



EXPLORING HISTORY VOL V

University of Portland Students

Peter Pappas, Editor



EXPLORING HISTORY: VOL V

This eBook is a collaborative project of Peter Pappas and his Fall 2017 Social Studies Methods Class [School of Education](#) ~ University of Portland, Portland Ore.

Graduate and undergraduate level pre-service teachers were assigned the task of developing an engaging research question, researching supportive documents and curating them into a DBQ suitable for middle or high school students.

For more on this class, visit the course blog [EdMethods](#)
For more on this book project and work flow tap [here](#).

Chapters include:

1. *“WWII Propaganda: Close Reading”* by Nancy Guidry
2. *“The Limits of Leadership”* by Paxton Deuel
3. *“African Imperialism”* by Kelly Sutton
4. *“The Harlem Renaissance”* by Taran Schwartz
5. *“Western Expansion Text Set”* by James Bayless
6. *“An Account of The Red Summer”* by David Grabin

Engaging questions and historic documents empower students to be the historian in the classroom.



Peter Pappas, editor

School of Education ~ University of Portland

His popular blog, [Copy/Paste](#) features downloads of his instructional resources, projects and publications. Follow him at [Twitter @edteck](#). His other multi-touch eBooks are available at [here](#).

[CC BY-NC 3.0](#) by Peter Pappas and his students, 2017

The authors take copyright infringement seriously. If any copyright holder has been inadvertently or unintentionally overlooked, the publisher will be pleased to remove the said material from this book at the very first opportunity.

Cover photo and design by Peter Pappas
Church Door - Upper Slaughter, Cheltenham UK



WWII PROPAGANDA: CLOSE READING

BY: NANCY GUIDRY

propaganda

NOUN

1 Information, especially of a biased or misleading nature, used to promote a political cause or point of view.

'he was charged with distributing enemy propaganda'

1.1 The dissemination of propaganda as a political strategy.

'the party's leaders believed that a long period of education and propaganda would be necessary'

Pre-reading: Propaganda Techniques

- **NAME CALLING** – links a person, or idea, to a negative symbol. Examples: commie, fascist, yuppie
- **GLITTERING GENERALITIES** – use of virtue words; the opposite of name calling, i.e., links a person, or idea, to a positive symbol. Examples: democracy, patriotism, family

The next two are ways of making false connections:

- **TRANSFER** – a device by which the propagandist links the authority or prestige of something well respected and revered, such as church or nation, to something he would have us accept. Example: a political activist closes her speech with a prayer
- **TESTIMONIAL** – a public figure or a celebrity promotes or endorses a product, a policy, or a political candidate. Examples: an athlete appears on the Wheaties box; an actor speaks at a political rally

The following three constitute special appeals:

- **PLAIN FOLKS** – attempt to convince the audience that a prominent person and his ideas are “of the people.” Examples: a prominent politician eats at McDonald’s; an actress is photographed shopping for groceries
- **BANDWAGON** – makes the appeal that “everyone else is doing it, and so should you.” Examples: an ad states that “everyone is rushing down to their Ford dealer”
- **FEAR** – plays on deep-seated fears; warns the audience that disaster will result if they do not follow a particular course of action. Example: an insurance company pamphlet includes pictures of houses destroyed floods, followed up by details about home-owners’ insurance.

The next two are types of logical fallacies:

- **BAD LOGIC** – an illogical message is not necessarily propagandistic; it can be just a logical mistake; it is propaganda if logic is manipulated deliberately to promote a cause. Example: Senator X wants to regulate the power industry. All Communist governments regulate their power industries. Senator X is a Communist.
- **UNWARRANTED EXTRAPOLATION** – making huge predictions about the future on the basis of a few small facts. Example: If Congress passes legislation limiting the availability of automatic weapons, America will slide down a slippery slope which will ultimately result in the banning of all guns, the destruction of the Constitution, and a totalitarian police state.

Essential Question:

What are the common themes and major differences between WWII propaganda from the United States, Great Britain, Germany and the Soviet Union?

Background & Historical Context:

- Propaganda can take many forms. Its persuasive techniques are regularly applied by politicians, advertisers, journalists, radio personalities, and others who are interested in influencing human behavior. Propagandistic messages can be used to accomplish positive social ends, as in campaigns to reduce drunk driving, but they are also used to win elections and to sell products.
- Propaganda relies on agitating emotions, exploiting insecurities, capitalizing on the ambiguity of language, and bending the rules of logic. As history shows, propaganda can be quite successful.
- Propaganda was one of many weapons used by many countries during World War II. From posters to films and cartoons, governments used propaganda not only to buoy the spirit and patriotism of the home front, but also to promote enlistment in the military and labor force.
- The governments of Great Britain, Germany, the Soviet Union and the US all employed propaganda divisions leading up to and during WWII.

Close Reading:

- This lesson showcases WWII propaganda posters produced by the governments of the United States, Great Britain, Germany and the Soviet Union. The posters are organized into galleries according to their country of origin.
- Students will work in small groups or pairs to analyze a set of propaganda posters from a specific country. Groups will then jigsaw their findings in a class discussion.
- This graphic organizer will help guide your analysis of these posters. (Click on the image to download.)
- The “Propaganda Techniques” pre-reading will help students recognize some of the common themes of propaganda.

HERB social history for every classroom herb.ashp.cuny.edu
AMERICAN SOCIAL HISTORY PROJECT • CENTER FOR MEDIA AND LEARNING

PROPAGANDA POSTER ANALYSIS WORKSHEET

What do you see? Be as concrete as possible.	What symbols (if any) are used in the poster?
If a symbol is used, is it clear (easy to interpret)? Why do you think this symbol is used?	
What is the relationship between the text and the visual image?	

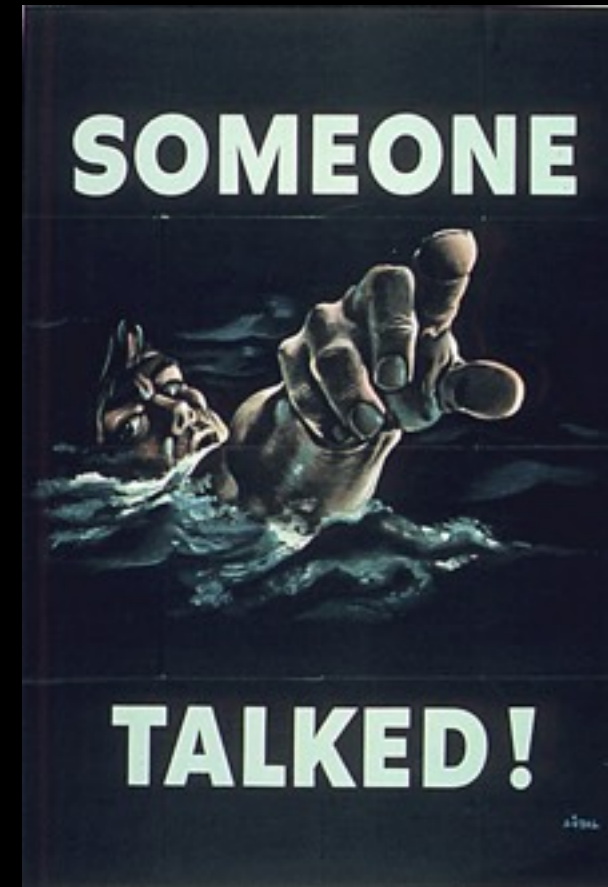
United States



"I'm Proud... My Husband Wants Me To Do My Part"

During World War II, the U.S. government produced a number of propaganda posters aimed at mobilizing women workers to contribute to the war effort, offering images that challenged traditional ideas about the role of women and the nature of their work while still maintaining traditional gender hierarchies.

SOURCE | John Newton Howitt, I'm proud ... my husband wants me to do my part, poster (Washington, D.C.: U.S. Government Printing Office, 1944); from Library of Congress, Prints and Photographs Division, <http://www.loc.gov/pictures/item/95504753>. **CREATOR** | John Newton Howitt/War Manpower Commission **ITEM TYPE** | Poster/Print **CREATOR** | John Newton Howitt/War Manpower Commission **ITEM TYPE** | Poster/Print



"Someone Talked"

One of the most famous posters of World War II, "Someone Talked" urges Americans to prevent sensitive information from falling into enemy hands. Closely associated with the "Loose Lips Sink Ships" series communicating the same idea, the image of a drowning sailor dramatically illustrates the consequences of careless talk about military activities.

SOURCE | Frederick Siebel, "Someone Talked," poster, 1942, Government Printing Office for the Office of War Information; from National Archives, Powers of Persuasion, http://www.archives.gov/exhibits/powers_of_persuasion/hes_watching_you/images_html/someone_talked.html. **CREATOR** | Office of War Information **ITEM TYPE** | Poster/Print



"We Can Do It!"

Among the most famous images from the World War II era, the "We Can Do It!" poster of a determined working woman (colloquially dubbed "Rosie the Riveter") has been reproduced thousands of times since its original appearance in 1942. During the war, thousands of American women entered the job market for the first time, many in munitions factories or other industries directly related to the war effort. Many women found their wartime roles in jobs previously reserved for men to be a source of increased independence and pride, and for many their experiences formed the foundations for later struggles for equal pay and an expanded role for women in the workplace. Thus "Rosie the Riveter" has become a feminist icon to many in the years since her original incarnation.

SOURCE | J. Howard Miller, "We Can Do It," poster, produced for Westinghouse/The War Production Co-Ordinating Committee, 1942, National Archives, Powers of Persuasion **CREATOR** | J. Howard Miller/War Production Co-Ordinating Committee **ITEM TYPE** | Poster/Print



"Warning! Our Homes Are in Danger Now!"

This World War II propaganda poster employs not-so-subtle depictions of Adolph Hitler and a bloodthirsty Japanese soldier menacing the American homeland. Produced by the General Motors Corporation, the poster emphasizes the danger posed to American homes and families, and, typically, employs a Japanese stereotype with exaggerated racial characteristics (the figure may have been intended to represent Japanese Prime Minister Hideki Tojo, although he was usually portrayed wearing glasses). The circular graphic with the "Keep 'em firing" logo in the bottom left, meanwhile, emphasizes the central role of American industry to the war effort.

SOURCE | "Warning! Our Homes Are in Danger Now!," poster, General Motors Corporation, 1942, National Archives, Powers of Persuasion **CREATOR** | General Motors Corporation **ITEM TYPE** | Poster/Print

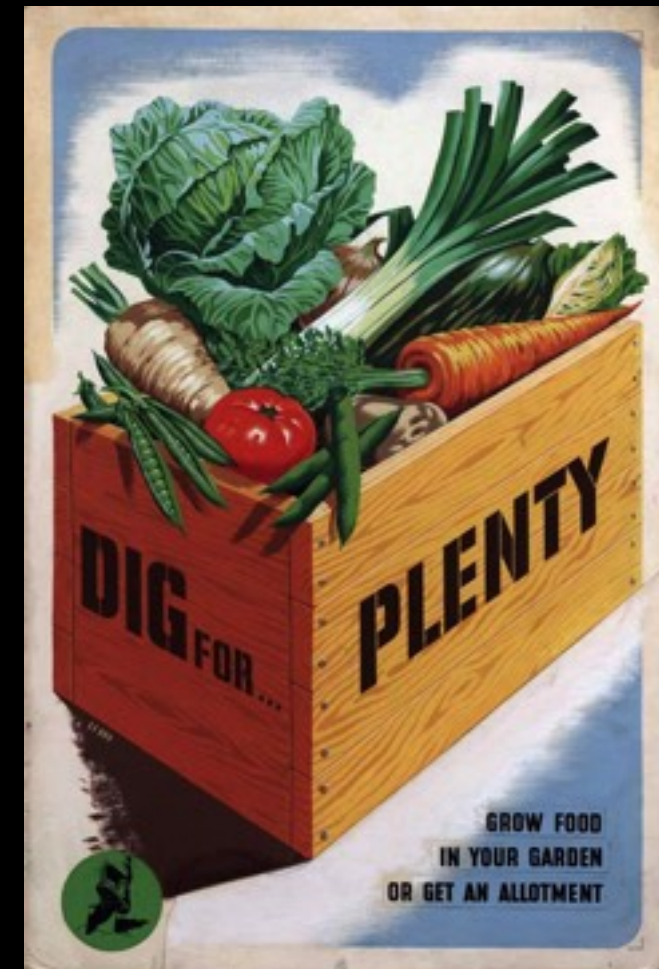
Great Britain



"Up Housewives and At 'Em!"

Similar to American efforts of the time, this World War II poster urges British housewives to contribute to the war effort by recycling household materials. With its smaller population and more direct experience of the war (close to 68,000 British civilians were killed during German bombing raids on the British homeland), the United Kingdom required the participation of all segments of society in the war effort. As in America, the contributions of women in Britain during the war would have a lasting effect on their post-war status.

