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Study Guide

For Advanced Placement and International Baccalaureate Programs

The Eras of Exploration, Colonization, and Revolution through Marc Aronson's Books

Introduction

This study guide is intended to be used in conjunction with the trilogy *Sir Walter Raleigh and the Quest for El Dorado*; *John Winthrop, Oliver Cromwell, and the Land of Promise*; and *The Real Revolution: The Global Story of American Independence* along with *Witch-Hunt: Mysteries of the Salem Witch Trials*, all written by Sibert Award-winning author Marc Aronson. Each book provides not only historical narrative but also discussion of alternate historical interpretations and points-of-view; evaluation of the reliability of sources; assistance with interpretation of written documents, political cartoons, and visual imagery; along with extensive end-notes detailing the primary and secondary sources upon which Dr. Aronson has based his histories.

Teachers who will find this study guide most appropriate for their students are teachers of AP and Pre-AP United States History and IB History of the Americas (exercising the regional option of the Americas). There are also elements in this guide appropriate for teachers of Pre-IB World History and AP and Pre-AP World History. In addition, interdisciplinary links provide opportunities for collaboration with colleagues in AP or IB English (American or World Literature), Music, Art, or Government.

The lessons in this guide were designed to prepare students for both the Advanced Placement and International Baccalaureate Diploma assessments by providing them with in-depth examination of six historical themes that thread through the eras of American exploration, colonization and revolution. Activities are intended to develop students' knowledge of content, but also their analytical, research, and writing skills. A variety of assessment techniques will be used so students will gain experience they may later apply to the IB Internal Assessment in History, IB Extended Essay, Document Based Questions on the AP or IB Diploma Exams, or free-response essay questions on the AP or IB Diploma Exams. Each lesson is designed with multiple objectives in mind, to make the most efficient use of teachers' time.

The guide consists of six lesson plans drawn from topics investigated in Marc Aronson's books:

- The American Dream
- Liberty and Slavery
- Rights and Rules
- War and Change
- Information and Revolution
- History in the Eye of the Beholder: Perceptions, Prejudice and the Colonial Experience

Within each lesson plan you will find all or most of the following information:

- Synopsis of lesson
- Time required
- Materials needed
- The lesson (with lesson-starter and lesson procedures)
- Assessment
- Interdisciplinary activities
- Additional resources

Although the study guide is designed so that the six lesson plans provide an integrated course of studies, it is not expected that students will complete all the listed activities. Teachers may assign selected activities to their classes or allow students to choose an activity for themselves. Some activities lend themselves to independent research while others are suitable for a group activity. Recognizing the constraints of time and district/state accountability that classroom teachers face, in addition to requirements of the AP and IB programs, we encourage you to select and adapt the activities that best meet your students' needs and abilities, curriculum requirements, and your teaching style.

Curriculum Standards - AP

This study guide correlates with themes and topic outlines as described at the College Board's AP Central for Educators located at <http://apcentral.collegeboard.com>.

AP United States History

The lessons in this guide support the following areas of the Topic Outline which might appear in any one edition of the AP United States History Examination:

2. Transatlantic Encounters and Colonial Beginnings, 1492-1690
 - First European contacts with Native Americans
 - Spain's empire in North America
 - French colonization of Canada
 - English settlement of New England, the Mid-Atlantic region, and the South
 - From servitude to slavery in the Chesapeake region
 - Religious diversity in the American colonies
 - Resistance to colonial authority: Bacon's Rebellion, the Glorious Revolution, and the Pueblo Revolt
3. Colonial North America, 1690-1754
 - Population growth and immigration
 - Transatlantic trade and the growth of seaports
 - The eighteenth-century back country
 - Growth of plantation economies and slave societies
 - The Enlightenment and the Great Awakening
 - Colonial governments and imperial policy in British North America
4. The American Revolutionary Era, 1754-1789
 - The French and Indian War
 - The Imperial Crisis and resistance to Britain
 - The War for Independence

The lessons in this guide also support the following Themes in AP U.S. History that might appear in any one edition of the AP United States History Examination:

- American Diversity – The diversity of the American people and the relationships among different groups. The roles of race, class, ethnicity, and gender in the history of the United States.
- American Identity – Views of the American national character and ideas about American exceptionalism. Recognizing regional differences within the context of what it means to be an American.
- Globalization – Engagement with the rest of the world from the fifteenth century to the present: colonialism, mercantilism, global hegemony, development of markets, imperialism, cultural exchange.
- Politics and Citizenship – Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state. Defining citizenship; struggles for civil rights.

- Religion – The variety of religious beliefs and practices in America from prehistory to the twenty-first century; influence of religion on politics, economics, and society.
- Slavery and Its Legacies in North America – Systems of slave labor and other forms of unfree labor (e.g., indentured servitude, contract labor) in Native American societies, the Atlantic World, and the American South and West. The economics of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political, and social effects of slavery.
- War and Diplomacy – Armed conflict from the precolonial period to the twenty-first century; impact of war on American foreign policy and on politics, economy, and society.

AP World History

The lessons in this guide support the six AP World History themes, unifying threads across the time frame of the course and helping students to put what is particular about each period or society into a larger framework:

- The dynamics of change and continuity across the world history period covered in this course, and the causes and processes involved in major changes of these dynamics
- Patterns and effects of interaction among societies and regions: trade, war, diplomacy, and international organizations
- The effects of technology, economics, and demography on people and the environment (population growth and decline, disease, labor systems, manufacturing, migrations, agriculture, weaponry)
- Systems of social structure and gender structure (comparing major features within and among societies, and assessing change and continuity)
- Cultural, intellectual, and religious developments, including interactions among and within societies
- Changes in functions and structures of states and in attitudes toward states and political identities (political culture), including the emergence of the nation-state (types of political organization)

Curriculum Standards – IB

This study guide correlates with the following periods, themes, and assessments as stated in the *IB Diploma Programme guide: History*, February 2001:

IB History of the Americas – The Americas Regional Option

The Americas regional option covers the United States, Latin America, including the Caribbean, and Canada. The option extends from the mid-18th century to 1995. It is recommended that schools select a period of approximately 100 years for in-depth study. Within this option students should be aware of the key political, social, economic and cultural events and themes that have had an impact on the Americas. Some of these might be: characteristics of colonial rule; achievement of independence; slavery and its effects; evolution and changes in governments; causes and effects of the Great Depression; different paths to, and effects of, industrialization; and foreign policies of the region. Several themes, a wide range of events and more than one country should be studied.

1. The colonial period
 - Political and economic relationship with the colonial powers: Britain, France, Spain, Portugal
 - Social and economic organization of the immigrant population
 - Role of religion in the New World
 - Treatment of indigenous peoples
 - The origins of slavery
2. Movements of independence
 - Causes – political, economic, social, intellectual, religious—and conflicts leading to war
 - Role of outside powers
 - Roles of the social classes
 - Role of leadership: Washington, Jefferson, Bolívar, San Martín
 - The Declaration of Independence
 - Independence of Brazil
 - Haitian Revolution and the Republic: Toussaint L’Ouverture
4. Slavery in the Americas
 - Conditions of enslavement: adaptation and resistance
 - The pro-slavery arguments
 - Insurrections and reactions
 - Life of the free African-Americans
 - Pro-abolition arguments

IB Internal Assessment – Historical Investigation

This study guide correlates with the following parameters for internal assessment as stated in the *IB Diploma Programme guide: History*, February 2001:

1 Introduction

The historical investigation is a problem-solving activity which enables candidates to demonstrate the application of their skills and knowledge to an area which interests them and which need not be syllabus related. The emphasis must be on a specific historical enquiry tied to classroom activities that enables the candidate to develop and apply the skills of a historian, such as making sense of source material and managing conflicting interpretations. The activity demands that candidates search for, select, evaluate and use evidence to reach a decision or solve a problem. The investigation is not a major piece of research – candidates are only required to evaluate two of the sources they have used. However, these must be appropriate to the investigation and critically evaluated. The account should not be written up as an essay but in the style outlined later in this section. The internal assessment allows for flexibility and should encourage candidates to use their own initiative. Examples of the types of investigations candidates may undertake are:

- A historical topic or theme using written sources or a variety of sources
- A historical topic based on fieldwork: for example, a museum, archeological site, battlefields, churches
- A historical problem using documents (this could include newspapers)
- A local history project
- A history project based on oral interviews
- A historical investigation based on interpreting a novel, film, piece of art, for example

2 Requirements

2.1 Candidates will be required to:

- Undertake a historical investigation
- Provide a title for the historical investigation which, in order to give focus and direction, may be framed as a question
- Produce a written account, of between 1500-2000 words for HL and SL, which must consist of:
 - An outline plan of the historical investigation
 - A summary of evidence
 - An evaluation of sources
 - An analysis
 - A conclusion

This study guide correlates with the following parameters for extended essay as stated in the *IB Diploma Programme guide: History*, February 2001:

Introduction

An extended essay in history or history of the Islamic world (for the rest of this section, 'history' will be taken to include both subjects) should provide candidates with the opportunity to undertake an in-depth study of a limited topic containing a valid historical question.

Choice of Topic

...An extended essay is an in-depth investigation of a focused issue, and the systematic and disciplined development of an argument or thesis following the conventions of scholarly writing. An extended essay in history is not a narrative exposition, a descriptive composition, a biographical chronicle or a factual report.

...The topic chosen should provide opportunities for some critical analysis of sources. Topics which are entirely dependent on summarizing general secondary sources (such as textbooks and encyclopedias) and topics likely to lead to an essay which is essentially narrative or descriptive in nature should be avoided.

...The following examples of titles for history extended essays are intended as guidance only. The pairings illustrate that focused topics (indicated by the first title) should be encouraged rather than broad topics (indicated by the second title).

...*Varying interpretations of the Salem witch trials* **is better than** *Witch trials in North America*

Treatment of the Topic

Candidates must choose a research question that is susceptible to effective treatment within the word limit and is not of a trivial nature. Research questions that do not allow a systematic investigation that demonstrates critical analysis, historical judgment and understanding, are unlikely to be suitable in history...

Many different approaches to the research question can be appropriate in history, including:

- Use of primary source material for a case study or local history project, possibly leading to a comparison of local and national developments
- Using primary and secondary sources in order to establish and then appraise varying interpretations
- Studies involving critical analysis and interpretation of documents, including important acts and treaties
- Analyzing sources (primary and/or secondary; historical and/or popular publications) in search of changing views, over time, of particular happenings or developments
- Explaining and considering varying interpretations identified through a study of secondary sources

- Collecting and analyzing data from family, friends and/or neighbours in order to establish past happenings, again possibly leading to a comparison of local and national happenings.

Some examples of titles and approaches chosen in the past are:

Title: *Varying interpretations of the Salem witch trials*

Approach: Background reading, enabling identification and explanation of two dominant theories as to why the trials took place; appraisal of the merits of the two theories using data obtained about the accused and the accusers.

...Candidates need to be able to evaluate relevant sources and data with skill and understanding. In history, effective evaluation can be demonstrated through considering, for example:

- The origins of sources used (who were the authors? What were their intentions? Is it likely that any of the sources have been altered?)
- The usefulness and reliability of the sources.

The value and reliability of sources should not be taken for granted in extended essays in history, especially when the authenticity of some of the sources is questionable.

Candidates should aim to produce a convincing argument which addresses the research question, and is well developed, well organized and clearly expressed. Good argument, whatever the topic of the essay, will have these qualities. On the other hand, opportunities for evaluation will vary with the topic; clearly some topics will be more controversial in nature than others and so offer more opportunities for consideration of different interpretations. In history it is, of course, particularly important that any evaluation is not subjective, and candidates will also gain more credit for assessing varying interpretations than they will for reporting them.

This study guide was written by Jean M. West, an education consultant in Port Orange, Florida.

I. The American Dream

Synopsis

Between John Cabot’s voyage of exploration in 1497, during which he staked the claim of England to North America, and the first attempts by England to colonize their territory at Roanoke Island (now North Carolina) in 1585, Europeans began to project their hopes for a new beginning onto the New World, from the Spanish conquistadors’ quest to find the fabulously rich El Dorado to the Christian idealists’ dream of a perfect society captured by English scholar Thomas More’s book, *Utopia* (1516). This lesson examines the origins, elements, and evolution of the recurring theme of “The American Dream” from the era of exploration through the revolutionary era. Raleigh and the Spanish Doradists’ view of America as a Land of Promise; the Puritans striving for perfection in what they believed was the Promised Land of scripture; and revolutionaries like James Otis, Thomas Paine, John Adams, Thomas Jefferson, and Benjamin Franklin crafting their republic based on democracy that they named “The United States of America” – all are architects of “The American Dream.” Students will examine passages from primary sources to analyze the constituent parts of “The American Dream” and then will conduct a historical investigation of Roanoke, Boston, or Pennsylvania. (Students may also research communities established in other locales, or subsequent utopian communities.) There is a world history option to investigate whether “The American Dream” is an example of American exceptionalism, or whether other nations share this tradition of utopian experimentalism. This lesson is designed to be used in conjunction with *Sir Walter Raleigh and the Quest for El Dorado*, *John Winthrop, Oliver Cromwell, and the Land of Promise*, and *The Real Revolution: The Global Story of American Independence*.

Time Required

This lesson will take one class period, unless research time is scheduled during class.

Materials Needed

Sir Walter Raleigh and the Quest for El Dorado

John Winthrop, Oliver Cromwell, and the Land of Promise

The Real Revolution: The Global Story of American Independence

The Lesson

Lesson Starter

1. Ask students read the following four passages.

Reading A – Arthur Barlowe, The First Voyage to Roanoke (1584)

...we viewed the land about us, being, whereas we first landed, very sandy and low towards the waters side, but so full of grapes, as the very beating and surge of the Sea overflowed them, of which we found such plenty, as well there as in all places else, both on the sand and on the green soil on the hills, as in the plains, as well on every little shrub, as also climbing towards the tops of high Cedars, that I think in all the world the like abundance is not to be found: and my self having seen those parts of Europe that most abound, find such difference as were incredible to be written.

Reading B – John Winthrop, A Model of Christian Charity (1630)

Now the only way to avoid this shipwreck, and to provide for our posterity, is to follow the counsel of Micah, *to do justly, to love mercy, to walk humbly with our God*. For this end, we must be knit together, in this work, as one man. We must entertain each other in brotherly affection. We must be willing to abridge ourselves of our superfluities, for the supply of other's necessities. We must uphold a familiar commerce together in all meekness, gentleness, patience and liberality. We must delight in each other; make other's conditions our own; rejoice together, mourn together, labor and suffer together, always having before our eyes our commission and community in the work, as members of the same body. So shall we *keep the unity of the spirit in the bond of peace*. The Lord will be our God, and delight to dwell among us, as his own people, and will command a blessing upon us in all our ways. So that we shall see much more of his wisdom, power, goodness and truth, than formerly we have been acquainted with. We shall find that the God of Israel is among us, when ten of us shall be able to resist a thousand of our enemies; when he shall make us a praise and glory that men shall say of succeeding plantations, "the Lord make it likely that of *New England*." For we must consider that we shall be as a city upon a hill. The eyes of all people are upon us. So that if we shall deal falsely with our God in this work we have undertaken, and so cause him to withdraw his present help from us, we shall be made a story and a by-word through the world. We shall open the mouths of enemies to speak evil of the ways of God, and all professors for God's sake. We shall shame the faces of many of God's worthy servants, and cause their prayers to be turned into curses upon us till we be consumed out of the good land whither we are a going.

Reading C – Thomas Paine, Common Sense (1776)

Europe is too thickly planted with kingdoms to be long at peace, and whenever a war breaks out between England and any foreign power, the trade of America goes to ruin, *because of her connection with Britain*. The next war may not turn out like the last, and should it not, the advocates for reconciliation now will be wishing for separation then, because, neutrality in that case, would be a safer convoy than a man of war. Every thing that is right or natural pleads for

separation. The blood of the slain, the weeping voice of nature cries, 'TIS TIME TO PART. Even the distance at which the Almighty hath placed England and America, is a strong and natural proof, that the authority of the one, over the other, was never the design of Heaven. The time likewise at which the continent was discovered, adds weight to the argument, and the manner in which it was peopled increases the force of it. The reformation was preceded by the discovery of America, as if the Almighty graciously meant to open a sanctuary to the persecuted in future years, when home should afford neither friendship nor safety.

Reading D – Declaration of Independence (1776)

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. --That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

2. What is the essence of the American Dream in each of these readings? In what ways and to what extent do the writers of each of these documents agree in their vision of America as an exceptional place? In what ways do they disagree?
3. Ask students to write a journal entry using the passages they have read and their own knowledge to explain what the American Dream meant before there was a United States of America.

Procedures

1. The American Dream is built upon several utopian visions in which human beings would live ideal lives, based on prosperity (El Dorado), Christian love (the Promised Land), respect (Sanctuary for the Persecuted), and freedom (Land of Liberty). Students will undertake a historical investigation based on the historical efforts made by at least one community in America to attain these ideals, also considering the practical compromises that were made in the community due to human nature, and evaluating the overall success or failure of a community in attaining their American dream.
2. Building on the quotes used in the lesson starter, students can begin their research on Sir Walter Raleigh's Roanoke, John Winthrop's New England and/or Thomas Paine's Pennsylvania, by reading Marc Aronson's *Sir Walter Raleigh and the Quest for El Dorado*; *John Winthrop, Oliver Cromwell, and the Land of Promise*; and/or *The Real Revolution: The Global Story of American Independence*.

