

## About the Book

# THE American History™ **DETECTIVE** B ★ O ★ O ★ K

**By Stacie Hutton**

Children, by nature, are inquisitive. They want to explore, collect, sort, digest, organize, analyze and make sense of their worlds, whether it be their homes, their classrooms or their playgrounds. They are immediate creatures, embracing the here and now because they know it—they can hear it, touch it, feel it. That which has already happened is hard to experience in the present. Ask any kid. But what if children could experience history? What if children could experience a historical event and do what comes naturally—ask questions, make assumptions, come to conclusions, and relate the event to present day?

**The American History Detective Book** makes this possible by using the fascination of crime-scene style investigation to tap into and develop higher-level thinking skills through discovery, investigation, and the asking of questions.

Like real crime scene investigators, students investigate clues that might have been left behind in the moments following a historical event. By using clues included in the book and other everyday items, anyone can re-create a realistic historical scene, leaving clues for investigation. Through the asking of the

inevitable who, what, where, when, why, and how questions, students explore, collect, sort, digest, organize, analyze and try to make sense of the scene, essentially experiencing it as if it was happening now.

Included in the book is a chapter offering guidance to students in creating logical historical clues and directions for setting up their own scenes independently, thus challenging their thinking abilities in yet another way.

The premise is natural, inquiry-based learning. Nothing holds value and interest like that which one works to achieve. Students will be challenged to make inferences and use deductive thinking, experiencing history and the stories behind it—a powerful learning tool. **The American History Detective Book** transforms curiosity into momentum for learning by encouraging students to become active participants in the study of history.

With its inquiry-based learning foundation, **The American History Detective Book** is a great addition to any social studies or American history program and provides educational opportunities in an active framework proven to be a great method of instruction for kids.

**Author Stacie Hutton, M.Ed.,** serves as a trustee on the University of Rio Grande Board of Trustees. She is a former gifted intervention specialist and U.S. history teacher. Stacie has made statewide presentations for the Ohio Center for Law Related Education and the Ohio Association for Gifted Children, and helped author Ohio's Middle School Mock Trial program.



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**Parts of this book may be reproduced for use in classrooms and other appropriate educational settings.**

# THE American History **DETECTIVE**<sup>TM</sup> B ★ O ★ O ★ K

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# Instructions

The primary purpose of this book is to encourage students to inquire about historical events. The American History Detective Book contains 16 historical scenes spanning the time from Christopher Columbus's arrival in the Americas to the Vietnam War. Students investigate clues that might have been left behind following a historical event. Other scenes are set at the site of a historical event. Many scenes use fictional people reacting to a historical event after it happened. The reproducible Student Activity Sheet (page 71) should guide students as they investigate the scene, yet also encourage students to ask their own questions.

## INSTRUCTIONS

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1. Set up the scene.
2. Review the information on the student page.
3. Allow students to investigate the scene. The student page in each chapter and the Student Activity Sheet will guide the investigation. There are questions to prompt student investigation contained in each chapter, which you may or may not choose to use.
4. Students should research answers to their questions about the scene and the historical event.
5. Discuss with students what they have learned from the scene, and what it tells them about the historical event.
6. Ask follow-up questions.

## EVALUATING STUDENT PROGRESS

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Each scene has definite conclusions that students should reach. Teachers may wish to assess students' performance based on their school's grading system. Using the Desired Student Questions will help you further assess student progress.

## CLUES

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- Clues are either included, everyday items, or historical documents easily found in textbooks, on the Internet, or through other sources.
- Some scenes contain fictional clues. For example, the Constitution scene contains "notes left by an unidentified delegate."

- The clues provided in this book are simulations of real things that existed, or might have existed, at the time the recreated scene takes place.
- Each scene contains a chart that explains the nature of each clue. You may choose whether to share this information with your students.
- You may choose to photocopy certain clues onto parchment-style paper to make them fit the time period.
- You may want to add other clues to a scene if they are appropriate to both the scene and the time period, for example, an old magazine cover.
- If you have a problem finding a suggested clue, feel free to make whatever clue substitution is appropriate and available.
- Yard sales, thrift stores, or flea markets offer excellent low-cost props that can be used as clues in scenes.
- Students might enjoy using magnifying glasses to inspect clues.

## TIPS

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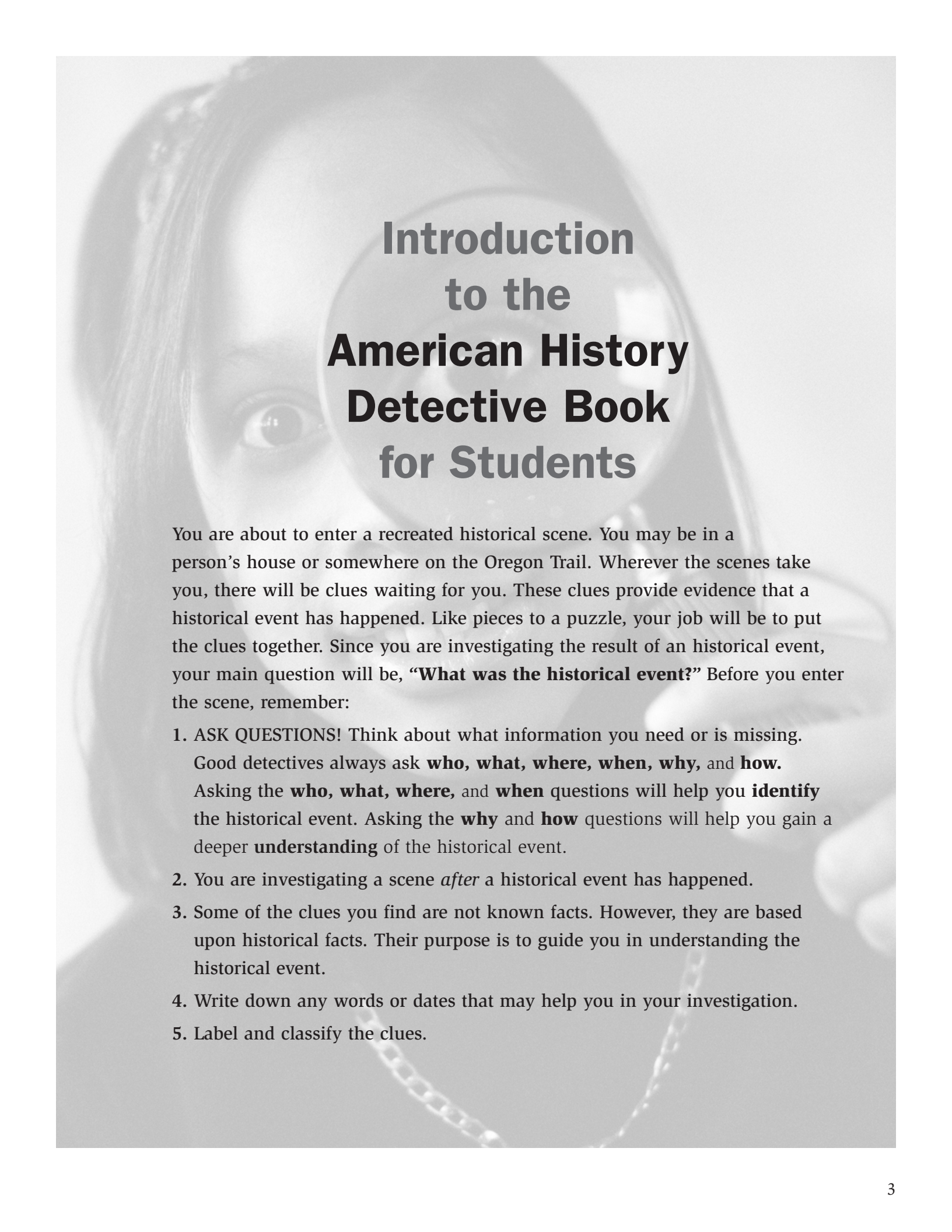
- Although the intent of the activity is for students to ask their own questions, you may give students as much information as you wish (*see student pages at the back of the book*).
- You may want to practice inference skills with your students prior to implementing the activities in this book within your classroom.
- Primary source documents like the Mayflower Compact can be found on the Internet.

## OTHER USES

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- Since guidelines are provided for students to recreate their own historical scenes, this book could be a guide for creating scenes from events not covered in this book.
- You may use this book in your reading program to evaluate students' comprehension and inference skills.





# Introduction to the American History Detective Book for Students

You are about to enter a recreated historical scene. You may be in a person's house or somewhere on the Oregon Trail. Wherever the scenes take you, there will be clues waiting for you. These clues provide evidence that a historical event has happened. Like pieces to a puzzle, your job will be to put the clues together. Since you are investigating the result of an historical event, your main question will be, "**What was the historical event?**" Before you enter the scene, remember:

1. **ASK QUESTIONS!** Think about what information you need or is missing. Good detectives always ask **who, what, where, when, why,** and **how.** Asking the **who, what, where,** and **when** questions will help you **identify** the historical event. Asking the **why** and **how** questions will help you gain a deeper **understanding** of the historical event.
2. You are investigating a scene *after* a historical event has happened.
3. Some of the clues you find are not known facts. However, they are based upon historical facts. Their purpose is to guide you in understanding the historical event.
4. Write down any words or dates that may help you in your investigation.
5. Label and classify the clues.



# CHAPTER 1: Columbus Arrives

## GOAL

To examine Christopher Columbus' goals for and the actual result of his first voyage

## OVERVIEW

The scene takes place as Columbus is ready to depart on his first voyage. The journey's purpose was to establish trade routes for very lucrative spices, but incidentally resulted in Columbus landing in the Americas. Columbus believed he could reach the East Indies by a new route, but instead hit an undiscovered continent. This led to the first colonization of America.

## VOCABULARY

**trade winds**—prevailing patterns of easterly winds

**navigation**—the science of understanding one's location, and planning and following a route

**route**—a course of travel

**Don**—a title of respect for the Spaniards, like "Sir"

## HISTORICAL BACKGROUND

Christopher Columbus was born in approximately 1451 in Genoa, Italy. Although his family members were weavers, as a young man, Columbus defied family tradition and learned sailing. He also had a knack for languages; he learned Latin, Portuguese, and Castilian Spanish. He read extensively on the subjects of history, geography, and astronomy, and from these readings, developed theories about the world. His knowledge of trade winds, for example, was a key factor in his successful exploration of the Atlantic.

Columbus believed that if he sailed westward from Spain, he would reach the East Indies. For several years, he unsuccessfully tried to gain financial support for his voyages from both the Spanish and Portuguese kings. Luck intervened when in 1492,

King Ferdinand and Queen Isabella of Spain, with the lucrative spice trade in mind, agreed to fund his explorations. The monarchs agreed to a contract giving Columbus a portion of all riches discovered. As the contract states, "Don Christopher may take the tenth part of all merchandise, whether it be pearls, precious stones, gold, silver, spices, or other things, and give the other nine parts to your Highnesses."

On August 3, 1492, the *Niña*, the *Pinta*, and the *Santa Maria* set sail. On October 12, 1492, land was sighted in what is now the Bahamas. However, Columbus did not realize he was in the Caribbean; he believed he was in Asia, so he named the land San Salvador. He called the people he encountered *indios*, the Spanish word for Indians.

Columbus made three more voyages; in one, he claimed Central America for the Spanish. After his journeys he was named Admiral of the Ocean Sea and Governor of the Indies, as was stated in his agreement with the rulers of Spain. However, his governing ability came into question, and eventually Columbus was arrested and relieved of his duties as governor. He was later freed and given funds for a fourth voyage, but his governing powers were never restored. He died in 1506.

Although Columbus was not the first to land in the Americas, as that distinction likely belongs to the Vikings, Columbus did bring attention to the continent, leading to its colonization. Historians still debate whether Columbus realized he had landed on a new continent.

## QUESTIONS TO PROMPT STUDENT INVESTIGATION

- What was the agreement between Christopher Columbus and the Spanish rulers?
- Was it Columbus' goal to discover America?

## DESIRED QUESTIONS FROM STUDENTS

- Why does the agreement list gold and spices?
- Where was Columbus intending to sail?
- What did he actually find at the destination?

## SETTING UP THE SCENE

Reserve an approximately 8' x 8' area. Place the map on the desk. Any other items can be scattered near the desk. The desk should appear as a captain's quarters in the stronghold of his ship.

### SPECIAL EFFECTS

Ocean waves, fan to simulate wind

### DISCUSSION QUESTIONS

- What advice would you have given Christopher Columbus?
- What do you think is Columbus' most significant accomplishment?

### OPTIONAL ACTIVITIES

#### 1. Further Research

- Research other explorers of the time, such as Marco Polo
- Compare Columbus' map to a current world map
- Create a chart listing all the major explorers of the time period and their accomplishments
- Research the life of Queen Isabella of Spain
- Research early European theories regarding the Earth

#### 2. Student-Created Clues

- Write an additional log where Columbus acknowledges that he was in North America and describe what he thinks may happen in this new land
- Write a letter from one of Columbus' crew members to his family back home

#### 3. Role-Play

- Students will work in groups of three to research Christopher Columbus and then interrogate him regarding his role in the scene/historical event. One student will be the detective and the other student will role-play how the character might have answered the question. The third student will be a fact checker. The "fact checker's" responsibility will be to make sure the comments and questions from the interrogation match the facts. See the Student Activity Sheet on page 71 to accompany this activity.

### SUGGESTED CLUES

CLUE	PURPOSE
Desk	Where Columbus might have kept his personal and business items
Map	Establishes that Columbus is taking a voyage
Rope	Establishes that the scene takes place on a ship



## FOR THE STUDENT DETECTIVE

### IMPORTANT INFORMATION

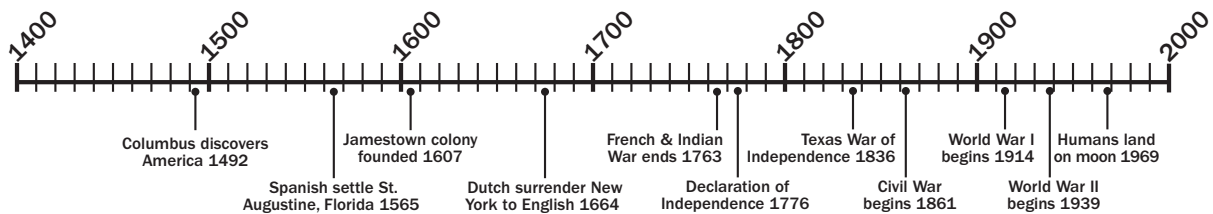
Students should be reminded that the map in the scene will appear different from modern maps.

### THE SCENE

You hear the rumbling of a ship crew unpacking their gear and getting ready to set sail. You also hear sea birds, feel the wind, and the floor creaks as you step on it.