SOURCE | Yates-Wilson, "Up Housewives and At 'Em!", 1940, gouache on board, from "The Art of War," The National Archives (UK), http://www.nationalarchives.gov.uk/theartofwar/prop/production_salvage/INF3_0219.html
CREATOR | Yates-Wilson **ITEM TYPE** | Poster/Print



"Dig for...Plenty"

This World War II-era poster urges Britons to "Dig for Plenty" by growing their own vegetables in home gardens. Part of the larger "Dig for Victory" campaign that ran in Britain throughout the war, the poster stresses the benefits of growing one's own food, thus preventing scarcity and keeping food prices down. Individuals and families without backyards or private gardens were encouraged to get "allotments," small parcels of land leased for a nominal rent on which they could grow vegetables and other foodstuffs.

SOURCE | LeBon, "Dig for Plenty!" 1944, gouache on board; from "The Art of War," The National Archives (UK), http://www.nationalarchives.gov.uk/theartofwar/prop/production_salvage/INF3_0098.htm. **CREATOR** | LeBon **ITEM TYPE** | Poster/Print



“Keep Mum, She's Not So Dumb!”

This World War II poster urges British officers and other servicemen to "keep mum" (quiet), lest military secrets and other sensitive information fall into the hands of the enemy as a result of careless talk, in this case overheard by a beautiful female spy. However unlikely such a scenario may seem outside the realm of spy movies, in June 1941 the British government announced that such exchanges were a "major problem." While its effectiveness in preventing information leaks cannot be known, the poster's casual sexism succeeded in raising the ire of Dr. Edith Summerskill, a Labour Member of Parliament.

SOURCE | Gerald Lacoste, "Keep Mum, She's Not So Dumb!" 1942, charcoal, gouache, ink and pastel on board; from "The Art of War," The National Archives (UK), http://www.nationalarchives.gov.uk/theartofwar/prop/home_front/INF3_0229.htm.

CREATOR | Gerald Lacoste **ITEM TYPE** | Poster/Print



“They Can't Get on Without Us”

A WWII poster urges British women to join the ATS, or Auxiliary Territorial Service, a "woman's army" formed in September 1938 to free as many men as possible for service on the front. The scene in the background suggests one of the Service's primary roles, that of acting as "spotters" for anti-aircraft guns. While the depiction of women in wartime offered by this poster differs greatly from that of the "Keep Mum" series, the imagery conceals one aspect of service in the ATS: the women received only two-thirds of the pay rate for male soldiers in the British Army.

SOURCE | "Dugdale" (Thomas Cantrell), "They can't get on without us," date unknown, pastel and gouache on paper, from "The Art of War," The National Archives (UK), http://www.nationalarchives.gov.uk/theartofwar/prop/home_front/INF3_0117.htm.

CREATOR | Dugdale (Thomas Cantrell) **ITEM TYPE** | Poster/Print

Germany



"Altpapiersammlung (Paper Drive)"

A 1943 poster announces a Nazi paper drive. As in the Allied countries, German civilians were expected to contribute to the war effort by recycling materials, rationing food, and buying war bonds. In Nazi Germany, however, such participation was seldom optional. Boys of the age shown in this poster, for example, would have been required to join the Hitler Youth, the Nazi Party's paramilitary organization for young people, and in the closing days of the war, would likely have been conscripted into service on the front.

SOURCE | "Altpapiersammlung," 1943, poster, from "Nazi Posters 1933-1945," Calvin College, <http://www.calvin.edu/academic/cas/gpa/posters2.htm>. **CREATOR** | Unknown **ITEM TYPE** | Poster/Print



"Nicht spenden, Opfern (Don't give, Sacrifice)"

This 1930s-era Nazi poster translates as "Don't give, Sacrifice," to the Winterhilfswerk (Winter Aid), a Nazi party charity. The dire economic circumstances in Germany during the 1930s both facilitated the Nazis' rise to power and served as a focal point for expressions of German national unity, including the making of such personal "sacrifices" which were not always voluntary. Graphically, the poster retains some of the avant-garde style of Weimar-period art movements like Bauhaus. In subsequent years, such innovations were increasingly suppressed by the Nazi regime as "degenerate," and the more modernist styles of the 1930s were replaced by the "realism" of World War II-era Nazi propaganda.

SOURCE | "Nicht spenden, Opfern," 1930s, poster; from Calvin College online collection "Nazi Posters 1933-1945," <http://www.calvin.edu/academic/cas/gpa/posters2.htm>. **ATOR** | Unknown **ITEM TYPE** | Poster/Print



"Der Jude (The Jew)"

This poster, issued in 1943 or 1944, was intended to perpetuate the Nazi myth of "the Jew" as "inciter of war, prolonger of war." As German fortunes in the war begin to decline, myths of a "Jewish conspiracy" made a convenient scapegoat for failing military policies in a war started by Hitler's desire to create a racially "pure" German empire. In the artist's rather crude rendering, a corpulent Jewish stereotype gazes disdainfully down on a crowd of raised fists, a scene of wartime destruction in the background. Anti-Semitic imagery and ideology had been part of the Nazi program from the earliest origins of the party, finding their ultimate expression in the systematic murder of approximately six million Jews.

SOURCE | "Der Jude," 1943-44, poster, in "Nazi Posters 1933-1945," Calvin College, <http://www.calvin.edu/academic/cas/gpa/posters2.htm>. **CREATOR** | Unknown **ITEM**

TYPE | Poster/Print



"Du Bist Front (You Are the Front)"

Like many Allied propaganda images from the same period, this Nazi World War II poster focuses on the importance of the role played by civilians in the war effort. Workers in munitions factories and other war-production-related industries were viewed as particularly important. The point made by the juxtaposition of the toiling factory worker with the heroic soldier in the background is driven home further by the text, which translates to "You are the front."

SOURCE | "Du bist front," 1940-41, poster, from "Nazi Posters 1933-1945," <http://www.calvin.edu/academic/cas/gpa/posters2.htm>. **CREATOR** | Unknown **ITEM**

TYPE | Poster/Print

Soviet Union



"Death to the Fascist Reptile!"

Another Soviet poster from shortly after the Nazi invasion of the Soviet Union in June 1941 is this work by A. Kokorekina, in which a Red Army soldier pierces a serpent cleverly coiled into the shape of a swastika. The caption, which translates as "Death to the Fascist Reptile!," is as arresting as the image. The poster's simple color scheme was the likely the result of the need to produce images quickly and cheaply in the aftermath of the invasion, but nonetheless results in a bold and striking example of visual propaganda.

SOURCE | Aleksei Kokorekina, "Death to the Fascist Reptile!", 1941, poster, from Victoria E. Bonnell, *Iconography of Power: Soviet Political Posters under Lenin and Stalin*, (Berkeley, CA: University of California Press, 1999). **CREATOR** | A. Kokorekina **ITEM TYPE** | Poster/Print



"We will ruthlessly defeat and destroy the enemy!"

A Soviet poster shows a Red Army soldier dispatching a gnome-like Hitler. The torn document and discarded mask represent the Molotov-Ribbentrop pact, the treaty of non-aggression signed by Nazi Germany and the Soviet Union and violated when the Nazis invaded Russia on June 22, 1941. This poster was the creation of the Kukryniksy, a collective of three artists who became famous before and during the war for their caricatures of Hitler, Mussolini, and other Nazi and Fascist leaders.

SOURCE | Kukryniksy, "We will ruthlessly defeat and destroy the enemy!" 1941, poster, from GraphicWitness.org, www.graphicwitness.org/undone/rp.htm.

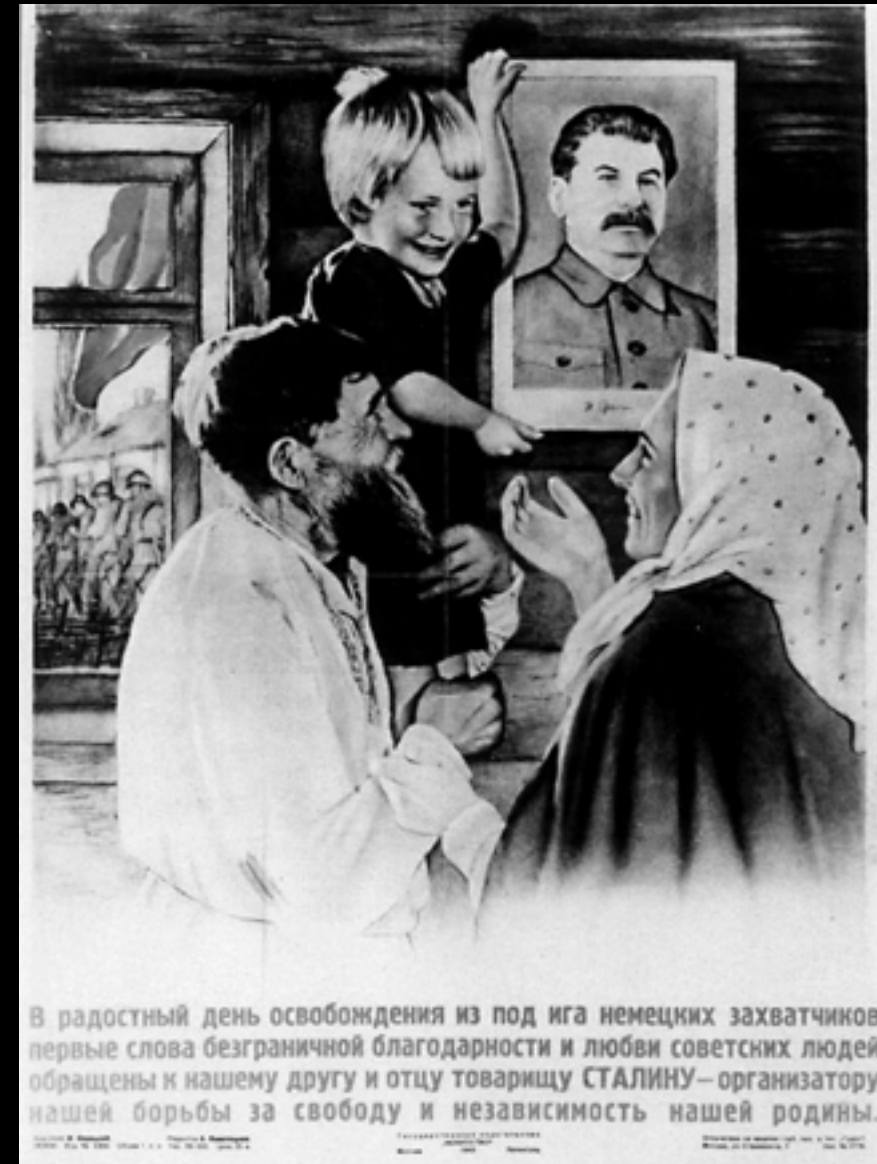
CREATOR | Kukryniksy **ITEM TYPE** | Poster/Print



"Red Army man, come to the rescue!"

A Soviet poster from 1942 shows a Russian family threatened by a Nazi bayonet. Such fears were not unwarranted: between 1941 and 1944, some 20 million Soviet civilians were killed by the Nazis. The image employs an almost cinematic approach, juxtaposing the dramatically-shaded, monochromatic mother and child with blood-red splashes of color. The text reads, "Red Army man, come to the rescue!"

SOURCE | Viktor Koretskii, "Red Army man, come to the rescue!", poster, 1942, from Graphic Witness, <http://www.graphicwitness.org/undone/rp.htm>. **CREATOR** | Viktor Koretskii **ITEM TYPE** | Poster/Print



"On the Joyous Day of Liberation from under the Yoke of the German Invaders"

This poster by Viktor Koretskii celebrates the victory of Red Army forces in turning the tide on the Eastern Front after German forces were turned back in a number of brutal and costly battles, including Stalingrad and Kursk. As in Nazi Germany, the more avant-garde experimentations of early Soviet propaganda gave way during the war to the "realist" style that predominated under Stalin. The image of the archetypal Russian peasant family smiling under the portrait of Stalin, with the caption "On the Joyous Day of Liberation from under the Yoke of the German Invaders," was no doubt meant to reassure a traumatized Russian population. At least 20 million Soviet civilians perished during the conflict.

SOURCE | Viktor Koretskii, "On the Joyous Day of Liberation from under the Yoke of the German Invaders," 1943, from Victoria E. Bonnell, *Iconography of Power: Soviet Political Posters Under Lenin and Stalin*, (Berkeley, CA: University of California Press, 1999). **CREATOR** | Viktor Koretskii **ITEM TYPE** | Poster/Print

Jigsaw Discussion

Students will convene as a class to discuss their findings in relation to the essential question:

What are the common themes and major differences between WWII propaganda from the United States, Great Britain, Germany and the Soviet Union?

