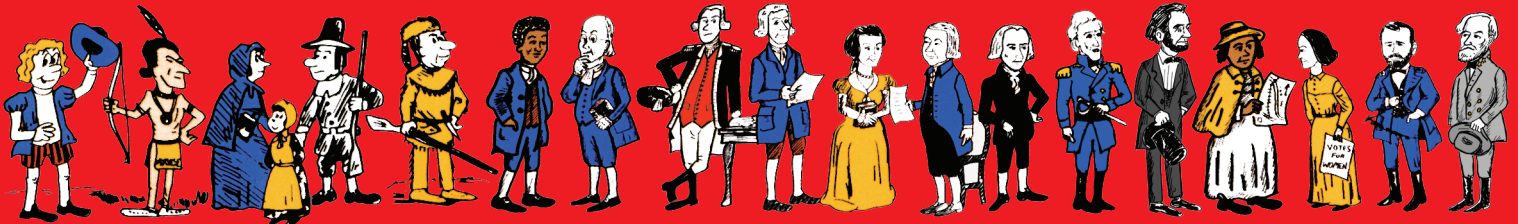


Revised Edition

# Jody Potts, Ph.D



Revised Edition

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# ADVENTURE TALES OF AMERICA

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An Illustrated History of the United States

Volume 1, 1492-1877

Revised Edition

**Student Activities Book**  
Revised Edition

By Jody Potts, Ph.D.

ILLUSTRATORS

Foy Lisenby, Ph.D.

Jerry D. Poole, Ph.D.

Signal Media Publishers

Dallas, Texas

[www.adventuretales.com](http://www.adventuretales.com)

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## AUTHOR

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**Jody Potts**, a native Texan, holds a B.S. degree in education from Baylor University, an M.A. degree in history from Southern Methodist University, and a Ph.D. degree in history from the University of North Texas. She has taught graduate courses in United States history in Southern Methodist University's Master of Liberal Arts Program for two decades. She served as visiting professor at Alaska Pacific University for three summers.

A specialist in left and right brain learning techniques, Dr. Potts pioneered the integration of these techniques with the teaching and writing of history. Her graduate courses, **History of American Ideas** and **The Lively Mind: Creative and Critical Thinking Techniques Using Both Sides of the Brain**, have provided an interactive setting for applying and testing the left and right brain learning techniques she used in *Adventure Tales of America* and its predecessor *Adventure Tales of Arkansas*.

In 1993 Dr. Potts wrote *Adventure Tales of America: An Illustrated History of the United States, 1492-1877*, an innovative book that accelerates learning by simultaneously giving information to the left brain through words and the right brain through pictures. Now a multimedia program, it has raised state history scores throughout the country—as much as 18 percent for grade-level students and 115 percent for at-risk students. In 2000 she wrote *Adventure Tales of Benjamin Banneker* and in 2001 *Adventure Tales of the Constitution of the United States*. In 2004 C-SPAN featured Dr. Potts' presentation of *Adventure Tales of Benjamin Banneker* on BookTV.

Dr. Potts is founder of The Lively Mind, a national consulting firm offering seminars in left and right brain learning techniques for students, faculties, and administrators. Participating groups have included public schools nationwide, state social studies councils, the Council for Support and Advancement of Education, and the University of Texas at Austin senior faculty. She serves on North Texas University's Department of History Advisory Board and was recently selected as an outstanding alumna of the University. She is a past member of the Presidents' Circle of the National Academy of Sciences.

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## ILLUSTRATORS

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**Foy Lisenby**, a gifted cartoonist and a specialist in American social and cultural history, was professor of history at the University of Central Arkansas from 1962 to 1995, serving fifteen years as chairman of the History Department. He has published a biography of Charles Hillman Brough and numerous articles.

**Jerry D. Poole** served as professor of art at the University of Central Arkansas from 1967 to 1989, chairing the Art Department for seventeen years. He is an accomplished silhouette artist and specializes in watercolor painting.

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## PUBLISHER

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# FOUNDING FATHERS' MESSAGE FOR STUDENTS

student—a learner; scholar



Thomas Jefferson



James Madison



John Adams



Benjamin Franklin

“Knowledge is power. Knowledge is safety. Knowledge is happiness.”—Thomas Jefferson

“Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives.”—Thomas Jefferson

“If a nation expects to be ignorant and free, it expects what never was and never will be.”—Thomas Jefferson

“The advancement and diffusion of knowledge is the only guardian of true liberty.”—James Madison

“Whenever the people are well informed, they can be trusted with their own government.”—Thomas Jefferson

“Liberty cannot be preserved without a general knowledge among the people.”—John Adams

“The boys of the rising generation are to be the men of the next, and the sole guardians of the principles we deliver over to them.”—Thomas Jefferson

“Error of opinion may be tolerated where reason is left free to combat it.”—Thomas Jefferson

“I tolerate with the utmost latitude the right of others to differ from me in opinion.”—Thomas Jefferson

“Education engrafts a new man on the native stock, and improves what in his nature was vicious and perverse into qualities of virtue and social worth.”—Thomas Jefferson

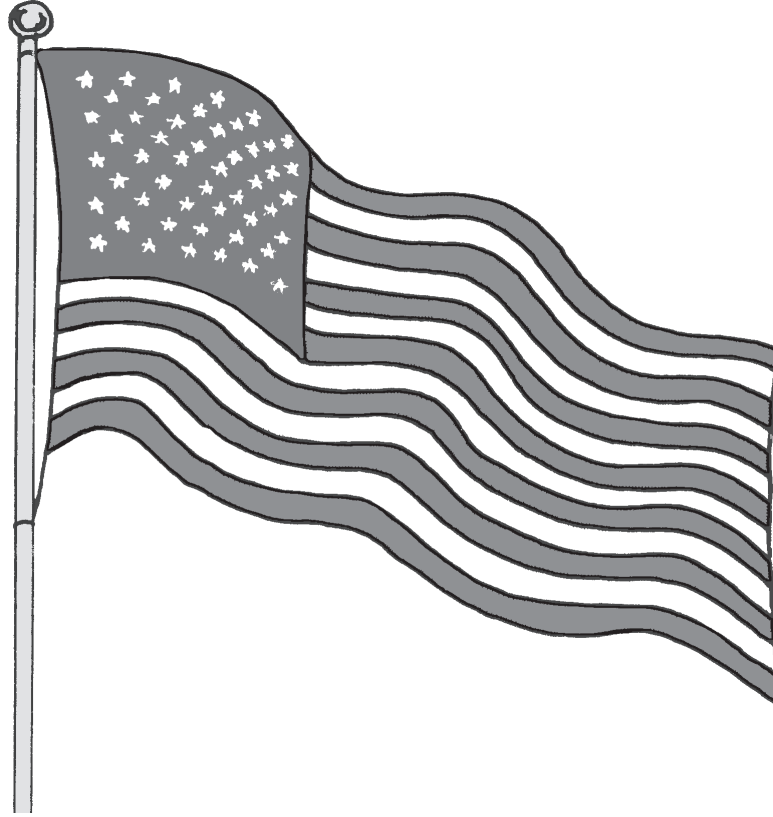
“The most effectual means of preventing the perversion of power into tyranny are to illuminate...the minds of the people at large, and more especially to give them knowledge of those facts which history exhibits....” —Thomas Jefferson

“The idea of what is true merit should also be often presented to youth, explained and impressed on their minds, as consisting in a inclination joined with an ability to serve mankind, one’s country, friends and family; which ability is (with the blessing of God) to be acquired or greatly increased by true learning; and should indeed be the great aim and end of all learning.”—Benjamin Franklin

“The whole art of government consists in the art of being honest.”—Thomas Jefferson

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# FLAG OF THE UNITED STATES OF AMERICA



## THE STAR-SPANGLED BANNER

Oh, say can you see by the dawn's early light  
What so proudly we hailed at the twilight's last gleaming,  
Whose broad stripes and bright stars through the perilous fight  
O'er the ramparts we watched were so gallantly streaming?  
And the rockets' red glare, the bombs bursting in air,  
Gave proof through the night that our flag was still there.  
Oh, say does that star-spangled banner yet wave  
O'er the land of the free and the home of the brave?

Written by Francis Scott Key in 1814;  
adopted as the United States' national anthem in 1931

## THE PLEDGE OF ALLEGIANCE

I pledge allegiance to the flag  
of the United States of America  
and to the republic for which it stands,  
one nation under God, indivisible,  
with liberty and justice for all.

Written by Francis Bellamy in 1882;  
adopted as the United States' national pledge in 1942

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## ADVENTURES IN LEARNING: GETTING READY

“My debt to history is one which cannot be calculated...  
I know that the one great external influence which, more than anything else,  
nourished and sustained [my] interest in government and public service  
was the endless reading of history which I began as a boy  
and which I have kept up ever since.”

—President Harry S. Truman



### DEAR STUDENT:

This *Student Activities Book* will help you learn American history in a memorable, enjoyable way.

But first, some techniques and tools to get you ready:

1. A LEFT BRAIN/RIGHT BRAIN DOMINANCE TEST  
to indicate your learning style
2. A CARTOONING LESSON  
to help you draw and color your ideas and answers, as well as write them.

### TIP

Whatever you **DRAW** and **COLOR**,  
as well as **WRITE**,  
you remember better.

### WHY?

Writing incodes information in the **left brain**.

Drawing and coloring encode in the **right brain**.

By writing **and** drawing/coloring, you will be learning with **both sides** of your brain—a more efficient, effective way.

**THIS HOLDS TRUE FOR ADULTS AS WELL AS YOUTHS.**

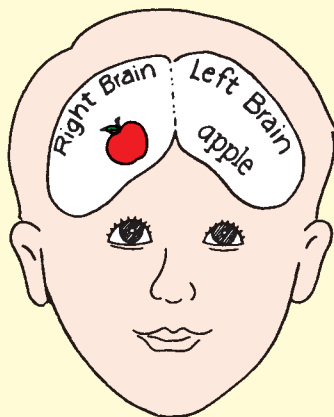


# TWO BRAINS ARE BETTER THAN ONE!

## Left and Right Brain Thinking Skills

In 1981 Roger W. Sperry won the Nobel Prize for discovering that each side, or hemisphere, of the brain “thinks” in a different way.

The visual right brain processes pictures.



The verbal left brain processes words

Sperry’s brain research indicates that we can learn faster and remember longer if information is presented to both sides of the brain at once—to provide **whole brain learning**—as *Adventure Tales of America* does with its **text/cartoon format**: words for the left brain and pictures for the right brain. Do you agree? Try this experiment: Look at the frames below and check the one that would help you learn faster and remember longer.



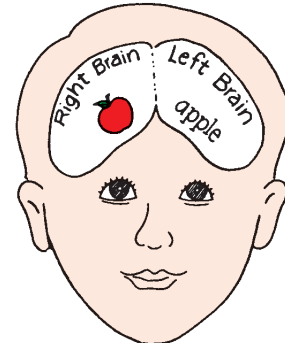
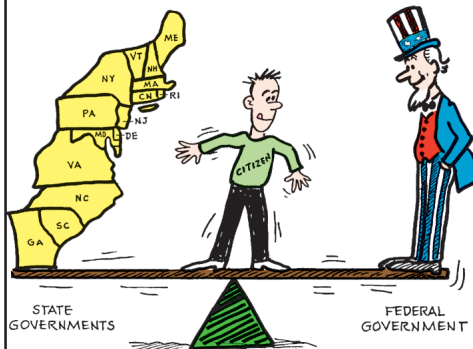
### LEFT BRAIN HISTORY

#### A FEDERAL SYSTEM

The delegates had finished their work and emerged with the ultimate compromise: a **federal system** balancing dual citizenship in both state and national governments, each with its separate sphere and powers.



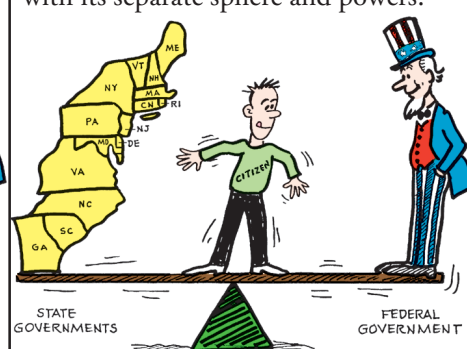
### RIGHT BRAIN HISTORY



### WHOLE BRAIN HISTORY

#### A FEDERAL SYSTEM

The delegates had finished their work and emerged with the ultimate compromise: a **federal system** balancing dual citizenship in both state and national governments, each with its separate sphere and powers.



## LEFT AND RIGHT BRAIN LEARNING STYLES

All of us use both sides of the brain, but most of us are either left or right brain dominant, which means that we may use left or right brain characteristics more often in the ways that we think, act, and learn. It is important to recognize your brain dominance and value it as your special learning style. The next step is to begin developing the other side, so that you can use your whole brain in thinking, acting, and learning.

### BRAIN DOMINANCE TEST

Read each pair of left and right brain characteristics and check the one that seems most like you. A good way to tell is to ask yourself which characteristic helps you learn better. If you strongly identify with both characteristics in a pair, then check both. More checks in the left column indicate left brain dominance. More checks in the right column indicate right brain dominance. Several checks of both characteristics in a pair indicate double dominance: a whole brain thinker.

#### LEFT BRAIN

#### RIGHT BRAIN

\_\_\_ Verbal (words and numbers).....\_\_\_ Visual (pictures, graphs, charts, diagrams, maps)....

\_\_\_ Sequential (step by step).....\_\_\_ Whole-istic (seeing patterns and relationships)

\_\_\_ Logical .....\_\_\_ Intuitive (knowing all at once).....

\_\_\_ Reasoning (cause and effect thinking) .....\_\_\_ Emotional (feelings) .....

\_\_\_ Analytical .....\_\_\_ Creative.....

\_\_\_ Realistic.....\_\_\_ Imaginative .....

\_\_\_ Facts.....\_\_\_ Stories.....

\_\_\_ Details.....\_\_\_ The big picture .....

\_\_\_ Organized; on time.....\_\_\_ Spontaneous; timeless .....

\_\_\_ Serious; work ethic .....\_\_\_ Humorous; play ethic .....

\_\_\_ Math, science.....\_\_\_ Art, music, drama, metaphor, color ..

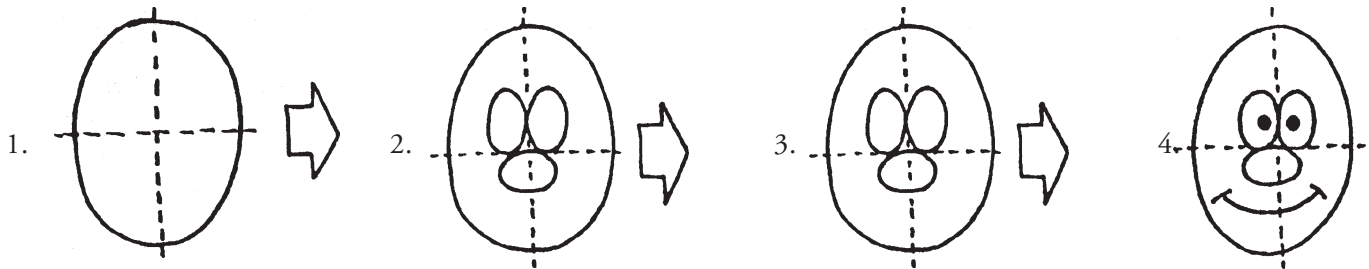
You will find all these left and right brain characteristics in *Adventure Tales of America*.

## CARTOON DRAWING: A RIGHT BRAIN LEARNING TOOL

# CARTOONS

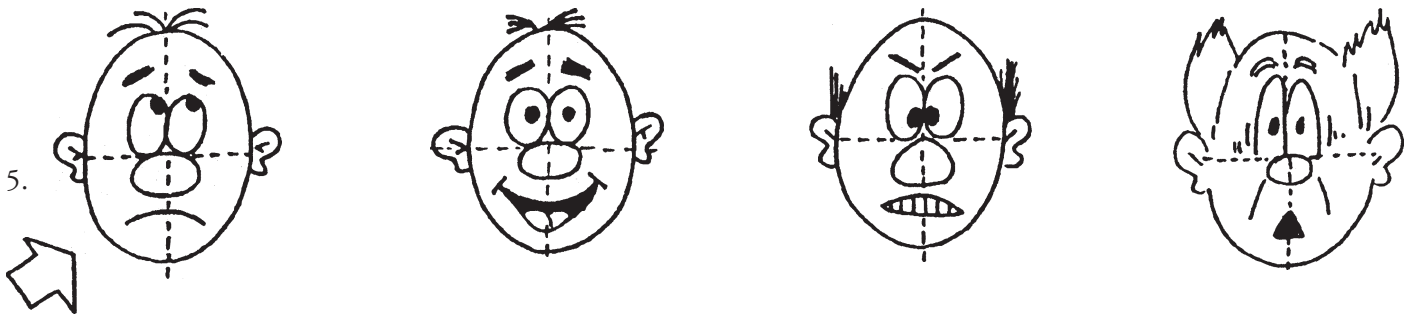
are fun to draw!

Here's how:

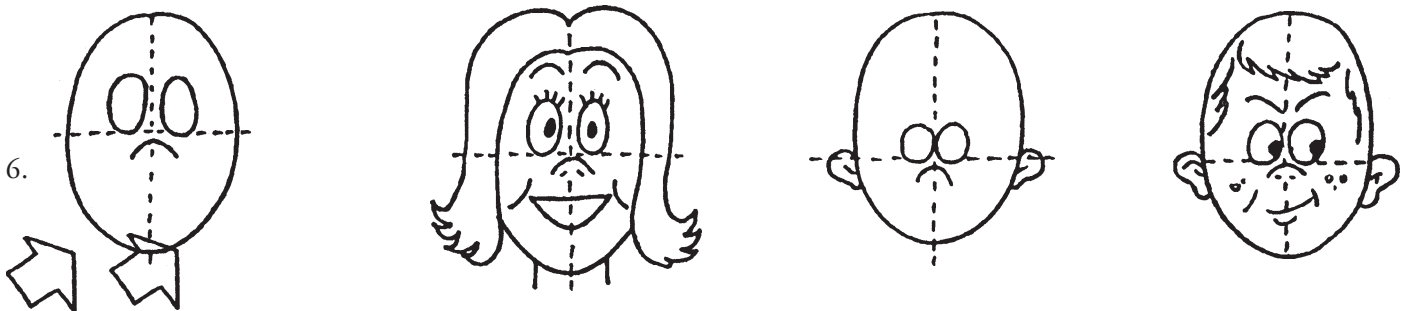


1. Draw an egg-shaped figure. Then, draw two dotted lines, one vertical (up and down) and one horizontal (across). Don't worry about making your sketch exactly like this one; but the intersecting lines are very important, because they show you where to place eyes, nose, ears, etc. 2. For the eyes, draw two rather large circles on each side of the vertical line, just above the horizontal line. For the nose, draw a large circle, centered just below the horizontal line. 3. The mouth comes next.