### NON-ESSENTIAL INFORMATION

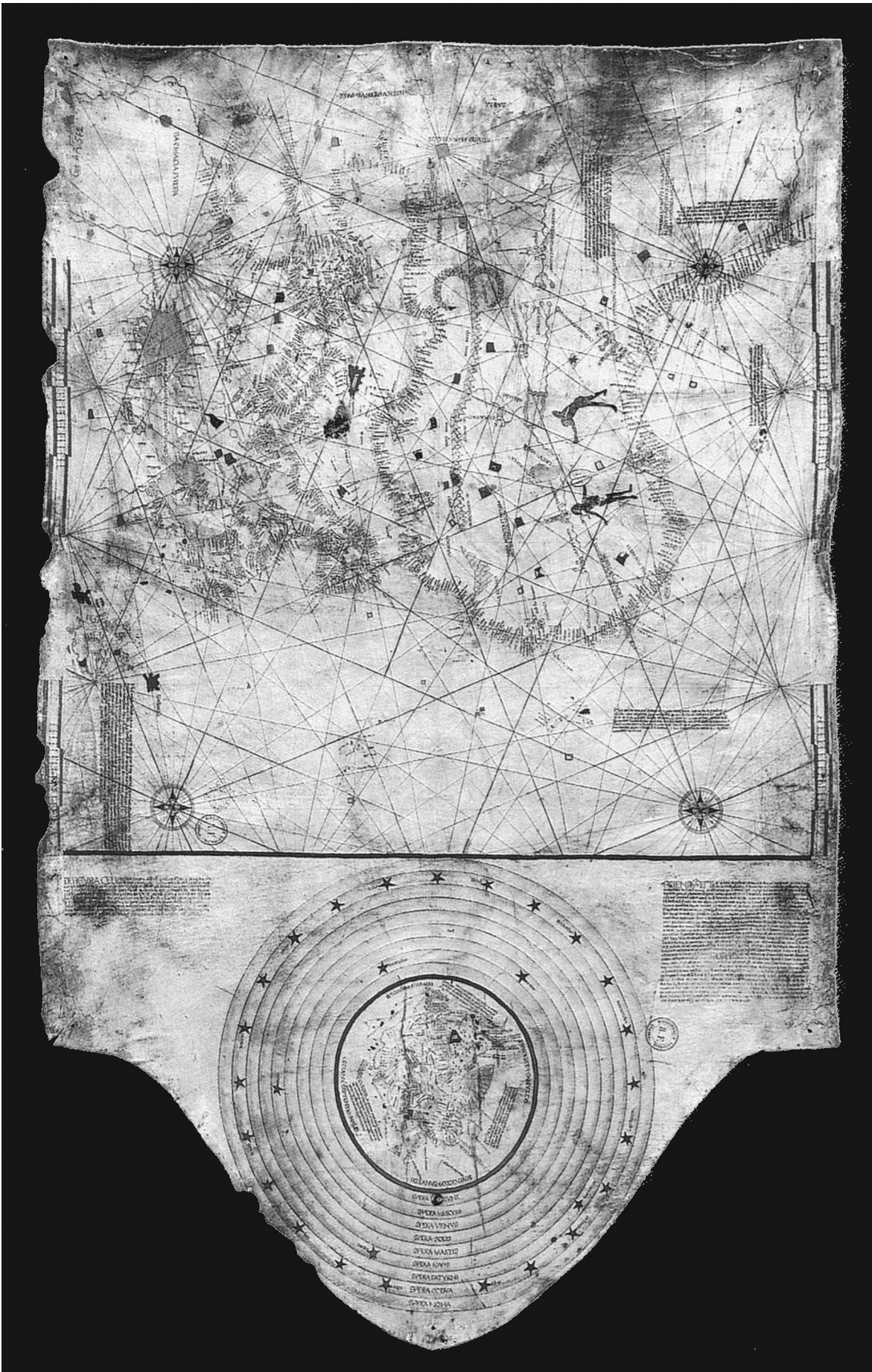
- The names of the other crew members



On the timeline above, indicate the approximate year in which the scene takes place.

### DETECTIVE'S NOTES AND SKETCHES







## CHAPTER 2: The American Colonial Era

### GOAL

To examine the circumstances around the drafting and signing of the Mayflower Compact

### OVERVIEW

This scene takes place on the *Mayflower* shortly after the arrival of the Pilgrims to the new land, and just after the historical signing of the Mayflower Compact aboard the ship. The Compact was signed amid reports of potential mutiny upon arrival in America. The “notes” clue in the scene alludes to the non-Separatist passengers aboard the *Mayflower* and the fact that the Mayflower Compact was the first time the note-taker was permitted to participate in an act of self-government.

### VOCABULARY

**colony**—an area or region with people who have left their parent country to live in a new land under the rule of and for the benefit of the parent country

**patent**—a legal document conferring a right for a limited amount of time, in this case to land

**treason**—a serious crime against one’s country or ruler, usually committed by disobeying fundamental laws, advocating for violent political change, or aiding the enemies of one’s government

### HISTORICAL BACKGROUND

England officially broke with the Roman Catholic Church in 1535, and the ensuing decades saw great religious strife between Catholics and reform-minded Protestants. By the early 17th century, England was firmly Protestant, with the Church of England as the established religion. This did not end religious debate, and numerous Puritan groups felt the need for further reform and a stricter adherence to biblical

scripture. Since the Church of England was controlled by the King and the government, religious dissent could mean political dissent—and might even be considered treason.

One dissenting group, a “Separatist” congregation led by William Brewster, left for Holland in 1608, where freedom to worship was tolerated. However, life in Holland was hard and did not suit the Separatists, and in 1617 they decided to emigrate to America. They obtained the financial support of the Virginia Company, and about half the group returned to England in July 1620 to join in final preparations for their voyage.

After some delays, the reorganized group of 102 passengers (including a number of non-Separatist emigrants) sailed from Plymouth, England aboard the *Mayflower* on September 6, 1620. After a 65-day voyage, they found themselves off Cape Cod in New England—far to the north of Virginia where they had a “patent” to lands on which to settle. Faced with settling in a place where they had no legal rights, and concerned that the non-separatist “Strangers” among them might not obey the Separatist leaders, the passengers drew up the “Mayflower Compact.” This document outlined the manner in which they were to govern themselves.

Signed by 41 male passengers on November 11, 1620, the Mayflower Compact was the first document drafted in America that established the fundamentals of a self-governing society.

By mid-December 1620, the *Mayflower* anchored for the winter in an area called Plymouth, and the settlers came ashore to establish their colony. The harsh conditions and sickness that first winter killed nearly half the colony, but the settlers persevered and their colony survived.

## QUESTIONS TO PROMPT STUDENT INVESTIGATION

- What is a “dissenter”?
- Why were the Pilgrims called “Separatists”?

### DESIRED QUESTIONS FROM STUDENTS

- What is the Mayflower Compact?
- Who are the “strangers”?
- Why does the document say Virginia?
- Why was it important to the note taker?



## SETTING UP THE SCENE

Reserve an approximately 10' x 10' area in your room. Place the quill pen and candle or lantern on a table or desk, along with several small sheets of paper. All items can appear slightly damp or musty. You can have sacks, boxes and others items scattered about to make it appear as though passengers are preparing to leave the ship.

### SPECIAL EFFECTS

Ocean, sea gulls, creak of masts, and rigging sounds

### DISCUSSION QUESTIONS

- Why do you think the Separatists did not like living in Holland?
- What do you think could have happened in the new colony without the Mayflower Compact?
- What do you think were the long-term effects of the Mayflower Compact?

### OPTIONAL ACTIVITIES

#### 1. Further Research

- Devise a document like the Mayflower Compact providing rules and guidelines for the behavior of their classmates if they had no authority figures.
- Pretend that one of the male passengers declined to sign the Mayflower Compact. Split into teams and debate each side.
- Write a diary entry as one of the passengers who was not a Pilgrim.
- Create another clue that may have appeared in this scene.
- Research what life was like during a 17th-century sea voyage.

- Research how 17th-century ships navigated at sea.

#### 2. Student-Created Clues

- Write a letter that William Bradford might have written to the Virginia Company explaining why the colony was established in New England, and not in Virginia as originally planned.
- Create a clue that may have appeared in this scene (see Chapter 17 for help) and write a paragraph defending this clue.

#### 3. Role-Play

- Work in groups of three to research William Bradford or William Brewster and then interrogate that historical figure regarding his/her role in this scene/historical event. One student will be the detective and the other student will role-play how the character might have answered the question. The third student will be a fact checker. The fact checker's responsibility will be to make sure the comments and questions from the interrogation match the facts. See the activity sheet on page 71 to accompany this activity.
- Students may also brainstorm a list of other historical figures they wish to question.

### SUGGESTED CLUES

CLUE	PURPOSE
Quill pen and inkwell	Establishes time period
Table and chair	Establishes cabin location
Mayflower Compact	Not in scene, students will reference document upon investigating clues
Candle or lantern	Establishes time period
Notes of an unidentified passenger	Provides reference to Mayflower Compact



## FOR THE STUDENT DETECTIVE

### IMPORTANT INFORMATION

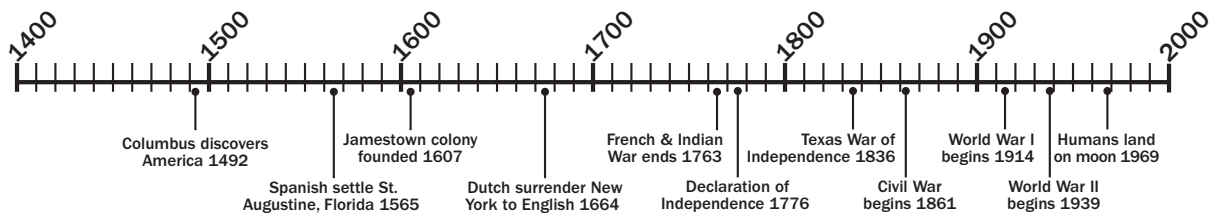
People on this ship are concerned about how to govern themselves.

### THE SCENE

You hear the sound of water lapping at the hull, the creak of the masts and the whistle of the wind in the rigging. The salt air is laden with a damp and moldy scent. Sea gulls can be heard crying in the distance, as well as the low murmur of voices from below deck.

### NON-ESSENTIAL INFORMATION

- The name of the author of the notes
- A musty, damp odor that penetrates the air as you step on the creaky floorboards



On the timeline above, indicate the approximate year in which the scene takes place.

### DETECTIVE'S NOTES AND SKETCHES



November 11

The strangers will not sign ye document  
just & equal—important words in our agreement,  
but who will be equal?

I, a poor farmer may also sign—

We will govern ourselves—but how?

Will we acknowledge ye King?

Must see a list of ye passengers



# CHAPTER 3: The American Revolution

## GOAL

To examine the various moral and political viewpoints of colonists who lived shortly before and during the American Revolution and to discover the cause of dissension in this family

## OVERVIEW

The scene depicts the dining room of a family living at the time of the American Revolution. Upon hearing the news of the Declaration of Independence, this loyalist family decides to return to England. However, one family member secretly plans to remain and to join the Patriot cause. A book conceals hidden papers significant to the patriotic intentions, while a parent's letter to friends in England openly shows the contrary.

## VOCABULARY

**independent**—a nation governed by itself

**Loyalist**—a colonist who remained loyal to the King and government of England, also called a Tory

**Parliament**—the elected law-making body of the English government

**Patriot**—a colonist who supported rebellion and independence from Great Britain, also called a Whig

**treason**—committing serious defiant or rebellious acts against governmental authority

## HISTORICAL BACKGROUND

As the events of 1775 led to the outbreak of rebellion and war against the British government and King, most of the colonial population was unsure of the eventual outcome. The ideas of one man in particular awakened the people to the necessity of independence. The idea of independence became a powerful force through the writings of Thomas Paine.

In 1772 while living in England, Paine wrote a pamphlet containing a scathing assessment of England's Parliament. On the advice of Benjamin Franklin, whom he met in London, Paine arrived in the American colonies in 1774. His impact remained modest until the January 1776 publication "Common Sense" which convinced many to support the struggling Patriot cause.

In "Common Sense," Paine drew an analogy to Great Britain as "parent" and the American colonies as "child." Just as a child needs to become independent of a parent, Paine argued that independence from the parent nation—Britain—was only a natural part of growth. Moreover, the first reasoned argument for independence came from "Common Sense".

Despite these arguments many colonists remained loyal to the King. British culture nurtured loyalty to the nation and to respect and honor the King. Also, many loyalists believed the powerful British army and navy would certainly quickly crush any rebellion, thus leaving the colonies in ruins. For these and other more personal reasons, many colonists opposed the Patriot efforts.

The natural growth argument and the open rebellion against the crown set the stage for a critical event—in the early summer of 1776, delegates from the different colonies met in Philadelphia to write a Declaration of Independence. Instead of suppressing a regional rebellion, Britain was faced with a long and difficult war to bring her American colonies—now a newly independent nation—back under British control.

The divided colonists, at times with family members taking opposite sides, faced difficult choices — many loyalists would either go to England or flee to Canada, while others stayed to fight for the King.

## QUESTIONS TO PROMPT STUDENT INVESTIGATION

- What do you think the letter means?
- During what time period did this family live?
- Is there a conflict in this family? If so how do you know?
- What do you think the papers in this book mean?
- Was the family loyal to the King?
- Why does the family want to return to England?
- Who is William Junior and why is he distant?

## DESIRED QUESTIONS FROM STUDENTS

- Why are the papers in the book hidden?
- What is "Common Sense"?

## SETTING UP THE SCENE

Reserve an approximately 10' x 8' area. Locate the table in the center. On the table, place the table cloth, candlesticks, and finally place the letter at the head of the table. Place the red coat on the chair back where the letter is located. The Declaration of Independence should appear as if it were torn from a newspaper. Then fold it along with a photocopy of "Common Sense." Place both inside the schoolbook as though they are being hidden. Put the book and contents on the table.

### SPECIAL EFFECTS

Creaking sound of wood floors

### DISCUSSION QUESTIONS

- What did "Common Sense" do or say that convinced many colonists to join the Patriot cause?
- Why do you think the written word was so powerful in 1776?
- Why does the son hide the papers? Do some people think the King is like a father to the colonists?
- Could the family have ignored these events?

### OPTIONAL ACTIVITIES

#### 1. Further Research

- Research other historical figures that contributed to the Patriot argument like Samuel Adams. Write a paragraph or essay answering this question: How did these people differ in their approach to rebellion and possible independence?
- Research the life of Thomas Paine.
- Compare and contrast the Declaration of Independence to "Common Sense."

#### 2. Student-Created Clues

- Write a letter from William Junior's perspective.
- Create a clue that may have appeared in this scene (see Chapter 17 for help) and write a paragraph defending this clue.

#### 3. Role-Play

- Work in groups of three to research Thomas Paine and then interrogate this historical figure regarding his role in this scene/historical event. One student will be the detective and the other student will role-play how the character might have answered the question. The third student will be a fact checker. The fact checker's responsibility will be to make sure the comments and questions from the interrogation match the facts. See the Student Activity Sheet on page 71 to accompany this activity.

### SUGGESTED CLUES

CLUE	PURPOSE
Table and four chairs	Establishes gathering place for family
White table cloth and candlesticks	Establishes scene in dining room
Red coat	Reflects Loyalists
Photocopy of "Common Sense" by Thomas Paine (January 1776 version)	Explains the Patriot arguments
Photocopy of Declaration of Independence	Explains the Patriot arguments
Book (perhaps an old hardback from the library)	Indicates the Patriot of the family (the youth)
A letter (included)	Illustrates the feelings of the father





## FOR THE STUDENT DETECTIVE

### IMPORTANT INFORMATION

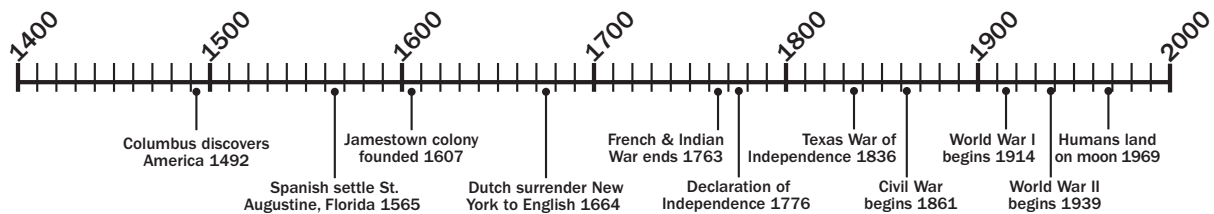
This scene depicts a family that lived during a very turbulent time in American history.

### THE SCENE

As you pass the window a hot summer's breeze pushes by you. Wide-board wood floors creak with every step. The smell of breakfast reminds of the most recent family gathering.

### NON-ESSENTIAL INFORMATION

- Number of family members
- Names of family members
- The name of the friend in Britain to whom the letter is written
- The colony in which they live



On the timeline above, indicate the approximate year in which the scene takes place.

### DETECTIVE'S NOTES AND SKETCHES

July 8, 1776

Dearest Friends,

My family and I will return to England.  
Expect our arrival in eight or ten week's  
time at the port of Bristol. Regretfully,  
with many here in open revolt against the  
Crown, the future of the colonies holds  
nothing for us.

All is well with the family except for  
William Junior. He has been quite  
distant and his mother and I are concerned.  
His studies have kept him busy.

I remain your humble  
& obedient servant





# CHAPTER 4: The Revolutionary War

## GOAL

To examine the consequences of military action and to discover why the victory at Trenton was such an important event in the American Revolution

## OVERVIEW

This scene takes place inside the barracks of the Hessian troops who man the British post at Trenton, New Jersey. After a successful surprise attack, Washington's troops marched on to attack Princeton. The clues in this scene and its timing demonstrate the element of surprise that Washington needed to defeat the Hessians. This victory came at a time when the military fortunes of Washington's rebel army were at their lowest and the prospects for success were bleak.

