History, A Story Well Told

A Correlation of the California History-Social Science Framework and Content Standards with A History of US Growth and Conflict

Grade Eight United States History and Geography

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OXFORD UNIVERSITY PRESS
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Introduction

Dear Teachers of History-Social Science and District Curriculum Specialists,

It has been a pleasure to develop this correlation of *A History of US* with California's State Board of Education-adopted Content Standards and Framework for History-Social Science. You will discover, as you peruse the well-researched and engaging narrative of the books for grades five and eight, that there is complete alignment with California's curriculum. The correlation on the following pages provides specific examples to help confirm your findings.

As educators we have the responsibility of preparing students for the challenges of living in the fast-changing society of the 21st century. *A History of US* provides our students with an understanding of the complex social, economic, and political problems in our nation; their rights and responsibilities; the meaning of the Constitution and individual rights; and the fragility of democratic institutions; and gives them a keen sense of ethics and citizenship.

Joy Hakim, author of *A History of US*, does all this in a narrative style that makes history-social science “come alive” with stories of significant men and women and important events that completely engage the reader. She “talks to the reader” and asks critical-thinking questions of the student. This is in-depth, understandable, memorable, and integrated history, geography, civics, and economics. It is little wonder that Hakim is the winner of the James Michener Prize in writing! The smaller books, which look like enticing works of literature, are perfect for carrying home in a backpack and enjoying to the fullest.

The books are full of maps, primary sources, political cartoons, works of art, drawings, and mini-biographies that place the reader in each period of history. The multicultural perspective is emphasized throughout the books in the program. Literary excerpts are frequently included in the narrative or sidebars, and each book includes a section of suggested “More Books to Read,” both fiction and nonfiction. All are good reading.

Teachers will be delighted with the integration of history-social science and English-language arts standards in the teaching guides and student study guides for each book. It is in these guides that the historical and social sciences analysis skills are emphasized. The text also integrates with the visual and performing arts. There are suggestions for meeting the needs of all students. Through critical-thinking questions, students think through the lessons and complexities of our nation’s history. Our future leaders are being prepared to ponder and take action on the issues that define American democracy.

I’m confident that you will enjoy *A History of US* as I do.

Best wishes for making history-social science “A Story Well Told,”

Diane L. Brooks,  
D. L. Brooks Consulting  
Retired, California Department of Education Administrator,  
Curriculum Frameworks and Instructional Resources Office Manager,  
History-Social Science and Visual and Performing Arts Office

“Finding the story in a subject is to discover its essence. If we can train our students to pattern the world into stories, we can turn them into powerful, analytical learners.”

—Joy Hakim
The landmark History-Social Science Framework for California Public Schools, when first adopted in 1987, set the stage in the state and the nation for reform in this subject area. California teachers embraced the opportunities that the curriculum provided for students to study historical topics, issues, events, and people “in depth.” The Framework has been updated twice to address recent research in history, geography, and civics; the 2001 version includes the State Board of Education’s adopted Content Standards. It is this 2001 document that serves as the basis for this correlation to A History of US, Third Edition, written by Joy Hakim and published by Oxford University Press. Instructional materials that are adopted by the State Board of Education must be aligned with the History-Social Science Content Standards and must meet the Framework’s Criteria for Evaluating Instructional Materials; the distinguishing characteristics, goals, and strands; and Course Description for the grade(s).

Essential to implementing the Standards and the Framework are quality instructional materials. California’s teachers of United States history are fortunate to have A History of US available for their students. The program has been applauded for the engaging narrative, storytelling, use of primary sources, and research that gained author Joy Hakim the James Michener award for writing. The program includes student editions (a series of small books), one teacher guide per book, and one student study guide per book. Student editions of A History of US appropriate for grade eight, with cover quotations that draw the reader into what is to come, are:

- **BOOK THREE: From Colonies to Country, 1735–1791;** “Read all about it! How the people in thirteen small colonies beat a great and very powerful nation, became free, and went on to write some astounding words that inspired the whole world.”

- **BOOK FOUR: The New Nation, 1789–1850;** “Observe our first president as he figures out how to do the job. Also, herein: Details of the world’s greatest land bargains. News of an expedition to unmapped territory west of the wide Mississippi. And stories of a very powerful Indian leader, and of a man who made himself free.”

- **BOOK FIVE: Liberty for All?, 1820–1860;** “This book is about America when there were mountainmen, whalers, farmers, railroad builders, and SLAVES. Slavery in the land of the free? Now that was something to question.”

- **BOOK SIX: War, Terrible War, 1835–1865;** “Some people called it a Civil War, but there was nothing civil about it. Others said it was the War Between the States, which was descriptive, though mild-sounding. When Abraham Lincoln said it was a war to give the nation a ‘new birth of freedom,’ he spoke its purpose.”

named Jim Crow. Who are they? Your ancestors. Turn these pages and read all about them.”

- BOOK EIGHT: An Age of Extremes, 1880–1917; “You will learn all about ECONOMICS in this book, which is sometimes a yawn, but not in these pages. Read about powerful Pierpont, Mother Jones, a teddy bear President, and two brothers named Wright who want to fly.”
- BOOK ELEVEN: Sourcebook and Index. “You will learn about the most powerful documents in our history. Those documents guarantee Americans a government ‘of the people, by the people, for the people.’”

This correlation is organized into three parts.

- A History of US meets the “Criteria for Evaluating Instructional Materials.” Excerpts from the Framework illustrate the strengths of the program, and quotes of the narrative in the Content Standards section exemplify these strengths.
- A History of US meets the Framework’s “distinguishing characteristics, goals, and strands. Through narrative and quotes from the student editions, teachers understand the remarkable “match” of the program to the Framework.
- A History of US meets the History-Social Science Content Standards for Grade Eight. Through narrative, and numerous quotes from the student editions for grade eight, teachers recognize that A History of US meets and exceeds the Standards. Students who use this program will be well prepared for standards-based assessment in history-social science.
PART ONE

A History of US Meets the History-Social Science Framework for California Public Schools
Criteria for Evaluating Instructional Materials

A History of US program materials for students and teachers clearly meet a high level the “Criteria for Evaluating Instructional Materials,” pages 180–186, the History-Social Science Framework for California Public Schools, 2001 Updated Edition with Content Standards. Excerpts from the Framework that illustrate the correlation of the program’s components to the criteria follow:

A History of US

1. Clearly reflects the characteristics, goals, strands, course descriptions, and standards;
2. Presents history as an exciting and fascinating story…and compares favorably with the books, magazines, software, and educational television programs that are available to students outside school;
3. Has vivid and dramatic writing, without sacrificing accuracy;
4. Presents topics in depth with a beginning, a middle, and an end; and pays careful attention to the skillful interweaving of history, geography, the humanities, and the perspective of the social sciences;
5. Is accurate and truthful in describing controversies among historians;
6. Portrays the experiences of men, women, young people as well as of different racial, religious, and ethnic groups;
7. Displays a variety of perspectives of participants in historical controversies;
8. Pays close attention to ethical issues and standards of ethical behavior in historical situations;
9. Includes primary source materials to enable students to get an authentic sense of other times and places;
10. Reflects the significance of civic values and democratic institutions; e.g., the evolution of democratic principles and hallmarks of a democratic society—freedoms in the Bill of Rights, due process, universal education, respect for the rights of minorities;
11. Reflects the importance of education in a democratic society;
12. Incorporates the use of literature and refers to literature in other sources;
13. Includes patriotic emphases that inspire an understanding of and commitment to the best principles in the American heritage;
14. Adopts a format other than a single, heavy, hardbound book. (The “Criteria” notes that “Books of several hundred pages can be daunting to students; their very weightiness may defeat the effort to create engaging, lively materials. Alternative formats, such as small hardbound or softcover books…will be viewed with favor” by adoption committees, allowing teachers greater flexibility in determining the emphasis and timing of their course content.)
NOTE from the author of this correlation: Over the years, *A History of US* has been the only program submitted for California schools that has met this criterion. The format with smaller student books has even more advantages: they are more appealing to the reader because they look like good literature books; they allow the reader to come to closure—"whew, I'm done with that one"—then anticipate the next "story"; and they are more inviting to take home in a backpack for study and enjoyment;

15. Includes, in the teachers’ materials, examples of creative assignments, suggestions for significant questions, a bibliography of supplementary readings in each book, and additional literature references and poetry throughout the narrative. Also included are vocabulary development and alternative strategies for teaching concepts and skills to meet the needs of all students.

Teachers will be impressed and students will be engaged with the numerous opportunities for critical and creative thinking—questioning, reflection, discussion, and research opportunities in the teaching guide and the student study guide for each book. Further, the author poses questions of the reader in the narrative that bring the student into the story/history (events and people) and have him/her ponder and investigate important or controversial issues.

Teachers will also be gratified that the organization of all the materials in the programs, the teaching guides and reference materials, and the assessment and evaluation features of the program meet and frequently exceed the criteria for evaluating instructional materials. Think “easy to follow, varied, coordinated, aligned, and innovative.”

*A History of US* is the ultimate program that reflects California’s Framework and Content Standards for History-Social Science. The program's power lies in its ability to engage the imagination of the reader. These books exemplify "A Story Well Told" and will excite the enthusiasm and interest of the reader. History-social science becomes a story that is worth taking to bed with a flashlight so that the reader can pursue what will happen in the next chapter!
A History of US exemplifies the theme for history-social science in California, “History, a story well told” and the “seventeen distinguishing characteristics” for quality history-social science materials as described on pages 2–8 of the Framework, 2001 Updated Edition with Content Standards.

In this program, U.S. history’s story is chronological, the individual volumes following the sequence of history. The Chronology of Events for each book helps students place events in chronological context. The “story” is integrated with geography so that human activities are established in time and place, as in this example:

“The Texas longhorn were descended from cattle brought to America by Columbus and the Spaniards who followed him….The ex-soldiers knew beef was expensive back East. Now, if they could find a way to get those cattle east—why, there was money to be made.

“About this time, Jesse Chisholm—who was half Scot and half Cherokee—drove a herd of cattle north from Texas to Kansas and made a map of his route. That route had plenty of grass for grazing and enough water and it led to Abilene, Kansas….

“The Kansas Pacific Railroad reached Abilene in 1867, so Joe McCoy could ship the longhorns east in railroad cattle cars and make a lot of money for himself.

“Remember Chicago? The little town where Abe Lincoln campaigned? Well, most of Joe McCoy’s cows and steers got shipped to Chicago. That city—some people call it the Windy City—was both a port and a railroad center. It was a distribution hub.”

Book Seven: pp. 52–53
“Riding the Trail”

Joy Hakim’s thorough research and engaging narrative present history as an exciting and dramatic series of events that helped shape the present. Ms. Hakim tells the story of vivid struggles and triumphs—of men, women, and youth who lived in other times and places—that helped shape the present for US (the United States and, yes, US). This story of the past is lively and accurate, rich with controversies and forceful personalities, and told through artifacts, primary sources, and the “eyes and voices” of those who were there.

Read for yourself how the author, addresses these ideas throughout the program. For example, in Book Five, Liberty for All? she entices the reader to delve into the book in a front piece that demonstrates her writing style—
descriptive and engaging narrative, use of art and primary sources, “talking” to the reader, stimulating, questioning and analysis skills, and bringing the reader into history:

“Money was changing the United States.... The Industrial Revolution started it....

“It was all confusing and terrifying to those who were attached to the new idea of self-government. John Calhoun wrote that ‘liberty was never in greater danger.’ Andrew Jackson was the common person’s president.

[He said] “If we cannot at once... make our government what it ought to be, we can at least take a stand against... the advancement of the few at the expense of the many.

“Jackson took his stand when he killed the Bank of the United States. That helped set off a depression—but it was Jackson’s successor, Martin Van Buren, who had to deal with it. Yet nothing was going to stop the drive for wealth and achievement. Not in a free nation.

“Nor could anything stop people from getting angry about it. When the writer James Fenimore Cooper came home in 1833, after a long stay in Europe, he was horrified by an attitude that seemed to have taken hold in his country. ‘The desire to grow suddenly rich has seized on all classes,’ one character complained in Cooper’s novel Homeward Bound. Were Americans losing their souls in a search for riches? Some thought so.”

Book Five: pp. 10–12
Preface, “Say Aunty Belle and Add um”

Throughout the books for grade eight, the author “talks” to readers, engaging them in the history and geography and causing students to think analytically and critically and to ponder past events and issues. As examples:

“What would you think if you learned that a large group of strong men who wanted to fight for the Union were turned down? Would you think that was dumb? You’re right. It was worse than dumb—it was idiotic. But racial prejudice is always like that—it is always stupid.

“Prejudice turns up in all times and places, but in the 19th century it was a sickness that infected much of the nation—North as well as South.

“If the South had been without prejudice there would have been no war; if the North had been without prejudice the war might have been much shorter. There were large numbers of blacks who wanted to fight in the war. Because of racial prejudice the Union army wouldn’t have them—at least not at first.”

Book Six: p. 103
“Determined Soldiers”

Hakim quotes the abolitionist leader Frederick Douglass:

“What upon earth is the matter with the American people?... The national edifice is on fire. Every man who can carry a bucket of water... is
wanted… [Yet government leaders] refuse to receive the very class of men which has a deeper interest in the defeat and humiliation of the rebels than all others…. Such is the pride, the stupid prejudice and folly that rules the hour.”

Book Six: p. 103

“Determined Soldiers”

And Abraham Lincoln:

“You say you will not fight to free Negroes. Some of them seem willing to fight for you. [When victory is won] there will be some black men who can remember that, with silent tongue and clenched teeth, and steady eye and well-poised bayonet, they have helped mankind on this great consummation.”

Book Six: p. 105

“Determined Soldiers”

Joy Hakim leads students to understand the importance of the study of history. Why study history? History is full of true stories, history is a mystery, history helps us not repeat mistakes, and history is especially important for Americans because our citizens share common goals and values rather than a common background. Through engaging examples, students learn that history is important, isn't easy, can be “chancy,” can be fickle, tells about adventures ahead, and is a story where you “never get to the end.” History and the social sciences are not “dry and boring” in this program. As examples:

Abraham Lincoln:

“You think slavery is right and ought to be extended, while we think it is wrong and ought to be restricted. That I suppose is the rub. It is certainly the only difference between us.”

Book Six: p. 15

“Americans Fighting Americans”

“Lincoln now changed the war from a fight to save the Union into something much greater. He changed it into a battle for human freedom, a battle to end slavery. He did that with a document called an Emancipation Proclamation. It said all the slaves in the Rebel states were free. I'm going to repeat that: all the slaves in the Rebel states were free…. 

“Today, when you think about that, it doesn't sound as if Lincoln really did much. People in 1862 knew differently. They knew what he had done was very important. When he signed that document it meant there would be no going back. When the war was over there would be no chance of compromise on slavery. Slavery was dead in the South. And, if it was dead there, it would soon die in the border states….

“Slavery was like a worm in a good apple—it was making the whole apple rotten…. Who want to fight for a nation with a rotten core?”

Book Six: p. 100

“Emancipation Means Freedom”

Throughout the books for grade eight, good research and good storytelling are a source of motivation for the study of history. The story of the past is lively and
accurate as well as rich with controversies and forceful personalities. The personalities are memorable because of vivid descriptions and a writing style that places the reader “there.” Of course, the reader will remember the person and contributions and will want to find out more. For example:

“Booker T. Washington became a useful man.... He was 10 when the Civil War ended and his mother moved her small family to West Virginia. Booker went to work in a salt furnace. But his mother was determined that he get an education. He wanted to go to school, too.

“I had no schooling whatever while I was a slave, thought I remember on several occasions I went as far as the schoolhouse door with one of my young mistresses to carry her books. The picture of several dozen boys and girls in a schoolroom engaged in study made a deep impression upon me, and I had the feeling that to get into a schoolhouse and study in this way would be about the same as getting into paradise.”

“Getting into paradise wasn’t easy.”

Book Seven: pp. 174–175
“A Man and His Times”

“But on December 17, 1903, two men flew. They were brothers from Dayton, Ohio, and they owned a bicycle shop. Neither had graduated from high school. Their names were Wilbur and Orville Wright. It was not luck that made them the first persons in all of history to build and fly an airplane that lifted off the ground with its own power. It was hard work and determination....

“On that windy December day, Orville won the toss of a coin. He got to fly first, lying flat on his stomach on the wing of the kite-like biplane. Wilbur ran beside him; the plane lifted a few feet above the sand and stayed in the air for 17 seconds....

“Try to imagine that scene in 1908. For thousands and thousands of years, men and women looked at birds and dreamed that they, too, could lift themselves into the air.”

Book Eight: pp. 179–180, 183
“The Birdmen”

In this program, the study of history is enriched with the use of literature—of the period and about the period. Poetry, novels, plays, essays, documents, inaugural addresses, myths, legends, tall tales, biographies, and religious literature help shed light on the life and times of the people and on the way people interpreted their own times. Numerous excerpts from speeches and biographical sketches place the reader in a past time. In each book there is an annotated bibliography of novels and other good books; myths, legends, and poems; original documents; and some nonfiction books recommended by the author as good reading about the times, issues, and events of the historical period. Frequently, excerpts from literature, or examples of more books to read, are included in the narrative:
“If ever there lived a Yankee lad,
Wise or otherwise, good or bad,
Who, seeing the birds fly, didn’t jump
With flapping arms from stake or stump,
Or, spreading the tail
Of his coat for a sail,
Take a soaring leap from post or rail,
And wonder why
He couldn’t fly,
And flap and flutter and wish and try—
If ever you knew a country danc
Who didn’t try that as often as once,
All I can say is, that’s a sign
He never would do for a hero of mine.”
—John Townsend Trowbridge, “Darius Green and His Flying Machine”
Book Eight: p. 182
“The Birdmen”

Book Eight: p. 183
“The Birdmen”

About the writing of our national anthem:

“In the first stanza, old Dr. Beanies is speaking. He is asking Francis Scott Key some questions. He uses a few unusual words: ramparts are high walls that surround a fort. Perilous means ‘dangerous.’ O’er is the poet’s way of saying ‘over.’

“Oh! say can you see, by the dawn’s early light,
What so proudly we hailed at the twilight’s last gleaming?”

(NOTE: Stanzas 1, 2 and 4 are included, and the author introduces each stanza with comments and questions that have students thinking critically about the words.)

Book Four: p. 83
“The Revolutionary War Part II,
or The War of 1812”

At the heart of A History of US is the author’s commitment to the importance of studying major historical events and periods in depth. Each volume of the program is a focused study of one period, filled with the details that make history memorable.

The multicultural perspective is included throughout the program—the experiences of men and women and of different racial, religious, and ethnic groups. Students understand that our national history is the complex story of many peoples and one nation, of e pluribus unum, and of an unfinished struggle to realize the ideals of the Declaration of Independence and the Constitution.
“Sojourner Truth had been named Isabella when she was born a slave in New York State. She was treated harshly, as slaves often were....

“Isabella’s Quaker friends told her, ‘Before God, all of us are equal.’ No one ever said that to her before....She decided to live a godly life and to help others. Isabella chose a new name to celebrate her freedom and her new way of life. It was Sojourner Truth. A sojourner is a traveler who stops somewhere for a short time and then continues on. For the next 40 years she traveled and spoke out for truth and justice.

“Perhaps it was her dignity, or her sincerity, or that mighty voice, but when Sojourner Truth spoke people listened. Across her chest she wore a banner that said, PROCLAIM LIBERTY THROUGHOUT ALL THE LAND UNTO ALL THE INHABITANTS THEREOF. Those words from the Bible are written on the Liberty Bell in Philadelphia.”

Book Five: p. 137
“A Woman Named Truth”

Students reflect on character traits, individual responsibility, and behavior that create a good society, and recognize those traits that don’t. There are numerous opportunities for students to reflect on individual and social responsibility. Students also learn about good citizenship and the kind of behavior that is necessary for the functioning of a democratic society. The books encourage the development of civic and democratic values as an integral element of good citizenship.

In A History of US there are frequent opportunities to study and discuss the fundamental principles embodied in the United States Constitution and the Bill of Rights. The books encourage the development of civic and democratic values as an integral element of good citizenship. As an example:

“In the Declaration of Independence, the Founders told us that we were all created equal and that we all have the right to ‘life, liberty and the pursuit of happiness.’ No country before had goals like those. And we had them in writing. Our Founders made fairness a national creed.

“It doesn’t sound very complicated—providing everyone with freedom, equality, and a chance to pursue happiness in a good land—but no nation has ever been completely fair to all its citizens.

“Fairness is something you have to keep working at. Each generation has to do its job. In the 19th century, America’s black people, along with fair-minded whites, would struggle and fight to end the paradox of slavery in a free nation. They understood that no one is free in a land where some are enslaved.”

Book Four: pp. 140–141
“History’s Paradox”

Joy Hakim presents controversial issues honestly and accurately within their historical context. Students are challenged, appropriately for the grade level, to think about, talk about, research, and write about questions that have intrigued philosophers, were important to people long ago, and remain critical now. The importance of religion in human history is acknowledged.
“Jefferson and Hamilton were both good men, and the ideas of each have been important in our country. On most issues (but not all), Hamilton was a ‘conservative’ and Jefferson a ‘liberal.’ Have you ever heard people argue about conservatism and liberalism?..That argument almost tore the country apart in 1800, and it continues today.”

Book Four: pp. 25–27
“The Parties Begin”

“The president did feel it was his responsibility to keep government money sound. And it did not seem to be sound. Businesses and banks were failing everywhere, and there was a run on gold as people tried to make sure their money was in the safest currency—gold. The government’s gold reserves were disappearing….

“The people of the United States are entitled to a sound and stable currency,” said [President] Cleveland. “Their government has no right to injure them by financial experiments opposed to the policy and practice of other civilized states.” That experiment was silver. Cleveland led the nation back to a strict gold standard…But it didn’t help a bit….The nation was in danger of going bankrupt.”

Book Eight: pp. 73, 75
“Gold and Silver”

“In 1802, an alliance of 26 Baptist churches sent a letter to Jefferson congratulating him on his election to the Presidency. In their letter, the Baptists also complained that Connecticut’s government discriminated against religious minorities.

“Jefferson used his response to voice his views on the proper relationship between religion and government. He wanted to explain why he, unlike earlier Presidents or governors, refused to designate days of public prayer, fasting, and thanksgiving. And he wanted to answer the Federalist charge that he was an enemy of religion because he opposed government support for churches….

“In this letter, Jefferson called for a ‘wall of separation’ between church and state.”

(NOTE: This is a portion of the introductory comments that lead to the full text of Thomas Jefferson’s Letter to Danbury Baptist Association (1802).)

Sourcebook and Index: p. 101
Source #28

One of the hallmarks of Joy Hakim’s books is that she continually engages her readers in a critical-thinking mode. The very first words that she addresses to her readers form the foundation question of any worthwhile study of American history: “History? Why?” she titles the first chapter of her first volume. Throughout, Hakim urges students to think by asking them questions about what they are reading—not numbered questions to answer in a quiz but questions that students will want to answer because they have been engaged in the topic at hand. This is critical thinking of the most valuable kind.
PART THREE

A History of US Meets the History-Social Science Content Standards For California Public Schools, Grade Eight

California’s Grade Eight teachers will be pleased to know that there is close correlation (with multiple opportunities for study of topics in-depth) of A History of US with the Content Standards for Grade Eight, pp. 100–114 of History-Social Science Framework for California Public Schools, 2001 Updated Edition with Content Standards.

Presented in Part Three for each standard and sub-standard are narrative explanations and examples (quotations, images, or maps from the student editions of A History of US) illustrating how the program meets the History-Social Science Content Standards for Grade Eight. But this program does much more than meet the standards. The quality of research, the engaging narrative style, the extensive use of primary sources, and the stunning images and maps is what this program is all about. Joy Hakim entices the reader to open the covers of the books and delve into history’s story with eagerness and enthusiasm. This is history-social science that is memorable and inspiring, history-social science that promotes good character and good citizenship.

In addition to the numerous use of primary sources in the narrative of the books, and the regular use of primary sources as sidebars in each chapter, the Sourcebook and Index (Book 11 of A History of US) includes 95 speeches, documents, chronicles, Supreme Court decisions, etc. in their full text, or a substantial portion, that enable students to “lay their hands and heads” on the actual words and decisions that have helped to form American history. Those that correspond to the standards for Grade Eight are identified in this correlation. Depending on the reading skills of your eighth graders, the Sourcebook’s selections are recommended for independent reading, as teacher read-alouds; or for small group investigation and interpretation (“in my own words”) with further class discussion.

Read the following correlations to see and discover this rich and engaging standards-related program for yourself.
H-SS 8

UNITED STATES HISTORY AND GEOGRAPHY
GROWTH AND CONFLICT
Joy Hakim tells the fascinating story of the events that preceded the founding of the United States in Book Three, *From Colonies to Country, 1735–1791*. It is a story of important issues and people who were great thinkers, writers, and believers in equality, freedom, human rights, and self-government. The reader is immediately engaged in what is to follow in the author’s preface:

“In England, July 4th, 1776, seemed to be just an ordinary day. But if King George III had put an ear to the ground, he surely would have heard the earth trembling. Because something happened on that July day that was going to change the Americas and England, and, eventually, the whole world. It took place in England’s American colonies, but it was several weeks before a ship brought the news to King George III. And then he didn’t understand it….”

“That is what the momentous day in 1776 will be about. It will be about opportunity for all, and about equality, and about fairness. Americans will fight a revolution to make those things possible. But the most important part of the revolution will be ‘in the minds and hearts of the people’…”

“The idea is so daring that nothing like it has been heard in governments before. This is it: ordinary people are as worthwhile and valuable and competent as anyone, even as worthwhile as kings and queens. Can you imagine it! No one is better than anyone else. That idea will transform the whole world.”

Book Three: pp. 9, 12
Preface, “From Colonies to Country”
H-SS 8.1.1
Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.

