

Take a Stand! American History

Socratic Discussion in History

Teacher Edition

DEDICATION

Dedicated to Zdenka and the De Gree Kids

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I. What is The Classical Historian?

The Classical Historian teaches the student to know, understand, engage, and love history. Classical education in history nurtures a young person's natural inclination to seek the truth in all things and trains students to be independent thinkers and lifelong learners. Key in our approach is the Socratic discussion in history.

The Classical Historian provides a comprehensive, classical approach to history effective in classrooms and in the home school. The classical approach challenges students to know history content and to think, read, and write critically about past and current events. Key to this approach is the Socratic discussion in history. The Classical Historian approach is engaging, interesting, and teaches students to be independent thinkers and lifelong learners.

Classical Historian students learn how to analyze history and current events with a critical eye. Students acquire the basic facts of history through a clear concise text and primary source documents. They acquire critical thinking skills specific to history. Using this knowledge and skills, students become adept at finding out the truth in past events. They then use these thinking tools when learning current events.

Students learn how to become a part of the conversation of history by answering key open-ended questions designed to not only test their knowledge of facts but also develop critical thinking skills. Classical Historian students use the Socratic dialog with their classmates or family members and learn to listen to the perspectives of others and grow in their own thinking.

History is not just a list of dates and events but is open to differing interpretations. Classical Historian students know history but also engage the past with critical thinking tools. Students who use these tools in their history class then apply them throughout their lives. We hope you and your student become a part of the conversation.

Grammar, Logic, and Rhetoric

The Classical Historian uses a five-step program to teach history. The first step is the "Grammar of History." Steps two through five are the "Logic and Rhetoric of History." Grammar refers to the basic facts of history; Logic refers to the thinking skills of the historian; Rhetoric refers to the speaking and writing skills of the historian.

1. The Grammar of History
2. The Tools of the Historian
3. Research
4. The Socratic Discussion
5. The Analytical Essay or Reflections

The Grammar of History

The grammar of history refers to the basic facts of an historical event and do not require analytical thinking. Answers to the questions of "who, what, when, and where" constitute the grammar of history. It is essential for a historian to know the grammar of history. Children in the ages of pre-k through grade 5 can handle this stage. Students at this age (3-11) are eager to memorize, parrot, and recite. Even so, learning the grammar of history never stops at a certain

age. Even an adult acquires historical knowledge through reading, lectures, visits to museums, and discussions. Because the high school course covers so many years in so short a time, there are not specific words we have chosen for students to remember. Instead, for each chapter the student reads, the student will create a list of 10 important words or terms and write definitions for them.

The Logic and Rhetoric of History

The Dialectic and Rhetoric of History refer to the thinking, speaking, and writing tools essential for analysis and expression in history. They include, as well, the ability to research various sources, engage in Socratic discussions, and write analytical essays.

The Tools of the Historian

The tools of the historian below are taught through the Classical Historian Socratic Discussion DVD Curriculum and the *Take a Stand!* series. The Classical Historian products show you how to use these tools and train your students how to use them as well.

1. Fact or Opinion?
2. Judgment
3. Supporting Evidence
4. Primary and Secondary Sources
5. Using Quotes
6. Paraphrasing
7. Researching Various Sources
8. The Socratic Discussion in History
9. Making a Counterargument
10. Understanding Cause and Effect
11. Understanding Compare and Contrast
12. Understanding Bias
13. Using Evidence and Not Emotion to Form Judgement
14. Writing a Thesis Statement for an Analytical History Essay
15. Writing an Outline for an Analytical History Essay
16. Writing a Rough Draft for an Analytical History Essay
17. Revising an Analytical History Essay
18. Citing Sources in the Text of an Analytical History Essay
19. Writing a Works Cited Page

Forces that Influence History

In every history, the following forces play an influential role. In our *Take a Stand!* books, we challenge the young historian to analyze the past based on the following forces. For an in-depth explanation of these, please read Carl Gustavson's *A Preface to History*.

1. Technology
2. Social forces
3. Institutional factor
4. Revolution
5. Individual in history
6. The role of ideas
7. Power
8. International organization

9. Causation
10. Loyalty

Research to Answer Open-Ended Questions

Behind every good historian is the research he conducts to form his analysis. The beginning historian, 11 or 12 years old, shouldn't be expected to begin with a long list of resources. Most sixth graders will only need one or two sources to analyze the past. As the child ages, he should use primary source documents, conflicting sources, and as many varied texts that he can. Once the tools of history are learned, the student can use these tools and apply them to various author's interpretations of history, when the time is right.

The active, advanced reader recognizes the bias of the writer, and the active student grasps the importance of primary source documents. There is a problem with a student learning history solely through one perspective. If the child does not learn how to analyze history and practice this analysis on various authors, the student is unprepared to analyze conflicting viewpoints. A well-educated historian should not only be able to form the correct perspective, but also refute a lesser than perfect perspective by using historical analysis.