## VOCABULARY

**Hessian**—in this context, a generic term referring to a mercenary soldier from Germany; soldiers from small German states like Hesse or Brunswick were “rented” by their rulers to serve in the American Revolution

**mercenary**—a soldier whose allegiance and service is for hire

**militia**—citizens organized to serve as soldiers for limited amounts of time; often poorly trained and led, they are not equal to trained professional soldiers. Militia do not usually leave their home area or colony to fight elsewhere.

**morale**—the emotions and feelings of soldiers and their willingness to risk their lives for a cause, often closely related to confidence

## HISTORICAL BACKGROUND

The war for independence was in its second year. In Europe, armies used standardized tactics based on the capability of the firearms of the time. Soldiers formed

in long lines, facing their enemy, firing volleys of bullets at their opponents before attempting to overwhelm them with a bayonet attack. Leadership, a high degree of training, and good morale were important aspects of success in these battles.

In the American colonies, the colonials had no need for large European-style armies, especially with British troops on hand to provide protection. Militia companies were formed for local defense, and were the only soldiers available to the American rebels when war broke out in April 1775.

Militia, while useful, could not hope to successfully contest British soldiers in open battle. George Washington, the new general of all the “Continental” American forces, needed to create an army of well-trained “regular” soldiers.

The inexperienced colonials met defeat many times as they struggled to create an effective military force. 1776 was a disastrous year for General Washington and his troops. During the New York campaign, General Howe's British Army drove the rebels out of New York and New Jersey and into Pennsylvania. Colonial morale suffered from lack of supplies, the repeated defeats, the long retreat, and the winter cold. Washington recognized that his army would soon dwindle to nothing unless he struck back. The isolated British garrison in nearby Trenton was a tempting target—held by perhaps 1,000 Hessian mercenaries soon to be celebrating Christmas—and probably off their guard.

In a bold and desperate move, Washington's troops crossed the icy Delaware River. After a short battle on December 26, the rebels captured the garrison with few losses. The victory re-invigorated the Patriot cause and gave new hope that the fight for independence could continue.

## QUESTIONS TO PROMPT STUDENT INVESTIGATION

- What do these clues tell you about the soldiers?
- What language do you think the letter is written in?
- What time of year do you think it is?
- Why were there Germans involved?
- Why was this victory important?

## DESIRED QUESTIONS FROM STUDENTS:

- Why is the writing in German?
- What happened at Trenton?

## SETTING UP THE SCENE

Reserve an approximately 8' x 8' area. Place the "Trenton" sign slightly away from the other part of the scene. Place the other items sporadically around the scene, but do keep the ink bottle and ink-stained letter near each other. The scene should have a disrupted appearance as though soldiers had reacted confusedly to an unexpected attack.

### SPECIAL EFFECTS

The smell of wood smoke

### DISCUSSION QUESTIONS

- Might Washington's army have disbanded without the victory at Trenton, thereby giving up on the Patriot cause? Defend your answer.
- Why did General Washington need to risk the attack at Trenton?
- Why did Washington think his risky surprise attack might succeed?

*Note:* It may not be necessary to ask these follow-up questions if you choose to do the role-play activity.

### OPTIONAL ACTIVITIES

#### 1. Further Research

- Research the role of the Hessians in the Revolutionary War.
- Make a map of the American colonies and locate the important battles of the American Revolution in the northern, middle, and southern colonies.
- Students can create a chart of the major battles of the American Revolution. Information such as date, location, number of soldiers, and victor can

be researched. Does winning many battles mean winning the war?

#### 2. Student-Created Clues

- Write a diary entry of one of Washington's troops.
- Create a clue that may have appeared in this scene (see Chapter 17 for help) and write a paragraph defending this clue.

#### 3. Role-Play

- Students will work in groups of three to research George Washington and then interrogate him regarding his role in this scene/historical event. One student will be the detective and the other student will role-play how the character might have answered the question. The third student will be a fact checker. The fact checker's responsibility will be to make sure the comments and questions from the interrogation match the facts. See the Student Activity Sheet on page 71 to accompany this activity.
- Students may also brainstorm a list of other historical figures they wish to question.

### SUGGESTED CLUES

CLUE	PURPOSE
Logs for fire	Indicates time of year
Glass bottle labeled rum	Shows the celebratory, light-hearted feeling
Blankets	Indicates time of year
Sign that reads "Trenton"	Sets location
Letter in German (included)	Demonstrates that soldiers were not English
Ink bottle and pen (quill pen, if possible)	Shows letter was being written



## FOR THE STUDENT DETECTIVE

### IMPORTANT INFORMATION

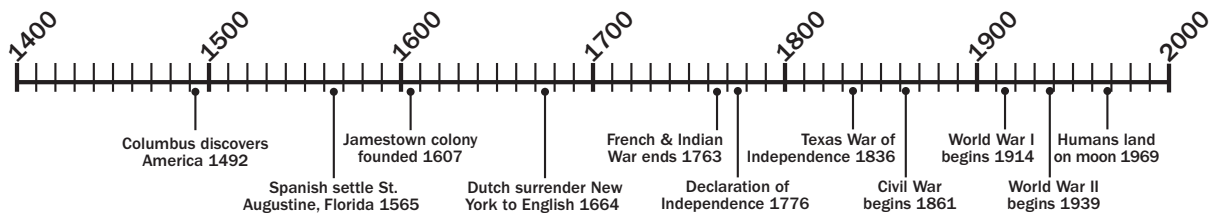
This scene is set after a critical event in the American Revolution.

### THE SCENE

Your thick leather buckled shoes thump loudly on the rough barracks floor, stiff from the cold outside. Although glad to be indoors, the smell of rum and wood smoke mixes with the odor of gunpowder.

### NON-ESSENTIAL INFORMATION

- The name of the person who wrote the letter



On the timeline above, indicate the approximate year in which the scene takes place.

### DETECTIVE'S NOTES AND SKETCHES



**December, 1776**

**Mein teurer Schatz,**

**Ich danke ihnen vielmals.**

**Trenton ein st**



# CHAPTER 5: United States Constitution

## GOAL

To examine debates surrounding the drafting and eventual signing of the Constitution, and to discover what issues might have caused some delegates to refuse to sign the final document

## OVERVIEW

The scene occurs inside the Pennsylvania State House in Philadelphia (now known as Independence Hall) on a warm September 16, 1787. The working conditions are uncomfortable.

On a table you will find a list naming the delegates who labored during the nearly three months that it took to draft the Constitution. The delegates understood both the delicacy and gravity of what they were attempting to accomplish. When the Constitution was finally agreed to, some of the delegates refused to sign the final document. The list *also* shows those who signed the Constitution. The scene is set shortly after the constitutional convention adjourned, having achieved its task.

## VOCABULARY

**compromise**—an agreement between groups with different priorities to achieve a common solution; each side usually has to modify or even give up some of its goals and principles

**confederation**—a loose organization of sovereign states within a central government; the states retain many of the powers of independent countries

**constitution**—a document that describes how a government is to be organized and operated

**representation**—a system of government that allows authorized or elected persons to speak on behalf of a group of people

## HISTORICAL BACKGROUND

In the years following the Revolution, the Articles of Confederation governed the new nation, but the weak central government was growing more and more unworkable. The situation required change, so delegates from the 13 former colonies (now “states”) met in Philadelphia as the “Constitutional Convention” in the summer of 1787. Knowing their actions were potentially divisive, they locked the doors and windows despite the hot summer weather.

The sometimes passionate debates reflected the challenges of reconciling conflicting and competing ideas inherent in creating a new constitution. The Virginia Plan provided the first great compromise to temper debate. It answered a fundamental inquiry: were they there to amend the Articles of Confederation or to establish a new government? The adoption of this plan allowed the convention to proceed with the goal of creating a new government.

Issues such as elections, proportional representation for states, the structure and form of a legislature, and the rights of citizens constantly surfaced. The Connecticut Compromise was critical in that it resolved the issue of representation resulting in the components of today’s Congress, made up of a Senate and House of Representatives.

On September 16, 1787 the delegates voted to ratify the Constitution. However, many delegates who helped produce it refused to sign. For example, George Mason, of Virginia, refused to sign because the document omitted the basic rights of citizens. This debate set the stage for the Bill of Rights. However, once nine states agreed to ratify the Constitution, it became binding for all 13 states. The United States of America was born.

## QUESTIONS TO PROMPT STUDENT INVESTIGATION

- Who are these people?
- The list shows that not everyone participated in the same way. What’s the difference?
- Why is signing a document important?
- What was the Connecticut Compromise?
- What was the Virginia Plan? What was the Connecticut Compromise?

## DESIRED QUESTIONS FROM STUDENTS

- Why were the windows closed and the doors locked?
- Why were there more delegates at the Convention than those who signed the document?
- Why did some delegates not sign the Constitution?

## SETTING UP THE SCENE

Reserve an approximately 10' x 8' area. Locate the table in the center. On the table place all clues. The students should very clearly see the list of those who were delegates—those who signed the final document are indicated with an asterisk.

### SPECIAL EFFECTS

Creaking wood floors, the ticking of a clock, sounds of horses, coaches, and people outside the building

### DISCUSSION QUESTIONS

- Why was the Virginia Plan important?
- Why was the Connecticut Compromise important?
- Why did many of the delegates want to get rid of the Articles of Confederation?
- If you had been a delegate would you have signed the document, regardless of any doubts? Why?

### OPTIONAL ACTIVITIES

#### 1. Further Research

- Have students review the Constitution and then lead a class discussion on this question: what part of the Constitution do you think is most important?
- Assign students to research George Mason and then answer these questions in writing: Why was the Bill of Rights an important inclusion? What would have or could have happened without it?

#### 2. Student-Created Clues

- Write a letter from a delegate to his wife regarding the events of the drafting and signing of the Constitution.
- Create a clue that may have appeared in this scene (see Chapter 17 for help) and write a paragraph defending this clue.

#### 3. Role-Play

- Students will work in groups of three to research Edmund Randolph and then interrogate him regarding his role in this scene/historical event. One student will be the detective and the other student will role-play how the character might have answered the question. The third student will be a fact checker. The fact checker's responsibility will be to make sure the comments and questions from the interrogation match the facts. See the Student Activity Sheet on page 71 to accompany this activity.
- Students may also brainstorm a list of other historical figures they wish to question.

### SUGGESTED CLUES

CLUE	PURPOSE
Table and chairs with white tablecloth	Gathering place for formal debate
Candles and holders	Sets time period
Photocopy of the Articles of Confederation and United States Constitution	Shows what event occurred
Quill pen and inkwell or pencil	Sets time period
List of the Delegates (included)	Shows discrepancy between delegates and signers
Notes of an unidentified delegate (included)	Indicates that debates occurred





## FOR THE STUDENT DETECTIVE

### IMPORTANT INFORMATION

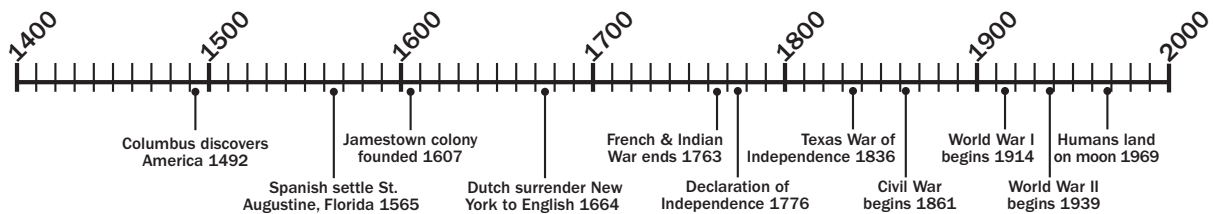
This room has been the scene of a great debate among many people with different interests.

### THE SCENE

The sweaty, musky remnant of a crowded room immediately consumes you as you enter. Tables are covered with paper, ink wells, and pens. There are many empty chairs. The tightly joined floorboards squeak as you step and a nearby Philadelphia church bell rings the noon hour.

### NON-ESSENTIAL INFORMATION

- The name of the unidentified delegate
- The name of the delegate who owns the handkerchief



On the timeline above, indicate the approximate year in which the scene takes place.

### DETECTIVE'S NOTES AND SKETCHES

## ☞ List of Delegates to the Constitutional Convention—Philadelphia, 1787 ☞

**Connecticut**

William Samuel Johnson \*  
 Roger Sherman \*  
 Oliver Ellsworth

**Delaware**

George Read \*  
 Gunning Bedford, Jr. \*  
 John Dickinson \*  
 Richard Bassett \*  
 Jacob Broom \*

**Georgia**

William Few \*  
 Abraham Baldwin \*  
 William Houston  
 William L. Pierce

**Maryland**

James McHenry \*  
 Daniel of St. Thomas Jenifer \*  
 Daniel Carroll \*  
 Luther Martin  
 John F. Mercer

**Massachusetts**

Nathaniel Gorham \*  
 Rufus King \*  
 Elbridge Gerry  
 Caleb Strong

**New Hampshire**

John Langdon \*  
 Nicholas Gilman \*

**New Jersey**

William Livingston \*  
 David Brearly \*  
 William Paterson \*  
 Jonathan Dayton \*  
 William C. Houston

**New York**

Alexander Hamilton \*  
 John Lansing, Jr.  
 Robert Yates

**North Carolina**

William Blount \*  
 Richard Dobbs Spaight \*  
 Hugh Williamson \*  
 William R. Davie  
 Alexander Martin

**Pennsylvania**

Benjamin Franklin \*  
 Thomas Mifflin \*  
 Robert Morris \*  
 George Clymer \*  
 Thomas Fitzsimons \*  
 Jared Ingersoll \*  
 James Wilson \*  
 Gouverneur Morris \*

**South Carolina**

John Rutledge \*  
 Charles Cotesworth  
 Pinckney \*  
 Charles Pinckney \*  
 Pierce Butler \*

**Rhode Island**

Rhode Island has not sent  
 any delegates to the  
 Constitutional Convention.

**Virginia**

John Blair \*  
 James Madison Jr. \*  
 George Washington  
*President of the Convention*  
 George Mason  
 James McClurg  
 Edmund J. Randolph  
 George Wythe

\* Those who signed the Constitution

*Articles of Confederation Debated....  
 New government?*

*Virginia Plan - E. Randolph  
 We are here to write a new government. Very good, indeed!*

*I want representation based upon population,  
 but I should vote for Connecticut Compromise.*

*Mr. Mason I know is not going to sign this document.  
 Others may not sign as well.*



# CHAPTER 6: The War of 1812

## GOAL

To examine the events leading up to the War of 1812, and to discover the significance of a lost message; students should simply be informed that this message was on its way to Washington D.C.

## OVERVIEW

This scene depicts the discovery of an important message from Great Britain to America that did not reach its destination in time. The contents of the message might well have prevented the War of 1812, but it was too late. The United States had already declared war on Great Britain on June 18, 1812.

## VOCABULARY

**blockade**—to deny entry, especially to a coast or seaport. A blockade is considered an act of war, and a country may try to break a blockade through military action.

**embargo**—when a group or nation refuses to trade with another country or group, similar to a “boycott.”

**neutral**—describes a nation that does not take sides during a war between other nations

**naturalization**—a process that gives the rights of citizenship to persons not originally born in that country.

**impressment**—authorized seizure of a person, usually into forced military or naval service; most commonly used by Great Britain to maintain the large wartime navy during the Napoleonic Wars

## HISTORICAL BACKGROUND

The United States could not avoid the effects of the great wars in Europe from 1792 through 1815. By 1809 France under Napoleon was the dominant land power in Europe, locked in an ongoing struggle with

Great Britain and various other European nations. After the great naval victory of Trafalgar in 1805, England was supreme at sea, and enforced a relentless blockade of France and her allies.

Napoleon’s “Continental System” was an attempt to ruin England’s commerce with continental Europe—no country controlled by or allied with France could trade with England. However, the “Continental System” hurt European trade as well as England’s and was very unpopular. This escalating trade war also hurt neutral nations like the United States, who wished to freely trade with both sides. President Jefferson tried an “embargo” in 1807, but this only further damaged American trade. Under the “Orders in Council,” Great Britain’s powerful navy could do whatever it felt necessary to prevent neutral trade with her enemy, France, and this made life very difficult for American merchant ships.