3. The results of the investigation will be reported in a paper of between 1500-2000 words. The paper's title should provide a focus for the investigation and may be framed as a question or hypothesis. Each paper should include the following:
 - Outline plan of the investigation
 - Summary of evidence
 - Evaluation of sources
 - Analysis
 - Conclusion
 - Bibliography/list of sources (not included in the word limit)

4. There are many other experimental communities in American which students might investigate including:

Woman in the Wilderness (founded by German Pietists in 1694)

Irenia (founded by Moravians in 1695)

Bohemia Manor (founded by the Labadists in 1683)

Ephrata Cloister (founded by Sabbatarians in 1732)

Bethlehem (founded by Anabaptists in 1740)

Salem (founded by the Moravians in 1766)

Mount Lebanon (founded by the Shakers in 1787)

Harmonie (founded by the Rappites/Harmony Society/Harmonists in 1815)

Zoar (founded by the Zoarites in 1817)

New Harmony (taken over by the Owenists in 1825)

Nashoba (founded by Fanny Wright in 1825)

Nauvoo (founded by the Mormons or Church of Jesus Christ of Latter Day Saints in 1839)

Brook Farm (founded by the Transcendentalists in 1841)

Bethel (established by Wilhelm Keil in 1844)

Oneida (founded by the Perfectionists in 1848)

Amana (founded by the Inspirationists in 1855)

Hutterite communities (established by the Hutterian Brethren in the Americas beginning in 1874)

Ruskin (founded by J. A. Wayland in 1894)

Point Loma (founded by K. Tingley in 1897)

Morning Star Ranch (founded by Lou Gottlieb in 1966)

The Farm (inspired by Stephen Gaskin, established in 1971)

5. The assignment may be adapted to World History by emphasizing historical writings in which the European roots which inspired the utopian ideal in America may be found and examining whether utopianism is universal or so much more prevalent in the American experience that it is a characteristic of American exceptionalism. Suggested readings include:

The Bible, Genesis 2: 8-17 (the Garden of Eden)

Plato, ***The Republic***

Thomas More, ***Utopia***

Tommaso Campanella, *City of the Sun*
Francis Bacon, *New Atlantis*
James Harrington, *The Commonwealth of Oceana*
Johan Valentin Andraea, *Christianopolis*
Jean-Jacques Rousseau, *Noble Savage*
The Levellers, *Case of the Army, an Agreement of the People*
True Levellers, *The True Levellers' Standard Advanced*
Miguel de Cervantes, *Don Quixote*
Michel de Montaigne, *Essays*, "Of the Cannibals"
William Shakespeare, *The Tempest*

Assessment

The students' papers may be evaluated on a twenty-point scale (which can be multiplied by five to convert to 100-point scale or for conversion to letter grades) using the following rubric:

	Excellent	Good	Fair	Poor
Plan (2)	(2) Scope and plan are wholly appropriate and focused	(1) Scope and plan are generally appropriate but slightly off focus	(0) Inappropriate plan	(0) No plan
Summary of Evidence (5)	(5) Paper is well researched from a variety of sources Good supporting evidence Evidence is correctly referenced	(4-3) Paper is adequately researched Some supporting evidence Evidence is referenced	(2-1) Paper is poorly researched Insufficient evidence Evidence is not always referenced	(0) There is no evidence
Evaluation of Sources (4)	(4) Source evaluation is thorough Sources' historical reliability (origin, purpose, value, and limitation) is fully addressed	(3-2) Source evaluation is generally adequate Sources' historical reliability is addressed in a limited way	(1) Sources are described Sources' historical reliability is not addressed	(0) Sources are not described or evaluated
Analysis (5)	(5) Critical analysis of evidence Importance of material is put into historical context Different interpretations analyzed, when appropriate	(4-3) Evidence is analyzed adequately Importance of material is put into historical context Different interpretations analyzed, when appropriate	(2-1) Some attempt made to analyze evidence Some attempt made to set importance of material into historical context	(0) There is no analysis
Conclusion (2)	(2) Conclusion is clear and consistent with evidence	(1) Conclusion is not fully consistent with evidence	(0) Conclusion is not coherent	(0) There is no conclusion
Sources and Word Limit (2)	(2) List of sources is comprehensive Citations conform to a single standard method Paper is within word limit	(1) List of sources is incomplete Citations are not consistent to a single standard method Paper is within word limit	(0) Paper is not within the word limit	(0) List of sources not included Paper is not within the word limit

Interdisciplinary Activities

Art

Graphic artists have often interpreted the American Dream. Students might analyze the treatment of this theme in painting. Some may prefer to trace it over time by collecting a dozen or more examples for analysis, while others may wish to focus on a single work or artist. Suggestions include: Emanuel Gottlieb Leutze, *Westward the Course of Empire Takes its Way*; John Gast, *Manifest Destiny*; Albert Bierstadt, *Discovery of the Hudson River*; Archibald Willard, *The Spirit of '76*; Ben Shahn, *The Passion of Sacco and Vanzetti*; John Steuart Curry, *John Brown*; Grant Wood, *American Gothic* and *Parson Weem's Fable*; Thomas Hart Benton, *Lewis and Clark at Eagle Creek* and *Boomtown*; Normal Rockwell, *Four Freedoms* and *The Problem We All Live With*; Edward Hopper, *Nighthawks* and *Gas*; Andy Warhol, *Mustard Race Riot*; Peter Max, *Flag with Heart*.

Music

The themes of America as a land of promise and Americans as a chosen people have inspired composers and lyricists since the beginning of the United States. Students will examine the treatment of these themes in music. Some may prefer to trace it over time by collecting a dozen or more examples for analysis. Others may wish to focus on a single work (such as *Bound for the Promised Land* by Samuel Stennett; *The Star Spangled Banner*, lyrics by Francis Scott Key; *My Country 'Tis of Thee*, lyrics by Samuel F. Smith; *The Battle Hymn of the Republic*, lyrics by Julia Ward Howe; *America, the Beautiful* by Katherine Lee Bates; *Over There* by George M. Cohan; *God Bless America* by Irving Berlin; *This Land is Your Land*, by Woody Guthrie; *America* (from the musical *West Side Story*) by Leonard Bernstein/Stephen Sondheim; *America* by Neil Diamond; *Born in the U.S.A.* by Bruce Springsteen; *God Bless the U.S.A.* by Lee Greenwood; *Courtesy of the Red, White and Blue* by Toby Keith; or *Where Were You When the World Stopped Turning?* by Alan Jackson) or an individual composer (such as Aaron Copland who produced *Fanfare for the Common Man*, *Lincoln Portrait*, and *Appalachian Spring*).

American Literature

Explain to students that they will be tracing the American Dream by selecting and investigating essays, poetry, lyrics, speeches, plays and novels that have touched upon this theme. Students will make a presentation, either written or oral, in which they interpret, compare and contrast two views of the American Dream from the following list:

- Hector St. John de Crevecoeur's *Letters from An American Farmer*, third essay, "What then is the American, this new man?" (1782)
- The United States Constitution and James Madison, *The Federalist Papers*, No.14 (1787)
- Thomas Jefferson, letter to James Madison calling farmers the "chosen of God," (1787) and/or Jefferson's First Inaugural Address (1801)
- James Madison, First Inaugural Address (1809)
- Washington Irving, "The Legend of Sleepy Hollow," especially beginning paragraphs (1820)
- James Fennimore Cooper, "The Prairie," Chapter I (1827)

- Alexis de Tocqueville, *Democracy in America*, Vol. I, “Origin of the Anglo-Americans” (1835)
- Andrew Jackson’s farewell address (1837)
- Ralph Waldo Emerson’s oration “On the American Scholar” (1837)
- John O’Sullivan’s article on Manifest Destiny, “The Great Nation of Futurity” (1839)
- The conclusion of Henry David Thoreau’s *Walking* (1851)
- Walt Whitman’s collection of poems, *Leaves of Grass*, including “I Hear America Singing,” “American Feuilleage,” “One Song, America, Before I Go,” and “Pioneers! O Pioneers!” (first published, 1851; full edition 1900)
- Abraham Lincoln’s concluding paragraphs of his Annual Address to Congress (1862), Gettysburg Address (1863), and/or Second Inaugural Address (1865)
- Emma Lazarus’ “The New Colossus” poem, placed on the Statue of Liberty (1883)
- Frederick Jackson Turner’s thesis, “The Frontier in American History” (1893)
- Theodore Roosevelt, Inaugural Address (1905)
- Mary Antin’s *The Promised Land* (1912)
- Edward Everett Hale’s *The Man without a Country* (1917)
- Carl Sandburg’s poems including “Smoke and Steel,” and “The Sins of Kalamazoo” (1922)
- F. Scott Fitzgerald’s *The Great Gatsby* (1925)
- Langston Hughes’ poems “I, Too, Sing America” (1925) and “Let America Be America Again” (1938)
- Stephen Vincent Benét’s short story, “The Devil and Daniel Webster” (1936)
- John Steinbeck’s *Grapes of Wrath* (1939)
- Franklin D. Roosevelt’s “Four Freedoms” State of the Union address to Congress (1941)
- Arthur Miller’s *Death of a Salesman* (1949)
- Allen Ginsberg’s poems “A Supermarket in California” (1955) and “Crossing Nation” (1968)
- Claude Brown’s *Manchild in the Promised Land*, 1965
- Martin Luther King’s speech “The American Dream”(1961) or his collections of sermons, *Strength to Love* (1963), or his final speech in Memphis (1968)
- Roderick Nash’s “The Cultural Significance of the American Wilderness” (1969)
- The final four paragraphs of Ronald Reagan’s farewell address (1989)
- Wallace Stegner’s “Variations on a Theme by Crevecoeur” in *Where the Bluebird Sings to the Lemonade Springs* (1992)
- George W. Bush, Remarks at the National Cathedral (September 14, 2001)

Explain to students that they will be comparing and contrasting utopian and dystopian visions by two sets of writers who have investigated this theme. Direct them to select one author from each of the two groups below. For assessment, students will make a presentation, either written or oral, in which they interpret, compare and contrast two views of the perfect society.

Group One: Edward Bellamy (*Looking Backward*), James Hilton (*Lost Horizon*), or B.F. Skinner (*Walden Two*)

Group Two: Yevgeny Zamyatin (*My*), Aldous Huxley (*Brave New World*), or George Orwell (*1984*)

Additional Resources

Books

Foner, Eric. *Tom Paine and Revolutionary America*. (New York: Oxford University Press, 1976).

Halliday, E. M. *Understanding Thomas Jefferson*. (New York: HarperCollins, 2001).

Heimert, Alan and Andrew Delbanco, eds., *The Puritans in America: A Narrative Anthology*. (Cambridge, MA: Harvard University Press, 1985).

Hemming, John. *The Search for El Dorado*. (London: Book Club Associates, 1978).

Jaffe, Stephen H. *Who Were the Founding Fathers?: Two Hundred Years of Reinventing American History*. (New York: Henry Holt, 1996).

Kishlansky, Mark. *A Monarchy Transformed: Britain 1603-1714*. (London and New York: Penguin, 1997).

Marrin, Albert. *The War for Independence: The Story of the American Revolution*. (New York: Atheneum, 1988).

McCullough, David. *John Adams*. (New York: Simon and Schuster, a Touchstone Book, 2001).

Morgan, Edmund Sears. *The Puritan Dilemma: The Story of John Winthrop*. (Boston: Little, Brown, 1958).

Morison, Samuel Eliot. *The European Discovery of America*. (New York: Oxford University Press, 1971-74).

Naipaul, V. S. *The Loss of El Dorado: A History*. (reprint ed.: Harmondsworth, England: Penguin, 1978).

Nicholl, Charles. *The Creature in the Map: A Journey to El Dorado*. (New York: Morrow, 1995).

Quinn, Arthur. *A New World: An Epic of Colonial America from the Founding of Jamestown to the Fall of Quebec*. (New York: Berkley, 1995).

Quinn, David B. *Raleigh and the British Empire*. (London: The English Universities Press, 1947).

Quinn, David B. *North America from Earliest Discovery to First Settlements : The Norse Voyages to 1612*. (New York: Harper, 1977).

Raleigh, Walter. *The Discoverie of the Large, Rich and Bewtiful Empyre of Guiana*. (London, 1596; facsimile edition, New York: Da Capo, 1968).

Staiger, Ralph C. *Thomas Harriot: Science Pioneer*. (New York: Clarion Books, 1998).

Internet Resources

The Modern History Sourcebook has the text of Raleigh's *The Discovery of Guiana* at: <http://www.fordham.edu/halsall/mod/1595raleigh-guiana.html>

The full text of Arthur Barlowe's *The First Voyage to Roanoke* (1584) may be read at the Documenting the American South website at <http://docsouth.unc.edu/nc/barlowe/barlowe.html>

The Massachusetts Historical Society: Winthrop Papers Project, <http://www.millersv.edu/~winthrop/>

Reuben, Paul P. "Chapter 1: Early American Literature to 1700 - John Winthrop." *PAL: Perspectives in American Literature- A Research and Reference Guide*. Site hosted by California State University-Stanislaus. <http://www.csustan.edu/english/reuben/pal/chap1/winthrop.html>

Bartleby.com has presidential inaugural addresses and other works produced in the ongoing political debate about the United States at www.bartleby.com. The text of Thomas More's *Utopia* is available online at a number of sites including Bartleby's at <http://www.bartleby.com/36/3/>

The University of Virginia's Electronic Texts Center, English Online, provides access to thousands of books, essays, and poems at <http://etext.lib.virginia.edu/english.html>

Utopia on the Internet is an valuable hub with links to many pieces of literature, websites of historic Utopian experiments, and criticisms of utopia and dystopia at <http://users.erols.com/jonwill/utopialist.htm>

The New York Public Library's online exhibit, *Utopia: The Search for the Ideal Society in the Western World*, provides excellent illustrations to supplement the printed word at <http://utopia.nypl.org/Pt1exhibit.html>

The National Register of Historic Places provides information about experimental utopian sites which may be visited, along with historical background material and images. Useful pages include:

- Utopias in America <http://www.cr.nps.gov/nr/travel/amana/utopia.htm>
- Amana <http://www.cr.nps.gov/nr/travel/amana/index.htm>
- Shakers <http://www.cr.nps.gov/nr/travel/shaker/>

The text of English Leveller Gerrard Winstanley's *The True Levellers Standard Advanced* may be read at: <http://www.bilderberg.org/land/diggers.htm#True>

II. Liberty and Slavery

Synopsis

Jean-Jacques Rousseau declared in 1762 in *The Social Contract*, “Man is born free, but everywhere he is in chains.” Between 1500 and 1800 there were great strides towards human liberty, from the triumph of Britain’s parliament to the American and French Revolutions, yet during the same period it is estimated that three quarters of all the people on the globe toiled as tenants, serfs or slaves. Students will be introduced to this paradox by comparing the Declaration of Independence and the U.S. Constitution, and then select from a choice of prompts to conduct an in-depth investigation culminating in an extended research paper. This lesson is designed to be used in conjunction with *Sir Walter Raleigh and the Quest for El Dorado: John Winthrop, Oliver Cromwell, and the Land of Promise*; and *The Real Revolution: The Global Story of American Independence*.

Time Required

This lesson will take one class period, unless research time is scheduled during class.

Materials Needed

Sir Walter Raleigh and the Quest for El Dorado

John Winthrop, Oliver Cromwell, and the Land of Promise

The Real Revolution: The Global Story of American Independence

The Rough Draft of the Declaration of Independence (may be found at numerous websites including the facsimile at the Library of Congress website, <http://www.loc.gov/exhibits/treasures/trt001.html> and the transcript of the draft, committee fair copy, and final version is at Duke University’s website, <http://www.duke.edu/eng169s2/group1/lex3/firstpge.htm>.)

The Declaration of Independence

The Constitution of the United States of America

The Lesson

Lesson Starter

1. Assign as homework for students to read the rough draft of the Declaration of Independence, the final Declaration of Independence, and the U.S. Constitution (prior to the Bill of Rights and later amendments) to determine what each has to say about liberty and slavery. Questions for students to consider include:
 - How did the Declaration change from draft to final form?
 - Compare and contrast the first section of the Declaration (up to the list of the King’s offences) with the preamble of the Constitution. How are the documents different? Similar?

- Compare the entire Declaration with the entire Constitution. One is an announcement, the other the blueprint for government. Which needs precision of language? Inspirational language? Why? There is no great holiday for Constitution Day (September 17) as there is for Independence Day (July 4). Hypothesize why.
 - What words are used instead of slave or slavery? Hypothesize why the terms seem to have been avoided.
 - How are liberty and freedom defined by these documents?
 - Is it fair to say that the Declaration of Independence is a document of ideals while the U.S. Constitution is a document of pragmatism? Explain.
2. Discuss the three documents in class.

