

Changes in the New Nation

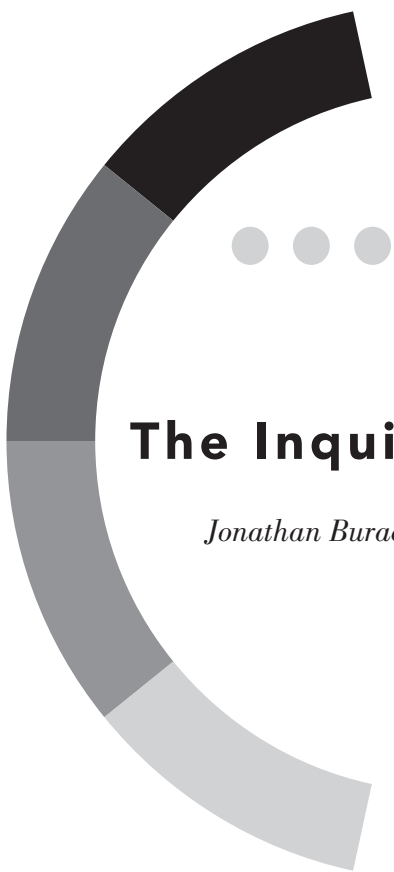
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The Inquiry Arc in U.S. History



Jonathan Burack

MindSparks

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Jonathan Burack

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CULVER CITY, CALIFORNIA

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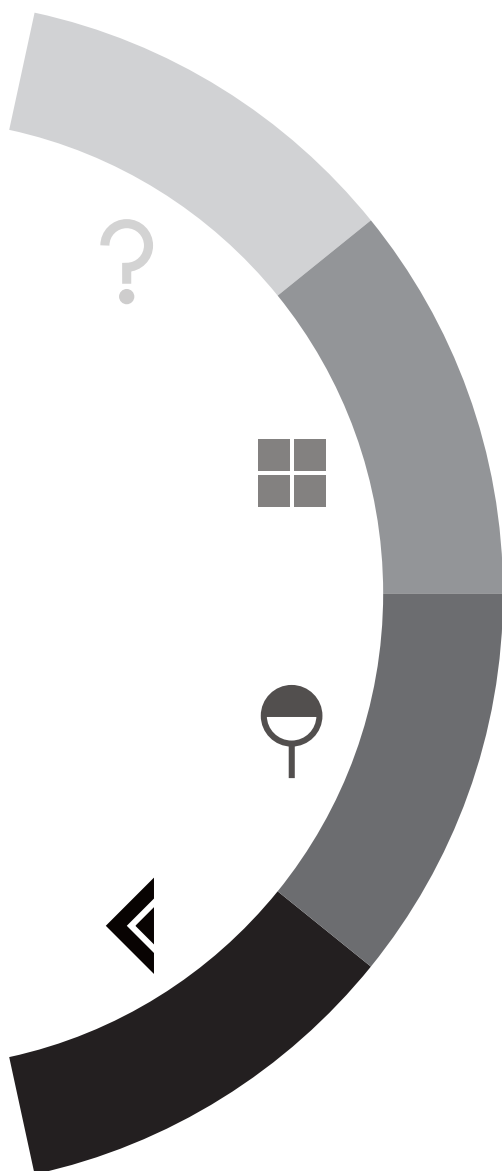
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C3 Framework

This unit is based primarily on the College, Career, and Civic Life (C3) Framework for Social Studies Standards. This C3 Framework is an effective tool offering guidance and support for rigorous student learning. The assignments encourage students to be active participants in learning and to explore the parts of history that they find most compelling. Central to the C3 Framework and our use of it is its Inquiry Arc—a set of four interrelated dimensions of informed inquiry in social studies. The lessons in this unit are based on all four dimensions of the C3 Inquiry Arc. While the C3 Framework analyzes each of the four dimensions separately, they are not entirely separable in practice—they each interact in dynamic ways. As a result, the lessons combine some or all of the dimensions in various ways.



Four Dimensions of the Inquiry Arc

1 Developing compelling and supporting questions and planning inquiries

Questions shape social studies inquiries, giving them broader meaning and motivating students to master content and engage actively in the learning process.

2 Applying disciplinary concepts and tools

These are the concepts and central ideas needed to address the compelling and supporting questions students pose. The C3 Framework stresses four subject fields: history, civics, economics, and geography. Each of our units addresses all of these disciplines.

3 Evaluating sources and using evidence

The purpose of using primary and secondary sources as evidence is to support claims and counterclaims. By assessing the validity and usefulness of sources, including those that conflict with one another, students are able to construct evidence-based explanations and arguments.

4 Communicating conclusions and taking informed action

While this may take the form of individual essays and other writing assignments, these units stress other kinds of individual and collaborative forms of communication, including debates, policy analyses, video productions, diary entries, and interviews. Meaningful forms of individual or collaborative civic action are also incorporated into each unit.

How to Use This Book

These units offer you the chance to implement the entire C3 Inquiry Arc in brief, carefully structured lessons on important topics in U.S. history. Each lesson is driven by a central compelling question, and disciplinary supporting questions are provided. Each unit asks students to apply understandings from all of the C3 disciplines—history, civics, economics, and geography—and they include individual and group tasks in an integrated way.

Each unit includes an introductory essay, detailed teaching instructions, a set of primary sources, and the handouts needed to complete the lesson’s assignments. Rubrics for student evaluation and sources for further study are also provided. The teaching instructions suggest a time frame for completion of each lesson, but the assessments can easily be adapted to fit into any lesson plan.

Each unit is aligned with several C3 Framework standards and Common Core standards. The College and Career Readiness Anchor Standards for Literacy emphasize the reading of informational texts, making these lessons ideal for integration into English Language Arts instruction.



C3 Disciplines



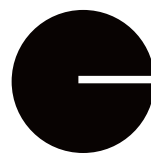
History



Civics



Economics



Geography



The Louisiana Purchase

Was It a Good Bargain?

Overview

Introduction

In 1803, the United States suddenly doubled in size because President Jefferson agreed to a treaty with French ruler Napoleon Bonaparte. This treaty gave the United States the Louisiana Purchase, an enormous territory amounting to about eight hundred thousand square miles of land west of the Mississippi River, for \$15 million. That was a lot of money for those days, but the purchase was still an amazing bargain. It came to about three cents an acre. The still-young United States suddenly became a giant empire in the making. However, not all Americans were thrilled. Some felt the U.S. Constitution did not give the president the right to purchase new lands in this way. Others thought the territory might actually add to the nation's difficulties. Considering the potential problems, was the purchase worth it? In this lesson, students will work with short passages from ten primary sources in an effort to answer this question. While these sources alone won't completely answer these questions, they can help. Moreover, they can form the core content for a set of tasks that will help students better understand this turning point in the nation's history.

Objectives

Students will complete a final task or prepare a final presentation to respond in a meaningful way to a compelling question about the Louisiana Purchase. They will work individually and in groups to apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary sources before presenting their ideas to the class.

C3 Standards Addressed by This Unit

- ◆ **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- ◆ **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
- ◆ **D2.HIS.5.6-8.** Explain how and why perspectives of people have changed over time
- ◆ **D2.HIS.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- ◆ **D2.HIS.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- ◆ **D2.HIS.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- ◆ **D2.CIV.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- ◆ **D2.ECO.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- ◆ **D2.GEO.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- ◆ **D2.GEO.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- ◆ **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

- ◆ **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.
- ◆ **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- ◆ **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.
- ◆ **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- ◆ **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- ◆ **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Common Core Anchor Standards Addressed by This Unit

- ◆ **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.6.** Assess how point of view or purpose shapes the content and style of a text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- ◆ **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- ◆ **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Teaching Instructions

Compelling Question

Was the Louisiana Purchase a good bargain?

Preparation

Provide all students with a copy of the Introductory Essay. Assign this essay as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the lesson in mind as they read.

**Asking Questions about the Louisiana Purchase**

This part of the lesson stresses Dimensions 1 and 2 of the C3 Framework

Day One

1. Briefly discuss the Introductory Essay with the class and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the primary sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines of Dimension 2 in the C3 Framework—history, civics, economics, or geography. As they work, the groups should keep in mind the lesson’s overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Each group may share a primary source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three sources, and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.

**Applying Disciplinary Concepts and Evaluating Sources and Evidence**

This part of the lesson stresses Dimensions 2 and 3 of the C3 Framework

Day Two

6. Students will return to their previously assigned groups and formulate a claim addressing their group’s compelling question. After reading the remaining seven primary sources, they will select one that supports their claim.
7. Using the evidence gathered from the sources, each group will then prepare a brief (five-to ten-minute) presentation about the Louisiana Purchase from their group’s disciplinary

perspective. The presentation can be in the form of an oral report, a debate among group members, or a PowerPoint or another related type of presentation. Allow time for students to prepare by discussing and debating topics among themselves.

Day Three

8. Each group will deliver its presentation. Allow time for class discussion following each presentation, and for a final effort to answer the central compelling question for the lesson.



Communicating Results and Taking Action

This part of the lesson stresses Dimension 4 of the C3 Framework

Students will complete a final project that expresses understanding of the topic and responds clearly to the lesson's compelling question. The projects may be completed in groups, but students should be evaluated individually.

Distribute the Communicating Results and Taking Action handout, and decide whether you will assign the projects or allow students to form groups and choose tasks on their own. Set a reasonable deadline. Students should review the Louisiana Purchase Rubric so they can understand how their performances will be evaluated. The projects are summarized below.

Communicating Results

- ◆ Students will review Primary Source 1.5, and then research the Lewis and Clark expedition. They will select five other entries from the journals that provide a good idea of the value of this vast territory to the United States, as well as entries that suggest problems that acquiring the territory could present. In a brief talk, they will share the entries they chose with the class and explain why they selected them.
- ◆ Have students read Primary Sources 1.2 and 1.4 and take notes comparing and contrasting these two sources. They will then write letters as the two men corresponding to each other. Have students review Primary Sources 1.7 and 1.8. Divide students into small groups. Each group will plan and conduct a panel discussion about these two sources.

Taking Action

- ◆ Divide students into small groups. Each group should discuss sovereign land purchases. The groups should look through online sources, newspapers, and magazines to find out about problem regions where a sovereign land purchase might make sense. They will then make two lists: one listing reasons why the idea might work and one listing the problems that make the idea a bad one. They will share their two lists in a discussion with the class about the possibility of sovereign land purchases in today's world.
- ◆ After students have completed the above assignment, have them share the two lists with others using social media. Have students summarize the responses they get and use them to write an editorial on the topic. Students should submit the editorial to a local newspaper or some other publication, and invite the publication to use it. Have them share any reader responses in class.

Introductory Essay

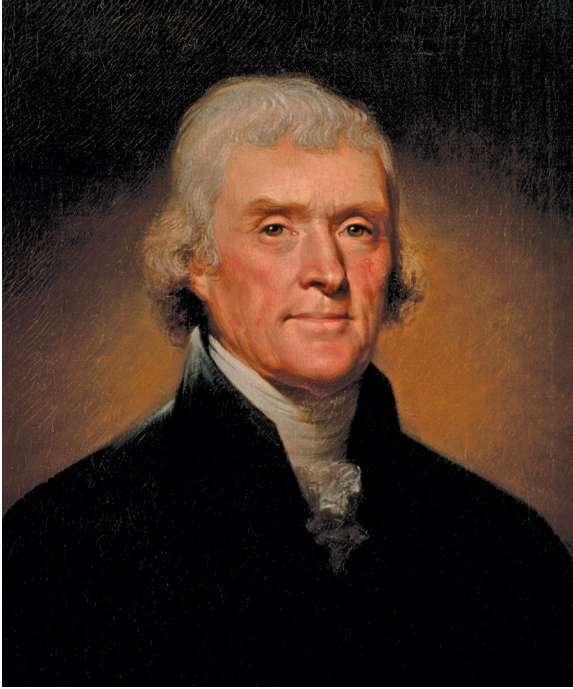
The Louisiana Purchase



Cession of Louisiana

In 1803, the United States suddenly doubled in size; President Jefferson had just agreed to buy land from French ruler Napoleon Bonaparte. This Louisiana Purchase was enormous. It amounted to more than eight hundred thousand square miles of land west of the Mississippi River, and it cost \$15 million. That was a lot of money then, but the purchase was still an amazing bargain—it came to about three cents an acre. The still-young United States suddenly became a giant empire in the making.

However, not all Americans were thrilled. Some felt that the U.S. Constitution did not give President Jefferson the right to purchase new land this way. Jefferson himself had some doubts; he believed the Constitution strictly limited his powers, and he was not sure it gave him a right to make this purchase. Others thought the territory might actually add to the nation's problems. Still, most Americans were delighted, and many

*Thomas Jefferson*

were relieved. The purchase opened up a huge new region to settlement, and Americans began moving into it almost immediately.

However, was the Louisiana Purchase worth it? This is not a simple question to answer. Americans in 1803 could not really be sure, and only decades would tell. That is the central, compelling question for this lesson.

To try to answer this question, you first need to understand why President Jefferson was eager to buy the Louisiana territory. Starting in the late 1600s, France had explored and settled along the Mississippi River. They established a port city, New Orleans, where the

Mississippi emptied into the Gulf of Mexico. Other small French settlements dotted the lands along the Mississippi. Then, in 1762, France gave up the Louisiana territory; it was about to lose Canada to Great Britain in the French and Indian War (1754 to 1763). To keep the Louisiana territory from also falling to the British, France turned it over to Spain instead. Later, after the American Revolution, the boundaries of the United States were set along the eastern banks of the Mississippi River. The United States and Spain faced each other across that river. Spain was a weak power, and the Americans were able to form agreements with it. These agreements gave them access to the Mississippi River and the port of New Orleans. This seemed to take care of the issue.

Then, in 1801, Spain gave the Louisiana territory back to France in a secret treaty. France was, at that time, ruled by Napoleon, and it was a much more powerful nation than Spain. Suddenly, Americans began to worry again about the Mississippi and the port of New Orleans. What if Napoleon closed the Mississippi to American trade? Americans were moving in growing numbers across the Appalachian Mountains into Ohio, Tennessee, and Kentucky. Increasing amounts of pork, grain, tobacco, and other goods were being shipped to New Orleans. From there, they were taken around Florida to many distant markets. The port of New Orleans was vital. In those times, there was no easy way to ship goods across the Appalachian Mountains. The western United States—the old Northwest—was cut off from the East Coast, except by way of the Mississippi River.

In spite of the secret 1801 treaty with France, Spain still ruled in New Orleans in 1802. That year, it suddenly shut the port of New Orleans to the United States. Jefferson knew that France was soon going to take over the port city. He feared Napoleon might start a new and costly war with the United States. Instead, Napoleon suddenly decided to sell not only New Orleans but also the entire Louisiana territory. The offer was too tempting. A treaty was rapidly concluded in April 1803. It passed the Senate that October. The Louisiana Purchase was a done deal.

Why did Napoleon suddenly decide to sell? He was worried about a new war with Great Britain in Europe. The successful slave revolution in the French sugar colony of Saint-Domingue (Haiti) had also ruined Napoleon's plans. He had hoped to make Saint-Domingue a base for a new French empire in the Americas. Thanks to those slaves, this never happened. Napoleon had to change his plans. As a result, the United States gained the entire Louisiana territory.

The United States gained huge new lands to settle and develop. It secured its control over the Mississippi, and New Orleans became a safe port for Americans. At the same time, the nation had to absorb thousands of French-speaking citizens, including many slaves and free African Americans, living in New Orleans. The purchase opened up new lands for the expansion of its own slave system and new trading opportunities. It also created new conflicts with Native Americans. The purchase continued to be a mixture of opportunity and danger. As a result, assessing its value to the nation is not as simple as it may, at first, seem.



Napoleon Bonaparte

Cession of Louisiana. By Constantino Brumidi, 1875, U.S. Capitol, Washington, DC, courtesy of the Architect of the Capitol
Thomas Jefferson. By Rembrandt Peale, 1800, courtesy of the White House Historical Association Digital Library
The Emperor Napoleon in His Study at the Tuileries. By Jacques-Louis David, 1812, National Gallery of Art, Washington, DC, 1961.9.15



History Group

GROUP MEMBERS:

The Louisiana Purchase

Your group's task is to look at the Louisiana Purchase from a historical perspective. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Suppose the United States had refused to purchase the Louisiana territory from Napoleon. Would the United States have remained permanently confined east of the Mississippi? Why or why not?

3. Read and discuss Primary Sources 1.2, 1.4, and 1.10.
4. Read and discuss the following background information. Use the information to help complete the handout.

From 1800 to 1900, the United States tripled in size. The Louisiana Purchase was a very big addition, but it was not the only one in that century. Expansion westward has been the story of the nation even before its start. Before the American Revolution, settlers were already moving west from the original thirteen colonies. They were filing into the Ohio Valley, Kentucky, and Tennessee long before anyone gave them permission to do so.

In addition, even before the Louisiana Purchase, American trappers and traders were already west of the Mississippi. As immigrants poured into the nation in the 1800s, many headed for the frontier. Could a boundary line have confined them? The story of the annexation of Texas should make us wonder.

At first, Mexico invited Americans to settle in Texas. After many of them arrived, the Mexican government changed its mind and tried to close

Mexico's borders to them. Yet Americans kept arriving anyway. Soon, there were enough Americans living there to declare themselves independent. They founded the Republic of Texas and asked to be annexed to the United States. Perhaps if France had kept the Louisiana territory, it would have kept the settlers out of Texas, but how likely would that have been?

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 1.2

Primary Source 1.4

Primary Source 1.10

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Suppose the United States had refused to purchase the Louisiana territory from Napoleon. Would the United States have remained permanently confined east of the Mississippi? Why or why not?

State your group's claim here:

7. From the remaining seven primary sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.



GROUP MEMBERS:

The Louisiana Purchase

Your group's task is to explore the civics of the outcome of the Louisiana Purchase. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Did the U.S. Constitution give President Jefferson the authority to make a treaty with France to purchase the Louisiana territory? Why or why not?

3. Read and discuss Primary Sources 1.1, 1.2, and 1.4.
4. Read and discuss the following background information. Use the information to help complete the handout.

President Thomas Jefferson was a “strict constructionist” when it came to the U.S. Constitution. This means he believed in doing only what the Constitution allowed very specifically. That is, what it allowed was only what its words said explicitly, not what they might seem to imply. The Louisiana Purchase worried Jefferson. Article IV of the Constitution allowed the United States to add new states from territory it already had, but nowhere does it say anything about buying land from another country.

At first, Jefferson hoped the people would approve a constitutional amendment giving him that power. Congress showed little interest in that, however. Besides, adding an amendment is a long and drawn out process. Napoleon might not have waited that long, and might have changed his mind. Some officials told Jefferson to rely instead on the Constitution's rules for making treaties with other nations. As president, Jefferson did have the authority to make treaties; the Senate had to approve these treaties, but the power was his. Jefferson eventually did take that advice, but he was never completely sure he had the right to do so.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 1.1

Primary Source 1.2

Primary Source 1.4

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Did the U.S. Constitution give President Jefferson the authority to make a treaty with France to purchase the Louisiana territory? Why or why not?

State your group's claim here:

7. From the remaining seven primary sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.



GROUP MEMBERS:

The Louisiana Purchase

Your group's task is to explore the economics of the outcome of the Louisiana Purchase. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

What were the economic benefits and costs to the nation from the Louisiana Purchase?

3. Read and discuss Primary Sources 1.5, 1.6, and 1.8.
4. Read and discuss the following background information. Use the information to help complete the handout.

In 1803, President Jefferson sent Meriwether Lewis and William Clark's Corps of Discovery up the Missouri River and across the Rocky Mountains to the sea. Jefferson began planning this expedition even before the Louisiana Purchase was completed. He hoped the corps would find an all-water route to the Pacific, and he wanted it to report on the natural resources of the western lands. Jefferson also asked the corps to gain the friendship of American Indian tribes as future trading partners.

As Lewis and Clark discovered, the all-water route did not exist. However, they did carry out the other two aims. They made it clear how rich the resources of the West were. They also made contact with many Native American tribes and offered them trade ties with the United States. At first, many American Indian leaders were cautious, but hopeful, about this exchange.

The natural richness of the region did begin to attract settlers. As the number of settlers rose, however, violent conflict often took the place

of peaceful trade with the American Indians. The Louisiana territory was definitely not empty wilderness. Along with many Native American cultures, the region included several French-speaking communities. These included African slaves, free African Americans, and others. Adjusting to all of this was going to be a challenge as well as an opportunity for the United States.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 1.5

Primary Source 1.6

Primary Source 1.8

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

What were the economic benefits and costs to the nation from the Louisiana Purchase?

State your group’s claim here:

7. From the remaining seven primary sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group’s discipline-based compelling question. Use the space below for notes or to create an outline of your group’s presentation.



Geography Group

GROUP MEMBERS:

The Louisiana Purchase

Your group's task is to explore how geography affected the outcome of the Louisiana Purchase. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Did the Louisiana Purchase make the split between North and South over slavery more or less likely than it otherwise would have been?
3. Read and discuss Primary Sources 1.7, 1.8, and 1.9.
4. Read and discuss the following background information. Use the information to complete the handout.

The Louisiana Purchase was made in 1803. Many Americans then thought slavery might, in time, die out. Even in the South, quite a few hoped that would happen. Over the next two decades, however, it became increasingly clear that this hope was unfounded. Demand for cotton in England and New England soared. The cotton gin also made it much easier to process that cotton. Such factors caused a rapid spread of slavery and cotton production all across the South. Additionally, American Indians were forcibly removed from Georgia, Alabama, and Mississippi. This allowed a huge influx of settlers with slaves into those regions. By 1819, planters were already taking their slaves into parts of the Louisiana territory.

Slavery had long existed in Louisiana before it became a state in 1812. Everyone understood that Louisiana would remain a slave state, and most Americans expected Arkansas to allow slavery. However, when Missouri applied to be admitted as a slave state, some in Congress said, "Enough

is enough.” They demanded that Missouri only be admitted if it agreed to prohibit slavery. The Missouri Compromise did allow slavery to continue in Missouri, but the bitter clash over this conflict showed that antislavery protest would, from then on, focus on the western territories. Ultimately, it was this drive to stop slavery from expanding west that would spark secession and the Civil War.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group’s compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 1.7

Primary Source 1.8

Primary Source 1.9

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group’s own compelling question. Here is that question again:

Did the Louisiana Purchase make the split between North and South over slavery more or less likely than it otherwise would have been?

State your group's claim here:

7. From the remaining seven primary sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

How to Analyze a Primary Source

In this lesson, you will be studying several primary source documents. This handout offers suggestions for how best to read and analyze historical primary sources. Studying such sources is challenging. They were created in a different time and place. Their language and use of certain key terms often differ from ours. They assume things we might not accept. They arise out of historical circumstances and settings that differ greatly from our own times. To use such sources as evidence, you need to apply some special critical thinking skills and habits. Here are some guidelines to help you do this.

◆ *Question the source*

Since no primary source was written with you and your interests in mind, you need to be clear about what you are looking for when you examine a source. You need to stay in charge of the investigation. Act like a detective, and ask questions. Above all, keep your own most important compelling questions in mind as you read and think about a source.

◆ *Consider the source's origins*

This is often simply called “sourcing.” It means asking who created the source, when and where the source was created, and why. If you know the source’s purpose, you will be more likely to see how it is shaped by its creator’s point of view. Among other things, sourcing can also help you decide how reliable or typical a source might be.

◆ *Contextualize the source*

“Context” here means the broader historical setting for the source. Sources are always a part of a larger historical context. You need to consider how this context helps clarify the meaning of the source. You also need to decide which context is most important. Sources might be best understood in connection with a local context or a recent event. Alternatively, they might be understood better within a national or international context, or as part of a long-term trend in society at large. Your guiding questions should help you decide what context is most important.

◆ *Corroborate the source*

This means you must think about your source in relation to other sources. Does the source back up those other sources, or does it seem to be at odds with the other sources? Might there be additional sources, which have not been provided to you, that could support or conflict with the source?

◆ *Above all, read the source carefully*

Look at language closely. Pay attention to images, emotional language, metaphors, and other literary devices. Think about what is implied, not merely what is stated or claimed in so many words. Think about what is left out as well as what is included. Make inferences based on your close reading. This will help you get more out of your source than even the source’s creator might have seen in it.

