*Project III:* Make a speech describing the differences in the manners, dress, and amusements of the several sections in Washington's time.

*Project IV:* Make a speech describing the modes of travel, the inns, education, and the newspapers in Washington's time, contrasting them with those of today.

*Project V:* Write a letter, dated 1790, inviting a friend living in Savannah, Georgia, to visit you in New York. Give detailed information as to how to make the trip.

*Project VI:* Extend the same invitation in a letter dated today.

Is there any longer a frontier in the United States?

*Problem:* Study about post offices in the United States today. Consult *The World Almanac*.

Local history is best taught by asking local questions.

1. Who is your postmaster?
2. What are his duties?
3. How is he selected?
4. Who is your Congressman?

## CHAPTER XVII

### SETTING THE NEW GOVERNMENT IN MOTION

- I. First President: George Washington
- II. Departments in first cabinet
  - A. Secretary of State
  - B. Secretary of the Treasury
  - C. Secretary of War

*Dramatization:* Washington's first cabinet meeting.

1. Select four pupils to represent George Washington, President; Thomas Jefferson, Secretary of the State; Alexander Hamilton, Secretary of the Treasury;

Henry Knox, Secretary of War. Let the four advance, in the order named, to the front of the classroom and sit in a group with President Washington presiding and at the head. After the cabinet meeting has been called to order, let each official, beginning with the President, rise, give his name, and explain the duties of his office.

2. Now let the four pupils return to their seats. Select eleven more boys to represent President Herbert Hoover and his cabinet. Let the additional members of the cabinet advance to the front of the room in the order in which the departments are named in the footnote on page 190. They should seat themselves as the cabinet is seated at the present time — beginning with the Secretary of State and following the order indicated. Seat them on alternate sides of the President. Proceed as in the case of Washington's cabinet meeting. (NOTE: The names of the members of President Hoover's cabinet may be found in *The World Almanac*.)

The increase in the size of the cabinet is indicative of the growth of our country and our country's government.

*Problem:* When Washington went into office as President of the United States certain problems confronted him. How did he manage them?

1. Financial matters
2. Sectional differences
3. Trouble with the Indians
4. Whiskey Insurrection
5. Political parties

Political parties: Federalist, Alexander Hamilton the leader. Republican (Democrat), Thomas Jefferson the leader.

Is the Republican party of Washington's time the same as the Republican party of today?

*Dramatization:* The rise of political parties. Let a boy, representing Hamilton, and another, representing Jefferson, debate the principles of their respective parties. Let the rest of the class represent the voters. At the close of the debate,

let the class vote on the question, not which political party they think is right, but which debater they think made the best speech.

## CHAPTER XVIII

### HOW FOREIGN AFFAIRS ENTANGLED AMERICA

Before the study of this lesson is taken up, the teacher should ascertain whether the children know the meaning of the words "autocracy" and "democracy." The meaning should be made clear and the class should be told that, though France is a republic today, it was living, in Washington's time, under an autocratic government. The king then made the laws, levied taxes, and threw his subjects, without trial, into prison. The people of France were divided into three classes: the clergy, nobility, and common people.

1. Who was Louis XVI?
2. Did the United States owe him anything? Why?
3. Tell something about the following expressions:
  - a. Estates-General
  - b. National Assembly
  - c. The Bastille
  - d. The "Reign of Terror"
  - e. Impressment
4. What day do Frenchmen celebrate just as Americans celebrate July 4?
5. Who was "Citizen Genêt"?

*Problem:* Let the pupils give their opinion as to whether "Citizen Genêt" was right or wrong in his request of the United States.

*Facts:*

- I. When John Adams, the second President, went into office, he faced troubles with France that threatened to bring on war. George Washington was placed at the head of the American army. Napoleon Bonaparte, then at the head of the French republic, seeing that the

Americans would defend their rights, came to an agreement with the United States, and followed it by a treaty with Great Britain. For a while the whole world was at peace.

- II. The Alien Law gave the President the power to send out of the country all foreigners whom he considered dangerous to the peace and safety of the United States.
- III. The Sedition Law condemned to fine and imprisonment any person convicted of writing or publishing a false, scandalous, or malicious statement against the government, Congress, or the President.
  1. How were the Alien and Sedition Laws received?
  2. Why did the city of Washington become the capital of the United States at this time?
  3. Who was John Marshall?
- IV. The election of Thomas Jefferson to the presidency in 1800 was regarded as a victory of the people. Why?
- V. Jefferson was consistent in his efforts to economize in government operation. He reduced expenses in all departments. With the assistance of his able Secretary of the Treasury, Albert Gallatin, he reduced the national debt in twelve years from \$87,000,000 to \$45,000,000.

*Graphic:* You have already drawn in your notebooks an outline of the original United States. Add to it, at this time, an outline of the Territory of Louisiana. Place within the outline of that territory the date 1803. See map opposite page 206.

## CHAPTER XIX

### THE STRUGGLE FOR COMMERCIAL RIGHTS

Begin this chapter with a study of Napoleon Bonaparte, who is usually considered one of the greatest generals the world has known.

- I. The victory of Trafalgar, 1805
  - A. Lord Nelson's part
  - B. Results of the victory

- II. The British *Leopard* and the American *Chesapeake*.
- A. American unpreparedness
  - B. Number of seamen killed
  - C. The surrender
  - D. Indignation in America

At the request of President Jefferson, Congress passed the Embargo Act which forbade American ships leaving port for foreign countries. Why did Jefferson wish the embargo?

*Project I:* As Thomas Jefferson is now leaving the presidency, write a summary of his life and services. Give your opinion as to whether he was or was not a good president.

*Project II:* Congress so strongly desired war with Great Britain that President James Madison recommended it. Why did Congress wish war?