One abuse—the “impressment” of American merchant sailors—worsened the situation markedly. British naval vessels frequently stopped and boarded American ships and “re-claimed” their supposed citizens despite the fact that many were native born or naturalized American citizens.

Under President Madison, America abandoned Jefferson’s Non-Intercourse Act and embargo. The U.S. declared the principle of “Freedom of the Seas”.

Although both France and Great Britain made attempts to curb their abuses of American trade, neither nation openly acknowledged freedom of the seas until it was too late. Great Britain, unwilling to provoke war with the U.S., rescinded the hated Orders in Council on June 16, 1812—too late as it turned out (a victim to slow communications)—since the United States had already declared war against Great Britain on June 18, 1812.

## QUESTIONS TO PROMPT STUDENT INVESTIGATION

- What is this message?
- Why does it appear weathered?
- Is anything important about the date?

## DESIRED QUESTIONS FROM STUDENTS

- Why did Great Britain send this message?
- What does Freedom of the Seas mean?
- Why did the U.S. declare war?

## SETTING UP THE SCENE

Reserve an approximately 6' x 6' area. Take the "Undelivered Message" and roll-it up. Tie it while rolled using the string. Smudge the letter with grass or dirt to achieve the appearance that the message had a long and difficult journey. Place the message into the "mail sack" for students to find.

### SPECIAL EFFECTS

Birds, countryside animal sounds, a fan to simulate wind

### DISCUSSION QUESTIONS

- How do you think technology advances influence communication?
- How would things have been different had the U.S. received the message?
- Why didn't the U.S. also go to war with France? Should the U.S have made an alliance with France (is in 1777 during the American Revolution)?
- Should the United States have made peace with Great Britain upon receiving the message in the clue?

### OPTIONAL ACTIVITIES

#### 1. Further Research

- Research some of the important battles and campaigns on land and sea during the War of 1812.
- Have students research the outcome of the War of 1812 and answer in writing: How did this outcome affect the United States' relationship with other European nations in the years after 1815?

#### 2. Student-Created Clues

- Create a clue that may have appeared in this scene (see Chapter 17 for help) and write a paragraph defending this clue.

#### 3. Role-Play

- Students will work in groups of three to research President James Madison and then interrogate this historical figure regarding his role in this scene/historical event. One student will be the detective and the other student will role-play how the character might have answered the question. The third student will be a fact checker. The fact checker's responsibility will be to make sure the comments and questions from the interrogation match the facts. See the Student Activity Sheet on page 71 to accompany this activity.
- Students may also brainstorm a list of other historical figures they wish to question.

### SUGGESTED CLUES

#### CLUE

Sack (cloth) or backpack to be used as a mailbag

Undelivered document (included)

Ribbon or string to tie-up the message

Grass or dirt (debris for scene)

#### PURPOSE

How message would have been carried

Re-creation of document and message

Sets time period

Sets time period and place (outdoors)





## FOR THE STUDENT DETECTIVE

### IMPORTANT INFORMATION

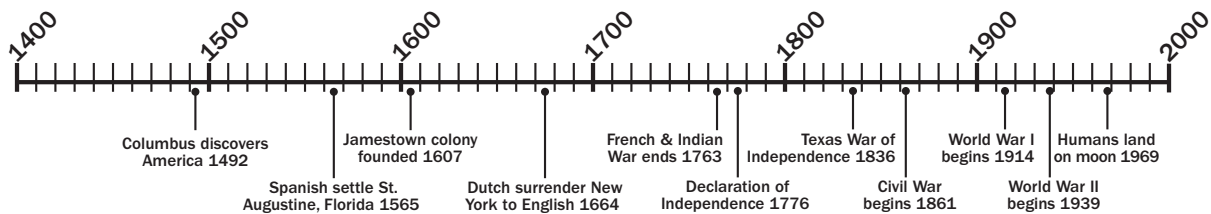
This bag and the document inside did not reach its destination in time.

### THE SCENE

The chatter of squirrels and blue jays fill the woods along the road. The early morning sun feels warm when it finds its way through the tree canopy. A small breeze stirs last year's leaves onto the path in front of you.

### NON-ESSENTIAL INFORMATION

- The text of the entire message
- The exact location where this message was found



On the timeline above, indicate the approximate year in which the scene takes place.

### DETECTIVE'S NOTES AND SKETCHES







# CHAPTER 7: Westward Expansion

## GOAL

To examine America's desire to expand its political boundaries and to discover where the family is going and why they have chosen their destination

## OVERVIEW

This scene is the aftermath of an Indian raid on a family living east of the Mississippi that, inspired by the cry of "Manifest Destiny" and the discovery of gold in California, decide to move west.

The names and ages of this family are all irrelevant facts in solving the scene. Further, the precise location offers no value. Students should be informed that this family is somewhere along the Oregon Trail.

## VOCABULARY

**Manifest Destiny**—a phrase that illustrated the feeling that the United States should expand its borders

**treaty**—an agreement between nations

**annex**—the official takeover of a country or region by another country

## HISTORICAL BACKGROUND

The westward migration of "pioneers"—trappers, traders, and eventually families was continual in the early 19th century. The lands east of the Mississippi River were steadily opened up for settlement as the Native Americans were dispossessed, and new territories and states were organized. The Louisiana Purchase in 1803 doubled the size of the nation and prompted renewed interest in the far west.

Although there was a trickle of emigrants to the far west along the Santa Fe and Oregon trails, several events and ideas came together to greatly stimulate the westward expansion of the United States. These

events—the Texas War of Independence (1835–36), the Mexican War (1846–48), the settlement of the Oregon boundary with Canada (1846), the concept of "Manifest Destiny" and perhaps most significant of all—the California Gold Rush (1848–49)—all contributed to physical expansion of the United States.

The phrase "Manifest Destiny," coined in 1840 by a New York editor, referred to the United States' desire to expand to its natural, continental boundaries. The political leaders of the day from the president on down promoted this idea to keep the country united behind these expansionist goals.

The annexation of an independent Texas by the U.S. led to war with Mexico in 1846. The 1848 Treaty of Guadalupe Hidalgo ended the war and forced defeated Mexico to cede vast lands to the United States in what is present day Texas, New Mexico, California, Nevada, Utah, and portions of Arizona, Oklahoma, Kansas, Colorado, and Wyoming.

In 1848, workers discovered gold at Sutter's Mill in California, then a little-known place to most Americans. When President Polk verified the rumors of gold to be true, hordes of frenzied gold-seekers from around the world streamed into California. Many attempted the long overland journey by way of the Oregon, California, and other trails, most encountering considerable hardship. Wagon trains left Missouri for the three- to four-month journey throughout the season when grass and water were plentiful. Others went by ship to California.

In the wake of the gold seekers came real settlers, hardy emigrants who, like their European forebears, looked west to new lands and new opportunities. The number of American settlers in California grew so fast that by 1850 it was admitted as a new state into the Union.

## QUESTIONS TO PROMPT STUDENT INVESTIGATION

- What is Manifest Destiny?
- Why is Sutter's Mill on their map?
- Where are they moving?

## DESIRED QUESTIONS FROM STUDENTS

- Why did they leave their home in the East?
- What happened to this family?
- What does "Manifest Destiny" mean?

## SETTING UP THE SCENE

Reserve an approximately 8' x 8' area. All of these items should be scattered in the scene. The scene should appear as if the family had stopped to camp. This scene may also be set up to match an area of local interest.

### SPECIAL EFFECTS

Wild animal and bird sounds, stream or creek sounds, the smell of wood smoke

### DISCUSSION QUESTIONS

- How do you think the California Gold Rush changed the United States?
- Why was the treaty of Guadalupe Hidalgo important?
- Why was the Oregon Trail important?
- Do you think the trip from the East to the West would have been worth it?
- Do you think the discovery of gold did more good or more harm for the United States?

### OPTIONAL ACTIVITIES

#### 1. Further Research

- Research the War with Mexico
- Research the Oregon Trail
- Have students research the most important effects of the Gold Rush on California and the rest of the United States, then ask students to give their opinion as to which effect was most significant

#### 2. Student-Created Clues

- Pretend you are one of the family members and draw sketches of what you saw during your travels or keep a journal
- Create a clue that may have appeared in this scene (see Chapter 17 for help) and write a paragraph defending this clue

#### 3. Role-Play

- Students will work in groups of three to research President James K. Polk and then interrogate this historical figure regarding his role in this scene/historical event. One student will be the detective and the other student will role-play how the character might have answered the question. The third student will be a fact checker. The fact checker's responsibility will be to make sure the comments and questions from the interrogation match the facts. See the Student Activity Sheet on page 71 to accompany this activity.
- Students may also brainstorm a list of other historical figures they wish to question.

### SUGGESTED CLUES

CLUE	PURPOSE
Pick-and-mattock	Tool for mining for gold
Shovels	Tools for mining for gold
Sifting pans or devices	Tools for mining for gold
Journey Along the Oregon Trail map (included)	Establishes that the family is moving
Document containing the words "California" and "Manifest Destiny"	Establishes motive
Arrows	Demonstrates hardship, danger of attack



## FOR THE STUDENT DETECTIVE

### IMPORTANT INFORMATION

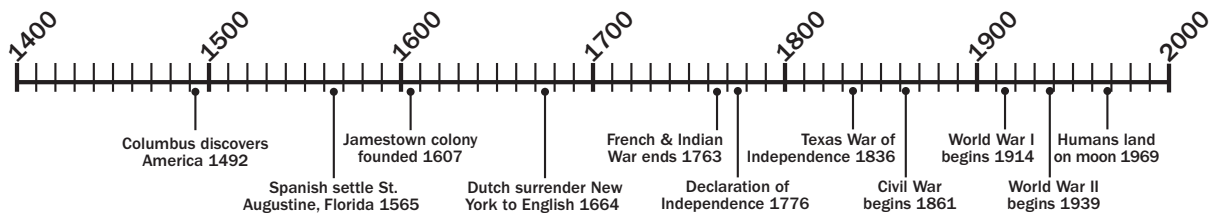
This is a scene of an American family who is traveling across the United States by covered wagon. They are somewhere along the Oregon Trail.

### THE SCENE

The wind is steady today. You smell the timothy and fescue grass made thick by spring rains. In the distance you hear two hawks crying to each other while mice scurry out of your path. A narrow creek splashes in the distance. The oxen that draw the wagon make low noises as they munch the grass.

### NON-ESSENTIAL INFORMATION

- The names of this family or the number of members in this family
- The precise location



On the timeline above, indicate the approximate year in which the scene takes place.

### DETECTIVE'S NOTES AND SKETCHES









# CHAPTER 8: The Underground Railroad

## GOAL

To consider the situation of runaway slaves during the 1850s and what steps were taken by the United States government and by individual citizens to assist or thwart escaped slaves trying to reach Canada

## OVERVIEW

The scene is set in a ferry terminal in the moments after a runaway slave attempted to board a ferryboat crossing over to Canada. While waiting for the ferry, he/she was arrested and taken away. The scene takes place after the passage of the Fugitive Slave Law, sometime in the 1850s, at a river or lake port near Canada.

## VOCABULARY

**abolition**—acting to end, or “abolish” slavery

**slave**—a person with no rights, legally owned by another and economically exploited; in the United States, all slaves were of African racial (black) ancestry

## HISTORICAL BACKGROUND

In the decades before the Civil War, the problems with the legal institution of slavery grew ever more complex and troubling. Slavery touched many aspects of national life—political, economic, cultural, and moral—and as the nation expanded westward, these problems became more intractable. In the Northern states, where slavery was illegal, a growing abolition movement vowed to take action. Efforts (mostly illegal) were made to free as many of those in slavery as possible. While many individual stratagems were employed, none were more successful than the “Underground Railroad.”

The Underground Railroad (modeled on a real railroad) employed a system of “stations” and “conductors” to secretly convey runaway slaves on the long and hazardous journey north to freedom. The flow of runaways, the “valuable property” of southern slaveholders, to the North angered many southern politicians.

Congress, in an attempt to again resolve the continuing conflict over the expansion of slavery into new states, passed the “Compromise of 1850.” One of the concessions to the south was the Fugitive Slave Law, which said that a slave anywhere in the United States was still a slave and the property of his or her master. Citizens in free as well as slave states were required to assist in recovering runaways, and captured slaves were not allowed jury trials. Now, the only option for runaways was to reach Canada, where British law absolutely forbade slavery.

The Fugitive Slave Law, very unpopular in the north, redoubled the work of the Underground Railroad, now a large network of people in the North and South, opposed to slavery. These people from all walks of life were willing to risk fines, jail, and sometimes their lives to help those fleeing slavery. Bands of “slave catchers” roamed the North, watching especially the crossings into Canada in places like Detroit and Buffalo, ready to apprehend suspected runaways. Those operating the Underground Railroad in the 1850s, despite the ever-present risks, were remarkably successful. The “conductors” led groups of runaways to safe locations (“stations”) along the way, using code words, tricks and deceptions to speed escaped slaves safely to Canada.

Inevitably, some runaways were captured and returned to their masters (many to be auctioned off as troublemakers) to resume their life of brutal toil.

## QUESTIONS TO PROMPT STUDENT INVESTIGATION

- Why are the person’s items scattered?
- What does this sign tell you about what might have happened in this scene?
- What is the significance of the cotton cloth?
- Why do you think the person signed with an “X” on the ferry ticket?
- What was the Fugitive Slave Law?
- Why did this scene happen?
- What would happen to the person who was captured?

## DESIRED QUESTIONS FROM STUDENTS

- Why did the person want to go to Canada?

## SETTING UP THE SCENE

Reserve an approximately 8' x 8' area. A bench or several chairs should be set up as in a waiting room. A picture of a steamboat or ship would be helpful, along with an American flag. Place the following clues in the "knapsack" (a cloth bundle tied to a stick accurate for the period): the ferry ticket, the ethnic clue, and the piece of cotton cloth. Put up the Fugitive Slave Law sign near the knapsack.

### SPECIAL EFFECTS

Busy people, cry of gulls, steam whistles, and the smell of smoke

### DISCUSSION QUESTIONS

- How do you think the Fugitive Slave Law contributed to the breakup of the United States and the start of the Civil War?
- How do you think you might have assisted the runaway slave, despite the fact that you would be breaking the Fugitive Slave Law?

### OPTIONAL ACTIVITIES

#### 1. Further Research

- Research the Compromise of 1850, the life of Harriet Tubman, and the Underground Railroad
- Debate whether or not Congress could have created any law that would have resolved the issue of slavery to everyone's satisfaction
- Have students brainstorm what they might have done if they were a runaway slave

#### 2. Student-Created Clues

- Have students create a keepsake that the slave may have been carrying
- Create a clue that may have appeared in this scene (see Chapter 17 for help) and write a paragraph defending this clue

#### 3. Role-Play

- Question the leading politicians involved in the Compromise of 1850: Henry Clay of Kentucky, Daniel Webster of Massachusetts, and John. C. Calhoun of South Carolina
- Question a leading abolitionist figure: William Lloyd Garrison or Frederick Douglas
- Students may also brainstorm a list of other historical figures they wish to question.

### SUGGESTED CLUES

CLUE	PURPOSE
Ethnic African-type object (bead necklace for example)	Establishes African heritage
A crude knapsack (a cloth bundle on a stick)	Holds belongings for person on a journey
Cotton cloth	Establishes the person was from a Southern cotton plantation
Footprints	Establishes that person was barefoot
Ferry ticket	Shows destination to Canada and demonstrate that slave was illiterate
Fugitive Slave Law sign	Establishes which law is in effect and what it allows



## FOR THE STUDENT DETECTIVE

### IMPORTANT INFORMATION

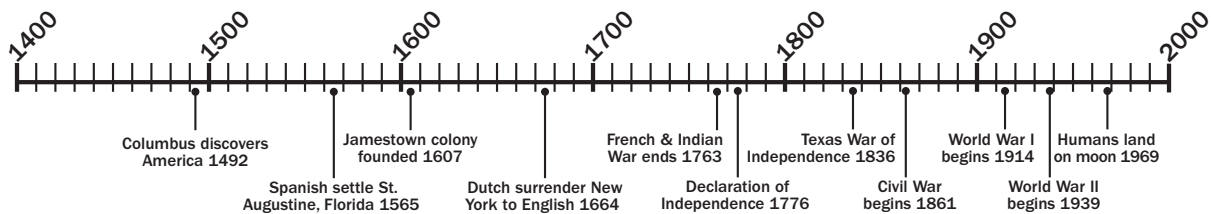
This individual to whom these items belonged never made it to his/her destination.