In Book Three the reader is aroused to the ideas of the Great Awakening that aided revolutionary fervor. While the English were trying to “stay in charge,” it was people like the preacher George Whitefield with his “Wake Up!” orations who emphasized religious freedom:

“A religious movement, called the Great Awakening, began about 1739, when a spellbinding evangelical English preacher named George Whitefield arrived in America. Thousands of people were converted by Whitefield and by those who followed him. American Protestantism became split between the sedate older sects, the ‘Old Lights’ (Quakers, Anglicans, Congregationalists), and those begun by the new revival preachers, the ‘New Lights’ (Methodists, Presbyterians, Baptists). New Lights reached out to slaves, too; by the end of the century most were Christians.”

Book Three: p. 36
“Staying in Charge”

The author describes with details and examples “How the New World Changed the Old, and Vice Versa.” The colonists in America read what philosophers John Locke and Jean-Jacques Rousseau wrote about law and freedom, and how Isaac Newton determined that the world was not as full of mystery as people had supposed. They knew that some American Indians seemed to live in self-governing tribes. Then Americans had their own “Firebrands,” thinkers who studied and applied the thoughts of others to American beliefs and needs—Samuel Adams, Patrick Henry, and Thomas Paine (Book Three: Chapter 12).

“Lights were being lit in the 18th century—so many lights that it would come to be called a time of ‘Enlightenment.’ The lights were going on in the minds of the thinking people….Suddenly there seemed to be all kinds of brilliant thinkers who were using their minds and encouraging others to do the same thing….

“[The colonists] read about the ancient democracies in Greece and Rome….

“They knew they could govern themselves. They didn’t need kings or nobles to make decisions for them. Americans had been running their own assemblies for years….

“Another raw material got sent back and forth across the sea: the idea of freedom and democratic government.”

Book Three: p. 79
“An American Original”
“Tom Paine was able to say clearly what people really knew in their hearts.” [In 1776] he wrote a pamphlet called Common Sense. In it he told the colonists three important things:

- Monarchy was a poor form of government and they would be better off without it.
- Great Britain was hurting their economy with taxes and trade restrictions.
- It was foolish for a small island 3,000 miles away to try to rule a whole continent.”

Book Three: p. 59
“The Firebrands”
H-SS 8.1.2
Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).

In Book Three, Chapters 16, 17, 20, and 21, the author brings to life the philosophy of government as expressed in the Declaration of Independence through engaging stories of many of the people who were involved—George Washington, Benjamin Franklin, John Adams (with input from his wife Abigail), Samuel Adams, Richard Henry Lee, Patrick Henry, Thomas Jefferson, John Hancock, Benjamin Harrison, Stephen Hopkins, Francis Hopkinson, Philip Livingston, Button Gwinnett, Benjamin Rush, Charles Carroll, and John Witherspoon. Students are given excellent resources to analyze the philosophy of the people as expressed in the document and reflect upon principles such as self-government, freedom, and equal rights. The narrative is augmented with drawings, paintings, timelines, primary source document examples, political cartoons, and the full text of the Declaration of Independence in the book’s appendix and in the Sourcebook.

Then, in Chapter 20 the author’s narrative focuses on equal rights and the various attitudes toward the practice of slavery. For example:

“Adams and Franklin were right. Thomas Jefferson knew just what to say, and he said it in a way that inspired people all over the world.

“The whole Declaration is something to read and think about, but one part will ring in your ears with its greatness. Jefferson wrote:

‘We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.’

“That was plain language in the 18th century, but you might have to read it a few times to understand it. It is worth doing. Those are words worth memorizing.

‘All men are created equal.’

“Just what does ‘equal’ mean?

“Are we all the same? Look around you. Of course we aren’t. Some of us are smarter than others, and some of us are better athletes, and some of us are better looking, and some are nicer. But none of that matters, said Jefferson. We are all equal in the eyes of God, and we are all entitled to equal rights: the right to live, the right to be free, the right to be able to try to find the kind of life that will make us happy.
“And that is the whole reason for having governments, he said. Governments are not made to make kings happy. They are for the benefit of the people who are being governed. Governments should have ‘the consent of the governed.’”

Book Three: pp. 99–100
“Declaring Independence”

“Jefferson and Adams and Franklin and others thought the Union was more important than the issue of slavery. They knew that staying with England would not bring freedom to the slaves. They thought slavery could be dealt with later. Do you agree with them?...

“It took a civil war to end slavery. Do you think that war could have been avoided? Do you think the delegates should have acted differently in 1776?”

Book Three: p. 101
“Declaring Independence”
H-SS 8.1.3
Analyze how the American Revolution affected other nations, especially France.

The author makes it clear that this war was not just George Washington's American army against British troops. American troops were supported by “Soldiers From Everywhere” (Book Three, Chapter 24)—those in Europe who were professional fighters without a job at the moment, and those who were committed to the Americans’ cause, such as leaders from France, the Marquis de Lafayette; from Prussia, Baron Friedrich von Steuben; and from Poland, Tadeusz Kosciuszko. These wonderful fighters and leaders helped contribute to American victories (Book Three, Chapters 26, 27, and 28).

When the war was finally over, it was American ideals and the writings of Thomas Paine that encouraged the French revolutionaries—and even some Englishmen who wanted to overthrow their king (Book Four, Chapter 1).

“The marquis [de Lafayette] would not be dismissed [from serving in the American army]. He had bought a ship to come to America; he had paid for the soldiers who came with him; he had even angered his king [of France], who was not yet ready to take sides in this war. Lafayette wrote a letter to John Hancock, president of the Congress. He asked for two favors: ‘The first is to serve at my own expense. The second is to begin my service as a volunteer.’

“Now that was an unusual request. John Hancock paid attention, and so did George Washington. And that brings us to one of the nicest stories of the war: the lifelong friendship of Washington and Lafayette. They became like father and son, and neither was ever to be disappointed in the other.”

Book Three: p. 116–117
“Soldiers from Everywhere”

“The victory at Saratoga changed everything. It got the French to join the war on the American side. France sent gunpowder—lots—and soldiers and ships. (The next time you see a Frenchman or Frenchwoman, you can say thank you. We might not have won independence without French aid.)”

Book Three: p. 129
“Howe Billy Wished France Wouldn't Join In”
H-SS 8.1.4
Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

Examples of events and the ideas of philosophers and Americans that reflect the concepts of civic republicanism, classical liberal principles, and English parliamentary traditions are incorporated in the narrative and in sidebars in Book Three (Preface and Chapters 4, 8, 10, 20, 21, 23, 32, 34, 38, 39, and 42) and in Book Four (Preface and Chapters 1, 2, and 3). As examples:

“Hector St. John Crevecoeur fell in love with America. He knew that in Europe the aristocrats—wealthy, privileged people—owned most of the land. In America most people were yeoman farmers. That means they owned and worked small farms. Crevecoeur thought farming an ideal life and the English colonies an ideal place—although he also said that some Americans were destroying the land, and that others were always ‘bawling about liberty without knowing what it is.’”

Book Three: p. 39
“What Is an American?”

From Letters of an American Farmer:

“We have no princes, for whom we toil, starve, and bleed. We are the most perfect society now existing in the world. Here man is free as he ought to be….

“Here individuals of all nations are melted into a new race of men, whose labors and posterity will one day cause great change in the world.”

Book Three: p. 40
“What Is an American?”

“In 1628, Parliament adopted a Petition of Right that condemned unlawful imprisonments and said there should be no tax ‘without common consent of parliament.’ (The American colonists believed they should have those same rights.) In 1689, Parliament adopted a Bill of Rights.”

Book Three: p. 46
“The Rights of Englishmen”

“You have to give up some freedom when you are part of a society that is ruled by laws. The question is, how much do you have to give up? The Americans, at the end of the 18th century, had just fought hard for liberty. They weren’t about to give up much at all. They went too far—but they learned.

“The national government, under the Articles of Confederation was just too weak.”

Book Three: p. 149
“Experimenting with a Nation”
“A republic is a government in which power is held by citizens who vote and elect their representatives to make laws and govern the country....”
Book Three: p. 188
“If You Can Keep It”

“When Benjamin Franklin came out of the Pennsylvania State House, on September 17, 1787, his friend Elizabeth Powel, the wife of the mayor of Philadelphia, was waiting for him. She asked what kind of government the new nation would have.

“A republic, madam,’ he told her. ‘If you can keep it.’ Those words were not meant just for Mrs. Powel. They were also meant for you.”
Book Three: p. 188
“If You Can Keep It”

“In his inaugural address on April 30, 1789, Washington talked of preserving ‘the sacred fire of liberty,’ and of the ‘republican model of government’ as an ‘experiment entrusted to the hands of the American people.’”
Book Four: p. 15
“The Father of Our Country”
Joy Hakim gives in-depth treatment to the political principles underlying the U.S. Constitution in Book Three, Chapters 32 and 35-42. She engages the reader in the topics of this standard through primary sources and the fascinating stories of the people who were involved—their lives, their ideas, and their accomplishments in creating a document and a government based on democratic principles. As examples:

“Those who knew [James] Madison weren’t surprised that he was early [to the Constitutional Convention]. They said that was typical of him. He liked to be prepared....

“Madison was a scholar. He read all he could find about governments all over the world and throughout history. Long before the Convention got started, he wrote to his good friend Thomas Jefferson and asked for help. Jefferson had taken Franklin’s place as America’s minister in France. Jefferson sent Madison books—hundreds of books—and he sent his ideas.

“Madison read about the governments of ancient Greece and Rome and of other places and times. Then he took the best ideas he found and wrote them in notebooks that he brought with him to the Convention.”

Book Three: pp. 159–160
“A Philadelphia Welcome”

“The Constitutional Convention needed a man of good sense and few words. Here is Roger Sherman’s (a shoemaker and a farmer who taught himself law and became a lawyer) compromise (actually it is known as the Great Compromise):

“One house of the legislature should reflect a state’s population—the House of Representatives.

“One house should have an equal number of representatives from each state—the Senate.
“That was it. That simple solution meant there would be a Constitution. After that, it was just a matter of details.

Book Three: p. 173
“Roger to the Rescue”

John Dickinson said:

“Let our government be like that of the solar system. Let the general government be like the sun and the states the planets, repelled yet attracted, and the whole moving regularly and harmoniously in several orbits.”

Book Three: p. 167
“A Slap on the Back”

In “Considering Great Documents”—a special section that concludes Book Three (pp. 189–201)—the author guides students in considering four of the foundation documents of our national heritage: The Declaration of Independence, the Constitution, the Bill of Rights, and the Virginia Statute for Religious Freedom. The four documents are presented in full, along with commentary and guidelines from Joy Hekim, both of which make the documents accessible and engaging to students.
H-SS 8.2.1
Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.

The study of documents can be boring for students, but not in this program! Joy Hakim focuses on salient points, brings the significance of the documents to life with engaging narrative, and provides explanation and examples for understanding and for further research. As examples:

The Magna Carta (1215), a 13th-century English document on which the United States based much of its law, is explained in Book 3, Chapter 10. Then important sections are quoted and explained by the author on pages 11-12 of the Sourcebook and Index.

“At last the barons could stand no more. In 1215, they captured King John and took him as a prisoner to a tiny island in the Thames (TEMZ) River called Runnymede. There they forced him to sign an agreement that gave Englishmen some basic rights. (No one thought much about women’s rights then.)"

Book Three: p. 47
“The Rights of Englishmen”

“In 1628, Parliament adopted a Petition of Right that condemned unlawful imprisonments and said there should be no tax ‘without common consent of parliament.’ (The American colonists believed they should have those same rights.) In 1689, Parliament adopted a Bill of Rights. Among other things, it banned excessive bail and cruel and unusual punishment. Americans would want—and get—those guarantees too.”

Book Three: p. 46
“The Rights of Englishmen”

Students learned about the Mayflower Compact in grade five, in Book Two. For eighth graders, primary source excerpts and explanations of the document’s significance are included in the Sourcebook, pages 16-17.

“The Mayflower Compact is one of the documents that helped establish the principle of self-government in America….

“This document was one of the first charters of government to clearly state that legitimate political authority flows from the people. It begins with a prayer; the signers then agreed to consult each other about matters affecting the community and to abide by majority rule. The compact calls for ‘just and equal laws…for ye [the] general good of ye [the] Colonie, unto which we promise all due submission and obedience.’”

Sourcebook and Index: p. 16
In Book Three, Chapter 32, the author states, “The Articles of Confederation were the country’s first constitution—but they were too weak to do a good job”, then goes into detail in this chapter and in subsequent pages about the fears and jealousies among states that prevented the Articles from working well. The Constitution is given in-depth attention in Book Three, Chapters 35–42. In Book Three, Chapter 35, Hakim explains that “At the Constitutional Convention, Edmund Randolph hoped for ‘zealous attention to the...American crisis,’” as a way to implement the ideals of the Declaration of Independence.

“You have to give up some freedom when you are part of a society that is ruled by laws. The question is, how much do you have to give up? The Americans, at the end of the 18th century, had just fought hard for liberty. They weren’t about to give up much at all. They went too far—but they learned...A lot of people felt the voting wasn’t fair anyway. Each state had an equal vote in Congress. That meant that 68,000 Rhode Islanders had one vote, and so did 538,000 Virginians...”
Book Three: p. 149
“Experimenting with a Nation”

“The Declaration of Independence listed all the things that had made the colonists angry with Great Britain. They are called ‘grievances.’ The writers of the Constitution tried to answer those grievances."
Book Three: p. 172
“Roger to the Rescue”

“The Constitution was different from the Declaration of Independence. The Declaration stated goals, but the Constitution was concerned with what would actually be done by the government.”
Book Three: p. 178
“Good Words and Bad”

“But most of the delegates, like Benjamin Franklin, remembered the old proverb: half a loaf is better than no bread at all. They knew the Constitution was an amazing document. It had faults, but it also had the cure for those faults in a built-in amendment process. The American people, with much wisdom, would make use of that amendment process. In time they would fix the faults. They began at once.”
Book Three: p. 185
“No More Secrets”
Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state–federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.

In Book Three Joy Hakim brings to life the major debates during the development of the Constitution. Through fascinating narrative she summarizes issues and the stories, ideas, and persuasiveness of the people involved.

“Well, legislation means laws. And laws change, sometimes with each generation. Traffic laws that worked in horse-and-wagon days aren’t right for times with fast automobiles and airplanes. Our Constitution, however, is made up of superlaws, which are not meant to be easily changed. The Constitution has gone from the time of candlelight into the age of rockets with only a few changes. How come?

“Because a constitution—a good constitution—is just a basic plan of government that helps people live together peacefully. It doesn’t include everyday laws. Those are made by legislatures....

“It is that simplicity that has helped make the Constitution so lasting. The delegates to the Convention came up with a constitution that is still great more than 200 years after it was written. No other country has ever had a governing document that has worked so well for such a long time.”
Book Three: pp. 174–175
“Just What Is a Constitution?”

Shared power among institutions. Students read about “Jemmy” Madison in Chapter 35. His ideas are told in Chapter 39, for example:

“Then the delegates agreed to a three-part government with legislative, executive, and judicial branches. That was part of Madison’s Virginia Plan. It was based on the English plan of government.”
Book Three: p. 175
“Just What Is a Constitution?”

“There was one issue on which everyone was stubborn, and it had to do with the legislative branch. The fight was between the big states and the little ones. No one would give in.

“The Virginia Plan said that the number of congressmen each state would have should be decided by population. There is some sense in that—but, of course, it favored the states with the most people: Virginia, Massachusetts, and Pennsylvania....

“The New Jersey Plan was introduced by William Paterson. It said each state should have an equal number of representatives....
“The Constitutional Convention needed a man of good sense and few words. Here is Roger Sherman’s compromise (actually, it is known as the Great Compromise):

“One house of the legislature should reflect a state’s population—the House of Representatives.

“One house should have an equal number of representatives from each state—the Senate….

“After that, it was just a matter of details.”
Book Three: pp. 172–173
“Roger to the Rescue”

Divided state–federal powers. “The delegates were divided on many issues—but most of all on power: who should have it and how much? Some delegates wanted the states to be strong; others were for a strong national government; still others hoped for a balance.

“John Dickenson, of Delaware, was for strong states. Do you remember him? Dickinson was the man who wrote the Articles of Confederation. And who refused to sign the Declaration of Independence. Dickinson had powerful opinions. He wanted a confederation. Madison wanted a federation. These are confusing words, so let’s define them.

“A confederation is a government made up of a group of partners. Those partners keep all important power for themselves….

“A federation is a form of government—called federalism—that divides power between a central government and state governments. It isn’t easy to do that. The United States is a federation….

“Our government in Washington isn’t as strong as Hamilton wanted. The states’ powers aren’t as strong as Dickinson wished. The Constitution was a compromise. Both sides gave and both sides got. It may have been the best compromise in history. It certainly is the best constitution.”
Book Three: p. 171
“A Slap on the Back”

Slavery: In Book Three, Chapter 37, p. 168, Hakim describes the parody that got the delegates to look seriously at the issue of slavery: “Ben Franklin Makes Fun of Slave Owners.” As students reflect on the meaning of parody, they are prepared to understand, the later sidebar, “Three-Fifths of a Person”:

“There was much argument about this and finally a compromise was reached—called the Three-Fifths Compromise. Here it is: Article 1, Section 2 of the Constitution says: Representatives…shall be determined by adding to the whole Number of free Persons…three fifths of all other Persons. In other words, each slave, for counting purposes, was to be tabulated as three fifths of a person. Does that sound horrible? Well, those who hated slavery saw it as a partial victory. They had not let the slaveholding extremists have their way.”
Book Three: p. 174
“Just What Is a Constitution?”
Then, throughout Chapter 40, students read opinions from other delegates to the Convention—and from the author of *A History of US*.

“I think that when the Founders said “we the people,” they meant all the people. Those Founders—most of them, anyway—were idealistic men. They were thinkers who were ahead of their times. They knew they were writing for future generations. So they wrote the greatest document they could write.

“But they were also practical men. They had to create a working document that people would approve....

“We have,' said James Madison at the Convention, 'seen the mere distinction of color made, in the most enlightened period of time, a ground of the most oppressive dominion ever exercised by man over man.’”

“Most of the delegates didn't want slavery. They knew it was wrong. But in the South—especially in South Carolina and Georgia—a way of life depended on slave labor. The citizens of those states would not approve the Constitution if it prohibited slavery....

“If you were a delegate, what would you do?....
Book Three: p. 181
“Good Words and Bad”

Rights of individuals and states. The rights of states, and the debates surrounding these rights, are included in Book Three, Chapters 32 and 37. Stories of individual rights, are covered in Chapters 10, 37, and 42.

“The delegates were divided on many issues—but most of all on power: who should have it and how much? Some delegates wanted the states to be strong [e.g., John Dickinson, Patrick Henry]; others were for a strong national government [e.g., Alexander Hamilton]; still others hoped for a balance [e.g., James Madison].

Book Three: p. 170
“A Slap on the Back”

“George Mason was right about something else. ‘The Constitution has no bill of rights,’ he said.

“Now how could that have happened? All those brilliant men and they forgot a bill of rights?....

“James Madison wrote the Bill of Rights and got Congress to pass it.”
Book Three: p. 186
“If You Can Keep It”

Status of American Indian nations under the commerce clause.

“The Framers—and most of the people they represented—didn't know how to live with the Indians as partners in a new nation. They didn't even offer them citizenship. (Later, the fourteenth Amendment to the Constitution granted citizenship to everyone in this country. But it was not until 1968
that Native Americans living under tribal law on reservations were
guaranteed the full rights of American citizens.) The Framers did not come
up with a fair way to share the land with the Native Americans.”

Book Three: pp. 180–181

“Good Words and Bad”
Joy Hakim addresses this standard in an engaging and memorable way through the lives and thoughts of the people involved, in Book Three, Chapters 37–40, and in Chapter 42. As examples:

“Politically, James Wilson stood at the other end of the table. People and their individual rights were more important to him than property rights. He opposed slavery and favored a democracy. Look at the portrait of Wilson and you will see round glasses, powdered hair, and plump cheeks. His clothes are dark and plain—nothing fancy about that man. His mind, however, was described as a ‘blaze of light.’”

Book Three: p. 169
“A Slap on the Back”

“Organizing the details of the three branches took a lot of time. The delegates argued over everything. Hamilton wanted the president to be like a king. Edmund Randolph wanted a committee of three to act as president. Ben Franklin wanted a legislature with only one house. They voted 60 times before they could agree on the way to select a president.”

Book Three: p. 176
“Just What Is a Constitution?”

“James Madison, Alexander Hamilton, and John Jay were Federalists. They believed the Constitution with its system of federalism—balancing a national government and state governments—was the best plan possible. They explained that in a series of essays collected and published as The Federalist Papers. (It is a great work of political writing.) Those who disagreed with the Federalists were called Anti-Federalists. They thought the Constitution made the national government too powerful. They believed in stronger states’ rights.”

Book Three: p. 186
“If You Can Keep It”
H-SS 8.2.5
Understand the significance of Jefferson’s Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.

The reader is fascinated by the life, beliefs, inventions, and achievements of Thomas Jefferson in Book Three, Chapter 34, “A Man with Ideas.” This includes his writings on religious freedom.

“That Statute for Religious Freedom did something that had never been done before in all of history. It said—officially—that governments have no business telling their citizens what to believe. In other words, a government and its citizens’ religions should be separated. That is known as separation of church and state. It is the foundation on which religious freedom is based. Some say it is the basis for all other freedoms.

“Jefferson called it freedom of conscience. He meant for people to be free to believe whatever they wished…

“That was a daring idea in the 18th century. It was something to gasp at. No other state in the world allowed its citizens complete freedom to choose their own religion—or to choose not to have any religion at all.”

Book Three: p. 157
“A Man with Ideas”

“We have abundant reason to rejoice that in this Land the light of truth and reason has triumphed over the power of bigotry and suspicion, and that every person may here worship God according to the dictates of his own heart….In this Land of equal liberty it is our boast, that a man’s religious tenets will not…deprive him of the right of attaining and holding the highest Offices that are known in the United States.”

—George Washington, letter to members of the New Church in Baltimore, 1793

Book Three, p. 155
“A Man with Ideas”
The author tells the story of governmental powers in the Constitution in Book Three, Chapter 39, and of the fundamental liberties in the Bill of Rights in Book Three, Chapter 42. The full text of the Constitution and Bill of Rights that was adopted by the states appears in Book Three, pages 194–199. The text, including amendments since that time, is on pages 58–80 in the Sourcebook. The introduction and sidebar vocabulary definitions in the Sourcebook aid the reader in understanding the writing and concepts. In Book Three, page 193, Joy Hakim provides a wonderful introduction to “Staying Awake with Great Documents,” then provides some specific information to guide the reader through the Constitution and Bill of Rights, including:

“Try making a power chart as you read the Constitution. What powers belong to the states? What powers to the federal government? How about the Chief Executive? How about Congress? The judiciary?

“Do you think the Framers got the balance right?

“They set up a representative government. They did not intend direct democracy. Some New England towns have that kind of government. Town matters are decided in open meetings where everyone has a vote. Does that sound like a good idea? It means that the majority always wins. The Framers were concerned about minority rights. When you read the Constitution, you will see how they protected them....

“In a republic, the citizens are the rulers. But many Americans see themselves as subjects and public officials as their bosses. Don’t you make that mistake.”

Book Three: p. 193
“Staying Awake with Great Documents”
H-SS 8.2.7
Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

The author presents these topics in clear language and through the ideas of the people who were involved in the development and implementation of the Constitution in Book Three, Chapters 33, 37, 38, 39, and 42; and in Book Four, Chapters 1 and 8. Examples follow:

“Federalism means that power is balanced between the states and the national government. The national government controls foreign affairs, business between the states, and the post office. The states control schools, roads, and local government.”

Book Three: p. 176
“Just What Is a Constitution?”

“Our Constitution was the work of sensible men who didn’t think our leaders needed fancy titles. They were students of government: almost all of them had done a lot of reading and studying. Most had served in their state legislatures. They had helped write their state constitutions. They disagreed on many things, but on two ideas all were agreed:

- They wanted to guarantee basic rights and freedom (what Jefferson called ‘unalienable rights’).
- They wanted to provide government by consent of the governed. That means they expected the people to govern themselves through their representatives.”

Book Three: pp. 176–177
“Just What Is a Constitution?”

“Finally, the delegates solved the problem of power in two ways: with checks and balances...and by making the Constitution more powerful than any president, congress, court, or state.”

Book Three: p. 177
“Just What Is a Constitution?”

“The men who wrote the Constitution were afraid of power—political power. So they set up a government with three parts—the executive, legislative, and judicial branches—that were supposed to be equal partners to balance and check each other.

“But at first the Supreme Court didn’t seem to know what it was to do. It was no check or balance at all. The court was so weak it was even hard to get good people to serve as justices. Then President Adams made a brilliant choice. He appointed John Marshall as chief justice of the Supreme Court.”

Book Four: p. 47
“Alien and Sedition: Awful and Sorry”
Joy Hakim tells the story of the foundation of the American political system in Book Three, Chapters 33 and 40-42; and in Book Four, the Preface, and Chapters 1-5. It is a story of ideas that had never been tried before, of new ways to provide government, and of ways for ordinary people to participate. Well, not all citizens could participate then; however, the author gets the reader to think critically about citizens’ roles and the government’s treatment of women, slaves, and Indians, then and later.

“Imagine life in 1789. The United States has a just-written, untried constitution. A new century is soon to begin. Our young country has a president—instead of a king—and that is an idea that needs some getting used to. Never before have people written their own constitution. Never before have so many been able to vote. Never before has a nation offered its citizens complete religious liberty.

“Yet, in 1789, those voting citizens are mostly white men who own property. Why should that bother some people? That is the way it is done in England. Besides, everyone knows that in the United States ordinary people can and do own land. And that is astounding in this 18th century.”

Book Four: p. 9
Preface, “Getting a Nation Started”

“The Constitution created a new form of government, but it didn’t change life for most slaves. Until 1808 it was still legal to bring slaves to the United States from Africa. It took many more years for slaves who were already in America to win their freedom.”