Because much in history is left up to interpretation, this subject is excellent for the Socratic discussion. Open-ended, interpretive questions are those that are impossible to answer with a simple yes or no, but need explanation. Students learn that it is possible to look at history from varying vantage points. This exercise in logic trains the mind. Questions that will stimulate thought and discussion are such as these:

1. What caused the Roman Empire from persecuting Christians to adopting Christianity as the state religion?
2. How did American society change from 1950 to 1990 because of technology?
3. What caused the fall of the Soviet Union?
4. Compare and contrast the Incas with the Aztecs.
5. Compare and contrast the reasons Martin Luther and King Henry VIII founded new religions.

Primary Source Documents

The teacher may assign the students to read primary source documents to help students learn from eyewitness accounts of history. The older the students and the more capable the readers, the more primary source documents can be assigned. We strongly recommend that the first or second time the teacher assigns a primary source document that the teacher reads out loud the document with the students and leads the discussion. With younger students, grades 6-8, the teacher may decide to read the primary source documents together for the entire year. We recommend to assign one primary source document per essay in junior high (grades 6-8) and more for upper grade students.

Questions

The following are question types that historians ask. These questions are found in the *Take a Stand!* books.

1. Change Over Time

2. Cause and Effect
3. Compare and Contrast
4. Define and Identify
5. Statement/Reaction
6. Evaluation
7. Analyzing Viewpoints

The Socratic Discussion in History

One key element of the tools of learning history for the 12 through 18 year-old is the Socratic discussion. To arrive at the Socratic discussion, students should be able to distinguish between fact and opinion, be able to form good judgment from evidence, and practice analyzing primary and secondary resources. Whereas Socrates used questions to pursue the truth in philosophy, we will use questions to pursue the truth in history.

One point that teachers need never worry about is whether they know enough history to conduct a Socratic discussion. Socrates noted that the best teacher and most intelligent philosopher is one who knows what he does not know. It is essential for the teacher to adopt certain habits of thought and of questioning. Once an interpretive question is chosen and the student has researched and formed a perspective, the teacher needs to ask appropriate questions. Beyond the introductory level of “Who, what, where, and when?” the teacher must ask, “What evidence do you have that supports this?” “Why did this occur?” “How did this occur?” If the evidence is weak, then the student’s judgment will be weak as well. For how can there be a strong conclusion with weak evidence? The open discussion stimulates the mind to think of other possible conclusions. The teacher’s primary role is to be the one asking the questions and therefore, he doesn’t need to be an expert in history.

The teacher’s role is not to tell the student what to think, but rather question and challenge the student’s conclusions, forcing the student to continually clarify and defend with historical evidence and sound judgment. If other students are available, the teacher can encourage students to debate each other’s ideas, with the intention of arriving at the best possible conclusion together. If there are no other students available, the teacher should encourage the student to present a perspective that is contrary to the student’s own perspective. In this exercise, the student exercises his mind to view what the opposing side may see. The teacher’s goal is to create a scholarly atmosphere where students are free to express their ideas but careful to cite the historical evidence that supports their thesis statement. The Classical Historian DVD and Take a Stand! curriculum teaches the Socratic discussion in history.

Reflections

In this Classical Historian course, teachers may decide to teach and assign one writing assignment per open-ended question. This book has been designed to teach one Reflection Piece per open-ended question. In analytical writing in history, substance takes precedence over style. The student needs to take a perspective that he can defend with evidence and explanation. Writing a narrative which only explains the major points of the Renaissance is not an analytical piece. Writing that Leonardo de Vinci was the most influential artist of the Renaissance and using evidence to defend this point, however, is analytical, because somebody may argue that Michelangelo was more influential.

The *Take a Stand!* series provides questions that compel the student to think and write analytically.

Each assignment is crafted so that the student must take a stand on an issue that can be answered from a variety of perspectives. The prewriting activities provided in our *Take a Stand!* series gives students the necessary guidance to find evidence that will support or refute their thesis.

II. How to Teach The Classical Historian

This book is designed to make teaching *The Classical Historian* practical and interesting. You may, as the teacher, start on page 1 and continue to the end of the book, following instructions as you go along. The lessons in this book are designed to be taught once per week with your students for about one hour, and homework suggestions are stated. Of course, the teacher who is teaching more than once per week will have to adjust or modify the program.

Lessons from the book and DVD Curriculum *The Socratic Discussion in History* provide the teacher training in order to teach *The Classical Historian*. **The teacher needs to begin with this program first.** Watch the DVDs and follow along in the book before you begin teaching students. Understanding how to use these tools correctly prepares teachers to be historians and enables teachers to competently teach and lead Socratic discussions in history and teach analytical writing in history.