### THE SCENE

You smell fish and the river (or lake) water, along with burning coal, wood smoke, outhouses, and mold. You hear and see numbers of people, some sitting and waiting while others barge their way through. Lake gulls cry outside, steamboat whistles blast, and a telegraph can be heard clicking in a nearby room.

### NON-ESSENTIAL INFORMATION

- The names of the persons involved in the scene



On the timeline above, indicate the approximate year in which the scene takes place.

### DETECTIVE'S NOTES AND SKETCHES



# FUGITIVE SLAVE LAW

## CITIZENS TAKE NOTICE:

SLAVEOWNERS HAVE THE RIGHT TO ORGANIZE A POSSE AT ANY POINT IN THE UNITED STATES TO AID IN RECAPTURING RUNAWAY SLAVES. COURTS AND POLICE EVERYWHERE IN THE UNITED STATES ARE OBLIGATED TO ASSIST THEM. CITIZENS ARE OBLIGATED TO ASSIST IN THE RECAPTURE OF RUNAWAYS. FURTHERMORE, ANYONE CAUGHT HELPING SLAVES WILL BE ARRESTED, AND IF CONVICTED WILL BE IMPRISONED TO THE FULL EXTENT OF THE LAW, BE LIABLE FOR FINES AND PAY RESTITUTION TO THE SLAVEOWNER.

**BE VIGILANT!**  
**Question all**  
**suspicious**  
**Negroes and**  
**Colored persons**

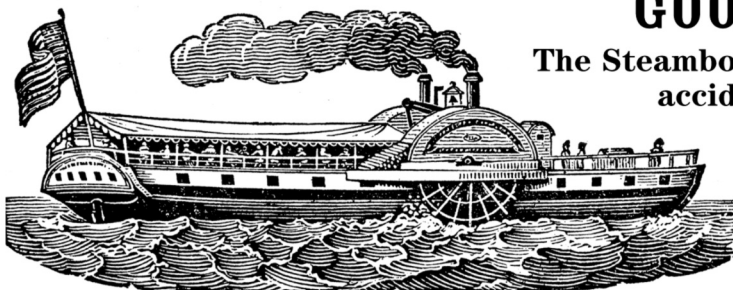


**REWARD!**  
**Owners will pay**  
**handsome**  
**rewards for**  
**returned fugitives**

**BEWARE ANYONE HELPING A FUGITIVE SLAVE!!**

## FERRY TICKET

### GOOD FOR ONE PASSAGE



The Steamboat Company is not responsible for delays, accidents, or loss of personal property

Good until ticket is punched

Ticket No. 09735

Signature of Passenger X



## CHAPTER 9: Civil War

### GOAL

To examine the events surrounding the battle of Gettysburg and to discover why the Confederate forces wanted to invade the North and why the invasion failed

### OVERVIEW

Southern soldiers march north with General Lee's initial objective being Harrisburg, a key transportation center and the capital city of Pennsylvania. As the Lee's forces fanned out through the Pennsylvania countryside, the Union Army of the Potomac raced north to confront Lee's army. The two armies met, unexpectedly, at a small town called Gettysburg.

This scene is set along one of the many roads after Confederate soldiers have passed on their way to Harrisburg, showing the roadside and the litter left by the thousands of rapidly marching troops.

### VOCABULARY

**objective**—in military planning, a key place or enemy formation that must be captured or defeated

**recognition**—the official acceptance of a new nation or government by other established nations

### HISTORICAL BACKGROUND

With smashing Confederate victories in Virginia at Fredericksburg (December 1862) and Chancellorsville (May 1863), General Robert E. Lee decided to march his army north into the unspoiled countryside of Pennsylvania. Lee believed that a successful invasion of the north would be a devastating blow to an already demoralized Union army and government. It also might finally bring about the recognition of the Confederacy by Britain and France, further legitimizing the independent status of the Confederate States of America. Britain and France might well have given the Confederacy important military support.

Some historians speculate that necessity, not opportunity, motivated the move north. Military operations in war-ravaged Virginia were difficult, and the unspoiled North was rich in the food and supplies necessary to keep an army going. For example, Southern soldiers often lacked shoes, necessary when armies marched on foot. Yet other historians point out the need of the Confederate states to obtain recognition from major European governments.

Regardless, Lee's Army of Northern Virginia selected Harrisburg as a critical objective in pursuing his invasion. With its vital railroad bridge over the broad Susquehanna River, a victory here would control a major northern transportation center. Unfortunately, a Confederate force approaching Harrisburg watched as retreating Union soldiers burned the bridge. Before a new advance on Harrisburg could be organized, Lee's scattered soldiers were ordered to march quickly toward the town of Gettysburg, where General Meade's Union army decided to give battle.

On the morning of July 1, 1863, Union cavalry encountered the leading elements of Lee's army in the rolling hills outside of Gettysburg. A fierce and sprawling three-day battle ensued, culminating on July 3 in a desperate attack on the Union lines known today as "Pickett's Charge"—an attack which failed disastrously. Robert E. Lee and his army had suffered their first serious defeat.

The invasion of the North was over, and with it the last real hope for decisive military victory over the Union. The North's victory at Gettysburg, coupled with the surrender of the Confederate stronghold of Vicksburg on the Mississippi River on July 4, 1863 turned the tide of the Civil War decisively in favor of the Union. The Confederacy was now on the defensive, struggling to hold off the ever-increasing superiority of the Union armies.

### QUESTIONS TO PROMPT STUDENT INVESTIGATION

- Why are there footprints of bare feet?
- What does this map tell you about the destination?
- Why are they in Gettysburg?
- Why did they meet at Gettysburg?
- What does this flag tell you about what side the soldiers are on?
- Why were the soldiers barefoot?
- Who won the battle of Gettysburg?

### DESIRED QUESTIONS FROM STUDENTS

- Why did the Confederate soldiers march north?

## SETTING UP THE SCENE

Reserve an approximately 8' x 8' area. Make 3–4 small islands of sand or dirt crossing the floor. These will be used to make footprints. Have one person step in the dirt, once wearing shoes and four times barefoot. It is best to actually take steps across rather than stepping 4 times on one pile, then going to the next. If there is a risk of damaging flooring from dirt, then trace some bare feet on paper. Place the map and confederate flag in a knapsack or backpack type bag.

### SPECIAL EFFECTS

Soldiers marching, sound of horses and wagons, perhaps soldiers singing a marching song

### DISCUSSION QUESTIONS

- How might have the Civil War turned out if General Lee had been successful in his invasion of the North?
- What advice would you have given to general Lee?
- What were the differences between Pennsylvania and Virginia to the soldiers of the Confederate army?
- What went wrong with Lee's plan?

### OPTIONAL ACTIVITIES

#### 1. Further Research

- Research Lincoln's Gettysburg Address
- Create a chart showing the major battles of the Civil War. Information such as date, location, number of soldiers, and victor should be researched. Some battles are more significant than others. Why?

#### 2. Student-Created Clues

- Create a clue that might have been in the pocket of a soldier
- Create a clue that may have appeared in this scene (see Chapter 17 for help) and write a paragraph defending this clue

#### 3. Role-Play

- Students will work in groups of three to research General Robert E. Lee and then interrogate him regarding his role in this scene/historical event. One student will be the detective and the other student will role-play how the character might have answered the question. The third student will be a fact checker. The fact checker's responsibility will be to make sure the comments and questions from the interrogation match the facts. See the Student Activity Sheet on page 71 to accompany this activity.
- Students may also brainstorm a list of other historical figures they wish to question.

### SUGGESTED CLUES

CLUE	PURPOSE
Dirt/sand to make barefoot prints	Shows the soldiers needed supplies
Backpack or knapsack	Establishes marching soldiers
Map to Harrisburg (included)	Establishes planned destination
Confederate flag	Establishes confederate soldiers
Sign that reads "Gettysburg"	Establishes current location



## FOR THE STUDENT DETECTIVE

### IMPORTANT INFORMATION

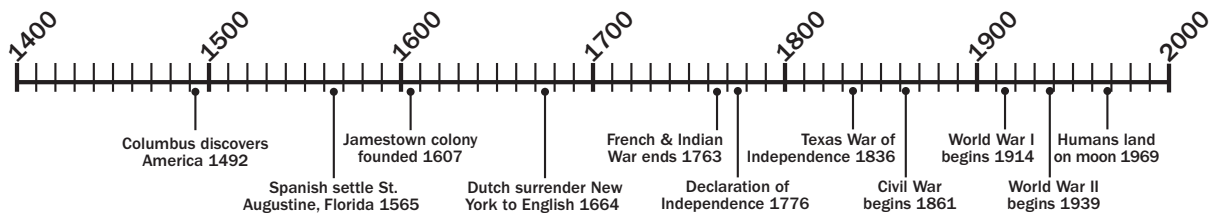
This is a scene set in the hours prior to a great battle during the Civil War, but after a general's fateful decision.

### THE SCENE

You are tired of smelling dust and sweat in the July heat. The rattle of equipment and the shouts of the officers are all around you. You're tired, hungry and thirsty. Jokes and snatches of song are heard as you and thousands of other fellow soldiers stand assembled, ready to move out to meet the enemy—and an uncertain fate.

### NON-ESSENTIAL INFORMATION

- The exact name of the person or persons to whom the clues belong
- The exact location of these clues (the general location is important)



On the timeline above, indicate the approximate year in which the scene takes place.

### DETECTIVE'S NOTES AND SKETCHES







# CHAPTER 10: Spanish-American War

## GOAL

To examine the sinking of the U.S.S. (United States Ship) *Maine*, and to discover what happened to it and how these events led the United States into war with Spain

## OVERVIEW

This scene depicts the investigation and recovery effort in the aftermath of the explosion on the U.S.S. *Maine* that sunk the ship in Havana Harbor. It has never been conclusively determined as to whether or not Spain was involved. The scene is therefore somewhat open-ended.

## VOCABULARY

**revolt**—attempting to overthrow a government or authority, often by use of violence or armed confrontation

**concentration camp**—an enclosed area where certain people (often those from specific political, ethnic, or national groups) are gathered into one or more restricted locations to live—often under poor or harsh conditions—until the situation changes

**mine**—in this instance, an underwater bomb that explodes when a ship or boat comes into contact

## HISTORICAL BACKGROUND

Tensions between the U.S. and Spain began mounting over Spanish control of Cuba. Cubans had been fighting a guerrilla war for independence from Spain since the late 1860s. American interests had invested heavily in land and sugar production, and some Americans advocated purchasing Cuba from Spain. Although U.S. President Grover Cleveland at first proclaimed neutrality over the conflict, Spain's harsh repression of the Cuban people made that policy difficult to keep. The Spanish policy of "reconcentra-

tion"—placing Cuban civilians in concentration camps where thousands died of starvation and disease—caused the president to change his mind. Newly-elected U.S. President William McKinley was even more sympathetic to the idea of intervening in Cuba. Mismanaged diplomacy between Spain and U.S. as well as the explosion of the battleship U.S.S. *Maine* in Havana harbor on February 15, 1898 moved both countries swiftly towards confrontation.

The events leading up to war with Spain were extensively reported in the U.S. press. A number of well-known newspapers fanned the flames of public outrage at Spain with lurid reporting of Spain's abuses not only against the Cuban rebels but against people of other countries as well, including Americans.

In December 1897 the U.S. battleship *Maine* made a "courtesy" visit to Cuba—a visit designed to "show the flag" and let Spain know that the U.S. was prepared to protect her interests in Cuba by force, if need be. A few months later, on February 15, while in Havana harbor, an explosion destroyed the battleship and killed 260 American sailors. Although the exact cause of the explosion remained undetermined, the United States rejected the idea of an accident—a Naval Court of Inquiry quickly concluded a mine was responsible. Spain was held accountable regardless of the cause. McKinley soon ordered a blockade of Cuba, and four days later war was declared against Spain on April 25, 1898.

Many believed this would be a "splendid little war." War fever in the U.S. was spurred by the cry "Remember the *Maine*!" The war proved relatively short and one-sided, and Spain lost most of her remaining overseas territories—especially the Philippines, Guam, and Puerto Rico—to the victorious United States, now a growing world power. Cuba gained her independence as a result.

## QUESTIONS TO PROMPT STUDENT INVESTIGATION

- What are the pieces of metal from?
- Why is the ship in pieces?
- What is the U.S.S. *Maine*?
- What do you think happened?

## DESIRED QUESTIONS FROM STUDENTS:

- What happened to the *Maine*?

- Why did it happen?
- Is it possible that Spain was not responsible?
- What did this event lead to?
- Why was the U.S.S. *Maine* at Havana Harbor?



## SETTING UP THE SCENE

Reserve an approximately 6' x 6' area. The posts should be connected together with ropes to give the appearance of a dock at harbor. For example, wrap rope around post five times, then drape it to the next post. Place sign nearby that reads "Havana Harbor." On the floor place the pieces of metal to give the appearance of the recovery efforts. The U.S.S. *Maine* sign is further evidence of the explosion; tear, soil, and wet the sign to show that it has been damaged.

### SPECIAL EFFECTS

Water, waves slapping against metal, sea gulls, sounds of hammering on metal, and the smell of smoke

### DISCUSSION QUESTIONS

- How do you think the war with Spain might have changed the world's opinion of the United States?
- Do you think the United States would have gone to war had we discovered conclusively that Spain was not responsible for the sinking of the *Maine*?

### OPTIONAL ACTIVITIES

#### 1. Further Research

- Investigate other theories as to what might have happened to the U.S.S. *Maine*. New archeology work on the wreck of the *Maine* and new information about the explosion have recently become available.
- Students could research the role of the media (newspapers in 1898) in influencing public opinion with regard to the war with Spain. In a written assignment, students answer this question: How

has the media (newspapers, books, radio, television, etc.) influenced other wars?

#### 2. Student-Created Clues

- Create a clue that may have been floating in the water from the wreck of the *Maine*
- Create a clue that may have appeared in this scene (see Chapter 17 for help) and write a paragraph defending this clue.

#### 3. Role-Play

- Students will work in groups of three to research President McKinley and then interrogate him regarding his role in this scene/historical event. One student will be the detective and the other student will role-play how the character might have answered the question. The third student will be a fact checker. The fact checker's responsibility will be to make sure the comments and questions from the interrogation match the facts. See the Student Activity Sheet on page 71 to accompany this activity.
- Students may also brainstorm a list of other historical figures they wish to question.

### SUGGESTED CLUES

CLUE	PURPOSE
Pieces of metal, or cardboard wrapped with aluminum foil to represent metal	Illustrates the damage done by the explosion
Sign from <i>Maine</i> wreckage (included)	Identifies the U.S.S. <i>Maine</i>
Cardboard sign that reads "Havana"	Sets location
Ropes (thick if possible) for simulating dock	Indicates port/harbor
Posts (quantity 4-6) for simulating dock	Indicates port/harbor



## FOR THE STUDENT DETECTIVE

### IMPORTANT INFORMATION

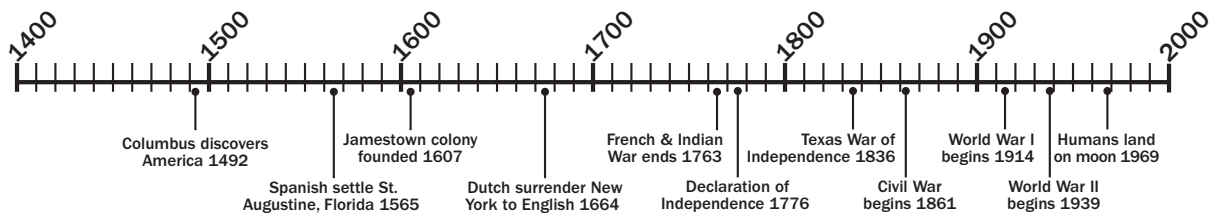
You are in a tropical seaport in the days following a tragic event.

### THE SCENE

The tropical sun shimmers off the water on this hot, humid day. Parts of a sunken warship are seen above the water out in the harbor, and gangs of men in boats move to and from the wreck, searching for clues... and survivors. Pieces of the ship are piled on the dock at your feet, glinting wetly in the sunlight. It seems obvious that the ship was torn apart by a gigantic explosion.

### NON-ESSENTIAL INFORMATION

- The exact reason for this event



On the timeline above, indicate the approximate year in which the scene takes place.