PRIMARY SOURCE ▶

I.I

George Washington on the Western Territories

George Washington discussed the importance of the western territories in a letter to Virginia governor Benjamin Harrison on October 10, 1784. During this time, Spain was in control of the vast territory west of the Mississippi River. In this passage, Washington expresses fears similar to those that Thomas Jefferson would feel even more strongly after France took back the Louisiana territory in 1801.

Original Document

I need not remark to you, Sir, that the flanks and rear of the United States are possessed by other powers, and formidable ones too; nor how necessary it is to apply the cement of interest to bind all parts of the Union together by indissoluble bonds, especially that part of it, which lies immediately west of us, with the middle States. For what ties, let me ask, should we have upon those people? How entirely unconnected with them shall we be, and what troubles may we not apprehend, if the Spaniards on their right, and Great Britain on their left, instead of throwing stumbling-blocks in their way, as they now do, should hold out lures for their trade and alliance? What, when they get strength, which will be sooner than most people conceive (from the emigration of foreigners, who will have no particular predilection towards us, as well as from the removal of our own citizens), will be the consequence of their having formed close connexions with both or either of those powers, in a commercial way? It needs not, in my opinion, the gift of prophecy to foretell.

The western settlers (I speak now from my own observation) stand as it were upon a pivot. The touch of a feather would turn them any way.

Adapted Version

Other powerful nations threaten us on the south, north, and to the west. I am sure you know how we need to bind all parts of the Union together by helping each region protect its basic interests. This is especially so regarding the territories just west of our middle states. Right now, Spain and Great Britain threaten those territories. However, what if the Spanish or British seek to trade heavily with them and become their allies? What would keep the western territories loyal to us? They are filling up, often with foreigners who feel no loyalty to us. What will happen if they form strong commercial ties with Spain or Great Britain? It's not that hard to tell.

The Western settlers seem at a turning point now. It won't take much to push them either way.

Original Document Source: George Washington to Benjamin Harrison, 10 October 1784, in *The Writings of George Washington*, vol. 10, edited by Worthington Chauncey Ford (G. P. Putnam's Sons: New York, 1890), 407–408. The entire letter is available online from the Online Library of Liberty.

PRIMARY SOURCE ►

I.2

Thomas Jefferson on the French Control of the Louisiana Territory

This passage is from a letter President Jefferson wrote to Robert R. Livingston, the U.S. foreign minister to France. The letter is dated April 18, 1802. This letter was written soon after Jefferson learned that France had taken back possession of the Louisiana territory from Spain. He still did not realize Napoleon might want to sell it to the United States. At this point, he had to worry about what would happen if it remained under French control.

Original Document

[T]here is on the globe one single spot, the possessor of which is our natural & habitual enemy. it is New Orleans, through which the produce of three eighths of our territory must pass to market, and from it's fertility it will ere long yield more than half of our whole produce and contain more than half our inhabitants. France placing herself in that door assumes to us the attitude of defiance. Spain might have retained it quietly for years. her pacific dispositions, her feeble state, would induce her to increase our facilities there, so that her possession of the place would be hardly felt by us, and it would not perhaps be very long before some circumstance might arise which might make the cession of it to us the price of something of more worth to her. Not so can it ever be in the hands of France. . . . The day that France takes possession of N. Orleans . . . we must marry ourselves to the British fleet & nation. we must turn all our attentions to a maritime force, for which our resources place us on very high ground: and having formed and cemented together a power which may render reinforcement of her settlements here impossible to France, make the first cannon, which shall be fired in Europe the signal for tearing up any settlement she may have made, and for holding the two continents of America in sequestration for the common purposes of the United British & American nations. this is not a state of things we seek or desire. it is one which this measure, if adopted by France, forces on us, as necessarily as any other cause, by the laws of nature, brings on it's necessary effect.

CONTINUED

Adapted Version

There is one spot on the globe so important to us that anyone who controls it would be our natural enemy. That spot is New Orleans. The products of three-eighths of our territory must pass through New Orleans to market. Soon that fertile territory will provide half of what we sell. It will contain more than half our people. Just by placing herself in New Orleans, France is a threat to us. Spain could have held it for years without endangering us. Spain is weak and is not warlike. It would cooperate with us to avoid any and all conflict. In time, conditions might arise that would even lead it to turn New Orleans over to us. That will never happen with France. . . . The day that France takes possession of New Orleans . . . we must marry ourselves to the British fleet and nation. We must devote all our energy to building a maritime force. We will be well able to do that. By uniting with the British, we will then stop France from reinforcing her settlements here in America. Once another war begins in Europe, it will be time for us to oppose France here and, together with the British, close off the Americas to others. This is not something we desire. But if France takes over New Orleans from Spain, we will have to act this way. It is as automatic as any natural cause resulting in a necessary effect, as happens according to the laws of nature.

Original Document Source: Thomas Jefferson to Robert L. Livingston, 18 April 1802, in *The Papers of Thomas Jefferson*, 4 March–30 June 1802, vol. 37, edited by Barbara B. Oberg (Princeton, NJ: Princeton University Press, 2010), 263–267. Available from the National Archives Founders Online website.

PRIMARY SOURCE ►

I.3

The Louisiana Territory Map

This is a map of the Louisiana territory, as people knew it in 1803. Many involved in the area still had questions about the boundaries, especially the western one with New Spain. The U.S. and Spanish boundaries were nebulous, mostly because it was difficult for settlers to see where that boundary was on the ground (as opposed to on a map). Likewise, both countries had not agreed to them yet. They remained to be fixed by future agreements.



Original Document Source: Map of Louisiana. By Samuel Lewis and Aaron Arrowsmith, 1805, Library of Congress, Prints and Photographs Division, Washington, DC, 2001620468.

PRIMARY SOURCE ►

I.4

James White on the Louisiana Purchase

On October 29, 1803, Federalist senator James White of Delaware spoke in Congress against the plan to purchase the Louisiana territory.

Original Document

I wish not to be understood as predicting that the French will not cede to us the actual and quiet possession of the territory. I hope to God they may, for possession of it we must have,—I mean of New Orleans, and of such other positions on the Mississippi as may be necessary to secure to us forever, the complete and uninterrupted navigation of that river. This I have ever been in favor of; I think it essential to the peace of the United States and to the prosperity of our Western country. But as to Louisiana, this new, immense, unbounded world, if it should ever be incorporated into this Union, which I have no idea can be done but by altering the Constitution, I believe it will be the greatest curse that could at present befall us. . . . Louisiana must and will become settled, if we hold it, and with the very population that would otherwise occupy part of our present territory. Thus our citizens will be removed to the immense distance of two or three thousand miles from the capital of the Union, where they will scarcely ever feel the rays of the General Government; their affections will become alienated; they will gradually begin to view us as strangers; they will form other commercial connections, and our interests will become distinct.

These, with other causes that human wisdom may not now foresee, will in time effect a separation, and I fear our bounds will be fixed nearer to our houses than the waters of the Mississippi. We have already territory enough, and when I contemplate the evils that may arise to these States from this intended incorporation of Louisiana into the Union, I would rather see it given to France, to Spain, or to any other nation of the earth upon the mere condition that no citizen of the United States should ever settle within its limits.

CONTINUED

Adapted Version

I am not saying that the French will not turn this territory over to us peacefully. I hope they will, because we must have it. That is, we must have New Orleans and other parts of the Mississippi we need to ensure our control over that river forever. I have always favored that; it is essential to our peace and to the prosperity of our western country. But as to the rest of this huge, unbounded territory, taking it will be the greatest curse to ever befall us. That is, if we can even purchase it without altering the Constitution. . . . If we hold that territory, it will be settled by the same people who would otherwise occupy part of our present territory. Our citizens will be scattered huge distances of two or three thousand miles from the capital of the Union. They will hardly be aware of the general government, their loyalties will weaken, they will soon view the rest of us as strangers, and their economic interests will be different from ours.

These and other factors will cause a complete separation. I fear our nation's boundaries will then be much closer to where we are now than to the Mississippi. We already have enough territory. Because of the evils that Louisiana will cause us, I would rather see it given to France or Spain or any other nation as long as no citizen of the United States could ever settle within its limits.

Original Document Source: James White, "Speech to Congress" (speech, House of Representatives, Washington, DC, October 29, 1803), in *History of Louisiana: The Spanish Domination*, 3rd ed., vol. 3, by Charles Gayarré (New Orleans, LA: Armand Hawkins, 1885), 550–551.

**Joseph Whitehouse and William Clark
on the Louisiana Purchase**

In 1803, President Jefferson chose Meriwether Lewis and William Clark to lead an expedition exploring the lands west of the Mississippi all the way to the Pacific Ocean. In early 1804, this expedition traveled from St. Louis, up the Missouri River, across the Rocky Mountains, and down the Columbia River to the Pacific. They then returned and arrived back in St. Louis in 1806. Lewis, Clark, and others kept journals of their trip. The passages here are from two of the participants. The first is by Private Joseph Whitehouse. The second is by William Clark. Together, they give a sense of what the Louisiana Purchase lands looked like to these early explorers.

Original Document**Whitehouse**

Friday 25 May 1804. we Set out eairly passed a Smal river on the Stard. Side. the Soil of this part of the country rich. towards evening we arived at a french village called St. Johns, on the Stard. Side a boat came here loaded with fur & Skins had been a long distance up the River tradeing with the Savages &c we Camped near this Small village this is the last Settlement of white people on this River.

Clark

June 19th Tuesday rain last night after fixing the new Oars and makeing all necessary arrangements, we Set out under a jentle breese from the S. E. . . . I observed on the Shore Goose & Rasp berries in abundance in passing Some hard water round a Point of rocks on the L. S. we were obliged to take out the roape & Draw up the Boat for ½ a mile, we Came too on the L. S. near a Lake of the Sircumfrance of Several miles Situated on the L. S. about two miles from the river this Lake is Said to abound in all kinds of fowls, great quanties of Deer frequent this Lake dureing Summer Season, and feed on the hows [haws] &c. &c. they find on the edgers the Lands on the North Side of the river is rich and Sufficently high to afford Settlements, the Lds. on the South Side assends Gradually from the river not So rich, but of a good quallity and appear well watered.

CONTINUED

Adapted Version

Whitehouse

Friday, 25 May 1804. This morning we set out early, passed a small river on the north side. The soil appeared very rich. Towards evening, we arrived at a French Village named Saint Johns, on the north side of the river. Shortly after our arrival, a boat arrived full of furs and deerskins. It was returning from a very long voyage up the Missouri River trading with the Indians. We camped near this small village, which is the last settlement of white people on this river.

Clark

June 19th Tuesday It rained last night. After fixing the new oars and making all necessary arrangements, we set out under a gentle breeze from the southeast. . . . I observed on the shore gooseberries and raspberries in abundance. In passing some hard water round a point of rocks on the left side, we were obliged to take out the rope and draw up the boat for half a mile. We came to on the left side near a lake of several miles circumference situated on the left side about two miles from the river. This lake is said to abound in all kinds of fowls. Great quantities of deer frequent this lake during summer and feed on the small trees and shrubs with fruit, which they find on the edges. The lands on the north side of the river are rich and sufficiently high to afford settlements. The lands on the south side ascend gradually from the river. They are not so rich, but are of a good quality and appear well-watered.

Original Document Source: Meriwether Lewis, William Clark, Joseph Whitehouse, et al., May 25, 1804, entry and June 19, 1804, entry, in *The Journals of the Lewis and Clark Expedition*, edited by Gary Moulton (Lincoln: University of Nebraska Press, 2005). Available online from the Journals of the Lewis and Clark Expedition, University of Nebraska-Lincoln website.

PRIMARY SOURCE ►

I.6

Speech of Native Americans to President Jefferson

In 1806, President Jefferson spoke to a visiting delegation of American Indians from the Missouri River region. He told them that after the Louisiana Purchase, the United States held all those lands and was now their “father.” American Indians and white officials often used family terms such as “father,” “children,” “brother,” and so on to indicate how they understood their relationship to one another. Jefferson told the Native Americans he hoped they and the United States could trade together and live in peace. This passage is a part of the American Indians’ response.

Original Document

Fathers

You say that you are as numerous as the stars in the skies, & as strong as numerous. So much the better, fathers, tho', if you are so, we will see you ere long punishing all the wicked Red skins that you'll find amongst us, & you may tell to your white Children on our lands, to follow your orders, & do not as they please, for they do not keep your word. Our Brothers who came here before told us you had ordered good things to be done & sent to our villages, but we have seen nothing, & your waged Men think that truth will not reach your ears, but we are Conscious that we must speak the truth, truth must be spoken to the ears of our fathers, & our fathers must open their ears to truth to get in.

Adapted Version

Fathers

You say that you are as numerous as the stars in the skies and are as strong as you are numerous. So much the better, fathers. However, if you are so strong, we hope you will soon punish the bad Indians you will find among us; and also, we hope you will tell your white children who are on our lands to follow your orders and not do whatever they feel like doing, for, in truth, they do not keep your word. Our brothers who visited you here before told us you had ordered good things to be done and goods sent to our villages. However, we have seen nothing. Your hired officials think you will never learn about that, but we feel strongly that we must speak this truth to our fathers. And, our fathers must open their ears to let the truth get in.

Original Document Source: Osages, Missouri, Otos, Panis, Cansas, Ayowais, and Sioux Nations, “Speech of the Osages, Missouri, Otos, Panis, Cansas, Ayowais, and Sioux Nations to the President of the U.S. and to the Secretary at War,” in *Letters of the Lewis and Clark Expedition with Related Documents, 1783–1854*, vol. 1, edited by Donald Jackson (Urbana: University of Illinois Press, 1978). Available from the Library of Congress.

PRIMARY SOURCE ►

I.7

Black Militia of New Orleans to William Claiborne

At the time of the Louisiana Purchase, no U.S. state had a militia made up of free blacks. New Orleans under the Spanish did have one. It was still active after France took over in 1801. Soon after the Louisiana Purchase, fifty-five members of this militia sent William Claiborne an "Address of the Free People of Color of New Orleans." Claiborne was the new U.S. governor of what would become the state of Louisiana. This is the main part of the address from this free black militia.

Original Document

We, the Subscribers, free Citizens of Louisiana, beg leave to approach your Excellency with Sentiments of respect and Esteem and sincere attachment to the Government of the United States.

We are Natives of this Province and our dearest Interests are connected with its welfare. We therefore feel a lively Joy that the Sovereignty of the Country is at length united with that of the American Republic. We are duly sensible that our personal and political freedom is thereby assured to us forever, and we are also impressed with the fullest confidence in the Justice and Liberality of the Government towards every Class of Citizens which they have here taken under their Protection.

We were employed in the military Service of the late Government, and we hope we may be permitted to say, that our Conduct in that Service has ever been distinguished by a ready attention to the duties required of us. Should we be in like manner honored by the American Government, to which every principle of Interest as well as affection attaches us, permit us to assure your Excellency that we shall serve with fidelity and Zeal. We therefore respectfully offer our Services to the Government as a Corps of Volunteers agreeable to any arrangement which may be thought expedient.

CONTINUED

Adapted Version

We are all free citizens of Louisiana. We come to you with sentiments of respect and esteem. We pledge our sincere loyalty to the government of the United States.

We are natives of this province, and we have the strongest interest in its welfare. We therefore feel a lively joy that our sovereign country is now united with the American Republic. We fully realize that our personal and political freedom is thereby assured to us forever. We are also confident of the justice and liberality of the U.S. government towards every class of citizens now taken under their Protection.

We were employed in the military service of the last government. We feel sure that our conduct in that service has proved our ready attention to all of our duties. We are attached to this service by our principles and our affection. Should the U.S. government honor us by keeping us in this service, we assure you that we will serve with fidelity and zeal. We therefore respectfully offer our services to the government as a Corps of Volunteers. We are agreeable to any arrangement which may be thought wise.

Original Document Source: Louisiana Militia to William Claiborne, 17 January 1804, in *Louisiana under the Rule of Spain, France, and the United States, 1785–1807: Social, Economic, and Political Conditions of the Territory Represented in the Louisiana Purchase*, vol. 2, edited by James Alexander Robertson (Cleveland, OH: Arthur H. Clark, 1911), 299.

William Claiborne on the Black Militia of Louisiana

William Claiborne, mentioned in Primary Source 1.7, was the new U.S. governor of the territory of Louisiana in 1803. This passage is from a letter Claiborne wrote to James Madison, dated December 27, 1803.

Original Document

Among my principal difficulties, I have to mention the re-organization of the Militia. . . . But my principal difficulty arises from two large Companies of people of color, who are attached to the service, and were esteemed a very serviceable corps under the Spanish government. On this particular Corps I have reflected with much anxiety. To re-commission them might be considered as an outrage on the feelings of a part of the Union; and as opposed to those principles of policy which the safety of the southern states has necessarily established. On the other hand, not to re-commission them would disgust them, and might be productive of future mischief. To disband them would be to raise an armed enemy in the very heart of the Country: and to disarm them would savour too Strongly of that desperate system of government which seldom succeeds. Should no necessity urge me to a hasty decision on this point, I shall await some opinion and instructions from the department of State; and have therefore to beg that I may be favored with them as soon as possible.

Adapted Version

The reorganization of the militia will be one of my principal difficulties. This mainly has to do with two large companies of people of color attached to the service. They were highly regarded by the Spanish government. I am very anxious about this corps. To recommission them might anger a major part of our Union. It would be seen to oppose principles established for the safety of the southern states. On the other hand, if I do not recommission this corps, it will disgust them, and it might lead to future trouble. Disbanding them might make them an armed enemy in the heart of this territory. To disarm them would seem like the sort of desperate act that seldom succeeds. If I do not have to act right away on this, I will wait for instructions from the department of state. I hope I will receive such instructions soon.

Original Document Source: William Claiborne to James Madison, 27 December 1803, in *The Papers of James Madison*, 1 November 1803–31 March 1804, vol. 6, edited by Mary A. Hackett, J. C. A. Stagg, Ellen J. Barber, Anne Mandeville Colony, and Angela Kreider (Charlottesville: University of Virginia Press, 2002), 229–232.

In 1819, Missouri applied to Congress to be admitted as a state. Missouri was part of the Louisiana Purchase lands. By 1819, several thousand black slaves had already been brought into Missouri. New York congressional representative James Tallmadge proposed an amendment to the bill admitting Missouri. His amendment would have prohibited all future introduction of slaves into Missouri, and Missouri would also have had to free all slave children born after the state was admitted when the children turned twenty-five years of age. John Taylor of New York spoke in favor of Tallmadge's amendment. This document is a passage from Taylor's speech. The Tallmadge amendment did not pass. A compromise settled this issue for the time being. However, this was just the start of decades of battle over slavery in the western lands.

Original Document

The sovereignty of Congress in relation to the States is limited by specific grants—but, in regard to the Territories, it is unlimited. Missouri was purchased with our money, and, until incorporated into the family of States, it may be sold for money. Can it then be maintained, that although we have the power to dispose of the whole Territory, we have no right to provide against the further increase of slavery within its limits? That, although we change the political relations of its free citizens by transferring their country to a foreign power, we cannot provide for the gradual abolition of slavery within its limits, nor establish those civil regulations which naturally flow from self-evident truth? No, sir it cannot; the practice of nations and the common sense of mankind have long since decided these questions.

Adapted Version

The Constitution limits the power Congress has over the states—but Congress has total sovereign power over the territories. We purchased Missouri with our money, and, until it officially becomes a state, we may sell it for money. Can anyone claim then that while we can sell the whole territory, we have no right to prevent the further increase of slavery within its limits? We can change the political status of its free citizens by selling their country to a foreign power, yet we are told we somehow cannot provide for the gradual abolition of slavery within its limits? Or that we cannot establish those civil rules that follow naturally from the self-evident truth of our control over this territory? No, sir, these things cannot be claimed. The practice of nations and the common sense of mankind already have decided these questions.

Original Document Source: John Taylor, "Missouri State Government—Restriction on the State," (speech, House of Representatives, Washington, DC, February 15, 1819), in *Abridgment of the Debates of Congress, from 1789 to 1856*, vol. 6, edited by Thomas Hart Benton (New York: D. Appleton, 1858), 336.

PRIMARY SOURCE ►

I.IO

Theodore Roosevelt on the Louisiana Purchase

Theodore Roosevelt was president of the United States from 1901 to 1909. Long before then, however, he was fascinated by the western lands of the United States. He wrote several books about the West. This passage is from one of these books, *The Winning of the West*, and offers one point of view about the long-term impact of the Louisiana Purchase as seen from about a century later.

Original Document

Jefferson, Livingston, and their fellow statesmen and diplomats concluded the treaty which determined the manner in which it came into our possession; but they did not really have much to do with fixing the terms even of this treaty. . . . The Americans would have won Louisiana in any event, even if the treaty of Livingston and Monroe had not been signed. The real history of the acquisition must tell of the great westward movement begun in 1769, and not merely of the feeble diplomacy of Jefferson's administration. In 1802 American settlers were already clustered here and there on the eastern fringe of the vast region which then went by the name of Louisiana. All the stalwart freemen who had made their rude clearings, and built their rude towns, on the hither side of the mighty Mississippi, were straining with eager desire against the forces which withheld them from seizing with strong hand the coveted province. They did not themselves know, and far less did the public men of the day realize, the full import and meaning of the conquest upon which they were about to enter. For the moment the navigation of the mouth of the Mississippi seemed to them of the first importance. Even the frontiersmen themselves put second to this the right to people the vast continent which lay between the Pacific and the Mississippi. The statesmen at Washington viewed this last proposition with positive alarm, and cared only to acquire New Orleans. The winning of Louisiana was due to no one man, and least of all to any statesman or set of statesmen. It followed inevitably upon the great westward thrust of the settler-folk—a thrust which was delivered blindly, but which no rival race could parry until it was stopped by the ocean itself.

CONTINUED

PRIMARY SOURCE ►

I.IO

THEODORE ROOSEVELT ON THE LOUISIANA PURCHASE CONTINUED

Adapted Version

Jefferson, Livingston, and all the other diplomats concluded the treaty that officially gave us the Louisiana territory, but they did not really have much to do even with the treaty itself. . . . The Americans would have won Louisiana even if the treaty had never been signed. The real history of all this must tell of the great westward movement begun in 1769, and not merely of the feeble diplomacy of Jefferson's administration. In 1802, American settlers were already gathering on the eastern fringe of the vast region of Louisiana. These brave freemen had made their plain clearings and built their plain towns on the eastern side of the mighty Mississippi. They already were straining with eager desire against the forces that kept them from seizing the Louisiana lands with strong hands. Neither they nor the statesmen realized the full import and meaning of this coming conquest. To them, the navigation of the Mississippi seemed to be the main issue. Even the frontiersmen themselves put this ahead of their right to the vast territory between the Pacific and the Mississippi. Many statesmen at Washington were actually alarmed at this idea. They only wanted New Orleans. The winning of Louisiana was due to no one man, and least of all to any set of statesmen. It was an inevitable result of the great westward thrust of the settler folk. It was a thrust delivered blindly, but no rival race could thwart it until it was stopped by the ocean itself.

Original Document Source: Theodore Roosevelt, *The Winning of the West: An Account of the Exploration and Settlement of Our Country from the Alleghenies to the Pacific*, vol. 2 (New York: G. P. Putnam's Sons, 1917), 467–468.

Communicating Results and Taking Action

Communicating Results

- ◆ Review Primary Source 1.5. You can access these journals entirely online. Use a trusted site or other sources to learn more about the expedition. Then find five other entries from the journals. Look for entries that provide insight into the value of this vast territory to the United States, as well as entries that suggest problems that acquiring the territory could present. In a brief talk, share the entries you chose with the class and explain why you selected them.
- ◆ Take notes comparing and contrasting Primary Sources 1.2 and 1.4. Note where they agree with each other and where they disagree. Consider what issues each, or both, ignores. Now pretend you are Thomas Jefferson and write a letter to James White responding to what he says in Primary Source 1.4. Then write a second letter from White replying to your first letter.
- ◆ Primary Sources 1.7 and 1.8 concern a group of free black soldiers in New Orleans at the time of the Louisiana Purchase. Your group's task will be to plan and conduct a panel discussion about these two sources. The group should first learn more about slaves and free people of color in New Orleans in the early 1800s. One good resource for this subject is the first two chapters of Keith Medley's *Black Life in Old New Orleans*. This book is listed in this lesson's Sources for Further Study. In your panel discussion, try to explain what Primary Sources 1.7 and 1.8 show us about New Orleans. Explain also why they reveal a challenge facing the United States as it took control of New Orleans after 1803.

