Sandy Hook Light, New Jersey, Built in 1764

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"East and West shaking hands at laying last rail," Union Pacific Photographer Andrew Russell, 1869

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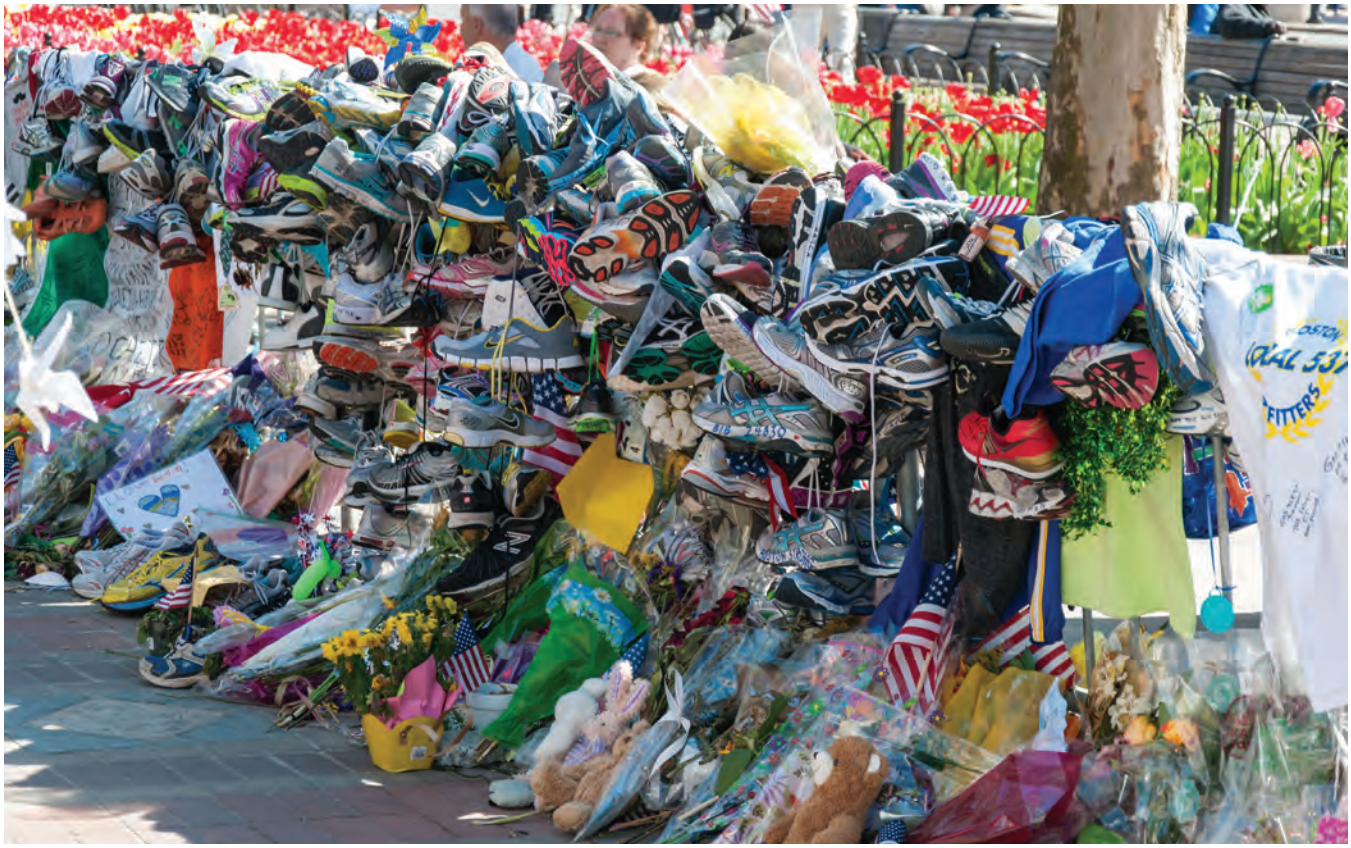
Neil Armstrong took this photo of fellow astronaut Buzz Aldrin during their historic moon walk in 1969 on the Apollo 11 mission. Armstrong's reflection is visible in the center of Aldrin's visor.



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Wesley Biddle Notgrass, Governor's Island, New York (1942)

How to Use This Curriculum

My dad served in the U.S. Army during World War II. He endured the German bombing of Bristol, England, where he was stationed before the D-Day invasion. His unit landed on Utah Beach on the northern coast of France the day after D-Day. As the Allied army was advancing through France, the Germans bombed the train station where Dad was sleeping one night. On another occasion, as he stood on a small balcony, a German pilot fired at him and just missed him. Dad suffered through the bitter cold weather that occurred during the Battle of the Bulge.

My father participated in history. If you had suggested to him that the experience of millions of soldiers in World War II, as well as the experience of all those on the home front, was boring and irrelevant because it was history, I think he would have been confused and hurt. For him, history was literally a life and death story.

This curriculum will guide you through the story of our country from the first European explorers to the present. We place great emphasis on original documents and speeches because these allow the participants in history to tell the story from their own perspective. This curriculum also introduces some of the great literature that Americans have produced: novels, short stories, autobiographies, memoirs, essays, poems, hymns, and other kinds of writing. The written and spoken word has a profound ability to move hearts and minds.

This course also explores the significance of faith with regard to history. Faith is connected with history in two ways. First, people have often been motivated to act because of their faith in God. For instance, faith motivated the Pilgrims on the *Mayflower* to seek a new land in which to live. Faith caused people to oppose slavery. Faith has been expressed often in the speeches and documents that Americans have produced. We recognize and highlight the importance of faith throughout the American story.

A second way that faith should be connected to history is by looking at the overall story of American history through the eyes of faith. We encourage students to think about the faith lessons that they can learn from people and events in history. For instance, many God-fearing Americans owned slaves and had a strong prejudice against blacks. We need to understand what caused those Christian people to be blinded by their culture and how they missed the example of Jesus and the teaching of Scripture about this issue (see John 4:7-9, Galatians 3:28, and Ephesians 2:19). This might help us realize cultural blindnesses we suffer today. A study of history can inform, challenge, and strengthen our own faith.

How It Works

This curriculum provides credit in three high school subjects: American history, English, and Bible. The 150 lessons are divided into thirty units of five lessons each. Since a typical school year has thirty-six weeks, you have some flexibility in completing the course. You can take two weeks to complete a unit when you find a topic particularly interesting or when your schedule is especially busy. Families are free to choose how they want to schedule the course, but many families choose to begin a unit on Monday and finish it on Friday.

On the first day of a unit, you and a parent should read the unit introduction. Here you will find a brief overview of the unit; a list of lessons for that unit; a Bible passage to memorize; a list of books used with that unit; choices for a project for that unit; and, when a literature title is begun, an introduction to that book.

After reading the introduction, choose a project to complete by the end of the unit and make a schedule for how to complete it. Find the memory work for the week in the Bible translation of your choice.

Complete the following each day:

- Read one lesson.
- Complete each of the Bible, *American Voices*, and Literature assignments for the lesson.
- Work on your Bible memorization and on your chosen project.
- If you are using the optional *Student Review*, complete the assignment(s) for that lesson.

On the last day of each unit, you will recite or write your memory work and complete your project for the unit. An assignment checklist is available as a free download on our website (notgrass.com/ealinks). We recommend that students keep their completed assignments in a three-ring binder used exclusively for *Exploring America*.

Student Review

The optional *Student Review Pack* has daily review questions; a history quiz for each unit; and comprehensive exams in history, English, and Bible every five units. Reminders to do these are included in the list of daily assignments. The *Student Review* also offers literary analysis for the twelve full-length works of literature.

Tips on Memorization

Each unit of *Exploring America* gives a Bible passage to memorize. Here are some tips on memorization. Pay attention and internalize what the verses mean. You can more easily memorize thoughts that you understand than a string of words that have no meaning to you. Write the verses on an index card or divide them between several index cards. Keep these handy to use when you have a spare moment. Copying out the verses is a good exercise, especially if you learn visually.

Draw pictures illustrating the verses. Ask another person to read the verses to you. Ask another person to listen to you and correct your recitation. Working on memorization consistently in small chunks of time over several days works much better than last-minute cramming.

Unit Projects

Each unit has three choices for a project. Your choices always include a writing assignment. Discuss with a parent how many writing assignments you need to complete to fulfill the English requirement as you study *Exploring America*. We recommend that you choose the writing assignment as your project a minimum of six times throughout the course. The other project choices include a wide variety of activities: building models, cooking, field trips, volunteer opportunities, and more, all of which will enhance and expand what you are learning in the course.

The projects relate to the material in the unit. Where applicable, the lesson from which the project is drawn is noted. You should choose your project at the beginning of the unit and work on it throughout the unit. Don't wait until the end of the unit or until you reach the lesson noted. You might need to look ahead at the relevant section of the lesson to get started on your project.

As you choose your project unit by unit, take the opportunity to try new things and expand your skills. If you have never made a model out of STYROFOAM™, or seldom do any cooking, or don't know how to make a video, this is your chance!

You are expected to complete each project at a high school level. Some of these assignments could be given to an elementary school student and the results would be on an elementary school level. Your work should be performed with care and research and with attention to accuracy, creativity, and excellence. Throwing something together in a haphazard fashion is not appropriate. Whether you spend your time writing an essay or building a model, use your mind and hands to create something you can be proud of.

How We Present Scripture

The most important material in this course are the studies from God's Word. Understanding history and literature is important, but how we live before God is the most important issue before each one of us. We want to help you as you do that by digging into spiritual trends and issues in American history.

We believe in the inspiration and authority of the Bible, and our desire is to present the Bible in all of its truth, wisdom, and power. We strive in all we do simply to be Christians. We are on a quest to understand the truth that God has provided in His Word. We believe that eternal truth does exist, but we do not claim to know it all.

In this curriculum we have sought to present a fair analysis of American history, highlighting various people, viewpoints, and denominations. If you read something in this curriculum that differs from what your family believes, take the opportunity to discuss the issue and search the Scriptures together. We welcome your feedback. If you believe that we have written something in error, please e-mail us so that we can learn together the truth that will set us free.

Thanks

Like all Notgrass history curriculum, this new edition of *Exploring America* has been a family project. I updated the lesson content. My wife Charlene proofread with me and provided valuable input. Our son John searched for the new color illustrations and photographs and did the page layout. Our daughter Mary Evelyn designed the covers, and our daughter Bethany developed the unit activities. Our son-in-law Nate updated the *Student Review* questions.

We have been richly blessed by the positive feedback we have received from homeschooling families all across the country regarding the first two editions of this curriculum. I thank the Father, who put me in this great country, gave me a wonderful family, and blesses me in countless other ways. Any criticism should be directed toward me; give Him all the praise.

God has blessed us with a beautiful and fascinating country. He has given us the freedom to know Him and the opportunity to serve Him in our country. Knowing where we have been will help us know where we should be going by the grace of God as individuals, as families, and as a nation. Thank you for joining with us in the exciting adventure of *Exploring America*.

Ray Notgrass
Gainesboro, Tennessee
ray@notgrass.com
June 2014

Underwood Typewriter from the Early 1900s

Advice on Writing

Composition is part of most high school English courses. It usually involves learning how to express ideas, write themes, and do research papers. Practicing writing helps you to develop your style and skill, just as practicing any activity will help you to be better at it. I make my living by writing, so I appreciate the importance of this skill.

One goal of high school composition is to prepare you for college composition. I have taught college students who never learned to construct a good sentence, let alone a good paragraph. However, learning to write just for high school and college composition assignments is a limited goal. Life does exist beyond school.

You will probably have many occasions to engage in research and to prepare your thoughts on a vital subject such as abortion or capital punishment. You will have numerous opportunities to write: letters to friends and family, journals, letters to the editor, advertisements for your business, and reviews and articles for periodicals, to mention just a few. The Internet has created new possibilities for sharing your ideas in written form. Desktop publishing has made getting a book published within the reach of many people who might not get a contract from a big-name publisher.

Writing helps you express what you understand about a subject. If you can't explain something to another person, you probably don't understand it well yourself. The writing assignments in this course will help you learn to pull your thoughts together.

Good writing style is important in getting your ideas across to other people. Writing skills will be helpful in your job or in conducting your own business. You will bless your spouse and children if you write thoughtful letters to them often. You can help others by expressing yourself well in writing.

Three ways to improve your writing are to read good writing, to write often yourself, and to receive criticism of your writing with humility and a desire to do better. Reading and applying the guidance in good books on writing will also help you refine your technique. I recommend *The Elements of Style* by William Strunk Jr. and E. B. White.

Writing Assignments in This Course

Each week you do a writing assignment (instead of one of the other suggested projects), you will have two possible topics from which to choose. Some of the assignments ask you to imagine you were living at the time and write a journal entry, speech, or article to express your perspective on something related to that unit. The other assignments ask you to write an essay about a particular person, idea, or other topic.

A basic way to compose an essay is to write five paragraphs: an opening paragraph that states your purpose, three paragraphs that develop three different points or arguments, and a closing paragraph that summarizes your position or topic. If you are floundering on a particular assignment, using this outline can get you started.

The usual target length of your writing projects for this course is 300 to 500 words, which is about two or three typed, double-spaced pages.

Writing Tips to Implement

Here are some tips I have learned that have helped my writing.

Write with passion. Believe in what you are saying. People have plenty to read, so give them something that will grip them. If you don't believe deeply in what you are saying, you give others no reason to do so either. This raises an issue that is related to many writing assignments. Assigned writing is like assigned reading: we often approach it as a chore. Deep emotion and a passion for convincing others are difficult to express in a theme on "The American Interstate System" or "How I Spent My Summer Vacation."

If a writing assignment in this curriculum does not excite you, change it or select one about which you can write passionately. If you ever do write about the American Interstate system, approach it in a way that makes it personal and compelling.

Writing with passion means that you should not soft-pedal what you say. Phrases such as "It seems to me," "I think that it would be good if," or "My personal opinion, for what it is worth," take the fire out of your message. It is your piece, so we know it is your opinion. Just state it. Related to this is the common use of quotation marks to highlight a word. Save quotation marks for when you are actually quoting something.

Develop your paper in an orderly and logical way. Using an outline helps me to structure what I am writing. Identify the major points you want to make, the order in which you need to make them, and what secondary points you want to include to support your major points. Be sure that each paragraph has one main point, expressed in a topic sentence, with the other sentences supporting that point. In a narrative, tell what happened first before you tell what happened later. In an essay, make your points in the order of their importance to your overall theme.

Don't try to put everything you believe into one piece. Trust that you will have the opportunity to write again, and stay focused on your topic. Your challenge is to narrow your topic sufficiently to be able to cover it completely.

Use short, simple sentences. Longer sentences do not necessarily show greater intelligence or convey ideas more effectively. You are trying to teach or convince a reader who perhaps has not been thinking about the topic the way you have. He or she will need to see your ideas expressed simply and clearly. Shorter sentences generally stay with people longer: "These are the times that try men's souls." "The only thing we have to fear is fear itself."

Writing Habits to Avoid

Avoid these habits that weaken your writing.

Do not begin sentences with "There is" or "There are." Find a more forceful way to cast the sentence. Compare "Four score and seven years ago our fathers brought forth upon this continent a new nation" to "There was a country begun by our ancestors 87 years ago."

Do not habitually begin sentences with "and" or "but." This practice has become a trendy habit in informal writing, but the grammar books tell you never to do this.

Avoid the word "would." Such usage is an attempt to soft-pedal, to indicate customary behavior, or to describe something that is not a reality. "That would be a good idea" is less powerful than "That is a good idea." "Americans would often violate the terms of treaties made with Native Americans" is not as

sharp as "Americans often violated the terms of the treaties."

Don't imitate someone else's style. That person didn't become a good writer by copying someone else's style; he or she developed his or her own style. You might become enamored with the writing of a favorite author and want to write the way he or she does. Learn from that author, but be yourself.

Additional Suggestions

C. S. Lewis had good suggestions about writing (*Letters of C. S. Lewis*, edited by W. H. Lewis, first published in 1966; this edition New York: Harcourt Brace, revised edition 1988; pp. 468-9, 485):

- Write with the ear. Each sentence should read well aloud.
- Don't say something is exciting or important. Prove that it is by how you describe it.
- Turn off the radio (in our day, he might say the iPod and television).
- Read good books and avoid nearly all magazines.

A key to good writing is rewriting. Writing is hard work, and you shouldn't let anyone tell you otherwise. You will not get every word and phrase just right the first time you put them down on paper or type them on the computer. Great, famous, well-paid writers have to rewrite their work and often have editors who revise and critique what they write. Don't be impatient, and don't wait until the last minute. Write something; then go back and rewrite it; then go back a day or two later to consider it again. This is where another pair of loving and honest eyes is helpful. People who have read my writing and who were willing to point out the faults in it have often helped me (although I admit that I have winced inside when I heard their criticism).

Find someone who is willing to take a red pen to your work; a favorite uncle or grandparent might not be that person. You might know exactly what you mean by a particular statement, but someone else might not understand what you said at all. I have often found that when someone doesn't understand a statement I have written, it is because I have tried to say something without really saying it. In other words, I have muddied what should have been a clear statement; and that fuzzy lack of commitment showed through.

Your writing will improve with practice, experience, and exposure to good writing. I hope that in ten years you will not write the same way you do now. The only way you can get to that point is to keep writing, keep learning, and keep reading. I hope that this course helps you on your journey.

Writing a Research Paper

We recommend that you write a research paper of eight to ten typed double-spaced pages (about 2,000-2,500 words) over a four-week period of your choice while you are studying *Exploring America*. Waiting until the second semester will give you time to prepare and to practice writing shorter papers for your weekly special projects.

This section guides you step-by-step through the process. You and your parents should discuss whether you think a research paper assignment is appropriate for you. Also discuss with your parents whether you should reduce or eliminate the special projects for each unit during the time you are working on your research paper.

When you are ready to begin, refer to this section. If you feel a need for more detailed guidance, we recommend the section on research papers in *Writer's Inc.* by Great Source. You can also find sample research papers online. The Purdue University Online Writing Lab (OWL) has a sample. (Visit notgrass.com/ealinks for more details.)

Research Paper Basics

A research paper combines the work of investigation with the task of writing. Choosing your topic is the first step. When you write a research paper, you must define your topic as clearly as possible. You might have to do some general research before you can define your topic. Topics such as "The Colonial Period" or "The Impact of the Civil War" are too broad for a research paper. "Commerce in the Colonial Period" or "Women in the Civil War" are more defined and manageable.

Next comes research. Research involves finding legitimate, authoritative sources on the subject and gathering information from those sources. The modern researcher has a wealth of material available to him, some good and some worthless. Sources include books, periodicals, encyclopedias, scholarly articles, and original sources. Original or primary sources are materials written or developed at the time of history you are investigating. A diary written by a sailor on a trading vessel during the Victorian Era is an example of an original source. You probably will not be able to hold the actual document in your hands, but many transcriptions of original source materials can be found in print and online. Secondary sources are materials written later about the subject in question.

Use caution with online sources, as many are not authoritative. A comment by a reader on a blog about the Roman Empire is not necessarily based on fact, and you cannot use information gathered from such a source in a research paper. It might give you an idea about something to research yourself, but just because someone posted it online doesn't make it accurate or relevant. Wikipedia is the classic example of a non-authoritative source for research. A great deal of the material found on Wikipedia is accurate; but because of the way in which the articles are created and edited, Wikipedia cannot be relied upon as an authoritative source. Websites maintained by universities, government entities, and reputable publishers of reference materials are good sources for online research. Google Books and Project Gutenberg have many historic books available in their entirety online.

Do not neglect print resources for information. A good old-fashioned one-hour visit to the library might provide much more valuable material than hours of sifting through material online. However, you need to be sure that your print sources are reliable also. Encyclopedias and books published by large publishers are your best sources.

The researcher must give proper credit to her sources. Plagiarism is using someone else's words or ideas without giving proper credit to that source. The Internet contains information that you could simply copy and paste into your paper. Though this might be tempting, it is absolutely wrong. Plagiarism is at once lying, stealing, and cheating. You do not have to cite a source for basic information, such as the fact that Columbus sailed across the Atlantic in 1492. However, you do need to cite sources for detailed information and for unique perspectives about a topic. As you take notes while doing research, indicate clearly what is a direct quote and what is your paraphrase of another person's writing. Do not copy another person's exact words into your paper without showing that you are quoting and giving credit to the source.

A research paper is a big project that can seem overwhelming. Divide the project into manageable steps. We have provided a schedule that will help you do this. You might need extra time on some steps while you breeze quickly through others. You must stay on track to meet your deadline. Look ahead to the finished product and take it step-by-step.

Your paper should be based on historical fact and should not primarily be an opinion piece. Sometimes differentiating between the two is difficult. A simple list of facts that can be found elsewhere is not interesting. Your paper should have a point, and you should bring your own thoughts to bear on the facts you gather in your research. Your paper will be dull if you do not draw interesting conclusions. Noting how nineteenth century American painting expressed American ideals is excellent; on the other hand, listing reasons why you like American painting is irrelevant to this paper. Your task for your research paper is to provide information, make observations, and draw conclusions on the topic in an interesting, readable format that is worth someone's time to read.

Four-Week Schedule (see further explanation for each day below)

Day 1	Day 2	Day 3	Day 4	Day 5
Investigate possible topics.	Choose a topic and write a purpose sentence.	Research sources, make preliminary outline.	Learn how to give credit.	Make a research plan.
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
Begin research.	Continue research.	Continue research.	Finish research.	Finalize outline.
Day 11	**Day 12**	**Day 13**	**Day 14**	**Day 15**
Begin writing.	Work on first draft.	Work on first draft.	Work on first draft.	Finish first draft.
Day 16	**Day 17**	**Day 18**	**Day 19**	**Day 20**
Work on final draft.	Work on final draft.	Work on final draft.	Finish final draft.	Polish and turn it in!

Day 1: Read "Research Paper Basics" (on the previous two pages) and all daily assignments below. Make a list of at least seven ideas for topics. Discuss ideas for topics with a parent. Select topics that you would like to spend the next few weeks studying and writing about. The index of this curriculum is a source for possible topics.

Day 2: Investigate possible sources for your top three topic ideas to make sure you will be able to find enough material. Choose your topic and write a one-sentence summary of your purpose for the paper. Don't say, "This paper is about how the United States transformed international relations." Instead, state the substance of your paper: "The United States transformed international relations in trade, politics, economics, and science."

Day 3: Gather possible sources for research. Make a list of places to look. You can bookmark websites, visit the library, and look through relevant periodicals. Develop a preliminary outline for your paper.

Day 4: Learn how to cite your sources properly. Your research paper should follow MLA (Modern Language Association) guidelines for source citations. Your paper needs to have footnotes or in-text citations for your sources of information and a separate Works Cited page at the end of your paper. Look online for the most up-to-date MLA

guidelines. We recommend Purdue University's Online Writing Lab (OWL).

Practice some example citations. Whether you use note cards, copy and paste to a computer document, or a combination of these approaches, be consistent and accurate in your in-text and bibliography citations. Look over the guidelines and your examples with a parent to make sure you are on the right track.

Day 5: Make a general outline for your paper to help guide your research. Make some notes about what you want to say in your paper, questions you hope to answer in your research, and ideas for the main point of your paper. This plan will enable you to make the most of your research time. You want to immerse yourself in the topic you will be writing about. Your final paper will not include every bit of information you read, but you want to write from a position of overflow instead of scraping together just enough facts to fill up your paper.

Day 6: Begin your research. Develop a system to stay organized, keeping track of the source for every quote or fact. For example, if you are using the book *John Adams* note which facts and quotations come from that specific work and the relevant page numbers. You need to know clearly where every item of information came from: book, website, article, etc. Use a minimum of six different sources for your paper.

Day 7: Continue your research.

Day 8: Continue your research.

Day 9: Finish your research. Where do you want this paper to go? What do you want to say? Decide what information you gathered in your research is relevant and what isn't. Highlight key findings in your research. Set aside (but don't throw away) information that does not seem relevant to what you want to say. Talk about your general ideas for your paper with a parent.

Day 10: Work on the final outline for your paper. Jot down the points you want to make in the introduction, the main sections of your paper, what you want to include in each section, and what you want to emphasize in the conclusion. Organize these into an outline. Your research might have shown you that you need to emphasize a point that you had not previously realized was important, or you might not be able to find much information about what you thought was a main idea.

Look through the information you gathered in your research to make sure you didn't leave anything important out of your outline. Finalize your outline and talk about it with a parent. A good, detailed outline will ease your writing process significantly.

Day 11: Re-read "Advice on Writing" on pages x-xii of this book. Begin writing your paper, starting with your introduction and conclusion. Your introduction should give a general idea of what your paper is about and the main points you will make. Your conclusion will re-emphasize your main points. Include proper citations as you go, both in-text and on your Works Cited page.

Day 12: Continue work on your first draft.

Day 13: Continue work on your first draft.

Day 14: Continue work on your first draft.

Day 15: Finish the first draft of your paper. Check your in-text source citations and Works Cited page against your research notes and make sure your formatting is correct. Proofread your paper and make corrections. Give your paper a title. Ask a parent to read and correct your paper and make suggestions for improvement.

Day 16: Discuss the paper with your parent. Think about improvements that you can make. Begin working on the final draft of your paper. Fix mistakes and polish your style.

Day 17: Continue working on your final draft.

Day 18: Continue working on your final draft.

Day 19: Finish writing your final draft. Read your paper carefully for spelling and grammatical errors.

Day 20: Read your paper aloud. Make any final corrections. Save it, print it off, and turn it in. Good work!

Section of U.S. Highway 221 in North Carolina

Assigned Literature

Units 2-3	***The Scarlet Letter***	**Nathaniel Hawthorne**
Units 6-7	***Narrative of the Life of David Crockett***	**David Crockett**
Unit 8	***Narrative of the Life of Frederick Douglass***	**Frederick Douglass**
Units 9-11	***Uncle Tom's Cabin***	**Harriet Beecher Stowe**
Units 12-13	***Co. Aytch***	**Sam Watkins**
Units 15	***Humorous Stories and Sketches***	**Mark Twain**
Units 16-17	***In His Steps***	**Charles Sheldon**
Unit 18	***Up From Slavery***	**Booker T. Washington**
Unit 19	***Mama's Bank Account***	**Kathryn Forbes**
Units 20-21	***Miracle in the Hills***	**Mary T. Martin Sloop and LeGette Blythe**
Units 22-23	***To Kill a Mockingbird***	**Harper Lee**
Unit 27	***The Giver***	**Lois Lowry**

Exploring America
Part 1

Columbus Through Reconstruction

Exploring America Part 1: Columbus Through Reconstruction
Ray Notgrass

ISBN 978-1-60999-066-4

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Previous Page: *Declaration of Independence*, John Trumbull (American, 1818)

Front Cover Images—Top: *American Frigate* Chesapeake *HMS* Shannon by R. Dodd. Portraits (L to R): *Old Sachem,* Sarony, Major & Knapp; *A Fair Puritan,* E. Percy Moran; *John Adams,* John Singleton Copely; Union Soldier, Ferd. Mayer & Co.; African American Sailor, Ball & Thomas Photographic Art Gallery.
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Cover design by Mary Evelyn McCurdy
Interior design by John Notgrass

Printed in the United States of America

Notgrass Company
975 Roaring River Road
Gainesboro, TN 38562
1-800-211-8793
www.notgrass.com

Harpers Ferry, West Virginia

11 A Time of Crisis

The intense national debate over slavery reached its peak in the 1850s. The stances that people in different sections of the country took regarding slavery increased the growing divisions in the Union. The Compromise of 1850 was an attempt to deal with some aspects of slavery, but it did not solve the central question. Violence erupted over slavery in Kansas and in John Brown's raid on the military arsenal at Harpers Ferry. In the Bible study for this unit, we see what the New Testament says about how Christians should handle differences among believers.

Lesson 51 - Sectionalism
Lesson 52 - Trouble in the Territories
Lesson 53 - Twilight of the Giants
Lesson 54 - Stumbling Toward War
Lesson 55 - Bible Study: Differences

Memory Work

Memorize Psalm 133 by the end of this unit.

Books Used

The Bible
American Voices
Uncle Tom's Cabin

Project (choose one)

1) Write 300 to 500 words on one of the following topics:

   - Would you have been an abolitionist, a defender of slavery, a compromiser, or would you have held some other position during the 1850s? Would you have been part of a church that endorsed slavery, opposed slavery, or said nothing about slavery? Write an essay on what you think would have been your position. Be honest with yourself.

   - Write a letter to someone explaining the way people do things where you live (either in your family or in your community, or both) and how those ways are different from the way others do those things. This can become a humorous piece, but do not be cruel or mean in what you say.

2) Make an audio recording or video of yourself singing or playing at least five spirituals sung by African American slaves during the 1800s.

3) Make an illustrated poster contrasting different, but equally acceptable, ways of living and doing things (such as types of houses, church practices, food, clothing, etc.). Your poster should include at least ten examples. Use the medium of your choice (e.g., collage, photography, drawing, painting, or pastels).

Drayton Hall and Plantation, South Carolina

Lesson 51

Sectionalism

In the United States today, several factors bring our country together. The national media inform the entire country almost immediately about events happening around the nation. As radio and television reporters do this, they use basically the same accent and speech patterns. Just about wherever you go in America, you will likely find the same restaurants and stores. We still have regional speech patterns, and different parts of the country do have their distinctive attributes; but our interconnectedness as a country is much stronger than in the past.

By contrast, a significant aspect of American society before the Civil War was the reality of sectionalism. Even though the United States was one country, the different sections of the country had different social and economic patterns and different ways of looking at life in the U.S. These differences were a major factor in the country growing apart, especially over the issue of slavery.

America was diverse from its very beginning. The New England colonies, for instance, developed a different way of life from that known in the southern colonies. When settlers moved across the Appalachians, the West developed a different way of life from that in the East. As the country expanded to fill the continent, the people, lifestyles, and interests that made up the United States became ever more diverse.

My Way Is Best

Just as people can be ethnocentric about their own country in relation to other countries, Americans can be ethnocentric about their particular region of the country. Different habits and ways of life have developed in different parts of the country. People who live in each area tend to think that their own way of doing things is best and that any other way is strange and not quite as good.

These sectional differences can extend beyond mere manners and habits. People from different regions can become defensive about their own economic interests and way of life if they feel threatened by any proposed changes or by national laws that affect them adversely. It is this defensive sectionalism that developed in the United States and that eventually contributed to the breakup of the Union. The different sections of the country had long held conflicting views, but they were always advocated within the context of the Union. When loyalty to the Union was lost, the differences among the sections proved fatal for the nation.

The negative side of sectionalism appeared several times in American history before the Civil War. The compromises that were part of the formation of the Constitution involved balancing the interests of southern slave states and northern free states. Some New Englanders opposed the War of 1812 and talked of seceding from the Union. Many in the same region were against the Mexican War and again made noises about forming their own confederacy. South Carolina threatened secession during the Nullification Crisis of the early 1830s. Conflicts developed over the preferred route for the first transcontinental railroad. Debates over tariffs and internal improvements often reflected the conflicting interests of the different parts of the nation.

Slaves in the Cotton Fields

Americans before the Civil War were alike in significant ways. A large majority of Americans in all sections of the country lived on farms or in small towns. The country had a general consensus regarding religious beliefs and devotion to the Union. In other important ways, however, differences were emerging among the regions that eventually led to bitter conflict.

The South

The slaveholding states of the South had the most distinct and clearly stratified social system in the country. People were expected to know their place and stay there. In addition, the existence of and defense of slavery made for a life that was clearly different from how Americans in other sections lived.

The majority of southerners were small farmers. In North Carolina, for example, over seventy percent of farmers owned one hundred acres or less. Across the South, slaveowning families accounted for only about one-fourth of the population. In 1860 fewer than 11,000 planters owned fifty or more slaves. However, the plantation owners were the social and economic rulers of society. They made up only four percent of the adult white male population, but they owned over half of all slaves as well as the land that produced most of the cotton and tobacco and almost all of the region's sugar and rice. In Alabama in 1850, slave owners made up thirty percent of the population but accounted for seventy percent of state legislators. Their personal interests influenced what these men saw as best for society.

The southern economy was driven by the plantation-owning interests. The South supplied most of the cotton for the rest of the world. Its biggest market was the British textile industry. Southern plantations also shipped cotton to the North for use in domestic textile mills. As slaves and land became more expensive, wealth was concentrated in even fewer hands.

Slaves Planting Sweet Potatoes in South Carolina (1862)

The planter class fostered the southern aura of magnificent hospitality and a strict code of honor. Men were especially defensive about the honor of their families and womenfolk, and duels were common over the slightest perceived insult. Plantation wives were kept busy managing household affairs and domestic servants.

The southern middle class consisted of plantation overseers, small farmers (many of whom worked alongside any slaves that they owned), and skilled workers and shopkeepers. They lived in small houses, often a two-room cabin on a small farm. Although a minority owned slaves, the majority of the white population supported the institution of slavery. This support might have come partially out of fear of economic competition and social unrest if the slaves were freed. Lower class whites ("poor whites") lived in crude houses in mountainous regions or on land too poor for successful farming. They eked out an existence from season to season and were disdained by the rest of white society.

Black society in the South, both slave and free, was separate from white society. One-third of the population of the South was slaves. In South Carolina, Georgia, and Mississippi, slaves outnumbered whites. In 1860 a half million free blacks lived in the U.S., about evenly divided between North and South. Some became skilled craftsmen, such as blacksmiths, carpenters, or (like Frederick Douglass) shipbuilders.

Southern agriculture was diverse enough to support the region's food requirements. Corn was commonplace, and southern farms produced well over half of the nation's livestock. The downside of the cotton-based southern economy, however, was that it was dependent on outside factors for its continued success. Its cotton was shipped on vessels owned by northerners to mills in the North or in England. The South had few manufacturers, which made it dependent on outside industry. If the cotton markets slumped, the South got into economic trouble. The key word for the South was dependent.

The North, Midwest, and West

A key word to describe the North at the same time was diverse. Most northerners were still small farmers, but an increasing number were city dwellers. Many people worked in factories at low wages and were sometimes called wage slaves. However, workers did have the freedom to move and change jobs, a freedom that slaves did not have. The North had a much larger industrial base than the South. By 1860 northern factories made the U.S. the third largest manufacturing nation behind Great Britain and France.

The North had a larger population than the South because of high birth rates and the influx of immigrants. Immigration also brought an ethnic and cultural diversity to the North that was lacking in the South. Social classes existed in the North, but social and economic standing was less rigid than in the South.

In 1860 about one third of the U.S. population lived in the Midwest between Ohio and Iowa. This growing agricultural area was helped by the development of railroads. Texas, California, and other parts of the West were frontier areas that welcomed those with bold and adventurous spirits.

The illustration at right depicts the Weccacoe Engine Company responding to a fire in Philadelphia. Firefighter James Queen painted it around 1857. He also painted the image below of a factory.

The Impact of Sectionalism

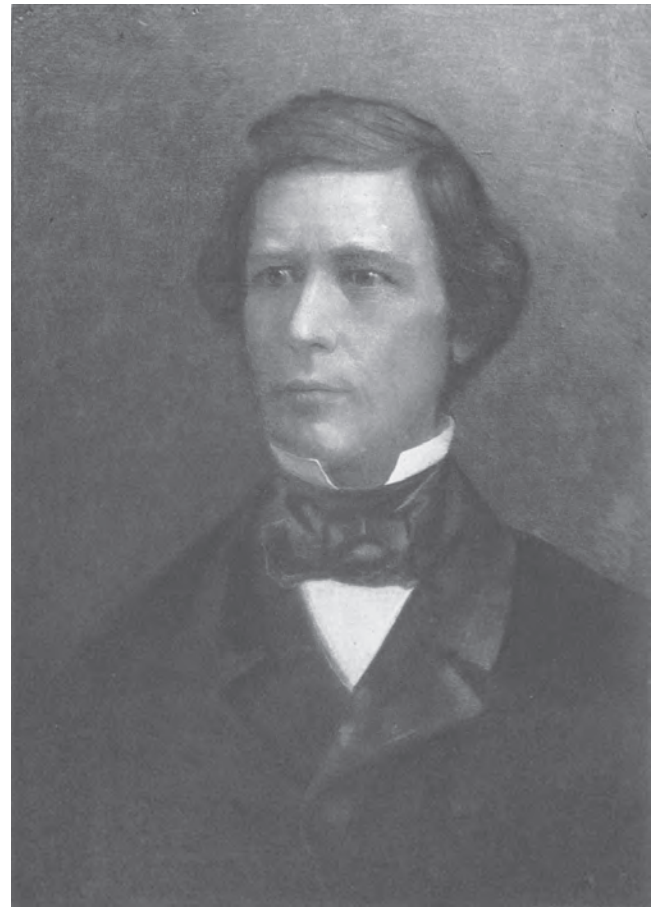
The different economies and outlooks among the regions led to conflicts over national policies. Southern cotton growers, for instance, depended on trade with other countries and wanted low import tariffs to encourage it. Northern industrialists, on the other hand, wanted protection from overseas competition and thus favored high import tariffs. Westerners pushed for internal improvements such as roads, canals, and railroads to connect them to the East Coast; but southerners did not directly benefit from such projects and usually opposed them.

The other main issue that engendered sectional conflict was slavery. The conflict intensified over the question of extending slavery into the territories and into new states of the West. In the 1830s, the antislavery movement reached the U.S. House of Representatives. Several petitions were presented in Congress calling for the abolition of slavery in the District of Columbia. Congress had the power to do this because it had oversight of the District.

Many of the petitions were introduced by Representative John Quincy Adams. In 1836 the House adopted a gag rule, which automatically tabled (i.e., killed) all such petitions. Members of the House, from both the South and the North, simply did not want to consider any Federal laws concerning slavery. Adams fought the rule as a denial of the people's right to petition the government for redress of grievances, and the rule was eventually repealed in 1844.

The Wilmot Proviso

Sectional interests influenced the deliberations of Congress. In 1846 soon after the Mexican War began, President Polk requested $2 million from Congress to conduct negotiations with Mexico. Freshman Democratic Representative David Wilmot from Pennsylvania proposed an amendment to the appropriation request. The proposed amendment would require that slavery never be allowed in any territory that was gained by using the $2 million. His proposal was based on the provision of the Northwest Ordinance which banned slavery in that territory and in the states formed from it.



David Wilmot (1814-1868)

The Wilmot Proviso created hot debate in Congress. The untouchable topic had been brought up for discussion. The House passed the amendment, but the Senate rejected it. The same idea was introduced and voted on repeatedly, and it was always defeated. A little later, Senator John C. Calhoun of South Carolina proposed resolutions (which were never voted on) which said that the territories were owned by all the states, not the Federal government. All Americans, Calhoun said, had a right to take their possessions into all territories; thus, in his view, Congress had no right to forbid slavery in any territory.

Popular Sovereignty

The two positions by Wilmot and Calhoun outlined the debate over slavery for the next several years. Free-soilers wanted slavery excluded from the territories, while proslavery advocates insisted on the right of settlers to take slaves into whatever territory settlers wished, unimpeded by Congress. The most attractive-sounding middle ground was put forth by Michigan Democratic Senator Lewis Cass. He proposed that territories be organized on the basis of popular sovereignty (antislavery men called it squatter sovereignty). This idea held that the people living in a given territory should decide whether the territory would be slave or free.

This sounded fair and democratic, but Cass did not specify when such a determination was to be made. If the decision was made when an area became a territory, slavery could be banned fairly easily. However, Calhoun believed that this was unconstitutional since Congress did not have the right to ban slavery nor to give that right to territories. If the slave-or-free determination was made when a territory applied for statehood, then both proslavery and antislavery advocates had a fair chance of carrying the day. Many in both camps supported popular sovereignty as the best way for their point of view to be adopted. Popular sovereignty sounded good; but as we will see, the one time it was applied to organizing a territory it led to a disaster.

The debate over slavery tied up Congress for most of the period leading up to 1861. Even more, it caught up the nation in a continuing and increasingly heated discussion over what to do about the South's peculiar institution.

Nathanael said to him, "Can any good thing come out of Nazareth?"
Philip said to him, "Come and see."
John 1:46

⋆ Assignments for Lesson 51 ⋆

Literature Continue reading *Uncle Tom's Cabin.* Plan to finish it by the end of this unit.

Bible In the Bible study lesson for this unit we will discuss what the Bible says about handling our differences. Read Romans 12:3-13. List three good ways to handle the fact that we have differences, as described in this passage.

Start memorizing Psalm 133.

Project Choose your project for this unit and start working on it.

Student Review Optional: Answer the questions for Lesson 51.

San Francisco, California, 1851

Lesson 52

Trouble in the Territories

John Sutter was born in Germany in 1803. He came to the United States in 1834 and eventually settled in the Sacramento Valley of California, which at the time was a province of Mexico. Sutter was given a 49,000 acre land grant and became a Mexican citizen. His colony attracted many settlers, including a good number of Americans.

When a group of Americans declared California to be independent of Mexico in 1846, Sutter sided with the Americans. After California was annexed to the U.S., Sutter began construction of a new sawmill on his property. On January 24, 1848, workers excavating for the mill discovered gold. After President James K. Polk announced the find in his message to Congress in December of 1848, 80,000 people rushed to California in search of gold the following year. Over 50,000 of them came overland, while the rest came by ship, either by sailing around South America or by taking passage to Panama, going overland across the isthmus, and then sailing from Panama on to California.

The population explosion in the California territory raised the possibility of its statehood, which further intensified the question of slavery in the western territories. Wisconsin had become the thirtieth state in May of 1848, giving the Union fifteen slave states and fifteen free. The Mexican War had ended earlier that year, but Congress had taken no action on statehood for California or for any part of the new southwest region because of the impasse over slavery. The House voted for the new territories to be free; but southerners resented this, and some in the South began talking about leaving the Union.

The 1848 Election

The 1848 election saw both major parties dodge the issue of slavery in the territories. The Democrats nominated Lewis Cass of Michigan while the Whigs tapped Mexican War hero Zachary Taylor. The Free Soil Party was composed of antislavery people who were disgruntled with both major parties. In 1848 they nominated Martin Van Buren for President and Charles Francis Adams Sr., the son of John Quincy Adams, for Vice President.

Zachary Taylor had never voted in a presidential election, and his position on the issues was unknown. The Whigs hoped to win the White House purely on Taylor's military reputation, and it worked. A key element in Taylor's victory was the fact that his vice presidential running mate was Millard Fillmore of New York. Fillmore's popularity in his home state, coupled with the impact of the Free Soil Party there, gave the Whigs that state and the election. However, the Democrats controlled Congress.

"Old Rough and Ready" Zachary Taylor was born in Virginia. He was a cousin of James Madison and Robert E. Lee. Taylor spent forty years in the Army. In 1835 his daughter married Jefferson Davis over Taylor's objections, but she died three months into the marriage. Taylor and Davis were reconciled when they were both serving in the Mexican War. At the time of his election as President, Taylor was living in Louisiana and owned a plantation and slaves in Mississippi. This 1848 portrait of Taylor is by American artist Joseph Henry Bush.

Although Taylor was a slave owner, he believed that slavery could not exist in the West. After he became President, Taylor called for California to be admitted to the Union as a free state and indicated his willingness for New Mexico to be admitted under the same terms. The provisional governments that had been formed in both areas were antislavery. The admission of both states as free would upset the slave-free balance of states and set a precedent for future western states to ban slavery.

Taylor's position angered the South. In 1850 a convention was held in Nashville, Tennessee, to discuss a unified southern position against what was termed "northern aggression." Five states were officially represented, while delegates from four other states attended unofficially. The assembly adopted resolutions demanding equal access to the territories for slave owners.

Clay's Final Compromise

Northerners did not want to delay the admission of California any longer, and southerners did not want California admitted under the terms being discussed. Henry Clay, the seventy-three-year-old master of compromise, proposed a series of measures in the Senate designed to break the deadlock:

- California would be admitted as a free state.
- The rest of the area received from Mexico would be organized as the Utah and New Mexico territories, which would decide for themselves whether or not to permit slavery.
- A border dispute between Texas and New Mexico regarding the Rio Grande would be settled in New Mexico's favor, but Texas would receive compensation from the Federal government to settle pre-admission debts.
- The slave trade would be abolished in the District of Columbia, although slavery would continue to be permitted there.
- A new and tougher Fugitive Slave Law would force the return of slaves captured in free states to their southern owners.

The Senate debate over these proposals in early 1850 brought together for the last time some of the most eloquent spokesmen of the day. Henry Clay made an impassioned plea for his proposal as the only means to save the Union. John C. Calhoun prepared a speech warning of the dangers to the Union that the proposals carried and of the determination of

the South to stand by its rights, but he was too ill to deliver it himself. He was carried into the Senate on March 4 to hear it read by a southern colleague. Calhoun died March 31. On March 7, Daniel Webster spoke not as a New Englander or a Whig, he said, but as an American wanting to preserve the Union. He believed that slavery could not exist in the West, so he favored admitting California as a free state. However, to maintain peace he also supported the Fugitive Slave Law. This infuriated Webster's fellow northerners, who believed that he had betrayed his antislavery principles.

The outlook for Clay's compromise was not good. Clay's Omnibus Bill containing all five components encountered tough going in Congress. In addition, President Taylor let it be known that he planned to veto the measure. Then on the hot July 4 of 1850, Taylor, now sixty-six years of age, attended festivities at the base of the unfinished Washington Monument. He went back to the White House, drank cold milk and water, apparently ate some raw food, developed a gastric disorder, and died five days later.

New President Millard Fillmore indicated his willingness to sign the compromise, and Clay broke his bill into separate parts so that his proposals could be passed more easily. Different coalitions within Congress enabled the passage of the separate bills. For instance, antislavery men and advocates of compromise voted for the admission of California; while proslavery men and compromisers voted for the Fugitive Slave Law. Many people in the country breathed a hopeful sigh of relief when all of the measures passed. They wanted to believe that the Compromise of 1850 was the answer to the national dilemma.

The package of legislation had several difficulties, however. (1) By leaving the slavery question open for Utah and New Mexico, the Compromise of 1850 only delayed the conflict there. (2) Since the different aspects of the compromise had been passed by different coalitions, no majority in Congress supported the entire package. (3) More immediately, the Fugitive Slave Law incensed many northerners. The law denied a jury trial for alleged fugitives. It applied to any slave who had ever run away, meaning that former slaves living in the North could be returned after having lived free for many years. In addition, the measure said that any citizen ordered by law enforcement officials to assist in the capture and return of fugitive slaves had to do so. Antislavery northerners saw the law as forcing them to work for something they opposed. The many incidents of non-compliance with the law in the North indicated the resistance that people felt toward it. Few slaves were actually returned to their owners under the law.

Millard Fillmore
George Peter Alexander Healy (American, 1857)

The 1852 Election

The 1852 election revealed that the Whig Party was coming apart. A split had developed between northern Conscience Whigs who opposed slavery and southern Cotton Whigs who supported it. Northern Whigs blocked the nomination of Millard Fillmore and were able to place another Mexican War hero, Winfield Scott, at the top of the ticket.

Divisions were apparent among Democrats as well. Northern Democrats generally wanted to leave the question of slavery to the states and were willing to go along with the expansion of slavery in the territories in the name of popular sovereignty. Southern Democrats, by contrast, were more strident in their support of slavery and wanted to see the right to own slaves protected in the territories and in future states. The Democrats nominated Franklin Pierce of New Hampshire, who had also served in the Mexican War and who supported the Compromise of 1850.

In the election, Pierce carried all but four states. He won a majority in both the North and the South (the last candidate to accomplish this feat until 1912, except during the unusual circumstances of 1868). The loss crushed the Whig Party, which soon passed out of existence. The new President did not have much time to savor his victory, though, as new crises soon confronted the nation.

Gaikokujin Sen No Uchi: Jōkisen
(Foreigners' Ship: Steamship)
Utagawa Hiroshige II (Japanese, 1861)

The Transcontinental Railroad and Popular Sovereignty

The thoughts of many Americans were on the West. California entered the Union as the 31st state in September of 1850. Interest ran high in the development of other western territories as well, such as Oregon, Utah, and New Mexico. In addition, the U.S. was developing a desire for trade with the Far East. China opened four ports to American trading vessels in 1844, and Christian missionaries came to have a burden for the people of China. Commodore Matthew Perry began American contact with Japan in 1853, and trade with that nation got underway in 1858.

These political and economic developments, coming at a time of rapid expansion of railroads, led many Americans to dream of a rail line that ran across the entire continent and brought the nation together. Many politicians and businessmen east of the Mississippi River tried to use their influence to have the line built from their respective areas. One key politician who took a special interest in this issue was Illinois Democratic Senator Stephen Douglas. Douglas was short in stature but long on ambition. He believed in the United States and in himself. Sadly, his drive to become President led him to propose a policy that created an American tragedy.

Douglas wanted the transcontinental line to begin in Chicago, and he proposed that the region west of Iowa and Missouri (that is, the area that would become Kansas and Nebraska) be organized as territories that would eventually become states in order to provide government protection for the rail line. However, Douglas wanted these territories to forbid slavery. Southern Senators blocked this proposal because they wanted slavery to be allowed in all territories and also because they were hopeful that the cross-country rail line might be built along a southern route beginning from New Orleans and going to southern California.

Douglas saw that his plans were being derailed by southern opposition, so he compromised. He agreed to let the territories of Nebraska and Kansas decide by popular sovereignty whether they would be slave or free. Since both areas lay north of the 36°30' line that divided slave and free territories in the 1820 Missouri Compromise, Douglas proposed repealing the 1820 measure. Antislavery men felt betrayed by the idea. They said that, by supporting this proposal, the South was going back on an agreement it had made in 1820. Douglas was criticized as wanting to extend slavery. In fact, Douglas opposed slavery. He hoped that the two new states would be organized free, and he believed that they would be since he thought that slavery would not work on the prairie. However, he was not willing to let his personal opposition to slavery get in the way of his political ambition.

Bleeding Kansas

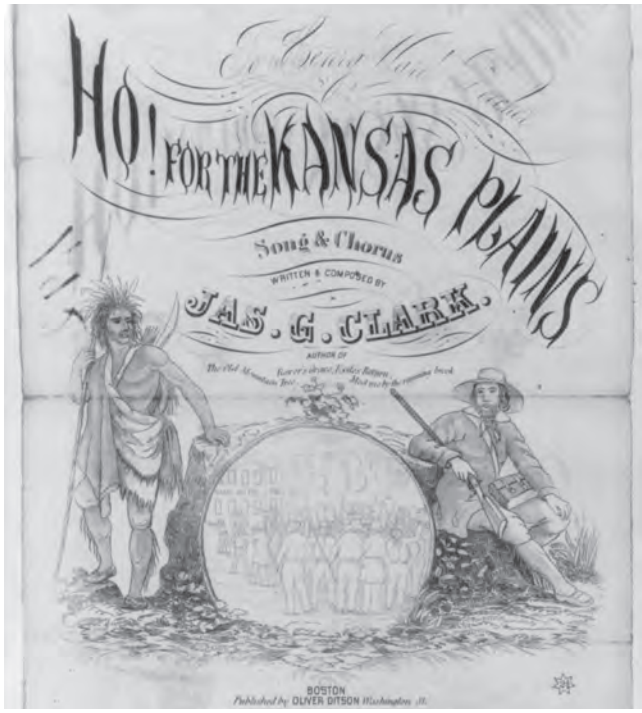
Congress passed the Kansas-Nebraska Act in May of 1854. The law allowed the question of slavery to be settled in the Kansas and Nebraska territories by popular sovereignty. That fall, the Democrats lost big in mid-term congressional elections because of widespread opposition to the Kansas-Nebraska Act. Shortly after the election, various antislavery groups and factions, including the few remaining northern Whigs, came together to form the Republican Party.

The U.S. Army Corps of Engineers surveyed the Great Plains in the 1850s to determine a possible railroad route from the Mississippi River to the Pacific. This illustration of bison around Lake Jessie, North Dakota, is from their report.

The name of the party was an attempt to hearken back to the days of Thomas Jefferson.

Northerners hoped both Kansas and Nebraska would both be organized free, while southerners hoped at least one would permit slavery. It soon became apparent that Nebraska would forbid slavery, so the focus of attention came to be on Kansas. Some of those who settled in Kansas simply wanted to own land in a new territory, but many settlers entered the territory with either a proslavery or antislavery agenda. Both sides of the slavery issue rushed people into the territory in the hope that they could sway the voting that would form the territorial government. When an election was held for a territorial legislature in 1855, proslavery forces stole the election and set up a government in Lecompton which President Pierce recognized. Free-soilers rejected the Lecompton government and formed their own government for the territory in the town of Lawrence. This gave Kansas two competing territorial governments.

The proslavery forces obtained an indictment from a friendly judge against the antislavery government, and a posse set out for Lawrence to do away with the antislavery presence. Proslavery men wreaked destruction on the town, destroying a printing press and other property and causing one death. In response, four days later a free-soiler named John Brown led a group that attacked a proslavery settlement at Pottawatomie Creek and killed five



This sheet music was published around 1856 for the song "Ho! for the Kansas Plains". The illustration shows a Native American and a settler on either side of a confrontation between proslavery and antislavery groups.

men in front of their families. The exchange of violence escalated, and by the end of 1856 over 200 people had been killed and $2 million in property had been destroyed. The territory became known as Bleeding Kansas.

Conflict in Congress

The United States Senate was the setting for another, related conflict in 1856. Republican Massachusetts Senator Charles Sumner addressed the body in mid-May, lamenting what was happening in Kansas even before the Lawrence and Pottawatomie incidents. He blamed the South's desire for additional slave states as the reason for the conflict, and he poured especially hateful words onto South Carolina's Democratic Senator Andrew Butler. Sumner questioned Butler's integrity and character. He said that Butler was committed to the harlot Slavery; and he ridiculed Butler's manner of speech, even though Butler had been affected by a recent stroke and was absent from the Senate at the time.

What Else Was Happening?

1851 The first World Exhibition takes place in the Crystal Palace in London. The opening ceremony is depicted at right.

1851 Louis Napoleon leads a bloodless revolution in France, wiping out democratic gains. He crowns himself Napoleon III.

1851 Taipei radicals begin revolts against the ruling Ch'ing dynasty in China.

1852 The first steam-powered dirigible balloon is flown at a speed of just under seven miles per hour.

1854 Louis Pasteur develops a process to prevent spoilage that comes to be called pasteurization.

1855 German chemist Robert Bunsen mixes air with coal gas to produce a flame for use in laboratory experiments. The device producing this flame comes to be called the Bunsen Burner.

1855 Peru abolishes slavery.

1856 Human bones are found in a cave in Germany's Neander Valley. They come to be seen as evidence of what is called "Neanderthal man."

1858 The first messages are sent along a transatlantic telegraph cable.

1859 The Suez Canal is begun. When it is finished ten years later, ships no longer have to go around Africa to sail between the Atlantic and Indian Oceans.

Butler's nephew, Preston Brooks, was a South Carolina Congressman who took Sumner's insults to heart. Two days after Sumner's speech, Brooks entered the Senate chamber and confronted the Massachusetts Senator at his desk. Brooks began beating Sumner about the head and shoulders with his heavy, gold-headed cane, which broke in the attack. Sumner gripped his desk so firmly that he pulled it out of the floor as he fell. The Senator was incapacitated for over two years. He kept his Senate seat, however; and his empty chair made him a martyr for the antislavery cause. When the House censured Brooks, he resigned; but his South Carolina district re-elected Brooks, and several of his constituents sent him new canes to take with him when he returned to Congress. The whole affair increased the tension between the two sides. Americans were now attacking each other physically over the question of slavery.

Depiction of Brooks' Attack on Sumner

Let all bitterness and wrath and anger
and clamor and slander be put away from you,
along with all malice.
Ephesians 4:31

⋆ Assignments for Lesson 52 ⋆

American Voices Read the excerpts from "Crime Against Kansas" by Charles Sumner (pages 188-192).

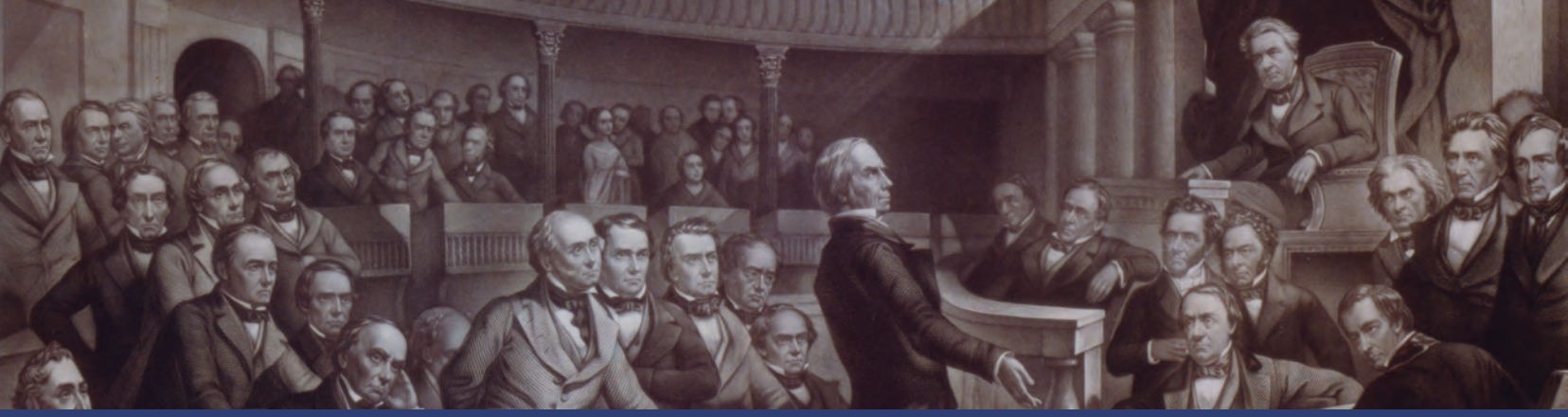
Literature Continue reading *Uncle Tom's Cabin.*

Bible Read Romans 14:1-23. List three attitudes discussed in this passage that we should have toward other believers who have different opinions from ours.

Work on memorizing Psalm 133.

Project Work on your project.

Student Review Optional: Answer the questions for Lesson 52.



Debate in the U.S. Senate, 1850

Lesson 53

Twilight of the Giants

The debates in the U.S. Senate over the Compromise of 1850 brought together for the last time three political figures who dominated much of the first half of the nineteenth century. Each had significant impact on legislation and on the popular thinking of their times. Each was hugely influential in his own region but often misunderstood or despised outside of his own region. All three wanted to be President, but none was elected to serve as chief executive. This lesson examines the careers of those three men: Henry Clay, Daniel Webster, and John C. Calhoun. They are depicted above in a debate about the Compromise of 1850. Clay is standing and speaking in the center. Daniel Webster is seated to the left of Clay leaning on his hand. Calhoun is beside the Speaker's chair.

Henry Clay (1777-1852)

Henry Clay was the master of political compromise. During his legislative career, Clay crafted several plans that gave at least something to both sides in a political dispute while avoiding a complete division of the country. In doing this, Clay proved himself to be a skilled political negotiator.

Clay was born in Virginia, but in 1797 he moved to the new state of Kentucky as a twenty-year-old lawyer. He saw possibilities for advancement in an area where new leadership would be needed. Clay settled in the growing town of Lexington and was elected to the state legislature in 1803. The Kentucky state legislature chose him to fill out a United States Senate term in 1806, even though he was not yet the constitutionally-required age of thirty (no one seemed to notice, and he was duly sworn in). While in the Senate he gave impassioned speeches that turned heads. In the evenings he developed a reputation as a gambler.

In 1807 he was re-elected to the state house of representatives and was chosen to be speaker of that body. Three years later, Clay was chosen for another brief stint in the U.S. Senate. In 1811 he was elected to the U.S. House of Representatives, and in his first term Clay was chosen as the Speaker of the House. Clay used his position to advance his ideas and his friends, and he became known as a War Hawk who encouraged the U.S. to go to war against Great Britain. Clay was a member of the U.S. commission that went to Europe in 1814 and, with their British counterparts, drafted the peace treaty which ended the War of 1812.

Following his service on the peace commission, in 1815 Clay again assumed his seat in Congress and ardently advocated what he called the American

Quotations from Henry Clay

Government is a trust, and the officers of the government are trustees; and both the trust and the trustees are created for the benefit of the people.

I have heard something said about allegiance to the South. I know no South, no North, no East, no West, to which I owe any allegiance. The Union, sir, is my country.

All legislation, all government, all society is founded upon the principle of mutual concession, politeness, comity, courtesy; upon these everything is based. . . . Let him who elevates himself above humanity, above its weaknesses, its infirmities, its wants, its necessities, say, if he pleases, I will never compromise; but let no one who is not above the frailties of our common nature disdain compromises.

The Constitution of the United States was made not merely for the generation that then existed, but for posterity—unlimited, undefined, endless, perpetual posterity.

I had rather be right than be President.

Portrait by J. W. Dodge (American, 1843)

System. This was a program of Federally-funded internal improvements, such as roads and canals, that would facilitate travel and commerce and bring the growing nation closer together. It also involved a protective tariff to help American manufacturers and the re-establishment of a national bank. When the issue of Missouri's admission to the Union as a slave state threatened the fabric of the nation, Clay played a key role in crafting the Missouri Compromise of 1820. Clay retired from Congress in 1821, was re-elected in 1822, and again became Speaker of the House.

In 1824 Clay made his first run for the presidency. He was defeated in the four-way race that resulted in the election of John Quincy Adams. His agreement to support Adams' candidacy apparently resulted in Adams naming him Secretary of State, a "corrupt bargain" in the eyes of Andrew Jackson and Jackson's supporters.

Clay was elected to the U.S. Senate in 1831 and again ran for President the following year against Andrew Jackson. Again, Clay was defeated. In 1833 Senator Clay helped to formulate the lower tariff that ended the nullification crisis. The following year, the Whig Party formed in opposition to Jackson's policies, with Clay as one of its leaders.

Clay resigned from the Senate in 1842, and two years later he was nominated by the Whigs as their presidential candidate. Again, Clay met defeat, this time at the hands of James K. Polk. Clay was elected to the Senate in 1849 and helped to fashion the Compromise of 1850. He resigned from the Senate in late 1851 and died June 29, 1852.

Daniel Webster (1782-1852)

The most gifted orator of his day, an ardent nationalist, and a Federalist who became a Whig, Daniel Webster was born in New Hampshire in 1782. He attended Dartmouth College (which is located in New Hampshire) and then became an attorney in 1807.

Quotations from Daniel Webster

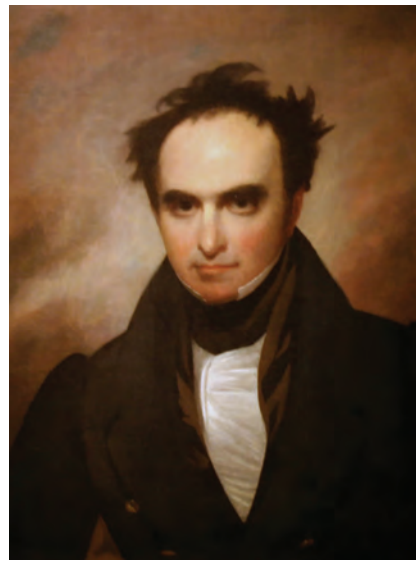
God grants liberty only to those who love it, and are always ready to guard and defend it.

The Bible is a book of faith, and a book of doctrine, and a book of morals, and a book of religion, of especial revelation from God.

America has furnished to the world the character of Washington. And if our American institutions had done nothing else, that alone would have entitled them to the respect of mankind.

Inconsistencies of opinion, arising from changes of circumstances, are often justifiable.

I was born an American; I will live an American; I shall die an American.



Portrait by Francis Alexander (American, 1835)

Webster was elected to the U.S. House of Representatives in 1812 as an outspoken opponent of the war with England that had already been declared. He believed that the war would hurt New England's economic interests, especially its international trade. In 1814 Webster began arguing cases before the U.S. Supreme Court, an activity he continued even while he was a member of Congress. Then in 1816, Webster decided to move to Boston because he believed that such a change would further his political and legal careers. Nevertheless, he retained his seat in Congress from New Hampshire until that session of Congress ended in March of 1817.

Webster quickly developed a positive reputation in Boston; in 1822 he was elected to Congress from Massachusetts. Five years later, the Massachusetts legislature chose him to be a U.S. Senator. He served in the Senate until he became Secretary of State under William Henry Harrison in 1841. He remained in that post until 1843. While Secretary of State, Webster negotiated a treaty with Great Britain that settled the boundary lines with Canada between Maine and New Brunswick and west of Lake Superior. He was re-elected to the Senate in 1843 and served there through the debate on the Compromise of 1850. Soon after Millard Fillmore became President, he chose Webster to be his Secretary of State. Webster held that role until his death in 1852.

During his career, Webster supported what he saw as the most important interests of New England. At first he supported a low tariff to help the Massachusetts shipping industry; but then he switched and supported a high tariff to protect Massachusetts manufacturers. Although he was a Whig, he strongly endorsed Andrew Jackson's nationalist stance in the nullification crisis with South Carolina. In 1850 Webster opposed the expansion of slavery but feared the breakup of the Union even more; thus he supported the Compromise of 1850. As Secretary of State, Webster tried to administer strict enforcement of the Fugitive Slave Law, which cost him support among northern Whigs.

In 1836 Webster was one of three regional Whig candidates for President. He carried only Massachusetts. Webster was considered for the Whig nomination in 1848 and 1852, but he was not selected by the party as its candidate either time.

John C. Calhoun (1782-1850)

John Caldwell Calhoun of South Carolina, a graduate of Yale and trained as an attorney, is widely regarded as one of the most brilliant men ever to serve in Congress. He was a strong defender of slavery and a leading advocate of states' rights in their relationship with the Federal government.

Calhoun was elected to the South Carolina legislature in 1808, then was elected to the U.S. House of Representatives in 1811. In Congress he was an ardent supporter of the War of 1812 with England. He served as Secretary of War under President James Monroe (1817-1825). During this period, Calhoun was a strong nationalist who supported Clay's American System of Federally-funded internal improvements, a national bank, and a strong central government.

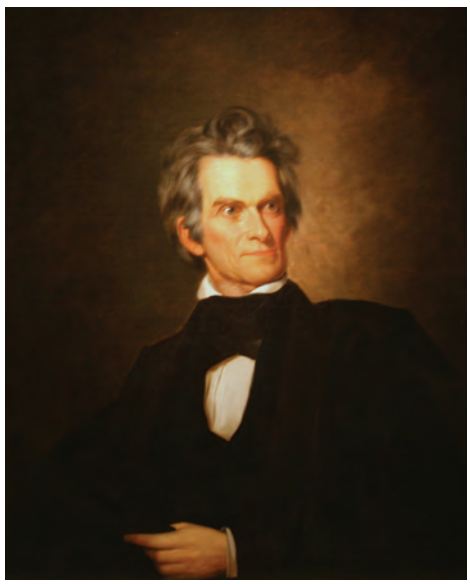
In 1824 he briefly sought the presidential nomination but later decided to seek the position of Vice President, which he won in the election that year. After serving under John Quincy Adams, Calhoun was again elected Vice President when Andrew Jackson was elected President in 1828. However, Calhoun came to believe that southern interests were hurt by a strong Federal government; so he developed the theory of a state's right to nullify a Federal law. Calhoun and Jackson had sharp disagreement over this issue, and Calhoun resigned as Vice President before Jackson's first term ended.

Calhoun was elected to the U.S. Senate in 1832 and served in that body for most of the rest of his life. He believed that the right to own slaves should be extended into the territories and that civil war and disunion would result if this right were not protected. He served as John Tyler's Secretary of State in 1844 and 1845, and in that position he helped to bring about the annexation of Texas.

Calhoun died a few days after his last speech was read in the Senate during the debate over the Compromise of 1850.

Quotations from John C. Calhoun

A power has risen up in the government greater than the people themselves, consisting of many and various powerful interests, combined into one mass, and held together by the cohesive power of the vast surplus in the banks.



It is harder to preserve than to obtain liberty.

The object of a Constitution is to restrain the Government, as that of laws is to restrain individuals.

The Government of the absolute majority instead of the Government of the people is but the Government of the strongest interests; and when not efficiently checked, it is the most tyrannical and oppressive that can be devised.

Beware the wrath of a patient adversary.

In looking back, I see nothing to regret and little to correct.

Portrait by George Peter Alexander Healy (American, c. 1845)

O Lord, who may abide in Your tent? Who may dwell on Your holy hill?
He who walks with integrity, and works righteousness,
and speaks truth in his heart.
Psalm 15:1-2

⋆ Assignments for Lesson 53 ⋆

American Voices Read the excerpts from the speeches on the Compromise of 1850 by Henry Clay, Daniel Webster, and John C. Calhoun (pages 171-175).

