

# U.S. History Sourcebook - Basic

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# Chapter 1

## Basic - Introduction

### 1.1 Introduction

This book provides high school U.S. History teachers and students with sets of primary and secondary sources about important topics. Some teachers will use it as a supplement to a traditional textbook. For those looking to leave the textbook behind entirely, it will provide a course with basic structure and continuity, and will reduce the burden of finding new primary sources for each class meeting. However, it is not yet comprehensive enough to meet the coverage requirements of, for example, an Advanced Placement test.

### Reading Like a Historian

The methods used in this book draw on the latest research in history education, and particularly on the work of Stanford professor Sam Wineburg and the Stanford History Education Group. Wineburg has shown when reading documents, historians consistently engage in several characteristic behaviors that non-historians do not—sourcing, contextualization, corroboration, and close reading.

- Sourcing – When reading a primary document, historians look first to its source information, anticipate its perspective, and consider its trustworthiness. Sourcing questions should be answered after reading the source information and headnote but before reading the document. Who created the document? With what purpose? What was the intended audience? Is the document trustworthy?
- Contextualization – As they read and interpret a document, historians consider the historical context within which it was created. What was going on when this document was created? What were people doing? What did people believe? Why might this document not provide the whole picture?
- Close reading – As they read and interpret a document, historians also try to understand the argument being made within the document and the rhetorical strategies being employed. What is the argument being made in this document? What evidence is presented? What specific words are used?
- Corroboration – After reading multiple documents, historians consider how they relate to each other. Do the sources agree with each other or are they in conflict? Are they reliable? Considering all of the sources available, what can we say about the issues they address?

The texts in this book have been selected to cover important and interesting topics in U.S. history that allow students to practice these reading skills. The book is divided into chapters, each of which covers a historical period (e.g. the Civil War) and contains sections that address specific topics (e.g. the New York

City Draft Riots). Each section contains approximately 2-5 documents, which have been selected to be read as a group. Each document is followed by questions for students to answer, most of which correspond to one of the four historical reading skills listed above—sourcing, contextualization, close reading, and corroboration. Some sections include ‘section questions’ which are more global and address all of the documents in the set.

## Advanced and Basic Versions

Document-oriented history teachers quickly learn that historic sources often use dated language that challenges some students and stymies others completely. To address this difficulty, the book is available in advanced and basic versions. The advanced book is a straightforward collection of excerpted documents. The basic book, however, requires a bit more explanation. Most documents in the basic version have been modified from the original text—sometimes radically—to make them more accessible to less proficient readers. Some difficult words have been replaced, while others are underlined and defined below. Complicated syntax has been simplified and sentences rearranged, but we have strived to preserve original meanings. Documents at the beginning of the book are more heavily modified than those at the end, both because older documents are usually more difficult and because students’ reading skill is expected to improve as the course progresses. We encourage teachers of the basic book to explain to students that the documents have been modified, to have copies of original documents (i.e. the advanced book) available, and to periodically read aloud or distribute copies of the original documents to convey the flavor of the language, and to make clear exactly what is preserved and lost in modification. The questions that follow each document are identical in both versions.

The documents in this book were selected and modified by Stanford Ph.D. candidate Abby Reisman, as part of her doctoral research, under the supervision of Sam Wineburg. The curriculum was piloted in four San Francisco classrooms during the 2008-2009 school year, and post-tests showed statistically significant gains in both historical reasoning and general reading ability. A short promotional video, which includes interviews with students participating in the San Francisco pilot, is available at <http://www.youtube.com/watch?v=wWz08mVUIt8>. Classroom-tested lesson plans for most of the documents in this book are available at <http://sheg.stanford.edu>, although there may be minor divergences between the sourcebook and lessons. The website also contains document sets extending from 1923 to the present that are not currently included in the sourcebook.

We have chosen to end this book in the year 1923 because documents from before that year belong to the public domain. After that point, the legal doctrine of ‘fair use’ permits the inclusion of limited excerpts from documents. Additionally, audio and video sources become important. As of this writing, such capacities are just beginning to be supported by CK-12’s Flexbook format, and most history education research has focused on the use of text and images. We hope eventually to extend the book’s coverage through the rest of the twentieth century.

