

These discussion questions were created by Alyssa Chesek, Misericordia University History major, with contributions from Jennifer Black, Allan Austin, and Mary Kay Kimelewski ([Misericordia University History Department](#)), in the summer of 2021. Support for the project was generously provided by the [Pennsylvania Grants for Open and Affordable Learning \(PA GOAL\) program](#), Grant #1. This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#) and may not be reproduced for commercial purposes.



HIS 103 Discussion Questions

(to be paired with HIS 103 Master Syllabus, by Black/Austin/Kimelewski)

Chapter 1: Indigenous America

Thematic Questions

- What major cultural differences existed between indigenous and European groups?
- How did differences in indigenous and European culture inform the way these groups interacted with one another?
- What were the consequences of grouping different indigenous cultures into a collective “Indian” culture?
- How were indigenous people portrayed in European literature and visual culture? How did these portrayals contribute to indigenous stereotypes?

American Yawp

Provided questions:

- How did Indian culture change over time?
- What were the key differences in how Native Americans and Europeans understood property?
- What motivated European exploration and colonization?
- What is the Columbian Exchange, and how did it change the world?
- How did Native Americans react to the arrival of Europeans?

Salinan & Cherokee

Potential questions:

- What similarities exist between the Salinan and Cherokee creation stories?
- How do these indigenous creation stories compare to traditional European creation stories?
- How do these creation stories demonstrate the value Native Americans placed within the natural world?
- What broad elements of indigenous culture exist within these stories?
- How did such understandings of the world set up initial reactions to and relationships with European explorers and settlers?

Nanticoke & Lenape

Potential questions:

- What does the foreword suggest about the way non-indigenous people view Native Americans? How is this similar to the way specific European groups regarded indigenous culture in the early days of exploration?
- How do these indigenous creation stories compare to traditional European creation stories?

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- How do these creation stories demonstrate the value Native Americans placed within the natural world?

Iroquois

Potential questions:

- What role do women play in the Iroquois creation story? How does this relate to the matriarchal elements of indigenous culture?
- How does this indigenous creation story compare to traditional European creation stories? How might such comparisons shape the ways in which Native Americans and Europeans interacted with each other?
- How do these creation stories demonstrate the value Native Americans placed within the natural world?

Letter from Christopher Columbus

Potential questions:

- How does Columbus describe the Native Americans he interacts with?
- How do cultural differences between Columbus and the Native tribes present themselves in these interactions?
- Opinion-based question: Does Columbus seem to respect the indigenous groups he meets? Why or why not?

Columbus illustration

Potential questions:

- What cultural differences exist between Columbus and the Europeans and the Natives in this image?
- Compare the two groups (i.e. Columbus and his men on the left, and Native Americans to the right). How are the groups portrayed relative to one another?

1492

Potential questions:

- What differences existed between tribes in America's different geographic regions?
- What differences existed between tribes living within the same geographic region?
- What were the consequences of Europeans grouping separate indigenous tribes under the collective term "Indians?"
- Offshoot opinion-based question: Is it fair to group different tribes under one collective term? Why or why not?

The History of Smallpox

Potential questions:

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- Why was smallpox so devastating to the indigenous communities of the Americas?
- Opinion based question: The author writes, “Hispaniola, or St. Domingo, was the first settlement founded by Columbus: after he was gone, numbers of adventurers flocked thither... The safety of the Indians never entered the thoughts of these men.” Does the author seem to believe that the ignorance of explorers was out of mere excitement, or out of malice?

Las Casas Excerpts

Potential questions:

- What is the Black Legend? Why was it a compelling argument for other Europeans to believe?
- What is ironic about the Black Legend?
- Opinion based question: Why is Las Casas apologizing? Does the fact that he is apologizing contribute to the reality of the Black Legend? Why or why not?

Frontispiece from Las Casas

Potential questions:

- How are the Spaniards depicted in comparison to the Native Americans? What does this suggest about the way Europeans viewed indigenous peoples?
- This image was published in England, a nation that also colonized the Americas. How does the way the Spaniards are depicted inform the way the English thought of themselves in terms of their own colonization?
- Opinion based question: Can this piece be categorized as Black Legend propaganda? Why or why not?

Joan Bristol

Potential questions:

- How was the Inquisition used to insert European ideals in the Americas?
- How was the Inquisition used to assert a racial and social hierarchy within the Americas?

Galle, Amerigo Vespucci

Potential questions:

- What prominent elements of European culture are depicted in this engraving?
- How are the Natives in this engraving depicted?
- The inscription on the bottom of the engraving translates to “Amerigo rediscovers America, he called her but once and thenceforth she was always awake.” How does this caption represent the Eurocentric view many Europeans held regarding Columbus’s and Vespucci’s “discovery” of the Americas?
- Offshoot opinion-based question: Was America awake prior to European discovery? Why or why not?

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Watercolors of Secoton

Potential questions:

- What elements of Native cultures were likely the most shocking to Europeans?
- Were these portrayals of Native American life supposed to be objective? Why or why not? Is it likely that audiences viewed these images objectively?
- How did the representation of indigenous people in visual culture contribute to European attitudes toward Native people?

Attack at Jamestown

- Does the attack appear to be one-sided or mutual? What details in the image support your judgement?
- How does this image present the Powhatan people?
- What do you think the artist was hoping to accomplish with this image? How would a European audience have reacted?

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Chapter 2: Colliding Cultures

Thematic Questions

- How did relationships between Native Americans and Europeans change as colonialism advanced? How did these groups view each other?
- How were women treated in colonial America? What role did religion play in the social construct of gender?
- How did gender, religion, and ethnicity intersect during this time? How did the intersection of these qualities affect the ways different groups interacted with each other?

American Yawp

Provided questions:

- Why did the Spanish, Dutch, French, and English treat Native peoples differently? ^[L]_[SEP]
- What were some of the global effects of the colonization of the Americas? ^[L]_[SEP]
- What role did missionaries play in Spanish colonization? ^[L]_[SEP]
- Why did England want to create colonies? ^[L]_[SEP]
- What explains the differences between Virginia and New England?

“The Starving Time”

Potential questions:

- What events led to the “starving time” of Jamestown?
- What measures were taken to ease the hardships inflicted by the starving time? Did these attempts work?
- What does this source teach us about John Smith, the author?

John Smith/Powhatan

Potential questions:

- How does Powhatan seem to perceive the relationship between his tribe and the residents of Jamestown? How does Smith perceive this relationship?
- Opinion based question: Did the Powhatan and English settlers rely on each other equally? How did power relationships or other factors shape the nature of their relationship?

“City on a Hill”

Potential questions:

- What did Winthrop mean by describing Massachusetts Bay as “a city on a hill?”
- Why did Winthrop believe it was important for the colony to be modeled in Christian values? What did he think would happen if the colonists strayed from God?
- In what ways does Winthrop think Massachusetts Bay will be different from the rest of the world?

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- In sum, what might this tell us about Puritan understandings of their mission? How did such understandings shape the colony that they would build?

Wadsworth

Potential questions:

- What is the husband's role in the Puritan family? The wife's role?
- Why is a well-ordered family necessary to "please and glorify God?"
- Opinion based question: How did Puritan conceptions of family shape after the colonial era? Today?

Bradstreet poems

Potential questions:

- What elements of gender roles are present in Bradstreet's poems?
- Opinion based question: Does Bradstreet seem content with her prescribed gender role?

Bradstreet epitaphs

Potential questions:

- How do Bradstreet's parents epitomize Puritan gender roles?
- What do these poems teach us about Puritan families?

"Before the Birth of One of Her Children"

Potential questions:

- Death in childbirth was very common in the early American settlements. How does Bradstreet depict the effects the loss of a mother has on familial gender roles?
- How does Bradstreet insinuate the mother's legacy after death? How does this legacy perpetuate the strength of Puritan gender roles?

Massachusetts Bay Colony

Potential questions:

- Why does the Massachusetts Bay colony's seal depict a Native American?
- How does the seal appeal to Puritan values of mission and service?
- In the eyes of the English, why would Native Americans need help? What would Natives need help with?
 - Offshoot opinion-based question: Do you think the Native Americans in Massachusetts believed they needed help? Why or why not?