Essay Assignment

Choose one of the following options:

- **Compare and contrast two or more posters**
- **Visual essay: pull together different images to tell a story; text should bridge the posters together**
- **Historical writing: Historically contextualize the poster: Is there a particular event or person the poster refers to? What makes this a World War II poster? (Requires additional research)**
- **Point of view writing: Pretend you are a person in the poster; what story do you want to convey?**
- **Fiction writing: Make up a narrative describing the events leading up to or following the scene depicted in the poster**
- **Responsive essay: elaborate on the emotions (anger, sadness, pride, etc.) that the poster(s) evoke**

References

- **Images acquired and lesson adapted from: American Social History Project/Center for Media and Learning, “Propaganda and World War II,” HERB: Resources for Teachers, accessed November 8, 2017, <https://herb.ashp.cuny.edu/items/show/1826>.**
- **Propaganda Techniques handout: <https://www-tc.pbs.org/weta/reportingamericaatwar/teachers/pdf/propaganda.pdf>**
- **Propaganda definition: Oxford Dictionary, 2017**



2

THE LIMITS OF LEADERSHIP

Paxton Deuel

On January 20th, 2017, standing before Chief Justice John Roberts, Donald J. Trump took the oath of office and became the 45th President of the United States. Some people cheered, others cried. The Obama's packed up their belongings and departed the White House, running out of the door just in time for an entirely new administration and staff to take up where they left off.



Franklin D. Roosevelt



George H.W. Bush, Barack Obama, George W. Bush, Bill Clinton, & Jimmy Carter

Background

Just the other day, a student asked me, “Mr. Deuel, why didn’t Obama run for a third term?” I chuckled and promptly responded, “because our Constitution doesn’t allow it. It’s against the rules.” The student stared at me for a long second, frowned, and then returned to her work. Rules are rules.

This interaction got me thinking about presidential term limits- the unwritten rule that began with George Washington in 1797 and continued until Franklin D. Roosevelt won four consecutive presidential elections beginning in 1932. FDR’s long stay in the White House ultimately led to the passing of the 22nd Amendment to the U.S. Constitution on March 21, 1947. Presidents have been held to only two terms in office ever since.

The following pages outline a lesson plan that asks students to answer the question: “how many terms *should* a president be allowed to serve?”

Essential Question

Should there be limits on how many terms a president can stay in office?

Guiding Question

Why is the ghost of George Washington depicted as “haunting” Teddy Roosevelt?



“After winning the 1904 election, President Theodore Roosevelt announced that he would honor the two-term tradition by not running for reelection in 1908. The pledge haunted Roosevelt, especially when he decided to seek the Presidency again in 1912. This cartoon,

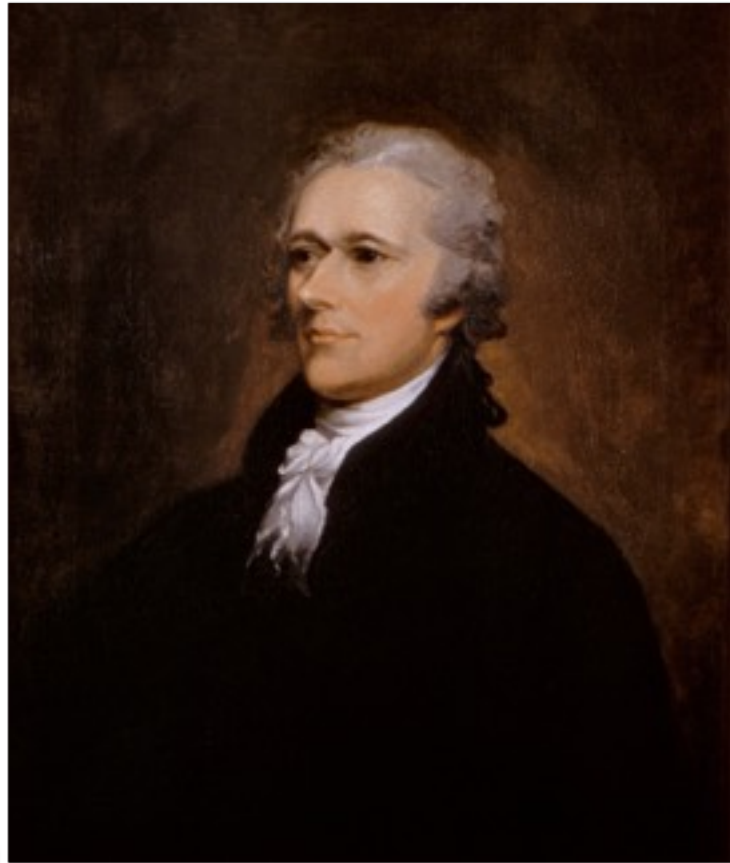
Mount Rushmore, located in South Dakota, features four U.S. Presidents (from left to right): George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. These presidents are well known by many Americans, yet none of



Scroll



From the archives...



Guiding Questions

- Click on each of the above portraits and read the brief text excerpt.
- What do you think was Alexander Hamilton's opinion on presidential term limits?
Ronald Reagan's?
- Time to make a guess! What is Barack Obama's opinion of presidential term limits? What makes you think that?

Eightieth Congress of the United States of America
At the First Session

Began and held at the City of Washington on Friday, the third
day of January, one thousand nine hundred and forty-seven

JOINT RESOLUTION

Proposing an amendment to the Constitution of the United States
relating to the terms of office of the President.

*Resolved by the Senate and House of Representatives of the United
States of America in Congress assembled (two-thirds of each House
concurring therein), That the following article is hereby proposed as
an amendment to the Constitution of the United States, which shall
be valid to all intents and purposes as part of the Constitution when
ratified by the legislatures of three-fourths of the several States:*

"ARTICLE —

"SECTION 1. No person shall be elected to the office of the President
more than twice, and no person who has held the office of President,
or acted as President, for more than two years of a term to which
some other person was elected President shall be elected to the office
of the President more than once. But this Article shall not apply
to any person holding the office of President when this Article was
proposed by the Congress, and shall not prevent any person who may
be holding the office of President, or acting as President, during the
term within which this Article becomes operative from holding the
office of President or acting as President during the remainder of
such term.

"Sec. 2. This article shall be inoperative unless it shall have been
ratified as an amendment to the Constitution by the legislatures of
three-fourths of the several States within seven years from the date
of its submission to the States by the Congress."

Joseph W. Martin Jr.

Speaker of the House of Representatives.

Alfred E. Murnighan

Acting President of the Senate pro tempore.

The 22nd Amendment

8 years is enough!

Section 1

No person shall be elected to the office of the President
more than twice.



The 22nd Amendment was passed in response to FDR's
FOUR terms in office. He was elected to a third term in
1940 and a fourth term in 1944.



Guiding Question

What extraordinary circumstances might have contributed
to FDR seeking and winning more than the usual two
term's of office? (Hint: what was happening in the world
during FDR's term?)

Conclusion

Essential Question Should there be limits on how many terms a president can stay in office?

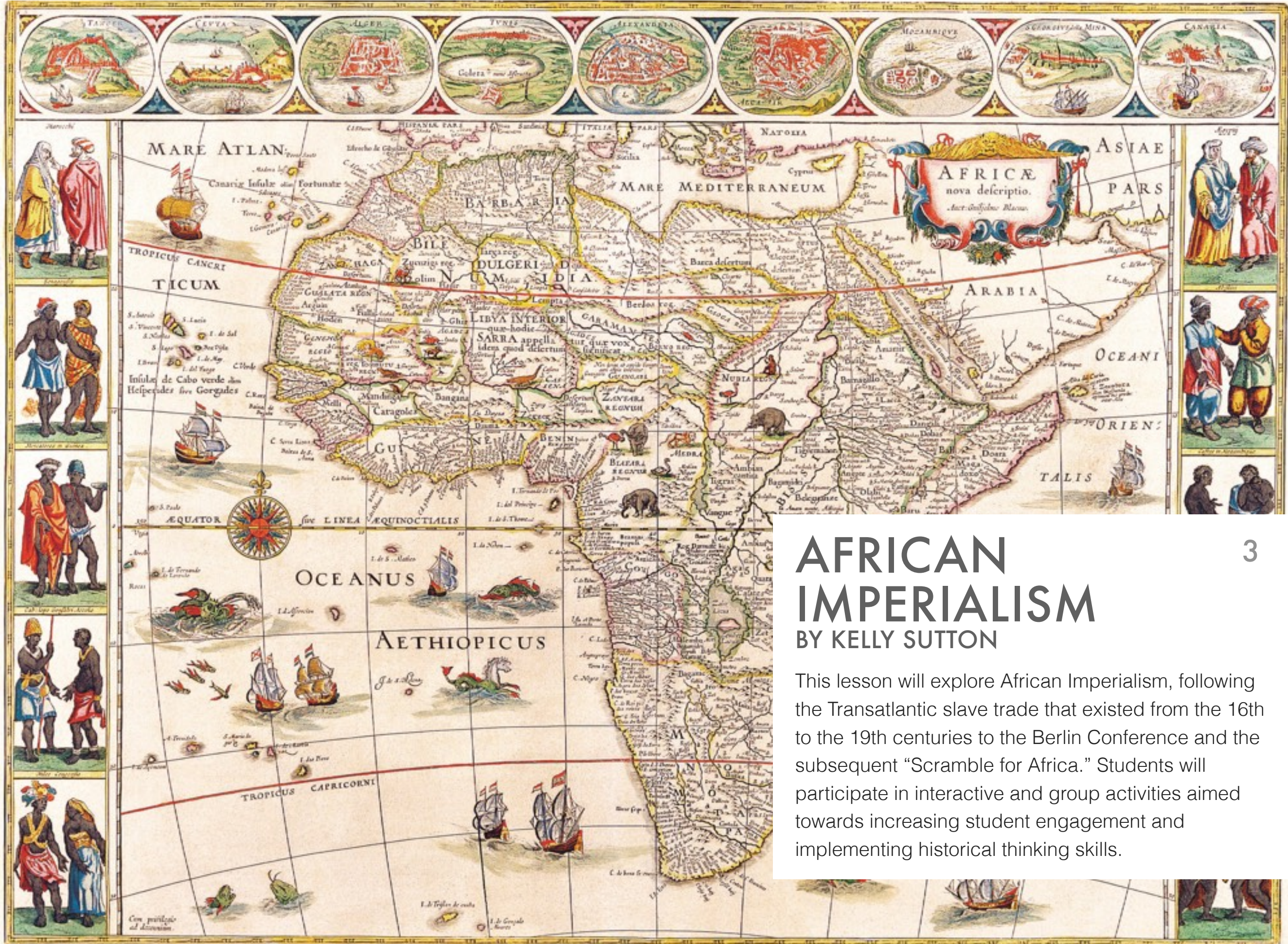
YES

- George Washington set the standard.
- Places a limit on executive power.
- Reduces the likelihood of corruption in government.

NO

- If a president is doing a good job, why not keep them in office?
- Elections motivate candidates to do what's best for the people (2nd term presidents aren't motivated by an election).

You decide!