### DETECTIVE'S NOTES AND SKETCHES



U.S.S. MAINE



# CHAPTER 11: The Great Depression

## GOAL

To examine the harsh effects of the Great Depression and to discover how the items in the scene are related to food and everyday life during the Depression

## OVERVIEW

This scene is set along a typical street during the Great Depression. Many Americans are forced to eke out a living day-to-day, often deprived of basic human necessities like food, clothing, and shelter. The specific date of scene, city, and state, are irrelevant to solving the mystery of the scene.

## VOCABULARY

**over-production**—to make or to build too much of a product (more supply than demand)

**stock market**—an organized, public trading forum to invest in the ownership of companies

## HISTORICAL BACKGROUND

In the decade after World War I (1914–1918), the United States enjoyed an era of prosperity. Industrial production soared, wages improved, and new consumer items like automobiles, home appliances and radio sets improved the standard of living.

With excess money in the economy, the American middle class joined the wealthy as investors in the stock market. Wall Street firms promised big returns, and encouraged investors to buy stocks with borrowed money. Through most of the “Roaring 20s” the stock market indexes rose higher and higher.

By the late 1920s, however, the economic picture began to cloud. Depression in Europe in the aftermath of the devastation of the “Great War” had a severe impact on world trade. As the situation worsened, nations put up barriers to trade which made everyone’s exports more expensive. World trade began to

decline alarmingly. Farming in the U.S. also ran into trouble. Drought, a fall in prices, and debt put many farmers at risk, and some out of business.

On October 24, 1929, known as “Black Thursday,” the stock market “crashed,” as share prices tumbled. Millions of Americans faced financial ruin and the shock waves reverberated through the economy. This catastrophe marked the beginning of a time of tremendous economic hardship in America and the world known as the “Great Depression.”

By the early 1930s the depression was world-wide. The United States had no real way to cope with the millions of people who suddenly found themselves without jobs or income. Bread lines (food handouts) became a common presence in American cities. Many peddled apples or shined shoes to earn a few dollars. Homelessness became commonplace, and hundreds of thousands fled their home regions for places like California in hopes of a better life. President Hoover’s Republican administration, unable to address the needs of the nation, lost the 1932 presidential election to Democrat Franklin Roosevelt.

Roosevelt believed that the government should do—and must do—something to help its citizens, creating a series of landmark programs known as the “New Deal.” The New Deal created the National Recovery Administration (NRA) and other programs such as the Works Progress Administration (WPA). Americans went to work building roads, bridges and dams for the federal government in a great public works effort. These programs, while helpful, could not immediately put the nation back on its feet, and progress toward economic recovery was slow. Dramatic improvement in the economy would come with the Second World War, when the defense needs of the country—and its allies—would transform America into the “Arsenal of Democracy.”

## QUESTIONS TO PROMPT STUDENT INVESTIGATION

- Why are many of these clues related to food?
- Why are people making signs to get work?
- Why do you think this has happened?
- What did “NRA” mean in the 1930s?
- Why did so many people lose everything?
- What was going on in the world?

## DESIRED QUESTIONS FROM STUDENTS:

- Why were the people in desperate need of food?
- Why did they need jobs?

## SETTING UP THE SCENE

Reserve an approximately 6' x 6' area. Place all of the items on the floor as if they were lying in the street.

### SPECIAL EFFECTS

Traffic noise, crowd noise, the sounds of a busy city

### DISCUSSION QUESTIONS

- Does the Great Depression remind you of any recent events in American history?
- What might have prevented the Great Depression?
- What do you think is most responsible for the Great Depression?
- Do you think the government should take an active role in solving economic problems?

### OPTIONAL ACTIVITIES

#### 1. Further Research

- Research stock market and other investment opportunities
- Compare and contrast President Hoover's and President Roosevelt's response to the Great Depression. Lead a class discussion of the question: Which president do you think made the best decisions regarding the Great Depression?
- Research reforms made to the stock market, insurance, and banking industry after the Great Depression

#### 2. Student-Created Clues

- Create a clue by sketching the clothes of those living during the Great Depression

- Create a clue that may have appeared in this scene (see Chapter 17 for help) and write a paragraph defending this clue

#### 3. Role-Play

- Students will work in groups of three to research President Herbert Hoover and then interrogate him regarding his role in this scene/historical event. One student will be the detective and the other student will role-play how the character might have answered the question. The third student will be a fact checker. The fact checker's responsibility will be to make sure the comments and questions from the interrogation match the facts. See the Student Activity Sheet on page 71 to accompany this activity.
- Students may also brainstorm a list of other historical figures they wish to question.

### SUGGESTED CLUES

CLUE	PURPOSE
A picket sign that reads "WILL WORK FOR FOOD"	Shows desperation of people who need work
A crate of apples that reads "Apples 5¢ Each" (included)	Shows how people would do anything to earn a living
Crumbs or bits of bread	Demonstrates that food was hard to get
NRA symbol (included)	Shows hope of recovery



## FOR THE STUDENT DETECTIVE

### IMPORTANT INFORMATION

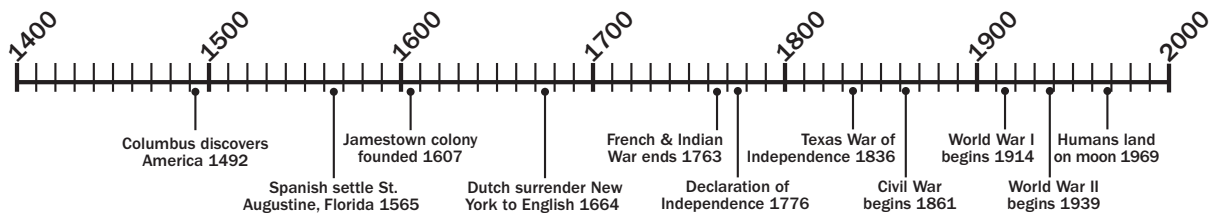
This is a typical American city street in the time following a very “black” Thursday a few years earlier.

### THE SCENE

The buildings and storefronts have a run-down appearance. Paper and litter rustle in the nearby alley. Metal signs creak in the wind and you hear the shouts of children playing street games around the corner. Cars and trucks roll by, many old and in need of repair. People come by along the sidewalks, many looking poor and ragged, others seem to be reasonably well-off.

### NON-ESSENTIAL INFORMATION

- The specific date
- The city and state.



On the timeline above, indicate the approximate year in which the scene takes place.

### DETECTIVE'S NOTES AND SKETCHES





**APPLES**  
**5¢ EACH**



# CHAPTER 12: World War II

## GOAL

To examine how the events of December 7, 1941 changed the lives of many Americans and to discover why this young man is packing a suitcase. Both the name of the young man and the place in which he lives are irrelevant to investigating the scene.

## OVERVIEW

The scene depicts the bedroom of a young man in 1941 whose life is about to change irreparably. With the news of Pearl Harbor he feels compelled to postpone his marriage and enlist in the Army.

## VOCABULARY

**dictatorship**—a government ruled by one person or political party with repressive policies against citizens

**isolationism**—a policy of remaining aloof from foreign alliances and focusing on internal concerns

## HISTORICAL BACKGROUND

In part through American efforts, Japan in the late 19th and early 20th centuries cast off centuries of isolation and quickly emerged as the leading modern Asian nation. Success in wars against China and Russia, plus joining with the victorious Allied nations in World War I (1914–18), made it a world power.

The island nation of Japan, poor in natural resources, relied heavily on trade to supply her industries. Japan suffered from the effects of the world-wide depression in the 1930s, and in an effort to secure more reliable sources of raw materials, embarked on an aggressive foreign policy in Asia.

The U.S., one of Japan's major trading partners, was also struggling amidst a prolonged depression. A foreign policy based on isolationism kept the U.S. out of European affairs. The League of Nations, creat-

ed after World War I to help nations maintain peaceful relations was not effective, due in large part to the United States choosing not to participate in the League.

Aggressive dictatorships in Europe—Germany under the Nazi leader Adolf Hitler, and Italy under the fascist leader Mussolini—also pursued policies of confrontation which threatened the peace of Europe. Japan's military government, already in control of Korea and parts of China, embarked on a new war of conquest against China. The U.S. had strong traditional ties with the Chinese government, and watched Japan's war with growing dismay. Diplomacy between the U.S. and Japan failed to resolve differences between the two nations, and the U.S. decided to pressure Japan by restricting exports, especially of oil, a vital commodity. When World War II broke out in Europe in September 1939, the U.S. decided to remain neutral, in the middle of a world now at war.

These trade restrictions only reinforced Japan's strategy to acquire by conquest what she could not acquire by trade. Japan entered into an alliance with Germany and Italy, known as "the Axis," and prepared for eventual war against the United States.

The key to defeating the U.S. in a Pacific Ocean war would be to destroy the U.S. Pacific fleet, based at Pearl Harbor in Hawaii. The Japanese Navy formulated plans to attack the U.S. Pacific Fleet without warning, in a gamble to cripple the U.S.'s ability to wage war against Japan. On December 7, 1941 the Japanese struck Pearl Harbor. Nazi Germany declared war on the U.S. a few days later. The first six months of the war saw defeats everywhere, but within a year the tide of war had turned in favor of the U.S. and its allies. Japan would be utterly defeated by war's end.

## QUESTIONS TO PROMPT STUDENT INVESTIGATION

- Is this a bedroom of a young man? How do you know?
- What does this ring tell you about his life?
- Is there anything important about the date?
- Is he going somewhere?

## DESIRED QUESTIONS FROM STUDENTS:

- Why is he leaving his fiancé?
- Why did the Japanese attack the United States?

- Why is he packing a suitcase?
- Why does he want to defend his country?
- Did something happen in December?

## SETTING UP THE SCENE

Reserve an approximately 8' x 8' area. On the desk place the all the items except the suitcase. Place the suitcase beside the desk.

### SPECIAL EFFECTS

Voice of Franklin Delano Roosevelt on the radio (can be located through an internet encyclopedia), or popular music of the time

### DISCUSSION QUESTIONS

- Why did this young man plan to marry knowing that a war was going on in Europe?
- Why did his life change so dramatically?
- Why did the citizens of United States not really concern themselves with the war in Europe and Asia until December 7, 1941?

### OPTIONAL ACTIVITIES

#### 1. Further Research

- Research the Pearl Harbor attack
- Create a time-line of important dates during World War II
- Research another time in American history when America was suddenly attacked, September 11, 2001. Answer this question in writing or by class discussion: How was the response to the Pearl

Harbor attack the same or different than the response to Sept. 11?

#### 2. Student-Created Clues

- Create another item that might have appeared in the young man's bedroom
- Create a clue that may have appeared in this scene (see Chapter 17 for help) and write a paragraph defending this clue

#### 3. Role-Play

- Students will work in groups of three to research President Franklin Roosevelt and then interrogate him regarding his role in this scene/historical event. One student will be the detective and the other student will role-play how the character might have answered the question. The third student will be a fact checker. The fact checker's responsibility will be to make sure the comments and questions from the interrogation match the facts. See the Student Activity Sheet on page 71 to accompany this activity.
- Students may also brainstorm a list of other historical figures they wish to question.

### SUGGESTED CLUES

CLUE	PURPOSE
Desk	Demonstrates bedroom setting
Suitcase with men's clothes inside	Shows the young man is leaving
Graduation tassel	Establishes age of young man
Rings (wedding)	Shows that marriage was involved
Red ribbon around one ring	Shows that marriage was involved
Receipt for ring (included)	Establishes date of scene
Broken pencil	Denotes surprise
Baseball or bat	Establishes age of young man
Unfinished letter	Demonstrates disruption of normal activity





## FOR THE STUDENT DETECTIVE

### IMPORTANT INFORMATION

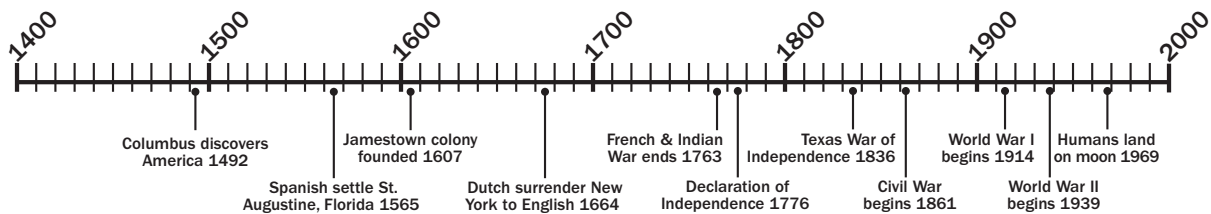
This is the bedroom of a young man who had a life-changing week.

### THE SCENE

Life is wonderful this Sunday morning. Time to go downstairs and listen to the radio to hear the schedule for the upcoming Christmas dances for you and your sweetheart. The radio squeals as you tune in to the news program. You recognize the unmistakable voice of President Roosevelt. His voice sounds resolved as the shocking events of December 7, 1941 are related. This is truly, as the President says, a “date that will live in infamy.”

### NON-ESSENTIAL INFORMATION

- The name of the young man
- The state in which he lives



On the timeline above, indicate the approximate year in which the scene takes place.

### DETECTIVE'S NOTES AND SKETCHES

**SMITH'S JEWELRY STORE**

251 MAIN STREET,  
 SPRINGFIELD TEL. PA2-7441  
 FINE JEWELRY & GIFTS, CLOCK & WATCH REPAIR

SOLD TO: M

ADDRESS:

CITY

STATE

TELEPHONE

DESCRIPTION:	PRICE:	QUANTITY:	TOTAL:
Woman's Wedding Ring	\$38	1	\$38.00
Man's Wedding Ring	\$18	1	\$18.00

✓ AMOUNT PAID: \$56.00  
 OK

DATE: December 2, 1941

MERCHANDISE PICKUP: December 5, 1941

THANKS FOR SHOPPING AT SMITH 'S JEWELRY STORE

MOM —

PLEASE RETURN THE RINGS.

I HOPE SHE WILL  
 UNDERSTAND. I HAVE  
 TO DO MY DUTY!



# CHAPTER 13: WWII and Atomic Weapons

## GOAL

To examine and discover the significance of the Manhattan Project

## OVERVIEW

This scene depicts the office of an associate at the Tennessee Valley Authority's (TVA) Oak Ridge facility during the effort to create an atomic weapon. Students should deduce that it took place before 1945. It is also irrelevant as to who is the occupant of this office.

## VOCABULARY

**fission**—the splitting of atoms, resulting in the release of incredible amounts of energy

**physicist**—a scientist who studies the structures and mechanisms that make up the universe

## HISTORICAL BACKGROUND

The early 20th century saw great strides in the science of physics, and for the first time an understanding was gained regarding the world of the atom.

Once World War II began, rumors that Nazi Germany was developing an atomic weapon were taken seriously. The famed physicist Albert Einstein, himself a refugee from Nazi Germany, recognized the critical importance of this effort. He wrote to President Roosevelt warning that Germany's research could result in a new weapon of awesome destructive power, a weapon that the Nazis would not hesitate to use.

In June of 1942, the United States began its own top-secret program to develop an atomic weapon led by General Leslie Groves and the Corps of Engineers. Research was ongoing, and numerous government facilities were mustered into the effort. The University of Chicago had a laboratory under Stagg Field where great strides were made in understanding the nature

of atomic theory. The first controlled nuclear fission was demonstrated here by Enrico Fermi—had it failed, a catastrophic explosion could have devastated the city.

Oak Ridge, Tennessee, and Hanford, Washington contributed by processing and refining uranium into fissionable material, a complex and dangerous task. The research facility at Oak Ridge had been built as a part of the vast TVA project during the 1930s, supplying hydro-electric generation and rural electrification to a large region. The location in the isolated hills of Tennessee helped with security.

As work progressed at these facilities, a new one was established in remote Los Alamos, New Mexico, under the direction of Robert Oppenheimer, a leading physicist. Oppenheimer and his teams of scientists and engineers worked feverishly to research and develop something that had never been done before, at times a seemingly impossible task. The Nazi effort faltered due to scientific error and the steady destruction of the German economy by Allied bombers.

In 1945, the Oak Ridge plant was manufacturing enough "bomb grade" U-235 (a fissionable type of uranium), and work could begin on assembling—and testing—a workable bomb. By the time the scientists were ready to test the first bomb in July, Nazi Germany had already surrendered (May 8, 1945), and the war in Europe was over. Japan, reeling from two years of military defeat, was still relentlessly fighting, and showed no signs of giving up. A bloody invasion of the Japanese home islands was a grim possibility.