Mary Rowlandson

Potential questions:

- How does Rowlandson's role in the tribe compare to her prescribed role in Puritan society?

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- How does Rowlandson describe Weetamoo? Is this depiction similar or different from Native American portrayals in other primary sources?

Women of Marblehead

Potential questions:

- Consider the stereotypes that typically surrounded Native Americans at the time. What was the irony in the women's behavior toward the Natives?
- Would the event be less notable if it were a group of men who enacted revenge on the Native Americans? Why or why not?

Elizabeth Sprigs

Potential questions:

- How does Sprigs' experiences as an indentured servant for a white family compare to other women's experiences in roles of servitude for Native Americans?
- What kind of work does Sprigs do at the estate? Was this work traditional for women at the time?

Trial of Anne Hutchinson

Potential questions:

- Why were Hutchinson's Bible studies controversial among Puritan leaders in the colony?
- How does Hutchinson's position as a woman affect her trial?

Hutchinson's trial editorial

Potential questions:

- Did Hutchinson receive a fair trial? Why or why not? How did Hutchinson's gender affect the outcome of her trial?

Salem trials documentary

Potential questions:

- Consider the implications of gender and witchcraft. How were witch hunts used as tools to keep women complacent in their societal roles?
- What role did ethnicity and culture play in accusing Tituba of witchcraft?
- What was Tituba's mental state like prior to and during the trial?
- How was Tituba portrayed in visual culture? Why is she characterized in this way? How do these portrayals of Tituba contribute to the myth that surrounds her life and trial?
- What is unique about John Proctor's situation? How does his gender affect his trial?

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Chapter 3: British North America

Thematic Questions

- How did servitude make immigration to America possible for many groups?
- How did indentured servitude compare to slavery?
- Why did people make the trans-Atlantic voyage? What were conditions like on these voyages? How did conditions differ depending on the purpose of the voyage?
- What concerns did lower class Americans hold during the 17th century? Why were they affected by these things?

American Yawp

Provided questions:

- How did political turmoil in 17th century Britain influence life in the colonies?
- What was the relationship between religion and government in the colonies?
- How and why did Virginia shift from indentured servitude to slavery?
- How did the trans-Atlantic slave trade work?
- How did geography influence life for enslaved people?

General Court Responds

Potential questions:

- How do the punishments given to the indentured servants compare to the punishments given to the slaves?
- Why was a distinction made between indentured servants and slaves? What were the consequences of such a distinction?
- How do court records like this help us better understand the similarities and differences between indentured servants and slaves?

Narrative of the Life of Olaudah Equiano

Potential questions:

- What kind of culture shock did Equiano experience upon his departure from Africa? How did being put into slavery exacerbate this shock?
- How does Equiano's view of white people change over the course of his narrative? How does he come to this conclusion?
- What long-term effects did slavery have on Equiano, even after he had been freed?
- How does Equiano adjust to society following his freedom? How did he use his newfound freedom to help the black community?

Gottlieb Mittelberger

Potential questions:

- What factors brought European migrants to America?

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- What were the conditions like on immigrant ships?
- Why did people make the trans-Atlantic voyage knowing the hardships the journey would bring?
- How was the experience of indentured servitude in Pennsylvania similar to or different from the American South?

Slavery exhibit on African Diaspora

Potential questions:

- How do the depictions of slaves change with the sources' location? How does this relate to America's economic interests?

Francis Daniel Pastorius

Potential questions:

- What were the conditions like on Pastorius's ship? How do they compare to other trans-Atlantic ships of the time?
- Why, despite the hardships, does Pastorius encourage others to travel to Philadelphia?

Illustration of a British Slave Ship

Potential questions:

- This image depicts a reconfiguration of slave transport following the Slave Trade Act of 1788, which reduced the number of individuals slave ships were able to stow during a transport. What does the regulation of slave trade suggest about government attitudes regarding slaves?
- What are the potential consequences of packing a ship with so many people?

Olaudah Equiano

Provided questions:

- Carefully consider the names listed below the portrait and on the title page. How can we explain the appearance of two names – "Olaudah Equiano" and "Gustavus Vassa, the African?"
- This book went into numerous printings in England indicating significant reader interest. How can we connect the content of this autobiography to the movement to abolish slavery first in Great Britain and then the United States?
- What clues can be obtained about the author's intentions based on the portrait that appears on the frontispiece of his autobiography?

Audio of Atlantic voyages

Potential questions:

- What brought different groups across the Atlantic? Did a common factor exist among this reasoning?
- How did ship conditions differ depending on the purpose of the voyage? How were conditions similar?

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Metacom's Complaints

Potential questions:

- What are Metacom's chief concerns? How do they compare to English concerns about the Wampanoag and other Native groups at the time?

Bacon's Declaration of Grievances

Potential questions:

- What grievances in particular act as a precedent to ideas in the Declaration of Independence?
- During Bacon's time, only landowners were provided with the right to vote. How did Bacon address the concerns of disenfranchised individuals, specifically in his first and second grievance?
- Why is Bacon upset that Berkeley advanced "to places of judicature scandalous and ignorant favorites?" Why is such partiality inappropriate?
- In what ways did Bacon believe that Berkeley failed to protect Virginians from the Native Americans? Why might have Berkeley lacked to take any actions against the Natives?

Bacon's Rebellion

Potential questions:

- What were some of the potential sociopolitical reasons behind Bacon's Rebellion?
- What were some of the potential economic reasons behind Bacon's Rebellion?
- How did Bacon's Rebellion foreshadow the American Revolution?
- What consequences did Bacon's rebellion have on the Native and African populations in America?

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Chapter 4: Colonial Society

Thematic Questions

- How did religion change the way many white Americans viewed slavery?
- What were relationships like between Americans and British individuals during the 18th century?
- What caused tensions in the relationships between white Americans and Native Americans?
- What role did consumerism play in 18th century society? What role did wealth play in 18th century society?

American Yawp

Provided questions:

- What caused the Consumer Revolution, and how did it change American life?
- How did the antislavery movement begin in North America?
- What were the causes and consequences of the Great Awakening?
- What role did American colonists play in the Seven Years War?
- How did Indian life change in the 18th century?

Germantown Friends' protest

Potential questions:

- What issues do the Quakers have with slavery? How does their faith inform them?
- Why is the Quakers' declaration significant?
- How do the views of the Quakers reflect values that would later be included in the Declaration of Independence and Constitution?

John Woolman's Journal

Potential questions:

- How does Woolman's opinion on slavery change over time?
- How does Woolman's relationship with God and religion inform his actions against slavery?

Considerations on Keeping Negroes

Potential questions:

- Woolman references I Timothy 1:10 in his work: "We also know that the law is made not for the righteous but for lawbreakers and rebels, the ungodly and sinful, the unholy and irreligious... for slave traders... and whatever else is contrary to the sound doctrine that conforms to the gospel concerning the glory of the blessed God, which he entrusted to me." Why was this specific passage included, and what is its significance?

Washington's Expedition to the Ohio

Potential questions:

- Why did Washington keep a journal during his expedition?

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- How did imperialism drive the beginning of the French and Indian War?
- How did Natives in the Ohio River Valley react to this conflict? How did they participate in the conflict?

Western Virginia colony map

Potential questions:

- What groups occupy the western Virginia colony? How does their proximity affect relationships between groups?
- How are the forts positioned throughout Virginia? How does the geography of Virginia affect battles and conflicts?

Gibson Clough

Potential questions:

- Why was Clough suspicious of the British military by the end of his service? How did this widespread suspicion possibly contribute to the Revolutionary War?
- Why would the British Army discipline their troops so harshly?

Ben Franklin to Lord Kames

Potential questions:

- Why is Franklin in favor of American expansion into Canada?
- What does Franklin mean when he says, “No one can rejoice more sincerely than I do on the Reduction of Canada; and this, not merely as I am a Colonist, but as I am a Briton.”

Alibamo Mingo

Potential questions:

- What sentiments does Mingo hold about white people overall? What sentiments does he hold regarding the French? The British?
- How does Mingo believe the relationships between the Native groups and British people will progress in the aftermath of the French and Indian War? Is his assumption fair? Why or why not?

