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Raeanne and Vance Gillenwater

History Tunes

Colonial to Mid-19th Century



All songs produced and performed by Vance Gillenwater.

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Introduction

Vance and I are both teachers in New York City. He teaches high school and I teach middle school. When we began writing *History Tunes*, we were relatively novice teachers, and as new teachers we were always on the lookout for a lesson, an idea, or a motivation to spark interest in our students. Sometimes we found what we were looking for, but the hours we often spent scouring the Internet for the perfect “hook” left us empty-handed.

We were looking for an attention-grabber—a way to reel students in quickly, deliver the content, and keep them engaged. We realized we wanted a pop song. We soon found that the type of educational pop/rock songs we were looking for did not exist, so we decided to write them ourselves.

Why pop? Because of the hooky nature of the pop melody: everyone has experienced that tune in their head that they just could not shake. We thought if the words that accompanied that tune were content driven, it could be an awesome teaching technique.

Obviously, the idea of teaching content through music is not unique. Whoever put the “ABCs” to Mozart knew it worked, the creators of School House Rock knew it worked, and all pre-school teachers know it works as well. Each of our three sons (Charlie, Jonah, and Dash) learned the days of the week by singing a song set to the catchy “Oh, My Darlin’ Clementine.”

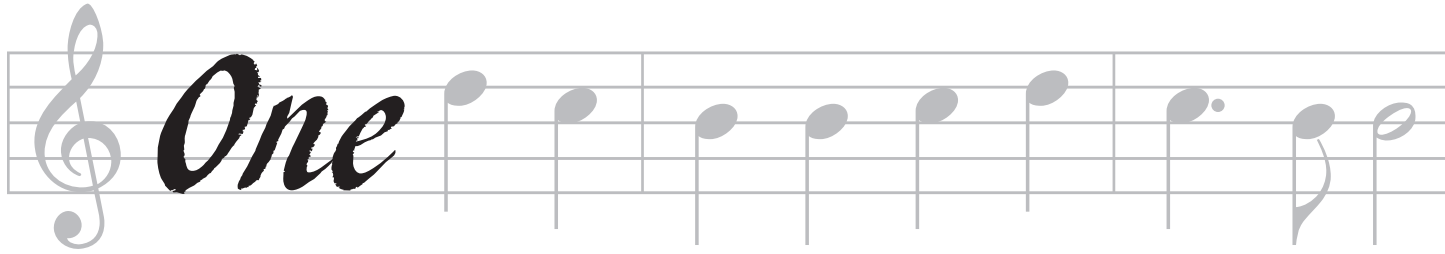
But could it work with older students? We thought it could. To realize our goal, we had two tasks. The first was to pack as much content into these three-minute pop songs as possible. To do this, we analyzed ten years of standardized exams and targeted high-frequency questions to guide the construction of the lyrics. The second task was to create highly engaging and hooky melodies that would be entertaining to listen to, fun to sing, and easy to commit to memory.

The finished product is *History Tunes*. The songs cover many of the events that have shaped the 400-year history of America. From start to finish, *History Tunes* paints a tapestry of our history; it tells our story.

These songs are meant to be a tool for teachers to add to their bag of tricks. They can be used as an introduction, as reinforcement, or as the main lesson itself. They can also be used as models for students to write their own songs, create their own videos, and tell America’s story in their own words.

We hope you enjoy both the music and the story.

Raeanne and Vance Gillenwater



Synopsis

Human civilization in America is thought to have begun in the last Ice Age, when prehistoric hunters crossed a land bridge between the Asian and American continents while following their food sources. This migration most likely began 30,000 years ago. Throughout what is now the United States, hundreds of Native American populations evolved, each with its own customs, cultures, languages, religions, and ways of life. Everything changed for these native peoples when Christopher Columbus arrived in 1492.

Early America

Close your eyes and imagine
A prehistoric icy planet
Asia kisses Alaska through a frozen sheet
Upon a narrow land bridge two continents do meet
And the people of this world
Our mothers and fathers from 30,000 years ago
Follow their food
To a world anew
And spread south
And spread out
And become the first Americans

Crouched down low, creeping slow, **15,000 years ago**
Pounding hearts, connected minds
There at a swamp's edge they do find
A lazy, grazing herd of bison
Then the hunters from nowhere leap
And the startled bison in fear stampede
Into the mud and then they're stuck
And spears fly, and bison die

One: Early America

In early America, so dark at night
And under this sky, worlds evolve
North, South, East, West, none the same
But so dark at night in early America

Around the globe, climates rose, **10,000 years ago**
Glaciers melted, mammoths felt it
There in a thawed land they did bite it
A new Earth, rebirth, adaptations
Then the people from all around begin to change
Gathering berries, catching fish and smaller prey
Into traps, and tools advance
And sunlight beams, and grass greens

In early America, so dark at night
And under this sky, worlds evolve
North, South, East, West, none the same
But so dark at night in early America

Seed is sown, crops now grow, **5,000 years ago**
Reaping beans, squash, and corn
There in a field a new way of life is born
Farming swiftly ends migration
Then the farmers work the earth
From tribe to tribe one more rebirth
In the ground, these farmers found
A way to nourish and to flourish

In early America, so dark at night
And under this sky, worlds evolve
North, South, East, West, none the same
But so dark at night in early America

The **Mound Builders** built earthen mounds
Throughout America these mounds are found

The **Anasazi** irrigated Southwestern lands
And built adobe pueblos from sun-dried bricks of sand

The **Inuit** built igloos of ice and snow
Seal oil kept their warming lamps aglow

The **Iroquois** lived in long houses of bark and wooden poles
One family to each room and each person had a role

The **Plains** people moved with the seasons of their life
So their buffalo hide teepees were portable and light

Different homes and different foods
Different gods and different grooves
Different natural balances
Different natural challenges
Different customs, traditions and cultures
Shoshone, Apache, Navajo, Aztec
Comanche, Cheyenne, Dakota, Natchez
Algonquin, Huron, Chippewa, Shawnee
All different worlds sharing...

Early America, so dark at night
And under this sky, worlds evolve
North, South, East, West, none the same
But so dark at night in early America

A tale of woe, the tribe **Taino**, 500 years ago
Caribbean heat, a friendly greet
There on the Atlantic shore they did meet
A weary, leery ship of sailors
Then the new men smiled and traded
But soon they roared, killed, and invaded
Onto our sands, throughout our lands
When **Columbus** came, we were forever changed

In early America, so dark at night
And under this sky, worlds evolve
North, South, East, West, none the same
But so dark at night in early America

Key Terms and Explanations

The Bering Land Bridge—Long ago, the land on the Earth’s surface was shaped very differently than it is now. The area which is now Asia was connected to North America by a land bridge on the Bering Strait. That bridge is now beneath the ocean. Various animals such as mastodon, mammoth, bison, moose, elk, and foxes migrated to North America by traveling over it. Probably by 30,000 years ago, people began to cross the Bering Land Bridge and migrate to North America.

15,000 years ago...—It is believed that humans were widespread throughout the Americas and that they were primarily hunter-gatherers, hunting large animals, such as bison, and gathering wild vegetation, as well as migrating with their prey and the seasons.

10,000 years ago...—Global temperatures began to rise as the last Ice Age came to an end. Large animals, such as the woolly mammoth, became extinct, and human hunters of the Americas began hunting smaller prey with more advanced tools, fishing, and gathering more vegetation as the world warmed and greened.

5,000 years ago...—Early Americans began to shift from being primarily hunter-gatherers to farming. The first crops sown were squash. Agriculture led to a new way of life for early Americans. No longer dependent on following their food, they were able to establish more permanent living areas.

Mound Builders—These native inhabitants of North America constructed various styles of earthen mounds for burial, residential, and ceremonial purposes.

Anasazi—The ancestors of today’s Pueblo Indians, the Anasazi, originate from what is now the American Southwest. They evolved from a nomadic to a sedentary existence; at first hunter-gatherers, in time the Anasazi began raising maize and other crops. Their villages, built at the top of cliffs or in hollowed-out natural caves at the base of canyons, included multiple-room, complex apartment structures of stone or adobe.

Inuit—This people inhabited the arctic regions of North America, hunting arctic animals and living in villages of igloos, dome shaped ice dwellings.

Iroquois—This people are known for their living structures called Longhouses, which housed large extended families. They are sometimes called the Haudenosaunee (pronounced Ho-deh-no-shaw-nee), or the “People of the Longhouse.” Iroquois women owned land and enjoyed power equal to men. They farmed corn, squash, and beans, and eventually formed the Iroquois League of Nations.

Plains People—This people lived in teepees made of buffalo hides and held up by wooden poles. These teepees were warm in the winter and cool in the summer. Plains women were responsible for putting up and taking down the teepees. These tribes transported their teepees from place to place using horses.

Taino—This people were native inhabitants of the Bahamas, Greater Antilles, and the northern Lesser Antilles. Christopher Columbus’s ships first landed on an island inhabited by the Taino.

Christopher Columbus—In 1492, Columbus set sail from Spain with three ships: the Nina, the Pinta and the Santa Maria. Columbus was not looking for America; he was looking for a shorter route to the Far East, hoping to bring back valuable silks and spices. Instead, he landed on a small island in the Bahamas that he named San Salvador. Columbus thought he had landed on the Spice Islands near India, which is why he named the people he met Indians.

Name: _____

Date: _____

Early America: Questions

Tier 1 Questions

- How did people come to North America 30,000 years ago?

- What happened 5,000 years ago that dramatically changed the lives of humans?

- Name three Native American people and tell one thing about how they lived.

- Who landed on the island inhabited by the Taino?

Tier 2 Questions

- Explain how migration played a role in humans coming to North America.

• Explain how agriculture dramatically changed the lives of humans 5,000 years ago.

• What is meant by the lyric “North, South, East, West, none the same”?

• How did the landing of Columbus change life for Native Americans?

Tier 3 Questions

Answer the following questions on a separate sheet of paper.

- Write a description of what an early human may have seen and experienced as he crossed the Bering Land Bridge 30,000 years ago.
- Imagine you are living 5,000 years ago and your tribe has just been taught by a neighboring tribe how to grow crops. You now no longer need to spend your days hunting and gathering. Write a letter explaining how this has changed your life.
- What are the different types of populations in America today? Consider ethnicity, religion, and culture. Compare and contrast to the different Native American populations.
- Write two journal entries:
 - ◆ One by a sailor of one of Columbus’s ships upon reaching the island.
 - ◆ One by a Taino upon witnessing Columbus’s ships and men arriving in his land.



Synopsis

The Roanoke Colony on Roanoke Island in present-day North Carolina was an enterprise financed and organized by Sir Walter Raleigh. It was carried out by Ralph Lane and Richard Grenville (Raleigh's cousin) in the late 16th century to establish a permanent English settlement. Between 1585 and 1587, several groups attempted to establish a colony, but either abandoned the settlement or disappeared. The final group of colonists disappeared after three years elapsed without supplies from the Kingdom of England during the Anglo-Spanish War, leading to the continuing mystery known as "The Lost Colony."