Taking Action

- ◆ The Louisiana Purchase was what is called a sovereign land purchase. France permanently gave up all control over the lands it sold to the United States. A sovereign land purchase is not the same as one country buying land that still remains a part of another country. It means giving the purchasing nation sovereign control over the lands it buys. Could a true sovereign land purchase still take place today? As a group, discuss this idea. Look through online sources, newspapers, and magazines to find out about problem regions where a sovereign land purchase might make sense. Make two lists: one listing reasons why the idea might work and one listing the problems that make the idea a bad one. Share your two lists in a discussion with the class about the possibility of sovereign land purchases in today's world.
- ◆ After you have completed the previous assignment, share your two lists with others using social media. Summarize the responses you get, and, as a class, decide on the best possible purchase the United States could make. Use the points made in class and some points made from the first list to write an editorial on the topic, submit the editorial to your local newspaper or some other publication, and invite them to use it. Discuss any reader responses you get in class.

The Louisiana Purchase Rubric

Criteria	Unacceptable	Developing	Proficient	Excellent
Focus	Tries to respond to task instructions but lacks clear focus on a central idea or thesis	Addresses the task instructions adequately but focus on a central idea or thesis is uneven	Responds to the task instructions appropriately and convincingly; has a consistent focus on a central idea or thesis	Responds to all task instructions convincingly; has a clear and strong focus on a well-developed central idea or thesis
Research	Refers to some sources but fails to connect these in a relevant way to the task instructions	Refers to relevant sources well but does not always connect these clearly to the task instructions	Refers to relevant sources accurately and usually connects these to the task instructions and a central idea	Refers to relevant sources accurately and in great detail and connects these clearly to the task instructions and a central idea
Development and Use of Evidence	Uses some details and evidence from sources but does not make clear the relevance to the task purpose or instructions	Uses details and evidence from sources generally but not always in support of a clear focus relevant to the task purpose or instructions	Uses details and evidence from sources in a way that effectively supports a focus relevant to the task purpose or instructions	Uses details and evidence from sources along with clear explanations demonstrating deep understanding of the task purpose or instructions
Content	Refers to disciplinary content without clearly understanding it or while using it in an irrelevant or inaccurate manner	Refers to disciplinary content with some understanding but not always with a clear idea of its relation to the overall task	Accurately uses disciplinary content and demonstrates a clear idea of its relation to the overall task	Uses disciplinary content effectively and explains thoroughly and in-depth its relation to the overall task
Conventions	Demonstrates only limited control of standard English conventions with many errors in spelling, punctuation, grammar, and other conventions	Demonstrates some command of standard English conventions with limited errors in spelling, punctuation, grammar, and other conventions	Demonstrates adequate command of standard English conventions with few errors in spelling, punctuation, grammar, and other conventions	Demonstrates a well-developed command of standard English conventions with few errors and a use of language appropriate to the audience and the purpose of the task

Primary Source Bibliography

- 1.1 Ford, Worthington Chauncey, ed. *The Writings of George Washington*. Vol. 10. New York: G. P. Putnam's Sons, 1890.
- 1.2 Oberg, Barbara B. *The Papers of Thomas Jefferson, 4 March–30 June 1802*. Vol. 37. Princeton, NJ: Princeton University Press, 2010.
- 1.4 Gayarré, Charles. *History of Louisiana: The Spanish Domination*. 3rd ed. Vol. 3. New Orleans, LA: Armand Hawkins, 1885.
- 1.5 Moulton, Gary E. *The Journals of the Lewis and Clark Expedition*. Lincoln: University of Nebraska Press, 2005.
- 1.6 Jackson, Donald, ed. *Letters of the Lewis and Clark Expedition with Related Documents, 1783–1854*. Vol. 1. Urbana: University of Illinois Press, 1978.
- 1.7 Robertson, James Alexander. *Louisiana under the Rule of Spain, France, and the United States, 1785–1807: Social, Economic, and Political Conditions of the Territory Represented in the Louisiana Purchase*. Vol. 2. Cleveland, OH: Arthur H. Clark, 1911.
- 1.8 Hackett, Mary A., J. C. A. Stagg, Ellen J. Barber, Anne Mandeville Colony, and Angela Kreider, eds. *The Papers of James Madison, 1 November 1803–31 March 1804*. Vol. 6. Charlottesville: University of Virginia Press, 2002.
- 1.9 Benton, Thomas Hart, ed. *Abridgment of the Debates of Congress, from 1789 to 1856*. Vol. 6. New York: D. Appleton, 1858.
- 1.10 Roosevelt, Theodore. *The Winning of the West: An Account of the Exploration and Settlement of Our Country from the Alleghanies to the Pacific*. Vol. 2. New York: G. P. Putnam's Sons, 1917.

Sources for Further Study

Blumberg, Rhoda. *The Incredible Journey of Lewis and Clark*. New York: Lothrop, Lee, and Shepard, 1987.

———. *What's the Deal?: Jefferson, Napoleon, and the Louisiana Purchase*. Washington, DC: National Geographic Children's Books, 1998.

Burgan, Michael. *The Missouri Compromise*. We the People: Civil War Era. Mankato, MN: Compass Point Books, 2006.

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Women of the Republic

Did Changing Roles Bring Them Closer to Equality?

Overview

Introduction

Women's place in society began to change after the American Revolution. In the 1800s, cities and towns began to grow. More workers, including many women, took jobs in shops and factories outside the home. However, only men primarily worked outside the home. This left women at home by themselves. A so-called cult of domesticity glorified that condition, but some women resisted this worship of domesticity in order to claim a special role for women in public life.

Even women who accepted domesticity sometimes used it to assert a more important role in society as well. Both groups of women took part in many social-reform movements. For some, this included a call for women's equal rights as citizens. But did all this change move women closer to full equality? In this unit, students will work with short passages from ten primary sources in an effort to answer this question. While these sources alone won't completely answer this question, they can help. Moreover, they can form the core content for a set of tasks that will help students better understand this important trend in the nation's history.

Objectives

Students will complete a final task or prepare a final presentation to respond in a meaningful way to a compelling question about women in the early republic. They will work individually and in groups to apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary sources before presenting their ideas to the class.

C3 Standards Addressed by This Unit

- ◆ **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- ◆ **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
- ◆ **D2.HIS.5.6-8.** Explain how and why perspectives of people have changed over time
- ◆ **D2.HIS.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- ◆ **D2.HIS.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- ◆ **D2.HIS.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- ◆ **D2.CIV.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- ◆ **D2.ECO.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- ◆ **D2.GEO.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- ◆ **D2.GEO.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

- ◆ **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- ◆ **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.
- ◆ **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- ◆ **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.
- ◆ **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- ◆ **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- ◆ **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Common Core Anchor Standards Addressed by This Unit

- ◆ **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.6.** Assess how point of view or purpose shapes the content and style of a text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- ◆ **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- ◆ **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Teaching Instructions

Compelling Question

Did women's changing roles grant them equality?

Preparation

Provide all students with a copy of the Introductory Essay. Assign this reading as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the lesson in mind as they read.



Asking Questions about Women in the Republic

This part of the lesson stresses Dimensions 1 and 2 of the C3 Framework

Day One

1. Briefly discuss the Introductory Essay with the class and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the primary sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines of Dimension 2 in the C3 Framework—history, civics, economics, or geography. As they work, the groups should keep in mind the lesson's overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Provide each student with a copy of all the primary sources for this unit. Each group may share a primary source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three primary sources, and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.



Applying Disciplinary Concepts and Evaluating Sources and Evidence

This part of the lesson stresses Dimensions 2 and 3 of the C3 Framework

Day Two

6. Students will return to their previously assigned groups and formulate a claim addressing their group's compelling question. After reading the remaining seven primary sources, they will select one that supports their claim.

7. Using the evidence gathered from the primary sources, each group will then prepare a brief (five- to ten-minute) presentation about the changing role of women in the republic from their group's disciplinary perspective. The presentation can be in the form of an oral report, a debate among group members, or a PowerPoint or another related type of presentation. Allow time for students to prepare by discussing and debating topics among themselves.

Day Three

8. Each group will deliver its presentation. Allow time for class discussion following each presentation, and for a final effort to answer the central compelling question for the lesson.



Communicating Results and Taking Action

This part of the lesson stresses Dimension 4 of the C3 Framework

Students will complete a final project that expresses understanding of the topic and responds clearly to the lesson's compelling question. The projects may be completed in groups, but students should be evaluated individually.

Distribute the Communicating Results and Taking Action handout, and decide whether you will assign the projects or allow students to form groups and choose tasks on their own. Set a reasonable deadline. Students should review the Women of the Republic Rubric so they can understand how their performances will be evaluated. The projects are summarized below.

Communicating Results

- ◆ In small groups, students will look at Primary Source 2.6 and read Primary Sources 2.1, 2.4, 2.5, and 2.9. Students should discuss how they think each of the women in these sources would react to the lithograph. They will then role-play an interaction between Lydia Huntley Sigourney, Sarah Grimke, Catherine Beecher, and Harriet Farley, focusing primarily on reacting to the lithograph.
- ◆ Have students research Lucretia Mott and Elizabeth Cady Stanton. What was it about the events at that convention that brought the two women together and helped motivate them in their political struggle? Students should then prepare a brief talk to the class on this meeting and its impact on history.
- ◆ Have students look through resources such as history books, online sources, and books on the history of fashion and clothing. They should look for ads and other illustrations of women's clothing in the 1800s. Also have them research more about temperance and women's rights worker Amelia Bloomer. Students should find examples of the outfits named for her and share copies of the illustrations they find with the class. Students should use them in a talk about women's clothing in the 1800s.

Taking Action

- ◆ Women's rights advocates today are concerned with a different range of issues from those that concerned women in the mid-1800s. Here is a partial list of current women's rights issues.

- Electing a woman as U.S. president
- Publicly funded daycare
- Equal pay for equal work
- Abortion rights
- Sexual-harassment laws
- Affirmative action

In a small group, hold a panel discussion on what the women in this lesson's primary sources might have thought about some or all of these issues. If there is an issue you want to discuss that is not on the above list, consult with your instructor about your chosen subject. You may want to do further research to understand better the possible views of the women in this lesson. Based on your group presentation, decide as a class what two issues should be seen as the most long-standing and important regarding women's rights. After you have decided, interview your grandmother or an older female friend of the family about the two issues. Listen to her first-hand testimony of the issues. In another class discussion, decide which points are the most relevant and striking.

- ◆ After completing the previous activity, students may use social media to share the most important interview points and ask others what they think of the class's decision as to the most long-standing and important women's rights issues. As a class, students should discuss the responses they get and evaluate the effectiveness of this way of sharing ideas about current public issues. If possible, students should try to get an ordinance passed in your city concerning one of these issues. They will write a letter to the city council detailing the class's discussion points, the first-hand testimony, and the social-media responses to make their point.

Introductory Essay

Women of the Republic



A political cartoon in 1869, showing the role-reversal feared by opponents of women's rights

In the early 1800s, most American women spent their lives rearing children and doing household labor. The American Revolution proclaimed the ideals of liberty and equality for all, but women continued to lack many rights that men had in economic and political realms outside the household. As a woman grew up, her father controlled her completely. She was expected to marry, and, once she did, her husband took control over most areas of her life. For example, most of a married woman's property belonged to her husband, even property she earned through her own labor.

Women's place in society did begin to shift after the American Revolution. In the 1800s, cities and towns began to grow. More workers, including many women, took jobs in shops and factories outside the home.

However, it was men who worked primarily outside the home. This left women at home by themselves (or with children). Scores of pamphlets in the 1800s offered a glowing view of this condition. They described women as far better suited than men to care for children and make the home a refuge. In a harsh and competitive world, a refuge was what men needed. Historians often refer to this view of a woman's place as a "cult of domesticity."

The cult of domesticity painted a rosy picture of a woman's home life, and the cult displayed a harsh side as well. People with this cult mentality viewed a woman on her own as taking big risks. If she left her domestic sphere, people would severely criticize her. Yet several social trends in the early 1800s did lead women to become more involved in public life; one of the most important was a great religious revival called the Second Great Awakening. It featured large, open-air meetings where emotional sermons instilled in listeners a strong sense of sin and a longing for redemption. Women participated in these revivals in very large numbers. The revivals stressed the individual's ability to gain salvation through their own efforts. The movement reflected the growing democratic spirit of the United States. It was a spirit in which both personal and social perfection was seen as possible.

The spirit of perfectionism made itself felt in all kinds of social reform efforts. One that women took very seriously was the temperance crusade. Historians agree that alcoholism was a huge problem in the early 1800s, and it was a problem especially likely to harm women or children with alcoholic husbands or fathers.

Even more than temperance, antislavery was linked closely to the beginning of the women's rights movement. The connection was not always a harmonious one, however. In 1833, the American Anti-Slavery Society met in Philadelphia. When the meeting refused to admit women members, Lucretia Mott and several others formed the Philadelphia Female Anti-Slavery Society. Then, at the World Anti-Slavery Convention in London in 1840, women were only allowed in as spectators in the balcony. Mott was not pleased. Neither was Elizabeth Cady Stanton, who was there with her husband. The two women soon joined together to work for women's rights. In 1848, they were the key organizers of the first women's rights convention. It met at Seneca Falls, New York, where Stanton lived. That meeting issued its famous Declaration of Sentiments. It also called for women's suffrage. The meeting attracted a lot of



attention, but winning the right to vote would still be a long and painful struggle. It only finally succeeded in 1920, with passage of the Nineteenth Amendment to the U.S. Constitution.

Meanwhile, many women fought for improved education for girls and women. Several set up schools and colleges specifically for women. They insisted on an education equal to that for men. Critics often ridiculed these efforts and distorted the women's rights movement's real aims by claiming that women's rights advocates wanted to reverse male and female roles. Some feared that the movement would make women more masculine and send them into a morally dangerous world. Meanwhile, men would be kept home to tend the children and do housework. Actually, few women's rights leaders were radical thinkers about marriage, the family, or children. Moreover, many women still valued their special role in the "domestic sphere." Catherine Beecher was one woman who did—even though she was herself a forceful writer and social reformer. This duality of thought suggests that it is not easy to decide the central question for this lesson. Did the changes in women's lives during these decades make women more equal? The primary sources for the lesson will give you the means to discuss this question and decide for yourself.



Cartoon about women's roles in prohibition

Image Sources: *The Age of Brass. Or the Triumphs of Woman's Rights.* By Currier and Ives, 1869, Library of Congress, Prints and Photographs Division, Washington, DC, LC-DIG-pga-05762.

Votes for Women. By unknown artist, circa 1913, Library of Congress, Prints and Photographs Division, Washington, DC, LC-USZ62-95344

Political Cartoon. By Currier and Ives, circa 1874, Library of Congress, Prints and Photographs Division, Washington, DC, LC-USZ62-683



History Group

GROUP MEMBERS:

Women of the Republic

Your group's task is to look at the changing role of women in the early republic from a historical perspective. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Did the cult of domesticity help or hinder women in their quest for greater equality in American life in the 1800s? Why or why not?

3. Read and discuss Primary Sources 2.1, 2.5, and 2.6.
4. Read and discuss the following background information. Use the information to help complete the handout.

The phrase “cult of domesticity” refers to a set of beliefs about women. These beliefs were widely held in the 1800s. The cult of domesticity stressed a sharp contrast between the private and public areas of life. The ideal woman, according to these beliefs, was best left in charge of the private realm—the home. She was seen as gentle, pious, and devoted to the spiritual care of her husband and children. Men, in contrast, were expected to go out into the public realm of business and public affairs.

The division of public and private was actually becoming sharper in the early 1800s. As cities, shops, and factories grew, men (and some women) increasingly worked away from the home. The public realm seemed to many to be getting harsher and more competitive. While women were expected to offer comfort, spiritual healing, and moral guidance to their husbands and children, they were also very much in charge of the household while their husbands were away. This required a specific set of skills, such as food preservation and preparation, cleaning and other

household maintenance, and managing servants. Women also needed enhanced education, as it was their duty to raise a generation of virtuous citizens. Perhaps this is one reason that so many women became involved in social-reform movements. The cult of domesticity may have praised women for being pious and meek at home, but it placed new demands on them to do more to make the world, as well as their homes, a better place with the same amount of limited social resources.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 2.1

Primary Source 2.5

Primary Source 2.6

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Did the cult of domesticity help or hinder women in their quest for greater equality in American life in the 1800s? Why or why not?

State your group's claim here:

7. From the remaining seven primary sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.



GROUP MEMBERS:

Women of the Republic

Your group's task is to explore the civics of the changing role of women in the early republic. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Women's rights leaders worked to win the right to vote and to change marital-property laws. Which goal was more important to those seeking equal political rights in the early 1800s? Why?

3. Read and discuss Primary Sources 2.2, 2.3, and 2.8.
4. Read and discuss the following background information. Use the information to help complete the handout.

The leaders of the American Revolution proclaimed that "all men are created equal" and "are endowed by their Creator with certain inalienable rights," but the right to vote was not listed as one of those inalienable rights. This exclusion may seem odd from a modern point of view. However, the Framers had a very different idea about it.

At the time, women could not vote, nor could slaves or many other African Americans. However, many white males also could not vote; a man often needed to own a certain amount of property before he had voting privileges. The idea behind this system was that a man's property made him independent and secure, and a person without property could easily be controlled by those he depended upon for his support. He would not be independent as a citizen or a voter.

Could this view about property have affected ideas about women's roles in political society? If a married woman could not control her property, would

she vote as an independent citizen, or would she just vote as her husband, or father, wished? In fighting for the right to her property, married women could be seen as also fighting for their voting rights as fully independent citizens.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 2.2

Primary Source 2.3

Primary Source 2.8

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Women's rights leaders worked to win the right to vote and to change marital-property laws. Which goal was more important to those seeking equal political rights in the early 1800? Why?

State your group’s claim here:

7. From the remaining seven primary sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group’s discipline-based compelling question. Use the space below for notes or to create an outline of your group’s presentation.



Economics Group

GROUP MEMBERS:

Women of the Republic

Your group's task is to explore the economics of the changing role of women in the early republic. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

In the early 1800s, a more urban and commercial society was developing. Why might that have led women to seek greater equality in American society?

3. Read and discuss Primary Sources 2.4, 2.5, and 2.9.
4. Read and discuss the following background information. Use the information to help complete the handout.

In the early 1800s, a market revolution changed American economic life in many ways. The term “market revolution” is one several historians use. With regard to farming, historians mean a shift from farming mainly for the family's own use to a more commercial form of agriculture. Most Americans still farmed, but more and more of them grew extra crops to sell at market. Industrial growth also sped up. Shops, factories, and mills multiplied. Cities grew rapidly.

Family life during this time came under some strain. Work became separated from the home. This often disrupted family life for the poor—especially when men, women, and children *all* went off to work. Some women protested the harsh labor conditions, but most could not afford to be too active in such public ways—they simply struggled to survive. Meanwhile, a new middle class was also growing, and it was better off. However, its family life was also under strain. Women were expected to

stay home and remain genteel, pious, and pure. Children were supposed to be kept innocent and protected. Despite these expectations, household work could be harsh and time consuming. Women also often bore many children, which was physically draining and often dangerous. In addition to all these duties, mothers were supposed to educate the young and impart to them high ideals. It is little wonder many women became restless and claustrophobic, and soon aspired to apply their ideals to improve the society outside their homes.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 2.4

Primary Source 2.5

Primary Source 2.9

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

In the early 1800s, a more urban and commercial society was developing. Why might that have led women to seek greater equality in American society?

State your group's claim here:

7. From the remaining seven primary sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.



Geography Group

GROUP MEMBERS:

Women of the Republic

Your group's task is to explore how geography affected the changing role of women in the early republic. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.

2. As a group, briefly discuss the following compelling question:

The North and South were divided in the mid-1800s. Did this split slow the movement for women's rights, or did it give the movement added strength?

3. Read and discuss Primary Sources 2.4, 2.5, and 2.7.
4. Read and discuss the following background information. Use the information to complete the handout.

The women's rights movement was one of several social-reform movements of the early 1800s. Many leaders of these movements were affected deeply by the spiritual upheaval known as the Second Great Awakening. A strong religious sense of sin led many to question flaws in themselves and in their society. One of American society's deepest flaws was slavery. Many women took part in the religious revivals, camp meetings, and missionary efforts of the day, and some of them soon became crusaders against slavery. The Grimké sisters, Sojourner Truth, and other women took on public-speaking roles. Many early advocates of women's rights got their start in antislavery societies.

The spiritual renewal of the Second Great Awakening spread through both the North and the South. Until the 1820s, its criticisms of slavery even made some headway in the slaveholding South, but soon the sectional divide widened. The Southern defense of slavery grew stronger

and angrier. Methodists and other denominations split over the issue of slavery. It became dangerous for abolitionists to speak out in the South. Other social reformers, including women's rights advocates, were often ridiculed as well. The Grimké sisters were exceptional, as they came from a slaveholding family and spoke out against slavery. Most women's rights leaders were from the North. This may have deprived the movement of some Southern supporters; however, it may also have aroused others to fight all the harder for a more equal and just society.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 2.4

Primary Source 2.5

Primary Source 2.7

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

The North and South were divided in the mid-1800s. Did this split slow the movement for women's rights, or did it give it added strength?

State your group’s claim here:

7. From the remaining seven primary sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group’s discipline-based compelling question. Use the space below for notes or to create an outline of your group’s presentation.

How to Analyze a Primary Source

In this lesson, you will be studying several primary source documents. This handout offers suggestions for how best to read and analyze historical primary sources. Studying such sources is challenging. They were created in a different time and place. Their language and use of certain key terms often differ from ours. They assume things we might not accept. They arise out of historical circumstances and settings that differ greatly from our own times. To use such sources as evidence, you need to apply some special critical thinking skills and habits. Here are some guidelines to help you do this.

◆ *Question the source*

Since no primary source was written with you and your interests in mind, you need to be clear about what you are looking for when you examine a source. You need to stay in charge of the investigation. Act like a detective, and ask questions. Above all, keep your own most important compelling questions in mind as you read and think about a source.

◆ *Consider the source's origins*

This is often simply called “sourcing.” It means asking who created the source, when and where the source was created, and why. If you know the source’s purpose, you will be more likely to see how it is shaped by its creator’s point of view. Among other things, sourcing can also help you decide how reliable or typical a source might be.

◆ *Contextualize the source*

“Context” here means the broader historical setting for the source. Sources are always a part of a larger historical context. You need to consider how this context helps clarify the meaning of the source. You also need to decide which context is most important. Sources might be best understood in connection with a local context or a recent event. Alternatively, they might be understood better within a national or international context, or as part of a long-term trend in society at large. Your guiding questions should help you decide what context is most important.

◆ *Corroborate the source*

This means you must think about your source in relation to other sources. Does the source back up those other sources, or does it seem to be at odds with the other sources? Might there be additional sources, which have not been provided to you, that could support or conflict with the source?

◆ *Above all, read the source carefully*

Look at language closely. Pay attention to images, emotional language, metaphors, and other literary devices. Think about what is implied, not merely what is stated or claimed in so many words. Think about what is left out as well as what is included. Make inferences based on your close reading. This will help you get more out of your source than even the source’s creator might have seen in it.

The American Revolution raised many questions about what the role of women should be in the new republic. A concept of Republican Womanhood was developed in response. It gave women new respect as those who would play a key role in the new republic. Their task was to nurture active, informed, virtuous citizens, and this meant they also had to be given new opportunities to learn and grow. Was this a step toward greater equality for women, or was it just a new kind of inequality? This passage from poet Lydia Huntley Sigourney helps illustrate one aspect of the concept of Republican Womanhood.