Affair of the *Little Belt* in 1811

- A. Contestants: American war vessel, *President*, and British war vessel, *Little Belt*, met outside Chesapeake Bay
- B. Result: The British vessel, much the inferior, badly defeated

Battle of Tippecanoe

- A. General William Henry Harrison in charge
- B. Indians defeated

On account of the year in which the second war with Great Britain began, the war is generally known as the War of 1812.

*Problems:*

1. Give an account of one naval and one land engagement of this war.
2. Tell the story of the occasion for the writing of "The Star Spangled Banner."
3. Explain this statement: "None of the principles for which the war had been waged were settled by the treaty of peace."

*Project III:* Write a composition giving the results of the War of 1812 and telling why it is often spoken of as the "War for Commercial Independence." See page 221.

*Graphic:* Add an outline of Florida to the outline map of the United States in your notebook. Insert the date 1819. See map opposite page 206.

## CHAPTER XX

### THIRTY YEARS OF PROGRESS (1790-1820)

1. Acquiring territory
2. Settling
3. Developing

This is a most attractive chapter to children because the progress in this period was of such a nature that it can be shown definitely and concretely. The progress was evident in every phase of life.

After the children have studied the chapter and discussed it thoroughly let them make an outline of it:

### PROGRESS (1790-1820)

- I. Population and boundaries
- II. Most populous states.
  - A. New York
  - B. Virginia
  - C. Pennsylvania
  - D. Massachusetts
- III. Emigration to the West
- IV. Immigration from Europe
- V. Industrial Revolution
  - A. Factories come to America
  - B. New problems
- VI. Slavery
  - A. Emancipation in the North
  - B. Cotton gin — increase of slaves in South
- VII. Travel
  - A. Steamboat
  - B. Roads
  - C. Erie Canal

*Project I:* Have children visit a factory, if there is one in the neighborhood, and make three-minute reports on it.

*Project II:* Let each pupil make a list of all the kinds of manufacturing plants that he can think of in the state.

NOTE: Get the story of Whitney and the cotton gin and read it to the class.

## CHAPTER XXI

### HOW AMERICANS LIVED IN 1820

- I. The manner in which Americans lived in 1820 is best studied by contrasting conditions existing then with conditions at the present time. Any articles relating to the past — regardless of their relation to the period under discussion — if exhibited to the class will aid in emphasizing the contrast between the past and the present: a picture showing old modes of travel, or one showing old styles of dress, or a copy of an old newspaper. A description by an old resident of the community of the condition of the schools when he was young or an account of what his parents or grandparents told him about the schools in their time would, if retold to the class, be of great help.
- II. If copies of any of the literary works mentioned in the textbook are in the school library, bring them into the classroom and compare them with literary works of a later period.
- III. A game that children enjoy consists of writing on the blackboard an incomplete sentence, taken from the section on American literature, and allowing them to complete the sentence. For example:
  1. ——— was called the “father of American literature.”
  2. James Fenimore Cooper wrote ———.
- IV. “Era of Good Feeling.”

James Monroe became President without opposition. Because of the absence of political strife the time is known as the “Era of Good Feeling.”



*Problem:* Explain why the "Era of Good Feeling" lasted but a short time.

Slavery was disappearing from the North and opposition to it in that section was growing. On the other hand, slavery was increasing in the South. Each section wished to control the government so as to control the slavery question and hence each wished to have the greater number of states. Up to this time the sections balanced in the number of states — eleven Northern or free-labor states and eleven Southern or slave-labor states.

Missouri, because it had become very populous, was now entitled to become a state. But, should Missouri come in as a free-labor state or a slave-labor state? The section getting Missouri would have the balance of power in the government tipped in its favor. The question caused much angry debate in Congress and much bitterness throughout the country, and many feared that the Union would crumble. When the quarrel over Missouri was at its height another candidate for statehood, Maine, came into the scene. Since Maine would be a free-labor state, Southerners would not allow it to be admitted as a state unless, to preserve the balance, Missouri was admitted with slavery.

The Missouri Compromise was agreed upon by Congress in 1820 with the following results:

1. Missouri came in with slavery.
2. Maine came in without slavery.
3. No more slave-labor states north of the southern boundary of Missouri were to be admitted.

*Graphic presentation:* the Missouri question. Let the teacher draw a horizontal line on the blackboard to represent the beam of a scale. Above one tip of the scale write the word "North" and above the other tip write the word "South." Under "North" write the names of the eleven free-labor states; under "South" write the names of the eleven slave-labor states. Immediately the pupil will see that the scale between the North and the South balances — that the adding of Missouri to one group of states without an equivalent addition to the other group will tip the scale, but that the adding of Maine to the Northern group

and Missouri to the Southern group will preserve the balance.

*Dramatization:* Have the class represent Congress in session: some members representing the non-slaveholding states and others the slaveholding states. Choose the speaker who will preside over a debate on the question whether Missouri should be admitted with or without slavery.

## CHAPTER XXII

### NEW NEIGHBORS AND NEW PROBLEMS

TEACHER: Children, no matter where you live you have neighbors. They may be relations; they may be friends; or they may be persons you do not like. They may send you good things to eat or they may poison your chickens. Their children may play peaceably with you or they may throw stones at you. I have always heard that for a person to have good neighbors, he must first be a good neighbor himself. (NOTE TO TEACHER: Never permit personal comment on "our neighbors" from the class.)

*Problem:* Now, you will study about some neighbors of the United States. After you have finished the lesson, I want each of you to tell me what you think of these neighbors and how you think the United States is going to get along with them. Did the United States have anything to gain or lose from these neighbors?

NOTE TO TEACHER: Before beginning with the lesson stress again the meaning of "democracy" and "autocracy."

The Monroe Doctrine.