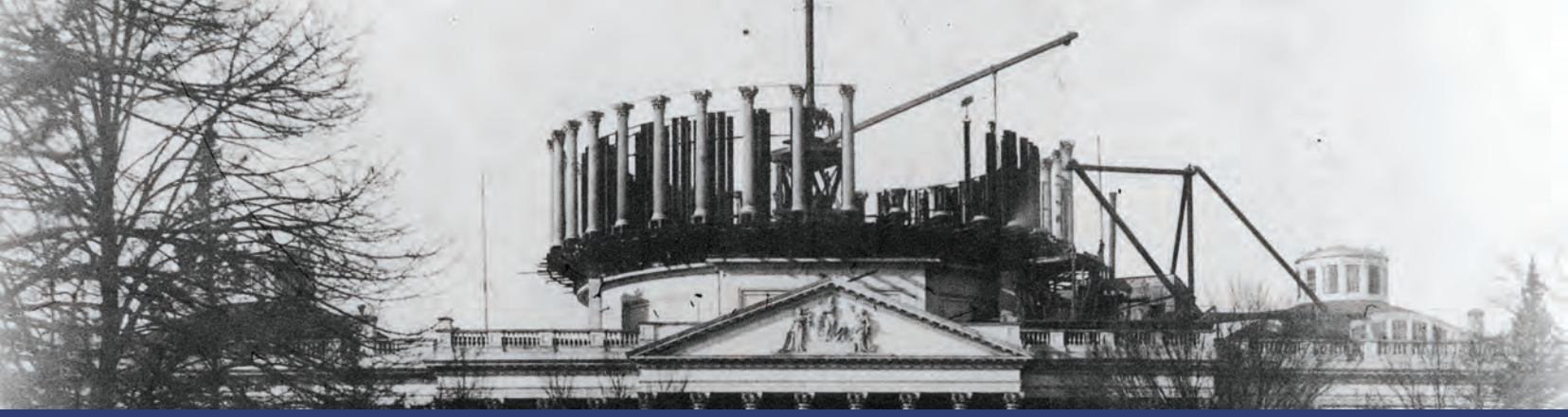
Literature Continue reading *Uncle Tom's Cabin.*

Bible Read 1 Corinthians 12:4-27. List three positive attitudes that are taught in this passage about the different gifts or abilities that God gives us.

Work on memorizing Psalm 133.

Project Work on your project.

Student Review Optional: Answer the questions for Lesson 53.



U.S. Capitol Dome Under Construction (1857)

Lesson 54

Stumbling Toward War

President Franklin Pierce was an ineffective leader who generally supported the South's position. For instance, he sent diplomats to Ostend, Belgium, in 1854 to discuss the possibility of buying or taking Cuba from Spain. Since Cuba already had slavery, the declaration of American interest in Cuba, called the Ostend Manifesto, was seen by many as an attempt to extend slavery. The Pierce Administration had to give up the idea when it met severe criticism in America and in other countries.

For the 1856 election, the Democrats backed away from Pierce and instead nominated James Buchanan of Pennsylvania. Buchanan was a long-time Congressman and a former diplomat. He had served as Secretary of State under James K. Polk. Buchanan endorsed the Kansas-Nebraska Act and said that Congress should not interfere with slavery in the states or the territories. The American ("Know-Nothing") Party and a remnant of the Whig Party both nominated Millard Fillmore, but all knew he had little chance of winning.

The new Republican Party tried a trick that the Whigs had used by nominating a military hero, John C. Fremont, known as The Pathfinder. Fremont had become well-known by mapping the Oregon Trail in 1842. His work had encouraged further western settlement. Fremont was leading a small band of men in California during the Mexican War when another group set up the Bear Flag Republic in California, a move that Fremont endorsed. The Republican platform of 1856 supported a transcontinental railroad and internal improvements and opposed slavery and the repeal of the Missouri Compromise. This was the first time that a major political party had taken a specific stand against slavery. The Republicans' slogan was, "Free Soil, Free Speech, and Fremont."

The Democrat Buchanan swept the South except for Maryland and carried a handful of northern states to win the election. Fremont carried eleven northern states. Overall, the Republican Party did remarkably well after being in existence for less than two years.

The *Dred Scott* Decision

Two days after Buchanan was inaugurated in March of 1857, the U.S. Supreme Court handed down its decision in the case of *Dred Scott v. Sanford*, a decision which appeared to support the proslavery cause. Dred Scott was a slave owned by an Army surgeon in St. Louis, Missouri. Scott's master had taken him to Illinois and then to the Wisconsin Territory—both free areas—before returning to St. Louis. After his master died in 1843, Scott

tried to buy his freedom. In 1846, with help from antislavery supporters, Scott sued in a Missouri state court, claiming that he was actually free since he had lived in free areas. A jury decided in his favor, the Missouri Supreme Court ruled against him on appeal, and the case was finally brought before the U.S. Supreme Court.

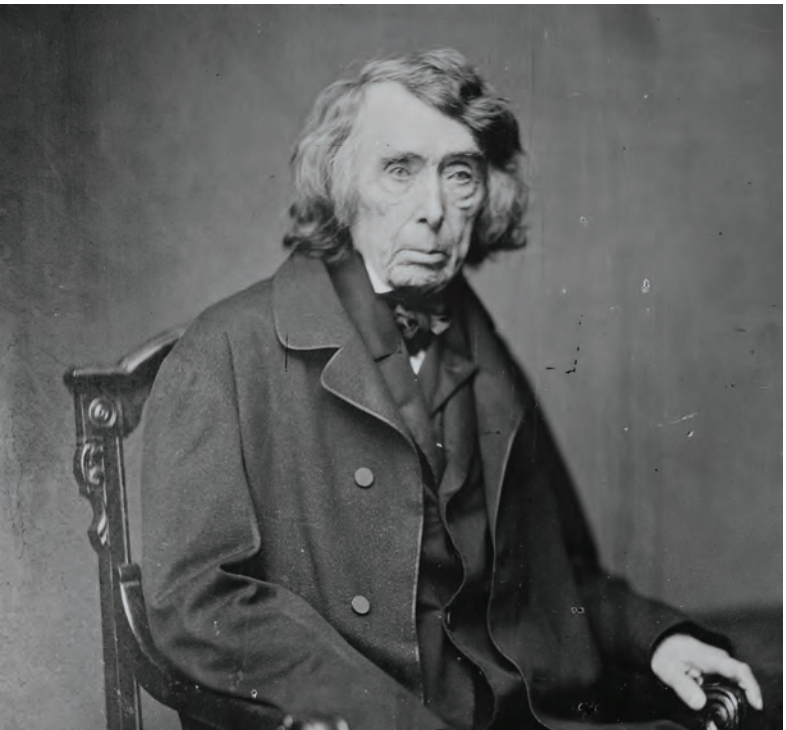
Chief Justice Roger B. Taney (pronounced TAW-ney) from Maryland and four other justices from slave states joined together to deny Scott's appeal. Taney said that Scott had no standing before the Court because he was not a citizen. Taney denied that the founders envisioned slaves or their descendants ever being citizens. Further, Taney held that being a citizen of a state did not automatically make a person a citizen of the United States. Moreover, the Court ruled that the Missouri Compromise of 1820 was unconstitutional since it had denied citizens equal rights of property by declaring certain areas of the country as free. The Court affirmed the idea that slavery was a state and not a Federal issue.

The *Dred Scott* decision strengthened the belief of proslavery men that antislavery forces were trying to rob them of their constitutional rights. On the other hand, it affirmed to opponents of slavery their belief that the Federal government was controlled by people who wanted to protect and extend slavery. The *Dred Scott* decision said, in effect, that popular sovereignty was illegal because it would deny people their property ownership rights since slaves were considered property. The Court also rendered invalid any attempt by Congress to reach a compromise, since it said slavery was not an issue that the Federal government could address. The *Dred Scott* decision served to harden the positions of both sides.

FRANK LESLIE'S
ILLUSTRATED
NEWSPAPER
NEW YORK, SATURDAY, JUNE 27, 1857.

The June 27, 1857, edition of Frank Leslie's Illustrated Newspaper *contained this feature article about Dred Scott and his family. Dred and his wife Harriet are shown at the bottom. Their daughters Eliza and Lizzie are in the middle.*

Roger Taney was Chief Justice of the Supreme Court from 1836 until his death in 1864.



Further Uncertainties

Later in 1857, President Buchanan, like Pierce before him, endorsed the proslavery government of Kansas. However, Congress ordered another election the next year to be overseen by the Federal government. In that election, the antislavery forces won the day. Kansas was now firmly in the antislavery camp and ceased to be an issue in the slavery debate. However, it did not become a state until January of 1861.

An economic downturn in 1857 was another blow to the stability of the Buchanan presidency. The U.S. economy suffered from slower grain sales to Europe, over-production by American manufacturers, and continued problems in the banking system that was controlled by the states. The failure of a major insurance company precipitated a recession which lasted for two years. However, the sale of cotton to foreign buyers recovered fairly quickly, leading many in the South to believe that cotton's importance in the national and world economy was too great to be trifled with.

Lincoln and Douglas

Illinois was the scene of a contest in 1858 that further dramatized the conflict over slavery. Senator Stephen Douglas was up for re-election, and he hoped that a victory would propel him toward an 1860 run for the presidency. The Republicans nominated as his opponent Springfield attorney and one-time Whig state legislator and Congressman Abraham Lincoln. Lincoln had once worked on a riverboat to New Orleans and had seen the impact of slavery on people's lives. He fiercely opposed slavery and wanted to prevent its spread to the territories. However, he was not an abolitionist. He did not advocate direct action to end slavery where it existed in southern states. In addition, he did not believe

These statues in Jonesboro, Illinois, commemorate the third debate between Abraham Lincoln and Stephen Douglas.

that the two races could peacefully live together as equals. Lincoln had become a Republican in 1856, when he backed Fremont for President. In 1858 he was the most prominent Republican in Illinois and the logical choice to oppose Douglas. He gave his famous "House Divided" speech when he accepted the party's nomination to run against Douglas for the Senate.

Lincoln challenged Douglas to a series of debates around the state, and seven debates were held. The two candidates could not have made a sharper contrast. Douglas was short, stout, cocky, well-dressed, and eloquent. Lincoln was tall (about 6'4"), lanky (about 180 pounds), dressed in well-worn clothes, and used a homespun, humorous speaking style. Lincoln said that he wanted to contain slavery to the states where it currently existed. He believed that it would eventually die out. The Republican candidate portrayed Douglas as promoting slavery. On the other hand, Douglas said he favored popular sovereignty and painted Lincoln as an abolitionist. Lincoln charged that Douglas was indifferent to the moral question of slavery, whereas Lincoln said he believed it was wrong ("If slavery is not wrong then nothing is wrong," he said).

Lincoln challenged the idea of popular sovereignty on the basis of the *Dred Scott* decision. How could the people of a territory, Lincoln asked, legally exclude slavery? Douglas replied that all a territorial legislature had to do was simply refrain from passing laws concerning slavery; slavery could not establish itself, he said. As many in the nation had their eyes on the Illinois Senate race, Douglas' efforts to maintain the middle ground cost him support from both northern and southern Democrats. Douglas was not antislavery enough to satisfy northerners and not proslavery enough to satisfy southerners.

The senatorial election, however, was not directly in the hands of Illinois voters. State legislatures chose U.S. Senators in those days. The Lincoln-Douglas debates were actually intended to influence voters to elect candidates for the Illinois state legislature who represented their respective sides. Lincoln supporters got more total votes, but Democrats won a majority of seats and Douglas was re-elected to the U.S. Senate. However, the Democrats lost control of the U.S. House of Representatives in the 1858 election. A majority of the body was antislavery, but still it did not take any action against slavery.

John Brown's Raid

One more dramatic incident led up to the momentous events of 1860 and 1861. John Brown had killed for the abolitionist cause in Kansas but then had disappeared from public view. On October 16, 1859, Brown led a raid on the military arsenal at Harpers Ferry, Virginia (now in West Virginia). Apparently his purpose was to arm slaves and encourage them to revolt. Brown took a few hostages and remained holed up in the arsenal while a force led by Robert E. Lee and J. E. B. Stuart invaded the arsenal and captured

This photograph from about 1846 shows John Brown holding a flag thought to represent a theoretical organization called the Subterranean Pass Way, Brown's violent addition to the Underground Railroad.

John Brown's Fort

The structure shown below was originally built in 1848 as the fire engine and guard house of the United States Armory and Arsenal at Harpers Ferry. It became a tourist attraction known as John Brown's Fort after the raid.

In 1891 the building was dismantled, taken to Chicago, reassembled for the World's Columbian Exposition, and then disassembled again. After the pieces were abandoned for three years, journalist Kate Field arranged to have them returned to Harpers Ferry.

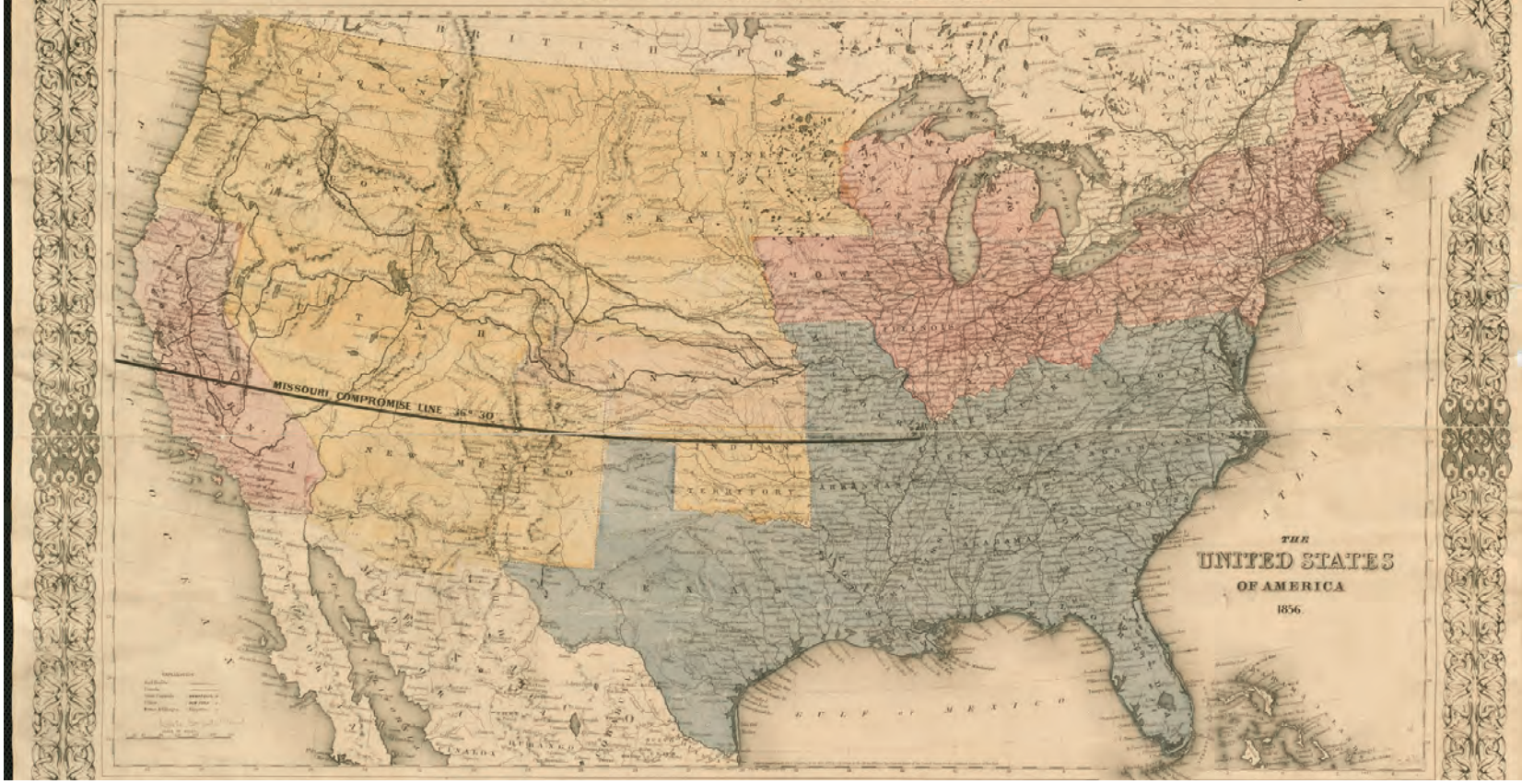
The building has been moved twice more since then. Pieces have been lost and put in the wrong locations, so it is not an exact replica of the original structure. Now managed by the National Park Service, it sits near its original location. The missing bell from the tower is located in Massachusetts. Union soldiers "liberated" it during the Civil War and sent it to their hometown.

Brown. In all, fourteen people were killed in the incident and seven conspirators were captured. Brown was convicted of treason and was executed on December 2, 1859.

Prominent northern Republicans, including Lincoln, condemned Brown's raid; but William Lloyd Garrison and other antislavery leaders supported him. Brown became a martyr for the abolitionist cause. Ralph Waldo Emerson said that Brown's death would make the gallows as glorious as the cross. Apparently Brown had been financed by northerners; and the whole incident panicked and infuriated many southerners, who saw no difference among Brown, abolitionists, and the Republican Party. Many southerners were already paranoid about the possibility of a slave insurrection, and John Brown's raid only confirmed their fears.

When Congress assembled in December of 1859, the antislavery Republican Party controlled the House. The debate over slavery created a standoff in Congress as the nation awaited the election of 1860.

The Last Moments of John Brown
Thomas Hovenden (American, 1884)



This 1856 map of the United States shows the slave states in blue and free states in red.

Whoever sheds man's blood, by man his blood shall be shed,
For in the image of God He made man.
Genesis 9:6

⋆ Assignments for Lesson 54 ⋆

American Voices Read the "House Divided" speech by Abraham Lincoln (pages 193-197.)

Literature Continue reading *Uncle Tom's Cabin.*

Bible Read 1 Peter 4:7-11. List three ways that Christians are to act toward one another that are taught in this passage.

Work on memorizing Psalm 133.

Project Work on your project.

Student Review Optional: Answer the questions for Lesson 54.

White Cross World War I Memorial, California

Lesson 55 - Bible Study

Differences

People have differences. We differ from each other in terms of our appearance, our family backgrounds, and our ethnic and national backgrounds. We are different because we have different experiences that affect our attitudes and beliefs. Men and women are different from each other because "male and female He created them" (Genesis 1:27), and these gender differences go far beyond mere physical characteristics. We have different personalities. Some are outgoing while others are shy; some are reluctant while others are bold; and the list goes on.

Differences are often the source of conflict. Two nations do not like each other, so they go to war. A husband and a wife do not understand why they are different from each other, so they have marital conflict. Two groups of Christians do not see a matter in the same way, so they divide and question each other's faithfulness to Christ. The Christians in Rome had a problem because they did not value the diversity in their fellowship and instead condemned those whose scruples were different from their own (Romans 14:1-15:13).

However, differences do not have to be a source of conflict. Diversity can be a strength or a weakness depending upon how people see it and use it. Diversity allows a group to do more than it could if all were alike. Diversity also encourages growth as people learn from each other. Paul said that a body is stronger because of the diversity of its members (1 Corinthians 12:12-28).

In the period before the Civil War, the United States struggled with its diversity. As we have noted, people in different sections of the country developed different—and often conflicting—views on issues. Defenders of slavery and opponents of slavery showed little respect for one another. The way that the people of the United States and the state and Federal governments handled their differences eventually led to war. In this lesson we will consider what the Bible says about handling differences.

Also known as the Mojave Memorial Cross, this memorial was original erected in 1934. After the area became the Mojave National Preserve, administered by the National Park Service, in 1994, someone objected that a cross on Federal land violated the First Amendment. After a lengthy court battle, the land around the cross was made private land in exchange for other land given to the government.

Oneness in Christ

It is hard to imagine a more radical difference between people than the difference that existed in

The Hmong are a people group from mountainous regions of Southeast Asia (parts of modern China, Vietnam, Laos, and Thailand). This photo is of a 2012 Hmong New Year Celebration in Chico, California.

the ancient world between Jews and Gentiles. This difference involved their spiritual worldview, their ethnic background, their experiences, and how they viewed the other group. For the most part, Jews and Gentiles did not care for each other and did not understand or respect each other.

The gospel of Christ was first preached to Jews, but then God nudged some Jewish Christians to share the good news with Gentiles (see Acts 10 and 11). This caused no small degree of concern among some believers, but the apostles explained that it was the work of God and that the church should not make distinctions between Christians from different backgrounds (Acts 15).

Paul explained that in Christ people who were different from each other were made into one new kind of person (Ephesians 2:11-22). Christ "broke down the barrier of the dividing wall" (Ephesians 2:14), and thus all believers are fellow-citizens of God's household (Ephesians 2:19). No difference between believers is more important than the oneness that they share. The unity of believers is not a brittle and tenuous compromise that Christians cobble together by their own wits. Instead, it is a gift from God, created by the death of Jesus on the cross. Christians can either cherish and treasure their unity as a stewardship from God, or they can abuse and fracture this precious gift and treat it as worthless.

Some Differences Are Wrong

Not all differences are morally neutral. Some differences that arise among believers involve sin. Jesus recognized that people wrong one another. He gave specific instructions for what to do when someone sins and when someone is sinned against (Matthew 5:21-24, 18:15-20). Paul told the Christians in Galatia to handle gently someone who had become entangled in sin (Galatians 6:1).

Not all differences in belief are merely matters of opinion. Many passages in the New Testament deal with false teachings and with those who cause hindrances and stumbling blocks in the fellowship (see, for instance, Romans 16:17-18, 1 Timothy 1:3-4 and 6:3-5, Philippians 3:18-19, and Colossians 2:8). The Bible does not teach that all belief systems are equally valid. Some ideas are right, and some are wrong. Christians are to oppose false teachings lovingly, but to oppose them just the same. The church in Corinth had been splintered by divisions, partly because of loyalties to various preachers (1 Corinthians 1:10-12). Paul said that the divisions at least served the purpose of making evident who was approved and who was not (1 Corinthians 11:18-19).

Some Differences Are Good

Another problem in Corinth was that people had begun to compare and rank the spiritual gifts God had given them. In 1 Corinthians 12, Paul explained to them how they should see their differences. All of their gifts, he said, are from the same Spirit (verse 4). They should exercise their gifts for the common good (verse 7). God created the different parts of the human body so that it could function fully (verse 18). If the body were all hand or all foot, it could not accomplish what it can with hands and feet and all the other members (verses

15-19). A member of the body should not feel inferior to or superior over other members (verses 21-25). God arranged the body with just the right members for just the right purposes (verse 24-25). All the members of a body rejoice or suffer as one (verse 26).

In Ephesians 4:1-16, Paul says that within the oneness that comes from God, Christ has given many gifts and roles "for the equipping of the saints for the work of service, to the building up of the body of Christ" (verse 12). The differences among us in terms of what we bring to the fellowship by the grace of God are intended to help us keep from being tossed around by false doctrine and to help us grow up in Christ. Every member of the body has a role to play in the spiritual growth of the fellowship (verses 14-16; see also Romans 12:4-8 and 1 Peter 4:10-11 for similar ideas).

Some Differences Are Matters of Opinion

Romans 14:1-15:13 teaches that some differences in belief and practice are merely matters of opinion and should not cause divisions in the body. Some Christians are weak in faith. They should be accepted in the fellowship, but not in a condescending way (14:1). The two specific issues Paul mentions involve eating meat versus eating vegetables only and regarding one day as special versus regarding all days alike (14:2, 5). Each member of the body should be fully convinced in his own mind about such matters and should remember that all of us answer to the Lord and not to each other (14:4, 6). We should not judge our brothers or regard our brothers with contempt (14:10). "The faith which you have, have as your own conviction before God" (14:22).

Instead, we should strive not to cause a brother to stumble by influencing him to do something he believes is wrong (14:13). We do not live for ourselves (14:7). We should not hurt a brother over a minor issue like food (14:15). This is not what the kingdom of God is about (14:17).

Paul's goal in this teaching is for the Christians in Rome to "accept one another, just as Christ also accepted us to the glory of God" (Romans 15:7). It is quite likely that Jewish Christians and Gentile Christians in Rome were having a hard time getting along with each other. Jewish Christians might have had scruples about not eating meat that had been sacrificed to idols, and they might have wanted to keep observing Jewish feast days. Gentile Christians, by contrast, had no such scruples about food and considered all days the same. None of this was as important as the need to glorify God with one voice and with one accord (15:6).

Designed by J&R Lamb, this is one of the Singing Windows at the University Chapel of Tuskegee University in Alabama. The windows illustrate traditional Negro spirituals.

The difficult part in applying this passage today is that it is a matter of opinion what constitutes a matter of opinion. The tendency on the part of many Christians is to see all perspectives and beliefs that are not the same as their own as not just different opinions but as doctrinally wrong positions. This tendency has caused much of the division in the Christian world. We have been quicker to condemn than to accept those who differ from us.

The world has many ways that it divides people, including ethnically, economically, and religiously. Christians who act just as divisive as the world does weaken the church's message to the world. However, when Christians accept their differences as a source of strength, accept each other's personal faith as their own business before God, and cherish their precious unity in Christ, they will have a richer spiritual life and will have a powerful message to a divided world.

"I do not ask on behalf of these alone, but for those also who believe in Me through their word; that they may all be one; even as You, Father, are in Me and I in You, that they also may be in Us, so that the world may believe that You sent Me."
John 17:20-21

⋆ Assignments for Lesson 55 ⋆

Literature Finish reading *Uncle Tom's Cabin.* Literary analysis available in *Student Review.*

Write a paragraph on why you think *Uncle Tom's Cabin* was so important in the debate over slavery.

Bible Recite or write Psalm 133 from memory.

Project Complete your project for the unit.

Student Review Optional: Answer the questions for Lesson 55 and *Uncle Tom's Cabin* and take the quiz for Unit 11.

Detail from The Boat Builders, *Winslow Homer (American, 1873)*

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Exploring America
Part 2

Late 1800s Through the Present

Exploring America Part 2
Ray Notgrass

ISBN 978-1-60999-067-1

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Cover design by Mary Evelyn McCurdy
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Printed in the United States of America

Notgrass Company
975 Roaring River Road
Gainesboro, TN 38562

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U.S. Navy Recruiting Poster (1917)

20 America and the Great War

Woodrow Wilson expanded the Progressive reforms that had begun with Theodore Roosevelt and William H. Taft. However, the country became engulfed in the growing conflict in Europe known as The Great War. The long and difficult peace treaty negotiations were highlighted by Wilson's insistence on including a League of Nations in the treaty. This issue, however, led to the Senate's rejection of the treaty. The Balkan Peninsula, the region that provided the spark which began the Great War, has a long history of ethnic, national, and religious conflict that continues even today.

Lesson 96 - Wilson's Domestic Agenda
Lesson 97 - Trouble in Europe
Lesson 98 - America Goes "Over There"
Lesson 99 - An Imperfect Peace
Lesson 100 - Bible Study: From Every Nation, Tribe, and Tongue

Memory Work

Memorize Micah 4:1-2 by the end of this unit.

Books Used

The Bible
American Voices
Miracle In the Hills

Project (choose one)

1) Write 300 to 500 words on one of the following topics:

- Write a letter from an American soldier in France to his family back home, describing what it was like to fight in the Great War. See Lesson 97 and 98.
- Write an editorial about America's entry into the League of Nations as if you were writing during the heat of the debate in 1919. Take a definite stand on one side or the other of the issue. See Lesson 99.

2) Memorize Micah 4:1-5. If you choose this project, you should recite or write the verses from memory at the end of the week as you normally do your unit memory verse.

3) Create a propaganda poster for the World War I era. Choose an appropriate message (e.g., staying out of the war, encouragement to enlist, women's services in the war) and design your poster in the style of the times. See the examples in this unit or look for other examples. Make your poster about the size of a piece of posterboard.

Literature

Miracle In the Hills

Eustace and Mary Martin Sloop were both physicians. They married in 1908 and moved to the mountains of western North Carolina to serve the people in that isolated region. The Sloops were an amazing couple. They worked to overcome the poverty, illiteracy, superstitions, and lack of health care that they found there. The Sloops were instrumental in bringing electricity, paved roads, and a hospital to the town of Crossnore. Mrs. Sloop established a weaving room that helped to rekindle interest in Appalachian crafts. In 1913 they founded Crossnore School, an institution that still exists today and is on the National Register of Historic Places. In 1951 Mrs. Sloop was named American Mother of the Year. Their son and daughter went to medical school and returned to serve the people of the region as a dentist and a physician, respectively.

Miracle in the Hills is Mrs. Sloop's 1953 memoir of her remarkable life, written with North Carolina journalist and author Legette Blythe. The book is full of stories of surgery performed under an apple tree, overcoming opposition to the school and other changes they brought to mountain life, and the great faith that motivated all they did. Mrs. Sloop once said, "Beyond all else, Crossnore is the product of prayer."

Mrs. Sloop died in 1962, less than a year after her husband passed away.

1912 Campaign Poster Showing Roosevelt, Wilson, and Taft

Lesson 96

Wilson's Domestic Agenda

Republicans controlled the national government for many years, but controversy over tariff rates and conservation policies cost the party much public support. In the 1910 Congressional elections, the party lost control of the House of Representatives to the Democrats for the first time in sixteen years. Theodore Roosevelt, back from an African safari, was distressed at the inconsistent pattern he saw in the Taft Administration. In 1910 Roosevelt presented a major speech in which he proposed a series of reforms he called the New Nationalism, including a graduated income tax, workmen's compensation, child labor laws, tariff reforms, and greater regulation of corporations.

The 1912 Election

The Progressive wing of the Republican party became increasingly dissatisfied with Taft and looked for another standard-bearer for the 1912 election. The leading candidate was Wisconsin senator Robert M. LaFollette, who campaigned for the nomination but could not garner enough support. A number of Republicans urged Theodore Roosevelt to make another run, which he finally agreed to do.

In states that held Republican party primaries, Roosevelt won big; but Taft controlled the party machinery and received the nomination at the convention. About 300 Roosevelt delegates accused Taft of steamrolling the convention and walked out. They reconvened six weeks later as the Progressive or Bull Moose party and nominated Roosevelt for President.

The Democrats meanwhile found their own progressive candidate in Woodrow Wilson, governor of New Jersey. Wilson was highly moralistic and idealistic, and he believed strongly that government should act for the public good. His New Freedom platform spoke out strongly against business trusts. His progressive record as governor convinced enough delegates at the convention that he was the party's best choice for president.

The campaign, which featured two clear Progressives and one at least semi-Progressive, was the high-water mark for the Progressive movement. However, in terms of politics the campaign was unusually intense. Roosevelt issued bitter attacks against his old friend Taft, and Taft eventually responded in kind. The former President was shot and wounded by a would-be assassin in Milwaukee, but he insisted on giving his speech before getting medical attention. Wilson made several speaking tours into various regions of the country.

Wilson benefited from the division within the Republicans. The New Jersey governor received only

42% of the vote, but with the Republicans split he carried forty states and received 435 electoral votes. Roosevelt finished second with 27.4% of the popular vote and 88 electoral votes, the best showing of any new third party in American history. Taft came in third with 23.2% and won only two states and eight electoral votes. Adding to the mix, Socialist Eugene Debs received just over 900,000 votes, or six percent of the total votes cast. The Democrats also won control of both houses of Congress for the first time since 1893.

Political control of Washington changed hands with Wilson's election; but the Progressive Era continued during his first term, until the country became embroiled in the Great War in Europe.

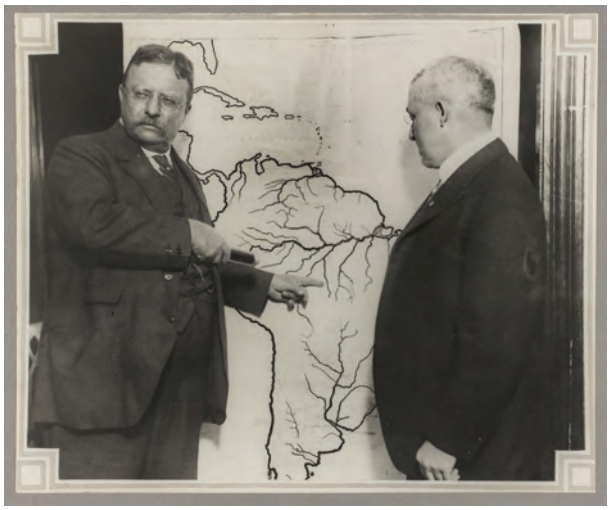
Wilson's Background

Thomas Woodrow Wilson was born in 1856 in Staunton, Virginia, the son of a Presbyterian minister. His family moved to Georgia when he was one year old. From his childhood, Tommy was intensely dedicated to the rightness of what he believed. Wilson received a degree from the College of New Jersey (which later became Princeton). He earned a law degree from the University of Virginia; and after a brief and unsuccessful attempt at a law practice in Atlanta, he earned a Ph.D. from Johns Hopkins University. His dissertation was published as a book, *Congressional Government*, in which he argued that the strict separation of powers made the

Roosevelt and Taft

Theodore Roosevelt maintained an active life after the 1912 campaign, even though the bullet from the assassination attempt was never removed. The photo below left shows him discussing his 1913-1914 expedition to Brazil. Injury and illness on that trip greatly affected his health. Roosevelt was eager to enlist for service in the Great War but was never called. He and Taft were able to reconcile their relationship before Roosevelt's death in 1919.

After his presidency, William H. Taft became a professor of constitutional law at Yale University. In 1921 President Warren G. Harding chose Taft to be chief justice of the U.S. Supreme Court. Taft's swearing in ceremony is shown below right. Taft was better suited to be chief justice than to be President. He served well on the Court until just before his death in 1930 and garnered praise even from those who had been his political opponents. Members of the Taft family have continued in public service in Ohio and at the national level to the present day.



American government less effective than it could be. He argued for an activist executive, which is what he became.

Wilson taught at several colleges, including Princeton, and served as president of Princeton from 1902 to 1910. In that year he ran for governor of New Jersey and was elected. He did not depend on the regular state Democratic political machine but instead appealed directly to the voters. Once in office, he gained the attention of the national Democratic party and was nominated as their Progressive hope in 1912.

The United States had become a world power during the McKinley and Roosevelt administrations, but few issues involving foreign affairs arose during Taft's term. The 1912 election focused on domestic issues and the extent to which the Progressive movement could achieve its goals. In his first term, President Wilson oversaw the enactment of the greatest Progressive legislative program to date.

Tariff Reform

Wilson and most other Progressives believed that high tariffs gave an unfair advantage to American businesses by reducing competition and allowing higher prices. At the same time, however, tariff protection helped to insure American jobs and higher wages than workers in similar jobs received in Europe. Tariff reform was so important to Wilson that he called a special session of Congress right after he was inaugurated and took the unusual step of addressing Congress in person, something that had not been done since the days of Thomas Jefferson.

The Democratic Congress responded to Wilson's leadership by enacting the Underwood Tariff of 1913. The new law reduced rates to a fifty-year low, cutting the average rate from around 40% to 29%. To replace the lost revenue, Congress also passed an income tax, something that had been enabled by the recently ratified Sixteenth Amendment. The income tax law set rates of one to six percent on incomes over $3,000 per year. The graduated income tax had been a Populist and Progressive proposal for many years, on the assumption that those with higher incomes had more discretionary income and could pay a higher rate than those with less income. The immediate effect of the lower tariff rates was hard to gauge since regular trade was interrupted by the war in Europe and because the war brought about a boom in the U.S. economy with increased production of many goods related to the war effort.

Woodrow and Ellen Wilson With Their Daughters Jessie, Margaret, and Eleanor (c. 1912)

Banking Reform

The nation operated under a banking system that had been created during the Civil War. Most observers felt the need for reform, but opinion was divided on whether the government or private bankers should have the greater amount of control. The Federal Reserve Act of 1913 was something of a compromise. It is the banking system the nation uses today. The new law divided the country into twelve Federal Reserve districts, each with a Federal Reserve Bank. The reserve banks are overseen by the Federal Reserve Board. All Federally chartered banks are members of the Federal Reserve, and state chartered banks are allowed to join if they meet certain criteria.

The Federal Reserve Board (often called the Fed) deals with member banks, not individual depositors. Federal Reserve Banks take loans made by member

GRADUATED vs. FLAT Tax

The graduated income tax has been the policy of the Federal government ever since the income tax was enacted in 1913. Some opponents of the graduated tax favor what they call a flat tax, which involves everyone paying the same percentage of tax regardless of income. Flat tax proponents say that it is more fair to tax everyone at the same rate, just as rich and poor alike pay the same sales tax when they make a purchase, rather than "soaking the rich" with a higher tax rate, as some put it. Most flat taxers propose protecting income up to a certain amount from any income tax as a way to help the poor.

Wealthier Americans, who pay higher rates but who also have more clout in Washington, have countered the graduated rate structure by influencing Congress over the years to pass a dizzying number of tax exemptions and loopholes that have made the current tax law overwhelming in size and confusing to just about anyone who pays income tax. Flat taxers want to eliminate almost all of the exemptions and special provisions in the tax code. They say that, with a flat tax, Americans could complete a tax return on a postcard. Opponents of the flat tax say that the wealthy should pay more taxes and would get most of the benefit of a flat tax. They also say that a flat tax would bring in less revenue. Flat taxers answer by saying that the government doesn't need as much money as it now gets. A drastically simplified tax code would be difficult to pass in Congress because of all the special interests that have gotten protective provisions written into the tax law that they don't want to lose.

This November 1913 Puck *cartoon shows men cutting pieces from a turkey labeled "Income Tax Litigation." The caption reads: "Lawyers at least have plenty to be thankful for."*

banks as collateral, in return for which they send currency to member banks, which then enables member banks to make more loans. The Fed can transfer money from one region of the country to another when it is needed and can order more or less currency when such is needed during the year (for instance, when farmers need money for spring planting and fall harvesting). The board also adjusts its discount rate, which is the interest rate it charges member banks for money, to stimulate or slow down the economy as it determines what is needed. If the board believes that more business activity is needed, it will cut the discount rate, which lowers the interest rate for customer loans. This in turn encourages more business activity (in the form of home loans and business loans, for instance).

Antitrust Reform

The Clayton Antitrust Act of 1914 was stronger than previous antitrust legislation against monopolistic practices of business, even though enforcement was still difficult because of court rulings. The law restricted trade practices that led to monopolies; for instance, it outlawed interlocking directorates for companies capitalized for $1 million or more. The act also removed labor unions from antitrust restrictions and said that strikes, boycotts, and picketing were legal actions. Court injunctions against strikes could be used only if persons or property were threatened. Despite these provisions, courts still frequently ruled against unions when suits were brought before them.

Congress also created the Federal Trade Commission (FTC), which oversees the activities of companies involved in interstate trade. Companies have to submit annual reports to the FTC, and the commission is empowered to investigate business activities and to order companies to stop certain business practices such as the mislabeling of products. Both the FTC and a company it investigates can appeal an issue to the courts.

Other Legislation

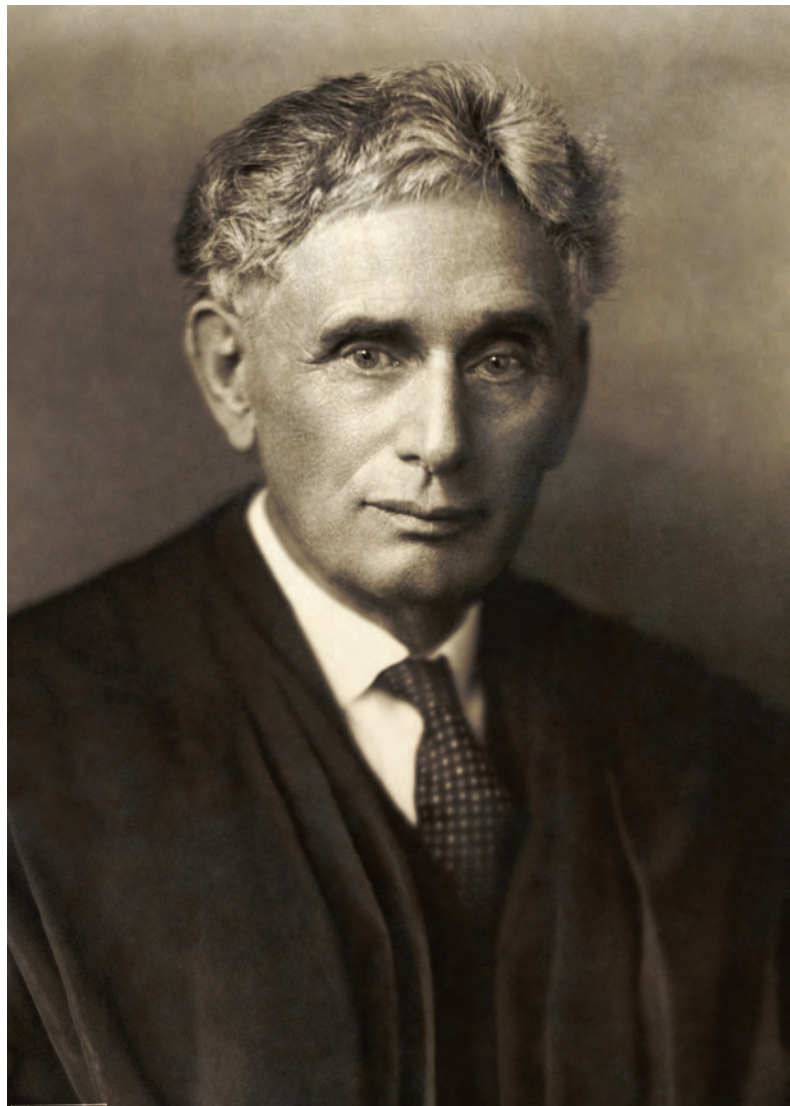
The Smith-Lever Act of 1914 provided Federal aid to rural education by funding demonstration agents who showed farmers improved techniques in agriculture. The program was administered by land grant universities. The Smith-Hughes Act of 1917 provided money for vocational education in public high schools.

The Federal Farm Loan Act of 1916 made it easier for farmers to borrow money. The Adamson Act of the same year provided for railroad workers to receive the same pay for an eight-hour workday that they had been getting in a ten-hour day. The immediate impetus for this law was a threatened rail strike that would have been devastating to the country's preparation for possible involvement in the war in Europe. Congress also authorized Federal aid for highway construction, reversing the Jacksonian tradition of the national government not funding internal improvements. Renewal of the program in 1921 led to the numbered system of U.S. highways that we still use today.

President Wilson at first opposed a child labor reform bill because he believed it to be a matter for state regulation. Congress did eventually pass and the President did sign a law outlawing products from interstate commerce if they had been made by children under fourteen years of age, but the Supreme Court ruled that the law was unconstitutional. The Court said that work conditions in a factory were not subject to regulation as a part of interstate commerce.

Though Wilson established the most progressive record of legislation in the nation's history, the record of the Wilson years was not consistently progressive. Wilson did not support a constitutional amendment giving women the right to vote. He also held and demonstrated prejudiced attitudes toward blacks, and no effort was made to eliminate racial segregation in American life. Five of Wilson's ten Cabinet members were from the South, and Secretary of State William Jennings Bryan was widely revered in the South. This tended to limit the progressive tone of Wilson's Administration. However, Wilson did appoint Louis Brandeis as the first Jewish justice to the U.S. Supreme Court.

Louis Brandeis (1856-1941) earned his law degree from Harvard before he turned 21. He often donated his legal services to causes he believed in. Brandeis served on the Supreme Court from 1916 to 1939.



Mexico

President Woodrow Wilson and Secretary of State William Jennings Bryan supported the Roosevelt Corollary by favoring U.S. intervention in Latin American countries in circumstances that would promote democracy. The tumultuous situation in Mexico put this commitment to the test.

Much of the wealth in Mexico was owned by the United States, Great Britain, and the Roman Catholic Church, while many of the people of Mexico lived in abject poverty. Porfirio Diaz had ruled as dictator since 1877. In 1910 the Mexicans revolted and Diaz escaped to Europe. Francisco Madero became president, but he could not control the guerrilla forces that were still active. In 1913 Madero was assassinated and Victoriano Huerta seized power.

Wilson refused to recognize Huerta and persuaded Great Britain to withdraw its support of the Huerta government. The President then offered to help Huerta's chief rival, Venustiano Carranza. In 1914 Wilson ordered American forces to take control of the Mexican city of Vera Cruz to prevent the unloading of a German shipment of arms intended for Huerta. This act of American aggression angered many Mexicans, including Carranza. The U.S. agreed to arbitration by the ABC powers (Argentina, Brazil, and Chile), who arranged for Huerta to resign in favor of Carranza.

Wilson shifted his support to Pancho Villa, a Mexican leader with his own army. Carranza defeated Villa's forces; and the U.S. recognized Carranza's government in late 1915. Villa then attacked Americans in 1916 in an attempt to regain power by inciting an American response. His men killed fifteen American engineers in northern Mexico and seventeen more in New Mexico. Wilson sent troops to secure the border and ordered a military expedition against Villa's forces into Mexico that was largely unsuccessful. The growing conflict in Europe in 1917 led Wilson to withdraw the American forces involved on the Mexican border.

All of these forays into foreign relations helped the United States to become a greater international power, but they were merely precursors of the huge involvement by the United States in the Great War in Europe.

1916 Election

In the 1916 presidential election, the Republicans nominated Charles Evans Hughes to oppose Wilson. Hughes had been a reform governor of New York before Taft named him to the Supreme Court in 1910. He resigned in 1916 to run for president. The Progressive (Bull Moose) party renominated Theodore Roosevelt, but Roosevelt refused the nomination and gave his support to Hughes. This effectively ended the life of the Progressive party. The Democrats trumpeted Wilson's record of reform legislation. As war engulfed Europe, the President's supporters could say, "He Kept Us Out of War."

This American plane is carrying messages in Mexico during the 1916 campaign against Pancho Villa.

Wilson himself conducted a front porch campaign from his New Jersey home.

The election was surprisingly close. Late on election night, Democrats conceded defeat; but even later returns from California gave Wilson the victory. Wilson won the state by less than four thousand votes. He won the popular vote nationwide by about 600,000 (9.1 million to 8.5 million, or 49.4% to 46.2%) and carried the electoral college 277 to 254.

President Wilson was able to focus on domestic issues and keep the country out of war during his first term, but world events drew the United States into war and dominated the President's second term.

Charles Evans Hughes was Secretary of State under Republican Presidents Warren G. Harding and Calvin Coolidge. He then served on the World Court for a time. In 1930 Herbert Hoover nominated Hughes to be chief justice of the U.S. Supreme Court, a position in which he served until 1941. This portrait is by Thomas C. Corner.

But flee from these things, you man of God,
and pursue righteousness, godliness,
faith, love, perseverance, and gentleness.
1 Timothy 6:11

⋆ Assignments for Lesson 96 ⋆

American Voices	Read "Love Lifted Me" by James Rowe (American Voices, page 296).
Literature	Begin reading *Miracle In the Hills.* Plan to finish it by the end of the next unit.
Bible	Start memorizing Micah 4:1-2.
Project	Choose your project for this unit and start working on it.
Student Review	Optional: Answer the questions for Lesson 96.

Ruins of Vaux, France (1918)

Lesson 97

Trouble in Europe

He wanted freedom for his people after years of foreign oppression. He was willing to risk everything, even his life, to help his cause. He met with a few people who believed as he did, and they developed a plan. On the fateful day, he took his gun and went out to the parade.

Gavrilo Princip lit the spark that ignited World War I, but the entire continent of Europe was a powder keg waiting to explode. Princip committed his deed in the Bosnian capital of Sarajevo, but the result of his deed was that 32 nations engaged in a four-year war which cost the lives of eight and one-half million Europeans.

Background Factors

Several factors contributed to building the powder keg. The first was the policy of imperialism that many nations followed. As we discussed in an earlier lesson, the way that many countries built their wealth, prestige, and power was by developing an empire. Great Britain, Germany, and France had done it; and other nations wanted a piece of the action. One such country was Austria-Hungary, and one area it wanted was the Balkan peninsula to its south. The Balkan region was home to a mixture of Slavic peoples in Serbia, Bosnia, Herzegovina, and other nations. Austria-Hungary annexed Bosnia and Herzegovina in 1908.

A second and conflicting factor contributing to war was nationalism. While some countries wanted to take over other countries, people in the threatened countries resisted being ruled by foreigners and wanted to exert their own identity. The people of the Balkans had been a political football for centuries. They resented being dominated by the Austrians and wanted to be independent.

The third factor was the rivalries of various states for power and sometimes for the same land. European nations entered into alliances in order to strengthen their positions against possible enemies. Germany and Austria-Hungary were in an alliance because of their common Germanic heritage and because Germany, as the stronger partner, posed a threat to Austria if it didn't go along. Italy was also a part of this Triple Alliance because it had designs on part of the Balkans and Italian leaders thought aligning their country with Germany was the best way to get it.

France to the west and Russia to the east were threatened by Germany's power, so they developed an alliance to resist any German aggression. England sided with them, and the three countries were known as the Triple Entente, also called the Allied

Powers, to resist German aggression anywhere it might occur. These alliances created a delicate balance of power as each side hoped that its strength would discourage aggressive moves by the other side. What is more, Russia and Austria-Hungary faced the threat of political revolutions within their own borders. The leaders of these countries thought that they could call on their allies to help quell domestic disturbances if the need arose.

The Spark

The heir to the Austro-Hungarian throne, Archduke Francis Ferdinand, and his wife visited Sarajevo, Bosnia, on what he called a goodwill visit. It also served to remind the Bosnians who was in charge. On June 28, 1914, the archduke and his wife rode through the streets of Sarajevo. Serbian nationalist Gavrilo Princip, who had slipped across the border into Bosnia, fired from the crowd and killed them both. He wanted to strike out against Austria-Hungary, which he saw as threatening Serbia and all of the Balkans.

Japan, which had its eyes on German possessions in the Pacific, declared war on Germany on August 23. The Japanese print below shows Japanese troops in action. Turkey allied itself with the Central Powers. Italy stayed out of the conflict for a while; and when it did come in, it did so on the side of the Allied Powers.

Franz Ferdinand and His Wife, Sophie

Following the assassination, Austria-Hungary made a list of ten demands on Serbia, mostly having to do with stamping out anti-Austrian propaganda. The demands as a whole were impossible to meet, but the Serbian government agreed to try to follow eight of them. This was not good enough for Austria-Hungary, which declared war on Serbia on July 28, 1914, and began a military move toward Serbia.

The Dominoes Fall

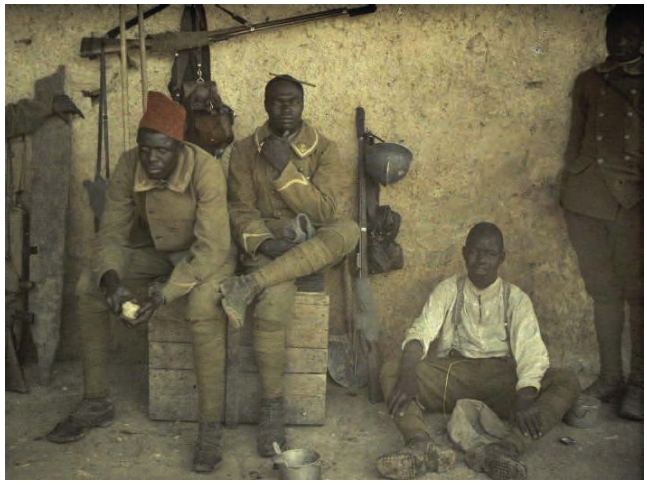
This triggered a response from Russia, which mobilized its forces to help Serbia. Russians and Serbians are both Slavic peoples, and Russia wanted to help its ethnic relatives against aggression by the Triple Alliance. To protect its alliance, Germany declared war on Russia on August 1, 1914, and on France two days later. France then declared war on Germany. Germany planned to knock out France quickly, then move all its forces against Russia. The French had built a strong defensive line on its eastern border with Germany, so the Germans moved through neutral Belgium to get to France.

This violation of Belgian neutrality led Great Britain to declare war on Germany on August 4. The Belgians put up a noble resistance which held up the German forces and gave French and British armies time to reach the area to strengthen Allied resistance to German aggression. The two sides dug in to their positions along a 600-mile front across Europe. Most of the rest of the war involved terrible fighting along this front, with one side or the other making occasional advances.

Great Suffering

All war is terrible, but the death and destruction brought about in the Great War was especially costly. The two sides traded attacks using new military technology, including machine guns, aerial bombing, poison gas, land mines, and armored tanks. Many of the infantrymen spent much of the war in trenches along the front, emerging to attack and then either returning to the trenches or digging new ones. Conditions in the trenches were awful, especially in the rain and mud. Flooding and unsanitary conditions cost many lives. The exchange of shelling obliterated large areas of European landscape. In the Battle of the Somme, 20,000 British soldiers were killed and 40,000 were wounded in one twenty-four-hour period.

Soldiers in France from the French Colony of Senegal



The novel All Quiet on the Western Front *by Erich Maria Remarque recounts the awful realities of trench warfare during World War I. Remarque tells the story from the German side, but conditions were much the same for both sides. The book includes some rough language and graphic battle scenes. The German soldier above was photographed in 1916.*

American Neutrality

President Wilson committed the United States to a position of neutrality when the war erupted. He and most other Americans believed and hoped that the isolation afforded to the United States by the Atlantic Ocean would keep the U.S. out of direct involvement in the European conflict.

Nevertheless, feelings ran high among Americans about the countries involved in the conflict. Historically and culturally, most Americans felt drawn to support Great Britain. The historic friendship with France dating back to the American Revolution strengthened American support for the Allied forces. In addition, most Americans had an uneasy feeling about German aggression and the consequences of a German victory. On the other hand, the eight million German immigrants and German-Americans had strong feelings for their fatherland. The four and one-half million Irish in America had an historic hatred of Great Britain, which pulled them toward opposing the Allies. Polish and Jewish Americans disliked Russia.

The practicalities of neutrality were hard to balance. Germany wanted to control more land and Great Britain wanted to control the seas. Both of these policies affected American trade. A strict embargo on American foreign trade would hurt Great Britain, but helping the Allies would hurt Germany. Exports to Allied countries helped the American economy, a benefit that was difficult to give up for the principle of neutrality. Many daring Americans left the country to fly in the new Canadian or French air forces.

Wilson accepted British control of the seas, high-handed as it was at times. He also permitted trade that helped the Allies, although he forbade the making of loans to combatants so that the American gold reserve could remain strong. Wilson changed this policy in 1915, when the J. P. Morgan bankers were allowed to make a $50 million loan to France; and the ban on loans was lifted that summer. The President also rejected a proposal by German-Americans to halt all sales of arms to the warring countries.

German Aggression on the Seas

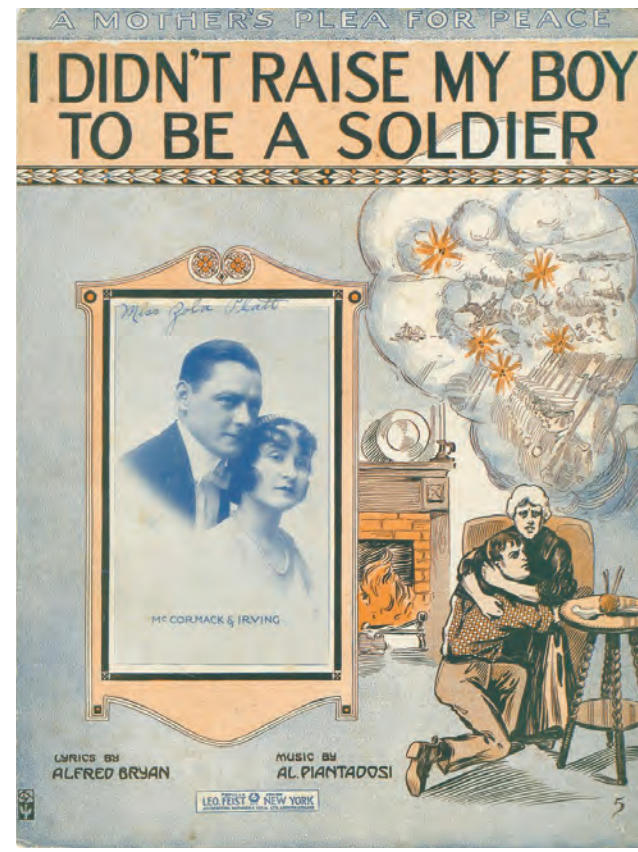
America was pulled into the war mostly by the provocations of Germany on the high seas. On February 4, 1915, Germany declared a zone of attack around the British Isles. It said that all ships were subject to attack without warning by German submarines or U-boats (*unterseebooten*). This was a major change from the traditional rules of war which allowed for safe passage of non-military vessels. President Wilson warned Germany that it would be held to strict accountability for any actions that harmed American ships and lives.

Three Americans died in two separate incidents in the spring of 1915. Then on May 7, 1915, German torpedoes sank the British passenger liner *Lusitania* off Ireland, with the loss of 1198 lives including 124 Americans. Germany had issued warnings in the United States against traveling on the vessel. Despite these losses and despite Wilson's warnings to Germany, many Americans still wanted to avoid involvement in the war.

Wilson sent a series of messages to Germany warning her of the consequences of continued aggression. The second of these notes was so strongly worded that Secretary of State Bryan resigned out of fear that it would provoke a German declaration of war. Germany did, however, promise the safety of unarmed passenger liners.

Meanwhile, the U.S. began a slow program of preparedness by strengthening the Army and Navy. Many opposed such a program as the first step toward war, but conservatives generally supported the program. To finance the buildup, Congress increased income tax rates; and about $21 billion was raised through the sale of war bonds.

This 1915 song by Alfred Bryan (lyrics) and Al Piantadosi (music) was popular among the large portion of Americans who opposed entering the war.



Following Wilson's re-election in 1916, he urged the combatants to pursue a negotiated peace; but the replies he received from the nations involved showed coolness to his idea. He addressed the Senate on January 17, 1917, to state his general desires for peace. Wilson said that he wanted to see "a peace without victory" and that "only a peace between equals can last." He urged all nations to avoid entangling alliances, to guarantee the freedom of the seas, and to support government by the consent of the governed.

Two weeks later, Germany resumed unrestricted submarine warfare, revoking its earlier promise regarding passenger ships. In response, Wilson severed diplomatic ties with Germany. America's neutrality would not last much longer.

The Great War was a complex global conflict. A British propaganda office in China published the poster shown at right. It warned Muslims in China not to trust Germans, referencing a German official in Africa who had issued regulations against Islam.

He who is not with Me is against Me;
and he who does not gather with Me scatters.
Matthew 12:30

⋆ Assignments for Lesson 97 ⋆

American Voices	Read "A Beautiful Life" by William Golden (page 304).
Literature	Continue reading *Miracle In the Hills.*
Bible	Work on memorizing Micah 4:1-2.
Project	Work on your project.
Student Review	Optional: Answer the questions for Lesson 97.

Woodrow Wilson Asks Congress for a Declaration of War

Lesson 98

America Goes "Over There"

The United States had watched from a distance the European conflict erupt and begin to take its terrible toll. The Wilson Administration had tried to maintain neutrality toward the belligerent nations, although most American sympathies and what little aid was given were directed toward the Allied Powers of Britain, France, and Russia. Germany had caused the loss of innocent American lives by its submarine attacks on passenger ships. For a while, in response to sharp America demands, Germany had ceased firing on non-military shipping; but in early 1917 that practice resumed. This was seen in America as an insult, especially in the face of Wilson's pleas for a peace without victory and a peace among equals.

Further German Insults

Then came another blow. On February 25, 1917, the German foreign minister Arthur Zimmerman sent a telegram to the German ambassador in Mexico, instructing the ambassador to approach the Mexican government about a possible alliance with Mexico if Germany went to war with the United States. Among other things, the note suggested that such a move might help Mexico win back "the lost territory in Texas, New Mexico, and Arizona." The telegram was intercepted by British intelligence and made public in America on March 1. Once again the American public was outraged. Wilson then asked Congress for authority to arm American ships. When the request was blocked, Wilson found the authority in existing legislation and ordered it anyway.

Three American ships were sunk by the Germans in March 1917. That same month, a liberal revolution ousted the tsar from power in Russia. This made all of the Allies appear to be fighting for democracy. On the battle front, meanwhile, the Allied position seemed increasingly desperate in several areas.

Declaration of War

On April 2, 1917, President Wilson asked Congress for a declaration recognizing that a state of war existed between the United States and Germany. He said the world had to be made "safe for democracy." Congress voted overwhelmingly in favor of the declaration on April 6. Nearly three years had passed since the war began in Europe. Continued aggressive actions of Germany toward the United States finally pushed America into the war. British propaganda about the war and American economic interests played a role in shaping American

opinion, but when principles that America held dear were repeatedly violated, Congress and the Wilson Administration believed they had no choice but to go to war.

America entered into intense war preparations. The most significant early assistance that the U.S. gave the Allied cause was in naval escorts of Allied shipping. This dramatically cut the number of losses from German submarine attacks. In addition, General John Pershing led a 14,500 man contingent to France in June of 1917. His judgment after arriving was that the Allies were unable to mount a significant offensive on their own, and he requested that Wilson send a million American troops to Europe by the spring of 1918. The Army then directed its efforts toward meeting that goal.

America at War

When the United States entered the war, its Army numbered 379,000 troops. A month after entering the war, the government instituted a draft (called Selective Service) to register men between 21 and 30. Later the range was expanded to include men between the ages of 18 and 45. The first men were drafted in July. The Army grew to about 3.7 million men. Of those, about two million eventually went to Europe, where 1.4 million saw combat. The recruits were ushered into hastily built training camps, most of which were in the South because of better weather conditions there.

The nation also mobilized its domestic resources to help in the war effort. The War Industrial Board led by industrialist Bernard Baruch had oversight of all industrial production and could order the specific use of raw materials and other resources it saw fit to help the war. The government created other wartime agencies, including the Food Administration overseen by Herbert Hoover.

Hoover was a millionaire mining engineer who had guided relief efforts for embattled Belgium and who then returned to the U.S. when it entered the war. Hoover managed food production and usage to help the armed forces. His agency encouraged people to have Meatless Tuesdays, Wheatless Wednesdays, and Porkless Saturdays and to grow their own gardens in order to make more food available for the troops. The Food Administration did not have to use rationing. The Fuel Administration introduced Daylight Saving Time and encouraged Heatless Mondays. When labor issues arose in the factories, the government usually supported labor in order to keep production going.

Many southerners moved north to work in factories and to escape their rural poverty. This included many blacks, and the black exodus to the north continued into the 1920s. People in the north, however, often did not welcome African-Americans kindly. Race riots broke out in St. Louis, Chicago, and elsewhere as whites committed violence against the blacks they didn't want around and who they saw as a threat to their jobs.

When General John Pershing arrived in Paris, he went to the tomb of General Lafayette, French hero in the American Revolution. A war correspondent reported that he heard Pershing say, "Lafayette, we are here," indicating that now it was time for America to come to the aid of France. In his memoirs of the war, Pershing said that he did not remember saying it and that another American officer used the line in a speech in Paris on July 4, 1917.

This American officer is in an observation balloon near the front lines in France (1918).

Women went to work in greater numbers as millions of men joined the army. After the war, most women returned home. Unions generally opposed women being in the workforce. Their stated reason was that women's place was in the home, but they probably also feared that their jobs might be given to women who were paid less. The changed role of women in society did lead President Wilson to come out in favor of women's suffrage by 1918.

The Supreme Court upheld the Espionage and Sedition Acts just after the war in its decision in the case of Schenck v. United States *(1919). Justice Oliver Wendell Holmes Jr. said that speech could be limited when a "clear and present danger" exists. Holmes said that the right of free speech does not, for example, extend to someone falsely shouting "Fire" in a crowded theater and thus causing panic. His ideas have been accepted as limits on free speech ever since. Jane Addams and Helen Keller (pictured at right) were two vocal opponents of the war who were not prosecuted.*

The Battle for American Hearts and Minds

The Administration also engaged in a certain amount of information and speech control to encourage the war effort. Journalist George Creel was appointed head of the Committee on Public Information, which turned out to be the government's propaganda operation. It kept the public informed of Allied war aims with speakers and pamphlets and sought to influence public opinion in enemy countries. The government also limited domestic free speech in opposition to the war with laws such as the Espionage Act, the Trading with the Enemy Act, and the Sedition Act, which attempted to suppress criticism of the war effort and of government leaders.

A significant portion of the American public opposed the war, and many prosecutions took place under the legislation. Over one hundred leaders of the Industrial Workers of the World were convicted for opposing the war effort. Socialist Eugene V. Debs also was against American involvement in the war. He was sent to jail for encouraging men to resist the draft. While in prison, he received over 900,000 votes for president in 1920.

Because of Germany's aggressive actions, things with German connections fell into disrepute. Some people with German ancestry felt the need to change their last names. Familiar terms of German origin were also changed. Hamburger (named for Hamburg, Germany) became Salisbury steak (named for a town in England). Frankfurters became hot dogs. In England, the royal family changed its name in 1917 from the German-sounding House of Hanover to the English-sounding House of Windsor. In addition, many Americans opposed labor strife because it reminded them of Bolshevik (Communist) unrest in Russia.

Wilson's Fourteen Points

In Russia, the Bolsheviks staged another revolution in November of 1917 and took control of the country. The new government made a separate peace treaty with Germany and pulled out of the war. On January 8, 1918, President Wilson outlined his vision for world peace in his Fourteen Points speech before Congress. He laid out what he saw as essential steps to bringing about a just peace, including "open covenants" arrived at "in the public view," free navigation of the seas, impartial settlement of colonial claims, and the addressing

Alvin C. York

The greatest American hero of World War I was a quiet, thirty-one-year-old man from rural Tennessee, Alvin C. York. York had led a wild life before his conversion at a revival in 1914. When he was drafted for military service, York asked not to serve because of his objections to war; but his request was denied. He eventually agreed to go into battle to help stop others from killing.

In October of 1918, Corporal York's unit of eighteen men was ordered to take a railroad line in the Argonne Forest. They misread their map and wound up behind enemy lines. A German officer surrendered even though he had the Americans outnumbered. German machine guns opened fire on their own men who had surrendered, killing nine Americans in the process. York, an expert marksman, was ordered to take out the machine guns, which he did. Eventually 132 Germans were captured by the nine remaining Americans. York never claimed to have acted alone, but only two other soldiers were ever decorated for their part in the encounter.

News of York's heroism eventually made its way to the American military command. York received the Congressional Medal of Honor, was promoted to sergeant, and was welcomed back to the U.S. as a national hero. Tennessee civic clubs raised money to buy York and his new wife a house, but they were only partly successful and York had to take out a mortgage for the rest. York dedicated his life to helping educate the children of his area. He founded and raised money nationwide for the York Institute, which eventually became a high school and vocational school. York never tried to make money off of his heroism. He resisted Hollywood offers to make a movie based on his life until World War II began. York then agreed to a movie deal to encourage young Americans to support their country in that effort. "Sergeant York" starring Gary Cooper is a good representation of York's life through his return to Tennessee.

Americans Celebrate in Philadelphia After Announcement of the Armistice

of border questions involving European nations. He also called for national self-determination in the Balkans, Turkey, Poland, and other areas. The fourteenth point was a call for "a general association of nations" to guarantee independence and territorial integrity to all people. This became Wilson's proposal for a League of Nations.

Armistice

The peace settlement with Russia enabled Germany to concentrate its efforts on the western front, but it was too late. American forces began having a real impact in the war in the summer of 1918. Decisive American offensives in September drove German armies into retreat and brought a request from the German high command for terms for an armistice with the Allies. Austria-Hungary dropped out of the war in the fall. The German Kaiser abdicated his throne on November 9, 1918; and an armistice was signed that went into effect at the eleventh hour on the eleventh day of the eleventh month, November 11, 1918. The armistice was signed by German and Allied officials in a railroad car.

This documentary film described the Allied effort to defeat Germany by France, Britain, Italy, and the United States. Originally intended as a propaganda piece, it was released six days after the Armistice with an edited ending about the end of the war.

This photo shows the Aisne-Marne American Cemetery and Memorial in Belleau, France, decorated for Memorial Day in 2013. The cemetery has 2,288 graves with headstones shaped either as Stars of David or crosses. The cross in the foreground has this inscription: "Here rests in honored glory an American soldier known but to God."

In all, 61 million people served in the military around the world. Eight and a half million Europeans died as a result of the war, including two million Germans and about 1.7 million each from France and Russia. Nineteen million people were injured. American casualties included 114,000 dead.

International efforts that had for so long been directed toward war now turned to the task of creating a just and lasting peace. These efforts created a different kind of conflict among nations. They led to an unsatisfactory peace in many ways and left the door open for further conflict later in the century.

"Comfort, O comfort My people," says your God.
"Speak kindly to Jerusalem; and call out to her, that her warfare has ended,
that her iniquity has been removed, that she has received
of the Lord's hand double for all her sins."
Isaiah 40:1-2

⋆ Assignments for Lesson 98 ⋆

American Voices Read Woodrow Wilson's War Message to Congress and the excerpts from his "Fourteen Points" speech (pages 297-302 and 305-306).

Read "Over There" by George M. Cohan (page 303).

Literature Continue reading *Miracle In the Hills.*

Bible Work on memorizing Micah 4:1-2.

Project Work on your project.

Student Review Optional: Answer the questions for Lesson 98.

Hall of Mirrors at the Palace of Versailles

Lesson 99

An Imperfect Peace

With the approach of peace, Woodrow Wilson felt the highest calling of his life. He was determined to use every ounce of skill and every resource at his disposal to create a better and safer world. After the war to end all wars, he wanted a world safe for democracy. Wilson's idealism may have helped to create a peace that was better than it otherwise would have been. However, Wilson faced difficulties in implementing his plan; and his intense devotion to his vision created resistance from others involved in the peace process.

Partisan Missteps

During the congressional election campaign of 1918, Wilson appealed to the American public to return a Democratic Congress that would support him in his efforts for peace. This blatantly partisan call in the midst of war backfired, and the Republican party won enough seats to gain control of both the House and the Senate. Wilson decided to attend the peace conference at the palace of Versailles, just outside of Paris, France. The conference lasted over a period of six months, and Wilson was there for almost all of it.

