



TEACHER'S GUIDE

Dave Raymond's American History

PART 2: George Washington to Theodore Roosevelt



Dave Raymond's
American History

Part II : Lessons 14-26
George Washington to Theodore Roosevelt

- TEACHER'S GUIDE -

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HOW TO USE THIS CURRICULUM

INTRODUCTION

I hope you've enjoyed the first semester of American History.

This next set is designed to fill one semester. It covers 13 Lessons with the goal of completing one Lesson per week. Each Lesson is broken down into five different lectures (approximately 10 minutes each) with associated readings or assignments. You can structure in one lecture a day or you can go through two or more lectures in one day. Your student will be the best gauge as to how much he or she can effectively cover at one time.

The materials for the class are: 1) video lectures, 2) a reader, 3) a notebook, 4) a portfolio (explained in the next section), and 5) a series of papers and projects (also explained next). There are both PDF and eBook formats for the Reader; they are available on the DVD (use it in a computer) or via download.

As the Teacher, please read through the following sections before starting the class. It might also be a good idea for your student to know what's in the Portfolio and Project Guide section.

Please note: the readings in the second part of this series are often much longer than the readings in the first part. As the teacher, feel free to abridge any of the writings to your student's abilities.

Thank you for purchasing this series. We hope that you and your student learn many new things about American History.

SCOPE & SEQUENCE

One Lesson is normally completed per week. Use this chart to mark off what has been finished. Only exams, essays and projects are scored.

If an Assignment asks one or more questions, these are meant to be considered by the student as he or she does the reading. You can also use these questions as a way to discuss the lesson with your student after the lesson and readings are complete.

Item	Complete	Portfolio	Score
Review Teacher's Guide (Parents read)			
Lesson 14.1			
Lesson 14.2			
Lesson 14.3			
Lesson 14.4			
Lesson 14.5 / Exam			
Portfolio			
Lesson 15.1			
Lesson 15.2			
Lesson 15.3			
Lesson 15.4			
Lesson 15.5 / Exam			
Project: Choose Paper Topic, Begin Research			
<i>(See below for more details)</i>			
Lesson 16.1			
Lesson 16.2			
Lesson 16.3			
Lesson 16.4			
Lesson 16.5 / Exam			

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Item	Complete	Portfolio	Score
Lesson 17.1			
Lesson 17.2			
Lesson 17.3			
Lesson 17.4			
Lesson 17.5 / Exam			
Project: Outline of Paper Completed			
Lesson 18.1			
Lesson 18.2			
Lesson 18.3			
Lesson 18.4			
Lesson 18.5 / Exam			
Lesson 19.1			
Lesson 19.2			
Lesson 19.3			
Lesson 19.4			
Lesson 19.5 / Exam			
Project: Thesis Paper Finished			
Lesson 20.1			
Lesson 20.2			
Lesson 20.3			
Lesson 20.4			
Lesson 20.5 / Exam			

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Item	Complete	Portfolio	Score
Lesson 21.1			
Lesson 21.2			
Lesson 21.3			
Lesson 21.4			
Lesson 21.5 / Exam			
Project: Choose "Hour Project" Goal			
<i>(See below for more details)</i>			
Lesson 22.1			
Lesson 22.2			
Lesson 22.3			
Lesson 22.4			
Lesson 22.5 / Exam			
Lesson 23.1			
Lesson 23.2			
Lesson 23.3			
Lesson 23.4			
Lesson 23.5 / Exam			
Lesson 24.1			
Lesson 24.2			
Lesson 24.3			
Lesson 24.4			
Lesson 24.5 / Exam			
Lesson 25.1			

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Item	Complete	Portfolio	Score
Lesson 25.2			
Lesson 25.3			
Lesson 25.4			
Lesson 25.5 / Exam			
Lesson 26.1			
Lesson 26.2			
Lesson 26.3			
Lesson 26.4			
Lesson 26.5 / Exam			

PORTFOLIO AND PROJECT GUIDE

AMERICAN HISTORY PORTFOLIO

The American History Portfolio is essentially a scrapbook or a visual textbook for the semester's lessons which shows the lessons that have been verbally discussed. Students should complete this with a great attention to craftsmanship and ownership of the material.

Portfolio entries should be completed for each lesson. Portfolios should be completed in a scrapbook, photo album, 3-ring binder, or a fine sketch book. Portfolios must have a title page with the name of the class, the student's name, and the year or period of time they were completed during. The paper used for each entry should be of durable quality such as cardstock or a heavy drawing paper. Notebook and copier/printer paper should not be used.

Portfolio entries should be both visual and textual. Titles and captions should be used for all entries as well as pictures, photographs, maps, famous paintings, original artwork, articles, advertisements, poems, lyrics, quotes, etc. Each item of content should relate to the lesson discussed. Entries should have a minimum of three items or one item of original artwork.

Portfolios are graded upon completion, presentation, craftsmanship, and the following of directions.

RESEARCH AND THESIS PAPER

This project should be completed by the end of the 19th Lesson. Students should choose their topic and write their thesis statement by the end of the 15th Lesson. Outlines should be completed by the end of the 17th Lesson.

For this project, students are to write and present a research and thesis paper which demonstrates a knowledge of their chosen topic and an opinion or argument about their topic.

Students must first choose a topic of interest from America's history occurring between the early civilization of Meso-America and World War One. Topics should be thoroughly researched and a thesis

statement with three proofs should be formed. Students must then write an outline and complete a written paper with a bibliography. Papers should be presented before an audience with an opportunity for questions to be asked of the student about their topic and thesis.