1. Spanish colonies in America revolt
2. Republics established
3. The Monroe Doctrine
  - a. No more European colonies on either American continent
  - b. United States "hands off" internal affairs of Europe

4. Bearing of Monroe Doctrine on present day problems.

Observe that the Monroe Doctrine places a restriction upon the United States as well as upon European nations.

What is suffrage? Answer: The right to vote. In early times there were many restrictions on the right to vote. Only men could vote, and in most states only men having a certain amount of property could do so. By 1824 most states had so far removed restrictions that all men were allowed to vote. In the first presidential election that followed (1828), the influence of the common people showed itself.

*Problem:* The common people supported Andrew Jackson for President in the election of 1828, and he received the largest number of electoral votes, yet John Quincy Adams was elected. Explain.

Troublesome questions in John Quincy Adams' administration:

1. States rights
2. Tariff

*Problem:* What is a tariff? See pages 190 and 257.

## CHAPTER XXIII

### THE VOICE OF THE PEOPLE

Andrew Jackson, the seventh President, was known as the "man of the people." See biography in appendix to textbook.

*Problem:* After studying the life of Jackson give five reasons why both North Carolina and South Carolina should wish to claim him as a native son.

### JACKSON AND DEMOCRACY

- I. The Jacksonian Era
  - A. "Spoils System"
  - B. Jackson's policies
  - C. Sectional differences

## II. History of the Tariff

A. Kinds of tariff

B. Aim of Tariffs of 1789, 1816, 1824

## III. Tariff of 1832

A. Aim

B. Views of the South

C. Calhoun's opinion

D. Result

## IV. Nullification

A. First efforts

1. Virginia and Kentucky resolutions

2. Hartford Convention

3. Georgia and the Indians

B. South Carolina and Tariff of 1832

1. Clay's attitude

2. Compromise Tariff of 1833

a. Rates

b. Results

*Problem:* Show the advantages and disadvantages of the "spoils system."

*Dramatization:* Suppose a debate on the question of the National Bank between Andrew Jackson and Henry Clay. Let the class select the person to represent Jackson and the person to represent Clay, and let the class decide by vote which is the best debater.

Two great Democrats: Jefferson and Jackson.

*Project:* Write five sentences each about Jefferson and Jackson. Then in one sentence tell which you think was the greater man and why.

*Problem I:* "No doubt that Martin Van Buren deserves as much sympathy as any President who ever took the oath of office." Answer by explaining the panic of 1837.

In Van Buren's administration the slavery question increased in bitterness.

1. Abolitionists

2. Effect upon the South

3. The Negro in the North

*Problem II:* Can you see any difference between the manner in which the "Hard Cider and Log Cabin" campaign of 1840 was conducted when William Henry Harrison was elected President, and the manner in which presidential elections are now carried on?

William Henry Harrison died only a month after he became President. This was the first time that a President had died in office. Vice President John Tyler succeeded to the presidency.

## CHAPTER XXIV

### THE SOUTHWEST AND THE NORTHWEST

TEACHER: Today we are going to study about the Pueblo Indians and we are going to have a question box. I will ask Mary Jones to take charge of the box and the questions. Every child must put in the box a question about the Pueblo Indians. His or her name must be signed to it. If the person whom Mary calls on to answer a question should fail to do so, the person who made it out must answer it. For example:

1. *Question:* What kind of work could the Pueblo Indians already do when the Spaniards found them?  
*Answer:* They could weave and spin fairly well.
2. *Question:* What kind of clothes did they wear?  
*Answer:* They wore cotton clothes.

Ask the children to bring any Indian relics they may have to show to the class, and be able to tell to what tribes the relics belong. Have them also bring pictures of Indians.

Using as topical guides the following expressions, tell the story of the struggle of Texas for independence from Mexico:

1. Stephen F. Austin
2. The Alamo
3. San Jacinto
4. Sam Houston
5. Republic of Texas
6. Annexation to United States

### War with Mexico.

It is well for the teacher again to impress upon the class that, just as is the case with all other questions, there are two sides to every war. The teacher should endeavor to present both sides without prejudice. After she has done so, let her ask the children for their impressions and let her note the result.

The class, having studied about the Mexican War, should make in their notebooks an outline of the war. Suggested outline:

- I. Causes
  - A. Resentment of Mexico over annexation of Texas
  - B. Quarrel over boundary of Texas
- II. War declared
  - A. James K. Polk, President
  - B. Rio Grande River
  - C. Mexican act of war
- III. Events of importance
  - A. Victories of Taylor
  - B. Victories of Scott
  - C. Capture of Mexico City
- IV. Treaty of peace
- V. Results of war
  - A. Territory increased
  - B. Slavery question intensified

*Graphic:* To the incomplete outline map of the United States in your notebook add outlines of the territory acquired by the annexation of Texas (see map opposite page 282); the territory acquired by the compromise of the Oregon question (see map on page 277); the territory acquired by the Mexican Cession (see map opposite page 282); and the territory acquired by the "Gadsden Purchase" (see map opposite page 282). For the Texas annexation use the date 1845; for the Oregon country, 1846; for the Mexican Cession, 1848; and for the "Gadsden Purchase," 1853. You now have a complete outline map of continental United States as it is today.

*Graphic:* Draw in your notebooks a map of the Mexican war (see page 279) and locate on this map every place of importance mentioned in the textbook in the account of the war.

## CHAPTER XXV

### THE UNITED STATES IN 1850

1. Compare and contrast the situation then (1850) with today.
2. Read to the class from any book of American history stories the tale of the finding of gold in California.

*Dramatization:* After the children have heard the story of the finding of gold in California, it can be easily dramatized by them.

*Graphic:* While the description in the textbook of the rush to California is being studied, let the teacher write on the blackboard "forty-niners" and then draw a road on which some persons are riding and some are walking. Draw every kind of vehicle characteristic of the period from the wheelbarrow to the prairie schooner.