Materials Needed

A Patriot's History of the United States (10th Anniversary Edition)

By Larry Schweikart and Michael Allen, Sentinel, 2014, 1-59523-001-7

Encyclopedia

There are a number of free, online encyclopedias. It is challenging to determine if what is written is true. A good rule to use is that if three or four encyclopedias agree, and if you don't find any disagreement, then most likely, what is written is true.

Take a Stand! American History, High School, Teacher Edition

Take a Stand! American History, High School, Student's Edition

The Socratic Discussion in History DVD Curriculum

Homework

Homework for this course will vary from under one hour to about five hours per week. It depends on how fast the student can read.

Lessons

The lessons designed in this booklet are created for a one to one and a half hour class per week.

Ideas to Enrich This History Class That Can Also be Assigned as Homework

Biographies

The best literature to read while studying history is biographies. Biographies are non-fictional and give the students a feeling for the people involved in the history. Once students learn the

Socratic discussion approach, it is a great idea to have students deepen their historical studies with biographies.

The Word Game

The Word Game is a simple vocabulary review game. A student chooses one word from the Grammar and describes it without stating the word. The first student to guess the word correctly “wins.” Then, this student chooses the next word to describe. Simple and yet educational, the Word Game is a great way to learn and review important words and terms.

Semester Final:

Sometime before the end of 16 weeks announce to the students that they will be responsible to present to the whole class, and to their parents, two of their essays from the first semester. No note cards are to be used. Students do much better in short presentations when they are not reading from notes. One week or two weeks before the presentation, have students do a trial run and present to the class. After each student presents, ask each listening student to say one thing that the presenter did well, and one thing he could improve on. Pay attention to how much time lapsed during the presentation to make sure the student is relaying enough information. For the first semester, a 2-5-minute presentation is fine. Also, in the presentation, the student should not only speak about his perspective, but he can also speak about an opposing perspective, and add the reason why he does not agree with this. The goals of the presentation are:

1. Practice public speaking.
2. Share with the parents and students the knowledge the student has obtained.
3. Advertise to the parents what your students are learning.
4. Highlight and honor students publicly for their work.

All should get dressed up for the presentation. It may be the first time the male student has to wear a tie. And, they will be introduced to the need to look good while making a presentation.

Year Final: I strongly recommend that in the spring, the students, in addition to completing regular class assignments, choose one topic from semester 2 to be an “expert.” The student should read a biography from this time period and should also be compelled to research from at least three primary sources not found in the textbook. The student should also know they are responsible for about a 5-10 minute final presentation (or two five minute presentations). Much like the semester final, this final looks the same, however, the student will only present one topic in depth.

A Note on the Presentations

When you announce the requirements for the presentations, realize that at first, the assignment may scare your students. This is normal. Once they present at the semester final, they will see they can do it and it will boost their confidence. Also, because some students excel, or are more academically developed than others, be very gentle during the actual presentation. If the student stumbles, the teacher or the students may ask questions to help the presenter speak. And, do not focus on the number of minutes initially. Basically, whatever the student gives you, acknowledge their work.

Teacher Instructions for Week One Columbus and Colonization

During Class:

1. Icebreaker: Two Truths and a Lie

This is an ice breaker I like to use with pre-teens and teenagers. Each person (including the teacher) writes down two truths and a lie about himself, in any order. Then, each person reads out loud the three statements, and everyone guesses which statement is the lie. No matter how well or how poorly the students know each other, an ice breaker activity is recommended. Learning is fun and social, and the ice breaker loosens everyone up. It is FANTASTIC for the students to see a sincere smile from each other and from the teacher before learning happens.

2. Teach the lesson Fact or Opinion in *Take a Stand!*

3. Teach the lesson Judgment in *Take a Stand!*

4. Read excerpts of Columbus' diary. This is located in numerous places on the internet. This document can be found at this website: <https://www.classicalhistorian.com/free-primary-sources.html>

Homework:

1. Read *A Patriot's History of the United States of America*, Chapter I.

2. Direct students to read as much of Columbus' diary as possible.

3. Prepare for a short discussion for the following week, "Was Columbus a hero, a villain, or neither?" Complete the activities in the *Take a Stand!* Book regarding this question. Use evidence to support your conclusion.

4. Have students choose 10 important words or terms from Chapter 1 and define them.

Note:

Classroom Structure, Environment, Habits:

Lessons One and Two are the most important lessons to teach in regards to establishing a classroom structure and environment for learning, and building good habits in your students. Without these, it does not matter what curriculum a teacher chooses. Whether the teacher has one child or 40, the students will learn the classroom structure and environment for learning, and will build learning habits that are initially established in this first unit. "You never have a second chance to make a first impression."