Papers should be between 3 and 10 pages based upon grade level and ability. Students should select a number of sources at least equivalent to their final page count (i.e. 5 pages should be based upon sources). Papers must contain a bibliography, should be written in MLA format, and should average one citation (quote or reference) per paragraph.

Research and Thesis Papers are graded upon meeting the required number of sources, thorough research, evaluation of the topic, completing the assigned number of pages, grammar, spelling, format, logic of argument, and overall style.

Possible topics include but are not limited to:

Meso-American Myths
The Spanish Conquest
Christopher Columbus' Motives
The School of Sagres
Pre-Columbian Exploration
Native Cultures
The Puritan Work Ethic
Harvard University
Civil Liberties in the Colonies
The Battle of Quebec
The Sermons of Jonathan Edwards
The Great Awakening's Effect on Culture and Politics
Printing in the New World
American Battle Tactics of the War of Independence
Early American Architecture
Alexander Hamilton
Christianity and the Constitution
Slavery in Northern America
The Importance of Small Farms in the States
Andrew Jackson and the Natives
The Trail of Tears
John Quincy Adams and the Amistad Case
The Reason for Southern Succession
The Reason for Northern Union
The Meaning of the 'Wild, Wild West'

The American Novel
Mark Twain

THE HOUR PROJECT

To complete the year of American History, students craft a single project in a medium of their choice about any topic covered. Students should spend a required number of hours (30-40 hours is recommended) completing this project in order to attain a high level of quality and to create a project which is desirable to keep and display.

The Hour Project should be completed by the end of the 26th Lesson. Students should choose their project and state their project goal by the end of the 21st Lesson.

First, students must choose their project. Sample projects include but are not limited to: a novella on the battle of Antietam, a replica of George Washington's sword, a recreation of a Sioux tipi, a scale model of Fort Nashboro, a cooked meal of several Irish-American dishes, a painting inspired by the Hudson River School, a series of songs about the War of Independence, a recreation of a flatboat, a working cotton gin, a typical evening gown from the late 1800s, an illuminated manuscript of a Puritan sermon or essay, a short story continuing the adventures of Natty Bumppo, a re-enactment of early American baseball, a research project on the possible route of Madoc, a working sextant, a newspaper imitating the papers of the 1860s, a Shaker box, learning to blacksmith nails, a 3-D map of Fort Ticonderoga, etc., etc., etc.

Students must then carefully plan and execute their project, keeping a log of hours worked toward their project's completion. Projects must have stated goal from the beginning such as, "I will build a working plow." or "I will write 3 songs for guitar about the Civil War."

Hour Projects are graded upon meeting the required number of hours, craftsmanship, ingenuity, appropriateness to American History, and work ethic.

GRADING GUIDE

ON EXAMS

Grading is one of the most challenging tasks of the humanities teacher. Grading a simple question such as, “In what year did Columbus discover the Americas?” is easy and straightforward. But grading the question, “What motivated Columbus to set sail?” is rather complex because it requires a careful consideration on the part of the teacher over a multitude of answers. The reason for this is that history is an art within the humanities which, as Harry L. Lewis once said, “teach[es] us what it means to be human.” A multitude of answers can therefore be given since different students have different perspectives.

That said, specific information is always provided in these history lessons. Furthermore, a principle, or main idea, is always referred to. The real art of the humanities teacher is to evaluate a student’s knowledge, understanding, and wisdom of a given subject. Such an evaluation looks like this:

- A. Knowledge—Does the student know key people, places, dates, and events?
- B. Understanding—Does the student understand how the idea or action of one person or people resulted in a specific event or culture later in history?
- C. Wisdom—Can the student apply this knowledge and understanding to other periods of history, other subjects, and even his or her personal life?

When I grade my students according to this rubric, I ask several key questions of the student’s answers. First, I want to know, “Do the answers of the student show a work ethic matching their current maturity in the discipline of history?” No one starts in the same place as another. Every individual brings a unique experience and perspective to the table. Thus, not all students have the same abilities as each other when answering questions or performing tasks. However, all students can be graded against themselves, week-by-week. The goal is to see consistent improvement in students’ answers exam-by-exam and to

evaluate their level of work ethic when they apply themselves to an assigned task or question.

Secondly, “How thorough is the answer of the student?” Consider whether or not the student has answered all parts of the question. Determine whether or not all required information has been included. Ask the student to augment answers that are vague or lacking in detail. After all, history is about specifics and is typically told through a narrative. Students should be able to retell the stories of the past as this is the key to enjoying history.

Thirdly, “Does the student show an ability to interact with and explain the principle through their answers?” This is the most difficult part to grade but is also the most rewarding. In the work of my students, I am constantly searching for an understanding of how Biblical principles work, whatever the subject, because this is the key to wisdom. In the answers of your students, you want to ask whether or not they understand the main idea and have connected it to the specific info contained in the lesson. If they have, encourage them to apply this in other areas of their life. If they have not, review the material or discuss it from a fresh perspective.

History is an art and cannot be mastered in any single lifetime. It is an art akin to a spiritual discipline since no matter the number of times we have heard a certain tale or learned a specific verse, we must return to it again and again lest we become forgetful and slip into the void of unfaithfulness. History teaches us to remember God’s mighty deeds and to hope because an infinite and merciful Yahweh has already ordained our days—past, present, and future.

ON THE READINGS

The readings have been carefully selected to create a fully-orbed program. These readings consist of speeches, first-hand accounts, sermons, letters, poems, and historical narratives. Each reading is also accompanied by a question or two about the selection in order to prompt a student’s critical thinking in each reading. Some readings are easily accessible to students of 6th-10th grades and some are not. Therefore, it is up to the discretion of the teacher whether or not to assign a reading, all of the reading, or to coach a student through part of the reading.