Stress the continued growth of the West. Contrast the West of 1850 with the West of 1820 (see Chapter XX).

*Problem:* Explain the quotation: "Westward the course of empire takes its way."

### RAILROADS

- 1833: The longest railroad in the world ran from Charleston, S. C., to Hamburg, S. C., a distance of 136 miles.
- 1850: Railroad building had progressed so slowly that less than six thousand miles of track had been laid in the United States at this time.
- 193-: If all the railroad trackage in the world were placed now in one continuous line, it would reach around the world at least nine times.

For use in the study of the railroad, have the children bring to the class pictures of trains.

*Project:* Find out what was the first message sent by the telegraph.

*Dramatization:* Have the class dramatize immigrants, of about 1850, coming to America. Among them will be found Irish, Swedes, Germans, Italians, Russians, and Chinese.

## CHAPTER XXVI

### LIFE IN 1850

*Project:* Have the class write letters, dated 1850, telling how the people then lived. Let them follow this outline:

- |                         |                               |
|-------------------------|-------------------------------|
| 1. Progress of country  | 4. Post offices               |
| 2. Dress and amusements | 5. Express                    |
| 3. Conditions of travel | 6. Discoveries and inventions |
| (a) Railroads           | 7. Newspapers                 |
| (b) Steamboats          | 8. Schools                    |

*Dramatization:* The study of woman's rights affords the girls an opportunity for a bit of acting without the help of the boys. Let the girls organize a woman's rights convention of the '50's. Let three girls represent Lucretia Mott, Elizabeth Cady Stanton, and Susan B. Anthony, the foremost leaders of the woman's movement at that time. Since the right to vote had not then been given to women, the speeches should all be directed toward demanding for women this right and showing the reasons why it should be granted. While there may be other speakers, the leaders mentioned should make the principal speeches. The amendment to the Constitution giving the ballot to women was long advocated at woman's rights conventions in exactly the form in which it was finally adopted and was named by the women the "Susan B. Anthony Amendment." Let Mrs. Anthony, therefore, turn to the Constitution and read and explain the Nineteenth Amendment.

*Problem:* In the study of prohibition have a boy read and explain the Eighteenth Amendment.

For the discussion of American literature, see page 58 of this manual.



## CHAPTER XXVII

## THE WEST AND SLAVERY

The country was in a turmoil over the request of California, in 1849, to be admitted to the Union as a state.

The North demanded that California be admitted without slaves. The South claimed that California was not ready to become a state and that when ready the people of California should decide whether they wished slavery.

The South realized that the admission of California without slavery would put an end to the balance between the sections, since the South had no new state to propose as an offset.

The contention over California caused in the South a rapid growth of the feeling in favor of secession.

*Problem:* Why was Henry Clay called the "Great Pacificator"? (See biography in appendix.)

#### Compromise of 1850:

To settle the burning question of California, Henry Clay, then a Senator from Kentucky, proposed a compromise. Principal features:

1. California should be admitted without slavery
2. The remainder of the Mexican cession to be organized into territories in which the matter of slavery should be left to the inhabitants
3. A more stringent fugitive slave law should be enacted

Result: There were groups both in the North and in the South who objected to the compromise. Each held that the compromise gave too much to the other side. When the debate in Congress was at its height, President Zachary Taylor died. Finally in 1850 the compromise was adopted and was signed by President Millard Fillmore who, as Vice President, had succeeded Taylor. Because of the year, the compromise is known as the "Compromise of 1850."

*Project I:* After the fugitive slave law and the personal liberty laws have been explained to the class, call upon the class to tell stories about slaves, especially runaway slaves.

In the administration of President Franklin Pierce, the slavery question grew in intensity as a result of the passage of the Kansas-Nebraska Act.

1. Explain the Kansas-Nebraska Act.
2. Who wants Kansas? Why was it called "Bleeding Kansas"?

While the North and the South drifted farther and farther apart, the Republican party was organized.

*Project II:* Tell the class the story of Dred Scott and then have them write their own outline of the story.

*Project III:* Have the class write their own outline of the principal events from 1850 to 1860.

## CHAPTER XXVIII

### THE SOUTH FORMS A SEPARATE GOVERNMENT

The parties, platforms, and presidential candidates in 1860:

<i>Party</i>	<i>Platform</i>	<i>Candidate</i>
1. Democratic (Northern wing)	A territory could decide on slavery	Stephen A. Douglas, Illinois
2. Democratic (Southern wing)	Only a state could decide on slavery	John C. Breckenridge, Kentucky
3. Republican	No extension of slavery	Abraham Lincoln, Illinois
4. Constitutional- Union	The Constitution The Union The enforcement of the law	John Bell, Tennessee

*Project:* After the foregoing outline has been placed on the blackboard by the teacher and has been explained by her, let some of the pupils go to the board with pointers and show why Lincoln was elected.

Impress upon the minds of the children: "United we stand, divided we fall."

1. Give the Northern view of secession.
2. Give the Southern view of secession.
3. Give President Buchanan's view.
4. The Southern states secede. Name the seceding states.

The Confederate States of America organized in 1861 in Montgomery, Alabama. President, Jefferson Davis, of Mississippi; Vice President, Alexander H. Stephens, Georgia.

*Graphic:* Have pupils draw in their notebooks an outline map of the United States, showing the area of the seceding states. Mark one division "United States of America, Abraham Lincoln, President"; and the other, "Confederate States of America, Jefferson Davis, President."

NOTE TO TEACHER: The secession of Virginia, Arkansas, North Carolina, and Tennessee are not mentioned in the textbook until the next chapter is reached, but these states should be included in the outline at this time to make the picture complete.

*Project:* Make a comparison of the Confederate Constitution with the Federal Constitution. (See page 320.)

Discuss Lincoln's policy as announced in his inaugural address. Consider the hope of the Confederacy for peace.