Lost Colony

On **Roanoke** we arrived, 1585
Adventurous and alive
A profit seeking enterprise

An unsolved mystery by 1590
For all of history we will be
Known as the doomed lost colony

Then in 1607, a British ship crossed and found
A stretch of wooded beach they called **Jamestown**
They built a fort and hunkered down
But not us, we weren't around

True, two-thirds of Jamestown died
But one-third of them survived
They lived on handouts from their foe
Till they sowed their own tobacco

Two: Lost Colony

1620 brought the **Pilgrims**
Who made their historical excursion
To escape religious persecution
But not us, we lost every single person

In Massachusetts they were living
That's where the Pilgrims had their first Thanksgiving
After Squanto taught them farming
And saved them all from starving

In 1630 came the **Puritans**
With religious superstitions
They burned up a bunch of witches
Who were just free-thinking, righteous Wiccans

Yes, from New England to Virginia
Britain settled down the coast
But not us, we'll forever be
That doomed lost colony

Key Terms and Explanations

Roanoke Island—The island on which a small ship from England seeking profit in the “New World” landed. This colony disappeared and their fate is unknown. For that reason the Roanoke Colony is often referred to as the Lost Colony.

Jamestown—This was the first British colony that survived in the “New World.” The Jamestown colonists landed on May 14, 1607 on the east coast of what would one day be Virginia. John Rolfe founded and governed Jamestown. It was named after King James I, who was King of England at the time.

Pilgrims—A Separatist group who broke from the Church of England and in 1620 sailed to the “New World” on the Mayflower, landing in Massachusetts Bay.

Puritans—A member of a group of English Protestants who in the 16th and 17th centuries advocated strict religious discipline and favored the purification of England's Anglican Church. Many Puritans migrated to Massachusetts Bay after 1630 to establish a religious commonwealth.

Name: _____

Date: _____

Lost Colony: Questions

Tier 1 Questions

- When did the Lost Colony arrive in the New World?
- When did a colony arrive in Jamestown? What plant did they learn to grow?
- When did the Pilgrims arrive? How did they escape starvation?
- Did the four colonies in this song settle along a coast or in the mountains?

Tier 2 Questions

- Why is the establishment on Roanoke Island called the Lost Colony?

Two: Lost Colony

- Besides the Lost Colony, name three other groups of people who came to the New World and explain their reasons for coming over.

- Who saved the Pilgrims from starving and how did he do it? Explain.

- According to the last stanza of the song, in what geographical area did these four colonies settle?

Tier 3 Questions

Answer the following questions on a separate sheet of paper.

- Compare and contrast the Roanoke Colony with each of the other three colonies mentioned.
- The Pilgrims suffered religious persecution in England because they left the Church of England. The Puritans persecuted people they perceived to be “witches.” Compare and contrast these two events.
- Pretend you are a Pilgrim in England in the 1600s and that you are not allowed to practice your religion. Explain how this makes you feel.
- Describe the area settled by each of these four colonies.



Synopsis

The Mayflower Compact was the first governing document of Plymouth Colony. It was written by the Pilgrims, who crossed the Atlantic aboard the *Mayflower* and landed on what is now Provincetown Harbor near Cape Cod. It was signed on November 11, 1620, by 41 of the ship's more than one hundred passengers. The Mayflower Compact was essentially a social contract in which the settlers consented to follow the compact's rules and regulations for the sake of survival. Laws approved by the majority would be binding on both Pilgrims and non-Pilgrims. This document became the first example of American democratic government.

The Mayflower Compact

A dark and rocking ship through cold black waters slip
So slow do pass the hours on the *Mayflower*, oh, oh, oh, oh

They left for godly reasons when the Church of England screamed out "treason!"
1620 was the year, and now Massachusetts neared

But as they looked out at **Plymouth Rock** they thought, "Before we dock...
We should come up with some laws that will serve us all
Because, the task before us isn't small"

A dark and rocking ship through cold black waters slip
So slow do pass the hours on the Mayflower, oh, oh, oh, oh

So the white men aboard the boat sat down and took some notes
About some different ways to run without the powers of just one

They knew the problem they would bring if they continued the **divine right of kings**
So they conceived a novel plan: majority will rule—not a single man

Three: The Mayflower Compact

A dark and rocking ship through cold black waters slip
So slow do pass the hours on the *Mayflower*, oh, oh, oh, oh

They drew up and signed a deed and thus these Pilgrims agreed
To the new kind of social contract known as the Mayflower Compact

A dark and rocking ship through cold black waters slip
So slow do pass the hours on the *Mayflower*, oh, oh, oh, oh

Key Terms and Explanations

Mayflower Compact—This document, drafted in 1620 aboard the *Mayflower* as the Pilgrims docked in Massachusetts, was the first agreement for self-government in America, signed by 41 men on board. It set up a government and system of laws for the Plymouth colony.

The *Mayflower*—This ship carried the Pilgrims across the Atlantic Ocean from England to North America and eventually docked at Plymouth Rock.

Plymouth Rock—The traditional site of the landing of the *Mayflower*.

Pilgrims—A Separatist group that broke from the Church of England, and in 1620, sailed to the “New World” on the *Mayflower*, which landed in Massachusetts Bay.

Divine right of kings—A policy which evolved in Europe during the Middle Ages and claimed that kings were answerable only to God, and it was therefore sinful for their subjects to resist them.

Name: _____

Date: _____

The Mayflower Compact: Questions

Tier 1 Questions

- What year did the *Mayflower* arrive at Plymouth Rock?
- What do you think the lyric “Majority will rule, not a single man” means?

Tier 2 Questions

- What type of a voyage do you think the Pilgrims had as they crossed the Atlantic on the *Mayflower*?
- Why did the Pilgrims decide to write some laws before they docked?

Tier 3 Questions

Answer the following questions on a separate sheet of paper.

- Pretend you are a Pilgrim aboard the *Mayflower* sailing to the New World. Describe the experience. What do you see? What do you feel?
- Compare and contrast the divine right of kings and majority rule.
- Why do you think it was important for the Pilgrims to create the *Mayflower Compact* before they docked? What could have happened if they did not?



The House of Burgesses

17

Four: The House of Burgesses

The Virginia House of Burgesses
Are the first representatives
Elected

Who set the 'people rule' model, which history will follow

Key Terms and Explanations

Virginia House of Burgesses—This was the first legislative body formed in colonial America, established in 1619.

Limited government—A type of government in which its functions and powers are prescribed, limited, and restricted by law.

Absolute power—This refers to systems of tyranny, corruption, authoritarianism, absolutism, and totalitarianism, as well as monarchy and other non-democratic forms of government.

Magna Carta—An English document drawn up under King John that limited the power of the king. It influenced later bodies of government in America, such as the Virginia House of Burgesses.

Monarchy system—A form of government in which supreme authority is held by a single, often hereditary ruler.

Name: _____

Date: _____

The House of Burgesses: Questions

Tier 1 Questions

- In what year did colonists make the first steps towards modern American government?
- What type of government did Virginian colonists want to avoid?

Tier 2 Questions

- What do the lyrics “the Crown, an ocean away” and “with the good fortune of distance” mean, and how did those factors play a part in what colonists in America were able to accomplish?
- How did the Virginia settlement break away from the monarchy system?

Tier 3 Questions

Answer the following questions on a separate sheet of paper.

- Compare and contrast a limited government and a monarchy system.
- Why do you think Virginian settlers were determined to create a limited government?
- The last line says these settlers “set the ‘people rule’ model, which history will follow.” What do you think this means?



Synopsis

Triangular trade refers to a pattern of commerce in between three different ports, or regions. The most famous of these was the transatlantic slave trade, in which enslaved Africans were bought on the African Gold Coast with New England goods, then traded in the West Indies for sugar or molasses, which was brought back to New England to be manufactured into rum. The leg of the triangle which carried captive Africans from Africa to the West Indies is referred to as the Middle Passage. It is estimated that 15–25 out of every 100 slaves died during this voyage.

Triangular Trade

In New England, rum is distilled
From molasses and barrels are filled
Then shipped off to the **Golden Coast**
Traded for slaves at African posts

Millions of doomed African slaves
Are shipped through the frigid and deadly waves
Over the triangle's **Middle Passage**
And traded in Barbados for molasses

The molasses is then shipped due north
To New England's Atlantic ports
To this coast the traders come
And trade their molasses for barrels of rum

From New England to Africa
Barbados and back again
A three-legged journey is made
Over and over and over it's made
A triangular trade

Five: Triangle Trade

In New England rum is distilled
From molasses and barrels are filled
Then shipped off to the Golden Coast
Traded for slaves at African posts

These millions of doomed African slaves
Are shipped through the deadly waves
Over the triangle's Middle Passage
And traded in Barbados for molasses

The molasses is then shipped due north
To New England's Atlantic ports
To this coast the traders come
And trade their molasses for barrels of rum

From New England to Africa
Barbados and back again
A three-legged journey is made
Over and over and over it's made
A triangular trade

Key Terms and Explanations

Triangular trade—The backbone of New England's economy during the colonial period, this refers to a pattern of commerce in between three different ports, or regions. The most famous of these was the transatlantic slave trade, in which ships from New England sailed first to Africa, exchanging New England rum for slaves. The slaves were shipped from Africa to the Caribbean and traded for molasses. Then the ships returned to New England, where the molasses was used to make rum.

Middle Passage—The route from Africa to the Americas along which enslaved Africans were transported. It was called the this because it was the “middle leg” of the triangle of the triangular trade.

Name: _____

Date: _____

Triangular Trade: Questions

Tier 1 Questions

- What were the three stops involved in triangular trade?

- What were the three items involved in triangular trade?

- Who was transported over the Middle Passage?

Tier 2 Questions

- Explain the relationship between the rum, molasses, and slaves of the transatlantic triangular trade.

- On a separate sheet of paper, draw a map that shows the three stops involved in triangular trade.

Tier 3 Questions

Answer the following questions on a separate sheet of paper.

- Draw a map of triangular trade. Include the three stops and the three items traded.
- Imagine you have been taken from your home and family, chained up, and forced into a boat to an unknown destination. You are kept chained and piled below deck with hundreds of other victims being forced into slavery. Write a letter describing what you see, hear, and feel.



Synopsis

John Locke (1632–1704) was an English philosopher. Locke is most renowned for his political theory. He believed that the original state of man's nature was happy and characterized by reason and tolerance, and that in this state, all people were equal and independent, and none had a right to harm another's life, health, liberty, or possessions. He believed man should be guided by "natural law," or innate, universal laws. Many ideas in the Declaration of Independence and U.S. Constitution formulated by the Founding Fathers were based on Locke's ideas.

John Locke Soft Rocke

A man is born and lives his life
In most of history, life was strife
In feudal systems and monarchies
All the lower classes were never free

So they couldn't see possibility
They couldn't choose their way or have their say
Until a new philosophy said you must be ... free

In 1690, the world saw
A new idea called **natural law**
John Locke said that here on Earth
Man is free, right from birth

But they couldn't see possibility
They couldn't choose their way or have their say
Until a new philosophy said you must be ... free

Our **Declaration of Independence**
Upon Locke's words was transcended
Into a priceless democratic tool
That simply states that the people should rule (themselves)

Six: John Locke Soft Rocke

And that the leaders should lead only to
Serve all the people, not just a few
With this new thought, power shifted
From the top on down, oppression lifted

And now they could see possibility
To choose their way and have their say
Thanks to a new philosophy that said you must be ... free

Key Terms and Explanations

Natural law—A theory that some laws are basic and fundamental to human nature. Natural law theory eventually gave rise to a concept of “natural rights.” John Locke argued that human beings in the state of nature are free and equal. This natural rights theory provided a philosophical basis for both the American and French revolutions. Thomas Jefferson used the natural law theory to justify his trinity of “inalienable rights,” “life, liberty, and the pursuit of happiness,” which were stated in the Declaration of Independence.