The fateful test proved successful, and production was rushed to make more bombs, this time to be used on an enemy. On August 6, 1945 the B-29 bomber *Enola Gay* dropped an atomic bomb on Hiroshima, Japan. Three days later another was dropped on Nagasaki. The Japanese were helpless in the face of this terrible destruction and surrender came swiftly.

## QUESTIONS TO PROMPT STUDENT INVESTIGATION

- What is the Manhattan project and why was it "top secret"?
- Why was this project secret?

- What role did the TVA have in the Manhattan Project?
- What is atomic energy?

## DESIRED QUESTIONS FROM STUDENTS

- What was the Manhattan Project?
- What was the Tennessee Valley Authority?

## SETTING UP THE SCENE

Reserve an approximately 8' x 8' area. On a desk place the folder. Inside the folder place the paper titled "Manhattan Project."

### SPECIAL EFFECTS

Machinery sounds, typewriter and telephone sounds, soft office chatter

### DISCUSSION QUESTIONS

- How do you think the world might be different had President Roosevelt not listened to Albert Einstein's warning?
- Why was this program not called "The Atomic Weapon Project"?
- Why was the atomic weapon not used to end WWII in Europe?
- Should the American people have been informed of the Manhattan Project?
- Was the use of the atomic bomb the only choice available to the United States to end the war with Japan?

### OPTIONAL ACTIVITIES

#### 1. Further Research

- Research the life of Robert Oppenheimer
- Research the atomic bomb attacks on Hiroshima and Nagasaki
- Have students research other locations utilized in the Manhattan Project and then chart what these locations had in common with Oak Ridge, Tennessee

#### 2. Student-Created Clues

- Write sketch notes of a scientist working on the Manhattan Project
- Create a clue that may have appeared in this scene (see Chapter 17 for help) and write a paragraph defending this clue

#### 3. Role-Play

- Students will work in groups of three to research Albert Einstein and then interrogate this historical figure regarding his role in this scene/historical event. One student will be the detective and the other student will role-play how the character might have answered the question. The third student will be a fact checker. The fact checker's responsibility will be to make sure the comments and questions from the interrogation match the facts. See the Student Activity Sheet on page 71 to accompany this activity.
- Students may also brainstorm a list of other historical figures they wish to question.

### SUGGESTED CLUES

#### CLUE

Desk and chair

Folder labeled "confidential"

Document cover titled "Manhattan Project" (included)

#### PURPOSE

Establishes office setting

Denotes secrecy of project

Introduces the project





## FOR THE STUDENT DETECTIVE

### IMPORTANT INFORMATION

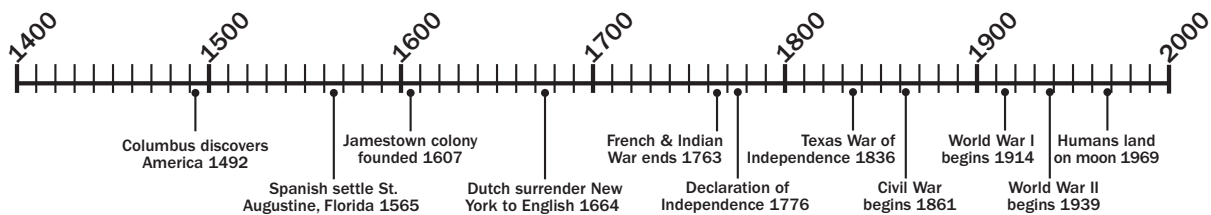
This is one office of a large organization created by the American government.

### THE SCENE

The sounds of machinery humming in the background fade as you step into the room. As the door closes behind, you are left with the quiet of a simply furnished office.

### NON-ESSENTIAL INFORMATION

- The precise date
- The occupant of this office



On the timeline above, indicate the approximate year in which the scene takes place.

**DETECTIVE'S NOTES AND SKETCHES**

**TOP SECRET**

**War Department**



**Manhattan Project**



# CHAPTER 14: Civil Rights

## GOAL

To examine the beginning of the Civil Rights movement in America and to discover why the bus in the scene is divided into two sections, one for white persons, and one for African Americans

## OVERVIEW

This scene occurs in the inside of a segregated Montgomery Alabama bus in the days following a woman's arrest for refusing to give up her seat. The clues, which appear only in the "whites only section" of the bus, are the key ones for investigating the scene. The clues in the white section do not have specific owners; they simply belong to the white people who sat in the seats.

## VOCABULARY

**civil disobedience**—peacefully refusing to obey a law that is believed to be immoral or unjustified

**civil rights**—rights guaranteed to all citizens regardless of race, creed, or national origin

**disenfranchised**—denied the right to vote

**racist**—one who believes in the superiority of one race over another

**segregation**—the practice of separating persons of different races by law

## HISTORICAL BACKGROUND

One of the most enduring legacies of the American Civil War was the continuing discrimination against African Americans. After a brief period of black civil rights enforced during the Reconstruction of the Southern states (1865–77), black Americans suffered at the hands of the white political structure. Policies of racial segregation were legitimized by law. Under these "Jim Crow" laws, blacks were disenfranchised,

and as a result had virtually no political power in the South. Laws were also passed that allowed the policy of "separate but equal" in public accommodation. This allowed the white establishment in the South to provide supposedly equal but in reality much inferior services and facilities—especially in regard to schools and transportation. Blacks were also denied entry into public colleges and universities.

World War II saw black Americans serve in a segregated army and navy, and after the war black leaders persuaded President Harry Truman to integrate the armed forces in 1948. This act of Truman's further legitimized the aspirations of black Americans to crusade for full citizenship in the life of the country, and thus the modern civil rights movement was born.

One of the defining acts of civil disobedience that galvanized the national black community happened on December 1, 1955 in Montgomery, the capital city of deeply segregated Alabama. Rosa Parks, a black seamstress, refused to give up her seat to a white passenger on a city bus, as mandated by law. Her arrest sparked a boycott of all city buses, led by Rev. Martin Luther King Jr., as president of the Montgomery Improvement Association. After almost a year, the "Montgomery Bus Boycott" was eventually successful, when lawyers filed suit against Montgomery's segregation laws. The court ruled that the city's buses must be desegregated, a decision that was upheld by the United States Supreme Court.

King's reputation as a strong voice for civil rights grew as a result, and he went on to lead the great national effort to ensure that the rights enshrined in our constitution were enjoyed by all Americans. Martin Luther King ultimately gave his life in this great cause, victim to a white racist assassin.

## QUESTIONS TO PROMPT STUDENT INVESTIGATION

- Why are there signs on the bus?
- Is this date important?
- Why does one section have items in it while the other section is empty?
- What happened in Montgomery, Alabama?
- Why is there litter and other items in only the "whites only section" of the bus?

## DESIRED QUESTIONS FROM STUDENTS:

- Why were there separate sections?
- Who made these rules?



## SETTING UP THE SCENE

Reserve an approximately 8' x 12' area. Set up several rows of classroom chairs. Label the front section "whites only." Label the back section "colored only." An alternative setting would be an actual school bus.

### SPECIAL EFFECTS

Civil rights tape recording, idling engine of automobile or bus, cries of angry protesters on both sides of the issue

### DISCUSSION QUESTIONS

- Why was boycotting the buses an example of civil disobedience?
- How might America be different had Rosa Parks not refused to move from her seat?

### OPTIONAL ACTIVITIES

#### 1. Further Research

- Research other civil rights movements and leaders
- Research other leaders who believed in peaceful demonstrations (i.e. Gandhi) and leaders who favored non-peaceful demonstrations (Malcolm X). Then hold a classroom discussion on this topic: Which method do you agree with: the peaceful or non-peaceful method?

#### 2. Student-Created Clues

- Create a clue that a black person protesting the buses may have had at the scene
- Create a clue that may have appeared in this scene

(see Chapter 17 for help) and write a paragraph defending this clue

#### 3. Role-Play

- Students will work in groups of three to research Rosa Parks and then interrogate her regarding her role in this scene/historical event. One student will be the detective and the other student will role-play how the character might have answered the question. The third student will be a fact checker. The fact checker's responsibility will be to make sure the comments and questions from the interrogation match the facts. See the Student Activity Sheet on page 71 to accompany this activity.
- Students may also brainstorm a list of other historical figures they wish to question.

### SUGGESTED CLUES

CLUE	PURPOSE
Classroom chairs (8-12)	Represents seats on the bus
Sign that reads "Whites only section"	Establishes segregation
Sign that reads "Colored only section"	Establishes segregation
Bus route brochure cover (included)	Establishes location of Montgomery, Alabama
Litter (in white section only), or other lost/forgotten items, like a jacket	Reinforces that half the bus was empty of passengers





## FOR THE STUDENT DETECTIVE

### IMPORTANT INFORMATION

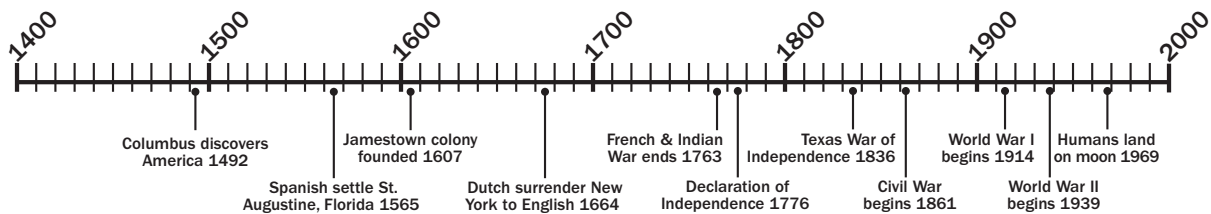
This is a typical bus used in an American city.

### THE SCENE

The loud traffic noise occasionally overpowers the idling rumble of the bus engine. Windows rattle in their metal frames and your shoes squeak on the rubber floor. Whiffs of diesel fumes enter the bus when the door is opened.

### NON-ESSENTIAL INFORMATION

- The names of those who originally owned the clues in the white section

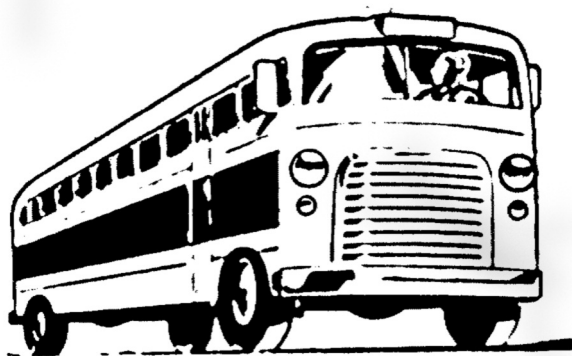


On the timeline above, indicate the approximate year in which the scene takes place.

### DETECTIVE'S NOTES AND SKETCHES



# **MONTGOMERY CITY BUS SCHEDULE**



## **1955**

**FOR MORE INFORMATION CALL  
MA6-3000**



# CHAPTER 15: The Cold War

## GOAL

To examine the fear of nuclear war felt by those living in the 1950s, and to discover why families felt compelled to build bomb (or “fallout”) shelters in their homes given the difficulty and expense

## OVERVIEW

This is a room in the house of a family living in October 1957 who, upon hearing the news of the Russian launch of *Sputnik*, decides to build a backyard bomb shelter.

Details such as the state or region in which the family lives, the number of family members, etc. are not relevant to investigating this scene.

## VOCABULARY

**fallout**—radioactive particles from an atomic explosion that are deadly to humans and animals

**communism**—an economic ideology that assumes that all wealth is held in common or by the state

## HISTORICAL BACKGROUND

The United States had ended World War II with the “ultimate” weapon, an atomic bomb of frightening destructive power. Alone among the other victorious Allied powers—the United Kingdom, France, China, and the Soviet Union—only the U.S. possessed atomic weapons.

With the postwar division of Europe into two antagonistic groups of nations, tensions and the potential for armed conflict grew between the opposing sides. One side, led by the communist Soviet Union, included the Soviet-occupied nations of Eastern Europe, behind what Winston Churchill characterized as an “iron curtain.” The Soviet Union, now a major world power, was interested in competing economically and militarily with the U.S. and its allies around the world. The

other group of nations, led by the U.S., was opposed to Soviet interests, and intended to stand firm against outward aggression. Incidents like the blockade of Berlin by the Soviets in 1948 brought both sides nearly to war.

Across two great oceans and with the atomic bomb, the United States enjoyed near-certain immunity from attack. This immunity was somewhat compromised when Russian scientists tested their own atomic bomb in 1949. Weapons research on both sides was rapid, and first the U.S., and then the U.S.S.R. (in August of 1953) perfected and tested atomic “hydrogen bombs” of even greater destructive power.

At first only aircraft were capable of delivering atomic weapons, but missile technology, much of it based on Nazi German efforts during World War II, meant that nuclear weapons could now be sent to attack an enemy in minutes via rockets. In 1957, when the U.S.S.R. sent the *Sputnik* satellite into space, rocket-launched weapons became a grim reality.

A new balance of terror came into being, and talk of nuclear war between both sides entered into everyday life. People were frightened all over the world, but perhaps no more than in the United States. Families were encouraged to prepare to survive atomic war, and one way to do this was to build and stock fallout shelters. During the 1950s, at the time of the event known as the Cuban Missile Crisis of 1962, the American public lived with the very real possibility of all-out nuclear war.

Fortunately, during the 1960s and ‘70s (and despite continuing confrontation), both sides learned to better manage their relationship, and by the 1980s, the U.S.S.R. was no longer able to sustain the economic effort required to wage “cold war.” The Soviet Union collapsed soon after, and most former communist nations established democratic governments.

## QUESTIONS TO PROMPT STUDENT INVESTIGATION

- What is this family planning to build?
- Is the year important?
- Why are there soup cans?
- Why are they sketching that project?
- What was the shelter’s purpose?
- Why didn’t they face their fear?

## DESIRED QUESTIONS FROM STUDENTS

- Why did this family have this shelter?

## SETTING UP THE SCENE

Reserve an approximately 8' x 8' area. Locate the table in the center. Place the items listed above on it.

### SPECIAL EFFECTS

Television show or music from the mid-1950s (a few years before Elvis Presley and "rock & roll" became popular)

### DISCUSSION QUESTIONS

- Do you think the events of World War II contributed to this family's fear?
- Does this time in history remind you of another time in American history?

### OPTIONAL ACTIVITIES

#### 1. Further Research

- Research the Russian *Sputnik* launch
- Research bomb shelters
- Research the policies of Presidents Eisenhower and Kennedy during the Cold War. Upon completing your research, defend in writing the president you believe to be most effective during this time.

#### 2. Student-Created Clues

- Create a clue: the front page of a newspaper that would appear in this scene
- Create a clue that may have appeared in this scene (see Chapter 17 for help) and write a paragraph defending this clue

#### 3. Role-Play

- Students will work in groups of three to research President Dwight Eisenhower and then interrogate him regarding his role in this scene/historical event. One student will be the detective and the other student will role-play how the character

might have answered the question. The third student will be a fact checker. The fact checker's responsibility will be to make sure the comments and questions from the interrogation match the facts. See the Student Activity Sheet on page 71 to accompany this activity.

- Students may also brainstorm a list of other historical figures they wish to question.

### SUGGESTED CLUES

CLUE	PURPOSE
Desk and/or other furniture	Establishes a work setting within home
Cover of plans for fallout shelter	Shows intentions of the family
Canned food	Demonstrates stocking a bomb shelter
Pencil, scrap paper	Shows planning activity





## FOR THE STUDENT DETECTIVE

### IMPORTANT INFORMATION

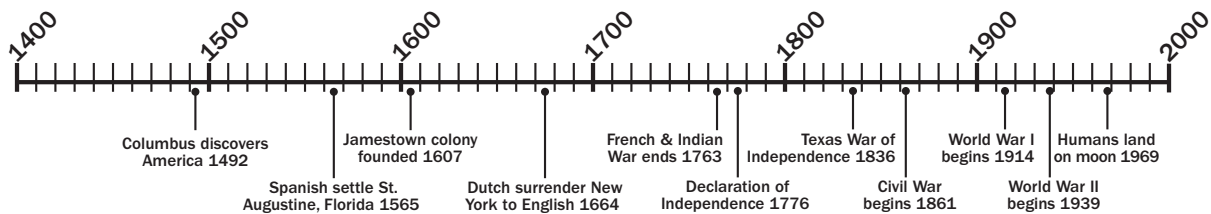
This is a desk (or table) in the home of a family who, like many Americans of the time, were living in fear.