Book Four: p. 10
Preface, “Getting a Nation Started”

“In a republic, the citizens are the rulers. But many Americans see themselves as subjects and public officials as their bosses. Don’t you make that mistake.”

Book Three: p. 193
“Staying Awake with Great Documents”
In Book Three, Chapter 29, the reader learns that when Americans wrote their state constitutions, they argued about freedom of speech and the press, the right of the majority to change the government, freedom of religion, free education, voting rights, and slavery. The arguing didn't bring freedom to all, but it was the beginning of a new way of thinking about government. These concepts come to life through examples from several of the state constitutions:

“The Massachusetts Constitution began, ‘All men are born free and equal.’ Slaves began appearing before the Massachusetts courts, asking if those words meant what they said: all men are born free and equal. The courts always said yes. John Adams watched one such case. ‘I have heard there have been many,’ he wrote in his diary.”

Book Three: p. 136
“The States Write Constitutions”

“Each state constitution had a Bill of Rights. Virginia’s bill, written by George Mason, was a model for many others. It said that all government power was ‘derived from the people.’ Elections were to be free and citizens were not to be taxed ‘without their own consent, or that of their representatives.’ Then it guaranteed every free person’s right to a jury trial and to protection against unreasonable arrest.”

Book Three: pp. 136–137
“The States Write Constitutions”

“The Virginia bill added something new. It was religious freedom. George Mason wrote a guarantee of religious tolerance. A young friend of Thomas Jefferson, named James Madison, suggested that the word ‘tolerance’ be changed to ‘the free exercise of religion.’ Do you see why those words made a big difference?”

Book Three: p. 137
“The States Write Constitutions”
H-SS 8.3.2

Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.

The author explains that Congress under the Articles of Confederation was not a total “washout,” however (Book Three, Chapter 33).

“That congress did a few things right, and the Northwest Ordinance was one of them. It provided a fair way for new territories to become states. It was another American ‘first’ in world history.”

Book Three: p. 151
“Looking Northwest”

“A system was devised for dividing the land into areas called townships. Groups of townships could become states. That system worked so well it was used again and again as the nation grew.”

Book Three: p. 152
“Looking Northwest”

“The people who moved into the Northwest Territory were guaranteed freedom of religion, habeas corpus, and trial by jury because the Northwest Ordinance had a bill of rights. That ordinance provided another very important guarantee. Here it is—pay attention to this one—‘there shall be neither slavery nor involuntary servitude in the said territory.’

“The Northwest Ordinance also said, ‘Religion, morality and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.’…”

“The Northwest Ordinance required that each township set aside land for public schools—and that was Thomas Jefferson’s idea. Finally, the ordinance said, ‘The utmost good faith shall always be observed towards the Indians.’ What do you think of that statement? Do you think it was followed?”

Book Three: pp. 152–153
“Looking Northwest”
H-SS 8.3.3
Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce, common coinage, and full-faith and credit.

In Book Four the author explains in detail and with examples America’s financial situation before the Revolution, during the Revolutionary War, and as a new nation. Narrative on Washington, Hamilton, Jefferson, and Madison makes the issues engaging, understandable, and memorable. It wasn’t a pretty picture, and arguments were strong and bitter.

“But when Hamilton left office (when he stopped being treasury secretary), in 1795, the United States had a fine credit rating. Everyone wanted to buy U.S. government bonds, because they knew they could trust the new nation. Our country was standing on sound financial feet.”
Book Four: p. 29
“The Parties Begin”

Students can analyze the Constitution’s commerce clause, section 8, in Book Three, pages 195–196. Since the section is lengthy, students might work in pairs, with each pair taking a “provision” and making a poster of the advantages of each provision, such as those listed in the standard. Then, the pair can look for examples in Books Three and Four that exemplify the advantages in their poster, such as:

“You can’t run a country without money. Since the days of the Revolution, when the states first united, they had had money problems. Washington needed a good man as a financial adviser. He named Alexander Hamilton as secretary of the treasury. Hamilton organized the nation’s monetary system. Some people think that Alexander Hamilton was the best secretary of the treasury ever.”
Book Four: p. 21
“About Being President”
H-SS 8.3.4
Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assuming the revolutionary debt).

In Book Four, Chapter 3, the author tells the stories of emerging political parties through the persons whose opinions differed on how the government should operate: primarily Thomas Jefferson and Alexander Hamilton. Both were brilliant men who wanted America to be strong and its citizens free. Both served our new nation well. They argued greatly, however, about liberty and about power—and who should have it.

“There are differences in ideas, it became clear that political parties were needed. Hamilton’s followers formed the ‘Federalist Party.’ Jefferson’s followers were called ‘Democratic-Republicans,’ or sometimes just Republicans.”

Book Four: p. 25
“The Parties Begin”

Hakim says that on most issues, Hamilton was a “conservative” and Jefferson was a “liberal.” Students will be fascinated as she explains what these terms mean and how the names of the parties that these terms represent have changed over the years. In Book Four, Chapter 8, the reader learns how the “Federalists did something that was bad—dreadfully bad. In 1798, the Federalist Congress passed laws called Alien and Sedition acts, and President Adams signed them.” (Book Four, p. 45) Mean-spirited, the acts allowed the president to throw anyone he wanted out of the United States if he thought them dangerous, and they made it a crime to criticize the government. Fortunately, when the acts expired they were not renewed.

“Hamilton knew the government needed checks and balances so no group could gain control.

“Give all power to the many,” wrote Hamilton, “and they will oppress the few. Give all power to the few, and they will oppress the many. Both therefore ought to have power, that each may defend itself against the other.”

“Thomas Jefferson feared powerful government. It was justice and liberty for the individual that concerned him. He saw a strong, centralized government as an enemy of individual liberty. Jefferson had been in Europe and had seen kings in action: he hated monarchies. He feared a king-like president.

“Jefferson had faith in ordinary people. He thought they could govern themselves—if they were educated. And so he wrote a plan for public schools and colleges.”

Book Four: p. 25
“The Parties Begin”
“Which is better: conservatism or liberalism? I think it is the tension and the compromises between those two ideas that have helped make this country great. We need Hamiltonians, we need Jeffersonians, and we need to have them work together…

“That is not true in many other nations.

Book Four: p. 27
“The Parties Begin”
H-SS 8.3.5
Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays’ Rebellion, the Whiskey Rebellion).

It was domestic resistance movements that often influenced government actions. The author explains events through narrative that is meaningful and understandable. As examples:

“Massachusetts farmer Daniel Shays fought in the Revolution. After the war, bad weather, hard times, and high taxes left farmers broke. In 1786, Shays and 1200 farmers, armed mostly with pitchforks, marched on a Massachusetts court and forced it to adjourn. Then they headed for an armory.

“This ‘rebellion’ convinced George Washington and others that the Articles of Confederation needed changing. Jefferson said Shay’s rebellion was ‘medicine necessary for the sound health of government.’ Others thought it treason.”

Book Three: p. 151
“Looking Northwest”

“How do you get money to run a nation? Taxes. One tax levied by Congress was on whiskey. Frontier farmers grew grain and distilled it to make whiskey. The tax enraged cash-poor small farmers, especially as the big distillers were taxed at a lower rate. In 1794 protests erupted from Georgia to Pennsylvania. President Washington and Secretary of the Treasury Hamilton personally led 13,000 soldiers against a mob gathered near Pittsburgh. That ended the rebellion and made it clear that the new government would use its power to collect taxes. The whiskey tax was repealed in 1802.”

Book Four: p. 23
“About Being President”
Throughout the narrative it is clear that it is the responsibility of citizens to participate in the political process and to monitor and influence government. The author reminds the reader frequently of the principle of popular sovereignty. The writers of the Constitution disagreed on many things but not all. For example,

“They [all] wanted to provide government by consent of the governed. That means they expected the people to govern themselves through their representatives.”

Book Three: p. 177
“Just What Is a Constitution?”

“We, the people’ (the first three words of the Constitution) express the principle of popular sovereignty. This means that the people—those who vote—hold the final government power.”

Book Three: p. 177
“Just What Is a Constitution?”

“In his inaugural address on April 30, 1789, Washington talked of preserving the sacred fire of liberty, and of the ‘republican model of government’ as an ‘experiment entrusted to the hands of the American people.’

“Here are more words, these from a letter written in 1790 to the Jewish congregation of Newport, Rhode Island: ‘Happily the Government of the United States, which gives to bigotry no sanction, to persecution no assistance, requires only that they who live under its protection should demean themselves as good citizens in giving it on all occasions their effectual support.’ Can you put this in your own words?”

Book Four: p. 15
“The Father of Our Country”

“In some countries, people who speak out against the government are put in jail, or even killed. Members of the losing party are thrown out of the country, or even killed. That doesn’t happen in America. Here, since the time of President George Washington, winners and losers have always agreed to work together—as Thomas Jefferson and Alexander Hamilton did. What does that mean for you? Do you have to be afraid of being on the side of the losing party? Can you speak out for an unpopular cause? Of course you can, you’re an American.”

Book Four: p. 27
“The Parties Begin”
In numerous places throughout Books Three and Four, Joy Hakim reminds the reader of the importance of a free press in America—a freedom that did not exist in other places in the world. In Common Sense and in The Rights of Man, Thomas Paine informed those who lived in this country and in Europe of the importance of freedom and individual rights. The Federalist Papers presented opinions on the new constitution's approach to government. Through primary sources and the opinions and contributions of people such as Peter Zenger (in Book Three, Chapter 1, “Freedom of the Press”), the author leads the reader to understand the functions and responsibilities of a free press.

“It was an English poet named John Milton who made many Americans care about freedom of the press. Milton wrote a letter about a free press (back in the time of Oliver Cromwell and the English Civil War), and that letter was so powerful that it made people realize that in order to be free to think for yourself you need information. Information is what a free press gives you.”

Book Three: p. 140
“More About Choices”

“Thomas Adams, the editor of the Boston Independent-Chronicle, attacked the Alien and Sedition acts and was thrown in jail. He continued to publish his newspaper from his jail cell. Across the top of the paper was printed: A free press will maintain the majority of the people. Next to it was the note: This was originally written by John Adams...when the British excises [customs duties], stamp acts, land taxes, and arbitrary power threatened the people with poverty and destruction.”

Book Four: p. 45
“Alien and Sedition: Awful and Sorry”
Joy Hakim’s narrative sizzles in Book Four, The New Nation, 1789–1850. Stories of the people (both extraordinary and ordinary), primary sources, and literature excerpts tell about the aspirations, ideals, and reflections of the people in this new nation. “I hear America singing,” Walt Whitman wrote, and Joy Hakim begins her story of “the new nation” with the words of that poem.

The remarkable political leaders (such as George Washington, John Adams, Thomas Jefferson, James Madison, Alexander Hamilton, James Monroe, John Marshall) had strong ideas and strong differences, and the in-depth stories bring the expectations and accomplishments to life. For example:

“America, where people do not inquire concerning a stranger: What is he? but: What can he do?...The people have a saying that God Almighty is himself a mechanic, the greatest in the universe; and he is respected and admired more for the variety, ingenuity, and utility of his handiwork than for the antiquity of his family.”
—Benjamin Franklin, Information to Those Who Would Remove to America
    Book Four: p. 8
    Front Piece

“John Adams, who appointed Marshall chief justice, said: ‘My gift of John Marshall to the people of the United States was the proudest act of my life.’
    Book Four: p. 48
    “Something Important: Judicial Review”

“As a young congressman, John Marshall voted against the Sedition Act and against his own Federalist Party. That took courage. He was chief justice of the Supreme Court for 34 years. He made the Supreme Court powerful and the judiciary an equal third branch of the government.”
    Book Four: p. 48
    “Something Important: Judicial Review”

“Lewis and Clark
    Said, ‘Come on, let’s embark
    For a boating trip up the Missouri!
    It’s the President’s wish
    And we might catch some fish,”
“Though the river is muddy as fury…”
“And when they returned,
It was glory well-earned
That they gave to the national chorus.
They were ragged and lean
But they’d seen what they’d seen,
And it spread out an Empire before us.”

Book Four: p. 180
“Lewis and Clark: A Poem,”
Rosemary and Stephen Vincent Benét
H-SS 8.4.1
Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.

The landscape and events of the periods of the first four presidents (George Washington, John Adams, Thomas Jefferson, and James Madison) come alive in Book Three, Chapter 33, and throughout Book Four. Ports and spots on large rivers became locations of major cities. Most people in America farmed rural areas. Despite travel challenges, the business of government got done and Washington, D.C., became the nation’s capital.

“[For George Washington to travel to his inauguration] It took eight days to make the 235-mile journey. It would have been faster, but in each town citizens greeted their president-elect with a parade, or a bonfire, or fireworks, or speeches, or a ceremonial dinner, or a chorus, or sometimes all those things. So many people lined the dirt roads, and their horses’ hoofs raised so much dust, that Washington said he could hardly see the countryside through the dust cloud.”

Book Four: pp. 15–16
“The Father of Our Country”

“Woods are all you see, from Baltimore until you reach the city, which is only so in name....The river, which runs up to Alexandria, is in full view of my window, and I see the vessels as they pass and repass.”
—Abigail Adams, in a letter to her daughter
Book Four: p. 37
“The Adams Family Moves to Washington”

Meanwhile, as land on the East Coast became unavailable for new farmers, those from the crowded cities and new immigrants forged mountain passes in Conestoga wagons and moved westward. In chapters such as “Going Places” (Book Four, Chapter 22) and “Teakettle Power” (Book Four, Chapter 23), the author describes the early expansion of the new nation. It was an expansion that came at a steep price for the Native people who “got in the way.”

The new nation’s expansion is shown cartographically in the “Growth of a Nation, 1783–1853” map at the end of Book Four’s atlas. In Chapters 10 and 11, President Jefferson hopes to buy New Orleans from the French for a duty-free port, then is offered the whole Louisiana Purchase. He sends Meriwether Lewis and William Clark to investigate the wilderness and the reader travels the route (through maps, narrative, and illustration) with the expedition and “observes” the landscape and vegetation, and the animal and bird life.

“The object of your mission is to explore the Missouri River...and communicate with the water of the Pacific Ocean. Beginning at the mouth of the Missouri, you will take observations of latitude and longitude at all remarkable points on the river...Your observations are to be taken with great pains and accuracy, to be entered distinctly and intelligibly for others as well as yourself to comprehend....
“Other objects worthy of notice will be: the soil and face of the country, its
growth and vegetable productions...the animals of the country generally,
and especially those not known in the U.S.”
—Instructions from Thomas Jefferson to Meriwether Lewis
Book Four: p. 59
“Meriwether and William—or Lewis and Clark”

By presenting the political divisions that emerged in the early presidencies,
Hakim helps students understand that the story of the past is never a simple
one.

“But people just don’t think alike. That’s what makes politics and life
interesting. James Madison understood that. Madison knew that it was
dictators who usually try to force all people to think alike. Dictatorships are
one-party governments.

“Madison believed that in a democracy factions should be encouraged. He
thought the more the better. He said they would balance each other and then
no one group could become too strong and take control of the government.”
Book Four, p. 23
“About Being President”
H-SS 8.4.2

Explain the policy significance of famous speeches (e.g., Washington’s Farewell Address, Jefferson’s 1801 Inaugural Address, John Q. Adams’s Fourth of July 1821 Address).

Among the strengths of this instructional program is that it uses primary sources—within the narrative, as sidebars, in the appendices of each book, and in Book Eleven, Sourcebook and Index. In that volume, students “learn about the most powerful documents in our history. Those documents guarantee Americans a government ‘of the people, by the people, for the people.’” Each primary source begins with the author’s introductory explanation, which sets the source in historical context and points out significant concepts. Throughout the source, there are numerous sidebar definitions of vocabulary terms to assist the reader.

Early presidents are given in-depth attention in Book Four where excerpts of policy-making speeches and memorable anecdotes are provided, including:

- George Washington in Chapters 1 and 2
- Thomas Jefferson in Chapters 9, 10 and 11
- John Quincy Adams in Chapters 18 and 19

“Ever modest, Washington thanked the crowd [in his inauguration speech] and said, ‘After this is over, I hope you will give yourselves no farther trouble, as the affection of my fellow citizens is all the guard I want.’”

Book Four: p. 17

“The Father of Our Country”

“When he needed help writing a speech, President Washington turned to a congressman who had one of the finest minds in American history: James Madison. (And when Congress wished to address the president, guess who wrote the message? James Madison. So Madison was writing and answering the same messages?)”

Book Four: p. 22

“About Being President”

“In a quiet voice, [Thomas Jefferson] read his inaugural address.

“Most of those listening were surprised by what he said. They expected something strong and startling from the man who had defied England with his great Declaration. Jefferson had spent the past years fighting the Federalists and Federalist ideas. Now he stood before them and said, ‘Let us unite with one heart and one mind. Every difference of opinion is not a difference of principle….We are all Republicans—we are all Federalists.’ It was an appeal for unity and good will. It set the tone for his presidency.”

Book Four: p. 52

“Meet Mr. Jefferson”
“John and Abigail Adams had made sure their brilliant son was well educated and trained to serve his country... John Quincy Adams was a very capable president. It was shyness that kept him from relating well to people. He wasn't pompous or stuck up. He just didn't know how to chat.”

“JQA wrote: ‘My life has been...marked by great and signal successes which I neither aimed at nor anticipated.’”

Book Four: p. 94
“JQA vs. AJ”
H-SS 8.4.3
Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).

The theme of this standard is woven throughout Book Four—from the lengthy two-page feature (“Money, Money, Money, Money” on pages 28–29) on the challenges facing the new government for getting out of debt and developing a money system; to a capitalism that is sometimes called a free enterprise system; to the first American bank; to Supreme Court decisions regarding taxation (Chapter 9); to the Industrial Revolution, with its change from a primarily farm economy to a primarily market economy (Chapter 21).

“In early America, most people were self-sufficient farmers and had little use for money. They bartered—traded—for what they needed. About the time the United States became a nation, we were turning into a capitalistic society.

“Here are some words to help you understand about capitalism: capital is money, or any goods or assets than can be turned into money….

“The grease that lubricates the wheels of a capitalistic economy is credit. Credit is borrowing power….

“Governments need to borrow money too…. [After the Revolutionary War and with government under the Articles of Confederation] the debt was huge and it was not being paid off properly….

“But when [Alexander] Hamilton left office (when he stopped being treasury secretary), in 1795, the United States had a fine credit rating. Everyone wanted to buy U.S. government bonds, because they knew they could trust the new nation. Our country was standing on sound financial feet.”

Book Four: pp. 28–29
“The Parties Begin”

“Some people call capitalism a free enterprise system. That sounds like a place where people can do business without government regulations. But every modern country has rules and regulations for business. You wouldn't want a no-rules-at-all country…. But in a free enterprise system you can choose your own business; you can usually buy and sell where you wish; you have a great deal of freedom.”

Book Four: p. 29
“The Parties Begin”

“Two Supreme Court decisions under Justice Marshall strengthened the power of the federal government. In McCulloch v. Maryland, the court ruled that Maryland had no right to tax the Bank of the United States. States could not interfere with federal institutions within their borders.”

Book Four: p. 49
“Something Important: Judicial Review”
“Those factory workers were taking part in two revolutions. The first was the Industrial Revolution; Slater and Lowell had helped bring it from England to America. The second, which was related, was a market revolution. That means the United States was going from a self-sufficient farm economy (where most families took care of their own needs, and rarely used money), to a capitalist market economy, based on jobs and money (where people earned wages and bought goods in markets and stores). These revolutions were just getting under way when Andrew Jackson became president.”

Book Four: p. 109
“Yankee Ingenuity: Cotton and Muskets”
Art and humanities connections are a particular strength of this program. The author interweaves stories of daily life and the impact or the response to daily life by authors, artists, and musicians throughout all books. The reader is engaged with the people of the time through multiple perspectives.

“And there was Rip van Winkle. Rip fell asleep—for 20 years. Washington Irving wrote about old Rip and about the Hudson River Valley in New York. Can you imagine what it would be like if you fell asleep and woke up 20 years from now? What would happen to your friends in that time? What about the place where you live? King George III was the ruler when Rip fell asleep. Do you know who was in charge when he woke up? (Read The Legend of Sleepy Hollow and you will find out.)”

Book Five: pp. 153–154
“Melville and Company”

“James Fenimore Cooper slammed shut the English novel he was reading (Cooper had a temper). ‘I could write a better book than that!’ he told his wife. ‘Why don’t you?’ Susan Cooper said. And so began the career of the most popular novelist of his day. Cooper, whose father founded the frontier settlement of Cooperstown, New York... was a country gentleman. He soon became a hard-working writer. His tales of frontier heroes and his sea adventures were very successful... You may have seen the movie based on Cooper’s novel Hawkeye, or The Last of the Mohicans.”

Book Five: p. 147
“American Writers”

“I hear America singing, the varied carols I hear,
Those of mechanics, each one singing his as it should be blithe and strong,
The carpenter singing his as he measures his plank or beam,
The mason singing what belongs to him in his boat, the deckhand singing on the steamboat deck,
The shoemaker singing as he sits on his bench, the hatter singing as he stands,
The wood-cutter’s song, the ploughboy’s on his way in the morning, or at noon intermission or at sundown,
The delicious singing of the mother, or of the young wife at work, or of the girl sewing or washing,
Each singing what belongs to him or her and to none else.”
—Walt Whitman, “I Hear America Singing”
From Leaves of Grass, 1855
Book Four, frontpiece
Students have multiple opportunities to analyze U.S. foreign policy in Book Four, *The New Nation, 1789–1850*; in Book Five, *Liberty for All? 1820–1860*; and in the *Sourcebook*. Through engaging stories, Joy Hakim tells of times in our early Republic when America was involved with trade and conflicts with other nations around the Mediterranean, a war with England, deals with Spain that included the purchase of Florida, Monroe’s “Doctrine” (which established America’s position against European interference in the Western Hemisphere), and America’s “Manifest Destiny” and expansion westward—to the Pacific Ocean—and into lands claimed by Mexico and Canada. There were conflicts. Meanwhile, expansion led to further conflicts with American Indian nations over territory. Treaties were made, and treaties were violated. For example:

“After the [Revolutionary] war, the navy was abandoned. When Americans went to sea—and lots did—it was to trade. Our merchant ships were soon plying the Mediterranean. For centuries, the North African states had demanded bribe money from anyone who wanted to sail that sea. (Then called the Barbary States, they are today’s Libya, Algeria, Tunisia, and Morocco.) Barbary pirates—called ‘corsairs’—made things unpleasant for anyone who wouldn’t pay up.”
Book Four: p. 86
“The Other Constitution”

“As the power of the United States grew, the Monroe Doctrine became more and more important. But when Monroe first made his speech, a lot of people in Europe sneered at the idea of this upstart new country telling them what to do in South America. What really kept most European nations away was fear of the mighty British navy.”
Book Four: p. 92
“That Good President Monroe”

“The Texans thought their southern border went down to the Rio Grande river. Mexico said, ‘No, it doesn’t.’ The U.S. said that the Mexicans owed a lot of money to American citizens and it was time to pay up. Things got tense. Both countries sent armies to the Texas border. Both those armies had hotheads. President James K. Polk had already decided to declare war, when a few Mexicans killed a few Americans. It was May of 1846, and the Mexican War had begun.”
Book Five: p. 64
“Fighting Over a Border”
In Book Four, Chapters 15 and 16, the reader learns through narrative, maps, political cartoons, and artwork of the causes of the War of 1812 (it actually lasted from 1812 to 1815) and of those who played a significant role. George Washington had urged Americans to stay out of foreign quarrels, but England and France wouldn't let us do that. In their squabbles James Madison was president and citizens were divided—most New Englanders wanted no war, because their economy was dependent on trade, while most Westerners and Southerners wanted to go to war. The “war hawks” wanted the English out of those forts from the Revolutionary War and also thought they could march to Canada and take all that land from England. There were battles, heroes (such as Andrew Jackson), surprising American defeats in Canada, amazing American naval victories, calamities (the English burned the White House and the Library of Congress), and an anthem. (Francis Scott Key wrote “The Star-Spangled Banner,” which was to become our national anthem (Book Four, page 83), as he watched the battle at Fort McHenry.)

“In 1812, the British royal navy had 1,017 warships. The U.S. Navy had 18.

“[In] that same War of 1812, the Constitution [an American frigate] took on the British frigate H.M.S. Guerrière and, in a famous battle, destroyed her. Cannonballs from the Guerrière kept bouncing off the sides of the Constitution. ‘Huzza! Her sides are made of iron!’ shouted a sailor who was there. And so, after that, she was often called ‘Old Ironsides.’”

Book Four: p. 84
“The Other Constitution”

“When the Madisons returned to the capital, Dolley said, ‘We shall rebuild Washington. The enemy cannot frighten a free people.”

“During the War of 1812, the British burned the Library of Congress and all its books. In order to start a new library, the nation bought 6,487 books from Thomas Jefferson for $23,950 (which was much less than they had cost Jefferson.)”

Book Four: p. 78
“The Revolutionary War Part II, or the War of 1812”

“Was the War of 1812 worth it? Well, it made the British realize they had really lost their colonies. It made them respect the United States. It made us Americans realize we could not have Canada. It made our nation grow up. It made Americans feel proud. After all, we had fought off the most powerful nation in the world—twice.”

Book Four: p. 80
“The Revolutionary War Part II, or the War of 1812”
**H-SS 8.5.2**

Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.

During the Revolutionary War, the Continental Congress was unsuccessful at getting Canada to join them against the British (Book Three). The war hawks thought they could march to Canada and take all that land from England during the War of 1812 but were unsuccessful. We Americans realized that we could not have Canada (Book Four, Chapter 15). Still, there were visions of expansion. And, as early as President Monroe’s term, slaves on southern plantations were willing to risk the dangers of running away—to Canada, or to Florida (Book Four, Chapter 17).