Procedures

1. Read to students the following passage: “In the eighteenth century Parliament was very proud of itself for having first survived, and then triumphed. Throughout the rest of Europe rulers detested the thought of sharing power with elected officials. Kings and emperors were shutting down ancient legislatures and concentrating power on themselves. In fact, in eastern Europe—the vast lands of what are now Poland, Russia, and the many smaller states near them—the 70 to 80 percent of the people who worked the land were being forced into serfdom. Serfs were virtual slaves who could be sold with the land and did not have the right to move or change their occupations. In Asia, Africa, and South America other versions of this same kind of involuntary labor occupied the overwhelming majority of human beings. It is estimated that as late as 1787 three quarters of all the people on the planet performed enforced labor, with only very limited rights.” (*Real Revolution*, pp. 19-20.)
2. Explain to students that they will be conducting an extended historical investigation about liberty and slavery in the colonial era, 1500-1800, understanding that slavery may include the life-long, racially inherited servitude of Africans in America, or the wider definition of those who lack political or economic rights, whether persecuted or doomed to peonage or serfdom. The research and writing will be conducted over the course of a semester (or summer, in the case of IB.) They may develop their guide question from historical interpretation in one of the following prompts taken from Marc Aronson’s books:

Prompt A:

“Why would plantation owners, whose entire livelihood depended on the involuntary, enforced labor of enslaved people, be so concerned about liberty and freedom, rights and corruption? In Virginia, independence and slavery were strange twins. The money brought by tobacco plantations gave squires like George Washington and Thomas Jefferson freedom to think...But the presence of slaves was also a reminder: People could lose every protection, every right, and be reduced to a species of property. Slaves provided both a foundation for an appreciation of freedom and a dire warning of what could happen if that precious good was lost...Less-fortunate

whites, knowing there was a whole group of people – people of a different color and background – permanently beneath them in the social scale, could feel more similar to the grand planters. As foreign, and odious, as these beliefs and feelings seem to us now, we should not dismiss them. The appreciation of freedom that slavery bred in Virginia’s planters was real and unmatched almost anywhere on Earth at the time; it was one of the most powerful forces driving the colonies toward independence and a more democratic government....In the south the most ferocious advocates of liberty were slaveholders. In New England arguments about rights also served to protect smugglers. The American Revolution was born out of a moment when illegal and inhuman economies were linked with a passion for ideas of personal freedom and political liberty. This paradox stands at the very heart of all American history.” (*Real Revolution*, pp. 84-87.)

Prompt B:

“The squires’ ability to cherish freedom even while they bought, sold, whipped, and had children with slaves was, in part, because they shared the mindset of the English....Just as Townshend and Grenville viewed the colonists as children who must obey the rules wiser men made for them, Washington saw slaves as children who did not yet have the knowledge or training to handle freedom....Washington uneasily balanced the belief that slaves were not responsible enough for freedom with a certainty that they must be educated and freed. This queasy blend was matched in Jefferson by his sense of slavery’s immorality and his terror at the thought of emancipation.” (*Real Revolution* pp. 87-88)

Prompt C:

“Living in the New World gave Europeans opportunities they could not have enjoyed anywhere else. This chance to make money, to build new lives, exerted such a powerful pull that, to this day, it draws new immigrants from every corner of the globe. But ambition easily slides into greed, into bending rules of trade, into occupying Indian land, into buying and selling slaves. And yet that is only half of the story. A person who experiences greater opportunity also knows what it is to lose that possibility, to have that golden hope destroyed. The essence of the American conscience is the conviction that we must protect the right of others to pursue their own dreams...Throughout our history we have alternated between phases in which we favor the dominant and the ambitious, and times in which we stand up for the rights of minorities and of the oppressed....It would be simplistic to treat the founders’ grand ideas about liberty and freedom as mere disguises for greed, masks for inhumanity. Rather, they were people of their time, who struck the balance between selfishness and idealism that made sense to them.” (*Real Revolution*, pp. 89-90.)

Prompt D:

“Cromwell was speaking for all moderates of all time—for John Winthrop, who exiled Williams and Hutchinson to save his colony; for James Madison, who traded the continuation of slavery for the unity of the thirteen colonies; for Booker T.

Washington, who urged black Americans to focus on self-improvement and business rather than on battling southern whites for the right to vote. The question for such leaders is not just what is right in the abstract, but what people can accept. . . . If New England was a Land of Promise, it was not because of its strength of faith or uniformity of practice. Just as the rule of Saints failed in England, it proved impossible in New England. On both continents extremists posed challenges to godly rulers, which forced the leaders to choose order over purity. On both continents that left it to the legislators to work out rules of government, and to believers to seek their own salvation.” (*Land of Promise*, pp. 146, 165)

Prompt E:

“The enslaved people who listened to sermons, and created songs – spirituals—based on the characters in the Bible, and told and retold Bible stories to each other, were very much like the English people in the 1640s poring over their King James Bibles. They were getting the truth, the Good News, for the first time, and they heard their enslavement explained and their redemption promised. . . . Africans in America were literally slaves, as the Jews had been in Egypt, as the Puritans had seen themselves when they were in the England of King Charles I. For the African Americans the Promised Land was sometimes linked to Africa, or to free states, or to the north where a person could be free. But it was not merely a physical place; it was also a state of mind—it was the condition of being free. . . . On April 3, 1968, the night before he was killed, the Reverend Martin Luther King Jr. seemed to sense that his life was nearing its end. He spoke of his mission and that he might not live to see it fulfilled. “I’ve been to the mountaintop. . . . And I’ve looked over, and I’ve seen the Promised Land. I may not get there with you, but I want you to know tonight that we as a people will get to the Promised Land.” The Promised Land he spoke of was the land of the American dream, the land of freedom for all.” (*Land of Promise*, pp. 170-171.)

(World History)

Prompt F:

“The godly, even when led by an inspired general and a devout army, could not turn a nation of humans into a kingdom of God. No amount of spiritual perfection or military force could bring that about. Instead, Cromwell spoke for liberty of conscience and the worthiness of all men; Levellers extended this inclusive approach to politics, Diggers to economics, and Quakers to the language of the soul. The greatest legacy of the rule of the godly in England is that it failed. During the rest of the century, as political parties began to form in England, writers repeatedly warned against letting power accumulate in a permanently mobilized army, in the church, in big cities, or anywhere else where it might run out of control. Toleration, difference of opinion, the idea that all should have a say in government rather than all live as a single nation united before God—these were the products of Cromwell’s career.” (*Land of Promise*, p. 163).

Prompt G:

“Ireland was the model for an English colony. Just across the Irish Sea the English experimented with creating real communities of farmers and soldiers. . . .” Irish” had

become a byword for fierce and barbaric, for those who resist civilization and order. While plantations were meant to give the English a new chance to rise, and even to offer better government and religion to the Catholic Irish, they could be built only by treating Catholicism as vile and the Irish as subhuman.” (*Raleigh*, pp. 40-41.)

3. Students will develop a research question, conduct research, and produce a research paper of up to 4,000 words in response to one of these prompts. Each paper should include the following elements:
 - Research question
 - Abstract
 - Analysis/interpretation
 - Argument/Evaluation
 - Conclusion
 - Bibliography (not included in word count)

Assessment

The students’ extended research papers may be evaluated on a twenty-five point scale (which can be multiplied by four to convert to 100-point scale or for conversion to letter grades) using the following rubric:

	Excellent	Good	Fair	Poor	No Effort
Research question (3)	(3) Question is clear, precise, focused Question appears early in the paper It is feasible to research this question effectively in the word limit	(2) Question appears early in the paper Question is imprecise or too broadly stated to be feasible	(1) Question is not stated in early part of essay	(0) Question does not lend itself to systematic research	(0) No research question
Addressing and developing the research question (3)	(3) The paper addresses and develops the question thoughtfully Researched information is highly appropriate	(2) The paper addresses and develops the question in a generally appropriate manner Researched information is generally appropriate	(1) The approach to the paper is often not appropriate to the research question Researched information collected is often not appropriate	(0) The approach to the paper is not at all appropriate to the research question Research is not appropriate	(0) The paper does not relate to the research question
Analysis/interpretation (4)	(4) Relevant materials, sources, data and evidence are analyzed skillfully with depth of knowledge	(3) Relevant materials, sources, data and evidence are analyzed competently with depth of knowledge	(2) Relevant materials, sources, data and evidence are analyzed but incompletely or incorrectly	(1) There is some attempt at analysis	(0) There is no attempt at analysis
Argument/evaluation (4)	(4) Develops clear, convincing, thorough argument Addresses research question from information considered Evaluation is fully substantiated	(3) Develops clear, competent argument Addresses the research question Effort has been made to substantiate evaluation	(2) Incomplete development of argument Addresses research question Evaluation is subjective with little proof offered	(1) Limited or superficial argument Limited relevance to research question	(0) No argument relevant to the research question
Conclusion (2)	(2) Relates to research question clearly Consistent with interpretation in paper Indicates unresolved research issues	(1) Relates to research question Consistent with interpretation in paper	(0) Little effort to relate to research question Is not consistent with paper	(0) No effort to relate to research question Is not consistent with paper	(0) No conclusion

Abstract (2)	(2) Abstract clearly states research question, scope of research and conclusion	(1) Abstract contains research question, scope of research and conclusion Some lack of clarity	(0) Abstract lacks one of the following: research question, scope of research or conclusion	(0) Abstract exceeds word limit	(0) No abstract
Formal presentation (3)	(3) Paper is within word limit Consistently neat, clear, appropriate, effective illustrations, table of contents, and appendix Pages numbered Complete bibliography of referenced works following one consistent standard for citation	(2) Paper is within word limit Generally neat, clear, appropriate, effective illustrations, table of contents, and appendix Pages numbered Bibliography includes most referenced works and follows one consistent standard for citation	(1) Paper is within word limit Sporadically neat, clear, appropriate, effective illustrations, table of contents, and appendix Pages numbered Complete bibliography of referenced works following one consistent standard for citation	(0) Paper exceeds word limit Sloppy Pages not numbered Poor illustrations, table of contents, and appendix Bibliography incomplete and does not use one standard of citation	(0) No paper
Overall assessment (4)	(4) Outstanding: Intellectual grasp Interaction Initiative Creativity Style	(3) Good: Intellectual grasp Interaction Initiative Creativity Style	(2) Average: Intellectual grasp Interaction Initiative Creativity Style	(1) Paper is routine with fair: Intellectual grasp Interaction Initiative Creativity Style	(0) Little or No: Intellectual grasp Interaction Initiative Creativity Style

Interdisciplinary Activities

Government

Students may select one of the following activities:

- a) Compare and contrast the English Bill of Rights (1689) with the Declaration of Independence, examining parallel structure of the compositions, word choice, and content.
- b) Compare and contrast the first section of the Declaration of Independence with the preamble to the U.S. Constitution comparing word choice and content.

- c) Compare and contrast the Declaration of Independence with the Seneca Falls Declaration (1848), examining parallel structure of the compositions, word choice, and content.
- d) In 1647, real democracy was illusive in England; in 1787, abolition of slavery proved illusive in America. Moderation and pragmatism won out over liberty and idealism. Write an opinion paper defining when moderation is necessary and reasonable and when it is cowardice and hypocrisy, providing examples to support your explanation.

Art

Student will collect a portfolio of images and provide annotations explaining how they reflect the artists' point of view about liberty and slavery. Students may use political cartoons, pamphlet illustrations, and engravings (such as those by Hogarth) as well as paintings and sculpture. They might want to examine the illustrations in Marc Aronson's books as a springboard for their research.

Additional Resources

Books and Print Material

Hayward, Nancy; Esther Whitehead, and Amy Shook. *Archaeology and Slave Life at Mount Vernon*. (Amawalk, New York: Jackdaw Publications, 1999).

Middlekauff, Robert. *The Glorious Cause: The American Revolution, 1763-1789*. (New York: Oxford University Press, 1982).

Morgan, Edmund S. *American Slavery, American Freedom: The Ordeal of Colonial Virginia*. (New York: W.W. Norton, 1975).

Morison, Samuel Eliot. *Sources and Documents Illustrating the American Revolution, 1764-1788*. (New York: Oxford University Press, 1965, 2nd edition).

Reid, John Phillip. *The Concept of Liberty in the Age of the American Revolution*. (Chicago: University of Chicago Press, 1988).

Rudé, George. *Wilkes and Liberty: A Social History of 1763 to 1774*. (Oxford, England: Clarendon Press, 1962).

Wiencek, Henry. *An Imperfect God: George Washington, His Slaves, and the Creation of America*. (New York: Farrar, Straus, and Giroux, 2003).

Internet Resources

John Cotton to Lord Say and Sel (condemning democracy, 1636),
<http://www.skidmore.edu/%7Etkuroda/hi321/LordSay&Sele.htm>

John Winthrop, On Liberty (1645) <http://www.constitution.org/bcp/winthlib.htm>

Roger Williams, A Plea for Religious Liberty (1644)
<http://www.constitution.org/bcp/religlib.htm>

George Washington's Mount Vernon, George Washington and Slavery at:
http://www.mountvernon.org/learn/meet_george/index.cfm/ss/101/

Yale Law School, The Avalon Project, 18th Century Documents at:
<http://www.yale.edu/lawweb/avalon/18th.htm> and pre-18th Century Documents
at: <http://www.yale.edu/lawweb/avalon/pre18.htm>.

Slavery and Freedom: The American Paradox by Edmund S. Morgan at:
<http://www.pinzler.com/ushistory/morgansupp.html>

Thomas Jefferson and Slaves: Teaching an American Paradox by Bruce Fehn at:
<http://www.oah.org/pubs/magazine/earlyrepublic/fehn.html>

University of Chicago: The Founders' Constitution
<http://press-pubs.uchicago.edu/founders/tocs/toc.html>

Death or Liberty maintained by the Library of Virginia at
<http://www.lva.lib.va.us/whoweare/exhibits/DeathLiberty/> and the companion
website for the PBS series *Africans in America* at
<http://www.pbs.org/wgbh/aia/part3/3p2976.html>.

III. Rights and Rules

Synopsis

Throughout the colonial era, no less than today, courts grappled to find the balance point between individual rights and rules necessary for the common good. The 17th century Puritans believed that individual revelation might strengthen faith and assist the community to be God's chosen or it could undermine God's laws and threaten the common good. So too, 18th century British rulers believed that colonial autonomy might be economically profitable and thwart the ambitions of competitor nations or it could undermine Parliamentary authority and threaten the common good of the British Empire. Students will examine primary source documents from the cases of Anne Hutchinson (1637); Mary Easty, accused witch of Salem (1692); and *Gray v. Paxton* (James Otis' legal challenge in the Massachusetts Superior Court against the writs of assistance, 1761). Students will conduct a historical investigation about the evolution of personal rights in colonial America and write a paper for assessment. (For World History classes this lesson can be adapted to case studies of the trials of Sir Walter Raleigh and Robert Clive.) This lesson is designed to be used in conjunction with *Sir Walter Raleigh and the Quest for El Dorado*; *John Winthrop, Oliver Cromwell, and the Land of Promise*; *Witch-Hunt: Mysteries of the Salem Witch Trials*; and *The Real Revolution: The Global Story of American Independence*.

Time Required

This lesson will take one to two class periods, more if research time is scheduled during class.

Materials Needed

- *Sir Walter Raleigh and the Quest for El Dorado*
- *John Winthrop, Oliver Cromwell, and the Land of Promise*
- *Witch-Hunt: Mysteries of the Salem Witch Trials*
- *The Real Revolution: The Global Story of American Independence*

The Lesson

Lesson Starter

1. Ask students to write a journal entry or paragraph to clarify in their own minds their answers to the following questions:
 - What is conscience?
 - Who should determine what the universal and perfect laws should be – the individual or the community?
 - Can order survive if every individual creates his or her own higher law?
2. Brainstorm a list of topics that today are characterized as “matters of conscience.” Ask students to consider those occasions when there is conflict between competing matters of conscience, such as between freedom of religion

and health (Christian Scientists and other religious groups who refuse blood transfusions or inoculations); freedom of religion and security (Muslim women who do not want to remove the hijab or veil for drivers' license photographs or pre-flight boarding); freedom of the press and security (journalists who publish or broadcast information that may put soldiers or civilians at risk); public servants who refuse orders (hospital workers who will not leave their family during a hurricane, or police officers who will not arrest the homeless, or soldiers who refuse to take anthrax vaccine.) Ask the students to consider which topics meet the threshold of their definition of "conscience."

Procedures

1. Direct students to read the following four extracts from colonial court cases:

Source A – Newton, 1637

Gov. John Winthrop: Mrs. Hutchinson, you are called here as one of those that have troubled the peace of the commonwealth and the churches here; you are known to be a woman that hath had a great share in the promoting and divulging of those opinions that are the cause of this trouble, and to be nearly joined not only in affinity and affection with some of those the court had taken notice of and passed censure upon, but you have spoken divers things, as we have been informed, very prejudicial to the honour of the churches and ministers thereof, and you have maintained a meeting and an assembly in your house that hath been condemned by the general assembly as a thing not tolerable nor comely in the sight of God nor fitting for your sex, and notwithstanding that was cried down you have continued the same. Therefore we have thought good to send for you to understand how things are, that if you be in an erroneous way we may reduce you that so you may become a profitable member here among us. Otherwise if you be obstinate in your course that then the court may take such course that you may trouble us no further. Therefore I would intreat you to express whether you do assent and hold in practice to those opinions and factions that have been handled in court already, that is to say, whether you do not justify Mr. Wheelwright's sermon and the petition.

