

MindSparks<sup>®</sup>  
KYLE WARD

U.S. HISTORY / BEGINNING-1830

# HISTORY

---

VS.

# HISTORY

*Understanding Historical Thinking and Historiography*



# HISTORY VS. HISTORY

---

*Understanding Historical Thinking and Historiography*

U.S. HISTORY / BEGINNING–1830

Kyle Ward

**MindSparks®**

CULVER CITY, CALIFORNIA



Book Layout: Justin Lucas  
Cover Design: Mark F. Gutierrez  
Editorial Director: Dawn P. Dawson

© 2019 MindSparks, a division of Social Studies School Service  
All rights reserved.

Printed in the United States of America

MindSparks  
10200 Jefferson Boulevard, P.O. Box 802  
Culver City, CA 90232-0802  
United States of America

(310) 839-2436  
(800) 421-4246

[www.mindsparks.com](http://www.mindsparks.com)  
[access@mindsparks.com](mailto:access@mindsparks.com)

Only those pages intended for student use as handouts may be reproduced by the teacher who has purchased this volume. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means—electronic, mechanical, photocopying, recording—without prior written permission from the publisher.

Links to online sources are provided within this text. Please note that these links were valid at the time of production, but the websites may have been discontinued after publication.

ISBN: 978-1-59647-532-8  
e-book ISBN: 978-1-59647-537-3  
Product Code: HS931 v1.0

# CONTENTS

---

<i>To the Teacher</i> .....	1
<i>Introduction: What Is Historiography?</i> .....	3
Schools of Thought in Historiography.....	5
<b>DISCOVERY AND COLONIZATION</b> .....	9
The Vikings.....	11
Columbus's Landing in the New World .....	18
St. Augustine—America's First City.....	24
Tobacco in the Colonies .....	31
New Sweden .....	33
Spain in America.....	39
Relations with Native Americans .....	43
<b>THE AMERICAN REVOLUTION</b> .....	47
Causes of the War.....	49
Coercive (Intolerable) Acts.....	52
The Sons of Liberty .....	54
Common Sense .....	57
Washington as Executioner.....	59
How Britain Did Not Lose the War.....	61
The American Revolution Affects Latin America .....	64
<b>FOUNDING A NEW NATION</b> .....	67
The U.S. Constitution .....	69
The War of 1812 .....	72
Dealing with Myths in History.....	74
The Monroe Doctrine .....	77
Independence in South America .....	79
<i>Possible Answers</i> .....	83



# TO THE TEACHER

For centuries, in nations around the world, one thing that has seemed to be constant in history classrooms has been the textbook. Typically thick books that lay out national history in a strict chronological way, textbooks have also been a major educational tool to help generations learn what it means to be a citizen of their country. Often, history textbooks demonstrate to students what it means to be a good citizen by highlighting all the positive things that their country's citizens have accomplished and by showing how past struggles have made their country a better nation in their own day. With that in mind, this workbook series was created with the hope that students in a history class would be able to learn, understand, and interpret history and historical events by looking at examples of history textbooks from various nations and throughout U.S. history.

The excerpts from history textbooks in this book demonstrate historiography and historical thinking. These history textbooks come from two different categories. Some are from nations around the world and represent what middle school or high school students in their respective countries would typically use in their history classrooms. Most of these books were found at the Georg Eckert Institute in Braunschweig, Germany. The others are old American history textbooks dating from the 1790s through the 1970s. Many of these American history textbooks come from the Cunningham Library at Indiana State University.

Not every nation will be represented in this book, nor will every historical story about the United States be told. The logistics of finding, reading, editing, and translating textbooks from every nation over time would be impossible. Therefore, this workbook is a small snippet of old textbooks with a glimpse of how students learn about the United States in history classes around the world.

These lessons should make it clear to students that history is not about names, dates, and places, but rather about understanding perspective, interpretation, and bias, and being able to make an informed argument about various events in the past. Studying history this way might be new to some of your students, but taking the time to learn how to interpret how society impacted what was written in the past will help your students get more involved with the topic—and hopefully gain a better appreciation of this field of study.

Each section has a brief introduction, followed by one or more textbook excerpts from different nations or periods. The excerpts are followed by a section titled “Items for Analysis,” which will ask students to consider various questions related to the textbook excerpts. Questions will ask students to compare and contrast, organize events or concepts into different times, put stories into specific context, develop arguments through specific evidence, interpret information, and synthesize it all to show that they understand the material.

While many of the questions will relate to the specific textbook selections in that section, at times students are asked to go above and beyond. For those questions, students will probably have to use the internet, the library, or other research materials to help prepare their answers.

The main goal of this series is for students to learn about historiography and historical thinking by looking at textbook excerpts from different nations or periods. This will lead to a lot of discussion, debate, and extra research, and students will need to formulate and defend theories. At the end of the day, these exercises will lead students to become more informed citizens, and will help students develop their self-confidence, allow them to develop their own “voice,” while giving them a more in-depth understanding of the field of history.

## INTRODUCTION: WHAT IS HISTORIOGRAPHY?

Historiography is the study of how history has been written, studied, researched, and analyzed over time. When historians look at specific historical documents, they want not only to learn what it says about an event or person, but also to understand who wrote it, where they wrote it, and when. Historians want to know this information because they are trying to figure out what may have influenced the author(s) perspective, biases, and interpretation of the specific person or event detailed in the source.

Every historian knows that when authors write something they are not doing so in a perfect vacuum or even being completely objective about their topic. Rather, each document (or source) was produced at a time when certain cultural, political, religious, geographic, economic, and/or social events were swirling around them. Therefore, historians would argue that the time period in which the source was written affected how its author(s) saw the world around them.

It is also important to note that very few historical figures lived their lives with the thought they were living “in history.” Rather, most people live day-to-day without considering that in the future their daily actions might be analyzed, researched, written about, and debated. For example, the immigrants who came to the United States in the late 1800s did not sit around saying to one another, “Isn’t it great living in this historical time period known as the Gilded Age?” They were much more concerned about surviving and getting set up in their new home and were probably not considering how people in the future would view them either individually or as a larger group. Therefore, when they wrote letters home, kept journals, or communicated with people in their own community, they wrote what they felt and knew at that moment. Now, because of historical research, we know that there were certain political, economic, geographic, religious, social, and cultural things going on at that time, all of which may have had a direct impact on how these new immigrants viewed the world.

What does all this mean for the study of history today? Consider the following scenario. Today, two historians end up researching the same historical event. For arguments sake, let’s say they are interested in why the Berlin Wall fell in 1989 and which world leader should get credit for this event. They are researching the same topic and reading many of the same documents, but when they write up their final report they have two very different perspectives on this same event. One discussed how it was U.S. President Ronald Reagan who was the key player in ending the Cold War by forcing Germany to tear down the Berlin Wall, while the other argues that it was obviously Soviet President Mikhail Gorbachev and his policies in the former Soviet Union that ended the Cold War.

These two historians came to completely different interpretations of what caused this major historical event probably because their sources emphasized different perspectives. These historians then based their arguments on what individuals from the past had written about the event at the time the event occurred. Some of the sources could have

---

been an East German who had just left his country to get into West Germany, a Soviet soldier who was stationed in East Berlin at the end of the 1980s, or even an American diplomat working in the U.S. Embassy in East Berlin at this time. Each participated in the exact same event but may have seen and remembered it differently from the others.

After considering all of this, think about one more thing. You have been assigned to read articles about who should get credit for the Berlin Wall coming down in your history class. And, as any good history student does, you check out the sources and footnotes for the articles in front of you and you notice that one has been written by an American historian, and the other by a Russian historian. This forces you to ask another historiographical question: “Does their nationality impact how they researched and perceived this event?”

This is historiography. It allows the reader to think about history from a larger perspective by forcing them to consider not only what was happening at the time of the historical event, but also what is happening in our own time which might affect how we learn about this event.

This perspective is what makes history so interesting, useful, and significant. Studying history is not just about names, dates, and places; applying historiography forces students and teachers to engage with the material, to consider why sources were written the way they were and when they were, and to ask how they relate to our world today. Because, in the end, students must remember that they too will become a part of history, and that current geography, economics, politics, society, culture, and religion may all affect how they view historical events as well.

This workbook will use eight historiographical time periods from American history to examine the external societal impacts that may have influenced how each textbook was written. Use this handout as a reference to help you understand how historians have categorized the different historiographical periods of American history. This will help you get a better sense of some of the major social, political, economic, religious, and cultural issues that may have influenced how these history textbooks were written. It can also help shed some light on the author(s) own interpretation, bias, and perspectives concerning the historical events they were writing about at these specific times in American history.

## Schools of Thought in Historiography

- **Providential (1600s–1700s)**

Commonly seen during the pre-Revolutionary period, this type of history explained historical events in biblical terms. One can easily see God's hand in American affairs, with justification for things happening due to God's will. Nearly everything was connected to God's master plan. A classic example of this type of history tells the story of how the first Pilgrims came to the New World for religious freedom and established a new colony based on religious ideals. One only has to look at the pictures depicting the Pilgrims in history textbooks of this period to see the religious images typically related to this group.

- **Rationalists (1700s–1800s)**

Rationalists believed that one should understand history because understanding what had happened in the past would mean a brighter future for people moving forward. They took their main concepts from the Enlightenment era and followed ideas coming from that period, such as the scientific method. In contrast to the Providential period, they felt that the source of progress was natural law. In short, they believed that history should be interpreted through secular and naturalistic interpretations. These historians typically had classical educations, access to personal libraries, and the free time to research and write about history, which was uncommon for most Americans at this time. To explain the world, they typically described men like themselves: free, educated, and ambitious. For them, self-interest, not God's master plan, motivated people. Therefore, it was reason, not faith, that affected history and allowed people to follow their own destiny.

- **Nationalist (late 1800s–early 1900s)**

Historians during this time promoted concepts such as Anglo-Saxon superiority. Considering much of the historical writing during this time was coming from men who were from wealthier families, college educated, and Anglo-Saxon, it is not hard to see why they felt this group was superior to others. They pushed the idea of spreading American democratic principles both in the U.S., and around the world. They believed that America was actually a triumph of the Anglo-Saxon people over the inferior races, who represented the stoppage of progress. Examples of this would be Manifest Destiny as well as the Spanish-American War (1898) and the Philippine-American War (1899–1913). Each of these events demonstrated America's desire to conquer new territories and to bring American politics, economics, religion, and culture to other groups of people.

- **Progressive (early 1900s–1940s)**

Progressive historians actively wanted to reform their government and they believed that knowledge of the past would empower people to do this. History was viewed as the story of struggle and conflict. It was this constant struggle and conflict that helped shape America. They also believed that conflict was a consistent part of America's past and could be seen in a polarized history, such as labor vs. business, liberals vs. conservatives, rural vs. city, rich vs. poor, North vs. South, etc. But, while Progressive historians often tried to improve society by highlighting discrepancies between groups, they rarely tackled issues such as race, gender, and ethnicity.

- **Consensus (late 1940s–1980s)**

By the mid-twentieth century, Consensus historians tried to move the pendulum away from the Progressives and more toward a “middle-of-the-road” philosophy. These historians believed it was the shared ideas that Americans held that was of most importance, and not conflict in historical events. These historians pointed out that Americans tended to find general agreement on most topics and that much of America's struggle had actually happened in the center rather than the extremes of the left and/or right. They typically avoided ideological discord and they often, as a group, found general agreement in terms of how historical events transpired in the past. These historians also focused on traditional American values and often had a strong nationalistic sense. Not surprisingly, following World War II, they believed that America's democratic society should be celebrated and held up as a model to the rest of the world. They did not shy away from celebrating America's accomplishments and achievements, especially when they highlighted America's democratic institutions. This group spread the idea of American exceptionalism (or uniqueness) that many felt carried with it the implications of the U.S. being superior to others.

- **New Left (1960s–1980s)**

In the wake of the civil rights movement, the Vietnam War protests, and a variety of other organized movements trying to bring about equality for women and minority groups, many historians began to look at U.S. history from the “bottom up.” This meant that rather than focusing solely on the history of white men, who often held positions of power throughout American history, these historians wanted to understand history from the perspective of the underrepresented. This included women, minorities, and ethnic groups that had typically been forgotten in historical research. Their argument was that America was not a melting pot, but rather a stew in which one could still see distinct differences that all had to work together for the U.S. to be a great country. The New Left also helped give rise to a social history movement that focused on common people, which again was an underrepresented group in most historical research. This led to some new forms of research using diaries, letters, and other everyday documents to get a better sense of what life was like in the past. Finally,

this group of historians pushed to put American history within the context of a more global perspective by showing how interconnected the world was.

- **Neoconservative (1960s–present)**

Sometimes seen as a response to the New Left, Neoconservative historians began to focus their attention on American progress and based much of their research on traditional values and the shared ideas of Americans rather than on conflicts that might force groups of people away from each other. History is seen as a moral guide that should help Americans see the more traditional characteristics of society. History's main job then is to help promote patriotism and build better citizens by understanding the historical events that have made America great. Unity is valued over a multicultural state. Neoconservative historians believe that society needs order and classes, and would argue against any classless society. Furthermore, the idea of leveling the economic playing field should not be considered progress, but as moving America away from its capitalist origins.



