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# **Key Decisions in U.S. History**

A PARTICIPATORY APPROACH

**Volume 1** 

1450-1860

Patrick Henry Smith and John Croes



#### Dedication

—*P.H.S.* Para Hilda y Arantza—mis mejores decisiones.

To all the students who stayed awake deciding history and the teachers who strive to bring it alive.

—J.С.

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Patrick H. Smith Universidad de las Américas-Puebla Cholula, Mexico; University of Arizona John Croes Lowell High School Lowell, Massachusetts

## **Credits**

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## Introduction

#### 

History is stories. It is stories about people engaged with the events, ideas, environment, and people of their times. History is people making decisions about their lives. Nothing had to happen the way it did. If people had decided differently, stories would be different. It was the decisions that made the stories. Our approach to teaching history is to involve students in the issues and decisions that people have faced. By making those decisions themselves, our students sense the urgency and emotions present in the times and people they are learning about. We have yet to find a student "Bostonian" who did not demand to throw the British tea into the harbor. Likewise, our student "colonial governors" are ready to punish those Boston rabble-rousers.

#### Why we wrote Key Decisions

We wrote *Key Decisions in U.S. History*, Volumes 1 and 2, to enable students to better comprehend U.S. history classes. As teachers in a transitional bilingual education program, we experimented with different textbooks and discovered that despite our students' ability to decode written text, many were unable to comprehend the historical events described in the textbook. We believe this difficulty is often rooted in a lack of schema, or previous knowledge, to employ when reading history. Even the best organized and most clearly written textbook may be incomprehensible to students who have little background knowledge. We wrote *Key Decisions* to provide the preliminary schema necessary to read history.

We also wrote history in a decisions format because it is a powerful and practical way to involve students in the urgency and emotions of historical events and to foster perspective. As Gerald Horne wrote in *Thinking and Rethinking U.S. History*, "If students are given the information necessary to comprehend another national perspective on past events, it can help them search for and understand other nations' perspectives on current events." (p. 209) However, we want our students not only to comprehend different perspectives but also to act on

them by making decisions. And to encourage decision making that is as informed as possible, we provide adequate background information that is readable but not simplistic. Although the language has been simplified, the issues have not. In fact, our vignettes often provide more detailed information on particular incidents than many texts do because we are asking students to make informed decisions.

#### What Key Decisions is and is not

Key Decisions in U.S. History is not a comprehensive history text and does not cover all the events that history texts do. Rather, it is a supplement that helps students understand some of the events in any U.S. history text. Besides leading to better understanding of the main text, Key Decisions helps students to become more actively involved in the class and to appreciate how historical events result from realistic decisions made by real or realistic people.

#### Who Key Decisions is for

Key Decisions is written for teachers and students of U.S. history. We have used these decisions mostly with high school students in ESL/sheltered English history courses, but they can be used with any students reading English at the intermediate (fourth- to eighth-grade) level, including those in junior high and senior high, adult education, and citizenship courses. Key Decisions does not assume or require any prior knowledge or study of U.S. history. Each vignette (or series of vignettes, in some cases) presents all the information a student needs to make the decision. Some vignettes build on or contrast with others, but information from other resources is not needed in order to make these decisions. The decision format readily incorporates the knowledge, skills, and opinions that students bring to the lessons, a useful feature in heterogeneous groupings. Because students bring their different points of view—as male or female, as black, white, Asian, Native American, or Latino—to bear on the decisions they make,

every vignette in the book encourages the class to voice women's and minorities' views and to deal with the diversity on two levels—the diversity present in our classrooms and the diversity that has characterized the United States throughout our history.

#### How Key Decisions is organized

The two volumes of Key Decisions in U.S. History are arranged chronologically, with decisions in American history from the fifteenth century to 1994. Each event is presented in the form of a vignette, some of which are paired around the same issue or event to provide an alternate perspective. To aid comprehension, many of the vignettes are supported by a visual organizer in the form of a timeline, map, or illustration. Each vignette is followed by comprehension questions based on the vignette and a series of solutions from which the students may choose. At the back of each volume, there is a separate Historical Notes section which presents teachers with vocabulary words that may need to be explained or visualized, additional information on each event, answers to the question "What really happened?", and sometimes teaching suggestions for the decision.

#### How to use Key Decisions

There are numerous ways to present and proceed through the vignettes. The paths to take depend on the kind of students in the class. For all students, the basic procedure is to read the vignette, make an individual decision about the best course of action, write out an explanation so that the reasoning is clear, discuss the decision with others in the group, and come to a group decision.

It is important that students truly understand the issues, so students first answer the comprehension questions either in class or as homework. We find it best for students to discuss answers in order to assure common understandings before proceeding to the actual decision.

Decision options are provided, but some teachers may want the students to think up their own

options. Depending on the class, the steps may be done wholly or in part as homework. The crux of the exercise—the discussion—must occur in class. We most often use the following procedure:

- Prior to class, read the decision, the decision options, and the corresponding historical material. Note vocabulary and concepts with which students may have difficulty, and decide how to deal with them.
- 2. Set the scene. Briefly review what the class has been doing that leads up to the vignette/decision; pose a leading question; set the context. The timeline and/or pictures may help begin the discussion and deal with vocabulary.
- 3. The students read the vignette, silently or aloud.
- 4. To help them grasp the issues before making a decision, students answer the comprehension questions that focus on the vignette (main ideas, statements of fact vs. opinion,\* inference, causes and effects, significant details, and sequences). The questions generally follow the sequence of the vignette and may be done as an oral or written activity, or skipped entirely at the teacher's discretion. We find it useful to discuss answers to these questions and ask our students to cite specific parts of the vignette to support their answers. As an overall comprehension check, we often ask students to predict what the decision question and some options might be.
- 5. Students read through the listed options and make their individual choices. Sometimes only one option is possible, but some decisions include several viable options. There is always an option for students to create their own alternate decision. Whatever option they choose, students should then thoroughly explain their reasoning in writing. This step provides the opportunity to refine and change their thinking prior to discussion.
- 6. Having made individual choices, students then meet in pairs, small groups, or as a whole class to discuss their decisions and reasons. They should be encouraged to listen carefully, to question, to disagree, to support, and to change their minds.

<sup>\*</sup> Fact vs. opinion questions focus on whether statements are based on the speaker's opinion or are verifiable. Students should not confuse these statements with truth vs. falseness. Like opinions, factual statements can be true or false. For example, "The earth is flat" is a factual statement in that it can be checked and verified.

7. Students want to know "what really happened," so we usually tell them the historical decision, with reference to the choices they have just made. They can also be directed to the main history text or school library to investigate what really happened and report back to the class.

#### MATIATIATIATATATATATATATATA

We are always finding new ways to use the "decisions" format. Most vignettes work well with students taking on different roles; others are particularly appropriate for group or class consensus. One student teacher used a press conference format in which half the class questioned the other half, who had taken on roles and made decisions accordingly.

Most vignettes stand on their own and require no previous knowledge of the historical event on which they are based. However, some decisions those around the Civil War, for example—contain important information for the subsequent decision. Teachers following a chronologically based curriculum may sequence their use of decisions accordingly. The format is also appropriate for working with a theme-based syllabus. Themes like immigration, labor, and civil rights run throughout Key Decisions. A unit on voting rights could be built around decisions from the years 1620, 1682, 1777, 1848, 1866, 1887, 1905, 1920, 1964, and 1971. Another unit could examine Supreme Court decisions and issues of constitutionality.\* Similarly, teachers may wish to focus on decisions dealing with Native Americans, African Americans, or women. The index is organized to help teachers working with either type of syllabus.

#### A note on visual organizers

The ability to understand visuals and their relation to written text is an important part of developing "history literacy." The wealth of visual information contained in history textbooks is of questionable value for students who are still developing these abilities. In *Key Decisions*, we have taken care to provide illustrations, photographs, maps, and timelines clearly related to individual vignettes. We

envision these visual aids primarily as advance organizers to help students develop schema before reading the vignette. Illustrations and photographs give students a feeling for the people and events featured in the text. Maps and timelines locate the decision in space and time and, in some cases, show territorial changes or a progression of events described in the vignette. In most cases, the visuals support the vignette without suggesting the historical outcome, although some timelines connect several thematically related decisions.

Teachers can also use visuals to check student comprehension. After reading the vignette, students can be directed to locate any decision (or series of decisions) on a timeline or map, to draw their impressions of a historical event represented in a vignette, or even to locate corresponding images in the main history textbook or another history book.

#### The language of Key Decisions

The vignettes are written primarily at the fifthto eighth-grade reading levels (Gunning Fogg Index and Flesch Index for Readability), in standard American English. Contractions and idiomatic expressions have been avoided in narratives but used where characters are speaking. In general, we have tried to provide a model for clear, organized, and formal writing. Treatment of vocabulary will differ depending on the students. Words we saw as potentially difficult for our ESL students are listed in the Historical Notes section for teachers to consider. Since so many words are used repeatedly, we find it useful to have students keep vocabulary notebooks. Students should be encouraged to demonstrate mastery of new words by using them in their responses to the comprehension questions and justification of their decision and/or by formal vocabulary quizzes.

Comprehension of many of the vignettes is often dependent on the pronoun reference, as indicated by many of the comprehension questions and their references to underlined words in the text. In the vignettes, we first address the student and provide an identity ("You are \_\_\_\_\_\_"). Thereafter, we have tried to use the first person (*I*,

<sup>\*</sup> Originally, we asked students to decide if a decision was constitutional. Realizing that this requires knowledge they do not have, we have instead asked for their opinions: "What rights should English-speaking students have?" "Is segregation good for America?" "Should the U.S. permit segregation?" "Should women have the right to abortions?" This allows students to consider the underlying issues without extensive constitutional knowledge. We recommend that teachers take similar care when posing questions for discussion.

we, my, and so on) because we want the student to feel involved and active. However, in a few cases, the student is addressed as "you" throughout the vignette because it seems more realistic.

Titles (Congressman vs. Congressperson and names of ethnic groups (Indians vs. Native Americans) change over time. We have chosen to use the language and labels in use at the time of the decision. Thus, we refer to "Africans" in 1720, "black slaves" in 1831, "Negroes" in 1963, and "African Americans" in 1985. On issues of gender, we have tried to be as neutral as English allows, without denying historical fact. While "senator," "representative," and "legislator" work throughout, "congresswoman" was unrealistic before women's suffrage in 1920. In this matter, as with vocabulary, pronoun reference, and other types of comprehension questions, teachers should make adaptations to fit the needs of their students and their own beliefs.

We hope Key Decisions in U.S. History will encourage teachers and students to write their own decisions. We have included many important events and issues in U.S. history, but certainly there are others waiting to be turned into decisions/vignettes. A few examples are President Jackson deciding about the removal of the Cherokee, a decision to institute Social Security or Medicare, witnesses testifying about accused witches in Salem, voters deciding about a referendum on affirmative action, or the stock market crash. History is constantly "growing" not only as new events occur and new issues arise, but also through the reexamination and new analyses of events and issues long past. In our classes, decisions have been an important tool in helping students feel the vitality of U.S. history and comprehend the main history text. We hope they work as well for you and your students.

Name \_\_\_\_\_ Date \_\_\_\_



## Iroquois

### Should we form a confederation?

It is 1450. You are an Onondaga. Your tribe, part of the Onondaga nation, is holding a meeting. A chief of a Mohawk tribe, Hiawatha, has come to your village and asked for this meeting. The Onondaga and Mohawk nations speak a common language, and your cultures are similar. But you have been fighting each other for many years.

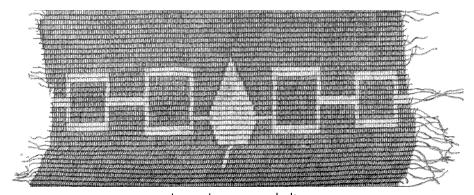
Hiawatha has spoken. He said that the great prophet Dekandawida has seen a vision. In the vision, Dekandawida saw that the five nations of the Iroquois—the Oneida, the Mohawk, the Cayuga, the Seneca, and the Onondaga—will stop fighting each other. The five nations will form a union to work together against our common enemies. The union will help solve problems and disagreements among the Iroquois people. Hiawatha said that the fighting makes the Iroquois weak. He asked us to come to a great meeting of all the Iroquois to talk about a union. He has already spoken to many other tribes, and they will come to the meeting.

A member of the Onondaga has answered Hiawatha. He said that there is fighting among the tribes because of injustices. When the Cayuga kill and steal from the Onondaga, the Onondaga must get revenge. Many Onondaga agree with him.

An Onondaga woman disagreed. She said that the revenge just leads to more fighting, killing, and stealing. It never stops. Many Onondaga agree with her.

Another Onondaga asked how this kind of union would work. Would there be a leader? Who would be the leader? Would bigger and more powerful nations have more power in the union? What rules would the union have? What if a tribe does not agree with the rest of the union? Could the union tell a tribe what to do? What if a Cayuga kills my son? Will the union punish him? Everyone thinks these are important questions.

Hiawatha answered that he does not know all the answers. But if the five tribes meet together, we can discuss the rules.



Iroquois wampum belt



_		
Name	Date	



#### Iroquois: Should we form a confederation? (continued)

#### 

- 1. Why does Hiawatha want the Iroquois to form a union?
- 2. How many nations would be in the union?
- 3. How did Hiawatha get the idea to form a union?
- 4. Why are some Iroquois against joining a union?
- 5. Who will make the rules of the union?
- 6. If the statement is in favor of the union, write *pro*. If the statement is against the union, write *con*:
  - (a) "They killed my uncle. We want revenge."
  - (b) "When we fight each other, we become weak."
  - (c) "Talking is a better way to solve our problems than fighting."
  - (d) "We don't trust the Oneida Tribe."
- 7. What decision do you have to make?

#### Decision Managananana

- Should we send people to the meeting to talk about forming a confederation? What should we tell them to say? Choose one of the following options:
  - (a) Do not send anyone to the meeting of the five nations. It could be a trick. One of the tribes might try to capture some of us.
  - (b) Send some people to the meeting. A union will make us stronger. We will be able to stop the fighting that weakens us now. Agree to join the union.
  - (c) Send some people to the meeting. They can agree to the union only if its power is limited. The union cannot interfere in tribal problems. The union cannot force a tribe to do something it doesn't want to do.
  - (d) Send some people to the meeting. Do not agree to the union. The union is a good idea, but it could never work.

م ا	) Other:	
10	, Ouiei.	



Name \_\_\_\_\_ Date \_\_\_\_



### Colón

# How can you make sure that Spain gets the riches from this new place?

#### 

It is 1492. You are Cristóbal Colón. You have just landed on an island after sailing west across the Atlantic Ocean. You are almost exactly where you thought you would be—in the Indies, not far from Cipango and the Spice Islands. What a wonderful success! You told your sponsors, the King and Queen of Spain, that you could find a short sea route to

Asia by crossing the Atlantic, and now you have proved it. So far you have seen only islands. You have not seen the mainland yet, but it must be nearby.

Some very friendly people from the islands greeted your ships this morning. It is difficult to communicate with them because their language is so different.



Cristóbal Colón



Name	Date
INAILIC	Date



## Colón: How can you make sure that Spain gets the riches from this new place? (continued)

#### Comprehension

- 1. Who are you in this story?
- 2. Where do you think you are?
- 3. Why do you think you are there?
- 4. Do the people on the island speak Spanish?
- 5. What do you think these people call themselves?

#### 

What will you call these people when you write to the Queen?

- (a) Cipangoese.
- (b) natives.
- (c) Indiesans.
- (d) Islanders.
- (e) Asians.

1	F	Other:
ı	1	Ouici.

• Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.

Now what should you do about the land you have discovered? These people do not seem to have a government like yours in Europe. They do not seem to own the land or to use it the way Europeans do. You do not see any cities—only villages with buildings made of grasses, leaves, and branches. There are no churches here, so they must not have the benefits of your religion. This is a very undeveloped place compared with Europe, and these people are very simple. You have books, ships, wheels and iron tools, and weapons. These people do not have these things.

But this must be near Cipango and China, which are very advanced. You have a letter to the Great Khan of China from the King and Queen of Spain. The great explorer Marco Polo visited near here 200 years ago and saw great wealth.

It is important to let the world know that the King and Queen of Spain sponsored the voyage that found this place. Spain must get whatever riches you find here.



_		
Name	Date	



## Colón: How can you make sure that Spain gets the riches from this new place? (continued)

#### Comprehension Management Comprehension

- 6. For each of the following statements, write *F* for fact or O for opinion. Remember that facts are things that can be checked and agreed to by everyone. Opinions are a person's own ideas.
  - (a) These people do not seem to have a government like ours.
  - (b) The buildings are made of grasses, leaves, and branches.
  - (c) There are no churches.
  - (d) They must not have religion.
  - (e) There are no wheels or iron tools here.
  - (f) These people are simple and undeveloped.
  - (g) Europe is more advanced.
  - (h) These people are friendly.
  - (i) Marco Polo visited China 200 years ago.
  - (i) Spain has the right to have all the riches that we find.

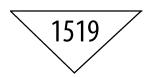
#### Decision Manananananana

- How can you make sure that Spain controls this place? Choose one or more of the following options:
  - (a) Attack these people and control the islands with our soldiers.
  - (b) Buy the islands from these people.
  - (c) Claim the islands and the people by saying that the King and Queen of Spain now control them.
  - (d) Ask the people to take you to the Khan, and try to make a trade agreement with him.
  - (e) Give Spanish names to all the places you discover. Put these names on your maps to take back to Europe.
  - (f) Ask them to become Christians, loyal to Spain.

(g)	Other:	



Name \_\_\_\_\_ Date \_\_\_\_



### Moctezuma

# How should we treat these strange white creatures?

It is 1519. You are Moctezuma, Emperor of the Aztecs. Your city, Tenochtitlán, is the largest and richest in Mexico. Your armies are so powerful that other cities send you gold, silver, and food as taxes. The Aztecs are the most powerful people in the world and you are the most powerful king.

This is a special time for the Aztecs. When our god, Quetzalcoatl, left Tenochtitlán many years ago, he promised to return someday. According to our history, this is the year Quetzalcoatl will return to us.

Our spies have just brought news of something strange. Some white creatures with beards and metal clothes have entered our country. <u>They</u> traveled in large boats and now they are on the coast. They have the faces of men, but they have four legs, two heads, and a tail. The spies say the strangers have long sticks that throw fire. The strangers know about Tenochtitlán. They want to come and see it.

Who are these strange creatures? Why are they in our country? Quetzalcoatl had a beard and white skin! The priests say that <u>he</u> has finally returned to Mexico. Maybe these strangers are gods! Why do they want to see Tenochtitlán? Will they want peace or war? How should we treat these strange white creatures?



Aztec calendar



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Name	Date	



## Moctezuma: How should we treat these strange white creatures? (continued)

- 1. Who are you in this decision?
- 2. Why do other cities send you gold, silver, and food?
- 3. Who is Quetzalcoatl?
- 4. In paragraph 2, what does the word us refer to?
- 5. In paragraph 3, what does the word <u>They</u> refer to?
- 6. In paragraph 3, what does the word it refer to?
- 7. Draw a picture of one of these strange men.
- 8. What are the "long sticks that throw fire"?
- 9. In paragraph 4, what does the word <u>he</u> refer to?
- 10. Why do the priests say that the strangers are gods?

#### Decision Managananana

- What should we do? Choose one or more of the following options:
  - (a) Do nothing. Wait for the strangers to come to Tenochtitlán.
  - (b) Send messengers to the coast. Invite the strangers to visit Tenochtitlán.
  - (c) Send soldiers to attack the strangers.
  - (d) Send gifts to the strangers and ask them to leave us in peace.
  - (e) Leave Tenochtitlán before the strangers come to our city.
  - (f) Other:\_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name Date
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## **Jamestown Colonists**

### What should we do first?

It is April 26, 1607. You are a member of a group of Englishmen who will be settlers in Virginia. Your group is sailing toward America on three ships. There is a lot of excitement on your ship. After three months of sailing across the stormy Atlantic Ocean, a sailor has just seen land. This must be Virginia.

There are about 120 men on the three ships. The London Company is sponsoring this new colony. King James has given a charter to the London Company. The charter gives you permission to use Virginia, an English claim. Your group's job is to establish a settlement in Virginia. You are supposed to explore this new land to find a route to Asia. You are also to send raw materials, crops, gold, and anything valuable back to the London Company merchants to pay for their investment.

There are many kinds of men in this group, and they have come for different reasons. A few are farmers, carpenters, and other skilled workers. Some are soldiers. Most of the men are gentlemen. They have no special skills, and they are here for adventure and riches.

Before you left England, the King chose the leaders. He put their names in a box and told the captain to open it when you arrive in America. Everyone wants to know who the leaders will be.

The ships are near the coast of the New World now. You can see a line of trees along the coast. You are about to arrive in Virginia. When you have reached land, what should you do first?

160	King James gave a charter to London Company to sponsor a colony in Virginia.
158 158 158	7 — Second colony at Roanoke started and later disappeared.
157	9 — Sir Francis Drake claimed west coast of North America for England.
153	4 — Jacques Cartier claimed St. Lawrence River for France.
151	Hernando Cortés claimed Mexico for Spain.
151	Ponce de León claimed Florida for Spain.
149 149	



Name	Date
INAILIC	Date



#### Jamestown Colonists: What should we do first? (continued)

#### Comprehension

- 1. How many years after Columbus's first voyage is this?
- 2. What is your nationality?
- 3. Why are you here? Are you all here for the same reason?
- 4. Why is the London Company sponsoring you?
- 5. How is the London Company sponsoring you?
- 6. How do you think will your group will know if this is Virginia?
- 7. Which men are probably best for establishing a colony?
- 8. How will a colony be good for England?
- 9. How will England be good for the colony?
- 10. What is this new land in paragraph 2 called?
- 11. Who are they in paragraph 3?
- 12. How will you know who the leaders of the new colony are?
- 13. Why do you think the King did not let the colonists know who the leaders will be before you arrive in America?

What should you do first? Choose the five most important things to do after you have arrived

14. What decision do you have to make now?

#### Decision Manananananana

in Virginia. Then number them in order of importance, 1 through 5:
Have a party to celebrate!
Go hunting.
Start building some shelters.
Look for gold.
Find some Indians and make friends.
Choose a place for your settlement.
Build a church.
Build a fort.
Clear some land and plant some crops.
Open the box and find out who the leaders are.
Look for a route to Asia.
Other:



# 1607

### **Powhatans near Jamestown**

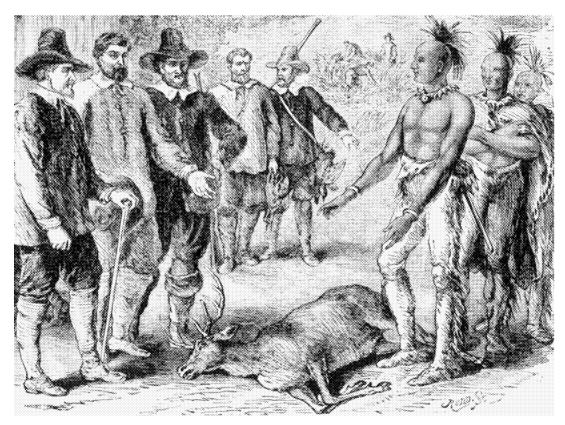
How should we treat these white people?

It is 1607. You are a Powhatan. Our tribes have lived in this place for many years. Some white men have recently come to our land. They have many things that are new to us. They have hair on their faces, and they wear strange, colorful clothes. They have big dogs. They speak a strange language; we do not understand them, and they do not understand us. Their thunder stick makes loud noises and kills things that are far away. They have knives that are long and very sharp. They have pretty beads to trade with us. They like

our furs, and they trade many valuable things for them. They are very foolish.

Maybe they will be like the other white men who came here many years ago. They were looking for yellow rocks. We did not have any, and they went away. Many of our people became sick and died after they came.

Unlike those first white people, these new white people are staying here. They are cutting down trees and building strange houses inside forts. They are trying to plant crops, but they do not seem to know how.



Settlers facing Powhatans



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Name	Date	



## Powhatans near Jamestown: How should we treat these white people? (continued)

#### Comprehension

- Have your people seen white men before?
   How are these white people different from the first ones?
- 3. How are the white people different from your people?
- 4. What do you like about them?
- 5. What don't you like about them?

#### Decision Managarana

- How should our people treat these white people? Choose one of the following options:
  - (a) Ask them to go back where they came from.
  - (b) Attack them and kill them.
  - (c) Take them to be slaves for us.
  - (d) Leave them alone. Ignore them. Stay away from them.
  - (e) Be friendly with them. Share land with them. Help them.



# 1620

## Pilgrims on the Mayflower

How should we organize ourselves?

It is November 1620. You are a Pilgrim on the *Mayflower*. For three long months, your small group has been crowded on the ship. You are not sailors, and you are all sick and cold. Fortunately, only one person has died.

You are coming to the New World so that you can worship God in your own way. Your group is not happy with the King's religion, and he persecutes you for practicing yours. You decided to separate from the King's church. You tried to live in Holland, but you felt that you were losing your English culture there. Then last year, your group got a charter from the Virginia Company to settle in northern Virginia in the New World. Finally, after 14 years, you will have the freedom to worship God as you want to.

The winter storms have blown the *Mayflower* north of Virginia. According to John Smith's map, you are on the coast of New England. <u>This land</u> does not belong to

the Virginia Company's charter. Your group does not have permission to settle in New England. The King's rules might not protect you in this new place.

There is another problem. There are 35 of you Separatists—or Pilgrims, as some people call you—on the ship. But there are about 60 other people who are not Separatists. They are farmers, soldiers, indentured servants, craftsmen, and others who have also come to the New World for a better life. You call them "Strangers," and they do not share your ideas about religion. There have been angry arguments between the Separatists and the Strangers. It seems that the two groups might even separate when you land. Will you be able to succeed in this wilderness if you divide in two? Will you even survive? Remember the terrible stories about the Jamestown Colony in 1607! Remember how they almost all died the first year!



Landing of Pilgrims at Plymouth



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Name	Date	



#### Pilgrims on the Mayflower: How should we organize ourselves?

(continued)

#### Comprehension

- 1. How many years after the Jamestown settlement is this?
- 2. Are you going to the New World for the same reasons as the Jamestown colonists? How are your reasons the same or different?
- 3. Why do you think the Virginia Company gave you a charter?
- 4. Why are you not in Virginia?
- 5. What are two names that people call your group?
- 6. Why do you call some of the people on the Mayflower "Strangers"?
- 7. Which group do you belong to?
- 8. Why have the Strangers come to the New World?
- 9. Why do you need a charter?
- 10. Is it okay with you if the two groups separate? What might happen if they do?
- 11. What two decisions do you need to make?
- 12. What is yours in paragraph 2?
- 13. What is this land in paragraph 3?
- 14. In paragraph 4, what word means "an unsettled and wild land"?

#### 

- You have two problems—location and the Strangers. Choose one or more of the following options:
  - (a) Fight against the Strangers. You can beat them if you attack them while they are sleeping.
  - (b) Return to England.
  - (c) Make an agreement between the two groups. Try to get everyone to agree to stay together, make some rules, and obey the rules.
  - (d) Sail south to Virginia, where your charter is.
  - (e) Settle in New England. Send the ship back to England with a letter asking for a new charter.
  - (f) Make an agreement between the two groups. Each group will start a separate settlement. Agree not to fight each other.
  - (g) Try to convince the Strangers to convert to your religion.
  - (h) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



# 1621

## Wampanoags

## How should we treat these white people?

It is 1621. You are a member of the Wampanoag tribe. You live near the coast. Some white men have recently come to your land. They are not the first white men here. A few years ago, others came and took some people away. Later, many people on the coast got a strange sickness, the red spot disease, and died. One man, Tisquantum of the Pawtuxet tribe, was taken away two times, and he knows the strange ways and language of these people. While he was away, his whole tribe died from the red spot disease, so he now lives with the Wampanoag.

These white people are different from the ones who came before. They are staying. There are about 100 of them, both men and women. They are using your fields, even though they do not know how to plant maize or squash. They are cutting down many trees. They are making strange buildings from the trees and putting walls around the buildings. They are very foolish.

Your people are not sure what to do about them. <u>Some</u> are afraid of them and want to leave them alone. Some think they are weak, and you should attack them. Some say that you should be friendly to them. Maybe they can help you fight against the Narragansett, who are always attacking you.







Name Date
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## 1621

#### Wampanoags: How should we treat these white people? (continued)

#### Comprehension

- 1. Why did many natives suddenly get a strange sickness?
- 2. Who are others in the first paragraph?
- 3. In paragraph 1, who are these people?
- 4. How does Tisquantum know the white people's language?
- 5. Whom did the first whites take away?
- 6. Why do you think they took them away?
- 7. How are these white people different from the ones who came before?
- 8. For each statement, write *F* for fact or O for opinion. Remember that facts are things that can be checked, and opinions are a person's own ideas.
  - (a) Many people on the coast got a sickness and died.
  - (b) Tisquantum was taken away two times.
  - (c) The white people are very foolish.
  - (d) The whites are weak, and we should attack them.
  - (e) They make strange buildings from the trees.
- 9. Why will Tisquantum be helpful if the white people stay here?
- 10. In the third paragraph, what does the word "Some" refer to?
- 11. What are some reasons to be friendly with the whites?
- 12. What are some reasons not to be friendly with the whites?
- 13. What decision do you have to make?

#### Decision Navadadada

- How should we treat these white people? Choose one of the following options:
  - (a) Ask them to go back where they came from.
  - (b) Attack them and kill them.
  - (c) Take them to be slaves for us.
  - (d) Leave them alone. Ignore them. Stay away from them.
  - (e) Be friendly with them. Share land with them. Help them.
  - (f) Leave the area immediately. Go back to the forests, far from where the white people are.

(g)	Other:	





### **Boston Town Council**

What should we do about Anne Hutchinson?

#### 

It is 1637. You are a member of the Boston town council. The council is having a special meeting to decide what to do about a woman named Anne Hutchinson.

When she came here with her family three years ago, everyone thought Anne Hutchinson was a good person to have in Boston. She knows a lot about medicine and has helped many women deliver their babies.

Then, people started talking about Hutchinson's strange ideas. Our ministers and government leaders say that everyone must attend church. Anne Hutchinson says that it is possible to be close to God without going to church! She says that she can understand the Bible by herself, without a minister to help her. She even accuses some of our ministers of not being close enough to God.

Hutchinson has started teaching her religious ideas to others. Sometimes 50 or 60 people come to hear her teach! It is bad enough for a woman to have such ideas, but now she thinks she is a minister, too. In our religion only men can be ministers. What will Hutchinson do next? Can we tolerate these ideas in Boston?



Ann Hutchinson

Name	Date
INAILIC	Date



## Boston Town Council: What should we do about Anne Hutchinson? (continued)

#### 

- 1. Who are you in this decision?
- 2. In what year did Hutchinson move to Boston?
- 3. In paragraph 4, what does the word others refer to?
- 4. In paragraph 4, what do the words such ideas refer to?
- 5. Why are church leaders angry at Hutchinson?
- 6. Who do you think likes Hutchinson's ideas more—men or women?

Why do you think this?

#### Decision MATATATATATATATATA

- What should we do about Anne Hutchinson? Choose one or more of the following options:
  - (a) Let her continue teaching her ideas.
  - (b) Have a debate between Hutchinson and one of the town's ministers. Let the people decide who is right.
  - (c) Put her on trial.
  - (d) Put her in jail.
  - (e) Banish her from our colony.
  - (f) Expel her from our church.
  - (g) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



# 1637

### **Anne Hutchinson**

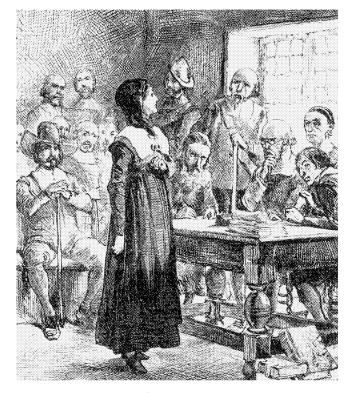
How can you prove that you do not speak the devil's words?

It is 1637. You are Anne Hutchinson, and you have lived in Boston for the past three years. When you first arrived from England, everyone thought you were a good person to have in town. You know a lot about herbal medicine and midwifery, which are very important things to know in Boston.

You also have strong religious ideas. You believe that all people can know God's word for themselves. All people can read and understand the Bible themselves. People can think deeply about God's words and know for themselves what is right. People often come

to your house to listen to your ideas and to talk about religion.

However, the church leaders (who also control the colony's government) are not happy with your ideas. They believe that only the ministers of the church can understand God's words and interpret them for the people. They believe that your ideas come from Satan, the devil, and not from God. They accuse you of challenging the authority (power and knowledge) of the church and the leaders. They are going to put you on trial.



Trial of Anne Hutchinson



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Name	Date



## Anne Hutchinson: How can you prove that you do not speak the devil's words? (continued)

#### 

- 1. Why are you important in Boston?
- 2. Why do people come to your house?
- 3. Who are They in the third paragraph?
- 4. Why don't the church leaders like your ideas?
- 5. Who is going to put you on trial?
- 6. Why are they going to put you on trial?
- 7. If the court decides that you are guilty, what punishment do you think they will give you?
- 8. For each statement, write *F* for fact or O for opinion. Remember that facts are things that can be checked, and opinions are a person's own ideas.
  - (a) Anne Hutchinson moved to Boston in 1630.
  - (b) People can know for themselves what is right and wrong.
  - (c) Anne Hutchinson's ideas came from the devil.
  - (d) The church leaders control the colony's government.
  - (e) Anne Hutchinson's ideas are wrong.

#### Decision MATATATATATATATA

- What should you do? Choose one of the following options:
  - (a) Leave Boston. It will be impossible to get a fair trial here. Find a new home where you can practice your ideas in peace.
  - (b) Defend yourself at the trial. Speak the truth about what you have said and done.
  - (c) Repent. Admit that you have been wrong. Apologize and promise not to talk to people about these ideas again.

(d)	Other:	



Name Date

# 1682

### La Salle

#### How can France take control of North America?

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It is 1682. You are Robert Cavalier, Sieur de La Salle, of France. For 16 years you have been fur trapping and exploring New France. You have explored the wilderness all across the Great Lakes. This year, you explored the Mississippi River and sailed all the way to its mouth. You are the first European to do that. You have proved that the Mississippi goes into the Gulf of Mexico, not into the Pacific Ocean. You have also claimed all the land along the Mississippi for France, naming it Louisiana after King Louis XIV. What a great thing you have done for France!

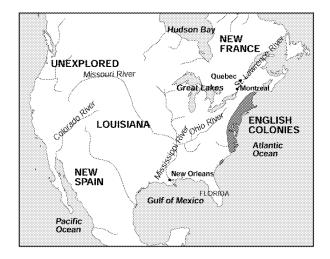
But the king is not really interested in New France. He is happy that France has land here because Spain and England do, too. He likes the furs that French traders bring to France. He likes to give land in the New World to men who bother him. He likes to please God by sending our priests here to teach our religion to the Indians. But he thinks New France is just a wilderness—a wasteland covered with trees and snow, a place for wild animals and Indian savages.

The king does not realize how important this land can be for France. France could control North America! Even though England and Spain claim parts of it, France could control most of it. Look at the map. France already controls the Great Lakes and the land along the Ohio River and the St. Lawrence River. Now, we need to establish forts along the Mississippi—especially at its mouth, New Orleans. If we do that, we will control the

<u>interior</u> of a whole continent! North America will be ours!

How? First, our land along the Mississippi will divide the Spanish territory in two. That will make New Spain weaker. Second, our forts along the Ohio and Mississippi will keep the English colonists along the Atlantic coast. They will also help control the dangerous Iroquois and stop them from joining with the British. Third, from the Mississippi, we can send explorers and traders west into Louisiana. Who knows what great wealth is there?

Colonizing New France can make France the greatest country in the world. The key is to control the two entrances to the middle of the continent. We must control both the St. Lawrence and the Mississippi. But, how can we colonize this huge land? Frenchmen do not want to live here. They just want to trade furs, get rich, and return to live in France.





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Name	Date	



#### La Salle: How can France take control of North America? (continued)

#### Comprehension

- 1. Who are you in this story?
- 2. What two great things have you done for France?
- 3. People used to think the Mississippi River flowed into the Pacific Ocean. You proved that it flowed into
- 4. What does mouth probably mean in paragraph 1?
- 5. Why do you think the King likes to give land in the New World to some men?
- 6. Why is the King not really interested in New France?
- 7. What other European countries have claimed parts of North America?
- 8. What do we need to do in order to control North America?
- 9. What does interior (paragraph 3) probably mean?
- 10. What will the English colonists probably do if we have forts along the Ohio and Mississippi Rivers?
- 11. Why will New Spain be weaker if we build forts along the Mississippi River?
- 12. Where are "the two entrances to the middle of the continent"?
- 13. What is the problem?

#### Decision Name Language Languag

- La Salle is going to visit King Louis XIV. What should he tell the king?
   Choose one or more of the following options:
  - (a) Don't try to control it. It is a wilderness. Just continue what we are doing now.
  - (b) Send soldiers to build forts, first at New Orleans.
  - (c) Send colonists to live in all parts of New France.
  - (d) Give free land to Frenchmen who will go to settle in New France.
  - (e) Give free passage to Frenchmen who will go to New France.
  - (f) Send women to New France to be the wives of French settlers.
  - (g) Send soldiers to make the Indians be friendly.
  - (h) Try to convince King Louis XIV that New France is valuable. Ask him to encourage colonization.

(i)	Other:	



Name \_\_\_\_\_ Date \_\_\_\_



### William Penn

## How can we live together in this new colony?

#### 

It is 1682. You are William Penn, a rich Englishman. You are a member of the Quakers, a religious group that is in trouble with the English government. King Charles II thinks Quakers are troublemakers. Luckily for you, your father was a good friend of the King. Now your father is dead, but because of their friendship, the King has just given you a huge piece of land in the American colonies.



William Penn

He hopes you Quakers will leave England—andother American colonies—and move to this land. Finally, a place where Quakers can live in peace!

Our new colony, Pennsylvania, is almost as big as England! The land is fantastic. The climate is perfect for growing wheat and other crops. Quakers will certainly move to Pennsylvania. But there are already other people living here, including the Delaware and Susquehannock Indians, and settlers from Holland, Sweden, and Finland. German and Irish settlers are moving here from other colonies because the farming is so good. These groups do not follow the Quaker religion. They all have different ideas about God and government. How can we all live together in Pennsylvania?

The other English colonies in America do not want to mix different cultures and religions. In New England, only certain religious groups are welcome. In other colonies, non-English settlers do not have the same rights as English people. Africans are welcome only as servants or slaves. And in all the colonies, Europeans are taking land from Native Americans. Should we try to do something different here in Pennsylvania Colony?



Name	Date
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## 1682

#### William Penn: How can we live together in this new colony? (continued)

#### 

- 1. Who are you in this decision?
- 2. Why did King Charles II give you all this land in America?
- 3. Why do you think the new colony is called "Pennsylvania"?
- 4. What Native American groups live in Pennsylvania?
- 5. What European groups live in Pennsylvania?
- 6. In paragraph 3, what do the words something different refer to?
- 7. For each of the following statements, write *F* for fact or O for opinion. Remember that facts are things that can be checked and agreed to by everyone. Opinions are a person's own ideas.
  - (a) Quakers are troublemakers.
  - (b) Settlers from other colonies are moving to Pennsylvania.
  - (c) Pennsylvania has good farmland.

#### Decision Managananana

- How can we live together in this new colony? Choose one or more of the following options:
  - (a) We cannot. Pennsylvania should be only for Quakers.
  - (b) Quakers will make all the laws in Pennsylvania, but other groups can live here if they do what we say.
  - (c) Only English people can live in Pennsylvania.
  - (d) Only Christians can live in Pennsylvania.
  - (e) Only white people can live in Pennsylvania.
  - (f) All groups can live here, but each group must live in its own area and make its own rules.
  - (g) All groups can live here, and each group will have the same rights.
  - (h) Other:
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name Date



## **Englishwoman**

# Should you become an indentured servant in America?

It is 1683. You are a 19-year-old woman in London, England. Your family is poor, and jobs are hard to find. How can you get a better life? You have a cousin in the New York colony. In her letters, she writes that there are lots of jobs in America. There are not enough workers in the colonies. She wants you to join her in New York.

How will you get there? The voyage across the Atlantic is long and dangerous. Many people die. It is also expensive. It could take years to save enough money for the trip. Maybe they will not need workers in America by the time you get there.

Your cousin decided not to wait. Like many people, she went to America as an indentured servant. This means that she signed a contract to work for a rich person in

America for seven years with no pay. Instead of money, indentured servants get a one-way ticket to America. They also get food, clothes, and a place to live. Indentured servants in America have very few rights. They cannot marry or have children without their master's permission, and they must do what he tells them. If they break the contract, they can go to jail.

Your cousin writes that her life in America is very hard. She works long hours in her master's candle shop, but she is learning this trade. She thinks all her hard work will pay off in the future. At the end of the contract, her master must give her clothes and money. Then she can begin a new life as a free woman. She will be able to work for money, and maybe even start her own shop someday.



Ships bringing immigrants to New York



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Name	Date	



## Englishwoman: Should you become an indentured servant in America? (continued)

#### Comprehension

1. Who are you in this story?

- 2. In paragraph 2, what does <u>It</u> refer to?
- 3. How much money did your cousin pay to come to America?
- 4. Why do rich colonists want indentured servants from England?
- 5. Are indentured servants slaves? How are they similar? How are they different?
- 6. If you sign a contract this year, how old will you be when it expires?

#### Decision Navasasasasas

- Should you become an indentured servant in America? Choose one or more of the following options:
  - (a) Yes. Anything is better than life in England.
  - (b) Seven years is too long. You will agree to become an indentured servant for only \_\_\_\_\_ years.
  - (c) You will not go to America until you have saved enough money to buy your own ticket.
  - (d) You will ask your cousin to send you money for your ticket.
  - (e) No. Life is bad in England, but you want to be free.
  - (f) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.





### **Colonial Planter**

### What kind of workers should you use?

It is 1685. You have just moved from England to the Carolina colony in America. You have come to be a planter, to grow crops like rice and indigo. Being a planter is a good way to make money if you can get enough workers. If you have enough workers, you can use more land and cultivate more crops to sell.

What kind of workers should you use on your plantation? If you were in England, you could hire workers to help you. But here in Carolina, nobody wants to work on someone else's farm. Everyone wants to buy his own land and become a planter; that is the fastest way to get rich.

One way to get workers is to use indentured servants. If you pay for their voyage from Europe, these people will sign a contract to work for you for seven years. You will take

care of them, but you will not have to pay them. At the end of the contract, you will have to give them some food, money, and supplies. Then you will have to hire more indentured servants. With so many planters in Carolina these days, it is getting harder to find indentured servants. Fewer and fewer people from England are willing to sign contracts and come to America. Many indentured servants here run away, too.

You could also use African slaves on your plantation. Slaves are expensive, but prices have gone down lately. You have to give slaves food, clothing, and shelter, but you do not have to pay them. Slaves become your property, like a horse or a cow. The law says you can buy them and sell them, and their children will be your slaves, too. And if they run away, it is easy to find them.

#### TO BE SOLD by William

parcel of good Plantation Slaves. En-CHITA GEMENS will be elven by saling Rice In Pay-



Yeomans, (in Charles Town Merchant,) a Time Gredit. Securtev 10 be given if riquired There's likenile to be fold, very good Iroop-

ment, or any izg saddles and Furniture, choice Barbados and Boffen Rum, also Cordial Waters and Limejuice, as well as a parcel of extrasedisary Indian trading Goods, and many of other forts suitable for the Seasen.

Advertisement in the Charleston Gazette, mid-1600's



Name	Date
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#### **Colonial Planter: What kind of workers should you use?** (continued)

#### Comprehension

- 1. Who are you in this decision?
- 2. Why don't you hire more workers to help you?
- 3. In paragraph 3, what do you think the words take care of them mean?
- 4. Where do indentured servants come from?
- 5. Where do slaves come from?
- 6. In paragraph 4, what does their refer to?
- 7. Who are easier to find when they run away—indentured servants or slaves? Why?
- 8. For each of the following statements, write *T* for true or *F* for false:
  - (a) There are not enough indentured servants in the colonies.
  - (b) The children of your indentured servants must also work for you.
  - (c) Slaves are cheaper than they used to be.

#### Decision Manananananana

- What kind of workers should you use? Choose one of more of the following options:
  - (a) indentured servants
  - (b) African slaves
  - (c) a combination of indentured servants and African slaves
  - (d) You should pay higher wages to attract the white people already in America.
  - (e) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name \_\_\_\_\_ Date



### **Colonial Merchant**

What is the best way to make money?

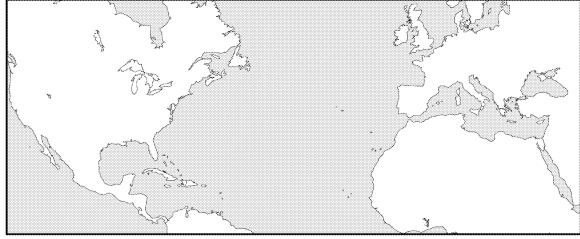
It is 1700. You are a merchant in Newport, Rhode Island. You buy and sell products, and you own two ships for transporting goods. You are a British citizen, but you live in an American colony. You have never been to Britain, but you are loyal to the King. Because the colonies belong to England, the British Parliament makes the laws for the kingdom, which includes the colonies. England is good for the colonies, and the colonies are good for England.

However, some of the British laws, called Navigation Acts, make it difficult for merchants to make money. The British laws do not allow colonists to manufacture tools, woolen cloth, glass, and other products that the British make. The British know that if the colonies make these products, colonists will not buy them from England. On the other hand, the British want many colonial products and raw materials, like iron, furs, rum, wood, rice, and flour. In fact, the British laws

say that colonial merchants can sell <u>these</u> <u>things</u> only to British merchants. Of course, the British merchants set the prices, too, but the prices in other countries are higher.

Like all good merchants, you are always looking for good business opportunities. Another merchant has just given you an interesting idea. Merchants in West Africa want rum and iron. If you send some ships full of rum and iron to West Africa, they will trade you black slaves. You can take these slaves in your ships to the West Indies and sell them at very high profits, or trade them for sugar and molasses. You can bring the sugar and molasses to New England and sell them to distilleries that make rum. You can use the profits for buying British products, which you can then sell to colonists.

You might have to get around the laws by bribing the customs officers. Or you can smuggle your products at night. Think of how much money you will make!



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Name	Date	

### 1700

#### **Colonial Merchant: What is the best way to make money?** *(continued)*

#### Comprehension

- 1. Who are you in this story?
- 2. Why don't the British want the colonists to make some products?
- 3. Why do you think the British want you to sell colonial products only to the British?
- 4. Do the British pay more or less for colonial products than other countries would pay?
- 5. Whom would you sell your products to if there were no Navigation Acts—the British or other countries?
- 6. Who wants sugar and molasses? Why?
- 7. Who can sell you sugar and molasses? What do they want from you?
- 8. Why do you think the West Indies want black slaves?
- 9. Who will give you slaves, and what do they want from you?
- 10. How can you get rum and iron? Where?
- 11. What are some products that the British make and want to sell to the colonists?
- 12. What are these things in paragraph 2?
- 13. Who are they in paragraph 3?



1700	What is the hest way to n	1 2	
Name		Date	

- 14. What does them refer to in paragraph 3?
- 15. What do you think distilleries are?
- 16. What can you sell to colonists?
- 17. How do you feel about trading for slaves?
- 18. How do you feel about bribing and smuggling?
- 19. Why would you have to bribe and smuggle?
- 20. Paragraph 3 is describing something called "the triangle trade." Can you draw a triangle on the map and label it to show the three places that traded? Also, write or draw the goods that they exported from each place.
- 21. What decision do you have to make? Why is it a hard decision?

#### Decision MATATATATATATATA

- What is the best way to make money? Choose one of the following options:
  - (a) It is better to follow the British laws. Buy from the British and sell to the British.
  - (b) Trading with Africa and the West Indies is the best way to make money. Maybe it is against the law, but other merchants are doing it already.
  - (c) Ask Parliament to let colonial merchants trade with West Africa and the West Indies. Tell Parliament you will share the profits with the English government.

(d)	Other:	
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Name \_\_\_\_\_ Date \_\_\_\_

# 1754 s

### **Iroquois at Albany**

# Should we help the British or the French, or should we be neutral?

It is 1754. You are an Iroquois.



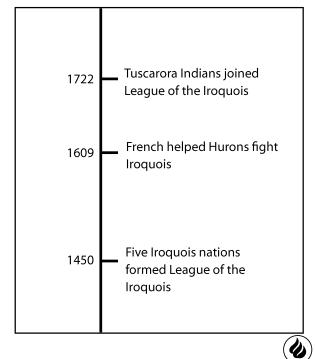
Our nation is very powerful. Our enemies are the Hurons, natives who live north of us. One hundred forty-five years ago, a Frenchman named Champlain helped the Hurons fight against us. Ever since then, we Iroquois have been the enemy of the French. In fact, we are friends of anyone who is an enemy of France. The Iroquois have fought against the French many times.

Our friends are the English. <u>They</u> are white like the French, but they are enemies of the French. One problem with the English, however, is that many of them are moving onto our land. They are cutting down trees,

building homes, and planting fields. Because of this, we sometimes attack them. But we help them whenever they fight the French.

One good thing about the French is that they do not settle. They do not try to take land from the natives. They want only furs, and they bring good things to trade. Their missionaries are friendly and kind. Also, their soldiers are very good fighters. But still, they are our enemy.

The British have called the Iroquois chiefs to a meeting at Albany. They are asking the Iroquois to help the English and colonists fight against the French and the Algonquians, natives who are also our enemies. They are offering us wonderful gifts.



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### Iroquois at Albany: Should we help the British or the French, or should we be neutral? (continued)

#### Comprehension

- 1. Who are you in this story?
- 2. For each of the following statements, write *T* for true or *F* for false:
  - (a) The Iroquois hate the French because the French settlers have moved onto Iroquois land.
  - (b) The Huron are Indians.
  - (c) The Huron are enemies of the Iroquois.
  - (d) The Iroquois are always friendly to the British.
  - (e) The Iroquois do not like white settlers.
  - (f) The Iroquois like traders better than settlers.
  - (g) The Iroquois like many things about the French.
  - (h) If the French had not fought against the Iroquois a long time ago, the Iroquois would probably help the French.
  - (i) The Algonquians are Europeans.
  - (j) The Algonquians are helping the French.
  - (k) The British are giving gifts to the Iroquois to thank them for fighting against the French in the past.
- 3. In paragraph 1, when was then?
- 4. In paragraph 2, who are <u>They</u>?
- 5. In paragraph 3, who are they?
- 6. What decision do you have to make?

#### Decision Managananana

- Should we do what the British are asking us? Choose one of the following options:
  - (a) No, we should not help the British. We should help the French.
  - (b) Yes, we should help the British.
  - (c) No, we should not help either the British or the French. We should stay neutral.
  - (d) We should help the British sometimes and the French sometimes.



# 1763

### **European Negotiators**

How should we divide up North America?

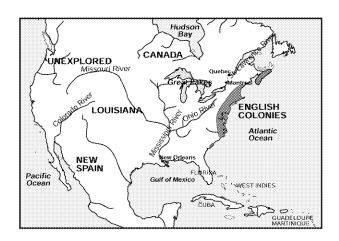
It is February 1763. You are representatives of Great Britain, France, and Spain. You are meeting in Paris, France, to write a treaty to end the Seven Years' War. The conflict in North America began in 1755 and ended four years later. The larger war in Europe began in 1756 and has just ended. In America, the French and Algonquian Indians fought against the British, the Iroquois Indians, and the English colonists. Both the British and the French still want to control North America. They both claim land in Canada, the interior of North America, and the West Indies.

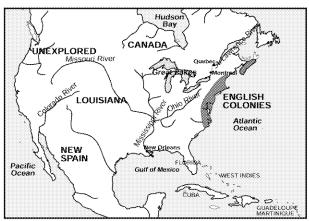
Study the map at the lower left. Outline each area claimed and write the name of the country that claimed it. Then decide how the treaty should divide up the land and show those divisions on the map at the lower right.

France has always claimed Canada. But during the war, France lost the St. Lawrence River and the Great Lakes to Britain. France also claims Louisiana, including New Orleans, and the Mississippi River valley and Ohio River valley. France had colonies in the West Indies, lost them to the British, and now wants them back. France wants the right to fish in the Atlantic Ocean off the North American coast.

Britain claims the Hudson Bay area and most of the Atlantic coast, where the 13 colonies are. Britain has captured Quebec and Montreal from the French and now controls the St. Lawrence River and the Great Lakes. Britain has captured Cuba from Spain and Martinique and Guadeloupe in the West Indies from the French. Britain wants Canada and all the land east of the Mississippi River.

Spain claims Florida and New Spain, the land southwest of Louisiana. Spain lost Cuba to England and wants it back. Spain wants Louisiana and New Orleans, too. Spain helped France in the war and would like a reward from France for helping.







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### 1763

### **European Negotiators: How should we divide up North America?**

(continued)

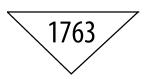
- 1. Who are you in this story?
- 2. Who claims land in the interior of North America?
- 3. Which Native Americans helped the British?
- 4. Does Great Britain have any land in the West Indies?
- 5. What have France and Great Britain been doing for the past three years?
- 6. Why is Spain in the war?
- 7. List the places that Great Britain has captured.
- 8. List the places that Spain has lost.
- 9. List the places that France has lost.
- 10. List the places that Great Britain has lost.
- 11. What reward does Spain want from France?
- 12. What decision do you have to make?

#### Decision Managarana Paragarana

- What should the treaty say?
  - (a) Which country should get the Hudson Bay area?
  - (b) Which country should get the rest of Canada?
  - (c) Which country should get the English colonies along the Atlantic coast?
  - (d) Which country should get the land between the English colonies and the Mississippi River?
  - (e) Which country should get Louisiana?
  - (f) Which country should get New Orleans?
  - (g) Which country should get Florida?
  - (h) Which country should get Cuba?
  - (i) Which country should get Guadeloupe and Martinique?
  - (i) Should France get the right to fish off the coast of Canada?
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name \_\_\_\_\_ Date \_\_\_\_



### **American Colonists**

# How can we get protection from the Indians when we move west?

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It is 1763. We are English colonists living in America. We have just won a war against the French and Indians. The British soldiers helped us, but they weren't very good fighters. We think colonial soldiers could be better fighters than British soldiers. Now Britain controls the land west of the 13 colonies and east of the Mississippi River. The French used to control it, but they lost the war.

Some colonists are interested in moving

west across the Appalachian Mountains. The land there is good for farming. Only the Indians live there now, and they don't use the land as well as we would. They don't own the land.

The problem is that the Indians are starting to fight the settlers who are moving west. They have destroyed seven forts. They have massacred whole settlements. The Indians are trying to push all the colonists into the sea.



Moving west



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Name	Date	



# American Colonists: How can we get protection from the Indians when we move west? (continued)

#### Comprehension

- 1. Who are you in this story?
- 2. Who fought in the war?
- 3. Who won the war?
- 4. Who lost the war?
- 5. When did the war end?
- 6. What did France have to give up after the war?
- 7. Who wants to move west?
- 8. Why do some colonists think they have a right to move west?
- 9. Why do they want to move there?
- 10. In the last paragraph, whom does the word they refer to?
- 11. Who is attacking the colonists?
- 12. Why are they attacking the colonists?
- 13. Who has destroyed forts and killed settlers?
- 14. What do the Indians want the colonists to do?



Name	Date	



### American Colonists: How can we get protection from the Indians when we move west? (continued)

- 15. For each of the following statements, write *F* for facts or O for opinions. Remember that facts are things that can be checked and agreed to by everyone. Opinions are a person's own ideas.
  - (a) Colonial soldiers could be better fighters than British soldiers.
  - (b) The French used to control the land west of the 13 colonies and east of the Mississippi River, but they lost the war.
  - (c) The land west of the Appalachian Mountains is good for farming.
  - (d) The Indians don't use the land as well as we would.
  - (e) The Indians don't own the land.
  - (f) The Indians have destroyed seven forts.
  - (g) The Indians are trying to push all the colonists into the sea.
- 16. What decision do we colonists have to make?

#### 

- How can we get protection from the Indians when we move west?
   Choose one of the following options:
  - (a) Make an army and fight the Indians.
  - (b) Ask England to send soldiers to help fight the Indians.
  - (c) Buy the land from the Indians.
  - (d) Stay on the East Coast. Don't move west.
  - (e) Offer to share the land with the Indians.

(f) Other:
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Name Date



### **British Government**

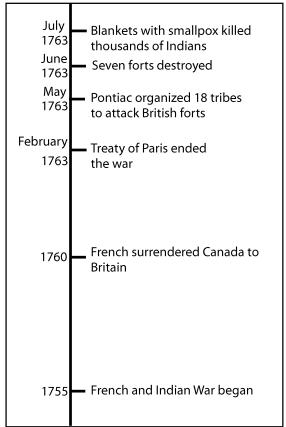
Should we send troops to protect the colonists?

#### 

It is August 1763. We are members of the British Parliament. We have just won a war in America. We defeated the French and Algonquian Indians. The American colonists and the Iroquois Indians helped us. Now all the land east of the Mississippi River belongs to England.

We have just received this news:

The colonists, mostly from Virginia, are moving west. They are pushing the Indians farther west. The Indians are fighting these colonists. An Indian named Pontiac is leading the Indians against the colonists. They have already destroyed seven forts. The colonists are asking for help. They want us to send soldiers to fight the Indians and to protect them.





Name	Date
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### British Government: Should we send troops to protect the colonists? (continued)

#### Comprehension Name (1988)

- 1. Who are "we" in this story?
- 2. Who fought against you in the war?
- 3. Who used to own the land east of the Mississippi River?
- 4. What country owns that land now (1763)?
- 5. Who lives on that land?
- 6. Who are They in this story? (two answers)
- 7. Who wants your help?
- 8. What do they want you to do?
- 9. Would the Native Americans agree with the following statement? "Now all the land east of the Mississippi River belongs to England."
- 10. What decision do you (British) have to make?

#### Decision Managarana Paragarana

- Should we send troops to protect the colonists? Choose one of the following options:
  - (a) Send soldiers to fight the Indians.
  - (b) Tell the colonists to take care of themselves.
  - (c) Tell the colonists not to move west.
  - (d) Tell the colonists that some of the land belongs to the Indians.
  - (e) Send soldiers to help the Indians fight the colonists.
  - (f) Send soldiers to stop the colonists from moving west.
  - (g) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.





### **British Government**

How can we pay off our war debts?

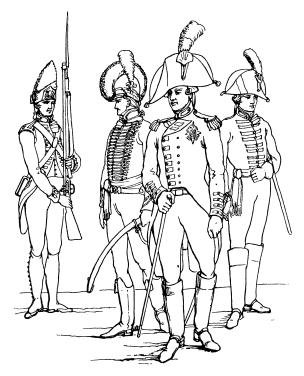
It is 1764. The French and Indian War cost a lot of money. Now the American colonists want us to send 10,000 soldiers to protect them from the Indians. The colonists keep moving west, and there is still a lot of fighting. It will cost a great deal of money to send and keep soldiers there.