Mrs. Anne Hutchinson: I am called here to answer before you but I hear no things laid to my charge.

Gov. John Winthrop: I have told you some already and more I can tell you.

Mrs. Anne Hutchinson: Name one, Sir.

Gov. John Winthrop: Have I not named some already?

Mrs. Anne Hutchinson: What have I said or done?

Gov. John Winthrop: Why for your doings, this you did harbor and countenance those that are parties in this faction that you have heard of.

Mrs. Anne Hutchinson: That's matter of conscience, Sir.

Gov. John Winthrop: Your conscience you must keep, or it must be kept for you.

Source B – Salem, 1692

The examination of Mary Eastie.

At a Court held at Salem village 22.Apr. 1692

By the Hon. John Hathorne & Jonathan Corwin.

At the bringing in of the accused severall fell into fits.

Doth this woman hurt you? [EXAMINERS' NOTE: Many mouths were stopt, & several other fits seized them Abig: Williams said it was Goody Eastie, & she had hurt her, the like said Mary Walcot, & Ann Putman, John indian said her saw her with Goody Hobbs.]
What do you say, are you guilty?

EASTY: I can say before Christ Jesus, I am free.

You see these accuse you. There is a God-- Hath she brought the book to you? Their mouths were stopt. What have you done to these children?

E: I know nothing.

How can you say you know nothing, when you see these tormented, & accuse you that you know nothing? Would you have me accuse my self?

E: Yes if you be guilty.

How far have you complied w'th Satan whereby he takes this advantage ag't you?

E: Sir, I never complied but prayed against him all my dayes, I have no compliance with Satan in this. What would you have me do?

Confess if you be guilty.

E: I will say it, if it was my last time, I am clear of this sin.

Of what sin?

E: Of witchcraft.

Are you certain this is the woman?

[EXAMINERS' NOTE: Never a one could speak for fits. By and by Ann Putman said that was the woman, it was like her, & she told me her name; It is marvailous to me that you

should sometimes think they are bewitcht, & sometimes not, when severall confess that I never knew? Her hands were clincht together, & then the hands of Mercy Lewis was clincht Look now you hands are open, her hands are open. Is this the woman? They made signes but could not speak, but Ann Putman afterwards Betty Hubbard cryed out Oh, Goody Easty, Goody Easty you are the woman, you are the woman Put up her head, for while her head is bowed the necks of these are broken.]

What do you say to this?

E: Why God will know.

Nay God knows now.

E: I know he dos.

What did you think of the actions of others before your sisters came out, did you think it was Witchcraft?

E: I cannot tell.

Why do you not think it is Witchcraft?

E: It is an evil spirit, but wither it be witchcraft I do not know,

[EXAMINERS' NOTE:Sevrall said she brought them the Book and then they fell into fits.]

Salem Village March 24th. 1691/2.

Mr Sam'l parris being disired to take in wrihting the Examination of Mary Eastie hath delivered itt as aforesaid

Upon heareing the aforesaid, and seeing what wee then did see, togeather with the Charge: of the persons then present Wee Committed s'd. Mary Easte to their Majest's Goale

John Hathorne }
Jonathan. Corwin }

Source C – Salem, 1692

The humbl petition of mary Eastick unto his Excellency's S'r W'm Phipps to the honour'd Judge and Bench now Sitting in Judicature in Salem and the Reverend ministers humbly sheweth

That whereas your poor and humble petitioner being condemned to die Doe humbly begg of you to take it into your Judicious and pious considerations that your Poor and humble

petitioner knowing my own Innocencye Blised be the Lord for it and seeing plainly the wiles and subtilty of my accusers by my Selfe can not but Judge charitably of others that are going the same way of my selfe if the Lord steps not mightily in i was confined a whole month upon the same account that I am condemned now for and then cleared by the afflicted persons as some of your honours know and in two dayes time I was cryed out upon by them and have been confined and now am condemned to die the Lord above knows my Innocence then and Likewise does now as att the great day will be know to men and Angells -- I Petition to your honours not for my own life for I know I must die and my appointed time is sett but the Lord he knowes it is that if it be possible no more Innocent blood may be shed which undoubtidly cannot be Avoyled In the way and course you goe in I question not but your honours does to the uttmmost of your Powers in the discovery and detecting of witchcraft and witches and would not be guilty of Innocent blood for the world but by my own Innocency I know you are in this great work if it be his blessed you that no more Innocent blood be shed I would humbly begg of you that your honors would be plesed to examine theis Afflicted Persons strictly and keep them apart some time and Likewise to try some of these confesing wichis I being confident there is severall of them has belyed themselves and others as will appeare if not in this wor[l]d I am sure in the world to come whither I am now agoing and I Question not but youle see and alteration of thes things they my selfe and others having made a League with the Divil we cannot confesse I know and the Lord knowes as will shortly appeare they belye me and so I Question not but they doe others the Lord above who is the Searcher of all hearts knows that as I shall answer att the Tribunall seat that I know not the least thinge of witchcraft therfore I cannot I dare not belye my own soule I beg your honers not to deny this my humble petition from a poor dy ing Innocent person and I Question not but the Lord will give a blessing to yor endevors

(Reverse) To his Excellency S'r W'm Phipps: Govern'r and to the honoured Judge and Magistrates now setting in Judicature in Salem.

Source D: Boston, 1761

May it please your Honours: I was desired by one of the court to look into the (law) books, and consider the question now before them concerning Writs of Assistance. I have accordingly considered it, and now appear not only in obedience to your order, but likewise in behalf of the inhabitants of this town, who have presented another petition, and out of regard to the liberties of the subject. And I take this opportunity to declare that whether under a fee or not (for in such a cause as this I despise a fee) I will to my dying day oppose, with all the powers and faculties God has given me, all such instruments of slavery on the one hand and villainy on the other, as this Writ of Assistance is.

It appears to me the worst instrument of arbitrary power, the most destructive of English liberty and the fundamental principles of law that ever was found in an English lawbook. I must therefore beg your Honours' patience and attention to the whole range of an argument that may perhaps appear uncommon in many things, as well as to points of learning that are more remote and unusual, that the whole tendency of my design may the

more easily be perceived, the conclusions better descend, and the force of them be better felt. I shall not think much of my pains in this cause, as I engaged in it from principle.

I was solicited to argue this case as Advocate-General; and, because I would not, I have been charged with desertion from my office. To this charge I can give a very sufficient answer. I renounced that office and I argue this cause from the same principle; and I argue it with the greatest pleasure, as it is in favour of British liberty, at a time when we hear the greatest monarch upon earth declaring from his throne that he glories in the name of Briton and that the privileges of his people are dearer to him than the most valuable prerogatives of his crown; and as it is in opposition to a kind of power, the exercise of which in former periods of history cost one king of England his head and another his crown, I have taken more pains in this cause than I ever will take again, although my engaging in this and another popular cause has raised much resentment.

But I think I can sincerely declare that I cheerfully submit myself to every odious name for conscience' sake; and from my soul I despise all those whose guilt, malice, or folly has made them my foes. Let the consequences be what they will, I am determined to proceed. The only principles of public conduct that are worthy of a gentleman or a man are to sacrifice estate, ease, health, and applause, and even life, to the sacred calls of his country. These manly sentiments, in private life, make good citizens; in public life, the patriot and the hero. I do not say that, when brought to the test, I shall be invincible. I pray God I may never be brought to the melancholy trial; but if ever I should, it will then be known how far I can reduce to practice principles which I know to be founded in truth. In the meantime, I will proceed to the subject of this writ.

In the first place, may it please your honours, I will admit that writs of one kind may be legal; that is, special writs, directed to special officers, and to search certain houses, etc., specially set forth in the writ, may be granted by the Court of Exchequer at home, upon oath made before the Lord Treasurer by the person who asks it, that he suspects such goods to be concealed in those very places he desires to search. The Act of 14 Charles II., which Mr. Gridley[4] mentions, proves this. And in this light the writ appears like a warrant from a Justice of the Peace to search for stolen goods. Your honours will find in the old books concerning the office of a Justice of the Peace, precedents of general warrants to search suspected houses. But in more modern books you will find only special warrants to search such and such houses, specially named, in which the complainant has before sworn that he suspects his goods are concealed; and will find it adjudged that special warrants only are legal.

In the same manner I rely on it, that the writ prayed for in this petition is illegal. It is a power that places the liberty of every man in the hands of every petty officer. I say, I admit that special Writs of Assistance, to search special places, may be granted to certain persons on oath; but I deny that the writ now prayed for can be granted, for I beg leave to make some observations on the writ itself, before I proceed to other Acts of Parliament.

In the first place, the writ is universal, being directed "to all and singular justices, sheriffs, constables, and all other officers and subjects"; so that, in short, it is directed to every

subject in the King's domains. Every one with this writ may be a tyrant; if this commission be legal, a tyrant in a legal manner, also, may control, imprison, or murder any one within the realm. In the next place, it is perpetual; there is no return.

A man is accountable to no person for his doings. Every man may reign secure in his petty tyranny, and spread terror and desolation around him [until the trump of the Archangel shall excite different emotions in his soul].

In the third place, a person with this writ, in the daytime, may enter all houses, shops, etc., at will, and command all to assist him. Fourthly, by this writ not only deputies, etc., but even their menial servants, are allowed to lord it over us. [What is this but to have the curse of Canaan with a witness on us: to be the servants of servants, the most despicable of God's creation?] Now one of the most essential branches of English liberty is the freedom of one's house.

A man's house is his castle; and whilst he is quiet, he is as well guarded as a prince in his castle. This writ, if it should be declared legal, would totally annihilate this privilege. Custom-house officers may enter our houses when they please; we are commanded to permit their entry. Their menial servants may enter, may break locks, bars, and everything in their way; and whether they break through malice or revenge, no man, no court can inquire. Bare suspicion without oath is sufficient.

This wanton exercise of this power is not a chimerical suggestion of a heated brain. I will mention some facts. Mr. Pew had one of these writs, and when Mr. Ware succeeded him, he endorsed this writ over to Mr. Ware, so that these writs are negotiable from one officer to another; and so your Honours have no opportunity of judging the persons to whom this vast power is delegated...

But to show another absurdity in this writ, if it should be established, I insist upon it every person, by the 14 Charles II., has this power as well as the Custom-house officers. The words are, "it shall be lawful for any person or persons authorized, etc." What a scene does this open! Every man prompted by revenge, ill-humor or wantonness to inspect the inside of his neighbour's house, may get a Writ of Assistance. Others will ask it from self defence; one arbitrary exertion will provoke another, until society be involved in tumult and in blood!

Again, these writs are not returned. Writs, in their nature, are temporary things. When the purposes for which they are issued are answered, they exist no more; but these live forever; no one can be called to account. Thus reason and the constitution are both against this writ. Let us see what authority there is for it. Not more than one instance can be found of it in all our law-books; and that was in the zenith of arbitrary power, namely, in the reign of Charles II., when star-chamber powers were pushed to extremity by some ignorant clerk of the exchequer. But had this writ been in any book whatever, it would have been illegal. All precedents are under the control of the principles of law. Lord Talbot (the Earl of Shrewsbury, an English peer of the era of William and Mary) says it is

better to observe these than any precedents, though in the House of Lords the last resort of the subject.

No Acts of Parliament can establish such a writ; though it should be made in the very words of the petition, it would be void. An act against the constitution is void...

(For World History)

Source A: Winchester, 1603

Excerpted from *1 Criminal Trials 389-520* (David Jardine ed., 1850). Note: For consistency, the spelling has been changed from Jardine's "Raleigh" to "Ralegh." Also, by law at the time, Ralegh had no right to insist that his accuser speak to him in person, though this was later changed and the memory of this trial perhaps played a role in the change.

[Ralegh was charged with conspiring with Lord Cobham and others to kill James I and to place Lady Arabella Stuart on the throne. Cobham was interrogated in the Tower of London and signed a sworn confession, which he later recanted. His confession was the chief evidence against Ralegh.] *Note from Dr. Aronson: Still later, Cobham changed his mind again, returning to his initial accusations. His wavering confession was the chief evidence against Ralegh.*

Sir W. Ralegh. . . . But it is strange to see how you press me still with my Lord Cobham, and yet will not produce him; it is not for gaining of time or prolonging my life that urge this; he is the house hard by and may soon be brought hither; let him be produced, and if he will yet accuse me or avow this Confession of his, it shall convict me and ease you of further proof.

Lord Cecil. Sir Walter Ralegh presseth often that my Lord Cobham should be brought face to face; if he ask as a thing of grace or favour, they must come from him only who can give them; but if he ask a matter of law, then, in order that we, who sit here as commissioners, may be satisfied, I desire to hear the opinions of my Lords, the Judges, whether it may be done by law.

The Judges all answered, that in respect it might be a mean to cover many with treasons, and it might be prejudicial to the King, therefore by the law it was not sufferable.

Sir W. Ralegh. Good my Lords, let my accuser come face to face, and be deposed. Were the case but for a small copyhold, you would have witnesses or good proof to lead the jury to a verdict; and I am here for my life!

Popham, C.J. There must not such a gap be opened for the destruction of the King as would be if we should grant this; you plead hard for yourself, but the laws plead as hard for the King. Where no circumstances do concur to make a matter probable, then an accuser may be heard; but so many circumstances agreeing and confirming the accusation

in this case, the accuser is not to be produced; for having first confessed against himself voluntarily, and so charged another person, if we shall now hear him again in person, he may for favour or fear retract what formerly he hath said, and the jury may, by that means, be inveigled. . . .

Sir Walter Raleigh. I have already often urged the producing of my Lord Cobham, but it is still denied me. I appeal now once more to your Lordships in this: my Lord Cobham is the only one that hath accused me, for all the treasons urged upon me are by reflection from him. It is now clear that he hath since retracted; therefore since his accusation is recalled by himself, let him now by word of mouth convict or condemn me. Campion, the Jesuit, was not denied to have his accusers face to face. And if that be true which hath been some labored all this day, that I have been the setter-on of my Lord Cobham, his instigator, and have infused these treasons upon him, as hath been said, then have I been the efficient cause of his destruction; all his honours, houses, lands, and good, and all he hath, are lost by me; against whom, then, should he seek revenge but upon me? and the world knoweth him as revengeful of nature as any man living. Besides, a dying man is ever presumed to speak truth: now Cobham is absolutely in the King's mercy; to excuse me cannot avail him, by accusing me he may hope for favour. It is you, then, Mr. Attorney, that should press his testimony, and I ought to fear his producing, if all that be true which you have alleged.

Lord Henry Howard. Sir Walter, you have heard that it cannot be granted; pray importune us no longer.

Sir Walter Raleigh. Nay, my Lord, it toucheth my life, which I value at as a high a rate as your Lordship does yours.

Lord Cecil. I am afraid my often speaking may give opinion to the hearers that I have delight to hear myself talk. Sir Walter Raleigh has often urged, and still doth urge, the producing of my Lord Cobham, I would know of my Lords the Judges, if it might not stand with the order of our proceedings to take a further time, and know his Majesty's pleasure in that which is desired.

The Judges resolved that the Proceedings must go on and receive an end. . . .

Attorney-General. I shall now produced a witness viva voce.

He then produced one Dyer, a pilot, who being sworn said, Being at Lisbon, there came to me a Portugal gentleman who asked me how the King of England did, and whether he was crowned? I answered him that I hoped our noble King was well and crowned by this, but the time was not come when I came from the coast for Spain. "Nay," says he, "your King shall never be crowned, for Don Cobham and Don Raleigh will cut his throat before he come to be crowned." And this in time was found to be spoken in mid July.

Sir W. Raleigh. This is the saying of some wild Jesuit or beggarly Priest; but what proof is it against me?

Attorney-General. It must per force arise out of some preceding intelligence, and shows that your treason had wings. . . .

The Evidence now seemed at an end; whereupon Sir Walter Raleigh addressed himself to the Jury, and used a speech to this effect: --

Sir W. Raleigh. You, Gentlemen of the Jury . . . if you yourselves would like to be hazarded in your lives, disabled in your posterities, -- your lands, goods, and all you have confiscated, -- your wives, children, and servants left crying to the world; if you would be content all this should befall you upon a trial by suspicions and presumptions, -- upon an accusation not subscribed by your accuser, -- without the open testimony of a single witness, then so judge me as you would yourselves be judged. . . .

This ended, the jury were willed to go together; who departed, and stayed not a quarter of an hour, when they returned, bringing in their verdict of Guilty of Treason. . . . The Lord Chief Justice then delivered the judgment of the Court in the usual form in cases of high treason. . . .

Source B: "Lord Clive," by Thomas Babington Macaulay, 1840

At length, in 1772, it was generally felt that Parliament could no longer neglect the affairs of India. The Government was stronger than any which had held power since the breach between Mr. Pitt and the great Whig connection in 1761. No pressing question of domestic or European policy required the attention of public men. There was a short and delusive lull between two tempests. The excitement produced by the Middlesex election was over; the discontents of America did not yet threaten civil war; the financial difficulties of the Company brought on a crisis; the Ministers were forced to take up the subject; and the whole storm, which had long been gathering, now broke at once on the head of Clive...