John Locke—He was an English political philosopher whose ideas inspired the Declaration of Independence and the American Revolution due to his theory of natural law.

Declaration of Independence—The Declaration of Independence was signed by the Second Continental Congress on July 4, 1776. It dissolved the colonies’ ties with Britain, listed grievances against King George III, and declared the colonies to be an independent nation.

Name: _____

Date: _____

John Locke Soft Rocke: Questions

Tier 1 Questions

- In what year did John Locke introduce natural law?
- What important document of American history was influenced by John Locke's theory of natural law?

Tier 2 Questions

- Compare and contrast the difference of the life of lower classes before the idea of natural law and after. Did they have the same opportunities?
- In what way do you think the Declaration of Independence was "inspired" by the idea of natural law?

Tier 3 Question

Answer the following question on a separate sheet of paper.

- Before the idea of natural law, most classes of societies had no possibilities of upward mobility. This meant if your father was a peasant, you would be too. According to this song, this changed after John Locke introduced natural law. Do you agree or disagree that all classes of society have a chance to move up the social ladder today? Explain your answer thoughtfully and cite examples to support your position.



The Rev Up! (To Revolution)

29

Seven: The Rev Up! (To Revolution)

Now there are levies on our glass, our lead, paper, paint, and tea
We will not pay the tax, we will rally in the street
For we are Americans, and we don't need Mother England!
Yes, now we are American, and we don't want Mother England!

In a snowy Boston square, an angry mob descended
Our troops fired in despair because they felt their lives were threatened
They call themselves Americans but they belong to England!
They're not American, they belong to England!

Those Redcoat British thugs, an atrocity's occurred
They murdered in cold blood, it was a **Boston Massacre**
It happened to Americans, damn those bloody English!
We must protect Americans from those bloody English!

We'll repeal the Townsend duties, but a tea tax must remain
Our **East India Tea Company** from ruins must be saved
The colonists in America, they don't realize we are England!
They think that they can break the rules but we'll show them they need England!

Dressed as Mohawks undercover, we **Sons of Liberty**
We'll sneak into the harbor and have a **Boston Tea Party**
They say we're not Americans but we'll show Mother England
They can have back all their tea, drink up, Mother England!

'That's it, I've reached the end,' King George yelled when the tea was tossed
'Now **Coercive Acts** we'll send, until these rebel thoughts are lost'
Take that, 'Americans,' don't play with Mother England!
Stand back, 'Americans,' 'cause here comes Mother England!

Now we're forced to house their soldiers and our ports are closed throughout Boston
These **Intolerable Acts** we'll shoulder as we prepare for revolution!
Because we are American, and we don't need Mother England!
Yes, now we are American, and we are done with Mother England!

Key Terms and Explanations

King George—(1738–1820) The King of England during the time of the American Revolution.

Parliament—The legislative body of England.

Patrick Henry—(1736–1799) An American orator and member of the Virginia House of Burgesses who spoke against the British government and urged the colonies to fight for independence. In 1775, Henry gave his most famous speech, which ended with the words, “Give me liberty or give me death.” Henry served as Governor of Virginia from 1776–1779 and 1784–1786, and was instrumental in causing the Bill of Rights to be adopted as part of the U.S. Constitution.

Stamp Act—On March 22, 1765, British legislation passed this act, which required that all official documents used in the colonies be written on special, stamped British paper. It was so unpopular in the colonies that it caused riots and, due to this opposition, London merchants convinced Parliament to repeal it in 1766.

No Taxation Without Representation—A popular slogan in the period 1763–1776 that summarized a primary grievance of the British colonists in the Thirteen Colonies. In essence, many colonists believed that the lack of direct representation in the distant British Parliament was an illegal denial of their rights, and therefore laws taxing the colonists were “unconstitutional.”

Townsend Act—A series of 1767 laws named for Charles Townshend, British Chancellor of the Treasury. These laws imposed taxes on glass, lead, paints, paper, and tea. Colonists opposed these taxes as they had the Stamp Act, and Britain eventually repealed all of them except the one on tea.

Boston Massacre—On March 4, 1770, a group of colonials started throwing rocks and snowballs at some British soldiers; the soldiers panicked and fired their muskets, killing a few colonists. This event outraged the colonies and increased anti-British sentiment.

East India Tea Company—The East India Company was a British exporter which traded in many products and regions including tea with the colonies.

The Tea Act—This act gave the East India Tea Company a monopoly on the trade of tea, making it illegal for the colonies to buy non-British tea and forcing the colonies to pay a tea tax of 3 cents per pound.

Seven: The Rev Up! (To Revolution)

Sons of Liberty—This group of American patriots are best known for undertaking the Boston Tea Party in 1773.

Boston Tea Party—British ships carrying tea sailed into Boston Harbor and refused to leave until the colonists took their tea. On the night of December 16, 1773, colonists disguised as Mohawk Indians boarded the ships and threw the tea overboard.

Coercive/Intolerable Acts—The Intolerable Acts and the Coercive Acts are names used to describe a series of laws passed by the British Parliament in 1774 relating to Britain's colonies in North America. The acts sparked outrage and resistance in the Thirteen Colonies and were important developments in the growth of the American Revolution.

Name: _____

Date: _____

The Rev Up! (To Revolution): Questions

Tier 1 Questions

- Name three Acts Britain imposed on the colonies in America.

- Who dressed as Mohawk Indians and threw British tea into Boston Harbor?

- What type of relationship do you think England and America had during these times?

Tier 2 Questions

- What are the two points of view being illustrated in this song?

- Explain these two points of view and cite two examples for each position.

- Which side of the argument do you agree with? Why?

Seven: The Rev Up! (To Revolution)

Tier 3 Questions

- 🗨️ Pretend you are an American newspaper reporter in the American colonies. You are a Patriot who supports revolution. Report on what is happening around you.
- 🗨️ Now pretend you are a British newspaper reporter in the American colonies. You are a Loyalist who supports the King. Report on what is happening around you.



Synopsis

The United States Declaration of Independence is a written statement that was adopted by the Second Continental Congress on July 4, 1776. It declared that the thirteen American colonies, then at war with Great Britain, were now independent states, and thus no longer a part of the British Empire. This document was written primarily by Thomas Jefferson, a Virginian Congressman at the time.

The Declaration of Independence

We've been taxed and abused
Thomas Paine mused
He said, 'It's just **Common Sense**!
Time to get off the fence
Time to draw a line in the sand
Sever from the Motherland
On our own for generations
Now we must be our own nation

1776

We must weigh every risk
Must state our liberation intentions
And declare our independence
There's this Virginian congressman
Name of **Thomas Jefferson**
He's got a certain way with words
And a certain passionate reserve

He'll concisely state our position
In his well-crafted official petition
So Jefferson sat down and somberly wrote
A pointed doctrine of intended revolt!

Eight: The Declaration of Independence

‘We hold these truths to be self-evident
That all men are created equal
And are endowed with unalienable rights
Of life, liberty, and the pursuit of happiness’

Into history these words were signed
On the very first **Fourth of July**
Upon Jefferson’s righteous flow
Our seeds of liberty were boldly sown

Time to draw a line in the sand
Sever from the Motherland
On our own for generations
Now we must be our own nation

Key Terms and Explanations

The Declaration of Independence—The Declaration of Independence was signed by the Second Continental Congress on July 4, 1776. It dissolved the colonies’ ties with Britain, listed grievances against King George III, and declared the colonies to be an independent nation.

Thomas Paine—A British citizen who wrote *Common Sense*, which was published on January 1, 1776, to encourage the colonies to seek independence. *Common Sense* spoke out against the unfair treatment of the colonies by the British government. It was instrumental in turning public opinion in favor of the Revolution.

Common Sense—Written and published by Thomas Paine on January 1, 1776, this pamphlet spoke out against the unfair treatment of the colonies by the British government. It was instrumental in turning public opinion in favor of the Revolution.

1776—Year in which the American colonies officially declared their independence from Britain.

Thomas Jefferson—He was a delegate from Virginia at the Second Continental Congress and wrote the Declaration of Independence. He later served as the third President of the United States.

Fourth of July—Date on which, in 1776, the Declaration of Independence was signed.

Name: _____

Date: _____

The Declaration of Independence: Questions

Tier 1 Questions

- Who wrote the document called Common Sense?
- Who wrote the Declaration of Independence?
- On what date and in what year was the Declaration of Independence signed?

Tier 2 Questions

- What did it mean for the colonies to declare their independence?
- Why do we celebrate the Fourth of July?

Tier 3 Questions

Answer the following questions on a separate sheet of paper.

- The first stanza contains the lyrics, “Time to draw a line in the sand/Sever from the Motherland.” Explain what this means.
- Compare and contrast Thomas Paine’s and Thomas Jefferson’s contribution to the Declaration of Independence.



Synopsis

The Articles of Confederation was the first constitution of the United States of America, which legally established the union of the states. The Second Continental Congress drafted these articles in June 1776, and they were ratified in November 1777. The ratification process was completed in March 1781. Ultimately, they failed because they did not provide enough power to the central government. The Articles of Confederation was replaced by the Constitution.

The Articles of Confederation

With the **revolution** done
The newborn United States
With their freedom at last won
Had many choices to make
Like how much power
Should each state be given?
So they drafted up **Articles**
Of Confederation

Now this first attempt at **constitution**
Was in the end flawed
But it did put to pen
Some of our first laws
Like a federal system
That's still around today
Where both the state and Fed
Have a lawful say

And the **Northwest Ordinance**
Which allowed for brand new states
So five more were added
Between 1803 and '48
But in the end the Articles
Just didn't do the deed

Nine: The Articles of Confederation

Of meeting our new country's
Most important needs

Because the central government
Was way too weak
The states had too much power
And weren't united in the least
Yes, the states had too much power
And were not united
Were not united!

So back to the drawing board
Were out Founding Fathers sent
To continue to create
An effective government

Key Terms and Explanations

The Articles of Confederation—These articles assigned most powers (the power to tax, to regulate trade, and to draft troops) to the individual states. They granted the federal government power over war, foreign policy, and issuing money. The Articles of Confederation's main weakness was that it gave the federal government so little power that it couldn't keep the country united. It was eventually abandoned for the Constitution.

Revolution—The American Revolution was fought between America and Britain. America fought for their independence and won the war, thus becoming their own nation and no longer subject to British rule.

Constitution—This document established the federal government of the United States and outlined its powers. The Constitution is known as the law of the land, and it can be changed through amendments.

Northwest Ordinance—The one major success of the Articles of Confederation, this ordinance set up a framework of government for the Northwest Territory. The Ordinance stated that the Territory would be divided into three to five states, outlawed slavery within its bounds, and set 60,000 as the minimum population for statehood.

Name: _____

Date: _____

The Articles of Confederation: Questions

Tier 1 Questions

- What was one of the choices the United States needed to make when they first earned their independence?

- What led to the ability to add more states to the U.S.?

- What was the weakness of the Articles of Confederation?

Tier 2 Questions

- Explain two accomplishments of the Articles of Confederation.

- Explain the biggest flaw of the Articles of Confederation.