## CHAPTER XXIX

### EARLY EVENTS OF THE WAR OF SECESSION

In studying a battle any one of three methods is advisable: (1) the *outline* using the "who, when, and what" method; (2) the *graphic* method; (3) the *project* method. Examples:

(1) *Outline:*

1. Who?

(1) McDowell and Beauregard

2. Where?

(2) Manassas, Virginia

3. When?

(3) July 21, 1861

4. What?

(4) Victory for the South

5. Result?

(5) a. Caused Southern people to believe that the war would soon be ended

b. Aroused Northern people to put forth greater effort to win the struggle

(2) *Graphic:*

The Capture of Fort Donaldson

Draw on the blackboard the Cumberland River. Mark Fort Donaldson on the east bank of the river and show Grant's army surrounding the fort. With an overwhelming force in its front and a deep river at its back the Confederate garrison in the fort could not escape. There was nothing to do but to surrender.

(3) *Project:*

Imagine yourself a seaman with the Federal fleet that stood in sight of, but just outside, Charleston harbor during the bombarding of Fort Sumter. What would you have seen?

After the class has studied the text let them make an outline of the war something like the following, inserting the events of the second half of the war after having studied the next two chapters:

- I. Contrast between North and South
  - A. Boundaries
  - B. Population
  - C. Armories and foundries
  - D. Industries
  - E. Wealth
  - F. Army
  - G. Navy
  - H. Nature of contest
- II. The map: conditions aiding or hindering armies
  - A. Mountains
  - B. Rivers
  - C. Valleys
  - D. Railroads
  - E. Way to Richmond, the Confederate capital
- III. Program for the war
  - A. Southern plan
    1. Defend territory
    2. Gain border states
  - B. Northern
    1. Hold border states
    2. Blockade Southern coast

3. Control the Mississippi
4. Capture Richmond

## IV. Beginning

- A. Bombardment of Fort Sumter, April 12, 1861
- B. Result: a bloodless beginning of a bloody conflict
- C. Effect upon North and South

## V. Battle of Bull Run, or Manassas

- A. Commanders
- B. The fighting
- C. Result

## VI. Blockade

- A. Aim
- B. Result

VII. *Monitor* and *Merrimac*: result

## VIII. Peninsular Campaign

- A. Commanders
- B. Battles around Richmond
- C. Result

## IX. Contest for the Mississippi

- A. Fort Donaldson
- B. Shiloh
- C. New Orleans
- D. Vicksburg

## X. General Lee goes into the North

- A. Aim
- B. Antietam
- C. Gettysburg
- D. Result

## XI. Further campaigning in the West

- A. Chickamauga
- B. Missionary Ridge
- C. Result

## XII. Sherman's march to the sea

- A. Fall of Atlanta
- B. Fall of Savannah

## XIII. Final campaign against Richmond

- A. Commanders
- B. Wilderness
- C. Petersburg
- D. Fall of Richmond
- E. Surrender of Lee

## XIV. End of War

- A. Cost
- B. Result

*Project:* After completing this outline make a list of important persons and places in the war and give one important fact about each.

## CHAPTER XXX

FOREIGN COMPLICATIONS, EMANCIPATION,  
CONSCRIPTION

*Question:* Why did the United States blockade the Southern ports?

*Answer:* To starve the South into surrender.

*Graphic:* Examine closely the picture of the *Monitor* and the *Merrimac* on page 339. After reading in the text the description of these vessels make a drawing of them in your notebook and write five important facts about each.

*Problem:*

- (1) Explain why the duel between the *Monitor* and the *Merrimac* put an end to the use of wooden warships (see page 340).
- (2) Give five facts about the cruiser *Alabama*.

TEACHER: I wish every one of you to be able to tell me tomorrow about the Emancipation Proclamation.

1. What did the Confederate conscription laws demand? (NOTE: Probably no better explanation for the child of the justness of conscription can be found than is

contained in the last paragraph on page 343. Have the pupils memorize it.)

2. Discuss citizenship.
3. What is a good citizen? A bad one?
4. Are you a good citizen? Why?

## CHAPTER XXXI

### HOW THE UNION FORCES WON (1863-1865)

A number of methods may be used to explain this problem.

#### (1) *Outline:* Battle of Chancellorsville

1. Who?
  - (1) Lee and Hooker
2. Where?
  - (2) Chancellorsville
3. When?
  - (3) May 2 and 3, 1863
4. What?
  - (4) Victory for South
5. Result?
  - (5) a. South paid dearly for victory
  - b. Stonewall Jackson killed by his own men through mistake

*Graphic:* Indicate on the blackboard the position of the armies at Gettysburg. Show clearly Cemetery Hill, the position of the Federals; and Seminary Ridge, the position of the Confederates.

*Project I:* Imagine you were in an aeroplane flying over Vicksburg during the siege. Tell some of the things you would see. A pupil once gave the writer this answer: "As I was flying over Vicksburg, I saw many things that were horrible. Many women and children fleeing into caves dug in the hills to keep from being killed; many hungry and sick people; some people eating mule meat."

*Project II:* Look at the map opposite page 338 and trace Sherman's march to the sea. Hand in an outline telling the cost of this march in life and property.

*Dramatization:* The surrender of Lee at Appomattox.

*Problem:* Give five facts to show what the surrender of Lee meant for the North and for the South.

*Project I:* Review the War of Secession and finish the outline in your notebook that you began after studying Chapter XXIX.

*Project II:* Bring to the class a report on the cost of the war in lives and money.

*Problem:* Show that the assassination of Lincoln was a blow not only to the North but to the South, and call for speeches from some of the pupils on any matters relating to the war.

## CHAPTER XXXII

### LIFE IN THE CONFEDERACY

Only a few of the soldiers of either side in the War of Secession are now living. Most of them are too old and feeble to tell us much about those trying times. Our grandparents and parents can tell us the story as it was given to them and it will be our duty to hand the story down to our children's children.