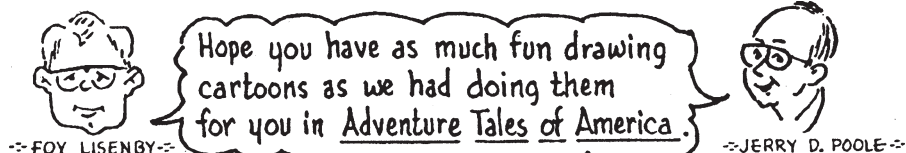
4. Then draw the pupils in the eyes.

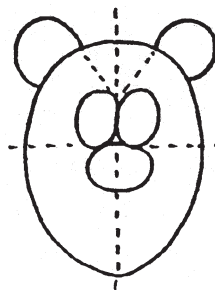
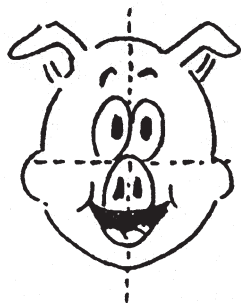
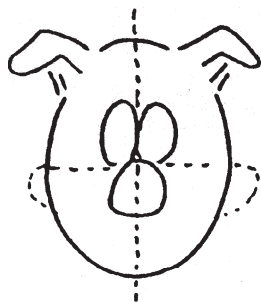


5. Add eyebrows, ears, hair, etc. Note how slight variations in eyes, nose and mouth etc. produce different expressions and different characters.



6. Women and children may have softer features. For a small child you may wish to lower the horizontal line.

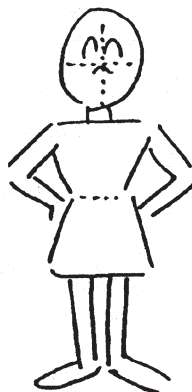
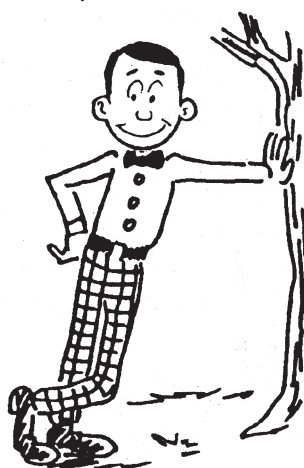
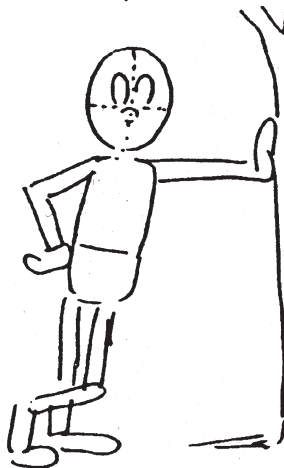




A.

B.

Circles and lines can be used for ANIMAL FACES too — for example, a Pig (See label “A”) and a Bear (See label “B”). The nose may be smaller and “shiny”. And of course ears and jaws are different.

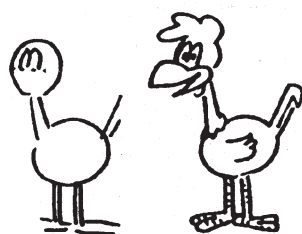


CARTOON FIGURES. First sketch the outline, then add hands, feet, head etc.



### ACTION DRAWING

Speed lines, dust, and shadows can be used to show action.



Outlines can be used to create FUNNY ANIMALS.

## ADVENTURES IN ACTION: GETTING READY

“What kind of man would live where there is no daring?  
I don’t believe in taking foolish chances,  
but nothing can be accomplished without taking any chance at all.”  
—Charles Lindbergh



### NOW IT’S TIME FOR ACTION.

Each activity that follows is designed to **ACTIVATE** the information you have read in your textbook, *Adventure Tales of America*.

You’ll want to turn to your textbook as you do each activity, so the corresponding chapter and page numbers from *Adventure Tales of America* are along side the title of each activity.

### DIRECTIONS: FOR EACH ACTIVITY

1. **WRITE YOUR ANSWERS**  
for left brain learning, and
2. **DRAW AND COLOR YOUR ANSWERS**  
for right brain learning.

### THE RESULTS WILL SURPRISE YOU!

You will learn **faster**, remember **longer**, and score **higher** on tests. What’s more, history will come alive for you in a new and exciting way.

# 1 ★ THE GLOBE ★ Section 1, p. 4 in the textbook:

## *Adventure Tales of America: An Illustrated History of the United States, 1492-1877*

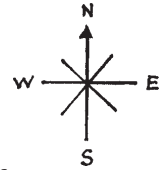
Objective: To understand the round map of the world

Directions: On a globe, locate your home by latitude and longitude.

### A Brief History of Globes



A globe is a round, or spherical, body. Because the Earth is round, the most accurate map of the Earth is a round map, called a globe. Flat maps are convenient, but only a globe gives a correct picture of the Earth.



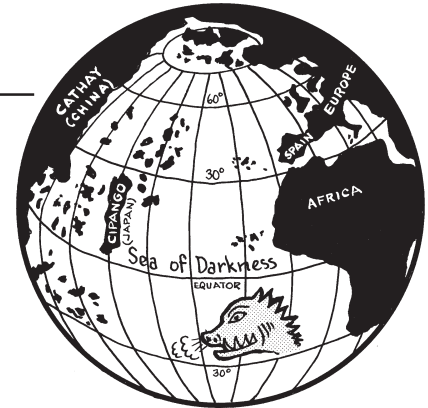
Globes tilt because the Earth tilts on its axis as it rotates from west to east.

A globe of the heavens is called a celestial globe. A globe of the Earth is called a terrestrial globe, or the globe.

In 1492 Martin Behaim of Nuremberg, Germany, made one of the first terrestrial globes. You saw an adaptation of it in *Adventure Tales of America*, page 18. It looks like this. Not exactly accurate but pretty good for his day, don't you think?

Christopher Columbus, who learned to make maps in his brother's map shop in Portugal, had access to Behaim's globe in 1492. So you see, he was not alone in speculating that the Earth was round. In 1492, of course, no one knew for sure.

In 1810 James Wilson, a Vermont copper engraver, made the first globe in the United States. He made such accurate globes that many of his methods are still used today. Do you think you could make a globe?



### The Grid System for Measuring Location

Mapmakers have created imaginary lines circling the globe to help you pinpoint your location:

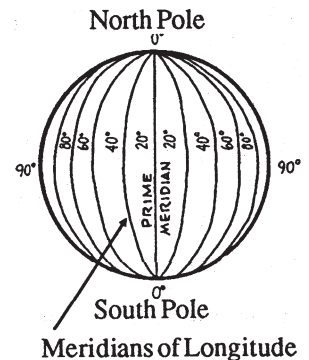
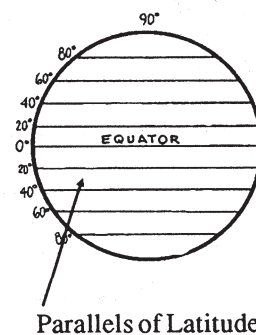
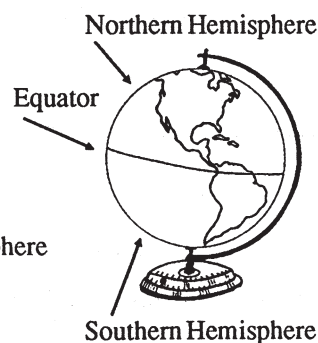
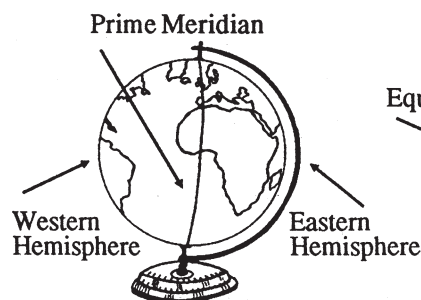
**AXIS**—a vertical line through the center of the Earth. Its two ends are imaginary points; the one at the top is called the North Pole, and the one at the bottom is called the South Pole;

**EQUATOR**—a horizontal line dividing the Earth into northern and southern half-spheres, or hemispheres;

**PARALLELS, or LINES OF LATITUDE**—horizontal lines measuring by degrees the distance, north and south, from the Equator;

**MERIDIANS, or LINES OF LONGITUDE**—vertical lines drawn from the North Pole to the South Pole;

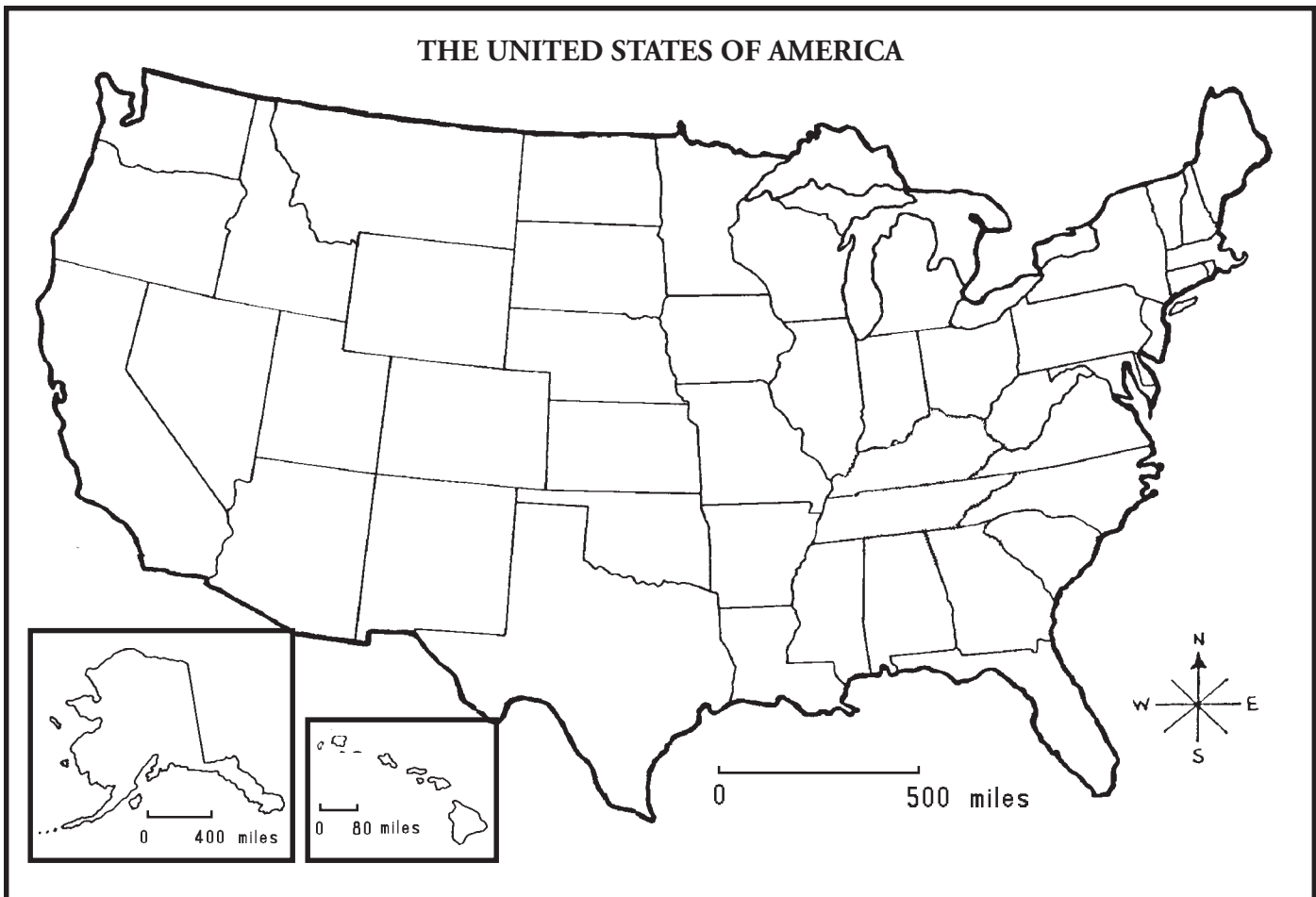
**PRIME MERIDIAN**—vertical line labeled 0 degrees, from which other meridians are measured, east or west, in degrees.





## 2 ★ FIND YOUR STATE ★ Section 1, pp. 6-7

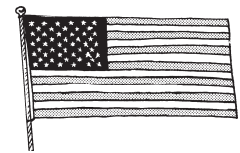
Objective: To become aware of your state in relation to the rest of the United States



### MAP SKILLS



1. Label and color your state on the United States map.
2. Label and color the states surrounding your state.
3. Label all **other** states.
4. Practice your directional skills by naming your state's neighboring state/states:



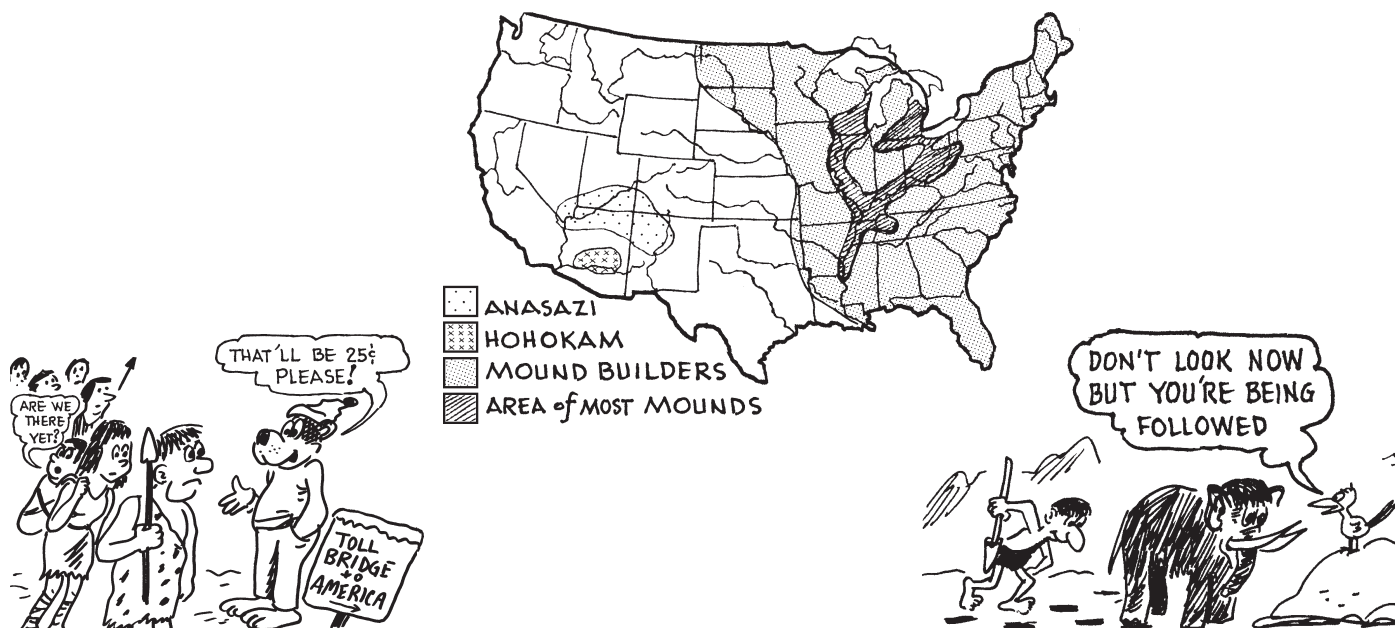
- a. north \_\_\_\_\_
- b. northeast \_\_\_\_\_
- c. east \_\_\_\_\_
- d. southeast \_\_\_\_\_
- e. south \_\_\_\_\_
- f. southwest \_\_\_\_\_
- g. west \_\_\_\_\_
- h. northwest \_\_\_\_\_

### 3 ★ PREHISTORIC NATIVE AMERICANS ★ Section 2, pp. 9-10

Objective: To compare the lifestyles of four prehistoric Native American groups

Directions: Complete the chart below. Cartoon some of your answers as a right brain exercise.

#### PREHISTORIC CULTURES IN THE UNITED STATES




NATIVE AMERICANS	DATES	FOOD SHELTER CLOTHING	CUSTOMS 1. Hunting 2. Religious
PALEO-INDIAN			
ARCHAIC			
WOODLAND			
MISSISSIPPIAN			



## 4 ★ MOTIVES FOR EXPLORATION ★ Section 3, p. 17

Objective: To understand the personal, political, religious, and economic reasons for exploring America

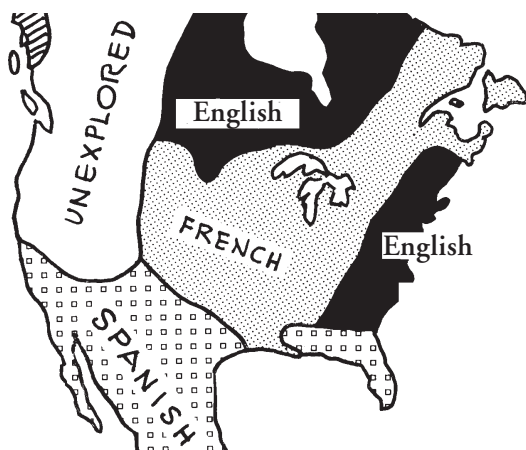
### NAME AND DRAW SEVEN REASONS FOR EXPLORING THE NEW WORLD.


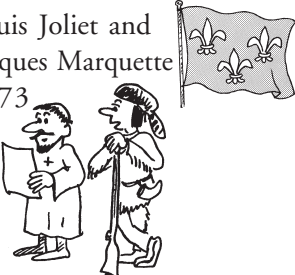


1.	2.	3.
		
4.	5.	6.
7.		

# 5 ★ IMPACT OF EUROPEAN EXPLORERS ★ Section 3, pp. 16-33

Objective: To gain an overview of Spanish and French influence on North America

Directions: Complete the chart below. Draw and color your answers as well as write them.