Nine: The Articles of Confederation

Tier 3 Questions

- In what way did the articles not “do the deed of meeting our new country’s most important needs?”

- Based on your answer to the above question, speculate what type of laws and provisions needed to be added so that the next attempt at constitution was more effective and successful.



Synopsis

The Constitution of the United States is a document that outlines the basis of the federal government. It was drafted in 1787 at the Constitutional Convention in Philadelphia. The 55 men at the convention are called the Founding Fathers of America, and are also known as the “Framers of the Constitution.” Some of the more famous of the framers are George Washington, James Madison, Benjamin Franklin, and Alexander Hamilton. The U.S. Constitution replaced the Articles of Confederation.

The Constitution—Yeah Yeah Yeah

On May 25, 1787

A new and improved **Constitutional Convention**

In **Philadelphia** they gathered 55

With tired old articles set to revise, yeah yeah yeah

Old **Ben Franklin** and young **James Madison**

General Washington and **Alexander Hamilton**

Met with other delegates to find another way

To run the failing government of the USA

They knew the central government was feeble and meek

Compared to each state, it was powerless and weak

So the delegates adopted a new federal system

Where the states and the nation split the power between them

Revolution to Confederation to a new solution: Constitution!

Then they went and came up with three separate branches

Legislative, executive, and judicial factions

Because power they realized in one single hand

Could lead to tyranny ruling over the land, yeah yeah yeah

Ten: The Constitution—Yeah Yeah Yeah

The **legislative branch** would write laws and vote on them (the **Congress**)
The **executive branch** would make sure everyone follows 'em (the **President**)
The **judicial branch** would interpret the laws in the courts (the **Supreme Court**)
And this separation of powers would avoid a tyrannical course, yeah yeah yeah

Within the legislature, the delegates also devised
A shared representation called the **Great Compromise**
This branch would be split into the House and the Senate
And the American people would call these two Congress

Revolution to Confederation to a new solution: Constitution!

In the **House** would be seated the country's **congressmen (lower house)**
To be awarded to each state based upon population
Upstairs in the **Senate, senators** would preside (**upper house**)
Two from each state, regardless of size, yeah yeah yeah

What the delegates drafted in Philly that day
Was a government with branches that all have a say
Because keeping the powers from each of them separate
Meant if one got too bossy, the others would check it

This **checks and balances** safe-guarding system
Shapes all the laws of this country we live in
So that's in a nutshell what our Constitution's about
A well-thought of plan, I decided to shout it out

Revolution to Confederation to a new solution: Constitution!

Key Terms and Explanations

The Constitution—This supreme law is the foundation and source of legal authority in the United States of America. It provides the framework for the organization of the U.S. Government. The document defines the three main branches of the government: the legislative branch, which is Congress; the executive branch, led by the president; and the judicial branch, headed by the Supreme Court. The Constitution outlines obligations of each office, and also decides what powers each branch may exercise. The United States Constitution was adopted on September 17, 1787, by the Constitutional Convention.

Constitutional Convention—This convention began on May 25, 1787, and was held in Philadelphia. All states except Rhode Island sent delegates, and George Washington served as president of the convention. The convention lasted 16 weeks, and on September 17, 1787, produced the present Constitution of the United States.

Philadelphia—The city where the 1787 Constitutional Convention was held.

Ben Franklin—Printer, author, inventor, diplomat, statesman, and Founding Father. Franklin was an elder statesman at the Constitutional Convention in 1787.

James Madison—His proposals for government became the Virginia Plan, which was the basis for the Constitution. Madison was responsible for drafting most of the language of the Constitution.

General Washington—Served as president of the Constitutional Convention and later served as the first president of the United States.

Alexander Hamilton—(January 11, 1755 or 1757–July 12, 1804) This statesman was the first United States Secretary of the Treasury, a Founding Father, economist, and political philosopher. Hamilton led calls for the Philadelphia Convention, was one of America's first Constitutional lawyers, and co-wrote the Federalist Papers, a primary source for Constitutional interpretation.

Legislative Branch—One of the three branches of government, the legislature makes laws. There are two parts of the legislature: the House of Representatives and the Senate.

Executive Branch—One of the three branches of government, the executive enforces laws. It is headed by the president.

Judicial Branch—One of the three branches of government, the judiciary interprets laws. The highest authority in the judiciary is the Supreme Court, which determines the constitutionality of laws.

Separation of Powers—The powers of the government are divided between three branches: the executive, the legislative, and the judiciary, to prevent one person from gaining too much power.

Congress—The United States Congress is the legislature of the federal government consisting of two houses, the Senate and the House of Representatives. Both senators and representatives are chosen through direct election.

The President—The president of the United States is the head of state, head of government, and is the highest political official in the United States. The President heads the executive branch of the federal government.

The Supreme Court—The Supreme Court is the highest judicial body in the U.S. and leads the federal judiciary.

Great Compromise—At the Constitutional Convention, larger states wanted to follow the Virginia Plan, which based each state's representation in Congress on state population. Smaller states wanted to follow the New Jersey Plan, which gave every state the same number of representatives. The convention compromised by creating the House and the Senate, and using both of the two separate plans as the method for electing members of each.

The House of Representatives—One of the two parts of Congress, considered the “lower house.” Representatives are elected directly by the people, with the number of representatives for each state determined by the state's population.

The Senate—One of the two parts of Congress, considered the “upper house.” Senators were originally appointed by state legislatures, but now they are elected directly by the people. (Each state has two senators.)

Congressmen—Elected to and preside in the House. (Number of representatives is based upon population.)

Senators—Elected to and preside in the Senate. (There are two representatives from each state regardless of size.)

Name: _____

Date: _____

The Constitution—Yeah Yeah Yeah: Questions

Tier 1 Questions

- In what year was the U.S. Constitution written at the Constitutional Convention?
- In what city was the U.S. Constitution written?
- Name four people who were at the Constitutional Convention.
- Name the three branches of government.
- Into what two sections did the Great Compromise split the legislative branch?
- Who sits in the House of Representatives? Who sits in the Senate?

Ten: The Constitution—Yeah Yeah Yeah

Tier 2 Questions

Answer **all** of the above Tier 1 questions.

- Explain separation of powers.

- Explain checks and balances.

Tier 3 Questions

Answer **all** of the above Tier 2 questions.

- Hypothesize why the Framers of the Constitution created a separation of powers and a checks and balances system.



Synopsis

The Bill of Rights is the first ten amendments to the U.S. Constitution. They are called the Bill of Rights because their goal, as provided by the framers of the Constitution, is to protect the basic rights of all American citizens.

My Bill of Rights

My **First Amendment** says I can say anything, I can say anything, anything I want
I can scream and I can shout, I can rant and rave about
I can rant and rave about anything I want

My First Amendment says I can worship anyone, I can worship anyone, anyone I want
Jesus Christ, Muhammad, Buddha, I can praise and I can pray to
I can praise and I can pray to anyone I want

I have a **Bill of Rights**, the first Ten Amendments
I have a Bill of Rights, amendments to the Constitution

My First Amendment says I can protest anytime, I can protest anytime, anytime I want
I can gather up some friends and demand an unjust war to end
I can demand an unjust war to end, anytime I want

I have a Bill of Rights, the first Ten Amendments
I have a Bill of Rights, amendments to the Constitution

Number Two lets me bear arms and keep my family from harm
Number Three says I don't gotta quarter any Army soldier
Number Four says cops need a warrant, I plead the **Fifth** in the court
Number Six says my trial must be speedy, and **Seven** says I'll have a jury
Number Eight says my punishment won't be unusual or cruel
And the **Ninth** and **Tenth Amendment** protects the first eight rules

Eleven: My Bill of Rights

I have a Bill of Rights, the first Ten Amendments
I have a Bill of Rights, amendments to the Constitution

My First Amendment says I can write any words, I can write any words, any words I want
Disgruntled tirades to the paper, and they can publish every letter
They can publish every letter of any words I want

I have a Bill of Rights, the first Ten Amendments
I have a Bill of Rights, amendments to the Constitution

Key Terms and Explanations

Bill of Rights—Adopted in 1792, they are the first Ten Amendments to the Constitution, which guarantee basic individual rights.

First Amendment—This amendment to the United States Constitution prohibits laws that disallow the free exercise of religion, infringe upon the freedom of speech, encroach on the freedom of the press, limit the right to peaceably assemble, or limit the right to petition the government for a redress of grievances.

Second Amendment—This amendment protects the right to keep and bear arms.

Third Amendment—This amendment prohibits, in peacetime, the quartering of soldiers in private homes without the owner's consent. It makes quartering legally permissible in wartime only, and then only in accordance with law.

Fourth Amendment—This amendment guards against unreasonable searches and seizures. The amendment specifically requires search and arrest warrants to be judicially sanctioned and supported by probable cause.

Fifth Amendment—This amendment protects against abuse of government authority in a legal procedure. Among other things, the Fifth Amendment protects witnesses from being forced to incriminate themselves. To “plead the Fifth” is to refuse to answer a question because the response could provide self-incriminating evidence.

Sixth Amendment—This amendment sets forth rights related to criminal prosecutions in federal courts. Among other things, the Sixth Amendment guarantees defendants in criminal cases the right to a speedy trial.

Seventh Amendment—This amendment guarantees the right to a jury trial in certain civil trials.

Eighth Amendment—This amendment prohibits the federal government from imposing excessive bail, excessive fines or cruel and unusual punishments.

Ninth Amendment—This amendment addresses rights of the people that are not specifically enumerated in the Constitution.

Tenth Amendment—This amendment restates the Constitution's principle of federalism by providing that powers not granted to the national government, nor prohibited to the states, are reserved to the states or the people.

Name: _____

Date: _____

My Bill of Rights: Questions

Tier 1 Questions

- How many amendments are in the Bill of Rights?
- Name four rights the First Amendment gives US citizens.
- Briefly explain how amendments two to eight protect Americans.

Tier 2 Questions

Answer ***all*** Tier 1 questions.

- Look at the four rights guaranteed under the First Amendment. Do you see a relationship between them? Explain.
- Do you think the First Amendment is still an important part of the Constitution? Explain.

Tier 3 Questions

Answer **all** Tier 2 questions.

- While you and your family were eating dinner one night, a policeman broke down the door. He said he was looking for drugs. He never showed you a warrant. He found your gun, which was registered and stored safely. He also found a letter you had written to the president complaining about your taxes. He took both and arrested you. You were thrown into jail and told it could be years before you had a trial. Meanwhile, five soldiers moved into your house. Your bail was set at \$15 trillion and you were routinely beaten and starved while in prison. When you were finally tried, it was in a courtroom with one judge who never let you speak and found you guilty immediately. You spent the rest of your life in jail.

List all the amendments that were broken in the above story.



Synopsis

The Three-Fifths compromise was a compromise between Southern and Northern states reached during the Philadelphia Convention of 1787. It stated that three-fifths of the population of slaves would be counted for establishing taxes and apportioning Congressmen to the House of Representatives.

Three-Fifths of a Man?

Am I just three-fifths of a man?
Broken back and calloused hands
Giving my very life to the land
Am I just three-fifths of a man?