Henry Darnall III

Potential questions:

- What elements of the portrait showcase Darnall’s wealth and status?
- Who would have been the audience for this portrait?
- Why would the family have commissioned a portrait like this?
- What does the portrait say about the family’s relationship to their slaves? What might they have wanted to say about their relationship to slaves?

Nicholas Boylston

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Potential questions:

- What elements of the portrait showcase Boylston's wealth and status?
- Who might have been the audience for this portrait?
- Why would Boylston choose to represent himself with these accessories? What do they say about his social status?
- How does this portrait represent Boylston's masculinity?

Mrs. John Winthrop

Potential questions:

- What elements of the portrait showcase Winthrop's wealth and status?
- How does this portrait represent Winthrop's feminine identity?
- Why would Mrs. Winthrop have chosen to have herself painted in this way, with these accessories?
- What does the fruit in the painting represent? What about the table? How would these reflect on Mrs. Winthrop's identity?

Trade bill for Elizabeth Murray's shop

Provided questions (modified from

<https://web.csulb.edu/projects/elizabethmurray/EM/elemsstrade.html>):

- What information does Murray's advertisement reveal about daily life in colonial America?
- What insight does this broadside offer about colonial commerce?
- How does this broadside illustrate the consumer options available in the period?

SI exhibit

Potential questions:

- How did the tobacco and sugar trade connect colonial America and England?
- How did the tobacco industry spread beyond farming and trading?
- What were the social impacts of the sugar trade? How did it help create a common culture in America?

Consumer goods advertisement

Potential questions:

- Why did colonial merchants emphasize variety and consumer choice in their advertisements?
- Why did colonial merchants emphasize the origin of their goods? What made foreign and exotic goods appealing to American colonists?

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Chapter 5: The Revolution

Thematic Questions:

- How did the ideals of the American Revolution influence the antislavery movement?
- What tactics did the Americans use to help them win the Revolutionary War?
- What role did women play in the Revolutionary War? How did their new role compare to their roles prior to the war?
- How did the Revolutionary War influence consumerism?

American Yawp:

Provided questions:

- What were some of the differing ideas about empire and colonialism within England and the American colonies?
- How did England try to raise money from the colonists?
- Why did the United States declare independence?
- How did the United States win the war?
- In what ways did the Revolutionary War disrupt life for the people living in North America?

Anti-slavery petitions

Provided questions:

- What *ideals*—political and religious—are offered to justify granting the petitioners' requests?
- What *realities* of early republican life—social and economic—are offered to justify granting the petitioners' requests?
- How do the petitioners use American revolutionary rhetoric?
- How do they refer to the rights heralded in the Declaration of Independence and guaranteed in the U.S. Constitution and Bill of Rights?
- When and why do they assure the white legislators that political equality is not their goal?
- Analyze their juxtaposition of forceful and deferential language. When do the petitioners feel it wise to "back off" in their rhetoric?
- To what extent were the petitions successful even if ignored, tabled, or denied?

Banneker to Jefferson

Potential questions:

- How did the American Revolution embolden African Americans in the fight against slavery?
- How does Banneker exploit the hypocrisy of Jefferson's revolutionary ideals in his letter?
- How does Banneker use the American Revolution to relate the struggles of African Americans to Jefferson?

Wheatley poems

Potential questions:

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- How was Wheatley’s life unique for the times? How was it ordinary?
- What key themes run across this group of poems? Why might have Wheatley focused on such themes?
- How do race and slavery shape Wheatly’s life? How do they shape the content of her writing?

Wheatley on Washington

Potential questions:

- Who/what is Wheatly referring to when she mentions “the goddess?” How does this description reflect the reverence Americans have regarding certain values?
- Why, according to Wheatly, are Washington’s motivations so admirable?

Revere’s secret letter

Potential Questions:

- What does Rachel Revere attempt to warn her husband about in this letter?
- The letter starts by stating “My Dear, by Doctor Church I send a hundred & twenty-five pounds...” Who was Doctor Church? Was he a spy for the patriots or the British?

Washington to Dayton

Potential questions:

- What is the purpose of this letter? Why did Washington emphasize the need for trustworthy spies and good intelligence?
- What role do you think this letter had in the creation of the Culper Spy Ring?

Culper Spy Ring Code

Potential questions:

- What was the purpose of the Culper Code?
- What are the pros and cons of using codes like the Culper code?

Washington to Tallmadge

Potential questions:

- How did espionage during the Revolutionary War influence the American intelligence community?
- How do Washington’s notes on spy management reflect the bureaucratic nature of today’s intelligence community?

André to Arnold

Potential questions:

- In the letter, ArnGen is crossed out. It is then followed by “Monk.” After reading this letter, who do you think “Monk” may be in reference to?

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- What types of information did they expect “Monk” to gather as a spy?

Lafayette to Armistead Lafayette

Potential questions:

- How did African Americans’ service during the Revolutionary War affect white perceptions of their race?
- Why did African Americans like Armistead Lafayette choose to participate in the war?
- How could Armistead Lafayette’s position as a slave have helped him gain intelligence from the British?

Washington’s spies Podcast

Potential questions:

- How did Culper Spy Ring members communicate with George Washington?
- What was it like to live in British-held areas during the Revolution?
- How did American spy networks compare to the British spy networks?

Portrait of Anne Fairchild Bowler

Potential questions:

- How is femininity portrayed in this painting?
- What does the painting’s title, “Anne Fairchild Bowler (Mrs. Metcalf Bowler)” indicate about the dynamics of marriage during this time?
- How does the painting represent identity and economic status?
- Who might have been the audience for this painting? How might they react?
- What message was this painting intended to show? Why would Bowler have wanted to convey that?

Statue of Mercy Otis Warren

Potential questions:

- What does this portrayal of Warren indicate about her status, wealth, and societal contributions? What elements of the statue support your conclusion?
 - How does Warren’s status compare to that of other women during this time?
 - Why would the local community choose to honor Warren in this way? What does this statue say about the community, its identity, and memory of the past?

SC women on the occupation

Potential questions:

- Why was it easier for British soldiers to take advantage of the South Carolinian women during the war and occupation?

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- Opinion based question: Does it seem like these soldiers were genuinely looking for rebels? Why or why not?

Adams to her husband

Potential questions:

- How does Abigail use revolutionary principles to appeal to John?
- To what extent is Abigail advocating for women's rights? Is she pushing for complete independence?
- Why does John Adams refuse to remove the patriarchal elements from American society?
 - o How does he quell Abigail's concerns? Is his response patriarchal in and of itself?

Non-Importation Movement

Potential questions:

- Was the non-importation movement solely an economic measure?
- Opinion-based question: Can the pre-revolutionary economy be separated from the era's political sphere? Why or why not?

Queen's Ware

Potential questions:

- In what ways was the non-importation movement beneficial to manufacturers and merchants? In what ways was it harmful?
- How did manufacturers and merchants appeal to the moral and ideological views of colonists at this time?
- How did manufacturers adapt to meet consumer demand during the non-importation movement? What does this ad suggest about consumer preferences during the Revolutionary years?

No Stamp Act Teapot

Potential questions:

- Why is consumerism used as a tool to disseminate political ideas?
- This teapot was made in England and exported to America. Why would English factories create merchandise that criticized their own government's policies?
- Do the benefits of capitalizing on foreign political trends outweigh factors such as production cost and potential domestic backlash? Why or why not?

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Chapter 6: New Nation

Thematic Questions

- What was life like in the United States following the Revolutionary War?
- How did the war affect the lives of minority groups? What power dynamics were in place following the war?
- How were specific symbols of the nation developed? Why was it necessary for such symbols to exist?

American Yawp

- Provided questions:
- How radical was the American Revolution?
- What were the successes and failures of the Articles of Confederation?
- What compromises were made at the Constitutional Convention?
- How did the French and Haitian Revolutions affect the United States?
- Was the United States founded as a Christian nation?

Charlotte Temple

Potential questions:

- What message is the author, Susanna Haswell Rowson, sending about familial allegiance? Is this message different for the men and women in the story? What makes a good family? A bad one?
- How is Rowson's message on familial allegiance reflective of the relationship between England and America prior to, during, and immediately after the American Revolution?
- Why did this novel enjoy such enduring popularity in the 19th century? Why did it appeal across class, gender, and geographic lines?
- How does the novel present women? Are they inherently weak, helpless, and in need of male protection? Or does it quietly critique the social position of women?