Did any of you have relatives who suffered the miseries of this war? Who were they? What did they do?

*Project I:* Find out something about life in the Confederacy that is not mentioned in the text and report it to the class.

*Project II:* Have you any Confederate money? If you have, bring it to the class. (There is still much Confederate money in existence, especially in the South.)

In studying about life at home while the men were away at war, have one of the class read this beautiful poem:

#### MOTHERS OF MEN

The bravest battle that ever was fought!  
 Shall I tell you where and when?  
 On the map of the world you will find it not,  
 'Twas fought by the mothers of men.



Nay, not with cannon or battle shot,  
With sword or nobler pen,  
Nay, not with eloquent words or thought  
From mouths of wonderful men;

But, deep in the walled-up woman's heart —  
Of woman that would not yield,  
But bravely, silently, bore her part —  
Lo, there is the battle field!

No marshaling troop, no bivouac song,  
No banner to gleam or wave,  
But oh, these battles, they last so long,  
From babyhood to the grave.

Yet, faithful as a bridge of stars,  
She fights in her walled-up town —  
Fights on and on in the endless wars,  
Then silent, unseen, goes down.

Oh, ye with banner and battle of shot,  
And soldiers to shout and praise,  
I tell you the kingliest victories fought  
Were fought in those silent ways.

Oh, spotless woman in a world of shame,  
With splendid and silent scorn,  
Go back to God as white as you came —  
The kingliest warrior born!

— JOAQUIN MILLER.

## CHAPTER XXXIII

### RECONSTRUCTION AND REUNION

After the class has studied this chapter carefully, the teacher should make use of the questions and topics in the textbook.

*Problem:* Explain why three amendments to the Constitution are dealt with in this chapter and tell in your own words what each amendment means.

*Project:* Make a brief outline showing how Andrew Johnson, who succeeded Lincoln, had a trying career as President.

*Problem:* (1) Having studied the biography of Andrew Johnson, do you find any reason why you should think he was a man of his word? Give your reason.

(2) Debate the question: "Resolved, That the Freedman's Bureau should be abolished."

(3) Who were the "Carpetbaggers"? the "Scalawags"? What was the "Loyal League"? the Ku Klux Klan? Associate five appropriate words with each of the above names.

(4) "Carpetbag" governments continued during the administration of President Ulysses S. Grant. Explain how President Rutherford B. Hayes put an end to them

## CHAPTER XXXIV

### FOREIGN RELATIONS: FINANCIAL AFFAIRS

*Project:* Today the cancelled check for fifteen million dollars with which Great Britain paid the Alabama claims hangs framed in the British Foreign Office in London where visitors may see it. The British government displays this cancelled check to show that arbitration is better than war for settling disputes between nations.

War, besides costing much in lives and property, keeps up for years ill feeling between nations, whereas arbitration, costing much less money and no lives, preserves good feeling between nations.

Write a few sentences telling what you think about this story of a cancelled check.

In learning how the debt caused by the War of Secession was reduced, the pupil will find the following topics helpful: three billion dollars, greenbacks, money borrowed with bonds, refunding.

The government issued "greenbacks" for ten, twenty-five, and fifty cents. They were printed on tiny bits of paper. I wonder if any of you own some of this little paper money or have ever seen any.

## CHAPTER XXXV

## THE GROWTH OF OUR COUNTRY

*Project:* Trace the growth of the country from 1860 to 1900:

1. Population
2. Manufacturing
3. Agriculture
4. Commerce
5. Railroads

In this chapter are many stories attractive to children. For example:

1. The building of a railroad across the broad continent, over mountain and plain and the "Great American Desert," and through country still inhabited by Indians
2. The peopling of the Far West and the passing of the frontier
3. The marvelous way in which Oklahoma "sprang up overnight"
4. The life of the ranchman

*Problem:* Explain the statement: "The commerce of the United States reaches to all parts of the world. Before the War of Secession, the United States bought more from foreign countries than it sold to them; since the war it has sold to foreign countries more than it has bought from them."

*Project I:* Make a list of ten foreign countries and tell whether the United States is dependent upon any of them for anything, and, if so, for what.

*Project II:* Write an essay contrasting the Old South with the New South.

*Problem I:* Citizenship

- a. Why has America been called the "melting pot"?
- b. How many foreigners do you know?
- c. In America when is a foreigner not a foreigner?
- d. How does a foreigner become a naturalized citizen?

*Problem II: Cities*

- a. Compare the growth of the country as a whole with the growth of the cities.
- b. Name the six largest cities of the United States today. Many "true or false" exercises may be obtained from this chapter.

## CHAPTER XXXVI

## THE AGE OF STEEL AND ELECTRICITY

This is another chapter that abounds in stories interesting to children: the wonderful uses to be made of steel, electricity, and petroleum; the many inventions, new then, but familiar to us now.

*Project I:* Write lists of the following uses:

- a. The uses of steel
- b. The uses of electricity
- c. The uses of petroleum
- d. Inventions, discoveries, and conveniences unknown to our grandfathers of seventy-five years ago.

*Project II:* While studying the automobile and the aëroplane, the children should bring to the class all pictures of the different methods of travel, past and present, that they can find.

Explain trusts, labor unions, strikes.

## CHAPTER XXXVII

## GOVERNMENT AND BUSINESS

*Graphic:* Let the teacher draw a large ring on the blackboard and mark it "Whiskey Ring." Then let pupils write within the circle important facts concerning the "Whiskey Ring"; for instance: "Headquarters in St. Louis"; "Branch offices in principal cities"; "Grafting." When the ring has thus been filled, the pupils will have a good idea of a con-

nection between business and the government that was corrupt.