EXPLORERS	AREA EXPLORED	OBJECTIVES	RESULTS
Hernando De Soto 1541-42 			
Louis Joliet and Jacques Marquette 1673 			
Robert La Salle 1682 			
Benard La Harpe 1721-22 			

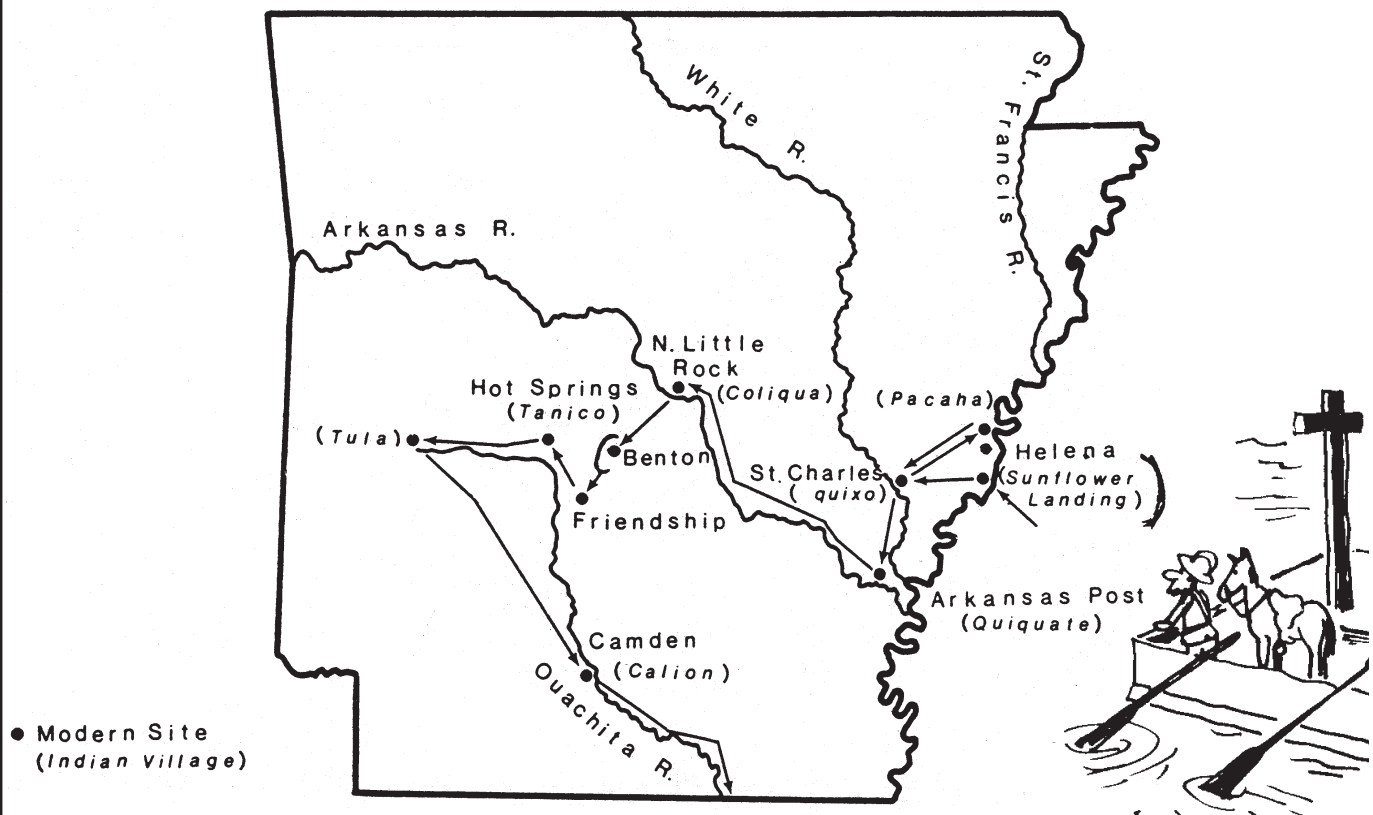
## 6 ★ SPANISH FOOTPRINTS ACROSS ARKANSAS ★ Section 3, pp. 26-29

**Objective:** To trace Hernando De Soto's "Adventure Trail" through Arkansas, through the narratives written by three of his companions. The narratives (1539-42), along with those of Francisco Vasquez de Coronado (1540-42) form the first histories of North America

Three men who accompanied Hernando De Soto wrote narratives of his remarkable journey through the land that became Arkansas. Their descriptions of the Indian villages (some with as many as 5,000 Indians) along their route were used in 1939 by the Smithsonian Institution's De Soto Expedition Commission (commemorating the 400th anniversary of his expedition) to create the map below.

Enter into your imagination as if you too were DeSoto's companion in exploring Arkansas. Cartoon your favorite adventure on the map, and draw De Soto's footprints along the trail.

### DE SOTO'S ADVENTURE TRAIL THROUGH ARKANSAS, 1541—42



### Today you can read for yourself the three original narratives of DeSoto's journey:

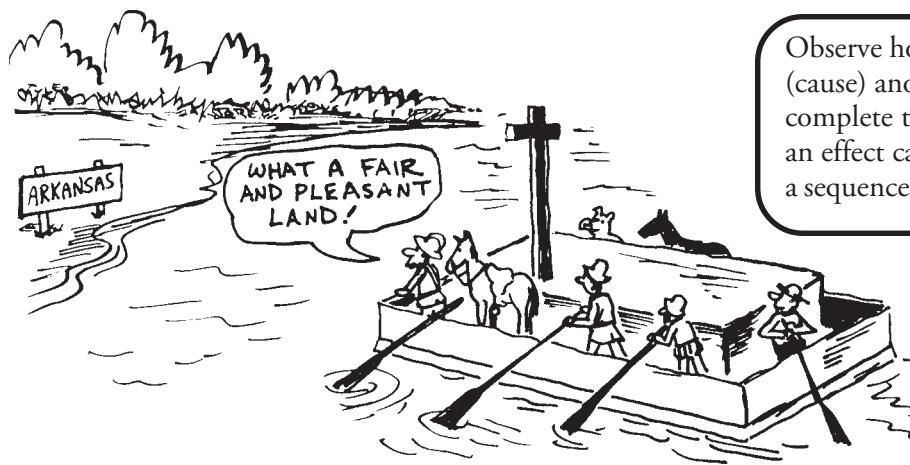
1. Luys de Beidma, *Relation of the Conquest of Florida, Presented in the Year 1544 to the King in Council*. Biedma, a trusted friend of De Soto's, presented his work to the King of Spain. For four centuries this first history of Arkansas has resided in the famous Archives of the Indies in Seville, Spain. Someday you might like to go and see it for yourself.

2. Gentleman of Elvas (Portugal), *A True Relation of the Vicissitudes that Attended the Governor Don Hernando DeSoto and Some Nobles of Portugal in the Discovery of the Province of Florida, 1557*.

3. Rodrigo Ranjel, De Soto's private secretary, also wrote a narrative. It can be found in Edward Bourne, *Narratives of the Career of Hernando de Soto, 2 vols., 1922*, as can those of Biedma and the Gentleman of Elvas. (The above sources were used to write the De Soto story in your textbook, *Adventure Tales of America*.)

## 7 ★ SPANISH FOOTPRINTS ACROSS ARKANSAS ★ Section 3, pp. 26-29

Objective: To understand cause and effect in the sequence of events regarding Hernando De Soto's life



Observe how one event can lead to (cause) another event (effect), as you complete the chart below. Notice how an effect can, in turn, become a cause in a sequence of events.

A. DeSoto, born in 1500, grew up dreaming of the new world discovered by Columbus in 1492.

1. In 1519, Don Pedro ordered De Soto out of his house.

2.

3. In 1536, De Soto (now a wealthy man) returned to Spain and married Isabella.

4.

5. De Soto decided to return to America.

6.

7.

8. In 1539, De Soto landed in Florida and set forth on a search for gold.

9.

10. In 1541, De Soto crossed the Mississippi River and discovered Arkansas.

11.

12.

B. De Soto failed to find gold or establish settlements, but he left Americans an important legacy: a SPIRIT OF ADVENTURE. What effect will this spirit have on your life?

## 8 ★ THE TIME OF YOUR LIFE ★ Section 3, pp. 26-29

**Objective:**

Plan an Adventure Trail to make your dreams come true.

**ADVENTURE :**

"THE EXPLORING OF NEW AND UNKNOWN WORLDS; A BOLD UNDERTAKING IN WHICH HAZARDS ARE TO BE MET, AND THE ISSUE HANGS UPON UNFORESEEN EVENTS."  
WEBSTER



De Soto followed the Spirit of Adventure in "exploring new and unknown worlds"—and he discovered Arkansas! What "new and unknown worlds" await your discovery—in education, business, politics, family life, science, religion, philosophy, history, medicine, music, art?

Walt Disney said, "If you can dream it, you can do it!" Events you dream about today can become a reality tomorrow if you work out a plan based on cause and effect. Dreaming (right brain) and planning (left brain) create an unbeatable combination in reaching your goals.



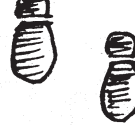



**HOW TO USE THE ADVENTURE TRAIL TIMELINE**

The ADVENTURE Trail time line — on the following page — incorporates both dreaming and planning. Here's how to use your ADVENTURE TRAIL time line:

1. As you think about each decade in your life, select from the list of choices the things you would like to occur. Aim high! Your life can make a difference in the world.
  - a. Circle each choice. (Use a pencil so you can erase if you change your mind.)
  - b. Add your own ideas to the list on the blank lines or in the "AGE" column.
  - c. The blank lines can also be used to rearrange choices in different decades.
  - d. There is no limit to the number or kinds of choices for each decade. But keep in mind the principle of cause and effect: one thing leads to another.
2. Learn to set *priorities* (order of preference) by writing a number in front of each choice, with number 1 indicating the most important choice, number 2 the next important, etc.
  - a. Here's the reason for setting priorities: you won't have time to do everything. For example, it would be almost impossible to be a heart surgeon and an agricultural leader.
  - b. You may want to change your priorities from time to time, so be sure to number them in pencil.
3. Keep your ADVENTURE TRAIL in a place where you can see it easily, because it will give you direction as you live your life.
  - a. Remember the principle of *cause and effect*: *one thing leads to another*.
  - b. What you do today will determine what happens tomorrow. And you can decide!
4. Now, go to the next page and begin dreaming and planning your ADVENTURE TRAIL.

## 9 ★ ADVENTURE TRAIL

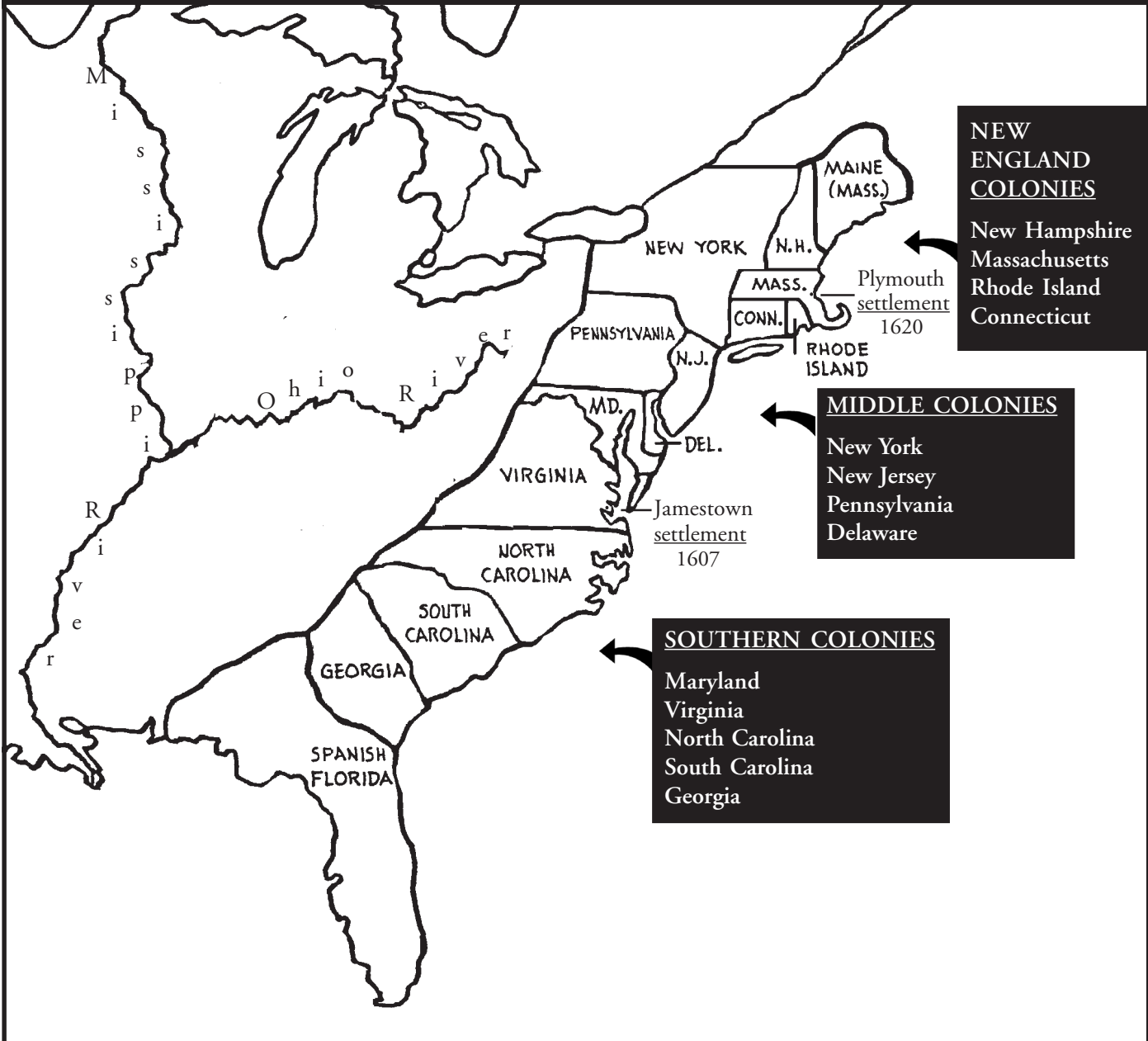
Objective: To plan an Adventure Trail to make your dreams come true

AGE	CHOICES
10th Birthday 	<div> <div> _set goals  _excel in learning  _sports  _read book a week </div> <div> _eagle scout/gold award  _friendships  _keep journal  _earn/save money </div> <div> _____  _graduate/high school  _vocational school  _college </div> </div>
20th Birthday 	<div> <div> _reset goals  _travel  _graduate school  _successful farmer </div> <div> _fitness program  _climb Mt. Everest  _career  _family/children </div> <div> _____  _U.S. historic sites trip  _own business </div> </div>
30th Birthday 	<div> <div> _reset goals  _astronaut  _agriculture leader  _pilot license </div> <div> _public service  _discover cancer cure  _write a book  _state representative </div> <div> _____  _create a happy home  _explore theology </div> </div>
40th Birthday 	<div> <div> _reset goals  _entertainment star  _teaching award  _1st million dollars </div> <div> _compose symphony  _college professor  _mayor  _governor </div> <div> _____  _finish college  _European trip </div> </div>
50th Birthday 	<div> <div> _reset goals  _U.S. senator  _farmer of the year  _school board </div> <div> _brain research  _heart surgeon  _grandchildren  _Pulitzer Prize novel </div> <div> _____  _photographer  _president of company </div> </div>
60th Birthday 	<div> <div> _reset goals  _President of U.S.  _Nobel Peace Prize  _college </div> <div> _fishing champ  _animal trainer  _U.S. Ambassador  _invent gadget </div> <div> _____  _travel w/grandchildren  _write children's books </div> </div>
70th Birthday 	<div> <div> _reset goals  _walk 3 miles a day  _piano lessons  _learn foreign language </div> <div> _travel  _college  _teach a skill  _space travel </div> <div> _____  _write autobiography  _consultant </div> </div>
80th Birthday 	<div> <div> _reset goals  _host family reunion  _literacy tutor  _new friends </div> <div> _volunteer work  _walk 2 miles a day  _college  _trips to Mars </div> <div> _____  _humanitarian award  _perfect driving record </div> </div>
90th Birthday 	<p><b>TO INSPIRE YOU—people who were still productive in their 90's:</b>  Winston Churchill, Pablo Picasso, Pablo Casals, Grandma Moses, Georgia O'Keeffe,  John Dewey, George Bernard Shaw</p>

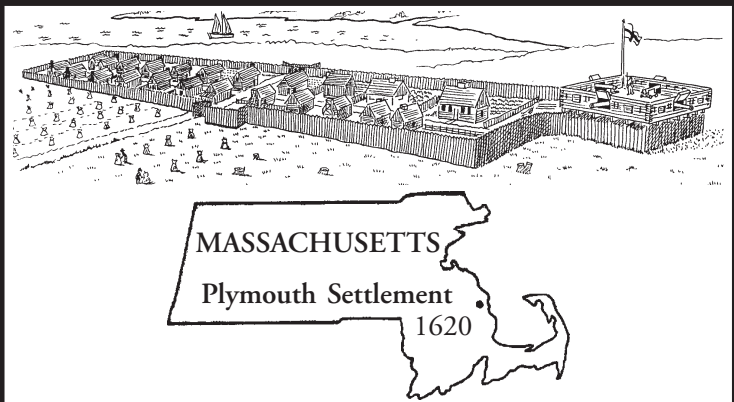
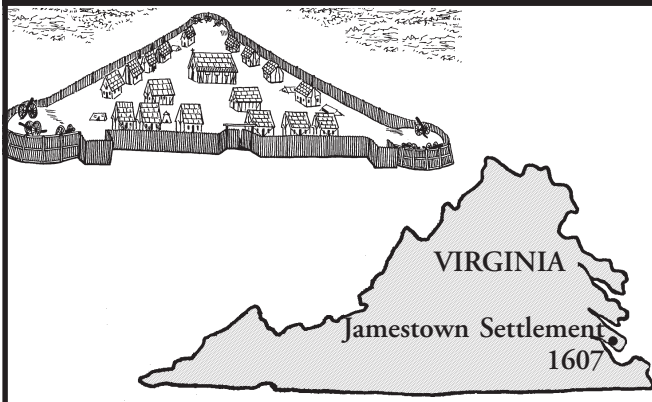
## 10 ★ BRITISH COLONIES IN AMERICA ★ Section 4, p. 37

Objective: To know the thirteen original British colonies that became the United States

Locate and color the 13 original colonies and their major settlements.