Clive's parliamentary tactics resembled his military tactics. Deserted, surrounded, outnumbered, and with everything at stake, he did not even deign to stand on the defensive, but pushed boldly forward to the attack. At an early stage of the discussions on Indian affairs he rose, and in a long and elaborate speech vindicated himself from a large part of the accusations which had been brought against him. He is said to have produced a great impression on his audience. Lord Chatham, who, now the ghost of his former self, loved to haunt the scene of his glory, was that night under the gallery of the House of Commons, and declared that he had never heard a finer speech. It was subsequently printed under Clive's direction, and, when the fullest allowance has been made for the assistance which he may have obtained from literary friends, proves him to have possessed, not merely strong sense and a manly spirit, but talents both for disquisition and declamation which assiduous culture might have improved into the highest excellence. He confined his defence on this occasion to the measures of his last administration, and succeeded so far that his enemies thenceforth thought it expedient to direct their attacks chiefly against the earlier part of his life.

The earlier part of his life unfortunately presented some assailable points to their hostility. A committee was chosen by ballot to inquire into the affairs of India; and by this committee the whole history of that great revolution which threw down Surajah Dowlah and raised Meer Jaffier was sifted with malignant care. Clive was subjected to the most unsparing examination and cross-examination, and afterwards bitterly complained that he, the Baron of Plassey, had been treated like a sheep-stealer. The boldness and ingenuousness of his replies would alone suffice to show how alien from his nature were the frauds to which, in the course of his Eastern negotiations, he had sometimes descended. He avowed the arts which he had employed to deceive Omichund, and resolutely said that he was not ashamed of them, and that, in the same circumstances, he would again act in the same manner. He admitted that he had received immense sums from Meer Jaffier; but he denied that, in doing so, he had violated any obligation of morality or honour. He laid claim, on the contrary, and not without some reason, to the praise of eminent disinterestedness. He described in vivid language the situation in which his victory had placed him: great princes dependent on his pleasure; an opulent city afraid of being given up to plunder; wealthy bankers bidding against each other for his smiles; vaults piled with gold and jewels thrown open to him alone. "By God, Mr. Chairman," he exclaimed, "at this moment I stand astonished at my own moderation."

The inquiry was so extensive that the Houses rose before it had been completed. It was continued in the following session. When at length the committee had concluded its labours, enlightened and impartial men had little difficulty in making up their minds as to the result. It was clear that Clive had been guilty of some acts which it is impossible to vindicate without attacking the authority of all the most sacred laws which regulate the intercourse of individuals and of states. But it was equally clear that he had displayed great talents, and even great virtues; that he had rendered eminent services both to his country and to the people of India; and that it was in truth not for his dealings with Meer Jaffier, nor for the fraud which he had practised on Omichund, but for his determined resistance to avarice and tyranny, that he was now called in question.

Ordinary criminal justice knows nothing of set-off. The greatest desert cannot be pleaded in answer to a charge of the slightest transgression... History takes wider views; and the best tribunal for great political cases is the tribunal which anticipates the verdict of history.

Reasonable and moderate men of all parties felt this in Clive's case. They could not pronounce him blameless; but they were not disposed to abandon him to that low-minded and rancorous pack who had run him down and were eager to worry him to death. Lord North, though not very friendly to him, was not disposed to go to extremities against him.... At length the charges came in a definite form before the House of Commons. Burgoyne, chairman of the committee, a man of wit, fashion, and honour, an agreeable dramatic writer, an officer whose courage was never questioned, and whose skill was at that time highly esteemed, appeared as the accuser. The members of the administration took different sides; for in that age all questions were open questions, except such as were brought forward by the Government, or such as implied censure on the Government. Thurlow, the Attorney-General, was among the assailants. Wedderburne, the Solicitor-

General, strongly attached to Clive, defended his friend with extraordinary force of argument and language. It is a curious circumstance that, some years later, Thurlow was the most conspicuous champion of Warren Hastings, while Wedderburne was among the most unrelenting persecutors of that great though not faultless statesman. Clive spoke in his own defence at less length and with less art than in the preceding year, but with much energy and pathos. He recounted his great actions and his wrongs; and, after bidding his hearers remember, that they were about to decide not only on his honour but on their own, he retired from the House.

The Commons resolved that acquisitions made by the arms of the State belong to the State alone, and that it is illegal in the servants of the State to appropriate such acquisitions to themselves. They resolved that this wholesome rule appeared to have been systematically violated by the English functionaries in Bengal. On a subsequent day they went a step further, and resolved that Clive had, by means of the power which he possessed as commander of the British forces in India, obtained large sums from Meer Jaffier. Here the Commons stopped. They had voted the major and minor of Burgoyne's syllogism; but they shrank from drawing the logical conclusion. When it was moved that Lord Clive had abused his powers, and set an evil example to the servants of the public, the previous question was put and carried. At length, long after the sun had risen on an animated debate, Wedderburne moved that Lord Clive had at the same time rendered great and meritorious services to his country; and this motion passed without a division.

Source C: London, 1772

Robert Clive before the House of Commons from D. B. Horn and Mary Ransome, eds., *English Historical Documents, 1714-1783* (London: Eyre and Spottiswoode, 1957), pp. 809-811.

From time immemorial it has been the custom of that country, for an inferior never to come into the presence of a superior without a present. It begins at the nabob, and ends at the lowest man that has an inferior. The nabob has told me, that the small presents he received amounted to 300,000 *l.* a year; and I can believe him; because I know that I might have received as much during my last government. The Company's servants have ever been accustomed to receive presents. Even before we took part in the country troubles, when our possessions were very confined and limited, the governor and others used to receive presents; and I will take upon me to assert, that there has not been an officer commanding his Majesty's fleet; nor an officer commanding his Majesty's army; not a governor, not a member of council, not any other person, civil or military, in such a station as to have connection with the country government, who has not received presents. With regard to Bengal, there they How in abundance indeed. Let the House figure to itself a country consisting of 15 millions of inhabitants, a revenue of four millions sterling, and a trade in proportion. By progressive steps the Company have become sovereigns of that empire. Can it be supposed that their servants will refrain from advantages so obviously resulting from their situation? The Company's servants, however, have not been the authors of those acts of violence and oppression, of which it is the fashion to accuse them. Such crimes are committed by the natives of the country

acting as their agents and for the most part without their knowledge. Those agents, and the banyans,' never desist, till, according to the ministerial phrase, they have dragged their masters into the kennel; and then the acts of violence begin. The passion for gain is as strong as the passion of love ... Let us for a moment consider the nature of the education of a young man who goes to India. The advantages arising from the Company's service are now very generally known; and the great object of every man is to get his son appointed a writer to Bengal; which is usually at the age of 16. His parents and relations represent to him how certain he is of making a fortune; that my lord such a one, and my lord such a one, acquired so much money in such a time; and Mr. such a one, and Mr. such a one, so much in such a time. Thus are their principles corrupted at their very setting out, and as they generally go a good many together, they inflame one another's expectations to such a degree, in the course of the voyage, that they fix upon a period for their return before their arrival.

Let us now take a view of one of these writers arrived in Bengal, and not worth a groat. As soon as he lands, a banyan, worth perhaps 100,000 *l.* desires he may have the honour of serving this young gentleman, at 4s. 6d. per month. The Company has provided chambers for him, but they are not good enough;-the banyan finds better. The young man takes a walk about the town, he observes that other writers, arrived only a year before him, live in splendid apartments or have houses of their own, ride upon fine prancing Arabian horses, and in palanqueens and chaises; that they keep seraglios, make entertainments, and treat with champagne and claret. When he returns he tells the banyan what he has observed. The banyan assures him he may soon arrive at the same good fortune; he furnishes him with money; he is then at his mercy. The advantages of the banyan advance with the rank of his master, who in acquiring one fortune generally spends three. But this is not the worst of it: he is in a state of dependence under the banyan, who commits acts of violence and oppression, as his interest prompts him to, under the pretended sanction and authority of the Company's servant. Hence, Sir, arises the clamour against the English gentlemen in India. But look at them in a retired situation, when returned to England, when they are no longer nabobs and sovereigns of the east: see if there be any thing tyrannical in their disposition towards their inferiors: see if they are not good and humane masters: Are they not charitable? Are they not benevolent? Are they not generous? Are they not hospitable? If they are, thus far, not contemptible members of society, and if in all their dealings between man and man, their conduct is strictly honourable: if, in short, there has not yet been one character found amongst them sufficiently flagitious for Mr. Foote to exhibit on the theatre in the Haymarket, may we not conclude, that if they have erred, it has been because they were men, placed in situations subject to little or no control?

2. Discuss with students:

- What does conscience mean to Anne Hutchinson? To John Winthrop? To Mary Easty? To James Otis?
- How do each of the following think they are acting in the “common good” – Anne Hutchinson, John Winthrop, Mary Easty, Judges Hathorne and Corwin, James Otis, Parliament?

- Anne Hutchinson was banished and later died in the wilderness; Mary Easty was hanged; James Otis did not win in court that day but his argument was sustained by the British Attorney General five years later. Did individual liberties or the common good win the day in these cases? Is there a trend?
- “Some trials are much more than tests of guilt or innocence, for in the judgment of one person’s fate they dramatize the choices and challenges every human being faces.” (*Raleigh*, p. 161.) Are all these cases examples of this assertion?

3. If the school or library has a copy of the 1965 *Profiles in Courage* 50-minute television dramatization of Anne Hutchinson’s life and trial featuring Wendy Hiller, the teacher may wish to show the film to the class.

4. Direct students to undertake a historical investigation of the balance of individual rights and the common good in colonial America. They should look beyond the three trials represented by the source documents, but should refer to the Hutchinson, Salem Witch, and Writs of Assistance cases in their final paper. Potential research topics include: George Mason and the Constitution; James Madison and the disestablishment of the church in Virginia or the creation of the U.S. Bill of Rights; Thomas Jefferson and the “wall of separation”; the Mormon War; Jehovah’s Witnesses and flag salute case (*Minersville v. Gobitis*, *West Virginia v. Barnette*); Muhammad Ali conscientious objector military draft case (*Ali v. US*); Amish education court case (*Wisconsin v. Yoder*); Christian Science medical child medical welfare cases; the Branch Davidians and the FBI; jihadism and the Patriot Act of 2001. Their paper should have a focused title for the investigation (which may be framed as a question) and run between 1500-2000 words. The paper must include the following elements:

- Outline plan of the investigation
- Summary of evidence
- Evaluation of sources
- Analysis
- Conclusion
- A list of sources (not included in the word limit)

Assessment

The students’ papers may be evaluated on a twenty-point scale (which can be multiplied by five to convert to 100-point scale or for conversion to letter grades) using the following rubric:

	Excellent	Good	Fair	Poor
Plan (2)	(2) Scope and plan are wholly appropriate and focused	(1) Scope and plan are generally appropriate but slightly off focus	(0) Inappropriate plan	(0) No plan
Summary of Evidence (5)	(5) Paper is well researched from a variety of sources Good supporting evidence Evidence is correctly referenced	(4-3) Paper is adequately researched Some supporting evidence Evidence is referenced	(2-1) Paper is poorly researched Insufficient evidence Evidence is not always referenced	(0) There is no evidence
Evaluation of Sources (4)	(4) Source evaluation is thorough Sources' historical reliability (origin, purpose, value, and limitation) is fully addressed	(3-2) Source evaluation is generally adequate Sources' historical reliability is addressed in a limited way	(1) Sources are described Sources' historical reliability is not addressed	(0) Sources are not described or evaluated
Analysis (5)	(5) Critical analysis of evidence Importance of material is put into historical context Different interpretations analyzed, when appropriate	(4-3) Evidence is analyzed adequately Importance of material is put into historical context Different interpretations analyzed, when appropriate	(2-1) Some attempt made to analyze evidence Some attempt made to set importance of material into historical context	(0) There is no analysis
Conclusion (2)	(2) Conclusion is clear and consistent with evidence	(1) Conclusion is not fully consistent with evidence	(0) Conclusion is not coherent	(0) There is no conclusion
Sources and Word Limit (2)	(2) List of sources is comprehensive Citations conform to a single standard method Paper is within word limit	(1) List of sources is incomplete Citations are not consistent to a single standard method Paper is within word limit	(0) Paper is not within the word limit	(0) List of sources not included Paper is not within the word limit

Interdisciplinary Activities

American Literature

a) The Supreme Judicial Court Historical Society of Massachusetts holds an essay contest, on a theme such as ‘Liberty and Justice,’ which has a cash prize. Students may determine the current year’s theme and submission requirements at their website:

<http://www.sjchs-history.org/generalinfo.html>

b) Direct students to read the Appendix, pp. 221-228 of *Witch-Hunt* in conjunction with reading *The Crucible*, focusing on Act III. Students may wish to examine the errors mentioned in the text at the new web address: <http://www.17thc.us/docs/fact-fiction.shtml>. Ask students to consider the following questions:

- Demonstrate why Arthur Miller’s characters are inventions and not historical figures.
- Explain how Arthur Miller’s word choice during the trial is his invention and not a historical re-enactment.
- Provide examples of how Arthur Miller infuses symbolism into his drama that was not part of the historic trials.
- How does Arthur Miller use tone and setting to make the world he has invented come alive?
- Can a dramatist capture life as it is? How can dramatists express truth when writing through the lens of their own experiences?

Based on what the students have learned about the actual witch trial records and *The Crucible*, ask students to write an essay reacting to the statement, “History is a mirror, fiction a portrait,” comparing and contrasting the historian’s and dramatist’s disciplines.

c) Watch the 1996 film version of *The Crucible* with screenplay written by Arthur Miller starring Daniel Day Lewis and Winona Ryder, comparing and contrasting the original play, the movie, and/or the historical record with each other.

d) Perform as a play or dramatic reading any of the proceedings in the readings for this lesson.

U.S. Government

a) Students may conduct a historical investigation of other notable trials during the colonial era including the trial of Mary Dyer, Marmaduke Stevenson, Roger Williams, William Robinson, John Wheelwright, and the John Peter Zenger trial.

b) Students may compare and contrast the procedures and decisions of colonial trials with later trials in U.S. history, such as those of Gabriel Prosser, Denmark Vesey, Nat Turner, John Brown, Susan B. Anthony, John Scopes, Sacco and Vanzetti, the Scottsboro Boys, or Julius and Ethel Rosenberg. To start, the student might create a flow chart of the criminal and judicial process followed by the Puritans during the Salem Witch Trials or Anne Hutchinson’s trial, labeling each with the official’s or court’s name, description of the authority’s power and legal procedures. (For example, trace the process from the time an accused witch was brought in for a pre-trial hearing to the execution of sentence or pardon.)

c) Students may trace the evolution of civil liberties in the United States by examining the court cases pertaining to a particular freedom. For example, students could investigate Supreme Court decisions involving the First Amendment religion clauses, either free exercise (*Reynolds v. U.S.*, 1878) or establishment (*Minersville v. Gobitis*, 1940; *West Virginia v. Barnette*, 1943; *Everson v. Board of Education of Ewing Township, NJ*, 1947; or *Engel v. Vitale*, 1962).

d) Students might conduct a historical investigation of other “witch-hunts” in U.S. history, such as the communist hunting by the House Un-American Activities Committee (HUAC) and Joseph McCarthy and his Senate Committee on Government Operations. They might focus on the motives behind the committees, the progress of the “witch-hunt,” those who displayed moral courage during the accusatory phase, or the point where the witch-hunt collapses. If possible either listen to or watch the segment from the Army McCarthy hearings when attorney Joseph Welch, much like Mary Easty, confronted the power of the accusers (albeit on live television). *Point of Order*, a 1964 documentary by Emile de Antonio about Welch and the Army-McCarthy hearings, was released on video in February 2005 and is available for order online. Or, you may wish to watch early television journalist Edward R. Murrow’s program, *See it Now*, about Joseph McCarthy. With its powerfully edited script and visuals, it also serves as a documentary bridge between the raw primary source of the televised hearings and Arthur Miller’s *The Crucible*. Either the Army-McCarthy or Murrow segments will provide valuable insight into McCarthy’s technique and impact.

Additional Resources

Books

Delbanco, Andrew. *The Puritan Ordeal*. (Cambridge, MA: Harvard University Press, 1989).

Hall David. *Worlds of Wonder, Days of Judgment: Popular Religious Belief in Early New England*. (New York: Knopf, 1989).

Hall, David D., ed. *The Antinomian Controversy, 1636-1638: A Documentary History*. (Durham, NC: Duke University Press, 1990).

Kamensky, Jane. *Governing the Tongue: The Politics of Speech in Early New England*. (New York: Oxford University Press, 1997).

LaPlante, Eve. *American Jezebel: The Uncommon Life of Anne Hutchinson, the Woman who Defied the Puritans*. (San Francisco, CA: HarperSanFrancisco, 2004).

Miller, Arthur. *Timebends*. (New York: Grove Press, 1989).

Miller, Arthur. *The Crucible*. (New York: Viking Press, 1953).