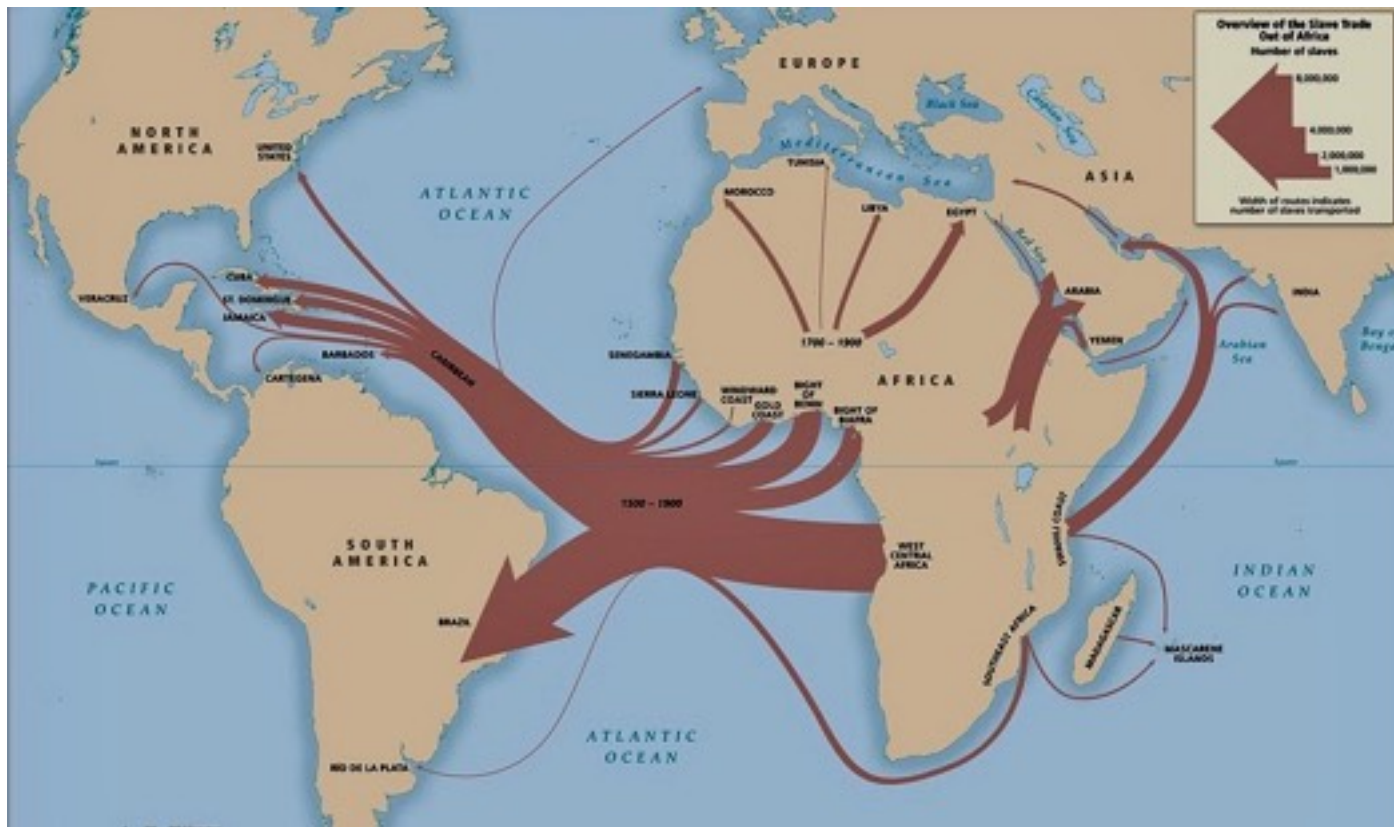


AFRICAN IMPERIALISM

BY KELLY SUTTON

3

This lesson will explore African Imperialism, following the Transatlantic slave trade that existed from the 16th to the 19th centuries to the Berlin Conference and the subsequent “Scramble for Africa.” Students will participate in interactive and group activities aimed towards increasing student engagement and implementing historical thinking skills.



Introduction

Introduce your students to the Transatlantic slave trade, a triangular trade route that existed from the 16th to the 19th centuries. The majority of those who were enslaved and transported were Africans from central and western Africa, who had been sold to Western European slave traders and brought to the Americas. Explain to students that slaves were transported from Africa to the Americas by Europeans for labor and that goods produced by slave labor were transported back to Europe. Many of the America's economies became dependent on slave labor because the use of African slaves was fundamental to growing colonial cash crops that were exported to Europe. European goods were then used to purchase African slaves, who were then transported on the sea lane west from Africa to the Americas, the so-called Middle Passage.

Ex: Sugar, often in the form of molasses, was grown in the Caribbean and then traded to Europe. The molasses was then distilled into rum and the profits gained from the sale of sugar were used to purchase manufactured goods. These goods were shipped to Africa where they were used to barter for slaves. The profits from the sale of the slaves were then used to buy more sugar, restarting the cycle.

What To Do:

- 1) Ask students a warm-up question related to the lesson.
- 2) Present an introductory lecture.
- 3) Use the image of the map on the upper-left corner to give students a visual of what the trade looked like.
- 4) Use the video on the bottom left-hand corner to reinforce the information learned from the lecture.

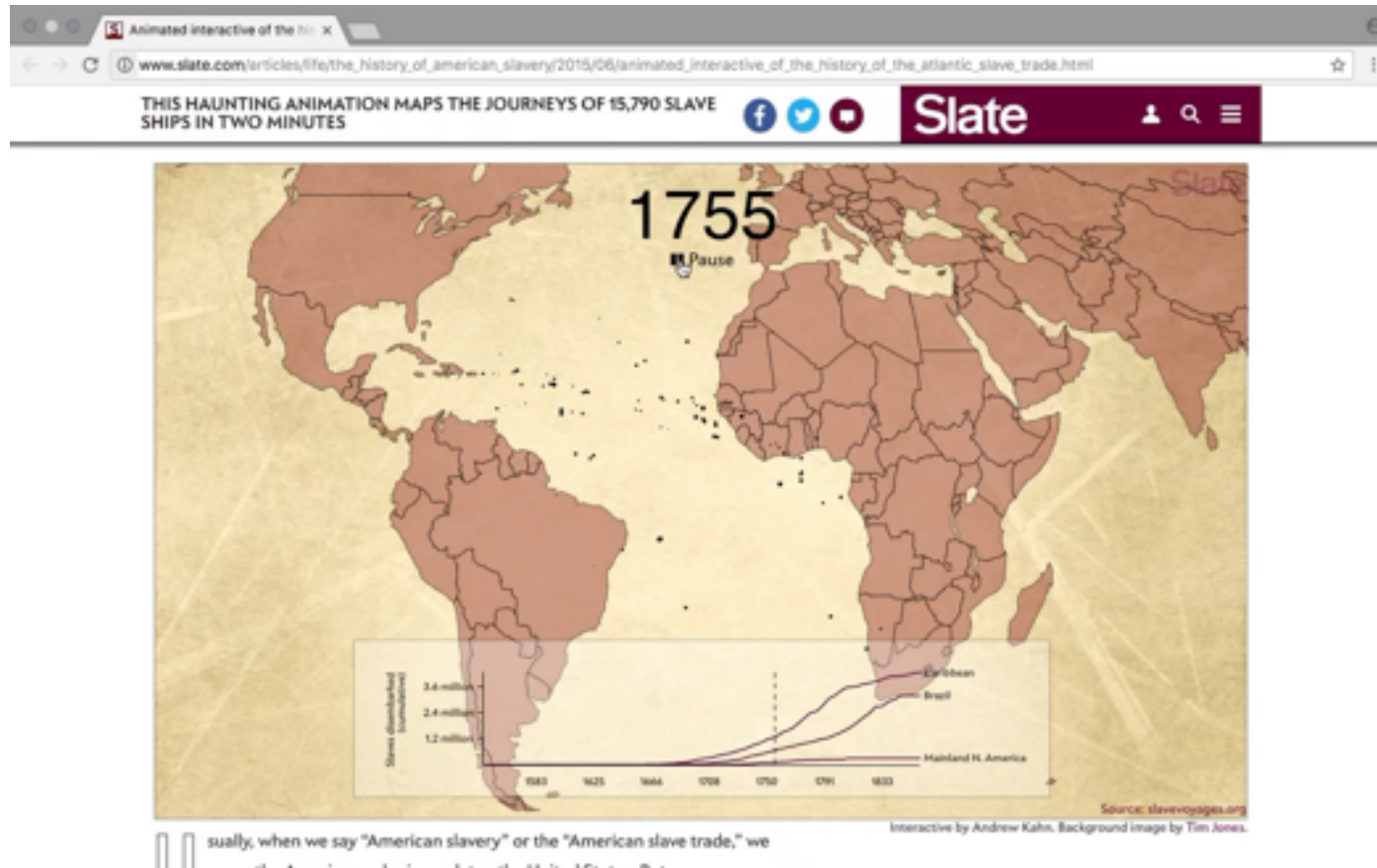
Extension Activity:

Provide students with a blank map and have them draw a route representing the triangular trade. Have students list which goods or materials were traded.

INTERACTIVE 3.1 Intro to Transatlantic Slave Trade

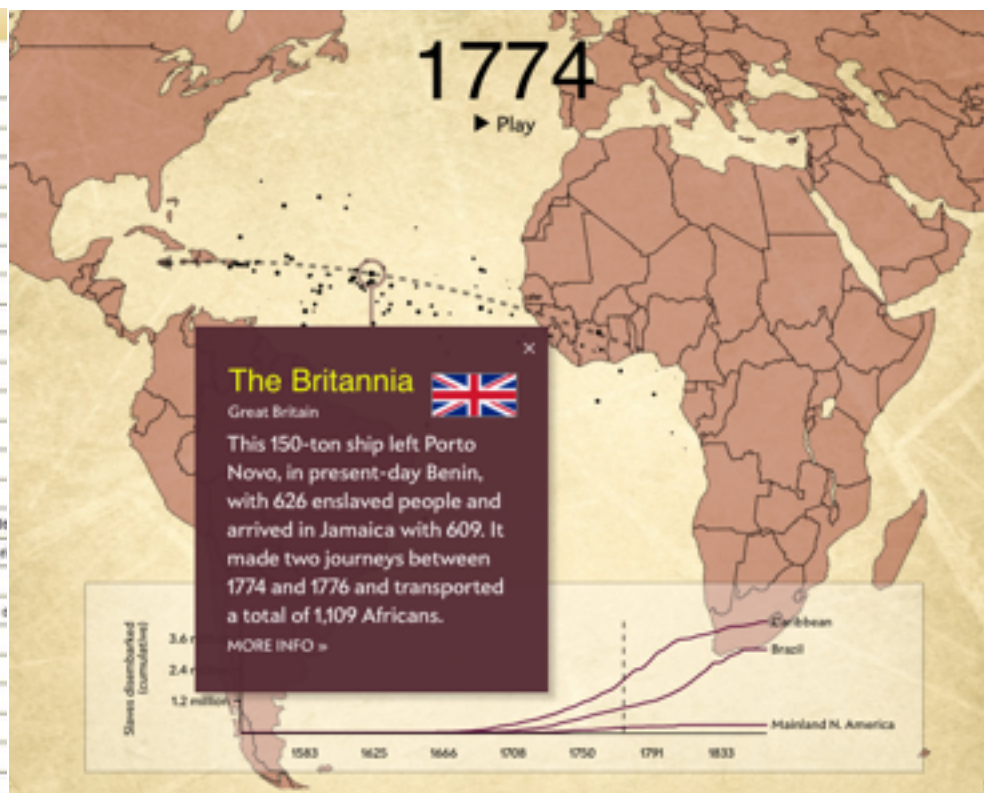


INTERACTIVE 3.2 Interactive Slave Trade Map



The following video depicts the African Slave Trade through the years. Each dot represents individual slave ships. If you pause and click on a dot, a link will be provided that will take you to a page detailing information about the ship.

The list of voyages		
Voyage Variables		
Map		
Images		
17587, Indian Queen (1766)		
Voyage variables	Voyage identification number	17587
	Voyage in 1999 CD-ROM	Yes
	Vessel name	Indian Queen
	Flag	Great Britain
	Flag*	Great Britain
	Place constructed	Prize (unknown place)
	Year constructed	
	Place registered	Bristol
	Year registered	1758
	Rig	Ship
Outcome	Tonnage	200
	Standardized tonnage*	325
	Guns mounted	10
	Vessel owners	Miller, Michael*
	Particular outcome of voyage	Voyage completed as intended
	Outcome of voyage for slaves*	Slaves disembarked in America
	Outcome of voyage if ship captured*	Not captured
	Outcome of voyage for owner*	Delivered slaves for original owner
	African resistance	
	Place where voyage began*	Bristol
Primary	First place of slave purchase	Calabar
	Second place of slave purchase	
	Third place of slave purchase	
	Principal place of slave purchase*	Calabar
	Places of call before Atlantic crossing	



This animated map is produced by Slate.com. The map uses data on all accounted slave ships listed in the Trans-Atlantic Slave Trade Database. Slave ships are represented by black dots and can be tracked through the years of 1545 to 1860. If you pause the map and click on a dot, a link is provided to webpage detailing all known information about that voyage. Information includes: name of voyage, country of origin, year registered, vessel owner, where slaves disembarked, place where the voyage began, place of slave purchase, place of slave landing, year arrived, number of crew members departing and arriving, and number of slaves departing and arriving.