Wilson's determination to go to the conference showed his commitment to his plan for peace. However, while he was gone his Administration lacked leadership in generating public support for his plan and furthering the work of government as the nation wound down from its war effort. In addition, Wilson did not name a single Republican to the peace delegation. Republicans in Congress considered this an insult and another example of Wilson's partisanship, and they resolved to oppose Wilson's plan when it came before them.

Wilson in Europe

When Wilson arrived in Europe, he was wildly welcomed by the people of France, Great Britain, and Italy as a hero and savior. Some homes had Wilson's picture placed behind candles, as though it were an icon. This popular reception increased his sense of mission for the treaty negotiations. He sat down with Prime Minister David Lloyd George of Great Britain, Premier Georges Clemenceau of France, and Premier Vittorio Orlando of Italy with the purpose of crafting a new world order with the United States as the moral power behind it. Representatives of all the nations that had declared war on or broken diplomatic relations with Germany were present, but the meetings were dominated by the Big Four countries and their leaders. Then things started caving in.

The Big Four at Versailles: David Lloyd George, Vittorio Orlando, Georges Clemenceau, and Woodrow Wilson

First, Wilson had to deal with the expectations that had been created by previously made secret treaties. When the Bolsheviks had taken over Russia, they had published the contents of secret treaties made by the Allies at the start of the war. These treaties called for the victor nations to carve up parts of Germany and Austria-Hungary and to take over Germany's overseas colonies. England, France, and Italy expected those agreements to be honored; but Wilson had strong objections to such actions, especially since they had been made in secret.

Second, the American President came with high ideals for molding a world of peace without the sense of winners enjoying the conquest of losers. However, the European leaders had seen their countries devastated by war; and they wanted Germany to pay for the damages. Lloyd George had just won an election in Britain with his party using the slogans "Hang the Kaiser" and "Make Germany Pay." He had no intention of being kind to Germany or risking Britain's dominance at sea. Clemenceau had seen France suffer long enough under the threat of German military power, and he wanted to crush Germany's might. Orlando's main interest was in acquiring a portion of the Balkans that Italy had been promised in 1915 when it had come into the war on the Allied side.

Finally, Wilson's primary goal was the formation of a League of Nations, which he believed could prevent or limit future wars. He wanted this so badly that he was willing to compromise on many other points in order to get the League included as part of the final treaty. The treaty called for the demilitarization of the west bank of the Rhine and the giving of the coal-rich Alsace-Lorraine region to France. German colonies were to be given to victor nations and administered by a mandate program under the auspices of the League of Nations. Many other changes were made in the map of Europe. Slavic peoples were given their own countries: Czechoslovakia and, in the Balkans, Yugoslavia. Poland was re-established from the eastern part of the German empire. Finland, Estonia, Latvia, and Lithuania were created to give other ethnic groups their own countries. Italy received the corner of the

A massive influenza epidemic struck in 1918. Estimates of the worldwide death toll are at least 20 million. American soldiers returning from Europe brought the disease into the country with them, and the eventual death toll in the United States alone was a half million people. Ten thousand Americans died in September of 1918. From then until June of 1919, about one-fourth of the American population had the flu. The photo below shows volunteer Red Cross nurses tending patients in the Oakland (California) Auditorium.

Balkans that it was hoping for. Austria and Hungary were made into separate nations.

In the most controversial part of the treaty, Germany (not Austria-Hungary) was made to accept the blame for the war and was ordered to pay huge sums in reparations to the victor nations. The German military was reduced to a tiny force. The United States joined Britain and France in a defense pact against any future German aggression.

Wilson did not like the imposing of war guilt and reparations on Germany, but he was forced to accept these provisions so that the other leaders would accept the League of Nations. As drawn up in the treaty, the League would be overseen by a secretary-general. It would have a general assembly of one representative from each member nation. The real power would reside in a council, which would have the United States, Great Britain, France, Italy, and Japan as permanent members and other nations rotating on for periods of time. Any of the five permanent members could veto any resolution or action of the council. Other agencies were included in the League's operations as well. The League was well-intentioned, but it had weaknesses. No member state was compelled to act against an aggressor nation that invaded another member state. The veto power of the permanent council members stymied the chances for almost any significant action. Finally, the League simply did not have much power to end a conflict that might erupt.

The treaty was presented to representatives of the German government, who objected strongly to its punitive provisions. However, under threat of an Allied military invasion, Germany signed the treaty on June 28, 1919.

The Battle for the Peace

Wilson came home in July of 1919 to a nation divided over the Treaty of Versailles. The German-American community and the influential Hearst newspapers didn't like the harsh terms imposed

The Signing of Peace in the Hall of Mirrors, Versailles, 28th June 1919, *William Orpen (Irish, 1919)*

on Germany. The Irish didn't like that fact that no provision was made for an independent Ireland. Italian-Americans didn't believe that Italy had gotten enough in the settlement. More important politically, many Republicans in the Senate, including a group of isolationists called "The Irreconcilables," pledged themselves to defeat the treaty. Their main reason for opposing the treaty was the League of Nations, which they felt created a permanent entanglement of the United States in foreign affairs which the U.S. was not free to control. Partisanship also played a significant role in the Republicans' opposition. Still, a large number of Americans supported at least the general terms of the treaty and the concept of an international body to maintain peace.

Senate Foreign Relations Committee Chairman Henry Cabot Lodge drew up a list of reservations that he wanted attached to the treaty before he would approve its passage. One reservation said that the U.S. would not be obligated with regard to any

Violence in Ireland escalated during and after World War I as many Irish fought for the independence of their country. During the conflict, the British stationed thousands of constables in Ireland, many of them veterans of the Great War. Because of their uniform colors, they were called the Black and Tans. Ireland eventually became independent of Great Britain through a long series of steps, including the ratification of a new constitution in 1922. The northern counties on the island remained with Great Britain and became Northern Ireland.

League of Nations action without a joint resolution of Congress specifically supporting it. Wilson refused to accept any reservations, and the battle over the treaty boiled down to a standoff between Wilson and Lodge.

Wilson tried to go directly to the American people to gain support for the treaty. He went on an exhausting speaking tour informing people about the treaty and attempting to get the public to share his vision for creating the means of maintaining world peace. The response he received was strongly positive. However, seven days after giving a speech in Pueblo, Colorado, the President suffered a serious stroke that paralyzed his entire left side. Robbed of its most effective supporter, the treaty appeared headed for defeat. Lodge presented the treaty with reservations to the Senate. Wilson, dogmatic to the last, urged his fellow Democrats to vote against it; and the treaty was defeated in November of 1919. However, this did not settle the question of how officially to end the war. The country had enough support for the treaty and the League that the treaty was brought up for a second vote in March of 1920, but again it fell short of the majority it needed. A change by seven Democrats would have been enough to ratify it. Wilson then asked that the 1920 election be a "solemn referendum" on whether the United States would fulfill its role on the world stage or retreat into isolationism.

On May 20, 1920, Congress passed a joint resolution declaring the war over. Wilson vetoed it. Another joint resolution passed July 2, 1921; and with the signature of Republican President Warren G. Harding, the state of war was finally ended. The United States concluded separate treaties with Germany and with Austria-Hungary in October of 1921.

The Recovery Stumbles

While the political turmoil was going on in Washington, more immediate pressures were facing many Americans. Soldiers returned from Europe and began looking for work just as war production

1919 Cartoon from Punch *Magazine*

THE GAP IN THE BRIDGE.

ceased and the need for workers fell. Farm prices also decreased as European nations began to rejuvenate their domestic agriculture and didn't need American imports. Labor unions resorted to strikes to try to improve their members' lot. During 1919 a total of four million workers were on strike at one time or other. Some of the strikes became violent. When the Boston police went on strike, the city's mayor and Massachusetts governor Calvin Coolidge called out the National Guard to maintain order. The police then announced their intention to return to work, but the mayor refused to accept them and announced his plans to hire a new force. Governor Coolidge supported the mayor and declared, "There is no right to strike against the public safety by anybody, anywhere, any time." Coolidge's stance gained him national attention and helped him receive the Republican vice-presidential nomination in 1920.

Another upsetting factor in post-war American life was the fear of Communist revolutionaries in the country that came to be called the Red Scare. The Bolshevik Revolution in Russia in November of 1917 caused many Americans to believe that a similar attempt was possible in this country. Indeed, thirty mail bombs were discovered, including some addressed to cabinet members and a Supreme Court justice. A bomb exploded on Wall Street at noon on September 16, 1920, killing 38, injuring hundreds, and causing hundreds of thousands of dollars worth of damage.

Attorney General A. Mitchell Palmer arrested hundreds of suspected radical agents and had many deported without a trial. The young J. Edgar Hoover was put in charge of building files on suspected radicals. Palmer received criticism for some of his actions, which included making some raids without search warrants. The uneasy atmosphere of the Red Scare was widespread. The New York State legislature expelled five Socialists who had been fairly elected because their ideas were deemed not in the best interests of the country. Americanism became a cause that lasted well into the 1920s and resulted in immigration restrictions and other actions against those whose loyalty some Americans questioned.

The fighting had ended, but tensions were not completely gone in either Europe or in the United States. Different battles emerged during the period of the 1920s.

Wilson's first wife, Ellen Axson Wilson, died on August 6, 1914, just as war was brewing in Europe. The President married Edith Bolling Galt, a Washington widow, on December 18, 1915. It is generally believed that Edith maintained a tight control of Wilson's activities following his stroke and might even have been involved in making policy decisions while he was recovering. This 1920 photo shows Edith holding a document for the President, paralyzed on the left side, to sign. Woodrow Wilson died in 1924.

What Else Was Happening?

1914 *The first transcontinental telephone line is completed.*

1914 *Work begins on the Lincoln Highway, which will eventually carry auto traffic from coast to coast.*

1914 *The first signal light to regulate traffic (red = stop, green = go) is installed in Cleveland, Ohio.*

1915 *The Corning Glass Works markets the first cookware made from heat-resistant glass.*

1917 *Congress passes the Eighteenth Amendment outlawing the making, selling, or transporting of alcoholic beverages. It is ratified by enough states in January of 1919 and goes into effect one year later. The Volstead Act, passed in 1919 over Wilson's veto, outlaws any beverage with more than .5% alcohol.*

1918 *British women over the age of thirty are given the right to vote.*

1919 *British violence against unarmed Indian protesters causes Mohandas Gandhi to begin a campaign for Indian independence.*

1919 *Karl Barth publishes his commentary* Epistle to the Romans.

1919 *The Weimar Republic begins in Germany.*

1919 *The Cincinnati Reds defeat the heavily favored Chicago White Sox in the World Series, five games to three. It is later revealed that several White Sox players were paid by gamblers to play poorly on purpose to try to lose the games, thus increasing the payout on bets made on the underdog Reds. It becomes known as the Black Sox Scandal. Shoeless Joe Jackson and other players are banned from baseball. Players taking bribes from gamblers has been commonplace since salaries are so low. The first commissioner of baseball, Judge Kennesaw "Mountain" Landis, is appointed to clean up major league baseball.*

The word which He sent to the sons of Israel,
preaching peace through Jesus Christ (He is Lord of all). . . .
Acts 10:36

⋆ Assignments for Lesson 99 ⋆

American Voices Read "Wonderful Grace of Jesus" by Haldor Lillenas (page 307).

Literature Continue reading *Miracle In the Hills.*

Bible Work on memorizing Micah 4:1-2.

Project Work on your project.

Student Review Optional: Answer the questions for Lesson 99.

Church Service in N'Gaoundere, Cameroon (2007)

Lesson 100 - Bible Study

From Every Nation, Tribe, and Tongue

The involvement of the United States on the world stage made Americans more aware of the peoples of different lands, especially those who were different from them in terms of skin color, language, culture, and religion. This is therefore a good time to consider what the Bible says about the nations of the world and how Christians should think of them.

Nations in the Bible

After the great flood that is described in Genesis, the children of the sons of Noah spread out over the face of the earth and gave rise to the nations of people who inhabit the earth (Genesis 10). At first all the people used the same language; but when some people attempted to build a tower to the heavens, God confused their language in order to keep them from accomplishing their goal (Genesis 11). Thus the different languages of the world were begun.

The Bible does not place a great emphasis on what we call the racial divisions of mankind. However, Scripture does take note of various nations. In the Old Testament, nations and people groups that are mentioned include: Canaanites, Hittites, Amorites, Perizzites, Hivites, Jebusites, Ammonites, Edomites, Moabites, Gileadites, Egyptians, Philistines, Assyrians, Babylonians (Chaldeans), Persians, and Israelites. The New Testament refers to the Jews (descendants of people from the tribe of Judah who returned from captivity in Babylon), Romans, Greeks, Syrophoenicians, Ethiopians, Scythians, Spain, and the area on the Balkan peninsula called Illyricum.

The Jews, generally speaking, saw the world as divided into two kinds of people: Jews and Gentiles. The Jews saw themselves as God's special, chosen people; and they saw Gentiles as dirty dog sinners with whom Jews were not to associate. Among the unacceptable people in the Jews' minds were the Samaritans. Samaritans were descendants of the intermarriage of two groups: the pagan Assyrians who were brought in to repopulate the Northern Kingdom after the Northern Kingdom was taken into captivity, and the pagan Northern Israelites who remained in the land. These pagan people received some instruction about serving the Lord, so as a result the people "feared the Lord and served their own gods" (2 Kings 17:24-41). The Samaritan religion accepted only the Pentateuch, the first five books of the Old Testament.

Jesus' View of the Nations

Jesus taught His disciples to look at others without the stereotypes and prejudices that people

often have. Jesus spoke freely with a Samaritan at the well—indeed, He spoke there with a Samaritan woman, thus pushing aside two social taboos at once (John 4:7-9). Every Roman centurion who is mentioned in the New Testament is discussed in a positive way (for example, Matthew 8:5-10). Jesus told His disciples that He had "other sheep, which are not of this fold" (John 10:16). This is usually understood to refer to His followers who are not Jews.

In the Great Commission, Jesus instructed the apostles to "make disciples of all the nations" (Matthew 28:19). The Greek word for nation is *ethnos*, from which we get the word ethnic. The meaning of the Greek word is closer to the English term people-group than it is to how we use the word nation today. Today we think of a nation as a geographic area with defined political boundaries, but often a modern nation will encompass many ethnic groups. The Kurdish people in Iraq, for instance, are a distinct ethnic group. Native American nations are ethnically different from European-Americans who live in the United States. The aborigines in Australia are a separate ethnic group. Large countries, such as Russia and China, have many different ethnic groups within their borders. Many African nations encompass a number of tribal groups. There are about two hundred nations in the world today; but there are hundreds if not thousands of distinct ethnic groups and language groups in the world.

When Christians seek to fulfill the Great Commission, they need to realize that Jesus' call goes beyond simply entering a political nation. It includes the ethnic groups within each nation. Reaching the predominant ethnic group in a country is not necessarily the same as reaching every *ethnos* in that country.

After World War I, the Young Women's Christian Association offered help to immigrants seeking to understand American culture and establish new lives in their new country.

The Nations Hear the Gospel

The first step in taking the gospel to all the nations took place on the day of Pentecost, when Jews from many different countries heard the message of Jesus for the first time (Acts 2:1-11). Later, God used persecution in Jerusalem to nudge Christians into the mission field; and Philip proclaimed the gospel in Samaria (Acts 8:1-8). Then God forced Peter to get out of his comfort zone by leading him to teach about Jesus to Cornelius, a God-fearing Roman centurion (Acts 10). Because of this experience, Peter had the earth-shattering realization that, "In every nation the man who fears Him and does what is right is welcome to Him" (Acts 10:35), a shocking idea for someone who had been a faithful Jew. In Antioch, Christians from Cyprus and Cyrene shared the gospel with Gentiles, and many of them turned to the Lord (Acts 11:19-21). On Paul's first missionary journey, when Jews rejected his message,

This 1903 photo shows the Christian Mission School in Nablus, Palestine. Today Christians in Palestine are among the most active worldwide in sending out international evangelists.

Paul declared that he was going to teach the Gentiles. Many Gentiles responded joyfully (Acts 13:46-48).

Some Jewish Christians opposed bringing Gentiles into the faith. When Peter returned to Jerusalem after entering the home of the Gentile Cornelius and teaching him, Peter had some serious explaining to do (Acts 11:1-18). Some time later, a heated discussion took place in the church in Jerusalem about whether Gentiles had to be circumcised and had to obey the Law of Moses in order to be faithful Christians (Acts 15:1-35). The problem was that many Jewish Christians believed that a person had to become a Jew in order to become a Christian. Paul understood that this was not the case.

Inspired by the Holy Spirit, Paul grasped a worldview-changing truth. The gospel made national differences inconsequential. Referring to Jews and Gentiles, Paul said that Jesus "made both groups into one and broke down the barrier of the dividing wall . . . so that in Himself he might make the two into one new man, thus establishing peace" (Ephesians 2:14-15). In Christ "there is neither Jew nor Greek" (Galatians 3:28). In other words, the important fact about Christians is not that they are Jewish, Greek, French, American, or Kenyan. The important fact is that they are Christians, period. This is the most important distinguishing trait of God's people, wherever they live and whatever their national or tribal background might be.

In the thrilling description in the book of Revelation of the throne of God, John tells of seeing "a great multitude which no one could count, from every nation and all tribes and peoples and tongues, standing before the throne and before the Lamb, clothed in white robes, and palm branches were in their hands" (Revelation 7:9). The separation and scattering of people because of sin as described in Genesis is reversed through the blood of Christ. In Christ the nations of the world are truly made one.

Taking the Gospel to Other Lands

In the nineteenth and early twentieth centuries, British and American Christians took seriously Christ's call to fulfill the Great Commission. Missionaries went to many lands to preach the gospel. Their lot was often difficult. Many people responded; but many times the missionaries and their message were rejected, sometimes violently.

Missionaries are most effective when they make a distinction between the cultural traits of a people that should be respected and the aspects of the people's lives and cultures that need to be changed in order for the people to be submitted to Christ. However, many times missionaries took not simply Christianity but the form of Christianity they had known in their home countries. It seemed as though tribesmen in Africa or villagers in Japan were expected to become British or American in order to become Christians. Missionaries did not understand that such people did not need hymnbooks, pews, organs, clergy vestments, and other elements of western Christian practice in order to be faithful to God.

Mosque and Church in Ferizaj, Kosovo

In addition, Americans have tended to be condescending toward people of other nations and other ethnic groups. It was common for Americans to refer to the people of the Philippines, for instance, as "our little brown brethren" or to use other such belittling phrases. Many mission efforts tried to keep control of their work in the hands of western missionaries, who were thought to be more intelligent or more reliable than the native peoples. In more recent times, missionaries have concentrated on training local men to be preachers who can take the gospel to their own ethnic groups; and this approach has generally been more effective in reaching the lost.

Americans need to remember that Jesus, ethnically, was a Jew. The first Christians were Jewish and non-Jewish people of the Mediterranean world. Many years passed before the gospel made significant inroads into western Europe, and hundreds of years passed before the first believers that we know about came to the western hemisphere. We are all dependent on someone else teaching us the gospel. The gospel that we share with others did not originate with us; it is only the message that we received from someone else.

"The earth is the Lord's, and all it contains; the world, and those who dwell in it" (Psalm 24:1). God is moving powerfully in many places on the globe, separate from American presence or influence. The following sections give two examples of God's work in other nations today: a survey of the Christian faith in Communist China, and an incident in Nigeria that shows how God can use even a little thing like pencils to further His cause.

The Christian Faith Is Alive in Communist China

The government of the People's Republic of China is officially atheist. The Chinese Constitution guarantees freedom of religious expression, but this provision has been violated frequently. Believers have often been subjected to fierce persecution by Communist officials because of the believers' supposedly unpatriotic or imperialistic activities.

China does, however, have an official church. It is called the Three Self Patriotic Movement or the Three Self Church. Because western missionary efforts in China in the 1800s were closely associated with western economic abuse of China, many Chinese are skeptical of western missionaries. The Three Self Church is an attempt to have a Christian church led by the Chinese that is subject to the Communist government. The Three Self Movement encourages churches to be self-governing, self-supporting, and self-propagating. Three Self Church leaders are considered government employees and, for the most part, parrot the official government position on all questions. The Catholic Church in China is also allowed to function because it has aligned itself with the Communist government. Officially, the Catholic Church in China does not answer to the Pope in Rome.

However, genuine Christian faith is alive and growing in China primarily due to a huge underground house church movement. Millions of Chinese assemble regularly in homes all across China, in large cities and in small villages. Secret training programs equip Chinese preachers and evangelists to work in and to begin house churches. Most of this activity takes place without any involvement by Americans, although some Americans have helped from time to time.

A Chinese Christian Pastor and His Family (c. 1900)

The policy of the Chinese government toward house churches has been inconsistent. At times the government has beaten and imprisoned house church leaders. At other times, government officials have turned a blind eye to religious activities. Even some leaders and members in Three Self churches do not go along with Communist doctrine, and they have sometimes been allowed to operate relatively freely. It appears that a major factor in the nature of official actions toward churches and church leaders is the attitude of local government bureaucrats. If those bureaucrats choose to ignore Christian activity, the churches can function with little interference. If, on the other hand, local officials decide to crack down on Christians in their district, life for believers can be made miserable.

Right under the thumb of a Communist government, Christianity is thriving and growing. Xiao Min (pronounced *see-ow meen*) is a Chinese believer. She received no formal music training, but she has written over one thousand hymns that beautifully convey the Christian faith using phrases and ideas that communicate well to the Chinese mind and heart. A published collection of her songs is called *Canaan Hymns*.

Chinese Christians have even been leaving China to serve as missionaries in other countries. The picture of faith in China is complicated because China itself is complicated; but God is definitely moving in the People's Republic of China.

God Used Pencils to Save Lives

Healing Hands International (HHI) is a Christian relief ministry based in the United States. It provides food, clothing, medical supplies, and other assistance to people who have been affected by droughts, floods, and other disasters. A few years ago, HHI received a large donation of pencils. The organization sent some of the pencils to a contact

in Nigeria. A part of that shipment was then sent to Simon Dabish, a Christian preacher who lives in a predominantly Muslim part of Nigeria.

Simon and his wife decided to distribute the pencils to the families in their community for the children to use in their schools. School supplies are not easily obtained where they live. Mr. and Mrs. Dabish dressed in their traditional Muslim-style attire and went house to house, giving pencils to the children. The families they visited were grateful for the pencils, but beyond that their efforts seemed to have little impact.

One day a riot erupted among the Muslims in their village, and the object of their wrath was the Christians. The mob decided to burn down every church building. One of the Muslim leaders gained the attention of the mob and announced, "It is good for us to teach the Christians a lesson, but there is one church that must not be touched. They are the ones that gave our children the pencils."

Simon and his family watched from the doorway of their church building as the mob burned all the other church buildings in town. As this was happening, several Muslim children stood around the Dabishes' church building and shouted, "This is the church that is not to be touched!"

A few months later, another riot erupted. This time Simon was not at home with his family. He was away preaching in a nearby village. As he was walking home, some of the angry Muslims recognized him as a Christian preacher. They seized Dabish and planned to execute him. Then the Muslims summoned one of their leaders to carry out the murder.

The leader they called was the same man who had led the previous disturbance. When he saw that the man the mob was holding was Dabish, he told the crowd, "We will not kill this man. This is the same man who gave pencils to our children!" Simon was released and taken home to his terrified family, who had been informed that Simon had already been executed.

God used pencils to save a preacher's life and to continue the work of the kingdom.

After these things I looked, and behold, a great multitude which no one could count, from every nation and all tribes and peoples and tongues, standing before the throne and before the Lamb, clothed in white robes, and palm branches were in their hands.
Revelation 7:9

⋆ Assignments for Lesson 100 ⋆

Literature Continue reading *Miracle In the Hills.*

Bible Recite or write Micah 4:1-2 from memory.

Project Complete your project for the unit.

Student Review Optional: Answer the questions for Lesson 100, take the quiz for Unit 20, and take the fourth history exam, English exam, and Bible exam.

Detail from Cousin Reginald Spells Peloponnesus (Spelling Bee), *Norman Rockwell (American, 1918)*

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American Voices
Edited by Ray Notgrass

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Cover and interior design by Mary Evelyn McCurdy

Printed in the United States of America

Notgrass Company
975 Roaring River Road
Gainesboro, TN 38562
1-800-211-8793
www.notgrass.com

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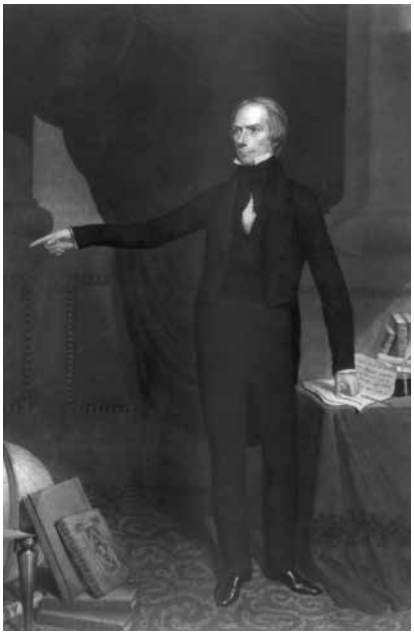
Excerpts from Speeches on The Compromise of 1850

Henry Clay, Daniel Webster, John C. Calhoun

The debate in the U.S. Senate over the Compromise of 1850 brought together for the last time three of the great orators and legislative giants of the age: Henry Clay, Daniel Webster, and John C. Calhoun. Below are excerpts from their speeches during this debate, addressed to the President of the Senate.

Henry Clay



Henry Clay

Mr. President, I have said that I want to know whether we are bound together by a rope of sand or an effective capable government competent to enforce the powers therein vested by the Constitution of the United States. And what is this doctrine of Nullification, set up again, revived, resuscitated, neither enlarged nor improved, nor expanded in this new edition of it, that when a single state shall undertake to say that a law passed by the twenty-nine states is unconstitutional and void, she may raise the standards of resistance and defy the twenty-nine. Sir, I denied that doctrine twenty years ago—I deny it now—I will die denying it. There is no such principle. . . .

The Honorable Senator speaks of Virginia being my country. This Union is my country. The thirty states is my country. Kentucky is my country. And Virginia no more than any of the other states of this Union. She has created on my part obligations and feelings and duties toward her in my private character which nothing upon earth could induce me to forfeit or violate. But even if it were my own state—if my own state, contrary to her duty, should raise the standard of disunion against the residue of the Union, I would go against her, I would go against Kentucky in that contingency as much as I love her.

Nor am I to be alarmed or dissuaded from any such course by intimations of the spilling of blood. If blood is to be spilt, by whose fault is it to be spilt? Upon the supposition, I maintain it would be the fault of those who raised the standard of disunion and endeavored to prostrate this government, and, Sir, when that is done, as long as it please God to give me voice to express my sentiments, or an arm, weak and enfeebled as it may be by age, that voice and that arm will be on the side of my country, for the support of the general authority, and for the maintenance of the power of this Union.

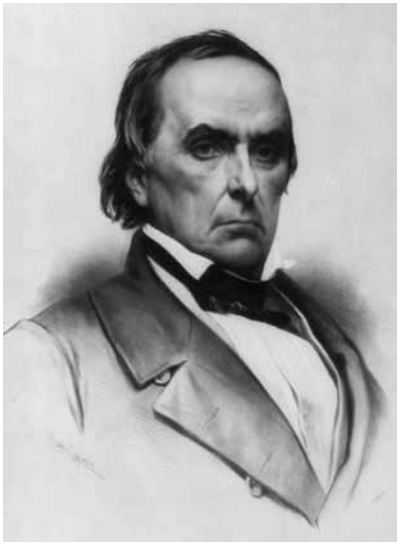
Daniel Webster

Mr President—I wish to speak to-day, not as a Massachusetts man, nor as a Northern man, but as an American, and a member of the Senate of the United States. . . . It is not to be denied that we live in the midst of strong agitations, and are surrounded by very considerable dangers to our institutions and government. The

imprisoned winds are let loose. The East, the North, and the stormy South combine to throw the whole sea into commotion, to toss its billows to the skies, and disclose its profoundest depths. I do not affect to regard myself, Mr. President, as holding, or as fit to hold, the helm in this combat with the political elements; but I have a duty to perform, and I mean to perform it with fidelity, not without a sense of existing dangers, but not without hope. I have a part to act, not for my own security or safety, for I am looking out for no fragment upon which to float away from the wreck, if wreck there must be, but for the good of the whole, and the preservation of all; and there is that which will keep me to my duty during this struggle, whether the sun and the stars shall appear, or shall not appear for many days. I speak to-day for the preservation of the Union. "Hear me for my cause." I speak to-day, out of a solicitous and anxious heart, for the restoration to the country of that quiet and that harmony which make the blessings of this Union so rich, and so dear to us all. . . .

Secession! Peaceable secession! Sir, your eyes and mine are never destined to see that miracle. The dismemberment of this vast country without convulsion! The breaking up of the fountains of the great deep without ruffling the surface! Who is so foolish, I beg everybody's pardon, as to expect to see any such thing? Sir, he who sees these States, now revolving in harmony around a common centre, and expects to see them quit their places and fly off without convulsion, may look the next hour to see the heavenly bodies rush from their spheres, and jostle against each other in the realms of space, without causing the wreck of the universe. There can be no such thing as a peaceable secession. Peaceable secession is an utter impossibility. Is the great Constitution under which we live, covering this whole country, is it to be thawed and melted away by secession, as the snows on the mountain melt under the influence of a vernal sun, disappear almost unobserved, and run off? No, sir! I will not state what might produce the disruption of the Union; but, sir, I see as plainly as I see the sun in heaven what that disruption itself must produce; I see that it must produce war, and such a war as I will not describe. . . .

Peaceable secession! Peaceable secession! The concurrent agreement of all the members of this great republic to separate! A voluntary separation, with alimony on one side and on the other. Why, what would be the result? Where is the line to be drawn? What States are to secede? What is to remain American? What am I to be? An American no longer? Am I to become a sectional man, a local man, a separatist, with no country in common with the gentlemen who sit around me here, or who fill the other house of Congress? Heaven forbid! Where is the flag of the republic to remain? Where is the eagle still to tower? Or is he to cower, and shrink, and fall to the ground? Why, sir, our ancestors, our fathers and our grandfathers, those of them that are yet living amongst us with prolonged lives, would rebuke and reproach us; and our children and our grandchildren would cry out shame upon us, if we of this generation should dishonor these ensigns of the power of the government and the harmony of that Union which is every day felt among us with so much joy and gratitude. What is to become of the army? What is to become of the navy? What is to become of the public lands? How is each of the thirty States to defend itself? I know, although the idea has not been stated distinctly, there is to be, or it is supposed possible that there will be, a Southern Confederacy. I do not mean, when I allude to this statement, that any one seriously contemplates such a state of things. I do not mean to say that it is true, but I have heard it suggested elsewhere, that the idea has been entertained, that, after the dissolution of this Union, a Southern Confederacy might be formed. I am sorry, sir, that it has ever been thought of, talked of, or dreamed of, in the wildest flights of human imagination.



Daniel Webster

But the idea, so far as it exists, must be of a separation, assigning the slave States to one side and the free States to the other. Sir, I may express myself too strongly, perhaps, but there are impossibilities in the natural as well as in the physical world, and I hold the idea of a separation of these States, those that are free to form one government, and those that are slave-holding to form another, as such an impossibility. We could not separate the States by any such line, if we were to draw it. We could not sit down here to-day and draw a line of separation that would satisfy any five men in the country. There are natural causes that would keep and tie us together, and there are social and domestic relations which we could not break if we would, and which we should not if we could.

And now, Mr. President, instead of speaking of the possibility or utility of secession, instead of dwelling in those caverns of darkness, instead of groping with those ideas so full of all that is horrid and horrible, let us come out into the light of day; let us enjoy the fresh air of Liberty and Union; let us cherish those hopes which belong to us; let us devote ourselves to those great objects that are fit for our consideration and our action; let us raise our conceptions to the magnitude and the importance of the duties that devolve upon us; let our comprehension be as broad as the country for which we act, our aspirations as high as its certain destiny; let us not be pigmies in a case that calls for men. Never did there devolve on any generation of men higher trusts than now devolve upon us, for the preservation of this Constitution and the harmony and peace of all who are destined to live under it. Let us make our generation one of the strongest and brightest links in that golden chain which is destined, I fondly believe, to grapple the people of all the States to this Constitution for ages to come. We have a great, popular, constitutional government, guarded, by law and by judicature, and defended by the affections of the whole people. No monarchical throne presses these States together, no iron chain of military power encircles them; they live and stand under a government popular in its form, representative in its character, founded upon principles of equality, and so constructed, we hope, as to last forever. In all its history it has been beneficent; it has trodden down no man's liberty and patriotism; its yet youthful veins are full of enterprise, courage, and honorable love of glory and renown. Large before, the country has now, by recent events become vastly larger. This republic now extends, with a vast breadth, across the whole continent. The two great seas of the world wash the one and the other shore. We realize, on a mighty scale, the beautiful description of the ornamental border of the buckler of Achilles:

> Now, the broad shield complete, the artist crowned
> With his last hand, and poured the ocean round;
> In living silver seemed the waves to roll,
> And beat the buckler's verge, and bound the whole.

John C. Calhoun

I have, senators, believed from the first that the agitation of the subject of slavery would, if not prevented by some timely and effective measure, end in disunion. Entertaining this opinion, I have, on all proper occasions, endeavored to call the attention of both the two great parties which divided the country to adopt some measure to prevent so great a disaster, but without success. The agitation has been permitted to proceed with almost no attempt to resist it, until it has reached a point when it can no longer be disguised or denied that the Union is in danger. You have thus had forced upon you the greatest and gravest question that can ever come under your consideration: How can the Union be preserved?

To give a satisfactory answer to this mighty question, it is indispensable to have an accurate and thorough knowledge of the nature and the character of the cause by which the Union is endangered. Without such knowledge it is impossible to pronounce with any certainty, by what measure it can be saved; just as it would be impossible for a physician to pronounce in the case of some dangerous disease, with any certainty, by what remedy the patient could be saved, without similar knowledge of the nature and character of the cause which produce it. The first question, then, presented for consideration in the investigation I propose to make in order to obtain such knowledge is: What is it that has endangered the Union?

To this question there can be but one answer—that the immediate cause is the almost universal discontent which pervades all the States composing the Southern section of the Union. This widely extended discontent is not of recent origin. It commenced with the agitation of the slavery question and has been increasing ever since. The next question, going one step further back, is: What has caused this widely diffused and almost universal discontent? . . .

One of the causes is, undoubtedly, to be traced to the long-continued agitation of the slave question on the part of the North, and the many aggressions which they have made on the rights of the South during the time. I will not enumerate them at present, as it will be done hereafter in its proper place.

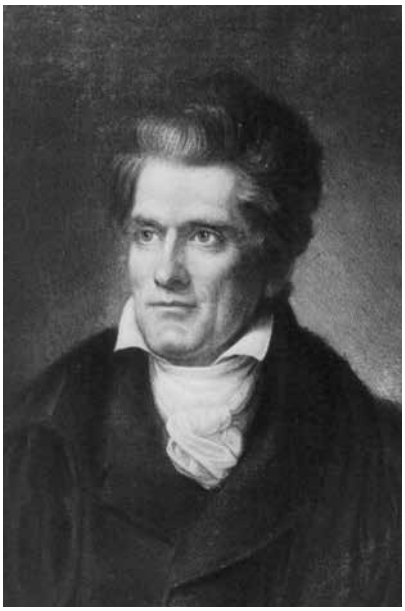
There is another lying back of it—with which this is intimately connected—that may be regarded as the great and primary cause. This is to be found in the fact that the equilibrium between the two sections in the government as it stood when the Constitution was ratified and the government put in action has been destroyed. At that time there was nearly a perfect equilibrium between the two, which afforded ample means to each to protect itself against the aggression of the other; but, as it now stands, one section has the exclusive power of controlling the government, which leaves the other without any adequate means of protecting itself against its encroachment and oppression.

The result of the whole is to give the Northern section a predominance in every department of the government, and thereby concentrate in it the two elements which constitute the federal government: a majority of States, and a majority of their population, estimated in federal numbers. Whatever section concentrates the two in itself possesses the control of the entire government. . . .

There is a question of vital importance to the Southern section, in reference to which the views and feelings of the two sections are as opposite and hostile as they can possibly be. I refer to the relation between the two races in the Southern section, which constitutes a vital portion of her social organization. Every portion of the North entertains views and feelings more or less hostile to it. Those most opposed and hostile regard it as a sin, and consider themselves under the most sacred obligation to use every effort to destroy it.

Indeed, to the extent that they conceive that they have power, they regard themselves as implicated in the sin, and responsible for not suppressing it by the use of all and every means. Those less opposed and hostile regard it as a crime—an offense against humanity, as they call it and, altho not so fanatical, feel themselves bound to use all efforts to effect the same object; while those who are least opposed and hostile regard it as a blot and a stain on the character of what they call the "nation," and feel themselves accordingly bound to give it no countenance or support. On the contrary, the Southern section regards the relation as one which can not be destroyed without subjecting the two races to the greatest calamity, and the section to poverty, desolation, and wretchedness; and accordingly they feel bound by every consideration of interest and safety to defend it.

Unless something decisive is done, I again ask, What is to stop this agitation before the great and final object at which it aims—the abolition of slavery in the States—is consummated? Is it, then, not certain that if something is not done to arrest it, the South will be forced to choose between abolition and secession? . . .



John C. Calhoun

If the agitation goes on, the same force, acting with increased intensity, as has been shown, will finally snap every cord, when nothing will be left to hold the States together except force. But surely that can with no propriety of language be called a Union when the only means by which the weaker is held connected with the stronger portion is force. It may, indeed, keep them connected; but the connection will partake much more of the character of subjugation on the part of the weaker to the stronger than the union of free, independent, and sovereign States in one confederation, as they stood in the early stages of the government, and which only is worthy of the sacred name of Union.

Having now, senators, explained what it is that endangers the Union, and traced it to its cause, and explained its nature and character, the question again recurs, How can the Union be saved? To this I answer, there is but one way by which it can be, and that is by adopting such measures as will satisfy the States belonging to the Southern section that they can remain in the Union consistently with their honor and their safety. There is, again, only one way by which this can be effected, and that is by removing the causes by which this belief has been produced. Do this, and discontent will cease, harmony and kind feelings between the sections be restored, and every apprehension of danger to the Union removed. The question, then, is, How can this be done? There is but one way by which it can with any certainty; and that is by a full and final settlement, on the principle of justice, of all the questions at issue between the two sections. The South asks for justice, simple justice, and less she ought not to take. She has no compromise to offer but the Constitution, and no concession or surrender to make. She has already surrendered so much that she has little left to surrender. Such a settlement would go to the root of the evil, and remove all cause of discontent, by satisfying the South that she could remain honorably and safely in the Union, and thereby restore the harmony and fraternal feelings between the sections which existed anterior to the Missouri agitation. Nothing else can, with any certainty, finally and for ever settle the question at issue, terminate agitation, and save the Union. . . .

I have now, senators, done my duty in expressing my opinions fully, freely, and candidly on this solemn occasion. In doing so I have been governed by the motives which have governed me in all the stages of the agitation of the slavery question since its commencement. I have exerted myself during the whole period to arrest it, with the intention of saving the Union if it could be done; and if it could not, to save the section where it has pleased Providence to cast my lot, and which I sincerely believe has justice and the Constitution on its side. Having faithfully done my duty to the best of my ability, both to the Union and my section, throughout this agitation, I shall have the consolation, let what will come, that I am free from all responsibility.

Crime Against Kansas (excerpts)

Charles Sumner (1856)

Massachusetts Republican Senator Charles Sumner delivered this harsh speech against slavery and its defenders in 1856. He especially attacked South Carolina Senator Andrew Butler. In response to the speech, Butler's nephew, a South Carolina Congressman, physically attacked Sumner on the floor of the Senate.

You are now called to redress a great transgression. Seldom in the history of nations has such a question been presented. Tariffs, army bills, navy bills, land bills, are important, and justly occupy your care; but these all belong to the course of ordinary legislation. As means and instruments only, they are necessarily subordinate to the conservation of government itself. Grant them or deny them, in greater or less degree, and you will inflict no shock. The machinery of government will continue to move. The State will not cease to exist. Far otherwise is it with the eminent question now before you, involving, as it does, liberty in a broad territory, and also involving the peace of the whole country, with our good name in history for ever more.

Take down your map, sir, and you will find that the Territory of Kansas, more than any other region, occupies the middle spot of North America, equally distant from the Atlantic on the east, and the Pacific on the west; from the frozen waters of Hudson's Bay on the north, and the tepid Gulf Stream on the south, constituting the precise Territorial center of the whole vast continent. To such advantages of situation, on the very highway between two oceans, are added a soil of unsurpassed richness, and a fascinating, undulating beauty of surface, with a health-giving climate, calculated to nurture a powerful and generous people, worthy to be a central pivot of American institutions. A few short months only have passed since this spacious and mediterranean country was open only to the savage who ran wild in its woods and prairies; and now it has already drawn to its bosom a population of freemen larger than Athens crowded within her historic gates, when her sons, under Miltiades, won liberty for mankind on the field of Marathon; more than Sparta contained when she ruled Greece, and sent forth her devoted children, quickened by a mother's benediction, to return with their shields, or on them; more than Rome gathered on her seven hills, when, under her kings, she commenced that sovereign sway, which afterward embraced the whole earth; more than London held,

Kansas Farmland

when, on the fields of Crecy and Agincourt, the English banner was carried victoriously over the chivalrous hosts of France.

Against this Territory, thus fortunate in position and population, a crime has been committed, which is without example in the records of the past. Not in plundered provinces or in the cruelties of selfish governors will you find its parallel; and yet there is an ancient instance, which may show at least the path of justice. In the terrible impeachment by which the great Roman orator has blasted through all time the name of Verres, amid charges of robbery and sacrilege, the enormity which most aroused the indignant voice of his accuser, and which still stands forth with strongest distinctness, arresting the sympathetic indignation of all who read the story, is, that away in Sicily he had scourged a citizen of Rome—that the cry, "I am a Roman citizen," had been interposed in vain against the lash of the tyrant governor. Other charges were that he had carried away productions of art, and that he had violated the sacred shrines. It was in the presence of the Roman Senate that this arraignment proceeded; in a temple of the Forum; amid crowds—such as no orator had ever before drawn together—thronging the porticos and colonnades, even clinging to the housetops and neighboring slopes—and under the anxious gaze of witnesses summoned from the scene of crime.

But an audience grander far—of higher dignity—of more various people, and of wider intelligence—the countless multitude of succeeding generations, in every land where eloquence has been studied, or where the Roman name has been recognized—has listened to the accusation, and throbbed with condemnation of the criminal. Sir, speaking in an age of light, and a land of constitutional liberty, where the safeguards of elections are justly placed among the highest triumphs of civilization, I fearlessly assert that the wrongs of much-abused Sicily, thus memorable in history, were small by the side of the wrongs of Kansas, where the very shrines of popular institutions, more sacred than any heathen altar, have been desecrated; where the ballot-box, more precious than any work, in ivory or marble, from the cunning hand of art, has been plundered; and where the cry, "I am an American citizen," has been interposed in vain against outrage of every kind, even upon life itself. Are you against sacrilege? I present it for your execration. Are you against robbery? I hold it up to your scorn. Are you for the protection of American citizens? I show you how their dearest rights have been cloven down, while a tyrannical usurpation has sought to install itself on their very necks!

But the wickedness which I now begin to expose is immeasurably aggravated by the motive which prompted it. Not in any common lust for power did this uncommon tragedy have its origin. It is the rape of a virgin Territory, compelling it to the hateful embrace of slavery; and it may be clearly traced to a depraved longing for a new slave State, the hideous offspring of such a crime, in the hope of adding to the power of slavery in the national government. Yes, sir, when the whole world, alike Christian and Turk, is rising up to condemn this wrong, and to make it a hissing to the nations, here in our Republic, *force*—ay, sir, FORCE—has been openly employed in compelling Kansas to this pollution, and all for the sake of political power. There is the simple fact which you will in vain attempt to deny, but which in itself presents an essential wickedness that makes other public crimes seem like public virtues.

But this enormity, vast beyond comparison, swells to dimensions of wickedness which the imagination toils in vain to grasp, when it is understood that for this purpose are hazarded the horrors of intestine feud not only in this distant Territory, but everywhere throughout the country. Already the muster has begun. The strife is no longer local but national. Even now, while I speak, portents hang on all the arches of the horizon threatening to darken the broad land which already yawns with the mutterings of civil war; the fury of the propagandists of slavery, and the calm determination of their opponents, are now diffused from the distant Territory over widespread communities, and the whole country, in all its extent—marshaling hostile divisions, and foreshadowing a strife which, unless happily averted by the triumph of freedom, will become

war—fratricidal, parricidal war—with an accumulated wickedness beyond the wickedness of any war in human annals, justly provoking the avenging judgment of Providence and the avenging pen of history, and constituting a strife, in the language of the ancient writer, more than foreign, more than social, more than civil; but something compounded of all these strifes, and in itself more than war; *sed potius commune quoddam ex omnibus, et plus quam bellum.*

Such is the crime which you are to judge. But the criminal also must be dragged into day, that you may see and measure the power by which all this wrong is sustained. From no common source could it proceed. In its perpetration was needed a spirit of vaulting ambition which would hesitate at nothing; a hardihood of purpose which was insensible to the judgment of mankind; a madness for slavery which would disregard the Constitution, the laws, and all the great examples of our history; also a consciousness of power such as comes from the habit of power; a combination of energies found only in a hundred arms directed by a hundred eyes; a control of public opinion through venal pens and a prostituted Press; an ability to subsidize crowds in every vocation of life—the politician with his local importance, the lawyer with his subtle tongue, and even the authority of the judge on the bench; and a familiar use of men in places high and low, so that none, from the president to the lowest border postmaster, should decline to be its tool; all these things and more were needed, and they were found in the slave power of our Republic. There, sir, stands the criminal, all unmasked before you—heartless, grasping, and tyrannical—with an audacity beyond that of Verres, a subtlety beyond that of Machiavelli, a meanness beyond that of Bacon, and an ability beyond that of Hastings. Justice to Kansas can be secured only by the prostration of this influence; for this the power behind—greater than any president—which succors and sustains the crime. Nay, the proceedings I now arraign derive their fearful consequences only from this connection.

In now opening this great matter, I am not insensible to the austere demands of the occasion; but the dependence of the crime against Kansas upon the slave power is so peculiar and important, that I trust to be pardoned while I impress it with an illustration which to some may seem trivial. It is related in Northern mythology that the god of Force, visiting an enchanted region, was challenged by his royal entertainer to what seemed a humble feat of strength—merely, sir, to lift a cat from the ground. The god smiled at the challenge, and calmly placing his hand under the belly of the animal with superhuman strength strove, while the back of the feline monster arched far upward, even beyond reach, and one paw actually forsook the earth, until at last the discomfited divinity desisted; but he was little surprised at his defeat when he learned that this creature, which seemed to be a cat and nothing more, was not merely a cat, but that it belonged to and was a part of the great Terrestrial Serpent, which, in its innumerable folds, encircled the whole globe. Even so the creature whose paws are now fastened upon Kansas, whatever it may seem to be, constitutes in reality a part of the slave power which, in its loathsome folds, is now coiled about the whole land. Thus do I expose the extent of the present contest, where we encounter not merely local resistance, but also the unconquered sustaining arm behind. But out of the vastness of the crime attempted, with all its woe and shame, I derive a well-founded assurance of a commensurate vastness of effort against it and by the aroused masses of the country, determined not only to vindicate right against wrong, but to redeem the Republic from the thraldom of that oligarchy which prompts, directs, and concentrates the distant wrong.

Such is the crime, and such is the criminal, which it is my duty in this debate to expose, and, by the blessing of God, this duty shall be done completely to the end.

The senator from South Carolina has read many books of chivalry, and believes himself a chivalrous knight with sentiments of honor and courage. Of course he has chosen a mistress to whom he has made his vows, and who, tho ugly to others, is always lovely to him; tho polluted in the sight of the world, is chaste in his sight—I

mean the harlot, Slavery. For her, his tongue is always profuse in words. Let her be impeached in character, or any proposition made to shut her out from the extension of her wantonness, and no extravagance of manner or hardihood of assertion is then too great for this senator. The frenzy of Don Quixote in behalf of his wench, Dulcinea del Toboso, is all surpassed. The asserted rights of slavery, which shock equality of all kinds, are cloaked by a fantastic claim of equality. If the slave States can not enjoy what, in mockery of the great fathers of the Republic, he misnames equality under the Constitution—in other words, the full power in the national Territories to compel fellow men to unpaid toil, to separate husband and wife, and to sell little children at the auction block—then, sir, the chivalric senator will conduct the State of South Carolina out of the Union! Heroic knight! Exalted senator! A second Moses come for a second exodus!

But not content with this poor menace, which we have been twice told was "measured," the senator, in the unrestrained chivalry of his nature, has undertaken to apply opprobrious words to those who differ from him on this floor. He calls them "sectional and fanatical"; and opposition to the usurpation in Kansas he denounces as "an uncalculating fanaticism." To be sure these charges lack all grace of originality, and all sentiment of truth; but the adventurous senator does not hesitate. He is the uncompromising, unblushing representative on this floor of a flagrant *sectionalism* which now domineers over the Republic, and yet with a ludicrous ignorance of his own position—unable to see himself as others see him—or with an effrontery which even his white head ought not to protect from rebuke, he applies to those here who resist his *sectionalism* the very epithet which designates himself. The men who strive to bring back the government to its original policy, when freedom and not slavery was sectional, he arraigns as *sectional*. This will not do. It involves too great a perversion of terms. I tell that senator that it is to himself and to the "organization" of which he is the "committed advocate," that this epithet belongs. I now fasten it upon them. For myself, I care little for names; but since the question has been raised here, I affirm that the Republican party of the Union is in no just sense *sectional*, but, more than any other party, *national*; and that it now goes forth to dislodge from the high places of the government the tyrannical sectionalism of which the senator from South Carolina is one of the maddest zealots.

Charles Sumner

With regret I come again upon the senator from South Carolina who, omnipresent in this debate, overflowed with rage at the simple suggestion that Kansas had applied for admission as a State; and, with incoherent phrases, discharged the loose expectoration of his speech, now upon her representative, and then upon her people. There was no extravagance of the ancient parliamentary debate which he did not repeat; nor was there any possible deviation from truth which he did not make, with so much of passion, I am glad to add, as to save him from the suspicion of intentional aberration. But the senator touches nothing which he does not disfigure with error—sometimes of principle, sometimes of fact. He shows an incapacity of accuracy whether in stating the Constitution or in stating the law; whether in the details of statistics or the diversions of scholarship. He can not open his mouth but out there flies a blunder. Surely he ought to be familiar with the life of Franklin; and yet he referred to this household character, while acting as agent of our fathers in England, as above suspicion; and this was done that he might give point to a false contrast with the agent of Kansas—

not knowing that, however they may differ in genius and fame, in this experience they are alike: that Franklin, when intrusted with the petition of Massachusetts Bay, was assaulted by a foul-mouthed speaker, where he could not be heard in defense, and denounced as a "thief," even as the agent of Kansas has been assaulted on this floor and denounced as a "forger." And let not the vanity of the senator be inspired by the parallel with the British statesman of that day; for it is only in hostility to freedom that any parallel can be recognized.

But it is against the people of Kansas that the sensibilities of the senator are particularly aroused. Coming, as he announces, "from a State"—ay, sir, from South Carolina—he turns with lordly disgust from this newly-formed community, which he will not recognize even as a "body politic." Pray, sir, by what title does he indulge in this egotism? Has he read the history of "the State" which he represents? He can not surely have forgotten its shameful imbecility from slavery, confessed throughout the Revolution, followed by its more shameful assumptions for slavery since. He can not have forgotten its wretched persistence in the slave trade as the very apple of its eye, and the condition of its participation in the Union. He can not have forgotten its Constitution, which is Republican only in name, confirming power in the hands of the few, and founding the qualifications of its legislators on "a settled freehold estate and ten negroes."

And yet the senator, to whom that "State" has in part committed the guardianship of its good name, instead of moving with backward treading steps, to cover its nakedness, rushes forward in the very ecstasy of madness, to expose it by provoking a comparison with Kansas. South Carolina is old; Kansas is young. South Carolina counts by centuries, where Kansas counts by years. But a beneficent example may be born in a day; and I venture to say that against the two centuries of the older "State" may be already set the two years of trial, evolving corresponding virtue, in the younger community. In the one is the long wail of slavery; in the other, the hymns of freedom. And if we glance at special achievements, it will be difficult to find anything in the history of South Carolina which presents so much of heroic spirit in an heroic cause as appears in that repulse of the Missouri invaders by the beleaguered town of Lawrence, where even the women gave their effective efforts to freedom.

The matrons of Rome, who poured their jewels into the Treasury for the public defense—the wives of Prussia who, with delicate fingers, clothed their defenders against French invasion—the mothers of our own Revolution, who sent forth their sons, covered with prayers and blessings, to combat for human rights, did nothing of self-sacrifice truer than did these women on this occasion. Were the whole history of South Carolina blotted out of existence from its very beginning down to the day of the last election of the senator to his present seat on this floor, civilization might lose—I do not say how little, but surely less than it has already gained by the example of Kansas in its valiant struggle against oppression, and in the development of a new science of emigration. Already, in Lawrence alone, there are newspapers and schools, including a high school, and throughout this infant Territory there is more mature scholarship far, in proportion to its inhabitants than in all South Carolina. Ah, sir, I tell the senator that Kansas, welcomed as a free State, will be a "ministering angel" to the Republic when South Carolina, in the cloak of darkness which she hugs, "lies howling."

This 1856 newspaper illustration shows Sumner dispersing a crowd at the legislative hall in Topeka, Kansas.

House Divided Speech
Abraham Lincoln (1858)

Abraham Lincoln gave this speech to the Illinois state Republican convention upon being nominated as the party's candidate for U.S. Senator in 1858. The importance of the slavery issue at the time is shown by the fact that the entire speech deals with that single issue.

Mr. President, and gentlemen of the convention:

If we could first know where we are, and whither we are tending, we could better judge what to do, and how to do it. We are now far into the fifth year, since a policy was initiated with the avowed object, and confident promise, of putting an end to slavery agitation. Under the operation of that policy, that agitation has not only not ceased, but has constantly augmented. In my opinion, it will not cease, until a crisis shall have been reached and passed. "A house divided against itself cannot stand." I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved—I do not expect the house to fall—but I do expect it will cease to be divided. It will become all one thing, or all the other. Either the opponents of slavery will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction; or its advocates will push it forward, till it shall become alike lawful in all the States, old as well as new—North as well as South.

Have we no tendency to the latter condition?

Abraham Lincoln

Let any one who doubts, carefully contemplate that now almost complete legal combination—piece of machinery, so to speak—compounded of the Nebraska doctrine, and the Dred Scott decision. Let him consider not only what work the machinery is adapted to do, and how well adapted; but also, let him study the history of its construction, and trace, if he can, or rather fail, if he can, to trace the evidences of design, and concert of action, among its chief architects, from the beginning.

The new year of 1854 found slavery excluded from more than half the States by State Constitutions, and from most of the national territory by Congressional prohibition. Four days later, commenced the struggle which ended in repealing that Congressional prohibition. This opened all the national territory to slavery, and was the first point gained.

But, so far, Congress only had acted; and an indorsement by the people, real or apparent, was indispensable, to save the point already gained, and give chance for more.

This necessity had not been overlooked; but had been provided for, as well as might be, in the notable argument of "squatter sovereignty," otherwise called "sacred right of self-government," which latter phrase, though expressive of the only rightful basis of any government, was so perverted in this attempted use of it as to amount to just this: That if any one man choose to enslave another, no third man shall be allowed to object. That argument was incorporated into the Nebraska bill itself, in the language which follows: "It being the true intent and meaning of this act not to legislate slavery into any Territory or State, nor to exclude it therefrom;

but to leave the people thereof perfectly free to form and regulate their domestic institutions in their own way, subject only to the Constitution of the United States." Then opened the roar of loose declamation in favor of "Squatter Sovereignty," and "sacred right of self-government." "But," said opposition members, "let us amend the bill so as to expressly declare that the people of the Territory may exclude slavery." "Not we," said the friends of the measure; and down they voted the amendment.

While the Nebraska bill was passing through Congress, a law case involving the question of a Negro's freedom, by reason of his owner having voluntarily taken him first into a free State and then into a Territory covered by the Congressional prohibition, and held him as a slave for a long time in each, was passing through the U. S. Circuit Court for the District of Missouri; and both Nebraska bill and law suit were brought to a decision in the same month of May, 1854. The Negro's name was "Dred Scott," which name now designates the decision finally made in the case. Before the then next Presidential election, the law case came to, and was argued in, the Supreme Court of the United States; but the decision of it was deferred until after the election. Still, before the election, Senator Trumbull, on the floor of the Senate, requested the leading advocate of the Nebraska bill to state his opinion whether the people of a Territory can constitutionally exclude slavery from their limits; and the latter answers: "That is a question for the Supreme Court."

The election came. Mr. Buchanan was elected, and the indorsement, such as it was, secured. That was the second point gained. The indorsement, however, fell short of a clear popular majority by nearly four hundred thousand votes, and so, perhaps, was not overwhelmingly reliable and satisfactory. The outgoing President, in his last annual message, as impressively as possible echoed back upon the people the weight and authority of the indorsement. The Supreme Court met again; did not announce their decision, but ordered a re-argument. The Presidential inauguration came, and still no decision of the court; but the incoming President in his inaugural address, fervently exhorted the people to abide by the forthcoming decision, whatever it might be. Then, in a few days, came the decision.

The reputed author of the Nebraska bill finds an early occasion to make a speech at this capital indorsing the Dred Scott decision, and vehemently denouncing all opposition to it. The new President, too, seizes the early occasion of the Silliman letter to indorse and strongly construe that decision, and to express his astonishment that any different view had ever been entertained!

At length a squabble springs up between the President and the author of the Nebraska bill, on the mere question of fact, whether the Lecompton Constitution was or was not, in any just sense, made by the people of Kansas; and in that quarrel the latter declares that all he wants is a fair vote for the people, and that he cares not whether slavery be voted down or voted up. I do not understand his declaration that he cares not whether slavery be voted down or voted up, to be intended by him other than as an apt definition of the policy he would impress upon the public mind—the principle for which he declares he has suffered so much, and is ready to suffer to the end. And well may he cling to that principle. If he has any parental feeling, well may he cling to it. That principle is the only shred left of his original Nebraska doctrine. Under the Dred Scott decision "squatter sovereignty" squatted out of existence, tumbled down like temporary scaffolding—like the mould at the foundry served through one blast and fell back into loose sand—helped to carry an election, and then was kicked to the winds. His late joint struggle with the Republicans, against the Lecompton Constitution, involves nothing of the original Nebraska doctrine. That struggle was made on a point—the right of a people to make their own constitution—upon which he and the Republicans have never differed.

The several points of the Dred Scott decision, in connection with Senator Douglas's "care not" policy, constitute the piece of machinery, in its present state of advancement. This was the third point gained. The working points of that machinery are:

First, That no negro slave, imported as such from Africa, and no descendant of such slave, can ever be a citizen of any State, in the sense of that term as used in the Constitution of the United States. This point is made in order to deprive the negro, in every possible event, of the benefit of that provision of the United States Constitution, which declares that "The citizens of each State shall be entitled to all privileges and immunities of citizens in the several States."

Secondly, That "subject to the Constitution of the United States," neither Congress nor a Territorial Legislature can exclude slavery from any United States territory. This point is made in order that individual men may fill up the Territories with slaves, without danger of losing them as property, and thus to enhance the chances of permanency to the institution through all the future.

Thirdly, That whether the holding a Negro in actual slavery in a free State, makes him free, as against the holder, the United States courts will not decide, but will leave to be decided by the courts of any slave State the Negro may be forced into by the master. This point is made, not to be pressed immediately; but, if acquiesced in for awhile, and apparently indorsed by the people at an election, then to sustain the logical conclusion that what Dred Scott's master might lawfully do with Dred Scott, in the free State of Illinois, every other master may lawfully do with any other one, or one thousand slaves, in Illinois, or in any other free State.

Auxiliary to all this, and working hand in hand with it, the Nebraska doctrine, or what is left of it, is to educate and mould public opinion, at least Northern public opinion, not to care whether slavery is voted down or voted up. This shows exactly where we now are; and partially, also, whither we are tending.

It will throw additional light on the latter, to go back, and run the mind over the string of historical facts already stated. Several things will now appear less dark and mysterious than they did when they were transpiring. The people were to be left "perfectly free," "subject only to the Constitution." What the Constitution had to do with it, outsiders could not then see. Plainly enough now, it was an exactly fitted niche, for the Dred Scott decision to afterward come in, and declare the perfect freedom of the people to be just no freedom at all. Why was the amendment, expressly declaring the right of the people, voted down? Plainly enough now: the adoption of it would have spoiled the niche for the Dred Scott decision. Why was the court decision held up? Why even a Senator's individual opinion withheld, till after the Presidential election? Plainly enough now: the speaking out then would have damaged the perfectly free argument upon which the election was to be carried. Why the outgoing President's felicitation on the indorsement? Why the delay of a reargument? Why the incoming President's advance exhortation in favor of the decision? These things look like the cautious patting and petting of a spirited horse, preparatory to mounting him, when it is dreaded that he may give the rider a fall. And why the hasty after indorsement of the decision by the President and others?

We cannot absolutely know that all these exact adaptations are the result of preconcert. But when we see a lot of framed timbers, different portions of which we know have been gotten out at different times and places and by different workmen—Stephen, Franklin, Roger and James, for instance—and when we see these timbers joined together, and see they exactly make the frame of a house or a mill, all the tenons and mortices exactly fitting, and all the lengths and proportions of the different pieces exactly adapted to their respective places, and not a piece too many or too few—not omitting even scaffolding—or, if a single piece be lacking, we see the place in the frame exactly fitted and prepared yet to bring such a piece in—in such a case, we find it impossible not to believe that Stephen and Franklin and Roger and James all understood one another from the beginning, and all worked upon a common plan or draft drawn up before the first blow was struck.

It should not be overlooked that, by the Nebraska bill, the people of a State as well as Territory, were to be left "perfectly free," "subject only to the Constitution." Why mention a State? They were legislating for Territories, and not for or about States. Certainly the people of a State are and ought to be subject to the

Constitution of the United States; but why is mention of this lugged into this merely Territorial law? Why are the people of a Territory and the people of a State therein lumped together, and their relation to the Constitution therein treated as being precisely the same?

While the opinion of the court, by Chief Justice Taney, in the Dred Scott case, and the separate opinions of all the concurring Judges, expressly declare that the Constitution of the United States neither permits Congress nor a Territorial Legislature to exclude slavery from any United States Territory, they all omit to declare whether or not the same Constitution permits a State, or the people of a State, to exclude it. Possibly, this is a mere omission; but who can be quite sure, if McLean or Curtis had sought to get into the opinion a declaration of unlimited power in the people of a State to exclude slavery from their limits, just as Chase and Mace sought to get such declaration, in behalf of the people of a Territory, into the Nebraska bill;—I ask, who can be quite sure that it would not have been voted down in the one case as it had been in the other? The nearest approach to the point of declaring the power of a State over slavery, is made by Judge Nelson. He approaches it more than once, using the precise idea, and almost the language, too, of the Nebraska act. On one occasion, his exact language is, "except in cases where the power is restrained by the Constitution of the United States, the law of the State is supreme over the subject of slavery within its jurisdiction."

In what cases the power of the States is so restrained by the United States Constitution, is left an open question, precisely as the same question, as to the restraint on the power of the Territories, was left open in the Nebraska act. Put this and that together, and we have another nice little niche, which we may, ere long, see filled with another Supreme Court decision, declaring that the Constitution of the United States does not permit a State to exclude slavery from its limits. And this may especially be expected if the doctrine of "care not whether slavery be voted down or voted up," shall gain upon the public mind sufficiently to give promise that such a decision can be maintained when made.

Such a decision is all that slavery now lacks of being alike lawful in all the States. Welcome, or unwelcome, such decision is probably coming, and will soon be upon us, unless the power of the present political dynasty shall be met and overthrown. We shall lie down pleasantly dreaming that the people of Missouri are on the verge of making their State free, and we shall awake to the reality instead, that the Supreme Court has made Illinois a slave State. To meet and overthrow the power of that dynasty, is the work now before all those who would prevent that consummation. That is what we have to do. How can we best do it?

There are those who denounce us openly to their own friends, and yet whisper us softly, that Senator Douglas is the aptest instrument there is with which to effect that object. They do not tell us, nor has he told us, that he wishes any such object to be effected. They wish us to infer all, from the fact that he now has a little quarrel with the present head of the dynasty; and that he has regularly voted with us on a single point, upon which he and we have never differed.

They remind us that he is a great man, and that the largest of us are very small ones. Let this be granted. But "a living dog is better than a dead lion." Judge Douglas, if not a dead lion, for this work, is at least a caged and toothless one. How can he oppose the advances of slavery? He don't care anything about it. His avowed mission is impressing the "public heart" to care nothing about it.

A leading Douglas Democratic newspaper thinks Douglas's superior talent will be needed to resist the revival of the African slave trade. Does Douglas believe an effort to revive that trade is approaching? He has not said so. Does he really think so? But if it is, how can he resist it? For years he has labored to prove it a sacred right of white men to take negro slaves into the new Territories. Can he possibly show that it is less a sacred right to buy them where they can be bought cheapest? And unquestionably they can be bought cheaper in Africa than in Virginia. He has done all in his power to reduce the whole question of slavery to one of a mere

right of property; and as such, how can he oppose the foreign slave trade—how can he refuse that trade in that "property" shall be "perfectly free"—unless he does it as a protection to the home production? And as the home producers will probably not ask the protection, he will be wholly without a ground of opposition.

Senator Douglas holds, we know, that a man may rightfully be wiser today than he was yesterday—that he may rightfully change when he finds himself wrong. But can we, for that reason, run ahead, and infer that he will make any particular change, of which he, himself, has given no intimation? Can we safely base our action upon any such vague inference? Now, as ever, I wish not to misrepresent Judge Douglas's position, question his motives, or do aught that can be personally offensive to him. Whenever, if ever, he and we can come together on principle so that our cause may have assistance from his great ability, I hope to have interposed no adventitious obstacle. But clearly, he is not now with us—he does not pretend to be—he does not promise ever to be.

Slaves Picking Cotton on a Georgia Plantation, 1858

Our cause, then, must be intrusted to, and conducted by, its own undoubted friends—those whose hands are free, whose hearts are in the work—who do care for the result. Two years ago the Republicans of the nation mustered over thirteen hundred thousand strong. We did this under the single impulse of resistance to a common danger, with every external circumstance against us. Of strange, discordant, and even hostile elements, we gathered from the four winds, and formed and fought the battle through, under the constant hot fire of a disciplined, proud and pampered enemy. Did we brave all then, to falter now?—now, when that same enemy is wavering, dissevered and belligerent? The result is not doubtful. We shall not fail—if we stand firm, we shall not fail. Wise counsels may accelerate, or mistakes delay it, but, sooner or later, the victory is sure to come.

Love Lifted Me

James Rowe (1912)

James Rowe was born in England in 1865. He came to America at the age of 24. Rowe worked for a railroad company, and then as a humane society inspector. He later worked for music publishers in Texas and Tennessee. Later in life, Rowe moved to Vermont and wrote verses for greeting cads which his daughter illustrated. Rowe wrote the words of this song in 1912.

I was sinking deep in sin, far from the peaceful shore,
Very deeply stained within, sinking to rise no more,
But the Master of the sea heard my despairing cry,
From the waters lifted me, now safe am I.

Chorus

Love lifted me!
Love lifted me!
When nothing else could help,
Love lifted me!

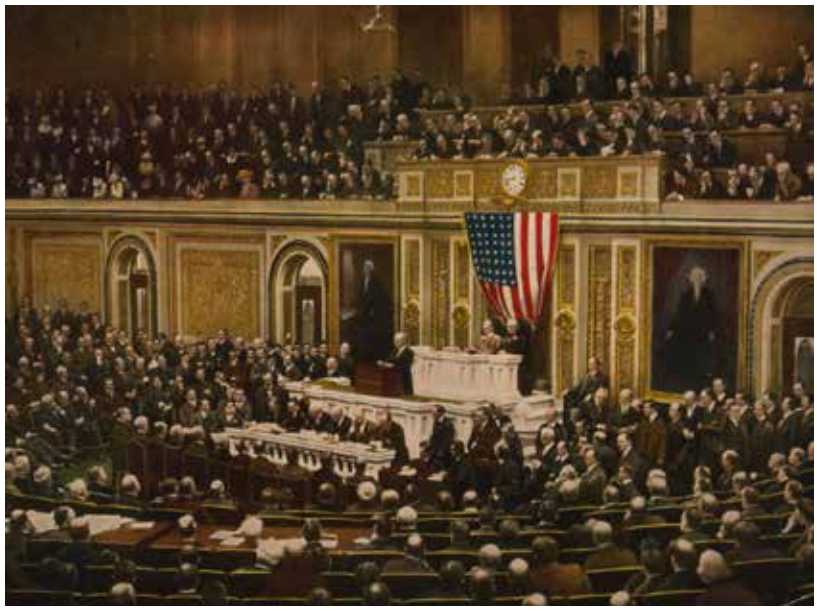
All my heart to Him I give, ever to Him I'll cling,
In His blessed presence live, ever His praises sing,
Love so mighty and so true, merits my soul's best songs,
Faithful, loving service, too, to Him belongs. *Chorus*

Souls in danger, look above, Jesus completely saves,
He will lift you by His love, out of the angry waves.
He's the Master of the sea, billows His will obey,
He your Savior wants to be, be saved today. *Chorus*

Oahu, Hawaii

War Message to Congress
Woodrow Wilson (1917)

After working since 1914 to keep the United States out of the war that engulfed Europe, on April 2, 1917, President Woodrow Wilson asked Congress to declare a state of war with Germany for the reasons he gave in this speech.