Winship, Michael P. *Making Heretics: Militant Protestantism and Free Grace in Massachusetts, 1636-1641*. (Princeton, NJ: Princeton University Press, 2002).

Internet Resources

The full 1637 transcript of “The Examination of Mrs. Anne Hutchinson at the Court at Newton” is available at a number of sites on the Internet including:

<http://personal.pitnet.net/primarysources/hutchinson.html>. A rebuttal to Anne Hutchinson’s religious theories written by Thomas Welde in 1644 can be found at <http://www.piney.com/ColAnnHutch.html>.

The Anne Hutchinson Website <http://www.annahutchinson.com/Default.htm>

17th Century Colonial New England, <http://www.17thc.us/>

Anne Hutchinson: Notable Women Ancestors <http://rootsweb.com/~nwa/ah.html>

James Otis Lights a Fire at (includes narrative of both sides of the case):

http://www.suite101.com/article.cfm/us_founding_era/40746

James Otis: Against the Writs of Assistance, 1761 (primary source of Otis’ speech)

<http://www.nhinet.org/ccs/docs/writs.htm> or

<http://www.history1700s.com/page1795.shtml>

Amendment IV: Writs of Assistance (primary sources on the British side of the case)

<http://press-pubs.uchicago.edu/founders/documents/amendIVs2.html>

Marc Aronson’s book, *Witch-Hunt: Mysteries of the Salem Witch Trials*, examines the witch trials in detail, and includes companion lessons at

<http://www.marcaronson.com/index.html>. Websites with primary sources include University of Virginia, The Salem Witchcraft Papers

<http://cti.itc.virginia.edu/~relg415/salem/links/linkhome.html> and Salem Witch Trials Documentary Archive and Transcription Project

<http://etext.virginia.edu/salem/witchcraft/>. Also, the University of Missouri-Kansas City Law School, The Salem Witchcraft Trials of 1692

<http://www.law.umkc.edu/faculty/projects/ftrials/salem/SALEM.HTM>

The website *Famous Trials*, sponsored by the University of Missouri at Kansas City, has primary sources on notorious trials throughout world history from Socrates to the Scopes Monkey Trial at: <http://www.law.umkc.edu/faculty/projects/ftrials/ftrials.htm>

World history teachers who wish to use Raleigh and Clive will find the following sites useful. For a scholarly examination of the Raleigh trial documents, visit Rosalind Davies’ “The Great Day of Mart” article online at:

<http://www.hull.ac.uk/renforum/v4no1/davies.htm>. An excerpted trial transcript (with a link to a PDF file with the complete transcript) may be found at UCLA’s

David Slansky website for *Evidence: Cases, Commentary, and Problems*. The site also has links to numerous other court cases of interest. Raleigh is at:

<http://www1.law.ucla.edu/~sklansky/evidence/cases/Cases%20for%20TOA/Trial%20>

[of%20Sir%20Walter%20Raleigh.htm](#). The Voice of the Shuttle website has links to numerous documents, including Clive's speech before Parliament at: <http://vos.ucsb.edu/browse.asp?id=1396>. The complete essay, "Lord Clive," written by Thomas Babington Macaulay in 1840 is located at: http://www.columbia.edu/itc/mealac/pritchett/00generallinks/macaulay/txt_clive_1840.html#17.

For English teachers interested in Arthur Miller's *Crucible* or history teachers interested in McCarthyism resources visit:

Arthur Miller's The Crucible: Fact & Fiction (Or Picky, Picky, Picky...) by Margo Burns

<http://www.17thc.us/docs/fact-fiction.shtml>

Digital Classroom of the National Archives, Exchange of Telegrams between Senator McCarthy and President Truman

http://www.archives.gov/digital_classroom/lessons/mccarthy_telegram/mccarthy_telegram.html

Edward R. Murrow: Broadcasting History (includes audio file of Commentary on Senator Joseph McCarthy, CBS-TV's 'See it Now,' March 9, 1954)

<http://www.npr.org/features/feature.php?wfId=1872668>

Edward R. Murrow, See it Now (CBS-TV, March 9, 1954), program transcript

<http://honors.umd.edu/HONR269J/archive/Murrow540309.html>

History Matters – "Have You No Sense of Decency": The Army-McCarthy Hearings, transcript of the committee proceedings on June 9, 1954

<http://historymatters.gmu.edu/d/6444/>

McCarthy-Welch Exchange: "Have You No Sense of Decency), MP3 audio file

<http://www.americanrhetoric.com/speeches/welch-mccarthy.html>

The Army-McCarthy Hearings

<http://www.museum.tv/archives/etv/A/htmlA/army-mccarthy/army-mccarthy.htm>

Why I Wrote The Crucible: An Artist's Answer to Politics, by Arthur Miller

http://warren.dusd.net/~dstone/Resources/11P/M_NY.htm

Video

In 1993, CBS News produced in VHS format *Edward R. Murrow, The Best of See it Now, 1951-1958*, with Mike Wallace. This includes portions from the March 9, 1954 program on Joseph McCarthy and gives students the opportunity to look at the film editing techniques used by Murrow to shape the audience's perception of McCarthy.

In 2003, PBS broadcast a two-hour documentary *Arthur Miller, Elia Kazan, and the Blacklist: None Without Sin* as part of its American Masters series. This show allows students to trace the relationship between the two men before, during, and after the communist witch-hunt and how their experiences with the HUAC were expressed in Miller's *The Crucible* and Kazan's *On the Waterfront*.

IV. War and Change

Synopsis

Wars have transformed societies time and again through history, from antiquity to the present, often in ways that could not be predicted. The colonial era was filled with warfare which changed history, including the Spanish Armada, the wars of the Reformation, the English Civil War, Indian wars, the four wars pitting Britain against continental powers which culminated in the Seven Years or French and Indian War, and the American Revolution. Warfare shaped and filled the lives of leaders of this period, whether Sir Walter Raleigh, Oliver Cromwell, Robert Clive, or George Washington. Students will conduct research into the impact of one of three conflicts of the colonial era, preparing handouts which organize their findings graphically. They will evaluate the relative importance of each conflict. As a culminating activity, students will write a timed essay on a one of a choice of prompts about war and change. This lesson is designed to be used in conjunction with *Sir Walter Raleigh and the Quest for El Dorado*, *John Winthrop, Oliver Cromwell, and the Land of Promise*, and *The Real Revolution: The Global Story of American Independence*.

Time Required

This lesson will take one class period, more if research time is scheduled during class.

Materials Needed

Sir Walter Raleigh and the Quest for El Dorado

John Winthrop, Oliver Cromwell, and the Land of Promise

The Real Revolution: The Global Story of American Independence

The Lesson

Lesson Starter

1. Read the passage from *Land of Promise*, p. 138, “All wars bring unexpected results...people, causes, and beliefs were hurled against each other with such force that old ways of seeing the world were shattered.”
2. Ask students to evaluate each element of the above statement using their knowledge of history and personal experiences:
 - History is often presented as neat cause-effect relationships, so how does the unexpected happen and how does that affect our view of how history happens?
 - How does war change people’s old ways of seeing the world?

- How does war transform beliefs about the world?
 - Do the ideals, causes, or objectives of a nation, government or religion change during war?
3. Discuss whether one war transforms people and nations more than others.

Procedures

1. The 300 years from the arrival of Europeans in the Americas through the American Revolution was a time of nearly constant warfare between European powers and their colonial surrogates. Explain to students that they will be researching information about colonial wars to measure how different wars have transformed America. Students will share their research through a graphic organizer (self-designed handouts of diagrams or charts) and a five-minute oral presentation.
2. Students should select one of the following wars and determine how it changed people and history:
 - The Spanish Armada coincided with the first attempt by the English to colonize the New World. Investigate the consequences of the conflict between England and Spain for Raleigh's Roanoke settlement, its people and England's dreams of empire.
 - It took only 15 years for the neighborly vision of Pilgrims and Native Americans eating and sporting during the 1621 Thanksgiving feast to dissolve into the bloody Pequot War (1636-1637). Investigate the consequences of this conflict between the English settlers and indigenous people of New England.
 - George Washington inadvertently triggered the Seven Years War (French and Indian War) at the fringe of the wilderness in Pennsylvania. Investigate the consequences of the conflict between France and Britain for control of the North American continent.

Depending on which topic and time period they have decided to research, students may begin by reading Marc Aronson's *Sir Walter Raleigh and the Quest for El Dorado*; *John Winthrop, Oliver Cromwell, and the Land of Promise*; and/or *The Real Revolution: The Global Story of American Independence*.

Teachers of world history may adapt this assignment and use one of the following wars for case studies:

- The struggle between Clive's English and the French and Moghuls for control of India
 - The English Civil War
 - The Seven Years War in Europe
3. After students have shared their research, discuss as a class which war had the greatest overall impact and defend their ranking.

4. Following the presentations, either during this unit of study or at the end of the course as part of a cumulative assessment, students will be asked to write an essay (with a 45-minute time limit) to one of the following prompts:
- “All wars bring unexpected results...people, causes, and beliefs were hurled against each other with such force that old ways of seeing the world were shattered.” Discuss how far this claim is justified with reference to any one war in the period 1500 to 1800.
 - Horace Walpole wrote, “The volley fired by a young Virginian in the backwoods of America set the world on fire.” Analyze the role of global connections on the causes and consequences of the Seven Years War.
 - Compare and contrast the impact on people and ideas of one war of the twentieth century with one war of the colonial era (1500-1800).
 - Why did revolution occur in the Thirteen Colonies in 1776 and not earlier?

Assessment

The students’ essay answers may be evaluated on a twenty-point scale (which can be multiplied by five to convert to 100-point scale or for conversion to letter grades) using the following rubric:

	Excellent	Good	Average	Poor	Unacceptable
Composition (5)	(5) Essay is clearly structured and focused	(4) Essay is generally structured and focused	(3-2) Essay has either weak structure or focus	(1) Essay has weak structure and focus	(0) Essay lacks structure or focus
Content (10)	(9-10) Question is effectively and relevantly answered Analysis supported by specific, ample historical evidence	(8-7) Question is effectively and relevantly answered Analysis with clear, appropriate evidence although may be incomplete	(6-5) Question is answered with limited argument or factual support Question is answered with factual information but little analysis	(4-1) Question answered with some facts, which may be inaccurate Answer shows little understanding or analysis	(0) Essay does not address the question
Historiography (5)	(4-5) Answer shows full awareness of issues facing historians	(3-2) Answer attempts to address issues facing historians	(1) Answer shows little awareness of issues facing historians	(0) Answer shows no awareness of issues facing historians	(0) Answer shows no awareness of issues facing historians

Interdisciplinary Activities

Music

Music has been entwined with war since Joshua blew a ram’s horn outside Jericho. Sometimes it has been used for military communication, at other times to boost the morale of troops and citizenry, yet at other times to protest war; not infrequently it mourns the horror of war or serves as a psychological outlet for coping with the passions of war. Students should chose whether they wish to:

- Analyze how war is interpreted in a specific piece of music (for example, Tchaikovsky’s *1812 Overture*)

- Compare interpretations in different genres, for example musical theater (for example, *Miss Saigon* or *South Pacific*) or classical music (for example, Beethoven's *Battle Symphony 'Wellington's Victory,'* or Dmitri Shostakovich's *Symphony #7 'Leningrad.'*)
- Survey how wartime music has changed over time (as is featured at the Words and Music, and War website, <http://library.georgiasouthern.edu/specialcollections/exhibits/patriotic/>)
- Compare and contrast music of different wars, for example music of the American Civil War (such as *Taps* and other songs, such as those featured at the website, The Music of the Civil War <http://www.pdmusic.org/civilwar.html>) and the music of the Vietnam War (listings and lyrics at several sites including Battle Notes: Music of the Vietnam War at: <http://www.battlenotes.com/>, and Vietnam War Retrospective: Music at: http://www.cofc.edu/%7Enelp/vietnam_music.html)

Students seeking community service or CAS hours may expand on the activities above by planning, rehearsing and performing a concert for the community in general or at a veterans' hospital for Veteran's Day or Memorial Day (U.S.) or Remembrance Day (Canada, Australia, and U.K.) The annual PBS-broadcast concerts from the U.S. Capitol, with a blend of choral and instrumental music, along with selected readings from primary sources, may provide a model for such a program.

American Literature

Author Stephen Crane wrote an entire novel, *The Red Badge of Courage*, about the transformation of a single character, Henry Fleming, during the battles of the American Civil War. Chose among the following options:

- a) Direct students to examine how the theme of war and change is treated by individual writers such as:
- Stephen Crane in his Civil War writings, both prose and poetry
 - Ambrose Bierce in his short stories including "An Occurrence at Owl Creek Bridge" and "A Horseman in the Sky"
- b) Direct students to compare and contrast how the theme of war and change during the American Civil War is treated by several writers such as:
- Poets of both the Union and Confederate armies at: Poetry and Music of the War Between the States <http://www.civilwarpoetry.org/>
 - Twentieth century writers such as Margaret Mitchell (*Gone with the Wind*), Michael Shaara (*Killer Angels*), and Robert Penn Warren (*Wilderness*)
- c) Direct students to compare and contrast how the theme of war and change is treated by twentieth century authors such as Ernest Hemingway (*A Farewell to Arms*), John Hershey (*Hiroshima*), Kurt Vonnegut (*Slaughterhouse-Five*) and Joseph Heller (*Catch-22*)

World Literature

Since its origins, literature has examined the theme of war and change, especially how the hero is transformed in combat.

- Students may analyze how the theme is treated by an individual writer (such as Homer's *Iliad*, Shakespeare's *Henry V*, Tolstoy's *War and Peace*, or Remarque's *All Quiet on the Western Front*).
- Students may compare and contrast how the theme is treated over time or geographical space by different writers (*The Epic of Gilgamesh*, Euripides' *Trojan Women*, *Beowulf*, *The Song of Roland*, *El Cid*, Boris Pasternak's *Dr. Zhivago*); for poetry a useful website is: 120 War Poems for Students of Literature and History, <http://website.lineone.net/~nusquam/wpmain.htm>
- Students may compare and contrast how the theme is treated by writers of the same era, such as a selection of poems written about World War One:
Dulce et Decorum Est or *Anthem for a Doomed Youth*, Wilfred Owen
1914, Rupert Brooke
For All We Have and Are, Rudyard Kipling
In Flanders Field, John McCrae
The Man He Killed, Thomas Hardy
An Irish Airman Foresees his Death, William Butler Yeats
Two Fusiliers, Robert Graves
Returning, We Hear the Larks, Isaac Rosenberg
The Dragon and the Undying or *The Redeemer*, Siegfried Sassoon
- Students may examine how the same author treats themes of war of different eras. Howard Fast is known for his prose about the American Revolution including the trilogy *Conceived in Liberty*, *Unvanquished*, and *Citizen Tom Paine*, but also authored the poem *Korean Lullaby* which is at: <http://www.trussel.com/hf/korean.htm>

World History

Since the invention of the movie camera by Thomas Edison, war and change has been a central theme of motion pictures. Both *Captain from Castile* and Garrett Mattingly's masterpiece, *The Defeat of the Spanish Armada* examine the Spanish Armada, but one is clearly entertainment while the latter, while wonderfully readable, is solid scholarship, as well. Just as Shakespeare shaped public perception of history through his plays, film and television are shaping public perception of history today, so it is necessary for students to consider some of the implications. Direct students to examine historical sources, historian's texts, documentary films, and fictional films (a suggested list follows) as they investigate one of the following topics:

- How has the theme of war and change been presented in films of the 20th century?

- Compare and contrast the role and methodology of historian with documentary film-maker.
- Should the makers of fictional historical films be held to the same ethical standards as journalists and historians?

Apocalypse Now

April Morning

Alexander Nevsky

All Quiet on the Western Front

Barry Lyndon

Black Hawk Down

Braveheart

Bridge over the River Kwai

Captain from Castile

Catch-22

Cold Mountain

Dr. Zhivago

Drums along the Mohawk

El Cid

Fire Over England

From Here to Eternity

Gallipoli

Gettysburg

Glory

Gone with the Wind

Good Morning Vietnam

Judgment at Nuremberg

The Messenger: The Story of Joan of Arc

Last of the Mohicans

Lawrence of Arabia

The Longest Day

*M*A*S*H*

Mrs. Miniver

The Mission

Northwest Passage

The Sea Hawk

Saving Private Ryan

The Pianist

Platoon

Sergeant York

Trojan Women

Troy

Waterloo

Windtalkers

Additional Resources

Books

Bailyn, Bernard. *Faces of Revolution: Personalities and Themes in the Struggle for American Independence*. (New York: Vintage Books, 1992).

Bayly, C. A. *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons*. (Oxford, England: Blackwell Publishing Ltd., 2004).

Greenblatt, Stephen J. *Sir Walter Raleigh: The Renaissance Man and His Roles*. (New Haven: Yale University Press, 1973).