## Adding Sections

In the period from colonization to 1923, this sourcebook covers major events, but not all topics are addressed and coverage could be improved. Users of the textbook are invited to submit additional document sets, which we will review for inclusion in the next edition of the book.

New document sets should address topics commonly mentioned in state or AP history standards. The documents selected should not merely address the same topic but should be selected to be read as a group and to facilitate the historical reading behaviors included above. Document sets should include (1) An introductory paragraph to provide background information and frame students’ reading, (2) Source information for each document (3) Documents, excerpted as necessary to reach an appropriate length.



Documents may include text, images, sounds, or video, but their inclusion in the book must not violate copyright law. Eligible documents include those in the public domain, under a Creative Commons license, or available under legal ‘fair use’ doctrine. (4) Questions addressing the sources individually and as a group. Most questions should correspond to one of the four historical reading skills described above.

## To Learn More

A further explanation of the teaching strategies used here can be found at <http://historicalthinkingmatters.org/>, particularly in the introductory video, Why Historical Thinking Matters (<http://historicalthinkingmatters.org/why/>). Much of the research informing this method is available in the book *Historical Thinking and Other Unnatural Acts*, a collection of papers by Sam Wineburg.

# Chapter 2

## Colonial America

### 2.1 Early Maps

From the days of Columbus on, explorers and cartographers made maps of the New World. The two maps below were made in 1636 and 1651. For context, recall that the Jamestown colony in Virginia was founded in 1608 and that the Mayflower landed in New England in 1620. Both of these maps show Virginia, but they portray it very differently. Compare the maps, and consider why two maps of the same area would be so different.

#### Virginia and Maryland – Gerhard Mercator

*Source: A map titled Virginia and Maryland, made by Gerhard Mercator and published in 1636. (Figure 2.1).*

#### A Map of Virginia – Edward Williams

*Source: Map of Virginia made by Edward Williams and published in 1651. (Figure 2.2).*

#### Questions

1. These maps show the same land, but they were made 15 years apart. In what ways are the two maps different?
2. **Contextualize:** How might attitudes toward Native Americans have changed between 1636 and 1651?

### 2.2 Pocahontas

In April 1607, colonists from the Virginia Company of London landed in Virginia. They would formally establish the Jamestown Colony there the following year. Among the men was John Smith, a seasoned 27 – year old adventurer. Smith became one of the leaders of the colony, but in December 1607 he was captured by a party of soldiers from the local Powhatan Indian tribe. As the story goes, Smith was set to be executed but was saved from death by Pocahontas, a 12 to 14 year old daughter of the tribe's chief.

The story has become a significant part of American lore, but there is controversy among historians about whether the events actually happened and what they meant. The documents below include two accounts



Figure 2.1





by John Smith and excerpts by two modern historians. Read them and decide which historian makes the most persuasive interpretation of the historical evidence.

## A True Relation – John Smith

*Source: Smith's own words, from A True Relation of such occurrences and accidents of note as hath happened in Virginia Since the First Planting of that Colony, published in 1608.*

Arriving in Werowocomoco, the emperor welcomed me with good words and great platters of food. He promised me his friendship and my freedom within four days.... He asked me why we came and why we went further with our boat.... He promised to give me what I wanted and to feed us if we made him hatchets and copper. I promised to do this. And so, with all this kindness, he sent me home.

### Questions:

1. **Sourcing:** Who wrote this document? When?
2. **Close Reading:** According to *A True Relation*, did Pocahontas save John Smith's life?

## General History – John Smith

*Source: From Smith's later version of the story in General History of Virginia, New England and the Summer Isles, published in 1624.(Figure 2.3).*

Title page from Smith's *General History*.

They brought me to Meronocomoco, where I saw Powhatan, their Emperor. Two great stones were brought before Powhatan. Then I was dragged by many hands, and they laid my head on the stones, ready to beat out my brains. Pocahontas, the King's dearest daughter took my head in her arms and laid down her own upon it to save me from death. Then the Emperor said I should live.

Two days later, Powhatan met me and said we were friends. He told me to bring him two guns and a grindstone and he would consider me his son.

### Questions:

1. **Sourcing:** Who wrote this document? When? How much time passed between the writing of *A True Relation* and *General History*?
2. **Close Reading:** According to the *General History*, did Pocahontas save John Smith's life?