The best advice for establishing a positive environment, the very first moment of class, is to greet each student with a smile, individually, before each lesson. This is true for the classroom of one student as well as the classroom of 40 students. For large classrooms, the teacher can stand at the door and smile at each student as each walks into the classroom. Continue this greeting throughout the year, every lesson, despite your personal feelings or moods. Beginning the lesson with a smile and positive greeting tells each student that the teacher is choosing to care about the student, all the time.

In Lessons One and Two, the teacher establishes the speaking and listening standards for the class. These two classroom rules are my favorites:

1. If you want to speak, wait for the teacher to call on you.

2. If someone is speaking, listen carefully. Depending upon the size of the class, the teacher can modify rule number 1. However, even in a classroom of two students, both students need to feel that their voices will be heard when they would like to speak. A student can be silenced in a

small group as well as in a big group. The teacher needs to take care to establish respectful lines of communication.

Teacher Instructions for Week Two Jamestown and Plymouth Plantation

During Class

1. Review the words students chose from reading the chapter.
2. Lead the Socratic discussion for the Christopher Columbus.
3. Direct students to write their reflection.
4. Teach the lesson Supporting Evidence in *Take a Stand!*
5. Teach the lesson Primary or Secondary Source Analysis in *Take a Stand!*
6. Have students introduce the 10 words or terms they chose to define for Chapter 1. If it is a large classroom, have two or three students do so. Time permitting, play the “Word Game.”
7. Read *The Mayflower Compact*. This document can be found at this website:
<https://www.classicalhistorian.com/free-primary-sources.html>

If time permits, begin the homework in class.

Homework

1. Read Chapter Two of *A Patriot’s History of the United States*. Direct students to choose 10 words or terms to define.
2. Complete all work for the open-ended Socratic discussion question #2.

Teacher Instructions for Week Three Causes of the American Revolution

During Class

1. Review the words students chose from reading the chapter. Play the Word Game with 10 of the words.
2. Lead the Socratic discussion for Jamestown and Plymouth Plantation.
3. Direct students to write their reflection.
4. Teach the lesson Using Quotes in *Take a Stand!*
5. Teach the lesson Paraphrasing in *Take a Stand!*
6. Read an excerpt of Thomas Paine’s *Common Sense*, found at this website:
<https://www.classicalhistorian.com/free-primary-sources.html>

Homework

1. Read Chapter 3 of *A Patriot’s History of the United States*.
2. Complete all activities for the open-ended question #3.

Teacher Instructions for Week Four The American Revolution—George Washington

During Class

1. Review the research activities.
2. Lead the Socratic discussion.
3. Direct students to write their reflection.
4. Read out loud this biography on George Washington, located here:
<https://www.classicalhistorian.com/johns-blog/washingtons-birthday>
Review a few of the “Rules of Civility.”
5. Encourage students to read a biography on George Washington.
6. Students may begin work in class.

Homework

1. Complete the work from the open-ended Socratic discussion #4.
2. Direct students to choose 10 words or terms from Chapter Four of *A Patriot's History of America* to define.

Teacher Instructions for Week Five The Declaration of Independence

During Class

1. Review the research activities.
2. Lead the Socratic discussion.
3. Direct students to write their reflection.
4. Read out loud the Declaration of Independence. It is important students hear this read out loud at least once in their lifetime. You can find it on various internet sources, or here:

<https://www.classicalhistorian.com/free-primary-sources.html>

5. Read this article about the Declaration of Independence and answer the questions.

<https://www.classicalhistorian.com/johns-blog/july-4th-1776-independence-day>

Allow students to begin work on the open-ended question #5 in class.

Homework

1. Complete all research activities and answers for the Socratic discussion #5.

Teacher Instructions for Week Six The U.S. Constitution

During Class

1. Review the words students chose from reading the chapter. Play the Word Game with some of the words.
2. Lead the Socratic discussion for the Declaration of Independence.
3. Direct students to write their reflection.
4. Read the Preamble to the United States Constitution out loud.
5. Review the Constitution with the students, pointing out what is the focus of each Article.
6. Introduce students to the Socratic discussion open-ended question #6.
7. Direct the student to read the Constitution, and while reading to fill in the research activities for the Socratic discussion question on the Constitution.

Homework

1. Complete all activities except the Reflection for the Socratic Discussion the U.S. Constitution.
2. Have students choose 10 words or terms from chapter Four of *A Patriot's History of the United States* and define them.