# DISCOVERY AND COLONIZATION





## THE VIKINGS

*The following excerpts from U.S. history textbooks tell the story of the Vikings and their exploration of North America. For decades, historians debated how reliable some of the Viking sagas were. Some historians claimed that the Vikings' landing in North America was a myth; others argued that these stories, while often exaggerated, held enough truth to be factual.*

*However, in the 1960s, an archeological discovery by Norwegian writer and explorer Helge Ingstad found the remains of a Viking settlement at L'Anse aux Meadows, Newfoundland. This discovery changed how the history of Vikings in North America was perceived.*

## 1844

### Samuel Griswold Goodrich, *Lights and Shadows of American History*

The remarkable fact that in the tenth century, the continent of America was visited by Europeans, who founded settlements on the shores of New England, seems to be fully substantiated by the Icelandic histories which have been brought to light within a few years. According to these documents, the authenticity of which seems indisputable, the Northmen, who settled Iceland and Greenland, pushed their discoveries south as far as the coast of Massachusetts and Rhode Island; to which countries they gave the name of Vinland, from the wild grapes which they found growing there.

The first discoverer was Biarne, a young Iclander, who, on returning home from a voyage at the end of the summer of 986, found that his father had gone to Greenland. He sailed in pursuit of him, although he had never voyaged in that quarter, and was unacquainted with the route. For three days his voyage was prosperous; but then the sky became overcast, a strong wind blew from the north, and he was tossed about for several days, driving he knew not whither. At length, the sky grew clear, and after a day's sail, they descried an unknown land covered with woods and hills. Biarne sailed for several days along the coast, after which the wind shifted to the south, and he made his way north to Greenland.

This adventure was no sooner reported to Leif, the son of Eric the Red, a bold and enterprising young chief, than he determined upon an expedition to this newly-discovered region. He set sail, with thirty-five men, and, following the direction pointed out by Biarne, arrived in view of the unknown land. It was rude and rocky, with mountains covered with snow and ice. He named it Helluland, or the land of rocks. He next came to a flat region covered with forests, which he called Markland, or the woody land. Sailing still farther onward, and favored by a north wind, he reached a delightful island

near the continent. The soil was fertile, the ground was covered with bushes which bore sweet berries, and there were a river and lake, amply stored with salmon and other fish. The grass was covered with dew, sweet as honey. A German, named Tyrker, penetrated into the country, and came back in great exultation, announcing that he had discovered grapes. He showed them the fruit and they gathered large quantities; with which, and the timber they felled, they loaded their vessel, and returned home, naming the country Vinland.

The next adventurer was Thorwald Ericson, who sailed for Vinland in 1002. He arrived at a spot where Leif had built some huts, and to which he had given the name of Leifsbooths, spent the winter there, and caught fish. The next spring, he sent a party in his longboat to make discoveries to the southward. They found the country beautiful and well-wooded, the trees growing nearly down to the water's edge. There were also extensive ranges of white sand. In 1004, Thorwald sailed eastward and then northward, passing a remarkable headland enclosing a bay; opposite to which was another headland. He called it Kialarnes, or Keel Cape. He then proceeded along the eastern coast to a promontory overgrown with trees, where he landed with all his crew. He was so well pleased with this place that he exclaimed, "This is beautiful; here I should like well to fix my dwelling." On the beach they found three canoes, and a number of Indians, whom the Northmen call Skrællings.<sup>1</sup> They came to blows with them, and killed all but one, who escaped in his canoe. Afterwards a countless multitude came out of the interior of the bay against them. They endeavored to protect themselves by raising battle-screens on the ship's side. The Skrællings continued shooting arrows at them for a while, and then retreated. Thorwald was mortally wounded, and gave orders that they should bury him on the promontory, and plant crosses at his head and feet. From this circumstance the place was named Krossanes, or Cross Cape. The following year his men returned to Greenland.

Thorfinn, the brother of Leif and Thorwald, not discouraged by the fate of his kinsmen, fitted out another expedition in 1007. It consisted of three vessels, and one hundred and sixty men. They took with them various kinds of live stock, being determined to form a settlement if possible. In Helluland and Markland, they found much wild game. Sailing a great distance southwesterly, they arrived at Kialarnes, where they found long beaches and hills of sand, called by them Furthurstrandir. The land now began to be indented by inlets, and they found grapes and wild grain. They continued their course till they came to a bay penetrating far up into the country. At the mouth of it was an island, where the current ran very swiftly. Here the eider-ducks were so numerous, that it was scarcely possible to walk without treading on their eggs. They called the island Straumey, or Stream Island, and the bay Straumfiord, or Stream Firth. They landed on the shore of this bay, and made preparations for their winter residence. The company afterwards separated, and one party sailed further south to a place where a river falls into the sea from a lake. Opposite the mouth of the river, were large islands. They steered into

---

<sup>1</sup> Historians today believe that the Skrællings were possibly a tribe of Native Americans.

the lake, and called the place Hop, (Hope). Grapes and wild grain were growing on the low grounds. Here they erected houses and spent the winter. No snow fell, and the cattle pastured in the open fields. . . .

These voyages, and many others which the Northmen made to Vinland, and of which the narratives are so minute and authentic as to place their truth beyond a doubt, render it an indisputable fact, that a considerable part of the coast of America was known to these navigators. By a diligent examination of the routes pursued by them, and a comparison of the same with the coasts of Nova Scotia and New England, it appears that their excursions extended as far as Rhode Island. The bearings, distances and general description of the territories seen by the Northmen, correspond remarkably with the actual situation of the country. Hellerland is Newfoundland; Markland is Nova Scotia; Kialarnes is Cape Cod, and Furthurstrandir is the long sandy beach of that peninsula; Straumfiord is Buzzard's Bay; Straumey is Martha's Vineyard, and Hop is Mount Hope Bay, in Rhode Island; Krossanes is either Point Alderton at the entrance of Boston harbor, or the Gurnet at Plymouth. The heights seen in the interior are Milton Hills.

## 1881

Mary Elise Thalheimer, *The Eclectic History of the United States*

**“White-man’s land.”**—Subsequent parties of Icelanders are supposed to have visited the shores of what are now South Carolina and Georgia. The northern natives had told them of a “white-man’s land” to the southward, where fair-faced processions marched in white robes, with banners at their heads, to the music of hymns. Though they never found this abode of pale-faces, the Northmen named it by anticipation, Great Ireland; and some wise men believe that Irish fishermen had indeed arrived on this continent.

**Thorfinn Karlsefne**, a famous sea-king, reconnoitered the bays and harbors of the New England coast. Icelandic settlements were made, and a brisk trade was carried on with the natives, who were glad to exchange their furs for bright-colored cloth, knives, and trinkets. At least one little Northman was born on the American continent. His name was Snorri, and from him, in our day, the great sculptor, Thorwaldsen, and the learned philologist, Finn Magnusson, traced their descent.

In time, however, the people of Iceland ceased to hear from their brethren in America. The settlers, if any remained alive, became so mingled with the previous inhabitants that, when white men came again, their descendants were not to be distinguished from other barbarians on the coast.

**Source:** Mary Elise Thalheimer, *The Eclectic History of the United States* (New York: Van Antwerp, Bragg & Co., 1881), 11–12. <https://archive.org/details/eclectichistory00thal>

**Source:** Samuel Griswold Goodrich, *Lights and Shadows of American History* (Boston: Thompson, Brown & Company, 1844), 34–39. [https://books.google.com/books?id=QuCHGw\\_Yd0MC](https://books.google.com/books?id=QuCHGw_Yd0MC)

# 1914

Lawton B. Evans, *The Essential Facts of American History*

Long before any attempts were made to cross the Atlantic Ocean, the people who lived in Norway, Sweden, and Denmark had become daring and skillful sailors. They were called Northmen, or Norsemen, because they lived in the northern part of Europe. They used long ships, carrying oars and sails, and having carved images on the bow.

They sailed to Iceland and settled there, and afterwards sailed as far as Greenland. On the southwestern coast of Greenland, near Cape Farewell, these bold seamen founded a colony which lasted five hundred years, some ruins of which may be seen at the present day.

Soon after the Greenland colony was founded, one of the Norse leaders named Leif (Lif) sailed westward with one ship and thirty-five men to see what he could find. Some sailors who had been blown off their course had told him there was land in that direction.

After many days' sailing he came to land somewhere in a strange country which he called Vinland or Vineland on account of the delicious grapes which grew there in abundance. We do not know where Vinland was or what shores the brave Norsemen saw, but we suppose they landed somewhere in Labrador, and then continued their voyage down the coast.

When they went back to the colony in Greenland they told strange stories of the fruits and timber they had found and the wild people they had seen on those distant shores. The stories were written out afterwards, and are kept to this day. It is from them that we know of these early visitors to our country.

For a number of years ships went back and forth from Greenland to the new country. The sailors carried home fruit and timber, and still more stories of the wild natives they had seen.

All attempts of the Norsemen to found a colony in these strange lands failed. The natives were not friendly and slew some of the people, and made so much trouble that the settlers gave up the effort. Their ships ceased to go back and forth, all records of their houses were destroyed, and the wild men of the West were left undisturbed by the wanderers from across the sea.

After all, we know very little of what the Norsemen did or what they saw in America. They may have come as far south as Rhode Island or Connecticut, but they left no houses or monuments to mark their paths. Their story is told in their old writings called the "Norse Sagas," from which we learn what kind of men they were, and wonder where on our coasts their rude ships dropped anchor and what land their brave sailors explored.

---

**Source:** Lawton B. Evans, *The Essential Facts of American History* (Boston: Benj. H. Sanborn & Co., 1914), 4–6.  
<https://books.google.com/books?id=VqwwAQAAMAAJ>

# 1954

---

Everett Augspurger and Robert A. McLemore,  
*Our Nation's Story*

**Expeditions of the Norsemen.** The existence of lands to the west of Europe had been established long before the time of Columbus. The peoples of Norway, Sweden, and Denmark, who were called Vikings, lived in an area that encouraged turning to the sea for a livelihood. Beginning about the eighth century, they began pillaging settlements at various points throughout western Europe. Some invaded England. Others established kingdoms in Normandy and in southern Italy and Sicily. Still others discovered Iceland and Greenland.

About the year 1000 an expedition under the leadership of Leif Ericson sailed still farther westward and stumbled upon the continent of North America. The heroic sagas of the Vikings describe a settlement on the mainland at a place called Vinland, probably somewhere along the coast of New England. News of the discovery seems to have had no effect on later exploration activities.

---

**Source:** Everett Augspurger and Robert A. McLemore, *Our Nation's Story* (Laidlaw Brothers, 1954), 60–61.  
<https://books.google.com/books?id=TDQOAAIAAJ>

## Items for Analysis

1. In all of the textbook selections above, the authors based most of their knowledge off of the Norse sagas. Do a quick search to find out what the Norse Sagas were and then explain why modern historians question the historical accuracy of this resource.
2. How have depictions of the Vikings and their exploration into the New World changed over time?

3. Many of the textbooks in this section would have been written during the Nationalist history period. Reread the excerpts from 1844 and 1881 and cite some specific examples of how these textbooks do or do not reflect this type of historical writing.

## COLUMBUS'S LANDING IN THE NEW WORLD

*Columbus's voyage to the New World is one of those historical stories that are found in every U.S. history textbook. For decades, textbook authors typically told this story within the context of it being part of the "founding" of the United States. Columbus has usually been portrayed as a great hero, especially for his persistence with his ideas about exploration, his bravery to go on this adventure, and for his "discovery" of the New World.*

*These textbook selections, from various U.S. history textbooks, demonstrate how students over the years learned about one of the first contacts between Europeans and Native Americans in North America.*

### 1794

#### Noah Webster, *An American Selection of Lessons in Reading and Speaking*

**Note:** *Originally published in the 1780s, this textbook's purpose was to improve students' grammatical and oral speaking skills; therefore, it was not what we today would consider a true "historical textbook." By the time the third edition of this textbook was released in 1787, approximately half of the entire book was dedicated to historical content, arguably making this textbook one of the first to record the historical events that led to the founding of the new nation. Spelling has been modernized in this excerpt.*

. . . He [Columbus] therefore proposed that they should obey his orders for three days longer and, should they not discover land in that time, he would then direct his course for Spain. They complied with his proposal; and happily for mankind, in three days they discovered land. This was a small island, to which Columbus gave the name of San Salvador. Their first interview with the natives was a scene of amusement and compassion on the one part, and of astonishment and adoration on the other. The natives were entirely naked, simple and timorous; and they viewed the Spaniards as a superior order of beings, descended from the Sun, which in that island, and in most parts of America, was worshipped as a Deity. By this it was easy for Columbus to perceive the line of conduct proper to be observed toward that simple and inoffensive people.

---

**Source:** Noah Webster, *An American Selection of Lessons in Reading and Speaking* (Boston: Isaiah Thomas and Ebenezer T. Andrews), 1794, 72–73. <https://books.google.com/books?id=NQBEAQAAIAAJ>

# 1830

---

Salma Hale, *History of the United States, from Their First Settlement as Colonies, to the Close of the War with Great Britain in 1815*

At sunrise, Columbus, in a rich and splendid dress, landed, and, with a drawn sword in his hand, and displaying the royal standard, took possession of the island for the crown of Spain, all his followers kneeling on the shore and kissing the ground with tears of joy. The natives, who had assembled in great numbers on the first appearance of the ships, stood around the Spaniards, gazing in speechless astonishment.

“The Europeans were hardly less amazed at the scene before them. Every herb, and shrub, and tree was different from those which flourished in Europe. The inhabitants appeared in the simple innocence of nature, entirely naked. Their black hair, long and uncurled, floated upon their shoulders or was bound in tresses around their heads. Though not tall, they were well shaped and active. They were shy at first, through fear, but soon became familiar with the Spaniards; from whom, with transports of joy, they received various trinkets, for which in return they gave such provisions as they had, and some cotton yarn, the only commodity of value they could produce.”