Please remember that these materials are designed to give a student a full course in American history and may be seen as either core materials or supplemental.

ON PORTFOLIOS

The name of the game in portfolios is *craftsmanship*. When I grade portfolios, I am primarily interested in whether or not the student has created a visual scrapbook of high quality work and whether or not they have done this work consistently. Also, I only grade the weekly (or per lesson) portfolios on a quarterly basis. I find this to be a good measure and encouragement of a student's personal responsibility and time management. To be precise, here is my rubric for grading portfolios:

Portfolio Grade

1st Quarter

Requirements: Has the student met the required number of portfolio entries along with their assigned topics?
---- **out of 10 Points**

Consistency: Has the student shown diligence in regularly making entries with a variety of or a consistency in presentation methods? (i.e. prints, pictures, maps, original artwork, etc.) Has the student met the required items for each entry and included captions?
---- **out of 10 Points**

Craftsmanship: Has the student put purposeful effort into his/her work with a desire for artistic quality?
---- **out of 10 Points**

Presentation: Has the student arranged the material well and presented it in an attractive manner? Has the student followed all directions? (Binding? Paper quality? Title page?)
---- **out of 10 Points**

ON PROJECTS

Like portfolios, projects require diligence and craftsmanship. While each project is different, they can all be graded upon these two virtues. Additionally, I also require classroom presentations of my students for each project which contribute to their overall grade. This may or may not be feasible in your situation but is highly encouraged.

**Thesis Paper Project
Grading Sheet**

Name _____

Topic _____

Date _____

Research & Topic

Research: Has the student done sufficient research for his or her topic and pursued the topic to unique ends? Has the student met the required amount of sources?

----- **out of 20**

Ownership: How well has the student engaged the topic and time period? How well has the student received and evaluated the worldview of the topic?

----- **out of 20**

Work Ethic: How consistent has the student been in their work throughout the project's duration? Has the student met overall paper and page requirements?

----- **out of 15**

Grammar & Format

Grammar & Spelling: How well has the student paid attention to using correct grammar and spelling?

----- out of 5

Format: How well has the student followed MLA format?

----- **out of 5**

Logic & Rhetoric of Argument

Logic: Does the student's argument follow a logical progression? How well has the student thought through his or her thesis statement and its connection to each proof and point?

----- **out of 10**

Rhetoric: Of what quality is the style of writing? Does the student show a unique voice that reflects his or her own personality and calling?

----- **out of 10**

Paper Presentation

Posture & Dress: How well does the student hold him or herself? How well does the student present themselves in dress and posture?

----- **out of 5**

Quality of Speech & Eye Contact: How well does the student project his or her voice? How clear is the student's speech? How well does the student make eye contact with the audience?

----- **out of 5**

Speech Content: Does the student adequately tell their topic, thesis, and research? Is he or she able to converse about his or her topic and thesis?

----- **out of 5**

**Hour Project
Grading Sheet**

Name _____

Date _____

Project

Hour Requirement: Has the student met the required number of hours?

_____ **out of 20**

Craftsmanship: Of what quality is the project? How well executed is it?

_____ **out of 15**

Ingenuity: How original and creative is the project? Does the student show ingenuity in the solving of problems?

_____ **out of 15**

Appropriateness: Does the project fit within the assigned time period? Does the project show an attention to learned principles? Has the student adequately researched his or her topic?

_____ **out of 15**

Work Ethic: How industrious is the project? How ambitious is the project?

_____ **out of 15**

Presentation

Posture and Dress: How well does the student hold him or herself? How well does the student present themselves in dress and posture?

_____ **out of 5**

Quality of Speech: How well does the student project their voice? How clear is the student's speech?

_____ **out of 5**

Eye Contact: How well does the student make eye contact with the audience?

_____ **out of 5**

Content of Speech: How well does the student describe their chosen project and its work? How well does the student articulate their vision for this project or this medium?

_____ **out of 5**

EXAM ANSWER KEY

Lesson 14

1.

As commander of the Continental Army, he understood that the war would not be the work of a day and that it would require a long-term vision. As president, he gave each of his cabinet officers a vision too large for any of them to handle alone.

2.

Washington was a man who loved the everyday things of the home and family. As a commander, he knew when to retreat and had steady nerves in battle despite risking his own life. As president, he had a remarkable ability to unite different factions and mediate between varied parties. He was also one who consistently resisted revolution and submitted to authority.

3.

Washington knew how to delegate tasks, rely upon his lieutenants' advice, and encourage the men under his command. He commanded respect from his sheer presence and character.

4.

King George III called Washington the American Joshua after Washington gave up his sword and retired from commanding the army. Surrendering such power at the height of his popularity made King George realize that Washington was a man of real character and of a higher allegiance than to himself, much like Joshua.

5.

He was married to Martha Dandridge Custis, a wealthy widow and mother of two children. Washington developed a sincere love and fondness for her as can be seen in their letters. He adopted her children as his own and opened his home to his nieces, nephews, grandchildren, and great-grandchildren. He was deliberate about making Mt. Vernon a place for family and for hospitality and personally designed much of the space himself.

6.

He much preferred home and was content to submit to the authority of others. Like most founders, he did not seek power.

7.

He faced the ratification of the Bill of Rights, potential wars with either France or Britain, mounting debt, the Whiskey Rebellion, and divisive political parties.

8.

John Adams served as vice-president and was an intellectual who resented his position and often corrected people's grammar. He was formal and was not the best of leaders.