### MAJOR SETTLEMENTS: A CLOSE-UP VIEW

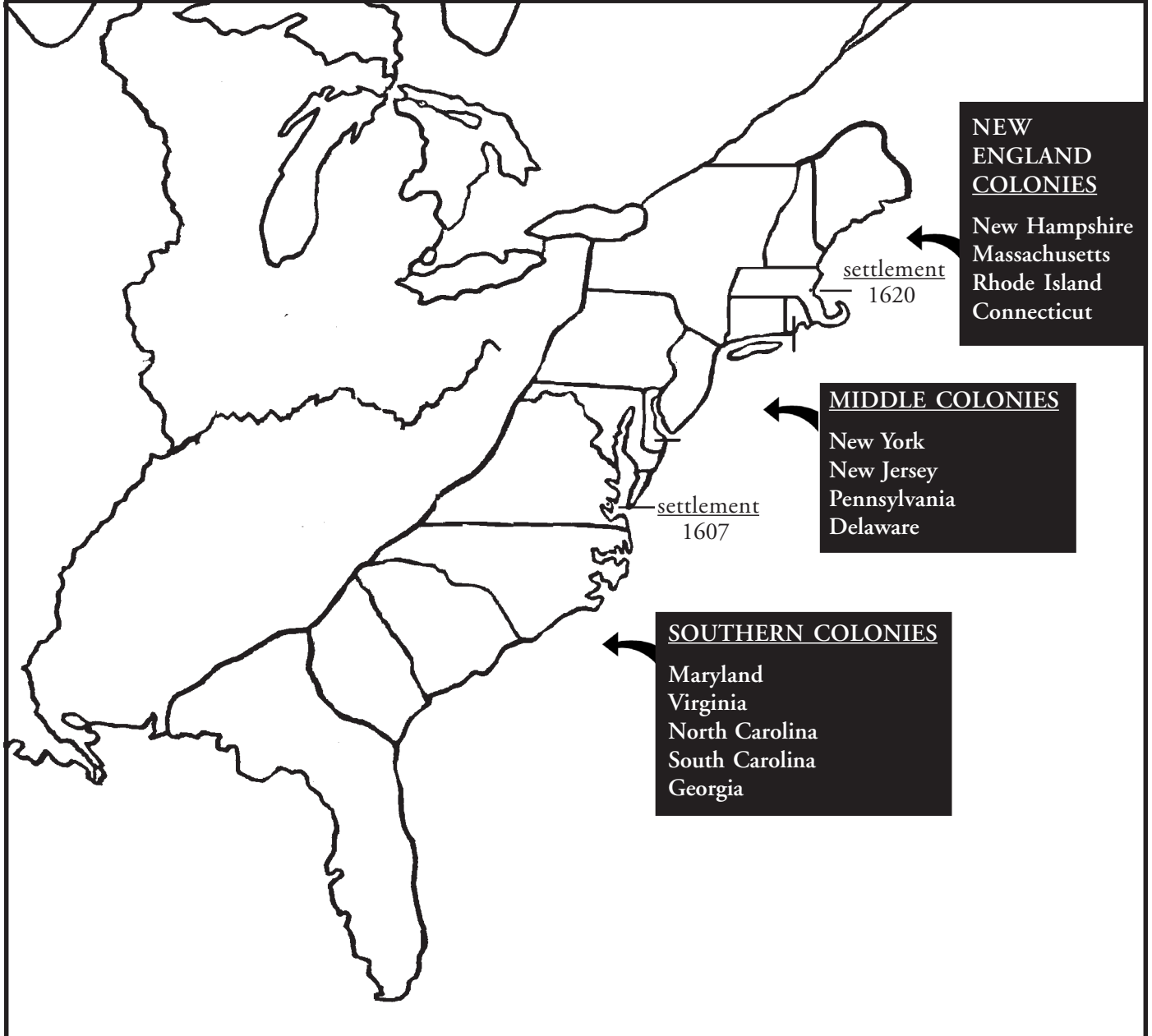




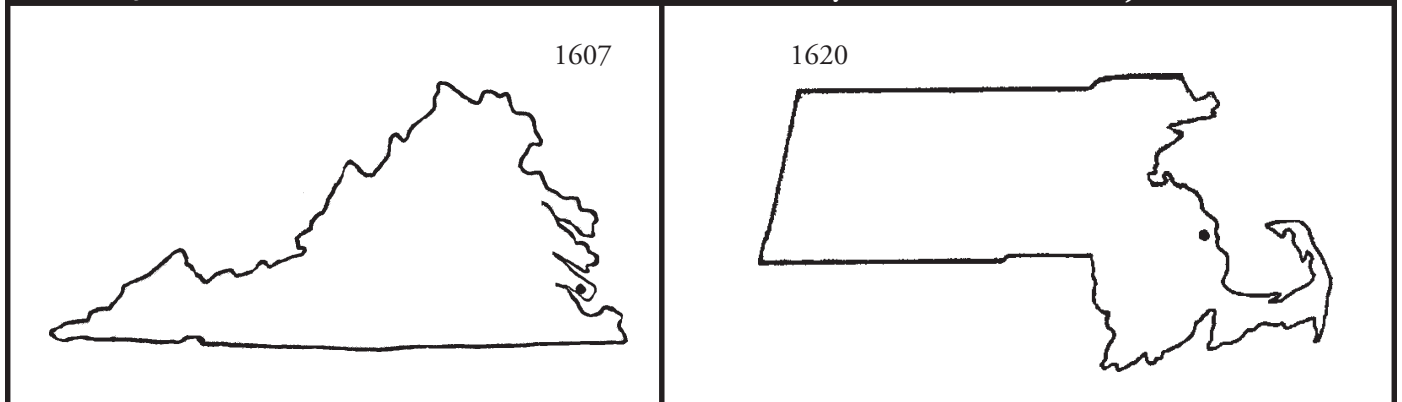
## REVIEW: BRITISH COLONIES IN AMERICA

Objective: To know the thirteen original British colonies that became the United States

Name and color the 13 original colonies and their major settlements.



**MAJOR SETTLEMENTS: A CLOSE-UP VIEW**—Identify each state and its major settlement.





# 11 ★ THREE MAJOR RIVERS ★ Section 3, p. 6

Objective: To learn three major rivers and their relation to the colonies

Locate and color these rivers: 1) MISSISSIPPI, 2) OHIO, and 3) HUDSON.

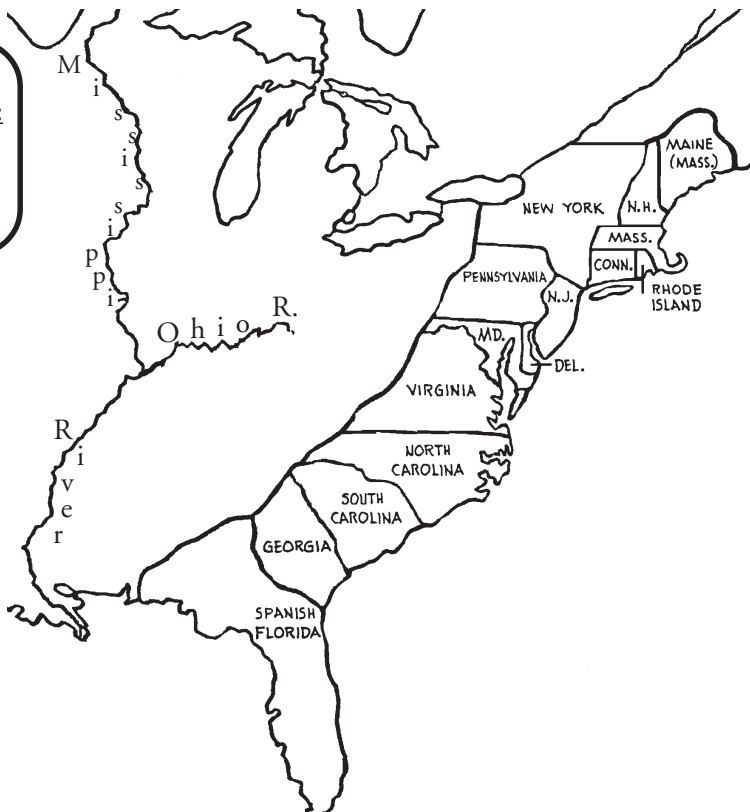


Color the three rivers:

1. Mississippi River—blue
2. Ohio River—red
3. Hudson River—green

This map shows the rivers in relation to the colonies. Color the rivers and colonies:

1. Mississippi River—blue
2. Ohio River—red
3. Hudson River—green



## REVIEW: THREE MAJOR RIVERS

Objective: To learn three major rivers and their relation to the colonies

Name and color these rivers: 1) MISSISSIPPI (blue), 2) OHIO (red), and 3) HUDSON.



Color the three rivers:

1. Mississippi River—blue
2. Ohio River—red
3. Hudson River—green

Name and color the rivers and colonies:

1. Mississippi River—blue
2. Ohio River—red
3. Hudson River—green



## 12 ★ MOUNTAIN AND LAKE BARRIERS TO SETTLEMENT ★ Section 1, p. 6

Objective: To learn three major physical features of the United States and their impact on settlement

Locate and color mountain and lake regions that served as physical barriers to settlements.



Name and color these mountain and lake regions.



## REVIEW: MOUNTAIN AND LAKE BARRIERS TO SETTLEMENT

Objective: To learn the major physical features of the United States and their impact on settlement

Name and color mountain and lake regions that served as physical barriers to settlements.



1. The physical barrier that separated the first settlers of the United States from the rest of the U.S. was

2. What mountain barrier did the settlers have to cross to reach California?

3. What other physical barrier did settlers have to cross to reach California?

# 13 ★ REVOLUTIONARY PERIOD: IDENTIFICATION ★ Sections 9-10, pp. 117-150

Objective: To learn key terms and events

Identify the following.

## COLONY:

a group of people who settle in a new land but remain loyal to their mother country



## PATRIOTS:

colonists who supported independence



## LOYALISTS:

colonists who supported the British during the Revolutionary War



## BOYCOTT:

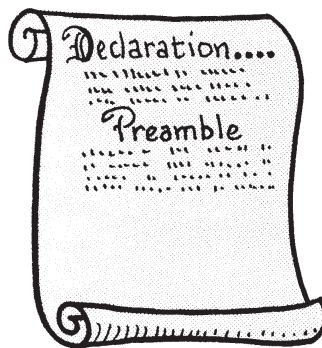
refusal to buy or use a product



The colonists used boycotts to protest British economic policies.

## DECLARATION OF INDEPENDENCE:

declared American independence from Great Britain



Written by Thomas Jefferson



## JULY 4, 1776:

The Declaration of Independence was adopted by the Second Continental Congress.



## REVIEW—REVOLUTIONARY PERIOD: IDENTIFICATION

**Objective:** To learn key terms and events

**Directions:** Write, draw and color your answers. You don't have to be an artist to draw. Stick figures are fine; so are symbols or tracing. Just draw and see how easy it makes learning.

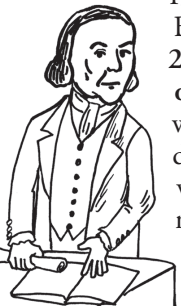

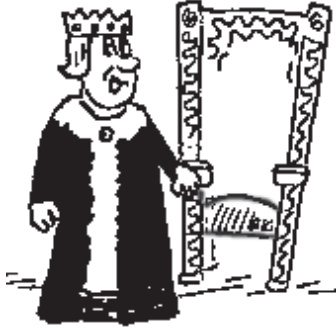




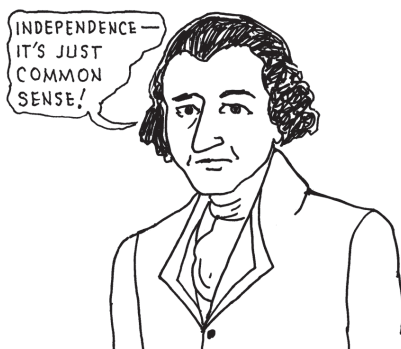

**Identify the following.**

<b>COLONY:</b>	<b>PATRIOTS:</b>	<b>LOYALISTS:</b>
<b>BOYCOTT:</b>	<b>DECLARATION OF INDEPENDENCE:</b>	<b>JULY 4, 1776:</b>

# 14 ★ KEY PEOPLE IN THE REVOLUTIONARY ERA ★ Sections 9-10, pp. 117-150

Objective: To become acquainted with key people of the Revolutionary period.

Identify and explain the roles and contributions of the following.

Samuel Adams	Benjamin Franklin	King George III
<ul style="list-style-type: none"> <li>* Boston patriot who used propaganda, press, and public relations to stir revolutionary fervor</li> <li>* Organized 1) <b>Sons of Liberty</b>, a radical group that led Boston Tea Party and other anti-British protests</li> <li>2) <b>Boston Committee of Correspondence</b> which circulated letters documenting British violations of colonial rights</li> </ul> 	<ul style="list-style-type: none"> <li>* Printer, scientist, colonial agent in England, minister to France</li> <li>* Negotiated French-American Alliance crucial to America's victory in 1783</li> <li>* Helped negotiate favorable peace treaty after Revolutionary War</li> </ul> 	<ul style="list-style-type: none"> <li>* British King who lost the American colonies by refusing to yield to the colonists' Declaration of Rights and Grievances and their Olive Branch Petition</li> </ul> 
John Adams	Abigail Adams	Thomas Jefferson
<ul style="list-style-type: none"> <li>* Leading patriot in First and Second Continental Congresses</li> <li>* Championed adoption of Declaration of Independence.</li> <li>* Wrote Massachusetts state constitution</li> <li>* 2nd president of the United States</li> </ul> 	<ul style="list-style-type: none"> <li>* Wife of the 2nd U.S. President (John Adams); mother of the 6th president (John Quincy Adams)</li> <li>* Urged John Adams to include women's rights in the "new code of laws" being written</li> </ul> 	<ul style="list-style-type: none"> <li>* Wrote Declaration of Independence.</li> <li>* Governor of Virginia</li> <li>* 3rd president of the United States</li> </ul> 
Marquis de Lafayette	Thomas Paine	George Washington
<ul style="list-style-type: none"> <li>* French nobleman and army officer who became a general in America's Continental Army and a hero in the Battle of Yorktown.</li> <li>* A favorite of General George Washington with whom he served.</li> <li>* Leader of French Revolution in 1790s</li> </ul> 	<ul style="list-style-type: none"> <li>* Wrote "Common Sense" (1776) advocating independence</li> </ul> 	<ul style="list-style-type: none"> <li>* Commander in chief of Continental Army</li> <li>* 1st president of the United States</li> <li>* Known as the Father of Our Country</li> </ul> 

**REVIEW—KEY PEOPLE IN THE REVOLUTIONARY ERA**

Objective: To become acquainted with key people of the Revolutionary period.

**Identify and explain the roles and contributions of the following.**

Samuel Adams	Benjamin Franklin	King George III
John Adams	Abigail Adams	Thomas Jefferson
Marquis de Lafayette	Thomas Paine	George Washington



# 15 ★ CAUSES OF THE AMERICAN REVOLUTION ★ Section 9, p. 119

Objective: To analyze the causes of the Revolutionary War

Directions: Imagine you are a colonial American. How would you react to the situations below?

## POLITICAL CAUSES OF THE REVOLUTION

### 1. ENGLAND'S NEGLECT OF THE COLONIES



### 2. TAXATION WITHOUT REPRESENTATION

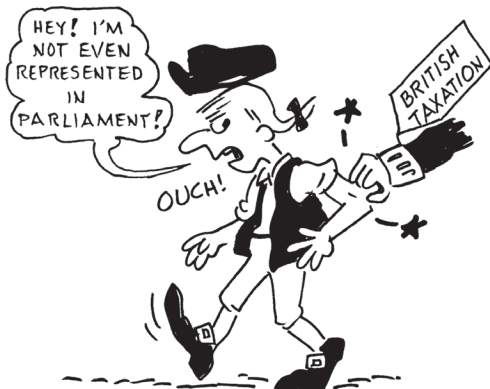


### 3. LIMITATION OF INDIVIDUAL RIGHTS



## ECONOMIC CAUSES OF THE REVOLUTION

### 4. TAXATION



### 5. MERCANTILISM



#### ENGLAND'S ECONOMIC POLICY

- 1) GOLD in the treasury makes a nation strong.
- 2) So, a nation must have a favorable balance of trade: more gold coming in than going out.
- 3) Therefore, a nation must regulate its trade to sell more than it buys.
- 4) Colonies exist for the trade benefits of the mother country.

### 6. TRADE RESTRICTIONS

Britain regulated trade with the colonies for her own benefit through navigation, or shipping, laws that forced the colonists to trade mainly with Britain.



### 7. FREE ENTERPRISE

But England failed to enforce the navigation laws, and the colonists traded with whomever they pleased—engaging in free enterprise (free, unrestricted trade).



### 8. ECONOMIC POWER

The colonists made money through free trade. They grew accustomed to free enterprise, and when Britain finally began enforcing the navigation laws, it was too late.



## 15 ★ CAUSES OF THE AMERICAN REVOLUTION ★ Section 9, p. 119

Objective: To analyze the causes of the Revolutionary War

Directions: Write, draw, and color the causes. Debate the causes, with half the class as patriots and half as loyalists.

### POLITICAL CAUSES OF THE REVOLUTION

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### ECONOMIC CAUSES OF THE REVOLUTION


# 16 ★ PROBLEMS OF THE CONFEDERATION ★ Section 11, pp. 157, 158

Objective: To understand why the Articles of Confederation did not work.

Discuss, dramatize, and color the problems of the Confederation.