Original Document

Woman is surely more deeply indebted to the government that protects her, than man, who bears within his own person, the elements of self-defence. But how shall her gratitude be best made an operative principle? Secluded as she wisely is, from any share in the administration of government, how shall her patriotism find legitimate exercise? . . .

It seems now to be conceded, that the vital interests of our country, may be aided by the zeal of mothers. Exposed as it is, to the influx of untutored foreigners, often unfit for its institutions, or adverse to their spirit, it seems to have been made a repository for the waste and refuse of other nations. To neutralize this mass, to rule its fermentations, to prevent it from becoming a lava-stream in the garden of liberty, and to purify it for those channels where the life-blood of the nation circulates, is a work of power and peril. The force of public opinion, or the terror of law, must hold in check these elements of danger, until Education can restore them to order and beauty. Insubordination is becoming a prominent feature in some of our principal cities. Obedience in families, respect to magistrates, and love of country, should therefore be inculcated with increased energy, by those who have earliest access to the mind. A barrier to the torrent of corruption, and a guard over the strong holds of knowledge and of virtue, may be placed by the mother, as she watches over her cradled son. Let her come forth with vigour and vigilance, at the call of her country . . . like the mother of Washington, feeling that the first lesson to every incipient ruler should be, "*how to obey*." The degree of her diligence in preparing her children to be good subjects of a just government, will be the true measure of her patriotism. While she labours to pour a pure and heavenly spirit into the hearts that open around her, she knows not but she may be appointed to rear some future statesman, for her nation's helm, or priest for the temple of Jehovah.

CONTINUED

Adapted Version

Woman needs government to protect her more than man does. Man is naturally much better able to protect himself. She should be grateful for this protection. But she is wisely kept from having any share of the administration of government. So what can she do to show her gratitude and her patriotism? . . .

The enthusiastic efforts of mothers can aid the vital interests of our country. Poorly informed or educated foreigners are flooding into our country. They are often unfit for its institutions, or opposed to their spirit. We seem to be collecting the human refuse of other nations. It will be vital to make this mass of people less harmful and keep them from destroying the garden of liberty. It will take real effort to purify them so they do not endanger the life-blood of the nation. The danger can be controlled for a time by public opinion and the power of the law. But it will take education to restore order and beauty to our republic. Insubordination is widespread in some of our major cities. Obedience in families, respect for public officials, and love of country must all be taught and instilled with increased energy. This must be done above all by those who have earliest access to the minds of our citizens. Mothers watching over their cradled sons can be a barrier against corruption and a guard over knowledge and virtue. Let mothers come forward with energy and vigilance, at the call of their country . . . like the mother of Washington did. They must see and feel that the first lesson to every future ruler should be, "*how to obey*." A mother's patriotism will be measured by how hard she works to prepare her children to be good subjects of a just government. While she works to pour a pure and heavenly spirit into the open hearts of her children, she may actually be rearing some future statesman or a priest for the temple of Jehovah.

Original Document Source: Lydia Huntley Sigourney, "Letter 1: Privileges of the Mother," in *Letters to Mothers* (Hartford, CT: Hudson and Skinner, 1838), 13–15.

Article Detailing Senator Tucker's Opposition to the Women's Property Act

Even after the American Revolution, women were still denied many legal rights that would have made them equal with men. Marriage placed strict limits on women's rights. When a woman married, she gave up the right to own anything in her name. She could not sign contracts or do many other things required to engage in trade or business. Her husband controlled her property just as he controlled her. Finally, in the early 1800s, efforts were made in many states to give married women more property rights. The first state to do this was Mississippi in 1839, but not all Mississippians favored the proposed new law as it was being debated. This passage is from a newspaper story reporting the views of one opponent in the Mississippi Senate.

Original Document

Mr. Tucker, in opposition to the bill, said it contemplates a community of property between the husband and wife, which will involve endless litigation. The delicacy of females forbids their participation in the turmoils and strife of business. This bill proposes to give to them, in their own right, a subject matter, for the management of which their habits, education, weakness, virtue, and delicacy, totally disqualify them. This bill proposes a total and radical change . . . a law which in its tendency is calculated to separate those whom God hath joined together. By this bill, the woman is to have, not only a certain property, but also the rents, issues, and profits of the same—not in any wise subject to the husband's use or control. This bill will make the husband, in fact, the overseer of his wife's plantation. It changes the whole order of things: the man must put on the petticoats, and the woman the breeches. After a long life's labor of a man dabbling in petticoats he may possibly become entitled to be endowed of his ladies' estate. If you would degrade and disgrace all that is lovely in woman, pass this bill; but if you would sustain them firmly on the high and exalted eminence which they now occupy in the eyes of the world and of man, spurn and reject this bill, as one of the most unholy and fraudulent devices ever presented.

CONTINUED

Adapted Version

Mr. Tucker opposed the bill for providing that property be held in common by husband and wife. He said this will involve endless law suits. The delicacy of females makes it harmful for them to take part in the turmoil and strife of business. This bill would allow them to manage matters that their habits, education, weakness, virtue, and delicacy leave them totally unable to handle. This bill proposes a total and radical change. . . . It is practically designed to separate those whom God has joined together. By this bill, the woman is to have certain property, as well as the rents, issues, and profits of the same, without the husband having any use or control. It makes the husband no more than the overseer of his wife's plantation. It changes the whole order of things. The man must put on the dress; the woman the pants. Only after a long life in this condition, may the man possibly become entitled to inherit his ladies' estate. If you want to degrade and disgrace all that is lovely in woman, pass this bill. But if you want to keep women on the high and exalted plateau they are now seen to occupy, then reject this bill. It is one of the most unholy and fraudulent measures ever presented.

Original Document Source: "Opposition to the First State Married Women's Property Act," Aberdeen Whig, March 9, 1839.

Indiana called together a constitutional convention from 1850 to 1851 to make changes to that state's constitution. The convention took up the issue of granting more property rights to married women. One of the delegates to the convention was Daniel Read, a professor at Indiana State University. This passage is part of a statement he made in support of giving married women these rights.

Original Document

The question is not what part of the husband's property the woman shall have, or whether, indeed, she shall have any of it. It is simply whether, under the Constitution of Indiana, she may have *her own* property—that which comes to her from her parents—that which is given her by a brother—that which is earned by her own hands? The question is, whether in declaring the great and fundamental right of acquiring and possessing property, we shall say that married women may have any rights of property? . . .

The writers on natural law tell us that the highest title of property which any human being can have, is that of *maker*. The celebrated [philosopher John] Locke says that the labor of a man's body, and the works of his hands, are properly his. But, sir, even this most sacred title will not avail the married woman. It will not stand against the husband's grog bill! The product of many a day's toil and labor, bestowed with all the earnestness of a woman's busy care, are not, under our laws, not safe to herself and her children against the debts of a profligate and spendthrift husband. . . .

. . . The day a woman is married . . . from this day she has no more rights of property than has the slave of her lord. Over his property, or her own, though it may have been millions, she has no legal power whatever. Her contracts, except as his servant, are void. For a living her claim is exactly that of the slave—for the necessities of life—and this, though she may have brought him the very fortune which he is spending in riotous living.

CONTINUED

Adapted Version

The question is not how much of the husband's property the woman shall have. It is simply whether, under the Constitution of Indiana, she may have *her own* property. It may be property that came to her from her parents or a brother, or it may be property earned by her own hands. Regarding the great and fundamental right of acquiring and possessing property, the question is whether married women may have any rights of property at all? . . .

Writers on natural law tell us that the highest title of property ownership possible is that of *maker*. The famed philosopher John Locke says that the labor of a man's own hands—what he makes—is properly his. But even this most sacred title does the married woman no good. It won't even stop the husband from using her property to pay for his liquor! The product of her many a day's toil done with diligent care is not safe against the debts of a wasteful and spendthrift husband. . . .

. . . From the day a woman is married, she has no more rights of property than has the slave of her husband. Over his property, or her own, not matter how valuable, she has no legal power whatever. Her contracts have no legal standing, except as his servant. For a living, her claim is exactly that of the slave. That is, she can claim the necessities of life—even though she may have brought him the very fortune he is spending in riotous living.

PRIMARY SOURCE ►

2.4

Sarah Grimké's Letter to Her Sister

Sarah Grimké and her sister, Angelina, were famous abolitionist sisters in the 1830s. They understood slavery well, given that they grew up in a slaveholding family in South Carolina. They both became Quakers, turned against slavery, and became forceful public speakers for abolitionism.

Original Document

In the then state of the world [in ancient Rome] . . . women enjoyed as much happiness as was consistent with that comparatively unimproved condition of our species; but now a new and vast sphere of usefulness is opened to her, and she is pressed by surrounding circumstances to come up to the help of the Lord against the giant sins which desolate our beloved country. Shall woman shrink from duty in this exigency, and retiring within her own domestic circle, delight herself in the abundance of her own selfish enjoyments. Shall she rejoice in her home, her husband, her children, and forget her brethren and sisters in bondage, who know not what it is to call a spot of earth their own, whose husbands and wives are torn from them by relentless tyrants, and whose children are snatched from their arms by their unfeeling task-masters, whenever interest, or convenience, tempts them to this sacrilegious act? Shall woman disregard the situation of thousands of her fellow creatures, who are the victims of intemperance and licentiousness . . . ? Shall she, because “her house is her *home*,” refuse her aid and her sympathy to the down trodden slave, to the poor unhappy outcasts who are deprived of those blessings which she so highly prizes? Did God give her those blessings to steel her heart to the sufferings of her fellow creatures? Did he grant her the possession of husband and children, to dry up the fountains of feeling for those who know not the consolations of tenderness and reciprocal affection? Ah no! for every such blessing, God demands a grateful heart; and woman must be recreant to her duty, if she can quietly sit down in the enjoyments of her own domestic circle, and not exert herself to procure the same happiness for others.

CONTINUED

Adapted Version

In ancient Rome, women enjoyed as much happiness as was possible, given how backward our species was then, but now new chances to be useful are open to her. And conditions cry out to her to help the Lord against the giant sins ruining our beloved country. Will woman shrink from this duty and retreat into her own domestic circle? Will she delight herself with her many selfish enjoyments? Will she just rejoice in her home, her husband, and her children? Will she forget her brothers and sisters in bondage who can call no spot of earth their own? Their husbands and wives are torn from them by relentless tyrants, and their children are snatched from their arms by unfeeling owners whenever interest, or convenience, tempts them to this sacrilegious act? Will woman ignore the thousands of victims of intemperance and immorality? Will she retreat to the privacy of her own comfortable home? Just because “her house is her *home*,” will she refuse her aid and sympathy to the downtrodden slave, to the poor, unhappy outcasts deprived of those blessings she so highly prizes? Did God give her those blessings to steel her heart to the sufferings of others? Did he give her husband and children just to dry up the fountains of feeling for those who lack those comforts of tenderness and mutual affection? Ah no! For every such blessing, God demands a grateful heart. Woman is unfaithful to her duty if she can quietly enjoy her own domestic circle and not exert herself to provide the same happiness for others.

Original Document Source: Sarah Grimké to Angelina Grimké, 22 August 1837, in *Letters on the Equality of the Sexes, and the Condition of Woman*, by Sarah M. Grimké (Boston, MA: Isaac Knapp, 1838), 40–41.

Catherine Beecher was the daughter of Lyman Beecher and sister of Harriet Beecher Stowe, the author of *Uncle Tom's Cabin*. This famous family included many forceful abolitionists. Catherine devoted herself to promoting women's education. She opposed slavery and also favored the temperance movement. However, she disagreed with the Grimké sisters as to the roles women should play in bringing about social reform. In this passage, Catherine explained her views on this subject.

Original Document

In this arrangement of the duties of life, Heaven has appointed to one sex the superior, and to the other the subordinate station, and this without any reference to the character or conduct of either. It is therefore as much for the dignity as it is for the interest of females, in all respects to conform to the duties of this relation. And it is as much a duty as it is for the child to fulfill similar relations to parents, or subjects to rulers. But while woman holds a subordinate relation in society to the other sex, it is not because it was designed that her duties or her influence should be any the less important, or all-pervading. But it was designed that the mode of gaining influence and of exercising power should be altogether different and peculiar.

It is Christianity that has given to woman her true place in society. And it is the peculiar trait of Christianity alone that can sustain her therein. "Peace on earth and good will to men" is the character of all the rights and privileges, the influence, and the power of woman. A man may act on society by the collision of intellect, in public debate; he may urge his measures by a sense of shame, by fear and by personal interest; he may coerce by the combination of public sentiment; he may drive by physical force, and he does not outstep the boundaries of his sphere. But all the power, and all the conquests that are lawful to woman, are those only which appeal to the kindly, generous peaceful and benevolent principles.

Woman is to win everything by peace and love; by making herself so much respected, esteemed and loved, that to yield to her opinions and to gratify her wishes, will be the free-will offering of the heart. But this is to be all accomplished in the domestic and social circle. There let every woman become so cultivated and refined in intellect, that her taste and judgment will be respected; so benevolent in feeling and action; that her motives will be revered;—so unassuming and unambitious, that collision and competition will be banished;—so "gentle and easy to be entreated," as that every heart will repose in her presence; then, the fathers, the husbands, and the sons, will find an influence thrown around them, to which they will yield not only willingly but proudly. A man is never ashamed to own such influences, but feels dignified and ennobled in acknowledging them. But the moment woman begins to feel the promptings of ambition, or the thirst for power, her aegis of defence is gone.

CONTINUED

Adapted Version

In arranging the duties of life, Heaven has made one sex superior and the other subordinate. This has nothing to do with the character or conduct of either. Therefore accepting this relationship aids both the interests and the dignity of all females. Just as is so for the child in relation to the parents, or subjects in relation to rulers. Yet while woman is subordinate to the other sex, this was not designed so that her duties or her influence would be any the less important, or all-pervading. It was designed so that her way of gaining influence and of exercising power would be completely different.

Christianity gave woman her true role in society. And Christianity alone can sustain her in that role. “Peace on earth and good will to men” sums up the way women can have influence and power. A man may act on society by arguing his ideas in public debate. He may use shame, fear, and his personal interest to influence others. He may force his will by enlisting public sentiment. He may even use physical force. In all these ways, he does not step out of his proper sphere. But for women, her only allowable power and conquests are those that appeal to the kindly, generous, peaceful, and benevolent principles.

Woman wins everything by peace and love. She must make herself so well respected, esteemed, and loved, that others will freely give in to her views. But this is all to be accomplished in the domestic and social circle. Every woman there must become so cultivated and refined in intellect that her taste and judgment will be respected. She must be so benevolent in feeling and action, that her motives will never be doubted. She must be so meek and unambitious, that argument and rivalry will be banished. She must be so “gentle and easy to be entreated” that every heart will be content in her presence. Then the fathers, husbands, and sons will proudly give in to the female influence thrown around them. Men accept such influence and even feel dignified and ennobled to admit to it. But the moment woman gives in to ambition or a thirst for power, her influence is gone.

Original Document Source: Catherine Beecher to A. D. Grimké, 1837, in *An Essay on Slavery and Abolitionism, in Reference to the Duty of American Females*, by Catherine Beecher (Philadelphia, PA: Henry Perkins, 1837). Available on Teach US History's website.

PRIMARY SOURCE ▶

2.6

The Fruits of Temperance—A Lithograph

This lithograph is titled *The Fruits of Temperance*. Temperance was a key issue of concern to women in particular. They worried that strong drink would make husbands unfit for work and would ruin life for the entire family. This lithograph depicts the cult of domesticity that celebrated traditional gender roles during the time it was created.



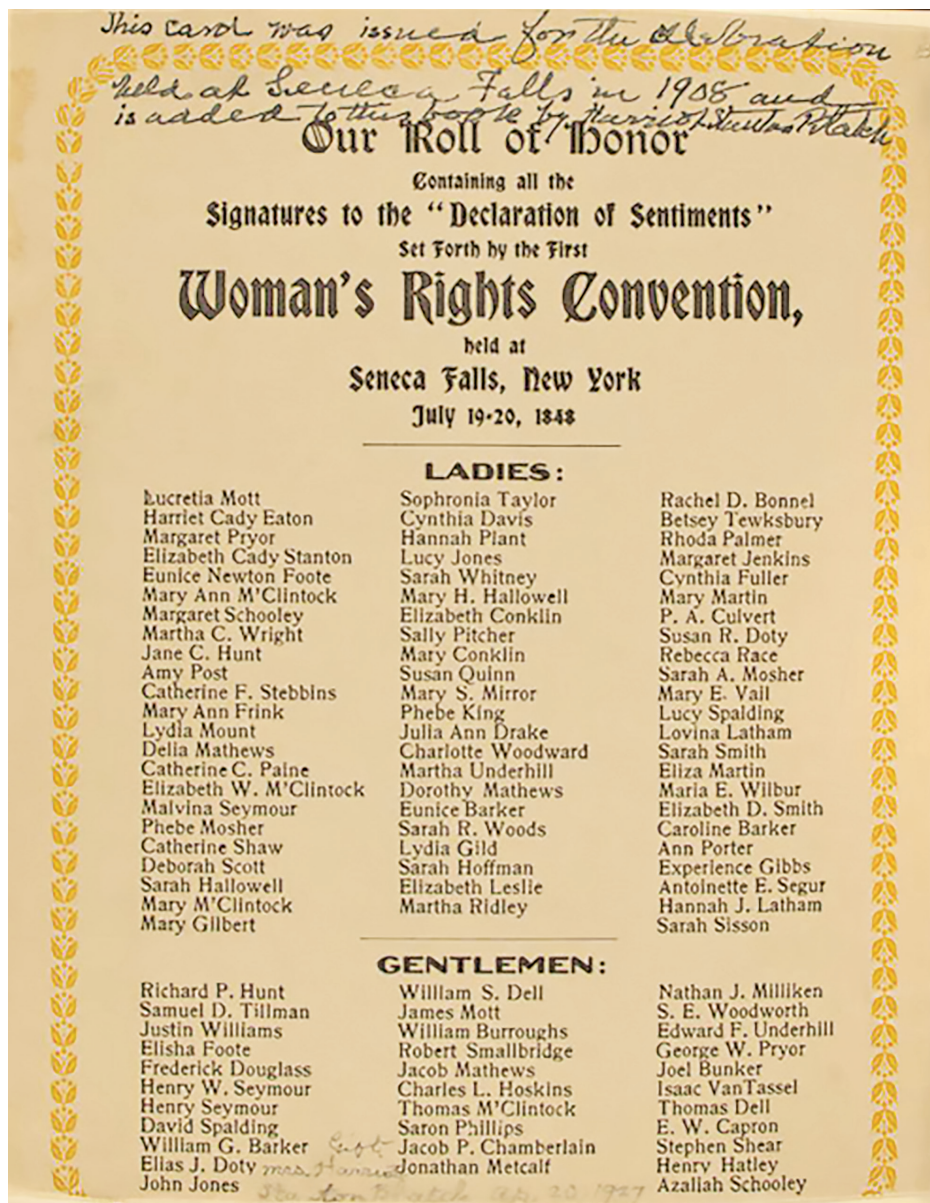
Original Image Source: *The Fruits of Temperance*. By Nathaniel Currier, circa 1848, Library of Congress, Prints and Photographs Division, Washington, DC, LC-USZC2-2380.

PRIMARY SOURCE ▶

2.7

Signers of the Declaration of Sentiments

Women were only allowed to be spectators at the World Anti-Slavery Convention in 1840. Two attendees, Lucretia Mott and Elizabeth Cady Stanton, were not happy about this. They soon began to work with other abolitionists to hold a convention dealing directly with women's rights. The result was the Women's Rights Convention at Seneca Falls, New York, in 1848. Among its other actions, the meeting produced a Declaration of Sentiments modeled on the Declaration of Independence. It began with the words "We hold these truths to be self-evident, that all men and women are created equal." It soon became the most important tool in promoting the idea of women's political rights. This poster displays the names of those who signed the Declaration of Sentiments.



Original Document Source: Seneca Falls Convention Signatures. By Elizabeth Cady Stanton, 1848, Library of Congress, Manuscript Division, Washington, DC, vc006195.

This passage is from an editorial on the 1848 Seneca Falls Convention that appeared in a nearby newspaper just after the convention concluded. The "Portia" mentioned in the editorial is a character in the Shakespeare play *The Merchant of Venice*. "Mrs. Jameson" is Anna Murphy Jameson, an author who described Shakespeare's Portia as an admirable female figure.

Original Document

Was there ever such a dreadful revolt?—They set aside the statute “wives submit yourselves unto your husbands;” they despise the example of the learned Portia, whose conduct Mrs. Jameson characterizes as “consistent with a reflecting mind and a spirit at once tender, reasonable and magnanimous,” when she, who was the lord of a fair mansion, master of her servants, queen over herself, committed herself to her husband, “to be directed,” and her house, her servants, and the same *herself* were given to the care and keeping of her lord. This bolt is the most shocking and unnatural incident ever recorded in the history of womanity. If our ladies will insist on voting and legislating, where, gentlemen, will be our dinners and our elbows? Where our domestic firesides, and the holes in our stockings?

Adapted Version

Was there ever such a dreadful revolt? These women have set aside the biblical rule “wives submit yourselves unto your husbands.” They despise the example of Shakespeare’s learned Portia. Mrs. Jameson characterizes Portia as having “a reflecting mind and a spirit at once tender, reasonable, and magnanimous.” She says Portia was lord of a fair mansion, master of her servants, and queen over herself, but was also ready “to be directed” and have her house, her servants, and herself given to the care and keeping of her husband. The Seneca Falls “bolt” is the most shocking and unnatural incident in the history of womanhood. If our ladies insist on voting and legislating, where, gentlemen, will be our dinners and our elbow patches? Who will tend our domestic firesides, and mend the holes in our stockings?

Original Document Source: “Bolting among the Ladies,” Oneida Whig, August 1, 1848.

In the 1820s, the industrial textile mills of Lowell, Massachusetts, were organized. The owners hoped to create humane working conditions for their female workforce. Most of the young women who worked there were from farm families in the region. They lived in boarding houses provided for them, and they even had their own literary magazine, the *Lowell Offering*. Some of these workers liked their working lives in these mills. Others were more discontent, especially later in the 1840s. By then, the owners were starting to replace the women with lower-paid Irish immigrants. Harriet Farley described life at Lowell in 1844 in a series of fictitious letters from a new mill girl to a friend at home. This passage is from that series.

Original Document

You ask if the girls are contented here: I ask you, if you know of *any one* who is perfectly *contented*. Do you remember the old story of the philosopher, who offered a field to the person who was contented with his lot; and, when one claimed it, he asked him why, if he was so perfectly satisfied, he wanted his field. The girls here are not contented; and there is no disadvantage in their situation which they do not perceive as quickly, and lament as loudly, as the sternest opponents of the factory system do. They would scorn to say they were contented, if asked the question; for it would compromise their Yankee spirit—their pride, penetration, independence, and love of “freedom and equality” to say that they were contented with such a life as this. Yet, withal, they are cheerful. I never saw a happier set of beings. They appear blithe in the mill, and out of it. If you see one of them, with a very long face, you may be sure that it is because she has heard bad news from home, or because her beau has vexed her. But, if it is a Lowell trouble, it is because she has failed in getting off as many “sets” or “pieces” as she intended to have done; or because she had a sad “break-out,” or “break-down,” in her work, or something of that sort.

You ask if the work is not disagreeable. Not when one is accustomed to it. It tried my patience sadly at first, and does now when it does not run well; but, in general, I like it very much. It is easy to do, and does not require very violent exertion, as much of our farm work does.

Original Document Source: Harriet Farley, “Letters from Susan,” *Lowell Offering* 4 (1844).

PRIMARY SOURCE ►

2.IO

Sophia Ripley on Women's Rights

In the mid-1800s, a movement known as Transcendentalism arose among a small group of writers and other artists, mainly in New England. The movement stressed the mind's ability to transcend, or go beyond, ordinary life and grasp basic spiritual truths directly. To do this, the mind needed to be freed from socially learned prejudices and false ideas. Several Transcendentalist females openly called for equal rights for women. One of them was Margaret Fuller. Another was her friend Sophia Ripley. This passage is from an essay Ripley published in 1841 in a key Transcendentalist magazine at the time, *The Dial*.