British government's opinion: The colonies belong to us. Our merchants make great profits from selling products to them. And it is good for us to control all the land. We must keep our colonists happy and safe.

British merchants' and landowners' opinion: This is true, but we cannot pay more

taxes. We are paying one third of our income to the government now. Yes, we are profiting from the colonies, but we can't afford to pay more.

British government: Maybe it is time for the colonies to pay for some of their own expenses. We spent a lot of money on the war. The colonists are safe from the French now because we won the war. Last year, the King told the colonists not to move west. They are disobeying our King. If the colonists keep moving west, they should pay for the costs of protecting the settlers.



British soldiers



Name	Date
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#### British Government: How can we pay off our war debts? (continued)

#### Comprehension

- 1. Who are you in this story?
- 2. What are two reasons that the British need to raise money?
- 3. Why does the British government want to send soldiers to the colonies?
- 4. Why do the British merchants and landowners agree that Britain should send more soldiers?
- 5. Why don't the British merchants and landowners want to pay for the soldiers?
- 6. How are the colonists disobeying the king?
- 7. If Britain doesn't pay for the soldiers, who should?
- 8. For each statement, write *F* for fact or O for opinion. Remember that facts are things that can be checked and agreed to by everyone. Opinions are a person's own ideas.
  - (a) "It will cost a great deal of money to send and keep soldiers there."
  - (b) "It is good for us to control all the land."
  - (c) "We are paying one third of our income to the government now."
  - (d) "We can't afford to pay more."
- 9. Who has to make this decision, the British or the colonists?
- 10. What decision do you have to make?

#### 

- How will we raise enough money to protect the colonists and pay for our French and Indian War debts? Choose one or more of the following options:
  - (a) Increase taxes on our merchants and landowners.
  - (b) Collect taxes on products that the colonists buy from us, such as sugar, coffee, wine, and cloth.
  - (c) Ask the colonies to pay for our soldiers to protect them.
  - (d) Sell some of our land in America to another country, and then use the money to pay our war debts and protect the colonists.

(e)	Other:	
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### **American Colonists**

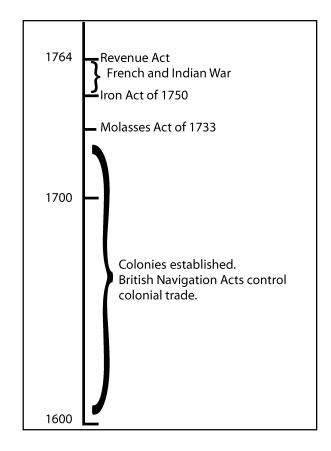
Should we pay these taxes?

#### 

It is April 1764. You are colonists in America. Some of you are merchants. Others are farmers and craftsmen.

The British Parliament has just passed the Revenue Act. It makes us pay a tax on things we need to import, such as sugar, wine, cloth, and coffee. The British are trying to take our money to pay for their expenses! We did not vote for these taxes. We did not have any representatives in Parliament. Nobody asked us what we think about taxes. If we cannot speak and vote on the laws, then we are like slaves. Parliament thinks it can take our money without asking us! That's not right!

Other colonists think differently: We are British. We are loyal to our king. The Parliament makes laws for all of us. The men in Parliament represent all British people, wherever we live. If our motherland needs us to pay these taxes, then we must pay these taxes!



Name	Date
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#### American Colonists: Should we pay these taxes? (continued)

#### Comprehension

- 1. Who are you in this story?
- 2. Why did Parliament pass the Revenue Act?
- 3. What does the Revenue Act do?
- 4. How do American colonists feel about the Revenue Act?
- 5. What expenses do the British have?
- 6. Why do some colonists say that Parliament cannot take taxes from them?
- 7. Why do these colonists say they are like slaves?
- 8. Why do other colonists say that they should pay the taxes?
- 9. What decision do the American colonists have to make?

#### Decision Managananana

- What should we do? Choose one or more of the following options:
  - (a) Stop buying the products. We will not pay the taxes.
  - (b) Pay the taxes. We need the products.
  - (c) Pay the taxes. We belong to Britain. We should help pay the costs.
  - (d) Ask Parliament to have representatives from the colonies help make the laws. In that way, we can be sure that the laws and taxes are fair.
  - (e) Separate from Britain. We do not need her. We can be independent.
  - (f) Start making these products ourselves. Then we will not have to import them.
  - (g) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



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### **American Colonists**

#### What should we do about the British Tea Act?

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It is December 1773. We are American colonists. We are beginning to get very upset with the British Parliament and the king. They are changing the laws, and we don't like it. For more than 100 years, the laws they passed to control trade were fair. A mother country has the right to control trade. First there were the Navigation Acts, which told us whom we could trade with. Then there was the Woolens Act. After that came the Molasses Act and, in 1750, the Iron Act. These duties and acts were fair.

But then they began to tax us for a different reason. They needed money to pay for their expenses, so they tried to tax us! First was the Sugar Act. It didn't control trade. It just took our money. Then they passed the Stamp Act eight years ago. We had to pay a tax on all printed papers, licenses, certificates, permits, newspapers, books even cards and dice. Taxes, taxes, taxes! The British government does not have the right to tax us to pay their expenses. When will they stop? We protested, we boycotted British goods, we refused to pay the tax, and they finally repealed the Stamp Act. Everything was back to normal. But a year later, they also said we had to provide housing for British soldiers. Would they pay? Of course not. We

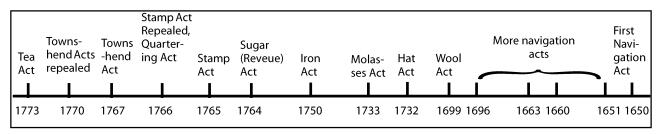
would! Free housing for thousands of soldiers! Wasn't that just another kind of tax? And we hadn't even voted for it! Finally, we protested, and they repealed that law.

Then in 1767, they tried to get our money again. They passed the Townshend Acts—more taxes on glass, lead, paints, paper, and tea. They even gave tax collectors the right to enter our warehouses, shops, and homes to see if we had paid taxes on these goods. Well, we just stopped importing these things. When the British merchants lost their profits, Parliament repealed most of those taxes, too.

Now, once again, they have passed another law—the Tea Act. This one raises money for them by taxing tea. They will send us tea we don't want and tax us for it.

They have no right to tax us this way. We have no representatives in Parliament to speak for us. They refuse to allow us to send representatives. They can do anything they want, and we cannot say anything about it. We do not want the British government to control us like this.

At this moment, tons of British tea are on British ships in our harbors in Boston, New York, Philadelphia, and Charleston. The British merchants are waiting for us to buy their tea.





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Name	Date	



### American Colonists: What should we do about the British Tea Act? (continued)

#### Comprehension Name (1988)

- 1. Who are you in this story?
- 2. List several items that the British have taxed.
- 3. Why were the Navigation Acts fair?
- 4. Who protested against the Stamp Act?
- 5. Who said the colonists had to house the British soldiers?
- 6. Throughout the story, who are "they"?
- 7. What don't you like about the newer British acts? How are they different from the Navigation Acts?
- 8. Besides taxes, what makes the colonists upset?
- 9. What two laws did the colonists protest before 1767?
- 10. What things did the colonists stop importing in 1767?
- 11. What do you think British merchants did when the colonists boycotted British goods in 1767?
- 12. What year is it now?
- 13. What things doesn't the British government have the right to tax?
- 14. Why do some colonists think they should not have to pay taxes to the British?
- 15. How have the colonists protested against these taxes?
- 16. Which taxes did the British government repeal?
- 17. What do you have to decide about now?
- 18. Underline two opinions in the passage. Double-underline two statements of fact in the passage. How do you know they are facts?





### American Colonists: What should we do about the British Tea Act? (continued)

#### Decision Management and Management a

- What should we do about the British tax on tea? Choose one or more of the following options:
  - (a) Merchants should stop importing the tea. We will not pay the tax.
  - (b) Pay the tax. We need the tea.
  - (c) Pay the tax. We belong to Britain. We should help pay the costs of British government.
  - (d) Send the tea back. We want Britain to know how angry we are.
  - (e) Ask all the colonies to agree to join together to protest these laws.
  - (f) Citizens should stop buying and drinking tea from England.

(g)	Other:	
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Name \_\_\_\_\_ Date



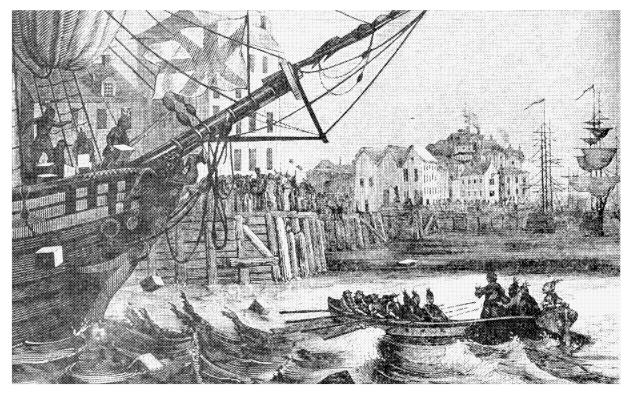
### **British Government**

How should we punish the colonists for throwing our tea into the harbor?

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It is March 1774. You are members of the British Parliament. Who do those colonists think they are? They belong to us! They need us! We protect them. They ask for help and we give it. But do they think they can destroy our property and nothing will happen? They think they should not have to pay taxes. Why shouldn't they have to pay

taxes? All British people pay taxes. Aren't they British? Don't they have all the rights that British citizens have? But they protest every tax. In Boston, they have just thrown a cargo of British tea into the harbor. They can't do that! They can't get away with that! They must be punished.



**Boston Tea Party** 



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Name	Date	



## British Government: How should we punish the colonists for throwing our tea into the harbor? (continued)

#### Comprehension

- 1. Who are "we" in this passage?
- 2. Who are "they" in this passage?
- 3. How does the British government feel about the colonists' actions?
- 4. What has made the government feel that way?
- 5. How would the American colonists answer the question, "Why shouldn't they have to pay taxes?"
- 6. How would the British government answer the colonists' answer to that question?
- 7. What decision does the British government have to make now?

#### Decision Nananananananana

- What should we do? Choose one or more of the following options:
  - (a) Separate from the colonies. We will not help them anymore.
  - (b) Go to war against the colonies. Show them how strong we are.
  - (c) Close the port of Boston until they pay for the tea.
  - (d) Repeal the Tea Act.
  - (e) Make the tax on tea higher.
  - (f) Stop the colonists from meeting and talking together.
  - (g) Send more British soldiers to Boston. Force the colonists to provide housing for them.
  - (h) Do nothing. It was our fault. We should not have put a tax on the tea.

(i)	Other:	



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### **First Continental Congress**

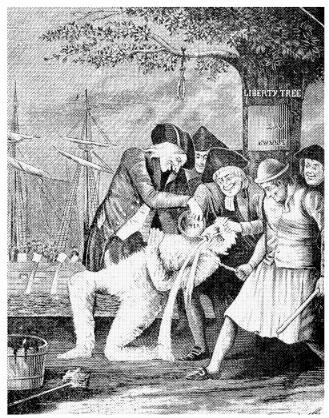
# What should the colonies do about the "Coercive Acts"?

It is September 1774. You are a colonist. In Philadelphia, 55 men from 12 of the colonies are meeting. Our colonies sent us here to discuss Britain's new laws.

Britain calls them the Coercive Acts because they want to force us to pay for Britain's tea. One of the acts closed Boston's port; another carefully controls town meetings in Massachusetts. Another permits British officials who commit crimes in the colonies to

be tried back in England. And a third act forces us to house British soldiers. These acts are intolerable! We cannot accept them.

But what shall we do? We are 13 separate colonies of England. Most of us here do not know each other. We are all strangers. Some of the men might be spies for the British. Can we trust each other and talk freely? There are so many opinions and decisions to make!



Tarred, feathered, and force-fed tea



Name Date
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# First Continental Congress: What should the colonies do about the "Coercive Acts"? (continued)

#### Comprehension

- 1. Who are "we "in this passage?
- 2. Are representatives from all the colonies at the meeting?
- 3. Why are the representatives at the meeting?
- 4. What does the word them in the second paragraph refer to?
- 5. Which of the Coercive Acts affect only Boston and not other colonies?
- 6. Why do the colonists say the acts are intolerable?
- 7. How do the representatives feel about each other? Why?
- 8. What are they worried about doing?

#### Decision Managananana

- What should we do about the Coercive Acts? Choose one or more of the following options:
  - (a) Do not obey these "intolerable acts." The British government has no right to punish us.
  - (b) Obey the Coercive Acts. Bostonians were foolish to destroy British tea. Britain has a right to force payment.
  - (c) Stop buying British goods.
  - (d) Stop exporting to Britain.
  - (e) All the colonies should begin collecting guns and ammunition to prepare to defend ourselves against Britain.
  - (f) Agree that all colonies will help Massachusetts if Britain uses force against it.
  - (g) Set up a council to govern all the colonies. The British Parliament and the council will share this power.
  - (h) Agree to set up committees in all towns and cities to force people to stop buying British goods.
  - (i) Raise money to help Boston pay for the tea they destroyed.
  - (j) Apologize to the British government.

(k) C	Other: _	



Name	Date	



### **Second Continental Congress**

What should we do to protect ourselves from our mother country?

It is June 1775. You are members of the Second Continental Congress. Two months ago, the British attacked colonists in Lexington and Concord, Massachusetts. They tried to take away our gunpowder and supplies. We need these supplies to defend ourselves. Even though the British are the strongest army in the world, our brave farmers and shopkeepers fought back. Ninety-five of our men were killed or wounded, but we got almost three times that many redcoats!

The king and Parliament are really against us. Now they send more soldiers here. They force us to let the soldiers sleep and eat in our houses. Boston Harbor is still closed. They stop us from meeting. They still tax our imports.

Many colonists, especially in the southern colonies, are still loyal to England. They do not want to separate. They think the war is mostly between the New England colonies and England.

A second Continental Congress is meeting in Philadelphia. Representatives from all 13 colonies are here. We have just learned of another battle near Boston. The Americans made a fort on a hill, and the British tried to force them to leave. Almost 400 Americans died in the Battle of Bunker Hill. But the British lost more than 1,000 soldiers! This is our mother country we have been fighting with. Britain has the strongest army and navy in the world! We have many decisions to make.



Battle between the New England colonists and the British



Name Date
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## Second Continental Congress: What should we do to protect ourselves from our mother country? (continued)

#### Comprehension

- 1. When were the battles at Lexington and Concord?
- 2. Why was there a fight?
- 3. How many British soldiers were killed in the battles at Lexington and Concord?
- 4. In what colony were the battles at Lexington and Bunker Hill?
- 5. What do the southern colonies want to do?
- 6. Have the Coercive Acts ended yet?
- 7. Why is the Second Continental Congress meeting?

#### Decision Manananananana

- What should we do to protect ourselves from England? Choose one or more of the following options:
  - (a) Create an army and navy with men from all of the colonies.
  - (b) Continue writing to colonists everywhere to join together.
  - (c) Pay the taxes.
  - (d) Pay for the tea that the Bostonians destroyed.
  - (e) Separate New England colonies from the other colonies. New England colonists can go to war if they want to. The others will stay loyal to England.
  - (f) Choose a commander for our military.
  - (g) Stop boycotting British goods.
  - (h) Join all the colonies together and separate from England.
  - (i) Write a letter to England and all the countries in the world and tell why we are separating from England.
  - (j) Ask other countries to help us, maybe France.
  - (k) Get all the colonies to give war supplies, soldiers, money.
  - (l) Make peace with England. Stop the fighting and arguing about taxes. Stop writing and meeting about independence.
  - (m) Write to the king to ask him to stop Parliament from treating us so badly.

ſ	n)	Other:	
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### **Second Continental Congress**

Should the states join together or stay separate?

It is August 1776. You are members of the Second Continental Congress.

Our 13 colonies have just separated from Britain. Now we are at war with Britain. If we lose the war, we will be colonies of Britain again.

We are 13 separate "states." For now, we must join together to defeat the British. If we do not join together, we surely will lose this war. We must join together to send soldiers and supplies to our armies.

But what should we do after the war? Some people say that it is better for each state to be a country. Each state should be independent. Each state should write <u>its</u> own charter and should have its own freedoms. Each state should make its own laws and have its own

government. If we join together as one country, the big states will control the small states.

Other people say that we must join together forever. If we stay as separate states, we will all be weak. But if we join together as one country, we will be strong. Together we can beat the British. After that, we should continue as one country.

Benjamin Franklin says we should do what the Iroquois Indians do. They have six different nations. Each nation has <u>its</u> own government that makes decisions for that nation. But they have joined together for defense, treaties, and trade. They have one government to decide about these things. <u>This</u> is called a federation. <u>It</u> is like a group of friends who join together to do something.



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## Second Continental Congress: Should the states join together or stay separate? (continued)

#### Comprehension

- 1. Who are "we" in this story?
- 2. For each statement, write *T* for true or *F* for false:
  - (a) We have just won the War for Independence.
  - (b) The 13 states have joined together to fight the British.
  - (c) If we don't join together, England will probably win the war.
  - (d) We are fighting England because we want to be one country.
  - (e) Most people want the states to unite as one country after the war.
  - (f) A federation is a group of states or countries that join together.
  - (g) Some Native Americans have federations.
  - (h) In a federation, there is only one government.
- 3. What is the colonies' relationship to Britain now?
- 4. In paragraph 2, what does now mean?
- 5. In the last sentence in paragraph 2, who are  $\underline{we}$ ?
- 6. In paragraph 3, what does For now mean?
  - (a) now and for a while
  - (b) right now
  - (c) before now
- 7. Who are fighting in this war?
- 8. In paragraph 4, what does its refer to?
  - (a) a country
  - (b) the U.S.
  - (c) each state



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## Second Continental Congress: Should the states join together or stay separate? (continued)

9. In paragraph !	5, wł	no are	Other	people	e:
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- (a) people who want the states to stay separate, like countries
- (b) people who want the states to stay together after the war
- (c) people who want the states to stay together only for the war, and then to separate
- 10. In paragraph 6, who has six different nations?
- 11. What does its refer to in paragraph 6?
  - (a) own government

(c) each Iroquois nation

(b) Iroquois Indians

- (d) the Iroquois federation
- 12. In paragraph 6, who has joined together?
- 13. What is This in paragraph 6?
  - (a) a federation
  - (b) the separate nations joined together to decide things
  - (c) six different nations
- 14. What does <u>It</u> refer to in the last sentence?
  - (a) a federation
  - (b) the separate nations joined together to decide things
  - (c) six different nations
- 15. What are the main ideas of paragraphs 4, 5, and 6? Read the main ideas below and match them with the correct paragraphs. Write the paragraph number on the line.

Som	e people thinl	k the states	should sta	ay together	and ma	ake (	one
country, like	e Britain and I	France.					

	Some pe	eople think	the states	should	be separate	but shou	ıld join
togeth	ier under	one govern	nment for	some th	ings.		ý

Some people think the states should stay as separate countri
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# Second Continental Congress: Should the states join together or stay separate? (continued)

<b>\</b>	or stay separate? (continued)
16.	In which paragraph are people afraid that a strong national government will take
	away people's freedoms?
17.	In which paragraph are people afraid that small state governments will be weak?
18.	What decision do the states have to make now?
De	ecision <u>spanatararara</u>
• V	Vhat should we do? Choose one or more of the following options:
	(a) Each state should become a separate, independent country.
	(b) The 13 states should join together as one country. There will be no more separate states.
	(c) Each state should be separate but join together to do some things.
	(d) Other:

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### **Second Continental Congress**

What kind of government should the nation have?

It is 1777. You are a member of the Second Continental Congress.

The Congress is meeting to write a new charter for a government. Each of the states has its own charter, or constitution. But it is also important for the 13 states to unite and work together. We need a written plan to tell them how to work together. We need some rules.

We have many questions and many different ideas about this. What kind of a government should we have? Some of the leaders have read many books about government. They have read about governments in different countries. We have many examples to choose from.

- (a) *Monarchy*: It means "one person ruling." The government is controlled by a king or queen. England has a monarchy. Most of Europe has monarchies. The ruler's child becomes the next Crown ruler. In some countries, people believe the monarch's power comes from God. In England, the king or queen shares power with a group of representatives of the people. They are called the Parliament. They make the laws, but the monarch can veto (not approve) them. Most countries today have monarchies. We are used to kings and queens. Sometimes they are very good.
- (b) *Dictatorship:* One person holds all power. Usually, she or he is supported by the

- military. The dictator makes all the laws. The people have no power. Sometimes, the dictator is good to the people. Sometimes, he is cruel.
- (c) *Republic*: This means "the thing of the people." A republic belongs to the people. The people elect representatives to rule the country. The representatives speak for the people. If the people are happy with them, they can elect them again. If the people do not like what the representatives do, they can choose different representatives.
  - (d) *Democracy:* It means "power of the people." The people hold the power to rule. They do not have representatives. The people meet to make laws. They run the country themselves.
  - e) Theocracy: The church runs the government. The church leaders, who study God's teachings, make the decisions for the country. They pray to God for help in making decisions. They read the holy books for advice and examples of what to do.
- (f) Anarchy: It means "rule by nobody."

  There is no system for ruling. There is no government to make decisions about rules, resources, and goals. Every person must look out for himself or herself.

(g)	Other:	



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# Second Continental Congress: What kind of government should the nation have? (continued)

Comprehension Management Comprehension				
1.	Who are you in	nis story?		
2.		on the left with its definition on the right. Write the letter of the line beside the word.		
	anarchydemocracydictatorshipmonarchyrepublictheocracy	<ul> <li>(a) One person has all the power and makes all the decision</li> <li>(b) There is no government to make decisions.</li> <li>(c) People choose representatives, who speak for them and make laws.</li> <li>(d) The rulers are the church leaders, and the laws are religious laws.</li> <li>(e) All the people meet to make the laws.</li> <li>(f) The government is controlled by a king or queen.</li> </ul>		
3.		government often need a strong military to keep er?		
4.	Which form(s) of to make decision	government depend on educated, intelligent citizens ?		
5.	Which form(s)	government make rules and decide on goals for the community?		
6.	Which form(s) of from England?	government did the colonies have before they separated		
De	cision same			
	_	nent do you think the united states should have? of the following options:		
	<ul><li>(a) monarchy</li><li>(b) dictatorship</li><li>(c) republic</li></ul>			

• Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



(d) democracy(e) theocracy(f) anarchy

(g) Other: \_\_\_\_

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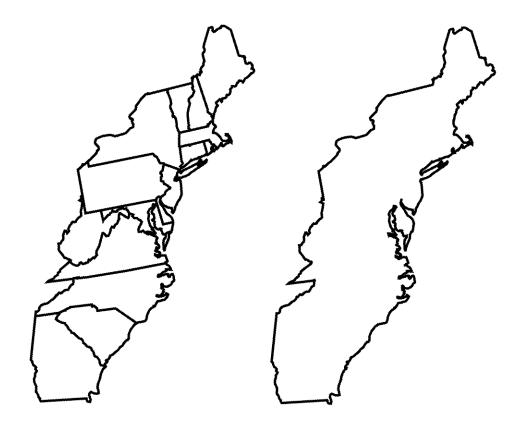
### **Second Continental Congress**

How should we limit the power of the federal government?

It is 1777. You are a member of the Second Continental Congress.

We have decided that each state will be a republic. But the 13 states will join together and form a federation. Each state will be independent. Each state will have its own govern-

ment. But there will also be a federal (national) government. The federal government will do things that the states cannot do alone. It is important that the federal government should *not* be very powerful!



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## Second Continental Congress: How should we limit the power of the federal government? (continued)

#### Decision Management 2012

- We have many things to decide:
- (a) Should we have one leader?

1. ves

- 1. Yes, we need a president or a king.
- 2. No, we should not have a leader. Each state has its own leader. A national leader will become too powerful.
- (b) Who will make federal laws?

  There will be a Congress. It will represent all the states. People who own property will choose delegates to the Congress. States can send as many delegates as they

will choose delegates to the Congress. States can send as many delegates as they want to Congress. However, each state will have only one vote in the Congress. No state will be stronger than another. *Do you agree with this plan?* 

2. no	
3. Other:	_
(c) What can the federal Congress decide? What can states decide? Write C for Congress, S for states, C and S for both.	
1 Raise an army and navy.	
2 Declare war.	
3 Collect taxes from the states.	
4 Send ambassadors to other countries.	
5 Make treaties with foreign countries.	
6 Negotiate (talk) with Indian nations for treaties and trade.	
7 Make coins and print paper money.	
8 Choose the governor of each state.	
9 Choose the leaders of each state's military.	
10 Establish a post office system.	
11 Control trade between states.	
12 Control trade inside each state.	
13 Fix weights and measurements.	

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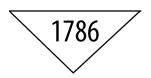
# Second Continental Congress: How should we limit the power of the federal government? (continued)

14.	Settle arguments between states.
15.	Borrow money from states or other countries.
16.	Make rules for new land and new states joining the nation.
17.	Establish courts.

- (d) How should Congress pass laws?
  - 1. Nine of the 13 states must agree to the law.
  - 2. One half of the states must agree to the law.
  - 3. All of the states must agree to the law.
  - 4. Five of the 13 states must agree to the law.
- (e) How can Congress change this constitution if necessary?
  - 1. It cannot be changed.
  - 2. Nine of the 13 states must agree to a change.
  - 3. One half of the states must agree to a change.
  - 4. Five of the 13 states must agree to a change.
  - 5. All of the states must agree to a change.



Name \_\_\_\_\_ Date \_\_\_\_



## **New England Farmers**

# How can we stop the government from taking our land?

It is 1786. You are a New England farmer.

Many of us fought in the Revolution against the British. The Continental Congress promised to pay us for being soldiers. But after the war, the new national government did not pay us very well. They gave us paper money, not gold and silver. They said they didn't have gold and silver to pay all the soldiers. What could we do? We returned to our farms and our families.

Now the state governments of Massachusetts and New Hampshire say we have to pay them taxes. But they won't accept the paper money the Continental Congress gave us! They say we have to pay with gold and silver money. If we do not, they will take our property away from us.

Hundreds of farmers have already lost their animals and land. Families are losing their crops and houses, too. The Massachusetts government even took a bed away from a poor woman who was sick!

We want to elect new state governments, but only men who own land can vote. If the government takes our farms away, we will not be able to vote. The Continental Congress in Philadelphia will not help us. They say they cannot interfere in the states' business.

This is a very bad time for farmers in New England. We fought in the Revolution to get rid of the British government, but the new governments are just as bad as the British.



Continental Congress's paper money



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Name	Date	



## New England Farmers: How can we stop the government from taking our land? (continued)

## Comprehension

- 1. Who are you in this story?
- 2. Why didn't the national government pay you in gold and silver money?
- 3. Why can't you pay your taxes to the state governments?
- 4. What will happen if you do not pay your taxes to the states?
- 5. These state governments are bad. Why don't you elect new ones?
- 6. Why won't the national government help you?

## Decision Managananana

- What should you do? Choose one or more of the following options:
  - (a) Let the state governments take your land. You can get new jobs in the towns and cities.
  - (b) Separate from the United States and rejoin England.
  - (c) Separate from the United States and form a new country.
  - (d) Gather guns and ammunition. We will fight to keep our land and property.
  - (e) Demand that the national government help you.
  - (f) Ask the state legislatures to change the laws.
  - (g) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



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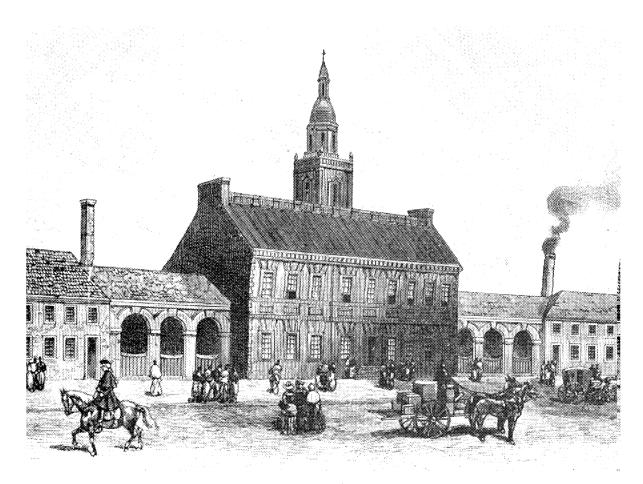
## **Constitutional Convention**

# What powers should our federal and state governments have?

It is 1787. You are a delegate to the Constitutional Convention in Philadelphia. Your state sent you here to help amend the Articles of Confederation so that they will work better.

Our constitution, the Articles of Confederation, does not give the national govern-

ment much power. Our country is weak because the national government cannot raise an army or collect taxes. The states are acting like separate countries. The national government must have more power, so the states must give up some power.



The Statehouse in Philadelphia, site of the Constitutional Convention



Name	D 4
Name	Date



## Constitutional Convention: What powers should our federal and state governments have? (continued)

## Decision Management 2012

- What powers should our national government have? What powers should the states have?
- 1. The chart below shows some of the powers that the state and national governments now have under the Articles of Confederation. In the "New" column, write S if you think the state governments should have that power; write N if you think the national government should have that power. You may put both S and N if you think they both should have that power.

	Now	New
(a)	_SN_	Raise an army and navy.
(b)	_SN_	Declare war.
(c)	<u>S</u>	Collect taxes.
(d)	<u>SN</u>	Send ambassadors to other countries.
(e)	_SN_	Make treaties with foreign countries.
(f)	_SN_	Negotiate (talk) with Indian nations.
(g)	_SN_	Make coins and print paper money.
(h)	<u>S</u>	Choose the governor of each state.
(i)	<u>S</u>	Choose the leaders of each state's military.
(j)	_SN_	Establish a post office.
(k)	<u>S</u>	Regulate trade between states.
(1)	<u>S</u>	Regulate trade inside each state.
(m)	<u>S</u>	Regulate trade with foreign countries.
(n)	_SN_	Fix weights and measurements.
(o)		Settle arguments between states.
(p)	_SN_	Borrow money from states or other countries.
(q)	_SN_	Make rules for new land and new states joining the nation.
(r)	<u>S</u>	Establish courts.
(s)	_SN_	Use the state militias to carry out laws.
(t)	<u>SN</u>	Tax products going into and out of a state.



Name	Date
Name	Date



## Constitutional Convention: What powers should our federal and state governments have? (continued)

2. How should the people be represented	2.	How	should	the peop	le be re	epresented:
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- (a) All states, large and small, should have the same number of representatives.
- (b) Large states should have more representatives than small states.
- (c) Small states should have more representatives than large states.
- (d) Other: \_\_\_\_\_
- 3. When we count the people in states, should we count slaves?
  - (a) No. Slaves are property. Slaves do not own property.
  - (b) Yes. Slaves live in some states. If our state has slaves, we should count them.
- 4. How should Congress pass laws?
  - (a) Nine of the 13 states must agree to the law.
  - (b) One half of the states must agree to the law.
  - (c) All of the states must agree to the law.
  - (d) Five of the 13 states must agree to the law.
- 5. How will we carry out the laws that we pass?
  - (a) The Congress should carry out the laws.
  - (b) A leader and his advisers should carry out the laws.
  - (c) Other:
- 6. If we have a leader, how should we choose this person?
  - (a) Voters should choose the leader.
  - (b) The Congress should choose the leader.
  - (c) Voters should choose educated people who will choose the leader.
  - (d) Other: \_\_\_\_
- 7. If we have a leader, how long should the leader serve?
  - (a) One year or two years. A leader who serves longer might become too powerful.



Name	Date
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## Constitutional Convention: What powers should our federal and state governments have? (continued)

- (b) Four years. The leader needs enough time to do the work.
- (c) Until the leader dies. If the leader is good, our country needs this person as long as possible.
- (d) As long as the people vote for the leader to serve.

(e	Other:	
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- 8. Should we list the rights that people have?
  - (a) Yes, we must list the rights in order to protect the people.
  - (b) No, states already have lists of rights in their constitutions.

(c) Other:
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- 9. Should we make slavery illegal?
  - (a) Slavery is wrong, and the Constitution should stop it.
  - (b) Each state should have the right to decide about slavery. The Constitution should not stop slavery.

(c)	Other:	

- 10. How can we change the Constitution if we have better ideas in the future?
  - (a) One fourth (25 percent) of the states must agree to the change.
  - (b) One half (50 percent) of the states must agree to the change.
  - (c) Three fourths (75 percent) of the states must agree to the change.
  - (d) All (100 percent) of the states must agree to the change.
  - (e) It should not be possible to change the Constitution in the future.

Name Date

# 1789 W

## **James Madison**

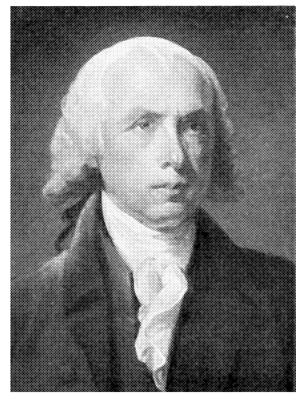
# What rights and freedoms should be protected by a bill of rights?

### 

It is 1789. You are James Madison, a representative from Virginia. You were very important in the Constitutional Convention in 1787.

Last year, all but two of the states approved the Constitution, but many states demanded a bill of rights. Even though most states have a bill of rights in their state constitutions, many people are worried that the federal government will become too strong.

They want the highest law in the land to list clearly the rights that people have. The first congress will meet soon, and you want to present a bill of rights for the representatives to pass. Then, three fourths of the states must approve the amendments. What rights and freedoms are so important that they should be listed with our Constitution? What personal rights and freedoms must be protected from governments?



James Madison



Name Da	te
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## James Madison: What rights and freedoms should be protected by a bill of rights? (continued)

## Comprehension

- 1. Who are you in this story?
- 2. What is "the highest law in the land"?
- 3. For each of the following statements, write *T* for true and *F* for false:
  - (a) The states approved the Constitution.
  - (b) Some states want a bill of rights to be added to the Constitution.
  - (c) A bill of rights will give more power to the federal government.
  - (d) A bill means a list.
  - (e) A bill of rights will tell what the people can do and what the government cannot do.
  - (f) The first Congress has not met yet.
  - (g) You want Congress to write the bill of rights.
  - (h) Some states already have bills of rights.
  - (i) Before the bill of rights becomes a law, congress and 75 percent of the states must agree to it.
  - (j) A bill of rights is really an amendment to the Constitution.

### Decision Managanaganaga

- Choose 10 to 15 rights and freedoms that should be listed to protect people from government abuses.
- 1. Right to equality
- 2. Freedom from discrimination
- 3. Freedom from slavery
- 4. Freedom from torture or cruel and inhuman punishment
- 5. Right to be protected by the law
- 6. Right to be treated the same way as everyone else by law
- 7. Right to have a lawyer defend you
- 8. Right not to be arrested or imprisoned without good reason
- 9. Right to a speedy, public, and fair trial
- 10. Right to own guns



<b>.</b> Τ	Date
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## James Madison: What rights and freedoms should be protected by a bill of rights? (continued)

- 11. Freedom from unreasonable searches of your self or your property
- 12. Right to work
- 13. Right to welfare
- 14. Right to travel in your country, and to leave and return from your country when you want
- 15. Right to be a citizen of your country or to become a citizen of another country
- 16. Right to marry anyone you choose and have a family
- 17. Husband and wife have equal rights
- 18. Right to own property
- 19. Freedom to worship God in own way
- 20. Freedom not to worship God in any way
- 21. Freedom to write or say or hear any opinions or information and to complain about the government
- 22. Right to organize meetings and join groups
- 23. Right to participate in government and to vote
- 24. Men and women have equal pay
- 25. Right to healthy, comfortable, safe working conditions including paid holidays and work hours that are not too long
- 26. Right to education
- 27. Right not to be on trial for the same crime twice
- 28. Right to abortion
- 29. Right not to have soldiers stay in your house without your permission
- 30. Right not to have to admit that you committed a crime
- 31. Right to have witnesses speak for you in court
- 32. Freedom from your state taking away your rights and freedoms
- 33. Right to a trial by a jury
- 34. Right to medical care
- 35. Right to be told what crime you are accused of
- 36. Right to say or write anything
- 37. Right to shoot someone who is trying to rob your house
- 38. Right to do anything you want

20	Others:			
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Name \_\_\_\_\_ Date \_\_\_\_

# 1791 Wh

## **Americans**

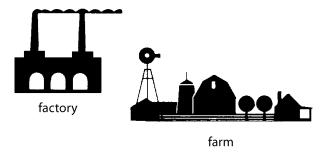
What is the best way for America to become great—through agriculture or through industry?

It is 1791. You are an American. President Washington is in his second year as leader of our young country.

A great debate is going on. Alexander Hamilton of New York, the Secretary of the Treasury, wants to develop American industries. He wants the federal government to protect America's industries by taxing foreign products. He also wants the federal government to encourage American industries by giving them money to grow bigger. He says we must not depend on foreign countries for clothes, tools, and other manufactured products. In a war or disagreement, other countries could either refuse to sell us these important goods, or they could raise the prices. Alexander Hamilton believes that we must build our own factories. Then Americans will find jobs and will learn new skills. This will make our country and all its people richer. Only through development of industry can our country become self-sufficient and independent. The more independent we are. the closer we are to perfection!

Thomas Jefferson of Virginia, the Secretary of State, has the opposite viewpoint. Mr. Jefferson says America has so much land that all its citizens should be working to develop it. "Those who labor in the earth are the chosen people of God," he says. He also believes that a <u>democracy</u> is possible only in a country where farmers own and work their farms. Unlike farming, industries will destroy

our American republic. A democracy depends on educated, literate citizens; but in industrial countries, only the rich have time for school and learning. In England, the factories go night and day. Little boys and girls are the machines. They work for pennies, and their living conditions are terrible. A few factory owners get rich on the backs of the poor who work for them. The poor become poorer, and they go to prison when they cannot pay their debts. Businesses fail; people are worried, hungry, and unhealthy. Is this the kind of country we want? No, first we must develop our agriculture, our fisheries, our wildlife, and our forests. When we have more than we need, we may trade for other things that we want. From these peaceful ways, life becomes easy, people marry young, and our population increases. Let other countries develop their industries. But they will need our raw materials—our crops, our lumber, our furs, our minerals. They can trade with us for them. They will grow rich in their way, and we in ours.





Name	Date
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## Americans: What is the best way for America to become great—through agriculture or through industry? (continued)

## Comprehension

- 1. Who are you in this story?
- 2. What does Alexander Hamilton want? What does Thomas Jefferson want? Write *A.H.* next to the things Hamilton wants; write *T.J.* next to the things Jefferson wants.
  - (a) Develop the farms.
  - (b) Tax products that come from foreign countries.
  - (c) Encourage people to own and work on their farms.
  - (d) Encourage people to build factories.
  - (e) Trade with European countries for manufactured products.
  - (f) Produce our own manufactured products.
  - (g) Train Americans to work in factories.
- 3. Write *A.H.* next to the things Alexander Hamilton is afraid of. Write *T.J.* next to the things Thomas Jefferson is afraid of.
  - (a) America will not be as powerful economically as Europe.
  - (b) America will not really be independent.
  - (c) American life will be controlled by rich businessmen.
  - (d) America will be dirty and noisy.
  - (e) Americans will be lazy and unskilled.
  - (f) America will be a poor country.
  - (g) America will be a sad country.
- 4. According to Hamilton, how can America become truly independent and able to take care of itself?
- 5. <u>Democracy</u> means the people have the power. Why does Jefferson believe that democracy is possible only in a country where farmers own and work their farms?
- 6. According to Jefferson, who gets rich and who gets poor in an industrial country?
- 7. At the end of the story, what does and we in ours mean?
- 8. What is the question that we have to decide?



Name	Date
INAILIC	Date



## Americans: What is the best way for America to become great—through agriculture or through industry? (continued)

## Decision Management 2012

- What is the best plan for America's development? Choose one or more of the following options:
  - (a) America should become an industrial country.
  - (b) America should continue to be an agricultural country.
  - (c) America should develop small industries in rural areas.
  - (d) America should develop large industries in urban areas.
  - (e) The national government should tax manufactured products from foreign countries.
  - (f) The national government should help businessmen develop factories.
  - (g) The national government should offer people free land in the West to settle and farm.

(h) Other:
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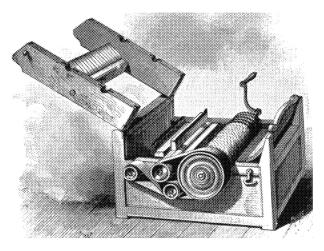




## Southern Planter

## Should you grow cotton?

It is 1796. You are a farmer in North Carolina. On your plantation, you grow tobacco and indigo to ship to cities in America and Europe. You also grow vegetables and raise animals for food. Indentured servants and hired workers help you on the plantation. The plantation is successful and you are making money.



Cotton gin

But now there is a new way to make money—by growing cotton. People can make more money growing cotton than growing tobacco and indigo. Ten years ago, <u>this</u> was not true. Cotton took a long time to process. It was difficult to remove the seeds from the

cotton. Farmers did not want to grow cotton because it was too much work.

In 1793, a man named Eli Whitney invented a new kind of machine called the "cotton gin." This machine takes the seeds out of the cotton. Now cotton does not take a long time to process. Farmers want to grow cotton because they can get rich selling <u>it</u>.

Your plantation would be good for growing cotton. You could make more money than you do now. But there is a problem. Growing cotton takes more workers than growing tobacco and indigo. Who will plant the cotton? Who will pick it? Who will run the cotton gin? The indentured servants and hired workers on the plantation will not be enough. You will need more workers if you want to grow cotton on your plantation.

Where will the workers come from? There are not enough workers in North Carolina. Working on plantations is very hard. Most white people refuse to do it and others want too much money. How can you find cheap labor to grow your cotton? Some neighbors are buying African slaves. They are expensive, but the slaves work hard and you don't have to pay them. Some planters are making a lot of money with African slaves and cotton.



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Name	Date	



## **Southern Planter: Should you grow cotton?** *(continued)*

## 

- 1. Who are you in this decision?
- 2. What crops do you grow on your plantation now?
- 3. In paragraph 2, what does the word this refer to?
- 4. In paragraph 3, what does the word it refer to?
- 5. Why do you want to start growing cotton now?
- 6. What happened in 1793?
- 7. In Paragraph 5, what does the word others refer to?
- 8. In Paragraph 5, what does the word them refer to?
- 9. Why can't you hire workers to help you grow cotton?
- 10. Why are some plantation owners buying African slaves?

### 

- What will you do? Choose one of the following options:
  - (a) Buy slaves and grow cotton.
  - (b) Try to grow cotton without slaves.
  - (c) Forget about cotton. Tobacco and indigo are still good crops.
  - (d) Other:
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name \_\_\_\_\_ Date \_\_\_\_

# 1803

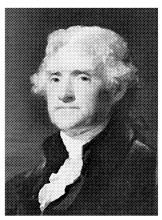
## **President Jefferson**

Should the U.S. buy the Louisiana Territory?

It is 1803. You are Thomas Jefferson, the third president of the United States.

Our new country has a chance to double in size. The French leader, Napoleon, wants to sell us a large territory called Louisiana. This territory is so large that we don't even know what it looks like. But we know it has New Orleans, the most important city on the Mississippi River. The French need money because they are going to war against England. They want \$15 million for Louisiana. They need the money soon or they won't sell Louisiana to us.

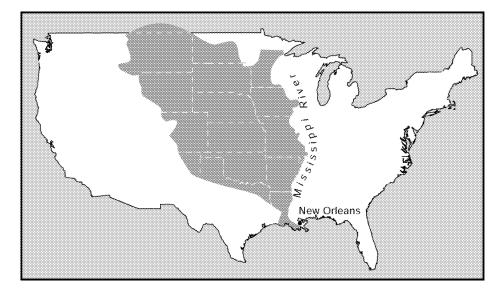
Louisiana could be very important for the United States. The Spanish used to own this territory. Sometimes, they would not let us use the port of New Orleans. Our traders and merchants on the Mississippi lost a lot of money. Now the French are in control. They are not going to let us use New Orleans, either. If we buy the Louisiana Territory, we will control New Orleans and the Mississippi and gain new territory, too.



Thomas Jefferson

We have enough money to buy Louisiana from the French. But our Constitution does not say anything about buying land from other countries. Does the Constitution give a president the power to buy land for America? Is that

legal? Maybe the Congress should amend the Constitution so that we can buy Louisiana constitutionally. But Napoleon needs the money now. Maybe he will not wait for us.





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Name	Date



## President Jefferson: Should the U.S. buy the Louisiana Territory?

(continued)

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- 1. Who are "we" in this story?
- 2. Who owned the Louisiana Territory before the French?
- 3. If the United States buys Louisiana, our country will be:
  - (a) twice as large.
  - (b) three times as large.
  - (c) half as large.
  - (d) poor.
- 4. Why is New Orleans important to us?
- 5. Why does Napoleon want to sell the Louisiana Territory?
- 6. What are reasons in favor of buying Louisiana?
- 7. What are reasons against buying Louisiana?
- 8. What decision do you have to make?

### Decision Managananana

- Should the U.S. buy Louisiana Territory? Choose one or more of the following options:
  - (a) Let's wait until the Congress amends the Constitution. Maybe Napoleon will wait.
  - (b) Let's wait until the French go to war with England. Then maybe we can just take Louisiana without paying for it.
  - (c) Buy this territory today! Our population is growing rapidly. We'll need the land someday.
  - (d) Buy it today! We must control New Orleans and the Mississippi River.
  - (e) Buy it today! It's a good deal.
  - (f) Don't buy the territory. We don't have that much money!
  - (g) Don't buy it. We don't even know what it looks like. Maybe it is worthless.
  - (h) Don't buy it. We don't need it. We have enough land.
  - (i) Buy it. You are the President. Forget about what the Constitution says.
  - (j) Don't do it. It's unconstitutional. You do not have that power, because the Constitution does not say that the U.S. can buy land.
  - (k) Buy it. The Constitution says you can make treaties. This is a treaty. It is constitutional.
  - (l) Don't buy it. It doesn't really belong to France. It is Indian land, and we have no right to buy it from France.

(m) Other	•		





## **Tecumseh**

# What can we Native Americans do to save ourselves from white people?

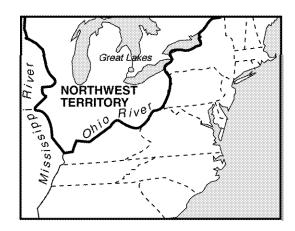
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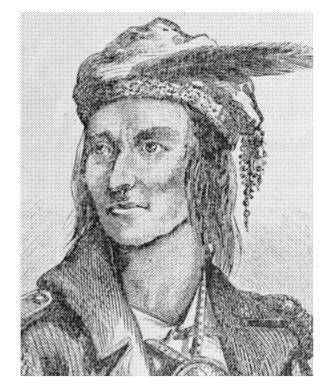
It is 1807. You are Tecumseh, a Shawnee war chief.

You live north of the Ohio River and south of the Great Lakes. The whites call this place the Northwest Territory. The Americans say that they won it from the British. They also say that it is Indian territory. White settlers keep moving into your Indian territory. They keep wanting more land, and they keep pushing the natives west. They keep tricking the natives into selling their land. They give the natives whiskey and money and

a few gifts, and then they take the land. Then they say that the natives cannot live or hunt there anymore.

You are worried about the future of the Shawnee and all Native Americans. Soon, the whites will push all natives across the Mississippi River. Then, when they want that land, what will they do? There must be a way to stop the whites. There must be a way to save the natives. Our future depends on our having land.





Tecumseh



Name	Date
INAILIC	Date



## Tecumseh: What can we Native Americans do to save ourselves from white people? (continued)

## Comprehension Name (1988)

- 1. Who are you in this story?
- 2. Where is the Northwest Territory?
- 3. Who lives in the Northwest Territory now?
- 4. Who says that this place is Indian territory?
- 5. Who are They in the second paragraph?
- 6. Is your land east or west of the Mississippi River?
- 7. What does that land refer to in the third paragraph?
- 8. What do you think the whites will do when they want the land west of the Mississippi River?
- 9. What is the problem?
- 10. What decision do you have to make?

## Decision Management 2012

- What should you do to help save Native Americans from the white people?
   Choose one or more of the following options:
  - (a) Do not let your tribe agree to any more treaties with the whites.
  - (b) Prepare to go to war against the whites. Kill the settlers who move into Indian territory.
  - (c) Talk to all the other tribes. Get them to join a federation as the Iroquois and the states have done. The tribes must unite and act together. The Indians must be one, not separate. The federation should prepare to fight the whites and force them to leave America.
  - (d) Talk to all the other tribes. Get them to join a federation like the Iroquois and the states have done. The tribes must unite and act together. The Indians must be one, not separate. Claim land that will be a nation for Native Americans.
  - (e) Sell your land now, before the fighting starts. There are too many whites here now. Many of your people will die if there is war. Your people will become weaker. Move across the Mississippi River and become strong. Few whites live there.
  - (f) Join with the British. There are still British soldiers and settlers in Canada. Maybe they will want to fight against the Americans again. Fifty years ago, the King of England told the colonists not to live in Indian territory. The British will let you keep your land.

	-	1 2				
(g)	Other:					



Name Date

# 1810

## Cherokee

## What should we do to keep our homeland?



Cherokee

It is 1810. You belong to the Cherokee nation. For hundreds of years, your people have lived here. For many years, white people have been settling on your land. There has been fighting, and there have been treaties. In one treaty, the American government prom-

ised that this land would be yours forever. But in 1802, the federal government promised to give your land to the state of Georgia! The government tells you that you should sell your land. If you sell, they will give you land west of the Mississippi River.

Some of your people say that you should sell. <u>They</u> say that there are many white people. If you don't sell, they will just fight you and take your land. Then you will have nothing.

Others say that you should adopt the white culture. You should live like them. You should have schools and churches and towns like <u>theirs</u>. You should have a government like theirs. You could go to court to keep your land. The court would say that the treaty gave the land to your people forever. Then you can live here and the white people will not bother you.

Still others say that the Cherokee should fight. If you do not stay and fight, they will keep coming. They will push you west, and you will have nothing. If you fight, maybe the whites will stop coming. At least, it is better to die fighting for your land than to give up.



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Name	Date	



## Cherokee: What should we do to keep our homeland? (continued)

## Comprehension

- 1. Who are you in this story?
- 2. Why do you claim this land?
- 3. How has the U.S. government confused you?
- 4. What does the U.S. government think you should do now?
- 5. What does the state of Georgia want you to do now?
- 6. What does the word They refer to in the second paragraph?
- 7. What does the word theirs refer to in the third paragraph?
- 8. Where will you live if you leave this land?
- 9. Why would it be good to live like white people?
- 10. What are your three choices?

### Decision MATATATATATATATA

- What should you do to keep a homeland? Choose one of the following options:
  - (a) Sell your land. Move west to the land that the American government will give you.
  - (b) Change your culture. Learn the white ways. Try to live like whites and with whites.
  - (c) Fight to keep your land.

(d)	0.1	
(a)	Other:	 _



# 1820

## **U.S.** Congress

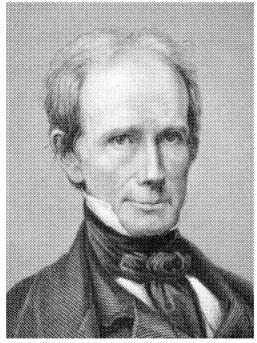
## Should we permit slavery in the new states?

It is 1820. You are a U.S. Congressman. There are now 22 states—half are "free" and half are "slave." Now two more territories want to join the Union. Maine wants to be a free state and Missouri wants to be a slave state. Should new states be free states or slave states? Should the national government decide, or should the people of each new state make this decision?

When new states are added, the whole country is affected. Slavery is strong in the southern part of the U.S. If there are more slave states, the South will have more representatives and senators in the national government. If there are more free states, the North

will have more representatives and senators. Which section of the country will have more votes—the North or the South? The northern states say they will vote against Missouri. If this happens, the southern states will vote against Maine.

Henry Clay is a representative from Kentucky. He says <u>we</u> should admit both states, one free and one slave. Clay believes that the number of slave states and free states should always be equal. This will keep the North and South equal in the national government. It will prevent a lot of trouble between the North and South. Clay wants the Congress to accept <u>his</u> plan.



Henry Clay



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Name	Date	



## **U.S. Congress:** Should we permit slavery in the new states? (continued)

## Comprehension

- 1. Who are you in this decision?
- 2. How many slave states are there?
- 3. How many free states are there?
- 4. Why does the South want more slave states?
- 5. Why does the North want fewer slave states?
- 6. In paragraph 3, what does the word we refer to?
- 7. In paragraph 3, what does the word his refer to?
- 8. What is Clay's plan?

## Decision Management 2

- How will you vote? Choose one of the following options:
  - (a) Vote against the compromise.
  - (b) This is not a decision for the national government to make. Each state should make its own decision about slavery.
  - (c) Accept Clay's plan and vote for the compromise.

( 1)	Other:	
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## **New England Industrialist**

How can we protect our new industry?

It is 1828. You own a textile mill in Lowell, Massachusetts. You buy cotton from planters in the southern states. Your mill makes cotton cloth, which you sell everywhere in America.

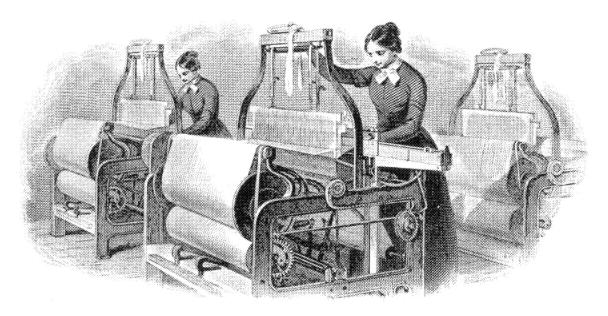
Textile mills are new in America. The only textile mills used to be in Europe, especially England. Now American mills can produce very nice cloth, too.

In England, the mill owners use children to work in the mills. The children work for very low pay. The owners do not make the working conditions healthy. They just want to

keep the cost of making cloth low so that they can make more money.

In Lowell, you pay good wages to your workers. You keep the mills as healthy as possible. You try to take good care of your workers. But this costs money, and the price for your cloth is higher than the price for European cloth.

When American merchants buy cloth, they buy the least expensive cloth. Because Lowell cloth is more expensive, many merchants buy European cloth instead. What should you do to protect the American textile industry and save your mill?



Lowell mill workers



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Name	Date	



## New England Industrialist: How can we protect our new industry?

(continued)

## Comprehension

- 1. Who are you in this story?
- 2. Where do you get your cotton from?
- 3. What do you make with the cotton?
- 4. What word in paragraph 1 is another word for *cloth*?
- 5. What word in paragraph 1 probably means "a building with machinery for manufacturing"?
- 6. What kind of factory makes cloth?
- 7. Where can merchants buy cloth?
- 8. In paragraph 2, what does Now mean?
- 9. In paragraph 3, who are They?
- 10. Why is European cloth less expensive than American cloth?
- 11. Why do merchants buy the least expensive cloth?
- 12. In paragraph 4, what does this mean?
- 13. What do you want to do?

### Decision MATATATATATATATA

- What should we do to protect our industries? Choose one or more of the following options:
  - (a) Lower the price of your cloth.
  - (b) Stop paying your workers so much.
  - (c) Don't take such good care of your mills and machines.
  - (d) Put advertisements in newspapers explaining why your costs are higher, and ask merchants to buy your cloth.
  - (e) Send letters to state governments asking them to put taxes on foreign cloth so that the prices will be higher.
  - (f) Try to get the federal government to tax foreign cloth so that the prices will be higher.
  - (g) Try to get people to boycott European cloth. "Buy American!"
  - (h) Hire children or immigrants to work for you. You will not have to pay them so much.
  - (i) Ask the southern cotton growers not to sell their cotton to European factories.
  - (j) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.





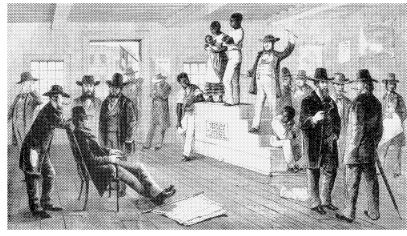
## **Southern Planter**

## How can we protect our rights as states?

It is 1828. You are a planter in Alabama. You own three very large plantations on which you grow cotton. You own 537 slaves who do most of the work. They plant, cultivate, and harvest all the crops, including the cotton and the food crops that you grow. Others work in your house, cooking, cleaning, and taking care of your children. You paid a lot of money to get these slaves. Good slaves are expensive. One strong, healthy man costs nearly \$1,000. You do not pay your slaves because they are your property. This saves a lot of money. You can also sell your slaves if you need to raise money for something. Their children are also your slaves. They will work for you all their lives, unless you trade or sell them. You try to take good care of them because you need them to do the work. You give your slaves a cabin to live in. You let them use some land to grow their own food. You give them your old clothes. The slaves are good for you, and you are good to your slaves.

You have a wonderful life. You sell your cotton to English, German, Irish, French, and northern textile mills. With your profits, you can send your children to good schools. You can import the best furniture from Europe. You have a library full of books from Europe. You drink wine from Europe and tea from India. Your house has beautiful glass windows from Germany. Your family wears the finest European clothes. You have expensive parties with the best music and food. You can travel to visit friends and family. Your friends are senators, representatives, judges, and governors. And you are a leader in your state. Not many other Americans have as much as you do. It's a good life.

Many northern representatives in Congress want to abolish (to stop) slavery. They also want a tariff (a tax) on cloth that comes to the U.S. from foreign countries.



Slave auction



Name	Date
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## 1828

## Southern Planter: How can we protect our rights as states? (continued)

## Comprehension

- 1. Who are you in this decision?
- 2. For each of the following statements, write *T* for true and *F* for false:
  - (a) You are rich.
  - (b) You have a lot of expenses.
  - (c) Your slaves cost you a lot of money.
  - (d) You could not be so rich if you did not have slaves.
  - (e) You are cruel to your slaves because they are lazy.
  - (f) The only way you get more slaves is by buying them.
  - (g) If you want to get some money by selling slaves you must sell a whole family—not just a child or a wife.
  - (h) American textile mills buy some of your cotton.
  - (i) You buy clothes, furniture, and other things from Europe.
  - (j) You would like to keep prices of European goods high.
  - (k) Growing and selling tobacco is the way you have become rich.
- 3. If the U.S. abolishes slavery, how will that affect you?
- 4. If the U.S. puts a tariff on foreign cloth, how will that affect you? Why?
- 5. If the U.S. puts a tariff on foreign cloth, what do you think foreign countries will do? Why?

## Decision Managarana Managarana

- What should we do to protect our rights as states?
  - (a) What do you want the representatives and senators from Alabama to do about these issues in Congress?
  - (b) What level of government—state or federal—do you think should make laws about slavery and tariffs? Why?