Wars with Mexico seemed inevitable over turf—in California (Book Five, Chapters 9 and 11) and over a border—in Texas (Book Five, Chapters 11 and 12). Through maps, drawings of battle scenes, primary sources, and illustrations, the reader feels a part of the events. Characters such as John Frémont, Jessie Benton Frémont, Stephen Austin, General Antonio López de Santa Anna (the Napoleon of the West), Davy Crockett, Sam Houston, Jim Bowie, and Susanna Dickinson come alive in Hakim’s narrative. Examples of this standard follow:

“The republic didn’t last long. The United States had already declared war on Mexico and claimed California. When Frémont heard the news, he sailed to San Diego, marched to Los Angeles, and was named governor by a naval officer.”

Book Five: p. 56
“A Hero of His Times”

“People in the United States had mixed feelings about the [Mexican-American] war. President Polk was eager to fight. So were many other people. Thousands rushed to volunteer. Some people thought the United States should take all of Mexico. Slave owners saw Mexico as a place to extend slavery. Some, who thought themselves patriots, said they wanted to spread the American way of life. It was that manifest destiny idea.”

Book Five: p. 64
“Fighting Over a Border”

“In the United States, people are eyeing these western regions. President Monroe announces his Monroe Doctrine (in 1823) to warn Spain and Russia to stay away from this continent. Some Americans would like the nation to include Mexico and Canada. Monroe, John Quincy Adams, and others expect someday the United States will stretch from coast to coast.”

Book Four: p. 161
“Frederick Douglass”
“In December 1823 President Monroe gave a speech to Congress.... He told the European countries that they were not welcome to look for colonies in this hemisphere. The United States will not interfere in Europe’s affairs, said Monroe, so Europe should keep its hands off America. That speech is very famous. What he said is called the ‘Monroe Doctrine.’ It has been American policy since the days of James Monroe.”

Book Four: p. 92
“That Good President Monroe”

“Growth of a Nation, 1783–1853,” a comprehensive map in the atlas section of Book Four, describes these changing boundaries cartographically.
Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

Through primary source quotations, such as the speeches of Syagoyewatha/Red Jacket, and Tecumseh, interwoven with informative narrative, illustrations, and maps (Book Four, Chapters 12, 13, 14, 24, 25, and 26), the reader learns of the continuing efforts of white men to get more and more land at the tragic expense of Indians. “We gave them forest-clad mountains, valleys full of game,” said Tecumseh. “In return they gave us…rum and trinkets and a grave” (page 68). The map “Indian Removal, 1825–1850” (Book Four, page 128) poignantly illustrates Tecumseh’s point.

“At the [Revolutionary] war’s end Chief Red Jacket did not flee to Canada, as many Iroquois did. He stayed behind and was made to sign a treaty that gave much Indian land to the new nation…

“Most Americans didn’t care about what happened to Red Jacket and his people. The Iroquois had lost most of their land and power. Things would get worse for them. They were going to be pushed west and then pushed again. There would be promises and treaties and they would all be broken…. Terrible Indian wars lay ahead.”

Book Four: pp. 64, 67
“An Orator in a Red Jacket Speaks”

“Between 1789 and 1825, the Creeks, Cherokees, Choctaws, and Chickasaws made 30 treaties with the United States. With all of these treaties the Indians surrendered lands or agreed to new boundaries.”

Book Four: p. 73
“Osceola”

“Soon after the battle at Horseshoe Bend, the Americans thanked their White Stick allies by forcing them to sign a treaty handing over most of their land. The Red Sticks had worse problems—they now had no land at all. They hid in the woods. The Creek boy [Osceola], his mother, and what was left of the Tallasee tribe headed south. They crossed the border into Spanish Florida.”

Book Four: p. 74
“Osceola”

“The Cherokees didn’t want to move. They loved their land.

“Congress passed an Indian Removal Act (in 1830). That law made it legal for the president to move the tribes west. President Jackson was eager to do so. In his seventh Annual Message to Congress, he said that the Indians would be moved to reserved lands west of the Mississippi River. ‘The pledge of the United States has been given by Congress that the country destined for the residence of this people shall be forever secured and guaranteed to them.’
“Meanwhile, gold was discovered on Cherokee land in Georgia, and gold hunters came by the thousands....

“The Georgia government divided up the Cherokee land.... President Jackson said there was nothing he could do about it. The truth was, he didn’t want to do anything about it.”

Book Four: pp. 127–128
“Making Words”

SOURCEBOOK #30, pp. 104–105:
From Red Jacket (Sagoyewatha),
Address to the Chiefs of the Iroquois Confederacy and Missionary Cram (1805)

SOURCEBOOK #34, pp. 113–114:
From Memorial of the Cherokee Nation (1830)
The Industrial Revolution had a powerful impact on the economy and the ways of living of the people in the Northeast. There were repercussions on the rest of the nation as well. Inventions during this time transformed manufacturing, transportation, mining, communications, and agriculture. Skilled craftpersons were replaced by mechanized production in shops, mills, and factories. Roles for women changed as many left home to work in the mills, and some led the movements for women’s rights and for education. Immigrants flocked to the cities. Periods of boom and bust created both progress and poverty. This was also a time when numerous writers and artists gave notice to social issues and depicted American life. Joy Hakim tells these stories with vivid narrative, primary sources, literature excerpts, and illustrations, primarily in Books Four and Five. As examples:

“When I hear the iron horse make the hills echo with his snort like thunder, shaking the earth with his feet, and breathing fire and smoke from his nostrils (what kind of winged horse or fiery dragon they will put into the new Mythology I don’t know), it seems as if the earth had got a race now worthy to inhabit it.”
—Henry David Thoreau, Walden
Book Four: p. 8
Front Piece

“Nor could anything stop people from getting angry about it [the drive for wealth and achievement by the few at the expense of the many]. When the writer James Fenimore Cooper came home in 1833, after a long stay in Europe, he was horrified by an attitude that seemed to have taken hold of his country. ‘The desire to grow suddenly rich has seized on all classes,’ one character complained in Cooper’s novel Homeward Bound. Were Americans losing their souls in a search for riches? Some thought so.”
Book Five: pp. 11–12
Preface, “Antebellum—Say Aunty Belle and Add um’
H-SS 8.6.1
Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).

The author tells the story of America’s change from running self-sufficient farms and purchasing imports (prior to the Revolution), to trading with new markets (beyond England) after the war, to experiencing the Industrial Revolution and its impact on society, the economy, and the land in Book Four, Chapter 21. The reader comes to understand the big political and economic issues and sees factories run on water power, changed river courses, city growth, and life as a textile mill worker (as experienced by women and children). Hakim’s biographical sketches of those who made all this happen, as well as the excellent drawings and artwork, explanatory sidebars, quotations from famous writers, diary excerpts, and interesting narrative develop this standard.

“[The cotton gin] made the South into a land of cotton. It kept it rural. At the same time, the North was becoming urban and industrial…”
Book Four: p. 107
“Yankee Ingenuity: Cotton and Muskets”

“There were taking part in two revolutions. The first was the Industrial Revolution; Slater and Lowell had helped bring it from England to America. The second, which was related, was a market revolution. That means the United States was going from a self-sufficient farm economy (where most families took care of their own needs, and rarely used money), to a capitalist market economy, based on jobs and money (where people earned wages and bought goods in markets and stores).”
Book Four: p. 109
“Yankee Ingenuity: Cotton and Muskets”

“Some Americans offered a big reward to anyone who could build a cotton-spinning machine in the United States. Samuel Slater, a young apprentice in a cotton factory in England, had a remarkable memory. He memorized the way the machines were built. Then he ran off to London. In London he pretended to be a farm worker. He didn’t tell anyone he had worked in a cotton mill. It was 1790 when he sailed for America; he brought the key to the Industrial Revolution with him.”
Book Four: p. 106
“Yankee Ingenuity: Cotton and Muskets”

As work patterns changed, so did demographics. In “Cities and Progress,” (Book Five, Chapter 18) Hakim describes how Americans—mainly in the Northeast—“fell in love with city life.”

“It was a head-over-heels affair. The whole country was caught in its web. It was technology that had captured us. We Americans, in the 19th century, became fascinated with machines and scientific advances. We watched as they changed our old ways, and, mostly, we liked what was happening.
“We fell in love with speed….

“We fell in love with American inventions….

“We fell in love with indoor plumbing. And many of us fell in love with city life.”

Book Five: p. 107
“Cities and Progress”

Hakim goes on to describe the exciting cities of the Northeast and the transformations of American life as “the United States was becoming an industrial nation. Industry was helping cities grow” (Book Five: page 108).

In Book Five, Chapters 25 and 26, the reader learns more about life in the mills.

“When factories began to open in America, women filled the factories. There was an unfortunate reason for that. Women were willing to work for lower wages than men. There was another group that worked for still lower wages: children. Nineteenth-century factories were filled with children—boys and girls who almost never got a chance to play.”

Book Five: p. 143
“Working Women and Children”

“The noise and commotion of the New England looms were hard to get used to—the buzzing and hissing and whizzing of pulleys and rollers and spindles and flyers.”

Book Five: p. 143
“Working Women and Children”

The intense development of industry in the Northeast is emphasized visually on the map “U.S. Industry from Steamboats to Airplanes, 1806–1903” at the end of Book Seven.
H-SS 8.6.2
Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).

Americans wanted better and faster ways to travel—east to west, and north to south. The author tells the stories that gave us a network of roads and trails, canals, and railroads in Book Four, Chapters 22–23; and Book Five, Chapters 5, 13, 14, and 20. It all started about 1806 when some people with big ideas decided that we needed a road that would go across the country; at least from the Atlantic to the Mississippi River. Who would pay for it? The National Road caused a lot of political controversy. “Why should our tax money go for a road out to that wilderness?” Roads were expensive to build and maintain and people thought there must be a cheaper way to move goods and people—canals were an answer. When steam power was invented, some people with imagination thought of ways to put that to work—steamboats and locomotives replaced horsepower. The reader is engaged with stories of the inventors and the inventions, and takes a ride on a “fire-eating monster.” Railroad lines stretched to the Mississippi and steamboats transferred goods down the Mississippi and to East Coast towns—there was progress and controversy (Book Five, Chapter 20).

“But finally the National Road was begun. By 1818 it stretched from Cumberland, Maryland, to Wheeling in western Virginia. Then powerful Senator Henry Clay got involved. He wanted to see the road extended, and it was. By 1833 it went to Columbus, Ohio; by 1850 it was at Vandalia in central Illinois.

“Over its wilderness route passengers squeezed shoulder to shoulder in hard-backed, leather-seated stagecoaches [for four days]. That was a lot better than walking...four weeks to travel from Baltimore to St. Louis.”

Book Four: p. 112
“Going Places”

“Ben Franklin, back in 1772, wrote, ‘canals are quiet and very manageable’. George Washington believed that canals were the wave of the future....

“In New York, DeWitt Clinton decided a canal could be built from Albany to Buffalo, which meant from the Hudson River to Lake Erie. It would be named the Erie Canal....

“It was 1817 when they set to work [on the Big/Clinton's Ditch, 350 miles through the wilderness]....

“It [took] eight years to dig the Erie Canal [now called ‘Grand Canal’ and sometimes ‘Clinton’s Wonder’]. Clinton’s trip took nine days....

“Everyone could ride the canal [in fancy boats, flatboats, rafts]....Towns grew up around the canal; it made life better for people.

Book Four: pp. 113–115
“Going Places”
“Not everyone was thrilled about the coming of the railroad. Rock Island was a steamboat town. So was Davenport, across the big river in Iowa. What would railroads do to steamboats?”

Book Five: p. 117

“Workin’ on the Railroad”
The colonies reflected immigrants from England, Holland, Germany, and France. And when it came time to build a capital:

“From its beginnings, the U.S. government looked for people with good ideas and didn't worry about their differences. It was appropriate that a Frenchman, an African-American, a Scotsman, an Englishman, and an Irishman all helped to make our nation's capital beautiful.”

Book Four: p. 32
“A Capital City”

In Book Four, on page 34, the map of “The United States Census of 1790” showed huge population gains, and for almost a century the United States doubled its population about every 24 years. “The census of 1800 counted 5.3 million Americans. One million of us were black, and 9 of every 10 blacks were slaves” (Book Four, page 35).

“Look at the map, and you will notice that all the big cities in early America were ports. Shiploads of new people—immigrants—were sailing into those ports almost every day. They cleared farmland or helped build more new cities [far beyond the original 13 states].

Book Four: p. 35
“Counting Noses”

“City life brought Americans into contact with people different from themselves, as this Philadelphia street scene of an oyster vendor shows.”

Book Four: p. 36
“Counting Noses”

These immigrants came from Ireland (where people were starving to death when a disease called “blight” destroyed Ireland’s potato crop in the Great Potato Famine), Germany (where new factories were putting people out of work), China (where there were few jobs, whereas there were railroads to build in America). Most immigrants during this time were from Northern Europe, but some also came from India, Norway, Sweden, Finland, Poland, Russia, Italy, Greece, Ethiopia, Morocco, Japan, and Turkey (Book Five).

“Rich, successful people don't leave their homelands. Why should they? The people who come to America are mostly poor, or troubled, or persecuted, or kidnapped, or adventuresome. Some of them stay in the East, where the ships leave them, but many travel on—to the West. In America, those rag-tag, adventuresome people will show the world the power of opportunity.”

Book Five: p. 29
“Susan Magoffin's Diary”
H-SS 8.6.4
Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.

The author tells fascinating stories of black Americans who gained freedom and advanced their rights and communities; for example, Benjamin Banneker, Elizabeth Freeman, Quock Walker, Paul Cuffe, James Forten, Josiah Henson, Lemuel Haynes, Bishop Richard Allen, Absalom Jones, and George R. Allen. As examples:

“Benjamin Banneker was the first black man to receive a presidential appointment—but he still could not vote.”
Book Four: p. 30
“A Capital City”

“A Quaker abolitionist wrote that Banneker’s achievements showed that ‘the powers of the mind are disconnected with the colour of the skin.’

“Banneker, the son of a freed slave, had wide-ranging interests. When he was a boy he went to a Quaker school in Maryland, but after he left school he kept studying on his own. He studied mathematics and astronomy…[and] published a popular almanac….A public-spirited citizen, he suggested that the new cabinet have a minister of peace as well as a minister of war. He worked for free public education and an end to capital punishment. He was a vigorous opponent of slavery.”
Book Four: p. 31
“A Capital City”

“A few [African-Americans] were free, but most were slaves. Like all Americans, they longed for liberty: for their country and for themselves.

“Those who could, spoke out. Elizabeth Freeman was a slave in Massachusetts when the Revolutionary War ended. Everywhere she heard people talking about freedom and equality. She heard of the Declaration of Independence. Why shouldn’t she be free, she wondered?

“Elizabeth Freeman went to a lawyer and asked him to help her. In 1781 her case was heard in a court in Great Barrington, Massachusetts. The jury agreed with Elizabeth Freeman, and she was freed.”
Book Four: pp. 146–147
“African-Americans”

“James Forten served as a powder boy on a ship during the Revolutionary War. After the war, he invented a sail-making device and made a fortune. Forten gave much of his money to help the cause of black freedom. ‘The spirit of freedom is marching with rapid strides and causing tyrants to tremble,’ wrote Forten. ‘May America awake…’”
Book Four: p. 147
“African-Americans”
“Lemuel Haynes was a soldier in the Continental army.... After the war, in 1785, he became a minister in the Congregational Church.... When he became pastor of a church in West Rutland, Vermont, the church had 42 members; when he left, 30 years later, there were more than 300.

“Maybe he attracted people because he had something to say. Some of his sermons were printed, and even read in England....


Book Four: pp. 147–148
“African-Americans”
H-SS 8.6.5
Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann’s campaign for free public education and its assimilating role in American culture.

From the early days of settlement, Americans attached special importance to education. At first, families were responsible for teaching the Bible and the colony’s laws (1642), but five years later Massachusetts required every town with 50 or more families to appoint a schoolmaster (Sourcebook, pages 17–19). Then the author takes the reader through the progress of education in America (in parts of Books Three, Four, Five, Six, and Eight) through first-hand accounts and opinions of committed and influential people, such as Thomas Jefferson, Frederick Douglass, Noah Webster, Horace Mann, and William McGuffey. In Book Five, Chapter 21, the stories of public schools, private tutors or private academies, and education for women come to life. “[Horace Mann] has been called the ‘Father of American Education.’ Some people say that that free, compulsory public education is the greatest of all American inventions. Do you agree?” (Book Five, Chapter 21)

“Jefferson had faith in ordinary people. He thought they could govern themselves—if they were educated. And so he wrote a plan for public schools and colleges. He wanted an amendment to the Constitution that would provide for free education.”

Book Four: p. 25
“The Parties Begin”

“This was the Northwest Territory. According to the law there are supposed to be free schools and no slavery…. There are public schools, but not enough of them. Your parents pay a schoolmaster and you go to his school. All the students sit together in one room. The older boys and girls help teach the younger ones. You are one of the teacher’s aides. You have become a good reader and a fine penman.”

Book Five: pp. 112–113
“A Land of Movers”

“The public school idea began to catch on in the 1840s and 1850s. America was becoming more democratic—more men could vote—and the new voters began demanding schools for their children. The states started establishing school systems….

“Noah Webster, who was also born in Connecticut, believed that American children should read American schoolbooks, not the English books they were reading. So he wrote American schoolbooks and an American spelling book. Then he began writing an American dictionary.”

Book Five: p. 121
“She Wishes to Ornament Their Minds”
“This North Carolina law of 1831 made it a crime to teach slaves to read and write. Most other states in the pre–Civil War South had similar laws. The law was designed to keep blacks ignorant and unable to live outside of slavery. The fugitive slave and abolitionist Frederick Douglass believed that these laws were the greatest evil of slavery. At an early age, he managed to teach himself to read. After the Civil War, many former slaves were convinced that true liberation depended on learning how to read and write. Tens of thousands of freed men and women and their children flocked to Freedmen’s Schools across the South.”
—From A North Carolina Law Forbidding the Teaching of Slaves to Read and Write (1831)

Sourcebook, pp. 116–117

“But if a girl won the spelling bee or was the best student in her class, it didn’t matter. She still couldn’t go to college. That bothered a girl named Mary Lyon. She wanted to go to college….

“So Mary Lyon founded one. It was Mount Holyoke College, and it opened in Massachusetts in 1837 with four teachers and 116 students. Lyon insisted that it be a democratic school and that the women do their own cooking and cleaning to keep the tuition price low. Because of that, almost anyone who wanted to attend could afford to do so. Most went on to be teachers.”

Book Five: pp. 122–123
“She Wishes to Ornament Their Minds”
Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).

In Books Five (Chapters 22–24) and Seven (Chapters 26, 27, and 30), the author portrays leaders in the women's suffrage movement—providing biographical sketches, speeches, primary sources, political cartoons, and drawings. These and other remarkable women opened the door to schooling for all women; worked hard for a college education; spoke and wrote for the rights of blacks, the mentally ill, the oppressed, and children; marched for temperance; organized the women's rights conventions; and crusaded for women's voting rights. “Cautious, careful people, always casting about to preserve their reputation and social standing, never can bring about reform,” Susan Brownell Anthony, 1860 (Book Five, page 131). It was Susan B. Anthony who went to trial over “God-given rights,” and author Joy Hakim provides a vivid portrayal of the event through quotations from Anthony's and the opinions of Judge Ward Hunt (Book Seven, Chapter 27). This standard is a story of justice and fairness, courage, and persistence.

“But even at Oberlin College, where they were daring enough to educate men and women together, they didn't let women speak out....Lucy Stone was not allowed to read her own [graduation] essay. Some women believed that they needed to change those words. All men are created equal to All men and women are created equal.”

Book Five: p. 129
“Do Girls Have Brains?”

“Elizabeth [Cady Stanton] was determined to do something with her life...[and] was soon using her intelligence to help women. She and Lucretia Mott and other friends decided to organize a women’s rights convention....It took eight years of planning, but, finally, in July 1848, some 300 people—men and women...wrote a declaration; it is known as the Seneca Falls Declaration, and it says [using Jefferson's Declaration of Independence as a guide], We hold these truths to be self-evident: that all men and women are created equal....

“Did anyone pay attention to that Declaration? Yes, indeed. This is what Elizabeth Cady Stanton wrote in her autobiography:

‘No words could express our astonishment on finding, a few days afterward, that what seemed to us so timely, so rational, and so sacred, should be a subject for sarcasm and ridicule to the entire press of the nation.’...

“Elizabeth Cady Stanton may have been discouraged, but that didn't stop her. She had started something that would grow and grow.”

Book Five: pp. 130–132
“Seneca Falls and the Rights of Women”
“Lucretia Mott said, ‘Let woman... receive encouragement for the proper cultivation of all her powers.’ What did she mean by that?...
Book Five: p. 130
“Seneca Falls and the Rights of Women”

“Lucretia Mott wasn’t sure that women should vote. She just wanted them to have equal rights. But could they have equal rights if they couldn’t vote?

“What about women who weren’t married?... How could they take part in a democracy? And what about women who did disagree with their husbands? Anthony and Stanton knew that without a vote women were like helpless vines clinging to men.”
Book Five: pp. 134–135
“Seneca Falls and the Rights of Women”

“[Susan B. Anthony] also talked about the ‘hateful oligarchy of sex.’ By which she meant the rule of men over women. Half the people were ruled by the other half, she said.

“We, the people does not mean We, the male citizens,’ she said. And, she added, it was ‘downright mockery to talk to women of their enjoyment of the blessings of liberty’....

“But Susan Anthony, and America’s women, lost out. If she had won that court case, in 1873, women all over the nation would have been able to vote. The word citizen in the 15th Amendment could have been interpreted to mean ‘men and women citizens.’

“Judge Hunt decided things otherwise.... It would take another amendment (the 19th) before women had the rights of full citizens.”
Book Seven: pp. 138–139
“Are You a Citizen If You Can’t Vote?”

“The motto of Susan B. Anthony’s newspaper The Revolution: ‘Men their rights and nothing more; women their rights and nothing less.’”
Book Seven: p. 133
“Are You a Citizen If You Can’t Vote?”
H-SS 8.6.7
Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

Literature (poems, poetry excerpts, and narrative excerpts) and images of works by American artists permeate the books in this program and engage the student in the life and times of Americans. Readers “see” and “hear” examples of the work of those mentioned in this standard (and many more American writers and artists) as they also learn about them—their lives, motivations, inspirations, and impact on others. Students are encouraged to read poems aloud and will want to read more and try their own “creations” as a result of Joy Hakim’s descriptions. This program demonstrates at its best the integration of history with literature and art, of and about the time.

Further, Chapters 27–31 in Book Five are devoted to the emergence of the American writer and artist—those who felt a need to inspired others to create; and the writer or artist, who thought, reflected, created, influenced, and inspired others. Common themes, such as the importance of nature, preservation of the environment, the importance of individualism, and tolerance and human rights are explained and can be further explored. As examples:

“Emerson loved nature; he thought if people learned to understand nature they would understand themselves and many of the secrets of the world. He believed everything has its own place in nature. A fox doesn’t try to be a rabbit. The same should be true of people. Find yourself, said Emerson. Do what you can do best. He wrote about his ideas in essays and poems. Here is one of his poems, called ‘Fable’.”

Book Five: p. 149
“American Writers”

“It is never too late to give up our prejudices. No way of thinking or doing, however ancient, can be trusted without proof. What everybody echoes or in silence passes by as true today may turn out to be falsehood tomorrow.”
—Henry David Thoreau, Walden
Book Five: p. 150
“Mr. Thoreau—at Home with the World”

“We are the pioneers of the world,” said Herman Melville of Americans.
Book Five: p. 152
“Melville and Company”

“Oh, give me again the rover’s life—the joy, the thrill, the whirl! Let me feel thee again, old sea! Let me leap into thy saddle once more. I am sick of these terra-firma toils and cares; sick of the dust and rick of towns. Let me hear the clatter of hailstones on icebergs, and not the dull tramp of these
plodders, plodding their dull way from their cradles to their graves. Let me
snuff thee up, sea breeze! And whinny in thy spray."
—Herman Melville, White Jacket, 1850

Book Five: p. 152
“Melville and Company”

“In a lifetime of spanning the years from 1785 to 1851, John Audubon filled
endless sheets of paper with his fine, flowing script. He seemed to write
continuously, pouring out letters, journals, stories of the American frontier,
notes on the scientific details of the birds and animals he studied.”

Book Five: p. 162
“Painter of Birds and Painter of Indians”

“In Liverpool and London he was a great sensation….He wore a fur cap and
a wolfskin coat and he shined his shoulder-length hair with bear grease (as
Daniel Boone did). In England people paid to see his drawings [of birds and
animals of North America]. An English engraver was amazed. ‘I never saw
anything like this before,’ he said. ‘Who would have expected such things
from the wilds of America?'”

Book Five: p. 165
“Painter of Birds and Painter of Indians”

“Long before almost anyone else, George Catlin understood that both Indians
and buffalo were in danger of extinction….When he painted this Sioux
Buffalo Chase, he called on the government to save the Great Plains as a
national park and Indian reserve.”

Book Five: p. 165
“Painter of Birds and Painter of Indians”

Readers will find many of these artists on the timeline “American Originals,”
which follows the title page of Book Five.
Joy Hakim leads the reader along the divergent paths of the American people in the South as part of the story in Book Four, *The New Nation, 1789–1850*. She asks questions and presents situations to analyze and research on American slavery in the Preface to the book.

“Optimistic and productive years are ahead of us; things will go well for us Americans—except for something that is already giving our new nation a terrible, throbbing headache. This headache is caused by greed and heartlessness. Some Americans are taking advantage of other Americans. Some Americans are enslaving other Americans. Some Americans are upset about it; others don’t seem to care....

“They are wrong not to ask questions. Slavery is terrible. American slavery is racial. The slaves are people of color—African or Native American. Slavery is economic—slaves represent money to their owners. It is very, very difficult for slaves to win their freedom.

“Nevertheless, some do become free. There is a growing population of free blacks. They have jobs as carpenters, blacksmiths, farmers, cooks, and stable workers. Some are prosperous; most are not.”

Book Four: p. 11
Preface, “Getting a Nation Started”
Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.