Edmund Randolph served as attorney general and was a man of the people who was related by marriage to Jefferson but was allied to Hamilton politically.

Henry Knox served as secretary of war and was a famous war veteran, a man of action, and one who often lost his temper.

Samuel Osgood served as postmaster general and was a brilliant entrepreneur and administrator who organized the postal service and laid the foundations for the first mint.

Thomas Jefferson served as secretary of state and was a gifted writer and speaker from Virginia.

Alexander Hamilton served as secretary of the treasury and had served with distinction as an aide to Washington.

9.

Jefferson was a Democrat-Republican who was for France, a decentralized government, and agrarianism.

Hamilton was a Federalist who was for Britain, a centralized government, and industrialism.

10.

He gave them immense tasks that none could accomplish on their own and he gave them a vision beyond any of their own visions. He served as a steady influence and mediator for all of them and provided a worldview that incorporated each of theirs.

Lesson 15

1.

Brothers dwelling together in unity is good and pleasant thing and is like the oil running down the beard of Aaron or like the dew of Mt. Hermon. It is a refreshing and an encouraging sight to behold.

2.

“Faithful are the wounds of a friend; profuse are the kisses of an enemy.” This means that a true friend will tell you what is wrong with you and will confront your sins whereas an enemy will typically flatter you.

3.

The Federalists were mercantilists and industrialists, supported Britain, and often resided in the North. The Republicans were agrarian, supported the French, and often resided in the South.

4.

Adams came from a simple family of Massachusetts, was short and fat, and loved to argue. Jefferson was from an aristocratic family of Virginia, was tall and lean, and was elusive in debates. They were united as fellow intellectuals, patriots against Britain, delegates for independence, writers of the Declaration, and as ambassadors to King George's court.

5.

Adams was from Massachusetts and was the son of a farmer and shoemaker. He became a lawyer and married Abigail Smith who became his lifelong love and confidant. He loved his home, books, and family. He opposed the Stamp Act, served as congressman, wrote much on government, and helped draft the Massachusetts constitution. He despised the role of vice-president but still cast the deciding vote in senate decisions 31 times. He also felt left out of Washington's most important decisions.

6.

Jefferson was from Virginia and was the son of a wealthy landowner. He was a voracious reader and inherited his estate at the age of 11. Jefferson had a great love and respect for the simple farmer and served as a congressman, writer of the Declaration, ambassador, secretary of state, and as the founder of the University of Virginia. He was a supporter of most revolutions and mostly supported the French. However, seeing their revolution in person cooled some of his eagerness

to support such violent change. He was also a great builder, inventor, and collector whose tastes can be seen in his great home of Monticello.

7.

It first formed over Jefferson's criticism of Adam's book, "Discourses of Davila." It grew over Adam's complaints against Jefferson and Jefferson's refusal to ally with Adams during his presidency.

8.

Adams spent most of his presidency trying to keep America out of war with either France or Britain but suffered the XYZ Affair and supported the Alien and Sedition Acts that violated the Bill of Rights. He did, however, build a small fleet of U.S. ships.

9.

Jefferson reduced the debt 30%, successfully fought the Barbary pirates, purchased the Louisiana territory, and sent Lewis and Clark to explore it. He also passed the Embargo Act that significantly hampered American shipping.

10.

Through the work of Benjamin Rush, the two men sent a series of letters over their opinions on a great variety of topics that restored their friendship by restoring their sparring with one another as equals. This series of 158 letters lasted until their last years as both praised the other upon their own death beds.

Lesson 16

1.

Manifest Destiny was the destiny to move west and take the American way of life to these lands. It can be connected to the Dominion Mandate in the sense that man is called to spread the garden, or the blessings of what God has done, upon all of the earth.

2.

Mercantilism is the marriage of big business and big government and is defined by special interest, views economics as a national issue only, prefers a direct democracy, measures success by growth, sees technology as an end in and of itself, and views the American Dream as acquiring material goods.

3.

Agrarianism is a slow and steady life of the farmer or small-business owner and is defined by familial interest, views economics primarily as a family issue, prefers a balanced and federal form of government, measures success by the quality of life, sees technology as a tool, and views the American Dream as independence under God's providence.

4.

They were the frontiersmen who first hunted in western lands and then formed small settlements and farms there. They moved from place to place since they often felt crowded once others moved nearby. This did, however, create the infrastructure for future cities and towns.

5.

The Cherokee learned much from the missionaries who took time to learn their language and find ways to communicate the gospel in the Cherokee tongue. Many Cherokee did accept Christ and this led to a renaissance as the Cherokee formed their own constitution, republic, newspapers, schools, and churches.

6.

Its purposes were to investigate and map the purchase, make contact with the natives, and to take sheer delight in what was there. It successfully made its way to the Pacific Ocean and made accurate maps of its journey and recorded and/or brought back several plant and animal species.

7.

It was fought for mercantilist reasons such as the British Order of Council that sought to control trade, the impressment of American sailors, the search and seizure of U.S. ships, and the blockading of the United States' coast.

8.

They attempted to unite all of the tribes of natives from the Great Lakes to the Gulf of Mexico in opposition to the United States' expansion west. They stirred up many natives to massacre settlers but were largely defeated at the Battle of the Thames.

9.

[Students may choose to retell the story of Oliver Hazard Perry, the sloop Wasp, Andrew Jackson at New Orleans, or another tale.]

10.

Nothing was gained by the U.S. or by Britain. Mercantilism, allowed to run amuck, caused nothing but loss.

Lesson 17

1.