It was decided in Philadelphia one day
That every state in the Union should have a fair say
But just what is fair when all states vary in size?
This is what led to the **Three-Fifths Compromise**

Because they wanted to put in the new Constitution
That the number of statesmen would be based upon population
So the states in the South said, "Our slaves should be counted"
But the Northern states did not like how this sounded

Am I just three-fifths of a man?
Broken back and calloused hands
Giving my very life to the land
Am I just three-fifths of a man?

Up in the North they had very few slaves, so the bulk of the power
Would go to Southern states
'Slaves cannot vote,' they claimed in the North,
'So they cannot be counted in a census, of course'

Twelve: Three-Fifths of a Man?

'Just hold on,' the Southern states cried, 'Every person should count
The whole country-wide'
Because without slaves in on the count,
They'd be much smaller than the Northern amount

Am I just three-fifths of a man?
Broken back and calloused hands
Giving my very life to the land
Am I just three-fifths of a man?

So they came up with a plan both sides could take,
Whether they were a Northern or Southern state
Three slaves would be counted out of every five,
And that is what's called the Three-Fifths Compromise

Am I just three-fifths of a man?
Broken back and calloused hands
Giving my very life to the land
Am I just three-fifths of a man?

Key Terms and Explanations

Three-Fifths Compromise—Slaves were considered three-fifths of a person when determining the state population, to appease the Northern and Southern states.

Name: _____

Date: _____

Three-Fifths of a Man? Questions

Tier 1 Questions

- What two sides were involved in the Three-Fifths Compromise?

- Explain each side's position on slaves being counted in a census.

Tier 2 Question

- Compare and contrast the two positions involved in the Three-Fifths Compromise.

Tier 3 Questions

Answer the Tier 2 question.

- Assess why compromising is necessary when different sides of an issue have different wants and needs.

- Consider the African Americans who lived in the country during this time, both free and enslaved; how do you think they felt about this constitutional amendment?



Synopsis

The Louisiana Purchase was the 1803 acquisition of 828,800 square miles of the French territory Louisiana by President Thomas Jefferson. The U.S. paid a total cost of \$15 million for the Louisiana territory, which encompassed all or part of 14 current states. This addition doubled the size of the United States and led to an era of westward expansion.

The Louisiana Purchase

I am **Thomas Jefferson**
And I have inherited a mighty hand
As the third president
I've made choices
I hear voices
Mountain ram and bighorn sheep
Visit me when I sleep

I am Thomas Jefferson
And I have concocted a crazy plan
What if the Mississippi
Was not the end?
What if I send
James Monroe and **Livingston**
To deal with **Napoleon**?

And the deal went down so smooth
We bought the open Midwestern sky
The Great Dakota Plains
The long Missouri rains
The Rocky Mountains, tall and wide
The Continental Divide
Oh yes, it was worth it
My **Louisiana Purchase**

Thirteen: The Louisiana Purchase

Oh yes, it was worth it
My Louisiana Purchase
My 15 million dollar Louisiana Purchase
Oh yes, it was worth it

I am Thomas Jefferson
And I have forever altered this great land
Now I need explorers
To map a route
To write about
Flowers, rocks, and the wildlife
What the autumn nights are like

I am Thomas Jefferson
And I have assembled a traveling band
Merriwether Lewis
And William Clark
Who will embark
On a voyage and a mission
A cross-country expedition

And the journey was so rough
Under the open Midwestern sky
The great Dakota Plains
The long Missouri rains
The Rocky Mountains, tall and wide
The Continental Divide
Oh yes, it was worth it
My Louisiana Purchase
Oh yes, it was worth it
My Louisiana Purchase
My 15 million dollar Louisiana Purchase
Oh yes, it was worth it

We travel west and we see
Massive woods of red oak trees
Immense herds of buffalo
Deer, elk, and antelope
Thorns of prickly pear cactus
Oh shoot, that hungry grizzly bear wants to attack us!

I am Thomas Jefferson
And I have expanded to the western sands
With **Sacajawea**
And the **Shoshone**
Discoveries
America and what will be
Sea to shining sea!

And the country stretched across the land
Alive! This open Midwestern sky
The Great Dakota Plains
The long Missouri rains
The Rocky Mountains, tall and wide
The Continental Divide
Oh yes, it was worth it
My Louisiana Purchase
Oh yes, it was worth it
My Louisiana Purchase
My 15 million dollar Louisiana Purchase
Oh yes, it was worth it!

Key Terms and Explanations

Thomas Jefferson—After serving as a delegate during the Second Continental Congress and writing the Declaration of Independence, he went on to be the third president of the United States, serving from 1801 to 1809. During his presidency, he brokered the Louisiana Purchase, which more than doubled the size of the U.S.

James Monroe—He was sent by Jefferson to negotiate the deal of the purchase of the Louisiana Territory from France. He also became the fifth president of the United States, serving from 1817–1825.

Robert Livingston—He was an American lawyer, politician, and diplomat. He was sent along with James Monroe by Thomas Jefferson to negotiate the purchase of the Louisiana Territory from France.

Napoleon—He was the political and military leader of France during the early 19th century. It was from him that the Louisiana Territory was bought.

Thirteen: The Louisiana Purchase

The Louisiana Purchase—The purchase of the 828,000 square miles of land Thomas Jefferson bought from France in 1803 roughly doubling the size of the United States for \$15 million.

Merriwether Lewis and William Clark—They were the two men chosen by Thomas Jefferson to explore the vast territories acquired in the Louisiana Purchase. The Lewis and Clark expedition brought many details of the newly acquired land.

Sacajawea—A Shoshone Indian who helped Lewis and Clark navigate the newly acquired Louisiana Territories.

Shoshone—A Native American tribe. Sacajawea was a Shoshone.

Name: _____

Date: _____

The Louisiana Purchase: Questions

Tier 1 Questions

- Describe what the Louisiana Purchase was.

- Who was the president who made the Louisiana Purchase? In what year? For how much?

- Who explored the Louisiana Territory?

Tier 2 Question

- Explain the roles of Thomas Jefferson, James Monroe, Robert Livingston, Napoleon Bonaparte, Merriwether Lewis, William Clark, and Sacajawea in the Louisiana Purchase.

Tier 3 Question

Answer the following question on a separate sheet of paper.

- Pretend you are on the Lewis and Clark Expedition. Make five journal entries describing what you see, hear, smell, and feel. Don't forget emotions!



Synopsis

Manifest Destiny is a term that was used to describe the 19th century belief that the United States was destined, even divinely ordained, to expand across North America, from the Atlantic coast to the Pacific Ocean, by force if necessary.

Manifest Destiny

Four hundred years ago
Fleeing European persecution
To this wild shore they came
In epic mass migration

Our bloodlines sweat and toiled
Built metal cities up the eastern sand
The urban centers thrived
In this greatest of all lands

We came, we tamed a savage land
We cut trees down and tilled the ground
To build up towns we settled in
And raised our kin to forsake all sin
Now our path we plainly see
Is every inch of land must be
Our manifest destiny

Now bursting at the seams
With a divinely scribed constitution
We've an undying westward drive
For godly blessed expansion

Fourteen: Manifest Destiny

Democracy on our side
Our charge is to stretch from sea to sea
Our duty to spread virtue
Our manifest destiny!

We came, we tamed a savage land
We cut trees down and tilled the ground
To build up towns we settled in
And raised our kin to forsake all sin
Now our path we plainly see
Is every inch of land must be
Our manifest destiny

They came one day, the old stories say
They slipped onto our shores
Then came more and more and more

Something was wrong, screamed ancient songs
We started running
And they kept coming and coming and coming!

Now four centuries have passed
And my people are so few
We are Creek and Choctaw
Cherokee and Chickasaw too

Our elders are long dead
And they saw the writing on the wall
They saw what was to be
Their manifest destiny!

We came, we tamed a savage land
We cut trees down and tilled the ground
To build up towns we settled in
And raised our kin to forsake all sin
Now our path we plainly see
Is every inch of land must be
Our manifest destiny

Key Terms and Explanations

Manifest Destiny—In the 19th century, many believed America had an actual divine right to expand westward across the North American continent. This term was used to justify the treatment of Native Americans who lived on the land that was expanded into.

Migration—The movement of people from one place to another on a large scale. Here it refers to the movement of Europeans to America in the 15th to 19th centuries.

Democracy—A political system of government either carried out directly by the people (a direct democracy) or by elected representatives (a representative democracy). The United States is a representative democracy.

Creek, Choctaw, Cherokee, Chickasaw—These are Native American tribes that, along with many others, were greatly affected by the concept of Manifest Destiny and the Westward Expansion which followed.

Name: _____

Date: _____

Manifest Destiny: Questions

Tier 1 Question

- Describe what Manifest Destiny means.

Tier 2 Question

- Compare and contrast the European American's feelings about Manifest Destiny and the Native American's feelings about Manifest Destiny.

Tier 3 Question

- Consider the world today. Can you think of any actions around the globe that may be the result of ideas similar to Manifest Destiny?



Synopsis

The antislavery movement in the United States came about in the 19th century when some began to question the morality of slavery and to call for its abolishment.

The Antislavery Movement

The **antislavery movement**
Was born from the apparent
Hypocritical statement
That '**all men are created equal**'

Yet the South was built upon toil and the North reaped the spoils
Of free labor for years by slave blood, sweat, and tears

Enter **abolitionism**
And **William Lloyd Garrison**
Shouting 'bout evils
In his paper ***The Liberator***

About a poison in our country, the institution of **slavery**
A nationwide disease, he called for it to cease, cease, cease

The **Underground Railway** saved
Many thousand runaway slaves
Layin' out a secret way
To travel north to freedom

A network of safe-haven stations, **conductors** bravely led them
Such as the amazing **Harriet Tubman**, nineteen trips, 300 slaves, she saved them!

Fifteen: The Antislavery Movement

Fredrick Douglass was a slave
Escaped in 1838
People soon cried at the speeches he made
He rose to heights unheard
A black man who presidents served

“If there is no struggle there is no progress.
Those who profess to favor freedom
Yet depreciate agitation
Want crops without plowing up the ground
They want rain without thunder and lightning
They want the ocean without the awful roar of its many waters
Power concedes nothing without a demand
It never did ... and it never will”

—**Fredrick Douglass**

The antislavery movement
Was born from the apparent
Hypocritical statement
That ‘all men are created equal’

Key Terms and Explanations

Antislavery movement—A period of reform in the United States when many began to call for an end to the institution of slavery.

“All men are created equal”—This is a line from the Declaration of Independence. During the anti-slavery movement, the hypocrisy of this statement juxtaposed with slavery was apparent to many.

Abolitionism—A movement which called for an end to slavery in the United States.

William Lloyd Garrison—A prominent American abolitionist, journalist, and social reformer best known as the editor of the radical abolitionist newspaper *The Liberator*. Garrison was also one of the founders of the American Anti-Slavery Society.

The Liberator—An abolitionist newspaper founded by William Lloyd Garrison in 1831. There were weekly issues of *The Liberator* for 35 years, from January 1, 1831, to the final issue on January 1, 1866. The newspaper earned nationwide notoriety for its uncompromising advocacy of “immediate and complete emancipation of all slaves” in the United States.

Slavery—A form of forced labor in which people are considered to be the property of others. Slaves can be held against their will from the time of their capture, purchase or birth, and deprived of the right to leave, to refuse to work, or to receive compensation. Slavery existed in the United States from its inception until 1865.

Underground Railroad—An informal network of secret routes and safe houses used by 19th century black slaves in the United States to escape to freedom with the aid of abolitionists who were sympathetic to their cause.