Link to Slate.com interactive map:

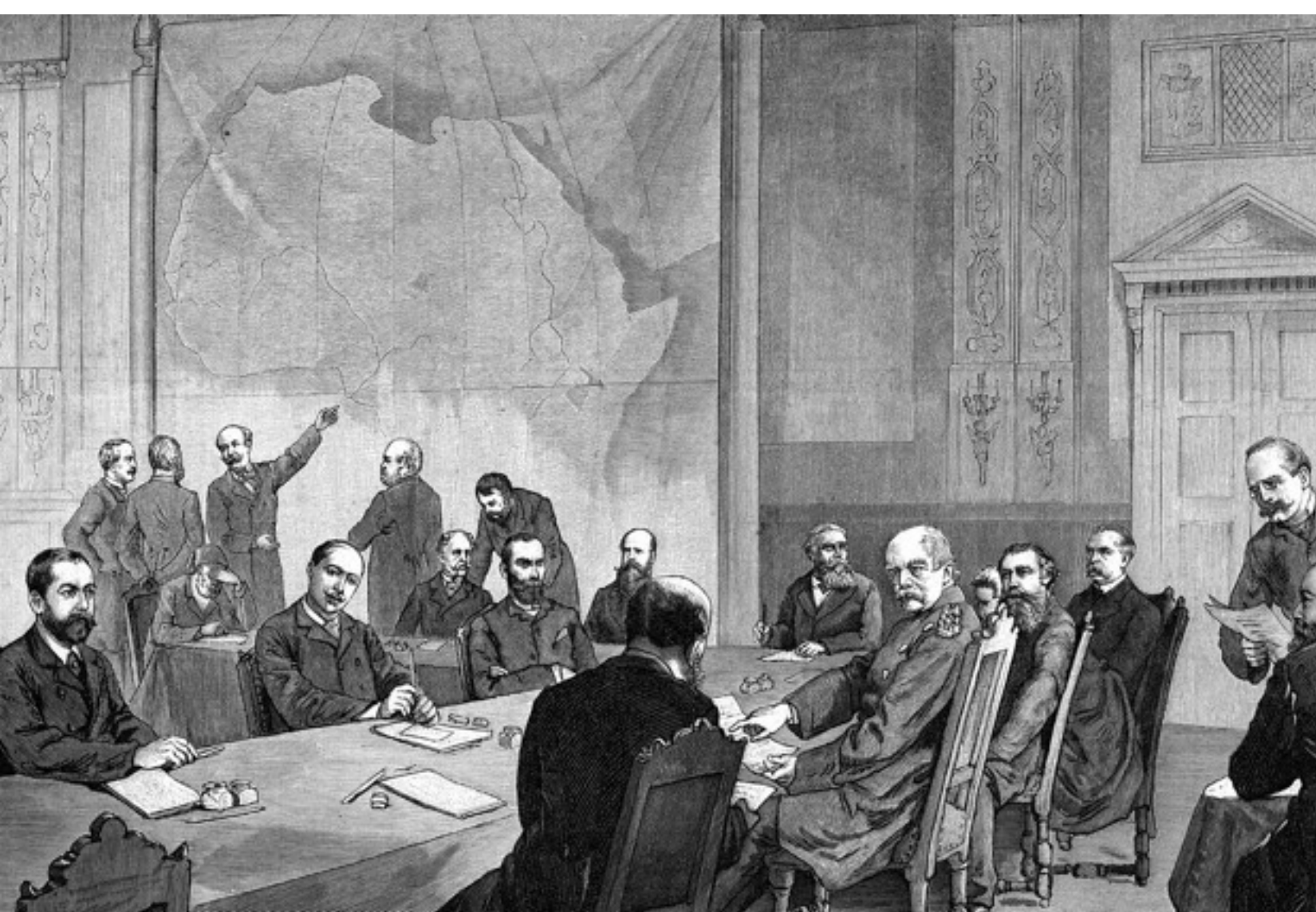
http://www.slate.com/articles/life/the_history_of_american_slavery/2015/06/animated_interactive_of_the_history_of_the_atlantic_slave_trade.html

What To Do:

- 1) Model the map to students. Give background information on how to use the map and the information it provides.
- 2) Have students read the accompanied article. The article provides a summary of the Trans-Atlantic Slave Trade and details which countries were involved.
- 3) Provide students a graphic organizer. They will use this organizer to detail information about various ships of their choosing.
- 4) Discuss findings as a class or in a small group. Questions to ask:
 - 1) What did you find most surprising?
 - 2) What do you think accounted for the difference in the number of slaves departing and arriving?
 - 3) How do you think the slave trade effected Africa?

Extension Activities:

- 1) Have students watch the following clip about the conditions experienced during the middle passage. http://www.slate.com/articles/life/the_history_of_american_slavery/2015/06/animated_interactive_of_the_history_of_the_atlantic_slave_trade.html
- 2) Have students read the following passage written by Olaudah Equiano (1789), a former slave and abolition campaigner. http://www.liverpoolmuseums.org.uk/ism/slavery/middle_passage/olaudah_equiano.aspx



The Berlin Conference and “Scramble for Africa”

Provide students the appropriate context before introducing the Berlin Conference and the “Scramble for Africa.” Be sure to explain that Africa had hundreds of different ethnic groups, over 1,000 languages, powerful armies, and large trade networks solely controlled by Africans before being imperialized. Europeans needed new markets for their manufactured goods, new sources of raw materials to support new industries, foods that were not grown in Europe (coffee, chocolate, tea, bananas, oranges), and cheap and profitable labor. Europeans had a technological advantages that Africans did not and Africans were not united due to different languages & cultures found throughout the continent. This made Africa easier to imperialize.

Before 1875, 10% of Africa was under European control. The Berlin Conference took place in 1884. The major European countries met to discuss the fate of Africa but no African rulers were present. By 1900 most of Africa was controlled by the empires of Europe; only Ethiopia and Liberia remained free.

Politically: Africans lost control of their land and their independence and traditional leaders were replaced.

Socially and Culturally: Life spans and literacy increased, hospitals and schools were built, famines resulted from Europeans growing cash crops in the place of food crops, and many Africans struggled with their identity because they were taught that “white” culture was better than “black” culture.

Economically: Europeans built railroads, dams, telephones (these were built to benefit Europeans), African land and property were taken by Europeans, and Africans had to work in mines, plantations, or on the railroads.

What To Do:

- 1) Present a brief lecture on the Berlin Conference and subsequent “Scramble for Africa.” Be sure to connect the effects caused by the slave trade to the imperialism of Africa.
- 2) Give students a reading titled “How the Europeans Sliced Up Africa” written by Glenn Frankel of the Washington Post. This reading further explores the Berlin Conference and the “Scramble for Africa.” The reading is supported with scaffolded questions. See next page for the reading.



Glenn Frankel
Washington Post
1985

It is the 100th anniversary of the Berlin Conference, an extraordinary conclave of European diplomats that divided Africa into spheres of influence and ushered in an era of colonial rule whose effect still can be seen across the continent.

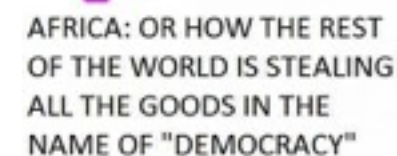
The conference was a brief breathing spell in what became known as the "Scramble for Africa." After nibbling at the edges of the continent for several centuries, the Europeans in the 1870s began a mad rush into the interior. Armed with superior weapons, bibles and makeshift treaties, imperial agents laid claim to more than 10 million square miles of territory and 100 million people in the space of a decade.

Fourteen nations attended the three-month session. Conspicuous by their absence were those who had the most at stake—the Africans. But there was little hypocrisy: no one pretended the lines were drawn for any interests other than those of the countries at the table. The interest of Africans were never a factor.

The Africa of a century ago consisted of several hundred independent states, some large and powerful and well advanced, others smaller, weaker and more primitive. When the Europeans finished drawing their lines, these states had been condensed into about 40 pieces of territory.

Comprehension
Focus Questions
Your Answers

-



28

Scramble for Africa Simulation

This activity is designed for students to understand the economic and arbitrary motivations of the European powers in the imperialization of Africa.

GALLERY 3.2 Scramble for Africa Simulation

Scramble for Africa

Directions:

- Divide your class into groups of four.
- Once students are in their groups, assign each person a number from 1-4.

Each group should have:

- A blank map of Africa
- Seven different colored pencils/pens (red, orange, yellow, green, blue, purple and pink/brown) to mark their territory on the map.
- Ruler

Modeled After:

Scramble for Africa Directions: Divide your class into groups of four. Assign students to their groups, assign each person a number from 1-4. Each group should have: A blank map of Africa Seven different colored pencils/pens (red, orange, yellow, green, blue, purple and pink/brown) to mark their territory on the map. Ruler	Scramble for Africa: Round #1 (1500-1815) Sign Students: Student #1+ Britain (red) Student #2+ France (blue) Student #3+ Portugal (pink/brown) There are 5 students in a group, student #4 is left out.	Scramble for Africa: Round #1 (1500-1815) Background Information: Africa has many powerful kingdoms that would be difficult to conquer and European countries are uninterested in African color at this time. The power of the Ottoman Empire (north coast of Africa) and Ethiopia (south coast of Africa) are unavailable for European acquisition.	Scramble for Africa: Round #1 (1500-1815) Legal: You are the first to explore the coast of Africa. You have little interest in Africa right now because your major interest is trade with a nearby country. You are looking for port locations which will assist your ships traveling around Africa to Asia. Place six brown/pink dots on the map to signify the locations where you establish your ports.	Scramble for Africa: Round #1 (1500-1815) Legal: You are the first to explore the coast of Africa. You have little interest in Africa right now because your major interest is trade with a nearby country. You are looking for port locations which will assist your ships traveling around Africa to Asia. Place six brown/pink dots on the map to signify the locations where you establish your ports.	Scramble for Africa: Round #1 (1500-1815) Legal: You are the first to explore the coast of Africa. You have little interest in Africa right now because your major interest is trade with a nearby country. You are looking for port locations which will assist your ships traveling around Africa to Asia. Place six brown/pink dots on the map to signify the locations where you establish your ports.	Scramble for Africa: Round #1 (1500-1815) Legal: You are the first to explore the coast of Africa. You have little interest in Africa right now because your major interest is trade with a nearby country. You are looking for port locations which will assist your ships traveling around Africa to Asia. Place six brown/pink dots on the map to signify the locations where you establish your ports.	Scramble for Africa: Round #2 (1815-1875) Background Information: Africa continues to have many powerful kingdoms and territories but European countries need to control the coastline and are motivated to have trade access to the natural resources of the interior in Africa. The Ottoman Empire (north coast between 1815 and 1875) and Ethiopia continue to be unavailable for European acquisition.	Scramble for Africa: Round #2 (1815-1875) Legal: You are becoming more interested in trade with Africa. You are expanding your influence around your ports. Place a 1/2" length of the coast adjacent to your ports (brown/pink).
--	---	---	---	---	---	---	---	--



IMAGE CREDITS:

Cover page: <https://www.flickr.com/photos/38703275@N06/6884762890>

Page 25: trade route map

<https://www.flickr.com/photos/45803876@N00/31911547722>

Page 27

first image: <https://commons.wikimedia.org/wiki/File:Kongokonferenz.jpg>

bottom right corner: https://commons.wikimedia.org/wiki/File:De_Kaap_Gold_Fields,_South_Africa;_miners_of_the_Republic_Go_We_Welcome_V0037925.jpg

bottom left hand corner: [https://commons.wikimedia.org/wiki/File:Africa_\(1909\).jpg](https://commons.wikimedia.org/wiki/File:Africa_(1909).jpg)

Page 28. Colorful map- first image

<https://commons.wikimedia.org/wiki/File:ColonialAfrica.png>

map of resources

<https://www.flickr.com/photos/11165691@N03/15379844667>

Page 29: Print- https://en.wikipedia.org/wiki/Imperialism#/media/File:Punch_Rhodes_Colossus.png