# 1866

---

S. G. Goodrich, *A Pictorial History of the United States with Notices of Other Portions of America North and South*

This proved to be what was called by the natives Gu-a-na-han'-i, one of the Ba-ha'-mas; but Columbus named it San Sal-va-dor'. It was several leagues in extent, and had inhabitants upon it. As Columbus landed, he knelt and kissed the new earth, at the same time thanking God, who had prospered their enterprise. His men, impatient and mutinous as they had been during the voyage, now crowded around him and begged his forgiveness. The scene must have been truly affecting.

The native inhabitants of the island, who have since been called Indians, were naked and copper-colored, with long black hair, and without beards. These gathered around the new comers in wonder, not knowing what to make of them. They looked at the ships with even greater amazement than at the men, regarding them as some gigantic species of animal; and when cannon were discharged, they imagined them to be engines with eyes of fire and voices of thunder.

---

**Source:** Salma Hale, *History of the United States, from Their First Settlement as Colonies, to the Close of the War with Great Britain in 1815* (Keane, NH: J. and J. W. Prentiss, 1830), 10. <https://books.google.com/books?id=Y7hXAAAcAAJ>

**Source:** S. G. Goodrich, *A Pictorial History of the United States with Notices of Other Portions of America North and South* (Philadelphia: E. H. Butler & Co., 1866), 24–25. <https://books.google.com/books?id=So8ZAAAYAAJ>

# 1881

---

John J. Anderson, *A Popular School History of the United States*

On landing, he threw himself on his knees, kissed the earth, and returned thanks to God with tears of joy. His example was followed by the rest, whose hearts, indeed, overflowed with the same feelings of gratitude. Columbus then rising, drew his sword, displayed the royal standard, and assembling round him all who had landed, took solemn possession in the name of the Castilian sovereigns, giving the island the name of San Salvador. Having complied with the requisite forms and ceremonies, he called upon all present to take the oath of obedience to him as admiral and viceroy, representing the persons of the sovereigns.

The feelings of the crew now burst forth in the most extravagant transports. They had recently considered themselves devoted men hurrying forward to destruction; they now looked upon themselves as favorites of fortune, and gave themselves up to the most unbounded joy. They thronged around the admiral with overflowing zeal, some embracing him, others kissing his hands. Those who had been most mutinous and turbulent during the voyage were now most devoted and enthusiastic. Some begged favors of him as if he had already wealth and honors in his gift. Many abject spirits, who had outraged him by their insolence, now crouched at his feet, begging pardon for all the trouble they had caused him, and promising the blindest obedience for the future.

# 1946

---

Leon Canfield, et al., *The United States in the Making*

Setting out under the Spanish flag from the little harbor of Palos, in August, 1492, Columbus and his badly frightened crew reached one of the Bahama Islands the following October. "After a passage of seventy-three days," he wrote, ". . . I discovered very many islands inhabited by people without number: and of them all I took possession for their Highnesses with proclamation and the royal banner unfurled, no one offering any contradiction."

---

**Source:** John J. Anderson, *A Popular School History of the United States* (New York: Clark & Maynard, Publishers, 1881), 22.  
<https://books.google.com/books?id=VmgAAAAAYAAJ>

**Source:** Leon Canfield, et al., *The United States in the Making* (Boston: Houghton Mifflin Company, 1946), 11.

Items for Analysis

1. Using the graphic organizer below, and the textbook selections above, give examples to show if the authors of these textbooks viewed in a positive or negative way the Native Americans with whom Columbus first came into contact.

Columbus and Native Americans	Positive Image	Negative Image
1794		
1830		
1866		
1881		
1946		

- ITEMS FOR ANALYSIS

4. Looking at the historiographical schools of thought, explain what school or schools of historiography seem most prominent in these textbook selections.
5. How might a Native American historian write about this topic for a U.S. history textbook?

## ST. AUGUSTINE—AMERICA'S FIRST CITY

*St. Augustine, Florida is the oldest continuously occupied European settlement in the United States. It began in 1565 when it was founded by a Spanish admiral.*

### 1843

John Frost, *A History of the United States: For the Use of Schools and Academies*

Thus far the Spaniards, although they claimed the whole coast of the United States under the name of Florida, had not effected a single settlement on the soil. For some years after Soto's failure the design seems to have been abandoned; until an attempt of the French to establish a colony in Florida awakened the jealousy of the Spaniards, and brought them forward once more, to revive and make good their claim to the land which had cost them so much blood and treasure.

Gaspard de Coligny, admiral of France, conceived the design of establishing a colony of French Protestants in America, which should afford a refuge to those who were persecuted for their religious opinions, during the civil wars with which his country was disturbed in the reign of Charles IX. He obtained a commission for this purpose from the king; and intrusted [sic] the expedition to John Ribault, who sailed with a squadron in February, 1562.

Having arrived on the coast of Florida in the latitude of St. Augustine, Ribault explored the coast, discovered the river St. Johns, which he called the river of May, and visited Port Royal entrance, near Beaufort, and having left a colony of 26 persons at a fort which he named Carolina in honour of Charles IX, he returned to France. The civil wars in that kingdom being revived, no reinforcements were sent out to the colony, and it was speedily abandoned.

On the return of peace (1564) Coligny was enabled to send out a new expedition under Laudonniere, an able and intelligent commander, who arrived on the coast of Florida in June, began a settlement on the river May, and erected a new Fort Carolina, many leagues to the south of its predecessor. Here they had to encounter the usual hardships and privations of settlers in a new country, till December of the same year, when a part of the colonists, under pretense of escaping from famine, obtained permission from Laudonniere to equip two vessels and sail for Mexico. But instead of doing so, they began to capture Spanish vessels. They were taken and punished, as pirates.

When the colony was nearly exhausted by the scarcity of food, relief was brought by the fleet of Sir John Hawkins, who furnished a supply of provisions, and made the offer of one of his vessels to convey the French to their own country. Just as they were

preparing to embark, Ribault arrived with a reinforcement and ample supplies of every kind.

The colony had now a fair prospect of ultimate success. But it had been planted in a territory to which the Spanish had a prior claim, which, although dormant, was by no means extinct. An expedition was soon fitted out for the occupation of Florida; and its departure from Spain was hastened by the report, that the country was already in possession of a company of settlers doubly obnoxious to the Spaniards on account of their nation and their religion. They were not only Frenchmen, but Protestants.

This expedition, commanded by Pedro Melendez, came in sight of the Florida shore in August, 1565. A few days afterwards Melendez discovered and named the harbour of St. Augustine, and learned the position of the French. Before attacking them, he landed at St. Augustine, and took possession of the continent in the name of the King of Spain, and laid the foundation of the town. This interesting event took place on the 8th of September, 1565; more than forty years before the settlement of Jamestown in Virginia. St. Augustine can, therefore, boast a higher antiquity than the Ancient Dominion.

Meanwhile the French, having learned the arrival of their enemies, nearly all abandoned the settlement on the river May, embarked in their fleet, and were shipwrecked on the coast. The remnant were attacked and massacred by the Spaniards, who, in honour of the saint on whose festival the victory had been obtained, gave the river May the name of St. Matheo, or St. Matthew. Those Frenchmen who had survived the shipwreck of the fleet, surrendered to Melendez on a promise of safety; but they were nearly all put to death, many of them were hung on gibbets with the inscription over their heads, "Not as Frenchmen, but as Protestants." A few Catholics were saved from the massacre. After thus extirpating the French colony, the Spaniards sailed for their native country, leaving a force in possession of the settlement.

As the French government took no measures for punishing this aggression, Dominic de Gourgues, a French officer of some distinction, fitted out an expedition of three ships and one hundred and fifty men at his own cost, (1568) for the express purpose of avenging his murdered countrymen. He surprised the forts on the river St. Matheo, and captured a considerable number of prisoners, who were forthwith hanged upon trees with the inscription over their heads, 'I do not this as unto Spaniards or mariners, but as unto traitors, robbers, and murderers.' He then embarked without attempting to keep possession of his conquest. His acts were disavowed by the French government, and the Spaniards continued to hold the colony.

Thus it appears, that up to the year 1568, the Spaniards were the only nation holding possessions within the territory at present belonging to the United States. It was nearly forty years after this that England began the settlement of Virginia.

---

**Source:** John Frost, *A History of the United States: For the Use of Schools and Academies*, 2nd edition. (Philadelphia: Thomas, Cowperthwait, & Co., 1843), 28–29. <https://books.google.com/books?id=bhJLAAAAYAAJ>

# 1857

A. B. Berard, *School History of the United States*

As early as the year 1562, a colony of Huguenots or French Protestants, had been sent out by Admiral Coligny to found a home, free from persecution, in the New World. Reaching the southern coast of our country, they landed on a little island near the southern boundary of the present State of South Carolina, and raising a monument engraved with the lilies of France, they took possession of the country, and named it Carolina, in honor of Charles or Carolus IX, king of France.

This feeble colony of twenty-six souls, receiving no supplies from France, soon became unhappy, and determined to return to their native country. They built a small vessel, but neglected to take with them sufficient food. At sea, they endured all the horrors of famine; they were captured by an English vessel, a few landed on the coast of France, and the remainder were carried to England. Thus ended the French settlement of Carolina.

# 1873

William H. Seavey, *History of the United States of America: For the Use of Schools*

**II. The Huguenots.**—The celebrated Coligny obtained from King Charles IX, permission to establish in America a settlement for French Protestants,—Huguenots, as they were called. John Ribault led the expedition. In 1562 he reached Port Royal entrance, and built a fort, which, in honor of his king, he named Carolina, a name afterwards applied to the neighboring territory. Leaving a garrison of twenty-five men, he returned to France for supplies and reënforcements. [sic] But France was distracted by civil wars. Aid could not be obtained, and the colonists soon abandoned Carolina.

Two years later, a second colony of Huguenots came over, under Laudonniere, who had sailed with Ribault on the former voyage. This colony established itself on the banks of the St. John's, in Florida. A second Fort Carolina was built. The next year Ribault arrived, bringing emigrants with their families, and abundant supplies. Spain, however, would not consent that land claimed by her should harbor Protestants, and Melendez was commissioned to "root out the heretics." He took the settlement by surprise, and put most of the inhabitants to death with inhuman atrocity, "Not as Frenchmen, but as heretics," as he declared.

The French government made no attempt to avenge the destruction of the colony, but French Protestants were aroused to the highest pitch of indignation. Dominic de Gourgues sold his property, collected contributions from his friends, and fitted out

---

Source: A. B. Berard, *School History of the United States* (Philadelphia: H. Cowperthwait & Co., 1857), 94–95. <https://books.google.com/books?id=cbn6nd606PUC>

an armament to retaliate upon the Spaniards. In 1568, he surprised the Spanish forts erected near the ruins of Fort Carolina, and hanged the garrisons, placing over them the inscription, "Not as Spaniards and mariners, but as traitors, robbers, and murderers." De Gourgues, having accomplished his purpose of revenge, embarked for France. His king disowned the expedition, and Florida returned to the possession of Spain.

## 1899

John Fiske, *A History of the United States for Schools*

**The Huguenots in Florida.** During this period, however, there was one memorable attempt at colonization which grew directly out of the wars of religion. The illustrious Protestant leader, Coligny, conceived the plan of founding a Huguenot state in America, and, in 1562–65, such a settlement was begun under the lead of Jean Ribault; but in the autumn of the latter year it was wiped out in blood by Pedro Menendez. That Spanish captain landed in Florida and built the fortress which was the beginning of the town of St. Augustine. Then he attacked the French colony, overcame it by surprise combined with treachery, and butchered everybody, men, women, and children, some seven hundred in all; a very few escaped to the woods, and after strange adventures made their way back to France.

According to the Spanish government, which laid claim to the whole of North America as lying west of the Line of Demarcation, these Frenchmen were trespassers or invaders, and deserved their fate. The government of France at that moment was too subservient to Spain to call her to account; but a private gentleman, named Dominique de Gourgues, took it upon himself to avenge his slaughtered countrymen. Having fitted out a secret expedition at his own expense, he sailed for Florida, surprised three Spanish forts, slew every man of their garrisons, and returned in grim triumph to France. This was early in 1568. Menendez was at that time in Spain, but he returned two years later, and the Spaniards kept possession of Florida.

---

**Source:** William H. Seavey, *History of the United States of America* (Boston: Brewer and Tileston, 1873), 15. <https://books.google.com/books?id=y2pKAAAYAAJ>

**Source:** John Fiske, *A History of the United States for Schools* (Boston: Houghton, Mifflin and Company, 1899), 51–52. [https://books.google.com/books?id=nsE\\_AAAAYAAJ](https://books.google.com/books?id=nsE_AAAAYAAJ)

# 1930

---

Thomas M. Marshall, *American History*

**Florida occupied.** The success of the Spaniards and their great power in Europe awakened the jealousy of the French and English. The French attempted to found colonies in the New World and finally succeeded in planting a settlement on the east coast of Spanish Florida. The Spaniards had made several attempts to occupy Florida, but each expedition had met with disaster. When they heard of the French settlement, an expedition under Menéndez was fitted out. In September, 1565, Menéndez reached Florida and founded St. Augustine. He then proceeded to wipe out the French settlement. Several Spanish forts, towns, and missions were established along the coast, the most northern being a temporary mission on the James River, near the spot where about forty years later the English were to found their first settlement in the New World.

---

**Source:** Thomas M. Marshall, *American History* (New York: The MacMillan Company, 1930), 58. <https://babel.hathitrust.org/cgi/pt?id=mdp.39015066418750>

## Items for Analysis

1. Many of the authors of these textbooks selections seem to emphasize that the events that transpired in St. Augustine happened decades before the English settled at Jamestown. Why do you think these authors highlighted the fact that St. Augustine was settled first?
2. Do some research to find out what the relationship was between Protestants and Catholics in the U.S. during the 1800s and early 1900s. Then, explain how this relationship might have affected how the authors of these textbooks portrayed this story.