# 1828

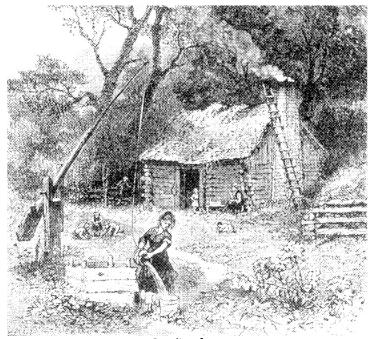
## **Southern Farmer**

How can we protect our way of life?

It is 1828. You are a farmer in the South. Most of the white people in the South are like you. You have a small farm where you grow food crops and raise cattle. You also grow cotton because you can sell it. You and your family do all the work on your farm. You do not have enough money to buy a slave yet. Next year, you would like to buy a little more land. Then you will need one or two slaves to grow more cotton. If the price of cotton stays high, you might be able to buy more land and slaves the next year, too.

Life is not easy for you and your family. Your children cannot go to school. They have to stay home and help on the farm. You sell your cotton to Europe whenever you can because European countries pay more than northern mills do. You buy imported cloth because northern cloth is more expensive than foreign cloth. Your wife makes the family's clothes. You live in a small cabin. But you have dreams. Someday, you'll have land. You will be able to stop working in the fields. You will have an easy, comfortable life. You will be a leader. Someday, you will be a planter.

Many northern representatives in Congress want to abolish (to stop) slavery. They also want a tariff (a tax) on cloth that comes to the U.S. from foreign countries.



Carolina farm



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Name	Date	



## Southern Farmer: How can we protect our way of life? (continued)

## Comprehension

- 1. Who are you in this story?
- 2. For each of the following statements, write *T* for true and *F* for false.
  - (a) You are rich.
  - (b) You own a small plantation.
  - (c) You own a few slaves.
  - (d) You could be rich if you had slaves.
  - (e) You could be rich if you owned more land.
  - (f) If you owned more land, you would need slaves.
  - (g) Right now, the price of cotton is high.
  - (h) It is good for you if the price of cotton is low.
  - (i) You buy clothes, furniture, and other things from Europe.
  - (j) You would like to keep prices of European goods high.
  - (k) Your children do not go to school because it is too far away.
  - (l) For you to become rich, it is important to have slaves.
  - (m) For you to become rich, it is important to sell your cotton at a low price.
  - (n) Tariffs will make the price of northern cloth higher, which will be good for you.
- 3. If your dreams come true, why will you be able to stop working in the fields?
- 4. If the U.S. abolishes slavery, how will that affect you?
- 5. If the U.S. puts a tariff on foreign cloth, how will that affect you?
- 6. If the U.S. puts a tariff on foreign cloth, what might foreign countries do?

## 

- How can we protect our way of life?
  - (a) What do you want the representatives and senators from the southern states to do about these issues in Congress?
  - (b) What level of government—state or federal—do you think should make laws about things like tariffs and slavery?



Name \_\_\_\_\_ Date \_\_\_\_



# **Slave**Should you revolt?

It is 1831. You are a slave on a plantation in Virginia. Most of the slaves are field hands,



Nat Turner

but you are a carpenter. The work is difficult, but you can make money <u>this way</u>. Sometimes the master lets you work on other plantations. The pay is \$1 a day. Your master keeps half. The other half is yours. If you save

enough money, maybe you can buy yourself and become a free man. A male slave in Virginia is worth about \$600. Last year you saved almost \$40.

There is a man on your plantation who is planning to revolt. His name is Nat Turner. He says that God wants the slaves to be free. He says that there are more slaves than whites in this part of Virginia. If we fight the whites, we will win. Then we will be free!

Some slaves do not agree with Nat Turner. They say killing people, even white people, is wrong. Others say that the revolt will be dangerous for all of us. The white people control the government, the army, and the police. They will kill all slaves in the revolt. They will probably punish all the slaves, even the ones who do not revolt. These people say that Turner is crazy.

There are about 70 slaves ready to revolt now. They say the best way to be free is to fight against the whites. They have a few guns and other weapons. Nat Turner says that all the slaves in Virginia and other states will hear about the revolt and join. Soon there will be a large army of slaves to fight against the whites. Maybe this will be the end of slavery in the United States!

Of course you want to be free. Will you join the revolt?



Name Date	



## Slave: Should you revolt? (continued)

## Comprehension

- 1. Who are you in this decision?
- 2. In paragraph 1, what do the words this way refer to?
- 3. Why does your master let you work on other plantations?
- 4. How much money can you make working on another plantation for one day?
- 5. How much money are you worth?
- 6. If you save \$40 a year, how many years will it take you to buy your freedom?
- 7. What reasons does Nat Turner give for the revolt?
- 8. In paragraph 3, what does the word Others refer to?
- 9. In paragraph 3, what does the word us refer to?
- 10. Why do some slaves disagree with Turner's plan?
- 11. For each statement, write *F* for fact or O for opinion. Remember that facts are things that can be checked and agreed to by everyone. Opinions are a person's own ideas.
  - (a) The master makes money when you work on other plantations.
  - (b) God wants the slaves to be free.
  - (c) Nat Turner is crazy.
  - (d) Other slaves will join the revolt when they hear about it.
  - (e) The whites have more guns than Nat Turner's group.

## Decision Navararana

- What will you do? Choose one of the following options:
  - (a) Join Nat Turner and fight against the whites.
  - (b) Run away before the fighting starts.
  - (c) Don't join the revolt. Save your money. Someday you can buy your freedom.
  - (d) Tell your master about Nat Turner's plan.

(e)	Other:	



# 1832

## **Texas Settlers**

## How can we get our rights?

### 

It is 1832. You are American settlers in the Mexican territory of Texas. You came to Texas seven years ago because the Mexican government was giving away free land.

At first, the government left us alone, but soon it started to interfere. In 1829, for example, it tried to make slavery illegal in Texas. We were angry! We came here to grow cotton. Without slaves, it is impossible to grow cotton. Finally, the government said we could keep our slaves but that we could not buy new ones. Later, it said that no more Americans could move into Texas. Now the government is giving land to Mexicans. It is trying to bring their army to Texas, too.

Taxes are another problem. When we came here seven years ago, the Mexican government said we could import anything we needed without paying taxes on it. There are few stores and factories in Texas, and the Mexican cities are very far away. The cheapest way to get the things we need is to import them from Europe and the United States. Now the government has put a tax on these imports. This will cost us a lot of money.

Now we are meeting to discuss these problems. People are very worried. Will the government try to take our land away next? When we left the United States, we sold or brought everything with us. If we lose our land in Texas, we will have nothing. We have to do something. There are different ideas about what we should do.

Stephen Austin is the leader of one of the first American families that came to Texas. He says that the Mexicans are treating us this way because we are only a



Stephen Austin

territory, not a state. The Mexican government is only four years old. We are one thousand miles away from the capitol in Mexico City. The government does not have money or time to solve our problems. It wants each state to solve its own problems. If we want help from the government, Texas must become a Mexican state. Then the government will treat us fairly.

Other settlers disagree with Austin. They say we are really Americans, not Mexicans. There are more than 25,000 people living in Texas Territory, and only 3,000 are Mexican. Most of our trade is with the United States. The Mexican government does not understand us. It gave us this land, but we should not trust it now. The United States has the kind of government we want. Austin is right. We should become a state, but in the United States, not in Mexico. The U.S. government is trying to buy Texas, but the Mexicans refuse to sell it. We should separate from Mexico now and join the United States.

Another group of people say that we should form a separate country. The Mexican government tried to take our slaves away and wants us to pay taxes. The United States government could do the same thing! Maybe they will make slavery illegal. Texas needs slavery and cheap land with low taxes. The only way to guarantee these things is to start our own country.



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Name	Date	



## **Texas Settlers:** How can we get our rights? (continued)

## Comprehension

- 1. Who are you in this decision?
- 2. What year did you move to Texas?
- 3. Why did you move to Texas?
- 4. In paragraph 3, what do the words the government refer to?
- 5. In paragraph 3, what does the word This refer to?
- 6. Why don't you buy your goods in Mexico?
- 7. What changes have happened in Texas since you moved here?
- 8. Who wants Texas to become a Mexican state?
- 9. What are the reasons for becoming a Mexican state?
- 10. How many American settlers are there in Texas?
- 11. What are the reasons for joining the United States?
- 12. What are the reasons for forming a new country?

## Decision National Analysis

- How can we get our rights? Choose one of the following options:
  - (a) Stay a territory of Mexico, but disobey the Mexican laws about slavery and taxes.
  - (b) Tell the Mexican government that we want to become a Mexican state.
  - (c) Join the United States as a territory.
  - (d) Join the United States as a state.
  - (e) Separate from Mexico and start our own new country.

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(f) Other:	



Name \_\_\_\_\_ Date \_\_\_\_\_

# 1835

## Cherokee

## Should we move west of the Mississippi?

### 

It is 1835. You are Native Americans, members of the Cherokee people. You have lived in the state of Georgia all your life, and the Cherokee have lived here since before the whites came. But now the government of the United States says the Cherokees must leave Georgia. They want you to move to a reservation west of the Mississippi River.

The whites always want to take our land. In 1791, we signed a treaty with the national government of the whites. The treaty said that we could keep our land in Georgia forever. Soon after we signed the treaty, white settlers began to move into our territory. They said that the state of Georgia gave them permission to move onto our land. We know this is wrong. We have a treaty with the national government. Even the United States Supreme Court says that Georgia is wrong. This land belongs to us.

Now we are surrounded by whites. Some of their ways are good for our people. Many Cherokees have learned to be farmers and tradesmen like the whites. A Cherokee warrior, Sequoyah, invented an alphabet for the Cherokee language. Now there are books and newspapers written in our language. Some Cherokee even own black slaves! We have done these things so that we can survive

in the world of the whites. These changes will help us keep our land.



Sequoyah

But the white president, President Jackson, does not like Native Americans, even those who live like whites. He wants us to move to a place called Oklahoma. Jackson says the national government will give us one million dollars and some new land in Oklahoma. We have to leave Georgia in two years. If we do not leave, Jackson will send soldiers to force us off our land.

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Name	Date	



## Cherokee: Should we move west of the Mississippi? (continued)

## Comprehension

- 1. Who are you in this story?
- 2. What happened in 1791?
- 3. Where does the government want you to move now?
- 4. In paragraph 2, what do the word them refer to?
- 5. Did the whites obey the treaty you signed with them?
- 6. Why do the whites want you to move west?
- 7. In paragraph 4, what does the word those refer to?
- 8. What will happen if you do not move?

Should we move or not? Our land in Georgia is good for farming. Maybe the land in Oklahoma will not be good. Oklahoma is far away, too. It would take more than 100 days of walking to get there. Is everyone healthy enough to walk that far? Are we strong enough to fight?

## 

- Should we move west? Choose one of the following options:
  - (a) Yes. The Americans say we have to move.
  - (b) No. This land belongs to us.
  - (c) No. But we will share our land with the white settlers.
  - (d) Ask the government for a reservation closer to Georgia.
  - (e) Stay and fight against the whites.

(f)	Other:	





## Santa Anna

# What should Mexico do about the Texan attack on San Antonio?

### 

It is March 1836. You are the Mexican President, General Antonio Lopez de Santa Anna. There is trouble again in our northern territory of Texas. In 1819, the Spanish government wanted more people to move to Texas. They gave away free farmland to anyone who would settle there. Most of the settlers were farmers from the United States. These settlers did not have to pay taxes. They were even allowed to have slaves, something that most Mexicans disagree with.

When we won our independence from Spain in 1821, we let the Americans stay in Texas without paying taxes. We even let them keep their slaves. All we asked was that <u>they</u> become Catholics and Mexican citizens.

Later, our government passed new laws giving us more control over Texas. Slavery is now illegal all over Mexico, including Texas. We also think it is time for the Texans to pay taxes, as all other Mexicans do. They are exporting their cotton to the United States and to Europe, but they are not paying any export taxes to us. We gave them three extra years of no taxes, but they still are not happy.

Last year, the Texans sent a representative to demand statehood. In Mexico, each state makes its own laws. We do not want to give Texas this power. We know that many settlers there are breaking our laws. They still have slaves. They do not become Catholics or Mexican citizens as they promised. Texas is a thousand miles away from our capitol. Thou-

sands of Americans have immigrated to Texas, some legally and some illegally. They outnumber the Mexicans there six to one! If we let Texas become a state, we will lose control over it.

We have treated the Texans very well. They are nothing but trouble for us. Mexico is a new country with many problems. The Yucatan, one of our southern territories, also wants to separate. We are nearly at war with France. We do not have the time or the money to give the Texans everything they want.

Texas just declared its independence! They tried the same thing in 1827, but we defeated them. This time, the Texans have a large army. Maybe they got the weapons from the United States. They are attacking our soldiers in the town of San Antonio!



Antonio Lopez de Santa Anna



Name	Date
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## Santa Anna: What should Mexico do about the Texan attack on San Antonio? (continued)

## 

- 1. Who are you in this decision?
- 2. In paragraph 1, what does the word They refer to?
- 3. In paragraph 1, what does the word there refer to?
- 4. Which government should receive export taxes from the sale of Texas cotton?
- 5. Why did the Spanish and Mexican governments allow Americans to settle in Texas?
- 6. Why do many Americans want to settle in Texas?
- 7. Why is slavery important to the Texans?
- 8. What other problems does Mexico have right now?
- 9. For each statement, write *T* for true and *F* for false:
  - (a) Mexico wants Texas to become a state.
  - (b) The Texans are selling guns to the United States.
  - (c) There are more Americans than Mexicans in Texas.

### Decision Manananananana

- What should Mexico do about the revolt in Texas? Choose one or more of the following options:
  - (a) Nothing. We have too many problems to worry about Texas now.
  - (b) Make Texas an independent Mexican state.
  - (c) Send negotiators to talk to the Texans. If they agree to stop the revolt, what will you offer them?
  - (d) Ask the Mexican states to send soldiers to Texas to stop the revolt.
  - (e) Send a messenger to Washington to protest U.S. support for the revolt.
  - (f) Make a deal with the American government. If they agree not to send guns and money to the Texans, what will you offer them?
  - (g) Raise an army now and attack the Texans before they capture the city of San Antonio.

(h) Other:
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Name \_\_\_\_\_\_ Date \_\_\_\_\_



#### **American Families**

Should we go west to Oregon?

It is 1843. You are a member of an American family thinking about going to Oregon. Missionaries who live out in Oregon Country say that the territory is empty. Land is free for anybody who wants it. You are listening to Jim and Mike talking:

JIM: The government wants more Americans out there. The British still say Oregon Territory belongs to England. But if we have enough people out there, we can take it away from them. It's ours, not theirs!

People say the land in Oregon is rich and fertile. You can grow vegetables and raise animals with almost no work. The crops grow by themselves!

Back <u>here</u>, it's getting too crowded. The land is too rocky up in New England. Farms are too small to make money. Down in the South, the soil is getting tired from all the planting. It's too hard to make a living.

Free land! A new life! We'll be able to leave something for our children! Who knows—maybe there's gold out there! Are you coming?

MIKE: No way! It's more than 2,000 miles from the Mississippi River to Oregon. It'll take at least five months to get there, walking and pulling a slow wagon. There are Indians and snakes and diseases all along the way. What are you going to do if your wagon tips over in a river? It's too dangerous. Besides, I don't want to leave our home. This is where we grew up. This is the house my pa built. This is where our friends are. We're staying here. Things will get better. We'll be O.K.

1843	900 American settlers followed the Oregon trail to Oregon.
1818	England and U.S. signed a treaty—both countries could use Oregon country.
1804	Lewis and Clark explored Oregon country for the U.S.
1792	Robert Gray discovered the Columbia River for the U.S.
1778	— James Cook claimed Oregon coast for England.



Name	Date
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#### American Families: Should we go west to Oregon? (continued)

#### Comprehension

- 1. Who are we in paragraph 2 (Jim's first paragraph)?
- 2. Why has the government offered free land to people in Oregon Country?
- 3. Why does Jim think the crops in Oregon grow by themselves?
- 4. Why does Jim want to go to Oregon?
- 5. Where is <u>here</u> in paragraph 4?
- 6. What does Jim want to leave for his children?
- 7. Why do the people who are going to Oregon bring a wagon?
- 8. About how many miles will they travel in one month?
- 9. List three reasons why Mike doesn't want to go to Oregon.
- 10. For each of the following statements, write *F* for fact or O for opinion. Remember that facts are things that can be checked. Opinions are a person's own ideas.
  - (a) The land in Oregon is rich and fertile.
  - (b) It's getting too crowded here.
  - (c) The government wants more Americans to live in Oregon.
  - (d) Oregon Country belongs to England.
  - (e) It's more than 2,000 miles to Oregon.
- 11. What decision do you have to make?

#### Decision Marana Marana

- Will you go to Oregon? Choose one of the following options:
  - (a) No. I'm going to stay here.
  - (b) Yes, of course I'm going. We would be crazy not to go!
  - (c) I'm not going to go now. I want to wait a while.

(d)	Other:	
( )		

• Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



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Name	Date	



## **Congress**

#### Should the U.S. admit Texas?

It is 1844. You are a member of Congress. Texas is an independent country now, and Texans want to join the U.S. Most people in Texas are Americans. They are white, and they speak English. They moved to Texas when Mexico invited Americans to settle the land. They were mostly poor farmers looking for a better life and a chance to own land. They share our ideas about democracy. They fought a war against Mexico to get their independence and freedom, just as we did against England.

Texas is important because of cotton. The land is perfect for growing it, and that is why a lot of southerners moved there with their slaves in the 1820's. In fact, Britain is interested in joining with Texas because the supply of cotton is huge. Britain would buy Texas cotton, and Texas would buy British manufactured goods. Texas is also interested in getting protection from Britain. Mexico is still angry that Texas separated from Mexico,

and there could be another war.

Texas has asked to join the U.S., but Congress has not agreed to admit Texas. Texas wants to allow slavery. Congressmen from the Northeast do not want another slave state. In fact, Texas is so large that it could be divided up into several states. That could make several new slave states. Then the southern states would control the Congress. They would vote against tariffs, which protect the Northeastern factories.

All Americans are worried about Texas joining Britain. We do not like the idea of European countries controlling our neighbors. Southerners do not want Britain to start buying cotton only from Texas. Southerners are also afraid that Britain will get Texas to stop slavery. That could cause the slaves in the South to revolt or run away to Texas. Northerners are afraid of a special trade agreement between Texas and Britain. You are a Congressman, and you have to decide how to vote.

1836	— Texans declared independence. Fighting continued at the Alamo and San Jacinto. Texas became a republic.
1835	— Fighting started between Texans and Mexican soldiers.
1830	Mexico agreed to allow Texans to have slaves and to protect Texans,
1021	but stopped more immigration from the U.S.
1821	Mexico won independence from Spain. 300 American families settled in Texas.
1700	
1682	— Spanish missions near El Paso were founded.
1600	
	— Coronado crossed Texas.
1540	
1528	Cabeza de Vaca wandered through Texas.
1519	Pineda mapped Gulf Coast.
1500	



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Name	Date	



#### **Congress: Should the U.S. admit Texas?** *(continued)*

#### Comprehension

- 1. Who are you in this story?
- 2. Who are They in the first paragraph?
- 3. Why is Texas an independent country now?
- 4. What does the word That refer to in the third paragraph?
- 5. Do the southern states want to admit Texas? Why or why not?
- 6. How does Mexico feel about Texas now?
- 7. What other countries are interested in joining with Texas?
- 8. Why are these other countries interested in joining with Texas?
- 9. Who are We in the fourth paragraph?
- 10. What do Texans want to do?
- 11. Why don't some people in the U.S. want to annex Texas?
- 12. What decision do you have to make?

#### Decision MATATATATATATATA

- Should we let Texas join the U.S.? Choose one of the following options:
  - (a) Let Texas join the U.S. as a slave state.
  - (b) Let Texas join the U.S., but only if it abolishes slavery.
  - (c) Don't let Texas join the U.S.

(d)	Other:	

• Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



# 1844

#### **U.S. Citizen**

### Whom should we elect to be president?

It is 1844. You are an American citizen, and there is an election this year. The big issue is "How big should the U.S. be?" Everybody is talking about Texas and Oregon Country: Should they become part of the United States?

Texas has been an independent country since it won its independence from Mexico in 1836. Texans want to become the twenty-eighth state in the United States. Northerners are not happy about Texas joining the U.S. because Texas allows slavery. Texas is so big that it could be divided into several smaller states. Then there would be more slave states than free states. Southerners want Texas to join, of course. Texans are saying they might join up with England if the U.S. doesn't admit them. Nobody likes the idea of England being our neighbor!

Oregon Country is the other big question. There are not many people out there—a few English fur traders and some American missionaries. Both England and the U.S. claim Oregon. We have an agreement to use it together. The missionaries say that Oregon is awesome. The soil is excellent for farming, the forests are filled with trees and fur-bearing animals, and the rivers are teeming with fish. A lot of Americans are talking about Oregon nowadays. They have "Oregon fever." Last year about 900 American pioneers followed the Oregon Trail to Oregon. Thousands more are joining this year. They are already talking about establishing a government and forcing the British out. People are saying that God

wants America to have the whole continent, from the Atlantic to the Pacific.

There are three candidates for president this year. James Polk of Tennessee is the candidate for the Democratic Party. He favors admitting Texas. He wants to send more settlers out to Oregon. If we have more settlers there, we have more right to claim it. He says that all of Oregon belongs to us—up to the latitude 54° 40', even if we have to go to war with Britain for it.

The candidate for the Whig Party is Henry Clay of Kentucky. Clay does not favor admitting Texas if Mexico does not approve. He does not want to fight a war to protect Texas from Mexico. He does not talk about Oregon.

Another candidate, James Birney of the Liberty Party, says that the important question is slavery, not territory. He wants to abolish slavery in the United States.





Name	Date
INAILIC	Date



#### **U.S. Citizen:** Whom should we elect to be president? (continued)

#### Comprehension

- 1. Who are you in this story?
- 2. What do you have to decide this year?
- 3. What are reasons for admitting Texas to the U.S.?
- 4. What does Then refer to in the second paragraph?
- 5. What are reasons against admitting Texas to the U.S.?
- 6. What have the U.S. and England agreed to do?
- 7. When did 900 American pioneers go to Oregon on the Oregon Trail?
- 8. What are reasons for annexing Oregon Country?
- 9. What are reasons against annexing Oregon Country?
- 10. Which of the three candidates for president is against admitting Texas to the U.S.?
- 11. Which of the candidates is not interested in either Texas or Oregon?
- 12. Which of the candidates is most interested in the question of slavery?
- 13. Which of the candidates wants to make the U.S. a larger country?
- 14. Which of the candidates is worried about a future war with Mexico?

#### Decision Nama Canada Ca

- Whom will you vote for to be president of the U.S.? Choose one of the following options:
  - (a) James K. Polk
  - (b) Henry Clay
  - (c) James Birney
  - (d) Other: \_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



# 1845

## Slave

### Should you run away?

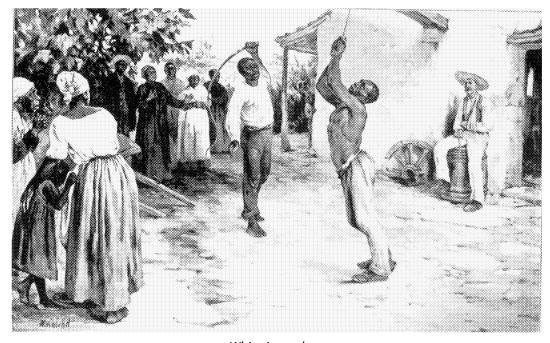
It is January 1845. You are a slave on a cotton plantation in Georgia. You are a young, single man, 21 years old. You have been a slave your whole life. Life on the plantation is hard. Picking cotton is difficult work. The white master is cruel. Sometimes he beats you to make you work faster. Your cabin is small and cold in winter. You cannot get married or even leave the plantation without the master's permission.

You hate being a slave. You want to escape to the North. Black people can be free there. But running away is very dangerous. The journey is long and hard. Your master will pay a reward to anyone who can capture you. He might even send slave catchers and

dogs to find you. You cannot travel on the roads or by boat. You cannot travel during the day. You cannot go into towns to get food. You cannot even make a fire at night to keep warm! If you do these things, the slave catchers will find you.

If you are captured, you will be taken back to your plantation. If you are lucky, they will only beat you. Maybe your master will sell you to another slave owner in a different part of Georgia or even a different state. Then you will never see your family or friends again.

This morning two friends came to your cabin. They are planning to run away! They are leaving tonight. They want you to go with them.



Whipping a slave



Name Date	



#### Slave: Should you run away? (continued)

#### Comprehension

- 1. Who are you in this decision?
- 2. What state do you live in?
- 3. In paragraph 2, what does the word there refer to?
- 4. Why will the master pay a reward to the person who captures a runaway slave?
- 5. What is the safest way for a runaway slave to travel?
- 6. If you run away, which direction will you go in? Why?
- 7. What decision do you need to make?

#### Decision MANAGAMANANA

- What are you going to do? Choose one or more of the following options:
  - (a) Keep working on the plantation. Running away is too dangerous.
  - (b) Winter isn't a good time to run away. Tell your friends to go without you.
  - (c) Run away with your friends tonight.
  - (d) Run away tonight, but don't go far away. Hide in the woods nearby so you can visit your family.
  - (e) Run away by yourself.
  - (f) Take your family with you when you run away.
  - (g) Ask your friends to wait until spring. Then you will go with them.
  - (h) Tell the master about your friends' plan. Maybe he will give you a reward.
  - (i) Keep quiet. Don't say anything to anybody about what is happening.
  - (j) Save enough money to buy your freedom.

(k)	Other:	

• Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.





#### **U.S. Government**

### How can we get California?

#### 

It is May 1846. You are a member of the United States Government.

The U.S. and Britain are going to sign a treaty that will solve the Oregon Country problem. The agreement will set a boundary line between the U.S. and Canada. The line will go from the Rocky Mountains straight west to the Pacific Ocean. Finally we will have a northern boundary from the Atlantic to the Pacific! Oregon Country will probably become a state someday. In fact, it is so large that it might become four or five states! What a great country we are!

But we could be greater if California belonged to us. There are not many people out there—a few Mexicans, hardly any Indians anymore. But there are two possible harbors that would be very valuable—San Francisco and San Diego. We have offered Mexico lots of money for this land several times. Last year, President Polk offered \$40 million for California and New Mexico. Mexico does not want to sell this land, however.

Many Americans believe that the U.S. should have all the land between the Atlantic and the Pacific Oceans. God put it there for us to take and use. Mexicans and Indians are just lazy. They do not use the land well. On the other hand, wherever we Americans go,

we use the land and the trees and the water. We make farms, use the trees for making ships and houses, build cities, and develop the land. California should be ours.

Date





Name	Date	



#### **U.S. Government:** How can we get California? (continued)

#### 

- 1. Who are you in this story?
- 2. For each statement, write *T* for true or *F* for false.
  - (a) Until now, there hasn't been a boundary between Canada and the U.S.
  - (b) The U.S. will get all of Oregon Country that is north of the boundary line.
  - (c) Oregon Country will become the state of Oregon.
  - (d) The U.S. has tried to buy California.
  - (e) California is an independent country.
  - (f) We are interested in California because we need the land.
  - (g) Many people think that California should be independent.
- 3. For each statement write *F* for fact or O for opinion. Remember that facts are things that can be checked and agreed to by everyone. Opinions are a person's own ideas.
  - (a) Oregon will become a state someday.
  - (b) The agreement will set a boundary line between the U.S. and Canada.
  - (c) What a great country we are!
  - (d) There are hardly any Indians in California.
  - (e) Mexico does not want to sell California to us.
  - (f) Mexicans and Indians are just lazy.
  - (g) Americans always use the land well.
  - (h) California should be ours.
  - (i) God put California there for us to take and use.
  - (j) There are many natural resources in California.



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Name	Date	



#### **U.S. Government:** How can we get California? (continued)

#### Decision Name Language Language

- What should the U.S. do about California? Choose one or more of the following options:
  - (a) Offer Mexico more money to buy California.
  - (b) Send an army out west. If Mexico attacks, we will take California and New Mexico in the peace treaty after we win.
  - (c) Send settlers to California. They will take over the area just as we did in Florida, Texas, and Oregon.
  - (d) Send an army to California. If the Mexicans attack, we will take California and New Mexico in the peace treaty after we defeat them.
  - (e) Support the Mexicans and Americans in California who want to become independent from Mexico.
  - (f) Forget about California. If we cannot buy it or get it peacefully and fairly, we should wait.
  - (g) Send an army to attack Mexico. When we win, we will make Mexico, California, and New Mexico territories of the U.S.

(]	n I	Other:	
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• Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name \_\_\_\_\_ Date \_\_\_\_



#### **Irish Farmers**

# Should we leave Ireland and emigrate to America?

#### 

It is 1847. You are an Irishwoman. Like most people in Ireland, your family lives on a farm.

These are terrible times for farmers. A disease is killing the potato crop, our most important food. There is not enough to eat. People all across Ireland are starving.

Many people are leaving their farms. Some are going to cities in Ireland to look for jobs. Others are going to work in America and other countries. In America there is a lot of farmland, and there are jobs for laborers and factory workers in American cities. But letters from America say that Americans do not like Irish people. In some places, they refuse to hire Irish workers.

Should we leave Ireland? Maybe we would find a better life in America. But all our family and friends are here in Ireland. Our farm is here. If we emigrate to another country, will we be able to return someday?

Will we ever see Ireland again?



Departure from Ireland



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Name	Date	



## Irish Farmers: Should we leave Ireland and emigrate to America? (continued)

#### Comprehension

- 1. Who are you in this decision?
- 2. Why are people in Ireland dying?
- 3. In paragraph 3, what does they refer to?
- 4. What are the arguments against going to America?
- 5. What are the arguments in favor of going to America?

#### Decision Managanananana

- Should we leave Ireland and emigrate to America? Choose one or more of the following options:
  - (a) Yes. The whole family should emigrate to America as soon as possible.
  - (b) Send one family member to America to look for work and a place to live. The rest can go later.
  - (c) No. Stay on the farm and wait for times to get better.
  - (d) Move to an Irish city and look for work there.
  - (e) Move to another country, not America. Which country?
  - (f) Sell the farm.
  - (g) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



# 1848

#### Women at Seneca Falls

Which rights should we fight for?

It is 1848. You are a woman in Seneca Falls, New York. There's a special meeting in town, the Women's Rights Convention. More than 300 women and men are at the meeting to talk about women's rights. There have been many speeches about why women need civil rights. They say that men have not been fair to women, just as the British were not fair to the colonists 100 years ago. Throughout history, men have kept women down. They have not let women own property. They have not let women go to colleges and universities. They have not let women speak in public about important issues. Women do not have equal opportunities to work. Women have no rights when they get divorced. Women do not have the right to vote. Even simpletons have the right to vote!

The people at the conference have decided to write a "Declaration of Sentiments" like the Declaration of Independence.

The new "Declaration" has 17 ideas to improve the lives of women and give us equality. This "Declaration" will be a letter to the world. It will tell what rights we want women to have. It will bring the ideas of the Declaration of Independence to women.

But we cannot agree on one controversial point. Should we include the right to vote in our declaration? Of course, we all want the right to vote in elections. But some people say we should wait. The country is not ready for women voters yet. If we ask for the right to vote now, everyone will laugh at us.

Other women at the meeting disagree. They want to demand the right to vote now. Women have to pay taxes to the government, but we do not have the right to vote. It is like life in the British colonies a century ago. As citizens and taxpayers, we deserve equality and the right to vote.





Convention organizers Elizabeth Cady Stanton (left) and Lucretia Mott (right)



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Name	Date	



#### Women at Seneca Falls: Which rights should we fight for? (continued)

#### Comprehension

- 1. Who are you in this decision?
- 2. What is this meeting about?
- 3. Are all the people at the meeting women?
- 4. What are civil rights?
- 5. Why are you writing a declaration?
- 6. In paragraph 2, what does the word It refer to?
- 7. What is the controversy at the meeting?
- 8. What decision does your group need to make?
- 9. For each of the following statements, write *F* for fact or O for opinion. Remember that facts are things that can be checked and agreed to by everyone. Opinions are a person's own ideas. How could you prove the facts?
  - (a) "Men have not been fair to women."
  - (b) "Men have not let women go to colleges and universities."
  - (c) "Women do not have the right to vote."
  - (d) "The country is not ready for women voters yet."
  - (e) "We deserve equality and the right to vote."

#### Decision MATATATATATATATA

- Should we include the right to vote in the declaration? Choose one of the following options:
  - (a) Yes. Include the right to vote in the declaration. It is time. We must not wait any longer.
  - (b) No. Do not include the right to vote now. We will get this right later.
  - (c) Demand the right to vote for only some women. Which women should have the right to vote?

(d)	Other:	
. ,		

Why did you decide that way? Plan how you will explain your decision to your classmates.
 Write out your reasoning completely.

Which of the civil rights mentioned in paragraph 1 is most important to you? Why?



Name Date

# 1850

#### **U.S. Senator**

Should the new western states be free or slave?

It is 1850. You are a U.S. senator.

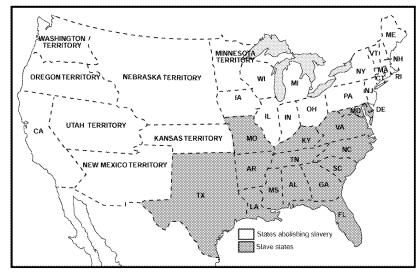
This question of slavery is splitting the country in half. The North and South still have the same old problem: Should new states be "free" or "slave"? In 1820 the Congress decided to keep the number of free and slave states equal. Today, there are 15 free states and 15 slave states. California wants to enter the Union as a free state, but what about the other territories we got in the Mexican War? They are so big that they could be divided into many states. How will we decide if they will be free or slave states?

There are new problems, too. Slavery has become even more important in the southern states. Most southerners do not own slaves, but the slave owners have most of the political power in the South. They want the national government to protect their right to own slaves. Many slaves run away to the northern states to be free. When this happens,

slave owners lose money. They want the government to pass a fugitive slave law to stop the runaway problem. This law would force northerners to return runaway slaves to their owners in the South.

Slavery is good for northern textile mill owners and clothing manufacturers because it keeps the price of cotton low. This means that cloth and clothing produced in the North are cheaper than the same products produced in English factories. Slavery is helping some factory owners get rich, but many northerners believe slavery is wrong. They want the government to abolish slavery and the slave trade in the United States, especially in the capital. These abolitionists help slaves escape and get their freedom in the North. Will these people obey a fugitive slave law?

We have had these problems over slavery for many years. How can we solve the conflict between the North and South once and for all?





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Name	Date



## U.S. Senator: Should the new western states be free or slave? (continued)

#### Comprehension

- 1. Who are you in this decision?
- 2. In paragraph 2, what does the word They refer to?
- 3. How did Congress solve the problem in 1820?
- 4. Why doesn't the 1820 solution work today?
- 5. In paragraph 3, what does the word this refer to?
- 6. Why do runaway slaves go north?
- 7. How does slavery help some northerners?
- 8. In paragraph 4, what do the words these people refer to?
- 9. For each statement, write *F* for fact and O for opinion. Remember that facts are things that can be checked. Opinions are a person's own ideas.
  - (a) There are 30 states in the U.S. in 1850.
  - (b) America has had problems with slavery for many years.
  - (c) This will be the last law we need to write about slavery in the U.S.

#### Decision Normananananana

- Should the new western states be free or slave?
- 1. Should we admit California as a free state or as a slave state?
  - (a) free state
  - (b) slave state
  - (c) Don't admit California now.

(	d)	Other:	
U	$^{\iota}$	Curci.	

- 2. Should the territories we got in the Mexican War be slave or free?
  - (a) free
  - (b) slave
  - (c) Let the people in each territory decide.
  - (d) Other: \_\_\_\_\_



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Name	Date	



## U.S. Senator: Should the new western states be free or slave? (continued)

- 3. Should slavery and the slave trade be legal in the United States?
  - (a) Both should be legal.
  - (b) Both should be illegal.
  - (c) Slavery can continue, but not the slave trade.
  - (d) Other: \_\_\_\_\_
- 4. Should we pass a law to return all runaway slaves to their masters?
  - (a) No. A person who catches a runaway slave should not have to return him or her.
  - (b) The law should force all people to help return runaway slaves.
  - (c) Only some runaway slaves should be returned. Which slaves?
  - (d) Only runaway slaves in slave states should be returned.
  - (e) No. Runaway slaves are free.
  - (f) Other:

Stephen Douglas has suggested a compromise to solve the problem. California should be admitted as a free state. That will make the North happy. Then, we should pass the Fugitive Slave Law. That will make the South happy. In this way, the country can stay together peacefully.

#### Decision Managanana

- How will you vote on Douglas's compromise? Choose one option:
  - (a) I will support both bills. It is important to keep the country at peace.
  - (b) I will not support the compromise.
  - (c) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name \_\_\_\_\_ Date \_\_\_\_

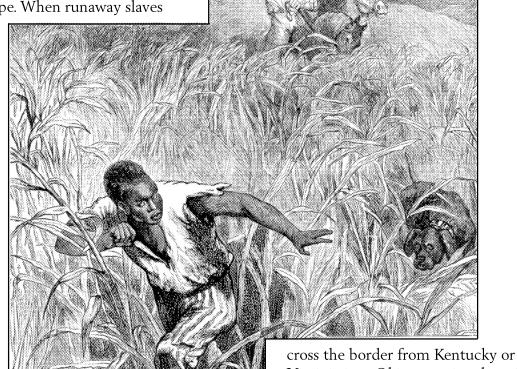
# 1851

### **Abolitionist**

### Should you obey the Fugitive Slave Act?

#### 

It is 1851. You are a schoolteacher in Ohio. Like many people in the North, you believe that slavery is wrong. You call yourself an "abolitionist" because you want to abolish slavery. You are also a member of the Underground Railroad, a group that helps slaves escape. When runaway slaves



Runaway slave

Virginia into Ohio, you give them food and shelter. Ohio is the northern end of the Underground Railroad, because slavery is illegal <a href="here">here</a> and farther north. There is an old law from 1793 that says runaway slaves must be returned to their masters, but nobody pays attention to it.



Name	Data	
Name	Date	



#### Abolitionist: Should you obey the Fugitive Slave Act? (continued)

#### Comprehension

- 1. Who are you in this decision?
- 2. What does the word here refer to?
- 3. What does the word it refer to?
- 4. For each statement, write *T* for true or *F* for false.
  - (a) The Underground Railroad is a special train for black people only.
  - (b) Helping slaves escape is against the law.
  - (c) On the Underground Railroad, your job is to go into the southern states and tell slaves to escape.

Tonight you are at a special meeting of abolitionists to discuss a new law, the Fugitive Slave Act. This new law is much stronger than the old one. It says that runaway slaves are not free anywhere in the United States, even in northern states where slavery is illegal. The national government is going to hire special police just for catching runaway slaves. The law says that citizens must help the officers catch slaves when they ask for help. If you refuse to help the slave catchers, or if you help slaves escape or give them food, you could be in big trouble. The punishment for breaking the Fugitive Slave Act is six months in jail and a \$2,000 fine.

What will you do about this new law? Now runaway slaves will have to go all the way to Canada, another two hundred miles of traveling. They will need more help from the Underground Railroad, but the job is more dangerous now, too.

- 5. What do the words the old one refer to?
- 6. What does the word It refer to?
- 7. What does the word they refer to?
- 8. Why do slaves have to go to Canada now?
- 9. What are the differences between the old law and the new Fugitive Slave Act?
- 10. What will happen if you are caught disobeying this law?

#### Decision Managaranagaranaga

- Will you obey the Fugitive Slave Act? Choose one of the following options:
  - (a) No. I will continue helping runaway slaves.
  - (b) No. If the special slave police ask for my help, I will not help them.
  - (c) Yes. I will obey the law.

(A)	Other:		

• Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.

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## **Supreme Court**

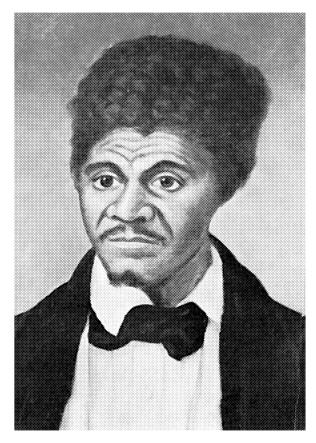
Are black people citizens of the United States?

#### 

It is 1857. You are a justice of the United States Supreme Court. The case before you is Dred Scott v. Sandford, another slavery case. Dred Scott is now a slave in Missouri. He lived with his master in Illinois and Wisconsin (where slavery is illegal) for five years. Scott and his lawyers say he should be free because he was a citizen of a free state. The Supreme Court of the state of Missouri did not agree. It

decided that Scott lost his freedom when he returned to live in Missouri.

Now we are deciding Scott's case. Each state has its own laws about slavery. If Scott is a citizen, he can challenge these laws in court. If he is not a citizen, then he cannot challenge the laws. Are black people citizens of the United States? Our decision will make some people happy, but others very angry.



**Dred Scott** 



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Name	Date	



#### **Supreme Court:** Are black people citizens of the U.S.? (continued)

#### 

- 1. Who are you in this decision?
- 2. In paragraph 1, what does the word It refer to?
- 3. If the Missouri Supreme Court has already made a decision about Dred Scott's case, why are we listening to it again?
- 4. Is Missouri a free state or a slave state?
- 5. Which free states did Dred Scott live in? Can you think of why he returned to live in Missouri with his master?
- 6. What decision do we have to make?
- 7. If we decide that Scott is a citizen, which groups will be happy? Why?
- 8. If we decide that Scott is *not* a citizen, which groups will be happy? Why?

#### Decision MATATATATATATATA

- Are black people citizens of the United States? Choose one of the following options:
  - (a) Yes. Blacks are citizens. They should have the same rights whites have.
  - (b) Yes. Blacks are citizens, but they shouldn't have the same rights whites have.
  - (c) All free blacks are citizens, but slaves are not.
  - (d) Only free black males over age 21 are citizens.
  - (e) No. Blacks are not citizens.

• Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



# 1859

#### **Americans**

#### What should happen to John Brown?

It is November 1859. You are an American citizen. On October 16, John Brown and about twenty men, both black and white, captured the U.S. arsenal at Harpers Ferry, Virginia. They wanted guns and ammunition. Their plan was to start a black slave revolt. Slaves would run away from their masters and join Brown's group on his farm. They would need guns to protect themselves and to free other slaves.

Their plan did not work. They killed some soldiers and captured the guns. But, on October 18, the Virginia militia and federal troops killed half of Brown's men and captured the rest. Now Brown is on trial.

Brown is white, and for all of his 59 years he has opposed slavery. His father was an abolitionist. In Pennsylvania in 1825, his barn was part of the Underground Railroad helping slaves escape to the North. In Massachusetts, he taught blacks how to defend themselves and protect runaways. In Kansas four years ago, he led a group that murdered proslavery settlers.

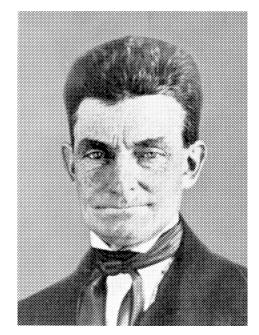
In the court, Brown says that God ordered him to do these things. He says that slavery is a terrible crime. He says that it must stop, and force is the only way to stop it. He says that God is on his side. His lawyer wants to say that Brown is innocent because he is insane. He should not be punished because he is crazy. He should be put in a hospital. But Brown will not let his lawyer say this. Brown

says that he knew what he was doing. He says that he was working for God, and he was doing what was right.

Some northerners support Brown.

Others think that he was insane. Still others say that a slave revolt is the wrong way to end slavery.

Southerners are very angry. They say that Brown is a murderer and a traitor. He fought and killed state and federal troops. They say that Brown and all people like him should be hanged. <u>They</u> are angry that Northerners support Brown.



John Brown



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Name	Date	



#### Americans: What should happen to John Brown? (continued)

#### Comprehension

- 1. Who are you in this story?
- 2. What did John Brown and his men do?
- 3. Why did they do it?
- 4. Were they successful?
- 5. Whom does the word themselves in the first paragraph refer to?
- 6. Why does Brown's lawyer want to say that Brown is insane?
- 7. What do northerners think about Brown and what he did?
- 8. Whom do the words Others and Still others in the fifth paragraph refer to?
- 9. What do southerners think about Brown and what he did?
- 10. Who are They in the last paragraph?
- 11. What decision do you have to make?

#### Decision manananananana

- What should happen to John Brown? Choose one or more of the following options:
  - (a) Let him go free. He is right to fight against slavery.
  - (b) Hang him. He is a murderer and a traitor.
  - (c) Put him in a hospital. He is insane, and the hospital can help him get better.
  - (d) Put him in jail for \_\_\_\_\_ years.
  - (e) Make him pay for the damage.
  - (f) Exile him from the U.S. forever.
  - (g) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name \_\_\_\_\_ Date \_\_\_\_\_



### **Americans**

### What should we do about slavery?

#### 

It is 1859. You are an American citizen. For 240 years, there have been slaves in America. There are many different beliefs about slavery. Some people think it is wrong; others think it is right. Still others think it is wrong but necessary for the southern agricultural way of life. What should we do about slavery?

ONE SOUTHERN PLANTER: Slavery is necessary for our plantations. Without slaves, we could not grow so much tobacco and cotton. Without cotton, there would be no textile factories in the North and in Europe. Slavery is good for the blacks, too. We give them a good life and take care of everything they need. They're happy. What should we do about slavery? Let it continue. Let it spread to more states.

ANOTHER SOUTHERN PLANTER: I agree that slavery has been good for our way of life. But I know that taking away people's freedom is wrong. Slavery must end, but we must stop it slowly. Eventually, I will free my slaves. Others will free theirs, too. Slowly and voluntarily, the South will change.

A NORTHERN ABOLITIONIST: We women demand equal rights for everyone. All slavery is wrong. Negro slavery is wrong, and oppression of women is just as wrong. It is already illegal to bring more slaves into America. Now, we need a federal law to abolish slavery in every part of the United States. If a territory wants to join the U.S., it must first abolish slavery.

Another Northern abolitionist: I

agree that slavery is wrong. We must stop it *immediately*. Congress is too slow. Southern congressmen force us to compromise. They say one free state can join the U.S. if one slave state can join. California can join the U.S. if the federal government will help return runaway slaves. These compromises do not end slavery. Laws are too slow. The only way to end slavery is to use force. We must help slaves escape and get guns so that they can revolt.

A NORTHERN CONGRESSMAN: Laws are the best way to end slavery. It will take time. We must do this slowly. Southerners cannot change their way of life overnight. We want to end slavery, but we need laws that the South can agree with. Slowly, there will be less and less slavery.

A SOUTHERN CONGRESSMAN: Slavery must continue. It is our way of life. Northern states and the federal government have no right to stop slavery. They have no right to tell us how to live. We do not tell them how to run their factories. If the North tries to stop slavery, the South should separate from the United States. The South should become an independent country.

A NORTHERN TEXTILE MILL OWNER: The South needs slaves. Without slaves, southerners cannot grow cotton. If they do not grow cotton, we cannot produce cloth. Our mills and jobs depend on getting cotton from the South. Other kinds of northern factories also depend on doing business with the South. The South needs slaves, and we need the South. This slavery issue must not divide the



Name	Date



#### Americans: What should we do about slavery? (continued)

Union. I don't like slavery, but the economy and the Union are more important.

A NORTHERN WORKER: I don't like this abolitionist talk. I don't care if slavery is right or wrong. If the slaves are freed, they'll come up here. We don't want more of them. We like our jobs, and we like our cities the way they are.

A SLAVE: As usual, nobody's asking me. Nobody asks us black people what we want.

More than anything else, I want my freedom. I don't want my family sold away from me. I don't want my children to grow up slaves. I want them to go to school instead of working the way I have to. I want the freedom to choose where I live and who I work for. I want to own land and live in my own house. I don't care how you stop slavery. Just stop it, and give us back our freedom.

1859 1857 1854	<ul> <li>John Brown tried to start slave rebellion.</li> <li>Dred Scott decision by U.S. Supreme Court denied citizenship to blacks.</li> <li>Kansas-Nebraska Act opened northern territory to slavery.</li> </ul>
1850	- Fugitive Slave Law
1841 1839	<ul><li>"Creole" slave mutiny</li><li>"Amistad" slave mutiny</li></ul>
1834 1833 1831	<ul> <li>British Empire abolished slavery.</li> <li>American Anti-Slavery Society was organized.</li> <li>Nat Turner rebellion, Virginia</li> </ul>
1822	Denmark Vesey slave conspiracy, Charleston, South Carolina
1820	Missouri Compromise prohibited slavery north of Missouri's southern boundary.
1807–8	Congress banned slave trade.
1787	U.S. Constitution protected slavery.
1777 1775	<ul> <li>Vermont became First American colony to abolish slavery.</li> <li>First abolitionist society in U.S.—Philadelphia</li> </ul>
1739	Slave revolt, Stono, South Carolina.
1708	Slave revolt, Newton, Long Island, New York
1688	First formal white antislavery protest, Germantown (Pennsylvania) Quakers
1641	Massachusetts was first colony to legalize slavery.
1619	— More than 20 black Africans arrived at Jamestown.

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Name	Date	

### 1859

#### Americans: What should we do about slavery? (continued)

#### Comprehension

- 1. Who are you in this story?
- 2. Which of these people say that slavery is wrong?
- 3. Which of these people say that slavery is important for the South?
- 4. Which of these people say that slavery is good?
- 5. Which of these people say that Congress should end slavery?
- 6. Which of these people say that the South should be forced to end slavery?
- 7. Which of these people think that slavery is the right of each state?
- 8. Which of these people think that the federal government should make laws about slavery?
- 9. Which of these people say that slavery must end quickly?
- 10. Which of these people say that slavery should end gradually?
- 11. Which of these people say that new states must not allow slavery?

#### Decision Manananananana

- What should we do about slavery? Whom do you agree with? Choose one of the following options:
  - (a) the first southern planter
  - (b) the second southern planter
  - (c) the first northern abolitionist
  - (d) the second northern abolitionist
  - (e) the northern congressman
  - (f) the southern congressman
  - (g) the northern textile mill owner
  - (h) the northern worker
  - (i) the slave
  - (i) Other:
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



# 1860

#### **U.S. Voters**

#### Whom should we elect to be president?

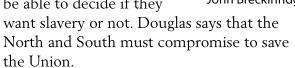
#### 

It is 1860, time to elect a new president. You are a U.S. voter. Slavery is the most important issue in the United States. We have had trouble about slavery since the Constitution was written. The country is divided into two parts. The North is against slavery, and the South is in favor of <u>it</u>. Should the U.S. be a "free" or a "slave" nation?

This is the biggest question for the next president. If people in the South do not like the president's answer, what can they do about it?

There are four candidates in this election, from three political parties:

Stephen Douglas (Democrat) is a U.S. senator from Illinois. Douglas believes that the U.S. should expand west into new territories.
 He says voters in the new territories should be able to decide if they



• John Breckinridge (Southern Democrat) is



Abraham Lincoln



John Breckinridge

now the U.S. vice president. He is from Kentucky, and he believes that the states should have the right to choose slavery. He wants the Union to stay together, but he says the states have the right to separate from the Union.

 Abraham Lincoln (Republican) is a lawyer from Illinois. He says that the U.S. cannot



Stephen Douglas



John Bell

continue to be split between free and slave states. Lincoln believes that new states and territories should not have slavery, but he says the federal government should not interfere with the states that already have slavery. Lincoln says that the states do not have the right to secede from the Union.

 John Bell (Constitutional Union Party) is a U.S. senator from Tennessee. He owns slaves, but he believes

that new territories and states should not have slavery. Bell says that slavery is not the most important issue in this election; keeping the Union together is.



Name Date	



#### **U.S. Voters:** Whom should we elect to be president? (continued)

#### Comprehension

- 1. Who are you in this decision?
- 2. How long has slavery been a problem?
- 3. In paragraph 1, what does the word it refer to?
- 4. How many of these candidates believe in slavery?
- 5. Which candidate owns slaves?
- 6. Which candidates oppose slavery in the new states and territories?

#### Decision Managarana Managarana

- Whom should we elect to be president? Choose one of the following options:
  - (a) Douglas
  - (b) Breckinridge
  - (c) Lincoln
  - (d) Bell
  - (e) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name \_\_\_\_\_ Date \_\_\_\_



### **Southerners**

#### Should we secede from the Union?

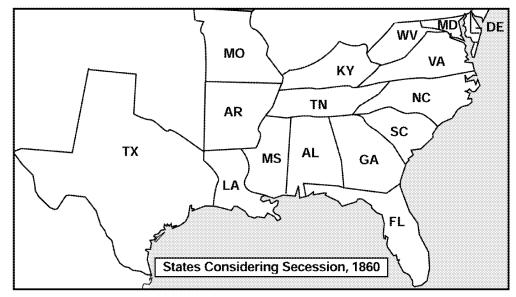
It is 1860. You are an American from a southern state.

People all over the South are talking about seceding from the Union. For a long time, we have been arguing with the northern states. One argument is about the economy. We buy manufactured goods from the factories that offer the best prices. We like European factories because the prices are lower and products are good. The northern factory owners are trying to make us buy their products. They convinced the government to raise tariffs on European goods. That makes the European prices higher than northern prices!

Another problem is slavery. The economy of our states depends on agriculture, especially cotton. Without slaves, we will not be able to make a profit on our crops. Slavery isn't very important in the northern states, so people there do not understand <u>it</u>. Abolition-

ists in the North are attacking our way of life. They say we are bad, evil people. They are helping our slaves run away from us. One crazy man named John Brown even tried to start a slave revolution against us!

A northerner named Abraham Lincoln has just been elected President of the United States. Lincoln is not an abolitionist, but he believes slavery is wrong. He wants to stop slavery in the new territories and new states, and he says that eventually there should be no slavery in the United States. This is too much! The North already controls the national government. States are losing their rights, too. The national government will control us. They will raise tariffs. They will force us to buy northern goods. And now Lincoln wants to stop slavery. They will stop us from using slaves. We won't have any rights or power at all.





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Name	Date	



#### Southerners: Should we secede from the Union? (continued)

#### Comprehension

- 1. Who are you in this decision?
- 2. In paragraph 2, what does we refer to?
- 3. In paragraph 2, what does the word That refer to?
- 4. In paragraph 3, what does the word it refer to?
- 5. Give three reasons why the South is angry with the North.
- 6. Which part of the country has more factories—the North or the South? Why do you think this?
- 7. Why do the southern states want more rights for states?

#### Decision Managarana Managarana

- Should we secede from the United States? Choose one of the following options:
  - (a) No. We should not secede.
  - (b) We should secede and form one new country of the slave-owning states.
  - (c) We should secede, and each state should become a separate and independent country.
  - (d) We should threaten the federal government with secession.

• Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



#### **Historical Notes**

#### 1450—Iroquois: Should we form a confederation?

See also 1776—CONTINENTAL CONGRESS; 1945—AMERICANS.

<u>Vocabulary</u>		
common language	vision	rules
tribe	union	revenge
prophet	injustice	

Choice c is probably closest to what happened. The exact date of the formation of the League of the Iroquois is unknown, though some texts place it in the middle 1500's. It may have occurred as early as the middle 1400's. The five nations met and formed a confederation, known as the Five Nations (or League) of the Iroquois. In 1722, the Tuscarora, a southeastern tribe displaced by white settlers, joined the league, which then became known as the Six Nations.

The Iroquois were the most powerful and widespread Native American group throughout the seventeenth century, their influence extending from New England to the Mississippi River and from the St. Lawrence River to the Tennessee River. The loose confederation did not interfere with internal tribal affairs, but it helped resolve intertribal conflicts, which previously had weakened and separated the nations. Fifty sachems, nominated by each tribe's women, comprised the ruling council. Each tribe had one vote, and absolute unanimity was required for decisions.

## 1492—Colón: How can you make sure that Spain gets the riches from this new place?

<u>Vocabulary</u>		
mainland island communicate greeted Cipango	Spice Islands the Indies success route	prove Asia Atlantic nearby

Colón, the name in Spanish for Columbus, is used in the text because that was probably what he was called.

The correct answer for the first decision ("Indians") is not listed. For the second decision, the Spanish eventually used all the methods listed in the options except b: they did not try to buy the land from the natives. Columbus claimed the land for the Spanish crown and began giving Spanish names to his "discoveries" (choice e). Hearing the native word for the island of Cuba, Colbanacan, Columbus thought he recognized the name Khan, and he asked to be taken there (choice d). The purpose of this vignette is to have the students consider the European frame of mind regarding the lands, resources, and people in their "discoveries." It might be useful to further draw out the basis for Europeans' belief that they were more advanced, superior, and entitled to make claims by comparing Europe with what they saw in the New World.

## 1519—Moctezuma: How should we treat these strange white creatures?

See also 1607—POWHATANS near Jamestown; 1621—WAMPANOAGS

<u>Vocabulary</u>			
emperor	sticks	strange	
spies	priests	creatures	
beard	strangers	metal	
coast	taxes		

According to Aztec history, Quetzalcoatl was due to return in 1519. When the Spanish expedition, led by Hernán Cortés, arrived on the Mexican coast, Moctezuma thought that the strangers were gods. Hoping they would go away peacefully, he sent them gifts and a message requesting they leave Mexico (option d). Moctezuma's gifts confirmed stories the Spanish had heard about gold and treasure in the center of the country. Instead of leaving, Cortés and his troops began to march west towards Tenochtitlán.

## 1607—Jamestown Colonists: What should we do first?

See also 1620—PILGRIMS.

<u>Vocabulary</u>		
excitement charter claim permission establish settlement are supposed to merchants investment	raw materials carpenters skilled workers gentlemen coast adventure stormy sailor	sponsoring colony explore route Asia crops valuable leaders

There is no correct order of priorities. However, the first settlers at Jamestown encountered several problems, some of their own making. They chose swampy land infested with mosquitoes, which brought disease. Lack of strong leadership led to disorder. One of the King's chosen leaders turned out to be the ship's captain, who was returning to England. The others proved to be weak leaders. The gentlemen and adventurers were unskilled and unwilling to do the agricultural and building work necessary to establish the settlement. Of the 100 original colonists, only 38 survived into December.

Have the students decide how each of the following people might have chosen priorities: gentleman, soldier, farmer, carpenter. Also have the students discuss the criteria for locating their settlement.

## 1607—Powhatans Near Jamestown: How should we treat these white people?

See also 1621—WAMPANOAGS.

<u>Vocabular</u>	У		
beads	recently	tribes	
furs	forts	trade	
foolish	thunder stick		

The date is 1607, and the location is the Chesapeake Bay area at the mouth of the James River. The area had been visited by the Spanish previously. The chief of about half of the 50 small tribes in the area was Powhatan. Initially, the natives in the area

did not want the English to stay, and they asked them to leave. Thinking that the settlers might help them subjugate neighboring tribes, Powhatan eventually gave food and help to the settlers. As the settlers encroached on native land, there were harassing skirmishes and retaliatory attacks. Choices a, b, d, and e all occurred.