- Heimert, Alan and Andrew Delbanco, eds., *The Puritans in America: A Narrative Anthology*. (Cambridge, MA: Harvard University Press, 1985).
- Hemming, John. *The Search for El Dorado*. (London: Book Club Associates, 1978).
- Jaffe, Stephen H. *Who Were the Founding Fathers?: Two Hundred Years of Reinventing American History*. (New York: Henry Holt, 1996).
- James, Lawrence. *Raj: The Making and Unmaking of British India*. (New York: St. Martin's Press, 1998).
- Kernan, Alvin. *Shakespeare, the King's Playwright: Theater in the Stuart Court*. (New Haven: Yale University Press, 1995).
- Kishlansky, Mark. *A Monarchy Transformed: Britain 1603-1714*. (London and New York: Penguin, 1997).
- McCrum, Robert, William Cran, and Robert MacNeil. *The Story of English*. (New York: Penguin, 1987; rev. ed. 1993).
- Morgan, Edmund Sears. *The Puritan Dilemma: The Story of John Winthrop*. (Boston: Little, Brown, 1958).
- Morison, Samuel Eliot. *The European Discovery of America*. (New York: Oxford University Press, 1971-71).
- Naipaul, V. S. *The Loss of El Dorado: A History*. (reprint ed.: Harmondsworth, England: Penguin, 1978).
- Nicholl, Charles. *The Creature in the Map: A Journey to El Dorado*. (New York: Morrow, 1995).
- Quinn, Arthur. *A New World: An Epic of Colonial America from the Founding of Jamestown to the Fall of Quebec*. (New York: Berkley, 1995).
- Quinn, David B. *Raleigh and the British Empire*. (London: The English Universities Press, 1947).
- Quinn, David B. *North America from Earliest Discovery to First Settlements : The Norse Voyages to 1612*. (New York: Harper, 1977).
- Raleigh, Walter. *The Historie of the World* (Philadelphia: Temple University Press, 1971).
- Rhys, Isaac. *The Transformation of Virginia, 1740-1790*. (Chapel Hill, NC: University of North Carolina Press, 1982).
- Rowse, A. L. *The England of Elizabeth: The Structure of Society*. (London: Reprint Society, 1950).
- Staiger, Ralph C. *Thomas Harriot: Science Pioneer*. (New York: Clarion Books, 1998).

Internet Resources

Samuel Davies' *Religion and Patriotism are the Constituents of a Good Soldier* (1755) <http://personal.pitnet.net/primarysources/davies.html>

Washington's Account of the Defeat of Braddock (1755),
<http://www.usgennet.org/usa/topic/preservation/epochs/vol3/pg49.htm>

Washington's Account of his First March to the Ohio (1753),
<http://www.usgennet.org/usa/topic/preservation/epochs/vol3/pg31.htm>

Excerpts from a Sergeant's Diary Recounting Robert Clive's capture of Arcot, September-October, 1751
http://projectsouthasia.sdstate.edu/Docs/history/primarydocs/Clive_Letters/sergeant'sdiary.htm

French report on the Siege of Calcutta (1756),
http://projectsouthasia.sdstate.edu/Docs/history/primarydocs/Political_History/AB_KeithDoc001.htm

V. Information and Revolution

Synopsis

Computers and electronics have transformed modern life but this is not the first “information age.” The impact of the printing press with the subsequent proliferation of books, pamphlets, newspapers, and print images during the 16th-18th centuries was every bit as profound. Students will examine the impact of the printing press and new networks of communication on religion, art, and governmental institutions with attention to persuasive techniques. After studying a pair of documentary sources, one of which is printed, students will hypothesize what the impact of the printing press would have been over the course of the 16th and 17th century and how communicators adapted their techniques to the new technology. Students will then conduct a historical investigation for the Elizabethan era, the Puritan era, or the era of the American Revolution and present their information in a paper. This lesson is designed to be used in conjunction with *Sir Walter Raleigh and the Quest for El Dorado*; *John Winthrop, Oliver Cromwell, and the Land of Promise*; and *The Real Revolution: The Global Story of American Independence*.

Time Required

This lesson will take one class period, more if research time is scheduled during class.

Materials Needed

- *Sir Walter Raleigh and the Quest for El Dorado*
- *John Winthrop, Oliver Cromwell, and the Land of Promise*
- *The Real Revolution: The Global Story of American Independence*
- “The Triple Portrait” of King Charles I by Anthony Van Dyck, *Land of Promise*, p. 90 (the portrait is available in color on a number of websites including Wikipedia’s entry on Charles I at: http://en.wikipedia.org/wiki/Charles_I_of_England)
- The portrait of John Lilburne from *The Christian Mans Triall*, *Land of Promise*, p. 141 (the portrait alone—without the title page—is available online at several sites including the Spartacus Educational website at <http://www.spartacus.schoolnet.co.uk/STUilburne.htm>)

The Lesson

Lesson Starter

1. Ask students to examine the “Triple Portrait” of King Charles I and consider how many people the painter, Anthony Van Dyck, expected to view this detailed study. Next, ask them to look at the portrait of John Lilburne from *The Christian Mans Triall* and to explain why Lilburne’s portrait was seen by more people than

- Charles I's portrait. (The printing press was invented circa 1438-1450 by Johannes Gutenberg; his earliest 42-line Bibles date 1452-1456. Machine printed wood-cut engravings appear by 1461 (Pfister), maps by 1472 (Isadore of Seville), music by 1473 (Fust and Schoeffer), scientific treatises by 1474 (Regiomontanus), recipes by 1475 (Vatican), Euclid's geometry by 1482, tables for determining latitude by 1484, and Alberti's study of architecture with architectural designs by 1485. William Caxton brings the printing press to England in 1476—and includes the first wood-cut image printed in England as part of his book *Game of Chess*. Apart from books, printed newsletters date as far back as 1450 while advertisements and playing cards appeared in the 1460s and 1470s. Maps, atlases, and advertising tracts lured settlers to the New World; the first book printed in the New World was *Breve y mas compendiosa doctrina christiana en lengua mexicana y castellana* published in Mexico City in 1539; British North America's first book was the *Bay Psalm Book*, Cambridge, Massachusetts, 1640.)
2. Next, read the passage from *Land of Promise*, p. 24. “The gospel made converts in another way, too. As long as England had been a Catholic country, it had had to obey the Pope's commandment that the Bible must be written in Latin. This rule insured that only the most educated people could read the Bible. Protestants believed that the Bible by itself could instruct people, which is why King James sponsored a new edition that made it available in English. By 1640 over a million Bibles had been printed in England. More and more individuals could read, and now, for the very first time in history, they had direct access to the word of God.” Ask students to consider whether the switch from Latin to English (and other vernacular languages) is comparable to the evolution from binary code punch cards to the modern computer interface.
 3. Finally read the passage from *The Real Revolution*, pp. 173-175. “...*Common Sense* became the bible of the Revolution—the one text that all literate Americans read. The first anonymous copies of Paine's book were printed in Philadelphia. Within weeks it had spread across the country and sold somewhere between 100,000 to 150,000 copies. The book was distributed throughout the colonies in much the same way as e-mails move through the internet. One printer would issue a copy, another would see it and bring out his own, a newspaper would reprint it, which would pass it along to a third printer. According to a source in Philadelphia, even people who could not read were asking to have it read to them, and Washington requested that it be read to his soldiers....Historians speak of all the readers of any one book as an imaginary community: Wherever each reader is in physical reality, he or she also lives in the world of that book...*Common Sense* created the imaginary community of a new, free independent America.”

Ask students to compare revolutionaries such as John Lilburne and Thomas Paine (who could multiply their impact through the “printernet”—the printing press network) with activists today using the internet. How significant is it that Benjamin Franklin was a printer and journalist, as well as politician and diplomat?

Procedures

1. Students will conduct research to examine the impact that the printing press and literacy had on a) religion; b) government—including representative institutions, philosophy of government, and political tactics to shape public opinion; c) mathematics and the sciences—including the modern disciplines of cartography, geology, oceanography, cultural anthropology/ethnography, botany, and zoology; d) the arts—including drama, poetry, music, architecture, and the visual arts. The research can be based in American history by having students focus on Puritan New England or the revolutionary-era North American colonies. (The research may be used for World history by having students focus on Elizabethan, Puritan, or Georgian England. It may also apply to American literature, if examining Anne Bradstreet, or World literature, if examining Shakespeare, Donne, Milton, or Cervantes.)
2. Depending on which topic they have decided to research, students may begin by reading Marc Aronson's *Sir Walter Raleigh and the Quest for El Dorado*; *John Winthrop, Oliver Cromwell, and the Land of Promise*; and/or *The Real Revolution: The Global Story of American Independence*.
3. The results of the investigation will be reported in a manner of the teacher's choosing such as an oral presentation, a computer slide show, or a paper. The title of the investigation should provide a focus for the investigation and may be framed as a question or hypothesis.
4. Each oral presentation or slide show should run between 15-20 minutes, or each paper should be between 1500-2000 words and include the following:
 - Outline plan of the investigation
 - Summary of evidence
 - Evaluation of sources
 - Analysis
 - Conclusion
 - Bibliography/list of sources (provided in addition to the oral presentation, at the end of the slide show and paper—but not included in the word limit of the paper)

Assessment

The students’ investigative results may be evaluated on a twenty-point scale (which can be multiplied by five to convert to 100-point scale or for conversion to letter grades) using the following rubric:

	Excellent	Good	Fair	Poor
Plan (2)	(2) Scope and plan are wholly appropriate and focused	(1) Scope and plan are generally appropriate but slightly off focus	(0) Inappropriate plan	(0) No plan
Summary of Evidence (5)	(5) Paper is well researched from a variety of sources Good supporting evidence Evidence is correctly referenced	(4-3) Paper is adequately researched Some supporting evidence Evidence is referenced	(2-1) Paper is poorly researched Insufficient evidence Evidence is not always referenced	(0) There is no evidence
Evaluation of Sources (4)	(4) Source evaluation is thorough Sources’ historical reliability (origin, purpose, value, and limitation) is fully addressed	(3-2) Source evaluation is generally adequate Sources’ historical reliability is addressed in a limited way	(1) Sources are described Sources’ historical reliability is not addressed	(0) Sources are not described or evaluated
Analysis (5)	(5) Critical analysis of evidence Importance of material is put into historical context Different interpretations analyzed, when appropriate	(4-3) Evidence is analyzed adequately Importance of material is put into historical context Different interpretations analyzed, when appropriate	(2-1) Some attempt made to analyze evidence Some attempt made to set importance of material into historical context	(0) There is no analysis
Conclusion (2)	(2) Conclusion is clear and consistent with evidence	(1) Conclusion is not fully consistent with evidence	(0) Conclusion is not coherent	(0) There is no conclusion
Sources and Word Limit (2)	(2) List of sources is comprehensive Citations conform to a single standard method Paper is within word limit	(1) List of sources is incomplete Citations are not consistent to a single standard method Paper is within word limit	(0) Paper is not within the word limit	(0) List of sources not included Paper is not within the word limit

Interdisciplinary Activities

Art

Select from among the following activities

a) Students will collect and analyze three samples of Hogarth's engravings considering all the following:

- as objects of art (the medium, when and how it was produced, whether it was made from life studies or imagination)
- for their symbolic or political content
- looking at their impact on his audience

b) Students will examine the processes and results of both wood-cut and copper-plate engravings in the 17th century and evaluate the advantages and disadvantages of both techniques to the engraver.

c) Students will analyze at least two propaganda prints from the English Civil War and identify visual techniques for shaping opinion.

d) Students will examine incunabula (books printed during the infancy of printing, prior to 1501) to see examples of the development of printing fonts and trace how they were similar to scribal writing but also began to deviate from hand illumination.

American Literature

a) New England's settlers placed a premium on literacy and not only read, but wrote. Examine the writings of one of the following 17th century writers for their sentiments about reading, writing, or literacy:

- Ann Bradstreet (especially her poem, *The Author to Her Book*)
- John Winthrop
- Roger Williams

b) Key players in the American Revolution were also writers. Students will read journals, autobiographies, letters, or essays and write an essay comparing and contrasting any two of the following individuals as literary figures:

- John Adams
- Thomas Jefferson
- James Madison
- Benjamin Franklin
- Thomas Paine
- George Washington

World Literature

a) Many explorers and colonizers wrote about their experiences and had an impact on literary figures. Students may:

- Examine the impact on Shakespeare of Sir Walter Raleigh or by other colonial accounts, including those about the tempest which wrecked a relief expedition to Jamestown..
- Examine the impact of the legend of El Dorado on Voltaire’s *Candide*.
- Investigate whether *Gulliver’s Travels*, written by Jonathan Swift, follows the model of historical journals of exploration.

b) In *The Story of English*, the authors assert, “Whereas Shakespeare ransacked the lexicon [using and inventing 30,000 words], the King James Bible employs a bare 8000 words – God’s teaching in homely English for everyman. From that day to this, the Shakespearian cornucopia and the biblical iron rations represent, as it were, the North and South Poles of the language, reference points for writers and speakers throughout the world, from the Shakespearian splendour of a Joyce or a Dickens to the biblical rigour of a Bunyan or a Hemingway.” Evaluate this statement.

World History

Crane Brinton hypothesized about stages of revolution including the crisis of the ancien regime, disaffection of the intellectuals, general revolution by the progressives, emergence of the radicals and ‘reign of terror,’ and retreat from radical change to a more moderate transformation. Students will research the role of the press and literacy in phases of other revolutions including:

- The Glorious Revolution, examining pamphlets, broadsides, wood-cut prints, and ballads. A contemporary warned, “To come to the press is more dangerous, then to be pressed to death, for the pain of those Tortures, last but a few minutes, but he that lies upon the rack in print, hath his flesh torn off by the teeth of Envy, and Calumny even when he means no body any hurt in his grave,” (*Elizabethan Pamphleteers* 30).
- The French Revolution, especially in forming the opinions of the intelligentsia, as well as the pamphlets, broadsides, and images designed to influence the public.
- The Russian Revolution, where the samizdat played a role in the czarist era and where seizing the title “Bolshevik” (holding a majority in party leadership) to relegate the opposing rank and file party members—a majority—to be described as a minority or “Menshevik” was important to revolutionaries.
- Miguel Hidalgo’s Mexican Revolution or Simon Bolivar’s liberation of South America

Additional Resources

Books

Bailyn, Bernard. *Faces of Revolution: Personalities and Themes in the Struggle for American Independence*. (New York: Vintage Books, 1992).

Bayly, C. A. *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons*. (Oxford, England: Blackwell Publishing Ltd., 2004).

- Greenblatt, Stephen J. *Sir Walter Raleigh: The Renaissance Man and His Roles*. (New Haven: Yale University Press, 1973).
- Heimert, Alan and Andrew Delbanco, eds., *The Puritans in America: A Narrative Anthology*. (Cambridge, MA: Harvard University Press, 1985).
- Hemming, John. *The Search for El Dorado*. (London: Book Club Associates, 1978).
- Jaffe, Stephen H. *Who Were the Founding Fathers?: Two Hundred Years of Reinventing American History*. (New York: Henry Holt, 1996).
- James, Lawrence. *Raj: The Making and Unmaking of British India*. (New York: St. Martin's Press, 1998).
- Kernan, Alvin. *Shakespeare, the King's Playwright: Theater in the Stuart Court*. (New Haven: Yale University Press, 1995).
- Kishlansky, Mark. *A Monarchy Transformed: Britain 1603-1714*. (London and New York: Penguin, 1997).
- McCrum, Robert, William Cran, and Robert MacNeil. *The Story of English*. (New York: Penguin, 1987; rev. ed. 1993).
- Morgan, Edmund Sears. *The Puritan Dilemma: The Story of John Winthrop*. (Boston: Little, Brown, 1958).
- Morison, Samuel Eliot. *The European Discovery of America*. (New York: Oxford University Press, 1971-71).
- Naipaul, V. S. *The Loss of El Dorado: A History*. (reprint ed.: Harmondsworth, England: Penguin, 1978).
- Nicholl, Charles. *The Creature in the Map: A Journey to El Dorado*. (New York: Morrow, 1995).
- Quinn, Arthur. *A New World: An Epic of Colonial America from the Founding of Jamestown to the Fall of Quebec*. (New York: Berkley, 1995).
- Quinn, David B. *Raleigh and the British Empire*. (London: The English Universities Press, 1947).
- Quinn, David B. *North America from Earliest Discovery to First Settlements : The Norse Voyages to 1612*. (New York: Harper, 1977).
- Raleigh, Walter. *The Historie of the World* (Philadelphia: Temple University Press, 1971).
- Rhys, Isaac. *The Transformation of Virginia, 1740-1790*. (Chapel Hill, NC: University of North Carolina Press, 1982).
- Rowse, A. L. *The England of Elizabeth: The Structure of Society*. (London: Reprint Society, 1950).
- Staiger, Ralph C. *Thomas Harriot: Science Pioneer*. (New York: Clarion Books, 1998).

Internet Resources

John Rylands University Library of Manchester, Special Collections Guide, Incunabula Collection shows the hand colored wood-cut printed in 1461 by Albert Pfister at: <http://rylibweb.man.ac.uk/data2/spcoll/incunab/>.

Incunabula – Dawn of Western Printing is a scholarly site with explanation and illustrations from the earliest texts following the invention of the printing press. It is at: <http://www.ndl.go.jp/incunabula/e/index.html>.