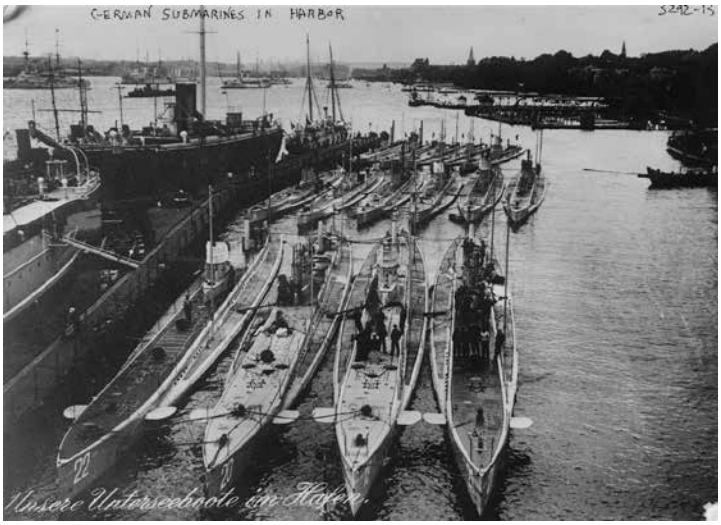


Woodrow Wilson Delivering His War Message to Congress, 1917

I have called the Congress into extraordinary session because there are serious, very serious, choices of policy to be made, and made immediately, which it was neither right nor constitutionally permissible that I should assume the responsibility of making.

On the third of February last I officially laid before you the extraordinary announcement of the Imperial German Government that on and after the first day of February it was its purpose to put aside all restraints of law or of humanity and use its submarines to sink every vessel that sought to approach either the ports of Great Britain and Ireland or the western coasts of Europe or any of the ports controlled by the enemies of Germany within the Mediterranean. That had seemed to be the object of the German submarine warfare earlier in the war, but since April of last year the Imperial Government had somewhat restrained the commanders of its undersea craft in conformity with its promise then given to us that passenger boats should not be sunk and that due warning would be given to all other vessels which its submarines might seek to destroy when no resistance was offered or escape attempted, and care taken that their crews were given at least a fair chance to save their lives in their open boats. The precautions taken were meager and haphazard enough, as was proved in distressing instance after instance in the progress of the cruel and unmanly business, but a certain degree of restraint was observed. The new policy has swept every restriction aside. Vessels of every kind, whatever their flag, their character, their cargo, their destination, their errand, have been ruthlessly sent to the bottom: without warning and without thought of help or mercy for those on board, the vessels of friendly neutrals along with those of belligerents. Even hospital ships and ships carrying relief to the sorely bereaved and stricken people of Belgium, though the latter were provided with safe conduct through the proscribed areas by the German Government itself and were distinguished by unmistakable marks of identity, have been sunk with the same reckless lack of compassion or of principle. I was for a little while unable to believe that such things would in fact be done by any government that had hitherto subscribed to the humane practices of civilized nations. International law had its origin in the attempt to set up some law which would be respected and observed upon the seas, where no nation had right of dominion and where lay the free highways of the world. . . . This minimum of right the German

Government has swept aside under the plea of retaliation and necessity and because it had no weapons which it could use at sea except these which it is impossible to employ as it is employing them without throwing to the winds all scruples of humanity or of respect for the understandings that were supposed to underlie the intercourse of the world. I am not now thinking of the loss of property involved, immense and serious as that is, but only of the wanton and wholesale destruction of the lives of noncombatants, men, women, and children, engaged in pursuits which have always, even in the darkest periods of modern history, been deemed innocent and legitimate. Property can be paid for; the lives of peaceful and innocent people cannot be. The present German submarine warfare against commerce is a warfare against mankind.



World War I German Submarines in Harbor

It is a war against all nations. American ships have been sunk, American lives taken, in ways which it has stirred us very deeply to learn of, but the ships and people of other neutral and friendly nations have been sunk and overwhelmed in the waters in the same way. There has been no discrimination. The challenge is to all mankind. Each nation must decide for itself how it will meet it. The choice we make for ourselves must be made with a moderation of counsel and a temperateness of judgment befitting our character and our motives as a nation. We must put excited feeling away. Our motive will not be revenge or the victorious assertion of the physical might of the nation, but only the vindication of right, of human right, of which we are only a single champion.

When I addressed the Congress on the twenty-sixth of February last I thought that it would suffice to assert our neutral rights with arms, our right to use the seas against unlawful interference, our right to keep our people safe against unlawful violence. But armed neutrality, it now appears, is impracticable. Because submarines are in effect outlaws when used as the German submarines have been used against merchant shipping, it is impossible to defend ships against their attacks as the law of nations has assumed that merchantmen would defend themselves against privateers or cruisers, visible craft giving chase upon the open sea. It is common prudence in such circumstances, grim necessity indeed, to endeavor to destroy them before they have shown their own intention. They must be dealt with upon sight, if dealt with at all. The German Government denies the right of neutrals to use arms at all within the areas of the sea which it has proscribed, even in the defense of rights which no modern publicist has ever before questioned their right to defend. The intimation is conveyed that the armed guards which we have placed on our merchant ships will be treated as beyond the pale of law and subject to be dealt with as pirates would be. Armed neutrality is ineffectual enough at best; in such circumstances and in the face of such pretensions it is worse than ineffectual: it is likely only to produce what it was meant to prevent; it is practically certain to draw us into the war without either the rights or the effectiveness of belligerents. There is one choice we cannot make, we are incapable of making: we will not choose the path of submission and suffer the most sacred rights of our Nation and our people to be ignored or violated. The wrongs against which we now array ourselves are no common wrongs; they cut to the very roots of human life.

With a profound sense of the solemn and even tragical character of the step I am taking and of the grave responsibilities which it involves, but in unhesitating obedience to what I deem my constitutional duty, I

advise that the Congress declare the recent course of the Imperial German Government to be in fact nothing less than war against the government and people of the United States; that it formally accept the status of belligerent which has thus been thrust upon it, and that it take immediate steps not only to put the country in a more thorough state of defense but also to exert all its power and employ all its resources to bring the Government of the German Empire to terms and end the war.

What this will involve is clear. It will involve the utmost practicable cooperation in counsel and action with the governments now at war with Germany, and, as incident to that, the extension to those governments of the most liberal financial credit, in order that our resources may so far as possible be added to theirs. It will involve the organization and mobilization of all the material resources of the country to supply the materials of war and serve the incidental needs of the Nation in the most abundant and yet the most economical and efficient way possible. It will involve the immediate full equipment of the navy in all respects but particularly in supplying it with the best means of dealing with the enemy's submarines. It will involve the immediate addition to the armed forces of the United States already provided for by law in case of war at least five hundred thousand men, who should, in my opinion, be chosen upon the principle of universal liability to service, and also the authorization of subsequent additional increments of equal force so soon as they may be needed and can be handled in training. It will involve also, of course, the granting of adequate credits to the Government, sustained, I hope, so far as they can equitably be sustained by the present generation, by well conceived taxation. I say sustained so far as may be equitable by taxation because it seems to me that it would be most unwise to base the credits which will now be necessary entirely on money borrowed. It is our duty, I most respectfully urge, to protect our people so far as we may against the very serious hardships and evils which would be likely to arise out of the inflation which would be produced by vast loans.

In carrying out the measures by which these things are to be accomplished we should keep constantly in mind the wisdom of interfering as little as possible in our own preparation and in the equipment of our own military forces with the duty—for it will be a very practical duty—of supplying the nations already at war with Germany with the materials which they can obtain only from us or by our assistance. They are in the field and we should help them in every way to be effective there.

I shall take the liberty of suggesting, through the several executive departments of the Government, for the consideration of your committees, measures for the accomplishment of the several objects I have mentioned. I hope that it will be your pleasure to deal with them as having been framed after very careful thought by the branch of the Government upon which the responsibility of conducting the war and safeguarding the Nation will most directly fall.

While we do these things, these deeply momentous things, let us be very clear, and make very clear to all the world what our motives and our objects are. My own thought has not been driven from its habitual and normal course by the unhappy events of the last two months, and I do not believe that the thought of the Nation has been altered or clouded by them. I have exactly the same things in mind now that I had in mind when I addressed the Senate on the twenty-second of January last, the same that I had in mind when I addressed the Congress on the third of February and on the twenty-sixth of February. Our object now, as then, is to vindicate the principles of peace and justice in the life of the world as against selfish and autocratic power and to set up amongst the really free and self-governed peoples of the world such a concert of purpose and of action as will henceforth insure the observance of those principles. Neutrality is no longer feasible or desirable where the peace of the world is involved and the freedom of its peoples, and the menace to that peace and freedom lies in the existence of autocratic governments backed by organized force which is controlled wholly by their will, not by the will of their people. We have seen the last of neutrality in such circumstances. We are at

the beginning of an age in which it will be insisted that the same standards of conduct and of responsibility for wrong done shall be observed among nations and their governments that are observed among the individual citizens of civilized states.

We have no quarrel with the German people. We have no feeling towards them but one of sympathy and friendship. It was not upon their impulse that their government acted in entering this war. It was not with their previous knowledge or approval. It was a war determined upon as wars used to be determined upon in the old, unhappy days when peoples were nowhere consulted by their rulers and wars were provoked and waged in the interest of dynasties or of little groups of ambitious men who were accustomed to use their fellow men as pawns and tools.

Self-governed nations do not fill their neighbor states with spies or set the course of intrigue to bring about some critical posture of affairs which will give them an opportunity to strike and make conquest. Such designs can be successfully worked out only under cover and where no one has the right to ask questions. Cunningly contrived plans of deception or aggression, carried, it may be, from generation to generation, can be worked out and kept from the light only within the privacy of courts or behind the carefully guarded confidences of a narrow and privileged class. They are happily impossible where public opinion commands and insists upon full information concerning all the nation's affairs.

A steadfast concert for peace can never be maintained except by a partnership of democratic nations. No autocratic government could be trusted to keep faith within it or observe its covenants. It must be a league of honor, a partnership of opinion. Intrigue would eat its vitals away; the plottings of inner circles who could plan what they would and render account to no one would be a corruption seated at its very heart. Only free peoples can hold their purpose and their honor steady to a common end and prefer the interests of mankind to any narrow interest of their own.

Does not every American feel that assurance has been added to our hope for the future peace of the world by the wonderful and heartening things that have been happening within the last few weeks in Russia? Russia was known by those who knew it best to have been always in fact democratic at heart, in all the vital habits of her thought, in all the intimate relationships of her people that spoke their natural instinct, their habitual attitude towards life. The autocracy that crowned the summit of her political structure, long as it had stood and terrible as was the reality of its power, was not in fact Russian in origin, character, or purpose; and now it has been shaken off and the great, generous Russian people have been added in all their naive majesty and might to the forces that are fighting for freedom in the world, for justice, and for peace. Here is a fit partner for a League of Honor.

One of the things that has served to convince us that the Prussian autocracy was not and could never be our friend is that from the very outset of the present war it has filled our unsuspecting communities and even our offices of government with spies and set criminal intrigues everywhere afoot against our national unity of counsel, our peace within and without, our industries and our commerce. Indeed it is now evident that its spies were here even before the war began; and it is unhappily not a matter of conjecture but a fact proved in our courts of justice that the intrigues which have more than once come perilously near to disturbing the peace and dislocating the industries of the country have been carried on at the instigation, with the support, and even under the personal direction of official agents of the Imperial Government accredited to the Government of the United States. Even in checking these things and trying to extirpate them we have sought to put the most generous interpretation possible upon them because we knew that their source lay, not in any hostile feeling or purpose of the German people towards us (who were, no doubt, as ignorant of them as we ourselves were), but only in the selfish designs of a Government that did what it pleased and told its people nothing. But

they have played their part in serving to convince us at last that that Government entertains no real friendship for us and means to act against our peace and security at its convenience. That it means to stir up enemies against us at our very doors the intercepted note to the German Minister at Mexico City is eloquent evidence.

We are accepting this challenge of hostile purpose because we know that in such a Government, following such methods, we can never have a friend; and that in the presence of its organized power, always lying in wait to accomplish we know not what purpose, there can be no assured security for the democratic Governments of the world. We are now about to accept gauge of battle with this natural foe to liberty and shall, if necessary, spend the whole force of the nation to check and nullify its pretensions and its power. We are glad, now that we see the facts with no veil of false pretense about them, to fight thus for the ultimate peace of the world and for the liberation of its peoples, the German peoples included: for the rights of nations great and small and the privilege of men everywhere to choose their way of life and of obedience. The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty. We have no selfish ends to serve.

World War I Recruiting Poster

We desire no conquest, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifices we shall freely make. We are but one of the champions of the rights of mankind. We shall be satisfied when those rights have been made as secure as the faith and the freedom of nations can make them. Just because we fight without rancor and without selfish object, seeking nothing for ourselves but what we shall wish to share with all free peoples, we shall, I feel confident, conduct our operations as belligerents without passion and ourselves observe with proud punctilio the principles of right and of fair play we profess to be fighting for.

I have said nothing of the Governments allied with the Imperial Government of Germany because they have not made war upon us or challenged us to defend our right and our honor. The Austro-Hungarian Government has, indeed, avowed its unqualified endorsement and acceptance of the reckless and lawless submarine warfare adopted now without disguise by the Imperial German Government, and it has therefore not been possible for this Government to receive Count Tarnowski, the Ambassador recently accredited to this Government by the Imperial and Royal Government of Austria-Hungary; but that Government has not actually engaged in warfare against citizens of the United States on the seas, and I take the liberty, for the present at least, of postponing a discussion of our relations with the authorities at Vienna. We enter this war only where we are clearly forced into it because there are no other means of defending our rights.

It will be all the easier for us to conduct ourselves as belligerents in a high spirit of right and fairness because we act without animus, not in enmity towards a people or with the desire to bring any injury or

disadvantage upon them, but only in armed opposition to an irresponsible government which has thrown aside all considerations of humanity and of right and is running amuck. We are, let me say again, the sincere friends of the German people, and shall desire nothing so much as the early reestablishment of intimate relations of mutual advantage between us—however hard it may be for them, for the time being, to believe that this is spoken from our hearts. We have borne with their present Government through all these bitter months because of that friendship—exercising a patience and forbearance which would otherwise have been impossible. We shall, happily, still have an opportunity to prove that friendship in our daily attitude and actions towards the millions of men and women of German birth and native sympathy who live amongst us and share our life, and we shall be proud to prove it towards all who are in fact loyal to their neighbors and to the Government in the hour of test. They are, most of them, as true and loyal Americans as if they had never known any other fealty or allegiance. They will be prompt to stand with us in rebuking and restraining the few who may be of a different mind and purpose. If there should be disloyalty, it will be dealt with with a firm hand of stern repression; but, if it lifts its head at all, it will lift it only here and there and without countenance except from a lawless and malignant few.

It is a distressing and oppressive duty, Gentlemen of the Congress, which I have performed in thus addressing you. There are—it may be many months of fiery trial and sacrifice ahead of us. It is a fearful thing to lead this great peaceful people into war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance.

But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts—for democracy, for the right of those who submit to authority to have a voice in their own Governments, for the rights and liberties of small nations, for a universal dominion of right by such a concert of free peoples as shall bring peace and safety to all nations and make the world itself at last free. To such a task we can dedicate our lives and our fortunes, everything that we are and everything that we have, with the pride of those who know that the day has come when America is privileged to spend her blood and her might for the principles that gave her birth and happiness and the peace which she has treasured. God helping her, she can do no other.

World War I Recruiting Poster

Over There

George M. Cohan (1917)

George M. Cohan, Broadway producer, actor, and songwriter, wrote this song after the United States declared war on Germany in 1917. Cohan received the Congressional Medal of Honor in 1940 for this and other patriotic songs that he wrote.

Johnnie, get your gun,
Get your gun, get your gun,
Take it on the run,
On the run, on the run.
Hear them calling, you and me,
Every son of liberty.
Hurry right away,
No delay, go today,
Make your daddy glad
To have had such a lad.
Tell your sweetheart not to pine,
To be proud her boy's in line.

Chorus

Over there, over there,
Send the word, send the word over there—
That the Yanks are coming,
The Yanks are coming,
The drums rum-tumming
Ev'rywhere.
So prepare, say a pray'r,
Send the word, send the word to beware.
We'll be over, we're coming over,
And we won't come back till it's over
Over there.

Johnnie, get your gun,
Get your gun, get your gun,
Johnnie show the Hun
Who's a son of a gun.
Hoist the flag and let her fly,
Yankee Doodle do or die.
Pack your little kit,
Show your grit, do your bit.
Yankee to the ranks,
From the towns and the tanks.
Make your mother proud of you,
And the old Red, White and Blue. *Chorus*

World War I Recruiting Poster

A Beautiful Life

William Golden (1918)

William Golden was a native of Mississippi. "To Canaan's Land I'm On My Way" and this hymn are among his best-known works.

Each day I'll do a golden deed,
By helping those who are in need;
My life on earth is but a span,
And so I'll do the best I can.

Chorus
Life's evening sun is sinking low,
A few more days, and I must go
To meet the deeds that I have done,
Where there will be no setting sun.

To be a child of God each day,
My light must shine along the way;
I'll sing His praise while ages roll,
And strive to help some troubled soul. *Chorus*

The only life that will endure,
Is one that's kind and good and pure;
And so for God I'll take my stand,
Each day I'll lend a helping hand. *Chorus*

I'll help someone in time of need,
And journey on with rapid speed;
I'll help the sick and poor and weak,
And words of kindness to them speak. *Chorus*

While going down life's weary road,
I'll try to lift some trav'ler's load;
I'll try to turn the night to day,
Make flowers bloom along the way. *Chorus*

Lake Champlain, Vermont

Fourteen Points Speech (excerpts)

Woodrow Wilson (1918)

This is an excerpt from a speech made by President Woodrow Wilson to Congress on January 8, 1918, in which he outlined what he saw as essential elements of the peace to be established following the Great War.

Woodrow Wilson

. . . It will be our wish and purpose that the processes of peace, when they are begun, shall be absolutely open and that they shall involve and permit henceforth no secret understandings of any kind. The day of conquest and aggrandizement is gone by; so is also the day of secret covenants entered into in the interest of particular governments and likely at some unlooked-for moment to upset the peace of the world. It is this happy fact, now clear to the view of every public man whose thoughts do not still linger in an age that is dead and gone, which makes it possible for every nation whose purposes are consistent with justice and the peace of the world to avow now or at any other time the objects it has in view.

We entered this war because violations of right had occurred which touched us to the quick and made the life of our own people impossible unless they were corrected and the world secure once for all against their recurrence. What we demand in this war, therefore, is nothing peculiar to ourselves. It is that the world be made fit and safe to live in; and particularly that it be made safe for every peace-loving nation which, like our own, wishes to live its own life, determine its own institutions, be assured of justice and fair dealing by the other peoples of the world as against force and selfish aggression. All the peoples of the world are in effect partners in this interest, and for our own part we see very clearly that unless justice be done to others it will not be done to us. The program of the world's peace, therefore, is our program; and that program, the only possible program, as we see it, is this:

I. Open covenants of peace, openly arrived at, after which there shall be no private international understandings of any kind but diplomacy shall proceed always frankly and in the public view.

II. Absolute freedom of navigation upon the seas, outside territorial waters, alike in peace and in war, except as the seas may be closed in whole or in part by international action for the enforcement of international covenants.

III. The removal, so far as possible, of all economic barriers and the establishment of an equality of trade conditions among all the nations consenting to the peace and associating themselves for its maintenance.

IV. Adequate guarantees given and taken that national armaments will be reduced to the lowest point consistent with domestic safety.

V. A free, open-minded, and absolutely impartial adjustment of all colonial claims, based upon a strict observance of the principle that in determining all such questions of sovereignty the interests of the populations concerned must have equal weight with the equitable claims of the government whose title is to be determined.

VI. The evacuation of all Russian territory and such a settlement of all questions affecting Russia as will secure the best and freest cooperation of the other nations of the world in obtaining for her an unhampered and unembarrassed opportunity for the independent determination of her own political development and national policy and assure her of a sincere welcome into the society of free nations under institutions of her own choosing; and, more than a welcome, assistance also of every kind that she may need and may herself desire. The treatment accorded Russia by her sister nations in the months to come will be the acid test of their good will, of their comprehension of her needs as distinguished from their own interests, and of their intelligent and unselfish sympathy.

VII. Belgium, the whole world will agree, must be evacuated and restored, without any attempt to limit the sovereignty which she enjoys in common with all other free nations. No other single act will serve as this will serve to restore confidence among the nations in the laws which they have themselves set and determined for the government of their relations with one another. Without this healing act the whole structure and validity of international law is forever impaired.

VIII. All French territory should be freed and the invaded portions restored, and the wrong done to France by Prussia in 1871 in the matter of Alsace-Lorraine, which has unsettled the peace of the world for nearly fifty years, should be righted, in order that peace may once more be made secure in the interest of all.

IX. A readjustment of the frontiers of Italy should be effected along clearly recognizable lines of nationality.

X. The peoples of Austria-Hungary, whose place among the nations we wish to see safeguarded and assured, should be accorded the freest opportunity to autonomous development.

XI. Rumania, Serbia, and Montenegro should be evacuated; occupied territories restored; Serbia accorded free and secure access to the sea; and the relations of the several Balkan states to one another determined by friendly counsel along historically established lines of allegiance and nationality; and international guarantees of the political and economic independence and territorial integrity of the several Balkan states should be entered into.

XII. The Turkish portion of the present Ottoman Empire should be assured a secure sovereignty, but the other nationalities which are now under Turkish rule should be assured an undoubted security of life and an absolutely unmolested opportunity of autonomous development, and the Dardanelles should be permanently opened as a free passage to the ships and commerce of all nations under international guarantees.

XIII. An independent Polish state should be erected which should include the territories inhabited by indisputably Polish populations, which should be assured a free and secure access to the sea, and whose political and economic independence and territorial integrity should be guaranteed by international covenant.

XIV. A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike. . . .

Wonderful Grace of Jesus

Haldor Lillenas (1918)

Haldor Lillenas (1885-1959) was born in Norway. When he was a child, his parents immigrated with him to the United States. Lillenas became a minister, and he and his wife composed over 4,000 songs and hymns. Lillenas also worked in the music publishing business.

Wonderful grace of Jesus, Greater than all my sin;
How shall my tongue describe it, Where shall its praise begin?
Taking away my burden, Setting my spirit free,
For the wonderful grace of Jesus reaches me.

Chorus

Wonderful the matchless grace of Jesus,
Deeper than the mighty rolling sea;
Higher than the mountain, sparkling like a fountain,
All sufficient grace for even me;
Broader than the scope of my transgressions,
Greater far than all my sin and shame;
O magnify the precious name of Jesus,
Praise His name!

Wonderful grace of Jesus, Reaching to all the lost,
By it I have been pardoned, Saved to the uttermost;
Chains have been torn asunder, Giving me liberty,
For the wonderful grace of Jesus reaches me. *Chorus*

Wonderful grace of Jesus, Reaching the most defiled.
By its transforming power Making him God's dear child,
Purchasing peace and heaven For all eternity,
And the wonderful grace of Jesus reaches me. *Chorus*

Rocky Mountain National Park, Colorado

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Exploring America

Student Review

Exploring America Student Review (2019 Edition)
ISBN: 978-1-60999-119-7

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Literary analysis by Ray Notgrass
Cover design by Mary Evelyn McCurdy

Cover Image: *The Meeting* by C. M. Russell, 1910, Library of Congress

Printed in the United States of America

Notgrass Company
975 Roaring River Rd.
Gainesboro, TN 38562
1-800-211-8793
notgrass.com

A Note to Parents

The *Exploring America Student Review Pack* is a tool to measure your student's progress as he or she studies *Exploring America*. It includes three books: the *Student Review*, the *Quiz and Exam Book*, and an *Answer Key*. This material is intended to enhance your student's study of American history. Please do not let it become a burden. Students should focus on learning about the issues, the people, and the scope of American history, as they enjoy the literature and the primary documents and grow in their understanding of God's Word. We pray you and your student have a successful journey through the history of America!

Student Review

The *Student Review* includes review questions and literary analysis of the twelve literature titles we suggest students read as they study *Exploring America*. The material in the *Student Review* is arranged in the order in which a student will come to it as he studies the course. The assignment box at the end of each lesson in *Exploring America Part 1* and *Part 2* prompts your student to refer to the questions, commentary, and literary analysis at the appropriate time.

Review Questions. The *Student Review* includes review questions on each lesson, questions on selected readings from *American Voices*, and questions on each of the twelve literature titles. Many parents require their students to write out answers to these questions on paper or on a computer; however, that is certainly not required. Other parents and students discuss the questions orally, and some parents use them for family discussion.

Literary Analysis. We love good books. We have carefully selected the literature titles that are assigned with this course. If you want your student simply to read and enjoy the books, we think that is wonderful. If you would like them to dig a little deeper and analyze the literature, the tools for that are included in this book. As we said above, please do not let any of this material become a burden.

After this Note to Parents, we have included "Who, What, How, Why, and Why Not: A Primer for Literary Analysis of Fiction" (to be read after Lesson 15) and "What Do You Think About What He Thinks? A Primer for Analysis of Non-Fiction" (to be read after Lesson 35). Your student will be given a reminder when it is time to read these sections.

Quiz and Exam Book

The *Quiz and Exam Book* contains unit quizzes and comprehensive exams in history, English, and Bible. The assignment box at the end of each lesson in *Exploring America Part 1* and *Part 2* prompts your student to take a quiz at the end of each unit and to take the comprehensive exams six times throughout the course. Each of these exams includes material from five units. The quizzes and exams have been designed so that you can tear out one at a time and have your student write directly on that piece of paper.

Preparing for Quizzes. To prepare for a unit quiz, the student should study the review questions from the lessons in that unit which the quiz covers. The quizzes for Units 1-3 cover all five lessons; the quizzes for Units 4-30 cover the first four lessons in each unit, except that the quiz for Unit 23 only covers the first three lessons in that unit. The appropriate information is shown at the top of each quiz.

Preparing for Exams. To prepare for the comprehensive exams in history, the student should study the quizzes for the previous five units. The history exams only ask questions from the quizzes, but the exam might not phrase a question in the same way that it appears on a quiz. For the English and Bible exams, the student should study the material listed at the top of each of those exams. Some questions, especially later in the course, are subjective essay questions. These require thought and analysis of the material that the student has studied.

The exams ask the student to list from memory the Presidents they have studied to that point. The ability to list the Presidents helps a student understand the flow of American history. It is good knowledge to have. The student should probably make a list of the Presidents and work on memorizing it before taking the exam.

You might want to go over the quizzes and exams with the student before he or she takes them, at least in the early part of the course. The goal for these tests is to help the student know and understand the material, not just to have something to grade or to give the student a hoop to jump through.

Please note: There are no questions that cover readings in *American Voices* on the history quizzes and exams. The English and Bible exams do cover the literature and selected readings from *American Voices.* The material that the student should review for each exam is shown at the top of the exam page.

Answer Key

The *Answer Key* contains the answers to the review questions, Bible assignments, quizzes, and exams, as well as the answers to questions posed in the literary analysis. The number in parentheses after an answer indicates the page number on which that answer is found in *Exploring America Part 1* and *Part 2* and *American Voices*.

Who, What, How, Why, and Why Not: A Primer for Literary Analysis of Fiction

People read books. Some books (think Shakespeare, Charles Dickens, and Jane Austen) are still widely read decades and even centuries after they were written. Many, many books (think of the highly forgettable ones you see in used book sales—over and over) are a flash in the pan or are even less noticeable. What's the difference? Is it just that most people like this book and most people dislike that one? Sort of, but it is more nuanced than that.

Literary analysis is studying the parts of a work of literature (such as plot, setting, characters, and narration) to see how the author uses them to create the overall meaning of the work as a whole. Professors, teachers, students, critics, and everyday people analyze works of literature: novels, short stories, poems, and non-fiction. They think about the story or plot of the book, how it develops, the characters in the book, the words and structure that the author uses, and other elements of the work.

People who analyze literature have developed standard methods. Primarily, this involves looking for elements that are found in most literary works. The purpose of literary analysis is to understand how a piece of literature works: how the writer constructs his or her story, and why the work affects readers the way it does.

Did you ever see yourself doing literary analysis? Does the phrase "literary analysis" make washing dishes or chopping firewood seem exciting? I understand. But it is more interesting than it might sound. Think of it as finding the answers to some big questions: "What makes a story good?" "What are the building blocks of great writing?" "Why do I keep thinking about that book and want to read it again?" "What is the difference between a book you stay up late to read and one that should be re-purposed as a fire starter?" Even if you don't want to make a lifelong habit of literary analysis, as an educated person you should know the basics of how it works. It can also be kind of fun.

Literary analysis can help you appreciate the power of a work of literature. It can provide you with insights for a deeper appreciation of the next novel (or poem or history) you read. On a practical level, literary analysis is often what a classroom teacher wants students to do in order to understand a book. So literary analysis is good as long as it is a means to a good end and achieves a worthy goal. However, if literary analysis becomes an end in itself, or a way to show how much someone knows or thinks he knows about literature, or something that gets in the way of enjoying a work of literature, it no longer serves a good purpose. In other words, literary analysis has its place; but it is not the purpose of literature.

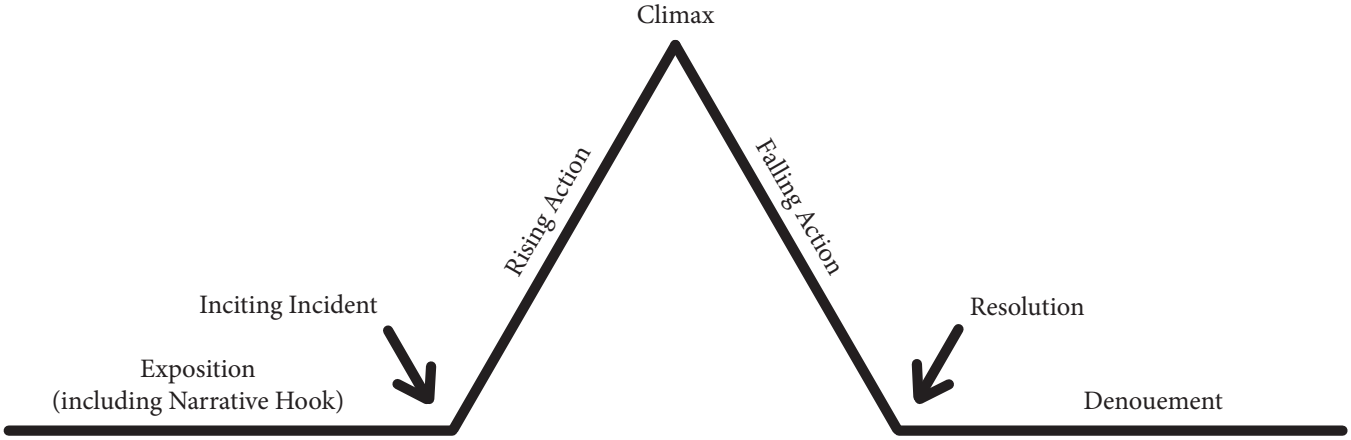
Writers do not write in order to have their work subjected to literary analysis. Nathaniel Hawthorne did not write *The Scarlet Letter*, nor did Charles Dickens write *A Tale of Two Cities*, for English teachers to analyze them to death or so that professors would have material for exams. They wrote because they had stories to tell; they wanted to connect on an emotional level with readers. These authors were successful because they did that well, and this is why their books are considered classic works of literature.

Here are some standard elements of literary analysis.

Plot

The **plot** is the story of a piece of **fiction**. Fiction is a work of imagined narrated prose, usually either a novel or a short story. The plot is what happens to make it a story.

Gustav Freytag was a nineteenth-century German novelist who found a typical pattern of plot development in Greek and Shakespearean dramas. The same pattern is found in most fictional literature. Freytag depicted it as a pyramid.



The examples below refer to *The Lion, the Witch, and the Wardrobe*.

Exposition*: laying out the situation and background, introducing the characters. (Within this element will often be a* **narrative hook***, an event or description that gets you interested in the story and wanting to read more.)* Four children come to stay in a professor's country home. The narrative hook is when Lucy finds a magic wardrobe in a back room and visits Narnia: what will happen next?

Inciting incident*:* something that gets the story moving.
Lucy meets the faun, who expresses inner conflict over what he is doing.

Rising action: building drama; each significant event is called a complication.
All four children go to Narnia, they meet the Beavers, Edmund betrays his siblings to the White Witch, and so forth.

Climax: the single key event or turning point; the moment of greatest tension.
Aslan sacrifices his life on behalf of Edmund.

Falling action: events that occur as a result of the climax.
The good and evil creatures in Narnia have a battle.

Resolution: the event in which the main issue is resolved.
Aslan's side wins. The four children are established as kings and queens.

Denouement (day-new-maw): the finishing out and tying up of the details of the story.
The four children grow up, rule Narnia, and then return to their own world.

Freytag's Pyramid is only a typical plot development. It accurately describes the plots of many pieces of fiction, but there are many variations and exceptions. Writers do not necessarily write to the Freytag Pyramid. Don't try to force a work into the pyramid if it doesn't seem to fit. In addition, people will sometimes have different ideas about what is the narrative hook, inciting incident, resolution, or even the climax in a really dramatic story.

The key question to ask about the plot of a piece of literature is, "What is the **conflict**?" What is the issue that the main character needs to resolve? Is it conflict within himself, perhaps between what he wants and what he actually has? Is it a conflict between himself and another character, or between himself and the expectations of others? Is it the conflict of wanting to reach a goal but being unable to do so? What keeps or moves the character out of stability and causes tension? The tension between Pip and Estella is one conflict in *Great Expectations*. The quest for the ring is a continuing conflict in *The Hobbit* and *The Lord of the Rings*. A skillful writer might

have several lines of conflict in a work and interweave them into a gripping **narrative**. Conflict and struggle are how we grow as persons, so the conflict in a story is an important way for us to identify with the characters in the story.

The time, place, and social environment of a story is the **setting**. The plot unfolds in these surroundings. Is the story set among the working class of early ninteenth-century England, among fishermen of first-century Israel, among slaves in the southern United States just before the Civil War, or among homeschooling families of twenty-first century America? The setting will affect what characters know, their assumptions and aspirations, and how they act and speak. The geographical setting always impacts the development of the story: isolated mountain villagers will act and speak differently from urban dwellers.

Another key element of the plot is the **structure** of the story, how it is told. A straight **chronological narrative** is simplest, but an author might want to use **flashbacks** (descriptions of events that happened earlier, out of chronological order) and **foreshadowings** (hints at things that will come later) to convey attributes of characters or particular feelings to the story.

Archetypes (ARK-eh-types) are typical or standard plot elements, such as a character on a quest, the pursuit of an elusive goal, the loss of innocence, or an initiation into a new situation. Many of America's most famous works of literature include one or more of these elements because these situations make for a good story. Everyone goes through these times or has these dreams.

Characters and Characterization

- The **characters** are the people in a story.
- The **protagonist** is the main character of the story (Jo in *Little Women*).
- The **antagonist** is the character who works against the protagonist and provides some degree of conflict (the White Witch in *The Lion, the Witch, and the Wardrobe*).
- The **confidant** is someone to whom a character reveals his thoughts and motives (Margaret plays this role for Bessy and Mr. Bell plays this role for Margaret in *North and South*).
- The mentor teaches another character about life (Marmee in *Little Women*).
- A **foil** is often a minor character who by being a contrast illuminates another character (for instance, the slick operator who serves to highlight the integrity of the protagonist).
- Other typical characters are the **hero** (Sir Percy Blakeney, the Scarlet Pimpernel), the **scapegoat** (Tom Robinson in *To Kill a Mockingbird*), and the **buddy pair** (Don Quixote and Sancho Panza).
- A **round character** is three-dimensional, one whose personality is well-developed and who has some internal struggles expressed. In other words, he is believable and realistic. David Copperfield is a round character. A **flat character** is not developed in the story (Jethro in *The Cat of Bubastes*). A **stock character** portrays a stereotypical role, such as the cruel stepmother in *Cinderella*, the slow and dimwitted policeman, or the unemotional accountant. A stock character might be round or flat. A **dynamic character** changes during the story (matures or regresses, as Margaret Hale does in *North and South*), while a **static character** does not change (Fanny in *North and South*). A good author uses each character to advance the story in some way, not just to clutter the pages.

Characterization is the way that the author reveals the nature and personality of the characters. This is how the author makes a character real. What do you learn about a character in the course of the story? How do you learn about him or her? The narrator might tell the reader about a character (**direct characterization**), or the author might reveal a character's attributes by what the character says or does (**indirect characterization**). Typical methods of indirect characterization include a character's actions and his effect on others, a character's dress and appearance, how he talks and what he says, and the thoughts he reveals. The author might convey information about a character through his interactions with others, by what others say about the character, or by discrepancies between the character's reputation and his real actions or between what he says and what he does. A narrator (and through the narrator the author) might express an evaluation of a character by comments he or she makes. If a character grows or changes, how does the author show this: insights that she gains, experiences that teach her lessons, or by demonstrating different ways of acting or speaking over the course of the story?

Conflict within a character or between characters can be distinct from conflict in the story. In *A Tale of Two Cities*, for example, the conflict between the Defarges and the other French revolutionaries on one hand and the French aristocracy on the other is different from the conflict within Sydney Carton himself. What does a character do about conflict? Does he try to escape it, does he repress it, or does he address it?

Narrative

The Narrator. Who is telling the story? One key element of the narrative is the point of view of the narrator. The narrator might be **first person**, a character in the story. A first person narrator might be a major or a minor character in the story. The character David Copperfield is the first person narrator of the Charles Dickens novel by that name; the first-person narrator Ishmael in *Moby Dick* is a relatively minor character in that book. A narrator might be **third person**, one who is not a character in the story. The narrator might be **omniscient**, meaning that he or she knows the thoughts and motives of each character, or he might be **limited omniscient**, knowing the thoughts and motives of just one person. A narrator might be **objective**, not knowing anything about the inner thoughts of the characters except what the characters themselves reveal. One way to describe an objective narrator is that he knows and conveys only what a camera sees. A rare form of narration is **second person**, by which the author describes the reader himself going through the events of the story. Another rare form of narration is the **stream of consciousness** approach, in which the narrator relates the jumble of his own (or one character's own) thoughts as they occur to him. William Faulkner's *The Sound and the Fury* is told in a stream of consciousness approach.

An author chooses the narrative approach for a reason. In *Great Expectations*, the reader has much more sympathy for Pip, the main character and first person narrator, than he would if the story were told by a third person narrator, although Dickens used third person narrators in many of his works.

Narrative Mood. What is the **mood** or **tone** of the narration? Is the narrator light-hearted, angry, skeptical, condescending, or sad and defeated? The mood of the characters might be different from the tone the author conveys. The characters might be harsh and judgmental, but the narrator could be sympathetic to the victims of the harshness. Simon Legree is a harsh character in *Uncle Tom's Cabin*; but the author/narrator Harriet Beecher Stowe is sympathetic to Tom, the target of Simon's harshness. The author might have an agenda or cause she is trying to get across through the way the book is narrated. A rare approach is the unreliable narrator

who is so prejudiced that the reader cannot trust what the narrator says and has to filter what the narrator says to determine the truth. It is possible for an author to have a tone or agenda that is different from the tone or agenda of the narrator. For instance, the author might want to condemn the lifestyle of the rich and famous. To do so he makes the narrator so fawning toward and accepting of the rich and famous that it turns the reader off. This is a subtle form of sarcasm as a tone.

Narrative Style. An author will use a particular **style**, such as formal or colloquial language, or take a logical or emotional approach to the story. Does the author use **dialog**, which is the recording of direct quotes of conversations between characters, to advance the story?

Literary Techniques. How does the author use words to tell his story? He has several tools at his disposal.

- **Imagery** is using descriptive language to convey appearance or other attributes. It is painting pictures with words. Compare "We walked between two large rocks and came to a big field" to "The narrow passage between the towering cliffs opened into a meadow lush with wildflowers."
- **Simile** is a comparison using like or as. "His encouragement was like a breath of fresh air to me."
- **Metaphor** is a comparison in which one thing is said to be another. "You are a rock of stability to me."
- **Symbolism** is the use of one thing to represent another. Literature often uses **archetypical symbols** to convey certain ideas: night often portrays mystery or evil; a mountain can represent an obstacle to overcome; winter and spring can represent death and rebirth.
- **Allegory** is an extended comparison, in which every or almost every character or event represents something else. *Animal Farm* is an allegory of the Russian Revolution.
- **Apostrophe** is addressing someone who is not present or something that is not human. "Caesar, thou are revenged" (from *Julius Caesar*, spoken after Caesar was dead).
- **Synecdoche** (sih-NEK-doh-key) is using a part for the whole. "Ten thousand feet marched down the street to an endless beat of drums" (people marched, not just feet).
- **Metonymy** (meh-TONN-eh-mi) is substituting one term for another because of the close association between the two. "The White House announced a new economic stimulus package today" (meaning the President or an administration official did so, not the physical structure at 1600 Pennsylvania Avenue in Washington, D.C.).
- **Hyperbole** is intentional overstatement. "I think of you a million times a day."
- **Litotes** (LIH-tuh-teez) is intentional understatement. "His donation to the charity was not insignificant" (meaning it was significant).
- **Irony** is a contrast between appearance and reality. Irony can be situational (a man proposing marriage to a woman in a comical setting such as being stuck in a elevator, or characters trying to keep from laughing out loud in a quiet museum), verbal (one character doing something foolish and another character saying the opposite, such as, "That was an intelligent thing to do!"), or dramatic (the reader knows more than the character does, so the reader knows that it is ironic that the character is doing this because it is fruitless or dangerous).

- **Oxymoron** (ox-ee-MORE-on) is a contradiction in terms. "The silence was deafening."
- **Paradox** is a phrase or statement that appears to be contradictory but in fact might convey a deep truth. "I know that I know nothing at all."
- **Antithesis** is putting together two opposite ideas to achieve the effect of a contrast. "It was the best of times, it was the worst of times."
- **Personification** is the giving of human traits to non-human things. "The trees waited eagerly for the rising of the sun."
- **Alliteration** is the repetition of the same initial verbal sound. "Billy bounced a ball by the backyard barbecue." To be more specific: assonance is the repetition of the same vowel sound; consonance is the repetition of the same consonant sound. Alliteration gives rhythm to a statement or phrase that can increase its emotional impact. "And the raven, never flitting, still is sitting, still is sitting/On the pallid bust of Pallas just above my chamber door."

Topic and Theme. A book will usually have a topic and a theme. These are two different attributes even though they sound similar. A **topic** is a brief description of the book, such as, "The American Revolution," "How cattle drives worked," or "Life in an early twentieth-century Appalachian community." A **theme** can usually be stated in one sentence and often expresses a universal idea that the story conveys. The theme of *The Giver*, for example, is the discovery and pursuit of truth.

How does the author deal with the conflict and the theme? The author might convey his belief that the conflict is a result of the protagonist's outdated or irrational mindset; if the character would be more open-minded, he would not have this conflict. The theme might be the privilege of the wealthy, which the author approaches with sarcasm because he thinks the wealthy ought not to have such privilege.

Your Response to the Story

As you read a work of literature, whether fiction, poetry, or non-fiction, interact with the text. Even more, interact with what the text is saying about life, or history, or whatever the topic is, and what the text says to you and about you. Are the plot and characters realistic and plausible? If they are unreal, does the author intend for them to be unreal and does this approach work? How are the characters products of their time and place and social setting and how do they transcend their setting? What is especially meaningful to you in terms of particular scenes, characters, dialog, or overall impact? How does the story make you feel, which is different from what you think about it? How does it make a difference for you?

Literary analysis is helpful when it clarifies how the author constructed the work. You can more deeply appreciate what he or she did and how the work conveys the intended message and mood. However, literary analysis can sometimes be emphasized to the point of making it seem more important than the work itself; and an analyst can come up with ideas about a work that the author never had in mind. Much of literary analysis is and should be subconscious on the part of the reader, the way we enjoy a good meal without over-analyzing all of the individual ingredients (although you should compliment the cook, and, if you are interested, ask how he or she prepared it). As you give thought to literary analysis, you can better appreciate the mental feast offered to you by what you read.

What Do You Think About What He Thinks? A Primer for Analysis of Non-Fiction

A non-fiction article, essay, or book has a different approach from a work of fiction. It will likely make an argument, teach, or convey information. Of course, a work of fiction might also be an attempt to make an argument, teach, or convey information; but non-fiction presents the information and the author's perspective in a straightforward manner. The non-fiction piece might be in the form of a story; but it is a story from real life, as in a biography.

Part of education is considering perspectives other than your own and developing your response to them. In a persuasive work, a writer has something to say that he hopes others will at least consider and perhaps agree with. Even the author of a biography writes for a purpose, not only to inform but perhaps also to convince readers about something regarding his subject: that he was instrumental in a war, or influential in Congress, or had some other significant impact.

By reading a work of non-fiction, you might be confirmed in what you believe about something or you might be convinced that you need to change your opinion. You might obtain more information that helps you have a more realistic perspective on an issue. You shouldn't fear this process. You don't want to cast aside basic truth and fall for every new idea you hear, but part of growing and maturing is gaining a more complete understanding of truth. No one has a grasp of all truth or the perfect application of that truth in every situation. Everyone can grow in some areas of life, whether that means learning more truth or learning the application of the truth you know to more situations. This process is part of growing in what the Bible calls discernment (see Hebrews 5:13-14).

A text can be any written material. We analyze every text that we read, whether it is an encyclopedia article, a book of political commentary, or an advertisement, even if only briefly and subconsciously. As with the analysis of fiction, we don't want to lose the joy of reading by over-analyzing, but it is good to do serious and conscious analysis for several reasons. Analysis will help you understand the meaning and purpose of a text; you might even discern a meaning beneath the surface. It can help you connect the text with its background, such as the time in which it was written or something about the author. You can profitably compare the text with other texts to see which are more consistent and believable. Analyzing a text can help you prove a thesis. A summary of a text is a report of its content, but an analysis of a text is an evaluation of its meaning and significance.

In analyzing a work of non-fiction, you want to ask questions of the text. You probably won't answer every question below about every text, but here are things to consider when analyzing non-fiction:

- What is the author's point or purpose?
- What is the argument he is making?
- What is the motivation for the piece? What problem does it address?
- What evidence or logic does he use to support his thesis?
- What is the context from which the author writes (time, place, point of view, background and experience)?

- What assumptions does the author bring to writing this piece?
- What words or ideas are repeated? These will often be clues to the author's point.
- What word choices seem significant? Does the author use any figures of speech to make his argument more persuasive?
- What is the structure of the text? How does the author build his argument through the work? How does the structure help make the author's point?
- What are the key passages in the work, and why are they important?
- What is surprising, odd, or troubling in the text? (These parts are likely challenging your current understanding.)
- What contradictions and inconsistencies do you find in the text?
- What assumptions do *you* bring to the text?
- Is the text convincing to you? Why or why not? (It is entirely likely that you will agree with some things and disagree with others.)
- What questions do you have after reading it? What further study do you need to do?

When you write an analysis of a non-fiction work, gather your information, impressions, and answers to these questions, then write a coherent essay that responds to the piece. Depending on the length of your essay, you will probably want to summarize the author's purpose and argument, emphasize the central points as you see them, note where you think the author is correct and where he is mistaken, and where he is effective and where he could have expressed his ideas differently. Keep in mind the nature of your assignment, what the teacher expects from you, and what the reader of your analysis needs to understand about the work you are analyzing and about your response to it.

The author whose work you have read wants you to think. Show that you have thought. Expressing your thoughts on paper indicates how well you understand what he has said and, more importantly, how well you understand your own thoughts about the subject.

Analysis of Poetry

You cannot read poetry the way you read a novel, a newspaper, a textbook, or other non-fiction writing. Poetry aims for the heart, for an emotional response, as well as for the mind. Poetry is concentrated language, so how the poem expresses thoughts is extremely important. Don't be afraid to read a poem aloud and slowly. You will probably have to read it more than once to grasp its message fully.

As you read a poem, ask these questions:

- Who is speaking? Is the poem first-person, or is it a third-person speaker?
- What is the occasion?
- Is it a monologue of one person speaking to another? Is it an elegy or a remembrance honoring the dead? Is it a lyric or an ode that meditates on a particular subject? Is it a narrative poem that tells a story?

- What is the tone, the mood, the atmosphere that the poem expresses? Does it suggest floating through the air? Is it a dirge or lament? Does it have a military beat? Does it express longing or joyful praise?
- Is the language of the poem stately, colloquial, humorous, or mysterious, or can you characterize it in another way?
- What literary techniques does the poet use (see the list in the analysis of fiction)?
- Are there important thoughts that are unexpressed in the poem, such as any background information that it assumes?
- Is it effective in generating the desired emotion, attitude, or memory in you?

Poetry traditionally utilizes the rhythm of words, called meter. The determination of meter is called scansion or scanning the lines. Traditional poetry also uses rhyme to produce a particular emotion. Rhyming can occur at the end of lines (end rhyme) or within lines (internal rhyme). Approximate rhyme uses words that sound similar but do not rhyme exactly. Blank verse has a defined rhythm but does not rhyme. Free verse does not use consistent rhyme or meter. At this point, simply take note of how the poem's use of words, rhyme, and rhythm affect you.

When you are called upon to analyze a poem, use your responses to these questions to write an essay that addresses the main points of the poem. Analysis tends to focus on the mind, but remember to include your heart-response to the poem as well.

Lesson 50

1. What does God care about more than material success?
2. What is the Bible's view of Egypt compared to secular history's view?
3. How were appearances deceiving in the case of Saul?
4. How are kings of Israel and Judah evaluated in the books of Kings and Chronicles?
5. How important is Israel in the story of the Bible and in secular history?
6. How is Rome portrayed in the book of Revelation?
7. Why is the rich young ruler a surprising figure?
8. What are some examples of success and failure in American history?
9. How might God view people and events in American history differently from the way secular historians do?
10. How do you define success?

Questions on "The Great Stone Face"

1. On what geological formation is the story based?
2. What is the main character's name? How is his name significant?
3. What prophecy was believed in the region?
4. What three figures came to the valley but were disappointments?
5. With whom did the main character feel a connection?
6. Why did the poet say he was not the fulfillment of the prophecy?
7. Who was the fulfillment of the prophecy?
8. What did this person think about being the fulfillment?
9. What does this story teach you about how to define success?
10. What does this story teach you about keeping your eyes on Jesus and becoming like Him?

Unit 11

Lesson 51

1. What eventually contributed to the breakup of the Union?
2. When and where did the idea of secession first come up in the United States?
3. What was the occupation of the majority of southern men before the Civil War?
4. What fraction of southern families owned slaves?
5. What was the key element of the southern economy?
6. Who made up the southern middle class?
7. How widespread in the South was support for slavery?
8. What petitions were presented in Congress year after year? How were they stopped?
9. What was the Wilmot Proviso?
10. What middle ground was proposed to help solve the issue of slavery in the territories?

Lesson 52

1. What development in the West heightened the question of slavery in the territories?
2. What was President Taylor's position on California statehood?
3. What did the Nashville Convention call for?
4. What were the provisions of the Compromise of 1850?

5. Who organized the compromise package and guided it through Congress?
6. What was Millard Fillmore's position on the Compromise proposals?
7. How did the Compromise pass Congress?
8. What were some objections to the Fugitive Slave Law?
9. Who won the presidential election of 1852 and what party did he represent?
10. What was the effect of the 1852 election on the Whig party?
11. Who promoted Chicago as the eastern terminus for a transcontinental railroad?
12. What was his plan regarding the organization of the Kansas and Nebraska territories?
13. What happened in Kansas Territory?
14. Who gave a speech in the Senate strongly denouncing slave interests?
15. What happened to him as a result?

Questions on "Crime Against Kansas"

1. Where does Sumner say that Kansas is located geographically?
2. What is the crime that Sumner says is being committed against Kansas?
3. What is Sumner's attitude toward Senator Andrew Butler of South Carolina?
4. How does Sumner portray Butler's loyalty to slavery?
5. What does Sumner predict about Kansas and South Carolina?

Lesson 53

1. What state did Henry Clay represent in Congress?
2. Politically, Clay was known for crafting what?
3. What Cabinet position did Clay hold?
4. What two states did Daniel Webster represent in Congress?
5. For what skill was Webster known?
6. What Cabinet position did Webster hold?
7. What state did John C. Calhoun represent in Congress?
8. Calhoun was a defender of what controversial practice?
9. What Cabinet positions did Calhoun hold?
10. What office did all three men want but never win?

Questions on the Speeches by Henry Clay, Daniel Webster, and John C. Calhoun

1. What does Clay say is his country?
2. Who does Clay say will be guilty if blood is spilled?
3. What does Webster say is impossible to conceive?
4. Instead of talk about secession, what does Webster encourage?
5. What does Calhoun say is the cause for the danger to the Union?
6. How does Calhoun say the Union can be preserved?

Lesson 54

1. What was the Ostend Manifesto?
2. Who was elected President in 1856 and what party did he represent?
3. Who was the main opposition in the election, and what party did he represent?
4. Describe the Dred Scott case.
5. Summarize the Supreme Court's decision in the Dred Scott case.
6. What was the effect of the Dred Scott decision?

7. In what contest and in what year did the Lincoln-Douglas debates take place?
8. What was the outcome of that contest between Lincoln and Douglas?
9. On what did John Brown lead a raid in October of 1859?
10. List the first fifteen Presidents of the United States in order.

Questions on the "House Divided Speech"

1. When did Lincoln give this speech?
2. If the country cannot remain divided, what does Lincoln say will happen?
3. What does he say is the tendency of the country?
4. Lincoln says that Douglas, if he is not a dead lion, is what?
5. How confident is Lincoln of victory?

Lesson 55

1. What are some ways in which people differ from one another?
2. How might differences be a source of conflict?
3. How can differences be a source of strength?
4. What major ethnic and religious difference did Christ bridge?
5. Why are Christians able to have unity?
6. What are some differences in which at least one person is wrong?
7. How should Christians handle having different gifts and talents?
8. How does Romans 14 say that Christians should handle differences in matters of opinion?
9. Why is it difficult to apply this passage today?
10. How can unity among Christians be a powerful message to the world?

Questions on *Uncle Tom's Cabin*

1. Who is Mr. Shelby?
2. Who is Uncle Tom?
3. Who is Eliza?
4. Who is Augustine St. Claire?
5. Who is Simon Legree?
6. What are some of the attitudes displayed by white southerners in the book?
7. What are some of the attitudes displayed by white northerners in the book?
8. What are the attitudes of slaves displayed in the book?
9. What impact do you think that Stowe wanted her book to have?
10. What is Stowe's attitude toward a society that tolerates slavery?
11. What are the author's suggestions for dealing with slavery?

Literary Analysis—*Uncle Tom's Cabin* by Harriet Beecher Stowe

What do you think about slavery? Do you believe that the race-based slavery once practiced in the United States was wrong? Does it trouble you that the Bible does not speak strongly against slavery but only regulates its practice? If you believe that states in our country have the right to deal with issues that are not specifically assigned to the Federal government by the Constitution, were states justified in accepting slavery before it was outlawed by the Thirteenth Amendment? Can you imagine owning another human being as a piece of property?

Whatever you think about slavery, step back into the mid-1800s when slavery was practiced in the United States and the subject was hotly debated throughout the country. Were slave states (and non-slave states and other countries that benefited from their labor) truly dependent on

the peculiar institution for their economic well-being? Should slavery have been allowed in the territories and in any new states that might be formed? Could the white race and the black race live together peaceably?

Then, in the midst of that cauldron of political, social, moral, and spiritual debate, a story in serial form appeared in an abolitionist journal and subsequently was published as a novel. The book exposed the realities of slavery and put the issue in personal terms. Slaves were real persons, with names and families. Slave owners were real persons also, which meant that some were kind, others were detached, and still others were cruel. Everyone, from an innocent child to a cruel slave hunter, was affected by the institution of slavery. What was the nation to do?

Uncle Tom's Cabin is probably the most influential novel ever to be published in the United States. It forced people to confront the meaning of slavery for the country and for every person affected by it, which meant every person in the country. Harriet Beecher Stowe wrote the book in great measure as a response to the Fugitive Slave Act of 1850, which forbade giving assistance to runaway slaves and required all citizens to assist in capturing and returning runaways. That law, however, was only the culmination of a long-running controversy over slavery, a controversy that eventually led to disunion and war.

This is a difficult book to read. It is difficult because through it all, over every scene, hangs the heavy specter of slavery. But then, that is how life was in the United States in the 1850s. Hanging over every political debate was the issue of slavery. Hanging over the conscience of a growing number of Americans was the burden of slavery. Most important, hanging over the lives of some four million human beings in this country was the reality that they were slaves themselves. Reading about slavery, difficult as it is, is a far cry from being a slave.

The topic of the book is expressed in its subtitle, "Life among the lowly." It showed northern white readers what slavery was really like so that they would be moved to work for its abolition. The theme is that slavery is bad. Even in "good" situations, with owners such as Arthur Shelby and Augustine St. Claire who are kindly and not cruel, slaves are victims. Slavery not only treats other humans as beasts; it has a negative effect on slave owners, who become uncaring and sometimes become beastly themselves.

Plot. The novel has two plot lines. The central characters are two slaves who are sold by a Kentucky slaveholder in order to pay off his debts. Uncle Tom goes with the slave trafficker in a docile manner, committed as he is to living a submitted Christian life. Tom endures the vagaries of his life that are brought on by the actions of his different owners and is eventually killed by the hateful actions of his final owner. The other slave who is sold, Eliza, escapes with her young son by a daring flight across the Ohio River. She is cared for by various people in the North, while enduring skepticism by some people and the pursuit of slave hunters. She is reunited with her husband and they begin a new life in Canada.

The narrative hook is the selling of the slaves on the Shelby plantation. The inciting incident is Eliza's escape, which symbolizes the conflict over slavery. She makes the transition from slavery to freedom with great difficulty by crossing the Ohio River, which was the border between the slave state of Kentucky and the free states to the north of it. The climax is the confrontation between Tom and the cruel Simon Legree, which results in Tom's death. Each plot line has a resolution. Eliza and her husband are reunited with family members on their way north. Young George Shelby frees his slaves on what had been his father's plantation in Kentucky and points to Tom's cabin as a reminder of Tom's goodness and commitment to Christ.

Conflict exists on several fronts, primarily with the conflict between slaves and slave owners. Slaves also have conflict with slave hunters. Several whites have conflicts within themselves, such as Augustine St. Claire and the northern legislator who dislikes slavery but lacks the political courage to take a clear stand for abolition. The conflict between Uncle Tom and Simon Legree is deadly.

Characters and Characterization. Tom is the central protagonist in the book. Eliza and George are also protagonists. The leading antagonists are the slave owners and slave hunters. Even the kindly slave owners are antagonists because they keep the slaves from being free. Eva St. Claire is a confidant for Tom in their conversations.

Some characters are round and well-developed. We know a great deal about Uncle Tom's internal thoughts and struggles. Augustine St. Claire is perhaps the most complicated character in the book. He is thoughtful, but he is in anguish about slavery. He decries it, but he is unwilling to do anything about it because his lifestyle depends on his owning slaves. Does he care about people, or is he a hypocrite? Tom Loker is a ruthless slave hunter who is wounded, then he is cared for by Quakers. Having a change of heart, he begins to works against slavery.

Many characters are fairly flat and stereotypical. They are what you would expect from people in those roles. For instance, the wives of slave owners are haughty and uncaring. Legree is the embodiment of evil. The more important question, however, is whether these characters are believable to any significant extent; and I believe they are. All of the characters represent people who filled various roles with regard to slavery, such as those who own slaves, those who mistreat slaves, those who help slaves, and those who are well-meaning but leave slaves in their plight. It is this last group whom Stowe wants to move to action.

Characterization takes place both indirectly, as we see what characters do and say, and directly by the narrator's comments and descriptions. Stowe leaves little doubt as to where characters stand on the issue of slavery.

Narrator. The narrator is third person omniscient. The mood or tone is one of sadness about the practice of slavery that builds to a resolve to do something about it. One literary technique that the author uses is melodrama, which is a style of drama or literature that seeks to bring about an emotional response to dramatic scenes. The death of young Eva St. Claire is the most vivid example of this technique. Eliza's escape across the icy Ohio River is melodramatic, but Stowe claims that such an escape actually took place. The author is appealing to the reader's emotions to generate a response about slavery. The author also sprinkles her narrative with direct comments to the reader, ending in the last chapter ("Concluding Remarks"), all of which emphasize her desire to elicit a response. However, Stowe has some prejudiced ideas about blacks; and her proposed solution to slavery of sending freed slaves to Liberia is unrealistic and avoids the question of whether blacks and whites can live in peace together in the United States.

Other Issues. Symbolism. Identifying elements in a work that are symbols of other things can be tricky and subjective, but some elements of *Uncle Tom's Cabin* do serve to symbolize major points. For instance, it is no coincidence that the escaped slaves who move ever further north obtain freedom and ever-greater hope and are treated more humanely, while the enslaved Tom moves ever further south and becomes increasingly dehumanized and hopeless in this life even to the point of losing his life. Faithful Tom, dying at the hands of his evil oppressor because Tom did what was right, is a Christ-figure, as is Eva St. Claire, who dies in innocent youth and has a redeeming effect on others. Tom Loker symbolizes the change that Stowe wants her readers to experience, going from one who profits from slaves to one who works to end slavery. The closing scene of Uncle Tom's empty cabin symbolizes the sadness of slavery and specifically Tom's death but also the hope that all slave cabins would one day be emptied when slavery is abolished.

Christianity. The supernatural is an important element of the book. When Eliza is crossing the Ohio River, she is imbued with "strength such as God gives only to the desperate." Tom and Eva have visions of better things that give them hope. By contrast, Simon Legree is terrified by what he thinks is a vision of ghosts. The Quakers let their faith lead them to action. The larger question is how Christian Americans will see slavery after reading the book. Will they continue to condone slavery, or will their faith move them to action? A comfortable neglect of the issue is

not an option that Stowe wishes to leave open to people.

Women. Slave women are strong and decisive. Some southern women are detached and even cruel. Women in the Underground Railroad are dedicated servants who help fugitive slaves. Significantly, it was a concerned woman who cared enough to write the book. All this was true at a time when women could not vote. They could only seek to influence men to do the right thing in their roles as family and political leaders.

Your Response. This was Stowe's whole purpose. She says in her "Concluding Remarks" that she wants all people to "feel right," that is, to have the right thoughts and emotions about slavery that will prompt action. She wants people to pray. She wants people to take up the cause of helping freed slaves become educated so that they can move to Liberia and establish a successful nation. She warns of God's judgment coming upon the church and the nations for failing to act in justice and mercy.

Injustice is around us today. The current term for the practice is human trafficking. Will we stand idly by, or will we put our faith into practice to help right wrongs and to take action to help people receive justice and mercy?

Assignment

Write a one-paragraph character sketch of one of the main characters in *Uncle Tom's Cabin*.

Unit 12

Lesson 56

1. What were the key issues in the slavery debate?
2. What happened at the 1860 Democratic National Convention, and who were the party's nominees?
3. Where was the 1860 Republican convention held, and who was its nominee?
4. Why was William Seward not nominated by the Republicans?
5. Who was the fourth national candidate for President, and what party did he represent?
6. What political experience did Abraham Lincoln have before 1860?
7. Who won the 1860 presidential election?
8. What action did South Carolina take after the election?
9. What other states followed suit?
10. Where was the Confederate government formed, and who was chosen to lead it?

Questions on the Constitution of the Confederate States of America and the "Cornerstone Speech"

1. What did the Confederate Constitution say about the importation of slaves?
2. What did the Confederate Constitution say about guaranteeing slavery in the states and any future territories?
3. What did Alexander Stephens say about internal improvements in the Confederacy?
4. What arrangement did the new Confederate government have about Cabinet members and heads of executive departments?
5. What did Stephens say was the cornerstone on which the Confederate government rested?

Unit 20

Lesson 96

1. Who were the three main candidates for President in 1912 and what party did each represent?
2. What two positions had Woodrow Wilson held immediately before becoming President?
3. How did Congress change the tariff during Wilson's presidency?
4. What new tax did Congress enact to get more revenue?
5. What banking system was created in 1913?
6. What new commission was formed to oversee companies involved in interstate commerce?
7. Tumultuous events in what western hemisphere country dominated Wilson's foreign policy during his first term as President?
8. Who was Wilson's Secretary of State for most of Wilson's first term?
9. Against whom did Wilson run in 1916?
10. What phrase did the Democrats use about Wilson in the 1916 campaign?

Lesson 97

1. What were three factors contributing to an explosive situation in Europe?
2. What were the opposing alliances that had formed in Europe?
3. What was the spark that erupted into a world war?
4. What was the long-running military aspect of the war?
5. What was the original American position on the war?
6. How was American public opinion divided regarding the combatant nations?
7. What policy of Germany challenged American neutrality?
8. What British passenger liner was sunk on May 7, 1915?
9. Why did Secretary of State Bryan resign?
10. What did Wilson say that he wanted to see?

Lesson 98

1. What was the Zimmerman telegram?
2. When did the United States formally enter the war?
3. Who led the first American forces to Europe?
4. How did the U.S. get more men to become soldiers?
5. What programs were instituted on the home front to help the war effort?
6. What steps did the government take to influence and control public opinion?
7. How did Russia conclude its participation in the war?
8. What was Wilson's plan, revealed in January of 1918, for settling war issues?
9. What was the date when the war ended?
10. Who was the greatest individual hero of the war?

Lesson 99

1. What partisan steps did Wilson take concerning preparations for peace?
2. How was Wilson received when he went to Europe?
3. Who were the three leaders of other nations who influenced the treaty negotiations most?
4. What expectations did Wilson have to contend with as negotiations began?
5. What were the feelings of the Allied leaders about how to treat Germany?

6. What was Wilson's main agenda item for the treaty and the peace?
7. How was Germany punished by the terms of the treaty?
8. What did Wilson do to make sure that the League of Nations was included in the treaty?
9. What was the proposed structure of the League of Nations?
10. What complaints were voiced in America about the treaty?
11. How did Senate Republicans respond to the treaty?
12. What happened to Wilson while he was trying to build public support for the treaty?
13. What happened to the Treaty of Versailles in the Senate?
14. What problems did the U.S. face after the war?

Lesson 100

1. How did people come to live in various parts of the earth?
2. How did people come to speak various languages?
3. What emphasis does the Bible make on racial divisions?
4. How did the Jews categorize people?
5. Who were the Samaritans?
6. How did Jesus look at people?
7. What does the Greek word translated "nations" in Matthew 28:19 mean?
8. What was the first step in taking the gospel to all nations?
9. In what kind of churches is the Christian faith most alive in China?
10. What did Christians give to children in Nigeria that helped to save Christians' lives later?

Unit 21

Lesson 101

1. Who were the Democratic and Republican presidential nominees in 1920?
2. Who were the vice presidential nominees?
3. What were some of the scandals that took place during the Harding Administration?
4. What were some actions favorable to business that took place during Harding's term?
5. Who were the two major party candidates in 1924?
6. What farm pricing system did the McNairy-Haugen Bill propose?
7. What complicated war debt and reparation payments?
8. What eventually happened with war debt and reparation payments?
9. What treaties did the Washington Armaments Conference lead to?
10. What did the Kellogg-Briand Pact (or the Treaty of Paris) call for?

Lesson 102

1. How much did the U.S. population grow over the decade of the 1920s?
2. What population shift was first indicated in 1920?
3. What changes in immigration laws were made in the 1920s?
4. What were some of the reasons for these changes?
5. What was the reaction to these changes?
6. What sources of energy grew during the decade?

7. How did the strength of unions change during the 1920s?
8. How did automobile ownership increase during the 1920s?
9. How much did radio grow during the decade?
10. What was the first talking movie?

Lesson 103

1. What was "the noble experiment"?
2. What happened to it?
3. What happened to the sale and consumption of liquor during Prohibition?
4. What kind of people became involved in the liquor business?
5. What living pattern change did the black population undergo during this period?
6. What group to help blacks was founded in 1910?
7. Who was the leading proponent of black nationalism?
8. What group's rebirth troubled blacks, Jews, Catholics, and other minorities?
9. The Great War touched off what attitude in many young people during the 1920s?
10. What scientific theories challenged the traditional way of looking at the world?

Lesson 104

1. Who were the two major party candidates for President in 1928?
2. What two issues swirled around the Democratic nominee?
3. What long-term impact in the party came from the Democratic nominee's candidacy?
4. What did the Agricultural Marketing Act do?
5. Name two of the factors that led to the stock market crash and depression in 1929.
6. What date known as Black Tuesday saw a 13 percent loss of value in the stock market?
7. What did the Hawley-Smoot Bill do, and how did it affect the nation's recovery?
8. What did the Reconstruction Finance Corporation do?
9. What did the Bonus Expeditionary Force want?
10. Who led the break-up of the Bonus Army's camp?

Lesson 105

1. What was strongly challenged and strongly defended during the 1920s?
2. What did the 1925 Butler Act in Tennessee forbid?
3. What group proposed a challenge to the Butler Act?
4. Where was the test case held?
5. Who was the teacher charged with violating the Butler Act?
6. Who were the two lead attorneys in the case?
7. What was the highlight of the trial?
8. What was the outcome of the trial and its appeal?
9. What happened to Bryan after the trial?
10. What work misrepresented what happened in the trial?