Judith Sargeant Murray

Potential questions:

- Why does Murray open her essay with a poem? What is the message of the poem?
- Why does Murray break the "intellectual powers" down into imagination, reason, memory, and judgement? How do men and women differ in these four categories? Why do men and women differ in these categories? How does Murray suggest reconciling these differences?

A Confederation of Native peoples

Potential questions:

- How have the Five Nations been impacted by the ideals presented in the Declaration of Independence and other founding documents? What textual evidence supports this claim?

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- Why do you think the Five Nations opted for peace over hostility in their correspondence with the United States?

Hostile Intentions of Native Americans

Potential questions:

- Why was the United States so concerned about going to war with the Native Americans?
- Why did Congress decide to take military action over diplomatic action?

Treaty with the Six Nations (1789)

Potential questions:

- What are the six tribes that make up the Six Nations?
- What did the U.S. gain in the treaty? Native Americans received goods in exchange. What was the value of these goods?

Washington to the Senate

Potential questions:

- Are Washington's suggestions the best solutions to the Treaty of Hopewell violations? What different measures could have been taken?
- Are Washington's suggestions a fair compromise, or do they favor one group over the other? Explain your answer.

Treaty with the Six Nations (1794)

Potential questions:

- Does the peace established in this treaty leave the Six Nations and the United States as equals, or does it create an unequal power dynamic between the two? Use textual evidence to support your answer.
- Do the stipulations in this treaty seem fair enough to create lasting peace between the Six Nations and the United States? Why or why not? Consider past successes and failures in US-Native diplomacy.

Capitol Building competition

Potential questions:

- Why did Jefferson decide to make a public competition for the Capitol's design? How does the competition reflect the values of the new nation?
- Why might have artists drawn from Greek and Roman architecture for the Capitol's design?

Original Great Seal design

Potential questions:

- What symbolic elements are included in the Great Seal? What is the significance behind them?

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- How is the significance of the Great Seal reflected throughout its creation process?

History of the Great Seal

Potential questions:

- How did the collaborative process of the Great Seal's creation reflect the American value of democracy?
- Why did the public heavily criticize the errors in the 1841 and 1877 versions of the seal? What does this reaction reveal about American sentiments regarding governmental symbolism?
- How is the sanctity of the Great Seal reflected in its symbolism and the laws surrounding its usage?

Portrait of Washington

Potential questions:

- How does this portrait of Washington establish his position as a democratic leader?
- How is Washington's portrait different from other world leaders of the time? Why do you think the artist painted it this way?
- What symbolic elements are included in the portrait? What is their significance?
- What does this portrait say about the vision Washington had for the new nation?

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Chapter 7: Early Republic

Thematic Questions

- What different sentiments did Americans have regarding life in the United States in the early 19th century?
- What were the political, social, and economic consequences of going to war with Britain in 1812? How did the war change American life?
- What things did Thomas Jefferson accomplish during his presidency? What aspects of his presidency were contradictory?

American Yawp

Provided questions:

- Did the United States draw more from the vision of Alexander Hamilton or Thomas Jefferson?
- What was Republican Motherhood and how did it change understandings of gender?
- How did slave rebellions, in the U.S. and beyond, change the life and laws of the nation?
- How did Native American nations interact with the U.S. in the early period?
- How did the War of 1812 change American life?

Hawthorne

Potential questions:

- How does Hawthorne use allegory to critique American society? What aspects of society is he critiquing in his stories?
- How does he suggest that the Puritan experience shaped American society?

Key

Potential questions:

- How does Key contribute to establishing the flag as a symbol of the nation? Why is it significant that he uses a tangible object to represent the intangible idea of the nation? How does this association affect patriotism and nationalism?
- How does Key use the Revolutionary War to evoke feelings of nationalism and patriotism?
- Why are the last three stanzas typically omitted when “Defence of Fort M’Henry” is used?

Madison to Monroe

- According to the letter, what argument does Madison have that he considers to be a "safeguard on the high seas?" How does he believe the British are violating this?
- What argument does Madison make when considering whether American sailors could be taken (and impressed) by the British?

Impressed Soldier

Potential questions:

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- Why did the British have a need for impressed soldiers?
- What tactics did the British use to keep impressed soldiers complaisant? How did these tactics affect those who were impressed?

Congress Debates going to War

Potential questions:

- Why was there a debate surrounding war with Great Britain?
- Were the reasons for going to war political, economic, territorial, or some combination of the three? Were the reasons against going to war political, economic, territorial, or some combination of the three?

Capture of the city of Washington

Potential questions:

- Why did British soldiers set fire to the city of Washington? What buildings can be seen burning?
- What were the political and symbolic implications of burning the city?

Jefferson cartoons

Potential questions:

- What elements of Jefferson's presidency were critiqued in the political cartoons? What about these elements were controversial?
- Do any cartoons portray Jefferson favorably? If so, what specific aspects of the illustration are used to achieve this portrayal?

"Philosophic Cock"

Potential questions:

- Why is Jefferson portrayed as a rooster?
- How is Hemings portrayed relative to Jefferson? What does this suggest about their relationship?
- What is meant by "Tis not a set of features or complexion or tincture of a skin that I admire?" How does this quote play into the critique of Jefferson's "philosophic" nature? Why is Jefferson's philosophy being critiqued?

Virginian Luxuries

Potential questions:

- What are the "Virginian Luxuries?"
- Is this image a critique of slave ownership, or a promotion? Explain.
- How does this image relate to Thomas Jefferson? Is it a favorable connection, or a critique?

Jefferson's presidency

Potential questions:

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- Was Jefferson a president who focused more on domestic or foreign affairs? Explain.
- Was Jefferson's desire for widespread democracy an upside or a downside to his presidency? Explain.
- Did Jefferson's appreciation for the right of revolution affect his foreign policy? How did Americans react to Jefferson's dealings with foreign nations?

Jefferson's "Notes on Virginia"

Potential questions:

- Does Jefferson seem to present life in Virginia as a fair representation of what living in the United States looked like? Explain.
- Are the views Jefferson presents on race contradictory to his philosophy in the Declaration of Independence and the Constitution? Why or why not?
- Do Jefferson's views on slavery contradict with his views on race? Why or why not?

Encyclopedia Virginia

Potential questions:

- How did *Notes on the State of Virginia* impact Jefferson's political career?

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Chapter 8: Market Revolution

Thematic Questions

- How did technological advancements and industry change aspects of American life such as gender roles, infrastructure, and settlement patterns?
- What role did the family play in the early 19th century?
- Why was domesticity promoted in the early 19th century?
- Why did Americans have a newfound reverence for isolationism? To what aspects of society did this isolationism affect?

American Yawp

Provided questions:

- What was the most significant technological advancement in the early nineteenth century, and why is it more important than the others?
- How and why did slavery disappear in the North?
- What major migrations reshaped American life?
- How did economic change influence gender roles?
- How did workers organize to improve their position?

Mary Paul letters

Anonymous letters

1845 letters

Refuting attacks against the mill girls

“A Second Peep at Factory Life”

“A Week in the Mill”

Potential questions:

- Compare and contrast the experiences of mill girls during the market revolution. To what extent did their employers control these experiences? What do employers’ actions say about the value they placed in their employees?
- Why are the women often apologetic when telling their families they would like to quit their job? What does this sentiment suggest about women’s place in the workforce?

Margaret Dwight

Potential questions:

- How did Dwight’s position as a woman affect her travels? How might her trip have been different if she were a man?
- Opinion based question: Were the struggles Dwight faced worth it at the end of her trip? Why or why not?
- What reasons were behind civilian travel?

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- How did the conditions of domestic travel in the nineteenth century compare to the trans-Atlantic voyages some would make in the seventeenth century?

Madison to Congress

Potential questions:

- Is Madison advocating for developed infrastructure on behalf of the government, the American people, or both? How would strong infrastructure benefit or harm these groups?