From the London Illustrated News, “A comprehensive history of wood-engraving and the invention of typography” includes one of the earliest printed images at: <http://www.antiquemapsandprints.com/a-history-of-wood-engraving3.htm>

Isadore of Seville’s Tripartite World Map from 1472 is the earliest map printed in Europe and may be viewed at: <http://gate.henry-davis.com/MAPS/EMwebpages/205.html>

Early Music Printing is described at <http://www.hoasm.org/IVI/EarlyMusicPrinting.html>

A fine example of music printing from the early 16th century is at the Center for Reformation and Renaissance Studies at: http://www.crrs.ca/library/vaults/music/music_printing.htm

The Bay Psalm Book and its history is available at the Library of Congress at: <http://www.loc.gov/exhibits/treasures/trm004.html> and the American Antiquarian Society website at: <http://www.americanantiquarian.org/reserve1.htm>.

Preserving the Past for the Future, by Clara Budnik and Rosa María Fernández de Zamora (of the National Libraries of Chile and Mexico, respectively), is a scholarly paper on the arrival and impact of the printing press in Latin American and may be viewed at: <http://www.ifla.org/IV/ifla66/papers/045-163e.htm>

Restoration and 18th Century History at Western has a useful historical and literary chronology at: <http://instruct.uwo.ca/english/234e/site/chrnlgy1.html>. A study of the function of the new media of print in the 17th century is at: <http://www.cyberartsworld.org/cpace/infotech/asg/ag14.html>

A detailed media history timeline can be found at: <http://www.mediahistory.umn.edu/time/1400s.html>

VI. History in the Eye of the Beholder: Perceptions, Prejudice and the Colonial Experience

Synopsis

Historians of the era of exploration, colonization, and revolution face a great number of challenges when using primary sources. Objective ethnography, cultural anthropology, and history were almost entirely lacking at the time. Many contemporary English, Spanish, French, Portuguese, and Dutch reports are skewed by ignorance and prejudice, particularly documents that examine their relationship with the peoples they conquered. Historians struggle to glean useful information about Native Americans, Africans, Irish, and Indians (of the subcontinent), which is often obscured by stereotypes depicting them as noble savages, bloodthirsty heathens, or incompetent little children. Students will divide into groups to research, analyze, and evaluate, documentary sources about the relationship between the British/Anglo-Americans and the people they conquered or ruled. After groups exchange information, they will integrate the information for their cumulative assessment in the form of an essay. This lesson is designed to be used in conjunction with *Sir Walter Raleigh and the Quest for El Dorado*; *John Winthrop, Oliver Cromwell, and the Land of Promise*; *Witch-Hunt: Mysteries of the Salem Witch Trials*; and *The Real Revolution: The Global Story of American Independence*.

Time Required

This lesson will take two to three class periods, more if research time is scheduled during class and less if the essay question is assigned as homework.

Materials Needed

- *Sir Walter Raleigh and the Quest for El Dorado*
- *John Winthrop, Oliver Cromwell, and the Land of Promise*
- *Witch-Hunt: Mysteries of the Salem Witch Trials*
- *The Real Revolution: The Global Story of American Independence*
- *Secoton*, by John White Raleigh, p. 68 or at Virtual Jamestown, http://www.virtualjamestown.org/images/white_debry_html/white35.html
- *America*, engraved by Theodor Galle, based on a Stradanus painting in Raleigh p. 8 or reversed image analyzed at Lehigh University's online exhibit *Images of Native America: From Columbus to Carlisle* at <http://www.lehigh.edu/~ejg1/ed/strad1.html>

The Lesson

Lesson Starter

1. Ask students to examine John White’s drawing of the village of Secoton, examining people, objects, actions, and words. An effective information retrieval strategy is to cover _ of the image and rotate through the quadrants for 15-20 second intervals before looking at the image as a whole.
2. Discuss with students:
 - a. Why did White draw Secoton from above rather than from ground level?
 - b. Does the community seem to be planned or does it seem to have evolved randomly?
 - c. Would a camera, had it existed at this time, have captured an identical image? What types of editorial choices do artists make when preparing images?
 - d. What can we tell about John White’s attitude towards the people of Secoton from this drawing?
3. Ask students to examine Theodor Galle’s engraving entitled *America*, depicting Amerigo Vespucci discovering America.
 - a. Why did Galle show Vespucci with a flag surmounted by a cross, armor and a type of astrolabe?
 - b. The word “hammock” is derived from a Taino Indian word. Is that the only reason why the artist showed America sitting on one?
 - c. What can we tell about Theodor Galle’s attitude towards Native Americans from this engraving?
4. Ask students to write responses to the following questions:
 - a. Compare and contrast the depictions of Native Americans by John White and Theodor Galle, including reference to content, style, and other characteristics.
 - b. Evaluate the depictions of Native Americans by John White and Theodor Galle as sources of historical evidence.
 - c. “Depictions of indigenous people in the early colonial period differed considerably according to the point-of-view of the artists.” Using the above documents and your own knowledge, assess the accuracy of this claim for the late 16th century.

Procedures

1. British and Anglo-American colonists interacted with each other and with indigenous and conquered people all over the world during the colonial period. Students will be divided into five teams to conduct research into primary sources which investigate how contemporaries depicted the interaction, whether with prejudice or objectivity. Student may read the relevant passages in the Aronson books cited as a springboard to their research. Printed and internet sources are

suggested later in the “Additional Resources” segment of this lesson. The teams are:

- a) The English and Irish (see both *Raleigh* and *Land of Promise*)
 - b) The English/Anglo-American colonists and Native Americans (see *Raleigh*, *Land of Promise*, *Witch-Hunt*, and *Real Revolution*)
 - c) The English and Indians of the subcontinent (see *Real Revolution*)
 - d) The English/Anglo-American colonists and African slaves (see *Real Revolution*)
 - e) The English and American colonists (see *Real Revolution*)
 - f) World history classes may adapt this lesson to include an examination of the British and the Overseas British in India (see *Real Revolution*) or the British and Anglo-Australian colonists with Australia’s aborigines, or broaden the scope to include examination of the Spanish, French, Dutch or Portuguese interaction with the people of the Americas, Asia, and Africa.
2. Each group will be asked to:
 - Collect five documents, four written and one visual (engraving, painting, artifact, or political cartoon) which illustrate the perceptions of the English or American colonists and the people with whom they interacted. In the case of lengthy documents, students may use an extract.
 - Make a 5-10 minutes presentation to the class covering the following points
 - a) brief identification of each document (who created it, when, for whom)
 - b) summary of each document’s content
 - c) analysis of each document’s point of view
 - d) evaluation of each document’s value and limitations for historians studying this era
 3. Following the presentations, students will be asked to write an essay (with a 45-minute time limit) to the prompt: Using the documents and your own knowledge, explain why the English treated colonized, indigenous, and subjugated peoples as they did.

Assessment

The students’ papers may be evaluated on a twenty-point scale (which can be multiplied by five to convert to 100-point scale or for conversion to letter grades) using the following rubric:

	Excellent	Good	Average	Poor	Unacceptable
Composition (5)	(5) Essay is clearly structured and focused	(4) Essay is generally structured and focused	(3-2) Essay has either weak structure or focus	(1) Essay has weak structure and focus	(0) Essay lacks structure or focus
Content (10)	(9-10) Question is effectively and relevantly answered Analysis supported by specific, ample historical evidence	(8-7) Question is effectively and relevantly answered Analysis with clear, appropriate evidence although may be incomplete	(6-5) Question is answered with limited argument or factual support Question is answered with factual information but little analysis	(4-1) Question answered with some facts, which may be inaccurate Answer shows little understanding or analysis	(0) Essay does not address the question
Historiography (5)	(4-5) Answer shows full awareness of issues facing historians	(3-2) Answer attempts to address issues facing historians	(1) Answer shows little awareness of issues facing historians	(0) Answer shows no awareness of issues facing historians	(0) Answer shows no awareness of issues facing historians

Interdisciplinary Activities

Art

European imagery of Native Americans, Africans, and Asians appears in paintings and engravings (many in narratives of exploration and maps of the era). The Virginia Historical Society offers hints about interpreting historical images at: <http://www.vahistorical.org/cole/interpretation.htm>. Students will collect and analyze five samples of European artwork depicting indigenous people, determining if the subjects are depicted as “noble savages” or “less-than-human heathens.”

American Literature

Students will read documents and write an essay comparing and contrasting the views of the following individuals:

- John Adams and Thomas Jefferson on enslavement of Africans and African-Americans
- Roger Williams and John Cotton on dispossessing Native Americans for English settlement
- George Washington and Benjamin Franklin on relationships between colonists and Native American tribes
- Thomas Morton and Major Mason on relationships between Native Americans and colonists
- Thomas Hariot and Sir Walter Raleigh on Native Americans
- Daniel Boone and Christopher Gist on dispossessing Native Americans for colonial settlement

World Literature

Students will read documents and write an essay comparing and contrasting the views of the following individuals:

- Charles Townshend and Isaac Barré on the relationship between England and the colonists in North America
- Robert Clive and Raj Rammohun Roy on the benefits of British domination of India
- Sir Walter Raleigh and Cabeza de Vaca on the relationship between Europeans and indigenous people of Central and South America
- The Lienzo de Tlaxcala and Bernal Díaz del Castillo on the relationship between Europeans and the indigenous people of Mexico
- St. Francis Xavier and Great Moghul Jahangir on the people of India
- Edmund Spenser and Jonathan Swift's view on the relationship between the English and the Irish

Additional Resources

Books

Bailyn, Bernard. *Faces of Revolution: Personalities and Themes in the Struggle for American Independence*. (New York: Vintage Books, 1992).

Bayly, C. A. *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons*. (Oxford, England: Blackwell Publishing Ltd., 2004).

Dalrymple, William. *White Mughals: Love and Betrayal in Eighteenth-Century India*. (New York: Viking Books, 2003).

- Heimert, Alan and Andrew Delbanco, eds., *The Puritans in America: A Narrative Anthology*. (Cambridge, MA: Harvard University Press, 1985).
- Hemming, John. *The Search for El Dorado*. (London: Book Club Associates, 1978).
- Jaffe, Stephen H. *Who Were the Founding Fathers?: Two Hundred Years of Reinventing American History*. (New York: Henry Holt, 1996).
- James, Lawrence. *Raj: The Making and Unmaking of British India*. (New York: St. Martin's Press, 1998).
- Kishlansky, Mark. *A Monarchy Transformed: Britain 1603-1714*. (London and New York: Penguin, 1997).
- McLynn, Frank. *1759, The Year Britain Became Master of the World*. (New York: Atlantic Monthly Press, 2005).
- Morgan, Edmund Sears. *The Puritan Dilemma: The Story of John Winthrop*. (Boston: Little, Brown, 1958).
- Naipaul, V. S. *The Loss of El Dorado: A History*. (reprint ed.: Harmondsworth, England: Penguin, 1978).
- Nicholl, Charles. *The Creature in the Map: A Journey to El Dorado*. (New York: Morrow, 1995).
- Quinn, Arthur. *A New World: An Epic of Colonial America from the Founding of Jamestown to the Fall of Quebec*. (New York: Berkley, 1995).
- Quinn, David B. *Raleigh and the British Empire*. (London: The English Universities Press, 1947).
- Quinn, David B. *North America from Earliest Discovery to First Settlements : The Norse Voyages to 1612*. (New York: Harper, 1977).
- Raleigh, Walter. *The Discoverie of the Large, Rich and Bewtiful Empyre of Guiana*. (London, 1596; facsimile edition, New York: Da Capo, 1968).
- Sengupta, Nitish. *History of the Bengali-Speaking People*. (New Delhi: UBS Publisher's Distributers, 2001).
- Spear, Percival. *Master of Bengal: Clive and His India*. (London: Thames and Hudson, 1975).
- Staiger, Ralph C. *Thomas Harriot: Science Pioneer*. (New York: Clarion Books, 1998).

Internet Resources

The American Colonist's Library has a vast list of links to primary sources. Although some links are inactive, others are excellent. It is at:

<http://personal.pitnet.net/primarysources/> Among the documents useful for this lesson that may be found there are *The Act for the Settlement of Ireland* (1641) at: <http://www.constitution.org/eng/conpur094.htm> , Major John Mason's *Narrative of*

the Pequot War at: <http://www.rootsweb.com/%7Enysuffol/pw.html>, Lion Gardiner's *Narrative of the Pequot War* at: <http://homepages.rootsweb.com/%7Etmtrvlr/hd8.html>

Daniel Boone's *The Adventures of Daniel Boon*, includes his impressions of Native Americans in 1774 at: <http://www.earlyamerica.com/lives/boone/chapt1/index.html>

Christopher Gist's *Journal* (1750-1751) recording his explorations for the Ohio Land Company of Virginia also contains his impressions of Native Americans and can be found at: <http://darkwing.uoregon.edu/%7Erbear/veue1.html>

The full text of the following documentary accounts of European-Native American contact may be read at the Documenting the American South website

Arthur Barlowe's *The First Voyage to Roanoke* (1584) at <http://docsouth.unc.edu/nc/barlowe/barlowe.html>

Thomas Hariot's *A Briefe and True Report of the New Found Land of Virginia* with the De Bry engravings of Thomas White's paintings at: <http://docsouth.unc.edu/nc/hariot/hariot.html>

The First Church in Windsor, CT website has good resources for the Puritan settlement of New England and the Pequot Wars, including the image of the Pequot Fort in Mystic <http://www.firstchurchinwindsor.org/history.html>

The *Constitution of the Iroquois Nations*: The Great Binding Law, Gayanashagowa may be viewed at: <http://www.constitution.org/cons/iroquois.htm>

Edmund Spenser's *View of the Present State of Ireland* may be read at the Renaissance Editions website at: <http://darkwing.uoregon.edu/%7Erbear/veue1.html>

Many engraved plates by John Derrick for *The Image of Ireland* may be viewed at: <http://www.lib.ed.ac.uk/about/bgallery/Gallery/researchcoll/ireland.html>

George Mason's *Letter to London Merchants* about the parent-child characterization of the relationship between Britain and America (1766) is at: http://www.lexrex.com/enlightened/writings/masons_let.htm

Jared Ingersoll's account of Parliamentary exchange between Townshend and Barré about America as a "child," (1765) is at: <http://www.historyhome.co.uk/ceight/america/sadebate.htm>

The Internet Indian History Source book has a number of links to documents pertaining to the era of European intrusion at: <http://www.fordham.edu/halsall/india/indiasbook.html#The%20Western%20Intrusion>

These include St. Francis Xavier's *Letter from India to the Society of Jesus in Rome* provides his view of the people of India in 1543 at:

<http://www.fordham.edu/halsall/mod/1543xavier1.html>, a letter from the Great Moghul Jahangir to King James I at:

<http://www.fordham.edu/halsall/india/1617englandindies.html>, and Clive's speech to Parliament on India in 1774 at: <http://www.fordham.edu/halsall/mod/1772clive-india.html>

Project South Asia has put online a number of source documents and texts for South Asian Studies including 53 speeches, letters, and documents which relate to the British in India at:

http://projectsouthasia.sdstate.edu/Docs/history/primarydocs/Political_History/index.htm. It also has a letter to a cousin that reveals Clive's very limited initial impressions of India (February 1744/1745) at:

http://projectsouthasia.sdstate.edu/Docs/history/primarydocs/Clive_Letters/Feb1744-45.htm

The Raj Rammohun Roy's *Remarks on European Settlement in India* (1832) list both the advantages and disadvantages of British colonization at:

<http://www.mssu.edu/projectsouthasia/docs/history/primarydocs/RammohunRoy/EuropeanSettlement.htm> and also

<http://projectsouthasia.sdstate.edu/Docs/history/primarydocs/RammohunRoy/EuropeanSettlement.htm>

Modern History Sourcebook has the text of Raleigh's *Discovery of Guiana* at:

<http://www.fordham.edu/halsall/mod/1595raleigh-guiana.html>

Thomas Morton's *The Manners and Customs of the Indians of New England* (1637) <http://www.fordham.edu/halsall/mod/1637morton.html> and *New English Canaan*

The Plymouth Colony Archive Project website, with written documents, maps, architectural and material culture, not only for Plymouth but for New England, is located at:

<http://etext.lib.virginia.edu/users/deetz/> It also includes lesson plans.

Teacher Patricia Thompson's website with its Moby Dick section includes the entire text of Major John Mason's *The Taking of Fort Mystic* from the Pequot Wars at:

<http://www.pthompson.addr.com/moby/mason.htm>

Thomas Jefferson's observations and prejudices about slaves are offered in Query 14 and Query 18 in his *Notes on the State of Virginia* which may be read at a number of websites including the Avalon Project at:

<http://www.yale.edu/lawweb/avalon/jevifram.htm>

Virginia Historical Society's online exhibition, *Early Images of Virginia Indians* may be viewed at: <http://www.vahistorical.org/cole/overview.htm>

Virtual Jamestown's website provides the opportunity to compare White's paintings with De Bry's engravings at:

http://www.virtualjamestown.org/images/white_debry_html/jamestown.html. This website also has dozens of first hand accounts, letters, court records, labor contracts, maps, and images which may be accessed by date or subject at: <http://www.virtualjamestown.org/firsthand.html> Ralph Lane, Richard Grenville, and John White's accounts of Roanoke may all be located here.