Original Document

The minor cares of life thronging the path of woman, demand as much reflection and clear-sightedness, and involve as much responsibility, as those of man. Why is she not encouraged to think and penetrate through externals to principles? She should be seen, after the first dreamlike years of unconscious childhood are passed, meekly and reverently questioning and encouraged to question the opinions of others, calmly contemplating beauty in all its forms, studying the harmony of life, as well as of outward nature, deciding nothing, learning all things, gradually forming her own ideal. . . . Society would attract her, and then gracefully mingling in it, she should still be herself, and there find her relaxation, not her home. She should feel that our highest hours are always our lonely ones, and that nothing is good that does not prepare us for these. . . . No charm of outward grace should tempt her to recede one hair's breadth from her uncompromising demand for the noblest nature in her chosen companion, guided in her demands by what she finds within herself, seeking an answering note to her own inner melody, but not sweetly lulling herself into the belief that she has found in him the full-toned harmony of the celestial choirs. If her demand is satisfied, let her not lean, but attend on him as a watchful friend. Her own individuality should be as precious to her as his love. Let her see that the best our most sympathizing friend can do for us is, to throw a genial atmosphere around us, and strew our path with golden opportunities; but our path can never be another's, and we must always walk alone.

CONTINUED

Adapted Version

The minor cares of life facing woman demand as much reflection, clear-sightedness, and responsibility, as those of man. Why is she not encouraged to think and try to understand difficult truths and principles? After her first dreamlike years of unconscious childhood pass, she should be meekly and reverently questioning things, and she should be encouraged to question the opinions of others. She should calmly contemplate beauty in all its forms and study the harmony of life and nature. She should be deciding nothing, learning all things, gradually forming her own ideal. . . . Social interactions may attract her, but after gracefully mingling in it, she should still be herself. In society, she should find relaxation, not her home. She should feel that our highest hours are always our lonely ones. Nothing is good that does not prepare us for these. . . . No outward charms should tempt her to her to give up her uncompromising demand for the noblest nature in her chosen companion. In this, she should be guided in her demands by what she finds within herself. She should seek an answering note to her own inner melody. She should not sweetly lull herself into the belief that she has found in him perfect harmony. If her demand is satisfied, let her not lean on him, but attend on him as a watchful friend. Her own individuality should be as precious to her as his love. Let her see that the best any sympathetic partner can do for us is to provide a friendly atmosphere and present us with golden opportunities; but our path can never be another's. We must always walk alone.

Original Document Source: Sophia Ripley, "Woman," The Dial 1 (January 1841): 362–366.

Communicating Results and Taking Action

Communicating Results

- ◆ The temperance movement and the women's rights movement were closely connected from the start of both in the 1800s. In small groups, review primary Source 2.6, which is a lithograph titled *The Fruits of Temperance*. Read Primary Sources 2.1, 2.4, 2.5, and 2.9. Discuss how you think each of the women in these sources would react to the lithograph. Choose four group members to role-play Lydia Huntley Sigourney, Sarah Grimké, Catherine Beecher, and Harriet Farley. Prepare and act out a brief play in which these four women discuss the lithograph.
- ◆ Lucretia Mott found a lifetime friend and political ally in Elizabeth Cady Stanton at the World Anti-Slavery Convention held in London in 1840. What was it about the events at that convention that brought the two women together and helped motivate them in their political struggle? Learn more about each woman and their first meeting. Prepare a brief talk to the class on this meeting and its effect on history.
- ◆ Look through resources such as history books, books on the history of fashion and clothing, and online sources. Find ads and other illustrations of women's clothing in the 1800s. Also, learn more about temperance and women's rights worker Amelia Bloomer. Find examples of the outfits named for her. Share copies of the illustrations you find with the class. Use them in a talk about women's clothing in the 1800s. In the talk, try to explain why debates about clothing became a part of the women's rights movement.

Taking Action

- ◆ Women's rights advocates today are concerned with a different range of issues from those that concerned women in the mid-1800s. Here is a partial list of current women's rights issues.
 - Electing a woman as U.S. president
 - Publicly funded daycare
 - Equal pay for equal work
 - Abortion rights
 - Sexual-harassment laws
 - Affirmative action

In a small group, hold a panel discussion on what the women in this lesson's primary sources might have thought about some or all of these issues. If there is an issue you want to discuss that is not on the above list, consult with your instructor about your chosen subject. You may want to do further research to understand better the possible views of the women in this lesson. Based on your group presentation, decide as a class what two issues should be seen as the most long-standing and important regarding women's rights. After you have decided, interview your grandmother or an older female friend of the family

about the two issues. Listen to her first-hand testimony of the issues. In another class discussion, decide which points are the most relevant and striking.

- ◆ After completing the previous activity, use social media sites to share the most important interview points. Ask others what they think of the class's decision about the most long-standing and important women's rights issues. As a class, discuss the responses you get and evaluate the effectiveness of this way of sharing ideas about current public issues. If possible, try to get an ordinance passed in your city concerning one of these issues. Send a letter to your city council detailing your class's discussion points, the first-hand testimony, and the social-media responses to make your point.

The Women of the Republic Rubric

Criteria	Unacceptable	Developing	Proficient	Excellent
Focus	Tries to respond to task instructions but lacks clear focus on a central idea or thesis	Addresses the task instructions adequately but focus on a central idea or thesis is uneven	Responds to the task instructions appropriately and convincingly; has a consistent focus on a central idea or thesis	Responds to all task instructions convincingly; has a clear and strong focus on a well-developed central idea or thesis
Research	Refers to some sources but fails to connect these in a relevant way to the task instructions	Refers to relevant sources well but does not always connect these clearly to the task instructions	Refers to relevant sources accurately and usually connects these to the task instructions and a central idea	Refers to relevant sources accurately and in great detail and connects these clearly to the task instructions and a central idea
Development and Use of Evidence	Uses some details and evidence from sources but does not make clear the relevance to the task purpose or instructions	Uses details and evidence from sources generally but not always in support of a clear focus relevant to the task purpose or instructions	Uses details and evidence from sources in a way that effectively supports a focus relevant to the task purpose or instructions	Uses details and evidence from sources along with clear explanations demonstrating deep understanding of the task purpose or instructions
Content	Refers to disciplinary content without clearly understanding it or while using it in an irrelevant or inaccurate manner	Refers to disciplinary content with some understanding but not always with a clear idea of its relation to the overall task	Accurately uses disciplinary content and demonstrates a clear idea of its relation to the overall task	Uses disciplinary content effectively and explains thoroughly and in-depth its relation to the overall task
Conventions	Demonstrates only limited control of standard English conventions with many errors in spelling, punctuation, grammar, and other conventions	Demonstrates some command of standard English conventions with limited errors in spelling, punctuation, grammar, and other conventions	Demonstrates adequate command of standard English conventions with few errors in spelling, punctuation, grammar, and other conventions	Demonstrates a well-developed command of standard English conventions with few errors and a use of language appropriate to the audience and the purpose of the task

Primary Source Bibliography

- 2.1 Sigourney, Lydia Huntley. *Letters to Mothers*. Hartford, CT: Hudson and Skinner, 1838.
- 2.2 “Opposition to the First State Married Women’s Property Act.” *Aberdeen Whig*, March 9, 1839.
- 2.3 Fowler, H., ed. *Report of the Debates and Proceedings of the Convention for the Revision of the Constitution of the State of Indiana*. Indianapolis, IN: A. H. Brown, 1850.
- 2.4 Grimké, Sarah M. *Letters on the Equality of the Sexes, and the Condition of Woman*. Boston, MA: Isaac Knapp, 1838.
- 2.5 Beecher, Catharine E. *Essay on Slavery and Abolitionism, in Reference to the Duty of American Females*. Philadelphia, PA: Henry Perkins, 1837.
- 2.8 “Bolting Among the Ladies.” *Oneida Whig*, August 1, 1848.
- 2.9 Farley, Harriet. “Letters from Susan.” *Lowell Offering* 4 (1844).
- 2.10 Ripley, Sophia. “Woman.” *The Dial* 1 (January 1841): 362–366.

Sources for Further Study

Colman, Penny. *Elizabeth Cady Stanton and Susan B. Anthony: A Friendship That Changed the World*. New York: Square Fish, 2016.

Deitch, Joanne Weisman, ed. *The Lowell Mill Girls: Life in the Factory*. Perspectives on History. Lowell, MA: Discovery Enterprises, 1998.

Jacobs, Harriet Ann. *Incidents in the Life of a Slave Girl*. Cambridge, MA: Harvard University Press, 1987.

Todras, Ellen H. *Angelina Grimké: Voice of Abolition*. North Haven, CT: Linnet Books, 1999.

Yates, Elizabeth. *Prudence Crandall: Woman of Courage*. Honesdale, PA: Boyds Mills, 1993.



The Erie Canal

How Did It Change the United States?

Overview

Introduction

The Erie Canal was planned and guided to completion by men with little engineering experience—they learned as they went along. Thousands of immigrant Irishmen and native-born workers used picks, shovels, and equipment they often had to invent along the way. The Erie Canal opened for business in 1825. It was 363 miles long and cut through the sides of cliffs and over valleys. It included eighty-three locks, the chambers used to raise or lower boats from one level of water to another. The Erie locks enabled boats to be raised 568 feet from the Hudson to Lake Erie. It also opened the way for settlers going west. At first, it was only forty feet wide and four feet deep. Its barges were pulled by mules and horses along tow paths on the banks at only about four miles per hour, but it drastically cut the time and cost to haul bulk goods from Buffalo to Albany. The Erie Canal changed the United States in many ways, but how did it do that exactly? In this unit, students will work with short passages from eight primary sources and one secondary source in an effort to answer this question. While these sources alone won't completely answer this question, they can help to do this. Moreover, they can form the core content for a set of tasks that will help students better understand why the Erie Canal was a transformative event in the nation's history.

Objectives

Students will complete a final task or prepare a final presentation to respond in a meaningful way to a compelling question about the Erie Canal. They will work individually and in groups to apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary sources before presenting their ideas to the class.

C3 Standards Addressed by This Unit

- ◆ **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- ◆ **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
- ◆ **D2.HIS.5.6-8.** Explain how and why perspectives of people have changed over time
- ◆ **D2.HIS.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- ◆ **D2.HIS.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- ◆ **D2.HIS.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- ◆ **D2.CIV.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- ◆ **D2.ECO.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- ◆ **D2.GEO.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- ◆ **D2.GEO.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

- ◆ **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- ◆ **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.
- ◆ **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- ◆ **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.
- ◆ **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- ◆ **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- ◆ **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Common Core Anchor Standards Addressed by This Unit

- ◆ **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.6.** Assess how point of view or purpose shapes the content and style of a text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- ◆ **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- ◆ **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Teaching Instructions

Compelling Question

How did the Erie Canal change the United States?

Preparation

Provide all students with a copy of the Introductory Essay. Assign this reading as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the lesson in mind as they read.



Asking Questions about the Erie Canal

This part of the lesson stresses Dimensions 1 and 2 of the C3 Framework

Day One

1. Briefly discuss the Introductory Essay with the class and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the primary and secondary sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines of Dimension 2 in the C3 Framework—history, civics, economics, or geography. As they work, the groups should keep in mind the lesson’s overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Provide each student with a copy of all the primary and secondary sources for this unit. Each group may share a source packet, if necessary.
5. Have students complete Day One of their Assignment Sheets. The objective for Day One is for groups to read three sources, and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.



Applying Disciplinary Concepts and Evaluating Sources and Evidence

This part of the lesson stresses Dimensions 2 and 3 of the C3 Framework

Day Two

6. Students will return to their previously assigned groups and formulate a claim addressing their group’s compelling question. After reading the remaining six sources, they will select one that support their claim.

7. Using the evidence gathered from the sources, each group will then prepare a brief (five- to ten-minute) presentation about the Erie Canal from their group's disciplinary perspective. The presentation can be in the form of an oral report, a debate among group members, or a PowerPoint or another related type of presentation. Allow time for students to prepare by discussing and debating topics among themselves.

Day Three

8. Each group will deliver its presentation. Allow time for class discussion following each presentation, and for a final effort to answer the central compelling question for the lesson.



Communicating Results and Taking Action

This part of the lesson stresses Dimension 4 of the C3 Framework

Students will complete a final project that expresses understanding of the topic and responds clearly to the lesson's compelling question. The projects may be completed in groups, but students should be evaluated individually.

Distribute the Communicating Results and Taking Action handout, and decide whether you will assign the projects or allow students to form groups and choose tasks on their own. Set a reasonable deadline. Students should review the Erie Canal Rubric so they can understand how their performances will be evaluated. The projects are summarized below.

Communicating Results

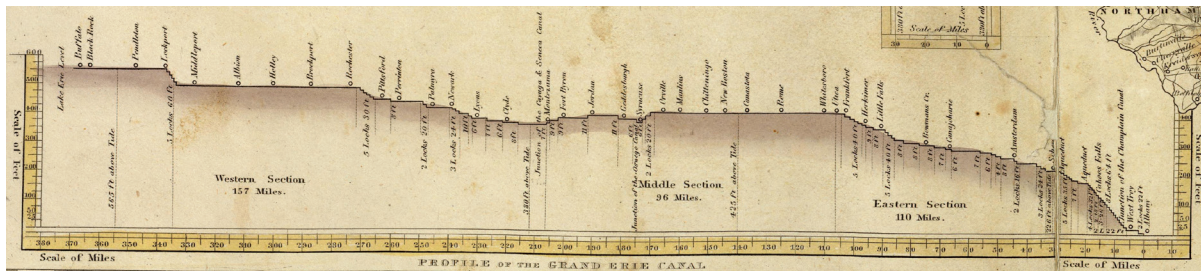
- ◆ Have a small group of students read carefully and discuss Primary Source 3.4 and some of the materials listed in the Sources for Further Study section. The class will pretend that they are passengers going west on the Erie Canal together. Students should keep a group journal of their travels. The group will share this collaborative journal with the rest of the class in a brief discussion of noteworthy events and places people were likely to experience while traveling on the Erie Canal.
- ◆ Have students read Primary Source 3.2 and study Primary Source 3.7. Students will pretend to be DeWitt Clinton viewing the two maps in 1828. They will write a letter to a friend about the Erie Canal and what they think the maps show about its effect on the nation's history up to 1860.
- ◆ Have students do further research of the Erie Canal and the canal-building era of the 1820s and 1830s. From the set of sources for this lesson, students will choose three that they think add details or ideas about this canal-building era that might improve their research sources' treatment of this topic. They should present their findings in a brief talk to the class.

Taking Action

- ◆ The nation's aging infrastructure has been a major news topic in recent years. Over the next few days, each student will find one magazine article, newspaper story, or online account of a local, state, or national infrastructure issue. Students will summarize and discuss these in class. They will list the issues and, as a class, choose three that seem most important now.
- ◆ Students will complete the above assignment and will share the list and their three choices with their district's congressional representative, the mayor of their city or town, or some other political official. They should then invite that official to visit their class and discuss the infrastructure issues they have selected as most important.

Introductory Essay

The Erie Canal



1832 profile of the Erie canal

Could the new nation hold together? Even during the American Revolution, that was a very real question for many people. One way citizens began to ensure that it held together was with the U.S. Constitution, written in 1787. The Constitution set up a stronger central government. The Framers hoped it would unite the thirteen states into a single, powerful nation. At the time, many rightfully feared that slavery might split the South from the North. (In the end, this division did lead to the Civil War.) However, in the 1780s, another possible split seemed just as likely—a split between east and west. Well into the early 1800s, concerns about this split continued to grow. Why?

One simple answer is the Appalachian Mountains. These mountains did not stop settlers from moving west, and, by 1800, increasing numbers were crossing the Appalachians into Ohio, Tennessee, Kentucky, and points even farther west. The mountains only slowed this movement down. However, the Appalachians were far more of a barrier to anyone shipping goods back east to market. It was much cheaper and faster to float bulky loads of grain, pork, tobacco, and other goods down the Ohio River and the Mississippi to New Orleans. There, goods were put on oceangoing vessels and shipped to cities along the East Coast, where most Americans still lived. What worried many political leaders was that the loyalties of western settlers might follow this pattern of trade. That is, they might lose a sense of being a part of the society east of the Appalachians. They might ally with some other foreign power, or they might form a new confederation all their own.

Until 1803, first Spain and then France controlled New Orleans and the western shore of the Mississippi River. George Washington worried about this proximity, as did Thomas Jefferson. They dreaded a future conflict with either of these great powers, especially France. The western states might decide to leave the union and join with that other power. In 1803, however, French leader Napoleon suddenly decided to sell New Orleans and the huge Louisiana territory to the United States. President Jefferson eagerly accepted. In so doing, he doubled the size of the country.

Yet fears about the hold of the nation on its western states remained. As early as the 1770s, one solution occurred to many people—to link east and west with a canal. Washington himself became heavily involved in planning such a canal in the 1780s. His canal would go west starting from Virginia. It would head up the Potomac River through the mountains to Ohio. The idea was never very realistic. In the end, the river and the mountainous area around it were too hard to get past. The whole project was abandoned.

Soon, others in New York State began to promote a different route. Their hopes were based on the fact that the Mohawk River carved a low valley through the mountains as it flowed east into the Hudson River. Some wanted to link Albany on the Hudson to Lake Ontario, with a canal running up the Mohawk Valley. Later, the plans became more ambitious. In 1808, the state legislature paid to survey a canal all the way from Albany to Lake Erie at Buffalo. The political battle to get the canal built was a long and bitter one. Many doubted it could ever be built. The central figure in fighting for the canal was New York governor DeWitt Clinton—opponents called the canal Clinton's Big Ditch.



Tow path on Erie Canal, near Utica, N.Y.

The Erie Canal was planned and guided to completion by men with little engineering experience; they learned as they went along. Thousands of immigrant Irishmen and native-born workers used picks, shovels, and equipment they themselves often had to invent on the fly. The canal opened for business in 1825. It was 363 miles long, it cut through the sides of cliffs and over valleys, it used eighty-three locks (the chambers used to raise or lower boats from one level of water to another) to rise 568 feet from the Hudson to Lake Erie, and it opened the way for settlers going west. At first, it was only

forty feet wide and four feet deep. Its barges were pulled by mules and horses along tow paths on the banks at only about four miles per hour, but this drastically cut the time and cost to haul bulk goods from Buffalo to Albany. Suddenly, farmers in Ohio, Indiana, Illinois, and Michigan could ship goods through the Great Lakes to Buffalo and through the canal, down the Hudson, to New York City. In time, vast quantities of salable goods were redirected from New Orleans to New York City. In many ways, the Erie Canal altered the entire relationship among the sections of the country. Its effect on the development of the young republic was enormous.

In this lesson, you will examine a small sample of primary and secondary sources on this development. These will provide evidence to help you answer the lesson's key questions. Interpreting the sources is not easy. Keep in mind that they are from a variety of points of view about the Erie Canal. Together, they should help you better understand the extent to which the Erie Canal changed the United States.



Image Source: *Profile of the Canal*. By David H Burr, 1832, New York Public Library, Digital Collections, 433793
Postcard of Tow Path near Utica on the Erie Canal. Unknown, via Wikimedia Commons
Illustration of the Erie Canal. By iStock.com/Whiteway.



History Group

GROUP MEMBERS:

The Erie Canal

Your group's task is to look at the outcome of the Erie Canal from a historical perspective. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary and secondary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Do you think George Washington would have been happy about the building of the Erie Canal? Why or why not?

3. Read and discuss Sources 3.1, 3.5, and 3.9.
4. Read and discuss the following information. Use the information to help complete the handout.

George Washington led the nation through the American Revolution. Later, he led the group writing the Constitution in 1787. He then took charge as the first U.S. president. However, Washington was also a Virginian. He was a big booster of his own state, and, in the 1780s, he worked hard on a project to connect Virginia to the western territories with a canal. His Patowmack Canal project was based along the Potomac River. It involved building several small canals to skirt falls and rapids, and it was designed to make the Potomac navigable all the way to its headwaters in Cumberland, Maryland. This was the doorway to the Ohio country. From that point, goods had to be carried a short distance overland to and from the Ohio River. The Patowmack Canal was beset by many problems. Much of it was built, but it never worked well enough to do what the Erie Canal eventually did.

What would have happened if this project had been substituted for the Erie Canal? Virginia was a Southern slave state. Had the Patowmack

Canal worked, the cities of Virginia, instead of New York City, might have become major trading ports. Settlers might have moved to different parts of the western lands than they did when using the Erie Canal. Trade networks, later canal and road building projects, and many other outcomes might all have differed greatly. The nation's history would have been changed in a great many ways.

5. Each group member should develop some supporting questions about the sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each source and record those questions here.

Primary Source 3.1

Secondary Source 3.5

Primary Source 3.9

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Do you think George Washington would have been happy about the building of the Erie Canal? Why or why not?

State your group's claim here:

7. From the remaining six sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.



GROUP MEMBERS:

The Erie Canal

Your group's task is to explore the outcome of the Erie Canal from a civics perspective. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary and secondary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Some wanted the federal government, not New York State, to build the Erie Canal. Others said the U.S. Constitution did not give the federal government the power to do that. With which view do you agree more? Why?

3. Read and discuss Sources 3.2, 3.3, and 3.5.
4. Read and discuss the following background information. Use the information to help complete the handout.

The Erie Canal was located entirely within the state of New York; however, backers pointed out that it would benefit the whole nation. At first, some of these backers hoped that the federal government would pay for the canal. It was the kind of project Kentucky representative Henry Clay would later certainly favor as a part of his American System—a three-part program: higher tariffs, a central bank, and federal funding for so-called “internal improvements.” Internal improvements meant mainly roads, canals, port facilities, and railroads. These improvements would unify the different sections of the country and help the economy grow.

However, many lawmakers were against the idea. They said the Constitution's Commerce Clause did not allow the federal government to fund such projects. They especially opposed any project located inside only one state. The federal government never did fund the Erie Canal; its funding

came from the State of New York and from private sources. The canal was completed in 1825. Soon after that, in 1827, the federal government did start to help the states pay for canal projects.

5. Each group member should develop some supporting questions about the sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, chose one supporting question for each source and record those questions here.

Primary Source 3.2

Primary Source 3.3

Secondary Source 3.5

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Some wanted the federal government, not New York State, to build the Erie Canal. Others said the U.S. Constitution did not give the federal government the power to do that. With which view do you agree more? Why?

State your group's claim here:

7. From the remaining six sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.



Economics Group

GROUP MEMBERS:

The Erie Canal

Your group's task is to explore the outcome of the Erie Canal from an economics perspective. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary and secondary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

A canal-building mania set in after the Erie Canal was opened. Why might that have added to the economic value of the Erie Canal?

3. Read and discuss Sources 3.5, 3.7, and 3.9.
4. Read and discuss the following background information. Use the information to help complete the handout.

According to one study, there were only 115 miles of canals in the United States in 1808. By 1850, there were more than 4,200 miles of navigation canals. Most were built after the Erie Canal was completed in 1825.

Everyone could see how profitable the Erie was. Even before it was finished, substantial toll revenue was being collected on parts that were open. Farmers could ship wheat and other produce to market in New York City more cheaply and rapidly than ever. New York City merchants could ship goods just as cheaply the other way.

The Erie Canal ended at Buffalo on Lake Erie. From there, ships reached various port cities along the Great Lakes. At first, getting produce to those port cities was still a problem. Roads were poor and few in number. Horse-drawn wagons were slow and could haul far less than canal barges. However, the Erie Canal inspired other canal projects throughout the region. A network of canals was soon built linking inland regions to the Great Lakes or to other major rivers. A "canal mania" took hold, and it

is easy to see why. One horse on a canal's tow path could pull a thirty-ton barge at about two miles an hour. This may sound slow, but compare it to a team of four horses that could move only one ton about twelve miles a day on a typical road in those times.

The canal mania came to an end in a few decades, soon replaced by a network of railroads in the 1840s. Nevertheless, the United States continued to build canals long after that.

5. Each group member should develop some supporting questions about the sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each source and record those questions here.

Secondary Source 3.5

Primary Source 3.7

Primary Source 3.9

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

A canal-building mania set in after the Erie Canal was opened. Why might that have added to the economic value of the Erie Canal?