## 1620—Pilgrims on the *Mayflower:* How should we organize ourselves? (Mayflower Compact)

See also 1607—Jamestown Colonists; 1776 Second Continental Congress; 1919 Congress; 1945 Americans.

<b>Vocabulary</b>		
crowded fortunately worship settle persecute culture charter	freedom to worship coast permission protect Pilgrim	indentured servant craftsman arguments succeed survive wilderness

Choice *c* resulted in the Mayflower Compact. Fearing a mutiny or separation of the Pilgrims and the Strangers, the Pilgrim leaders drew up a compact to bind the groups together in lieu of an official charter. All the male Pilgrims and most of the others signed the Mayflower Compact prior to their landing and establishing a settlement at Plymouth.

## 1621—Wampanoags: How should we treat these white people?

See also 1607—POWHATANS.

<u>Vocabulary</u>		
tribe coast recently sickness	red spot disease field maize	squash weak attack

At the time of the Pilgrim landing, the Wampanoag tribe consisted of about 1,000 people, more than 2,000 having died in a recent epidemic. They formed a confederacy of 8 villages and domi-

nated 30 others from Rhode Island to Cape Cod. In 1614, Thomas Hunt had visited the New England coast and taken 24 natives to sell into slavery in Malaga. Tisquantum (Squanto) had later been taken to London, where he was befriended by an English merchant. Although all the choices were probably considered, the Wampanoag tribe under Massasoit went to meet the Pilgrims in Plymouth and were friendly. Squanto stayed with them and taught them how to plant native crops.

## 1637—Boston Town Council: What should we do about Anne Hutchinson?

See also 1637—ANNE HUTCHINSON.

<u>Vocabulary</u>			
accuse minister town council	tolerate attend	Bible medicine	
town council			

The town fathers could not tolerate a woman contradicting the religious and social orthodoxy of Puritan Boston. Note that in comprehension question 8, letter a is a factual statement but it is factually wrong. Hutchinson was put on trial (option c) and imprisoned (option d) during the winter of 1637. Following a second trial (option c), Hutchinson did repudiate her teachings, but she was eventually expelled from the church (option f) and, in 1638, banished from the Massachusetts Colony (option e).

## 1637—Anne Hutchinson: How can you prove that you do not speak the devil's words?

See also 1637—BOSTON TOWN COUNCIL.

<u>Vocabulary</u>		]
herbal	power	
midwifery	knowledge	
interpret	trial	
Satan	Bible	
devil	ministers	
challenging authority	accuse	
		J

Hutchinson was tried twice, once by the government and again by the church. She defended herself articulately in both (choice *b*), but due to

illness and exhaustion, she eventually repented in writing (choice c). Despite her repentance, she was banished from the Massachusetts Bay Colony because the church believed that she could not have been sincere in her repentance.

## 1682—La Salle: How can France take control of North America?

See also 1754—Iroquois; 1763—European Negotiators.

<u>Vocabulary</u>		
fur trapping wilderness explore mouth (of a river) claim traders bother	wasteland savages establish fort interior continent territory	passage wealth colonists colonize entrance

La Salle met with King Louis XIV (choice *h*) to urge him to actively support colonization (choices *b*, *c*, *d*, *e*, *f*, *g*, and *h*). The King was supportive and sent him back to America to build a fort on the lower Mississippi to control the continent. However, when the expedition got lost, La Salle's men mutinied and assassinated him. It is important for students to see La Salle's strategy on maps.

## 1682—William Penn: How can we live together in this new colony?

<b>Vocabulary</b>		
Quakers troublemakers colonies fantastic climate	wheat crops settlers cultures religions	religious groups rights servants slaves

Penn wanted Pennsylvania to be a place where all people could live together as equals. Before selling land to settlers, Penn negotiated treaties with Native Americans. In contrast to other English colonies, the Native American population of Pennsylvania grew as Quakers and other Europeans settled the area. The laws that Penn wrote for his colony promoted the Quaker beliefs in religious and

cultural tolerance and pacifism. This tolerance, along with excellent farmland, brought thousands of non-Quakers to Pennsylvania. Philadelphia, Penn's "City of Brotherly Love," quickly became the most populous in the English colonies.

After organizing Pennsylvania, Penn did not spend much time there. As other groups who didn't share his concern for racial harmony and tolerance began to outnumber the Quakers, Native Americans were pushed off their lands as in other English colonies.

## 1683—Englishwoman: Should you become an indentured servant in America?

See also 1685—COLONIAL PLANTER; 1847—IRISH FARMERS; 1870—CHINESE IMMIGRANTS.

<u>Vocabulary</u>		
indentured servant colony voyage contract	one-way ticket permission jail	trade shop pay off

More than half of the Europeans who came to North America before the American Revolution were indentured servants. Teachers may want to use Question 5 to test students' understanding of race and labor in colonial America. Blacks could be indentured servants, but the great majority of indentured servants were white. In the 1600's, they came mostly from England. Later, they came from Ireland and Germany. Some servants came to the colonies in search of a better life. Others did not want to come, but were kidnapped or arrested and brought to the colonies by force. Fifteen percent of indentured servants died on the voyage to America.

Many servants ran away before their seven-year contract was complete. After becoming free, some former servants returned to Europe. Five percent eventually purchased land in the colonies. Most, however, became hired laborers and farm workers. Yet, some indentured servants become very successful citizens. In 1665, almost half of the burgesses in Virginia's House of Burgesses had once been indentured servants.

## 1685—Colonial Planter: What kind of workers should you use?

See also 1683—ENGLISHWOMAN; 1847—IRISH FARMERS; 1870—CHINESE IMMIGRANT.

colony voyage shelter planter indigo run away crops cultivate slaves	<u>Vocabulary</u>		
crops cultivate slaves	colony	voyage	shelter
	planter	indigo	run away
	crops	cultivate	slaves
plantation hire property	plantation	hire	property
indentured servants contract	indentured servants	contract	

Because early cash crops such as tobacco, rice, and indigo were so labor intensive, the greatest barrier to wealth through farming was the lack of a cheap labor source. Early attempts to use Native Americans as slaves failed—Indians in servitude generally ran away or died from European diseases. Indentured white servants, mostly English people, were an important labor source—particularly in the Virginia tobacco trade, where they outnumbered black slaves three to one in the 1670's.

In the 1680's, increased British participation in the West African slave trade brought slave prices down considerably. This enabled planters to purchase slaves more easily at a time when fewer whites were willing to indenture themselves as servants. Planters also grew to prefer slaves, because runaways could be more easily identified than runaway white indentured servants. By the 1730's, the Southern agricultural labor force was overwhelmingly black and slave.

## 1700—Colonial Merchant: What is the best way to make money? (Triangle Trade)

<u>Vocabulary</u>		
merchant products transporting citizen colony loyal parliament kingdom	however navigation manufacture woolen raw materials iron fur rum	opportunities slaves profits molasses distilleries bribing smuggle

A map of the triangle trade helps students grasp the concept. Question 20 challenges the students to read carefully and construct such a map. While some merchants went along with British regulations (choice a), many tried to evade the Navigation Acts (choice b). For a number of years, the laws were not enforced. Ask students how they would feel if the law were not being enforced.

## 1754—Iroquois at Albany: Should we help the British or the French, or should we be neutral?

Vocabulary			
neutral	settle	missionaries	
since	natives	soldiers	
enemy	furs	colonists	
French	trade	gifts	
however			

Most of the Iroquois sided with the British against the French because of their resentment against Champlain's aid to the Hurons in 1609. Their help was instrumental in limiting French power and in helping the British win the French and Indian War.

## 1763—European Negotiators: How should we divide up North America? (Treaty of Paris)

<u>Vocabulary</u>			
representatives	interior	capture	
treaty	discuss	control	
colonists	valley	owe	
claim	coast	reward	

The Treaty of Paris of 1763 brought the French and Indian War in America and the worldwide Seven Years' War to an end. England took all of French Canada and all French claims east of the Mississippi River, leaving France with only two small islands off Newfoundland (St. Pierre and Miquelon) and a few Caribbean islands. France ceded all her claims west of the Mississippi, plus New Orleans, to Spain. (This had been done in secret in 1762 to prevent England from taking them.) Spain ceded Florida to Britain in order to repossess Cuba.

## 1763—American Colonists: How can we get protection from the Indians when we move west?

See also August 1763—British Government; 1764—British Government.

<b>Vocabulary</b>			
British soldiers fighters colonial	used to settlers destroy	fort massacre settlement	

Following the French and Indian War, Britain gained all former French claims in North America. American colonists seeking to settle land west of the Appalachian Mountains were attacked by the Indians who were former French allies. When British garrisons needed reinforcements, land speculators lobbied for military assistance. News of massacres on both sides reached England, and the British government found itself without a permanent western policy. The colonists asked England to send troops to protect the settlers west of the Appalachians (choice b). To put down the fighting, the British used infected blankets to engineer a smallpox epidemic.

This and the next eight decisions portray the situation that led to the colonies' separation from England.

# August 1763—British Government: Should we send troops to protect the colonists? (Proclamation of 1763)

See also 1763—American Colonists; 1764—British Government.

<u>Vocabulary</u>			
members Parliament defeated	colonists farther destroyed	forts soldiers protect	

The King's stopgap measure to establish peace in the Ohio River area while scrambling to formulate a permanent western policy was to issue the Proclamation of 1763, which reserved all land west of the Alleghenies for the Native Americans (choice c). Fur traders, land speculators, and settlers in the area were to leave the area.

# 1764—British Government: How can we pay off our war debts?

See also April 1764—AMERICAN COLONISTS.

profits merchants income disobeying products afford expenses landowners protect colonists taxes settlers soldiers	<u>Vocabulary</u>			
	disobeying expenses colonists	products landowners	afford protect	

The mercantile system was so profitable to British merchants that William Pitt estimated that they made £2,000,000 a year on colonial commerce alone. The French and Indian War doubled Britain's debt from £72 million to £130 million. The budget had climbed from £14.5 million to £145 million. Colonies had long been faced with trade regulations in the form of duties, but they had never been taxed to provide revenue to meet Britain's expenses. The actual decision was to collect taxes from the colonists, which is dealt with in the next decision.

# April 1764—American Colonists: Should we pay these taxes? (British Revenue Act/Sugar Act)

See also 1764—British Government.

<u>Vocabulary</u>		
colonists	revenue	slaves
merchants	tax	loyal
expenses	act	laws
craftsmen	import	motherland
British Parliament	representatives	

Unlike previous charges that were explained as legitimate administrative costs, the Revenue Act of 1764 became the first tax imposed for the purpose of raising money in the colonies. Commonly known as the Sugar Act, it brought forth the idea of boycotts. It also gave birth to the first "taxation without representation" rhetoric. Independence (choice *e*) was not a consideration at this time, however. While some colonists were willing to pay the tax, especially if levied by their own assemblies to raise specific sums, choices *a*, *d*, and *f* were becoming increasingly popular.

# December 1773—American Colonists: What should we do about the British Tea Act?

See also March 1774—BRITISH GOVERNMENT; September 1774—FIRST CONTINENTAL CONGRESS.

<u>Vocabulary</u>		
colonists	soldiers	acts
upset	voted	trade
navigation	lead	refused
woolens	paints	warehouse
molasses	collectors	protested
iron	import	merchants
tax	tons	importing
expenses	cards	profits
printed	dice	Parliament
licenses	boycott	representatives
certificates permits	repeal duties	harbors

The Philadelphia and New York merchants refused to accept the tea; in Charleston it was stored in warehouses. In Boston, the tea remained on three ships. On December 16, 1773, some 60 members of the Sons of Liberty, dressed as Mohawk Indians, boarded the ships and dumped 342 chests of tea overboard. Dumping the tea is not included as one of the choices in order to see if the students could feel the anger and suggest that action on their own.

# March 1774—British Government: How should we punish the colonists for throwing our tea into the harbor?

See also December 1773—AMERICAN COLONISTS; September 1774—FIRST CONTINENTAL CONGRESS.

<u>Vocabulary</u>	
cargo colonists harbor rights Parliament citizens property destroy	protest get away with punish

The Coercive (or Intolerable) Acts were passed in 1774 to punish and humiliate Bostonians for the Boston Tea Party. There were four acts. The Boston Port Bill closed Boston Harbor until the colonists agreed to pay for the ruined tea (choice c). The

Administration of Justice Act permitted a change of venue for trials of British officials accused of capital crimes while enforcing British law. The Massachusetts Government Act severely limited town meetings (choice f). The Quartering Act provided that British troops could be housed in private and public homes and buildings without the consent of the owners (choice g). The Quebec Act, which was not punitive, was interpreted as an attempt to take over western territories claimed by Virginia, Connecticut, and Massachusetts. The effect of these acts was to unite the colonies. Clearer thinking (choices d and h) on the part of the British government could probably have prevented rebellion at this point.

# September 1774—First Continental Congress: What should the colonies do about the "Coercive Acts"?

See also December 1773—AMERICAN COLONISTS; March 1774—BRITISH GOVERNMENT.

<u>Vocabulary</u>			
commit to be tried discuss port soldiers decisions	permits crimes intolerable colonist separate	strangers spies trust officials opinions	

Only Georgia did not send representatives to the First Continental Congress. The Congress endorsed several proposals, including a, c, d, e, f, and h. Proposal g, which opened the session, lost by one vote, and the representatives went on to approve more drastic actions.

# 1775—Second Continental Congress: What should we do to protect ourselves from our mother country? (after Lexington and Concord)

<u>Vocabulary</u>			
supplies defend	redcoats	representa- tives	
Continental Congress	separate	colonists	

The Second Continental Congress approved a, b, f, k, and m (the Olive Branch Petition), and eventually h, i (the Declaration of Independence) and i.

# 1776—Second Continental Congress: Should the states join together or stay separate?

See also 1450—IROQUOIS.

<u>Vocabulary</u>		
independent	treaties	soldiers
charter	federation	supplies
colonies	defeat	decisions

The maps of the three choices may help the students grasp the differences. No longer colonies of Britain, the "states" were separate countries following the Declaration of Independence. In order to defend themselves against Britain, they chose to unite into a federation.

# 1777—Second Continental Congress: What kind of government should the nation have?

<u>Vocabulary</u>		
Continental Congress charter government constitution unite written leaders monarchy anarchy	ruling representatives Parliament veto dictatorship power military advice resources	cruel republic elect democracy theocracy teachings decisions holy goals

The purpose of this exercise is to make students aware of some of the other forms of government that had existed in the world prior to the time that the states were forging their new system. These other systems provided models that the delegates to the Congress could evaluate.

At the national level, the delegates formed a republic, choice *c*.

Students should realize, however, that only free, propertied white men could vote for their representatives. Students should note that following the Declaration of Independence, the colonies became separate "states" or countries and were choosing to bind themselves together for the immediate purpose of fighting Britain. For this reason, "united states" is left uncapitalized at this time.

# 1777—Second Continental Congress: How should we limit the power of the federal government? (Articles of Confederation)

See also 1787—CONSTITUTIONAL CONVENTION.

<u>Vocabulary</u>		
Continental Congress republic federation	independent government	federal national

The Second Continental Congress established a weak federal government because of its distrust of a strong central government. There would be no executive except for "a committee of the states" consisting of one delegate from each state. The legislature was created as described in b and would have power to make laws (c: 1, 2, 4, 5, 6, 7, 10, 13, 15, 16) but not levy taxes, commandeer troops for a federal military force, or regulate commerce. Nine of the 13 states had to agree to a law, and amendments required unanimous approval.

# 1786—New England Farmers: How can we stop the government from taking our land? (Shays' Rebellion)

<u>Vocabulary</u>		
Continental Congress crops	interfere promised	Revolution soldiers
elect	property	vote
government		

This situation existed in several states, not just in Massachusetts where Daniel Shays, a farmer and veteran of the Revolution, became the leader of the farmers. This affair became known as Shays' Rebellion. The farmers first tried to protest and petition the state legislature (choice f), but the legislature adjourned and ignored their pleas. Across the state, mobs closed the courts where foreclosures were being enacted (choice a). When they finally attacked the state arsenal in Springfield (choice d), state forces were assembled to put down the rebellion. Shays fled to Vermont, and none of the rebels were punished. Shays' Rebellion shocked the Continental Congress into reevaluating the Articles of Confederation and supporting a stronger central government.

# 1787—Constitutional Convention: What powers should our federal and state governments have?

<u>Vocabulary</u>		
delegate convention amend Articles of Confederation constitution national government power chart column declare war	ambassadors treaties negotiate coins governor military establish regulate trade foreign weights measurements	joining militias tax representatives property Congress advisers voters educated settle arguments serve

It is important for students to understand the federation's weaknesses under the Articles of Confederation before they do this exercise. Although some states expressly forbade their delegates to participate in the writing of a new constitution, the convention quickly began that undertaking. The results were:

- The federal congress was empowered to do options a-g, j-k, m-t (tax international imports but not exports). The states gave up certain powers (b, d-g, j-k, m-n, q) but retained others (a, c, h, i, l, p, r, s, t).
   The Great Compromise established two houses,
- The Great Compromise established two houses, one with proportional representation, the other with equal representation.
- 3. The "three-fifths compromise" established that three of every five slaves were to be counted. The North felt that slaves should be counted for taxation purposes but not for representation, whereas the South held the opposite viewpoint.
- 4. A majority of states were needed to approve laws; treaties and overrides of vetoes require a two-thirds majority.
- 5. An executive branch was established.
- 6. An electoral college (c) was established.
- 7. The president's term was four years. There were no term limits.
- 8. The original decision was not to write a bill of rights.
- 9. Not only did the Constitution not make slavery unconstitutional, it prohibited laws infringing on the importation of slaves for the next 20 years.

- Another compromise required the return of fugitive slaves.
- 10. Amendments become law when three fourths of state legislatures approve or three fourths of the states hold conventions and approve.

# 1789—James Madison: What rights and freedoms should be protected by a bill of rights?

<u>Vocabulary</u>		
representative Constitutional Convention approved demanded rights to present bill of rights to pass three fourths amendments	slavery torture inhuman lawyer arrested imprisoned speedy trial unreasonable welfare marry	participate pay conditions crime abortion permission to admit committed witnesses accused shoot
discrimination	worship	rob

The Bill of Rights that was adopted included choices 4–11, 19–22, 27, 29, 30, 31, 33, 35, as well as a few others.

The list that Madison submitted included two that were not approved. As with all amendments, two thirds of both federal houses and three fourths of the state legislatures had to pass the Bill of Rights in order for it to become law.

The usefulness of this exercise is not in getting the right answers but in considering what rights are essential. Students should also remember that what we consider essential today may differ from what people in the nineteenth century considered essential. A useful exercise may be for students to update the Bill of Rights by creating one for today. Other useful questions are "Are these rights essential in all countries?" "Should they be essential in all countries?" "Does just listing rights on paper actually give us those rights?" and "How does a list of rights actually protect those rights?"

# 1791—Americans: What is the best way for America to become great—through agriculture or through industry?

<u>Vocabulary</u>		
debate	develop-	living conditions
industry	ment	prison
encourage	perfection	fisheries
depend on	self-sufficient	wildlife
unlike	opposite	raw materials
manufactured	viewpoint	crops
products	labor	lumber
factory	republic	minerals
skill	debts	· · · · · · · · · · · · · · · · · · ·

Hamilton's views (choices *a*, *d*, *e*, *f*) eventually prevailed. An alternate way for students to make their own decision is to have them play different roles, such as farmer, factory owner, sailor, factory worker; southerner, New Englander, westerner, newly arrived immigrant, etc.

### 1796—Southern Planter: Should you grow cotton?

<u>Vocabulary</u>		
tobacco	indentured servants	to ship
indigo	cotton gin	to process
hired workers	invented	to remove

The American colonists needed a source of cheap labor. They tried to use Native Americans as slaves, but too many ran away or died of disease. White indentured servitude peaked in the 1680's, after which fewer and fewer Europeans were willing to indenture themselves. Africans were brought to Jamestown in 1619. The first blacks were indentured servants, but slavery soon prevailed, particularly in the agricultural South. Wealthy plantation owners began to import slaves from Africa, often via the Caribbean islands. By the time of the American Revolution, there were 500,000 black slaves in the colonies.

The great expansion of slavery toward the Mississippi was directly related to Eli Whitney's cotton gin. With the cost of cotton production dramatically reduced and the demand high in the North and in Europe, more planters were willing to invest in a permanent labor source. In some counties in Virginia and North Carolina, blacks came to outnumber whites by substantial margins.

# 1803—President Jefferson: Should the U.S. buy the Louisiana Territory?

<u>Vocabulary</u>		
double territory used to port	merchants gain enough	legal amend constitutionally

Choice d was the predominant reason initially for seeking a treaty. In 1762, France had ceded Louisiana Territory to Spain to prevent England from acquiring it at the end of the French and Indian War. However, in 1800, Napoleon got Louisiana back from Spain. France soon began to suspend the American right to deposit cargoes there, which had been an ongoing concern under Spanish control, but had been granted under Pinckney's Treaty in 1795. Initially, then, Jefferson had sent Robert Livingston to Paris to try to get Napoleon to sell New Orleans (and the Floridas, which he mistakenly assumed had also been given to France) for up to \$10 million. Quite to the Americans' surprise, Napoleon offered to sell the entire Louisiana Territory including New Orleans for \$15 million, or approximately three cents per acre. At first, Jefferson was concerned about the constitutionality of the deal because the Constitution did not authorize such purchases (j). He considered submitting an amendment to legalize the treaty (a), but decided that an amendment would take too long and Napoleon might change his mind. He pushed the treaty through Congress (k), the Senate ratifying it 26 to 5 and the House appropriating the money 90 to 25. This decision can be used to model how to develop a written argument employing several supporting reasons. For example, there are five reasons listed for buying the Louisiana Territory. There are seven reasons listed opposing the purchase. You may want to use these reasons to show students how to write their explanations. They can also be used to show how early limitations of the Constitution were resolved in practice. As a way of showing the relative size of the Louisiana Purchase to the rest of the U.S., have students guess how many states and which states were wholly or partly formed out of the Louisiana Purchase. (15 states: Montana, Wyoming, Colorado, New Mexico, Oklahoma, Kansas, Nebraska, South and North Dakota, Minnesota, Iowa, Missouri, Arkansas, Louisiana, Texas).

# 1807—Tecumseh: What can we Native Americans do to save ourselves from white people?

<u>Vocabulary</u>			
north	won	whiskey	
chief	settlers	hunt	
south	natives	worried	
territory	tricking		

Tecumseh's greatness came from his realization that in order to survive, the Native Americans would have to act in unity. All land was Native American land, and no tribe could sell or give it away. A powerful orator, he tried to persuade tribes throughout the East—from Iowa to Florida to New York this need to unite to fight white encroachment. Some, especially the young, agreed; the "good Indians"—the elders and drunkards—reproached him. Before his union was in place, he was forced into action; he joined with the British in 1812 in the hopes of conquering the Americans and being left alone by the British thereafter. He was killed at the Battle of the Thames in September 1812. Choices a-c and f were Tecumseh's decisions. At that point in America's history, choice d—the creation of a separate country for Native Americans—would still have been a possibility.

## 1810—Cherokee: What should we do to keep our homeland?

See also 1807—TECUMSEH; 1835—CHEROKEE.

nation government bother settling promised push treaties adopt to give up federal culture	<u>Vocabulary</u>		
	settling treaties	promised adopt	push

The Cherokee gave up fighting following their disastrous alliance with the British during the Revolution. They refused to join Tecumseh's alliance or the Creek's campaign during the War of 1812. In fact, they actually helped defeat the Creeks at the Battle of Horse Shoe Bend in 1814. The Treaty of Hopewell in 1785 had promised them their territory (mostly in Georgia, but partly in North Carolina,

Tennessee, and Alabama) forever. Refusing to sell more land, they chose to adopt white culture (choice b). They adopted written law in 1808, established a republic with an upper and lower legislative house in 1817 and a "National Superior Court" in 1822. They adopted a constitution in 1827. Sequoyah created a Cherokee syllabary. Their own bilingual newspaper, The Cherokee Phoenix, printed their constitution. They lived in log houses. They farmed, and some even owned black slaves. Many became Christian. Their children attended bilingual schools. They expected to be recognized as a nation by U.S. law. In 1802. Georgia became the last of the original 13 states to cede its western claims to the federal government. (New York had been the first in 1780, breaking the deadlock between small and large states in order to secure unanimous acceptance of the Articles of Confederation.) However, this cession was made with the provision that the U.S. would "extinguish the Indian title to all other lands within the State of Georgia." In 1829, Georgia passed a law nullifying all Cherokee treaties and laws. When the Cherokee sued in the Supreme Court in 1830, Justice Marshall decided that they could not bring suit because they were neither citizens nor a foreign nation. The following year, an American missionary sued again in the Supreme Court on behalf of the Cherokee, and Marshall decided that Georgia's acts were void. However, the governor of Georgia paid no heed, and President Jackson refused to enforce the Supreme Court's decision.

The Cherokee were eventually forced to give up their lands in Georgia.

# 1820—U.S. Congress: Should we permit slavery in the new states? (Missouri Compromise)

See also 1828—Decisions; 1850—U.S. Senator; 1857—Supreme Court.

<u>Vocabulary</u>		
congressman	decision	section
free	whole	votes
slave	affected	admit
territories	representatives	equal
join	senators	prevent
Union	national	trouble

When Missouri petitioned for statehood in 1818 with a proslavery constitution, New York Representative James Tallmadge proposed that no new slaves be brought into Missouri and that all slaves there over age 25 be freed. The Tallmadge Bill passed the House (where the North had a substantial numerical advantage in votes), but not the Senate (where the number of Northern and Southern votes became equal after Alabama became a state in 1819). In 1820, Congress voted to allow Maine and Missouri statehood, on the condition that slavery would be forbidden in the rest of the Louisiana Purchase north of 36° 30'.

Clay's Missouri Compromise was the first of several agreements between the Northern and Southern powers in Congress, which were becoming increasingly divided over the issue of slavery. With the acquisition of new territory after the Mexican War and western territories seeking statehood, the premises of Clay's compromise—that the number of free and slave states should be kept equal (option *c*) and that the states should be free to decide the slavery issue for themselves (option *b*)—were essentially respected in Congress until the Kansas Nebraska Act of 1854.

# 1828—New England Industrialist: How can we protect our new industry? (slaves and tariffs)

See also 1828—Southern Planter; 1828—Southern Farmer.

<u>Vocabulary</u>		
cotton	produce working conditions wages	merchants least expensive instead

New England congressmen supported the 1828 protective tariff bill that placed high tariffs on foreign manufactured products (choice f). Eventually, the textile companies retreated from their enlightened approach in order to enhance profits (choices a–c, h). Note that Choice e would be unconstitutional because states cannot levy tariffs on foreign goods.

# 1828—Southern Planter: How can we protect our rights as states? (slaves and tariffs)

See also 1828—New England Industrialist; 1828—Southern Farmer; 1850—U.S. Senator; 1859—Americans (John Brown); 1859—Americans (Slavery).

<b>Vocabulary</b>			
planter	property	furniture	
plantations	to raise	senators	
cotton	trade	representa-	
slaves	cabin	tives	
harvest	wonderful	judges	
cultivate	textile mills	governors	
crops	profits	abolish	
expensive	import	tariff	
		<del>tax</del>	_

Plantation owners depended on slave labor and free trade. Slavery guaranteed quantities of low-cost labor. Plantations grew raw materials needed by northern and foreign industries. Tariffs on any products had the retaliatory effect of raising prices in general. Higher prices hurt Southern planters, who depended on manufactured imports. They wanted decisions regarding commerce and slavery to be made more locally—for example, by the state governments and not by the national government. Repeated federal intervention into tariff and slavery issues over the years led to increased southern resentment, which in turn led to the secession of Southern states and the formation of the Confederacy.

# 1828—Southern Farmer: How can we protect our way of life? (slaves and tariffs)

See also 1828—SOUTHERN PLANTER; 1828—NEW ENGLAND INDUSTRIALIST; 1850—U.S. SENATOR; 1859—AMERICANS (John Brown); 1859—AMERICANS (Slavery).

<b>Vocabulary</b>			
crops	imported cloth	abolish	
raise cattle	cabin	slavery	
cotton	dreams	tariff	
slave	planter	tax	
mills	representatives	foreign	

The political leaders of the South, representing the interests of slavery and no or low tariffs, believed that the progress and wealth of southern states depended on slavery. While most small farmers had only one or two slaves or none, their aspirations for success and wealth were tied to slave labor and free trade. Slavery guaranteed quantities of low-cost labor. Their farms grew raw materials needed by northern and foreign industries. Tariffs on any products had the retaliatory effect of raising prices in general. Higher prices hurt Southerners, who depended on manufactured imports. They wanted decisions regarding commerce and slavery to be made at the more local, state level and not at the national level.

# 1831—Slave: Should you revolt? (Nat Turner's rebellion)

See also 1845—SLAVE.

<u>Vocabulary</u>			
slave plantation field hands carpenter master army	dangerous a free man revolt killing punish	crazy police weapons join government	

Turner was an educated and religious person. He reported having visions in which God appeared and told him to revolt against whites. In August 1831, Turner and the slaves he had convinced to join him killed Turner's master. About 70 other slaves then joined the revolt. They killed 55 white men, women, and children before the Virginia state militia began the hunt for the slaves. After two months, the militia caught Turner and hanged him. Fear of slave revolts led to passage of new laws in Virginia and other southern states. Typical legislation made it illegal to teach slaves to read and write and for slaves to leave their plantations without a written pass from their master. Laws punishing slave offenses were made stricter, too. For example, in Virginia, slaves could be killed for hitting a white person.

Although slaves planned other revolts in the U.S., most plans, including "Gabriel's Insurrection" (Richmond, Virginia, 1800) and "Denmark Vesey's Rebellion" (Charleston, South Carolina, 1822), were discovered and prevented by whites before the

revolts began. Students could compare this decision with the 1845 decision on running away, as well as with the Haitian slave revolt led by Touissant L'Ouverture in 1791.

### 1832—Texas Settlers: How can we get our rights?

See also 1836—SANTA ANNA; 1844—CONGRESS; 1844—U.S. CITIZEN.

<u>Vocabulary</u>		
settlers	import	taxes
territory	factories	solve
interfere	cheapest	fairly
rights	discuss	trade
slavery	worried	trust
illegal	treating us	refuse
angry	one thousand	separate
cotton	miles away	join
impossible	capitol	guarantee

At the First and Second Conventions of San Felipe, Stephen Austin convinced the American settlers in Texas to seek Mexican statehood. At the First Convention, the settlers made a list of conditions they wanted from the government: closure of customs houses, three additional years of no taxes, property titles for those who had entered Texas illegally, and acceptance of Texas as a Mexican state. At the Second Convention in January 1833, a state constitution was approved. Austin was chosen to take the settlers' message to the Mexican capitol.

Austin reached Mexico City in the middle of a cholera epidemic. Realizing that Texas statehood was not a priority for the Mexican government, he wrote a letter to the settlers encouraging them to organize militias in support of Texan independence. However, the letter was intercepted and Austin was jailed on charges of fomenting revolution. In 1834, he was pardoned by Mexican General Santa Anna. Texans declared their independence from Mexico in 1836. Following the famous Texan loss at the Alamo and later victory at San Jacinto, Mexico reluctantly accepted Texan independence. Texas was an independent republic until 1846, when it became the twenty-eighth U.S. state.

# 1835—Cherokee: Should we move west of the Mississippi? (Trail of Tears)

See also 1807—TECUMSEH; 1810—CHEROKEE.

members	permission	slaves
people	Supreme Court	survive
reservation	surrounded	president
treaty	tradesmen	million
national	invented	soldiers
government	alphabet	farming
settlers	language	far away
territory		

In forcing the Cherokee to move to Oklahoma, Jackson and the U.S. government ignored the 1791 treaty guaranteeing Cherokee ownership of their traditional lands. In the spring of 1838, federal troops occupied the land of the Cherokee and other Native Americans in the Southeast. About 15,000 Native Americans left their homes to begin the 100-day march to Oklahoma, during which some 4,000 people died. The Cherokee remember their displacement as the "Trail of Tears."

# 1836—Santa Anna: What should Mexico do about the Texan attack on San Antonio? (Alamo)

See also 1682—LA SALLE; 1832—TEXAS SETTLERS; 1843—AMERICAN FAMILIES; 1994—CALIFORNIANS.

<u>Vocabulary</u>		
president trouble territory settle taxes allowed slaves disagree won independence Catholics citizens	passed new laws illegal exporting cotton export taxes representative statehood breaking our laws promised thousand	capitol immigrated outnumber treated separate nearly declared defeated weapons attacking soldiers

Having accepted the original terms of American settlement in Texas granted by the Spanish, Mexico did not have the resources to handle the political or economic implications of American

migration into the territory. American settlers, attracted by land grants and tax exemptions, soon dominated Mexico.

Following the Texas settlers' attempts to establish the Republic of Fredonia in 1827, the Mexican government tried to discourage further American settlement in Texas. The attempts to apply the national ban on slavery to Texas probably had more to do with control of territory than with a moral opposition to slavery. On another occasion, perhaps afraid of pushing Texans closer to a union with the U.S., the Mexican government granted the Texan request for an extension on their tax-free status. The provisions that immigrants convert to Catholicism and become Mexican citizens were not widely enforced.

Alarmed by the Texan pressure for statehood, the Mexican government tried to raise soldiers from other states to police the territory (option d), with no success. Despite the size and potential wealth of Texas, lack of money and other factors made doing nothing (option a) attractive to some Mexican leaders. When the national government was unable to fund an army (option g), Santa Anna raised money from private speculators and an army of 6,000 conscripts, largely untrained. Despite the thousandmile march north and supply difficulties, the Mexicans won the first several battles with the Texans, including the famous siege at the Alamo Mission at San Antonio. Santa Anna was captured near the San Jacinto River in a battle in which Mexican casualties numbered some 600, with only two settlers' lives lost. Threatened with death, Santa Anna signed an agreement recognizing Texan independence and the Rio Grande as the new Mexican-U.S border.

Texas was the first of many sections of Mexico acquired by the U.S. This decision can be compared to the 1994 decision on Proposition 187 in California in order to discuss changes in U.S.–Mexico relations. It might also be compared with decisions by La Salle in 1682 and American families in 1843 to point out the role of immigration in territorial expansion.

# 1843—American Families: Should we go west to Oregon?

See also 1832—Texas Settlers.

<u>Vocabulary</u>		
missionaries	crowded	tips over
empty	miles	dangerous
fertile	wagon	grew up
raise animals	snakes	ра
crops	diseases	

About 900 pioneers followed the Oregon Trail in the first year, 1843. By 1845, 5,000 Americans were living in Oregon Territory, compared with only 750 British. The U.S. encouraged this migration in order to establish de facto ownership and control of the area. The computer simulation The Oregon Trail and Woody Guthrie's song "Oregon Trail" both enhance the teaching of this unit.

## 1844—Congress: Should the U.S. admit Texas?

<b>Vocabulary</b>		
independent	huge	worried
join	manufactured	controlling
invited	goods	neighbors
settle	protection	revolt
democracy	Congress	a special trade
freedom	to admit	agreement
cotton	allow slavery	Congressman
southerners	divided up	vote
slaves	tariffs	supply

In 1843, Sam Houston, president of Texas, began discussions with England in order to pressure the U.S. into annexing Texas. The North grudgingly approved annexation, and Texas became the twenty-eighth state on December 29, 1845. Texas statehood was a decisive factor in the 1844 presidential election. (See also 1844—Whom should we elect to be president?) Sectional differences on slavery and tariffs dominated the U.S. political scene for much of the first half of the nineteenth century. (See also the three 1828 decisions.) Students could play roles in making this decision: southern planter, New England industrialist, southern farmer, westerner, congressperson, British textile manufacturer, slave, free African American, Mexican, abolitionist.

# 1844—U.S. citizen: Whom should we elect to be president? (Oregon, Texas, slavery)

See also 1820—U.S. Congress; 1843—American Families; 1846—U.S. Government.

<u>Vocabulary</u>		
issue	excellent	government
independent	awesome	continent
slavery	fur-bearing	candidates
admit	teeming	territory
neighbor	establishing	abolish
missionaries	citizen	election

Polk won a close race riding an expansionist wave. At 49, he was the youngest elected president to that point in history. During his administration, Texas became the twenty-eighth state and the Oregon question was solved with the establishment of the 49th parallel (as opposed to 54°40') as the boundary between Canada and the U.S. Clay lost largely because he did not take a stand on admitting Texas as a slave or free state.

### 1845—Slave: Should you run away?

See also 1831—SLAVE.

<u>Vocabulary</u>		
slave cotton plantation single whole picking cruel	cabin permission escape journey reward	capture slave catchers lucky beat slave owner

Besides revolt, running away was one of the most dangerous means by which African Americans resisted slavery. Despite the risks, many slaves did run away. The Underground Railroad, which helped thousands of slaves escape, ran north to the free states and Canada. Most runaways were young men (choices c and g), although families often escaped together, too (choice f). Staying close to home (choice d) was more typical of slaves who chose escape as a means of avoiding being punished or sold.

For this decision, students, in groups, could

role-play slave families and decide whether or not to run away and how to do it. Would the family travel together? If not, who would go first? What would happen to anyone left behind? Watching the runaway scenes from the movie version of Alex Haley's *Roots* and reading one of several biographies of Harriet Tubman are two useful ways of preparing students to make this decision.

## 1846—U.S. Government: How can we get California?

See also 1844—U.S. CITIZEN; 1844—CONGRESS.

<u>Vocabulary</u>			
sign treaty agreement boundary	belonged harbors valuable offered	million lazy develop	

Oregon Country became all of the present states of Oregon, Washington, and Idaho and parts of Montana and Wyoming.

The U.S. actually carried out most of these options except choice *a*.

Zachary Taylor's troops occupied disputed territory along the southern boundary of Texas between the Nueces River and the Rio Grande (choice b). The intent was to intimidate Mexico into selling or to provoke a war. When fighting broke out between Mexican and Taylor's troops, Congress declared war on May 13, 1846. Taylor invaded Mexico from the north, and Winfield Scott attacked Mexico from the Gulf of Mexico the next year. Stephen Kearny led troops through what is now New Mexico and Arizona into California, where he joined Robert Stockton and John Frémont. Together they fought the Mexican army in California and established American control. Americans living north of San Francisco established an independent state, the Bear Flag Republic, with Frémont as president (choices c, d, e); hearing of the declaration of war, they then joined the American forces. When peace talks failed in 1847, there was serious consideration of a permanent occupation and annexation of Mexico itself (choice g). The Treaty of Guadalupe Hidalgo was signed on February 2, 1848, however. The treaty established the Rio Grande River as the

southern boundary between Texas and Mexico. It also gave 522,568 square miles of Upper California and New Mexico Territory (all of present-day California, Nevada, Utah; most of Arizona and New Mexico; parts of Wyoming and Colorado) to the U.S. The U.S. paid Mexico \$15 million and assumed up to \$3.25 million in Mexican obligations to the U.S. America lost 13,283 people through battle, accident, and disease; 4,152 were wounded. Mexican casualties were even greater.

Students could take different roles in making these decisions—for example, congressperson, President Polk, American living in California, farmer planning to move to California, New England industrialist, isolationist, or expansionist.

# 1847—Irish Farmers: Should we leave Ireland and emigrate to America?

See also 1682—ENGLISHWOMAN; 1870—CHINESE IMMIGRANTS.

Vocabulary		
terrible disease	starving laborers	hire refuse
killing potato crop	factory workers	emigrate

Between 1820 and 1860, 1.6 million Irish moved to the U.S., the vast majority coming in response to the Potato Famine of 1847. Many others emigrated to England, Australia, New Zealand, and Canada. In contrast to earlier Irish immigrants, those who immigrated during the famine years concentrated in northern cities. Conditions on the Atlantic crossing were horrendous; shiploads of immigrants were infected with typhus. Those who survived the passage arrived with little money and few marketable skills. Many Irish worked in factories under conditions and for pay that native-born Americans would not tolerate, changing the nature of the workforce in the textile and other early industries.

# 1848—Women at Seneca Falls: Which rights should we fight for?

See also 1920—STATE LEGISLATORS.

convention equal opportuni- speeches ties elections civil rights divorced disagree colonists idiots demand throughout Declaration of taxes property Sentiments citizens colleges Declaration of taxpayer universities Independence deserve issues	<b>Vocabulary</b>			
	speeches civil rights colonists throughout property colleges universities	ties divorced idiots Declaration of Sentiments Declaration of Independence	elections disagree demand taxes citizens taxpayer	

At Elizabeth Cady Stanton's insistence, the "sacred right to the elective franchise" was included as the eighteenth point in the Declaration of Sentiments. This convention formally began the women's suffrage campaign, which would, after 72 more years, eventually result in the passage of the Nineteenth Amendment. In some western states, women got to vote in state and local elections in the 1890's and 1910's.

# 1850—U.S. Senator: Should the new western states be free or slave?

See also 1820—U.S. CONGRESS; 1851—ABOLITIONIST; 1857—SUPREME COURT.

<u>Vocabulary</u>		
senator slavery splitting Congress equal free states slave states Union territories divided	slave owners political power national government right fugitive slave law textile mill clothing manufac- turers abolish slave trade	capitol abolitionists escape conflict suggested compromise admitted pass peacefully

The discovery of gold in 1849 and the Gold Rush that followed gave California enough residents to apply for statehood. Territories newly acquired in the Mexican War would also be pushing for statehood someday. The Wilmot Proviso of 1846 (passed twice by the House but rejected repeatedly by the Senate) said that slavery could not exist in territories taken in the Mexican War. Proslavery forces in Congress, led by South Carolina Senator John C.

Calhoun, argued that only states had the right to restrict slavery and that all federal regulation of slavery was unconstitutional.

In 1850, Senators Henry Clay of Kentucky and Daniel Webster of Massachusetts supported a compromise position between the "free soil" and "states rights" sides, one which they hoped would put an end to regional disagreement over slavery. Following months of debate in the Senate, several versions of the compromise were defeated. When Clay left Washington and President Taylor died, Senator Stephen Douglas of Illinois, with the support of new President Millard Fillmore, engineered the passage of a compromise quite similar to the original proposed by Clay and Webster (bottom, page 115, a).

Under the Compromise of 1850, California entered the Union as a free state (option 1.a). The territories of New Mexico and Utah were granted self-determination on the slavery issue (option 2.c), and the slave trade (not slavery) was made illegal in Washington, D.C. (option 3.c).

The most controversial section of the Compromise was the inclusion of the new Fugitive Slave Act. Unlike the old federal measure of 1793, the new Act provided economic and punitive means by which the federal government would enforce the return of runaway slaves (option 4.b). It established a division of well-paid federal marshals to assist in the capture of fugitives and fined marshals who lost runaways. The Act also mandated specific punishments for helping fugitives (fines of up to \$2,000 dollars and six months in prison) and said that bystanders who refused to help a marshall capture a slave could be tried for treason. Finally, the Act made clear that runaways had no legal rights of redress. The only evidence needed to justify recapture was the owner's word, and slaves could not file countersuits in their own defense.

## 1851—Abolitionist: Should you obey the Fugitive Slave Act?

See also 1850—U.S. SENATOR.

schoolteacher border refuse slavery shelter slave catchers abolitionist illegal trouble abolish masters punishment member attention fine Underground discuss hundred Railroad Fugitive Slave Act dangerous escape hire runaway citizens	<b>Vocabulary</b>		
	slavery abolitionist abolish member Underground Railroad escape	shelter illegal masters attention discuss Fugitive Slave Act hire	slave catchers trouble punishment fine hundred

Resistance to the Fugitive Slave Act was strong in the North. Many states passed personal liberty laws allowing citizens to ignore the federal law. There were riots in Boston and other northern cities as the national government tried to uphold the law.

This decision provides an opportunity for students to think about how far people will go to protect the rights of others. Students should notice stiffer penalties with the passage of the Fugitive Slave Act.

# 1857—Supreme Court: Are black people citizens of the United States? (Dred Scott case)

<u>Vocabulary</u>			
justice Supreme Court master decision	case challenge citizen	slavery illegal lawyers	

The Dred Scott decision is one of the most complicated and controversial ever made by the Supreme Court. Like Plessy v. Ferguson (1896) and Brown v. Board of Education (1954), the Scott case was designed by civil rights leaders to test the Court's position. Scott's citizenship and freedom were at the center of the case. The southern-dominated Court (five justices were from slave-holding states) concurred with Chief Justice Roger Taney that blacks could not become citizens because they had not been considered citizens when the constitution was written. In dissent, Justice Curtis pointed out that several states (Massachusetts, New Hampshire, New Jersey, New York, and North Carolina) had recognized free blacks as citizens at the time of

the ratification of the Articles of Confederation in 1781.

The Court went beyond saying that blacks could not become citizens. Taney's majority decision also nullified previous congressional compromises over the issue of slavery by saying that neither Congress nor territorial governments had the legal right to restrict slavery. Only state governments could decide this issue. The Scott decision split the Democratic party into northern and southern sections and enabled the new Republican Party to win its first presidential election in 1860.

The Scott case began in Missouri courts in 1846. Following the Supreme Court's decision in 1857, Scott was freed by his owners. He died in 1858.

## 1859—Americans: What should happen to John Brown?

See also 1831—SLAVE.

<u>Vocabulary</u>		
captured arsenal ammunition slave revolt masters themselves soldiers militia federal troops on trial opposed court	ordered abolitionist barn Underground Railroad escape defend runaways murdered proslavery settlers terrible crime	lawyer innocent insane punished crazy hospital northerners support southerners traitor hanged

Five of the men in Brown's group were black; four of them were killed. Brown was tried for treason by the state of Virginia. He could have pleaded insanity (several of his relatives had been judged insane), but he refused. He was hanged, but his dignity, bravery, and willingness to die for his principles immortalized him in the North, where many of those opposed to slavery were coming to believe that the slavery question could be resolved only by violence. Despite the federal government's role in the capture, trial, and hanging of Brown, southerners were outraged at the northern support for Brown. The whole affair further polarized the North and South.

Students could take different roles in making this decision: abolitionist, southern farmer/planter, Brown, Brown's family, judge, governor of Virginia, President Buchanan.

# 1859—Americans: What should we do about slavery?

See also 1820—U.S. CONGRESS; 1828—SOUTHERN PLANTER; 1828—SOUTHERN FARMER.

<u>Vocabulary</u>		
beliefs	textile factories	abolitionist
slavery	spread	compromise
citizen	eventually	runaway
necessary	voluntarily	revolt
agricultural	abolish	independent
plantations	illegal	economy

The purpose of this exercise is to portray the wide variety of views regarding slavery. The issue was not only slavery, but also state's rights, admission of new states, the economies of the states, the pace of change, fugitive slaves and their return, legislation vs. force, and racism. There was severe racism and discrimination in the North, and even some abolitionists could not face personal contacts with African Americans.

However, by the 1850's, the majority of northerners agreed that slavery was morally wrong as well as economically and politically unacceptable in the new western states. This decision can be linked to several others between 1820 and 1860. It can also be used to teach about historical figures who did share the ideas expressed in the vignette, including James Birney as the southern abolitionist, William Lloyd Garrison, John Brown, and so on.

# 1860—U.S. Voters: Whom should we elect to be president?

elect election believes president political parties right voter Democrat separate slavery U.S. senator Republican	<u>Vocabulary</u>		
issue expand lawyer trouble territories split Constitution decide federal govern- divided compromise ment in favor of Union interfere nation U.S. vice already candidates president secede	president voter slavery issue trouble Constitution divided in favor of nation	political parties Democrat U.S. senator expand territories decide compromise Union U.S. vice	right separate Republican lawyer split federal govern- ment interfere already

In 1860 the Democrats, winners of the 1852 (Pierce) and 1856 (Buchanan) presidential elections, were badly split by the issue of slavery and its extension into the western territories. After 59 ballots at the nominating convention in Charleston, South Carolina, the southern delegates walked out. Stephen Douglas represented the northern wing of the party, and John Breckinridge represented the proslavery southern wing. The split produced the Constitutional Union Party, with John Bell as candidate, further splintering the Democrats.

The Republicans had the advantage of being the last to name a candidate, safe in the knowledge that even a moderate on slavery could win the antislavery vote in the North. In his bid for the nomination and during the presidential campaign, Abraham Lincoln opposed the extension of slavery rather than attack it where already practiced. Instead, Lincoln concentrated on issues like free labor and tariffs, which had wide appeal in the industrial North.

Although Lincoln won only 40 percent of the popular vote, his 180 electoral votes were more than those for the other three candidates combined.

# 1860—Southerners: Should we secede from the Union?

seceding from manufactured evil profit goods crazy abolitionists government revolution	<u>Vocabulary</u>		
tariffs depends on territories Union agriculture eventually arguing cotton controls economy crops national factories attacking power	seceding from profit abolitionists convinced tariffs Union arguing economy	goods government slavery depends on agriculture cotton crops	crazy revolution elected territories eventually controls national

Supporters of "states rights" argued that all states had the right to leave the Union if they could not tolerate the federal government. "Unionists" believed that the federal government had a higher authority than individual states and that secession was not constitutional. The issue of southern secession had been raised repeatedly since 1832, when South Carolina, led by Senator John C. Calhoun, declared federal tariffs ("Tariff of Abominations") unfavorable to its interests and "null and void" in South Carolina. Congress reduced these tariffs in 1833, but the combined issues of tariffs favoring the North and threatened restrictions on slavery made secession an increasingly popular option for many southerners.

In response to Lincoln's election in 1860, South Carolina seceded on December 20, 1860. Georgia, Florida, Alabama, Louisiana, and Mississippi followed individually, but did not declare themselves independent countries (option c). On February 8, 1861, the six seceded states formed a new country, the Confederate States of America (option b). Texas joined the Confederacy on March 2, and Virginia, North Carolina, Tennessee, and Arkansas joined after the conflict at Fort Sumter in April 1861. All 11 states had rejoined the Union by December 1865.

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# **Key Decisions in U.S. History**

A PARTICIPATORY APPROACH

Volume 2

1861-1994

\_\_\_\_\_ Reproducible Teacher Book \_\_\_\_\_\_

Patrick Henry Smith and John Croes



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Patrick H. Smith Universidad de las Américas-Puebla Cholula, Mexico; University of Arizona John Croes Lowell High School Lowell, Massachusetts

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## Introduction

History is stories. It is stories about people engaged with the events, ideas, environment, and people of their times. History is people making decisions about their lives. Nothing had to happen the way it did. If people had decided differently, stories would be different. It was the decisions that made the stories. Our approach to teaching history is to involve students in the issues and decisions that people have faced. By making those decisions themselves, our students sense the urgency and emotions present in the times and people they are learning about. We have yet to find a student "Bostonian" who did not demand to throw the British tea into the harbor. Likewise, our student "colonial governors" are ready to punish those Boston rabble-rousers.

### Why we wrote Key Decisions

We wrote *Key Decisions in U.S. History*, Volumes 1 and 2, to enable students to better comprehend U.S. history classes. As teachers in a transitional bilingual education program, we experimented with different textbooks and discovered that despite our students' ability to decode written text, many were unable to comprehend the historical events described in the textbook. We believe this difficulty is often rooted in a lack of schema, or previous knowledge, to employ when reading history. Even the best organized and most clearly written textbook may be incomprehensible to students who have little background knowledge. We wrote *Key Decisions* to provide the preliminary schema necessary to read history.

We also wrote history in a decisions format because it is a powerful and practical way to involve students in the urgency and emotions of historical events and to foster perspective. As Gerald Horne wrote in *Thinking and Rethinking U.S. History*, "If students are given the information necessary to comprehend another national perspective on past events, it can help them search for and understand other nations' perspectives on current events." (p. 209) However, we want our students not only to comprehend different perspectives but also to act on

them by making decisions. And to encourage decision making that is as informed as possible, we provide adequate background information that is readable but not simplistic. Although the language has been simplified, the issues have not. In fact, our vignettes often provide more detailed information on particular incidents than many texts do because we are asking students to make informed decisions.

### What Key Decisions is and is not

Key Decisions in U.S. History is not a comprehensive history text and does not cover all the events that history texts do. Rather, it is a supplement that helps students understand some of the events in any U.S. history text. Besides leading to better understanding of the main text, Key Decisions helps students to become more actively involved in the class and to appreciate how historical events result from realistic decisions made by real or realistic people.

### Who Key Decisions is for

Key Decisions is written for teachers and students of U.S. history. We have used these decisions mostly with high school students in ESL/sheltered English history courses, but they can be used with any students reading English at the intermediate (fourth- to eighth-grade) level, including those in junior high and senior high, adult education, and citizenship courses. Key Decisions does not assume or require any prior knowledge or study of U.S. history. Each vignette (or series of vignettes, in some cases) presents all the information a student needs to make the decision. Some vignettes build on or contrast with others, but information from other resources is not needed in order to make these decisions. The decision format readily incorporates the knowledge, skills, and opinions that students bring to the lessons, a useful feature in heterogeneous groupings. Because students bring their different points of view—as male or female, as black, white, Asian, Native American, or Latino—to bear on the decisions they make,

every vignette in the book encourages the class to voice women's and minorities' views and to deal with the diversity on two levels—the diversity present in our classrooms and the diversity that has characterized the United States throughout our history.

#### How Key Decisions is organized

The two volumes of Key Decisions in U.S. History are arranged chronologically, with decisions in American history from the fifteenth century to 1994. Each event is presented in the form of a vignette, some of which are paired around the same issue or event to provide an alternate perspective. To aid comprehension, many of the vignettes are supported by a visual organizer in the form of a timeline, map, or illustration. Each vignette is followed by comprehension questions based on the vignette and a series of solutions from which the students may choose. At the back of each volume, there is a separate Historical Notes section which presents teachers with vocabulary words that may need to be explained or visualized, additional information on each event, answers to the question "What really happened?", and sometimes teaching suggestions for the decision.

## How to use Key Decisions

There are numerous ways to present and proceed through the vignettes. The paths to take depend on the kind of students in the class. For all students, the basic procedure is to read the vignette, make an individual decision about the best course of action, write out an explanation so that the reasoning is clear, discuss the decision with others in the group, and come to a group decision.

It is important that students truly understand the issues, so students first answer the comprehension questions either in class or as homework. We find it best for students to discuss answers in order to assure common understandings before proceeding to the actual decision.

Decision options are provided, but some teachers may want the students to think up their own

options. Depending on the class, the steps may be done wholly or in part as homework. The crux of the exercise—the discussion—must occur in class. We most often use the following procedure:

- Prior to class, read the decision, the decision options, and the corresponding historical material. Note vocabulary and concepts with which students may have difficulty, and decide how to deal with them.
- 2. Set the scene. Briefly review what the class has been doing that leads up to the vignette/decision; pose a leading question; set the context. The timeline and/or pictures may help begin the discussion and deal with vocabulary.
- 3. The students read the vignette, silently or aloud.
- 4. To help them grasp the issues before making a decision, students answer the comprehension questions that focus on the vignette (main ideas, statements of fact vs. opinion, inference, causes and effects, significant details, and sequences). The questions generally follow the sequence of the vignette and may be done as an oral or written activity, or skipped entirely at the teacher's discretion. We find it useful to discuss answers to these questions and ask our students to cite specific parts of the vignette to support their answers. As an overall comprehension check, we often ask students to predict what the decision question and some options might be.
- 5. Students read through the listed options and make their individual choices. Sometimes only one option is possible, but some decisions include several viable options. There is always an option for students to create their own alternate decision. Whatever option they choose, students should then thoroughly explain their reasoning in writing. This step provides the opportunity to refine and change their thinking prior to discussion.
- 6. Having made individual choices, students then meet in pairs, small groups, or as a whole class to discuss their decisions and reasons. They should be encouraged to listen carefully, to question, to disagree, to support, and to change their minds.

<sup>\*</sup> Fact vs. opinion questions focus on whether statements are based on the speaker's opinion or are verifiable. Students should not confuse these statements with truth vs. falseness. Like opinions, factual statements can be true or false. For example, "The earth is flat" is a factual statement in that it can be checked and verified.

7. Students want to know "what really happened," so we usually tell them the historical decision, with reference to the choices they have just made. They can also be directed to the main history text or school library to investigate what really happened and report back to the class.

We are always finding new ways to use the "decisions" format. Most vignettes work well with students taking on different roles; others are particularly appropriate for group or class consensus. One student teacher used a press conference format in which half the class questioned the other half, who had taken on roles and made decisions accordingly.

Most vignettes stand on their own and require no previous knowledge of the historical event on which they are based. However, some decisions those around the Civil War, for example—contain important information for the subsequent decision. Teachers following a chronologically based curriculum may sequence their use of decisions accordingly. The format is also appropriate for working with a theme-based syllabus. Themes like immigration, labor, and civil rights run throughout Key Decisions. A unit on voting rights could be built around decisions from the years 1620, 1682, 1777, 1848, 1866, 1887, 1905, 1920, 1964, and 1971. Another unit could examine Supreme Court decisions and issues of constitutionality.\* Similarly, teachers may wish to focus on decisions dealing with Native Americans, African Americans, or women. The index is organized to help teachers working with either type of syllabus.

## A note on visual organizers

The ability to understand visuals and their relation to written text is an important part of developing "history literacy." The wealth of visual information contained in history textbooks is of questionable value for students who are still developing these abilities. In *Key Decisions*, we have taken care to provide illustrations, photographs, maps, and timelines clearly related to individual vignettes. We

envision these visual aids primarily as advance organizers to help students develop schema before reading the vignette. Illustrations and photographs give students a feeling for the people and events featured in the text. Maps and timelines locate the decision in space and time and, in some cases, show territorial changes or a progression of events described in the vignette. In most cases, the visuals support the vignette without suggesting the historical outcome, although some timelines connect several thematically related decisions.

Teachers can also use visuals to check student comprehension. After reading the vignette, students can be directed to locate any decision (or series of decisions) on a timeline or map, to draw their impressions of a historical event represented in a vignette, or even to locate corresponding images in the main history textbook or another history book.

### The language of Key Decisions

The vignettes are written primarily at the fifthto eighth-grade reading levels (Gunning Fogg Index and Flesch Index for Readability), in standard American English. Contractions and idiomatic expressions have been avoided in narratives but used where characters are speaking. In general, we have tried to provide a model for clear, organized, and formal writing. Treatment of vocabulary will differ depending on the students. Words we saw as potentially difficult for our ESL students are listed in the Historical Notes section for teachers to consider. Since so many words are used repeatedly, we find it useful to have students keep vocabulary notebooks. Students should be encouraged to demonstrate mastery of new words by using them in their responses to the comprehension questions and justification of their decision and/or by formal vocabulary quizzes.