Harriet Noble

Potential questions:

- What is the “mania” that Noble describes? Why were so many Americans affected by it?
- Does Noble believe that the hardships of travel were worth the outcome? Why or why not?
- How did early migration to the western territories contribute to what would eventually become the American Dream?

Life along the Erie Canal

Potential questions:

- How does industry relate to migration? Is it a push factor, or a pull factor? Why?
- Why was the Erie Canal ideal for the industries present in that area?
- How do the settlements in the Erie Canal compare to the settlements in the Midwest?

Traveller’s Map of New England and Canada

Potential questions:

- What mode of transportation (canal, railroad, or steamboat) has the most routes according to the map? Why might this be the case?
- Is it likely that this map was created for civilians, transportation workers, or the government? Why would the said group need such a map?
- What does this map show regarding American commerce and trade?

“Fruits of Temperance”

Potential questions:

- What statement is the artist trying to make regarding temperance?
- Why did the artist decide to portray a family as the ultimate benefit of temperance?

“Conversation Piece”

Potential questions:

- How does the setting of this painting contribute to its intimacy? Why did Spencer choose to depict such a peaceful and private moment? What message is Spencer trying to send by painting such domestic scenes?

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Duty of American Females

Potential questions:

- What views does Beecher hold regarding women's role in society? How do these views shape her opinion on women's role in the abolitionist movement?
- Why does Beecher advocate for the education of women? What effect does Beecher believe education will have on women? How does this change alter or maintain women's role in society?

Webster's Autobiography

Potential questions:

- Why was Webster's father so concerned with getting his son an education? Why did families begin to value education? How would education change gender and family roles?

Women in 19th century America

Potential questions:

- How did standards of beauty vary across different races and ethnicities in 19th century America? How important was beauty in the 19th century? Were these standards obtainable for most women? Why or why not?
- What was "true womanhood?" Why is true womanhood described as an ideal?
- Where did these standards of womanhood come from? Who created them?

Domestic Happiness

Potential questions:

- What is the "domestic happiness" that Spencer alludes to in her painting?
- How is the woman in the painting portrayed relative to her husband? To her sons? What does her position suggest about gender roles at the time?
- Why was peacefulness in the home so heavily emphasized during this era?

"Bartleby the Scrivener"

Potential questions:

- How is isolationism presented in "Bartleby the Scrivener?" How does this theme relate to attitudes in the early nineteenth century regarding politics and the home?

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Chapter 9: Democracy in America

Thematic Questions

- Why is Jackson's presidency known as the "era of the common man?"
- How did the admittance of new states into the Union contribute to rising tensions between the North and South? What measures were taken to diffuse these tensions?
- How did the black identity change as the 19th century progressed? Why did it change?

American Yawp

Provided questions:

- How did American democracy change in the 1820s?
- How did the rise and fall of the national bank influence American life?
- What role did tariffs play in American politics?
- What issues motivated new political parties?
- Is Andrew Jackson's presidency best understood as tragedy, triumph, or irony?

Jackson: First Inaugural

Potential questions:

- How did Jackson's philosophy and approach to government differ from his predecessors? Why is this difference significant?
- How did Jackson assert himself as a champion for the common man in his inaugural address? Why was it important that executive power be used to serve the people specifically in the Jacksonian era?

Jackson: State of the Union 1830

Potential questions:

- Are the ideas present in Jackson's 1830 State of the Union contradictory to the ideals of the Jacksonian Democracy and the era of the common man? Why or why not?
- How are the ideas presented in the 1830 State of the Union related to the idea of Manifest Destiny? Why must Native Americans be removed to achieve this destiny?

Jackson on Nullification Crisis

Potential questions:

- How did the Nullification Proclamation bring light to tensions that would eventually contribute to the Civil War?
- Was Jackson's response to nullification contradictory to his opinions on the rights of states? Why or why not?
- Did Jackson respond appropriately to the Nullification Crisis? How else could he have resolved this conflict?

Jackson: Bank Veto

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Potential questions:

- What personal stake did Jackson have in vetoing the National Bank? What public stake did he have? Was his decision to veto truly because he believed the Bank to be unconstitutional, or was it to protect his own interests? Was it a combination of both? Explain.
- Why was the National Bank concerning for those who valued the principles of democracy and Manifest Destiny?

Jackson: Farewell Address

Potential questions:

- Did Jackson achieve the goals laid out in his inaugural and State of the Union addresses? Why or why not?
- What did Jackson mean by “eternal vigilance by the people is the price of liberty?” Why did he feel compelled to remind the American people of this upon his exit from the presidency?
- What was the tone of Jackson’s final address as president? How did it reflect the political climate of the 1820s and 1830s?
- Taken as a whole, what do Jackson’s speeches reveal about his approach to governing? His philosophies of administration? His core values and beliefs?

Tallmadge Amendment

- According to the amendment, does it suggest Missouri to be admitted as a free state or a slave state? What is the exception to this suggestion?
- How does the amendment suggest gradual emancipation?

Response to Tallmadge

Provided questions:

- What is the “wolf” to which Jefferson refers? What does he mean by his comment?
- Summarize the main point of Representative Kinsey’s comments.
- According to Senator Smith, how do the investments of northerners differ from those of southerners? How does this difference influence the debate over slavery in new states?
- Why were southerners and westerners so passionate about the issue of Missouri statehood?
- What did Representative Cobb mean by seas of blood?

Missouri Compromise map

Potential questions:

- In what sense was the Missouri Compromise truly a compromise?
- How does the Compromise favor the North or South when looking at land area, population, and racial composition?

Missouri Compromise transcript

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Potential questions:

- How did the Missouri Compromise relate to the idea of Manifest Destiny? To popular sovereignty?
- What flaws were present within the Missouri Compromise? How did these flaws contribute to rising tensions between the North and the South?

Eaton to Jackson

Potential questions:

- As a Southerner, was Eaton’s opinion on the Missouri Compromise controversial? Why or why not?

Jefferson to Holmes

Potential questions:

- What did Jefferson mean by “we have the wolf by the ears, and we can neither hold him, nor safely let him go?”
- Why did Jefferson advocate for both the emancipation and expatriation of slaves? What did Jefferson think would happen if there was emancipation without expatriation? How did these opinions inform Jefferson’s view on the Missouri Compromise?

“Life in Philadelphia” series

Potential questions:

- Was Clay’s Philadelphia simply anti-slavery, pro-black, or somewhere in between? Use specific elements from Clay’s art to support your answer.
- How do Clay’s images of black Philadelphians serve as commentary on race in the city?

T.D. Rice as Jim Crow

Potential questions:

- What distinct elements are present in Rice’s caricature?
- Why is the dissemination of caricatures like this a social danger? How does this portrayal of black Americans shape public opinion regarding African Americans’ social, political, and economic position in society?

History of Minstrelsy

Potential questions:

- Why did minstrelsy attract audiences? What role did culture – both African American and European – play in drawing audiences?
- How did minstrel shows inform the way white Americans viewed black Americans? How might have minstrel shows affected the black identity?

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Jim Crow Museum

Potential questions:

- How did Jim Crow and other minstrel characters capitalize on black stereotypes? How did minstrelsy popularize a specific view of black individuals in the white social imaginary?
- How did white individuals profit off of minstrelsy in ways other than performing?
- Why was the racial caste system named after the character of Jim Crow?
- Why might have black individuals participate in minstrelsy, despite the fact that it was meant to satirize the race?

Black Entrepreneurs

Provided questions:

- How do these entrepreneurs define *themselves* as businesspeople, in their terms in their time?
- To what extent does their business activity define their sense of themselves?
- Compare and contrast these businesspeople by status (slave, freed slave, free born), geographic region, gender, type of business, personal attributes, their business relationships with white people and other black people, and the spur that led to their business endeavors. What patterns do you find?

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Chapter 10: Religion & Reform

Thematic Questions

- How did the Second Great Awakening inform the way Americans viewed morality? How did this renewed sense of morality affect social issues?
- How did slavery affect the black identity?
- How was the anti-slavery movement connected to the movement for women's rights?

American Yawp

Provided questions:

- What was the Second Great Awakening?
- How did new religious movements respond to changing economic and gender relations?
- In what ways did religion inspire Americans to try to solve social problems?
- Why did antislavery Americans begin to demand the immediate abolition of slavery?
- How did the movement for women's rights form?