State your group's claim here:

7. From the remaining six sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.



Geography Group

GROUP MEMBERS:

The Erie Canal

Your group's task is to explore how geography affected the outcome of the Erie Canal. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary and secondary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

The Erie Canal tied the eastern and the western states together more closely. It also made the North stronger as the North-South split grew. Can you explain why?

3. Read and discuss Primary Sources 3.4, 3.7, and 3.9.
4. Read and discuss the following background information. Use the information to complete the handout.

In the early 1800s, New Englanders began moving west in increasing numbers. Many factors caused them to leave and move west. New Englanders tended to be disciplined, hardworking people. They were also unusually healthy, with fairly large families on average. New England's rocky soils were not as fertile or easy to farm as new lands opening up out west, and a growing population made it harder to find farmland for everyone. Some lands also were being turned over to sheep grazing as the wool industry boomed. The promise of cheap, fertile land was the West's biggest attraction.

The Erie Canal made it easy for this Yankee migration to settle in upper New York State and then keep moving west. From the 1830s to the 1850s, these migrants helped populate the northern parts of Ohio, Pennsylvania, Indiana, and Illinois, and the southern parts of Michigan and Wisconsin. They brought their Congregational churches and well-ordered

communities with them. Their stern Puritan faith was not always as rigid as we sometimes think. The migration included its share of religious reformers. Many brought fierce antislavery views with them. They spread a distinct brand of American culture across this northern part of the old Northwest. The Erie Canal played an enormous part in shaping this Yankee migration.

5. Each group member should develop some supporting questions about the sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each source and record those questions here.

Primary Source 3.4

Primary Source 3.7

Primary Source 3.9

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

The Erie Canal tied the eastern and the western states together more closely. It also made the North stronger as the North-South split grew. Can you explain why?

State your group's claim here:

7. From the remaining six sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

How to Analyze a Primary Source

In this lesson, you will be studying several primary source documents. This handout offers suggestions for how best to read and analyze historical primary sources. Studying such sources is challenging. They were created in a different time and place. Their language and use of certain key terms often differ from ours. They assume things we might not accept. They arise out of historical circumstances and settings that differ greatly from our own times. To use such sources as evidence, you need to apply some special critical thinking skills and habits. Here are some guidelines to help you do this.

◆ *Question the source*

Since no primary source was written with you and your interests in mind, you need to be clear about what you are looking for when you examine a source. You need to stay in charge of the investigation. Act like a detective, and ask questions. Above all, keep your own most important compelling questions in mind as you read and think about a source.

◆ *Consider the source's origins*

This is often simply called “sourcing.” It means asking who created the source, when and where the source was created, and why. If you know the source’s purpose, you will be more likely to see how it is shaped by its creator’s point of view. Among other things, sourcing can also help you decide how reliable or typical a source might be.

◆ *Contextualize the source*

“Context” here means the broader historical setting for the source. Sources are always a part of a larger historical context. You need to consider how this context helps clarify the meaning of the source. You also need to decide which context is most important. Sources might be best understood in connection with a local context or a recent event. Alternatively, they might be understood better within a national or international context, or as part of a long-term trend in society at large. Your guiding questions should help you decide what context is most important.

◆ *Corroborate the source*

This means you must think about your source in relation to other sources. Does the source back up those other sources, or does it seem to be at odds with the other sources? Might there be additional sources, which have not been provided to you, that could support or conflict with the source?

◆ *Above all, read the source carefully*

Look at language closely. Pay attention to images, emotional language, metaphors, and other literary devices. Think about what is implied, not merely what is stated or claimed in so many words. Think about what is left out as well as what is included. Make inferences based on your close reading. This will help you get more out of your source than even the source’s creator might have seen in it.

George Washington on the Western Territories

In October 1784, George Washington discussed the importance of the western territories in a letter to Virginia governor Benjamin Harrison. At that time, Spain was in control of the vast territory west of the Mississippi River. In this passage from the letter, Washington expresses fears about foreign control of this region. France later took control of this Louisiana territory and sold it to the United States. The Louisiana Purchase eased fears about foreign interference, but the point Washington makes here—about keeping settlers in the west loyal to the new nation centered east of the Appalachians—was still a major concern well into the 1820s.

Original Document

I need not remark to you, Sir, that the flanks and rear of the United States are possessed by other powers, and formidable ones too; nor how necessary it is to apply the cement of interest to bind all parts of the Union together by indissoluble bonds, especially that part of it, which lies immediately west of us, with the middle States. For what ties, let me ask, should we have upon those people? How entirely unconnected with them shall we be, and what troubles may we not apprehend, if the Spaniards on their right, and Great Britain on their left, instead of throwing stumbling-blocks in their way, as they now do, should hold out lures for their trade and alliance? What, when they get strength, which will be sooner than most people conceive (from the emigration of foreigners, who will have no particular predilection towards us, as well as from the removal of our own citizens), will be the consequence of their having formed close connexions with both or either of those powers, in a commercial way? It needs not, in my opinion, the gift of prophecy to foretell.

The western settlers (I speak now from my own observation) stand as it were upon a pivot. The touch of a feather would turn them any way.

Adapted Version

Other powerful nations threaten us on the south, north, and to the west. I am sure you know how we need to bind all parts of the Union together by helping each region protect its basic interests. This is especially so regarding the territories just west of our middle states. Right now, Spain and Great Britain threaten those territories. However, what if the Spanish or British seek to trade heavily with them and become their allies? What would keep the western territories loyal to us? They are filling up, often with foreigners who feel no loyalty to us. What will happen if they form strong commercial ties with Spain or Great Britain? It is not that hard to tell. The Western settlers seem at a turning point now. It will not take much to push them either way.

Original Document Source: George Washington to Benjamin Harrison, 10 October 1784, in *The Writings of George Washington*, vol. 10, by George Washington, edited by Worthington Chauncey Ford (New York: G. P. Putnam's Sons, 1890), 407–408. The entire letter is available online from the Online Library of Liberty.

DeWitt Clinton Speech on the Erie Canal

No person was more important in the construction of the Erie Canal than DeWitt Clinton. He backed efforts to study, plan, and build the canal from an early date. He was a member of the Erie Canal Commission from 1810 to 1824, and he was governor of New York during most of the canal construction. He constantly promoted the project in every way he could. This passage is from one of his strongest statements in support of the canal, his "Memorial of the Citizens of New York in Favor of a Canal Navigation between the Great Western Lakes and the Tide Waters of the Hudson." He presented this memorial to the New York State Assembly on February 21, 1816.

Original Document

However serious the fears which have been entertained of a dismemberment of the Union by collisions between the north and the south, it is to be apprehended that the most imminent danger lies in another direction, and that a line of separation may be eventually drawn between the Atlantic and the western states, unless they are cemented by a common, an ever-acting, and a powerful interest. The commerce of the ocean, and the trade of the lakes, passing through one channel, supplying the wants, increasing the wealth, and reciprocating the benefits of each great section of the empire, will form an imperishable cement of connexion, and an indissoluble bond of union. New-York is both Atlantic and western; and the only state in which this union of interests can be formed and perpetuated, and in which this great centripetal power can be energetically applied. Standing on this exalted eminence, with power to prevent a train of the most extensive and afflicting calamities that ever visited the world, (for such a train will inevitably follow a dissolution of the Union,) she will justly be considered an enemy to the human race, if she does not exert for this purpose the high faculties which the Almighty has put into her hands.

CONTINUED

Adapted Version

Many people seriously fear a breakup of the Union because of conflicts between the North and the South. However, the greatest danger lies in another direction. That is, a split may occur sooner between the Atlantic and the western states. This could happen unless they are united by a common, constantly acting, powerful interest. This unbreakable bond of union can be formed by the commerce of the ocean and the Great Lakes passing through one channel. This channel will supply the wants, increase the wealth, and mutually benefit each great section of our empire. New York is both Atlantic and western. It is the only state able to form and maintain this union of interests. It is the only state where this great unifying power can be energetically applied. New York is therefore in a unique and admirable position. It has the power to prevent a train of terrible calamities, perhaps the worst the world has seen. For such a train will surely follow a breakup of the Union. New York will justly be seen as an enemy to the human race if she does not support this project with all the powers the Almighty has put into her hands.

Original Document Source: DeWitt Clinton, "Memorial of the Citizens of New York in Favor of a Canal Navigation between the Great Western Lakes and the Tide Waters of the Hudson," in *Memoir of De Witt Clinton: With an Appendix, Containing Numerous Documents Illustrative of the Principal Events of His Life* (speech to the New York State Assembly, New York City, February 21, 1816), by David Hosack (New York: J. Seymour, 1829), 420.

PRIMARY SOURCE ▶

3.3

Robert Fulton on the Erie Canal

Inventor Robert Fulton developed the first commercially successful steamboat in the United States in 1807. He was also very interested in canals. He had studied Europe's canals and experimented with the various engineering challenges that they posed. In this passage, he is quoted in an 1808 report by U.S. secretary of the Treasury Albert Gallatin.

Original Document

England, which was at one time seven petty kingdoms, has by long habit been united into one. Scotland, by succession, became united to England, and is now bound to her by habit, by turnpike roads, canals, and reciprocal interests.

In like manner, all the counties of England, or departments of France are bound to each other; and when the United States shall be bound together by canals, by cheap and easy access to a market in all directions, by a sense of mutual interests arising from mutual intercourse and mingled commerce, it will be no more possible to split them into independent and separate governments, each lining its frontiers with fortifications and troops, to shackle their own exports and imports to and from the neighbouring states, than it is now possible for the government of England to divide, and form again into seven kingdoms. But it is necessary to bind the states together by the people's interests, one of which is to enable every man to sell the produce of his labour at the best market, and purchase at the cheapest. This accords with the idea of Hume, "that the government of a wise people would be little more than a system of civil police:" for the best interest of man is industry and a free exchange of the produce of his labour for the things which he may require.

CONTINUED

Adapted Version

England was once divided into seven small kingdoms. It has long been united into one nation. Scotland became united to England through one of its kings. It is now bound to her by habit, by turnpike roads, canals, and interests each has in common.

All the counties of England, and all the departments of France, are bound to each other for similar reasons. When the United States is linked by canals, these will provide cheap and easy access to markets in all directions. They will provide a sense of mutual interests because of the way all regions will be trading with one another. It will no longer be possible to split them into separate governments, each building forts to line its frontiers. No longer will each want to control and limit trade with the other states. Just as it is no longer possible for the government of England to divide into seven kingdoms again. It is necessary to bind the states together by the people's interests. One major interest is to enable every man to sell his goods at the best market, and purchase goods at the cheapest price. Philosopher David Hume tells us "that the government of a wise people would be little more than a system of civil police." The best interest of man is industry and a free exchange of the products of his labor for the things he needs.

Original Document Source: Robert Fulton, quoted in *The History and Topography of the United States of North America . . .*, vol. 2, by John Howard Hinton (Boston, MA: Samuel Walker, 1852), 383.

PRIMARY SOURCE ▶

3.4

Anonymous Writer on Population Growth

The Erie Canal expanded trade ties between the western regions of the United States and the eastern coastal states, New York especially. As this passage suggests, the canal also allowed people to move west in rapidly growing numbers. The passage is from *The Genesee Farmer*, a periodical covering agriculture and horticulture.

Original Document

Canal boats filled with emigrants, and covered with goods and furniture, are almost hourly arriving. The boats are discharged of their motley freight, and for the time being, natives of all climates and countries patrol our streets, either to gratify curiosity, purchase necessities, or to inquire the most favorable points for their future location. Several steamboats and vessels daily depart for the far west, literally crammed with masses of living beings to people those regions. Some days, near a thousand thus depart. . . . As I have stood upon the wharves and see the departure of these floating taverns, with their decks piled up in huge heaps with furniture and chattels of all descriptions, and even hoisted up and hung on to the rigging; while the whole upper deck, and benches, and railings, sustained a mass of human bodies clustering all over them like a swarming hive—and to witness this spectacle year after year, for many months of the season, I have almost wondered at the amazing increase of our population, and the inexhaustible enterprise and energy of the people! What a country must the vast border of these lakes become! And Buffalo must be the great emporium, and place of transit for their products and supplies.

CONTINUED

PRIMARY SOURCE ►

3.4

ANONYMOUS WRITER ON POPULATION GROWTH CONTINUED

Adapted Version

Canal boats filled with emigrants, goods, and furniture arrive almost hourly. The boats are unloaded, and natives of all climates and countries roam our streets for a while. They do this out of curiosity or to purchase necessities, or to ask about the best places to settle finally. Several steamboats and vessels daily depart for the far west. They are crammed with masses heading for those regions. Some days, almost a thousand depart. I have stood upon the wharves watching the departure of these floating taverns. Their decks are piled up in huge heaps with furniture and goods of all descriptions. Some are even hoisted up and hung onto the rigging. A mass of human bodies clusters over the upper deck, benches, and railings like a swarming hive. Seeing this spectacle year after year during the warm months, I have to wonder about the amazing increase of our population. I also am amazed at the inexhaustible enterprise and energy of the people! What a country the vast border of these lakes will become! And Buffalo must be the great emporium. It is the central place through which all their products and supplies must pass.

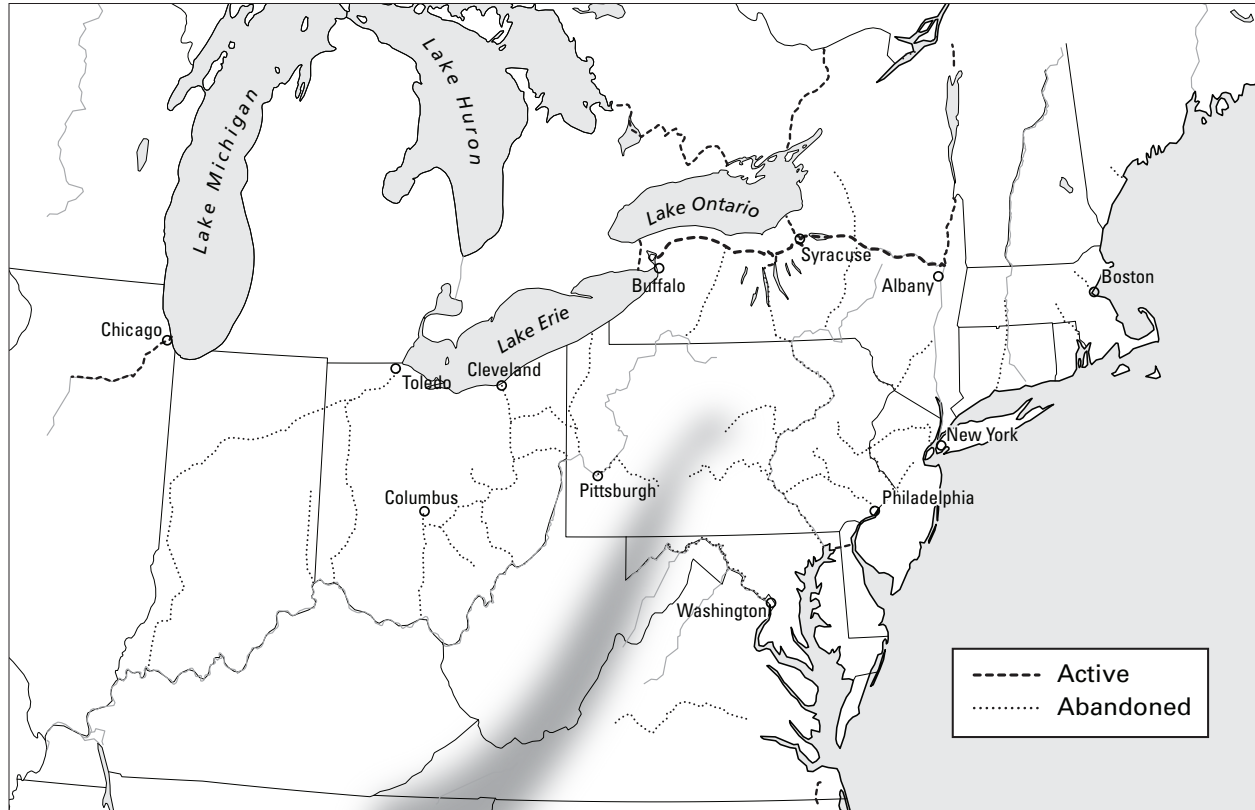
Original Document Source: "Emigration," The Genesee Farmer 2 (June 9, 1832): 180–181.

SECONDARY SOURCE ▶

3.5

Major American Canals of the Nineteenth Century

The Erie Canal launched an age of canal building. Several of these canals added to the Erie Canal's ability to attract goods from all over the western regions, especially the states of Ohio, Illinois, Indiana, Michigan, and Wisconsin. The Ohio and Erie Canal, for example, linked Cleveland with the Ohio River. In time, many less useful and unprofitable canals were also built. The railroads and the economic hard times starting in 1837 led to an end to this age of canals.



Map Source: © Nystrom Education

PRIMARY SOURCE ▶

3.6

Levi Woodbury Letter on the Erie Canal

Many New Englanders were leaving the region and moving west even before the Erie Canal was completed. The canal merely sped up that process. In 1834, former Vermont governor Levi Woodbury wrote to Azariah C. Flagg, one of the Erie Canal commissioners, to thank him for a copy of a recent state canal report. This passage is from that letter.

Original Document

When I reflect on the small territory, rocky mountains and barren soil of my native State and look to the vast resources and high destinies of the empire state I can almost submit to being envious. But a moment's further consideration, that you open your generous arms to welcome the emigrants from our frosty hills & to patronize her sons, whenever their enterprise and industry merit favour, I feel again friend, that we are in many respects but *one People* and that the success of a part is in some degree the success of the whole.

Adapted Version

My native state is of small territory, with rocky mountains and barren soil. When I compare it with the vast resources and great potential of New York State, I have to admit to being envious. But then I reflect that you have opened your generous arms to welcome emigrants from our frosty hills. You have helped Vermont's sons whenever their enterprise and industry merit such help, and so I feel again friend that we are in many respects but *one people*. The success of a part is in some degree the success of the whole.

Original Document Source: Levi Woodbury to Azariah C. Flagg, 22 January 1834, in *Erie Water West: A History of the Erie Canal, 1792–1854*, by Robert E. Shaw (Lexington: University Press of Kentucky, 1966), 413.

PRIMARY SOURCE ▶

3.7

Distribution of Population Maps

Americans were already moving west of the Appalachian Mountains before the Erie Canal was completed in 1825. They settled in Kentucky, Tennessee, and along the Ohio River. After the canal was built, the pattern of settlement grew in numbers. It also shifted dramatically in terms of where people came from and where they finally settled. These two maps show how the settlement pattern shifted to the north.

Map 1



Map 2



Image Sources: Map 1. By Dixon Ryan Fox, in *Harper's Atlas of American History*, by Dixon Ryan Fox (New York: Harper and Brothers, 1920), 33, courtesy of the private collection of Roy Winkelman.

Map 2. By Albert Bushnell Hart, in *The American Nation*, by Albert Bushnell Hart, vol. 19 (New York: Harper and Brothers, 1907), 20, courtesy of the private collection of Roy Winkelman.

PRIMARY SOURCE ►

3.8

Drawing of New York and Brooklyn

In 1820, New York City had a population of about 123,000. By 1850, that number had increased more than four times, to about 515,000. This drawing offers an aerial view of New York City and Brooklyn in about 1851. It is titled *Bird's Eye View of New-York & Brooklyn*, and is drawn by J. Bachmann.



Image Source: *Bird's Eye View of New York & Brooklyn*. By John Bachmann, circa 1851, Library of Congress, Prints and Photographs Division, Washington, DC, LC-DIG-pga-03106.

PRIMARY SOURCE ▶

3.9

Editorial on the Growth of New York City

An editorial in the *Albany Argus*, on August 12, 1845, dealt with the rapid expansion of New York City. In this passage from that editorial, the writer seeks to explain the cause of the transformation taking place in the city.

Original Document

To what may this change be attributed? Is it not clearly to the influence of the western trade, which seems to be a mine of wealth and power and population beyond human calculation. . . . The settlement of Western New-York and Ohio forced the construction of the Erie Canal, which literally united the waters of the western seas with the Atlantic ocean. For only twenty years, the wealth of the teeming West has poured down that avenue, and already it has placed New-York on an eminence as the Commercial Emporium of America. . . . So long as New-York remains at the head of the western trade . . . it must irresistably advance in wealth, influence and population, until she will be known not only as the great city of America, but as the *great city of the world*.

Adapted Version

What has caused this great change [to New York City]? Isn't it obvious? It is due to the western trade, which is a source of wealth and power and population beyond human calculation. The settlement of Western New York and Ohio is what led to the construction of the Erie Canal. This canal then literally united the waters of all the Great Lakes with the Atlantic Ocean. For only twenty years, the wealth of the teeming West has flowed through the Canal and down the Hudson River. Already it has made New York the commercial emporium of America. So long as New York remains at the head of the western trade, its growth cannot be stopped. It will advance in wealth, influence and population until it is known not only as the great city of America, but as the *great city of the world*.

Original Document Source: "The Growth of American Cities: The Commercial Influence of the West," *Albany Argus*, August 12, 1845, in *Erie Water West: A History of the Erie Canal, 1792-1854*, by Robert E. Shaw (Lexington: University Press of Kentucky, 1966), 283-284.

Communicating Results and Taking Action

Communicating Results

- ◆ Study Primary Source 3.4, which describes immigrants and other settlers moving west on the Erie Canal in 1832, and read and discuss some of the materials listed in the Sources for Further Study section. You easily can find other written sources and visual images online. Have each group member pretend to be a passenger going west on the Erie Canal. You are all traveling together, and you all decide to keep a group journal of your travels. Each of you should write three entries at three different times and locations during the trip. Each of you should also write responses to two or three of the other entries. Share this collaborative journal with the rest of the class in a brief discussion of noteworthy events and places that people were likely to experience while traveling on the Erie Canal.
- ◆ Study Primary Sources 3.2 and 3.7. You may also want to read more about DeWitt Clinton. Some of the materials in the Sources for Further Study section may help, but many other accounts of his life can be found in print and online. Clinton died in 1828, but pretend you are DeWitt Clinton viewing these two maps in 1860. Write a letter to a friend about the Erie Canal and what you think these maps show about its effect on the nation's history up to 1860.
- ◆ Do further research into the Erie Canal and the canal-building era of the 1820s and 1830s. From the set of sources for this lesson, choose three that you think add details or ideas about this canal-building era that might improve your research sources' treatment of this topic. Present your findings in a brief talk to the class.

Taking Action

- ◆ In its time, the Erie Canal was what people called an “internal improvement.” Today, we use the term “infrastructure” for the same idea. “Infrastructure” refers to all the basic facilities that support society as a whole—such as roads, bridges, canals, railroad lines, telephone lines, sewer and water supply systems, power lines, and the Internet. The nation's aging infrastructure has been a major news topic in recent years. Over the next few days, find one magazine article, newspaper story, or online account of a local, state, or national infrastructure issue. Summarize and discuss these in class. List the issues and, as a class, choose three that seem most important now.
- ◆ After completing the previous activity, share the list and the class's three choices with your district's congressional representative, the mayor of your city or town, or some other political official. You should then invite that official to visit your class and discuss the infrastructure issues the class has selected as most important.