Comprehension of many of the vignettes is often dependent on the pronoun reference, as indicated by many of the comprehension questions and their references to underlined words in the text. In the vignettes, we first address the student and provide an identity ("You are \_\_\_\_\_\_"). Thereafter, we have tried to use the first person (*I*,

<sup>\*</sup> Originally, we asked students to decide if a decision was constitutional. Realizing that this requires knowledge they do not have, we have instead asked for their opinions: "What rights should English-speaking students have?" "Is segregation good for America?" "Should the U.S. permit segregation?" "Should women have the right to abortions?" This allows students to consider the underlying issues without extensive constitutional knowledge. We recommend that teachers take similar care when posing questions for discussion.

we, my, and so on) because we want the student to feel involved and active. However, in a few cases, the student is addressed as "you" throughout the vignette because it seems more realistic.

Titles (Congressman vs. Congressperson and names of ethnic groups (Indians vs. Native Americans) change over time. We have chosen to use the language and labels in use at the time of the decision. Thus, we refer to "Africans" in 1720, "black slaves" in 1831, "Negroes" in 1963, and "African Americans" in 1985. On issues of gender, we have tried to be as neutral as English allows, without denying historical fact. While "senator," "representative," and "legislator" work throughout, "congresswoman" was unrealistic before women's suffrage in 1920. In this matter, as with vocabulary, pronoun reference, and other types of comprehension questions, teachers should make adaptations to fit the needs of their students and their own beliefs.

We hope Key Decisions in U.S. History will encourage teachers and students to write their own decisions. We have included many important events and issues in U.S. history, but certainly there are others waiting to be turned into decisions/vignettes. A few examples are President Jackson deciding about the removal of the Cherokee, a decision to institute Social Security or Medicare, witnesses testifying about accused witches in Salem, voters deciding about a referendum on affirmative action, or the stock market crash. History is constantly "growing" not only as new events occur and new issues arise, but also through the reexamination and new analyses of events and issues long past. In our classes, decisions have been an important tool in helping students feel the vitality of U.S. history and comprehend the main history text. We hope they work as well for you and your students.

# 1861 Hov

## **President Lincoln**

How should we respond to the attack on Fort Sumter?

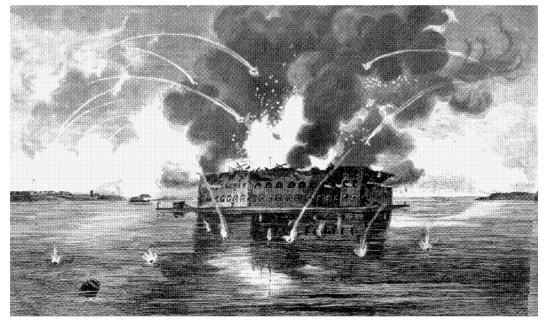
It is April 1861. Your are the new president, Abraham Lincoln.

After your inauguration last month, six southern states seceded from the Union. One state, South Carolina, seceded before you became president! These seven states have started a new country, the Confederate States of America. You think this is wrong. The Constitution does not give the states the right to leave the Union.

Now they are trying to take Fort Sumter in Charleston, South Carolina. Union soldiers there are surrounded by Confederate cannons. A few days ago, you ordered food and supplies to be sent to our soldiers inside the fort. Then the Confederates began to

bomb <u>it</u>. First they attack our property and now our troops!

How should the U.S. government respond to this attack? When you became president, you promised to protect the United States. Should the North fight back? We have more factories, more workers, more railroads, more ships, and more money than the South, but we do not have a strong army that is ready to fight now. Many military leaders are from the South. They are leaving the U.S. military and joining the Confederacy. Some of your advisers say we should surrender Fort Sumter to the Confederates. If we fight back, more states might leave the Union. There might be a civil war between the North and the South.



Attack on Fort Sumter



Name	Date
Name	Date



# President Lincoln: How should we respond to the attack on Fort Sumter? (continued)

## Comprehension

- 1. Who are you in this decision?
- 2. In paragraph 2, what do you think is wrong?
- 3. Why did the seven southern states start a new nation?
- 4. In paragraph 3, what does the word they refer to?
- 5. In paragraph 3, what does the word it refer to?
- 6. What is happening at Fort Sumter?
- 7. Why isn't the northern army ready to fight a war?
- 8. What is the best way to avoid this war?
- 9. If there is a war, which side will probably win? Why?

## Decision Section Secti

- How should we respond to the attack on Fort Sumter? Choose one or more of the following options:
  - (a) Fight back now.
  - (b) Order the U.S. military to prepare for war. We will fight back when our military forces are ready.
  - (c) Don't fight back. Let the Confederates have Fort Sumter.
  - (d) Don't fight back. Order the soldiers in the fort to wait as long as they can.
  - (e) Do nothing.
  - (f) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.

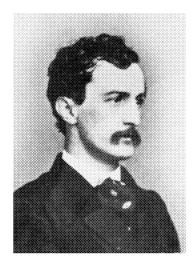


1865 Th

## **Northern States**

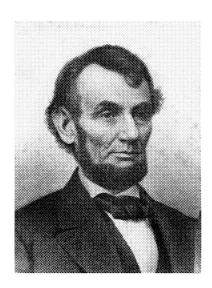
They killed Lincoln! How should we punish the South?

It is April 15, 1865. You are an American in a northern state. Someone has just assassinated President Lincoln! Government soldiers have hunted down the murderer, John Wilkes Booth. He was part of a group of assassins. They also tried to kill Secretary of State William Seward, but he will probably live. Booth and his group hated Lincoln and the Union.

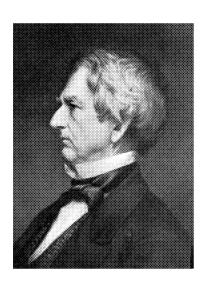


John Wilkes Booth

We Northerners are sad about the president's death. We were angry at the South for starting the war and killing so many of our soldiers, but now we are furious! Lincoln wanted to make peace with the South. He wanted to unite the states again quickly. Now Lincoln is dead. It is time to punish the South for what they have done to our country and to our president.



Abraham Lincoln



William Seward

Name	Date
· · ·	



# Northern States: They killed Lincoln! How should we punish the South? (continued)

## Comprehension

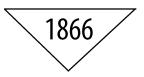
- 1. Who are you in this decision?
- 2. Who tried to kill Seward?
- 3. Why are the northern states angry?
- 4. What part of the country do you think Booth is from?
- 5. What happened to William Seward?
- 6. What did Lincoln want to do after the war?
- 7. If he were alive, would Lincoln want to punish the South?

## 

- How should we punish the South? Choose one or more of the following options:
  - (a) Raise federal taxes in the South.
  - (b) Make the southern states pay for the damages caused in the war.
  - (c) Make Southerners work for us as slaves.
  - (d) Abolish slavery.
  - (e) Keep our soldiers in the South.
  - (f) Make new laws that hurt the South. What should these laws say?
  - (g) Don't let whites in the South vote.
  - (h) Give blacks the right to vote.
  - (i) The U.S. Congress should choose the new southern leaders.
  - (j) Take southern property.
  - (k) Give John Wilkes Booth and the other assassins a fair trial.
  - (l) Do not punish the South.
  - (m) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name Date



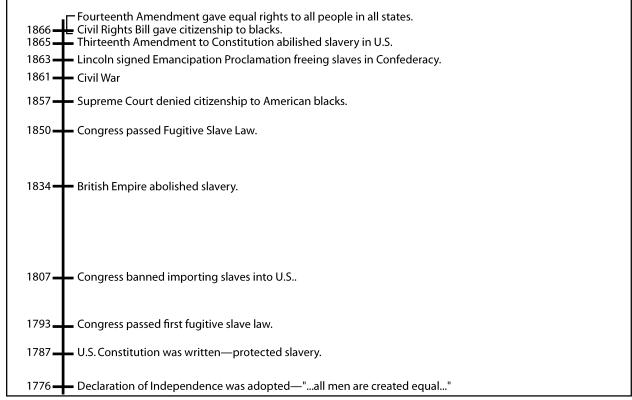
## **Republican Senator**

# How can we make southern states obey the Constitution?

It is 1866. You are a Republican senator from Massachusetts. Congress has just ratified two new amendments. The Thirteenth Amendment says that slavery is illegal in the United States. The Fourteenth Amendment makes whites and blacks equal. It gave citizenship to blacks and says the states have to treat them as citizens. But the southern states are passing new laws called "Black Codes" that discriminate against blacks. Under the Black Codes, blacks cannot vote, and they cannot

speak in public. These laws also restrict when and how blacks can work.

The Emancipation Proclamation abolished slavery in the Confederate states three years ago, and now the Constitution says that slavery is illegal. But southern states are making a new kind of slavery for blacks. How can we guarantee their rights in the South? How can we make the Southern states obey the Constitution?





Name	Data
Name	Date



# Republican Senator: How can we make southern states obey the Constitution? (continued)

## Comprehension

- 1. Who are you in this decision?
- 2. What do the new amendments say?
- 3. What are the Black Codes? What do they say?
- 4. Why are the southern states passing the Black Codes?
- 5. What do you want the southern states to do?

## 

- How can we make the Southern states obey the Thirteenth and Fourteenth Amendments?
   Choose as many options as you think are needed.
  - (a) Let the southern states decide if they will obey or not.
  - (b) Amend the Constitution again to make the Black Codes illegal.
  - (c) Attack the states that don't obey the Constitution.
  - (d) Throw states with Black Codes out of the Union.
  - (e) Make everyone who fought against the Union during the war promise to obey the Constitution.
  - (f) Send federal soldiers to force these states to obey the Constitution.
  - (g) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name \_\_\_\_\_ Date

# 1868

## Lakota

## Should we sign the Fort Laramie Treaty?

It is November 1868. You belong to the Lakota nation—a large and powerful group of Native Americans who live on the northern Great Plains. You are now at Fort Laramie. The U.S. government has asked you to go there to make a peace treaty.

Many people agree with the great war chief Red Cloud. He says that the whites have broken all the treaties in the past. The whites keep trying to steal your hunting grounds. The whites say they only want to build a road for white people to use to go through your land. Red Cloud says the truth is that the white people come looking for gold. When they find it, they do not obey the treaty. The treaty says they will only pass through your land. But the white people don't pass through your land—they stop and build towns. More white people come looking for gold, and they stay. Now they are even building a railroad across the plains. This frightens the animals that you hunt. You try to stop the railroad, but the government sends soldiers. They build

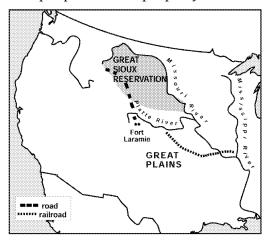


**Red Cloud** 

forts and fight against your people. The soldiers attack your villages and kill your women, children, and old people. Red Cloud says he cannot trust white men's treaties.

Now they want you to sign another treaty. The treaty will give you complete control of a very big piece of land, the Great Sioux Reservation, west of the Missouri River. The treaty says no whites can cross the land without your permission. No whites can live on that land without your permission. No whites will ever bother your people on that land. The U.S. government will send gifts of clothes and supplies. It will send teachers, a doctor, a farmer, a carpenter, a blacksmith, and an engineer to teach and help your people.

In return, the whites want your people to stop fighting against the railroad they are now building. They want you to promise to let them build roads off the reservation. Also, they want you to promise never to attack any white people or their property.





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Name	Date	

## 1868

## Lakota: Should we sign the Fort Laramie Treaty? (continued)

## Comprehension

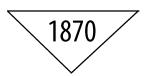
- 1. Who are you in this situation?
- 2. Why are you at Fort Laramie?
- 3. Why doesn't Red Cloud think the Lakota should sign the treaty?
- 4. What frightens the animals that you hunt?
- 5. Why don't the Lakota want the whites to build a railroad across the Great Plains?
- 6. What do the whites want you to agree to in this treaty?
- 7. What do the whites promise to give you in this treaty?
- 8. Who will control the Great Sioux Reservation if you sign the new treaty?
- 9. What do the whites want to do after you sign the treaty?
- 10. Do you have to sign the treaty?
- 11. What will happen if you don't sign the treaty?
- 12. What will happen if you sign the treaty?
- 13. What are reasons to sign the treaty?
- 14. What are reasons not to sign the treaty?

## Decision

- Should we sign the Fort Laramie treaty? Choose one or more of the following options:
  - (a) Sign the treaty. Maybe you can believe the whites this time. If they keep their promises, it will be good for your people.
  - (b) Sign the treaty. If they break the treaty, you can make war on them again.
  - (c) Do not sign this treaty. It is not a good treaty. You want the treaty to say
  - (d) Never sign white men's treaties. They break the treaties and steal from you.
  - (e) Attack the soldiers now. If you kill enough of them, maybe they will stop coming to your land.
  - (f) Other:
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name \_\_\_\_\_ Date \_\_\_\_



## **Chinese Worker**

Should you bring your family to America?

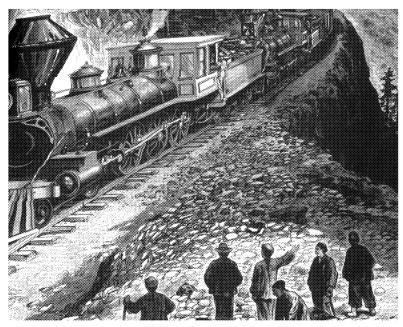
It is 1870. You are a Chinese man living in California. You came to the United States five years ago with many other men from China. You came to build a railroad because the Americans do not have enough workers. Your family stayed in China. Sometimes you get letters from them, but you haven't seen them in five years.

Building the railroad was hard and dangerous. Sometimes there were explosions and accidents. Many workers died. But now the railroad is finished. Now it is possible to take a train from New York to San Francisco, all the way across the United States.

What will you do next? Should you go back to China? Your wife's letters say that life in China is very difficult now. Some of the

railroad workers have already returned to China. Others have decided to stay in America. The railroad is finished, but maybe they can find other jobs here. If you send money, your family can buy boat tickets and come to America.

Is the United States a good place for a Chinese family? There are more jobs in America than in China. Maybe you can live better here. But what about the people? Some Americans are friendly. However, many do not like Chinese people. They say that it was all right for foreigners to work on the railroad, but the railroad is complete now. These people say the Chinese workers should return to China. They say that America does not need them anymore.



Chinese railroad workers



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Name	Date	

#### 1870

#### **Chinese Worker: Should you bring your family to America?** *(continued)*

#### Comprehension

- 1. Who are you in this decision?
- 2. Whom did you receive letters from while you were working on the railroad?
- 3. Why are you in America?
- 4. In what year did you last see your family?
- 5. In paragraph 4, what does these people refer to?
- 6. Why do some people say that Chinese workers should return to China?
- 7. How do you know about the conditions in China now?
- 8. Which country has more jobs now—the U.S. or China?
- 9. Why don't you continue to work on the railroad?
- 10. If you want to bring your family to America, what do you need to do?
- 11. What is the decision you have to make?

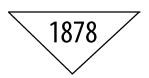
#### 

- What should you do? Choose one or more of the following options:
  - (a) Find a new job in California and stay in America.
  - (b) Move to another state where railroads are still being built.
  - (c) Leave America. Go back to your family in China.
  - (d) Bring your family to the United States now.
  - (e) Start a new family in America.

(f)	Other:	

• Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.





could vote.

#### **Southern Whites**

How can we get our old way of life back?

It is 1878. You are a white state legislator from North Carolina. Before the Civil War, white people controlled black people in America. When the Confederacy lost the war, the government amended the Constitution to give new rights to blacks. The Thirteenth Amendment abolished slavery. The Fourteenth Amendment gave blacks citizenship and said the states had to treat them as citi-

zens. The Fifteenth Amendment said blacks

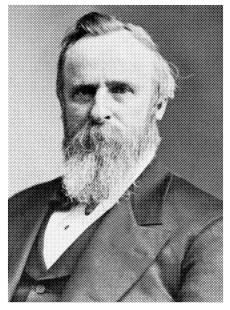
Now blacks own land and businesses. They vote and hold public offices. White and black people use the same schools, churches, restaurants, and parks. We don't want to share these things with black people! We don't want black people to be equal to white people.

The national government knows we are unhappy. It sent soldiers to force the southern state governments to obey the new amendments. The federal soldiers occupied the South for almost 10 years. The northern soldiers made southern leaders swear to be loyal to the United States. They even stopped some of our best leaders from running for public office, just because they used to be in the Confederate government! In their place, we have black politicians and these local scalawags who are cooperating with the federal government. The worst people are the carpetbaggers down from the North. They say they

are here to help the South, but we think they are using our state governments to get rich. If they really want to help, they should go back home and leave us alone!

Since the war, the Republican party has won every presidential election. The Republicans still control both the Senate and the House of Representatives, but most of the southern state governments are Democratic. We don't agree with Republican ideas.

The new president, Rutherford B. Hayes, ordered all the federal soldiers to leave the southern states last year. Now they are gone. There is no one here to tell us what to do.



President Rutherford B. Hayes

Name	Date
· · ·	

#### 1878

#### Southern Whites: How can we get our old way of life back? (continued)

#### Comprehension

- 1. Who are you in this decision?
- 2. Which amendment gives black people the rights of citizens?
- 3. In paragraph 2, what does the word We refer to?
- 4. In paragraph 3, what does the word they refer to?
- 5. Why were the federal soldiers in the South?
- 6. Who are the new state leaders in the southern state governments?
- 7. For each statement, write *F* for fact or O for opinion. Remember that facts are things that can be checked and agreed to by everyone. Opinions are a person's own ideas.
  - (a) The new amendments are bad for the South.
  - (b) Blacks now have more power than they did before the war.
  - (c) The northern carpetbaggers are here to steal our money.
  - (d) The federal soldiers left because the president told them to.
  - (e) Southern whites have lost some of their power.
  - (f) Most of the southern state governments are Republican.

#### Decision

- How can we get our old way of life back? Choose one or more of the following options:
  - (a) We should obey the new amendments to the Constitution.
  - (b) We should ignore the new amendments.
  - (c) We should try to amend the Constitution again to make it say what we want.
  - (d) We should separate from the Union again.
  - (e) We should pass new state laws to give whites more power than blacks.
  - (f) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.





### **U.S.** Congress

#### Should we restrict Chinese immigration?

It is 1879. You are a member of Congress. People from all over the world are leaving their countries and coming to live in the United States. In the western states, most of the new immigrants are Chinese. At first, they came to look for gold in California. Later, the federal government signed a treaty with China, because the western states needed Chinese workers to build the railroads. The treaty said that Chinese people could work in the United States, but they could not become American citizens. Now there are more than 100,000 Chinese immigrants living in our country. They are 10 percent of the population of California!

Many people are complaining that there are too many Chinese immigrants. There is no more gold to mine, and the railroads are finished, too. There are not enough jobs for everyone. The labor unions complain that Chinese workers do not join the unions. They work long hours for low pay. This takes jobs away from American workers.

The Chinese workers are different from

the European immigrants who came here before. The Europeans who came to the United States stayed here. Their children and their grandchildren became Americans. But many Chinese work for a while, then take their savings and return to China. They do not try to become Americans. Some people say that the Chinese should not be in America because they are so different from the American people. Their food, their language, and their customs are different. They even look different. Some western cities are making special laws limiting where Chinese people can work and go to school. White workers have attacked Chinese workers and businesses in Colorado, California, and Washington.

Should the government restrict Chinese immigration? Some people and groups say the U.S. should stop some or all of the Chinese from coming here. We should break the old treaty. However, China is an important trading partner for American businesses. If we break our treaty, the Chinese government might stop us from doing business in China.



White men attacking Chinese workers, late 1800's



Name	Date
INAIIIC	Date



#### **U.S. Congress:** Should we restrict Chinese immigration? (continued)

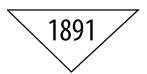
#### Comprehension

- 1. Who are you in this decision?
- 2. In paragraph 1, what does the word They refer to?
- 3. Why did the United States want Chinese workers to come to the U.S.?
- 4. Can Chinese workers become U.S. citizens?
- 5. What happened first—the California Gold Rush or the U.S. treaty with China?
- 6. In paragraph 2, what does This refer to?
- 7. Why are American workers angry about Chinese immigration?
- 8. In paragraph 3, what does the word <u>Their</u> refer to?
- 9. Who came to the U.S. first—the Europeans or the Chinese? Do you think that is important?
- 10. How are the Chinese workers different from European immigrants?
- 11. What might happen if America breaks the treaty with China?
- 12. What do you think the question to decide about will be?

#### Decision Secondo

- Should we restrict Chinese immigration? Choose one or more of the following options:
  - (a) No, let the Chinese come to America like immigrants from other countries.
  - (b) Not yet. Wait until the treaty with China expires.
  - (c) Yes. Let's restrict Chinese immigration now. How many Chinese people can come into the U.S. each year? \_\_\_\_\_\_. What kind of people should these immigrants be—men, women, children, or laborers? \_\_\_\_\_\_
  - (d) Yes. Let's stop Chinese immigration completely now.
  - (e) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.





#### **American Citizens**

#### Should we protect our forests?

It is 1891. You are an American citizen. Congress is discussing the Forest Reserve Act. If Congress passes this bill, it will let the president set aside public forest lands. The government would be able to protect forests and all the water, minerals, and animals that are in them.

Conservationists like the act. They say the government has given away too much land. Mining companies, railroads, and timber companies have been cutting down the forests. Already, 75 percent of America's first forests have been cut down. Soon there will be no more forests. Wildlife will have no place to live. Water is becoming polluted. Conservationists say that the government must

protect our natural resources.

Many powerful companies do not like the act. They say that America must use its natural resources. We need wood and the valuable minerals to build houses and railroads. We need to mine coal to make steel. America will stop being powerful if we do not use our natural resources. People will lose jobs. The government has already reserved Yellowstone in Wyoming and Yosemite Valley in California for protection. These are some of the best forests we have! How many forests will the government reserve? Our industries need these trees and minerals. We must not spend one penny on scenery!



Yosemite National Park



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Name	Date	



#### American Citizens: Should we protect our forests? (continued)

#### Comprehension

- 1. Who are you in this story?
- 2. What does the word them refer to in the first paragraph?
- 3. Who likes the Forest Reserve Act?
- 4. Why do they like it?
- 5. Who opposes the Forest Reserve Act?
- 6. Why do they oppose it?
- 7. What does the word <u>These</u> refer to in the third paragraph?
- 8. According to the conservationists, what will happen to America if the Forest Reserve Act passes?
- 9. According to the companies, what will happen to America if the Forest Reserve Act passes?

#### Decision

- Should Congress pass the Forest Reserve Act? Choose one of the following options:
  - (a) Congress should pass the Forest Reserve Act.
  - (b) Congress should not pass the Forest Reserve Act.
  - (c) Other:
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



# 1892

#### **Ida Wells**

#### How can we stop the lynchings?

It is 1892. You are Ida Wells, a black woman and owner of a newspaper, *The Free Press*, in Memphis, Tennessee. In Memphis and other southern cities, white mobs are killing black people. When these people are angry at a black person, they do not use the law. Instead, they kidnap the person. Sometimes, they just scare the person, but sometimes they torture and even kill him. This is called lynching. In the last 10 years, white mobs have killed hundreds of black people! In Memphis last week, a group of whites killed three black store owners. How can we stop these mobs from killing more black people?

Some people say that the best way for blacks to stop the lynching is to force the town to protect black citizens. A boycott would make the town government pay attention to this problem. Memphis depends on black workers and black consumers. What could we boycott? Perhaps we could stop buying from white-owned businesses, stop riding the city streetcar system, and stop working for white people.

Other people say that whites in Memphis will never listen to blacks. Maybe the federal government could help us stop the lynching.

Some blacks say that we need guns. In Memphis, white people can own guns, but blacks cannot. If we had guns, we could



**Ida Wells** 

defend ourselves against the white mobs. Or we could attack white people before they attack us.

Your newspaper is important in Memphis. Whatever you write in *The Free Press* could convince black people here what to do. It could also get you into trouble. The white mobs could try to shut down the newspaper, or even attack you if they do not like what you write.

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Name	Date	



#### Ida Wells: How can we stop the lynchings? (continued)

#### Comprehension

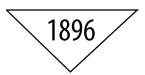
- 1. Who are you in this decision?
- 2. In paragraph 1, what does the word they refer to?
- 3. In paragraph 1, what does the word him refer to?
- 4. How could a boycott help blacks in Memphis?
- 5. What are some things blacks could boycott?
- 6. In paragraph 4, what does the word <u>us</u> refer to?
- 7. Why doesn't Memphis protect blacks?
- 8. Why don't blacks buy guns to protect themselves?
- 9. How can a newspaper help solve the problem of lynching?

#### 

- What will you write in your newspaper? Choose one or more options:
  - (a) Blacks should get guns and attack the whites.
  - (b) Blacks should get guns and defend themselves when the whites attack them.
  - (c) Blacks should stop shopping in white-owned stores.
  - (d) Blacks should boycott the city streetcar system.
  - (e) Blacks should leave Memphis and go somewhere safer. Where?
  - (f) Blacks should be more careful not to bother whites in Memphis.
  - (g) The federal government should send soldiers to Memphis to protect blacks.
  - (h) Don't write anything in the newspaper.
  - (i) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name	Date
INAIIIC	Date



### **Supreme Court**

Should the U.S. permit segregation?

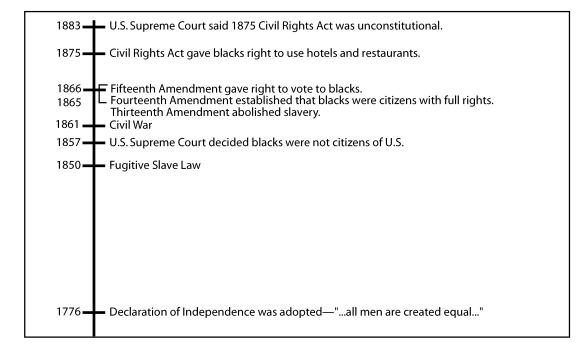
It is 1896. You are a justice of the Supreme Court. The Court is deciding if segregation is constitutional in the United States. Here is the case: the state of Louisiana has a law that says blacks and whites cannot sit together on trains. The law says that railroad companies must have some cars for blacks and others for whites.

A colored man named Homer Plessy was arrested for sitting in the white section of the train. He says that he is not guilty because the Louisiana law is wrong. He says that the Thirteenth and Fourteenth Amendments to the Constitution make segregation illegal in all the United States.

Judge Ferguson of Louisiana says segregation is legal when there are "separate but

equal" trains. If the railroad companies have cars for blacks that are as good as the <u>ones</u> for whites, then <u>they</u> are not going against the Constitution.

This case is not just about trains. There are segregation laws all over the United States—in schools, theaters, restaurants, and hotels. Some states even have laws that say a black person cannot marry a white person! If the Supreme Court decides Ferguson is right, then local and state governments can continue to make segregation laws. If we decide that Plessy is right, the federal government will not permit segregation anywhere in the U.S. That would be a big change for many parts of our country, especially the southern states.





Name Date	

### 1896

#### Supreme Court: Should the U.S. permit segregation? (continued)

#### Comprehension

- 1. Who are you in this decision?
- 2. In paragraph 1, what does the word others refer to?
- 3. What do the Thirteenth and Fourteenth Amendments to the Constitution say?
- 4. Who wants segregation to end—Plessy or Ferguson?
- 5. Why is the Louisiana law called "separate but equal"?
- 6. In paragraph 3, what does the word ones refer to?
- 7. In paragraph 3, what does the word they refer to?
- 8. What things are segregated in our country?
- 9. What part of the U.S. will change the most if the Supreme Court ends segregation?

#### 

- Should the United States permit segregation? Choose one of the following options:
  - (a) No.
  - (b) Yes. States have the right to make any segregation laws they want to.
  - (c) Yes. However, states can only have segregation laws that do not conflict with the Thirteenth and Fourteenth Amendments to the Constitution.
  - (d) Other:
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name Date

## 1896

#### **President Cleveland**

Should we make immigrants pass a literacy test?

It is December 1896. You are U.S. President Grover Cleveland. In a few days, your term of office will end, and William McKinley will become the new president. While you are still president, there is an



**Grover Cleveland** 

important decision to make. Congress has just passed a bill which says that new immigrants to the U.S. must pass a literacy test. If the immigrants cannot read in English or another language, they cannot stay in our country. Many new immigrants cannot read. They will fail the test. As president, you must sign the bill or veto it. You could leave the decision to the new president, but McKinley will probably sign the bill.

What do other Americans think about the literacy test bill?

LABOR UNIONS: There are not enough jobs for Americans. When immigrants come here, they take jobs away from American workers. Immigrants are bad for our labor unions. They work for very low wages and sometimes they are strikebreakers. For American workers, the fewer immigrants, the better!

BUSINESS OWNERS: Immigrants are good for American business. They work hard, and we can pay them less than we pay American workers. Without immigrants, maybe we will not have enough workers. Besides, most of the jobs we have for immigrants are physical labor jobs. It does not matter if immigrants

can read. To work for us, they need their muscles, not their brains.

IMMIGRANTS ALREADY IN THE U.S.: Except for the Indians, we are all immigrants. America is a great country because people from all over the world come here to live and work. Some people have an education when they come to America, but many do not. Some immigrants do not have the chance to go to school in their own countries. But the United States is the land of opportunity. There is enough here for everyone.

WHITE SUPREMACIST GROUPS: It is true that many Americans come from immigrant families. But the English, Irish, German, Scandinavian, and French groups that came in the past were white. Except for the Irish and French, most of them were Protestants. Now the immigrants coming to our country are different. They are from Asia and Central Europe. Most of them are poor and uneducated, too. They are not white, and many of them are Catholic, Jewish, and Buddhist. These people are not as good as white, Protestant people. If we let them into the United States, they will mix with whites. Our country will become weak.

POLITICAL PARTIES: Immigrants cannot vote in most elections until they become U.S. citizens. But when they become citizens, there will be millions of new voters. That is enough votes to win local, state, and national elections. If our political party is good to the immigrants now, they will vote for our party in the future.



Name	Date
Name	LJate



## President Cleveland: Should we make immigrants pass a literacy test? (continued)

#### Comprehension

- 1. Who are you in this decision?
- 2. In paragraph 3, what does the word They refer to?
- 3. Who were Protestants and who were not?
- 4. In paragraph 6, what do the words These people refer to?
- 5. What groups want the president to sign the literacy bill?
- 6. What groups are against the literacy bill?
- 7. Can immigrants vote in U.S. elections?
- 8. Why does President Cleveland have to decide now?
- 9. For each statement, write *F* for fact or O for opinion. Remember that facts are things that can be checked and agreed to by everyone. Opinions are a person's own ideas.
  - (a) Immigrants should be literate.
  - (b) Now the immigrants are different than in the past.
  - (c) Most of the new immigrants are poor and uneducated.
  - (d) They are not as good as white Protestants.
  - (e) To work for us, they need their muscles, not their brains.

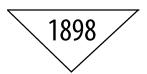
#### 

- Should we make immigrants pass a literacy test? Choose one or more of the following options:
  - (a) Yes. All new immigrants 21 years and older must pass a reading test in English.
  - (b) Yes. All new immigrants must pass a reading test, but it can be in any language.
  - (c) We should give immigrants a period of \_\_\_\_\_ years to pass a reading test. If they cannot pass the test in this time, they will have to leave the U.S.
  - (d) No. We should not force immigrants to pass a reading test.

(e)	Other:	

• Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.





### **U.S. Congress**

#### Should the U.S. go to war against Spain?

It is 1898. You are a member of Congress. The *Maine*, an American battleship, has exploded near Havana, Cuba. More than 250 American sailors died in this explosion. President McKinley thinks that the Spanish government is responsible. He is asking Congress to declare war on Spain. We have been close to war for months because of the Spanish government's actions in Cuba. Will you vote to declare war now? Before you vote, listen to what Americans are saying.

THE PRESS: The American people are ready for war against Spain. The Cuban people have been fighting a revolution against Spain for three years. The Spanish army has 50,000 soldiers. They are killing Cuban citizens as if they were flies. This war is like the American Revolution—a small country fighting for freedom from a powerful European empire. Cuba should be a free and independent nation, and the U.S. should help Cubans get their independence. Now Spain has blown up an American navy ship. Congress should declare war immediately.

BUSINESS LEADERS: U.S. trade in Cuba is growing quickly. Last year it was nearly \$30 million. We will make even more money if there is peace. If we declare war on Spain, our plantations in Cuba could be damaged. If there is war, we will lose money. Besides, we do not know if the Cuban government would want U.S. business there. But we know Spain

likes to do business with us. We should negotiate peace with Spain. That is the safe thing to do.

OTHER BUSINESS LEADERS: There is already a war in Cuba! The Spanish government is too weak to defeat the rebels. We are losing money now because of the war. We should support the Cubans because they are going to win eventually. Of course the new Cuban leaders will do business with us. They need our dollars. And if we help them, they will be our friends. Declare war against Spain now.

THEODORE ROOSEVELT: This war is not about only Cuba. This island is important for us, but it is only one small piece of land. The United States produces more than we can consume at home. We need to export our products to foreign markets. Look at the Spanish Empire. It includes Cuba, Puerto Rico, the Philippines, and other islands in the Pacific. If we defeat Spain, all those territories will be ours. We can sell our products to the people who live there. We can help spread democracy, too. If we control these lands, we will have ports and military bases closer to China and Japan. If we beat Spain, we will become one of the most powerful nations in the world.

President McKinley says he did not want to fight a war with Spain, but now he believes war is necessary.



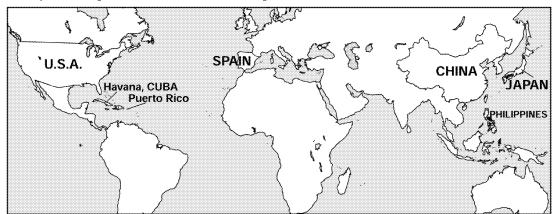
Name Date
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### 1898

#### U.S. Congress: Should the U.S. go to war against Spain? (continued)

#### Comprehension

- 1. Who are you in this decision?
- 2. In paragraph 2, what does the word they refer to?
- 3. Which group(s) want to declare war on Spain? What are their reasons?
- 4. In paragraph 5, what does the word there refer to?
- 5. Which groups oppose war with Spain? What are their reasons?
- 6. What do business leaders disagree about? Why do they disagree?
- 7. Why is it important to sell American products in other countries?



#### 

- Should the United States go to war against Spain? Choose one or more of the following options:
  - (a) Yes, but if we defeat Spain, we should not take her territories.
  - (b) Yes, and if we defeat Spain, we will take all her territories.
  - (c) No. We should not go to war against Spain.
  - (d) We should not send American soldiers, but we should give money and guns to the Cuban soldiers.
  - (e) We should negotiate with the Spanish more before we make this decision.
  - (f) Other: \_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.





### **U.S.** Congress

### Should we control the Philippine Islands?

It is 1899. You are a senator in the U.S. Congress. The war against Spain is over. In only four months, American soldiers have defeated Spain. Now the United States controls the Spanish Empire. We have Cuba and Puerto Rico in the Atlantic, and we have Guam and the Philippine Islands in the Pacific. President McKinley wants us to ratify the peace treaty with Spain. The Treaty of Paris says that the U.S. will pay Spain \$20 million, and then Puerto Rico, Guam, and the Philippines will become U.S. territories.

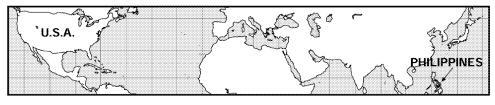
The Philippines is the biggest and most important part of the treaty. There are 7,000 islands in this colony, and they have important minerals such as coal and gold. The land is excellent for growing crops such as coffee and tea, which we cannot grow in the United States. These islands are close to Japan and China, too. They would make a good place for American ships to stop on their way to Asia. We could even have navy bases there. Many people in America want to keep the Philippines. These islands will be excellent for the United States militarily and economically.

There's just one problem. The Filipinos do not want to be part of the United States. They want the Philippines to be an independent nation. They welcomed our help against Spain for independence. Now that the war is

over, however, the Filipinos have written a new constitution. They do not want a new foreign country to rule them. They want freedom, just as we did in <u>our</u> revolution.

Many Americans agree with the Filipinos. They say that the United States is a great country because her people believe in freedom. How can we take freedom away from the Filipino people? Are freedom and selfgovernment only for Americans? If we pass this treaty, thousands of Filipino rebels will fight against the United States. Our army and navy are much stronger than the Filipinos' army. We can crush their soldiers easily, but then we will just be like the Spanish. This treaty is bad for the Philippines and bad for America, too.

President McKinley says the Filipinos are not ready for freedom and self-government yet. He says they are not as smart as Americans, so the United States must show them how to make a good government. He wants American missionaries to go to the Philippines and teach people about the Christian religion. American companies can teach Filipino workers how to work. McKinley says that someday, when the Filipinos are educated, they can have independence. Besides, if we do not take the Philippines, then another strong country will.





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Name	Date	



#### **U.S. Congress:** Should we control the Philippine Islands? (continued)

#### Comprehension

- 1. Who are you in this decision?
- 2. How does President McKinley want you to vote?
- 3. In paragraph 2, what do the words this colony refer to?
- 4. In paragraph 2, what does the word They refer to?
- 5. In paragraph 3, what does the word our refer to?
- 6. Who were the Filipinos fighting before the Americans?
- 7. Why are the Philippines good for U.S. trade with Asia?
- 8. In paragraph 4, what do the words this treaty refer to?
- 9. In paragraph 5, what does the word them refer to?
- 10. What other strong country might control the Philippines if we don't?
- 11. For each statement, write *F* for fact and O for opinion. Remember that facts are things that can be checked. Opinions are a person's own ideas.
  - (a) The Filipinos are not ready for self-government yet.
  - (b) The U.S. has gotten more territory because of the Spanish-American war.
  - (c) Freedom and self-government are only for Americans.
  - (d) The Filipinos have written a new constitution.
  - (e) The U.S. is a great country because her people believe in freedom.

#### Decision

- Should we ratify the Treaty of Paris? Choose one of the following options:
  - (a) Yes
  - (b) No
  - (c) Other:
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.

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# 1905 V

#### **Blacks**

What is the best way for us to get social equality?

It is 1905. You are a black college student in Atlanta, Georgia.

In the United States, black people still don't have the same rights white people have. The Constitution says we do, but many states just ignore the Fourteenth and Fifteenth Amendments. In many places, we cannot own land or vote. We still have the worst jobs and the worst schools. There is a lot of violence against us, too. Last year, more than one hundred black people were killed by white groups such as the Ku Klux Klan.

How can we stop this racism? How can we force the states to obey the Constitution? There are two famous black leaders with very different ideas about how to solve the problem: Booker T. Washington and W.E.B. Du Bois.



Booker T. Washington

Washington is the founder of Tuskegee Institute, a technical college for black Americans. He says that we have to be patient. The best way to get our rights is to work hard as farmers, carpenters, and tradespeople. If we work hard at these jobs, white people will see that we are good and responsible people. Then they will stop discriminating against us. If we demand civil rights now, there will be more violence against us. We must be patient.

Date

Du Bois is a college professor. He believes we should not *wait* for social equality. If we want whites to treat us as equals, we have to study and become doctors, lawyers, and teachers. Black Americans should demand the civil rights that the Constitution guarantees to all Americans. But we have to act now. If we are patient, we will never get these rights.



W.E.B. Dubois



Name	Dato	
Name	Date	



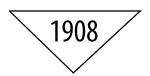
#### Blacks: What is the best way for us to get social equality? (continued)

#### Comprehension

- 1. Who are you in this decision?
- 2. In paragraph 2, what does the word we refer to?
- 3. In paragraph 4, what does the word they refer to?
- 4. How are Washington and Du Bois the same?
- 5. In what ways are Washington and Du Bois different?

#### 

- Who do you think is right—Washington or Du Bois? Choose one of the following options:
  - (a) Washington
  - (b) Du Bois
  - (c) Neither one is right. To get our rights, we should \_\_\_\_\_
  - (d) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



#### **Native Americans**

Should we send our children to white people's schools?

It is 1908. You are an Ojibway Indian living near Lake Michigan. Our people have lived in this place for many years. When the whites came, our lives changed. We still farm and hunt and fish, but life is more difficult now. The whites took a lot of our land. There are too many people around now. The hunting and fishing are not as good as they used to be. Many people still live the old ways, but others are learning the ways of the whites.

The world is changing. How should we teach our children? Some people say that Ojibway children should go to white people's schools. Then they can learn to speak and write the whites' language. They will be able to have jobs like the whites and help us understand their laws.

But some people say that white people's schools will change our young people too much. They will become whites and forget our Ojibway language and religion. If our children go to white people's schools, they won't be Ojibway anymore. These people say that we should keep the old Ojibway ways.



Ojibway children in school

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Name	Date	



## Native Americans: Should we send our children to white people's schools? (continued)

#### Comprehension

- 1. Who are you in this decision?
- 2. What used to be better for us?
- 3. In paragraph 1, what does the word others refer to?
- 4. In paragraph 2, what does the word they refer to?
- 5. Whose laws will our children learn about?
- 6. Why do some people want to send Ojibway children to white people's schools?
- 7. Why do some people oppose sending Ojibway children to white people's schools?
- 8. Do the Ojibway and the whites have the same language?
- 9. What language do the whites have?
- 10. How is life different for the Ojibway people now?

#### Decision See See See

- Should we send our children to white people's schools?
  - (a) No. Ojibway students should not attend white schools.
  - (b) Yes. All Ojibway students should attend white schools.
  - (c) Allow the family of each child to decide.
  - (d) Allow each child to decide.
  - (e) Establish Ojibway schools for our children.
  - (f) Other:
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.





#### **American Citizens**

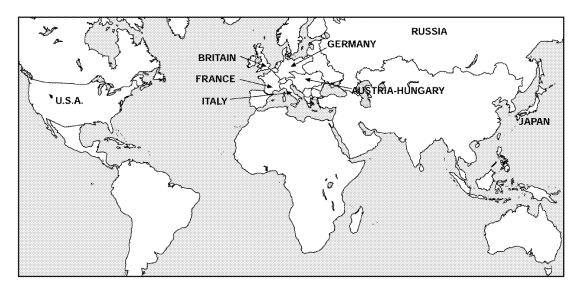
Should we get involved in the war in Europe?

It is 1917. You are an American citizen. There is another war in Europe. This war is different from earlier wars. In the past, most countries used their armies to protect their own borders. Now, most European countries have treaties to protect themselves and their allies from attack. In this war, the Allies—Britain, France, Italy, and Russia—are on one side. The Central Powers—Germany, Austria-Hungary, and Japan—are on the other side. The fighting began when an assassin killed an Austrian leader. Now almost all the European nations are fighting. The armies have many soldiers and modern weapons. Thousands of people are dying in Europe.

The United States did not sign these treaties. We are trying to stay neutral, although we are friendly with the governments of the Allies. We have been selling guns and other supplies to the British military. This

is great business for our merchants, but Germany and the other Central Powers do not think America should be helping Britain. The Germans say that they will attack any ships carrying weapons to their enemies. Two years ago, a German submarine attacked and sank a British ship called the *Lusitania*. It was a British ship, but more than 120 American passengers died. The ship was carrying American guns and ammunition to England. Though some people disagreed with him, President Wilson still wanted the U.S. to be neutral in the war. He said that it was a European war and that America should not get involved.

Recently, the Germans have begun to attack American ships. Now Wilson wants the U.S. to join the Allies and fight against the Central Powers. He wants one million American men to volunteer. If we join the fighting, many of those men will die.





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Name	Date	



### American Citizens: Should we get involved in the war in Europe? (continued)

#### Comprehension

- 1. Who are you in this story?
- 2. What is different about this war?
- 3. What are the names of the two sides fighting this war?
- 4. Are we helping any countries in this war?
- 5. In paragraph 2, what does the word their refer to?
- 6. Why did President Wilson change his mind about the war?
- 7. Why do you care about the sinking of the *Lusitania*?
- 8. If we join this war, who will be our allies?
- 9. If we join this war, who will be our enemies?
- 10. How many volunteers does President Wilson want?

#### Decision

- What should we do about the war in Europe? Choose one or more of the following options:
  - (a) Don't join the war.
  - (b) Join the war.
  - (c) Ask the Germans to pay for the American lives and property lost aboard the *Lusitania*.
  - (d) Continue selling arms to England and the Allies.
  - (e) Lend money to the Allies to keep fighting.
  - (f) Build up the U.S. military to prepare for war.
  - (g) Sell arms to any country that pays us.
  - (h) Stay neutral.
  - (i) Other:
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.





### **U.S.** Congress

#### Should America join the League of Nations?

It is 1919. You are a senator in the U.S. Congress. The Great War in Europe has just ended. More than 115,000 American soldiers died in this terrible war. How can we stop this from happening again?

Last year, President Wilson made a treaty with European leaders to form a "League of Nations." The League is a way for countries to discuss their problems together instead of fighting. The president says America should join the League of Nations so that our soldiers will never have to fight a foreign war again. He wants Congress to approve his plan for the League of Nations. If Congress doesn't approve the treaty, the U.S. cannot join.

■ World War I **Balkan Wars** Italo-Turkish War Russo-Japanese War Boer War. Spanish American War Ethiopian War 1895 - War of the Pacific (Chile, Bolivia, Peru). Franco-Prussian War Seven Weeks' War (Prussia-Austria) U.S. Civil War 1861 -Crimean War **CSiberian Wars** 1846 Mexican War War of 1812 1803 Napoleonic Wars

Some senators oppose the treaty. They say that the Great War was caused by too many alliances among the European countries. They are worried that the League of Nations would be a world government with the power to tell our national government what to do. What if the League of Nations said that the United States had to send soldiers to Europe again? Our Constitution says that only Congress can declare war. If we join the League of Nations, will Congress lose this power? Massachusetts senator Henry Cabot Lodge says that he will vote against the League, unless only Congress can still decide which wars America will fight.



President Woodrow Wilson



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Name	Date	



#### **U.S. Congress:** Should America join the League of Nations? (continued)

#### Comprehension

- 1. Who are you in this decision?
- 2. In paragraph 1, what does the word this refer to?
- 3. Why is the League of Nations important?
- 4. Who is in favor of the League? Why?
- 5. Who opposes the League? Why?
- 6. For each statement, write *T* for true or *F* for false:
  - (a) The Great War was fought in the United States.
  - (b) President Wilson can approve this treaty even if the Senate votes against it.
  - (c) Now only Congress can decide if America will fight a war.

#### 

- Should America join the League of Nations? Choose one of the following options:
  - (a) Yes. We should vote for the president's plan.
  - (b) Yes, but only if the president agrees to change the treaty. What changes do you want to make before you will sign?
  - (c) No. America should not join the League of Nations.
  - (d) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.





### **Negroes in the South**

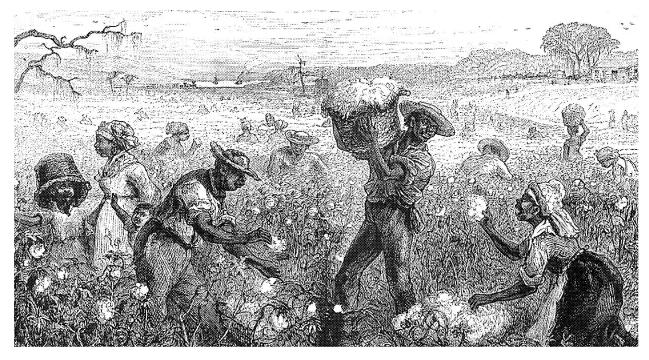
Should we move north?

It is 1920. We are Negroes living in Louisiana. This is a poor state and life is hard for us here. Louisiana schools are segregated, and most schools for blacks are not as good as white schools. There are special state laws to stop Negroes from voting, traveling, and owning property in Louisiana.

Most of us are farmers, but we do not own the land we work on. Whites own the land, and they rent it to us. The rent contract says we have to buy everything from the landlord's store. The prices are so high that it is almost impossible to save money. Many people owe money to their landlord. If we move to a new place, the new landlord can collect our old debts.

People are talking about life in the northern cities. They say that the schools are better in the North. Negroes can vote and own property there, too. And there are more jobs in the North. In Detroit, Cleveland, Chicago, and other cities, the factories need workers.

It would be hard for us to move north. Train tickets are expensive, and we will have to find a new place to live. Most of us are farmers. Can we learn to work in a factory? What will it be like to live in a city? We don't know many people in the North. Will we make new friends? Will we be able to survive in the North?



Sharecroppers in the South



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Name	Date	



#### **Negroes in the South: Should we move north?** *(continued)*

#### Comprehension

- 1. Who are we in this decision?
- 2. What kind of job do most Negroes in the South have?
- 3. Who owns the land where most Negro farmers work?
- 4. What kind of jobs are there in the North?
- 5. Why do we buy our goods in the landlord's store?
- 6. How would life be different for us in the North?

#### 

- Should we leave Louisiana and move north? Choose one or more of the following options:
  - (a) No. It is better to stay here in Louisiana.
  - (b) Yes. The family should move north as soon as possible.
  - (c) Let's leave Louisiana and go to another southern state.
  - (d) We should send some of the family north now to see what it is like there.
  - (e) Other:
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.





### **State Legislators**

Should women have the right to vote?

It is 1920. You are a state legislator. Should our state vote to amend the Constitution to allow women to vote? If 36 states ratify the amendment, all adult women will have the right to vote in all elections. Women have demanded this right for more than 70 years, and they have always been active in politics. Women were very important in the Revolutionary and Civil Wars. Women were important in the abolition and prohibition

movements, and President Wilson says we

not worked in this country while the men

were fighting overseas.

would have lost the World War if women had

Some people say that women should not

have the right to vote. <u>They</u> believe that a woman's place is in the home, taking care of her family. If women can vote, they will want to run for public office. They will be too busy to take care of their homes, children, and husbands.

Other people say that women should have the right to vote. Women can already vote in some countries and in 15 U.S. states, including New York, Michigan, and most of the western states, women can vote in local and state elections only. These people ask, "Is America a democracy if only half of its citizens can vote?"



Women demanding the right to vote



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Name	Date	



#### State Legislators: Should women have the right to vote? (continued)

#### Comprehension

- 1. Who are you in this decision?
- 2. What do the women in the picture want?
- 3. What work do you think women did during the war?
- 4. In paragraph 1, what does the word we refer to?
- 5. In paragraph 2, what does the word They refer to?
- 6. In paragraph 3, what do the words These people refer to?
- 7. Can women vote anywhere in the U.S. in 1920? Where?
- 8. What can't women vote for?

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#### Decision

- Should we ratify the Nineteenth Amendment? Choose one of the following options:
  - (a) Yes, but only for some women. Which women should have the right to vote?
  - (b) Yes. We should give all women 21 years and older the right to vote.
  - (c) No. We should not ratify this amendment, but it is okay if the states let women vote in local and state elections.
  - (d) No. We should not ratify this amendment. We should not permit women to vote in any elections anywhere in the U.S.

38

• Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



1935

### **President Roosevelt**

What should the government do to help poor people during the Depression?



Soup kitchen

It is 1935. You are President Franklin Roosevelt. When the American people elected you in 1932, the country was in a terrible depression. Many businesses and banks failed, and millions of Americans lost their jobs and their savings. Your administration has tried to stop the Depression by passing many new laws in banking, agriculture, and industry. Most of the new laws have helped businesses. If business improves, there

should be more work and more money for all Americans.

After three years, there are still more than 10 million workers without jobs. Many of them have no money to pay for food and rent. If the Depression continues, how will they survive? Is it the government's job to solve social problems? What should the government do to help?



Name	Date	
Name	Date	



## President Roosevelt: What should the government do to help poor people during the Depression? (continued)

#### Comprehension

- 1. Who are you in this decision?
- 2. How long have you been president?
- 3. When is the next presidential election?
- 4. How has the national government tried to stop the Depression?
- 5. How many American workers are unemployed?
- 6. In paragraph 2, what does the word they refer to?
- 7. What will happen to you if your administration does not stop the Depression?

#### Decision Section Secti

- What should the government do to help poor people during the Depression? Choose one or more of the following options:
  - (a) Do nothing. It is not the government's job to solve social problems.
  - (b) Continue to help businesses.
  - (c) Create new jobs for poor people.
  - (d) Give money to poor people.
  - (e) Give food to poor people.
  - (f) Give houses to poor people.
  - (g) Give land to poor people.
  - (h) Ask people to move to another country where there are more jobs.
  - (i) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.





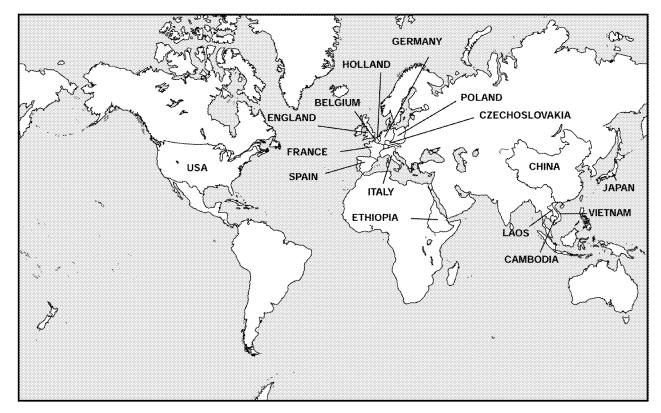
#### **American Citizens**

Should the U.S. get involved in World War II?

It is 1940. You are an American citizen. Another world war has started in Africa, Asia, and Europe. In Africa, the country of Ethiopia has been conquered by the Italian army. In Asia, the Japanese now control Laos, Cambodia, Vietnam, and parts of China. The German Führer, Adolf Hitler, wants to conquer all of Europe. In only a few months, German soldiers have defeated the armies of Belgium, Czechoslovakia, Holland, France, and Poland. German airplanes have bombed cities in Spain and England, and the newspa-

pers report that the German military is arresting and imprisoning Jewish people all across Europe.

Twenty-five years ago, we helped our allies win the Great War. More than 115,000 American soldiers were killed in that war, and more than 200,000 were wounded. We said that we would never get involved in another foreign war. Now Italy, Japan, and Germany are fighting against countries that are friendly to the United States. Our allies want us to help them win this war, too.





Name	Date	
Name	Date	



#### American Citizens: Should the U.S. get involved in World War II?

(continued)

#### Comprehension

- 1. Who are you in this decision?
- 2. Is this war happening on U.S. territory?
- 3. In paragraph 2, what does the word them refer to?
- 4. If we join this war, whom will we be fighting against?
- 5. Who are our allies? How do we know?
- 6. What are some reasons for entering this war?
- 7. What are some reasons for not entering this war?

#### Decision Section Secti

- What should the U.S. do about this war in Europe? Choose as many options as you think are necessary:
  - (a) We should not get involved in this war in any way.
  - (b) We should stop selling U.S. products to Italy, Germany, and Japan.
  - (c) We should stop buying Italian, German, and Japanese products.
  - (d) We should sell weapons to our allies.
  - (e) We should lend money to our allies.
  - (f) We should begin preparing our country for war immediately.
  - (g) We should join the war only if another country attacks us.
  - (h) We should support whoever wins the war.
  - (i) We should join the war now.

(j)	Other:	
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• Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name Date



### **American Citizens**

## Are Japanese Americans and other immigrants dangerous to our national security?

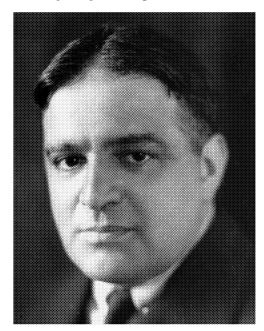
It is January 1942. You are an American citizen. The U.S. is fighting in another world war, this time against Germany, Italy, and Japan. American soldiers are fighting and dying in Europe, Asia, and the Pacific.

America is a country of immigrants. Many of them come from the countries we are fighting now. Will German Americans, Italian Americans, and Japanese Americans be loyal to the U.S. during this war? Will they try to help their former countries, our enemies?

Some people believe that the government should not trust some of the immigrants. They say that some immigrants love their old countries more than they love America. The mayor of New York City, Fiorella La Guardia, says that German and Italian immigrants are loyal to the U.S., but he does not say anything about the Japanese Americans. Many people believe that the Japanese Americans living on the West Coast might not be loyal. They are different from the European immigrants. They look different and have a different language. Their religion is different, too. Maybe they will try to help

Japan attack our country!

Other people say that this is a crazy idea. The first Japanese immigrants came here as farmers almost 60 years ago. Most of the Japanese Americans were born in the U.S. and are American citizens. Many of them have volunteered to fight against Japan in the war.



Fiorella La Guardia

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## American Citizens: Are Japanese Americans and other immigrants dangerous to our national security? (continued)

#### Comprehension

- 1. Who are you in this decision?
- 2. Who is the U.S. fighting against?
- 3. Why are people talking about immigrants from Germany, Italy, and Japan?
- 4. Where do most Japanese Americans live in the U.S?
- 5. How are Japanese Americans different from other immigrants?
- 6. What do you think the question to decide about will be?

#### Decision Section Secti

- Should the U.S. government treat immigrants differently during the war? Choose one or more of the following options:
  - (a) No. The government should treat immigrants the same as everyone else.
  - (b) The government should treat \_\_\_\_\_ immigrants differently.
  - (c) The government should make \_\_\_\_\_ immigrants sign a loyalty oath to the United States.
  - (d) The government should put\_\_\_\_\_\_immigrants into special camps.
  - (e) The government should force \_\_\_\_\_ immigrants to serve in the military.
  - (f) The government should not allow\_\_\_\_\_\_ to serve in the military.
  - (g) The government should arrest the immigrants who are not U.S. citizens.
  - (h) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.





#### **American Citizens**

Should the U.S. join the United Nations?

It is June 1945. You are an American citizen. Germany has surrendered. Japan continues to fight. This second world war has lasted more than six years. Seventy million soldiers from 26 countries have fought, and 16 million soldiers have died. Eighteen million civilians have died. Millions more have been wounded and are missing. The war has cost trillions of dollars.

In San Francisco, delegates from 50 nations have been meeting. They have planned an international organization called the United Nations. One purpose of the U.N. is to avoid wars in the future. All peace-loving nations in the world can join. When they have disagreements, they can talk about them. Another purpose of the U.N. is to raise the standard of living around the world.

The delegates have written a charter that tells the rules of the United Nations. There will be several parts in the U.N. All nations will be in the General Assembly. In the General Assembly, nations can discuss all problems and recommend solutions. There will be a Security Council. Its job will be to solve international disagreements. The Security Council can create an international police force to keep peace if necessary. There will be an International Court of Justice. Countries that have disagreements with other countries can try to settle their problems in court. There will also be an Economic and Social Council. It will sponsor economic development in poor countries and human rights everywhere.

It has taken a long time to make plans that everyone can agree with. There have been many compromises to make everyone happy with the plan. Now each country must decide if it wants to join the U.N.

Of course, most people in America like the idea of the United Nations. Everyone wants peace. Some Americans do not want the United States to join the U.N., however. The plan gives the U.S.S.R. three votes in the General Assembly. This is because the U.S.S.R. is so worried that the United States and all our allies will control the U.N. Why should the U.S.S.R. have three votes if the U.S. has only one? And why should the U.S. have only one vote, like the small and weak countries? Also, some Americans do not like the U.N. having a police force. They do not want the United States to give troops to the U.N. Joining the U.N. would mean that the United States could not make its own decisions. They believe the United States should continue to be, as President Roosevelt said, the police force for the world.