Something was happening in England that made a big difference in the ways that people produced goods. Things were made faster in factories and tasks were divided in many ways. Factories were turning cotton into yarn—quickly and easily—and so fast that there would be a great demand for raw cotton. In Book Four, Chapter 21, the author tells the important story of Eli Whitney's invention of the cotton engine (shortened to cotton gin), how it changed lives for plantation owners and for slaves, and the impact on the South's economy. For example:

“The South had been having economic problems. Slavery wasn't as useful as it had been in the early colonial days. Tobacco had used up the soil. There wasn't enough work for the slaves. Many were set free because owners no longer wanted to feed and house them. . . .

“Eli Whitney's cotton gin changed things—really changed things. If you could grow a lot of cotton you could get rich. So Southerners looked for land to grow cotton and workers to plant and harvest it. Slaves became very valuable again. Whitney didn't mean it, but his invention helped turn the American South into a slave empire. It made the South into a land of cotton. It kept it rural.”

Book Four: p. 107
“Yankee Ingenuity: Cotton and Muskets”
Joy Hakim weaves the origins and development of American slavery throughout each book in the program and challenges students to ponder questions such as why? why here? how? when? where? Further, what was the impact on slave life, the lives of others, politics, religion, and the economy? Several chapters in Book Four are focused on events, debates, and the people who tried to preserve slavery and those who tried to abolish slavery. The stories have readers sitting on the edge of their seats, analyzing the morality or immorality of the events and debates, and pondering the meaning of the statement in the Declaration of Independence that “all men are created equal.” As examples:

“With all those brilliant people [James Madison, Thomas Jefferson, John Quincy Adams] speaking out against slavery, you would think it would be easy to end it. It wasn't. Slaves represented money, and most people don’t like to part with their money. Still, a few blacks were becoming free: some were running away, some were earning their freedom, some were freed by their owners.”

Book Four: p. 149
“African-Americans”

“Whereas I Robert Carter of Nomini Hall in the County of Westmoreland & Commonwealth of Virginia [own]…many negroes & mulatto slaves…and Whereas I have for some time past been convinced that to retain them in Slavery is contrary to the true principles of Religion and justice….I do hereby declare that such…shall be emancipated.”

“Emancipated! That mean free! Robert Carter freed all his slaves! He did what his religious beliefs told him was right to do. What do you think his friends said about it?”

Book Four: p. 144
“A Man Who Didn’t Do As His Neighbors Did”

“Nat Turner, Denmark Vesey, and Gabriel Prosser were slaves who led freedom rebellions. None was successful.”

Book Four: p. 153
“Abolitionists Want to End Slavery”

“If you want to understand about slavery and the conflict between blacks and whites, you will need to do a lot of reading and thinking. Especially if you want to be fair.”

Book Four: p. 151
“The King and His People”
H-SS 8.7.3
Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.

In Book Four, Chapter 30, the author tells of life in the South after “King Cotton” had sat on his throne for about 60 years—from the time Eli Whitney invented the cotton gin until the terrible war between the states. There were times of storytelling and a leisurely life, of violent duels, of lynchings, of occasionally kind masters and happy slaves, but mostly of viciousness, cruelty, and abuse to those who were enslaved.

“Cotton’s throne was built of the arms, legs, backs, and hearts of Americans—black Americans—who did all the hard work in the king’s empire…

“King Cotton’s South was a new South, with new lands and new names. It grew fast, very fast, from the frontier lands of the former colonies, to the new states of Mississippi and Louisiana, and on to Texas. Wherever land was cheap and cotton would grow there were men eager to make their fortunes.”

Book Four: p. 150
“The King and His People”

“There weren’t many big plantation owners, but they set the tone for the South. Most of the population was made up of yeoman farmers: people who owned small farms, as Northern farmers did. Most yeomen didn’t have slaves, though a few owned a slave or two. In addition, there were poor whites, who had enough to eat and not much more. At the bottom of the ladder were the slaves, who were owned by people who talked of liberty.”

Book Four: pp. 150–151
“The King and His People”

“As time went on, Southerners tried to tell each other that slavery was all right. They said that God had created some people to be slaves. They said black people weren’t as smart as white people. Then, to make that true, they passed laws that said it was a crime to teach any black person to read and write. One white woman in Norfolk, Virginia, who taught some free blacks in her home, was arrested and spent a month in jail. Can you see what was happening? Whites were losing their freedom, too.”

Book Four: p. 152
“The King and His People”
H-SS 8.7.4
Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

In Book Four, Chapter 28, students learn that new laws made it difficult to free slaves after 1806, but some people did it anyway. “In 1833, Virginia’s John Randolph freed 383 slaves and bought farm equipment and land in a free state for them” (Book Four, page 144). However, this was an exception and whether free in the North or in the South, life for most free blacks was very challenging. It was about education, and it was about opportunity. The reader will conclude that there were more opportunities in the North, where slavery was opposed. In Chapter 29, students learn about some who overcame the challenges in search of freedom and equality—through the court system (Elizabeth Freeman and Quock Walker); enterprise (Paul Cuffe, James Forten, Lemuel Haynes), or philanthropy or religion (Absalom Jones, Richard Allen, Lemuel Haynes). For example:

“James Forten served as a powder boy on a ship during the Revolutionary War. After the war, he invented a sail-making device and made a fortune. Forten gave much of his money to help the cause of black freedom. ‘The spirit of freedom is marching with rapid strides and causing tyrants to tremble,’ wrote Forten. ‘May America awake.’”

Book Four: p. 147
“African-Americans”

“Richard Allen founded the African Methodist Episcopal Church and became its first bishop. Then he opened a school for black children in Philadelphia. Allen and Jones founded the Free African Society to fight against slavery.”

Book Four: p. 148
“African-Americans”

“Hannah Harris was one of Robert Carter’s slaves. In 1792, knowing she would be freed the next year, she wrote this note to her owner. She asked to be allowed to buy the loom she wove on so she would have the means to support herself as a free woman.”

Book Four: p. 143
“A Man Who Didn’t Do As His Neighbors Did”
Joy Hakim takes the reader westward in Book Four, *The New Nation, 1789–1850*, and Book Five, *Liberty For All? 1820–1860*. Through maps, primary source quotes, journal and diary excerpts, paintings and drawings, and engaging narrative the reader travels the trails, experiences the challenges, meets men and women who made a difference, and is confronted with the issues faced by the people in this young and growing country. As immigrants and discontented Easterners challenged new frontiers, a folklore of individualism and rugged frontier life became a significant aspect of our national self-image. The movement of people to the West had a deep influence on the politics, economy, mores, and culture of the nation.

“You see, this new nation had an unusual goal: it had been directed by its founders to pursue happiness. That was such a simple, logical goal—but no nation seems to have thought of it before. Besides, what is happiness, and how do you pursue it?..."

“This was a nation trying to find ways to let each citizen pursue his own goals—without hurting anyone else—which was a new thing for a nation to do, and not easy at all. Some people were clearly off the track. How can anyone pursue happiness if he or she is a slave, or is keeping others enslaved? How can anyone be happy if he is being lied to, or is thrown off his land?”

*Book Five: p. 12*
*Preface, “Antebellum—Say Aunty Belle and Add um”*
H-SS 8.8.1
Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).

The author tells the fascinating story of Old Hickory, the seventh president, who symbolized the shift of political power to the West and opened a new era of political democracy in the United States (Book Four, Chapters 20, 24, and 25, and the early parts of Book Five). Born to a poor family in the South, Andrew Jackson’s election confirmed that in a democracy anybody could be president. Students learn about his childhood and his experiences as a young man and as a general, and discover the decisions he made as president—decisions that were sometimes popular and frequently controversial (e.g., he didn’t seem to think that Native Americans or slaves were Americans). As examples:

“What an inauguration it was! The people—ordinary people—had elected one of their own to be president. They wanted to be there to see him take office. They wanted to celebrate with him…

“Some came from 500 miles away….And they all wanted to get into the White House—at the same time. They poured in through the doors in their buckskin clothes and muddy boots, and they climbed on the satin chairs and broke glasses….

“It helped that [Jackson] had good manners, natural manners. People who thought they would be angry at him ended up being charmed.

“For many of the earlier presidents, democracy had meant government for the people. During the Jacksonian Era, democracy meant government by the people. ‘Let the people rule,’ was his motto. And, ever since Andrew Jackson’s time, we have.”

Book Four: pp. 101–102
“Old Hickory”

“When Jefferson became president he replaced a lot of government employees (who were Federalists) with people from his own party (Democratic Republican). He started something. Andrew Jackson went farther than anyone before. ‘To the victor belongs the spoils,’ said a senator. And so it was called the spoils system…”

Book Four: p. 101
“Old Hickory”

“The Bank of the United States was chartered by Congress…. The bank’s charter had to be renewed regularly. Jackson picked on the Bank…as a symbol of aristocratic privilege and influence; he was convinced that its directors stood against the idea of democratic self-government…. Jackson called the bank a ‘monster’ and a ‘hydra of corruption;’ he made the bank the big issue when he ran for reelection. Then he set out to destroy the bank, and
did. But he didn’t replace it with anything, so small banks were free to do what they wished—and that led to monetary confusion and disorder. It was a mixed victory. The common people gained power, but America’s money system was never again as sound as when the bank was in control.

“Politically, it was a hot and angry time.”

Book Five: p. 11
Prelude, “Antebellum—Say Aunty Belle and Add um”

“When the Supreme Court ruled that the Cherokees had the right to live in their own nation, President Andrew Jackson—shown here as a ‘Great White Father,’ with Indians reduced to the status of dolls or puppets—said, ‘John Marshall has made his decision; now let him enforce it.’”

Book Four: p. 130
“A Time to Weep”

“The president—Andrew Jackson—refused to enforce the law. Our American system of checks and balances failed. I’m sorry to have to write this. It was a terrible moment in U.S. history. But the truth needs to be told.”

Book Four: p. 131
“A Time to Weep”
H-SS 8.8.2
Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees’ “Trail of Tears,” settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

Atlas maps in Books Four and Five illustrate the vivid coverage of westward expansion in this program: Maps in the atlas section and at the end of Book Four show the “Growth of a Nation, 1783–1853” and “The Expanding Frontier, 1789–1840,” providing the reader with visuals of the expanding frontier—the Louisiana Purchase, lands gained from Spain by 1819, the Texas Annexation of 1845, the Treaty of 1846 for the Oregon Country, California territory ceded by Mexico in 1848, and the Gadsden Purchase of 1853. Maps of “Exploring the West 1800–1850” (Book Four atlas section) and “Westward Expansion, 1845–1860” (at the end of Book Five) present detailed routes of exploration and trails; illustrations of those who changed the West; and human geography from the establishment of missions to the building of forts.

The reader learns about the Lewis and Clark Expedition in Book Four, Chapter 11. In Book Five, the author tells the stories of U.S. expansion, the exploration of newly acquired territories, and the economic incentives (land for farming, furs for trading, riches like gold and silver, and the need for a better life after a depression). It was the Native Americans whose rights were disregarded and whose lives were ruined in this process.

“Nothing less than a continent can suffice as the basis and foundation for that nation in whose destiny is involved the destiny of mankind. Let us build broad and wide those foundations: let them abut only on the everlasting seas.”
—Ignatius Donnelly, 19th-century politician and reformer

Book Five: p. 48
“Coast-to-Coast Destiny”

“[President Polk] said it was the manifest destiny of the United States to fill the land from coast to coast. Polk believed that America had the right and duty to spread democracy across the continent. Most Americans agreed with him. That phrase manifest destiny was soon on most people’s tongues.”

Book Five: p. 48
“Coast-to-Coast Destiny”

“Here is part of the instructions Jefferson sent to Meriwether Lewis:

“The object of your mission is to explore the Missouri River...and communicate with the water of the Pacific Ocean. Beginning at the mouth of the Missouri, you will take observations of latitude and longitude at all remarkable points on the river...Your observations are to be taken with great pains and accuracy....
“Other objects worthy of notice will be: the soil and face of the country, its growth and vegetable productions...the animals of the country generally, and especially those not known in the U.S....the mineral productions of every kind...volcanic appearances; climate as characterized by the thermometer...the dates at which particular plants put forth or lose their flowers, or leaf, times of appearance of particular birds, reptiles, or insects.”

Book Four: p. 59
“Meriwether and William—or Lewis and Clark”

“The Choctaws [then the Chickasaws, then the Cherokees]...left their homes and walked west, against their wishes. They went from their lush, fertile mountain lands to a region beyond the Mississippi that few people wanted (at the time). They walked—the children, their parents, and the old people—on hot days and cold. They walked in rain and windstorm. Often there was not enough food; often there was no shelter. Always there was sadness, for one of every four of them died during the cruel march.

“The government said the new land would be theirs forever. But when the white people moved west they forgot their promises to the Indians. They took their land again, and again, and again.”

Book Four: pp. 132–133
“A Time to Weep”
Wagons west and life on the frontier had a democratizing effect on the roles and responsibilities of men and women. Through vivid narrative and diary excerpts, students learn about the life, the challenges, the status, and the respect for women who went west with their husbands and families.

“Only a few American women had traveled the Santa Fe Trail in 1846 when Susan Magoffin headed west from Missouri. She was 18, newly married, pregnant, and very much in love. She was excited by the adventure. ‘Oh this is a life I would not exchange for a good deal!’ she wrote from her tent on the trail.

“There is such independence, so much free uncontaminated air; which impregnates the mind, the feeling, nay every thought, with purity. I breathe free without that oppression and uneasiness felt in the gossiping circles of a settled home.’”

Book Five: p. 26
“Susan Magoffin’s Diary”

“The last entry in Amelia’s diary came on Saturday, September 17; they were in Oregon. (Amelia Stewart was born in Boston, married and headed west with her husband to Iowa, then 16 years later they to Oregon.)

“A few days later, my eighth child was born. [Never in the diary had she mentioned being pregnant.] After this we picked up and ferried across the Columbia River, utilizing skiff, canoes and flatboat to get across, taking three days to complete. Here husband traded two yoke of oxen for a half section of land with one-half acre planted to potatoes and a small log cabin and lean-to with no windows. This is the journey’s end.”

Book Five: p. 37
“Pioneers: Taking the Trail West”

“In Wyoming...Esther Morris got to the point of the tea party....

“Esther’s guests were the two candidates for the Wyoming legislature—a Democrat and a Republican....She asked each of them to promise, if he was elected, to introduce a bill into the legislature giving women the vote in Wyoming. But, as I said, the tea was delicious and Esther Morris was persuasive. The candidates both agreed. This was in 1869; no women, anywhere, had the right to vote....

“...There was a lot of debate and hoopla; it didn’t go easily—but it happened.”

Book Seven: pp. 130–131
“Tea in Wyoming”
H-SS 8.8.4
Examine the importance of the great rivers and the struggle over water rights.

Rivers (the Ohio, the Mississippi, the Missouri) were the “highways” for westward travel, as were canals for north–south and westward travel. Ferry stops became towns, and towns became cities along these routes. Through story, images, and maps in Book Five, Chapters 5 and 6, the author stresses the importance of these waterways to those traveling west. Sometimes the rivers provided “the trail”; sometimes crossing the rivers caused the biggest challenges to travel; and always water was needed for cooking, drinking, for the animals, and for farming or mining once you arrived at your destination.

“You have a choice of trails west. Jesse Applegate’s wagon train went down the treacherous Snake River, then across 300 miles of desert, and then climbed the Blue Mountains into Oregon….You like the pattern of the days. You like floating across rivers in a wagon, outdoor living, eating buffalo steaks, drinking water from clear mountain streams, and having other children to play with. You do not like the mosquitoes, the pounding rainstorms, buffalo hump soup, the day there is no water to drink, the sadness when a horse stumbles and your best friend’s father is killed. But, all in all, it has been a good trip—so far.”

Book Five: p. 40
“Getting There”

“Charles Dickens visited St. Louis in 1842. This was what he found:

“It is hardly necessary to say, that these consist of wharfs and warehouses, and new buildings in all directions; and of a great many vast plans which are still ‘progressing’. Already, however, some very good houses, broad streets, and marble-fronted shops, have gone so far ahead as to be in a state of completion; and the town bids fair in a few years to improve considerably though it is not ever likely to vie, in point of elegance or beauty, with Cincinnati.”

Book Five: p. 33
“Pioneers: Taking the Trail West”
Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.

The author takes the student to Mexican California and Mexican Texas in Book Five, Chapters 8, 9, and 10. The cultural traditions were special, and the economy was based on the land. President Polk wanted Americans to settle both regions (manifest destiny), which led to conflicts over land and over power. Charles Dana wrote about California after Mexicans became rulers in 1821:

“The Native Americans became the workers on those [land-grant] ranches; they were like slaves. ‘The Indians...do all the hard work.’ But for the rancheros—the owners of the big ranches—life was more than special, it was extraordinary.

“Horses are as abundant here as dogs and chickens [elsewhere]. There are no stables to keep them in, but they are allowed to run wild and graze wherever they please, being branded, and having long leather ropes, called lassos, attached to their necks....There are probably no better riders in the world.

“The soil is as rich as man could wish; climate as good as any in the world; water abundant, and situation extremely beautiful....In the hands of an enterprising people, what a country this might be!”

Book Five: pp. 51–52
“Coast-to-Coast Destiny”

“The Spaniards had built missions in Texas where priests lived, farmed, and attempted to convert Indians to Christianity. Soldiers lived in presidios, which is the Spanish work for forts. The presidios protected the missions. Some Mexicans were ranchers and lived on haciendas, which were ranch plantations where cattle and crops were raised. Spanish-speaking cowboys were called vaqueros.”

Book Five: p. 58
“Texas: Tempting and Beautiful”

“Mexico was colonized by Spain, but in 1821 Mexico fought for and won its independence. Still, Spanish culture dominated.”

“The problem of keeping a balance between slave and free states had come up when Missouri entered the union as a slave state in 1820. Maine became a free state at the same time, so that there would be an equal number of slave and free states. That was known as the Missouri Compromise, and it was a law passed by Congress in 1820. It did more than just create two new states. The Missouri Compromise said that the rest of the territory left from the Louisiana Purchase would be free territory (and, after that, free states). For 30 years that idea seemed reasonable; then something happened. The Compromise was broken. Read on, and you'll see how that led to trouble—big trouble.”

Book Five: pp. 61–62
“Texas: Tempting and Beautiful”
H-SS 8.8.6
Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

In Book Five, Chapters 10 and 11, Hakim brings to life the events that led to the Texas War for Independence and the Mexican-American War, the various opinions about the war, the battle at the Alamo, and the effects on boundaries and people. The reader learns that Mexico rebelled against Spanish rule and became independent. By 1824 Mexicans had approved a constitution and formed a republic. But it was easy for a dictator like General Antonio López de Santa Anna to take over in Texas. Though he said, “No more Americans in Texas,” they kept coming, and by 1835 there was big trouble. Davy Crockett, William Travis, and Jim Bowie are well-described characters who tried to defend the Alamo. It fell, but the event rallied Texans to fight for independence from Mexico.

“Sam Houston and his followers decided to fight Santa Anna at San Jacinto.... It was April of 1836; the Texans were outnumbered, but they were smart. They waited until the siesta hour.... It didn’t take long—some say only 15 minutes—and Houston and his men captured Santa Anna and routed the Mexicans. They made Santa Anna sign a treaty that made Texas an independent nation. Sam Houston was elected president of the new nation: the republic of Texas. Texas had its own flag, with one lone star on it.”

Book Five: p. 62
“Texas: Tempting and Beautiful”

“The Texans thought their southern border went down to the Rio Grande river. Mexico said, ‘No, it doesn’t.’ The U.S. said that the Mexicans owed a lot of money to American citizens and it was time to pay up. Things got tense. Both countries sent armies to the Texas border.... It was May of 1846, and the Mexican War had begun.”

Book Five: p. 64
“Fighting Over a Border”

A lot of people had very strong opinions about this war and the author illuminates the arguments of President Polk, Frederick Douglass, Henry Clay, Henry David Thoreau, Walt Whitman, and others in Chapter 11. Many, who would later play major roles in the Civil War, took part in the war. Students have frequent opportunities to think critically about the opinions. For example:

“President Polk was eager to fight. So were many other people. Thousands rushed to volunteer. Some people thought the United States should take all of Mexico. Slave owners saw Mexico as a place to extend slavery. Some, who thought themselves patriots, said they wanted to spread the American way of life. It was that manifest destiny idea...”
“[Frederick] Douglass wrote:

“In our judgment, those who have all along been loudly in favor of...the war, and heralding its bloody triumphs with apparent rapture...have succeeded in robbing Mexico of her territory...We are not the people to rejoice; we ought rather blush and hang our heads for shame.'

“Henry Clay... wrote, 'This is no war of defense, but one of unnecessary and offensive aggression.'

Book Five: pp. 64-65
“Fighting Over a Border”

“When the war was over, the Texas–Mexico border was set at the Rio Grande river. But the United States got more than that border settlement; under the terms of the treaty of Guadalupe Hidalgo, signed in 1848, the United States received California—which at the time meant land that stretched from Texas to California and went as far north as Wyoming.”

Book Five: p. 68
“Fighting Over a Border”
STANDARDS OF LEARNING

Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

The American Declaration of Independence, states “that all men are created equal, and endowed by their Creator with certain inalienable rights—among which are life, liberty and the pursuit of happiness.” Throughout the books for grade eight, Joy Hakim discusses and gets the reader to think about the meaning of these words and their interpretations by political leaders, whites in the North and in the South, free blacks, and slaves. Particularly, in Books Four, Five, and Six, the reader considers, important questions through the well-researched story: Why did slavery continue? What were the arguments for and against slavery? Why did it take so long for slaves to be freed? What is an abolitionist? Who were some leaders of the abolitionist movement? What were their arguments and their contributions?

“Fairness is something you have to keep working at. Each generation has to do its job. In the 19th century, America’s black people, along with fair-minded whites, would struggle and fight to end the paradox of slavery in a free nation. They understood that no one is free in a land where some are enslaved.”

Book Four: p. 141

“History's Paradox”
Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).

The official African slave trade did end in 1808, by constitutional amendment. But slavery continued and an illegal slave trade began. Hakim tells how the problem was finding workers for jobs nobody wanted. In George Washington's day, nobody had anything good to say about slavery, but slowly some people's ideas changed.

"Partly it was because, during the 1820s and 1830s, some slaves rebelled and killed white people. After that, white Southerners started to be afraid of the slaves. Slavery became even more cruel. New laws were passed that gave slaves almost no rights at all. Some Southerners began finding excuses for slavery. Others began to say it was a fine way of life—for slave and master."

Book Four: p. 153
"Abolitionists Want to End Slavery"

Those who wanted slavery to end were vocal. Through engaging narrative, primary sources, and diary quotes, the reader learns of the contributions of heroic men and women, white and black, who devoted their time and lives to the abolition of slavery. Examples follow:

"It was the slave trade some wanted to abolish, and then slavery itself. In 1773, Ben Franklin wrote in a letter that 'a disposition to abolish slavery prevails in North America.'...Two years later Franklin helped found the American Abolition Society."

Book Four: p. 153
"Abolitionists Want to End Slavery"

"Slavery is the great and foul stain upon the North American Union,' said John Quincy Adams. He died doing what he thought was right."

Book Four: p. 172
"A Triumvirate Is Three People"

"People in general will say they like colored men as well as any other, but in their proper place. They assign us that place; they don't let us do it ourselves nor will they allow us a voice in the decision. They will not allow that we have a head to think, and a heart to feel and a soul to aspire....That's the way we are liked. You degrade us, and then ask why we are degraded—you shut our mouths and then ask why we don't speak—you close your colleges and seminaries against us, and then ask why we don't know more."

—Frederick Douglass

Book Four: p. 158
"Frederick Douglass"

"On January 1, 1831, a white Massachusetts man, William Lloyd Garrison, began publishing The Liberator. It soon became the leading abolitionist newspaper."
“...In the first issue Garrison wrote these famous words:

“I do not wish to thing, or speak, or write with moderation. No! no! Tell a man whose house is on fire, to give a moderate alarm...but urge me not to use moderation in a cause like the present. I am in earnest—I will not equivocate—I will not excuse—I will not retreat a single inch—AND I WILL BE HEARD.”

Book Four: p. 156
“Abolitionists Want to End Slavery”

“One abolitionist, Lydia Maria Child, wrote, in 1833, An Appeal on Behalf of That Class of Americans Called Africans. Here are some of her words:

‘They [the slaves] have stabbed themselves for freedom—jumped into the waves for freedom—starved for freedom—fought like very tigers for freedom! But they have been hung, and burned, and shot—and their tyrants have been their historians!’

Book Five: p. 137
“A Woman Named Truth”

“By this time Harriet had learned a lot about slavery, and it made her very angry. Her brother Edward’s wife said to her, ‘If I could write as you do I would write something to make this whole nation feel what an accursed thing slavery is.’ And that was just what Harriet Beecher Stowe did. She wrote Uncle Tom’s Cabin.

“It was the most important American book in the 19th century. It may be the most influential book ever written in America.”

Book Six: p. 25
“Harriet and Uncle Tom”

“Harriet Tubman, also known as Moses...was born a slave....

“She was a fighter: tough, brave, and brilliant....

“Harriet learned that some people—black and white—helped escaping blacks. They were part of something called the ‘Underground Railroad’...a way to get north. It was a series of places where blacks would find help. The places—houses, barns, and boats—were called ‘stations.’ People who traveled the route were called ‘passengers.’ People who led them were ‘conductors.’...

“She [Tubman] became the most famous conductor on the Underground Railroad. She is said to have led 300 blacks to freedom.”

Book Six: pp. 27, 29, 31
“Harriet, Also Known As Moses”

“In May of 1856, a tall, fierce-eyed, Bible-quoting white man led a group that brutally murdered five proslavery Kansans. The tall man was named John Brown, and while some people thought him half mad, others called him a saint. Like Nat Turner (the man who had started a slave rebellion in Virginia), Brown burned with religious fire. He believed he was acting for God.”

Book Six: p. 54
“John Brown’s Body”
Discuss the abolition of slavery in early state constitutions.