Right word is believing rightly. Right deed is living out that belief. The two go together because right deeds naturally flow out of true belief as James discusses in his comments on true religion and as Christ lives out for us to see in the gospels.

2.

The Monroe Doctrine was the idea that the United States would stay out of the affairs of Europe and that the powers of Europe would stay out of the affairs of the Americas. Its main danger was that it often allowed for the plight of minorities and further oppressed native peoples in the Americas.

3.

John Quincy Adams was the son of John Adams and was a remarkable young man who served as an ambassador to Russia at the age of 14. As president, he did not desire power, appointed the most capable candidates to offices despite their political allegiances, and was thin-skinned, keeping a list of enemies. He spoke out against slavery, defended the escaped slaves of the Amistad case, defended the Cherokee nation, opposed the gag rule in congress, and promoted a national observatory and naval academy. He performed many right deeds but did not have right word as he was a Unitarian who did not believe in the trinity or the divinity of Christ since they did not make logical sense.

4.

It was a Supreme Court case where Adams defended a group of slaves who had overtaken their slave ship and were trying to return to Africa. He successfully won their freedom and their return trip to their home continent.

5.

Andrew Jackson served with distinction in the War of Independence at a time when he lost most of his family. Through his marriage to Rachel Donelson, he undertook many duels in defense of her honor since she was not actually divorced from her previous husband when Jackson and her were married. He was known as a stern judge and as a stubborn war leader through his role in the Creek War and at the Battle of New Orleans. He had an interesting relationship with the natives as he both adopted one to be his son and as he also believed that the natives and the American settlers could not peacefully coexist. He did have right belief but not always right actions as can be seen in his dealings with the Cherokee and other tribes.

6.

Jackson vetoed the National Bank bill because he believed it would allow for corruption, would misuse public funds, and would be a further intrusion of the federal government into private life. He called it the "golden calf" and refused to yield to it despite the fact that his opposition was perceived as the cause of many private bank failures.

7.

The Cherokee had developed their own written language, legal council, written code, republican form of government, school system, and newspapers.

8.

The Indian Removal Bill did not recognize the sovereignty of the native nations and assumed that they could not coexist peaceably with citizens of the U.S. The removal, better known as the Trail of Tears, used the force of American arms to remove the natives and caused the deaths of over 4000 of them.

Lesson 18

1.

By the axe and the plow, the common farmers forged their way across the American frontier and settled it with simple homesteads. Here, religion birthed things like the free market and limited decentralized governments as the religious man relied upon a sovereign God for his sustenance and security.

2.

The U.S. population doubled during this time period as it spread west through cheap land costing a mere \$2 an acre. Families who settled upon these lands were industrious and built their own infrastructures as some 11 new states were founded and over 3 million acres were cleared and farmed. Cities grew along with the immigrant population who found that they could own their own homestead with a single year's savings.

3.

The founding of the Smithsonian Institute provided the knowledge needed to shrewdly settle the west while inventions such as the steel plow, the reaper, and the cotton gin allowed for more efficient and more profitable farming techniques. Inventions such as the spinning jenny and the steam engine also increased the manufacture of these raw goods into saleable items. However, with the increase in demand for cotton came an increase in the demand for slaves who were treated more and more as property.

4.

Transportation helps such as the National Road, the Erie Canal, the use of steamboats on the Mississippi, stage coaches, and the railroads all dramatically increased the speed of transportation as well as reducing the cost of transporting goods. The short use of the Pony Express made letter communication relatively rapid but was quickly replaced by the instantaneous communication of the telegraph. All of these inventions allowed the rapid transport of people, goods, and information across the vast United States.

5.

After Texas seceded from Mexico due to the actions of the dictator, Santa Anna, the Mexican army surrounded the small mission of the Alamo with its light garrison. Although this garrison was reinforced by Davy Crockett and several Tennessee volunteers, the Mexicans overwhelmed the small force who refused to surrender or retreat. Instead, they fought to the last man as the Mexicans refused to take any prisoners. The heroic actions of the men of the Alamo motivated the rest of the Texans to fight and gave them time to gather their forces for a decisive victory over Santa Anna and his army.

6.

Sam Houston led Texas to a victory at San Jacinto over Santa Anna and even captured the dictator despite his attempts to remain an unidentified

officer. His defeat and capture allowed the Texans to demand their own freedom from Mexico. They then became the constitutional Republic of Texas.

7.

Oregon was settled by men and women who either took the 200 day voyage via clipper ship around South America or by the frontiersmen who forged the 100-day- long Oregon Trail over the Rockies, often at great personal cost, and settled the lands of Oregon. California had its initial settlements from the Spanish missions but was largely open land until the discovery of gold in 1848. The following gold rush caused a boom in the population of California and attracted a wide variety of folks to this state.

8.

America's 11 nations are designations by the writer, Colin Woodard, and reflect the regional distinctions of places such as Yankeedom, El Norte, the Deep South, the Midlands, the Far West, etc. These distinct regions with distinct identities and purposes naturally created a decentralized government since they held such unique power.

Lesson 19

1.

Idolatry is attractive because it seems to satisfy man's need to worship by providing something made in his own image. Hosea says that these idols are idols of mercy since they seem to provide a solution for man's depravity but always by a man-centered means. In other words, man can earn his own salvation by simply obeying their commands.

2.

Calvinism=man is totally fallen and is dead in his sins. He needs a sovereign God to supply salvation and faith to him.

Arminianism=man is mostly fallen and meets God half way as man supplies the faith and God supplies the salvation.

Deism=God made the world and largely leaves it alone. Christ is not God and so we turn to our own reason and logic for solutions to the problems of sins and death.