## WEAK GOVERNMENT UNDER THE ARTICLES OF CONFEDERATION



## ECONOMIC PROBLEMS: inflation; no money



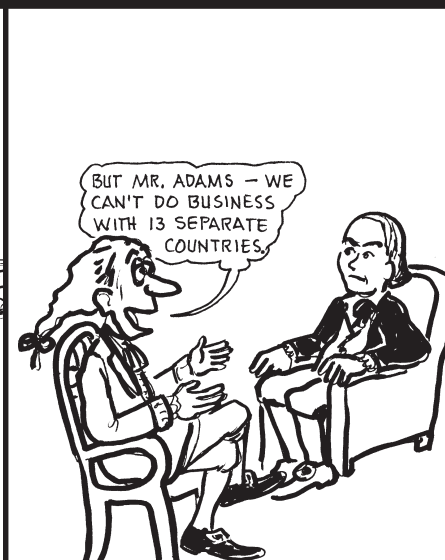
## BOUNDARY DISPUTES AMONG THE STATES



## QUARRELING AMONG THE STATES



## FOREIGN COUNTRIES DISTRUSTED THE CONFEDERATION



## SAYS' REBELLION: Debtor farmers attacked courts that were foreclosing their farm mortgages.



## REVIEW: PROBLEMS OF THE CONFEDERATION

Objective: To understand why the Articles of Confederation did not work.

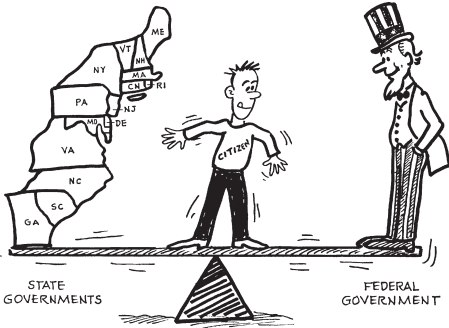
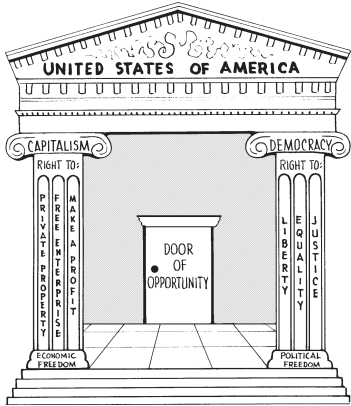
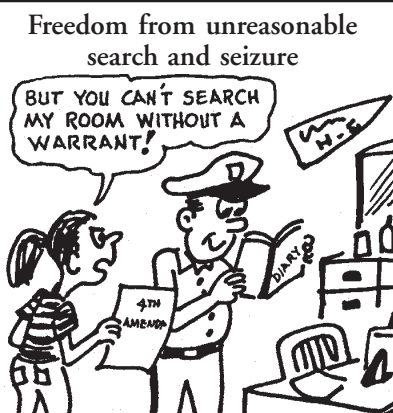

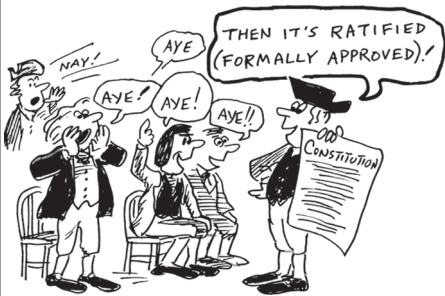


**Draw and color your impressions of the Confederation's problems.**

WEAK GOVERNMENT UNDER THE ARTICLES OF CONFEDERATION	ECONOMIC PROBLEMS: inflation; no money	BOUNDARY DISPUTES AMONG THE STATES
QUARRELING AMONG THE STATES	FOREIGN COUNTRIES DISTRUSTED THE CONFEDERATION.	SHAYS' REBELLION: Debtor farmers attacked courts that were foreclosing their farm mortgages.

# 17 ★ THE CONSTITUTION DEFINITIONS, ★ Section 12, pp. 161-184

Objective: To understand key terms regarding the Constitution.

Learn the following terms and explain them to a friend.

CONSTITUTION	FEDERALISM	REPUBLIC
<p>A plan of government; a system of fundamental laws that governs a group.</p> <div><p>The Constitution of the United States of America</p></div> <p>Our Constitution is the supreme law of the land.</p>	<p>Shared power between the state governments and the federal government</p> <div></div>	<p>A nation whose government is run by representatives elected by the people</p> <div></div>
AMENDMENT	VETO	RATIFY
<p>A change in the Constitution, for example:</p> <p><b>THE 4th AMENDMENT</b></p> <p>Freedom from unreasonable search and seizure</p> <div></div>	<p>To reject. The president has power to veto—reject—an act of Congress.</p> <div></div>	<p>Formal approval by voting. The U.S. Constitution was ratified by the states.</p> <div></div>
ARTICLE	COMPROMISE	
<p>A division of the Constitution</p> <div><p>Article 1. . .</p><p>Article 2. . .</p><p>Article 3. . .</p></div>	<p>The settlement of a conflict, with each side giving in a bit to reach a common goal. At the Constitutional Convention Benjamin Franklin illustrated the meaning of compromise.</p> <div></div>	

**REVIEW--THE CONSTITUTION: DEFINITIONS**

Objective: To understand key terms regarding the Constitution

Define the following in words and pictures.

CONSTITUTION	FEDERALISM	REPUBLIC
AMENDMENT	VETO	RATIFY
ARTICLE	COMPROMISE	

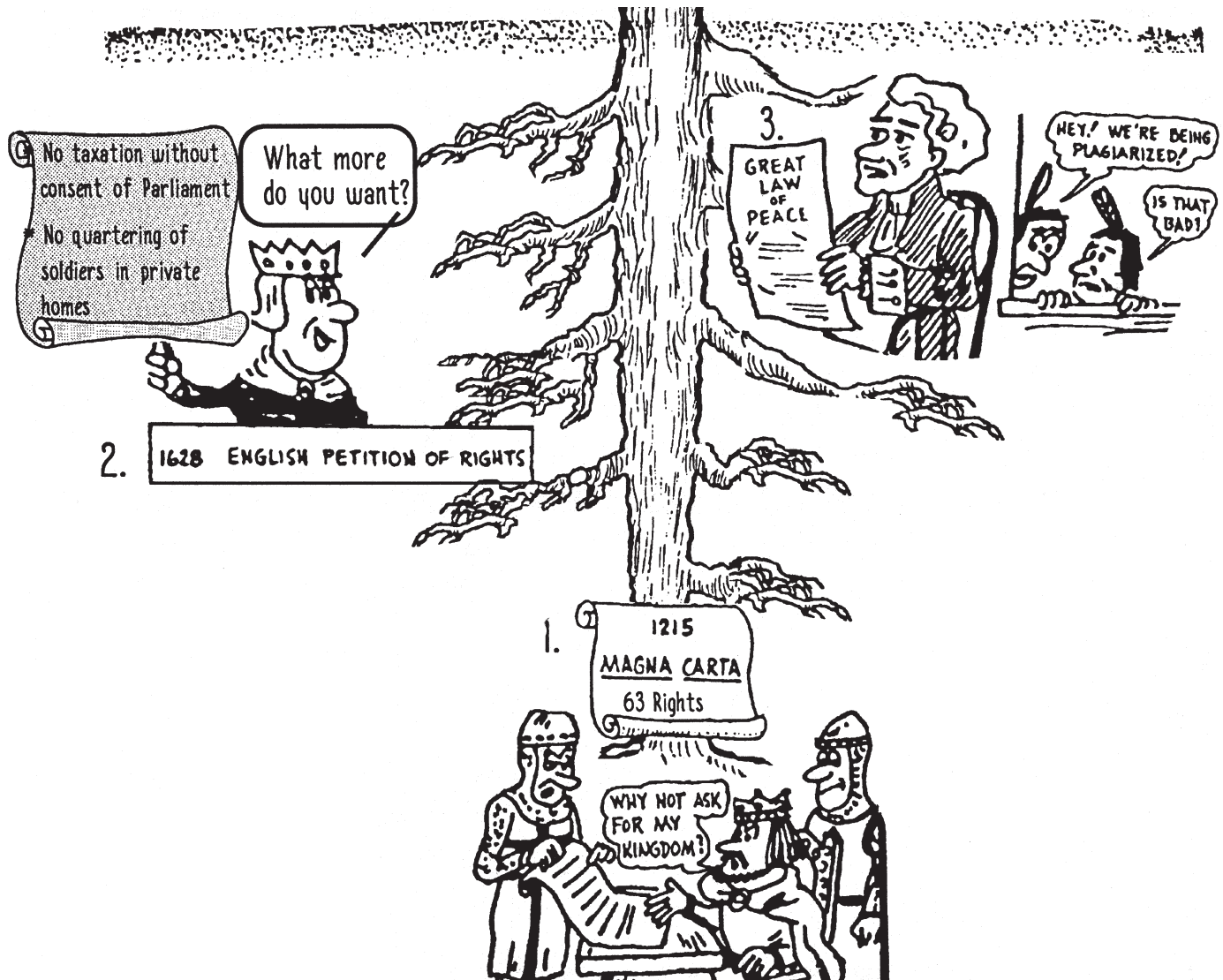
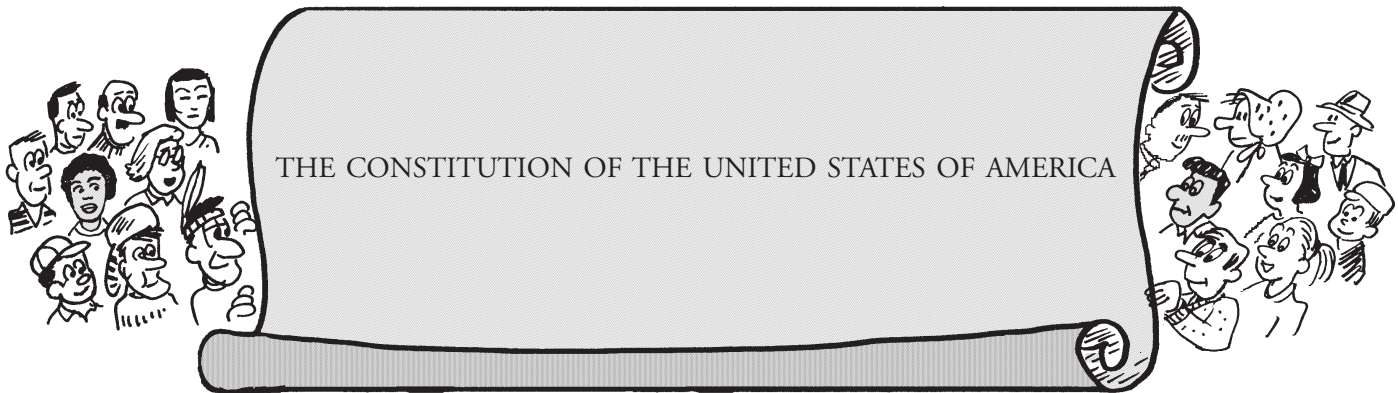


# 18 ★ DOCUMENTS THAT INFLUENCED THE CONSTITUTION ★ Section 9, p. 125

Objective: To understand the English roots of American liberty

Identify and color the documents that influenced the writing of the Constitution:

1. 1215—MAGNA CARTA
2. 1628—ENGLISH PETITION OF RIGHTS
3. 1500s—IROQUOIS GREAT LAW OF PEACE

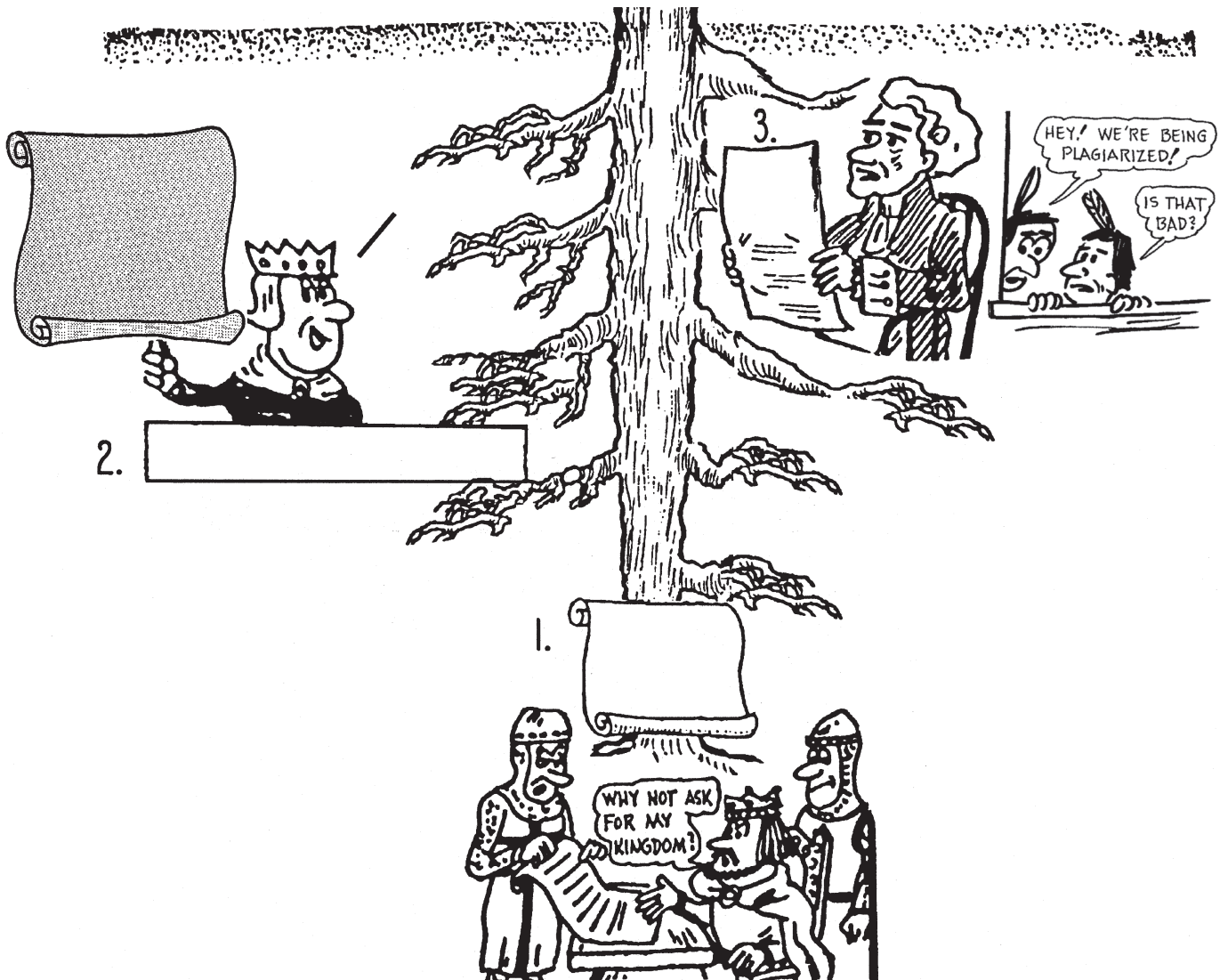
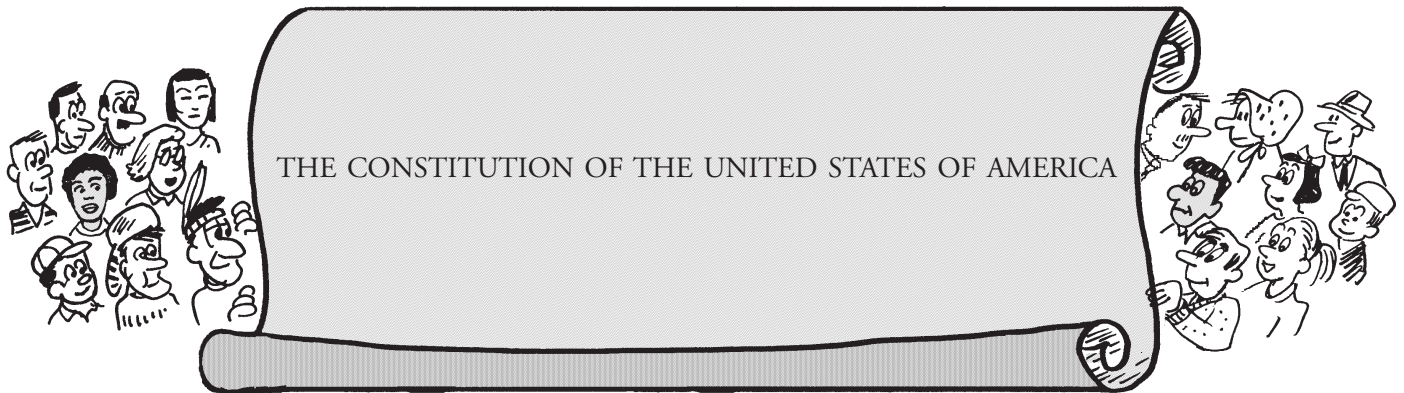


## REVIEW: DOCUMENTS THAT INFLUENCED THE CONSTITUTION

Objective: To understand the English roots of American liberty

Identify and color the documents that influenced the writing of the Constitution:

1. 1215—MAGNA CARTA
2. 1628—ENGLISH PETITION OF RIGHTS
3. 1500s—IROQUOIS GREAT LAW OF PEACE





**19 ★ THE BILL OF RIGHTS, 1791 ★ Section 12, pp. 182, 183**

Objective: To analyze the meaning of the First Amendment to the United States Constitution

Directions: Write the First Amendment in frame #1. Then draw and color your interpretations of each of its 5 parts.

1st AMENDMENT:	Freedom of Religion
Freedom of Speech	Freedom of the Press
Freedom of Assembly	Freedom of Petition

## REVIEW: THE BILL OF RIGHTS, 1791

Objective: to analyze the meaning of Amendments 2-10

Directions: Write, color, and draw your interpretations of Amendments 2-10.