When Americans wrote their first state constitutions, they argued about: freedom of speech and the press, the right of the majority to change the government, freedom of religion, free education, voting rights, and slavery.

“The Massachusetts Constitution began, ‘All men are born free and equal.’ Slaves began appearing before the Massachusetts courts, asking if those words meant what they said: all men are born free and equal.”

Book Three: p. 136
“The States Write Constitutions”

“That arguing didn’t bring freedom to all. But the discussions were the beginning of a new way of thinking about government, and they were extraordinary for the times….

“But, remember, the idea that government should guarantee freedom and equal opportunity in written documents was totally new.”

Book Three: pp. 136–137
“The States Write Constitutions”

“But as the 19th century approaches, ideas are changing. Europe’s nations are beginning to outlaw slavery. One by one, the northern states outlaw slavery. According to the Northwest Ordinance, there is to be no slavery in the western territories (although some will have it anyway).”

Book Four: p. 11
Preface, “Getting a Nation Started”
H-SS 8.9.3

Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.

In Book Three, Chapter 33, the author describes (bringing the reader into the story) the benefits of the Northwest Ordinance of 1787. It provided a fair way for new territories to become states, and it was another American “first” in world history. The Northwest Ordinance was based on equal rights for the territories, and it was based on fairness.

“The people who moved into the Northwest Territory were guaranteed freedom of religion, habeas corpus, and trial by jury because the Northwest Ordinance had a bill of rights. That ordinance provided another very important guarantee. Here it is—pay attention to this one—‘there shall be neither slavery nor involuntary servitude in the said territory.’

“The Northwest Ordinance also said, ‘Religion, morality and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.’

“If people were to govern themselves—as Americans were doing—then they had to be educated. How can you govern yourself if you can’t read or write? How can you take part in government if you don’t know about current events—and history, too? What should school be like? What should they teach? And should they be for everyone?…

“The Northwest Ordinance required that each township set aside land for public schools—and that was Thomas Jefferson’s idea.”

Book Three: pp. 152–153
“Looking Northwest”
Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.

In Book Five (Chapters 10, 11, and 33), students consider the importance of slavery to future statehood. This is presented in the context of the people, their beliefs, morality issues, and the unfolding drama. Through Hakim's descriptive narrative, important issues become memorable and engage students in critical thinking.

"[Sam] Houston wanted Texas to become part of the United States. There should have been no problem with that, except that some Texans wanted to have slaves. By this time, the United States was divided: there were slave states and free states, and they were equal in number. If Texas became a state, and a slave state, the South would have more votes in Congress than the North. That would create trouble. President Andrew Jackson had to say no to his old soldier friend Sam Houston. Texas stayed independent.

"Finally, in December of 1845, while James K. Polk was president, Congress made Texas a state (the 28th state). Sam Houston was now a Texas senator.

"By this time, slavery was becoming a hot issue. The abolitionists were trying to end slavery; the slave owners were trying to convince everyone that slavery was a good thing—they wanted the United States to become a slave nation…

"Sam Houston disagreed. He had worked hard to make Texas a part of the Union. He hated the idea of secession and he didn't like slavery. It took courage to say what he thought. Especially in 1859, which was when he was elected governor again. But when he refused to take an oath of loyalty to the Confederacy he was forced to resign."

Book Five: pp. 62–63
"Texas: Tempting and Beautiful"

"[Henry] Clay, another Kentuckian, has been working on a compromise. As soon as people hear he is to speak, they pack the Senate chamber. Clay is 73 years old and white-haired, but still a commanding figure. He is wearing a black suit and a stiff white collar that touches his ears. Clay has a bad cough, but that does not keep him from speaking clearly and eloquently. He pleads for tolerance and understanding. Then he introduces his compromise. (Today it is known as the Compromise of 1850). This is what it says:

1. California is to be admitted to the Union as a free state.
2. New Mexico and Utah will become territories. (No mention is made of slavery; it is assumed the territories will decide that for themselves.)
3. A fugitive slave law will be enforced. (That means runaway slaves who make it to free states must be returned to their owners.)
4. Slaves may no longer be bought and sold in the nation's capital. Slavery, however, will still be legal in the District of Columbia.

Book Five: p. 178
"Webster Defends the Union"
H-SS 8.9.5
Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas–Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), and the Lincoln–Douglas debates (1858).

Through detailed narrative, stories, and interesting anecdotes of the important persons involved, and compelling images and political cartoons, the author brings to life significant events and decisions that were pulling our nation apart over beliefs about slavery. These were very troubling times for our nation, as Americans agonized over issues of right and wrong. Some Northerners—and some Southerners—thought slavery morally wrong. Yet few of them were willing to do anything about it. Most of the white people who didn't like slavery kept quiet, doing nothing. Was that wrong? Why didn't they speak out? On the other hand, some leaders (Henry Clay, John Calhoun, Daniel Webster, President Polk, Chief Justice Taney, Abraham Lincoln, and Stephen Douglas) took big steps to express their points of view. These are described in Book Five, Chapters 33, 34, and 35; and in Book Six, Chapters 5, 6, and 7. The extensive detail on Abraham Lincoln in Book Six brings a new dimension to student understanding of this important president. Excerpts follow:

"The country is being pulled apart—everyone can see that. Each time a new state enters the Union, the balance in Congress between North and South is threatened. Now California wants to become a state. California's constitution prohibits slavery. If California enters the Union, free states will outnumber slave states. Suppose the free states pass a law outlawing slavery?"

Book Five: p. 177
"Webster Defends the Union"

"'I never use the word 'Nation' in speaking of the United States,' said John Calhoun. 'We are not a Nation, but a Union, a confederacy of equal and sovereign states.'"

Book Five: p. 177
"Webster Defends the Union"

"The Missouri Compromise, passed back in 1820, said that (1) Missouri was to be a slave state; (2) Maine (until then part of Massachusetts) was to be a free state; and (3) there was to be no slavery in the Louisiana Territory north of latitude 36° 30', except in Missouri."

Book Five: p. 181
"Big Problems and a Little Giant"

"The debate over the compromise is not over. It is now Daniel Webster's turn. He will give one of the most famous speeches in Senate history....There isn't an empty seat in the Senate chamber. 'I wish to speak today, not as a Massachusetts man, nor as a Northern man, but as an American,' says the mighty Daniel Webster. 'I speak today for the preservation of the Union. Hear me for my cause.' Webster has always been Clay's opponent—now he
is agreeing with Henry Clay! People gasp. But Webster will do almost anything to save the Union."

“Webster Defends the Union”

“I shall know but one country. The ends I aim at shall be my country’s, my God’s, and Truth’s,” says Daniel Webster. ‘I was born an American; I will live an American; I shall die an American.’

Book Five: p. 179
“Webster Defends the Union”

“Congress votes to accept Henry Clay’s compromise. The real problem is that no one knows how to end slavery, and still hold North and South together.”

Book Five: p. 179
“Webster Defends the Union”

“Stephen Douglas introduced a new bill. This one divided the territory into two regions. Both had Indian names: Kansas and Nebraska (the regions were much bigger than today’s states with those names). The Missouri Compromise was repealed: the ban on slavery was ended. Instead, the residents of the territories were to decide for themselves about slavery (like the residents of the former Mexican territories). The idea was called popular sovereignty, and it seemed a democratic solution to Douglas.

“Douglas wasn’t a supporter of slavery. He didn’t even like slavery. But he wasn’t a slave, and he didn’t worry about those who were. And he completely misjudged the feeling of people in the North. The Kansas–Nebraska Act may have been the most important single event pushing the nation toward civil war,” says historian James McPherson.”

Book Five: pp. 181–182
“Big Problems and a Little Giant”

“It couldn’t have been stated more clearly: slaves are property and the Fifth Amendment protects property. The Missouri Compromise, prohibiting slavery in the territories, is unconstitutional. So according to Taney and a majority of justices, Wisconsin was not free territory when Dred Scott lived there (even though no one had realized it). Furthermore, says the court, blacks have no right to citizenship. Even free blacks have “no rights to which the white man is bound to respect…”

In Springfield, Illinois Abraham Lincoln says, “We think the decision is erroneous.” He also says that slavery is an unqualified evil to the Negro, the white man, and the State.” President James Buchanan thought this decision would settle the slavery question! What it settles is the question of war. It makes war almost certain.”

Book Five: p. 187
“A Dreadful Decision”

“Luck [for Abraham Lincoln] came when he ran for the Senate against Stephen A. Douglas. Douglas, who was more than a foot shorter than Lincoln, was called the ‘little giant.’ He was a very important man. His suits were made by the best tailors; his friends were influential people. The
Illinois Central Railroad lent him a private railroad car so he could campaign in style,…People paid attention. And they couldn’t ignore his opponent, Abe Lincoln, the candidate of the new Republican Party. Lincoln dressed in a rumpled suit (showing wrists and ankles), sometimes rode in the same train, but always in an ordinary car and in an ordinary seat. At train stops, Lincoln found Douglas and they debated.

“Douglas talked about popular sovereignty, the right of the people to govern themselves. (He said that meant the right of the voters to decide if they wanted to have slaves.)

“Lincoln said Douglas was hiding from the real issue, which was slavery itself. ‘The doctrine of self-government is right, absolutely and eternally right,’ said Lincoln, but that was not the point. ‘When the white man governs himself, that is self-government; but when he governs himself and also governs another man, that is more than self-government; that is despotism.’…

“They were called the Lincoln–Douglas debates—those railroad-stop speeches—and no political contest in American history has ever been as impressive.”

Book Six: pp. 41–42
“Mr. President Lincoln”
Life for freed slaves was easier in the North, where state constitutions opposed slavery. For those who were able to get an education, some became ministers and others opened schools for blacks. In the South, where “educating a slave” was a violation of state law, economic opportunities for free blacks (who were set free by their masters, such as Robert Carter III) were very challenging. Where would they go? What would they do? Hakim tells stories of free blacks in Book Four, Chapters 4, 28, and 29.

“Benjamin Banneker was the first black man to receive a presidential appointment—but he still could not vote.”
Book Four: p. 30
“A Capital City”

“A Quaker abolitionist wrote that Banneker’s achievements showed that ‘the powers of the mind are disconnected with the colour of the skin.’

“Banneker, the son of a freed slave, had wide-ranging interests. When he was a boy he went to a Quaker school in Maryland, but after he left school he kept studying on his own.... A public-spirited citizen, he suggested that the new cabinet have a minister of peace as well as a minister of war. He worked for free public education and an end to capital punishment. He was a vigorous opponent of slavery.”
Book Four: p. 31
“A Capital City”

“Paul Cuffe’s father was a free black who had been born a slave. His mother was a Wampanoag Indian. Cuffe went to sea, worked hard, and became the rich owner of a fleet of ships. But, because he was black, he wasn’t allowed to vote in Massachusetts. Cuffe refused to pay his taxes. He said, ‘No taxation without representation.’ He appealed to the Massachusetts court, reminding the court that blacks and Indians had fought in the Revolutionary War. Cuffe lost his tax case, but the Massachusetts legislature then passed a law giving black people the same rights as whites. Cuffe had won the right to vote.”
Book Four: p. 147
“African-Americans”

“Slavery is terrible. American slavery is racial. The slaves are people of color—African or Native American. Slavery is economic—slaves represent money to their owners. It is very, very difficult for slaves to win their freedom.

“Nevertheless, some do become free. There is a growing population of free blacks. They have jobs as carpenters, blacksmiths, farmers, cooks, and stable workers. Some are prosperous; most are not.”
Book Four: p. 11
Preface, “Getting a Nation Started”
Students analyze the multiple causes, key events, and complex consequences of the Civil War.

In the Preface to Book Four, the author summarizes the greed and heartlessness of slavery; the stories of slavery in America continue through Books Four and Five.

“But as the 19th century approaches, ideas are changing. Europe’s nations are beginning to outlaw slavery. One by one, the northern states outlaw slavery. According to the Northwest Ordinance, there is to be no slavery in the western territories (although some will have it anyway).

“In the southern United States a way of life depends on slave labor. If the slave owners free their slaves, they will be giving up their wealth. People never like to do that.

“Curing the headache won’t be easy. There are no miracle pills around. Slavery is making some people in the North and South see things differently, and hate each other, and say so.

“The American experiment in self-government may fail if this problem of injustice is not solved. How can a nation built on the idea that ‘all men are created equal’ keep some people in chains?

“It can’t, of course. Our country will split apart before all its people understand that. This book is the story of America’s good beginnings, and of the cruelty of slavery that will lead us to war.”

Book Four: pp. 11–12
Preface, “Getting a Nation Started”
H-SS 8.10.1

Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.

In Book Four, Chapters 34 and 35, Hakim tells the stories of three great orators in the first half of the 19th century: Henry Clay, John C. Calhoun, and Daniel Webster. Biographical sketches, anecdotes, lively narrative, and primary source quotes, bring meaning to the opinions of Webster and Calhoun about the state of the Union, of slavery, and of state or federal authority.

Webster was a Yankee who supported the interests of the Massachusetts factory owners, bankers, and shipowners. He hated slavery and used strong words to attack it. He loved the Union and did everything he could to protect it. He wanted to be president. He was a heroic figure of a man, sturdy, with dark hair and flashing eyes, and a deep, strong voice that most people remembered. “He would have made a powerful actor; he was a powerful senator” (Book Four, page 169).

John Calhoun was from South Carolina and also wanted to be president. He was handsome and powerful of mind and tongue but without Webster’s humor. He had a serious mission—that slavery was necessary and even good. He thought that he was doing right and though he loved the Union, he loved the southern way of life even more. He believed in “states’ rights”: that “the country was formed by and for the states—not the people in general. He fears a strong federal government; he wants each state to keep final power for itself…. Can anyone answer him?” (Book Four, page 173)

“Daniel Webster rises. His is a speech no one will forget. He will talk for two days, trying to defend the Union against the Southern congressmen who now say that their liberty is more important than the Union. They are beginning to talk openly of secession….

“What is this government of ours, Webster asks? Does it belong to the state legislatures, or to the people? And he answers his own question:

“The Constitution is not the creature of the State government. It is, sir, the people’s Constitution, the people’s government, made for the people, made by the people, and answerable to the people. The people of the United States have declared that this Constitution shall be supreme law.”

Book Four: pp. 173–174
“The Great Debate”

“I never use the word ‘Nation’ in speaking of the United States,’ said John Calhoun. ‘We are not a Nation, but a Union, a confederacy of equal and sovereign states.’”

Book Four: p. 173
“The Great Debate”
H-SS 8.10.2
Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.

In Book Six, Chapter 11, the author describes the progress of the secession of states in the South. South Carolina (with 57% black population) led the way, followed by Mississippi (one of the richest states in the nation), then Florida, Alabama, Georgia, Louisiana, and Texas. When President Lincoln called for volunteers to fight in the South, four more states decided they would not fight their sister states, and also seceded: Virginia, Arkansas, North Carolina, and Tennessee. Then, West Virginia, a region with mostly small farmers who were loyal to the Union, seceded from Virginia and became the 35th state. Then there were the border states that touched both the North and South, slave states—Maryland, Kentucky, Missouri, and Delaware, which were undecided. Should they join the Confederate cause or stay in the United States? The author piques the reader to think critically about the reasons behind the thinking and the resources in these states and the influences on President Lincoln and his decision-making processes.

“Look at a map and see what you think might have happened if they had left the Union. Maryland enclosed Washington, D.C., on three sides. Virginia was on the fourth side.

“Could the capital have been saved with Maryland as an enemy? How about Kentucky? Control of Kentucky meant control of the important Ohio River. You can move armies and supplies down a river…

“In addition to vital land, those border states had factories, large populations (to turn into soldiers), and mules and horses.”

Book Six: pp. 60–61
“Lincoln’s Problems”

A series of informative maps in Book Six provides visual understanding of the delineation and differences between North and South. The illustrated map “The Economies of the North and South circa 1860” that follows the title page offers extensive detail on economic and demographic differences between the two regions. The status of slave and free states is portrayed in the atlas map “Free States and Slave States, 1860.” Atlas maps of “Southern Economies,” “Northern Economies,” and “Population of Major Cities in 1860” extend the geographical, economic, and social picture of the divided nation.
Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.

The beliefs and arguments over slavery that led to a rise of the abolitionist movements and brought great division in our nation (free or slave) are the focus of Book Four, Chapter 31. The author explains that this was not just a case of good Northerners and bad Southerners. It was a case of economics—hanging on to that way which made your way of life the easiest; it was a case of morality—understanding the difference between good and evil yet not being "told" or "criticized" about what was right or wrong. This argument was heating up!

"Many white Southerners hated slavery and treated blacks decently. And many white Northerners didn’t seem to know about the Golden Rule (‘Do unto others...’). Northern blacks were rarely given the rights of citizens: in most places they weren’t allowed to vote or serve on juries. In the North, blacks often held the worst jobs, and black children were usually not allowed in white schools..."

"In the South, the abolitionists wer..." (Book Four: p. 156)

"Abolitionists Want to End Slavery"

"The abolitionists wrote and printed newspapers and books. Former slaves began to speak out and tell their stories. The abolitionists got angrier and angrier. Some abolitionists were so outraged by slavery they suggested that New England secede from the Union. That means they wanted to separate themselves from the other states. They wanted to form their own country. Some people in the South began saying the same thing. They wanted to secede and form their own country. These people were serious. No good would come of this."

"Abolitionists Want to End Slavery"

"John Calhoun—South Carolina’s handsome but unsmiling political leader—said a state had a right to nullify, or cancel, a federal law that it considered unconstitutional. That meant each state could decide which laws to obey, and which not. (You can see that the nation wouldn’t last long if each state made its own rules.)"

"Dinner at Brown’s Hotel"

"[Daniel Webster] will give one of the most famous speeches in Senate History....His speech does what it was meant to do. It holds the Union..."
together Congress votes to accept Henry Clay's compromise. The real problem is that no one knows how to end slavery, and still hold North and South together.

“Webster Defends the Union”

As webster said:

“I hear with distress, and anguish the word 'secession,' especially when it falls from the lips of those who are eminently patriotic, and known to the country, and known all over the world, for their political services. Secession! Peaceable secession! Sir, your eyes and mine are never destined to see that miracle. There can be no such thing as a peaceable secession. Peaceable secession is an utter impossibility. Is the great Constitution under which we live, covering this whole country; is it to be thawned and melted away by secession, as the snows on the mountain melt under the influence of a vernal sun—disappear almost unobserved and run off? No sir! No, sir! I will not state what might produce the disruption of the Union; but, sir, I see it as plainly as I see the sun in heaven. What that disruption must produce...such a war as I will not describe.”

Book Five: p. 179
“Webster Defends the Union”
H-SS 8.10.4
Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his “House Divided” speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).

While Book Four introduces the reader to the events and issues that were dividing a country and were to face President Lincoln, Joy Hakim goes into great depth about these topics in multiple chapters in Books Five and Six. Students understand the character traits that formed this man and what made Lincoln the ideal person for America's most challenging years as a union—through dialogue that brings the reader into the stories, political cartoons, and primary sources. Lincoln was smart, honest, ambitious, well read, a gifted speaker, loving of family—and persistent! He was against slavery, but he didn't think that he could end the practice—he wanted to stop it from spreading. That position would change as the Civil War progressed. Abraham Lincoln could make the people see the moral issues of slavery; he could see both sides and made his points to the people through writings and speeches that were brief, thoughtful, and to the point. There are frequent primary source quotes in the narrative, and the Sourcebook provides access to students of complete documents for analysis.

“He said black people are 'entitled to all the natural rights enumerated in the Declaration of Independence, the right to life, liberty and the pursuit of happiness.' And he said:

“A house divided against itself can not stand.' I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved—I do not expect the house to fall—but I do expect it will cease to be divided. It will become all one thing, or all the other.”

Book Six: p. 43
“Mr. President Lincoln”

“In his first inaugural address (the speech he gave when he became president), Lincoln said slavery would be left alone in the slave states. 'I have no purpose, directly or indirectly, to interfere with the institution of slavery in the states where it exists,' he said. His goal was to preserve the Union. 'We are not enemies but friends. We must not be enemies,' he said.”

Book Six: p. 61
“Lincoln's Problems”

“The Battle of Gettysburg, fought on July 3, 1863, was the bloodiest battle of the Civil War... with the war still raging, President Lincoln went to Gettysburg to dedicate a military cemetery.... Instead of recounting the details of the battle, Lincoln said that the Battle of Gettysburg was a test of constitutional government. Before the Civil War, Americans typically spoke of the United States in the plural—‘The United States are.’ But in his
address. Lincoln refers to the United States in the singular, as one nation rededicated to the ideals of the Declaration of Independence.”
Sourcebook: pp. 163–164
Abraham Lincoln, Gettysburg Address

“I’m a tired man,’ said Lincoln to a visitor. ‘Sometimes I think I am the tiredest man on earth.’

“He had reason to be tired. There were all those cares and pains of four years of war, Willie’s death, that fight for reelection, and a battle to get Congress to pass the 13th Amendment to the Constitution. (The 13th Amendment said there would be no slavery in the United states. It went further than the Emancipation Proclamation; it made emancipation the law of the whole land.)”

Book Six: p. 133
“Closing In on the End”

SOURCEBOOK, #53, pp. 163–164: Abraham Lincoln, Gettysburg Address (1863)
SOURCEBOOK, #54, pp. 165–167: Abraham Lincoln, Emancipation Proclamation (1863)
SOURCEBOOK, #55, pp. 167–169: Abraham Lincoln, Second Inaugural Address (1865)
H-SS 8.10.5

Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.

Typical of Joy Hakim's narrative style, it is “the people” who are the focus of the stories of both sides of the Civil War. The reader is introduced to Southerners such as Jefferson Davis and Robert E. Lee in Book Four, follows them through discussions of slavery in Book Five, then is engaged in-depth through their roles as president of the Confederacy (Davis) and general of the Confederate troops (Lee) in Book Six. Readers meet other remarkable Confederate generals such as Jeb Stuart, George Pickett, and Stonewall Jackson in Book Six, Chapter 13.

Abraham Lincoln had challenges with the selection of a general for the Union troops (Book Six, Chapter 12). He tried several, including Winfield Scott, “Fighting Joe” Hooker, and George McClellan, but none led the Union troops the way that Lincoln hoped. Imagine a very well-trained army but a leader who did not want to fight the enemy! Finally, Lincoln chose Ulysses S. Grant (whom students meet in Book Five). Throughout Book Six the reader follows the achievements of this man, who was small in stature but large in military skill—and good at outlasting his enemy.

In Book Six, Chapters 15, 16, 21, 22, and 23 the reader is carried into the daily lives of both northern and southern troops, whether it be meeting drummer John Clem, “choosing sides,” seeing life on the battle line, or following the experiences of a black soldier. Yes, despite prejudice, there were black soldiers and they made the nation proud. The time is grim; the story is gripping. Some examples for this standard follow.

“There just didn’t seem to be a leader he [Lincoln] could trust. Then he looked out west and found a general who was winning battles. A general who trapped a whole Confederate army and took all the soldiers prisoners of war. That general, who was good at fighting, was named Ulysses S. Grant. (He even had initials to match his country.) Lincoln called him ‘the quietest little fellow you ever saw.’”

Book Six: p. 66
“The Union Generals”

“The art of war is simple enough. Find out where your enemy is. Get at him as soon as you can. Strike at him as hard as you can and as often as you can, and keep moving on.”
—U.S. Grant, General, U.S. Army

Book Six: p. 8
Front Piece
“Whatever may be the result of the contest I foresee that the country will have to pass through a terrible ordeal...for our national sins.”
—Robert E. Lee, General, C.S. Army

Book Six: p. 8
Front Piece

“Few generals have ever inspired people as General Lee did. Few people convey the integrity and intelligence and decency that Lee did. On the battlefield he was cool and daring, but it was in defeat that he showed the best of himself. When the war was over he refused to be bitter, or angry, or anything but noble. He was a symbol to the South of all that was good in themselves and to all Americans he became a heroic figure.”

Book Six: p. 72
“The Confederate Generals”

“President Davis had another problem. Remember when our country was governed under the Articles of Confederation? Remember that a confederation hadn't worked well because each state had more power than the central government?

“Well, the Confederacy was a confederation....He couldn't make the Confederate states do anything they didn't want to do. Like pay taxes.

“He had another problem. It was his personality. He was honest and could always be trusted, but he was also stubborn and irritable. People didn't enjoy working with him.”

Book Six: p. 75
“President Davis's Problems”

“It was more than a war that split the nation. It was a war that split families, too.

“Yes, brothers really fought brothers. Major Clifton Prentiss—Union army—and his younger brother, William—Confederate army—both fought and died in the same battle at Petersburg, Virginia.

“Four of Abraham Lincoln’s brothers-in-law fought for the Confederacy; three died for it....

“Most men went to war for their region. But some believed in the cause of the other part of the nation and fought for those beliefs.”

Book Six: p. 76
“Choosing Sides”

“Their median age was 24....

“The Union rules said a soldier was supposed to be at least 18 years old. But boys who were eager to fight found a way around that. They wrote the number 18 on a piece of paper and put it in their shoe. Then, when asked, they could say, ‘I'm over 18.’...
“For the soldier boys there were new friends and uniforms and parades and drills—but that soon changed. Then, often, there were long marches, long, boring encampments, homesickness, bad food, hunger, and disease. For every man who died in battle, two died of sickness.”

Book Six: pp. 80–82
“The Soldiers”

“What would you think if you learned that a large group of strong men who wanted to fight for the Union [blacks] were turned down?...

“Prejudice turns up in all times and places, but in the 19th century it was a sickness that infected much of the nation—North as well as South....

“In the South slaves helped the war effort; they had no choice....

“They [blacks] wanted to fight because they cared about America as much as anyone else. They wanted to fight because they knew that fighting men would never be thought of as slaves again.

“They wanted to fight because they knew—long before most white people—that this was a war about slavery.”