Modeled after: <http://shepherd.glk12.org/mod/resource/view.php?id=12015>

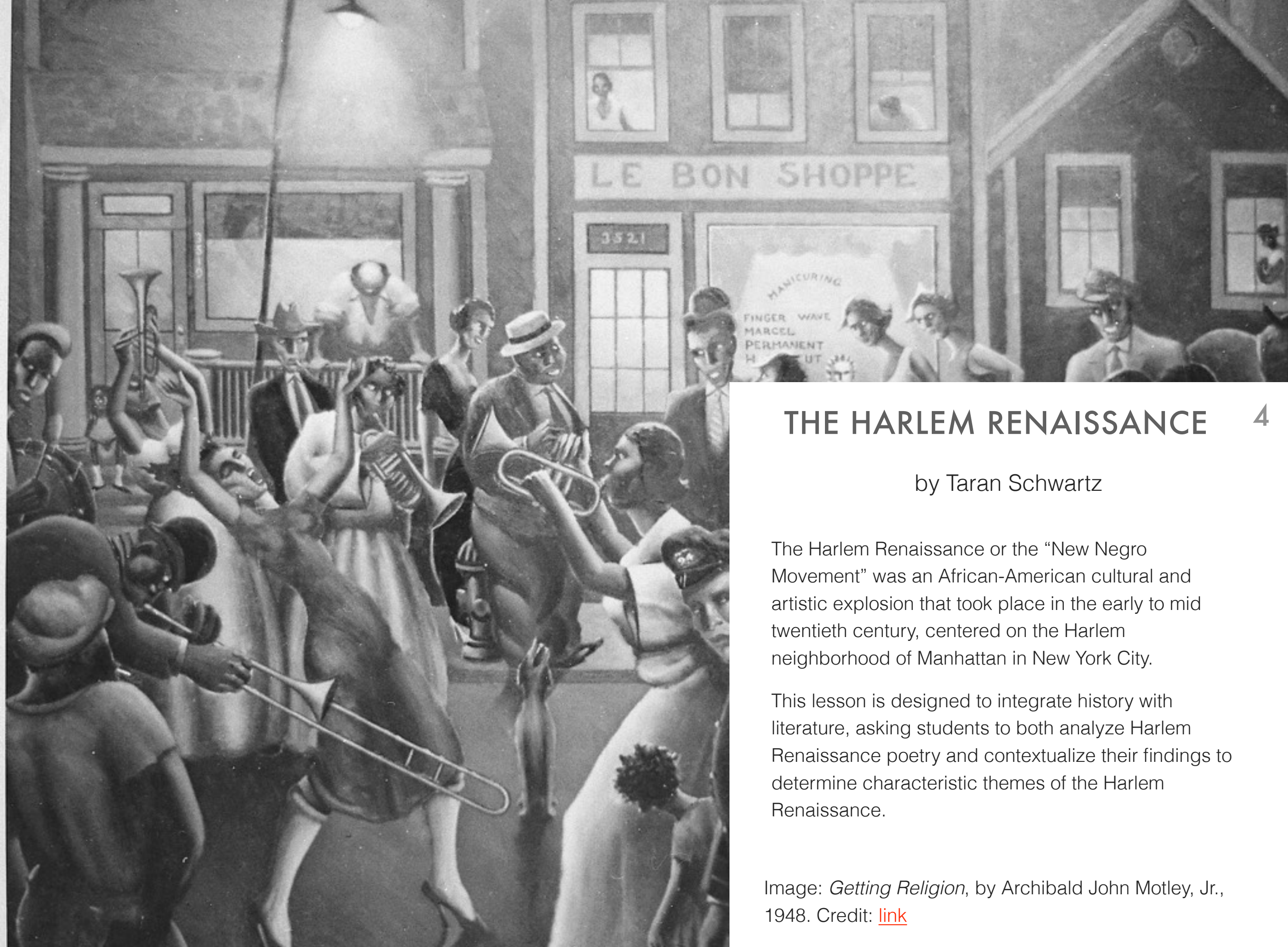


Map of Africa

Willem Blaeu

c 1640

[Source](#)



THE HARLEM RENAISSANCE

4

by Taran Schwartz

The Harlem Renaissance or the “New Negro Movement” was an African-American cultural and artistic explosion that took place in the early to mid twentieth century, centered on the Harlem neighborhood of Manhattan in New York City.

This lesson is designed to integrate history with literature, asking students to both analyze Harlem Renaissance poetry and contextualize their findings to determine characteristic themes of the Harlem Renaissance.

Image: *Getting Religion*, by Archibald John Motley, Jr., 1948. Credit: [link](#)

Image: Carter and King Jazzing Orchestra in 1921 (picture taken in Houston, Texas).

Credit: [link](#)

After introducing the lesson, give students this graphic organizer. Then play a short video giving background information about the Harlem Renaissance. Instruct students to annotate key elements on their graphic organizers as they watch. This should take about five minutes.

INTERACTIVE 4.1 History Brief: The Harlem Renaissance

Name:
Date:
Period:

Harlem Renaissance Lesson Graphic Organizer

Harlem Renaissance Introduction:
While watching the Harlem Renaissance overview video, briefly answer the following questions (complete sentences are not expected):

Who was involved?

What happened?

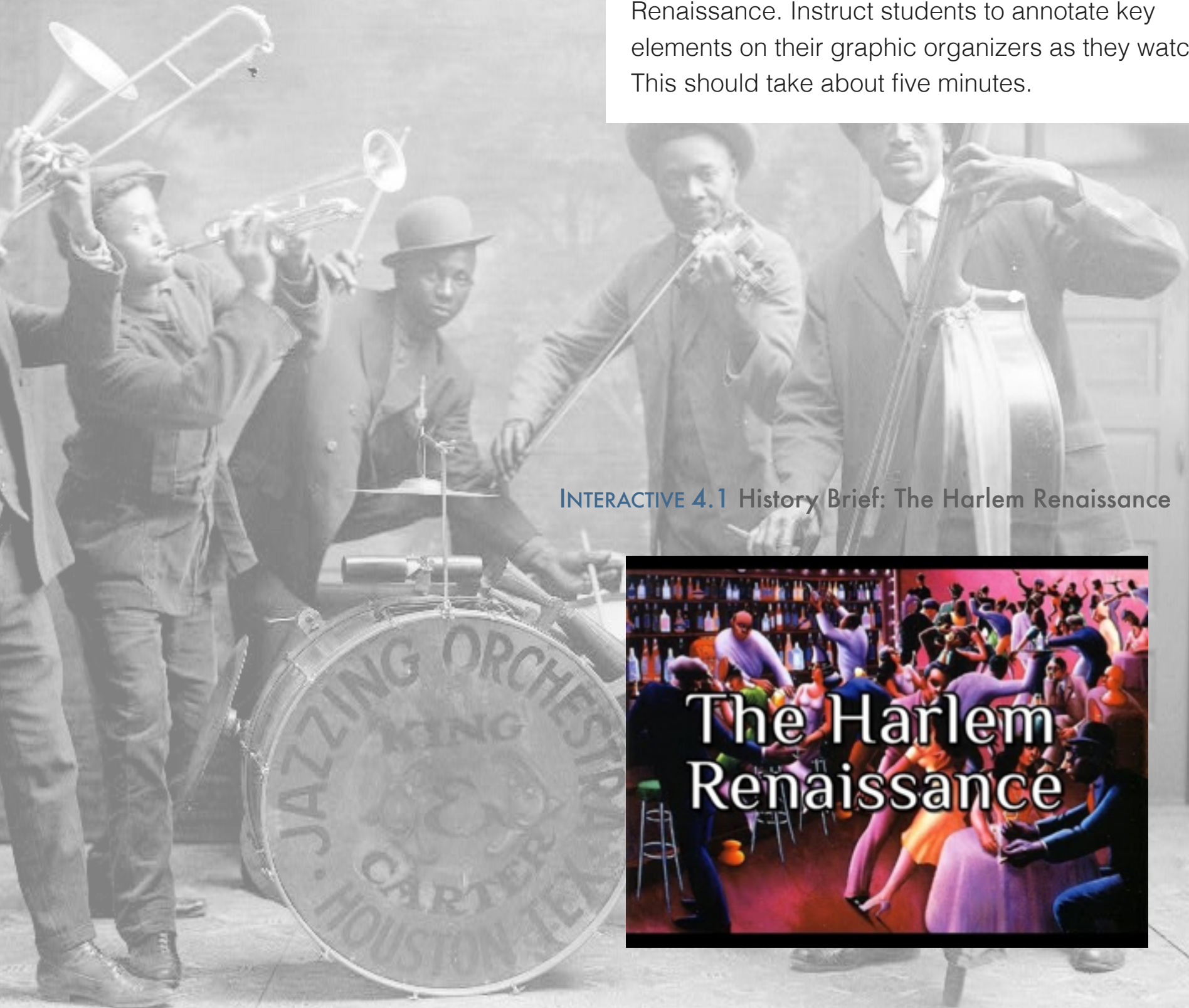
Where did it occur?

When did it happen?

Why did it happen?

Poem name and author: _____

Themes/Notes from poem:





Langston Hughes, 1936 photo by Carl Van Vechten.

Credit: [link](#)

Next, put students into four groups. Give two of the groups one Harlem Renaissance poem, and give the other two groups a different poem. Include vocabulary supports as necessary. (The number of poems and groups can easily be altered to the teacher's preference. Alternatively, substitute art or music.)

Groups should spend a few minutes reading, discussing, and analyzing their poems to identify themes (use notes from the video for some hints about characteristic Harlem Renaissance themes).

Note on Commercial Theatre by Langston Hughes

You've taken my blues and gone —
 You sing 'em on Broadway
 And you sing 'em in Hollywood Bowl,
 And you mixed 'em up with symphonies
 And you fixed 'em
 So they don't sound like me.
 Yep, you done taken my blues and gone.
 You also took my spirituals and gone.
 You put me in Macbeth and Carmen Jones
 And all kinds of Swing Mikados
 And in everything but what's about me —
 But someday somebody'll
 Stand up and talk about me,
 And write about me —
 Black and beautiful —
 And sing about me,
 And put on plays about me!
 I reckon it'll be
 Me myself!
 Yes, it'll be me.

Vocab
 Broadway: A street in New York City, famous for its theaters, restaurants, and bright
 Blues: Music of black American folk origin with sad themes
 Swing Mikados: A musical theatre adaptation in two acts of Gilbert and Sullivan's comic opera, *The Mikado*
 Macbeth: A tragedy play by William Shakespeare
 Carmen Jones: A 1943 Broadway musical
 Racton: believe, think, be of the opinion
 Spirituals: Black American religious songs that combine European hymns and slave songs
 Symphony: A musical composition for a full orchestra

Lift Ev'ry Voice and Sing by James Weldon Johnson

Lift ev'ry voice and sing,
 Till earth and heaven ring,
 Ring with the harmonies of Liberty;
 Let our rejoicing rise
 High as the listening skies,
 Let it resound loud as the rolling sea.
 Sing a song full of the faith that the dark past has taught us,
 Sing a song full of the hope that the present has brought us;
 Facing the rising sun of our new day begun,
 Let us march on till victory is won.

Stony the road we trod,
 Bitter the chast'ning rod,
 Felt in the days when hope unborn had died;
 Yet with a steady beat,
 Have not our weary feet
 Come to the place for which our fathers sighed?
 We have come over a way that with tears has been watered,
 We have come, treading our path through the blood of the slaughtered,
 Out from the gloomy past,
 Till now we stand at last
 Where the white gleam of our bright star is cast.

God of our weary years,
 God of our silent tears,
 Thou who hast brought us thus far on the way;
 Thou who hast by Thy might,
 Led us into the light,
 Keep us forever in the path, we pray.
 Lest our feet stray from the places, our God, where we met Thee,
 Lest our hearts, drunk with the wine of the world, we forget Thee;
 Shadowed beneath Thy hand,
 May we forever stand,
 True to our God,
 True to our native land.

Vocabulary
 chast'ning (chastening): punishing, disciplining, restraining
 Thee: You
 Thy: Your
 Thou: You
 Lest: So that [object] may not
 gloomy: dark, depressing
 weary: tired, worn out, exhausted

Click text above for full screen

Next, instruct groups to gather materials (a poster and markers), and visually represent the themes they have uncovered in their poem however they choose.



Above: *Nightlife*, by Archibald John Motley, Jr., 1943. Credit: [link](#)



Left: *On a John Brown Flight*, by William Johnson, c.1945. Credit: [link](#)

Below: *Jitterbugs*, by William Johnson, c. 1941–1942. Credit: [link](#)



Right: *Willie and Holcha*, by William Johnson, c. 1939–1940. Credit: [link](#)





Finally, students should share their group's work. This can be accomplished by a gallery walk or group presentations, depending on time. One fun way to do it is to have other groups first say what themes they see in a poster, before the group presents what they intended to convey.

If an exit slip is desired, students can turn in the bottom half of their graphic organizers as an exit slip, or write in a few sentences about the themes they saw in their favorite poster (other than their own).

Image: Lafayette Theater in Harlem on opening night of "the Voodoo *Macbeth*," April 14, 1936.

Credit: [link](#)

WESTERN EXPANSION

TEXT SET

BY: JAMES BAYLESS



The following 8 texts were curated to serve as the pillars of a unit on the Westward Expansion era. Each pair of texts is color coded to be taught on the same day of instruction. Students are prompted which specific questions concern each of the four Historical Thinking Skills. For reference, I have included a chart that lists the skills with corresponding questions, objectives, and prompts to help students interact with these skills.