**Civil Service Reform:** In Chapter XXIII we learned of the "spoils system" which began in the time of President Andrew Jackson. The influence for evil in the "spoils system" had grown with each year. When, in 1881, a disappointed office-seeker assassinated President James A. Garfield, the shock to the country brought the evil of the "spoils system" squarely before the people. A law was passed by Congress for reforming the civil service and was signed by President Chester A. Arthur who succeeded Garfield.

**NOTE TO TEACHER:** Explain to the class what is meant by the civil service. See note on page 412 for definition.

It will interest the children to know that persons applying for positions covered by the civil service law must stand examination, just as the boys and girls do at school, and those who make the highest marks get the positions.

Interesting facts:

1. Grover Cleveland, who became President in 1885, was the first Democrat since Buchanan to reach the presidency.
2. Benjamin Harrison, who followed Cleveland in the presidency, was a grandson of President William Henry Harrison.

*Project:* Write on the blackboard questions concerning panics that you think are important. Let the class bring answers to the questions on the next day.

## CHAPTER XXXVIII

### EUROPE IN THE NINETEENTH CENTURY

This chapter need not be learned in detail. The teacher should, however, read and explain it to the class.

Impress upon the class that it is important to know something about the history of other countries to understand better the history of the United States, since happenings of the world have their influence upon our country.

## CHAPTER XXXIX

## WAR WITH SPAIN

Suggested outline:

- I. Time — 1898
- II. Causes:
  - A. Spain, who owned Cuba, treated the Cubans unfairly
  - B. War between Cubans and Spaniards
  - C. Much American-owned property in Cuba damaged
  - D. United States could not be indifferent to sufferings of Cubans nor to destruction of American property
  - E. Blowing up of the *Maine*
- III. Declaration of war
  - A. President William McKinley in a message to Congress said that conditions in Cuba had become intolerable
  - B. Asked Congress for authority to put an end to the war in Cuba and give the Cubans a good government
  - C. Extract from McKinley's message: "In the name of humanity, in the name of civilization, and in behalf of the endangered American interests which give us the right and the duty to speak and to act, the war in Cuba must stop."
  - D. Spain declared war against the United States; the United States declared war against Spain
- IV. Events
  - A. Battle of Manila
  - B. Battle of Santiago
  - C. Invasion of Porto Rico
- V. Important fact

Many more American soldiers died in the camps in this country from preventable diseases than were killed and wounded in battle.

## VI. Treaty of peace

A. Spain gave Cuba her freedom

B. Spain ceded to the United States:

1. Porto Rico and other islands in the West Indies
2. Guam, an island in the Pacific
3. The Philippine Islands in the Pacific

*Project:* On a map of the world locate all the cities and countries mentioned in the chapter.

THE MEN OF THE *MAINE*

(EXTRACT)

Not in the dire, ensanguined front of war,  
 Conquered or conqueror,  
 'Mid the dread battle-peal, did they go down  
 To the still under-seas, with fair Renown  
 To weave for them the hero-martyr's crown.  
 They struck no blow  
 'Gainst an embattled foe;  
 With valiant-hearted Saxon hardihood  
 They stood not as the *Essex* sailors stood,  
 So sore bestead in that far Chilian bay;  
 Yet no less faithful they,  
 These men who, in a passing of a breath,  
 Were hurtled upon death.

No warning the salt-scented sea-wind bore,  
 No presage whispered from the Cuban shore  
 Of the appalling fate  
 That in the tropic night-time lay in wait  
 To bear them whence they shall return no more.  
 Some leaped from dreams of home and love's clear star  
 Into a realm where dreams eternal are;  
 And some into a world of wave and flame  
 Wherethrough they came  
 To living agony that no words can name.  
 Tears for them all,  
 And the low-tuned dirge funereal!

What though they faced no storm of hail  
 That freedom and the right might still prevail?  
 The path of duty it was theirs to tread  
 To death's dark vale through ways of travail led,

And they are ours — our dead!  
 If it be true that each loss holds a gain,  
 It must be ours through saddened eyes to see  
 From out this tragic holocaust of pain  
 The whole land bound in closer unity!

— CLINTON SCOLLARD.

## CHAPTER XL

### THE UNITED STATES A WORLD POWER

Suggested outline:

- I. By-products of the Spanish-American War:
  - A. United States becomes a world power
  - B. American commerce greatly increased
  - C. American relations with foreign countries broadened
  - D. Annexation of Hawaiian Islands in the Pacific
  - E. Panama Canal
- II. Panama Canal completed
  - A. France attempted to build canal but failed
  - B. Work of the United States
    1. Negotiations with Colombia
    2. Negotiations with Panama
    3. Panama accepted terms offered by the United States
    4. French rights purchased
    5. Ten years required to complete canal
    6. Completed in 1914
    7. Cost more than three hundred million dollars
    8. Owned and operated by the United States but opened to all nations
- III. Effects:
  - A. Shortens greatly voyage between Atlantic and Pacific
  - B. Benefit to commerce too great to estimate

*Project:* Let pupils imagine a trip to Europe, following the Spanish-American War, and have some of them give talks from the floor regarding the trip.



## CHAPTER XLI

## THE GOVERNMENT AND THE PEOPLE

Children, you will read in the text that Thomas Jefferson said "that government is best that governs the least." Jefferson meant that the government should pass few laws; that it should permit to the individual, as often as possible, the working out of his own life. Nearly everybody believes in this idea, and it certainly worked well in the early days when Americans lived more simply than we do today.

1. Tell what is meant by a simple life.
2. Are we today moving farther from or nearer to the simple life?

After the War of Secession many things happened. Rich people began to combine in "trusts" to do business on a large scale and in this way to control the country's business.

You must not forget that business on a large scale — "big business," as it is also called — has advantages for the people. The danger lies in the fact that "big business," by controlling trade, can make people pay higher prices than necessary for what they need.