Book Six: pp. 103, 105
“Determined Soldiers”

“A month after Lincoln read the Emancipation Proclamation, a group of black contrabands fought as soldiers in Missouri. Ten died, the first black combat victims of the war. Soon there were legions of black soldiers. They fought well. The assistant secretary of war visited General Grant’s army and said that

‘the bravery of the blacks completely revolutionized the sentiment of the army....I heard prominent officers who formerly in private had sneered at the idea of negroes fighting express themselves after that as heartily in favor if it.’

Book Six: p. 105
“Determined Soldiers”
H-SS 8.10.6

Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender at Appomattox.

In Book Six—strikingly titled War, Terrible War—Joy Hakim carries the reader through the critical developments and events in the Civil War. It was the worst war in American history, and if the same percentage of today’s population were killed it would translate into five million deaths (Chapter 1). Using picturesque narrative, stories of people, maps (that show geographical advantages and obstacles), political cartoons, songs, drawings, and photographs, the author brings the student into this war that was an interpretation of the Declaration of Independence. The reader learns about the plans that did not work well, such as the Anaconda Plan and McClellan’s March on Richmond, and those with greater success (at least for one side), such as Antietam.

Great detail is provided for the first battle at Manassas—Bull Run (Chapter 2); Fort Sumter (Chapter 11); McClellan’s Campaign on Richmond (Chapter 18); the sea battles, including Farragut at New Orleans and the ironclads—the Monitor and the Merrimack (Chapter 19); Antietam (Chapter 20); Gettysburg (Chapters 22, 23, and 24); Vicksburg and control of the Mississippi (Chapter 24); Sherman’s march to the sea (Chapter 26); and the surrender at Appomattox (Chapter 28). It was technological advances that contributed to the changes in war tactics and the incredible number of deaths on both sides (Chapters 2, 15, and 19).

“The first big battle was fought at a place called Manassas [near a muddy stream known as Bull Run] not far from the city of Washington. . . .

“Manassas was a logical place to have a battle. It was a railroad junction: the place where two railroad lines met. This would be the first war in which modern transportation was used. Again and again, the railroads would make a difference. They would help decide this battle of Manassas.

“There is nothing in American military history quite like the story of Bull Run. It was the momentous fight of the amateurs, the battle where everything went wrong, the great day of awakening for the whole nation. North and South together. It ended the rosy time to which men could dream that the war would be short, glorious and bloodless. After Bull Run the nation got down to business.”

—Bruce Catton

Book Six: pp. 18–19

“The War Begins”

“The new rifled guns were much better than the muskets used in the Revolutionary War or in the Mexican War….Rifled guns could kill a man a half mile away. There were new bullets, too, and they were killers, and cannons—artillery—that were much more powerful and accurate than those used in Mexico. Much of the fighting, however, was still done in the old way. Most of the generals had gone to West Point, and learned battle
strategy by studying the old battles. The old lessons didn’t work with new weapons, and that was part of the reason for the incredibly high numbers of battlefield deaths....

“To that picture of attackers and defenders you need to add something else: noise. The explosions of cannons and muskets, and the din of men yelling and horses snorting. You can add something else again. Smoke. Lots of smoke. Smokeless powder hadn’t been developed, so the battlefield was soon so thick with smoke—especially from cannons—that no one could see what was going on. It isn’t surprising that many men were killed by shots from their own side.

“How does the battle turn out? Usually the attackers get mowed down. (When the defenders dig trenches and protect themselves—which happened for the first time in the Civil War—the defenders are clearly in the best position.)”

Book Six: pp. 83–84
“The Soldiers”

“Both sides suffered terrible losses at Antietam Creek, but when it was over things were worse for the Confederates....

“Still, Antietam was a victory for the North, and an important one. Robert E. Lee had been on his way to the northern state of Pennsylvania. He had intended to cut important railroad lines in Harrisburg, Pennsylvania. He had hoped to find shoes and supplies for his army in the North. Now a discouraged Confederate army was back in Virginia. Lincoln could make the announcement he had planned for several months.

“Lincoln now changed the war from a fight to save this Union into something much greater. He changed it into a battle for human freedom, a battle to end slavery. He did that with a document called an Emancipation Proclamation. It said all the slaves in the Rebel states were free. I’m going to repeat that: all the slaves in the Rebel states were free.”

Book Six: pp. 98–100
“Emancipation Means Freedom”

“When news of the fall of Richmond reached Washington, the citizens went wild with excitement. Cannons boomed, banners flew, people hugged and kissed and cried with happiness. After four years of worry and gloom, finally the Confederate capital was captured.”

Book Six: p. 135
“Closing In on the End”

“In later years [Wilmer] McLean is supposed to have said, ‘The war began in my dining room and ended in my parlor [at Appomattox].’

“On April 9, 1865, Robert E. Lee—proud, erect, and wearing his handsomest uniform—walked into Wilmer McLean’s parlor. Strapped to his side was a gorgeous, shining sword with a handle shaped like a lion’s head.... They all knew that, according to the rules of war, the defeated general must give his sword to the winner [General Grant]."
“General Lee... was not the kind of person who would bring an old sword to give away. He had brought his most precious sword. He had worn his best uniform. He held his head high. He knew he had fought as hard as he could. He had lost the war—fair and square—but he had not lost pride in himself and his men. Robert E. Lee's dignity and courage would be an example to his men when they returned to their homes. They didn't need to apologize for themselves, they had fought as well as men can fight....

“Ulysses S. Grant... wrote out the official surrender terms. They were kinder than anyone had expected. The Southern soldiers could go home, and—as long as they gave their promise not to fight against the country again—they would not be prosecuted for treason....

“There were handshakes all around.”

Book Six: pp. 139, 140–141
“Mr. McLean's Parlor”

An illustrated “Battles of the Civil War” map at the end of Book Six details the scope of the war, from battle sites to military casualties.
Everyone—man, woman, and child—was affected by the civil war. Combatants left their homes to fight for their side they chose. Getting shoes, food, clothing, and weapons was a serious problem. Farms and towns were ransacked for provisions. Some discouraged troops deserted. Women and children were left to run farms and often cared for troops at the battle sites or fed them at the homes. Plantations and farms were burned, transportation lines were blocked or destroyed, ports were blocked so that provisions could not be moved in and out. At first everyone thought this war would be over in a very short time; nobody expected more than four years with such devastation. The author presents these touching stories in Book Six, Chapters 15, 16, 20, and 22.

“[Frederick] Douglass wrote:

“To fight against slaveholders, without fighting against slavery, is but a half-hearted business, and paralyzed the hands engaged in it. Fire must be met with water.... War for the destruction of liberty must be met with war for the destruction of slavery.

“And thus the Civil War became a war to make the United States what it had meant to be from its beginnings: a fair nation. A great nation. A nation that fulfilled the best ideas of its founders. A nation that would set equality of opportunity as a goal. A nation that could promise 'life, liberty and the pursuit of happiness' and mean it for all its peoples.”

Book Six: p. 102
“Emancipation Means Freedom”

“At the battle of Antietam, she [Clara Barton] arrived with a wagonload of bandages, anesthetics, and oil lanterns. Then she set to work in a field hospital: bandaging, feeding, and consoling the wounded. When shells began exploding close by, most of the male nurses ran for cover. Barton stayed and held the operating table steady for a surgeon who called her 'the true heroine of the age, the angel of the battlefield.' After the war was over, Clara Barton founded the American Red Cross.”

Book Six: p. 99
“Emancipation Means Freedom”

“The men [Lincoln, escorted by sailors in Richmond] climbed two miles: past the governor's mansion, past Thomas Jefferson's capitol, to the White House of the Confederacy. Once, when they stopped to rest, an old black man with tears running down his cheeks came up to the tall man, took off his hat, bowed, and said, 'May the good Lord bless you, President Lincoln.' The president took off his hat and silently bowed back. It was a moment of affection between two men who understood each other.

“All along the way blacks came to touch Lincoln and cheer and sing to him. The white population stayed inside, watching through shuttered
windows....But most of Richmond’s whites were terrified. They had fought this man for four terrible years. Would he treat them as traitors?”
Book Six: p. 136
“Closing In on the End”

“During the Civil War, for the first time in America, war took to the air: hot-air balloons went aloft carrying spies in floating baskets who peered down over enemy lines....Balloons weren’t the only Civil war novelty: a submarine sank an enemy ship—and got sunk itself in the process.

“When war began, battles were still expected to be controlled fights between armies. Remember how civilians brought picnic baskets to see the battle at Bull Run? They expected a by-the-rules, orderly skirmish. But in this war all the rules changed. It has been called the first modern war. Cities and farms were burned and civilian populations terrorized. It was total war, and it got out of control.”
Book Six: pp. 84–85
“The Soldiers”

“Robert E. Lee—brave and heroic as he was—still didn’t seem to understand why so many men and women had been willing to fight and sacrifice and die in this terrible war. We are all Americans. It was in those words.”
Book Six: p. 142
“Mr. McLean’s Parlor”

“When Johnny comes marching home again, hurrah, hurrah,
We’ll give him a hearty welcome then, hurrah, hurrah,
The men will cheer, the boys will shout,
The ladies, they will all turn out,
And we’ll all feel gay when Johnny comes marching home.”
—“When Johnny Comes Marching Home,”
Words and Music by Patrick S. Gilmore
Book Six: p. 152
“Songs of the Civil War”
In Book Seven, *Reconstructing America 1865–1890*, Joy Hakim focuses on the character and lasting consequences of Reconstruction through vivid stories of people—heroes and villains who tried to help or hinder the future of the South and its people. Reconstruction means rebuilding, and President Lincoln was determined to use kindness in bringing the South back to the Union, but he did not live to make this happen. This time in the South after the Civil War, when people attempted to reorganize and remake the region—without slavery—was filled with confusion. According to the author, “It was the most promising, despairing, noble, awful, idealistic, reactionary, hopeful, hopeless time in all of American history. It didn’t end up very well” (Book Seven, page 14). Through vivid narrative, the reader develops empathy for the plight of the former slaves and for those in the South whose whole way of life was changed.

“What of the four million black Southerners who were now freedmen and freedwomen? What were they to do now? For many, freedom meant going somewhere—anywhere. But where were they to go? What were they to do?…”

“Most of the ex-slaves couldn’t read or write. They wanted to learn. Who would their teachers be? Many had no idea what freedom really meant. Some thought it meant they would never have to work again.

“Someone needed to do some organizing. Someone needed to maintain law and order. Help was needed.”

Book Seven: p. 14
“Reconstruction Means Rebuilding”

“Did you ever lose a fight? Were you embarrassed and angry? White Southerners were angry, confused, hurt, and miserable….

“A visitor to Charleston, South Carolina, wrote of ‘vacant houses, of widowed women, of rotting wharves, of deserted warehouses, of weed-wild gardens, of miles of grass-grown streets.’ Most of the South’s cities were in the same shape. And the countryside? ‘We had no cattle, hogs, sheep, or horses or anything else,’ a Virginian wrote. ‘The barns were all burned, chimneys standing without houses and houses standing without roofs, or doors, or windows.’ Across the South everything seemed collapsed and disordered. There was no government, no courts, no post offices, no sheriffs, no police. Guerrilla bands looted at will.”

Book Seven: pp. 12–14
“Reconstruction Means Rebuilding”
H-SS 8.11.1
List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.

The South needed help, and there were many from the North who wanted to help—but they were not always welcomed. The author tells of those who went to teach, to help with aid programs, to assist the state governments to “get going” again, and sometimes to make money for themselves. These are stories of heroes and villains, and the reader can easily determine which category people fall into.

It was also a time when Congress decided to send soldiers south to guarantee freedom to the former slaves. Those soldiers stayed for about 10 years—a period called “congressional Reconstruction.” During this time, the Reconstruction legislatures voted for free public schools for all (almost none existed in the South before), roads, land sharing/sharecropping, and railroads. They passed voting laws that extended this right to African Americans to improve conditions in the South.

For landowners the South was never to be what it was before the Civil War, and the reforms intended to improve life for former slaves were far from satisfactory. This was also a time when a few African Americans began to play important roles in state governments in the South.

Chapters 5–10 in Book Seven tell about this troublesome period in our history in a way that is very understandable to middle-grade students and provides valuable background knowledge about issues in recent years. Mini-biographies and diary excerpts help develop historical empathy.

“All those Yankees were known as ‘carpetbaggers.’ Many Southerners found it hard to put up with Northerners in their midst, especially Yankees who were telling them how to behave. Most white Southerners who had been Confederates hated the carpetbaggers. The carpetbaggers reminded them of the war and their losses….

“But most of the Northerners who went South went to help. They wanted to see blacks treated fairly.”

Book Seven: pp. 24–25
“Congressional Reconstruction”

“Five years after war’s end, black boys and girls attend 4,000 new schools in the South. At least nine black colleges have opened…Black churches are being built in every city and hamlet. Ten years after war’s end, Congress passes a civil-rights bill prohibiting discrimination in hotels, theaters, and amusement parks. It seeks ‘equal and exact justice to all, of whatever…race, color, or persuasion, religious or political.’ But, in 1883, the Supreme Court rules that the Civil Rights Law is unconstitutional. (In the 20th century the court will see things differently.)”

Book Seven: p. 38
“Welcome to Meeting Street”
“In the South, a new form of farming developed after the war. It was called ‘sharecropping. A landowner supplied land, tools, and seed to a landless farmer, who then gave the owner one-third or one-half of all he grew. At first it seemed a fair system, but it rarely turned out that way. After sharecroppers had paid the landowner they usually had almost nothing left for themselves.”

Book Seven: p. 44
“A Failed Revolution”
Identify the push-pull factors in the movement of former slaves to the cities in the North and to the west and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).

In Book Seven, Chapters 3, 5, 11, and 12, information is presented on the struggles of former slaves to find a good life in the South, their frequent failures, and efforts to find a better life in the North and the West. A few found great success outside the South, such as the “legal eagles” in the North (page 17); some rode the cattle trails with the cowboys or joined the U.S. Army and took part in the Indian wars in the West (the Buffalo Soldiers); and many tried working in northern factories or finding new freedom in the developing West. Always present was prejudice and segregation.

“It seemed like it took a long time for freedom to come. Everything just kept on like it was. We heard that lots of slaves was getting land and some mules to set up for theirselves. I never knowed any what got land or mules nor nothing.”
—Millie Freeman, former slave

Book Seven: p. 18
“Presidential Reconstruction”

“William Henry Johnson, who had been a slave in Richmond, Virginia, escaped to Massachusetts during the Civil War and got a job as a janitor in a law office. He became interested in reading law books, and then a regular law student in Francis Porter’s office. In 1865, Johnson was admitted to the Massachusetts bar. Johnson was a leader in the temperance movement and, in 1880, was elected to the Common Council in New Bedford, Massachusetts.”

Book Seven: p. 17
“Presidential Reconstruction”

“About one-fourth of the army’s western troops were black. The Indians called them Buffalo Soldiers because some had curly hair, like the buffalo. The men liked the name and used a buffalo as their emblem. Blacks were determined to be equal partners with whites in the American way of life.”

Book Seven: p. 84
“The Trail Ends on a Reservation”

“Nat Love, a black man from Tennessee, became famous as Deadwood Dick, one of the great cowboys. He took part in many cattle drives.”

Book Seven: p. 53
“Riding the Trail”
Right after the Civil War, things seemed to go well. In Book Seven, Chapters 3–7, 10, and 32, the author tells how Congress created a Freedmen’s Bureau to help the newly liberated African Americans with food, clothing, and shelter. Many Northerners who went South went to help and worked in the Freedmen’s Bureau. The bureau set up schools. The work of the bureau was staunchly supported by Thaddeus Stevens who said, “We are building a nation,” but opposed by President Andrew Johnson. Clashes, such as this one, led to a presidential impeachment. Then in 1877 things got worse for Reconstruction efforts when a fool named Jim Crow (a clown character who believed in separating the races), “came south” with a policy of white supremacy. In Chapter 32, Joy Hakim skillfully tells the story of segregation (first in the North and then in the South). She recounts the impact of “Jim Crow” on freedoms that were gained during Reconstruction and then lost for blacks—the terrible black codes passed by the Southern states that practically enslaved African Americans again.

“Slaves had been starved for learning. In the years of the Confederacy, every Southern state except Tennessee had laws making it a crime to teach slaves to read and write. Now, as free people, they were thirsty for knowledge. In Mississippi, when a Freedmen’s Bureau agent told a group of 3,000 they were to have schools, he reported that ‘their joy knew no bounds. They fairly jumped and shouted in gladness.’”

Book Seven: p. 17
“Presidential Reconstruction”

“If Thaddeus Stevens believed in something, he was willing to fight for it, no matter how unpopular that made him. And what he really believed in were those words of Thomas Jefferson’s: all men are created equal. His Yankee mind told him that all men meant all men—not all white men. So, starting in the 1830s, he began battling for abolition, and then emancipation, and then equal rights. He never stopped fighting, and he never kept quiet.”

Book Seven: p. 29
“Thaddeus Stevens: Radical”

“The Freedmen’s Bureau bill of 1866 was intended to make the Bureau stronger and to help former slaves if they were discriminated against. Andrew Johnson vetoes the bill and sends the bureau tumbling, spilling helpless blacks out of its drawers.”

Book Seven: p. 29
“Thaddeus Stevens: Radical”
“Jim Crow began dancing across the Southern land. Lawmakers passed laws that made it a crime for the races to be together. Soon blacks and whites had to ride in separate railroad cars, go to separate schools, eat in separate eating places, pray in separate churches and get buried in separate cemeteries.

“There was nothing blacks could do about it. Remember, they were no longer able to vote.”

Book Seven: p. 161

“Jim Crow—What a Fool!”

SOURCEBOOK, #67, pp. 188-192: From Booker T. Washington, Address at the Atlanta Exposition [1895]

Trace the rise of the Ku Klux Klan and describe the Klan's effects.

In Book Seven (Chapters 3, 9, 10, and 23) Hakim weaves the story of the rise of the Ku Klux Klan and its effects—terrorism and race riots. Finally, in 1871, there is a petition made to the U.S. Congress from colored citizens in Kentucky stating that life, liberty, and property are unprotected among the colored race of this state. But the terrorism continues and the hatred of KKK members expands from anti-black to anti-Semitic as members assume the causes of other hate groups against immigrants.

"Some whites put masks over their faces and burned black churches and schools; they terrorized and killed blacks. These were grown-ups, members of a newly formed hate organization, the Ku Klux Klan, and they didn't have the courage to show their faces."

Book Seven: p. 19
"Presidential Reconstruction"

The following petition was made to the U.S. Congress on March 25, 1871

"We believe you are not familiar with...the Ku Klux Klan's riding nightly over the country, going from county to county, and in the county towns spreading terror wherever they go by robbing, whipping, ravishing [raping], and killing our people without provocation, compelling colored people to break the ice and bathe in the chilly waters of the Kentucky River....Our people are driven from their homes in great numbers....We would state that we have been law-abiding citizens, pay our tax, and, in many parts of the state, our people have been driven from the polls—refused the right to vote."

Book Seven: p. 43
"A Southern Girl's Diary"

"The Ku Klux Klan began in Pulaski, Tennessee, as a social club for Civil War veterans. It soon changed its focus. The KKK became dedicated to the idea of white supremacy. White-robed Klansmen, riding out at night, used terror tactics to intimidate blacks and whites who believed in Reconstruction."

Book Seven: p. 120
"More About Immigrants"
Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

In Book Seven, *Reconstructing America, 1865–1890* (Chapters 4, 6, 7, 10, 24, 25, 27, and 32–36) the author gives detailed attention to the Thirteenth, Fourteenth, and Fifteenth Amendments—their background and purpose, and the debates, results, repercussions (fair and unfair), and connection to Reconstruction. Through narrative that asks questions of the reader, the student understands the connection of the amendments to the Declaration of Independence and the Constitution, as well as the role of the Radical Republicans in getting these amendments passed over a presidential veto. The reader also understands that the first step toward a fair-minded interracial society occurred during Reconstruction with these remarkable amendments and that there were more steps to come in the 20th century. Through stories of courageous people such as Ida B. Wells, Frederick Douglass, Isaiah Montgomery, Booker T. Washington and W. E. B. DuBois, as well as tales of lynching and vigilante justice, the reader understands that the Constitution is only as good as the citizens who enforce it. Further, it was the 15th Amendment that gave black men the right to vote and set the stage for women’s rights; and it was these amendments that led to the continual struggle for civil rights in America.

In Book Seven, Chapter 37, Joy Hakim talks about “idea building” as a process that goes on and on. “Government for the people. You’d think that would be easy. It isn’t. Because most people keep yelling, ‘For me, for me,’ and those with the loudest voices drown out the weak and powerless. So government has to have keen ears. It needs to hear those who can’t always make themselves heard: children, the handicapped, the poor” (page 182).

“The 13th Amendment was ratified on December 6, 1865. That did it. It ended slavery. The Emancipation Proclamation was now the law of the land.

“But some thinking people were already asking themselves, ‘Is being free of slavery enough?’ If you are free and can’t vote, are you really free? If you are free but laws say you can’t quit your job or leave your plantation—as the black codes said—then are you really free?”

Book Seven: p. 21
“Slavery and States’ Rights”

“The next thing the Radicals did was to write the 14th Amendment. It is a long but very important amendment. Here is a key part of it:

“No State shall deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws’…
“Should we be a nation with a constitution that guarantees fairness to all? If so, then if people vote for unfair state laws, those laws need to be made unconstitutional. And that is just what the 14th Amendment does.”

Book Seven: pp. 22–23
“Slavery and States’ Rights”

“...The 14th Amendment says:

“No State shall make or enforce any laws which shall abridge the privileges or immunities of citizens of the United States;...”

“The 15th Amendment says:

“The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.’

“Were the Jim Crow laws constitutional or unconstitutional? What do you think? Were the Southern states defying the Constitution when they passed laws that treated blacks and whites differently?”

Book Seven: pp. 162–163
“Jim Crow—What a Fool!”

“As it turned out, the ideas and example of both Booker T. Washington and W.E.B. DuBois are important to all Americans. Each wanted to make our country do what it was always meant to do—be fair to all people. As DuBois said:

“We are Americans, not only by birth and by citizenship, but by our political ideals....And the greatest of those ideals is that ALL MEN ARE CREATED EQUAL.”

Book Seven: p. 180
“A Man Ahead of His Times”
Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

This standard can be a challenging one for eighth graders, and Joy Hakim’s engaging in-depth narrative, use of biography and stories of people, use of images and political cartoons, and extensive primary sources make the topics very “hands on” and understandable. Multiple chapters in Books Seven and Eight highlight the topics, as indicated in the sub-standards that follow. The author regularly poses questions to the reader for critical thinking and analysis. This period in history is truly “An Age of Extremes,” the title and theme for Book Eight.

“It was a confident time. For most people life was good and would get even better. But Mark Twain was concerned. He said there was too much attention to money and gold and glitter. He called this turn of the century a ‘Gilded Age.’

“Some historians say it was an ‘age of extremes’…great riches, awful poverty, much hope, vast immigration, new factory jobs, and new BIG businesses called ‘corporations.’…

“It was a time when most Americans still lived on farms, although cities were booming….

“It was a time when women and people of color demanded to be treated as full citizens….When thousands of children worked from sunup to sundown—and a few people began to pay attention.

“It was a time when ‘progressives’ and ‘populists’ and ‘reformers’ and ‘business tycoons’ and ‘working people’ all had strong opinions about how to make life better in America.”

Book Eight: pp. 9–10, 12
Preface, “An Age of Extremes”
As the population moved westward, patterns of agricultural development changed. (A map in Book Eight, page 59, shows the “Agricultural Belts of America.”) But changes were also coming to the use of farming land, and this frequently resulted in conflict over use of land and rights to fencing. Cowboys rode the Chisholm and other trails as they found ways to get longhorn cattle from Texas to Kansas and then by railroad to Chicago where beef was transported by rail to eastern markets. As readers “ride the trails and the rails” across the nation, they consider climate, natural resources, markets, and trade (Book Seven, Chapters 12 and 13).

In Book Seven, Chapters 15 and 16, the author tells of pioneers (many were European immigrants) and homesteading as the Plains States provided opportunities and challenges for agricultural development. The soil was wonderfully rich; but it was hard sod, there were hardly any trees, and there was not enough water, wind, and grasshoppers. “On the Lone Prairie,” a one-page informative narrative with accompanying map (pages 74–75) tells of the three prairie regions, the tall grasses and the short grasses with thick and tangled roots, and the animal and bird life that made “the prairie.” But no hardships seemed to matter as the dream of many Americans was to have a farm. A new kind of agriculture developed with the invention of the reaper—farming went from self-sufficient small farmer to big business. The wheat, cotton, beef, and wool were sold all around the world.

Joy Hakim tells about city life and industrial development in Book Five, Chapters 18 and 26, and in Book Seven, Chapters 19 and 20. In the 19th century, many Americans fell in love with machines, scientific advances, inventions, indoor plumbing, city life, and tall buildings. By 1860 there were 43 American cities of at least 20,000 people and another 300 with more than 5,000 inhabitants. While cities offered some advantages (newspapers, excitement), there were drawbacks (crime, wastewater and sewage, overcrowding, air pollution, traffic congestion). Industrialization and big city government controlled by some (such as Boss Tweed) did not always have the best interests of people in mind. Two maps in the atlas section of Book Seven allow students to compare city growth and demographics in the United States in 1860 and 1890.

“Pretty soon it got to be a regular thing—traveling the Chisholm Trail. Herds of two or three thousand cattle became common. Usually a dozen cowboys were hired to handle a herd, with a trail boss and cook. The cook was important. Cowboys got ornery if the coffee wasn’t strong and the food decent….”

“And Abilene—what happened to Abilene? It was the first of the Wild West towns—and maybe the wildest of them all—with saloons and pistol-packing cowpunchers raring for a good time. A town like that needed a marshal, and Abilene got the most famous one of all: James Butler (‘Wild Bill’) Hickok.”