The Erie Canal Rubric

Criteria	Unacceptable	Developing	Proficient	Excellent
Focus	Tries to respond to task instructions but lacks clear focus on a central idea or thesis	Addresses the task instructions adequately but focus on a central idea or thesis is uneven	Responds to the task instructions appropriately and convincingly; has a consistent focus on a central idea or thesis	Responds to all task instructions convincingly; has a clear and strong focus on a well-developed central idea or thesis
Research	Refers to some sources but fails to connect these in a relevant way to the task instructions	Refers to relevant sources well but does not always connect these clearly to the task instructions	Refers to relevant sources accurately and usually connects these to the task instructions and a central idea	Refers to relevant sources accurately and in great detail and connects these clearly to the task instructions and a central idea
Development and Use of Evidence	Uses some details and evidence from sources but does not make clear the relevance to the task purpose or instructions	Uses details and evidence from sources generally but not always in support of a clear focus relevant to the task purpose or instructions	Uses details and evidence from sources in a way that effectively supports a focus relevant to the task purpose or instructions	Uses details and evidence from sources along with clear explanations demonstrating deep understanding of the task purpose or instructions
Content	Refers to disciplinary content without clearly understanding it or while using it in an irrelevant or inaccurate manner	Refers to disciplinary content with some understanding but not always with a clear idea of its relation to the overall task	Accurately uses disciplinary content and demonstrates a clear idea of its relation to the overall task	Uses disciplinary content effectively and explains thoroughly and in-depth its relation to the overall task
Conventions	Demonstrates only limited control of standard English conventions with many errors in spelling, punctuation, grammar, and other conventions	Demonstrates some command of standard English conventions with limited errors in spelling, punctuation, grammar, and other conventions	Demonstrates adequate command of standard English conventions with few errors in spelling, punctuation, grammar, and other conventions	Demonstrates a well-developed command of standard English conventions with few errors and a use of language appropriate to the audience and the purpose of the task

Primary Source Bibliography

- 3.1 Washington, George. *The Writings of George Washington*. Vol. 10. Edited by Worthington Chauncey Ford. New York: G. P. Putnam's Sons, 1890.
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- 3.4 "Emigration." *The Genesee Farmer* 2 (June 9, 1832): 180–181.
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Sources for Further Study

Anderson, Patricia. *Course of Empire: The Erie Canal and the New York Landscape, 1825–1875*. Seattle: University of Washington Press, 1984.

Garrity, Richard. *Canal Boatman: My Life on Upstate Waterways*. Syracuse, NY: Syracuse University Press, 1984.

Morganstein, Martin, Joan H. Cregg, and the Erie Canal Museum. *Erie Canal*. Images of America. New York: Arcadia, 2001.

Phelan, Mary Kay. *Waterway West: The Story of the Erie Canal*. New York: Thomas Y. Crowell, 1977.

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The American Awakening

Why Did Revival and Reform Spread?

Overview

Introduction

The Second Great Awakening lasted from the 1790s to the 1850s. It took the form of hundreds of religious revivals. Some took place within a single church in a single community. Others occurred in huge, outdoor, camp meetings where dozens of revival preachers spoke to hundreds or thousands of people. Several Protestant denominations grew rapidly. Entirely new churches formed, such as the Mormon Church. New sects, such as the Shakers, established small communities seeking a holier way of life. The awakening also fueled a great variety of social and political reform movements—women’s rights, temperance, prison reform, the abolition of slavery. Reformers and revivalists supported missionary work of all kinds. A spirit of perfectionism was in the air. What explains this combined emphasis on individual religious awakening and social reform? In this unit, students will work with short passages from ten primary sources in an effort to answer this question. While these sources alone won’t completely answer this question, they can help. Moreover, they can form the core content for a set of tasks that will help students better understand this many-sided upheaval in the nation’s history.

Objectives

Students will complete a final task or prepare a final presentation to respond in a meaningful way to a compelling question about this age of revival and reform. They will work individually and in groups to apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary sources before presenting their ideas to the class.

C3 Standards Addressed by This Unit

- ◆ **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- ◆ **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
- ◆ **D2.HIS.5.6-8.** Explain how and why perspectives of people have changed over time
- ◆ **D2.HIS.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- ◆ **D2.HIS.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- ◆ **D2.HIS.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- ◆ **D2.CIV.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- ◆ **D2.ECO.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- ◆ **D2.GEO.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- ◆ **D2.GEO.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- ◆ **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

- ◆ **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.
- ◆ **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- ◆ **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.
- ◆ **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- ◆ **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- ◆ **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Common Core Anchor Standards Addressed by This Unit

- ◆ **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.6.** Assess how point of view or purpose shapes the content and style of a text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- ◆ **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- ◆ **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Teaching Instructions

Compelling Question

Why did Protestant revival and reform spread rapidly in the United States during the early 1800s?

Preparation

Provide all students with a copy of the Introductory Essay. Assign this reading as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the lesson in mind as they read.



Asking Questions about the American Awakening
This part of the lesson stresses Dimensions 1 and 2 of the C3 Framework

Day One

1. Briefly discuss the Introductory Essay with the class and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the primary sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines of Dimension 2 in the C3 Framework—history, civics, economics, or geography. As they work, the groups should keep in mind the lesson’s overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Provide each student with a copy of all the primary sources for this unit. Each group may share a primary source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three primary sources, and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.



Applying Disciplinary Concepts and Evaluating Sources and Evidence
This part of the lesson stresses Dimensions 2 and 3 of the C3 Framework

Day Two

6. Students will return to their previously assigned groups and formulate a claim addressing their group’s compelling question. After reading the remaining seven primary sources, they will select one that supports their claim.

7. Using the evidence gathered from the primary sources, each group will then prepare a brief (five- to ten-minute) presentation about the era's religious revivals and reforms from their group's disciplinary perspective. The presentation can be in the form of an oral report, a debate among group members, or a PowerPoint or another related type of presentation. Allow time for students to prepare by discussing and debating topics among themselves.

Day Three

8. Each group will deliver its presentation. Allow time for class discussion following each presentation, and for a final effort to answer the central compelling question for the lesson.



Communicating Results and Taking Action

This part of the lesson stresses Dimension 4 of the C3 Framework

Students will complete a final project that expresses understanding of the topic and responds clearly to the lesson's compelling question. The projects may be completed in groups, but students should be evaluated individually.

Distribute the Communicating Results and Taking Action handout, and decide whether you will assign the projects or allow students to form groups and choose tasks on their own. Set a reasonable deadline. Students should review the American Awakening Rubric so they can understand how their performance will be evaluated. The projects are summarized below.

Communicating Results

- ◆ Have students read Primary Sources 4.3 and 4.4, along with the background information for each source. The students will pretend that they are Charles Grandison Finny and write a long letter to Samuel Goodrich. They will then pretend they are “gifted Poundtext” and write a letter in response.
- ◆ Students will write a short essay answering whether the Second Great Awakening helped or hindered the development of a strong antislavery movement.
- ◆ Divide the class into small groups. Each group member should learn more about Brook Farm, the Oneida Community, New Harmony, and the Shakers. The group will prepare a group presentation on these communities in which each group member describes one of them, its founding, its size and location, its religious views (if any), its reforms in work and family life, and the problems it faced. The class should then discuss what, if anything, these experimental communities tell people about the nature of reform movements in general in nineteenth-century United States.

Taking Action

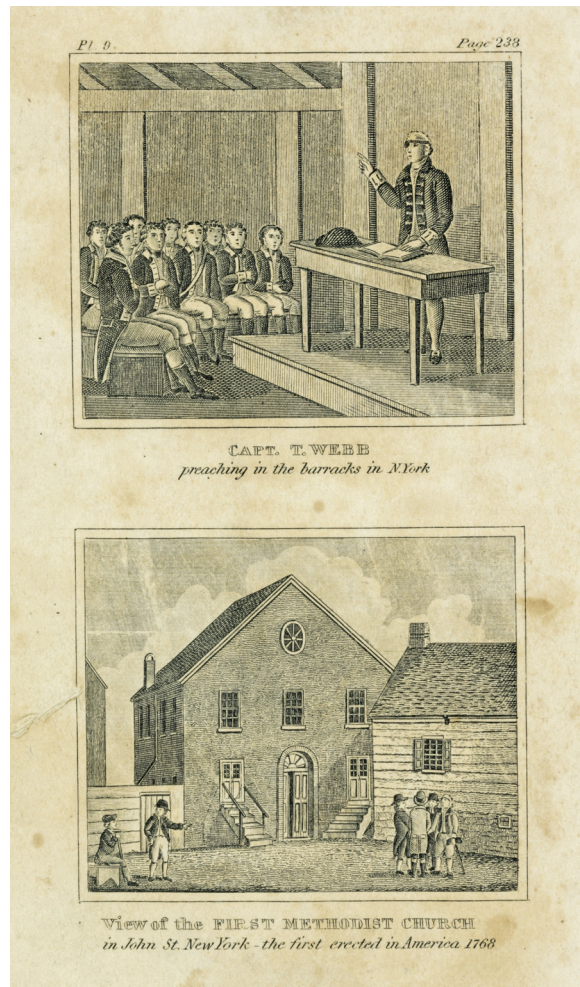
- ◆ Today, many disagreements arise about the relationship between church and state. These disagreements have to do with things such as school vouchers, school prayer issues, public Christmas displays, abortion, and government health-insurance rules. Using print media and online sources, students should research one such conflict and plan to hold a debate. In the debate, half of the group should defend one side of the conflict while the other half defends the opposing position. The class should discuss what they think about the controversy.
- ◆ Students may use social media to ask people what they know about the argument dealt with in the above assignment. Students will share these comments in a class discussion. They will then use some of the comments as part of an editorial. They will send the editorial to a local newspaper or other publication and invite them to use it. Students will use the class discussion on the conflict, and the editorial and any reader responses from the editorial, to write to their local officials about stemming the problem at a local level.

Introductory Essay

The American Awakening

Religious revivals have occurred several times in U.S. history. The First Great Awakening of the 1740s set the pattern. People at that time sensed that many had been falling away from strong religious feeling. Traveling preachers sought to bring people back to their churches. These preachers would deliver sermons calling on people to renew their faith. Many listeners would feel an intense sense of their sinfulness. They would repent. Many would then experience an emotional conversion and vow to live purer and more Christian lives.

The Second Great Awakening was similar, but it was more extensive. It lasted from the 1790s to the 1850s, and it took the form of hundreds of revivals. Some took place within a single church in a single community. Others occurred in huge, outdoor, camp meetings, where dozens of revival preachers spoke to hundreds or thousands of listeners. Certain Protestant denominations grew very rapidly as a result—especially the Methodists and Baptists. Entirely new religions formed, such as Mormonism. New sects, such as the Shakers, established small communities seeking a holier way of life.



*Engraving of a preacher in front of a congregation
and the first Methodist Church in New York*

What really set this awakening apart was that it also fueled a great variety of social and political reform movements. The Second Great Awakening deeply affected many who led the struggle for women's rights. Many of them also called for the complete abolition of slavery, worked for temperance or for prison reform, and supported missionary work of all kinds. A spirit of perfectionism was in the air. The awakening taught that because individuals could be perfected spiritually, so also could society.

What explains this combined emphasis on individual religious awakening and social reform? Many changes were taking place in the new republic in late 1700s and early 1800s. However, one key factor was the American Revolution itself.

Obviously, the American Revolution brought political change. Instead of being ruled by the British king and Parliament, Americans were suddenly on their own. The lofty ideals of the revolution promised them the right to rule themselves, but society did not yet live up to all these ideals. Most African Americans remained enslaved. Women and most free African Americans faced many limitations. The wealthy and well educated usually held all high offices, including the clergy (in many communities only one "established" church was available). However, the American Revolution's ideas challenged all this—and much more. Suddenly, all social practices and ideas were open to questioning. The ideal of active citizenship meant that people could and should question higher authority. A faith that each individual had an active part to play became a powerful force in society.

How did the Second Great Awakening reflect these changing attitudes? The revivals stressed, above all, the ability of each individual to control his or her destiny. This may seem obvious today, but it was far from obvious in 1800. Yes, the revolution promoted the ideal of individual liberty and active citizenship, but traditional Protestant religious teachings had stressed a very different idea—predestination. This was the idea that God had already decided for all time who he would save and who he would not. Of course, individuals were not supposed to be passive; they were to strive to live good lives. This behavior would not win them God's grace, but it could reassure them that God had bestowed grace on them—because they would then show that they were saved by living holy lives. Ultimately, however, their fate was in God's hands, not theirs.

During the Second Great Awakening, a very different attitude spread. The idea was that each individual could achieve his or her own salvation. God did not decide their fate ahead of time. They had to come to a painful confrontation with their own sins, but, through their own efforts, they could then be perfected.

This was certainly the spirit in the rapidly growing frontier regions. In Kentucky and Tennessee, unschooled preachers rode circuits from village to village holding revivals

and preaching emotional sermons. Even in more conservative New England, change was in the air. There, the clergy were college-trained, respectable men. However, they did alter their strict theology to stress a greater freedom for the individual. They also became leaders in the various efforts to reform and even perfect society. In their part of the country, industrial change, immigration, disorder, and poverty in the cities all created anxieties that helped fuel revivals and calls for social reform.

In general, it was a time of uncertainty and rapid social change. In that context, social reform and religious revival seemed to go together. They were an outlet for the fears that unsettled times can generate. They also reflected the optimism of a new republic and its ideal of liberty and greater equality.

In this lesson, you will examine a small sample of primary sources about the Second Great Awakening, which will help you decide why Protestant revival and reform spread rapidly in the United States during the early 1800s in particular.



Depiction of celebrity preacher George Whitefield in America in the late 1700s

Image Source: Engraving. By unknown artist, 1825, Miriam and Ira D. Wallach Division of Art, Prints, and Photographs: Print Collection, The New York Public Library, Digital Collections, 1650632.
Whitefield Preaching in Moorfields, A.D. 1742. By Eyre Crowe, 1865.



History Group

GROUP MEMBERS:

The American Awakening

Your group's task is to look at the history of the religious revivals and reforms of the early 1800s. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

How are the ideals of the American Revolution reflected in both the revivals and reform movements of the early 1800s?

3. Read and discuss Primary Sources 4.1, 4.4, and 4.10.
4. Read and discuss the following background information. Use the information to help complete the handout.

The revivals and reform movements of the early 1800s expressed a spirit of optimism and faith in ordinary people. Many revivals took place at huge outdoor meetings, often in remote rural areas. Dancing, shouting, groaning, and speaking in tongues swept up the crowds. As in earlier revivals, preachers warned of sin, but their appeal this time was more optimistic. They appealed to each individual soul to renew itself and live a purified life.

Intellectuals drawn to Transcendentalism expressed this hopefulness in a more refined way—in quiet discussions in drawing rooms, for example, rather than in emotional gatherings of preachers and believers at a camp meeting. Many other movements for social reform also appeared, dealing with prison conditions, educational reform, factory life, alcoholism, women's rights, and slavery. Various utopian socialist thinkers also set up a number of small communities. Some communities were based on secular ideas, but new religious groups also established communities based on shared wealth and equality. In all of these cases, the utopians and revivalists were sure that a new age was about to begin.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 4.1

Primary Source 4.4

Primary Source 4.10

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

How are the ideals of the American Revolution reflected in both the revivals and reform movements of the early 1800s?

State your group's claim here:

7. From the remaining seven primary sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.



Civics Group

GROUP MEMBERS:

The American Awakening

Your group's task is to explore the outcome of the religious revivals and reforms of the early 1800s from a civics perspective. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Did the First Amendment to the U.S. Constitution help or hinder the revival of religion during the Second Great Awakening?

3. Read and discuss Primary Sources 4.3, 4.5, and 4.9.
4. Read and discuss the following background information. Use the information to help complete the handout.

The First Amendment to the U.S. Constitution says, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." An "established" church is one that the government supports through taxation. Before the American Revolution, nine colonies had established churches. After the American Revolution, many states began to end all state support for these churches. The last state to "disestablish" its church was Massachusetts in 1833. The Second Great Awakening took place just as this disestablishment of religion was unfolding.

In an established church, a minister can count on his community's support. The law requires it. But what happens to ministers once church and state are separated? What can they do if parishioners simply lose interest? What if no one wants to listen to their sermons? What if people refuse to help pay a minister's salary? Ministers would have to work to keep such people satisfied. They might have to deliver more moving sermons. They

might also have to help people more with their spiritual struggles. The minister's role in society had to change. The Second Great Awakening affected that change in many ways.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 4.3

Primary Source 4.5

Primary Source 4.9

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Did the First Amendment to the U.S. Constitution help or hinder the revival of religion during the Second Great Awakening?

State your group's claim here:

7. From the remaining seven primary sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.



Economics Group

GROUP MEMBERS:

The American Awakening

Your group's task is to explore the outcome of the religious revivals and reforms of the early 1800s from an economics perspective. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

The United States was becoming a more open, competitive, and commercial society in the early 1800s. Did the revivals make it harder or easier for people to adjust to these changes?

3. Read and discuss Primary Sources 4.2, 4.3, and 4.10.
4. Read and discuss the following background information. Use it to help complete the handout.

The U.S. economy was changing rapidly in the early 1800s; some historians use the term “market revolution” to describe these changes. The term “market” here refers to distant national or worldwide markets, not local marketplaces. In the 1800s, Americans increasingly produced goods for sale in distant markets. They no longer produced just for their own personal use. A key factor making this possible was a growing network of roads, canals, and, later, railroads. These newer, faster modes of transportation enabled farmers in the West to sell wheat to the growing cities in the East. It also meant businesses in the East could sell farm tools, clothing, and furniture to farmers and others in the West. New England mills could also get cotton from slave plantations in the South and sell textiles all over the nation and the world.

The market revolution helped farmers, business owners, and artisans who knew how to buy and sell in a large, complex market. It also helped

those who could get loans from banks, who could use new tools and machines, and who knew how to advertise. Yet it also disrupted life for others who were not as good at these things. It may have hurt less skillful or productive small farmers or those who lived far from a canal or road. It hurt artisans whose jobs were being replaced by machines in factories. The new competitive market offered freedom and opportunity to some, but it also left many anxious and uncertain about how to move up and how to avoid moving down.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 4.2

Primary Source 4.3

Primary Source 4.10

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

The United States was becoming a more open, competitive, and commercial society in the early 1800s. Did the revivals make it harder or easier for people to adjust to these changes?

State your group's claim here:

7. From the remaining seven primary sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.



Geography Group

GROUP MEMBERS:

The American Awakening

Your group's task is to explore how geography affected the outcome of the religious revivals and reforms of the early 1800s. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

The sectional divide between North and South grew progressively bitter in the mid-1800s. How did this affect the revival and reform movements?

3. Read and discuss Primary Sources 4.5, 4.6, and 4.8.
4. Read and discuss the following background information. Use the information to complete the handout.

The Second Great Awakening was not just one single event. It took many forms, and it varied from one region to another. In Kentucky, Tennessee, and other southern and western regions, the awakening took the form of circuit-riding revival preachers going from settlement to settlement. Often they were plain-speaking men with little schooling. Their revivals appealed heavily to emotion. In such places, churches were often absent or only just forming. The Methodists and Baptists grew rapidly in such regions.

In New England, on the other hand, revivals took place within an established Congregational church or other established churches. Northern ministers were mainly well-educated, middle-class professionals. Their revivals sought new converts for long-established churches. They stressed personal discipline and social order and supported schools, temperance, and other reforms. Their goal was to improve people's character and morality. Many of them also opposed slavery. They believed humans

were perfectible—if humans were free to choose between good and evil. Slaves did not have the freedom to do this. The Methodists and Baptists on the frontiers also opposed slavery at first. However, they had to adapt to attitudes in the South. In 1844, the Methodists split over slavery into northern and southern denominations. The Baptists did the same in 1845, and the Presbyterians in 1857.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 4.5

Primary Source 4.6

Primary Source 4.8

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

The sectional divide between North and South grew progressively bitter in the mid-1800s. How did this affect the revival and reform movements?

State your group's claim here:

7. From the remaining seven primary sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

How to Analyze a Primary Source

In this lesson, you will be studying several primary source documents. This handout offers suggestions for how best to read and analyze historical primary sources. Studying such sources is challenging. They were created in a different time and place. Their language and use of certain key terms often differ from ours. They assume things we might not accept. They arise out of historical circumstances and settings that differ greatly from our own times. To use such sources as evidence, you need to apply some special critical thinking skills and habits. Here are some guidelines to help you do this.

◆ *Question the source*

Since no primary source was written with you and your interests in mind, you need to be clear about what you are looking for when you examine a source. You need to stay in charge of the investigation. Act like a detective, and ask questions. Above all, keep your own most important compelling questions in mind as you read and think about a source.

◆ *Consider the source's origins*

This is often simply called “sourcing.” It means asking who created the source, when and where the source was created, and why. If you know the source’s purpose, you will be more likely to see how it is shaped by its creator’s point of view. Among other things, sourcing can also help you decide how reliable or typical a source might be.

◆ *Contextualize the source*

“Context” here means the broader historical setting for the source. Sources are always a part of a larger historical context. You need to consider how this context helps clarify the meaning of the source. You also need to decide which context is most important. Sources might be best understood in connection with a local context or a recent event. Alternatively, they might be understood better within a national or international context, or as part of a long-term trend in society at large. Your guiding questions should help you decide what context is most important.

◆ *Corroborate the source*

This means you must think about your source in relation to other sources. Does the source back up those other sources, or does it seem to be at odds with the other sources? Might there be additional sources, which have not been provided to you, that could support or conflict with the source?

◆ *Above all, read the source carefully*

Look at language closely. Pay attention to images, emotional language, metaphors, and other literary devices. Think about what is implied, not merely what is stated or claimed in so many words. Think about what is left out as well as what is included. Make inferences based on your close reading. This will help you get more out of your source than even the source’s creator might have seen in it.

PRIMARY SOURCE ►

4.I

Peter Cartwright on Revival Meetings

Peter Cartwright was a Methodist circuit rider in the early 1800s. He was one of the best-known revival preachers during the Second Great Awakening. In his autobiography, he describes the revival meetings in Kentucky and Tennessee in 1801.

Original Document

They would . . . erect a shed, sufficiently large to protect five thousand people from wind and rain, and cover it with boards or shingles; build a large stand, seat the shed, and here they would collect together from forty to fifty miles around, sometimes further than that. Ten, twenty, and sometimes thirty ministers, of different denominations, would come together and preach night and day, four or five days together; and, indeed, I have known these camp-meetings to last three or four weeks, and great good resulted from them. I have seen more than a hundred sinners fall like dead men under one powerful sermon, and I have seen and heard more than five hundred Christians all shouting aloud the high praises of God at once; and I will venture to assert that many happy thousands were awakened and converted to God at these camp-meetings.

Adapted Version

They would . . . erect a shed, sufficiently large to protect five thousand people from wind and rain. They would then cover it with boards or shingles, build a large stand and put seats up in the shed. Here they would attract people from forty to fifty miles around, sometimes farther than that. Ten, twenty, and sometimes thirty ministers, of different denominations, would come together and preach night and day. They would do so for four or five days together. Indeed, I have known these camp meetings to last three or four weeks, and great good resulted from them. I have seen more than a hundred sinners faint from one powerful sermon, and I have seen and heard more than five hundred Christians all shouting aloud the high praises of God at once. I will venture to assert that many happy thousands were awakened and converted to God at these camp meetings.

Original Document Source: Peter Cartwright, *Autobiography of Peter Cartwright: The Backwoods Preacher*, edited by W. P. Strickland (New York: Carlton Porter, 1856).

Solomon Wiatt's "Against the Calvinian Doctrine"

The Great Awakening largely rejected the idea of predestination, the idea that New England Puritans and other churches adopted from the teachings of John Calvin. Predestination meant that God had already chosen those he would save and those he would damn even before they were born. For Calvin, the idea followed from his view that God was all-powerful and in control of everything that happens. All that a person could do was try very hard to live a good life and look for signs that God's saving grace had been bestowed upon him or her. During the Second Great Awakening, this idea was largely abandoned. This poem is titled "Against the Calvinian Doctrine." It is from *Wiatt's Impartial Selection of Hymns and Spiritual Songs*.

Original Document**"Against the Calvinian Doctrine"**

THOU God of mercy, loving, kind,
To save the fallen race inclin'd;
Mercy and love are thy delight,
And all thy ways are just and right.

Can Christ our God a Moloch be,
Pleas'd with his creatures' misery?
Dooming nine-tenths of men that fell,
To burning flames and endless hell.

A God in wrath and vengeance dress'd,
In rage, which cannot be express'd?
Decreeing unborn souls to death,
Long ere they sinn'd or drew their breath?

No, Lord, they name and nature's love,
To all mankind they bowels move;
Thy saving grace for all is free,
And none are doom'd to misery.

Those only who thy love abuse,
And madly all thy grace refuse,
Shall into endless darkness go,
'Tis all the heav'n they wish to know.

Lord, set the erring Christians right,
Teach them thy truth, thy truth is light;
Then will they know, and feel, and prove,
Thy nature and thy name is love.

Original Document Source: Solomon Wiatt, "Against the Calvin Doctrine," in *Wiatt's Impartial Selection of Hymns and Spiritual Songs* . . .
(Philadelphia, PA: A. Dickinson, 1809), 159–160.