3. The story of St. Augustine has been given less and less attention over the years compared to the textbooks written in the 1800s and early 1900s. If you were the editor of a U.S. history textbook and decided to cut back on this story, what would be your justification for doing this?
4. Imagine you are either a French or Spanish historian writing about this subject. How might your version of these events be different from the American history textbook selections above?

## TOBACCO IN THE COLONIES

*Most historians would agree that tobacco helped save some of the colonies from completely going broke during the early stages of colonization. Although it was a financial savior, the issue of whether the product should be used has seemed to be an ongoing debate ever since.*

### 1852

William Grimshaw, *History of the United States, from Their First Settlement as Colonies to the Peace with Mexico, in 1848*

One of the most remarkable laws in the infancy of Connecticut, was aimed against the use of tobacco. A similar denunciation was fulminated in Massachusetts. It enacted, that no person under the age of twenty, nor any other not already habituated to it, should use it, until he had brought a certificate from a physician, stating that it was necessary for his health, and had, in consequence, received a license from the court. Those who had already addicted themselves to this obnoxious plant, were prohibited from using it in any company, at their labour, or on their travels, unless they were at least ten miles from a house; and, then only once a day, under a penalty of six-pence for each offence: of which, the constables were directed to give information to the district court. . . . For the fourth breach of the law framed against them, the offender was to be imprisoned, kept to hard labour, and his tongue bored through with a red-hot iron.

---

**Source:** William Grimshaw, *History of the United States, from Their First Settlement as Colonies to the Peace with Mexico, in 1848* (Philadelphia: Lippincott, Grambo, & Co., 1852), 53. <https://babel.hathitrust.org/cgi/pt?id=nyp.33433012110031>

## Close Reading

1. Where and when was this textbook published?
2. What was the main purpose of this story?
3. This selection mentions the Northern states. Why do you think there was no mention of these laws or attitudes in the Southern states?
4. Cite specific words from the text that reveal the author's view of tobacco.
5. How do you think students in the 1850s living in a Southern state would react after reading this excerpt?

## Analysis

1. What bias does this author seem to have toward tobacco? Considering the year this was published, are you surprised that the author holds these views?

## NEW SWEDEN

*In the seventeenth century, the Kingdom of Sweden was one of the great powers of Europe. Its empire expanded into much of Northern Europe, and competed with the other great powers politically and economically. The goal was to establish a colony in the New World, thereby avoiding English and French merchants, who controlled most of the European trade coming from the Americas. While short lived, many historians today argue that Sweden's colony in the New World had a lasting impact on other colonizing powers.*

### 1794

Noah Webster, *An American Selection of Lessons in Reading and Speaking*

*[Note: Spelling has been modernized in this excerpt.]*

The Swedes and Dutch were among the first settlers in North America. They had planted themselves on the banks of the Delaware, many years before William Penn obtained his grant, and their descendants remain there to this day. Their settlements were comprehended in the grant to the Duke of York; and when William Penn came to take possession of his lands in America, he purchased the three counties, now the state of Delaware, of the Duke, and united them to his government.

### 1821

Charles Prentiss, *History of the United States of America: With a Brief Account of Some of the Principal Empires and States of Ancient and Modern Times*

Gustavus Adolphus, king of Sweden, having listened to the representations of William Usselin, with respect to the country around New-Netherlands, urged his subjects to associate and form a settlement there. A number of Swedes and Finns, landed at Cape Henlopen, (1627) which they called Paradise Point: the Delaware they called Swedeland stream.

They purchased lands of the Indians, and began a settlement. Four years after, they laid out a town near Wilmington, which was destroyed by the Dutch. They had, however, a fort lower down the bay, near Lewistown.

The Dutch laying claim to the territory as included in their grant, built a fortification in 1651 near where Newcastle now stands, and made a purchase of considerable tracts of land from the natives. The Swedes remonstrated, but without effect, till the next year; when the Swedish governor took the place by force, and [sic] called it fort Casimer.

**Source:** Noah Webster, *An American Selection of Lessons in Reading and Speaking* (Boston: Isaiah Thomas and Ebenezer T. Andrews, 1794), 83. <https://books.google.com/books?id=NQBEAQAAIAAJ>

Four years after, the Dutch governor at Manhattan, having received a sufficient force from Amsterdam, attacked fort Casimer, which soon surrendered.

Fort Christiana, near Lewistown, commanded by the Swedish Governor, surrendered a few days after. Most of the Swedes returned to Sweden, about thirty only submitting to Dutch jurisdiction.

## 1857

### A. B. Berard, *School History of the United States*

Between the years 1623 and 1631, the Dutch visited Delaware Bay, and during the latter year, a feeble settlement was planted near the present site of Lewistown. The Dutch, however, were not to be the settlers of this little colony. In the year 1626, the brave Gustavus Adolphus, King of Sweden, determined to send some of his subjects from the wars and tumults of their own country, to found a peaceful colony in America. He fell on the battle-field of Lutzen, before his plan could be carried out. When his little daughter Christiana succeeded to the throne, her wise and good minister, Oxenstiern, accomplished the noble purpose which Gustavus had formed. In 1638, he sent out a little colony of fifty men to Delaware Bay. They built Christiana, and named it after their young queen. Delaware belonged to the Swedes for nearly twenty years, when, in 1654, Stuyvesant, the Dutch governor of New York, became jealous of this Swedish colony, and claimed the country as a part of New Netherlands. He seized upon it, and for a few years Delaware became a Dutch province, although its inhabitants were Swedes. The Swedish settlements extended along the banks of the Delaware river and bay, as high up as Trenton.

In 1664, it shared the fortunes of the rest of New Netherlands, and became, with New York and New Jersey, an English province. In 1681, when King Charles II granted to Penn his colony of Pennsylvania, the Duke of York still claimed the “three lower counties,” now forming the State of Delaware. To prevent disturbances, William Penn purchased these counties, and Delaware was united to Pennsylvania. In 1703, it became a separate province.

---

**Source:** Charles Prentiss, *History of the United States of America* (Keene, NH: John Prentiss Proprietor of the Copy Right, 1821), 74. <https://books.google.com/books?id=1phKAAAAMAAJ>

**Source:** A. B. Berard, *School History of the United States* (Philadelphia: H. Cowperthwait & Co., 1857), 65–66. <https://books.google.com/books?id=cbn6nd606PUC>

# 1881

---

## John J. Anderson, *A Popular School History of the United States*

Previous to this—more than forty years before—Gustavus Adolphus, the brave king of Sweden, proposed to found in America “a free state, where the laborer should reap the fruit of his toil, where the rights of conscience should be inviolate, and which should be open to the whole Protestant world.” A Hollander presented himself to the king, and laid before him a proposition for a trading company, to be established in Sweden, its operations to extend to Asia, Africa, and America. Full power was accordingly given to carry out this project, but before the necessary arrangements could be made, the German war and the king’s death occurred, which caused the work to be laid aside, “and the whole project seemed about to die with the king. But just as it appeared to be at its end, it received new life.

Another Hollander, by the name of Peter Minuit, made his appearance in Sweden. He had been in the service of Holland, in America, but had been recalled home and dismissed from service. He was not, however, discouraged by this, and went over to Sweden, where he renewed the representations in regard to the excellence of the new country, and the advantages that Sweden might derive from it. Queen Christina, then a child of only eleven years of age, who had succeeded her royal father in the government, was glad to have the project thus renewed.

As a good beginning, the first colony was sent off, and Minuit was placed over it, as being best acquainted in those regions. They set sail in a ship-of-war, followed by a smaller vessel, both laden with people, provisions, ammunition, and merchandise suitable for traffic and gifts to the Indians. The ships reached their places of destination; and the high expectations which the emigrants had formed of that new land were well met by the first views which they enjoyed of it. They made their first landing on the bay or entrance to the river Poutaxat, which they called the river of New Sweden. A purchase of land was immediately made from the Indians. Posts were driven into the ground as landmarks; and a deed was drawn up for the land thus purchased. This was written in Dutch, because no Swede was yet able to interpret the language of the heathen. The Indians subscribed their marks; and the writing was sent home to Sweden, to be preserved in the royal archives” (1638).

---

**Source:** John J. Anderson, *A Popular School History of the United States* (New York: Clark & Maynard, Publishers, 1881), 92–93. <https://books.google.com/books?id=VmgAAAAAYAAJ>

# 1914

---

Lawton B. Evans, *The Essential Facts of American History*

Let us now see how Delaware was also made out of some of the territory that had been acquired from the Dutch.

Peter Minuit, who had been governor in New Netherlands, afterwards entered the service of Sweden, and was engaged to bring over a body of Swedes to America and find them a place to live. In 1638 he brought them over and settled at a place he named Christina, in honor of the young Queen of Sweden.

When Stuyvesant became governor of New Amsterdam, as New York was first called, he came down the coast with a big force of men, captured the Swedish fort, took the officers off to New Amsterdam, and made all the Swedes swear fidelity to Holland. This broke up the Swedish colony, and the Dutch remained in possession of the country.

---

**Source:** Lawton B. Evans, *The Essential Facts of American History* (Boston: Benj. H. Sandborn & Co., 1914), 87. <https://books.google.com/books?id=VqwwAQAAAMAJ>

Items for Analysis

1. Using a current U.S. history textbook and the selections above, fill in the graphic organizer below by citing phrases or sentences that explain why New Sweden disappeared as a colony.

Colony of New Sweden	Reasons for Disappearance
1794	
1821	
1857	
1881	
1914	
Current U.S. Textbook	

2. Suppose the state of Delaware is considering whether to fund an interpretive center and museum dedicated to New Sweden and the colonial period in that state. You have been hired as a lobbyist and need to convince the state that they should fund this project. Write out your argument for why New Sweden is an important historical topic that needs to be remembered by future generations.

## SPAIN IN AMERICA

*While U.S. history textbooks tend to focus most of their attention on English colonization on the East Coast, this Spanish textbook puts the colonization of the Western Hemisphere in more of a global context. It does so by explaining to Spanish students about all of the struggles in these new American colonies, which included political, economic, social, and religious conflict.*

## Spain

Roberto Blanco Andes, et al., *Historia de España: Bachillerato 2*

### **Bourbon Politics in America**

The loss of European holdings allowed the monarchy to shift their interests towards the American territories. The Bourbons<sup>1</sup> developed a policy of growing control over the American administration, seeking to take advantage of the immense resources that the Indies offered. This would not only bring reinforcement to the Spanish economic monopoly but also the liberalization of commerce between the mother country and America.

### **Administrative Reforms in America**

Centralism and the Bourbon administrative reforms also extended into the American territories. In the process, the Indies Council and the “Casa de Contratación” (“hiring house,” responsible for regulation of Spain’s trade with Latin America) lost roles and power to the new Secretaries, although the reform of greatest importance was territorial restructuring. In this way, the general headquarters of Cuba and Guatemala, as well as the court of Panama, were created in the viceroyalty of New Spain. In the south, the Viceroyalty of Peru suffered significant setbacks first in the formation of the Viceroyalty of New Granada (1717) and, later, in the Río de la Plata (1776).

Bourbon centralist politics also brought the implementation of governorships with wide political, military and fiscal roles. Equally, royalism was applied in America, which meant control of the Church in the Indies, the expulsion of the Jesuits, and seizure of control of their settlements of Christianized Indians. The army was formed to allow the defense of a territory that extended from California to Patagonia. At the end of the eighteenth century the majority of this army was made up of creoles,<sup>2</sup> although it was also regimented by soldiers from mainland Spain.

<sup>1</sup> The House of Bourbon, originally of French origin, ruled a variety of nations in Europe. In 1700, Philip V first took over for the Bourbons in Spain. This royal lineage has ruled Spain off and on starting in 1700 to the present day.

<sup>2</sup> A person of both European and black descent

## American Population, Society, and Economy in the Eighteenth Century

During the eighteenth century, the population of American Hispanics experienced notable growth, which at the end of the century was about 18 million inhabitants, although the population was very unevenly distributed. American society was quite heterogeneous, while at the same time hierarchical. At its peak, the white population was made up of peninsular Spaniards and creoles, the former occupying the high ranks of the Administration and the clergy. This situation incited mistrust amongst creoles, who had ample economic and social power at their disposal but were far removed from the centers of political decision-making. Below the creoles in the social hierarchy were the mestiza/mixed-race and indigenous population, and at the bottom of the social hierarchy were the black slaves that, in this century, would reach a population of a million and could be more than half the population in some territories, such as Cuba.

The American economy underwent a notable boost during the eighteenth century. Mining, especially in New Spain, experienced growth and allowed Spain to recuperate their investments of precious metals. At the same time, agriculture experienced considerable growth, mostly due to the output of the plantations supplied with slave labor. Both the ranches and the local crafts improved their production. All this led to the proliferation of commercial exchanges.

### The New Trade Policy

Commerce with America underwent a notable increase in the eighteenth century. This activity had become a serious worry for the educated elite, as they felt it played a decisive role in the economic recovery. Throughout the century, they were trying to protect the Spanish mother country, particularly against British smuggling, in the exchanges with America.

In 1717, Cádiz replaced Seville as the Spanish port that dealt primarily with American commerce. However, the decisive turn was the Decree of Free Trade of 1778, which allowed the freedom of exchanges between thirteen Spanish and twenty-four American ports. This act resulted in the revitalization of exchanges, an increase in trade earnings, and a boost to some manufacturers such as Catalanian textiles.