Now the Senate must decide if the United States will join. How do you want the Senate to vote?



**United Nations flag** 



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## American Citizens: Should the U.S. join the United Nations? (continued)

## Comprehension

- 1. Who are you in this story?
- 2. Has World War II ended yet?
- 3. What are two reasons for creating the United Nations?
- 4. Which part of the U.N. will help poor countries develop?
- 5. Which part of the U.N. will be able to create a police force and send it to a trouble spot in the world?
- 6. What countries will be in the General Assembly?
- 7. What do Americans like about the U.N.?
- 8. What don't some Americans like about the U.N.?
- 9. Do you think small, weak countries would like the U.N.? Why?
- 10. Why would large countries like the U.N.?
- 11. For each statement, write *T* for true or *F* for false:
  - (a) The superpowers wrote the United Nations plan.
  - (b) All Americans want the U.S. to join the U.N.
  - (c) One purpose of the U.N. is to prevent wars.
  - (d) If people talk about problems, maybe they will not go to war.
  - (e) The U.S. will have fewer votes in the General Assembly than the U.S.S.R.
  - (f) The U.S. will have the most power in the Security Council.
  - (g) The U.S. will have the same number of votes in the General Assembly as small, weak countries.
  - (h) The U.N. will be able to use the American military.
  - (i) The United States has to join the United Nations.

## 

- Should the U.S. join the United Nations? Choose one of the following options:
  - (a) Yes. Join the United Nations.
  - (b) No. Do not join the United Nations.
  - (c) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



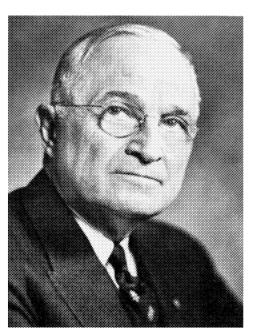
Name Date



# **President Truman**

# Should the U.S. drop the atomic bomb on Japan to end the war?

It is August 1945. You are President Harry Truman. World War II is almost over. The fighting in Europe stopped a few months ago, but it is continuing in Asia and the Pacific Ocean. Most of the fighting there is between U.S. and Japanese soldiers. The Soviet Union has promised to help the U.S. if Japan does not surrender soon. The Japanese know they are losing the war, but they have not surren-



President Harry Truman

dered. It looks as if the fighting will continue for several more months.

The Japanese government wants peace and will surrender, but only under certain conditions: (1) the Emperor will continue to rule Japan, and (2) the U.S. cannot rule Japan. The U.S. wants the war to end, too, but we must make sure that the Japanese cannot have a powerful army again. The U.S. does not want the Soviet Union to become strong in Japan, either. How can the war be ended in a way that is best for the United States?

During the war, U.S. scientists have been working on a secret weapon, an atomic bomb. It is the most powerful and terrible weapon in the history of the world. Now the bomb is ready.

Should the U.S. use the atomic bomb on Japan? This would be a fast way to end the war. It would prevent more American soldiers from being killed and injured, and it would stop the Soviets from entering the war against Japan. This bomb has been used in tests, but never in war. We don't really know how powerful it is. We know that if we drop the atomic bomb on Japan, many Japanese people will die.



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# President Truman: Should the U.S. drop the atomic bomb on Japan to end the war? (continued)

## Comprehension

- 1. Who are you in this decision?
- 2. Where has the war ended?
- 3. In paragraph 1, what does the word there refer to?
- 4. Why haven't the Japanese already surrendered?
- 5. In paragraph 4, what does the word It refer to?
  - (a) the atomic bomb.
  - (b) using the atomic bomb.
- 6. Why don't you want the Soviet Union to help fight the Japanese?
- 7. What do you know about the atomic bomb?

### 

- Should the U.S. drop the atomic bomb on Japan? Choose one or more of the following options:
  - (a) Don't drop the bomb. Accept Japan's surrender under their conditions.
  - (b) Don't drop the bomb. Begin an allied attack on Japan together with the Soviets.
  - (c) Don't drop the bomb. Keep fighting and hope Japan will surrender without conditions.
  - (d) Drop the atomic bomb on a part of Japan where nobody lives.
  - (e) Drop the atomic bomb on a military target.
  - (f) Drop the atomic bomb on a Japanese city.
  - (g) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name	Date

# 1947

# Truman Administration

# Should America help rebuild Europe?

It is 1947. You are a member of President Truman's cabinet. World War II is over, but Europe, our most important trading partner, is a disaster. Millions of people died in the war. Whole cities and towns were wiped out, and houses, farms, factories, businesses, and banks were destroyed. Railroads, roads, and bridges were damaged, too. The European countries are slowly rebuilding, but it is going to take years to return to normal.

George Marshall was a U.S. general during the war. Now he is Secretary of State. Marshall says that the situation in Europe is much worse than most Americans understand. The Europeans cannot make the products they need. They cannot even grow enough food to feed themselves!

These problems in Europe are bad for America for three reasons. First, the European people do not have enough money to buy our products. Our factories will have to slow down and Americans will lose jobs. Second, the European governments are very unstable because of the bad economic situation. Socialism and communism are becoming popular in France and Italy. The Soviet Union is already too strong in Eastern Europe. Soon our enemies may control Western Europe, too. Third, we may need to put our soldiers in these countries someday. We have to think about the future. If we help Europe now, these countries will help us in the future. America must help Europe recover from the war. When we help Europe, we are helping America as well.

Not everyone agrees with Marshall's plan. We have a lot of problems here in

America. If we give money to Europe, will there be enough money to pay for American schools, hospitals, and other projects? If the damage in Europe is as bad as Marshall says, it will cost billions of dollars to repair it. Can America afford to do this? Will these countries ever pay us back?

There are other problems, too. Which countries will get the money? During the war, Italy and Germany were our enemies. They killed thousands of American soldiers. Will we give money to these countries or only to our allies during the war? What about the Soviets and the territories they have taken, such as Poland and Czechoslovakia? These countries are in Europe, but they have communist governments. President Truman says they are our enemies now. Will Marshall's plan give them money, too? Finally, what about Japan? The United States dropped atomic bombs on Hiroshima and Nagasaki. Three hundred thousand Japanese civilians died because of our bombs. These two cities are totally destroyed. Will we give money to rebuild Japan?

Henry Wallace, the former Secretary of Agriculture, says this plan could get America into another war. The Soviet Union does not want the U.S. to become too powerful in Europe. This plan could lead us to war with the Soviet Union. Wallace says that the U.S. should take care of its own problems now. We lost more than 100,000 soldiers in World War I and more than 400,000 in World War II. We should stop thinking so much about Europe and think more about America.



Name Date
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# Truman Administration: Should America help rebuild Europe? (continued)

## Comprehension

- 1. Who are you in this decision?
- 2. Why does Marshall want the U.S. to give money to Europe? Give four reasons.
- 3. What European countries fought against us in World War II?
- 4. Who is against Marshall's plan? What are his reasons?

### 

- What should America do to help Europe rebuild? Choose one or more of the following options:
  - (a) We should loan money, not give it away for free.
  - (b) We should give money away, but only to those countries that were our allies during the war.
  - (c) We should give money to the countries that need it the most.
  - (d) We should give money to the countries that lost the war.
  - (e) Some European countries already owe us money. Forgive these loans.
  - (f) Lower the taxes on European products so Americans will buy them.
  - (g) Sell some American goods more cheaply in Europe. Which goods?



Devastation of World War II

- (h) Give weapons to European countries.
- (i) Do nothing to help European countries rebuild.
- (i) Other
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



# 1948 Ho

# **U.S. Farm Owners**

How can we get cheap labor to work on our farms?

It is 1948. You are an American farm owner. The population of the United States is growing quickly. More food is needed to feed all these people. Who is going to grow it?

Agriculture in the U.S. is changing. Today, most people live in cities, not on farms. There are fewer farms, but they are much larger than they used to be. In the past, people and animals did all the work on farms. Now, tractors and other special machines do most farmwork. However, machines cannot pick fruit and vegetables as well as human workers can.

During harvest time, the farm owners need hundreds of workers to pick and pack the crops. But the harvest only lasts a few weeks. When all the fruit and vegetables are in boxes, the owners do not need the workers anymore until the next harvest.

Farming is a business now. The farm owners need a special kind of worker. They want people who will work very hard for a short time and then leave after the harvest.

They want to pay as little as possible and give no insurance or other benefits. Most Americans do not want to do this work for such low wages and no benefits.

A few years ago, when many Americans were fighting in World War II, we needed temporary workers. The federal government invited thousands of Mexican workers to work on American farms. When the war ended, many of these workers stayed here. Now they are telling their families to come to the United States. In Mexico, there are few jobs and the wages are low. Farmworkers can make more money working here.

The farm owners make bigger profits using Mexican farmworkers. Consumers benefit, too. Because the workers are paid less, Americans pay lower prices for fruit and vegetables. But this system is supporting illegal immigration because many of the Mexican farmworkers did not enter this country legally. Is this the best way to grow America's food?



Mexicans packing crops



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Name	Date	



# U.S. Farm Owners: How can we get cheap labor to work on our farms? (continued)

## Comprehension

- 1. Who are you in this story?
- 2. In paragraph 4, what does the word They refer to?
- 3. How is farming different today?
- 4. Why don't the farm owners want to give workers insurance?
- 5. Has the U.S. ever used Mexican workers before? When?
- 6. Most Americans don't want to do farmwork. Why do many Mexicans want these bad jobs?

## 

- What should we do? Choose one or more of the following options:
  - (a) Pay higher wages to attract more American workers.
  - (b) Make farms smaller again, so we don't need so many workers.
  - (c) Develop new machines to pick fruit and vegetables.
  - (d) Invite Mexican workers to come, but only for the harvest.
  - (e) Invite Mexican workers to stay in the U.S. if they work only on farms.
  - (f) Invite workers from other countries.
  - (g) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name \_\_\_\_\_ Date \_\_\_\_

# 1950 Sho

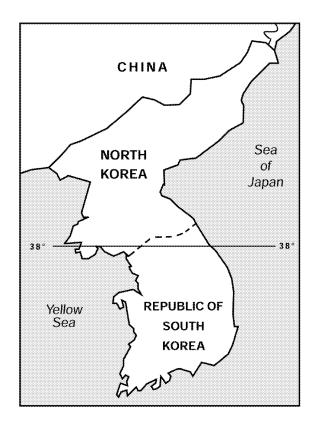
# **President Truman**

Should the United States fight communism in Korea?

It is 1950. You are President Harry Truman. North Korea has just invaded South Korea. At the end of World War II, Korea was divided into two parts by the U.S. and the U.S.S.R. Now the North Koreans want to reunite the North and South under one communist government. The two strongest communist countries, the U.S.S.R and China, want this, too.

The North Korean army is very strong, because the Soviets have given them guns and tanks. The South Korean army, however, is weak. South Korea is asking the United States and the United Nations for help. It would be easy for us to send soldiers and weapons to help the South Koreans, but is this a good idea? If we help South Korea, maybe the Soviets or Chinese will send their soldiers, too. That could start another world war, this time with atomic bombs! Many U.S. soldiers and even civilians would die.

Should the U.S. help South Korea? Some military leaders want to help, but they would use only planes and ships instead of ground troops. This would save the lives of our soldiers, but it could start a war with the U.S.S.R. and China. Maybe we should wait



for the United Nations to decide. Then other countries could help us fight the North Koreans. Maybe we should do nothing. There are few American businesses or people in South Korea. The only reason to go there is to stop communism.



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# President Truman: Should the United States fight communism in Korea? (continued)

## Comprehension

- 1. Who are you in this decision?
- 2. Why are there two Koreas?
- 3. Who wants North and South Korea to have one communist government?
- 4. Why is Korea important to the United States?
- 5. Why is Korea important to the U.S.S.R.?
- 6. Where did the North Koreans get their weapons?
- 7. What are reasons for the U.S. to help South Korea?
- 8. What are reasons for the U.S. not to help South Korea?

### Decision

- What should the U.S. do about the North Korean invasion of South Korea? Choose all the actions you think we should take:
  - (a) Do not help the South Koreans.
  - (b) Send the South Koreans money and guns, but not soldiers.
  - (c) Send American ships and planes to South Korea, but no soldiers.
  - (d) Drop an atomic bomb on North Korea.
  - (e) Tell the Soviets and Chinese to stay out of Korea.
  - (f) Wait for the United Nations to decide what to do.
  - (g) Send soldiers and supplies to South Korea.

(h)	Other:	

• Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name Date



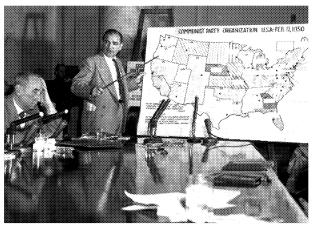
# **State Department Worker**

# What should you tell the Senate Foreign Relations Committee?

It is 1950. You are a government employee in the State Department. Today there is a message for you at your office. The Senate Foreign Relations Committee wants to question you about your political beliefs. Committee members want to know your ideas about communism and the Communist Party. They might ask you questions about your friends and the people you work with.

Many Americans are afraid of communism. The Soviet Union and China, two of the largest countries in the world, have communist governments. The Soviets even have the atomic bomb. A Republican senator from Wisconsin, Joseph McCarthy, says that communism is America's greatest enemy. He believes that the government does not pay enough attention to the spread of communism inside America. China had a communist revolution last year. McCarthy says that the State Department knew it was going to happen but did not tell anyone. McCarthy says he has proof that there are over 200 communists working in the State Department. He says your name is one of those on his list!

There are strong state and national laws to punish communists. Communists can be fined and sent to jail. Even people who are only accused of being communists have lost their jobs and businesses. You are not a communist, but you know some people who are. You also know some people who are not communists but who like some of the Communist party's ideas. You must appear before the committee or you could go to jail. You do not have to answer the committee's questions, however. The Fifth Amendment says that Americans can refuse to answer a question. But, if you do this, the committee might think you are trying to hide something. The First Amendment protects Americans' freedom of speech. But now the government is punishing people for their ideas!



Senator Joseph McCarthy makes a point

The message says that you should appear before the Senate committee next week. Your job and your reputation could depend on how you answer the committee's questions. Anyone you talk about could also be questioned by the committee.



<b>.</b> Τ	Date
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Name	Date



# State Department Worker: What should you tell the Senate Foreign Relations Committee? (continued)

## Comprehension

- 1. Who are you in this decision?
- 2. Who is Joseph McCarthy?
- 3. Why is your name on McCarthy's list?
- 4. In paragraph 2, what does the word it refer to?
- 5. In paragraph 3, what does the word <u>are</u> refer to?
- 6. What will happen if you do not appear before the committee?
- 7. What might happen if you plead the Fifth Amendment?
- 8. Why do you think McCarthy is attacking the State Department?
- 9. Which Amendment says that Americans can say what they believe?

## Decision See See See

- What should you tell the committee? Choose one or more of the following options:
  - (a) Tell them nothing. Do not appear before the committee.
  - (b) Tell them nothing. Leave the country before the hearing.
  - (c) Refuse to answer any questions. Plead the Fifth Amendment.
  - (d) Answer each question truthfully, but do not give any names.
  - (e) Answer everything the committee asks, including names.
  - (f) Tell the committee you cannot remember.
  - (g) Give the committee false information.
  - (h) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name \_\_\_\_\_ Date \_\_\_\_



# **Supreme Court**

Should America have segregated schools?

It is 1954. You are a justice on the Supreme Court. You are deciding if states have the right to have separate schools for blacks and whites.

Many southern states have separate public facilities for whites and blacks. Schools, hospitals, bus stations, and even bathrooms and drinking fountains are segregated. Segregation means "separation": one facility for black people and another for white people.

In 1896, the Supreme Court said that segregation was constitutional, but only if the black and white facilities were equal. The Court decided that it was all right for southern states to have separate railroad cars, but only if the cars for blacks and whites were the same. Now "separate but equal" is common in the southern states.

In Topeka, Kansas, black parents are angry about segregated schools. They say that Negro schools are not as good as white schools, because the state government of Kansas gives white schools more money. These parents say that separate is not equal. The bad conditions in black schools are hurting Negro children. They want the government to make one good school system for blacks and whites together.

Many white parents disagree. They want segregated schools. They do not want their children to go to school with black children. They say that the states have the right to choose segregation. They do not want the federal government to tell the states what to do.

Is segregation good for America? Should the states have the right to segregate schools?



Segregated classroom of the 1950's



Name	Date
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# 1954

## **Supreme Court: Should America have segregated schools?** *(continued)*

## Comprehension

- 1. Do you think the Supreme Court justices are black or white?
- 2. What does "separate but equal" mean?
- 3. What did the court say about segregation in 1896?
- 4. What things are segregated in southern states?
- 5. What do black parents in Topeka want? Why?
- 6. Who favors segregated schools? What are their reasons? \_\_\_\_\_
- 7. Can the Supreme Court change its mind?

## Decision Secretaria

- Is segregation in education good for America? Choose one of the following options:
  - (a) No. Schools should not be regulated in any state.
  - (b) Segregated schools and other public facilities are all right, but they must truly be equal. How will you guarantee that the schools for black students are as good as the schools for white students?
  - (c) The Constitution does not say anything about this question. The national government may not tell the states how to run their schools.
  - (d) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name Date



# Negroes in Montgomery, Alabama

Should we join the bus boycott?

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It is December 1955. You are a Negro living in Montgomery, Alabama. Many Negroes ride the city buses to work. In fact, most of the riders on the buses are Negroes. But the seats on the buses are segregated. That means that the Negroes have to sit in the back of the bus. Only white people can sit in the front. If a Negro is sitting in the front of the bus, a white person can make the Negro stand up and move to the back. The law in Alabama says that public transportation must be segregated like this.

A few days ago, Rosa Parks, a Negro woman, refused to give up her seat to a white man. She was arrested. She is going to be tried in court tomorrow. Negro leaders in Montgomery have called for a boycott of city buses. They think that now is a good time to protest against state laws that allow segregation. Last year, the Supreme Court decided that school segregation is unconstitutional. Maybe we can make segregated transportation illegal, too.

But a boycott could be dangerous. White people will be angry. The police will not protect Negroes. There will be violence against us. Nobody knows if a boycott will change the law. There have been boycotts in other states, but the laws have not changed. In addition, we will have to walk to work, pay for taxis, or ride with friends who have cars. Life will be more difficult. Is it worth it?



**Fingerprinting Rosa Parks** 



Name	Date
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# Negroes in Montgomery, Alabama: Should we join the bus boycott? (continued)

## Comprehension

- 1. Who are you in this situation?
- 2. Why do Negroes want to change the state law?
- 3. Why do the state laws say that bus seats must be segregated?
- 4. What do Negro leaders think is a good way to change the state laws?
- 5. Why do they think that now is a good time to try to change the public transportation laws?
- 6. How could a bus boycott change the state law?
- 7. What are some good reasons for joining the boycott?
- 8. What are some good reasons for not joining the boycott?
- 9. What does the last sentence of the story ("Is it worth it?") mean?
- 10. What decision do you have to make?

### 

- Should you join the bus boycott? Choose one of the following options:
  - (a) Yes, join the bus boycott.
  - (b) No, do not join the bus boycott.
  - (c) Do not join the boycott the first day. Wait for a while.

    How long will you wait?

    How will you decide to join or not to join?

    (d) Other:
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name \_\_\_\_\_ Date \_\_\_\_

# 1961 Sh

# **U.S.** Congress

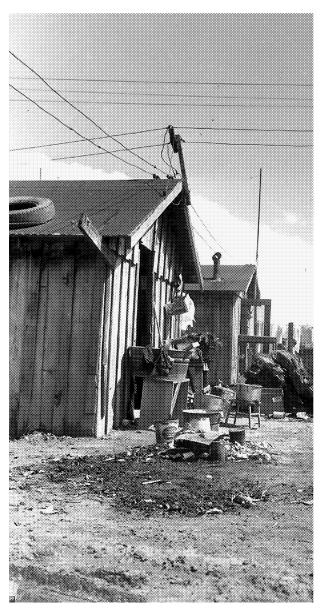
Should we spend more money on space exploration?

It is 1961. You are a member of Congress. President Kennedy wants the national government to spend more money to explore outer space. Kennedy says that the U.S. space program is far behind the Soviet Union's program. We know that the Soviets

are building a new kind of rocket that will land on the moon someday! President Kennedy says that we should get there first. He is asking the Congress to put more money in the budget for space exploration.

Should we spend more on space? Some Americans agree with the president. Space exploration is good for America. In space, we can learn about the earth and other planets. We can develop new technology that will help Americans live better. The new technology for space exploration could be used by the American military, too. There could be valuable minerals on the moon. Maybe we could bring these minerals to Earth and use them here. Besides, we need to keep up with the Soviet Union. If the Soviet rocket lands on the moon first, the United States will be behind in the space race.

Other Americans disagree with the president. They say that we should spend our money to solve America's problems. In many parts of our country, people need better schools, hospitals, roads, and other public services. We should spend this money to solve these problems. Knowing about space is not as important as helping people now.



Or should we spend money to solve America's problems?



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# U.S. Congress: Should we spend more money on space exploration? (continued)

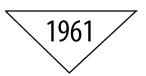
### Comprehension

- 1. Who are you in this decision?
- 2. Why does President Kennedy want to spend more money on space exploration?
- 3. What other country has a space program?
- 4. Why do some Americans oppose spending more on space?
- 5. For each statement, write *F* for fact or O for opinion. Remember that facts are things that can be checked and agreed to by everyone. Opinions are a person's own ideas.
  - (a) The Soviet rocket will land on the moon before the American rocket.
  - (b) There are valuable minerals on the moon.
  - (c) We are not spending enough money on space exploration now.
  - (d) Some Americans agree with President Kennedy.
  - (e) Knowing about space is not as important as helping people.

## Decision

- Should we spend more on space exploration? Choose one of the following options:
  - (a) No. First we should solve our problems here in America.
  - (b) President Kennedy is right. We should spend more on space exploration.
  - (c) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.





# **President Kennedy**

Should the U.S. invade Cuba?

It is 1961. You are the new president, John F. Kennedy. There is a foreign policy decision to make. What should the United States do about the new government of Cuba?

The island of Cuba is only 90 miles south of Florida. For years, the United States was friendly with Cuba. Wealthy Americans owned businesses and took vacations there. Three years ago, Cuba had a revolution. The new government took land and businesses away from the richest Cubans. The government kept some of these properties and gave others to poor Cubans. Most people in Cuba are happy about this, but the wealthy people who lost their property are very angry at the new government. Many of them left Cuba and live in Florida now.

Now the Cuban government is taking land and property that belong to American companies. The Cuban leader, Fidel Castro, says that these properties belong to the people of Cuba. Castro has just signed a trade agreement with the Soviet Union, a communist country. Will Cuba become communist, too? We do not want a communist country as a neighbor.

Your predecessor, President Eisenhower, had a secret plan to invade Cuba. Under this plan, the U.S. government trained 1,500 Cuban exiles as soldiers. These exiles say that the people in Cuba are becoming unhappy with Castro's government. If the U.S. supports this invasion with guns and planes,

the Cuban people will join the fight against Castro. If the invasion is successful, there will be a new government in Cuba—one that is friendly to the United States.



Fidel Castro

Invading Cuba could be good for American business. It would also show the Soviet Union that the U.S. does not want communism in the Americas. We invaded Guatemala in 1954 because they had a socialist government. Now the government there is friendly to the U.S.

On the other hand, other countries might object. Both the U.S. and Cuba belong to the Organization of American States. We promised not to attack each other or to interfere in each other's governments. This invasion would be illegal.

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Name	Date	



## President Kennedy: Should the U.S. invade Cuba? (continued)

## Comprehension

- 1. Who are you in this decision?
- 2. In what year did Cuba have a revolution?
- 3. Why is the Cuban government unpopular in the U.S.?
- 4. What makes you think that Cuba might become communist?
- 5. Who made the plan to invade Cuba?
- 6. Who supports this invasion?
- 7. Why did some people leave Cuba?
- 8. Were the exiles soldiers when they left Cuba?
- 9. Why did the U.S. invade Guatemala? What changed after that invasion? Why is that important now?
- 10. What could happen if the invasion of Cuba is successful?
- 11. What could happen if the invasion fails?

## Decision

- The plan is ready to go. Should the U.S. invade Cuba? Choose one of the following options:
  - (a) Yes
  - (b) No
  - (c) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name Date

# 1962 <sub>W</sub>

# **President Kennedy**

What should the U.S. do about the Soviet missiles in Cuba?

It is 1962. You are President John F. Kennedy. The U.S. is having more trouble with Cuba. This time it is worse than ever. American spy planes have taken photographs of nuclear missile bases being built in Cuba. We know that the Soviet Union is building these bases.

A few minutes ago, our planes found Soviet ships carrying nuclear missiles to Cuba! If <u>they</u> are delivered, Cuba could attack American cities—such as New York and Washington—very suddenly someday.

What should you do? Your advisers have several ideas. Some want to surround Cuba with U.S. ships. This blockade will stop the Soviet ships from delivering the missiles. Others want to order the Soviet ships to return to the Soviet Union if they do not want a war. Some advisers say we should try to make a deal with the Soviet leader, Nikita Khrushchev. He wants us to remove the U.S. nuclear missiles from Turkey, on the Soviet border. He also wants us to promise that we will not attack Cuba if the Soviet Union removes its missiles there.

The Soviet ships are getting closer. If we don't do something in the next few hours, there could be a nuclear war between the U.S. and the Soviet Union. Millions of people could die. What should our government do?

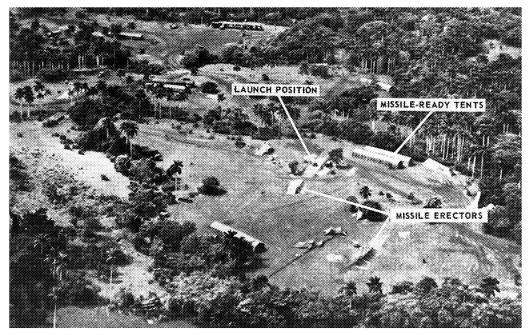


Photo of Cuban missile site taken from the air



Name	Date	



# President Kennedy: What should the U.S. do about the Soviet missiles in Cuba? (continued)

## Comprehension

- 1. Who are you in this decision?
- 2. How did you learn about the Soviet missile bases in Cuba?
- 3. Where are the missiles now?
- 4. In paragraph 2, what does the word they refer to?
- 5. What does Khrushchev want the U.S. to do?
- 6. In paragraph 3, what does the word Others refer to?
- 7. Find these places on the classroom map: Cuba, New York, Washington, the Soviet Union, and Turkey.
- 8. Why are nuclear missiles in Cuba dangerous for the U.S.?
- 9. For each statement, write *F* for fact or O for opinion. Remember that facts are things that can be checked and agreed to by everyone. Opinions are a person's own ideas.
  - (a) Cuba will use the missiles to attack American cities.
  - (b) If our ships blockade Cuba, there will be a war between the U.S. and the U.S.S.R.
  - (c) The Soviet ships will arrive in Cuba soon if we do not act fast to stop them.
  - (d) The Soviet Union is building these bases in Cuba.
  - (e) Khrushchev wants us to remove U.S. nuclear missiles in Turkey.

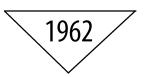
## Decision

- What should the U.S. do about the Soviet missiles in Cuba? Choose one or more of the following options:
  - (a) Invade Cuba now.
  - (b) Talk to Khrushchev and try to make peace.
  - (c) Warn Khrushchev that the U.S. will attack the Soviet Union if its ships do not turn around and return home.
  - (d) Use U.S. ships to blockade Cuba.
  - (e) Attack the Soviet ships carrying the missiles.
  - (f) Attack the Soviet Union.
  - (g) Promise not to invade Cuba.
  - (h) Promise to remove our nuclear missiles from Turkey.
  - (i) Promise to destroy all our nuclear missiles if the Soviet Union does the same.
  - (j) Other: \_\_\_\_\_

66

• Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.





# **Migrant Farmworkers**

How can we get better working conditions?

It is 1962. We are migrant farmworkers in California. We do not own the land we work on. We pick fruits and vegetables on other people's farms. When we finish working on one farm, we go to work on a different one.

Most of us are from Mexico. Some of us have a legal right to be in the United States, and some of us came here illegally. We have been coming to work in the U.S. for many years because there are not enough jobs in Mexico. The American farm owners need us. They cannot find enough Americans to do this work.

The working conditions and pay are bad. Picking fruit and vegetables is hard. Sometimes we work for 10 or 12 hours a day. The farm owners own the houses we live in and the stores where we buy food. The rent and prices are too high, but there are no other places to live or to shop!

Some of these working conditions are illegal, but how can we improve them? If we complain, we could lose our jobs. If the owners tell the government that we are here illegally, we could be sent back to Mexico. Some workers say we should organize a union for farmworkers. In a union, all the workers could join together to have power. We could demand better wages and working conditions. If the owners refuse to give us these things,

we will refuse to work. We can ask other Americans not to buy products from these owners. We need to organize ourselves.

Other people say we will get into trouble if we have a union. The farm owners will not agree to it. They will not hire people who are in the union. The owners are more powerful than we are, so we must be careful.



Living conditions of migrant farmworkers

Name	Date
· · ·	



# Migrant Farmworkers: How can we get better working conditions?

## Comprehension

- 1. Who are we in this decision?
- 2. In paragraph 1, what does the word one refer to?
- 3. Who owns the land where you work?
- 4. Why are you living and working in the United States?
- 5. Why do you say the working conditions are bad?
- 6. Why are some farmworkers afraid to complain?
- 7. Is there a union for farmworkers now?
- 8. What can a union do to help you?
- 9. What problems could you have if you start a union?

## Decision

- How can farmworkers get better working conditions? Chose one or more of the following options:
  - (a) Do nothing. Keep working the way we are.
  - (b) Don't start a union. Tell the farm owners that we want better conditions.
  - (c) Start a union of farmworkers to represent us.
  - (d) Go on strike. We won't work until we get better conditions.
  - (e) Ask consumers not to buy the farm owners' products until we get better conditions.
  - (f) Look for different work in the United States.
  - (g) Go back to Mexico to look for work.

(h)	Other:			
1 1 1 1	Ouici.			

• Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name Date

# 1963

# **Police Officer**

# What rights do people have if they are accused of a crime?

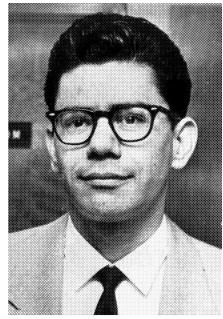
It is 1963. You are a police officer in Arizona. You have arrested a 23-year-old man, Ernesto Miranda. You have charged him with kidnapping and raping an 18-year-old woman. You are talking with him in the police station now. You are asking him questions. He is answering all your questions. At first, he said he did not kidnap and rape the woman. But now you think he is lying.

You know that the Bill of Rights has rules about people when they are arrested. Accused people have the right to have a lawyer with them during questioning by the police. They do not have to answer questions that prove they are guilty. They do not have to say they are guilty. They have the right to know that you can tell the court anything they say to you.

But you think that Miranda will admit that he committed the crime. If you question him carefully, he will probably tell you he did it. Maybe you can even get him to write it on paper!

Should you tell him about the rights he has? They are written in the Bill of Rights.

Anyone can read them. He should know his rights. It is not your job to tell him. Your job is to arrest him for his crime. If you can get him to say he raped and kidnapped the woman, you can get one criminal into prison. You can make the city safer.



Ernesto Miranda

<b>.</b> Τ	Date
Name	I late
Name	Date



# Police Officer: What rights do people have if they are accused of a crime? (continued)

## Comprehension

- 1. Who are you in this story?
- 2. Why have you arrested Mr. Miranda?
- 3. Where are you now?
- 4. What does the word They refer to in the second paragraph?
- 5. What are <u>They</u> in the fourth paragraph?
- 6. What rights does Mr. Miranda have?
- 7. Why haven't you told him his rights yet?
- 8. What do you want him to do?
- 9. What decision do you have to make?

## 

- What should you do? Choose one of the following options:
  - (a) Tell him his rights.
  - (b) Do not tell him his rights. Try to get him to admit that he committed the crime.
  - (c) Ask him if he knows his rights.

If he says yes,		
If he says no,		

- (d) Other:
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



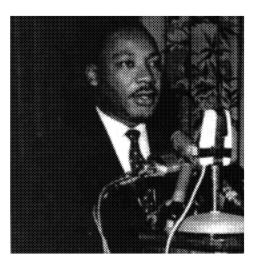
Name \_\_\_\_\_ Date

# 1963

# **Negro College Students**

# Whom should we follow—Martin Luther King or Malcolm X?

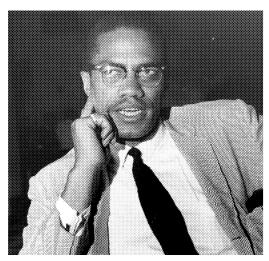
It is 1963. We are Negro college students in Alabama. The United States is changing in many ways, but we still do not have the same rights as white people. Negroes have lived in America for 350 years. Slavery has been illegal for 100 years. The United States government has done some things to help us get our civil rights, but only when we demand them. If we want to get all our rights, we have to be organized.



Dr. Martin Luther King, Jr.

What is the best way to get our civil rights? Dr. Martin Luther King, Jr., a minister from Atlanta, says that nonviolence is the only way. This means demanding our rights in a peaceful way. If the white people use violence against us, we do not fight back. But we keep demanding our rights. Sometimes, Negroes demanding civil rights are attacked

by angry white people. In Birmingham, Alabama, we tried to register to vote. The police used dogs and fire hoses against us. White people control the police departments and the army. Dr. King says that if we are violent, many Negroes will be hurt or killed. He says only love and tolerance can conquer racism. A lot of people agree.



Malcolm X

Malcolm X, a Muslim leader from the North, says that nonviolence will not stop discrimination against Negroes. He says we must educate ourselves. We should buy everything from black-owned businesses. We should not pollute our minds and bodies with drugs and alcohol. We should learn to defend ourselves and to fight back if white people attack us. A lot of people think that Malcolm X is right.

<b>.</b> Τ	Date
Name	I late
Name	Date



# Negro College Students: Whom should we follow—Martin Luther King or Malcolm X? (continued)

## Comprehension

- 1. Who are we in this decision?
- 2. When has the federal government helped us get our civil rights?
- 3. What does Malcolm X mean by "we must educate ourselves"?
- 4. What does Dr. King want us to do if whites attack us?
- 5. What does Malcolm X believe about using violence?
- 6. For each statement, write *T* for true and *F* for false:
  - (a) Negroes control the police departments and the army in the U.S.
  - (b) Dr. King believes that violence causes more violence.
  - (c) Both Dr. King and Malcolm X are religious leaders.
  - (d) Malcolm X says that Negroes should attack whites.

### Decision Section Secti

- Whom should we follow—Malcolm X or Martin Luther King? Choose one of the following options:
  - (a) Malcolm X
  - (b) Martin Luther King

• Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.

Which leader do you think most white people like better—Dr. King or Malcolm X?

Why do you think so?

Why does this matter?	
•	



Name \_\_\_\_\_ Date \_\_\_\_

# 1964 W

# **President Johnson**

What is the government's role in fighting poverty?

It is 1964. You are President Lyndon B. Johnson. The United States is the richest country in the world. We have more cars, radios, televisions, and telephones than any other country. Our factories are producing more products than ever before.

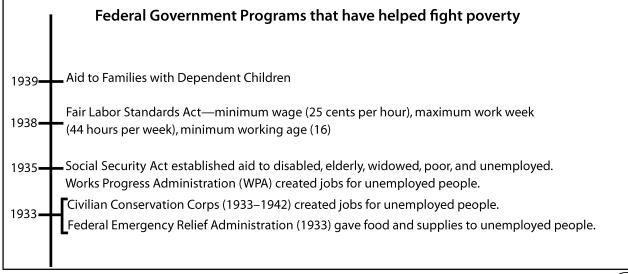
But some Americans are not getting richer. A government report says that 20 percent of Americans live in poverty. One out of every five Americans has difficulty paying for food, clothing, housing, medical care, and transportation. Many of these poor people are children and senior citizens. Many of them live in slums. Education, nutrition, and health care programs would help them, but the state and local governments do not have money to do these things.

You are surprised that so many Americans live in poverty. Many people agree that

the federal government needs to help solve this problem. But what is the best way?



Child of poverty



<b>.</b> Τ	Date
Name	I late
Name	Date



# President Johnson: What is the government's role in fighting poverty? (continued)

## Comprehension

- 1. Who are you in this decision?
- 2. There are 150 million people in America. How many of them live in poverty?
- 3. Why are you surprised to learn that there is poverty in America?
- 4. In paragraph 2, what does the word them refer to?
- 5. In paragraph 2, what are these things?
- 6. Why don't the state and local governments fix the poverty problem?
- 7. What decision do you have to make?

## Decision Section Secti

- How should the federal government fight poverty in America? Choose as many actions as you think we need to take:
  - (a) Cut government spending on the military and foreign aid. We can use this money to help poor people.
  - (b) Lower taxes. People will have more money to buy things and start businesses.
  - (c) Increase federal taxes. The federal government can use the extra money to help poor people.
  - (d) Make health care free for all Americans.
  - (e) Make college free for all Americans.
  - (f) Loan government money to Americans who want to go to college.
  - (g) Start free preschool programs for poor American children.
  - (h) Build inexpensive public housing.
  - (i) Pass a law that reduces the rent for all Americans.
  - (j) Give poor people federal land to live on, or sell it cheap.
  - (k) Build more roads, schools, hospitals, and other public facilities. This will create jobs for more Americans.
  - (1) Build cheap public transportation.
  - (m) Ask Americans to volunteer to help poor people.
  - (n) Increase the national guaranteed minimum wage.
  - (o) Give federal money to the state governments. Let them decide how to spend the money.
  - (p) Ask states to increase taxes and take care of their own problems. Poverty is not the federal government's problem.

(q) Gi	ive each poor Americar	n	 _ dollars.
(r) O	ther:		

• Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



<b>.</b> Τ	Date
Name	I late
Name	Date

# 1964

# **U.S.** Congress

Should the U.S. fight communism in Vietnam?

It is August 7, 1964. You are a senator in the U.S. Congress. President Johnson says that a few days ago the North Vietnamese attacked American ships. He says that American planes are now attacking North Vietnam. He wants Congress to give him power to defend our ships and soldiers. He also wants Congress to give him special powers. He wants to have the power to do anything to help our allies in Southeast Asia fight for their freedom. The House of Representatives and the Senate have been debating this for two days.

Ten years ago, Vietnam won a war of independence from France, but Vietnam was divided into two separate parts. North Vietnam was communist, and South Vietnam was anticommunist. Fighting between the two countries started soon. The Soviet Union and China are helping North Vietnam. They are all communist, and they are our enemies. Our government believes that we must help our

friends fight against communism. If we do not help them fight, the communists will take over each of our friends one by one. Like dominoes, first South Vietnam, then Cambodia, and then Laos will fall. At first, the U.S. sent about 700 military advisers to help the South Vietnamese. Now, there are 21,000 American advisers there. Their job is to teach the South Vietnamese soldiers how to fight and use American weapons. However, we are not at war against North Vietnam. We are only helping South Vietnam fight against communism.

Some people say that we should not be involved in a foreign war. It is far away from us. We do not know how to fight a war in the jungles. It is a civil war that the Vietnamese should fight by themselves. Americans could die in this war. Sending them to Vietnam is costing our country millions of dollars. We could use this money here in America.





<b>.</b> Τ	Date
Name	I late
Name	Date



## U.S. Congress: Should the U.S. fight communism in Vietnam?

(continued)

## Comprehension

- 1. Who are you in this story?
- 2. Who is fighting in this war?
- 3. What has Congress been debating for two days?
- 4. Who are our allies?
- 5. Who are our enemies?
- 6. Why are we helping South Vietnam in this war?
- 7. How have we helped South Vietnam so far?
- 8. Whom does Their refer to in the second paragraph?
- 9. What are some reasons not to fight in this war?
- 10. Where are the American ships that were attacked?
  - (a) Near Vietnam.
  - (b) Near the U.S.
- 11. Why do you think American planes are attacking North Vietnam?
- 12. What does President Johnson want?
- 13. What does the word them refer to in the last paragraph?
- 14. What decision does Congress have to make now?

### Decision

- Should Congress give President Johnson permission to send more soldiers, supplies, and money to fight against the communists in Southeast Asia? Choose one of the following options:
  - (a) Yes, give President Johnson all the power he needs to fight the communists.
  - (b) No, do not give President Johnson this special power. Bring back our soldiers. Stop sending aid.
  - (c) No, do not give President Johnson this special power. He should ask Congress for permission every time he wants to send aid.
  - (d) Yes, give President Johnson special power for six months. Then we will decide again what to do.
  - (e) No, do not give President Johnson this special power. First he should ask Congress to declare war. According to the Constitution, only the Congress can declare war.
  - (f) No, do not give President Johnson this special power. We should ask the United Nations for permission.

(g)	Other:	

• Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name Date

1965

# **Conscientious Objector?**

What can you do if you oppose this war but your government wants you to fight?

### LOZOZOZOZOZOZOZOZOZOZOZOZOZO

It is 1965. You are a young man, 19 years old. The draft board has just sent you a letter. The letter orders you to join the military. Young men who are in school can wait to join the military, but you are not in school.

You do not want to join the military. Some men do not join the military because their religion says that killing is wrong. They are called conscientious objectors. But <u>that</u> is not your reason. You believe that some wars, such as wars to defend our country, are right.

But nobody is attacking our country.

You do not want to join the military because you think <u>this</u> war in Vietnam is wrong. The U.S. should not be fighting in Vietnam. This war is for the Vietnamese. It is a civil war. America has no business there. American supplies and soldiers are only making the war continue longer. Thousands of people are being killed and wounded. <u>The country</u> is being destroyed.







# Conscientious Objector?: What can you do if you oppose this war but your government wants you to fight? (continued)

## Comprehension

- 1. Who are you in this story?
- 2. What is the draft board's job?
- 3. Why does the draft board say that you have to join the military?
- 4. What are conscientious objectors?
- 5. What does that refer to in the second paragraph?
- 6. Why aren't you a conscientious objector according to the draft board?
- 7. Why don't you want to join the military now?
- 8. Are some wars good and some wars bad?
- 9. What does The country refer to in the last paragraph?
- 10. For each statement, write *F* for fact or O for opinion. Remember that facts are things that can be checked and agreed to by everyone. Opinions are a person's own ideas.
  - (a) The Bible says that killing is wrong.
  - (b) Some wars are right.
  - (c) A war to defend your own country is all right.
  - (d) The war in Vietnam is wrong.
  - (e) If the government tells you to join the military, you should do it.
  - (f) Thousands of people are being killed.
  - (g) Conscientious objectors don't have to join the military.



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# Conscientious Objector?: What can you do if you oppose this war but your government wants you to fight? (continued)

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- What should you do? Choose one of the following options:
  - (a) Tell the draft board you are a conscientious objector. That means you are opposed to war for religious reasons. (You will have to prove that you have religious reasons against fighting in the war.)
  - (b) Leave the U.S.A. Go to Canada. (If you do, the U.S.A. might never let you return to America.)
  - (c) Tell the draft board you refuse to join the military. (You will be put in prison.)
  - (d) When you go to the draft board, act crazy. Or say that you are a homosexual. Maybe they will not want you.
  - (e) Cut off a finger or a toe. Friends tell you that handicapped men do not have to be in the military.
  - (f) Join the military. Maybe they will not send you to Vietnam. If they send you to Vietnam, don't fight.
  - (g) Tell the draft board you are a conscientious objector because you think *this* war is wrong. Ask the board to change its definition of a conscientious objector.
  - (h) Tell the draft board that you are a pacifist and you think all wars are wrong.

• Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



# 1968

# Vietnam War Protesters

How can we stop the war in Vietnam?

It is 1968. You are an American citizen. The U.S. has been fighting a war in Vietnam for more than four years, and you do not like it. You believe it is wrong for the U.S. to be in this war.

At first, you believed what the government told you. You thought it was important to fight communism. Communism would take over the world if we did not fight <u>it</u> in small countries like Vietnam.

Now, you are beginning to oppose the war. You want to believe the government, but you are beginning to distrust what the leaders say. Every night on television, you see young American men and Vietnamese soldiers and civilians getting killed. Vietnam is being destroyed. The president keeps telling us that we are winning the war. But last January, the North Vietnamese won many battles and captured many cities.

You are beginning to agree with the Vietnam War protesters. Many of them are only college students, but some national leaders like Martin Luther King and Senators George McGovern, Eugene McCarthy, and Robert Kennedy also oppose the war. They say we should not be in this war. It is strange that the U.S. has never called this a war! It seems that the U.S. is not really fighting hard. Why are we there? It is far away from America. Vietnam is not attacking us. We do not have to defend ourselves. This is a civil war between North and South Vietnam. Each one is trying to control the whole country. We should try to help them make peace, not join their war!

But our government is spending millions of dollars every day to fight this war. More than 500,000 Americans are in Vietnam now, and the government is sending more all the time.



American soldiers in Vietnam



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Name	Date	



# Vietnam War Protesters: How can we stop the war in Vietnam?

(continued)

## Comprehension

- 1. Who are you in this story?
- 2. How long have U.S. soldiers been fighting in the war in Vietnam?
- 3. Why did you support the war in the beginning?
- 4. What is it in the second paragraph?
- 5. Why have some protesters opposed the war from the beginning?
- 6. What has changed so that more people now oppose the war?
- 7. What does this refer to in the fourth paragraph?
- 8. What is your opinion about the war now?
- 9. What decision do you have to make?

## Decision

- What should we do to stop the war in Vietnam? Choose one or more of the following options:
  - (a) Oppose the war. Write letters to your representatives and newspapers. Join protests.
  - (b) Although you know it is illegal, stop paying your taxes. Let the government put you in jail!
  - (c) Do not oppose the war. Maybe the war is wrong, but it is also wrong to oppose the government during a war. The government and the soldiers need your support.
  - (d) Support sending more troops and weapons to Vietnam. Tell the government to use nuclear bombs. We cannot win and end the war if we do not fight hard.
  - (e) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name \_\_\_\_\_ Date \_\_\_\_\_



## **President Nixon**

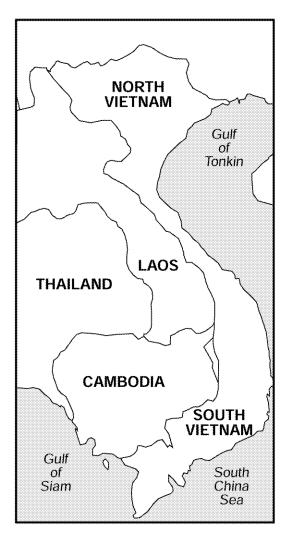
## Should we bomb the communist Vietnamese camps in Cambodia?

It is February 1969. You are Richard Nixon. Last month you became the President of the United States. Before becoming President, you said that you would bring honor and peace to Vietnam. You said you would do this by negotiating an end to the war and pulling out American troops. There are now more than 500,000 Americans in Vietnam. For nearly 10 years, Americans have been helping and fighting there. Thousands have died. Many Americans are protesting against American involvement. The peace movement in America is getting stronger.

Now the American commanders in Vietnam tell you that they know where the Vietnamese communist headquarters are. They are the most important central military offices of our enemy. They control communist military activities. They are at 15 sites in Cambodia, the country on the western border of Vietnam. The communist North Vietnamese use Cambodia as a safe hiding place. They are in the jungle near Cambodian villages.

The American military commander is asking for permission to bomb the communist headquarters in Cambodia. Cambodia is a neutral country. It is staying out of the war and is not helping either side. The leader of Cambodia, Prince Sihanouk, does not want to help the North Vietnamese or the South Vietnamese. If he helps one side, the other side will be angry with him. He does not want

any fighting to come into Cambodia. He does not want Cambodians to be hurt. He does not want foreigners in Cambodia.





Name	D 4
Name	Date



## President Nixon: Should we bomb the Communist Vietnamese camps in Cambodia? (continued)

### Comprehension

- 1. Who are you in this story?
- 2. What did you promise the American people?
- 3. What does this refer to in the first paragraph?
- 4. Why is it important for us to know where the communist headquarters are?
- 5. In paragraph 2, who knows where the Vietnamese communist headquarters are?
- 6. In paragraph 2, what does the word They refer to?
- 7. Where are the North Vietnamese headquarters?
- 8. Why are the headquarters there?
- 9. Who is <u>he</u> in the last paragraph?
- 10. Why doesn't Prince Sihanouk make the North Vietnamese move the headquarters out of his country?
- 11. What is a "neutral" country?
- 12. What are good reasons to bomb the Vietnamese headquarters in Cambodia?
- 13. What are good reasons not to bomb the Vietnamese headquarters in Cambodia?
- 14. What decision do you have to make?

## Decision

- Should the U.S. bomb the communist North Vietnamese headquarters in Cambodia?
   Choose one of the following options:
  - (a) Bomb the headquarters in Cambodia. Keep it a secret. If the press asks about it, lie.
  - (b) Bomb the headquarters in Cambodia. Tell Prince Sihanouk and the press about it first.
  - (c) Ask Prince Sihanouk for permission to bomb the Vietnamese headquarters.
  - (d) Do not attack the communists in Cambodia. It is a neutral country. America has no right carrying the war into a neutral country.
  - (e) Try to get Prince Sihanouk to change his mind.
  - (f) Attack the headquarters in Cambodia, but do not drop bombs.
  - (g) Other: \_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name	Date
INAIIIC	Date



## **State Legislators**

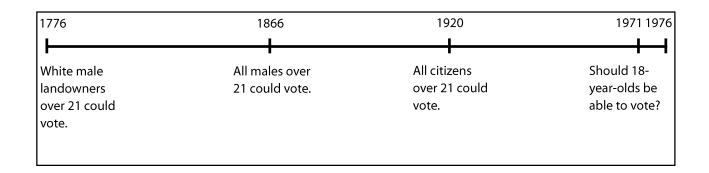
Should we lower the voting age to 18?

It is 1970. You are a member of a state legislature. Should state legislators ratify the Twenty-sixth Amendment to the Constitution to give 18-year-olds the right to vote? The United States is fighting a war in Vietnam. There are thousands of young American soldiers in this war. The government is drafting thousands more. Most of the soldiers are very young—18, 19, and 20 years old. Is it fair to put them in the military? They cannot vote about the war and other important issues, because in America, the voting age is twenty-one. However, many people believe that if a person is old enough to go to war, he is old enough to vote.

What should the national voting age be? When the U.S. became a country, each state

made its own laws about who could vote. In all states, only white men could vote. In most states, they had to own property and be at least 21 years old. Since then, the national government has added two amendments about voting to the Constitution. In 1866, the government decided that all male citizens over 21 could vote (Fourteenth Amendment). In 1920, women over 21 got the right to vote (Nineteenth Amendment). If we pass the Twenty-sixth Amendment, all Americans 18 and over can vote in all local, state, and federal elections.

Some people say that 18-year-olds are too young to vote. They will not be responsible enough. Maybe they will vote for foolish things that will be bad for the country.





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Name	Date	



## **State Legislators: Should we lower the voting age to 18?** *(continued)*

## Comprehension

- 1. Who are you in this decision?
- 2. In paragraph 1, what does the word They refer to?
- 3. Why can't many American soldiers vote?
- 4. How have voting rights changed since the U.S. became a country?
- 5. If the state legislatures ratify this amendment, which elections will 18-year-olds be able to vote in?
- 6. For each statement, write *T* for true or *F* for false:
  - (a) The government is drafting Americans to fight in Vietnam.
  - (b) Black women could vote in 1866.
  - (c) This amendment will give the states more control over who can vote.

### Decision Social Social

- Should we lower the voting age to 18? Choose one of the following options:
  - (a) No. Leave the voting age at 21.
  - (b) Yes. Lower the voting age to 18.
  - (c) Change the voting age to \_\_\_\_\_\_ years old.
  - (d) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name \_\_\_\_\_ Date \_\_\_\_

# 1971

## **Supreme Court Justice**

## Should capital punishment be legal in the United States?

It is 1971. You are a justice on the Supreme Court. You are listening to arguments about capital punishment, the death penalty. Thirty-nine states allow it for crimes like rape, murder, robbery, kidnapping, treason, and arson. Eleven states do not permit capital punishment for any crime. Before 1967, more than 3,500 criminals were put to death in the U.S. In 1967, you and the other justices stopped capital punishment in the U.S. while you listened to two cases. You now have to decide if the states can continue to use capital punishment. There are now 648 men and women on death row in different states waiting to die. It is hard to make this decision. Listen to the lawyers:

MR. WRIGHT: Violent crime in America is rising! The only way to stop the rising crime rate is to sentence these criminals to death. We must make people know that if they commit a violent crime, they will die.



Electric chair

MR. AMSTERDAM: Capital punishment is wrong. If it is wrong for people to kill, it is wrong for the government to kill. Capital punishment will not scare sick and insane people. People commit these crimes because they are poor and uneducated. Capital punishment will not stop them from being poor and uneducated. In the states that allow capital punishment, who receives the death penalty? It is the poor, the blacks and Indians, the uneducated. This is not fair. And is it fair that Mr. John Doe would be put to death in one state but not another?

MR. WRIGHT: But it is not fair that good, innocent people are murdered and raped, either! And it is not fair that good, innocent people should pay to keep these criminals alive in prisons for the rest of their lives.

MR. AMSTERDAM: Capital punishment is unconstitutional. The Eighth Amendment prohibits cruel and unusual punishment. It is cruel to kill a helpless man or woman. The government must not kill people.

MR. WRIGHT: The men who wrote the Constitution knew about capital punishment. There was capital punishment at <u>that time</u>. If <u>they</u> thought capital punishment was "cruel and unusual punishment," why didn't they write that in the Eighth Amendment?

The nine justices must now decide if capital punishment is constitutional or unconstitutional. If it is unconstitutional, it is illegal.



Name	Date	
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## Supreme Court Justice: Should capital punishment be legal in the United States? (continued)

## Comprehension

- 1. Who are you?
- 2. What do you have to decide about?
- 3. Is the death penalty legal now?
- 4. Has the death penalty ever been legal?
- 5. Why are people on death row?
- 6. What does Mr. Amsterdam mean by It in the third paragraph?
- 7. Who is Mr. John Doe?
- 8. What does Mr. Wright mean by that time in the sixth paragraph?
- 9. What does they refer to in the sixth paragraph?
- 10. For each statement, write *F* for fact or O for opinion. Remember that facts are things that can be checked and agreed to by everyone. Opinions are a person's own ideas.
  - (a) Violent crime is increasing.
  - (b) The death penalty will stop people from committing violent crimes.
  - (c) All the states allow capital punishment now.
  - (d) Capital punishment laws are not the same in different states.
  - (e) Capital punishment laws should be the same in all states.
  - (f) The Constitution says that capital punishment is all right.
  - (g) The Constitution says that capital punishment is not all right.
  - (h) People commit crimes because they are poor and uneducated.

## Decision

- What should the Supreme Court say about capital punishment? Choose one of the following options:
  - (a) Vote that each state may decide whether or not capital punishment is legal.
  - (b) Vote that capital punishment is illegal in all states because it is not given equally to men and women and all races.
  - (c) Vote that capital punishment is illegal in all states because it is unconstitutional.
  - (d) Vote that capital punishment is constitutional and legal in all the United States.

(e)	Other: _	

• Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name	Da	ate	



## **Supreme Court Justice**

## Should abortion be legal?

It is 1973, and you are a justice on the Supreme Court. The issue is abortion. Should pregnant women who do not want to have a baby be able to end the pregnancy? Four states allow women to have abortions for any reason if they have them early in their pregnancy. However, 31 states have laws that make abortions legal only if the mother's health is in danger. Women are challenging the laws in two of these states, Texas and Georgia. You are listening to lawyers present cases about these two states' laws. There are two questions. First, does a woman have the right to an abortion? Second, does a state have the right to limit abortions?

Ms. Weddington: It is a woman's right to decide whether or not to have a baby. It is her body. If she does not want to have the baby, the state should not force her to have it. There are many reasons not to have a baby. Her health is only one reason. If she was raped or if a family member made her pregnant, should she have to have the baby? If she cannot take care of the baby, should the law force her to have it? These are private decisions. Only the woman can make these decisions. The Constitution protects people's rights to privacy. Abortion is a private decision.

However, the Texas and Georgia laws make too many abortions illegal. In these

states, doctors and hospitals cannot help many women who want abortions. Rich women can travel to other countries or states to have abortions. But poor women in these states cannot afford that. They have abortions, but not in clean hospitals. They often get infections from dirty, dangerous abortions, and many poor women die. All women must have the right to safe, clean abortions.

MR. FLOYD: When a woman decides to have an abortion, she is making a decision for the baby, too. She is deciding to kill a living baby! That baby has fingers and toes and a beating heart! But can the baby protect itself? Can the baby speak out? Doesn't the baby have a right to live? Who is going to speak for the baby? The state must protect the baby. A baby is protected by the law even before it is born. Murder is illegal. A mother does not have the right to kill a baby at any time.

SUPREME COURT JUSTICE: When does the law begin to protect an unborn fetus?

MR. FLOYD: We believe that the law protects it from the time it begins to have life.

JUSTICE: When is that?

MR. FLOYD: Nobody knows for sure. We believe it begins about seven days after conception.

Ms. WEDDINGTON: We believe that the Constitution protects people after they are born, not before.

1800	1828	1967	1970
Common law accepted abortions if before fetus moves around.	New York passed first law making abortion illegal except to save mother's life.	States began changing anti- abortion laws because abor- tions were safer than before.	save mother's life; 15 allow it for various



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Name	Date	



## Supreme Court Justice: Should abortion be legal? (continued)

## Comprehension

- 1. Who are you in this decision?
- 2. What do you have to decide?
- 3. What is an abortion?
- 4. Do any states allow abortions now?
- 5. Is Ms. Weddington arguing for or against legalized abortion?
- 6. Is Mr. Floyd arguing for or against legalizing abortion?
- 7. Which of the following arguments are *against* legalizing abortion?
  - (a) Sometimes a woman doesn't want to have a baby.
  - (b) The Constitution protects people after they are born, not before.
  - (c) Fetuses have rights, too.
  - (d) Abortion is a private decision that only a woman can make.
  - (e) The Constitution protects all life, even before it is born.
  - (f) Life begins before birth.
  - (g) Poor people can't get abortions in some states, but rich women can go to other places to get them.
  - (h) Women who want abortions will have them even if they are unsafe.
  - (i) The Constitution must protect even unborn babies.
  - (j) A fetus cannot live on its own before it is seven months old.
  - (k) Even a fetus has fingers, toes, and a beating heart.