Narrative of the Life of Frederick Douglass

Potential questions:

- In what ways did white slaveowners strip black individuals of their identity? How did this affect Douglass on an individual level? How did it affect the African American community as a whole?
- In what ways did Douglass and other African Americans fight back or resist?
- What role does destiny play in Douglass' narrative? How does it compare to white Americans' perceptions of destiny?
- Why does Douglass believe that slavery is harmful to the South as a whole? How does it negatively affect white Americans?

Finney Emphasizes Human Choice

Potential questions:

- What are the moral implications of promoting the idea of free will over predestination? How does free will fit in the context of the Second Great Awakening, as well as the antebellum period in general?
- How does the idea of free will compare to the ideas promoted in Manifest Destiny?

The Drunkard's Progress

Potential questions:

- What is the significance of the woman and child in this image?
- How does the progression of the drunkard directly contradict the ideas popularized by the Second Great Awakening?

The Fruit of Alcohol and Temperance

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Potential questions:

- The seven deadly sins, along with other mortal sins, are depicted as fruit on the tree of intemperance. What does this suggest about the nature of intemperance in its relation to other sins?
- What biblical elements are included in these lithographs? What is their significance?

Eastern State Penitentiary

Potential questions:

- Why is the architecture of Eastern State Penitentiary significant? What are the practical and theoretical goals of its design?
- Eastern State Penitentiary was an early adopter of using prison to reform criminals rather than punish them. How did the principles of the Second Great Awakening contribute to this change?

Seneca Falls Declaration of Sentiments

Potential questions:

- Why did the writers of the Declaration of Sentiments model the document off the Declaration of Independence? Were women trying to argue in terms that American men understood and valued, or were they implying there was a power imbalance that would lead to revolutionary conflict?
- What elements of this time period inspired and allowed for women to organize and fight for rights?
- Were the grievances listed in the Declaration of Sentiments radical? Why or why not?

Anti-women's rights cartoon

Potential questions:

- What does this cartoon suggest will happen to women if they are given equal rights to men? Why is this concerning, especially in the context of the Second Great Awakening?
- What symbolic elements are included in this cartoon? What is their significance?
- Why did the artist relate sexuality to politics?
- How is the man in the picture portrayed relative to the women?

"Women's Rights at the Polls"

Potential questions:

- Why did the artist of this cartoon make the women look unattractive?
- What kind of signs are the women holding? What do they mean?
- What unladylike actions are the women in this illustration doing? Why would suffrage strip women of their ladylike identities?

Anti-suffrage images

Potential questions:

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- In her article, Lange mentions that political cartoons did not just criticize bloomers, but women who were fashionable as well. How do these criticisms suggest broader wariness about women's changing roles in society?
- How did women's rights intersect with rights for African Americans? Why was it imperative for white men to keep rights from being extended to these groups?

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Chapter 11: Cotton Revolution

Thematic Questions

- How did slaves challenge the institution of slavery, both internally and externally?
- How did slaveowners respond to the challenges against slavery?
- How did white Southerners justify slavery?

American Yawp

Provided questions:

- Why was the South at the center of American commerce and diplomacy?
- How did white Southerners justify slavery?
- How did enslaved people endure their oppression?
- What were the effects of Nat Turner's Rebellion?
- How did gender affect southern society and women in the South?

Resistance on Southern Plantations

Potential questions:

- Compare and contrast the experiences of slaves across the South. In what kinds of ways did they resist? Why might have slaves resisted knowing there would most likely be severe punishment to follow?
- How did slaves cope with the hardships resistance often brought? Was coping itself a type of resistance? Why or why not?

Fugitive Slave Act

Potential questions:

- What differences are present in the Fugitive Slave Law of 1793 and the Fugitive Slave Law of 1850? Why were these distinctions made?
- What are the implications of using the word "fugitive" in these laws? What does this language say about the way slaves were viewed at the time?

Freedom on the Move

Potential questions:

- Compare and contrast five different fugitive slave ads. What is the language like in these ads?
- Why might there be such a variance in reward money? What does the reward money imply about the value masters placed on their slaves?

Runaway! Fugitive Slave Ads in Newspapers

Potential questions:

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- Opinion-based question: Do you think that runaway slaves intended for their escape to be a challenge to the institution of slavery, or was it more likely to escape the suffering and abuse they endured? Explain.

“Cotton is King”

Potential questions:

- What is meant by the title, “Cotton is King?”
- What emotions were being appealed to in the economic argument for slavery? Is exploiting emotions for political reasons a good way to appeal to the public? Why or why not?
- Opinion-based question: Was slave labor truly vital to the American economy, or was the argument used to create fear in abolitionists? Explain.

Beecher on Abolitionists

Potential questions:

- How are Beecher’s ideals influenced by the Second Great Awakening?
- How, in Beecher’s opinion, did womanhood and abolitionism conflict? Was there a way to rectify the conflict between these two identities?
- Opinion-based question: Were the actions of abolitionists truly radical in their historical context? Was any anti-slavery sentiment inherently radical for the time period? Explain.

“The Dinner Party”

Potential questions:

- What is Clay trying to say about the integration of black individuals into American society?
- What power dynamics exist between the white and black individuals in this picture? Why do you think Clay decided to delegate power in this way?

“Practical Amalgamation”

Potential questions:

- What is Clay trying to say about the integration of black individuals into American society?
- How are the black individuals portrayed in comparison to the white individuals? What does this say about black vs. white men and black vs. white women?
- What other elements of this image are significant? Why are they significant?

More on “Practical Amalgamation”

Potential questions:

- What is Clay trying to say about the integration of black individuals into American society?
- How are black individuals portrayed in comparison to white individuals? Why are the two groups portrayed in this way?
- How did Clay capitalize on the emotions of white Americans in his art?

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Chapter 12: Manifest Destiny / Westward Expansion

Thematic Questions

- Why was Manifest Destiny popularized during the mid-nineteenth century? How did it lead to the settlement and romanticization of the American West?
- How did Manifest Destiny affect Native Americans?
- What anti-immigrant sentiment existed in the mid-nineteenth century? Why did Americans harbor these feelings?

American Yawp

Provided questions:

- What beliefs characterized Manifest Destiny?
- Why did the United States go to war against Mexico?
- What were the key principles of American foreign policy prior to the Civil War?
- Was the early United States an empire?
- Did American growth help or hinder national unity?

Art of the Gold Rush

Daniel Jenks

LOC collection

Potential questions:

- Compare and contrast images from early in the gold rush and later in the gold rush. How did miners contribute to the settlement and development of the American West?
- Did these images more often show the hardships of the Gold Rush, or the triumphs? Why might this be the case?
- How did these images romanticize the rush for gold? How did this romanticization create further growth in the west?
- What elements of Manifest Destiny are present in these images?

Immigrants landing in Ellis Island

Potential questions:

- What appears to be the general emotion of the immigrants arriving in America? Why might they be feeling this way?
- What kind of people are coming off the boat? What does this say about immigration patterns during this time?
- Did immigration contribute to rising tensions in America? Why or why not?

“American Citizens! We Appeal to You...”

Potential questions:

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- What is the chief complaint held by the creators of this advertisement? How is this sentiment connected to the idea of American exceptionalism?
- What exceptions existed in the anti-immigrant sentiments held by the creators of this advertisement? Why was it acceptable for these immigrants to participate in aspects of American society?
- Why was Roman Catholicism in particular targeted in this ad?

Vigilante committee to Stephens

Potential questions:

- Why did San Francisco's vigilante committee punish individuals so harshly?
- Why did both the 1851 and 1856 committees dissolve so quickly?
- Why did the committees have such a deep commitment to organization and procedure?

Anti-immigrant cartoon

Potential questions:

- What does Uncle Sam represent in this cartoon?
- Why were immigrants viewed as threats to Manifest Destiny? How do these fears connect to labor and the economy?
- What is the significance of the Chinese immigrant swallowing the Irish immigrant in the last frame of this image?

Jackson: State of the Union 1830

Potential questions:

- How are the ideas presented in the 1830 State of the Union related to the idea of Manifest Destiny? Why must Native Americans be removed to achieve this destiny?