---

**Source:** Roberto Blanco Andes, et al. *Historia de España: Bachillerato 2* (Madrid, Spain: Editex, 2009), 136–137. Paraphrased and translated from the Spanish by Amanda DeBoer.

## Items for Analysis

1. According to this Spanish author, Spain's colonization of America (Central and South America) was important to Spain. Cite arguments from the textbook that the author makes to prove his point.
2. While the author of this textbook sees many benefits to Spain's colonies, he also points out some of the more negative aspects of colonial life. Cite examples of this negative side of the colonies.

3. This passage mentions the years 1776 and 1778. Based on what you know about U.S. history during this time, explain why this author does not mention any relationship between the U.S. and these Spanish colonies. Research this topic further and explain what the relationship was between the U.S. and Spain during this same period. Briefly describe this relationship and its influence on U.S. history.

## RELATIONS WITH NATIVE AMERICANS

*From the first European contact until the late 1800s, the relationship between Europeans and Native Americans was often one of warfare and misunderstanding. By 1899, when this textbook was published, the wars had ended and most Native Americans were moved to reservations.*

# 1899

John Fiske, *A History of the United States for Schools*

Accordingly, when Europeans began coming to America in 1492, they supposed it was Asia, and as they found the country peopled by red men, they called these red men “Indians.” Europeans at that time knew very little about the inhabitants of Asia or India, else they would not have made such a mistake. The natives of America are not especially like Asiatics. They are a race by themselves. They have lived in America for many thousand years; just how long nobody knows. One thing is sure, however. Before ever white men came here, the red men had for long ages been spread all over North and South America, from Hudson Bay to Cape Horn, and differences of race had grown up among them. All alike had skins of a cinnamon color, high cheek bones, and intensely black eyes and hair, with little or no beard. But in respect of size, as of general appearance and manners, there were differences between different tribes as marked as the difference between an Englishman and an Arab.

**The Savage Indians.** Some of these Indians were much more savage than others. There were three principal divisions among them: (1) savage, (2) barbarous, and (3) half-civilized. In North America the savage Indians lived to the west of Hudson Bay, and southwardly between the Rocky Mountains and the Pacific coast, as far as the northern parts of Mexico. The Athabaskans, the Bannocks, and the Apaches were, and are, specimens of savage Indians. They had little or no agriculture, but lived by catching fish or shooting birds or such game as antelopes and buffaloes. They were not settled in villages, but moved about from place to place with very rude tent-like wigwams. They wove excellent baskets, but did not bake pottery. . . .

. . . **the Barbarous Indians.** The religion of these Indians was the worship of their dead ancestors, curiously mingled with the worship of the Sun, the Winds, the Lightning, and other powers of nature, usually personified as animals. For example, Lightning was regarded as a snake, and snakes were held more or less sacred. Religious rites were a kind of incantation performed by men especially instructed in such things, and called “medicine-men.” In most religious ceremonies dancing played a great part.

The Indians had dogs (of a poor sort) which helped them in the chase and served also as food; but they had neither horses, asses, cows, goats, sheep, nor pigs,—no domesticated farm animals of any sort. Without the help of such animals it is very difficult to rise out of barbarism into civilized life. The Indian's supply of food was too scanty to support a dense population. The people lived in scattered tribes, without any government higher than the tribe; and hence they were almost always at war. Fighting was the chief business of life, and a young man was not considered fit to be married until he had shown his prowess by killing enemies and bringing away their scalps. Such a kind of life tended to make men cruel and revengeful, and the Indians were unsurpassed for cruelty. It was their cherished custom to put captives to death with lingering tortures.

---

**Source:** John Fiske, *A History of the United States for Schools* (Boston: Houghton, Mifflin and Company, 1899), 2–8. <https://babel.hathitrust.org/cgi/pt?id=loc.ark:/13960/t49p3t737>

## Items for Analysis

1. List all the words and/or phrases this author uses that would be considered biased or stereotypical of Native Americans.
2. While these words would never be used in a history textbook today, this author seemed to be very comfortable using such terms/phrases. Considering the year this was published, why do you think he was not concerned with using this language?

- ITEMS FOR ANALYSIS

# THE AMERICAN REVOLUTION





## CAUSES OF THE WAR

*From the very beginning of the new American republic, the story of the American Revolution tended to be the cornerstone for all U.S. history textbooks used in the classroom. In short, it was one, if not the main, creation story for the new nation. Therefore, putting the American patriots in a positive light, showing the leaders as always just and right, and the soldiers as brave, became essential topics for U.S. history textbooks.*

## Britain

Alan Farmer, *Britain and the American Colonies, 1740–89*

### Signs of a strong relationship

... it is also possible to argue that the colonies' relationship with Britain appeared strong in 1763. For all the apparatus of regulation and control, the British imperial system was in practice easygoing. No other colonising nation conceded to its colonial subjects the degree of autonomy the inhabitants of the thirteen colonies enjoyed. These were strong bonds of affection between Britain and the colonies, much of which stemmed from the colonists' pride in their British heritage and rights. Most Americans were loyal to the British Empire and during the Seven Years' War some 25,000 Americans had joined militias to fight alongside the British.

It is also true to say that it was this relationship with Britain which united the colonies at the time, rather than any inner unity. The only common institutions were those derived from Britain—notably the monarchy, common law, the English language and British culture. Moreover, Britain and the colonies were held together by real community of economic interests within the mercantile system. In contrast, the colonies had different governments, different laws and different interests. There was a great deal of intercolonial jealousy and squabbles over boundaries and land claims.

Pre-1763 the colonies showed no desire to attain unity. The people of the separate colonies did not think of themselves as one people. The word 'American' was mainly a geographical expression. People's loyalties were confined primarily to their own colony and then to Britain. Many customary features of nationhood were missing. The army, customs service and post office were British, and there was no single legal or monetary system.

In 1763 virtually no American colonists sought or predicted the likelihood of independence from Britain. There was nothing inevitable about American independence. The argument that distance, population growth and nationalism would sooner or later have made separation inevitable is conjecture: the same factors did not make Canada in 1775 or later fight a war for independence.

---

**Source:** Alan Farmer, *Britain and the American Colonies, 1740–89* (London, England: Hodder Education, 2008), 30.

## Items for Analysis

1. What is the British author's main message in the selection above? Why do you think he is making this specific point to a British audience?
2. According to this author, was this war inevitable? Was the outcome inevitable? Explain your answer.

3. Explain how and why this author's depictions of the pre-Revolutionary American colonies might differ from an American historian.

## COERCIVE (INTOLERABLE) ACTS

*As a reaction to the Boston Tea Party, the British Parliament passed a series of acts (or laws) that became known as the Coercive (or Intolerable) Acts. Passed in 1774, these included such rules as the Boston Port Act, the Quartering Act, and the Quebec Act.*

## Canada

Nick Brune, et al., *Defining Canada: History, Identity, and Culture*

Britain's decision not to give Quebec an elected assembly, even an assembly with limited powers such as those that existed in Nova Scotia and the Thirteen Colonies at the time, raised suspicions among the English colonists that their assemblies could also be revoked. By passing the Quebec Act, Britain reminded people in the older, established North American colonies that their elected assemblies were a privilege, not a right. People who had become accustomed to having input into their own political affairs could, at the whim of their colonial rulers, come under the complete rule of the British governor and his appointed council.

The importance of elected assemblies, and the growing independence of those assemblies, were significant causes of the American Revolution. Over the previous century and a half, Britain had left the Thirteen Colonies alone, for the most part, to sort out their own internal affairs. This neglect had led the colonists to believe that indeed they did have the right to govern themselves without interference from Britain. . . .

The suspicions of the colonists in the Thirteen Colonies were further confirmed by those sections of the Quebec Act that annexed land west of the Ohio valley and around the Great Lakes to Quebec, thereby creating a large Aboriginal reserve in the region. The colonists already felt that the Royal Proclamation of 1763 hemmed them in and kept them from lands in which they believed they had a right to settle. Now, not only were those lands placed under the rule of the governor of Quebec, but the Catholic Church was confirmed in its situation of power in the colony. The British were granting privileges to the Roman Catholic Church at a time when the practice of the Catholic faith in England, Ireland, and Scotland still carried severe penalties. In the opinion of the July 1775 Continental Congress, the terms of the Quebec Act demonstrated "a despotism dangerous to our very existence."

---

**Source:** Nick Brune, et al., *Defining Canada: History, Identity, and Culture* (Whitby, Canada: McGraw-Hill Ryerson, 2003), 192–193.

## Items for Analysis

1. This passage from a Canadian history textbook is discussing the period just before the start of the American Revolution. Do you think they are arguing that it was the British or the Americans' fault that they both went to war against one another? What examples can you find in this textbook that supports your opinion?
2. Research the Quebec Act further and explain if you think the actions by the British and the reaction by the American colonists were justified.

## THE SONS OF LIBERTY

*This is a great example of how history can be perceived through different lenses. Few images are as revered in U.S. history as much as the Sons of Liberty. Generations of Americans have read about how these brave, young patriots stood up to British tyranny and helped gain the freedom we all enjoy today. For the British part, their students learn about this group of “patriots” in a slightly different manner.*

## Britain

Alan Farmer, *Britain and the American Colonies, 1740–89*

By the autumn of 1765 the men directing the crowd action were known as the Sons of Liberty. The first Sons originated in New York. Committed radicals, they called on like-minded men to establish similar groups elsewhere. Groups like the Loyal Nine<sup>1</sup> in Boston soon took the name ‘Sons of Liberty’. Operating as a semi-secret society, the Sons were committed to rousing the public, forcing the stamp distributors to resign and preventing the use of stamps. The Sons included members of the elite. However, they also comprised a host of new men—small merchants, artisans and dissident intellectuals like Sam Adams. Although the Sons established useful channels of communications and helped keep political consciousness high, the influence of the organisation can be exaggerated:

- It was by no means a united organisation. Each group operated in its own way within its own community.
- Many rich Americans, fearing social upheaval, opposed the Sons.
- The Sons had limited influence in the Southern colonies.
- The Sons were an urban movement. But townspeople made up less than five per cent [*sic*] of America’s population.

<sup>1</sup> Created in 1765 in Boston, this secret society was the forerunner to the Sons of Liberty.

**Source:** Alan Farmer, *Britain and the American Colonies, 1740–89* (London, England: Hodder Education, 2008), 45–46.

## Items for Analysis

1. Explain how and why a history textbook in the United States would depict the Sons of Liberty differently from this British textbook selection.

2. You are a lawyer and have been asked by the U.S. government to fly to England and defend the reputation of the Sons of Liberty, due to what is viewed by many Americans as an attack against their reputation. You are to make a legal case for your clients, who are the Sons of Liberty, and try to convince the British courts that their students are not learning the “true” story of this organization.

### CASE: SONS OF LIBERTY VS. BRITISH TEXTBOOK PUBLISHERS

#### Opening Remarks:

- a. Introduce yourself and your team of legal experts.
- b. Tell your story. Let the judge and jury know why you are there.
- c. Make connections so the judge and jury see the importance of this case.
- d. Present an overview of the case listing the key facts and issues.

## COMMON SENSE

*The author of this textbook makes the argument about how important Thomas Paine's pamphlet Common Sense was in rallying the Americans to stand up to the British monarchy. While American students learn about Paine being the intellectual godfather of the American Revolution and creating an important rallying cry for the colonists, British students tend to see Paine in a different context.*

## Britain

Alan Farmer, *Britain and the American Colonies, 1740–89*

Thomas Paine's 47-page pamphlet *Common Sense* expressed the developing mood. It may also have helped to convince waverers of the necessity of separation from Britain. The 37-year-old Paine had only arrived in America in November 1774, quickly involving himself in radical politics. In England he had failed at everything—corset making, tax collecting, teaching, shopkeeping and marriage (twice: his second wife paid him to leave her home). *Common Sense* was far from a failure. Published in January 1776, it quickly sold 120,000 copies and had the greatest influence of all the hundreds of pamphlets published during the 1770s.

---

**Source:** Alan Farmer, *Britain and the American Colonies, 1740–89* (London, England: Hodder Education, 2008), 78.

## Close Reading

1. For what would most Americans remember Thomas Paine?
2. How successful was his pamphlet?
3. Do British students see Paine as a great success? If not, what do they learn about him?
4. Why do you think it is important for British textbook authors to include some of these extra stories about Paine's life before coming to America?
5. According to the author, what sort of politics did Paine join once he was in America? Would U.S. history textbooks refer to these politics in the same way?

## WASHINGTON AS EXECUTIONER

*Since the founding of the nation, American history textbooks have typically held George Washington in a near godlike image, even to the point where some older textbooks used to point out that even when he failed at something, in the end it was all right because the failure eventually led to something greater.*

## Britain

### Alan Farmer, *Britain and the American Colonies, 1740–89*

In January 1781 the Pennsylvania Line regiment mutinied. The mutiny was the result of long-smouldering discontent with conditions of service. Food and clothing were inadequate and pay (months in arrears<sup>1</sup>) lost value as the American currency depreciated. The mutineers, who met with representatives of Congress, refused to return to duty until they were promised redress of their grievances. The promise was given. The success of the Pennsylvania Line encouraged the New Jersey Line to mutiny. Washington stepped in to nip this second rising in the bud, by executing some of the ringleaders. In February Massachusetts and New Jersey troops clashed in a serious riot at Princeton.

For much of 1781 the Continental Army was in no position to threaten Clinton<sup>2</sup> or influence the outcome of the war elsewhere. It remained badly supplied and paid. This was largely due to the financial problems of Congress and the individual states. By 1781 most Americans, civilians and soldiers alike, were war-weary, particularly as there seemed no end in sight.