HISTORICAL THINKING CHART

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	<ul style="list-style-type: none"> Who wrote this? What is the author's perspective? When was it written? Where was it written? Why was it written? Is it reliable? Why? Why not? 	<ul style="list-style-type: none"> Identify the author's position on the historical event Identify and evaluate the author's purpose in producing the document Hypothesize what the author will say before reading the document Evaluate the source's trustworthiness by considering genre, audience, and purpose 	<ul style="list-style-type: none"> The author probably believes . . . I think the audience is . . . Based on the source information, I think the author might . . . I do/don't trust this document because . . .
Contextualization	<ul style="list-style-type: none"> When and where was the document created? What was different then? What was the same? How might the circumstances in which the document was created affect its content? 	<ul style="list-style-type: none"> Understand how context/background information influences the content of the document Recognize that documents are products of particular points in time 	<ul style="list-style-type: none"> Based on the background information, I understand this document differently because . . . The author might have been influenced by _____ (historical context) . . . This document might not give me the whole picture because . . .
Corroboration	<ul style="list-style-type: none"> What do other documents say? Do the documents agree? If not, why? What are other possible documents? What documents are most reliable? 	<ul style="list-style-type: none"> Establish what is probable by comparing documents to each other Recognize disparities between accounts 	<ul style="list-style-type: none"> The author agrees/disagrees with . . . These documents all agree/disagree about . . . Another document to consider might be . . .
Close Reading	<ul style="list-style-type: none"> What claims does the author make? What evidence does the author use? What language (words, phrases, images, symbols) does the author use to persuade the document's audience? How does the document's language indicate the author's perspective? 	<ul style="list-style-type: none"> Identify the author's claims about an event Evaluate the evidence and reasoning the author uses to support claims Evaluate author's word choice; understand that language is used deliberately 	<ul style="list-style-type: none"> I think the author chose these words in order to . . . The author is trying to convince me . . . The author claims . . . The evidence used to support the author's claims is . . .

Document 1 Catlin's Creed Spoken by Russel Means



Source It:

- Who painted this? When/Where was this painted?
- Is this source reliable?

Contextualize It:

- What was happening at the time this was painted?
- What is different about the Western Expansion era compared to today?
- How might the circumstances of the Western Expansion era affect this documents message?

Close Read It:

- What claims does the author make?
- What evidence does the author present to support her claims?
- What language (words, phrases , images, and symbols) does the author use to persuade his audience?
- What does the language of this creed indicate about the author's perspective?

Source It:

- Who wrote this? When/Where was this written?
- Is this source reliable?

Contextualize It:

- What was happening at the time this creed was written?
- What is different about the Western Expansion era compared to today?
- How might the circumstances of the Western Expansion era affect this document's message?

Close Read It:

- What claims does the author make?
- What evidence does the author present to support his claims?
- What language (words, phrases , images, and symbols) does the author use to persuade his audience?
- What does the language of this creed indicate about the author's perspective?



Document 2 Painting by Ezra Palmer

Corroborate!

- What specifically are the perspectives of these documents?
- How are these perspectives different/ similar?
- Which document more reliably informs it's audience about the interaction between Homesteaders and Native Americans?

Source It:

- Who wrote this? When/Where was this written?
- Is this source reliable?

Contextualize It:

- What was happening at the time this speech was written?
- How might the circumstances of the Western Expansion era affect the message of this speech?

Close Read It:

- What claims does the author make?
- What evidence does the speaker present to support his claims?
- What language (words, phrases, images, and symbols) does the author use to persuade his audience?
- What does the language of this autobiography indicate about the speaker's perspective?

Workingmen of San Francisco

We have met here in San Francisco to-night to raise our voice to you in warning of a great danger that seems to us imminent, and threatens our almost utter destruction as a prosperous community; and we beg of each and every citizen of the State, without distinction of political party, depending on their own labor for the support of themselves and families, to hear us and to take time to examine with the utmost care the reasons and the facts we will give for believing a great danger to be now confronting us....

The danger is, that while we have been sleeping in fancied security, believing that the tide of Mongolian immigration to our State had been checked and was in a fair way to be entirely stopped, our opponents, the pro-China wealthy men of the land, have been wide-awake and have succeeded in reviving the importation of this servile slave-labor to almost its former proportions. So that, now, hundreds and thousands of Mongolians are every week flocking into our State....

To-day every avenue to labor, of every sort, is crowded with Chinese slave labor worse than it was eight years ago. The boot, shoe, and cigar industries are almost entirely in their hands. In the manufacture of men's overalls and women's and children's underwear they run over three thousand sewing machines night and day. They monopolize nearly all the farming done to supply the market with all sorts of vegetables. This state of things brings about a terrible competition between our own people, who must live, if they live at all, in accord with American civilization, and the labor of a people, who live like what in fact they are, degraded serfs under masters who hold them in slavery. We should all understand that this state of things cannot be much longer endured.

Source: The document above is a speech to the workingmen of San Francisco on August 16, 1888.

Corroborate!

- What specifically is the perspective of this document?
- Whose perspective is left out?

Source It:

- Who wrote this? When/Where was this written?
- Is this source reliable?

Contextualize It:

- What was happening at the time this autobiography was written?
- How might the circumstances of the Western Expansion era affect this autobiography's message?

Close Read It:

- What claims does the author make?
- What evidence does the author present to support claims?
- What language (words, phrases, images, and symbols) does the author use to persuade his audience?
- What does the language of this autobiography indicate about the author's perspective?

Corroborate!

- How is this perspective different/ similar to the previous perspective?
- Which document more reliably informs its audience about the interaction between White American Workers and Chinese Immigrants?

Autobiography of a Chinese Immigrant

The treatment of the Chinese in this country is all wrong and mean. It is persisted in merely because China is not a fighting nation. The Americans would not dare to treat Germans, English, Italians or even Japanese as they treat the Chinese, because if they did there would be a war.

There is no reason for the prejudice against the Chinese. The cheap labor cry was always a falsehood. Their labor was never cheap, and is not cheap now. It has always commanded the highest market price. But the trouble is that the Chinese are such excellent and faithful workers that bosses will have no others when they can get them. If you look at men working on the street you will find an overseer for every four or five of them. That watching is not necessary for Chinese. They work as well when left to themselves as they do when someone is looking at them.

It was the jealousy of laboring men of other nationalities — especially the Irish—that raised all the outcry against the Chinese. No one would hire an Irishman, German, Englishman or Italian when he could get a Chinese, because our countrymen are so much more honest, industrious, steady, sober and painstaking. Chinese were persecuted, not for their vices, but for their virtues. There never was any honesty in the pretended fear of leprosy or in the cheap labor scare, and the persecution continues still, because Americans make a mere practice of loving justice. They are all for money making, and they want to be on the strongest side always. They treat you as a friend while you are prosperous, but if you have a misfortune they don't know you. There is nothing substantial in their friendship.

Wu-Ting-Fang talked very plainly to Americans about their ill treatment of our countrymen, but we don't see any good results. We hoped for good from Roosevelt—we thought him a brave and good man, but yet he has continued the exclusion of our countrymen, though all other nations are allowed to pour in here—Irish, Italians, Jews, Poles, Greeks, Hungarians, etc. It would not have been so if Mr. McKinley had lived.

Irish fill the almshouses and prisons and orphan asylums, Italians are among the most dangerous of men, Jews are unclean and ignorant. Yet they are all let in, while Chinese, who are sober, or duly law abiding, clean, educated and industrious, are shut out. There are few Chinamen in jails and none in the poor houses. There are no Chinese tramps or drunkards. Many Chinese here have become sincere Christians, in spite of the persecution which they have to endure from their heathen countrymen. More than half the Chinese in this country would become citizens if allowed to do so, and would be patriotic Americans. But how can they make this country their home as matters now are! They are not allowed to bring wives here from China, and if they marry American women there is a great outcry.

All Congressmen acknowledge the injustice of the treatment of my people, yet they continue it. They have no backbone. Under the circumstances, how can I call this my home, and how can anyone blame me if I take my money and go back to my village in China?

I
Source: Lee Chew, "The Biography of a Chinaman," *Independent*, 15 (19 February 1903), 417–423.

Source It:

- Who wrote this? When/Where was this written?
- Is this source reliable?

Contextualize It:

- What was happening at the time this speech was written?
- How might the circumstances of the Western Expansion era affect the message of this speech?

Close Read It:

- What claims does the author make?
- What evidence does the speaker present to support his claims?
- What language (words, phrases, images, and symbols) does the author use to persuade his audience?
- What does the language of this autobiography indicate about the speaker's perspective?

Corroborate!

- What specifically is the perspective of this document?
- Whose perspective is left out?

FROM SPEECH OF MR. EVERETT OF MASSACHUSETTS

Gentlemen, who favor the project [Indian removal], cannot have viewed it as it is. They think of a march of Indian warriors, penetrating with their accustomed vigor, the forest or the cane brake—they think of the youthful Indian hunter, going forth exultingly to the chase. Sir, it is no such thing. This is all past; it is matter of distant tradition, and poetical fancy. They have nothing now left of the Indian, but his social and political inferiority. They are to go in families, the old and the young, wives and children, the feeble, the sick. And how are they to go? Not in luxurious carriages; they are poor. Not in stagecoaches; they go to a region where there are none. Not even in wagons, nor on horseback, for they are to go in the least expensive manner possible. They are to go on foot: nay, they are to be driven by contract. The price has been reduced, and is still further to be reduced, and it is to be reduced, by sending them by contract. A community of civilized people, of all ages, sexes and conditions of bodily health, are to be dragged hundreds of miles, over mountains, rivers, and deserts, where there are no roads, no bridges, no habitations, and this is to be done for eight dollars a head; and done by contract. Will the contractor stop for the old man to rest, for the sick to get well; for the fainting women and children to revive? He will not; he cannot afford to. And this process is to be extended to every family, in a population of seventy-five thousand souls. This is what we call the removal of the Indians! It is very easy to talk of this subject, reposing on these luxurious chairs, and protected by these massy walls, and this gorgeous canopy, from the power of the elements.

Removal is a soft word, and words are delusive. — But let gentlemen take the matter home to themselves and their neighbors. There are 75,000 Indians to be removed. This is not less than the population of two congressional districts. We are going, then, to take a population of Indians, of families, who live as we do in houses, work as we do in the field or the workshop, at the plough and the loom, who are governed as we are by laws, who send their children to school, and who attend themselves on the ministry of the Christian faith, to march them from their homes, and put them down in a remote unexplored desert. We are going to do it—this Congress is going to do it—this is a bill to do it. Now let any gentleman think how he would stand, were he to go home and tell his constituents, that they were to be removed, whole counties of them—they must fly before the wrath of insupportable laws—they must go to the distant desert, beyond Arkansas—go for eight dollars a head, by contract—that this was the policy of the Government—that the bill had passed—the money was voted—you had voted for it—and go they must.

from Edward Everett, "Speech of Mr. Everett, of Massachusetts, on the Bill for Removing the Indians from the East to the West Side of the Mississippi. Delivered in the House of Representatives, On the 19th of May, 1830," (Boston: Office of the Daily Advertiser, 1830) pp. 28, 35.

Source It:

- Who wrote this? When/Where was this written?
- Is this source reliable?

Contextualize It:

- What was happening at the time this speech was written?
- How might the circumstances of the Western Expansion era affect the message of this speech?

Close Read It:

- What claims does the author make?
- What evidence does the speaker present to support his claims?
- What language (words, phrases, images, and symbols) does the author use to persuade his audience?
- What does the language of this autobiography indicate about the speaker's perspective?

Andrew Jackson's Indian Removal Speech

It gives me pleasure to announce to Congress that the benevolent policy of the Government, steadily pursued for nearly 30 years, in relation to the removal of the Indians beyond the white settlements is approaching to a happy consummation. Two important tribes have accepted the provision made for their removal at the last session of Congress, and it is believed that their example will induce the remaining tribes also to seek the same obvious advantages....

Humanity has often wept over the fate of the aborigines of this country, and Philanthropy has been long busily employed in devising means to avert it, but its progress has never for a moment been arrested, and one by one have many powerful tribes disappeared from the earth. To follow to the tomb, the last of his race and to tread on the graves of extinct nations excite melancholy reflections. But true philanthropy reconciles the mind to these vicissitudes as it does to the extinction of one generation to make room for another.... Philanthropy could not wish to see this continent restored to the condition in which it was found by our forefathers. What good man would prefer a country covered with forests and ranged by a few thousand savages to our extensive Republic, studded with cities, towns, and prosperous farms, embellished with all the improvements which art can devise or industry execute, occupied by more than 12,000,000 happy people, and filled with all the blessings of liberty, civilization, and religion?

The present policy of the Government is but a continuation of the same progressive change by a milder process. The tribes which occupied the countries now constituting the Eastern States were annihilated or have melted away to make room for the whites. The waves of population and civilization are rolling to the westward, and we now propose to acquire the countries occupied by the red men of the South and West by a fair exchange, and, at the expense of the United States, to send them to a land where their existence may be prolonged and perhaps made perpetual.