### Section Questions:

1. **Corroboration:** How is the story in John Smith's *General History* different then the story he tells in *A True Relation*?
2. Why might John Smith have told the story differently in the two accounts?

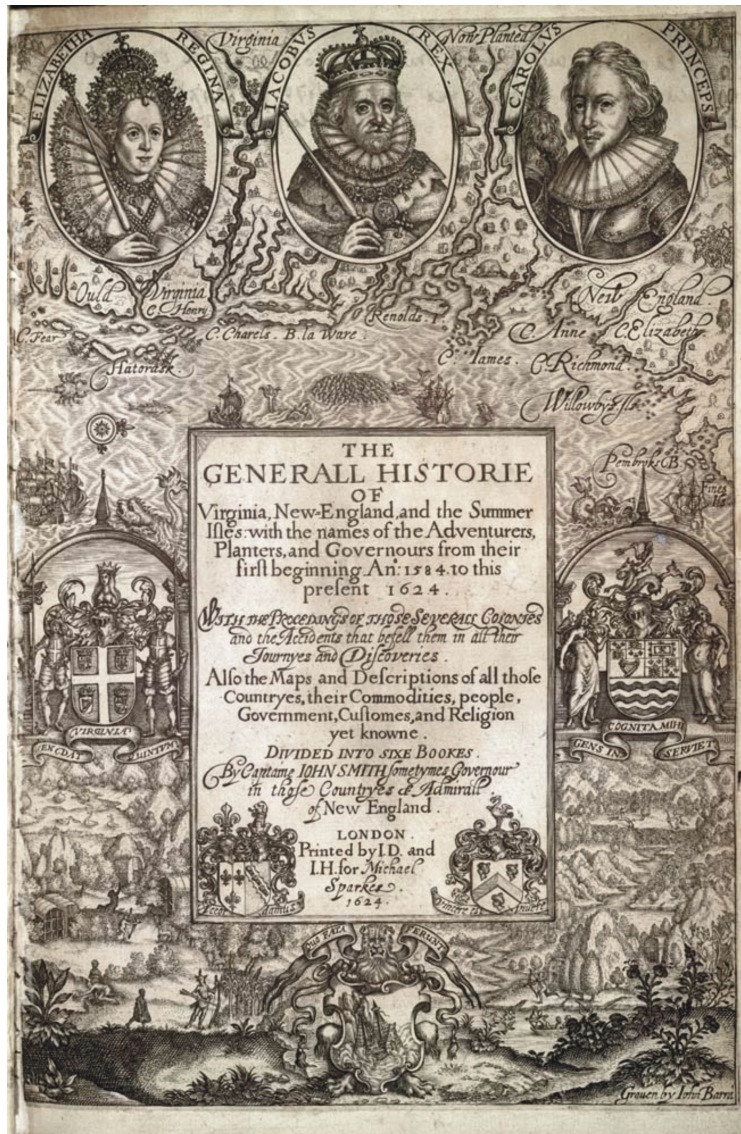


Figure 2.3: Title page from Smith's .



# The American Dream of Captain John Smith – J.A. Leo Lemay

Source: Excerpt from *The American Dream of Captain John Smith*, written in 1991 by historian J.A. Leo Lemay.

John Smith had no reason to lie. In all of his other writings he is very accurate and observant. For 250 years after his captivity, no one questioned his story.

The reason the two versions differ is that their purpose is different. In *A True Relation*, Smith didn't want to brag about his adventures, he wanted to inform readers about the land and people of Virginia. In the *General History*, his goal was to promote settlement in Virginia (and added stories might get people interested).

There is no doubt the event happened. Smith may have misunderstood what the whole thing meant. I think it was probably a common ritual for the tribe, where a young woman in the tribe pretends to save a newcomer as a way of welcoming him into the tribe.

## Question:

1. **Sourcing:** What kind of document is this? When was it written?
2. **Close Reading:** Does Lemay believe that Pocahontas saved John Smith? What evidence does he provide for his argument?

# The Great Rogue – Paul Lewis

Source: Excerpt from *The Great Rogue: A Biography of Captain John Smith*, written by the historian Paul Lewis in 1966.

In 1617, Pocahontas became a big media event in London. She was a “princess” (daughter of “king” Powhatan), and the first Indian woman to visit England. Because she converted to Christianity, people high in the church, as well as the King and Queen, paid attention to her.