<sup>1</sup> Legal term which means an unpaid, or overdue debt.

<sup>2</sup> General Sir Henry Clinton (1730-1795) was a British General during the American Revolutionary War.

## Items for Analysis

1. What biases can you identify about the writer of this passage based on what he wrote in this excerpt?
2. It is 1788 and you have been hired as George Washington's political consultant. It seems that Washington is being considered to become the first president of the new United States of America. Unfortunately, the story of Washington being an "executioner" is circulating and his backers worry about what this story might do to his image. Research Washington's role during the Revolutionary War and how he punished his soldiers, and then write an op-ed piece for the local paper explaining what happened. And remember, you're trying to put your candidate in the best light!

## HOW BRITAIN DID NOT LOSE THE WAR

*A quick scan of U.S. history textbooks will show that many of them often complete the chapter on the Revolutionary War with a section titled “The American Victory,” or something closely resembling this. Typically, the story that American students read is that through perseverance, and new alliances from allies abroad, the Americans were able to defeat the British army and claim victory.*

### Britain

---

Alan Farmer, *Britain and the American Colonies, 1740–89*

Ultimately, the war was lost by the British rather than won by the Americans, and it was lost to the American landscape as much as to the Americans. All the British generals had to wage war in a difficult country with poor communications. Even if they had destroyed the Continental Army and occupied all the thirteen colonial capitals, the British army would still have had to control a widely scattered and hostile population. Nevertheless, British defeat was not inevitable. If North had sent more troops to America earlier in the war, or if Howe had been less cautious, British forces might have won a decisive victory which could have been fatal to the patriot cause.

The British army, often against the odds, won virtually every major battle in the war. But it was unable to deliver a knock-out blow. Once France joined the war, it became less likely that Britain would conquer all the areas in rebellion. However, that did not mean that the success the Americans achieved in 1783 was inevitable. Cornwallis’ surrender at Yorktown, which tipped the scales in favour of a peace settlement, was something of a fluke. It occurred after the sole significant French victory over the Royal Navy since 1690. If Yorktown had not occurred, it is hard to predict what would have happened. By 1782 Britain was better able to wage war than her European enemies. Before Yorktown a compromised peace between Britain and America was a real possibility. After Yorktown Britain had had enough of the American war. The Americans had won the war by not abandoning the struggle.

---

**Source:** Alan Farmer, *Britain and the American Colonies, 1740–89* (London, England: Hodder Education, 2008), 129.

## ITEMS FOR ANALYSIS

- ITEMS FOR ANALYSIS

- ITEMS FOR ANALYSIS

ITEMS FOR ANALYSIS

3. Do you agree with this British selection about the American Revolution? If so, explain how your own nationality might affect how you view this selection.

## THE AMERICAN REVOLUTION AFFECTS LATIN AMERICA

*Rarely, if ever, discussed in American history textbooks, is the effect the American Revolution had on countries in South America. According to this Venezuelan textbook, this event in the North American colonies had an impact on a global scale.*

### Venezuela

Aureo Yopez Castillo and Ermila de Veracoechea, *Historia De Venezuela Educacion Basica 7*

The philosophy of the Enlightenment also had an effect on the Latin American colonies: it began a keen interest in the study of utilitarian sciences; some Americans traveled to Europe in order to directly study these new ideas and be in contact with those studying them; the books of Enlightenment authors entered the colonies clandestinely and were carefully studied by circles of young people who, later, would be leaders of independence. The philosophers of the Enlightenment had a great influence on members of the Junta Patriótica (Patriotic Council) and the Congress of 1811, particularly the philosophers Montesquieu and Rousseau, authors of *The Spirit of the Laws* and *The Social Contract*.

### Independence of the United States

The current United States was, for the 18th century, a grouping of colonies belonging to Great Britain. On the 4th of July, 1776, thirteen of these colonies declared their independence, which was recognized by England in 1783. Between 1775 and 1783 war broke out with the British, which ended with the triumph of the colonies. The hero of the United States was General George Washington. George III governed England.

In the Independence of the United States there was influence from Enlightenment philosophers, on the one hand, and of the application of mercantilism politics (monopolistic) in the economic branch of English; the application of this policy provoked the discontentment of the colonies.

### France and Spain, enemies of England, helped the liberation of the North American colonies.

The independence of the United States directly affected Latin America: in Venezuela, two proclamations which were made public in the United States took hold, one, *Address to the People of Great Britain* (1774), which attempted to justify why the colonies were seeking independence in order to achieve the help of English merchants, and the other (1775) which explained the motives of the fight.

Our separatists were aware of the process of the North American fight and its documentation.

The proof of this is: the similarity between the Declaration of Independence of the United States and of our own Declaration of Independence (Act of July 5th, 1811); the implementation of a republican government in Venezuela, as was enacted in the United States, and the establishment of a federal system, as the North American republic had introduced.

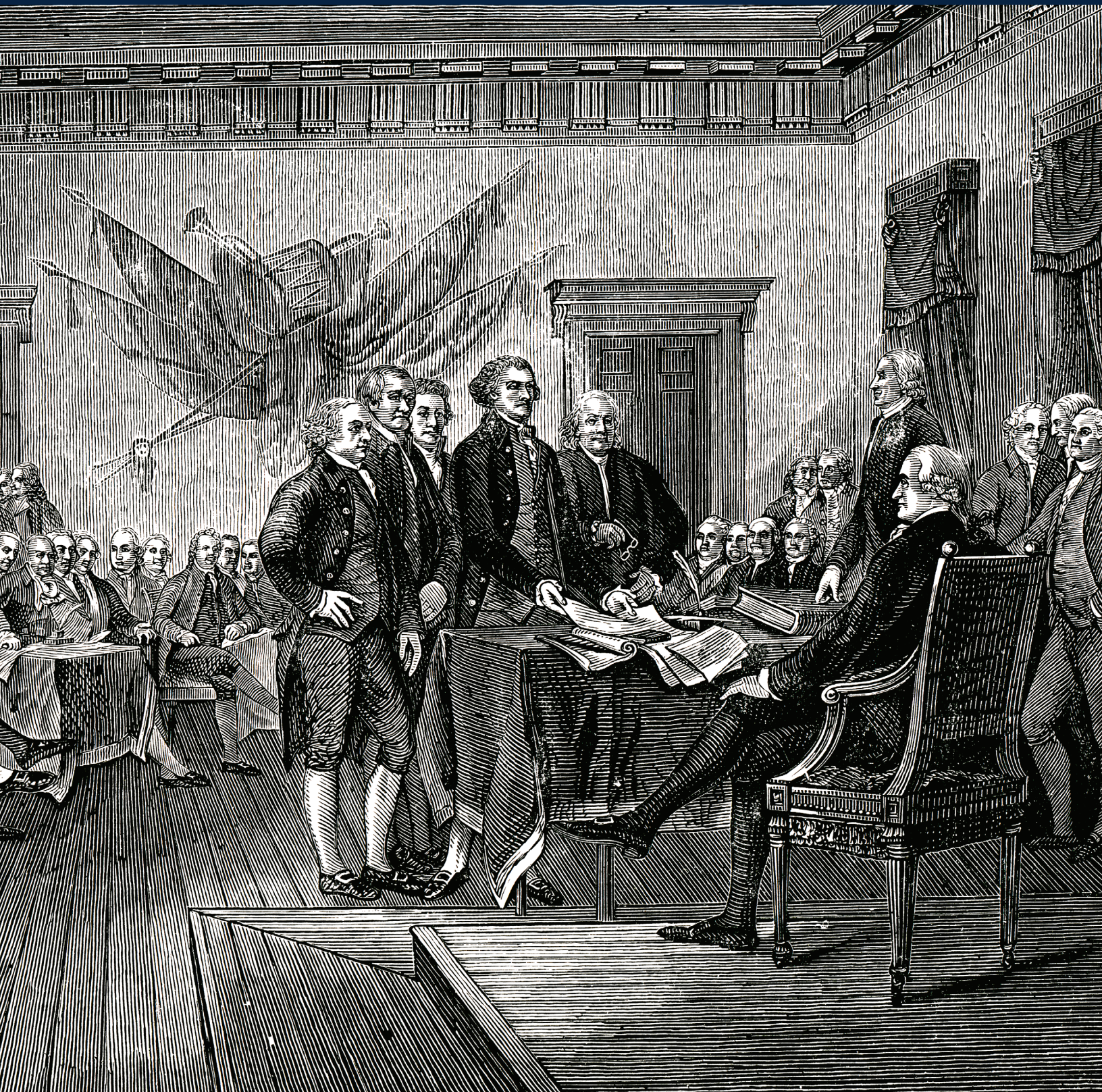
---

**Source:** Aureo Yopez Castillo and Ermila de Veracoechea, *Historia De Venezuela Educacion Basica 7* (Caracas, Venezuela: Editorial Larense, 2003), 125–126. Paraphrased and trans. from the Spanish by Amanda DeBoer.

## Items for Analysis

1. According to these authors, what part of the American Revolution had a direct effect on Latin America? Explain why you think these were highlighted by these authors.
2. Research Venezuelan leader Hugo Chavez (1999–2013) and his relationship with the United States. Knowing that this textbook was published while he was in office, explain whether or not it was surprising for Venezuelan students to learn about the U.S. this way.

# FOUNDING A NEW NATION





## THE U.S. CONSTITUTION

*There are a handful of historical events that seem to be found in numerous history textbooks around the world. Along with the assassination of Archduke Ferdinand, the Fall of the Berlin Wall, and the dropping of the Atomic Bomb, one can also find the story of the creation of the U.S. Constitution. This German textbook explains the impact the U.S. Constitution had, not only on Germany, but also on other parts of the world.*

### Germany

Anton Egner, et al., *Zeit Für Geschichte: Herausforderungen der Moderne* 11

#### **The American Revolution: Model for Europe?**

In 1987, during the bicentennial of the Constitution of the USA, an American constitutional historian declared, “The Constitution of the United States, one could reckon, is probably our most important export good. From the start the influence of the Constitution has been drastic, and there, where it leads to Democracy and Freedom, it has called forth in the words of Abraham Lincoln yet the hope of ‘the rule of the people through and for the people.’ The Founding Fathers were convinced, to establish a new Garden of Eden, not for America, rather for all of humanity.”

With the Declaration of Independence, America was, as a political reality, moved onto the horizon of the European public. The American Revolution was the prelude to the French Revolution and played a large role in the reorganization of European state and social life. The Frenchmen Lafayette had taken part in the Revolutionary War and brought back the goals of the Revolution to his homeland. In August of 1789, The American Jefferson helped formulate the French Constitution and “Declaration of the Rights of Man and Citizens”. After the example of the American “Bill of Rights” from 1791, basic rights would be included in the twentieth century in European constitutions and treaties, so in the Weimar Reich Constitution of 1919, in the Constitution of the Federal Republic of Germany 1949, in the Declaration of Human Rights of the UN in 1948 and the Counsel of Europe for the Protection of Human Rights and Basic Freedoms of 1950.

In Germany as well, the interest in the American and French Revolutions was great. The Revolution had shattered the confidence in the “Old World” and in their way of life and simultaneously awakened curiosity in the “New World”. Goethe sent his collected works to Harvard University with the dedication “My hope is that through this, I may be ever closer acquainted with this wonderful country, to which the eyes of the world are drawn because of its solemn legal status, which advances limitless growth.” The cultural period of “Sturm und Drang” in Germany was inspired by the untamed nature of the

American forests as well as the political freedom of the young Republic. The German Romantics also admired grand nature, and the unyieldingness of the American Indians, although the American constitutional state contradicted the political thinking of many Romantics. The development in France from the Revolution to anarchy and despotism had confirmed to them the reservation against republicanism and democratic governance.

In liberal circles in contrast what was seen as “restrained” freedom in the USA became exemplary. As in the period between the Viennese Congress of 1815 and the March revolution of 1848, the power of the press increased, reading societies and debate clubs experienced a blossoming, many people in Germany informed themselves about the activity in North America. The political leadership was familiar with Tocqueville’s work “About the American Democracy”. In the decades before the Revolution of 1848–49, German politicians and academics studied the USA; they tried to understand and depict what the constitutional expert Robert von Mohl called “The wonder of our time.” The advantages of the free constitution and the prosperity of the emergent country were lauded evermore. The vast power of the individual states in internal political questions was seen by some observers however also as a weakness. Journalists portrayed the race problem, the banking crisis, and tariff conflicts. They critically observed the deficits of democracy, corruption in the civil services, intemperance in the political press, the excess of the election campaigns and the encroachment of lynch justice.

In 1848, at the outset of the Revolution, the main features of the American Constitution were well known amongst wider circles of the German population. The discussion in the St. Paul’s Church attested to an astoundingly exact familiarity with not only the American Constitution, but also of the complete political, social, and economic state of affairs. In their plans for a German federal state the vast majority of the national assembly and the left tried to follow the Constitution of the USA as the sole model of a genuine federal state.

---

**Source:** Anton Egner, et al., *Zeit Für Geschichte: Herausforderungen der Moderne 11* (Braunschweig, Germany: Schroedel, 2010), 101. Paraphrased and trans. from the German by Ania Cramer.

Items for Analysis

- 1. According to these authors, the U.S. Constitution and Declaration of Independence had an influence on other nations by being a role-model for many other important documents. List the documents and their country that seem inspired by the U.S. Constitution and the Declaration of Independence.
  
- 2. Using the chart below, demonstrate if the authors of this German textbook are showing positive images of the Constitution and the U.S. as a whole, or if there are any negative aspects that they focus in on.