## 

- Should women have the right to abortions? Can Texas and Georgia restict abortions? Choose one of the following options:
  - (a) Vote that each state has the right to make laws about abortion. The Supreme Court has no right to decide about a state's abortion laws.
  - (b) Vote that the two states' laws are against the U.S. Constitution. Women have the right to abortions any time for any reason.
  - (c) Vote that the two states' laws are unfair. Women must be able to have abortions under certain conditions:

1.	
2.	
3	

- (d) Vote that women do not have the right to an abortion. The Constitution says nothing about abortions or privacy.
- (e) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name	Date
INAIIIC	Date

# 1974 Is t

## **U.S.** Congress

## Is the president of the United States above the law?

It is July 1974. You are a congressperson in the House of Representatives in Washington, D.C. This is a very serious problem for you to decide: Should you vote to impeach President Nixon?

Two years ago, five men broke into the Watergate office building in Washington, D.C. Police caught them stealing papers from the office of the Democratic National Committee. The FBI began to investigate. It discovered that the burglars were working for the Republican Committee to Reelect the President. Immediately, President Nixon said that he and his staff knew nothing about the burglary. In November 1972, he was reelected.

Two months later, the burglars were found guilty in court. The Senate appointed a committee to find out who had sent these men to steal the papers. Did President Nixon have anything to do with it? A House committee also started investigating.

During the next year and a half, the court and the committees uncovered new information. They learned that one of President Nixon's closest friends was the boss of the burglary. The burglars had been paid thousands of dollars not to talk. Some of them admitted that they had lied in court. Some of them said that the president's top advisers were helping to cover up the truth.

In July, they learned that President Nixon had made tapes of all his conversations in the White House. When the judge asked for the tapes,



the president refused to give them to him. He said that a president is above the law and has special privileges. For a year, the court and the Senate committee tried to force the president to give them the tapes, but he would not. Finally, the Supreme Court decided that he had to give the tapes to the judge. When the president gave him the tapes, two were missing, and many minutes had been erased. What was on the missing tapes? What was erased? Who lost and erased them, and why?

What did the tapes say? On one tape, only six days after the burglary, President Nixon told the FBI to stop the investigation. That proves that he was trying to hide the truth.

Now your committee has to decide what to do next. If the president did something illegal, you can vote to impeach him. That means he will be on trial in the Senate. The Senate can decide to remove him from office. No president has ever been removed from office. President Nixon could be the first! What if the president goes to jail? What will this do to the U.S.? An American president has never gone to jail! What will other countries think about the U.S.? Many Americans like President Nixon very much. They think he has been a very good president. Many people think the burglary was not very important. They think the president made only a little, unimportant mistake. But is a president above the law? Is it all right for a president to lie to the people? Is it all right for a president to try to hide the truth?





## U.S. Congress: Is the president of the U.S. above the law? (continued)

## Comprehension

- 1. What do you have to decide?
- 2. If you vote to impeach, what will happen to the president?
- 3. Why do you think the burglars were stealing papers?
- 4. Who told the men to steal the papers?
- 5. Who paid the burglars not to talk in court?
- 6. What were they paid not to talk about?
- 7. Who had made tapes?
- 8. What was on the tapes?
- 9. Why were the tapes important?
- 10. Why didn't President Nixon think he had to give the tapes to the judge?
- 11. Why do you think he didn't want to give the tapes to the judge?
- 12. Who forced him to turn over the tapes to the judge?
- 13. What was wrong with the tapes?
- 14. Who do you think did that to the tapes?
- 15. What did the tapes prove?
- 16. How did the tapes prove that President Nixon was guilty of something?
- 17. What was President Nixon guilty of doing?
- 18. Who will decide if President Nixon should be impeached?

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Name	Date	



## U.S. Congress: Is the president of the U.S. above the law? (continued)

19. Put these events in the order in which they occurred. Number them from 1 to 12.
President Nixon said he was not involved in the burglary.
President Nixon recorded his conversations.
President Nixon was reelected.
The judge asked President Nixon to give him the tapes.
The Supreme Court decided that he had to give the tapes to the judge.
Five men tried to steal papers from the Democratic National Committee.
The President's aide said that there were tapes of the President's conversations.
One of the burglars said that Nixon's friend was the boss.
The president refused to give the tapes to the judge.
The president gave the tapes to the judge, but some were missing and erased.
The tapes proved that Nixon was trying to cover up the truth.
President Nixon told the FBI to stop the investigation.
Decision
• Should the House committee vote to impeach President Nixon? Choose one
of the following options:
(a) Vote to impeach President Nixon.
(b) Vote not to impeach President Nixon.
(c) Other:

• Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



## **President Ford**

## Should you pardon Richard Nixon?

It is September 1974. You are Gerald Ford, thirty-eighth president of the U.S. You have an important decision to make about Richard Nixon, the thirty-seventh president.



President Gerald Ford

One month ago, Richard Nixon resigned as president. No other president has ever resigned. Nixon resigned when he realized that Congress would probably impeach him. Congress said that he was trying to block justice. Nixon knew about the 1972 Watergate burglary, but he tried to cover it up. He

tried to stop the investigation. He did not tell the whole truth. He did not obey the courts. Nixon said that a president has special privileges that make him above the law. Congress and the courts said the opposite—Nixon was using the power of the presidency wrongly.

You had been Nixon's vice president. When Mr. Nixon resigned, you became the president one month ago. Mr. Nixon could still be tried in court. It is even possible that he could be put in jail. No president has ever been put in jail. What will trying a former president do to the country? How will Americans feel if he is found guilty and goes to jail? How will they feel if he is *not* found guilty and does not go to jail? What will foreign countries think? Americans are very divided about Mr. Nixon. Some say he is a criminal and should go to jail. Others say he was a great president who just made some mistakes. Most people agree on one thing: This scandal should be resolved as soon as possible.

What are your options? If you do nothing, Nixon could go to jail. You could order the Justice Department to sue him in court, or *not* to sue him. You could also pardon Mr. Nixon. This means no one could sue him for his part in the Watergate scandal while he was president.



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Name	Date	



## President Ford: Should you pardon Richard Nixon? (continued)

## Comprehension

- 1. Who are you in this story?
- 2. How did you become the president of the U.S.?
- 3. How long have you been president?
- 4. Why isn't Richard Nixon the president now?
- 5. What did Nixon try to cover up?
- 6. What do some people think he is guilty of doing?
- 7. Why might Mr. Nixon go to jail?
- 8. What are some reasons why he should go to jail?
- 9. What are some reasons why he should not go to jail?
- 10. What will happen if Mr. Nixon goes to court?

### Decision See See See

- What should you do? Choose one of the following options:
  - (a) Do nothing. Let the courts and the Justice Department decide what to do.
  - (b) Tell the Justice Department not to sue Mr. Nixon in court.
  - (c) Tell the Justice Department to sue Mr. Nixon in court.
  - (d) Pardon Mr. Nixon.

(e)	Other:	
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• Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



# 1974 WI

## **Supreme Court**

What rights do non-English-speaking students have?

It is 1974. You are a justice of the United States Supreme Court.

The Court is listening to arguments about education. Should public schools have to



teach in languages other than English? Chinese parents in San Francisco, California, are asking the Court to make the public schools give special classes to children who do not speak English. The San Francisco public schools say that it is not their responsibility to provide special classes for students who cannot speak English. Listen to their arguments.



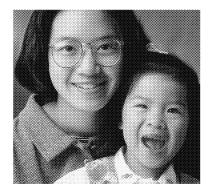
PARENTS: We are new in this country. We know that our children need to study hard and get a good education in order to be successful in America. There are many Chinese children in San Francisco schools who cannot speak English. They

are learning it, but learning a new language takes time. Our children are falling behind in math, history, science, and other subjects because their English is not good enough yet. We want the schools to teach these classes in our language. That way, our children can learn as much as the American students are learning.

SAN FRANCISCO
SCHOOL DISTRICT: Our schools have many different kinds of students—rich and poor, fast learners and slow learners, English-speaking students and non-English-speaking students. We want to help all students learn,



but we should teach our classes only in English. If we have special classes just for Chinese students, we will have to buy Chinese language books and hire teachers who can teach in Chinese. What if the Mexican and Filipino parents want native language classes for their children? We cannot teach in all these languages! California law says that English should be the language of teaching for all schools. We agree. The Court should not force us to teach in other languages.





Name Da	te
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## Supreme Court: What rights do non-English-speaking students have? (continued)

### Comprehension

- 1. Who are you in this decision?
- 2. What do the Chinese parents want?
- 3. Why do they want this?
- 4. What does the San Francisco School District want?
- 5. Why do they want this?
- 6. According to the reading, what other languages do students speak in San Francisco schools?
- 7. For each statement, write *T* for true or *F* for false:
  - (a) The Chinese parents do not want their children to learn English.
  - (b) California already has a law about the language of teaching.
  - (c) The Chinese parents want all children in the schools to learn Chinese.
  - (d) Special classes for Chinese children will require new books and new teachers.
- 8. For each statement, write *F* for fact or O for opinion. Remember that facts are things that can be checked. Opinions are a person's own ideas.
  - (a) There are many kinds of students in San Francisco schools.
  - (b) It takes time to learn a new language.
  - (c) All Americans should speak English.

## 

- What rights should non-English-speaking students have? Choose one or more of the following options:
  - (a) Let each state make its own decision on this question.
  - (b) Schools must do something to help students who do not speak English well, but they can decide the best way to do this.
  - (c) Schools must teach classes in the languages of all their students.
  - (d) Schools must teach classes in the languages of all groups with more than students.
  - (e) English should be the only language of public schools, but there should be special classes in which the teacher is trained to teach English as a Second Language.
  - (f) All students should be in mainstream English classes. There should be no special classes for students who do not know English.

• Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



# 1979 W

## **American Citizens**

What should we do to get our hostages out of Iran?



Ayatollah Khomeini

It is November 1979. You are an American, and you are angry, worried, and confused. A few days ago, you and all America watched a terrible event happen on television. A mob of militant revolutionaries in Iran took over the American Embassy in Tehran, the capital. They kidnapped 66 Americans

who were working there. They put blindfolds on them and locked them up. They shouted bad things about America. The Embassy represents the U.S. in Iran. The government of Iran was supposed to protect the people who work for the embassy. However, Iran's government seems to be supporting the militants. Why?

For more than 20 years, the U.S. has supported the Shah of Iran. He was trying to modernize his country by bringing American culture to Iran. He opposed communism, and he let the U.S. have military bases in Iran. Under the Shah, Iran was a good friend of America.

However, many Iranians did not like the Shah. They said he was a cruel dictator. They believed that he was turning away from the Moslem religious beliefs. They did not want to be like the United States. They wanted a religious society and a religious government. Finally, the people of Iran overthrew the Shah

in January 1979. They supported Ayatollah Khomeini, a religious leader. The Shah fled from Iran and came to the U.S. He has cancer and needs medical attention.

The militants say the U.S. is the cause of all Iran's problems. They say the Shah is a criminal. They say he stole from the people of Iran. They say the Shah used to imprison, torture, and kill Iranians who disagreed with him. They say the U.S. helped him do these things. They want the U.S. to send him back to Iran for a trial. They kidnapped the American Embassy workers to force the U.S. to return the Shah. They say that some of the Embassy workers were spies. Maybe they will kill or torture the hostages.

All Americans want these hostages freed. They should immediately be sent home safely. What can America do?



Shah of Iran as a young man



Name	Date	



## American Citizens: What should we do to get our hostages out of Iran (continued)

### Comprehension

- 1. Who are you in this story?
- 2. What are Americans upset about?
- 3. Who put blindfolds on people?
- 4. Whom did they put the blindfolds on?
- 5. What do the Iranians want?
- 6. Who does not like the Shah?
- 7. Who is the Shah of Iran?
- 8. Why does the U.S. like the Shah?
- 9. In the fourth paragraph, who are <u>They?</u>
- 10. In the fourth paragraph, what do these things refer to?
- 11. Why are the Iranian revolutionaries angry at the U.S.?
- 12. Why are the Iranian revolutionaries angry at their Shah?
- 13. Why did the revolutionaries kidnap American Embassy workers?

### 

- What should the U.S. do to get American hostages back? Choose one or more of the following options:
  - (a) Send the Shah back to Iran. We want our Americans back safely.
  - (b) Don't send the Shah back to Iran. He was our good friend, and we must protect him now.
  - (c) Send a military force to invade Iran and rescue the hostages.
  - (d) Ask the United Nations to punish Iran economically. All the countries should stop selling things to Iran and stop buying things from Iran Then the country will be hurt and will release the hostages.
  - (e) Kidnap the Iranian Embassy workers in the U.S.
  - (f) Send all Iranian students who are studying in the U.S. back to Iran.
  - (g) Apologize to Iran for supporting the Shah. Try to make peace with the militants and the Iranian government.
  - (h) Wait. Let's see what happens. Don't do anything.
  - (i) Ask the Shah to go to another country.
  - (j) Take all the money that the Iranian government has in American banks. When the hostages are released, we will return this money to Iran.

• Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name	Date	
IName	Date	

# 1979

## **American Citizens**

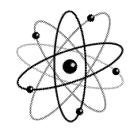
Should we continue to develop nuclear power?

It is March 1979. You are an American citizen. There has just been an accident at the Three Mile Island nuclear power plant in Pennsylvania. A valve broke inside the plant, but the workers did not think the problem was serious. They did not do anything to fix the problem, and it got much worse. Inside the plant, there were millions of gallons of radioactive water and steam. Thousands of people evacuated the towns around the plant because they were afraid that it would explode. It was difficult to leave the area because there was no evacuation plan. The plant did not explode, and nobody was hurt. The plant is still shut down. The government and the plant's owners are still studying what happened at Three Mile Island.

Your state has a nuclear power plant very similar to the one at Three Mile Island. They were built around the same time and have the same design. One more plant is in construction and there are plans to build others. Your state gets 20 percent of its electricity from nuclear power. When the new plants are ready, it will be 50 percent. More plants will make more nuclear waste. This is the radioactive garbage that remains after electricity is produced. If it gets into the air, soil, or water, it can hurt and even kill animals and people. Nuclear waste lasts for a very long time, so it must be stored in a very safe place. We have temporary sites for the radioactive waste but no permanent site. In the future, we will need

to build a permanent place to store the waste, or pay another state to store it for us.

Some people want to pass a law against nuclear power in our state. This is what your neighbors are saying.



IN FAVOR OF NUCLEAR POWER: We should not depend on foreign

countries for our oil, as we used to. With nuclear power, someday we will produce all the energy we need right here in America. We can produce it cheaply, too. Everybody wants low electric bills. Besides, there has never been an explosion at a nuclear power plant. The new plants are safe and we can make them even safer. We should continue to develop nuclear power.

AGAINST NUCLEAR POWER: The problem at Three Mile Island proves that nuclear power is not safe. There was almost a terrible disaster. Thousands of people could have been hurt or killed by radiation from the plant. They couldn't even drive away from it because of the traffic jams! And there is no good way to store the wastes from nuclear plants. This poisonous material lasts for hundreds of thousands of years! We do not want it in our state. If we pay another state to store the waste, then the price of nuclear power will increase. Nuclear power is not good for our state.



Name	Date



## American Citizens: Should we continue to develop nuclear power? (continued)

### Comprehension

- 1. Who are you in this decision?
- 2. What happened at Three Mile Island?
- 3. Why is the accident in Pennsylvania important to our state?
- 4. In paragraph 2, what does the word <u>They</u> refer to?
- 5. What is nuclear waste? Where does it come from?
- 6. What is dangerous for people if we breathe or drink it?
- 7. What are three arguments in favor of nuclear power?
- 8. What are three arguments against nuclear power?

### Decision See See See

- What should our state do about nuclear power? Choose one or more of the following options:
  - (a) Shut down the plant we already have.
  - (b) Stop building the plant under construction.
  - (c) Cancel the orders for the new plants.
  - (d) Build only the plants we have plans for.
  - (e) Plan and build more nuclear power plants.
  - (f) Build a permanent waste site in our state.
  - (g) Pay another state or country to take our nuclear waste.
  - (h) Transport our nuclear waste to the ocean and dump it.
  - (i) Pay for more research on nuclear power.
  - (j) Look for other ways to make electricity.
  - (k) Other: \_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name \_\_\_\_\_ Date \_\_\_\_



## **American Citizens**

## What should we do about the Southeast Asian refugees?

It is 1980. You are an American citizen. During the past year, hundreds of thousands of people have been leaving their countries in Southeast Asia. Laotians, Cambodians, and Vietnamese have been going to Hong Kong, Malaysia, Thailand, Indonesia, and the Philippines. They want to settle in other countries such as the U.S., China, Australia, Canada, and France. Many of them say they would have been killed if they had stayed in their countries. They are fleeing violence and imprisonment.

When the U.S. secretly dropped bombs in Cambodia during the Vietnam War, many Cambodians stopped supporting the Cambodian government. There was a civil war, which a communist group called the Khmer Rouge won five years ago. Since then, the Khmer Rouge communists have murdered more than one million Cambodians.

In Laos in the 1960's and 1970's, communists from North Vietnam and China were supporting communist Laotians. The U.S. supported Laotians who were against communism. The communists won in 1975 and took control of the country. Some Laotians are still fighting against the communist army. The communist government imprisons and kills these people.

In Vietnam, there was a war between the communists in the North and the anticommunists in the South. The U.S. helped South Vietnam, and the war continued until 1975.

More than one million Vietnamese were killed. North Vietnam won the war and took over the government for the whole country. Now, the new government is killing and imprisoning the people who were friendly to the U.S.

Some of the refugees are afraid they will be killed or punished in their own countries. They are called political refugees. Others say they cannot have a good life in their countries because of communism. They want to move to other countries where they can have their own businesses. They are called economic refugees.



The United Nations has started refugee camps to help the refugees. There are schools and health clinics in the camps. However, Thailand and the other countries do not want these refugees to stay there for a long time. They want them to settle quickly in other countries. Some countries, such as Japan, will not accept refugees. Australia will accept them if they have skills or education or family members already there. Other countries will accept refugees if they have good reasons to leave their countries. What should the U.S. do about the Southeast Asian refugees?

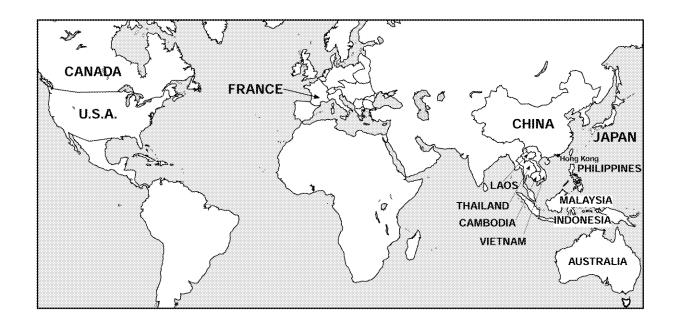




## American Citizens: What should we do about the Southeast Asian refugees? (continued)

### Comprehension

- 1. What countries are the refugees leaving from now?
- 2. What countries are they going to?
- 3. Why are they leaving their countries?
- 4. In Paragraph 5 who are the Others?
- 5. What is the difference between political and economic refugees?
- 6. What countries do the refugees want to settle in?
- 7. In Paragraph 6, who are <u>They</u>?
- 8. Why do you think that Thailand, Indonesia, Hong Kong, and the Philippines want the refugees to leave quickly?
- 9. Why do you think some countries do not want to accept refugees?





Name	Data	
Name	Date	



## American Citizens: What should we do about the Southeast Asian refugees? (continued)

### Decision

- What should the U.S. do about the Southeast Asian refugees? Choose one or more of the following options:
  - (a) Accept all refugees who apply to come to the United States. America is the land of freedom. We have always welcomed refugees and immigrants here. All Americans are immigrants.
  - (b) Accept all refugees from these countries. These people were friends of the U.S. during the wars in their countries. Now we must help them.
  - (c) Accept only political refugees. Do not accept economic refugees. They just want a better life.
  - (d) Put a quota on the number of refugees we will accept in a year. We cannot take all of them at one time. That will be too hard for America. We should accept only (number) each year.
  - (e) Accept only the educated refugees. They will be able to help America. The uneducated refugees will be a lot of trouble for America. They will not be able to get jobs.
  - (f) Accept the uneducated refugees. They will take the jobs that Americans do not want to do. They will work for low pay.
  - (g) Do not accept any refugees. They will not be happy here. America is very different from their countries. It is better for them to return to their own countries after the fighting has stopped.
  - (h) Do not accept any refugees. They cannot solve the problems in their countries if they come here. If they really believe in freedom and democracy, they should return to their countries to help solve the problems.
  - (i) Do not accept any refugees. The U.S. already has too many problems. We have many poor and homeless and unemployed people here already. We cannot take care of more people.
  - (j) Ask other countries to take more refugees.

(k)	Other:	

• Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



# 1982 Sh

## **American Citizens**

## Should we approve the Equal Rights Amendment?

It is 1982. You are an American citizen. Your state legislature is discussing an amendment to the U.S. Constitution. It is called the Equal Rights Amendment, or ERA. To amend the Constitution, both the Senate and the House of Representatives must approve. Then 38 of the 50 state legislatures must approve. The House approved the ERA in 1971, and the Senate approved it in 1972. Thirty-five states have also approved the ERA. Now your state legislature is debating it.

The Equal Rights Amendment guarantees that men and women have equal rights. Many people are in favor of this amendment. They say that the Constitution does not guarantee equal rights to women. Because of <u>that</u>, there is a lot of discrimination against women.

Some discrimination is in jobs. For example, why are so few women lawyers, doctors, engineers, bus drivers, police officers, and businesspeople? One reason is that many colleges have not accepted women to study for some of these professions. Another reason is that some companies do not want to hire women for certain jobs.

Another kind of job discrimination is in salaries and promotions. Women receive lower salaries than men even though they do the same work. There are laws against that, such as the 1963 Equal Pay Act, but women still get much lower salaries for doing the same work. Also, very few women are promoted to be managers or bosses.

There are other kinds of discrimination,

too. For example, a husband has more rights than his wife. A woman's husband owns the property and money. In some places, it is hard for a woman to borrow money from a bank without her husband's permission. Some banks make it hard for a woman to have a bank account in her own name.

There are laws that should stop discrimination, but they are not just for women. The ERA will make it easy to stop these kinds of discrimination against women. If the ERA passes, the Constitution will make sexual discrimination illegal.

However, there are many people who are against the ERA. They say that men and women are different and should not be treated the same. There are some jobs that women cannot do. For example, women should not have to fight in the military. If the ERA passes, maybe women will be drafted into the military. Maybe an employer will force women to do the same heavy work as men do. Also, women have special privileges now which they will lose if the ERA passes. When a husband and wife divorce, will the woman still be able to receive alimony from her ex-husband? Will a husband who abandons his family still have to pay child support? Will the ERA make it hard for women to stay home and take care of their children? If men and women are equal, who will take care of the children? Who will work outside the home?

(continued)



Name \_\_\_\_\_ Date \_\_\_\_



## American Citizens: Should we approve the Equal Rights Amendment? (continued)

Finally, some people say we do not need the ERA. The Constitution already protects women under the Fifth and Fourteenth Amendments. Women can already use the Constitution to fight against discrimination in court. The 1963 Equal Pay Act and the 1964 Civil Rights Act already protect women against discrimination. We do not need more laws. We just need to enforce the laws we have.

There are good arguments for and against the ERA. The ERA raises many questions. How do you want your state legislators to vote?



**ERA** supporters

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Name	Date



## American Citizens: Should we approve the Equal Rights Amendment? (continued)

### Comprehension

- 1. Who are you in this story?
- 2. List three examples of gender discrimination in employment.
- 3. List one kind of gender discrimination in education.
- 4. Why isn't it fair for a husband to own the property and money?
- 5. Why isn't it fair for a woman to need her husband's permission to borrow money?
- 6. In the second paragraph, what does the word that refer to?
- 7. What protections might women lose if the ERA passes?
- 8. What privileges might women lose if the ERA passes?
- 9. Why do some people say that we do not need the ERA to stop gender discrimination?
- 10. How many more states need to approve the ERA before it becomes an amendment?
- 11. For each statement, write *F* for fact or O for opinion. Remember that facts are things that can be checked and agreed to by everyone. Opinions are a person's own ideas.
  - (a) Thirty-five states have approved the ERA.
  - (b) Both the Senate and the House have to approve an amendment.
  - (c) There is discrimination against women.
  - (d) Women can do many jobs that men can do.
  - (e) Women should be able to serve in the military.
  - (f) Women receive lower salaries than men.
  - (g) A woman must have her husband's permission to borrow money.
  - (h) Men and women are different.
  - (i) Women need special protection.
  - (j) Women will lose their special protection if the ERA passes.

## Decision

- How do you want your state legislature to vote? Choose one of the following options:
  - (a) Vote in favor of the Equal Rights Amendment.
  - (b) Vote against the Equal Rights Amendment.
  - (c) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name \_\_\_\_\_ Date \_\_\_\_



## **American Citizens**

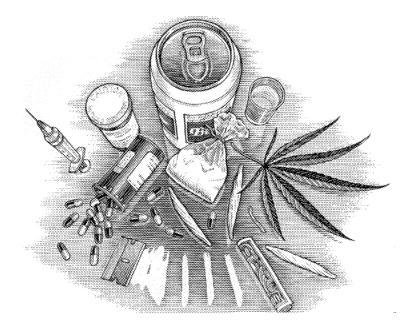
How can we stop the use of illegal drugs?

It is 1986. You are an American citizen. You are very concerned about the use of drugs in America. Both adults and young people are using illegal drugs. These drugs are dangerous, and many people die from using them. AIDS is spreading among people who share infected needles. The drugs are also expensive, and addicts commit crimes to get money to buy them. America is becoming sick, violent, and unsafe. We must do something about illegal drugs.

Some people say that we should spend more money to fight drug use. We need more police to stop the sale of drugs, and we need to stop drugs from coming into America from other countries. We could use the military to stop drugs at our borders, and we could tell other countries to stop producing drugs. Inside America, we could make stronger punishments for people who use and sell drugs, but if we do this we might need more prisons. We could also start programs to teach young people that drugs are dangerous.

Other people say that we will never be able to stop people from buying and using drugs. It is almost impossible to stop drugs from entering America. But if we legalize drugs, the prices will go down. Then there will not be so much violence and crime, because drug users will be able to afford their drugs. Also, the government could tax the sale of the drugs and use the money to educate young people about the dangers of drugs.

What do you want your state and national representatives to do about the drug problem?





Name Date
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## American Citizens: How can we stop the use of illegal drugs?

(continued)

### Comprehension

- 1. Who are you in this decision?
- 2. How do some addicts get money to buy drugs?
- 3. How do drugs hurt America?
- 4. What places do you think illegal drugs come from?
- 5. What are some ways to stop the use of illegal drugs?
- 6. Why do you think more prisons might be needed?
- 7. How could legalizing drugs help America?
- 8. What are reasons not to legalize drugs?

### 

- What can we do to stop the use of illegal drugs in America? Choose one or more of the following options:
  - (a) Educate people about the danger of drugs.
  - (b) Establish drug-counseling programs to help people who want to stop using drugs.
  - (c) Increase the penalty for using illegal drugs.
  - (d) Increase the penalty for selling drugs.
  - (e) Hire more police.
  - (f) Try to catch and punish more drug users.
  - (g) Try to catch and punish more drug dealers.
  - (h) Build more prisons.
  - (i) Make drugs legal.
  - (j) Help drug-producing nations fight against drug cultivation.
  - (k) Use the military to stop drugs from entering the U.S.
  - (1) Stop being friendly to any governments and politicians involved in drug dealing.
  - (m) Ask the United Nations to do something about the cultivation of illegal drugs.
  - (n) Make American workers pass drug tests.
  - (o) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name \_\_\_\_\_ Date \_\_\_\_

# 1987 WI

## **U.S. Congress**

## What should we do about the Iran-Contra scandal?

It is 1987. You are a U.S. congressperson. You have just learned that government employees have lied to Congress about U.S. activities in Nicaragua. These government workers say that President Reagan and his advisers told them to break the law. Now you are deciding what to do.

President Reagan does not like the Nicaraguan government. He says that it is a communist government. He supports the Contras, a group of rebels fighting against the Nicaraguan government. He convinced Congress to send over \$100 million to the Contras. In 1982, Congress passed the Boland Amendment, which said that the CIA and other government agencies could not help the Contras anymore. However, some people in the government disagreed with this policy. They still wanted to send money to the Contras, even if it was against the law. They found different ways to raise money for the Contras. First, they convinced some rich governments to give money to the Contras. This was not illegal, but they did not tell the American people about it. Then they allowed Israel to sell U.S. weapons to Iran without telling us. That was illegal. Besides, Iran has been our enemy for about 10 years. Later, the administration itself even sold missiles to Iran!

The U.S. government used the profits from the weapon sales to buy and deliver supplies to the Contras. Once, the Nicaraguan government shot down a Contra supply plane. The only survivor was an American man who said that the plane was owned by the CIA. This meant that the American CIA was illegally sending supplies to the Contras.

Some people say that the Colombian drug cartels also delivered supplies to the Contras. The U.S. government paid for this help by allowing them to fly Colombian cocaine into the United States.



Reagan's aides were selling weapons to our enemies, and maybe even helping drugs come into America, in order to support the Contras in Nicaragua. They say that they were doing what President Reagan wanted them to do. Some of them say that Reagan did not know about these illegal activities. They say that they did not tell the President what they were doing because they wanted to protect him. President Reagan says that he did not know about the illegal support for the Contras. Some Americans say he is not telling the truth.



Name	Date	
Name	Date	



## U.S. Congress: What should we do about the Iran-Contra scandal? (continued)

### Comprehension

- 1. Who are you in this decision?
- 2. Why does President Reagan support the Contras?
- 3. What does the Boland Amendment say?
- 4. In paragraph 2, what do the words this policy refer to?
- 5. In paragraph 2, what does the word <u>That</u> refer to?
- 6. How did some government workers help the Contras after Congress passed the Boland Amendment?
- 7. How did Reagan's aides break the law?
- 8. Do you think it is important for a president to know what his/her advisers are doing?
- 9. For each statement, write *F* for fact or O for opinion. Remember that facts are things that can be checked and agreed to by everyone. Opinions are a person's own ideas.
  - (a) The American government broke the law by supporting the Contras.
  - (b) President Reagan told his aides to continue supporting the Contras even after the Boland Amendment.
  - (c) Transporting cocaine into the U.S. is illegal.

## Decision Secondo

- What should we do about the Iran-Contra scandal? Choose one or more of the following options:
  - (a) Nothing. The president has the power to make foreign policy decisions.
  - (b) Nothing. However, we should have a trial and put his aides in jail if they broke the law.
  - (c) Make a new, stronger law to stop the Reagan administration from helping the Contras.
  - (d) Impeach the president.
  - (e) Appoint a panel to investigate whether the president knew about illegal support for the Contras.
  - (f) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name \_\_\_\_\_ Date \_\_\_\_



## **American Citizens**

What should we do about Iraq?

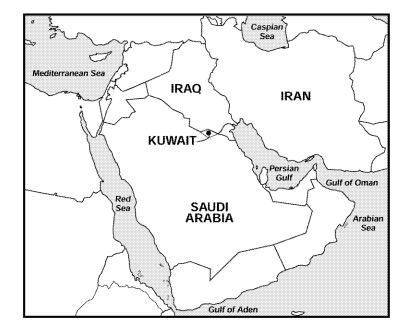
It is August 1990. You are an American citizen. In the Middle East, Iraq has just invaded her small neighbor Kuwait. The royal family of Kuwait has escaped to Saudi Arabia, but a thousand Kuwaitis have been killed. Iraq has a large and powerful military. Iraqi soldiers are experienced fighters. They have modern weapons that they bought from the U.S.

Why is Iraq invading Kuwait? Iraq's leader, Saddam Hussein, says that Kuwait used to be a part of Iraq and still should belong to Iraq. Hussein says that Kuwait has disobeyed oil-producing rules. He says that Kuwait has been producing more oil than it is supposed to. This lowers the price of oil and hurts all oil-producing countries. He also says Kuwait has been stealing Iraqi oil. Finally, he

believes that Kuwait is too friendly with the U.S. and Israel. Kuwait is Arab and must work together with the Arabs.

The American government believes that Hussein wants to control Kuwait and the oil that is there. Iraq has just ended a 10-year war with Iran, and it needs billions of dollars to pay its debts. Kuwait has very rich oil fields that could help pay the debts. Hussein wants to keep the price of oil high. He wants to become the leader of the Arab oil-producing countries.

Kuwait is an ally of the U.S. The U.S. opposes one country invading and taking over another country. We also want peace in the Middle East because we need oil from this region, including Kuwait.





Name	Data
Name	Date



## American Citizens: What should we do about Iraq? (continued)

## Comprehension

- 1. Who are you in this story?
- 2. For each statement, write *T* for true, *F* for false, or *N* for not given.
  - (a) Iraq's army attacked Kuwait.
  - (b) Many Iraqis were killed in the attack.
  - (c) Saddam Hussein is the king of Kuwait.
  - (d) Hussein wants to control Kuwait's oil.
  - (e) Hussein needs money to pay debts to Iran.
  - (f) Iraq wants the price of oil to be high.
  - (g) Hussein says that Kuwait has been selling oil cheap.
  - (h) Hussein says that Kuwait has been selling Iraq's oil.
  - (i) The U.S. believes that Hussein wants to lead the Arab oil-producing countries.
  - (j) The U.S. is a friend of Kuwait.
  - (k) The U.S. doesn't want to pay high prices for oil.
- 3. What does This refer to in the second paragraph?
- 4. What does it refer to in the third paragraph?
- 5. What are three reasons that the U.S. is upset with Saddam Hussein?

## Decision See See See

- What should the U.S. do? Choose one or more of the following options:
  - (a) Send American troops to defend Kuwait. Push Iraq's army back to Iraq.
  - (b) Send American troops to defeat Iraq. Continue fighting until Saddam Hussein is captured or killed.
  - (c) Send American troops to protect Saudi Arabia. Kuwait is next to Saudi Arabia, and Iraq might try to take over the Saudi oil fields. Saudi Arabia is our ally, and we need her oil.
  - (d) Send American troops only as part of a United Nations force.
  - (e) Do not get involved. This is Kuwait's problem. American soldiers should not fight and die for this. America should not spend money on this.
  - (f) Organize United Nations economic punishments for Iraq. Boycott Iraq. Stop buying Iraqi oil. Do not let Iraq receive supplies from anywhere.
  - (g) Send money and supplies, but not troops.

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- (h) Other:
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name \_\_\_\_\_ Date



## **American Citizens**

## Should English be the official language of the United States?

It is 1990. You are an American citizen. In the national and state legislatures, some representatives want to make English the official language of our country. They are trying to pass a constitutional amendment that makes this the law. Others are fighting this idea. They say it would be bad for the United States. Who is right?

PRO: It is important to have a common language that all Americans can understand. People need to know English. They have to be able to read, write, understand, and speak English so they can learn about the history, government, and culture of this country. There have always been immigrants in the U.S., but they always learned English. Now, in some places it seems as though you never hear English! We need this amendment to show new immigrants that the English language is important in America.

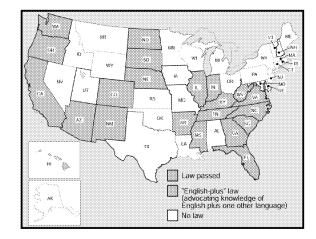
Another point is that bilingual services are expensive. Americans should not have to pay for translating documents into other languages or for teaching classes in other languages. It is cheaper if everyone living in this country uses English.

CON: Everybody knows English is important, so we do not need an official language. Immigrants want to learn English, but they should be able to keep and use their native languages, too. In school, American students study foreign languages for years! It would be a waste of time and money to ignore the

languages people already know. Besides, this law does not give more money to teach English as a Second Language. It will not help anyone learn English.

Some states and cities have already passed "official English" laws. In Florida, for example, the legislature recently amended the state constitution. Now English is the official language of Florida. The U.S. Constitution says that the state legislatures can make such laws, but what does this mean? Some people say that it means no more bilingual education for immigrants. Others say that hospitals, courts, and schools can offer services only in English and that employers can make rules forbidding employees from using languages other than English.

Would an official language amendment to the Constitution be good for our country?





Name	Date
INdille	Date



## American Citizens: Should English be the official language of the United States? (continued)

### Comprehension

- 1. Who are you in this decision?
- 2. In paragraph 1, what does the word this refer to?
- 3. What would the new amendment say?
- 4. What are reasons in favor of making English the official language of the U.S.?
- 5. What are reasons against making English the official language of the U.S.?
- 6. Does the United States have an official language now?
- 7. What could change if this amendment passes?

### Decision

- Should English be the official language of the United States? Choose one or more of the following options:
  - (a) No. We have never had such a law, and we should not have it now.
  - (b) Yes. English should be one official language, but there should be others as well. Which languages?
  - (c) Yes, but only if the laws give more money to teach English as a Second Language.
  - (d) No, not English. The official language(s) of the United States should be
  - (e) Yes. English should be the only official language of the U.S.
  - (f) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



Name	Date	

# 1992 SI

## **U.S. Congress**

## Should the U.S. sign a free trade agreement with Canada and Mexico?

It is 1992. You are a member of Congress. President Bush has just finished negotiating the North American Free Trade Agreement (NAFTA) with our neighbors—Canada and Mexico. Now the president wants the Congress to approve this agreement. Before you vote, listen to what the president and other Americans say about NAFTA.

PRESIDENT BUSH: We need to guarantee foreign markets for American products. This free trade agreement will mean no import taxes on our products in Canada and Mexico. That will make our products cheaper in those places. Canadians and Mexicans will buy more American products. That means more jobs for American workers. This agreement will also make it easier for American companies to build factories in Mexico, where labor costs are low. Products made in Mexico cost less money, so American consumers can save money. The free trade agreement we signed with Canada two years ago has been good for America. NAFTA will bring the three North American countries closer together. In Asia and Europe, countries are signing free trade agreements like NAFTA. This agreement will protect American business and jobs from foreign competition.

BUSINESS LEADERS: President Bush is right. NAFTA will help us sell more products around the world. The Asian countries pay their workers less than workers are paid in America. That means that products made in

Asia cost less than American products. If our products are more expensive, nobody will buy them. With NAFTA, we can make things cheaply in Mexico and sell them around the world.

LABOR UNIONS: NAFTA is a big mistake. It is going to hurt American workers and Mexican workers, too. When American companies move to Mexico, they will close their factories here. They will hire Mexican workers, not Americans. The president says that consumers will benefit because prices will be lower. But workers are consumers, too. If we do not have jobs, we cannot buy any products! The business leaders say that NAFTA will be good for Mexican workers. That is a joke. The minimum wage in the U.S. is \$4.65 an hour. In Mexico that is the wage for one day! The only reason the companies want to move to Mexico is to pay workers less money.

Environmentalists: NAFTA might be good for business, but it will be bad for the environment. When the U.S. signed a free trade agreement with Canada a few years ago, some Canadian companies moved to the U.S. because the environmental laws here are not as strict as the laws in Canada. The same thing will happen now. Mexico does not have strong laws to protect the environment. The Canadian and American companies that move there will pollute the air and water. NAFTA does not say enough about protecting the environment.



Name	Date



## U.S. Congress: Should the U.S. sign a free trade agreement with Canada and Mexico? (continued)

## Comprehension

- 1. Who are you in this decision?
- 2. How is NAFTA different from the agreement we already have with Canada?
- 3. Which U.S. groups are in favor of NAFTA?
- 4. What are three reasons why moving to Mexico could be good for American companies?
- 5. Why are U.S. workers against NAFTA?
- 6. Who makes more money—workers in the U.S. or workers in Mexico?
- 7. Which country has the strongest environmental laws—Mexico, Canada, or the U.S.?
- 8. What decision do you have to make?

## Decision

- How will you vote on NAFTA?
  - (a) Vote yes.
  - (b) Vote no.
  - (c) Suggest changes to make NAFTA better before you vote. What changes do you recommend?
  - (d) Talk to people in Mexico and Canada before you vote. What questions will you ask them?
  - (e) Other: \_\_\_\_\_
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.





Name	Date

# 1993 S

## **U.S. Congress**

## Should Congress make it harder to buy handguns?

It is 1993. You are a congressperson. Congress is ready to vote on the "Brady Bill." If Congress approves this bill, it will be more difficult for people to buy handguns. How will you vote? Americans have strong feelings about this bill. Here are some of the arguments you have heard:

CON: The Second Amendment to the U.S. Constitution says that Americans have the right to own guns.

PRO: Not true! The amendment says that the military has the right to have guns, not the people.

CON: There are lots of good reasons to have guns. Hunting and target shooting are sports. The government should not stop people from enjoying these sports.

PRO: Nobody uses handguns for hunting. For target practice, people can rent guns at shooting ranges. They are too dangerous to keep at home!

PRO: Guns are dangerous. There are too many accidents with handguns. Parents do not lock up their guns, and their kids accidentally shoot somebody. Also, guns are dangerous because they are so easy to use. Somebody gets angry and just picks up a gun and kills a person. Besides, if people did not have guns around, maybe there would not be so many suicides.

CON: Guns are not dangerous; people are. And people can be trained to use guns safely. More people are hurt or killed by falling down or drowning than by guns.

CON: People need guns for self-defense. If people have guns, they can protect themselves. Also, if criminals think that more people have guns, they will not attack. If we stop law-abiding people from having guns, only criminals will have guns.

PRO: Handguns are not good for self-defense. Most criminals say that guns don't stop them. Dogs stop them. Also, criminals often get their guns by breaking into houses and stealing them.

PRO: The U.S. has more handgun deaths than countries that have gun control laws. England and Japan, for example, have strict gun control laws, and they have very few shootings. In cities in America that have gun control laws, the crime rate has gone down.

Con: Not true! In England, the crime rate went up more than in the United States Massachusetts has a strict gun registration law, but Boston has the fifth highest crime rate in America! And New York City has a gun registration law, but there are 1 to 2 million



*unregistered* guns in the city. The gun control laws do not work.

The people in your state who voted for you want you to do the right thing. How will you vote?



Name	Data	
Name	Date	



#### U.S. Congress: Should Congress make it harder to buy handguns? (continued)

#### Comprehension

- 1. Who are you in this story?
- 2. For each statement, write *F* for fact or O for opinion. Remember that facts are things that can be checked and agreed to by everyone. Opinions are a person's own ideas.
  - (a) The Second Amendment says that people have the right to own guns.
  - (b) Hunting and target shooting are sports.
  - (c) Handguns are too dangerous to keep at home.
  - (d) There are many accidental shootings.
  - (e) People can be trained to use guns safely.
  - (f) People are careless with guns.
  - (g) Criminals often steal guns from houses.
  - (h) England and Japan have strict gun control laws.
  - (i) The crime rate has gone down in cities that have gun control laws.
  - (j) The gun registration law doesn't work in New York City.
- 3. What is the purpose of the Brady Bill?

#### Decision

- How are you going to vote on this bill? Choose one of the following options:
  - (a) Vote for the Brady Bill. It should not be easy to get handguns.
  - (b) Vote against the Brady Bill. It should be easy to get handguns.
  - (c) Support another bill that makes all kinds of guns difficult to get.
  - (d) Oppose all gun control bills. People have the right to own any kind of gun they want.
  - (e) Oppose gun control bills. People who want to own guns will not vote for you in the future if you support this bill.

(f)	Other:	

• Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



<b>.</b> Τ	Date
Name	I late
Name	Date



#### **Californians**

## Should California help people who come here illegally to live?

It is 1994. You are a resident of California. State elections are coming up in a few days, and voters have a big decision to make: What rights should illegal immigrants have in California? Thousands of immigrants come here to live. Most come from Mexico and countries in Central and South America and Asia. Many do not have legal permission to be in the United States.

Now our state law says that anyone can attend public schools and use public hospitals in California. Governor Pete Wilson says that California and other border states are losing money. He says that the illegal immigrants do not pay taxes to help pay for schools and hospitals. The state government has to pay for these things. Wilson and other governors asked the federal government to give money to pay for the state services that illegal immigrants use. The government gave some money, but Wilson says it is not enough. He wants voters to approve a referendum called Proposition 187. If we approve it, only legal residents of the United States could use public services in California.

Some people think Proposition 187 will be bad for our state. There are several reasons. First, California's economy depends on immigrant labor. Most of the fruit and vegetables we sell to other states are picked by illegal immigrants. They do most of the work in restaurants and hotels, too. These jobs are hard and the pay is very low. Few Americans want to work in these jobs. Without immigrant labor, the prices we pay for these goods and services will rise quickly.

What will happen in the future if illegal immigrants cannot use public hospitals? If there is an epidemic, they will not have good health services. The disease could spread to everyone—even to citizens and legal residents. Also, school is a place where immigrant children learn about our country. If they cannot attend school, how will these children learn American history? How will they learn to communicate in English? If they do not receive a good education, they will not be able to get good jobs. Then they will never be able to pay taxes for services!

This law could be very difficult to enforce, too. How will schools and hospitals know who is here legally? This law could cause trouble for anyone who does not look or talk like an "American." Many doctors and teachers say they will not obey this law if it passes.

We are the most populous state in the U.S., and we have the most illegal immigrants, too. If California passes Proposition 187, other border states might make similar laws.



Name	Date
Name	LJate



## Californians: Should California help people who come here illegally to live? (continued)

#### Comprehension

- 1. Who are you in this decision?
- 2. What other states have immigrant problems like ours?
- 3. Why do you think immigrants want to be in California?
- 4. Why do some immigrants come here illegally?
- 5. In paragraph 2, what does the word it refer to?
- 6. What kinds of work do illegal immigrants do in California?
- 7. What does Proposition 187 say?
- 8. What are some arguments in favor of Proposition 187?



- 10. For each statement, write *T* for true or *F* for false:
  - (a) The best way to tell if a person is American is to look at him or her and listen to that person speak.
  - (b) The federal government gave California some money to solve this problem.
  - (c) Other states could follow our example if Proposition 187 passes.

#### Decision

- Should we vote "yes" on Proposition 187?
  - (a) Yes
  - (b) We should let illegal immigrants use public hospitals but not schools.
  - (c) We should let illegal immigrants use public schools but not hospitals.
  - (d) No. We should not support Proposition 187.
  - (e) We should ask the federal government to give us more money for the services illegal immigrants use.
  - (f) Other:
- Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.



**USA** 

**MEXICO** 

#### **Historical Notes**



#### 1861—President Lincoln: How should we respond to the attack on Fort Sumter?

# Vocabulary cannons military civil war surrender inauguration to protect seceded soldiers

By March 1861, the Confederacy had taken all federal property within its boundaries except for Fort Pickens at Pensacola, Florida, and Fort Sumter. When Union Commander Robert Anderson refused Jefferson Davis's order to surrender the fort, Confederate guns placed around Charleston Harbor began shooting at a federal ship bringing supplies to the fort. With only a few days remaining as president, James Buchanan decided to do nothing (option e). After his inauguration on March 4. Lincoln also hoped to avoid a battle over the fort. Finally, on April 6, he announced he was sending another supply ship. The Confederate guns began firing on Fort Sumter on April 12. After 34 hours of shelling, the Union soldiers surrendered the fort (option *c*) and sailed to New York. Only one person was killed, but the attack on Fort Sumter is considered the beginning of the Civil War.

#### 1865—Northern States: They killed Lincoln! How should we punish the South?

See also 1866—REPUBLICAN SENATOR.

murderer
make peace
punish

The Republican-dominated Congress was strongly critical of Lincoln's plan for readmission of the former Confederate states. The Republicans also assumed that Lincoln's assassination would increase

public support for punishment of the defeated states. The new president, Andrew Johnson, used a congressional recess to begin implementing a plan very similar to Lincoln's (option l). By the end of 1865, all of the former Confederate states except Texas were ready to be readmitted to the Union. There was growing sentiment in Congress that Johnson had taken on powers belonging to Congress, as well as reports that southern whites were abusing the rights of freed blacks. With comfortable majorities in both houses after the elections of 1866, the Republicans enacted extensive civil rights legislation, including three constitutional amendments. The Thirteenth Amendment outlawed slavery in the U.S. (option d). The Fourteenth Amendment said that no state had the right to deprive people of their rights as citizens, that former rebels could not hold civil or military office (a form of option i), and that all states had to give up claims to war debts for damages (a form of option b). It also said that representation in the southern states would be based on the percentage of people who had remained loyal to the Union (a form of option g). The Fifteenth Amendment said that the voting rights of citizens could not be denied on the basis of color, race, or previous condition of servitude (option h).

In addition to the amendments, Congress also passed four Reconstruction Acts (1867–1868) over presidential veto. These acts divided the former Confederacy into five military districts. Federal soldiers occupied the southern states to ensure compliance with the conditions of their readmission (option e). Through agencies such as the Freedmen's Bureau, the government ran massive black voter registration drives (more option h). In 1867 there were 703,000 black voters and 627,000 white voters registered in the former Confederate states. Thaddeus Stevens, a Republican senator from Pennsylvania, proposed confiscating the lands of the richest rebels (option j) and redistributing it among the freedmen.

#### 1866—Republican Senator: How can we make southern states obey the Constitution?

See also 1865—NORTHERN STATES.

#### Vocabulary Republican senator egual Confederate Congress passing Constitution ratified citizenship quarantee amendments restrict rights slavery abolished obey illegal

Punishment of the rebellious southern states was part of Reconstruction, but so was genuine concern by many Republicans for the rights of blacks. Passage of the Thirteenth, Fourteenth, and Fifteenth Amendments indicated that Congress was dedicated to African American civil rights. The Republicans also stood to gain by adding over 700,000 potential voters to the roles. Unfortunately, Congress did not give freed slaves the economic support they needed to guarantee those rights. Many ex-slaves were more concerned with immediate economic needs in the devastated southern economy than they were with voting rights. Congress tied readmission of rebel states to passage of the constitutional amendments. By 1870, all former states were back in the Union. Federal troops stayed in the South (option *f*) until 1877.

## 1868—Lakota: Should we sign the Fort Laramie Treaty?

<u>Vocabulary</u>		
nation powerful Native Americans government a peace treaty war chief steal hunting grounds truth	obey frightens plains soldiers villages trust control permission bother	supplies carpenter blacksmith engineer promise reservation attack property

Red Cloud signed the Fort Laramie Treaty after a special council of chiefs granted him permission to speak for the Sioux. The Sioux's goal was to reopen trade with the whites along the Platte River. They had already achieved success in forcing the army to abandon the Bozeman Trail and its protective forts. The army's goal was to secure the Platte Valley route for trail and railroad development. The treaty was apparently deceptively communicated to the tribes, for trade was banned along the Platte, and the tribes

were driven north of the river immediately after the signing. Tribes that tried to trade and tribes that lived south of the river were harassed and herded north into alien territory along the Missouri. The treaty declared that the tribes must live at agencies within the reservation, which was not what the natives had understood. Red Cloud and other chiefs went to Washington, D.C., and to New York, where their righteous and dignified plea for justice caused such an uproar that the government temporarily reversed its policy, giving permission to trade at Fort Laramie and a reservation near the fort on the Platte.

#### 1870—Chinese Worker: Should you bring your family to America?

<u>Vocabulary</u>			
accidents	decided	foreigners	
boat tickets	finished	possible	
dangerous	explosions	enough	

Chinese immigration to the U.S. began with the California Gold Rush. In 1868, the need for rail-road laborers was so great that Congress passed the Burlingame Treaty, allowing unlimited Chinese immigration to the U.S. Despite earning lower wages than whites, Chinese workers flocked to the railroads being built across the western U.S. The number of Chinese immigrants living in the U.S. tripled in the period from 1867 to 1882, when the Chinese population peaked at 115,000.

#### 1878—Southern Whites: How can we get our old way of life back? (Jim Crow laws)

<u>Vocabulary</u>		
cooperating controlled Confederacy amended Constitution carpetbag- gers abolished slavery citizenship equal force	politicians national government presidential election president obey ordered loyal House of Representatives occupied	rights scalawags state legislator soldiers Senate Republican party public offices swear running for public office vote
<del>' Democratic</del>		

Many southern whites deeply resented the new amendments and presence of the federal troops enforcing them. The social and political order of the prewar South was turned upside down, with blacks holding many public offices. The participation in the state governments by northern "opportunists," while experienced and trusted southern leaders who had been in the Confederate government were barred from holding office, also rankled southern whites.

Federal troops occupied the states of the former Confederacy from 1867 to 1877, during which period the "Reconstruction" governments addressed a range of issues previously unthinkable in the South. For the first time, equality of education and voting rights were issues for all adult male citizens of the South. In the presidential election of 1876, Democratic candidate Samuel Tilden won the popular election but did not have enough votes in the electoral college. As a compromise to end the deadlock, Democrats agreed to let the Republican candidate, Rutherford B. Hayes, become the new President. In return, the Republicans promised to withdraw federal troops from the South.

With the soldiers gone, southern states lost little time in electing local and state officials and passing laws that contradicted the Fourteenth and Fifteenth Amendment (options b and e). Although slavery was no longer a legal institution, the freed slaves were forced, through a combination of repressive Jim Crow laws (options b and e) and physical intimidation by the Ku Klux Klan and other white supremacist groups, back into political and economic subjugation, which, despite progress during the civil rights movement in the 1960's, continues today.

#### 1879—U.S. Congress: Should we restrict Chinese immigration?

See also 1870—CHINESE WORKER; 1948—U.S. FARM OWNERS; 1962—MIGRANT FARM WORKERS; 1994—CALIFORNIANS

<u>Vocabulary</u>		
member Congress immigrants immigration federal government trading partner	citizens population complaining labor unions grandchildren	percent limiting restrict businesses treaty

Chinese immigration has long been a political issue for the U.S. The Burlingame Treaty of 1868

allowed unrestricted immigration from China but prohibited Chinese from becoming U.S. citizens (except by birth in the U.S). Congress passed the first of several "Chinese Exclusion Acts" in 1879, but the bill was vetoed by President Hayes. In 1880, the Chinese government agreed that the U.S. had the right to restrict (but not prohibit) immigration from China. In the early 1880's, white violence against Chinese people in western states increased, including the burning of the Chinatown section of Tacoma. Washington, and the killing of 28 Chinese in Rock Springs, Wyoming. In 1882, Congress passed and President Arthur signed into law a measure prohibiting immigration of Chinese laborers for 10 years (option d). With the passage of additional and more restrictive laws, many Chinese people left the U.S.

This decision, together with the decision "1870—Chinese Worker," can be compared to the series of decisions on labor needs and Mexican immigration. Students should appreciate the pattern that immigrant labor has been invited in economic boom times and pushed out during periods of recession.

#### 1891—American Citizens: Should we protect our forests?

<u>Vocabulary</u>		
citizen Congress discussing passes bill set aside government protect	conservationist minerals mining companies timber companies percent wildlife polluted natural resources	powerful valuable to mine coal steel reserved industries scenery Act

The Forest Reserve Act passed in 1891. It empowered the president to set aside and reserve public forest lands. On opposite sides of the debate were the conservationist John Muir and Congressman Joseph Cannon, who once declared that the government should not spend one cent on scenery.

Some roles students could take in making this decision are congressperson, conservationist, lumberjack, Native American, miner/prospector, etc.

#### 1892—Ida Wells: How can we stop the lynchings?

<u>Vocabulary</u>		
citizens	protect	mobs
kidnap	town government	convince
torture	pay attention	trouble
lynching	consumers	shut down
hundreds	city streetcar system	white-owned
boycott	defend ourselves	federal

Lynching (to be hanged or otherwise killed without a trial) was a common fate for black males in the post-Reconstruction South. As part owner of *The Free Press*, Ida Wells regularly wrote editorials condemning white mobs lynching blacks. When three black businessmen were lynched in Memphis, Wells wrote a series of editorials calling on the town government to punish the killers and for blacks to boycott the Memphis streetcar system in protest. With the participation of black churches, the boycott was so successful that the streetcar company asked Wells to end it.

Angry whites burned Wells' newspaper press and warned her to leave Memphis and not return. Wells moved to New York City, where she worked for the *New York Age* newspaper and continued to speak and write in favor of civil rights for black Americans. She formed anti-lynching societies in England and the U.S.

#### 1896—Supreme Court: Should the U.S. permit segregation? (Plessy v. Ferguson)

See also 1857—Supreme Court; 1954—Supreme Court.

<u>Vocabulary</u>		
justice	colored	illegal
Supreme Court	arrested	separate but
segregation	section	equal
constitutional	guilty	marry
case	Amendments	continue
companies	Constitution	permit

Like Rosa Parks and the Montgomery bus strike 60 years later, Homer Plessy was a test case for civil rights groups. Although Plessy was seven-eighths white and only one-eighth black, the law considered him to be black. The Court's seven-to-one decision in favor of Ferguson and segregation (majority opinion by Justice Brown of Michigan and minority opinion

by Justice Harlan of Kentucky) stressed the irrelevance of the Fourteenth Amendment to the case (option b), saying that segregation was legal because the Constitution did not tell people what to think.

The Court's decision legitimized the concept of "separate but equal," by which states could permit separate facilities for whites and blacks, so long as the facilities were equal. Facilities for blacks were almost never as good as facilities for whites, but the judicial precedent and social practice of "separate but equal" kept segregation in place throughout much of the South until the Plessy decision was overturned by the Court in Brown v Board of Education in 1954.

#### 1896—President Cleveland: Should we make immigrants pass a literacy test?

See also 1974—SUPREME COURT.

<u>Vocabulary</u>		
U.S. President term of office decision immigrants literacy Jewish Buddhist political parties vote	fail veto labor unions wages strikebreakers business owners physical labor elections muscles	education opportunity supremacist Protestants uneducated Catholic millions citizens
4		

President Cleveland vetoed this bill in 1896, (option d), but similar legislation appeared before Congress seven times between 1896 and 1917. Bills were defeated three times in Congress and vetoed by Presidents Taft and Wilson. Finally, in 1917, Congress overrode Wilson's second veto. The Immigration Law required all immigrants over the age of 16 to be able to read at least 30 words in any language (option b), the only exception being for religious refugees. This law also excluded alcoholics and vagrants, raised the tax on incoming immigrants to eight dollars per person, and placed greater restrictions on the number of Asian immigrants.

#### 1898—U.S. Congress: Should the U.S. go to war against Spain?

<u>Vocabulary</u>		
member of Congress battleship exploded sailors responsible to declare war foreign markets Press support eventually island military bases	revolution soldiers citizens powerful empire independent blown up navy ship export necessary immediately	leaders trade million plantations damaged negotiate defeat rebels territories democracy ports

Although McKinley campaigned for the presidency as an anti-imperialist, he was eventually worn down by military and business leaders in favor of war. The popular press was strongly in favor of Cuban independence and, after the bombing of the U.S. battleship *Maine*, of the U.S. war against Spain. In April 1898, Congress voted in support of Cuban independence, demanded Spain's immediate withdrawal from Cuba, and gave President McKinley the authority to use the U.S. military to force Spain from the island. Under the Teller Amendment, Congress also specified that the U.S. would not annex Cuba. The measure passed 42 to 35 in the Senate and 311 to 6 in the House. Spain immediately declared war on the U.S.