Conductors—These guides helped lead slaves who were escaping to freedom via the Underground Railroad.

Harriet Tubman—She was an escaped slave who made thirteen trips to help other slaves escape via the Underground Railroad.

Fredrick Douglass—He was an escaped slave who became an abolitionist, author and orator; he spoke out and wrote passionately against slavery.

Name: _____

Date: _____

The Antislavery Movement: Questions

Tier 1 Questions

- What is abolitionism?
- Name three abolitionists and what they did for the antislavery movement.
- What was the Underground Railroad?

Tier 2 Questions

- Compare and contrast Harriet Tubman and Fredrick Douglass.
- Why was Harriet Tubman called a conductor? Why were safe houses called 'stations'?

Tier 3 Question

Answer the following question on a separate sheet of paper.

- Assume the role of an enslaved teenager escaping with Harriet Tubman as your conductor. Explain how you feel. Describe what you see. Explain what you have left behind and what you believe lies ahead.



Synopsis

The Monroe Doctrine was a U.S. policy that was introduced on December 2, 1823, which stated that efforts by European countries to colonize land or otherwise interfere in the Americas would be viewed by the United States as acts of aggression. This doctrine was put forth by President James Monroe. The Monroe Doctrine asserted that the Western Hemisphere was not to be further colonized by European countries, and that the United States would not interfere with existing European colonies, nor in Europe itself. The Doctrine came at the time when many Latin American countries were on the verge of becoming independent from Spain, and the United States wanted to avoid having any European power take Spain's colonies.

The Monroe Doctrine

The Spanish colonized them

The Spanish colonized them

The Spanish colonized them

In Mexico, Venezuela, Argentina, Costa Rica

Oppressed and victimized them

In Ecuador, Columbia, Panama, Guatemala

'Til they all demanded freedom

In El Salvador, Honduras, Nicaragua ... all over South America

One by one the Spaniards lost

One by one the Spaniards lost

One by one the Spaniards lost

Mexico, Venezuela, Argentina, Costa Rica

Spanish rule was firmly tossed from

Ecuador, Columbia, Panama, Guatemala

For independence they paid the cost in

El Salvador, Honduras, Nicaragua ... all over South America

Sixteen: The Monroe Doctrine

Latin America loudly cheered in
Latin America loudly cheered in
Latin America loudly cheered in
 Mexico, Venezuela, Argentina, Costa Rica
But the United States began to fear
That Europe would now interfere with
 El Salvador, Honduras, Nicaragua ... all over South America

To keep European powers far away
To keep European powers far away
To keep European powers far away from
 Mexico, Venezuela, Argentina, Costa Rica
Monroe promised out of Europe we would stay
If Europe kept out of the Americas' way
 In El Salvador, Honduras, Nicaragua ... all over South America

Says the Monroe Doctrine
America for Americans
North, Central, South ... Europe ... KEEP OUT!

Key Terms and Explanations

The Monroe Doctrine—This doctrine stated that Europe should not interfere with Latin America as the countries freed themselves from Spanish colonization and, in return, America would not interfere with Europe or her colonies. President James Monroe issued the doctrine.

“The Spanish colonized them”—Centuries before, much of Central and South America had been colonized by Spain.

“One by one the Spaniards lost”—In the 19th century, most Latin American countries were revolting against Spanish rule and gaining their independence.

Monroe—James Monroe was the fifth president of the United States, serving from 1817–1825. He issued the Monroe Doctrine.

Name: _____

Date: _____

The Monroe Doctrine: Questions

Tier 1 Questions

• What was the Monroe Doctrine? What did it say?

• Who wrote the Monroe Doctrine? In what year?

Tier 2 Questions

• Why did James Monroe issue the Monroe Doctrine?

• Compare and contrast the Monroe Doctrine and Manifest Destiny.

Tier 3 Questions

• Do you think the United States had a right to the terms of the Monroe Doctrine? Why or why not?

• How do you think the Monroe Doctrine affected the future of Latin American countries?



Synopsis

The Cumberland Road, also called the National Road, was the first major highway in the United States to be built by the federal government. Construction began in 1811 at Cumberland, Maryland and reached Wheeling, Virginia (now West Virginia) in 1818. This road came about during the Transportation Revolution of the early 19th century, when new and faster ways of traveling developed.

Cumberland Road

I'm seeing my country change
Used to be just home on the range
Got my wagon and horse-drawn load
And I'm riding down the Cumberland Road
Where I'm going, I don't know
I'm just riding down the Cumberland Road
I'm just riding down the Cumberland Road

My Daddy never left our farm
'Cept twice a month to ride to town
Had an uncle who tried going west
But bumps and stumps bested his quest
Yeah, roads back then were a horrible mess

But more and more folks had to travel
So they built these roads of gravel
Mile by mile the states paved the way
With every stone they laid
Chargin' tolls for travelers to pay

Seventeen: Cumberland Road

I'm seeing my country change
Used to be just home on the range
Got my wagon and horse-drawn load
And I'm riding down the Cumberland Road
Where I'm going, I don't know
I'm just riding down the Cumberland Road
I'm just riding down the Cumberland Road

Connected like never before
To the North, South, East and West we soar
Steamboats can now ferry upstream
Chuggin' up a river faster than dreamed
Old man **Fulton and his engine of steam**

Now they're diggin' canals in New York
Can't believe this could work
Joining the Hudson up with Lake Erie
So goods can swiftly be carried
350 miles on a ferry!

Turnpikes and highways
Steamboats and canals
Brand new ways of movin'
Transportation Revolution!

I'm seeing my country change
Used to be just home on the range
Got my wagon and horse drawn load
And I'm riding down the Cumberland Road
Where I'm going, I don't know
I'm just riding down the Cumberland Road
I'm just riding down the Cumberland Road

Key Terms and Explanations

The Cumberland Road—Also called the National Road, it was the first major highway in the US. It stretched from Cumberland, Maryland to Wheeling, Virginia. It took seven years to construct, from 1811 to 1818.

“Fulton and his engine of steam”—Robert Fulton (November 14, 1765—February 24, 1815) was an American inventor who is credited with developing the first commercially successful steamboat. Its engine is powered by steam, allowing it to paddle upriver, against the current.

“Joining the Hudson up with Lake Erie”—The Erie Canal is a manmade waterway in New York that runs 363 miles from Albany’s Hudson River to Buffalo’s Lake Erie, completing a navigable water route from the Atlantic Ocean to the Great Lakes. Construction began in 1817, and it officially opened on October 26, 1825. The Erie Canal was the first transportation system between the eastern seaboard and the western interior of the United States. It cut transportation costs by about 95%.

Transportation Revolution—A period in United States history when transportation became cheaper and more efficient. Many canals, roads, and railroads were built during this time.

Name: _____

Date: _____

Cumberland Road: Questions

Tier 1 Questions

• What was the Cumberland Road?

• What was the Transportation Revolution?

Tier 2 Question

• Name three innovations of the Transportation Revolution and explain their importance.

Tier 3 Question

• Pretend you are the person singing this song. On a separate piece of paper, write a letter to your best friend about how the Cumberland Road has changed your life.



Synopsis

In the 19th century, the debate over the institution of slavery continued and intensified. Many factors played into the debate: moral, economic, political. Different industries, different geographical locations, and different economic statuses all contributed to the ongoing question as to whether the practice of slavery should or should not have continued in the United States.

The Slavery Question

United States, states united
But in fact it wasn't so
North and South, South and North
Tensions twist and grow

The **slavery** question played on the lips of the nation
Fueling angry division, and splintered off **sectionalism**
Allegiance to country fell away at jagged borders
With deepening regional loyalty, America is bound and quartered

Stretched at weakened seams, a fiery debate roars and wages
Should slavery burn its way into America's new blank pages?

Should states be slave or free, what was prudent, moral, fair and wise?
A definitive answer eluded all, so they settled on the **Missouri Compromise**
At **latitude 36** they drew a line dark and deep
Below it, states could have slaves, above it, states would be free

Stretched at weakened seams, a fiery debate roars and wages
Should slavery burn its way into America's new blank pages?

Eighteen: The Slavery Question

Well, in the South, they had **King Cotton**
An economy ruled by fluffy white seed
Only sprawling **plantations**
Could meet the endless need
For cotton picked by calloused hands
By the enslaved woman, child, and man
Whose blood drips from the thorny plants
And taints the land... Yeah, taints the land

BUT THAT'S JUST HALF THE STORY

'Cause in the North they had **factories**
An economy ruled by smoggy brown greed
Only a constant whirling engine
Could meet the endless need
For textile goods demanded throughout the land
By every woman, child, and man
Who daily dress in cotton picked
By slave hands

But fifty years later, the slavery debate still howled
First with the **Compromise of 1850**, then the **Kansas-Nebraska Act** that followed
The first stated Northerners had to return runaway slaves
And the other that slave status could be decided by new states

Now the North was up in arms and abolishment many pledged
Then the **Dred Scott** decision sent things right over the precarious edge

Scott had sued to get his freedom, the Supreme Court made the call
They coldly said Scott was property and therefore not a citizen at all
That was just about the straw that broke our crippled nation's back
And an all-out civil war was the next stop along the track

Stretched at weakened seams, a fiery debate roars and wages
Should slavery burn its way into America?

Key Terms and Explanations

Slavery—A form of forced labor in which people are considered to be the property of others. Slaves can be held against their will from the time of their capture, purchase or birth, and deprived of the right to leave, to refuse to work, or to receive compensation. Slavery existed in the United States from its inception until 1865.

Sectionalism—This consists of loyalty to the interests of one's own region or section of the country, rather than the nation as a whole.

Missouri Compromise/Latitude 36—An agreement passed in 1820 between the pro-slavery and antislavery factions in Congress, which involved the regulation of slavery in the western territories. It prohibited slavery in the former Louisiana Territory north of the parallel 36°30' N.

King Cotton—A phrase used in the South, mainly by Southern politicians and authors who wanted to illustrate the importance of the cotton crop to the Confederate economy before and during the Civil War.

Plantation—A large farm or estate that produces mass quantities of crops for sale to distant markets. In the South, many plantations used slave labor.

Factories—Large industrial buildings where workers manufacture goods. In the North, many factories were textile manufacturers which made clothing from cotton from the southern plantations.

Compromise of 1850—An intricate package of five bills, passed on September 4, 1850, temporarily defusing contention between the slave states of the South and the free states in the North. Included in these five bills was the Fugitive Slave Law, which required officials in all states, including free states, to actively assist with the capture and return of runaway slaves.

Kansas-Nebraska Act—The Kansas-Nebraska Act was passed by Congress on May 30, 1854. It allowed people in the territories of Kansas and Nebraska to decide for themselves whether or not to allow slavery.

Dred Scott Decision—Dred Scott was a slave who sued unsuccessfully in St. Louis, Missouri for his freedom in the infamous Dred Scott v. Sandford case of 1857. The ultimate decision was that, as a person of African descent, Dred Scott was not an American citizen and could not legally utilize the court system. This decision fanned the flames of the escalating debate over slavery.

Name: _____

Date: _____

The Slavery Question: Questions

Tier 1 Questions

☛ What was the Missouri Compromise?

☛ What was the Compromise of 1850?

☛ What was the Kansas-Nebraska Act?