Cherokee Nation v. Georgia

Potential questions:

- Why was the Cherokee Nation ruled as a dependent nation? How did this ruling affect the outcome of the case? How might this ruling have affected the Cherokees' future political actions?
- What are the arguments in the majority opinion? In the dissenting opinion?
 - Opinion-based question: What opinion is more compelling? Why?

Indian Removal

Potential questions:

- What different tactics did white Americans use to handle the issues they had with Native Americans?
- How were Native Americans affected by the Indian Removal Act and the Trail of Tears?

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- What different opinions existed among white Americans regarding the Indian Removal Act and the Trail of Tears?

Appeal of the Cherokee Nation

Potential questions:

- What ideological and logistical reasons did the Cherokee give for not wanting to leave Georgia? What are the potential consequences of refusing to leave?
- What impact did the ruling of *Cherokee Nation v. Georgia* have on the issues addressed in the Cherokee Nation's appeal?
- What are the "national and individual rights" to which the Cherokee refer? How do the Cherokee people understand these rights as Native Americans?

Bierstadt, Oregon Trail

Potential questions:

- Why did Americans romanticize the West, especially in the antebellum period?
- What elements of triumph and tribulation are present in this image? How are these elements juxtaposed to one another throughout the painting?

Leutze, Westward the Course of Empire Takes its Way

Potential questions:

- How does this mural depict American excellence? Why was this excellence emphasized, especially during the antebellum period?
- What themes of Manifest Destiny are present in the mural? What is their significance?
- What kind of story is being told through this painting? What specific elements of the mural are used to tell this story?
- How does this image compare to "Oregon Trail" by Bierstadt?

Wimar, Attack on Emigrant Train

Potential questions:

- Who are the heroes supposed to be in this image? In the greater context of westward expansion, are these individuals truly the heroes, or are they the villains? Are they neither? Explain.
- How might contemporary audiences have responded to this image? How might the image contribute to broader popular ideas about Native Americans?

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Chapter 13: Sectional Crisis

Thematic Questions

- How did black narratives affect white Americans' opinions regarding slavery in the years leading up to the Civil War? How did these narratives contrast typical portrayals of African Americans in popular culture?
- What legal measures were taken to ensure the systematic oppression of both freed and enslaved African Americans?
- How were politics affected by the sectional crisis between the North and South?

American Yawp

Provided questions:

- How did policy makers compromise over the question of slavery in the West?
- What did the various political parties stand for in the 1850s?
- What was more significant, the Dred Scott decision or the Kansas and Nebraska Act?
- How did conflict over states' rights contribute to sectional conflict?
- Why did the South secede?

Harriet Jacobs

Potential questions:

- *Incidents in the Life of a Slave Girl* was written under the pseudonym Linda Brent Child. Why might the author, Harriet Jacobs, have chosen to publish the book under an alias?
- How does the intersectionality of race and gender affect Jacobs' experience as a slave?
- Who is the intended audience of this book? What devices are used to appeal to this audience? What does the author hope to achieve by writing this book?

Uncle Tom's Cabin in American Culture

Potential questions:

- Compare and contrast the reception *Uncle Tom's Cabin* received from white critics and black critics.
- How were black individuals portrayed in illustrations of the book? How is this portrayal similar or different to the way African Americans were typically depicted at the time? What might account for these similarities or differences?
- How was *Uncle Tom's Cabin* adapted to other kinds of media? Was it translated accurately?

Fugitive Slave Act

Potential questions:

- What differences are present in the Fugitive Slave Law of 1793 and the Fugitive Slave Law of 1850? Why were these distinctions made?

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- What are the implications of using the word “fugitive” in these laws? What does this language say about the way slaves were viewed at the time?

Fugitive Slave Law lithograph

Potential questions:

- Analyze the image and try to answer the ambiguities present throughout. Defend your reasoning.

Fugitive Slave Law protest poster

Potential questions:

- How did the Fugitive Slave Law affect the North?
- Why did the creators of this poster encourage individuals to disregard sentiments of partisanship? How does the poster encourage people to do so?

“The Fugitive Slave Law and its Victims”

Potential questions:

- What flaws existed within the Fugitive Slave Act? How did these flaws harm free African Americans?
- How did the Fugitive Slave Act incentivize white individuals to perpetuate slavery and its institutions?
- How did abolitionists work to undermine the Fugitive Slave Act?

“Great Republican Reform Party”

Potential questions:

- What kinds of individuals are depicted in this lithograph? Are these individuals portrayed favorably or unfavorably? What does this depiction say about the members of the Republican party?
- How is Frémont portrayed in this image? Why is he so willing to appease his “radical” constituents?
 - Opinion-based question: Is this image portraying Frémont as a man of the people, a figurehead for the radicals, neither, or both? What elements of the image make you think this way?

Lincoln-Douglas Debates

Potential questions:

- How did these debates act as a form of publicity for the candidates? How did the candidates use the media as a campaign tool? How would these debates help Lincoln and Douglas in the future?
- What arguments were most prevalent throughout the debates? Why was it important that these issues were touched on specifically in the race for Illinois’ Senate seat?
- Why do you think Douglas referred to Lincoln as a “Black Republican”?

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- How did the issue of racial intermixing come out in these debates? What do we learn about each candidates' standing on the slavery issue from these discussions?

Dred Scott collection

Potential questions:

- What was Scott's goal in suing his master, John Emerson? Who was expected to win the suit? Why?
- What arguments were brought against both sides of the case? Assess the validity of these arguments.
- Why was Scott granted so many appeals? How might the rhetoric surrounding slavery at the time impacted the uncertainty of his case within the legal system?
- Compare and contrast the majority/concurring opinions of the Supreme Court to the dissenting opinions. What was the reasoning behind the individual ruling of each justice?
- What do you think were the consequences of this case? How did it help or hurt the abolitionist cause?

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Chapter 14: Civil War

Thematic Questions

- What were some of the most defining moments of Lincoln's presidency?
- How was Abraham Lincoln remembered in art and literature following his assassination?
- What effect did the Civil War have on those who were not fighting on the front lines?
- How were the domestic lives of women affected by the Civil War?
- How did black Americans participate in the Civil War?
- In what different ways did opposition to the war manifest itself?

American Yawp

Provided questions:

- What did the Confederacy stand for?
- What were the internal ramifications of the Civil War?
- How and why did slavery end in the United States?
- How did the Civil War transform American government?
- Why did the Union win the war?

Gettysburg Address

Potential questions

- What is the "unfinished work" Lincoln refers to?
- How did Lincoln evoke the Declaration of Independence, and connect it to the Union cause?
- How might this speech have indicated a turning point in the war, in terms of the nation's resolve?
- How might the phrase "of the people, by the people, and for the people" be considered a rallying cry? Who are "the people" to which Lincoln refers?

Lincoln: Second Inaugural Address

Potential questions:

- Why does Lincoln avoid placing the blame of the Civil War on the North or the South?
- How does Lincoln use God to try to reason and justify the war?
- Does Lincoln commend either group for their feats in the Civil War? Why or why not?
- What is meant by the last paragraph of Lincoln's address?

Whitman: Memoranda During the War

Potential questions:

- What is the overall tone of Whitman's narrative account?
- How does Whitman's exposure to the battlefield hospitals affect his view of the Civil War? Is his opinion similar to or different than most other civilians' opinions?
- How did the violence on the battlefield contrast to the fragility of human life seen in the hospitals? Was there any balancing force to this dichotomy?

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“When Lilacs Last in the Dooryard Bloom’d”

Potential questions:

- Who is the subject of Whitman’s poem? What emotions does the speaker cycle through throughout the poem? Why might the speaker feel this way?
- What kind of toll did the Civil War take on the nation? How does the speaker emphasize the severity of this toll?
- How does Whitman’s personal experience in the Civil War make the poem more sincere and meaningful?

“Our Women and the War”

Potential questions:

- How did the Civil War force women back into traditional gender roles? How might the war have set back the fight for women’s rights?
- Did the Civil War change gender roles in any way? How?