The raising of prices became so outrageous that the people demanded that the government cease its "hands off" policy. They demanded that Congress pass:

1. Laws to curb "trusts"
2. Laws to improve living

President Theodore Roosevelt was a leader among those who urged the government to adopt this new policy which he called the "New Nationalism."

*Project:* Many years before, a great man had said that ours is "a government of the people, by the people, and for the people."

1. Find out who this man was and when he made the statement.
2. Tell whether you think the statement agrees with the idea of the "New Nationalism," and why.

*Problem I:* Contrast "good trusts" and "bad trusts."

*Problem II:* Make an outline showing how America has been wasteful of her natural resources.

*Problem III:* Make another outline showing how America can conserve her natural resources.

*Problem IV:* List some of the aids, besides conservation, given by the government to the people while Roosevelt was president. For example:

1. Cheaper electricity
2. Information about farming
3. Pure food laws

In treating the Initiative, the Referendum, and the Recall, the teacher should write the three topics on the blackboard, leaving a space sufficient between each topic for a pupil, going to the board, to write the answer. Thus:

1. The Initiative is
2. The Referendum is
3. The Recall is

*Project:* Write a brief biography of Theodore Roosevelt.

In President William H. Taft's administration two features were added to the postal service to make the post office even more helpful to the people: postal savings banks and parcel post.

*Problem:* Woodrow Wilson, on becoming President, had Congress pass other important laws to help the people directly. Mention some of them. See page 465.

## CHAPTER XLII

GERMANY SEEKS TO DOMINATE THE WORLD

AND

## CHAPTER XLIII

THE WORLD WAR

These chapters need not be learned as lessons. The teacher should, however, read and explain them to the class.

## CHAPTER XLIV

## THE UNITED STATES IN THE WORLD WAR

Who were the "Allies"? Who the "Central Powers"?

This chapter should be introduced through the lecture. The teacher should tell the class, in her own words, how the World War affected America. Germany's submarine warfare should be stressed and special mention made of the sinking of the *Lusitania*.

Have the class memorize the quotation on page 502 from President Wilson's message to Congress asking for a declaration of war against Germany.

John J. Pershing commands the American army.

*Problem I:* The story of the American government's raising an army and sending it over to France is an inspiring one. Write a short summary of the account.

*Problem II:* The sending of food to the Allies, the building of ships and yet more ships, the taking over of business and the railroads — all these indications of an efficient and far-sighted American government fire the imagination. Write a brief summary of these United States activities.

*Problem III:* With "wheatless," "meatless," and "heatless" days, with Liberty Bonds and personal contributions the American people put their shoulder to the wheel to help their government to carry on the war. Write a short account of their patriotic assistance.

## CHAPTER XLV

## FREE NATIONS TRIUMPHANT

On the map, on page 511, locate the battle fronts.

1. The Great German Drive, 1918: A powerful thrust of the Germans made a great break in the battle front of the Allies. Situation of the Allies serious.
2. The French general, Ferdinand Foch, placed in supreme command of the armies of the Allies.

3. Chateau-Thierry: The first time that Americans took an important part in battle. The way in which they repulsed the Germans showed that, though not veterans, they could be relied upon.
4. Second Marne: Saved Paris for the second time, Americans in considerable numbers taking part.
5. St. Mihiel: The first time that Americans fought as a separate army. More Americans took part in this battle than in any previous engagement in American history.
6. Smashing the Hindenburg Line: Americans, fighting with the British, were the first to break this line.
7. Argonne Forest: One of the most difficult operations of the war. Number of Americans engaged the greatest ever before taking part in battle.
8. Germans in full retreat
9. Germany asks for peace

*Project:* Select seven of President Wilson's "Fourteen Points" and be able to tell the class about them.

*Problem I:* Explain the armistice.

*Problem II:* Write a summary of the cost of the World War in lives and money.

*Dramatization:* Reproduce the Peace Conference at Paris in 1919. President Wilson for the United States, prime ministers Lloyd George for Great Britain, Clemenceau for France, and Orlando for Italy, were the "Big Four" of the Conference. After the "Big Four" have discussed the terms of a treaty, including a League of Nations, and have concluded a treaty, let Hermann Müller, representing Germany, meet with the Conference and sign the treaty under protest.

*Project:* Write a brief biography of Woodrow Wilson.

#### BROTHERHOOD \*

The crest and crowning of all good,  
 Life's final star, is Brotherhood.  
 For it will bring again to Earth  
 Her long-lost Poesy and mirth;

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Will send new life on every face,  
A kingly power upon the race.  
And till it comes, we men are slaves,  
And travel downward to the dust of graves.

Come clear the way, then, clear the way;  
Blind creeds and kings have had their day;  
Break the dead branches from the path,  
Our hope is in the after-math —

Our hope is in heroic men.  
Star-led to build the world again,  
To this event the ages run;  
Make way for Brotherhood — make way for man.

— EDWIN MARKHAM.

## CHAPTER XLVI

### THE OPENING OF A NEW ERA

**NOTE TO TEACHER:** In explaining conditions in America, resulting from the World War, and the new viewpoint that came about, consult Chapter XLI.

Eighteenth and Nineteenth Amendments.

Let children explain these amendments in their own words.

*Dramatization:* Let the class represent the United States Senate. Have them select debaters to argue whether the United States should join the League of Nations.

Steps taken in the administrations of Presidents Warren G. Harding and Calvin Coolidge for promoting world peace:

1. "Four Power Treaty"
2. Limitation of Armaments Treaty
3. "Open Door" in China
4. "Dawes Plan"
5. World Court
6. Kellogg-Briand Treaty

*Project:* Compare Christopher Columbus with Charles A. Lindbergh or with Richard E. Byrd.

Herbert C. Hoover elected President.













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