Book Seven: pp. 56–57

“Riding the Trail”
“Self-sufficient farming wasn’t suited to the Plains area or to the times. In the 19th century, agriculture became a big business. Many farmers became specialists who grew only one or two crops. It happened quickly. For thousands and thousands of years men and women had used the same method of sowing and harvesting. Then a few inventions [such as the steel plow and the reaper] came along and changed everything.”
Book Seven: p. 73
“Fencing the Homestead”

“Note this statistic: in the 30 years between 1860 and 1890, more land was turned into farmland in the United States than in all the years from 1607 to 1860. In 1879 the McCormick factory produced 18,760 reapers; two years later it made nearly 49,000 machines. And it kept growing. Farming was becoming an industry. The new equipment made huge, businesslike farms common. Farm equipment became necessary. Capital—money, often from bank loans—was now an important part of farming.

“The farming revolution was hard on some people. Revolutions usually are. The small farmer was often hurt. More and more small farmers began heading for cities to take jobs in manufacturing and industry. Many didn’t want to do that. They had no choice. They either became big or failed.”
Book Seven: p. 78
“Reaping a Harvest”

“What were all those people doing in cities?

“Most were working—making things, or teaching, or selling, or preaching. Many were new immigrants who stayed only a short time before they went off to look for opportunity elsewhere. They moved and then moved again; for Americans were a restless people, always searching for a better life.”
Book Five: p. 108
“Cities and Progress”

“One of the worst [city politicians]…was…‘Boss Tweed’ and he ran New York City [700,000 people]. New York had problems—big problems—especially problems of air pollution and traffic congestion….

“(As an example,) New York was home to more than 100,000 horses. Now, a healthy horse dumps a whole lot of manure each day. Imagine all that smelly manure spread around by wheels and feet….

“Fresh air was the last thing that Boss Tweed cared about. He was a scoundrel—a real bad guy who controlled most of the city’s jobs and services. He used his power to get money for himself. He bribed others and forced them to do as he wished….

“Tweed was arrested and charged with fraud. He had lied, stolen, and cheated…. So much for that bad guy.”
Book Seven: pp. 95–97, 100
“A Villain, a Dreamer, a Cartoonist”
Joy Hakim brings the differences between the Americans and the Native Americans to life in Book Seven, Chapters 17 and 18. Their cultures and sense of community were different, the use of land and resources opposed. She guides the reader to understand that each is “just different” and worthy of respect. By “talking” to the reader, the author leads students to think about the differences and to consider how they might have been resolved then and how these differences apply to situations today. Biography and artwork bring the student to the scene of conflict. A timeline highlights major conflicts, and federal Indian policy in response to events. Including poetry by Stephen Vincent Benet is typical of the use of literature in the programs. In the end, the Native Americans had won some conflicts but lost all the land that had been part of their culture and life and were designated by the federal government for reservations.

“The problem was that the two ways of life were not compatible. That means they couldn’t exist together on the same land. And they both wanted that land. The Plains Indians were mostly hunters. The new settlers were mostly farmers and ranchers. Hunters and farmers have a hard time living together. Hunters need land free and uncultivated so herds of buffalo and deer and antelope can move about. Farmers need land cleared of wild animals so their crops won’t be trampled, eaten, and destroyed.”

Book Seven: p. 80
“The Trail Ends on a Reservation”

“The Indian wars in the West—the hardest fought of them—lasted from the end of the Civil War (1865) until a final massacre of Indians in 1890 at a place called Wounded Knee. Could the land have been shared? It wouldn’t have been easy. Where do you live? Who lived on your land 300 years ago? Would you share your home? What about homeless people today? How can we solve their problems?”

Book Seven: p. 85
“The Trail Ends on a Reservation”

“Like Chief Joseph, Crazy Horse led his men in a heroic fight against odds that could not be overcome. But at a place called Little Bighorn the Indians triumphed. Reckless George Armstrong Custer (who had won fame during the Civil War) and his troops were wiped out by a much larger Indian force. The victory didn’t last for long.

The Indians of the Wild West
We found were hard to tame,
For they seemed really quite possessed
To keep their ways the same.
They liked to hunt, they liked to fight,
And (this I grieve to say)
They could not see the white man’s right
To take their land away.

So there was fire upon the Plains,
And deeds of derring-do,
Where Sioux were bashing soldiers’ brains
And soldiers bashing Sioux’.
And here is bold Chief Crazy Horse,
A warrior, keen and tried,
Who fought with fortitude and force
But on the losing side.

Where Custer fell, where Miles pursued,
He led his native sons,
And did his best, though it was crude
And lacked the Gatling guns.

It was his land. They were his men.
He cheered and led them on.
—The hunting ground is pasture, now.
The buffalo are gone.
—Stephen Vincent Benét, A Book of Americans, 1933
    Book Seven: p. 90
    “The People of the Pierced Noses”
Hakim tells of the changes from self-sufficient farming to business expansion in Book Seven, Chapters 15 and 16. Government intervention assisted the changes. It took land grants, subsidies, and bank loans for farmers to obtain land and invest in the equipment for mass farming. Government-funded colleges provided the education that was needed for farmers not to waste land and to learn new ways of growing and harvesting crops.

In Book Eight, Chapters 5 and 10, the author describes the growth of big business with illustrations and stories that help the reader understand the economics of it all. There was the good (competition makes capitalism work well for the consumer); the good and the bad (monopolies); and the bad (the consumer can suffer when there is no competition). Through excellent examples, the author helps students understand economic concepts such as market economy, command economy, traditional economy, partnership, corporation, tariff, gold standard, silver standard, deflation, and inflation. Students will understand that the economic health of a nation depends on many, many different things. American life was changing, and much of this was due to government encouragement and government intervention.

“In 1862 (which was during the Civil War), Congress passed a bill called the Homestead Act. It said that for $10 any citizen, or anyone who had filed papers to become a citizen, could have 160 acres of public land. That included women. As soon as the Civil War was over, a lot of people headed west to get land and become farmers. Some say a quarter of a million widows and single women were among those who became homesteaders.”

Book Seven: p. 69
“Fencing the Homestead”

“Between 1860 and 1890...farming was becoming an industry. The new equipment made huge, businesseslike farms common. Farm equipment became necessary. Capital—money, often from bank loans—was now an important part of farming....

“Because the country seemed so large, American farmers had always farmed wastefully. When land wore out, they just moved on to better land....

“A few people were alarmed. Congress passed the Morrill Act. It gave the states large land grants to establish agricultural colleges. At those colleges farmers could learn the best and newest methods of farming. The Hatch Act established agricultural experiment stations in each state. Slowly the American farmer began to turn scientific.”

Book Seven: pp. 78–79
“Reaping a Harvest”
“The Sherman Antitrust Act was intended to make business responsible to the public. It said that trusts and monopolies that restrained free competition were illegal. At first no one—not the president, Congress, or the courts—would enforce the law. Nobody wanted to offend the powerful businessmen. But that changed. The presidents, congresses, and courts made the law effective.”

Book Eight: p. 34
“MONOPOLY—Not Always a Game”

“When Benjamin Harrison was president, Congress went on a spending spree. It was called ‘the billion-dollar congress.’ It gave away most of the surplus in the form of pensions to Civil War veterans. It also raised tariffs (taxes on imported goods) so high that the government’s income from those taxes almost disappeared—people weren’t willing to buy expensive foreign goods. That was the end of the surplus.

“Soon money was scarce again and there was deflation.”
Book Eight: p. 65
“Making Money”
Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).

Joy Hakim is again at her storytelling best as she describes people in this period who influenced politics, commerce, and industry bringing the reader into the stories. In Book Seven the reader meets railroad tycoons Leland Stanford and Thomas Durant, Tammany Hall philosopher George Washington Plunkitt, and entrepreneur Phineas T. Barnum. Notables given in-depth narrative in Book Eight are steel magnate and philanthropist Andrew Carnegie; bookkeeper-turned-oil magnate John D. Rockefeller; business pirate/"robber baron" Cornelius Vanderbilt; and banker John Pierpont Morgan. These people were “confident in themselves,” even arrogant, and while becoming extremely rich most understood the importance of sharing their wealth and giving back to the community. The writer Mark Twain was concerned about the “Gilded Age,” where too much attention was paid to money and gold and glitter. The reader understands that this was an age of extremes—great riches and awful poverty—where business tycoons acted like emperors.

“You see, they [Leland Stanford, Thomas Durant, and others] had asked for government aid in building the [Transcontinental] railroad. That was reasonable. It was too big an undertaking for individuals. They demanded more than money from the government; they wanted—and got—enormous and valuable land grants. That was greedy, but it wasn’t illegal. Then they sold stock in their companies to the public, and got more money that way. That wasn’t illegal either. But when their companies gave out contracts for building the railroads, and those men in charge…took all the contracts for themselves, that was crooked. They didn’t even share profits with their stockholders. That was really foul play. Worse than that, they charged the government twice what it actually cost to do the building….

“Still, to be fair, it took great imagination and some risk to finance the railroads. The men who did it had foresight and courage.”
Book Seven: pp. 62–63
“Rails Across the Country”

“He [Andrew Carnegie] kept working hard and getting richer and richer. He entered the iron business, but soon realized that steel was the metal of the future. Carnegie became king of America’s steel industry and soon American steel dominated the world. The Carnegie steel company was very profitable: it used the best, most efficient machinery and kept wages very low…

“When salaries were cut at Carnegie’s Homestead steel mill, in Pennsylvania, the workers went on strike….

“Not long before he died he turned to his private secretary and asked, ‘How much did you say I have given away, Poynton?’ ‘Three hundred and twenty-
four million, six hundred and fifty-seven thousand, three hundred and ninety-nine dollars,’ came the answer. ‘Good heavens!’ said Carnegie, ‘Where did I ever get all that money?’"

Book Eight: pp. 15, 17–18
“Carnegie”

“In the 19th century, many people thought Rockefeller was one of the greatest villains of all time. His bookkeeper’s mind seemed interested only in money and profits, not in people. When he put others out of business it didn’t bother him at all, as long as it made profits for Standard Oil. That company was called ‘the greatest, wisest and meanest monopoly known to history.’”

Book Eight: p. 21
“A Bookkeeper Named Rockefeller”
As families left self-sufficient farms for work in factories, many ex-slaves moved north hoping to find factory employment, and more immigrants came from Europe hoping to find a better life in the “land of the free,” cities grew rapidly in number and size. Yes, cities were growing up everywhere—along rivers such as the Ohio, by ports such as Chicago, and even in the middle of “nowhere.” (Two maps in the atlas section of Book Seven allow students to compare city growth and demographics in the United States in 1860 and 1890.) Factories spurred most growth; they produced affordable goods and jobs, too—especially for the new immigrants. The new immigrants usually congregated in areas of the city where others from their native country lived, and created communities that gained names such as Little Italy, Little Germany, Little Greece, and Little Ireland. An illustrated map at the end of Book Seven—“Immigration, 1820–1920”—provides detailed information on immigration patterns.

But as cities became large and congested, problems developed: crowded slums, government corruption, and pollution. Urbanization was also adding to the depletion of our nation’s forests. Sometimes it took a long time for city government to respond to these problems. Occasionally there were “heroes” who dedicated their lives to taking care of problems, such as John Muir, who loved the environment. Toward the end of the 19th century, Americans had unusually difficult problems to solve. And just when they were needed, some remarkable writers and editors, such as Nellie Bly (Book Eight, page 126) appeared. They did as Thomas Jefferson wanted them to do—looked at America critically, fearlessly, and honestly, and explained what they saw. Through examples, the reader learns that caring for the people and the environment is everyone’s responsibility. Joy Hakim tells these fascinating stories in Book Seven (Chapters 1, 11, 19, and 22) and in Book Eight (Chapters 7, 14, 15, 18, 19, and 25).

“Street life on New York’s Lower East Side was noisy, dirty, sometimes dangerous. But it was better to be outside than stuck in a dark, filthy, airless tenement.”

Book Seven: p. 113
“Immigrants Speak”

“In the 19th century, people and businesses could burn anything they wanted. Mostly that was coal, which puts black fumes in the air. Even worse, Standard Oil had a New York refinery. Oil refineries, without controls, give off terrible, noxious fumes. That oil refinery was a big polluter. Hold on, that’s not all. When Boss Tweed controlled New York there wasn’t much in the way of sanitary services. So people often dumped their garbage in the
streets. Garbage smells—especially in August. Are you choking? Well, I still haven’t mentioned the pigs. Pigs ran about eating garbage and leaving their own smells and dumplings. And then there were flies, and disease. But you may have heard enough.”

Book Seven: pp. 95–96
“A Villain, a Dreamer, a Cartoonist”

“Sometimes too much of a good thing turns out to be not such a good thing. We Americans were so rich in land, we became wasteful. It was the existence of the frontier that was in part to blame....

“In 1890 the U.S. Census Bureau said there was no more frontier. That was a shock. What did it mean?...

“[John] Muir believed that it was in nature that one can best answer questions of life and its meaning. Disturbing the balance of nature, he said, leads to floods and drought. Disturbing the balance of peoples leads to war....

“America’s timberland was rapidly disappearing. Using a scientist’s eye and a poet’s tongue, he began to convince Americans that trees and birds and animals were too precious to destroy.”

Book Eight: pp. 134, 136
“In Wilderness Is Preservation”
Discuss child labor, working conditions, and laissez-faire policies toward big business, and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.

Hakim’s vivid descriptions and the images of working conditions and the labor movement make his text “come to life” in Book Eight, Chapters 16, 17, and 20–22. Big business owners became “corporations.” The owners usually lived away from the factories and paid little heed to the working conditions of the men, women, and even children. The owners’ wealth was at the expense of the workers who endured miserable conditions. Unfortunately the government was either afraid of or was controlled by the big business owners and was reluctant to enforce safety rules or implement laws. The author frequently poses questions of readers so they can think critically about the issues and this period in history.

It was the work of reformers that made life better for the working class—for example: Samuel Gompers and the AFL; “Mother” Jones and her vigilance on behalf of working children; Big Bill Haywood and Eugene Debs and the “Wobblies”; strike leader Elizabeth Gurley Flynn; and Margaret Sanger’s efforts on behalf of children and women. It is the emphasis on people (the heroes and the villains) that engages the reader and makes this portion of history understandable and memorable (Book Eight, Chapters 17, 20–21, and 23–24.) Finally, there was government response to the reformers and union efforts. These chapters also give examples of the purpose and the challenges to implementation of the Bill of Rights, particularly freedom of speech and freedom of the press.

“Mother Jones was tiny—about five feet tall—with white hair…. She was called ‘mother’ because she seemed like a nice old lady—until she opened her mouth. She swore like a trooper, had the energy of a battalion, and spoke in ear-splitting tones….

“She wanted people to know of the plight of child workers, so she marched a group of young millworkers from Pennsylvania to New York. Most prosperous New Yorkers had never seen a mill child. ‘The toil of these children makes others wealthy,’ she explained.”

Book Eight: p. 112
“Telling It Like It Is”

“Many of the new factories were owned by corporations—big-business companies. The owners of the corporations sometimes didn’t even live in the same town as their workers. Some of those owners got very rich but refused to pay their workers a fair wage. Often they treated workers as if they were commodities, like coal or lumber. They seemed to forget they were human beings. Steelworkers had to work 12 hours a day, six days a week, for little pay. Textile workers—many of them children—worked 60 to 80 hours a week. Conditions were often dangerous.”

Book Eight: pp. 93–94
“Harvest at Haymarket”
“Workers began to demand their own power. The unions grew. Many Americans—especially the new immigrants—learned about democracy in the unions. Writer Upton Sinclair said the union was ‘a miniature republic; its affairs were every man’s affairs and every man had a real say about them.’”

Book Eight: p. 95
“Harvest at Haymarket”

“In 1884, soon after his father died, Cyrus McCormick II announced that he was cutting his workers’ pay. (Remember his company made an enormous 71-percent profit that year.) A few months later the workers went on strike.

“McCormick hired other workmen to take their places. (They were called ‘strikebreakers’ or ‘scabs.’) Striking union men attacked the strikebreakers. McCormick hired armed guards. A crowd captured and burned the guards’ rifles. A police captain (who was on the side of the workers) did nothing. Chicago’s mayor wouldn’t help either, so McCormick finally agreed to go back to the old pay scale.”

Book Eight: p. 96
“Harvest at Haymarket”

“Sam Gompers was a practical man. He stayed out of politics. He knew that would divide the workers. He had only one goal—to improve working conditions in the United States. He wanted American workers to have the best possible wages and benefits. If workers earned good pay, he believed they would make everyone prosperous. Besides, he thought a fair labor policy led to a just society. ‘Show me the country in which there are no strikes and I will show you that country in which there is no liberty,’ said Samuel Gompers. (Do you agree with that statement? Why? Or why not?)”

Book Eight: p. 102
“Workers, Labor (and a Triangle)”
Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amid growing cultural diversity; and discuss the new wave of nativism.

Though the “peopling of America” is a strand throughout the books for grade eight, the author brings particular focus to the standard in Book Seven, Chapters 22–25, and Book Eight, Chapters 7, 17, and 18. A special illustrated map—“Immigration, 1820–1920”—appears at the end of Book Eight, and an exemplar page-long sidebar—“Leaving Sicily: From Mediterranean Island to a New World”—can be found on page 103 in Book Eight.

The new immigrants added much to our country—the country that would be theirs, too. They were hard workers in jobs that others did not want to do, inventors, entrepreneurs, and believers in freedom and all that the Declaration of Independence and Constitution stood for. Unfortunately, many Americans whose families had been here longer ignored the documents of freedom, didn’t want newcomers—especially those who were poor or couldn’t speak the language, and made the mistakes of prejudice and discrimination. There was a lot of learning for them to do.

“It wasn’t just war and Reconstruction that were happening in the 1860s. People were pouring into the country. They were emigrating from Ireland, China, Scandinavia, England, Greece, and other nations, and they were bringing new ideas and new skills….

“Many of those people settled in the north, but others headed west. In one western region there were so many people from Germany that the Native Americans began speaking German. Some areas had Swedish speakers, some had Russians, others had Danes. Some of the territories became as polyglot (‘many-tongued’) as New York City.”

“Next to the Germans, the Irish were the largest immigrant group. Before the Civil war, one-fourth of the whole population of Ireland came to America. (That was 1.7 million Irish men, women, and children.) They kept coming, during and after the war. The Irish were desperate because in Ireland crops had failed, especially the potato crop. There was a famine. More than 1 million people died of starvation in Ireland.”

“America in the 19th century held out the possibility of hope, freedom, and prosperity to immigrants who came from all over the world.”

“Lady L.”

Book Eight: p. 43

“Reconstruction Means Rebuilding”

Book Seven: p. 13

“Immigrants Speak”

Book Seven: pp. 113, 114
“There was one mistake that was hateful, hurtful, pernicious, and obnoxious (you get the idea—it was awful). It was the mistake of prejudice. Some Americans faced discrimination—sometimes vicious discrimination—because they were Catholic, Jewish, black, Irish, or Asian.

“One group of prejudiced people actually formed a political party. Officially it was named the American Party, but most people called it the ‘Know-Nothing Party.’ (What do you think of that name?) The Know-Nothings were anti-Catholic and anti-foreign….

“Another group of haters, the Ku Klux Klan, was anti-black and anti-Semitic (which means they hated Jews).”

Book Seven: p. 120
“More About Immigrants”

“The Chinese laundry owners went on trial and were convicted and fined. If they didn’t pay the fines they were sent to jail. Their businesses were closed. Was there anything they could do? Remember, they weren’t citizens. They decided they would try to do something [in the courts].”

Book Seven: p. 124
“The Strange Case of the Chinese Laundry”
The author addresses this standard in Book Seven, Chapter 15, and in Book Eight, Chapters 9–14. While working people were joining unions, farmers’ interests were advocated by the Grange. The interests of “the people” were advocated by both groups. Then in 1892, there came a new political party, the People’s Party, also called the Populist Party. This “third party” spoke for ordinary Americans who didn’t want to be left out of the good times that others were enjoying. They demanded rights and supported causes such as secret ballots, farmers’ interests, and women’s suffrage.

Now there were major issues that identified the three political parties: Republicans, Democrats, and the Populists. With the currency unstable, everyone was concerned about money—the gold standard or the silver standard. Then in 1896 there was a significant, costly, and contentious election between a merger of Democrats and Populists (who supported gifted orator William Jennings Bryan) and Republicans (who supported William McKinley). It was an election that influenced the direction of our nation into the 20th century.

“In 1867, Oliver Hudson Kelley founded a social and political organization for farmers called the National Grange of the Patrons of Husbandry. It grew rapidly, especially in Minnesota, Wisconsin, Illinois, and Iowa. The Grange was a way for farmers to band together and protect their interests. Working people were joining unions; farmers joined the Grange.

“The grangers…influenced lawmakers and established cooperative stores and mills. They made politicians pay attention to the farmers’ concerns.”
Book Seven: p. 72
“Fencing the Homestead”

“Congress passed a high tariff law (remember, a tariff is a tax on goods that are imported from abroad). That high tariff helped the business trusts by keeping foreign competitors out of the country. But it made goods expensive for most people….

“But the farmers were mostly Populists, and they were enraged by the high tariffs and high prices. The bankers and industrialists thought the tariff was needed to protect American industry and jobs. It wasn’t easy for anyone to know who was right.”
Book Eight: p. 69
“Hard Times”

“There is something unusual about this southern crowd. It is both black and white. The people are mostly poor whites and poor blacks. [Tom] Watson, [a congressman running for reelection] believes they have something in common: their poverty. If they stand together perhaps they can do something about it. ‘You are kept apart that you may be separately fleeced,’ he tells them.
“Watson and his Populists want to change [the voting system that would allow for secret ballots and] other things, too. They see themselves as the party of the common man. They believe the government is working for the rich and powerful and taking advantage of the poor and weak. They believe that the people—ordinary people—must take control of the government. They are considered radicals. They want to change the system.”

Book Eight: p. 58
“The People's Party”

“This election of 1896 was one of the most important in all of our nation's history. Americans had a real choice in 1896. Their decision set the direction the nation took in the 20th century. Here are some of the positions they took about issues:

<table>
<thead>
<tr>
<th>Democrats, Populists</th>
<th>Republicans</th>
</tr>
</thead>
<tbody>
<tr>
<td>farmers</td>
<td>businessmen, some workers</td>
</tr>
<tr>
<td>silver</td>
<td>gold</td>
</tr>
<tr>
<td>‘expanding money’</td>
<td>‘tight money’</td>
</tr>
<tr>
<td>8-hour day, child labor laws</td>
<td>leave-alone labor policies</td>
</tr>
<tr>
<td>income tax</td>
<td>no income tax</td>
</tr>
<tr>
<td>farm</td>
<td>city</td>
</tr>
<tr>
<td>Jeffersonian</td>
<td>Hamiltonian</td>
</tr>
<tr>
<td>liberal</td>
<td>conservative</td>
</tr>
</tbody>
</table>

Book Eight: p. 80
“A Cross of Gold”
The years 1830–1910 brought inventions to American life that enhanced ways of living, farming, communicating, and traveling. Through engaging and in-depth stories of inventors and the impact of their inventions on the people, the student understands the significance of research, good ideas, experimentation with successes and failures, hard work, and results that have a difference then and continue to do so now. In Book Seven, the author tells of George Pullman and the passenger train (Chapter 14), Cyrus McCormick and the reaper (Chapter 16), Andrew Hallidie and the cable car (page 106), and Thomas Edison and electricity (Chapter 31). Americans celebrated the first 100 years of our nation at the Centennial exposition near Philadelphia and lined up to see many new inventions, such as Alexander Graham Bell’s telephone (Chapter 29). Bell was also a teacher of the deaf and had an impact on Helen Keller, who also influenced others who were blind (Book Eight, pages 70–71). In Book Eight, Chapter 6 is devoted to “Builders and Dreamers”: John Roebling and wire rope, Elisha Otis and elevators, Frederick Olmsted and magnificent landscapes, Louis Sullivan and skyscrapers, Frank Lloyd Wright and architecture/buildings, John and Washington Roebling and suspension bridges. Then in Chapter 33 Hakim tells the story of Henry Ford and the “horseless carriage” and in Chapter 34 the story of Wilbur and Orville Wright and the first flying machine. “Edison was our most gifted and famous inventor—but, at the end of the 19th century, America seemed a land of inventors. In 1815, the U.S. Patent Office gave patents to 173 inventions. Between 1860 and 1890, the number was 440,400” (Book Seven, p. 159).

“In 1876—that centennial year—he [Thomas Edison] set up a laboratory in Menlo Park, New Jersey, with a team of gifted assistants. It was the world’s first modern research laboratory. He called it an ‘invention factory.’ For the next five years he patented a new invention almost every month...a motion-picture camera, and a projector...a mimeograph...the storage battery, an electric locomotive, waxed paper, and composition brick...the phonograph...that led to the tape and CD players...[and] the electric light bulb....Edison patented more than 1,000 inventions before he died.

Book Seven: pp. 154–156
“The Wizard of Electricity”

“Just about everyone who enters Machinery Hall lines up to try a new gadget called a telephone. They say you can talk into the telephone and actually be heard in another room. When the emperor of Brazil visits the Centennial he put his ear to it and cries out, 'My God, it speaks.'...

“The telephone is Alexander Graham Bell’s invention. Bell, a Scottish immigrant, now a professor at Boston University, was working with the hard of hearing and the deaf when he built a device that let people see speech in the form of sound-wave vibrations. That made Bell believe that sound waves could be turned into electrical current and then back again into sound waves. He was right...."
“Too bad Ben Franklin isn’t here. He would be fascinated by the telephone and all the new devices on display. America is producing practical scientists: inventors who can turn ideas into products that make the world easier to manage.”

Book Seven: p. 150
“One Hundred Candles”

“On September 3, 1900, Wilbur Wright wrote this to his father:

“It is my belief that flight is possible and while I am taking up the investigation for pleasure rather than profit, I think there is a slight chance of achieving fame and fortune from it. It is almost the only great problem which has not been pursued by a multitude of investigators, and therefore carried to a point where further progress is very difficult. I am certain I can reach a point much in advance of any previous workers in this field.’…

“If men and women could fly, anything might be possible.”

Book Eight: p. 184
“The Birdmen”