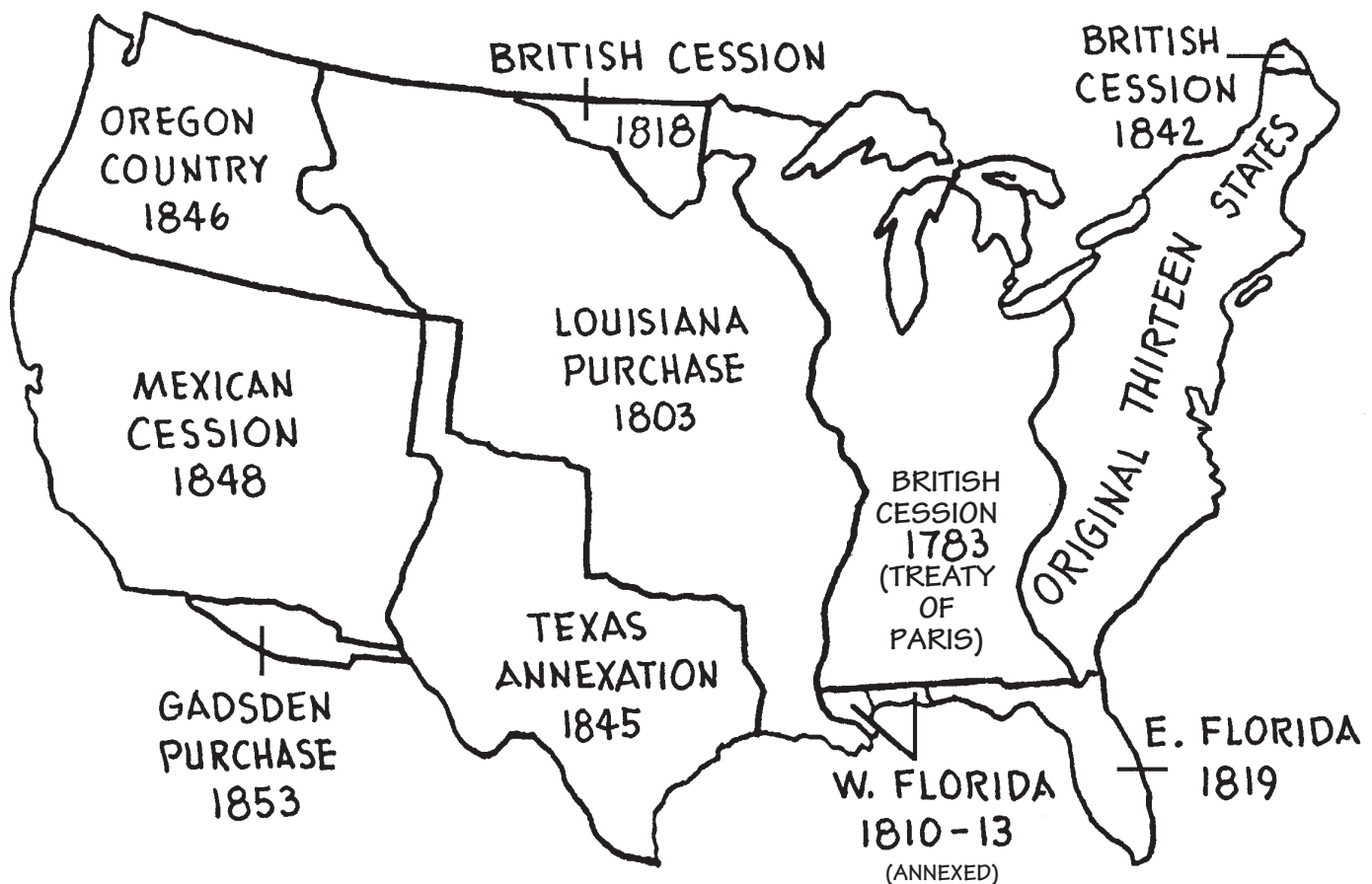
<b>2nd AMENDMENT</b>	<b>3rd AMENDMENT</b>	<b>4th AMENDMENT</b>
<b>5th AMENDMENT</b>	<b>6th AMENDMENT</b>	<b>7th AMENDMENT</b>
<b>8th AMENDMENT</b>	<b>9th AMENDMENT</b>	<b>10th AMENDMENT</b>

**20 ★ WESTWARD EXPANSION ★ Section 13, p. 192**

Objective: To understand the geographic development of the United States

**LOCATE AND COLOR THE MAJOR STAGES OF EXPANSION.**

1. Original Thirteen States
2. British Cession, 1783—Treaty of Paris after Revolutionary War
3. Louisiana Purchase, 1803—bought from France
4. British Cession, 1818—Treaty with Great Britain
5. Florida Cession (West and East Florida), 1819—Adams-Onís Treaty
6. Texas Annexation to the United States, 1845
7. Oregon Country, 1846—Treaty with Great Britain
8. Mexican Cession, 1848—Treaty of Guadalupe Hidalgo after Mexican War
9. Gadsden Purchase, 1853—bought from Mexico

**EXPANSION OF THE UNITED STATES OF AMERICA: 1607-1853**

**REVIEW: WESTWARD EXPANSION**

Objective: To understand the geographic development of the United States

**NAME AND COLOR THE MAJOR STAGES OF EXPANSION.**

1. Original Thirteen States
2. British Cession, 1783—Treaty of Paris after Revolutionary War
3. Louisiana Purchase, 1803—bought from France
4. British Cession, 1818—Treaty with Great Britain
5. Florida Cession (West and East Florida), 1819—Adams-Onis Treaty
6. Texas Annexation to the United States, 1845
7. Oregon Country, 1846—Treaty with Great Britain
8. Mexican Cession, 18948—Treaty of Guadalupe Hidalgo after Mexican War
9. Gadsden Purchase, 1853—bought from Mexico

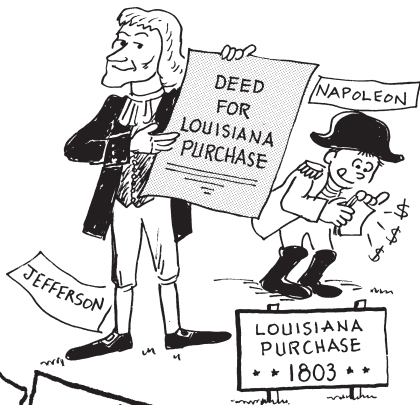
**EXPANSION OF THE UNITED STATES OF AMERICA: 1607-1853**

## 21 ★ EARLY NATIONAL PERIOD, 1800-1815 ★ Section 14, pp. 201-210

Objective: To learn key people and events in the early national period.

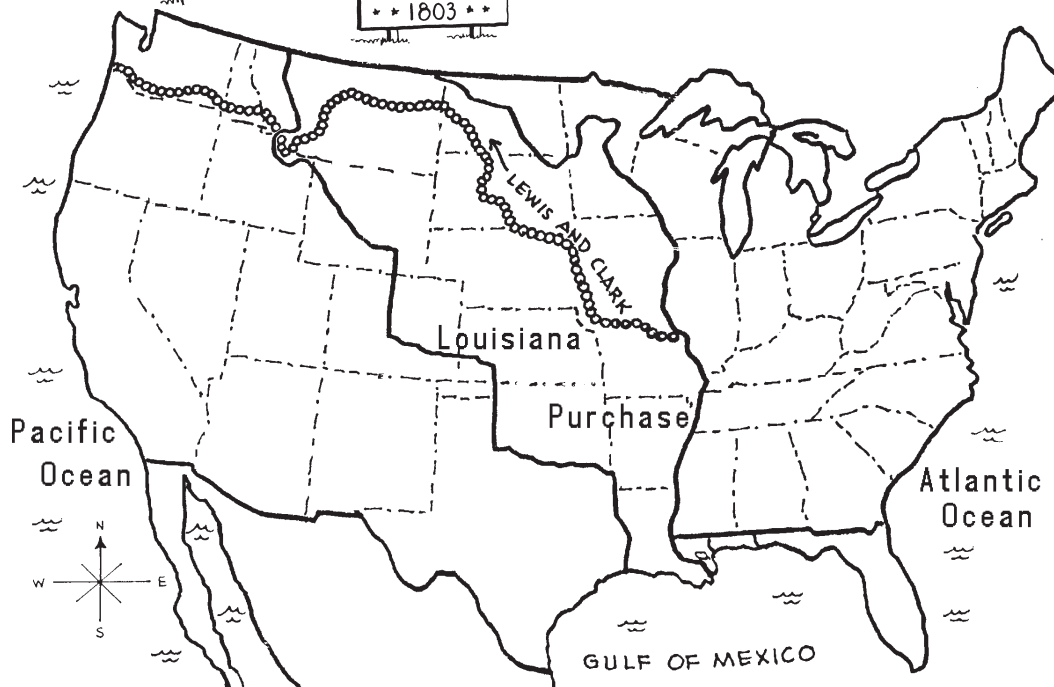
### Dramatize the Louisiana Purchase, Lewis and Clark Expedition and War of 1812.

#### LOUISIANA PURCHASE



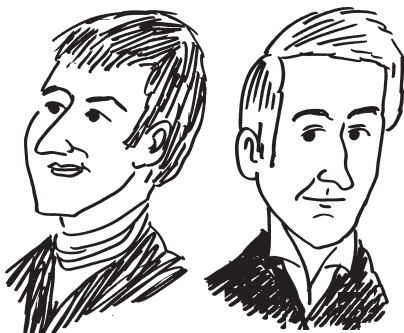
In 1803 President Thomas Jefferson authorized the purchase of the Louisiana Territory—a half billion acres of land west of the Mississippi River—from France for \$15,000,000.

Jefferson sent Meriwether Lewis and William Clark to explore the land (1804-1806). An incredible bargain, the purchase in effect doubled the land size of the U.S. Can you name the 13 states eventually carved from it?



#### LEWIS AND CLARK

Meriwether Lewis and William Clark explored the Louisiana Purchase and beyond to the Pacific Ocean.



#### SACAJAWEA

Sacajawea, a Shoshone Indian, was the chief guide on the Lewis and Clark expedition.



#### WAR OF 1812

The U.S. Declared war on Britain to stop British violation of America's neutral rights. The war ended in 1815 in a stalemate.

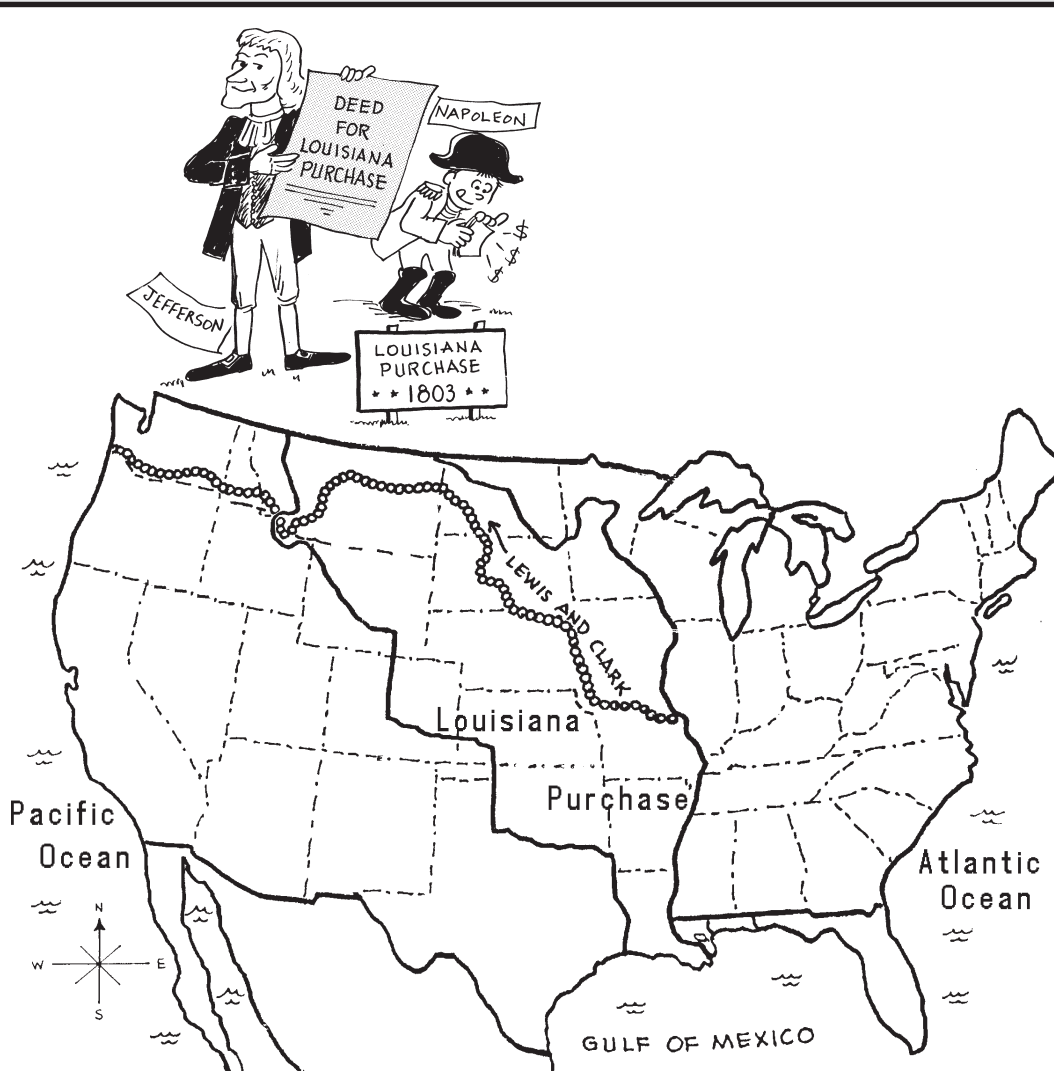


## REVIEW: EARLY NATIONAL PERIOD, 1800-1815

Objective: To learn key people and events in the early national period.

Identify the following by writing, drawing, and coloring your answers.

### LOUISIANA PURCHASE



LEWIS AND CLARK

SACAJAWEA

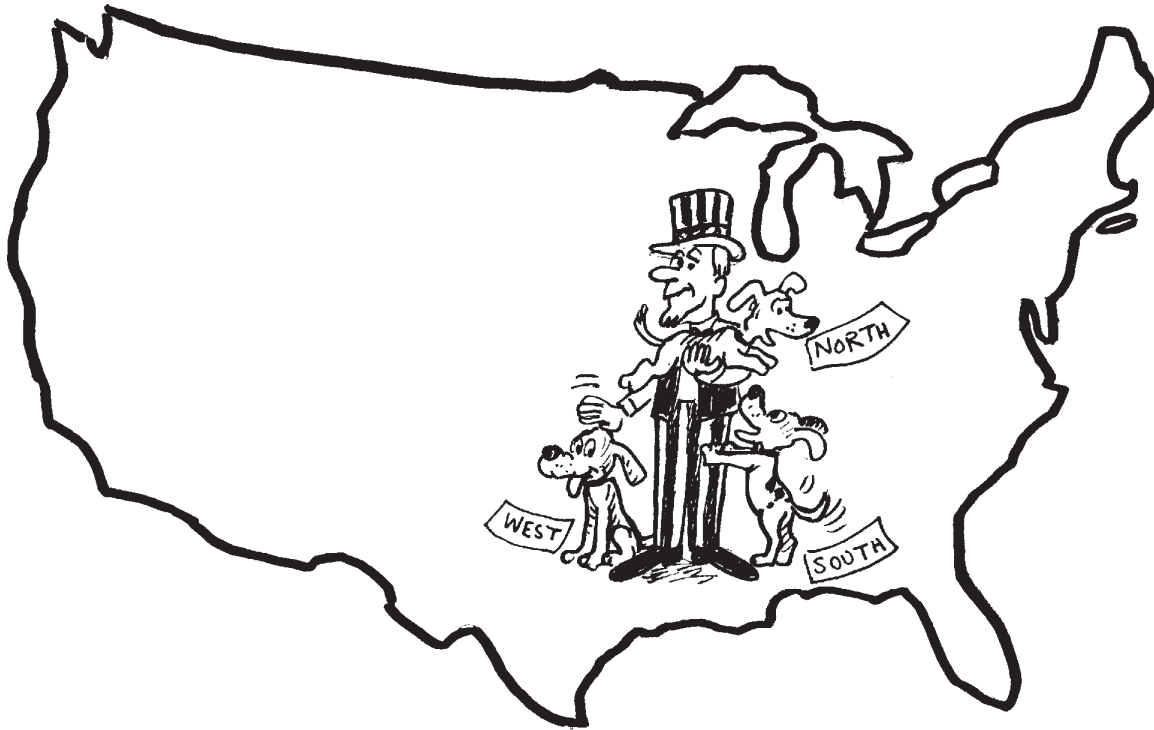
WAR OF 1812

## 22 ★ NATIONALISM AND SECTIONALISM, 1815-1860, ★ Section 15, pp. 211-222

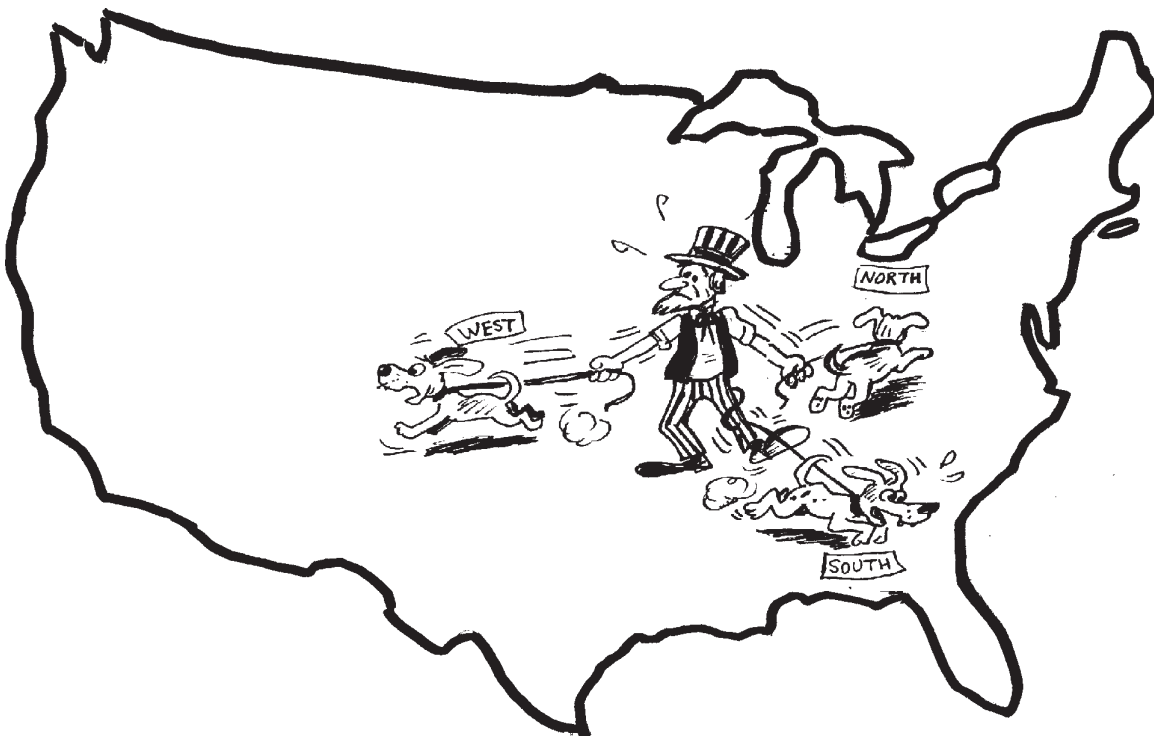
Objective: To understand cause and effect in regard to nationalism and sectionalism

Directions: Write the causes of nationalism in the first map, the causes of sectionalism in the second map.