### THE SCENE

Although no one is in the room, you hear the sounds of a man's voice from the black-and-white television downstairs. When you listen carefully, you realize that a popular variety show is being broadcast.

### NON-ESSENTIAL INFORMATION

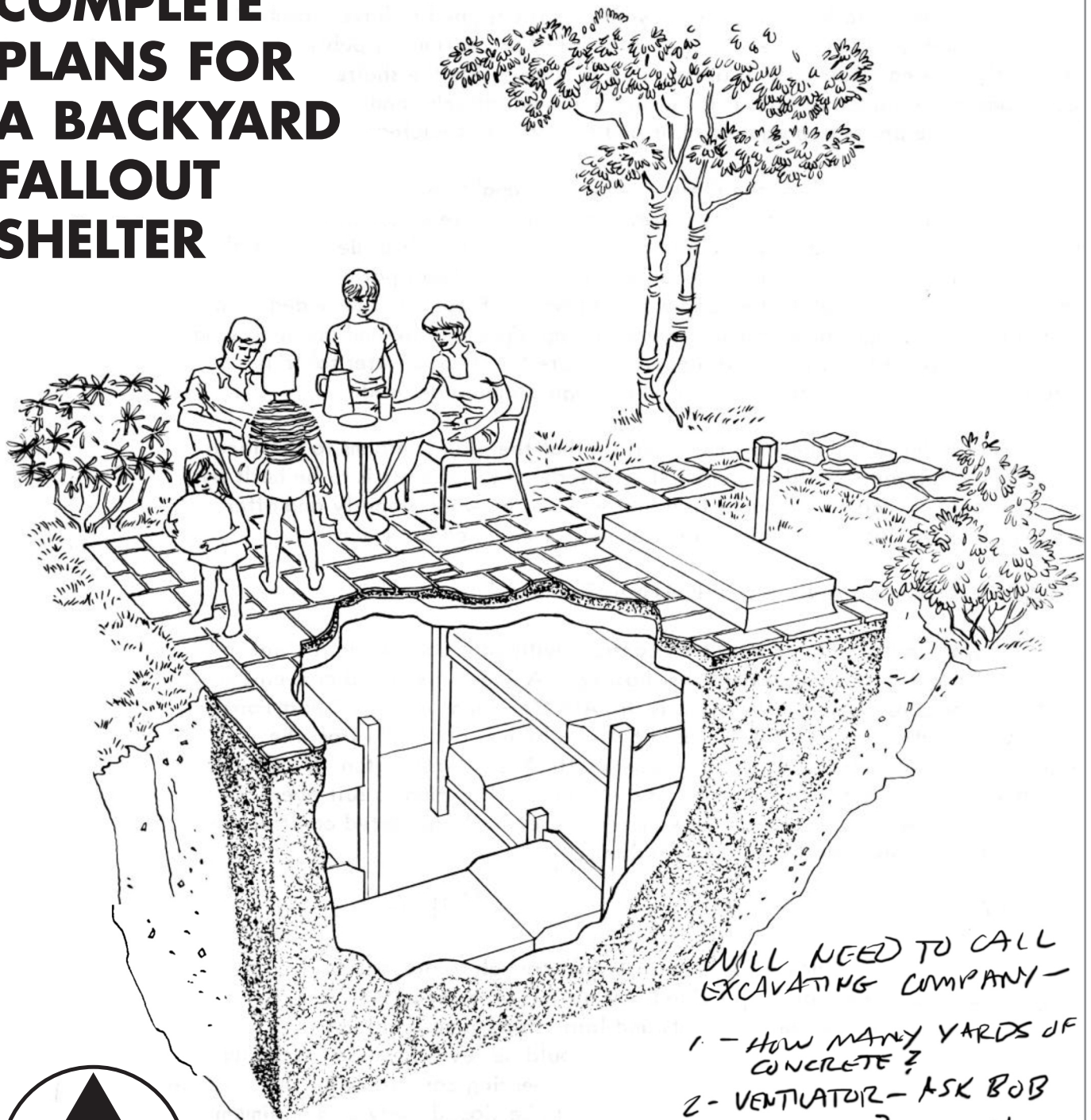
- The state in which the family lives
- The number of members of the family



On the timeline above, indicate the approximate year in which the scene takes place.

### DETECTIVE'S NOTES AND SKETCHES

# COMPLETE PLANS FOR A BACKYARD FALLOUT SHELTER



PREPARED BY THE UNITED STATES  
OFFICE OF CIVIL DEFENSE, MARCH 1956

WILL NEED TO CALL  
EXCAVATING COMPANY -  
1 - HOW MANY YARDS OF  
CONCRETE?  
2 - VENTILATOR - ASK BOB  
3 - TRAP DOOR? CALL AL  
ALSO - BUNK BEDS +  
BEDDING !!



# CHAPTER 16: The Vietnam War

## GOAL

To examine American viewpoints regarding the war in Vietnam and to discover why students and other citizens were protesting

## OVERVIEW

This scene depicts the aftermath of a protest in the United States that occurred in the days following the Tet Offensive in the winter of 1968. This date is relevant because many students became active demonstrators after the late January 1968 Tet Offensive. The names of the students and the university are all facts which are irrelevant to solving the scene.

## VOCABULARY

**guerillas**—soldiers who fight in small groups, specializing in raids and “hit-and-run” attacks

**offensive**—a planned attack or group of attacks by military forces

**Tet**—the Vietnamese New Year celebration

## HISTORICAL BACKGROUND

The Cold War era saw the United States engaged in efforts to contain the spread of communism and establish the American ideals of freedom and democracy in other parts of the world. The Korean War (1950–53) was the first open conflict of the cold war. Many leaders in the United States believed in the “domino” theory, warning that if one country fell to communism, others would soon follow, like a row of toppling dominoes. This theory would characterize American foreign policy in South East Asia, a region emerging from French colonial rule after World War II.

The Vietnamese fought a war with France, forcing the French to quit in 1955. Instead of creating a united Vietnam, the peace agreement divided the country between a communist north and a corrupt democracy in the south. North Vietnam and South Vietnamese

communist guerrillas called “Viet Cong” waged war against the South Vietnamese government, hoping to unite all of Vietnam under communist rule.

President John F. Kennedy and his advisers decided to begin aiding the South Vietnamese government in its fight against the communists in the early 1960s. American military supplies, and eventually soldiers, were sent to aid the South Vietnamese army.

In a major escalation of U.S. involvement, President Lyndon Johnson, through the Gulf of Tonkin Resolution approved by Congress in 1964, began sending tens of thousands of American soldiers to fight in the jungles of Vietnam. Johnson assumed the U.S., with its powerful military, advanced technology, and superior economy would help the South Vietnamese to win its war.

In late January 1968, the North Vietnamese and Viet Cong launched a major offensive during Tet. The United States Embassy in Saigon was attacked, and vicious and prolonged fighting proved that this war would be neither easy nor short. Johnson kept sending more troops, the war dragged on, and the number of dead and wounded American soldiers grew daily. The war was seen on television each night in American living rooms, and people began to question if what was going on was right.

Support for the war among the American public began to weaken, led in large part by students on American college campuses. Unfortunately, the war—and the protests—continued to escalate, and by 1970 public and Congressional pressure led President Richard Nixon to begin a search for ways to end U.S. involvement. Peace talks were started against a background of gradual American withdrawal and the slow but steady collapse of the South Vietnamese government. In April of 1975, the last American troops left Vietnam, and the victorious North Vietnamese communists soon reunited their country.

## QUESTIONS TO PROMPT STUDENT INVESTIGATION

- What does the message on the sign mean?
- What is the date on the paper?
- Is this date important to understanding the scene?

## DESIRED QUESTIONS FROM STUDENTS

- Why were there protesters?
- What were they protesting?

- Did something happen in 1968?
- What was the Tet Offensive?

## SETTING UP THE SCENE

Reserve an approximately 10' x 10' area. The peace symbol sign and candles should be scattered around an area that could be a sidewalk, road, or grassy area. The homework/test should be folded up and left amidst the other items.

### SPECIAL EFFECTS

Crowd noise, shouts of anti-war slogans, music from 1967 (especially protest or anti-war songs), smell of incense

### DISCUSSION QUESTIONS

- Why do you think the students were so against the war?
- How do you think the student protests influenced American government?
- Why was the Tet Offensive more influential than other battles of the Vietnam War?
- Do you think the United States should have been involved in Vietnam? To what extent?

### OPTIONAL ACTIVITIES

#### 1. Further Research

- Research the support of the American public during the Vietnam War and other wars (like World War II). Lead a class discussion as to why or how public support might have been different.
- Research the Vietnam Memorial in Washington, D.C.
- Create a chart showing the major battles and campaigns of the Vietnam War. Information such as location, date, number of soldiers, and victor should be researched. Battles in Vietnam as reported to the American public

stressed the number of enemy casualties. Why?

#### 2. Student-Created Clues

- Create a poem or diary entry written by a student about the war in Vietnam, one that another protester may have left at the scene.
- Create a clue that may have appeared in this scene (see Chapter 17 for help) and write a paragraph defending this clue.

#### 3. Role-Play

- Students will work in groups of three to research President Lyndon Johnson and then interrogate him regarding his role in this scene/historical event. One student will be the detective and the other student will role-play how the character might have answered the question. The third student will be a fact checker. The fact checker's responsibility will be to make sure the comments and questions from the interrogation match the facts. See the Student Activity Sheet on page 71 to accompany this activity.
- Students may also brainstorm a list of other historical figures they wish to question.

### SUGGESTED CLUES

#### CLUE

Cardboard signs reading "peace" (example included)

Burned candles

Paper from a college student with a February 1968 date (included)

Gloves

#### PURPOSE

Establishes that a student protest occurred

Establishes that a student protest occurred

Establishes the time of the year

Establishes the season of the year





## FOR THE STUDENT DETECTIVE

### IMPORTANT INFORMATION

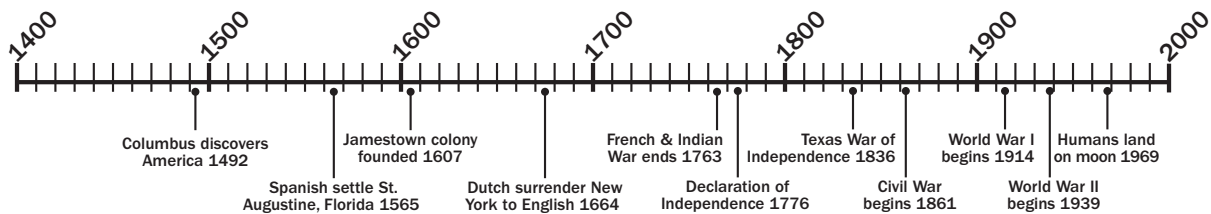
This is a scene where people were voicing their opinion during a great national debate.

### THE SCENE

You smell the waxy odor of burnt-out candles. The wail of sirens mixed with the chants of anti-war slogans from crowds of people can still be heard in the distance. A few young people linger nearby, and the ground is littered with papers, hand-made signs, cans, and other items. The cold air is barely noticeable.

### NON-ESSENTIAL INFORMATION

- The name of the college or university
- The name of the student



On the timeline above, indicate the approximate year in which the scene takes place.

### DETECTIVE'S NOTES AND SKETCHES

SYLLABUS:  
AMERICAN LITERATURE 101

Professor Roberts

February 21, 1968





# CHAPTER 17: Re-Creating Your Own Scenes

## What is a Scene?

Think about what a room looks like after a birthday party. There are probably paper plates and cups scattered. Maybe one of your friends left their jacket. There might be signs that read "Happy Birthday," balloons, leftover cakes and other treats, torn wrapping and ribbons from gifts. What else do think might have been in the room?

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These clues left behind help us reason what might have taken place.

Think about a historical event. What ideas do you have about what might have been left at the scene?

Remember the historical event or activity has already taken place. The question is: what clues might have been left behind?

## Fun Historical Scenes to Re-Create

- Abraham Lincoln's office during the time he was writing the Emancipation Proclamation or the Gettysburg Address
- The inside of the Mayflower when the Pilgrims were on their voyage to America
- A scene depicting a major invention: airplane, telephone, electric light bulb, etc.
- A scene of significance to your area (city, town, etc.) or state
- A scene of a fictionalized family who just arrived in America, during an era of your choosing



## PRACTICE RE-CREATING SCENES

Think about an event that happened in your life and sketch how it might have looked after the event was over.

## Student-Created Clues

### What are clues?

- Banner that reads “Happy Birthday”
- Paper cups
- Party hats
- Cake crumbs
- Crumpled wrapping paper

All of these things provide evidence that a birthday party has taken place. Some clues are obvious, like the “Happy Birthday” banner. Others are less clear, like the paper cups or cake crumbs.

### What are good clues?

- Letters and diary entries are fun clues. These clues usually have a date and indicate feelings of those living the historical event or era.
- In the first American Revolution scene, one clue was the letter from the father. If you decide to make letters or diaries as clues, you should not directly state what you want your friends or classmates to investigate. It is more fun to make them guess.
- The letter from the first American Revolution scene does not directly say that the Declaration of Independence had been signed. Instead, the letter discusses the desire to return to England. Another clue was that the letter was dated July 8th.
- Some clues are good guesses based upon historical facts. In the Constitution scene, although we do not know for certain that the handkerchief was left in Independence Hall, given the excitement during the

Constitutional Convention, it is likely. A delegate may have had a handkerchief because it is a fact the Constitution was drafted during the warm months of summer. The handkerchief may have been the delegate’s only way to politely mop a sweaty brow.

- Some clues are based upon logical reasoning. It is likely that many of the delegates took daily notes and perhaps left them behind. You have probably taken notes in school to review for an important test.
- Some clues, like candles or quill pens, are there to help identify a time period.

### PRACTICE MAKING CLUES

Write a pretend diary entry of a person who is about to go on a vacation. Remember to write the entry in such a way that others must guess the location.



## ACTIVITY SHEET • SETTING UP YOUR OWN SCENES

**STEP 1.** Select a topic from history and choose an event from that topic.

**STEP 2.** Research that historical event. Think about what you need to know in order to re-create a scene.

**STEP 3.** Decide what you want your friends or classmates to investigate. For instance, you may want the investigators to guess what historical event had happened.

**Create a scene at the site  
of the historical event?**

**Would you rather ...**

**Create a scene of fictional people  
who reacted to the historical event?**

It will help to make a sketch of your scene to decide which kind of clues you can use, the kind of location needed to re-enact your scene, and where and how to place the clues in your scene.

List clues that might have been left at this scene and list a reason for each to be included.

List clues that show people lived during an important historical event and list a reason for each to be included.

**STEP 4.** Make or gather your clues and set up your scene. In all of the steps above, use your research to help you. Use the back of this sheet for more space.



# Student Activity Sheet

List the items you observe in the scene and make an inference as to how each is connected to the meaning of the scene.

Item	Inference

**What is your hypothesis about the scene based upon the information given?**

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List questions you have about the scene:	Answers to your questions about the scene:

**Based upon the answers to your questions, what is going on in this scene? Was your hypothesis correct? What conclusions about history can you make from your information?**

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**New questions you have regarding any part of this scene:**

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## ACTIVITY SHEET • INTERROGATION OF HISTORICAL FIGURES

Detectives often interrogate (question) those who may have knowledge about what they are investigating. Before questioning, a detective will research the person's background to better understand the person.

**Information sheet to be completed by the interrogator, fact checker, and role-playing person:**

**Historical Person:**

**Date of Birth:**

**Place of Birth:**

**Occupation:**

**Scene/historical event:**

**What was this person's role?**

**What other activities has this person been involved in prior to the above event?**

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----- CUT HERE -----

### DIALOGUE

Detective/interrogator writes questions here. The person who is playing the historical person summarizes his or her answers. The fact checker completes the summary at the end.

**Q=**

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**A=**

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**Q=**

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**A=**

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**Q=**

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**A=**

**Fact checker comments:**

What questions have you asked this person? \_\_\_\_\_  
Did the person role-playing the historical character answer the questions accurately? \_\_\_\_\_  
Why or why not? \_\_\_\_\_