Positive	Negative

- 3. Research German-U.S. relations today, then predict how textbook authors in Germany might depict this topic in the future.

## THE WAR OF 1812

*This rather short passage contains a lot of information about Canada's perception of the War of 1812 and the United States' role in that conflict.*

### Canada

Nick Brune, et al., *Defining Canada: History, Identity, and Culture*

When the United States declared war on Britain June 18, 1812, it was still in its infancy and was not well prepared, militarily, to take on the task. Nonetheless, American military officers believed that they would be able to defeat the British and the Canadians would be quite willing to help them do so. The Americans decided to attack Upper Canada first as it was sparsely populated and not very well defended. Once they took Upper Canada, the Americans hoped their Aboriginal enemies would be cut off from their source of military supplies.

---

**Source:** Nick Brune, et al., *Defining Canada: History, Identity, and Culture* (Whitby, Canada: McGraw-Hill Ryerson 2003), 208.

## Items for Analysis

1. Does this Canadian excerpt portray the Americans in a positive or negative way?
2. Do your own research to explain how an American version of the start of the War of 1812 is similar and different from this Canadian excerpt.

## DEALING WITH MYTHS IN HISTORY

*If a national history textbook's primary goal is to help create and develop future citizens for that nation, then it should not be surprising to find history textbooks filled with stories glorifying the nation's past. While this is typical in most cases, some history textbooks do question the national story and even attack commonly held beliefs about their country's past.*

### Canada

Nick Brune, et al., *Defining Canada: History, Identity, and Culture*

By 1814 both sides were tired and at a stalemate. On December 24, 1814, the Treaty of Ghent was signed to end the war. Once the War of 1812 was over, the British authorities in Canada strengthened the defences of the colonies and encouraged immigration and economic development, while at the same time pursuing a policy of peace and expanded trade with the Americans.

The War of 1812 has been commonly portrayed as the “seedtime” of British Canadian nationalism, especially in Upper Canada. The war gave the young colony of Upper Canada its own folklore, which held that its Loyalist population turned back the American threat almost single-handedly in the face of treasonable behaviour by non-Loyalist settlers and the indifference or incompetence of British authorities. This Loyalist myth unified and helped to legitimize the authority of the small Loyalist elite. However, some historians have pointed out that not only were some of the Upper Canadian leaders undeserving of their reputation but that most of the general population refused to volunteer for active service.

Nevertheless, the men who had led Upper Canada during the war believed they should continue to lead it afterward. Known as the “Family Compact,” they would use the myth of their loyalty as a powerful political weapon in the years to come, opposing land reform and increased power for elected assemblies on principle. Their bonds with Britain—and their suspicions of anything that seemed American republicanism—were strengthened as a result of the war.

---

**Source:** Nick Brune, et al., *Defining Canada: History, Identity, and Culture* (Whitby, Canada: McGraw-Hill Ryerson 2003), 211–212.

## Items for Analysis

1. You have been put in charge of a joint U.S.-Canadian committee to create a historical marker that tells the story about the impact of the War of 1812 on both countries. This plaque will allow for 300 words and needs to be approved by officials from both countries.

2. In a fairly rare display for a high school history textbook, this Canadian textbook discusses what they consider to be a myth about Canadian history. After reading this excerpt, consider American history textbooks and describe examples of what you think might be some historical stories that are mythologized.

## THE MONROE DOCTRINE

*This German history textbook tells German students that there was a connection between George Washington's belief in isolationism, President Monroe's doctrine dealing with non-intervention in the Western Hemisphere, and the modern concept of human rights.*

### Germany

---

Hartmann Wunderer, *Geschichte in Modulen*

In the year 1793 George Washington explained the neutrality of the USA. He thus pronounced the principle of Isolationism, which henceforth would dictate the American Foreign Policy. In 1823 in Spain a three year republican phase was ended by French troops. The USA feared, that an absolutist Spain could interfere in South America, where at this time the majority of former Colonies had declared their independence. President James Monroe (1817–1825) formulated at the end of 1823 in a speech the fundamentals of isolationism: The world is separated irretrievably in a western and an eastern hemisphere. Any attempt of Europe, to capture a colony in North or South America or interfere in the politics of the individual states, will be interpreted as an aggressive act, which would justify an intervention of the USA. The United States would intervene in the internal business of neither the existing colonies nor the European countries. The so-called Monroe Doctrine determined US foreign policy for nearly a century. Isolationism was first abandoned when the US entered into World War One in 1917 and completely after the Second World War in favor of an active world political role.

Originally developed in Europe, human rights first became law in the USA. American constitutional principles influenced the French Revolution and returned in this manner to Europe. Even in the parliamentary debate about the Constitution for the Federal Republic of Germany, the Americans made their influence felt. They demanded that the states that were being created should have expansive authority, whereas the new German central power should be rather weak.

---

**Source:** Hartmann Wunderer, *Geschichte in Modulen*. (Bamberg, Germany: Buchners Kolleg, Themen Geschichte, 2011), 23. Paraphrased and trans. from the German by Ania Cramer.

## Items for Analysis

1. What biases can you identify about this author based on what he wrote in this excerpt?
2. Research the relationship between the United States and Germany since the end of the Cold War. Do you think the U.S. and Germany have been close allies or not? After developing an answer, explain if this selection was written from the perspective of a historian who wanted to emphasize aspects of this relationship.

## INDEPENDENCE IN SOUTH AMERICA

*This discussion of independence in South America highlights some historic issues that would typically not be familiar to most students in the United States. This selection is particularly interesting because it is from the perspective of another former colonizer and not the nations being colonized.*

### Spain

Julio Aróstegui, et al., *Historia de España, Bachillerato: materia común*

#### **Explanation of the Principles of Independence and the Objectives of the New Republic**

San Martín crossed the Andes, defeated the Spanish in Chacabuco (1817)<sup>1</sup>, and gave rise to the independence of Chile (1818). Bolívar, from the north, defeated the Spanish army in Boyacá (1819)<sup>2</sup> and Carabobo (1821)<sup>3</sup> and laid the foundation for the formation of Great Colombia, which subsequently gave rise to the republics of Venezuela, Colombia, Ecuador, and Panama. In Mexico, the independent movement lead by Agustín de Iturbide<sup>4</sup> managed to attract the church and the powerful classes, and in 1821 became independent of the mother country [Spain]. After the defeat at Ayacucho (1824)<sup>5</sup> and the independences of Peru and Bolivia (in honor of Bolívar), the Spanish presence on the American continent came to an end. The only remaining Spanish possessions were the Antilles (Cuba and Puerto Rico) and the Philippines.

#### **The Problems of the New American Nations**

The emancipation of the colonies and the creation of independent republics did not solve all existing problems in Hispanic America:

In the first place, the liberators' (especially Bolívar's) dream of achieving a united, powerful and supportive America proved impossible. The interests of the local leaders, the commercial bourgeoisie, and large landowners, who wanted to dominate and exploit each one of its territories, led to countless wars and the division of territory into multiple republics. In this context, the power of the local military leaders, the weight of the army on political life and the constant recourse to arms sealed off Latin American society.

<sup>1</sup> Battle fought in Chile.

<sup>2</sup> Battle fought in Colombia.

<sup>3</sup> Battle fought in Venezuela.

<sup>4</sup> Agustín de Iturbide (1784–1824) served as a Mexican army general and politician.

<sup>5</sup> Battle fought in Peru.

In the second place, the creoles who had directed the independence movement left the vast majority of the Indian, black and poor population to fend for themselves, which would give rise to profound social upheaval in the years ahead.

Lastly, the political independence did not mean economic independence for the subcontinent. Spanish control was replaced by the constant interference of Great Britain and the United States, which were the first to recognize the new nations.

---

**Source:** Julio Aróstegui, et al., *Historia de España, Bachillerato: materia común* (Barcelona, Spain: Vicens Vives Bachillerato, 2009), 147. Paraphrased and trans. from the Spanish by Amanda DeBoer.

## Items for Analysis

1. This textbook was written by a Spanish historian, for Spanish students. Explain if you think the author is trying to portray Spain's former colonies in a positive or negative way.
2. This author argues that, after Spain was forced out of many South American countries, these nations were not completely free because the U.S. and Great Britain soon began to interfere. Pretend you are a historian from one of the South American countries mentioned in the excerpt above and are preparing to write a high school history textbook on this topic. After researching foreign relations between the U.S. and that nation during this time period, explain if this Spanish textbook was correct in saying that there was "constant interference" from the United States.



---

## DISCOVERY AND COLONIZATION

---

### THE VIKINGS

1. The Norse sagas were Medieval documents that most historians today consider mythical stories, often made up to entertain people at that time. It is not uncommon to read about fantastic adventures, gods and monsters along with historical tidbits that historians can actually use.
2. In 1844 the author was more certain that the Vikings landed in what would today be considered the United States. The primary source for this was the Icelandic sagas. The author also went on to describe various expeditions and argued that the Vikings wanted to establish a settlement in the New World. In 1881 the emphasis turned to the possibility of there already being a group of “white” settlers in this area and they discussed the “brisk trade” between the Vikings and the Native Americans, whereas the 1844 textbook discusses how these two groups fought one another. In 1914 students would have read about Leif but none of his family members or other adventurers were mentioned. They mention how, rather than being on an adventure, they were probably blown off course. Like the 1844 textbook, this author also mentions the fighting with the Native Americans. Finally this textbook discusses a brisk trade between Greenland and the new settlements. By 1954 this story only received two paragraphs and it just gives the main name (Leif), dates, and places. No analysis or discussion on the impact this may have had.
3. Since the Vikings came from Scandinavia, the authors of these textbooks would have been able to argue that they were “white”; these historians would have wanted to highlight their superiority over others. This can be seen in the stories about how brave they were in being adventurers looking for new lands. But the best example would have to be how some of these textbooks discussed Native Americans, who were depicted as either in the way of progress or unintelligent. Students might also point out that you could argue that the Vikings discovering new lands, and wanting to settle there, would have been much like the call for Manifest Destiny during this same time period.

## COLUMBUS'S LANDING IN THE NEW WORLD

1.

Columbus and Native Americans	Positive Image	Negative Image
1794		First interview was a scene of amusement and compassion, and of astonishment and adoration on the other. Natives were naked (shocking to read in 1794), simple. They viewed the Spaniards as being superior.
1830	Described their physical characteristics, referred to well-shaped bodies. They traded with the Spaniards.	Viewed them as being simple and naked. They feared the Spaniards. They traded with the Spaniards and seemed to get only trinkets in return.
1866		They were naked, without beards. Looked at the Spaniards in wonder and did not know what to make of them. Indians were amazed by the Spaniards and frightened by their technology.
1881	Did not mention Native Americans.	
1946	Mentions Native Americans but does not discuss them in detail.	

2. Since the range of textbooks goes from the late 1700s to the mid-1900s, students can assume that the author(s) probably did not have a positive image of Native Americans. Up until the late 1800s the typical image of Native Americans was almost always negative. They often viewed them as being backwards, vicious, and/or lazy by many. After the late 1800s whites having any real significant contact with Native Americans really diminished helping to entrench many of these stereotypes. Furthermore, these authors were often writing to an all-white audience and were rarely, if ever, actually questioned about what they wrote about Native Americans.
3. From the founding of this country, many Americans have viewed the U.S. as being a Christian country, which was pre-ordained by God to become a unique power in the world. Passages like these would have confirmed for students that God was on the side of the United States from the very beginning. Therefore, to be a good American one also had to have a firm belief in a Christian God.
4. Answers may vary but with the many references to God, and the authors seeming to argue that Columbus finding and conquering the New World was pre-ordained, students will be able to see a lot of writing reflective of Providential era. Students will likely also see writings representative of the Nationalist era because of the idea of Europeans dominating an “inferior” group of people, even to the point where it seems like the Native population are frightened or worshipping Columbus and his men.
5. A Native American historian might write about how this was an invasion of the natives’ land. They would probably not discuss how God played a role in bringing the Europeans to their lands. They might highlight how odd the Europeans looked, sounded, and acted to the Native Americans as they came ashore that day. They might also discuss some of the cruel things that happened to them during the first landing, as well as future interactions and effects on their people because of this first encounter.

## ST. AUGUSTINE—AMERICA’S FIRST CITY

1. In earlier U.S. history textbooks it was quite common for authors to spend a great deal of time discussing European exploration and colonization of the New World. These topics don’t start to diminish until arguably around the 1990s. It was also possible that they were making an effort to show the warlike attitudes of the French and Spanish, as compared to what they would demonstrate about the English settlers, who they typically portrayed as being brave and religious.
2. Throughout much of American history, Catholics were seen as a dangerous group that was controlled by the Pope. Protestants in the U.S. often did not trust Catholics and often refused to work with them. If these authors were Protestants, then they may have had a negative view of Catholics and would have wanted to highlight how history has proven that this group could not fully be trusted.

3. One answer would be that more history has happened and so textbook publishers obviously have to cut things out or shorten some historical stories. A more advanced answer would argue that this story is not part of the typical American story and often not seen as being as significant as, say, the Jamestown Colony or the Pilgrims at Plymouth. Students could also make the argument that this story highlights Spain and France, neither of which has typically been considered original colonizers or having brought over some of the democratic institutions that formed the U.S., like the British colonizers would later on.
4. Answers will vary but students might suggest that historians from either country would highlight how their citizens would have been in the right and then discuss how the other side was probably wrong in their actions. Each historian would also probably be writing for an audience in their own nation and therefore not as concerned about being completely objective and trying to show the other side in a positive light.