Unitarianism=Jesus was not God but a great moral teacher like many before and after him. The scriptures are corrupt human writings so man must yield to the common discoveries of reason and science.

Transcendentalism=God, nature, and man are all one. The human experience, particularly through peaceful living in nature, is the means of transcending the problems of this world that are solvable because man is able to be good.

3.

Revivalism is the focus upon great conversions of the people through camp meetings that experienced great wonders (such as people falling all together at one time) but had little depth since it lacked long-term discipleship.

4.

Finney was a great revival preacher who believed that man could be made perfect in this world, that Christians could temporarily lose their salvation from certain sins, and was known for singling out people in the audience who did not give a confession of faith at his revivals. He preached to many but his own children walked away from the faith.

5.

Nettleton also preached at revivals but only where he was invited. He first lived amongst the people he would preach to and then gave unique sermons adapted to the spiritual weaknesses he saw in a given community. He never gave altar calls but led an estimated 30,000 to Christ through his faithful teaching of the scriptures.

6.

Unitarianism=Jesus was not God but a great moral teacher like many before and after him. The scriptures are corrupt human writings so man must yield to the common discoveries of reason and science.

Transcendentalism=God, nature, and man are all one. The human experience, particularly through peaceful living in nature, is the means of transcending the problems of this world that are solvable because man is able to be good and man, together with nature, is the greatest thing or good.

These heresies were attractive because they allowed man to trust himself and save himself through noble deeds. Thus, they allow man to remain a rebel who has no need of salvation beyond himself.

7.

The Shakers were formed around the work of Mother Ann Lee who argued that Christ was returning soon, that God was male and female, and that she was the female part of God. The Shakers lived in communes and not as families or as married people. Thus, they died out from a lack of children.

The Mormons were formed by Joseph Smith who claimed that he had received a special revelation from God through the prophet Moroni. This special word revealed that all current churches were false, that the trinity was untrue, that Jesus had not provided a final salvation, and that man needed the work of Smith's revelation, the Book of Mormon, to obtain redemption and his own world in the afterlife where each became like God.

8.

Each heresy and cult established their own schools or greatly influenced schools. Out of this transformation came the worldview that culture and all of its ills must be redeemed by man since we are on our own in the transformation of this world.

9.

The Hudson River School was a group of painters who created works showing the West as well as exotic places in the Americas. They painted pictures that were realistic and detailed but romantic in their presentation. The pictures do reveal a reveling in the creation of our Creator.

10.

Poe was a writer from Virginia who wrote dark and melancholic stories and poems. His works reveal a knowledge of the fall and a refusal to turn to pleasure to alleviate these affects.

Cooper was a writer from New York who wrote the Leatherstocking Tales that gave an appreciation for the frontier, frontiersman, and natives. Cooper was himself a Christian who appreciated the role of liturgical worship.

Hawthorne was a writer from Massachusetts who rejected the faith but not quite the values of the Puritans through his works. His hope was that a new revelation or some sort of humanistic love would save the world.

Lesson 20

1.
He meant that if the United States or any nation were divided politically, then it could not stand or survive for long.
2.
The term was new because people gathered their identity from their state and the United States was seen a plurality of states or nations rather than a single nation.
3.
Nationalism is the marriage of society and the state around the common pursuit of government.
4.
The North tended to be industrial and mercantilist, supported the tariff, was a melting pot of culture, and had a progressive religion.

The South tended to be agrarian, opposed the tariff, was an insulated and homebody culture, and had a traditional religion.

The West was a combination of the North and South and tended to be a culture of “anything goes” and revivals and revivalism.
5.
Certain forms of slavery were allowed but always recognized the slave as a person, gave the slave distinct rights, and forbid chattel slavery amongst the Israelites but allowed them to own foreigners as chattel slaves. However, with the advent of Christianity and the recognition of brotherhood, slavery naturally died out.
6.
Initially, slavery existed both in the North and the South, was not strictly racial (as both natives and free blacks owned slaves), and was oddly familial (as slaves were often considered a part of the family and were held by small farms). However, this was not always the case as slaves were also regularly mistreated, had few rights, and were often treated as mere property. Thus, it was the peculiar institution.

7.

It was wrong because it allowed an entire people to be treated as property and had no place in the church of the time.

8.

Many of the Northern abolitionists wanted to free the slaves through illegal or violent means which can be seen in the words and actions of men like Charles Sumner, William Lloyd Garrison, and John Brown.

9.

Many states, particularly in New England, considered secession at various times in the early 19th century due to the admission of states like Texas or due to the unjust causes of the War of 1812.

10.

They believed that since they had freely joined the union, they could freely leave the union.

Lesson 21

1.

Henry Clay was a senator from Kentucky who also served as vice-president and secretary of state. He was a lawyer, gambler, drinker, and womanizer who had great skill at making compromises in the divided congress and thus often helped keep the country together before the War Between the States.

2.

Daniel Webster was a senator from New Hampshire who was known for his great skills as an orator. He allied with Clay often and used his skills to further keep the country united.

3.

John C. Calhoun was a senator from South Carolina who was a champion of the rights of the minority (even though he defended slavery!) and allied with Clay and Webster to keep the country from disunion.

4.

The Fugitive Slave Act required free states to send back any escaped slaves from the slave states. This led to the expansion of the Underground Railroad.

The publication of "Uncle Tom's Cabin" stirred up the north against slavery and was considered to be correct in all of its facts but wrong in all of its impressions.

The Kansas-Nebraska Act voided the Missouri Compromise and treaties made with the natives as two new states were created on native lands and were allowed to vote whether or not they would be slave or free states. This voting right allowed for a violent fight over the decision of Kansas in particular.