“Angel of the Battlefield”

Potential questions:

- What is the meaning behind Barton’s nickname, “Angel of the Battlefield?”
- How essential were women like Barton to the success of the Union? In what ways – other than medical – did they provide assistance to the army?

Barton’s notes on Antietam

Potential questions:

- How did the Civil War extend beyond the confines of the battlefields? To what extent did it affect the forming and building of personal relationships?
- What effect did women like Barton have on the morale of the troops?
- How did the Civil War change traditional gender roles?

Dolly Lunt Burge

Potential questions:

- How is slavery expressed in Burge’s journal?
- Prior to Sherman’s men marching through, how does Burge describe life in Georgia in 1864 (three years into the war)?
- What was life like when Sherman’s men crossed through Georgia?
- How did Burge’s experiences with Sherman’s men color her opinion of Union soldiers?
- Based on Burge’s narrative, were the actions taken during Sherman’s march justifiable? Why or why not?

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Mary Brooke Briggs Brooke

Potential questions:

- How did the experiences of aging women during the Civil War compare to those of younger women?
- How did the experience of women living in the North compare to those living in the South?

Butler on Self-Emancipated Slaves

Potential questions:

- What southern policies regarding slaves made it so that the Union could consider runaway slaves contraband?
- How does Butler justify his reasoning from a military, political, and humanitarian standpoint?
- How did runaway slaves contribute to the Union army?

“Contrabands Escaping”

Potential Questions

- What kinds of people do you see represented in this image?
- How would you describe their clothing, and the objects they carry with them?
- What kind of story does this image tell about slaves who escaped to freedom during the war?
- What might be missing from this image? Why do you think the artist omitted such things?
- How does this image compare to other images of slaves you’ve seen in this class?

“Contrabands in Foreground”

“Group of Contrabands”

Contrabands exhibit

Potential questions:

- How did former slaves of all demographics contribute to the war effort? How essential were contrabands to the success of the Union army?
- How were contrabands depicted in visual culture? How did their depiction differ depending on the source of the image?
- Apart from an effort to document escaped slaves, why do you think these newly escaped peoples would have posed for a photograph? Why would the photographer have wanted to capture these images?
- What do you learn about the escaped slaves by looking at their clothes and other possessions / accessories in the photographs?
- How do these photographs compare to other images of slaves you’ve seen in this class?

1st Confiscation Act

Provided questions:

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- Why do you think this act was passed at this specific time during the war? What can you infer about the challenges of the war, simply from the act's passage and the language / goals of the act as a whole?
- Select one passage from Section 1 that best captures your interpretation of it. Provide reasoning for your selection.
- According to Section 4, what requirements must be met for a slave to become property eligible for confiscation by the Union?
- There was a debate at the time in Congress and the public over whether or not Section 4 emancipated slaves that had been confiscated as contraband. Use the phrase, "the person to whom such labor or services is claimed to be due shall forfeit his claim to such labor, any law of the State or of the United States to the contrary notwithstanding," to help explain both sides of the argument.
- Explain how this law would have impacted slaves and their owners in the border states (Missouri, Kentucky, Maryland, and Delaware) that remained loyal to the Union, yet allowed slavery.

NYC draft poster

"Coloured Orphan Asylum"

"Burning the Coloured Orphans Asylum"

NYC Draft Riots

"Charge of the Police"

More on the Draft Riots

Voices of the Civil War

Potential questions:

- During New York City's labor strike, why did many white individuals accuse black individuals of stealing their jobs while they were striking? Were black Americans to blame for this situation? Why or why not? What does this placement of blame suggest regarding the relationship between race and labor issues at the time?
 - Were the riots really about the Civil War? If not, what were they really about?
- How do the images expose a side of the North that was not typically represented at the time? Why was it important for the Union to keep this kind of dissent quiet?
- Is there a clear hero or villain in the draft riot illustrations? Explain.
- Why might New Yorkers have taken such severe actions to avoid the draft?

DPLA primary source set

Provided questions:

- In the excerpts from *The Volcano Under the City* and *The Battle of New York*, how are the rioters described? In particular, how do these texts address the rioters' nationalities or relationship to America?

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- Compare the 1863 illustration and the 1887 illustration. How are the riots depicted? How is the militia depicted? What inferences can you make about the illustrators' perspectives on the draft riot?
- Using the excerpt from the "Report of the Committee of Merchants" and the illustration of the burning of the Colored Orphan Asylum, describe how the riots impacted the African American community in New York City.
- The Civil War has been described as a "rich man's war and a poor man's fight." How does this connect to the tensions in the North over newly arrived immigrants?
- Using the items in this set as evidence, describe how Northern racism was a factor in the riots.

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Chapter 15: Reconstruction

Thematic Questions

- Why was Reconstruction so controversial? How did it contribute to residual tensions from the Civil War?
- How did the South continue to oppress now freed African Americans?
- How did Americans use the Centennial as a way to diffuse the tensions of Reconstruction?
- How did Reconstruction come to an end?

American Yawp

Provided questions:

- What important pieces of legislation were passed during Reconstruction, and how did they change American life?
- How did African Americans respond to emancipation?
- What role did terrorism play in Reconstruction?
- Why did Reconstruction end?
- Was Reconstruction a success or failure?

“The Goophered Grapevine”

- How is the South presented in the story? How does the Northern narrator think about the South?
- Who is Julius? What story does he tell? What was the plantation like pre-war? Master Dugal McAdoo? Aunt Peggy? Henry? The Yankee salesman?
- Is Julius better off at story’s end? Why or why not?

Black Codes video

Provided questions:

- Why would states pass these Black Codes? What do the Black Codes have in common?
- How do the laws mentioned in the clip compare to aspects of slavery?
- What changes were Colored Conventions hoping to enact? Were any of these changes implemented in the future?

MS Black Code on Vagrancy

Potential questions:

- What systemic issues made it easy for Mississippi to criminalize African American vagrancy? How did the criminalization of African American vagrancy contribute to institutional racism in the South?
- How did the civil rights provided to Mississippi’s African Americans contribute to economic oppression? How did this economic oppression contribute to vagrancy?
- Why did the Mississippi government try to keep black civilians from owning weapons?

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SC Black Codes on Labor

Provided questions:

- Why was it important to legislators to insist upon the terms “master” and “servant”?
- How much control does this statute give white “masters” over the social lives of their black “servants”?
- Who was likely to have the upper hand in legal disputes between employers and their employees?
- Why did the section on “vagrancy and idleness” make no reference to the race of the offender?

LOC newspaper articles

Potential questions:

- How extensive was the planning process for the Centennial Exhibition? What does the level of commitment toward the exhibition suggest about Americans’ desire to showcase their country’s growth?
- Why was this sentiment / celebration particularly important following the Civil War?
- What does President Grant mean when he says, “Let us make a complete success of our Centennial Exposition, or suppress it in its infancy, acknowledging our inability to give it the international character to which our self-esteem aspires?”
- Overall, was the Centennial Exhibition a success? Why or why not?
- Can you envision any consequences of the Centennial Exhibition in terms of American politics and racial relations, occurring so quickly after the end of the Civil War?

NGA photo collection

Potential questions:

- Why did the souvenir booklet showcase the Centennial Grounds rather than inventions and products that were showcased at the exposition?
- What architectural styles are the buildings reminiscent of? Why were they built in these specific styles?

Ephemera and Guidebooks collection

Potential questions:

- What types of wares were showcased at the exhibition? Why were these specific items chosen?
- What aspects of the Centennial Exhibition made it ideal for advertising goods and services? What kinds of items were advertised through the exhibition?

Philadelphia Encyclopedia exhibit

Potential questions:

- How did Philadelphia’s Centennial Exhibition showcase American excellence to both domestic and foreign audiences? Why was such a celebration necessary?

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- Why were the seven specific images chosen for showcasing at the beginning of the article? What do these images suggest about the United States' growth in the first one hundred years of its existence? What kind of growth—both tangible and intangible—is shown in these images?

Compromise of 1877 documents

Potential Questions:

- Why was the 1876 election so contentious? What political issues framed this election?
- What did the Compromise of 1877 entail? How did it benefit Democrats? Republicans?
- Did the Compromise of 1877 help to prevent increased sectional conflict? Why or why not?
- How did the compromise help to end Reconstruction?