## TOBACCO IN THE COLONIES

### Close Reading

1. Philadelphia, 1848
2. To warn students about the use of tobacco.
3. The southern economy relied on tobacco so any passages telling students about the evils of tobacco would not have been a popular view to hold.
4. Words may include denunciation, addiction, obnoxious, prohibited, penalty, and imprisoned.
5. There probably would have been strong disagreement with the author as well as some counterarguments in order to defend the use of tobacco.

### Analysis

1. For most students this author's view of tobacco in the mid-1800s will probably be fairly shocking. Most students would probably assume these views on tobacco did not come about until much more recently.

## NEW SWEDEN

1.

Colony of New Sweden	Reasons for Disappearance
1794	No mention of why the colony disappeared.
1821	Due to conflict between the Dutch and the Swedes in the New World. The Dutch were victorious but allowed some Swedes to continue living in the colony.
1857	After the Swedes built a small, "peaceful" colony, the Dutch became jealous and "seized upon it."
1881	Discusses collaboration between some Dutch leaders and the Swedish colonists but no mention of how the colony actually disappeared.
1914	Dutch governor Stuyvesant went down the coast with a big force of men, captured the fort, took the officers off to New Amsterdam, and made all the Swedes swear fidelity to Holland. This is what ended the Swedish colony.
Current U.S. Textbook	Answers will vary.

2. Students might highlight the fact that this was actually one of the early European colonies and helped form the new nation. It highlights a different perspective on the colonial story, not typically heard by most Americans. It can show how many parts of the world were tied together economically and it can bring attention to the role that Swedish Americans had in forming this country.

## SPAIN IN AMERICA

1. Spain's colonization of America was seen as reinforcing the Spanish economic monopoly and liberalizing its commerce. It helped boost Spain's economy through mining, which helped Spain recuperate its investments, and through agriculture, which experienced a great deal of growth and improved production on both ranches and local crafts.
2. The author discusses the expulsion of the Jesuits and the forced conversion of the Native Americans. There was a hierarchical system in place which held the whites and creoles (although the creoles were threatened by white control of key roles in the colonies) in the highest rank, followed by the mestiza/mixed-race and indigenous population, and at the bottom were the black slaves, who actually made up a large portion of the population.
3. The American Revolution was taking place between the American colonists and the British. Since the U.S. was not officially a country yet and was fighting a war at home, they did not have the time or resources to get involved with Central and/or South America. While they had little contact at the time, it can be argued that the American Revolution would inspire many of Spain's colonies to revolt in the future. While Spain does not typically get as much attention as France during this time, it did support the American colonists in their struggle against Britain. It helped finance the Americans, and sent supplies and munitions. Although they sent aid, they were not big supporters of the Patriots, which can be seen after the war when they were slow to recognize the new country.

## RELATIONS WITH NATIVE AMERICANS

1. Possible answers: red men, "race by themselves," savage, barbarous, half-civilized, their religion was "curiously mingled with the worship of the Sun, the Winds, the Lightning, and other powers of nature," "bringing away their scalps."
2. The author was likely a white male from a wealthier background, so he likely had little to no contact with any Native Americans and based his judgment on stories he had heard or read from that time. It is probably safe to say that this author did not do any research on this topic to make himself an expert either. Finally, he probably would have heard these words used in everyday language and never really considered how racist they were.

3. With few resources to contradict these stereotypes, and probably hearing stories from people in their community who would have agreed with these beliefs about Native Americans, a student at this time probably would have perpetuated these stereotypes. Considering that a student reading this in 1899 would have been an adult in the early twentieth century, they might have continued to hold these stereotypes and biases of Native Americans into adulthood. This could have then been seen in their support of legislation and politicians that continued to treat Native Americans poorly.
4. This excerpt is almost a classic of the Nationalist period. Fiske emphasized topics such as the triumph of the Anglo-Saxon people over the inferior races, gave examples of the myth of Anglo-Saxon destiny, and even tried to make the argument that the Native Americans would have been better off if they had learned to live like whites. A little bit of research will also show that John Fiske came from the East Coast and was a well-educated individual.

---

## THE AMERICAN REVOLUTION

---

### CAUSES OF THE WAR

1. Alan Farmer's main point to students is that before 1763 the British colonists living in North America and the British government were getting along fine. He constantly points out how they were similar, how they shared the same institutions and services, and how the colonists did not see themselves as being a separate group of people. Answers for the second question will vary, but students might point out that the author is letting British students know that the war was most likely caused later on by a small group of rabble-rousers in America who forced people to join their causes. The author of this textbook appears to point out that most of the colonists were people who seemed to agree with the king and British government and therefore were probably not the people who were really interested in fighting a war against Britain. The author seems to state that this war was not wanted by the British themselves.
2. No, the author clearly states that this war was not inevitable and tries to demonstrate this by showing a number of ways in which the two sides were coexisting in a very peaceful manner. He also highlights Canada as an example to prove that the colonists did not have to go to war to maintain a peaceful co-existence.

3. Students can, and should if possible, use a recent U.S. history textbook and read what it says about this same time period. A quick comparison will probably demonstrate that American textbooks highlight the British as being more oppressive. Of key significance will be the French and Indian War (1754–1763), which due to the cost of this war and the British blaming the Americans for starting it, caused a domino effect, with the British raising taxes, stopping the colonists from expanding westward, and sending more troops to the colonies.

## **COERCIVE (INTOLERABLE) ACTS**

1. The authors seem to say that there was some misunderstanding between the two groups, which is what caused the war. They say things like, “raised suspicions among the English colonists,” and mentioned how their assemblies might be revoked. The thought of losing their easy access to political affairs made many colonists uneasy. Colonists also enjoyed taking care of their own internal affairs and not having interference from Britain. The authors go on to say that there were some suspicions about British intent in the colonies when the Quebec Act was enacted. Since it seemed to block the colonists from expanding westward and gave rights to Roman Catholics, who did not have these same rights back in England, it worried many American colonists.
2. At the conclusion of the French and Indian War (1754–1763), which was a part of the Seven Years’ War (1756–1763), England was in serious financial trouble. Therefore, they argued that since they had to send troops and supplies to North America to help protect that part of the empire it only made sense for the American colonists to help with those costs after the war by raising their taxes. In part, the Quebec Act helped keep the American colonists from continuing to move west, which is what may have caused the previous war. In general, this act made most Canadians happy. The American colonists felt that the Quebec Act was just part of the larger Intolerable Acts and felt that England was specifically making a point by allowing for the religious freedom of Roman Catholics, a religion that was of great concern to many American colonists.

## THE SONS OF LIBERTY

1. Most American history textbooks argue that the Sons of Liberty were a secret organization organized to protect the rights of colonists. They helped organize boycotts of British goods and helped repeal the Stamp Act, which most Americans felt were unjust. There is often a list of some of the more famous members, demonstrating how important this group was to the founding of a new nation, along with examples of common citizens who joined. The image of the Sons of Liberty is a classic one in American history and brings up images of patriotism, civic duty, and American pride at the mere mention of this group's name. Therefore, an American history textbook would probably not be adopted in a U.S. classroom if it had a section that discussed the Sons of Liberty in a way that did not make them sound like they had total support of the American colonists.
2. Answers will vary but students should point out some of the arguments that one would find in an American history textbook, while trying to refute those found in the British textbook excerpt above.

## COMMON SENSE

1. Most Americans would remember Thomas Paine as an American patriot and author of the pamphlet *Common Sense*.
2. *Common Sense* sold 120,000 copies and had an incredible influence on pushing the colonists into war with Britain.
3. Not necessarily. While they would read about his pamphlet *Common Sense* and its influence on the colonists, they would also learn that he had been a failure while still in England.
4. It seems like the British authors are insulting Paine and the Americans by pointing out in their textbooks that the “intellectual godfather of the American Revolution” was a failure in England before coming to the colonies.
5. The author suggests Paine joined radical politics in America. Textbooks in the U.S. would probably not refer to the politics as radical; they usually make the argument that Paine joined the rebel's or patriot's cause and helped give voice to their grievances.

## WASHINGTON AS EXECUTIONER

1. He is writing a British history textbook for the British school system so one could argue that he is trying to put the Americans in the worst possible light. One way of doing this is to point out to students that the enemy of their country was often cruel to his own people.

- Students might want to point out that Washington did execute deserters and ring-leaders threatening rebellion, but that American historians have often argued that he had to do that in order to keep control of his army. Due to poor pay, terrible conditions and numerous defeats on the battlefield, it was often hard to keep soldiers from going back home to be with their families and run their businesses. Since students are trying to make a persuasive argument they should summarize the argument that “the ends justifies the means,” in that had Washington not done these things it is possible the American colonists may have lost the war and therefore not created a new nation.

## HOW BRITAIN DID NOT LOSE THE WAR

- The author argues that this war was not an American victory as much as it was a British loss. According to the author, the British were not used to the American landscape and tired of the war after a while. The author also claims that the British won virtually every battle and that if the Americans deserve any credit it is because they did not give up the struggle.

American Revolution	England	United States
Similarities	Factual items such as when the war was fought, names of leaders, French entry, and geographic places	Factual items such as when the war was fought, names of leaders, French entry, and geographic places
Differences	British lost, Americans did not win. British leader mistakes, geography caused the Brits to lose.	American determination, Patriots, Washington's leadership, fighting for a specific cause, the goal of a free and democratic country.

- Answers will vary but if the student is an American citizen they should realize that if they disagree with this author it might be because they feel this author is attacking the U.S. It is also often hard to hear another perspective on history when you have been told one specific story for years. As citizens of the U.S. they have been instructed on how to become better citizens, and learning about how the U.S. won the American Revolution is a classic example of what every good citizen should know.

## THE AMERICAN REVOLUTION AFFECTS LATIN AMERICA

1. *Address to the People of Great Britain* (1774) and the Declaration of Independence had a direct effect on Latin America according to the authors. The first proclamation inspired the Venezuelan people to seek independence, while the second was the model for their own declaration of independence and style of government.
2. Venezuela's president Hugo Chavez was extremely anti-American and made numerous attacks against the U.S. and President George W. Bush. It is interesting to point out that this textbook seems to be flattering toward the U.S. One might assume, after learning more about Chavez and his relationship with the U.S. that their history textbooks would typically put the U.S. in more of a negative light.

---

## FOUNDING A NEW NATION

---

### THE U.S. CONSTITUTION

1.
 

Positive	Negative
Quote from the American constitutional historian. Emphasizes America's impact on other documents/ constitutions, German Romantics admiration of American nature movement and Native Americans.	Highlighted race problems, banking crises, tariff conflicts. Also observed the deficits of democracy, corruption in the civil services, intemperance in the political press, the excess of the election campaigns, and the encroachment of lynch justice.
2. Possible answers: France: Declaration of the Rights of Man and Citizens; Germany: Weimer Reich Constitution of 1919; Germany: Constitution of the Federal Republic of Germany, 1949; UN: Declaration of Human Rights, 1948; UN: Counsel of Europe for the Protection of Human Rights and Basic Freedom of 1950.
3. Answers will vary. Students will have to discuss the leadership between the two countries, describe who is in charge and their reaction to one another. Students should also consider our trade relationship, along with the political atmosphere between the two countries. Finally, students can take a social view of this and describe positive or negative views both countries might have of one another depending on a variety of social issues.

## THE WAR OF 1812

1. This excerpt seems to be fairly negative in that it makes reference to how new the U.S. was when they declared war, that they were not well prepared for the war, and that the Americans hoped to attack a fairly undefended part of Canada. Finally, it suggests the Americans were going to rely on the Native Americans (Aboriginals) to come to their aid.
2. The War of 1812 is a fairly obscure event in American history and does not typically get a lot of attention in U.S. textbooks or pop culture. What students would want to emphasize is that when this story is told it is typically viewed as a war between Great Britain and the new United States, which some consider the second American Revolution. Canada is often an afterthought and most U.S. history textbooks view the invasion of Canada as being attacks against the British and not Canada as a separate nation.

## DEALING WITH MYTHS IN HISTORY

1. Various answers will be possible. Main themes should be ones that shows compromise between Canadian and American perspectives. It will arguably be fairly generic proving the point that taking one side of this issue will always cause problems when commemorating historical events. Some students might also want to include a Native American perspective in this as well.
2. Students' answers will vary but they will need to make sure to back up any arguments by highlighting reasons why they think this story is mythical and then explain why a textbook would allow for stories like this to exist. A classic example of this would be the story of George Washington cutting down the cherry tree, which most historians now agree was made up. Even though a myth it can still be found in some textbooks because editors believe it tells a good moral story for young people.

## THE MONROE DOCTRINE

1. Although written by a German author who wrote a book for a German audience, this excerpt seems to be fairly pro-American. This can be seen in his comments about the development of human rights and America's role in developing the German Constitution. Some students might want to point out the close relationship that the U.S. and Germany have had since the end of World War II, which might also have influenced how this selection was written.
2. Answers will vary but since the end of the Cold War (1991) the U.S. and Germany have had a fairly strong relationship. Students should briefly describe this relationship and then point out that German students who read this excerpt would also read positive things about the U.S.

## INDEPENDENCE IN SOUTH AMERICA

1. Arguably, the author is highlighting a number of problems and issues that these former colonies had after freeing themselves from Spanish rule. He mentions racial issues and his belief that economic independence did not happen from this social upheaval.
2. Answers will vary depending on which nation each student chooses. Some themes that they might come across are that American businesses and corporations increased their trade in these countries, along with selling more American goods while exporting more resources from these nations. In some cases, students will also find examples of the U.S. military getting involved or the U.S. government backing specific politicians or parties in these countries. Depending on the students' perspective, these can all be seen as good or bad aspects of relations between that country and the U.S.