Teacher Instructions for Week Seven Washington's Inaugural Address and Farewell Address

During Class

1. Lead the class in the Socratic discussion for the Constitution assignment.
2. Direct students to write the Reflection.
3. Have students share the words they chose from the reading. Play the Word Game with 10 of the words.
4. Introduce students to the Socratic discussion question for week six.
5. Begin reading both Washington's First Inaugural Address and Washington's Farewell Address. Both are located here: <https://www.classicalhistorian.com/free-primary-sources.html>

Homework

1. Students need to complete the activities from the open-ended Socratic discussion question.

Teacher Instructions for Week Eight Challenges to the Young Nation

During Class

1. Review with students all research activities from Week Seven.
2. Lead the Socratic discussion.
3. Direct students to write in their Reflection essay.
4. Introduce students to the open-ended question for week eight.

Homework

1. Read Chapter Five of *A Patriot's History of the United States*.
2. Choose ten words from this chapter to define.
3. Complete all research activities from the open-ended question #8.

Teacher Instructions for Week Nine The Beginning of Big Government

During Class

1. Play the Word Game with the words the students chose to define.
2. Lead the class in the Socratic discussion.
3. Direct students to write the Reflection.
4. Introduce students to the Socratic discussion for Week Nine.
5. Read the article regarding the American government's decision to replace Andrew Jackson on the \$20 bill with Harriet Tubman. You may find this article here:
<https://www.classicalhistorian.com/free-primary-sources.html>. Answer the questions after the article.

Homework

1. Complete all research activities for the open-ended question.

Teacher Instructions for Week Ten The War for Texas Independence

During Class

1. Review all homework.
2. Lead the Socratic discussion.
3. Direct students to write their Reflection.
4. Introduce students to the Socratic discussion open-ended question for Week Ten.
5. Read the Treaty of Velasco located here: <https://www.classicalhistorian.com/free-primary-sources.html> Discuss with the class where the border with Texas and Mexico was established, according to this treaty. Look at a map of Texas and find this river. Also, find the Nueces River and point out this is what Mexico stated was the Mexican-Texan border.
5. Students may begin the homework in class.

Homework

1. Complete all research activities for the open-ended question.
2. Read Chapter Seven of *A Patriot's History of the United States*. Choose ten words from the chapter to define.

Week Ten: The War for Texas Independence Socratic Discussion Open-Ended Question #10

Background

In 1821, Mexico gained its independence from Spain, who had controlled much of North America since the 1500s. Eager to gain in power and populate its northern territories, Mexico invited Americans to immigrate to Texas and become Mexican citizens. Americans did immigrate, but they maintained their American culture. From 1835 to 1836, Texans fought Mexico and gained its independence, establishing the Republic of Texas (1836-1845).

Question

Was Texas justified in fighting a war against Mexico and establishing the Republic of Texas?

A. Grammar—What You Need to Know

1. Father Junipero Serra: Fr. Serra established Catholic missions for Spain in California.
2. 1821: In 1821, Mexico gained independence from Spain and California became a part of Mexico and seized all Church properties.
3. War for Texas Independence: From 1835-1836, Texas fought Mexico for its independence.
4. Stephen Austin: Austin was Mexico's director of American immigration to Texas.
5. Sam Houston: Houston led the Texan military to defeat Mexico and Houston became a President of Texas.
6. Santa Anna: Santa Anna was the dictator of Mexico and led the Mexican Army to defeat in the Texas War for Independence.
7. Remember the Alamo: Texans would say "Remember the Alamo" to inspire each other to fight Mexico for independence.
8. Massacre at Goliad: The Mexican Army shot or clubbed and knifed to death c. 445 Texan prisoners of war.
9. Battle of San Jacinto: Texans defeated Santa Anna at this battle. Santa Anna signed a peace treaty that established Texas as a republic, with the Rio Grande River as the border between Texas and Mexico.
10. The Republic of Texas: From 1836-1845, Texas was an independent country.

B. Short Answer Questions

1. Compare the years Spain held Texas to the years Mexico held Texas before Texas won its independence.

Spain colonized Texas in the 1500s. In 1821, Mexico gained its independence and took over Texas. In 1836, Texas became an independent country. Spain controlled Texas for about 300 years. Mexico controlled Texas for 15 years.

2. How did the tactics and leadership of Sam Houston and Santa Anna differ in the War for Texas Independence?

The tactics and leadership of Santa Anna differed greatly from Sam Houston. Santa Anna, as military leader of Mexico, had at least two battles where his army did not take any prisoners. At the Battle of the Alamo, Santa Anna ordered that all Texans be killed in battle, and did not let any Texans surrender. At the Battle of Goliad, the Mexican Army murdered approximately 445 Texan prisoners of war. There is no comparison of Sam Houston ordering similar war atrocities against the Mexicans. Sam Houston realized his army was too small to challenge Santa Anna, so Houston made his army run and hide for one month. Santa Anna split his army in two to capture Houston's army. In Anna's weakened position, Houston attacked him and won in an 18-minute battle at San Jacinto.