As it turns out, one of the war's strongest supporters, Roosevelt, then Assistant Secretary of the Navy, had secretly put U.S. forces on alert in the Pacific to prevent the Spanish fleet in the Philippines from sailing to the defense of their forces in Cuba. Although the battle best remembered in history books is Roosevelt's cavalry charge up Kettle Hill in Cuba (which helped Americans win the Battle of San Juan Hill), American success in the war was mainly due to naval superiority. Within four months, Spain had surrendered. Despite the Teller Amendment, Congress passed subsequent legislation that forced Cuba to accept U.S. intervention at U.S. discretion. The U.S. then paid Spain \$20 million as compensation for Puerto Rico, the Philippine Islands, and Guam. About 5,000 U.S. soldiers died during the Spanish-American War, mostly from disease.

## 1899—U.S. Congress: Should we control the Philippine Islands?

See also 1898—U.S. CONGRESS.

<u>Vocabulary</u>	
senator in the U.S. gold freedom Congress excellent revolution soldiers crops self-govern defeated navy bases ment controls militarily thousands ratify economically rebels peace treaty independent army million welcomed navy territories indepen- crush colony dence missionarie minerals constitution Christian coal	

Unlike the decision to grant McKinley war powers to begin the war with Spain, there was serious debate in the Senate before the Treaty of Paris was narrowly approved. Although McKinley was strongly pressured by evangelical Christian groups to "save" the Philippines by annexation, his claim that Filipinos were unfit for self-rule should probably be seen as politically motivated. With the expulsion of the Spanish, Filipino leader Emilio Aguinaldo, brought out of exile by Dewey, began to establish constitutional government. This was too much selfgovernment for the U.S., which then created military zones designed to keep the Filipinos outside the capital and out of power. Fighting between U.S. and Filipino forces broke out during the treaty hearings and may have convinced the Senate to vote for ratification.

It took two and a half years and \$400 million to defeat the Filipinos. Seventy thousand American soldiers fought in the war and about 4,000 died. Eighteen thousand Filipino soldiers died in the fighting, and approximately 200,000 civilians died from famine and disease, the result of relocation and scorched earth policies by the Americans. At the end of the war in 1902, the Philippines became an unorganized U.S. territory. The country gained independence in 1946.

#### 1905—Blacks: What is the best way for us to get social equality? (B. Washington or Du Bois)

<u>Vocabulary</u>		
Constitution carpenters amendments demand civil rights college professor guarantees discriminating founder	solve social equality Ku Klux Klan patient racism rights responsible ignore	vote violence tradespeople to treat technical college tradespeople

Washington and Du Bois represented two generations and two different perspectives on black—white relations in America. Washington, a former slave, was seen by whites as a spokesman for all blacks. His call for economic security before political and civil rights made sense to many blacks at a time when the federal government ignored blatant and widespread violation of the Fourteenth and Fifteenth Amendments. Du Bois was younger, northern-born, and had studied at Harvard and in Europe before moving to the South to teach. His appeal to blacks to push for political rights was supported by blacks who were tired of waiting for whites to give them equality.

In making this decision, students can take different roles: college student, sharecropper, northern and southern blacks, etc. This decision can be compared with the 1963 decision in which students consider the ideas of Martin Luther King and Malcolm X.

### 1908—Native Americans: Should we send our children to white people's schools?

See also 1810—CHEROKEE; 1974—SUPREME COURT; 1990—AMERICAN CITIZENS.

Vocabulary		
hunt	difficult	
religion	language	

As whites encroached on their lands, Native Americans could fight, run away, or stay and make the best of it. By 1908, the first two options had been severely limited for most Native Americans. At this point in time, the Ojibway were being increasingly drawn into the cash economy. Public and

mission schools offered cultural information and skills that were valued in the white world and were more financially rewarding than the traditional ways.

How children are educated says much about a society. Comparing this decision with others about education will reveal patterns and differences in American attitudes. Teachers may wish to write their own education decision based on a situation the students would recognize—"City Voters: Should we raise taxes to build a new high school?"

This decision is based on the book *Dream of the* Great Blue Heron.

#### 1917—American Citizens: Should we get involved in the war in Europe? (World War I)

<u>Vocabulary</u>		
armies borders treaties allies attack the Central Powers volunteer	assassin leader soldiers weapons thousands neutral governments supplies	military merchants citizen involved submarine ammunition million

When war broke out in Europe in 1914, the U.S. proclaimed neutrality, while claiming the right to trade with both sides (option g) and demanding safe passage for transport and passenger ships. While the American government found the British naval blockage of Germany (including search and seizure of American ships) aggravating, it was the attacks on U.S. merchant ships by German U-Boats that eventually led to U.S. involvement in the war.

Wilson threatened war with Germany and demanded indemnification (option c) following the sinking of the *Lusitania*. Germany promised to stop U-Boat attacks on merchant vessels and to pay for the American lives and goods lost on the *Lusitania*.

Meanwhile, U.S. banks were lending \$500 million to Britain and France in the form of credits for war materials (options d and e). With public sentiment against U.S. involvement in a foreign war, Wilson recognized that U.S. economic interests would be hurt by an Allied loss. He campaigned for re-election in 1916 on the slogan "He kept us out of war," while authorizing increased military spending (option f). When Germany resumed unrestricted submarine warfare in January 1917, Wilson broke off diplomatic relations. On March 18, three U.S. merchant ships were sunk by German U-Boats. To

further build public support for U.S. entry into the war, Wilson released the "Zimmerman Note," an intercepted German plan which promised Mexico would receive territories lost to the U.S. in return for a Mexican declaration of war against the U.S. With public opinion behind him, Wilson asked Congress to declare war on Germany on April 2 (option b). It did so on April 6.

In the 18 months the U.S. was involved in the war, some 2.8 million American men were drafted, and over 115,000 died in Europe. The massive participation by U.S. troops and the financial support of the Allies were major factors in the Allied victory.

#### 1919—U.S. Congress: Should America join the League of Nations?

See also 1945—AMERICAN CITIZENS.

<u>Vocabulary</u>		
senator	join	
U.S. Congress	foreign	
terrible	approve	
treaty	oppose	
discuss	decide	
alliances		

Wilson's dream of U.S. participation in a League of Nations was blocked by Republican Senate majority leader Henry Cabot Lodge. Although 33 governors had endorsed Wilson's plan, Lodge's position was popular with the American public so soon after a costly foreign war. During Wilson's long illness in 1919, Lodge attached changes to Article 10 of the plan (option *b*) during Congressional ratification of the Treaty of Versailles. The changes retained Congressional authority to decide the timing and circumstances of U.S. commitment to wars fought by other League members.

Wilson refused to compromise, and the Senate voted down his proposal in March 1920 (option c). The U.S. continued an isolationist foreign policy until the beginning of World War II. The U.S. joined the United Nations in 1945.

#### 1920—Negroes in the South: Should we move north?

<u>Vocabulary</u>		
segregated	owe	
voting	debts	
property	factories	
rent	survive	
contract	impossible	
landlord		

In 1915, 75 percent of U.S. African Americans lived in the rural South. Of these, about 10 percent owned land; most of the rest worked as sharecroppers and seasonal laborers. In addition to dissatisfaction with poor education and difficult living conditions in the South, several changes contributed to the "Great Migration" of blacks to northern cities. In 1915, the boll weevil blight wiped out cotton crops across the lower South, making sharecropping even less economically feasible. The growth of new industrial centers such as Birmingham and Memphis, and service in World War I, brought money and new experiences to African Americans who had previously known only rural life.

As the first families to go north sent home letters with positive reports, the migration grew to such proportions that southern landowners became alarmed at the rapid loss of their traditional labor source. Some states passed legislation preventing blacks from traveling on northbound trains. Despite the financial and social costs of moving north, one million blacks did.

## 1920—State Legislators: Should women have the right to vote? (Nineteenth Amendment)

See also 1848—WOMEN AT SENECA FALLS.

ight to vote
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anded
lutionary
War
ition
ibition movement
or public office
ocracy
n

The women's suffrage movement began at the Seneca Falls Convention in 1846. Early suffragists gained political experience in the abolition and temperance movements, but women's suffrage was

excluded when Congress adopted the Fifteenth Amendment. Following this defeat, suffragists worked on two fronts—to persuade state legislatures to adopt a suffrage amendment and to persuade the national Congress to do the same. The movement gathered strength in western states (women could vote in Colorado, Idaho, Utah, and Wyoming by 1896) and in cities where increasing numbers of educated and professional women compared their rights with those of men and women around the world. Tactics varied. Suffragists burned effigies of President Wilson, and they also gathered over 400,000 signatures on a pro-suffrage petition presented to Congress in 1914. Wilson seems to have come around to supporting women's suffrage as a result of women's support for the war movement. When Congress approved the amendment in 1919 and the required number of state legislatures also approved it by 1920, women could finally vote throughout the United States.

## 1935—President Roosevelt: What should the government do to help poor people during the Depression?

# VocabularyPresidentbusinesseselectedagriculturedepressionindustryfailedsocial problemsadministrationimprovesrentsavingssurvivegovernmentbusiness

Believing that the measures to stimulate the economy taken early in his first term were working too slowly, Roosevelt announced the "Second New Deal" in 1935. With 10 million Americans unemployed, many of the new measures involved government spending to put people to work (option c), including the Works Progress Administration and the National Youth Administration. Projects like the Rural Electrification Act also guaranteed that there would be jobs building infrastructure. Roosevelt also established the Resettlement Administration, dedicated to buying land for the relocation of tenant farmers (option g). Another program helped people to buy back on favorable terms homes lost during the depression (option f). Encouraging Americans to work in other countries (option h) would probably

never have been an official policy, given the U.S.'s historic role as home for immigrants and temporary workers and the poor economic climate in most countries in the world at that time. Ironically, increased production and employment as a result of World War II did end the Depression.

#### 1940—American Citizens: Should the U.S. get involved in World War II?

<u>Vocabulary</u>		
conquered	arresting	
Führer	imprisoning	
soldiers	Jewish	
defeated	allies	
airplanes	involved	
bombed	foreign	
military	-	

Although American sympathy was clearly with the Allies, few Americans wanted to get into another world war. The U.S. casualties in the first one (more than 115,000 dead and more than 200,000 wounded) kept American foreign policy, formally at least, isolationist (option a). Early in 1940, Roosevelt took steps to increase British and French access to U.S. weapons (option d). This was the beginning of several creative projects by which the U.S. could support the Allies and still stay out of the war. The Lend-Lease Act of 1941 provided for massive quantities of weapons and military supplies to be "loaned" to Britain and the U.S.S.R. The U.S. military budget was increased to build more aircraft and warships, while old destroyers were traded off for rights to naval and air bases in the Atlantic (option f).

The U.S. entered the war upon the Japanese sneak attack on Pearl Harbor on December 7, 1941 (option g). On December 11, Germany and Italy declared war on the U.S. The fighting lasted until the atomic bombing of Hiroshima and Nagasaki. Three hundred thousand American soldiers died in the war. American participation probably saved Britain and the Soviet Union from defeat.

# 1942—American Citizens: Are Japanese Americans and other immigrants dangerous to our national security?

# Vocabularysoldiersmayorimmigrantsthe West Coastloyalreligionformerattackenemiescrazytrustvolunteeredgovernment

Immigrants and minorities of all backgrounds served in the U.S. military in World War II. There was no widespread perception of German Americans (unlike in World War I) and Italian Americans as possible traitors. Japanese Americans were perceived differently for several reasons: Japanese immigration was heavily concentrated on the West Coast; the government had already stopped Japanese immigration with the Immigration Exclusion Act (1924); there was an American racism against nonwhites and non-Europeans; and the Japanese had bombed Pearl Harbor in December 1941.

Immediately after the Japanese attack, FBI agents arrested 2,000 Japanese aliens (option g). After swearing a loyalty oath to the U.S. (option c), most were released. Strange signals attributed by the army to Japanese Americans trying to guide Japanese planes to the California coast were disproved by FBI investigations. In February 1942, Roosevelt signed Executive Order 9066, providing for removal and internment of 110,000 Japanese Americans from the West Coast to camps in Arkansas, Arizona, Colorado, Iowa, and Wyoming (option d). (Japanese Americans in Hawaii were not interned, although the population there was much larger.) Most families had little time to sell or store their possessions before being taken to the camps. In the camps, Japanese Americans were required to swear loyalty to the U.S. (option c).

In 1944, the Supreme Court ruled that the internment was constitutional. In 1945, the Court added that the government could not hold Japanese Americans who had sworn loyalty to the United States. Thousands of Japanese American men served in the U.S. military during the war, and no Japanese Americans were convicted of acts of sabotage during the war. In the 1980's, some of those interned sought to redress the wrongs they had suffered during the war. The Commission on Wartime Relocation and Internment of Civilians recommended that each internment survivor be given \$20,000 compensation. Some Japanese Americans successfully sought to have their criminal records erased.

#### 1945—American Citizens: Should the U.S. join the United Nations?

decisions	solutions
organization	Security
purpose	Council
avoid	solve
disagreements	keep peace
standard of living	Court of Justice
charter	settle
General Assembly	Economic and
economic devel-	Social Council
opment	human rights
Senate	compromises
recommend	
	organization purpose avoid disagreements standard of living charter General Assembly economic devel- opment Senate

See also 1919—U.S. CONGRESS.

Conferences at Dumbarton Oaks (Washington, D.C.) and Yalta established plans for the U.N. charter and initial agreements. One concession made at Yalta provided that Russia, the Ukraine, and Byelo-Russia would all have votes in the General Assembly, thereby giving the U.S.S.R. three votes, as mentioned in the vignette. The Russians had initially wanted 16 votes, one for each republic, to offset the Western bloc. The real power lay in membership and voting in the Security Council, however, since permanent members have veto power. The Senate passed the United Nations Participation Act. It even specified that the president was not required to seek congressional approval for U.N.-sponsored economic sanctions or to provide military forces requested by the Security Council.

#### 1945—President Truman: Should the U.S. drop the atomic bomb on Japan to end the war?

<u>Vocabulary</u>		
Japanese soldiers atomic bomb continuing surrender powerful military target	promised terrible prevent injured condition	weapon several Soviet Union scientists rule

On August 5, 1945, the U.S. B-29 bomber *Enola Gay* dropped a uranium bomb on the city of Hiroshima, a military-industrial center. At least 70,000 people were killed directly and indirectly as a

result of the explosion, firestorm, and radioactive fallout from the bomb. When no answer was received from Japan, Truman ordered a second bomb dropped on Nagasaki, an important port city, on August 9. Japan accepted U.S. and Allied terms of "unconditional surrender." The U.S. did not insist on its earlier demand that Emperor Hirohito be deposed. U.S. military occupation of Japan began almost immediately under General Douglas MacArthur and ended in 1952 when Japan regained its sovereignty.

When he assumed the presidency following Roosevelt's death, Truman knew about the Allied decision (negotiated at Potsdam) to press for unconditional Japanese surrender, but he was unaware of the Manhattan Project and the existence of the atomic bomb. Prior to Hiroshima and Nagasaki, the U.S. had been carrying out firebombing of Japanese cities. Millions of Japanese civilians died in these night raids. It seems clear, given U.S. military superiority, promise of Soviet reinforcements, and ongoing U.S. firebombing of Japanese cities, that Japan's surrender was imminent. The "official" troop count of American lives to be saved has also been questioned. The world was horrified by the bombings. Some historians credit this horror with ensuring that atomic bombs have not been used since 1945.

## 1947—Truman Administration: Should America help rebuild Europe? (Marshall Plan)

See also 1917—American Citizens; 1940—American Citizens.

<u>Vocabulary</u>		
member president cabinet billions disaster atomic bombs allies factories destroyed bridges damaged rebuilding general Czechoslovakia	civilians hundred thousand situation products unstable economic situation socialism communism Soviet Union enemies millions	soldiers recover trading partner repair afford Secretary of State Soviets territories Hiroshima Nagasaki Secretary of Agriculture wiped out

After six months of debate, the Truman administration convinced Congress that rebuilding Europe was the best way to guarantee America's position as

the world's richest and most powerful nation. Originally, money was offered to all European nations affected by the war, including the Soviet bloc (option c). The Soviets, whose earlier requests for loans had been ignored by the U.S., pressured the countries under their control not to participate in what became known as the Marshall Plan. During the period 1948 to 1952, the U.S. gave \$17 billion to 16 cooperating European nations, including Italy and West Germany. The plan included supplies of food and other essential consumer items, reconstruction of the agricultural and industrial base of Europe, as well as the lowering of certain U.S. tariffs (option *f*). The Marshall Plan accelerated the restoration of European economies to their prewar capacities. After 1952, foreign aid was increasingly used to build military support in noncommunist nations.

Students can take different roles as they discuss the merits of Marshall's plan: businessperson, farmer, banker, military general, etc. This decision and the logic behind it can be compared to others involving foreign aid.

# 1948—U.S. Farm Owners: How can we get cheap labor to work on our farms? (Migratory Labor Agreement)

See also 1685—COLONIAL PLANTER; 1796—SOUTHERN PLANTER; 1870—CHINESE WORKER; 1962—MIGRANT FARM WORKERS; 1980—AMERICAN CITIZENS; 1994—CALIFORNIANS.

crops	legally	
insurance	illegal	
benefits	profits	
temporary	immigration	
federal govern-	tractors	
ment	wages	
	insurance benefits temporary federal govern-	insurance illegal benefits profits temporary immigration federal govern- tractors

There is a long tradition of Mexican migrant labor in the U.S. During World War I, the Labor Department relaxed the restriction limiting Mexican migrants to agricultural work. During World War II, Mexican workers picked U.S. crops to fill the labor gap left by men who had gone to war. The Migratory Labor Act of 1942 brought contract workers known as "braceros" (helping hands) to work in the U.S. on temporary labor visas. When their work was finished, the Mexicans were supposed to return to Mexico. Jobs were scarce in Mexico, so many stayed. Between 1948 and 1964, approximately 5 million

Mexicans had entered the U.S. for temporary work. The peak year was 1956, when half a million contract workers worked on farms in 28 states. In seeking temporary, seasonal laborers, the farm owners and U.S. government had not counted on the large number of illegal immigrants who came to the U.S. Operation Wetback (1953–54) deported over 1 million illegal aliens, the great majority of whom were migrant laborers from Mexico.

The northward flow of labor from Mexico is based on supply and demand. Surplus Mexican laborers continue to do work that Americans cannot or will not do. In good economic times and in times of national emergency, the United States has consistently welcomed Mexican labor. In bad economic times, Americans have resented the presence of Mexican workers. The most recent example of this pattern is the passage of Proposition 187 in California. A similar issue is raised by Southeast Asian refugees.

This decision and others on immigration can help students appreciate how the economic climate can change social policy. Good resources to use with this decision are the movie *La Bamba* and Woody Guthrie's song "Deportee." Students might also think about what jobs in their community are held by a particular ethnic group and speculate why.

#### 1950—President Truman: Should the U.S. fight communism in Korea?

See also 1964—Congressperson; 1950—STATE DEPARTMENT WORKER; 1961—KENNEDY; 1962—KENNEDY; 1974—U.S. CONGRESS.

<u>Vocabulary</u>	<u>!</u>	
president	bombs	ships
invaded	atomic	ground
divided	civilians	troops
reunite	military leaders	United
soldiers	communist govern-	Nations
	ment	weapons

Truman decided to wait until the U.N. Security Council voted on the South Korean request for aid (option f). (The U.S. and U.S.S.R. frequently vetoed each other's proposals before the Security Council voted, but on this occasion the Soviets boycotted the vote to protest U.N. recognition of Nationalist China.) The Security Council voted to send a U.N. force to aid South Korea, but while the 16 member countries prepared their troops, Truman authorized General Douglas MacArthur to land U.S. troops in

Korea (option g). These "U.N. forces" rapidly pushed the North Korean army out of South Korea and almost to North Korea's border with China. China sent 200,000 soldiers into Korea, forcing the U.S./ U.N. forces back to the border between North and South Korea. When MacArthur publicly criticized the president for not bombing Chinese troops, Truman recalled him as head of U.N. forces.

The fighting lasted three years before ending in a stalemate between North and South in 1953. Fifty-four thousand U.S. soldiers and about 2 million Koreans, including many civilians, died in the war. The border between North and South Korea remains where it was in 1953. It is one of the most heavily armed borders in the world today.

Doing this decision in tandem with the other 1950 decision (State Department Worker) allows students to consider Senator Joseph McCarthy's assertion that communism was a greater threat from inside the U.S. than from the outside.

# 1950—State Department Worker: What should you tell the Senate Foreign Relations Committee? (McCarthy hearings)

See also 1950—President Truman.

<u>Vocabulary</u>		
communism Communist Party atomic bomb enemy attention appear message	government employee Fifth Amendment freedom of speech State Department political beliefs Foreign Relations Committee	Republican senator revolution enough punish refuse reputation spread

Students need to know what communism is before doing this decision. The Chinese Revolution was beyond the ability of the U.S. to control. However, it caused many Americans to believe McCarthy's charges that the State Department was sympathetic to communism. For four years, Joseph McCarthy kept the issue of communist infiltration of the government and military in the U.S. press. His accusations began in a speech in Wheeling, West Virginia, in February 1950, in which McCarthy claimed to have the names of 205 communists in the State Department. Pressed by the Senate to give names, McCarthy changed the number several times before it was disclosed that most of the people on his "list" had already left government employment.

Nevertheless, the Senate permitted McCarthy to question State Department and other government employees. In its report, the Tydings Committee said that McCarthy had imposed "a fraud and a hoax" on the Senate. In 1952, McCarthy became Chairman of the Senate Committee on Government Operations. He used the Investigations Subcommittee as a forum for denouncing communism in government. When McCarthy charged army officials with treason and communist sympathies, the televised hearings convinced many Americans that McCarthy had gone too far. He was censured by the Senate in 1954.

#### 1954—Supreme Court: Should America have segregated schools?

See also 1896—Supreme Court; 1905—BLACKS; 1955—NEGROES IN MONTGOMERY, ALABAMA.

<u>Vocabulary</u>		
justice facilities hospitals fountains constitutional	guarantee conditions disagree federal govern- ment	"separate but equal" Supreme Court separate railroad cars
equal	right	segregated

Following a string of civil rights victories in federal courts, the N.A.A.C.P. picked the Brown case (Brown v. Board of Education) as the one that would finally end segregation in public education. In contending that the Topeka, Kansas, school board had forced plaintiff Linda Brown to attend an inferior school because she was African American, Thurgood Marshall asked the Court to strike down the practice of "separate but equal."

Psychologist Kenneth Clarke demonstrated to the justices that black children were being hurt by attending segregated schools. The Court ruled unanimously that separate educational facilities were inherently unequal and that segregated schools violated the equal protection clause of the Fourteenth Amendment (option a). This overturned the Court's 1896 decision, Plessy v. Ferguson, that states could maintain separate facilities as long as they were equal (option b).

The Court did not specify how thousands of U.S. schools would be desegregated. The Brown decision angered many in the South, who felt that the national government was infringing on the rights of states to determine their own policies (option c).

Eventually, police and National Guard soldiers had to be brought in when white parents, politicians, and school officials refused to allow blacks to attend formerly white public schools. Later desegregation battles have centered on court-ordered busing as a means of integrating northern schools.

Students can compare this and other decisions of the civil rights movement of the 1950's and 60's with the federal decision to protect the constitutional rights of African Americans during Reconstruction. The documentary film *The Shadow of Hate* (1995, Teaching Tolerance) shows footage of desegregation following the Brown decision.

#### 1955—Negroes in Montgomery, Alabama: Should we join the bus boycott?

See also 1905—BLACKS; 1954—SUPREME COURT; 1963—NEGRO COLLEGE STUDENTS.

<u>Vocabulary</u>		
difficult dangerous allow arrested court	leaders illegal protest public transportation protect	tried segregated unconstitutional violence taxis
boycott		worth it

The Women's Political Council, supported by the N.A.A.C.P., organized the bus boycott. Prominent Negroes formed the Montgomery Improvement Association, which chose Dr. Martin Luther King, a minister and a newcomer to Montgomery, to lead the action. The bus boycott lasted 381 days, during which time the city tried to outlaw the boycott, whites bombed four black churches and several ministers' homes, and the bus company lost 65 percent of its business. Negroes formed car pools, black taxi companies carried Negroes for the price of a bus seat, and many simply walked. Finally, on November 13, 1956, the Supreme Court ruled that the state segregated-seating law was unconstitutional. The boycott demonstrated that peaceful, nonviolent resistance could succeed and that poor and middle class blacks could effectively and successfully protest segregation.

#### 1961—U.S. Congress: Should we spend more money on space exploration?

<u>Vocabulary</u>		
budget exploration outer space disagree develop solve	program national government military planets Congress	services technology rocket valuable minerals

The National Aeronautics and Space Administration (NASA) was created by the Eisenhower administration in 1958 in response to the Soviet satellite *Sputnik*. Kennedy's proposal to put "a man on the moon" was new, because it committed the U.S. to vastly increasing NASA's budget (option b).

Kennedy's goal of "beating the Russians to the moon" was realized in 1969. The military and scientific benefits of space exploration to date outweigh the benefits to consumers through product development. There has been no commercial exploitation of minerals from the moon. The cost of space exploration has recently led NASA to collaborate with space programs of other countries, including the former Soviet Union. The option of cost sharing is not included in this decision so that students may suggest it.

Gil Scott Herrin's poem "Whitey on the Moon" questioned whether money should be spent on space exploration when many Americans were suffering economic problems.

## 1961—President Kennedy: Should the U.S. invade Cuba? (Bay of Pigs)

See also 1962—President Kennedy.

decision invade trained government communist revolution island neighbor soldiers exiles predecessor support attack president vacations illegal promised successful object interfere socialist	<u>Vocabulary</u>		
properties secret plan	foreign policy decision government island exiles attack illegal object properties	invade communist neighbor predecessor president promised	trained revolution soldiers support vacations successful

Although begun under Eisenhower, the U.S.-

sponsored invasion of Cuba at the Bay of Pigs on April 17, 1961, was a military and public defeat for Kennedy's presidency. The 1,500 Cuban exiles were easily defeated by Cuban forces, and no anti-Castro revolt materialized. Some 1,100 invaders were ransomed by the U.S. for \$50 million in 1962. U.S.-Cuban relations continued to deteriorate, pushing Castro's government into closer alliance with the Soviet Union.

#### 1962—President Kennedy: What should the U.S. do about the Soviet missiles in Cuba?

See also 1945—President Truman; 1961—President Kennedy.

president attack to make a deal trouble suddenly remove spy planes advisers border nuclear missile surround promise bases blockade millions delivered	<u>Vocabulary</u>			
	trouble spy planes nuclear missile bases	suddenly advisers surround	remove border promise	

The Cuban missile crisis was the closest that the U.S. and U.S.S.R. ever came to a nuclear war. Kennedy was determined to appear strong in light of the failed Bay of Pigs invasion of Cuba in 1961. Kennedy cabled Khrushchev to warn him that the Soviet ships would be repelled (a combination of options b and d). For a few very tense days, it seemed that neither side would give in. The first relief came when Khrushchev announced that the Soviet ships would turn back in return for a U.S. pledge not to invade Cuba (option g). In the end, the deal also included the dismantling of the Soviet missile base in Cuba and a U.S. promise to remove its nuclear missiles in Turkey near the Soviet border (option h). The longer range of newer missiles meant that the U.S. missiles in Turkey and the Soviet missiles that nearly reached Cuba were no longer strategically necessary.

#### 1962—Migrant farm workers: How can we get better working conditions?

See also 1948—FARM OWNERS.

<u>Vocabulary</u>		
migrant legal right illegally working conditions improve complain	government organize union join together conditions demand	wages refuse products organize trouble powerful
Complain		

Except for brief periods during World War I and World War II, Mexican workers entering the U.S. were channeled into agricultural jobs. Many illegal workers were tolerated, even welcomed, as farm workers, but not in other jobs (option f). The seasonal, temporary nature of agricultural work made working in the U.S. (option a) and returning to Mexico (option g) a continuing cycle for many migrants.

Gains by migrant workers have come as a result of various strategies. In 1913, a protest in Wheatland, California, against poor living conditions led to a riot. In the 1920's, migrant workers in California organized the Confederacion de Uniones Obreras Mexicanos with 3000 members and 20 local chapters (option c). The most famous and successful union, the United Farm Workers Union, was founded by migrant worker and organizer Cesar Chavez in 1962. The U.F.W. used strikes (option d), marches, and hunger strikes to demand better conditions for grape pickers. In 1968, they began a nationwide boycott (option e) of non-union-grown grapes, later extended to lettuce and other farm products. In 1975 California passed a law requiring farm owners to bargain collectively with elected union officials. Higher wages and better living and working conditions were the results of the labor struggles by migrant workers. The increased costs of fruits and vegetables are passed on to consumers.

## 1963—Police Officer: What rights do people have if they are accused of a crime? (Miranda)

See also 1787—CONSTITUTIONAL CONVENTION; 1789—JAMES MADISON.

<u>Vocabulary</u>		
arrested	right	committed
charged	lawyer	crime
kidnapping	guilty	criminal
raping	court	prison
lying	admit	questioning
Bill of Rights	police officer	accused

Miranda was found guilty based on his written confession after two hours of questioning. On appeal two years later, the Supreme Court decided that the Fifth Amendment against involuntary self-incrimination was incorporated into the Fourteenth Amendment, thereby applying to both state and federal courts. The Court decided that his confession was involuntary if he had not been fully and clearly informed of his Fifth Amendment rights or if he had not waived those rights voluntarily. The Court overturned Miranda's conviction by a vote of five to four.

(In contrast, English and European courts allow such evidence to be used, but the police officers are punished for gathering it illegally.)

Miranda was tried again and convicted on the basis of an admission he had made to his girlfriend. He returned to prison and was released nine years later. Four years later, he was stabbed to death in a barroom fight.

The "Miranda Rules" state that the local police must inform an accused person of his or her rights, which are:

- 1. You have a right to remain silent and do not have to say anything at all.
- 2. Anything you say can and will be used against you in court.
- 3. You have a right to talk to a lawyer of your own choice before we ask you any questions, and also to have a lawyer here with you while we ask questions.
- 4. If you cannot afford to hire a lawyer, and you want one, we will see that you have one provided to you free of charge before we ask you any questions.
- 5. If you are willing to give us a statement, you have a right to stop any time you wish.

#### 1963—Negro College Students: Whom should we follow—Martin Luther King or Malcolm X?

See also 1955—Negroes in Montgomery, Alabama; 1905—Blacks; 1954—Supreme Court.

<u>Vocabulary</u>		
slavery illegal government civil rights demand organized minister peaceful	nonviolence attacked register to vote fire hoses control police departments pollute	violent tolerance conquer racism discrimination defend educate black-owned

For many Americans, black and white, the ideals of gaining civil rights through nonviolence and peaceful integration were symbolized by Dr. Martin Luther King, Jr. In contrast, Malcolm X represented the views that blacks should not "turn the other cheek" to white violence, and that integration with whites was unhealthy for African Americans. King's following came from the rural South and from the black middle class, while Malcolm's primary appeal came from the urban North. As can be imagined, King's message of social harmony and integration was more easily accepted by whites than Malcolm's ideas.

Both men were assassinated in their late 30's, Malcolm in 1965 and King in 1968. At the time of their deaths, both leaders were going through a change in their thinking. King, for whom the goal of civil rights had depended on convincing mainstream America that the cause was correct, began to speak out against the Vietnam War and poverty in America, stances which alienated him from white supporters. On a pilgrimage to Mecca, Malcolm saw whites and blacks worshiping together and became convinced that integration of the races was possible.

## 1964—President Johnson: What is the government's role in fighting poverty?

See also 1935—President Roosevelt.

<b>Vocabulary</b>		
president	nutrition	senior citizens
factories	military and foreign	federal taxes
producing	aid	inexpensive
products	preschool programs	reduces
percent	health care	medical care
poverty	programs	volunteer
difficulty	federal government	telephones
create	guaranteed mini-	televisions
facilities	mum wage	transportation

Lyndon Johnson capitalized on his experience in Congress to go far beyond the social programs begun by Kennedy. The Great Society, as Johnson called it, was the most ambitious body of social legislation since the New Deal. Johnson's self-proclaimed "war on poverty," run by the Office for Economic Opportunity, included the following programs: personal income tax cut (option b); Medicaid and Medicare health care programs for low-income and elderly Americans (option d); government scholarships and guaranteed loans to college students (option f); the Head Start Program (option g); construction of affordable housing in inner cities (option h); construction of national infrastructure to stimulate employment (option k); raise in the national minimum wage from \$1.25 to \$1.40/hour (option n); passage of the Urban Transportation Act to build mass transit in cities (option 1); Job Core and VISTA programs (option m).

Despite the wide variety of antipoverty programs, Johnson's "war on poverty" was criticized for failing to challenge the fundamental systems in American society that made poverty so widespread in the first place. Another criticism was that Johnson's plan did not budget enough money to help 30 or 40 million Americans out of poverty. Some Great Society programs, notably Head Start and Medicare/Medicaid, remain in place today.

#### 1964—U.S. Congress: Should the U.S. fight communism in Vietnam?

See also 1968—VIETNAM PROTESTERS; 1965—CONSCIENTIOUS OBJECTORS; 1969—PRESIDENT NIXON; 1980—AMERICAN CITIZENS; 1987—U.S. CONGRESS.

#### Vocabulary senator North Vietnamese communist Congress attacked anticommunist defend Southeast Asia enemies soldiers House of Represenbelieves allies tatives and the dominoes divided freedom Senate millions independence weapons debating military advisers involved separate civil war jungles

The Gulf of Tonkin incident resulted in the Tonkin Gulf Resolution (choice *a*), which the House passed without dissent and the Senate passed 88 to 2. This began the U.S.'s escalation of and full-scale involvement in the war. The Senate Foreign Relations Committee investigated the Tonkin Gulf incident in 1968 and questioned the accuracy of Johnson's report. The Pentagon Papers further pointed out Johnson's manipulation of the incident to gain war powers. The Tonkin Gulf Resolution was repealed in January 1971. War was never declared by the U.S. The U.S. pulled out in 1973, and the war ended in 1975.

Over 50,000 Americans and 3,000,000 Vietnamese died in the war.

## 1965—Conscientious Objector?: What can you do if you oppose this war but your government wants you to fight?

See also 1964—U.S. CONGRESS; 1968—VIETNAM PROTESTERS.

<u>Vocabulary</u>		
draft board join military religion reason defend attacking	conscientious objectors civil war soldiers destroyed Bible prison	homosexual handicapped pacifist wounded supplies continue

The Selective Service Act of 1917 defined conscientious objectors as being people who belonged to "well-recognized" religious organizations with pacifist creeds. CO's did alternative service.

During World War II, legislation recognized conscientious objectors from other sects, as well. In 1970, the Supreme Court granted CO status to a nonreligious pacifist but in 1971 refused to grant CO

status to people objecting to specific wars, as in this case. Nevertheless, many young men had to make these choices.

#### 1968—Vietnam War Protesters: How can we stop the war in Vietnam?

See also 1964—U.S. Congress; 1965—Conscientious Objector; 1969—President Nixon; 1980—American Citizens.

<u>Vocabulary</u>		
citizen oppose	Vietnamese soldiers	representatives jail
distrust	national leaders	support
leaders	attacking	troops
destroyed	defend	weapons
civilians	civil war	nuclear bombs
battles	control	protesters
captured	peace	communism
millions	taxes	

Choices *a* and *b*, along with many other forms of protest, such as working for draft information centers, were made. Many people were also confused by the government's stance and were unwilling to take actions that would seem unsupportive of the soldiers in combat.

## 1969—President Nixon: Should we bomb the communist Vietnamese camps in Cambodia?

See also 1964—U.S. CONGRESS; 1968—VIETNAM PROTESTERS; 1965—CONSCIENTIOUS OBJECTOR; 1980—AMERICAN CITIZENS.

<u>Vocabulary</u>		
president honor troops protesting enemy activities villages border	negotiating pulling out involvement peace movement commanders central military offices	jungle commander permission neutral foreigners communist headquarters

The U.S. secretly began bombing on March 18, 1969 (choice *a*). The first bombing was not discovered by the press or protested by Prince Sihanouk. Over the next 14 months, 3,630 B-52 bombing raids were conducted along the Vietnam-Cambodia border. In April 1970, more than 70,000 American

and South Vietnamese troops pushed into Cambodia. On April 30, 1970, President Nixon announced that U.S. and Vietnamese troops had entered Cambodia. Protests broke out across the U.S. The communist headquarters were never found.

## 1970—State Legislators: Should we lower the voting age to 18?

See also 1866—Republican Senator; 1878—Southern Whites; 1905—Blacks; 1920—Negroes in the South; 1920—State Legislators.

<u>Vocabulary</u>		
member	property	responsible
ratify	national	state legislature
soldiers	government	thousands
drafting	Constitution	voting age
military	decided	amendment
issues	federal election	citizens

Teachers may want to help students understand that the *legal* right to vote has not always meant that everyone qualified has been allowed to cast a ballot. The timeline for this decision shows that the federal government extended suffrage to all male citizens over age 21 in 1866. However, as shown in the 1866 and 1897 decisions in this book, many state and local governments in the U.S. made it impossible for African Americans to practice their constitutional right to vote.

In 1971, Congress ratified the Twenty-sixth Amendment, lowering the voting age to 18 (option b). This added millions of potential new voters to the rolls. Although some politicians pitch campaigns to the "youth vote," the 18- to 21-year-old voting block routinely votes less often than do older Americans. Although people gain their legal majority at age 18, the Twenty-sixth Amendment provides only for voting rights. States retain the power to establish minimum age requirements in other areas, including the right to drive, the minimum age for leaving school and marrying, and the right to purchase alcohol and cigarettes.

## 1971—Supreme Court Justice: Should capital punishment be legal in the United States?

See also 1789—JAMES MADISON.

<u>Vocabulary</u>		
justice	robbery	to sentence
arguments	kidnapping	criminals
Supreme Court	treason	commit
capital punish-	arson	insane
ment	permit	uneducated
allow	put to death	innocent
death penalty	death row	prisons
Amendment	lawyers	unconstitutional
prohibits	violent	illegal
cruel and unusual	helpless	Constitution

The Supreme Court decided five to four that capital punishment was unconstitutional because the death sentence had been arbitrarily applied, and this was "cruel and unusual punishment" (choices *b* and a form of *c*). Execution itself was not found to be cruel and unusual punishment. Mandatory and automatic sentences would probably still be constitutional. The Court's decision motivated state legislatures to rewrite capital punishment statutes. In 1976, the court allowed states to resume capital punishment, and 38 states have reinstituted it. In the 20 years that followed, 290 people were executed, three quarters of them in Texas, Florida, Virginia, Louisiana, Georgia, Alabama, and Arkansas. Nearly 3,000 inmates are on death row today.

#### 1973—Supreme Court Justice: Should abortion be legal? (Roe v. Wade)

<u>Vocabulary</u>		
justice issue abortion pregnant women remove allow pregnancy legal	challenging lawyers cases private decisions Constitution illegal afford	infections rights to privacy protect unborn fetus conception travel Supreme Court

The two decisions, Roe v. Wade (Texas) and Doe v. Bolton (Georgia), were struck down in the 1973 decision with a seven to two Supreme Court vote. The Texas law was found to be too restrictive because it did not permit abortion in cases of rape or

incest. The Georgia law was found to be too complex because it required a hospital board to certify the abortion. The court decided that states could not limit abortions during the first trimester of pregnancy, the decision being "left to the medical judgment of the doctor." Second trimester abortions could be regulated to protect the woman's health; states could legislate to regulate or prohibit third trimester abortions, the stage of "viability," to protect the fetus.

Abortion continues to be one of the most controversial issues in America, with public support for Supreme Court justices and political candidates often based on the candidates' stance on abortion. Among the issues in the ongoing debate: public funding for abortions for poor women, abortions for minors without parental consent, and federal protection of doctors and clinics performing abortions.

#### 1974—U.S. Congress: Is the president of the United States above the law? (Watergate)

See also 1974—President Ford.

<u>Vocabulary</u>		
congressperson House of Representatives serious impeach president broke into stealing	conversations refused special privileges Supreme Court mistake FBI burglars immediately	Senate appointed committee investigation erased Republican admitted judge
Democratic National Committee	reelected guilty court	illegal trial

The correct sequence of comprehension question 19 is as follows: 3,1,5,8,10,2,7,6,9,11,12,4.

The House Judiciary Committee approved a bill of impeachment citing obstruction of justice, abuse of power, and refusal to comply with the committee's subpoenas. President Nixon admitted on August 5, 1974, that he had not fully and correctly informed his attorneys or the Judiciary Committee of all the facts, which amounted to obstruction of justice. Realizing that impeachment was certain, Nixon resigned the presidency on August 9, 1974, and Gerald Ford was sworn in. One month later, Ford fully pardoned Nixon for all Watergate-associated offenses.

#### 1974—President Ford: Should you pardon Richard Nixon?

See also 1974—U.S. CONGRESS.

<u>Vocabulary</u>		
president	obey	criminal
decision	courts	mistakes
resigned	special privi-	scandal
realized	leges	resolved
Congress	opposite	options
impeach	tried in court	order
block justice	jail	Justice Depart-
burglary	former	ment
to cover it up	found guilty	sue
investigation	foreign	pardon
truth	divided	

One month after taking office, Ford pardoned Nixon for "all offenses against the United States which he . . . has committed or may have committed or taken part in" during his presidency (option d). Students should have done the 1974 Watergate decision or studied the issue in some other way before doing this decision. Possibly pertinent to your discussion are the facts that Ford had not been elected vice president but had been named by Nixon to that position; that he became the first nonelected vice president and president; and that Nixon and Ford may have agreed on a future pardon prior to Nixon's resignation.

#### 1974—Supreme Court: What rights do non-English-speaking students have? (Lau Case)

See also 1994—CALIFORNIANS.

justice languages hi	
Supreme Court falling behind l	tive inguage ree

Kinney Lau and 1,800 other Chinese-American children sued San Francisco Public Schools for failing to provide an equal educational opportunity for Chinese-speaking children. The case was defeated in federal district and appeals court. In 1974, the Supreme Court decided unanimously in Lau  $\nu$ . Nichols that the children's rights had been

violated under Title VII of the 1964 Civil Rights Act, rather than under the Fourteenth Amendment, as the petitioners had hoped. Although the Court stated that students of limited English proficiency had a right to special treatment, it did not specify what that treatment should be (option b). The Court's decision mentioned English as a Second Language (ESL) instruction and bilingual education as options. Two justices wrote that the number of students per language had to be "substantial" (option d) before special treatment was warranted.

As a result of the decision, the San Francisco Unified School District began bilingual programs in Chinese, Spanish, and Tagalog (the language groups with the largest populations) and ESL instruction for other limited English proficient students (combination of options d and e).

The Commissioner of Education issued the Lau Remedies to interpret the Supreme Court's ruling. The office of Civil Rights used the guidelines to measure school districts' compliance with Lau.

## 1979—American Citizens: What should we do to get our hostages out of Iran?

<u>Vocabulary</u>		
confused si terrible event re mob g culture p embassy si capital S kidnapped m blindfolds n torture disagreed o	ostages houted epresents overnment orotect upporting hah nodernize nilitant revolu- tionaries pposed ommunism	military bases cruel dictator Moslem religious beliefs religious society fled cancer medical attention criminal imprison spies overthrew

Of the original 66 hostages, the militants soon released 13 blacks and females. Ten days after the hostages were taken, President Carter froze \$8 billion in Iranian assets in banks in the U.S. and throughout the world (choice *j*). The U.S. also deported Iranian students (choice *f*). The U.S. appealed to the U.N., and the Security Council unanimously demanded a return of the hostages. The U.S. arranged for the Shah to go to Panama, and he eventually went to Egypt, where he died in July 1980 (choice *i*). On his death, the militants demanded that the U.S. return his family's assets.

They also demanded that the U.S. cease interference in Iran, unfreeze Iranian assets, cancel all economic sanctions against Iran, and apologize for U.S. actions against Iran. On March 24, 1980, the U.S. sent a military force to rescue the hostages (choice c), but the raid was aborted when the helicopters collided in the desert, killing eight and injuring five others. Eventually, the U.S. agreed to and fulfilled most of Iran's conditions (choice g). The remaining 52 hostages were released on January 20, 1980 (the day Ronald Reagan was sworn in as president), after 444 days in captivity.

## 1979—American Citizens: Should we continue to develop nuclear power? (Three Mile Island)

<b>Vocabulary</b>		
citizen	similar	depend
accident	design	foreign
nuclear	construction	oil
power plant	electricity	produce
valve	nuclear power	energy
serious	temporary sites	cheaply
millions	waste	electric bills
gallons	permanent	develop
radioactive	to store	proves
steam	neighbors	disaster
evacuated	hundreds of	radiation
explode	thousands	traffic jams
difficult	in favor of	material

Nuclear power was increasingly popular following the oil crisis of 1973. Three Mile Island threatened the industry's plan for more nuclear plants. Public fears about nuclear power, raised by the incident at Three Mile Island and the 1979 film *The China Syndrome*, led the federal government's Nuclear Regulatory Commission to conduct more thorough research on nuclear plants (option *i*). In the period between 1976 and 1980, the government also increased federal spending on development of alternative energy resources (option *j*). Nationwide, orders for new plants were cancelled (option *c*).

Much of the debate over nuclear power took place at the state and local levels. In Maine and New Hampshire, a series of referendum questions asked voters to shut down existing plants (option a). Another concern was storage of nuclear wastes, with most states choosing to pay another state or country to accept nuclear waste (option g). Barrels full of nuclear waste have been discovered in the oceans, too (option h).

Students should see that this decision has ramifications far beyond the present.

#### 1980—American Citizens: What should we do about the Southeast Asian refugees?

See also 1964—U.S. CONGRESS; 1969—PRESIDENT NIXON.

<u>Vocabulary</u>		
citizen health clinics fleeing violence civil war communist accept economic	family members punished political million murdered hundreds of thousands	United Nations settle supporting refugees reasons imprisonment

When the first waves of Southeast Asian refugees ("boat people") arrived in the first asylum camps in 1975, the U.S. made few distinctions (choices a and b). In the early 1980's, the U.S. continued its policy of accepting refugees but tried to distinguish between economic and political refugees (choice c). Beginning in 1980, the U.S. placed a "ceiling" on the number of refugees who could enter the U.S. each year (choice d). For example, the "ceiling" for refugee admissions from all countries in 1980 was 231,000. The total number actually admitted was 207,116; of those, 166,700 (80 percent) were Southeast Asian (Lao, Lao highlanders, Khmer, Vietnamese). During the ensuing years, the "ceilings" gradually decreased, but were never met. Although some countries accepted only educated and skilled refugees (choice *e*), the U.S. did not distinguish between them (choice f). While the U.S. has accepted the largest number of refugees (51 percent), other destinations have been China (19 percent), Canada and France (7.6 percent each), and Australia (6.7 percent).

## 1982—American Citizens: Should we approve the Equal Rights Amendment?

See also 1848—WOMEN; 1920—STATE LEGIS-LATORS.

<u>Vocabulary</u>		
state legislature discussing amendment Constitution Equal Rights Amendment amend Senate House of Repre-	equal rights in favor of discrimination lawyers engineers reason accepted professions companies	bank account sexual discrimi- nation illegal treated drafted employer military protections
sentatives approve debating guarantees raises arguments gender	salaries promotions bosses managers property borrow permission	privileges divorce alimony ex-husband abandons child support

The ERA was a simple sentence: "Equality of Rights under the law shall not be denied or abridged by the United States or any state on account of sex." The ERA was first proposed to Congress in 1923, and some version of it had been discussed in every succeeding congressional term until 1972, when the National Organization for Women (NOW) championed it. It passed 30 state legislatures the next year. The ratification deadline was March 1979, but in 1978 the deadline was extended to June 30, 1982. Eventually, 35 states ratified it, but it fell three states short. Polls indicated that a majority of Americans supported it, but conservative majorities in state legislatures were able to defeat it. It was reintroduced to Congress in 1982 but defeated in the House in 1983.

#### 1986—American Citizens: How can we stop the use of illegal drugs?

<u>Vocabulary</u>		
citizen concerned	addicts cultivation	infected penalty
drugs	impossible	needles
afford dangerous	legalize illegal	representatives violent
AIDS	expensive	unsafe
commit	educate	dangers

In 1986, the Reagan Administration declared "war on drugs." Under "drug czar" William Simon, the federal government toughened the penalties for drug use (option c) and for selling drugs (option d).

The government also gave money to the states and cities to hire more police (option e) and employed the Coast Guard to stop and search boats suspected of bringing drugs into U.S. territory (option g). Private and public sectors increasingly used drug testing of employees (option n), with controversy over constitutional limits and civil rights violations.

Outside the U.S., the government has given money, military supplies, and training to drugproducing nations that agree to lower drug production and shipment to the United States. In at least one case (the capture of Panamanian General Manuel Noriega), the U.S. has cut ties to foreign leaders involved in the drug trade (option l). Foreign countries contend that the U.S. is not doing enough to stem the demand for drugs. (See also 1987—U.S. Congress). As the Iran-Contra scandal demonstrated, U.S. officials have used money from drug profits for political benefit.

Critics of U.S. drug policy contend that not enough money is spent on educating Americans about the dangers of drugs (option a) or on counseling/rehabilitation for drug users (option b). Some people in government see profit as the main source of the drug crisis. At the same time as penalties are made tougher for drug trafficking and drug use (option c), some Americans support the legalization of drugs such as marijuana (option i), in the belief that drug-related violence, inside and outside the U.S., will decline when profits do.

Students could compare this decision with the temperance movement and passage of the Eighteenth and Twenty-first Amendments.

#### 1987—U.S. Congress: What should we do about the Iran-Contra scandal?

<u>Vocabulary</u>		
congressperson government employees lied activities advisers	trial million amendment agencies disagreed policy	appoint administration survivor drug cartels cocaine aides
to break the law deciding communist rebels missiles foreign	convinced illegal allowed weapons enemy impeach	support protect truth panel investigate

In contrast to Carter's efforts at friendship with the Sandinistas, Reagan cut aid to the Nicaraguan government. Claiming that Nicaragua was sending Soviet arms to guerrillas in El Salvador, the Reagan administration began supporting the Contras, a small group of counterrevolutionaries and former members of Somoza's National Guard. U.S. aid for the Contras totaled \$90 million in 1982–83.

Worried that its war powers were being infringed upon, Congress looked for ways to limit the administration's covert activities in Central America. In 1982, the Boland Amendment (cosponsored by Edward Boland, D-Mass and Tom Harkin, D-Iowa) barred all aid to the Contras by the CIA, the Pentagon, and all other intelligence agencies. Another \$24 million was authorized for humanitarian aid in 1984.

In 1984, Congress discovered that the CIA had mined Nicaraguan harbors. Ships from the Soviet Union, Japan, Holland, Panama, and Liberia were damaged by the U.S. mines. Both houses of Congress and the U.N. Security Council passed resolutions condemning this as an act of aggression against Nicaragua. When the World Court issued a similar verdict, the Reagan administration announced that it would not accept World Court jurisdiction in Central America.

Lt. Colonel Oliver North, working for the National Security Council, began to look for ways to finance the Contras without spending tax money. At first, other countries (Saudi Arabia, Taiwan, and Brunei) were convinced to donate money to the Contras. Arms sales were another fundraiser operated by the National Security Council. Initially, the U.S. allowed Israel to sell U.S-made weapons to Iran (for use in their war with Iraq). Eventually, Reagan authorized CIA arms sales to Iran. The profits from these illegal sales were used to fund the Contras and were never reported to Congress. The arms sales were also used as a means of convincing pro-Iranian groups in Lebanon to release U.S. hostages there.

In October 1986, Nicaraguan soldiers downed a Contra supply plane. The only survivor was a U.S. citizen, Eugene Hasenfus, who claimed that the supply route was operated by the CIA. Other people believe that Colombian drug cartels also delivered supplies to the Contras in exchange for permission to fly cocaine shipments into the United States.

When these facts became public knowledge, Reagan was forced to name an investigatory commission to look into what became known as the Iran-Contra scandal (option *e*). The Tower Commission

(former Texas Senator John Tower, former Secretary of State Edmund Muskie, and Brent Scowcroft) and both houses of Congress held hearings to determine if the Boland Amendment had been violated and if the president had known about the arms sales. Dramatic testimony from Oliver North, Attorney General Edwin Meese, and other administration officials and government employees led the Tower Commission to conclude that Reagan had not known the details of the National Security Council's creation of international funding for the Contras. Reagan was strongly criticized for being "out of touch" with what members of his administration were doing.

#### 1990—American Citizens: What should we do about Iraq? (Persian Gulf War)

Vocabulary		
debts disobeyed escaped ally captured boycott defend defeat billions	leader opposes oil-producing experienced fighters neighbor invaded powerful military peace	citizen thousand royal family producing region troops weapons oil fields

The U.S., Britain, France, the U.S.S.R., China, and the European Community immediately condemned Iraq's invasion and set up embargoes and boycotts. The U.N. passed several resolutions establishing economic sanctions and threatening military intervention if Iraq did not withdraw by January 15, 1991 (option f). The U.S. sent forces to protect Saudi Arabia (option c). A coalition of Western and Arab forces sent support. By December, 90 percent of Iraq's imports and 97 percent of her exports had been stopped, but the economic sanctions did not seem likely to force Irag's withdrawal. The coalition attacked from January 16 to February 28 (options a and d). With high casualties on the Iraqi side, Iraq accepted the U.N. resolution establishing terms of a cease-fire and ending the economic sanctions on April 6, 1991. The significance of the action was the international coalition that formed, at U.S. insistence, involving the United Nations, the West, the U.S.S.R. and China, and the Arab states.

#### 1990—American Citizens: Should English be the official language of the United States?

See also 1974—SUPREME COURT.

<u>Vocabulary</u>		
legislature courts	culture immigrants	to pass representatives
constitutional	ignore	official
amendment pro	bilingual forbidding	legislature amended
con	citizen	national
translating docu-	common	language
ments	native	foreign

The issue of an official language in the United States goes back to at least 1753, when Benjamin Franklin criticized the widespread use of German in Pennsylvania. Although the U.S. has never had an official language, many Americans assume that English is the country's official language. Public support for making English the official language seems to vary with the state of the national economy and with waves of immigration.

The latest push for an official English policy began in 1981, when Senator S.I. Hayakawa of California proposed an English Language Amendment to the U.S. Constitution. Sixteen such amendments were proposed in Congress between 1981 and 1990. Some of the proposed amendments have declared English the official language of the United States, leaving interpretation to Congress and the courts. Other versions have mandated that the federal, state, and local governments use English only, with some exceptions for health and educational purposes.

Although official language amendments have never reached a vote in the Congress, many state and some local governments have passed measures promoting English to official language status. By 1992, 17 states had adopted some form of official English legislation. Ten states (Arkansas, Indiana, Illinois, Kentucky, Mississippi, North Carolina, North Dakota, South Carolina, Tennessee, and Virginia) have passed official English statutes. Six states (Alabama, Arizona, California, Colorado, Florida, and Nebraska) have passed constitutional amendments. Hawaii declared itself officially bilingual (English and Native Hawaiian) in 1978 (option b). Since most of these measures leave interpretation to legislatures and the courts, there are ongoing legal battles over the rights of minority language users to use a language other than English in the domains of

public education, courts, social services, public safety, and the workplace. One reaction to English only and official English legislation is the English Plus movement, which promotes use of English and other languages while denying the need for an official language amendment (option b).

This decision provides an opportunity for students to consider the linguistic diversity in their families, community, and classrooms. Students can investigate state language policy and proposed national plans (during the 1996 presidential elections, several presidential candidates declared support for English-only or official English legislation). They can consider the implications of the options proposed in this decision for their own state. James Crawford's book Language Loyalties: A Sourcebook on the Official English Controversy is an excellent resource for teachers who wish to explore this issue at different points in American history. Finally, you may wish to compare the situation in the United States with policy in other multilingual nations such as Canada, South Africa, and Australia.

#### 1992—U.S. Congress: Should the U.S. sign a free trade agreement with Canada and Mexico? (NAFTA)

<u>Vocabulary</u>		
member Congress president negotiating trade neighbors approve agreement vote products	pollute guarantee foreign markets import taxes companies factories labor costs consumers	signed expensive labor unions hire benefit minimum wage strict competition environmentalists

Presidents Bush and Clinton pushed the North American Free Trade Agreement hard in order to win congressional approval. Fearing loss of U.S. jobs and environmental damage, labor unions and environmentalists lobbied Congress to reject the bill, pending changes in certain sections of the agreement. Despite this opposition, both Houses of Congress approved NAFTA by a wide margin.

The consensus was that regional trading blocks were developing in Europe and the Pacific Rim, and that NAFTA provided favorable conditions for continued U.S. economic dominance of North America. Negotiations soon began for the inclusion

of Chile, with the idea of eventually including all of the Americas in the free-trade pact.

The agreement went into effect January 1, 1994. The collapse of the Mexican economy and political instability there, and the continued push to strengthen labor and environmental protection, should be considered.

#### 1993—U.S. Congress: Should Congress make it harder to buy handguns? (Brady Bill)

<u>Vocabulary</u>		
congressperson vote approves bill difficult handguns arguments con pro law-abiding	strict registration amendment Constitution right military hunting target shooting dangerous accidents	accidentally suicides trained drowning self-defense protect criminals attack steal crime rate
gun control laws	fifth highest	unregistered

The "Brady Bill" passed. It requires a five-day waiting period prior to possession of a handgun. During the waiting period, a background check on the customer's criminal and mental health record is to be made through the police. Purchase is to be denied if the person was previously convicted of a felony or if there is a public record of mental illness. The Brady Bill was passed over the objections of the National Rifle Association, which lobbied hard for unrestricted freedom to own guns. This was the first setback for the NRA. Since passage of the bill, its constitutionality has been challenged in a few state courts.

In 1997, the Supreme Court decided that states could not be compelled to pay for costs of the background checks, but the waiting period and ability to deny handgun purchase were upheld as constitutional.

#### 1994—Californians: Should California help people who come here illegally to live?

See 1948—U.S. FARM WORKERS.

<u>Vocabulary</u>		
resident	taxes	disease
elections	federal	citizens
voters	approve	communicate
decision	referendum	enforce
illegal immi-	public services	restaurants
grants	economy	cause trouble
thousands	labor	obey
permission	picked	populous
attend	epidemic	similar
border	health services	

In November 1994, California voters passed the referendum question Proposition 187, with 60 percent of the voters in favor and 40 percent opposed. Opponents of the measure filed injunctions in the state courts, blocking it at least temporarily. Both sides promised to continue working for their beliefs. It seems likely that the issue will spread to other border states, and perhaps be decided in the U.S. Supreme Court. The sentiment behind Proposition 187 motivated federal authorities to strengthen the U.S. border patrol on the U.S.-Mexican border. California Governor Pete Wilson admitted his family had employed an illegal domestic worker, but went on to seek the Republican nomination for the presidency in 1996, basing much of his campaign on a strong anti-illegal immigrant stance. Anti-immigrant and anti-Latino violence rose in California following passage of Proposition 187.

Students should consider this decision in light of the 1948 decision by farm owners to bring Mexican workers here, and of the role of Mexican labor in the U.S. during World War II. Students can take roles of farm owners and other employers, as well as legal and illegal immigrants.

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