Senator Charles Sumner was violently attacked by Congressman Preston Brooks over his words against the relative of Brooks. Both were treated as heroes, Sumner in the North and Brooks in the South.

Hinton Rowan Helper published the "Impending Crisis in the South" in which he called for the end of slavery as it only hurt the slave and the owner. He specifically called for the North to leave the South alone to end this great evil but the both the South and the North largely ignored him.

The Dred Scott case resulted in a slavery being allowed in free states to a degree and made it clear that slaves were the citizens of no country.

Lincoln gave his famous "House Divided Speech" that called for the country to be all free or to be all slave.

John Brown led a raid upon Harper's Ferry in Virginia in a bid to cause a slave uprising throughout the South.

5.

They created further hostility between the North and the South and tended to harden both sides in their own position.

6.

He was from poor parents in Kentucky, was self-educated, a hard worker, witty, and served as both a store-owner and lawyer. He was particularly noted for just behavior and honesty. He was disappointed in love as his first love died of typhoid and Lincoln later married Mary Todd despite a lack of affection towards her.

7.

Lincoln was a nationalist who desired union even at great costs. He was against slavery but for the tariff, a national bank, income tax, and government subsidies to the railroads.

8.

He opposed it as a ridiculous notion since slavery was largely based upon skin color. However, he was a member of the Republican party which was no friend to African-Americans and was more interested in union than freeing the slaves. (Note: His view of this would change in later life as he worked to pass the 13th amendment.)

9.

Lincoln shut down newspapers, suspended habeus corpus as his government held over 13,000 political prisoners, supported the secession of West Virginia, and arrested the legislature of Maryland. He did these things because he believed they were necessary to win the war.

10.

The faith of Lincoln is nearly impossible to determine as we have conflicting accounts from both him and those who knew him regarding his faith in God. Lincoln was quite possibly a prodigal son whose faith developed through his personal and political struggles of the Civil War.

Lesson 22

1.

The central conflict was over whether the United States was a federal or consolidated government and whether or not it was ruled constitutionally or absolutely.

2.

The North saw the South as barbaric slave-owners and the South saw the North as aggressive moralists.

3.

The war cost over 600,000 lives and saw the first use of technologies like the minie ball, the submarine, aerial reconnaissance, and machine guns. It also saw the use of things like trench warfare, attrition, and total war. These caused the war to be particularly deadly and violent as more than soldiers were affected.

4.

They seceded over the election of Abraham Lincoln who they feared as a nationalist.

5.

Fort Sumter was a federal fort in South Carolina held by Federal troops and besieged by Confederate troops. When Lincoln sent supplies and then reinforcements to the fort, the Confederates opened fire and thus the war began in earnest. Some historians see this action by Lincoln as an aggressive move to cause the Confederate troops to begin hostilities.

6.

Lincoln called for 75,000 soldiers to put down what was dubbed a rebellion. As a result, several other Southern states, against secession prior to this, decided to secede and join the Confederacy.

7.

Davis was a planter and statesman from Mississippi who was known for his faith, kindness, and willfulness. As president, he was highly concerned with obeying constitutional rights and defending all parts of the Confederacy. He also regularly called for prayer and fasting from the Confederate people.

8.

Lee was a veteran of the Mexican War and had been offered the position of commander of Federal forces. However, he sided with Virginia and led its Northern Army. He was a brilliant commander and leader who regularly led his men in prayer. He opposed the long-term existence of slavery but was himself a slave owner.

9.

Jackson was also a veteran of the Mexican War and became Lee's right-hand man in the war. Jackson was also a committed believer who had served as teacher prior to the war and became one of the most capable commanders during the war for the Confederacy. He argued that the war should be taken to the enemy and that no quarter should be given to the invaders.

10.

Generals McDowell, for the Union, and Beauregard, for the Confederacy, faced off with roughly equal forces. There, McDowell nearly routed the Confederates until Jackson arrived with his troops and held his position

despite being shot through the hand. This earned him the nickname of Stonewall. After the battle, he advocated attacking the capitol since it was largely unguarded but was denied permission since the Confederate government of Davis wanted this conflict to be a defensive one.

Lesson 24

1.

Chesterton's argument is that a union implies that two separate things have found a way to be united into a common bond. However, he states that the Civil War did not unite North and South but destroyed Southern culture as an independent entity and absorbed it into the nationalism exhibited in the North.

2.

Robert Penn Warren's view of the North following the war whereby they could take the stance that they were morally superior since they won the war and set the slaves free.

3.

Warren's view of the South following the war whereby they could blame all of their shortcomings upon their loss of the war.

4.

The first view was to allow the seceded states to rejoin the union with a simple 10% of a seceded state willing to take an oath of loyalty. This was Lincoln's view. The second view was taken by much of congress and preferred to view the seceded states as having forfeited their rights and as being at the mercy of congress as to their position. The third view was that of the Radical Republicans who preferred to treat the seceded states as conquered territories that must pay for the wrongs they had committed. Lincoln's assassination quite possibly prevented a peaceable and quick reconciliation after the war and led to the latter two views taking charge of the reconciliation that became Reconstruction.

5.

Andrew Johnson was Lincoln's vice-president and was from Tennessee but had remained loyal to the Union during the war. He unsuccessfully fought against congress and the Radical Republicans and was greatly hindered by his own bad temper and alcoholism. He was impeached but not removed from office for his opposition.

6.