**Nationalism:** loyalty to and pride in one's country; national unity

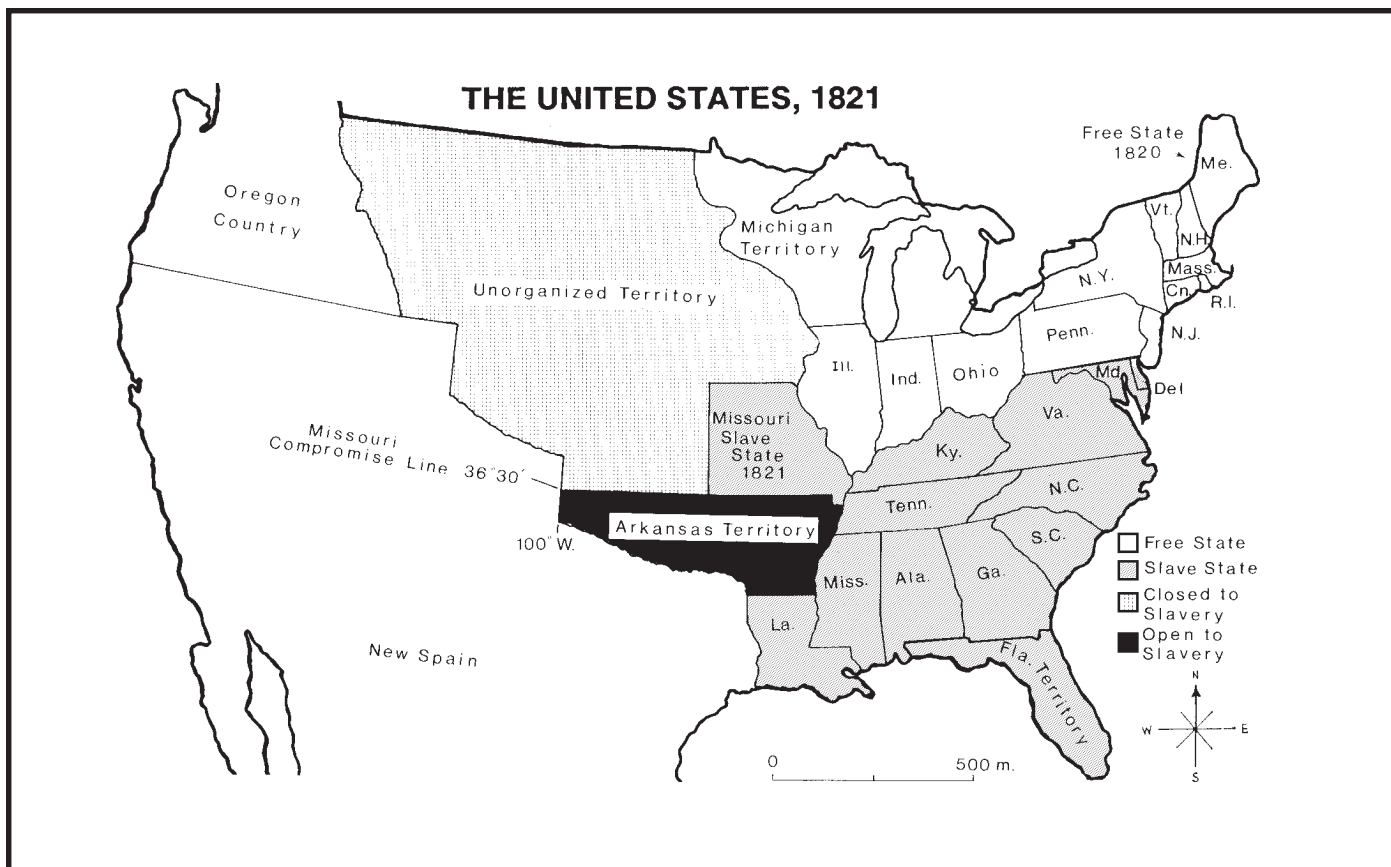


**Sectionalism:** loyalty to one's sectional interests; sectional conflict



## 23 ★ THE MISSOURI COMPROMISE, ★ 1820 Chapter 85, p. 184

Objective: To analyze the impact of the Missouri Compromise



**What were the provisions of the Missouri Compromise?**

**Explain how the Missouri Compromise avoided a threat to national unity.**



# 24 ★ DOMESTIC AND FOREIGN AFFAIRS, 1815-1850 ★ Sections 15, 17, 16, 19

Objective: To learn key people and events in domestic and foreign affairs.

Directions: Imagine you are each of the key people below. How would you react to the key events?

## Identify the following.

### SAMUEL SLATER

Slater, a British textile worker, memorized textile machine designs, smuggled them into the U.S., and started the first factory in the U.S.



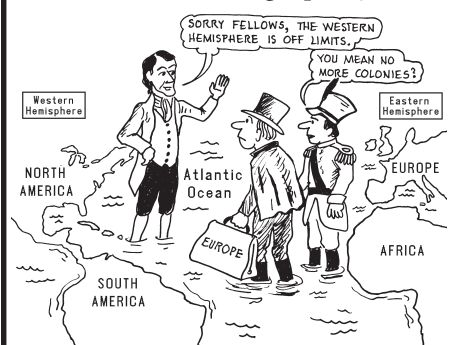
### INDUSTRIAL REVOLUTION

After the war of 1812 the United States underwent a vast change from an agricultural, farming economy to a manufacturing, factory economy.



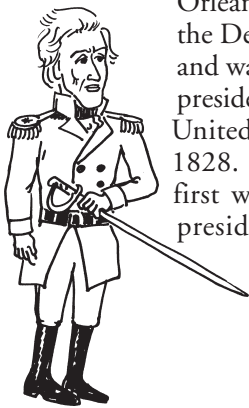
### MONROE DOCTRINE

In 1823 President James Monroe declared the western hemisphere closed to European interference. This is still our foreign policy.



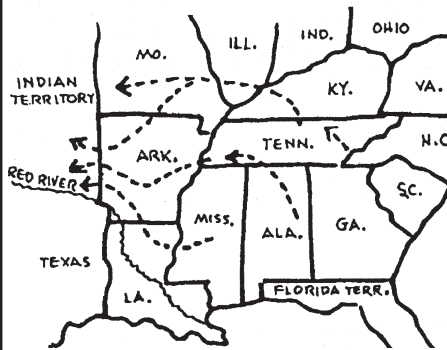
### ANDREW JACKSON

Jackson, a general in the War of 1812, became a hero in the Battle of New Orleans. He started the Democratic party and was elected president of the United States in 1828. He was the first western president.



### TRAIL OF TEARS

Under President Jackson's removal policy the Cherokee Indians were marched from Georgia to Oklahoma; 4,000 died on the way.



### JAMES K. POLK

In 1845 editor John O'Sullivan said it was America's "manifest destiny" (clear future) to expand her land to the West Coast. And Americans believed it!



### JAMES K. POLK

Polk was elected president in 1845 on a promise of westward expansion. His manifest destiny policy led to war with Mexico.



### SUSAN B. ANTHONY

For a half-century, Anthony led the woman's movement for equal rights, including the right to vote.



### SOJOURNER TRUTH

Sojourner Truth, a freed slave, chose her name to reflect her mission: travelling about telling the truth about slavery and women. She became an eloquent spokesperson for women's rights.



**REVIEW: DOMESTIC AND FOREIGN AFFAIRS, 1815-1850**

Objective: To learn key people and events in domestic and foreign affairs.

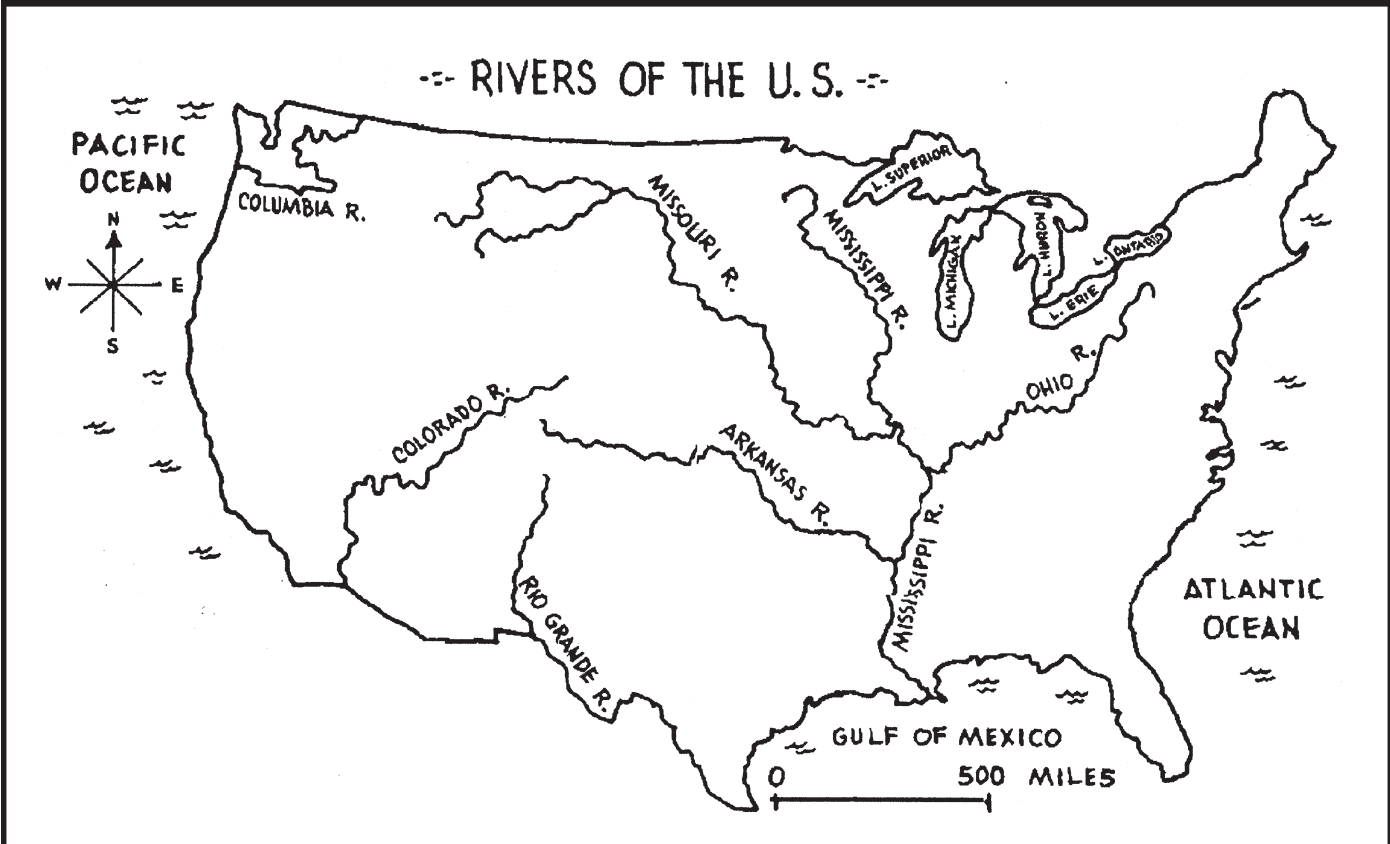
**Identify the following.**

SAMUEL SLATER	INDUSTRIAL REVOLUTION	MONROE DOCTRINE
ANDREW JACKSON	TRAIL OF TEARS	JAMES K. POLK
JAMES K. POLK	SUSAN B. ANTHONY	SOJOURNER TRUTH

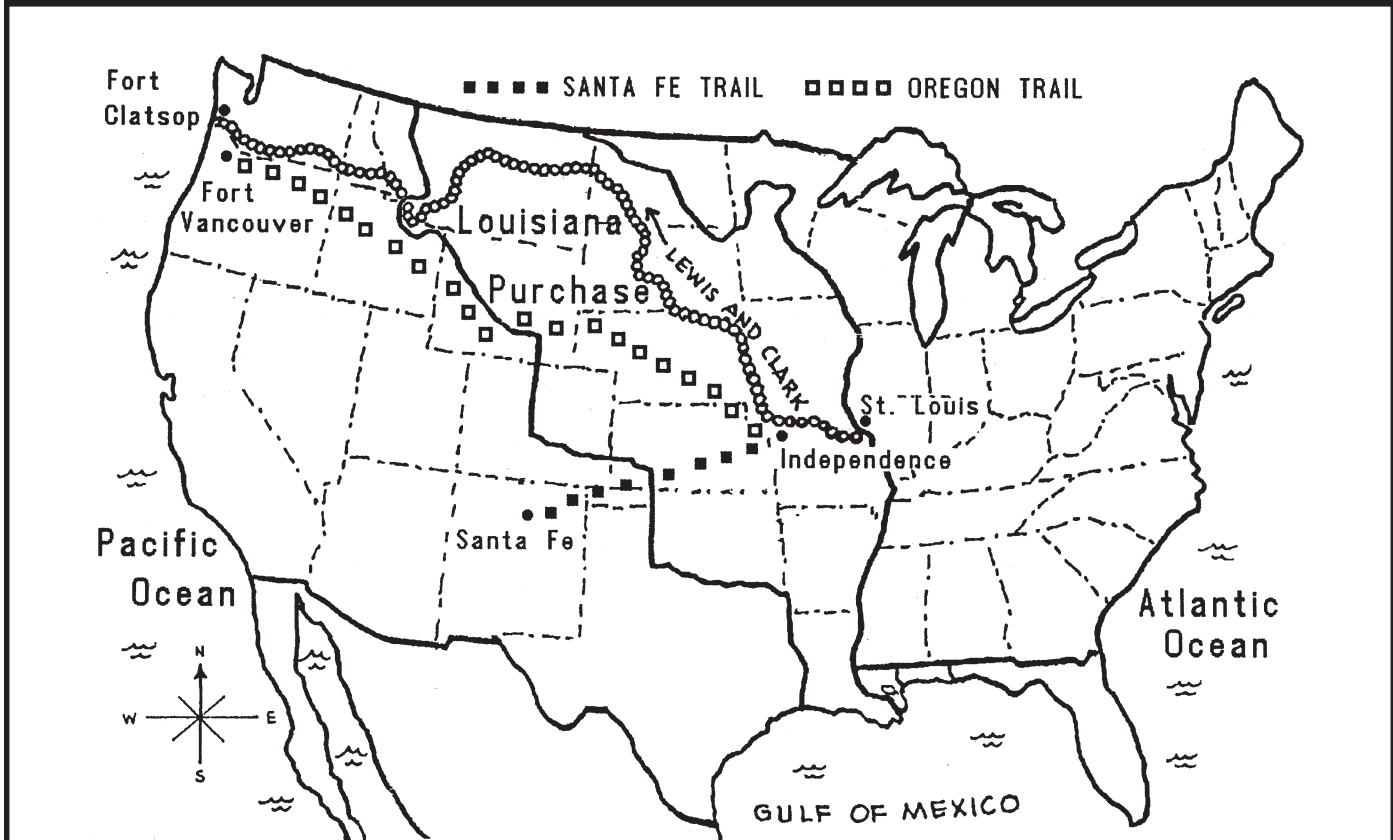
## 25 ★ WESTWARD HO!: RIVERS AND TRAILS ★ Section 14, p. 205

Objective: To visualize the rivers and trails leading settlers westward.

Identify and color these rivers: Missouri, Arkansas, Colorado, Rio Grande, Columbia.



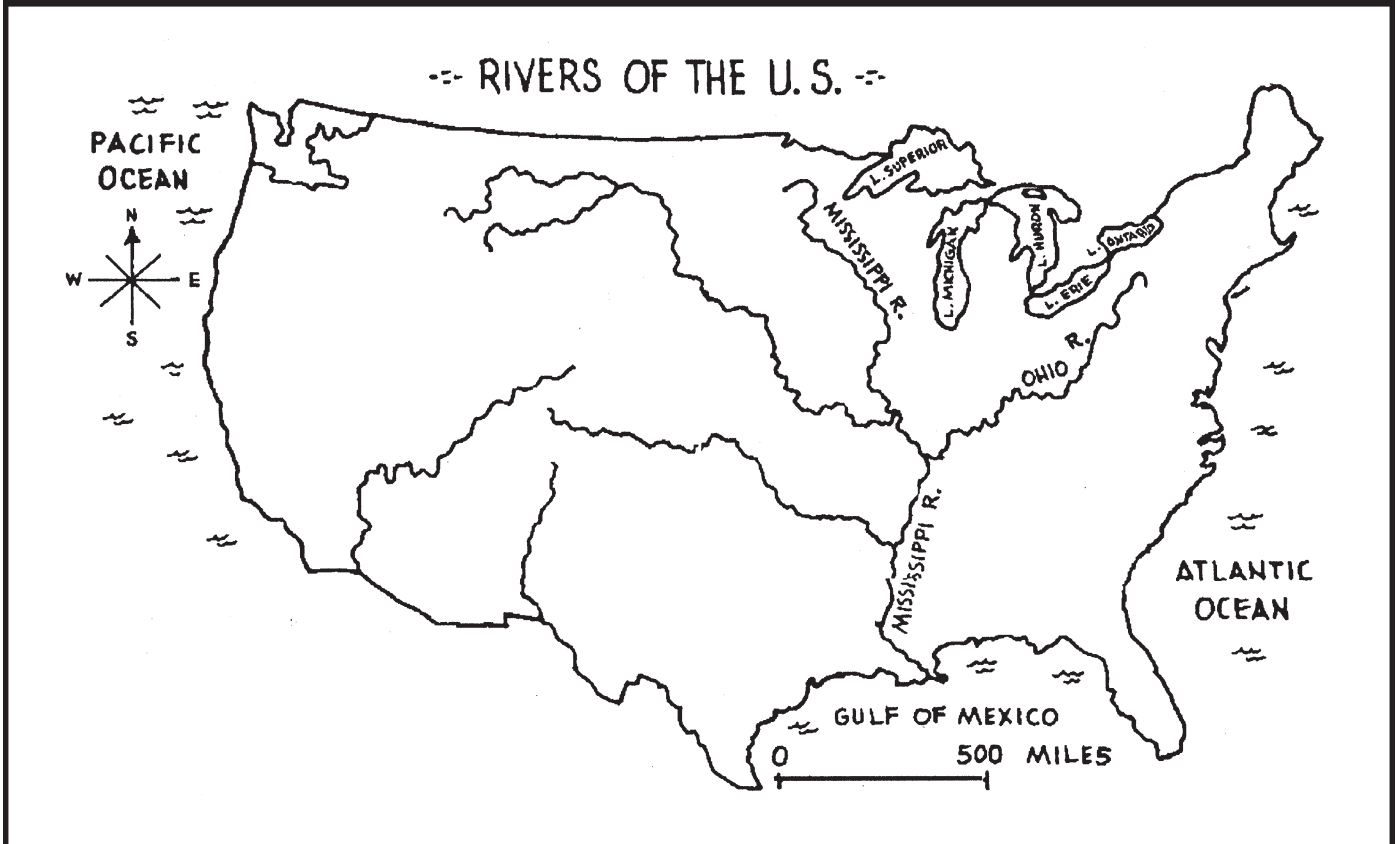
Identify and color: Louisiana Purchase, Oregon Trail, and the Santa Fe Trail.