While all this was going on, John Smith published a new version of *True Relation*, adding footnotes that say that Pocahontas threw herself on Smith to save him. Smith even takes credit for introducing Pocahontas to the English language and the Bible.

Then, in 1624, Smith expands his story in *General History*. He adds details to the story, and says that Pocahontas risked her life to save his.

## Questions:

1. **Sourcing:** What kind of document is this? When was it written?
2. **Close Reading:** Does Lewis believe that Pocahontas saved John Smith? What evidence does he provide to support his argument?

## Section Question:

1. **Corroboration:** Which historian do you find more convincing, Lewis or Lemay? Why?

## 2.3 Passenger Lists to the New World

By the 1630s, Englishmen had settled in two main areas of the new world—New England and Virginia. The two regions were very different—New England was settled by Puritan religious dissidents while Virginian society revolved around growing and selling tobacco. The people living in the two colonies were different, as well.

Each ship that came to the colonies included a list of passengers and some information about them. The following two passenger lists—one for Massachusetts and one for Virginia—provide an indication of the different types of people who came to the two colonies.

*Source: Passenger list from the ship Planter, which sailed from London to Boston in 1635.*(Table 2.1).

### To New England, April 2, 1635

PLANTER of London, Nicholas Trefice, Master. She sailed from London April 1635 and arrived at Boston on Sunday, June 7, 1635.

Table 2.1:

	First Name	Surname	Age
A tailor	JOSEPH	TUTTELL	39
	JOAN	TUTTELL	42
	JOHN	LAWRENCE	17
Farmer	GEORGE	GIDDINS	25
	JANE	GIDDINS	20
A tailor	THOMAS	SAVAGE	27
	WILLIAM	LAWRENCE	12
	MARIE	LAWRENCE	9
	ABIGAIL	TUTTELL	6
	SYMON	TUTTELL	4
	SARA	TUTTELL	2
	JOSEPH	TUTTELL	1
	JOAN	ANTROBUSS	65
	MARIE	WRAST	24
	THO	GREENE	15
	NATHAN	HEFORD	16
	Servant to JOSEPH		
	TUTTELL		
	MARIE	CHITTWOOD	24
Shoemaker	THOMAS	OLNEY	35
	MARIE	OLNEY	30
	THOMAS	OLNEY	3
	EPENETUS	OLNEY	1
	Servants to GEORGE		
	GIDDINS		
	THOMAS	CARTER	25
	MICHELL	WILLIAMSON	30
	ELIZABETH	MORRISON	12
	RICHARD	HARVIE	22
A tailor	FRANCIS	PEBODDY	21
Farmer	WILLIAM	WILCOCKS	34
Weaver			



Table 2.1: (continued)

	First Name	Surname	Age
Mason	MARGARET	WILCOCKS	24
	JOSEPH	WILCOCKS	2
	ANNE	HARVIE	22
	WILLIAM	BEARDSLEY	30
	MARIE	BEARDSLEY	26
	MARIE	BEARDSLEY	4
	JOHN	BEARDSLEY	2
	JOSEPH	BEARDSLEY	6 mos.
Farmer	ALLIN	PERLEY	27
Shoemaker	WILLIAM	FELLOE	24
Tailor	FRANCIS	BARKER	24

### Questions

1. Does Lewis believe that Pocahontas saved John Smith? Why or why not?
2. Which historian do you find more convincing, Lewis or Lemay? Why?

## Passenger List to Virginia, 1635

*Source: List of passengers on the ship America from London, England to Chesapeake, Virginia.*(Table 2.2).

23rd June, 1635. The under-written names are to be transported to Virginia embarked in the America. Willm Barker Mr. pr. cert: from the Minister of the Towne of Bravesend of their conformity to the orders & discipline of the church of England.

Table 2.2:

First Name	Surname	Age
Richard	Sadd	23
Thomas	Wakefield	17
Thomas	Bennett	22
Steven	Read	24
William	Stanbridge	27
Henry	Barker	18
James	Foster	21
Thomas	Talbott	20
Richard	Young	31
Robert	Thomas	20
John	Farepoynt	20
Robert	Askyn	22
Samuell	Awde	24
Miles	Fletcher	27
William	Evans	23
Lawrence	Farebern	23
Mathew	Robinson	24
Richard	Hersey	22

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