The Black Codes were laws or policies developed in the South that allowed African-Americans to marry, hold property, and to have access to the court system. However, they also forbid court testimony from African-Americans, jury service, voting rights, and often deported any who had no residence or even forced them back into servitude. These oppressive laws caused the North and the Union to assert greater control over the defeated South.

7.

They abolished slavery in all U.S. states and territories, granted citizenship rights to any born on U.S. soil, forbid ex-Confederates from holding office, and granted voting rights to all citizens, including African-Americans. These things were largely necessary but accomplished through a congress that claimed enforcement over these laws rather than the president who had the constitutional duty to do so.

8.

It removed all elected Southern officials from office, created 5 military districts in the South, and required a new constitution from each seceded state to rejoin the Union as well as passage of the newest amendments to return to the Union.

9.

Carpetbaggers were Northerners who easily and often corruptly obtained public offices in the South. Scalawags were Southerners who cooperated with the military governments for material gain or even revenge against their neighbors. The ascendants were qualified African-Americans who obtained political offices throughout the South due to the protection granted to them by the military governments.

10.

Poorly. They were often a tool of the military governments and Union politicians, were resented and mistrusted in the South and despised in the North. At this time, the Ku Klux Klan arose to prominence and while it may have begun with a noble mission, it soon turned to terror and violence as it often conducted lynchings of African-Americans.

Lesson 25

1.
Modernity is all about change and constant flux as it takes evolution seriously and seeks to steadily improve mankind through discovery and technology. Fundamentalism rests upon the foundations of time-proven truths and does indeed change but within light of eternal realities.

2.
This was a remarkable time of invention, westward expansion, free market opportunities, and immigration. [Students may list the many inventions created at this time.]

3.
Either they were incompetent men or they simply viewed their role as 'hands off' and preferred to let businesses and the private sector govern themselves.

4.
The Robber Barons or industrialists/capitalists who made great business empires. They wielded much power through their wealth and employment and also provided much employment and cheaper goods and services that people wanted.

5.
Evolution and the idea of the survival of the fittest influenced many of the Robber Barons by justifying their actions in business. It also influenced the realms of history, psychology, economics, literature, and government through a variety of individuals who viewed this world as all that there is.

6.
The Social Gospel believed that the main point of scripture is to help our fellow man through a variety of programs. While this is a primary duty of the church, it naturally follows from a love of God and what he has said rather than being the primary driver of faith.

7.
It was tamed by barbed wire, the 2nd amendment, and justice leagues or posses.

8.

We took and settled lands that had been promised to forever remain in their hands. As a result, we fought most fiercely with the Sioux who resisted us at places like Little Big Horn while we shamefully massacred them at Wounded Knee.

9.

They added greatly to our melting pot culture, doubled the population, and turned cities into the metropolises they are today. They also became the backbone of the country as hard workers, entrepreneurs, and as people who embraced the American way of life.

10.

Cornelius Vanderbilt began with \$100 and built a fortune of \$10,000 by the age of 21 through hard work, savings, and ingenuity. Nicknamed the Commodore, he built an empire upon railroads, river transport, and transatlantic travel.

Jay Gould was a New York railroad tycoon who had no scruples about bankrupting the Erie Railroad or cornering the gold market through the attempted bribery of a president so long as it garnered him a profit.

Andrew Carnegie built his fortune through steel by practicing vertical integration or the control of all aspects of steel production from mining to selling. A skeptic, he became the world's wealthiest man and was a great philanthropist.

John D. Rockefeller earned his fortune through the oil industry where he practiced horizontal integration by controlling some 90% of all oil refineries. His company, Standard Oil, was eventually broken up by anti-trust laws.

Lesson 26

The task students have to complete is a 250-word essay on the value of Teddy Roosevelt, Booker T. Washington, and lost causes. Students should be able to knowledgeably write about these men and the causes they fought for during their entire lives.

The essay is worth 25 points. Quality of content should make up 15 points available and completion of proper length and basic form should make up the remaining 10 points available

FOR FURTHER READING

Titles

Lesson 14—

George Washington: The Founding Father by Paul Johnson

Lesson 15—

The Adams-Jefferson Letters edited by Lester J. Cappon

(An abridged version edited by Paul Wilstach is available used.)

Lesson 16—

The Winning of the West by Theodore Roosevelt

Democracy in America by Alexis DeTocqueville, abridged and edited by Richard D. Heffner

Lesson 17—

The Tennessee, Volume One, The Old River: Frontier to Secession by

Donald Davidson

Lesson 18—

A History of the American People by Paul Johnson

(Selections from this hefty tome are great for multiple lessons.)

Lesson 19—

A Theological Interpretation of American History by Gregg Singer

Bible in Pocket, Gun in Hand: The Story of Frontier Religion by Ross Phares

Lesson 20—

The Causes of the Civil War Edited by Kenneth Stampf

Mighty Rough Times, I Tell You edited by Andrea Sutcliffe

Lesson 21—

Lincoln's Battle With God by Stephen Mansfield

Lessons 22 and 23—

The Civil War: A Narrative by Shelby Foote

Christ in the Camp by J. William Jones

Best Littler Stories From the Civil War by C. Brian Kelly with Ingrid Smyer

The Killer Angels by Michael Shaara

Lesson 24—

The Legacy of the Civil War by Robert Penn Warren

Lesson 25—

Bury My Heart at Wounded Knee and *The American West* by Dee Brown

A History of the American People by Paul Johnson

Lesson 26—

Carry a Big Stick: The Uncommon Heroism of Theodore Roosevelt by
George Grant

Then Darkness Fled: The Liberating Wisdom of Booker T. Washington by
Stephen Mansfield

Up From Slavery by Booker T. Washington