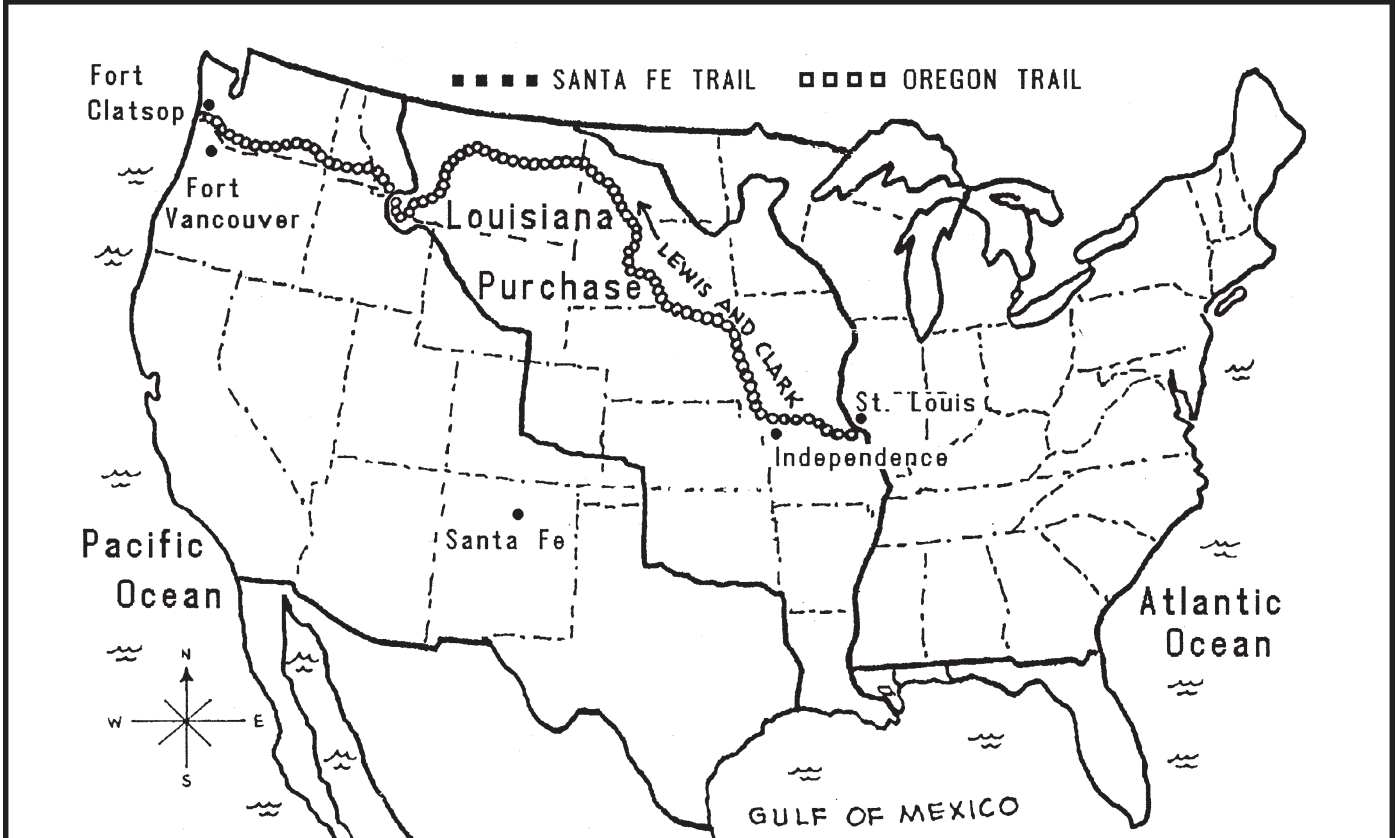
## REVIEW—WESTWARD HO!: RIVERS AND TRAILS

Objective: To visualize the rivers and trails leading settlers westward.

**Name and color these rivers: Missouri, Arkansas, Colorado, Rio Grande, Columbia.**



**Draw, name, and color the Oregon Trail and the Santa Fe Trail.**



## 26 ★ THE MEXICAN WAR ★ Section 19, p. 269

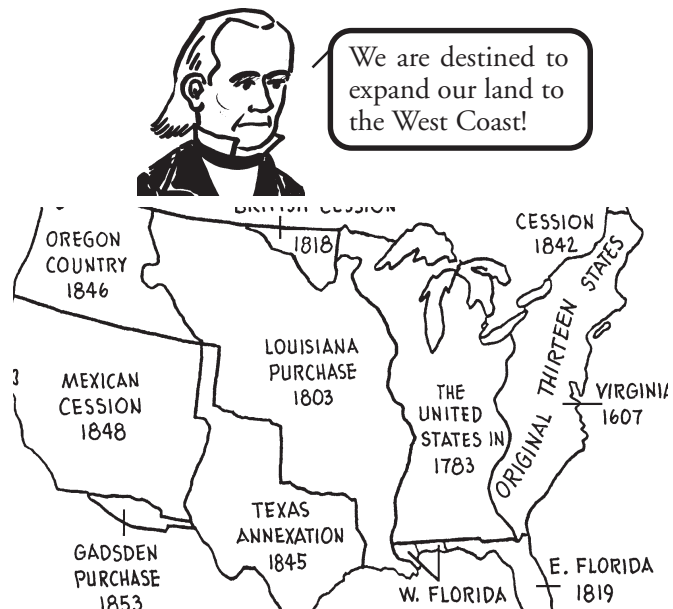
Objective: To analyze the issues (points in dispute) that caused the Mexican War.

- 1) Discuss the issues that caused the Mexican War, considering the viewpoints of United States and Mexican citizens. 2) Color the maps.

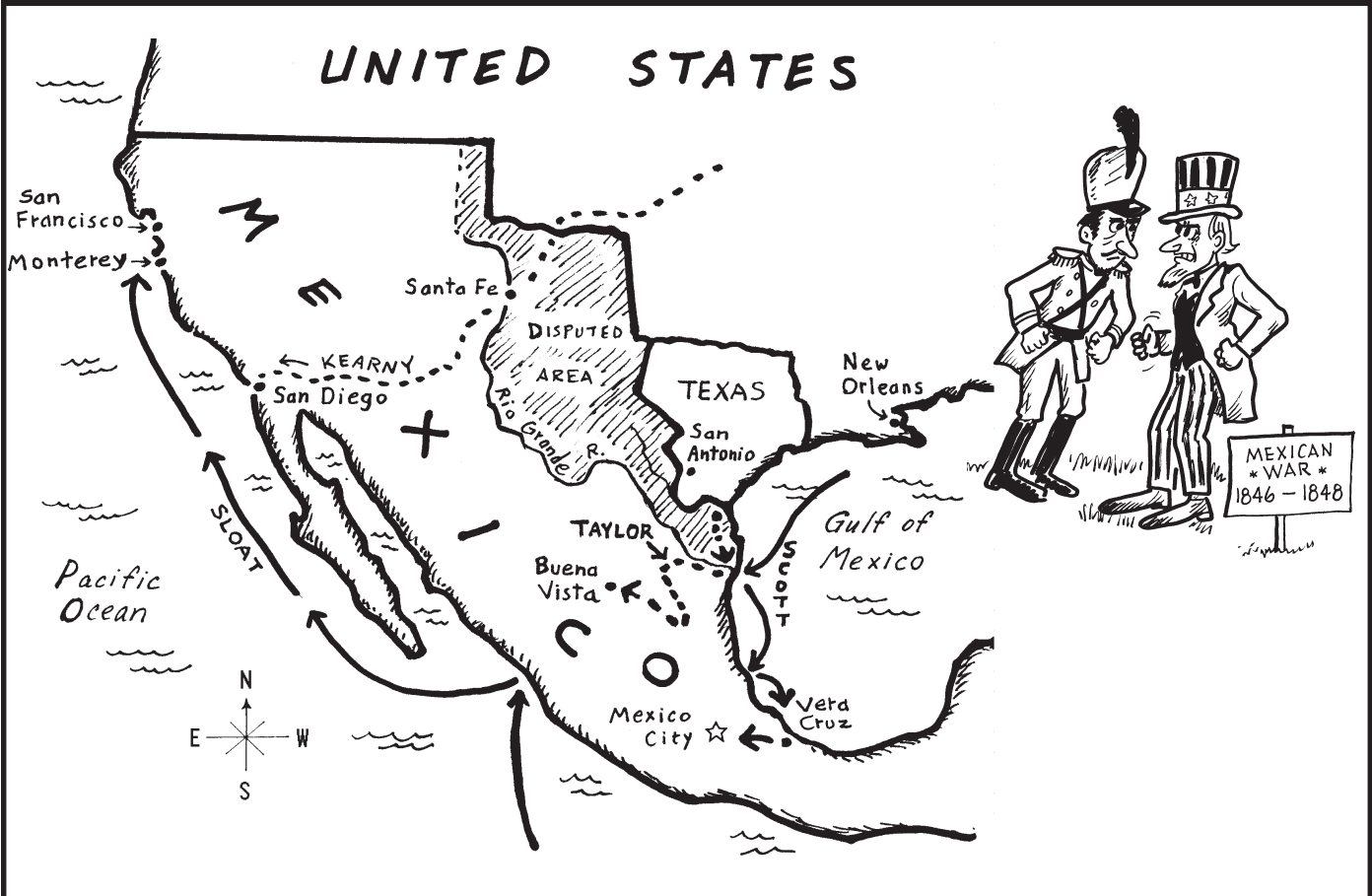
### DESIRE FOR LAND



### MANIFEST DESTINY



U.S. ANNEXATION OF TEXAS IN 1845 LED TO A TEXAS-MEXICO BORDER DISPUTE.



## REVIEW: THE MEXICAN WAR

Objective: To analyze the issues (points in dispute) that caused the Mexican War.

**Draw and color your interpretation of the issues that caused the Mexican War.**

### DESIRE FOR LAND

### MANIFEST DESTINY

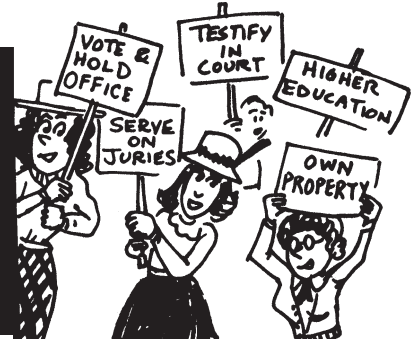
**U.S. ANNEXATION OF TEXAS IN 1845 LED TO A TEXAS-MEXICO BORDER DISPUTE.**

**27 ★ A LETTER TO ABIGAIL ★ Section 17, p. 236-245**

Objective: To learn about the Woman's Rights Movement, 1848-1920

More than 200 years have passed since Abigail Adams wrote her husband, predicting that women would crusade for equal rights as United States citizens.

Now it's your turn to write Abigail Adams, bringing her up to date on changes that have occurred in the lives of American women because of the Woman's Rights Movement.



Dear Abigail:

You would be amazed at the progress made in women's rights since you wrote your husband \_\_\_\_\_ in 17 \_\_\_\_\_. Here are some of the highlights:

In 18 \_\_\_\_\_ the \_\_\_\_\_ Movement began in \_\_\_\_\_, New York, with 360 members ( \_\_\_\_\_ female and \_\_\_\_\_ male). The Convention's "Declaration of Sentiments," written by \_\_\_\_\_, declared that "all \_\_\_\_\_ and \_\_\_\_\_ are created \_\_\_\_\_."

Then, over a 72-year period, from 1848 to \_\_\_\_\_, Elizabeth Cady Stanton and \_\_\_\_\_ led a crusade for women's rights. The crusade grew from 360 members in 1848 to more than 2,000,000 by 1900. In 19 \_\_\_\_\_ the \_\_\_\_\_th Amendment to the United States Constitution finally gave \_\_\_\_\_ the right to \_\_\_\_\_.

Other rights fought for and won included the rights of women to serve on \_\_\_\_\_, to \_\_\_\_\_ in court, to own \_\_\_\_\_, and to have legal guardianship of their \_\_\_\_\_.

Along with Stanton and Anthony, leaders of the Woman's Rights Movement included: Sarah \_\_\_\_\_, Lucretia \_\_\_\_\_, Sojourner \_\_\_\_\_, Lucy \_\_\_\_\_, Charlotte Perkins \_\_\_\_\_, and Margaret \_\_\_\_\_.

A new crusade for women's rights began in the 1960s, with an emphasis on economic rights, and today women benefit from greater professional and career opportunities.

Thank you, Abigail, for first bringing the matter of \_\_\_\_\_ rights to the attention of John Adams and the other Founding Fathers.

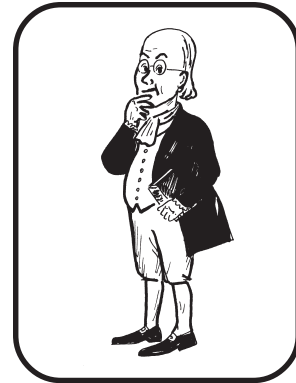
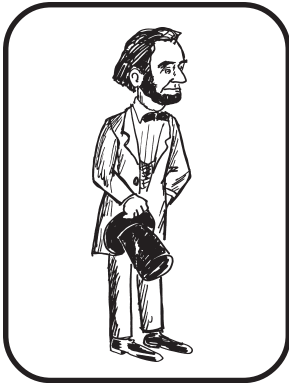
Sincerely yours,

\_\_\_\_\_

## 28 ★ ABRAHAM LINCOLN and BENJAMIN FRANKLIN ★ Sections 8, 20

Objective: To see similarities and differences in the lives of Abraham Lincoln and Benjamin Franklin.

Directions: Compare the lives of Lincoln and Franklin in the categories below.



ABRAHAM LINCOLN, 18__ TO 18__		BENJAMIN FRANKLIN, 17__ TO 17__
	<b>BIRTH PLACE AND FAMILY</b>	
	<b>SCHOOLING</b>	
	<b>SELF- EDUCATION</b>	
	<b>FAVORITE BOOKS</b>	
	<b>CAREERS</b>	
	<b>CHARACTER TRAITS</b>	



## 29 ★ CAUSES OF THE CIVIL WAR ★ Section 21, p. 296

Objective: To understand the issues (conflicts of interests) between North and South that led to the Civil War

Directions: 1) Write, draw, and color the causes of the Civil War.

2) Choose a partner. One of you will be A (a southerner) and one of you will be B (a northerner).

On each issue, A: explain your position; B repeat A's position to his or her satisfaction, showing that you understand it. Then, reverse roles.

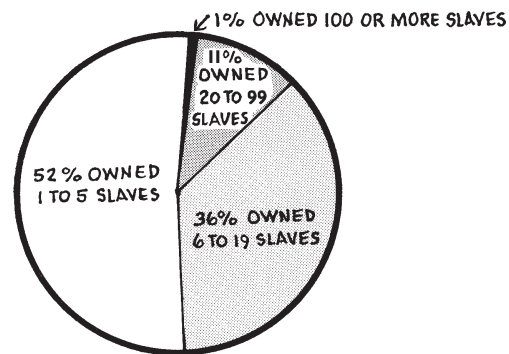
Here is an overview of the causes of the war, all of which add up to a conflict of interests between the North and South. Ironically, **James Madison** saw the heart of the problem during the Constitutional Convention. He wrote in 1787:

“It seemed now to be pretty well understood that the real **difference of interests** lay not between the large and small but between the Northern and Southern states. The institution of slavery and its consequences formed a line of discrimination.”

Sure enough, from 1850 to 1861 the “difference of interests” between the slave-holding South and the free North escalated into tragic consequences: the American Civil War, also called the War Between the States.

### 1. STATES' RIGHTS

### 2. SLAVERY



### 3. TARIFF DISPUTES

### 4. DIFFERENT ECONOMIES

### 5. CULTURAL DIFFERENCES

## 30 ★ SECESSION: WHAT WOULD YOU HAVE DONE? ★ Section 21



**Objective:** To understand the reasons for and against secession (formal withdrawal) from the Union

**Directions:** Fierce debates regarding secession occurred in many southern states.

Imagine that your class is a southern legislature in 1861 and stage your own debate.

Divide into **Team A--FOR SECESSION**, and **Team B--AGAINST SECESSION**.

To prepare for the debate, list below all the reasons you can think of both for and a against secession.

REASONS FOR SECESSION	REASONS AGAINST SECESSION
	
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

## 31 ★ TECHNOLOGY IN THE CIVIL WAR ★ Section 21, p. 307

Objective: To understand the role of new technology in the Civil War.

Draw and color the examples of new technology below.

Describe how you think each was used in the Civil War.

Analyze ways technology made the Civil War different from previous conflicts.

RAILROAD	WEAPONRY	IRONCLAD SHIP
CAMERA	TELEGRAPH	MEDICINE



## 33 ★ EMANCIPATION AND RECONSTRUCTION ★ Section 21, pp. 309, 321

Objective: To understand the impact of the Emancipation Proclamation and Reconstruction Amendments.

**Describe—by writing, drawing, and coloring—the impact of the following.**

### EMANCIPATION PROCLAMATION (1863)



### 13th AMENDMENT

### 14th AMENDMENT

### 15th AMENDMENT

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