Questions on *Miracle in the Hills*

1. What resolve did Mary make to the Lord when she was five years old?
2. What did a person have to do for Mrs. Sloop to give him or her a Bible?
3. What did Mrs. Sloop see as a tragic practice for adolescents that she worked to discourage?
4. How did Mrs. Sloop finance sending girls to school in another town?
5. On what issue did the Crossnore community have a close vote?

Exploring America

Quiz and Exam Book

Exploring America Quiz and Exam Book (2019 Edition)
ISBN: 978-1-60999-121-0

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Cover Image: Young women studying on the campus of the Saxon Mills school, Spartanburg, South Carolina, 1918, Goldsberry Collection / Library of Congress

Printed in the United States of America

Notgrass Company
975 Roaring River Rd.
Gainesboro, TN 38562
1-800-211-8793
notgrass.com

Quiz on Unit 11

Review the Student Review questions on Lessons 51-54.

Matching, Part 1

_____ 1. Discovery of gold	A. Battleground for proslavery and antislavery forces
_____ 2. Ostend Manifesto	B. A proposed ban on slavery in territory acquired from Mexico
_____ 3. Popular sovereignty	C. A collection of provisions organized by Henry Clay to avoid disunion
_____ 4. Sectionalism	D. Called for the right to take slaves into all the territories
_____ 5. Gag rule	E. The forbidding in the House of Representatives of petitions regarding the abolition of slavery in the District of Columbia
_____ 6. Nashville Convention	F. The tendency of people in different parts of the country to have different and often conflicting views
_____ 7. Wilmot Proviso	G. An expression of U.S. interest in buying Cuba
_____ 8. Kansas Territory	H. Letting settlers in a territory decide for themselves whether or not to admit slavery
_____ 9. Compromise of 1850	I. 1848 event in California that heightened the debate over slavery in the territories
_____ 10. Fugitive Slave Law	J. Part of the Compromise of 1850 to which many northerners objected

quiz continued on the next page

Matching, Part 2

_____ 11. James Buchanan	K. Slave who lost a Supreme Court decision
_____ 12. John Brown	L. Republican presidential candidate in 1856
_____ 13. John C. Calhoun	M. Gifted orator, senator from Massachusetts
_____ 14. Henry Clay	N. Made vicious speech against slave interests
_____ 15. Stephen Douglas	O. The "Great Compromiser," senator from Kentucky
_____ 16. Millard Fillmore	P. Became President after Taylor's death, supported the Compromise of 1850
_____ 17. John C. Fremont	Q. Senator from Illinois, debated Lincoln
_____ 18. Dred Scott	R. Senator from South Carolina, defended slavery
_____ 19. Charles Sumner	S. Democrat elected President in 1856
_____ 20. Daniel Webster	T. Led raid against Harper's Ferry arsenal

Quiz on Unit 20

Review the Student Review questions on Lessons 96-99.

Matching

_____ 1. Federal Reserve System	A. Wilson's plan for settling war issues
_____ 2. Theodore Roosevelt	B. His assassination led to the Great War
_____ 3. Zimmerman Telegram	C. Formed to oversee companies involved in interstate commerce
_____ 4. Mexico	D. Rejected by the Senate
_____ 5. John J. Pershing	E. Republican nominee for President in 1916
_____ 6. Fourteen Points	F. Governor of New Jersey before becoming President
_____ 7. Charles Evans Hughes	G. Long-running military aspect of the Great War
_____ 8. Archduke Francis Ferdinand	H. German practice that challenged U.S. neutrality
_____ 9. League of Nations	I. Secretary of State for most of Wilson's first term
_____ 10. Treaty of Versailles	J. Enabled by the 16th Amendment, enacted by Congress
_____ 11. Reparations	K. British passenger liner sunk on May 7, 1915
_____ 12. Neutrality	L. Greatest individual hero of the Great War
_____ 13. Submarine warfare	M. American position when the Great War began
_____ 14. Trench warfare	N. 1912 Progressive Party presidential nominee
_____ 15. Personal income tax	O. Wilson's main objective at Versailles
_____ 16. Woodrow Wilson	P. Leader of the first American forces in Europe
_____ 17. William Jennings Bryan	Q. German overture to Mexico to fight against the U.S.
_____ 18. *Lusitania*	R. What Germany had to pay to victorious nations
_____ 19. Federal Trade Commission	S. Banking system begun in 1913
_____ 20. Alvin York	T. Dominated foreign policy in Wilson's first term

History Exam on Units 16-20

Review the quizzes on Units 16-20.

1. The main purpose of the Interstate Commerce Act was to regulate what industry? 1. _____

2. What is the term for the policy of using gold and silver as the standard for money? 2. _____

3. What was the third party formed in the early 1890s primarily by farmers who felt overlooked by the Republicans and Democrats? 3. _____

4. Who was the President assassinated in 1881 and succeeded by Chester Arthur? 4. _____

5. What term was used to describe southern Democrats after Reconstruction? 5. _____

6. Who was a pioneer in catalog sales? 6. _____

7. Who was the wealthiest leader in the oil industry? 7. _____

8. What is the name for a chartered business that is considered a legal person? 8. _____

9. Who was the black educator who founded Tuskegee Institute and accepted social segregation and discrimination? 9. _____

10. What Wisconsin Senator was a leading spokesman for Progressivism? 10. _____

11. What was the 1896 Supreme Court decision that upheld the practice of separate but equal facilities for blacks and whites? 11. _____

exam continued on the next page

12. What is the term used for journalists and authors who exposed the abuses and failings of American life? 12. _____

13. John Dewey was influential in what field? 13. _____

14. What was the movement that brought speakers and entertainment to many towns and cities? 14. _____

15. What term was given to the practice of Theodore Roosevelt's Administration of filing suits to break up business trusts? 15. _____

16. Who is the President most associated with encouraging the construction of the Panama Canal? 16. _____

17. What is the banking system begun in 1913? 17. _____

18. What was the British passenger liner sunk on May 7, 1915? 18. _____

19. What treaty that had been negotiated to end the Great War was defeated by the U.S. Senate? 19. _____

20. Who was the Secretary of State for most of Wilson's first term? 20. _____

English Exam on Units 16-20

This exam is based on the books In His Steps, Up from Slavery, *and* Mama's Bank Account. *Write a well-worded paragraph of about 75 words on each of the following subjects. You might want to review the literary analysis of these books in the Student Review.*

1. Based on your reading of *In His Steps*, what do you see as some of the costs and blessings of doing what you believe Jesus would do in every situation regardless of the consequences?

2. Based on your reading of *Up from Slavery*, what were some of the struggles that Booker T. Washington endured and overcame?

exam continued on the next page

3. Based on your reading of *Mama's Bank Account,* what are some of the benefits of having a parent you can respect and count on?

Bible Exam on Units 16-20

1. *During these units you read these hymns: "Let the Lower Lights Be Burning," "More Holiness Give Me," "Hallelujah! What a Savior!" "Blessed Assurance," "Tell Me the Story of Jesus," "A Wonderful Savior," and "O Master, Let Me Walk with Thee." Go back and re-read these hymns if necessary. Choose one and write a 100-word paragraph that tells why the message of the hymn is especially meaningful to you and how it helps your faith.*

exam continued on the next page

2. *In Lesson 85, we discussed how the social gospel movement attempted to put the message of Jesus into action to help people with their physical needs. However, more extreme proponents left behind teachings about personal salvation. Write a 100-word paragraph that expresses what you believe is the proper balance between helping others in their everyday lives and helping them become and grow as Christians. Cite Scripture in your paragraph.*

If you are a parent or teacher who needs quick access to the answer key, this is the file for you!

However...

If you are a student using this to cheat on a quiz or exam, stop!

Cheating won't help you in the long run.

Exploring America

Guide for Parents and Answer Key

Exploring America Guide for Parents and Answer Key (2019 Edition)
ISBN: 978-1-60999-117-3

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Cover design by Mary Evelyn McCurdy

Printed in the United States of America

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Guide for Parents Using *Exploring America*

Exploring America provides material for one entire school year in three subjects: American history, English, and Bible. To complete one credit in American history, one credit in English, and one credit in Bible, the student must read the text in *Exploring America Part 1* and *Part 2* and complete the weekly and daily assignments as they are given in those volumes.

Students should complete each day's assignments on that day. The actual time spent on each subject on a given day will vary, but you should allow your student about 2 1/2 to 3 hours per day to complete all the assignments.

We believe that you are in charge of your child's education and that you know best how to use this material to educate your child. We provide you with tools and instructions, but we encourage you to tailor them to fit your child's interests and abilities and your family's situation and philosophy. You might need to experiment with the curriculum for two or three weeks to know how your student can use it most effectively in your situation. Being able to do this is one of the benefits of homeschooling!

Course Descriptions

You can use the following course descriptions as you develop your school records, produce a high school transcript, or report grades.

American History. The student will survey American history from the time of the Native Americans and first European explorers to the administration of Barack Obama. The course discusses actions and developments on the national level, especially involving the Federal government, as well as issues and events in American culture. The course places special emphasis on the role of slavery and subsequent racial issues in American history. The student will read a significant number of original documents and speeches while studying the narrative of lessons.

English (American Literature and Composition). The student will read classic works of American literature, from *The Scarlet Letter* to *The Giver*. The literature includes novels, short stories, essays, autobiographies, memoirs, poetry, and hymns. How the literature reflects the historical settings of the works is a particular emphasis. The student also has several writing assignments. Historical issues in the various periods of American history are the basis of many writing assignments. The writing assignments take several forms, including essays, editorials, speeches, and letters. The curriculum assigns a research paper in the second half of the course (see page xii in *Part 1*). *Note: You also have the option of assigning other kinds of projects for each unit as alternatives to writing. You will need to decide how often your student will complete a writing assignment and how often he or she will complete another project.*

Bible: Issues in American Christianity. The student will examine developments in American religious history, from the role of religion in the founding of the colonies to contemporary moral and spiritual issues such as abortion and evolution. The student will study American religious movements such as the First and Second Great Awakenings, Fundamentalism, and religious groups founded in America. The student will also study how religion and spirituality have played a role in the unfolding of American history. Bible studies bring Biblical teachings to bear on the historical issues discussed.

Student Review Pack

The Student Review Pack has a great deal of material that you might find helpful for increasing your student's understanding of the course and for giving you a way to know and grade your student's grasp of the content. It is an optional supplement that contains the following three components.

The Student Review includes review questions on each lesson and on some of the readings from American Voices as well as literary analysis of the books assigned in the curriculum. (The literary analysis is also available on our website through the link given on page vi.)

The Quiz and Exam Book has a history quiz to be taken at the end of each unit. In addition, after every five units, it has a history exam, an English exam, and a Bible exam. This makes a total of six exams in each subject over the course of the year.

The Answer Key contains answers for the Bible study activities at the end of the lessons, for all of the lesson and literature review questions, and for the quizzes and exams.

Suggestions for Grading

To earn credit in American history, English, and Bible, the student should complete the assignments listed on the second page of each unit introduction and at the end of each lesson, except for the *Student Review*, which is optional. A weekly assignment checklist is available on our website.

You have several activities that you can include in arriving at a grade for each subject. These activities include: Bible memory work; unit projects (writing assignments and hands-on projects); review questions for each lesson, for the readings in *American Voices*, and for the literature selections; unit quizzes on history; and exams every five weeks on history, English, and Bible. You can give equal weight to each element, or you might choose to give different weight to each component.

Depending on the chosen topic, you might choose to grade some of the weekly writing assignments as history or Bible assignments instead of as English assignments. You might choose to grade some of the readings in *American Voices* as Bible assignments when they deal with topics that are related to Bible study. You might also count some of the literature titles as English or Bible work. For instance, you might count *Co. Aytch* and *Up From Slavery* as reading for history. You might count *In His Steps* and *Miracle in the Hills* as part of the Bible credit.

Grades are usually assigned on a percentage basis for an individual assignment and as letter grades for a semester on the basis of the cumulative assignment grades. We recommend giving an A if the average weighted grade is 90% or above, a B for 80-89%, a C for 70-79%, and a D for 60-69%.

If your child consistently gets grades lower than 60%, you might need to evaluate his readiness to study a course with this level of difficulty. On the other hand, you might need to adjust your expectations. You might consider an additional grading element based on your perception of your child's overall grasp of the material. This is another advantage of homeschooling: you can judge how well your child understands the material and how he or she is growing from the study in ways that are not reflected by test and assignment scores.

We designed this curriculum to cover what we believe a high school student should learn about American history. Helping a student pass a CLEP or AP test was not our primary goal. However, this course provides a good foundation for preparing for those tests, combined with one of the test preparation books that are available.

Teaching Writing

The three most important activities to help students write well are reading good writing, writing as frequently as possible, and having his or her writing critiqued by an experienced writer or teacher.

You can find many aids to help you in teaching writing. The Online Writing Lab from Purdue University is an excellent source that is available on the Internet. We have found *The Elements of Style* by William Strunk Jr. and E. B. White to be concise and helpful. This book is available from Notgrass Company and many other sources.

Other resources that have been recommended to us include *The Elegant Essay* by Lesha Myers, *Format Writing* by Frode Jensen, *Writing Skills* by Diana Hanbury King, and *Teaching the Essay* and *Teaching the Research Paper* by Robin Finley. The Institute for Excellence in Writing offers comprehensive instructional courses, and Reconciliation Press offers writing instruction services. These suggestions are offered as resources you can investigate. We do not endorse one program over another.

Grading Writing Assignments

Teaching writing skills can sometimes feel more like an art than a science. We know good writing when we read it, but trying to explain why we like it is like trying to explain why we like a particular flavor of ice cream. Good writing engages the reader and makes him or her want to keep reading. It covers the subject well and uses proper mechanics (spelling, grammar, and punctuation). Good writing informs, inspires, and sometimes challenges the reader. Above all, good writing says something of significance.

Because defining good writing is difficult, giving a grade to a writing assignment can be somewhat subjective. What is the difference, for example, between an A paper and a B paper? One student might write the best that he or she can, and it still might not be as good as what another student writes with less effort. What grade should you assign to each student's work? In addition, how can the grades you give reflect a student's improvement over the course of a year? After all, we hope that the student will be writing better at the end of the year than at the beginning.

A grade for a writing assignment usually has two elements: one is mechanics, and the other is coverage of the subject matter. Noting errors in spelling and punctuation is relatively easy. Misused words and awkward sentences might be more difficult to detect. The most difficult part of grading is determining whether or not the paper is organized well and covers the topic adequately.

Beginning with the highest possible grade of 100, you might want to take a point off for every misspelled word, punctuation error, or grammatical error. An awkward sentence might count two or three points off. A paragraph that does not flow well or have a clear purpose might cost five to eight points. You can also consider whether the paper is well-expressed but has mechanical errors as opposed to its being poorly expressed but mechanically good. We suggest not giving a grade on the writing assignment until the student submits the final version of the assignment. Use the rough draft as a teaching opportunity.

It is fair to have higher expectations later in the course. Also, if a student has numerous mechanical or grammatical errors in a paper, covering the paper with red ink might do more harm than good. Instead, focus on what appear to be the three most serious or common mistakes and don't worry about the rest at that point. When the student has corrected these problems, move on to other problems to correct in later papers.

The website of the College Board, which administers the SAT and CLEP examinations, has an Essay Scoring Guide that its graders use. On their website, you can read this guide and also read sample essays and see why those essays received the scores they did. In addition, the National Assessment of Educational Progress program of the U.S. Department of Education has information available online about its writing assessment.

You will probably find it helpful to have someone outside your family read one or more of your student's essays and give constructive feedback at some point during the school year.

Maps and Timelines

If you want map resources to supplement your study of *Exploring America*, consider *Uncle Josh's Outline Map Book* or *Uncle Josh's Outline Map Collection CD-ROM* from Geography Matters. Other available resources are the *maps.com United States History Atlas*, the *Hammond Atlas of United States History*, and *U.S. History Map Activities* by Walch Education.

Timelines of U.S. history are available from Geography Matters and other publishers. You might consider creating your own timeline in the format that works best for you, such as a chart, successive pages in a book, or a long sheet you can post on a wall.

Notes About the Literature

These are the twelve books we chose for the English component of *Exploring America:*

- Units 2-3: *The Scarlet Letter*
- Units 6-7: *Narrative of the Life of David Crockett*
- Unit 8: *Narrative of the Life of Frederick Douglass*
- Units 9-11: *Uncle Tom's Cabin*
- Units 12-13: *Co. Aytch* (pronounced Company "H")
- Unit 15: *Humorous Stories and Sketches*
- Units 16-17: *In His Steps*
- Unit 18: *Up From Slavery*
- Unit 19: *Mama's Bank Account*
- Units 20-21: *Miracle in the Hills*
- Units 22-23: *To Kill a Mockingbird*
- Unit 27: *The Giver*

We chose literature that is upbuilding, that won't assault your faith or sense of decency. Some of the books we included have words or ideas with which you will be uncomfortable (as we are). We want to let you know about them in case you want to do some editing before your child reads the books or in case you want to substitute another book. You might want a parent to read a book aloud to the student and skip over inappropriate words. Our family has done that with several of these books.

However you decide to use them, we believe that the overall impact of these books for good outweighs the use of inappropriate words. A few of the books use the derogatory form of Negro, which we do not use or encourage but which was the cultural practice in the settings of those books. The editions listed below are the ones that are available from Notgrass Company.

The Scarlet Letter (Dover)

This novel begins with an act of adultery having already taken place. The book focuses on what happens in the community and with individuals as a result of that sin. There are no graphic scenes or suggestive language.

Narrative of the Life of David Crockett (University of Nebraska)

The book has several references to drinking and getting drunk (pages 30, 42, 150, 153). It also has graphic descriptions of the horrors of war (pages 88-89, 105, 109-110, 122) and two uses of expletives (pages 39, 95).

Narrative of the Life of Frederick Douglass (Dover)

This book includes a few expletives, some written as d— (pages 4, 15, 53, 56, 57, 58, 74). It also refers to sexual exploitation of slaves (page 31).

Uncle Tom's Cabin (Dover)

The Lord's name or an abbreviation of it is used as an exclamation numerous times. The treatment that Tom receives at the hands of Simon Legree is quite brutal.

Co. Aytch (Touchstone/Simon & Schuster)

Many of the descriptions of injuries and death in battle are quite graphic. This book has several expletives or uses of the Lord's name as an exclamation (pages 16, 25, 39, 49, 64, 67, 72, 92-93, 103, 123, 157, 164, 166-169, 174, 204, 226, 234, 238). It also has a suggestive joke on page 75.

Miracle in the Hills (McGraw-Hill)

Mrs. Sloop expresses a few ideas with which we disagree, including: acceptance of the belief that the earth was formed over millions of years, the use of demeaning terms for African Americans, compulsory school attendance laws, and a resistance to corporal punishment.

To Kill a Mockingbird (Warner Books)

This book has several uses of the derogatory form of Negro, several uses of the Lord's name as an exclamation (especially harsh ones on pages 194 and 274), a few references to women as whores or sluts, and several instances of the h-word and the d-word. Other expletives or questionable topics are found on pages 5, 54-55, 128, and 161. A key element of the latter part of the book is a white girl accusing a black man of assaulting her.

To Kill a Mockingbird deals with difficult subjects such as racism, rape, and other sinful attitudes and actions. It helps readers understand the social environment in the South in the early 20th century, but it does so quite realistically. This is a good book for parents to read aloud to the family, or at least to discuss with their children.

The Giver (Laurel Leaf/Random House)

This novel describes a community that appears to be perfect but in fact is not. It contains a brief reference to a boy beginning to feel "stirrings" toward a girl, and this is handled by his parents giving him pills. Older persons are "released," and this is found to mean that they are euthanized. The father of the main character is a nurturer of newborns, and he is found to have taken the life of a baby that is not thriving.

Alternate Literature Selections

If you choose not to use one or more of the books that we suggest for this curriculum, here are some other titles for you to consider:

- Instead of *The Scarlet Letter*, you might use *Calico Bush* by Rachel Field. This 1932 Newbery Honor book is set in northern Maine in 1743.
- Instead of *Narrative of the Life of David Crockett*, you might use one of James Fenimore Cooper's novels.
- Instead of *Narrative of the Life of Frederick Douglass*, you might use *Carry On, Mr. Bowditch* by Jean Lee Latham. This 1956 Newbery Medal book is an historical novel about the career of an American who developed important navigational tools.
- Instead of *Co. Aytch*, you might use *Across Five Aprils* by Irene Hunt. This 1965 Newbery Honor book is set during the Civil War.
- Any of the *Little House* series by Laura Ingalls Wilder would be excellent for learning about life on the American frontier in the late 1800s.
- *Sgt. York: His Life, Legend, and Legacy* by John Perry is a good account by a Christian writer about the World War I hero's entire life. The book contains two curse words, both in quotations by people other than York.
- Instead of *To Kill a Mockingbird*, you might use *Roll of Thunder, Hear My Cry*, by Mildred Taylor. This 1977 Newbery Medal book is set in Mississippi in the 1930s.

For links to other resources, a unit assignment checklist, and ideas for using this curriculum n a co-op or other group, visit:

notgrass.com/ealinks

Exploring America Answer Key

The number in parentheses after an answer indicates the page number on which that answer is found in the text. An AV before the page number indicates that the answer is found on that page in American Voices.

Unit 1

Lesson 1

1. What are four reasons for studying history? *History is our story; history helps us understand the present; history helps us learn from the past; God teaches us that history is important. (3-5)*
2. What are some ways in which studying history helps you know more about yourself? *We are descendants of immigrants; we are influenced by the section of the country in which we live; our grandparents' experiences influenced our parents and they influence us. (3-4)*
3. How does learning about both heroes and charlatans help us? *We are ennobled by those who have done good and convicted by those who have done wrong. (4)*
4. How does history help us to evaluate what we hear from the media today? *It helps us see that we have faced and survived other serious crises, that today's products may someday be only memories, and that today's brilliance may be tomorrow's nonsense. (4)*
5. What did George Santayana say about people who cannot remember the past? *They are condemned to repeat it. (5)*
6. How are the abolitionist movement and the pro-life movement parallel? *They both have stood for ideas that are out of the mainstream. (5)*
7. What are some incidents in Scripture that show that history is important to God? *Moses' reminders to the Israelites about events during their journey; Joshua's reminders of the Israelites' history; the Levites' prayer after the captives had returned from captivity; Stephen's defense before the Jewish leaders (5,6)*
8. What was one purpose of the annual festivals that God commanded Israel to observe? *To help their history be personal and help Israel stay faithful (6)*
9. How is the timing of Jesus' coming presented in the Bible? *At a specific time in history (6)*
10. God is working out His plan for human history until when? *Until time on earth ends and eternity begins (6)*

Questions on "Knowing History and Knowing Who We Are"

1. What did McCullough mean when he said that no one has ever lived in the past? *People never think of themselves as living in the past. Everyone lives in the present—their present. (AV 394)*
2. What information did the student at the University of Missouri learn from McCullough? *That all of the thirteen original colonies were on the east coast (AV 396)*
3. What did McCullough say we need to know in order to know who we are and where we are headed? *We have to know who we were. (AV 397)*
4. Where did McCullough say that the teaching and the appreciation of history should begin? *At home (AV 397)*
5. What did Abigail Adams say would have been unpardonable in John Quincy Adams? *For him to turn out to be a blockhead with all of the opportunities he had had (AV 400)*

Lesson 2

1. The hand of God guides, blesses, protects, and chastens. What are four other threads that weave through the story of America? *Expansion, power and control, a mixture of good and evil, ethnocentricity (7,8)*
2. In what four ways has America expanded? *Geographic, cultural, intellectual, personal rights (7)*
3. What are some of the prices that have been paid for American expansion? *As America has expanded, Native Americans have been treated shamefully. Economic expansion came at the expense of slaves. (8)*
4. What are some examples of the exercise of power and control in American history? *People immigrated so they could own property and businesses. Blacks had few rights because of the desire of whites to control. Political parties want to control government. (8)*
5. What are some examples of people and events being a mixture of good and evil? *Bill Clinton helped economic growth but was a moral failure. Industrial growth helped people materially, but workers suffered. (8)*
6. What is ethnocentricity? *The tendency of a people to see their ways as better than others. (8)*
7. What does the phrase "the fabric of history" mean? *Lives and events are connected with what happened yesterday and they influence what will happen tomorrow. (10)*
8. Why do we see the same issues over and over again? *Because people are the same as they have always been. (10)*
9. In what sense does history not repeat itself? *Every situation is unique in some way. (10)*
10. What does learning from the patterns of history help us do? *It helps us to live well in today's world. (10)*

Lesson 3

1. In the English village of Notgrove in 1491, was the emphasis on change or continuity? *Continuity (11-12)*
2. What was the most powerful agent for control in Medieval Europe? *Religion (11)*
3. Did most people in the Middle Ages accept or deny God's rule over the affairs of mankind? *They accepted it. (12)*
4. How did the European thought world change its view of God's will? *It changed from seeing the accepted order of things as God's will to seeing the search for new possibilities as God's will. (12)*
5. What term that means rebirth is given to the period of change, examination, exploration, and artistic expression that followed the Middle Ages? *Renaissance (12)*
6. How did the Crusades affect Europe? *They introduced the geography, cultures, and riches of the East to Europe. (12)*
7. Name two reasons that Europeans wanted to find a water route to the East. *To obtains spices and other luxuries; to avoid dealing with the Arabs (13)*
8. How did the people we call Native Americans get to the western hemisphere? *It is traditionally thought that they crossed over a land bridge at the Bering Strait that no longer exists. They may have come by boat. (13)*
9. What civilization emerged in what is now Mexico about 1300 AD? *Aztec (14)*
10. What is meant by the term "push and pull forces" as related to people movements? *Forces that cause people movements. Push forces (such as war and famine) drive people out of their homelands, while pull forces (such as the opportunity for land or gold) pull people to new lands. (15)*

Lesson 4

1. The rulers of what country sponsored Christopher Columbus' first voyage? *Spain (16)*
2. What two miscalculations did Columbus make in planning his first voyage? *He thought the earth was smaller than it is, and he didn't count on another land mass lying between Europe and Asia (16)*
3. What did the Pope and a treaty between Spain and Portugal provide for? *The division of the world into two areas that Spain and Portugal could explore and claim (17)*
4. Whose crew sailed around the world? *Magellan (18)*
5. What Spanish explorer led the conquest of the Aztecs? *Cortes (18)*
6. What was the first permanent European settlement in what would become the United States? *St. Augustine (18)*
7. What were three goals for Spanish exploration in the western hemisphere? *To control the region; to extract gold and other riches and send them back to Spain; to find a water route to Asia (19)*
8. What European country was the dominant power in the western hemisphere until well after the English began to form colonies? *Spain (19)*
9. What European explorer came to North America earlier than Columbus? *Leif Ericson (18)*
10. What was the impact of European exploration on Native Americans? *Native Americans were taught the gospel; but they were also decimated by diseases and wars of conquest that the Europeans brought. (17, 20)*

Bible Assignment: Write down three ways that the spiritual worldview of Europeans might have been affected by the explorations of Columbus. *The world was bigger and more complex than they realized. Many people in the world had never even heard of Christ. Pagan practices of the indigenous people could have led the Europeans to reevaluate some of their own barbaric practices. Other answers possible.*

Lesson 5

1. What does the term worldview mean? *A person's understanding of the world in which he or she lives. (21)*
2. What factors influence a person's worldview? *Beliefs, experiences, ideals (22)*
3. What are some examples of fundamentally different worldviews? *People who believe in God versus those who believe in gods; humans as physical objects versus humans as having a spiritual nature; cyclical view versus a belief that history is heading toward a day of judgment (22-23)*
4. How might the different worldviews of Protestants and Catholics lead to different interpretations of the Protestant Reformation? *Protestants might see it as a positive event while Catholics might see it as a tragedy. (21)*
5. How might different worldviews lead people to see the civil rights movement differently? *Some might see it as an attempt by people to gain their legitimate rights, while others might see it as a subversive Communist plot. (22)*
6. What are some current issues that people might see differently if they have different worldviews? *Whether someone should have an abortion (21); the responsibility people have to care for the earth (23); whether a dad should take a challenging promotion that will cost his family significantly (23); other answers possible*
7. What monumental events have affected the worldview of the typical American today? *Answers will vary, but they might include: Pearl Harbor; the September 11, 2001 terrorist attacks; participation in war; or personal loss (such as experiencing an abortion or having a daughter experience one).*
8. What are some elements of a God-centered worldview? *Belief that God made the world and sustains it, that man is specially created in God's image, that God is guiding the events of history, that all should be done to honor Christ, that God has given us standards*

of right and wrong, that all people will stand before God in final judgment, and that God's ultimate will will be accomplished (23)

9. Name four elements of your worldview that determine what you think is right in a given situation. *What you value, what you believe to be the truth, the worth you give to people, what you believe is God's will (23)*
10. What is God's purpose for the created world? *To give honor to Christ (23)*

Bible Assignment: What are three points you think might be effective in opening the door to sharing the gospel with an unbeliever? *Answers will vary.*

Quiz on Unit 1

1. True (4); 2. True (8-9); 3. False (8); 4. True (6); 5. True (8); 6. True (5); 7. False (12-13); 8. True (12); 9. False (13); 10. False (13); 11. False (16); 12. True (18); 13. False (19); 14. True (18); 15. False (21); 16. Rebirth (12); 17. Leif Ericson (18); 18. He thought it was smaller than it is (16); 19. Send it back to Spain (19); 20. St. Augustine (18)

Unit 2

Lesson 6

1. What was the Roman Catholic Church's relationship to secular governments in medieval Europe? *The Roman Catholic Church was a wealthy, powerful institution that exerted considerable influence over kings and politics (27-28)*
2. What was a particularly questionable practice of the Roman Catholic Church, and what did it involve? *The selling of indulgences, by which a contribution to the church was said to release a soul from purgatory (28)*
3. What priest and scholar challenged this practice? *Martin Luther (28)*
4. What do we call the points of debate he raised about this practice? *95 Theses (28)*
5. When did he announce these points of debate? *1517 (28)*
6. What emphasis did Luther make in his teaching that was a reaction to the Catholic teaching of salvation by works? *An emphasis on salvation by faith in Christ (28)*
7. How did Luther make it possible for the average person to know the Bible? *He translated the Bible into German. (29)*
8. What happened in European politics as a result of the Reformation? *Conflicts erupted within countries between Protestants and Catholics, and wars erupted between Catholic monarchies and Protestant monarchies. (29)*
9. What English ruler broke with Rome and established the Church of England? *Henry VIII (30)*
10. How did the Protestant Reformation affect exploration and political thought? *Lands conquered by the Spanish became Catholic, and lands conquered by the English accepted religious diversity. (31)*

Lesson 7

1. Who sailed to a "new founde land" for England in 1497? *John Cabot (32)*
2. What did Henry VIII do to be rid of his first wife? *He broke with the Pope and declared himself to be the head of the church in England so he could have the marriage annulled. (33)*
3. How were Mary and Elizabeth I related to Henry VIII? *They were daughters by different wives. (33)*
4. What was the first English attempt to establish a colony in North America? *Roanoke (33)*
5. What happened to this colony? *The settlers disappeared for unknown reasons. (33)*
6. Who became king of England when Elizabeth I died? *James I (34)*
7. What is the idea of the divine right of kings? *The idea that God places kings on their thrones and thus their decisions cannot be questioned (34)*
8. What three factors encouraged English efforts at colonization? *Joint-stock companies financed foreign exploration and trade, the philosophy of mercantilism encouraged government support of business and trade, and the enclosure movement left many rural people in need of a place to live. (34-35)*
9. Define mercantilism. *The idea that government should actively help business, especially in foreign trade and in establishing overseas colonies (34)*
10. What country did England defeat in a sea battle and thus increase her power in world affairs? *Spain (34)*

Bible Assignment: List three ways in which you believe that traditional beliefs or practices of some churches are not in keeping with God's commandments. *Answers will vary.*

Lesson 8

1. What was the first permanent English settlement in North America, and when was it founded? *Jamestown, 1607 (36)*
2. What purposes for the colony were stated in its charter? *To establish a colony and to spread the gospel (36-37)*
3. What two landmark events for America took place in this colony? *A representative assembly for government, and the introduction of black servants (37-38)*
4. Define Puritans and Separatists. *Puritans wanted to reform the Church of England, while Separatists wanted to practice their faith outside of the Church of England. (38)*

5. Which of these two groups settled Plymouth, and which group settled Massachusetts Bay? *Separatists settled Plymouth, and Puritans settled Massachusetts Bay. (38-39)*
6. What is the significance of the Massachusetts Bay charter for American self-government? *Control of the colony was given to members of the company who lived in America, not England. (39)*
7. What colony did Roger Williams begin? *Rhode Island (39-40)*
8. Who led the founding of the Connecticut colony? *Thomas Hooker (40)*
9. What colony was intended to be a haven for persecuted Catholics? *Maryland (41)*
10. What colonies were named for Charles II? *North and South Carolina (41)*
11. From what country did England take the colony that became New York? *The Netherlands (41)*
12. What religious group is associated with the founding of Pennsylvania? *Quakers (42)*
13. What is the Mason-Dixon line? *The border between Pennsylvania and Maryland (39)*
14. What were the original purposes for the colony of Georgia? *To be an economic venture, to be a buffer between the other English colonies and Spanish-controlled Florida, to be a model society, to give debtors in England a new start, and to be a haven for persecuted believers in Europe (43)*
15. What country posed the only serious threat to English control of North America? *France (40)*

Bible Assignment: What are three ways in which English colonists could have shown respect for Native Americans while seeking to evangelize them? *By treating them as fellow human beings made in God's image. By admitting that their cultural differences were not necessarily wrong. By showing appreciation for their knowledge and assistance. Other answers possible.*

Lesson 9

1. What were the most common reasons for people to come from Europe to America? *To get a new start and to do more with their lives; to have religious freedom; to seek power and wealth; slaves were brought against their will. (44)*
2. What was the most common occupation of the colonists? *Farming (45)*
3. What were the three steps in learning and practicing a trade? *To be an apprentice, then a journeyman, then a craftsman (45)*
4. How did the availability of land and labor differ between England and America? *In England, land was scarce and labor was abundant; in America, land was abundant and labor was scarce. (45)*
5. What was an indentured servant? *Someone who hired himself to work for another person for a set period of time. (46)*
6. What were some limits on women's social and political rights? *Women could not vote, preach, hold office, go to college, testify in court or serve on juries, or own property apart from their husbands (46)*
7. What were some differences that developed among the colonies in different regions of America? *New England had small farms, more tradesmen, and more involvement in trade, shipping, and fishing. The southern colonies had mostly large plantations and were the most dependent on slavery. The middle colonies had a mixture of farming, large landowners, and trades; and the middle colonies had a mixture including small farms and towns and cities with markets for craftsmen and those engaged in overseas commerce. (47-48)*
8. Which area had the greatest interest in education? *New England (47)*
9. Why were English accents different in the different regions of America? *Because people who settled in different regions of America generally came from different regions of the British Isles where the accents were different (44)*
10. Briefly characterize relationships between English settlers and Native Americans. *It was a mixture. Some colonists treated the Indians well and wanted to trade with them and teach them the gospel, while other settlers abused Indians and wanted them out of the way. Some Indian tribes adapted to the settlers, while other tribes fought against the colonists.(48-49)*

Lesson 10

1. What was the generally understood role of religion in society in the colonies? *Religion was of utmost importance. The idea of church and state being separated was foreign to most colonists. (50)*
2. What was the Half-Way Covenant? *The Half-Way Covenant allowed children of non-church members partial status as church members. (51)*
3. What was the dominant theology in the colonies? *Calvinism (51)*
4. What was the predominant form of religious practice in the colonies? *Anglican (51)*
5. How did witchcraft arise in Salem, Massachusetts? *Apparently from the influence of a slave from the West Indies who practiced witchcraft (52)*
6. What was the legal outcome of all the fears and accusations regarding witches in Salem? *Twenty people were executed as witches. (52)*
7. What were the two sides in the English Civil War? *The Royalists (Cavaliers) and the Puritans (Roundheads) (53)*
8. Who became Lord Protector of England? *Oliver Cromwell (53)*
9. Why were William and Mary asked to rule England? *To prevent the Catholic James II and his son from ruling England (53)*

10. What is the significance of how they were asked? *Parliament asked William and Mary to rule, which meant that the English monarch ruled with the permission of Parliament. (54)*

Questions on the *Bay Psalm Book* and the *New England Primer*

1. What was the first book printed in America? *The Bay Psalm Book (AV 6)*
2. In the *New England Primer*, what subject matter was used in the couplets to teach the alphabet? *Lessons from the Bible and moral teachings (AV 8)*

Bible Assignment: Read Acts 2:37-41 and 1 Corinthians 12:13. On what is membership in the Lord's church to be based? *On the true conversion of individuals and their obedience to Biblical instructions. Read Galatians 5:19-21 and 6:1-4.* What should Christians and church leaders do when they discover that church members are practicing witchcraft or committing other sins? *Christians and church leaders should approach such people lovingly and teach them the truth.*

Quiz on Unit 2

1. d (28); 2. a (28); 3. b (33); 4. c (32); 5. d (33); 6. c (33); 7. c (34); 8. d (34); 9. a (34); 10. c (36-38); 11. b (38); 12. c (39); 13. b (39-40); 14. d (41); 15. a (41-42); 16. a (46); 17. a (45); 18. c (51); 19. b (53); 20. b (54)

Unit 3

Lesson 11

1. Why is this period of history called the Enlightenment? *Many scientists and philosophers believed they were being enlightened as to the true nature of the world. (57)*
2. What did Copernicus establish in his studies? *He demonstrated that the earth orbits around the sun. (57)*
3. How did Copernicus and Galileo challenge traditional Catholic teaching? *The Catholic church taught that the sun orbits the earth; Copernicus and Galileo showed that this was not the case. (57-59)*
4. What did Isaac Newton establish in his studies? *That the world operates on the basis of regular scientific laws, such as gravity (57-58)*
5. How did some scientists and philosophers interpret these discoveries in relation to the will of God? *They interpreted these discoveries to mean that scientific laws were the real basis for the operation of the universe, not the will of God. (58)*
6. In what two ways did John Locke apply natural law to human society? *He said that people and societies could be changed by education and the application of reason and that political power rested with the people on the basis of social contracts, not with kings. (58-59)*
7. What new thinking emerged in the Enlightenment about kings and government? *That hereditary monarchy was not a rational form of government (59)*
8. How did the Enlightenment challenge traditional thinking about God and religion? *Enlightenment thought held that faith was not scientific or rational. (59)*
9. What new ideas arose during the Enlightenment about man? *Man was moved to the center of science and world affairs. (57)*
10. How have modern events challenged Enlightenment ideas? *Studies of the atom and of the universe; the realities of such things as love, joy, and hope; and the calamities of war, the Holocaust, and Communism in the twentieth century all challenged a strictly rational approach to life. (60)*

Lesson 12

1. What issue was fundamental in leading to the American Revolution? *Who held power in the colonies and how the colonies were to be governed (62)*
2. Who had ultimate political authority in the colonies at first? *The king and appointed governors (63)*
3. Who made up the governor's council of advisors? *Wealthy colonists who were appointed by the king (62)*
4. Who was allowed to vote for assembly members? *Free males who owned a certain amount of property (63)*
5. What was the difference of view over the source of power for colonial assemblies? *The British government believed that the assemblies ruled by the permission of the king, while colonists believed that the assemblies ruled by the consent of the governed. (63)*
6. What administrative change angered New Englanders? *The creation of the Dominion of New England to govern the region from London (64)*
7. How was the situation resolved? *The governor was imprisoned and the colonies resumed their former way of governing. (64)*
8. For what was John Peter Zenger put on trial? *Seditious libel for printing criticism of the royal governor in his newspaper. (64)*
9. What was the outcome of the trial and its impact on freedom of the press? *Zenger was found not guilty, and the verdict encouraged colonial newspapers to publish more criticism of public officials. (64)*
10. What were the issues involved in Bacon's Rebellion? *Constant threat of Indian attack, conflict over western settlement policy, growing willingness of colonists to defy governmental authority (65)*

Lesson 13

1. What area in North America was disputed by France and England? *The area between the Great Lakes and the Ohio River (66)*
2. What colonial militia officer tried to push the French from Fort Duquesne? *George Washington (67)*
3. What British fort was built where Fort Duquesne was burned? *Fort Pitt (67)*
4. What Canadian cities did British forces capture? *Quebec and Montreal (67)*

5. What happened to thousands of French-speaking Acadians who were forced out of Nova Scotia? *They made their way to New Orleans (and came to be called Cajuns). (68)*
6. After the French and Indian War, what country controlled Louisiana? *Spain (68)*
7. After the French and Indian War, what country controlled Florida? *Great Britain (68)*
8. How did Great Britain try to pay for the war's expenses in America? *By raising taxes on the colonies (68)*
9. What did France do a few years after losing the war? *France helped the United States in the Revolutionary War against England. (68)*
10. What was the purpose of the Albany Plan of Union? *To make sure that the colonies fought together under the leadership of the king. (68)*

Bible Assignment: Write down how these passages either support or differ from Edwards' main point: Micah 7:18 *says that God delights to show mercy, but Edwards seemed to say that God delights in sending people to hell.* Matthew 7:22-27 *describes people who go through the motions of religious activity but are not truly following Christ.* Mark 9:42-50—*Jesus teaches that the disobedient will be lost in eternal punishment.* John 3:16 *emphasizes God's love in sending Jesus so that people do not have to perish.* Romans 1:18 *reminds us that God has wrath against ungodliness.* Hebrews 12:25-29 *teaches that God is a consuming fire.*

Lesson 14

1. How was life in the American colonies similar to that in England? *Same language and culture, same legal system, same trades and social classes; belief in representative government and individual rights; upper class American sons often educated in England; colonists saw selves as subjects of the crown. (71)*
2. How was it different? *No royalty in America; Americans envisioned new possibilities for their lives; the frontier experience, including log cabins and Indian skirmishes (71)*
3. What British policies irritated the colonists? *The standing army in the colonies, with troops quartered in private homes. (70)*
4. Give some examples of laws passed by Parliament in the years after the French and Indian War. *Royal control over laws passed by colonial assemblies, writs of assistance, colonies not allowed to print money, new taxes passed. (72-73)*
5. What was the Proclamation of 1763? *The king forbade any settlement by English subjects west of the crest of the Appalachian Mountains. (73)*
6. Why did the proclamation frustrate the colonists? *Many colonists wanted to settle the western region. They thought that they had fought the French and Indian War to be able to do so, but now it was forbidden. (73)*
7. Why did many colonists oppose taxes on domestic activities within the colonies passed by Parliament? *They believed that such taxes were wrong and could not be enacted by Parliament. (73)*
8. What was the Boston Massacre? *A confrontation between Boston citizens and British soldiers. (74)*
9. Why did Americans oppose the Tea Act? *Because it allowed the East India Company to dump cheap tea onto the colonial market, thus making the colonies dependent on the British company for tea. (75)*
10. What did the First Continental Congress meet to oppose? *The Coercive or Intolerable Acts (75)*

Bible Assignment: Read Nehemiah chapter 8. What did the Jews need to do in order to return to God's pattern? *They needed to listen to God's Word, seek to understand it, and put it into practice (e.g., celebrating the Feast of Booths).*

Lesson 15

1. How did religious practices change in the American colonies from their founding to the mid-1700s? *A general decline. Factors included worldliness and church becoming a social institution, rough and tumble lifestyle of western settlements. (77)*
2. What two English ministers mentioned in the lesson helped bring about a spiritual revival in England? *George Whitefield, John Wesley (78)*
3. What was the Great Awakening? *A revival movement in the American colonies (78)*
4. What American preacher was recognized as the leading preacher of the Great Awakening? *Jonathan Edwards (78-79)*
5. Why did some churches begin to oppose revivalist preaching? *They felt threatened when evangelists described churches as dead and preachers as unconverted. (78)*
6. Over what issue did some denominations divide? *Whether to endorse the revival or not. (78)*
7. What was one direction taken by theological liberals? *The formation of Unitarian and Universalist churches. (78)*
8. What kind of institutions were begun to train ministers? Give some examples. *Colleges; Princeton, Columbia, Brown, Rutgers, and Dartmouth (79)*
9. How did the Great Awakening help to mold a particularly American expression of the Christian faith? *Revivalist preaching, multifaceted Christianity, individual decisions, hope for the millennium (79-80)*
10. What need did the Great Awakening reveal? *The need for spiritual revival (77)*

Questions on *The Scarlet Letter*

1. What tone is set by the essay, "The Customs House"? *A dark, sad, and musty tone*
2. What is the significance of the essay to the novel itself? *Hawthorne tells how he got the idea for the story.*
3. What wrong attitudes did the people of the community demonstrate toward Hester? *They were hateful and unforgiving toward her.*

4. Describe Pearl, Hester's daughter. *Pearl was strong-willed. Some thought that she was a devil-child as retribution for the sin which conceived her.*
5. What did Roger Chillingworth take as his life purpose? *To find out the secrets of Arthur Dimmesdale's life and to seek revenge for what he had done with Hester.*
6. Who was the father of Hester's child? *Dimmesdale*
7. In what ways were people mistaken about the character of Dimmesdale? *They believed that he could do no wrong. They thought he was strong but in fact he was weak.* How did Dimmesdale try to atone for his sin? *He carved an A on his chest and stood on the scaffold at night.*
8. What did Hester and Dimmesdale plan to do? *They planned to run away to Europe together.*
9. What happened to Dimmesdale? *He died before he was able to leave the community.*
10. What happened to Chillingworth? *He died within a year of Dimmesdale's death and left an inheritance for Pearl.*
11. What happened to Pearl? *She moved to Europe and was not directly heard from again.*
12. What happened to Hester? *She left for many years; but later she returned to the community, helped many people, and died there.*
13. What does the novel say about Puritan New England? *It shows the failings of a community that was supposedly built on faith in Christ.*
14. Why was the identity of Pearl's father such a non-issue to many in the community? *Their focus was on Hester's sin. One key factor might have been that men were leaders of the community.*
15. What does the book say about the effect of sin that is confessed as opposed to sin that is kept hidden? *Hester was able to admit her responsibility for her sin and move on in her life. Dimmesdale kept his sin hidden and it eventually destroyed him.*
16. How did Hester show strength of character despite her sin? *She took the responsibility for rearing Pearl; she helped others; she did not strike back when others reviled her.*
17. Why do you think Hester didn't simply leave the community? *Among the possible answers are: She loved Arthur and wanted to be near him; life outside of the community would have been even more difficult.*

Literary Analysis of *The Scarlet Letter*
Narrator: *the teller of the story*
Tone: *the mood in which the story is presented (i.e., light-hearted, angry, wistful, etc.)*
Protagonist: *the central character*
Climax: *the single key event or turning point in the* ***story;*** *the moment of greatest tension.*
Resolution: *the event in which the main issue is resolved.*

Quiz on Unit 3
1. a (59-60); 2. b (58-59); 3. d (63); 4. c (63); 5. b (66-67); 6. a (68); 7. c (74); 8. b (75); 9. a (78); 10. d (78)

Unit 4

Lesson 16

1. How did King George III react to colonial resistance to British laws? *He declared the colonies to be in a state of rebellion. (83)*
2. Who gave the speech that ended, "Give me liberty, or give me death"? *Patrick Henry (83)*
3. Why did British troops move out of Boston on April 18, 1775? *To arrest Sam Adams and John Hancock and to seize a stockpile of patriot weapons (83)*
4. What did Paul Revere, William Dawes, and Samuel Prescott do? *They tried to warn Adams, Hancock, and militiamen in Lexington and Concord. (83-84)*
5. What was the outcome of the conflict at Lexington and Concord? *The British troops were defeated and retreated back into Boston. (84)*
6. Whom did the Second Continental Congress appoint as Commander of the Continental Army? *George Washington (84)*
7. Which side won the Battle of Breed's Hill (Bunker Hill)? *The British (though at a high cost) (84)*
8. What two documents were adopted by the Continental Congress in July 1775? *The Olive Branch Petition and the Declaration of the Causes and Necessity of Taking Up Arms (84-85)*
9. What was the purpose of the Olive Branch Petition? *To assure King George III of the colonies' continued loyalty (84)*
10. What did the "Declaration of the Causes . . ." explain? *Why the colonies were justified in standing up for their rights and resisting the actions of the British government (85)*

Bible Assignment: List an argument for and an argument against the American Revolution based on Scripture. *For: Political rulers are accountable for their actions, and lower officials have a responsibility to take action when higher officials are guilty of misconduct. Against: Christians should not use violence to gain political freedom. Other answers possible.* List three ways that God brought good out of the Revolution. *Making government in the United States more responsive to the local situation. Providing people the freedom to worship as they desired without the threat of government hindrance or restriction. Opportunities for people from around the world to find better lives in America. Other answers possible.*

Lesson 17

1. Who wrote "Common Sense"? *Thomas Paine (87)*
2. Who was the principal writer of the Declaration of Independence? *Thomas Jefferson (87)*
3. What happened in Congress on July 2, 1776? *Congress adopted Lee's resolution that the colonies were free and independent states. (87)*
4. What happened in Congress on July 4, 1776? *Congress adopted the Declaration of Independence. (88)*

5. The Declaration of Independence was an example of what philosophy or thought world? *Enlightenment thinking (88)*
6. What did the colonies risk by declaring independence? *They risked everything. They were considered rebels and traitors. They faced execution if their cause failed. (89)*
7. The grievances listed in the Declaration of Independence were directed against what part of the British government? *The king (88)*
8. What was the primary difference between the Olive Branch Petition and the Declaration of Independence? *The Olive Branch Petition sought reconciliation with the king, while the Declaration of Independence stated the colonies' break with the king. (84,88)*
9. According to John Adams, what was the division of public opinion in the colonies about revolution? *One-third wanted to remain with Britain, one-third wanted independence, and one-third was unsure and waiting to be convinced. (88)*
10. What were the nicknames of the two political parties in Britain? *Tories and Whigs (89)*

Lesson 18

1. What were the advantages for the British going into war with their American colonies? *Britain was the most industrialized nation in the world; it was a wealthy country; it had a strong navy and an experienced, victorious army. (91)*
2. What were the disadvantages for the American colonies? *Smaller population, no standing army, small navy, untrained militia, not a strong central government, some weak colonial governments, no strong national currency, soldiers poorly paid and equipped (91)*
3. What was a key element of British strategy in the war? *To control the major cities and divide New England from the rest of the colonies (91)*
4. What is the significance of Valley Forge? *Washington's army camped there in difficult conditions during the severe winter of 1777-1778. (92)*
5. Name who won these battles:
    a. New York City *British (91)*
    b. Trenton, New Jersey *Americans (92)*
    c. Kaskaskia, Illinois *Americans (93)*
    d. Camden, South Carolina *British (93)*
    e. King's Mountain, South Carolina *Americans (93)*
6. What was the turning point of the war and why? *The surrender of Burgoyne's British forces at Saratoga. It was a victory for the United States and it brought France into the war on the side of the U.S. (92-93)*
7. What was the turning point of the war in the South? *The Battle of King's Mountain (93)*
8. Cornwallis surrendered to Washington at Yorktown, Virginia. On what date did he surrender? *October 19, 1781 (94)*
9. What factors in the overall prosecution of the war worked against the British? *Poor military leaders, fighting far from home, tenuous supply lines, the failure of British diplomacy with the American colonies (95)*
10. What factors helped the Americans? *Washington's leadership, American soldiers fought better, they were on their home soil, the developing consciousness of being Americans, assistance from France (95)*

Lesson 19

1. How did Americans and their property suffer during the Revolutionary War? *Families suffered the absence and loss of many husbands, fathers, and sons; property was destroyed in battle and by the movement of armies. (97)*
2. How was the American Revolution a civil war? *The U.S. population was divided, with many colonists remaining loyal to Britain and eventually leaving the United States. (97)*
3. From what categories of people did many in the U.S. remain loyal to Britain? *Colonial government office-holders, Anglican clergy, some businessmen, and many small farmers (97)*
4. What elements of American life were stable and what was disrupted during the war? *Government and society were relatively stable, but the economy was severely disrupted. (97)*
5. How was western settlement affected by the outcome of the War for Independence? *It was encouraged by the American victory. (98)*
6. Who led thousands of settlers through the Cumberland Gap? *Daniel Boone (98)*
7. What economic opportunities did America offer that Great Britain did not? *More opportunity for land ownership, the building of wealth, and the need for skilled craftsmen; work opportunities beyond being servants and indentured servants. (98)*
8. What did many state constitutions written in the 1780s provide? *Bills of rights, expanded right to vote (97)*
9. What was the first governing document of the United States? *The Articles of Confederation (99)*
10. What was a major issue that delayed the ratification of this document by all of the states? *Disposition of western lands (99)*

Questions on the Articles of Confederation

1. Into what relationship did the states enter through the Articles? *A firm league of friendship (AV 49)*
2. How many representatives did each state have in Congress under the Articles? *Between two and seven (AV 50)*
3. How did voting take place under the Articles? *By states, with each state having one vote (AV 50)*
4. How many states had to vote to support a war? *Nine (AV 53)*

Lesson 20

1. How does the eye of faith see the world's history of wars and the rise and fall of nations? *As the work of God (101)*
2. According to the Bible, why did Rehoboam rebel against the Davidic dynasty of Israel? *It was a turn of events from the Lord. (101-102)*
3. According to the Bible, why did Shishak of Egypt attack Israel? *Because Israel had been unfaithful to the Lord (102)*
4. What did the Lord call Cyrus, the leader of Persia? *His shepherd and His anointed (102)*
5. Does God create and guide only monarchies? *No, He creates republics and democracies also. (102-103)*
6. How should we interpret historical events after the time of the Bible? *By using principles we find in the Bible (104)*
7. How long do the plans of God's heart stand? *From generation to generation (104)*
8. What should we think if things happen that we don't like or that we think are not good? *We should realize that God is still in charge. (104)*
9. Who causes the rise and fall of nations? *God (104)*

Quiz on Unit 4

1. b (83); 2. b (84); 3. c (84); 4. b (87, 92); 5. d (87); 6. b (88); 7. b (87-88); 8. a (92); 9. a (92-93); 10. a (93); 11. c (94); 12. c (97); 13. a (95); 14. c (98); 15. d (97); 16. d (97); 17. a (98); 18. b (99); 19. a (98); 20. d (99)

Unit 5

Lesson 21

1. What were four issues facing the new United States? *Debt, economic crises in the states, frontier Indian attacks, foreign relations (107-108)*
2. What pattern did the Northwest Ordinance establish for the country? *The organization of territories and how territories could become states (108)*
3. In what year did the Constitutional Convention meet? *1787 (109)*
4. Who was the chairman of the Constitutional Convention? *George Washington (109)*
5. Who was the most prominent and active delegate at the convention? *James Madison (109)*
6. What issue was resolved by the Great Compromise? *How the states would be represented in Congress (110)*
7. What compromise was reached on how the President was to be chosen? *Electors would be chosen in every state who would vote for President (110-111)*
8. What did the Three-Fifths Compromise call for? *Three-fifths of the slaves would be counted for taxation and representation (111)*
9. What was *The Federalist* or *The Federalist Papers*? *Essays published in support of ratification of the Constitution (112)*
10. What were the people called who opposed ratification of the Constitution? *Antifederalists (112)*

Bible Assignment: From Psalm 119. How can a person keep his way blameless (verse 1)? *By walking in the law of the Lord.* How can a young person keep his way pure (verse 9)? *By keeping it according to God's Word.* Why has the psalmist treasured God's Word in his heart (verse 11)? *To keep from sinning against God.* How does the psalmist feel about studying and learning the Word (verses 14, 24, and 47)? *It is a delight.* Where does the psalmist find the answers that he gives to others (verse 42)? *From God's Word.*

Lesson 22

1. What are three overall principles that lie behind the Constitution? *A careful series of balances and compromises, expectation that the new government would be driven by Congress, fear of democracy (114)*
2. What are three examples of the limited government established by the Constitution? *Delegated or enumerated powers, separation of powers, checks and balances (115-116)*
3. What are the two chambers or houses of Congress? *Senate and House of Representatives (116)*
4. How often are members of the House of Representatives elected? *Every two years (116)*
5. What are the two specific responsibilities of the House? *To initiate revenue bills, and to initiate the impeachment process (117)*
6. How long is the term for a U.S. Senator? *Six years (117)*
7. What fraction of the Senate is elected every two years? *One-third (117)*
8. What are the three specific responsibilities of the Senate? *To ratify treaties, to approve presidential nominations, to try impeachment cases (118)*
9. Describe the process of how a bill becomes law. *When a bill is introduced, it is assigned to a committee of that body (either the House or the Senate). If the committee considers it and votes it out, the entire body can consider it and vote on it. If it passes, it is sent to the other house for the same process. If the two versions are different, a compromise committee writes a single version. When both houses pass the identical bill, it is sent to the President. The President can either sign it (and it becomes law), veto it and return it to Congress (which must pass it with a two-thirds majority in both houses), or not sign it in a pocket veto (the bill still becomes law after ten days if Congress is still in session). (118-119)*
10. What options does the President have when Congress passes a bill and sends it to him? *Sign it (and it becomes law), veto it and return it to Congress (which must pass it with a two-thirds majority in both houses), or not sign it in a pocket veto (the bill still becomes law after ten days if Congress is still in session). (118-119)*

Bible Assignment: How valuable is the Word to the psalmist (Psalm 119:72)? *It is worth more than gold and silver.*

Lesson 23

1. What is the length of term for the President and Vice President? *Four years (121)*
2. To how many terms can a person be elected President? *Two (121)*
3. Who actually chooses the President and Vice President? *Electors, or the electoral college (121-122)*
4. How many electors are there, and why? *538; one for each Senator and Congressman plus three for the District of Columbia (122)*
5. What role does the President have with the armed forces? *He is their commander in chief. (122)*
6. What role does the President have with the operation of the Federal government? *He oversees the executive branch in carrying out the laws. (122)*
7. What role does the President have with other countries? *He conducts relations with other countries, negotiates treaties, and receives official representatives (122)*
8. What is the basis for impeachment? *Treason, bribery, other high crimes and misdemeanors (123)*
9. What are the three levels of the Federal court system? *District, appeals, supreme (123)*
10. What does "full faith and credit" mean? *Each state is to give full faith and credit to the laws and actions of every other state. (125)*

Bible Assignment: How much does the psalmist say that he meditates on the Word (Psalm 119:97)? *All the day.* How does the psalmist describe the guidance that he receives from the Word (Psalm 119:105)? *As a lamp to his feet and a light to his path.*

Lesson 24

1. For a proposed amendment to the Constitution to be adopted, it must be approved by what fraction of Congress and what fraction of the states? *Two-thirds of both houses of Congress and three-fourths of the states (126)*
2. What four issues does the 1st Amendment address? *Freedom of religion, freedom of speech, freedom of the press, the right to assemble peaceably and to tell the government what they believe are wrongs that should be addressed (127)*
3. What does the 2nd Amendment guarantee? *The right to keep and bear arms (127)*
4. What rights do the 5th through 8th Amendments protect? *Rights of the accused (127)*
5. What does the 10th Amendment state? *All powers not expressly delegated to Congress nor denied to the states are reserved to the states and people (128)*
6. What does the 16th Amendment enable? *A Federal income tax (129)*
7. What did the 19th Amendment do? *Gave women the right to vote (129)*
8. What did the 24th Amendment outlaw? *The poll tax (129)*
9. What does the 25th Amendment provide for? *Presidential succession (130)*
10. What did the 26th Amendment do? *Gave eighteen-year-olds the right to vote (130)*

Bible Assignment: Read Psalm 119:137-176. What synonyms does the psalmist use for the Word? *Judgments, testimonies, statutes, ordinances, Other answers possible depending on translation.* How do you feel about Bible study? When do you usually study the Bible? What can you do to grow in your Bible study and in your application of what you read in the Bible? What problems and divisions have you seen because people have not interpreted the Bible correctly? *Various answers possible.*

Lesson 25

1. What is the supreme law for Christians? *The Bible (131)*
2. What claims does the Bible make for itself? *Final, inspired, infallible, not to be added to or taken from (131)*
3. What are the two basic steps of interpretation? *Determining what a text says and determining what a text means (132)*
4. Who interprets Scripture? *Everyone (132)*
5. How should the Bible be read and understood? *The way it was written (133)*
6. What is the meaning of prooftexting? *Taking a verse out of context to defend an already-established belief or practice (133)*
7. What is the best interpreter of Scripture? *Other passages of Scripture (133)*
8. What is the primary truth? *God (134)*
9. What is God's most important act? *Jesus (134)*
10. What do we need to remember about Scripture, us, and interpretation? *Scripture interprets us. (135)*

Quiz on Unit 5

1. B (109); 2. G (108); 3. I (111); 4. F (110); 5. C (121-122); 6. A (112); 7. E (112); 8. D (129); 9. J (109); 10. H (130); 11. X (117); 12. P (119); 13. S (114); 14. M (117); 15. T (121); 16. K (115-116); 17. U (118-119); 18. Y (115-116); 19. W (115-116); 20. V (122); 21. N (127); 22. L (116); 23. R (123); 24. Q (126); 25. O (122)

History Exam on Units 1-5

1. Condemned to repeat it (5)
2. The Crusades (12)
3. Renaissance (12)
4. Cortes (18)
5. Leif Ericson (18)
6. Magellan (18)
7. St. Augustine (18)
8. Henry VIII (30)

9. John Cabot (32)
10. Roanoke (33)
11. The Spanish Armada (34)
12. Jamestown, 1607 (36)
13. Separatists (or Pilgrims) (38)
14. Puritans (39)
15. Maryland (41)
16. Martin Luther (28)
17. Roger Williams (39-40)
18. Quakers (or the Society of Friends) (42)
19. Farming (45)
20. George Washington (67)
21. Enlightenment (57)
22. Great Britain (68)
23. The Boston Massacre (74)
24. Patrick Henry (83)
25. Cornwallis (94)
26. Daniel Boone (98)
27. Articles of Confederation (99)
28. 1787 (109)
29. George Washington (109)
30. How slaves were to be counted for taxation and to determine representation in Congress (111)
31. *The Federalist* (112)
32. James Madison (109)
33. Two years (116)
34. Six years (117)
35. Four years (121)
36. Three fourths (126)
37. One third (117)
38. Commander in Chief (122)
39. Checks and balances (114)
40. The right to keep and bear arms (127)

English Exam on Units 1-5

Part 1

1. D (AV 7)
2. I (AV 6)
3. J (AV 8)
4. H (46)
5. A (AV 10)
6. G (AV 139)
7. E (AV 137)
8. B (AV 38, 47)
9. F (AV 34)
10. C (112)

Part 2

1. Adultery or adulteress is the most obvious meaning, but other ideas have been suggested. One person in town gave it the meaning "Able."
2. They thought he was strong and upright, but in fact he was weak and was an adulterer also.
3. Sin that is kept hidden eats away and destroys, but sin that is dealt with openly can be overcome.