PRIMARY SOURCE ►

4.3

Charles Grandison Finny on Conversion

The most famous revivalist preacher of the Second Great Awakening was Charles Grandison Finny. For him, the evangelical spirit of the awakening meant that individuals could triumph over sin through their own efforts. They should not wait for God to bestow grace on them, and they each had to confront their own sinfulness, repent fully, and transform themselves by going through a wrenching and emotional conversion experience. Finny was demanding as to what this meant. That is because a key concept of the Second Great Awakening was the doctrine of perfectionism—the sinner had to be purified completely. Finny would accept no halfway conversions. The sinner had to conquer sin and remake himself or herself totally. Finny expresses these ideas in this passage.

Original Document

There is a pertinacious unwillingness in sinners to become Christians, and in Christians to become perfect, or to come up to the full perfection required both by the law and gospel. Sinners may strongly wish to become Christians, and Christians may strongly wish or desire to be rid of all their sins, and may pray for it, even with agony. They may think they are willing to be perfect, but they deceive themselves. They may feel, in regard to their sins taken all together, or in the abstract, as if they are willing to renounce them all. But take them up in the detail, one by one, and there are many sins they are unwilling to give up. They wrestle against sin in general, but cling to it in the detail.

I have known cases of this kind where individuals will break down in such a manner that they think they never will sin again; and then perhaps in one hour, something will come up that they are ready to fight for the indulgence, and need to be broken down again and again. Christians actually need to be hunted from one sin after another, in this way, before they are *willing* to give them up; and after all, are unwilling to give up all sins. When they are truly willing to give up all sin, when they have no will of their own, but merge their own will entirely in the will of God, then their bonds are broken. When they will yield absolutely to God's will, then they are filled with all the fulness of God.

CONTINUED

Adapted Version

Sinners display a powerful unwillingness to become Christians, and Christians show an equal unwillingness to become perfect—that is, fully perfect as required both by the law and gospel. Sinners may strongly wish to become Christians, and Christians may strongly wish or desire to be rid of all their sins. They may even pray for this with agony. They may think they are willing to be perfect, but they lie to themselves. When they think of all of their sins together, in the abstract, they may believe they are willing to renounce them all. But if you go over these sins in detail, one by one, there will be many they are unwilling to give up. They wrestle against sin in general, but they cling to it in the detail.

I have known cases of this kind where individuals will break down so fully that they think they never will sin again. Then, perhaps in one hour, some indulgence will come up that they are ready to fight for. Then they just need to be broken down all over again. Christians actually need to be hunted down over one sin after another before they are finally *willing* to give them up. And, even afterward, many of them are still unwilling to give up all sins. When they are truly willing to give up all sin, then their bonds are broken. But this only happens when they have no will of their own, but instead merge their own will entirely in the will of God. When they yield absolutely to God's will, then they are filled with all the fullness of God.

Original Document Source: Charles Grandison Finny, "Christian Perfection," in *Lectures to Professing Christians: Delivered in the City of New York, in the Years 1836 and 1837*, by Charles Grandison Finny (New York: John S. Taylor, 1837), 256–257.

Goodrich's Reproduction of a Preacher's Speech

Traditional Protestant ministers were usually trained in colleges and other educational institutions. At times, such ministers did take part in the Second Great Awakening revivals, or they called in revivalist preachers to help them bring more people to their churches. Other traditionally trained ministers looked down on the revival preachers as lacking seriousness, respectability, and education. Many revivalist preachers in turn looked down on highly educated preachers. Boston newspaper editor Samuel G. Goodrich recorded one such preacher, a man he identified only as a "gifted Poundtext." The passage is Goodrich's reproduction of this preacher's words.

Original Document

"What I insist upon, my brothers and sisters, is this: larnin isn't religion, and eddication don't give a man the power of the Spirit. It is grace and gifts that furnish the rael live coals from off the alter. St. Peter was a fisherman—do you think he ever went to Yale College? . . . No, no, beloved brethren and sisters. When the Lord wanted to blow down the walls of Jericho, he didn't take a brass trumpet, or a polished French horn: no such thing; he took a ram's horn—a plain, natural ram's horn—just as it grew. And so, when he wants to blow down the walls of the spiritual Jericho, my beloved brethren and sisters, he don't take one of your smooth, polite, college larnt gentleman, but a plain, natural ram's horn sort of man like me."

Original Document Source: Samuel G. Goodrich, "Letter XV," in *Reflections of a Lifetime; or, Men and Things I Have Seen . . .*, vol. 1, by Samuel Goodrich (New York: Miller, Orton, and Mulligan, 1856), 196–197.

William Lloyd Garrison on the Sin of Slavery

In the 1830s, William Lloyd Garrison became perhaps the most famous abolitionist in the United States. Through his publication, *The Liberator*, he led the call for the immediate abolition of slavery. Garrison was highly critical of the more mainstream clergy who would not take strong stands against slavery. Yet in many ways, his stress on the sinfulness of slavery and the need to cleanse the nation of that sin reflect the perfectionism of the Second Great Awakening. An example of this outlook can be seen in this passage, from a speech Garrison gave in 1854.

Original Document

If other men choose to go upon all-fours, I choose to stand erect, as God designed every man to stand. If, practically falsifying its heaven-attested principles, this nation denounces me for refusing to imitate its example, then, adhering all the more tenaciously to those principles, I will not cease to rebuke it for its guilty inconsistency. Numerically, the contest may be an unequal one, for the time being; but the Author of liberty and the Source of justice, the adorable God, is more than multitudinous, and he will defend the right. My crime is, that I will not go with the multitude to do evil. My singularity is, that when I say that Freedom is of God, and Slavery is of the devil, I mean just what I say. My fanaticism is, that I insist on the American people abolishing Slavery, or ceasing to prate of the rights of man. . . .

. . . The Abolitionism which I advocate is as absolute as the law of God, and as unyielding as His throne. It admits of no compromise. Every slave is a stolen man; every slaveholder is a man-stealer. By no precedent, no example, no law, no compact, no purchase, no bequest, no inheritance, no combination of circumstances, is slaveholding right or justifiable. While a slave remains in his fetters, the land must have no rest. Whatever sanctions his doom must be pronounced accursed. The law that makes him a chattel is to be trampled under foot; the compact that is formed at his expense, and cemented with his blood, is null and void; the church that consents to his enslavement is horribly atheistical; the religion that receives to its communion the enslaver is the embodiment of all criminality.

CONTINUED

Adapted Version

If other men choose to go upon all-fours, I choose to stand upright, as God designed every man to stand. Will this nation reject its own heaven-supported principles and denounce me for refusing to go along with it? Then I will insist on those principles even more strongly, and I will never stop condemning it for its inconsistency. I am outnumbered for now. But beloved God, who is the author of liberty and justice, outnumbers all and will defend the right. My crime is that I will not follow the crowd and do evil. I am unusual in meaning what I say when I say freedom is of God and slavery is of the devil. I am supposedly a fanatic for saying Americans must abolish slavery or stop prattling about the rights of man. . . .

. . . The abolition I advocate is as absolute as the law of God. It is as firm as his throne. It allows no compromise. Every slave is a stolen man. Every slaveholder is a man-stealer. Nothing can make slaveholding right or justifiable—no precedent, no example, no law, no compact, no purchase, no bequest, no inheritance, no combination of circumstances. As long as one slave is still in fetters, this land must have no rest. Whatever justifies his doom must be called accursed. The law that makes the slave a piece of property should be trampled underfoot. The compact that is formed at his expense, and cemented with his blood, is null and void. Any church that agrees to his enslavement is horribly atheistical. Any religion that lets the enslaver receive communion is the perfect example of all criminality.

Original Document Source: William Lloyd Garrison, *No Compromise with Slavery: An Address Delivered in the Broadway Tabernacle, New York, February 14, 1854* (New York: American Anti-Slavery Society, 1854), 5–6.

PRIMARY SOURCE ▶

4.6

Peter Cartwright on Slavery

The Methodist revival preacher Peter Cartwright was opposed to slavery. However, his views about abolitionism differed from Garrison's, as this passage suggests.

Original Document

I will not attempt to enumerate the moral evils that have been produced by slavery; their name is legion. And now, notwithstanding these are my honest views of slavery, I have never seen a rabid abolition or free-soil society that I could join, because they resort to unjustifiable agitation, and the means they employ are generally unchristian. They condemn and confound the innocent with the guilty; the means they employ are not truthful, at all times; and I am perfectly satisfied that if force is resorted to, this glorious Union will be dissolved, a civil war will follow, death and carnage will ensue, and the only free nation on the earth will be destroyed. Let moral suasion be used to the last degree for the sake of the salvation of the slaveholders, and the salvation of the slaves.

Adapted Version

I will not try to list all the moral evils produced by slavery; there are too many to name. And yet, these are my honest views of slavery. I have never found a rabid abolition or free-soil society that I could join, because they all resort to unjustifiable agitation. The means they use to reach their goals are generally unchristian. They condemn and confuse the innocent with the guilty. The means they use are not truthful at all times. I am absolutely sure that if force is used to end slavery, this glorious Union will be dissolved. A civil war will follow, death and carnage will ensue, and the only free nation on the earth will be destroyed. Let every last effort be made to use moral persuasion only. This must be done for the sake of the salvation of the slaveholders, and the salvation of the slaves.

Original Document Source: Peter Cartwright, *Autobiography of Peter Cartwright: The Backwoods Preacher*, edited by W. P. Strickland (New York: Carlton and Porter, 1857), 9.

PRIMARY SOURCE ►

4.7

Theodore Dwight Weld on Slavery

During the Second Great Awakening, Theodore Dwight Weld experienced a religious conversion and became a disciple of revival preacher Charles Grandison Finny. He was also a major abolitionist leader from the 1830s until slavery was abolished in 1865. In 1837, he published a pamphlet on the Christian Bible and slavery. This passage is from an 1838 edition of that pamphlet.

Original Document

Just after the Israelites were emancipated from their bondage in Egypt, while they stood before Sinai to receive the law, as the trumpet waxed louder, and the mount quaked and blazed, God spake the ten commandments from the midst of clouds and thunderings. *Two* of those commandments deal death to slavery. “THOU SHALT NOT STEAL,” or, “thou shalt not take from another what belongs to him.” All man’s powers are God’s gift to *him*. That they are *his own*, is proved from the fact that God has given them to *him alone*,—that each of them is a part of himself, and all of them together constitute himself. All else that belongs to man, is acquired by the use of these powers. . . . The right to use according to will, is *itself* ownership. The eighth commandment presupposes and assumes the right of every man to his powers, and their product. Slavery robs of both. A man’s right to himself, is the only right absolutely original and intrinsic. . . . SELF-RIGHT is the *foundation right—the post in the middle*, to which all other rights are fastened. Slaveholders, when talking about their RIGHT to their slaves, always assume their own right to themselves. What slaveholder ever undertook to prove his right to himself? He knows it to be a self-evident proposition, that *a man belongs to himself*—that the right is intrinsic and absolute.

CONTINUED

Adapted Version

Just after the Israelites were freed from bondage in Egypt, they stood before Sinai to receive the law, as the trumpet sounded louder, and the mountain quaked and blazed. God spoke the Ten Commandments from out of clouds and thunder. *Two* of those commandments deal death to slavery. One of them is the eighth commandment, “THOU SHALT NOT STEAL,” or, “thou shalt not take from another what belongs to him.” All man’s powers are God’s gift to *him*. That they are *his own*, is proved from the fact that God has given them to *him alone*. Each of those powers is a part of himself, and all of them together constitute himself. All else that belongs to man, is acquired by the *use* of these powers. . . . The right to use those powers according to will is *itself* ownership. The eighth commandment assumes the right of every man to his powers and their products. Slavery robs of both. A man’s right to himself, is the only right absolutely original and intrinsic. . . . SELF-RIGHT is the *foundation right—the central right* to which all other rights are linked. Slaveholders, when talking about their RIGHT to their slaves, always assume their own right to themselves. What slaveholder ever undertook to prove his right to himself? He knows it to be a self-evident proposition, that *a man belongs to himself*—that the right is intrinsic and absolute.

PRIMARY SOURCE ►

4.8

James Hammond on Slavery

The Second Great Awakening often challenged the system of slavery in the South. Many preachers opposed slavery, as did Methodists in general. However, the Methodist bishops often tried to prevent preachers from taking strong abolitionist stands. They feared losing support in the South. In 1844, Methodists in the South and North split into two groups. Meanwhile, Southern leaders increasingly defended slavery by finding justifications for it in the Christian Bible. For example, former U.S. representative and South Carolina governor James Hammond defended slavery in a letter to English abolitionist Thomas Clarkson on January 28, 1845. This passage is from that letter.

Original Document

In the twentieth chapter of Exodus, seventeenth verse, I find the following words: “Thou shalt not covet thy neighbor’s house, thou shalt not covet thy neighbor’s wife, nor his man-servant, nor his maid-servant, nor his ox, nor his ass, nor anything that is thy neighbor’s”—which is the tenth of those commandments that declare the essential principles of the great moral law delivered to Moses by God himself. Now, discarding all technical and verbal quibbling as wholly unworthy to be used in interpreting the word of God, what is the plain meaning, undoubted intent, and true spirit of this commandment? Does it not emphatically and explicitly forbid you to disturb your neighbor in the enjoyment of his property[?]. . . . Prominent in the catalogue stands his “man-servant and his maid-servant” who are thus distinctly *consecrated as his property*, and guaranteed to him for his exclusive benefit, in the most solemn manner. You attempt to avert the otherwise irresistible conclusion, that Slavery was thus ordained by God, by declaring that the word “slave” is not used here, and is not to be found in the Bible. And I have seen many learned dissertations on this point from abolition pens. It is well known that both the Hebrew and Greek words translated “servant” in the Scriptures, mean also, and most usually, “slave.”

CONTINUED

Adapted Version

The following can be found in Exodus, chapter 20, verse 17: “Thou shalt not covet thy neighbor’s house, thou shalt not covet thy neighbor’s wife, nor his man-servant, nor his maid-servant, nor his ox, nor his ass, nor anything that is thy neighbor’s.” This is the tenth commandment. The Ten Commandments declare the essential principles of the great moral law given to Moses by God himself. Now let us ignore all technical and verbal quibbling as unworthy in interpreting the word of God. Instead, what is the obvious meaning, purpose, and true spirit of this commandment? Does it not forcefully forbid you to prevent your neighbor from enjoying all forms of his property[?]. . . . Prominent among these forms of property are his manservant and his maidservant. They are thus clearly sanctified as his property and solemnly guaranteed to him for his exclusive benefit. You seek to deny the obvious conclusion that slavery was ordained by God by telling us the word “slave” is not used here and is not found in the Bible. I have seen many learned essays on this point from abolitionists. Yet it is well known that both the Hebrew and Greek words translated as “servant” in the scriptures also most usually mean “slave.”

Original Document Source: John Hammond to Thomas Clarkson, 28 January 1845, in *Cotton is King, and Pro-Slavery Arguments . . .*, by E. N. Elliott (Augusta, GA: Pritchard, Abbott, and Loomis, 1860), 634–635.

Connecticut preacher Lyman Beecher was a key figure in the Second Great Awakening. He was not one of the rough frontier preachers in the western regions. He was a respectable and highly educated New England Congregationalist minister. In New England, ministers like Beecher and many other middle class leaders often stressed social reforms meant to bring greater order and stability to the young republic. One of those reforms was temperance. In 1826, Beecher spoke on the evils of alcohol in six sermons delivered in Litchfield, Connecticut. The following is a passage from his sermon "The Remedy of Intemperance."

Original Document

All denominations of Christians in the nation may, with great ease, be united in the effort to exclude the use and the commerce in ardent spirits. They alike feel and deplore the evil, and, united, have it in their power to put a stop to it. This union may be accomplished through the medium of a national society. There is no object for which a national society is more imperiously demanded, or for which it can be reared under happier auspices. God grant that three years may not pass away, before the entire land shall be marshalled, and the evils of intemperance be seen like a dark cloud passing off, and leaving behind a cloudless day.

The churches of our Lord Jesus Christ, of every name, can do much to aid in this reformation. They are organised to shine as lights in the world, and to avoid the very appearance of evil. A vigilant discipline is doubtless demanded in the cases of members who are of a lax and doubtful morality in respect to intemperance. . . . Men who are mighty to consume strong drink, are unfit members of that kingdom which consisteth not in "meat and drink," but in "righteousness and peace." The time, we trust, is not distant, when the use of ardent spirits will be proscribed by a vote of all the churches in our land, and when the commerce in that article shall, equally with the slave trade, be regarded as inconsistent with a credible profession of Christianity.

CONTINUED

Adapted Version

It should be easy to unite all of America's Christian denominations to end the use and commerce in alcohol. They all deplore this evil. United, they have the power to stop it. One way to do this would be to form a national society. No other goal demands a national society more. It would be easy to organize one. May God grant that in less than three years, the entire society will be called together to take action, and the evils of alcohol will be like a dark cloud lifting and leaving behind a cloudless day.

All the Christian churches can aid in this reformation. They are meant to shine as lights in the world and to remove even the appearance of evil. Vigilant discipline must be exercised over members who are lax about drinking. . . . Men who need strong drink are not fit for that kingdom which consists not in "meat and drink," but in "righteousness and peace." We trust that the time is near when use of alcohol will be banned by a vote of all the nation's churches. When that happens, commerce in alcohol will, like the slave trade, be seen as at odds with any believable profession of Christianity.

Original Document Source: Lyman Beecher, "The Remedy of Intemperance," in *Six Sermons on Intemperance*, by Lyman Beecher, 9th ed. (Glasgow, UK: Blackie, Fullarton, 1830), 51–52.

The Shakers were one of several new sects and denominations that developed during the Second Great Awakening. They thrived especially in upstate New York, where many displaced New Englanders were settling in the 1820s and 1830s. At their peak, in the 1830s, there were six thousand Shakers in nineteen communities. They sought to end individual selfishness in these settlements through celibacy, simplicity, and a highly disciplined group life. The passages here are from the introduction to an 1848 tract called *A Summary View of the Millennial Church: Or United Society of Believers, Commonly Called Shakers*. The tract offers an account of the rise of the Shakers and a description of their principles and faith.

Original Document

1. The present age of the world is an age of wonders. The most extraordinary changes, revolutions, and remarkable events are rapidly rolling on, through the physical, political, moral and religious world, that were ever known on earth. These premises, we believe, will generally be admitted. It appears to be the prevailing sentiment and expectation among nearly all ranks and orders of people, that something wonderful is about to take place; that there will be such a revolution of public sentiment, and such a reformation will be affected in the various branches of human economy as never has been exhibited in the world since the creation of man.
2. These expectations are evidently affected by the operations of Divine Providence upon the hearts of the people, and are manifestly the precursors and signals of coming events. These events can be truly understood in no other light than as allusions to the period of Christ's second coming. . . .

. . . But among all the hopeful expectations, labors and desires of mankind, in the present age, none appear more evident than those which lead to the formation of associations in which all the members can enjoy equal rights and privileges, physical and moral, both of a spiritual and temporal nature, in a united capacity. Many have become fully convinced that this is the ultimate destiny of mankind, and that they never can enjoy that happiness for which their Creator designed them, in any other way than in such united capacity.

CONTINUED

Adapted Version

1. Our age is an age of wonders. The most extraordinary changes, revolutions, and remarkable events are rapidly rolling through the physical, political, moral, and religious world. This seems to be generally recognized. Nearly all classes of people expect that something wonderful is about to take place. They expect a revolution of public sentiment. They look for a reformation of all aspects of human economy such as has never been seen in the world since the creation of man.
2. These expectations reflect the influence of Divine Providence upon the hearts of the people. They are early signals of coming events, events that can be understood in no other way than as signs of Christ's second coming. . . .

. . . But among all the hopes, labors, and desires of mankind in the present age, the most noticeable are those leading to the forming of new kinds of associations. They are associations in which the members unite to enjoy equal rights and privileges, physical and moral, spiritual and temporal. Many are now sure this is the ultimate destiny of mankind. They feel they can never enjoy that happiness for which their Creator designed them in any other way than in such united capacity.

Original Document Source: The United Society, "Introductory Remarks: Comprising a Short Review of the Formation of the Associations and Communities," in *A Summary View of the Millennial Church or United Society of Believers, Commonly Called Shakers*. . . . 2nd ed. (Albany, NY: C. Van Benthuysen, 1848), 1–2.

Communicating Results and Taking Action

Communicating Results

- ◆ Study Primary Sources 4.3 and 4.4, along with the background information for each source. Pretend you are Charles Grandison Finny. You have recently read the comment by a “gifted Poundtext.” Write a long letter to this preacher, expressing the reactions you think Finny would have to what gifted Poundtext is quoted as saying about preachers and preaching. Now pretend you are gifted Poundtext and write a letter in response to your first letter. In preparing to write these letters, you may wish to read more about Charles Grandison Finny to understand better his views on preaching and revivals.
- ◆ Write a short essay answering this question: Did the Second Great Awakening help or hinder the development of a strong antislavery movement? In your essay, be sure to assess and compare and contrast Primary Sources 4.5, 4.6, 4.7, and 4.8.
- ◆ Many utopian communities were founded in the United States in the early 1800s. In a small group, have each group member learn more about one of the following communities: Brook Farm, the Oneida Community, New Harmony, and the Shakers. Prepare a group presentation on these communities in which each group member describes one of them, its founding, its size and location, its religious views (if any), its reforms in work and family life, and the problems it faced. As a group, discuss what, if anything, these experimental communities tell us about the nature of reform movements in general in nineteenth-century United States.

Taking Action

- ◆ Today, many disagreements arise about the relationship of church and state. These disagreements have to do with things such as school vouchers, school prayer issues, public Christmas displays, abortion, and government health-insurance rules. In small groups, use print media and online sources to research one such conflict and plan to hold a debate. In the debate, have half of your group defend one side of the conflict while the other half defends the opposing position. Provide copies of at least two articles on the topic to the rest of the class. Ask them to follow through by explaining what they think about the controversy.
- ◆ After finishing the previous activity, use social media to ask people what they know about the argument you discussed in the activity. Share any responses in a class discussion. Then write an editorial using some of the comments as evidence or points to address. Send your editorial to a local newspaper or other publication and invite them to use it. Finally, use the class discussion on the conflict, and the editorial and any reader responses to the editorial, to write to your local officials about stemming the problem at a local level.

The American Awakening Rubric

Criteria	Unacceptable	Developing	Proficient	Excellent
Focus	Tries to respond to task instructions but lacks clear focus on a central idea or thesis	Addresses the task instructions adequately but focus on a central idea or thesis is uneven	Responds to the task instructions appropriately and convincingly; has a consistent focus on a central idea or thesis	Responds to all task instructions convincingly; has a clear and strong focus on a well-developed central idea or thesis
Research	Refers to some sources but fails to connect these in a relevant way to the task instructions	Refers to relevant sources well but does not always connect these clearly to the task instructions	Refers to relevant sources accurately and usually connects these to the task instructions and a central idea	Refers to relevant sources accurately and in great detail and connects these clearly to the task instructions and a central idea
Development and Use of Evidence	Uses some details and evidence from sources but does not make clear the relevance to the task purpose or instructions	Uses details and evidence from sources generally but not always in support of a clear focus relevant to the task purpose or instructions	Uses details and evidence from sources in a way that effectively supports a focus relevant to the task purpose or instructions	Uses details and evidence from sources along with clear explanations demonstrating deep understanding of the task purpose or instructions
Content	Refers to disciplinary content without clearly understanding it or while using it in an irrelevant or inaccurate manner	Refers to disciplinary content with some understanding but not always with a clear idea of its relation to the overall task	Accurately uses disciplinary content and demonstrates a clear idea of its relation to the overall task	Uses disciplinary content effectively and explains thoroughly and in-depth its relation to the overall task
Conventions	Demonstrates only limited control of standard English conventions with many errors in spelling, punctuation, grammar, and other conventions	Demonstrates some command of standard English conventions with limited errors in spelling, punctuation, grammar, and other conventions	Demonstrates adequate command of standard English conventions with few errors in spelling, punctuation, grammar, and other conventions	Demonstrates a well-developed command of standard English conventions with few errors and a use of language appropriate to the audience and the purpose of the task

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