Tier 2 Question

☛ Compare and contrast the Northern and Southern sentiments about slavery.

Tier 3 Question

☛ How would the end of slavery change life in the South? How about the North?



Synopsis

The California Gold Rush began on January 24, 1848, when gold was discovered by James Marshall at Sutter's Mill, in Coloma, California. News of the discovery spread, and some 300,000 men, women, and children flocked to California with hopes of striking it rich. Very few did, and the rush ended in 1855.

The California Gold Rush

I was eight, and Jeb was four and little Jess was one
Daddy let me drive the team and taught me how to shoot his gun
'You're the man now Billy,' Daddy said looking in my eyes
'I'll be gone six months at least, but it's alright, boy, time will fly'

'You see our farm ain't doing well, and it's gonna get worse I'm told'
'So I'm a headin' out west, gonna go find me some gold'
'There they strike it rich, like almost every day'
Then he packed up his wagon up and we watched him slowly roll away

To **Sutter's Mill**, Sutter's Mill
Gold glistens in the riverbed
No hungry children poorly fed

The first letter came in May, it had been eight long weeks
He'd made it full to California, and had a tent that sagged and leaked
At nighttime it was cold, so he always kept a flask of 'shine
But he told us not to worry, because we was going to be just fine

At Sutter's Mill, Sutter's Mill
Gold glistens in the riverbed
No hungry children poorly fed

Nineteen: The California Gold Rush

The next letter came in August, while Mama read she wept
Daddy's last few dollars, had been stolen while he slept
His days spent in the rushes, panning endlessly for gold
Had burnt his skin and bleached his hair, and had torn up all of daddy's clothes

At Sutter's Mill, Sutter's Mill
No longer pushing heavy plows
Or early mornings milking cows

Christmas brought one more letter, by then we'd lost the farm
I'd tried my very best, to keep my ma and brothers safe from harm
But Jessy caught pneumonia, and on New Year's Eve he died
Somewhere out in California, a foolish broken old man cried

At Sutter's Mill, Sutter's Mill
Gold glistens in the riverbed
No hungry children poorly fed
At Sutter's Mill, Sutter's Mill
Gold's found in every sandy ditch... and every single Daddy's sure to strike it rich

Key Terms and Explanations

The California Gold Rush—When gold was discovered at Sutter's Mill in 1848, people from all over the country rushed to California hoping to strike it rich.

Sutter's Mill—A 19th century sawmill owned by pioneer John Sutter located in Coloma, California. On January 24, 1848, one of Sutter's employees found gold there, inciting the California Gold Rush.

Name: _____

Date: _____

The California Gold Rush: Questions

Tier 1 Questions

♣ What was the California Gold Rush?

♣ Where did it begin? When?

Tier 2 Question

♣ Prior to the gold rush, California was a sparsely populated outpost. During it, it was a booming population center. On a separate piece of paper, write a newspaper article describing the changes taking place as the boom intensified.

Tier 3 Question

♣ Pretend you are the father described in this song. On a separate piece of paper, write four journal entries:

- ◆ One discussing your reasons for and feelings about heading west.
- ◆ One discussing your experiences and feelings as you sent your family the first letter.
- ◆ One discussing your experiences and feelings as you sent your family the second letter.
- ◆ One discussing your experiences and feelings as you sent your family the third letter.



Synopsis

As the debate over slavery continued, the North and the South became increasingly at odds over the political, economic, and societal direction the United States should take. As these arguments intensified, the nation soon stood divided, and President Abraham Lincoln struggled with how to keep the Union as one.

A House Divided

'A house divided,' **Abe Lincoln** cried
Against itself can not stand
We must preserve this land as only one thing
We must preserve this land or else as all the other

'Lincoln is in,' a Southern man cried,
Now we have no voice, we have no choice, now the South is out
'Lincoln is in,' a Southern man cried,
Now we have no voice, we have no choice, now the South is out

'We are not enemies,' Abe Lincoln cried
Though passions have been strained
As one we must remain, forever unbroken
As one we must remain, be our bonds of affection

'The die is cast,' the Southern woman cried
No vain regrets, the stake is life or death, no doubt about it
'The die is cast,' the Southern woman cried
No vain regrets, the stake is life or death, sad forebodings are useless

The **Confederate States of America**, eleven Southern states
Defending their age old traditions, waging a Southern revolution
To preserve their deep-rooted way of life
Including their slave holding rights ... the **American Civil War**

Twenty: A House Divided

'The **Union** is broken,' the Southern states cried
Now we must leave, one by one we will **secede**, forsaken and denied
'The Union is broken,' the Southern states cried
Now we must leave, one by one we will secede, un-blue, we'll start anew

'Federal forts taken!' Abe Lincoln cried
My hand has been forced, to take a bloody course, to wage a civil war
To take a bloody course, brother will slay brother

'Now we stand alone,' the Southerners cried
Now we need a man, a man who'll take a stand, we need one of our own
'Now we stand alone,' the Southerners cried
Now we need a man, a man who'll take a stand, **Jefferson Davis** will save us

Deep in the night, Abe Lincoln cried!
All knowing tears he shed, for those soon to be dead, so many Blue and Gray
For those soon to be dead... and Abraham would be the last one

Key Terms and Explanations

Abe Lincoln—He (February 12, 1809–April 15, 1865) was the 16th President of the United States, serving from March 1861 until his assassination in April 1865. He successfully led the U.S. through its greatest internal crisis, the American Civil War, preserving the Union and ending slavery.

Confederate States of America—The Confederate States of America was the government set up from 1861 to 1865 by eleven Southern slave states that had declared their secession from the U.S.

Secede—This means to withdraw from an organization or a union. In this case, these states withdrew from the United States and formed their own nation, the Confederate States of America.

The American Civil War—The American Civil War (1861–1865), also known as the War Between the States, was a civil war in the United States of America. Eleven Southern slave states declared their secession from the United States and formed the Confederate States of America. Led by Jefferson Davis, the Confederacy fought against the Union, which included all the free states and five border slave states.

The Union—This name was used to refer to the twenty-three states during the American Civil War who fought against the states who seceded, the Confederacy.

Jefferson Davis—Jefferson Davis was appointed president of the Confederate States of America, the name the South gave itself during the Civil War.

Name: _____

Date: _____

A House Divided: Questions

Tier 1 Questions

☛ What was the Union? Who was their president?

☛ What was the Confederate States of America? Who was its president?

Tier 2 Question

☛ What do you think the lyric “brother will slay brother” means?

Tier 3 Question

☛ Do you think the states that seceded had a right to leave the Union?



Synopsis

After the Civil War came an era referred to as the Reconstruction. From 1865–1877, the U.S. went through a period of readjustment. At the end of the Civil War, the defeated South was a ruined land. The physical destruction was tremendous, and the old social and economic order founded on slavery had collapsed completely, with nothing to replace it. The 11 Confederate states somehow had to be restored to their positions in the Union, and the role of the emancipated slaves in Southern society had to be defined.

Reconstruction

Oh what have we done, below **Mason Dixon**?
Oh what have we done, below Mason Dixon?
The bouncy fiddle is silent and still
Big dresses that twirled around sweet southern girls
Flap tattered and torn and there'll be no cotillion
Oh what have we done, below Mason Dixon?

Oh what has happened, below Mason Dixon?
Oh what has happened, below Mason Dixon?
Great fields burned up, great cities burned down
Returning men found in their countryside towns
All they once knew gone and no one's on the plantation
Oh what has happened, below Mason Dixon?

Reconstruction, brother, that's Lincoln's plan
The South will swear unity
We'll forgive their mutiny
And build them back up
Refill their crumpled cup
Fix it we can, fix up Dixieland

Twenty-one: Reconstruction

Oh what's gonna happen, below Mason Dixon?
Oh what's gonna happen, below Mason Dixon?
Four million freedmen, women and children
Emancipated slaves, a symbolic snapping of chains
But no land, money, jobs, and no true education
Oh what's gonna happen, below Mason Dixon?

Reconstruction, brother, that's Lincoln's plan
The South will swear unity
We'll forgive their mutiny
And build them back up
Refill their crumpled cup
Fix it we can, fix up Dixieland

Oh Captain, my Captain
Your plans were so grand
To mend a tired torn land
But you were shot dead! So onward we tread
Now you belong to the ages

Oh what have we done, below Mason Dixon?
Oh what have we done, below Mason Dixon?
The bouncy fiddle is silent and still
Big dresses that twirled around sweet southern girls
Flap tattered and torn and there'll be no cotillion
Oh what have we done, below Mason Dixon?

Key Terms and Explanations

Reconstruction—The era following the Civil War, from 1865—1877, that involved “reconstructing” the dismantled South.

Mason-Dixon—This boundary between Pennsylvania and Maryland was regarded as the division between free and slave states and between the North and the South before and during the Civil War.

Name: _____

Date: _____

Reconstruction: Questions

Tier 1 Question

- What was the Reconstruction?

Tier 2 Question

- Compare and contrast how the end of slavery affected life for the southern plantation owner and life for the southern emancipated slave.

Tier 3 Question

- You are a recently emancipated slave. On a separate piece of paper, write a song that expresses your feelings. Are you happy? Scared? Worried? Excited? For many, their newfound freedom brought conflicted emotions as the reality of their situation set in; be sure to include this in your song.



Synopsis

The **Thirteenth Amendment** to the Constitution officially abolished and continues to prohibit slavery to this day.

The **Fourteenth Amendment** to the Constitution declared that all persons born or naturalized in the United States are American citizens, including African Americans.

The **Fifteenth Amendment** to the Constitution prohibits each government in the United States from denying a citizen the right to vote based on that citizen's race, color, or previous condition of servitude.

Thirteenth, Fourteenth, and Fifteenth Amendments

Free at last but what does it mean?
Free at last but what does it mean?
Free at last but what does it mean?
Chains no more, broken by Civil War
Slavery banned for every woman and man
Liberty and freedom for all, finally written into law
With tears we read **Amendment 13**
Free at last, but ... what does freedom mean?

Soon we learn that free don't mean free
Soon we learn that free don't mean free
Soon we learn that free don't mean free
Of course the man had a backup plan
Black Codes spread throughout the Southland
Our own guns we can't tote
Can't serve on juries, can't cast a vote
Keepin' us down to this Black Codes see
Soon we learn that free don't always mean free

Twenty-two: Thirteenth, Fourteenth, and Fifteenth Amendments

Ain't got no forty acres, I ain't got no mule
Workin' the planter's land, with the planter's tools
I'm just a **sharecropper**, barely gettin' by
I ain't got nothing here but freedom, nothing but freedom

A step up with **Amendment 14**
A step up with Amendment 14
A step up with Amendment 14
From Washington's **Radical Republicans**
Sayin' everyone born in the United States
Regardless of skin color, race, or religion
Was really and legally an American citizen
Equality still a far off distant dream
A step further we came with Amendment 14

Ain't got no forty acres, I ain't got no mule
Workin' the planter's land, with the planter's tools
I'm just a **sharecropper**, barely gettin' by
I ain't got nothing here but freedom, nothing but freedom

With every step forward, two steps back
Separate fountains and everything for white and black
Taxes and tests if we want to vote
Holding us down with Ol' **Jim Crow**
And when **Plessy versed Ferguson**, segregation became in again
Separate's not equal for white and black
With every step forward, two steps back

Milestone of 1869
Milestone of 1869
Milestone of 1869
The right to vote, a glimmer of hope
Praise the Lord, this one's no joke
Finally a voice for our shouts
A political, lawful avenue out
Much more to do but it's a moment in time
Amendment 15 in 18 ... 1869

Ain't got no forty acres, I ain't got no mule
Workin' the planter's land, with the planter's tools
I'm just a sharecropper, barely gettin' by
I ain't got nothing here but freedom, nothing but freedom

Key Terms and Explanations

Amendment 13—This amendment to the Constitution banned slavery.