Doubtless it will be painful to leave the graves of their fathers; but what do they more than our ancestors did or than our children are now doing? Can it be cruel in this Government when, by events which it cannot control, the Indian is made discontented in his ancient home to purchase his lands, to give him a new and extensive territory, to pay the expense of his removal, and support him a year in his new abode? How many thousands of our own people would gladly embrace the opportunity of removing to the West on such conditions! If the offers made to the Indians were extended to them, they would be hailed with gratitude and joy....

Rightly considered, the policy of the General Government toward the red man is not only liberal, but generous. He is unwilling to submit to the laws of the States and mingle with their population. To save him from this alternative, or perhaps utter annihilation, the General Government kindly offers him a new home, and proposes to pay the whole expense of his removal and settlement.

Source: Andrew Jackson, State of the Union speech. December 30, 1830.

Corroborate!

- How is this perspective different/ similar to the previous perspective?
- Which document more reliably informs it's audience about the interaction between White American Workers and Chinese Immigrants?

Source It:

- Who wrote this? When/Where was this written?
- Is this source reliable?

Contextualize It:

- What was happening at the time this autobiography was written?
- How might the circumstances of the Western Expansion era affect this autobiography's message?

Close Read It:

- What claims does the author make?
- What evidence does the author present to support claims?
- What language (words, phrases, images, and symbols) does the author use to persuade his audience?
- What does the language of this autobiography indicate about the author's perspective?

At last at Carlisle the transforming, the "civilizing" process began. It began with clothes. Never, no matter what our philosophy or spiritual quality, could we be civilized while wearing the moccasin and blanket. The task before us was not only that of accepting new ideas and adopting new manners, but actual physical changes and discomfort had to be borne uncomplainingly until the body adjusted itself to new tastes and habits. Our accustomed dress was taken and replaced with clothing that felt cumbersome and awkward. Against trousers and handkerchiefs we had a distinct feeling—they were unsanitary and the trousers kept us from breathing well. High collars, stiff-bosomed shirts, and suspenders fully three inches in width were uncomfortable, while leather boots caused actual suffering.

We longed to go barefoot, but were told that dew on the grass would give us colds. That was a new warning for us, for our mothers had never told us to beware of colds, and I remember as a child coming into the tipi with moccasins full of snow. Unconcernedly I would take them off my feet, pour out the snow, and put them on my feet again without any thought of sickness, for in that time colds, catarrh, bronchitis, and *la grippe* were unknown. But we were soon to know them. Then, red flannel undergarments were given us for winter wear, and for me, at least, discomfort grew into actual torture. I used to endure it as long as possible, then run upstairs and quickly take off the flannel garments and hide them. When inspection time came, I ran and put them on again, for I knew that if I were found disobeying the orders of the school I should be punished.

My niece once asked me what it was that I disliked the most during those first bewildering days, and I said, "red flannel." Not knowing what I meant, she laughed, but I still remember those horrid, sticky garments which we had to wear next to the skin, and I still squirm and itch when I think of them. Of course, our hair was cut, and then there was much disapproval. But that was part of the transformation process and in some mysterious way long hair stood in the path of our development. For all the grumbling among the bigger boys, we soon had our heads shaven. How strange I felt! Involuntarily, time and time again, my hands went to my head, and that night it was a long time before I went to sleep. If we did not learn much at first, it will not be wondered at, I think. Everything was queer, and it took a few months to get adjusted to the new surroundings.

Almost immediately our names were changed to those in common use in the English language. Instead of translating our names into English and calling Zinkcaziwin, Yellow Bird, and Wanbli K'leska, Spotted Eagle, which in itself would have been educational, we were just John, Henry, or Maggie, as the case might be. I was told to take a pointer and select a name for myself from the list written on the blackboard. I did, and since one was just as good as another, and as I could not distinguish any difference in them, I placed the pointer on the name Luther. I then learned to call myself by that name and got used to hearing others call me by it, too.

By the time we had been forbidden to speak our mother tongue, which is the rule in all boarding-schools. This rule is uncalled for, and today is not only robbing the Indian, but America of a rich heritage. The language of a people is part of their history. Today we should be perpetuating history instead of destroying it, and this can only be effectively done by allowing and encouraging the young to keep it alive. A language unused, embalmed, and reposing only in a book, is a dead language. Only the people themselves, and never the scholars, can nourish it into life.

-Luther Standing Bear (Lakota) Recalls His Experiences at the Carlisle Indian Industrial School, 1879

Corroborate!

- What specifically is the perspective of this document?
- Whose perspective is left out?

Document 8 Chief Joseph's Speech to Congress

Source It:

- Who wrote this? When/Where was this written?
- Is this source reliable?

Contextualize It:

- What was happening at the time this speech was written?
- How might the circumstances of the Western Expansion era affect the message of this speech?

Close Read It:

- What claims does the author make?
- What evidence does the speaker present to support his claims?
- What language (words, phrases , images, and symbols) does the author use to persuade his audience?
- What does the language of this autobiography indicate about the speaker's perspective?

[On a visit to Washington, D.C., 1879]

I have heard talk and talk but nothing is done. Good words do not last long unless they amount to something. Words do not pay for my dead people. They do not pay for my country now overrun by white men. They do not protect my father's grave. They do not pay for my horses and cattle. Good words do not give me back my children. Good words will not make good the promise of your war chief, General Miles. Good words will not give my people a home where they can live in peace and take care of themselves. I am tired of talk that comes to nothing. It makes my heart sick when I remember all the good words and all the broken promises. There has been too much talking by men who had no right to talk. Too many misinterpretations have been made; too many misunderstandings have come up between the white men and the Indians.

If the white man wants to live in peace with the Indian he can live in peace. There need be no trouble. Treat all men alike. Give them the same laws. Give them all an even chance to live and grow. All men were made by the same Great Spirit Chief. They are all brothers. The earth is the mother of all people, and all people should have equal rights upon it. You might as well expect all rivers to run backward as that any man who was born a free man should be contented penned up and denied liberty to go where he pleases. If you tie a horse to a stake, do you expect he will grow fat? If you pen an Indian up on a small spot of earth and compel him to stay there, he will not be contented nor will he grow and prosper. I have asked some of the Great White Chiefs where they get their authority to say to the Indian that he shall stay in one place, while he sees white men going where they please. They cannot tell me. I only ask of the Government to be treated as all other men are treated. If I cannot go to my own home, let me have a home in a country where my people will not die so fast. I would like to go to Bitter Root Valley. There my people would be happy; where they are now they are dying. Three have died since I left my camp to come to Washington. When I think of our condition, my heart is heavy. I see men of my own race treated as outlaws and driven from country to country, or shot down like animals.

I know that my race must change. We cannot hold our own with the white men as we are. We only ask an even chance to live as other men live. We ask to be recognized as men. We ask that the same law shall work alike on all men. If an Indian breaks the law, punish him by the law. If a white man breaks the law, punish him also.

Let me be a free man, free to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to talk, think and act for myself -- and I will obey every law or submit to the penalty.

Whenever the white man treats the Indian as they treat each other then we shall have no more wars. We shall be all alike -- brothers of one father and mother, with one sky above us and one country around us and one government for all. Then the Great Spirit Chief who rules above will smile upon this land and send rain to wash out the bloody spots made by brothers' hands upon the face of the earth. For this time the Indian race is waiting and praying. I hope no more groans of wounded men and women will ever go to the ear of the Great Spirit Chief above, and that all people may be one people.

Hin-mah-too-yah-lat-~~kekht~~ has spoken for his people.

[TEXT: Chester Anders Fee, Chief Joseph: The Biography of a Great Indian, Wilson-Erickson, 1936.]

Corroborate!

- How is this perspective different/ similar to the previous perspective?
- Which document more reliably informs it's audience about the interaction between White American Workers and Chinese Immigrants?

AN ACCOUNT OF THE RED SUMMER

By David Grabin



The aftermath of the Chicago Race Riot of 1919. Image courtesy of

The New Historian. Posted By: Daryl Worthington

Posted date: July 29, 2015

in: News <http://www.newhistorian.com/chicago-race-riot-1919/4447/>

Directions:

Use this letter and your knowledge of history to answer the questions that follow.

Background information:

The events described in the following letter take place during a time called the “Red

Summer,” referring to the summer of 1919. At that time there was a sharp increase in race riots across the country, in the North as well as the South. This document comes from the archived records of the NAACP, the National Association for the Advancement of Colored People.



NAACP Leader DuBois in Washington: 1932 by Washington Area Spark https://www.flickr.com/photos/washington_area_spark/8487557442

Other facts related to Mr. Scott's letter:

1. **The so-called “Red Summer” riots took place across 25 cities.** This included riots in Illinois, Nebraska, Washington D.C., and Texas.
2. **Mr. Scott's account describes the 5-day Washington Riot**, which started on July 19th, 1919. The riots began when reporters published sensationalized (hyped-up) headlines describing attacks on White women by Black men.
3. In response to the headlines, **White servicemen began assaulting Black pedestrians**
4. **This letter was Mr. Scott's affidavit.** This means it was a **legal court document** signed under oath that testifies to what Mr. Scott witnessed.

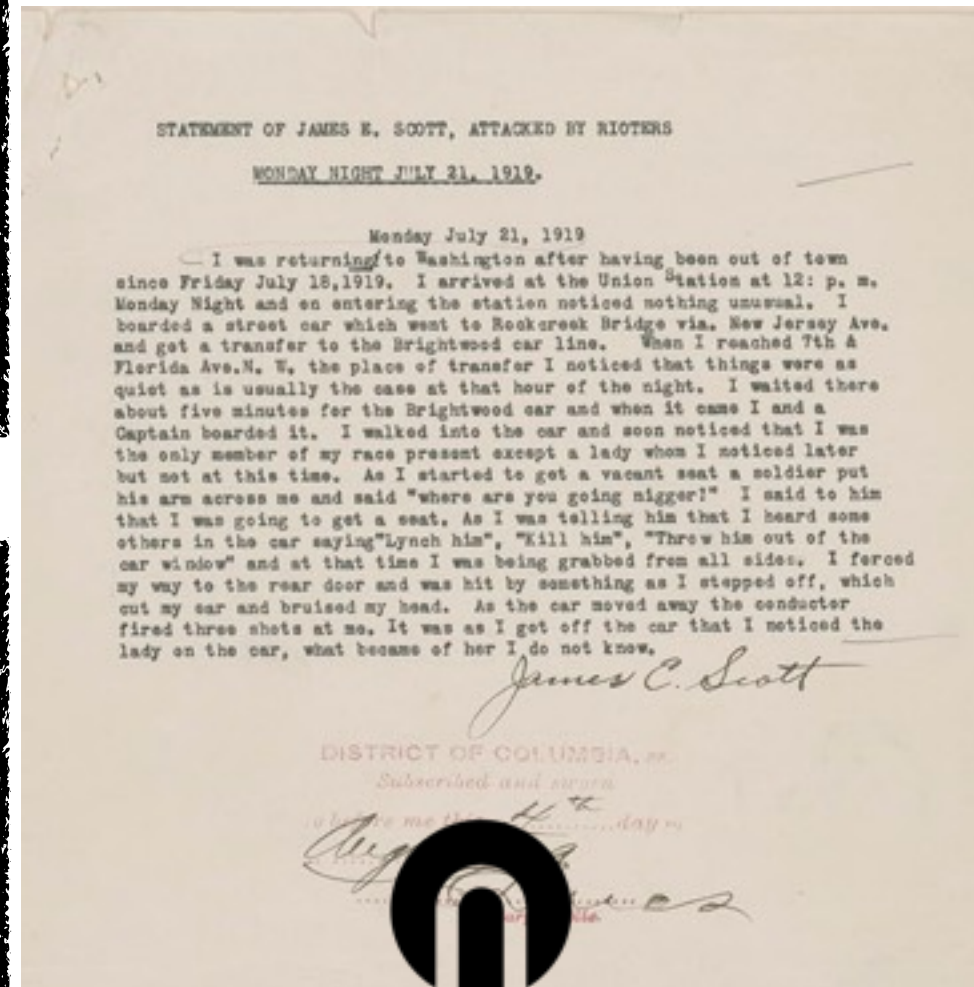
Question: Which 2 of the 4 facts above help you figure out whether Mr. Scott's experience of being involved in a race riot was typical (usual) or atypical (unusual) of Black men in the 1920s? **Explain your reasoning.**

Fact # ____ helps to show that Mr. Scott's experience **was either usual or unusual because:**

Fact # ____ helps to show that Mr. Scott's experience was either usual or unusual **because:**

Question: Which 2 of the 4 facts above help you decide if Mr. Scott is a **trustworthy source**?

Fact # ____ shows _____ because:



Created by Icon Fair
from Noun Project

Click **the letter itself** to enlarge it. Or you can click **the pointer icon** to see a transcription of the letter in plain text.