Part 3

1. *The Federalist Papers* or *The Federalist Number 10*
2. "The Crisis"
3. *Poor Richard's Almanack*
4. *The Scarlet Letter*

Bible Exam on Units 1-5

1. To help the people remember their history (6)
2. How a person sees and understands the world in which he or she lives (21)
3. Any one of these is correct: the belief that God made the world, that God made man in His image as a special creation, that God guides the world, that all is to be for God's glory, that He gave absolute standards of right and wrong, that the world is heading for judgment (23)
4. Indulgences (28)
5. Martin Luther (28)
6. 95 Theses (28)
7. 1517 (28)
8. Offer some benefits of church membership to the children of non-members (51)
9. William and Mary (53)
10. Roger Williams (39-40)
11. Quakers (or Society of Friends) (42)
12. It pushed God to the sidelines by saying that the world operates by fixed natural laws; it also challenged religious tradition and even religious faith. (58)
13. A period of spiritual revival in the American colonies (78)
14. Whether to endorse the revival or not (78)
15. Jonathan Edwards (78-79)
16. George Whitefield and John Wesley (78)
17. Some preachers condemned churches as spiritually dead and ministers as unconverted. (78)
18. Colleges (79)
19. God (104)
20. The Bible (131)
21. Determining what a text says, and determining what a text means (132)
22. The rest of Scripture (133)
23. Jesus (134)
24. Taking a verse out of context to support an already existing belief or practice (133)
25. The way it was written (133)

Unit 6

Lesson 26

1. Who were the first President and Vice President under the Constitution? *George Washington, John Adams (137)*
2. What city was the first capital? *New York City (137)*
3. In what year did Washington first take the presidential oath of office? *1789 (137)*

4. What were the three executive departments and who headed them? *State—Thomas Jefferson; Treasury—Alexander Hamilton; War—Henry Knox (137)*
5. What did the heads of the executive departments come to be called? *Cabinet (137)*
6. What did Alexander Hamilton propose concerning debt? *That the Federal government assume the debts under the Confederation and of the states (138)*
7. What did Hamilton propose concerning a national financial system? *The establishment of a national bank (139)*
8. What did Hamilton propose regarding American manufacturing? *Assistance for manufacturers, specifically the enactment of protective tariffs (139)*
9. In what state did the Whiskey Rebellion take place and what was it about? *Pennsylvania; opposition to a Federal tax on whiskey (139)*
10. In what state did the Battle of Fallen Timbers occur and what movement did it help? *Ohio; it helped western settlement (140)*

Questions on George Washington's First Inaugural Address and his Thanksgiving Proclamation

1. In his first inaugural address, what did Washington say it would have been improper to omit? *Supplications to God (AV 77)*
2. How did he see God guiding the United States? *He saw God's hand in every step of the formation of the new nation. (AV 79)*
3. He said we should never expect God to smile on what? *A nation that disregards the eternal rules of order and right (AV 79)*
4. What did he say about accepting a salary (emolument) for his role as President? *He did not want to be paid for serving as President. (AV 79)*
5. In the Thanksgiving Proclamation, what did Washington say it was a duty to do? *"To acknowledge the providence of Almighty God, to obey his will, to be grateful for his benefits, and humbly to implore his protection and favor." (AV 80)*
6. For what did he want Americans to give thanks? *For God's protection before they became a nation, for His guidance during the war, for their tranquility and plenty since the war, for the peaceful establishment of government, and for the many favors He had bestowed (AV 80)*
7. What did he want Americans to ask God for? *For pardon for their national transgressions, help in performing their duties well, to render the national government a blessing, to protect sovereigns and nations, and to grant prosperity (AV 80)*

Lesson 27

1. What was the first foreign policy crisis faced by the Washington administration? *How to respond to the French Revolution (141-142)*
2. How did the U.S. respond to the French Revolution? *The U.S. gave diplomatic recognition to the new French government. (141)*
3. How did Washington respond to the war that began in Europe? *He issued a proclamation of neutrality. (141)*
4. What actions of the French ambassador Genet were inappropriate? *He tried to outfit French ships and he tried to instigate attacks on Spanish-held territory in the western hemisphere. (141-142)*
5. What policy did the British follow on the high seas? *Stopping and seizing ships bound for enemy ports and impressment of those they claimed were British deserters. (142)*
6. What was the Jay Treaty? *An agreement with Great Britain, but it did not resolve important issues favorably in the opinion of many Americans. (142)*
7. What was the Pinckney Treaty? *It ended Spanish claims in North America outside of Florida and guaranteed American access to New Orleans. (142)*
8. What did Hamilton and those who agreed with him want? *A strong central government, the development of industry, and leadership by the elite (142-143)*
9. What did Jefferson and those who agreed with him believe? *That the individual citizen, especially the farmer, was the backbone of a successful economy and society (143)*
10. What did these political differences lead to? *The formation of political parties (143)*

Questions on "The Legend of Rip Van Winkle"

1. What is a short story? *A work of fiction shorter than a novel, with fewer characters and usually only one plot line (AV 140)*
2. Describe Rip and his wife. *He was kind, easygoing, and lazy. She was harsh and suspicious. (AV 112)*
3. Whom did Rip see before he went to sleep, and what were they doing? *Odd-looking people playing ninepins (AV 115)*
4. What evidence did Rip see in the village that times had changed? *His house was deserted, the inn was gone, the picture of King George III had been replaced by one of George Washington. (AV 117)*
5. What was his son like? *Just like his father (AV 120)*
6. What function did Rip's tale serve in the village? *It explained thunder in the mountains and gave henpecked husbands a way to express their desire to be free of domestic unhappiness. (AV 120)*

Bible Assignment: List three ways in which a Christian who is a public official might be tempted to compromise his faith. *Lying to get elected or re-elected. Agreeing with an unbiblical proposal in order to avoid controversy. Seeking the approval of people more than God. Other answers possible.*

Lesson 28

1. Who were the presidential and vice presidential candidates in 1796? *Federalist: John Adams and Thomas Pinckney; Republican: Thomas Jefferson and Aaron Burr (145)*
2. Who was elected President and Vice President? *John Adams was elected President, and Thomas Jefferson was elected Vice President. (145)*
3. How were American envoys to France insulted by representatives of the French foreign minister? *French representatives asked the Americans for a bribe, a large loan, and an apology just to begin negotiations. (146)*
4. What did the incident come to be called, and why? *Adams referred to the French representatives as X, Y, and Z; so it came to be known as the XYZ Affair. (146)*
5. What wise judgment did Adams show in handling relations with France? *He resisted calls for war with France and negotiated a new agreement with that country. (146)*
6. Why did Congress enact the Alien Act and related laws? *To limit foreign influence and to weaken the Republicans, who were widely supported by new immigrants (146-147)*
7. What did these measures call for? *Naturalization Act: increased the time required for aliens to become citizens; Alien and Alien Enemy Acts: gave the President greater rights to imprison or deport those he saw as dangerous to the country; Sedition Act: outlawed false, scandalous, and malicious attacks on the government (147)*
8. What was the purpose of most newspapers published at the time? *To promote one political party over another (147)*
9. What did James Madison and Thomas Jefferson write in response to the Alien and Sedition Acts? *The Virginia and Kentucky Resolutions, which raised serious questions about the laws. (147)*
10. What were two results of the laws? *Ten people (all Republicans) were prosecuted under the Sedition Act, and these became martyrs for the Republican cause. The laws helped to bring about the end of the Federalist Party. (148)*

Lesson 29

1. Who were the presidential and vice presidential candidates in 1800? *Federalist: John Adams and Charles Pinckney; Republicans: Thomas Jefferson and Aaron Burr (149)*
2. Who was elected President? *Thomas Jefferson (149)*
3. What did the political differences between Adams and Jefferson destroy? *Their friendship (149)*
4. Who was the first President to live in the White House? *John Adams (150)*
5. What was the Judiciary Act of 1801? *An attempt by the lame-duck Federalist Congress to control the Federal judiciary (150)*
6. Whom did Adams nominate to be Chief Justice? *John Marshall (150)*
7. What was the U.S. population in 1790? *3.9 million (150)*
8. In 1790 half of the population was under what age? *Sixteen (151)*
9. What were the next four states admitted to the Union after the original thirteen? *Vermont, Kentucky, Tennessee, Ohio (151)*
10. What was the U.S. population in 1800? *5.3 million (151)*

Questions on "A Man Worth Knowing"

1. What does McCullough say were Adams' three most important deeds? *Nominating George Washington to command the Continental Army, encouraging Thomas Jefferson to write the Declaration of Independence, and nominating John Marshall as Chief Justice (AV 402)*
2. Under what conditions did Adams go to France during the Revolutionary War? *Extreme danger of being captured and hanged (AV 402-403)*
3. When he returned from France, what document was he called upon to write? *The Massachusetts state constitution (AV 403)*
4. What did Adams do to save the Revolutionary cause? *He arranged for the Netherlands to give loans to the U.S. (AV 404)*

Bible Assignment: List three challenges of being a Christian in a non-Christian society. *Facing peer pressure to conform to unrighteous standards. Being overlooked for a job or promotion because of discrimination. Becoming discouraged by the lack of response to the gospel. Other answers possible.*

Lesson 30

1. What aspects of the Protestant Reformation influenced American religious practice? *The identity of the church, the relationship between the church and government, and the nature of an individual's walk with God (153)*
2. What aspect of the English religious experience influenced American religious practice? *Toleration of religious diversity (153)*
3. What aspect of the religious experience in the American colonies influenced later American thought? *The idea of a community or a nation being founded for a religious purpose (154)*
4. What were three results of the American Revolution on American religious practice? *Religiously active, individual freedom, diversity of distinctive American religious groups (154-155)*
5. What did most Americans and most political leaders believe about God? *Most had a strong faith in God. (155)*
6. What Chief Justice was an active Episcopalian and later President of the American Bible Society? *John Jay (155)*

7. What was a belief system that was growing in acceptance at the end of the eighteenth century? *Rationalistic belief (156)*
8. What is generally believed about church membership in America from the Revolutionary War to 1800? *A decline in church membership took place during this time. (156)*
9. What is the term given to the accepted national belief system of the United States? *Civil religion (156)*
10. How is this belief system expressed? *Answers will vary, but might include statements like: The motto "In God We Trust," official statements that mention God, recognition of God in official actions, tax exemptions for churches, maintaining a balance between freedom of religion and freedom from religion, recognition of God without an established religion (156-157)*

Quiz on Unit 6

1. N (146-148); 2. H (142); 3. O (149-150); 4. E (150); 5. F (137); 6. A (137); 7. M (142-143); 8. D (145); 9. L (147); 10. C (139); 11. J (141); 12. K (146); 13. G (142); 14. I (150); 15. B (139)

Unit 7

Lesson 31

1. List the first three Presidents in order from memory. *Washington, Adams, Jefferson*
2. How were campaigns conducted in the first years after the Constitution went into effect? *Candidates did not campaign. Party spokesmen and party newspapers honored their own candidates. (162)*
3. What was the crisis in the electoral college in 1800-1801 and how was it resolved? *Jefferson and Burr tied in the electoral college. The House of Representatives chose Jefferson. (162)*
4. What did Thomas Jefferson call his being elected President? *The Revolution of 1800 (161)*
5. What major acquisition of land did Jefferson oversee? *The Louisiana Purchase (164-165)*
6. What two men led the Corps of Discovery? *Meriwether Lewis and William Clark (164-165)*
7. Up what river did the corps go from St. Louis? *Missouri River (165)*
8. Who was the Native American woman who was a translator for the corps? *Sacajawea (165)*
9. What was outlawed during Jefferson's term in office? *The importation of slaves (164)*
10. Who won the presidential election in 1804? *Jefferson (166)*

Lesson 32

1. What chief justice led the expansion of the power of the Supreme Court? *John Marshall (169)*
2. Of what state was he a native? *Virginia (168)*
3. Marshall led the Supreme Court into a new era of _____. *Activism (168)*
4. What was at issue in *Marbury v. Madison*? *Secretary of State James Madison refused to give William Marbury his commission that President Adams had signed, and Marbury sued for it in the Supreme Court according to the Judiciary Act of 1801. (168-169)*
5. What did the opinion say about Marbury being entitled to his commission? *Marshall said that Marbury was entitled to it. (169)*
6. What did the opinion say about the Judiciary Act of 1801? *It was unconstitutional since it gave the Supreme Court original jurisdiction in an area which the Constitution did not give it. (169)*
7. What did the opinion say about the Supreme Court's power of judicial review? *It said that the Court had the power to determine what the law is and to decide if a law is void because it violates the Constitution. (169)*
8. What was the effect of the ruling in *McCulloch v. Maryland*? *It upheld the Bank of the United States, and thus the "necessary and proper" clause; and up held the view that the Federal government had certain areas of sovereignty that states could not violate. (170)*
9. What is on trial in a Supreme Court case? *The law itself (170)*
10. What is the potential problem with judicial review? *Judges might inject their own opinions when they interpret the law. (170)*

Questions on *Marbury v. Madison*

1. What is "the province and duty of the judicial department"? *"To say what the law is." (AV 100)*
2. Marshall said that a law repugnant to the Constitution is what? *Void (AV 100)*

Bible Assignment: Second Kings 18:1-6 describes the reform led by King Hezekiah to do away with what practices in the temple? *The sacred pillars and Asherah, and worship of the bronze serpent that Moses had made*

Lesson 33

1. In the early 1800s, U.S. shipping was affected by the conflict between what two European countries? *Great Britain and France (172)*
2. What was Jefferson's response to their interference, and what was the effect of this action? *The Embargo Act, which primarily hurt the U.S. (173)*
3. What other area of the country was affected by conflict with the British? *The West (173-174)*
4. What was the irony of events in 1812? *Just before Congress declared war, the British government had decided to ease interference with American trade and appeared ready to negotiate on other matters. (174)*
5. The people in what area of the country strongly opposed the War of 1812? *New England (174)*
6. What city did the British invade and burn? *Washington, D.C. (175)*

7. Ft. McHenry was located in what city? *Baltimore (175)*
8. Who led American military efforts in the South during the war? *Andrew Jackson (175-176)*
9. What was the last battle of the war and what was its irony? *New Orleans. It was fought after the peace treaty had been signed. (176)*
10. What were the major results of the war for the United States? *The U.S. held the British at bay and also had a burst of optimism and self-confidence. (178)*

Questions on the Letters from John Adams and Thomas Jefferson

1. What is the only equality that Adams recognized? *Justice for everyone and the golden rule (AV 103)*
2. What did Jefferson say composed the natural aristocracy? *Virtue and talents (AV 104)*
3. What did Jefferson say composed the artificial aristocracy? *Wealth and birth (AV 104)*
4. Jefferson trusted the people to elect what sort of people? *The real good and wise (AV 104)*
5. Jefferson said that he was doing what Adams had suggested, namely that they ought not to die until they had done what? *Explained themselves to each other (AV 106)*

Bible Assignment: What did Jesus say that the buyers and sellers had made the temple (Matthew 21:12-13)? *a den of robbers*

Lesson 34

1. How much had the United States grown twenty years after the end of the Revolutionary War? *It had stretched from 13 states along the east coast to two-thirds of the way across the continent. (179)*
2. From what state did the three Presidents who served from 1801 to 1825 come? *Virginia (179)*
3. What phrase did a newspaper use to describe this period? *The Era of Good Feelings (179)*
4. Why was it an appropriate term, and why was it inappropriate? *Appropriate: Only one major political party, a general feeling of growth and goodwill across the country; inappropriate: political divisions still existed, the economy was weak, the issue of slavery was starting to divide the country. (179)*
5. What factors contributed to a weak U.S. economy during this period? *Debt from the War of 1812, the closing of the first Bank of the U.S. in 1811, the unregulated activity of state banks, the inability of American agriculture to meet the opportunities of foreign trade (180)*
6. What three major steps were taken by Congress to help the nation? *A protective tariff, the creation of the Second Bank of the United States, a system of internal transportation improvements (180)*
7. What factors increased western population during this period? *The desire to settle new land, cheaper land prices, immigration (183)*
8. What were the beginning and ending points of the National Road? *Cumberland, Maryland to Vandalia, Illinois (182)*
9. What canal in New York connected Buffalo to New York City? *Erie Canal (182)*
10. What major transportation innovation revolutionized water travel? *The steamboat (182)*

Questions on "Thanatopsis" and "To a Waterfowl"

1. Who or what speaks "a various language"? *Nature (AV 108)*
2. Bryant suggests that when one is saddened at the prospect of death, he should do what? *Go out and listen to nature's teachings (AV 108)*
3. With whom will you lie when you die? *With kings, the wise, the good (AV 108)*
4. Bryant says that the beauties of nature are but solemn decorations for what? *The tomb of man (AV 109)*
5. He says that all that breathe will do what? *Share thy destiny (AV 109)*
6. Where does the innumerable caravan go? *"To that mysterious realm" of death (AV 109)*
7. How should one go when he dies? *Sustained and soothed by an unfaltering trust, lie down to pleasant dreams (AV 109)*
8. In "To a Waterfowl," what question does Bryant ask the bird? *Where are you going? (AV 110)*
9. Who guides the bird? *God (AV 110)*
10. What lesson does Bryant learn from the scene? *God will guide him aright also. (AV 110)*

Bible Assignment: In Revelation 2:1-7, what did the Lord say that He had against the church in Ephesus? *They had left their first love.* What did He command them to do? *Remember, repent, and return to their first deeds.*

Lesson 35

1. What factors discouraged religious activity in America in the late 1700s and early 1800s? *The Revolutionary War and the break from English-based churches, Enlightenment and Deistic thinking, the movement west to settle new lands and acquire wealth, the rough lifestyle on the frontier (185)*
2. Where is Cane Ridge, Kentucky? *Just north of Lexington, Kentucky (185,186)*
3. How many people attended the Cane Ridge Meeting in August 1801? *At least 10,000 (186)*
4. What unusual physical actions occurred at Cane Ridge? *The "exercises" (uncontrolled physical reactions such as falling, jerking, dancing, barking, and laughing) (186)*
5. How did the Second Great Awakening change religious practice in America? *Congregations became more numerous and larger, they had more influence in communities; people began to see faith as a matter of personal decision, not something predestined (186)*
6. What did the Scottish Common Sense Philosophy

say about understanding the Bible? *That anyone could understand the Bible by studying it rationally with common sense (186-187)*
7. What new ideas about ministers arose during this time? *That they should live the way church members did, and that they did not need extensive specialized training. (188)*
8. What changes occurred in how people looked at traditional denominational organizations? *Many people wanted to leave denominational groupings and simply follow the New Testament (187)*
9. What two religious groups began in America during the early 1800s? *The Cumberland Presbyterian Church and the Disciples (Christian Church/Churches of Christ) (188)*
10. With the events and trends taking place in America, what did many believe might take place soon? *The millennium (188)*

Questions on "The Last Will and Testament of the Springfield Presbytery"
1. The presbytery wanted its power of making laws for the governing of the church to cease and for people to have free recourse to what? *The Bible (AV 102)*
2. The presbytery wanted candidates for the ministry to be licensed by whom? *God (AV 102)*
3. How did it want churches to get preachers? *For each to hire its own (AV 102)*
4. What is the only sure guide to heaven? *The Bible (AV 102)*
5. What might happen to someone with many books? *He might be cast into hell. (AV 102)*

Questions on *Narrative of the Life of David Crockett*
All of these questions have subjective or various possible answers.

Literary Analysis of *A Narrative of the Life of David Crockett*
What is the structure of the text? *Crockett wrote the book as an autobiographical narrative.*
What is the author's point or purpose? *His claim in the book was that he was writing to correct erroneous reports that had been written about himself. He was also grooming his image as a presidential candidate.*

Quiz on Unit 7
1. U.S. House of Representatives (162)
2. The Revolution of 1800 (161)
3. Meriwether Lewis, William Clark (164-165)
4. Sacajawea (165)
5. Virginia (179)
6. Importation of slaves (164)
7. John Marshall (168-169)
8. Washington, D.C. (175)
9. Battle of New Orleans (176)
10. Erie Canal (182)

Unit 8

Lesson 36

1. Which of the original thirteen colonies and states allowed slavery at some point? *All of them (191)*
2. Which states outlawed slavery before 1820? *The seven northernmost ones (191)*
3. What did Congress do to keep a balance of slave and free states in the Senate? *Admitted a slave state and a free state at the same time (191)*
4. Which three states applied for admission in 1819? *Alabama, Missouri, Maine (192)*
5. Which section of the country grew most in population in the early 1800s? *North (192)*
6. How did people in different parts of the country feel about extending slavery into the territories? *Slave states wanted slavery to be extended into the territories while free states opposed it. (191)*
7. What two factors made Missouri's petition for admission into the Union problematic? *It raised the issue of slavery in the Louisiana Territory, and a proposal was made in Congress for the gradual abolition of slavery in Missouri. (192)*
8. Who led the effort to reach a compromise on the Missouri question? *Henry Clay (192)*
9. Where did the Missouri Compromise ban slavery? *In the Louisiana Territory north of the 36°30′ latitude line, except for Missouri itself (192)*
10. Which founding father was concerned about the Missouri Compromise because it introduced slavery as an issue of national policy? *Thomas Jefferson (193)*

Bible Assignment: Read Colossians 2:16-23. List three things outside of Christ that people mistake for true spiritual fulfillment. *Following a list of rules, having purported spiritual experiences, self-abasement. Other answers possible.*

Lesson 37

1. Name the first five American Presidents in order. *Washington, Adams, Jefferson, Madison, Monroe*
2. What characterized American foreign policy in its early history? *Caution and neutrality (195)*
3. What was America's main interest in its international relations? *Being able to trade with other countries (195)*
4. What agreements were reached between the United States and Great Britain? *Removing warships from the Great Lakes, affirming fishing rights, establishing U.S.-Canadian border, agreeing to joint occupation of the Oregon Territory (195)*
5. What agreement was reached with Spain regarding Florida and the southwest? *Spain ceded Florida to the United States, and the western border of the Louisiana Territory was established. (196)*

6. What did European leaders discuss regarding domestic revolutions? *They discussed whether European armies should intervene in the popular revolutions of other countries. (196)*
7. What were the Monroe Administration's interests in the western hemisphere? *Trade relations and the possibility of acquiring other territories (197)*
8. What were the two main elements of the Monroe Doctrine? *European nations should not consider any part of the western hemisphere for future colonization, and any attempt to do so would be seen as a threat to the United States; the United States said it would not interfere with European colonies in the western hemisphere nor in European wars. (197)*
9. What was the real power of enforcement at the time? *The British navy (197)*
10. What was a twentieth-century challenge to the Monroe Doctrine? *Soviet involvement in the Communist revolution in Cuba (198)*

Bible Assignment: Read 2 Corinthians 10:12. List three dangers of making man the standard and authority for life. *We can have a false sense of spiritual security. We can follow a human leader into a dangerous situation. We can lead others astray. Other answers possible.*

Lesson 38

1. What two ambassadorships and what Cabinet post did John Quincy Adams fill before becoming President? *Ambassador to the Netherlands and to Russia; Secretary of State (199)*
2. John Quincy Adams was the principal architect of what policy? *The Monroe Doctrine (199)*
3. What Cabinet position was seen as the stepping stone to the presidency? *Secretary of State (199)*
4. Who were the four candidates for President in 1824? *Jackson, Adams, Clay, Crawford (199-200)*
5. Who won the most votes and the most electoral votes? *Jackson (200)*
6. How was the election decided? *The House of Representatives selected Adams. (200)*
7. For what two reasons did Andrew Jackson believe that he had been robbed of the presidency? *Jackson had received the most votes but he was not chosen; and he suspected a "corrupt bargain" between Clay and Adams for Adams to be elected President and Clay to be appointed Secretary of State. (200)*
8. What controversial law caused political turmoil? *The Tariff of 1828 (the "Tariff of Abominations") (201-202)*
9. What public office did Adams fill after he was President? *Congressman from Massachusetts (202)*
10. What two issues did he promote there? *He opposed the expansion of slavery and promoted the Smithsonian Institution. (202)*

Bible Assignment: Read Matthew 24:36. List three ways we can prepare for the return of Christ even though we do not know when it will take place. *Live with hope and eager expectation. Celebrate each day as it comes. Share God's love and goodness with those around us. Other answers possible.*

Lesson 39

1. What Revolutionary War experience influenced Jackson? *His capture by the British and his abuse at the hands of a British officer. (204)*
2. What brought him to Tennessee? *He was named public prosecutor for the Western District of North Carolina (the area that became Tennessee). (205)*
3. To whom was the former Rachel Donelson married when Jackson met her? *Lewis Robards (205)*
4. What mistake involving Rachel haunted Jackson's political career? *Andrew and Rachel accidentally got married while Rachel was still married to Robards. (205)*
5. In what ways was Jackson involved in government in Tennessee? *He served in the state constitutional convention and was a Congressman and Senator from the state and a superior court judge and major general of the state militia. (205)*
6. What made Jackson a national hero? *The victory over the British that he led in the Battle of New Orleans (206)*
7. What did Jackson think about the national government? *He thought that many of its leaders were corrupt and were using their positions for personal gain. (206)*
8. Who was a prominent politician from the West who was a rival of Jackson? *Henry Clay (206)*
9. Who was elected President and Vice President in 1828? *Andrew Jackson and John C. Calhoun (207)*
10. What tragedy befell Jackson after he was elected but before he was inaugurated? *Rachel Jackson died. (208)*

Bible Assignment: Read Hebrews 13:9. List three reasons why people are attracted to heretical beliefs. *We like to feel superior to others. We like for other people to do our thinking for us. We don't like to be left out. Other answers possible.*

Lesson 40

1. What do Unitarians believe about God? *That He is one and not three Persons (209)*
2. What do Universalists believe about salvation? *That all will be saved (210)*
3. Who was the leading evangelist of this period? *Charles G. Finney (210)*
4. What term did transcendentalists use for the Deity that they said is in all people and things? *The Over-Soul (210)*
5. Who founded Mormonism? *Joseph Smith (211)*
6. What unusual beliefs do the Mormons have about marriage? *They believe that God is married and that marriages in their temples are celestial marriages. They also accepted polygamy for many years. (211-212)*
7. Who led the Mormons west to the Great Salt Lake? *Brigham Young (212)*

8. What did William Miller inaccurately predict? *The second coming of Christ (212)*
9. What is the term given to the kind of communities created to be perfect? *Utopian (213)*
10. What were some examples of these communal attempts? *Shakertown, (New) Harmony, Oneida, Brook Farm (213)*

Questions on *Narrative of the Life of Frederick Douglass*

1. Who were Douglass' parents? *A slave woman and a white man, perhaps his master.*
2. What was Douglass' experience of slavery? *He saw it as harsh, demeaning, and inhumane. He recognized that it demeaned slaveowners as well as slaves.*
3. What was the general view among whites about educating slaves? *Whites generally thought it was a waste of time and dangerous.*
4. What skill was Douglass able to learn and practice? *Shipbuilding*
5. What kind of masters did Douglass find those to be who made the most show of their Christianity? *He found them generally to be the harshest owners.*
6. What did Douglass think of Christianity? *He believed in and respected the Christianity of the Bible, but he had no respect for the Christianity practiced in the United States because it was hypocritical and supported the harsh and violent institution of slavery.*
7. How would you describe the tone of Douglass' book? *He is determined to portray the harsh realities of slavery, and he conveys his own determination not to bow to the institution. Other answers possible.*

Bible Assignment: Read Colossians 2:8 and 1 Timothy 6:20-21. List three empty philosophies and false concepts of knowledge that compete with Christianity in the marketplace of ideas today. *Believing that the physical world is all that exists. Pursuing personal pleasure rather than seeking the good of others. Islam. Buddhism. Other answers possible.* Read Acts 4:32. List three ways in which the early church was successful in the life of its fellowship and three reasons why modern utopian communities have not been successful. *The early church had a firm foundation in the life and teaching of Jesus, it was based on voluntary cooperation, and it had a clear mission to pursue. Modern utopian communities are often built around one charismatic leader who eventually disappoints his followers or dies. They may follow unhealthy or immoral practices, or the members may be more interested in taking than in giving. Other answers possible.*

Quiz on Unit 8

All of the statements are false. Here are the page numbers in the text where the answers can be found:
1. 191; 2. 191; 3. 192; 4. 192; 5. 197; 6. 197; 7. 200; 8. 199; 9. 206; 10. 202; 11. 205; 12. 206; 13. 207; 14. 208; 15. 205

Unit 9

Lesson 41

1. How did the election of Andrew Jackson as President signal a new day in American politics? *It reflected the greater power of the people; it showed the growing political power of the West. (217)*
2. What was Jackson's idea on how jobs in the Federal government should be fulfilled? *He thought that those who filled such jobs should be rotated out on a regular basis; he also believed that the winning political party should be able to fill government positions with its supporters. (217)*
3. In the nullification controversy, what state opposed Jackson? *South Carolina (218)*
4. What did John Calhoun believe about the enforcement of Federal laws? *That a state had the right to nullify or refuse to enforce a Federal law it believed was unconstitutional (218)*
5. Why did Andrew Jackson oppose the Bank of the United States? *He believed it was unconstitutional; he believed it had not provided a sound and uniform national currency; he believed the bank had gotten involved in politics; he was leery of paper money. (219)*
6. What was the term used for state banks that received Federal deposits? *"Pet banks" (219)*
7. What was the effect of Jackson's monetary policies? *They probably contributed to an economic downturn, culminating in the Panic of 1837. (219)*
8. What was the policy of Indian removal? *The policy of the Federal government to force Indian tribes to give up their land within states in exchange for other land west of the Mississippi. (220-222)*
9. What was the best known incident of Indian removal? *The Cherokee Trail of Tears (222)*
10. What political party held the first national nominating convention? *Anti-Mason Party (222)*

Bible Assignment: What attitudes of faith and gratitude does "America" (also known as "My Country 'Tis of Thee") express? *Appreciation for previous generations, admiration of natural beauty, desire to continue the vision. Other answers possible.*

Lesson 42

1. Who was Old Kinderhook? *Martin Van Buren (225)*
2. What two key positions did he hold in the Jackson administration? *Secretary of State, Vice President (225)*
3. What new political party opposed the Jacksonian Democrats? *Whig (225)*
4. How did that party hope to win the presidency in 1836? *By fielding several regional candidates to run against Van Buren (225)*
5. The administration of the man elected President in 1836 was hurt by what event? *The Panic of 1837 (225)*

6. What government office handled Federal revenues and cash flow? *Independent treasury (226)*
7. Who were the 1840 presidential nominees? *Whig: William Henry Harrison; Democrat: Martin Van Buren (226-227)*
8. What happened to the winner of that election soon after he took office? *Harrison died a month after taking office. (227)*
9. How did John Tyler and the Whig Party get along? *Not well. The Whigs cast him out of the party. (227)*
10. What issue did the Democrats hope to ride back into power in 1844? *Westward expansion (231)*

Questions on "The Growth of American Literature"

1. D (228); 2. H (229); 3. G (228); 4. A (229); 5. F (230); 6. I (230); 7. B (230); 8. J (229); 9. C (228); 10. E (229)

Questions on *Democracy in America*

1. What did De Tocqueville say was the basis for the American nation? *Religion (AV 134)*
2. What did De Tocqueville say was the duty of lawgivers and upright men? *To raise the souls of their fellow citizens and turn their attention toward heaven (AV 135)*
3. How does De Tocqueville describe American elections? *They were all-engrossing for candidates and the people (AV 135)*
4. What did De Tocqueville say was the most formidable evil threatening America's future? *The presence of black slaves in the country (AV 136)*

Bible Assignment: What attributes of God does Holmes praise in "Lord of All Being, Throned Afar"? *Glory, mercy, truth, love. Other answers possible.*

Lesson 43

1. Define manifest destiny. *The idea that it was clear (manifest) that America's God-given destiny was to own and govern the land that stretched from the east coast of the U.S. to the west coast (232)*
2. Over what trail did settlers travel from Independence, Missouri, to what is now the American northwest? *Oregon Trail (233)*
3. What two countries jointly oversaw the Oregon Territory? *Great Britain and the United States (233)*
4. In the 1820s, what were California and Texas? *Part of Mexico (233-234)*
5. A land grant in Texas was given by the Mexican government to whom? *Moses Austin (234)*
6. Who encouraged Americans to settle in Texas? *Stephen Austin (234)*
7. Who were the Texians, and what did they establish in 1836? *They were from the U.S. in the province of Texas. They declared their independence in 1836. (234)*
8. What battle did the Texians lose? *The Alamo (235)*
9. What battle did the Texians win? *San Jacinto (235)*
10. What position did the new Mexican government take regarding the independence of Texas? *The new Mexican government refused to recognize Texas independence. (235)*

Questions on Poetry

1. What is a unit of thought in a poem? *Stanza (236)*
2. What is the term for how rhythm is expressed in a poem? *Meter (237)*
3. What is a common form of rhythm? *Iambic pentameter (237)*
4. What is the repetition of initial sounds in successive words? *Alliteration (237)*
5. What is the use of words that express sounds? *Onomatopoeia (237)*

Questions on "The Arrow and the Song" and "I Hear America Singing"

1. Where did Longfellow later find the arrow? *In an oak tree (AV 138)*
2. Where did he later find the song? *In the heart of a friend (AV 138)*
3. What is the meaning of "The Arrow and the Song"? *What you do influences others, and you never know where that influence might wind up. (AV 138)*
4. Why did Whitman portray America as singing? *Because many Americans sing while doing their work and at play (AV 186)*
5. What is a common thread in the various songs that Americans were singing? *Each sang "what belongs to him or her and to none else." (AV 186)*
6. How does "I Hear America Singing" make you feel about America? *Various answers possible*

Lesson 44

1. Who was president of the Republic of Texas? *Sam Houston (239)*
2. What was the desire of Texas with regard to the U.S.? *To be annexed for the purpose of becoming a state (239)*
3. What prevented Texas being annexed to the U.S. during the Tyler administration? *A letter by John Calhoun supporting slavery (239)*
4. Who were the two major party candidates for President in 1844? *Democrat: James K. Polk, Whig: Henry Clay (239-240)*
5. How was the Oregon question resolved? *The U.S. and Great Britain agreed to divide the territory at the 49th parallel. (240-241)*
6. What two significant events took place in 1845 regarding Texas' relationship to the U.S.? *Texas was annexed in March and became a state in December. (241)*
7. What was the controversy that led to the Mexican War? *Polk claimed that American troops were fired upon on Texas soil, but Mexico disputed that the land really belonged to Texas. (241)*

8. In what year did the Mexican War begin, and in what year did it end? *1846, 1848 (241-242)*
9. What did the U.S. receive as a result of the Mexican War? *Texas, California, and the land in between for $15 million (242)*
10. What issue was a problem with many people about Texas becoming a state? *Texas practiced slavery, and many Americans objected to the admission of another slave state. (239)*

Lesson 45

1. What has been the importance of protest in American history? *Our country started with a protest; we have seen many protests in our history (civil rights and Vietnam, for instance). (245)*
2. Who were some protesters in the Old Testament? *Moses, Nathan, the prophets (246)*
3. How did Jesus protest what was done in the temple? *By clearing the sellers and moneychangers from the temple (247)*
4. What were some protests in the Old Testament that were wrong? *Protests against Moses' leadership; the elders rejecting Samuel's sons and wanting a king; Jeroboam's rejection of Rehoboam's authority; other answers possible (246)*
5. Can God work through wrong actions by people to accomplish His will? *Yes (246)*
6. What is the practical meaning to us today of this statement: "We must obey God rather than men" (Acts 5:29)? *Christians must follow God. When that leads to disobeying man, Christians must accept the consequences. (246,248)*
7. How can protest lead to change? *Protest can cause people to realize that laws, conditions, or practices should change; and protests can lead to such changes. (247-248)*

Questions on "Civil Disobedience"

1. For Thoreau, what is the best government? *The one that governs least or not at all (AV 146)*
2. Why does he say the majority rules? *Because they are the strongest (AV 147)*
3. What is Thoreau's main objection to the Massachusetts and U.S. governments? *Their acceptance of and participation in slavery (AV 148-149)*
4. How is the free state of Massachusetts affected by slavery? *People in Massachusetts benefit economically from the products of slavery. (AV 148)*
5. Under an unjust government, where does Thoreau say is the true place for a just man? *In prison (AV 152)*
6. What authority does Thoreau say a government has over a person? *What the governed person consents to give (AV 158)*
7. What is your opinion about Thoreau's position? *Answers will vary.*

Quiz on Unit 9

1. G (227); 2. F (233); 3. H (218); 4. C (240); 5. A (239); 6. E (234); 7. B (234); 8. J (225); 9. D (239); 10. I (227)

Unit 10

Lesson 46

1. Was slavery practiced in the time of the Old Testament? *Yes (251)*
2. What does the New Testament say about slavery? *The New Testament tells slaves to respect their masters and masters to treat slaves kindly. Christian slaves and masters were to love and respect each other. The teachings of Jesus eventually led to the abolition of slavery. (251)*
3. How was slavery in the ancient world different from slavery in the United States? *It was not based on skin color. Slaves were usually captives from war. Many were well-educated and held positions of responsibility for their masters. (251)*
4. Under what conditions were slaves brought to America? *Horrible conditions on slave ships. (251-252)*
5. What was the legal standing of slaves in the United States? *They were considered property and had no legal rights. (252)*
6. How were slaves abused? *Whipped and given other severe punishment, families separated, sexual exploitation (252-253)*
7. What was the response of many slaves to the Christian faith? *Many slaves accepted the gospel. They saw themselves as being like the Israelites in Egypt. (253)*
8. How were free blacks treated? *With prejudice and discrimination. Some were seized as suspected slaves. (254)*
9. What was the effect of slavery on all those involved? *It was dehumanizing for all involved ("made beasts of slave owners"). (255)*
10. What was the South's preferred way of handling the issue? *Not to talk about it. (255)*

Bible Assignment: Read Philippians 3:2-11. List three marks of success as the world defines it and three marks of success as God defines it. *Power, pleasure, wealth. Service, sacrifice, generosity. Other answers possible.*

Lesson 47

1. How was slavery seen politically? *As a state issue, not a Federal one (257)*
2. What was the goal of the American Colonization Society? *To resettle slaves in Africa (257)*
3. What were two abolitionist newspapers published prior to 1831? The Manumission Intelligencer, The Genius of Universal Emancipation *(257)*

4. What was the newspaper begun by William Lloyd Garrison and what was its tone? The Liberator; *its tone was uncompromising in calling for immediate abolition (258)*
5. What slaves plotted rebellions prior to 1831? *Gabriel, Denmark Vesey (259)*
6. What was Nat Turner's rebellion? *A rebellion by slaves in Virginia in which the slaves killed many whites (259)*
7. What was the reaction among white southerners to it? *To defend slavery more and to limit the rights of free blacks (259)*
8. What Illinois editor became a martyr for the abolitionist cause? *Elijah Lovejoy (260)*
9. Over what question did the abolitionist movement divide? *Over how and whether to include women in the movement (261)*
10. What was the impact of abolitionism? *Many whites gradually changed their view about slavery. Many abolitionists were frustrated at the slow progress, but attitudes did change over time. (261-262)*

Questions on "To the Public" (from the first issue of *The Liberator*)

1. How was Garrison's original proposal to publish *The Liberator* received? *With indifference (AV 131)*
2. What attitudes toward slavery did Garrison find in New England? *Apathy, prejudice, contempt for abolitionists (AV 131)*
3. What does Garrison say about his previous endorsement of gradual abolition? *He says it was wrong and he apologizes for it. (AV 132)*
4. What does Garrison say about using moderate language? *He does not intend to be moderate in his arguments. (AV 132)*

Questions on "Bury Me in a Free Land"

1. Where does Harper not want to be buried? *In a land that practices slavery (AV 183)*
2. What would keep her from resting? *Hearing the steps of slaves or a mother's wild shriek (AV 183)*
3. How does the poem express the experiences of slaves? *It reflects the abuses and trials they suffered. (AV 183)*
4. What goal does Harper express by the poem? *The ending of slavery in the U.S. (AV 183)*

Bible Assignment: Read Luke 16:19-31. List three ways to avoid being blinded by material success and popularity so that you can see God's definition of success. *Live with gratitude rather than a sense of entitlement for what God has given you. Spend time serving others who have needs. Try to draw attention to God rather than your good deeds. Other answers possible.*

Lesson 48

1. How did the American population shift in the first half of the 1800s? *Population spread west, and cities grew. (263)*
2. How did manufacturing help agriculture? *Manufacturers produced machinery that helped farmers. (264)*
3. What were three inventions that helped farming? *The steel-tipped plow, the reaper, and the cotton gin (264)*
4. How did cotton growing spread and what was the effect of this spread? *It spread west, taking the plantation system and slavery with it. (264)*
5. What town became a center for textile mills? *Lowell, Massachusetts (265)*
6. How did millworks change American society? *People, especially young women, left home to work in the mills. (265)*
7. How did workers try to exercise power? *By organizing unions (266)*
8. What was a key factor in the growth of railroads? *Government assistance (267)*
9. What were some leisure activities that developed in the early 1800s? *Lecture halls, theaters, gambling, boxing, circuses, horse racing (267-268)*
10. What were minstrel shows? *White performers in blackface portraying blacks (268)*

Bible Assignment: Read John 19:1-11. List three ways in which Jesus is a good example of success in God's eyes as opposed to success in the world's eyes. *He gave up a powerful position to serve others. He went through suffering because he cared about others. His kingdom endures while the kingdom of Rome faded. Other answers possible.*

Lesson 49

1. Why did so many Irish come to America? *Many came because of the potato famine in Ireland. (269)*
2. What was the center of a typical Irish neighborhood? *The Roman Catholic parish church (269)*
3. How did politicians take advantage of the Irish? *By giving them favors in exchange for their votes (270)*
4. What characterized many German immigrants? *Education, professional status, often having a good bit of money (270)*
5. To where did many Scandinavian immigrants move? *To the Midwest (270)*
6. Why did few Irish immigrants move to the South? *Most did not go to the South because it was far from where they came to the U.S., they had little interest in farming, and they would have had to compete with slave labor. (270)*
7. Why were immigrants opposed by many Americans? *They were suspicious of the immigrants' cultural and religious differences from most Americans and they feared that the immigrants would work for less pay. (270)*

8. What was the American Party sometimes called? *The Know-Nothing Party (271)*
9. What was the motivation for increasing funding for public education? *A belief that formal schooling provided an opportunity for people to better themselves economically and would improve the nation by reducing crime and ignorance (271)*
10. What are some examples of popular social causes during this period? *Sabbath-keeping, the outlawing of duels, reform of prisons and institutions for the mentally ill, the abolition of slavery, and temperance (272-273)*

Questions on the Seneca Falls Declaration

1. Which complaints in the Seneca Falls Declaration seem valid to you and which do not? *Answers will vary. (AV 143-145)*
2. What appeals to God are made in the document? *Reference to Nature's God (AV 143); God as Creator gave women inalienable rights (AV 143); God intended woman to be man's equal (AV 145); God gave woman the same capabilities as man (AV 145); God assigns sphere of action (AV 144).*
3. Are these appeals legitimate? *Answers will vary.*
4. Women were guaranteed the right to vote by a Constitutional amendment ratified in 1920. What cause would you be willing to fight for all of your life and yet still not see it resolved? *Answers will vary.*

Bible Assignment: Read Mark 8:27-37. List three common temptations to sin that a person faces as he or she becomes economically successful. *Having less gratitude toward or realization of dependence on God. Ignoring the needs of others. Focusing on becoming even more economically successful. Other answers possible.* List three ways that immigrants might define success. *Providing a safe home for one's family. Establishing a productive farm or business. Being able to send money back to relatives in the home country. Other answers possible.*

Lesson 50

1. What does God care about more than material success? *Faithfulness (274)*
2. What is the Bible's view of Egypt compared to secular history's view? *History considers Egypt a great civilization, but the Bible portrays it as the place of slavery and an enemy of God. (274-275)*
3. How were appearances deceiving in the case of Saul? *Saul looked impressive physically but he was a failure spiritually. (275)*
4. How are kings of Israel and Judah evaluated in the books of Kings and Chronicles? *By whether or not they were faithful to God (275)*
5. How important is Israel in the story of the Bible and in secular history? *Israel is central to the Bible but was a relatively minor country in the ancient world. (275)*
6. How is Rome portrayed in the book of Revelation? *Rome is the great harlot and the persecutor of the church. (276)*
7. Why is the rich young ruler a surprising figure? *He looked successful in worldly terms but was a failure spiritually. (276)*
8. What are some examples of success and failure in American history? *Answers will vary*
9. How might God view people and events in American history differently from the way secular historians do? *God considers the heart and whether people are faithful to Him.*
10. How do you define success? *Answers will vary.*

Questions on "The Great Stone Face"

1. On what geological formation is the story based? *The Old Man of the Mountain in New Hampshire (AV 159)*
2. What is the main character's name? How is his name significant? *Ernest (AV 160); he wanted to be earnest in his life.*
3. What prophecy was believed in the region? *That someone would come along one day who would be the "greatest and noblest personage of his time" and who would look like the Great Stone Face (AV 160)*
4. What three figures came to the valley but were disappointments? *The rich Gathergold (AV 161), the soldier Old Blood and Thunder (AV 163), and the statesman Old Stony Phiz (AV 166)*
5. With whom did the main character feel a connection? *The poet (AV 167)*
6. Why did the poet say he was not the fulfillment of the prophecy? *His life did not match up with the words he had written. (AV 169)*
7. Who was the fulfillment of the prophecy? *Ernest (AV 170)*
8. What did this person think about being the fulfillment? *He did not think that he deserved the honor, and he hoped that another would come along to fulfill it. (AV 170)*
9. What does this story teach you about how to define success? *How people usually define success often involves things that are not truly worthwhile. Other answers possible.*
10. What does this story teach you about keeping your eyes on Jesus and becoming like Him? *Just like Ernest believed the prophecy and took on the hoped-for characteristics of its fulfillment, so we can become like Christ if we continually look on Him and learn from Him. Other answers possible.*

Bible Assignment: List three ways in which you can "fix your eyes on Jesus" (Hebrews 12:2) and so become like Him (2 Corinthians 3:18). *Spend time reading about His life. Contrast His way of life with that of other prominent figures in history. Imitate the example of others who follow Him. Other answers possible.*

Quiz on Unit 10

1. c (251); 2. d (252); 3. b (259); 4. d (258); 5. d (264); 6. a (269); 7. c (257); 8. a (271); 9. a (267); 10. b (270)

History Exam on Units 6-10

Matching, Part 1

1. I (168-169); 2. J (227); 3. D (235, 239); 4. E (174, 200, 239-240); 5. C (175, 206-207, 222); 6. B (137, 161); 7. F (234); 8. G (258); 9. H (137, 142-143), 10. A (164-165)

Matching, Part 2

11. C (225); 12. E (259); 13. G (199-202); 14. F (165); 15. H (227); 16. A (240-242); 17. B (218); 18. D (137, 150)

Matching, Part 3

19. Z (182); 20. Y (233); 21. W (197); 22. X (139)

List of Presidents

Washington, John Adams, Jefferson, Madison, Monroe, John Quincy Adams, Jackson, Van Buren, Harrison, Tyler, Polk

English Exam on Units 6-10

1. Francis Scott Key (AV 107); 2. Walt Whitman (AV 186); 3. Emily Dickinson (AV 176); 4. Henry Wadsworth Longfellow (AV 138); 5. Oliver Wendell Holmes (AV 129); 6. Henry David Thoreau (146); 7. Nathaniel Hawthorne (AV 159); 8. Frances E. W. Harper (AV 183) 9. David Crockett (assigned book); 10. Herman Melville (230); 11. James Fenimore Cooper (229); 12. Francis Parkman (229); 13. stanza (236); 14. meter (237); 15. alliteration (237)

Bible Exam on Units 6-10

1. Civil religion is a belief system that blends love of country, belief in God, and trust in God's guidance of the United States. People from diverse Christian backgrounds—and even those from other religious backgrounds—can accept it. (156-157)
2. John Jay (155)
3. Cane Ridge (185-186)
4. Second Great Awakening (186)
5. To do away with them and be simply Christians (187)
6. Over-Soul (210)
7. Charles G. Finney (210)
8. Joseph Smith (211)
9. The second coming of Christ (212)
10. Utopian (213)
11. He drove out the sellers and moneychangers. (247)
12. Faithfulness (274)

Unit 11

Lesson 51

1. What eventually contributed to the breakup of the Union? *Sectional differences (281)*
2. When and where did the idea of secession first come up in the United States? *New England during the War of 1812 (282)*
3. What was the occupation of the majority of southern men before the Civil War? *Small farmers (232)*
4. What fraction of southern families owned slaves? *About one-fourth (282)*
5. What was the key element of the southern economy? *Plantation-owning interests (282)*
6. Who made up the southern middle class? *Plantation overseers, small farmers, skilled workers, and shopkeepers (283)*
7. How widespread in the South was support for slavery? *A majority of white southerners supported slavery. (283)*
8. What petitions were presented in Congress year after year? How were they stopped? *Petitions to abolish slavery in the District of Columbia. The House adopted a gag rule to kill such petitions. (285)*
9. What was the Wilmot Proviso? *A proposed amendment that would forbid slavery in any territory gained by the U.S. from the appropriation to negotiate with Mexico. (285)*
10. What middle ground was proposed to help solve the issue of slavery in the territories? *Popular sovereignty: letting people of a territory decide whether the territory would be slave or free (286)*

Bible Assignment: Read Romans 12:3-13. List three good ways to handle the fact that we have differences, as described in this passage. *Think more of other people and less of yourself. Recognize that different does not always mean better or worse. Work hard to be at peace with others. Other answers possible.*

Lesson 52

1. What development in the West heightened the question of slavery in the territories? *The discovery of gold in California (287)*
2. What was President Taylor's position on California statehood? *He supported California becoming a free state. (288)*
3. What did the Nashville Convention call for? *The right to take slaves into all territories (288)*
4. What were the provisions of the Compromise of 1850? *California would be admitted as a free state; Utah and New Mexico territories would be organized and would decide for themselves about slavery; a border dispute between Texas and New Mexico would be settled in favor of New Mexico but Texas would receive compensation from the Federal government for pre-admission debts; the slave trade would be abolished in the District of Columbia; a tougher Fugitive Slave Law would be enacted. (288)*
5. Who organized the compromise package and guided it through Congress? *Henry Clay (288-89)*
6. What was Millard Fillmore's position on the Compromise proposals? *He supported them. (289)*

7. How did the Compromise pass Congress? *The proposals were presented as individual bills and different coalitions supported them. (289)*
8. What were some objections to the Fugitive Slave Law? *It applied to any slave who had ever run away, and it forced northerners to assist in something to which they were morally opposed. (289)*
9. Who won the presidential election of 1852 and what party did he represent? *Franklin Pierce, Democrat (290)*
10. What was the effect of the 1852 election on the Whig Party? *The Whig Party died out after the election. (290)*
11. Who promoted Chicago as the eastern terminus for a transcontinental railroad? *Stephen Douglas (291)*
12. What was his plan regarding the organization of the Kansas and Nebraska territories? *For them to decide on slavery by popular sovereignty (291)*
13. What happened in Kansas Territory? *Proslavery and antislavery forces fought each other. (291-292)*
14. Who gave a speech in the Senate strongly denouncing slave interests? *Charles Sumner (292)*
15. What happened to him as a result? *He was attacked by Preston Brooks, a Congressman and a nephew of South Carolina Senator Andrew Butler. (293)*

Questions on "Crime Against Kansas"

1. Where does Sumner say that Kansas is located geographically? *At the center of North America (AV 188)*
2. What is the crime that Sumner says is being committed against Kansas? *People who oppose slavery are being forced to accept slavery. (AV 189)*
3. What is Sumner's attitude toward Senator Andrew Butler of South Carolina? *He strongly condemns Butler and is mocking and denigrating toward him. (AV 190-191)*
4. How does Sumner portray Butler's loyalty to slavery? *As being loyal to a harlot (AV 190-191)*
5. What does Sumner predict about Kansas and South Carolina? *Kansas will be a "ministering angel" when South Carolina "lies howling." (AV 192)*

Bible Assignment: Read Romans 14:1-23. List three attitudes discussed in this passage that we should have toward other believers who have different opinions from ours. *We should honor other believers and not hold them in contempt. We should trust God to work on their consciences if necessary. We should be willing to give up our rights for their good. Other answers possible.*

Lesson 53

1. What state did Henry Clay represent in Congress? *Kentucky (294)*
2. Politically, Clay was known for crafting what? *Compromises (294-295)*
3. What Cabinet position did Clay hold? *Secretary of State (295)*
4. What two states did Daniel Webster represent in Congress? *New Hampshire and Massachusetts (296)*
5. For what skill was Webster known? *Oratory (295)*
6. What Cabinet position did Webster hold? *Secretary of State (296)*
7. What state did John C. Calhoun represent in Congress? *South Carolina (297)*
8. Calhoun was a defender of what controversial practice? *Slavery (297)*
9. What Cabinet positions did Calhoun hold? *Secretary of War and Secretary of State (297)*
10. What office did all three men want but never win? *The presidency (294)*

Questions on the Speeches by Henry Clay, Daniel Webster, and John C. Calhoun

1. What does Clay say is his country? *The Union (AV 171)*
2. Who does Clay say will be guilty if blood is spilled? *Those who promote disunion (AV 171)*
3. What does Webster say is impossible to conceive? *Peaceable secession (AV 172)*
4. Instead of talk about secession, what does Webster encourage? *Liberty and Union (AV 173)*
5. What does Calhoun say is the cause for the danger to the Union? *Discontent regarding the South over slavery and the loss of equilibrium between slave and non-slave states (AV 174)*
6. How does Calhoun say the Union can be preserved? *By protecting the rights of the South regarding slavery (AV 173-175*

Bible Assignment: Read 1 Corinthians 12:4-27. List three positive attitudes that are taught in this passage about the different gifts or abilities that God gives us. *The gifts that other people have complement our gifts. Instead of competing with other believes, we should be cooperating. We can support each other in suffering and celebrate with each other in blessing. Other answers possible.*

Lesson 54

1. What was the Ostend Manifesto? *A statement of the interest by the U.S. in purchasing or taking Cuba (299)*
2. Who was elected President in 1856 and what party did he represent? *James Buchanan, Democrat (299)*
3. Who was the main opposition in the election, and what party did he represent? *John C. Fremont, Republican (299)*
4. Describe the Dred Scott case. *An Army officer had taken his slave, Dred Scott, into a free state and a free territory. Scott later sued to obtain his freedom on the grounds that his residence in free areas made him free. (299-300)*
5. Summarize the Supreme Court's decision in the Dred Scott case. *The Court said that Scott was not a citizen and thus did not have the right to sue; that blacks were not citizens; and that the Missouri Compromise had denied citizens of their right to property by declaring certain areas as free and thus was unconstitutional. (300)*

6. What was the effect of the Dred Scott decision? *The decision strengthened the belief of proslavery people that antislavery forces were trying to rob them of their constitutional rights. On the other hand, it affirmed to opponents of slavery their belief that the Federal government was controlled by people who wanted to protect and extend slavery. (300)*
7. In what contest and in what year did the Lincoln-Douglas debates take place? *The U.S. Senate race in Illinois in 1858 (301)*
8. What was the outcome of that contest between Lincoln and Douglas? *Douglas was chosen by the Illinois legislature. (302)*
9. On what did John Brown lead a raid in October of 1859? *The U.S. military arsenal at Harper's Ferry, Virginia. (302)*
10. List the first fifteen Presidents of the United States in order. *Washington, John Adams, Jefferson, Madison, Monroe, John Quincy Adams, Jackson, Van Buren, Harrison, Tyler, Polk, Taylor, Fillmore, Pierce, Buchanan*

Questions on the "House Divided" Speech

1. When did Lincoln give this speech? *When he was accepting the Republican nomination to run for U.S. Senator from Illinois in 1858 (AV 193)*
2. If the country cannot remain divided, what does Lincoln say will happen? *Either slavery will end or it will spread to all the states (AV 193)*
3. What does he say is the tendency of the country? *He says the tendency is toward the spread of slavery. (AV 193)*
4. Lincoln says that Douglas, if he is not a dead lion, is what? *A caged and toothless lion (AV 196)*
5. How confident is Lincoln of victory? *He is very confident of victory. (AV 197)*

Bible Assignment: Read 1 Peter 4:7-11. List three ways that Christians are to act toward one another that are taught in this passage. *Love, be hospitable, serve, or speak God's Word.*

Lesson 55

1. What are some ways in which people differ from one another? *Answers will vary.*
2. How might differences be a source of conflict? *When there is jealousy and suspicion because of differences; when two countries differ and start a war; or when Christians do not get along and judge each other (305)*
3. How can differences be a source of strength? *When people appreciate the value of others who are not like them, when people grow from being with others who are different, and when differences result in a more well-rounded group (305)*
4. What major ethnic and religious difference did Christ bridge? *Division between Jews and Gentiles (306)*
5. Why are Christians able to have unity? *Because God gives unity (306)*
6. What are some differences in which at least one person is wrong? *When sin is present; when someone is teaching what is false (306)*
7. How should Christians handle having different gifts and talents? *Accept one another as valuable and see how each contributes to the body and to its mission (307)*
8. How does Romans 14 say that Christians should handle differences in matters of opinion? *By accepting those who have different views and being sure that you are not a cause of stumbling to others (307)*
9. Why is it difficult to apply this passage today? *People have differences of opinion about what is a difference of opinion. Christians often see their own opinions as truth and thus cannot accept those who differ with them. (308)*
10. How can unity among Christians be a powerful message to the world? *With the world divided in so many ways, Christian unity is a powerful way to say that the gospel can make people different. (308)*

Questions on *Uncle Tom's Cabin*

1. Who is Mr. Shelby? *Tom's first owner*
2. Who is Uncle Tom? *Slave who is sold twice and finally killed*
3. Who is Eliza? *Slave woman who escapes to freedom*
4. Who is Augustine St. Claire? *Tom's second owner who lives in Louisiana and dies before he is able to free Tom*
5. Who is Simon Legree? *Tom's cruel final owner*
6. What are some of the attitudes displayed by white southerners in the book? *Condescending, hateful toward slaves; see selves as powerless to do anything about slavery*
7. What are some of the attitudes displayed by white northerners in the book? *Many are helpful, but some do not want to help slaves*
8. What are the attitudes of slaves displayed in the book? *Accepting, eager to escape, fearful*
9. What impact do you think that Stowe wanted her book to have? *To shock northerners into action by showing them how slavery really was*
10. What is Stowe's attitude toward a society that tolerates slavery? *She believes that it is wrong and needs to change.*
11. What are the author's suggestions for dealing with slavery? *Right attitudes about slavery and blacks; prepare them for self-government; colonization in Africa*

Literary Analysis of *Uncle Tom's Cabin*

Answers will vary.

Quiz on Unit 11
1. I (287); 2. G (299); 3. H (286); 4. F (281); 5. E (285); 6. D (288); 7. B (285); 8. A (291-292); 9. C (288-289); 10. J (289); 11. S (299); 12. T (302); 13. R (297); 14. O (294-295); 15. Q (301); 16. P (289); 17. L (299); 18. K (299-300); 19. N (292); 20. M (296)

Unit 12

Lesson 56

1. What were the key issues in the slavery debate? *Was the main issue slavery or states' rights? Was the main question slavery in the territories or in the states? Should slavery be abolished or expanded? What should be the goal of Federal policy on slavery: protection, abolition, or limitation? (311)*
2. What happened at the 1860 Democratic National Convention, and who were the party's nominees? *Southern Democrats walked out. Northern Democrats nominated Stephen Douglas. Southern Democrats later nominated John Breckenridge. (311-312)*
3. Where was the 1860 Republican convention held, and who was its nominee? *Chicago; Abraham Lincoln (312)*
4. Why was William Seward not nominated by the Republicans? *He was perceived as being too strongly against slavery. (312)*
5. Who was the fourth national candidate for President, and what party did he represent? *John Bell, the Constitutional Union Party (made up mostly of former Whigs) (313)*
6. What political experience did Abraham Lincoln have before 1860? *He had served in the Illinois state legislature and one term in the U.S. House, and he had run for U.S. Senator against Stephen Douglas. (313)*
7. Who won the 1860 presidential election? *Abraham Lincoln (314)*
8. What action did South Carolina take after the election? *It seceded from the Union. (314)*
9. What other states followed suit? *Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas (other states followed later) (314-315)*
10. Where was the Confederate government formed, and who was chosen to lead it? *Montgomery, Alabama; Jefferson Davis as President, Alexander Stephens as Vice President (315)*

Questions on the Constitution of the Confederate States of America and the "Cornerstone Speech"
1. What did the Confederate Constitution say about the importation of slaves? *It was outlawed. (AV 204)*
2. What did the Confederate Constitution say about guaranteeing slavery in the states and any future territories? *Slavery was guaranteed in those areas. (AV 204)*
3. What did Alexander Stephens say about internal improvements in the Confederacy? *They should be paid for by the states in which they were to be built. (AV 206)*
4. What arrangement did the new Confederate government have about Cabinet members and heads of executive departments? *Cabinet members and heads of executive departments could also serve in the Confederate Congress. (AV 206)*
5. What did Stephens say was the cornerstone on which the Confederate government rested? *The idea that blacks were inferior to whites (AV 207)*

Lesson 57

1. What last-ditch proposals were put forward in Congress to avoid war? *Proposals to guarantee slavery where it existed and to allow it in territories south of the 36°30′ parallel (316)*
2. What Constitutional amendment was passed by Congress but not considered by the states? *An amendment which guaranteed slavery where it then existed (316)*
3. What position on slavery and secession did Lincoln express in his first inaugural address? *He said that he did not intend to do anything about slavery where it existed, and he said he believed that secession was wrong. (317)*
4. Who did Lincoln say had the responsibility for deciding about war? *The people of the South (317)*
5. What Federal action prompted the Confederate attack on Fort Sumter? *An attempt to resupply the fort (317-318)*
6. What move by President Lincoln led to other states seceding from the Union? *His call for 75,000 volunteers to join state militias (318)*
7. Name the eleven states of the Confederacy. *South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, Texas, North Carolina, Arkansas, Tennessee, and Virginia (314, 315, 318)*
8. What four other slave states remained in the Union? *Delaware, Maryland, Kentucky, Missouri (319)*
9. What areas of some southern states had strong unionist sentiment? *The mountainous region where slavery was rare (318)*
10. How did Lincoln keep Maryland in the Union? *By using every means he could, including suspending the writ of habeas corpus and putting Confederate supporters in jail (319)*

Questions on Abraham Lincoln's First Inaugural Address
1. What did Lincoln say about his position—had it changed or not from what he had said during the campaign? *He said that it had not changed. (AV 198)*
2. What did Lincoln say would be his policy regarding fugitive slaves? *He said that he would enforce the law. (AV 198)*

3. What did Lincoln say might happen among the states that seceded from the Union? *He said that some of them might secede from the Confederacy. (AV 201)*
4. What did Lincoln say was "the only substantial dispute"? *One section of our country believed slavery was right and ought to be extended, while the other believed it was wrong and ought not to be extended. (AV 201)*
5. What did he mean by the phrase "the better angels of our nature"? *Better thinking than had been used up to that time (AV 203)*

Lesson 58

1. What was the population difference between the North and the South when the Civil War started? *North: 23 million; South: 9 million (including 3.5 million slaves) (322)*
2. How many southerners joined the Union army? *About 100,000 (322)*
3. What did Americans have in common? *Most were Protestant; most of the free population was descended from the British or from Western or Northern Europeans; they spoke the same language; and they shared intangible values such as a commitment to democracy, a pioneer spirit, and faith in and pride in America. (322)*
4. What factor led Robert E. Lee to fight for the Confederacy? *He could not fight against Virginia. (321)*
5. How did North and South compare in terms of manufacturing, railroads, finances, and farming? *The North had more manufacturing and railroads, better finances, and was able to continue farming. (322)*
6. What were the military advantages of each side? *North: a standing Army and Navy, more population to draw from, better equipped; South: talented officers, a captive work force that freed men to fight, only having to fight a defensive war on their home turf (322-323)*
7. How many states were in the Confederacy and how many were in the Union? *Eleven in the Confederacy, 23 in the Union (322)*
8. What was the substitute policy regarding serving in the army? *Draft laws in both the North and the South allowed men to pay a fee or hire a substitute to fight for them. (323)*
9. Do you believe that the Civil War was inevitable? Why or why not? *Answers will vary.*

Lesson 59

1. What were the three elements of the Union Anaconda strategy against the South? *Blockade the southern coast; defend Washington D.C. and attack Richmond, VA; divide the Confederacy along its major rivers (325)*
2. What was the main goal of Confederate military strategy? *To hold the Union to a stalemate that would lead to more favorable events (325)*
3. What two political developments did the South hope would happen? *They hoped that the Confederacy would be recognized by Britain or France and receive aid from them, and they hoped that the North would tire of the war and want a negotiated peace. (325-326)*
4. What was the first battle of the war in Virginia? What was the result? *Bull Run (Manassas Junction); Confederate victory (327)*
5. Who led the capture of New Orleans and the lower Mississippi River for the Union? *David Farragut (327)*
6. How did the South try to defend the west, especially its major rivers? *By establishing a long line of defense along the northern Tennessee border in western Kentucky, across the Mississippi, and into Arkansas (327)*
7. In what two states did the most battles take place? *Virginia and Tennessee (325)*
8. Who led the Union breakthrough action in the west? *U.S. Grant (328)*
9. What two forts in Tennessee did the Union capture? *Fort Henry and Fort Donelson (328)*
10. What nickname did U.S. Grant receive? *"Unconditional Surrender" (329)*

Lesson 60

1. Why did Jesus tell Peter to put his sword away? *Because "all who take up the sword shall perish by the sword." (332)*
2. What Old Testament examples indicate God's acceptance and use of war? *Conquering the Promised Land (Joshua 1:5, 6:21). Samuel finishing the job that Saul had failed to do (1 Samuel 15:9, 32-34). Sometimes the Lord told David to pursue and defeat his enemies (1 Samuel 30:7-8). Other answers possible. (332-333)*
3. What New Testament teachings offer perspectives about war and conflict? *Jesus said to love one's enemies and turn the other cheek when offended (Matthew 5:39-44). Paul said that the government does not bear the sword for nothing (Romans 13:4). Revelation describes the fall of Rome, which came at the hands of a conquering army, as a great victory for God over that evil empire (Revelation 18:1-8). Other answers possible. (333)*
4. How did Roman law change regarding Christians in the military? *When the church began, Christians were not allowed to serve in the Roman army. After Christianity became the official religion of Rome, soldiers had to be Christians. (333-334)*
5. What kind of wars are probably not within God's will today? *Wars fought for national pride or for the purpose of aggression and acquisition of land (335)*
6. Why are Christians to pray for peace? *Because peaceful conditions are the best way for people to hear the gospel and be saved (335)*
7. How can good come from war? *Answers will vary, but might include: examples of courage and sacrifice; stopping evil; encouraging people to spread the gospel*

8. What should Christians think about other Christians who fight in a war, and what should they think about Christians who are conscientious objectors? *They should leave the issue to the individual's conscience. (335)*
9. Who was the conscientious cooperator who received a Medal of Honor for his service in World War II? *Desmond T. Doss Sr. (333)*
10. What do you think about the idea of a just war? *Answers will vary.*

Quiz on Unit 12

1. d (311-312); 2. b (312); 3. c (314); 4. a (314); 5. c (315); 6. c (315); 7. a (316); 8. d (313); 9. b (317); 10. a (317-318); 11. c (318); 12. b (314, 315, 318); 13. c (319); 14. a (322); 15. d (325); 16. b (325-326); 17. d (325); 18. d (327); 19. a (327); 20. b (328)

Unit 13

Lesson 61

1. What were the capitals of the Union and the Confederacy? *Washington, Richmond (339)*
2. How did McClellan move against Lee's forces in Virginia? *Moving his troops by ship to the end of the peninsula between the James and York Rivers (339)*
3. What rail center was Grant heading for when he was attacked at Shiloh? *Corinth, Mississippi (340)*
4. What Confederate commanding general was killed at Shiloh? *Albert Sidney Johnston (340)*
5. How high were the casualties at Shiloh? *Almost 20,000, which was more than the casualties during the Revolutionary War, War of 1812, and Mexican War combined (340)*
6. Where did Lee first invade the Union? *Antietam (Sharpsburg) (341)*
7. What two commanders led the opposing forces at Stones River? *Rosecrans (Union) and Bragg (Confederate) (342)*
8. Which side is considered the winning army at these battles? a. Shiloh *Union (340);* b. Second Bull Run *Confederacy (341);* c. Antietam *Union (341);* d. Fredericksburg *Confederacy (341)* e. Stones River *Union (342)*

Bible Assignment: Read Luke 7:2-10. List three positive attributes of this centurion. *The centurion was well-respected in the community. He showed humility in that he did not consider himself worthy enough to go to Jesus or for Jesus to come to his house. Jesus said that the centurion showed greater faith than any Jesus had seen in Israel.*

Lesson 62

1. What were some of the positions in the North on emancipation for slaves? *Immediate emancipation and integration into white society; allowing slavery in the states where it existed but not extending it to the territories; end slavery but not integrate former slaves into white society (343)*
2. What were Lincoln's reasons for issuing the Emancipation Proclamation? *To boost Union morale; to make the war a crusade against slavery, thus dissuading Great Britain and France from helping the Confederacy (343)*
3. Where did the Emancipation Proclamation apply? *To the states in rebellion (not in border states or in areas controlled by Union army) (343)*
4. How many African Americans served in the Union army? *Almost 200,000 (344)*
5. How did Grant take Vicksburg, Mississippi? *He circled around and besieged it from the east, pinning the Confederates against the Mississippi River. (344)*
6. Why did Lee invade the Union again? *To relieve pressure on Vicksburg, to gain recognition for the Confederacy; perhaps to win the war (344-345)*
7. On what occasion did Lincoln deliver his Gettysburg Address? *At the dedication of the Gettysburg National Cemetery (346)*
8. Which side is considered the winner in these battles? a. Gettysburg *Union;* b. Chickamauga *Confederacy;* c. Lookout Mountain *Union (345-346)*

Questions on the Emancipation Proclamation and the Gettysburg Address

1. What did the Emancipation Proclamation call for? *The immediate abolition of slavery in those states and parts of states still in rebellion. (AV 214)*
2. What was the determination of whether a state was in rebellion or not? *Whether the states were fairly represented in Congress (AV 214)*
3. On what authority did Lincoln issue the proclamation? *As commander-in-chief of the Army (AV 214)*
4. Lincoln said that he believed the action to be what? *An act of justice, warranted by the Constitution, upon military necessity (AV 215)*
5. What did Lincoln invoke on his action? *The considerate judgment of mankind, and the gracious favor of Almighty God (AV 215)*
6. How long ago had the republic been founded when Lincoln spoke? *87 years earlier (fourscore and seven years), in 1776 (AV 232)*
7. Who did Lincoln say had really consecrated the battlefield? *The men who had fought there (AV 232)*
8. What was the task of the living? *To be dedicated to the unfinished work of restoring the Union (AV 232)*
9. What did Lincoln hope would not perish from the earth? *Government of the people, by the people, for the people. (AV 232)*

Questions on "The Man Without a Country"

1. What was the name of the "Man Without a Country"? *Philip Nolan (AV 216)*
2. When did he die? *May 11, 1863 (AV 216)*
3. For what was he tried? *Treason, for his involvement with Aaron Burr's plot (AV 217)*

4. Why was he sentenced as he was? *At the trial, he said that he didn't want to hear of the United States again; and the judge granted his request. (AV 217-218)*
5. How was he kept from hearing about the United States? *He was kept at sea, transferred from ship to ship; newspapers were censored; and no one was allowed to talk to him about the United States. (AV 218)*
6. Who wrote to the narrator to tell him of the man's last hours? *Danforth (AV 228)*
7. Respond to "The Man Without a Country." How did you feel upon finishing it? Was the sentence just? How do you feel about your country and criticisms of it that you hear? *Answers will vary*

Bible Assignment: Read Luke 23:44-47. How did this centurion show that he was convicted by the crucifixion of Jesus? *He began praising God.*

Lesson 63

1. Who was the last general-in-chief that Lincoln appointed? *Grant (347)*
2. What Union general took Atlanta and led the March Across Georgia? *Sherman (347)*
3. Who was Lincoln's vice presidential nominee in 1864? *Andrew Johnson (347)*
4. Who was the Democratic presidential nominee in 1864? *George McClellan (347)*
5. Where was the last push of the Confederate war effort in the west? *Middle Tennessee: Franklin and Nashville (347-348)*
6. Where did Lee surrender? *Appomattox Court House, Virginia (348)*
7. What was the conflict between Lincoln and Radical Republican leaders in Congress over the readmission of southern states? *Lincoln wanted to make it relatively easy for states to come back in; Radical Republicans wanted to punish the South. (348-349)*
8. When and where was Lincoln assassinated? *April 14, 1865, Ford's Theater, Washington, D.C. (349-350)*
9. Who shot Lincoln? *John Wilkes Booth (349-350)*
10. Who else were targets of assassins the same evening? *Vice President Johnson and Secretary of State Seward (350)*

Questions on Abraham Lincoln's Thanksgiving Proclamation and his Second Inaugural Address

1. In the Thanksgiving Proclamation, how did Lincoln describe the enemy? *Of our own household (AV 233)*
2. Lincoln said the war was the result of adherence to what cause? *The cause of freedom and humanity (AV 233)*
3. In Lincoln's Second Inaugural Address, how did he describe the difference between the two sides? *One side would make war rather than let the nation survive; and the other would accept war rather than let it perish. (AV 235)*
4. What are Lincoln's comments about prayer? *He thought it strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces. He also said that the prayers of both could not be answered and that those of neither had been answered fully. (AV 235)*
5. What is one possible reason that Lincoln gave for the war? *As a judgment for the offense of slavery (AV 235)*
6. What was the work that was to be finished? *To bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan—to do all which may achieve and cherish a just and a lasting peace, among ourselves, and with all nations. (AV 235)*

Questions on "O Captain! My Captain!"