Week Eleven: Westward Movement
Socratic Discussion Open-Ended Question #11

Question:

In the years from 1820 to 1860 the United States grew to stretch “from sea to shining sea.” The growth brought much accomplishment, but it also brought tragedy. Based on the evidence, did the 1800s expansion of the United States bring about accomplishment, tragedy, both, or neither? Was the expansion mainly an accomplishment or a tragedy?

Manifest Destiny

Mexican-American War

James K. Polk

Sequoyah

California Gold Rush

Oregon

representative democracy

Santa Anna

Northwest Ordinance

Laura Ingalls Wilder

Texas

Trail of Tears

Andrew Jackson

The Capital “T”

Write a large capital “T” on a separate piece of paper and title it as below. Fill in which terms and topics fit into one or both of these titles. Only list the terms and people.

Accomplishment(s)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Tragedy(ies)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

The Modified Capital “T”

You may want to list the term or person on the middle line of your paper instead. Write a few notes as to why or how this was part accomplishment and tragedy.

Accomplishment

Term: _____

Tragedy

Socratic Discussion and Reflection

Week Twelve: Antebellum North and South

Socratic Discussion Open-Ended Question #12

Background

In many ways, the United States of America at its founding in 1776 was a union of 13 unique countries. Soldiers under General Washington refused to give an oath to the country, because they felt they were fighting for their state. Americans in the North did not necessarily agree with Americans in the South on key issues. Over the next century, these differences between the North and South became greater. Slavery was outlawed in the North, but it was a way of life in the South. In addition, a new section of the country emerged: the West. However, in many ways, the West was more similar to the North than to the South.

The Assignment

Compare and contrast the Antebellum North with the Antebellum South.

A. Compare and Contrast

North

Contrasts
industrial

22 million

105,000 acres

free

many railroads

disliked slavery

strong federal government

Common
speak English

English political heritage

part of North America

similar laws

similar culture

the American Revolution

Constitution

South

Contrasts
agricultural

9 million

56,000 acres

slave

few railroads

had slaves

states' rights

B. Geography

1. Describe the geography of the North.

The Northern states were composed of the Northeastern region, the Mid-Atlantic region, and what we today call the Midwest. The Northeast has warm, humid summers and cold, snowy winters. The short growing season and the cold make large-scale farming difficult. The Northeast also is hilly and rocky, with many fast-flowing streams. To the south, in the Mid-Atlantic, the winters are milder and the soil is fertile. The geography and climate of the Northeast was suited for the Industrial Revolution, which required rivers to power mills. The Northeastern climate also favored small dairy farms. The Midwest (which was the old Northwest) had ample forests, the Great Lakes, and thousands of smaller lakes and rivers.

The North's geographical features include low-lying mountains and rivers of all sizes. The Appalachian Mountains extend from Canada to Alabama. When snow melted in these mountains, it rushed down in streams and rivers. The flowing water was used to power mills. The Ohio, Mississippi, and Missouri Rivers were used as transportation highways. In addition, the Great Lakes and the Erie Canal brought goods to the business capital of the U.S., New York City.

2. Describe the geography and climate of the South.

The Gulf Coast and Coastal Plains tend to be hot, humid, and flat, with the growing season extending to nine months. Because of the favorable farming conditions, plantations (giant Southern farms with many slaves) were located in the Gulf Coast and Coastal Plains regions, particularly in the Deep South. The Coastal Plains are flat for about 65 miles inland from the ocean. Winters are mild. This area is excellent for crops such as rice and cotton.

In most of the interior of the South, the conditions were not the best for plantations due to more rain, harsher winters, and in many places tornadoes that hit in November, March, and April. In these areas, white farmers made a living through subsistence farming, eating the crops they grew themselves. Piedmont means "foothills" in French, and the Piedmont lay in between the Atlantic Coastal Plain and the Appalachian Mountains. The Appalachian Mountains extend from Canada to north-central Alabama, and the Ozark Mountains are in Arkansas, Missouri, and Oklahoma. The Mississippi River was the transportation hub of the South, used as a link with the rest of the world as materials moved through New Orleans. The Mississippi Delta, an area from Memphis, Tennessee, to Natchez, Mississippi, was a rich cotton region.

C. The Underground Railroad

Describe the Underground Railroad

Abolitionists in the South and North participated in a transportation system called the Underground Railroad that secretly moved slaves into the free North and later into Canada. The Underground Railroad did not have real tracks and time schedules. Instead, it was a system of families who provided food, shelter, prayer, and encouragement to escaped slaves. Escaped slaves would travel by night. By day, escapees hid in abolitionist homes, called "Stations." Usually, an escaped slave was led by someone, called a conductor, who had made the journey before.