Black Codes—These laws passed on the state and local level limited the civil rights and civil liberties of African Americans.

“Ain’t got no forty acres, I ain’t got no mule”—Forty acres and a mule was a policy in 1865 that provided land to former slaves, but it was not often enforced.

Sharecropper—For many African Americans, the only option after the Civil War was to become a sharecropper. Sharecroppers were assigned a plot of land to work, and, in exchange, owed the owner a share of the crop at the end of the season, usually one-half. The owner provided the tools and farm animals.

Amendment 14—This amendment to the Constitution stated that everyone born in the United States was an American citizen, regardless of race, ethnicity, color and religion.

Radical Republicans—This was a loose faction of American politicians within the Republican Party from about 1854 until 1877. The Radical Republicans had been opposed to slavery during the war, and after the war supported equal rights for freedmen (the newly freed slaves), such as measures ensuring the right to vote.

Jim Crow—These state and local laws mandated racial segregation in all public facilities; they were enacted in the United States between 1876 and 1965.

Plessy v. Ferguson—This landmark United States Supreme Court decision upheld the constitutionality of racial segregation.

“Separate’s not equal”—This legal doctrine justified systems of segregation. Under it, facilities and public accommodations were allowed to be separated by race, on the condition that each group’s public facilities were to remain “equal.” In reality, however, they were not equal. The black half was often run-down, out of order, etc.

Amendment 15—This amendment to the Constitution gave African Americans the right to vote.

Name: _____

Date: _____

Thirteenth, Fourteenth, and Fifteenth Amendments: Questions

Tier 1 Questions

☛ What did the Thirteenth Amendment say?

☛ What did the Fourteenth Amendment say?

☛ What did the Fifteenth Amendment say?

Tier 2 Question

☛ How are the Black Codes, the Jim Crow Laws, and “separate but equal,” all similar?

Tier 3 Question

☛ Do you think there is any type of segregation in America today? Support your opinion.



Twenty-three

Synopsis

The Homestead Act was issued by President Lincoln on May 20, 1862. It stated that any American citizen could receive up to 160 acres of undeveloped land outside of the original 13 colonies. The law required three steps: file an application, improve the land, and file for deed of title. Anyone who had never taken up arms against the government, including freed slaves, could file an application.

Homesteaders

We headed west on a Wednesday, March of 1872
East of **Ole' Miss**, the land's used up
Jobs all gone, we had nothing to lose
Ooh, nothing to lose

Daddy came home five years before, late in 1866
A Union vet, he was brave and bold
Lincoln blue, bum leg not quite fixed
Nothing to lose, nothing to lose, ooh

Daddy soon found a town moved on, don't need old soldiers
Grizzled and gimpy, mill closed down, prices gone up
He took Mama and told her
Got nothing to lose, nothing to lose, nothing to lose

I saw a bright red flier, tacked up in our local store
It said, a hundred-sixty acres if you settle out west
Farm some land, so we can expand
Homesteaders, homesteaders
Nothing to lose, we got nothing to lose

Twenty-three: Homesteaders

So we headed out west in a wagon, on Uncle Sam's dime
Gonna be farmers, gonna be homesteaders
Leavin' a life of nothing behind
With nothing to lose, we got nothing to lose

Journey was rough, took nearly all spring, June the first we arrived
Got our land, oh so flat
Dirty gaunt neighbors stared with empty eyes
Nothing to lose, we had nothing to lose

Slowly they said, 'We came here too, we were homesteaders'
Dusty was the air and thick was the land
We had to break through, now we are **sodbusters**
We had nothing to lose, nothing to lose

I saw a bright red flier, tacked up in our local store
It said a hundred-sixty acres if you settle out west
Farm some land, so we can expand
Homesteaders, homesteaders
We got nothing to lose, we got nothing to lose

We headed west on a Wednesday, oh so very long ago
West of Ole' Miss a land transformed
A struggle only homesteaders know
We had nothing to lose

Key Terms and Explanations

Homesteaders—The name given to people who traveled west under the Homestead Act to claim 160 acres of land from the federal government in return for improving the land.

Ole' Miss—Informal name for the Mississippi River. Generally, areas west of the Mississippi were considered "the West" at the time.

Sodbusters—In the Great Plains, much of the land was dry and hard. Farmers used special ploughs to break through. The ploughs and the farmers were referred to as sodbusters.

Name: _____

Date: _____

Homesteaders: Questions

Tier 1 Question

- What was the Homestead Act?

Tier 2 Questions

- Why do you think the government passed the Homestead Act? What did they gain?
- Speculate what life was like for the Homesteaders once they traveled west and got their 160 acres.

Tier 3 Question

- Create a poster aimed to convince people in the east to pick up and leave their lives to resettle in the west under the Homestead Act.



Synopsis

The Wounded Knee Massacre, or the Battle of Wounded Knee, was the last armed conflict between the Great Sioux Nation and the U.S., and of all the Indian Wars. On December 29, 1890, 365 troops of the U.S. 7th Cavalry Regiment surrounded a Sioux encampment near Wounded Knee Creek, South Dakota. The Sioux had been cornered and agreed to turn themselves in at the Pine Ridge Agency in South Dakota. They were the very last of the Sioux to do so. They were met by the 7th Cavalry. In the process of disarming the Sioux, a scuffle escalated into the 7th Cavalry opening fire indiscriminately on all sides, killing men, women, and children. By the time it was over, about 146 men, women, and children of the Lakota Sioux were killed.

Once We Get to Wounded Knee

For 400 years, down a **Trail of Tears**
As angry drums cried, as our buffalo died

To bring it all back, undo bloody attacks
For one final chance, we dance a **Ghost Dance**
We dance a Ghost Dance, we dance a Ghost Dance
We dance a Ghost Dance

And we summoned a past, so they shut us down fast
Sent in soldiers with guns, to get the job done

So through the Badlands we run, red like a slow setting sun
As spirits wail and moan, white like horrific bones

Once we get to Wounded Knee
Oh, how safe we're gonna, oh, how safe we're gonna
Once we get to Wounded Knee
Oh how safe we're gonna

Twenty-four: Once We Get to Wounded Knee

But the soldiers beat us there, and at a massacre I stare
At our babies and our women, at our warriors and our children

And a blizzard swept in, enraged with sin
And each contorted pose of each body froze
Of each body froze, of each body froze

And all was then lost, a **genocidal** cost
Paid from red to white, and never made right

Once we get to Wounded Knee
Oh, how safe we're gonna, oh, how safe we're gonna
Once we get to Wounded Knee
Oh, how safe we're gonna, oh, how safe we're gonna be

Key Terms and Explanations

Wounded Knee—The massacre of 146 Lakota Sioux by the U.S. 7th Cavalry on December 29, 1890.

Trail of Tears—This was the name given to the relocation and movement of Native Americans from their homelands to “Indian Territory” in the Western United States. Native Americans suffered from exposure, disease, and starvation while en route to their destinations, and many died, thus the name the “Trail of Tears.”

Ghost Dance—This was a religious movement incorporated into many Native American belief systems. The practice swept throughout much of the American West, quickly reaching areas of California and Oklahoma. Perhaps the best-known facet of the Ghost Dance movement is the role it reportedly played in instigating the Wounded Knee massacre in 1890, as it frightened the U.S. military.

Genocidal—Genocide is the deliberate and systematic destruction, in whole or in part, of an ethnic, racial, religious, or, national group.

Name: _____

Date: _____

Once We Get to Wounded Knee: Questions

Tier 1 Questions

• What was the Battle of Wounded Knee?

• What was the Trail of Tears?

Tier 2 Questions

• How are the Trail of Tears and Manifest Destiny related?

• Does Manifest Destiny justify the Massacre at Wounded Knee?

Tier 3 Question

• Imagine you are a Native American being forced off your land, required to walk hundreds of miles to an unknown, new home. On a separate piece of paper, write a poem expressing your emotions and your feelings along this journey.



Synopsis

The greatest wave of immigrants to the U.S. occurred between 1840 and the 1920s. During this period, approximately 37 million immigrants arrived, mostly of German, Irish, Italian, English, Scottish, Austro-Hungarian, Scandinavian, Russian, Baltic, and Jewish descent.

The New Colossus

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glow world-wide welcome; Her mild eyes command
The air-bridged harbor that twin cities frame.
“Keep, ancient lands, your storied pomp!” cries she
With silent lips. “Give me your tired, your poor,
your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tossed to me,
I lift my lamp beside the golden door!”
—Emma Lazarus, New York City, 1883

Here to Amerika

(As **immigrants** old and new came to red, white, and blue)

I remember when we came and I remember why
I remember moonlight twinkling upon the wintry Russian countryside
We hid among the frozen branches, we stole along the icy riverbed
From lethal state sponsored pogroms, my Jewish family and I fled

Twenty-five: Here to Amerika

Here to America, where everyone is free, where gold coins pave the streets
Here in America, no soldiers at our doors, we couldn't ask for more
Here in America, we couldn't ask for more, we couldn't ask for more

I remember when we came and I remember why
I remember potatoes rotting up and down the rolling Irish countryside
We tried boiling bark and leaves, we had no meat or grain for bread
From this vast and deadly famine, my Irish family and I fled

Here to America, where everybody eats, where gold coins pave the streets
Here in America, milk and honey pours, we couldn't ask for more
Here in America, we couldn't ask for more, we couldn't ask for more

I remember when we came and I remember why
I remember locusts settling upon the crops of the Chinese countryside
We tried to sell the paltry harvest, we watched our children go unfed
From poverty and starvation, my Chinese family and I fled

Here to America, where jobs fall at your feet, where gold coins pave the streets
Here in America, we own property and stores, we couldn't ask for more
Here in America, we couldn't ask for more, we couldn't ask for more

Yeah, in America, where everyone is free, where gold coins pave the streets
No soldiers at our doors, we couldn't ask for more
Where everybody eats, where gold coins pave the streets
Milk and honey pours, we can dare to ask for more
Where jobs fall at your feet, where gold coins pave the street

They came for different reasons, season after season,
Through Ellis Isle and Angel
They filled tenements and ghettos, city slums burst at their seams
As immigrants sought the American Dream

Key Terms and Explanations

The New Colossus—This sonnet by Emma Lazarus (1849–1887) was written in 1883; it was engraved on a bronze plaque and mounted inside the Statue of Liberty in 1903.

Immigrants—People who move to another country.

Name: _____

Date: _____

Here to Amerika: Questions

Tier 1 Question

- ☛ Name three immigrants groups who came to America and one reason that each came.

Tier 2 Question

- ☛ Compare and contrast the reasons the three immigrant groups in this song emigrated to America.

Tier 3 Question

- ☛ Put yourself in one of the three stories described in this song. On a separate piece of paper, write six journal entries: two when you are still in your homeland, two while on the journey over, and two once you arrive in America.