1. With what image is Lincoln portrayed in the poem? *Lincoln is portrayed as a ship's captain who has died just as the ship has come into the harbor. (AV 187)*
2. What is the striking contrast portrayed in the poem? *It should be a time of rejoicing, but instead it is a time of sorrow. (AV 187)*
3. What emotions does the poem evoke? *Shock, anguish, confusion, sorrow, sadness in the midst of joy (AV 187)*

Bible Assignment: Read Acts 10:1-48. List three positive attributes of Cornelius. *He was devout. He cared about his family and household. He was obedient. Other answers possible.*

Lesson 64

1. How were military companies usually organized? *By locality (353)*
2. What was the reaction to military drafts in the North and South? *Strongly resisted (353)*
3. How were women involved in war efforts? *Running homes and farms, working in factories, teaching school, helping with medical needs, as spies, by disguising themselves as men and serving as soldiers (353-354)*
4. What was the effect of the war on the northern economy? Give examples. *It helped the northern economy: greater industrial output and farm production (355)*
5. What was the effect of the war on the southern economy? Give examples. *It devastated the southern economy: loss of farms, railroads, cities; loss of wealth in expenditures and land value (355)*
6. Give some examples of political opposition in both North and South. *Vice President Stephens and many others opposed Jefferson Davis' administration; Lincoln was assailed from all sides, some wanting him to do more, some wanting him to do less. (356-357)*
7. How did the Union finance the war? *Taxes, printing greenbacks, issuing bonds (355)*
8. How did the Confederacy finance the war? *Taxes, loans, printing money (355-356)*

9. From what countries did the Confederacy try to get recognition? *Great Britain and France (356)*
10. Who were Copperheads? *Peace Democrats in the North; more broadly, any northerner sympathetic to the South (357)*

Lesson 65

1. Who are some examples of Civil War officers who had strong faith? *Union: Howard, Rosecrans, McClellan; Confederate: Lee, Jackson, Beauregard, Leonidas Polk (359)*
2. What printed material was distributed to soldiers? *Bibles, New Testaments, and religious literature (359)*
3. What religious activities took place in encampments? *Prayer meetings, revivals (359)*
4. What evils were present among the soldiers? *Gambling, drinking, swearing, etc. (360)*
5. What is the religion of the lost cause? *The belief among southerners that the defeat of their cause proves its righteousness, just as Jesus was crucified despite his being righteous. (362)*

Questions on *Co. Aytch*

1. How does Watkins portray the way that sectional differences and the war got started? *He makes fun of all the speeches and politicians*
2. What were some experiences Watkins had in training camp and early in the war? *Monotony of camp life, uncleanness, missing home; he endured the horrors of war*
3. Describe everyday life for a soldier like Watkins. *Dirty, mundane, many shortages, kidding among the troops, religious meetings, etc.*
4. What were some difficult things that Watkins experienced? *Seeing friends and others killed; disease, vermin, etc.*
5. What were some funny things that he experienced? *Trying to eat a rat, getting some corn to eat, etc.*
6. What view does Watkins take of the war after it was over? *He says the cause was lost from the start and that the nation is one and undivided.*
7. Discuss Watkins' style and effectiveness in communicating his experiences and ideas. *Various answers possible*
8. What are some strengths of Watkins' first-hand account? *An individual soldier's perspective on war is different from that offered by a general or from looking at the army as a whole.*
9. How do Watkins' memoirs give you a realistic picture of military service during the Civil War? *Answers will vary, but might include: War is not all glory and battle; in fact, relatively little of it is. Most of the time a soldier has it pretty rough, but even so happy times and an outlook of faith are possible.*

Quiz on Unit 13

1. F (342); 2. D (349-350); 3. G (347); 4. E (348); 5. C (347); 6. B (347); 7. A (347); 8. N (347-348); 9. O (340); 10. L (344-346); 11. J (344); 12. M (342, 345-346); 13. I (341, 345-346); 14. K (341); 15. H (349-350)

Unit 14

Lesson 66

1. What questions faced the South as the Civil War ended? *Answers will vary, but might include: How was the South going to rebuild? What would happen to the southern economy? What was to be done with the newly freed slaves? (365)*
2. What were some attitudes present in the North? *They had different ideas about how to readmit southern States and showed prejudice toward blacks. (365)*
3. What did the Freedmen's Bureau do to help former slaves? *Helped the former slaves find food, clothing, shelter, and medical care; distributed land to blacks; helped build schools for blacks (365-366)*
4. How were blacks helped by military service? *They learned skills, how to read, and how to lead others. (366)*
5. What kind of groups formed in black society? *Churches, fraternal and other organizations. (366)*
6. What was sharecropping? How was it good for families? *A family lived on another person's land and worked the fields; in return, the family received a share of the crop as payment. It helped keep families together, although it did keep many in poverty. (367)*
7. What was the term given to laws passed to limit the rights of blacks? *Black codes (367)*
8. What were two ideas held by Radical Republicans regarding the status of the former Confederate states after the war? *"State suicide" theory and "conquered provinces" theory (369)*
9. Describe the kind of people elected from the former Confederate states in 1865 to serve in Congress. *Many former Confederate officials and officers. (369)*
10. What was the response of Congress? *Congress refused to seat any southern Senators or Representatives. (369)*

Lesson 67

1. What body was formed by Congress to develop a plan for Reconstruction? *The Joint Committee on Reconstruction (371)*
2. How did the Fourteenth Amendment protect the rights of blacks? *By guaranteeing their legal rights and voting rights (371-372)*
3. What punishment was called for by the Fourteenth Amendment if blacks were not allowed to vote? *A state would lose representation in Congress equal to the percentage of adult males who were not allowed to vote. (372)*

4. What plan was made for Confederate debts? *They were declared null and void. (372)*
5. What group won a big majority in the 1866 congressional elections? *The Radical Republicans (372)*
6. What three factors helped them win? *Race riots in the South, Johnson's intemperate outbursts, lingering memories of the war (372)*
7. How were the former Confederate states organized in the Military Reconstruction Act? *Five military districts, each with a military governor and Union troops stationed there (372)*
8. Who were carpetbaggers? *Northerners who came south for personal or political advantage or to try to help southerners (372)*
9. Who were scalawags? *Southerners who cooperated with the Republicans in power (372)*
10. How did some unreconstructed southerners react to the changes taking place around them? *They resorted to violence against blacks and Republicans. (374)*

Lesson 68

1. What was Andrew Johnson's profession? *Tailor (376)*
2. To what position did Abraham Lincoln appoint Johnson in 1862? *Military governor of Tennessee (376)*
3. What social group did Johnson hate? *Aristocrats (376)*
4. What did the Command of the Army Act require? *That the President's military orders pass through the General of the Army, who could not leave Washington without the permission of Congress. (377)*
5. What did the Tenure of Office Act forbid? *It forbade the President from firing any appointee that had been confirmed by Congress. (377)*
6. What body impeached Johnson? *The House of Representatives (378)*
7. What body conducted the impeachment trial? *The Senate (378)*
8. What were the arguments of Johnson's defenders in the trial? *The law did not apply to Johnson; the law was unconstitutional; what Johnson had done was not an indictable offense in a court of law. (378)*
9. What was the vote on impeachment? *One vote short of the two-thirds necessary to remove Johnson from office (378)*
10. What was the result of impeachment on Johnson and on Congress? *Johnson did not oppose any further congressional action on Reconstruction. The Radical Republicans lost public support, but Congress continued to control Reconstruction. (379)*

Lesson 69

1. How did Congress change tariffs during the Civil War? *Increased them (381)*
2. What position did Robert E. Lee fill after the Civil War? *President of Washington University (382)*
3. What was Jefferson Davis' legal status after the war? *He was held for two years and indicted for treason, but he was released on bail and never tried. President Johnson granted him a pardon in 1869. (382)*
4. What did the Homestead Act allow? *It said that a person could receive 160 acres free by living on it or planting on it for five years. (381)*
5. What institutions did the Morrill Land Grant Act authorize? *Agricultural and mechanical universities (383)*
6. Describe U.S. monetary policy before 1863. *The Federal government operated on a hard money policy. State banks were loosely regulated, and state bank notes varied in their worth. (383-384)*
7. What immediate need did the 1863 National Bank Act address? *Financing the Union war effort (384)*
8. What institutions could be chartered under the law? *Federally-chartered banks (384)*
9. How did the new procedures help the country? *It provided a sound, stable national currency and stronger banks. (384)*

Lesson 70

1. What had not happened in Jerusalem even after many years following the return of the captives? *The wall had not been rebuilt. (387)*
2. How important is prayer to Nehemiah and the story in the book of Nehemiah? *Very important! Nehemiah depended on it and credited God for the good that happened. (387)*
3. How does the story combine the spiritual and the practical? What lesson do you get from this? *Answers will vary, but could include: Nehemiah and the people prayed and then went to work. It is a good illustration of what we need to do every day.*
4. How did opponents try to discourage or stop the work? *By opposing Nehemiah, ridiculing the work, wanting to meet with Nehemiah, spreading rumors, trying to kill Nehemiah (388-389)*
5. How did Nehemiah make the rebuilding a shared project? How did the community work together? *He shared his vision with the leaders of the people, and they adopted it as their project. With families side by side, building the portion of the wall next to their homes. (388-389)*
6. How did internal dissension threaten the work and how was the crisis resolved? *Some Jews were trying to make a profit from the distress of others. Nehemiah convicted them of their sin and they quit. (388-389)*
7. What good leadership qualities did Nehemiah exhibit? *Answers will vary, but might include: self-sacrifice, a clear vision of the goal, dependence on God, not being distracted by opponents. (389)*

8. How did the Jews react to hearing the Law? *They were convicted of their sins and wept. (389)*
9. How was the restoration project unfinished even after the wall was completed? *They had to be rid of foreigners, restart tithing and Sabbath observances, and put away foreign wives. (390)*
10. What principles do you learn from the story of Nehemiah? *Various answers possible*

Quiz on Unit 14
1. d (365-366); 2. c (372); 3. d (366); 4. b (372); 5. a (367); 6. b (369); 7. d (367); 8. b (381); 9. a (371); 10. b (372); 11. c (371-372); 12. c (376); 13. c (372); 14. b (377); 15. a (378)

Unit 15

Lesson 71

1. What was Grant's military record before the Civil War? *Attended West Point, served in the Mexican War, served at various military posts, resigned his commission because of alcoholism (393)*
2. Who provided Grant with his margin of victory in the 1868 election? *Black voters (393)*
3. What does the Fifteenth Amendment prohibit? *Denying the right to vote on the basis of race, color, or previous condition of servitude (393)*
4. What were some scandals during the Grant Administration? *The attempt to corner the gold market, bribery involving selling goods to an Army post, the St. Louis Whiskey Ring, the Credit Mobilier railroad construction scandal (393-394)*
5. What was the Tammany Hall machine or the Tweed Ring? *The political machine that used corruption to run New York City and skim off large amounts of public money (394-395)*
6. Who was Grant's opponent in the 1872 election? *Horace Greeley (395-396)*
7. What were greenbacks? *Paper money issued by the government (396-397)*
8. How did their use affect the nation's economy? *They made money cheaper and allowed some degree of inflation. Farmers and debtors wanted them used. (397)*
9. What were some of the reasons why Democrats regained power in the South? *Blacks were not generally politically active; whites wanted power and were willing to use intimidation to keep blacks out of politics and voting; whites controlled the southern economy; Congress pardoned many former Confederates; there was no widespread commitment to equality for blacks in either the North or the South (397-398)*
10. List the Presidents of the United States in order through Grant. *Washington, John Adams, Jefferson, Madison, Monroe, John Quincy Adams, Jackson, Van Buren, Harrison, Tyler, Polk, Taylor, Fillmore, Pierce, Buchanan, Lincoln, Andrew Johnson, Grant*

Bible Assignment: List three ways in which the world commonly defines progress. *Increased standard of living. Technological development. Expansion of territory or influence.*

Lesson 72

1. What were some of the reasons why Americans were optimistic after the Civil War? *The war was over and slavery had been ended; the prospects for settling the west were good; people were gaining a higher standard of living; advances were being made in technology, communication, and transportation. (400)*
2. What discoveries encouraged people to move west? *Gold, sliver, and copper (400-401)*
3. Where did most cattle drives begin and end? *Began in Texas; ended in Abilene, Kansas (401)*
4. How many battles between Native Americans and the U.S. Army took place between 1869 and 1875? *Over 200 (402)*
5. Who won the battle between an Army force led by George A. Custer and Sioux warriors led by Sitting Bull? *The Sioux (402)*
6. How much did urban population increase between 1830 and 1870? *Nine-fold, from 1.1 million to 9.9 million (403)*
7. What areas of the country had large percentages of foreign-born immigrants or children of immigrants? *New England and the Middle Atlantic states (403)*
8. From where did most of the new immigration come? *Eastern and Southern Europe, including Italy, the Balkans, Poland, and Russia (403)*
9. What services grew in the cities to meet the public's needs? *Public transportation, street lighting, police and fire protection, sanitation (404)*
10. What group was largely denied access to the American dream? *African Americans (405)*

Lesson 73

1. Why was a transcontinental railroad promoted? *No other single method of crossing the continent conveniently was available; travel between the coasts was slow and often dangerous. (407)*
2. What was the proposed eastern terminus of a southern-route transcontinental railroad? *New Orleans (407)*
3. What two companies built the transcontinental railroad? *The Union Pacific and the Central Pacific (408)*
4. What was the eastern terminus and what was the western terminus for the railroad? *Eastern: Omaha, Nebraska; Western: Sacramento, California (408)*
5. What immigrant groups were hired in large numbers by the railroad companies? *The Union Pacific hired many Irish, and the Central Pacific hired many Chinese. (408)*

6. In what three ways did government give financial assistance to the railroads? *Land grants, loans, and tax breaks (408-409)*
7. When was the transcontinental railroad finished? *May 10, 1869 (409)*
8. At what point did the two lines meet? *Promontory Point, Utah (409)*
9. What were some of the benefits of the project? *A trip across the country now took only a week; materials and goods could reach factories and markets; the government carried workers, materials, and the mails cheaply or for free; new markets were opened up and the national economy was stimulated. (409-410)*
10. What were some of the costs of the project? *Excessive profit-taking by the companies; destruction of the buffalo and the Native American way of life. (410-411)*

Bible Assignment: How are we under obligation to use well these blessings of progress? Transportation and travel: *taking the gospel to more people; helping people.* Communication: *teaching the gospel to more people, developing better Bible knowledge.* Medical and agricultural technology: *helping people have a better quality of life.* American churches and Christians: *using our resources to support evangelists and missionaries and to help the poor. Other answers possible.*

Lesson 74

1. Who were the Republican and Democratic presidential candidates in 1876? *Republican: Rutherford B. Hayes; Democrat: Samuel J. Tilden (414)*
2. The electoral votes from what states were questioned in the election? *Oregon, Louisiana, South Carolina, and Florida (414)*
3. What did Congress do to settle the controversy of the presidential election of 1876? *Congress appointed a commission that voted 8-7 along party lines for Hayes. (415)*
4. What deal did leading Republicans and southern Democrats evidently make behind the scenes in late February of 1877? *Hayes agreed to remove the remaining Reconstruction troops from the South and to appoint a southerner as Postmaster General, and Democrats agreed to withdraw their opposition to Hayes. (416)*
5. What was the main goal for the Democrats involved in the negotiations? *To be able to control state politics in the South (416)*
6. What happened after Hayes took office? *Hayes did the two things mentioned above, but other actions that had been discussed were not taken. (416)*
7. Who were the main losers in the deal that was made? Why? *Blacks. Neither party defended their rights and they came to be at the mercy of southern Democrats. (416-417)*
8. What happened to the civil rights of blacks in the years after 1877? *Democratic state governments in the South limited or removed the civil rights of blacks. (417)*
9. How strong was Republican domination of politics in the last half of the nineteenth century? *Republicans had the most power, but Democrats were not far behind. (417)*

Lesson 75

1. What appears to be progress might actually only be what? *Going faster (418)*
2. How was American life a mixture of good and bad in the late nineteenth century? *Good: better health care, better ability to travel and communicate, slavery had ended, farming techniques were improving; bad: racial prejudice was widespread; industrial workers were paid low wages in unsafe conditions (418)*
3. What spiritual issues are involved in medical research and advances? *Quality of life issues for babies and the elderly, the cost for such care in terms of money and human effort; questions surrounding stem cell research, etc. (419)*
4. What are some moral issues involved in embryonic stem cell research? *Doing research with embryonic stem cells destroys the embryo; the possibility exists of abortions being performed for the purpose of using cells for research or medical treatment. (419)*
5. How can the city pull people away from God? *By emphasizing the accomplishments of man and preventing appreciation of God's world (419-420)*
6. How does God define progress? *Getting closer to the goals that He wants us to accomplish. (420-421)*
7. What is one surprising way to make progress as God defines it? *To go back to His ways when people have left them (421)*
8. How must Christians handle all material progress that is made in the world? *By using the principles of God's truth (422)*
9. In what ways is American life today better than it was 100 years ago, and in what ways is it not as good? *Answers will vary.*

Questions on *Humorous Stories and Sketches*

1. What do you learn about life in the frontier West in "The Notorious Jumping Frog of Calaveras County"? *Men liked to bet on many things, they played tricks on each other, and they liked telling tall tales.*
2. What characterizes "Journalism in Tennessee"? *Exaggeration and lies, pointed personal attacks, and even physical violence*
3. Tell what you find humorous about one of the following stories: "About Barbers," "A Literary Nightmare," or "The Stolen White Elephant." *Answers will vary. Twain takes a common thing (such as barbers or typical human behavior) and exaggerates it for humorous effect.*
4. What is bittersweet about "The Private History of a Campaign That Failed"? *The men marching around and playing soldier is funny until they actually kill someone, which reminds us that the story is about war.*

5. What does Twain think of the writing style of James Fenimore Cooper? *He doesn't like it.*

Quiz on Unit 15

1. False (393-394)
2. False (395-396)
3. False (397-398)
4. True (400-401)
5. False (402)
6. True (403)
7. False (408)
8. True (414)
9. False (415)
10. True (416)

History Exam on Units 11-15

1. Gold (287)
2. Popular sovereignty (286)
3. Fugitive Slave Law (289)
4. Kansas (291-292)
5. Kentucky (294)
6. John C. Calhoun (297)
7. Dred Scott (298-300)
8. Stephen Douglas (301, 311-312)
9. John Brown (302)
10. Abraham Lincoln (312)
11. South Carolina (314)
12. Jefferson Davis (315)
13. Montgomery, Alabama (315)
14. Fort Sumter (317-318)
15. Eleven (314-315, 318)
16. Four (319)
17. Ulysses S. Grant (328, 340, 344)
18. Gettysburg (344-346)
19. Andrew Johnson (347)
20. George McClellan (347)
21. Nashville (347-348)
22. William T. Sherman (347)
23. Robert E. Lee (348)
24. John Wilkes Booth (349-350)
25. Freedmen's Bureau (365-366)
26. Sharecroppers (367)
27. Black codes (367)
28. Fourteenth Amendment (372)
29. Andrew Johnson (378)
30. Ulysses S. Grant (393-394)
31. Homestead Act (381)
32. Transcontinental railroad (408)
33. Rutherford B. Hayes (416)

English Exam on Units 11-15

1. See the literary analysis in the *Student Review*. The book put the slavery issue in personal terms and showed how, even in a "good" situation, slavery was intolerable.
2. Nolan expressed hatred for the U.S. when he began his sentence. He was troubled by what he had done during the sentence. At the end of his life, he expressed love for his country.
3. Whitman uses the image of a captain dying just as his ship comes into harbor. The poem expresses shock and deep sadness at such a tragedy, especially when joy had been anticipated.
4. See the literary analysis of the book. It provides a personal and realistic view of the life of a Confederate foot soldier during the war.
5. See the literary analysis for information about each piece.

Bible Exam on Units 11-15

1. Answers will vary but might include race, family background, education, experiences, etc. (305)
2. People can learn from each other, and the group can be stronger if people can offer different abilities. (305)
3. People often see differences as a reason to be suspicious of others and to separate from those who are different. (305)
4. The Jew-Gentile difference (306)
5. Accept them as the work of the Spirit, use their abilities to bless others. (306-307)
6. Accept those who see things differently as people who answer to the Lord and not to them. (307-308)
7. With the world divided in so many ways, it is a powerful message when Christians are able to get along. (308)
8. God's commanding Israel to go to war, to conquer the Promised Land, to destroy their enemies, etc. (332-333)
9. Jesus said to love one's enemies and to turn the other cheek. (333)
10. Peace provides the best conditions for teaching the gospel so that people can be saved. (335)
11. Conscientious objector (335)
12. It provides examples of courage and sacrifice; evil is stopped; those in the military are challenged to think about what is really important; and people are moved to teach the gospel to those in other lands. (335)
13. Bibles, New Testaments, and tracts (359)
14. Preaching, prayer meetings, and revivals (359)
15. The belief among southerners that the defeat of their cause proved its righteousness, just as Jesus was crucified despite His being righteous. (361)
16. The wall had not been rebuilt. (387-388)
17. Nehemiah (389)
18. He spoke of it as their project; people worked on it regardless of their skills; families worked on the portion of the wall near their homes. (387-389)
19. Improved medical technology enables longer lives, but such treatment is expensive and requires more care; stem cell research involves questions about destroying embryos, using cells from aborted babies, and other issues. (419)
20. Faithfulness; getting closer to the goals that He wants us to accomplish. (420-421)

Unit 16

Lesson 76

1. What two factions existed in the Republican Party? *The Stalwarts and the Half-Breeds (425)*
2. How did President Hayes end Reconstruction? *He withdrew the last remaining Federal troops from the South. (425)*
3. Why was Hayes viewed with suspicion? *Because of the deal that had allowed him to become President (426)*
4. What were some of Hayes' positions on other issues? *Hayes refused to give government jobs as political favors; he opposed labor strikes; he refused to limit Chinese immigration because it would violate a treaty; and he opposed increasing the minting of silver coins. (426-427)*
5. Who were the two main candidates for President in 1880? *Republican: James Garfield; Democrat: Winfield Scott Hancock (427)*
6. What happened to President Garfield in July of 1881? *He was shot (and he died two months later in September). (427)*
7. What did the Pendleton Act provide for? *About twelve percent of Federal jobs were to be filled by competitive Civil Service examinations overseen by the Civil Service Commission; the President could increase the positions covered by Civil Service. (428)*
8. Who were the two main presidential candidates in 1884? *Republican: James G. Blaine; Democrat: Grover Cleveland (429)*
9. What personal attacks were made against each candidate? *Blaine was attacked as being politically corrupt; Cleveland was attacked for being personally corrupt. (429)*
10. What was the political significance of the winner's triumph? *It was the first presidential election that the Democrats had won since 1856. (430)*

Lesson 77

1. What two opposite actions on civil service did President Cleveland take? *He extended the list of Federal jobs to be filled by civil service examinations, but he also fired thousands of Federal employees and replaced them with Democrats. (431)*
2. What was Cleveland's stance on Union Army veterans' pensions? *He believed many were fraudulent and he vetoed many pension bills. (431-432)*
3. What did the Interstate Commerce Act call for? *Regulation of the railroad industry and the creation of the Interstate Commerce Commission to investigate and prosecute alleged violators (432)*
4. Who were the two leading candidates for President in 1888? *Democrat: Grover Cleveland; Republican: Benjamin Harrison (433)*
5. What were three actions that were taken during Harrison's presidency? *Many Federal workers were replaced with Republicans; the Dependent Pension Act was passed for Union Army veterans; tariffs were increased. (433)*
6. What issue did the Dawes Act address? *The government's policy toward Native Americans (432)*
7. What was the purpose of the Sherman Antitrust Act? *It forbade business combinations or conspiracies that limited trade or that created monopolies in interstate commerce. (434)*
8. The U.S. Treasury increased its purchases of what during Harrison's term? *Silver (434)*
9. What were the results of the 1890 mid-term election? *Democrats gained a large majority in the House and cut the Republican majority in the Senate. (434)*
10. What major change in society was the country facing during this time? *The nation was changing from an agricultural society to an industrial one. (435)*

Lesson 78

1. What was the problem with state banks? *State regulations varied, so the worth and reliability of the banks and their notes varied as well. (436)*
2. What were the restrictions felt under a hard money policy? *Business was not able to expand, and the gold supply was unpredictable. (437)*
3. What kind of banks did the National Bank Act of 1863 authorize? *Federally-chartered banks (436)*
4. What was the ratio of silver to gold used in minting coins? *16-to-1 (438)*
5. What did the Bland-Allison Act authorize? *The U.S. government was to buy between $2 million and $4 million in silver each month. (438)*
6. What did the Sherman Silver Purchase Act require? *It required that the government buy $4.5 million in silver each month and to buy it with paper money that could be redeemed in either gold or silver. (439)*
7. What is the term for using both silver and gold as the standard for money? *Bimetallism (439)*
8. What was Cleveland's position on the Sherman Silver Purchase Act? *He wanted it to be repealed. (439)*
9. What problem developed with the U.S. gold reserve in 1893? *The gold reserve was running low, and the danger was that paper money might not be able to be redeemed in gold as promised. (439)*
10. How was the problem resolved? *A group of bankers agreed to buy U.S. bonds with gold and to try to stop the flow of gold overseas. (439)*

Lesson 79

1. What groups generally supported each of the two leading political parties? *Republicans: wealthy industrialists, Midwestern farmers, blacks, Union war veterans; Democrats: southern whites, big city political machines, factory workers, immigrants, small farmers, and businessmen who opposed a high tariff (441)*

2. What was the main interest of government during the late 1800s? *To promote business (441)*
3. What group felt left out during this time? *Farmers (441)*
4. What were some of the difficulties that this group faced? *Answers might vary, but might include: lower prices for farm produce, high tariffs, weather and insect problems. (442)*
5. What problems existed with organizing those in this group? *They were traditionally independent and did not live close together. (442)*
6. What was the first national organization specifically for farmers? *The National Grange of the Order of the Patrons of Husbandry, or the Grange (442)*
7. What were the later groups formed for farmers called? *Alliances (Northwestern and Southern; also Colored) (443)*
8. The political party organized by farmers was called what? *The Populist or People's Party (444)*
9. What did the party want to see happen? *Free and unlimited coinage of silver at the ratio of 16-to-1, electoral reforms, government ownership of railroads and utilities, a graduated income tax, and shorter working hours for industrial laborers (444)*
10. What were the party's accomplishments in the 1890 and 1892 elections? *They won several congressional elections and governorships. Its 1892 presidential candidate received a million popular votes and 22 electoral votes. (444, 446)*

Lesson 80

1. What was Darwin's basic hypothesis regarding how variations and species arose? *Darwin suggested that variations in living things are hereditary. He said that all living things are in a struggle for survival and that only the fittest survive. He said that living things adapt through the process of natural selection and that change has taken place from simple to complex forms. (447)*
2. Give examples from the media that show how evolution is assumed to be true. *Assumptions that the earth is billions of years old; accepting what scientists say without any alternative views being offered; other answers possible*
3. How does materialistic evolution stand in opposition to what the Bible says about our world? *The Bible clearly says that God created the heavens and the earth out of nothing.*
4. What is theistic evolution? *The belief that God is the first cause in the evolutionary process. (448)*
5. What parts of the Bible have been interpreted as being a result of evolutionary change? *The Pentateuch and the Gospels (448)*
6. The quotation by Scott Huse in this lesson makes bold assertions about the negative influence of evolutionary thought. What evidence do you see that his assertions are true? *Increased crime rate, depression, abuse, abortion, etc. (447-448)*
7. What are some problems with the theory of evolution? *Answers will vary, but might include: Evidence for macro-evolution does not exist; no evidence exists for evolution across species; known variations are almost all harmful, not helpful; the geologic column as a whole has never been found; the theory of evolution as held by scientists changes over time; the theory of evolution goes against the laws of thermodynamics; transitional forms have not been found; there is a qualitative difference between man and the rest of creation that evolution cannot bridge. (450)*
8. Why do you think the weak evidence regarding evolution and the strong evidence regarding a Creator are overlooked? *Because people want to find supposed evidence for evolution and ignore the evidence of a Creator. Other answers possible.*
9. How is evolution a form of faith (that is, how is believing it "the assurance of things hoped for, the conviction of things not seen")? *People who believe it trust that it is true without the evidence to support their belief. Other answers possible.*

Questions on "When I Heard the Learn'd Astronomer"

1. Why did Whitman become "tired and sick"? *He heard the astronomer going on and on with facts and figures and charts and being applauded by the audience. (AV 187)*
2. What did he do then? *He went out and wandered by himself. (AV 187)*
3. What made Whitman appreciate the stars? *When he would simply look up in silence at them (AV 187)*
4. How does the poem support Psalm 19:1-3? *The psalm says that the heavens declare the glory of God, even where there is no voice to be heard.*
5. How would you summarize the point of the poem? *Statistical and scientific analysis cannot take the place of simple wonder and amazement at God's creation. Other answers possible.*
6. When have you ever felt this way about a subject? *Answers will vary.*

Quiz on Unit 16

1. Stalwarts and Half-Breeds (425)
2. He withdrew the last Federal troops from the South. (425)
3. James A. Garfield (427)
4. Civil service (428)
5. Democratic Party (434)
6. He generally opposed them. (431-432)
7. Benjamin Harrison (433)
8. The Sherman Antitrust Act (434)
9. The change from an agriculture-based to an industrial-based economy and society (435)
10. Railroads (432)
11. Gold and silver (439)
12. Populist Party (or People's Party) (441, 444)

Unit 17

Lesson 81

1. What were three changes in technology and resources that contributed to the Second Industrial Revolution? *National rail transportation and national communication systems; electrical power; large number of inventions and advances in technology that were applied to industry (455)*
2. What are the two simplest forms a business can take? *Individual proprietorship and partnership (456)*
3. What is a business corporation? *A business organization chartered by a state government, run by a board of directors, possibly with the sale of stock, and considered a legal person separate from the persons involved in the business (456)*
4. What are the combinations that were used by businesses in the late 1800s? *Pool, trust, holding company, interlocking directorate (456-457)*
5. What were some benefits of big industry? *Answers might include: Large companies were able to supply and respond to a changing and growing national market; they could use mass production and distribution techniques and technological advances; they could produce products at lower cost which meant lower prices. (457)*
6. What was the impact of big business on labor? *Positive: more goods were available to the public at affordable prices; more Americans were able to find work; negative: lack of competition drove some prices higher and lowered quality; a larger gap developed between rich and poor; workers felt used by their employers. (459)*
7. What was the first big industry? *Railroads (457)*
8. In what industries did Cornelius Vanderbilt and John D. Rockefeller create their wealth? *Vanderbilt: shipping and railroads; Rockefeller: oil (459-460)*
9. What was finance capitalism? *The business of managing investments in companies (461)*
10. Who were three people who pioneered in catalog sales? *Ward, Sears, and Roebuck (461)*

Lesson 82

1. In 1900 what was the average laborer's work week and annual salary? *59 hours per week; under $500 per year (463)*
2. What obstacles made organizing labor unions difficult? *The numbers of workers involved, the traditional American desire to be independent, resistance by and other difficulties with immigrants (such as language barriers), the view by many workers that their current job was temporary, and the suspicion of unions as being socialistic (464)*
3. The Molly Maguires were involved with what industry? *Coal mining (464)*
4. What were contract labor arrangements? *Agreements that immigrants would sign to work for a particular company, in return for which the company would pay their passage to America (465)*
5. With what labor organization was Terence Powderly associated? *Knights of Labor (465)*
6. Who was convicted of crime after the Haymarket Riot? *Eight anarchists (466)*
7. What were the two main ways of organizing workers into unions? *By craft (or profession) and by industry (466)*
8. Where was an important steel strike in 1892? *Homestead, PA (467)*
9. Who was the leader of the American Railway Union and what company did it strike in 1894? *Eugene V. Debs; the Pullman Railroad Car Company (467-468)*
10. What group was called the Wobblies? *Industrial Workers of the World (468-469)*

Lesson 83

1. What did the term New South mean? *A South that would be open to industry, that would involve all of its citizens and all of its natural resources, and that would not be as dependent on cotton farming alone. (471)*
2. How was agriculture changed in the South after the Civil War? *Plantation system gone; plantations broken up into small farms; increased diversity of crops; development of a national market; harvesting of forest products; greater use of machinery and fertilizer; help from agricultural colleges (471)*
3. What was the effect of tenant and sharecropper farming? *It provided labor for farming, but it kept many people poor and unable to buy much. (471-472)*
4. How did southern manufacturing change after the war? *Building of textile mills and railroads; use of coal for energy (472)*
5. How did southern education change? *More colleges and trade schools were opened. (472-473)*
6. What company did Duke form in 1890? *The American Tobacco Company (473)*
7. What political party controlled the South after Reconstruction? *Democratic (473)*
8. What two terms were used to describe these political leaders? *Redeemers or Bourbons (474)*
9. What did these leaders support, and what did they oppose? *They supported industrial growth, but they opposed changes in social policy. (474)*
10. What issues arose in the West during this period? *Homesteading, water scarcity, conflict between cattle drivers on one hand and ranchers and farmers on the other (474-475)*

Questions on "The Significance of the Frontier in American History"

1. Why was there no longer a place for a frontier of settlement in the census reports? *The unsettled area of the country had been broken into isolated bodies of settlement. (AV 258)*
2. According to Turner, what has the advance of the frontier meant in regard to European influence? *A steady movement away from the influence of Europe, a steady growth of independence on American lines (AV 259)*
3. How had the frontier affected the American mindset? *It helped Americans always envision new possibilities and opportunities (AV 258); it helped Americans be adaptable and desire to gain control over nature (AV 260); it made ownership of land (271), the disposition of public lands (AV 268), and relations with Indians important issues (AV 272).*
4. How did western migration in the U.S. change the character of American life and of the American population from what it had been originally on the East Coast? *The first colonists were primarily English; but later immigrants were Scots-Irish (AV 259) (in the South), Pennsylvania Dutch (AV 266) (in the Midwest), and other ethnic groups; the interior developed an independence from the East Coast (AV 265).*
5. What did Turner say was the most important effect of the frontier? *The promotion of democracy in the U.S. and in Europe (AV 270)*

Lesson 84

1. Why did cities grow during this period? *Migration from rural areas, new immigration from overseas (477)*
2. From what general areas did the new immigration come? *Southern and Eastern Europe (477)*
3. What facility in New York Harbor completed in 1892 processed millions of immigrants? *Ellis Island (478)*
4. For what were immigrants checked? *If they had jobs or relatives, whether they had a criminal record, what money they had with them, insanity, infectious diseases (478)*
5. What were some challenges new immigrants faced? *Prejudice, dangerous jobs, low wages, crowded tenements (478-479)*
6. What nationality was particularly discriminated against? *Chinese (479)*
7. What innovations helped the construction of taller buildings? *Iron and steel frames, elevators (479)*
8. What pressures caused a demand for greater government programs and services? *Growing urban population, government's friendly attitude toward business, the needs of new immigrants (many of whom were poor) (479-480)*
9. What were some forms of entertainment that became popular during this period? *Stereopticon, bicycles, motion pictures, circuses, Wild West shows, vaudeville, music, team sports, etc. (480-483)*
10. What were the large, occasional events that attracted millions of visitors and showcased new developments? *World expositions and fairs (483)*

Lesson 85

1. What is Social Darwinism? *The belief that financially adept people and institutions would survive, and those that were weak would fall by the wayside (485)*
2. What English author applied survival of the fittest to society? *Herbert Spencer (485)*
3. Who was a leading American spokesman for Social Darwinism? *William Graham Sumner (485)*
4. Social Darwinists believed that big businesses and fabulously wealthy individuals were examples of what? *The survival of the fittest (485)*
5. Who was "The Forgotten Man"? *The average middle-class worker who wants the freedom to do as he wishes, who contributes to the welfare of society and benefits from society, and who is hampered by undue government regulation and interference. (486)*
6. What is the social gospel? *The belief that the mission of the church is to address the material needs of people (486)*
7. What are some examples of social gospel activity? *YMCA, Salvation Army, soup kitchens, and advocacy for laws to address social ills such as child labor (486)*
8. Who was a leading proponent of the social gospel? *Walter Rauschenbusch (486)*
9. How did he adapt Biblical teaching to his social gospel ideas? *He said that the kingdom of God was about a better life here on earth, that regeneration involved a renewed concern for other people, and that salvation was the "voluntary socializing of the soul." (486-487)*
10. What is true about the social gospel and what is extreme about it? *Christians are to serve other people, but Jesus and the gospel are primarily about a person's relationship with God and not a person's physical condition. Other answers possible. (487)*

Questions on *In His Steps*

1. Give the name of: the minister of First Church, Raymond; the newspaper editor. *Henry Maxwell, Edward Norman*
2. Give the name of: the railroad shop superintendent; the president of Lincoln College. *Alexander Powers, Donald Marsh*
3. What was the rough area of town where the mission meetings took place? *The Rectangle*
4. Who was killed by a falling bottle? *Loreen*
5. To what city did the pledge-taking spread? *Chicago*
6. What was convicting to you about the book, and what seemed unrealistic? *Answers will vary.*
7. What situations do you face in which you need to ask, "What would Jesus do?" *Answers will vary.*
8. What would you be willing to risk or give up in order to be faithful to Jesus? What might you be tempted to compromise in order to keep your job or your comforts? *Answers will vary.*

9. What is the Christian's responsibility in society to make a difference for good? Should a Christian's faith be separate from his or her political and social involvement? *Answers will vary.*
10. Describe someone you know who seems to ask "What would Jesus do?" in order to guide what he or she does. *Answers will vary.*

Literary Analysis of *In His Steps*

Plot.

1. What do you think is the narrative hook in the book? *A man comes to the minister's house looking for work, then comes to the minister's church on the following Sunday morning and later dies.*
2. What do you think is the inciting incident? *The minister's sermon and subsequent church meeting when people commit themselves to asking "What would Jesus do?" and doing that regardless of the consequences.*
3. What do you think is the climax to the story? *The riot following the election and the death of Loreen.*
4. What do you think is the resolution in the plot? *The transformation of the Triangle district*
5. What is the denouement? *The spread of the movement to Chicago and Maxwell's vision of it spreading throughout the country.*
6. What are some sources of conflict in the story? *Those who make the pledge have conflict within themselves as they work out the consequences of their decision. They also have conflict with those in the church and in the city who reject the pledge. A major conflict is between those pushing for reform and those who defend the sale of alcohol (the saloon forces). Significant interpersonal conflicts include: Rachel Winslow and Rollin Page (at first), Virginia Page and her grandmother.*

Characters and Characterization, Narration and Mood.

1. Who is the main protagonist in the novel? *Henry Maxwell*
2. The antagonist is somewhat harder to identify. Who do you think causes the greatest conflict with the protagonist? *Generally unnamed forces who oppose the movement, especially people who are behind the liquor industry*
3. *What two friends are confidants? Rachel Winslow and Virginia Page*
4. *What is the point of view of the narrator? Third person omniscient*
5. *How would you describe the mood or tone of the book? The author conveys the struggles involved in following through on the pledge, but he also conveys the belief that the movement will succeed.*

Response. *Various answers possible.*

Quiz on Unit 17

1. C (461); 2. E (456); 3. B (465); 4. A (474); 5. F (478); 6. D (457); 7. K (464); 8. L (465); 9. J (473); 10. M (461); 11. H (467-468); 12. G (459); 13. I (460); 14. Q (471); 15. S (481); 16. T (455); 17. N (466); 18. P (468-469); 19. R (483); 20. O (474-475)

Unit 18

Lesson 86

1. Who won the presidential election of 1892? *Grover Cleveland (491)*
2. What hit the country soon after Cleveland took office? *The Panic of 1893 (491)*
3. On what did the President blame the economic downturn? *The Sherman Silver Purchase Act (492)*
4. What issues divided Democrats? *The gold standard (or the silver issue) and the tariff (492)*
5. What was passed and then declared unconstitutional by the Supreme Court? *A personal income tax (493)*
6. Who were the major party nominees in 1896? *Republican: William McKinley; Democrat: William Jennings Bryan (493)*
7. What was the dilemma of the Populist Party? *Whether to nominate Bryan or choose another candidate. (493-494)*
8. How did the major party candidates differ in their campaigning in 1896? *McKinley gave speeches from his front porch while Bryan made an intense tour of the country. (494)*
9. What were some reasons why McKinley won in 1896? *Bryan did not do well among laborers, and many blamed the Democrats for the recession. (494)*
10. What were two important pieces of legislation passed by Congress during McKinley's term? *The Dingley Tariff and the Gold Standard Act (494)*

Questions on "Cross of Gold"

1. At what event was the speech given? *1896 Democratic National Convention (AV 278)*
2. What is the issue Bryan is addressing? *Whether the U.S. should remain on the gold standard or go to a policy of bimetallism (spelled bi-metalism in the speech) (AV 280-281)*
3. What does he say about what other nations do? *He says the U.S. should not wait to see what other nations do but should chart its own course. (AV 282)*
4. What is the cross of gold? *The gold standard that he says will ruin the working man and family (AV 282)*

Lesson 87

1. What tactics were used in the South to prevent blacks from voting? *Residency requirements, denial of the vote because of conviction for crimes (sometimes petty), poll tax, literacy test, party primaries, grandfather clause (497)*

2. What was the status of blacks in the North during this time? *Victims of prejudice, discrimination, and segregation (498)*
3. What did the Supreme Court rule in 1883 regarding the application of the 14th Amendment? *That it only applied to state action and not to individual action (498)*
4. What was a common practice that was used to justify segregation? *Separate but equal policy (498)*
5. What did *Plessy v. Ferguson* say about this practice? *It upheld the practice as a valid use of a state's police powers. (498)*
6. What is the term for a mob execution of a black? *Lynching (498)*
7. What was the position of Booker T. Washington on progress for blacks? *Washington believed that blacks could best help themselves by getting an education, pursuing a trade, and contributing to society in a positive way. He accepted segregation, and he encouraged blacks to do what they could to improve and advance themselves within the system. (498-499)*
8. What was the position of W. E. B. Du Bois on progress for blacks? *Du Bois was willing to agitate for such political and social equality. (499)*

Questions on the "Speech Before the Atlanta Cotton States and International Exposition" and "Of Booker T. Washington and Others"

1. What phrase does Washington use to describe what blacks (and whites) should do to make progress? *"Cast down your bucket where you are." (AV 275-276)*
2. How does Washington refer to agitations on questions of social equality? *The extremist folly (AV 277)*
3. Washington said it was important for blacks to have the privilege of the protection of the law but vastly more important to do what? *Be prepared for the exercise of these privileges (AV 277)*
4. He says it is better to do what with a dollar than to do what with a dollar? *Better to earn a dollar in a factory than to spend a dollar in an opera-house (AV 277)*
5. What illustration does Du Bois use for being separate in society but working together for everyone's betterment? *Separate as fingers on the hand but working together as a hand (AV 285)*
6. Du Bois says that Washington is the most distinguished southerner since whom? *Jefferson Davis (AV 285)*
7. What terms does Du Bois use to show his disapproval of Washington's position? *Terms such as compromiser, adjustment, and submission (AV 288)*
8. What does Du Bois say that Washington proposes that blacks must give up, at least for now? *Political power, insistence on civil rights, higher education of Negro youth (AV 289)*
9. What do those who disagree with Washington want? *The right to vote, civic equality, and the education of youth according to ability (AV 290)*
10. Du Bois says that black men have a "stern and delicate" duty to do what? *To oppose a part of the work of their greatest leader when he urges accommodation and acceptance of their position in society (AV 292)*

Lesson 88

1. What were some factors that led to the success of the Progressive Movement? *It built on the Populist movement; it was a middle-class, urban movement led by young, well-educated people who were politically active. (501)*
2. What were some conditions that Progressives wanted to address? *Poor working conditions, corrupt city governments, poor housing (501)*
3. What changes in elections did Progressives propose? *Secret ballot, direct party primaries, initiative, referendum, recall, direct election of U.S. Senators, off-year elections for states and cities, women's suffrage (502)*
4. What changes in local government did Progressives propose? *Commission government and the use of professional city managers (502)*
5. What city was the first to adopt a commission form of government? *Galveston, Texas (502)*
6. What work conditions did Progressives seek to change? *Child and women's labor, maximum ten-hour workdays, a minimum wage, regulation of monopolies and utilities (503)*
7. What was a social issue that many Progressives worked for? *Prohibition (503)*
8. What Wisconsin Senator was the leading Progressive spokesman? *Robert M. LaFollette (504)*
9. Who furthered the Progressive cause the most on the national level? *Theodore Roosevelt (504)*
10. What was the term used to describe writers who exposed abuses and failings in American life? *Muckrakers (504)*

Lesson 89

1. What were two books that helped turn American interests overseas? *Strong's* Our Country *and Mahan's* The Influence of Sea Power *(507)*
2. How did the United States take over Hawaii? *The whites living there overthrew the monarchy, set up a government, and appealed to the U.S. for annexation. (508)*
3. What factors made life difficult for people in Cuba? *Spanish misrule and a downturn in the sugar industry caused by the American tariff (508-509)*
4. What events pushed McKinley and the United States toward war with Spain? *An insulting letter about McKinley and the blowing up of the USS* Maine. *(509-510)*
5. What country besides Cuba was the target of U.S. attacks during the Spanish-American War? *The Philippines (510)*

6. What land did the United States gain as a result of the war and subsequent treaty? *Cuba, the Philippines, Puerto Rico, and Guam. The U.S. also took Wake Island during this time. (511)*
7. What happened in the Philippines after the United States took over? *Many Filipinos resisted American rule and continued to fight U.S. troops until 1902. (512)*
8. Why did some European nations operate spheres of influence in China? *They were seeking to build empires (513)*
9. What name was given to a group of extreme Chinese nationalists by Westerners? *The Boxers (513)*
10. How was the uprising in China settled? *A combined force of various nations broke the rebellion, and China was ordered to pay $333 million in damages. (513-514)*

Lesson 90

1. According to Sigmund Freud, what are the three parts of the personality? *Id, ego, superego (515)*
2. Freud said that man is essentially what? *Irrational (515)*
3. According to Freud, what kind of drives influence people? *Subconscious (515)*
4. What was the religious background of Freud's family? *Jewish (515)*
5. What role did Freud give to the spiritual realm? *He did not recognize it. (515)*
6. How have Freud's theories influenced our world? *People think in Freudian terms and look for answers in sources other than the Bible. Freud's ideas have been an influence for a materialistic view of people and the world. Other answers possible. (515-516)*
7. How does Freudian psychiatry differ from what the Bible says about human beings? *The Bible says that a person is a spiritual being, created by and responsible to God, with a God-given capacity to determine right and wrong. Freud denied all of this. (516)*
8. Is there any validity to the idea that a person's childhood and upbringing have a big influence in how he or she sees the world? *Yes, but a person is still responsible for his or her actions. (517)*
9. How does Freudian psychiatry influence a person's sense of responsibility toward God? *It attempts to remove personal responsibility and says that God does not exist. (518)*
10. If the ideas of Darwin and Freud are so weak, why do so many people, including some Christians, believe them to be true? What is their appeal? *Some people want a reason for not believing in and following God. Christians sometimes want to fit in with their contemporaries, and so they try to adapt the Bible's teachings to conform to contemporary philosophies. Other answers possible.*

Questions on *Up From Slavery*

1. When was Washington born? *1858 or 1859*
2. What school did Washington want very much to attend? *Hampton Institute*
3. Where did he sleep in Richmond when he was on his way to Hampton? *Under the raised board sidewalk*
4. How did Washington describe the Ku Klux Klan? *He thought it inhibited the activities of blacks, especially with regard to voting and politics*
5. In what state was the Tuskegee Institute established? *Alabama*
6. The people in what part of the country were the most generous in supporting Washington's work? *The North*
7. What speech by Washington is given special emphasis in the book? *The Atlanta Cotton States Exposition Address*
8. How did Washington believe that blacks could make progress in the United States? *By working hard in their jobs, getting an education, being outstanding citizens, and not being concerned about social integration or revolution*
9. What do you think Washington accomplished for blacks? *He gave them the opportunity to have self-respect, to make something of themselves, and to believe that America was their country also.*
10. What tone does Washington convey in the book? *Patient, confident, optimistic, hard-working, thankful for his opportunities*

Quiz on Unit 18

1. Booker T. Washington (498-499)
2. Personal income tax (493)
3. William Jennings Bryan (493)
4. Lynching (498)
5. W. E. B. DuBois (499)
6. Robert LaFollette (504)
7. Philippines (510)
8. William McKinley (494-495)
9. Ten-hour workday (503)
10. Grandfather clause (497)
11. Separate but equal (498)
12. Theodore Roosevelt (504)
13. Muckrakers (504)
14. Poll tax (497)
15. Boxers (513)

Unit 19

Lesson 91

1. What was the U.S. population in 1900 to the nearest million? *76 million (521)*
2. What percentage of the population lived in communities of 2,500 or less? *60 percent (521)*
3. What was the average life expectancy in 1900? *47.3 years (522)*
4. What was the U.S. rank in the world for industrial output? *First (522)*
5. What two industries were particularly important in the early 1900s for the growth of cities and transportation? *Steel and petroleum (522)*

6. Who was a leader in reforming education in that period? *John Dewey (524)*
7. What philosophy did he follow and promote? *Pragmatism (524)*
8. What did he see as the purpose for public education? *To prepare children for the American workplace (524)*
9. What was the movement that provided speakers and entertainment to many towns and cities? *Chautauqua Movement (524)*
10. Name two popular magazines from this period. *Atlantic Monthly* and *Ladies' Home Journal (525)*

Lesson 92

1. What office was Theodore Roosevelt holding when he was nominated to run for Vice President? *Governor of New York (526)*
2. How did Roosevelt signal a new day in labor-management relations? *He brought representatives from the mine union and from mine owners to the White House to talk. This showed that unions ought to be recognized and respected. (527)*
3. What is the term used for the filing of suits to break up business trusts? *Trust-busting (528)*
4. What 1906 laws introduced Federal regulation of food and drug production? *The Meat Inspection Act and the Pure Food and Drug Act (529)*
5. What was Roosevelt's stance on natural resources? *He wanted them protected and developed carefully. He put much land and resources under Federal control. (529)*
6. What war did Roosevelt help end? *The Russo-Japanese War (530-531)*
7. The situation in what country was the first test of the Roosevelt Corollary? *Dominican Republic (531)*
8. How was Taft different from Theodore Roosevelt? *Taft was not the political leader and activist that Roosevelt was. He saw his goal as consolidating and keeping within the law the reforms that Roosevelt started, but not so much initiating new reforms. He was not totally against reforms, however. (532-533)*
9. Why did the Payne-Aldrich Tariff hurt Taft's popularity? *Taft said he was for tariff reductions, but the bill that passed Congress and that he signed was a compromise that actually raised some rates. (532-533)*
10. How did Taft run afoul of conservation advocates? *Taft appeared to be willing to let public lands be used by private industry, and he fired Forest Service chief Gifford Pinchot during a controversy. (534)*

Questions on the Roosevelt Corollary to the Monroe Doctrine

1. What did Roosevelt say about "land hunger" by the United States? *He said the United States did not have any land hunger. (AV 293)*
2. What was America's goal for its neighboring countries? *To see the neighboring countries stable, orderly, and prosperous (AV 293)*
3. On what basis would American intervention take place? *If the U.S. saw chronic wrongdoing, or an impotence resulting in a general loosening of the ties of civilized society (AV 293)*
4. What did Roosevelt say was a good example of a country making progress? *Cuba under the Platt Amendment (AV 293)*
5. What would determine the form of intervention? *It would depend upon the circumstances of the case—upon the degree of the atrocity and upon America's power to remedy it. (AV 293)*

Lesson 93

1. What were some reasons for the large number of inventions during this period? *Able to use developments of previous generations; availability of resources and electrical power; wealth for production and distribution; peaceful conditions for people to make and enjoy these goods (535)*
2. How much formal schooling did Thomas Edison receive? *Three months (536)*
3. What were Alexander Graham Bell's primary areas of interest? *Speech, the transmission of sound, and helping the deaf (536)*
4. What brothers built the first successful gasoline-powered car in the U.S.? *Frank and Charles Duryea (537)*
5. Who is credited with significant advances in mass production techniques? *Henry Ford (537)*
6. How much did he start paying his assembly line workers in 1914? *Five dollars per day (537)*
7. What was the growth in the number of cars in the U.S. between 1900 and 1920? *From 8,000 in 1900 to 8.1 million in 1920 (537)*
8. When did the Wright brothers make their first successful flight? *December 17, 1903 (538)*
9. For what invention is Marconi recognized? *Radio (or wireless) (538)*
10. Who created the chocolate candy bar? *Milton Hershey (539)*

Lesson 94

1. What was the first means of transit constructed across Panama? *A railroad (540)*
2. What was the impetus for building it? *The California gold rush (540)*
3. Ferdinand de Lesseps was involved in what two major canal projects? *Suez Canal and Panama Canal (540-541)*
4. What differences are there between Suez and Panama? *Suez is flat and sandy, Panama is mountainous with jungles; Suez is hot, Panama is hot and humid; Panama had deadly diseases. (541)*
5. What country's efforts to build a canal across Panama failed? *France (541)*

6. What were some factors in the failure? *A poor, unrealistic plan; lack of adequate technology and machinery; high death toll from diseases and accidents; corruption among those in charge of the project (541)*
7. What encouraged U.S. interest in building a canal? *The Spanish-American War (541)*
8. What political event made it easier for the U.S. to build a canal across Panama? *A revolution in Panama created a new nation there, and the new government wanted to negotiate a deal with the United States. (542)*
9. What President encouraged the canal project? *Theodore Roosevelt (542)*
10. How long did the U.S. construction project last? *From 1904 until 1914 (or ten years) (542,545)*

Lesson 95

1. Schools of theology in what country promoted liberal interpretation of Scripture? *Germany (546)*
2. How did people with these views see Scripture? *They questioned the inspiration and authority of Scripture, they saw Scripture as the product of evolutionary change, and they said it contains the word of God but is not the authoritative Word of God. (546-547)*
3. What parts of Scripture were especially subjects of debate? *The account of creation in Genesis and the Gospels (546-547)*
4. What doubts were raised about Jesus? *Whether He was really divine, whether He actually performed miracles, whether He really was raised from the dead, and whether He is really the exclusive means of salvation (546-547)*
5. Who were two popular conservative evangelists during this period? *Dwight L. Moody and Billy Sunday (547)*
6. Who promoted dispensational premillennialism? *John Darby and Cyrus Scofield (548)*
7. What denomination grew out of the Methodist Church? *The Church of the Nazarene (548-549)*
8. What two movements developed during this time? *Holiness and Pentecostalism (549)*
9. What was the series of booklets that explained traditional Biblical teachings? *The Fundamentals (549)*
10. What reform movement was largely promoted and led by Christians? *Prohibition (549)*

Questions on *Mama's Bank Account*

1. Why did Mr. Hyde not owe them anything? *Because he had enriched their lives by reading aloud to them from classic literature*
2. After Uncle Chris died, what good deeds that he had done were discovered? *He had paid for the medical care for several children.*
3. How did Katrin get the graduation present she wanted? *Mama traded her brooch for it.*
4. After the incident was all over, what did Papa do to show that he thought Katrin had grown up? *He let her drink coffee.*
5. What was done to help Uncle Elizabeth? *A sponge soaked in chloroform was put in his box.*
6. What profession did Nels pursue? *Doctor*
7. How are several characters a mixture of good and bad? *Uncle Chris was gruff but generous, Mama could be deceptive sometimes, Katrin adored her mother but could be selfish; other examples possible*
8. What are some character strengths that Mama showed? *Determination, fairness, wisdom; other answers possible*
9. What are some experiences that showed the difficult adjustments immigrants had to make? *Being taken by a renter, buying a farm, making arrangements for the reception; other answers possible*
10. Why did Mama say, looking back, that all of it was good? *She could see that through everything their family was strong and God worked everything for good.*

Literary Analysis of *Mama's Bank Account*

Answers will vary.

Quiz on Unit 19

1. c (521); 2. c (521); 3. b (522); 4. a (522); 5. d (524); 6. c (524); 7. a (530-531); 8. b (528); 9. a (531); 10. d (537); 11. b (540); 12. d (540-541); 13. d (541); 14. b (542); 15. b (538)

Unit 20

Lesson 96

1. Who were the three main candidates for President in 1912 and what party did each represent? *Democrat: Woodrow Wilson; Republican: William Howard Taft; Progressive: Theodore Roosevelt (553)*
2. What two positions had Woodrow Wilson held immediately before becoming President? *President of Princeton University and governor of New Jersey (554-555)*
3. How did Congress change the tariff during Wilson's presidency? *Congress lowered tariff rates significantly. (555)*
4. What new tax did Congress enact to get more revenue? *Personal income tax (555)*
5. What banking system was created in 1913? *Federal Reserve System (555)*
6. What new commission was formed to oversee companies involved in interstate commerce? *Federal Trade Commission (557)*
7. Tumultuous events in what western hemisphere country dominated Wilson's foreign policy during his first term as President? *Mexico (558)*
8. Who was Wilson's Secretary of State for most of Wilson's first term? *William Jennings Bryan (558)*

9. Against whom did Wilson run in 1916? *Charles Evans Hughes (558)*
10. What phrase did the Democrats use about Wilson in the 1916 campaign? *"He Kept Us Out of War." (558)*

Lesson 97

1. What were three factors contributing to an explosive situation in Europe? *Imperialism, nationalism, national and alliance rivalries (560-561)*
2. What were the opposing alliances that had formed in Europe? *Triple Alliance (Central Powers): Germany, Austria-Hungary, Italy; Triple Entente (Allies): Great Britain, France, Russia (560-561)*
3. What was the spark that erupted into a world war? *The assassination of Austrian archduke Francis Ferdinand in Sarajevo, Bosnia, in 1914 (561)*
4. What was the long-running military aspect of the war? *Stalemated trench warfare along a narrow western front near the French-German border. (562)*
5. What was the original American position on the war? *Neutrality (562)*
6. How was American public opinion divided regarding the combatant nations? *Most Americans supported Great Britain and France. German-Americans supported Germany. Irish-Americans disliked the British. Polish and Jewish Americans disliked Russia. (562-563)*
7. What policy of Germany challenged American neutrality? *Submarine warfare (563)*
8. What British passenger liner was sunk on May 7, 1915? *The* Lusitania *(563)*
9. Why did Secretary of State Bryan resign? *Because of a strongly-worded warning by Wilson to the German government (563)*
10. What did Wilson say that he wanted to see? *A peace without victory, a peace between equals (564)*

Lesson 98

1. What was the Zimmerman telegram? *A note from the German foreign minister to the German ambassador in Mexico, proposing that Mexico enter into an alliance with Germany if the U.S. and Germany should go to war. It suggested that Mexico might win back Texas, Arizona, and New Mexico. (565)*
2. When did the United States formally enter the war? *April 6, 1917 (565)*
3. Who led the first American forces to Europe? *General John J. Pershing (566)*
4. How did the U.S. get more men to become soldiers? *By the Selective Service or draft (566)*
5. What programs were instituted on the home front to help the war effort? *The War Industrial Board, the Food Administration, and the Fuel Administration (566)*
6. What steps did the government take to influence and control public opinion? *The Committee on Public Information and new laws that forbade criticism of the government (567)*
7. How did Russia conclude its participation in the war? *The Bolshevik government concluded a separate peace with Germany and pulled out of the war (568)*
8. What was Wilson's plan, revealed in January of 1918, for settling war issues? *The Fourteen Points (568-569)*
9. What was the date when the war ended? *November 11, 1918 (569)*
10. Who was the greatest individual hero of the war? *Alvin York (568)*

Lesson 99

1. What partisan steps did Wilson take concerning preparations for peace? *He asked for a Democratic Congress during the 1918 congressional election campaign; he did not name any Republicans to the peace delegation. (571)*
2. How was Wilson received when he went to Europe? *He was warmly received as a hero and savior. (574)*
3. Who were the three leaders of other nations who influenced the treaty negotiations most? *David Lloyd George of Britain, Georges Clemenceau of France, Vittorio Orlando of Italy (571)*
4. What expectations did Wilson have to contend with as negotiations began? *The expectations created by secret treaties made between countries at the start of the war about how to divide up the conquered nations and their colonies (572)*
5. What were the feelings of the Allied leaders about how to treat Germany? *They wanted to make Germany pay for damages and crush Germany's might. (572)*
6. What was Wilson's main agenda item for the treaty and the peace? *To see that the League of Nations was included in the treaty (572)*
7. How was Germany punished by the terms of the treaty? *It was made to accept the guilt for starting the war, it was forced to pay heavy war reparations, and its army was severely reduced. (573)*
8. What did Wilson do to make sure that the League of Nations was included in the treaty? *He compromised on the treatment of Germany and other issues. (572-573)*
9. What was the proposed structure of the League of Nations? *A secretary-general to administrate, a general assembly of all nations, a council composed of the Big Five (U.S., Britain, France, Japan, and Italy) to serve permanently as well as other nations on a rotating basis, and other agencies (573)*
10. What complaints were voiced in America about the treaty? *Too hard on Germany, Italy did not get enough, no call for an independent Ireland, the League of Nations would require a continued American commitment in world affairs (573-574)*
11. How did Senate Republicans respond to the treaty? *They opposed it. Henry Cabot Lodge drew up reservations to attach to the treaty. (573-574)*
12. What happened to Wilson while he was trying to build public support for the treaty? *He suffered a stroke. (574)*

13. What happened to the Treaty of Versailles in the Senate? *It was defeated twice. (574)*
14. What problems did the U.S. face after the war? *Unemployment and an economic slowdown; labor strikes, fears of Communists (574-575)*

Lesson 100

1. How did people come to live in various parts of the earth? *After the flood, the children of the sons of Noah spread out over the earth. (577)*
2. How did people come to speak various languages? *When God confused the languages at the tower of Babel (577)*
3. What emphasis does the Bible make on racial divisions? *Very little (577)*
4. How did the Jews categorize people? *As Jews or Gentiles (577)*
5. Who were the Samaritans? *Descendants of the tribes of the Northern Kingdom and Assyrians who repopulated the area (577)*
6. How did Jesus look at people? *Without stereotypes and prejudices; as individuals (577-578)*
7. What does the Greek word translated "nations" in Matthew 28:19 mean? *"Ethne" means ethnic groups more than it does our modern definition of political entities (578)*
8. What was the first step in taking the gospel to all nations? *The preaching of the gospel to Jews from many nations on the day of Pentecost (Acts 2) (578)*
9. In what kind of churches is the Christian faith most alive in China? *House churches (581)*
10. What did Christians give to children in Nigeria that helped to save Christians' lives later? *Pencils (581-582)*

Quiz on Unit 20

1. S (555); 2. N (553); 3. Q (565); 4. T (558); 5. P (566); 6. A (568-569); 7. E (558); 8. B (561); 9. O (572); 10. D (514); 11. R (573); 12. M (562); 13. H (563); 14. G (562); 15. J (555); 16. F (554-555); 17. I (563); 18. K (563); 19. C (557); 20. L (568)

History Exam on Units 16-20

1. Railroads (432)
2. Bimetallism (439)
3. Populist (or People's) Party (441, 444)
4. James A. Garfield (427)
5. Redeemers (or Bourbons) (474)
6. Aaron Montgomery Ward (461)
7. John D. Rockefeller (460)
8. Corporation (456)
9. Booker T. Washington (498-499)
10. Robert LaFollette (504)
11. *Plessy v. Ferguson* (498)
12. Muckrakers (504)
13. Education (524)
14. Chautauqua Movement (524)
15. Trust-busting (528)
16. Theodore Roosevelt (542)
17. Federal Reserve System (555)
18. *Lusitania* (563)
19. Treaty of Versailles (574)
20. William Jennings Bryan (563)

English Exam on Units 16-20

Here are some suggestions on what might be included in the assigned paragraphs:

1. Based on your reading of *In His Steps*, what do you see as some of the costs and blessings of doing what you believe Jesus would do in every situation regardless of the consequences?
It might cost you money, social standing, acceptance by family members and church members, and perhaps even your health and life. You will be blessed by knowing you are following the Lord, using your life well, and helping other people. You will be contributing good and not evil to the world.

2. Based on your reading of *Up from Slavery*, what were some of the struggles that Booker T. Washington endured and overcame?
He faced and overcame being born in slavery, poverty, a lack of education, discrimination by whites, a lack of funds for Tuskegee, the loss of two wives, blacks in America largely having no background in getting an education, disagreement by some blacks who wanted to press for social equality, the attitude of some blacks who wanted to avoid work by getting an education.

3. Based on your reading of *Mama's Bank Account*, what are some of the benefits of having a parent you can respect and count on?
Such a parent will always be there for you; he or she learns by living and shares her wisdom; she believes in you; she does what is best for you; she will sacrifice her own comfort for you; she will guide you in what is right; other answers possible.