It is believed that from 1800 to 1865, over 100,000 slaves escaped along the Underground Railroad. The most well-known conductor was Harriet Tubman (1822?-1913). Tubman was beaten as a young slave, and suffered a traumatic head injury. As a young married woman, she escaped, though her husband, also a slave, chose not to leave. If caught, escaped slaves were tortured and sometimes killed. Once free, Tubman returned to the South over a dozen times to help her parents and approximately 70 other slaves get to freedom. Throughout the South, Tubman was wanted, dead or alive.

D. Reflection

1. What were the greatest similarities between the North and the South?

2. What were the greatest differences between the North and the South?

Week Thirteen: Causes of the Civil War

Socratic Discussion Open-Ended Question #13

Background:

From the beginning of the United States up to the Civil War different sections of the country seemed to form separate entities. Historians usually refer to these sections as the North, the South, and the West. Some of these differences would cause our country's most costly war in human suffering, the Civil War, 1861–1865. Other people and events also led to the Civil War.

Question:

What were the two most important causes of the Civil War?

These are terms you should be familiar with to answer the question:

19 th century immigration	industrialization	the Cotton Kingdom
slavery	states' rights	Texas
the Underground Railroad	Abraham Lincoln	abolitionism
Compromise of 1820, 1850	agriculture	Dred Scott Decision
Bleeding Kansas	Kansas-Nebraska Act	
Lincoln-Douglas Debates		

Week Fourteen: The Civil War

Socratic Discussion Open-Ended Question #14

Background

The Civil War is America's bloodiest war, claiming the lives of nearly 700,000 soldiers and wounding many over that amount. Fought from 1861-1865, this war changed the United States of America in countless ways. During the war, it was not clear who would win, how long the war would take, and what the results of the conflict would bring.

Question

What were the two main reasons for North winning the Civil War and for keeping the United States of America as one united country?

Vocabulary

1. Fort Sumter: On April 12th and April 13th, the South attacked the North on the island of Fort Sumter, South Carolina. This was the first battle of the Civil War.
2. 1860 Population: In 1860, there were 22 million Northerners and 9 million Southerners. 3.2 million of Southerners were slaves.
3. Gatling Gun: The Gatling Gun is a rapid-fire weapon.
4. Robert E. Lee: Lee was the commander of the Army of Northern Virginia, and the South's main military leader.
5. Anaconda Plan: The North's initial strategy was to control the Mississippi River, blockade the South on the Gulf Coast and Southern coast, and to squeeze the South. This was called the Anaconda Plan.
6. King Cotton: The South believed that Great Britain and France needed Southern cotton so much that they would assist the South in defeating the U.S.A.
7. Commander-in-Chief: President Lincoln was an able Commander-in-Chief for the North and Jefferson Davis was an incompetent one for the South.
8. Ulysses S. Grant: Grant eventually become the General-in-Chief of the North's armies, after Lincoln had hired and demoted a number of generals who had failed at the position.
9. Battle of Bull Run: On July 16, 1861, the South won.
10. Stonewall Jackson: Thomas "Stonewall" Jackson was a Confederate commander in the Civil War.
11. Blockade: The North blockaded the South during the war. This means that Northern ships did not allow Southern ships to leave or enter the C.S.A.
12. Monitor v. Merrimack: The Monitor and the Merrimack were two iron-plated ships that faced each other in battle. In the future, all modern navies had ships with metal sides.
13. Emancipation Proclamation: On January 1, 1863, the Emancipation Proclamation took effect. It freed the slaves in the rebelling states.
14. Battle of Antietam: At the Battle of Antietam in Maryland, General McClellan defeated General Lee, and over 24,000 were killed or wounded. After the Battle, Lincoln issued the Emancipation Proclamation.
15. Sabotage: Sabotage means when someone destroys something. After the Emancipation Proclamation, slaves committed more acts of sabotage.

16. Battle of Gettysburg: In July 1863, 104,000 Northern troops defeated 75,000 Southern troops. General Meade defeated General Lee in the most consequential battle of the war. The Battle of Gettysburg is called the “high water mark of the South” because after this battle, the South receded.
17. The Gettysburg Address: Abraham Lincoln’s address honored the dead soldiers of Gettysburg and inspired Americans to fight so that a “government of the people, by the people, for the people, shall not perish from the earth.”
18. General Grant in the West: General Grant had successes at Fort Henry, Fort Donelson, the Battle of Shiloh, and at Vicksburg. Lincoln named Grant the General-in-Chief of the Union Armies in 1863.
19. Election of 1864: In 1864, Republican Abraham Lincoln ran against Democrat General McClellan. McClellan wanted to end the war and let the Confederate States of America form. Lincoln and the Republicans wanted to defeat the South and end slavery in the South. Lincoln and the Republicans won the election.
20. Radical Republicans: Radical Republicans wanted to end slavery in the entire country immediately.
21. General Phillip Sheridan: Northern General Sheridan destroyed Southern forces in the Shenandoah Valley.
22. General William Tecumseh Sherman: Northern General Sherman led his soldiers on a “march to the sea,” where his army burned a path 60 miles wide through Georgia.
23. Army of Northern Virginia: General Lee was the Commander of the Army of Northern Virginia. Lee’s army was the main Southern army.
24. Appomattox, Virginia: At Appomattox, Virginia, General Lee surrendered to General Grant on April 9, 1865.
25. Jefferson Davis and the End of the War: After Lee surrendered, Davis called for all Southerners to resist and continue fighting. Davis was arrested and jailed.