Bible Exam on Units 16-20

1. *Answers will vary*; 2. *Answers will vary.*

Unit 21

Lesson 101

1. Who were the Democratic and Republican presidential nominees in 1920? *Democrat: James Cox; Republican: Warren G. Harding (585-586)*
2. Who were the vice presidential nominees? *Democrat: Franklin Roosevelt; Republican: Calvin Coolidge (585-586)*
3. What were some of the scandals that took place during the Harding Administration? *The head of the Veterans' Bureau stole medical supplies; the attorney general might have mishandled war reparation payments; the Teapot Dome scandal involved secret deals to tap oil on a government reserve (586)*

4. What were some actions favorable to business that took place during Harding's term? *Taxes were cut and tariffs were raised; trade associations were encouraged; the Supreme Court rendered decisions favorable to business. (586-587)*
5. Who were the two major party candidates in 1924? *Democrat: John Davis; Republican: Calvin Coolidge (587)*
6. What farm pricing system did the McNairy-Haugen Bill propose? *Parity (588)*
7. What complicated war debt and reparation payments? *The difficulty Germany had in making reparation payments and the loss of trade caused by America's high tariffs (589)*
8. What eventually happened with war debt and reparation payments? *They were canceled. (589)*
9. What treaties did the Washington Armaments Conference lead to? *Treaties to cut back naval armament, to promise respect for colonial holdings in the Pacific, and to maintain the open door policy in China (590)*
10. What did the Kellogg-Briand Pact (or the Treaty of Paris) call for? *The outlawing of war except in self-defense (592)*

Bible Assignment: Read Mark 12:28-34. What are three things a Christian should keep in mind as he studies science? *God created everything on purpose. God gave us minds that can understand truth about the world around us. True science and true religion are not at odds with each other. Other answers possible.*

Lesson 102

1. How much did the U.S. population grow over the decade of the 1920s? *From 106 million to 123 million (593)*
2. What population shift was first indicated in 1920? *More people lived in urban areas than in rural areas (593)*
3. What changes in immigration laws were made in the 1920s? *Immigration was severely restricted during this period. (593-594)*
4. What were some of the reasons for these changes? *Fear of foreign influences, less need for labor, frustration over immigrants blending in to the U.S. culture (593)*
5. What was the reaction to these changes? *Many first and second generation Americans and nationals in other countries resented the changes. (594)*
6. What sources of energy grew during the decade? *Petroleum, natural gas, and electricity (594)*
7. How did the strength of unions change during the 1920s? *It decreased from 12% of the work force in 1920 to 7% in 1930. (594)*
8. How did automobile ownership increase during the 1920s? *From 8 million to 23 million (595)*
9. How much did radio grow during the decade? *By 1929 over 600 radio stations were in operation and a third of the homes in America had radio. (595)*
10. What was the first talking movie? The Jazz Singer, *1927 (596)*

Bible Assignment: Read Matthew 5:43-48. List three assurances a Christian should remember if he or she is ridiculed for believing in the Genesis account of Creation. *We answer ultimately to God, not to people. God provides strength to face difficulties. Jesus faced ridicule and worse. Other answers possible.*

Lesson 103

1. What was "the noble experiment"? *Prohibition (599)*
2. What happened to it? *It was widely ignored. (600)*
3. What happened to the sale and consumption of liquor during Prohibition? *It went underground. (599)*
4. What kind of people became involved in the liquor business? *Criminals (599)*
5. What living pattern change did the black population undergo during this period? *The black population became more urban and less rural and continued migrating to northern cities. (600)*
6. What group to help blacks was founded in 1910? *The NAACP (600)*
7. Who was the leading proponent of black nationalism? *Marcus Garvey (600)*
8. What group's rebirth troubled blacks, Jews, Catholics, and other minorities? *Ku Klux Klan (601)*
9. The Great War touched off what attitude in many young people during the 1920s? *Dispair and disillusionment (601)*
10. What scientific theories challenged the traditional way of looking at the world? *The relativity and quantum theories and the uncertainty principle (602)*

Bible Assignment: Read 1 Peter 3:13-17. What are three things you can do to be better prepared to give an answer for your faith if anyone asks you about your belief regarding the Creation versus evolution issue? *Seek to understand what the Bible actually teaches and doesn't teach. Look at arguments from multiple perspectives to understand better where other people are coming from. Be confident about your position but willing to listen to others. Other answers possible.*

Lesson 104

1. Who were the two major party candidates for President in 1928? *Democrat: Al Smith; Republican: Herbert Hoover (604)*
2. What two issues swirled around the Democratic nominee? *His support for the repeal or cutback of Prohibition and his Roman Catholic faith (604)*
3. What long-term impact in the party came from the Democratic nominee's candidacy? *It created the Democrats' urban base (604)*
4. What did the Agricultural Marketing Act do? *It made loans to farm cooperatives to buy crops off the market when the price was low and put them back on the market when prices were better. (605)*

5. Name two of the factors that led to the stock market crash and depression in 1929? *Overspeculation in the stock market, especially buying stocks on margin; adjustments in the economy and poor agricultural prices; overproduction relative to consumer ability to buy; wages not keeping pace with production; investment in capital goods decreased; heavy selloff caused losses for those who had bought on margin. (606)*
6. What date known as Black Tuesday saw a 13 percent loss of value in the stock market? *October 29, 1929 (606)*
7. What did the Hawley-Smoot Bill do, and how did it affect the nation's recovery? *It raised tariffs, which hurt the economy. (607)*
8. What did the Reconstruction Finance Corporation do? *It made loans to banks and large businesses to keep them afloat. (608)*
9. What did the Bonus Expeditionary Force want? *A quicker payment of a bonus that had been promised to them (608)*
10. Who led the break-up of the Bonus Army's camp? *Douglas MacArthur (609)*

Lesson 105

1. What was strongly challenged and strongly defended during the 1920s? *Traditional accepted beliefs (610)*
2. What did the 1925 Butler Act in Tennessee forbid? *The teaching of any theory in public schools that denied God's creation of man as taught in the Bible (611)*
3. What group proposed a challenge to the Butler Act? *The ACLU (611)*
4. Where was the test case held? *Dayton, Tennessee (611)*
5. Who was the teacher charged with violating the Butler Act? *John T. Scopes (611)*
6. Who were the two lead attorneys in the case? *Clarence Darrow and William Jennings Bryan (611)*
7. What was the highlight of the trial? *When Darrow put Bryan on the witness stand and questioned him (612)*
8. What was the outcome of the trial and its appeal? *Scopes was found guilty and fined $100, but the conviction was later reversed on appeal because of a technicality. (613)*
9. What happened to Bryan after the trial? *He died five days later. (613)*
10. What work misrepresented what happened in the trial? Inherit the Wind *(play and movie) (613)*

Questions on *Miracle in the Hills*

1. What resolve did Mary make to the Lord when she was five years old? *That she would become a medical missionary. (14)*
2. What did a person have to do for Mrs. Sloop to give him or her a Bible? *Recite 200 Bible verses from memory (51)*
3. What did Mrs. Sloop see as a tragic practice for adolescents that she worked to discourage? *Marrying as young adolescents (68)*
4. How did Mrs. Sloop finance sending girls to school in another town? *Setting up a sales store and selling clothes that were sent there from other places (74)*
5. On what issue did the Crossnore community have a close vote? *Whether to build a high school (102-108)*
6. In what illegal activity did many mountain men engage to supplement their income? *Making moonshine whiskey (108)*
7. What prompted the drive for better roads in the area? *Growing potatoes as a cash crop and the need to transport them to market (126)*
8. What national women's organization contributed significantly to the success of Crossnore? *The DAR (154)*
9. What award did both the North Carolina and National Federation of Women's Clubs present to Mrs. Sloop? *Mother of the Year (217-219)*
10. What are the three key elements in Mrs. Sloop's philosophy of life? *Work, pray, and have faith (231)*

Quiz on Unit 21

1. b (585-586); 2. c (604); 3. d (589); 4. a (588); 5. b (599); 6. a (593-594); 7. a (595); 8. c (600); 9. b (601); 10. d (592)

Unit 22

Lesson 106

1. On what did President Hoover blame the Depression? *International economic conditions (617)*
2. When was Franklin Roosevelt a candidate for Vice President? *1920 (617)*
3. Roosevelt was governor of what state before becoming President? *New York (617)*
4. What fraction of the nation's workers were unemployed at the worst point of the Depression? *One-fourth (618)*
5. What was the overall name for FDR's program? *New Deal (617)*
6. What three areas (3 Rs) did Roosevelt's programs address? *Relief, recovery, reform (618)*
7. What was the nickname for Roosevelt's close circle of advisors? *The brain trust (618)*
8. What step did Roosevelt take with regard to gold? *Took the country off the gold standard (619)*
9. Identify and describe the: CCC, NRA, AAA. *CCC—Civilian Conservation Corps: cleared forests, built state parks, dams; NRA—National Recovery Administration: regulated business, developed industry codes; AAA—Agricultural Adjustment Act (or Administration): limited farm production, paid farmers for not growing crops (620-621)*

10. What was the best-known recovery program, and what did it do? *The Works Progress Administration (WPA)—various projects including building or repairing schools, sewage plants, and roads, and funding projects by writers, musicians, and artists (620-621)*

Questions on Franklin D. Roosevelt's First Inaugural Address

1. What did Roosevelt say was the only thing the people had to fear? *Fear itself (AV 314)*
2. Roosevelt was thankful that the difficulties they faced concerned only what? *Material things (AV 314)*
3. Where did he say that we find happiness? *In the joy of achievement and the thrill of creative effort (AV 314)*
4. What did he say was the greatest primary task? *To put people to work (AV 315)*
5. What did Roosevelt suggest he might do if the normal executive-legislative balance of authority did not work? *Ask Congress to grant him broad executive powers to deal with the emergency (AV 316)*

Bible Assignment: List three common questions that people ask about the problem of suffering. *Why do bad things happen to good people? If God has the power, why doesn't He stop disasters from happening? Why is life unfair? Other questions possible.*

Lesson 107

1. What program was a new experiment in unified planning for an entire region? *Tennessee Valley Authority (TVA) (624)*
2. What were some specific areas that this program addressed? *Production of electricity, flood control, navigation, soil conservation, recreational lakes (624)*
3. What were three areas addressed by Social Security? *Unemployment assistance, disability payments, retirement pensions (625)*
4. How was Social Security paid for? *Taxes on workers and employers (625)*
5. What was the Supreme Court's reaction to the New Deal? *It struck down several New Deal measures. (625)*
6. Who was the Republican Presidential candidate in 1936? *Alf Landon (626)*
7. What was FDR's court-packing plan? *He wanted to add a justice for every one over seventy who did not retire. (627)*
8. What happened to the plan? *It did not pass Congress. (627-628)*
9. What was the result of FDR's desire to purge the Democratic Party in 1938? *It backfired into Republican victories. (628)*
10. Why did a recession occur in 1937? *The Federal government cut back expenditures. (628)*

Bible Assignment: Read Hebrews 12:1-13 and James 1:1-8. What are three lessons that these passages teach us about suffering? *Jesus endured suffering knowing that it was not the final word. Discipline helps us grow. Suffering forces us to rely on God. Other answers possible.*

Lesson 108

1. Who was the "Kingfish," the boss of Louisiana politics? *Huey Long (632)*
2. What was the Liberty League? *A group formed in 1934 by Republicans and conservative Democrats to oppose what they saw as the New Deal's threat to American liberty (632)*
3. What was the Townsend Plan? *A plan to give all retirees sixty and over $200 per month, provided that they not work and that they spend the money within the month (632)*
4. What priest broadcast his political agenda on radio? *Charles Coughlin (632)*
5. What region of the United States was known as the Dust Bowl during the Depression? *An area of western Kansas and Oklahoma (633)*
6. To what state did many people from the Dust Bowl move? *California (633)*
7. What were two popular forms of entertainment during the 1930s? *Movies and radio (633)*
8. What illustrated news magazine was introduced in 1936? Life *(633)*
9. What humorist was a star of stage and screen in the early 1930s? *Will Rogers (633)*
10. What happened to church membership during the 1930s? *Conservative churches grew while liberal denominations declined. (634)*

Bible Assignment: *Answers will vary.*

Lesson 109

1. What significant diplomatic recognition was extended by the Roosevelt Administration in 1933? *Recognizing the Soviet Union (637)*
2. What was the new approach the U.S. followed in dealing with Latin American countries? *Being a good neighbor and partner (638)*
3. What two changes in foreign trade were begun with the Reciprocal Trade Agreements Act? *Treaties setting tariffs were made with individual countries, and most favored nation status was created. (638)*
4. Name two of the problems in the world that led to the Second World War. *The student is to give two of these possible answers: The previous international framework was not strong; internal turmoil in Germany, Italy, and Japan enabled the rise of dictatorships; the alliance among Great Britain, France, and Russia was an uneasy one; France and Britain had allowed their military strength to slip while German power increased; the U.S. removed itself as a player in the international scene; isolationism and pacifism made any move toward increasing armaments politically risky; a complicated web of treaties and alliances drew countries quickly into war. (639)*
5. Who were some dictators that came to power between the wars? *Hitler, Mussolini, Stalin; Japanese militarists (639-640)*

6. What aggressive moves were taken by Germany? *Militarizing the Rhineland; taking Austria and the Sudetenland (641)*
7. What policy was urged by Neville Chamberlain? *Appeasing Germany (641)*
8. Why was the U.S. reluctant to become involved in international affairs? *Disillusionment over World War I and its outcome, evidence of profiteering from the war, not seeing the need to become involved, great needs at home, wanting to avoid all war (642)*
9. What was the official U.S. policy when political and military crises began developing in Europe? *Neutrality (642)*
10. How was the direct threat to American interests demonstrated in 1937? *Japanese forces attacked the U.S. gunboat* Panay. *(643)*
11. What event is seen as beginning World War II in Europe? *Germany's invasion of Poland on September 1, 1939 (643)*

Lesson 110

1. What could not have produced a rational world? *An irrational process (645)*
2. What are our only choices about God being in control of the world? *Either He is or He isn't. (645)*
3. What are problems with talking about what life would be like in a better world? *In such a world, people would not have the opportunity to rise to the occasion in difficulty, show courage, and have other traits that are valuable. Also, in a different world we would not be who we are in this world. (646)*
4. What lesson about suffering do we learn from the book of Job? *We have to trust the God who is even when we don't understand things. (647)*
5. What lesson about suffering do we learn from the story of Joseph in Genesis? *God can bring good out of bad. (647)*
6. What is a theme about suffering in the New Testament? *Suffering helps us grow. (647-648)*
7. What lesson about suffering do we learn from the book of Habakkuk? *The righteous will live by faith as unsettling events unfold. (649)*
8. What lesson about suffering do we learn from Jesus' statement in John 9:3? *Suffering gives us the opportunity to work the works of God. (649)*
9. What is Paul's explanation about suffering in Romans 8:22? *The creation is groaning as in childbirth toward its redemption. (649)*
10. What did C.S. Lewis call pain? *God's megaphone to rouse a deaf world (649)*

Quiz on Unit 22

1. False (617)
2. True (618)
3. False (617)
4. True (617)
5. True (620-621)
6. True (619)
7. True (624)
8. True (625)
9. True (632)
10. False (633)
11. True (633)
12. True (633)
13. False (634)
14. False (633)
15. False (637)
16. True (638)
17. True (638)
18. False (641)
19. False (639-640)
20. True (643)

Unit 23

Lesson 111

1. What was the series of defensive forts that France had built along its border with Germany? *Maginot Line (653)*
2. From what French coastal city did England evacuate its troops? *Dunkirk (653)*
3. What was the Battle of Britain? *The German air attack on Great Britain and the British defense against it. (653)*
4. Who was the Republican presidential candidate in 1940? *Wendell Willkie (654)*
5. What was controversial about Roosevelt's candidacy in 1940? *He was running for an unprecedented third term as President. (654)*
6. What deal was made between Great Britain and the United States in September of 1940? *The U.S. gave Britain fifty older destroyers in return for the use of British bases in the western hemisphere. (655)*
7. What was the Lend-Lease program? *The U.S. agreed to lend or lease equipment to any nation resisting Axis aggression. (655)*
8. What was the document issued from a meeting between Churchill and Roosevelt that stated shared principles? *Atlantic Charter (655)*
9. What type of treaty was signed by Japan and the Soviet Union in April of 1941? *A non-aggression treaty (656)*
10. On what day was Pearl Harbor attacked? *December 7, 1941 (656)*

Bible Assignment: Read 2 Corinthians 10:3-6. List three non-material weapons to which you think Paul is referring in this passage. *Faith, prayer, God's Word. Other answers possible.*

Lesson 112

1. What did General Douglas MacArthur say when he left the Philippines? *"I shall return." (658)*
2. What two naval battles stopped the Japanese advance in the Pacific? *Coral Sea and Midway Island (658)*

3. What island in the Solomon Islands took six months for the Americans to clear? *Guadalcanal (658)*
4. How did the Allies defeat the Germans in North Africa? *American and British forces caught the Germans between them in a pincer move. (659)*
5. Where did the Allies attack after taking Africa? *Sicily and Italy (659)*
6. Where did Churchill, Roosevelt, and Stalin meet for the first time? *Tehran, Iran (659)*
7. What is the name given to the massive Allied invasion of northern France at Normandy? *D-Day (or Operation Overlord) (660)*
8. Who was the Republican presidential candidate in 1944? *Thomas Dewey (661)*
9. What was the largest naval battle of the war? *Battle of Leyte Gulf (662)*
10. What was the breakthrough of German forces in Belgium in December of 1944? *Battle of the Bulge (662)*

Bible Assignment: Read Ephesians 6:10-20. List the specific elements of God's armor that Paul describes. *Answers will vary slightly depending on translation: belt of truth, breastplate of righteousness, feet prepared with the gospel of peace, shield of faith, helmet of salvation, and sword of the Spirit*

Lesson 113

1. Where did Churchill, Roosevelt, and Stalin meet in February of 1945? *Yalta (663)*
2. What concessions were given to Stalin at that meeting? *The Soviets were given land from Japan and China and a Soviet sphere of influence in Eastern Europe. (663)*
3. What was the name given to May 8, the end of the war in Europe? *V-E Day (664)*
4. What was discovered as the Allies took control of Germany? *The horrors of the Nazi concentration camps. (664)*
5. What island only 750 miles from Japan was taken at a cost of 7,000 American lives? *Iwo Jima (664)*
6. What was the name of the American project to develop an atomic bomb? *Manhattan Project (665)*
7. What two cities in Japan were hit by atomic bombs? *Hiroshima and Nagasaki (666)*
8. What were two factors that helped the American effort to win the war? *The courage and sacrifice of the American armed forces and the service and sacrifice by Americans on the home front (666)*
9. What happened to about 100,000 Japanese-Americans during the war? *They were interned in relocation camps in the U.S. (668)*
10. What was the U.S. death toll from the war? What was the estimated world death toll? *About 400,000; about fifty million (668)*

Bible Assignment: Read 1 Timothy 6:3-16. List three ways you personally can fight the good fight of faith. *Avoid envy and strife. Be content. Pursue righteousness. Other answers possible.*

Lesson 114

1. What made Mr. Notgrass decide to enlist? *He got a notice from the Army encouraging him to enlist before he was drafted. (670)*
2. In what Corps did Mr. Notgrass serve? *Medical Corps, Headquarters Company, First Army (671)*
3. Where was he assigned in New York City? *Governor's Island (671)*
4. How long did it take the *Queen Elizabeth* to cross the Atlantic? *Five days (672)*
5. Where was Sgt. Notgrass stationed in England? *Clifton College, Bristol (672)*
6. What important document did he accidentally see? *The top secret D-Day orders (673)*
7. When did he go to Europe? *D-Plus 1, or the day after D-Day (673)*
8. What famous singer did he meet there? *Dinah Shore (674)*
9. Why did he leave his unit and return to England? *To get married (676)*
10. What medal did he receive? *The Bronze Star (676)*

Bible Assignment: Read 2 Timothy 2:1-7. List three illustrations Paul uses in this passage to describe the Christian's commitment to the Lord. *A soldier suffering hardship for his leader. An athlete competing according to the rules. A farmer raising his crops.*

Lesson 115

1. What was the meaning of the question, "Don't you know there's a war on?" during World War II? *It was asked of people who were acting in a way that seemed to disregard the war effort. (678)*
2. What spiritual war is going on right now? *A war between the people of God and the forces of evil, between God and Satan (678)*
3. Where is a Christian's citizenship? *In heaven (678)*
4. What choice do Christians have about participating in this war? *They do not have a choice; they are in the war. (678)*
5. What tactics does the enemy use? *Anything he can to capture souls, including appearing as an angel of light (678)*
6. What are three battlefields on which the war is taking place? *The individual soul, the fellowship of believers, and the world's attack on Christians (679)*
7. What is the Christian's battle plan? *To sanctify the Lord in our hearts (679)*
8. What does sanctify mean? *To set apart or make holy (679)*
9. Who will win this war? *The Lord and those who are faithful to Him (680)*

10. What must we all decide? *Whether or not we are going to be on the winning side (680)*

Questions on *To Kill a Mockingbird*

1. How do we know early in the book that the story takes place in the 1930s? *References to "nothing to fear but fear itself" and "nine old men"*
2. Briefly describe Atticus, Jem, and Scout Finch. *Various answers possible*
3. Describe the attitudes portrayed in the town of Maycomb. *Much prejudice and suspicion of new things*
4. What is the meaning of the book's title? *It is wrong to kill a mockingbird, to condemn Tom Robinson, and to ostracize Boo Radley.*
5. What was the purpose of the scene when Atticus kills the rabid dog? *It shows Jem and Scout that Atticus can take on challenges and be victorious.*
6. Why might Boo Radley want to be separated from society? *Because of the way society treats him*
7. What was the verdict in Tom Robinson's trial? *He was found guilty.*
8. What happened to Tom? *He was killed trying to escape from prison.*
9. What does the book teach you about prejudice? *Various answers possible*
10. Give a one-paragraph reaction to the book. *Various answers possible*

Literary Analysis of *To Kill A Mockingbird*

Answers will vary, but should include the theme of prejudice and learning to overcome prejudice.

Quiz on Unit 23

1. J (653); 2. I (653); 3. F (653); 4. D (655); 5. C (655);
6. E (656); 7. G (658); 8. B (659); 9. H (659); 10. A (660);
11. S (665); 12. T (666); 13. O (664); 14. R (663);
15. M (662); 16. N (662); 17. P (664); 18. L (668);
19. K (664); 20. Q (658)

Unit 24

Lesson 116

1. What international organization to promote peace was formed after World War II? *United Nations (683)*
2. What part of this organization holds the real power in making decisions? *Security Council (683)*
3. What are the five permanent members of the Security Council? *U.S., Russia, Great Britain, France, China (683-684)*
4. What are some ways in which the American and Communist world views conflict? *Role of government, freedom, religion, influence on other countries (684)*
5. How did the Soviet Union act aggressively after World War II? *Controlled Eastern Europe, threatened Turkey and Greece (685)*
6. What chilling development especially concerned American policy makers? *The news that the Soviets had an atomic bomb (686)*
7. What happened in China in 1949? *The Communist forces ran the Nationalist government off the mainland. (686)*
8. What was the Truman Doctrine? *The U.S. would help people fighting aggression or subversion. (687)*
9. What was the Marshall Plan? *A plan to help the countries of Western Europe rebuild their economies and resist Communist influence (687)*
10. How did the U.S. get supplies to West Berlin when the Russians blockaded it? *By an airlift (687)*
11. What is NATO? *North Atlantic Treaty Organization; a mutual defense pact of several North American and European countries (688)*
12. What were the four points that Truman wanted to guide the American policy of containment? *The U.N., the Marshall Plan, NATO, and technological and industrial assistance to third world countries (688)*

Lesson 117

1. Who were the Hollywood Ten? *Film actors, writers, and producers who were brought before a Congressional committee to find out about their Communist affiliations (690)*
2. What question did they refuse to answer? *"Are you now or have you ever been a member of the Communist Party?" (690)*
3. What did the McCarran Act require? *Communist and Communist front groups had to register with the Justice Department; anyone who had once been a Communist could not enter the country. (690)*
4. What jobs did Alger Hiss hold? *Attorney in the State Department and other departments; secretary-general of the U.N. organizing conference; president of the Carnegie Endowment for International Peace (691)*
5. What accusation did Whittaker Chambers make against Hiss? *That he had once been a Communist agent (691)*
6. What was the legal response Hiss made to Chambers' charges? *Hiss sued Chambers for slander. (691)*
7. What was the outcome of the Hiss case? *Hiss was found guilty of perjury and sent to prison. (691)*
8. What did Joseph McCarthy claim about Communists in the U.S. government? *That the State Department and other agencies were infested with Communists (693)*
9. What atmosphere did McCarthy create? *One of fear and suspicion (693)*
10. What televised event began McCarthy's downfall? *The Army-McCarthy hearings (693)*

Lesson 118

1. Where is Korea located? *Off the China mainland just west of Japan (695)*
2. How was Korea divided after World War II? *The Soviets controlled the North, while Americans controlled the South. (695)*
3. How did the Korean conflict start? *North Korean troops invaded the South to try to reunite the country. (695)*
4. What was the response of the United Nations? *It condemned the invasion and asked for troops to repel it. (695)*
5. Who was the commander of the U.S. and U.N. forces? *Douglas MacArthur (695)*
6. What bold military move by U.N. forces turned the tide when they were losing? *An amphibious landing at Inchon, well behind enemy lines (695)*
7. How did the U.N. commander want to pursue the war even further? *Bomb China where supplies for North Korea were being stored. (696)*
8. Why did the Truman Administration hold back from this action? *It feared bringing Russia and China more directly into the conflict. (696)*
9. How was the conflict resolved? *Truman fired MacArthur. (697)*
10. When did a truce go into effect in Korea? *July 27, 1953 (697)*

Questions on "Old Soldiers Never Die"

1. What did MacArthur say created a new situation in the Korean War? *The invasion of Korea by Communist Chinese troops (AV 321)*
2. What did he say the response was when he asked for reinforcements? *He was informed that reinforcements were not available. (AV 321)*
3. MacArthur said that in war, there is no substitute for what? *Victory (AV 322)*
4. How long was MacArthur's military career? *52 years (AV 322)*
5. According to the song, old soldiers never die; they just do what? *They just fade away. (AV 322)*

Lesson 119

1. What law of 1944 benefited veterans returning from World War II? *The GI Bill (of Rights) (700)*
2. What do we call the large increase in population during the postwar years? *The Baby Boom (700)*
3. What is inflation? *Falling value of the dollar and rising prices (700)*
4. Why was inflation a problem after World War II? *People were ready to spend, businesses wanted more profit, and workers demanded more pay. (701)*
5. What steps did President Truman take to further civil rights for blacks? *He appointed the first Civil Rights Commission and other groups; he forbade discrimination in Federal hiring and ordered the military to be desegregated. (701)*
6. Who was the first black player in major league baseball? *Jackie Robinson (702)*
7. Which party won control of Congress in 1946? *Republican (702-703)*
8. What did Truman call Congress in the 1948 campaign? *The Do-Nothing Congress (704)*
9. Who was expected to win the 1948 presidential race? *Republican candidate Thomas Dewey (704)*
10. What did Truman call his program of legislation in 1949? *The Fair Deal (705)*

Lesson 120

1. What promise did God make to Abraham in Genesis 17:8? *I will give to you and your descendants after you, the land of your sojourning, all the land of Canaan, for an everlasting possession; and I will be their God. (706)*
2. From whom do Arabs trace their lineage? *Ishmael (707)*
3. Who conquered and then controlled Palestine for about 1300 years? *Muslim invaders (706)*
4. What was the name for the drive to form a modern state of Israel? *Zionism (706)*
5. What European country had a mandate from the League of Nations to govern Palestine? *Great Britain (707)*
6. When did Israel declare itself to be an independent nation? *May 14, 1948 (707)*
7. What has been the response of Arabs and Palestinians to Israel? *To attack Israel (707)*
8. What were the children of Jehovah's Witnesses doing that led to a Supreme Court case? *Refusing to salute the U.S. flag (708)*
9. What did the Supreme Court decide about a school district reimbursing parents for transportation costs? *That it was constitutional (708)*
10. Under what circumstances did the Supreme Court say released time religious instruction was constitutional? *If the instruction took place off school grounds and received no help from the school district. (709)*

Quiz on Unit 24

1. b (683); 2. d (688); 3. c (687); 4. a (687); 5. d (685);
6. c (695); 7. c (697); 8. a (693); 9. d (691); 10. b (690);
11. b (700); 12. b (700); 13. d (702); 14. a (701); 15. b (704)

Unit 25

Lesson 121

1. Who was the 1952 Democratic presidential nominee? *Adlai Stevenson (713)*
2. Who was the early favorite for the Republican nomination? *Robert A. Taft (713)*

3. What controversy did Richard Nixon have to address during the campaign? *The existence of and Nixon's access to an $18,000 fund (713-714)*
4. How did he say he would make his decision about staying on the ticket? *By the people's responses to him sent to the Republican National Committee (714)*
5. What two states were admitted to the Union during Eisenhower's term? *Alaska and Hawaii (715)*
6. What significant transportation program was begun by Eisenhower? *The Interstate Highway System (715-716)*
7. What did the Kefauver Committee investigate? *Organized crime, especially with regard to labor unions (716)*
8. What two labor organizations merged in 1955? *AFL and CIO (716)*
9. What raised questions about whether Eisenhower would be able to run for a second term? *His heart attack (716)*
10. Who was Adlai Stevenson's running mate in 1956? *Estes Kefauver (717)*

Lesson 122

1. What Supreme Court decision said that separate but equal facilities were acceptable? *Plessy v. Ferguson, 1896 (719)*
2. Why did blacks want to challenge the separate but equal doctrine? *Separate facilities were almost never equal. (719)*
3. What did the *Brown v. Board of Education* decision say about separate but equal? *That separate facilities were inherently unequal (720)*
4. How did most southern school districts react to the *Brown* decision? *By resisting the call to integrate schools (720)*
5. What did the governor of Arkansas do in 1957 to prevent the integration of Central High School in Little Rock? *He called out the National Guard (721)*
6. What groups were formed in many cities to resist racial integration? *White Citizens Councils (721)*
7. What black woman's actions began the Montgomery, Alabama, bus boycott? *Rosa Parks (722)*
8. How was the bus boycott ended? *A court ruled that segregation on city buses was unconstitutional. (722)*
9. What was the main issue that the Federal civil rights laws of 1957 and 1960 addressed? *Voting rights (722)*
10. What caused racial segregation in northern schools? *Residential patterns which were the result of segregation laws or unofficial discrimination (723)*

Questions on *Brown v. Board of Education*

1. From what four states did the cases come? *Kansas, South Carolina, Virginia, Delaware (AV 329)*
2. What part of the Constitution was being addressed in the cases? *The equal protection clause of the Fourteenth Amendment (AV 329)*
3. What aspect of society did the Court note that had changed since 1896? *The importance of public education (AV 330)*
4. What did the Court say was the effect on black children of segregated facilities? *It gives them a sense of inferiority and has a detrimental effect. (AV 331)*
5. What did the Court recognize as a result of its decision? *The complexity of implementing changes in public schools as a result of the decision. (AV 332)*

Lesson 123

1. Who became leader of the Soviet Union after Joseph Stalin? *Nikita Khrushchev (724)*
2. What proposal did President Eisenhower make at the 1955 Geneva summit? *For the U.S. and U.S.S.R. to exchange military information and to allow air photography of military installations (724)*
3. What was the "kitchen debate"? *A sometimes heated discussion between Khrushchev and Vice President Nixon at a display of a modern American kitchen in Moscow in 1959 (724-725)*
4. What incident disrupted the 1960 summit meeting in Paris? *Russia shot down an American U-2 spy plane few days before the meeting. (725)*
5. People in what European country attempted to revolt against Soviet domination in 1956? *Hungary (726)*
6. What Middle Eastern country was the focus of a conflict in 1956 regarding the Suez Canal? *Egypt (726)*
7. Into what Middle Eastern country did the U.S. send troops in 1958? *Lebanon (726)*
8. Who seized power in Cuba in 1959 with cautious support from the United States? *Fidel Castro (728)*
9. Who was the Communist leader that declared a new government in North Vietnam in 1945? *Ho Chi Minh (726)*
10. What was the dividing line between North and South Vietnam? *The 17th parallel (727)*

Lesson 124

1. What Russian accomplishment punctured American pride on October 4, 1957? *The Russian launch of the Sputnik (729)*
2. Why do you think this was a cause for concern in the United States? *Answers will vary, but may include: It caused Americans to question their assumed superiority in technology, space science, and military preparedness. (729)*
3. What passenger did *Sputnik II* have on board? *A dog (730)*
4. When did the United States launch its first successful satellite? *January 31, 1958 (730)*
5. What two other accomplishments in space did the Soviet Union achieve by 1961? *Hitting the moon with an unmanned satellite (1959) and sending a man into orbit around the earth (1961) (730)*

6. What new government agency assumed control of the American space program from the military? *National Aeronautics and Space Administration (NASA) (730)*
7. What does ICBM stand for? *Inter-continental ballistic missile (731)*
8. What two missile capabilities did the U.S. and the U.S.S.R. try to achieve? *First-strike and responding with total destruction (731)*
9. What was NORAD? *North American Air Defense, a radar system that kept watch for incoming missiles over the North Pole (731)*
10. What area of American life received increased Federal funding in response to the space race? *Public education, especially in teaching math, science, and foreign languages (731)*

Lesson 125

1. What industry is a good indicator of the economy's strength? *Home construction (734)*
2. What areas of the country saw especially large population increases in the 1950s? *The South and Southwest (the Sunbelt) (734)*
3. How did church membership change during the 1950s? *It increased. (734)*
4. What phrases were added to the official U.S. vocabulary in 1954 and 1956? *"Under God" in the Pledge of Allegiance and "In God We Trust" as the national motto (735)*
5. What three important motion pictures released in the 1950s were set in Biblical times? *The Robe, The Ten Commandments, and Ben-Hur (735)*
6. What communication device came to be in almost every American home in the 1950s? *Television (735)*
7. What music became popular with American youth? *Rock and roll (735)*
8. Economic prosperity during the 1950s led to widespread what? *Materialism (736)*
9. What were some ironies related to the increase in church membership during the 1950s? *The increase in church membership was not the same as an increase in discipleship, people often joined churches to blend in with society, a greater emphasis on positive Christian attitudes and cultural Christianity, and many rabid segregationists were church-goers. (737)*
10. What was the direction of the teenage subculture? *Separation from and in rebellion against the adult generation (737)*

Quiz on Unit 25

1. R (724); 2. T (726); 3. P (725); 4. B (713); 5. S (715-716); 6. O (716); 7. Q (728); 8. C (722); 9. N (722); 10. D (719); 11. M (721); 12. G (713); 13. I (726); 14. H (720); 15. E (729); 16. K (730); 17. J (716); 18. F (726); 19. L (731); 20. A (731)

History Exam on Units 21-25

1. Franklin Roosevelt (585-586)
2. restricted (593-594)
3. increased (595)
4. Ku Klux Klan (601)
5. war (592)
6. reparations (589)
7. cancelled (589)
8. one fourth (618)
9. New York (617)
10. New Deal (617)
11. Civilian Conservation Corps (CCC) (620-621)
12. TVA (624)
13. Social Security (625)
14. Dust Bowl (633)
15. gold standard (619)
16. U.S.S.R. (637)
17. Hitler, Stalin (639-640)
18. Poland (643)
19. Dunkirk (653)
20. Pearl Harbor (656)
21. Battle of Britain (653)
22. the Philippines (658)
23. Coral Sea and Midway Island (658)
24. D-Day (660)
25. V-E Day (664)
26. Hiroshima (666)
27. Security Council (683)
28. Marshall Plan (687)
29. Berlin Airlift (687)
30. North Korea (695)
31. fear and suspicion (693)
32. Alger Hiss (691)
33. military (701)
34. Jackie Robinson (702)
35. Adlai Stevenson (713)
36. Interstate Highway system (715-716)
37. *Sputnik* (729)
38. separate but equal (719)
39. Montgomery Bus Boycott (722)
40. Little Rock (721)

Presidents: Washington, John Adams, Jefferson, Madison, Monroe, John Quincy Adams, Jackson, Van Buren, William Henry Harrison, Tyler, Polk, Taylor, Fillmore, Pierce, Buchanan, Lincoln, Andrew Johnson, Grant, Hayes, Garfield, Arthur, Cleveland, Benjamin Harrison, Cleveland, McKinley, Theodore Roosevelt, Taft, Wilson, Harding, Coolidge, Hoover, Franklin Roosevelt, Truman, Eisenhower

English Exam for Units 21-25

The point of this exam is to help the student begin to compare and contrast works of literature. The essay below shows some ways that this can be done. A big part of the grade for this exam should be for your student really trying to think about the assignment and putting those thoughts down in readable and logical form.

A suggested essay (about 400 words):

Miracle in the Hills and *To Kill a Mockingbird* are both set in the rural South in the early twentieth century. *Miracle in the Hills* is a memoir that tells about Eustace and Mary Sloop, a husband-and-wife doctor couple who blessed and transformed the Appalachian community of Crossnore for forty years. *To Kill a Mockingbird* is a novel set in the small town of Maycomb in southern Alabama that wrestles with the issue of prejudice. They both tell powerful stories but in different ways.

In both settings, community expectations are strong. The ways of doing things in Crossnore go back for generations. Most people saw no need for new schools, improved medical care, and other changes available in the twentieth century. In Maycomb social patterns are also firmly set, and to challenge them is to risk widespread disapproval. The prejudice in Crossnore is against outsiders; the prejudice in Maycomb is against blacks and any whites who extended them any unusual consideration. The Sloops brought many changes to Crossnore, and the people eventually accepted them. Mary Sloop led in bringing these changes, primarily through her willingness to press for change and her unwillingness to accept things as they were. The only changes perceptible in Maycomb were in the attitudes of Scout and Jem Finch, primarily through the words and actions of their father. Atticus Finch did not go on any campaigns for reform; he simply taught his children what he thought they needed to know and defended Tom Robinson against an unjust charge when he needed an attorney.

The children of Crossnore were the focus of Mary Sloop's effort to build schools, stop moonshine production, and end child marriages. She wanted to give the children of Crossnore the chance for a better life than they had known. *To Kill a Mockingbird* is told through the eyes of one child, Scout. By her words we learn the insights she gained about Boo Radley and her town. Both books remind us that children are dependent on adults to provide, protect, and guide them.

Miracle in the Hills shows what one person can do through determination and prayer to make a difference, even when longstanding social patterns are set against you. *To Kill a Mockingbird* shows us that when one person does what is right, he can live with himself, set an example for his children, and begin to push back the barriers of prejudice.

Bible Exam for Units 21-25

This test consists of five one-paragraph answers. Answers should be graded on the basis of how well the student grasps the spiritual issues involved with each topic.

Unit 26

Lesson 126

1. Who were the major party nominees for President in 1960? *Democrat: John F. Kennedy; Republican: Richard Nixon (741)*
2. Which one had the lead as the campaign began? *Nixon (742)*
3. What might have been the deciding factor in the race? *The televised debates between the candidates (742)*
4. What did Kennedy call his program? *The New Frontier (743)*
5. What made Kennedy's relations with Congress difficult? *Resistance to Kennedy's program by southern Democrats (743)*
6. Where did the attempted invasion of Cuba by anti-Castro forces take place? *The Bay of Pigs (743)*
7. What German phrase did Kennedy use when he visited West Berlin? *"Ich bin ein Berliner" ("I am a Berliner") (743)*
8. How did the U.S. confirm that missile sites were being built in Cuba? *High altitude photography (744)*
9. How was the Cuban missile crisis resolved? *The Soviet Union agreed to remove the missiles, and the U.S. agreed not to invade Cuba. The U.S. also removed some missiles in Turkey and Europe. (744)*
10. Who was arrested for killing President Kennedy? *Lee Harvey Oswald (745)*

Questions on John F. Kennedy's Inaugural Address

1. Kennedy said the torch had been passed to whom? *A new generation of Americans (AV 337)*
2. What did he say America would do to assure the survival and success of liberty? *We shall pay any price, bear any burden, meet any hardship, support any friend, and oppose any foe. (AV 337)*
3. What dilemma did he say a free society faced with regard to poor and rich? *If a free society cannot help the many who are poor, it cannot save the few who are rich. (AV 338)*
4. What did he want every other power to know that this hemisphere intends to remain? *Master of its own house (AV 338)*
5. What question did he tell his fellow Americans to ask about themselves and their country? *Ask not what your country can do for you; ask what you can do for your country. (AV 339)*

Bible Assignment: Read Matthew 5:21-42. List three examples in this passage in which Jesus challenged how things were done and called people to a higher standard. *Anger is the same attitude that leads to murder. You should say what you mean and mean what you say. You should resist enemies with kindness rather than hate. Other answers possible.*

Lesson 127

1. Who became President in 1963 upon the death of John F. Kennedy? *Lyndon Johnson (747)*
2. From what state did the new President come? *Texas (747)*
3. What was the name he gave to his legislative agenda? *The Great Society (747)*
4. What two significant laws were enacted in 1964 and 1965 to help blacks? *The Civil Rights Act and the Voting Rights Act (747)*
5. What did Johnson call his efforts to help poor Americans? *The War on Poverty (747)*
6. What two programs to provide medical care came into being during Johnson's term? *Medicare and Medicaid (748)*
7. Who was the Republican presidential nominee in 1964? *Barry Goldwater (749)*
8. What was the charge made by supporters of the GOP nominee about their party? *That the party had been controlled by a liberal Eastern Establishment (749)*
9. What issues did the three Constitutional amendments ratified in the 1960s deal with? *Giving the District of Columbia three electoral votes, outlawing the poll tax, and presidential succession (750)*
10. Supreme Court decisions on what three topics were discussed in the lesson? *Legislative reapportionment, the rights of accused persons, and mandatory school prayer and Bible reading (751-752)*

Bible Assignment: Read Luke 6:1-11. List the two incidents in this passage in which Jesus challenged traditional religious practices of His day. *Picking and eating grain on the Sabbath and healing a man on the Sabbath*

Lesson 128

1. What strategy did blacks use to highlight segregation at lunch counters? *Sit-ins (754)*
2. At what two universities did scenes of confrontation take place over integration? *The University of Mississippi and the University of Alabama (754)*
3. In what city was Martin Luther King Jr. arrested? *Birmingham, Alabama (754)*
4. On what occasion did King deliver his "I Have a Dream" speech? *The March on Washington civil rights demonstration in August of 1963 (754-755)*
5. What happened in many cities in 1965-1967? *Rioting by blacks (755)*
6. What was the name of Communist guerilla forces in South Vietnam? *Viet Cong (756)*
7. What resolution passed by Congress was used to escalate American involvement in Vietnam? *The Gulf of Tonkin resolution (756)*
8. Why did the U.S. fight a limited war in Vietnam? *Fear of the Soviet Union or China increasing its involvement in the war (757)*
9. What problems existed with the South Vietnamese government? *It was weak and corrupt and the South Vietnamese army was not strong or well-trained. (757)*
10. How did the U.S. attack North Vietnam? *Aerial bombing followed by combat troops (756)*

Questions on "Letter from a Birmingham Jail" and the "I Have a Dream" Speech

1. King's letter was in response to what? *An open letter from a group of local ministers calling the demonstrations "unwise and untimely" (AV 340)*
2. How did he answer the charge of being an outside agitator? *Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds. (AV 340)*
3. What were the four steps he outlined in a non-violent campaign? *Collection of the facts to determine whether injustices exist, negotiation, self-purification, and direct action (AV 341)*
4. What distinction did he make between just and unjust laws? *A just law is a man-made code that squares with the moral law or the law of God. An unjust law is a code that is out of harmony with the moral law. (AV 343)*
5. With whom was King disappointed? *White moderates and the church (AV 343, 347)*
6. When King gave his speech, how long had it been since the Emancipation Proclamation? *100 years (five score years) (AV 351)*
7. King said it was time to lift the nation from what to what? *From the quicksands of racial injustice to the solid rock of brotherhood (AV 352)*
8. He said there would be neither rest nor tranquility until what happened? *Until the Negro is granted his citizenship rights (AV 352)*
9. What did he dream for in Georgia? *That one day the sons of former slaves and the sons of former slaveowners would be able to sit down together at the table of brotherhood (AV 353)*
10. What words from a Negro spiritual did he quote? *"Free at last, free at last. Thank God Almighty, we are free at last." (AV 353)*

Lesson 129

1. What was the USS *Pueblo*? *An intelligence-gathering ship captured by North Korea in 1968 (760)*
2. What was the impact of the Tet Offensive on American public opinion? *It turned people against the war. (760)*
3. Who challenged President Johnson for the Democratic presidential nomination in early 1968? *Eugene McCarthy (760)*
4. What announcements did Johnson make in his televised speech on March 31, 1968? *That he was seeking peace in Vietnam and that he would not run for re-election (762)*

5. Where was Martin Luther King Jr. when he was assassinated? *Memphis, Tennessee (762)*
6. What victory had Robert Kennedy won just before he was assassinated? *The California primary (763)*
7. What groups clashed outside of the 1968 Democratic National Convention in Chicago? *The police and demonstrators (763)*
8. Who was the Democratic presidential nominee in 1968? *Hubert Humphrey (763)*
9. Who ran as an independent presidential candidate in 1968? *George Wallace (764)*
10. Who won the presidential election in 1968? *Richard Nixon (764)*

Lesson 130

1. During the 1960s, what was a popular way for countercultural ideas to be expressed? *Music (766)*
2. In what ways was the period when Jesus was born "the fullness of the time"? *The Jews had spread belief in God, Greek had become a world language, and the Roman Empire provided a relatively peaceful world in the Mediterranean region. (768)*
3. How did Jesus confront the religious establishment? *He told the Jewish leaders how they were wrong and called them hypocrites. (768)*
4. How was Jesus' attitude toward people different from what was common in His day? *He showed the value of the individual, he redefined what it means to be male and female, and he had a great respect for marriage and children. (769)*
5. How have Christians helped to change the world? *Involvement in reform movements such as abolition of slavery and prohibition, building hospitals and providing medical care, encouraging education (770)*
6. What have been some failings of people of faith? *Believers have done some cruel things in the name of Jesus; Christianity in Europe is largely a dead faith; denominational divisions have turned many people off. (771)*
7. Who were the heroes in the stories Jesus told? *A Samaritan, a beggar, a wasteful son who repented. Other answers possible. (772)*
8. How have your life and the life of your family been changed by Jesus? *Answers will vary.*
9. How does the world still need to be changed by Jesus, and how do you think these changes might take place? *Answers will vary.*
10. How can you start today? *Answers will vary.*

Quiz on Unit 26

1. H (741); 2. D (743); 3. O (743); 4. M (747); 5. I (749); 6. K (751-752); 7. C (754); 8. N (756); 9. E (756); 10. A (762); 11. F (763); 12. B (760); 13. G (762); 14. J (763); 15. L (764)

Unit 27

Lesson 131

1. What were the three parts of Nixon's plan to end the Vietnam War? *Continue the peace negotiations, Vietnamize the war, bomb Communist sites in Cambodia (775-776)*
2. Where did a deadly clash take place between college students and National Guardsmen? *Kent State University (776)*
3. What were the Pentagon Papers? *Secret Pentagon documents leaked to the press by Daniel Ellsberg (776)*
4. What happened in Vietnam when the U.S. pulled out? *The Communists launched a full scale attack and the South Vietnamese military and government collapsed. (777)*
5. What were some problems with American policy in Vietnam? *Poor planning, no strategy for victory, unreliable South Vietnamese army, committed enemy (777)*
6. What goal of President Kennedy was fulfilled on July 20, 1969? *The U.S. landed the first man on the moon. (779)*
7. What was the Equal Rights Amendment? *A proposed Constitutional amendment forbidding discrimination on the basis of sex. It never became part of the Constitution. (778)*
8. What group cut sales of oil resulting in severe disruption in the U.S.? *OPEC (778-779)*
9. What two bold foreign policy moves did Nixon make? *Visiting Communist China and the Soviet Union (780-781)*
10. What was the term given to the policy of easing tensions with the Soviet Union? *Detente (781)*

Lesson 132

1. What happened to George Wallace during the 1972 campaign? *He was shot and paralyzed by a gunman in Laurel, MD. (782)*
2. Who was the Democratic presidential nominee in 1972? *George McGovern (782)*
3. What happened with the Democrats' vice presidential nominee? *Thomas Eagleton was found to have received psychiatric treatment, so he was replaced by Sargent Shriver. (782-783)*
4. What was the Watergate break-in? *Employees of the Committee to Re-Elect the President were arrested for breaking into the offices of the Democratic National Committee. (783)*
5. What question did Senator Baker ask repeatedly at the Senate Watergate hearings? *"What did the President know and when did he know it?" (784)*
6. What new source of evidence of Oval Office conversations was revealed in the hearings? *A secret recording system (785)*

7. What happened to Vice President Agnew? *He pleaded no contest to a charge of tax evasion and resigned. (784)*
8. What major error did Nixon make that brought his administration down? *He participated in the cover-up of the Watergate scandal and obstructed its investigation. (784-785)*
9. How far did impeachment proceedings against Nixon progress? *The House Judiciary Committee had approved three articles of impeachment, and the House was about to take up the matter to vote on the articles. (785)*
10. What controversial move did President Ford make regarding Nixon? *He pardoned Nixon for any crimes he might have committed while President. (785)*

Questions on Gerald R. Ford's Remarks at His Swearing-In

1. How did Ford ask Americans to confirm him as President? *With their prayers (AV 363)*
2. Ford said that he had not gained the office of President by what? *By any secret promises (AV 363)*
3. What did he say was now over? *Our long national nightmare (AV 364)*
4. Ford said that what had happened confirmed that the Republic was a government of what? *A government of laws and not of men (AV 364)*
5. For whom else did Ford ask Americans to pray? *For Nixon and his family (AV 364)*

Lesson 133

1. What was Gerald Ford's position in Washington before he became Vice President? *Minority leader in the House (787)*
2. What factors made Ford's presidency difficult? *Recovery from Watergate scandal, poor economy, fall of Vietnam (787)*
3. Who was Ford's running mate in 1976? *Robert Dole (787)*
4. Who was the Democratic presidential nominee in 1976? *Jimmy Carter (788)*
5. What was the highest office he had held prior to his presidential bid? *Governor of Georgia (788)*
6. Who did Jimmy Carter choose as his running mate? *Walter Mondale (788)*
7. What economic problems occurred during Carter's term? *Inflation, high interest rates, unemployment, higher fuel costs (788)*
8. What historic agreement did Carter help bring about? *The Camp David agreement between Israel and Egypt (789)*
9. What was Carter's response to Soviet aggression in Afghanistan? *Suspended nuclear arms treaty negotiations, cutting grain shipments to Russia, boycotting the Moscow Olympics (789-790)*
10. What crisis led to Carter's (and America's) embarrassment? *The Iran hostage crisis (790)*

Lesson 134

1. What event brought questions about Islamic fundamentalism to the minds of Americans? *The Iran hostage crisis (792)*
2. What are the two main reasons that some Muslims don't like the U.S.? *America's support of Israel and the immoral material produced in the U.S. (793)*
3. What human rights policy did Carter implement? *He limited foreign aid to countries with poor human rights records. (793)*
4. What is your answer to the question in the text: Does American toleration of religious differences extend to those who want to do us harm? *Answers will vary. (793)*
5. What organization, established in 1982, works in many countries around the world to promote peace, fight disease, and encourage economic growth? *Carter Center (793)*
6. What cult came to be called Moonies? *The Unification Church (794)*
7. What cult caused the death of over 900 people in 1978? *The People's Temple in Jonestown, Guyana. (794)*
8. On what occasion did Alexander Solzhenitsyn criticize Western culture? *The 1978 Harvard commencement exercise (796)*
9. What were some failings of the West that Solzhenitsyn noted? *A loss of courage; using freedom to promote evil; hastiness, superficiality, and sensationalism in the press; crisis of the spirit brought about by material abundance (796)*
10. What did Solzhenitsyn say determined whether a person's life was a success? *Whether the world is better by a person's life (796)*

Lesson 135

1. When did countries and American states begin passing strict anti-abortion laws? *Nineteenth century (797)*
2. Who was Jane Roe? *A Texas woman who was not able to obtain an abortion. A suit was filed on her behalf. (798)*
3. What did the Supreme Court say in its *Roe v. Wade* decision about state regulation of abortion? *Abortion had to be available before viability, but it could be regulated after that point. (798)*
4. What is an important legal question about the unborn with regard to the 14th Amendment? *Is the unborn a person, who has the right to equal protection under the law? (798-799)*
5. What is the testimony of Scripture regarding the identity of the unborn? *That they are created by God and are seen as persons. (799)*
6. What convincing evidence from the New Testament is given about the unborn Jesus and John the Baptist? *They are called child and baby. (801)*

7. What is the testimony of the early church leaders regarding abortion? *They believed that abortion was wrong. (801-802)*
8. What other historical evidence exists regarding opposition to abortion? *The Hippocratic oath, statements of nineteenth century feminists, opinions of medical and scientific experts (802-803)*
9. What can we do to oppose abortion? *Choose life, embrace all children, oppose funding for abortion and candidates who support it, teach people about Jesus so their lives and hearts will change; other ideas possible. (804)*

Questions on *Roe v. Wade*

1. What right is not explicitly stated in the Constitution but is recognized by the Court? *The right of privacy (AV 357)*
2. Blackmun said that the state's compelling interest in the unborn begins at what point? *Viability of the fetus (AV 359)*
3. What are the time periods Blackmun used to indicate what state regulations are permitted? *The trimesters of a pregnancy (AV 359-360)*
4. Over what three issues did Justice Rehnquist dissent? *There was no indication of wrong in Roe's first trimester, the case did not involve a violation of privacy, and he thought it was wrong to strike down the entire Texas law. (AV 361-362)*

Questions on *The Giver*

1. What is special about the Ceremony of Twelve? *This was when life assignments were given.*
2. What is the most shocking rule that is given to Jonas with his new role? *That he could lie*
3. What word does the Giver use to describe life with no changes and no color? *Sameness*
4. What is unusual about the memory of the twinkling lights and presents? *Grandparents were there, love was present*
5. What does "release" mean? *To kill or euthanize*
6. Why do Jonas and the Giver plan for Jonas to escape? *To help things change, to share memories with the people*
7. What happens when memory and history are known by only a few people? *People lose a sense of direction and can be easily led; other answers possible.*
8. What happens when lies become acceptable in a society? *People cannot be trusted.*
9. Discuss this statement: "When we have a past, we have a future."*Knowledge of the past helps guide what we do in the future; other answers possible.*
10. How are even painful memories important and valuable? *We learn how to help others, we see what is important in life, we see the consequences of our actions; other answers possible.*
11. What trends and events do you see in today's society that are paralleled in the book? *Abortion, physician-assisted suicide, lack of knowledge of history; other answers possible*
12. What are some problems that come as a result of having no problems? *Life and people have less value and meaning; other answers possible*
13. Write a brief review and reaction to the book. *Various answers possible*

Literary Analysis of *The Giver*

These are subject to interpretation; there are not necessarily "right" and "wrong" answers. See a diagram of Freytag's pyramid on page 2 of the Student Review.

Exposition: *Jonas's life and his family and friends are described and characters are introduced bit by bit as the narrative unfolds.*

Narrative hook: *a pilot flies his plane unexpectedly over the community.*

The inciting incident: *Jonas is named the new Receiver*

Rising action: *Jonas receives memories from the Giver*

Climax: *(possible answers) Jonas learns the meaning of release. Jonas learns that Gabriel is going to be released. Jonas and Gabriel leave the community.*

Falling action: *Jonas and Gabriel travel and struggle to survive.*

Resolution: *Jonas and Gabriel find the sled, which takes them Elsewhere.*

Denouement: *The author purposely leaves this unclear.*

Quiz on Unit 27

1. c (776); 2. d (775-776); 3. d (776); 4. c (777); 5. c (778-779); 6. d (779); 7. a (780-781); 8. b (782); 9. a (784-785); 10. b (785); 11. b (787); 12. c (788); 13. d (789); 14. d (792); 15. a (793)

Unit 28

Lesson 136

1. What was Ronald Reagan's profession before he entered politics? *Actor (807)*
2. To what position was Reagan elected in 1966? *Governor of California (807)*
3. Whom did Reagan defeat for the presidency in 1980? *Jimmy Carter (808)*
4. What was Reagan's key question in his televised debates? *"Are you better off now than you were four years ago?" (808)*
5. What Christian political group was founded by Jerry Falwell? *Moral Majority (808)*
6. How did Reagan resolve the air traffic controllers' strike? *He fired the air traffic controllers and had new ones trained. (809)*
7. What happened to the Federal budget under Reagan? *It began running huge deficits. (809)*
8. How much did the New York Stock Exchange lose on October 19, 1987? *508 points of the Dow Jones average, or 22% of its value (809)*
9. What is the name given to America's reusable space craft? *Space Shuttle (809)*

10. What does AIDS stand for? *Acquired Immune Deficiency Syndrome (810)*
11. Whom did Reagan defeat in 1984? *Walter Mondale (811)*

Lesson 137

1. What did Ronald Reagan call the Soviet Union? *An evil empire (813)*
2. What was the independent labor union in Poland that sought recognition? *Solidarity (813)*
3. What was the name for the satellite-based missile defense system proposed by Reagan? *Strategic Defense Initiative ("Star Wars") (813)*
4. What historic agreement was made between the U.S. and the U.S.S.R.? *The elimination of a complete class of weapons, intermediate nuclear missiles (813)*
5. What did Reagan challenge Gorbachev to do in Berlin? *Tear down the Berlin Wall (814)*
6. Why were American troops in Lebanon? *As part of a peace-keeping force (814)*
7. What Caribbean nation did American troops invade? *Grenada (814)*
8. What was the scandal called involving arms sales, hostages, and Central American freedom fighters? *The Iran-Contra scandal (814-815)*
9. What were the steps taken in the arms sales and the transfer of funds? *People in the U.S. government secretly sold arms to Iran in the hope that Iran could influence the release of American hostages in Lebanon. Some of the profits from the arms sales were sent to the Contras in Nicaragua who were fighting the Communist government there. (815)*
10. Who was the central figure in the scandal? *Oliver North (815)*

Questions on Ronald Reagan's Farewell Address

1. What did the refugee call the American sailor? *Freedom man (AV 372)*
2. How many new jobs did Reagan say had been created during his presidency? *19 million (AV 372)*
3. With what country did Reagan say the U.S. had developed a "satisfying new closeness"? *The Soviet Union (AV 373)*
4. What regret did Reagan say that he had? *The deficit (AV 374)*
5. What early colonial leader did Reagan quote calling America a "city on a hill"? *John Winthrop (AV 375)*

Lesson 138

1. Who were the two major party presidential candidates in 1988? *George Bush (Republican), Michael Dukakis (Democrat) (818)*
2. What positions did George Bush hold before he became Vice President? *Congressman, U.N. ambassador, liaison to China, chairman of the Republican National Committee, director of the CIA (818)*
3. What financial industry collapsed during Bush's term? *Savings and loan (819)*
4. What deal was made between Bush and Congress in 1990? *To raise taxes and cut spending (819)*
5. What pledge had Bush made in 1988? *That he would agree to no new taxes (818)*
6. Whom did Bush appoint to the Supreme Court? *Clarence Thomas (820)*
7. Who made charges against this nominee? *Law professor Anita Hill (820)*
8. What Central American country did the U.S. invade? *Panama (821)*
9. Who was the Soviet leader who ushered in many changes? *Mikhail Gorbachev (821)*
10. What happened in November of 1989 that symbolized the fall of Communism? *The Berlin Wall was torn down. (822)*
11. The U.S.S.R. was replaced by what federation? *Commonwealth of Independent States (822)*

Lesson 139

1. What Middle Eastern nation invaded another Middle Eastern nation in August of 1990? What nation did it invade? *Iraq invaded Kuwait. (824)*
2. What was the stance of the U.N. toward this invasion? *It condemned the aggression and approved the use of force to repel Iraq. (824)*
3. What was the operation to oust this aggressor called? *Operation Desert Shield/Desert Storm (825)*
4. Who was the Chairman of the Joint Chiefs of Staff at this time? *Colin Powell (825)*
5. Who was the American commander in the field during the Persian Gulf War? *Norman Schwarzkopf (825)*
6. What was the first phase of the attack? *Air and missile attacks on Iraq (825)*
7. How long did ground operations last? *100 hours (825)*
8. What were the terms of the cease-fire? *Iraq was to pay reparations to Kuwait, destroy its chemical and biological weapons and allow for international inspection, and respect no-fly zones over the country. (825)*
9. What did the war reveal about the American military? *It demonstrated the advanced state of American military technology. (826)*
10. How did the war affect President Bush's popularity with the American people? *Bush received unprecedented job approval ratings. (827)*

Lesson 140

1. How did God bring good out of the bad of Joseph's situation in Genesis? *He brought Joseph to a position of power and saved his family's lives. (828)*
2. How did God bring good out of the execution of Jesus? *He brought salvation out of the cruel and unjust death of Christ. (828)*
3. What is an example of good coming out of World War II? *The missionary impulse that followed the war (828-829)*

4. How did Paul view his imprisonment in Philippians 1? *It served to advance the gospel. (829)*
5. How did he view the motives of some proclaimers? *Despite their motives, Christ was proclaimed. (831)*
6. How did Paul view the permanence of his imprisonment? *He would get out either by being released or by being executed. (831-832)*
7. What principle guided Paul's life? *To live is Christ and to die is gain. (832)*
8. The letter of Philippians is a lesson on what? *Attitude (829)*

Quiz on Unit 28

1. G (811); 2. B (808); 3. F (825); 4. E (808); 5. C (818); 6. A (807); 7. D (820); 8. a (809); 9. c (813); 10. d (814); 11. d (814-815); 12. c (819); 13. b (813); 14. a (822); 15. b (825)

Unit 29

Lesson 141

1. What issue hurt President George H. W. Bush the most in the 1992 presidential election? *The economy (837)*
2. Of what state was Bill Clinton governor? *Arkansas (838)*
3. Who was Clinton's vice presidential running mate in 1992? *Tennessee Senator Albert Gore (838)*
4. Who was the candidate for President of the Reform Party in 1992 and 1996? *H. Ross Perot (838)*
5. What was the name of the commitment for change made by Republican House candidates in 1994? *Republican Contract With America (839)*
6. What significant change took place in the 1994 congressional election? *Republicans gained control of the House and Senate; first time since 1952 (839)*
7. What is NAFTA? *North American Free Trade Agreement, creating a free-trade zone among the U.S., Mexico, and Canada. (839-840)*
8. Who was the Republican candidate for President in 1996? *Bob Dole (840)*
9. What is the DJIA? *Dow Jones Industrial Average, an index of stock values based on the stock of 30 large companies (841)*
10. What is the Fed? *The Federal Reserve Board, which guides monetary policy for the U.S. government. (841)*

Lesson 142

1. From where is most of the new immigration coming? *Latin America (842)*
2. What are some issues confronting America related to illegal immigration? *Assimilating them into society, education and social services for them; how they should be registered and pay taxes (842)*
3. A young boy from which country was at the center of an immigration controversy in 1999-2000? *Cuba (842)*
4. What group was in a compound in Waco, Texas in a standoff with Federal officials? *The Branch Davidians (843)*
5. What domestic terrorist attack was a response to the Waco incident? *The bombing of the Murrah Federal Building in Oklahoma City (843)*
6. What serious problem surfaced repeatedly in public schools in the 1990s? *School shootings (844)*
7. When was the first electronic computer built? *1944 (844)*
8. What is one reason why computers have become so popular? *They are able to perform so many different functions (844)*
9. What is the Internet? *A network of networks that provides e-mail, information, and business communication among computers (845)*
10. Who founded Amazon.com? *Jeff Bezos (846)*

Questions on "Defense of Conservatism"

1. To what group did Thomas give this speech? *The National Bar Association (AV 378)*
2. What event did Thomas say shattered his faith in his religion and his country? *The assassination of Dr. Martin Luther King Jr. (AV 379)*
3. Thomas said that the Supreme Court is a model of what? *Civility (AV 380)*
4. What did Thomas say was an interesting surprise in being on the Court? *The virtual isolation he felt, even within the Court (AV 380)*
5. What does Thomas say is an accepted way of doing business in Washington, D.C.? *The tendency to personalize differences (AV 381)*
6. What was a major emotion that Thomas felt in the late 1960s? *Anger (AV 382)*
7. Thomas said that by his speech he wanted to assert what? *His right to think for himself (AV 384)*

Lesson 143

1. Where did the United States attempt to implement the policy of nation building? *Somalia (847)*
2. Who was the president of Haiti that the U.S. helped? *Jean-Bertrand Aristide (847)*
3. What is the land-for-peace idea in the Middle East? *The proposal that Israel agree to give the Palestinians control of land and that the Palestinians agree not to attack Israel (848)*
4. With what country did Israel sign a treaty in 1994? *Jordan (848)*
5. Who was the Israeli prime minister assassinated in 1995? *Yitzhak Rabin (848)*
6. What country included Serbia and Montenegro? *Yugoslavia (850)*
7. What leader of Yugoslavia was charged with war crimes? *Slobodan Milosevic (851)*
8. What province of Yugoslavia wanted independence? *Kosovo (851)*

9. What is the ethnic and religious majority of Kosovo? *Albanian Muslims (851)*
10. What multi-national force took action against Yugoslavia in 1998? *NATO (851)*

Lesson 144

1. What Arkansas resort project was the target of an investigation that involved the Clintons? *Whitewater (853)*
2. Who sued President Clinton over his alleged misconduct while he was governor of Arkansas? *Paula Jones (853)*
3. What was the outcome of that suit? *It was settled in November of 1998 when Clinton agreed to pay Jones $850,000 but without any admission or apology. (854)*
4. With what intern was President Clinton linked? *Monica Lewinsky (853-854)*
5. What was the President's initial reaction to the charges against him? *He denied them. (853)*
6. When did the President finally admit to doing wrong? *In August of 1998 in grand jury testimony and in a speech to the American people (854)*
7. What articles of impeachment were passed by the House against Clinton? *Perjury and obstruction of justice (854)*
8. What was the outcome of the impeachment trial in the Senate? *Both articles failed to receive the necessary two-thirds majority. (855)*
9. What deal did Clinton make on his last day in office? *Clinton admitted that he had lied under oath, he paid a $25,000 fine, and he had his law license suspended for five years; in return, Clinton would not be prosecuted after leaving office. (855)*
10. What do you think about the Clinton-Lewinsky affair and the impeachment attempt? *Answers will vary.*

Lesson 145

1. Who are some examples of public leaders who have had personal failings? *Bill Clinton, Richard Nixon, Jesse Jackson, and Newt Gingrich. Other answers possible. (857)*
2. What is one thing all human beings have in common? *We are imperfect. (857)*
3. What happens when we start making excuses for sinful behavior in others? *Our perception becomes clouded; we might think that it is acceptable for us to commit wrong; we might use a double standard; we might think that some sins are worse than others. (858)*
4. What is a good rule in deciding what to do about a person who has repented of his or her sins? *To treat that person the way you want to be treated (858)*
5. What is a person's first responsibility? *To make sure that his or her own life is right before God. (858)*
6. What is a person's second responsibility? *To make sure that his or her influence on others is good. (859)*
7. To whom do we answer for our decisions and lives? *God (860)*
8. What did Jesus mean when He said to cut off an offending part of the body? *To be rid of everything, including thoughts, that cause you to sin, even if they are very much a part of your life and even if society thinks you are strange for getting rid of them. (860)*

Quiz on Unit 29

1. E (851); 2. I (840); 3. K (841); 4. J (846); 5. A (843); 6. N (844); 7. D (838); 8. M (855); 9. G (838); 10. B (848); 11. H (837); 12. C (838); 13. F (839); 14. L (841); 15. P (839); 16. S (839-840); 17. T (853); 18. O (847); 19. Q (851); 20. R (851)

Unit 30

Lesson 146

1. What was the official population of the United States on April 1, 2010? *308,745,538 (866)*
2. What was the country's growth rate over the previous decade? *9.7% (866)*
3. What is the most populous state? *California (863)*
4. What is the most populous urban metropolitan area? *New York City (863)*
5. What was the average life expectancy in the U.S. as of 2000? *76.7 years (864)*
6. How many people living in the United States in 2000 were born in other countries? *28 million (864)*
7. According to the 2000 census, how many households were in the United States? *105.5 million (864)*
8. What was the gross domestic product of the United States in 2000? *Almost ten trillion dollars (865)*
9. What is the largest religious group in the country? *The Roman Catholic Church (865)*
10. What is the largest Protestant denomination? *Southern Baptist Convention (865)*
11. How many Muslims lived in the U.S. as of 2000? *5.8 million (865)*

Lesson 147

1. Who were the major party candidates for President in 2000? *Democrats: Al Gore; Republicans: George Bush (868)*
2. What was the historical significance of the Democratic nominee for Vice President? *Joseph Lieberman was the first major party candidate for national office who was Jewish. (868)*
3. Who was the Republican candidate for Vice President in 2000? *Richard Cheney (868)*
4. What state held the outcome of the election in the balance? *Florida (868)*
5. The final decision on the election was made in practical terms by what body? *The U. S. Supreme Court (869)*
6. Who won the popular vote? *Gore (869)*
7. What was the electoral vote? *Bush won 271 to 266 (869)*

8. What 2002 law increased Federal involvement in education? *No Child Left Behind Act (870)*
9. Who was the Democratic presidential nominee in 2004? *John Kerry (870)*
10. What two U.S. Supreme Court nominees of George W. Bush were confirmed by the Senate? *John Roberts, Samuel Alito (872)*

Lesson 148

1. How many flights were involved in the terrorist attack on September 11, 2001? *Four (874)*
2. What New York City landmark was struck? *World Trade Center (874)*
3. What Washington-area government building was struck? *Pentagon (874)*
4. What happened to the fourth plane? *Passengers attacked the hijackers, and the plane went down in Pennsylvania. (875)*
5. Who masterminded the attack? *Osama bin Laden (876)*
6. What two countries did forces from the United States and other countries attack and invade as part of the war on terror? *Afghanistan and Iraq (877-878)*
7. Who was the leader of Iraq who was captured, tried, and executed? *Saddam Hussein (879)*
8. In what country was Osama bin Laden found and killed by Navy SEAL forces? *Pakistan (879)*

Questions on the "Address to a Joint Session of Congress and the American People"

1. What passenger on a plane taken over by terrorists did President Bush name? *Todd Beamer (AV 388)*
2. How much money did Congress appropriate for rebuilding communities and for funding the U.S. military? *$40 billion (AV 388)*
3. What new Cabinet-level office did Bush announce? *Office of Homeland Security (AV 391)*
4. What kind of war against terrorism did the President expect? *A protracted war, occurring in many different places, sometimes with secret actions (AV 390)*
5. The shield (or badge) of what New York City policeman had been given to President Bush? *George Howard (AV 392)*

Lesson 149

1. The credit crunch that climaxed in the fall of 2008 was the result at least in part of large-scale failures in what part of the economy? *home mortgages (881)*
2. What is another term for a less than excellent credit history? *subprime (881)*
3. What office did Barack Obama hold when he was nominated for President in 2008? *U.S. Senator from Illinois (882)*
4. Who was John McCain's running mate in 2008? *Alaska governor Sarah Palin (882)*
5. What comprehensive law did Congress pass in early 2010 that Obama had promised to work toward during the 2008 campaign? *Patient Protection and Affordable Care Act (often called "Obamacare" or health care reform) (883)*
6. How much was the Federal debt as of May 2014? *$17.4 trillion (883)*
7. What significant change did Congress experience as a result of the 2010 congressional election? *Republicans gained a majority in the U.S. House (884)*
8. What prestigious world honor did Obama receive in December 2009? *He was awarded the Nobel Peace Prize. (886)*
9. The Internal Revenue Service gave unusually intense scrutiny to applications for tax-exempt status from what kind of groups? *politically conservative groups (885)*
10. What Arizona Congresswoman was wounded in an assassination attempt in January 2011? *Gabrielle Giffords (885)*

Bible Assignment: List three ways in which you have come to see more clearly the importance of faith in understanding American history by studying *Exploring America*. *Answers will vary.*

Lesson 150

1. What has been a major factor in America since its founding? *Christian religion (888)*
2. What evidence is there of a decline in the influence of religion in America? *Abortion, euthanasia, pornography, physical and sexual abuse, etc. (888)*
3. What might a person do that would help him appreciate his freedoms in the U.S.? *Visit another country (889)*
4. Why has the Constitution worked so well across more than two centuries? *We still share the basic ideals and principles that lie behind it. (890)*
5. What are some changes that have taken place in government and politics since the nation began? *The way we select representatives, who can vote, the size and influence of the Federal government, the role of political parties (890)*
6. Is America defined now by rural life or by urban life? *Urban (891)*
7. What is more important than being admired for what we have? *Being admired for who we are (891)*
8. Why are homes not as strong in the U.S. as they once were? *People have not decided to make their families strong; families are influenced by the world; both men and women work outside of the home and fill their lives with many activities away from the home. (892)*
9. What replaced the threat of Communism? *The threat of terrorism (892)*
10. With what perspective should we see the past, present, and future? *The perspective of faith (894)*

Quiz on Unit 30

1. True (866)
2. False (863)
3. True (863)
4. False (864)
5. False (865)
6. True (865)
7. False (869)
8. True (868)
9. True (869)
10. False (874)
11. False (874)
12. True (876)
13. True (877-878)
14. False (879)
15. False (870)
16. True (881)
17. False (881)
18. False (882)
19. True (883)
20. True (886)

History Exam on Units 26-30

1. John Kennedy (741)
2. New Frontier (743)
3. Bay of Pigs (743)
4. Great Society (747)
5. Gulf of Tonkin Resolution (756)
6. Martin Luther King Jr. (762)
7. Robert Kennedy (763)
8. Hubert Humphrey (763)
9. George Wallace (764)
10. bombing Communist sites in Cambodia (775-776)
11. the South Vietnamese government and military collapsed (777)
12. the decision by OPEC to cut oil sales (778-779)
13. China and the Soviet Union (780-781)
14. first men landed on the moon (779)
15. participating in the cover-up of the scandal and obstructing the investigation of it (784-785)
16. approved articles of impeachment (785)
17. high rate of inflation (788)
18. Israel and Egypt (789)
19. California (807)
20. evil empire (813)
21. tear down the Berlin Wall (814)
22. Iran-Contra scandal (814-815)
23. savings and loan (819)
24. Berlin Wall was torn down (822)
25. Operation Desert Storm (825)
26. Arkansas (838)
27. gained control of the U.S. House and Senate (839)
28. impeachment trial (855)
29. trade deal involving the U.S., Canada, and Mexico (839-840)
30. Florida (868)
31. September 11, 2001 (874)
32. Osama bin Laden (876)
33. home mortgages (881)

List of Presidents:

Washington, John Adams, Jefferson, Madison, Monroe, John Quincy Adams, Jackson, Van Buren, William Henry Harrison, Tyler, Polk, Taylor, Fillmore, Pierce, Buchanan, Lincoln, Andrew Johnson, Grant, Hayes, Garfield, Arthur, Cleveland, Benjamin Harrison, Cleveland, McKinley, Theodore Roosevelt, Taft, Wilson, Harding, Coolidge, Hoover, Franklin Roosevelt, Truman, Eisenhower, Kennedy, Lyndon Johnson, Nixon, Ford, Carter, Reagan, George H. W. Bush, Clinton, George W. Bush, Obama, Trump

English Exam on Units 26-30

1. c; 2. b; 3. Answers will vary. 4. Answers will vary.
5. Man landing on the moon

Final essay thoughts will vary.

Bible Exam on Units 26-30

1. b (768); 2. a (770); 3. d (801); 4. a (797); 5. d (828);
6. c (832); 7. c (858); 8. b (857); 9. a (888); 10. b (891)
11. Answers will vary, but should include these ideas: All have sinned, but this does not mean that we should turn a blind eye to sin in the lives of leaders or in our own lives. We should expect integrity in public leaders. Each person answers to God for his or her life, but we should be aware of our influence on others.
12. Answers will vary.