Short-Answer Questions

1. Did the “Attack and Die” philosophy of the South help or hinder it in the Civil War? It appears that Attack and Die hindered the Southern war effort. Attack and Die is a theory proposed by historians Grady McWhiney and Perry Jamieson. This theory states that agrarian societies, like the South, believe that fighting and dying is so honored, that battle plans must place leaders and fighters in highly dangerous positions during battle. For the South, this is one reason that that Southern soldiers suffered greater casualties than the North. 55% of Southern generals were killed or wounded in the war, and casualty rates for the South exceeded those for the North, even though it was more dangerous to attack than defend.
2. Based on the population, soldiers, volunteers, and other tangibles, which side held the advantage in the Civil War? Based on nearly every tangible, the North held an enormous advantage over the South. The North led the South in the areas of population, soldiers, volunteers, railroad tracks, firearms production, merchant shipping, farm acreage ratio, wheat production, and shoe manufacturing. The South produced only more cotton.
3. Which society, Antebellum North or South, was more capitalistic? Explain your answer. Antebellum North was more capitalistic than Antebellum South. In the North, every person was free and there was no slavery. Each person was free to decide what job to work in, where to live, what to produce, and what to consume. In the Antebellum South, 1/3 of society was slave and had no economic freedom. To support slavery, Southerners had to pay extra taxes to maintain the institution. Slavery in the South required a larger government to keep 1/3 of its people in bondage.
4. During the first part of the war, what was most successful for the North? During the first part of the war, the naval blockade of the South was most successful for the North. The North was able to greatly limit the South’s ability to trade. Since the South had no manufacturing, over time, the Southern army lacked supplies. Also, the South could not sell their cotton to anyone. Over time, the Southern economy collapsed.
5. In what ways was General McClellan unsuccessful as General-in-Chief? General McClellan was too slow and unwilling to take advantage of a good situation. He would not attack, unless he had ten times the amount of men than the enemy. President Lincoln issued General War Order No. 1 in January 1862 which stated that the North must advance. After some victories in Virginia, McClellan would not advance towards Richmond.
6. What was “strange” or “interesting” that the South chose Richmond as their capital? Richmond was only 100 miles away from the capital of the U.S.A., Washington, D.C. This was strange, because the South could have chosen a capital city hundreds of miles away from Washington, D.C. However, for historical reasons, the capital of the South had to be in Virginia.

7. How did Abraham Lincoln's Emancipation Proclamation make the Civil War a war to end slavery? Abraham Lincoln's Emancipation Proclamation made the Civil War a war to end slavery. A Northern victory meant freedom for the majority of slaves in the U.S.A. Most of the slaves lived in the rebelling states. As the armies of the North conquered the South, wherever they went, slaves achieved freedom. Slaves heard about the Emancipation Proclamation and courageously committed acts of sabotage against the South. Great Britain and France were considering supporting the South in war, but after the Emancipation Proclamation, they would not support the South, because now the Civil War was a war to end slavery.
8. Describe how Lincoln explained the paradox of private property and slavery. A paradox is an absurd or self-contradictory statement. Lincoln wrote that the U.S.A. was founded on the idea of the right of private property. Each American has the right to own property. This runs counter to the idea of slavery. In slavery, an individual does not even own himself! Lincoln explained that for America to be consistent, there could be no slavery.
9. How was General Grant different from Generals Meade, Hooker, and Burnside's? General Grant did what was necessary to win battles, did not shy away from attacking when it meant he would lose many soldiers, and he aggressively pushed forward in battles when Generals Meade, Hooker, and Burnside were so careful it appears that these three generals lost battles, or lost their advantages, because of their caution. General Grant's nickname became "Unconditional Surrender Grant" because he would not stop fighting until the other side unconditionally surrendered.
10. Based on this lesson, what is at least one battle strategy that Civil War generals used to win battles? At the Battle of Gettysburg, the North secured the high ground on the first day of fighting. The text states, "the Northern forces gained the upper ground and defended their superior positions on the first two days of fighting." One important battle strategy was to have your soldiers positioned as high as possible on the battlefield.